Study of school education networks in Andalusia (Spain): key to analysis from the evaluation of teachers centers´ advisors

Estudio de las redes educativas de centros escolares en Andalucía (España): claves para su análisis de la evaluación de los asesores de centros de profesores

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Resumen: Cada escuela se constituye en un caso especial para la implementación de cambios y mejoras, de forma que cada una responde a un contexto social y cultural con su propia idiosincrasia y necesidades. El objetivo principal del artículo es dar a conocer el estudio de las redes educativas configuradas en grupos de trabajo entre profesores en lo que se refiere a su origen, diseño, recursos, organización e impacto, con la finalidad de profundizar en su funcionamiento y repercusión en los centros escolares. Para la recogida de datos se ha utilizado una metodología descriptivo-narrativa, basada en la investigación cualitativa, a partir de un cuestionario para asesores de centros de profesores de Sevilla capital y provincia, donde informan de la idoneidad del trabajo en red. Los resultados del análisis determinan que el desarrollo y puesta en marcha de las redes responde a las necesidades de apoyo que los docentes encuentran en su desarrollo profesional y a la exigencia del Servicio de Inspección Educativa para paliar problemas básicos dentro del proceso de enseñanza aprendizaje, como es el aprendizaje de la lectoescritura y la mejora de la convivencia en la comunidad educativa. Las principales conclusiones reconocen el impacto del trabajo en red en los centros y en la comunidad educativa, sus resultados y las mejoras en el desarrollo de las mismas.

Abstract: Every school constitutes a singular case when it comes to changes and improvements as each of them belongs to a social and cultural context with their own idiosyncrasy and needs. This article aims to study[1][2] in depth a research on educative networks organized in groups of teachers, focusing on its origin, structure, resources, organization and impact. The process of data gathering has followed a descriptive-narrative methodology, based on a qualitative research, and using a questionnaire for advisors in Teachers Centers within Seville, where they inform about the benefits of networking. The results of the analysis show that the development and setting of these networks occur in response to both the need of support that teachers are sometimes missing in their professional day to day; and the requirements of the regional inspection service of education, Servicio de Inspección Educativa, in order to cope with basic difficulties that may arise in the teaching-learning process, such as the reading and writing learning process or the improvement of the coexistence within the educational community. Feedback from this research proves the impact that the networking procedures have had in the educational community and centers, as well as its positive results and improvements in their development.

Palabras clave: Aprendizaje activo; Redes cooperativas; Cooperación educativa; Proyectos en red; Desarrollo profesional; Formador de docentes

Keywords: Activity learning; Cooperative networks; Educational cooperation; Network project; Professional development; teacher educators.

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[1] "Analysis and study of Teaching Educational Networks" (RECEs) and learning communities for the promotion and development of education for equity and participation" (2011-2014). IP. Elena Hernández. Universidad de Sevilla. España
[2] Not subsidized research, work in progress.

1. Theoretical framework, research questions and objectives

Educational networking within schools has, as a priority, the creation of a long-standing coordination of centers in order to constitute a communication network aimed to share experiences between centers. The goal is to create an exchange network, cooperative and relational, understanding it as a tool for promoting the creation of innovative and participatory processes by people who share the educational process. This is a "*professional, social and shaping dimension of the network*" (Muñoz, 2005) because people are connected in order to collaborate and it makes changes collective to all members involved. It has to be taken into account that these changes may be progressive and, above all, decisive for the training of all participants. This participatory process has a number of prior characteristics: it is mainly practical, creates knowledge and leads inexorably to the participation of all members.

In every inter-center education network, there is a number of premises. The most important is that centers must achieve the goals for what they have been created, that is: commitment, cooperation, participation and collaboration between all those involved in the process. Similarly, in its implementation, there is a number of underlying assumptions for its functioning: delineation of the network, distribution of tasks between participating members, actions decided by network consensus, coordination among members of the centers and final evaluation of innovations and improvements.

It is important to mention that within the "*network*" created, each school constitutes a special case for the implementation of changes and improvements, as each one of them responds to a social and cultural context with its own idiosyncrasy and needs. These local education networks make sense in an organizational form of work based on the need for change, providing resources and promoting partnerships, as well as promoting educational projects for participation and improving the quality of education.

