



**CON I BAMBINI**  
IMPRESA SOCIALE

# **Fund Against Educational Poverty in Children and Youth**

# CON I BAMBINI Social Company

(Fully owned by **Fondazione CON IL SUD**)

was selected by **ACRI** to be the managing body of the

## Fund against Educational Poverty in Children and Youth

Established by the Law n. 208 of 28/12/2015  
article 1(392)

«...aimed at supporting *demonstrative actions* for removing economic, social and cultural obstacles that prevent children to fully access education services»

(Art. 1, Memorandum of Understanding)



# Fund against Educational Poverty in Children and Youth

*April 29th 2016*

The *Fund Against Educational Poverty in Children and Youth* was created through the collaboration between the foundations of banking origin (members of ACRI), The National Association of Third Sector Organisations, and the Italian Government.

- From **2016** to **2018**, the foundations' contribution to the fund has been around 120 million euro per year.
- The budget law of 2019 has extended the fund for additional three years, from **2019** to **2021** respectively. The estimated amount to be entrusted into the fund by the foundations is around 80 million euro per year.

# What is «educational poverty in children and youth»?

Educational poverty in children and youth should be thought of as a «a process that prevents children from having a proper education and from learning and developing **cognitive and non-cognitive skills**». It is related to **social and economic poverty**, and can eventually generate a vicious cycle: material deprivation jeopardises opportunities to benefit from a proper education and prevents children to leave social poverty. This situation tends to be transferred over to generations within the same household and geographical area, consolidating furthermore their marginalisation.



It has a **multidimensional nature**, being influenced by the economic, medical, familiar, housing background and local services (ie. Presence and availability of accessible childcare facilities).



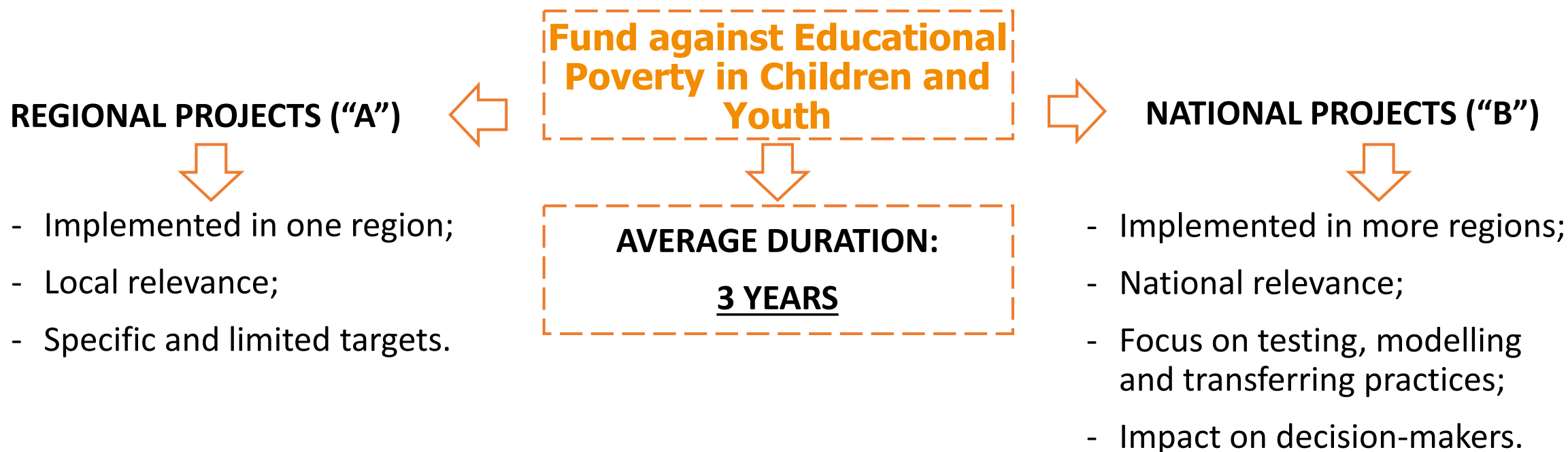
Not only it is related to **unfavourable economic conditions**, but it means also poor relationships, isolation, poor nutrition and improper personal care, as well as lack of services and non-formal learning opportunities.



It **deprives** children of **opportunities** for learning and experimenting, discovering their own skills, developing competences, nurturing their talents and widening their own ambitions.

# Our projects: national and regional

CON I BAMBINI published two calls for proposals (“Early Childhood 0-6 years” and “Adolescence 11-17 years”) in 2016, a call for proposal (“New Generations 5-14 years”) and two special initiatives in 2017, and a call for proposal (“A step forward”) in 2018. Other calls for proposals will be published within the end of the year.



