



MONITORING REPORT

FOR THE EXCLUSIVE USE OF WORKING GROUPS

ON- SITE

Working group	
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GLOSSARY

The following glossary includes some terms used in the materials related to the Model E CAF EFQM for excellence, suitably adapted to the school world. It aims to facilitate the understanding and use of the Model. Other or more specific definitions can be found in the notes on the footer below.

Learning	The acquisition and understanding of information potentially able to generate improvements or changes. Typical learning activities in the organization are benchmarking, assessments and / or verifications (both within, and for external intervention), the analysis of best practices. Among the learning activities at the individual level we include training and vocational training.
External customers	Customers outside the organization, among which we may also include other customers who are part of the supply chain outside the organization.
Knowledge	Knowledge is at the top of a hierarchy made up of data, information and knowledge. The data are findings of fact; information arise from contextualizing data; knowledge, finally, allows the targeted use of information for action.
Creativity	The generation of ideas aimed at the introduction of working methods and / or products and services, new or improved
Culture	The set of behaviors, ethical guidelines and values that is transmitted, implemented and strengthened by the members of an organization.
Excellence	Exceptional capacity in the organisation management and in the achievement of results, based on some fundamental concepts such as result orientation, attention for the final user, leadership and consistence with the objectives, management about process and facts, involvement and development of human resources, innovation and continuous improvement, partnerships of mutual advantages, social responsibility of the organization.
Ethics	The moral principles which are adopted and observed by an organisation.
Innovation	The practical translation of ideas into new products, services, processes, systems and social interactions
Leaders	People who coordinate and combine the interests of all those involved in the organization. Among the leaders are: senior management, all other managers and those in positions of leadership within groups or the ones who represent, thanks to their competence in specific topics, a benchmark for others.
Mission	A statement that defines the purpose or reason for being of the organization. The mission indicates the reason for the existence of an organization or function
Partnership	A relationship between two or more parties which can generate added value
Collaboration	for the customer. Suppliers, distributors, joint ventures and alliances can be classified as partners. Note: suppliers are not always formally recognized the role of partners.
Perception	The opinion of a single individual or group
Performance	Measurement of the result achieved by a single individual, a group, organization or

process

- Personnel** All the people who work for the organization within an employment contract, in particular full-time, part-time, temporary and on-contract employees.
- Process** A sequence of operations that add value to a number of inputs to produce the expected results (output).
- RADAR** Acronym for: **R**esults, **A**pproach, **D**evelopment, **A**ssessment, **R**eview.
- Financial resources** Short-term loans needed for the organization's daily operations and capitals from various sources necessary for long-term loans
- Management system** Structure of the processes and procedures adopted to ensure that the organization is enabled to fulfill all the tasks necessary to achieve the objectives
- Society** All people but staff, customers and partners - are, or consider themselves, affected in some way by the organization.
- Stakeholder** All stakeholders, that is, those who have interest in an organization, its activities and its results. Stakeholders are customers, partners, employees, shareholders, owners, the State and regulation and control institutions
- Values** The agreements and expectations that indicate how the staff of the organization behave and on which all employment relationships (eg trust, care, sincerity) are based
- Vision** A statement that describes what the organization intends to be in the future.

Self-Evaluation register

Criterion 1: Leadership

Excellent leaders promote the accomplishment of the mission and vision of the organization, elaborate the values and processes necessary to lasting success and support their implementation through adequate actions and behaviors. During the change stages they maintain the consistency of the objectives. If necessary, the leaders know how to change the organization course and motivate others to follow them.

How the leadership (school principal, target personnel) develops and facilitates the achievement of the mission and vision of the public organization in relation to peer education; elaborates the values necessary for lasting success and supports their implementation through actions and behaviors; ensure finally their own personal involvement in the work of development and implementation of the organization's management system

1.1 Give direction to the organization for peer education: develop and communicate vision, mission and values / As the leadership defines the mission, vision, values and ethics of peer education, and act as a reference model for a peer education culture

Examples:

- a. formulating and developing a vision (where we want to go) and a mission (what are our goals) of the organization;
- b. establishing structured values and a code of conduct, creating ethics and benchmarks for the school and integrating them into their behavior;
- c. translating the vision and mission into objectives and strategic actions (in the medium term) and operational;
- d. involving stakeholders (senior executives, employees, customers / citizens, elected representatives and suppliers) in identifying the purposes and the development of strategies;
- e. changing vision, mission and values depending on the external environment changes;
- f. communicating vision, mission, values and strategic and operational objectives to all members of the organization and to all stakeholders
- g. reviewing and improving the effectiveness of their leadership;
- h. encouraging and participating in training and learning activities;
- i. promoting change;
- j. defining priorities, allocating resources and participating personally in the improvement activities;
- k. promoting and encouraging collaboration, empowerment, creativity and innovation.

1.2 Develop and implement a management system of the organization in the field of peer education.

How leaders are personally involved in promoting the development, implementation and continuous improvement of peer education management system.

Examples:

- a. developing organizational structures and processes in compliance with the commitments of the organization and with the needs and expectations of stakeholders;
- b. defining appropriate management levels, functions, responsibilities and degree of autonomy;
- c. defining and agreeing on measurable objectives and results for each organizational level;
- d. giving a clear direction to output and outcome balancing them with the needs and expectations of different stakeholders;
- e. establishing a system of information management with internal audits and periodic checks;

- f. establishing appropriate schemes for projects and teamwork;
- g. using long-term system of Total Quality Management as EFQM and CAF;
- h. developing a system for measuring the operational or performance objectives (eg. Balanced Score Card, ISO 9001-2008);
- i. making sure that the process of development, dissemination and updating of policies and strategies is defined and implemented;
- j. making sure that processes for measurement, review and improvement of the results of peer education, with particular reference to key ones, are defined and implemented.

1.3 Motivate and support the staff involved in the project organization and act as a behavior model / As leaders reinforce the culture of peer education among school personnel (teachers, administrative, technical and auxiliary).

