NESSUNO ESCLUSO: SUPPORTING COMMUNITIES IN TUSCANY

Fourth Yearly Evaluation Report
October 2022

PRATO

CAMPI BISENZIO

LE PIAGGE (FIRENZE)

EMPOLI

BURBERRY FOUNDATION

OXFAM

arco

Fourth Yearly Evaluation Report

NESSUNO ESCLUSO: SUPPORTING COMMUNITIES IN TUSCANY

OCTOBER 2022

ACKNOWLEDGMENTS

TABLE OF CONTENTS

TABLE OF FIGURES

EXECUTIVE SUMMARY

Programme:	NESSUNO ESCLUSO: SUPPORTING COMMUNITIES IN TUSCANY

FOCUS	START – END	October 2017 - July 2022
The programme **Nessuno Escluso: Supporting Communities in Tuscany** is a 58 months project funded in 2017 by the Burberry Foundation to Oxfam. The project aims at enhancing social inclusion of communities hit by the economic downturn in Tuscany. The initiative is implemented in four Tuscan cities – Firenze (mainly in Le Piagge area), Prato, Empoli and Campi Bisenzio. Nessuno Escluso aims to reach 200,000 total beneficiaries (28,100 direct and 171,900 indirect beneficiaries) by the end of the programme implementation, and it is articulated in three main components: • **Community Centres (CC),** • **Community Facilitators (CF)** • **Actions in Schools (AS).** In order to provide evidence on the results of the initiative, Oxfam Italia contracted an external evaluator, the research centre ARCO to conduct an external evaluation on a yearly basis (between February and March). The Fourth Yearly and final Evaluation took place between July and September 2022 for the Community Centres and Community Facilitators components, and in June and September 2022 for the Actions in Schools component. This report focuses on the main findings of the programme activities carried out in the last year and in the overall implementation.	TARGET AREAS	Campi Bisenzio Empoli Le Piagge (Firenze) Prato
	DONOR	The Burberry Foundation
	IMPLEMENTER	Oxfam Italy
	PARTNERS	**Empoli**: Il Piccolo Principe cooperative, ASEV (Agenzia per lo Sviluppo Empolese Valdelsa) **Campi Bisenzio**: Macramè social cooperative **Firenze – Le Piagge**: Martin Luther King Consortium **Prato**: Cieli Aperti Onlus association, Pane&Rose
	BENEFICIARIES YEAR 2021-22	8,626 direct beneficiaries 105,547 indirect beneficiaries
	TOTAL BENEFICIARIES	23,215 direct beneficiaries 223,001 indirect beneficiaries

EVALUATION	**arco**	
The general objective of this evaluation is to assess the **main achievements** attained by the Nessuno Escluso programme in its last year of implementation (April 2021 – July 2022) and in the entire programme duration, by both assessing a selection of the OECD-DAC criteria (OECD, 2021), and the main outcomes achieved by the direct beneficiaries. The evaluation is built on the following main methodological components: • The analysis of the degree of compliance of the project through the **performance indicators** listed in the Table of Indicators, the corresponding targets and achievements; • The use of **mixed methods (quantitative and qualitative)** for data collection and analysis, in order to investigate the complex dynamics behind the attainment of the expected results and outcomes; • The application of a **participatory approach**, in order to take into account the perceptions of beneficiaries (as well as of the project staff and implementing partners) and to directly involve them in the evaluation process; • The assessment of selected **OECD-DAC criteria** (OECD, 2021): *Relevance, Effectiveness, Impact, Sustainability.* Quantitative analysis of the data collected on the direct beneficiaries in terms of satisfaction, social inclusion and knowledge of the services offered by the territory were triangulated with the qualitative data collected through semi-structured interviews and structured focus group discussions with main stakeholders and beneficiaries.	EVALUATOR	**ARCO Action Research for CO-Development** di PIN S.c.r.l. | Servizi Didattici e Scientifici per l'Università di Firenze
	EVALUATON TOOLS YEAR 2021-22	- Desk analysis of the project's progress. - 5 Semi-structured interviews with Oxfam Italy staff. - 24 Interviews with coordinator and staff of CC, CF and AS. - 26 Phone semi-structured interviews with beneficiaries. - 6,822 CC registrations in Y4. - 5,100 CF registrations in Y4. - 773 Students' and Teachers' registrations. - 5 Semi-structured interviews with teachers and headmasters.

COMMUNITY CENTERS – Evaluation findings

RELEVANCE

RELEVANCE TO THE CONTEXT: The project territories (the Municipalities of Campi Bisenzio, Empoli, Prato and the district of Le Piagge in the Municipality of Florence) present different problems in terms of **social exclusion and marginality**. The target territories and the partners involved in the management of the Community Centres lacked a strategic inter-territorial partnership network, which instead has been one of the main achievements of Nessuno Escluso. Moreover, this partnership proved to be capable of developing **innovative and relevant project** for their respective places.

RELEVANCE TO BENEFICIARIES' NEEDS: Designed on the basis of a **need assessment** and constantly updated according to context needs, the activities supported by the programme Nessuno Escluso have always been relevant and succeeded in **addressing beneficiaries' needs**. The permanent presence of the CCs and the close relationship with their communities allowed for an **ongoing need analysis**. The CCs kept improving their role as **reference points** supporting local communities (both Italians and foreigners) on a variety of aspects, thus increasing their social inclusion while allowing a better access to local services. Moreover, CCs not only address spot needs of the beneficiaries, but in some cases, they implement a more structured taking-care of the beneficiary and of his/her entire household.

EFFECTIVENESS

LOGFRAME: In general, the trend in the achievement of targets and indicators is positive, and despite the difficulties in involving the beneficiaries in the implementation of some activities, also due to the Covid-19 pandemic, all actions were implemented as planned and **expected outputs and outcomes were achieved**. The targets identified for the output indicators were reached and exceeded apart from OTP4 concerning public events. This was particularly affected by the pandemic and consequent restrictions to contain it. With regard to outcome indicators, the targets were all met, as demonstrated by the data collected through questionnaires.

MAIN RESULTS ACHIEVED: CCs supported a very significant number of beneficiaries, reaching a total of **13,371 direct beneficiaries** and **66,010 indirect beneficiaries**. Users benefitted in several ways by the activities and services of the CCs: for example, **increased feeling of social inclusion** and **better knowledge of the services** in their territories. The project enabled the CCs to enhance, strengthen and expand the range of services and activities offered and enabled the Centres to build a **strong network** favouring mutual capacity building and exchange of practices. The positive dynamics triggered by the project have also benefited the partners managing the CCs: staff and operators received direct and indirect **trainings and capacity building,** the greater internal structuring of the CCs has also enabled the operators to have greater work stability over the project years and to be able to engage more continuously in the services and activities offered.

IMPACT

SOCIAL IMPACT: The method chosen to assess the impact is the Social Return on Investment (**SROI**) analysis, a **value-for money** evaluation: the SROI ratio describes the social and economic impact of Oxfam and partners' activities on beneficiaries and key stakeholders. Applying an **input-output-impact** model based on extensive dialogue with **stakeholders,** we calculated that for the years 2017-2022 the activities of the **Community Centres and Community Facilitators** components of the Nessuno Escluso programme generated a **social return of 3.47** per €1 invested. This SROI ratio lies in a **range** whose lower boundary is represented by a version with more conservative assumptions, while the upper boundary includes more inclusive assumptions. In this analysis, the SROI ratio ranges between a low of 2.54 (conservative version) and a high of 4.12 (inclusive version).

FACTORS ENHANCING IMPACT AND BOTTLECKNESS: Conditions that made the **intervention successful** include, among the others the presence of motivated partner, the continuity of the intervention, the relevance of the actions, the internal and external organizations, the involvement of the most important local stakeholders and institutions. On the other hand, **bottlenecks** include the difficulties in reaching large numbers, the continuously changing context (also due to Covid-19), lack of structural responses by local institutions.

SUSTAINABILITY

SUSTAINABILITY MEASURES: The activities and the services offered in the CCs cannot be financially sustainable as most of them are **free of charge, with few exceptions**. The targeted beneficiaries are the most vulnerable citizens of the intervention areas, and the majority of them could not afford to pay for such services. The **support received from the Burberry Foundation** has enabled the CCs to restructure and rethink their activities, to expand their scope, to increase their openness, to give continuity to activities considered important for social inclusion and to build a more structured network of services. Moreover, CCs relied on financial support from the municipalities and/or other fundings. The sustainability of some of the CCs' activities after the conclusion of Nessuno Escluso is uncertain, but the CCs will undoubtedly continue to operate in the territories: as a matter of facts, all of them have a **solid structure** and have been **active actors** for many years before the project. Thanks to the support received and to Oxfam's coaching CCs have acquired **additional skills and experience** that will help them in the years to come. With regards to the economic sustainability, CCs will put in place some strategies, such as reducing the opening hours of some services or slightly increase activities' fees in order to continue to provide the same services. However, for the future years the CCs' objective is to maintain the activities and services identified as priorities during Nessuno Escluso, committing themselves to individually or collectively participate in public or private tenders and projects in order to finance the activities without adding a burden on the beneficiaries.

COMMUNITY FACILITATORS – Evaluation findings

RELEVANCE

RELEVANCE TO THE CONTEXT: The initial need assessment enabled to identify the **needs and priorities** of each territory. Facilitators proved to be highly relevant to the **different contexts** because of their focus on bridging the gap between public and private services and citizens, especially the most vulnerable ones at risk of social exclusion: as a matter of facts, **CF played a fundamental role** in their respective areas.

RELEVANCE TO BENEFICIARIES' NEEDS: The type and quality of services and activities offered **responded to the emerging needs of beneficiaries**. During the programme, the CFs had to rethink their activities, adapting to the restrictions imposed by the government to face the Covid-19 pandemic: CFs quickly **adapted to continue to deliver services to vulnerable community members** through the online. The CFs act in a more immediate way than the help-desk of a public or private social institution. In order to understand the needs of the community, CFs confirmed that it is relevant to alternate help-desk work and on-ground activity, despite the latter being challenging. In this regard, it was particularly relevant the presence in community gathering places (parks, squares, gardens) and neighbourhood/citizen meetings, while less successful were attempts to intercept possible users on the street and outside places such as supermarkets and shopping centres.

EFFECTIVENESS

LOGFRAME: In general, the **trend in the achievement of the targets and indicators is positive**, and despite the difficulties in involving beneficiaries in the implementation of some activities - due to delays in the start of implementation in Campi Bisenzio (2019) and in Le Piagge (2020) and due to the Covid-19 pandemic that reduced the possibility of working on-ground and meeting places to intercept possible users - all the actions were carried out as planned, achieving the expected outputs and outcomes.

MAIN RESULTS ACHIEVED: CFs reached during the entire project duration **7,965 direct beneficiaries** and **139,323 indirect beneficiaries**. By working with different methodologies and tools, such as online channels and presence in meeting places, facilitators were able to **address needs** and to **reach and most vulnerable groups** at risk of social exclusion, such as members of particularly closed communities with migrant backgrounds. Indeed, 34% of the total beneficiaries were supported remotely via online channels and communications, 30% were supported through the help-desk and 20% through legal support. Nessuno Escluso programme allowed the partners involved to experiment a **service that proved to be effective and capable to achieve important results** in four different territories. The methodologies tested will be a legacy that the partners and local institutions can continue to apply in the future.

IMPACT

SOCIAL IMPACT The method chosen to assess the impact is the Social Return on Investment (**SROI**) analysis, a **value-for money** evaluation: the SROI ratio describes the social and economic impact of Oxfam and partners' activities on beneficiaries and key stakeholders. Applying an **input-output-impact** model based on extensive dialogue with **stakeholders**, we calculated that for the years 2017-2022 the activities of the **Community Centres and Community Facilitators** components of the Nessuno Escluso programme generated a **social return of 3.47** per €1 invested. This SROI ratio lies in a **range** whose lower boundary is represented by a version with more conservative assumptions, while the upper boundary includes more inclusive assumptions. In this analysis, the SROI ratio ranges between a low of 2.54 (conservative version) and a high of 4.12 (inclusive version).

FACTORS ENHANCING IMPACT AND BOTTLECKNESS Conditions that made the **intervention successful** include, among the others, the flexibility and capacity to understand the emerging needs, the network with other organizations and institutions, the complementarity with existing services, and the experimentation of new methods. On the other hand, **bottlenecks** include the difficulty in finding the most effective methods to engage beneficiaries, and the difficulty to go in depth with the users through digital channels or outdoor activities.

SUSTAINABILITY

SUSTAINABILITY MEASURES: The activities realized by the CF – both at the help-desks and on outdoor – **cannot be financially sustainable as they are free of charge**, and because they target the most vulnerable citizens of the areas involved in the programme. As far as CFs are concerned, they are fully supported by the Nessuno Escluso project, with the exception of a contribution of the Municipality of Prato to the local facilitators, the Antenne. Therefore, the sustainability of the intervention is enhanced by some **measures** taken within the programme itself, under the lead of Oxfam. Despite the measures and the commitment of Oxfam and the territorial partners to ensure the sustainability of the CFs, as of today the **continuity of the intervention is not fully guaranteed** in the four target territories:

- Campi Bisenzio: facilitators worked in close collaboration with the Canapè Community Centre desk. The partner decided to continue funding the Facilitators' activities until the end of 2022, while waiting for the municipality to make a decision on possible funding.
- Empoli: the CF of the Donyasso help-desk will continue their activities until March 2023 thanks to an agreement signed with the Union of Municipalities.
- Le Piagge: the Facilitators' activities were interrupted during the summer months, with no certainty of what would happen after. In September 2022, an agreement was signed with the Meyer hospital in Florence to continue the facilitators' experience at the Le Piagge Health House.
- Prato: the presence of Nessuno Escluso was highly appreciated, as it allowed the Antenne to be tested over several years, with a considerable increase in terms of working hours. With the end of the project there was a return to a situation of uncertainty, with the continuity of the activities of the facilitators being jeopardised. The municipality did not replace Nessuno Escluso in terms of the funding provided, so the local partner found other public funding.

ACTIONS IN SCHOOLS – Evaluation findings

RELEVANCE

RELEVANCE TO THE CONTEXT: School mentoring and Inclusive learning were ideated by Oxfam Italia and its local partners and proposed to schools. These two devices were adapted to the **contexts and expertise**, thus enabling the intervention to be highly relevant. Schools have **structural needs**, that could be only partially addressed by spot project: therefore, the opportunity to realize a four-year long intervention could have been relevant for schools. Nonetheless, the teachers' and Headmasters' turn-over, the difficulties in gaining schools' cooperation and the break of Covid-19 introduced **discontinuity and interruptions** in the realization of the project activities, with schools participating in a spot way. Moreover, **additional difficulties** undermining the project relevance related to the novelty of the methodologies for the local partners and schools' personnel turn-over.

RELEVANCE TO BENEFICIARIES' NEEDS: Activities proposed are **relevant toolbox to address beneficiaries' needs**: tackling school drop-out, involving the most vulnerable students, inclusion in school, and active participation are among the main objectives for schools and teachers.

EFFECTIVENESS

LOGFRAME: In general, the trend in the achievement of targets and indicators is positive, and despite the difficulties to keep the schools engaged during the four-years, all **actions were implemented as planned**, except for the career workshops with students. Nonetheless, the **effectiveness of the intervention was depowered** by both the pandemic, teachers and Headmasters turn-over and consequent changes in their willingness to allow the school to participate in the programme.

MAIN RESULTS ACHIEVED: Thanks to the Action in Schools the project reached **1,879 direct beneficiaries** and **17,669 indirect beneficiaries**. **School Mentoring**: mentors benefitted from being useful to other students, experienced higher self-esteem and motivation, and increase in social relationships; mentees obtained better results in the mentored subjects, however, the main positive effect experienced is in terms of school inclusion and socio-relational competences. Students acquire an effective study method and increase their motivation to study. This holds true also for the **Inclusive Learning** students: it proved to be particularly effective in involving the most vulnerable students. **Teachers** experienced new effective teaching methods, while exchanging practices with other colleagues and with the staff of the local partners. **Schools** had the chance to receive an external structured intervention that contributed to alleviate the problems.

IMPACT

IMPACT: Actions in schools failed to be continuous as originally planned for several reasons, such as difficulties in the initial engagement of schools, turnover of school head-masters and teachers, schools' closures and limited opening for activities for several months due to Covid-19 pandemic. This **lack of continuity reduced the impact** of the activities. Throughout the project implementation, partners and Oxfam tried to understand what the primary needs and specific characteristics of each school were so to design a **tailored intervention**: on the one hand, this increased the project relevance, but on the other hand, it created different versions of the intervention and therefore **difficulties in terms of measuring the overall impact** of the component, because each activity had specific characteristics. The Actions in schools affected students, teachers and schools in different ways and with **different level of intensity**, depending on the duration of the treatment and on the level of engagement. Both school mentoring and inclusive learning had a **positive impact on students' socio-relational competences and sense of inclusiveness in the classroom**, especially for non-Italian-speaking students. School mentoring, being an afternoon activity, responded to another particular need of students, particularly non-Italian speakers: to continue activities at school and to spend additional hours with peers in the school environment. Similarly, Inclusive learning enabled students to create stronger relationships at class level and with older students. All of this had a clear impact on the social inclusion of students, both in the classroom and beyond. Finally, concerning school drop-out, a stronger impact on preventing it was experienced when students participated to the intervention for consecutive years and/or by the combination of Actions in Schools with the provision of additional services realized by the Community Centres. The methods and tools tested benefitted both students (not only those with high educational difficulties), and teachers involved (especially the younger ones) that showed interest in **innovative methods that can complement traditional teaching**.

FACTORS ENHANCING IMPACT AND BOTTLECKNESS Conditions that made the **intervention successful** include, among the others: the flexibility in adapting School Mentoring and Inclusive Learning, the creation of networks among organizations, institutions and schools, and realization of multi-system actions, the renovate educational proposal and, above all, the active involvement of teachers. On the other hand, **bottlenecks** include the lack of continuity of the activities in several schools due to school closures and turn-over of staff, teachers and headmasters, low engagement of teachers, difficulties in collecting data on teachers and students.

SUSTAINABILITY

SUSTAINABILITY MEASURES: In general, the Actions in Schools realized have a **different degree of financial sustainability**. **Inclusive Learning** can be to some extent sustainable, because, once set up and the materials prepared it can be replicated in the forthcoming years, if the materials are publicly available to teachers. However, teachers need to be well trained and to have enough time to prepare the materials, which is a time-consuming activity. **School Mentoring** is somehow sustainable because it requires limited resources and coordination to realize afternoon activities. However, it is necessary the presence of tutors and mentors have to be trained to be able to support mentees in the appropriate way. Overall, a criticality to the sustainability of the intervention can be represented by the **lack of a common and structured methodology** of School Mentoring and Inclusive Learning. The main challenge in terms of sustainability is represented by **teachers' turn-over**, that is very high in the Italian school system. Teachers trained during the four-year programme might have moved to some other schools: on the one side, this might generate positive spill-over and multiplication effects; on the other side, this means losing expertise on the schools included in the intervention, thus undermining the sustainability and replicability of the actions.

1 INTRODUCTION

The programme *Nessuno Escluso: Supporting Communities in Tuscany* is a four-years and half project funded in 2017 by the Burberry Foundation to Oxfam. The project aims at enhancing the social inclusion of communities hit by the economic downturn in Tuscany. The initiative, which ran throughout October 2017 to July 2022, insisted onto four Tuscan cities: Firenze, Prato, Empoli, and Campi Bisenzio.

The programme was composed by three main components:

- Support to **Community Centres** to promote social inclusion;
- **Community Facilitators** to facilitate access to services;
- **Actions in schools** to prevent school drop-out.

In order to provide evidence of the results of the initiative, Oxfam Italia contracted an external evaluator, the research centre [ARCO (Action Research for CO-development)](#) of PIN Scrl (University of Florence).

The innovativeness and complexity of the project required the design of a sound monitoring and evaluation (M&E) system linking planning, implementation, monitoring, evaluation and use of findings. Indeed, a tailored methodological framework for M&E activities encouraged broader flexibility, evidence-based learning and the overall resilience of project architecture including the ability to undertake corrective actions and accountability processes.

The evaluations took place in four different moments (2019, 2020, 2021 and 2022), with the aim to determine the effectiveness of the project actions for the beneficiaries and stakeholders. This yearly evaluation report represents main output of the evaluation activities conducted by ARCO from July to September 2022. The **qualitative assessment** was then triangulated with **quantitative data analysis** and with the desk analysis of relevant documents (i.e., monitoring reports produced by Oxfam), in order to provide an extensive analysis of the early results of the intervention.

This report covers from April 2021 to July 2022 for the Evaluation findings of the three programme components. Moreover, it summarises the social impact triggered by the programme during its lifetime (2017-2022), by applying the Social Return on Investment (SROI) methodology for the Community Centre and Community Facilitators components and an outcomes-based non-experimental methodology for the Actions in Schools component.

This report is structured as follows: after this Introduction, Section 2 summarises the evaluation framework and methodology. The main evaluation findings are divided by project component, thus running a separate evaluation for each one: Community Centres (Section 3), Community Facilitators (Section 4), and Actions in School (Section 5). The evaluation of each project components includes: a brief description of the activities carried out in each of the four areas (Prato, Empoli, Campi Bisenzio, and Firenze), the assessment of the outputs and outcomes, the assessment of OECD-DAC (2019) criteria and a focus on the impact of the project.

2 EVALUATION FRAMEWORK

2.1 EVALUATION OBJECTIVES

The general objective of this external evaluation is to assess the main achievements attained by the project between March 2021- July 2022.

More specifically, the Fourth Yearly Evaluation aims to:

- Assess the overall progress of the project's activities towards the planned results and outcomes;
- Assess the relevance and effectiveness of the project approach and tools;
- Develop a thorough understanding of the process of change triggered by the project on the main beneficiaries and stakeholders;
- Assess the sustainability of the project and summarize the measures undertaken to increase it.

This report will present the main results of the evaluation by focusing on three **OECD-DAC evaluation criteria**:

- **Relevance**: The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change;
- **Effectiveness**: The extent to which the intervention achieved its objectives, and its results, including any differential results across groups.
- **Impact**: The extent to which the intervention has generated significant positive or negative, intended or unintended, higher-level effects.
- **Sustainability**: The extent to which the net benefits of the intervention continue, or are likely to continue.

In particular, for each of the project components, this Fourth Yearly Evaluation will address the following questions:

Relevance:

- Are the activities and the expected outcomes relevant for the local community?
- Are the activities and outputs of the initiative consistent with the objectives of the project?
- Is the intervention able to detect and assess beneficiaries' needs?
- Is the intervention able to tackle newly emerged needs?

Effectiveness:

- Have the outcomes and the objective of the initiative been achieved? To what extent the outcomes and outputs of the logical framework have been achieved?
- How many people have been reached by the initiative? What are the characteristics of beneficiaries reached?
- To what extent the initiative improved the social inclusion of beneficiaries during this particular year?
- To what extent do target women and men have improved their capacity to access educational, financial, job and health services? To what extent did the students improve their school results?
- To what extent did the intervention create network between project partners and favoured the exchange of practices?
- To what extent the resources have been used in the most effective way?

Impact:

- Which are the conditions that made the intervention successful?
- Which are the factors that made it unsuccessful?

Sustainability:

- To what extent will the benefits last after the end of the project?
- Which measures can be/were adopted to increase the financial, social, institutional and political sustainability?

2.2 EVALUATION METHODOLOGY

Being involved since the very beginning into the project, ARCO was in charge of several tasks among which developing a Monitoring and Evaluation plan and tools.

The overall programme is quite complex as it is composed by three different components: Community Centres, Community Facilitators and Actions in Schools. The yearly evaluation aims at investigating the path followed by each programme component, the main obstacles encountered, and to identify recommendations for the forthcoming years. The following Figure summarises the evaluation moments:

Figure 1: Yearly evaluation moments
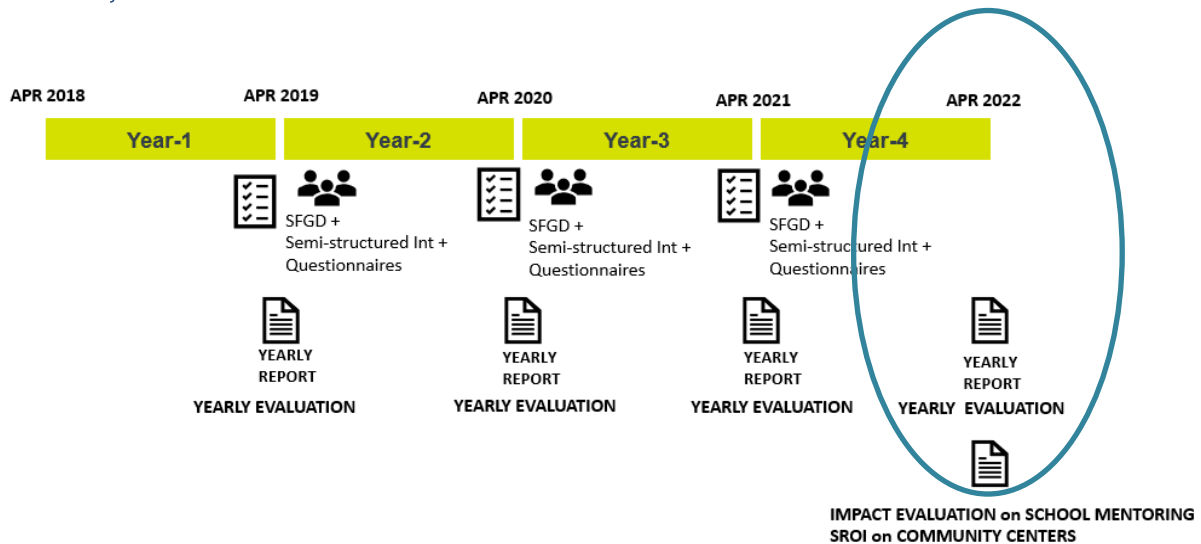
Source: Authors' elaboration

Note: SFGD means Structured Focus Group Discussions (see Annex 1 of MEL plan).

To this aim, the Fourth Yearly Evaluation is built over three main methodological elements:

- The analysis of the **degree of compliance of the project with the performance indicators** listed in the Tables of Indicators, the corresponding targets and achievements;

- The use of **mixed methods (quantitative and qualitative)** for data collection and analysis, in order to investigate the complex dynamics behind the attainment of the outcomes and to understand the role of the implementing partners and of the other actors that participated in the implementation; and,

- The **application of a participatory approach**, to take into account the perceptions of beneficiaries (as well as of the project staff and implementing partners) and to directly involve them in the process of evaluation itself.

2.3 EVALUATION TOOLS

In accordance with the evaluation objectives and methodology, the Fourth Yearly Evaluation directly involved project managers, coordinators, partners' staff and beneficiaries. From June to August 2022 the evaluators realized a **field missions** to involve the main stakeholders in the evaluation activities.

The activities performed by the evaluators, the tools used and their objectives are described in the Table below.

Table 1: Methodology and tools for the yearly evaluation

DESCRIPTION	TOOLS	DATA	OBJECTIVES
Desk analysis of the project's progress	Analysis of: o Project documentation o Tables of indicators o Monitoring data and progress reports o Project database	Qualitative & Quantitative	Validate the results of the initial need assessment Assess the actual quantitative results against the targets and timeline set by the project **OECD-DAC criteria evaluated:** RELEVANCE, EFFECTIVENESS, SUSTAINABILITY
5 Semi-structured interviews with Oxfam Italy staff	In-person interviews to Project and MEL coordinators: o 1 Project Coordinator o 1 MEL Coordinator In-person interviews to components' Leads: o 1 CC Component Lead o 1 CF Component Lead o 1 AS Component Lead	Qualitative	Assess the status of the work for each project component before interviewing the partners Understand the level of implementation, the challenges faced by the coordinators, the main issues, and future perspectives Assess project results and outcomes Assess the relevance of the project approach and tools Assess the level of involvement of the project's staff, partners and participants, and their contribution to the activities Assess the quality of relations among project's staff Assess the perceptions and opinions of the project's staff **OECD-DAC criteria evaluated:** RELEVANCE, EFFECTIVENESS, SUSTAINABILITY

24 Interviews with coordinator and staff of project partners managing CC, CF and AS components	Interviews to coordinators and staff: ○ CC - Prato: coordinator and 1 operator - Empoli: coordinator and 1 operator - Campi Bisenzio: coordinator and 2 operators - Le Piagge: coordinator and 1 operator ○ CF – Prato: coordinator and 2 facilitators - Empoli: coordinator and 2 facilitators - Campi Bisenzio: coordinator and 2 facilitators - Le Piagge: coordinator and 1 facilitator ○ AS – Prato: coordinator - Empoli: coordinator - Campi Bisenzio: coordinator - Le Piagge: coordinator	Qualitative	Assess the relevance and effectiveness of the activities implemented Understand in detail how activities and services have been adapted with the spread of Covid-19 Identify the beneficiaries and the main needs addressed Understand the level of implementation, the challenges faced, the future perspectives Assess the perceptions and opinions of the partners' coordinators and staff **OECD-DAC criteria evaluated:** RELEVANCE, EFFECTIVENESS, SUSTAINABILITY
26 Phone semi-structured interviews to beneficiaries *	Phone interviews to beneficiaries of the project: ○ CC - 3 Prato - 3 Empoli - 4 Campi Bisenzio - 4 Le Piagge ○ CF - 4 Empoli - 4 Campi Bisenzio - 4 Le Piagge	Qualitative	Assess the relevance and effectiveness of the project approach and tools Assess beneficiaries' knowledge of the project's activities, involvement and satisfaction Assess the main obstacles and difficulties faced by the beneficiaries Listen to beneficiaries' stories and needs **OECD-DAC criteria evaluated:** RELEVANCE, EFFECTIVENESS
6,822 CC registrations in Y4	- 5,151questionnaires completed by CC beneficiaries in Y4, - 103 staff participating in Capacity Building activities organised by Oxfam	Qualitative & Quantitative	Determine the outputs and achievements Assess beneficiaries' involvement and satisfaction Assess project results and outcomes **OECD-DAC criteria evaluated:** RELEVANCE, EFFECTIVENESS

			Determine the outputs and achievements
5,100 CF registrations in Y4	- 2,570 questionnaires completed by CF beneficiaries in Y4, - 160 staff participating in Capacity Building activities organised by Oxfam	Qualitative & Quantitative	Assess beneficiaries' involvement and satisfaction Assess project results and outcomes **OECD-DAC criteria evaluated:** RELEVANCE, EFFECTIVENESS
773 Students' and Teachers' registrations for school year 2021-22	ASs' registrations: - 21 Teachers trained - 80 Mentors and 118 Mentees - 607 Students of Inclusive Learning	Qualitative & Quantitative	Determine the outputs and achievements Assess beneficiaries' involvement and satisfaction Assess project results and outcomes **OECD-DAC criteria evaluated:** RELEVANCE, EFFECTIVENESS
Semi-structured interviews to teachers and headmasters	KII with: - 3 teachers of School Mentoring - 2 Headmasters	Qualitative	Assess the relevance and outcomes of the Actions in Schools component Identify the challenges **OECD-DAC criteria evaluated:** RELEVANCE, EFFECTIVENESS

Source: Authors' elaboration

* Note: beneficiaries were selected through a two-step selection: first, the centres selected around 20 people among those giving the permission to be contacted and received a long support, then the evaluator ran a randomization through Excel to select 4 beneficiaries for each CC and 4 for each CF.

2.4 EVALUATION FINDINGS

The following Sections contain the findings of the evaluation activities performed by the external evaluators, combining all the evaluation tools as introduced before. The findings are summarized by programme components (Community Centre, Community Facilitators and Actions in School) and by area of the intervention.

Therefore, for each component, the report will provide:

- o **Description** of the component (and evolution of services and activities with respect to the previous year) for all the four areas;
- o **Context**, state of the work, details for all the four areas;
- o **Relevance**: the extent to which the components of the programme are suited to the priorities of the local stakeholders and target group;
- o **Effectiveness**: the extent to which the programme components attain their outputs and outcomes;
- o **Impact** of the interventions on the main beneficiaries and stakeholders;
- o **Sustainability**, financial, institutional, political and social measures to increase it;

3 COMMUNITY CENTRES

The Community Centres are physical places located in the areas of intervention operating and providing services to the communities. The initial need assessment held in April 2018 by ARCO helped Oxfam Italy to decide which centres were to be involved in the project.

The activities implemented by Oxfam continue in a stable manner jointly with the actors involved in:

✓ **Empoli:** the *Il Piccolo Principe* cooperative managing the "CGA (*Centro Giovani Aperto*)" Community Centre;

✓ **Campi Bisenzio:** the *Macramè* social cooperative managing the "*Canapè*" Community Centre;

✓ **Firenze – Le Piagge** neighbourhood: – the *Martin Luther King* Consortium managing the "*Metropolis*" Community Centre;

✓ **Prato:** the *Cieli Aperti Onlus* association managing the "*Cieli Aperti*" Community Centre.

The following table summarises the main activities undertaken between March 2021 and August 2022 in each area. Greater details on the context and state of the work is provided in the following paragraphs.

Table 2: Community Centres and services offered within the programme

ACTIVITIES / SERVICES	AREAS AND CC			
	CC EMPOLI CGA	CC CAMPI BISENZIO CANAPÈ	CC LE PIAGGE METROPOLIS	CC PRATO CIELI APERTI
After-school activity	▰	▰	▰	▰
After-school workshops/labs	▰	▰		
Summer camps	▰	▰	▰	▰
NEET workshops				▰
Italian language courses			▰	▰
Help desk	▰	▰	▰	▰
Sports activities	▰		▰	
Recreational activities	▰	▰	▰	▰
Recreational and cultural events	▰	▰	▰	▰

Source: Authors' elaboration

The **Centro Giovani Aperto** (CGA, *Open Youth Centre*) is located in the Avane neighbourhood in Empoli and managed by the cooperative *Il Piccolo Principe*.

The activities implemented in the CGA supported by Oxfam and Burberry in the fourth year of *Nessuno Escluso* returned to the classic in-presence mode, after the break brought about the pandemic and the social-distancing. The Centre increased its weekly opening hours in order to cope with the presence of after-school activities and help-desk in limited spaces, so to ensure the respect of social distancing and sanitary restrictions.

In this last year, additionally to the activities carried out in previous years, the Centre developed and/or strengthened new activities and services. Hereafter we report a summary of the main activities and services offered by CGA:

- **After-schools' activities "STUDIO-OFFICINA" and collaboration with schools** – the after-school activity is back in presence in the centre's facilities and CGA continued its collaboration with schools in the area, both continuing the existing collaboration and starting with new ones, in order to follow the students as effectively as possible.
- **Inclusive summer camp "Nose up"** – An activity started in the summer of 2020, that represented a great opportunity to implement a common inter-area project with other project partners. Nose Up allows the CC to get out of its space, to reach new users and to identify new emerging needs.
- **Help desk "Punto Giovani"** - Further enhancement of help-desk activities, with increased opening hours and greater capacity to address needs and to orient users to other services in the area, thanks to the skills acquired by the personnel and to the stronger relations with the local CF.
- **Social Soccer in Avane** - One of the main activities offered by the CGA. Since the beginning of Nessuno Escluso – and despite the pandemic - the activity has seen an increase in the number of beneficiaries and in its quality thanks to the experience gained.
- **Social volleyball in Avane** – This new sport activity, complementary to social soccer and inspired by the same ideals, was piloted in September 2021. In its first year of implementation, 20 people took part in it, including two young people with disability, under the supervision of a dedicated operator. The CC has joined a national network that promotes sport activities with social implications and brings together 70 organisations in Italy – "Polisportive Giovanili Salesiane – Natura Sport Inclusivo".
- **Treasure Hunt** - Format of activity that in Empoli was promoted by the CGA and Oxfam Italy targeting students. The idea is to introduce participants to some of the city's and neighbourhood's treasures - places and organisations – through the game. The final prize was awarded to the class that worked with the greatest participation and inclusiveness.
- **Summer camps** in partnership with the municipality.

