

APRIL 2022

Impact Evaluation Report 2017-2019

*The change generated by the
activities of the Fondazione
Scuola di Musica C. e G. Andreoli*





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SUMMARY

Introduction	3
Methodological framework	4
1. The value dimensions	5
2. The ecosystem of relations	6
3. The impact value chain	7
3.1. Input	8
3.2. Activities and outputs	9
3.3. The change generated. Outcome and impact	10
The effects on the direct beneficiaries and their families	10
The effects on teachers	18
The effects on the territorial context	19
3.4. The impact value chain. A synthesis of the evidence	22
3.5. The contribution of the activities to the Sustainable Development Goals	23

We believe in inclusive language and, whenever possible, we will use it in this report because we would like differences to be represented. In some cases, we will use the gender-neutral masculine, to keep the text more fluid, even though aware of all the limits that this implies.

Introduction

The Fondazione Cassa di Risparmio (FCR) di Mirandola, with the scientific support of AICCON, decided to undertake an **ex-post analysis of the change generated by the activities** promoted by the **Fondazione Scuola di Musica (FSdM) Carlo e Guglielmo Andreoli**, also thanks to the **contribution of the local banking foundation**.

The Fondazione Scuola di Musica (FSdM) Carlo e Guglielmo Andreoli is a basic training institution and a point of reference for the Unione dei Comuni Modenesi Area Nord (UCMAN) (Union of Municipalities of the northern area of Modena). These nine municipalities (Mirandola, Concordia, San Possidonio, Cavezzo, Medolla, San Prospero, San Felice, Camposanto and Finale Emilia) are founding members of the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli, together with the Fondazione Cassa di Risparmio di Mirandola, and provide an annual provision of funds for the benefit of the FSdM.

This report presents an **evaluation of the actions** carried out over the three-year period from **2017 to 2019** and has three main objectives. First of all, it intends to **evaluate the changes generated** on the different categories of parties with whom the FSdM collaborates, from direct to indirect beneficiaries, as well as local actors. Secondly, it wants to **strategically improve the school's future actions**, on the basis of the evidence emerging from the evaluation, in a lifelong learning perspective. Finally, it aims at **promoting and raising awareness** on the many opportunities of the music sector.

Beside this short introduction and the following methodological framework, this report is composed by three main sections. The first one underlines the school's distinguishing features in terms of theory and practice, resulting both from the innovative approach used and from its application in the context of the activities, the so-called **value dimensions**.

The second section of the report focuses instead on the **ecosystem** of relations in which the action of the FSdM can be situated. This is not limited to the mapping of the parties that have influenced or have been influenced by the activities (stakeholders), aiming, in fact, to qualify these relations on the basis of the level of involvement reached through the stakeholders, a crucial aspect for the project in terms of value generation.

Finally, the third section contains a synthesis of data related to the activities, in order to build the so-called **chain of impact value**, an instrument of analysis and synthesis of the production process of the value of actions. Thanks to this instrument, it was possible to identify the different types (monetary, human, non-monetary/ tangible and intangible) of resources (inputs) at the heart of the project that, in the short term, have generated precise results (outputs). By expanding the time horizon of the observation, it was possible to define the mid-term effects (outcomes) that allowed to evaluate the effectiveness of the project, starting from these results. Moreover, the sustainable long-term changes generated on the community of reference (impacts) have been analysed, too. Finally, on the basis of the evaluation evidence, the effects of the activities have been reinterpreted in the light of the **Sustainable Development Goals of the UN Agenda 2030**¹ and the related

¹ For more information, see: <https://unric.org/it/agenda-2030/>

targets, in order to situate the specific contribution of the project, acting locally, in the context of this important global framework.

Methodological framework

As already said, the **methodology designed by AICCON** approaches the impact assessment of the activities starting from the organisation first, and then shifting towards the actual activities which are the subject of the evaluation, observed both in their relational dimension and through the construction of the so-called impact value chain, which takes inspiration from the **Theory of Change**². On the basis of the contents set by the instrument, it is possible to determine a set of qualitative and quantitative indicators, relevant and adequate as compared with the evaluation objectives coherently established on the basis of the activity type analysed. This methodology is inserted in the classification of the evaluation approaches recognized in literature³ in the cluster of **models focusing on the process**. Moreover, it integrates a participative orientation of the evaluation process (a **workshop of co-designing of the evaluation framework** took place in July 2021).

The set of indicators and qualitative and quantitative information is composed by two different types of data and information collected, namely:

- a relevant data selection – made available by the organisation – based on the information collected with respect to the evaluated activities (**secondary sources**)
- data obtained through **specifically developed detection tools (primary sources)**. Namely, **questionnaires**⁴ have been distributed to:
 - ✓ students over 14
 - ✓ relatives of students under 14
 - ✓ relatives of disable students
 - ✓ teachers
 - ✓ school's stakeholders

²For more information, see: Connell, J.P., Kubisch A.C. (1998), "Applying a Theory of Change Approach to the Evaluation of Comprehensive Community Initiatives: Progress, Prospects, and Problems" in Stame N.

³ For more information, see: Bengo, I., Arena, M., Azzone, G., Calderini, M. (2015), "Indicators and metrics for social business: a review of current approaches", *Journal of Social Entrepreneurship*, 7(1), pp. 1-24 and Stern, E. (2016) "Impact Evaluation: A Guide for Commissioners and Managers. Prepared for the Big Lottery Fund, Bond, Comic Relief and the Department for International Development".

⁴ Questionnaires were only administered to students enrolled in the School at that moment, so to 560 students, 60 of which with disabilities.

30% of the families of participants with disabilities enrolled in the School replied to the questionnaire, while about 45.2% of other families replied to the questionnaire (namely, 107 answers from families of students under 14 and 119 answers directly from participants over 14. Among the latter, 47.1% of respondents were under 18, 32.8% between 18 and 34, 17.6% between 35 and 64 and 2.5% were 65 and beyond.

1. The value dimensions

The value dimensions make the action of the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli **different from other parties active in the same field of action** and constitute the distinguishing features connoting its *modus operandi* and scope (figure 1).

Quality and continuity of human capital

- The **pool of qualified teachers** with **open-ended contracts** – this is one of the few schools of music in Italy with these characteristics – represents a guarantee in terms of effectiveness of the activities and testimonies the will to give continuity, structure and longevity to the project.

Heterogeneity of beneficiaries

- All learning pathways and initiatives promoted by the school of music are designed to fit a **plurality of age groups** and personal needs, with different social and didactic purposes, depending on the different conditions characterising the beneficiaries of the activities (for example: level of expertise, age group etc.), with a specific attention to disabilities. The degree of heterogeneity and different needs of the wide public of beneficiaries of the activities also represents an important element for the processes of social inclusion that the school wants to bring forward.

Strong relation with the territory (aggregating role and cooperative approach)

- Over the years, the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli, through the activities carried out on the territory, has turned from being a “simple” promoter of training and musical projects into a point of reference for people (citizens but not only) but most of all for other realities acting in the territorial context. In this respect, the school plays an **aggregating role** for citizens and promotes **new forms of aggregation**, both among single individuals and among different local organisations, through a **strongly cooperative approach** to action that involves a heterogeneity of institutions (public, private, non-profit and for-profit, formal and informal) active in different sectors (education, health, music, territory management, etc.) for the **same objectives**.

Music as a cultural instrument of education and social inclusion

- The school plays a role that goes far beyond the mere act of knowledge transfer, and can be seen as a place of **social defence**, where minors can grow safe from phenomena such as bullying, discriminations, relational problems and isolation. By taking into account the cultural value of the school, we also consider its social and educational value, that can generate impact both in terms of personal well-being – with a particular attention to people with disabilities participating to the activities – and of community development and social cohesion. Thus, **education and social inclusion** do not only represent two of the main goals of the school of music to be obtained through practice and musical initiatives, but also **its method**.

