



Report on help-desk implementation at Città di Castello (ITALY)

Città di Castello – Italy



Partners

CESIE | www.cesie.org

KMOP | www.kmop.gr

"Hope For Children" CRC Policy Center | uncrcpc.org.cy

Fondazione Hallgarten-Franchetti Centro Studi Villa Montesca | www.montesca.eu

ZRS Koper | www.zrs-kp.si

Animus Association Foundation | www.animusassociation.org

Authors

Valeria Puletti, Fondazione Hallgarten-Franchetti Centro Studi Villa Montesca ;

Tamara Leonardi, psychologist and supervisor in the framework of
REBOOT NOW psychological support service (2022-2023)

With the contribution of: **Blaž Lenarčič**, ZRS



cesie
the world is only one creature



HOPE
For Children



CENTRO STUDI VILLA MONTESCA
FONDAZIONE



ZRS

animus
association
foundation



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them

Contents

1. Introduction	4
2. The REBOOT NOW itinerant counseling desk	6
2.1 Idea and rationale	6
2.2 The starting point	10
3. Lessons learned	12
3.1 Methodology for monitoring and evaluation	12
3.2 Interpretation of the collected data	16
3.2.1 Users' views	19
3.2.2 Service providers' views	26
3.2.3 Supervisors' views	32
3.3 Conclusions	34
3.3.1 What we have learnt – Barriers and recommended solutions	33
3.3.2 Systemic barriers	33
3.3.3 Additional barriers	34
3.3.4 Positive outcomes and best practices	34
4. Recommendations	35
4.1 Policy recommendations	35
4.2 Sustainability of the help-desk	36
Annex – Questionnaire for analysis of the organisational climate administered at oratories/afterschool services (Italian language)	37

1. Introduction

This "**Lessons Learnt and Policy Recommendations**" report for school counselling desks has been developed in the framework of the "**REBOOT NOW – Prevention of Gender-Based Violence in Schools after Lockdown**", project no. 101049567, co-funded by the CERV programme of the European Commission. REBOOT NOW aims at supporting young people who have psychologically suffered because of the pandemic and may have fallen victims and/or witnesses of violence, while raising awareness on teen-dating violence.

More specifically,
the project aims to:



Support recovery of young people from difficulties that have arisen from measures against Covid-19 pandemic, in particular through positive actions that support their well-being and mental health.

Prevent and combat gender-based violence among young people by supporting their psychological well-being through an evidence-based replicable service, with their active engagement.

Create an itinerant counselling desk for the psychological recovery of students, school staff and families.

Build capacity of school staff and families in the prevention and identification of cases of teen dating violence and gender-based violence among young people.

The **project consortium** consists of six organizations from five countries **CESIE** (Italy), **KMOP** (Greece), **"Hope For Children" CRC Policy Center** (Cyprus), **ZRS Koper** (Slovenia), **ANIMUS Association Foundation** (Bulgaria) and **Fondazione Hallgarten-Franchetti Centro Studi Villa Montesca** (Italy).

This report presents the national implementation of **an itinerant counselling desks** in Città di Castello, Italy, which was running in the period from **October 2022 to June 2023**, thanks to the work of **Villa Montesca** with a local team of service providers (6 psychologists/pedagogists, 2 cooperative educators, 3 representatives of the High Tiber Valley Educating Community; 3 educators of as many oratories/afterschool services) in 2 first-grade secondary schools (IC Leonardo da Vinci, San Giustino and Scuola Media Statale dante Pascoli, Città di Castello) and 3 oratories/afterschool services, namely Don Bosco Oratory, Riosecco oratory and Madonna del Latte oratory. Particularly, as a way to draft Villa Montesca's "lessons learnt", this report will firstly present the different ways in which the "pilot" desk was implemented in Città di Castello, adding some elements of evaluation based on the different levels of assessment which were created over the course of the project for the users' feedback, service providers and supervisors' view. Secondly, on the basis of the different experiences collected, the report will draft some recommendations for policy makers and other stakeholders willing to apply the REBOOT NOW itinerant counseling desk's model in other contexts, thus ensuring the sustainability of the project.

The REBOOT NOW itineranunseling desk

2.1 Idea and rationale

The COVID-19 pandemic started in 2020 has worsened social issues across the EU. Children in particular have suffered from disruptions in schooling, social isolation, prolonged periods in closed family settings and inaccessibility of support service (such as victim/mental health support), and have been affected in many ways: online and family violence, psychological distress, disrupted eating, sleep and hygiene habits, changes in behaviour and lack of interest in schoolwork and in relationships, to name a few. Already-struggling young people from marginalized backgrounds (migrants, refugees, ethnic and religious minorities, people with disabilities, LGBTQIA+ youth etc.) were even at higher risk of psychologically suffering from the pandemic. In particular, because of the little to no social interactions during the COVID-19 period, except with the closer family or communication mediated by digital tools, "COVID-era teenagers" saw their social and emotional skills affected, in the key moment when first relationships with peers, even intimate ones, would begin.

Deriving from this, the REBOOT NOW project started from the idea to address these emerging challenges from the COVID-19 pandemic concerning children's wellbeing, mental health and safety in general, but particularly their increased exposure to gender-based violence (GBV) and the foreseeable difficulty to create safe/healthy relationships. In order to strengthen existing psychological support mechanisms in participant countries, the project has focused on the objective of preventing and addressing teen-dating violence by developing a practical and **concrete pilot intervention** in a form of itinerant counselling desks with online access point in elementary and secondary schools. Specifically, the REBOOT NOW itinerant counselling desks has targeted:



Children aged 10-14, including children from marginalized backgrounds as they have been disproportionately affected by COVID-19 pandemic and related measures taken by governments. The choice to focus on children in early adolescence was made because in this critical age they initiate their first intimate relationships, thus raising awareness on gender equality may be more effective.



School staff and educating community, who can support young people in building healthy relationships far from GBV and restoring their wellbeing/sociality, while promptly responding to violence cases when occurring.



Families and caregivers, who have been put under pressure in multiple ways by Covid-19 measures and will thus particularly benefit from chances to cooperate with schools and to be supported in their parental role.

Before creating the national itinerant desks, in all partner countries representatives from the schools selected (including school directors, teachers and educators, representatives of students and families), public entities supporting the project and relevant stakeholders operating in the field of education or social services were invited to attend some "**national meetings**", aimed at analyzing each country context, building a common understanding around the need of supporting children's wellbeing and mental health in schools, with a particular attention to GBV, and at agreeing on the specificities that each desk would have been in each country. The result of these meetings was the signature of **6 Protocols of Cooperation**, gathering together all the parties involved at national level and defining the functioning, specific procedures and policies, including Child Safeguarding policies, as well as sustainability ideas for each itinerant desk.

In parallel, always to better frame the starting point of the REBOOT NOW action, partner organizations implemented also a **baseline data collection** among children from the participating schools, with the aim of gathering data about the feelings and emotions experienced during the pandemic, the needs they were facing, as well as the availability and eventual access to existing help services, in schools or outside, where these were already available. A specific **Comparative Baseline Data Collection** report was published in January 2023, analyzing all results collected in the implementing countries – available at this [link](#).