# Calls for projects 2016

## First call «Early Childhood»

Total projects: 80  
Total funding: **62,2 million euro**

**Objective:** To improve and strengthen education and childcare services for children aged 0-6, with a specific focus in vulnerable children and households that live in disadvantaged contexts.

## Second call «Adolescence»

Total projects: 86  
Total funding: **73,4 million euro**

**Objective:** To promote and foster actions aimed at preventing and combating early school leaving and drop out, as well as tackle the risk of disadvantage and juvenile delinquency among children aged 11-17, with a specific focus on children who live in area with high crime rates.

# Calls for projects 2017

## First call «New Generations»

Total projects: **83**  
Total funding: **66 million euro**

**Objective:** promoting children's wellbeing and growth, in particular for those at risk or in situation of vulnerability, or who live in disadvantaged areas, through the development of effective education opportunities and through the promotion of collaboration, competences and innovation among social workers, local communities and policy makers.

## Initiative for the «Areas affected by the Earthquake»

Total projects: **6**  
Total funding: **2,5 million euro**

**Objective:** supporting local communities in the areas affected by the Earthquake in 2016 (Abruzzo, Umbria, Lazio and Marche) through actions and projects co-designed with the local communities and policy makers. These actions are aimed at combating minor poor education and at fostering the social cohesion of the local communities.

## «Co-financing» initiative

Total projects: **17**  
Total funding: **10 million euro**

**Objective:** fostering joint initiatives with the support of other private donors, in order to leverage more financial resources and fund additional projects.

# Calls for projects 2018

**First call «A step forward»**  
*Summary data*

**Available funding: 70 million euro**

**Objective:** to support projects and actions aimed at contrasting Educational poverty in childhood and youth, with a strong focus on innovative methodologies and approaches.