Fig. 1 – The value dimensions of the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli

2. The ecosystem of relations

Figure 2 summarizes the variety and intensity of the involvement of the network of subjects who influence and/or are influenced (stakeholders) by the activities of the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli.

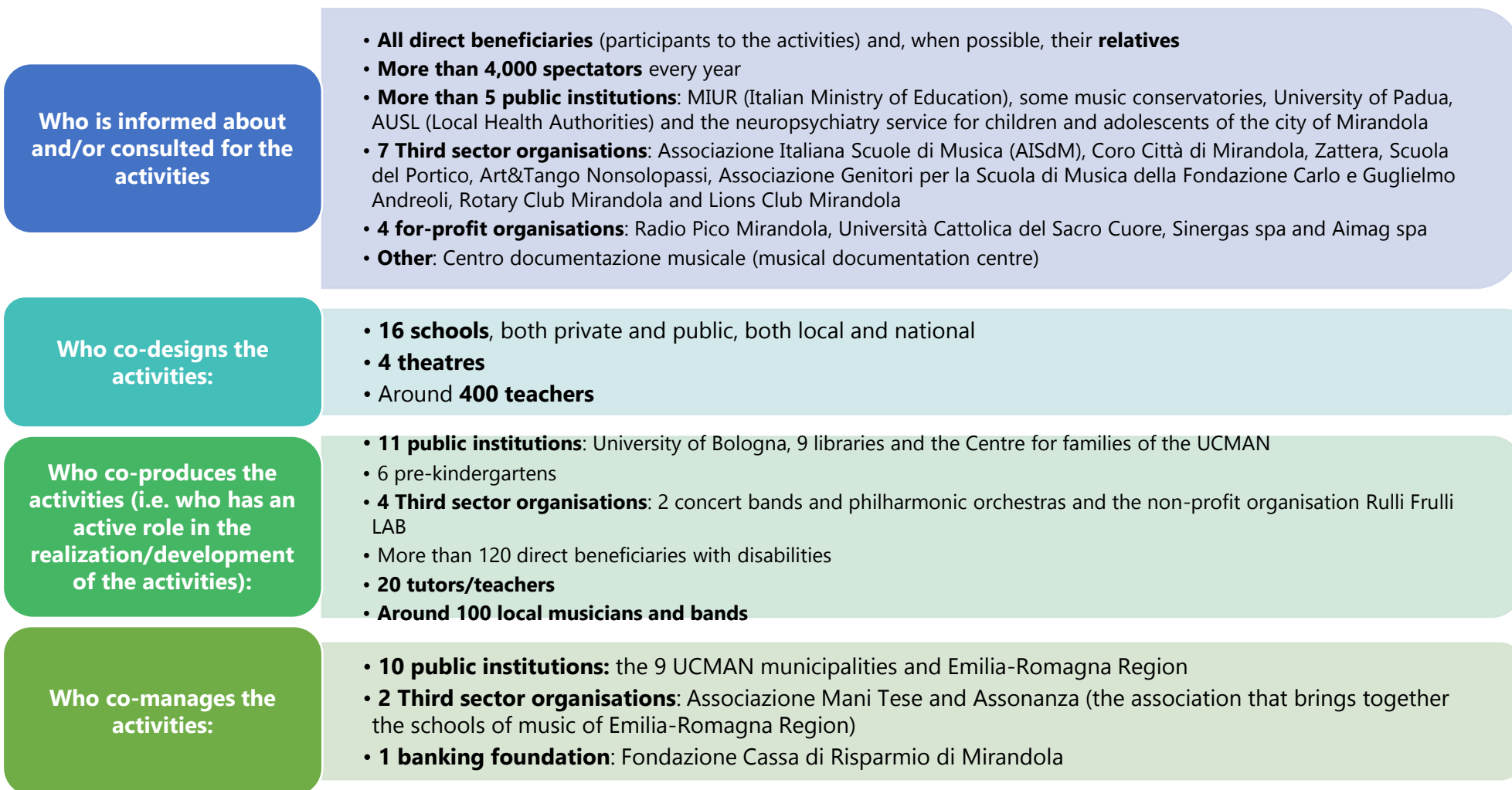


Fig. 2 – The ecosystem of relations of the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli

3. The impact value chain

Figure 2 summarizes the **production process of value** of the project, underlined and evaluated through the instrument of the impact value chain.

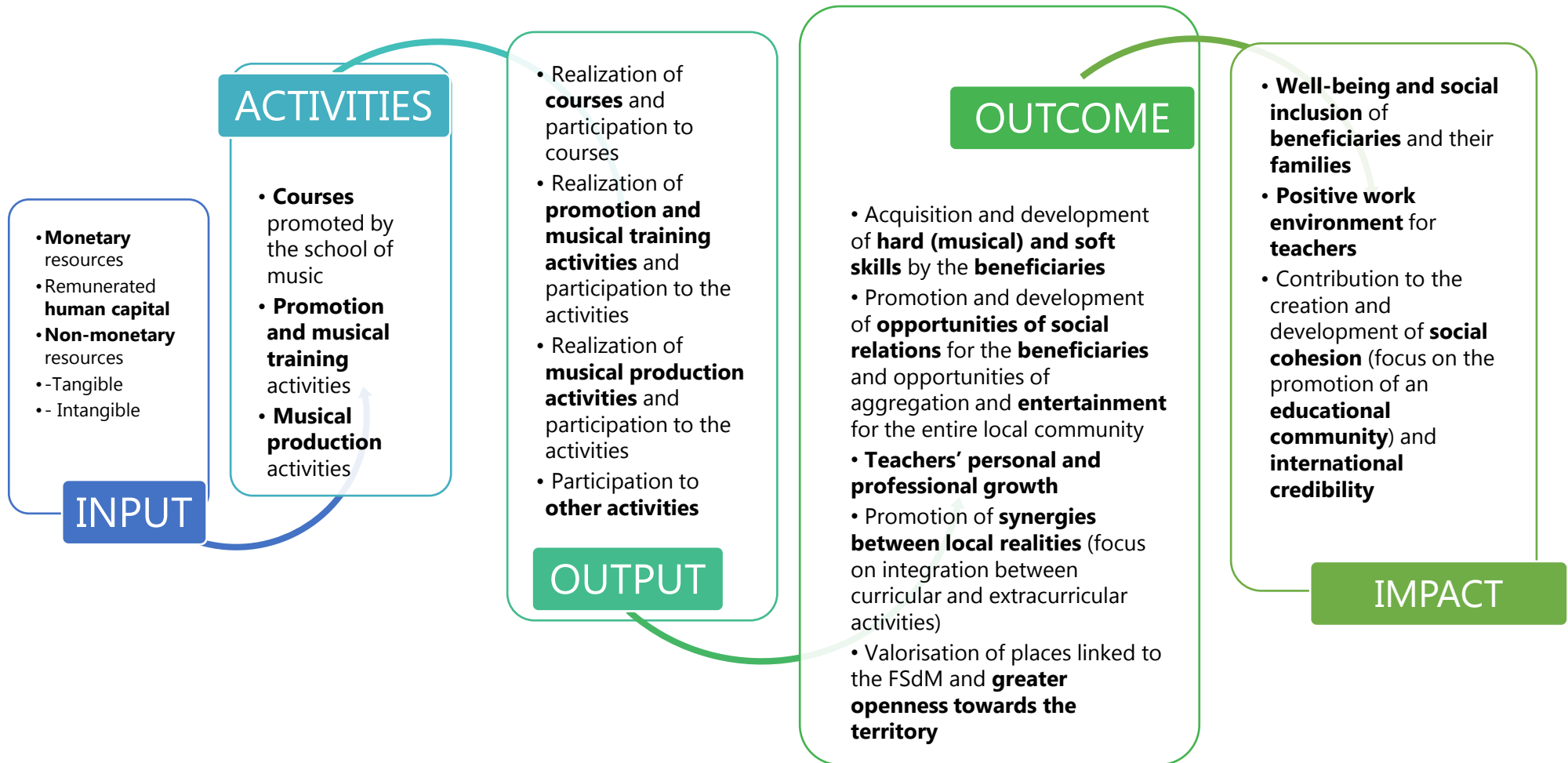


Fig. 3 – The impact value chain of the activities of the school of music

3.1 Input

Figure 4 summarizes the variety and heterogeneity of resources necessary for the realization of the activities.