Regarding this approach, the main goal of this paper is to provide the key tools for the assessment, analysis and evaluation of these networks taking into account that participation involves a number of improvements. Some of these improvements have been proved in recent research works (Rué, 2005, Ainscow and West, 2006, Dufour, Eaker and Many, 2006, Hadfield and Chapman, 2009; Doménech, 2009) in the following areas:

- Networks become organizations that increase the capacity for greater actions exceeding individual and sporadic achievements.
- They improve the process' effectiveness while overcoming the potential obstacles.
- Participation is horizontal, surpassing the vertical decision-making.
- They increase the sense of community membership, exceeding the non-working group membership and isolation.
- Members become aware of their ability to participate, adapt and improve a specific situation, overcoming the barriers of exclusion and inequality.

Finally we need to define the figure of advisor for Teachers Centers. Due to the complex educational situation and to the functions given by the current society to Spanish educational centers, it is necessary to encourage lifelong learning as well as a better implementation of educational resources. The goal is to improve students' professional skills and school performance. The Decree 110/2003 of April 22 regulates Andalusia´s System of Teachers Permanent Training in Spain, and the *Decree 56/2012 "Regulación de las Zonas Educativas de Andalucía"* regulates educational networks, continuous learning methods and mediation departments, as well as the coordination of the management councils of the area. Their aim is to foster teachers' professional development and to improve educational practice in all public educational centers from Andalusia, except from universities. The system is organized by the Teachers Centers' network in Andalusia called CEP. The Centers are linked to the Andalusia Department of Education in every province. These Centers are composed of different governance structures: Director, Sub director, Center's Council and a Counseling Team for Training. Furthermore, each one of them has an Implementing Plan created by the Counseling

Team for Training and coordinated by the Director. It is approved by the Center's Council. The most relevant functions are:

- To support all training initiatives proposed by the educational centers, work teams and teachers by providing collaboration as well as the necessary resources.
- To create common areas where teachers would be able to meet so that they could share their experiences and spread their knowledge.
- To foster and develop the preparation of the Counseling Team for Training regarding the CEPs.

Therefore, the reason for Teachers Centers to exist in Spain is basically focused on the educational centers and cooperative training. Andalusia has 8 Teachers Centers spread in the entire region. Seville has 6 of the CEPs and it is there where permanent improvement takes place while keeping the teachers updated. It is also in Seville where planning, development and the implementation of training actions are carried out. It has pedagogical and administrative autonomy in order to organize and implement all actions.

Training counselors of the CEPs are civil servants working actively as teachers for the Autonomous Region of Andalusia. They have to have 5 years minimum experience in public education. In order to improve educational practice, the counselor acts as a supporting tool looking for the participation and collaboration of all school agents and professionals. The aim is to assist and improve the current educational situation. Sometimes they are called agents of change and sometimes supporting agents who are linked to professionals. They are often considered as professionals' trainers. The main idea is to help teachers, although there is a broad variety of advisors with very specific functions in Primary, Secondary and Special Needs Education.