**1st PHASE: 1.131 project concepts received**

**2nd PHASE: 232 project concepts admitted to the next phase**

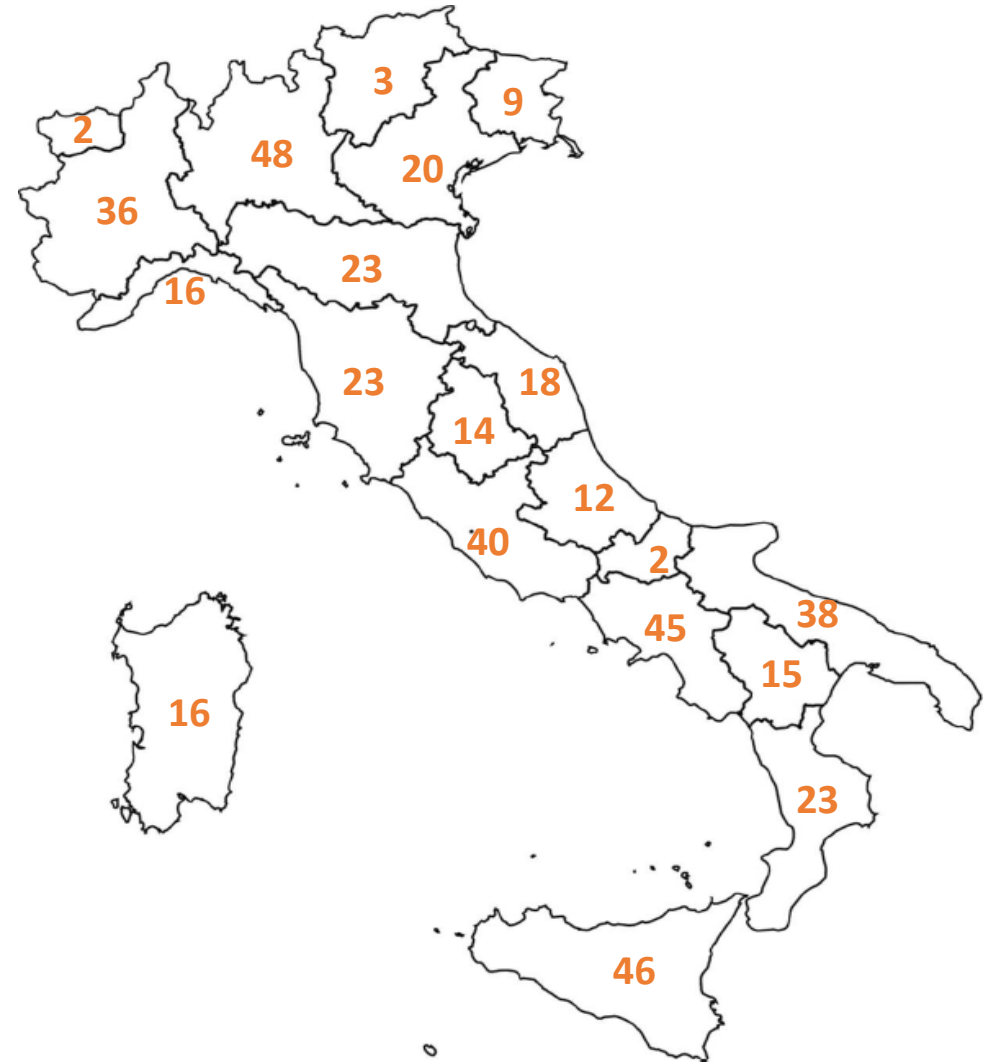
# Localisation of funded projects

**Total funded projects: 270**

**Grants assigned: around €212 million euro**

**Beneficiaries: over 400.000 children and young adults**

**Partners: around 6.400 organisations**

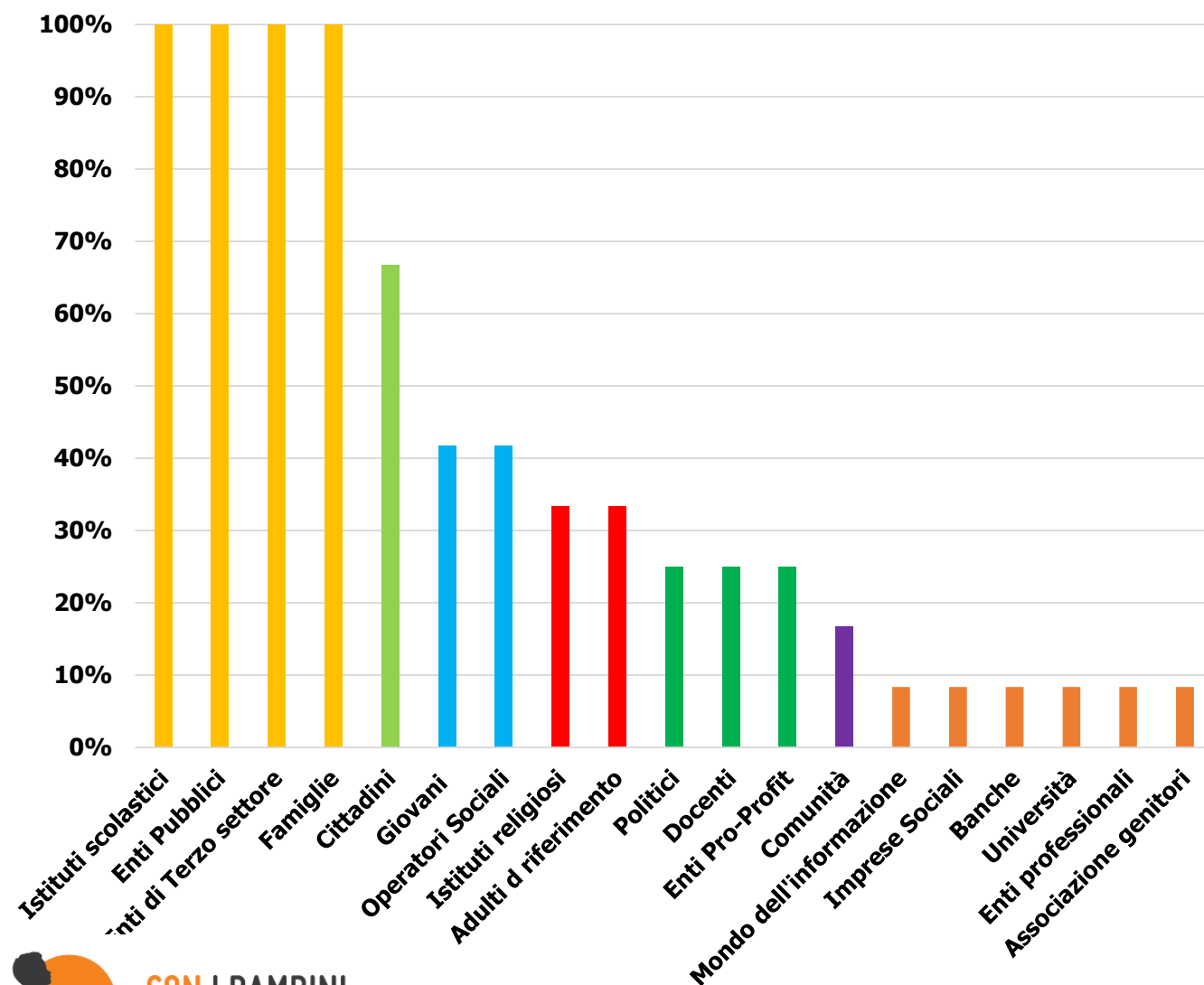


Soggetto attuatore del «Fondo per il contrasto della povertà educativa minorile»  
Interamente partecipata dalla Fondazione CON IL SUD

What are the recurrent elements in our funded projects?



