

Abstracts

Nuovi bisogni educativi e nuove responsabilità pedagogiche Atti del LVIII Convegno di Scholé (Brescia, 5-6 settembre 2019)

Pier Cesare Rivoltella, *Dipendenza mediatica e povertà cognitiva? Appunti sul rapporto tra media digitali ed economia della conoscenza.*

The essay reflects on the relationship between digital media and knowledge economy, trying to answer the question if digital media is making us more stupid. The answer passes through the analysis of current culture and society. Some phenomena are interesting in this sense: time acceleration, the transformations of reading, the new ways into which we build, search and organize knowledge. The result is a complex framework whose goal is to demonstrate that determinism is not the best theory for understanding the meaning of technology today. The alternative is a co-evolutionary perspective in which human intentionality and technological progress co-implicate each other. This perspective suggests alternative working hypotheses to the simplifying idea that technology makes us stupid.

Keywords: knowledge economy, media education, time and digital media.

Lucia Boccacin, *La pluralizzazione degli attori sociali: una nuova risorsa nella risposta ai bisogni educativi?*

Sociological reflections during recent decades have contributed to a clarification of a sustainable welfare model, towards a welfare pluralization approach, based on network/partnership among public, private, third sector, and families. Pluralistic welfare model pursues values and behaviours deemed good and beneficial to the entire community.

Social actors working in the field of education, act in networks built on social, supportive, mutual and trust-based relationships.

This perspective allows a rethinking of educational processes, considered both as a whole and in the specific actions that qualify them in responding to educational needs. The educational emergency characterizing the last few decades, highlights the risk of what Bauman (2017) has called “retrotopy”. Overcoming this emergency, requires an increase in reflexivity around the concept of education itself. The relational sociological approach allows to highlight educational processes primarily on a cultural level, i.e. observing educational processes as processes of attribution of meaning.

Keywords: pluralistic welfare, social relations, relational education, third sector, social capital, social innovation.

Paola Milani, *Un framework innovativo per prevenire la povertà educativa nelle famiglie vulnerabili, beneficiarie del Reddito di Cittadinanza.*

The Guaranteed Minimum Income (RdC) foresees an integration between active and passive policy, as each family that receives the economic benefit is subject with which the services are required to build, through the Preliminary Analysis first, the Analysis Framework then, the Social Inclusion Pact, if the analysis emerges as prevalent a social need.

Following an agreement with the Ministry of Labour and Social Policies, oriented to the implementation of a training action for case managers responsible for the management of the RdC in all Italian territorial areas and a related research action, LabRIEF has outlined a cultural, methodological, training and research framework to the intervention with the families benefiting from the RdC, with children aged 0-3 years, specifically aimed at the prevention of inequalities and educational poverty in the first thousand days of life. In this contribution this approach is described in its theoretical-practical articulation.

Keywords: educational poverty, families, vulnerability, evaluation, prevention.

Davide Zoletto, *Nuovi bisogni o capacità fondamentali? Prospettive pedagogico-sociali sul concetto di povertà educativa.*

This paper will present and question some theoretical aspects of the concept of “new” educational needs, trying to contextualize them within current educational challenges emerging in diverse learning environments.

In this direction, the paper will draw both on theoretical perspectives and on issues emerging from empirical researches, such as those carried out by organizations such as Save the Children and Caritas Italiana.

On the one hand, as an example of how new theoretical frameworks can affect the way in which “new” educational needs can be conceptualized, the paper will present some key aspects of Amartya Sen’s and Martha Nussbaum’s idea of “human capabilities”. The paper will try to suggest how such an idea can help us to reframe educational interventions, building on people’s strengths.

On the other hand, the paper will shortly present some aspects of the indicators used by Save the Children in order to map situations of educational poverty. The paper will try to highlight how, in such a perspective, in order to fight educational poverty, researchers and educators have not only to focus on educational needs, but also to build on the resources of diverse communities.

