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QUAL4T2

'Further **Quality** Improvement **for** VET, guiding
teacher **Teams** in Europe in strategic planning'

Transnational Research Report

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Content:

1. Introduction	3
2. Current situation in partner countries	4
a. Denmark	4
b. Greece	7
c. Italy	10
d. Spain	12
e. The Netherlands	15
f. Recommendations based on the national reports	18
3. Current situation in Europe	19
a. Suggestions for an effective use of team year plans	19
b. European projects relevant for QUAL4T2	20
4. Zero Measuring on current team year plans in partner countries	22
a. Results	22
b. Recommendations based on the outcomes of the zero measuring....	23
5. SWOT analysis	25
6. Summary	26

1. INTRODUCTION

The QUAL4T2 project is funded by the European Commission through the Erasmus+ KA2 Grant program. It is a follow up of the QUAL4T project, which focused on quality awareness by individual teachers. The value of the first project but also the needs for the follow-up project were clearly expressed in the final feedback of teachers and trainers from The Netherlands, UK, Spain and Italy, where the pilots took place. Teachers stated that they still feel they don't have enough knowledge and tools to write a good year plan and follow the PDCA-cycle. Teams in VET education are facing the problem of prioritizing how they spend their work day. Teachers need to teach, coach, visit companies, prepare lessons, but also meet as a team to evaluate student results and other outcomes. As a follow up teams need to set aims and plan actions for further improvement in their team plans. It is crucial that the right aims are chosen and the right actions planned!. Therefore the project objective is to support teacher teams in VET schools in their use of quality assistance mechanisms like the Plan Do Check Act cycle. We aim to use a bottom-up approach and to provide teams with good and easy accessible material to help them in their strategic planning.

We will provide teams with three main products that will be downloadable for free:

- A quality guide with chapters on how to build up an effective year plan, and several tools to help teams get there, including model-s) for the plan itself
- A book with best practices from the pilots that we performed
- A training program that we will use within our own organizations, and a shorter program that all VET organizations can use to train their own teams, or can even be used by teams themselves

The aim of this brief report is to get an insight about the current situation of Quality culture and team work. The report starts by analyzing the current situation both in each partner organisation and in each partner country: Denmark, Greece, Italy, The Netherlands and Spain. The partner institutions are three centres for vocational education, one body responsible for systems and policies, and one body providing guidance, counselling and information services relating to lifelong learning. In the second part of the report we provide suggestions for an effective use of team year plans at European level and we provide brief information about recent or current European projects relevant for QUAL4T2. Finally, the report focuses on the partner countries and on their own institutions and provides information about the Zero measurement questionnaires carried out on current team year plans in partner countries

The report provides basic information on the development of the Q guide and Best practice guide. The development of the different tools will be based on the outcomes of the partners' reports and Zero measuring; on the recommendations drawn by the national reports and questionnaire outcomes; on the suggestions and recommendations collected at European level; and on the Strengths, Weaknesses, Opportunities and Threats detected.

2. CURRENT SITUATION IN PARTNER COUNTRIES

A. OUTCOMES IN DENMARK - KØGE BUSINESS COLLEGE

A.1 Which initiatives are currently important for Quality improvement, culture, teamwork e.g. **on organizational level?**

- All teams at Køge Business College work in an annual cycle.
- The teams related to specific VET-subjects have been abolished, and instead, teams at the specific lines of education have been created.
- All meetings are planned and carried out using the principles of facilitation, which aim at supporting and guiding a group in reaching a good outcome. As a knowledge based organisation we solve many challenges through teamwork, so therefore, for a number of years, we have been working with strengthening the work in the teams. We believe that when the involved partners meet, ideas are generated, decisions are made and administrated, knowledge is shared – and thereby a learning process is started.

We have trained all actors at all levels to:

- Manage the form and frame for meetings tightly with transparency for the participants.
 - Set focus points for discussions at meetings
 - Lead the meeting to a goal
 - Be active as facilitators
- An ongoing process of becoming digital is currently running across all teams. All teachers have received a digital education, they have been examined and have thereby acquired 10 ETCS-points each, and this has created a common platform for development and cooperation in the department.
 - Ad hoc teams are tied to specific tasks. Often, ad hoc teams work with development, and thus they are formed by engaged teachers who in a period of time teach less to be able to concentrate on the task of the team. Usually, project employees are only employed in staff functions, and this is regarded as a challenge for the teachers who ground and engage in new projects seen from the perspective of the teacher. Therefore, the implementation of these projects normally proceeds relatively smooth.
 - Each year, a report is made to the National Agency, containing a plan for increasing the number of students that finish their education successfully. This report is made by the head of the department, as he or she is close to the target group. Initiatives are described and development is assessed in the report, which is thereafter published and controlled by the National Agency.

A.2 Which initiatives are currently important for Quality improvement, culture, teamwork e.g. **on national level in Denmark?**

A.2.1. The Danish Ministry of Education has established a **government administration management** with the title *The Administration Management for Education and Quality*.

Some of the task of this government administration are:

- Development of the contents of subjects and educations within the area of the Ministry of Education.
- Approval of selection on Adult Educational Training and VET fields, running of the Adult Educational Training programme and tasks connected to the so-called VEU-centres. (VET education for adults).

- Professional quality supervision.
- Development and running of tests and exams on educations under the Ministry of Education.
- Administration of grants and economic supervision.

A.2.2. The **Reform of VET-educations of February 2014**: Agreement on better and more attractive VET-educations makes altered demands on the supervision of the educations. From the scholastic year 2015/2016 the results of the VET-schools will be compared to the national objectives of the reform:

- Objective 1: More students must choose a VET-education right after finishing the 9th or 10th grade.
- Objective 2: More students must complete a VET-education.
- Objective 3: The VET-educations must challenge all students with the aim of helping them to become as competent as possible.
- Objective 4: The confidence in the VET-schools and satisfaction at VET-schools must be strengthened.
- Pointing forward, supervision of the results of the VET-schools will be based on these four national objectives.

A.2.3 **Feed up – feedback – feedforward**. The Danish Ministry of Education has defined the use of feedback as described below, and it is the aim of the Ministry that it is used in the educations and institutions:

Traditionally, feedback is given as a positive or negative comment on personal level ("you are competent") or at assignment level ("It is good"), which doesn't include a specific reason or a learning goal pointing forward.

As an alternative, three effective kinds of feedback – feed up - feedforward are used today, through which learning is given a language, and moreover the learning of the student is rendered visible. The three kinds of feedback can be used on assignment, process, and self-regulation level. In practice they contribute to reduce the distance from where the student is to where he or she needs to advance – as well as to support the development of the student – from being a novice to becoming a competent and self-regulating young person.