# Who can participate in Community-led education?



Schools

Public Authorities

No-profit organisations

Families

Citizens

Young adults

Social Workers

Soggetto attuatore del «Fondo per il contrasto della povertà educativa minorile»  
Interamente partecipata dalla Fondazione CON IL SUD

# Community-led education and education-intensive areas

## **What does education-intensive areas mean?**

- These are areas in which minors (and families) can easily access different formal and informal education opportunities, such as school and extracurricular activities managed by no-profit organisations.

## **How can it concretely be achieved (examples):**

- By actively involving stakeholders not included in the partnership and formal/informal education actors, strengthening their competences and role in the education process;
- By raising awareness in the local community, through events, workshops and training;
- By fostering the circulation of information among the local community, in order to create self-awareness and to strengthen their own identity;
- By establishing mechanisms for disseminating information among the local community, in order to raise awareness of their own identity and role in the education process;
- By drafting memoranda of understanding, operative protocols and agreements between the stakeholders of the local community.

# «Open School» model: an active role for schools

## *What are the characteristics of an «open school»?*

- A school that plays a central role in the education process, as a driver for promoting and developing the local community and as a support to the growth of minors and their families, with a strong integration with the no-profit sector (ie. Volunteering and associationism) and forms of self-organisation of citizens and families.

## *How can it concretely be achieved (examples):*

- By drafting agreements and operative protocols between schools, local services and no-profit organisations;
- By opening schools during summertime, holidays and making them accessible to families and local community;
- By employing existing instruments for participation in the schools (ie. School councils, students' meetings, class leaders) into innovative and participative processes;
- By engaging teachers and education workers in training and sharing activities, and providing them with psychological support in order to prevent burn out episodes;
- By strengthening teachers' competences through training and capacity building activities during class councils, in order to foster a greater collaboration among the teaching staff.

# Active engagement of families and support to parenting

## *What is expected from our projects?*

- Actions aimed to support parenting in accessing services and managing work-family balance.
- Actions that promote an active engagement of parents in their childrens' education.

## *How can it concretely be achieved (examples):*

- By involving parents in both laboratorial activities addressed to their children (ie. for setting up workspaces, participating at events, supporting educators) and choices of their children (such as, during transitions to higher school grades).
- By supporting parents in their parental role, through training, workshops, events, self-help and mutual aid groups, individual and psychological counselling, support to the work-life balance and advising on local services.

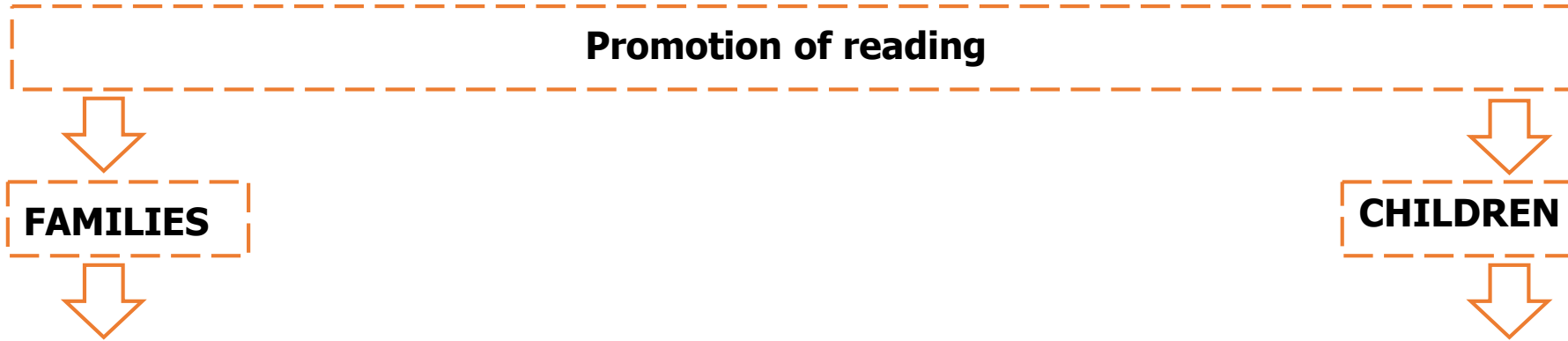
# *Impact assessment*

Impact assessment plays a central role in calls for projects issued by Con i Bambini Social Company.

