

Template for collecting interview data and combining it into a country report

Outcome 1

SPAIN REPORT

December 2015
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Content

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Introduction

Description of the procedure followed

We have presented and promoted the Project among the VET staff teachers of our school. We have translated and adapted the interview to get the data for the report. During this session we have trained the staff involved and set up the procedures and deadlines for interviews.

Although our school have a Quality assurance System, most VET schools and companies in Spain do not have it, so we have developed a document to explain the participant interviewed, most of them VET teachers, principals and counselors, about the European Quality Assurance Reference Framework for Vocational Education and Training and the agreed set of standards, procedures and guidelines on quality assurance.

So we have adapted the interview to applied to the national context and our educational VET system, since ours differs from the others not only in the levels (we have initial, medium and high VET we do not use numbers) but also in the way our students do their on –the- job- training and internship.

After having collected the interviews we have reported findings and other information in the present report.

1. Target group the research aims at and definitions used

The participants can be divided into three groups: VET staff , principals, and School counselors

2. Respondents

24 interviews have been taken from five different VET schools .All of them are experienced teachers with more than 10 years of experience in the current post.

Most of the interviewers are VET teachers of which two are VET school principals: 2 are career counselors and 2 are entrepreneurship teachers (entrepreneurship is included in the curriculum of all VET families).

Most of the schools have 1,000 students approximately, although one of them has 2,300 students.

All these teachers work in public VET schools, since the public sector is the main source of funding for VET schools in Spain. Therefore all the teachers interviewed are civil servants.

In relation to the level of VET, most of them teach in both levels of VET (Initial and high level) and others also teach to post-compulsory secondary students too. In Spain most of the VET belongs to the state and secondary students study together in the same school.

The areas of teaching or VET families is varied, 45%belong to Computing and information, 20% mechanic and 30% are other VET families

IVET in the Spanish education system is a part of post compulsory secondary education. IVET or Specific Vocational Schooling is divided into two educational levels (middle level and upper level), both of which include occupational standards.

Middle-level Specific Vocational Schooling, is accessed after having successfully completed compulsory secondary education (ESO) and therefore by achieving the Compulsory Secondary Education Diploma.

All of the schools are public schools.

See Annex –Participant list

3. Good quality of education: what does it mean?

3.1 Respondent's definition of good quality of education

Spain has separate education systems and training systems that operate in relative isolation from one another. There are wide variations between the two sectors in terms of a) their governance, finance and accountability and b) their standards, expectations and ways of measuring learner progress. But there is a growing movement to adopt quality-focused VET strategies that rely on strong partnerships with stakeholders in order to make data-informed decisions about identified needs and expectations.

There is quite a unanimity among teachers in defining what is a good quality teaching. All the definitions are mainly about three main aims: teachers, curriculum and students

General speaking a good quality is the ability to form high qualified professionals but also people with career adaptabilities, with coping strategies to deal with challenges in early and later career intersections

Teachers must be well trained in three main skills to be able to adapt to the material resources and to the changeable professional skills: Professional skills, teaching skills and working experience in companies, they must be updated and do refresher courses and on the job training.

The curriculum must be realistic and must be adjusted to the company's necessity since each grade of VET lasts only for two years. It is also important a continuous updating of the syllabus to better adapt to the labour market. There must be a continuous collaboration between VET institutions and enterprises

VET institutions must be equipped with appropriate equipment, laboratories, tools, and facilities. They must update the material resources in the workshops. To get that, it is essential a close communication and a fluent dialogue between VET schools and the companies to know with certainty the companies and the labour market needs and requirements.

Students must achieve deep and solid knowledge that will enable them to learn new ones and adapt to the changes of the labour market. They must become autonomous and they must be able to solve the problems they will face in the real job. The number of students per group must not be too

large. That is teachers must develop the full potential of the students. The level of quality in education is linked to the degree of specialization we can offer to our students at the theoretical level but mainly at the practical level, and equip them with the appropriate skills for their workplace so that the students can be able to fairly compete with other students from other schools.

