



GIOVANI INVESTIMENTI

Una comunità che si educa



- REPORT DI VALUTAZIONE -

a cura di
Lyudmila Petrova



con il sostegno di



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1. INTRODUCTION

1.1. Short project description in its new design

For the school year 2017-2018, the project Giovani Investimenti (GI) has re-shaped its activities and experimented a new methodology in the high schools involved. In Beccari, the project has been carried out in the usual way, with a year-long workshop at school (2 hours per week) in one of the classes. In the other one, Bodoni-Paravia, the activities during school-hours have involved a greater number of classes (5 rather than just one) in the first months of the school. Then, in the second part of the school year, the focus of the project has shifted on work with the teachers with a series of training aimed at integrating their methodology with that of the educators.

This can be seen as an evolution of the previous project design which puts greater emphasis on the process of *integration* between the ASAI's and each school's working methods.

The diversification of the two different methods of GI projects reflects the long term goals of GI project to support not only the flourishing of the students by direct work with them but also promote new tools for the teachers which can support their work on the transversal skills of the students. This step is undertaken by ASAI as a part of their scaling up strategy.

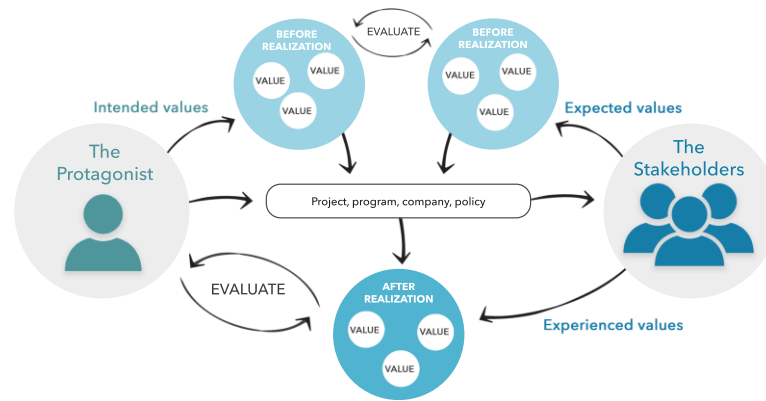
1.2. Introduction of the VBA method and the collaboration between CREARE Social and GI project

For the third consequent year (2016-2018), CREARE Social is undertaking the value-based evaluation of the Govani Investimenti (GI) project impact.

CREARE Social is a Dutch non-profit knowledge organization which is working on the implementation of a new method to evaluate the social and the cultural impact of different projects. Its methodology derives from the so called Value - Based Approach¹. In comparing to standard quantitative evaluation, this approach is assessing the impact of a project based on the monitoring and assessment of the qualities of the produced changes, if any, through a holistic method of evaluation. This approach takes the interest and the perspectives of all stakeholders into consideration, namely beneficiaries, audiences, collaborators (partners), funders and policymakers.

In the context of GI the value-based evaluation provides assessment not simply of the project outputs, for example number of students who drop out of the schools, but it also assesses whether the students are experiencing values such as *flourishing*, *belonging*, *sharing*, *optimism* while participating in the project. Often, articulating these values is quite a challenge. Yet, this method assists the school directors, teachers, students and ASAI educators who participate in the evaluation to clearly articulate the most important values for them. Next to this, the method assists the stakeholders to define the criteria by which they can assess any changes in respect to those values (fig. 1):

¹ For more information, see www.crearesocial.nl



Source: www.crearesocial.nl

The value-based evaluation systemises the process of cultural change in terms of the progress achieved and the weaknesses and strengths of the process. First, together with the internal stakeholders (ASAI's team), the core personal, social and societal values of the GI project are defined. Second, the way in which the project will realise these values is clarified by determining the strategies (activities, tools, working methods, communication) and the external stakeholders (beneficiaries, partners, policy makers, funding bodies, media) involved. Finally, the changes and the impact produced by the project are assessed.

Considering the application of the new design of the GI project, the evaluation in 2018 is set in order to deepen the analysis of this stage. It aims to assist the realisation of ASAI's strategic goals of scaling up. More specifically, we assess the:

- The main **changes in qualities (goal values)** within the GI project;
- The **methodological integration** between educators and teachers;
- The **benefits** for the teachers in terms of new knowledge and tools.

1.3. Data collection

This year, we apply the same *data collection* methods as the previous years - surveys, individual interviews and focus groups (table 1). In 2017-2018 the focus groups with the school director and the teachers of Bodoni-Paravia school were carried out in May 2018 and the surveys with students of both schools and the teachers of Bodoni school, at the end of the year.

In contrast to the previous years, this year we undertook focus group instead survey with the teachers in Bodoni-Paravia school where the project was implemented in his new design.

2016	2017	2018
<ul style="list-style-type: none"> • Focus group with the ASAI team; • Focus group with the school directors (from Beccari, Verga); • 11 surveys with the teachers of both schools; • 23 surveys with the students of both schools; • 2 interviews with the educators of ASAI. 	<ul style="list-style-type: none"> • Focus group with the school directors and ASAI team; • 20 surveys with the teachers from all schools (from Beccari, Verga and Paravia); • 53 surveys with the students from all schools; • 3 interviews with the educators of ASAI. 	<ul style="list-style-type: none"> • Focus group with the teachers from Bodoni-Paravia school; • Interview with the director of the Bodoni-Paravia school; • 7 surveys with the teachers from Beccari school • 33 surveys with the students of both schools; • Focus group with the ASAI educators and volunteers connected to the GI project.

Table. 1. Data collection 2016 - 2018

1.4. Shared values and stakeholders

In 2016, the ASAI's team members defined the following values as the most important for the GI project: *flourishing, belonging, sharing, optimism and innovation* (fig. 2). These values remain relevant for the entire period 2016-2018 of project implementation. During the diagnoses stage of VBA for GI project, it became clear that these core values relate differently to the different stakeholder groups (fig.2). For example, the value of belonging and sharing is considered to be of greater relevance for students, families, educators and teachers; the value of innovation for the system of schools, teachers and peers; the value of optimism for families, students and schools and the value of flourishing for the students.

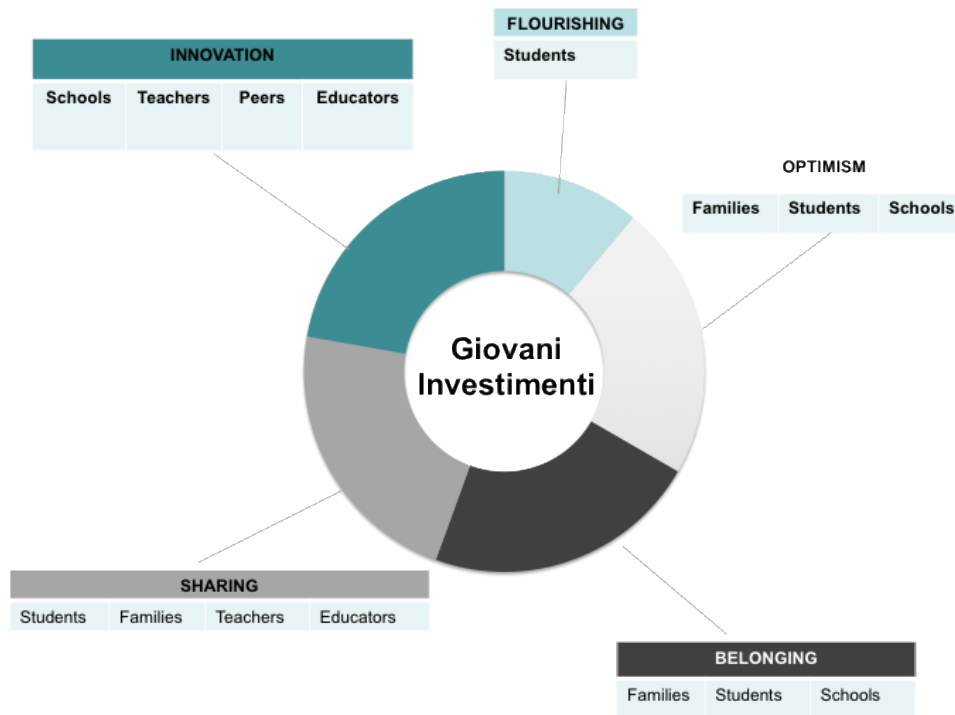


Fig.2. Value map related to core stakeholders of GI 2016-2018

Respectively, the pursuit of these value translates in different objectives that each stakeholder involved in the immediate realisation of the project aim to achieve (table. 2):