Con i Bambini Social Company, according to the definition proposed by OCSE, defines impact as «**the positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended**».

Each project proposal must include an «impact assessment plan» related to the project's impact after its conclusion. The impact is measured over the following two years. Moreover, the impact assessment must be carried out by a partner organisation with proven skills and experience on such activity.

# *FOCUS:* Early-childhood and reading



## **Why is it important?**

- To raise awareness of how reading can foster the development of cognitive skills in their children.
- To improve the quality of the relationship with their children.

## **Why is it important?**

- To stimulate creativity and imagination in children.
- To improve their language and increase their ability to focus and concentrate.



**[www.conibambini.org](http://www.conibambini.org)**





# Milan Multiplier Event

Fondazione Catella – 18 ottobre 2019



# Fondazione Cariplo

- is a **private, grantmaking foundation** with a **banking origin**, based in **Milan**
- was established in **1991** following the **reorganization of Italy's banking system** and represents the historical continuation of Cassa di Risparmio delle Provincie Lombarde (est. 1823)
- has a specific geographical scope: **Lombardy** + provinces of NO, VCO
- Is organized in 4 main areas of activity: **1. Arts & Culture; 2. Environment; 3. Scientific research; 4. Social services**
- **supports social and civil organizations** implement their own initiatives (calls for proposals)
- carries on its own **philanthropy initiatives** (projects and programmes)



## 2009-2013 call for proposals

### Public Libraries as a Means for Fostering Social Cohesion

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- During 5 years Fondazione Cariplo published a call for proposals inviting **public libraries to set up innovative strategies** aimed at promoting the **access of disadvantaged audiences** to culture, information resources and knowledge
- The key point of the strategy was the public-private partnership between libraries and nonprofit organizations active in the cultural and/or social field
- Total investment **5 mln €**
- **92** granted projects
- **305** libraries involved



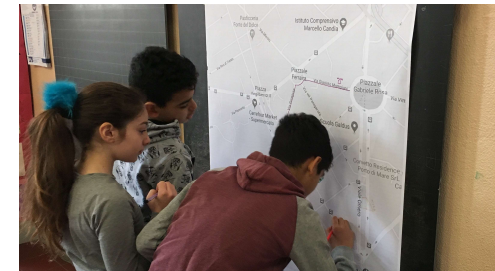
2017-2019

## Lacittàintorno: a cross-cutting programme on urban re-generation

- 
- A yellow hand icon with the index finger pointing towards the list of bullet points.
- Objective: promoting the **wellbeing** and the **quality of life** in urban areas
  - Focus on **communities** as agents of change in their own context
  - Means: **culture** as nourishment for the dwellers and as means of attraction of new audiences
  - Strategic agreement with the **Municipality of Milan**
  - Selection of two **pilot areas**: Corvetto-Chiaravalle | Via Padova-Adriano
  - The programme offers a set of tools aimed at involving organizations, informal groups and citizens in the design of community hubs, community gardens, local cultural programme etc.
  - A specific role is assigned to **children**

## Ideebambine Pensieribambini

- Objective: to promote the **participation and civic engagement of children** living in the two pilot areas
- 15 primary schools, 1500 children, 136 teachers, 800 parents
- Workshops at school and exploring tours in the neighbourhood aimed at **designing new solutions** for making it more inclusive, beautiful and livable for all the inhabitants.
- **Teachers' training** on participatory processes (and in general on active methodologies)
- **Engagement of parents** and families in some activities
- 2 active projects involving the schools and the local communities: **community garden** in Corvetto and **public space** in Adriano
- more projects will be generated