The **monetary resources** used over the three-year period equal €4,731,881 and the average budget used every year equals €1,577,294. Around half of the resources (53%) are used for expenses related to music teachers and administrative staff. Over the three-year period, the **Fondazione Cassa di Risparmio di Mirandola finances on average more than 10% of the total budget** of the FSdM, by providing a total of €485,000 with annual contribution increasing over the three-year basis, from €150,000 in 2017 to €175,000 in 2019.

Human capital, the skills and expertise of people working at the school, represents a crucial resource for the action of the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli. A demonstration can be seen in the high number of permanent contracts (37.7% of contracts are permanent, with a prevalence of part-time instead of full-time jobs) or continuative (about half of human resources have a “continuous and coordinated contractual relationship”).

Among others, an important asset on which the school of music can count is the patrimony of **relations**, as we have already said in section 2. To these **intangible resources** add the **tangible** ones, constituted by 9 spaces offered to the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli in free loan for use and by the equipment and musical instruments available to students.



Monetary resources:

The **three-year budget** equals more than **4.7 million euro** (an average of +1.5 million euro per year) of which 54.4% of the revenues for services and 45.6% from contributions and donations.

The distribution of the budget with respect to the contribution of FCR Mirandola and to the cost items:

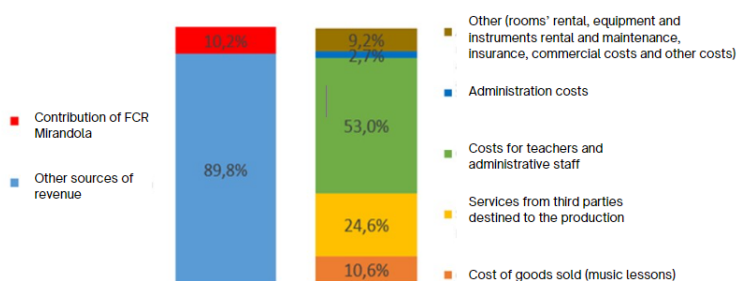


Fig. 4 – The resources destined to the activities of the school of music



Human Resources:

On the three-year period, every year an average of 69 **remunerated** human resources are involved, of which

- 26 with permanent contracts (16 part-time and 10 full-time) and 2 with fixed-term contracts
- 35 with continuous and coordinated contractual relationship
- 5 in possession of VAT
- 3 with other contracts



Non-monetary resources

- **Tangible:** 9 spaces and 400 musical instruments
- **Intangible:**
 - communication channels
 - relations and networks
 - expertise (mostly in the activation and involvement of local actors) and quality of human capital involved in the activities (musical and didactic-pedagogic skills with a specific focus on disabilities).

3.2 Activities and outputs

The resources available to the FSdM allowed the realisation of a **plurality of activities** (figure 5). The action of the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli consists in the realisation of **standard courses**, currently attended by more than 1,250 people per year, and activities of **promotion and musical training** in different structures and at different school levels, involving around 6,000 minors every year. Moreover, during the three-year period, more than 700 initiatives of different nature have been promoted on the territory, such as recitals, concerts and musical events. Finally, another axis of action of the school of music is represented by the direction of 4 orchestras and the organisation of the related annual concerts.

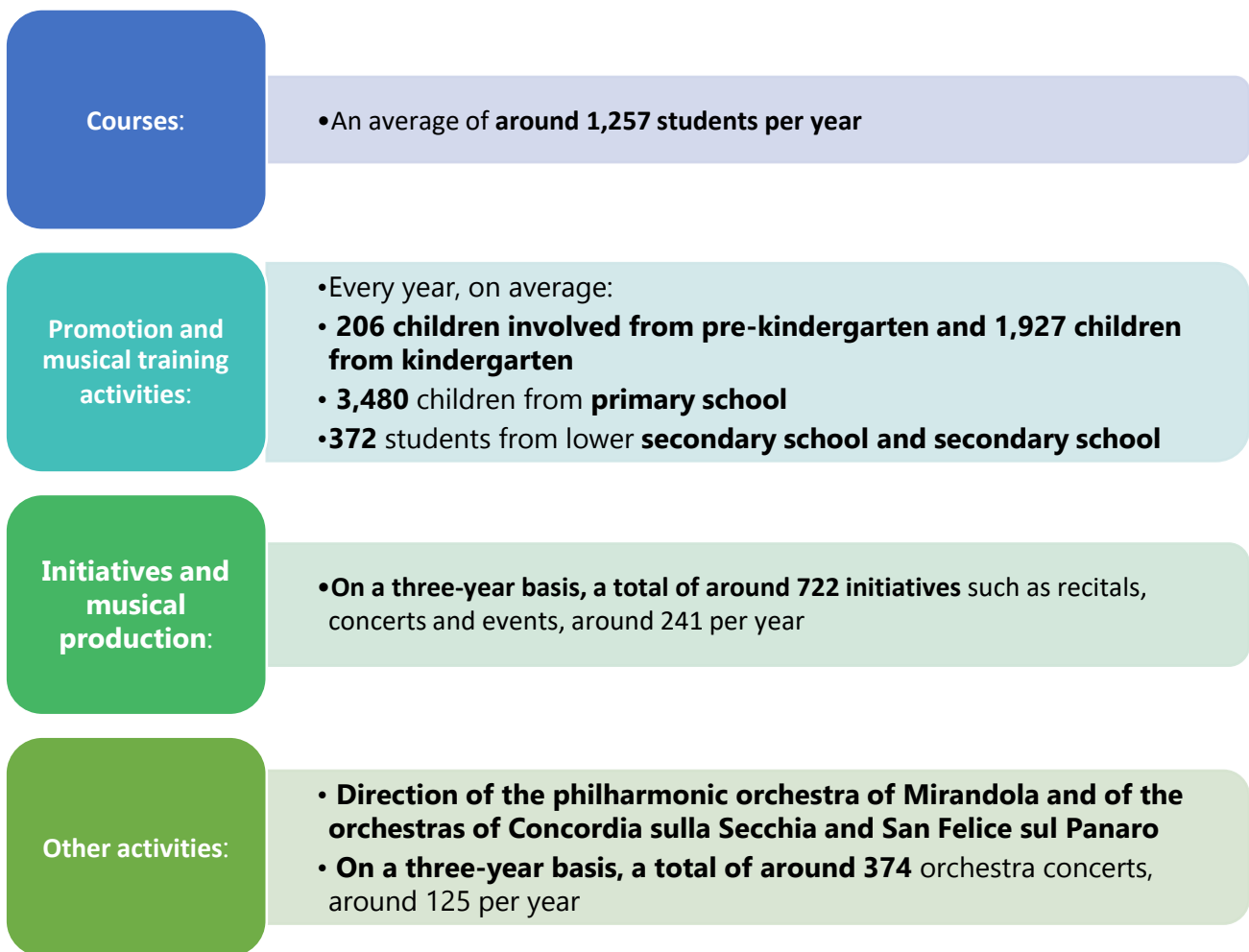


Fig. 5 – Outputs of the actions realised by the Fondazione Scuola di Musica C. e G. Andreoli

3.3 The change generated. Outcome and impact

The effects on the direct beneficiaries and their families

Thanks to the activities of the Fondazione Scuola di Musica C. e G. Andreoli, the direct beneficiaries experimented changes on the short period (**outcomes**), in terms of acquisition and development of musical skills, but also in terms of the so-called **life skills**, i.e. "*abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life*"⁵ that you can see below. According to the WHO, life skills represent the most important aspect for the promotion of health and well-being, most of all for the relational dimension. The activity of the school of music insists on this last topic, by promoting and developing **opportunities of social relations** for the beneficiaries and, more generally – as we have already said in the final section of this chapter – of **aggregation for the entire community**.