School directors	<i>Belonging Optimism Innovation</i>	<u>Educative:</u> Better didactic; Better discipline; Professional development of the teachers <u>Social:</u> Better relations; Sense of togetherness; Self-confidence of the teachers <u>Organisational:</u> Efficiency in the work (new methods); Institutionalization of GI program; Evaluation and monitoring.
Teachers	<i>Knowledge Sharing Innovation</i>	<u>Educative:</u> New methods; Fostering knowledge; Professional development <u>Social:</u> Building relationships through collaboration, respect, trust, empathy; Working on the motivation of the students.
Students	<i>Flourishing Optimism Sharing Belonging</i>	<u>Well-being:</u> Satisfied, self-respect; Good health, good food, sport; Job/Money <u>Social:</u> Building relationships: collaborations, respect (self); Independence; Acknowledgement (from the teachers).
Educators	<i>Sharing Innovation</i>	<u>Social:</u> Mediating relationships: between/among students, teachers, families <u>Professional development:</u> New methods; Professional acknowledgement

Table. 2. Goal values (objectives) for each stakeholder group in a nutshell: 2016-2018

In the interview, the **director** of Bodoni-Paravia school shared that in 2018 her main objective is to support the work of the teachers who are facing an authority crisis due to the fast-changing context of their work. In this respect, she is prioritizing the promotion of *new working methods* which can *enhance their professional self-confidence* in the work with the students. According to her, this can be achieved through *successful integration* between GI's and school's working methods.

For the **educators**, *sharing and innovation* remain the main focus in their work in 2018. The former realises throughout mediating *trustful relationships between various stakeholders*: students, teachers, families and school management teams and the later through practicing *novel and flexible methodologies*.

As in the previous year, in 2018 the most important values that motivate the **teachers**² work are a *good learning process, team work and innovation* (i.e. new working methods) (fig.3). The differences in comparing to the previous year evaluation show in the fact that teachers are valuing slightly higher the *educative objectives* such as ensuring *good didactic process* and *make students interested in what they need to learn* than the *social objectives* in their work, i.e. stable relationships, teamwork and be able to trust.

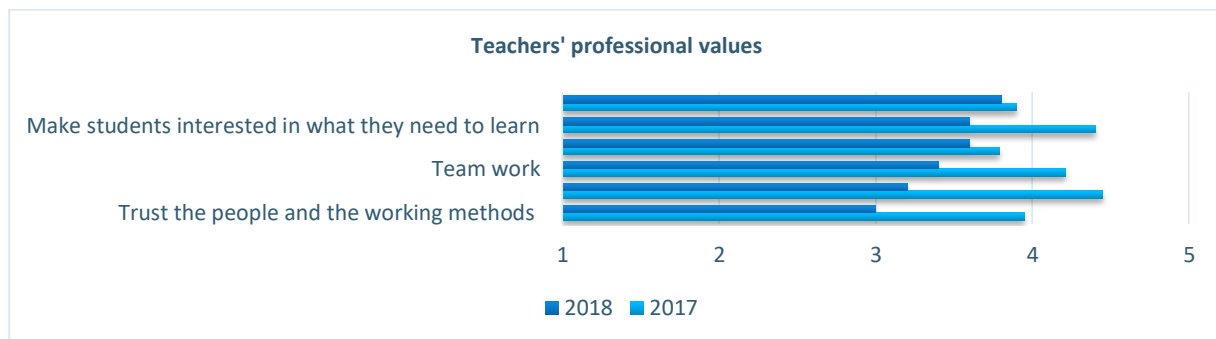


Fig.3. Teachers' perspectives: core values in relation to their work, 2016-2017 and 2017-2018

² The data derives from a survey with the teachers only from Beccari school where they are asked to weight on the scale from 1 (not important) to 5 (the most important) what they find the most important in their work.

For the **students**³ from both schools, the most important values that motivate their life in general remain the same as in the last year, i.e. *being purposeful, belonging, helping the others and sharing* (fig.4.).

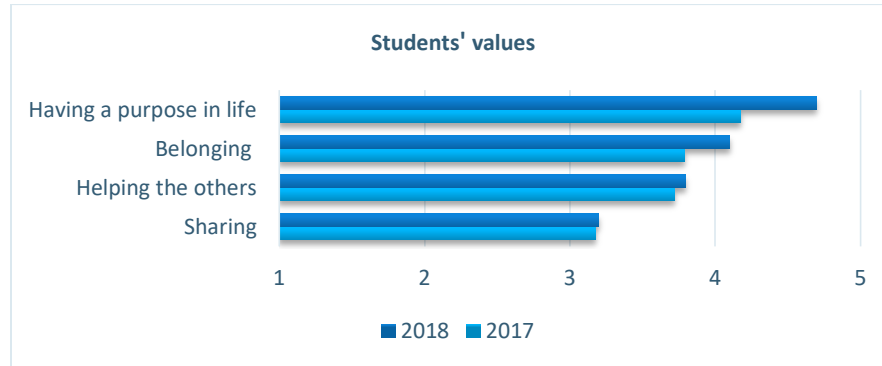


Fig. 4. Students' perspectives: core values in relation to their life, 2016-2017 and 2017-2018

Those goal values reveal stakeholders general expectations with respect to those values when engaging in their work and/or study. For example, it is expected that teachers will pursue good didactic and students purposeful life and belonging.

In open-ended questions, students articulate those values in the realization of *good family, friendships, love, having good health, a financial stability and a job* (fig.5).

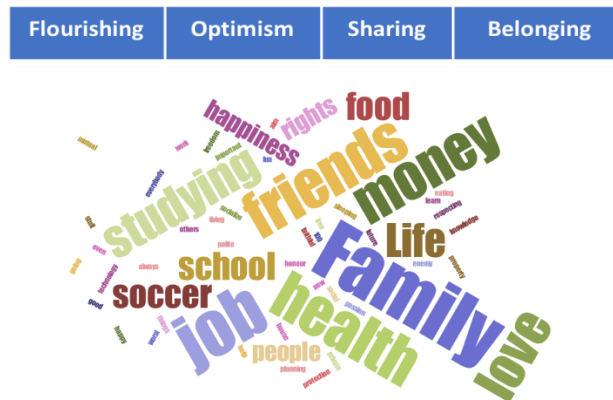


Fig. 5. Students' description of what they pursue in their life – "word cloud" image, 2018

Those goal values reveal stakeholders general expectations with respect to those values when engaging in their work and/or study. For example, it is expected that teachers will pursue good didactic and students purposeful life and belonging.

³ The data derives from a survey with the students from both schools Beccari and Bodoni-Paravia where they are asked to weight on the scale from 1 (not important) to 5 (the most important) what they find the most important in their life.