By working systematically with feedback – feed up – feedforward – a valuable knowledge about the student's experiences will be uncovered, as well the learning the young person has acquired. At the same time, a knowledge of how practice is to be developed to support the learning process and development of the student will be generated.

A.2.4 Students' surveys. From this year on, students' satisfaction surveys will be carried out each year, instead of every two years. Thus, the feedback from the students has been prioritized. Likewise, new demands have been made that we visit companies that take over our students, to investigate the companies and let them evaluate the performance of the school.

Finally, the results of these investigations will be collected and benchmarked in comparison to other schools.

A.3 Open questions/interviews:

The following persons have been interviewed:

Tim Christensen - Managing Director, Finn Arvid Olsson - Head of political and strategic Department, Hans Severinsen - Head of VET department , Behcet Polat - teacher and team coordinator, Jacob Wraa Jacobsen - teacher and team coordinator

1 What are the three most successful factors of a good team annual cycle:

Main themes that are mentioned:

The annual cycle for the team: With an annual cycle, the individual team member has the opportunity to know what is going on in the organization – this means that everybody knows when to discuss certain issues e.g. strategy, budget, classes etc. All members know the overall strategy of the team.

All teams at the school belong to a department which also works within the annual cycle. Hereby this makes the teamwork more professional as there is an overall plan for each team meeting.

A clear direction for the cooperation within the team and a clear structure is needed.

A clear division of tasks between team and head of department

Clear procedures, a known agenda and facilitation of meetings.

For teachers, there are other points:

In order to make an annual cycle function as good as possible and make the work for the team members' smoother, it is important that it is made jointly by the team members. It is also essential that they have thought out the plan together to make it as efficient and proper as possible – for teachers as well as for students. Furthermore, a thorough annual cycle made by a team reduces the risk of activities colliding with each other.

In addition, an annual cycle needs to be flexible and rather regarded as a guideline for the aims of the team throughout the year. This can be compared to the strategical plan of the organisation. Consequently, the cycles and plans must never be unchangeable, as situations might arise, where changes are necessary to show consideration to employees, students or other circumstances.

A good annual cycle includes all important dates (for start-up, exam, etc.) Moreover, a good annual cycle contains fixed dates for non-teaching activities – that is excursions, lectures, etc. Also, the annual cycle must comprise fixed meeting dates, preferably with themes for the meetings to ensure that it is not just a series of identical meetings – but meetings with different goals. This might include planning of curriculums, teaching, new educational initiatives, discussions of students' satisfaction surveys, etc.

Furthermore, the successful annual cycle requires time and cooperation across the organisation – that means between management, coordinators, team members, timetable planner – and last, but not least – the administrative staff of the school. The successful annual cycle is based on annual cycles from previous years, and profits by experiences, successes and lacks. Finally, the successful is updated regularly and made easily accessible for the team.

2 In your opinion, how many aims/goals should a good team annual cycle have to improve quality?

The head of the department asks the team coordinator to define 4-6 realistic and operational goals together with the team members throughout the year. This way, the team members feel a kind of ownership of the goals and this increases the chance of embedding the annual cycle

into the organisation. These goals should be assessed at each team meeting in order for the team to be successful in achieving their 4-6 goals during the year.

3 What is your experience with effective team annual cycles? Anything to share with us?

To organize the best team and to make it work professionally, it is a good idea that the team is not a permanent and fixed team with the same members during several years. Instead, the managing director at Køge Business College emphasizes that it is important that the team is based on a certain task and goal. It is a good idea that the team coordinator works according to the overall strategy of the school in order to comply with this. If the team fulfills its goals and tasks, the managing director does not need any feedback from the team. However, this may have some disadvantages as the individual team member has no communication possibility with the managing director and thereby good ideas from team members do not reach the managing director.

The managing director of Køge Business School thinks that a good team is characterized by:

- Communication
Frequency of meetings - everybody talks etc.
- Relations
- Everybody knows the overall goals for the team
Everybody knows his or her own task within the overall plan and what to contribute with
- The team's ability to solve problems
- Necessary positions present in the team
Team coordinator who sees to goals and strategy are carried out
Administrator – to make sure all paperwork and documents are filled in
- The ability of the team to reach, achieve and carry out its goals.

Bottom line we have the following statements from teachers:

"My experience is that team members very rarely use the annual cycle, as it primarily used a tool for administration, coordinator, timetable planner and management. The annual cycle needs to be as detailed as possible."

"My experiences with annual cycles are not necessarily positive, since our annual cycle is not made by the team members, but by coordinators, management and administration. This reduces the annual cycle to a work of reference for the majority of the teachers, as they have not actively taken part in the creation of it. Consequently, some teachers always subsequently discover errors and point out inexpediencies in the annual cycle."

B. OUTCOMES IN GREECE – IDEC AE

B.1 Which initiatives are currently important for Quality improvement, culture, teamwork e.g. on organizational level?

IDEC is a lifelong learning centre and provides professional development training courses for Greek companies and organisations and European courses for teachers, trainers and staff in education and training addressed to people that are eligible for Erasmus+ mobility grants.

We have an operating ISO 9001 quality management system and we are also a consulting company for other organisations.

Regarding our training activities, we implement formative evaluation and annual evaluation and planning.

Formative evaluation

Our courses are short, from one day to one week. At the end of each course, every participant is asked to fill-in an evaluation questionnaire. These questionnaires are discussed and analysed after each course by a team consisting of the management, the responsible of the training course and the trainer. Immediate actions for improvement are taken and implemented.

For the courses that have duration five days, we have introduced a more informal interim evaluation, where the participants are asked to provide comments anonymously. These comments are discussed in the group and if there is a need, we adjust training methodology for the rest of the course.

Besides the evaluation by the trainees, we have discussions with the trainer, to assess the satisfaction of the group, appropriateness of course structure, contents and methodology.

Annual evaluation

The results of the questionnaires are stored in a database and are analysed yearly, normally in summer. From the annual analysis, we can see overall trends about the different training topics, trainers, training material, organization etc. The results of the annual analysis feed in our annual planning that is being done in September.

B.2 Initiatives that are currently important for QUALITY improvement, culture and team work in Greece:

In Greece, most quality assurance measures are administrative ones and there is not a strong culture of quality. Planning is difficult, due to lack of financial resources, lack of permanent teachers and the general dissatisfaction of the school sector. I will try to give the situation at the different levels of VET.

Initial secondary VET

The Ministry of Education introduced a law for the self-evaluation of schools. During the pilot phase, some schools piloted self-evaluation (general education schools), but now the law is inactive. The self-evaluation was imposed on a top down approach, with a very rigid framework and received a lot of criticism.

