



# GIOVANI INVESTIMENTI SYSTEM

*Comunità educante in una logica di reciprocità*



## REPORT DI VALUTAZIONE

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## I. INTRODUCTION

This paper sets out the objectives, methodology as well as the findings of the evaluation of Giovani Investimenti System (GISystem) for the period 2016 and 2017. In respect to the findings, it addresses both, the findings for the entire period of implementation 2016-2017 and the differences, if any, between the both evolution years.

In 2017, the evaluation is undertaken by CREARE Social, a Dutch non-profit knowledge organisation focusing on the *Value based evaluation* of social innovation projects and organisations. CREARE works for the implementation of a new method *the Value Based Approach* for evaluation of a social and a cultural impact of projects based on the monitoring and assessment of the quality of the produced change through a holistic method of evaluation.

Unlike the conventional impact measurements which tend to focus on outputs (number of visitors, activities, hours, etc.), the *Value-Based Approach* concentrates on social and cultural impacts in terms of qualitative outcomes. It focuses on the goal values or on the range of qualities that an organization, a project or a government programme aims to achieve. Thus, the values and their valorization constitute the core of the analysis. The impact is assessed through the affirmation, strengthening or change of such values. For example, in the context of GYSystem it provides assessment not simply if the students dropout increased/decreased, but assess whether students experiencing flourishing due to their participation in a project. Often, articulating these values (quality such a flourishing) is quite a challenge. Yet, this method assists the participants in the evaluation to agree on a clear articulation of the most important values.

The *Value Based Approach* includes an ongoing and ex-post evaluation that aims to systemise the process of cultural change while capturing and analysing the progress achieved and the weaknesses and strengths of the process. This approach takes the interest and the perspectives of all stakeholders into consideration, namely beneficiaries, audiences, collaborators (partners), funders and policy makers.

### 1.1. Evaluation objectives

The evaluation objectives for the entire period 2016 -2017 are:

- Identifying social, cultural and economic qualities/values that characterize the process of change for the different stakeholders involved;
- Assessing the extent to which those changes of qualities/values foster the transformations within the GISystem.

In 2017 the evaluation set **a new perspective**, i.e. assessing the important factors of **integration** between the ASAI working method and each school working method while implementing the GISystem project.

### 1.2. Data collection and analysis

*Data collection* is realised through a range of qualitative methods: surveys, individual interviews, focus groups as well as analysis of the project's reports (table 1). The focus groups and the surveys were carried out between May and June 2016 and April and June 2017. The sample with respondents includes all stakeholders who directly took part in the pilot project of GISystem.

Table. 1. Data collection stage 2016 and 2017

2016	2017
<ul style="list-style-type: none"><li>• <b>Focus group</b> with the ASAI team;</li><li>• <b>Focus group</b> with the school directors (from IIS Bodoni-Paravia, I.C. Regio Parco -Scuola Verga);</li><li>• <b>11 surveys</b> with the teachers of both schools;</li><li>• <b>23 surveys</b> with the students of both schools who participated in GISystem projects;</li><li>• <b>2 interviews</b> with the educators of ASAI.</li></ul>	<ul style="list-style-type: none"><li>• <b>Focus group</b> with the school directors and ASAI team;</li><li>• <b>20 surveys</b> with the teachers from all schools (from I.C. Regio Parco - Scuola Verga-, IIS Bodoni-Paravia, IPS J. B. Beccari);</li><li>• <b>53 surveys</b> with the students from all schools who participated in GISystem projects;</li><li>• <b>3 interviews</b> with the educators of ASAI.</li></ul>

## II. FINDINGS

Taking into consideration the rationale and the stages of *the Value-Based Approach*, the findings are presented here as follows: (1) Shared core values and related stakeholders; (2) General experience of teachers and students to GISystem project; (3)

Specific outcomes and impact of GISystem project according to the core stakeholders;  
 (4) Integration process between ASAI's and schools' working methods.

## 2.1. Shared values and related stakeholders

The GISystem project goal values as defined during the evaluation in 2016 are *flourishing, belonging, sharing, optimism and innovation*. The analysis of the established partnerships for the period 2016-2017 proves that GISystem brings together different stakeholders by matching what is important to them with the goal values of the project (table. 2). Pursuing such values in the context of GISystem translates for example, in *building strong relationships based on empathy, compassion, respect, love, togetherness; new method of experimenting; better future, etc.* (table. 2)

Table. 2. Goal values (objectives) for each stakeholder group in a nutshell: 2016-2017

	<b>School managers</b>	<b>Teachers</b>	<b>Educators</b>	<b>Students</b>
<b>Values</b>	<i>Belonging Optimism Innovation</i>	<i>Knowledge Sharing Innovation</i>	<i>Sharing Innovation</i>	<i>Flourishing Optimism Sharing Belonging</i>
<b>Importance of (objectives)</b>	<i>Sense of togetherness</i> - students and teachers - among teachers <i>Better classes</i> - better didactic, discipline, relations <i>Efficiency in the work</i> - through experimenting new methods - better integration between ASAI's and school's methods <i>Professional development</i>	<i>Building relationships (students, colleagues)</i> - collaboration - Respect, Trust, empathy - understanding student needs <i>Better education</i> - New methods - Motivation - Fostering knowledge	<i>Mediating relationships</i> - Among students - Between students and teachers - Between Students, schools, families <i>Professional development</i> - New methods - Acknowledgement	<i>Good life</i> - Being satisfied, self-respect - Good health - Studying/Job/Money - Sport - Independency <i>Building relationships (family, friends, teachers)</i> - Collaboration - Socialising - Respect

The interviews with the **school managers** in 2017 reveal that their main goals remain the same as in 2016 (table 1):

- **Building sense of togetherness**
- **Better classes (discipline, relations)**
- **Efficiency**
- **Professional development**

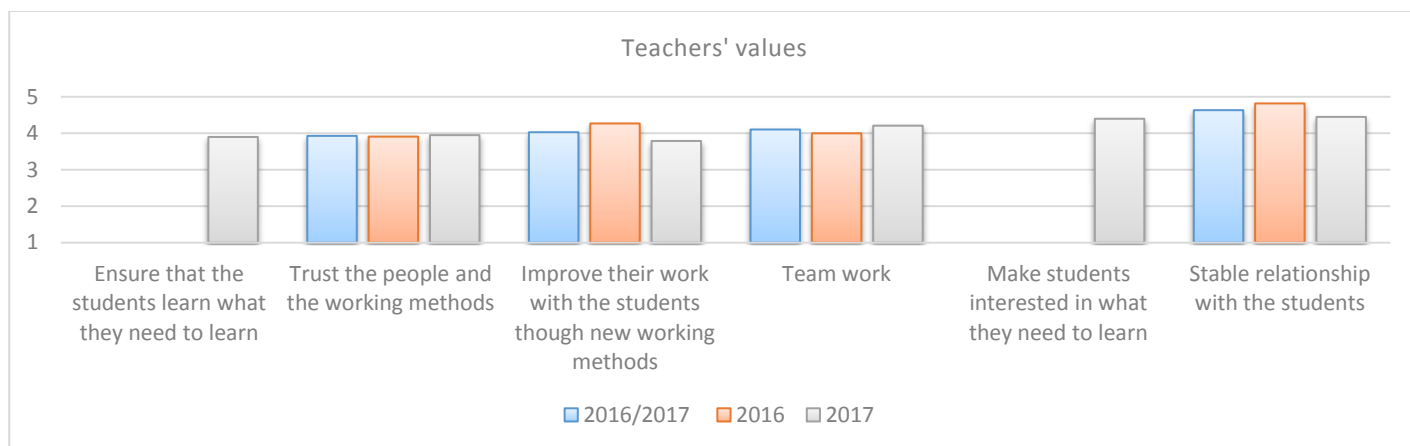
In addition to those goals, in 2017 the school managers prioritised **the evaluation** and **the institutional integration of GISystem method**.