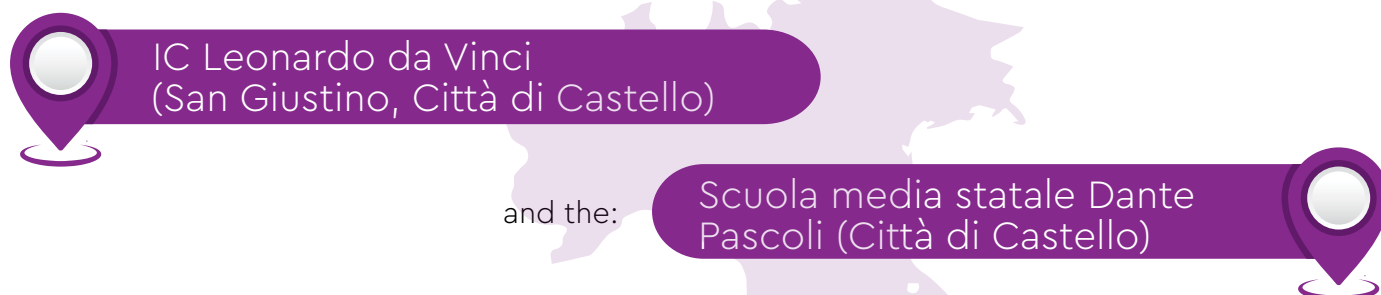


Also, part of the ignition phase was constituted by the recruitment of the "service providers", the professional figures who were employed in each desk. Namely, a minimum of three professionals (psychologists, pedagogists, social workers) per country were recruited and received a one-week training, at national level, on methodologies and tools for responding to the increased need of a psychological support caused by the pandemic; restoring children's wellbeing and sociality, and promptly preventing and responding in case violence occurs; as well as on the management and monitoring of the online and offline desks. Likewise, the training was specifically aimed at creating local adaptations to the REBOOT NOW desk model, designed by the partnership at EU-level, together with the professionals who would work on them. In addition, all national desks implemented a service of supervision for their service providers, operated by other psychologists.

Following these different methodological steps, the desk was finally launched in each participating country, each one with its peculiarities, starting from October 2022, and guaranteeing a minimum of 8 hours/week in each of the schools involved.

Desk organization in Città di Castello, Italy

In Città di Castello, Italy, the first step for establishing the desk was to involve the Educating Community in the co-creation of the path at community-level. Villa Montesca met the High Tiber **Valley Educating Community** several times during the spring and the autumn 2022, in order to select the schools to involve and to identify other places where children and youngsters could benefit from the REBOOT NOW initiative. Thus, the signature of the **Protocol for Cooperation** has been made between FVM and the **Educating Community** (already formalized as institution) and between FVM and two middle schools, namely the:



For what the schools are concerned, FVM worked closely with principals and psychologists already working in the schools. Regarding the involvement of the Educating Community, a number of roundtables have been organized and **three oratories/after school services have been identified** as structures where put the service in practice.

In parallel to this, FVM composed the group of service providers to : (i) identify the needs of emotional and psycho-physical support for children and youngsters in our territory ; (ii) activate synergies with the oratories. Thus, the first members of the pool of service providers were educators and reference people operating in sustaining the schools. After the identification of the three oratories and once realized the territorial needs analysis, the pool has been selected and trained. It is worth mentioning here that not only the **5 psychologists that effectively carried out the activities** at schools and oratories attended the training: the REBOOT NOW training has been attended by a total of **14 professionals** including psychologists, cooperative educators, representatives of the High Tiber Valley Educating Community, educators of oratories/afterschool services. The group organised a widespread and extensive education plan of 5 meetings, approx. once a month, from October 2022 to February 2023.



Villa Montesca distinguishes **three types of service under the REBOOT NOW framework**: the individual desk service at school ; the group activities at school and the group activities at oratories (splitted again in activities for educators ; activities for children and youngsters ; plenary sessions). **Five psychologists worked in the framework of these activities, one acting also as Supervisor**, in close collaboration with FVM staff (project manager and project coordinator).

- **Individual desk service at school:** The psychologist started the individual consultation since October 2022 in 1 school (IC Leonardo da Vinci) and in January 2023 in the other school (Scuola Media Statale Dante Pascoli). The psychologist was available from 14 to 18 CET, two times per week (per school), using the same booking system in place from the previous school year (personal request made to the school by student, via email or in presence).

- **Group activities at school:** The psychologist organized one group activity per identified classroom (5 classrooms per school ; 10 classrooms in total) realized between March and June 2023 during curricular time.

- **Group activities at the oratories:** four psychologists worked in three oratories, developing group activities with educators, with children and youngsters and as plenary sessions.

In order to coordinate the different activities, the 4 psychologists were constantly in contact with the project manager, that participated also to some **supervision meetings** realized at least twice per month (online and in presence). The supervision and coordination role has been of paramount importance in order to guarantee comparability of the impacts and to minimize unexpected difficulties, as a proper risk management plan has been shared and monitored.

2.2 The starting point

As for the other activities carried out in the framework of the REBOOT NOW project in Umbrian territory, also the delivery of the survey to collect baseline context data has been mediated by the High Tiber Valley Educating Community, in a selection of first-grade secondary schools, collecting inputs from 150 children allowing Villa Montesca to have a general picture of children's emotional status during and slightly after the COVID-19 pandemic, gender-based violence incidence, availability and access to already existing counselling support services at school, and children's needs related to these topics.

Concerning the emotional status of students during the COVID-19 pandemic and its aftermath, they were mostly worried or scared, having negative thoughts and feelings of anger. The same is said for emotions like feeling alone, sleep loss and appetite problems. Almost all the students felt their home and their parents, during the lockdown and distance learning, respectively as a safe space and the right adults to talk with about their feelings. Only 2 of the respondents, out of 150, turned to psychologists during the lockdown, emphasising how uncommon the role of the psychologist among children is. On the other hand, it is worth mentioning that one-fifth of the children did not share their emotion with anyone, due to feelings like shame, embarrassment or the willingness to not worry others. Apparently, regarding the incidence of violence, the majority of students have never experienced any type of violence at school. However, the percentages change drastically when asking if they have witnessed any of these behaviours against another child, evidencing that almost 55% of them have. This discrepancy should be taken into great account when elaborating the data. According to the data, at least 25% of the sample declared to have experienced gender-based discrimination, along with 11% of students that had to behave differently because of their gender.