2. EXPERIENCE AND IMPACT OF GI PROJECT

In the following section, the report discusses the findings of the value-based evaluation of the Giovani Investimenti (GI) for the school year 2017-2018 while addressing the most important milestones in the process of realisation of the project. It also comprehends, when necessary, this year findings with the findings from the previous years. More concretely, this section provides analysis of the school directors', educators', teachers' and students' concrete experience and perceived impact of the GI project. The impact of the GI method is assessed on the basis of the difference it makes for its stakeholders and to what extent it is worth for them.

2.1 The directors' perspective

The new method of the GI project is highly appreciated by the director of Bodoni-Paravia school. She mostly values that the project this year created very good conditions for *collaboration among the teachers and between teachers and educators*. Giving the fact that the teachers usually are working on their own, this year they were able to work together with their colleagues and with the educators and create different relationship dynamic which is perceived positively.

Accordingly, the greatest *impact* that the GI project achieved this year is on the *self-confidence of the teachers*, by providing them with suitable tools to support their work on the emotional and cognitive stability of the students. In this sense, the GI project increases the awareness of the students and the teachers about the emotional dynamics while challenging the existing boundaries of their relationships. Next to this, the very tangible outcome of the final presentation of each class helps the director to make a good diagnoses of the state of development of each class.

The project also *improves the perceived image of the school* by bringing different institutions and individuals together and as such "creating a sense of real life in the school". Here it is important that the GI's methodology helps the different stakeholders *to reflect on themselves and on their relationships with the others* and as such makes them understand or at least to become aware of what challenges each of them faces. For example, it became clear for the director that not simply economic factors (as we usually assume) affect the upbringing of the students at their homes, but also cultural. This gives her another perspective on the school's role for the students and their families.

2.2. The teachers' perspective

In 2018, the teachers rate their experience of GI on average as positive. Similarly to the last year, they value the intervention of GI as important⁴ (on average 3, on the scale from 1 to 5) (fig. 6)

⁴ In this graphic the data for 2018 represent only the responses from the teachers from Beccari school, and the data for 2017 aggregate the answers of the teachers from both schools. However, in open questions, the teachers from Bodoni-Pavaria school indicate a high appreciation of the experience.

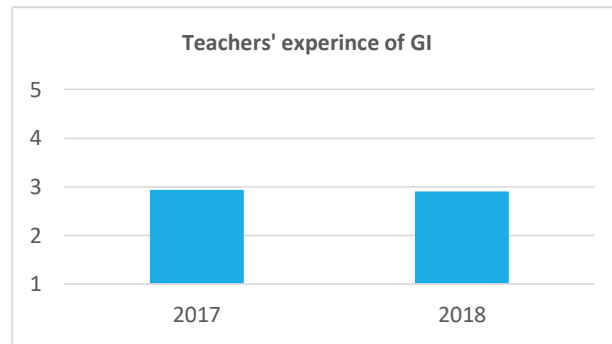


Fig. 6. Teacher perspectives: general experience with GI, 2016-2017, 2017-2018

Having a close look at concrete *teachers' experience* of the GI methods in 2018, we can observe that they positively value the **relational aspects** of the methodological integration between their own methods and those of the educators. In the process, they acknowledge the most how important is *working in collaboration* (4,2), *sharing a vision with the school team* (3,4) and *finding a common language with the educators* (3,4) (fig. 7).

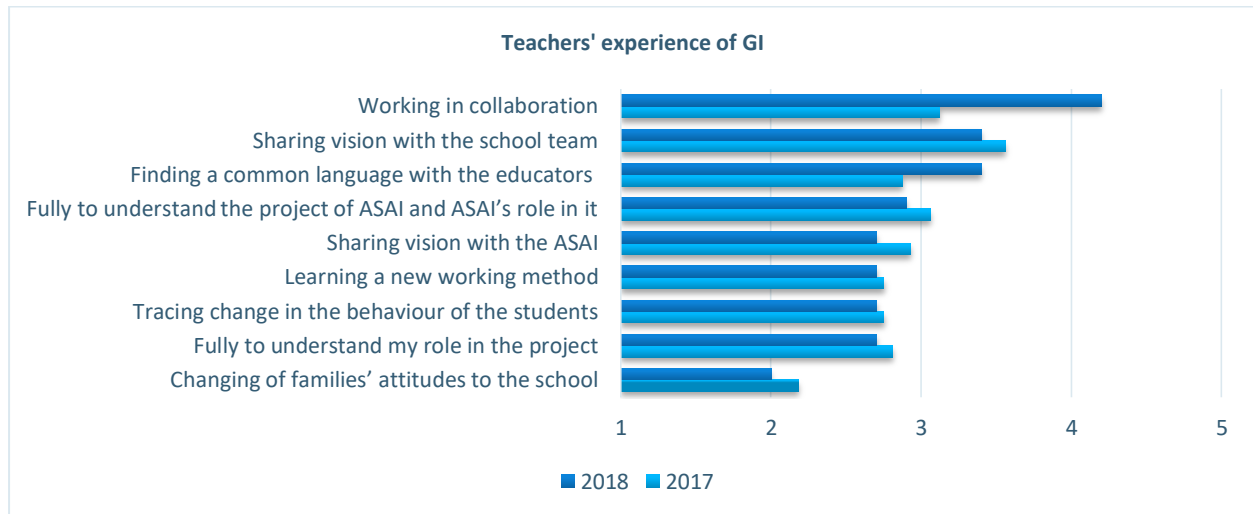


Fig. 7. Teachers' perspectives: experience of GI, 2016-2017 and 2017-2018

In terms of the perceived impact of the project for the teachers, we can consider two aspects. One relates to the *changes in students' behaviour* and the other relates to changes in teachers' *professional development* (changes that relate to their work).

Similar to the last year, we ask the teachers of Beccari school to assess the impact of the GI with respect to both, *changes in students' cognitive and social skills* and *change in their learning performances*. In both instances, for the teachers was difficult to trace considerable impact. This can be explained with the fact that the teachers found difficult to observe changes that apply to all students. Instead, some changes are more traceable for some students and others for the others. However, in open questions, some of the teachers summarise their observations:

"After many interventions of the educators, I saw the students being more integrated, supporting and competing among each other to reach the educators' aims. We worked together during my workshop hours and I noticed more interest than usual in my subject among the students".

Though, not all teachers were able very clear to articulate the changes in students' behaviour, and assess the extent of the change for the entire class, all the teachers agree that the project impacted in one or another way the behaviour of the students. As an important condition for this, they define the *high competence of the educators*. One of the teachers puts it, "the educator could manage even the most difficult students in the group", which shows that teachers find important in their work to be supported by GI interventions.

In respect to their own professional development, the teachers acknowledge that the GI method allows them to *understand better the needs of the students and comprehend them during the classes* (3,2). Moreover, they find important in long term to continue the work with the educators, especially in regards to the *integration of the transversal capacities in the students' curricular* (3,5) (fig.8).

All these positive changes make the teachers to *gain trust in the ASAI's working method* (3,4). The fact that teachers value slightly more those various impacts in 2018 than in 2017, can signal that the teachers increased their confident in the project.