Examples:

- a. acting as an example;
- b. demonstrating their willingness to change by accepting constructive feedback and suggestions for improving their leadership style;
- c. acting in accordance with the objectives and values set;
- d. keeping staff informed on specific issues;
- e. helping staff achieve their plans and objectives in support of the objectives of the organization;
- f. stimulating and encouraging the transfer of responsibilities (empowerment);
- g. encouraging and supporting employees to make suggestions for innovation and development, and to be proactive in their daily work;
- h. encouraging mutual trust and respect;
- i. ensuring that a culture of stimulus, identification, planning and implementation of innovation is developed
- j. stimulating and financing training and improvement;
- k. providing feedback and discussing with the staff about the organization's performance;
- l. recognizing and rewarding the efforts of individuals and groups;
- m. adequately addressing the individual needs and staff problems;
- n. being personally harbingers and communicating the mission, vision, values, strategies, plans and objectives of peer education;
- o. making themselves available, listening, composing conflicts and giving answers to the staff;
- p. helping and supporting staff in the pursuit of the objectives and implementation plans;
- q. encouraging and facilitating the participation of staff in improvement activities;
- r. timely and appropriately recognizing individual and group commitment at every level of the school awards can be: tangible, such as: economic incentives, allocation of positions for which additional pay is assured, assignment of tasks that allow advantages on work or career progression; symbolic, such as: assignment of positions in important projects, letters of thanks, congratulations, mentions in official meetings);
- s. proposing and encouraging equal opportunity and respect for diversity.

1.4. Manage relationships at a political level with and other stakeholders / How leaders interact with service users, partners, suppliers, representatives of the company and other external stakeholders

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Examples:

- a. maintaining regular and proactive relations with the political authorities of the executive and legislative areas;
- b. developing partnerships and networks with important stakeholders (eg. citizens, interest groups, private companies, other public representatives);

- c. involving politicians and stakeholders in the definition of output and outcome levels and the development of the organization's management system;
- d. seeking skills, reputation and public recognition for the organization (eg. building an image for the organization);
- e. developing the concept of marketing (based on products and services) and spreading it internally and externally;
- f. taking part in initiatives of professional associations, representative organizations and interest groups;
- g. listening, understanding and responding to the needs and expectations of the stakeholders;
- h. establishing and personally managing partnerships;
- i. realizing improvement activities in collaboration with stakeholders and other external organizations and participating actively;
- j. valuing individual or group contributions of students, families and, more generally, of the parties concerned;
- k. actively participating in professional organizations, conferences and seminars on the topic of peer tutoring;
- l. promoting and supporting with their participation activities aimed at the formation of environmental awareness and promoting the contribution of the school to the society as a whole, in view of the respect of the rights and interests of future generations.

Criterion 2: Peer Education policies and strategies

Excellent schools achieve their mission and vision through a strategy focused on the needs and expectations of stakeholders, taking into account the context in which the school operates. In order to realize the strategy policies, plans, objectives and processes are developed and implemented. *How the organization implements its strategy focusing it on the stakeholders, with the support of appropriate policies, plans, objectives, targets and processes.*

2.1. Gather information about current and future needs of stakeholders / How policies and strategies are based on the needs and expectations of current and future stakeholders.

Examples:

- a. identifying all possible stakeholders;
- b. systematically gathering information about stakeholders, their needs and expectations through appropriate inquiries about customers / citizens, employees, society and government;
- a. regularly collecting information on important aspects such as social, ecological, economic, legal and demographic issues;
- b. identifying and understanding in advance the development of the context in which it operates, including the activities of the other schools;
- c. collecting and analyzing relevant information to define the context in which it operates and its evolution;
- d. Identifying and understanding in advance the needs and expectations of students, families, staff and other stakeholders;
- e. regularly assessing the quality of information and how it is acquired;
- f. collecting and analyzing data from the internal performance indicators;
- g. collecting and analyzing what emerges from learning activities (typical learning activities at school are benchmarking, assessments and/or verifications, either within, and for external intervention, analysis of best practices. Among the learning activities at the individual level we include training and vocational training);
- h. collecting and analyzing data on the external image of the school;
- i. analyzing the methods of management and the performance of other schools, training centers and other training agencies in general, in terms of comparison and research of "best practice";

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- j. collecting and analyzing the results of educational research;
- k. analyzing data useful to determine the impact of new technologies and new organizational models on the performance of the school;
- l. taking into account social, environmental, legal aspects;
- m. identifying and analyzing economic and demographic indicators.

2.2. Develop, review and update policies and strategies of peer education/How policies and strategies are based on information derived from performance measures, research, learning and related outdoor activities. How policies and strategies are developed, reviewed and updated.

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Examples:

- a. developing policies and strategies consistent with the mission and values of the school, and based both on the needs and expectations of stakeholders, and on the information from learning and innovation activities;
- b. involving the stakeholders in the process of development, review and updating of strategies and plans and setting priorities for their needs and expectations;
- c. analyzing risks and opportunities and identifying critical success factors by regularly assessing the factors that affect the organization's environment (including political changes);
- d. establishing strategic and operational objectives based on the vision, mission and values of the organization and linking them to processes and operational plans;
- e. evaluating the quality of strategic and operational plans;
- f. balancing tasks and resources, depending on short and long term pressures and the demands of stakeholders;
- g. evaluating existing commitments in terms of outputs (results) and outcomes (impact) verifying the agreement on the achievement of objectives at all levels and, if necessary, adjusting strategies and plans;
- h. considering the need to reorganize and improve strategies and methods;
- i. systematically analyzing internal strengths and weaknesses (eg. diagnosis of TQM or SWOT analysis);
- j. balancing short and long term needs and expectations of the various stakeholders;
- k. identifying key skills and needs to ensure that partnerships may contribute effectively to the implementation of policies and strategies;
- l. identifying and analyzing the benefits and risks associated with the strategy, identifying critical success factors and potential emergencies;
- m. constantly aligning policies and strategies to the fundamental concepts of excellence;
- n. evaluating the adequacy and effectiveness of policies and strategies, reviewing and updating them

2.3. Implement systems of strategic analysis and planning in the whole organization/ How policies and strategies are distributed through a network of key processes

- a. implementing policies and strategies through agreements and priorities setting, establishing timelines and organizational structures;
- b. translating strategic and operational objectives into plans and tasks of the organization linking these to key processes;
- c. developing internal communication channels to spread objectives, plans and tasks;
- d. developing and applying methods to evaluate the organization performance at all levels;
- e. developing and urging management unit (eg. Political committees, steering committees, guide groups);
- f. identifying and designing the network of processes necessary for the implementation of its policies and strategies;

- g. disseminating and communicating appropriately the policies and strategies of peer education to all staff, students and their families and external stakeholders;
- h. assessing the level of awareness and dissemination of policies and strategies;
- i. using policies and strategies as a basis for the planning of activities by establishing short and long term plans and objectives at all levels of the school, assessing their feasibility;
- j. involving employees in the definition of plans and practical and realistic objectives and communicating them to the interested parties;
- k. defining reporting mechanisms at overall organizational level to monitor progress.