Keywords: educational needs, diverse learning environments, human capabilities, educational poverty, diverse communities.

Fabio Bocci, *La lotta alla povertà educativa nell’esperienza di Liliana Rossi, don Roberto Sardelli e Albino Bernardini.*

Educational poverty is an issue which requires a focused commitment from the institutions but it also needs the awareness by everyone, particularly by those involved in education. In order to bring educational poverty to the center of the political decision-makers’ agenda - especially at a time marked by inequality and inequity towards the most vulnerable - we have to generate a social push from below that can only trigger if there is a widespread awareness that it is an issue that affects everyone and not just a few. As scholars in education and academics, it is our main task to participate in this process and create the conditions for this to happen. For example, by creating links with figures who have distinguished themselves for their commitment to contrasting the many forms of discrimination and exclusion to which those who are most exposed are subject. In this paper we will refer to Liliana Rossi, Don Roberto Sardelli and Albino Bernardini, whose exemplary history represents a motivation - especially for the youngest - to become an institutional strength capable of generating change.

Keywords: educational poverty, awareness, Liliana Rossi, don Roberto Sardelli, Albino Bernardini.

Luigi d'Alonzo, *Nuovi bisogni educativi e nuove responsabilità pedagogiche.*

It is not easy to live in modern cultural and social contexts, in affluent Western societies that offer a great deal to young people but there is a high risk to disorientate them by encouraging to cultivate values that only apparently satisfy them, but which in the end upset personal serenity and leave the individual in a difficult and gloomy reality, full of existential loneliness. The research data show us how the number of children, teenagers and young people with special, specific and special needs is constantly growing. In order to face this real educational emergency it is necessary to work well at school, it is necessary to change and to have the courage to take new paths capable of ensuring an educational success that gives secure prospects to the future citizens of this country.

Keywords: difficulty, complexity, hope, renewal, school, class management, didactic differentiation.

*La povertà educativa. Quali risposte?
I. Analisi dell'esistente.*

Alberto Fornasari, Alessia Scarinci, Matteo Conte, *Nessuno escluso. La povertà educativa minorile: quali politiche, quali pratiche alla luce dell'Agenda 2030.*

Children in educational poverty are deprived of the cognitive and socio-emotional skills and competences that are fundamental to grow and live in the world of knowledge and innovation (Save the Children, 2018). Educational poverty is a multi-dimension phenomenon just like material poverty. Through the results of recent research (Save the Children, Demopolis, Caritas, Impresa Sociale con i Bambini, Rete Internazionale Città dell'Educazione), this article analyses the frameworks on educational policies and practices in the perspectives of goals 1 and 4 of the 2030 Agenda (stop poverty in all of its aspects, provide quality, inclusive and equal education, promote lifelong learning opportunities for all). The article also focuses on how the recent global Covid-19 pandemic has made this scenario more and more complicated by showing differences in accessing educational resources (no possibilities to attend online classes without a pc or an internet connection) and by condemning an always larger number of families to poverty.

Keywords: educational poverty, policies, educational practices, research, digital divide.

Jole Orsenigo, Laura Selmo, Maria Elena Scotti, Stefano Landonio, *La lettura come punto d'incontro e di scambio per promuovere una comunità responsabile.*

Education is not only a task, it is the reality “where the quality of life is played every day” (Massa, 1987, p. 12). Therefore, the education cannot be reduced to social replication, but educating means to be responsible. Starting from international studies on the link between reading and health (High, PC, Klass, P., Donoghue, *et al* 2014) we would like to describe a research project on the promotion of reading, where we discovered that reading to children is much more than a good practice. It gives back the voice of proximity and the relationship with others and with different cultures, showing that there is a quality of life also where we think it is no possible to find it and here educator’s role is really important.

Keywords: Education, health, reading, responsibility, community.