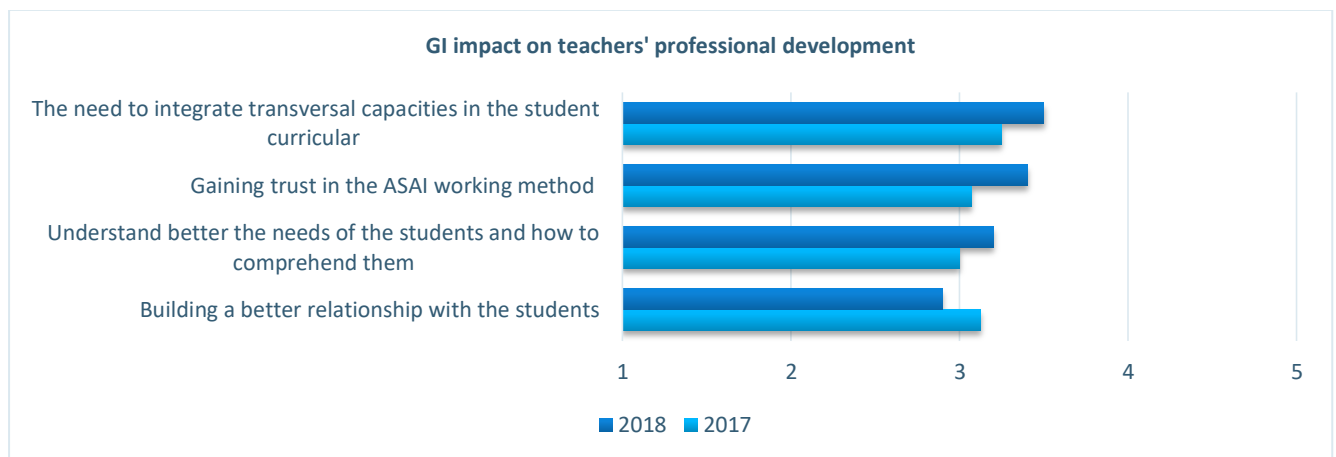


Fig. 8. Teachers' perspectives: impact of GI on their professional development, 2016-2017 and 2017-2018

2.3. The educator's perspective

This year, the educators highly appreciate the *freedom* (which comes with responsibilities) to adjust the objectives of the project to the different contexts in each school. This allows them to be *creative and flexible* and as such to feel confident to *experiment* with the new methods. They find important that ASAI doesn't impose top-down model, but instead leaves *open space* for educators' reflections and fosters them to participate in *team work* while designing the project.

This year, for them it was very important to experience the differences between both designs of the project and acknowledge the strengths and weaknesses of each method.

In terms of impact, in both schools educators experience the following:

- *The openness of the students and increased trust in their relationships as well in their study process;*
- *The increased awareness of the teachers that they can trust the methods of the GI project and the work of the educators.*

2.4. The student's perspective

Almost all students value highly their experience with GI project. For example, the biggest share of students (an average 97 percent) reported that they *shared good moments* during the GI classes (fig. 9).

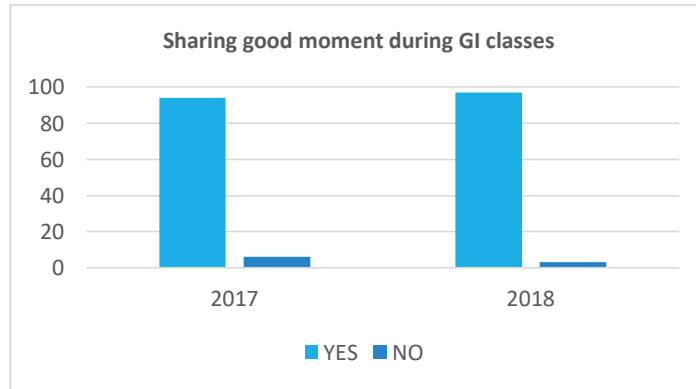


Fig. 9. Student perspectives: sharing of good moment during GI, 2016-2017, 2017-2018

In addition, the importance of the GI classes remains of high importance for approximately 93 per cent of the students in 2017-2018 which is higher result of those in 2016-2017 (about 80 per cent of the students) (fig.10.).

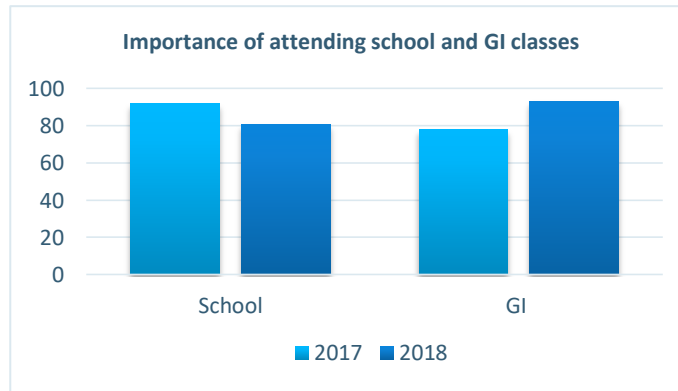


Fig. 10. Students perspective: importance of attending school and GI classes, 2016-2017, 2017-2018

Similar to 2017, In 2018, the students articulate the differences between the GI classes and the regular classes in terms of more *shared moments* ("collaboration", "interaction", "socialising"), *playfulness* ("leaning while playing", "having fun"), *openness* ("open discussion in circle", "expressing yourself", "asking questions", "no marks", "no exams", "no stress", "sharing what they do not understand") (fig. 11.). All these qualities create another group dynamic in the classes, experienced by the students as a sense of togetherness where they "know each other" better and be able to "help each other".



Fig. 12. Students' description of the differences between GI and the regular classes– "word cloud" image, 2017-2018

Acknowledging this features of the GI working methodology, the students become also aware that it helps them to express *their disagreements* (3,6) and finding a more positive attitude in life (3) (fig.13.)

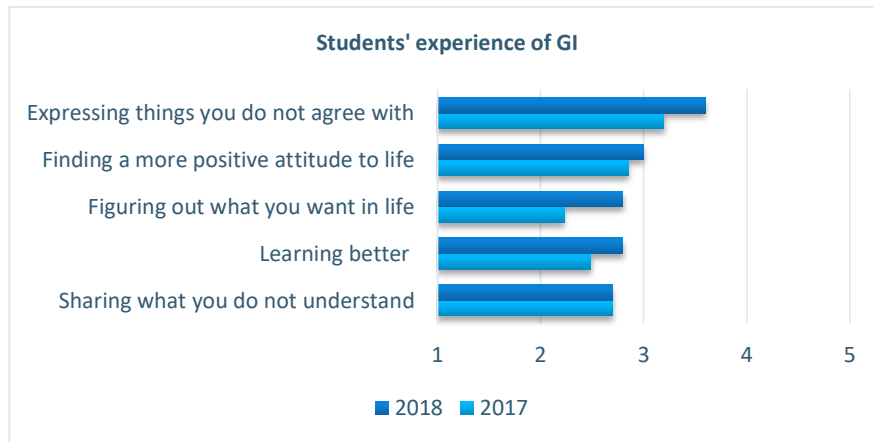


Fig.13. Students experience of GI classes, 2016/2017, 2017/2018

The students are also aware that the difference that the GI classes make depends not only on the working methodology of the GI, but also on the different role *that the educators undertake*, i.e. to *motivate their future prospect* (4,2), to *improve the discipline and better behaviour* (4) and to *improve the learning results* (3,9). It is interesting that the later was considerably less acknowledged as an educator's task in 2018 than in 2017. This can be interpreted that the students are also aware of the positive impact the GI methods have on their learning in 2018 (fig. 14).