Similarly, in 2017 the **educators** shared the same goals as in 2016, i.e. to **mediate and support the trustful relationships between various stakeholders**: students, teachers, families and school management teams.

The analysis of **teachers' and students'** goal values for the period 2016-2017 reveals their general expectations with respect to those values when engaging in their work or study (fig.1. to fig.2.1). The data derived from a survey with those groups. On the scale from 1 (not important) to 5 (the most important), the teachers and the students identified their general attitude to their work and study. The analysis is based on the data for 2016 and 2017 and aggregated data for both years.

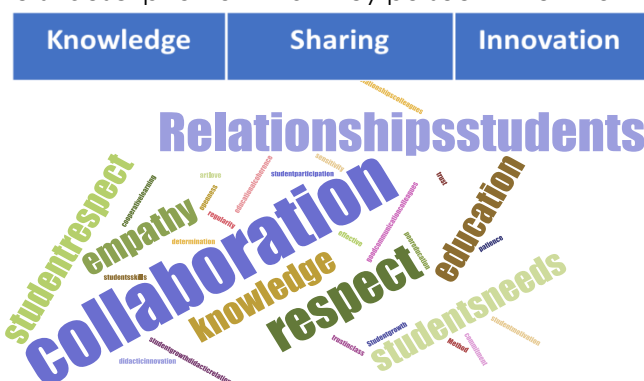
For both years 2016 and 2017, teachers highly value (without significant difference between the periods of evaluation), **team work**, to be able **to trust** and to ensure **good learning process**. In 2017, next to the **educative objectives** such as *ensuring good didactic process*, the teachers value very high the **social objectives** of their work, i.e. *stable relationships, team work* and *be able to trust* (fig. 1). For example, in 2017 the teachers find significantly important to **have a stable relationship with their students** (4,5) and to **make students interested in what they need to learn** (4,4). This result slightly differs from the one from 2016 when next to a **stable relationship with their students** (4,8) the teachers prioritised the importance **to apply a new working method in their work** (4,3).

Fig.1. Teachers' perspectives: shared values in relation to their work 2016-2017



In addition, in 2017 we asked the teachers in open question to share what are the most important value in their work. They associate their social values as “collaborations” and transfer of “knowledge” between them and the students and among the students. They also define “respect” and “empathy” towards the students, an important pursue in their work (fig.1.1.)

Fig. 1.1. Teachers' description of what they pursue in their work – “word cloud” image, 2017



For the entire period 2016-2017, the cohort of **students** defined as the most important value in their life as **being purposeful** (which can be associated with future prospect). Next to **this belonging, helping** the others and **sharing** play an important motivation in their activities (fig.2.). Almost all these values (excluding helping) are slightly higher rated in 2017 than in 2016 (fig.2.).

Fig. 2. Students' perspectives: shared values in relation to their life, 2016-2017



- the **mediation of ASAI** between the various stakeholder groups, especially between the school and the families;
- **create good conditions for collaborations** among the teachers and between teachers and educators.

In 2017 the project faced some implementation challenges affected the overall experience of the project. For example, due to the delay in the start of the project in all schools, it missed opportunity to be well introduced to all participants. According to the school masters this created some disturbances in the beginning of the implementation of the projects. However, due to the strong commitment of both teams of ASAI and the management of the schools, they found good solutions to overcome the drawbacks of the delay.

The changes in the implementations of the project are also recognised by the educators. In general, in 2017, **the educators** found more challenging the project than in 2016. The latter are mostly related to their work with the teachers. They highlight the following aspects:

- Teachers remained less cooperative;
- Some difficulties of a common understand between teachers and educators
- Changes in the programme agreed in advanced;
- Limited time to create relationships with teachers;
- Teachers gained limited perspectives of the project as some of them joining the project later (in February).

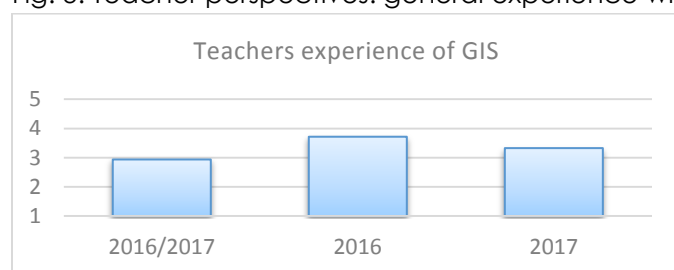
To meet these challenges and find good solutions, teachers, educators and the school directors closely collaborate about both the further planning of the activities and the identifying common topics between the educators' and teachers' curriculum. These steps resulted in good work with the final beneficiaries, i.e. the students. Despite the difficulties educators experienced with the teachers, their experience with the students and the families was highly valued.

In terms of **teachers'** and **students'** overall concrete experiences with GISystem, figures 3 to 4.3 illustrate the main findings. The responses are set on the scale from 1 (not

important) to 5 (the most important) for each year individually and for the combined period of 2016 and 2017.

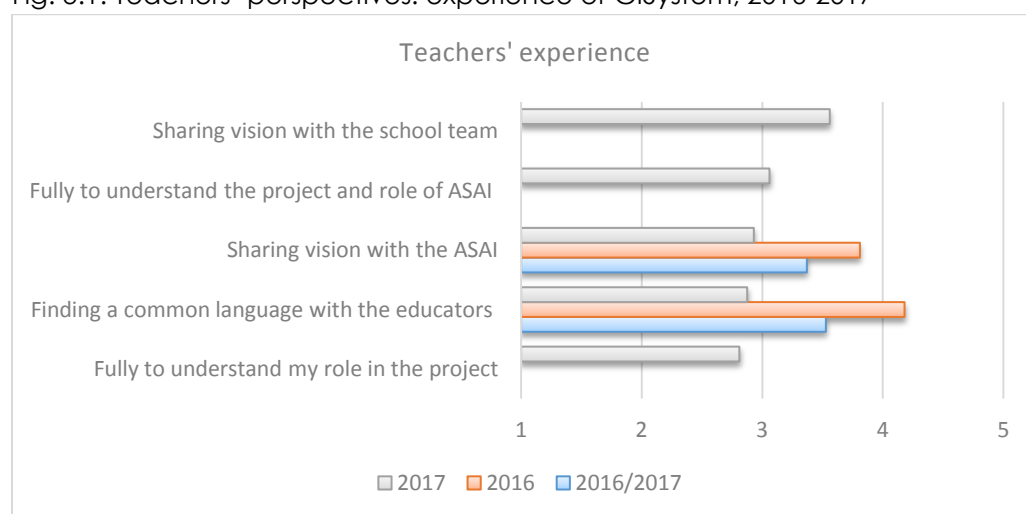
**Teachers' experience** of GISystem for the period 2016 to 2017 is assessed on average as positive (3,33 on the scale between 1 to 5). If you comparing the extent of importance of their experience for 2016 and 2017, we can observe that in 2017 the appreciation of this experience decline for the teachers – from 3,72 (very important) in 2016 to 2,94 (important) in 2017. Possible explanation for the decrease of these values can be the above mentioned challenges in the implementation of the project.

Fig. 3. Teacher perspectives: general experience with GISystem 2016-2017



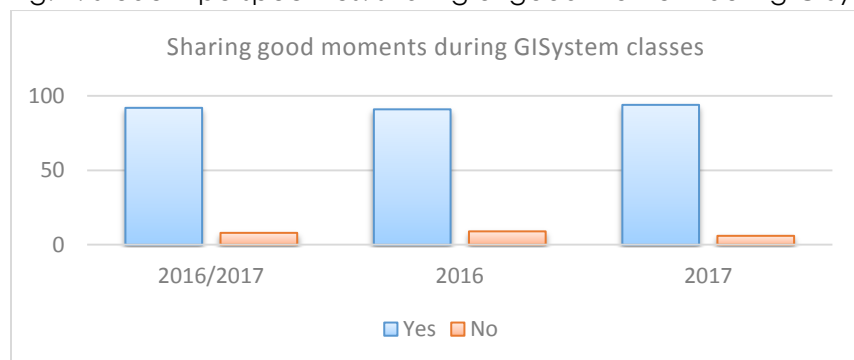
A close look at teachers' experience related to the method of ASAI, reveal that in 2017 for them become less important to **fully understand their roles in the project (2,8)** as well as **to find a common language with the educators (2,9, in 2016 - 4,2)**. However, they find still important to **fully understand the project of ASAI (3,1)** and **sharing vision with them (3)**. The teachers value the highest their experienced of **shared vision with the school team (3,6)** (fig. 3.1.).