Emotional skills

- **Self-awareness:** self-knowledge, knowledge of one's abilities, strengths, weaknesses and needs
- **Management of emotions:** awareness of one's own emotions and ability to manage them in a multiple context
- **Stress management:** capacity to detect the causes of tension, to be able to make changes and to adapt to situations

Relational skills

- **Empathy:** capacity to put oneself in someone else's shoes, i.e. to listen without prejudices, by trying to understand the other's point of view
- **Effective communication:** being able to express yourself efficiently in different situations, being able to express feelings, needs and moods in an appropriate way, being able to listen to others
- **Effective relations:** ability to establish and continue important relations in a positive way and to be able to interrupt them, if necessary, in a constructive and non-violent way

Cognitive skills

- **Problem solving:** capacity to solve problems, i.e. to be able to solve problems and critical situations in a constructive way
- **Decision making:** capacity to make decisions i.e. to actively elaborate the decisional process by making the best decision
- **Critical sense:** capacity to re-elaborate situations and events in an independent and objective way
- **Creative thinking:** ability to find alternative solutions to different situations that one can face during his/her life

According to all the respondents to the questionnaire aged over 14, the participation to the courses of the school of music influenced in a quite positive way (25.2%) or in a very positive way (74.8%) their level of musical competences. The positive contribution of courses in this sense has been confirmed by almost the totality of teachers (98.2%)⁶ and, in almost the totality of cases (84.1%), also

⁵ WHO (1992), "Skills for Life"

⁶ Namely, 47.4% % declared a very positive influence and 50.9% a fairly positive influence.

by the parents of students under 14 who answered to the questionnaire⁷, while in 15.9% of the cases, families declare that the courses have not changed the level of musical competences of their children.

As can be seen in figure 6, a positive situation emerges in all fields of competence; the improvement indicated is on average quite positive⁸. Empathy, critical sense and creative thinking seem to be the life skills with the greatest positive effects. In fact – in the first case – almost 9 responders out of 14 (87.4%) aged over 14 and about 8 (83.2%) for the other two fields of competence show a fairly or very positive change in this sense. The ability to make decisions and the ability to solve problems seem, instead, the areas of development on which it could be interesting to aim for in the future, in order to further increase the effectiveness of the action of the school of music.

“The main positive aspect of the school is that of being able to give everyone the possibility of receiving a sense of well-being from music. At the same time, every student enrolled in the school is able to develop a personal sensibility and to set his/her own idea of beauty, declined according to his/her own abilities. The school of music is sometimes able to train virtuous musicians, but above all it is able to grow sensitive and curious people, capable of speaking the universal language of music, a language that knows no barriers.”

From the answer of a teacher to the questionnaire

The effects (outcome) of the courses on the life skills of beneficiaries over 14

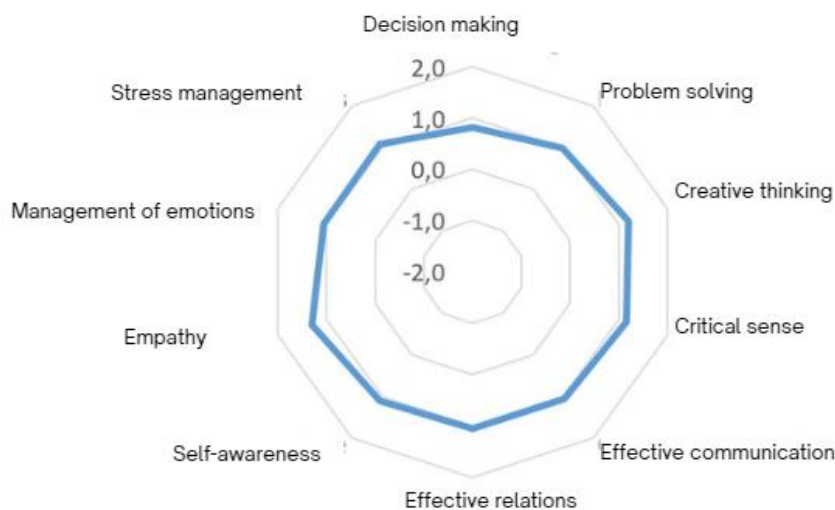


Fig. 6 – The results in terms of outcome (life skills) on beneficiaries over 14

⁷ Namely, 44.9% declared a very positive influence and 39.3% a fairly positive influence.

⁸ From here on, the -2 level in the graphs corresponds to a very negative contribution from an activity, while the -1 level to a quite negative contribution and the level 0 to no effect detected. The level +1 corresponds to a fairly positive contribution and level +2 to a very positive contribution.

By shifting our attention to the situation regarding students **under 14** (figure 7), the answers of some parents – while confirming the relevance of the courses in terms of **cognitive life skills improvement** – highlighted on average a lower contribution or a lack of contribution of the action in terms of improvement in the other fields of competence, i.e. emotional and relational areas. It should be noted that, even according to the parents, the influence of the activities shows good results with respect to critical thinking (first area of improvement for approx. 8 out of 10 respondents, 81.3%) and to the ability to make decisions and the ability to solve problems, as confirmed by around 7 out of 10 parents (72.9%).

The effects (outcome) of the courses on the life skills of beneficiaries under 14

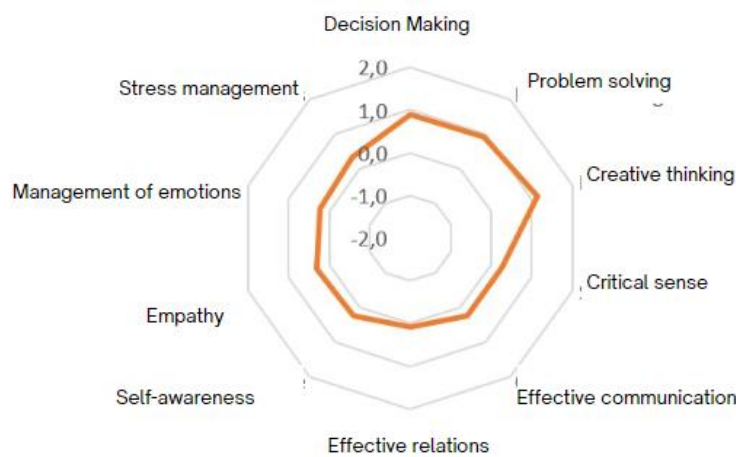


Fig. 7 – The results in terms of outcome (life skills) on beneficiaries under 14

The results of the acquisition and/or development of life skills on the part of the students are confirmed also by the teachers of the school, as can be seen in Table 1.

