



BE+ SELF-ASSESSMENT QUESTIONNAIRE

PURPOSE OF THE QUESTIONNAIRE

The questionnaire developed by the BE+ project is aimed at providing indications about the quality of the international work done in your school. The purpose is not to judge but to let you consider elements that can be of help in improving the quality of the international while giving an opportunity to set in motion a process of reflection which can lead to an enhanced organisational capacity.

THE APPROACH

The BE+ tool is based on an approach to capacity building which builds on a three-level-model. The model builds on the assumption that an organisation, and more specifically a school, is capacitated to act at transnational level if it adequately addresses internally three levels: the Organizational level (or attitude), the Strategic Level and the Operational Level.

Each of these levels is important and necessary in order to exert capacity but the combination of all of them can lead to a fully capacitated school when it comes to international affairs.

The **organisational level** is the level which is most conceptual as it shows essentially the attitude and the organisational climate towards the international/European dimension. In this respect it is important that the components of the school (teachers, management, etc) have shared vision of the school, a good self-understanding of the school as an educational agency and show a positive approach to learning as an organisation. The **strategic level** is the area which pertains the capacity of the organisation to plan and to set priorities and last but not least the capacity to adapt. This aspect of capacity in terms of effectiveness is strongly related on the organisational level as for example a stronger vision of the school will make it easier to prioritize topics and plan ahead. Last but not least, the **operational level** is the one that is most often connected to the notion of organisational capacity. This level refers to the activities and more specifically aspects pertaining capacity of implementing effectively the activities while having a shared division of tasks inside the schools. This is the level which is very often connected to or rather identified with capacity in the field of international activities. Good operational capacity per se does not necessary reflect into overall capacity as an organisation.

THE BE+ SCHOOL CAPACITY SCALE

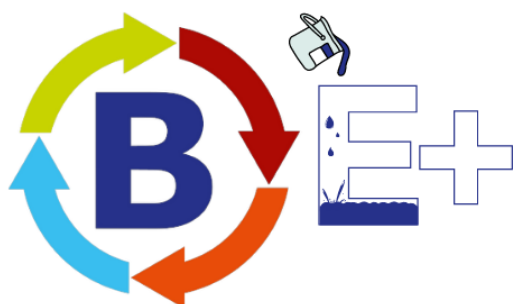
Based on your responses, your Preschool/School will receive an individualised feedback. The evaluation scale is articulated on a score from 0-100. There are four degrees of capacity which sum the scores obtained in the questions connected to each of the three levels:

- **Low capacity** of the school to act internationally (0-42)
- **Sufficient Capacity** of the school to act internationally (43-60)
- **Satisfactory Capacity** of the school to act internationally (61-78)
- **High Capacity** of the school to act internationally (79-100)

LOW CAPACITY

of the school to act internationally

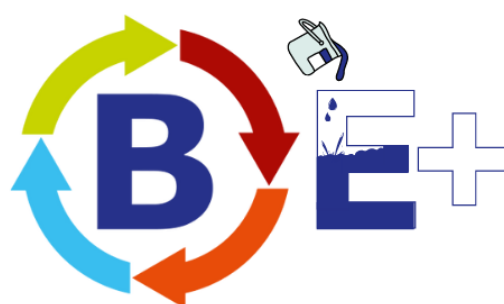
0-42



SUFFICIENT CAPACITY

of the school to act internationally

43-60



SATISFACTORY CAPACITY

of the school to act internationally

61-78



HIGH CAPACITY

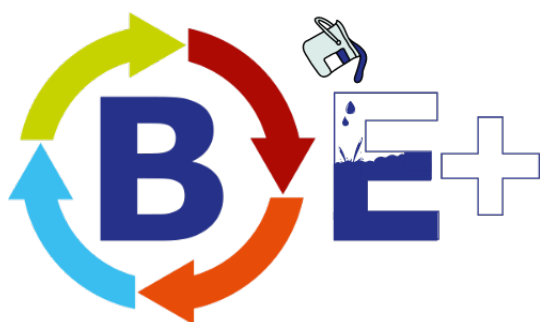
of the school to act internationally

79-100



BE+ Self-Assessment Questionnaire
Ebba from Nacka Sweden completed the questionnaire developed by the **BE+ project**.

Below you can find an individualised feedback for Ebba which provides indications about the quality of the international work done in your school.
The **TOTAL SCORE** for Ebba is **45 points out of 100!**



Sufficient Capacity of the school to act internationally, this means that there is an adequate or good basis on which to work on but there are still areas of improvement in the international work.

ORGANIZATIONAL LEVEL

You scored 22 points out of 35

This means that the school is aware of the importance of international activities but does not yet fully exploit its potential in relation to school development.

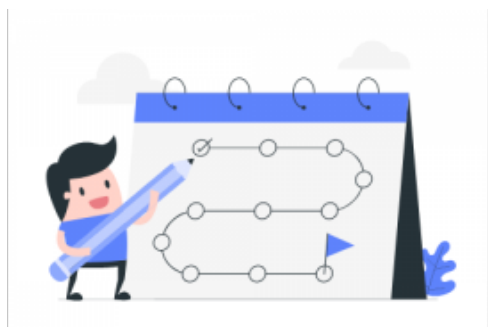


International work is carried out on a regularly basis in the school, but it not yet fully recognised as an ordinary activity of the school. The school is fully aligned to the objectives of the local school authority when it comes to international work. The school should increase the knowledge about the international strategy of the municipality.

STRATEGIC LEVEL

You scored 14 points out of 35 points

This means that the capacity of the school of planning and setting priorities in its international work is not yet sufficiently developed.



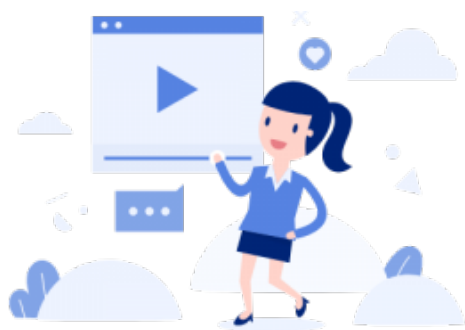
The school sometimes plans on the basis of the needs of the staff and pupils. On international questions the school operates according to a mix of planning and spontaneous activities. The processes pertaining new international activities have to be improved in terms of visibility and transparency. The school does not share the results of the international activities beyond those directly involved. International partners are selected accidentally without following any qualitative criteria.

The school has a leadership which is driving the activities directly but does not necessarily has an overview of all activities from a strategic point of view.

OPERATIONAL LEVEL

You scored 9 points out of 30 points

The capacity of the school of planning and setting priorities in its international work is not yet sufficiently developed.



The projects involve an adequate number of persons but should involve also other school components. If only one person coordinates all the international activities, decisions might be quicker but it might prove difficult to have a stronger impact and engagement at school level on a wider variety of activities. The time dedicated by the person/team in charge of international activities is little and/or it made on a voluntary basis and therefore continuity might not be always granted.

Download

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