Giulia Gozzelino, Federica Matera, *Liberare il futuro invisibile. Minori di origine straniera tra vincoli e possibilità per una pedagogia liberatrice.*

In the context of a conception of “educational poverty”, which cannot be reduced to its pure material and economical components, the pedagogical thinking is called to direct its gaze to the invisibility (Milani, 2015) in order to propose a liberating action (Freire, 2002). Within the framework of a widespread deprivation and childhood and adolescence incredible impoverishment (Save the Children, 2019), educational poverty refers to the existential and institutional invisibility of the most vulnerable minors, acting as a constraint to the possibility of a conscious determination of one’s own growing path and to an intentional participation to the research of the community welfare. Deeply rooted in inequality and social predestination, educational poverty invites the education to orient itself towards the establishment of a «substantial freedom» (Sen, 2000), of a personal vision of the world (Bertolini, 1988) and of an intentionality in intersubjectivity (Milani, 2000). Our analysis focuses on the situation of foreign minors in Italy, between vulnerability, legal regulations and social stereotypes, through the interpretation by the educators who guide their project paths.

Keywords: educational poverty; invisibility; vulnerability; foreign minors; pedagogy of freedom.

Sara Nosari, *La "soluzione" dell'abbellimento.*

The educational poverty that emerges from the current acceleration of progress may also be recognized as a paradoxical process of impoverishment. Abundance of possibilities made available to "everyone" and "anyone" does not correspond to the effective enrichment that would allow daily existence to transform it into a *fully* human existence. Culture would therefore seem to stumble on itself, changing from a "generative" anthropological "device" - attentive and committed to cultivating human inexhaustibility - to an inattentive and disengaged "device", fundamentally "obscured" by interests that wither the educational experience. The possibility of a balance appropriate to authentic human possibilities may be offered by an educational action that engages in a creative practice of embellishment, designed and exercised as an "ethically informed practice". It follows a response to educational poverty entrusted to a definition of embellishment "freed" from the prejudice of the superfluous and the accessory and recognized as a "measure" of an act aimed at cultivating the individual ability in the search for detail, the application of the choice, the responsibility for the result.

Keywords: impoverishment, disorientation, creativity, beauty, commitment.

Nicola Paparella, Maria Grazia Simone, *Indigenza cognitiva. Rischio per l'umanità.*

We believe that up to now the due attention has not been paid to the notion of the *cognitive poor*, (*cognitive miser*), often reductive associated with the notion of *stingy cognitive*. In parallel, we have forgotten the lesson of M. Minsky, who considered cognitive self-control to be a specific sign of humans and which frees thought from the vice of simplism, sloppiness and ease, generating unjustified pressure and credulity. In recent days, even health specialists have struggled to recognize the first unmistakable signs of the incipient pandemic, with serious consequences for everyone. The great absentee seems to have been *common sense*, and therefore the ability to grasp analogies, similarities, identities... The man of complex society, the citizen of the globalized world seems to be poor in common sense: an indigence towards which our work is oriented.

Keywords: new poverty, educational poverty, common sense, analogies, similarities, identity, cognitive strategies.

La povertà educativa. Quali risposte?
II. Riflessioni

Andrea Bobbio, *Tra povertà educativa e normalizzazione. Dalle suggestioni montessoriane all'ECEC.*

Childhood pedagogy, since its inception, has had to deal with poverty. Both Comenius and Aporti, Pestalozzi and Owen have approached this problem by setting up places especially designed for quality education. However, Positivism, and Maria Montessori's approach in particular, will prove to be paradigmatic for understanding the modern turn of childhood pedagogy. The Children's Homes (*Casa dei bambini*), born in the poor district of S. Lorenzo in 1907, represent the heart of this attempt. Starting from Montessori suggestions, the contribution will seek to outline the main features of ECEC, highlighting in particular the aspects connected with a systemic intervention aimed at reducing inequalities in the age of development. In particular, reference will be made to the most recent European documents with special reference to the Integrated 0-6 System.

