

<i>Tags: Children &amp; families; Country: Spain; Language: English; Year: 2014; Event: ESN Conference (Rome)</i>	
<b>Programme's name</b>	<b>CaixaProinfancia – A programme example (2007-2012) of socio-educational networks for child development</b>
<i>Original title:</i>	<i>CaixaProinfancia</i>
<u>Organisation / Country:</u>	"la Caixa" Foundation / Spain
<u>Website:</u>	<a href="#">Here</a>
<u>Contact:</u>	David Velasco: <a href="mailto:dvelasco@fundacionlacaixa.es">dvelasco@fundacionlacaixa.es</a> Technical Programme Coordinator <i>CaixaProinfancia</i> , "la Caixa" Banking Foundation
<u>Summary:</u>	<p><i>CaixaProinfancia</i> is a socio-educational programme led and funded by the "la Caixa" Banking Foundation. It addresses children between 0 to 16 years old and their families living in poverty and social vulnerability. The programme is considered a social intervention with an integrated approach based on a systematic process. In order to frame the social interventions and to carry out socio-educational measures, an Action Plan is being developed. This is being done through the following steps:</p> <ul style="list-style-type: none"> <li>• needs identification</li> <li>• preliminary assessment (social &amp; educational)</li> <li>• programming the family action plan</li> </ul> <p>In more details, the plans and needs assessments within <i>CaixaProinfancia</i> take into account six main pillars:</p> <ul style="list-style-type: none"> <li>• school success</li> <li>• education outside school</li> <li>• relational health</li> <li>• educational support in the age range 0 to 3 years</li> <li>• parent education</li> <li>• food &amp; hygiene</li> </ul> <p>The projects particularly acknowledges the roles of school, health and other local resources for the final assessment.</p> <p><b>Territorial coverage of the programme in Spain</b></p>