For what the non formal educational environments are concerned, since FVM carried out the activities also in the oratories, once the service providers' group has been established it carried out focus groups with educators in order to evaluate the contexts in terms of perceptions, needs, expectations. The survey has been carried out thanks to the development of a specific questionnaire devoted to the analysis of the organisational climate (template attached as Annex to this report). Through the administration of this questionnaire to the educators of the three oratories involved, five organisational dimensions have been focused : (1) sense of belonging ; (2) organisation and change ; (3) my work or voluntary activity ; (4) my training and growth and (5) inclusion and fairness of behaviour. An analysis of the responses highlights difficulties in managing many children of different ethnic background, some of them with problems of integration and school difficulties (among them, many children are followed by social services with vulnerable families and in difficult conditions). Educators reported a certain complexity in the engagement phase with children regarding their emotions and emotional wellbeing: children and youngsters were interested to these topics, but with a fluctuating attention, poor group cohesion, poor harmony and a difficulty to open up freely and safely. Educators reported also the emersion of conflicts inside the groups. The conclusions elaborated by the psychologists and the supervisor focuses on three main criticalities to be prevented before the launch of the activities: (1) the non formal nature of the context (oratories/afterschool services) seems to create a difficulty to know, before the development of the activities, which youngsters will participate to the activities ; (2) the timing of the activities should be carefully planned without subtract too much time to other activities (afterschool, free play) ; (3) a certain fear and initial perplexity towards the figure of the psychologist should be taken into account for the planning of the ice-breaking activities with youngsters – and educators too.



3. Lessons learned

3.1 Methodology for monitoring and evaluation

To align as much as possible the REBOOT NOW tools to our specific contexts, FVM translated the tools annexed to the Monitoring and Evaluation Protocol and, in particular : (1) two anonymous questionnaire for users, to be completed after (i) each individual consultation ; (ii) each group/workshop/event sessions respectively, distributed in paper version both at school and oratories ; (2) one monitoring log form for schools and oratories, to be filled in by all experts running the activities after each individual/group session ; (3) one monitoring log for the supervisor.

During the activities, monthly and on request meetings among psychologists and supervisor and sometimes with FVM project manager have been organized in order to evaluate the users' satisfaction and eventually agreeing on mitigation strategies. A progress report has been produced by supervisor in March 2023 and a final report has been produced after the closure of the activities in July 2023. Data used to fill in the present report mainly derived from these reports. Both interim and final report produced by Supervisors, the monitoring log filled in by psychologists as well as the questionnaires administered to users are confidential and would not be attached to the present report.

The data showed below are taken from these forms, which are however confidential and would not be attached to this report.

How the desk was organised in Città di Castello, Italy

As stated above, in Città di Castello (Umbria region, Italy) the itinerant counselling desk was operated by 5 psychologists from October 2022 (launching of the individual desk in the three schools) to the closure of the 2022/23 school year, namely June 2023. Activities in the oratories/ afterschool services started in February 2022. Individual consultation has been available at schools four hours per week ; group activities at schools have been realized in series of 10 hours per schools, interventions in the oratories (group work, individual consultations, activities targeting youngsters and activities targeting educators).

In total, 188 users were involved in the activities, being students and parents (individual consultation and group activities) and teachers/educators (separated and plenary activities). The exact repartition of target groups (disaggregated by age and type of activity only for children and educators ; and by gender) and schools involved in provided in the tables below and are herewith explained : (1) school help desk/individual consultations ; (2) school group activities ; (3) group activities (children and educators) at Don Bosco oratory ; (4) group activities (children and educators) at Madonna del Latte oratory, and (5) group activities (children and educators) at Riosecco oratory. Herewith follows aggregated data:

SCHOOL HELP DESK/INDIVIDUAL CONSULTATIONS – Table 1						
Type of service	School	Provider	Total Number	F	M	Type of user
Psychological Helpdesk (individual access)	IC Leonardo da Vinci San Giustino	Dr. Cecilia MAZZONI	30	18	12	10 parents 20 students
Psychological Helpdesk (individual access)	Scuola media statale Dante Pascoli	Dr. Cecilia MAZZONI	14	12	2	6 parents 8 students
Total			44	30	14	16 parents 28 students

SCHOOL GROUP ACTIVITIES – Table 2							
Type of service	School	Provider	Total Number	F	M	Prefer not to say	Type of user
Workshop and group activities	IC Leonardo da Vinci San Giustino + Scuola media statale Dante Pascoli	Dr. Cecilia MAZZONI	225	114	108	3	10 parents 20 students

DON BOSCO ORATORY ACTIVITIES – Table 3						
Type of intervention	Provider	Total Number	F	M	Prefer not to say	Type of user
Workshop and group activities	Dr. Tamara LEONARDI & Dr. Valentina ROSSI	25	22	3	-	educators
Workshop and group activities	Dr. Tamara LEONARDI & Dr. Valentina ROSSI	26	22	4	-	children & youngsters

MADONNA DEL LATTE ORATORY ACTIVITIES – Table 4						
Type of intervention	Provider	Total Number	F	M	Prefer not to say	Type of user
Workshop and group activities	Dr. Flaminia BENI & Dr. Anna Giulia BETTI	25	20	5	-	educators
Workshop and group activities	Dr. Flaminia BENI & Dr. Anna Giulia BETTI	8	4	4	-	children & youngsters

RIOSECCO ORATORY ACTIVITIES – Table 5						
Type of intervention	Provider	Total Number	F	M	Prefer not to say	Type of user
Workshop and group activities	Dr. Flaminia BENI & Dr. Anna Giulia BETTI	17	17	0	-	educators
Workshop and group activities	Dr. Flaminia BENI & Dr. Anna Giulia BETTI	43	14	29	-	children & youngsters

In terms of activities held by the 5 experts within the itinerant desks, they were organised as follows:

<p>Psychological desk at schools addressed to students, parents and other family members</p>	<p>Held by the 1 psychologists, Dott.ssa Cecilia MAZZONI</p> <p>Individual or group support for students, parents and other family members, upon appointment booked through the school office</p> <p><u>Duration: 50 minutes</u></p> <p><u>Almost 70% of regular users (more than 2 appointments attended)</u></p>
<p>Pedagogical desk oratories and schools addressed to teachers, educators</p>	<p>Held by the Supervisor, Dott.ssa Tamara LEONARDI, in the oratories and by the psychologist Dott.ssa Cecilia MAZZONI at schools. Aimed at strengthening and giving meaning to educational co-responsibility in which teachers and educators are involved.</p> <p>The pedagogical consultations were addressed to:</p> <ul style="list-style-type: none"> - Teachers: pedagogical counselling interviews, observations in the classroom context; providing pedagogical tools for better organising and planning the approach to study. Essential to be able to listen to the students in a conscious and oriented manner, so as to stimulate reflection and action on their part. - Educators : group counselling interviews, intended to help educators understand <p>Group activities (educators at oratories ; teachers at school)</p> <p><u>Duration: approximately 60 – 120 minutes</u></p> <p><u>Almost 90% of regular users (more than 2 appointments attended)</u></p>
<p>Presentation of the desk and related activities in the classes at school and oratories</p>	<p>Operated by all the 5 experts + the REBOOT NOW project managers + YAB senior members, in all the classes and oratories by the second half of the school year, then repeated in the classes after the conclusion of the activities (Wellbeing Festival events)</p> <p><u>Duration: approximately 15 minutes</u></p>

Observation and group activities in class (school)

Operated by the psychologist Dott.ssa Cecilia MAZZONI, mainly organised after receiving precise indications from the School Management and/or single teachers. The topics varied depending on the needs expressed (group management and peer relationships mainly) but all of them related to the emotional well-being.