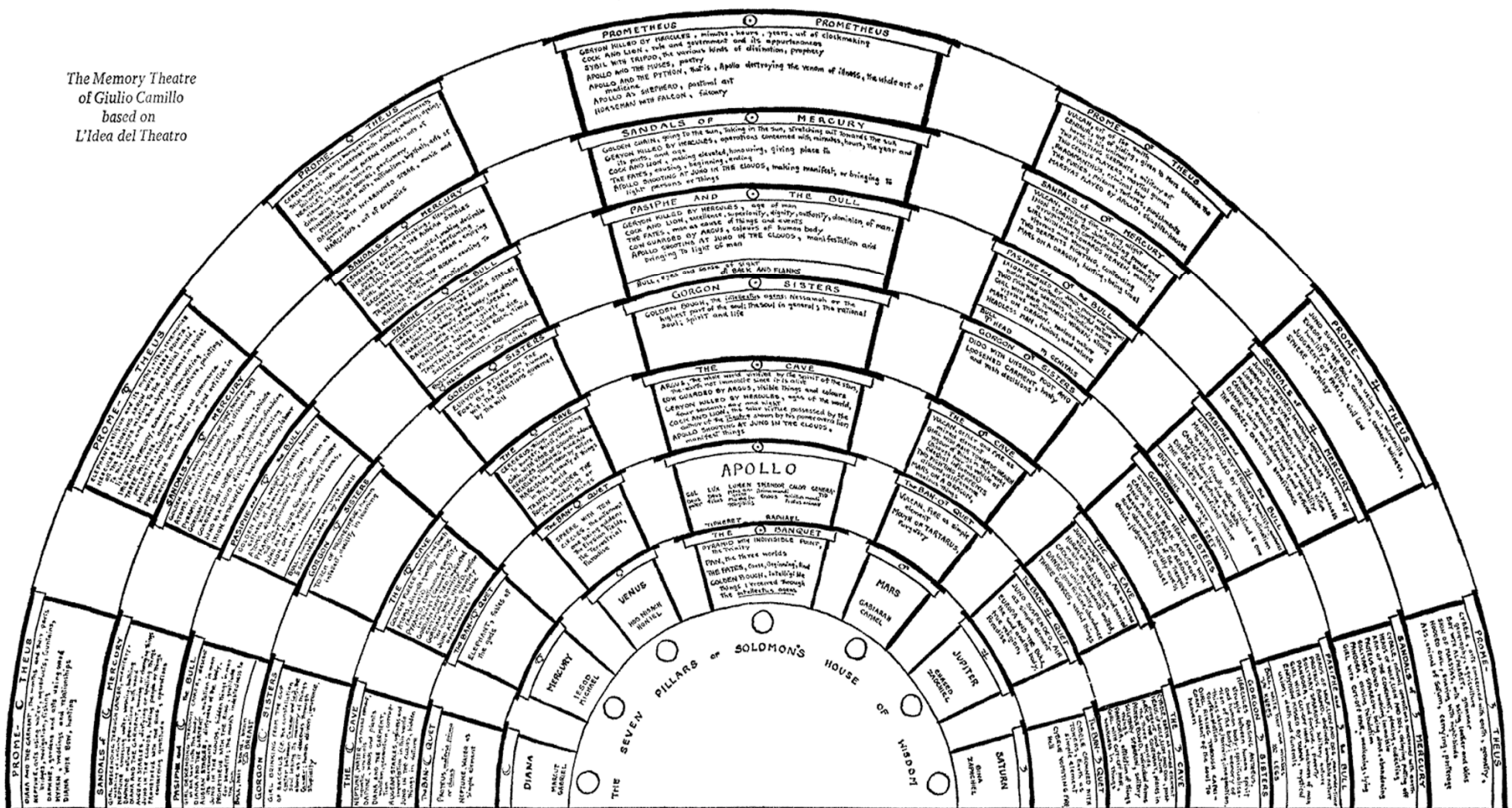




**Thank you!**



*The Memory Theatre  
of Giulio Camillo  
based on  
L'Idée del Theatro*





# The Art of Memory







Knowledge  
as a  
theater

# World Wide Web

The WorldWideWeb (W3) is a wide-area [hypermedia](#) information retrieval initiative aiming to give universal access to a large universe of documents.

Everything there is online about W3 is linked directly or indirectly to this document, including an [executive summary](#) of the project, [Mailing lists](#), [Policy](#), November's [W3 news](#), [Frequently Asked Questions](#).

## [What's out there?](#)

Pointers to the world's online information, [subjects](#), [W3 servers](#), etc.