Criterion 3: Management of Peer Tutoring human resources

Excellent schools manage, develop and allow the manifestation of the full potential of their staff at the individual, group and organization as a whole level, promote fairness of the conditions of employment and equal opportunities, involve and empower staff. Caring for them, they reward and distribute awards with procedures designed to motivate the staff and promote their commitment to use their expertise and knowledge to the benefit of the school.

How the organization manages and develops the skills of its peer tutoring staff and allows the demonstration of their full potential at the individual, group and organization as a whole level; how it plans such activities to support its policies and strategies and the effective operation of its peer tutoring staff

3.1. Plan, manage and improve human resources policies in compliance with plans and strategies. How human resources are planned, managed and developed.

Examples:

- a. developing and communicating a policy of human resource management based on the plans and strategies of the organization;
- b. regularly analyzing current and future needs of the staff, taking into account the needs and expectations of stakeholders;
- c. developing and agreeing on a clear policy containing objective criteria for recruitment, promotion, rewarding and assignment of managerial functions;
- d. aligning tasks, authorities and responsibilities (eg. through an evaluation of tasks);
- e. aligning the assessment of the tasks to the recruitment of resources and development of plans;
- f. aligning scheduling of commitments with the allocation and development of human resources;
- g. defining the managerial and leadership skills required for managers (to use in the recruitment of resources);
- h. ensuring a good organizational climate;
- i. managing the recruitment and professional career development with particular regard to staff loyalty and equal opportunities (gender, disability, race, religion);
- j. paying attention to the individual and group needs of disabled staff;
- k. taking into account the balance between working life and private life of the employees;
- l. developing policies, strategies and plans related to human resources;
- m. involving staff and their representatives at all levels in the development of these policies, strategies and plans;
- n. aligning and integrating human resource planning with the policies and strategies of the school;
- o. ensuring the correctness of the employment conditions of the staff;
- p. developing collaboration between teachers and support staff, technical and administrative staff;
- q. using innovative methods of work organization in order to improve the working methods;
- r. using surveys on the expectations and satisfaction of the staff in order to improve the plans and programs related to human resources (the term "surveys" in this context is used in a broad sense: not only questionnaires, but also other feedback tools such example interviews, structured meetings, to be used to know the expectations and satisfaction of the staff).

3.2. Identify, develop and use competencies of the employees aligning individual and group tasks to the objectives of the organization.

How knowledge and professional skills of the staff are identified, developed and supported.

Examples:

- a. identifying current skills at the individual and the organization level in terms of knowledge, skills and attitudes;
- b. establishing and communicating training plans based on the present and future needs of the organization and the individual as a whole (eg. with compulsory or voluntary training);
- c. developing and agreeing training and development plans for all staff;
- d. developing leadership skills through the actions of the organization;
- e. supporting and assisting new employees;
- f. promoting internal and external mobility of staff;
- g. developing and promoting modern training methods (eg multimedia, field training, distance learning);
- h. managing and following global and individual training plans;
- i. developing and promoting the attitude to relationships and the ability to deal with the customer / citizen
- j. watching the ratio between the total and training expenditure;
- k. identifying and classifying the knowledge and professional skills of the staff (portfolio) and harmonizing them with the needs of the organization;
- l. developing and implementing plans for training and development, to ensure that staff are up to the present and future needs of the school;
- m. developing, following and training of staff at all levels to help them understand and realize their full potential;
- n. creating, promoting learning opportunities at the individual, group, and school level;
- o. developing team working skills;
- p. aligning individual, team and school goals;
- q. implementing a system of assessment and recognition, and helping people to improve their performance;
- r. aligning to the plans of the school: remuneration, the use of the service timetable exceeding teaching and other fulfillments in the management of staff in accordance with the policies of the central government and the bodies it depends on;
- s. structuring a system of tangible and symbolic awards to encourage the involvement and empowerment of staff;
- t. promoting awareness and involvement of the staff on issues such as prevention, health, safety, the environment, social responsibility;
- u. promoting social and cultural activities, providing facilities and services and making work environment friendly.

3.3. Involve employees by developing dialogue and empowerment.

How the staff is involved and empowered in taking initiatives.

Examples:

- a. promoting a culture of dialogue and open communication, not hierarchical;
- b. actively discussing with staff about their ideas and suggestions, and establishing appropriate mechanisms and schemes (eg. through schemes for suggestions);
- c. involving staff in the development of plans and strategies, in processes designing and identification and implementation of improvement actions;
- d. identifying agreements between managers and staff on objectives and on how to measure

- achievements;
- e. organizing and conducting regular surveys on the organization staff;
- f. inviting staff to evaluate their superiors (for example through 360 °assessments);
- g. consulting representatives of employees (eg. trade unions)
- h. encouraging and supporting participation, at the individual and group level, in the improvement activities planned by the school;
- i. creating and promoting opportunities that stimulate involvement and support innovative and creative behavior of staff at all levels;
- j. empowering staff to take initiatives as part of their responsibilities;
- k. promoting teamwork;
- l. identifying communication needs;
- m. designing, on the basis of the needs identified, communication plans and applying them according to multidirectional channels: from top to bottom, from bottom to top and transversal;
- n. identifying the knowledge and best practices (best practices) and promoting sharing thereof;
- o. verifying the effectiveness of communication.

Criterion 4: Partnerships and resources

Excellent schools plan and manage external partnerships, suppliers and internal resources in order to support their policies and strategies and ensure effective operation of its processes. When planning and managing partnerships and resources they balance the present and future needs of the of the school, the community and the environment.