Keywords: educational poverty, Early Childhood Education and Care, infant school, Maria Montessori, integrated 0-6 System.

Valentina Pagani, Caterina Falcone, Giulia Pastori, Francesca Linda Zaninelli, *Povertà educativa, diritto all'educazione e approccio alle capacità. La voce di educatrici e insegnanti dei servizi educativi per l'infanzia e di scuola primaria.*

Access to and attendance in high-quality educational services play a crucial role in tackling educational poverty, even representing a «generative welfare» factor (Vecchiato, 2014). The scientific community has long been reflecting on how to enhance ECEC and school protective action, and guarantee all children the opportunity to «learn, experiment, develop and freely foster their capacities, talents and aspirations» (STC, 2014, p. 4). This reflection has become even more urgent due to the current health emergency and the connected measures (e.g. ECEC/school closures, distance teaching...), that, albeit necessary, might bring along relevant negative effects for children, especially those from weaker socio-economic backgrounds. The present contribution is set within the broader departmental research project *Education for Social Justice* (E4S), which refers to the *Capability Approach* (Nussbaum, 2012; Sen, 2014) as applied in education. A set of qualitative interviews conducted with ECEC and

primary school professionals offers significant insights and contributes to the discussion on this topic.

Keywords: educational poverty; capability approach; right to education and participation; social justice; generative welfare.

Stefano Pasta, *Roma e sinti in Italia. Tra “tutela del nomadismo”, culture presunte, campi, disagio sociale e povertà educativa.*

A strong point of educational poverty as an interpretative paradigm is the social interpretation of the phenomena characterized by situations of hardship, in contrast with the general tendency to “culturalize” problems related to social disadvantage. The analysis of a specific case study - the regional laws regulating the Roma and Sinti presence in Italy - will show how a “culturalist definition” has greatly influenced the political action of public institutions and social organizations. Over the last 50 years, the lack of a national framework on Roma and Sinti has left a vacuum that has been filled by regional and local authorities with various voluntary actions. In order to provide answers to the housing needs of Roma groups, regional authorities promoted legislative texts that provided for the establishment of “nomad camps”. These laws were based on a nomadic approach since they assumed that all RSC groups living in Italy were nomads. This has mistakenly made Roma and Sinti culture coincide with nomadism, laying the foundations of what has been called “Campland. This is a scenario characterized by many social problems. Recalling the need for multifactorial analyses, this paper investigates the concept of “culturalization of poverty” when the culturalist and essentialist approach prevails over the social one. In contrast, the paradigm of educational poverty applied to the specific case of Roma and Sinti, highlights the fact that the living conditions of the camps are the consequence of the social and, especially, housing policies, implemented by the Italian administrations.

Keywords: Roma and Sinti, culturalization, nomadism, nomad camps, regional laws.

Luca Bravi, *Scuola ed educazione nei campi rom italiani. Un'emergenza mai finita. Dalla sfida educativa quotidiana a quella per Covid-19.*

The “nomad camps” have turned into places of ethnical marginalization and exclusion. The “nomad emergency” declared by the Italian government in 2008 didn't mark a concrete passage towards housing inclusion. The essay de-

scribes the educational planning carried out on children in “nomad camps” in the context of extreme difficulty for Roma students at the time of lockdown for Covid19, with a specific attention on Milan, Florence, Rome and Naples.

Keywords: educational emergency, nomad camps, educational poverty, scolarisation policies, Roma people.

Angela Muschitiello, *Una giustizia delle relazioni per mettere al riparo i giovani dal niente esistenziale.*

Increasingly, today, adolescents and pre-adolescents belonging to the families of the economically and socially wealthier classes come to the attention of juvenile justice for joining other minors with the specific intent of committing thefts, armed robberies, sexual abuses, physical and verbal violence against elderly, disabled, foreign people. Group crimes, sometimes very heinous, for which these children - and their families - cannot give precise reasons and whose gravity they seem to be unaware of, minimizing their profound human disvalue. To fill the lack of sense expressed by these situations, restorative justice, which invests in people and in the future of relationships, must invest in education.