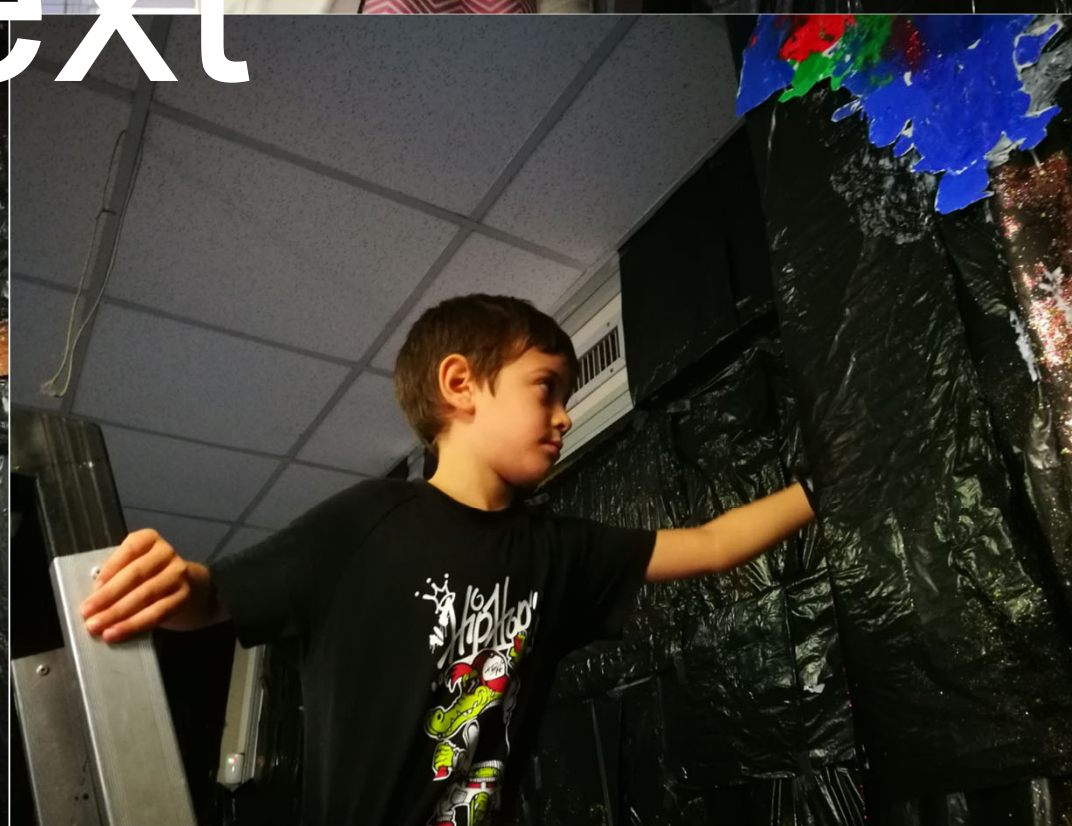
## [Help](#)

on the browser you are using

## [Software Products](#)

A list of W3 project components and their current state. (e.g. [Line Mode](#), [Viola](#), [NeXTStep](#), [Servers](#), [Tools](#), [Mail](#)





Text



# Hypertext













# World Wide Web





# Towards meta-text









# A revolution





# Learning





in a way that...





challenges imagination.





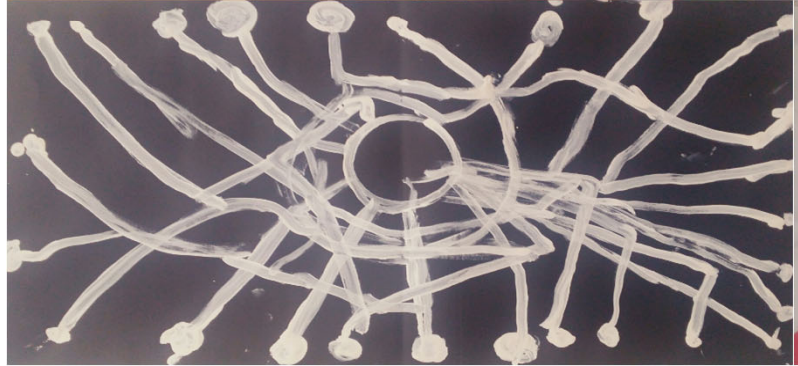
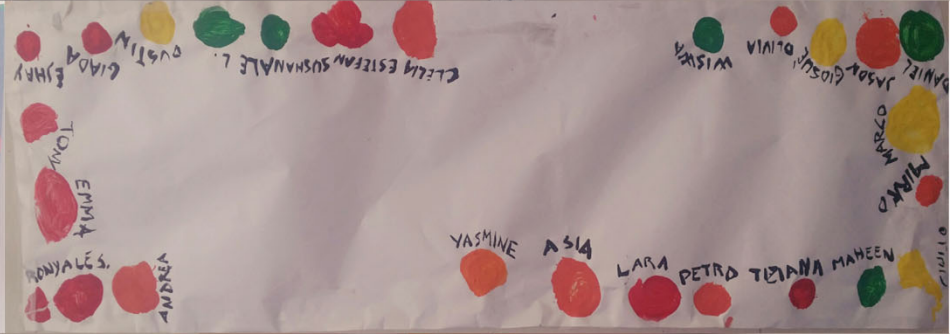
# Digital natives.