Greek schools are generally small ones and there is not the concept of 'teams'. Schools are managed by the headmaster and there is also the teachers association, in which all teachers participate. The teachers association meets at least once per trimester and ad-hoc if there are issues to discuss. They discuss all issues regarding the school, the students and they keep minutes.

Initial post-secondary VET

Public and private IEKs are struggling with the crisis. Public have lack of financial resources and cannot rely on staff as they do not have permanent staff. They try to get international and they take advantage of the possibilities offered by Erasmus+ for mobility of teachers and learners. The last years, they have developed links with companies that provide apprenticeship opportunities for students.

Some private training centres have quality assurance systems and certifications and some are affiliated to Colleges and other training centres from other countries and keep some quality standards. Most private IEKs have a liaison office to support students find a work placement or employment.

- IEK DELTA has reformed two study programmes, following ECVET and has started to participate in European projects and promote lifelong learning and mobility for its

students. Currently, IEK DELTA is about to sign a Memorandum of Understanding with MCAST from Malta, Intercollege from Cyprus for students mobility.

B.3 – Open questions/interviews: Staff in IDEC with experience and/or role in QA have been asked their opinion about the following issues:

1 What are the three most successful factors for a good team year plan?

Main themes that are mentioned are:

IDEC staff	most successful factors:		
Staff member 1	Fact based planning. Take account organisational capacity, last year evaluation results and organization priorities.	Participatory approach in the development of the team plan	Clear objectives and activities, allocation of the necessary resources
Staff member 2	Allocation of tasks, clear responsibilities	Common vision	Risk management
	Resources planning	Timetable with milestones	
Staff member 3	Open communication and trust, creating a positive atmosphere	Good and sufficient information, providing all necessary data	Shared vision
Staff member 4	Goal oriented	Good communication	Prioritization

2 In your opinion, how many aims/ goals should a good team year plan have to improve quality?

That depends on the scope of the improvements and the available resources. An annual plan can include one reform or a big improvement in one area or small improvements in more areas.

3 Which experience with effective team year plans do you like to share?

- Allocate time for group meetings with specific agenda
- Prepare inputs
- Ask from participants to prepare, read the background information, prepare suggestions
- If possible develop the plan during the meeting, in a collaborative approach.
- Balance between the need for structure and organization and the need for flexibility. In Greece, schools and VET organisations need more flexibility and autonomy in decision making as they operate in a centrally managed system. On the other hand, we need structure and organization in processes, as we tend to neglect processes that are not regulated.
- An annual plan should include SMART objectives, clear activities with responsibilities, deadlines, expected outcomes, and provision for its evaluation.

B4. Additional comments

An outcome from several trainings on Quality in the Training and Education Sector is that the staff of the Training Organizations is lacking of team spirit and culture.

This derived from several SWOT ANALYSIS sessions in training groups, with participants trainers and teachers from different types of training organizations (formal, informal, non-formal).

Some of the common remarks from the discussions on the teamwork difficulties are:

- Teachers/ trainers from difficult disciplines often have difficulties in communicating effectively within a team.
- Teams in training organizations usually do not include non-teaching staff.
- Teamwork is usually undermined by the fact that the management of the training organizations sets teamwork sessions outside working hours.
- Teamwork processes are not well organized and managed, resulting to poor outcomes.

C.3 OUTCOMES IN ITALY - CIOFS-FP ASSOCIATION

C.1 Initiatives currently important for QUALITY improvement, culture, teamwork **in your own organization**

- For the last two years CIOFS-FP has been working towards an Integrated Management System including all our organization's systems and processes¹ into one complete framework and representatives from all the Regional Associations joined a working group to that scope.
- Both CIOFS-FP National Association and each of the 11 Regional Boards arrange a yearly improvement plan listing the expected goals for the year and all the activities to be realized to reach them together with responsibilities, indicators, timing and so on
- Every and each July the National Association arranges the Quality Days which include training activities and/or workshops and seminar on quality topics chosen according to specific needs, i.e. updating on ISO standards or accreditation, cooperative learning on QMS tools and instruments, lecturing by quality expert from NRP, EQAVET or certification bodies and so on.

C.2 Initiatives currently important for QUALITY improvement, culture, teamwork **in Italy**

Our synthesis cannot be exhaustive of the situation in our country, since, as well known, the Italian context of VET education is characterized by the presence of multiple institutional actors both at national - Ministry of Education and Ministry of Labor - and regional level - Regions. Several initiatives related to the European Recommendation on Quality have been undertaken so far, both at system and at training provider level; the vocational training granted by the ESF, or by other public funds, requires compliance with certain ex ante conditions of the systems that lead to the full implementation of European strategies on transparency of qualifications (Europass, EQF, ECVET, Validation of prior learning) and assurance quality (EQAVET), whereas IVT and CVT activities aimed at achieving a professional qualification are subject to Regional planning.

The principal system action, linked to the evaluation of the quality of regional VET system, is accreditation: over the years, the mechanism of accreditation evolved from a perspective attentive to the management aspects of organizational and logistical support towards an approach designed to focus on the quality of achieved performance, with emphasis on the factors related to the educational product and its effects, rather than those related to the process.

Since its first approval in 2012, the National Plan for Quality Assurance within VET system, currently in the revision phase, has set the tracks for VET providers to improve and monitor the quality level of VET systems according to the EQAVET Recommendation.

¹ QMS Quality Management System, SMS Safety Management System and Organizational & Management Model (according to Italian legislative decree 231)

Thus the NRP in Italy has been arranging workshops, seminars and peer learning activities aiming above all at rising awareness of the benefits of quality assurance development and methodologies and enhancing the participation of reliable VET providers within the activities of the EQAVET network such as Peer review visits, selection of case studies to upload in EQAVET database and so on.