The activities carried out by the CC during the year enabled it to reach a high number of beneficiaries, despite the difficulties imposed by the pandemic and consequent restrictions. Most of the last year users (86%) benefited for the first time of the CC services and activities. Moreover, the number of yearly users' registrations almost tripled between 2018-19 (the first year of the project), and 2021-22, proving CC's increased capacity to reach and support a wider range of beneficiaries.

In addition, it is worth noting the increased ability to provide support to users aged between 11 and 24 (doubled from 2020/21), and that the majority of users is older than 24. This result is mainly due to the strengthening of the help-desk service, and to the sharp increase in cultural and recreational events, registering more than 650 beneficiaries. On the other hand, after-school activities and summer camps reached 30% of the youngest

beneficiaries of the centre. Finally, there was a slight increase in the number of users with foreign citizenship compared to previous years, particularly within the Chinese, Moroccans and Albanians communities.

Main results achieved:

- Increased the number and diversified the type of beneficiaries, thanks to the will to open up to the city of Empoli, by going beyond the Avane neighbourhood.

- Capacity of the CGA to be a point of reference for people with educational, socio-relational and family-related difficulties.

- Increased the sense of belonging between beneficiaries and families, and increased the taking care of the entire household.

- Strengthened the help-desk service.

- Professional growth of the operators and staff, with new skills and competences acquired, and strengthened the network with other actors in the surrounding areas.

CC CGA: CASE STORY

NAME	M.
GENDER	Female
COUNTRY OF ORIGIN	Morocco
LIVES IN	Empoli
USER SINCE	2019

" *Thanks to the Centre my school performance improved, and now my mum is more relaxed!* "

M. is a 15-year-old girl of Moroccan origin and lives with her parents and siblings. M. studies at high school in Empoli and got to know the CGA through leaflets distributed at school.

She has been attending the Centre for three years for after-school activities, both homework support and socialization.

Before attending the after-school activities, M. had many difficulties at school, especially with homework, and the educators helped her a lot. Moreover, socializing at the Centre is easier because there is not the stress that there is at school, and she now feels more included thanks to the people she has met.

The support received has also helped her family, her mother was very worried about her school performance, now thanks to the Centre and the improved results she is more relaxed. She recommended the Centre to a friend because she believes it can help people in the area.

N. UNIQUE BENEFICIARIES   **1,299**

M=42%   F=52%   nd=6%

new: 86%   before: 14%

CITIZENSHIP

CITIZENSHIP	%
Italian	87
Chinese	3
Moroccan	3
Albanian	3
Others	4

it includes 13 other countries: Afghanistan, Colombia, Cuba, Egypt, Philippine, India, Nigeria, Peru, Romania, Senegal, Sri Lanka, Switzerland, Tunisia.

AGE RANGE

<11	11 – 24	>24
10%	51%	39%

TOTAL REGISTRATIONS and TOTAL ACCESSES   **1,447 ; 13,129**

MEAN ACCESS TO SERVICE *   **29** → **Min 1 - Max 130**

TYPES OF SERVICES USED BY BENEFICIARIES*

SERVICE	N. registr.	% registr.	N. access	% access	acc/reg
Cultural and Recreational Events	673	47%	794	6%	1,2
Summer camps	254	18%	3904	30%	15,4
Help Desk	216	15%	378	3%	1,7
After-school	173	12%	5636	43%	32,6
Lab / courses	65	4%	1170	9%	18
Sport activities	64	4%	1333	10%	20,8
Capacity building	2	0%	4	0%	2

Computed on the number of registrations

CGA IN NUMBERS – OVERALL 2018-22

Number of registrations to CGA, by year:

Year	Registrations
2018-19	532
2019-20	1006
2020-21	916
2021-22	1447
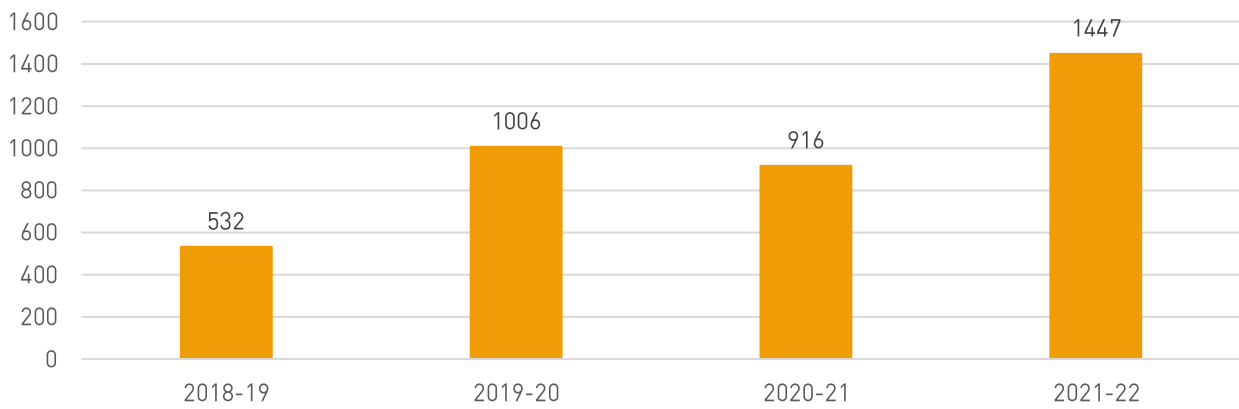
Number of registrations to CGA, by year and by activity:

2018-19
- Sport events: 490
- After-school: 35
- Sport activities: 7

2019-20
- Lab / courses: 397
- Cultural and recreational events: 299
- Summer camps: 114
- Sport activities: 92
- After-school: 70
- Sport events: 34

2020-21
- Summer camps: 453
- Lab / courses: 162
- Cultural and recreational events: 127
- Sport activities: 75
- After-school: 56
- Help Desk: 43

2021-22
- Cultural and recreational events: 673
- Summer camps: 254
- Help Desk: 216
- After-school: 173
- Lab / courses: 65
- Sport activities: 64
- Capacity Building: 2

Number of registrations to CGA, by activity and by year:

Activity	Year	Registrations
Cultural and recreational events	2019-20	299
	2020-21	127
	2021-22	673
Summer camps	2019-20	114
	2020-21	453
	2021-22	254
Lab / courses	2019-20	397
	2020-21	162
	2021-22	65
Sport events	2018-19	490
	2019-20	34
After-school	2018-19	35
	2019-20	70
	2020-21	56
	2021-22	173
Help Desk	2020-21	43
	2021-22	216
Sport activities	2018-19	7
	2019-20	92
	2020-21	75
	2021-22	64
Capacity Building	2021-22	2

The *Canapè centre* is a well rooted centre located in a residential neighbourhood in Campi Bisenzio. It is managed by *Macramè* social cooperative that operates mainly in the **prevention, education, training and active citizenship** of minors, young people and the community. Macramè social cooperative manages also the other two programme components: Community Facilitators and Actions in Schools.

The CC adapted to the pandemic context by extending the working hours: this decision allowed to address the users' needs. Furthermore, the numerous services and activities implemented outside the Centre, mainly in the last couple of years, allowed Canapè to experience a **greater interaction with the territory**. As a result, despite the complicated moment, the CC managed to open to the outside world.

Thanks to Nessuno Escluso, the relationship with partners managing CCs in other areas was consolidated, allowing a valuable exchange of practices and ideas and leading to shared planning. At the same time, the Centre started to take actions to strengthen the local network of actors in Campi Bisenzio, by creating partnerships with institutions and organisations in the area, thus confirming the centrality of Macramè in local dynamics.

During the last year, the Canapè Community Centre offered the following services and activities:

- **"Sportello Naviganti" help-desk** – The help desk adapted its services to address the new emerging needs of beneficiaries and represented an important reference point in the area, especially during the pandemic. Furthermore, from December 2020 the help-desk started to use a space in the city centre – *Casa dell'Acqua* – made available by the Municipality of Campi Bisenzio, supporting new beneficiaries and intercepting new needs.
- **Inclusive summer camps "Nose Up"**, realized from 2020 in several parks of the city where the CC educators organised outdoor activities with the children. Meanwhile, Community Facilitators were present and approached children's parents and relatives to let them know about the services and identify new needs of potential beneficiaries.
- **"Porto delle Storie"**, writing labs and after-school support for mid and high-school students, 11 to 16 years of age.
- **"Terra in Vista" project,** educational continuity project aimed at children in the 14-18 age group.
- **SURF**, low-threshold educational service focused on early school leaving prevention.
- **Cultural and recreational events.**

The number of CC registrations sharply increased during the project, especially between the second and third year of implementation, reaching 1,500 users. In the last year, the centre had almost 1,400 unique beneficiaries, 86% of whom were new to the centre, testifying to its ability to reach new people and expand its audience.

The beneficiaries in 2021-22 are equally distributed between men and women and 90% are Italian citizens, with a decrease among foreign citizens compared to the previous year (from 19% to 10%). Thanks to the presence of the Chinese facilitator, the relationship and support that the help-desk offers to the Chinese community living in and around Campi Bisenzio has been consolidated.

In the year 2021-22, the number of beneficiaries reached through cultural and recreational events strongly increased, reaching 50% of the annual total. On the contrary, there was a decrease in the number of beneficiaries supported through the help-desk compared to the previous year, which still remained 23% of the annual total. 9% of the beneficiaries benefited from the summer camps promoted by the CC – including "Nose Up" - while approximately 17% benefited from writing labs and other courses/laboratories.

<u>Main results achieved:</u>

- Increased the educational offer and the capacity to operate in the territory.

- Increased the number and diversified the type of beneficiaries reached.

- Capacity to provide answers to the community, in particular thanks to the help-desk, that allowed to intercept needs not adequately addressed by the local public service system. The help-desk became a reference point not only for users but also for public offices.

- The help-desk and "Nose Up" activity proved to be successful actions both in terms of beneficiaries reached and needs addressed.

- Strengthened the relationship between other projects partners that led to the sharing of practices, strategies and solutions.

- Strengthened the network with other organizations in the area of Campi Bisenzio and the relationship with institutional actors.

- Growth of the partner, in terms of internal organisation and management skills, and professional growth of the staff, in terms of technical skills and new methods acquired.

CC CANAPÉ: CASE STORY

NAME	B.
GENDER	Male
COUNTRY OF ORIGIN	Senegal
LIVES IN	Campi Bisenzio
USER SINCE	2020

" *The Centre has supported me and my family in several ways in the last 2 years and I think it can help many people living in this area* "

B. is from Senegal, is 39 years old and lives in Campi Bisenzio.

He is currently working and got to know Canapè through the social assistant a few years ago, in 2020. He went the first time because of his brother - who is 14 years old and attends the Centre for after-school activities - and benefited from the help-desk. The operators helped him to apply for the rent bonus and other bonuses.

In addition to his brother, his wife also went to the Centre, and B. suggested it to other acquaintances because the operators treated were very helpful. The Centre can help many people and according to him, it is easy to get to know about its existence.

He does not know whether the Centre will help him to feel more included in the community, but it has certainly been a great support for him and his family, not only with the services and activities mentioned above, but also with other needs that have gradually emerged.

N. UNIQUE BENEFICIARIES   **1,386**

M=48% F=51% nd=0%

new: 86% before:14%

CITIZENSHIP

CITIZENSHIP	%
Italian	90
Chinese	4
Albanian	2
Moroccan	1
Romanian	1
Others	3

AGE RANGE

<11	11 – 24	>24
11%	49%	40%

* *it includes 17 other countries: Algeria, Argentina, Egypt, Ethiopia, Honduras, India, Kosovo, Pakistan, Peru, Polonia, Czech Republic, Russia, Senegal, Somalia, Sri Lanka, Thailand, Togo*

TOTAL REGISTRATIONS and TOTAL ACCESSES   **1,492 ; 2,239**

MEAN ACCESS TO SERVICE *   **9** → **Min 1 - Max 116**

TYPES OF SERVICES USED BY BENEFICIARIES *

SERVICE	N. registr	% registr.	N. access	% access	acc/reg
Cultural and recreational events	746	50%	754	34%	1
Help desk	338	23%	570	25%	1,7
Lab / courses	170	11%	220	10%	1,3
Summer camp	140	9%	447	20%	3,2
Writing Lab	91	6%	92	4%	1
After-school	3	0%	148	7%	49,3
Capacity building	2	0%	4	0%	2
Job orienteering	2	0%	4	0%	2

* *Computed on the number of registrations*

CANAPÉ IN NUMBERS – OVERALL 2018-22

Number of registrations to Canapé CC, by year:
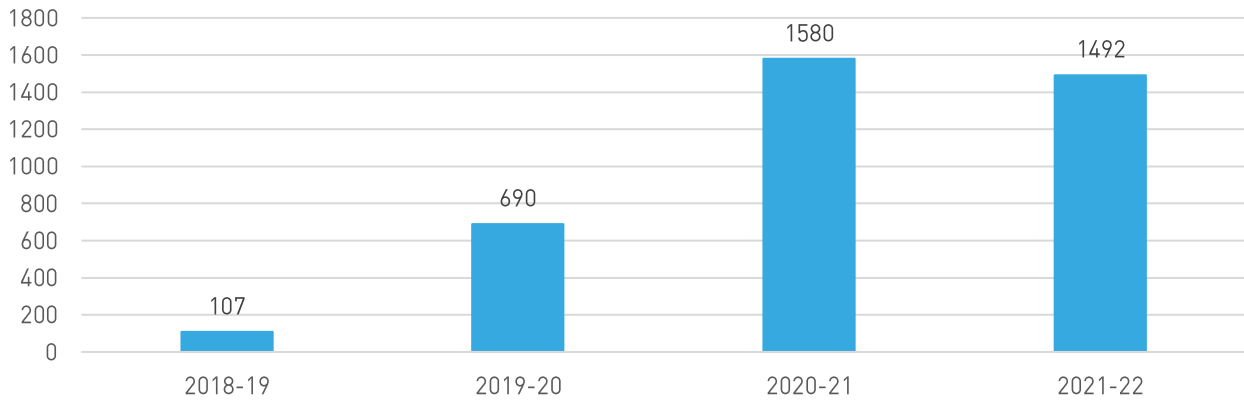
Number of registrations to Canapé CC, by year and by activity:
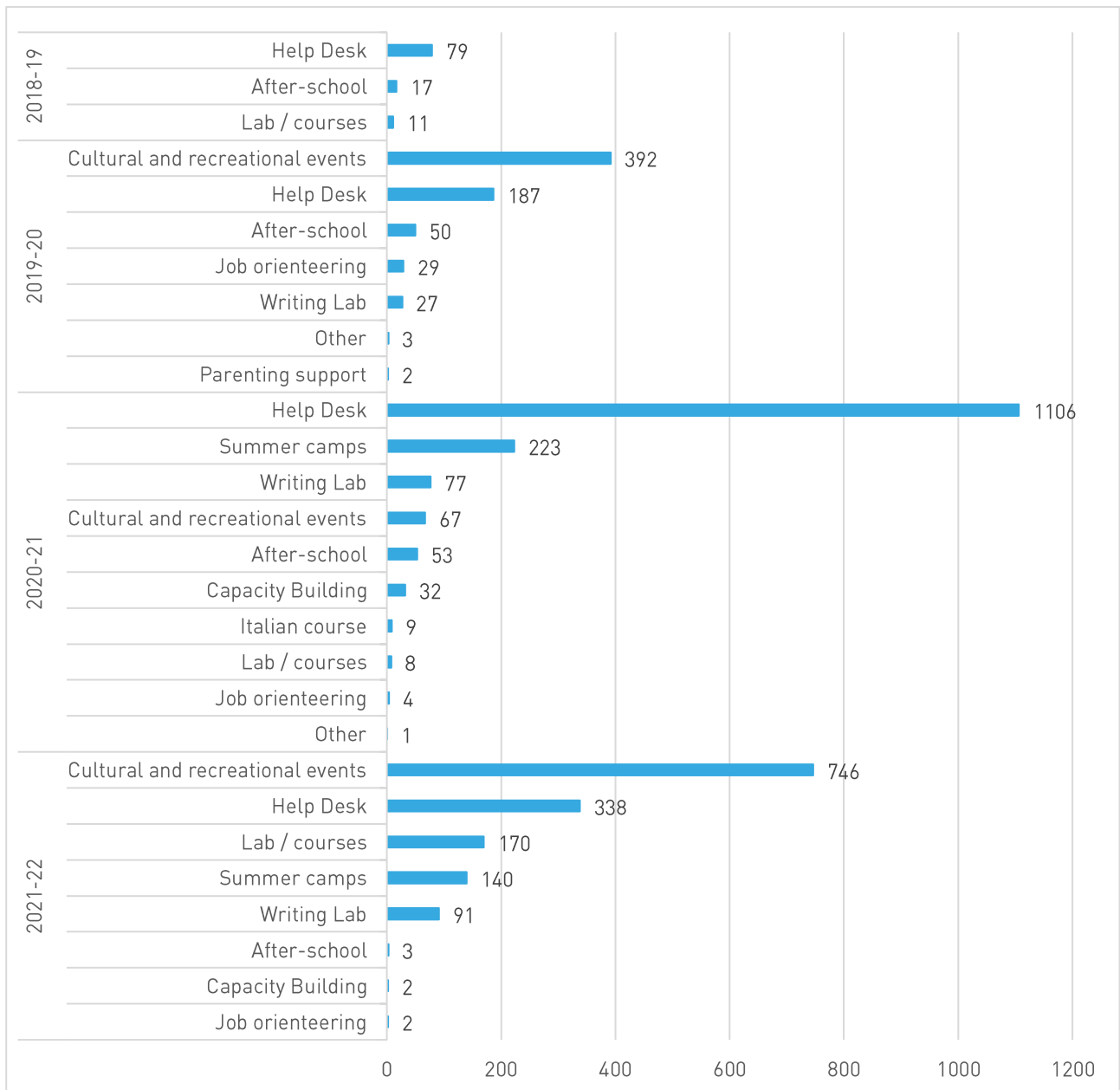
Number of registrations to CC Canapé, by activity and by year:

Activity	Year	Registrations
Help Desk	2018-19	79
	2019-20	187
	2020-21	1106
	2021-22	338
Cultural and recreational events	2019-20	392
	2020-21	67
	2021-22	746
Summer camps	2020-21	223
	2021-22	140
Writing Lab	2019-20	27
	2020-21	77
	2021-22	91
Lab / courses	2018-19	11
	2020-21	8
	2021-22	170
After-school	2018-19	17
	2019-20	50
	2020-21	53
	2021-22	3
Job orienteering	2019-20	29
	2020-21	4
	2021-22	2
Capacity Building	2020-21	32
	2021-22	2
Italian course	2020-21	9
Other	2019-20	3
	2020-21	1
Parenting support	2019-20	2

Located in Le Piagge area, the *Metropolis* Community Centre started from the synergy between the *self-management of Via Liguria* (social housing associations), the volunteering association "*Ieri Oggi Domani*", the *Martin Luther King* Social Consortium and the *Diaconia Valdese*. The Centre has been supported by Oxfam for five years, even before the "Nessuno Escluso" programme.

The Consortium manages also the Community Facilitators component in Le Piagge, activated in 2020 with the aim to support the most fragile people in the area and connecting them to the CC services.

Metropolis tries to address all the needs of the neighbourhood, and during the last years the CC was able to do it despite the spread of Covid-19 and consequent restrictions. Nessuno Escluso project allowed to re-design some activities and to add two additional operators/educators that supported by volunteers managed to deliver services and activities to the users. Since 2020, the centre has been opened six days per week so to ensure support for the entire community.

The Metropolis Community Centre offered during the last year the following services:

- **Tax assistance service (CAF)** – In strong cooperation with help-desk operators and community facilitators, this service represents one of the main activities of Metropolis CC.
- **Cultural and recreational events** – This activity is relevant for the centre because it gave visibility to the Centre while making the neighbourhood more vibrant.
- **Help and orientation desk** – The help-desk continued its activities, returning mainly to in-presence.
- **After-school activities** – The CC increased its staff and working hours to ensure support to a greater number of students. For after-school activities there is a maximum of 13 people per time slot, whereas before the pandemic it was up to 20. The reduced numbers enabled the educators to work more in depth with children.
- **Labs / workshops** - In addition to educational support, the staff organised some socialization activities for students, such as the painting course, in 2021 for young people over 18 and in 2022 for young people under 14, the web radio lab and the rap lab.
- **Summer camps for kids** – Summer camp activities were adapted to the new scenario from June 2020, with more emphasis on outdoor activities, pet therapy, juggling, tree climbing.
- **Job orienteering** - Relevant service started in 2020 to support the local community. Job orienteering and job seeking are indeed central in the Le Piagge neighbourhood and may play a fundamental role in terms of social inclusion.
- **Italian language courses** for foreign adults, once a week.

With regards the users, Metropolis managed to increase the number of registrations every year since the beginning of Nessuno Escluso. In 2021-22, the CC reached almost 1,700 registrations, tripling the numbers of 2019-20. This testify the increased capacity of the centre to diversify its users and to support people from the surrounding neighbourhoods, going beyond the area of Le Piagge where it is located. In fact, 75% of the unique beneficiaries in the year 2021-22 are new users.

Regarding the age of beneficiaries, 72% are older than 24 years old, while in terms of gender, 55% of beneficiaries are women. More than 25% of the beneficiaries are foreign citizens, with a great diversity among the countries of origin.

The majority of users in 2021-22 benefited from the tax assistance service (33%), cultural and recreational activities (29%), and orientation and information helpdesk service (11%), with a trend similar to the previous years. The sole helpdesk, however, reached out over the 45% of CC users thanks to the online access mode.

Main results achieved:

- The services offered by the CC are numerous and varied: although the CC cannot meet all the needs of the community, it still plays an important role in providing guidance and support.

- Over the years, the number of users increased and the typology diversified: at the beginning of the project, the CC was a reference point only for people living in the surrounding council houses, mostly foreigners, while today it also reaches people from the surrounding neighbourhoods, with a significant increase in the number of Italian families.

- Strengthened the networking among the partners of Nessuno Escluso.

- Greater recognition by other actors operating in the area, such as the Piagge Health House, and by public institutions, although it remains complicated to have stable and profitable relations with the Municipality of Florence.

- Strengthened dialogue with the local schools.

- Greater operational stability for the centre, which in a period of great difficulty such as the pandemic kept carrying out its activities in a stable manner

- Professional growth of the operators, that strengthened their skills and competences.

CC METROPOLIS: CASE STORY

NAME	M.
GENDER	Male
COUNTRY OF ORIGIN	Morocco
LIVES IN	Florence
USER SINCE	2016

"
The Community Centre Metropolis helps the neighbourhood and the people who live here.
"

M. is from Morocco, is 64 years old and lives in Le Piagge, Firenze.

He works as a driver and got to know Metropolis because his children started going about six years ago for after-school activities. His children keep going to the Centre, while visited the place for tax assistance.

The Centre helped him and his family in several ways, on the one hand with bureaucratic issues and orientation to serviced, and on the other hand with educational and social activities for his children, who have improved their results at school and made new friends.

He recommended the centre to some friends because he thinks it can help people living in and around Le Piagge district. He does not think it is very easy to find out about the Centre except by word of mouth.

Thanks to Metropolis, he feels more included in Le Piagge district and is very satisfied with the support received.

N. UNIQUE BENEFICIARIES   **1,562**   M=45% F=55%   nd=0%

new: 74%   before: 26%

CITIZENSHIP

CITIZENSHIP	%
Italian	74
Sri Lankan	2
Serbian	3
Moroccan	3
Romanian	2
Albanian	3
Peru	2
Others*	10

AGE RANGE

<11	11 – 24	>24
8%	20%	72%

it includes 42 other countries: Algeria, Argentina, Bangladesh, Benin, Bosnia, Brazil, Cameroon, Chile, China, Congo, Ivory Coast, Egypt, Eritrea, Ethiopia, Philippine, France, Georgia, Germany, Japan, India, Iran, Kosovo, Luxembourg, Macedonia, Mali, Mauritius, Moldavia, Niger, Nigeria, Netherland, Pakistan, Palestine, Senegal, Syria, Spain, United States, Togo, Tunisia, Ukraine, Hungary, Venezuela.

TOTAL REGISTRATIONS and TOTAL ACCESSES   **1,699 ; 6,636**

MEAN ACCESS TO SERVICE*   **14**   →   **Min 1 - Max 129**

TYPES OF SERVICES USED BY BENEFICIARIES*

SERVICE	N. registr	% registr.	N. access	% access	acc/reg
Tax assistance service (CAF)	554	33%	778	12%	1,4
Recreational and cultural events	490	29%	496	7%	1
Help desk	194	11%	200	3%	1
School / other labs	146	9%	162	2%	1,1
Summer camps	93	5%	1096	17%	11,8
After-school	70	4%	3505	53%	50
Sport activities	67	4%	227	3%	3,4
Parenting support	46	3%	60	1%	1,3
Job orienteering	20	1%	20	0%	1
Italian language course	19	1%	92	1%	4,8

Computed on the number of registrations

METROPOLIS IN NUMBERS – OVERALL 2018-22

Number of registrations to Metropolis CC, by year:
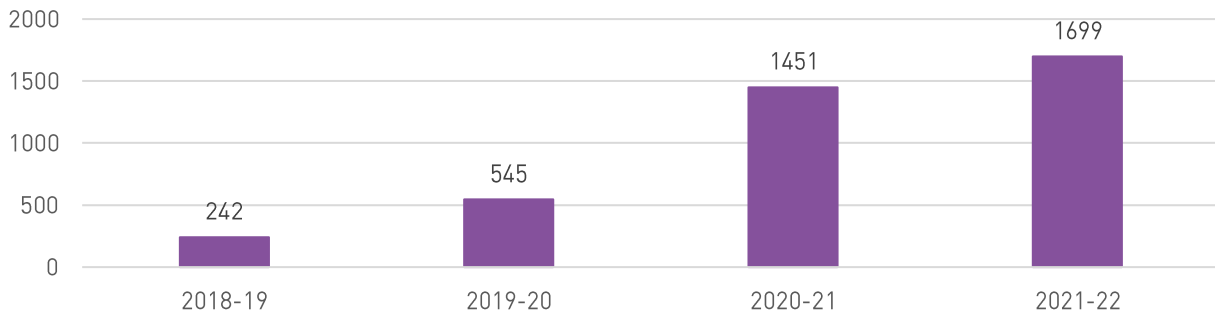
Number of registrations to Metropolis CC, by year and by activity:
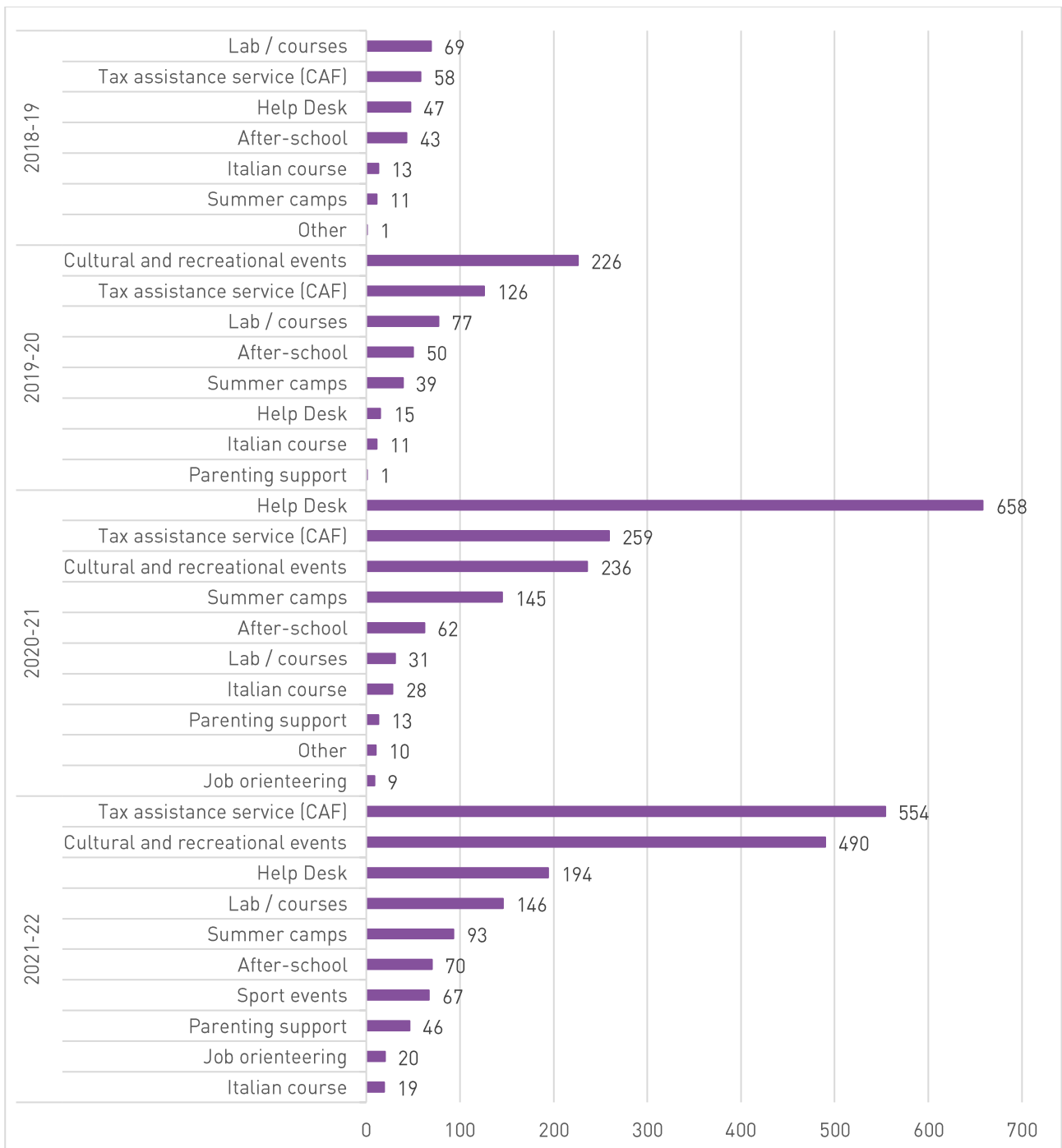
Number of registrations to Metropolis CC, by activity and by year:

Activity	Year	Number
Tax assistance service (CAF)	2018-19	58
	2019-20	126
	2020-21	259
	2021-22	554
Cultural and recreational events	2019-20	226
	2020-21	236
	2021-22	490
Help Desk	2018-19	47
	2019-20	15
	2020-21	658
	2021-22	194
Lab / courses	2018-19	69
	2019-20	77
	2020-21	31
	2021-22	146
Summer camps	2018-19	11
	2019-20	39
	2020-21	145
	2021-22	93
After-school	2018-19	43
	2019-20	50
	2020-21	62
	2021-22	70
Italian course	2018-19	13
	2019-20	11
	2020-21	28
	2021-22	19
Sport events	2021-22	67
Parenting support	2019-20	1
	2020-21	13
	2021-22	46
Job orienteering	2020-21	9
	2021-22	20
Other	2018-19	1
	2020-21	10

Cieli Aperti is an Onlus association for social promotion founded in 2003 in Prato. The Centre is an important meeting place for children and adults of several nationalities in the *Soccorso* neighbourhood of Prato, therefore representing an opportunity to improve the level of social inclusion in the area.

Participating in Nessuno Escluso proved to be a fundamental opportunity to redesign the services offered by the Community Centre: thanks to the exchange of ideas, practices and initiatives, Cieli Aperti managed to redesign its activities and services in a more effective and efficient way. This network also led to the creation of shared projects, such as the summer activity "Nose up".

Moreover, Cieli Aperti managed to increase its presence as a reference point in Prato and its collaboration with the Municipality. At the same time, the CC established relations with Prato Community Facilitators, *Antenne*, and with the managing partner Pane&Rose. Most of the joint activities were directed towards the Chinese community.

The Community Centre Cieli Aperti offered during the last year the following services:

- **Help-desk** – The reorganisation of the help desk's activities allowed the CC to be recognised as a reference point not only by users, but also by local authorities. As a matter of facts, the help-desk is officially recognised by the Municipality of Prato and it is possible to realise paperwork for citizenship, residence permits and school enrolments. The main purpose of the help-desk is not only to provide immediate support, but also to accompany people in other needs that may emerge, thus providing a more continuous and in-depth support to the users.
- **After-school activities** – Educational support and socialization activities for young students.
- **Inclusive summer camps "Nose Up"** – An opportunity to continue outdoor activities in the city parks during the summer months with children, approaching new families and possible users. After the first experience in the summer months, Cieli Aperti has decided to propose it again in September.
- **Summer camp** organised every summer by the CC.
- **Cultural and recreational events** - Small-scale events aimed at involving citizenship, such as the treasure hunt organised by the CC with Oxfam.
- **NOL (Nuovi Orizzonti Lavoro) daily help-desk service for job seeking support** and workshop for **NEETs and students** combines school-based and work-based traineeships (alternanza scuola-lavoro).
- **Variegato Mandarino** – Italian language course and educational support for foreign students.
- **Italian language courses** - The CC has an agreement with the University for Foreigners of Siena to release CILS language certification.
- **Parenting support**
- **Capacity-building** meetings held with employees, to increase skills and competences.

The activities implemented brought in users from other areas of Prato: the CC was able to double the number of beneficiaries, exceeding 2,100 registrations in 2021-22. Of the unique beneficiaries, 75% are new users, testifying the centre's ability to expand and diversify its userbase.

With regards to the beneficiaries' age, 54% of users are over 24 years old, but the centre continues to have a significant number of users under 11 years old, 19% of the total. When it comes to the nationalities, the most common are Italian and Chinese (around 30%), followed by Nigerian, Albanian and Pakistani.

41% of users' registrations in 2021-22 can be attributed to the help-desk service, doubling the numbers of 2020-21. Indeed, the help desk-became increasingly important for the CC over the project implementation,

followed by educational activities, such as after-school activities (7% of beneficiaries in 2021-22), Italian language courses (10%) and recreational and cultural events (19%).

Main results achieved:

- Increased number of beneficiaries reached over the project implementation, thanks to the work carried out on the ground and the ability to maintain activities online and at a distance

- Redefined the Centre activities: thanks to Nessuno Escluso the organisation's main 3 lines of action were defined, namely help-desk, interculture, after-school education. As a result, the quality of the services offered notably increased.

- Progressive strengthening of the help-desk, which was reorganised over the project thanks to the support of Oxfam and which is now recognised by the Municipality of Prato.

- Success of the workshops for NEETs and students in programmes for combined school-based and work-based traineeships, despite the limited number of beneficiaries supported.

- Strengthened the network, both among the project partners (presented two proposals for NEETs with the Macramè cooperative and the support of Oxfam) and at local level (structuring activities with Pane&Rose and the collaboration with the Municipality has increased).

CC CIELI APERTI: CASE STORY

NAME	C.
GENDER	Female
COUNTRY OF ORIGIN	China
LIVES IN	Prato
USER SINCE	2022

" *It helps me to improve my Italian, the Centre can help people living in this neighbourhood.* "

C. is 19-year-old girl born in Prato. She is of Chinese origin, and he lives with her parents.

C. is a high school student and got to know the Centre through school. She first came to the Centre about six months ago to take an Italian language course.

She recommended Cieli Aperti to some friends and believes that the Centre, thanks to the services it offers, can help people in this area. It is quite easy according to her to become aware of this opportunity, as several people go to the Centre.

The Centre helped her to learn Italian and she is satisfied with the support she received.