Keywords: Pedagogy, restorative justice, Person, educational poverty, responsibility.

Emanuele Contu, *Istruzione professionale: tre dimensioni per il contrasto alle povertà educative.*

The strong correlation between socio-economic condition and educational success it's an acquired and stable fact in Italy. Disadvantaged students achieve lower learning outcomes, are more exposed to the risk of dispersion, are less likely to reach the highest levels of education. Among the elements that define the phenomenon there is the greater probability, for students coming from disadvantaged backgrounds, to choose a vocational education path at the end of first grade secondary school or following school failures in high school or technical courses. The greater concentration of disadvantaged students affects the educational effectiveness of professional institutes, but at the same time represents an opportunity to finalize resources and modify the current scenario. In light of the innovations introduced by the Professional Education reform, we intend to represent three areas of action to make professional institutes effective learning contexts: strong territorial radication,

young apprenticeship programmes experiences and continuous orientation; skill assessment and quality of teaching environments; school well-being and student engagement.

Keywords: vocational education, orientation, personalization, educational success.

Michele Marangi, *Pensare il Digital Divide come gap educativo, narrativo e creativo.*

The intervention depicts educational poverty not only as social deprivation, but rather cultural and narrative, working on the gap of creativity and “authorship” which is often typical of social media landscape. The digital divide should not only be thought of for the technological aspects, but also for the deficit of conscious, innovative and creative use of digital, in a perspective of participatory citizenship. Starting from the most recent theories, some key points will be identified to design pedagogical practices that allow to reduce this type of educational poverty, through participatory design, collective intelligence and narrative creativity. In this perspective, the Covid-19 emergency highlighted the need to deepen the concept of “third educational spaces” and the development of the Community Technologies frame.

Keywords: Digital Divide, Digital Citizenship, Learning Design, Community Technologies, Third Space Literacies.

Alejandro Quintas Hijós, *La pobreza educativa en el contexto de la conquista techno-axiológica.*

This research answers three questions about educational poverty: what it is, how it manifests itself and what it is based on. The focus of analysis is a genealogy on technological mythology. Educational poverty is defined as the condition of a human being based on incomplete education, that is, lacking any of the human needs or the imbalance in any of its contingencies. This deficiency is based on the dominance and axiological conquest of techno-utility over truth, good and beauty, and on the reduction of episteme-ethics-aesthetics to technoscience. It is based on the interpretation and exaggeration of some mythical stories about the technique, to the detriment of others. One of the consequences is technological solutionism in education, and the appearance of the student-cyborg and the teacher-cyborg, highly endowed with prosthetic resources but lacking other philosophical foundations. It is necessary to reflect on the story constructed regarding technology, and attend

to other lessons that myths, both classic and contemporary, about technique also contribute.

Keywords: mythology, technoscience, cyborg-student, teacher-cyborg.

Claudio Pignalberi, *Approccio alle capacità e Sviluppo sostenibile: una (possibile) chiave di lettura della povertà educativa.*

The issue of poverty as an educational emergency and a social inequality was recently addressed in the DD Forum promoted by ASviS, to discuss also the possible consequences of Covid-19 in the short term. The paper dwells on the importance, in the pedagogical field, of the capability approach (CA) and sustainable development (SS) in order to promote resilient and inclusive pathways where the recognition of the right to learn to learn is central.

Keywords: agency; learning; capability approach; sustainable development; resilience.

Giovanni Arduini, Diletta Chiusaroli, *Povert  educativa in tempo di Covid-19.*

The consequences of academic misery and inadequate education can affect the life prospects of the most fragile individuals and, in particular, of those who face a disability condition. In fact, situations of poverty and academic misery seem to follow one another in a circular process: economic and academic misery are often interdependent. The economic difficulties of families are also linked to educational opportunities and chances of growth for disabled students. Such difficulties inevitably generate phenomena of social exclusion, unease, and conditions of marginality that pose themselves as insurmountable obstacles for the development of an individual life project.