How the organization plans and manages its partnerships and internal resources in order to support its policies and strategies and to ensure the effective operation of peer tutoring service.

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4.1. Develops and implements relationships with key partners / How external partnerships are handled

Examples:

identifying crucial partnerships opportunities by with other organizations and at community level, in line with institutional purposes, with its own policies and strategies and with its mission and able to create and maximize value;

- a. identifying strategic partners and the type of relationships (partnerships can be established for example with: suppliers, local authorities, other schools, public and private volunteering agencies, universities, training agencies, professional and entrepreneurial associations, cultural institutions, and other. The partnership may include for example: network agreements, consortia, memorandums of understanding, partnerships with public and private agencies, other. The partnership agreements may be related for example to: educational, research , testing, development, training and retraining activities; business administration actions, purchasing of goods and services, organization, temporary exchange of teachers, other);
- b. establishing appropriate partnership agreements taking into account the nature of the relationship;
- c. defining responsibilities in the management of relations;
- d. working to ensure the agreement between the partners and the sharing of knowledge and objectives;
- e. identifying and profiting from the expertise of key partners supporting mutual development;
- f. creating collaborative synergies able to improve processes and add value to the chain customer / supplier;
- g. regularly monitoring and evaluating processes, results and type of relationships;
- h. stimulating and organizing partnerships on specific issues and developing and implementing collaborative projects with other public sector organizations;
- i. training staff in order to enable it to work effectively with partners;

- j. exchanging staff with partners.

4.2. Develops and implements relationships with users / parents / citizens

Examples:

- a. encouraging the involvement of customers / citizens in the facts which affect the community;
- b. involving users / parents / citizens in strategic decision-making (eg. through consultation groups, surveys, voting systems);
- c. remaining open to ideas, suggestions and complaints of users / parents / citizens and developing and using appropriate mechanisms (eg. surveys, consultation groups, questionnaires, complaints office, voting systems);
- d. actively encouraging users / parents / citizens to organize supporting representatives of parents / citizens;
- e. ensuring a proactive information policy (eg. competences of the different public authorities, relating to their processes, etc ..);
- f. ensuring that users / citizens are treated individually (eg. by identifying the teachers / tutors with whom they relate);
- g. ensuring transparency of the organization as well as its decisions and development (eg. by publishing annual reports, holding public lectures and publishing information on the internet).

4.3. Manages knowledge / How information resources and knowledge are managed

Examples:

- a. developing systems to manage, maintain and assess the level of knowledge within the organization;
- b. ensuring that knowledge and information are shared with partners;
- c. constantly monitoring the availability of knowledge within the organization and aligning it with strategic planning and current and future needs of stakeholders;
- d. ensuring that all staff have access to knowledge relevant to carry out their tasks and to achieve the objectives;
- e. ensuring access to relevant information for all stakeholders;
- f. ensuring correctness, accuracy and security of information;
- g. developing internal channels to facilitate the dissemination of information (intranet, newsletters, illustrated magazines, other);
- h. stimulating the mutual exchange of information within the organization and with all relevant stakeholders;
- i. ensuring that the information available outside is processed and used in practice;
- j. presenting the information in a simple and friendly way;
- k. ensuring that the skills of the staff leaving the organization are consolidated within the organization;
- l. developing a strategy for the management of information and knowledge able to support the policies and strategies of the organization;
- m. identifying the needs of the organization in terms of information and knowledge;
- n. collecting, organizing and managing information and knowledge (for example, the school should collect, organize and manage the documentation of teaching - learning processes; detailed information on the curriculum of each student - training and certification portfolio - information and knowledge of projects , experiments, research, exchange of experiences; customer information, etc. so as to support its policies and strategies;
- o. organizing mechanisms of access to information from those who - inside or outside the school - may need it;
- p. making use of information technology to support internal communication and management of information and knowledge;
- q. ensuring and improving the validity, integrity and security of information;

- r. acquiring, improving, using the knowledge effectively and protecting the intellectual property in order to maximize value for the customer;
- s. generating innovative and creative ideas through the use of appropriate information and knowledge resources

4.4. Manages the financial resources/How financial resources are managed.

Examples:

using all available financial resources to support its policies and strategies;

- a. using reporting mechanisms and financial parameters (they may for example include the following aspects: definition of criteria to be used to set the management of financial resources and key parameters of measurement and control; definition of the criteria on which to base the decisions of resource allocation; definition of specific requirements to justify and approve investments, even in teaching tools, consistent with the strategic objectives the school has stated and the overall financial situation; definition of the criteria for introducing corrections in the course of the year; use of checks carried out by external bodies (Provincial Education Office, Regional Directorate, local government, etc.) to ensure the effectiveness and efficiency of resource management;
- b. periodically reviewing the financial strategies to introduce any corrections, to decide improvement initiatives;
- c. evaluating the investments and disinvestments in tangible and intangible resources;
- d. managing the financial risk / financial risk should be managed in any case in a conscious and controlled way. The school often implements projects and initiatives whose costs are covered ex post and, in order to avoid financial losses, should be organized so as to identify possible risks and take the necessary measures, such as: make sure about scope, methods and timing of the financial cover before making purchases of services, supplies, materials, other; formally acquire the availability of families participating financially in projects (theater, educational travels, actions of external experts, other; acquire the resolutions of the City Council before using funds which depend on it; start projects and experiments funded by national or international funds only after the formalization of such has taken place, providing for an accurate budget estimate and taking into account payment times and eligibility of expenditure; formally ensure the solvency of the buyer before selling goods or services of the school;
- e. researching and procuring funds from external sources;
- f. aligning financial management with strategic objectives;
- g. ensuring financial transparency and budgets;
- h. introducing innovative financial planning (eg. multi-annual budgeting, management control, etc.);
- i. permanently monitoring the costs of services and standard products;
- j. ensuring an efficient policy of financial resources management costs;
- k. delegating and decentralizing financial responsibilities balancing them with central control systems;
- l. basing financial control on cost-benefit analysis;
- m. analyzing the risks and potentials of financial decisions;
- n. developing and introducing modern systems of financial management (if the organization has financial autonomy);
- o. promoting transparency of financial management towards all staff;
- p. using the school assets to support effectively the strategic objectives of the organization.