In addition to all the projects funded by the Erasmus+ program and related to quality culture, some initiatives are actually involving both system and training provider levels. There it follows the principle ones where CIOFS-FP is involved too:

- **VALEFP Project**, experimentation of the INVALSI tests and of RAV tool, self-evaluation report of school. Those are tools from the National Evaluation System that were set, on behalf of the Ministry of education, by the National Institute for the Evaluation of the Education and Training. A working group, composed by staff members from VET providers, schools and experts from INVALSI, adapted the tools above mentioned to the target groups of VTCs and experimented them on a sample of VTCs. In 2017 they will complete revision and validate their use in all VTCs. CIOFS-FP president is a member of the steering boards, some trainers and quality operators participated to the working group and 44 CIOFS-FP VTCs tested the new tools.
- **Experimentation of Dual System** bringing to a stronger connection between VET and labour market policies and thus it opens new perspectives for VET itself. The Ministry of Labour and Social Affairs, through the Agency Italia Lavoro, issued a public notice to select 300 vocational training centers that concretely realize the experimentation in Italy in the educational sector of the VET. The main goal is give the change to about 60,000 young people to achieve a qualification and/or a professional degree through training courses which provide a actual alternation between training and employment. To realize so all VET provider members of the network CONFAP – and CIOFS-FP is included – are working together to develop a unified and flexible educational model which includes both WBL, apprenticeship and training enterprises; to prepare and validate "Guidelines" for professionals, including tools for managing "godmother enterprises" available at co-designing and co-assessing training pathways; to promote professional development of trainers.
- **EQAVET Peer Review Visits** coordinated by the Italian NRP EQAVET - INAPP. The first visit was held directly in the NRP and CIOFS-FP, as relevant stakeholder of the agency, was interviewed by four expert coming from different NRP in Europe. A second visit was held directly in one of our VTCs in Rome: the peer team was composed by two teachers from schools, a representative of local authority Regione Umbria and two expert from NRP in Rumania and in Estonia. A third visit is planned in mid-January in an Italian school in Treviso. All of the visits offer the chance to introduce EQAVET network too.

C.3 Open questions/interviews: Quality staff and management of CIOFS-FP Associations Vocational Training Centres were interviewed and here there are their opinions about the following issues:

1 What are the three most successful factors for a good team year plan?

Main themes:

1. To have a clear idea of organizational perspective and timing
2. To arrange a good team atmosphere
3. To share responsibility

details

Interviewed	most successful factors		
1	Deep and accurate analysis of data and events	Priorities and real possibilities to achieving	Each member feels himself active and important
2	Considering Vision	Interference amongst tasks and roles of members	Continual monitoring

3	Collaborative approach	Clear and friend atmosphere	Clear idea of organizational perspective and timing
4	Positive and trustful atmosphere	Clear idea of organizational perspective and timing	Enhancing the abilities and the skills of each member
5	Team atmosphere	Clear idea of organizational perspective and timing	Set SMART goals
6	Team working	Work sharing	Shared responsibility
7	Motivation of team members	Clear and effective communication	Shared responsibility with all the involved resources
8	Feasibility	Innovativeness	Social and territorial empathy/cohesion

2 In your opinion, how many aims/ goals should a good team year plan have to improve quality?

The average is three arranged in sub-goals: it depends on the "size/dimension" of each goal in itself (in this case it can be cut/divided in small operative ones), on the team expertise/experience and on the strategic vision of the organization itself

details

Interviewed	Number of goals
1	3-5 depends on goals size
2	? depends on goals dimension and burden of activities
3	3 with smaller operative step by step objectives
4	3-4 max cut in smaller ones
5	3-4 depends on goals size
6	2-3 macro-objectives, arranged in areas of sub-objectives
7	3-4 depends on goals size which can also be divided into micro-goals
8	3-5

3 What is your experience with effective team year plans? Anything you would like to share with us?

A team year plan proved to be effective as a result of a good collaborative atmosphere set within the team because it encourages and enhances the skills and ideas of each member making the outputs dynamic, flexible and responding to changes. Whatever decision has to be based and a detailed analysis of data, market trends - accurate work of a needs and market analyst - and sustainability even in terms of cost/benefit. A good facilitator makes the process even more effective

details

Interviewed	Experience to share
1	Designing PAO in team and sharing of outputs
2	Good integration and respect within members
3	Be flexible and dynamic – improve continuously
4	Freely express their own skills and viewpoints
5	Encourage free thinking and evaluation of feasibility and risks
6	An effective group plan requires a good facilitator of the process
7	Yearly Management Review with CEO
8	Experience in needs and market analysis

D. OUTCOMES IN SPAIN – POLITEKNIKA TXORIERRI- HETEL

D.1 Initiatives currently important for QUALITY improvement, culture and teamwork **in your own organization**

Politeknika Txorierra is a small VET center as most of the VET centers in Spain. The schools therefore work in associations. We belong to one of these associations, HETEL (www.hetel.org), an association of 20 VET schools in the Basque Country. I have included two other schools and HETEL itself in this research.

Politeknika Txorierra, VET:

Our process-based management model: Since 2001 our school has been committed to implementing a Total Quality Management System based upon the European Foundation for Quality Management model (EFQM) as a way of assessing continuous improvement. The application of the EFQM model allows us to establish improvement actions in the following fields:

- Evaluation of our customer satisfaction level (students, families, companies).
- Evaluation of our staff satisfaction level.
- School management using a process-based methodology.
- Definition, implementation and monitoring of our policy and strategy.
- The use of results indicators as tools for measuring objectives.
- A commitment to our local social and economic environment.
- Improving the efficiency of our human and technological resources.

Throughout the years

- The work teams have been reduced, and only personnel with knowledge of the topics to be addressed have been incorporated.
- The number of participants has been reduced.
- Processes have been simplified.
- Teams have more and more autonomy and the possibility to take their own decisions.

HETEL, VET

It is essential to have a management model supported by accredited professional institutions and that serves as a reference for the management of the center itself. We employ the European reference management model (EFQM). We develop different areas of this model to obtain and design different activities for the deployment of the daily work of the organization in a homogeneous and aligned way.

Otxarkoaga, VET

We maintain ISO9001, ISO14001 and OSHAS18001 certifications in an INTEGRATED MANAGEMENT SYSTEM, under the umbrella of the EFQM systematic (Q of Gold in 2011). We are members of the Q Gold Group of Euskalit: Hezkuntzan Kudeaketa Aurreratua), to continue improving and learning, in addition to supporting the dissemination of good practices.

We are also part of a working group at TKNIKA (SIG5), for the adequacy of these standards.

We maintain active working groups for Processes in the Center, to review and improve all the activities that we develop.

We are also certified in the norm 1000-1, on reconciliation of work, personal and family life.

Nazaret Zentroa, VET

We focus on the "communication", so that it is a shared project: using tools to share information is key. We try to prioritize. The quality manager provides all documentation, means, tools, etc. so that the workload that is required is not so big and the team members feel motivated and not too overload.