cultural transformation







To spark off the short-circuit of the multiple reactions



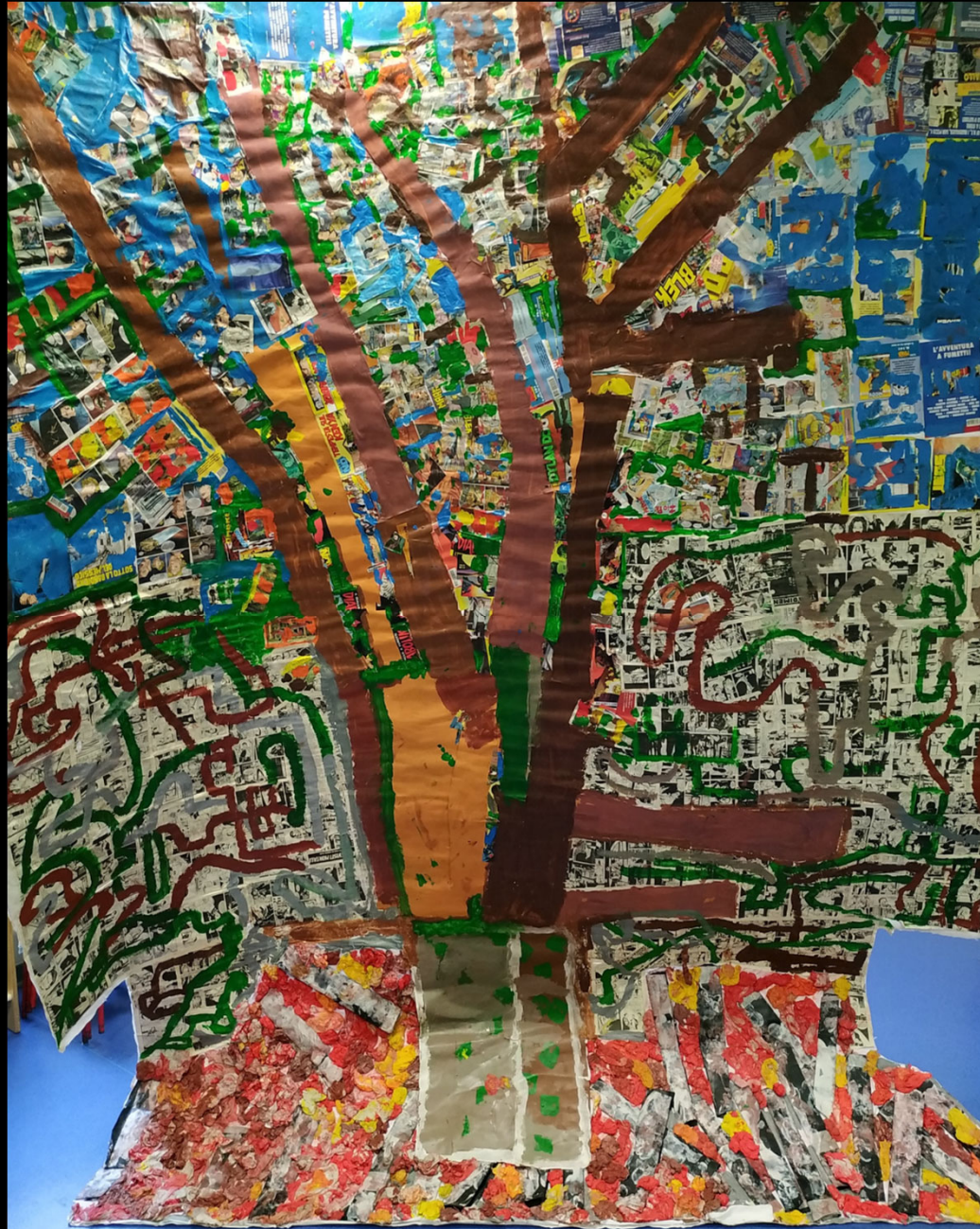
# Words



Le mie braccia sono ali |  
d'uccello che si aprono  
e sanno sfiorare il cielo.



# Images





# Thought





# Creative undertakings





# emotive sphere



# A world with more relationships with others





Through shared play...





the sea becomes a reality.



How is it really possible to believe in a papier-mâché sea  
or in gulls made with the imprints of arms?



"That willing suspension of disbelief  
which constitutes poetic faith"

S.T. Coleridge





Transitional Objects that become an area for play and which for adults become the area for creativity.





Play is a way of making precious  
a sense of oneself.





It is a general rehearsal for the sense of being able to make the world more human, the faith in change.