In the present work we intend to focus on how the issue of academic misery takes on much more significant outlines in the covid-19 emergency. Here, situations determined by distance learning, in which familiar and educational dynamics are closely linked, are to be considered on top of the growth of already existing situations.

Keywords: academic misery, disability, distance learning, inclusion.

Donatella Fantozzi, *Interdisciplinary didactic planning as a way to contrast educational poverty.*

Good educational and inclusive didactic planning is characterized by important features comprising those forward-looking and hypothetical characteristics that

help make it a dynamic and systemic mechanism -- both scientific rigor when choosing which results to pursue and strategies to activate, and the experimental aspect, open to monitoring and feedback that occur during the process. The legitimate offspring of interdisciplinarity understood as a choice of program, it could prove to be the qualitative leap that we have been awaiting from schools in order to overcome that disciplinary sectorialization that is far removed from the typical functioning of the learning brain, and responsible for school failures and dispersion. It promises to be an excellent tool in both face-to-face and distance teaching since it offers the possibility of customizing methodologies and individualizing objectives, becoming an important means for working all together, experiencing a group approach for both learners and teachers. This article focuses on the attempt to validate the practicability of a methodology transversal to the various disciplinary areas both in elementary education and in the first and second levels of secondary school, aimed at combatting widespread educational poverty and its main macroscopic causes, and at the same time consequences such as early school leaving.

Keywords: didactic planning; interdisciplinarity; school dropout; educational poverty; training orientation.

La povertà educativa. Quali risposte?
III. Indicazioni di lavoro

Monica Amadini, Sara Damiola, *Figli d'altrove: strategie di empowerment comunitario per una generazione senza reti.*

There are many reasons why the Unaccompanied and Separated Children could be interpreted as people experiencing a condition of extreme poverty: economic poverty, lack of emotional bonds, lack of resources, housing difficulties, lack of protection, discrimination... These fragile and submerged existential paths pose previously unknown problems and challenges regarding both the social policies and the educational actions. The article aims to present an emblematic experience of hospitality, empowerment and construction of inclusive paths for UASC, promoted by Dormitorio San Vincenzo de Paoli Association, as part of the “Minors: Sow a New Acknowledgment” project. It is a multidimensional educational intervention, which has made volunteering an opportunity to activate community resources. The same UASC have been appreciated as a resource for the community, in a path that has assumed value

from the formative-participatory point of view and has allowed to intersect a variety of plans (political, educational, social, cultural...).

Keywords: volunteering, participation, community, UASC, networking.

Nicola Antonazzo, *I “ragazzi” della Penny Wirton. L’esperienza di una scuola per l’insegnamento della lingua italiana ai migranti.*

In September 2015 United Nations approved the Goals of 2030 Agenda for Sustainable Development. On the top of the list, whose deadline is at the end of the third decade of the century, there is the eradication of every form of poverty and at the fourth place the ensure that all receive quality education and equitable permanent learning. The poverty of education is among the most important goals supposed to be faced and solved by international community within next 10 years. The article, starting from the definition of poverty of education including adults, introduces the experience of the School Penny Wirton, a no-profit institution come from an idea of the writer Eraldo Affinati and his wife Anna Luce Lenzi and whose roots are in the educational experience of Don Milani. The school, by the commitment of volunteer of every age, spread throughout Italy thanks to the collaboration of other associations that give their knowledge of the territory in order to answer to the demand for education coming from immigrants.

Keywords: Agenda 2030, immigrants, No-Profit, Penny Wirton, school.

