



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

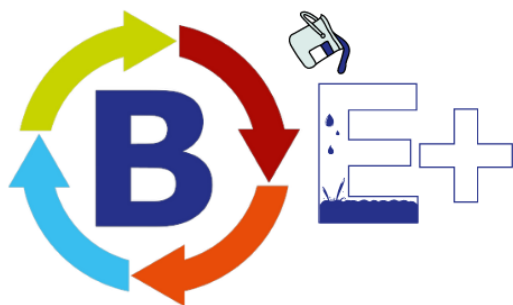
Based on your responses, your Preschool/School will receive an individualised feedback. The evaluation scale is articulated on a score from 0-100. There are four degrees of capacity which sum the scores obtained in the questions connected to each of the three levels:

- **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

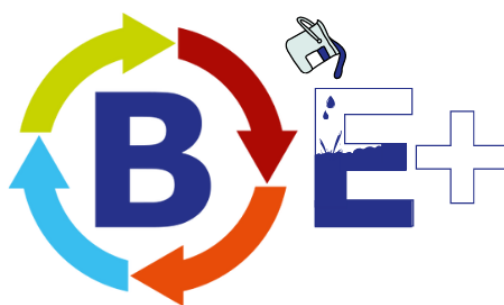
0-42



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

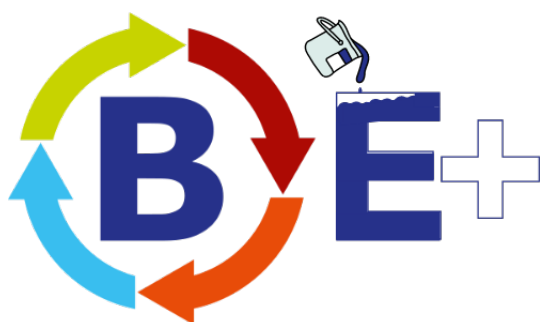
79-100



BE+ Self-Assessment Questionnaire

Ebba Braheskolan from Nacka, Sweden completed the questionnaire developed by the **BE+ project**.

Below you can find an individualised feedback for Ebba Braheskolan which provides indications about the quality of the international work done in your school.
The **TOTAL SCORE** for Ebba Braheskolan is **64 points out of 100!**



Satisfactory 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 23 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.



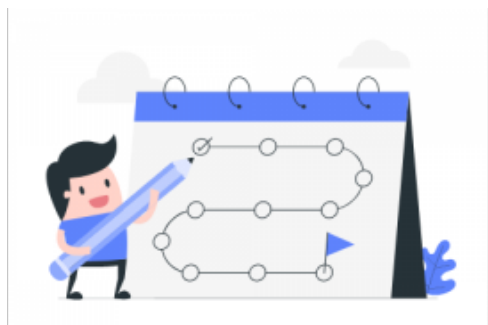
International work is approached as additional to the ordinary schoolwork. The school is fully aligned to the objectives of the local school authority when it comes to international work. The school knows that an international strategy of the municipality exists but is not aware of its details.

STRATEGIC LEVEL

You scored 24 points out of 35 points

This means that the school recognises the importance of planning, evaluating and setting priorities

of its international work but there is space for improvement.



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 shares its international activities in ways that can be improved in qualitative and/or quantitative terms.

The school has a leadership which is informed about the activities/projects and monitors adequately the processes and this can help in making the planning of international activities more in line with the needs identified by all school components.

OPERATIONAL LEVEL

You scored 17 points out of 30 points

This means that overall the school possesses some operational capacity but there is space for improvement on some specific aspects.



The school has experienced with only one Programme. The projects involve only a small number of staff members and therefore the impact of the activities on the organisation as a whole will be modest. The international activities are a shared responsibility in the school and this ensures a more collegial approach and facilitate the spreading of project results across the organisation. 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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