But the classroom climate and the way the teachers interact with their students is also very important, it may facilitate or impede their motivation and therefore their learning.

If learning doesn't lead to satisfactory outcomes, everyone loses: learners, employers and society at large.

3.2 Respondent's most decisive criteria for good quality of education

	Short description	Why chosen by respondents?
Q criteria 1	The teaching and learning processes are regularly reviewed and adapted to the real needs.	<p>-It is important to revise and adapt the learning-teaching process to the new technologies. Most schools do that at the end of the school year and some of them every three month, but it should be done even more frequently, but it must not necessarily implied a change since we cannot be constantly changing.</p> <p>-The teaching programmed must be adapted to the type of students.</p>
Q criteria 2	An analysis of the evaluation results is performed and it generates improvement proposals.	<p>-It is very difficult to generate effective improvement proposals since the student does not feel part of his learning process.</p> <p>- To be effective this analysis must be done every three / four months</p> <p>-It is important to make improvement proposals and implement them. Any improvement proposal implies a cooperative work among the teaching staff and a follow-up of the learning-teaching process.</p> <p>- Some teachers comment that every year the groups are different, so it has no sense to make an analysis of the evaluation results comparing them to the previous year. We must make an analysis within the same school year, that is, we must analyze the progress. Since the results not only depend on the system but on the type of students. So in spite of the bad results we do not need to improve the system.</p>
Q criteria 3	The career learning tracks during the students' internship in the company is clearly designed	<p>-On the job training route is mainly designed by the schools according to the company needs.</p> <p>-It is difficult to do a clear career-learning track since sometimes it is the company that do not fulfil the itinerary, so there should be the possibility to combine more than one company to complete the whole career learning track.</p> <p>- It is essential from the very beginning to establish a training plan in agreement with the companies where they will do their on –the- job- training to adapt to the labour market. But this learning tracks must be flexible and able to adapt to the enterprise requirements, so it is very difficult to established a fixed learning track. Furthermore The variety of tasks and processes that students must perform during their on-the –job training makes it almost impossible to fulfill completely.</p> <p>-This criteria is important since we can get an homogeneous learning independently of the company where the student is doing his training</p>
Q criteria 4	Activities programme in the classroom are focused to the practical development of labor market requirements	<p>-It is essential to have a fluent dialogue between the company and the school.</p> <p>-The activity programmed within the company must be described in the teaching programme, this must be adapted to the labor market requirements. This activity must be opened and flexible to allow continuous improvement. The educational team tries to guide its activities to what students can find in their internship in the company</p> <p>-It is important that students are able to be autonomous in their learning, and the activities must be designed to achieve this aim.</p>

Q criteria 5	An evaluation of the whole process is done to improve the initial planning	It is important but every year the group of students is different and with different necessities, but there teachers have not time to do that during their working ours, they are really busy with many other tasks. It is more useful to do improvement proposal in each stage and not at the end, but some of them do not depend on the teacher or on the school
Q criteria 6	The results of the evaluations and the improvement proposals are made public and accessible	<ul style="list-style-type: none"> - The improvement proposals must be published and implemented, so other teachers and schools can compare results and make a comparative analysis from which they can improve. -It would be beneficial to have external inputs from other schools, as well as to help other VET schools with our experience
Q criteria 7	There is a quality assurance system implemented that includes measurable indicators that allow continuous improvement	<ul style="list-style-type: none"> - If there is a quality assurance system implemented the evaluation will be more objective and accurate, furthermore it is easier to do the assessment and the evaluation results following the indicators established in it -It is very positive, provided that it is meant as an aid and not as a way to monitor the work -Although a few teachers said that Evaluation is essential to achieve continuous improvement but it is not essential to implement a quality system. - Many schools have a quality system but it is not based on indicators., they say the quality system must be easy to use and with not too much paperwork.
Q criteria 8	The curriculum is designed to meet the training demands required by the company	<ul style="list-style-type: none"> -This is one of the big difference between a university degree and a Vocational Education -Curriculum must be flexible and adapted to technological advances, but sometimes they become outdated and they are too general. VET students must achieve the specialization of students -The curriculum must be updated at the same pace than the labour market, although sometimes the curriculum is too wide and they are not updated, it must also be tailored to the companies needs
Q criteria 9	The Technologies or other materials that are being used in the sector companies are available	<ul style="list-style-type: none"> -It is one of the major shortcomings of some professional families because the equipment is not updated regularly. The classroom should be as close as possible to a real working environment - The school must be ready to the constant innovations in the enterprises, not only machinery and equipment, but also application computer programmes. It is very important to adapt to the labour market. -It is very important to have, but if it is not possible they should have at least simulators that allow the use of the equipment used in job. We can get a high quality teaching even without the latest technologies in the classroom
Q criteria 10	Student assessment is adjusted as described in the Curricular design.	<ul style="list-style-type: none"> -It is important for the student to know the evaluation criteria and the evaluation tools. - Objectivity and fairness is achieved in the process -With this criteria students are clear with the aims
Q criteria 11	The system checks are made at all levels following a prearranged system	The integration of evaluation in all levels is very important. This formative evaluation must guide the programme improvements.