2. Methodology: population, sampling and methods

This networking system needs to be assessed in order to be developed and improved. For this reason, we have elaborated a questionnaire (see Annex 1. Questionnaires for network advisors from educational centers) within the investigation entitled "*Analysis and study of ´Teaching Educational Networks´ (RECEs) and learning communities for the promotion and development of Education for equity and participation*", (2011-2014) as well as some conclusions aimed to be used as assessment tools. We have collaborated with four advisors from Teachers Centers of Seville, Osuna, Castilleja and Alcalá de Guadaira, located in the province of Seville (Andalusia, Spain) who currently work with these networks and are acquainted with the background of some of those already established. The analysis of the questionnaire has been conducted from a descriptive-narrative methodology, based on a qualitative research approach. Individual interviews with the advisors and the teachers' centers have been carried out.
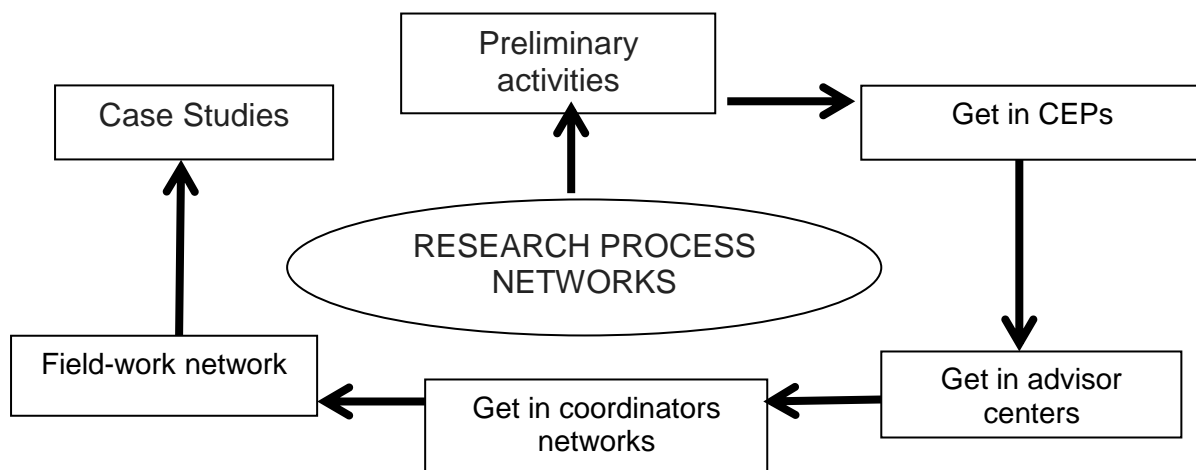
The research process is as follows:

Figure1. Research process

The analysis of the questionnaire has been developed in the following categories:

1. Start of work and training of the network.
2. Design and development of networks.
3. Organization of networking.
4. Impact on community centers and educational communities.
5. Impact of network participation at schools.
6. Results.

These categories have enhanced the development of the networks, as well as the impact on participating schools, which are to be taken as a reference for the final evaluation of the networks in the investigation called "Analysis and study of `Teaching Educational Networks´ (RECEs) and learning communities for the promotion and development of education for equity and participation". The qualitative analysis program MAXQDA 10 has been used for the data analysis. This program works with codes in the documents and compares texts while offering visual tools for the data presentation.

3. Results

The analysis of the obtained results, based on the established categories, allows us to carry out an assessment of the centers working with a network. It also allows us to know in depth the operating system of the network itself. Relevant conclusions have been reached regarding its impact on the centers and on the training community, its outcomes and the improvements made in the management of the network. The analysis' conclusions are presented below.

3.1 Category 1: initial phase of work and creation of the network

Advisors consider that the implementation and development of the networks arise from the creation of specific workgroups as a means to improve the educational centers' training system and peaceful coexistence. Furthermore, according to the needs of the Education Inspectorate, networks have been created in order to work in a coordinated way in teaching-learning processes regarding linguistic skills (written production as well as reading). Other work areas are constituted by developmental disorders (autism) and educational actions at center level in order to meet the needs of students thanks to methodologies and follow-up programs included in the Annual School Planning (organization, didactics, evaluation).

Educational agents involved are School Management Teams, teachers, advisors, school counselors, Teachers Centers, Education Inspectorate, students, families, as well as Local Education Agencies. Networking has been a success in the education centers. Participation has been very dynamic and participants had high expectations in the implemented projects ("Projects for peaceful coexistence", strategies for "Conflicts prevention", etc.).

3.2 Category 2: the layout and development of networks

Advisors consider that teamwork is essential in order to carry out the analysis of the centers' needs. Among the conclusions reached in this category, it should be highlighted that:

- Most of the teamwork has as a starting point the improvement of "*Language skills*" due to the centers' diagnostic tests as well as to the improvement of the reading process.
- Most of the centers' needs appearing in the networks are due to the instructions and regulations of the Department of Education as well as to project/groups' initiative for improving teachers' practice regarding self-training methods (workgroups and projects for centers' training).
- The centers' needs can be regarded as a consequence of the motto "Learn to coexist". It means to deal with students' coexistence from an educational perspective.
- Focusing on special attention to autistic students and their integration while searching for a global and coordinated behavior at the education center (not only from the experts).
- Focusing on organization as well as on the usage of methodologies and evaluation tools regarding "*Basic Skills*" which make its integration in the curriculum easier.