N. UNIQUE BENEFICIARIES **2,000**

M=48%   F=49% nd=3%

new: 75% before: 25%

CITIZENSHIP

CITIZENSHIP	%
Italian	30
Chinese	29
Pakistani	6
Nigerian	7
Albanian	6
Romanian	4
Moroccan	3
Senegali	2
Ukranian	3
Others	11

AGE RANGE

<11	11 – 24	>24
19%	26%	54%

It includes 41 other countries: Algeria, Argentina, Bangladesh, Belorussia, Brazil, Burkina Faso, Cameroon, Ivory Coast, Costa Rica, Cuba, El Salvador, Philippine, Gambia, Georgia, Ghana, Guinea, Guinea-Bissau, Honduras, India, Kazakhstan, Kosovo, Lithuania, Mali, Mexico, Moldavia, Niger, Peru, Polonia, Czech Republic, Dominican Republic, Russia, Serbia, Sierra Leone, Spain, Sri Lanka, Thailand, Togo, Tunisia, Turkey, United States

TOTAL REGISTRATIONS and TOTAL ACCESSES **2,184 ; 36,693**

MEAN ACCESS TO SERVICE * **31** → Min 1 - Max 131

TYPES OF SERVICES USED BY BENEFICIARIES *

SERVICE	N. registr	% registr.	N. access	% access	acc/reg
Help desk	892	41%	2315	6%	2,6
Recreational and cultural events	406	19%	798	2%	1,9
Summer camps	269	12%	5234	14%	19,4
Italian language course	208	10%	19655	54%	94,5
Parenting support	157	7%	2620	7%	16,7
After-school	144	7%	5889	16%	40,9
Job seeking support	107	5%	180	0%	1,7
Capacity building	1	0%	2	0%	2

Computed on the number of registrations

CIELI APERTI IN NUMBERS – OVERALL 2018-22

Number of registrations to Cieli Aperti CC, by year:

Year	Registrations
2018-19	1022
2019-20	1235
2020-21	1278
2021-22	2184

Number of registrations to Cieli Aperti CC, by year and by activity:

2018-19

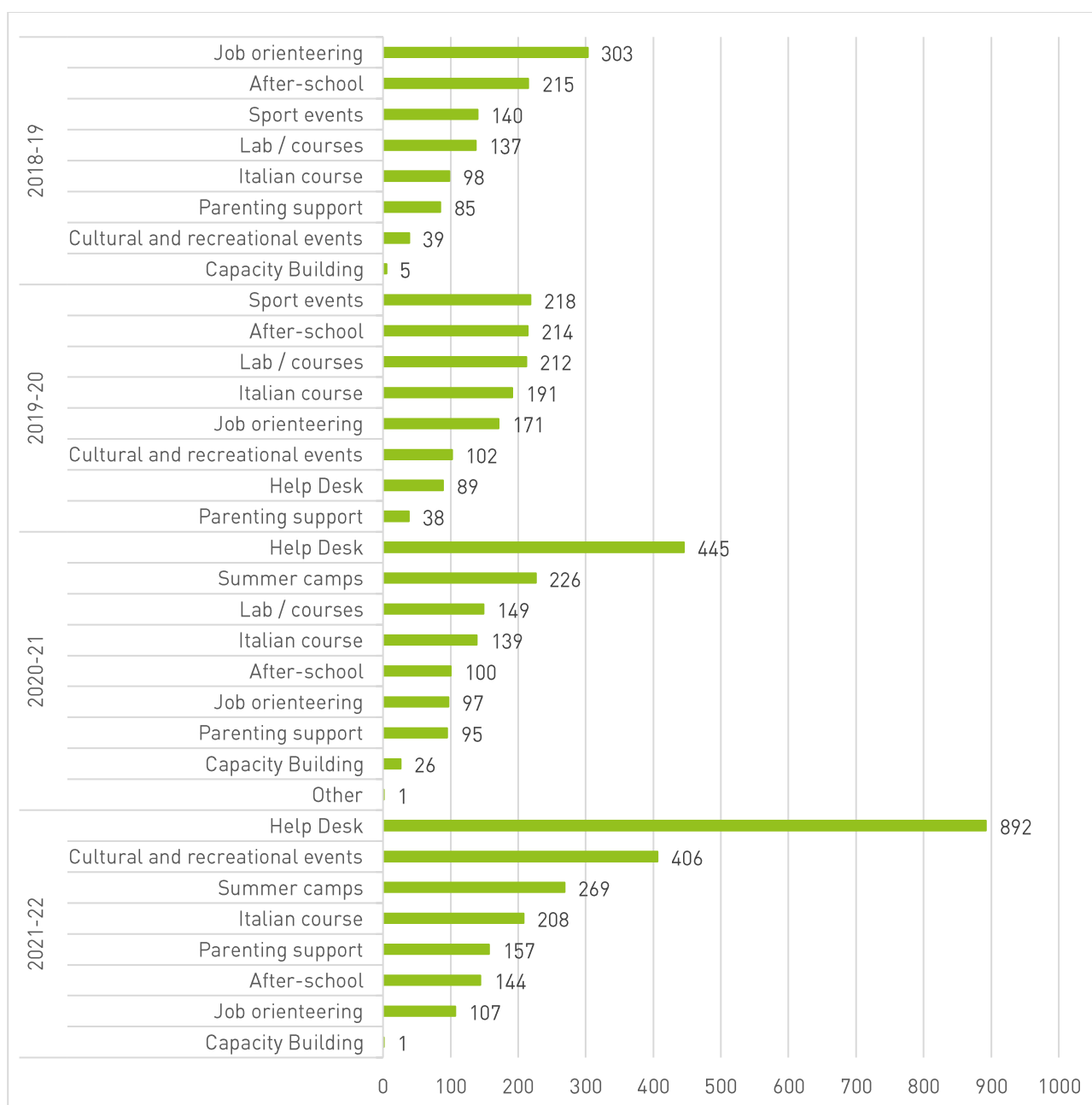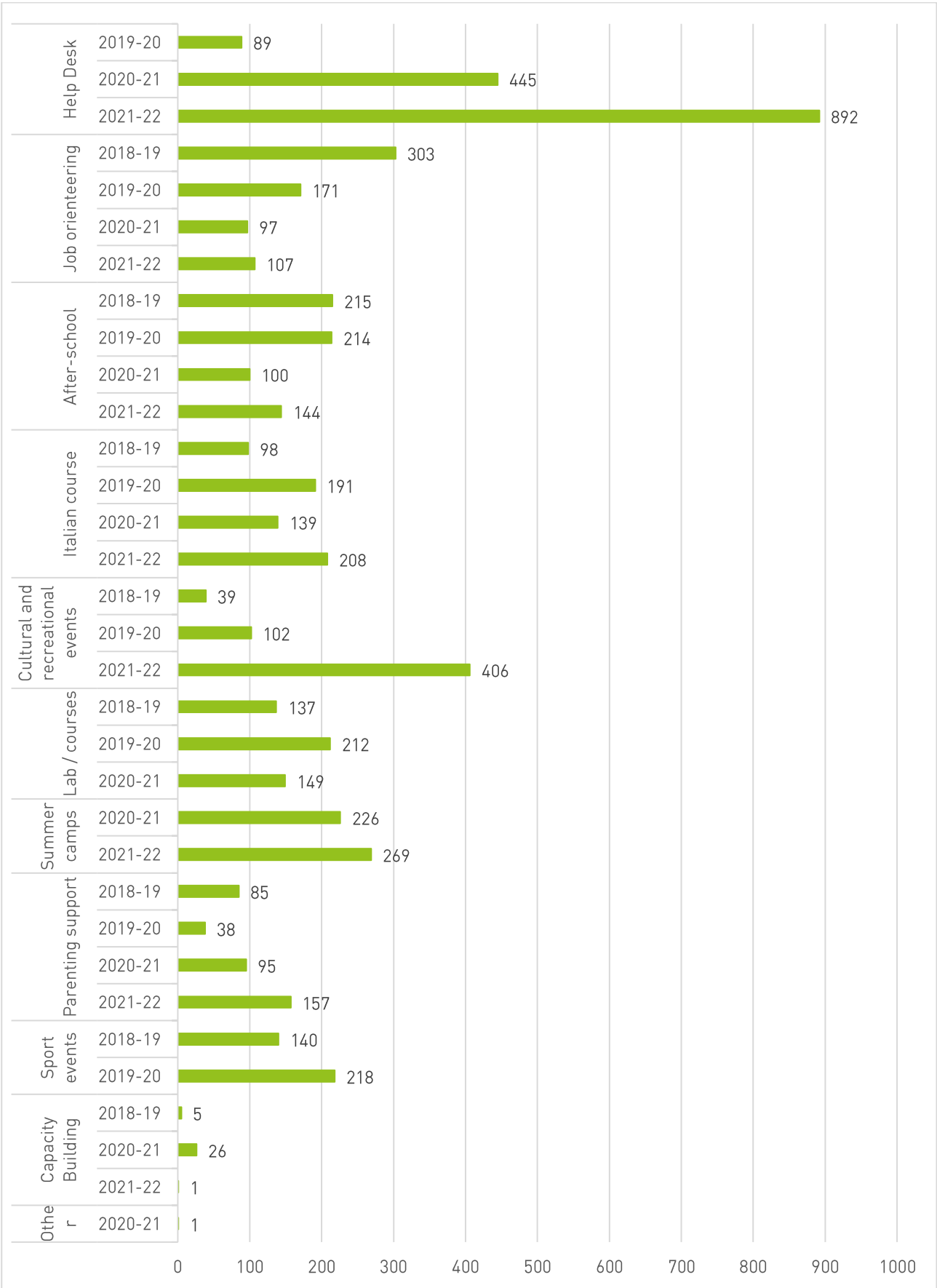| Activity	Registrations
Job orienteering	303
After-school	215
Sport events	140
Lab / courses	137
Italian course	98
Parenting support	85
Cultural and recreational events	39
Capacity Building	5

2019-20

Activity	Registrations
Sport events	218
After-school	214
Lab / courses	212
Italian course	191
Job orienteering	171
Cultural and recreational events	102
Help Desk	89
Parenting support	38

2020-21

Activity	Registrations
Help Desk	445
Summer camps	226
Lab / courses	149
Italian course	139
After-school	100
Job orienteering	97
Parenting support	95
Capacity Building	26
Other	1

2021-22

Activity	Registrations
Help Desk	892
Cultural and recreational events	406
Summer camps	269
Italian course	208
Parenting support	157
After-school	144
Job orienteering	107
Capacity Building	1

Number of registrations to Cieli Aperti CC, by activity and by year:

Activity	Year	Value
Help Desk	2019-20	89
Help Desk	2020-21	445
Help Desk	2021-22	892
Job orienteering	2018-19	303
Job orienteering	2019-20	171
Job orienteering	2020-21	97
Job orienteering	2021-22	107
After-school	2018-19	215
After-school	2019-20	214
After-school	2020-21	100
After-school	2021-22	144
Italian course	2018-19	98
Italian course	2019-20	191
Italian course	2020-21	139
Italian course	2021-22	208
Cultural and recreational events	2018-19	39
Cultural and recreational events	2019-20	102
Cultural and recreational events	2021-22	406
Lab / courses	2018-19	137
Lab / courses	2019-20	212
Lab / courses	2020-21	149
Summer camps	2020-21	226
Summer camps	2021-22	269
Parenting support	2018-19	85
Parenting support	2019-20	38
Parenting support	2020-21	95
Parenting support	2021-22	157
Sport events	2018-19	140
Sport events	2019-20	218
Capacity Building	2018-19	5
Capacity Building	2020-21	26
Capacity Building	2021-22	1
Other	2020-21	1

3.1 EVALUATION FINDINGS – COMMUNITY CENTRES

3.1.1 OUTPUTS AND OUTCOMES ASSESSMENT

This session briefly presents the main outputs and outcomes, by both assessing the achievement of the logical framework indicators, and by analysing the data collected through the evaluation questionnaires administered to beneficiaries that took part in the programme.

The first box describes the composition and number of beneficiaries that used the community centres' services and activities in the last project year (between March 2021 and August 2022).

Boxes 2-3 describe the main outcomes reported by children and adults in the evaluation questionnaires, in the last year. While personal data were collected for all the beneficiaries, evaluation questionnaires were filled by a smaller percentage: as a result, the findings account only for a limited number of beneficiaries and cannot be extended to the whole population, since the sample cannot be considered representative. Nonetheless, the results reported are all positive, and in line with the previous year evaluations, thus showing that the Community Centres managed to keep their role of **reference point for the neighbourhoods and the cities** at large.

Finally, the Box 4 depicts the outcomes of the **capacity building** activities organized by Oxfam with personnel and staffs of the four areas of intervention, either in person and online.
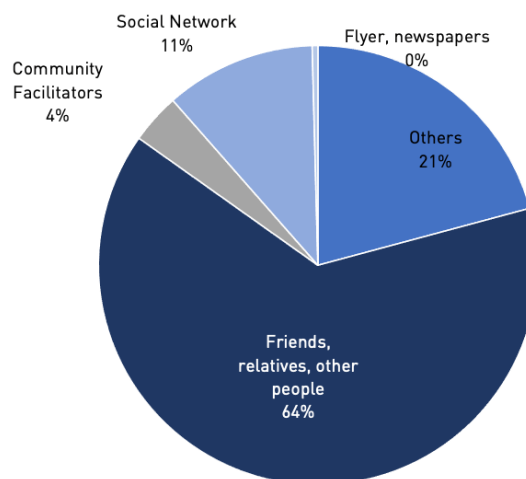
COMMUNITY CENTRES – 2021-22

BOX 1- NUMBER AND COMPOSITION OF BENEFICIARIES

N. REGISTRATIONS BY CC (N. 6,822)

- Campi Bisenzio
- Empoli
- Firenze Le Piagge
- Prato
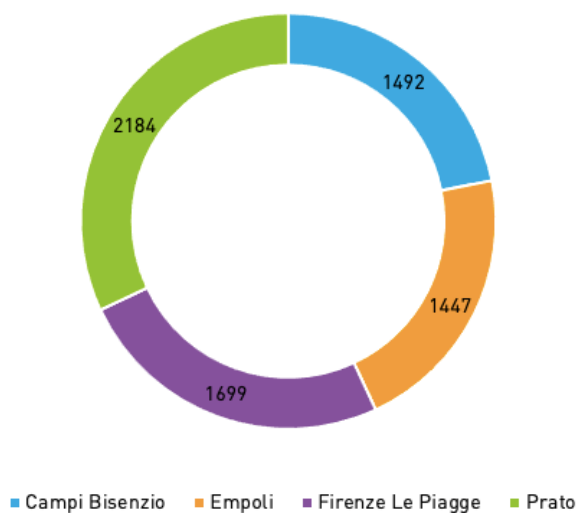
HOW REGISTERED BENEFICIARIES KNEW ABOUT THE CC, IN %

(N. 1,436, N. blanks = 6,987)

### MAIN CITIZENSHIPS OF CC REGISTERED BENEFICIARIES, IN % (N=5,926)

EMPOLI	%	CAMPI	%	LE PIAGGE	%	PRATO	%
Italian	87	Italian	90	Italian	74	Italian	30
Chinese	3	Chinese	4	Sri Lankan	2	Chinese	29
Moroccan	3	Albanian	2	Serbian	3	Nigerian	7
Albanian	3	Moroccan	1	Moroccan	3	Pakistani	6
Others*	4	Romanian	1	Romanian	2	Albanian	6
*It includes 13 other citizenships		Others*	3	Albanian	3	Romanian	4
		*It includes 17 other citizenships		Peru	2	Moroccan	3
				Others	10	Senegali	2
				*It includes 42 other citizenships		Ukranian	3
						Others	11
						*It includes 41 other citizenships	

BOX 2- OUTCOMES EXPERIENCED BY CHILDREN

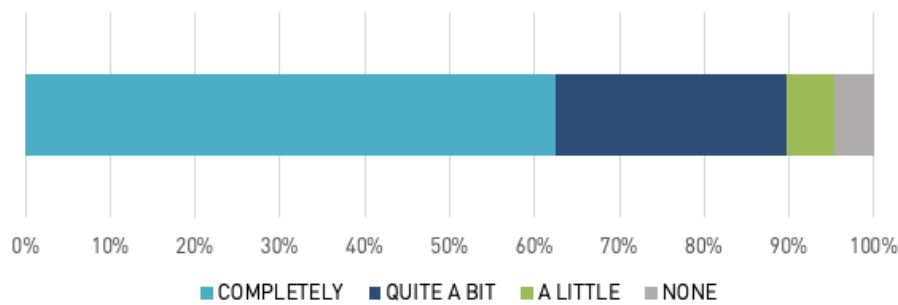✓ **HOW MUCH DO YOU LIKE GOING TO CC?**
   N= 652 / blanks=2,547

Legend: COMPLETELY, QUITE A BIT, A LITTLE, NONE
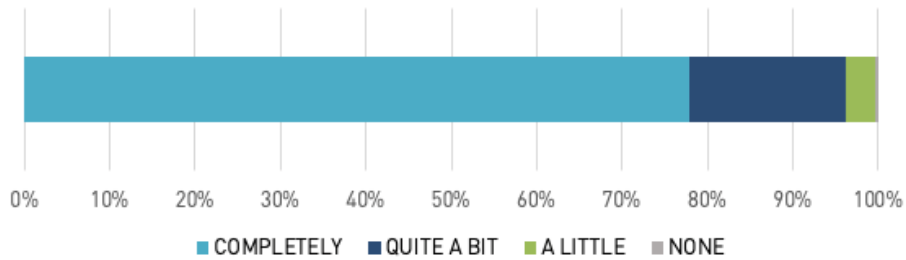
✓ **DOES THE CC HELP YOU TO DO THE HOMEWORKS?**
   N= 296 / blanks=2,895

Legend: COMPLETELY, QUITE A BIT, A LITTLE, NONE
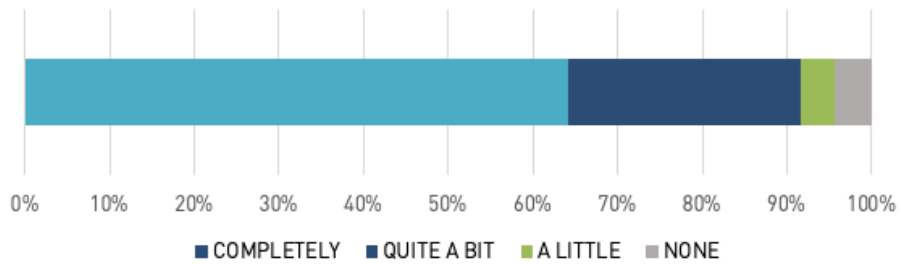
✓ **DID YOU MAKE NEW FRIENDS THANKS TO CC?**
   N= 555 / blanks=2,636

Legend: COMPLETELY, QUITE A BIT, A LITTLE, NONE

✓ **THANKS TO CC, DID YOU DECIDE TO START NEW ACTIVITIES OUTSIDE?**
   N= 555 / blanks=2,636

Legend: COMPLETELY, QUITE A BIT, A LITTLE, NONE
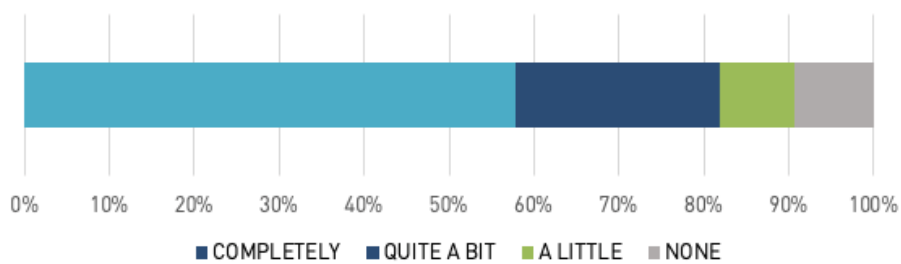
BOX 3- OUTCOMES EXPERIENCED BY ADULTS

✓ ARE YOU SATISFIED WITH THE CC SERVICES?
   N= 1,662 / blanks=4,014

100% OF RESPONDENTS SATISFIED AND VERY SATISFIED

✓ DO YOU KNOW BETTER THE SERVICES IN YOUR AREA THANKS TO THE CC?
   N= 285 / blanks=5,391

COMPLETELY ■ QUITE A BIT ■ A LITTLE ■ NONE
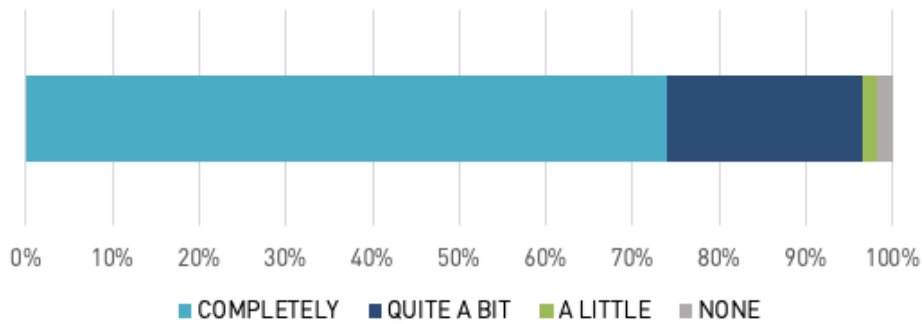
✓ DO YOU USE MORE THE SERVICES IN YOUR AREA THANKS TO THE CC?
   N= 195 / blanks=3,623

■ COMPLETELY ■ QUITE A BIT ■ A LITTLE ■ NONE
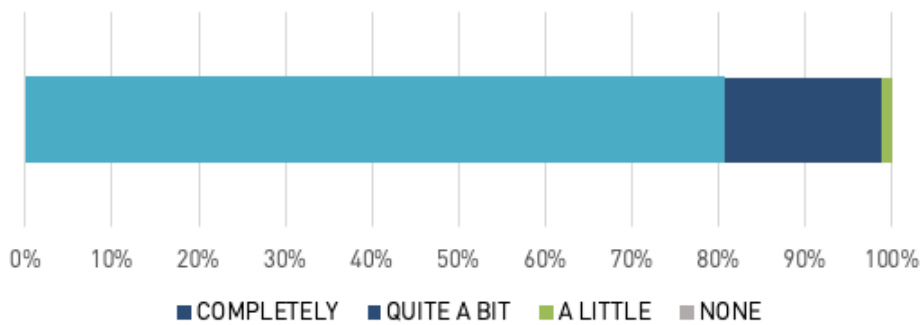
BOX 4- OUTCOMES EXPERIENCED BY CAPACITY BUILDING

Oxfam organized several capacity building moments for CC and CF staff.

Trainings were held either in person or at the distance, according to the sanitary situation and consequent restrictions. Capacity building activities were attended by 103 CC staff members, with some participating into more than one session.
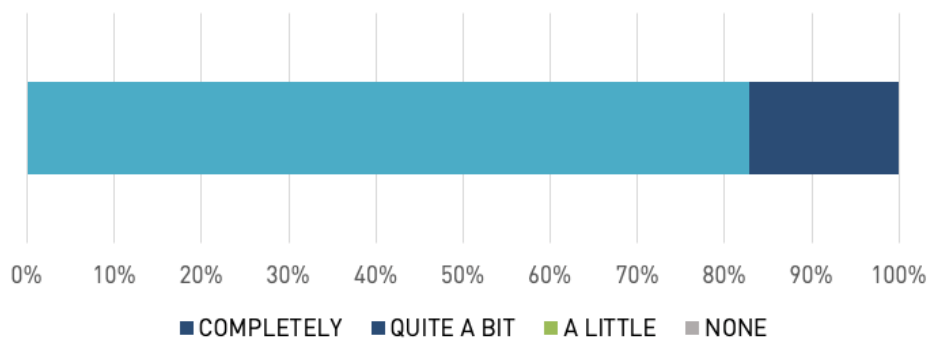
Main topics of the capacity buildings were:

- Restitution of evaluation findings and learning
- Exchange of practices among partners
- Income revenue authority
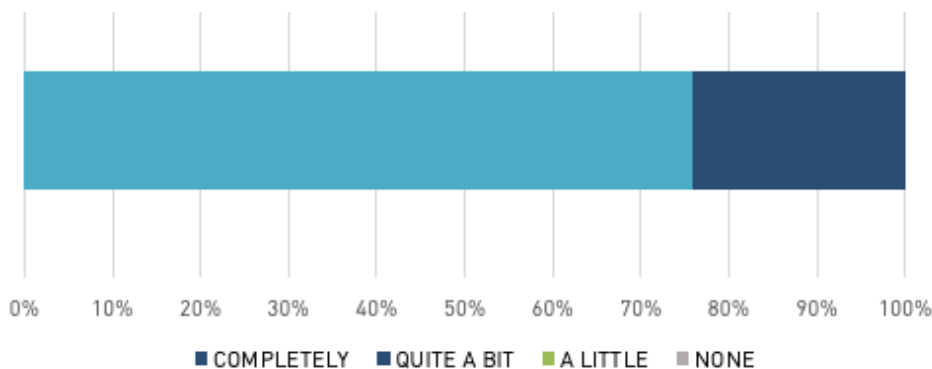- Article 27
- Gender justice
- Vaccination

In particular:

✓ **DO YOU THINK THE TRAINING WAS USEFUL?**
 N= 29 / blanks=74

✓ **DO YOU THINK THE TRAINING WAS EFFECTIVE?**
 N= 29 / blanks=74

✓ N= 9 / blanks=74 believes to have increased his/her competences thanks to the participation in the training.

COMMUNITY CENTRES – OVERALL 2018-2022

Unique beneficiaries:

DIRECT BENEFICIARIES	13,371
INDIRECT BENEFICIARIES	66,010

Number of registrations to the activities, by year:

2018-19	2019-20	2020-21	2021-22
1,903	3,504	5,404	6,987
TOTAL = 17,798			

Services and activities used by beneficiaries, total:

ACTIVITIES	N	%
Help Desk	4407	25%
Recreational Events	2306	13%
Summer camps	1960	11%
Lab / courses	1631	9%
Cultural Events	1462	8%
After-school	1327	8%
Tax assistance service (CAF)	990	6%
Sport events	948	5%
Job orienteering and Job seeking	733	4%
Italian language course	688	4%
Parenting support	428	2%
Capacity building	206	1%
Sport activities	208	1%
Writing Lab	195	1%
Other	29	0%
Total	17,518	100%

COMMUNITY CENTRES – LOGFRAME

The following tables include the cumulative percentage of achievement of Output and Outcome indicators as identified in the programme logical framework. In the *Notes* column there are information on the computation of achievement.

Table 3: Achievement of OUTPUT indicators

OUTPUTS	INDICATOR	DEFINITION	TARGET	N. ACHIEVED	NOTES	% ACHIEVEMENT
OTP1: Educational and socialisation services delivered	N° of people attending educational, and socialisation services and sport activities	*People attended educational, socialisation and sport services (A1 to A2)*	4,500	5,321	*Computed on data between 2018 – August 2022 shared by the CC and Oxfam in the Database.* *The computation includes: after-school, sport activities, summer camps, school labs, writing and other labs.*	118%
OTP2: Information, orientation and fiscal service delivered	N° of people that receive information and orientation on available services and/or fiscal support	*People informed on available services and/or who received fiscal support service*	4,000	5,825	*Computed on data between 2018 – August 2022 shared by the CC and Oxfam in the Database.* *The computation includes: fiscal support, help-desk, parenting support.*	146%
OTP3: Job seekers support delivered	N° of people receiving support to access to job	*People looking for job who received support*	1,000	733	*Computed on data between 2018 – August 2022 shared by the CC and Oxfam in the Database.* *The computation includes: job seeking support and orientation.*	73%
OTP4: Cultural, recreational and sport and/or events implemented	N° of people that take part to activities / events	*People who attended activities / events*	10,000	4,716	*Computed on data between 2018 – August 2022 shared by the CC and Oxfam in the Database.* *The computation includes: cultural and recreational events, both online and in person.*	47%

Table 4: Achievement of OUTCOME indicators

OUTCOMES	INDICATOR	DEFINITION	TARGET	N. ACHIEVED	NOTES	% ACHIEVEMENT
OTC1: Increased awareness about available and accessible opportunities	% of people that feel to know better the services in the community	*Beneficiaries state they know better the services in the community*	80%	Very much + Quite a bit = 96%	*Computed on 605 beneficiaries answering to the responding question in the Evaluation questionnaire in a positive way (Very much / Quite a bit).* *The Qx was administered only to people accessing the service many times or after a deep conversation.* 96% achieved / 80% target = 120%	120%
OTC2: Education, fiscal, social, and orienting services more accessible	% of people that feel able to access services	*Beneficiaries state they feel able to access services in the community*	70%	Very much + Quite a bit = 96%	*Computed on 582 beneficiaries answering to the responding question in the Evaluation questionnaire in a positive way (Very much / Quite a bit).* *The Qx was administered only to people accessing the service many times or after a deep conversation.* 96% achieved / 70% target = 138%	138%
OTC3: Local environment more vibrant	% of people that feel the environment in the area became more vibrant, thanks to the CC activity	*Beneficiaries and local stakeholders that state the environment in the area became more vibrant, thanks to the CC activity*	40%	Very much + Quite a bit = 50%	*Based on the in-person and telephone interviews to 48 beneficiaries answering that the centre contributed Very much and Quite a bit to making the environment more vibrant.* 50% achieved / 40% target = 125%	125%
OTC4: Community Centres more accessible and open to a wider audience	% of people that feel the CC audience is increased variety-wise and number-wise	*CC operators that state the CC was able to attract a more varied and wide audience*	80%	Very much + Quite a bit = 100%	*Based on the in-person interviews to CC operators and staff.* *In 4/4 CC the operators stated that they reached a wider and more diversified audience, thanks to the online tools.* 100% achieved / 80% target = 125%	125%

3.1.2 OECD-DAC CRITERIA ANALYSIS

RELEVANCE

RELEVANCE TO THE CONTEXT

- The project territories (the Municipality of Campi Bisenzio, the Municipality of Empoli, the district of Le Piagge in the Municipality of Florence, the Municipality of Prato) present different problems in terms of social exclusion and marginality: high rates of unemployment, especially among young people; high presence of foreign citizens; high rates of school drop-outs; poor knowledge of services and difficulty in accessing them on the part of the population; low sense of social cohesion; lack of aggregation and community spaces.
- The need analysis realized by ARCO in 2017 enabled Oxfam to identify partners in each of the four target territories, as well as to highlight the needs and priorities of each territory.
- The target territories and, in particular, the partners involved in the management of the Community Centres lacked a strategic inter-territorial partnership network, which instead has been one of the main achievements of the Nessuno Escluso project. This partnership proved to be capable of developing innovative and relevant project formats for their respective places.

RELEVANCE TO BENEFICIARIES' NEEDS

- Being designed on the basis of need assessment and constantly updated according to context needs, the activities supported by the programme Nessuno Escluso have always been relevant and managed to address beneficiaries' needs. During the programme, the Community Centres had to rethink their activities, adapting to the Covid-19 pandemic and trying to match the new emerging needs. The permanent presence of the CCs and the close relationship with their communities allowed for an ongoing need analysis.
- Despite the wide diversity of services and activities, all the CCs share common characteristics:
  - being multifunctional spaces dedicated to a wide range of activities for individuals, families, and young people
  - CCs are all located in the suburbs of the target municipalities or in vulnerable neighbourhoods
  - CCs respond to the specific needs of their local communities.
  - They all realise help-desk activities
  - CCs all offer socialisation opportunities and represent a place for community development. In some cases, the help-desk service was brought out of the CC with the aim of making the service accessible to a wider population.
- The CCs kept improving their role as reference points where to receive support on a variety of aspects for both Italians and foreigners, thus increasing social inclusion of the beneficiaries while allowing a better access to local services. The CCs not only address spot needs of the beneficiaries, but in some cases, they implement a more structured taking care of the beneficiary and of the entire household.
- Strengthening the CCs services and activities made it possible to meet the needs and respond to beneficiaries' needs that otherwise would have remained unsatisfied.
- The analysis of the outcome indicators shows the full relevance of the intervention in responding to beneficiaries' needs: *96% of the beneficiaries declare that they got to know completely or quite better the services offered in the area where they live thanks to the Community centre and 99% of them that they use more the services in your area thanks to the Community Centre.*

EFFECTIVENESS

The analysis draws on:

- The achievement of OUTPUT and OUTCOME indicators as defined in the Logframe;
- Data analysis of *pre-post* questionnaires and data collected by CCs;
- Conceptual content analysis of the data collected through semi-structured interview to main stakeholders and beneficiaries;

The analysis of the effectiveness of the intervention was conducted by assessing the degree of achievement of specific objectives and expected results, through the output and outcome indicators and related targets monitored via the internal monitoring work carried out by the partners. This work was then enriched with the information obtained from the analysis of the questionnaires addressed to the beneficiaries, as well as from the semi-structured interviews addressed to the other main stakeholders.

LOGFRAME

In general, the trend in the achievement of targets and indicators is positive, and despite the difficulties in involving the beneficiaries in the implementation of some activities, also due to the Covid-19 pandemic, all actions were implemented as planned and expected outputs and outcomes were achieved.

The targets identified for the output indicators were reached and exceeded for OTP1: Educational and socialisation services delivered and OTP2: Information, orientation and fiscal service delivered, while the target was not fully reached for OTP3: Job seekers support delivered. The target was not reached for OTP4: Cultural, recreational and sport and/or events implemented: the Community Centres mostly carry out in-depth activities with beneficiaries, in some cases going as far as to provide them with a real take-care, therefore, opening up to a broader range of users represented a challenge. Nessuno Escluso pushed the Community Centres to open up to the outside world and CCs made important progresses by including in their planification large events open to the public. Moreover, the achievement of OTP4 was particularly affected by the pandemic and the restrictions introduced to contain it, which prevented events from taking place for several months.

With regard to outcome indicators, the targets were all met, as demonstrated by the data collected through questionnaires. People who benefited from the CC services met their needs in terms of OTC1: Increased awareness about available and accessible opportunities, OTC2: Education, fiscal, social, and orienting services more accessible, OTC3: Local environment more vibrant, OTC4: Community Centres more accessible and open to a wider audience.

MAIN RESULTS ACHIEVED ON:

BENEFICIARIES

Through their many services and activities, the Community Centres supported a very significant number of beneficiaries, reaching a total of almost 18,000 registrations during the programme years. The services and activities enabled users to obtain numerous benefits.

Beneficiaries interviewed and involved in the questionnaires stated the main outcomes experienced are:

- Increased feeling of social inclusion;
- Better knowledge of the services in their territories;
- Satisfaction with the helpfulness of the operators and the CCs capacity to address different needs;
- Reference role played by CCs in supporting citizens in need.

COMMUNITY CENTERS / PARTNER

The project enabled the Community Centres to enhance, strengthen and expand the range of services and activities offered and enabled these Centres to build a strong network favouring mutual capacity building and exchange of practices. The positive dynamics triggered by the project have also benefited the partners managing the Community Centres.

The CCs experienced the following outcomes:

- Strengthened the type and quality of services and activities offered by the Community Centres as well as their role as reference point;
- Diversified the services offered to support a wider and varied audience of users as well as to reach beneficiaries from other areas of the respective cities;
- More organisation and stronger capacity to adapt to new tools and methods;
- Strengthened CC help-desk services and relations with Community Facilitators operating in their respective territories;
- Opportunity to exchange practices and project ideas among Community Centres (peer to peer learning) and with Oxfam;
- Enhanced networks with institutions and other local actors.

STAFF

Staff and operators of CCs have benefited from the project through direct and indirect trainings and capacity building received during the project implementation. The greater internal structuring of the Community Centres has also enabled the operators to have greater work stability over the project years and to be able to engage more continuously in the services and activities offered.

Operators state that they experienced the following outcomes:

- Development of new skills through capacity building;
- Development of a greater ability to adapt to particular situations and contexts (e.g., Covid-19) thanks to new methodologies and tools learnt;
- Satisfaction for the quality of output delivered and for the user satisfaction due to the increased ability to respond to their needs.

IMPACT

The impact[1] of the project was investigated by combining mixed methods to assess the long-term, intended and unintended changes (OECD DAC, 2019) generated by the Community Centres on the main stakeholders over the four-years project.

