



RECOGNIZE AND CHANGE EVALUATION REPORT

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1. EVALUATION'S METHODOLOGY

1.1.THE THEORY-BASED EVALUATION

The objective of the theory-based evaluation (from now on TBE) is to provide an answer to the following question: why and how a given intervention causes specific, intended and unintended, effects (outcomes)? In other words, the approach does not focus on measuring the magnitude of effects, but rather on identification of the mechanism of the change - on defining why and how the intervention works. For this purpose, it reaches to the inside of public intervention, trying to open the so-called "black box" of the programme/project. The notion of a "black box" refers to this part of intervention logic, which is between the "input" (resources involved in the programme/project) and the "output" (expected outcomes of the intervention).

When referring to the theory-based evaluation, diverse terms are used, the scope of which is not always distinct¹. The most popular include theory-driven evaluation, programme-theory evaluation, theory-guided evaluation, theory of action, theory of change, program logic, logical frameworks, realist / realistic evaluation, program theory-driven evaluation science². The diversity of terminology forces a question, whether we are dealing with one approach or many different ones. And in consequence, whether it is possible to identify "a common denominator" for concepts described by various authors, which would set TBE apart from other evaluation approaches. Though definitional and operational homogeneity of TBE approach is sometimes questioned, common features of TBE evidencing consistence of this concept could be pointed to:

- a) opening up "the black box" of the programme/project in order to answer the question why and how intervention works (definition of mechanism of change);
- b) taking into account the evaluation context, including organizational environment, in which main stakeholders (actors) operate, as well as a broader cultural and political context of the programme/project;
- c) methodological neutrality, i.e. TBE does not give preference to any specific methods but makes the choice of methods dependent on needs;
- d) identification of causal chains, linking expected/ensuing outcomes to intervention in order to solve the problem of attribution (to what extent a given intervention shall contribute/have contributed to a planned/observed change).

In order to bring out the elements of the Project that contributed to the achievement of the objectives and the realization of the expected outputs not only to highlight its effectiveness, but also to build on the positive experiences as well as the errors and difficulties in view of new initiatives, in other words to capitalize on the results, the research should be able to rebuild, recognize and enhance the "theory" of the Program.

It is therefore proposed to apply the so-called "theory-based evaluation" (TBE) to the evaluation and related analysis activities, where the theory is a "sequence of hypotheses that show how the program inputs (personnel, resources, activities) are transformed through a series of intermediate stages into the desired results (improvements for people, for organizations or for communities)" (Weiss). Although with some differences, theory-oriented approaches are distinguished by the ability to trigger a reflection on the reason for the existence of some causal chains that allow the beneficiaries of a program or a policy to transform (or not transform) the resources that a policy places them at their disposal in view of producing change (Weiss 1997).

The common elements refer, first of all, to a conception of policies and programs as complex articulations of opportunities, constraints, resources, very far from the classical schematization underlying the counterfactual

¹ P. J. Rogers, C. H. Weiss, "Theory-based evaluation: Reflections ten years on: Theory-based evaluation: Past, present, and future", 2007

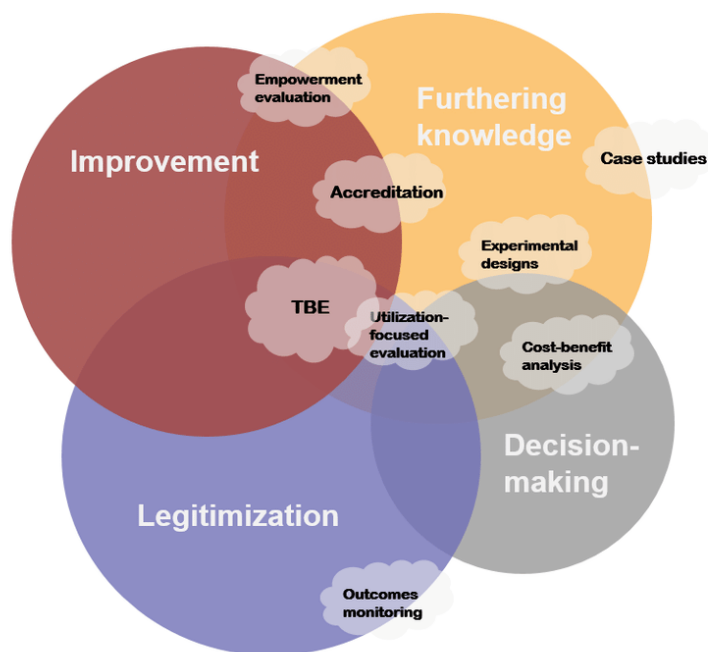
² C. L. S. Coryn et al., "A Systematic Review of Theory-Driven Evaluation Practice From 1990 to 2009", American Journal of Evaluation 2011

approach of the "objectives-results" type, in which personal and context represent potential sources of distortion of the effects, or at most, intervening variables able to moderate the intensity of the analyzed effects.

The task of the research then becomes that of explaining, and using, as a guide for the research design, the set of assumptions about the relationships between the strategy and the tactics adopted by a program and the benefits that it is expected to produce, finally reconstructing a plausible model of how and why the intervention in question can produce a change in the condition and / or behavior of the beneficiaries. In the TBE, the context is taken as a reference as an element capable of influencing the sequence of causal links between objectives and results and of influencing the behavior of the actors involved.

The initial involvement (for the reconstruction of the program theory) and the one being analyzed (for feedback) as well as the final (sharing of the results) of the program actors is therefore not only desirable, but even essential. This methodology is extremely functional to legitimization and improvement of results intended as an increase in the knowledge and appropriation of these results in specific target groups as well as the involvement of these groups in the process. In the "Recognize and Change" evaluation, the actors' involvement can be only done in the very final stage of the project, so the reconstruction of the theory must be implemented in a mature phase, where especially the legitimization is important. As shown in the following figure, this approach manages at least three dimensions which are those of the "improvement" of the intervention, that of the "promotion of knowledge" and that of the "legitimation" of what has been realized.

Figure 1. Evaluation approaches and their location in the purpose landscape for an evaluation. The theory-based evaluation (TBE) approach may be appropriate for a number of different evaluation purposes. Source: TY Book, Doessegger, Alain (2016).



1.2 RECOGNIZE AND CHANGE FRAMEWORK AND EVALUATION QUESTIONS

Because of the evaluation approach is based on the reconstruction of the theory, the methodological framework was built through a process of sharing and consultation where the different actors of the project have been involved.

To build a tailored evaluation framework, the following requirements, constraints and expectations have been taken into account:

- Contract requirements.
- Timing of the evaluation with reference to the life of the project and deadlines.
- Project documentation (reports, outputs, etc.).
- Indicators defined since the beginning of the project.
- Project stakeholders.

According to these elements, some evaluation questions concerning the “Recognize and Change” project have been identified. The following are the ones around which this report is structured:

- a) What is the achievement level of the different project outputs?
- b) What improvements can be detected in terms of awareness?
- c) What is the efficiency of the project in terms of cost-benefits?
- d) What is the effectiveness of the project (training, effects on policies, etc.)?
- e) What is the level of project sustainability?
- f) What are the strengths and weaknesses?
- g) What lessons have been learned?

To answer the evaluation questions listed above, this report is centered on quantitative and qualitative data, combining a desk analysis of the available documentation with the collection of qualitative evidence through focus groups and some direct interview.

1.3 DOCUMENTATION AVAILABLE

This report is based on the “Recognize and Change” project’s library and results available as of March 15, 2021, which includes both outputs delivered and progress reports (physical and financial). To these are also added some report issued by interviews and focus groups, implemented by the evaluator. The narrative and financial materials considered are in the end represented by the following list:

- R&C Grant Contract
- Report Year 1
- Report Year 2
- Report Year 3 (draft version)
- The Handbook - Building the “Recognize and Change” Culture.
- Consolidated ROM Report
- Proposal budget R&C addendum
- Focus group reports
- Powerpoint presentations used in the final event
- Website: <https://recognizeandchange.eu/>
- Social networks (Facebook, Twitter, Instagram)
- Videos and multimedia products.

1.4 FOCUS GROUPS

The Focus group is generally used as a qualitative approach to gain an in-depth understanding of an issue. It allows the researcher/evaluator to gather more information in a shorter period and can provide insight into complex topics where opinions or attitudes are provisional or where the area of concern relates to multifaceted behaviour or motivation. Focus groups are particularly useful when there are differences between the participants or different roles are played (decision-makers, professionals, etc). Their main aim is to generate information on collective views, while the meanings that lie behind those views produce a rich understanding of participants' experiences and beliefs.

Due to the need to quickly collect and acquire qualitative evidence regarding the project activities, the focus group was considered in the present case a crucial tool to support the data desk analysis. So, three focus groups were set up to bring elements of investigation about management, communication and, more in general, the “qualitative” dimension of the “Recognize and Change” project.

A common format was established, based on the following elements:

- One external moderator and one observer/assistant;
- Participants: group composed by 6 to 12 people (internal and multilevel partners);
- Duration: 90 to 120 minutes;
- Questions: 5 to 8;
- 3 Parts:
 - Opening: the participants introduce themselves; the moderator explains how he will conduct the Focus group.
 - Question sections: every single question is asked and explained giving a fixed time for answering. Some questions are posed to everybody, others were left to whom wanted to answer, leaving the rest of participants to add information/give a different opinion/skip the answer.
 - Closing: the Focus group is closed with a list of lessons learned.

The moderators kept track of the Focus groups content both taking notes and recording. The results are shown at paragraph 3.2.

The Focus groups were held as follows:

February 25th – from 10.00 am to 11.30 am: Focus group about communication

February 25th – from 11.30 am to 1.00 pm: Focus group about management

March 4th – from 3.00 pm to 5.00 pm: Focus group 3 about the project quality.

Figure 2: Focus Groups presentations



2. CONSISTENCE OF THE PROJECT'S COHERENCE

2.1 CONTEXT AND BACKGROUND ANALYSIS

The City of Turin (Comune di Torino) was awarded this project, called “Recognize and Change – R&C”, as the lead partner and coordinator in alliance with 14 implementing partners (15 including the city of Turin), covering 13 territories and 9 countries: Comitato Istituto Sindacale per la Cooperazione allo Sviluppo ISCOS Piemonte (Torino, Italy), acting as the project management coordinator; Comune di Collegno (Collegno, Italy); Diputación Provincial de Huelva (Huelva, Spain); Diputación Provincial de Jaén (Jaén, Spain); Commune de Dunkerque (France); Comunidade Intermunicipal do Alto Alentejo (Portalegre, Portugal); Asociația Caritas București (Bucharest, Romania); Direcția Generală de Asistență Socială a Municipiului București (Bucharest, Romania); Serviciul Public Asistență Socială, (Baia Mare, Romania); Ruse Catholic Organisation Caritas Sdruzhenie, (Ruse, Bulgaria); Asotsiatsiya za Strategicheskoto Upravlenie Delfi (Burgas, Bulgaria); Vardakeios Epaggelmatiki Sholi Aporon Paidon Ermoupolios (Syros, Greece); Municipio de Fortaleza - Prefeitura Municipal de Fortaleza (Brazil), and Municipio da Praia, (Santiago Praia, Cape Verde).

The action was formulated under a Call for Proposals (EuropeAid/151103/DH/ACT/Multi, Lot 4 - Global Learning education and campaigning and advocacy projects led by a LA or an association of LAs from EU member states) under the priority 3 of the Thematic Programme “Civil Society Organisations and Local Authorities 2014-2020” of the European Commission (EC), aimed at developing and supporting Development Education and Awareness Raising (DEAR) initiatives fostering citizens' awareness of and mobilization for development issues.

The “Recognize and Change” (from now on R&C) project aimed to promote a culture based on the plurality of identities and their mutual recognition by fighting all forms of discrimination and violence, predominantly those based on gender and cultural diversity. It started from the premises that the European cultural model was in crisis: the integration between different individuals' communities and nations, is challenged by the Member States, partly because of the difficulties of the joint management of the growing phenomenon of migrations. The other misfits – being different by gender, culture, origin, religion or other – were perceived as an issue that you cannot longer handle rather than an asset to our communities.

R&C partners promoted a Global Education project through Global Youth Work action. The aim was to protect and fulfil fundamental (human) rights for all and specifically for young people, women, LGBTQI people, and the migrant community. The R&C project wanted also to contribute to:

- the Global Agenda for Sustainable Development 2030, especially Goal number 4 which commits the international community to “providing quality, fair and inclusive education, and learning opportunities for all”;
- the Council of Europe's perspective on Global Education, according to which: “Global Education is education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and human rights for all”;
- the European Union's objectives of Development Education, especially those pursued through the DEAR program (Development Education and Awareness Raising Program);
- addressing national goals of Global Education, according to Italian law, which calls Global Education Education - Educazione alla Cittadinanza Globale (ECG).

2.2 INITIAL IDENTIFIED NEEDS AND PROJECT OBJECTIVES

The project Overall Objective is “increasing the spreading of a culture based on the plurality of identities and on their mutual acknowledgment amongst the European citizens by fighting against discriminations and violence linked to the gender and cultural differences”.

The Specific Objective or R&C is therefore “strengthen awareness raising among the European and extra-European public on individual responsibility through a campaign against discrimination and violence stimulating individual

and collective actions of European citizens that can produce a chain reaction effect in favour of positive changes in the social and cultural processes. In this virtuous dynamic, young people have a key role in stimulating their peers, citizenship and decision and policy makers, in particular. For this reason, the main target of R&C are young people (aged 11 to 29 years old) and particularly the High School Student (HSS, 15/19 years old) that will attend education and training activities through laboratories on the three themes of the project and will actively participate in the communication and awareness raising activities.

The specific objective is operationalized with the articulation in activities and related outputs. The outputs and related project activities are divided into three components, corresponding to the Outcomes (OC):

1) Training, awareness raising and commitment of young people. This component refers to school initiatives implemented through mutual learning activities and peer education on three main themes (one initiative per year):

1.1. Relationships: personal and social identity;

1.2. Diversity and discrimination: being equal and different;

1.3. Violence: action and reaction.

2) Citizenship awareness raising. This component refers to awareness-raising campaigns implemented through events, contests and a multimedia platform.