The purpose of quality criteria devised for VET education is to secure the quality and in terms of quality assurance, attention must be paid to factors facilitating and promoting the achievement of desired learning outcomes. Constant development of teaching quality is a planned process of several phases: planning, implementation, evaluation and further development.

Defining quality means developing standards of VET quality for:

1. inputs (e.g. training of teachers/trainers);
2. processes (e.g. how access to VET is promoted);
3. outcomes (e.g. how VET responds to the changing demands of the labour market)

Five quality cards were devised for the quality of structures:

- Curriculum design
- Students' assessment
- personnel
- Economic resources (materials, facilities, etc)
- Evaluation

and four quality cards relating to the teachers , companies and students:

- Curriculum implementation adapted to the labour market requirements
- Career learning track
- Quality management in the vocational school

3.3 Existing measurements of quality

Indicator:	Way of measurement:	Impact on which stakeholders?
1. Company degree of satisfaction with the student's professional training	Company questionnaire about the student 's on-the job-training	Teachers and board of education
2. Student' satisfaction about the training received one 5year after finishing his vocational training	Company questionnaire about the student 's on-the-job-training	Teachers, students and companies
3. Percent of Students that get the qualification certificate	Statistics	Companies and board of education
4. Percentage of students that join up to the labour market	Statistics	Companies and board of education
5. Student's satisfaction about the training received	Company questionnaire about the student 's on-the-job-training	Teachers and companies
6. Student's satisfaction about the internship in the companies	Company questionnaire about the student 's on-the-job-training	Teachers and companies
7. Percentage of students promoted	Statistics	Board of education & teachers
8. Percentage of students leaving school before obtaining the qualification certificate	Statistics	Teachers Companies , teachers and board of education

It should be explained that in Spain the State, via the Ministry of Education and the Ministry of Labour (in CVET), often guarantee the quality of qualifications awarded and their comparability across the country.

Accordingly, measuring quality leads directly to the identification of areas for improvement.

The way of measurement has been done by means of:

- self-assessment;
- interviews;
- group evaluation and focus groups;
- evaluation questionnaires;
- tests and simulation games.