Fig. 3.1. Teachers' perspectives: experience of GISystem, 2016-2017



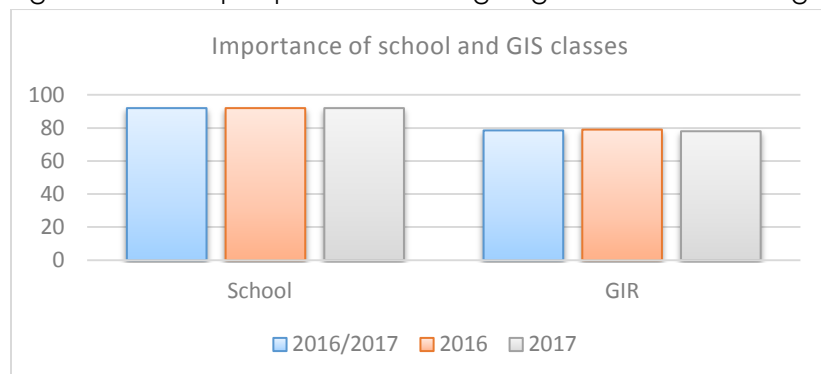
Whereas for the teachers there are considerable differences between their experiences of GISystem in 2016 and 2017, for the bigger part of the **students** the experience of GISystem is assessed as highly positive in both years 2016 and 2017. The biggest share of students (an average 92 percent) reported that they **shared good moments** during the GISystem classes (fig.4).

Fig. 4. Student perspectives: sharing of good moment during GISystem, 2016-2017



In addition, the importance of the GISystem classes remains of high importance for approximately 80 % of the students in 2016 and 2017 (fig.4.1.).

Fig. 4.1. Student perspectives: sharing of good moment during GISystem, 2016-2017



In 2017, when asked in what way they experienced the differences between GISystem classes and the regular classes, the students shared that they find considerable differences between GISystem and the regular classes in terms of more *shared moments* ("collaboration", "interaction", "socialising"), *playfulness* ("leaning while paying", "having fun"), *openness* ("open discussion in circle", "expressing

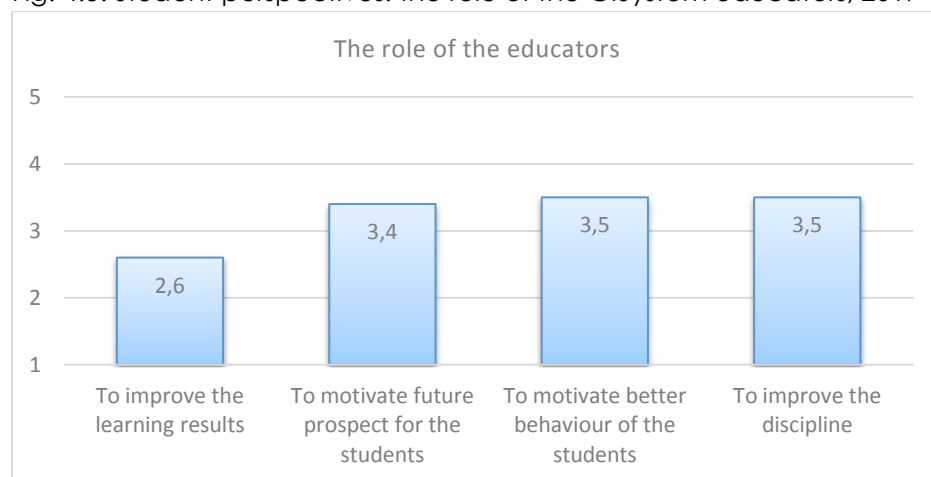
yourself", "asking questions", "no marks", "no exams", "no stress", "sharing what they do not understand") (fig. 4.2.).

Fig. 4.2. Students' description of the differences between GISystem classes and the regular classes– "word cloud" image, 2017



When asked about the role of the educators, the students showed very clear understanding of their role. They are aware that those classes are facing some problems and the role of the GISystem educators is to **provide solutions for better discipline** and **behaviour challenges**. But also, the students acknowledge that the educators **motivate their future prospect**. The role of the educators to foster **better learning results** remain less explicit for the students (fig.4.3.).

Fig. 4.3. Student perspectives: the role of the GISystem educators, 2017



### 2.3. Specific outcomes and impact of GISystem project

In this section the analysis focuses on the specific impact of GISystem in relation to the goal values it aims to realize. The impact of the GISystem method is assessed on the basis of the difference it makes for its stakeholders (table. 3).

Table. 3. Impact of GISystem in a nutshell: specific outcomes for each stakeholder group, 2016-2017

School managers	Teachers	Educators	Students
<b>Innovative method;</b>	<b>Increased awareness of new working method of GISystem;</b> <ul style="list-style-type: none"> <li>- Gaining trust in it</li> <li>- Need to integrate of the transversal capacities in the student curricular</li> <li>- Better atmosphere in the classes</li> </ul>	<b>Professional acknowledgement</b> from the school;	<b>Increased emotional awareness;</b>
<b>Increased working efficiency;</b> <ul style="list-style-type: none"> <li>- Better discipline in the classes;</li> </ul>	<b>Better relationships with the students</b> <ul style="list-style-type: none"> <li>- understanding and comprehension of their needs;</li> </ul>	<b>Stable relationship</b> with the students;	<b>Increased sharing and sense of belonging:</b> <ul style="list-style-type: none"> <li>- More trustful relationships</li> <li>- Become more social</li> <li>- Become more cooperative</li> </ul>
<b>Bridges the gap between the school and families</b>	<b>Increased collaboration/co-creation</b> among them and with the educators; <ul style="list-style-type: none"> <li>- find a common language with the educators</li> </ul>	<b>Increased shared responsibility</b> with the teachers;	<b>Increased collaboration/co-creation:</b> <ul style="list-style-type: none"> <li>- Works better with each other</li> </ul>
<b>Drop outs of the good students</b> decreases;			<b>Improved students' attitude to the school:</b> <ul style="list-style-type: none"> <li>- Positive atmosphere in the classes</li> </ul>

Increased <b>awareness of the difficulties that teachers, students and their families are facing</b>			Increased <b>awareness about the future:</b> <ul style="list-style-type: none"> <li>- better understanding of their goals in their life</li> <li>- better understanding of their barriers</li> </ul>
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#### *Impact of GISystem project: school managers' perspectives*

In terms of key dimensions of the impact, in 2017 the most immediate one from the school managers' perspective relates to **their awareness of the difficulties that teachers, students and their families are facing** (in their work and life). According to them, the GISystem project generated very favourable conditions for more intensive communication between those groups beyond their regular working relationships. In such a way, the project “**bridges the gap between the school and families**” by raising awareness for each group challenges, by increasing their understanding for each other needs and by fostering openness towards each other.

#### *Impact of GISystem project: educators' perspectives*

In 2017, the educators experienced to a greater extent (4) a positive change in the behaviour of the students, which can be summarised as:

- Increased trust among the students;
- Integration of the classes based on a common ground;
- Awareness that they have a future perspective (their focus expand beyond the examinations);
- Awareness that the school is also an opportunity and not only compulsory activity.

In 2017, the educators also we able to trace a **positive change in the behaviour of the families**. For example, during the last meeting with the families, the families recognised the work that was carry out and showed interest in the activities.