3) Awareness raising and commitment of policy and decision makers. This component refers to the promotion or institution of local public policies and activities (local and international workshops, and meetings with policymakers which interact with youth associations).

Recognize and Change (R&C) encompasses a host of project activities, several scientific disciplines, and an interdisciplinary approach involving multiple players (young educators, schools, associations, communications experts, university scholars, and local administrators). The final goal is to contribute to the promotion of societies which are either aware of and resilient to different kinds of gender and migration-based discrimination and violence and which, consequently, are more engaged in tackling these phenomena.

The Project Purpose, referred to as main outcome of the project, is to strengthen awareness raising among the European and extra- European public on individual responsibility through a campaign against discrimination and violence. Expected Result 1, referred to as intermediate outcome 1 by the project, is to increase the awareness of youths between 11 and 30 years of age on the forms of violence and discrimination in the European and extra-European territories and to encourage their engagement in the spreading of an inclusive non-discriminating culture, using mutual learning and peer education. Expected Result 2, referred to as intermediate OC2 by the project, is to increase the awareness and the commitment of local decision-makers on the establishment and promotion of policies against ethnic and gender discrimination.

Specific outputs and associated key activities and values as stated by the project are:

- Partners' International seminars (Horizontal activities);
- Network of social media (Facebook, Twitter...) for the promotion of the project activities implemented in each partner country;
- interactive multimedia platform against discrimination and violence (IMPADV) created;
- products of the 3 contests in the involved countries (videos, awareness raising products, IMPADV promotion campaigns) carried out;
- communication products of the project carried out.
- at least 150-180 Young Educators (YE)/year from 9 countries (7 EU + 2 extra-UE ones) shall be trained in sensitisation and education pathway in the schools (HSS - High School Students and SSS- Secondary School Students) and associations;
- at least 13,500 HSS (4,500/year/3 years) sensitised, trained and involved in sensitisation campaigns and peer education workshops;
- at least 3,600 SSS sensitised, involved and trained on interpersonal and cyber relationships;

- 30,000 Reference adults (professors, teachers, and socially committed people) involved in the training and awareness raising pathway;
- Manual on peer to peer methodology (sensitization, education and development of campaigns) for young people (11/18 years of age) produced.
- 39 local conferences (1 per year per territory) focusing on gender/ ethnic discrimination and migration implemented in all the territories involved in the project;
- 2 reports (initial and final) of the context analysis group completed;
- 9 shared recommendations for the improvement of local public policies carried out;
- 1 Document on the guidelines against discriminations at European level completed and shared between policy and decision makers involved in the project.

Key specific indicators and associated target values at the all-project level are:

- 1,5 million people directly reached and sensitised by the awareness raising campaign in the partner territories;
- 3 million people indirectly reached and sensitised by the awareness raising campaign in the partner territories;
- 130,000 people actively participating in the awareness raising campaign in the partner territories;
- Significant increase (>1%) of the perception of gender discrimination in the territories involved in the project;
- Significant increase (>1%) of the perception of ethnic discrimination in the territories involved in the project.

Key specific indicators and associated target values at the Intermediate outcome 1 level are:

- 30,000 youths (equally represented by gender) between 19 and 29 years old actively participating in the awareness raising campaign;
- 70,000 youths (equally represented by gender) between 15 and 18 years old actively participating in the awareness raising campaign;
- 10,000 youths (equally represented by gender) between 11 and 14 years old actively participating in the awareness raising campaign.

Key specific indicators and associated target values at the Intermediate outcome 2 level are:

- Increasing of the 20% of decision and policy makers in favour of policies against gender and ethnic discrimination;
- At least 9 public local programmes and policies proposed by policy and decision makers (1 per territory).

Target groups include: 1) citizens and youth people directly reached and sensitised by the awareness raising campaigns; 2) people indirectly reached and sensitised by the campaigns; 3) people actively participating in the awareness raising campaigns.

Direct target groups include: High School Student (HSS) and Secondary School Student (SSS), parents, teachers, socially committed people and finally policy and decision makers.

3. EVALUATION OF THE PROJECT RESULTS

This chapter aims to provide elements of evaluation with respect to what the project has achieved, so its results. They include the outputs (which will be read in the following paragraphs through the quantitative indicators of the project) and the achievements in terms of management, communication and training aimed at awareness raising. With reference to these last dimensions, the evaluation indications are taken from the results of three Focus groups conducted for this purpose.

3.1 OUTPUTS OF THE PROJECTS

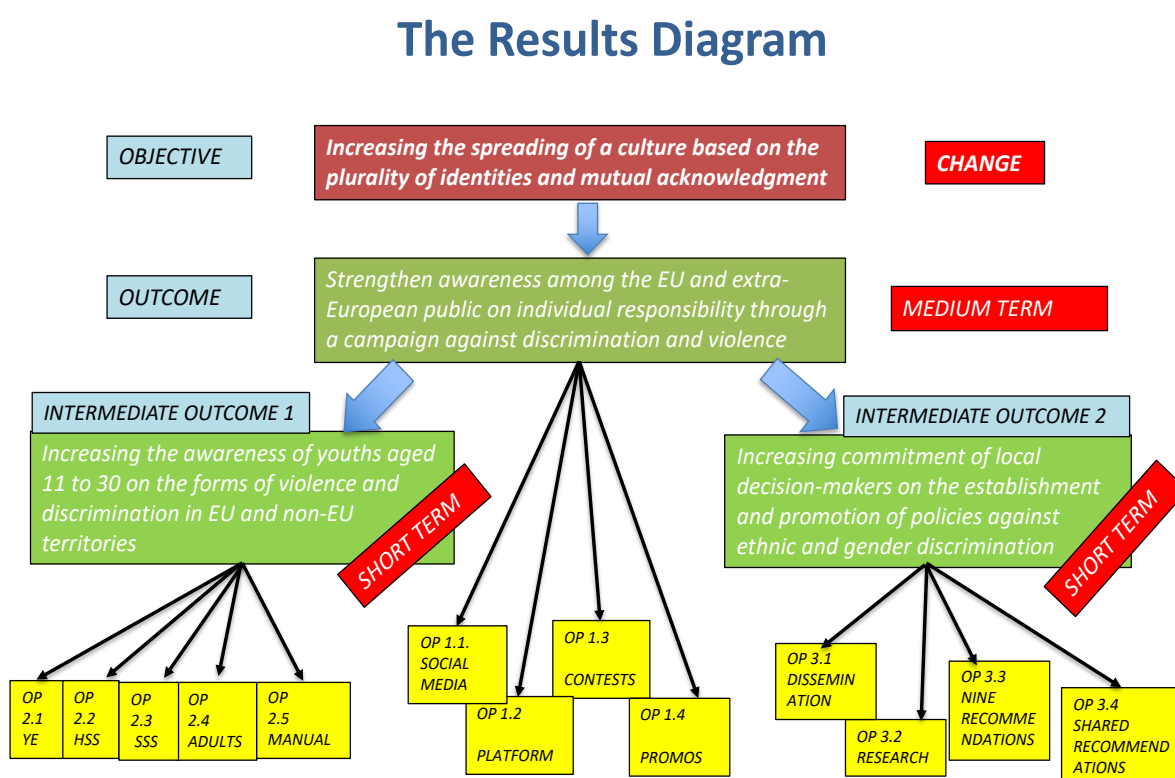
INTRODUCTION

The project outputs can be divided into three parts based on the expected outcomes (one general and two intermediate).

The general outcome “Strengthen awareness raising among the European and extra-European public on individual responsibility through a campaign against discrimination and violence” is linked to communication outputs (social medias, Web platform, contests, promotional activities).

The first intermediate outcome (Awareness raising of young people) is related to training outputs, such as the handbook, the education path, etc., while the second outcome (commitment of local decision-makers) is more linked to outputs taking referred to analysis, recommendations, and dissemination of the results. The following diagram presents the logic of R&C, from the general objective to outputs.

Figure 3: The logic of the project



Since the beginning, R&C has developed its own set of quantitative indicators connected to project outputs. These indicators can be used to measure the project's capacity to achieve what it was expected in terms of output. The

following table presents, for each of the outputs, the initial indicator, the actual³ achievement data and a level of success (expressed with icons) attributed by the evaluator, based on the relationship “expected/achieved”. This last relationship must be intended like the way to read the attitude of the project to reach its results, at least in terms of quantity.

Table 1: Output, indicator, achievement and level of success (😊 = successful, 😊😊😊 very successful, 😞 unsuccessful)

OUTPUT	INDICATOR (EXPECTED)	ACHIEVED (UPDATED TO 1 ST MARCH 2021)	SUCCESS LEVEL
1.1 Social Media	9 Facebook (1 per country) pages	10 Facebook pages 7 Instagram pages 3 Twitter profiles	😊😊😊
	1 coordination page	1 coordination page	😊
	90,000 people visiting the pages	>300,000 people visiting the pages	😊😊😊
1.2 Webpage	40,000 people visiting the platform	>200.000 visits	😊😊😊
	15,000 people interacting through the platform	184,413 interactions	😊😊😊
1.3 Contests	70% of high school classes participating to each contest	70% of high school classes involved	😊
	130 products for each contest (10 per territory) = 390	391	😊
1.4 Communication products delivered	13 winners of the national contest of the 1st year	13 winners of the national contest of the 1st year	😊
	13 winners of the national contest of the 2nd year	13 winners of the national contest of the 2nd year	😊
	60,000 people reached through the contest of the 3rd year	Around 60,000 people reached through the contest of the 3rd year	😊
	1,5 million of people reached by the awareness raising campaign	3 million of people reached by the awareness raising campaign	😊😊😊
	Platform MIPADV completed	Platform IMPADV completed	😊
2.1 YEs participating to the training	180 YEs involved per year = 540 altogether	523	😊
	20% maximum drop-out	< 20%	😊
2.2 and 2.3 Schools aware (HSS and SSS)	4,500 (HSS) +1,300 (SSS) students per year (17,400 in total)	28,000	😊😊
2.4 Reference adults (parents, teachers, etc) involved in training and	30,000	15.000	😞

³ The data considered are updated to 1st March, 2021.

awareness raising pathway			
2.5 Manual on peer to peer methodology	1 manual produced	1 handbook	😊
3.1 Local conferences	39 local conferences	57 LC (including webinars)	😊😊
3.2 Reports (initial and final) of the context analysis group produced	2 reports (initial and final) produced	9 National reports + 1 Summary Report	😊
3.3 Recommendations	9 recommendations	9 recommendations	😊
3.4 Decision makers involved	At least 26 decision and policy maker belonging to the territories involved in the project that subscribe the document	More than 26 decision makers involved (13 voted but not subscribed document).	😊😞

Source R&C project (draft Report Year III), elaboration by the evaluator

EVALUATION OF THE OUTPUTS

In quantitative terms, according to the figures reported on the table above, it is possible to get some first consideration. About 95% of the indicators (19 out of 21) is at least positive (achievement of what was expected). In some cases (7 in which there are at least 2 smileys) the indicator is overdone, in many cases even widely.

Communication activities were particularly successful.

Social medias have been heavily pushed in R&C where Facebook was supported by dedicated accounts on Instagram – the social media more targeted to young people despite countries specificities – and Twitter. All together they reached more than 300,000 beneficiaries, much more than 90,000 expected. The Internet is undoubtedly the channel through which the main target of the project (young people) gets its information and interact with others (more than 200,000 visitors of the website and around 185,000 interactions). The contest contributed to this: about 70% of the students involved in the project participated and about 60,000 votes were submitted online.

The general awareness campaign far exceeded the number of recipients initially estimated: it had a huge visibility compared to the expectation (3 millions of contacts instead of 1,5 million), probably also thanks to a very qualitative and highly-professional “institutional” communication. The communication structure of the project, which included a communication team at central level and a social media manager at local level (MLAE), has also played a decisive role. Furthermore, since its design, the project has defined clear objectives and indicators for the communication.

With reference to the training, the figures return a situation of substantial achievement of the objectives. This despite the Covid-19 which penalized the project in its third year. It is easily predictable, that in the absence of the pandemic, the results achieved would have exceeded expectations also in this area.

Despite the restrictions that affected the regular project development, around 100% of the foreseen Young Educators were involved, with a drop-out limited to very few cases (much less than 20%). That testifies both the commitment and engagement of the YEs. The students, participating in peer learning paths promoted by the project, were almost the double than expected (about 28,000 instead of 17,000).

The only critical point detected is referred to the level of adults (parents, teachers, etc.) involved in training and awareness raising pathway (half of those expected). The reason is probably to be found in the school's poor habit and attitude to involve adults (i.e. parents) in its own initiatives. The partners recognized that some more targeted and specific actions would have to be taken in this case.

Committing the decision-makers proved to be perhaps the most difficult challenge of the project. Many meetings were organized at local level (57 instead of 39) to increase the participation and involvement of the territory also at institutional level. So, even if figures reflect a general situation which is (globally) in line with the expectations, partners reported a varied situation where some countries achieved good results while others encountered some difficulties. In principle, this could have negative implications on sustainability, especially in terms of capitalization and continuation of what has been done and after all, the analysis of the national laws that prevent and fight against violence highlighted some big disparities and, showed how important could be the role of decision-makers. In this sense, the final recommendations, which are the result of a long process of stakeholders' involvement, can contribute to some extent to sustainability (see chap.6).

Besides the "official" outputs, some extra local initiatives and products have been developed alongside the project. They also look promising with respect to future sustainability.

3.2 MANAGEMENT, COMMUNICATION AND QUALITY OF THE PROJECT: QUALITATIVE REFLECTION AND LESSONS LEARNED

Three focus groups (see par. 1.4) were set up to bring elements of investigation about management, communication and, more in general, the "qualitative" dimension of the project. Each focus was based on a set of questions, mainly inquiring on how the R&C project met the expectation of the partners.

3.2.1 MANAGEMENT

INTRODUCTION

The project has been structured in two operational and organizational levels: one general and one specific.

- a) The general coordination level of the project activities comprehends the Steering Committee (SC) and the Operational Team (OT).
- b) The specific coordination level of includes the communication teams, the people responsible for activities related to Outcomes, the Sensitization and Education Teams, the Context Analysis Teams.