3.4 Respondents example of good practice in which these criteria are reflected / clearly respected

	Short description (1 or 2 lines!)	Indicators selected as part of the start?	How was effect established?
Good practice 1	Designate a coordinator of “on-the –job –training” to coordinate the companies and students. This person will have two hours within his timetable to do this.	Number of companies Number of post for the students	The impact was analysed by the technical team from Educational Coordination and the chiefs of the departments discussed them with their teachers staff.
Good practice 2	Career coaching among secondary students (4 th level) about the VET on mechanic, including a visit to the workshops and the utility of studying that vocational Cycle	Questionnaires to teachers and tutors	High degree of satisfaction
Good practice 3	Emotional intelligence workshop with students in the last year. To enhance students the importance of pro-social connectedness	Positive comments of students about this workshop	Students say it is very useful when doing their practices in enterprises.
Good practice 4	A mini-company project. It was a very motivating activity for the students they could see how a company works and how It is organised	Initial aims fulfilment Entrepreneurial culture promotion.	-They sell what they did in the workshops and it was a great success, all the works done by students were sold.
Good practice 5	Former students contact. Make a digital personal development plan and connect it in a digital platform together with their portfolio. Include students data and emails and mobile number. Teachers, students and companies can have access to it to find an employee or to be employed	Number of former students who get a job	- Number of students who get a job -Number of students and companies that use the platform.
Good practice 6	“on -the- job-training” coordination. Coordinate the process to assign a company to the students. One teacher is in charge of the communication with the enterprises and the teaching tutors	Number of participant teachers Number of participant students New enterprises Inspection of Key factors	- The main objectives were fulfil - Positive evaluation by the teacher staff
Good practice 7	Use e-learning tools. Our department work with this tool that enables students to have an easy and quick access to material, documents, communications, etc. We have used a Moodle platform	We didn’t use indicators	-As we have not use indicators, we can’t no measure the effect. But we can say that the use of this tool is currently very efficient
Good practice 8	Install a net in the classroom using boards, wires, and some other materials. To practice how to install a net in a company	Time needed to do the practice Right functioning of the net Right use of tools Student’s mark	-It was very motivating, they learnt a lot -They learnt from the experience, solving the problems by themselves.
Good practice 9	Students’ volunteering in real events for companies in our sector	Percentage of participants	- A brainstorming session with the enterprise and a

		(initial) -Degree of satisfaction among the enterprise and the students	customer satisfaction survey
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There are many and good examples of good practices and they are described briefly in the above chart. In all of them quality has well be ensured but in most of them indicators have not been established at the beginning and effects have not been established.

Most of good practices describe are used not only to achieve good results in the management and implementation of circuits and procedures, but also in the pursuit of meeting the needs of students and in overcoming their problems. Some are new initiatives; others have been running for many years. The procedure for each of these projects has been different in each case, but one of the shared outcomes of each innovation has been enhanced employability of the students involved.

But as there is not a culture of Quality implementation most of them do not define indicators and the effect is measure in students or teachers' satisfaction

Additional task: please select from the above the **most illustrative good practice**. Describe this good practice in terms of: what was started; why is was started, how it was done, what was the impact; what indicators have been used to establish this impact; a completed PDCA? Add this description to your report.

Good practice template

Name / Title of the good practice: FORMER STUDENTS COMPUTERIZED DATABASE

Organisation: VET SCHOOL. IES CRISTOBAL MONROY.

What has been started?

The teachers and students have created a computerized database with all the data from the students. They update it every school year. In this database they keep their former's students career and training track to know if they are working, where, etc. That is ,they keep in contact with their students , even with those who work abroad, and therefore they can check if what they learnt during their school and training period is effective or not, their strengths and weaknesses.

Why has it been started?

We started 6 years ago because the companies where our students have been training, phoned us offering different jobs. So we made the database and send the offer to all our former students, to act with transparency.so the process of offering a job transparent avoiding misunderstandings.

From that moment we knew about our former students and they told us where exactly of their career theywere. That is, if they have success in the labour maket, what they thought they were good or what they lack of.

We had a detailed feedback from our students and therefore from the education and training received.

As this database was a networking system we fostered relations with alumni and give them the chance to 'give something back' to the school.

How was it done?

First we send e-mails to those students we had the address, then we create a group and then bit by bit they were adding colleges and all partners. Today it can also be made by Whatsapp because is faster and more direct.

What was the impact / outcome?

The students feel identified with his school, they are also the contact between the school and the companies, training tutors, and as external agents that can provide us with measurable quality indicators and improvement proposals in the specific VET family we teach.
It is also a platform to offer jobs news, advices, activities, related to our sector (VET Family)

What indicators have been used

Number of former students who get a job

Number of students and companies that use the platform

What was impact of its review?

Feedback from students was generally very positive. They commented on how informative and useful the platform is.