	<ul style="list-style-type: none"> <li>The programme has been rolled out in 11 territories in Spain covering 312 municipalities. This has been done in collaboration with 351 third sector entities, out of which 32 act as coordinating organisations.</li> </ul> <p><b>30 network sites with different stages of development</b></p> <p>In total, there are 30 network sites with different development stages across the different areas in Spain. The sites are as follows:</p> <p><i>Sevilla</i></p> <ul style="list-style-type: none"> <li>Distrito Cerro/Amate</li> <li>Polígono Sur</li> <li>Distrito Este /Alcosa /Torreblanca</li> <li>San Pablo</li> </ul> <p><i>Madrid</i></p> <ul style="list-style-type: none"> <li>Carabanchel</li> <li>Vallecas</li> <li>Puente de Vallecas</li> <li>Usera</li> </ul> <p><i>Bilbao</i></p> <ul style="list-style-type: none"> <li>Rekalde</li> </ul> <p><i>Zaragoza</i></p> <ul style="list-style-type: none"> <li>Arrabal</li> <li>Utebo</li> <li>CascoHistórico</li> </ul> <p><i>Barcelona</i></p> <ul style="list-style-type: none"> <li>NouBarris (2x)</li> <li>SantMartí</li> <li>Gótico</li> </ul> <p><i>Palma de Mallorca</i></p> <ul style="list-style-type: none"> <li>S'Arenal</li> </ul> <p><i>Valencia</i></p> <ul style="list-style-type: none"> <li>Benimaclet</li> <li>SalvadorAllende</li> <li>Malvarrosa</li> <li>SantMarcel.lí</li> </ul>
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	<p><i>Murcia y Lorca</i></p> <ul style="list-style-type: none"> <li>• Cabezade Torres</li> <li>• Santiagoy Zaraiche</li> <li>• Santa Maria de Gracia</li> </ul> <p><i>Málaga</i></p> <ul style="list-style-type: none"> <li>• Asperones</li> <li>• La Corta</li> <li>• S. Andrés Dos Hermanas / Ctra, Cádiz</li> </ul> <p><i>Las Palmas</i></p> <ul style="list-style-type: none"> <li>• Vegueta / ConoSur</li> <li>• Ciudad Alta</li> </ul> <p><i>Santa Cruz de Tenerife</i></p> <ul style="list-style-type: none"> <li>• Centro/Gladiolos</li> <li>• Ofra</li> </ul> <p><b>Characteristics of the participants in the <i>CaixaProinfancia</i> programme</b></p> <ul style="list-style-type: none"> <li>• 100 percent are living below the relative poverty threshold or experiencing severe poverty.</li> <li>• 78 percent are families experiencing two or more social exclusion factors.</li> <li>• 50 percent have difficulties in fulfilling basic social needs, such as food and medication.</li> <li>• 57 percent main adult breadwinner without studies or only completed the basic education level.</li> <li>• 41.90 percent are lone-parent families.</li> <li>• 61.34 percent experience unemployment, and 25.6 percent of them do not receive public subsidy.</li> <li>• 50.33 percent have immigrant families as their origin, although 85 percent of children are born in Spain.</li> </ul> <p><b>Impact on children through social exclusion</b></p> <p>Among the poverty effects on children are psychological insecurity, malnutrition, school failure, violence, addictions et. al.</p> <p>These challenges need to be tackled through continuous medium- to long-term processes, based on the aggregation of actions that address the various factors (education, health, parenting skills, employability, etc.).</p>
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	<p><b>Socio-educational networks for child development</b></p> <p>The socio-educational networks have been set up in the course of several phases:</p> <p><b>Phase 1: 2007-2010</b></p> <ul style="list-style-type: none"> <li>• design of goods and services offered</li> <li>• selection of sites and creation of networks</li> <li>• target: family units</li> </ul> <p><b>Phase 2: 2010-2012</b></p> <ul style="list-style-type: none"> <li>• re-conceptualization of the action model</li> <li>• systematisation of the assessment process</li> <li>• “mapping” territories</li> <li>• agreements with municipalities</li> </ul> <p><b>Phase 3: 2013-2014</b></p> <ul style="list-style-type: none"> <li>• pilot experiences of socio-educational networks (collaborative innovation)</li> </ul> <p><b>Multi-level networks</b></p> <p>The networks exist at three different levels with a different focus:</p> <p><i>National network</i></p> <ul style="list-style-type: none"> <li>• The national network focuses on health and leisure time.</li> </ul> <p><i>Local network</i></p> <ul style="list-style-type: none"> <li>• The local networks focuses on families and schools.</li> </ul> <p><i>Micro level</i></p> <ul style="list-style-type: none"> <li>• The micro level focuses on social services and sports.</li> </ul> <p><b>Guiding principles for better innovation</b></p> <p><i>CaixaProinfancia</i> is a collaborative initiative between the public and the private sector to experiment and promote a caring welfare state</p> <p>The child is in the centre of the programme. Around it are different dimensions:</p> <ul style="list-style-type: none"> <li>• the family as the working unit,</li> <li>• a preventive approach,</li> <li>• integrated approaches for services in contrast to fragmented ones,</li> <li>• social support to empowerment (social capital),</li> <li>• socio-educational action as a priority focus.</li> </ul>
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	<p><b>The role of local networks</b></p> <ul style="list-style-type: none"> <li>• The local networks follow a holistic approach and promote community work.</li> <li>• They seek to bring vulnerable children at risk of or in poverty towards personal autonomy and into a pathway of positive personal development.</li> </ul> <p><b>The structure of a local network</b></p> <p>The structure of a local network consists of the following actors:</p> <ul style="list-style-type: none"> <li>• <i>CaixaProinfancia</i> entities</li> <li>• social services</li> <li>• schools</li> <li>• community</li> <li>• health</li> <li>• children and their families</li> </ul> <p><b>Relevant fields within the <i>CaixaProinfancia</i> programme</b></p> <p>According to a life cycle model, the relevant dimensions imply different support measures according to the different age groups.</p> <p><b>Personal health:</b></p> <ul style="list-style-type: none"> <li>• <i>0-3 years</i>: hygiene, care, food</li> <li>• <i>7-12 years / 13-16 years</i>: innovative programmes healthy habits and prevention</li> </ul> <p><b>School success:</b></p> <ul style="list-style-type: none"> <li>• <i>4-6 years / 7-12 years / 13-16 years</i>: educational support, speech therapy, psycho-pedagogical-psychomotor support, school accompaniment and tutoring</li> </ul> <p><b>Education outside schools:</b></p> <ul style="list-style-type: none"> <li>• <i>4-6 years / 7-12 years / 13-16 years</i>: open centres, urban camps</li> </ul> <p><b>Parent education:</b></p> <ul style="list-style-type: none"> <li>• <i>0-3 years</i>: family spaces for 0-3 years old children</li> <li>• <i>4-6 years / 7-12 years / 13-16 years</i>: family workshops and family networks</li> </ul> <p><b>Relational health:</b></p> <ul style="list-style-type: none"> <li>• <i>0-3 years / 4-6 years / 7-12 years / 13-16 years</i>: individual psychotherapy or family therapy, psychosocial accompaniment et. al.</li> </ul>
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## **CASE STUDY: ASPERONES –MÁLAGA**