Therefore, some of the contents and goals of networking are:

- Peaceful improvement of the coexistence in classrooms and centers.
- Integration of autistic students.
- Establishment of a reading plan and strategies to encourage the development of this skill (collaborative tutoring regarding "*Communicative skills*" through networking).
- Didactic planning and evaluation of Skills.
- Creation and diffusion of Projects.
- Coordination of common methodological, organizational and curricular aspects at a local level.
- Improvement of teaching practices.
- Training as well as quality evaluation.
- Special training for the improvement of the Communicative and Mathematical skills.

Teachers working in groups are able to share experiences and thoughts that help them to establish group-work strategies, common sessions, school cycle meetings or meetings with other centers. Sometimes, belonging to a network is regarded as a necessity for the education center due to the common teachers' insulation. Engagement in the network in every center as a teamwork action is high: leading the process, becoming a dynamic tool, making everybody in the center part of the process, establishing participation tools and supporting as well as giving advice to teachers.

3.3 Category 3: resources

According to the advisors, the Moodle platform and documents provided by the Teachers Center constitute the material resources for the development of the networks. Regarding human resources, every center has an advising team from the Teachers Center, which is made up of the teachers themselves, the families, students, as well as the inspector and coordinator of the School Counseling Team.

3.4 Category 4: organization of the network

Regarding tasks' distribution, meetings, the network's internal organization, etc., advisors state that it is organized as the following: first, a meeting is held in order to make the workgroups and to choose a coordinator, which will inform the rest of the teachers. The advising team together with the inspectorate service reaches a consensus about the agenda in order to develop a plan for the arranged activities. It will include eventual meetings and representatives from all cycles, the heads of studies, inspectors and advisors. The coordination of the network will be the responsibility of the advisors and coordinators from the workgroup dealing with the digital competence. The center's coordination will be handled by the teachers' coordination bodies (cycle teams and educational teams) and the governing bodies (school management team).

As for communication between the network's members, advisors make a division between face-to-face meetings and virtual meetings. The first type is organized through workgroups and is based on dialogue and personal contact. Virtual communication is organized through the network's forum installed in the Moodle platform. It has online tools (webmail, and debate forums). Regarding participation, advisors organize meetings when asked by the teams. The member leading the meeting establishes some participation rules and carries out the design of the activities as well as the guidelines for the teamwork. S/he also decides the methodology to be followed.

Depending on the situation and on the center involved, different issues are tackled in the following way: in every meeting, experts as well as members involved are consulted; debate is the main tool; and thanks to the follow-up process and to the evaluation of the situation, improvements can be introduced for the process' development.

When talking about the training requested by the centers involved in the network, advisors refer to the training corresponding to their teaching practice and competences, each project's subject contents, methodologies for the Curricular Content, academic planning, skills evaluation, courses' information, conferences, congresses, etc.

3.5 Category 5: impact on the centers and on the educational community

When it comes to participation, the evaluation has been very positive because it has been a group-work participation with the engagement of all members. Contacts between the centers' management teams have increased acknowledgments to the coordination meetings carried out with other networks. In certain moments, there has been a slight approach to centers from other locations thanks to common projects carried out in inter-local meetings. Initiatives were shared between the different workgroups from the network, with teachers from different centers and other professionals and institutions working or researching in the same field.

Regarding the students' families, they have cooperated not as frequently and only depending on the subject matter. They have been involved as external collaborators by organizing the requested activities and talking about their experiences. The presence of municipality members is almost inexistent and, only in certain occasions, social workers and representatives from the Educational Guidance team were present.