4.5. Manages technology resources / How is technology managed

Examples:

- a. implementing an integrated policy for the use of technologies in accordance with the strategic and operational objectives;

- b. efficiently applying appropriate technology for:
 - the management of commitments;
 - the management of knowledge;
 - learning and improvement activities;
 - the interaction with stakeholders and partners;
 - the development and management of internal and external networks;
- c. monitoring technological progress and implementing relevant innovations;
- d. developing a strategy of technology management able to support the policies and strategies of the organization;
- e. identifying and evaluating alternative and emerging technologies in compliance with its policies and strategies;
- f. managing the entire technologic park with particular attention to the identification and replacement of obsolete technology;
- g. promoting the use of technology in everyday teaching in order to enrich the learning curriculum, in compliance with its policies and strategies;
- h. making use of information technology to support and enhance the operational effectiveness of the organization;
- i. exploiting the full potential of existing technology and using it to enhance improvement.

4.6. Manages infrastructures and assets / How property, equipment and materials are managed

Examples:

- a. balancing the cost of infrastructures with the needs and expectations of users (eg. Centralization of buildings vs. decentralization of the same);
- b. ensuring economic efficiency and the effective use of office equipment (eg. open offices vs. individual or mobile offices) and computer equipment (eg. the number of computers and photocopiers per office) taking into account the strategic and operational objectives of the organization, the personal needs of staff, local culture and physical disabilities;
- c. ensuring efficiency and economy in the maintenance of buildings, offices and equipment;
- d. ensuring efficiency, economy and sustainability in the use of transport and energy services;
- e. ensuring adequate physical accessibility of buildings in line with the needs and expectations of staff and customers/ citizens (eg. access to parking lot or public transport);
- f. developing an integrated policy for the management of real estate assets (eg. by direct management or external contract);
- g. developing a strategy for the management of property, equipment and materials to support the policies and strategies of the organization;
- h. providing for and implementing spaces functional to the strategic objectives and educational courses;
- i. managing the operation and maintenance of its assets in order to improve their performance and durability;
- j. ensuring the conservation and protection of the assets;
- k. working for the conservation of exhaustible natural resources and optimizing the use of resources in the public interest;
- l. reducing and recycling waste and working to minimize any possible negative impact of external systems and materials used

Criterion 5: Process and change management

How the organization manages and improves its processes in order to innovate and support its policies and strategies, also in order to satisfy its users and other stakeholders, generating increasing value.

5.1. Identifies, designs, manages and improves processes, products and services / How processes, products and services are designed, implemented and delivered.

Examples:

- a. identifying, describing, designing and documenting key processes, which are essential for the implementation of strategies and plans;
- b. analyzing and evaluating key processes considering the objectives of the organization and the changes in external conditions;
- c. identifying and attributing responsibility to process owners;
- d. involving employees and external stakeholders in the definition and development of key processes;
- e. ensuring that core processes support the strategic objectives;
- f. allocating resources on the processes taking into account the importance of their contribution to the strategic goals of the organization;
- g. putting in place ways of interaction between processes, both internally and in relation with external partners, in order to manage them effectively in all their phases;
- h. optimizing and continuously changing processes based on their efficiency and effectiveness;
- i. identifying indicators for measuring processes and defining relating performance objectives;
- j. reviewing the effectiveness of processes network in the pursuit of policies and strategies of the school;
- k. creating or acquiring products and services in accordance with the plans (POF) and regulatory guidelines;
- l. making known and promoting products and services within and among the current and potential users, with particular reference to the initiatives and activities (such as peer education, cooperative learning);
- m. delivering products and providing related services to users;
- n. collecting, indexing and documenting the initiatives, training activities, the products produced and services provided

5.2. Develops services and products involving users / parents / citizens / How the services are designed and developed based on the needs and expectations of customers

Examples:

- a. involving customers / citizens in the design and development of services and products (eg. through surveys on which services and products are most required and useful);
- b. involving customers / citizens and other stakeholders in the development of quality standards for services, products and information;
- c. planning clear and simple standards, using simple language;
- d. involving customers / citizens in the design and development of sources and channels of information;
- e. assuring customers / citizens reliable information, service and support;
- f. promoting the accessibility of the organization (eg. flexible opening hours and documentation provided either on paper or in electronic form);
- g. promoting virtual communication and interacting with customers / citizens;
- h. developing response systems, procedures and systems for handling complaints;
- i. enquiring about needs and expectations (present and future) of customers and other interested parties, through surveys (the school should also consider among its surveys: the changing environment, the trend in the demand for training, the offer of other institutions and training agencies) and other forms of feedback, to define its products and services, with particular reference to its educational offer;
- j. improving existing products and services according to the needs and expectations of users;

- k. designing and developing new products and services (services provided by the school should include among others: the development of individualized teaching, study support activities at school and at home, supplementary activities) that can add value for users;
- l. using creativity and innovation to develop effective products and services;
- m. using surveys to determine the perception of parents, students and other interested parties regarding the products and services provided;
- n. providing methods, tools and learning materials in the presence and for autonomous learning;
- o. defining and meeting the needs for daily contact of students and parents;
- p. collecting and managing the feedback generated by such contacts, including complaints and appreciation;
- q. actively engaging with students and parents in the discussion and consideration of their needs, expectations and interests and, where appropriate, by analyzing the results of the feedback along with parents and students to start improvement projects;
- r. trying to determine, in contacts with the users, the satisfaction levels for the services, the manner and time of delivery of the same;
- s. managing in a "proactive" way the relationships with customers;
- t. using systematic surveys and other forms of structured collection of data and information to determine and improve levels of satisfaction in relationships with customers.

5.3. Plans and manages the processes of modernization and innovation / How processes are improved as needed through innovation, in order to fully satisfy customers and other stakeholders by generating increasing value.