D.2 Initiatives that are currently important for QUALITY improvement, culture and team work in Spain:

- The new (the IV) Basque plan for VET (2016). Objectives:
 - Development of the dual training
 - Overcome the traditional division between education and work
 - Development of professional specialization programs
 - Internationalisation
 - Development of research, innovation and improvement processes
 - Periodically evaluate the vocational training system, with special reference to the results obtained by students, dropout levels, training received and other similar data.
- The deployment and implementation of a new learning model in the Basque VET centers: ETHASI. The central element on which the whole learning model is articulated is COLLABORATIVE LEARNING BASED ON CHALLENGES. The approach of the model through challenges needs a reinterpretation of the mechanics of learning. The interpretation that best fits the model is to understand learning as a process of evolution, where students are responsible for their own learning. Challenge-based learning allows a scenario in which students individually and in teams work together to produce a result.
Characteristics of the Ethasi model:
 - Intermodularity: This requires an in-depth analysis of professional competencies and learning outcomes of the cycle in order to improve efficiency in learning times.
 - Self-managed small teaching teams. Teamwork and responsibility are promoted.
 - Evaluation. It is integrated as a key element in the students' own learning process.
 - Adaptation of learning spaces.

D.3 Open questions/interviews: Quality staff and management of Politeknika Txorierrri and HETEL schools have been asked their opinion about the following issues:

1 What are the three most successful factors for a good team year plan?

Main themes that are mentioned are:

- Team: members with leadership skills; collaborative; not too big; with knowledge of the subjects; autonomy of the team; wide participation in the planning; The team must have full control of the plan; The participation of the largest possible number of representatives from the Interest Groups; Distribute responsibilities and tasks equitably; members with technical criteria and ability to work in teams: compliant able to share, cooperate and above all CONTRIBUTE.; gather the commitment of the participants.
- Information and reflection: about what you want to plan, do, evaluate ...; plan part of an ambitious and long-term strategy to keep up the tension and the illusion of the team; analysis of the results and work dynamics that allow a good SWOT or analysis of the information. Individual and joint reflection; Be clear about the size of the project and the level of involvement it requires

- Time: time availability; realistic and viable
- Objectives: aligned with the Annual Management Plan; a simple plan, with few documents, with few but powerful indicators; flexible that can be changed if necessary; elaboration of a plan with concrete actions, with quantified/quantitative objectives.
- Evaluation: Carry out periodic follow-ups to ensure the greatest possible success in all of your actions.

2 In your opinion, how many aims/ goals should a good team year plan have to improve quality?

Juan Angel San Vicente (managing director of Politeknika Txorierri) : "Those goals that have been strategically established and developed in each Annual Management Plan and those that have been identified during the innovation process."

Agurtzane Larma (responsible of Quality at Politeknika Txorierri): "Those who create the team that are necessary for the development of their plan. Anyway, I think it is not appropriate for them to be too many, we must prioritize. There must be a plan that will reflect these aims, the corresponding actions that will be taken to achieve these goals /aims, who will perform them, when, resources, and their follow-up."

Julen Elgeta (president of HETEL and responsible for quality there): "Less is more, and the path of improvement is not to have more goals but the few that you have need to be key goals. A plan with an interesting starting point is the one that fits on one page and the one that has another for the indicators. If you have to add an indicator you must decide which one is removed."

Pedro Sánchez (responsible of quality at Otxarkoaga): "Those that are needed, depending on the number of aspects to be taken into account, the volume of the organization, its distribution, etc., using deployments of the plan in more specific plans to reach the concrete actions mentioned above.

It cannot be excessively cumbersome, since monitoring should be easy to perform. We cannot fix this concept beforehand"

Cinta Castellano (responsible of quality at Nazaret Zentroa): "The number is not important, they must be clear, precise and possible. The main objective or framework must be clear and then the specific objectives."

3 Which experience with effective team year plans do you like to share?

- I have good experience with groups that are not very numerous and share the same interest (a project, follow-up of a group of students, etc), motivated, with sufficient time, with training / information to address the difficulties, where agreements are reached and It is easy to track the development of a goal and/or agreement.
- A plan which isn't rigid and oblivious to the new variables that arise both internally and externally. The possibility of change is what gives the team members motivation and the feeling of being at the forefront. And above all, that the plan serves or contributes to the organization achieving its objectives.
- All our teams have annual plans, some of them are 2 page long and others are 2 lines, depending on the reason they have been created for.
They are effective when they have good leaders and when the people who develop them own it. There are some "nice" plans that are not effective and others, which don't look very memorable, and yet give splendid results. Usually a good result is linked to the right attitudes.

- At this moment we are involved in an innovation project: Coexistence Plan in Human Rights Key. The team is powerful because there is a common interest, motivation and commitment with the culture of Human Rights.

E. OUTCOMES IN THE NETHERLANDS - LANDSTEDE GROUP

E.1 Initiatives currently important for QUALITY improvement, culture and teamwork *in your own organization*

- The team year plan is gathered in a team toolbox, containing a team self-evaluation, the team year plan, an analyses of the year results (early school dropouts rates/ number of diplomas handed out), a plan including all professionalization activities of the team. We are currently working towards linking the professionalization activities more with the team plan activities.
- We conclude that in many of the team year plans too much aims lead to unfinished and not realistic team plans. Also the ambition of the school and team is still not connected to the team plan.
- We have been investing in individual quality awareness of the teachers/trainers. However, another investment has to be made to gather these professionals in developing a realistic team year plan
- We conclude that the one model team plan that all 55 teams at Landstede use, does not fit with the culture of all teams
- The awareness is growing that we have to realize that besides a certain quality culture of the organization there are also differences in quality culture in teams
- Focus on a small number of aims or ambitions is more effective
- It may be of interest to pilot the separation of upgrading daily team work based on the basic law requirements and the team ambitions

E.2 Initiatives that are currently important for QUALITY improvement, culture and team work *in the Netherlands:*

The Ministry of Education is about to implement a new research model for the inspections in VET schools. This model gives high importance to quality culture, quality assurance and quality improvement. The model will be partly implemented in January 2017, but fully active starting from 1 August 2017. The new model also brings the research in Primary, Secondary and VET Education closer together, as the model is only sector wise were needed because of the law.

- The NRP EQUAVET NL is very active in Dutch VET with workshops and advise. Again focus is the culture in teams and the quality assurance in the development of effective team plans. The NRP EQUAVET NL became associated partner in the former QUAL4T project, that targeted individual teachers/trainers and is now Associated Partner in the QUAL4T2 project (Marloes van Bussel).
- The Dutch Erasmus+ team organized a TCA in Zandvoort about the Culture of Quality, where around 40 international participants involved in quality in VET were working together. Specific Dutch quality projects were presented in workshops: QKULT, QUAL4T2, DesQual.
- Several regional Dutch VET organizations are currently investing in the topic of analyzing the quality culture of the organization and the teams (ID-College e.o.)
- In November 2016 the kick-off of the international project 'The VET Learning Community' took place, about cooperation with mainstream education as central topic. The TVLC project is about the collaboration of mainstream and special education. From this collaboration a strengthening of (suitable)

education for young people with a disability is expected. For the Dutch initiator REA College Pluryn together with ROC RijnIJssel (Arnhem) participate. Based on earlier answered questionnaires the participants (quality) culture is mapped. Also there is attention for learning issues to increase the quality of service provision. In 2.5 year partners will meet to compare the content of their daily work in order to achieve changes in culture and improvements in education. Partners will be supported by experts from the Netherlands, Portugal and Ireland. The coordinator of QUAL4T2, Margrieta Kroese, will stay in touch with this project.