As far as the management is concerned this is placed under the Operational Team that has the following tasks: management and planning of the project activities, resources administration; preparation of reports to update the SC on the progress of the work; monitoring the activities; development of annual reports. The following five members are part of the OT:

- Institutional Manager of the project of the City of Turin;
- Public officer of the City of Turin expert in European Projects;
- Technical project coordinator (ISCOS);
- Public officer of the City of Turin (SFEP) expert in the coordination of the training methodology for young people and young educators;
- Project administrator (ISCOS).

The following participants have been involved in the focus group about management:

- Maria Bottiglieri (Project manager)
- Cecilia Elia (Assistant)
- Stefania Di Campli (Administrator)
- Paolo Mascia (Technical project coordinator)
- Paolo Pozzo (ISCOS President)

The first preliminary question regarded the “how the project was born and how were defined the expected results” (the so-called the project “black box”).

Participants explained that the R&C stemmed from a previous project, Youth Against Gender Violence, carried out in the same DEAR program. From that good experience, it both enlarged the concept of identity and defined its expected results in a very objective and clear way.

One participant pointed out that in the project design an extra component had been added. In addition to the issue of discrimination based on gender, the project was going to deal also with discrimination based on migration. Those who had worked on the previous project highlighted this criticality: with respect to the newcomers there were discriminatory forms against which to take a step forward, while significant steps had been made yet in relation to gender. At the beginning of the project, partners already guessed that it could be useful to have an overview of the rights guaranteed by national legislations and local authorities. As an improvement to the previous project, it was important to identify social media managers, an organizational choice on which to invest because the communication component was highly significant.

The second preliminary question was to describe the project management in three terms. These are the words mentioned: *serene-variable, complex, precise multidirectional, professional, effective, changing, operational, complicated, innovative, friendly*.

Some initial elements of analysis can be drawn about the internal perception of the project’s management system, mainly that it is very complex and requires professional competence in order to second the changing and the evolution of the project itself.

Figure 4: Words’ cloud about R&C Management



QUESTIONS

STRENGTH POINTS OF THE PROJECT: WHAT WORKED AS EXPECTED? WHY?

One participant highlighted the fact that the management was very complex reflecting a very complex project action too. So, the management structure has been split in “contractual” and “operational”, with two dedicated teams which is not usual but in this case was effective.

The governance of the project was very complex as well, another participant observed, but the roles have been very well defined since the early project design. The management structure replied at every partner was based

on: a manager, a communication responsible, a Manager of Local Awareness-Raising and Education Activities (MLAE).

Other participants confirmed that the management group cohesion worked well. It has been efficient on all the dimensions. Planification, check, assessment and execution have been crossed and shared, while the joint contribution of everybody made the difference. All the partners contributed to the administrative tasks.

WEAKNESSES / CRITICALITIES OF MANAGEMENT? WHAT DID NOT WORK? WHY?

One participant explained that at the relationship with the schools was somehow feeble, delegated mostly to the YEs, while the control was not constant as YEs were not in charge of assessment. This can be considered a weak aspect of the management.

From the point of view of political sustainability there was a not homogeneous participation among the partners, someone involved strong stakeholders, others were not able to, mainly due to political constraints. Regard to this, the management was supposed to be able to ensure a good final result, but it doesn't fully succeed.

Another participant pointed out that if the expectations are not met, the responsibility is usually assigned to the management, but in a project like R&C responsibility can be shared with communication and training actions that played a significant role. In general, it can be said that the methodologies were appropriate and the management groups did work well.

It was noted that, paradoxically, the few weaknesses of the management were overcome during the pandemic, i.e. internal communication to management improved, while it would have been deficient, less assiduous and intense in the case of a normal situation. Previously, some conflicts between the communication coordinator and the main training contact had required to strengthening coordination.

DID THE PROJECT / DID NOT RESPECT THE INITIAL EXPECTATIONS (EX. NEEDS / RESULTS / COSTS / BENEFITS / AWARENESS, PARTNERSHIP COLLABORATION, ETC.)?

One participant explained that the relationship with the European Commission has been very important for the project and met the initial expectations even if it took some time at the beginning to establish a fruitful interaction. Since then, the project has been monitored by the offices with prompt responses to normal partner requests of adjustments.

When thinking about the outputs of the project, we feel we have not fully achieved what expected - said another participant - for instance in those rarely cases where young people did not make themselves holders of messages and contents. Then, perhaps the campaign messages could have been better linked together. For many partners the involvement of political representatives was very broad, but not the same can be said for others. But it's true that in all these cases it didn't depended directly on the management.

Another participant noted that the virtual meeting tool made it possible to intensify meetings and make management to work at an international level. Sometimes it overturned as central management, so we can consider it improved thanks to the type of tools used. Divergences between the social media manager and the communication coordinator and the training manager required sometimes a new realignment; the organizational response to this contrast was to identify a person between the contents and training courses and what the students had to produce. The result was the increase of forms of coordination to manage conflicts and then a more structured and more efficient action of the project management.

WHAT LED TO THE AMENDMENT OF THE PROJECT?

One component of the management team explained that the amendment was required to the EC mainly for issues linked to the pandemic, as it created the need to remotely rethink many activities that were scheduled live and

must be done live (e.g. exchanges between YEs). Local activities have also been conditioned, e.g. activities with schools: in some countries (like Romania) where schools just closed and no distance learning was foreseen.

Another participant added that the budget has been modified because of the impact of Covid-19 (e.g. 44% of travel expenses, to enhance IT tools). From the point of view of the content, excellent stability was maintained and only one indicator has been modified: in the logical framework only the number of parents involved was modified.

WHAT LESSONS HAVE BEEN LEARNT?

Tour de table with the following answers:

- Having a more focused localization (macro-areas or macro-themes) would favor greater interaction and exchange.
- Breakdown of management roles to be preserved.
- Concentrate the themes (there were too many things to deal with) and reduce results.
- Seeking a better conceived sustainability.
- To reinforce the evaluation process.

EVALUATION EVIDENCE OF THE MANAGEMENT

The first aspect that clearly emerges from management is the fact that it was “complex”. Complex right from the start in its building, but also complex in its development. Furthermore, it becomes clear that complexity has not always been synonymous with difficulty but has shown a willing to collaborate, to make activities work. It can be said that the complexity of the management reflected the complexity of the project. Splitting the management team in two parties could have been a weakness, but it has instead become a strength, making the functional and contractual parts coherent. Some strong points must be mentioned: the definition of precise roles and therefore the clear division of tasks: manager, communication manager, MLAE. Management was divided into precise phases: planning, control, monitoring.

Governance, which is very important in a project like R&C, was an issue both in terms of the relationship with schools and in terms of politics. As regards the relationship with schools, the inconstant assessment of this type of relationship did not allow the collection of sufficient data for a final evaluation. Strong differences were recorded with regard to institutional and political involvement in the various partner countries. Also, in this case it is difficult to draw a comparative picture, lacking the basic elements.

The Covid-19 emergency has obviously created many management problems, mainly related to the possibility of holding meetings abroad, but some of these problems have then turned into opportunities. To partners this seemed like a paradox, but instead it is the natural consequence of a crisis.

The analysis of the lessons learned clarifies the management results. When reaching the evaluation phase of the “project life cycle”, you can speak of the redefinition of needs, and therefore of lessons learned, which are substantiated as follows: a greater focus on macro themes and / or macro areas would have favored larger interaction and exchange, allowing management to concentrate its functions and resources without dispersion; sustainability must be pursued from the beginning of the project life cycle. Finally, organizing the evaluation with a monitoring system throughout the project helps to adjust the shot right from the first steps of the project. The participants complain of the lack of specific “introspective” sessions aimed at promoting quality in the project, therefore not dictated by emergency and operational needs. Among the lessons learned, one can be defined as a best practice: the clear division of roles of the management between a plurality of subjects, that helps the project to be more effective.

3.2.2 AWARENESS AND COMMUNICATION STRATEGY

INTRODUCTION

All the outcomes of the project are related to awareness raising about discrimination. Communication, both institutional and participatory, plays a fundamental role in this regard. As part of the topic-based strategies carried out all along the project, various communication methods were adopted.

The internet played a central role, both internationally and locally. Two channels were activated: they mainly consisted of the website (recandchange.eu) and the interactive game which, when used during the training activities (game/recandchange.eu), allowed the young participants to independently make short videos and share them through their social profiles.

Mainstream social medias were also essential to spread the information into a large audience and almost in real time.

An important, non-digital, component was the preparation of communication (printed) materials for offline dissemination. Thanks to the collaboration of local public bodies and local transport agencies, the official promo advertising content (recandchange.eu/promo) was distributed in highly frequented public spaces (like stations, public transport, and schools). This increased the visibility of the messages not only for young people, but also for a broader audience, generating awareness raising opportunities to citizens and political decision-makers.

Each partner contributed to disseminating awareness-raising initiatives which, depending on the country, also included press, radio and television broadcasting. These methods have proved to be much effective in reaching a wide audience, not less than the ongoing initiatives on the R&C social channels.

The raising awareness campaigns and materials have helped to spark discussions during the classroom activities in the participating schools, helping to make young people reflecting on their role in society and on the covered topics.

Finally, according to the reflection made by the Communication Team and reported in the Handbook, the role of the Social Media Managers and Young Educators surely was of fundamental importance in extending the visibility of the content published on the project's social channels. The official and unofficial communication material (posters, promos and multimedia content), the three contests launched and the video content generated in the schools during and following the training program populated the project's digital platforms and the digital platforms of the media partners in each country.

Within the framework of this evaluation activity, communication has been the object of the second focus group, aimed at acquiring additional qualitative feedback elements by the Communication team, supported by the management group. In particular, the FG was intended to investigate what worked or did not work also with reference to the initial expectations and finally to the lessons learned.

The following participants were involved in the focus:

- Maria Bottiglieri (Project manager)
- Cecilia Elia (Assistant)
- Stefania Di Campli (Administrator)
- Davide Tosco (Communication coordinator)
- Gianmaria Verneti (International Social media Manager)
- Pierpaolo Alessio (National Social Media Manager).

First, it was asked to describe the project communication in three terms. These are the words mentioned: *young, dynamic, patchwork, complicated, interactive, impactful, constructive, stimulating, contemporary, emotional, among peers, complex, fragmented and transversal, varied, participatory, informative.*

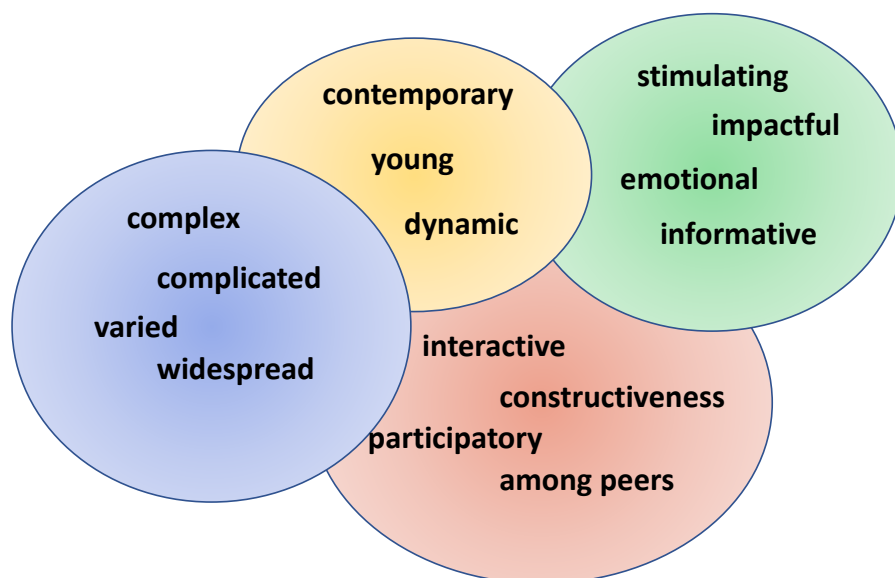
Due to the little amount of the given terms, a tag cloud is not particularly significant: however, by grouping the terms according to semantic areas, some initial elements of analysis can be drawn about the internal perception of the project's communication system.

Complication, complexity, variety and *widespread* all together explain both the multiple tasks the communication had to deal with and the very structured communication management system: composed of a central coordinator assisted by an international social media manager, supported by national SMMs in every country. Without forgetting that in the R&C Project communication is strictly connected (and had to be constantly coordinated) with training.

Other words mentioned return the idea that since the very beginning, communication has not been generally considered as an activity solely at the service of the project, while been recognized as central and with the same dignity than an operational activity. The concepts of *participation, involvement of the recipients* (among peers), *interactivity, constructiveness* testify to this.

Some other adjectives emphasized the dimension of modernity (*contemporary*), of novelty (*young*), of *dynamism*. Finally, others insist on results (*impactful*), involvement (*emotional*), the aim of *information*.

Figure 5: Words' cloud related to Communication in R&C project



QUESTIONS

WHAT WORKED AS EXPECTED? WHY?

One participant affirmed that the “institutional” component of the communication worked very well: the professionals in charge of the conception, creation and production of the “official materials” go beyond the initial expectations and make high-quality products.

Another participant highlighted the value of the communication outputs made by the beneficiaries, such as the videos that the young people produced with the support of YEs). Beyond the quality of those products, and net of the fact that they were the results of a self-awareness path made by beneficiaries, this kind of communication better reported the multi-cultural dimension (faces, images and contexts) of the partnership. In the end it was more real and very lively.

Communication outputs also helped the project to pass the stress test of the pandemic. The videos made during the third year talked more about a mediated reality (due to social distancing and restrictions), but they remained

an instrument of communication and contact between all the components of the project (a sort of glue that also favored flexibility, adaptation and moving forward).

According to a third participant, the communication had a precise role in R&C. It was not just a horizontal activity to support the project, but an effective project activity in itself. Besides that, the global communication of R&C was not only just a duplication of what done in Italy: each partner had a local social media manager and developed its own specific communication. Coordination between social media managers who have been able to create a group despite differences was crucial.

in addition to what has been said, another participant recognized that the monthly editorial plan and a strong connection with the training activities almost in real time, were excellent things to implement communication synchronously and asynchronously.