Examples:

- a. identifying and ordering priorities for improvement opportunities and other continuous and breakthrough changes;
- b. using performance and perception results, along with knowledge derived from comparison activities with the outside (for example benchmarking), to set priorities and targets for improvement;
- c. stimulating and supporting the innovative and creative talent of the staff, students, parents and partners ensuring application thereof for continuous improvement;
- d. researching and using new planning principles and new technologies to improve or change processes;
- e. promoting, researching, developing and using innovative methods and approaches to educational research, teaching and research for the organization of the school;
- f. identifying and using statistical techniques and methodologies functional to improvement activities;
- g. defining appropriate methods for the implementation of the changes;
- h. communicating process changes to all relevant stakeholders;
- i. training staff and, where appropriate, other stakeholders on new and modified processes before the changes are implemented;
- j. guiding and controlling the implementation of new or modified processes and ensuring the achievement of the expected results;
- k. continuously monitoring prompts for change from within (eg. negative trends, growing levels of complaint) and the external pressures that inhibit the processes of modernization and innovation;
- l. carrying on benchmarking to enhance improvement;
- m. creating a balance between a bottom-up and top-down approach when dealing with changes within the organization;
- n. analyzing risks and critical success factors;
- o. leading the change process efficiently (eg. through the use of milestones, benchmarking, pilot groups, follow-up reports);
- p. discussing with all partners, as well as with representative associations, on planned and in progress changes;

- q. providing the resources necessary to complete the process of change;
- r. evaluating and guiding the process of change

Criterion 6: Results relating the user / citizen

What are the results the organization achieves in relation to the satisfaction of its external users
 Measures of customer perception regarding the school (obtained, for example, through surveys, listening groups, compliments, complaints, etc.).
 The data should be detected with a certain periodicity (usually annual), in order to show trends.

6.1. Results of the measurement of the degree of satisfaction of users / citizens

Examples:

Results as to the organization as a whole:

Overall level of satisfaction for the performance achieved by the organization;

- a. Friendliness and fairness of treatment;
- b. Proactive and responsible behavior;
- c. Flexibility and ability to address individual situations;
- d. Openness to change;
- e. Identification of suggestions and acceptance of ideas for improvement;
- f. Impact of the organization on the quality of life of users / citizens

Results as to commitment

- a. Efforts for the involvement of users / families / citizens in the design of services or products and in decision-making.

Results as to accessibility

- a. Timing and open spaces;
- b. Quantity and quality of available information, accessible and transparent;
- c. Efforts aiming at simplification and use of simple language;
- d. Placement of buildings (proximity to public transport, parking, etc.).

Results as to products and services:

- a. Quality, reliability, compliance with quality standards, service or citizens charts
- a. Execution time
- b. Quality of advice given to citizens / customers

As far as the school objectives are concerned, the measure of customers' perceptions (parents, students and school leavers) may include, for example:

Overall image of the school:

- | | |
|---|---|
| <ul style="list-style-type: none"> - Capacity of the school to meet present and emerging needs and expectations; - Teaching organization and school time; - Educational choices; - Professionalism of manager, teachers and support staff; - Guidance, welcoming, accompaniment (mentoring) and continuity of teaching; - Dissemination of information; - Facility in having talks with the teachers; - Ability to involve families in the various moments of school life; - Quality of teaching and learning opportunities; | <ul style="list-style-type: none"> - Adequacy, quality and state of maintenance of buildings, equipment, materials and technologies; - Orientation to comparison and continuous learning; - Orientation to improvement and innovation; - Openness to the territory and use of the school - School climate in general (ie. Positive internal relationships between the various components of the school, between students, between students and school staff, parents and teachers, other); - Transparency and consistency of educational objectives and evaluation criteria |
|---|---|

Products and services

Effectiveness;	Punctuality in the delivery;
Reliability;	Efficiency;
Innovation	Responsiveness to the service chart and the POF
User's Loyalty	
Intention to renew membership	Orientation to recommend the school to others.

6.2. Indicators measuring orientation to users / citizens

These measures are internal to the school and are used to monitor, analyze, predict and improve its performance and perceptions of external customers.

Examples:

- Results related to the image of the organization as a whole:

- number of complaints on service delivery;
- Extent of efforts to improve public confidence in the organization and its services or products;
- time resolution of complaints;
- number of interventions of the ombudsman;
- execution times
- volume of training on effective and informal communication and on the way customers / citizens are dealt with.

- Results on the degree of involvement:

- extent of involvement of stakeholders in the definition and delivery of services and products and / or the planning of decision-making;
- Suggestions received and stored;
- Implementation and extent of use of new and innovative ways in dealing with customers / citizens;

- Results relating to products and services:

- adherence to the standards set for public services (eg. service chart);
- number of practices come back with errors and / or cases which require compensation;
- Extent of efforts to improve the reliability, accuracy and transparency of service and related information.

As to the school's aims, the performance indicators may include, for example:

Overall image of the school:

- Number of awards in the area and / or at national / European level;
- Presence in the media (newspaper articles, television services, etc.).

Products and services:

- Complaints and comments accepted as a feedback (% of the number of enrolled students);
- Response times in the handling of complaints;
- Percentage of complaints solved in due time;
- Timeliness of response to customer requests;
- Number of comparisons with other schools;
- Extracurricular activities offered to students;
- Additional activities offered to parents;
- Participation in extracurricular and additional activities;
- Activities of reorientation.

User's Loyalty:

- New enrollments and requests for nulla osta at the beginning and during the school year;
- New enrollments from different users' areas;
- Certificates of satisfaction (% of the number of students enrolled);
- Participation of families in school life.

Focusing on peer education service:

- Dropout rate of service users;
- Performances of service users (average overall evaluations, other);
- Disciplinary measures for bullying;

- Disciplinary measures for vandalism;
- Interventions of public security authorities (police / financial police) at school
- Interventions of first aid for drug cases at school;
- Cases of attempted suicide / suicide of students in disadvantaged conditions

Criterion 7: Results for personnel

The results the organization is achieving in relation to the satisfaction of its staff.

7.1. Results of the measurement of the degree of satisfaction and staff motivation

These are measures of the staff perception towards the organization (for example, through surveys, "listening" groups, interviews, structured assessments).

Examples:

Results regarding overall satisfaction:

- a. the overall image of the organization;
- b. the overall performance of the organization;
- c. the relevance of the organization's contribution to society;
- d. the relations of the organization with citizens and society;
- e. the level of involvement in the organization and in its mission;

Results related to the management and the management system:

- a. the characteristics of the top and average management of the organization (eg. their ability to lead the organization and communicate);
- b. the existence of agreements on the commitments to be undertaken, of staff assessment systems, of the esteem, the goal setting and performance evaluation, the reward system for the efforts of individuals and groups;
- c. the definition of organizational processes;
- d. the organization's approach to change and modernization.