E.3 Open questions/interviews: Quality staff and management of the different Landstede VET schools have been asked their opinion about the following issues:

1 What are the three most successful factors for a good team year plan?

Main themes that are mentioned are:

- Effective and accessible information
- A model fitted for the target group (maybe more than one)
- A shared vision
- Teamwork
- Help from experts

school:	most successful factors:		
location Zwolle B	the right information on the right moment	easy approachable central information	much more connection with each other and direction
location Zwolle C	an open model that can be adapted	student feedback on what is important	a vision made by committed team/management
location Zwolle D	an approachable model (teamtoolbox does not feel like a team plan model)	easy access to sources	help from good practices or experts
location Zwolle E	good analyses on f.i. student satisfaction, self-evaluation, early dropout rates	input for the aims from the team	a vision
location Harderwijk A	an effective model	objective help when formulating SMART aims	a vision
location Harderwijk B	an actual self-evaluation	a check as a follow-up of a monitoring activity	knowledge of the basic quality level from the government/inspectorate
location Salland	strong analyses	effective feedback	

2 In your opinion, how many aims/ goals should a good team year plan have to improve quality?

The answer is very much the same as on a EU level: 1 to 6 goals. Interesting is the extra explanation that was provided:

Cor de Jong (auditor and team leader location Raalte): " I think that a maximum of 6 SMART-formulated ambitions is workable in a good teamplan. Those focused around the educational programs, staff, organization of the work and quality improvement."

Bert Hamhuis (auditor and team member of location Zwolle A) : "5 Aims per area of control should be the maximum. However, the number depends on the size. I mean: short term aims that could be realized with little effort. If the aims are long term, there should be set less aims."

Theo van der Molen (quality staff Harderwijk A): "I would say between 2 till 5 aims is an optimal situation. I take this bandwidth because the number is amongst others depending on the aim itself (simple versus complex, short-term versus long-term), but also on the teacher team (a team that has just started versus an experienced well functioning team)."

Corry Mosterd (quality staff Harderwijk B): "A realistic team plan should have no more than 5 goals."

Adri van Tiburg (team member of location Zwolle B): "Depending on the terms a good team plan should not contain more than 3/4 realistic ambitions or goals. Formulated SMART, in a way that every teacher in the team understands what is expected from him/her to realize a quality improvement. I am convinced of the fact that aims should be phased in a year line, this helps the team to focus. Therefore there should a) always be a prioritizing and b) be only a kick-off of the next aim, when the PDCA of the first aim gives reason to start focusing on the next aim. This does not mean that a team should start with one aim only, it may be two, but team lead should always consider the risk of division of sources amongst more aims and this may lead to the risk of working on an aim that is no longer supported by all, and therefore less effective for quality improvement."

Margrieta Kroese (Quality director VET educations Landstede) : "Highly relevant is how you formulate your ambitions as a team. I rather use the word ambitions, because - unless there is a structural failing effort to meet them - a team plan should not contain standard improvements based on the legal requirements. If a team has good grip on the basic requirements, ideally I could imagine them setting only one ambition in a team year plan, based on their educational vision, and focus on it together. This is the glue between individual teachers, all working together in full commitment on improving /reaching one higher aim. A certain percentage of the professionalization hours should be spend on this, specializing the team in a specific topic. Working on a team plan will then bring team and management to a higher professional level."

3 Which experience with effective team year plans do you like to share?

- It is important that you can fill it with all information (offers enough writing space)
- A combination with a professionalization plan is most effective (if you know the aims, you know what you have to learn)
- It works best when the team plan model can be adapted by the team, this helps to get commitment
- The PDCA cycle should be imbedded and is necessary for an effective team year plan
- An effective plan is easy to read and print
- An effective team plan: keep it simple and it will work
- It could help to connect data, in a way that you can upload risks in a digital team plan
- Dividing all days' work in a digital team agenda, like 'Trello', makes the team plan more synoptic
- Anyway, the model team plan should and ought to be user friendly!

F. RECOMMENDATIONS BASED ON THE NATIONAL REPORTS

The study shows that all the organizations in the partnership work with Integrated Management Systems and with team year plans. At national level the five countries are involved in different initiatives that reinforce the importance of team work and quality assurance.

Quality staff, teachers and trainers give their opinion about the most successful factors for a good year plan. Here is a summary of their recommendations:

- Deep and accurate analysis of data
- Motivation and ambition within the team
- Involvement of all the team members, non-teaching staff included
- Leadership and support
- Open and user friendly model of year plan
- Not too many goals
- Detailed, clearly scheduled tasks
- Checked and updated regularly
- Learn from the outcomes of last year questionnaires/results....

3. CURRENT SITUATION IN EUROPE

3.1 Suggestions for an effective use of team year plans

These are the outcomes on the open questions given by Quality Specialists in VET Education in European countries during the TCA at Zandvoort NL, which took place from 21 to 23 September 2016. The answers were gathered by Natassa Kazantzidou (IDEC, EL) and Margrieta Kroese (Landstede, NL) who were both actively involved as specialists in this TCA on Quality Culture in VET.

What do you consider the three most successful factors for a good team year plan?

The factors that were mentioned are grouped around main themes:

SMART aims

- A clear and distinct timetable(Slovakia)
- SMART goals (both relevant and real) (Hungary)
- Setting priorities on the right = influential level(Portugal)
- Realistic budget, good control and a follow up (Portugal)
- Enough resources(Spain)
- Realistic aims (Spain)
- Effective plan for collaboration (Hungary)
- Planning project risks (Slovakia)

Good management

- Proper planning / organization, balancing the tasks(Latvia)
- Leadership and commitment(Portugal)
- Good management (Croatia)
- Involvement of management(Spain)
- Management commitment(Italy)
- Management with a supportive leadership style (Italy)

Effective communication

- Mutual understanding (Estonia)
- Mutual agreed goals(Estonia)
- Well informed teachers
- Clarification of rules, duties and responsibilities(Slovakia)

Being a team

- Enthusiasm & contribution by all (Estonia)

- Team spirit
- Team work(Croatia)
- Motivated teachers
- Motivation (Croatia)
- Consensus among the team members(Hungary)

Addressing teachers/teams as professionals

- Take the peculiarities of individuals into account (team role test) (Latvia)
- A certain amount of freedom about how to fulfill the task, to create responsibility and commitment (Latvia)
- Self reflection of the professionals: what went well, what went bad? (Italy)

The same European specialist gave advise about the number of goals an effective team plan should have, namely 2 to 4 goals.