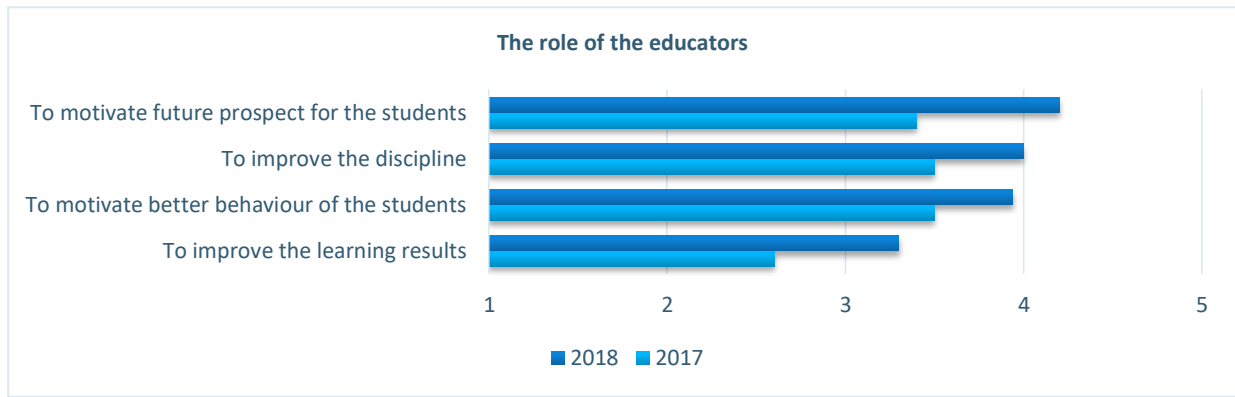


Fig. 14. Students' perspectives: the role of the GI educators, 2016-2017, 2017-2018

Whereas the teachers' interpretation of GI impact on the students' behaviour is more ambiguous, the students themselves find the impact of GI rather important (fig. 15.). In comparing to the last year, the students in 2018 asses most of the changes as considerably important, i.e. *increased collaboration among each other* (3,9), *enhanced relationships with educator and students* (3,7), *acknowledgement they receive* (3,8), *learning new things and in a new way* (3,6).

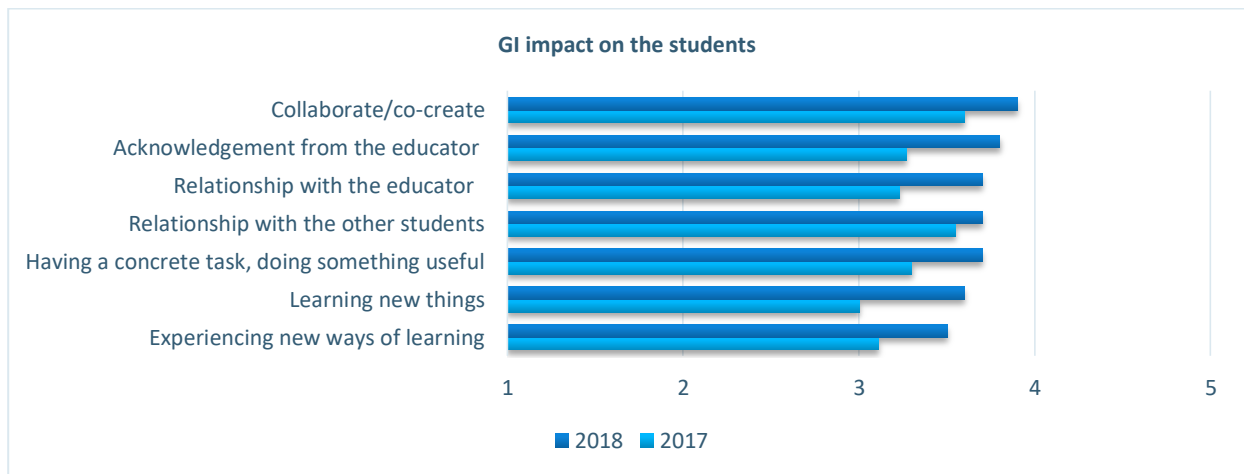


Fig. 15. Students' perspectives: GI impact on students, 2016-2017, 2017-2018

The GI project also positively impacts students' experience of *sense of belonging* and *sharing* which they evaluate rather high (fig.16.).

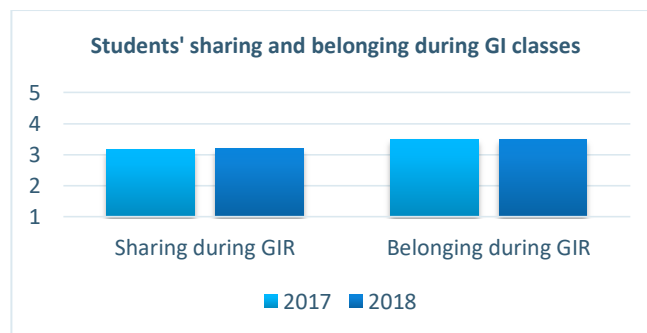


Fig. 16. Students' perspectives: sharing and belonging during GI classes, 2016-2017, 2017-2018

In open questions, the students further articulate that the GI project affects in a positive way their *relationship with their classmates* and *their attitude to their own life* by allowing them to be more social among each other and even become friends. One observation is that the project enables them to experience new values, i.e. the *values of openness* and *optimism* (table 3).

Value	Related dimensions
Increased openness Sharing Understanding	My relationships with my schoolmates change; I made friends with other people; I feel more part of the group; Talking, sharing, interacting more with each other; I saw the people whom I didn't trust much in a different way, because I understood their weaknesses and some of their habits; I am more sociable with my mates; I understood many new things about some of my schoolmates that I didn't know very well; I can share what I don't understand with the others.
Increased optimism	Yes, I became more aware of what I want to do; I have discovered new things.

Table. 3.

values, experienced by the students, 2017-2018

Changes in

3. METHODOLOGICAL INTEGRATION: TESTING A NEW METHOD

In 2017, the GI project set a long-term objective to reach a certain level of institutionalization by integrating ASAI's and schools' working methods. This continues in 2018 and translates into incorporating particular practices and values of the GI project within the existing education system. The process includes a deliberate system of participatory methods that support the schools to achieve better education in the territory. To meet the different needs of the different schools, in the period 2017-2018 ASAI introduces new design of the GI project with the specific aim of *developing a good (institutional) partnership between the schools and ASAI* and a *good working alignment between the teachers and the educators*.

The ASAI undertook the implementation of the new GI method in Bodoni-Paravia school. The goal that the new method pursues is to advance the work of the teachers while providing them with new tools to better recognise the students' transversal capacities and further foster their development. In this way, the GI project is adjusting to the needs of the education system by incorporating different applications depending on the concrete needs of each school.

To understand better which factors foster the successful integration between both types of organisations, i.e. volunteer organization as ASAI and the public organization as the schools in the territory, we asked the director of Bodoni-Paravia school, the teachers of Beccari and Bodoni-Paravia schools and the educators to reflect on their experience of the integration during academic year 2017-2018. Next, we asked them what they think needs to be improved.

To assess the level of integration we define three clusters of factors:

- (1) **the project organization**, including *the relationships between the ASAI and the schools 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;
- (3) **the design of the activities**: content and format;
- (4) **individuals' motivation and relationships**.

Considering that different designs of GI project were applied to the different schools we present the analysis of both schools integration processes separately.

3.1. Beccari school

In the Beccari school, the **teachers** were asked via questionnaire to identify the most important aspects of the integration process between ASAI's and their school's working methods.

Similar to the results in 2017, the teachers define the most successful factors for the integration the *motivation of the students to participate in the project* and to perceive this as a positive (4,3), a *good communication before and during the project* (3,9) and what is the *teacher's personal relationship with the educators* (3,8). In 2018, the teachers perceive these factors slightly more important than in 2017 (fig.17).