The method chosen to assess the impact is the **Social Return on Investment** (SROI) analysis, a **value-for money evaluation**. This approach builds on the causal mechanisms underlying the project **results chain**, thus applying an input-output-impact model, and reconstructing the history of qualitative and quantitative changes happened through the programme. SROI is a stakeholder-centric methodology: as a matter of facts, stakeholder involvement is essential to avoid self-referential decision-making as well as to validate decisions regarding the definition of outcomes and related indicators.

In addition, SROI analysis allows to determine the **attribution** and **causality** of changes in a twofold way: (i) on the one hand, the focus on the results chain makes it possible to reconstruct the logical chain that allows inputs to turn into impacts, (ii) on the other hand, the impact estimation is based on the difference between the before-after intervention "cleaned" by the distortions represented by the portion of the outcome attributable to other agents (*attribution*), the portion of the outcome that would probably have occurred in the absence of the intervention (*deadweight*) and the perishability of the outcome over time (*drop-off*). The application of these technical parameters makes it possible to determine the portion of changes triggered by the programme.

The SROI analysis was carried out jointly for the CC and CF components of the Nessuno Escluso programme and the complete Executive Summary is available in Annex 2. For more details on the social impact assessment, please see to the full report. Hereafter, there is the SROI ratio:

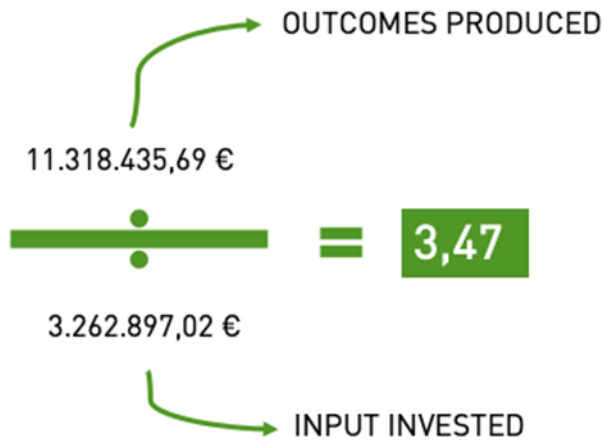Hereafter, we report the output of the whole analysis:

Total stakeholders involved and evaluation tools	– 27,158 CC and CF beneficiaries present in the Database
	– 519 staff members who received capacity building present in the Database
	– 117 interviews with CC and CF beneficiaries
	– 53 interviews with staff members
	– 43 interviews with Oxfam and project partners' managers
	– 4 restitution meetings on evaluation results

---

[1] Impact is conceived in twofold way: (i) the extent to which the intervention has generated significant positive or negative, intended or unintended, higher-level effects (OECD DAC, 2019), thus referring to the last part of the project results chain. Thus, it focuses on the causal mechanisms that transform input into outputs, outcomes and impacts; (ii) amount of change due to the project, thus based on the concept of attribution. To measure the project contribution to a particular change, it uses the notion of counterfactual.
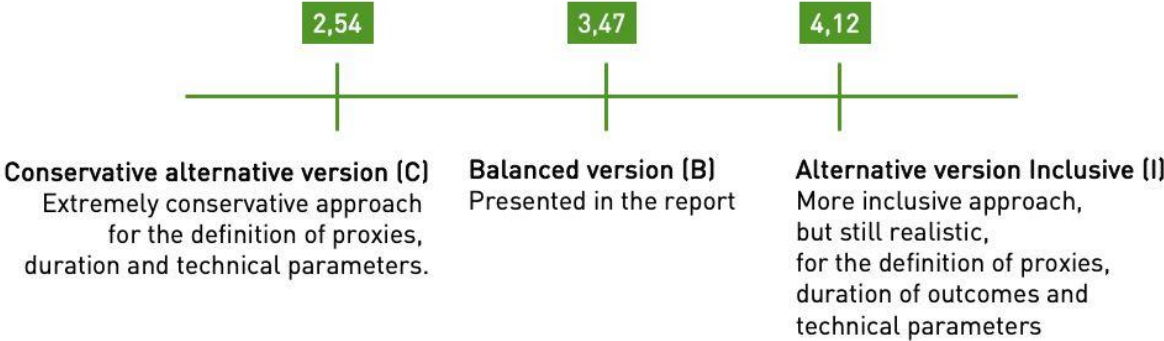
OUTCOMES PRODUCED

11.318.435,69 €

÷ = **3,47**

3.262.897,02 €

INPUT INVESTED

The **SROI ratio** describes the social and economic impact of Oxfam and partners' activities on beneficiaries and key stakeholders. Applying an input-output-impact model based on extensive dialogue with stakeholders, we calculated that for the years 2018-2022 the activities of the Community Centres and Community Facilitators components of the Nessuno Escluso programme generated a social return of 3.47 per €1 invested.

Sensitivity analysis

The presented SROI ratio lies in a range whose lower boundary is represented by a version with more conservative assumptions, while the upper boundary includes more inclusive assumptions. In this analysis, the SROI ratio ranges between a low of 2.54 (conservative version) and a high of 4.12 (inclusive version).

2,54   3,47   4,12

Conservative alternative version (C)
Extremely conservative approach
for the definition of proxies,
duration and technical parameters.

Balanced version (B)
Presented in the report

Alternative version Inclusive (I)
More inclusive approach,
but still realistic,
for the definition of proxies,
duration of outcomes and
technical parameters

Finally, the impact was investigated by defining the **concrete learning** and **which are the conditions that made the intervention successful, and which are the factors that made it unsuccessful?**

FACTORS ENHANCING IMPACT:

- Motivated partners who believe in their mission;
- Greater internal organisation of community centres and acquisition of structured working methods;
- Identification of the CCs' priority objectives and key activities to focus on;
- Possibility of acting in continuity over four and half years and thus realising long-term planning;
- Strong willingness to find alternative and innovative solution to carry on the CCs activities;
- Capacity to understand the emerging needs of people in the new scenario;
- Capacity to keep supporting vulnerable people in the new scenario with quick response;
- Flexibility of CCs staff;
- Improved relations with local institutions and municipalities and other public and private service;
- Networking with other CCs implementing partners and exchanging methodologies and expertise (peer to peer learning);
- Ability to combine in-depth care of beneficiaries and 'light' recreational and cultural activities for the neighbourhood community and surrounding areas;
- Diversified activities: innovative actions and bringing services outside, thus increasing visibility;
- Improved willingness and skills in terms of collecting data and empirical evidence of achievements in order to communicate them externally;
- Evaluative and learning moments allowed the project partners to reflect upon the outcomes achieved and to undertake corrective actions so to foster the project impact.

BOTTLENECKS:

- The in-depth care of beneficiaries makes it complicated to reach large numbers: finding a compromise between these two issues required time from the CC;
- Reduced capacity to reach foreseen numbers of direct beneficiaries – due to the reduction of public events and opportunities for socializing activities during Covid-19 pandemic;
- Initial difficulty in adapting to new tools and ways of implementing activities and services;
- Difficulty in adapting to a continuously changing environment from March 2020 (restrictions, etc.), especially concerning educational activities with youth;
- Uncertainty for the future (activities and funds);
- Difficulties in successfully supporting users with regard to job integration and housing, structural problems in Italy for which help desk operators have no tools;
- Lack of response by local institutions to the needs of citizens in socio-economic distress.

SUSTAINABILITY

The extent to which the benefits of an activity are likely to continue after donor funding has been withdrawn has been investigated through its different aspects: financial, institutional, political and social.

In general, the activities and the services offered in the CCs cannot be financially sustainable as most of them are free of charge. The targeted beneficiaries are the most vulnerable citizens of the intervention areas, and the majority of them could not afford to pay for such services.

The Community Centres have received solid support from the Burberry Foundation since the project has been running. This support has enabled them to restructure and rethink their activities, expanding their scope, increasing their openness, giving continuity to activities considered important for social inclusion and building a more structured network of services. The Community Centres have also been able to rely on punctual financial support from the reference municipalities in some cases and on annual public and foundation tenders.

Most CC services are provided free of charge. A few exceptions: a) the Centro Giovani Avane in Empoli envisages a minimum payment for each activity in the form of an annual enrolment fee; the after-school activities have a cost - though limited - based on the intensity of attendance; b) at the Centro Canapè in Campi a small weekly cost-sharing fee is envisaged in some cases; c) at Metropolis CC in Le Piagge the only service for which a fee is charged is the summer camp for which a weekly fee is envisaged on an ISEE basis.

The sustainability of the intervention is enhanced by some **measures** taken within the programme itself, under the lead of Oxfam. These includes:

FINANCIAL:

- Carefully plan the activities over the years with the staff of Oxfam, identifying those on which to focus and on which to concentrate resources;
- Participate to alternative public and private funding opportunities, also establishing partnerships among CCs, Oxfam Italia and other partners (.g. project on educating communities with project partners Macramè and Pane&Rose, project on educational support with Oxfam, Cieli Aperti, Cospe and Gramsci Keynes High School in Prato, ect.);
- Implement dialogue between CCs looking for new project formats to propose to local actors;
- Increase the connection between CCs and the internal capacity of each CC to engage in new planning, which led to the identification of strategic services and activities to be promoted in all territories (e.g. information and orientation help desks and Nose Up summer camps);
- Involve public actors (i.e., municipality, councillor, school headmasters) in the services and activities offered by the CCs, making them to support financially the services considered more relevant (as happened with Nose Up summer camps which have been financed by municipalities).

INSTITUTIONAL / POLITICAL:

- Strengthen the relation with local institutions and other Third Sector organisations by making formal and/or informal agreements;
- Establish national and local networks with public and private partners external to the programme who deal with similar issues (e.g., the Avane Youth Centre in Empoli, which joined the national Salesian Network for Inclusive Sport, participated in the creation of a network of actors managing youth centres in the surrounding area, and returned to activate the Avane neighbourhood committee);

- Carry out advocacy campaigns towards institutions, involving not only the municipal level but also the metropolitan and regional levels.

TECHNICAL:
- Capacity building of the CCs and the constant tutorship realized by Oxfam staff;
- Meetings and exchange of best practices among CCs;
- Strengthen the monitoring and evaluation skills of the partners running the Community Centres, through regular data collection and analysis and socialisation of results;
- Willingness of CCs to monitor and evaluate their own activities, despite the difficulties of collecting data from online services, is an important aspect in terms of sustainability;
- Enhance the ability to communicate well the actions implemented and the results obtained, by having adequate evidence and also by effectively using social media and other channels of communication with institutions and citizens.

SOCIAL:
- Support CCs in becoming reference points for the supported beneficiaries and places known by a larger segment of their community;
- Empowerment of individuals participating to the CCs' activities;
- The activities implemented through the programme serve the users and the city's institutions, because they have important effects in terms of social inclusion and take pressure off the public service.

Despite the aforementioned measures, the sustainability of some of the Community Centres' activities after the conclusion of Nessuno Escluso is uncertain. The Community Centres will undoubtedly continue to operate in the territories: as a matter of facts all of them have a solid structure and have been active actors for many years before the project. Thanks to the support they have received and to Oxfam's coaching they have acquired additional skills and experience that will help them in the years to come.

With regards to the economic sustainability of some activities and services, Community Centres will put in place some strategies, such as: (i) reducing the opening hours of some services (i.e., information and orientation desk, despite the great success they have had in terms of the number of beneficiaries reached and their ability to respond to needs); (ii) slightly increase some fees in order to continue with the same services, even though they are aware that this could lead to difficulties for the most vulnerable groups of beneficiaries, (iii) or alternatively to work with larger groups of beneficiaries.

For the future years, The Centres' objective, however, is to maintain the activities and services identified as priorities during Nessuno Escluso, committing themselves to participate individually or collectively in public or private tenders and projects in order to finance the activities without adding a burden on the beneficiaries.

4 COMMUNITY FACILITATORS

Community Facilitator (CF) is an innovative idea launched by Oxfam Italy. As per original planning, the CF was meant to be an operator working in the most marginalized areas of the intervention, trying to approach people on the roads in an informal setting and to start a collaborative dialogue, based on trust. Therefore, exchanging information, addressing people to the local services and Community centres, catching the main needy of the communities and bridging the needs with the access to the services.

This is a new figure to the Italian system: therefore, there were difficulties to implement this project component during the very first year of implementation (2018). The knowledge of the local context and a constructive dialogue with the municipalities revealed to be fundamental to successfully start these activities in the intervention areas. The decision taken by Oxfam to build up a common working pathway with local partner in order to define the most appropriate ways to intervene revealed to be fundamental. Therefore, due to the peculiarity of the areas involved, the component is structured differently to better meet the needs.

> "The Facilitator is a "mobile help-desk": he/she operates on the road, moving within cities and neighbourhoods to intercept people in need and community needs.
>
> Operator of Campi Bisenzio

At the same time, Oxfam had to integrate the activity with other projects implemented in the same period in the intervention areas. Creating connections with similar projects is particularly important to avoid overlapping with services that already exist, and to identify what is needed and the specific target, so to guarantee the delivery of a relevant service.

The services offered by Community Facilitators in 2020 and 2021 were highly affected by the restrictions imposed by the pandemic: the social distancing imposed a switch from the meetings on-ground to the **online** meetings, through WhatsApp and WeChat channels. In addition, facilitators started recording video-tutorials to reach a high number of people at the same time, thus keep providing an effective support also at the distance.

In two of the four intervention areas - in Campi Bisenzio and in Le Piagge - the Community Facilitators worked in close collaboration with the Community Centre. Being managed by the same partner facilitated this relation. In Prato, on the other hand, Nessuno Escluso project fostered the development of an already existing service: the Antenne project. This was a project promoted by the Municipality of Prato in partnership with the Pane e Rose cooperative with characteristics similar to the CFs. In Empoli, in partnership with ASEV, the Community Facilitators operated around the Donyasso help-desk (set up by the project) to respond to unheard needs in the territory. The following table summarizes the state of the work in the different areas of intervention.

Table 5: Community Facilitators – state of the work

AREA	PROJECT	PARTNER	IMPLEMENTATION PHASE
Empoli	Donyasso Help Desk	ASEV, Unione dei Comuni Empolese Valdelsa	Active since October 29th, 2018
Campi Bisenzio	Facilitators	Macramè, Comune di Campi Bisenzio	Active since October 2019
Firenze/ Le Piagge	Facilitators	Metropolis	Active since December 2020
Prato	Antenne	Pane&Rose, Comune di Prato	Active since February 4th, 2019

EMPOLI – SPORTELLO DONYASSO

The **Donyasso help-desk** in Empoli started its activities in October 2018 in partnership with ASEV (*Agenzia per lo Sviluppo Empolese Valdelsa*). The Donyasso help-desk was created to respond to a need that emerged during the meetings held by Oxfam with the various stakeholders in the area, primarily the Municipality of Empoli, and representing a physical reference point where users can receive information on various topics.

The team is composed by an operator of ASEV, a legal operator of Oxfam, a coordinator, facilitators of different nationalities, Arab, Chinese and Romanian. The latter was added over the past year, bringing in new users and additional expertise in terms of job seeking orientation, so to enrich the team's overall experience. The Donyasso help-desk is open for 4 half-days per week.

During Nessuno Escluso, the Donyasso help-desk had to **rethink its activities**, adapting to the restrictions to face the Covid-19 pandemic: the on-ground activities of facilitators, which are useful to engage new possible users in key areas of the city (ethnic shops, churches, shopping malls, other services) were partially replaced by **alternative methods** to reach users, such as **WhatsApp, Facebook** and **WeChat.** Operators and facilitators of the Donyasso help-desk also created video tutorials - initially amateurish and then progressively more professional thanks to Oxfam's support - to answer the most common requests and questions from users. This service has proved to be very useful for both Italian and foreign citizens, as showed by the high number of visualizations the videos had. For practices or requests, users schedule appointments and access the help-desk in person. Although operators and facilitators are attempting to maintain the appointment system to access the help-desk, over the last year more flexibility was added.

Despite the evolving context and the new adopted tools, the role of the facilitators remained relevant for the territory. Even with limited on-ground activities, the new operational online mode proved to be extremely useful and functional. Word of mouth worked well, with users informing new people who might need support of the existence of the help-desk and facilitators.

Among the main activities carried out in the last year: legal support (citizenship applications, renewal of residence permits, etc.), support in filling in paperwork for bonuses and benefits, support on training and employment, advice to other services and organisations in the area (Job Centre, Anti-Violence Centres, institutions, associations).

Beneficiaries have been increasing over the course of the project, exceeding 1,700 in the last year. This has been possible thanks to the new tools used, such as online channels, which again in 2021-22 supported over 600 users (27% of the total). Still the in-presence help-desk remains the service type most popular among beneficiaries (38% of the total).

Over the past year, almost 70% of Donyasso's beneficiaries are new users, while the rest are long-term users.

The users' nationalities are varied, with more than 40 different ones, however, consistently with the facilitators' nationality, the majority of users are mainly from China and Morocco, followed by Romania, Georgia and Italy.

<u>Main results achieved</u>:

- Increased internal skills of the team of operators and facilitators and greater ability to interacr with users.

- Progressive increase in the number of help-desk working hours since the beginning of the project.

- Ability to adapt to the Covid and post-Covid period, finding new solutions to reach and support beneficiaries, despite the difficulty of successfully carrying out street work.

- Strengthened the network and improved communication with institutional services and other Third Sector organisations.

- Increased collaboration with the Centro Giovani Aperto help-desk.

- Increased the number of beneficiaries reached and the ability to communicate real data to the Municipality of Empoli thanks to the monitoring and evaluation system, which ensured a better communication between the Municipality and Donyasso.

DONYASSO HELP DESK: CASE STORY

NAME	C.
GENDER	Female
COUNTRY OF ORIGIN	Romania
LIVES IN	Empoli
USER SINCE	2021

" The community facilitator helped me and my whole family. "

C. is from Romania and is 31 years old. She lives in Empoli with her whole family. She is currently unemployed and got to know Donyasso help-desk by word of mouth. The facilitator supported her mainly with bureaucratic issues of various kinds, from school documents for her children (enrolment, school canteen) to other paperwork for bonuses.

C. came back several times to talk to the facilitator and was always supported in her presence.

She is very satisfied because she felt listened to and because the facilitators are patient in explaining things even when she doesn't understand immediately.

The support she received was beneficial for her, as she understood how some procedures work in Italy and felt more included, and for her whole family, supporting them in managing their children's school life.

C. believes that the service can help people living in and around Empoli and believes that it is quite easy to become aware of this opportunity.

EMPOLI, DONYASSO HELP DESK IN NUMBERS – OVERALL 2018-22

N. UNIQUE BENEFICIARIES | 1,738

M=37%   F=62%   nd=1%

new: 67%   before: 33%

CITIZENSHIP

CITIZENSHIP	%
Chinese	35%
Maroccan	22%
Romanian	8%
Georgian	6%
Italian	4%
Nigerian	3%
Senegalese	2%
Gambian	2%
Others*	11%

AGE RANGE

<11	11 – 24	>24
0%	5%	95%

it includes 32 other countries: Afghanistan, Albania, Algeria, Argentina, Bangladesh, Brazil, Bulgaria, Burkina Faso, Cameroon, Canada, Ivory Coast, Cuba, Egypt,Philippines, Moldova, Nepal, Niger, Pakistan, Peru, Polonia, Russia, Somalia, Sudan, Togo, Tunisia, Ukraine, Venezuela

N. REGISTRATIONS | 2,353

MEAN ACCESS TO SERVICES * | 2.1 → Min 1 – Max 28

TYPES OF SERVICES USED BY BENEFICIARIES *

SERVICE	N.	%
Help Desk	893	38%
Online (WeChat, WhatsApp, Facebook)	632	27%
Legal support	543	23%
School enrolment and Italian courses	167	7%
Job seeking orienteering	77	3%
Others	41	2%

Computed on the number of registrations, 87 are blanks.

CAMPI BISENZIO – MACRAMÉ

At Campi Bisenzio, the Community Facilitators component is implemented in partnership with Macramè social cooperative and the support of the local municipality. The CF activity began officially in October 2019.

The Facilitators are three women (two Italian speaker and one Chinese speaker) who work in synergy with the *Sportello Naviganti* help-desk of the *Canapè CC*. This necessity started during Covid-19 pandemic. Having stronger relationships with the Community Centre has allowed for a more comprehensive and in-depth support delivered to users. However, over the past year the on the road facilitators' activities have been resumed. Facilitators attended events and meetings in the city (although numbers in the post-pandemic are quite low) and organised meetings with citizens. In addition, they work alongside the Canapé CC educators during inclusive summer activity "Nose up", and at the treasure hunt organised by the CC. The facilitators were also approached by local associations to present their work to possible beneficiaries.

Finally, the facilitators continue to use online methods to contact and engage with the beneficiaries, mainly through channels such as WhatsApp and WeChat, the latter for the Chinese community, albeit to a lesser extent than the previous year.

In addition, from December 2020 the CF started to use a space in the city centre – *Casa dell'Acqua* – made available by the Municipality of Campi Bisenzio. The facilitators gave to beneficiaries a thorough support thanks also to the support of the CC help-desk, with several follow-up meetings over time.

The fragility of many families and the types of needs encountered seem to have increased. The figure of the Facilitator in Campi Bisenzio has played an important role since the pandemic, becoming a **reference point** for users.

Of the 330 beneficiaries reached, about 68% are Italians, with an important increase in Chinese users, up to 22%. Over 80% are new users and 70% of users are women.

Main results achieved:

- In three years, a strong recognition by the families of the beneficiaries and the associations in the area.

- Consolidation in terms of beneficiaries supported even after the pandemic.

- Community facilitators filled a gap between beneficiaries/families and public services in the area.

- Strong increase in responsiveness to beneficiaries' needs and knowledge by community facilitators regarding the functioning of public services and offices and other opportunities in the area.

- Facilitators have enabled the Macramè cooperative to further establish itself as an important player in the city, recognition it has received from both the municipality and other Third Sector organisations.

CF MACRAMÉ: CASE STORY

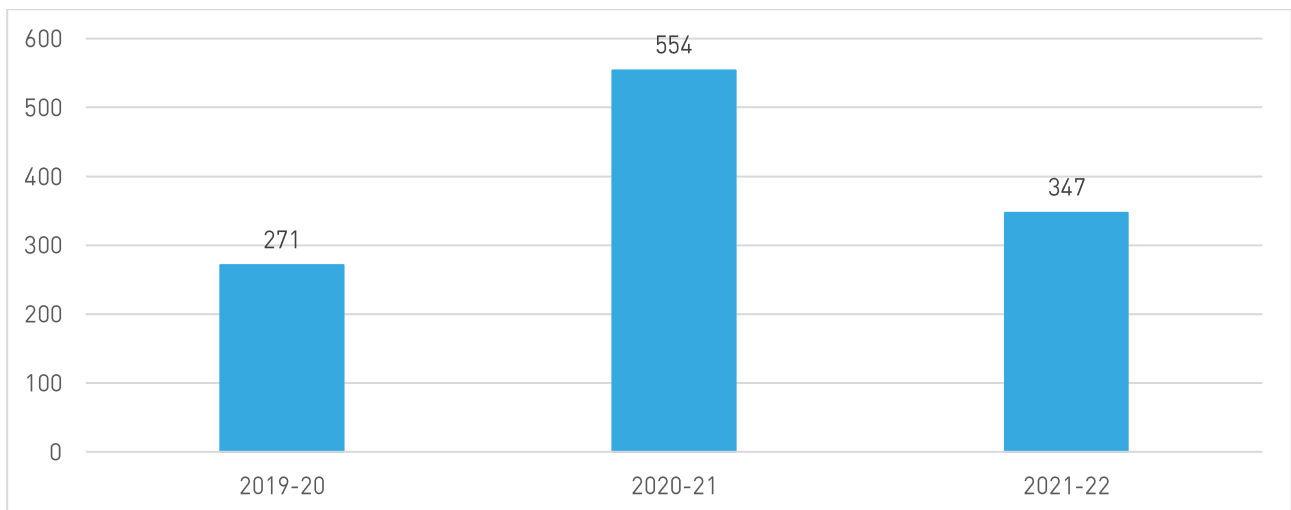|	
NAME	R.
GENDER	Female
COUNTRY OF ORIGIN	Italy
LIVES IN	Prato
USER SINCE	2022

> " *I know that if I will need it, the facilitators will be able to help me again in the future.* "

R. originally comes from Prato, is 59 years old and lives with her husband. She works doing housework for some families in the area.

She came to know about community facilitators through a friend, as she needed support to create SPID. She contacted the facilitators and was supported online. They were very kind and helped her get the SPID she needed, without which she could not do some paperwork for her and her family.

For the time being, R. only received this support, but in the future if she needs it, she knows that the facilitators can help her. She has recommended the facilitators to a few acquaintances because she thinks this service can help people in this area who are in need.

CAMPI BISENZIO, FACILITATORS IN NUMBERS – OVERALL 2019-22

N. UNIQUE BENEFICIARIES 333

M=26% F= 72% nd=2%

new: 83% before: 17%

CITIZENSHIP

CITIZENSHIP	%
Italian	68%
Chinese	22%
Albanian	3%
Others *	6%

it includes 10 other countries: Gambia, Kosovo, Morocco, Peru, Polonia, Dominican Republic, Romania, Senegal, Serbia, Ukraine

AGE RANGE

<11	11 – 24	>24
2%	6%	92%

N. REGISTRATIONS 347

MEAN ACCESS TO SERVICE * 2.4 → Min 1 - Max 12

TYPES OF SERVICES USED BY BENEFICIARIES *

SERVICE	N.	%
Help Desk	185	53%
WeChat and WhatsApp	60	17%
Participation activities orienteering	29	8%
Legal support	15	4%
School Italian course enrolment	9	3%
Job seeking orienteering	9	3%
Others	40	12%

Computed on the number of registrations

The Community Facilitators officially started working in Le Piagge in December 2020, complementing the activities of the Metropolis Community Centre.

The team is composed of two facilitators, one Chinese and one Albanian. The work is divided into a part of direct support to users and a part of back-office.

The work of the community facilitators is divided between supporting the help-desk at the Metropolis Community Centre and providing help and advice at the counter at the Health House in the Le Piagge neighbourhood. The collaboration with this institution began thanks to Oxfam about 2 years ago, as part of the project. Having two facilitators in the neighbourhood Health House represented an opportunity for the facilitators and for the partner, as it allowed them to strengthen networking and provide support in both the health and social fields to a greater number of users. On-street work has never been carried out, however, the facilitators disclosed information about their activity in other places where they work, such as hospital, court, juvenile court.

The needs met by the facilitators are many: SPID activation and bonus procedures, school enrolment, reservation for examinations and vaccines, procedures for foreigners including civil registration and change of residence, counselling for unaccompanied foreign minors, employment guidance.

The people supported usually have a little knowledge of the local and national opportunities, so the support of the facilitators is important to guarantee access to services. Word of mouth is the main channel that brings beneficiaries in.

The number of beneficiaries reached by the Community Facilitators at Piagge has been increasing over the last two years, i.e., since the activity began. In 2021-22, 458 unique beneficiaries were reached, of whom 83% benefited from the service for the first time.

The beneficiaries are equally divided between men and women; almost 40% of the beneficiaries in the last year are of Chinese origin, while about 20% are Italian.

Main results achieved:

- The Chinese language facilitator made it possible to increase the number of Chinese users, who at the beginning of the project were a very sporadic presence.

- The counter activated at the Casa della Salute proved to be important in intercepting new users.

- Facilitators play a bridging role between various services, being reference figures with a general background on various issues.

- Community facilitators are an important source of support for the Community Centre, as they intercept new users. Both the facilitators and the centre are seen as focal points by the community.

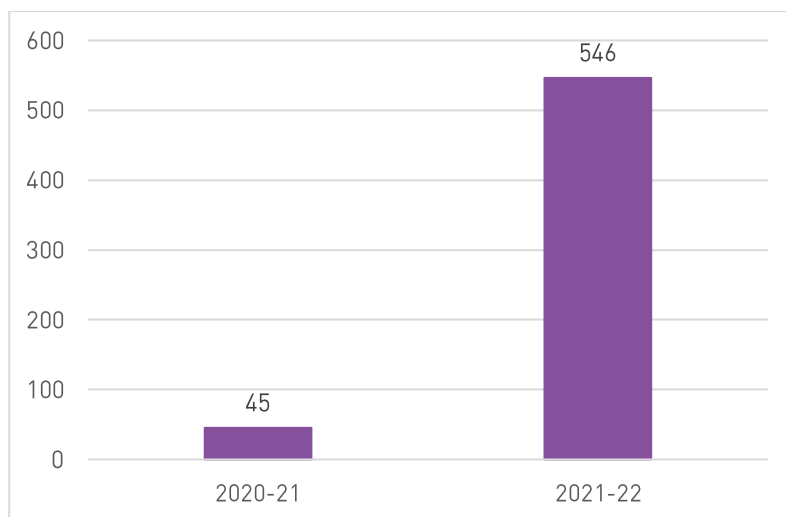| NAME	G.
GENDER	Female
COUNTRY OF ORIGIN	Perù
LIVES IN	Florence
USER SINCE	2021

" A friend of mine advised me to ask the facilitator for help. "

G. is 50 years old and comes from Peru. She lives in Florence with her husband and daughter and works as a nurse.

She got to know the facilitators by word of mouth and needed them for her citizenship application, so she went back to talk to the facilitator several times, always in person.

G. is very satisfied because without the facilitator's help it would have been difficult to know how to obtain citizenship. The facilitators helped her a lot and allowed her to feel comfortable. That is why she recommended it to some people. She believes that this service can help people in Le Piagge, but she does not know how easy it is to become aware of this opportunity.

LE PIAGGE, FACILITATORS IN NUMBERS – OVERALL 2020-22

N. UNIQUE BENEFICIARIES **458**

M=52%   F=48%

new: 83%   before: 17%

CITIZENSHIP

CITIZENSHIP	%
Chinese	38%
Italian	19%
Serbian	4%
Albanian	8%
Moroccan	4%
Kosovo	4%
Peru	4%
Others *	19%

AGE RANGE

<11	11 – 24	>24
4%	13%	82%

*it includes 23 other countries: Algeria, Bangladesh, Brazil, Burkina Faso, Cameroon, Colombia, Ivory Coast, Egypt, Philippine, Gambia, Jordan, Honduras, India, Iran, Macedonia, Nigeria, Pakistan, Palestine, Polonia, Romania, Senegal, Somalia, Ukraine

N. REGISTRATIONS **546**

MEAN ACCESS TO SERVICE * **1,4** → **Min 1 - Max14**

TYPES OF SERVICES USED BY BENEFICIARIES *

SERVICE	N.	%
Help Desk	433	79%
Legal support	53	10%
School Italian course enrolment	41	8%
Job seeking orienteering	16	3%
Others	3	1%

Computed on the number of registrations

In Prato the Community Facilitators support the municipal administration on the enhancement of the *"Antenne"* project of the Municipality of Prato, in partnership with the *"Pane & Rose"* Cooperative. Thanks to the presence of linguistic and cultural mediators, the CF can reach several communities, by different means (word of mouth, in person meetings and channels such as WhatsApp and WeChat, etc.).

Over the past year, there has been turnover among the Antenne: on the one hand, this had negative effects in terms of discontinuity and necessity to build trust with new communities, however, on the other hand it represented an opportunity to enlarge the number of people trained as facilitators skills and to reach a wider and more diverse audience, for example by approaching the Bengali community.

In the past years Covid-19 slowed down the on-ground activities of community facilitators, but allowed them to become virtual referrers. Instead, over the past year, outdoor activities have resumed, with gazebos and information points in places where communities of foreign citizens gather, and have provided an opportunity to approach to services orient new users.

The users' needs continuously change over the years. However, the main requests over the past year were: support in the use of digital tools and SPID registration, support in applying for bonuses available at national and local level, support in filling in forms and carrying out various types of practices, such as citizenship and residence permit renewal practices, practice for health card and STP code, practice for family reunification, language course enrolment, enrolment of children in school.

Meanwhile, through the above-mentioned channels such as WeChat and WhatsApp, facilitators disseminated general information from the Municipality of Prato to foreign citizens.

The target audience of the service has continuously increased and changed over the years, as proven by the numbers reached: around 1.700 beneficiaries in 2021-22 with 90% of new users. 69% of the total users have benefited from the service via the Antenne's WeChat and WhatsApp channels.

The Antenne kept on trying to reach out the leaders of the various ethnic communities, to advertise the role of the Antenne and also to use their channels to convey information. Most users are Chinese (more than 80% of the total, largely through the use of WeChat), followed by Pakistanis, Nigerians, Albanians and Bengalis.

Main results achieved:

- Increased ability to detect the needs and problems of people with a migrant background and increased interaction with municipal services, enabling them to focus on the main necessities

- Reduced the distance between public institutions and foreign communities: it is increasingly clear how important it is to involve and listen to community representatives in structuring policies.

- Substantial increase in the number of hours worked by the Antenne thanks to the project, which allowed them to be more confident about their future prospective.

- Professional growth of the Antenne, both in terms of increased skills and tools.

- Strengthened the territorial network in Prato, in particular enhanced communication and relations with Cieli Aperti Community Centre.

ANTENNE PRATO: CASE STORY

NAME	L.
GENDER	Female
COUNTRY OF ORIGIN	China
LIVES IN	Prato
ANTENNA SINCE	2020

" Combining work at the migration office with work on the street is important, it helps to intercept more people. On the one hand we make passive contact, waiting for the users, on the other hand we go out to reach the users, making active contact. "

L. lives in Prato and has been working as an Antenna for the Chinese community for about two years.

Her work is divided into providing support to the immigration office of the Municipality of Prato and working on the streets to identify possible beneficiaries. In order to approach the Chinese community, she went with a colleague to the main meeting places, such as public gardens, trying to actively get in touch with them and to make them aware of the services offered.

In addition, L. manages the WeChat channel, responding to all those in need, and through the channel sends official communications from the Municipality of Prato in Chinese.

According to her, community facilitators make people feel more included, seeking direct contact and creating a strong relationship with the users, who contacts the facilitators for different types of needs.

PRATO, ANTENNE IN NUMBERS – OVERALL 2018-22
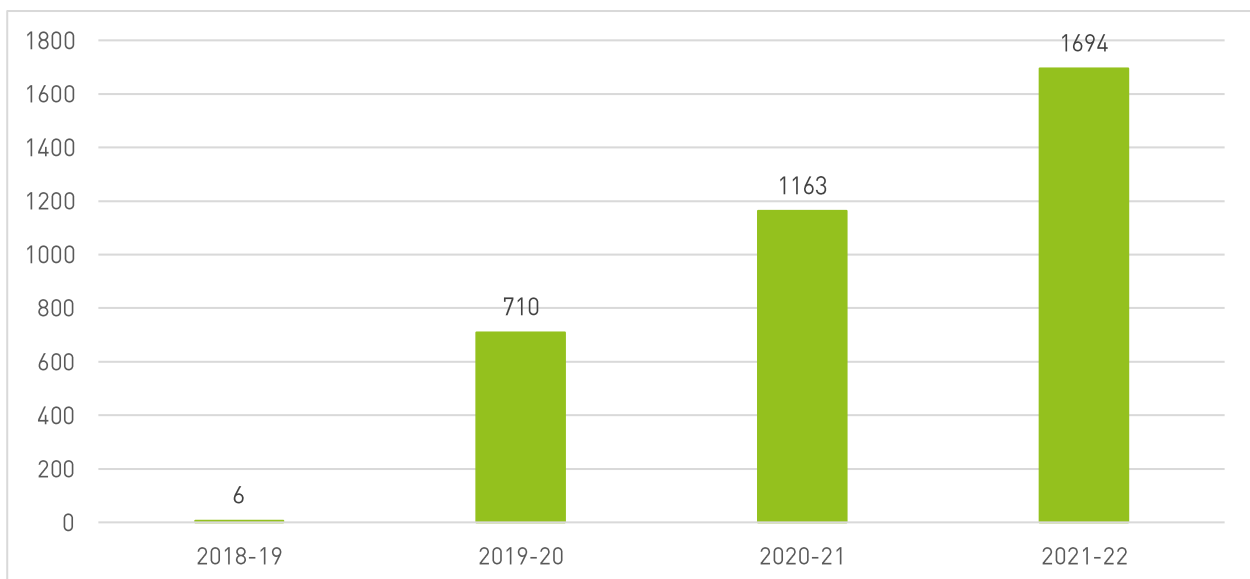
N. UNIQUE BENEFICIARIES **1,665**

M=50%   F=47%   ND=3%

new: 90% before: 10%

CITIZENSHIP

CITIZENSHIP	%
Chinese	81%
Pakistani	7%
Nigerian	4%
Albanian	2%
Bangladesh	2%
Others *	3%

AGE RANGE

<11	11 – 24	>24
0%	24%	76%

*it includes 22 other countries: Afghanistan, Burkina Faso, South Korea, Ivory Coast, Hong Kong, India, Italy, Morocco, Romania, Senegal, Venezuela

N. REGISTRATIONS **1,694**

MEAN ACCESS TO SERVICE * **1.1** → **Min 1 – Max 12**

TYPES OF SERVICES USED BY BENEFICIARIES *

SERVICE	N.	%
WeChat and WhatsApp	1171	69%
Legal support	283	17%
Help Desk	153	9%
School Italian course enrolment	21	1%
Job seeking orienteering	11	1%
Others	54	3%

Computed on the number of registrations

4.1 EVALUATION FINDINGS – CF

4.1.1 OUTPUTS AND OUTCOMES ASSESSMENT

This session briefly presents the main outputs and outcomes, by both assessing the achievement of the logical framework indicators, as well as analysing the data collected through the evaluation questionnaires administered to beneficiaries that took part in the programme.