WHAT DID NOT WORK AS EXPECTED? WHY?

In such a high-performing frame, the participant took different positions in relation to what did not work out as expected. After all, individual expectations are subjective.

If one participant mentioned that the institutional communication and the stakeholder's media engagement did not work as expected and affirmed the difference among the involved countries has made it difficult to develop a homogenous communication, the others have resized these issues.

According to a second participant, the considerable effort done with respect to reach a wider audience than the institutional recipients, using (thanks to the collaboration of the municipality and some related institutions) some highly frequented pages, the public billboard circuit, the public transport. In some countries there have been radio and television campaigns, while somewhere else it was even possible to broaden the discussion of the project's topics. If sometimes the institutional communication was intended as a celebratory issue, there should be considered that it is difficult to stimulate a discussion at the press office level on the topics covered by R&C starting from scratch. In fact, one thing is to promote the project's activities involving the region, another is the work on both official and non-formal specific communication addressed to increase awareness of the project topics.

Another participant pointed out that from a strategic point of view, much attention was paid to the link between communication and training activities while less attention was spent to the more general dimension of the communication. The issue about the institutional communication applied especially to Italy and not belonged to other countries: interviews on national television were done in Bulgaria; even the Portuguese president had been directly involved by Alto Alentejo; Cape Verde and Dunkerque used the national channels, also in Greece and in Brazil highest "institutional" levels have been reached.

Regarding the link between training and communication, one participant mentioned that while communication provided a lot of input for training, it didn't work so well the other way round. In the training, there was less interest to create conditions both for young educators (YEs) and for students to take the ownership of the communication tools generated by themselves. This aspect could probably have contributed to a larger impact in terms of awareness, especially within the schools.

Always on the same topic, another participant reminded that the CIRSDE (Research Center for Women's and Gender Studies – University of Turin) study showed how theoretical obstacles, such "agency capacity" (agency - unconscious ability to recognize oneself as bearers of a positive change) could prevent to generate content that was effective on both sides of training and communication. A stronger integration between those two dimensions could have contributed to a better, informal training environment.

In the end, a little remark made by a couple of participants concerned the supposed competence in social networks and digital communication of the youngster. It could not be sufficient alone to ensure the engagement of the young beneficiaries in terms of willingness to communicate through social medias and to become owner of their messages.

DID THE PROJECT RESPECT/ NOT RESPECT THE INITIAL EXPECTATIONS (RELATED TO AWARENESS RAISING)? WHY?

The participants agreed on the fact that, looking at the figures related to website visitors, to contents produced by the project both at the institutional level and on the ground, the expectations have been surely met. According to one participant, another matter was rather to know how much the project impacted on the awareness level, in general. People most directly involved have surely reached a higher level of awareness, just because of they took part in a very specific awareness raising laboratory. Instead, as for broader and more general audience, it is hard to say because of a qualitative survey on this topic was missing. The effort was aimed at disseminating a certain (very sensitive) type of content and that was done using interesting and potentially stimulating communication shapes. Intuitively, in some way according to this participant this effort had an effect in terms of awareness raising at citizenship level between 5 and 10%, at the level of people directly involved that could be between 30 and 40%.

A second participant added that when it comes to awareness raising it is always very difficult to understand what the concrete expectations are. Nevertheless, speaking about changes, it is much more relevant the work done in the classroom.

LESSONS LEARNED

The participants identified a wide spectrum of things learned during the project. One explained that R&C project forced to study sociology and how to manage waves of youngsters (80-100 at the same time), while a second participant pointed out that in terms of evaluative and measurable impact, it would be interesting to have an ongoing evaluation and an element of co-design also during the project, then stressed the importance of involving mainstream media partners who invest in a project like R&C which is based on communication.

According to a third participant seemed to be essential to take more into account the cultural aspects in such a large partnership: the concept of violence in Italy for students at high schools is different from the one for the Brazilians. The fourth one, in the end, reminded how the lessons learned in the field of communication have a wider effect on different dimensions: especially when communicating very sensitive contents (as in case of R&C), it would be essential to prepare the background, working on how to communicate and what to communicate.

Lessons learned can be summarized as follows:

- Work more on the ex-ante in terms of social impact
- Impact measurability starting from awareness and ongoing monitoring
- Better communication between the components of the project
- Co-design also during the project
- Involvement of mainstream media partners who invest in project
- Message amplification mechanisms
- Analysis of the mechanics of engagement in multicultural contexts (tone of voice, tools, channels). The concept of violence is different between an Italian and a Brazilian student
- Right from the start: think of communication as an integral and active part and not just a horizontal support
- Prepare the communication background (how and what) before getting to work on the content.

EVALUATION EVIDENCE OF THE COMMUNICATION

Far from being that transversal and often mandatory activity typical of projects funded by the European Union, in the R&C project, the communication represented its backbone as well as its main activity.

All the participants in the FG, who combined specific responsibilities of coordination, planning and implementation of communication activities with those of project management, were totally aware of this. The words they used to define communication never questioned the importance it had played in the project.

They argued on complexity, linking it to the project structure that brought together many activities and many partners and many different contexts. A complexity that was addressed through a very structured communication management system, from a potential critical point, became a strength in the end for the project; especially when, on the one hand, it was managed professionally (institutional communication is considered “high-quality” both from a creative and an implementation point of view) and, on the other, through participation.

This aspect of participation worked out particularly well. Meanwhile, the activation of a Social Media manager at a local level, responsible for real-time coordination of actions, proved to be crucial. Secondly, the direct involvement of the YEs and, by them, of the beneficiaries, allowed to implement a shared and above all immediate communication, from the bottom and from peers to peers. Also, for this reason the communication has been appreciated: defined as new, modern, dynamic, interactive, impactful, emotional.

Moreover, whenever it was recognized that is difficult to measure the impact of the communication in terms of awareness raising, none of the focus group participants doubted that there had been an evident impact. Especially where involvement and participation were larger: during the pandemic, the communication of young people (i.e. through videos) allowed the project to adapt itself to the new situation and to go ahead: *“it remained an instrument of communication and contact between the components of the project (a sort of glue that also favored design flexibility and moving forward)”*, observed one participant.

The communication worked well because of its fundamental role, that the partners were aware of since the beginning. That allowed to merge institutional communication and peer communication but, above all, to make each partner owner of its communication. To this, contributes the strong coordination, firstly at social media managers level, then between communication and training.

The aspect of coordination between communication, training and the value of institutional communication is also brought up as a slight critical element. More coordinated communication at all levels would have helped to promote engagement and ownership of the project among the young beneficiaries.

A stronger integration between the two working groups (communication and training) could contribute to a better, informal training environment. The project stressed a lot the link between training and communication component but, while communication provided a lot of input for training, it didn’t seem to have worked out with the same good results the other way round.

A couple of assumptions were probably to be re-considered. Partners presumed that young people, just because they are young, are skilled to use social media and are willing to communicate with social medias. This has not always been the case. Engagement and ownership of the project are difficult to be promoted; however, this is the field where to act and greater reflection on the tools to facilitate these effects has probably to be improved.

For some of the FG participants the institutional communication and the stakeholder’s media engagement did not work as well as expected. It became difficult to stimulate a discussion at the press office level on the topics covered by R&C starting from scratch. Sometimes (especially in Italy) the institutional communication was intended more as a celebratory occasion, rather than addressing only the discriminating factors. In many countries the involvement of the highest institutional level provided at the opposite some very impressive result (i.e. the President of the Portuguese Republic).

Concerning expectations in terms how the project promotes the awareness raising, it is hard to say what was the project’s direct contribution. Despite many proofs of the capacity to reach people (i.e. visitors of the website, social media contacts, etc.) it’s difficult to understand how much the project impacted on the awareness level, in general. People most directly involved have surely reached a higher level of awareness, even just because of they took part in very topic-oriented laboratories, but ss for broader and more general audience, it is not easy to answer due to a lack of specific survey on this topic. According to the focus group participants, in some way this effort produced an effect and the increasing rates could be assumed as following: at citizenship level between 5 and 10%, at the level of people directly involved that could be between 30 and 40%.

Several lessons learnt as regards the communication have been summarized by the focus groups participants. Some of them insisted on the issues previously reported, some others stress new element which would need to be strengthened. Those second ones provide some further evaluation evidence.

As already said, it is very hard to measure the impact of the project, especially when we must deal with awareness. But to better define the expected social impact since the project design phase is crucial. At the same time, is essential to have an evaluation structure based on ex-ante, on-going and ex-post steps: a consistent evaluation strategy, based on indicators, sources of information, to assess (among others) assumptions and risks would have been fundamental also with regards to communication.

3.2.3 THE QUALITY OF THE PROJECT

Project partners are the Municipality of Fortaleza (Brazil), Caritas Ruse (Bulgaria), the Delphi Association for Strategic Management (Bulgaria), the Municipality of Praia (Cape Verde), the Municipality of Dunkerque (France), Vardakeios School for Indigent Children - Ermoupoli (Greece), the City of Collegno (Italy), the City of Torino (Italy), ISCOS Piemonte (Italy), the Intermunicipal Community of Alto Alentejo - CIMAA (Portugal), the Directorate of Social Assistance of Baia Mare Municipality (Romania), the General Directorate of Social Welfare of Bucharest Municipality (Romania), Caritas Bucharest (Romania), the Provincial Council of Huelva (Spain), and the Provincial Council of Jaén (Spain). The last focus group was centred on quality and all the partners have been invited to participate in it. The following did participate:

Organization	Name	Role
Diputacion de Huelva ES	Rosa Castilla	Officer
Diputacion de Jaen ES	José Juan Guzman	Officer
Diputacion de Huelva / Jaen ES	Maria Luisa Iglesias Hitos	Expert
Greece	Eugenia Kollia	School Director
Delphi - Bulgaria	Apostol Stoychev	Association Chairman
Caritas Ruse RO	Stefan Marko	Caritas Ruse Director
Caritas Bucarest RO	Cihodaru Maricica	Caritas Bucarest Director
Caritas Bucarest RO	Gabriela Chiroiu	Caritas Bucarest Officer
Romania	Cristina Railianu	Bucharest City Council Officer
Baia Mare RO	Romana Onet	Officer
City of Torino	Maria Bottiglieri	Project manager
City of Torino	Cecilia Gosso	Project officer
ISCOS	Paolo Mascia	Technical project coordinator
ISCOS	Stefania Di Campi	Administrator

All the participants answered to all the questions, with a first more substantial intervention and further integrations, therefore for each question the answer presented in this report is a synthesis.

QUESTIONS

PLEASE DESCRIBE THE PROJECT USING 3 WORDS?

The first question asked the project partners to describe the project in three terms. These are the words mentioned: *interesting, motivator, innovative, diversity, stereotypes breaker, valuable, innovative, inspiring, involving, youth and solidarity, right time, right people, needed, live, educative, interactive, interactive, pandemic-resilient, innovation, youth, awareness, effective (networking), fresh and funny, provocative, international, big, enriching, complex, stimulating.*

Figure 6: Words' cloud related to R&C project



The most recurring words were: *involving*, *innovative*, *youth*. The *freshness* and *innovativeness* of the project is therefore confirmed, first determined by the young target involved.

WHAT WORKED AS EXPECTED OR BETTER THAN EXPECTED AND WHY?

The project had an impact on personal and professional side of people. Some elements were particularly strong: the participation of YE, engaged and actively involved in the project, so involved that for some of them the project changed their lives; the relationships that became very strong at local level; the mutual learning process that highlighted the need of everybody to learn; the peer methodology that worked better than expected; youngsters were very motivated and open minded. Because of the pandemic the challenge was to adapt to new conditions and to proceed in any case, with flexibility.

WHAT DID NOT WORK AS EXPECTED AND WHY?

The teachers were not so enthusiastic as expected, some of them did not even care about the project. It must be said that it's difficult to bring into play subjects that are not active player of the project, as the teachers in this case. For instance, «In Greece the teachers are reluctant to get out the fixed curriculum». This seemed to be true also in other countries because not everybody realizes the real value of this project. Not all the participants were interested in video making. It has been very difficult to involve the actors at institutional level. The same difficulty has been met with the involvement of the families of the secondary school students and of the primary school students (but in this last case the reason must be searched in the topic of the project). It's also true that sometimes there was not enough time to develop contents in the schools.

Time was in fact too short: also to evaluate the impact of the project and to produce strong legislative modifications. The partners realized that at the basis of a legislative modification process there is a debate that can only be fed with a long-term qualitative research. Nevertheless, some very significant results have been achieved in the R&C project, considering that its objectives were ambitions if compared to the duration of the project itself.

HOW PROJECT'S RECOMMENDATIONS HAVE BEEN/WILL BE TRANSLATED INTO POLICIES OR PUBLIC SERVICES OR MAIN ACTIVITIES OR STRATEGIES?

The peer-to-peer methodology was a main point of capitalization. Partners believed that they will use it in future also with other targets, as well as social networking. Some interesting points have to be highlighted:

- The Greek partner said that they are going to implement a new project on citizenship: «using experiential workshops with teachers».
- In Bulgaria they are going «to transfer recommendations to a national youth project».
- In Romania, the partner Caritas Bucuresti highlighted they produced «a manual against bullism in the schools (one of the fewest in this field) and also launched many pilot projects on this issue».
- Always in Romania, the Baia Mare partner said they are going to include the model of R&C in their local policy and in the European programming policy 2021-2027.

All partners agreed on the fact that the project represented a good example of how to intervene at any level and they are going to transfer this model in other projects. Many partners insisted on the aspect of identity which was reinforced and learnt as a lesson to be transferred in further initiatives. Roles as the ones of YEs demonstrated to be effective and to be promoted in training modules.

HOW DO YOU MAKE THE PROJECT SUSTAINABLE?

The experience matured has been included progressively (where possible) in the instruments produced by the partners, like school curriculum and programs. Methodology has been shared with NGO by the associations working in the project. The City of Turin representatives explained that: «after R&C all the policies and public services are empowered» and that the City approved in 2020 a resolution that recognize anti-racism as a “common good”. This is an example of continuity of local policy.

WHAT HAVE YOU LEARNT FROM THE PROJECT?

