



# BE+ Project

Building capacity for  
Erasmus+ school in  
school education

Co-funded by the  
Erasmus+ Programme  
of the European Union





»» Erasmus+ Project

»» Key Action 2 - Partnership for innovation

»» Length: 3 years  
September 2020 - September 2023

## Background

The Erasmus+ programme period 2021-2027 has a strong focus on mobility, providing learning opportunities to 12 million people, building a European Education Area and strengthening the European identity.

This will create important opportunities for schools to develop their international activity and organisational capacity for more effective participation in the Programme.

# Partners



**NORWAY**



TRONDHEIM  
KOMMUNE

Municipality of Trondheim



**ITALY**



SERN

Sweden Emilia  
Romagna Network



ISTITUTO GUATELLI

Comprehensive  
Institute  
Guatelli - Collecchio



**SWEDEN**



NORRKÖPING

Department of Education  
Municipality of Norrköping



LULEÅ KOMMUN

Municipality of  
Luleå

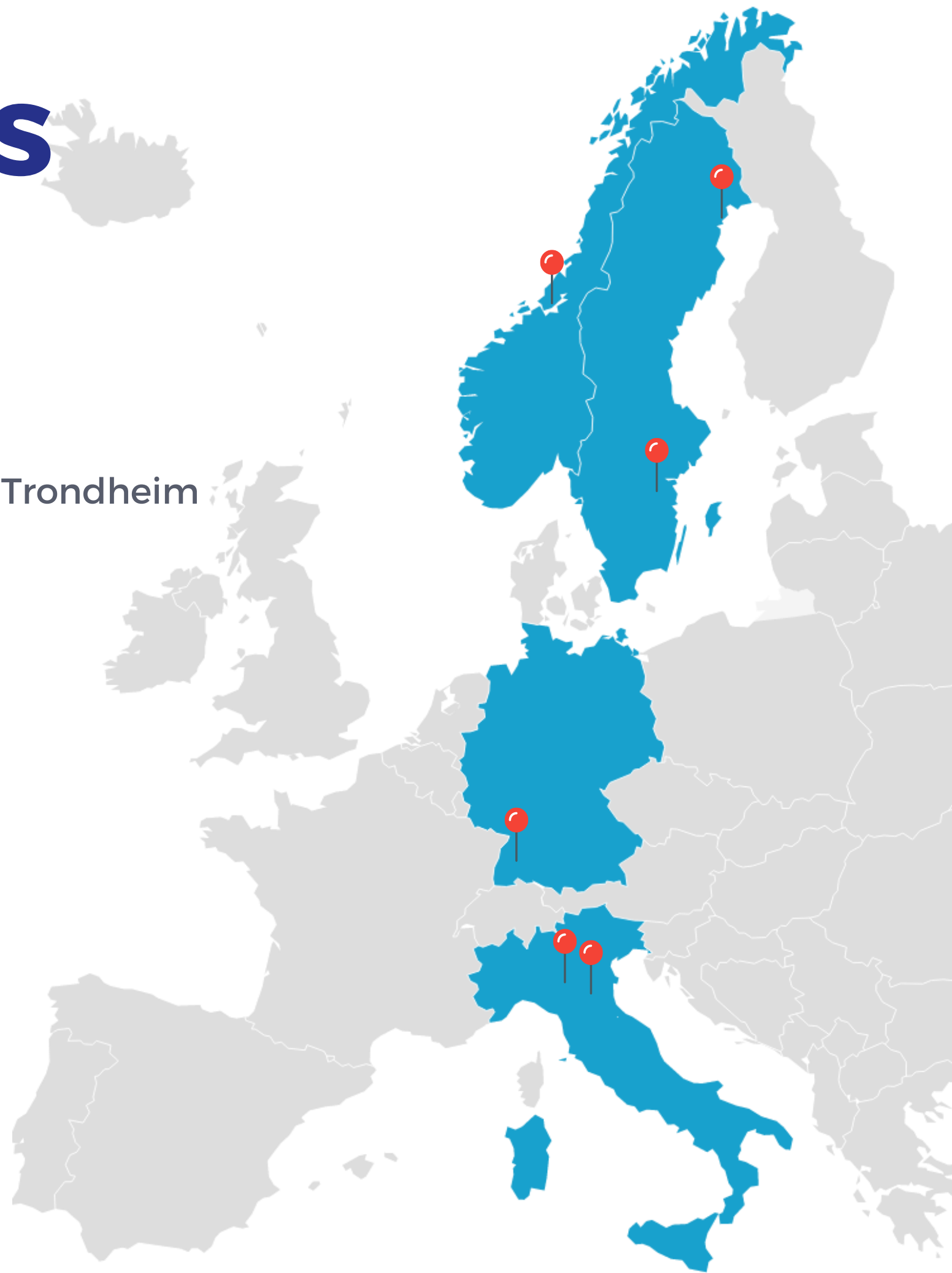


**GERMANY**



STADT ESSLINGEN  
AM NECKAR

Municipality of  
Esslingen



## OBJECTIVES

The general objective of BE+ is to increase the administrative and organizational capacity in K-12 school education so that teaching and management staff is better prepared to transnational collaboration within the Erasmus+ framework.

More specifically this means to:

- Support schools in identifying their needs in relation to capacity building
- Develop innovative methodology and tools to meet the training needs of school staff-Improve the skills of school staff in understanding and implementing a project cycle management
- Develop a toolbox that will prepare schools for the next generation of Erasmus+

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# Overview on the project

## EXPECTED RESULTS

- Schools will be equipped with innovative **methods and tools** to build capacity
- School staff will increase their **knowledge of project management** at a general level, with a focus on transnational collaboration