Life Skills	Level
<i>Decision making</i>	0.9
<i>Problem solving</i>	1.1
<i>Creative thinking</i>	1.1
<i>Critical sense</i>	0.9
<i>Effective communication</i>	1.2
<i>Effective relations</i>	1.3
<i>Self-awareness</i>	1.2
<i>Empathy</i>	1.1
<i>Management of emotions</i>	1.2
<i>Stress management</i>	1.1

Tab. 1 – The results in terms of outcome (life skills) on beneficiaries, according to teachers

“They improved the number of cultural initiatives that can be followed also by people who normally do not have access to these kinds of events, because of economic problems, for example. They brought music closer to a very diverse audience.”

From the answers of a student over 14 to the questionnaire

As already underlined, the other effects observed on the direct beneficiaries – also thanks to the action of the school of music – are related to a widening of **opportunities** for students, both from a **social** point of view and from the perspective of **educational and professional growth**.

As can be seen in figure 8, on the basis of the answers of participants over 14 and of the families (for students under 14), the most observed effects were the possibility to live some important life experiences for the students – such as international and local initiatives, to which they would have not taken part otherwise – and the possibility to meet new people.

In this sense, **the approach used by the school of music can be considered “enabling”**, to the extent that it offers and promotes opportunities to (mostly young) people, by creating those enabling conditions – also in the context of reference – that allow them to discover their aspirations and abilities and to use them for the realization of their life project.

Other effects in the social and educational-professional contexts generated by the courses on the direct beneficiaries

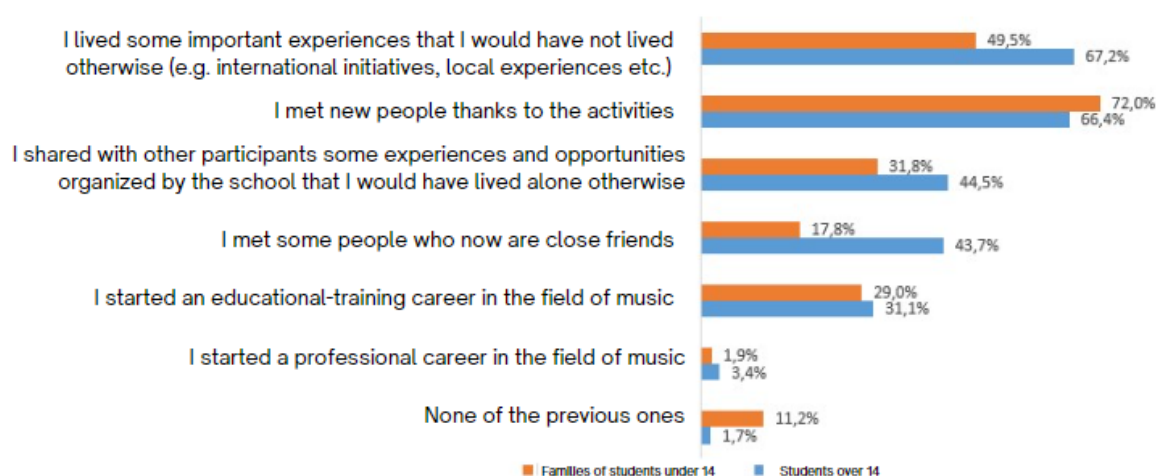


Fig. 8 – Other results in terms of outcome (social and educational-professional contexts) on direct beneficiaries

Moreover, it is important to underline that, in approximately 1 in 3 cases (29% of the relatives of students under 14 and 31.1% of students over 14) the participation to the courses of the school of music had an influence on the choice to begin an educational-professional path in the field of music. Some specificities can be noted in the answers, according to different age groups. If we consider the highest percentages related to field of new experiences and new strong relationships, participants **over 14** seem to show **changes** on the short term that insist more on the **quality and intensity of relations** than on the opportunities promoted by the school of music.

"The school gathered together people with the same passion, by giving everyone the possibility to participate to projects and to start this great experience with no distinction."

From the answers of a student over 14 to the questionnaire

The results presented above are translated on the long term, as confirmed by beneficiaries and families, in a general improvement of the **level of well-being**. Almost all students **over 14** (95.8%) have seen a substantial (52.1%) or a **positive** (43.7%) contribution in this sense. 3.4% of the respondents declared that the participation to the activities has not had any effect on his/her level of well-being. From the point of view of the families of

students under 14, we can see a similar percentage (93.5%) related to the improvement of the level of well-being generated by the school of music. It should be noted that, even in a particularly positive situation, **the effects on students under 14 seem to be slightly lower**, if compared to those seen on students over 14. In fact, people under 14 showed a higher percentage related to "positive change" (53.3%) compared to "very positive" change (40.2%) and a higher percentage related to the absence of contribution to the level of well-being (6.5%).

As already said, the transformation induced by the activities and the courses of the school of music during the three-year period 2017-2019 has generated a change, not only on the direct beneficiaries of the actions promoted, but also – by consequence – on their relatives. Between those parents who answered to the questionnaire, 8 out of 10 (80%) declared that the participation of their children to the activities has positively improved their **family well-being**, partially (53.3%) or totally (26.7%). In the other cases (20%) no change has been registered in this sense.

With respect to the beneficiaries' families, we underline the presence and relevance of the Associazione Genitori per la Scuola di Musica della Fondazione Carlo e Guglielmo Andreoli, an association created to promote the participation of students' relatives to the life of the school and the quality of the activities carried out by the school, by acting as a "bridge" between students and families and among different families.

The effects on the direct beneficiaries with disabilities and their families

The analysis was also carried out with reference to mid-term and long-term changes experienced by students with disabilities and their families. In collaboration with the teacher Alessandro Vanzini and the neuropsychiatry service for children and adolescents of the city of Mirandola, the detection tools have been revised and adapted to the specific situations and characteristics of this target of beneficiaries.⁹

The picture that emerges turns out to be positive and the factor to which the course activity seems to have contributed the most is the relational one, a fundamental and sometimes problematic area, due to external and internal conditions characterizing the situation of people with disabilities.

The effects (outcome) of courses on the life skills of beneficiaries with disabilities



Fig. 9 – The results in terms of outcome (life skills) on direct beneficiaries with disabilities

In fact, the most significant changes observed by parents are present in the relational sphere related to life skills. On average, about **6 out of 10 parents declared a fundamental or considerable influence of the activities with respect to an improvement in communication (61.1%)**, the ability to establish and maintain meaningful relationships and to interrupt them, if necessary, in a constructive and non-violent way (effective relationships) and the ability to express empathy, in both cases for 56.6% of family members (figure 9).

⁹ Inside the questionnaires filled in by families, we have specifically introduced the answer “not assessable”, since sometimes the conditions of the person do not allow an effect and a consequent evaluation in this sense. Furthermore, with full respect for the family and for the student, the responses have been modified as follows: participation to the activities was “fundamental”, had “considerable influence”, “partial influence” or “no influence”, listed in a descending order.