The main lesson is about the fact that if you want to see a change in the society it can be only long-term and all its actors must preferably be involved. The change in schools is necessary but you must move on from a long tradition and crystallized position: then, if everybody is aware of and peer education can strongly contribute to that, changes can start. Innovation was the other important lesson: everything was very innovative and this because especially young people are very innovative.

International networking and exchanges prove to be important and help the project to reach its objectives. When you invoke the right experts, you create the right connections and you implement the right activities you can achieve big results. From youngsters you can learn unexpected views, strong contents that can be useful for improving the approach.

R&C partners listed several lessons learned, here below flagged according to their level of transferability to other project as concept (it's learned but it's difficult to be transferred), capitalization (experiences and achievements can be practically transferred to other projects).

Table 2: Lessons learned and capitalization

LESSON	CONCEPT	CAPITALIZATION CONTENT
Involving politicians is essential to do something holistic	X	
Learning from peer is very efficient in terms of result		X
Trusting in people is important	X	
Thinking and planning initiatives for youngsters		X

Learning must be awareness based	X	
Connecting politicians with young people (alliance based on fresh thinking, digital work, new ideas)		X
Training the project team internally can lead to more cohesion in the activities (anti-violence, migration LGBT, gender)		X
Joint work and mutual learning		X
Foreseeing flexibility helps the cooperation		X
Social integration increased (how children recognize anomaly and how they express by video making)	X	
Identified new ways to reach people		X

SOME EVALUATION EVIDENCE

The words that recurred in the description of the project by the partners were: innovative, young, interactive. They confirmed the core of the project itself, aimed at young people awareness, innovative in its formulation and interactive to be able to carry out. International networking resulted as an added value for the project objective.

The other terms identified are pretty obvious, but what it is not so obvious is that each partner was able to bring different elements: that shows how the project was shared but lived in a different way by each one. It's interesting the fact that all partners acknowledge the project was done at the right time with the right partners.

The participation of the various targets was not equally felt: the YEs were strongly involved in the project, the involvement was such strong for some of them that it changed their life. Students were also involved, but their participation was not the same in all partner countries. However, it has always been a harbinger of change, freshness and innovation. On the other hand, their participation could have been greater and more engaging if two categories had been more active and proactive towards them: teachers and parents. Not surprisingly, where the participation of teachers and families was strong, the participation of young people was equally intense.

In this project, there was no way to listen to all the specific requests received from schools. Nor should we forget that in schools the central/national inputs keep the priority over any other initiative and intervention, therefore it is not surprising that teachers were conditioned and often worked on the project in their spare time.

As usual, time is an important variable. Despite three years of the project, the partners observed that a longer length would have allowed to achieve even larger results. This issue, however, is difficult to overcome when we are talking about EU funded projects that have a fixed length where 36 months is already a more than appreciable duration for an EU granted project scheme. When working on sustainability you can then extend the project effects also beyond its life.

Transferring the recommendations into public policies or public services is neither simple nor immediate because it requires a transformation also at the legislative level. In this, R&C was a good practice. For example, the City of Turin enrolled anti-racism as a "common good" with a resolution. So, Turin, again, showed to be a laboratory of new practices: "We are the first city in Italy". This is the initiative of the councillor for rights Marco Giusta, who on March 2020, approved, on the occasion of the World Day on the theme of 21 March, a citizen action plan against racist hate crimes and launched a public call for a Collaboration Pact on Anti-Racism. Some other results, not foreseen and measured by indicators, were reached by partners:

- The Diputación Provincial de Huelva produced the manual about combating sexual violence against young women: “Nuestros cuerpos, vuestros límites”.
- The City of Dunkerque produced two booklets about how to act against discriminations: “Comment agir face aux discriminations? Ressources pédagogiques sur les discriminations liées au genre et à l’origine culturelle”
- The Caritas of Bucarest produced the manual against bullying: “Bullying? Recunoaste si fa o schimbare”.

The main lessons from the project seem to be about “*change*”, that can happen when it aims at involving the entire society and can start when everybody is aware of it. Partners, on their side, noticed that the project length is too short for producing change which can be only considered as a long-term result, especially when “schools” are concerned, where traditional positions tend to prevail. Innovation is the other important lesson learned: the big effort of the project was to correlates young people with innovative methodologies and actions exploiting that potential.

3.3 CONCLUSIONS

With reference to the project outputs, the analysis of the quantitative indicators allows some final considerations to be drawn. The indicators confirm that the project was generally able to achieve and, in many cases, to go further the expected results. Those achieved in the field of communication appear to be particularly significant. The choice to convey the messages through an online communication (both through social networks and through the web platform) paid off in terms of high contacts that the project was able to activate, especially among the youngest. On the other hand, these tools have somewhat penalized the involvement of adults.

The figures also indicate a great involvement of young people in training through the YEs which were the pivotal element of the project.

As for the commitment of decision-makers and local territories, more than the number of those involved or the recommendations voted on, it is to be highlighted the implementation of research, guides and reports that in many countries can then favor their future sustainability. Finally, it should be emphasized that the project was able to neutralize most of the impacts of the pandemic not only in terms of project results but also in terms of numbers.

Regarding the management issues, the project has reached its ambitious results thanks to a well-defined management structure: responsibilities divided between two partners and identification of specific roles among all partners. This type of organization has made it possible to transform the complexity of the project into an opportunity by passing through a strong and well operating interaction. Crucial roles were identified in each partner’s management team: communication manager and Manager of Local Awareness-Raising and Education Activities (MLAE). The phases into which the management has been divided were precise: planning, implementation, monitoring.

On the other hand, it can be noted, however that the monitoring phase was “lost” along the way: while a series of tools were prepared to monitor the actions among young people (number of youths participating in the awareness raising campaign against discriminations in territories involved in the project, etc.), the same cannot be said about the monitoring of the project in general which failed, and then turned into a single final comprehensive evaluation. Among the lessons learned, in fact, the partners stands out regarding the need for monitoring throughout the project which would have allowed given an added value to the project, the rapid resolution of a series of conflicts and the redefinition of the course in progress.

With regard to communication, despite of some (few) weakness, the communication is recognized by the focus group members as having contributed decisively to good project results. The communication worked well because of since the very beginning, all the partners were aware of its fundamental contribution: not only horizontally, like in most EU funded project, but very concrete. According to this, each partner felt the owner of its communication.

Furthermore, the communication was based on a strong internal coordination, firstly at social media managers level, then between communication and training.

While defined as “complex” and “complicate”, the project addressed to this through a very structured communication management system. The direct involvement of the YEs and, by them, of the beneficiaries allowed to produce an immediate communication, from the bottom and from peers. Other specific strength that according to the partner have to be pointed out are: novelty, modernity, dynamism, interaction, impact, emotion. Especially where involvement and participation were larger: during the pandemic, the communication of young people (i.e. by videos) allowed the whole project to adapt itself to the new situation and to go ahead.

Some weak point has been detected in the institutional communication which was sometimes more addressed to celebrate than to promote a discussion and an awareness raising about the delicate topics of the project. Others can be inferred from the lessons learned: a consistent evaluation strategy, based on indicators, sources of information, to assess (among others) assumptions and risks would have been fundamental also with regards to communication. As pointed out, especially when you must deal with awareness, an earlier reflection on the expected social impact and an evaluation structure based on ex-ante, on-going and ex-post steps would be crucial.

The project quality has been identified as: innovative, young, interactive.

The core of the project was therefore confirmed: addressed to young people, innovative in its formulation and interactivity. International networking was identified as an added value for the project objective, then the participation of YEs was the real revelation of the project. Less satisfying was the participation of families and teachers, but it's true that further strategies would be needed to increase this aspect. This has affected the participation of youths when depending a lot on teachers and families because of their very young age. As always, time is an important issue. Despite three years of the project, the partners observed that a longer length would have allowed even greater results to be achieved. Nevertheless, you can always work on project results making them sustainable. The change is a positive result of the project, directly related to the participation of the various targets. The YEs, strongly involved, have textually seen their lives to change, but also, in this case time was a very important variable because change always needs time to deploy its effects. Transferring the recommendations into public policies or public services has not been simple, depending on a transformation also at legislative level and requiring a long-term action. While the formal transfer of recommendation was not fully implemented, it's true that some spontaneous and informal steps have been taken in this direction and can be recorded as “sustainability” result, like some handbooks and manuals and events organized by each partner that have collected and presented some project lessons. The City of Turin enrolled anti-racism as a “common good”, thanks to a resolution on the initiative of the Councillor for rights, Marco Giusta, who approved a citizen action plan against racist hate crimes and launched a public call for a Collaboration Pact on Anti-Racism, on the occasion of the Anti-Racism World Day (21 March 2020): this could be mentioned as a success story.

4. PROJECT EFFICIENCY

4.1 COST - BENEFIT ANALYSIS

A Cost Benefit Analysis (CBA) expresses a project's or measure's direct and indirect costs and benefits, allowing the benefits and economic viability to be assessed and expressed in monetary terms. It is undertaken by weighing the predicted monetized costs and benefits of the strategy, policy or measure for a set time scale. CBA can include the consideration of both internal and external costs and benefits. One of the main advantages of a CBA is the relative ease of communicating its results through one or more indicators. CBAs are most frequently applied to large-scale infrastructure projects, so that for non-infrastructure measures, there is often a lack a standardized assessment approach.

Although, traditionally, the main application is for project appraisal in the ex-ante phase, CBA can also be used for *in medias res* and ex post evaluation.

The analytical framework of CBA refers to a list of underlying concepts which is as follows:

- Opportunity cost. The opportunity cost of a good or service is defined as the potential gain from the best alternative, when a choice needs to be made between several mutually exclusive alternatives. The rationale of CBA lies in the observation that investment decisions taken on the basis of profit motivations and price mechanisms lead, in some circumstances (e.g. market failures such as asymmetry of information, externalities, public goods, etc.), to socially undesirable outcomes. On the contrary, if input, output (including intangible ones) and external effects of an investment project are valued at their social opportunity costs, the return calculated is a proper measure of the project's contribution to social welfare.
- Long-term perspective. A long-term outlook is adopted, ranging from a minimum of 10 to a maximum of 30 years or more, depending on the sector of intervention.
- Calculation of economic performance indicators expressed in monetary terms. CBA is based on a set of predetermined project objectives, giving a monetary value to all the positive (benefits) and negative (costs) welfare effects of the intervention. These values are discounted and then totaled in order to calculate a net total benefit.
- Microeconomic approach. CBA is typically a microeconomic approach enabling the assessment of the project's impact on society as a whole via the calculation of economic performance indicators, thereby providing an assessment of expected welfare changes.
- Incremental approach. CBA compares a scenario with-the-project with a counterfactual baseline scenario without-the-project. The incremental approach requires that a counterfactual scenario is defined as what would happen in the absence of the project. For this scenario, projections are made of all cash flows related to the operations in the project area for each year during the project lifetime.

Many, if not all of these concepts require that the CBA be anticipated by evaluation measures, analysis tools, specific data collection. In other words, CBA must be prepared from the very beginning and even before the project design, which has not been the case for R&C: among others, there is a lack of counterfactual analysis; the connection results achieved has not been monetized; some economic performance indicators are missing.

Because of this, the only possibility is then to refer to the benefits in terms of results achieved. And to apply the cost-benefit analysis at the relationship between project costs and project results. The reason why we decided to apply to the R&C project is because it is suitable for evaluating the issues linked to costs and benefits.

That implies 3 steps:

- 1) Check if the initial budget had significant deviations and assess the reason for these deviations.
- 2) Verify whether the results achieved were different from those expected and examine the reason for the deviations.

3) Compare the costs incurred with the results achieved.

Step 1

As regards the budget, to know how much the project costs deviated from the expected we may give some general indication both on the economic performance of the project and on the way the costs were managed.

Because of the final budget is not yet available (the project is not yet concluded) this analysis can only rely on the most updated version of the financial plan and keeping into account the budget variation recently requested to the European Commission.

First, the spending plan looks rather sheltered along the whole duration of the project. The cost variations recently declared (January 2021) are quite small at macro categories level and do not seem to reflect substantial changes neither in the project structure nor in its objectives. The following table clearly reports that the overall project budget is very stable.

Table 3: Recognize and Change Budget summary

	Initial Budget	Amended budget (Jan 21)	Variation %	Variation (€)
Staff	1.023.440,00 €	950.871,00 €	-7,09%	- 72.569,00 €
Travel	224.950,00 €	125.137,56 €	-44,37%	- 99.812,44 €
Equipment & Supplies	- €	35.000,00 €		35.000,00 €
Local Offices	28.025,00 €	26.436,47 €	5,67%	- 1.588,53 €
Other costs	970.606,00 €	1.024.377,11 €	5,54%	53.771,11 €
Other (Consultancies)	316.300,00 €	401.498,85 €	26,94%	85.198,85 €
Administrative	179.432,00 €	179.432,00 €	0,00%	- €
Total	2.742.753,00 €	2.742.753,00 €	0,00%	

The downward variation in the internal staff is largely due to not accounting as “internal” the costs allocated for MLAEs (Manager of Local Awareness raising and Education) for three of the partners (cities of Collegno, Jaen and Huelva) because such costs were reported as “external consultancy”: this explains the corresponding increase in that item. The substantial decrease in travel costs is mainly justified by the movement restrictions set up following the pandemic and compensated (partially) by the expenses of equipment to buy devices and software for remote communication that were not originally foreseen. Finally, according to the proposed amendment, the total amount of costs reported will be exactly the same as initially estimated.

An efficient administrative management team (also recognized as such by the whole partnership) and some appropriate procedure for expenditure’s control and monitoring have been essential to ensure an accurate management of project finances. This also allowed the project to deal with the Covid-19 effects without any major overturning in the budget.

So, assuming the overall budget stability, it is necessary to consider how much the final project results have changed in relation to those envisaged. Again, as anticipated (see 3.1) the evaluator may refer to up-to-date data provided by the management group which, although consolidated, have not yet been presented in the final report.

Step 2

As described in chapter 3.1, the results in terms of output mainly are in line or sometimes even go beyond the expectations. The deviations in default, very rare, are mainly due to the pandemic that affected the third year of operations.