With regards to **educators' professional values**, in 2017 the educators are more sceptical about the GISystem impact on their professional development. Within the limitations of the project implementation (delay), the most difficult they found to be

able **to create a common language** and/or **to collaborate/co-create with the teachers**. However, toward the end of the project, educators recognise an **openness of the teachers** towards educators' work and acknowledgement of their contributions to the teachers' work.

### *Impact of GISystem project: teachers' perspectives*

In terms what teachers find as an impact of GISystem, there are two aspects to consider. One relates to the impact on their **professional development** (changes that relate to their work) (fi.5) and the other relates to their experience of **changes in students' behaviour** (fig.5.1.).

Considering the entire period 2016-2017, the results on how teachers view the **changes in respect to their professional development** illustrate (fig. 5.) a relatively higher importance for the **working in collaboration/co-creation** (3,6) and a relatively even importance for the following aspects:

- **learning a new working method** (3,2);
- **tracing changes in students' behaviour** (3,2);
- **building a better relationship with the students** (3,3);
- **gaining trust in the ASAI working method** (3,3);
- **awareness to integrate transversal capacities in student curricular** (3,3<sup>1</sup>);
- better **understanding and comprehending students' needs** (3,2).

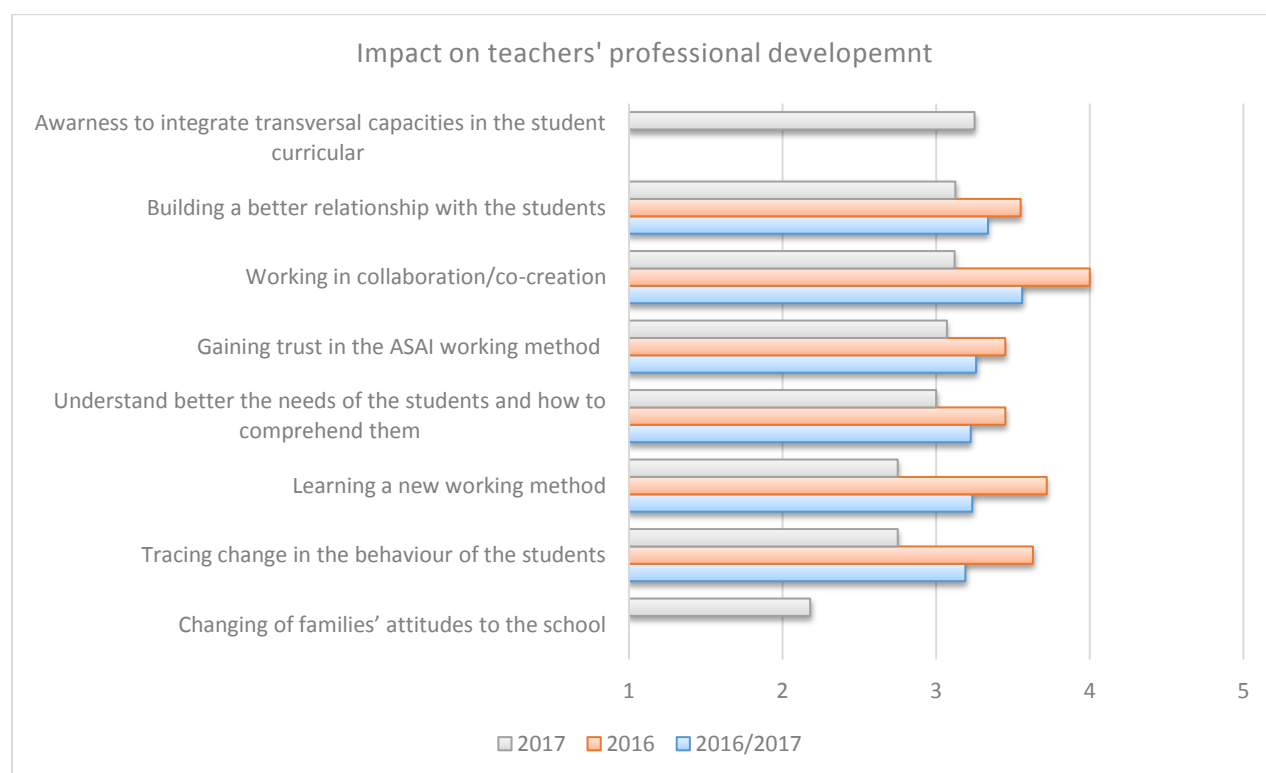
These results differ considerably if we compare them separately for 2016 and 2017. On average these aspects of the GISystem social impact are higher valued (3,5 – very important) in 2017 than in 2016 (3 – important). The biggest gap is notice in the assessment of the **learning a new working method** (2016 – 3,7; 2017 – 2,7); **tracing changes in students' behaviour** (2016 – 3,6; 2017 – 2,8) and **working in collaboration** (2016 – 4; 2017 – 3,1). The fact that teachers value less those outcomes in 2017 might be a result of teachers' greater confident in the project in 2016 than in 2017. Some of the reasons for this are discussed on p. 7, section 2.3.

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<sup>1</sup> This is assessed only in 2017

In 2017, an important outcome is the fact that the teachers not only acknowledge the **immediate effect of GISystem on their relationship with the students**, but also that they find important in long term to integrate the **transversal capacities in the general students' curricular**. The latter shows that teachers find important for their work in the school projects such as the GISystem to be implemented. It is another question how this project can be implemented in order to realise its full potential.

Fig. 5. Teachers' perspectives: impact on professional development



With regards to the impact of GISystem on the students for the period 2016-2017, teachers were asked to assess both, **changes in students' cognitive and social skills** and **change in their learning performances**.

The most immediate impact the teachers experienced relates to **the cognitive and social skills** of the students (fig. 5.1.). According to them, for the entire period 2016-2017 the greatest impact is realised as::

- **increased awareness of the students for their emotions (3);**

- **increased awareness of the students for their barriers (2,9<sup>2</sup>);**
- **increased social skills of the students (2,9);**
- **increased level of cooperation among the students (2,8);**
- **positive change in the atmosphere of the classes (2,8).**

Here again, if we compare the extent of importance of this impact for 2016 and 2017, the teachers value those aspects higher in 2016 than in 2017 and even some of the impact is not considered in 2017 as positive at all. For example, in 2016 teachers still recognised that **students became more cooperative (2,9)** and to certain extent **still happier (2,7)**, which is not the case in 2017.

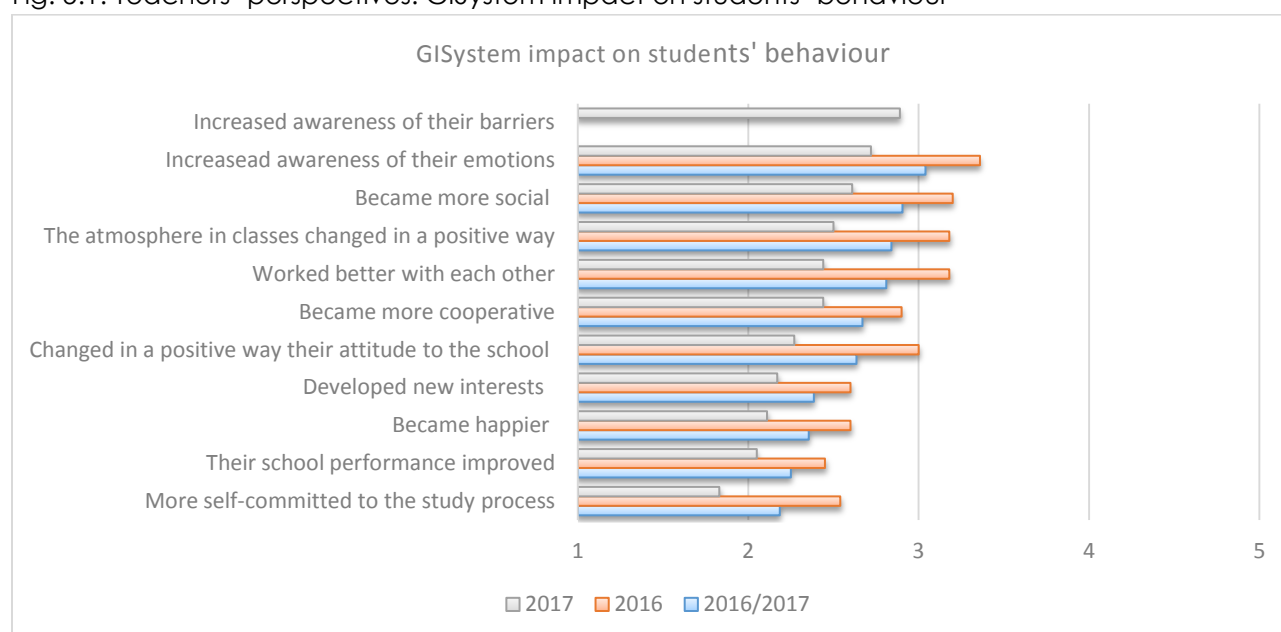
In relation to changes in **the school performance of the students**, for the entire period 2016-2017 teachers found these changes less explicit (fig. 5.1.). For example, in 2016 the teachers share that to some extent the GISystem contributed to **better school performances (2,5)** or that the students became **more committed to the study process (2,5)** or that they **developed new interests (2,6)**. Again, here it is important to mention that the implementation challenges in 2017 generated less positive result in 2017, but still due to the good relationships between the school manager and the ASAI team, some constructive solutions were found.