Other effects in the social and educational-professional contexts for beneficiaries with disabilities

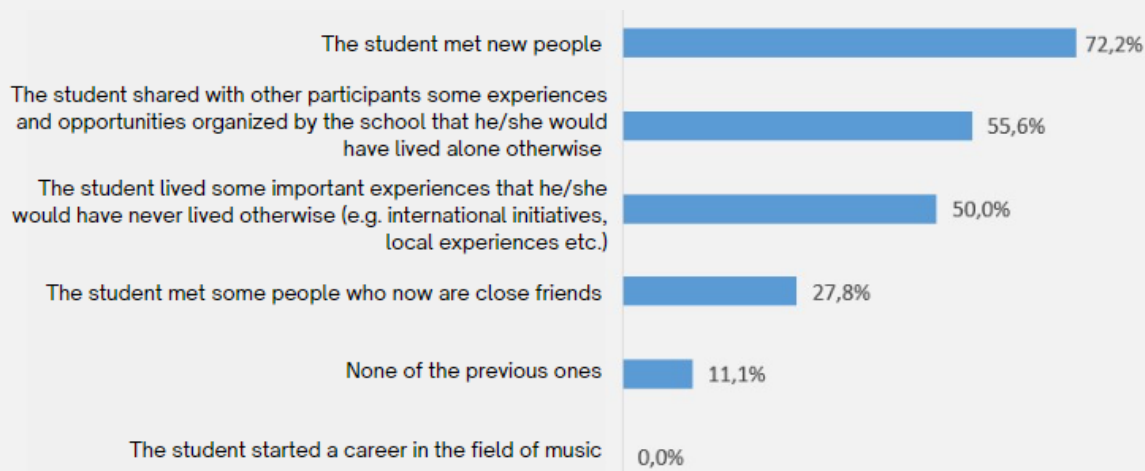


Fig. 10 – Other results in terms of outcome (social and educational-professional contexts) on direct beneficiaries with disabilities

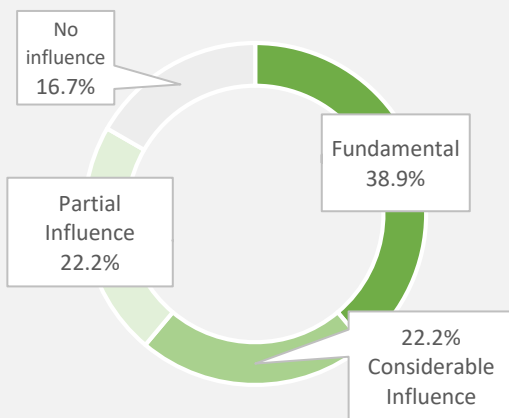
Even for the outcome related to the widening of social opportunities and aggregation, the importance of the contribution of the school of music is confirmed, in terms of improvement in the relational aspect (figure 10). For more than 2 parents out of 3, their children's participation to the activities has allowed them to meet new people. Moreover, they all underlined the **capacity of the school of music to guarantee a greater accessibility** to a series of experiences and initiatives (international and not) that otherwise have not been possible or have been experienced in solitude and not shared by this specific target of beneficiaries. No influence has been noted with respect to a future school/training path in the field of music.

By shifting our attention on the **long-term** situation, the parents of students with disabilities underlined **important contribution** from the part of the school of music, firstly on the **well-being** of their loved one, and also – even if in a lower measure – in terms of **social inclusion** (figure 11). Almost 9 relatives out of 10 (88.8%) have observed a crucial (44.4%) or great (44.4%) influence, in terms of individual well-being, while 6 parents out of 10 (60.1%) noted a fundamental (38.9%) or a great (22.2%) contribution, in terms of the level of social inclusion. In this sense, the FSdM is a means that promotes people's talents and differences and transforms their needs and desires into resources and strengths to be shared between peers and inside the community of reference.

“The activities promote encounters through music, spaces of growth and knowledge among peers and create inclusive paths, thanks to which young people with disabilities can be inserted in groups of ensemble music with a positive consequence on their well-being and on the well-being of their families and of students of the same age, who attend courses and start to recognize diversity as an occasion for growth.”

From the answers of a student over 14 to the questionnaire

Social inclusion (contribution to impact)



Personal well-being (contribution to impact)

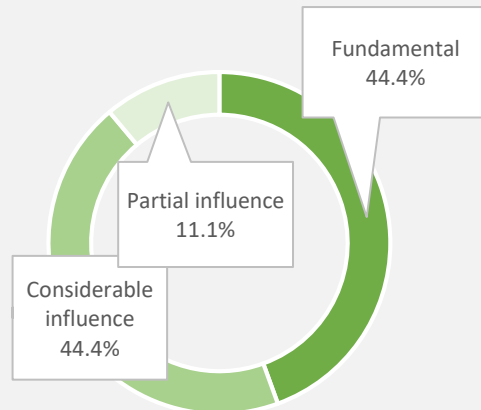


Fig. 11 – Contribution of the school of music to the effects generated on direct beneficiaries with disabilities

Familiar well-being (contribution to impact)

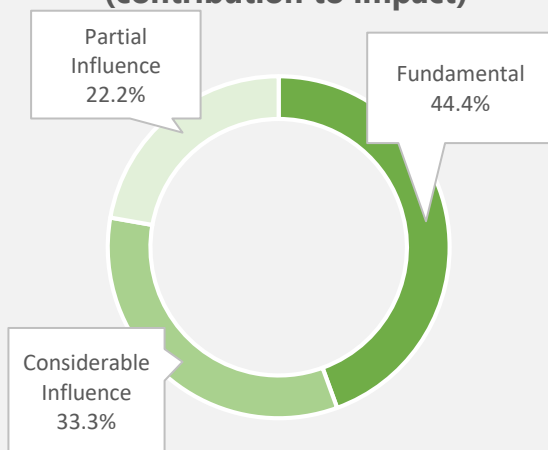


Fig. 12 – Contribution of the school of music to the familiar well-being of students with disabilities

Finally, as already pointed out in the related section, the action of the school of music generates indirect impact also on the families of students with disabilities: more than 3 parents out of 4 (77.7%) responding to the questionnaire showed a fundamental contribution (44.4%) or a great contribution (33.3%) on the improvement of familiar well-being due to their children's participation in the activity of the school of music (figure 11).

The effects on teachers

The effects of the action of the school of music on the direct beneficiaries underlined in the previous section have been possible also thanks to the contribution of the professionals involved, who – in turn – have experienced change deriving from their educational role. In fact, thanks to the so-called **impact multiplier effect** – according to which the same activity produces different changes on different categories of subjects involved in the action – it is possible to observe the transformative capacity of the school of music also from the point of view of teachers.

The effects (outcome) in terms of personal and professional growth

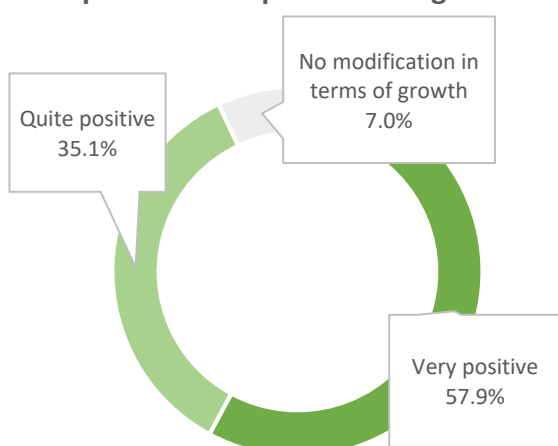


Fig. 13 – The results in terms of outcome on the teachers

In the medium term, **almost all professionals (93%)** underline that being a teacher of the school of music has contributed to his/her **growth, both from a human and from a professional perspective** (figure 13). In this sense, the influence over the three-year period has been very positive for almost 3 teachers out of 5 (57.9%) who answered to the questionnaire, while the contribution to this mid-term effect (outcome) has been partial, according to the opinion of 1 teacher out 3 (35.1%).

The results in terms of personal and professional growth in the long term can be translated into **improvements in the level of professional well-being perceived** (figure 14): about 2 teachers out of 3 (66.7%) observed a very (15.8%) or a quite positive (50.9%) contribution, thanks to their teaching activity in the school of music over the three-year period 2017-2019.