Step 3

In terms of comparison between costs incurred and results achieved, it can be noted that, in the face of a final budget unchanged from the one initially approved by the European Commission, the results were in the end rather in line and sometimes they even exceeded expectations. Only one item is slightly below the target.

The 21 (see *Table 1*) quantitative indicators available provide a picture where in more than half of the cases (12 i.e. 57%) the project has achieved the expected objectives, in another 7 it even exceeded what was foreseen (the improvement is very consistent in 6 of these cases). Assuming that the cost-benefit/output ratio was equal 1 when the Commission approved the project proposal and assuming also that the C-B ratio would remain 1 when the project achieved exactly the expected results with an unchanged budget, we can state that the R&C project cost-benefit ratio is finally positive (higher than 1).

If you want to try an approximate measurement based on the level of improvement of the outputs, you could assign a value of 1 to the outputs reached, a value of 1.5 to those in which an increase has been recorded and a value of 2 to those with a substantial increase. On the other side, the value could be graduated to attribute 0.5 when the result has been partially achieved and 0 when it has not been achieved. The following table shows that the R&C ratio in terms of Cost-benefits is equal to 1.26.

Table 4: Cost-benefit ratio

	Output achieved as foreseen	Output improved	Output consistently improved	Output partially achieved	Output not achieved	Total
Indicators	12	1	6	2	0	21
Value	1	1.5	2	0.5	0	
Total	12	1.5	12	1	0	26.6
Total Ratio						1.26

5. PROJECT EFFECTIVENESS

The effectiveness of the project, or the ability of the activities to achieve their results, can be read, as well as through the qualitative elements collected through the Focus with the participants (see chap. 3), also through some insights into the main activities: training and communication linked to the awareness raising.

5.1 TRAINING: PEER EDUCATION AND YOUNG EDUCATORS

The educational and training component of the project represented the backbone of the R&C project. It was a means for raising awareness to Young Educators (YEs), in order to develop and increase their capacity to involve high school students on the project issues, also through the interaction with the class groups and some specific shared tools.

The project built a path of awareness raising and training of Young Educators - YES (between 19 and 26 years) in their communities and in local associations, of high school students (with indicative age between 15 and 19 years), of middle school students (with indicative age between 11 and 14 years) and of some reference adults. The sensitization path has been structured over three years, respectively dedicated to one of the three themes of the project: 1) relationships / identity; 2) inequality / discrimination, 3) violence. In particular, the topics addressed were types of violence; perpetrators and victims; positive reactions and a culture of respect, with particular attention towards violence against women and immigrants.

In a path based on peer education, YEs were asked to assume mainly the function of "process facilitators" – which lies first and foremost on the ability to create an environment characterized by a good atmosphere and disciplined by few, clear and shared rules. This objective was pursued through a path in which the methodology learnt and tested by the YE's in the training course became the actual content of the training that the YE's themselves provided: a content not oriented to "knowledge", but to "knowing how" and "knowing how to be" within of the specific contexts that they met (classes of educational institutions which may be extremely diverse). The content of the training also guided the "classes-workshops" of high schools in the discussion, design and implementation of awareness campaigns targeted at young people in lower secondary schools ("middle schools"). Compared to more traditional models of education, the *empowered peer education* (EPE) tested in the R&C project focuses on developing the autonomy of the young people who would be involved not only in leading the awareness-raising workshops, but also designing, planning and evaluating them.

During Recognize and Change, together with national and international partners, the City of Turin carried out a research about the experience of R&C in empowered peer education (EPE). At the same time, on the topic of peer education, the project collected some direct evidence from the beneficiaries which was then presented in form of stories and anecdotes. Two additional evaluations were also carried out: one about the impact in Dunkerque and one of a more qualitative nature in Italy through a focus with YEs.

Some of the results reported⁴ about empowered peer education (EPE) can be resumed to draw some evaluation element.

The training program wanted to raise the YEs' awareness of the fact that, in their workshops, they would play the role of 'co-builders' and were responsible for creating a structured space for all participants, but within that space they would refrain from steering the conversation and would allow the content to flow freely.

The YE's course aimed at training on how to develop and increase the involvement of high school students on these themes by fostering discussions within the class groups and sharing the results of their awareness-raising

⁴ Empowerment Peer Education: The Recognize and Change experience, Ileana Lardini, R&C Handbook

activities. The YEs learned to take on the role of process ‘facilitators’, a role which hinges heavily on the ability of the YEs to create a safe space in which all students abided to a limited number of clear, shared rules.

The project proved in some extent that participants and young educators developed their knowledge by exchanging and questioning the know-how they already possess; thus, eliminating the top-down learning approach. Thanks to this approach, young people started to play an active role in addressing factors which affect their well-being, while developing a wide range of important skills related to knowing how ‘to do’ and knowing how ‘to be’, and also knowing how ‘to become’ and know how ‘to hope’.

The same training model was applied to all project partners’ areas. The recommended methodology constituted the bare bones upon which to build and create a local training model, overseen by the Manager of Local Awareness-Raising and Education Activities (MLAE), with the support of the Training Consultant and Social Media Manager. As also confirmed in the Focus groups (see. 3.2) the MLAE proved to be essential in order to provide guidance, to foster constant dialogue and interactions between the many different stakeholders (young people and adults in their different roles and positions).

The content of the training course highlighted the tools required to guide young people in creating an awareness campaign (plenary sessions conducted in an interactive way, collective re-elaboration and construction group work, role plays / collaborative games / simulations, narrations, etc.).

The training of the YEs has led to identifying the tools required to encourage young participants:

- to recognize preconceived or partial thought patterns;
- to identify alternatives to prejudice that can be surprising, unsettling and, sometimes, even amusing.

By experimenting and re-analyzing the actions carried out, YEs were able:

- to learn from experience (action learning);
- to develop critical-thinking;
- to create creative approaches that prompt changes in mentality.

The real-life experience and its shared re-elaboration have led to the creation of active interventions in middle school and high schools, which can involve and highlight the experiences of girls and boys.

Some direct anecdotes⁵ gathered by partners give some vivid picture of how the experience was assessed by the YEs (in Italy):

- *“An exchange of experience, perspective and energy... that’s what it’s all about... we all discovered new things about others, we learned to be more united, to communicate better and to have confidence in who we are... we learned to look forward with optimism and to realize that the beauty of a human-being lies in his or her own uniqueness” (Bucharest, Romania).*
- *One of the students reacts violently: “- Hmm, Roma people, I hate Roma people. They are lazy and have a bad personality; moreover, all they do is steal.” Then one of the young educators (YE) says: “- You know me quite well, and you know that I’ve reacted the same way before. If six months ago, somebody had told me that a Roma person would be my best friend now, I would probably have sworn at him. The things we hear about others without knowing them personally are a form of prejudice. Right now, my best friend is of Roma origin and that doesn’t worry me at all. We cannot judge a book by its cover. We need to see the content. At this point, the student reflects on what he said minutes ago and says: “- In reality I don’t have anything against Roma people. I even have classmates who are Roma with whom I frequently talk. These thoughts aren’t mine, they are my parents’, for which I’m sorry.”*
- *At the beginning of the program, our YE role in the class was a little bit ambiguous – for young educators and students alike. Students were talking to us quite formally and considered us to be teachers. As soon as the aims of the program were made clear to them and they understood that the purpose of our presence*

⁵ The Red button. Anecdote and stories about E.P.E. The approach, curated by Antonella Tropiano, R&C Handbook - Building the “Recognize and Change” Culture.

was not related to teaching, students felt free to discuss and even reach out to us, not only during class hours but also in their free time.

To summarize, the Empowered Education approach was chosen by R&C due to its peculiar feature: the fact that the young participants play a central role at every stage of the project, from its conception to its evaluation. Thanks to this approach, the YEs oriented the aims of the R&C project towards specific objectives that they themselves helped to identify. From an operational point of view, the model has been perceived as a circular and continuous research-action process based on learning (learning from the re-elaboration of the action). The tools that the YEs used corresponded to the content of the training itself. The YEs were trained in practical terms, so they could reflect on the content and could help young students to formulate their own ideas on the three main topics of the project over the course of the three years. All this allowed R&C project for the creation of an informal education experience in a formal context.

Such an approach allowed not only to involve but to empower young people; to make them protagonists of change; to express positions different from those of adults, new and perhaps more suitable for grasping reality and promoting new methods of intervention.

At the end of the second year, in Dunkerque was carried out an empirical study⁶ with the main actors (YEs, students, school educators, institutional representative) of Recognize & Change to evaluate the effects and the impacts of the project on the target audience.

The partners interviewed all agree that the Recognize & Change project has been a positive experience, which has contributed to behavioral changes in students regarding their way of perceiving people and their relations with others. Furthermore, the project has promoted a territorial dynamic for a number of secondary and high schools, as well as for local players working in the fight against discrimination. From the point of view of the teaching staff of the schools involved, the project resulted relevant both in the choice of the themes addressed and in the choice of the method and its implementation through peer education.

The previously mentioned assessment done in Italy made it clear that R&C allowed students to spend time with each other, to get to know one other, to talk freely and to discuss themes that they could not (or did not want to) address with their parents. They especially appreciated to have a space where they can express their own opinions and exchange their opinions with others.

The young educators reported they were delighted to have participated in this project, despite its compulsory nature. For some, it will remain a great experience, because they have learned things that are complementary to their social-worker training course, such as how to design educational tools, the facilitation of workshops and speaking to an audience. Some students described themselves as "activists", who are willing to get involved in various actions, to defend the themes of the project.

Several weaknesses were also mentioned when designing a possible continuation of the project, and some solutions have been suggested.

The young educators and their teaching staff mentioned the fairly substantial workload preparing and running the workshops, which weighed on the time spent on their traditional academic work. They suggested to increase the number of young educators, in the future, while to reduce burdens and pressure. Another solution could be to work in partnership with the school social workers and the social workers employed by the municipality, who could run some workshops. A way should also be found to improve communication between schools and young educators, in order to improve the logistical organization of the workshops. Finally, the involvement of local associations in the training and the support of young educators would allow greater flexibility and responsiveness on a daily basis.

Students believed that the awareness-raising activities should be extended to more classes, or even to the whole school, to have a greater impact. This impact could also be improved by carrying out "booster shots" throughout

⁶ Included in the R&C Handbook - Building the "Recognize and Change" Culture.

their schooling, in order to prevent pupils from gradually falling back into their old habits. Lastly, the students would also like parents to be informed/trained so that they are more aware of the themes and issues.

The “Italian research on the young educator experience” implemented by Dr. Antonella Tropiano⁷ provides a lot of hints about the training evaluation, starting from the training methodology.

In general, it seemed that the methodology had favored the contents rise both in the YEs and in the students. It was defined as a “non-scholastic” training which fostered reflection and framed the definition of the concepts and topics addressed in the three-year course. This approach is effective amongst the adolescent age group, as it favours the discussion of complex topics through indirect forms of communication, such as play. By moving away from the classic lecture-style approach, the YEs were able to observe the students. Self-narration emerged particularly in the presence of possible projections of one's ideas onto audio, video and photographic media.

Despite this, it was possible to detect differences in terms of functionality over the years and in different class contexts. In the presence of instances of social marginalization and problems within the groups, the more experienced YEs perceived emotional and cognitive overload due to the absence of alternative tools, lack of experience in the field and clearly defined contents. The first year was highly formative in spite of the difficulty of the topic: identity. During the upstream and ongoing trainings, the activities were tested in groups before being presented to the classes. This helped the YEs in terms of confidence in the methodology, while the second year was very different, as YEs had to bring their creativity into the mix.

Lastly, the third year would have provided for even greater involvement on behalf of the students in the implementation of the activities, but this was not possible to the closure of schools enforced by the restrictions related to Covid-19. The pandemic inevitably imposed some changes on the project execution and the way in which the project could be delivered. Some partners were unable to complete all the in-class activities prior to the lockdown; as a consequence, they were unable to achieve the objectives that had initially been set out for the 3rd year in the way which had been planned. The project then used social channels to continue the activities, but according to the above-mentioned research by Dr. Tropiano, in Italy the experience was not perceived as fully satisfactory neither by the YEs nor (indirectly) by the students. As regard the overall experience, all YEs rated it positively and would recommend it to all those interested in working in adolescent educational contexts as well as working with social issues which are so important for the life of each and every individual. The project was defined as a “training and professionalizing experience”: it allowed them to work on themselves and improve individual aspects of introversion-extroversion. This was facilitated by the non-formal educational approach, which seems to have produced autonomy and to have fostered experiences of self-efficacy in the planning and implementation of specific interventions with class groups. The YEs were able to experiment work and enhance the effectiveness of teamwork in order to support and control individual dynamics.

5.2 COMMUNICATION AND AWARENESS

As emerged during the focus groups (see chapter 3), the combination of communication and training to foster awareness represented the pivot around which the project was built and finally proved to be the success factor of “Recognize and Change”.

According to the central communication team⁸, the R&C approach was underpinned by active involvement of all the players. From an operational standpoint, this approach mixed research and action, which were improved through feedback loops. In other words, the learning occurs by repeating and improving actions. This theoretical-methodological frame led to the creation of a training course for Young Educators (YEs) which was essentially a

⁷ Included in R&C Handbook - Building the “Recognize and Change” Culture.

⁸ FROM TRAINING TO COMMUNICATION: THE R&C APPROACH Curated by the Communications Team (Davide Tosco, Gianmaria Vernetti, Pierpaolo Alessio), included in the R&C Handbook

co-constructed experimentation of what the YEs would then replicate with high school students upon completion of their training program. So, the project gave the YEs the role of content creators in the sharing, communicating and awareness-raising campaigns. In particular YEs were expected:

- to perform an active role in identifying, reading and analyzing their own relational maps through recognition, legitimation, participation, belonging, and power of action;
- to identify and promote the field and the theme of the project (which change every year), paying special attention to the singular context-dependent specifications pertaining to themes of identity, discrimination and violence;
- to outline strategic guidelines which are necessary in terms of developing the project in the classes;
- to activate all individual and group resources available; - to create awareness-raising content.