- Schools will be trained on how to carry out a project **planning process** in the most efficient way
- Schools will feel more **confident** in applying for Erasmus+ funding
- More schools, without previous experience of transnational collaboration, will **apply for Erasmus+** funding
- Broader participation in Erasmus+ will increase staff and student **mobility**
- As more schools apply, the **European dimension** of education will be strengthened

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# Overview on the project

## OUTPUT 1



**A Self-Assessment  
guide for need analysis  
in Schools**

## OUTPUT 2



**Training course on  
capacity building**

## OUTPUT 3



**Capacity Building  
Toolbox**

# Outputs



# SELF ASSESSMENT GUIDE

The tool produced by the BE+ project consists of the development of a **step-by-step guide** for the self-assessment of **schools' needs**. The tool will guide schools through a process involving the **entire school community** and identifying three main elements/steps:

## WHO ARE WE?

shared vision of the school, key strengths but also key weaknesses/improvements.

## WHAT DO WE WANT TO SHARE AND LEARN FROM OTHER EUROPEAN SCHOOLS/COUNTRIES?

the objectives the school wants to achieve through transnational activities in the medium to short term or more strategically in the long term

## HOW DO WE DESIGN OUR INTERNATIONAL PARTICIPATORY STRATEGY?

development of a school strategy for internationalisation

# Output 1



## Step 1 - The Self-Assessment Questionnaire



## Step 2 - 1st Focus Group



## Step 3 - 2nd Focus Group



## Step 4 - Towards an international strategy



# CAPACITY BUILDING

BASED ON A. KAPLAN (2000)



## Organisational Attitude



- Shared vision of the school
- Organisational Self-understanding
- Positive approach to learning as an organisation

## Strategic Level



- Capacity to plan
- Capacity to adapt
- Capacity to set priorities

## Operational Level



- Activities (E+ Projects, Other)
- Resources
- Roles





# THE CAPACITY SCALE

The BE+ instrument is based on a capacity building approach on a three-level model.