The first box describes the composition and number of beneficiaries that used the community facilitators' services between March 2021 and August 2022: about half of them was already included in the activities in the previous years.

Box 2 describes the main outcomes reported by adults in the evaluation questionnaires. Although activities resumed normally almost everywhere, **not all the participants managed to fill the final evaluation questionnaire**, while the personal information were collected on almost all participants. As a result, the findings account only for a limited number of beneficiaries: indeed, the results cannot be extended to the whole population, since the sample cannot be considered representative. Nonetheless, the results reported are all positive, and in line with the previous year evaluations, thus showing that the facilitators managed to keep their role of **reference point for the local communities.**

Finally, the Box 3 depicts the outcomes of the **capacity building** activities organized by Oxfam with personnel and staffs of the four areas of intervention, either in person and online.

The last two tables include the cumulative percentage of achievement of Output and Outcome indicators as identified in the programme logical framework. In the *Notes* column there are information on the computation of achievement.
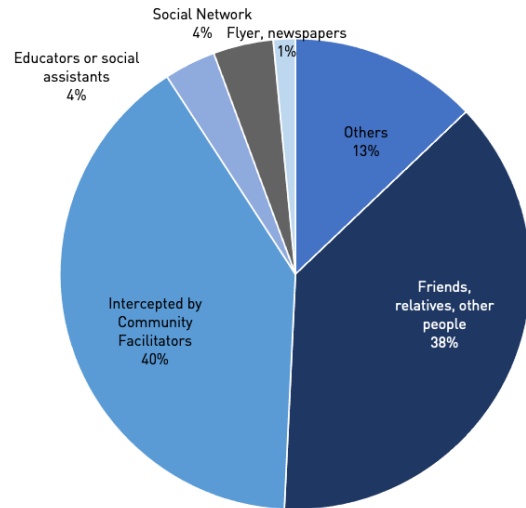
COMMUNITY FACILITATORS – 2021-22

BOX 1- NUMBER AND COMPOSITION OF BENEFICIARIES

N. REGISTRATIONS BY CF (N=4,940)

- Campi Bisenzio
- Empoli
- Firenze Le Piagge
- Prato
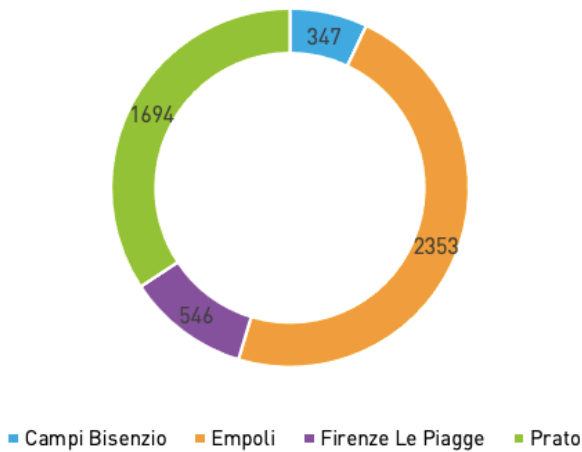
HOW REGISTERED BENEFICIARIES KNEW ABOUT THE CF, IN % (N=1,722, N.blanks=3,091)

✓ **ARE YOU SATISFIED WITH CF SERVICES?**
   N= 2,404/ blanks= 2,696

100% OF RESPONDENTS ARE SATISFIED WITH THE SERVICE

✓ **DO YOU FIND USEFUL TO HAVE A SIMILAR SERVICE IN THIS AREA?**
   N= 2,404 / blanks= 2,696

- COMPLETELY
- QUITE A BIT
- A LITTLE
- NONE
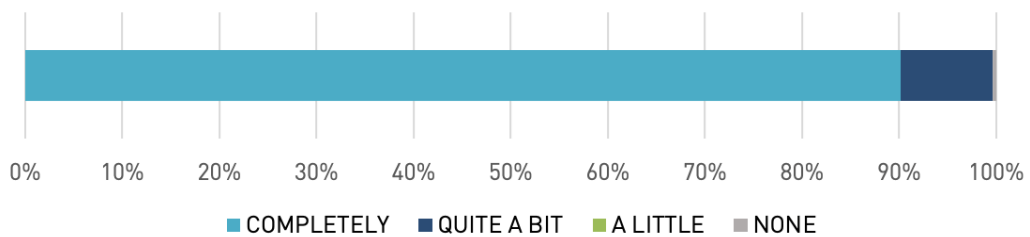
BOX 2- OUTCOMES EXPERIENCED

✓ AFTER THE MEETING WITH THE FACILITATOR, DO YOU KNOW BETTER THE SERVICES OFFERED IN YOUR AREA?
N= 527 / blanks= 4,573

■ COMPLETELY ■ QUITE A BIT ■ A LITTLE ■ NONE
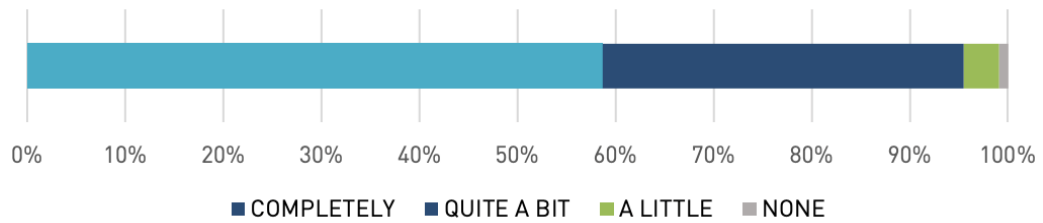
✓ AFTER THE MEETING WITH THE FACILITATOR, DO YOU USE MORE THE SERVICES IN YOUR AREA, IN CASE OF NEEDS?
N= 527 / blanks= 4,573
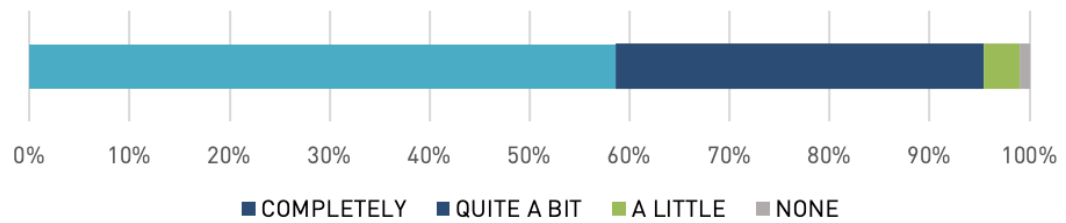
■ COMPLETELY ■ QUITE A BIT ■ A LITTLE ■ NONE

BOX 3- OUTCOMES EXPERIENCED BY CAPACITY BUILDING

Oxfam organized several capacity building moments for CC and CF staff.

Trainings were held either in person or at the distance, according to the sanitary situation and consequent restrictions. Capacity building activities were attended by 160 CF staff members, with some participating into more than one session.

Main topics of the capacity buildings were:

- Restitution of evaluation findings and learning
- Exchange of practices among partners
- Income revenue authority
- Article 27
- Family counselling
- Social Services
- Gender justice
- Vaccination

In particular:

✓ **DO YOU THINK THE TRAINING WAS USEFUL?**
   N= 41 / blanks= 119
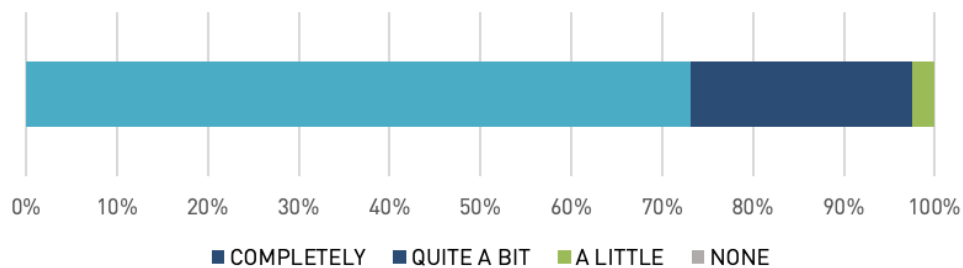
COMMUNITY FACILITATORS – OVERALL 2018-22

Unique beneficiaries:

DIRECT BENEFICIARIES	7,965
INDIRECT BENEFICIARIES	139,323

Number of registrations to the activities, by year:

2018-19	2019-20	2020-21	2021-22
165	2,384	3,229	4,883
TOTAL = 10,661			

Services and activities used by beneficiaries, total:

ACTIVITIES	N	%
Online (WeChat, WhatsApp, Facebook)	3671	34%
Help Desk	3063	29%
Job seeking orienteering	1973	19%
Legal support	634	6%
School enrolment	345	3%
Capacity building and CF training	318	3%
Participation activities orienteering	65	1%
Others	592	6%

COMMUNITY FACILITATORS – LOGFRAME

The following tables include the cumulative percentage of achievement of Output and Outcome indicators as identified in the programme logical framework. In the *Notes* column there are information on the computation of achievement.

Table 6: Achievement of OUTPUT indicators

OUTPUTS	INDICATOR	DEFINITION	TARGET	N. ACHIEVED	NOTES	% ACHIEVEMENT
OTP1: people supported on access to services	N° of people supported by the community facilitators	*People supported by the Community Facilitators through the following: guidance on available services and/or provision of services*	8,000	10,661	*Computed on data between 2018 – August 2022 shared by the CF and Oxfam in the Database.* *The computation includes beneficiaries benefitting of all the services provided.*	133%
OTP2: CFs trained	N° of people trained as CFs	*People who attended the CF training (75% attendance)*	14	44	*Computed on data between 2018 – August 2022 shared by the CF and Oxfam in the Database.* *The computation includes beneficiaries of serviced: Training to CF*	314%

Table 7: Achievement of OUTCOME indicators

OUTCOMES	INDICATOR	DEFINITION	TARGET	N. ACHIEVED	NOTES	% ACHIEVEMENT
OTC1: Higher awareness about available and accessible opportunities	% of people that feel to know better the services in the area where they live	*Beneficiaries state they know better the services in the area where they live*	70%	Very much + Quite a bit = 93%	*Computed on data between 2018 – August 2022 shared by the CF and Oxfam in the Database.* *Beneficiaries answering Quite a bit and Completely to the responding questions.* 93% achieved / 70% target = 133%	133%
OTC2: Public and private services more accessible	% of people that feel able to access services	*Beneficiaries state they feel able to access services in the area where they live*	60%	Very much + Quite a bit = 93%	*Computed on data between 2018 – August 2022 shared by the CF and Oxfam in the Database.* *Beneficiaries answering Quite a bit and Completely to the responding questions.* 93% achieved / 60% target = 155%	155%

| OTC3: Increased professional capacities of the project partners | % of partner workers and CFs that feel more trained and equipped | *Partners state they feel more equipped and trained to face specific and emergent challenges of their work* | 80% | 100% | *Computed on data between 2018 – August 2022 shared by the CF and Oxfam in the Database.*

Beneficiaries answering Quite a bit and Completely to the responding questions.

100% achieved / 80% target = 125% | 125% |

4.1.2 OECD-DAC CRITERIA ANALYSIS

RELEVANCE

RELEVANCE TO THE CONTEXT

- The initial need assessment enabled to identify the needs and priorities of each territory. Community Facilitators proved to be highly relevant to the different contexts because of their focus on bridging the gap between public and private services and citizens, especially the most vulnerable ones at risk of social exclusion. For example, in Empoli, Donyasso help-desk replaced the municipality's immigration help desk, that was closed right before the project start. In Prato, on the other hand, the project complemented and strengthened an already existing initiative promoted by the municipality, the Antenne, enabling it to strengthen its role and improve the connection and communication between municipal offices and services and foreign communities. Finally, in Campi Bisenzio and Le Piagge, the facilitators were introduced thanks to the presence of project partners who already managed the Community Centres. In these two cases, the facilitators acted alongside the Community Centres, playing the main role of reaching out beneficiaries by operating outside the Centre and acting in a prevention perspective. This allowed the identification of new emerging needs that were then addressed by the facilitators themselves, by the Community Centres or by other services in the area.
- As confirmed by the interviews with partners and institutions at the yearly restitutions of evaluation findings, the community facilitators played a fundamental role in their respective areas.

RELEVANCE TO BENEFICIARIES' NEEDS

- The type and quality of services and activities offered by the Community Facilitators responded to the emerging needs of beneficiaries. During the programme, the CFs had to rethink their activities, adapting to the restrictions imposed by the government to face the Covid-19 pandemic. CFs quickly adapted to continue to deliver services to vulnerable community members, by starting to use phone or online video calls, experimenting the use of video tutorials, and by sharing information via social media, as well as WeChat and WhatsApp channels. The ability to adapt has enabled CFs to become increasingly relevant in their respective territories, as many public services have either shut down or reduced the number of users in 2020 and 2021.
- The Community Facilitators act in a more immediate way than the help-desk of a public or private social institution, approaching the potential users and identifying new needs. The CFs focus on prevention, reaching the users before they voluntarily come to the services, and therefore before their situation became critical needs.
- In order to understand the needs of the community, CFs confirmed that it is relevant to alternate help-desk work and on-ground activity, despite the latter being challenging. In this regard, it was particularly relevant the presence in community gathering places (parks, squares, gardens) and neighbourhood/citizen meetings, while less successful were attempts to intercept possible users on the street and outside places such as supermarkets and shopping centres.
- The service in the various territories proved to be relevant in responding to specific needs that emerged from dialogue with communities and institutions, reaching beneficiaries of different types. This can be seen, for example, in the varied citizenship of the beneficiaries, who in 2020-21 in Prato are almost all foreign (80% of whom are Chinese), while in Campi Bisenzio 68% are Italian.
- 99% of the beneficiaries find it very and quite useful that community facilitators operate in the areas where they live in.

EFFECTIVENESS

The analysis draws on:

- The achievement of OUTPUT and OUTCOME indicators as defined in the Logframe;
- Data analysis of *pre-post* questionnaires and data collected by CFs;
- Conceptual content analysis of the data collected through semi-structured interview to main stakeholders and beneficiaries;

The analysis of the effectiveness of the intervention was conducted by assessing the degree of achievement of specific objectives and expected results, through the output and outcome indicators and related targets monitored via the internal monitoring work carried out by the partners. This work was then enriched with the information obtained from the analysis of the questionnaires addressed to the beneficiaries, as well as from the semi-structured interviews addressed to the other main stakeholders.

LOGFRAME

In general, the trend in the achievement of the targets and indicators is positive, and despite the difficulties in involving beneficiaries in the implementation of some activities - due to delays in the start of implementation in Campi Bisenzio (2019) and in Le Piagge (2020) and due to the Covid-19 pandemic that reduced the possibility of working on-ground and meeting places to intercept possible users - all the actions were carried out as planned, achieving the expected outputs and outcomes.

All targets of the output indicators identified were met and exceeded, OTP1: people supported on access to services and OTP2: CFs trained. Also, with regard to the outcome indicators - OTC1: Higher awareness about available and accessible opportunities, OTC2: Public and private services more accessible, OTC3: Increased professional capacities of the project partners - the targets were reached and exceeded.

MAIN RESULTS ACHIEVED ON:

BENEFICIARIES

Facilitators were able to address the most difficult needs and to reach and most vulnerable groups at risk of social exclusion, such as members of particularly closed communities with migrant backgrounds, by working with different methodologies and tools, such as online channels and presence in meeting places. Indeed, 34% of the total beneficiaries were supported remotely via online channels and communications, 30% were supported through the help-desk and 20% through legal support.

As stated by the beneficiaries from interviews and questionnaires, main outcomes experienced are:

- Better knowledge of services in their areas (93% confirmed that feel to know completely and quite better the services in the area where they live).
- Increased perception of accessibility to services in their areas (93% confirmed that they feel completely and quite able to access services in their areas).
- Usefulness of the CF service for people living in the area that need support on several aspects.
- Good supported received by CFs both in presence (on-ground and at the help-desk) and online.
- Opportunity to receive deeper and more continuous support compared to similar initiatives and other public help-desks.

PARTNERS

Nessuno Escluso programme allowed the partners involved to experiment a service that proved to be effective and capable of achieving important results in four different territories. The methodologies tested will be a legacy that the partners and local institutions can continue to apply in the future.

The partners involved in the activities of the project component Community Facilitator experienced the following outcomes:

- Capacity to reach a greater and more diversified number of beneficiaries.
- Service proved to be highly resilient and able to adapt to the changing needs and to the constraints imposed by the external situation.
- Integration of online and in-person modes - including on-ground engagement to reach new users – demonstrated to be the best approach to make Facilitators more effective in meeting beneficiaries.
- Strengthening of the relationships between CFs and Community Centres, thus allowing to create synergies and increase effectiveness of the intervention.
- Increasing in the communication between the partners and the local institutions, fundamental also in terms of future sustainability of the intervention.
- Strengthening of the relations between CFs and local foreign communities.
- Support for monitoring and reporting issues, and coordination to set up future activities.

COMMUNITY FACILITATORS

The CFs state that thanks to the programme they experienced the following outcomes:

- Opportunity for personal and professional growth. Strengthening of the facilitators' digital skills and competences thanks to training and capacity-building (all trained CFs stated that the capacity building activity was useful).
- Newly acquired skills, including socio-relational competences.
- Professional growth thanks to the exchange of good practices and synergies with CFs from other territories.
- On-ground work, the most innovative component of CFs, was very challenging to initiate and manage, even before the pandemic escalated. The most effective solutions were working in strategic community meeting points, the presence at community events and in key locations, such as health houses, clinics, municipal offices, courts, etc.
- Satisfaction for the work they are doing and the quality of output delivered.
- Exchange with cultural mediators working on these issues in surrounding municipalities, who took the CFs as a model.
- Some negative outcomes: intrusion into private life due to high workloads compared to contracted hours and lack of adequate equipment (wi-fi connection in Le Piagge health house, tablet and cell phones in previous years in Prato), risk of users mistaking the person for the service, risk of going beyond the CF mandate.
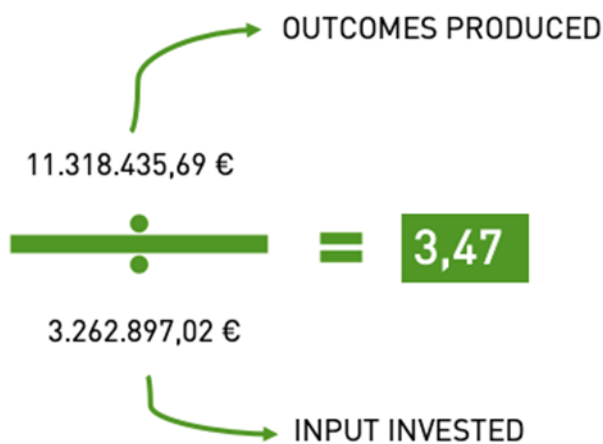
IMPACT

The impact[2] of the project was investigated by combining mixed methods to assess the long-term, intended and unintended changes (OECD DAC, 2019) generated by the Community Centres on the main stakeholders over the four-years project.

The method chosen to assess the impact is the **Social Return on Investment** (SROI) analysis, a **value-for money evaluation**. This approach builds on the causal mechanisms underlying the project **results chain**, thus applying an input-output-impact model, and reconstructing the history of qualitative and quantitative changes happened through the programme. SROI is a stakeholder-centric methodology: as a matter of facts, stakeholder involvement is essential to avoid self-referential decision-making as well as to validate decisions regarding the definition of outcomes and related indicators.

In addition, SROI analysis allows to determine the **attribution** and **causality** of changes in a twofold way: (i) on the one hand, the focus on the results chain makes it possible to reconstruct the logical chain that allows inputs to turn into impacts, (ii) on the other hand, the impact estimation is based on the difference between the before-after intervention "cleaned" by the distortions represented by the portion of the outcome attributable to other agents (*attribution*), the portion of the outcome that would probably have occurred in the absence of the intervention (*deadweight*) and the perishability of the outcome over time (*drop-off*). The application of these technical parameters makes it possible to determine the portion of changes triggered by the programme.

The SROI analysis was carried out jointly for the CC and CF components of the Nessuno Escluso programme and the complete Executive Summary is available in Annex 2. For more details on the social impact assessment, please see to the full report. Hereafter, there is the SROI ratio:

Hereafter, we report the output of the whole analysis:

OUTCOMES PRODUCED

11.318.435,69 €

÷

= 3,47

3.262.897,02 €

INPUT INVESTED

> **SROI RATIO = 3,47**
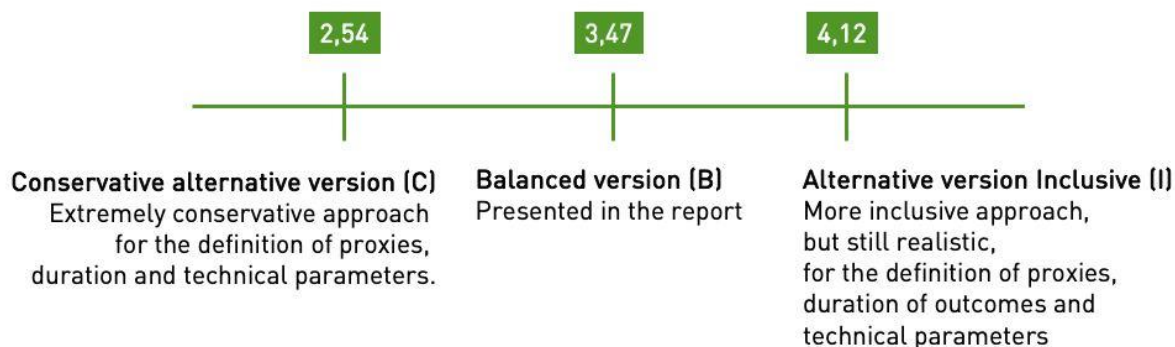> It means that for every €1 invested, a social return of 3.47 times is generated!

The **SROI ratio** describes the social and economic impact of Oxfam and partners' activities on beneficiaries and key stakeholders. Applying an input-output-impact model based on extensive dialogue with stakeholders, we calculated that for the years 2018-2022 the activities of the Community Centres and Community Facilitators components of the Nessuno Escluso programme generated a social return of 3.47 per €1 invested.

---

[2] Impact is conceived in twofold way: (i) the extent to which the intervention has generated significant positive or negative, intended or unintended, higher-level effects (OECD DAC, 2019), thus referring to the last part of the project results chain. Thus, it focuses on the causal mechanisms that transform input into outputs, outcomes and impacts; (ii) amount of change due to the project, thus based on the concept of attribution. To measure the project contribution to a particular change, it uses the notion of counterfactual.

The presented SROI ratio lies in a range whose lower boundary is represented by a version with more conservative assumptions, while the upper boundary includes more inclusive assumptions. In this analysis, the SROI ratio ranges between a low of 2.54 (conservative version) and a high of 4.12 (inclusive version).

2,54	3,47	4,12
Conservative alternative version (C) Extremely conservative approach for the definition of proxies, duration and technical parameters.	**Balanced version (B)** Presented in the report	**Alternative version Inclusive (I)** More inclusive approach, but still realistic, for the definition of proxies, duration of outcomes and technical parameters

Finally, the impact was investigated by defining the **concrete learning** and **which are the conditions that made the intervention successful, and which are the factors that made it unsuccessful?**

FACTORS ENHANCING IMPACT:

- Capacity to understand the emerging needs of beneficiaries and to keep supporting the most vulnerable people;
- Flexibility to adapt to innovative ways and methods to deal with users;
- Complementarity of the help desk work and the outdoor activity to intercept potential users;
- Strong relation between Community Facilitators and Community Centres, particularly in Campi Bisenzio and Le Piagge, and improved synergies in the other areas;
- Networks of relations with other services and local institutions;
- CFs as promoters of activities and services implemented by other public or private actors, involved in the creation of territorial networks;
- Increased relations between CFs implementing partners;
- Improved willingness and skills in terms of collecting data and empirical evidence of achievements in order to communicate them externally;
- Evaluative and learning moments allowed the project partners to reflect upon the outcomes achieved and to undertake corrective actions so to foster the project impact.

BOTTLENECKS:

- Impossibility of continuing with on-ground engagement activities to approach users and of meeting users at the help desks during Covid-19 pandemic;
- Difficulty in finding the correct locations for CFs to conduct their external activities to intercept users. Since street activity proved to be ineffective, it was preferred to carry out activities in duly identified places, such as: public events aimed at citizens, meeting places as parks and squares, social-health facilities, etc.
- Difficult to go in depth with the users through digital channels and outdoor activity;
- Reduced opportunity to properly register all the users and to collect information on beneficiaries through the monitoring and evaluation forms, due to the digital channels used and the outdoor activity;
- Uncertainty for the future (activities and funds).

SUSTAINABILITY

The extent to which the benefits of an activity are likely to continue after donor funding has been withdrawn has been investigated through its different aspects: financial, institutional, political and social.

In general, the activities realized by the CF – both at the help desks and on outdoor – **cannot be financially sustainable** as they are all for free, and because they target the most vulnerable citizens of the areas involved in the programme.

As far as CFs are concerned, they are fully supported by the Nessuno Escluso project, with the exception of a contribution of the Municipality of Prato to the local facilitators, the Antenne.

Therefore, the sustainability of the intervention is enhanced by some **measures** taken within the programme itself, under the lead of Oxfam. They include:

FINANCIAL:

- Finding other grants possibility, co-designing similar initiatives with project partners and other local actors and seeking alternative funding sources;
- Strengthening the relation with municipalities and other local institutions, demonstrating the CFs achievements and the need for a similar service in the area, and pushing them to find the necessary resources to fund part of the activities in the years to come;
- Establish links with initiatives and projects with similar aims that may be interested in the presence and support of CFs in dealing with users. These projects can be a source of sustainability and continuity for the presence of facilitators in the territories, albeit with slightly different characteristics in each case.

INSTITUTIONAL / POLITICAL:

- The CF component is strongly linked to the will of local municipalities. Oxfam and the territorial partners have tried to involve and test the interest of other institutions, such as the Metropolitan City of Florence and the Region, believing that the CFs have the potential to become part of the institutions' local policies and strategies. These attempts have not yet led to certainties in terms of institutional and financial sustainability for the continuation of CF activities in the territories;
- Linking the CF to the local public institutions such as local health authorities to have the opportunity to get support and resources while supplying a service that would not be guaranteed instead;
- Many facilitators accompanied the social services during the project years, supporting the social workers in some interventions, but there was no formal structuring of the involvement of the CFs, stopping at one-off experiences;
- The involvement, albeit informal, of community associations with a migrant background occurred in some areas (mainly in Prato).

TECHNICAL:

- Capacity building of the CFs and the constant tutorship realized by the staff of Oxfam;
- Collaboration between Community Facilitators and Community Centres in the 4 intervention areas, especially where the partner is the same. The CC benefits from the CFs in order to attract beneficiaries, to approach areas and users that would not be approached; the CFs benefit from the CCs as spaces to be used for the help desk activity to be combined with on-ground engagement and as structures offering activities and services that beneficiaries can use;

- Enhance and increase opportunities for exchange of best practices among CFs.

SOCIAL:

- Empowerment of users benefitting from the CFs' activities;
- The activities implemented through the programme serve the users and the city's institutions, because they have important effects in terms of social inclusion and take pressure off the public service.

Despite the abovementioned measures and the commitment of Oxfam and the territorial partners to ensure the sustainability of the CFs, as of today the continuity of the intervention is not fully guaranteed in the four target territories.

- In Campi Bisenzio, facilitators were highly appreciated by the municipality in particular during the Nose Up summer activity as they were able to relate to the community and intercept needs. The facilitators in Campi Bisenzio worked in close collaboration with the Canapè Community Centre desk. The partner decided to continue funding the Facilitators' activities until the end of 2022, while waiting for the municipality to make a decision on possible funding.
- In Empoli, the municipality has pledged to secure for the coming year about half of the funding needed for the activities of the Donyasso Help Desk. The municipality is in fact considers the desk to be an important service for citizens, primarily foreigners. The Community Facilitators of the Donyasso help desk, thanks to an agreement signed with the Union of Municipalities, will continue their activities until March 2023. Donyasso's future hope is to receive funding in the coming years from the Union of Municipalities, on a specific call for tenders to finance orientation and information activities in the area.
- In Le Piagge, Firenze, the Facilitators' activities were interrupted during the summer months, with no certainty of what would happen after the summer. This created difficulties in the relationship with the users, who did not understand why the service was interrupted and continued to contact the facilitators. The Health House is an important actor for the continuation of the Community Facilitators' activity, as their work at the institution was highly appreciated and achieved good results. In September 2022, two months after the end of the project, an agreement was signed with the Meyer hospital in Florence to continue the facilitators' experience at the Piagge Health House.
- In Prato, the presence of Nessuno Escluso was highly appreciated, as it allowed the Antenne to be tested over several years, with a considerable increase in terms of working hours. With the end of the project there was a return to a situation of uncertainty, with the continuity of the activities of the facilitators being jeopardised. The municipality did not replace Nessuno Escluso in terms of the funding provided, so the local partner found other public funding that enabled them to continue working with some of the Antenne, albeit with slightly different roles to those they had in the project. There is confidence that the role taken on by facilitators in relation to communities with migrant background will remain, whether within the Antenne or other initiatives.

5 ACTIONS IN SCHOOLS

The intervention concerning the Actions in Schools component of the programme aimed at hindering and preventing **middle and high school drop-out** and promoting **inclusive school environment**. It was structured based on the needs coming from the single school and from the teachers who participated in the workshops and training held by Oxfam at the beginning of the intervention.

Since each school presented different educational and organizational needs, the intervention was structured accordingly. In general, the Actions in Schools took the following forms:

- <u>School Mentoring</u>: support during the afternoons as extra-curricular activities carried out by mentors (students enrolled in the last three years of high school) directed to mentees (students at risk of school drop-out enrolled in the first two years). During the activities teachers were supervising the students;
- <u>Inclusive Learning</u>: support that allows teachers to relate with students during class hours based on their different levels of school education thanks to the use of stratified modules;
- <u>Mixed approach</u>: Inclusive Learning modules in middle schools involving older students as mentors.

The Actions in Schools was realized through:

- Schools' engagement in order to target a consistent number of teachers;
- Collective teachers' trainings, resulting in opportunities to establish exchanges of practices lesson learnt and different teaching methods among schools.

The intervention run from September to June, according to the school terms: between 2018 and 2022, the activities were organised in a different way, on the basis on the specific schools' needs, and on the basis of the socio-sanitary situation.

The results presented in this report focus on the **school year 2021-22**, while providing a complete summary of all the activities, outputs and outcomes realized throughout the whole programme, between 2018-2022.

The following table summarizes the state of the work in the different areas of intervention.

Table 8: Actions in Schools – state of the work

AREA	PROJECT	PARTNER	STATUS 2021-22
Empoli	Inclusive Learning	Il Piccolo Principe, Oxfam	Implementation
Campi Bisenzio	Inclusive Learning	Macramè, Oxfam	Implementation
Firenze/ Le Piagge	//	Macramè, Oxfam	Interrupted
Prato	Inclusive Learning School Mentoring	Pane&Rose, Oxfam	Implementation

Source: Authors' elaboration

5.1 DESCRIPTION BY SCHOOL YEAR

School year 2018-19:	Oxfam promoted the dialogue with local institutions and schools to understand the local needs in Empoli and Campi Bisenzio. In particular, in Campi a formal agreement was signed by Oxfam and the Municipality, the *Società della Salute* (local health care society) and the interested schools. In Florence, the intervention targeted the suburb area of Florence (Novoli), neighbouring area of Le Piagge district.
	Teachers' trainings were held in September 2018 and participatory workshops are planned before the end of the 2018/2019 school year. These workshops represent a fundamental moment of exchange of practices between teachers.
	In Prato 8 schools were involved in the intervention: here, the presence of a strong local partner already working in the schools and managing the Community Facilitators (Pan &Rose cooperative) facilitated the contacts with schools.
School year 2019-20:	**– September 2019 – February 2020**
	The school year 2019-20 started with the **novelties** of:
	• **Piloting** the Inclusive Learning in an elementary school in Prato (Puddu);
	• **Engaging** the programme partners from the Community Centres to support and lead the Actions in Schools, both in Empoli and Campi;
	• **Inclusive Learning Toolkit** ready to be used in the forthcoming years;
	• **Trainings to teachers** in place (9-10 September 2019) and planned for the forthcoming September.
	– March 2020 – June 2020
	The outbreak of the **Covid-19 pandemic** and consequent restrictions introduced notable challenges for schools: the lockdown period was characterized by the closure of all schools, distance teaching, uncertainty on rules and procedures, lack of technological device. In particular, **schools closed on the 5th March and reopened only in September 2020**. This meant switching all the in-person activities to the online mode: a challenge the Italian school system was not ready to deal with, as confirmed also by the Headmasters and teachers interviewed during the evaluation activities. As a result, new compellent needs emerged in the schools both on students' side and on teachers' side: on the former, the main difficulties were due to digital divide and availability of digital infrastructures and devices (i.e., internet connection, tablets, pc, etc.), on the latter, the challenges were due to distance teaching, keeping the attention and the presence of students, avoiding leaving students behind.
	Between March and June 2020, all Actions in Schools were thus suspended, with one only big exception: the **School Mentoring in a school in Scandicci, Sassetti Peruzzi**, where the intervention was reorganized and delivered online.
	Therefore, as a result, the 2019-20 school year ended up with:
	• 17 activities completed;
	• 17 actions started but not completed;
	• 12 actions not started at all.
	During the second term of the school year the project partners started a reflection to identify the new needs and priorities emerged in the schools as a consequence of the pandemic. However, this reasoning allowed not only to identify bottlenecks due to the

| | pandemic, but also drawbacks of the Italian school system in general, thus representing a fundamental moment to draw future interventions (cfr. Relevance and Sustainability).

As a result, the partnership identified new streams of interventions to be implemented in the school year 2020-21:

- Refining teachers' training to include sessions on students' special needs (Special Educational Needs and Specific Learning Disorders);
- Including sessions on the Italian language in the schools;
- Adapting the intervention with foreign students to the online mode. |
| :--- | :--- |
| **School year 2020-2021:** | **– September 2020 – February 2021**

Schools opened again to the in-person teaching in September 2020, however, with reduced possibilities to cooperate with external organizations, and new needs to tackle (i.e., social relationships, time lost in the previous school year, etc.). Driven by the outputs emerged from the previous school term reflections, the activities carried out in this period include:

- Re-designing the teachers' training, by including both modules on Inclusive Learning and mentoring, as well as class management, distance learning and multilingual classes. In the forthcoming editions sessions on Special Educational Needs and Specific Learning Disorders will be added;
- Adding Italian language courses and Training of Trainers sessions to start this new experience;
- Holding tailored meetings with the Busoni mid-school in Empoli, and Gramsci-Keynes high school in Prato;
- Organizing the restitution of the evaluation results between ARCO and the schools' headmasters;
- Organizing the Oxfam "Back to school" online event to talk about educational inequality and Inclusive Learning.