It allows to hear about their real life experiences and learning about their different career paths.

Not only the former students but also the students that are on the point of finishing , even those who are deciding what to study in particular take full advantage of the networking opportunities.

Other remarks

Note: limit your descriptions to really the essence, since understanding of what has happened is reflected in mastering to say something short and sharp. Total length of good practice: 1,5 pages

4. EQAVET criteria/descriptors in use

This section of the report covers the answers on two aspects of EQAVET: the use and the completion of a cycle of continuous improvement when arranging for activities to improve the quality of education, as well as in the use of the EQAVET- descriptors in the different stages of the improvement cycle.

4.1 Effective use of the EQAVET cycle

Attention area of the cycle:	Why/ how
DO	<ul style="list-style-type: none"> -PLAN and DO are equally important and can not be separated -We cannot always implement what we have planned so we must be realistic. -If we do not act, we only have papers. -This is the most important stage, since we can detect the most important deficiencies and correct them
ADD	<ul style="list-style-type: none"> -The assessment must be a living process. - Checking is very important but it is worthless if we do not implement the changes. -The real improvement can only be achieved after the revision
CHECK	<ul style="list-style-type: none"> -It is the only way to improve and implement processes running - Assessment is very important but it must be something easy to do with not much paperwork - Evaluation gives you the possibility to analyze what have been doing so far, and it helps to make decisions about the learning- teaching suitability. - It allow to tests the degree of students' understanding
PLAN	<ul style="list-style-type: none"> -Flexible planning, because we must be opened to unexpected events. -All of them are related are equally important -It is very important to plan. But it must require too much time and paperwork. Otherwise it is soon out of time. -Plan is not very important because it is in the DO stage when we realise if the programmed activities are the right ones. - It is essential to get a good quality product.

Improving quality applies quality management tools and principles in order to:

- identify what needs to be improved;
- develop hypotheses on which changes might improve quality;
- implement the changes to see whether they actually generate improvement;
- evaluate the results of the implementation exercise;
- review the existing situation in the light of lessons learned.

The challenge is to see Quality not as an end in itself but rather as something that needs to be developed, nurtured and sustained over time through continuous assessment.

Policy makers and VET teachers face several challenges in implementing high-quality VET provision, including the significant amount of knowledge and skills required, the large number of steps that need to be taken (e.g., needs assessment, setting of priorities, planning and delivering programmes, monitoring and evaluation), and the wide variety of contexts in which VET provision needs to be implemented. These challenges may result in a large gap between the decision makers and policy developers at national level and teachers at local level.

4.2 Use of EQAVET quality criteria/descriptors

Planning descriptors	YES
Studies on process and product.	15
Focus on local needs and value added to the customer	11
Transparency in the intake (criteria)	18
Design of new courses adapted to market needs	4
Plan the internal resources eg. Teachers	21

Implementation descriptors	YES
Run courses according to syllabus.	22
Have internal standardized procedures for QA	16
Invest time and resources	8
Secure internal cooperation.	17

Evaluation descriptors	YES
Be willing to take criticism from both external and internal stakeholders	22
Assess the activities and take the time for analysis	21
Involve stakeholders in the analysis	19
Have regular meetings and evaluations	22

Review descriptors	YES
Use the analysis and facts.	21
Secure the follow-up.	20
Give feedback to students and all stakeholders	22

Actors / stakeholders descriptors	YES
Listen to the market needs and meet the professionals here	16
Listen to the students and support both strong students and students with personal problems	23
Educate trainers even more	11
Take all stakeholders seriously and involve them	16

The following specific observations as to the use of EQVET descriptors were made :

