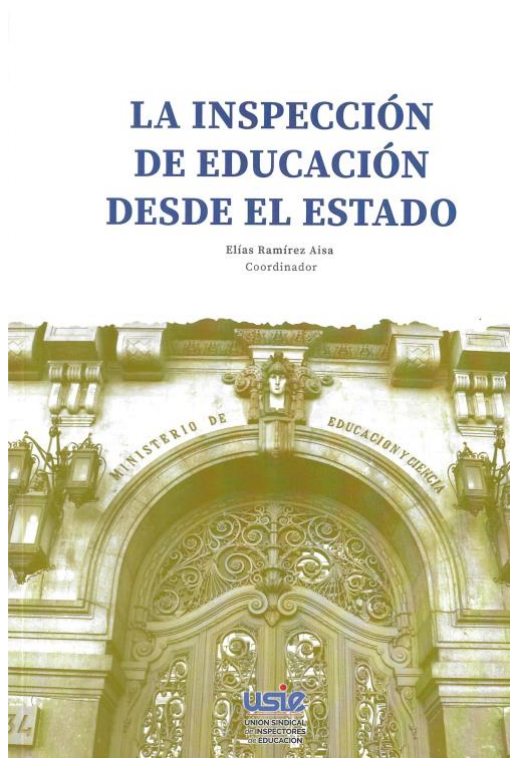


EDUCATION INSPECTORATE FROM THE STATE

LA INSPECCIÓN DE EDUCACIÓN DESDE EL ESTADO

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Título: LA INSPECCIÓN DE EDUCACIÓN DESDE EL ESTADO.

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This monograph on inspection is made up of five works written by inspectors Pedro Ambrosio Flores, Concha Vidorreta García, Javier Garralón Barba, José Luján Castro and Elías Ramírez Aisa, who also coordinates the edition.

La Inspección de Educación desde el Estado ("Education Inspectorate from the State") delves into the "what" and "how" of the functions and responsibilities of Inspectorate of Education carried out by the State, specifically by the Ministry of Education, within its territorial scope, educational institutions, and programs abroad, including High Inspection in non-university education. As indicated in the preamble by its coordinator, Elías Ramírez Aisa: "The thesis, in pursuit of citizens' rights, is a resolute

defense of Education Inspection in the hands of the State, within a rule of law that requires a strong inspection institution to enhance its effectiveness".

In the first study, Pedro Ambrosio Flores, provides *A proposal to reorganize the Education Inspection in the Ministry of Education and Vocational Training*. The author undertakes an innovative exercise to achieve greater efficiency in the three inspection services, which live with their backs to each other, and which are: the Services Inspection, the Inspectorate of Education, and the High Inspection. His proposal consists of the integration of the three services dependents on a General Directorate, respecting their singular functionality, and proposing how their functions could be integrated and their tasks distributed, bearing in mind the current Royal Decree on the organic structure of the Ministry of Education and Vocational Training (Royal Decree 498/2020, of April 28, 2008).

Concha Vidorreta García, in her work *Inspection of educational actions abroad*, analyzes the inspection that, from the Ministry of Education and Vocational Training (MEVT), is carried out in the centers and programs abroad. It presents, on the one hand, the MEVT's Education Inspection and, on the other, the centers and programs that are subject to inspection, which is described in a practical way, singling out the evaluation of teaching staff and advisors in its twofold aspect: the ordinary evaluation prior and necessary for their renewal and the extraordinary evaluation, in case of non-compliance with their obligations. It ends with a call for attention to the problems experienced by this Education Inspectorate and urges the MEVT to channel its solution.

In the third document, *The inspection of the European Schools*, Javier Garralón Barba, inspector of these schools for nine years, points out the differentiating characteristics of the European Schools and their inspection. This is based on group work (inspections are carried out by a group of three inspectors and not individually), on agreements and on European values.

Among the current challenges, he identifies multiculturalism and multilingualism, the search for the European spirit at the same time as the promotion of national roots. He also points out threats and dangers such as the consequences of Brexit or the corporatism and elitism of these schools.

José Luján Castro, with experience as an expert inspector in the evaluation of educational centers, enriches the work with the fourth contribution *Participation of the Education Inspectorate in the evaluation of the education system*. He brings to the table the work and studies that the MEVT's Education Inspectorate carried out prior to the omnipresence of PISA studies and evaluations. He gives special relevance to the EVA Plan which, during several courses, was applied to different educational centers by different groups of inspectors (2-3 inspectors constituted the evaluation group), with approved instruments and reports that reached where they had to reach, were read with interest, and had evident consequences.

Finally, Elías Ramírez Aísa, coordinator of the monograph, contributes his reflections on the High Inspection in his study *The High Inspection of the State in education. Justification, content and beyond its languishing life*. He explains its concept and justification, based on the 1978 Constitution and incorporates the consolidated doctrine of the Constitutional Court, as well as valuable references drawn from comparative law, especially from Germany, Switzerland and Italy. He concludes that the High Inspection, originally created to integrate the legal system through careful monitoring of the compliance by the autonomous communities with the basic legislation of the State, leads a languid life, although it is legally exempt from ultimate responsibility.

These five contributions constitute a kaleidoscope of Education Inspection from the perspective of the State, with a critical outlook and the hope of contributing to its revitalization and effectiveness. The authors' experience as education inspectors and their past responsibilities in the areas they

address justify this perspective and purpose. In the words of the publication coordinator, Elías Ramírez Aísa: "It is essential to combine the essence of Education Inspectorate with an awareness of its value in the hands of the State".

We have no doubt that readers will find many questions and some answers within these pages. They will also discover reasons, shared commitment, and enthusiasm to participate in this endeavor to improve and enhance efficiency.