Second grade classes involved in the activities & duration of activities about 80 minutes per class.

Among the activities carried out:

- ✓ **Introductory phase**, differences between « emotions » and « feelings », what are the primary emotions and what are the secondary emotions, how to functionally process emotions;
- ✓ **« Inside Out »** : projection of videos on primary emotions extracted from the film « Inside Out » and group discussion
- ✓ **Guided visualizations** experiencing emotions through the imagination and then sharing of the lived experience with the group
- ✓ **The game of the daisy** : « I feel good when... » ; « I don't feel good when... », specifying the emotion felt.

Workshop for Educators (oratories)

Operated by 4 psychologists, namely Dott.ssa Tamara LEONARDI, Dott.ssa Flaminia BENI, Dott.ssa Anna Giulia Betti and Dott.ssa Valentina ROSSI in the three oratories involved from February to July 2023.

For each oratory, the workshops engage a variable group of educators (from 5–6 to 15 educators) and lasted approx. 120 minutes each. The topics of the workshops :

1. **Analysis of the organizational climate** (please refer to previous section for a detailed description) : through the administration of questionnaire to educators.
2. **Needs analysis** : a form of relationship that is established from the first exchange between the professionals and the group/person. The general objective of the needs analysis is the understanding of the problem brought by the person/group and sharing of active management modalities. It is based on the analysis of what can be useful to the subject/group in a given situation and of which the person is not always or able to express clearly and correctly. This must be considered as an initial stage of a psychological counseling pathway.

3. **Supervisory measures for educators** : Supervision is a physical and thinking space, the methodology applied involves the collective discussion of a « problematic » case presented by a participant with the help of one or two conductors. The discussion is focused on the emotional experience of its protagonists. The goal of the workshop is not to « correct » or « judge » the work of the educator, but to develop a psychological mentality that supports in understanding the children who attend the oratory and the relationship that is built with them. The group becomes the emotional and relational space to give and receive active listening and reflection with other educators.

During these activities, the online platform TheGenderTalk has been presented and illustrated in its main pillars.

Workshop for children & youngsters (oratories)

For each oratory, the workshops engage a variable group of children & youngsters (from 5–6 to 15) and lasted approx. 120 minutes each. The topics of the workshops :

1. **Meeting to promote knowledge through icebreaking games** : presentation of the participants and the providers through ice-breaking games aimed at getting to know each other and presenting the project, the activity, the framework.
2. **Self-awareness** : during this workshop, participants were arranged in a circle and were asked to make a brief presentation on their name and on a positive and negative characteristic that distinguishes them. They were presented with a suitcase with various objects in it and each of them had to choose the object that most represent him/her and explain why.
3. **Conflict management and Problem Solving** : the aim is to understand the conflict and the different solving strategies, thanks to the different ways of solving the problem. After a joint reflection with sharing, it was asked to participant if they could and want to give examples of some of their experiences of conflict. The group concluded with a range of solutions to solve the present and future conflict. Creation by the conductors of a « problem box » where inside was asked to write various anonymous cards with different issues, fears, concerns that participants felt they had in respect to the upcoming event. Then, it was asked to take one card out of the box and reflect together upon possible solutions to be put in place to solve the problem.

4. **Emotional Education and Sexuality** : the trigger for this workshop was a reflection and a comparison on the differences and characteristics of falling in love, love, crush, infatuation and a discussion about the experience of each participant. Then, participants were divided into two groups. Each group was given few instructions, on the basis of which they represented a scene with various characters on issues related to affectivity, sexuality, exploiting the « role play » technique. At the end, a brainstorming session is realised to identify possible « at risk » situation.

5. **Digital education and social media** : this workshop exploits the psychoeducation, with a particular focus on the disadvantages and advantages of using these tools. Participants were divided into 3 groups, where each group had to make a poster to write everything that came to their mind about the advantages and disadvantages of social media using. After that, groups went back into a circle and each group presented their work.

6. **Restitution and final comparison meetings**, namely Wellbeing Festivals at oratories (that included D3.3 piloting workshops). The final events were realized in May 2023 and attended also by YAB members and FVM staff members, other than service providers.

NB: The same target groups were also involved in the activities "Piloting workshops with adults and children on The Gender Talk platform" and "Wellbeing Festival – plenary and workshops", operated by the 3 experts and/or the REBOOT NOW project managers, however these are subject of specific reporting and evaluation procedures, therefore quoted but substantially excluded by this report.

3.2 Interpretation of the collected data

The following section contains the analysis of the feedback received by users and services providers from the activities detailed above.

3.2.1 Users' views

A total of 413 users filled in the questionnaires divided as follows:

- 1. 28 students (19F ; 9M)** that activated the individual psychological helpdesk in the two schools (TABLE 1) ;
- 2. 16 parents (15F ; 1M)** that activated the individual psychological helpdesk in the two schools (TABLE 2);
- 3. 225 students (109M ; 110F ; 6 n.s.)** involved in the group activities in the two schools (120 Dante Pascoli school ;105 IC Leonardo da Vinci – TABLE 3);
- 4. 67 educators (59F ; 8M)** from the three oratories that participated to the group activities (25 Don Bosco 22F 3M ; 25 Madonna del Latte 20F 5M; 17 Riosecco 17F – TABLE 4)
- 5. 77 students** that participated to the activities at the three oratories



Table 1 – RESULTS FROM THE QUESTIONNAIRES ADMINISTERED TO STUDENTS AFTER INDIVIDUAL PSYCHOLOGICAL HELPDESK ACTIVATION AT SCHOOLS

QUESTIONS	IC LEONARDO DA VINCI 12 students (9F ; 3M)	SCUOLA MEDIA DANTE PASCOLI 16 students (10F ; 6M)	TOTAL 28 students
What was it like talking to the psychologist ? (so-so; nice; bad)	11 nice 1 so-so	16 nice	27 nice 1 so-so
Would you like to come back and see the psychologist you spoke to again ? (I don't know; yes; no)	12 yes	16 yes	28 yes
If someone close to you were to have a problem similar to yours, would you recommend making an appointment for the helpdesk ? (I don't know; yes; no)	11 yes 1 I don't know	14 yes 2 I don't know	25 yes 3 I don't know

Overview of the comments left:

IC LEONARDO DA VINCI

- I liked very much that someone listened to me without judge me. Honeslty speaking, there is anything I disliked
- The psychologist helped me and now I'm happier than before
- I feel lighter now

SCUOLA MEDIA DANTE PASCOLI

- It has been a positive experience, because the psychologist is the only person that listen to you without judging you
- The psychologist is always listening. That's special to me.