Professional well-being (contribution to impact)

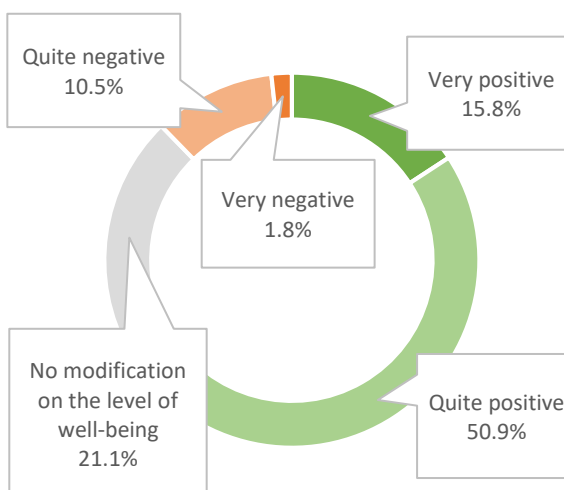


Fig. 14 – The contribution of the school of music to the personal well-being of teachers

“Great sensitivity and interpersonal skills of the staff. [...] (The school) can count on very competent teachers who are attentive to the needs of individual students.”

From the answers to a questionnaire of the parents of students (also with disabilities)

The effects on the territorial context

The action carried out by the school of music, through four different types of activities, promotes – as already underlined – not only occasions of sociality and relations for the direct beneficiaries, but also territorial **aggregation and animation for local communities** where the Fondazione Carlo e Guglielmo Andreoli is active.

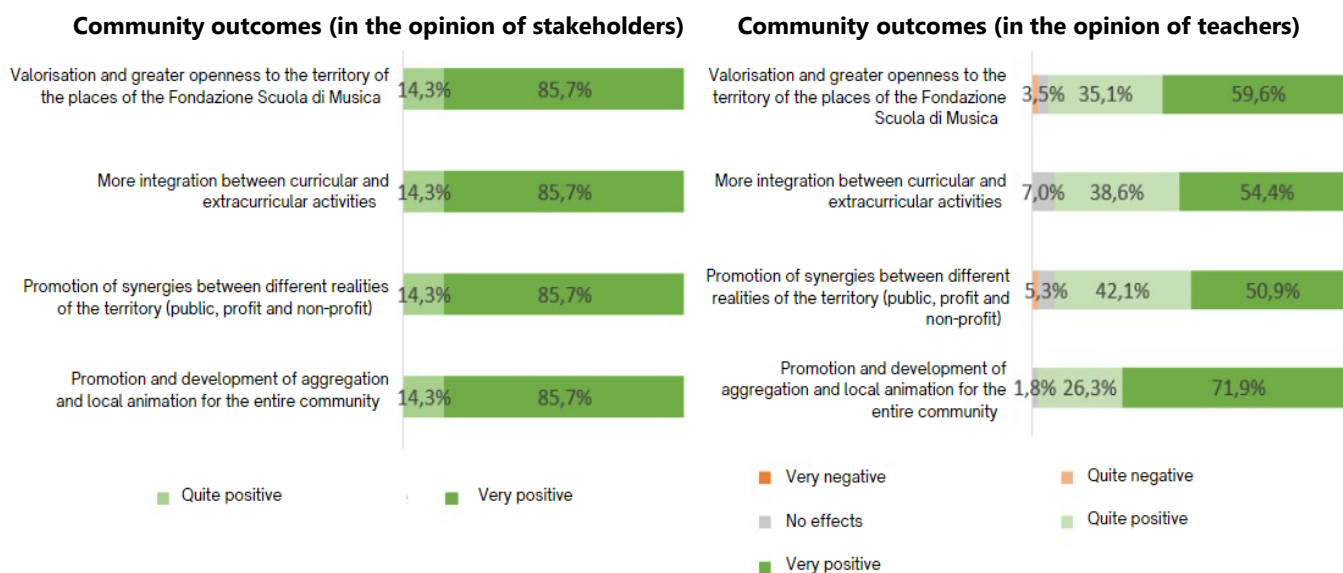


Fig. 15 e fig. 16 – The outcomes for the territorial context according to teachers and stakeholders

This mid-term result (outcome) is underlined both internally, by nearly all teachers (98.2%), and externally by all the stakeholders with which the school of music interacts more frequently¹⁰. In the development of this type of opportunities, the other three sectors of mid-term change observed play an important role, too, as confirmed by teachers and stakeholders and as visible in figure 15 and 16. The school of music, through its action over the three-year period, has guaranteed a greater valorisation and openness to the territory of the places of its own propriety and/or places that it uses in its action. In this way, it has guaranteed a better accessibility and improved the community's knowledge of those places. Moreover, as far as the **educational aspect** is concerned, the action of the Fondazione C. e G. Andreoli has guaranteed the improvement of the **integration between curricular and extra-curricular activities**, both with reference to the curricula agreed with the schools of which it is responsible, and by offering a big support for an effective **work-life balance** of the families through the afternoon activities promoted. Finally, in the medium term, there is a further effect generated on the territorial context, concerning the contribution of the school of music to the **promotion of synergies between different territorial realities**. The collaborative approach of the C. and G. Andreoli Foundation, as testified by the responses of the stakeholders to the questionnaire, is characterized by the desire to involve all the subjects who, in various ways, contribute to the well-being and development of the territory of Mirandola and the Unione dei Comuni Modenesi Area Nord (Union of Municipalities of Modena North Area).

¹⁰ As for the previous cases, in the said percentage are included the respondents who selected “quite positive” and “very positive” as answer.

In accordance with the answers of teachers and stakeholders, and with what we can see in figures 17 and 18, in the long term, these effects translate into impacts linked to the contribution offered by the action of the school of music to the creation and development of social cohesion. All stakeholders who responded to the questionnaire and almost all the teachers (96.5%) show a transformation in this sense¹¹. It is interesting to note that, namely, the most emphasised change relates to the contribution of the C. e G. Andreoli in terms of **construction and strengthening of the educational community through music**, coherently with the factor of value identified at the beginning of the evaluation process by the Foundation staff, who considered music as a cultural tool for education and social inclusion.

"The activities of musical pedagogy and education offered by educational services and primary schools have contributed to strengthening the network of local educational and scholastic institutions."

From the answers of a stakeholder to a questionnaire

"The school unites the community."

From the answers of a participant over 14 to a questionnaire

On the other hand, long-term sustainable changes on the reference context (**impacts**), underlined internally and externally by the entities with which the school of music interacts, are connected to **image and reputation of the territory and its**

relevance, not only in the regional/national landscape but also in the international one. The school of music, in this sense, represents the means by which the territories in which it operates improve their visibility and placement.

Community impact (according to teachers) Community impact (according to stakeholders)

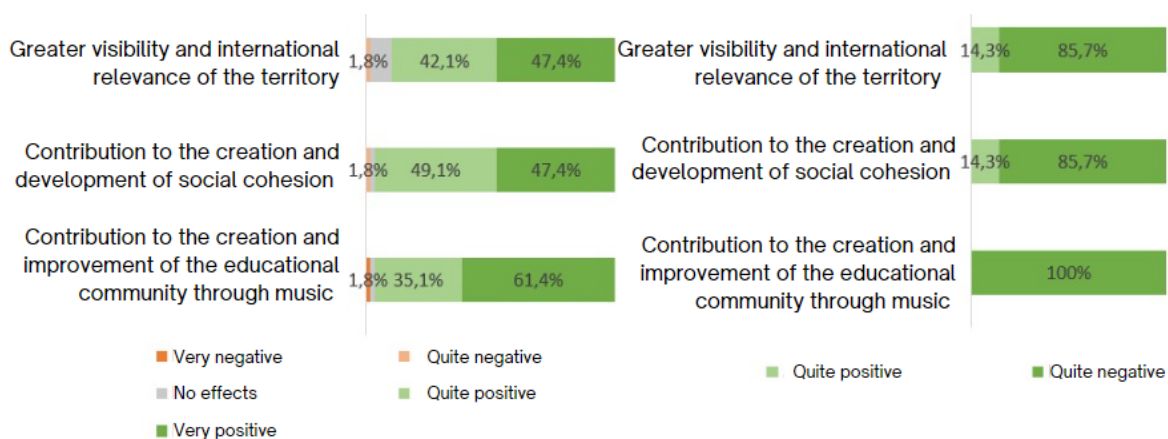


Fig. 17 e fig. 18 – The impacts of the territorial context according to teachers and stakeholders

¹¹ As for the previous cases, in the said percentage are included the respondents who selected "quite positive" and "very positive" as answer.