Therefore, beyond the attention paid to YEs in terms of training, they have played a crucial role in communication, and in involving students and developing their awareness. We have already had occasion to say (see chap. 3) that it is not possible to measure the increase in awareness, however in the opinion of the whole partnership and of the communication team it is precisely on the target of students that the effect was most evident. This is undoubtedly thanks to the greater effectiveness of communication between peers, especially with reference to this type of issue; a counterproof could be some lack of the project results on adults (at list in terms of commitment). As previously mentioned, this kind of participatory communication allowed the whole project to adapt itself to the new situation and to go ahead, during the pandemic.

On the other hand, Social media and online communication (website) represented an important communication tool for the project. The results in terms of contacts created are impressive and far exceed expectations. Thanks to online communication the project was able to reach 3 million people.

From the very beginning, institutional communication has been set on solid foundations thanks to an excellent contribution of professional skills. A new social profile was built and in order to maximize the effectiveness of the message, international and local / national channels were also created. This was pivotal in fostering communication and proved effective in achieving the project goals.

All actions were taken in order to offer people an opportunity to gain information and awareness on the project themes in relation to their targets. This is why theme-based rubrics were created on the three social channels (Facebook, Instagram and Twitter), with the aim of offering users' opportunities to reflect and share contents, to read news and dig deeper into the topics. The local and national channels were conceived as tools to keep a direct line of communication with users daily. These channels also took care of adapting, translating and localizing the international content in order to offer users an opportunity to reflect, which is one of the objectives of the project.

The local - global dichotomy proved to be essential in developing the R&C's project, because it meant action steps forward were being made simultaneously in two levels.

In the end, R&C's social activity was based on more than twenty social media channels, which overall generated an average monthly reach of 50,000 users and over 120,000 views.

The social strategy was based on three international social media platforms (Facebook, Instagram and Twitter) and, more specifically, 10 Facebook pages, 7 Instagram accounts and 3 Twitter handles, were managed locally. Local content allowed users to take a closer look at the project and its individual initiatives, effectively removing the communication barrier that is often created in such large-scale transnational projects. While Facebook generated high engagement and large visibility, especially Instagram proved to be the ideal platform for interaction and reflection with the "young and very young" target audience. The communication team argued if Twitter worked well in terms of project's actual ability to engage journalists, opinion leaders and stakeholders.

With regard to the content, it can be broken down as follows: institutional and awareness-raising content: 40%; narrative content pertaining to activities on the ground: 30%; user generated content (YEs and students): 30%.

The contests also constituted an important awareness-raising element, so they had a lot of space dedicated to them on social media. National channels and individual partners (small and large) were entrusted with 'pushing' the views and voting on the platforms; as a consequence, the numbers yielded by the contest were extremely

positive and broadened the reach of the project's messages. The production and publication of original content on the project's social media channels tried to engage students in a participatory and creative way. The contests have demonstrated this potential and have contributed at increasing the project's visibility: 427,000 votes and 168,000 total visits recorded to the site.

In 2020, the pandemic greatly influenced the R&C's social media activity. One of the most complex aspects has been adopting a coherent and cohesive line of communication, in light of the emergency situations managed in different ways in the different partner countries. On a strategic level, all "strong" awareness-raising content (e.g., stories of violence) were temporarily suspended to focus on positive "community" messages such as 'we are close even if apart' or 'you are not alone', and practical advice to better cope with the lockdown. The dialogue and coordination between people from diverse communicative contexts, combined with their different cultural and professional backgrounds, represented both a challenge and an opportunity.

To understand how social media significantly depending on the local contest is an issue, common to most of transnational projects: some platforms are preferred to others, the approach to content changes, like the sensitivity to the project themes. In R&C project, these elements generated an opportunity for professional and cultural enrichment, but they also mean that distributing and sharing of project content takes more time.

5.3 CONCLUSIONS

The educational and training component of the project is the backbone of the R&C project. It was a mean for raising awareness to Young Educators (YEs), to develop and increase their capacity to involve high school students on the project issues, also through the interaction with the class groups and some specific shared tools. As said several times along this analysis, the communication aimed at promoting the awareness of different targets groups about the very sensitive themes of the project represented a lot more than and horizontal activity. Being rather the core activity, it took place along two main lines: on the one hand the combination with training, on the other the massive use of online communication.

Based on the several elements of judgment reported in the previous paragraphs, it can be considered that the project has been able to guarantee by itself a proven effectiveness through these activities. It can be more precisely recognized in what follows. The R&C project proved in some extent that participants and young educators developed their knowledge by exchanging and questioning the know-how they already have replacing the traditional the top-down learning approach. This recommended methodology was applied by every local partner, supported by the MLAE (Manager of Local Awareness-Raising and Education Activities) which proved to be essential in order to provide guidance and to foster constant dialogue and interactions between the many different stakeholders (young people and adults in their different roles and positions). So that the methodology worked on because it has been sustained by an appropriate management structure.

The Empowered Education approach was chosen by R&C so that the young participants could play a central role at every stage of the project, from its conception to its evaluation. The model has been perceived as a circular and continuous research-action process based on learning (learning from the re-elaboration of the action). The YEs were trained in practical terms, in order they could transfer knowledge and contents, helping young students to formulate their own ideas, promoting an informal education experience in a formal context.

Furthermore, the project has promoted a territorial dynamic for several secondary and high schools, as well as for local players working in the fight against discrimination. From the point of view of the teaching staff of the schools involved, the project was relevant, both in the choice of the themes addressed and in the choice of the method and its implementation through peer education. The project was defined as a "training and professionalizing experience". It allowed them to work on self-esteem and improve individual aspects of introversion-extroversion.

Further feedbacks gathered from the beneficiaries highlighted that it was not always possible to create a perfect synergy between all participants involved. Having said this, the overall perception of the project on behalf of the students was positive, as they deemed the experience to be participatory and engaging. Furthermore, the

pandemic inevitably imposed some changes on the project execution and the way in which the project could be delivered. The project then used social channels to continue the activities, but the experience was not viewed as beneficial, neither by the YEs nor by the students.

The role played by YEs in schools has been recognized as fundamental in building effective communication to promote awareness. Beyond the value of communication between peers, the products made by the YEs have made it possible to convey a more incisive message and at the same time to reach a wide audience of interested parties (young people in particular).

As for communication, from the very beginning, the institutional communication has been set on solid foundations thanks to an excellent contribution of professional skills. A new social profile was built and in order to maximize the effectiveness of the message, international and local / national channels were also created. This was pivotal in fostering communication and proved effective in achieving the project goals.

In numerical terms, it was registered a positive response to R&C activities on various social channels. From this perspective, the local and international Facebook channels generated high engagement and great visibility. With regard to the “young and very young” target audience, Instagram proved to be the ideal platform for interaction and reflection. In the end, national channels contributed to the results of the project to varying degrees while international channels took on the role of institutional voice of the project.

6. SUSTAINABILITY

6.1 PROJECT SUSTAINABILITY: RECOMMENDATIONS AND POLICIES

Sustainability of a project simply implies the continuation of project activities and maintenance of project outcomes after the initial/primary grant expires: we can, then, speak of “sustainability development”. It’s a systematic concept relating to the continuity of economic, social, institutional and environmental aspects of human society as well as the non-human environment. Sustainability is as well a characteristic of a process or state that can be maintained at a certain level indefinitely. In the case of R&C project it concerns the consolidation of sensitization and awareness of individual responsibility towards anti-discrimination and non-violence. Concepts that can be translated into dissemination activities and products.

In formal terms, the sustainability was dealt with output 3.3 “shared recommendations for the improvement of local public policies realized”, which the following objectives):

- (at least) 9 policy and decision makers involved;
- (at least) 9 recommendations produced.

In the project, “Recommendations” are intended as a series of operational proposals that have been formulated by each of the territories included within R&C, through exchanges and dialogues that involved local administrators, young educators, associations, schools and the project partners. If it is true that the level of activism and representativeness provided by each of the partners countries varied a lot, everyone recognize that the recommendations represented a basis for planning and acting in the future.

The starting point for the partners, in the elaboration of the proposals, was the role of young people in the territories and the contribution youngsters can and want to give to growth and social cohesion. This contribution stems from the main theme of R&C: the fight against discrimination caused by gender issues and migratory phenomena, as well as the ability to acquire critical autonomy in reading and interpreting these phenomena.

The method has provided that each partner compares its priorities with the others and identifies common land on which to set up new work hypotheses.

R&C has set up a board of local politicians – the councilor, the president of the aggregation of municipalities, the deputy of the decentralized assembly regional or provincial – committed to promoting and living the R&C project objectives as well as to confront each other in the annual seminars provided by the project at a global level. Each politician was interviewed by the partner active in his respective territory.

This group of politicians was able to meet and exchange ideas in the project meetings: the kick-off in Turin in 2017, the 2018 seminar in Jaén and the 2019 one in Sinaia (the 2020 meeting was cancelled due to pandemic).

The recommendations’ formulation took place along paths of structured dialogue carried out by each partner during the first two years of the project (from the end of 2017 to September 2019) according to shared criteria but with methods of discussion and distillation of recommendations which in the various territories have followed their own peculiarities. The partners followed the paths drafted here-below in outlining the recommendations.



The channels in yellow highlight the ways through which the recommendations are explored, disseminated and shared: from the network (including social channels) to further work amplification made by the young educators themselves. The work falls within the agendas of each partner so as to ensure that sustainability becomes a priority for everyone.

Following these channels, more than 9 recommendations have matured, but 9 of them have been finalized and defined in the handbook “Building the Recognize and Change Culture” as shown below:

1. Promote Refresher Programs pertaining to discrimination aimed at the staff working in compulsory education and high schools;
2. Promote Awareness-Raising Programs pertaining to issues of discrimination amongst students, starting from kindergarten;
3. Make the fight against bullying and cyberbullying a priority, and focus on educating adults;
4. Promote the integration of young people with disabilities into the labour market at a European (EU) level;
5. Promote the participation of young people in international and European mobility projects;
6. Promote and support the introduction of voluntary educators who are trained in fighting discrimination and violence, at every level of compulsory education, from kindergarten to high school;
7. Promote awareness-raising activities pertaining to discrimination among the adult and elderly population;
8. Allocate funds and encourage collaboration between local authorities and youth associations for activities aimed at combating discrimination and violence;
9. Draw up a Memorandum which classifies types of discrimination and outlines the approaches and techniques to be adopted in the municipalities of each territory involved in the project, paying particular attention to areas with a smaller population.

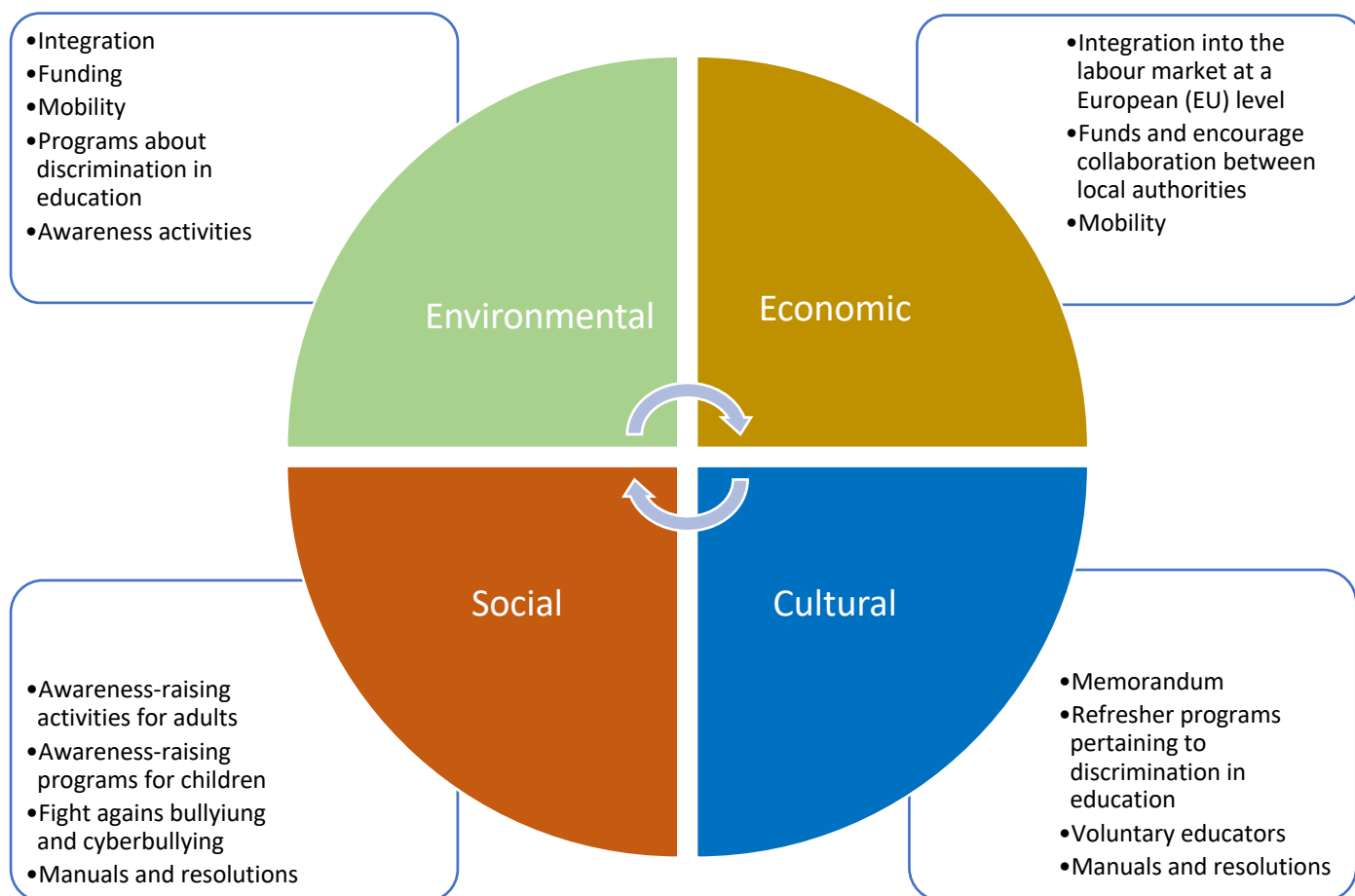
To understand how these recommendations are the ground of the sustainability of the project we must look at a method of measurement.