Table 2 – RESULTS FROM THE QUESTIONNAIRES ADMINISTERED TO PARENTS AFTER INDIVIDUAL PSYCHOLOGICAL HELPDESK ACTIVATION AT SCHOOLS

QUESTIONS	IC LEONARDO DA VINCI 4 parents (4F)	SCUOLA MEDIA DANTE PASCOLI 12 parents (11F ; 1M)	TOTAL 16 parents
What was it like talking to the psychologist ? (so-so; nice; bad)	4 nice	12 nice	16 nice
Would you like to come back and see the psychologist you spoke to again ? (I don't know; yes; no)	4 yes	12 yes	16 yes
If someone close to you were to have a problem similar to yours, would you recommend making an appointment for the helpdesk ? (I don't know; yes; no)	4 yes	10 yes 2 I don't know	14 yes 2 I don't know

Overview of the comments left

IC LEONARDO DA VINCI

- Talking to the psychologist made me feel safer in interacting with my child
- It made me feel very comfortable

SCUOLA MEDIA DANTE PASCOLI

- Useful for my family and my relation with my son
- I'll come back every time I feel I need to



Table 3 – RESULTS FROM THE QUESTIONNAIRES ADMINISTERED TO STUDENTS AFTER THE GROUP ACTIVITIES AT SCHOOL

QUESTIONS	IC LEONARDO DA VINCI 105 students (56M ;47F ;2n.s.)	SCUOLA MEDIA DANTE PASCOLI 120 students (53M ;63F ;4n.s.)	TOTAL 225 students
Did you find the workshop interesting ? (Extremely interesting ; very interesting ; averagely interesting ; barely interesting ; not interesting at all)	2 not interesting at all 6 barely interesting 33 averagely interesting 50 very interesting 14 extremely interesting	2 not interesting at all 5 barely interesting 24 averagely interesting 71 very interesting 18 extremely interesting	4 not interesting at all 11 barely interesting 57 averagely interesting 121 very interesting 32 extremely interesting
Evaluate the general organisation of the workshop (Excellent ; good ; neutral ; poor ; very poor)	18 neutral 84 good 13 excellent	5 neutral 94 good 21 excellent	13 neutral 178 good 34 excellent
The workshop content was (extremely interesting ; very interesting ; averagely interesting ; barely interesting ; not interesting at all)	3 not interesting at all 6 barely interesting 28 averagely interesting 57 very interesting 11 extremely interesting	1 not interesting at all 6 barely interesting 33 averagely interesting 56 very interesting 24 extremely interesting	4 not interesting at all 12 barely interesting 61 averagely interesting 113 very interesting 35 extremely interesting

Overview of the comments left:

IC LEONARDO DA VINCI

- I wish that there will be more workshops like this
- Now I can see the importance of recognizing emotions and their value in living a full life
- It would be useful to have more time for some exercises, such as visualization
- Activities helped me to clarify my emotions and the value of such emotions in my daily life
- I would like to repeat the experience as soon as it's possible!
- The touchest moment was the moment we closed our eyes, and start dreaming
- Now I understood the difference between an emotion and a feeling, it's very important to me
- Thanks for the beauty and importance of the event
- It has been so funny!
- I understood that showing emotions is a strength, not a weakness
- I want to repeat the experience also outside the school, with my friends

SCUOLA MEDIA DANTE PASCOLI

- Interesting and funny
- I suggest, for the next time, to carry out the activity outside the school
- Very important for me to discover that emotions are also scientifically explained, not only physically and mentally experienced
- The contents were suitable for younger children, not to me, I consider myself as a almost adult even if I'm only 13 yo
- Today I feel happier than yesterday
- I would like to talk about also about fear
- The scenarios and stories used to explain emotions made me feel very relaxed and quiet
- Can't wait to do it again and again!
- I would like to know more about the biochemical processes that trigger the brain and build emotions

**Table 4 – DON BOSCO ORATORY; MADONNA DEL LATTE; RIOSECCO
RESULTS FROM THE QUESTIONNAIRES ADMINISTERED TO EDUCATORS AFTER THE ACTIVITIES**

QUESTIONS	DON BOSCO 25 educators (22F, 3M) (56M ;47F ;2n.s.)	MADONNA DEL LATTE 25 educators (20F ; 5M)	RIOSECCO 17 educators (17F)	TOTAL 67 educators
Did you find the workshop interesting ? (Extremely interesting ; very interesting ; averagely interesting ; barely interesting ; not interesting at all)	18 very interesting 7 extremely interesting 14 extremely interesting	19 very interesting 6 extremely interesting	15 very interesting 2 extremely interesting	52 very interesting 15 extremely interesting
Evaluate the general organisation of the workshop (Excellent ; good ; neutral ; poor ; very poor)	24 excellent 1 good	21 excellent 4 good	17 excellent	62 excellent 5 good
The quality of the space in which you made the workshop was ... (excellent ; good ; neutral ; poor ; very poor)	4 neutral 18 good 3 excellent	2 neutral 20 good 5 excellent	15 good 2 excellent	6 neutral 53 good 10 excellent
The workshop content was (extremely interesting ; very interesting ; averagely interesting ; barely interesting ; not interesting at all)	21 extremely interesting 3 very interesting 1 barely interesting	22 extremely interesting 3 very interesting	16 extremely interesting 2 very interesting	1 barely interesting 8 very interesting 59 extremely interesting

Overview of the comments left:

Don Bosco :	Madonna del Latte :	Riosecco :
Paramount importance to have experts to guide us through the comprehension of children's emotions	Touching and profound experience of discovering myself and the group	Intense experience that helped us to better interact as educators' group. Sure that this will positively reflect on children

**Table 5 – DON BOSCO ORATORY; MADONNA DEL LATTE; RIOSECCO
RESULTS FROM THE QUESTIONNAIRES ADMINISTERED TO CHILDREN
AND YOUNGSTERS AFTER THE ACTIVITIES**

QUESTIONS	DON BOSCO 26 children (22F, 4M) (56M ;47F ;2n.s.)	MADONNA DEL LATTE 8 children (4F ; 4M)	RIOSECCO 43 children (14F ; 29M)	TOTAL 77 children and youngsters
Did you find the workshop interesting ? (Extremely interesting ; very interesting ; averagely interesting ; barely interesting ; not interesting at all)	18 very interesting 8 extremely interesting	2 very interesting 6 extremely interesting	19 very interesting 24 extremely interesting	39 very interesting 38 extremely interesting
Evaluate the general organisation of the workshop (Excellent ; good ; neu- tral ; poor ; very poor)	25 excellent 1 good	8 excellent	26 excellent 17 good	59 excellent 18 good
The quality of the space in which you made the workshop was ... (excellent ; good ; neu- tral ; poor ; very poor)	4 neutral 18 good 4 excellent	3 good 5 excellent	35 good 8 excellent	4 neutral 56 good 17 excellent
The workshop content was (extremely inter- esting ; very interesting ; averagely interesting ; barely interesting ; not interesting at all)	23 extremely interesting 2 very interesting 1 barely interesting	7 extremely interesting 1 very interesting	27 extremely interesting 16 very interesting	1 barely interesting 19 very interesting 57 extremely interesting

Overview of the comments left:

Don Bosco :	Madonna del Latte :	Riosecco :
Very happy to had this opportunity to learn more about emotional wellbeing together with my oratory's friends	This is the first time that at the oratory we're pushed towards discovering our own emotions and the way to let them flow freely and safely	We want to repeat the experience also the next year!