It is important to notice here that in assessing both types of GISystem impact, i.e. changes in social and cognitive skills and learning performance of the students, teachers found difficult to generalise their answers for the entire group of students as those changes could be more traceable more for some students than for the others.

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<sup>2</sup> This value is assessed only in 2017.

Fig. 5.1. Teachers' perspectives: GISystem impact on students' behaviour



### Impact of GISystem project: students' perspectives

With regards to the GISystem impact on the students, one observation is that the project enables them to experience the **values of openness** and **optimism**. Answering the open questions in 2017, half of the students recognise that the project allows them to “be more open to each other”, “be open for conversations”, “became more expressive”, “know better each other” and “experience more optimism”.

The attributions of these values are also assessed by the students for the period 2016-2017 (fig.5.2.). On average **expressing thing you do not agree with** (3,5) and **finding a more positive attitude in life** (2,9) are valued the most by the entire cohort of students. Again the assessment of the students considerably differs between 2016 and 2017. For example, in 2016 one very important aspect of GISystem contribution is to enable them **figure out what they want in life** (3,4) which in 2017 was not relevant impact (valued as 2,2 on the scale to 5). The most important changes the students could experience in 2017 relate to their **increased collaborations** (3,6), **improved relationships with co-fellow** (3,6), **good relationship with the educator and their acknowledgement** (3,3) and **feeling of usefulness** (3,3) (fig. 5.3.).

Fig. 5.2. Students' perspectives: GISystem impact on students

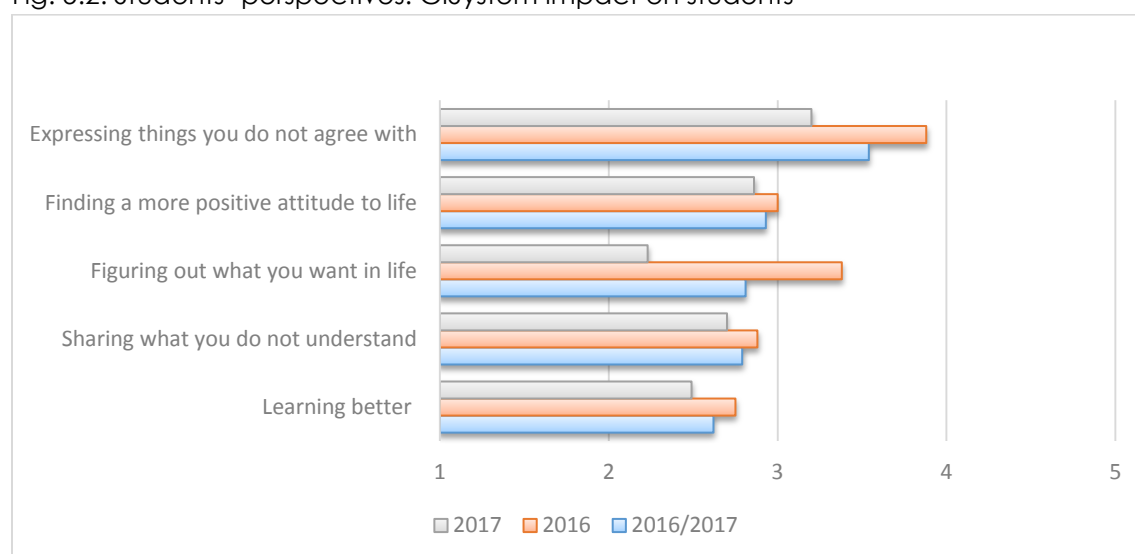
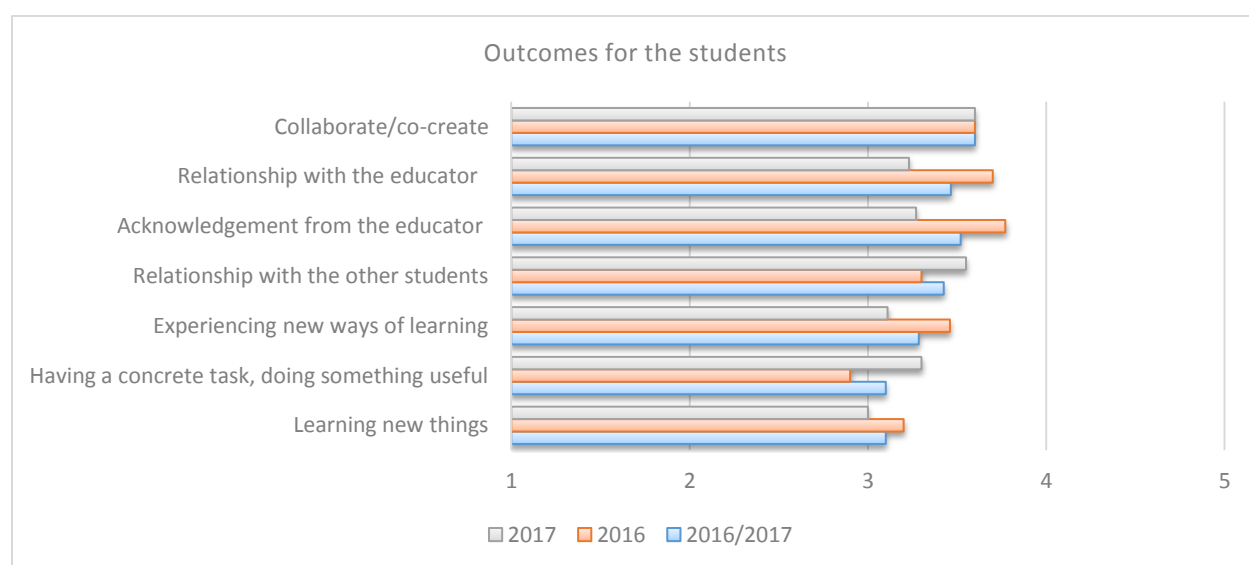
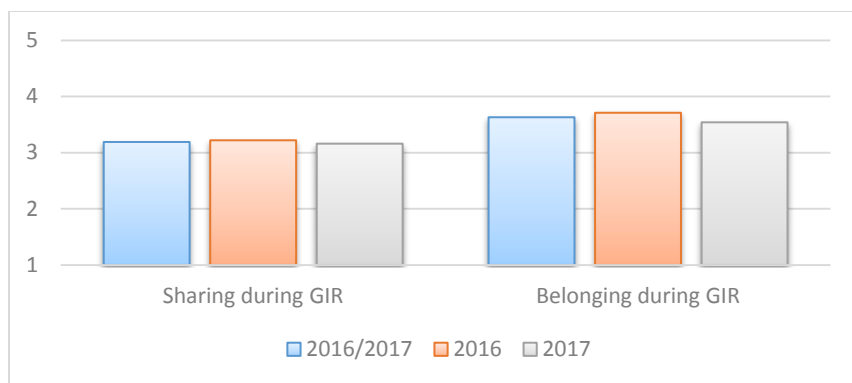


Fig. 5.3. Students' perspectives: GISystem outcomes for the students



In addition, students were asked to rate their actual experience of belonging and sharing during GISystem classes. The results indicate that the importance of **sharing and belonging during the GISystem classes** is evaluated **rather high** and **evenly distributed** through the entire period 2016-2017 (fig.5.4.).