The experience of the Carlo and Guglielmo Andreoli School of Music Foundation, supported by contribution of the Cassa di Risparmio di Mirandola Foundation and observed over the three-year period 2017-2019, turns out to be very relevant for the direct and indirect beneficiaries of the activities. The results obtained, summarized in figure 19, but also, and above all, the ways in which the FSdM is able to generate value for the plurality of stakeholders with which it interacts, demonstrate the fundamental contribution made in improving the life quality of people, organizations and territories.

"We must continue like this, always looking for new ways, paths and strategies to attract the attention of young people, their ideas, time and energy. This will improve the world of education in general, the family environment and society as a whole."

From the answers of a stakeholder
to a questionnaire

3.4 The impact value chain. A synthesis of the evidence

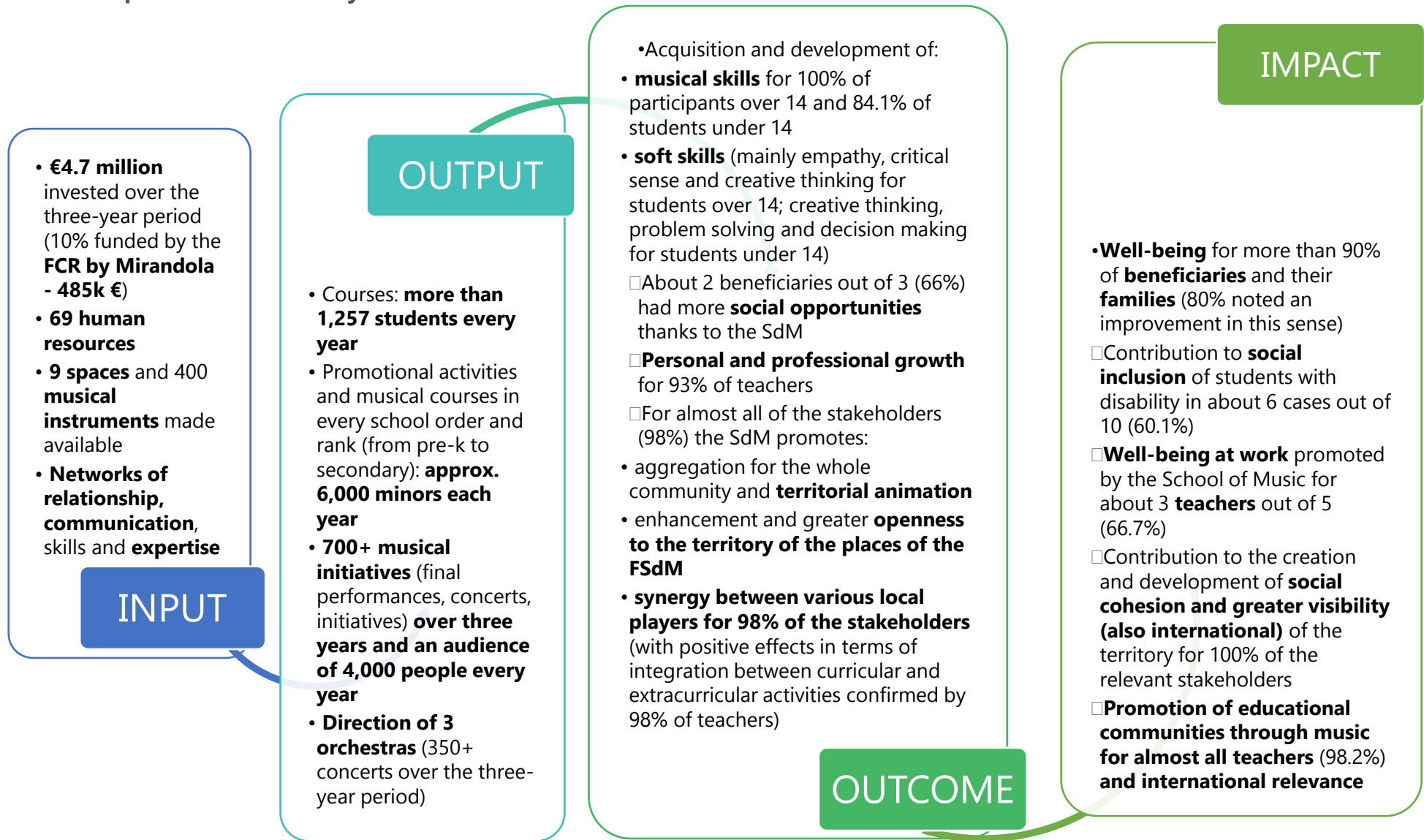


Fig. 19 – Main evidence of evaluation

3.5 The contribution of activities to the Sustainable Development Goals

In 2015, the United Nations approved the Global Agenda for Sustainable Development and its 17 goals (Sustainable Development Goals - SDGs) divided into 169 Targets, to be achieved by 2030. SDGs intend to link the principle of sustainability with economic development, environmental and social aspects and offer a framework for assessing the progress of countries with respect to the commitments undertaken. In particular, the school of music – through the evaluated activities –intends to contribute to the following goals and targets (figure 20).


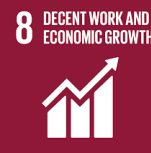


GOAL	SPECIFIC CONTRIBUTION OF THE ACTIVITIES
 <p>4 QUALITY EDUCATION</p>	<p>The action carried out by the school of music, especially in terms of effects on the acquisition and development of life skills and competences in the field of music, offers, as far as possible, support for all girls and boys so they can reach a free, equitable and good primary and secondary education level and, thus, good relevant and effective learning results (4.1). The school also wants to tackle gender inequality in education and to ensure equal access to all levels of vocational education and training for the most vulnerable students (4.5). For the same reason, it contributes to the acquisition, by young people and adults, of the skills, including technical and professional skills, necessary for employment (4.4). Furthermore, specific attention in the activities is given to the acquisition of knowledge and skills useful to promote sustainable development through music and, therefore, the promotion of an educational paradigm that focuses on lifestyles sustainability, human rights, gender equality, promotion of a peaceful and non-violent culture, global citizenship and valorisation of cultural diversity. The activities of the school of music, therefore, represent the contribution of culture to sustainable development (4.7).</p>
 <p>8 DECENT WORK AND ECONOMIC GROWTH</p>	<p>Thanks to the educational and training action carried out, as far as possible, within the field of competence, the intention of the school of music is to substantially reduce the percentage of unemployed young people who do not follow a course of study or who do not follow training courses (8.6) with the ultimate aim of contributing to promote full and productive employment and decent work for all women and men, including young people and people with disability, and an equal pay for a work of equal value (8.5).</p>
 <p>10 REDUCED INEQUALITIES</p>	<p>The school of music with its action, and through the pursue of its mission and vision, intends to promote social, economic and political inclusion of everyone, regardless of age, gender, disability, race, ethnicity, origin, religion or economic or other status. (10.2)</p>
 <p>17 PARTNERSHIPS FOR THE GOALS</p>	<p>The school of music's approach to territorial action encourages and promotes effective partnerships between public, public-private entities and in civil society, by referring to the experience and the strategy of accumulation of all partners' resources (17.17).</p>

Fig. 20 – The contribution of the school of music to the Sustainable Development Goals

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