The situation worsened off again in November 2020: mid-schools experienced limited closures and high schools were completely closed until January 2021, when they opened again, though intermittently. As a result, School Mentoring and Inclusive Learning intervention focused on:

- 8 schools with 19 teachers;
- 3 schools started the activities.

– March – June 2021

The difficulties caused by the Covid-19 did not allow to complete the Actions in Schools that started in the previous term. |
| **School year 2021-2022:** | The project had the primary scope to address the needs of schools emerged as a consequence of the pandemic. As a result, the Actions in Schools were tailored according the specific needs of each school and primary objective of the Actions in School became assessing the schools' needs. Therefore, thanks to the extreme flexibility of the intervention, the school year was characterized by a high heterogeneity the actions carried out: different forms of school mentoring and inclusive learning, hybrid forms between the two, and specific support activities required by teachers.

Hereafter we mention examples of Actions in schools implemented during the 21/22 school year: |

- In Prato, inclusive learning was implemented by Pane&Rose cooperative by combining the stratified modules with the presence of mentors. The activity took the form of a class workshop structured over 3-4 meetings entirely devoted to addressing a specific teaching module through the stratified approach.
- In the Gramsci Keynes institute in Prato, afternoon school mentoring was implemented in the first and second part of the year, preceded by two different trainings for mentors.
- In Montemurlo middle school, school mentoring activities began in January 2022, with activities spread over three afternoons per week. Each mentor had to supervise 5 to 6 mentees, all activities under teachers' supervision.
- In Campi Bisenzio, the activities began in March 2022 and were structured over 7 meetings combining inclusive learning and school mentoring, with the support of the local partner Macramè. The objective was to stimulate the students in experimenting effective study method, strategies and tools that could help them during their school career.
- In Empoli, inclusive learning was implemented at Vanghetti middle schools, structured over three meetings, with the support of the local partner Il Piccolo Principe. In addition, activities of treasure hunting in the neighbourhood were organized with the support of the Il Piccolo Principe cooperative.

The following table summarize the intervention by school-year and by locations. Additional details on the Actions in Schools activities carried out in each city are reported in the following paragraphs.

Table 9: Schools involved in the Actions in Schools in 2018-19 / 2019-2020 / 2020-21 / 2021-22.

CITIES	GRADE	SCHOOL	2018-19		2019-20		2020-21		2021-22	
			School Mentoring	Inclusive Learning	School Mentoring	Inclusive Learning	School Mentoring	Inclusive Learning	School Mentoring	Inclusive Learning
Empoli	Mid Schools (*)	Busoni				*Not completed*				*Parteciparte*
		Vanghetti								*Parteciparte*
	High Schools(**)	Ferraris-Brunelleschi				*Not completed*				
Campi	Mid Schools (*)	Matteucci			✓	*Not completed*				✓
		Garibaldi			*Not completed*	✓				
		La Pira (Verga)								✓
	High Schools(**)	Agnoletti			✓					
Firenze	High School (**)	Sassetti Peruzzi - Novoli	✓	✓	*Not completed*					
		Sassetti Peruzzi – Scandicci	✓	✓	*Not completed*					
		Rodolico								
Prato	Elementary School	Puddu				*Not completed*				✓
	Mid Schools (*)	Mazzei		✓						
		Puddu		✓	✓	*Not completed*	✓		✓	✓
		Fermi		✓						
		Convenevoli		✓						
		Pacetti		✓						
		IC Hack Montemurlo					✓		✓	
		IC Don Milani (Sembenelli)							✓	✓
	High School (**)	Marconi	✓	✓	*only training*	*Not completed*	✓			
		Gramsci-Keynes	✓	✓		✓	✓			*Parteciparte*
		Datini		✓						

Source: Authors' elaboration on the project documentation

Note: (*) "Mid school 1st level" in the Italian School System; (**) "Mid school 2ⁿᵈ level" in the Italian School System.

(i) Mentees only; (ii) Mentors only

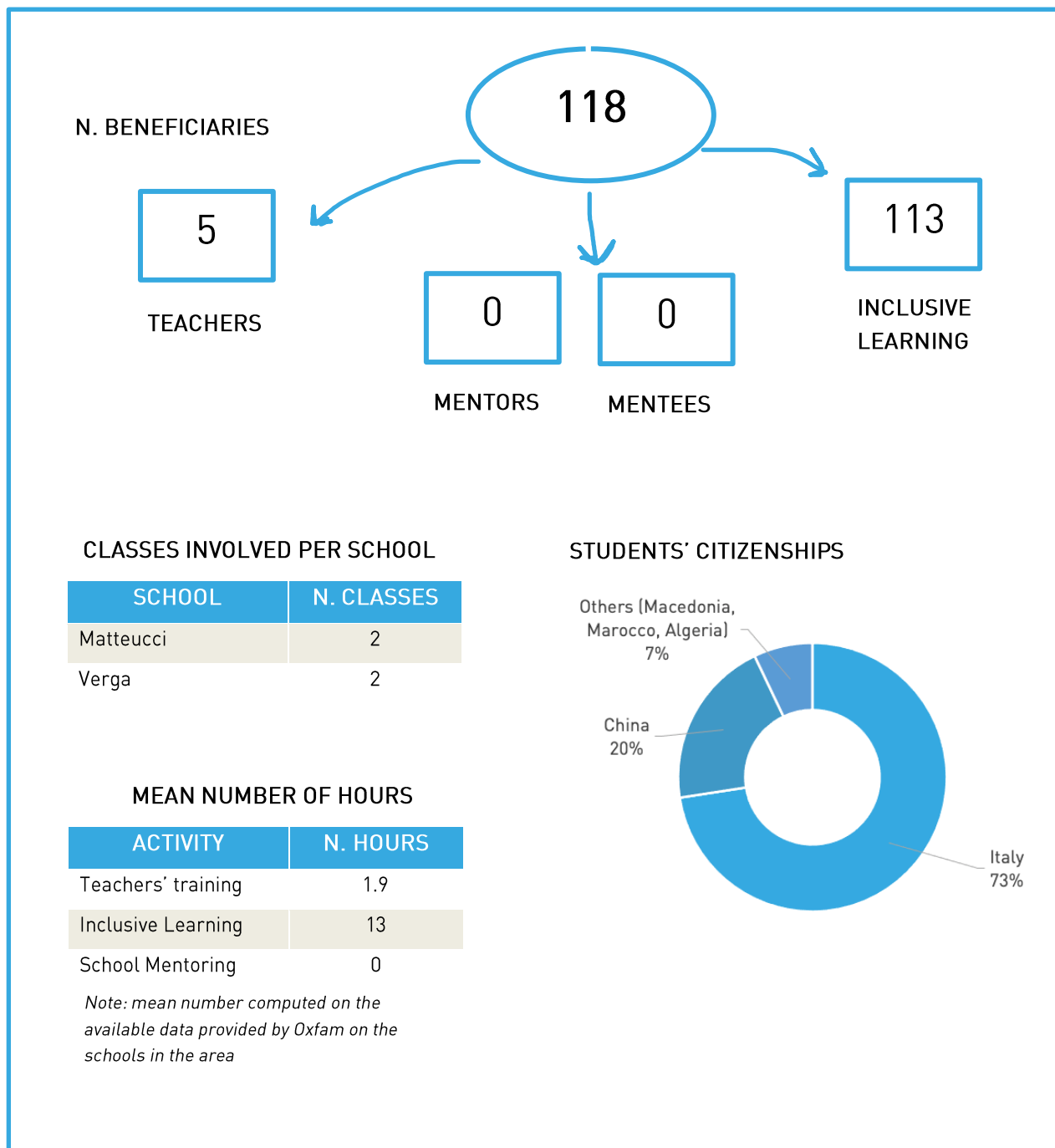|	
School year 2018-19:	Oxfam encouraged dialogue with local institutions and schools to understand where and how it was more appropriate to intervene. Some schools showed interest in the intervention, and in April 2019 teachers were involved in the inception workshop. In this period, there were still no schools involved in the Actions in Schools intervention, though teachers in 2 schools took part into trainings: • Busoni Mid School; • Pontormo High School.
School year 2019-20:	Two schools were identified and involved in the Inclusive learning, under the lead of Oxfam and in partnership with the cooperative *Il Piccolo Principe*, the same cooperative managing the Community Centre in Empoli. In this period, <u>2 schools</u> were involved in the Actions in Schools intervention, both in the Inclusive Learning programme: • Busoni Mid School; • Ferraris-Brunelleschi High School; The activities with teachers started in October 2019, whereas activities in class with students started in February 2020. However, the Covid-19 pandemic and consequent measures had a huge impact on the activities: schools closed indeed on the 5th of March. As a result, Actions in Schools activities managed to involve a **smaller number of students**. However, being the activities in schools delivered the same cooperative managing the Community Center in Empoli (*Il Piccolo Principe*) allowed to complement the activities in schools with those offered by the CC, and to better understand the needs the schools were facing. The schools involved in the activities are: • Busoni Mid School *(Inclusive Learning incomplete)*; • Ferraris-Brunelleschi High School *(Inclusive Learning incomplete)*. Detailed data on the participation are provided in the box below.
School year 2020-2021:	School years started with activities in class, with 1 school (Busoni Mid School) involved in the teachers' training. Meanwhile, mentoring and Inclusive Learning activities are still paused, and the Oxfam staff and the local partner are verifying the possibility to start in the forthcoming months. However, the partner is planning to implement after school activities involving around 35 students in Busoni Mid-School.
School year 2021-2022:	The schools involved in the activities are: • Busoni Mid School *(Inclusive Learning incomplete)* and Art activities; • Vanghetti Mid School *(Inclusive Learning incomplete)* and Art activities; In addition to Inclusive Learning two more activities were realized: (i) support to study in the Community Centre; Treasure hunting in the schools' neighbourhoods, so to let students discover the "treasures" close to their places.

EMPOLI IN NUMBERS: school year 2021-22

N. BENEFICIARIES

248

2	**0**	**16**	**230**
TEACHERS	MENTORS MENTEES	SUPPORT TO STUDY	INCLUSIVE LEARNING

CLASSES INVOLVED PER SCHOOL

SCHOOL	N. CLASSES
Vanghetti	4
Busoni	4

MEAN NUMBER OF HOURS

ACTIVITY	N. HOURS
Teachers' training	6
Inclusive Learning	7.4
Support to study	5.3

Note: mean number computed on the available data provided by Oxfam on the schools in the area

STUDENTS' CITIZENSHIPS

Others (Albania, Egypt, Philippines, Perú) 7%

Morocco 3%

China 9%

Italy 81%

Note: the numbers reported in the table are based on the information included in the Database 2021-22. They refer to the total number of students and teachers involved, though they did not complete the activities.
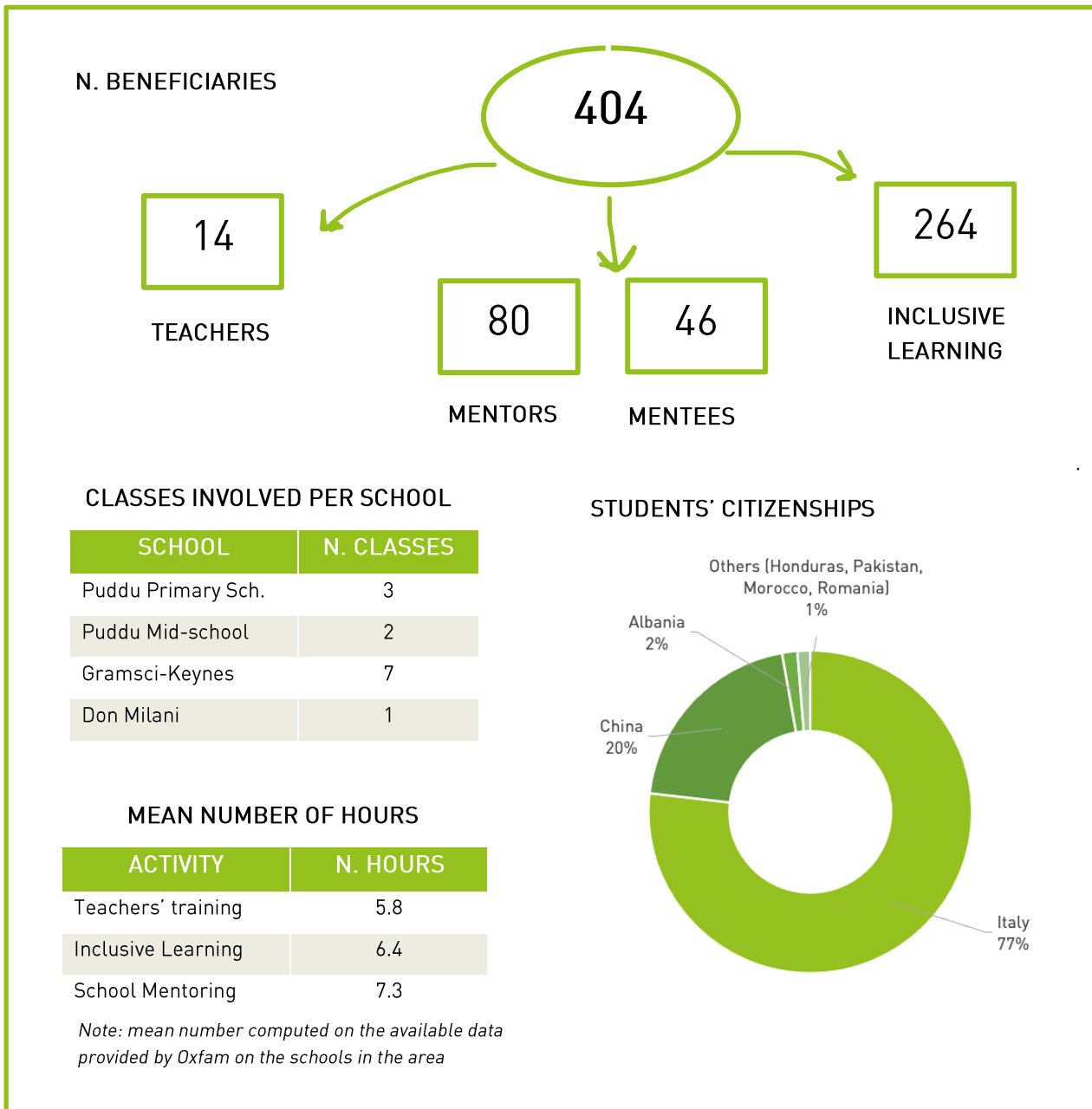
School year 2018-19:	Oxfam encouraged dialogue with local institutions and other territorial entities, in order to provide the intervention with a solid structure. Following several meetings with the municipal administration, it was decided to subscribe a formal agreement between Oxfam and the Municipality itself, the *Società della Salute* (local health care society) and the interested schools. The direct involvement of the Municipality of Campi Bisenzio was important to ensure the continuity and sustainability of the intervention in the remaining years of the project. Participatory workshops were planned before the end of the 2018/2019 school year. These workshops represent a fundamental moment of exchange between involved teachers, in order to understand the best way to structure the intervention in schools, according to the potential beneficiary classes. In this period, there were still no schools involved in the Actions in Schools intervention, though teachers in 2 schools took part into trainings: • Matteucci Mid School; • Garibaldi Mid School.
School year 2019-20:	Under the lead of Oxfam and in partnership with the social cooperative **Macramè**, the same partner managing the Community Centre Canapè and the Community Facilitators in Campi Bisenzio, in September 2019 training courses and activities began with, respectively, teachers and students. A different version of the intervention was adopted in order to meet the schools' needs, identifying the mentors in the Agnoletti high school to support mentees from mid schools Matteucci and Garibaldi. The activities with teachers started in October 2019, whereas activities in class with students started in February 2020. However, the COVID-19 emergency and consequent measures, among which the closure of schools, affected the activities and imposed restrictions and reductions on the number of hours and students involved in the intervention. As a result, the Mentoring and Inclusive Learning activities were not completed everywhere. The schools involved are: • Matteucci Mid School *(Inclusive Learning incomplete, Mentoring completed)*; • Garibaldi Mid School *(Inclusive Learning completed, Mentoring incomplete)*; • Agnoletti High School *(Mentoring completed)*.
School year 2020-2021:	Teachers of two schools (Garibaldi and Matteucci) took part in the teachers' training held between December 2020 and January 2021. An additional school joined the programme: Verga Mid School. Mentoring and Inclusive Learning activities are still paused, and the team and partner are verifying the possibility to start in the forthcoming months.
School year 2021-2022:	Macramé partner experienced difficulties to gain the cooperation of schools: schools were still dealing with the consequences of the pandemic, distance learning and combination of face-to-face and distance learning. Therefore, during the first school term Macramé realized a need assessment involving targeted schools and teachers. As a result, they came up with a new format of Actions in Schools, aiming at stimulating the students to experience effective study method, good strategies and tools to increase their results. A workshop composed by 7-meetings was organized in March 2022: • Two meetings in class in the morning time to collect students' difficulties and share them with mentors (high school students), • Four meetings in the afternoon to explore study methods, tools and experiences, • One meeting in class in the afternoon to collectively discuss and share the experience, simulating the final oral examination. Value added of the intervention was the combination of inclusive learning with mentoring, and by combining mid-schools' (as mentees) with high-schools' students (as mentors).

N. BENEFICIARIES

118

5
TEACHERS

0
MENTORS

0
MENTEES

113
INCLUSIVE LEARNING

CLASSES INVOLVED PER SCHOOL

SCHOOL	N. CLASSES
Matteucci	2
Verga	2

MEAN NUMBER OF HOURS

ACTIVITY	N. HOURS
Teachers' training	1.9
Inclusive Learning	13
School Mentoring	0

Note: mean number computed on the available data provided by Oxfam on the schools in the area

STUDENTS' CITIZENSHIPS

Others (Macedonia, Marocco, Algeria) 7%

China 20%

Italy 73%

Note: the numbers reported in the table are based on the information included in the Database 2021-22. They refer to the total number of students and teachers involved, though they did not complete the activities.

School year 2018-19:	Le Piagge neighbourhood has no high schools on its territory, but rather the Gandhi Institute, which includes elementary and Mid schools. In accordance with the initial need assessment's result, and also with the recommendations coming from institutional and other local entities, Oxfam decided in the first year of the programme to involve only one high school with two branches in neighbouring areas of Le Piagge neighbourhood: • Sassetti-Peruzzi Novoli; • Sassetti-Peruzzi Scandicci. At first, training started in September 2018, involving 20 teachers from the school. In the following months, support meetings were carried out in order to structure the teaching materials, along with Inclusive Learning and School Mentoring activities with students.
School year 2019-20:	The activities with teachers started in October 2019, whereas activities in class with students started in February 2020. However, the COVID-19 emergency and consequent measures, among which the closure of schools, negatively affected the schedule: as a result, the intervention stopped in the Sassetti-Peruzzi Novoli school. Nonetheless, the second school, Sassetti-Peruzzi Scandicci managed to reconvert the mentoring activities to the online mode: all the 16 mentors took part in this experimentation. Once a week mentors had online meetings with Oxfam staff to discuss about lockdown, online education, how to support peers at the distance. Subsequently, mentors delivered peer mentoring hours. The schools involved in the activities are: • Sassetti-Peruzzi Novoli *(Mentoring incomplete)*; • Sassetti-Peruzzi Scandicci *(Mentoring incomplete)*; Detailed data on the participation are provided in the box below.
School year 2020-2021:	Teachers of one school (Sassetti-Peruzzi Novoli) took part in the teachers' training held between December 2020 and January 2021. Mentoring and Inclusive Learning activities are still paused, and the team and partners are verifying the possibility to start in the forthcoming months.
School year 2021-2022:	No schools in Florence took part in the project in the school year 2021-22. Sassetti-Peruzzi high school was involved by Macramé partner in Campi Bisenzio.

School year 2018-19:	In the past, some schools in Prato had already tried to tackle the problem of school dropout through a tutoring method carried out by individual teachers. However, this effort was not part of a comprehensive and structured intervention and did not bring successful results. These individual efforts have been channelled by the intervention of the programme *Nessuno Escluso*, in order to fit into this broader and better-structured initiative.

In particular, several schools were involved in Prato:

- Mazzei Mid School;
- Puddu Mid School;
- Fermi Mid School;
- Convenevoli Mid School;
- Pacetti Mid School;
- Copernico Mid School (*only teachers' inception workshop*);
- Mazzoni Mid School (*only teachers' inception workshop*);
- Marconi High School;
- Gramsci-Keynes High School;
- Datini High School;
- Brunelleschi High School (*only teachers' inception workshop*);
- Buzzi High School (*only teachers' inception workshop*);
- Dagomari High School (*only teachers' inception workshop*);
- Rodari High School (*only teachers' inception workshop*).

Moreover, two 15-hours training courses were held for teachers:

- One for mid-school teachers concerning Inclusive Learning; and,
- One for high-school teachers concerning both Inclusive Learning and School Mentoring

It should be noted that, in Prato, the Oxfam staff collaborated during the first year of the programme with the *Pane & Rose* cooperative (same cooperative coordinating the Community Facilitators component), in supporting the professors for the adoption of the new teaching methods. |
| **School year 2019-20:** | The second year of intervention continues with additional schools joining the programme. One of the School included in the intervention, Marconi, together with Oxfam awarded a grant to study the School Mentoring and Inclusive Learning implemented and export the model to other schools. In addition, an elementary school (Puddu) was added to the programme, to pilot the intervention with younger.

The following schools were involved in Prato:

- Puddu Elementary School (*Inclusive learning incomplete*);
- Puddu Mid School (*Inclusive learning incomplete, Mentoring not started*);
- IC Montemurlo Mid School (*no activities started*);
- Salvemini/La Pira Mid School (*no activities started*);
- Marconi High School (*Mentoring completed*);
- Gramsci-Keynes High School (*Inclusive learning completed*).

The activities with teachers started in October 2019, whereas activities in class with students started in February 2020. However, the COVID-19 emergency and consequent measures, among which the closure of schools, affected the activities schedule.

Detailed data on the participation are provided in the box below. |

School year 2020-2021:	Teachers of three schools (Marconi High School, Puddu Mid School, Hack) took part in the teachers' training held between December 2020 and January 2021. At the moment, there are three mentoring's trainings going on: • Marconi High School: 11 mentors e 30 mentees *(completed)* • Hack Montemurlo: 22 mentors and about 40 mentees *(completed)* • Puddu Mid School: 12 mentors and about 40 mentees *(ongoing)*
School year 2021-2022:	New schools were involved in the AS in the last project year, the inclusive learning labs were realized, but teachers' training was stopped to avoid teachers' overload. Pane & Rose with the support of Oxfam devoted a special attention to the formalization of the methodology of intervention, reaching the following structure for the inclusive learning: - 3-4 sessions to introduce the teaching modules, to work on the class inclusion, class relationship and cooperation among students, - 2-3 sessions to deepen the teaching contents, - 1 final session to collectively share the contents. Schools involved are: • Gramsci-Keynes High School • Don Milani Mid-School • Puddu Mid School • Puddu Primary School

PRATO IN NUMBERS: school year 2021-22

N. BENEFICIARIES

404

14
TEACHERS

80
MENTORS

46
MENTEES

264
INCLUSIVE LEARNING

CLASSES INVOLVED PER SCHOOL

SCHOOL	N. CLASSES
Puddu Primary Sch.	3
Puddu Mid-school	2
Gramsci-Keynes	7
Don Milani	1

MEAN NUMBER OF HOURS

ACTIVITY	N. HOURS
Teachers' training	5.8
Inclusive Learning	6.4
School Mentoring	7.3

Note: mean number computed on the available data provided by Oxfam on the schools in the area

STUDENTS' CITIZENSHIPS

Others (Honduras, Pakistan, Morocco, Romania) 1%
Albania 2%
China 20%
Italy 77%

Note: the numbers reported in the table are based on the information included in the Database 2021-22. They refer to the total number of students and teachers involved, though they did not complete the activities.

5.2 EVALUATION FINDINGS – ACTIONS IN SCHOOLS

This session presents the main evaluation findings on the Actions in Schools component of the Nessuno Escluso programme as emerged from the triangulation of data deriving from:

- o Semi-structured interviews to the component coordinators of Oxfam;
- o Semi-structured interviews with teachers;
- o Semi-structured interviews to the School Headmasters;
- o Data analysis of the data collected through the initial, mid-term and final questionnaires administered to teachers, mentors, mentees and students of Inclusive learning involved in the action *(Database 2021-22)*.

Finally, the following table summarizes the schools involved in the Actions in Schools by school year, by type of intervention and by project area.

Note that the tables only include the schools where the intervention was undertaken, meaning where activities of School Mentoring and/or Inclusive Learning involved students and/or teachers.

5.2.1 OUTPUTS AND OUTCOMES ASSESSMENT

This session briefly presents the main evaluation outputs and outcomes, by both assessing the achievement of the logframe indicators, as well as analysing the data collected through the evaluation questionnaires administered to the students that took part in the programme and through participatory activities with students and teachers.

In this last year, activities restarted normally. However, the break brought about the pandemic highly affected the project implementation: this external shock interrupted the regular school activities for almost two school-years, determining the interruption of the project activities too. For the project partners, this meant starting again to build relationships with the schools, to find new ways of collaboration and to re-design the intervention to meet the schools' newly emerged needs (i.e., in Campi Bisenzio). Digging deep into the **outcomes that students and teachers confirmed to have experienced**, the analysis shows positive results in terms of class cooperation, inclusion of the most vulnerable students and socio-relational competences. However, the results in terms of school results and tackling school drop-out are less intense. Main reasons for this might be the shorter and less intense duration of the intervention. Indeed, as already discussed in the previous paragraphs, the schools allowed the partners to work for a limited amount of time. Nonetheless, the Headmasters and teachers recognise the importance of the interventions for their schools as a Toolbox at their disposal.

Finally, the <u>findings here reported account only for a limited number of students and teachers</u>: the sample size cannot be considered representative of the whole population of students, and therefore the findings cannot be extended to the whole population. Rather, the filled questionnaires account for a limited number of classes and schools.

The following paragraphs assess the **main outcomes** achieved by mentees, mentors, inclusive learning students and teachers. Then, the final table summarizes the percentage of achievement of Output and Outcome indicators as identified in the programme **logical framework**.

MENTEES

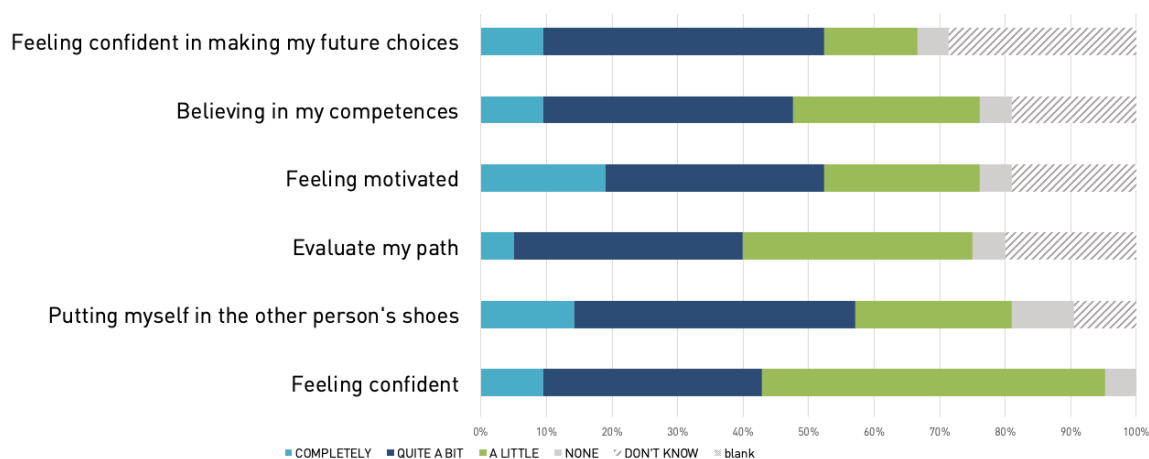The findings refer to the following schools:

School	Type of activities	N. respondents	Tools
IC Hack Montemurlo	Mentees (School Mentoring)	46	Questionnaire
	Teachers	1	Interview
IC Don Milani	Inclusive Learning - Mentees	20	Questionnaire
IC Puddu	Inclusive Learning - Mentees	52	Questionnaire
	Teachers	1	Interview
Gramsci-Keynes High-School	Mentees (School Mentoring)	3 mentees	FGD
	Teachers	1	Interview
	Headmaster	1	Interview
Busoni Empoli	Teachers	1	Interview

The data analysis shows that the main outcomes experienced by mentees are:

✓ Increased socio-relational competences: collaboration with classmates and with teachers, communication skills;
✓ Increased motivation to go to school;
✓ Higher social inclusion in class and in the school in general.

The Figures below shows the percentages for each question.

INDIVIDUAL COMPETENCES, N=21

SOCIO-RELATIONAL COMPETENCES, N=21

Getting to know and involving new people
Communicating/relating with others
Collaborating with teachers
Collaborating with peers

COMPLETELY · QUITE A BIT · A LITTLE · NONE · DON'T KNOW

SCHOOL COMPETENCES, N=21

Achieve good school results
Being able to organise my work outside of school
Have a good study method
Participate actively in class
Commitment to study

COMPLETELY · QUITE A BIT · A LITTLE · NONE · DON'T KNOW

OVERALL EVALUATION, N=93

Do you feel more included in your school today thanks to the mentoring you took part in?
Do you feel that the mentoring course has produced positive results?
Was the commitment required compatible with your school career?
How satisfied are you with the school mentoring course?

COMPLETELY · QUITE A BIT · A LITTLE · NONE · DON'T KNOW · blank

Overall, mentees reported that the experience was positive for them, and that contributed to the feeling of social inclusion in the school. However, teachers and headmasters reported increased difficulties mainly for non-Italian speaker mentees: the positive effects oh School Mentoring for those students were much higher.

All the previous data were confirmed by the results of the focus group discussions realized with a sample of beneficiaries of the Gramsci Keynes school in Prato.

The main results of the school mentoring reported during the focus group discussions/collective interviews by the mentees are:

- ✓ Increased motivation to go to school;
- ✓ Improved school performance in targeted subjects;
- ✓ Improved socio-relational competences, mainly with other students but also with teacher.

The following figure shows how relevant the five selected dimensions are for a mentee and which dimensions were affected by the school mentoring (in orange), as reported by mentees students involved in the focus group discussion.
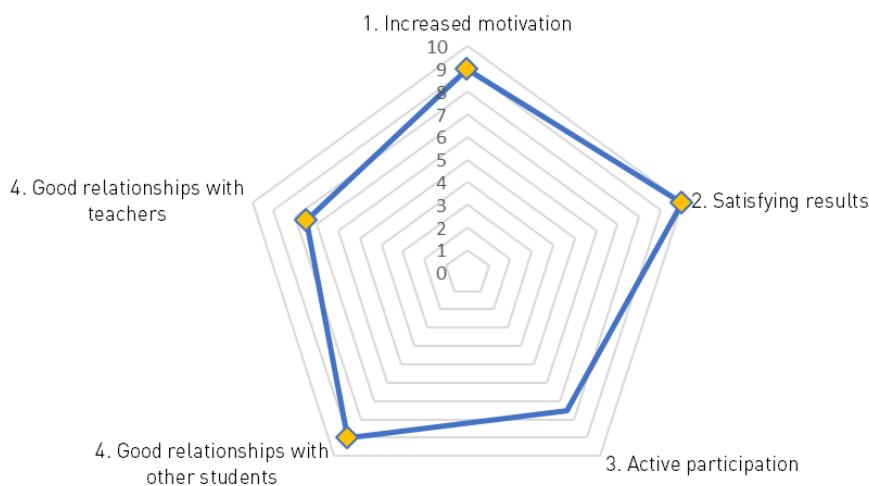
Mentees report the school mentoring to be a very useful activity as it allows them to learn while interacting with other students. Moreover, the benefits extend also on their families because they do not have to pay for private after-school activities or tutoring. Overall, mentees are very satisfied with the support they receive.

On the other side, mentors of the same school confirmed they noticed that mentees achieved positive results, in particular on the improved school performance in targeted subjects and higher social inclusion in class and in the school in general.

This result was confirmed by the teachers involved in the evaluation activities: numerous mentees improved school results thanks to the school mentoring opportunity. In addition, after the Covid-19 restrictions and social distancing, the socio-relational focus of the school mentoring helped students to increase relations and participation. Finally, teachers reported that students that started as mentees and then become mentors experienced an increase in self-esteem.

MENTORS

The findings relate to the following schools:

School	Type of activities	N. respondents	Tools
IC Don Milani	Mentors (School mentoring)	10	Questionnaire
IC Hack Montemurlo	Mentors (School mentoring)	26	Questionnaire
	Teachers	1	Interview
IC Puddu	Mentors (School mentoring)	10	Questionnaire
	Teachers	1	Interview
ISIS Gramsi Keynes	Mentors (School mentoring)	34	Questionnaire
	Mentors (School mentoring)		FGD
	Teachers	3 mentors	Interview
	Headmaster	1	Interview
Busoni Empoli	Teachers	1	Interview

The data analysis shows that main outcomes experienced by mentors are:

✓ Increased life skills: self-esteem, motivation, self-confidence (this result was confirmed also by teachers)
✓ Higher technical and professional skills,
✓ Improved school results, active participation and commitment to study,
✓ Increased socio-relational competences: collaboration with peers and communication skills.

The Figures below shows the percentages for each question.

INDIVIDUAL COMPETENCES:

SOCIO-RELATIONAL COMPETENCES:

Getting to know and involving new people
Communicating/relating with others
Collaborating with teachers
Collaborating with peers

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ COMPLETELY ■ QUITE A BIT ■ A LITTLE ■ NONE ⊿ DON'T KNOW

SCHOOL COMPETENCES:

Achieve good school results
Being able to organise my work outside of school
Have a good study method
Participate actively in class
Commitment to study

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ COMPLETELY ■ QUITE A BIT ■ A LITTLE ■ NONE ⊿ DON'T KNOW

OVERALL EVALUATION:

Do you think that the Mentee has achieved positive results as a result of working with you?
Has the commitment required been compatible with your school career?
Did being a mentor strengthen your skills?
How satisfied are you with the school mentoring process?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ COMPLETELY ■ QUITE A BIT ■ A LITTLE ■ NONE ⊿ DON'T KNOW

Overall, mentors reported that the experience was positive for them, and that contributed to improve results of their mentees while strengthening their individual skills and competences.

These data were confirmed by the results of the focus group discussions realized with a sample of beneficiaries from the fourth year of the Gramsci-Keynes High-School. Mentors state that school mentoring had the following benefits:

✓ Additional motivation due to the school mentoring being an afternoon activity that allows mentors to receive school credits;
✓ Improved relations with younger students;
✓ Opportunity to revise subjects and acquire teaching methods and tools to support other students.

The following figure shows how relevant the five selected dimensions are for a mentor and which dimensions were affected by the school mentoring, as reported by students involved in the focus group discussion.