Results regarding satisfaction with working conditions:

- a. the design of work spaces;
- b. the work atmosphere and organizational culture;
- c. the presence of recreational facilities;
- d. the approach to social and environmental issues;
- e. the treatment of equal opportunities and fair treatment within the organization;
- f. the flexibility of working hours and the ability to balance work with family life and personal issues;
- g. the way the organization handles personal problems

Results regarding motivation and level of satisfaction with career and skills development:

- a. the management of human resources (eg. training activities and career opportunities);
- b. staff motivation
- c. knowledge from the staff of the objectives of the organization;
- d. willingness to accept change;
- e. willingness to do extra efforts in special circumstances.

Results regarding satisfaction:

- a. involvement in decision-making;
- b. involvement in improvement activities;
- c. consultation and dialogue mechanisms

The measures of perceptions of school personnel may include, for example:

- **Motivation:**
- Attention to the development of professionalism of the school staff;
- Opportunities for professional growth;
- Training and professional development;
- Involvement (staff in the development of plans and improvement);
- Leadership (Role of the Headteacher in the leadership of the staff and management of

- Enhancement of skills;
- Communication;
- Dissemination of information;
- Clarity of roles, responsibilities, tasks and times of empowerment;
- Rotation and respect for equal opportunities in the allocation of tasks and responsibilities;
- Fairness in the treatment;
- **Satisfaction:**
- Administrative management;
- Facilities and services;
- Health and safety;
- Working environment (comfort);
- Internal relations (climate);
- Change management
- **Educational dimension:**
- Value and adequacy of the training offer;
- Teaching organization and school time;
- Levels of learning, educational and professional attainment of students;
- the institution);
- Awards;
- Definition of clear objectives and evaluation of results;
- Mission, values, policies and strategies (POF) of the school;
- Experimentation, enrichment of the curriculum;
- Ability to foster collaboration, creativity, innovation and improvement
- Role of the school in the community and the territory in general;
- Suitability and usability of teaching tools;
- Exchange of experience with other schools;
- Additional economic awards.
- Evaluation System;
- Criteria for the selection of textbooks, equipment and teaching materials

7.2. Performance indicators relating to personnel

These measures are internal to the school and are used to monitor, analyze, predict and improve the performance and perceptions of its staff.

Examples:

Results regarding satisfaction:

- a. levels of absenteeism and illness;
- b. level of staff turnover;
- c. number of complaints, strikes, etc ..

Results regarding the performance:

- a. measures of productivity;
- b. results of evaluations and / or esteem perception;
- c. link between individual performance and the quality of services and products;
- d. results from the use of individual performance indicators.

Results regarding skills development:

- a. level of participation and success of training activities;
- b. degree of use of financial resources for training;
- c. degree of use of technologies by the staff;
- d. evidence of the ability to communicate with customers / citizens and to respond to their needs
- e. rotation of the resources within the organization (mobility).

Results regarding motivation and involvement:

- a. level of response in surveys on staff;
- b. degree of participation in the actions and plans for improvement;
- c. degree of participation in social events;
- d. degree of participation in internal discussion groups, meetings with senior management or meetings of all the staff, etc ..;
- e. willingness to accept change;
- f. willingness to make extra efforts in special circumstances.

As to the school's aims, the performance indicators may include, for example:

- **Results:**
- Coverage of the needs of POF implementation with internal expertise; Percentage of staff involved in positions of responsibility, coordination and support (shared leadership).
- Implementation of the objectives of the plan for staff training scheduled in POF;
- **Motivation and involvement:**
- Participation in improvement groups (%);
- Projects carried out in team;
- Awards to individuals and groups;
- Partnerships with other agencies (for example, with University);
- Response rate to surveys on staff perceptions (climate);
- Effectiveness of actions in response to the investigation of the perception of the staff;
- Percentage of participation in training activities;
- Reception and tutoring of new operators.
- **Satisfaction**
- Percentage of staff absences;
- Complaints;
- Availability for overtime;
- Initiatives for discussion and learning;
- Stability of staff.
- **Services for staff:**
- Effectiveness of communication (such as timeliness and clarity); Evaluation of personnel training
- Rapid response to requests;

Focusing on peer education service:

- Cases of teachers burntout.

Criterion 8: Impact on Society

What the organization is achieving in relation to the satisfaction of the needs and expectations of local, national and international community in its broadest sense. This includes the perception of the approach of the organization in respect of quality of life, environment and the preservation of global resources, and the perception of the levels of internal efficacy including relations with the authorities and corporations that affect and regulate activities of the organization

8.1 Organization social performance results

Measures of external perception of the service offered by the organization (i.e surveys, reports, open meetings, meetings with public representatives and authorities)

Examples:

- a. impact on the economy and local, national and international society;
- b. quality and frequency of relationships with local partners and members of the society;
- c. ethical behavior of the organization;
- d. involvement with the community in which the organization is through support (financial or otherwise) to local and social activities;
- e. Extent of support for socially disadvantaged users (eg. providing a workplace);
- f. extent of support provided for the development of projects for the third world;
- g. level of awareness of people about the impact the organization has on the quality of life of citizens;
- h. Extent of support for societal engagement of both citizens and staff;
- i. style of the media;
- j. extent of integration of social change within the organization;
- k. existence of programs to prevent risks for the health and accidents

As to the school's aims, the performance indicators may include, for example:

- **The school as a responsible legal entity**

- spreading of valuable information for the community;
- impact on the local economy;
- relations with public authorities;
- behavior based on ethical principles;
- ability to meet and anticipate the needs and expectations of the various stakeholders (students, families, school staff, the workplace, schools of higher order, institutions)
- **Involvement in the community in which it operates:**
 - participation in education and training programs;
 - designing of programs and initiatives of adult and continuing education;
 - support to activities of health and social service;
 - contribution to sports and recreational activities;
 - volunteer work and humanitarian efforts;
 - employment rate of former students;
 - number of publications, concerning educational experiences;
 - number of activities with schools and other organizations with effects on the territory;
 - number of initiatives of participation in education and training programs;
 - number of volunteer initiatives and humanitarian efforts;
 - willingness to partnership with other schools and institutions;
 - use of the local community by the school (eg activities in educational settings outside, such as museums, companies, guidance centers, other)
 - integration with other services and initiatives of the territory;
 - number of hours for use of school space by the territory;
 - number of interventions in seminars related school or training required managers or staff.