Finally, we asked for experiences with team plans:

- Transfer your good practice from working with other plans towards team year plans.
- Strengthen the quality, introduce the culture of quality within the institution as well as making it sustainable.
- In particular, it is important to have clear communication between colleagues, a clear definition of the roles, duties and responsibilities.

3.2 European projects relevant for QUAL4T2

The following projects from calls 2014 and 2015 are relevant for the QUAL4T2 project:

QUALITOOLS

This 3 year lasting Erasmus+ project being carried out in the EU partner countries PL, AT, PT, UK and BG seeks to enhance the professional development of VET teachers and trainers by strengthening their transversal skills of:

- adapting training to learners needs,
- reflecting on the quality of training processes,
- evaluating outcomes & transfer and
- improving their own practice accordingly.

The project target group are: ICT teachers, trainers and tutors in vocational schools, in enterprises & in VET organisations providing non-formal or formal further ICT training certificates (see above). 20 quality tools to be transferred in QualiTools were developed, tested and evaluated in 3 EU projects (Resyfac, Qualivet, SEALLL) and identified as good practice in the network project QALLL. They will be supplemented with 30 additional tools and provided in an online database as free of charge, ready-to-use tools for quality improvement of VET with detailed descriptions & PDF materials all available for free on this website. To build QA capacity on how to apply the tools for practitioners, a face-to-face (f2f) training programme and webinar will be developed, implemented & evaluated in each partner country.

Furthermore VET/QM managers in schools, colleges, enterprises will receive a manager guideline on how to combine "classic" QM with a bottom-up approach and how to support ICT teachers/trainers in applying the QA tools in practice. A training programme on how to apply the guidelines in practice will be developed.

In each partner country there will be organised valorisation workshops for QM/VET managers

and for ICT teachers/trainers. The project will be finalized with an International Conference. Project duration: 01.09.2015-31.08.2018 and website <http://qualitools.at>

TVLC

In November 2016 the kick-off of the international project 'The VET Learning Community' took place, about cooperation with mainstream education as central topic. The TVLC project is about the collaboration of mainstream and special education. From this collaboration a strengthening of (suitable) education for young people with a disability is expected.

For the Netherlands are participating initiator REA College Pluryn together with ROC RijnIJssel (Arnhem). Based on earlier answered questionnaires the participants (quality) culture is mapped. Also there is attention for learning issues to increase the quality of service provision. In 2.5 year partners will meet to compare the content of their daily work in order to achieve changes in culture and improvements in education.

QKULT

QKULT stands for: Quality Culture in Vocational Schools (540168-LLP-1-2013-1-AT-LEONARDO-LMP). The aim of QKULT project is to make quality culture visible as a key factor in the sustainable implementation and institutionalization of quality management systems in vocational schools.

Accordingly, suitable instruments are being developed with which steering opportunities are enabled both at system and provider level for the improvement of sustainable implementation of QM.

Central to the project is the development and testing of a tool to identify school quality culture. Discussion with and feedback from other national EQAVET reference points is indispensable.

Quality Management (QM) systems have been introduced in vocational schools in various European countries over the past ten years and it has become clear that individual schools have had varying degrees of success in implementing their QM systems in full and in an appropriate manner, in accordance with the underlying QM principles, in gaining acceptance from those involved and in achieving the desired impact. Various people working on the development of the QM systems (such as education administrators, evaluators, school development advisers) have come independently to the same conclusion, namely that this situation may result from the differing cultures in the individual schools, which may or may not favour successful implementation. During the project QKULT, the six partners will focus on the topic 'Quality and school culture' and deal with the question of how the culture of individual schools influences the implementation of QM systems.

The following questions are pivotal:

- How can one define school culture and quality culture?
- What terminology can be used in the project?
- Are there aspects in a school or quality culture which are advantageous or disadvantageous and how do they affect QM system implementation?
- Can we develop a tool to capture aspects of the school quality culture?
- Can we develop supportive measures and recommendations for the successful implementation of QM systems in vocational schools on the basis of the results generated by the tool?

Central to the project is the development and testing of a tool to identify school quality culture. Discussion with and feedback from other national EQAVET reference points is indispensable.

Preparatory work for the project has shown that the quality culture (as part of the organizational culture) plays a major role in the implementation of quality systems. With the instrument to be developed during the project, the influence of quality culture in vocational schools will be made tangible. Further, based on these results, vocational schools should be more capable for sustainable and effective (with or without consultative support) implementation of their quality management systems. In addition to the provider level

approach, also information for the purposes of steering at the system level will be generated by the project.

BEQUAL

BEQUAL is a European portal dedicated to the quality procedures in Vocational Education and Training (VET) as well as to benchmarking between peers. It offers quality criteria for VET providers, based on EQAVET descriptors. <http://www.bequal.info/>

Work-mentoring within a quality management system.

Structure for cooperation between school and small and medium-sized enterprises (SMEs).

Work mentoring within a quality management system. A quality management system is used to structure cooperation between school and small and medium-sized Enterprises.

4. ZERO MEASURING ON CURRENT TEAM YEAR PLANS IN PARTNER COUNTRIES

4.1 Results

A questionnaire on Quality Culture was delivered to different teams in each partner organization. This Questionnaire is part of the Q Guide. The results have provided an overview on the current situation of the quality of year plans and will help the partnership work on the right topics for further quality improvement.

There have been a total of 142 team members answering the questionnaire which has a total of 38 questions divided in four topics:

1. Team Year Plan
2. Aims and Ambitions
3. Evaluations
4. Working Together

The first ten questions are about the Team Year Plan. Most of the respondents, 91%, said there was a dialogue within the team about the content of the team plan; 57% said they had a full knowledge of what was in the plan. This percentage increases to 92% if we take into account the respondents who said that they had at least a partial knowledge of the content of the plan. 84,5% said the aims were totally or partially divided into smaller activities and 85,9% said these activities were linked to people and deadlines; 83% of the respondents knew there was some kind of task for them in the plan. 79,5% said the plan was realistic. 68% of the respondents said the old team year plan was evaluated or partly evaluated before writing the new one. 77,5% said they worked with annual year plans. The respondents are divided regarding the use of two or three year team plans: half of them would like to use them, half of them wouldn't.