Fig. 5.4. Students' perspectives: sharing and belonging during GISystem classes, 2016-2017



For the period 2016-2017, if we compare the means of the actual sharing and belonging generated during and after the GISystem project are very close to the means that students gave to those values as generally important in their life - for sharing (3,4) and belonging (4) (fig.5.5.). This indicates one of the positive aspects for the students as part of their general satisfaction of the GISystem project. And here, the differences between 2016 and 2017 are insignificant (fig.5.6. and fig 5.7.).

Fig. 5.5. Students' perspective: Sharing and belonging during the GISystem classes, 2016-2017.

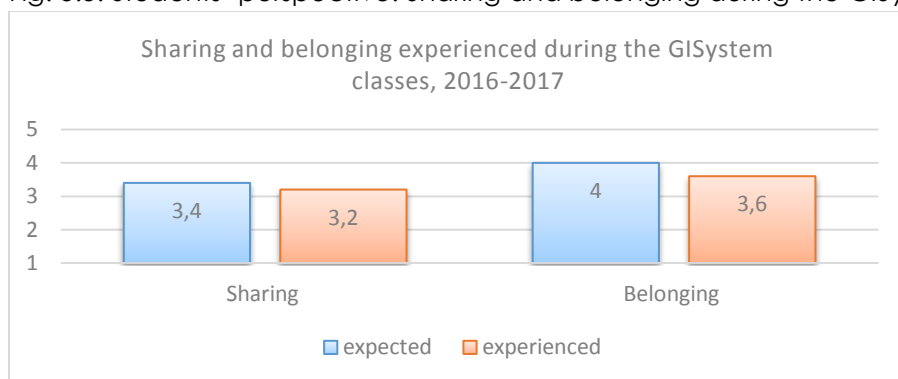


Fig. 5.6. Students' perspective: Sharing and belonging during the GISystem classes, 2016.

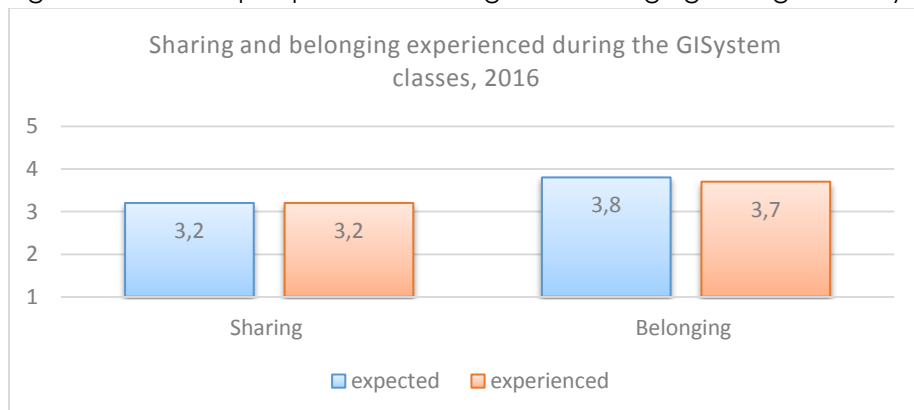
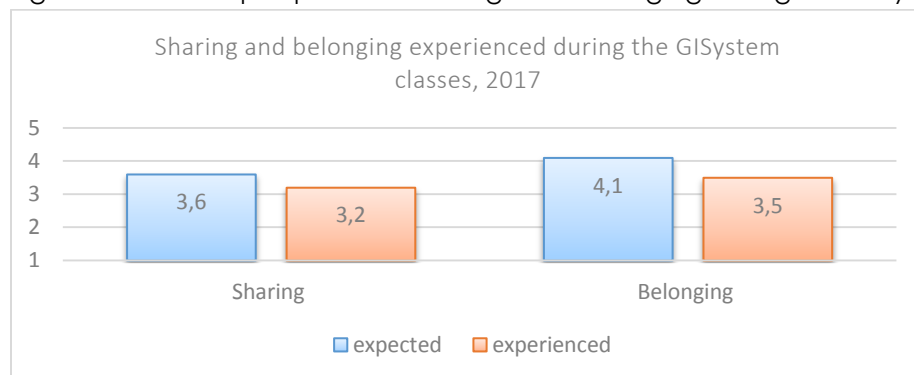


Fig. 5.7. Students' perspective: Sharing and belonging during the GISystem classes, 2017.



#### 2.4. Integration process between ASAI's and schools' working methods.

The project of GISystem is tackling complex questions. From the analysis above, it is obvious that project's objectives go beyond the reduction of student dropouts and addresses for example, the realisation of multi facets value as flourishing. Therefore, important for the project success is not only the methodology design (objectives, values, methods of practice), but also the way it is implemented in concrete context. In the concrete case of GISystem implementation, the process relies on concrete strategies and practices which motivate and support the integration between the GISystem working method and the individual school working methods within a very concrete context which might change from year to year. For example, in 2017, in one of the schools, the realisation of the project faced challenges due to multiple changes that were undertaken. First, in 2017 they change the student target group and choose to work with the vocational students which are the one in a transition year. For the same reason, the families of those students were more indifferent to the school and their children choices and thus to the GISystem project. This choice of the vocational students turned to be very critical the project to fully realise its goals. Second, the preparation for the project started much later and neither the students, not the teachers were properly introduced to the objectives of the project. Students found difficult to understand the objectives of the project, even they perceive as a negative the fact that they are chosen to participate ("as a punishment for their bad

behaviour"<sup>3</sup>). Third, the teachers were less cooperative in comparing to the previous year.

Acknowledging these difficulties and the need to understand the specificities of GISystem implementation in different context, in 2017 we undertake also an evaluate on the factors that foster or hinder the process of integration between the ASAI 's and schools' working methods. We asked the school directors, the teachers and the educators to identify those factors and assess their role on the base on their concrete experience during the implementation of the project in 2017. Next to this, we asked them what they find important to be improved.

#### *Important conditions for integration*

In general, the most important factors of integration relate to (1) **the relationships between the ASAI and the schools** (management teams of both organisations) and **between the teachers and the educators**; (2) **the communication** (formal and informal) between both organisations and the communication of the project to a broader public and (3) **the motivation** of the teachers, students and families to participate (table. 4).

Table. 4. Factors of integration between GISystem working method and individual school in a nutshell

<b>Integration dimensions</b>	<b>School directors</b>	<b>Educators</b>	<b>Teachers</b>
<b>Project organisation</b> - <b>alignments/relationships</b> - <b>communication</b> - <b>planning</b>	<b>Engaging</b> and well conducted <b>relationship</b> with ASAI - Between the management teams; - Between teachers and educators.  <b>Working in team</b> with ASAI and sharing more informal moments - Collaboration beyond the project;	<b>Institutionalised communication</b> between the ASAI and the schools	<b>Engaging relationships with the educators</b> ;   <b>Better communication</b> of the project before and during the project

<sup>3</sup> This is shared in the interview by the director of the school.