Finally, mentors state they feel satisfied for the opportunity to help and support younger students, and this experience represented an important educational moment for them.
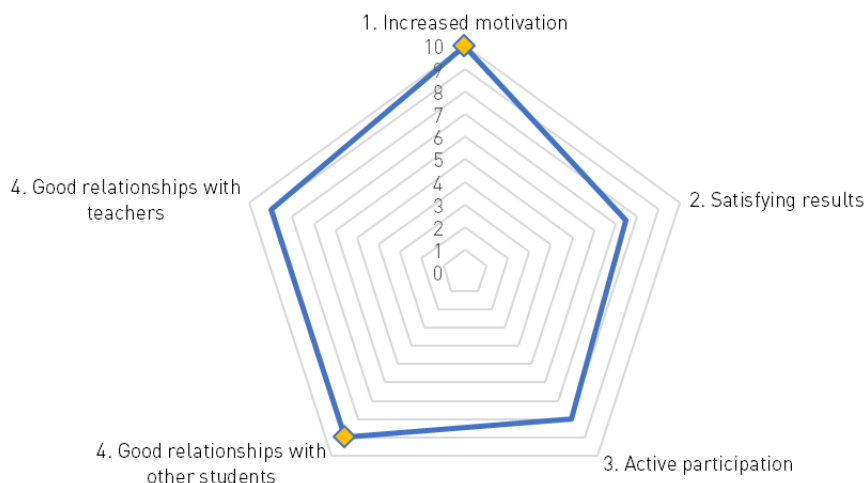
INCLUSIVE LEARNING

The findings relate to the schools:

School	Type of activities	N. respondents	Tools
IC Don Milani	Inclusive Learning and Mentees	20	Questionnaire
IC Puddu	Inclusive Learning and Mentees	52	Questionnaire
	Teachers	1	Interview
	Students	16	FGD
IC Vanghetti	Inclusive Learning	94	Questionnaire
IC Busoni	Inclusive Learning	134	Questionnaire
	Teachers	1	Interview
	Students	16	FGD
Puddu primaria	Inclusive Learning	60	Questionnaire
ISIS Gramsci Keynes	Inclusive Learning	132	Questionnaire
	Teachers	1	Interview
	Headmaster	1	Interview
IC Matteucci	Inclusive Learning	51	Questionnaire
IC Verga	Inclusive Learning	62	Questionnaire
IC Hack Montemurlo	Teachers	1	Interview

The data analysis shows that the main outcomes experienced by students of the inclusive learning are:

- ✓ Higher social inclusion in class;
- ✓ Improved school results;
- ✓ Easiness of learning.

Furthermore, these results are confirmed by teachers' assessment: they believe that the inclusive learning help to improve the performance of the students and the class participation. Moreover, this device is particularly effective in involving the most vulnerable students (i.e., non-Italian speakers) in class activities.

Inclusive learning plays an additional effect also on increased school performance and tackling early school drop-out. However, for the limited duration and scope of the initiative, teachers reported that this positive impact was experienced only on the tutored topics. This result was confirmed by students involved in the focus group discussion: they state their satisfaction with the activities, nonetheless they report it would be useful to increase the number of topics and situations where this method can be used.

STUDENTS' ASSESSMENT, N=235
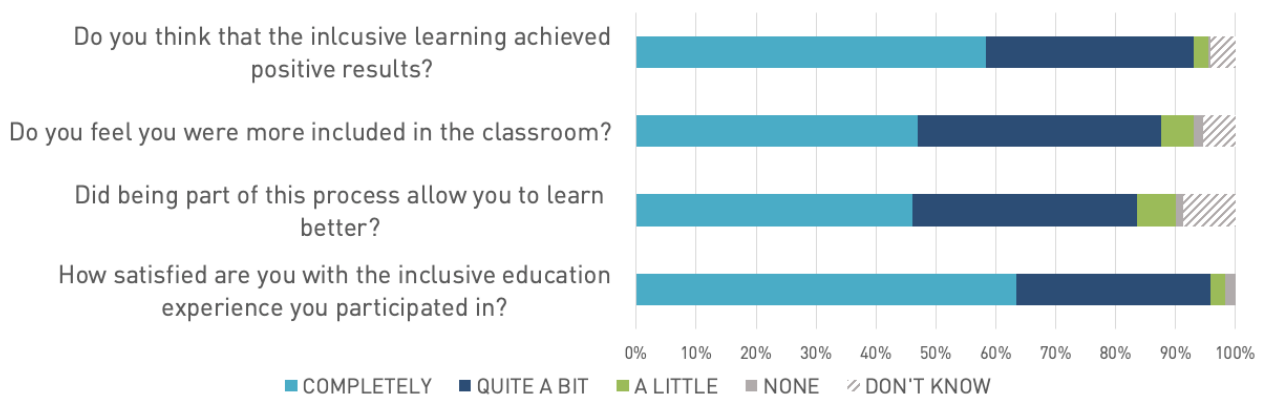
Inclusive learning proved to be a flexible tool that can easily be adapted to the classes' needs. This tool is particularly useful in classes characterized by a high level of heterogeneity among students.

TEACHERS' ASSESSMENT: SATISFACTION, N=13
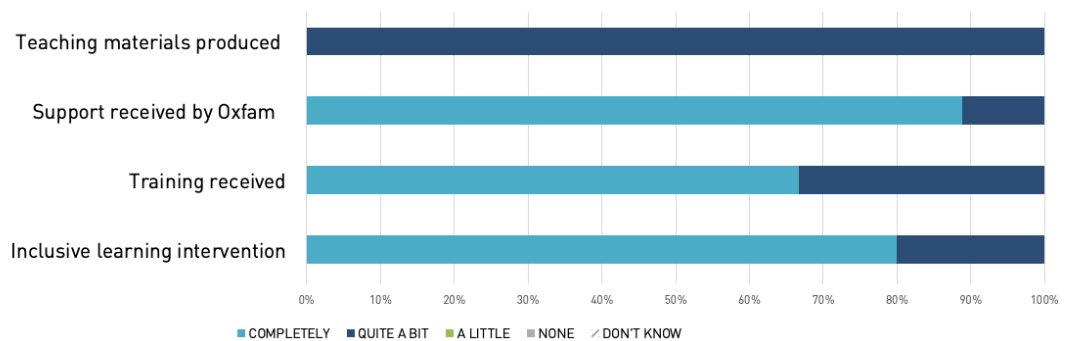
TEACHERS' ASSESSMENT: EFFECTS OF THE INTERVENTION (1/2), N=13
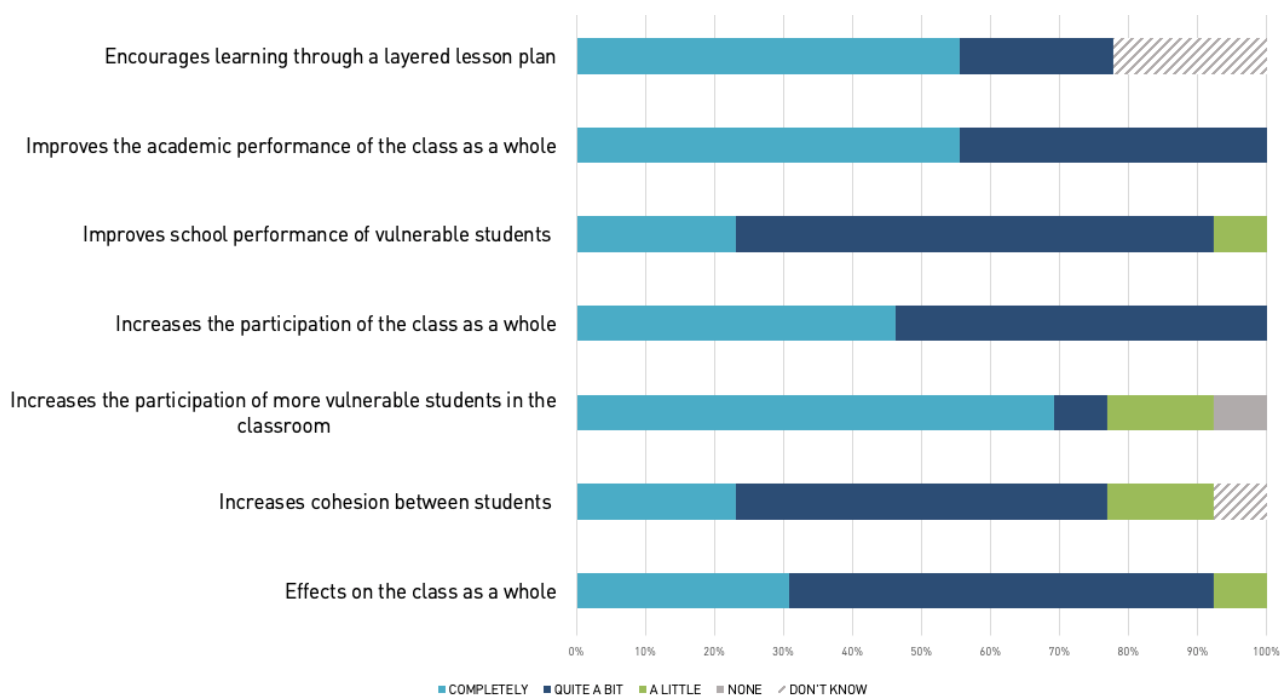
COMPLETELY   QUITE A BIT   A LITTLE   NONE   DON'T KNOW

TEACHERS' ASSESSMENT: EFFECTS OF THE INTERVENTION (2/2), N=13

COMPLETELY   QUITE A BIT   A LITTLE   NONE   DON'T KNOW
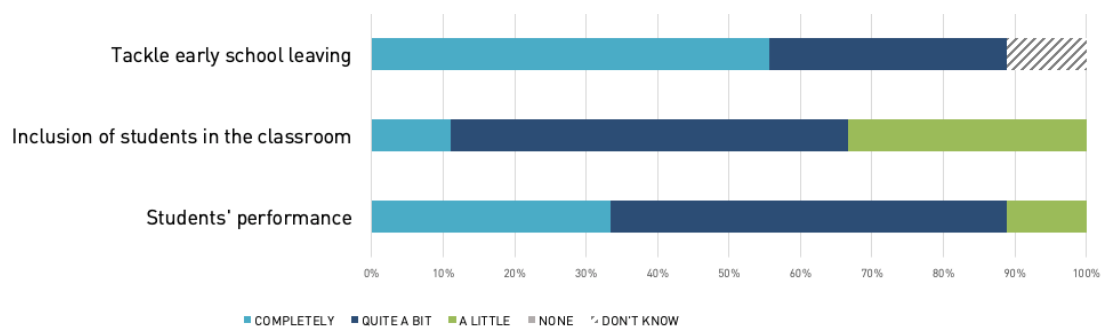
These data were confirmed by the results of the collective interviews/focus group discussions realized with a sample of beneficiaries from Busoni Mid-School and Puddu Mid-School.

Students involved state that Inclusive Learning had the following benefits:

✓ Increased motivation to go to school when group activities were carried out;
✓ Increased active participation in class, as all students had to contribute during group work;
✓ Improved relations with other students in class.

The following figure shows how relevant the five selected dimensions are for inclusive learning students and which dimensions were affected by the activity (in orange), as reported by students involved in the focus group discussion.

In Empoli, the actions in schools were combined with the after-school activities promoted in the Community Center (CGA): this action allowed to increase the scope and the duration of the intervention, producing a much higher effect in terms of improved school results and relationships among students.

1. Increased motivation
10
9
8
7
6
5
4
3
2
1
0

2. Satisfying results

3. Active participation

4. Good relationships with other students

5. Good relationships with teachers
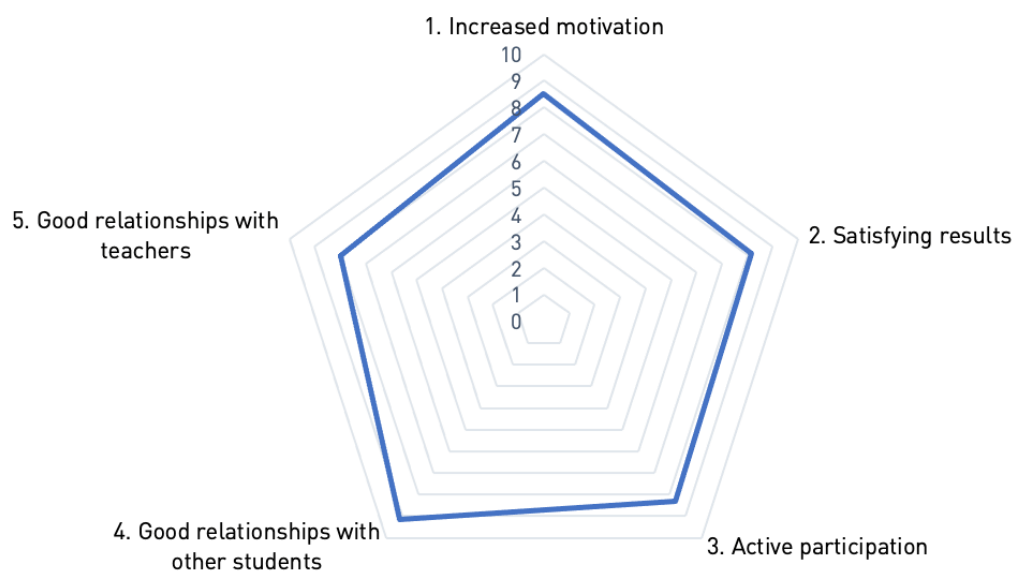
ACTION IN SCHOOLS – LOGFRAME

The following tables include the cumulative percentage of achievement of Output and Outcome indicators as identified in the programme logical framework. In the *Notes* column there are information on the computation of achievement.

OUTPUTS	INDICATOR	DEFINITION	TARGET	N. ACHIEVED	NOTES	% ACHIEVEMENT
OTP1 from A3: Mentees involved	N° of mentees that take part to the activity	*Mentees involved in mentorship program*	300	297	*Computed on Database of the school year 2018-2022.*	99%
OTP2 from A2: Mentors trained	N° of students trained to become mentors	*Students participating in training for mentors*	300	317	*Computed on Database of the school year 2018-2022.*	106%
OTP3 from A3: Mentors providing mentorship	N° of students that provide mentorship	*Students that received the mentorship training and declare they provided mentorship during the year*	180	317	*Computed on Database of the school year 2018-2022.*	176%
OTP4 from A6: Students experiencing inclusive education	N° of students that benefit from inclusive education	*Students whose teachers piloted inclusive education in their teaching*	720	1.091	*Computed on Database of the school year 2018-2022.*	152%
OTP5 from A7: Students supported with guidance WSs	Students benefiting from career/school guidance workshops	*N° of students attending career/school guidance workshops*	660	59	*Computed on Database of the school year 2018-2022.*	9%
OTP6 from A1: Teachers trained	N° of teachers trained	*Teachers attending the training*	240	280	*Computed on Database of the school year 2018-2022.*	117%

| OTP7: Schools involved | N° of schools involved | Schools involved in the intervention | 16 | 20 (unique schools) | Computed on Database of the school year 2018-2022. Number of unique schools (without duplicates) that have ever activated a School Mentoring or Inclusive Learning experience. | 125% |
| OTP8: Class involved in inclusive education | N° of classes involved in inclusive education | Classes involved through inclusive education in the intervention | 30 | 44 classes in Inclusive Learning | Computed on Database of the school year 2018-2022. Number of total classes involved trhoughout the programme. | 147% |

Table 11: Achievement of OUTCOME indicators

OUTCOMES	INDICATOR	DEFINITION	TARGET	N. ACHIEVED	NOTES	% ACHIEVEMENT
OTC1: Reduced school dispersion	% of no dispersion	Mentees that don't abandon their course of study	TBD	*For privacy related reasons, the schools did not share the data. Nonetheless, the teachers and mentees involved in the evaluation confirmed that the mentoring helped them in tacking school drop-out.*		
OTC3: Fewer mentees that repeat the year	% of mentees that don't have to repeat their grade	Mentees that are passed to the higher grade and don't have to repeat the current one	TBD	N/A	*Assessed on the mentees' questionnaire by comparing the questions: "class currently attended" and "class attended the year before".*	7 students repeated the year, all of them not-Italian mother tongue.
OTC4: Higher marks in the mentored subject	% of mentees that improve their school performance in the mentored subject	Mentees that have higher marks in the mentored subject	80%	N/A	*Assessed on the mentees' questionnaire for the school year 2021-22*	62% of mentees confirm to have achieved better school results thanks to the mentoring.
OTC5: Higher level of participation in class	% of professors that state that students take actively part to the classes (on each class)	Professors that for each class state that the participation of students has increased	80%	N/A	*Assessed on the teachers' questionnaire for the school year 2021-22*	100% of teachers confirm that the level of participation on class increased thanks to the programme

OTC6: Mentorship activity is running	N° of students that receive mentorship	*Students that received the mentorship*	300	297 mentees	*Computed on Database of the school year 2018-2022.*	100%
OTC7: Improved perceived ability to tackle dispersion in teachers	% of teacher trained that state to feel more equipped to face and tackle school dispersion	*Teachers that respond positively to the set of questions on dispersion challenge*	70%	89%	*Inclusive Learning: 88% of teachers replies positively to the related questions. N=9, in the Database 2021-22*	127%
OTC8: Improved citizenship key competences in students	% of students positively and successfully involved in the mentorship program as mentors	*Mentors that express a positive evaluation of the mentorship experience in terms of active citizenship*	70%	90%	*Computed as the mean value of the scores given by mentors to the set of questions on active citizenships in the Database 2021-22.*	128%
OCT9: Improved perceived level of inclusion of the mentees	% of mentees that declare to feel more included in the school thanks to the mentorship	*Students that respond positively to the set of questions on inclusion*	70%	81%	*Computed as the mean value of the scores given by mentee to the set of questions on school inclusion in the Database 2021-22.*	116%
OCT10: Teachers engaged	N. of teachers trained and engaged in the programme	*N. of trained teachers active as supervisor of mentoring or adopting the inclusive education approach*	60	280	*Computed on Database of the school year 2018-2022.*	467%
OCT11: Students play active role in the school as mentor	N. of mentors engaged	*Students trained as mentors who play the role of mentors for at least three months*	160	317	*Computed on Database of the school year 2018-2022.*	198%

5.2.2 OECD-DAC CRITERIA ANALYSIS

RELEVANCE

RELEVANCE TO THE CONTEXT

- The Actions in Schools (School mentoring and Inclusive learning) were ideated by Oxfam Italia and its local partners and proposed to schools. In each of the four project areas, these two devices were **adapted to the contexts and expertise,** thus enabling the intervention to be highly relevant to the different implementation contexts, as confirmed by all partners and project operators during the evaluation activities.
Although teachers represent the main actor in preventing school drop-out, their responses and tools are not always adequate. As a matter of facts, teachers involved in the evaluation activities confirmed the importance of acquiring pragmatic tools to be used to contrast early school leaving. Despite the relevance of the topic, the involvement of teachers in training activities was very difficult, due to the workload, Covid-19, and lack of accreditation of trainings.
- Schools have **structural needs,** that could be only partially addressed by spot project. Therefore, the opportunity to realize a four-year long intervention could have been relevant for schools. Nonetheless, the teachers' and Headmasters' turn-over, the difficulties in gaining schools' cooperation and the break of Covid-19 **introduced discontinuity and interruptions in the realization of the project activities,** with schools participating in a spot way.
- Additional **difficulties undermining** the project relevance are:
- local partners had to build relations with schools from scratch (with few exceptions),
- methodology of intervention was new to all partners (expect for Pane&Rose), therefore, each partner had to learn it,
- methodology of intervention was adapted to the schools' needs, therefore resulting in numerous combinations of the School mentoring and Inclusive learning devices. On the one side, this resulted in a higher relevance to the context's needs, on the other side it determined the impossibility to draw comparisons among different schools,
- teachers' and Headmasters' turn-over determining changes in treated schools and lack of continuity that depowered the effects of the interventions.

RELEVANCE TO BENEFICIARIES' NEEDS

- Activities proposed are relevant to beneficiaries' needs: tackling school drop-out, inclusion in school and active participation are among the main objectives for schools and teachers.
- Interviewed teachers and headmasters confirmed that School Mentoring and Inclusive Learning are a **toolbox** at the disposal of the class council: these devices are particularly effective in involving the most vulnerable students (i.e., non-Italian speakers) in class activities, and to build social relationships in class, especially after the difficulties linked to the social distancing due to Covid-19.
- Activities were rated as highly relevant by all beneficiaries included in the evaluation activities (students, teachers, headmasters).

EFFECTIVENESS

The analysis draws on:

- Data analysis of pre-post questionnaires and data collected in schools *(Database 2019-20)*;
- The achievement of OUTPUT and OUTCOME indicators as defined in the Logframe;
- Conceptual content analysis of the data collected through semi-structured interviews to main stakeholders.

The analysis of the effectiveness of the intervention was conducted by assessing the degree of achievement of specific objectives and expected results, through the output and outcome indicators and related targets monitored via the internal monitoring work carried out by the partners. This work was then enriched with the information obtained from the analysis of the questionnaires addressed to the beneficiaries, and the semi-structured interviews addressed to the other main stakeholders.

LOGFRAME

In general, the trend in the achievement of targets and indicators is positive, and despite the difficulties to keep the schools engaged during the four-years, all actions were implemented as planned, except for the career workshops with students.

With regards to the targets of output indicators identified were reached and exceeded for OTP1: Mentees involved, OTP2: Mentors trained, OTP3: Mentors providing mentorship, OTP4: Students experiencing inclusive education, OTP6: Teachers trained, OTP7: Schools involved, OTP8: Class involved in inclusive education. The target was not reached for OTP5: Students supported with guidance WSs.

With regards to the outcome indicators, schools did not share data on school drop-out final grades for confidentiality-related reasons (OTC1: Reduced school dispersion and OTC3: Fewer mentees that repeat the year). However, the information was retrieved by the questionnaire to students, though referred to a limited sample of the population.

Remaining outcomes were assessed through the questionnaire to students and were all met (OTC4: Higher marks in the mentored subject, OTC5: Higher level of participation in class, OTC6: Mentorship activity is running, OTC7: Improved perceived ability to tackle dispersion in teachers, OTC8: Improved citizenship key competences in students, OCT9: Improved perceived level of inclusion of the mentees, OCT10: Teachers engaged, OCT11: Students play active role in the school as mentor).

Nonetheless, the effectiveness of the intervention was depowered by both the pandemic, teachers and Headmasters turn-over and consequent changes in their willingness to allow the school to participate in the programme.

MAIN RESULTS ACHIEVED

STUDENTS

For a more extensive analysis, see Section 5.2.1., we report here a summary of the results. In the last school year (2021-22), the activities were properly resumed after the break represented by the Covid-19 and were able to reach the planned number of students.

In general, mentors and mentees were highly satisfied by the results achieved through the programme. In particular:

- Mentors benefitted from being useful to other students, experienced higher self-esteem and motivation, and increase in social relationships.
- Mentees obtained better results in the mentored subjects, however, the main positive effect experienced is in terms of school inclusion and socio-relational competences. Students acquire an effective study method and increase their motivation to study.
- This holds true also for the Inclusive Learning students: students and teachers confirmed that the inclusive learning is particularly effective in involving the most vulnerable students (i.e., non-Italian speakers) in class activities, it helps to improve the performance of the students, it stimulates the class participation, and class inclusion.
- Finally, the most effective results have been reached with the students that participated both at the Actions in Schools promoted in-class and at the after-school and socialization activities in the Community Centres: the high intensity and diversity of treatment allowed a global care of the young person, thus intensifying the results achieved.

TEACHERS-SCHOOLS

- Teachers experienced new effective teaching methods, while exchanging practices with other colleagues and with the staff of the local partners. The support of external organizations (local partners and Oxfam) was fundamental in running the activities.
- Moreover, this experience acquainted teachers with Community Centres and their activities, with the possibility to create synergies between the school and the after-school activities.
- At the same time, schools affected by the same problems (i.e., drop-out, low communication level of students, etc.) had the chance to receive an external structured intervention that contributed to alleviate the problems. Main challenge is represented by ensuring that extracurricular activities do not stop at one afternoon at school, but will be integrated and systematized with other activities.

IMPACT

The impact was investigated in a twofold way:

(i) by focusing on the **long-term, positive or negative, intended or unintended, higher-level effects** (OECD DAC, 2019). This meant focusing on the whole effects produced by the Actions in Schools, rather than on the sole attribution to the project activities.

With this respect, the main effects triggered by the project actions assess the following questions: *How the intervention increased the feeling of beneficiaries' inclusion? Which is the role played by school mentoring and inclusive learning in the school drop-out and school performance?*

- Actions in schools failed to be continuous as originally planned. The lack of continuity of the activities with the students reduced their impact. There were several reasons for this, the main ones being:
  - Difficulties in the initial engagement of schools, which often caused activities to be postponed until the middle of the school year, resulting in activities with students not starting in September,
  - Some local partners had little or no relationship with the schools, so it took some time to build up a relationship of trust,
  - Turnover of school managers and especially teachers, which prevented successful pathways from continuing in subsequent school years and forced Oxfam and the partners to have to convince schools and teachers several times to participate in the project
  - The pandemic led to the closure of schools for several months during the 2019-20 school year, with the sudden interruption of the activities undertaken midway through, and to the impossibility of planning and carrying out the activities in the 2020-21 school year.
  Due to the above-mentioned reasons, it was almost impossible for the project to carry out activities with the same class and students in two school years in a row, with a very limited number of exceptions.
- A further aspect should be highlighted: throughout the project implementation, partners and Oxfam tried to understand what the primary needs and specific characteristics of each school were so to design a tailored intervention. On the one hand, this increased the project relevance, but on the other hand, it created different versions of the intervention and therefore difficulties in terms of measuring the overall impact of the component, because each activity had specific characteristics.
- The Actions in schools - School mentoring and Inclusive learning - affected students, teachers and schools in different ways and with different level of intensity, depending on the duration of the treatment and on the level of engagement.
  Actions in schools had a more direct impact in terms of the social inclusion of the students involved. Both school mentoring and inclusive learning had a positive impact on students' socio-relational competences and on the class inclusion: this is an important achievement especially in the post-Covid setting, characterized by relational problems due to the social distancing of the previous years.
  Moreover, Covid-19 had, among others, a negative impact on non-Italian-speaking students. Such students experienced difficulties during closures and distance learning, losing at least a year of immersion in Italian with negative consequences on their language level and potentially on school drop-out. Tools such as inclusive learning and school mentoring helped and can help in this sense, by reducing language gaps. However, despite the simultaneous presence of many high-quality initiatives, schools did not manage to prevent early school leaving.
- School mentoring, being an afternoon activity, responded to another particular need of students, particularly non-Italian speakers: to continue activities at school and to spend additional hours with peers in the school environment. It would also be useful to ensure that extracurricular activities do not stop at one afternoon at school, but that there are instead more opportunities for afternoon activities. Similarly, Inclusive learning enabled students to create stronger relationships at class level

and with older students. All of this had a clear impact on the social inclusion of students, both in the classroom and beyond, as confirmed by all the actors involved in the evaluation activities.

- With regards to preventing early school drop-out, the project involved both high and middle schools: for middle schools, early drop-out is a limited problem, while for high schools it is more important. Data on the phenomenon are biased by the consequences that Covid-19 had on schools that had to allow all students to pass the school year. However, a stronger impact on preventing school drop-out was experienced in the cases of students participating to the intervention for consecutive years and/or by the combination of Actions in Schools with the provision of Parental Education services realized by Cieli Aperti Community Centre in Prato, as well as by the after-schools activities promoted by Il Piccolo Principe Community Centre in Empoli. This means that, a treatment combining both formal (at school) and informal (at the Centre) educational activities is more likely to produce intense results in terms of improved school performance, reduced risk of school drop-out and improved socio-relational competences.
- The methods and study tools tested benefitted both students (not only those with high educational difficulties), and teachers involved (especially the younger ones) that showed interest in innovative methods that can complement traditional teaching.

Additional long-term changes triggered by the Actions in Schools on the different actors are:

SCHOOL MENTORING – MENTORS

- Mentors felt to be the protagonists of a process of autonomy and freedom with the mentees supported,
- They experienced higher self-awareness and self-esteem. In particular, students that started as mentees and then become mentors – thus being involved in school mentoring for at least two school years – experienced an increase in self-esteem;
- They noticed that mentees achieved positive results, in particular by improving school performance in targeted subjects and by experiencing higher social inclusion in class and in the school in general. This result was confirmed by the teachers involved in the evaluation activities;
- After the Covid-19 restrictions and social distancing, the socio-relational focus of the school mentoring helped students to increase relational competences and active participation.

SCHOOL MENTORING – MENTEES

- The activity allows students - mainly in the first two years of high school - to feel welcome and involved in activities with older students;
- They received support that proved to be useful and, in some cases, decisive for school success in the subjects in which they received mentoring;
- Non-Italian-speaking students especially benefited from being involved as mentees in the afternoon activities;
- They improved socio-relational competences thanks to the interaction with other students.
- Benefits extend also to their families because they do not have to pay for private after-school activities or tutoring.

INCLUSIVE LEARNING

- Inclusive learning - based on the stratified teaching method - has the main advantage of encouraging the active participation of all students - especially those with a lower language level - thanks to group work and the different levels of difficulty through which the training module is presented;

- Working in small groups also stimulated the students' motivation, representing an appreciated alternative to the classic frontal lesson;
- The whole class was able to understand the contents, with different degrees of difficulty;
- Inclusive learning plays an additional effect on increased school performance and tackling early school drop-out, especially for students in greater difficulty. However, for the limited duration and scope of the initiative, teachers reported that this positive impact was experienced only on the tutored topics. This result was confirmed by students involved in the focus group discussion: they state their satisfaction with the activities, nonetheless they report it would be useful to increase the number of topics and situations where the inclusive learning method can be applied to have a greater impact in terms of improving school performance.

> **"** Students coming from other countries live a psychological distress: they have problems in approaching the subjects in Italian because of the language barrier. We can support them in unlocking this: if we manage to provide them with a ladder, they can climb the wall.
>
> Project staff **"**

(ii) Impact was then assessed by applying a **non-experimental approach** so to compare the treated students that took part in the Inclusive Learning and School Mentoring activities with a defining a virtual control group ("perceived" counterfactual). This analysis was carried out for the sole 2018-19 school year, because this is the only year in which the programme was implemented as originally planned: in the following years (2019-20, 2020-21, 2021-22[3]) the Covid-19 highly affected the schools' activities determining the impossibility to run the Actions in Schools in their completeness.

The non-experimental design uses the Evaluating Human Development (EHD)[4] methodology is a participatory research method (Biggeri and Ferrannini, 2014) that aims to evaluate the actual achievement of the objectives of the project actions in terms of opportunities expansion by evaluating the changes produced by the intervention on the beneficiaries. EHD allowed to build a perceived counterfactual: it means that project beneficiaries were be led to imagine their own level of opportunities in absence of the intervention. The impact of the intervention was then computed by comparing the actual achievements in each dimension with what would have happened in the absence of the school mentoring by exploiting beneficiaries' perceptions as control group. The results show that without the project the mentee's situation would have been worse and their opportunities would have been lower in the identified dimensions. Similar results hold true also for mentors. The complete analysis in reported in Annex 3.

---

[3] In the last school year 2021-22 the School mentoring and Inclusive learning activities were resumed, however, to address the changed needs of the schools, both the devices were adapted to each schools' needs and applied in a slightly different way with a high intervention heterogeneity.

[4] EHD is based on the capability approach developed by Amartya Sen, the EHD methodology uses a tailored multidimensional set of indicators within the Sustainable Human Development paradigm. Capabilities can be conceived as those opportunities that people have reason to value, according to their own aspirations and values depending on the society and local context they live in.

Finally, the impact assessment addressed which are the conditions that made the intervention successful, and which are the factors that made it unsuccessful:

FACTORS ENHANCING IMPACT:

- Flexibility in adapting School Mentoring and Inclusive Learning to the different context;
- Creation of networks among organizations, institutions and schools, and realization of multi-system actions, by combining formal and non-formal educational activities: continuity of these actions allows to reach stronger results;
- Renovate educational proposal by adding non-formal education elements;
- Evaluative and learning moments allowed the project partners to reflect upon the outcomes achieved and to undertake corrective actions so to foster the project impact;
- Involvement of teachers: they are at the same time beneficiaries of the intervention (capacity building, trainings), but also active promoters of activities (Inclusive learning). Providing teachers with practical tools and methods creates a positive spill-over effect.

BOTTLENECKS:

- Staff, teachers and headmasters turn-over;
- Difficulties in collecting data on teachers and students;
- Frequent changes in the educational environment due to Covid-19;
- Low engagement of teachers in the trainings and in the activities in class: teachers' participation was voluntary and depended solely on their willingness and sensitivity. Moreover, it is necessary to guarantee a continuous support to teachers during the school year to encourage them to use the tools and methods learnt during the trainings;
- Limited collaboration among teachers applying the Inclusive Learning in the schools: favouring more exchanges among them could have fostered the effective application of the method;
- Lack of continuity of the intervention in several schools did not allow to secure the achieved results with students and teachers.

SUSTAINABILITY

- The extent to which the benefits of the activities are likely to continue after the end of the programme were investigated through its different aspects: financial, institutional and political.
- In general, the activities realized in the schools have a different degree of financial sustainability: <u>Inclusive Learning</u>: can be to some extent sustainable, because, once set up and the materials prepared it can be replicated in the forthcoming years, if the materials are publicly available to teachers. However, teachers need to be well trained and to have enough time to prepare the activities: during the project implementation, local partners extensively supported teachers in preparing the stratified materials and running the activities. <u>School Mentoring</u>: is somehow sustainable because it requires limited resources and coordination to realize afternoon activities. Teachers believe that this activity does not require a high effort from schools, and therefore might easily be replicated.
- Overall, a criticality to the sustainability of the intervention is represented by the lack of a common and structured methodology of School Mentoring and Inclusive Learning: as a matter of facts, these devices were applied in each school in a slightly different way, so to meet the schools' needs. If, on the one side, this allowed to increase the relevance and the effectiveness of the intervention, on the other side, it might undermine its sustainability: teachers might not be able to replicate by themselves due to lack of expertise, time and resources.
- Teachers' turn-over in the Italian school system is very high: teachers trained in the schools during the four-year programme might have moved to some other schools. On the one side, this might generate positive spill-over and multiplication effects. However, on the other side, this means losing expertise on the schools included in the intervention, thus undermining the sustainability and replicability of the actions

- Main elements to keep in mind to guarantee the sustainability of the actions in schools are:
<u>Inclusive learning</u>:
    - Upload the materials prepared to stratify the teachings on an online platform, publicly available to all teachers,
    - Realizing the activities in a structured way, complementary to the traditional teaching methods, with the Inclusive Learning being a device used for many topics during the school year,
    - Extensive support of the local partners to teachers in the preparation of the stratified teaching materials and in running the school activities: although teachers played a central role, they cannot do it without the partner assistance. Therefore, questioning the sustainability of this device.
<u>School mentoring</u>:
    - the activity per se is not particularly expensive in terms of economic and human resources needed: the school has to guarantee openings time in the afternoon and one teacher every 15-20 students. Then, the activity is self-organized by the students (mentors and mentees) themselves.
    - In school period particularly busy (exam periods, end of the school terms), mentors and teachers might not have enough time to support mentees.
    - This particular device is meant to be used in a face-to-face setting. Therefore, during the pandemic and distance learning it was completely interrupted, even though it was the time when it was most needed.