The next thirteen questions are about the teams' Aims and Ambition. 90,8% of the respondents are aware of their organisation's aims and ambition. 81% feel they share a common view about the educational approach as a team. 81,7% feel they can decide, fully (64,1) or partly (17,6) on aims and ambitions as a team. The teams use different data to prepare the annual plans, namely and from most to less used:

- students questionnaires 88
- vision/ strategic documents of the school 78
- the last team plan 77

- qualification results, learning outcomes 65
- evaluation of internships in companies 64
- early school leavers/ drop outs 58
- documents of audits, inspections e.g. 54
- national priorities, EU priorities 39
- risk analysis 31

There isn't an unanimous answer about whether the year plan is decided upon and evaluated by the team as a whole. The answer with the highest number of answers, 23,2%, is that the team plan is decided with the team and director and at least evaluated twice in between. 66,9% of the respondents feel well equipped with information to make the right analysis for their year plan. 69% feel they have the competences to make the right analyses for their year plan and to formulate relevant aims after the analyses. 79,5% feel fully or partly equipped to prioritize their aims/ambitions and a slightly higher percentage, 81,7%, feel well equipped to transfer their aims into activities. 88,7% of the respondents feel they are able as a team to formulate SMART aims in a way that they are measurable and can be done. 83,8% say they discuss as a team whether their aims and activities are leading to the desired results. 91,5% of the respondents say that they, as a team member, have faith in the actions they do and that they lead to the desired results.

The next group of eight questions is about Evaluation. 90% of the respondents said they gather students' feedback. 78,2% said they analyse results of previous inspections and audits. 97% said they evaluate their lessons/ instructions with their students. 83,8% said that as a team they analyse the outcomes of students' feedback/questionnaires and 84,5% said they review their program based on student feedback. 73,6% of the respondents said that evaluation of the class work by students is a topic in their team meeting and almost the same amount, 72%, said that work placement evaluation is a structural returning topic in their team. The evaluation of the year programme by students is a topic in the team for 63,4% of the respondents.

The final seven questions are about the way the teams work together. 16,2% of the respondents often visit a team member in their classroom, 55% do it sometimes whereas 28,6% never do it. 76,9% said that they discuss the way a team member implements the educational programme with him/her, giving feedback. 88,9% said that as a team they make clear rules about student behavior in the class/school and all of the respondents said that they keep these rules. 88% said that as a team they try to have a general agreement about the evaluation of students' soft skills. 93,7% said that they often or sometimes communicate together about what they may expect from each other.

The answer to the final question, how they would subscribe the work on quality improvement in their team according to the 4 draft portraits of EQAVET, NL September, varies. They are:

- Behavior oriented 51
- System oriented 36
- Awareness oriented 26
- People oriented 24

4.2. Recommendations based on outcomes zero measuring

Although there is a general feeling among the team members that they participate in the writing of the team plan and therefore they have knowledge about its content, there is still quite a high percentage of respondents who feel the plan is not realistic and haven't got a clear idea about the activities in the plan, the deadlines and the tasks that involve them.

Regarding the teams' aims and ambition of the organisation, most of the team members are aware of them and feel they have a saying deciding on the aims and ambitions as a team but three quarters of the respondents neither feel well equipped with information to make the right analysis for their year plan nor feel they have the competences to make the right analysis for

their year plan or to formulate relevant aims after the analysis. Furthermore 18,3% said they don't feel well equipped to prioritize their aims/ambitions and 14,7% don't feel well equipped to transfer their aims into activities.

When we look at the Evaluation, we see that the teams are used to gathering feedback from their students but around 33% of them said that these feedbacks and evaluations are not a common topic in their team meetings. Furthermore 32% of the respondents said that the old team year plan was only partially evaluated or not evaluated at all.

The final topic is how the teams work together. 93,7% of the respondents said that they often or sometimes communicate together about what they may expect from each other and they mostly agree on their approach towards students' rules and evaluations. But only 43% of them said they often discuss with a team member the way this team member implements his/her educational programme, giving feedback and only 16,2% often visit a team member in their classroom whereas 28,6% of the respondents never do that.

These results provide the partnership with valuable information to take into consideration in the development of the toolkit products in the Q Guide. The project partnership should develop tools to help teams:

- Gather data
- Analyse these data
- Formulate aims
- Prioritize those aims
- Transfer the aims into clear scheduled activities
- Use evaluation results
- Offer feedback to peer team members

5. SWOT ANALYSIS: Strengths, Weaknesses, Opportunities and Threats

The national research reports and the European outcomes together with the results of the zero questionnaires have helped the partnership find the strengths and weaknesses, and the opportunities and threats teams in Europe face regarding their strategic planning.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Theoretical knowledge of successful factors of a good year plan • Easy access to sources • Opportunities to learn through workshops, Seminars and Peer learning activities • Freedom in the choice of teaching methods • Annual cycles for planning analyses of the year results • Common use of Total Quality Management System (EFQM) 	<ul style="list-style-type: none"> • Lack of financial resources • Lack of permanent or full time teachers or continuous changes in staff members • Not a strong culture of quality in all the members of staff, especially teachers. Seen as tools mainly for management • Different concept of what a year plan is both in the countries and in the teams • The Check and the Act part of the PDCA cycle • Ownership of the team plan • Quality of evaluation and Feedback: how, frequency, when... • Team members have different ideas about their team Q culture within their own team – they often have different roles and expertise in the organization • Team leadership • Not every staff member shares the same Q awareness within the same organization • Sometimes teachers lack knowledge about all the other necessary processes in their school • Lack of communication among all the interested parties, non-teaching staff included
Opportunities	Threats
<ul style="list-style-type: none"> • Reference management models • Benchmarking • Support from the ministries of education • Accessible information • Help from good practices or experts • European projects results • National agency associations support • EQAVET support 	<ul style="list-style-type: none"> • Different frameworks • Changes in ISO standards • Different cultures of quality between countries • Digital professionalization of teachers

6. SUMMARY

As a summary, we can conclude that the data gathered in this brief report on quality culture at organizational and European level point to the need to provide teams with tools that help them with

- Data: gather, analysis of the data
- Aims: formulate them, choose not too many, prioritize
- Activities: transfer from aims to activities, with detailed clearly scheduled tasks
- Roles: leadership, administration, clear definition of duties and responsibilities, full involvement of all members (non-teaching staff included)
- Feedback and evaluation: regularly, updated, peer to peer feedback
- Year plan: open/flexible, user friendly
- Motivation and ambition: ownership, full participation