3.2.2 Service providers' views

From the analysis of the 5 monitoring logs (one per school and oratory involved) which were filled in over the duration of the desk by the 5 experts operating in Città di Castello, Italy in order to report on each individual or group activity, the following framework can be drafted in terms of typology of cases observed:

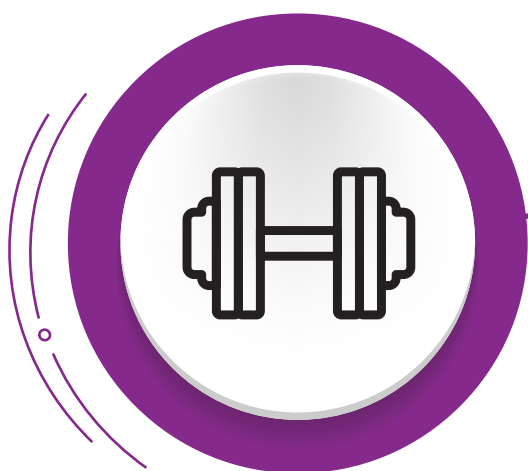
Children – individual consultation (psychological and pedagogical support)

The most recurrent, in order, are:

- Anxiety, inside and outside the school context
- Conflicts with peers, difficult relationships at school, perception of being judged by peers and other family members (siblings, parents)
- Fear of the future and difficult in make a choice (e.g. second-day school's choice)
- Difficult to deal with parents/family's conflicts,
- Difficult to accept their own body (male and female, equally distributed)
- Conflicts with teachers, teachers perceived as not enough emphatetic, somatization when a certain teacher is expected to hold the lesson
- Emotional confusion, difficulties in recognizing emotions, difficulties in emotions' allocation (e.g. incapacity to understand why some emotions were experienced, especially anger and fear)
- Bullying
- Prejudice around ethical differences
- Difficulties in organizing time, such as afterschool time, homework time

<p>Children and youngsters - Group activities at schools and at oratories</p>	<ul style="list-style-type: none"> • Not sufficient attention to own emotions • Lack of the ability to measure emotions, to order them in cause-effect hierarchy • Fear of experiencing emotions, refuse to focusing on a certain emotion • Difficulty concentrating or completing tasks (fluctuating attention) • Alexithymia • Other serious mental disease (some children are followed by social services, with vulnerable families and difficult background conditions) • Poor group cohesion, poor harmony and difficulties to open up • Perplexity toward the figure of the psychologists • Poor ability to create and experience a moment of sharing with peers
<p>Educators – Group activities in oratories</p>	<ul style="list-style-type: none"> • Uncertainty of their role as educators (non-formal context) • Fears in the freedom of exposure • help needed to assess and decide how to deal with a child in their educational functions, through intervention strategies, including interventions aimed at improving the climate in the group of children, • need to plan and activate useful strategies for the management of complex situations, such as deal with high functioning autistic youngsters and/or youngsters experiencing several mental difficulties;
<p>Parents/family members – Individual consultations</p>	<ul style="list-style-type: none"> • Difficulties in dealing with specific problems of their children, mainly on : aggressiveness of their children, how to deal with children's anxiety, how to improve the relational and affective dimension with children; how to interact with children during family's difficult moments such as divorce, grief, separation; children's unexpected mood swings ; children's closure and silence ; children's unacceptance of their body • Difficulties in understanding the kind of peer relationships' experienced by children outside the family environment • Conjugal issues and how to not hurt the child

Now, taking into account the different types of activities proposed in the 2 schools and 3 oratories in Città di Castello, Italy and the typologies of cases which emerged from the desk's users, the following SWOT analysis can be drafted on service's providers experience:



STRENGTHS

- Good team of well-qualified and motivated service providers, with complementary skills and willingness to support each other, especially when faced with difficult decisions to be made;
- Good internal communication among the team members, allowing the creation of shared solutions to daily problems;
- Regular supervision and intervision sessions, considered extremely helpful also in terms of mutual exchange and fair distribution of responsibilities and tasks;
- Good preparatory phase and brainstorming on the desk's features and functioning;
- High level of adaptation of the activities to territorial and users' needs
- Much attention also on creating a "safe space", which allowed both providers and users to feel protected and trusted avoiding judgment feelings;
- Very good response by youngsters of our territory YAB is now a strong and solid group that plan to make the experience sustainable

WEAKNESSES

- Difficult professional experience, requiring intensive commitment and efforts, also on an emotional level;
- Being a low-threshold service, it often happened that difficult cases emerged, causing extra work in order to activate tailored synergies among different actors (e.g. psychologists, teachers, parents, school services and social services sometimes)
- The presence of the school psychologist as a solid figure introduced by law and paid through ministerial fund pushed us to rethink some activities, tailoring them on extra needs and opening up to different environments (e.g. oratories and after school services) with subsequent extra work required to providers and FVM staff members
- Interface and communication difficulties with the school management, despite a good relationship instaurated in both schools
- The same weakenedd in interfacing, experienced at school, has been stronger in oratories, due to their non-formal nature





OPPORTUNITIES

- Personal commitment to the proposed pathway demonstrated by educators, service providers and children themselves
- Very good response by oratories, for the first time in our territory they have been involved in activities like REBOOT NOW ones
- High interest demonstrated by YAB members in participating to the activities, not only « mandatory » ones but also in other occasions such as Wellbeing Festivals
- Possibility to freely and safely open up sensitive topics, even if created some threats to the pathway, has been a real opportunity for improvement

THREATS

- Stigma and social prejudices with regards to the psychologist role, figure and its usefulness,
- Low awareness on the specific role of the desk and its providers from the educators and teachers;
- Difficulties in open up sensitive topics such as « gender », « sexuality » and « gender-based violence »;
- Delays in starting the activities (expecially in the oratories) limited the possibility for deepening the impact, lack of time has been identified
- Difficulties in acquiring consent forms from parents and difficult in train the educators about the need to acquire such consent to carry out challenging and useful activities
- Fear that the proposed activities (oratory context) would take time to other activities perceived sometimes as most important (e.g. help with homeworks, free play)



Here follows the final evaluation of the help-desk provided by all the 5 involved counsellors and related to the two schools (Dott.ssa Cecilia MAZZONI), Don Bosco oratory (Dott.ssa Tamara LEONARDI and Dott.ssa Valentina ROSSI), Madonna del Latte oratory and Riosecco oratory (Dott.ssa Flaminia BENI and Dott.ssa Anna Giulia BETTI):

Dott.ssa Cecilia MAZZONI – I.C. Leonardo da Vinci and Scuola media statale Dante Pascoli (two schools): Most of the students involved in the classroom interventions reported that they were satisfied with the performance of the same and with the topics addressed. In relation to the topic of emotions, reflections have been stimulated, for example, someone reported that he/she did not pay attention very much to emotions, how he/she feels and his/her feelings. Some declared they found difficult to understand what emotions (or which emotions) he/she feels and therefore in giving it/them a name, not being able to recognize it/the at all. Other students reported they are frightened by emotions, therefore they suggest that « there is no reason to try time », on the contrary, sometimes it « would be better to avoid them » as they could become destructive. The most recurrent suggestion given by students was « it would be pleasant and useful to perform future workshops on emotions outside the classroom, maybe school green spaces, maybe completely outside the school spaces ».