	<b>Well-planned</b> introduction, communication and actions;  <b>Well - prepared synchronisation</b> of the all actors' goals and roles from the very beginning of the project.	<b>Good coordination</b> between teachers and the educators.	
<b>Activities</b> - method - content	<b>Regular presence of the educators</b> at the schools.	<b>Reciprocal knowledge;</b>  Make use of the <b>extended network of ASAI</b> beyond the immediate school environment;  <b>Strong presence of the school directors.</b>	<b>Motivation of the students</b> to participate in the project;  <b>Planning of new activities with broader public.</b>

#### *Important conditions for integration: school managers' perspectives*

The educators agreed that fostering the **reciprocity in the knowledge exchange** between them and the teachers is an important aspect of the integration. Its realisation depends very much on the **well-coordinated institutional communication** between both organisations as well as on the **teachers' openness to experiment** and **their strong motivation to collaborate**.

#### *Important conditions for integration: educators' perspectives*

The school directors highlighted the need of **engaging relationship between both organisations** which goes beyond the need of the concrete project, i.e. **well-defined and synchronised institutional relationships** which is based on formal and informal ties.

#### *Important conditions for integration: teachers' perspectives*

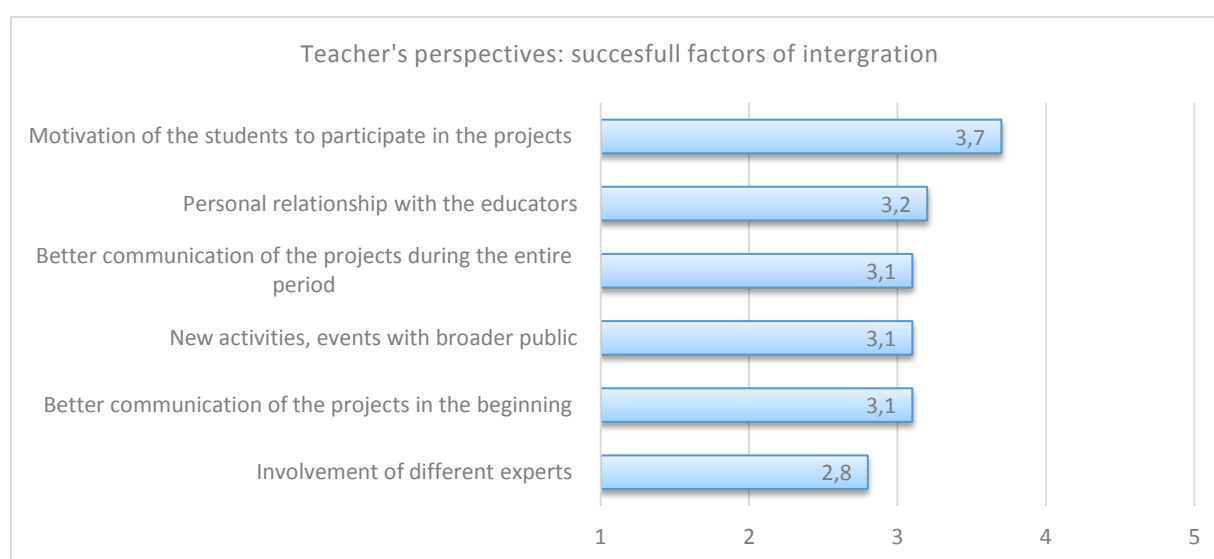
The entire cohort of the **teachers** agreed that among the most important factors that define the project success is to **motivate the students to participate in the project** and perceive this as a positive (3,7) (fig.6). This is especially important, because there were some indications that the students perceive in the beginning as a negative the entry of ASAI in their classes, i.e. a signal that the class is either "chaotic", "disaster", "worst",

“difficult” or “not united”<sup>4</sup>. After engaging with the projects and thanks to the close collaboration with the educators, the students' perceptions change into a positive one.

The other factors of important that are evenly valued from the teachers are:

- **better communication of the projects in the beginning** (3,1);
- **new activities, events with broader public** (3,1);
- **better communication of the projects during the entire period** (3,1);
- **personal relationship with the educators** (3,2).

Fig.6. Teachers' perspectives: important factors of integration



In order these factors to be activated and be able foster better future integration between the ASAI and the schools, the teachers suggest that some aspects of the project need to be improved (fig. 6.1.). Those aspects relate to both **the organisation of the project** (entry to the project, good communication, providing feedback on the project results, promotion, preparation, etc.) and **project's content** (anticipate better the needs of the teachers, content related to the specific topics of each school, increased services to the families, etc.).

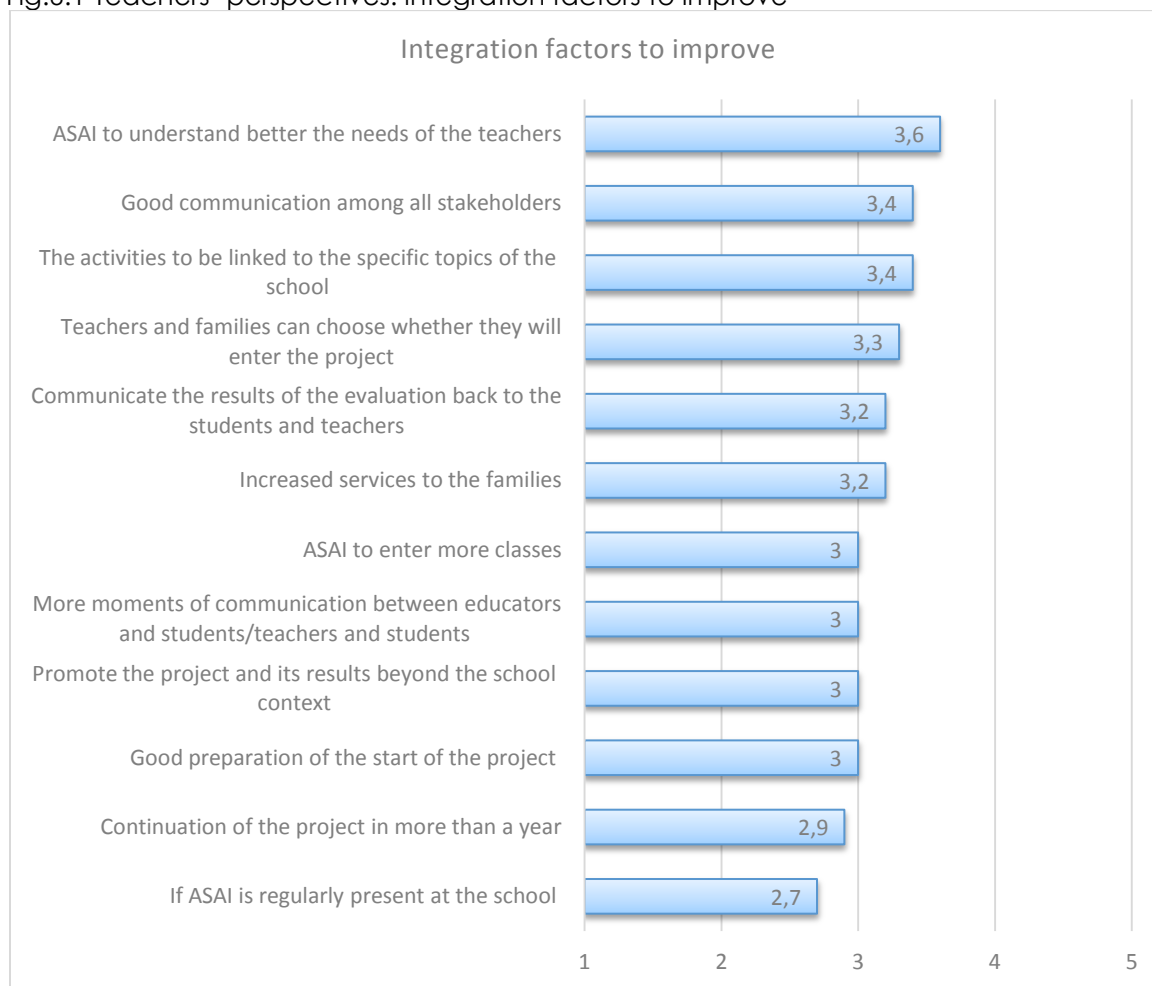
Most notably, the teachers think that:

- **their needs have to better understood from ASAI** (3,6),
- **realisation of better communication between all stakeholders** (3,4),

<sup>4</sup> These descriptions derived from the students' answers to the open question: Why do you think you class is participating in this program?