3.6 Category 6: participation's impact on the network

Advisors have stated that the network has encouraged collaborative work for research among the teachers engaged. It has created work dynamics for the pedagogical dialogue and the development of methodologies as well as common criteria for the management of the center. Finally, thanks to networking, the training needs of the teachers regarding educational and methodological contents have arisen. A "*Resource data bank*" is being created in order to improve the classroom practice, to develop improvement plans as well as the Reading plan for in the classroom.

Although its impact on centers is yet limited, self-evaluation processes have been carried out among the teachers for improving coordination, teamwork, reflection, teaching practice, peaceful coexistence and engagement of the families. With regard to educating in values, some centers suggest reading about this topic, as well as different tasks for the teachers aimed to encourage education related to peaceful coexistence.

The most significant improvements are those related to teachers' awareness regarding attention to diversity in the content goals achievement as well as in the evaluation system. Advisors mentioned the coordinated participation of the centers in "*Projects for inclusion*" in order to meet the needs of diversity. Centers develop projects for improving peaceful coexistence and make a connection with strategies' development in order to deal with some educational requirements.

With regard to teachers' training, all strategies present in the network's projects are aimed to improve this aspect. They are focused on self-training processes, which are completed with activities organized by the Teachers' Center. It offers different training modalities (face-to-face courses, blended courses and virtual courses).

3.7 Category 7: Results

All networks have a follow-up and evaluation plan. They are now (7 out of 10) in the Consolidation phase, two of them in their Initial phase and only one in the Improvement phase. The improvement goals set at the beginning have been greatly achieved (those related to the quality and quantity of participants), because they follow the initially established plan while the networks are working in an autonomous way.

With regard to obstacles/limitations/problems for the development of networks, advisors underline the lack of time for carrying out the projects due to the current demands of the education centers (excessive bureaucratic work and the high amount of tasks). Furthermore, they underline the limited experience of the teachers in training evaluation processes and the difficulties for implementing the improvement plans, as they are sometimes reticent to change. The members involved constitute another problem (they have not always been the same members), as well as the engagement of some professionals from the centers and the family (apathy and lack of involvement with the center).

Among the facts encouraging the development of the network's projects, we can find the coordination and participation of all parts involved, the training, the work and follow-up sessions, the possibility to share, the engagement and professional development of all members involved, the interest for participating and the intention to share experiences, actions, materials, as well as the dynamism of all professionals involved. It is also worth mentioning the creation of a virtual area on the training platform of the Teachers Center, the availability of the advisors/coordination of the Teachers Center as well as of the Inspectorate Services. It is also remarkable to mention the willingness of School Management Teams as well as of the educational teams, the collaboration of the advisors from the Teachers Centers with the educational inspection, and the diffusion of the sessions by the centers.

As for the results of the experience with the network, it is important to mention the teachers' coordination and involvement while sharing tasks (collaborative work); their reflection skills (collective thinking) and their skills to bring the didactic proposals to the class; the creation of a Resources data bank, the coordination of initiatives between centers, etc.

4. Conclusions

The conclusions from the collective work of the centers from School Networking are the following:

4.1 Network's participation has a positive impact on centers at different levels

Centers' participation on the network has a positive impact on issues related to educating in values, curriculum development, attention to diversity, teachers training, teamwork, coordination at different levels, processes of reflection about self-practice, peaceful coexistence on the center, learning-teaching processes, development of concrete skills, methodology and selection of curricular materials, problem-solving, identification of needs and systematization of the work.

As Gairín and Sánchez (2011: 25) remark, the improvement of the organization is based on the development of the people themselves and their capability to contribute with new initiatives to the institutions where they work. All this has a direct influence in the way centers are generally run. Besides, it has an effect on the teachers' performance in the classroom, creating useful know-how and open resources.

4.2. Network participation is not always uniform for every center

Centers' participation on the network is not always uniform. In some of them, participation is higher while in others it is more of a gradual process. In some others, the main participants are the teachers working with students with special needs. It can be concluded that belonging to the network fosters participation among teachers but not among all the faculty members. Above all, teachers who have students with special needs are the most interested. The network must set up pertinent ways, taking into consideration the participation of all the people involved, aiming to change things and not only for information purposes (Muñoz, 2005: 10).