The model is based on the assumption that an organisation, and more specifically a school, is able to act transnationally if it adequately addresses three levels:

**ORGANISATIONAL LEVEL**

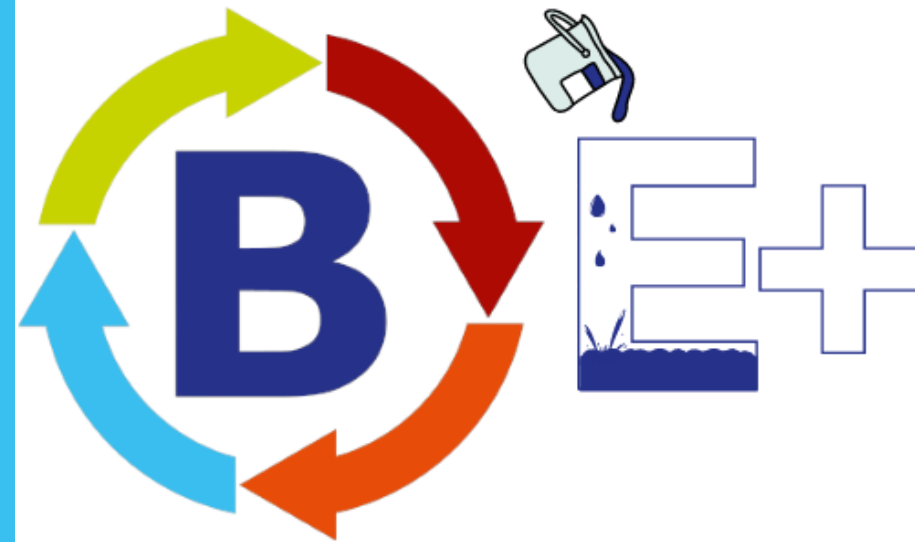
**STRATEGIC LEVEL**

**OPERATIONAL LEVEL**

## LOW CAPACITY

of the school to act internationally

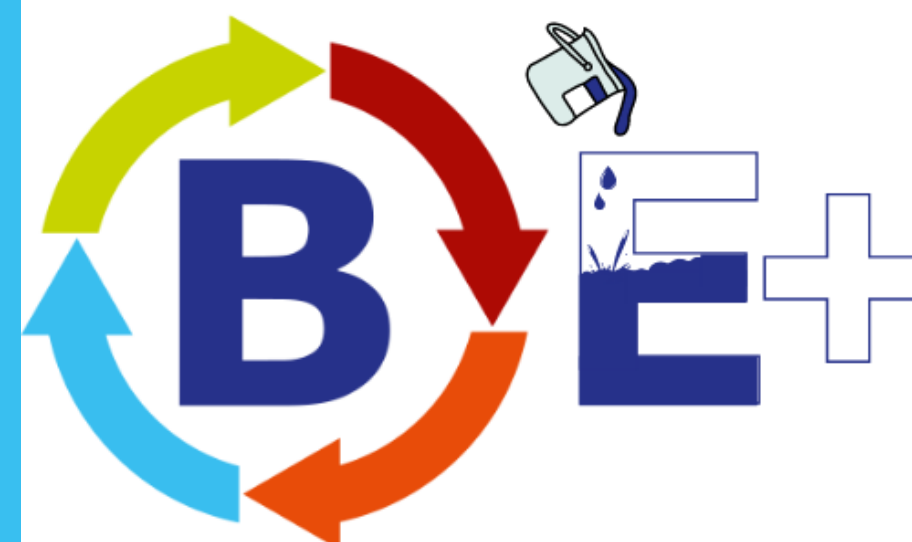
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## SUFFICIENT CAPACITY