- the GISystem **activities to be closely linked to the topics of the school** (3,4) and
- **teachers and families to be able to choose whether or not to participation in the project** (3,3).

Fig.6.1 Teachers' perspectives: integration factors to improve



### 3. CONCLUDING REMARKS AND RECOMMENDATIONS

#### 3.1. Outcomes and impact of GISystem

The most important values of GISystem project as defined during the diagnoses stage of application of the *Value – Based Approach*, are *flourishing, sharing, belonging and innovation*, i.e. values that goes beyond the instrumental measure of “in/(dec)reased dropout” of students.

The application of the *Value – Based Approach* to the GISystem project supports the articulation and evaluation of those values. Pursuing such values in the context of GISystem translates for example, in *building strong relationships based on empathy, compassion, respect, love, togetherness; new method of experimenting and better future*. All these to certain extent is experienced by all stakeholder groups (school directors, educators, teachers, students) involved in the immediate realisation of the project.

With regard to its impact, evaluated by the differences the project makes for each stakeholder group, similar to the last year results, in 2017 the results show that all stakeholders share that the **greatest (positive) impact** was realised in terms of *improved or new relationships among and between all the stakeholder groups* involved. Those social/societal dimensions have been enhanced by and during GISystem project.

In terms of key dimensions of the impact in 2017, the most immediate one from the **school directors' perspective** relate to their *increased awareness* of the difficulties that teachers, students and their families are facing during their work/life. The project *bridged the gap between the school and the students' families* by realising richer communications between them.

For the **educators**, the greatest impact achieved in 2017 relates to a *positive change in students' behaviour* (increased trust among them, integrated classes, awareness for their future, perceived positively the school) and a *positive change in the families' attitude to the school*. If comparing to 2016, for the educators the GISystem impact on their professional growth remain less explicit.

The **teachers** experienced the GISystem impact, though less strong that in 2016, in the *relational (social) aspect of their work* (working in collaboration, better relationship with the students, awareness to intergrade the transversal capacities in students' curriculum) and in the *cognitive and social changes of students' behaviour* (socialising

of the students, emotional growth). In 2017, the results also prove that any changes in the context of the school, respectively the implementation of the project affect the impact of it, especially when in the case of GISystem new elements are introduced. More concretely, in 2017 teachers show less acknowledgement of the newness of the GISystem method in comparing to 2016. On the other side, in 2017, the teachers not only improved their relationships with the students, but consider as important to integrate the student **transversal capacities**, that were promoted through the work of the educators, in the general students' curricular. This outcome prove that GISystem raise the awareness of the importance of different than didactic objectives within the school system.

In 2017, the **students** perceive the impact of GISystem in term of *enhancing the value of openness and optimism articulated as expressing things you do not agree with and finding a more positive attitude in life*. Next to this, the students rate high the importance of *sharing and belonging enhanced* (increased collaboration, improved relationships with co-fellow, good relationship with eth educators) throughout the experience of GISystem classes.

### 3.2. Integration process between ASAI's and schools' working methods

The objectives and the working method of GISystem prove to be very different from those of the regular school methods. They address complex and multi facet issues as the flourishing of the students. The latter is culturally embedded and depends very much on the context of its realisation. Therefore, to sustain its positive impact, GISystem needs to work on both design and implementation of the project methodology.

Critical for the implementation is the mutual integration between of the working method of all organisations involved. The experience of the project for the period 2016 and 2017 proves that nevertheless, the positive impact of GISystem project, these results by no means are secured in different context. Any changes in the project have consequences in the overall process of implementation and its impact. The analysis suggests that there are three aspects which are critical for the GISystem to generate positive impact:

- **Planning and timing of the project;**
- **Alignments and motivation of each stakeholder group** (students, educators, teachers, families);
- **Good and clear communication** (internal and external).

**Good planning** of the project can support the achievement of its mission. Here, GISystem needs to anticipate well all stages of the process – preparation, execution, monitoring and evaluation. In the case of GISystem implementation in 2017, it became clear that delay in the preparation can be very critical for the stages that follow and create ambiguity in the goals to achieve. To overcome this, both ASAI and schools' teams invested more time and efforts which on the positive side resulted in better and more trustful institutional relationship between both organisations. In addition, proper monitoring and evaluation of each stage of the GISystem realisation can help to reflect on time on problems that occur and avoid further complication of the project. Communication of the results/achievements and challenges on each stage of the implementation process became of high relevance for each stakeholder group.

**Alignments and motivation of each stakeholder group** in the context of GISystem expressed in realisation of good partnerships with shared objectives and in a mutual understanding especially between the GISystem management team and the schools, and between the teachers and the educators. The alignments between the GISystem management team and the school directors can be built on well-defined and synchronised institutional relationships. To motivate a good relationship between the teachers and the educators, the way GISystem project is implemented needs to foster reciprocity of knowledge exchange (educators to understand better the needs of the teachers and vice versa, the topics of each school to be better anticipated in the GISystem project) and building of trust through more formal and informal moments of interactional and sharing. It is also important to give possibility to the teachers, to the students and their families to choose whether or not to participate in the GISystem project. For example, teachers can be involved from the very start of the project beginning with the setting of the GISystem objectives and the planning of its realisation. Another possibility is to plan “reflective” meetings between teachers and educators throughout the entire project duration. This can contribute to a better motivation of the

teachers and a sense of togetherness between the educators and the teachers. Of course one of the challenges here is the mobility of some teachers (entering later the project).

Another motivation aspect to be considered is how GISystem can contribute to the educators' and teachers' needs for professional development. For both groups it is not only important to be aware and understand each other's working methods, but also to co-create a common working method which evolved as a mutual adjustment of different practices. This to be reached, there is a need of different duration of the project (beyond one year) and more meetings organised between the educators and the teachers. For example, pre-project camp can be created where teaches and educators can start working together on the most challenging aspect of the project.

**Good and clear communication** is discussed by all stakeholders as the most important factors which can foster or hinder the successful integration within the GISystem project. There are a few different aspects of the communication:

- 1) how ASAI is communicating internally about GISystem project;
- 2) how ASAI is communicating about GISystem project externally, to a broader public;
- 3) how ASAI and the schools communicate among each other about the project.

ASAI shares very open organisational culture, where one individual can share many different roles and responsibilities. This sometimes can create obstacles in the internal communication between people involved in different project and with different roles assigned. Therefore, very clear internal communication strategy is needed to inform each member of the organisation not only about the progress of certain project but also to indicate in case of problems who need to communicate whom, i.e. to indicate clearly internal shared responsibilities and roles.

In respect to the communication between ASAI team and the schools, the different stakeholders share that ASAI needs to turn the strong informal communication to the strong formal one, i.e. some element of institutionalisation communication between the organisations need to be established (scheduled meetings between the teachers and educators, scheduled class meeting for proper introduction of the project, some social media communications, shared newsletter, etc.). In addition, better communication of

the project in the beginning and during the entire period (its objectives, results, changes, challenges) can contribute to better engagement of the various stakeholders (students, teachers, families).

With the regards to the promotion of GISystem project to a broader public, the external communication needs to stress more the positive aspects of GISystem impact and respectfully the positive side of ASAI image. In the implementation of GISystem in one of the school became clear that the ASAI image has also some weaker aspects. For example, the fact that it enters situations in the schools as a “trouble solver” it is not always perceived as positive one by the students. They are aware that they are part of such project because they need, for example to improve their discipline in the classes. And only through their experience of the project and the engagement of the educators, they realise how beneficial it is for them and for their relationship with the school. And this is what make GISystem project different from any other regular school activities – strengthens relationships, for which reason the **students**, i.e. the main beneficiaries of the GYS project, highly value their participation in both years 2016 and 2017.