Dott.ssa Tamara LEONARDI and Dott.ssa Valentina ROSSI – Don Bosco oratory: this oratory is attended by many children and youngsters of different ethnical background, some of them with problems of integration and school difficulties ; there are also many children followed by social services with vulnerable families and difficult conditions. Initially the group's « engagement » was complex, at the end a positive evolution has been noticed by providers and supervisor ; a greater discipline, attention and participation by youngsters has been observed. There was a good level of involvement and participation of the youngsters in all the workshops. Very appreciated the role playing technique used during the workshop on affectivity education and sexuality + digital education. During the Emotions' Workshop it has been noticed some alexithymia among participants : some of them experienced difficulties in identifying and describing emotions.

Dott.ssa Flaminia BENI and Dott.ssa Anna Giulia BETTI – Madonna del Latte oratory: children and youngsters were interested to the new setting provided by the interventions, but with a fluctuating attention, a poor group cohesion, a poor harmony and a difficulty to open up. Initial observation unveiled feelings like shame, except for the most extrovert participants. During the workshop on emotions, the main topics was anxiety and its meaning. There has been a high level of activation by participants in relation to the experimentation of anxiety, so much so that many use strategies aimed at reducing it because sometimes really excessive. During the digital education workshop was found little knowledge of social media and their use : surprisingly, many children did not even have a smartphone. During the affectivity education workshop there was a sharing of the first « love » experiences : this topic in some moments embarrassed the youngsters and children even if during the role play game they had a lot of fun, and the same when sharing personal experiences.

Dott.ssa Flaminia BENI and Dott.ssa Anna Giulia Betti – Riosecco oratory: Since the first meeting the group has been prepared for dialogue and it has been possible to establish an excellent relationship of trust. During the youngsters' sharing part of the Conflict management workshop, conflicts emerged also inside the group, so that experts tried to work on the resolution and possible strategies applicable to the resolution of such conflicts. The group is homogeneous by age and expressed a lot of affinities, due to the similar daily-life sharing of spaces and situations (e.g. same sport clubs, some schools and so on). The participants are cohesive and willing to share, they opened up and talked about their difficulties naturally, the group respected every single member during their sharing.



3.2.3 Supervisors' views

Dott.ssa Tamara LEONARDI, psychologist and supervisor of the REBOOT NOW activities both at schools and oratories



General criticalities:

the non-formal context and therefore the impossibility, unlike the school context, to know before the meeting the possible difficult of the youngsters to work with. This has been one of the most critical issue, psychologists tried to organize a calendar collecting the reservations and the willing to participate of youngsters and educators. Finally, it has been possible to create cohesion and a solid group of children & youngsters + educators to work with.

The inclusion of laboratorial activities at the time of leisure may lead to less interest in the proposed activities, as the youngsters would like to go out and play. With this respect, again the psychologists tried to not overlap with free time. Sometimes, educators give room to childrens' needs and therefore changed their plan for the afternoon activities in order to let them participate to the activities with psychologists.

Fear and initial perplexity towards the figure of the psychologist has been detected, so to reduce this problem in both contexts (formal and non formal educative settings) we worked a lot on the concept of alliance and complicity with youngsters and educators, separately and plenary.



Specific criticalities.

Madonna del Latte :	Riosecco :	Don Bosco :
<p>Not all the youngsters knew that the leaders of the group were two psychologists, therefore when it was said, some reacted in a purposeful way and other has difficulty in opening up</p> <p>Difficulty to create a moment of sharing even if structured as the youngsters finished their homeworks sometimes went away, preferring to perform sport activities</p>	<p>The presence of two high functioning autistic youngsters, even if with reference teachers, sometimes did not allowed the development of topics such as "sexuality" and "sexual development", so changes and modulations were implemented for the planning and development of this specific workshop</p> <p>The presence of educators (specifically dealing with autistic youngsters) even during youngsters-centred activities has sometimes created fears and embarrassment in sharing</p>	<p>Many of the youngsters who participated to the workshops have difficulties in their autonomy and academic performance and come from vulnerable families in difficult conditions, which are followed by social services; so initially there was a difficulty to create a moment of sharing</p>



3.3 Conclusions

3.3.1 What we have learnt – Barriers and recommended solutions

- ✓ In schools, there is a huge need for psycho-pedagogical supporting services involving students, school staff and parents in a holistic perspective
- ✓ In non-formal educational environment, such as oratories and afterschool services, the need for a psycho-pedagogical support is beyond the critical line, being educators left quite often alone in dealing with difficult and problematic situations (e.g. youngsters with severe mental difficulties)
- ✓ Opening a listening space could assist in identifying numerous issues that require attention in more organised territorial services, and it would help diverse providers to activate positive synergies.
- ✓ There are still some deep resistances in accepting professional help, especially when emotional well-being is under the light
- ✓ It is necessary to train school staff and educators from non-formal educational environment on how to handle gender-based issues and how to legally handle some challenging circumstances that call for the involvement of public authorities, social services and so on

3.3.2 Systemic barriers

- ✓ Need for informed consent by parents
- ✓ Difficulties in involving parents in needs analysis, planning, development of activities
- ✓ There are not many hours inside school and oratories, which makes it difficult to deal with all situations and makes it slow to build trusting relationships among school personnel and students, among external experts and students.
- ✓ Resistance in introducing new way to access the psychological support service by schools (resistance in switching to digital reservation)

3.3.3 Additional barriers to utilization

- ✓ Language difficulties related to pupils and parents with a migration background
- ✓ Stereotypes about the figure of the psychologist, stigma about the « madness » of people that ask for psychological support
- ✓ Difficulties in freely talk in relation to the very little dimension of some schools and educating communities

3.3.4 Positive outcomes and best practices

- ✓ Promotion of egalitarian dialogue between teachers and students, students and other students, educators and educators ; youngsters and educators
- ✓ Capability to tailor and adapt activities to real and well identified needs, at the same time maintaining a certain homogeneity in proposed pathways in order to compare results and properly evaluate the impact
- ✓ Contribution to strengthen an idea of education that takes into account, as primarily objective, the emotional well-being of participants, being students and all the other players
- ✓ Providing an opportunity for active listening and welcoming, reducing perception of being judged within the educational environment
- ✓ Providing a priceless possibility to activate fruitful synergies between non-formal and formal education, matching the needs of different users and developing a common pathway
- ✓ Carry out intergenerational mediation activities within family members but also between educators and youngsters
- ✓ Great interest gained by institutions (Municipality, Assessors of Education, Social Services)



4. Recommendations

4.1 Policy recommendations

Give continuity to the « School psychological support service » in terms of personnel enrolled and in term of extra activities (not only individual consultation)

Include all the educative environments, such as the informal and non-formal ones, when a psychological support service is planned and put in place

Plan and develop psychological support also for educators (non-formal educational environment) and teachers in a more structured way (avoid spot intervention)

Reinforce the synergies between school, parents, psychologists, teachers, educators, social services' experts and all the other figures that play a role in the psycho-physical development of children and youngsters

Reinforce an open, safe and egalitarian dialogue among all the components of the territorial Educating Community about the importance of protect the emotional wellbeing of the Community, the various dimensions of this wellbeing and underline what are the risks when this balance is broken.