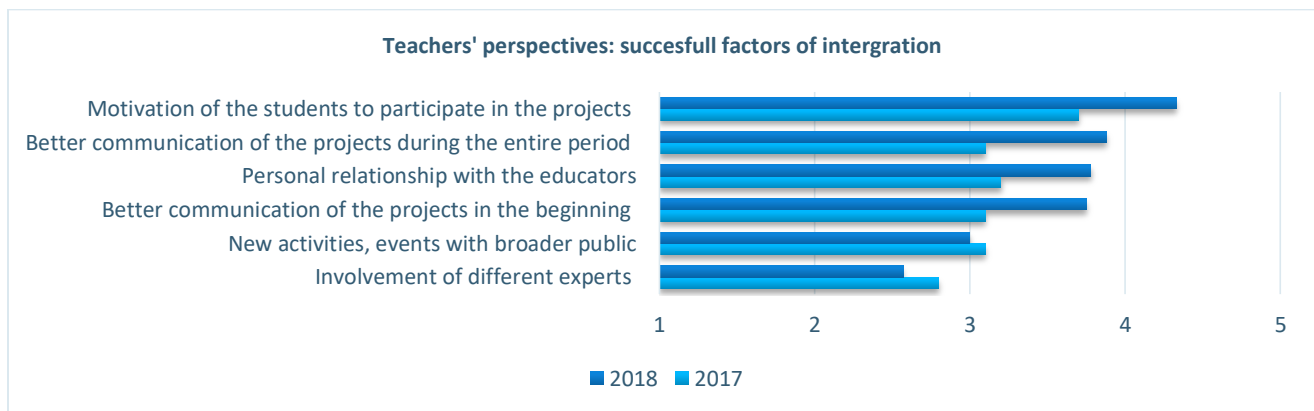


Fig.17. Teachers' perspectives: important factors of integration, 2016-2017 and 2017-2018

According to the teachers, still some aspects of the integration with the GI project can be improved, most notably the *communication* (3,7) (among teachers, students, educators; and communicating a feedback to the students and the teachers) and some *services to the families* (3,7) (fig.18).

Next to this, for the teachers is important that in the future:

- The activities of the GI project can be linked to the specific topic of the school (3,5);
- Teachers and families can choose whether to enter the project (3,4).

It is interesting that the teachers last year pointed that *ASAI should understand better teachers' needs*, which this year is much less seen as an aspect to improve.

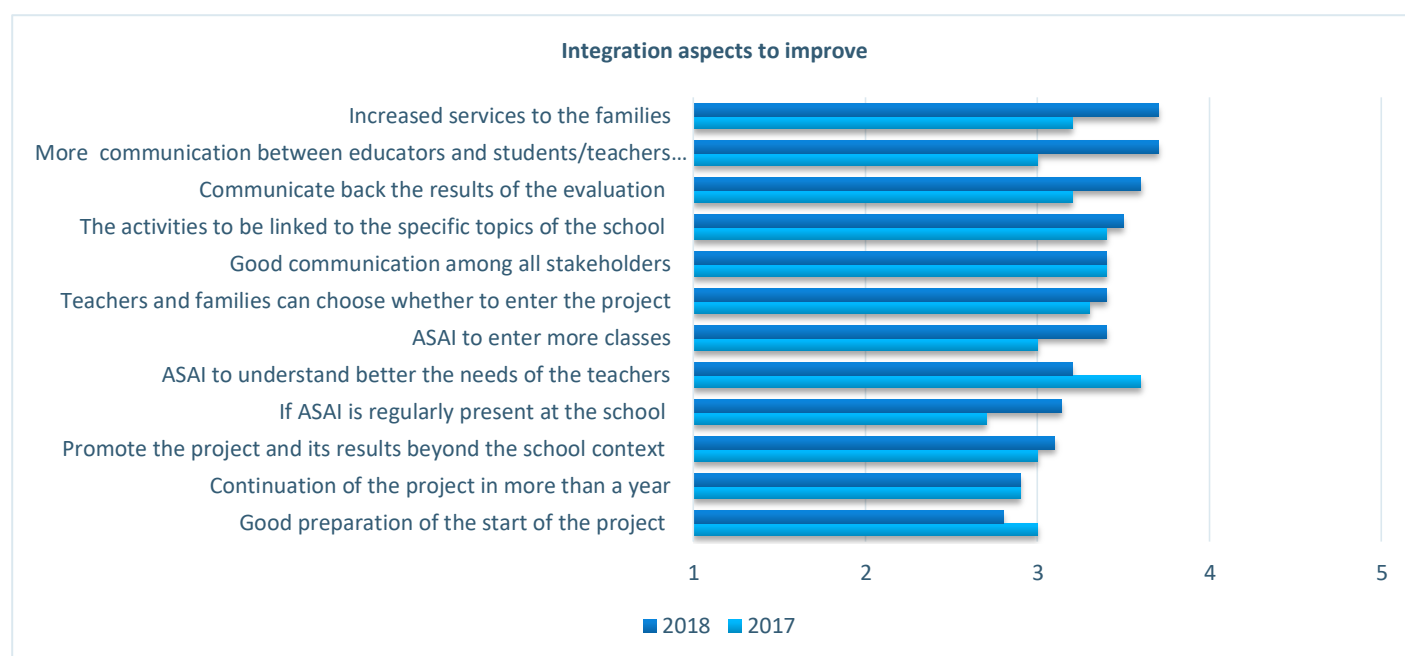


Fig.18. Teachers' perspectives: Integration aspects to improve, 2016-2017 and 2017-2018

In a focus group the **educator** shared that it is still difficult for the project to operate in its full potential if the *director of the school* is not highly committed to the project and actively participates in the activities of the project. In a way, the highly hierarchical structure of the school can be an obstacle for the flexibility and openness that the GI aims to achieve in the working environment of the teachers. To overcome this challenge, for the educator it is important that both organisations, i.e. ASAI and the school are working together on the *well-coordinated institutional communication* between both organisations as well as on the *teachers' openness to experiment* and *their strong motivation to collaborate*.

3.2. Bodoni-Paravia school

The main objective of GI in this pilot is to provide the teachers with new tools in order to support their work and relationship with the students. The analysis here reflects the findings of both, an in-depth interview with the director of the school and a focus group with 5 teachers who coordinate the GI implementation during 2017-2018 academic year.

The new design of the project is seen as very positive from the teachers and the director of the school.

One general observation here is that if In 2017 the **director** highlights the importance of the *institutional relationships* as indispensable factor for the success of the integration process between both organizations working methods, in 20018 she emphasizes the *personal motivation of the teachers and the students to participate* as decisive factors of the integration.

According to the director, the general crisis in the teachers' authority at school weaken their self-confidence in performing their role at school. As such, they experience serious difficulties to adapt to the fast changing environment, where they are "left alone" to deal with the complex relationships between teachers, students and their families.

In this very complex environment, the teachers face serious difficulties not only to educate but also to understand the school life of the students and how it relates to students' life outside of the school (which reflect on their attitude at school). Not be able to link both worlds may affect in the negative way teachers' good performance at their work. In this respect, the school director has strong confidence that the GI project supports the teachers by providing different methods to appropriate the context. But this cannot take place automatically. It requires work from both organizations – ASAI and the school.

Acknowledging this, the school director finds very important for the teachers to have a *good understanding in what way the GI interventions* can contribute to their work, expecting that this can harness their self-confidence and better work with the GI method at the school. In this respect, for her to *experience the benefits of the GI project* can motivate the teachers to engage better in the GI interventions and be open for adopting the new working practices.

As the director put it, ASAI needs to take efforts to “generate more believers” in the project among the teachers which can impact positively the integration process between the ASAI's and school's methods. This suggests that the project needs continuously to focus on more direct work with the teachers within and beyond the project.