- During the four-year of project implementation, measures to promote the project sustainability were undertaken. In particular:

INSTITUTIONAL AND TECHNICAL SUSTAINABILITY

- Elaboration of a **model of intervention and toolkits** that can be replicated in the forthcoming years and in new schools
- **Intense reflection** among local project partners and schools to identify the needs and priorities of the Italian school system in general, thus representing a fundamental moment to draw future interventions. → *institutional sustainability*
- Involvement of partners, local institutions and schools in **workshops** to socialize the evaluation results and findings: held in July 2020, September 2020, November 2020, Jul 2021 and June 2022 these workshops saw the involvement of the most relevant partners and local stakeholders as well as of evaluators of ARCO. Workshops aimed at creating awareness on the activities realized and outcomes triggered (as showed by the evaluation findings) as well as to increase the ownership and commitment of local institutions → *institutional sustainability*
- **Exchanges of best practices** among teachers and schools. → *institutional sustainability*

FINANCIAL SUSTAINABILITY

- Actions in schools realized by the cooperatives and organizations managing the **Community Centres** → *financial sustainability*
- Presentation of project proposals to other donors to receive fundings (i.e., Pane&Rose in Gramsci-Keynes school on Inclusive Learning, Pae&Rose and Cieli Aperti to prevent NEET, Macramè to prevent NEET, Il Piccolo Principe on Inclusive Learning) → *financial sustainability*

ANNEX 1 – LIST OF STAKEHOLDERS INTERVIEWED

	TOOLS	PARTICIPANTS	RELATED PLACE
OXFAM	1 meeting with Oxfam Italy	1 Project manager and 1 MEL Coordinator	
	1 semi-structured interview with Oxfam Actions in Schools coordinators	Oxfam AS area manager	
	1 semi-structured interview with Oxfam CC coordinators	1 Project Coordinator	
	1 semi-structured interview with Oxfam CF coordinators	1 Project Coordinator	
ACTIONS IN SCHOOLS	1 semi-structured interview with Pane&Rose	1 area manager	Prato
	1 semi-structured interview with Macramè	1 area manager	Campi Bisenzio
	1 semi-structured interview with Il Piccolo Principe	1 area manager	Empoli
	1 semi-structured interview twith school Headmaster	School headmaster - Busoni Institute	Empoli
	1 semi-structured interview with school Headmaster	School headmaster - Gramsci-Keynes Institute	Prato
	2 collective interviews to SM and IL teachers	6 teachers	
	1 collective interviews with mentors	3 mentors - Gramsci-Keynes Institute	Prato
	1 collective interviews with mentees	3 mentees - Gramsci-Keynes Institute	Prato
	3 collective interviews with Inclusive Learning students	18 students – 16 from Busoni Mid-School (Empoli) and 2 from Puddu Mid-School (Prato)	

COMMUNITY CENTRES	1 semi-structured interview with the staff of CGA CC	1 operator of CC	Empoli
	1 semi-structured interview with the manager of CGA CC	Manager of CC	
	3 phone interviews with beneficiaries of CGA CC	3 beneficiaries	
	1 semi-structured interview with the staff of Metropolis CC	1 operator of CC	Firenze
	1 semi-structured interview with the manager of Metropolis CC	Manager of CC	
	4 phone interviews with beneficiaries of Metropolis CC	4 beneficiaries	
	1 semi-structured interview with the staff of Cieli Aperti CC	1 operator of CC	Prato
	1 semi-structured interview with the manager of Cieli Aperti CC	Manager of CC	
	4 phone interviews with beneficiaries of Cieli Aperti CC	4 beneficiaries	
	1 semi-structured interviews with the staff of Canapè CC	1 operators of CC	Campi Bisenzio
	1 semi-structured interview with the manager of Canapè CC	Manager of CC	
	4 phone interviews with beneficiaries of Canapè CC	4 beneficiaries	

COMMUNITY FACILITATORS	2 semi-structured interviews with the staff of Sportello Donyasso	2 facilitators	Empoli
	1 semi-structured interview with the manager	Manager of CF	
	4 phone interviews with beneficiaries	4 beneficiaries	
	2 semi-structured interviews with the staff of Antenne	2 facilitators	Prato
	1 semi-structured interview with the manager of Antenne	Manager of CF	
	4 phone interviews with beneficiaries of CF	4 beneficiaries	

2 semi-structured interviews with the staff of Canapè CF	2 facilitators	**Campi**
1 semi-structured interview with the manager of Canapè CF	Manager of CF	
4 phone interviews with beneficiaries of CF	4 beneficiaries	
2 semi-structured interviews with the staff of Metropolis CF	2 facilitators	**Firenze**
1 semi-structured interview with the manager of Metropolis CF	Manager of CF	
4 phone interviews with beneficiaries of CF	4 beneficiaries	

ANNEX 2 – IMPACT OF COMMUNITY CENTRES AND FACILITATORS

Assessing the Social Impact – SROI Analysis

Community Centres and Community Facilitators of the programme *Nessuno Escluso* Supporting Communities in Tuscany 2018-2022

Nessuno Escluso: Supporting Communities in Tuscany is a programme managed by Oxfam Italia, financed in 2017 by the Burberry Foundation with a five years duration, from 2017 to 2022. The project aims at enhancing the **social inclusion** of communities hit by the economic downturn in Tuscany. The initiative insisted onto four Tuscan cities: Florence (mainly in the Le Piagge district), Prato, Empoli and Campi Bisenzio, through a partnership with numerous actors and local authorities.

To estimate the social impact, Oxfam asked ARCO research centre of *PIN Servizi Didattici e Scientifici for the University of Florence* to apply the **SROI methodology** because it to allows to explore the social changes triggered by Nessuno Escluso programme through a participatory research process, the use of mixed methods (qualitative-quantitative) and active involvement of stakeholders.

The SROI analysis carried out aims at estimating the social impact triggered by Nessuno Escluso programme during the four-years of implementation with respect to the Community Facilitators (CF) and Community Centres (CC) in the territories of Campi, Prato, Empoli and Firenze-Le Piagge, between October 2017 and July 2022, by carrying out a total final and ex-post analysis of the actions implemented.

Applying an **input > output > outcome > impact** model, the impact of the programme was estimated through the active involvement of stakeholders.

Community Centre Adult beneficiaries

They participate in socialization activities, sports, culture, orientation services, tax services, etc. succeeding to improve their socio-relational, psycho-physical condition, to learn about the services and increase the access to services, to find a job, to benefit from a more vibrant neighbourhood and thus to increase their sense of social inclusion and cohesion. Moreover, beneficiaries, especially the most vulnerable ones, are able to meet their needs at a reduced price or free of charge thanks to the Community Centres, thus reducing the risk of social marginalisation.

Beneficiaries' families of CC and CF

Indirect beneficiaries of the intervention, they benefit from the participation of their family members in the activities and services offered by the project. Main outcomes are: the higher opportunities to access goods and services, to meet the needs of the entire household, to save money due to the lowered price and/or free access to the activities and services.

Public Administrations

Key actors, they benefit from the strengthening of local partner organisations. This new network of partners working on the promotion of welfare and social inclusion represent a local counterpart for Public Administration to facilitate the identification of the real community needs to design services able to address needs and to use economic resources in a more efficient way.

Oxfam Italia

Manager of the programme, Oxfam is responsible for the coordination and implementation of the activities. It realises common expenses for the four territories and coordinates the actions of the territorial partners, supervises the monitoring and evaluation system and manages relations with the donor and Oxfam GB.

Burberry Foundation

Main donor, it enabled the implementation of this programme and thus of the changes described here. Burberry Foundation benefits from a positive image return from having contributed to the realisation of the programme through its CSR.

Community Centre Young beneficiaries

They participate in educational, socialization, recreational, sport and cultural activities, managing to improve their socio-relational and psycho-physical condition, improve their school results and reduce the risk of dropping out. All this increases the sense of inclusion and social cohesion. Moreover, beneficiaries, especially the most vulnerable ones, are able to meet their needs at a reduced price or free of charge.

Community Facilitators Adult beneficiaries

They receive guidance and information on services and opportunities in the territory through different channels (online, at the help desk, on the street). The support they receive allows them to learn more about services in the area and to increase their possibility to access them, to increase their sense of inclusion and social cohesion, as well as to generate savings since the activities and services are free of charge. This enables them to address different types of needs, to satisfy needs they would have otherwise not been able to meet, and reducing their risk of marginalisation.

Citizens of Campi Bisenzio, Empoli, Le Piagge, Prato

Indirect beneficiaries of the intervention, they benefit from the participation of their acquaintances in the activities and services promoted by the Community Centres and Community Facilitators. In addition, citizens experience increased opportunities to access activities and services, should they ever need them.
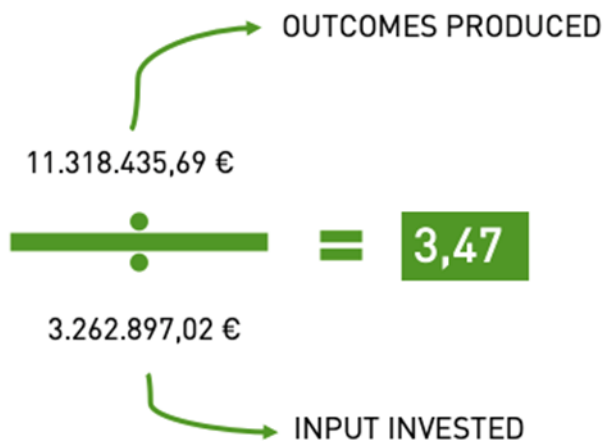
Staff and operators of CC and CF

They work in direct contact with the final beneficiaries of the intervention, and benefit from the training and capacity building activities. Thanks to the programme they got the chance to strengthen and broaden their professional skills and pilot new methodologies and tools.

Project partners

They directly manage activities with the final beneficiaries of the intervention. Participation in Nessuno Escluso made it possible to strengthen and pilot new methodologies of intervention, to create a network with other actors from surrounding territories, and to strengthen the dialogue with public administrations and citizens.

Total stakeholder involved and evaluation tools

- 27,158 CC and CF beneficiaries present in the Database
- 519 staff members who received capacity building present in the Database
- 117 interviews with CC and CF beneficiaries
- 53 interviews with staff members
- 43 interviews with Oxfam and project partners' managers
- 4 restitution meetings on evaluation results

OUTCOMES PRODUCED

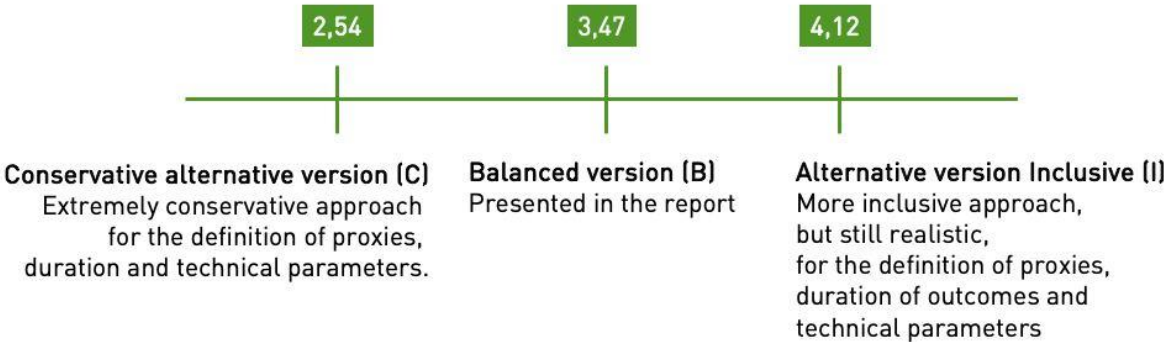11.318.435,69 €

÷

= **3,47**

3.262.897,02 €

INPUT INVESTED

SROI RATIO = 3,47
It means that for every €1 invested, a social return of 3.47 times is generated!

The **SROI ratio** describes the social and economic impact of Oxfam and partners' activities on beneficiaries and key stakeholders. Applying an input-output-impact model based on extensive dialogue with stakeholders, we calculated that for the years 2018-2022 the activities of the Community Centres and Community Facilitators components of the Nessuno Escluso programme generated a social return of 3.47 per €1 invested.

Sensitivity analysis

The presented SROI ratio lies in a range whose lower boundary is represented by a version with more conservative assumptions, while the upper boundary includes more inclusive assumptions. In this analysis, the SROI ratio ranges between a low of 2.54 (conservative version) and a high of 4.12 (inclusive version).

2,54   3,47   4,12

Conservative alternative version (C)
Extremely conservative approach for the definition of proxies, duration and technical parameters.

Balanced version (B)
Presented in the report

Alternative version Inclusive (I)
More inclusive approach, but still realistic, for the definition of proxies, duration of outcomes and technical parameters

ANNEX 3 – IMPACT OF ACTIONS IN SCHOOLS

ANALYSIS OF THE IMPACT OF ACTIONS IN SCHOOLS THROUGH THE EVALUATING HUMAN DEVELOPMENT METHODOLOGY – SCHOOL YEAR 2018-19

The evaluator identified the dimensions relevant for students' well-being through the Logical Framework and confirmed them with Oxfam staff and operators. Then, in each SFGD separately, the participants were asked to estimate the relevance of each dimension by answering to the question "**In the student's life, how important is the following dimension?**". After the discussion, the participants assigned a score from 1 (no importance) to 10 (high importance) to each of the following dimensions:

1. Being motivated to go to school
2. Having satisfying results and grades
3. Actively participating in class
4. Having good relationships with school friends
5. Having good relationships with professors

Then, for each dimension, the participants were asked to assess:

- The <u>level of opportunities</u> at the **beginning of the School Year (Sept. 2018) / today (Feb. 2019)**;
- The <u>contribution</u> to the opportunities of the **family / favourite teacher / mentoring**;
- The <u>level of opportunities today</u> in the **absence** of the mentoring intervention.

The question to be addressed was "**For a student like you, which is the opportunity in the dimension (i) at the beginning of the school year, (ii) at the end of this project (February 2019) and (iii) without the project?**". **And which is the contribution of family / favourite teacher / mentoring?**"

Three SFGDs were organized in May, 30th 2019 with a sample of students selected by the teachers involved in the Actions in School on the basis of the criteria shared by ARCO. The SFGD were all conducted in Marconi School in Prato[5], with students coming from the 2° and 4° classes. In particular:

---

[5] All the SFGD were organized at Marconi school in Prato because the Actions in Schools component was here applied in its completeness.

Table 12: SFGD to evaluate the Actions in Schools component

#	SCHOOL NAME	ACTION IN SCHOOL	PARTICIPANTS	N. PARTICIPANTS	CLASSES
SFGD1	Marconi – Prato	School Mentoring	Mentees	7	2A, 2BGR
SFGD2	Marconi – Prato	School Mentoring	Mentors	6	4°GR, 4° Electronics, 4°Transportation
SFGD3	Marconi – Prato	Inclusive Learning	Mentors and Mentees	6	2BGR

Source: Authors' elaboration

As a result of the discussion, the students participating to the different SFGDs reported the following scores and argumentations to answer to the question on the <u>**RELEVANCE**</u> of the dimensions:

<u>1. MENTEES</u>: all the dimensions are considered very relevant. As shown by the Figure below, 4 dimensions got a score higher than 8/10, and only 1 dimension (*3. Active participation*) got a lower score. Main reasons are:

- <u>*Dimension 3. Actively participating in class*</u>: score: **7.5**. Many students state they are not really participating in class debates either because they are shy or because they are not interested in, therefore they do not consider the active participation as fundamental in student's life.
- <u>*Dimension 2. Having satisfying results and grades*</u>: score: **10**. It is considered as the most important for the students, and it also influences their motivation to go to school (<u>*Dimension 1*</u>);

Figure 2: SFGD 1 - Mentees / Relevance of the dimensions
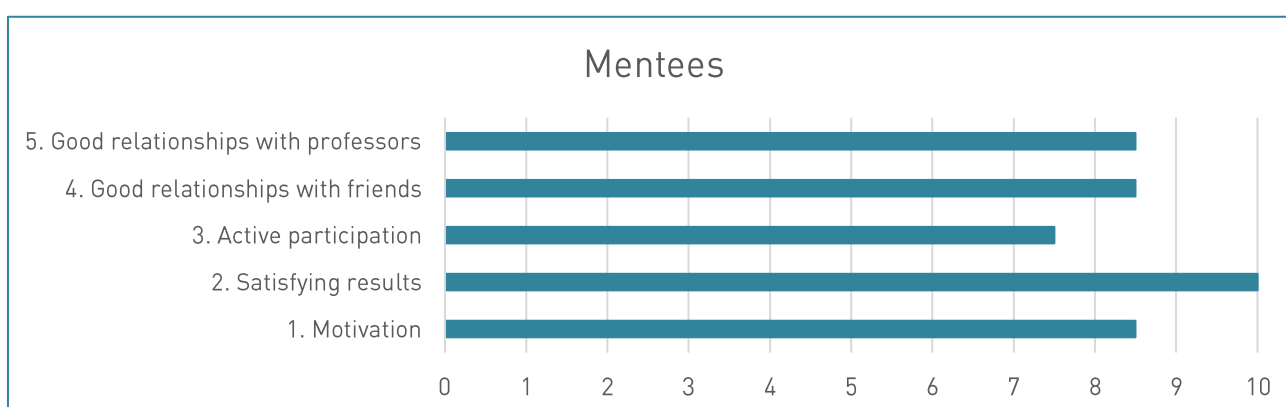
Source: Authors' elaboration on SFGD results

<u>2. MENTORS</u>: the mentors were chosen by the professors among the best performing students on the basis of the previous year results. However, in this technical school, also the best performing students have some problems with some subjects or are at risk of drop-out (as an example, one of the mentors dropped-out during the school year). These characteristics explain the general low scores assigned to the different dimensions and reported in the Figure below. In particular:

- <u>*Dimension 2. Having satisfying results and grades*</u> and <u>*dimension 4. Having good relationships with school friends*</u>: score: **9**. These are considered to be the most important;

- _Dimension 3. Actively participating in class_ and _dimension 5. Having good relationships with professors_: score **7**; are considered to be the least important. This is because mentors are adolescents between 17-20 years old, living the typical adolescence problems and the conflicts with the authority: many of them reported misunderstanding with some professors.

Figure 3: SFGD 2 - Mentors / Relevance of the dimensions
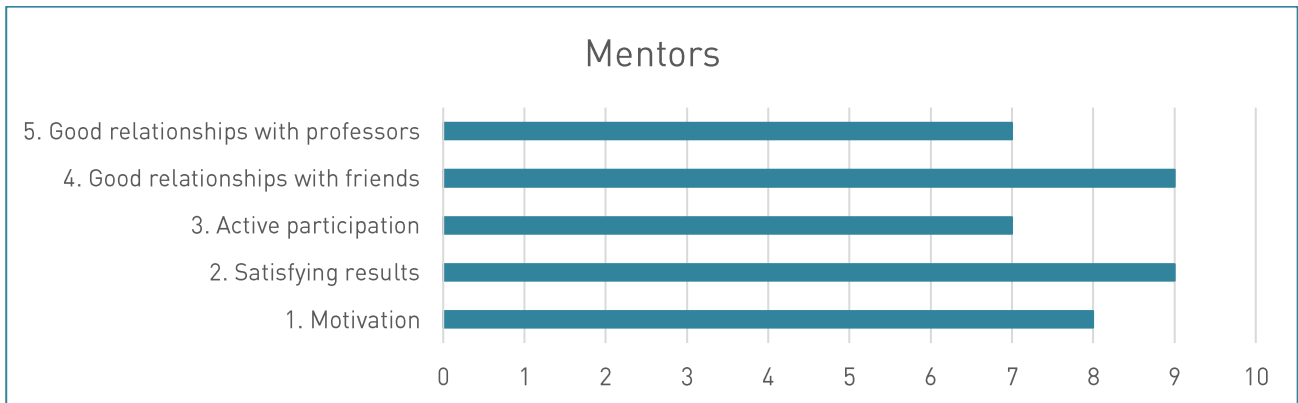
Source: Authors' elaboration on SFGD results

3. INCLUSIVE EDUCATION: in general, the scores are pretty high, though some dimensions appear to be more important than others. In line with the expectations:

- _Dimension 3. Actively participating in class_: score: **10**. It is considered to be the most important dimension. It is possible that the participatory methodology of the Inclusive Education the students have been exposed to changed their mind and perception about the importance of active participation.
- _Dimension 4. Having good relationships with school friends:_ score: **7**. It is the least important dimension. The main reasons brought by participants for this low sore is that being involved in group works and debates throughout the school year made them feeling tired of the class and its relationship. It is worth noting that the Inclusive Education methodology asks for a high involvement of students and exposes them to several group work, which is something not common in the Italian school system. Thus, the participants had to deal with the group dynamics which represents something new.

Figure 4: SFGD 3 - Inclusive Education / Relevance of the dimensions
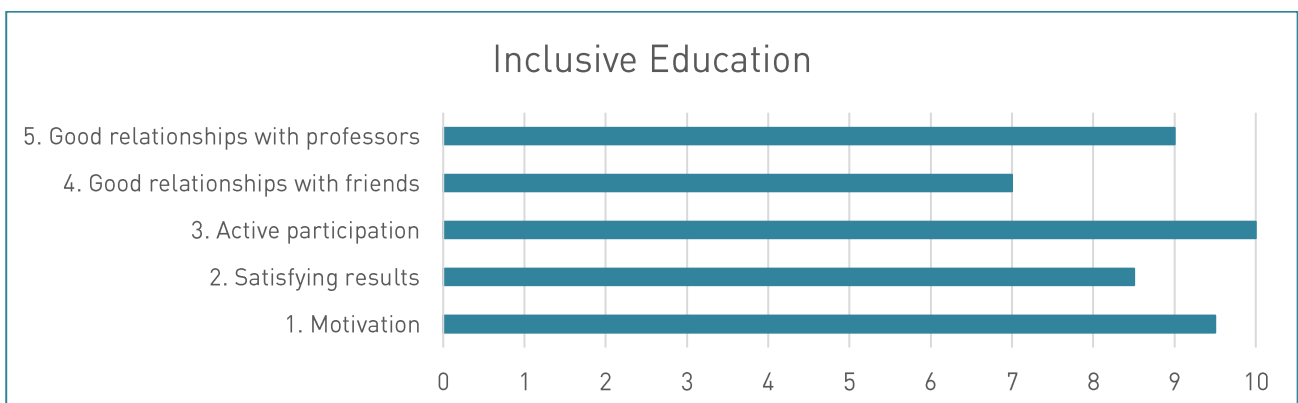
Source: Authors' elaboration on the SFGD results

Then, the students were asked to score the **OPPORTUNITY** they had in each dimension in three moments:

- **at the beginning of the school year** (September 2018);
- **today** (February 2019);
- **without** the project.

1. MENTEES: it is interesting to note that in all the dimensions except than one (*Dimension 5. Having good relationship with professors*) there was an **expansion** of opportunities between September 2018 (blue line in the Figure below) and February 2019 (red line).

Figure 5: Mentees' opportunities at the beginning, at the end and without the project
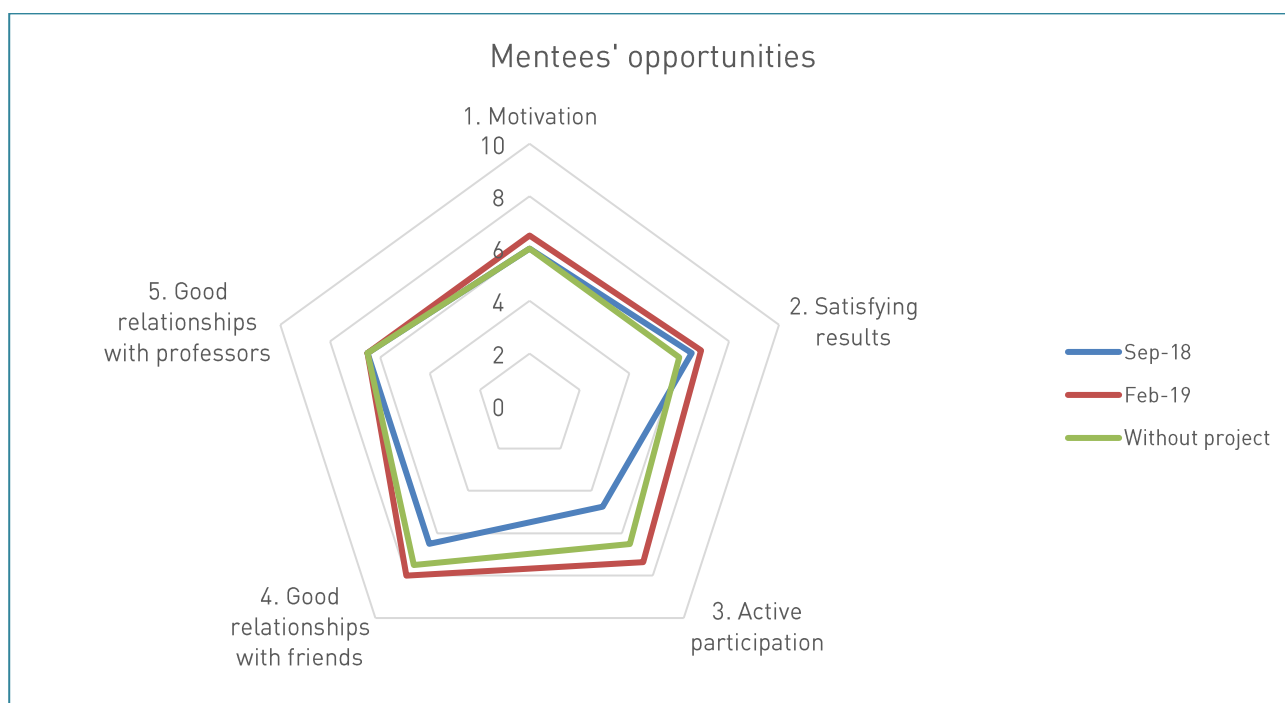
Source: Authors' elaboration on the results of the SFGD

This means that the situation of mentees improved. In particular:

- *Dimension 3. Actively participating in class*: has the highest expansion on the opportunities, from **4.8** (Sept 2018) to **7.4** (Feb 2019). This effect can be explained by: (i) the increased level of confidence of the students, (ii) the need to improve the marks in the subjects, (iii) the methodology that stimulated students' active participation. When asked to identify the level of opportunities they would have achieved in the absence of the School Mentoring, students gave a score lower than the one assigned to their level today with the project: **6.5** without project (vs. 7.4 with project).
- *Dimension 4. Having good relationships with friends*: increased in time from score **6.5** to **8**. According to the students this depends on the higher confidence they have, on the group works they were involved into and on the possibility to get to know other students.
- *Dimension 5. Having good relationships with professors*: the score to the dimension did not change in time (score: **6.5**). Reasons for this are that the students keep having the typical adolescent problems with their professors.
- *Dimension 1. Motivation* and *Dimension 2. Satisfying results*, rather than looking at the average score, it is worth noting that during the discussion students divided into two different positions:

o   a group starting the year with high motivation (dimension 1) and high grades (dimension 2) that at the end of the year have both motivation and grades reduced. They passed from score 8 at the beginning of the year to score 4 today.

o   a group starting the year with low motivation and grades that improves them throughout the school year. They passed from score **4** at the beginning of the year to score **8** today.

When asked who **CONTRIBUTED** to the difference in the opportunities between September 2018 and February 2019, as reported in the Figure below, the **mentees** stated that:

-    **FAMILY** contributed in <u>dimension 1</u> (motivation to go to school), and <u>dimension 2</u> (having satisfying results and grades).

-    **TEACHER** responsible of the Actions in Schools played a central role in the improvement of <u>dimension 1</u> (motivation), <u>dimension 2</u> (having satisfying results and grades), and <u>dimension 4</u> (having good relationships with friends);

-    **MENTORS** mainly contributed in the increase in the <u>dimension 2</u> (having satisfying results and grades), to a less extent in the <u>dimension 1</u> (motivation to go to school), and in <u>dimension 3</u> (actively participating in class) as the mentors were sharing their experience

Figure 6: Level of contribution of family, professors and mentors according to MENTEES

Source: Extract of the Opportunity Matrix asked during the SFG

2. MENTORS: when asked to estimate their own opportunities' expansion, the mentors reported that:

- *Dimension 4. Having good relationships with friends* and *Dimension 5. Having good relationships with teachers:* are the dimensions with the highest expansion: students feel more included in the school and in the class.
- For the *Dimension 1. Motivation* and *Dimension 2. Satisfying results*, it should be noted that also mentors divided into two different positions and that the following represents the mean result- However, dividing the results into the two groups, it appears that:
  (i) a group starting the year with high motivation (dimension 1) and high grades (dimension 2) that at the end of the year have both motivation and grades reduced.
  (ii) a group starting the year with low motivation and grades that improves them throughout the school year.

Figure 7: Mentors' opportunities at the beginning, at the end and without the project
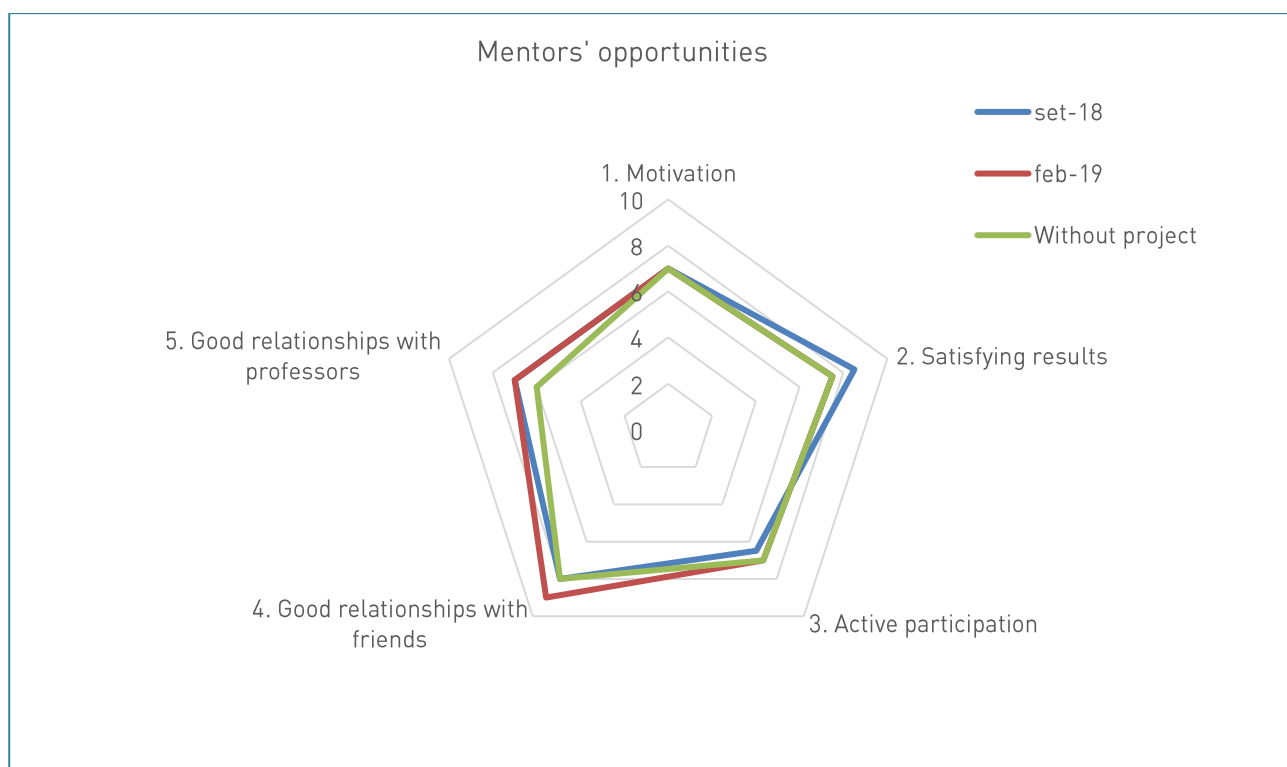
Source: Authors' elaboration on the results of the SFGD

3. INCLUSIVE EDUCATION: the students involved in the inclusive education were asked to assess their opportunity level in the dimensions at the beginning and at the end of the project. The "without the project" question was not asked to them - the reason lies in the type of intervention: since it happened during the school hours, it would have been too complicated for the students to differentiate between regular classes and inclusive learning.

The data show that there are not significant changes in the opportunities before-today. Main reasons for this can be found in the type of intervention: Inclusive Education concerned only two subjects (Math and Science), and only lasted for 2 months.

Figure 8: Inclusive Education students' opportunities at the beginning and at the end of the project
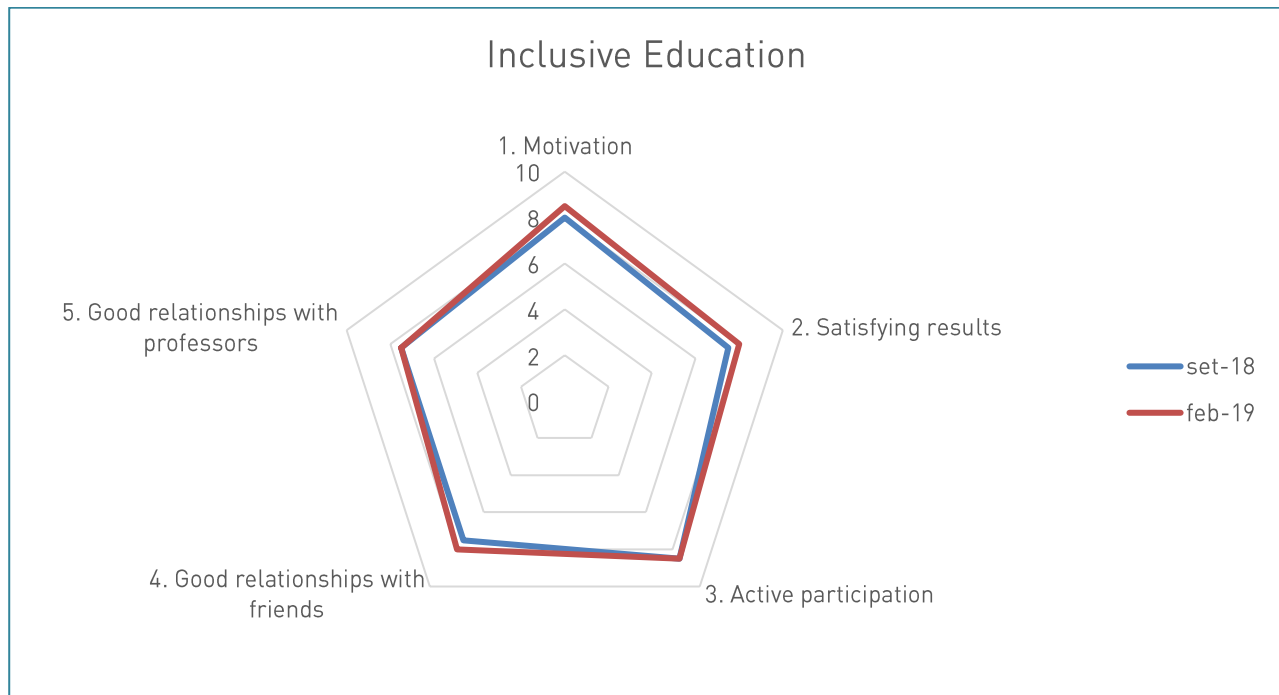
Source: Authors' elaboration on the results of the SFGD

When asked who contributed to the small difference in the opportunities between September 2018 and February 2019, the participants attributed the changes to:

- **Professor** responsible of the Inclusive Education: mainly contributed to increasing dimension 1 (motivation), dimension 4-5 (good relationships with friends and professors) and dimension 2 (satisfying results);
- **Group contribution**: high contribution to the dimension 4-5 (having good relationships with friends and professors), but no contribution to the dimension1 (motivation).

Source: Extract of the Opportunity Matrix asked during the SFG

In addition to the SFDG, the Opportunity Matrix was given to each individual student as part of the **final evaluation questionnaire** and administered under the supervision of Oxfam's staff to a sample of students.

Interesting to note that the individual results **are in line** with those obtained through the SFGD, though some dimensions contain incoherent levels of opportunities. This might be due to the difficulty to understand the task.

Main findings of the questionnaires are:

o   **MENTEES**: there was a very slight improvement in the selected dimensions between pre and post school mentoring activities, with the exception of *Dimension 1. Motivation to go to school* that is lower towards the end of the school year. Looking at the contributions to those dimensions, to note first of all the role of the favourite teacher (the highest, on average 3.9), followed by family and mentor (3.6 and 3.5 respectively). In the absence of the mentoring activities, the situation would have been slightly more negative on *Dimension 1. Motivation to go to school*, *Dimension 2. School results* and *Dimension 4. Relations with teachers and classmates*.

o   **MENTORS**: were asked to answer as if they were mentees. Interesting to note that according to them mentees' level of achievement in all dimensions decreased at the end of the school year if compared to the beginning of school year. However, the worsen off would have been even greater in the absence of the mentoring programme ("without the project").

arco

ACTION RESEARCH FOR
CO-DEVELOPMENT

www.arcolab.org