Lucia Balduzzi, Arianna Lazzari, *L’educazione per la prima infanzia in tempo di riforme: incrementare l’accessibilità dei servizi per bambini e famiglie provenienti da contesti svantaggiati attraverso processi di advocacy.*

The paper illustrates the findings of a participatory-action-research jointly designed by academic researchers and pedagogical coordinators of a social cooperative with the aim of increasing the quality and inclusiveness of ECEC services run by such cooperative in the context of recent policy reform (D.L.65/2017). The study is framed within an ecological paradigm, taking into account the macro-level of ECEC policies, the meso-level of institutional cultures/procedures and the micro-level of pedagogical coordinators’ views/understandings for generating transformational processes, which could proactively respond to the complex needs of children and families living in the increasingly socio-culturally diverse communities where the services run by the social cooperative operate. The project adopted Ricerca-Form-Azione

methodology, combining elements of practice-based enquiry and training, to promote pedagogical coordinators' reflection on inclusive practice and experimentation of pilot initiatives to improve accessibility. The findings show that ECEC unequal access could be tackled by intersecting the effects of top-down policy-reform with grassroots initiatives sustaining the agency of all those involved in educational decision-making processes (pedagogical coordinators, educators, families and children) as protagonists of change.

Keywords: Early Childhood Education, accessibility, ricerca-Form-Azione, professional development, advocacy.

Elisabetta Dodi, Elena Annini, Daniela Nardellotto, Alessandra Pasi, Patrizia Pillitteri, Sabrina Ritorto, *Sguardi (diffusi) sull'educazione. Moltiplicare gli attori e le strategie per sostenere il capitale educativo dei territori.*

Children aged 0/3 years, care givers and operators, educational services, territorial planning. A complex and articulated working perimeter and a multiplicity of people who tell us about many and different phenomenologies of educational poverty: playing experience reduced to game consumption - body and senses removed from the educational scene - language poverty and gap of language skills - frightening emotions and at risk of denial or pathologization - difficulty in differentiating between adults and children and risk of infantilization of adults or adultization of children - strenuous attunements - loss of habit of the expected and consequent adherence to performative models - educational poverty not only in terms of lack, but also bulimia - education to be used or provided, rather than to be planned and negotiated - fragility of thoughts and visions of educational professionals and administrators. To deal with educational poverty, families, professionals, services and institutions are called upon to re-arrange meetings, dialogues and diversified educational strategies that can generate plans and visions of the future for girls and boys and for communities, also taking on the risk of "transgressing" with regards to established cultural and educational models of which we now can reveal their educational poverty.

Keywords: adults and children, otherness and relationship, engagements and co-projects, diversification, widespread education.

Laura Arcangeli, Alessia Bartolini, Mina De Santis, Floriana Falcinelli, Silvia Fornari, Moira Sannipoli, *Edu Sostenibile. La comunità nella sostenibilità educativa per l'infanzia.*

The contribution shows the *Edusostenibile* project methodology funded within the Early Childhood Call, promoted by the Fondazione Con i Bambini - Fondo per il contrasto della povertà educativa minorile. The project proposal, through the creation of an “integrated regional system” both public and private educational services and cultural offer already active in the territories of Umbria, has promoted the birth and development of stable educational communities. Early recognition of the risks about educational poverty by early childhood professionals and the implementation of cross-cutting strategies, based on early contact with families, has had the establishment of Territorial Educational Centres (CET), the development of a dedicated app and the distribution of a kit for families as key points. The building educational communities process has been characterized by a *modus operandi* that has chosen participation, co-planning and sustainability as interpretative keys in a coevolutive perspective.

Keywords: education, sustainability, educational centers, territory, social participation.

Maddalena Sottocorno, *Riflettere sulla pratica. Un esempio di ricerca sul campo attorno alla povertà educativa.*

Article exposes the first findings derived from an explorative study on the term “educational poverty”. It highlights the theoretical assumptions of that and considers the outcomes of a holistic case study about a project for children, in between 0 and 6 years, and their families. The contribution pays specific attention to data from some semi-structured interviews. They shape two pedagogical descriptions for this topic: the first concerns adult-children relationship; the second is based in the school context. The research aims to enhance social workers’ voice and give them reflexive tools to build context-sensitive definitions of educational poverty, representing the complexities of our contemporaneity and adding sense to the multidimensional feature of poverty.