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

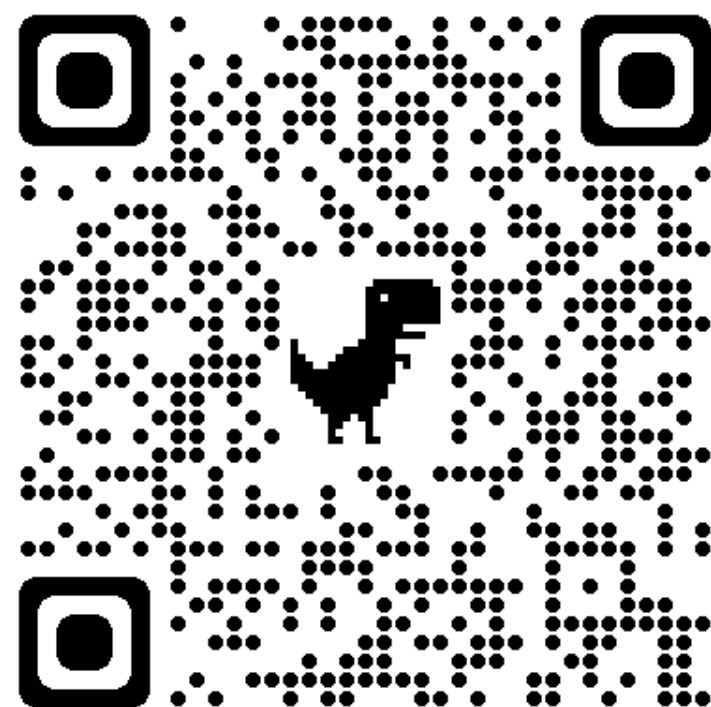


# THE SELF-ASSESSMENT GUIDE



FOLLOW THE LINK TO  
DISCOVER THE  
OUTPUT 1

[www.bepusproject.eu/self-assessment-guide/](http://www.bepusproject.eu/self-assessment-guide/)



# TRAINING COURSE ON CAPACITY BUILDING

- » aimed at equipping school staff with new knowledge and skills related to the development of Erasmus projects
- » address the key phases of the project cycle and combine a number of different methodologies used in project development and management

## PROJECT CICLE MANAGEMENT



How many and what are the key phases of a project?

What happens in each?

# Output 2



1

INDICATIVE  
PROGRAMMING

**OUTPUT 1  
SELF-ASSESSMENT GUIDE**

2

IDENTIFICATION

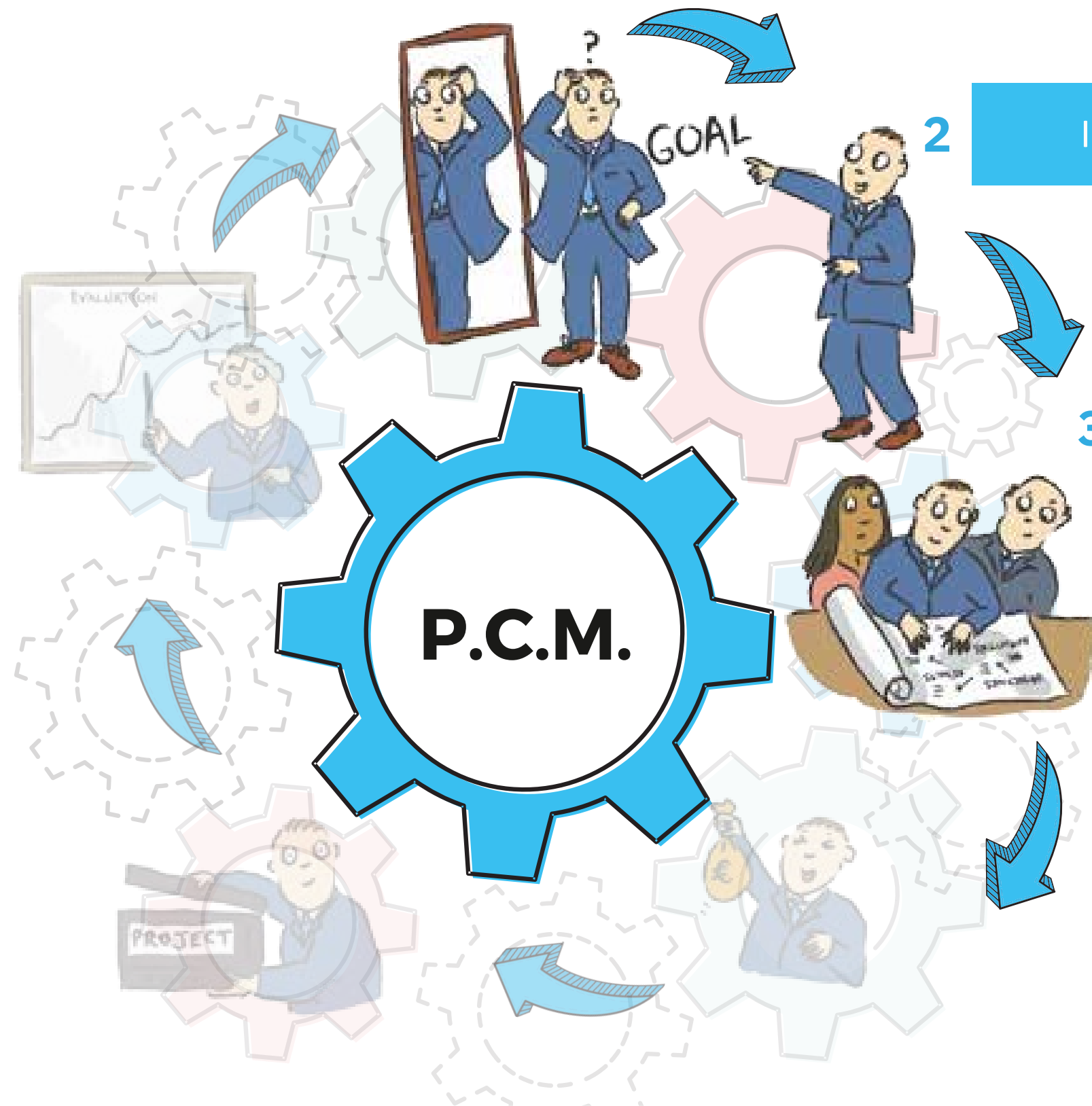
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FORMULATION