In summary, for the director the most important factors for successful integration are:

- *The good motivation of the teachers* enhanced throughout direct experiences of the GI methodology;
- Bringing all institutions and individuals together in *collaboration*.

In order to enhance the positive impact of the project in the future, the director finds important that ASAI becomes *better known in the school* by both teachers and students. The teachers need to increase their trust in ASAI as a *partner* in their efforts of solving critical situations with the students and the students to be aware that *ASAI can contribute to their emotional growth and self-confidence*. Another aspect that needs more work in the future is *the balance between the role of the teachers and the educators*. The director observes that in their relationships with the students, the educators are more empathic and the teachers show more authority. Therefore, reaching a balance between those different cultures, respectfully values of the educators and the teachers is an indispensable factor for the integration of both organizations' methods. The balance can be reached when the teachers are not perceived by the students as “their friends” (as the educator might be) and at the same time the students are able to trust the teachers because teachers have better understanding of the students' cognitive and emotional growth (as the educator manages to do). More *collaboration* and *deeper reflections* between teachers and educators can enhance the fine-tuning between both different working cultures.

In this year pilot project, the **educators** felt the importance of their work not only for the students, but also for the teachers who participated in the workshops organised within the GI project. In comparing to the last year design of the project, the new GI design reflects the different relationships between educators and teachers while *clearly delineate the activities which connect to the teachers from the activities that connect to the students*. In this way, the educator experienced that the GI project can explore better its potential. Consequently, they consider this also as a more mature stage of the project.

In terms of the integration process between the ASAI's and the school methods, educators still define *the role of the director*, the authority figure in the school, as a critical for the success of the project.

During the focus group, the **teachers** of the Bodoni-Paravia school reflected on *their own perceived benefits* of the GI project as a necessary condition that motivates the successful integration between both organisations' methods. During the process of project implementation in the school, the teachers dedicated considerable time in order to *understand better* the project. This signals for their *great engagement* in the project and the method.

The teachers perceived the GI *working methodology* as a *novel and useful* tool which empowering them when working with the students. According to them, through the new design of the project, they gain a good understanding of the most important characteristics of the GI methodology. These characteristics according to them are *reflective and reverse method with a new working format* (table 4).

Characteristics of GI new method	Reflective	Sharing; Confronting; Learning.
	Reverse	Begin with the experience and then elaborate with the theory; Good balance between theory and practice.
	New format (workshops)	Interactive, playful; Adopting the language of the visuals; Role plays; Collaboration of the students

Table. 4. Teachers' perspective: important characteristics of GI new methods, 2017-2018

One of the strong element of the reflective practice of the GI method builds on the possibilities for the teachers *to share* with the educators their concrete experience of the GI method and receive educator's immediate feedback. They highly value those reflections also because the educators are external participants in the general educative process and their reflections are perceived by the teachers as constructive. Further, the group of activities include numerous steps that involves not only for sharing, but also *collaboration* and potentially *conflict* with others, where the latter is positively perceived by the teachers. The teachers believe that by challenging their existing working methods, the educators foster their *learning process*. Though the activities shared with the educators, the teachers experience the support of a colleague or a group of people with whom they feel they somehow resonate, where dialogue seems enriching and creativity blossoms. In this sense, working with other can be the source of much joy and creativity, where conversations spark new lines of thoughts, with each person adding his/her own perspective and area of expertise. Practising this, also boost teachers' good self-reflection.

The teachers describe the GI method as a reverse one to their own didactic teaching methods which mostly aims to provide the students with the required theoretical knowledge. Instead, the GI method allows

the teacher to begin with experiences or/and observations of the students, and then elaborate with the theory. Accordingly, the teachers see the potential of this method to help them reach a on better balance between theory and practice.

The *new format* of the GI method, in the form of interactive workshops, creates the necessary possibilities for the students to share, collaborate and co-create. Through this method, students learn how to interact with each other by taking different roles. They also learn how to appropriate the *language of the visuals* in order to communicate better. All this fosters a good intergroup dynamic in the classes.

During the experiment with the GI method, the teachers become more aware of the limitations of their usual teaching methods to meet the other than the didactic needs of the students. The awareness that the GI method can help them to overcome this obstacle, boost their motivation to open and respectively integrate these methods in their own practice.

Similar to their colleagues of Beccari school, the teachers from Bodoni-Paravia school share their high appreciation of the *relational aspects* of the GI methodology, summarised table 5. This affects in a positive way their professional development by allowing them to *discover new skills of the students* (social, cultural), to offer the students *new way of learning* and to receive *another perspective on their own teaching practices* through educators' and their own reflections.

All these positive changes affirm the positive integration between existing school method with the new method of GI.

	Own professional motivation	Relationship educators/teachers	Relationship teacher/teacher	Relationship teacher/students
Teachers	Better understanding the project by engaging in its experience;	A reflective and engaging relationship based on collaboration with the educators which allow them to enhance their own performance at the classes;	Increased willingness to collaborate;	Enhanced students' creativity;
	Direct experience of the GI project benefits;	Reaffirms the teachers' position at class;	Learning throughout confrontation;	Improved relationships with the students;
	Opens possibility for personal growth.	Teachers remain open for new initiatives;	Increased discussion/sharing moments;	Increased trust;
			Exchanging experiences;	Increased self-respect of the students;
				Knowing better the students on personal level;

Table 5. Teachers' perspectives: motivation factors in the integration process, 2017-2018

The teachers of the Bodoni-Paravia school suggest that some aspects of the project can be improved (table 6). Most notably, they find important to improve the *balance between the structure of the didactic methods and the flexibility, playfulness of the concrete GI methods*, in order to fulfil both the educative and

the emotional/cognitive needs of the students. For example, the teachers observe that the experiment with the educators' intervention can redirect the attention of the students and make them take the teaching process less serious which can turn to a challenge for the authority of the teacher. This can be especially the case with the young teachers. For them applying different than the well-established methods of teaching, can be a challenge because of their higher uncertainty in the beginning of this/her own practice as a teacher. In this sense they are more keen to search security by applying the familiar for them teaching method and make them experiment with new methods can be a serious challenge.

When asked to point out some relational aspects which they think need to be improved, almost all teachers agree that the GI project need to reinforce the work

- on both weak and strong students;
- on the affirmation of the students' talents;
- on better image of the school;
- on the enhancement of the relationships with the families.

In order improve the GI project, the teachers suggest some possible strategies which are summarised in table 6.

	Aspects to improve	Strategies
Content of the GI methodology	<i>Better balancing between the structure (provided by the didactic methods of the teachers) and the flexibility, playfulness (provided by the GI methods);</i>	Organising the workshops outside the school; Enforcing possibility for the students to see the differences between structure and play by involving them directly in the design of the workshops (participatory approach); Reinforcing the meetings among the teachers.
Relational aspects	<i>Strengthening the relationship between the schools and the families of the students;</i>	Increasing the collaboration with the parents and make them understand the role of the school.
	<i>Strengthening the relationship with the most difficult/suspended students.</i>	Paying more attention to the integration of the most difficult students, respectively creating better cohesion in those classes attended by the most difficult students; Creating additional social activities for the suspended students; Reinforcing the possibility to work on the students' talents; Bridging the ASAI's after-school activities with the school activities.

Table 6. Teachers' perspectives: aspects of integration to improve and possible strategies, 2017-2018

4. CONCLUDING REMARKS

Along with the fast changing environment of our societies, there is a growing understanding that the existing education system has to meet different educational needs. Education emphasizes not only the accumulation of knowledge but also the development of students' skills, talents and capacities that are crucial to modern teamwork, analysis of different life situations, making independent and grounded solutions, overcoming problems with others. For the schools become important not only to fight the dropouts but to work towards the overall well-being of the students which shifts schools attention from imposing mandatory norms towards provoking of desire for the students to acquire new knowledge and skills.