Keywords: educational poverty; quality of educational experience; social work; reflexive practice; children.

Francesca Campolungo, Anna Oppizzi, *Primi Passi, Polo Sperimentale per la Prima Infanzia: fra riferimenti europei e questioni aperte.*

This paper illustrates the results and open questions of “Primi Passi”, a project funded by the social enterprise “Con i Bambini”, led by the Municipality of Milan, to contrast under age educational poverty (0-6 y/o) in Municipio 2. It has addressed children, families, educators, all the public and private actors constituting the educational community.

In order to make sure that the cycle of disadvantage is broken, Primi Passi has promoted measures of protection and interventions generating a high-quality educational offer, through pedagogical practices in line with the European Quality Framework. Two main lines of action: (i) access to high-quality socio-educational services to increase opportunities and social mobility and (ii) interdisciplinary collaboration between different professionals, to engage in a fruitful cooperation supporting the educational community and promoting systemic relations, better equipped to answer the new educational needs. The replicability of the actions of the system is among Primi Passi’s main goals.

Keywords: pedagogical practices, intervention on the territory, educational community, replicability, training education professionals.

Maura Tripi, *I nidi invisibili. Povertà educativa e cultura pedagogica nei servizi per la prima infanzia a Palermo.*

The critical analysis of the educational poverty was the focus of a field research conducted in the public nurseries of Palermo, from April 2018 to February 2019. In the Palermo context, beyond the educational poverty, with a deficit of public nurseries, a pedagogical culture and a linked history of the urban territory exist, but they are invisible in the public and academic speech. A pedagogical frame needs to avoid the risks coming from univocal definitions and interpretations of the “educational poverty” concept, and to integrate the positive aspects of the local contexts with their lacks and limits.

Keywords: early childhood education and care, South Italy, pedagogical culture, qualitative field research.

Donatella Donato, M. Isabel Pardo Baldoví y Ángel San Martín Alonso, *La fotografía participativa como herramienta de superación. Una investigación acción en la cogeneración de saberes.*

El Cabanyal is a neighbourhood in the city of Valencia that, for decades, has experienced the conflict of opposing interests, marginalization of minorities and social exclusion. This is the context in which we undertake an action-research which was developed in the local school, that used the participatory photography as a tool for establishing relationships and shared experiences that allow progress in the understanding of the identity and the otherness. The working group was made up of women from different cultures who have built through crochet a *falla* (traditional monument). Through the co-participation in creation and dialogue, we observe a process of individual and collective empowerment, and through the participatory photography we explored different sources of knowledge co-production, with the aim of overcoming educational poverty and the possibility of achieving social justice through cognitive activity.

Keywords: action research, empowerment, minorities, participatory photography, situated knowledge.

Anna Paola Paiano, *Lucha a la Pobreza Educativa y Creación de una Comunidad Creativa y Educadora: análisis de un modelo y su aplicación en el Sur Italia.*

The definition of educational poverty (EP) - as a phenomenon in itself - is produced by Save the Children in 2014. A multi-dimensional and multi-poverty poverty that, on the one hand, highlights the need for interventions and investments aimed at implementing both the quantity, both as the quality of the educational offer for children and adolescents, on the other hand, it rehabilitates, however, the “educational potential” intrinsic also in the planning of elections and interventions not specifically educational. In this work a pedagogical and intelligible reflection is presented in the community with a central role. Describe the model of the city of Barcellona in contrast to the EP. At last, proposing the description of the financial project of a permanent territorial laboratory for the interchange and exchange of significance for the responsibility of the EP in relation to the problem in Salento.

Keywords: educational poverty, educating community, community educational project, emancipative pedagogy, analysis of educational policies.