4.3. Collaborative work dynamics shared by the teachers engaged

In the centers involved, there is a higher amount of collaborative work, reflection and research about educational topics common for all teachers. They come up with questions about diversity, which show the increasing awareness of the teachers. All these aspects make possible working in a "*horizontal*" structure based on coordinated work in order to meet the specific needs discussed. It is also worth mentioning the improvements achieved regarding the accomplishment of goals and the evaluation systems. All these work dynamics among teachers foster the development of a new perspective for the horizontal management of the centers involved in the network (Longás, Civís and Riera, 2008:306).

4.4. Participation in development plans is higher among the centers working with the network

Centers working cooperatively increase their capacity to improve, they are able to carry out an assessment of the necessities of the center, they gather together in order to cooperate in innovations, participation is established in every department and the consensus is reached easily. Networking aim to introduce the centers to the "*transformations cycle*" for designing, developing and engaging all parts involved in the improvements and innovations to be carried out. The development of this plans for improvement and the centers' management have a direct impact on the classroom. These relationships are based on mutual respect and caring, thus the community generates contexts for the development of both the individuals and the group, consolidated on the respect for the independency and the promotion of interdependency (López Yáñez et al, 2003:89).

4.5. Development of the most inclusive centers' projects

The development of inclusive projects in the centers is due to the requirement of creating educational projects for improving peaceful coexistence and attention to all students of the center. The teachers working with students having special educational needs are more involved than the rest. As a consequence, network participation is mainly focused on those aspects related to Attention to Diversity, because all projects are designed for all students in general and they are developed at the centers' level. The idea of inclusion means making the centers responsible for all their students. For this reason, the inclusive projects involve didactic strategies targeted to diversity, establishing support communities in order to meet the educational needs (Parrilla, 2007:17).

4.6. Changing teachers' attitudes for self- training processes and teamwork

Teachers play the main role in their own training process. In this sense, it is worth mentioning self- evaluation processes based on teachers' experiences and those based on teachers' participation in the network. Teachers' training is basically focused on life-long training and especially in the processes of specific training regarding the idiosyncrasy of every center and every community. Teachers find in the network positive attitudes regarding training processes, encouraging them thanks to the continuous contacts. This aspect makes us think about "*broaden professionalism*" in the way teachers perform their job.

According to Gairín (2011:26), know-how production requires an intercommunication of the people around a specific topic, and a management process that helps setting the generated know-how. In order to achieve the first requirement, effective networks that enhance and guarantee the communication between people are needed; for the second, the presence of efficient managers that ensure an appropriate development is needed. As a result, teachers find in this network advantageous attitudes that are really helpful on the formation process, and which strengthen it through the continuous relations that merge within. This consideration reminds us of Imbernón (2011:3) theories, since *networks are an engine that leads to the creation of alliances and generates dynamic exchange spaces for people, groups and institutions…*

4.7. Impact of uneven participation among the different sectors of the Educational Community

Educational Community sectors mostly taking part in the networks are teachers, students and School Management Teams. The participation of families and other sectors from the local administration is not as frequent, which contrasts with the fact that the networks are local. It would be convenient to foster the City School Council implication on the network, as it is a meeting point for the representatives of the educational centers with the local administration.

This situation deals with the idea of "*territory*" in order to foster cooperative and virtual work through the networks, adding as many agents as possible (…), since the territory determines the nature of the issues that may pop up as well as it offers the possibility of obtaining answers (Vilar, 2008:268).

The conclusions reached refer to professionals' training through cooperation and collaboration in school networks taking into account that participation implies that:

- Networks become organizations increasing the capacity for greater actions and exceeding individual and sporadic achievements,
- They improve the process' effectiveness while overcoming the potential obstacles,
- Participation is horizontal, surpassing the vertical decision-making,
- They increase the sense of community membership, exceeding the non-working group membership and isolation,
- Members become aware of their ability to participate, adapt and improve a specific situation, overcoming the barriers of exclusion and inequality.