All these requires adjustments/changes in the existing education systems which the schools alone cannot accomplish. The educational change of this matter is of systemic character which means it also includes changes in the existing relationships between teachers with teachers, teachers with school directors, teachers with parents, teachers with students, schools with other institutions.

Acknowledging these newly emerging needs of the school, ASAI designs methods which can support the process of their change. More concretely, the organisation promotes the Govani Investimenti project which aim is to promote within the existing educational system the *values of flourishing, openness, sharing and belonging*. Those values are the essence of the relationships between the parties involved in the education system.

The application of the *Value-based Approach* to the GI project supports the articulation and evaluation of those values which allows us to draft here some conclusions here.

For the period of its three years of application in different context, the GI project proves its capacity to *build strong relationships* based on different qualities such as *empathy, compassion, respect, love, togetherness, optimism*. It achieves the realisation of those values by experimenting with a *new method* which is positively experienced by all stakeholder groups (school directors, educators, teachers, students) involved in the immediate realisation of the project in the schools.

Experience and impact of GI project

Without doubts, one of the strong and successful aspect which all participants highly value is the *relational/social* dimension of the GI project. More specifically, it has a capacity to generate processes of *sharing, collaboration and co-creation* between and among all involved stakeholder groups.

The directors' perspective

- The directors generally showed great appreciations for the *many opportunities created* by the project for their work and that of the teachers;
- Through the concrete outcomes of the GI project, for example, the final presentations of the classes in Bodoni school, the director could *understand better* what are the weaknesses and strengths of each class;

- The GI method also motivates the work of the teachers by *enhancing their professional self-confidence* and their *professional relationships*;
- In directors' perspective, the project also connects the school with the families and other organisations by *fostering collaboration* practices between them. As a result, this positively affects the perceived image of the school among those stakeholders.

The teachers' perspective

- Through the GI methods, the teachers are given the opportunity to *experience and practice new tools* for their work in the classes. This allows them to communicate better with their students next to achieving their concrete didactic goals;
- The teachers are feeling the strong support of the educators while though the GI method that educators apply, they *understand better the needs, talents, skills of the students and comprehend them during the regular classes*;
- Throughout the project they become *highly aware* how important is to include in the students' existing curricular an objective that is focusing the development to the *student transversal capacities*;
- The teachers highly appreciate the fact that the new GI methods foster them to *work in teams* while *sharing visions* as well as *common language of communication* among each other and with the educators. They become more self-reflective and open for collaboration either with their colleagues or/and with the educators;
- The GI project creates *self-supportive environment* where during regular gatherings connected to GI, the teachers have a reference point to each other, especially when discussing difficult cases;
- This year, through the new design of GI in Bodoni-Paravia, teachers were able to *understand better the GI project* as a whole and how it can help them to *appropriate the complex context* of their work in the schools;
- The new design of GI this year increase the teachers' confidence in the project.

The educators' perspective

- There are strong evidence that through their mediation the educators are able to *enhance and strength the relationships* between and among all stakeholders involved;
- In term of professional development, the educators highly value the fact that they can be *flexible and creative* when *experimenting* with GI methods in a new context;
- This positively affects their *self-confidence* in their work with the schools which on its own results in *greater acknowledgement and appreciation* of the educators' contributions by the teachers, students and the directors .

The students' perspective

- The method impacts in a positive way *students' well-being*, by affecting their *emotional awareness*, their *sociability*, and general *cognitive capacities*;

- The GI project also positively impacts students' experience of a *sense of belonging and sharing*. Students evaluate both values rather high;
- The GI method enhances the realisation of *values of openness and optimism* for the students. Students find important that the GI method allows them to express better themselves during the GI classes. It provokes them to be *more open, relaxed, be able to help each other and know each other better*;
- They are stimulated by the GI methods to *share their disagreements and raise questions* while they are *learning new things in a new way*;
- They feel *better understood and acknowledged* for their different talents.

Methodological integration: testing a new method

In order to contribute to the better education in the territory, the ASAI defines its long-term aim to successfully integrate in a broader area the GI methods within the school/educational system of the territory. In the context of the GI project this turned to be a shared goal between the ASAI and the schools. This serves the overall goal to support the change in the existing educational system in the territory which meets better the needs of all stakeholders involved. Those shifts consider not only different resources but also reflect the relationships of the immediate participants in the school life – students, teachers, principals – as well as the broader communities and governance bodies. In this respect, the change that is aimed has multifaceted goals and aims to secure a broad stakeholder ownership, continuous learning of new methods, evolving different mind-sets about the existing education and the “systems view” on education.

Acknowledging this, the ASAI proposes different methods which can assist the desired systemic change starting from the immediate work with the schools. Next to the other methods developed and implemented during the last years, in the academic year 2017-2018, the ASAI proposed another design of the GI project and applied it as a pilot test at the Bodoni-Paravia school. The method aims to contribute not only to the growth of the students, but also to the professional growth of the teachers. This step is undertaken by the ASAI as a part of their scaling up of the project.

In comparing to the last design of the project, this year one aims to strengthen better the integration between the ASAI's and the school's working methods. It emphasises the *developing good (institutional) partnership between the schools and the ASAI* and a *good working alignment between the teachers and the educators*.

Factors that support the integration

The value-based evaluation also allows us to draw some conclusions on the important factors that support this process of integration.

- In this year design of the GI project, the individual *motivation of the teachers and the students to participate* is defined as decisive factors of the integration;

- Working in a *close collaboration* with the educators (workshops in the classes and regular meeting outside the classes) help the teachers to *gain a better understanding* of the project and experience its positive impact on their own professional development and the students behaviour and attitude towards the school in general and their classes in particular;
- The teachers highly appreciate not only the *novelty* (new format) of the GI method, but also its *usefulness*. The *reflectiveness* of the method provoke a sense of *togetherness* between teachers and educators especially in relation to more difficult issues that are at stake. And also it boost the *teachers' good self-reflection*;
- By challenging the existing teaching methods, the GI project also contributes for the *learning process* of the teachers which they highly value;
- For both professional groups, i.e. educators and teachers, the project has a *modelling effect*, the positive aspects of which support the teachers and the educators to enlarge their qualifications.

Factors of integration to improve

All parties involved in the GI project see possibilities for further improvement, but most importantly they see their own role in this process. They are aware that both organisations needs further efforts in the process and are willing to do so.

- On the organisational level, the integration needs to anticipate better the *balance between the highly hierarchical structure of the schools and the flexible and creative working culture of the educators*;
- The ASAI and the school need further work on the *well-coordinated institutional communication* between both organisations;
- The design of the activities can anticipate better the *balance between the structure of the didactic methods and the flexibility, playfulness of the concrete GI methods*;
- More work is required for the *better engagement of the more difficult students*;
- The strong social dimensions of the of GI project to provoke a *dialogue between the school as an institution and the families* can be further explored.

All positive contributions of the project this year, also help the project to strength its own identity in line of its objectives to create conditions for broader ownership, learning, understanding the complexity of all different relationships and helping to comprehend them.

Another observation is that the project is entering different stage of its development, i.e. evolving in more mature way and closely adjusting to the broader needs of the educational system. Especially, the new design of the GI project implemented in the Bodoni-Paravia school helps better the integration by overcoming some of the cultural clashes in the work of the teachers and educators witnessed in the previous years of the GI project. This give more confidence to all participants that the project needs continuously to focus on more direct work with the teachers within and beyond the project.