8.2. Results of environmental performance

These measures are internal to the school and are used to monitor, analyze, predict and improve the performance and perception of the company.

Examples:

- a. integration of sustainable development principles in decision making (energy saving, use of renewable energy resources, overall use of energy, other);
 - b. reducing the amount of waste and packaging;
 - c. use of recyclable materials;
 - d. promoting the use of vehicles with low environmental impact (eg public transport, shared use of cars, bicycles, etc.);
 - e. the degree of compliance with environmental standards;
 - f. efforts to reduce nuisance or damage caused by the activities of the organization and to ensure the protection and safety of citizens;
 - g. existence of measures to reduce noise;
 - h. consideration about the environment and nature protection (for example, in relation to the construction of buildings).
- within decision-making processes,

As to the school aims, performance measures relating to the company may include, in addition to the items already listed, for example

- prizes and awards received;
- attention received by the media;
- opportunities for visibility in the territory (such as conferences, seminars and other initiatives);
- number and value of the initiatives aimed at the preservation and restoration of natural resources;
- promotion of a culture of health, safety and reduction of pollution;
- number of initiatives for the promotion of culture-oriented health, safety and reduction of pollution;
- adoption of standard systems of environmental protection, safety, health;
- active role in promoting initiatives for the preservation, saving resources and at the restitution of public utilities (gas, water, electricity, etc.);
- actions to prevent and reduce noise or damages arising from its activities:
 - noise and unpleasant odors;
 - traffic obstructions;
 - pollution and emission of toxic substances

Criterion 9: Key performance results

What the organization is achieving in relation to its mandate and its specific objectives and towards meeting the needs and expectations of all those who have a financial interest or other in the organization

9.1. Accomplishment of objectives

What the school obtains in relation to the performance targets planned.

Examples:

External results:

- a. Degree of achievement of the objectives in terms of output (performance results of students trained) and outcome (impact on society);
- b. Improvement of the quality of services and products offered;
- c. Level of effectiveness in terms of costs (outcomes achieved at the lowest possible cost);
- d. Level of efficiency;
- e. Results of inspections and audits;
- f. Results of participation in competitions and quality awards;
- g. Results of benchmarking activities.

Internal results:

- a. Evidence of the involvement of all stakeholders in the organization;
- b. Evidence of the ability to satisfy and balance the needs of all stakeholders;
- c. Evidence of success in the strategies, structures and / or in the process of improvement and innovation of the organization;
- d. evidence of the increase of the use of information technology (in managing internal knowledge and / or in communication and internal and external networking);
- e. evidence of conformity to quality standards, to service chart

Measure of the key results planned by the school, in relation to its goals and objectives, which may include, for example:

- Number of enrollments;
- Dropout rate;
- Rate of promotions and failures;
- Judgment and evaluation in exit tests, according to internal standards and in comparison with national standards;
- Improvement of training standards;
- Absenteeism rate of students;
- Success rate of former students in the next school, university and work;
- Personalization of curricula and individualized teaching;
- Improvement of students' involvement;
- Improvement in the integration of disadvantaged students;
- Promotion of excellence.
- Time of the actual duration of the service than planned (excluding breaks);
- Indicators of performance of services and

- Times of provision of information, documents, certificates, other;
 - Time of preparation of the essential tools of the service organization (classes, teaching scheduling, school - family relationship, peer education initiatives, other);
 - Development time of a new service (from the time when the need for it is detected to the time where it is issued);
- External resources:**
- Performance of suppliers (such as collaborations, external lectures, interventions of alumni, maintenance and assistance services);
 - Number of partnerships;
- Technology:**
- Index of computer equipment (eg. No computer / no students);
 - Index of computer use in teaching (eg, hours implemented with the use of information vs. total hours).
- Structural resources:**
- Improvement of environment layout to foster students' learning;
 - Rate of use of the facilities;
 - Rate of defects / faults of devices and equipment;
 - **Management of information and knowledge**
 - Accessibility;
 - Integrity;
 - Timeliness
- projects (participants, cost per hour of delivery or realization,% placement of school leavers, other);
 - Effectiveness of communication;
 - Increase of the accompanying measures (tutoring);
 - Introduction of a number of innovative teaching methods based on best practices;
 - Use of new teaching technologies;
 - Participation of parents.
 - Number of innovative product / service solutions generated by the partners;
 - Number of improvements implemented in collaboration with partners.
 -
 - Rate of increase or replacement (eg. N° of computers purchased in the year out of total computer supplied)
 - Rate of innovation (eg. Spending on new equipment out of total spending on equipment)
 - Covered square meters per pupil;
 - Square feet of gym available per pupil
 - Pupils per class / teacher;...
 - Sharing and use of knowledge;
 - Percentage of structured information managed by the organization information system.

9.2. Financial Performance

Measures that will be used by the organization to monitor, analyze, predict and improve the likely key performance results.

Examples:

Measures of cost (savings):

- a. degree of achievement of the budget;
- a. degree of achievement of financial targets;
- b. evidence of the ability to satisfy and balance the financial interests of all stakeholders;
- c. measure of the effective use of operating funds (to avoid exceeding the credit limit or the under-use of resources);
- d. level of income generated by assets;
- e. frequency and results of checks and inspections (internal and external);
- f. evaluation measures of prudent and aware of the risks financial management.

In relation to the purposes and objectives of the school and its processes, these measures may include, for example:

- Congruence between POF and annual program (annual budget);
- Congruence annual program and final account;
- Total revenue;
- Expenditure per pupil compared to total revenue
- Cost of educational facilities
- Charges for additional services
- Cost for improvement projects
- Revenue exceeding ordinary endowment
- Savings (or avoided costs);
- Distribution of income on the various items.
- Revenue from management in partnership
- Revenue from the sale of goods or services produced in the school year or through the use of school resources (personnel, structure, laboratories, space, ...)