- The descriptor most frequently related to is ‘Staff Training Plans’. The existence of properly trained personnel seems to be a rather generic and uncontested precondition for the quality of training common to all quality assurance;
- Management related-descriptors like ‘alignment of resources with objectives, and consultation with stakeholders to identify needs’, were frequently identified as well. Hence, it is a common notion that suitable management processes in an institution help to enhance the quality of training;
- EQAVET-descriptors like ‘Early warning plans’ and ‘Availability of review results’ were very rarely identified in quality assurance measures analysed. However, the comparison also brought to light that EQAVET differs to a certain extent from the quality assurance measures in place on provider level:
- EQAVET does not contain any descriptors referring to the adequacy of equipment and infrastructure in a VET-institution, which is a rather common criterion in QA for providers.
- EQAVET does not focus on customers/ learners and their feedback regarding their learning experience;
- EQAVET does not refer to the quality of information and guidance provided to the learner (e.g. a VET-providers’ effort to provide tailored solutions in relation to a specific learners’ pathway, e.g. through individual counselling).

5. Main challenges regarding improvement of the quality of education

This section of the report covers the answers on the main challenges regarding further improvement of the quality of education as well as on staff involvement (part of a culture of quality).

5.1 Main challenges and support needed

Collect the remarks made regarding main challenges re improvement of the quality of education in the table below: cluster / combine whenever possible. Finally put the one mentioned most times on top etc. This is the table you add in your country report.

Main challenge	Support
Flexible vocational education	Educational Administration
Integrated training schools	Educational Administration
Improve and renew resources, equipment and facilities and adapt to technological advances	Educational Administration
Create VET schools	Educational Administration
More teaching hours for the students	Educational Administration
Update the VET curriculum frequently to the labour market	Educational Administration
Teacher Training courses	Training courses within the working hours or remunerated courses
The VET institutions should have more freedom to modify the structure of the VET cycles	Educational administration, enterprises and teachers
Close and constant relation among the labour and the Educational bureau	
The students can apply and have access the vocational cycle they want to study	Revision of the VET cycles offer
A lot of improvement is need in the process	Improve the quality of career coaching and conversations as

before enrolment and application	well as guidance skills of mentors and teachers - Students should pay a symbolic amount in enrolment, this amount would be returned when the student finishes the TEV, and has attended regularly and has strived
Make a test for the students who applied a vocational cycle	Educational Administration
VET must not be in the same school than Compulsory and post-compulsory secondary students	It is a decision of the education bureau
Reduce the number per group	Educational administration, school management staff
Stability of the teacher staff in the same school	Educational administration , school management staff
Reward the students who retrieve	
We must review the students' assessment	Management staff and educational administration

The main challenges are:

- Define and establish clearly stated goals and objectives for further development and improvement of VET, which will be continuously reviewed and adapted, according to the results of the cyclical work (PDCA cycle);
- definition of a set of indicators to measure the stated objectives and their impacts, namely input, output, outcomes, context and process indicators;
- agreement among the key stakeholders on the methodological and procedural principles that will guide its implementation

To improve the quality it is required investment in human and material resources and, since most VET schools are public, it is essential an important economic investment by the national and regional administrations.

5.2 Main challenge regarding teachers involvement and support needed

Collect the remarks made regarding the involvement of teachers in the table below: cluster / combine whenever possible. Once completed rank order the most mentioned one on top etc. This is the table you add in your country report.

Main challenge	Support
Long life professional learning	Companies / administration
Continuous updating of the learning curriculum	Teachers and companies
Specialization of teachers	Educational administration
Get engagement with economic incentives and reduction of teaching hours when doing extra work	Time and money
Social and professional recognition	Parents, companies and administration
The administration must take into account the improvement proposals made by teachers	Educational administration
Time for teachers to prepare new and updated materials	Educational Administration
Specialization on the VET courses of the school	Develop overarching collaboration between other schools with the same VET course
Cooperative work make our work easier , and we must do this evaluation process in a cooperative work	Teaching staff

Shortly summarise the main challenges and the support mentioned most. Max ½ a4.

6. Good Education: peer review as a low threshold method for involving teachers

This section of the report covers the answers on the questions regarding the usefulness of peer review in providing validates self-assessment reports, and on its perceived potential contribution to creating a sense of quality within the institute.