**OUTPUT 2  
TRAINING  
COURSE**

**P.C.M.**

**Output 2**



# THE CAPACITY BUILDING TOOLBOX

- » A set of tools for school managers, administrative staff, teachers
- » what steps to take to effectively prepare and manage international projects

**Output 3**

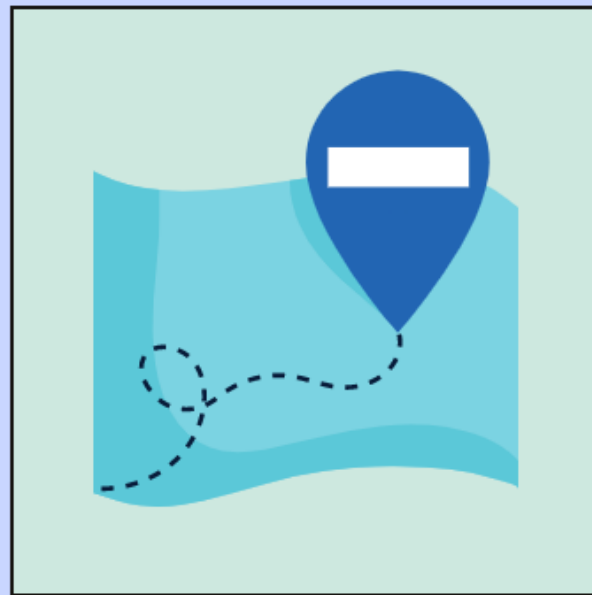


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Discover the compass

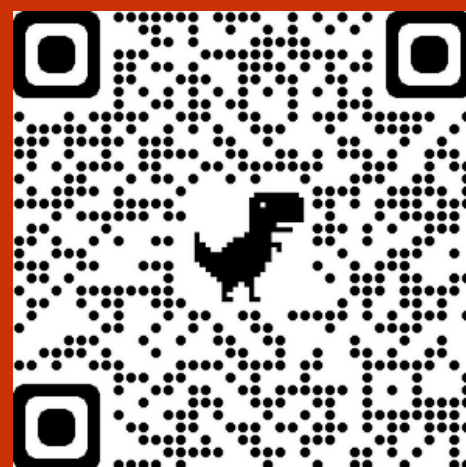




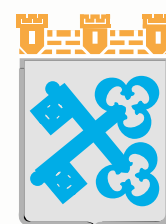
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