We understand this networking process as a feedback learning, because every center provides knowledge to the network, works on its development and returns to the Education Network in order to share all the good practices. This is the process followed by all centers participating whose aim is to foster engagement and improvement. Additionally, and according to Gairín and Sánchez (2011:26), collective activities properly invigorated provide a more extensive way of knowledge exchange. (…) From the relation with others we obtain new ideas, behavior patterns, life attitudes or cultural features. We also share ideas, feelings, hopes and an infinite amount of suggestions that settle down and strengthen our personal and professional bounds.

To sum up, thanks to all these results it is stated that the consequences of being a part of a network as well as the essential role played by the advisors in the diversification of the Education Networks of the local schools are highly positive.

As noted by Rodríguez-Higueras (2012:58) advisors contribute to decision-making in the organization, facilitate planning of improvement and/or training plan, allow spaces for sharing knowledge and define the strengths and weaknesses of organizational knowledge. Advisors influence directly the changing processes and foster global projects in every center. They develop goals and tasks and establish, consolidate and coordinate training processes for every center participating on a network.

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ANNEX 1. Questionnaires for networks' advisors from the educational centers

QUESTIONNAIRES FOR NETWORKS' ADVISOR FROM THE EDUCATIONAL CENTERS						
C.E.P.:	Seville [ ]	Osuna [ ]	Castilleja de la Cuesta [ ]	Alcalá de Guadaíra[ ]	Lebrija [ ]	Dos Hermanas [ ]
Advisor:	Preschool [ ]		Primary School [ ]		Secondary School [ ]	Attention to Diversity [ ]

1. INITIAL PHASE OF WORK AND CREATION OF THE NETWORK

How are the development and the implementation of the Network carried out?

Which centers take part in the project?

Who is involved?

How is the project accepted within the centers?

2. THE LAYOUT AND DEVELOPMENT OF NETWORKS

Which are the centers' needs?

Which are the contents and general objectives of the Network Project?

Are they based on teamwork? Justify your answer	Yes [ ] No [ ]

Which is the role of the School Management team regarding participation in these Centers' Networks?

3. RESOURCES

Which material and human resources does the network has?

4. ORGANIZATION OF THE NETWORK

How is the task distribution, meetings, internal organization, etc. organized within the network?

Who is normally in charge of the internal coordination of the network?

And the coordination in every center?

Educational teams [ ]   Courses [ ]   Departments [ ]   Other [ ]
If other, specify which one:

How is communication carried out within the network's members?

How are the participation processes designed in the network?

How do they deal with conflicts?

Which kind of training is required for the centers participating in the network?

5. IMPACT ON THE CENTERS AND ON THE EDUCATIONAL COMMUNITY	
Does network participation have increased participation in every center? Justify your answer	Yes [ ] No [ ]
Have you established relationships of coordination with other centers? If so, which ones?	Yes [ ] No [ ]
Are families involved in the project? If so, in which way?	Yes [ ] No [ ]
Does any representative or city hall member participate? If so, who?	Yes [ ] No [ ]
Do E.O.E.s participate in the Network Project? If so, in which way?	Yes [ ] No [ ]

6. PARTICIPATION'S IMPACT ON THE NETWORK	
How was the impact of the project in every center?	
Does education in values have improved? Justify your answer	Yes [ ] No [ ]
Do aspects related to the development of the curriculum have been improved? Justify your answer	Yes [ ] No [ ]
Do aspects related to Attention to Diversity have been improved? Justify your answer	Yes [ ] No [ ]
Do aspects related to teacher training have been improved? Justify your answer.	Yes [ ] No [ ]
In which areas of the Educational Community did the Network have more impact?	

7. RESULTS

Does the Network have a follow-up and evaluation plan?			Yes [ ] No [ ]
In which phase is currently the Network?	Initial [ ]	Consolidation [ ]	Improvement [ ]
Are the improvement goals initially defined meeting their current needs? Justify your answer.			Yes [ ] No [ ]
Which obstacles, limitations and problems have been found out in order to implement the project?			
Which factors have fostered the development of the project?			
Which results do you find more relevant to mention?			
Thank you for your collaboration			