How would encourage your colleague about the importance of self-assessments within the learning-teaching process
The management team of the school must be trained to implement a Quality system within the school, and must be able to engage the rest of the staff teachers, doing cooperative work and peer learning
I would explain the positive aspects of self-evaluation as an essential tool for the continuous improvement, and it is something that all teachers should do.
Make aware that self-assessment is directly related with an improvement in the learning results. The teaching practice together with personal and professional satisfaction will rise.
Most teachers do an self-assessment although it is not always written on papers
Brainstorming sessions after the self assessment
Reduction of teaching hours and economic incentives
Proving that n is a tool to measure the quality of the teaching process, and to check that the whole process works well in the student's level as well as in the teacher's one. It helps us to learn from mistakes. On the other side it is very encouraging to see the achievements
The self assessment must be something useful, practical and meaningful
Showing that it is a tool to improve the teaching
It is important to have contact and develop the communication among teachers from the same family Vocational Cycle form other schools
Cooperative work make our work easier, and we must do this evaluation process in a cooperative work

How can create the necessity to implement a quality system to improve learning?
Companies should put pressure and should be involved in the learning process beyond of admitting students for their internship
Motivating teachers with professional and social recognition and economic incentives
Adapting the educational system to the social reality: the enterprise necessities, students training before accessing to VET, teachers necessities, etc.

I don't see the point of creating the necessity to implement a quality system.
Rewarding the fulfilment and achievement of the quality standards
Involving all the teaching agents, testing our students at the end of the VET course and established the level of knowledge
Showing that it is possible to implement a quality system without too much extra work, that we can get an improvement in the results.
To establish communication with other schools that teach the same vocational cycles from the same family to implement the same quality system that will lead to a learning- teaching improvement
Explaining the when we implement a quality system we are enhancing the cooperative work that will help teachers to organise and to be more accurate and this will lead to a higher level of satisfaction because of the well done work

In case some information given could not be presented in the above structure, add these remarks in a separate txt box at the end of your report.

Annexes I

Participant list

	Date of interview	Name	Organisation	Signature
1.	14/04/2016	Cristina Caballero Mondejar	IES El Arenal	
2.	14/04/2016	Diego Bueno Linero	IES El Arenal	
3.	14/04/2016	Irene Gudiel Rodriguez	IES El Arenal	
4.	15/04/2016	Manuel Flores Toledano	IES Delgado Brackenbury	
5.	19/04/2016	Maria del Mar Lera Reina	IES Cristobal Monroy	
6.	12/04/2016	Orlando Soldán Pozo	IES Cristobal Monroy	
7.	14/04/2016	M ^a Angeles Sevilla Sanchez	IES El Arenal	
8.	06/04/2016	Antonia Martinez Padilla	IES Hermanos Machado	
9.	16/04/2016	Manuel Reina del Valle	IES Hermanos Machado	
10.	01/04/2016	José Mariano Delgado Fajardo	IES Hermanos Machado	
11.	28/03/2016	Alberto Pro Esteban	IES Delgado Brackenbury	
12.	29/03/2016	Juan Manuel Vilchez Assayag	IES Hermanos Machado	
13.	30/03/2016	Oedro Manuel Utrilla Abad	IES Hermanos Machado	
14.	16/03/2016	Araceli Pérez Vergara	IES Hermanos Machado	
15.	22/03/2016	Ramon Morales	IES Hermanos Machado	
16.	13/03/2016	Diego Terron	IES Hermanos Machado	
17.	17/03/2016	Carlos Albero Rodriguez Morales	IES Hermanos Machado	
18.	17/03/2016	Javier Mancera Fernández	IES Hermanos Machado	
19.	01/04/2016	M ^a Esther Moreno Moreno	IES Cristobal Monroy	
20.	02/04/2016	Rocío Ortiz Bustos	IES Cristobal Monroy	
21.	31/03/2016	Rajesh Ishwar Mahtan	IES Cristobal Monroy	
22.	04/04/2016	Angustias Jimenez García	IES Polígono Sur	
23.	01/09/2016	Inmaculada Jimenez Mora	IES Hermanos Machado	
24.	04/04/2016	Antonio Blazquez	IES Polígono Sur	