Put in place mechanisms that allow teachers, school principals, school staff and educators to promptly identify emotional « needs » to be satisfied, with proper interaction with professionals of wellbeing and having a certain degree of autonomy in design pathways in order to fulfill eventual gaps.

Activate a dialogue between formal and non-formal educative institutions (e.g. schools and afterschool services ; oratories ; even sport clubs) in order to strenghten the perception that the whole community is united when a problem arise in terms of emotional wellbeing of children and youngsters

Exploit not only the classroom but also other spaces to perform additional activities related to prevention of violence, both school spaces and spaces outside the school (it has been suggested several times by students themselves)

Additional efforts are envisaged in order to properly communicate the possibility to ask for psychological support, not only at school, but in every context where children and youngsters are.

4.2 Sustainability of the help-desk

✓ What clearly emerged from the piloting experience carried out in the framework of REBOOT NOW project at Città di Castello (High Tiber Valley, Umbria Region, Italy) is the strong willingness to make this experience a structural way to intercept needs, to create synergies between different actors (all involved in the psycho-physical development of children and youngsters), to involve the whole community in the appreciation and defense of the emotional well-being of students that are at the core of the Educating Community. The interest raised by the proposed activities was very high from the beginning of the school year, despite several difficulties experienced in put in place the services after a number of adaptations that were needed to perform a useful, effective service for students, teachers, educators and community members as well.

✓ Issues related to sustainability of the project have been discussed with target groups' representatives, with policy and decision makers, with school principals and reference people from non-formal educational institutions and, of course, internally to Villa Montesca and together with representatives of High Tiber Valley Educational Community and Municipal Diocese. Main reflections are summed up as follow :

✓ FVM plans to continue some activities related to the desk service using the savings. In particular, due to the interest demonstrated by Municipal institutions and the Diocese's representatives, Villa Montesca carried out a brainstorming with representatives of the other after-schools/oratories that did not participate to the piloting during the last school year, inviting them to express their willingness to activate the service. Villa Montesca plan to start again the psychological supporting desk service in other 5 oratories out of 8 that are active in our local community.

✓ The original « need » that is at the basis of the REBOOT NOW rationale, namely the need to prevent gender-based violence in schools after the lockdown experience, is far from being fully satisfied. Problems in terms of recognizing different kind of violence among peers, difficulties in dealing with emotions and expressions of those emotions are still in place and should be afforded

✓ Empower the educators and the teachers with updated knowledge, new skills and relevant data about the various dimensions of emotional well-being is of paramount importance in order to make sustainable the psychological support service, alongside the individual consultation, bwing thus able to design and plan extra activities (e.g. group activities, workshops) that will boost a free, open and democratic space for confrontation, exploration and prevention.

Annex – Questionnaire for analysis of the organisational climate administered at oratories/afterschool services (Italian language)



QUESTIONARIO DI RILEVAZIONE DEL CLIMA ORGANIZZATIVO

SOMMINISTRAZIONE ORATORI - DOPOSCUOLA

DIMENSIONE ORGANIZZATIVA	ITEM	SCALA LIKERT
SENSO DI APPARTENENZA	1. Sono orgoglioso quando dico di lavorare/fare volontariato c/o questo oratorio	0 1 2 3 4
	2. Raccomando l'oratorio come un buon posto in cui fare volontariato/lavorare	0 1 2 3 4
	3. Sento un forte senso di attaccamento al mio oratorio	0 1 2 3 4
ORGANIZZAZIONE E CAMBIAMENTO	4. L'oratorio è organizzato e gestito al meglio	0 1 2 3 4
	5. I comportamenti dei referenti/responsabili sono coerenti con i valori che l'oratorio promuove	0 1 2 3 4
	6. Complessivamente ho fiducia nelle scelte dei referenti/responsabili	0 1 2 3 4
	7. Quando sono introdotti dei cambiamenti, generalmente sono per migliorare	0 1 2 3 4
	8. I processi di cambiamento sono gestiti al meglio	0 1 2 3 4
	9. Mi è chiaro come la mia attività di volontariato/lavorativa, contribuisce al raggiungimento degli obiettivi	0 1 2 3 4
	10. All'oratorio ci sono i mezzi e le risorse per svolgere la propria attività	0 1 2 3 4
LA MIA ATTIVITA' DI VOLONTARIATO O LAVORATIVA	11. All'oratorio i compiti e i ruoli organizzativi sono ben definiti	0 1 2 3 4
	12. Sono coinvolto nelle decisioni che riguardano la mia attività	0 1 2 3 4
	13. La mia attività è sufficientemente interessante	0 1 2 3 4
	14. Ho la possibilità di scegliere come svolgere la mia attività	0 1 2 3 4
	15. La mia attività mi dà un senso di realizzazione	0 1 2 3 4
LA MIA FORMAZIONE E LA MIA CRESCITA	16. Quando ho bisogno di informazioni so a chi chiederle	0 1 2 3 4
	17. L'oratorio organizza dei percorsi formativi	0 1 2 3 4
INCLUSIONE E CORRETTEZZA DEI COMPORTAMENTI	18. Le iniziative formative degli ultimi 12 mesi mi hanno aiutato a migliorare il mio lavoro/attività di volontariato	0 1 2 3 4
	19. Sono trattato con rispetto dalle persone con cui lavoro/faccio volontariato	0 1 2 3 4
	20. Sono valorizzato per quello che faccio	0 1 2 3 4
	21. Credo che all'oratorio ci sia rispetto per le differenze individuali (cultura, stili di lavoro, idee, valori, ecc.)	0 1 2 3 4

0= per niente 1=un po' 2=abbastanza 3=molto 4=moltissimo

DOMANDE APERTE:

1. IL NOSTRO ORATORIO E LE SUE CRITICITA'. IN COSA MANCA MAGGIORMENTE?

.....

.....

2. IL NOSTRO ORATORIO E LE SUE RISORSE. QUALI SONO I PUNTI DI FORZA?

.....

.....

3. DIAMOCI DEGLI OBIETTIVI! INDIVIDUA 3 AMBITI/BISOGNI EDUCATIVI SU CUI TI PIACEREBBE LAVORARE NEL CONCRETO

.....

.....

REBOOT



thegendertalk.eu



cesie
the world is only one creature



HOPE
For Children



animus
association
foundation



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them