Usually, sustainability is measured by assessing performance of Social, Environmental, and Economic principles, while a balanced treatment of all three is an ideal goal, it is not always achievable.

In a project like R&C it's obvious that the first pillar is most evident in terms of sustenance. We also must say that, where urban contexts are involved, we could include a fourth pillar of sustainability, intended as the cultural understanding of sustainability. Which led to a more comprehensive way and to understand sustainable development called, “Circle of Sustainability”. This method is used by United Nation Global Compact Cities to maintain and monitor sustainability in cities and urban settlements under Cities Programme directed towards socially sustainable outcome. The independent evaluator believes that the “Circle of Sustainability” can be applied also in this case because most of the R&C local partnerships coincide with urban areas or confined areas.

After the recommendations are placed in the Circle of Sustainability, we noticed that all the four areas are covered, included the environmental one. In fact, though not having the centrality of the social, economical and cultural issues which instead represent the core of the project, environmental returns can be nevertheless appreciated.

Figure 7 Circle of Sustainability



Based on the recommendations and proposals developed and presented in each territory, an overall document on the guidelines against discriminations at European level has been realized and signed by 13 representatives of the 13 partner territories, on the occasion of the International Sinaia Conference 2019.

Some other initiatives have flourished, and new outputs have been produced as results of this process, as per the table below:

Some other initiatives have flourished, and new outputs have been produced as results of this process, as per the table below:

<p>ADDITIONAL OUTPUTS</p>	<p>Diputación Provincial de Huelva - Nuestros cuerpos, vuestros límites - Guide about combating sexual violence against young women</p> <p>Caritas Bucarest – Bullying? Recunoaste si fa o schimbare – Manual against bullying.</p> <p>Torino: Piano d'azione cittadino contro i crimini d'odio razzisti, anti-racism identified as a “common good”, public call for a Collaboration Pact on Anti-Racism.</p> <p>Comune di Torino - Linee guida per il coordinamento alle politiche per l’interculturalità e alla partecipazione – Guidelines for the coordination of the intercultural and participation policies</p> <p>http://www.comune.torino.it/ucstampa/cartellestampa/bm~doc/la-politica-interculturale-della-citt-di-torino.pdf</p> <p>ISCOS: Toolkit Recognize & Change (IT - EN) download from: https://recognizeandchange.eu/tools-research-outcomes</p> <p>Brazil - Impact evaluation of the project on the Fortaleza schools https://recognizeandchange.eu/attachments/2021/On-Brazilian-schools-lab_EN.pdf</p>
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These additional outputs must be intended in some extent as new starting point for follow-up activities envisaged by the project in its final phase, then contributing to sustainability, especially about the social and the cultural dimension (see Figure 7).

Follow-up activities can be intended as contributing to the project sustainability. The ones reported in Table 5 are ranked in terms of sustainability, according to the fact that they benefit of a “system” support (legislation, plans, tools, etc.) or based on individual willing and behaviour. We can say, according to this ranking list, that for a project like this, based on awareness and sensitization about certain issues, sustainability is directly linked to a cultural change. The presence only of support tools (programs, resolutions, guidelines, recommendations, handbooks, etc.) may guarantee a solid pathway to a cultural change. In other situations, even if sustained by training and awareness campaigns, the individual behaviours are not sufficient. Therefore, we consider poor the sustainability based on participant willingness and stronger the one depending on documents or agreements or legislation, as presented in the following table.

Table 5: Sustainability potential

Territory	Activity	Sustainability potential
Torino (I)	City action plan against racism	Strong because based on a resolution and on a plan
Torino (I)	Guidelines for the coordination of the intercultural and participation policies	Strong because it consists of guidelines, therefore it can be applied
Torino (I)	Toolkit Recognize & Change (IT – EN)	Strong because it gives practical indications
Greece	Implementation of Ministerial programs: of workshops about anti-discrimination and against violence in the school	Strong because based on a Ministerial program and sustained by its provisions
Huelva / Jaen (ES)	Handbook against violence	Strong because based on a tool
Brazil	Impact evaluation of the project on the Fortaleza schools	Strong because the impact is demonstrated
Caritas Bucharest Association /DGASMB (RO)	Antibullying Manual, ABCs (anti-bullying crews) in every school	Strong because based on a tool
Caritas Ruse (RO)	Young participants will continue to volunteer and make policies for young people at local level	Existing but poor because based on individual behaviours and willing
Caritas Bargas (RO)	Development of partnerships	Existing but poor because based on individual behaviours and willing
Baia Mare (RO)	Model used by students, NGOs, Community	Existing but poor because based on individual behaviours and willing

Sustainability in the project is generally ascertained, but the theme treated in the project also make it highly dependent on external variables. In a project like R&C, you need to switch from the project sustainability to its content sustainability where building a solidarity society is one of the pillars of sustainable development. In this sense, the prevention of racism and discrimination is essential to ensure social cohesion and equal opportunities for all citizens. We know that racial discrimination has repercussions in many areas: political, economic, social and cultural. The prevention of racism provides the ideal prerequisites for working on the pedagogical principles of empowerment and equal opportunities, as well as for training various interdisciplinary skills such as: thinking systemically, developing a sense of belonging to the world, reflecting on their own values and those of others, changing perspective, contributing to the collective processes, thinking and acting in advance. In other words: practicing a sustainable development.

The Circle of Sustainability (see Figure 7), where the recommendations cover all the four dimensions (environmental, economic, social and cultural) shows that R&C created the conditions to strengthen the cultural and social framework in which economic and environmental development takes place.

7. STRENGTHS / WEAKNESSES, LESSONS LEARNED

This chapter aims to summarize, in the light of what was previously issued, the main strengths and weaknesses of the project and to highlight the lessons learned. This, in order to finally provide some last hints that may be useful in the context of reflection on the project and its potential redesign, according to the principles of project cycle management.

7.1 STRENGTHS / WEAKNESSES

The analysis of the results, of the efficiency and effectiveness of the project as well as of its sustainability makes it possible to identify (also thanks to the reflection collected in the focus groups with the partners and the management and communication teams) the main strengths and weaknesses of “Recognize and Change”. The following table presents S&W with reference to main project activities: management, communication and finally training and the awareness raising model.

Table 6: Strengths and weaknesses of the project

PROJECT MANAGEMENT	STRENGTHS	Well defined roles (clear responsibilities) in the management group Partners' collaboration Multi-level management structure (central and local) Set of indicators (quantitative) related to outputs
	WEAKNESSES	Lack of evaluation procedures Lack of internal self-reflection procedures Lack of governance related to schools
COMMUNICATION	STRENGTHS	Communication team and centralized coordination Communication at local level and Local social media manager Multi-channel communication (website, contest, peer, social medias) Social medias (in particular targeted) Flexibility and adaptation (when Covid-19 restrictions) Connection with training Responsiveness of YEs Communication based on communities and networking (at YEs level) Peers based communication Institutional communication (professional)
	WEAKNESSES	Lack of parents' involvement Bureaucracy (at school level) Lack of “in-presence” due to the Covid-19 restrictions Cultural differences (partners' sensitiveness about how to communicate) Lack of decision makers commitment Lack of indicators (qualitative and impact)
TRAINING AND AWARENESS RAISING MODEL	STRENGTHS	Solid methodology Manager of Local Awareness-Raising and Education Activities Trainers well prepared

		YE's strongly motivated Experiential training Empowered peer education
	WEAKNESSES	Lack of indicators (impact on awareness) Stereotypes Lack of time (in training) Lack of leadership Online (when Covid-19 restrictions) Lack of (initial) skills about the methodology

Starting from these three project areas, the external evaluator can outline a complete picture of the strengths and weaknesses. Looking at the project, some further elements can also be indicated, taking into account the lessons learned by the partners and actors of the project.

The management allowed to deal with the complexity of the project resulting from the high number of partners involved, the heterogeneity of the areas concerned, the number and breadth of the issues considered. The project management effort was supported either by the active collaboration of the partners and by a multi-level approach based on central and local management.

On the other hand, the lack of a solid evaluation system (weak point), foreseen and activated from the beginning, has jeopardized the possibility of measuring the impact of the project on awareness raising at the level of the first direct beneficiaries (YEs and students) and then of the wider audience (citizenship).

Communication, understood as a real action of the project and not only in support of other activities, was a strength point in several aspects: its flexibility which contributed to "save the project" during the pandemic; its double scale institutional and local; especially the connection with the training and with the YEs activities. Through the YEs, the communication "made by young people for young people" has been able to convey fresh, new messages and bring a more updated vision on the delicate themes of the project.

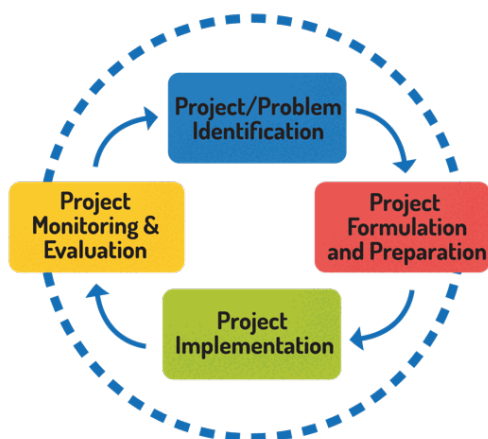
Finally, another great strength was the investment in peer education, based on the sharing of a solid methodology that each partner was able to implement on their own territory and which provided strong results even able to counteract some initial lack of skills or the impact of the Covid-19.

7.2 LESSONS LEARNED

The Focus groups allowed to bring out a considerable number of lessons learned. The reflection on what happened during the project and the explanation of what has been learned is fully consistent with what the Project management approach⁹ requires in the so-called "closure" process.

⁹ The Standard for Project Management and A Guide to the Project Management Body of Knowledge (PMBOK® Guide)

The lessons learned are intended as the outcome of a critical reflection on how the project was carried out, with reference to the elements that determined its success or failure.



The purpose of the lessons learned is to provide information that may be useful for rethink or rebuild the intervention in the future and is well placed, within the evaluation phase, in the well-known Project cycle approach (here at the side represented).

The lessons learned identified by the participants along the 3 focus groups provide useful elements for reflection in case you intend to re-propose a project again. With the above-mentioned strengths and weaknesses, lessons learned complete the knowledge framework on the management component and finally make it possible to recognize the value of participation, or to understand the young people “agency” or in the end the level of commitment

of decision-makers and of the political level.

Table 7: Lessons learned

	LESSONS LEARNED
MANAGEMENT	Having a more focused localization (macro-areas or macro-themes) would favor greater interaction and exchange.
	To preserve breakdown of management roles.
	Seeking a better sustainability.
	To reinforce evaluation (not replaceable with monitoring): from what we do to what is working and what needs to be changed.
COMMUNICATION	To work more on the ex-ante in terms of social impact.
	Impact measurability must be based on ongoing monitoring.
	Need to better communication between the components of the project.
	To activate co-design also during the project.
	To involve mainstream media partners who invest in project.
	To promote message amplification mechanisms.
	To analyze the mechanics of engagement in multicultural contexts: tone of voice, tools, channels, the concept of violence is different between an Italian and a Brazilian student.
	To think of communication as an integral and active part and not just a horizontal support.
	To prepare the communication background (how and what) before getting to work on the content.
GENERAL	Involvement of the politicians is essential to do holistic projects.
	To learn from peer is very efficient (even amazing).
	To preserve the awareness-based learning (you can start the change when you are aware).

	Young people can bring resourceful and unexpected views and strong contents.
	To explore new ways to reach and to involve the beneficiaries.
	To connect politician with young people (alliance based on fresh thinking, digital word, new ideas).
	To promote the internal training of the team: i.e. on the topics (anti-violence, migration, LGBT, gender) to have more cohesion in the activities.
	To involve the right expert (technical and professional).
	To invest more in joint work and mutual learning.
	To enhance social integration involving the beneficiaries.

7.3 FINAL REMARKS

Over its three-and-a-half-year implementation period, Recognize and Change has proven to be an extraordinary arena for implementing and testing its awareness raising strategy on very sensitive topics. The backbone especially resulted in strengthening cooperation between formal education and communication activities, in testing an innovative training methodology based on empowered peer education and in promoting a 360° communication (from institutional to beneficiaries). Like Norma De Piccoli and Mia Caielli summarized:

“It is difficult to draw conclusions from such a rich and layered project. This project was innovative both in terms of the issues it wanted to address, but also for having combined the development of knowledge and sensitivity on extremely relevant ethical aspects through an active and participatory methodology. What makes this project so original is its ‘ecological’ and ‘systemic’ approach; these aspects featured the construction and implementation of the method and the development of the contents. This project is ‘ecological’ in the sense that each group and partner country involved has adapted the project to its subjects, its culture, its institutional and legislative contexts, while maintaining the same macro themes and objectives as all partners. It is ‘systemic’ because it relies on a methodology referred to as learning by doing”¹⁰.

This evaluation explored the project through the available data about concrete achievements (outputs), but above all, in compliance with the TBA, it tried to reconstruct the theory of the project through its protagonists: in particular, how much and to what extent “Recognize and Change” was able to meet the expectations of those who led it. Some further evaluation indications have been expressed with reference to the effectiveness and to the cost-benefit ratio (efficiency).

However, the lack of an “impact assessment strategy” in the project has limited the range of action of the independent evaluation. In particular, the evaluator was forced to base either the cost benefit analysis or the effectiveness appraisal mainly (which is quite unorthodox) on the output produced by R&C, instead of on its intermediate outcomes (awareness raising of young people and commitment of decision makers). While the assessment of the “change” remained in the backwards, the most relevant evaluation elements are those expressed by the management group and the communication team or issued by the analysis carried out on training and empowered peer education. Finally, the focus led with the international partnership has allowed to recognize the R&C project as: a project from which everyone has learned a lot (many lessons learned have been pointed out); a project that has been able to recognize its weaknesses (but which has not given up to the pandemic), which has been able to successfully complete its activities: a project which is aware of its strength. Capitalizing these elements, as already done once in the past, could represent a starting point for further successful initiatives in the future.

Report ended on March 29, 2021.

¹⁰ Handbook, AFTERWORD, Norma De Piccoli and Mia Caielli