### **LOS ASPERONES (Málaga)**

- geographic situation: Created in 1989 as a transition neighbourhood on the periphery of the city of Málaga (South of Spain). The site is located between the cemetery, a scrap yard, a kennel and a dumping ground.
- socio-demographic data: 1100 people (240 families), approximately 35-40 percent are children, approximately the majority of Gypsies.
- The area is exposed to social exclusion and is affected by different vulnerability factors (see the following indicators)
- **Education:**
  - high rate of illiteracy among adults (> 70 percent)
  - school absenteeism in secondary education (30 percent approx.)
  - high rate of school leaving at the age of 16 years (> 95 percent)
- **Health:**
  - 100 percent provision of Public Health System
  - > 50 percent of the population suffers from one of the following diseases (AIDS, hepatitis, depression & drug addiction)
- **Employment context**
  - > 70 percent unemployment
  - dependance on pensions and social assistance
- **Families:**
  - large families
  - house overcrowding

### **Historical development of the local network in Los Asperones**

**1995-2000:** beginning of the work in Los Asperones (CEIP Mariade la O, Social Services and Cáritas)

**2000:** SecretariadoGitano, Chavorrillos, and MIES joined the project.

**2007:** *CaixaProInfancia* programme began in the neighbourhood with the collaboration of different social entities (Incidejoined & Cáritasen)

**2007-08:** coordination board (EPSA joined)

### **LOCAL SOCIO-EDUCATIONAL NETWORK + NEIGHBOURHOOD TEAM (ACCEM joins)**

**2013:** Pilot Experience *CaixaProinfancia*

	<p><b>Involved organisations with different roles in the pilot:</b></p> <ul style="list-style-type: none"> <li>• <b>Social services:</b> occasional support (furniture, economic support), workshops, health, etc.</li> <li>• <b>EPSA (AVRA):</b> in charge of the rehabilitation of deprived neighbourhoods</li> <li>• <b>Cáritas:</b> street education, training workshops, educational support, treatment of drug abusers, social attendance of prisoners, provision of goods/services through <i>CaixaProinfancia</i> programme</li> <li>• <b>Incide:</b> job counselling, educational support, summer schools, summer camps, provision of goods/services through the <i>CaixaProinfancia</i> programme, etc.</li> <li>• <b>MIES:</b> organising workshops, working with mothers, summer school for young people, etc.</li> <li>• <b>Secretariadogitano:</b> occasional training workshops</li> <li>• <b>Centrosescolares:</b> educational accompaniment and support, summer schools, etc.</li> <li>• <b>ACCEM:</b> organising workshops and school support for young people in Asperones.</li> </ul> <p><b>Structures within the local network</b></p> <p>The two main bodies within the local network are the <i>coordination board</i> and the <i>neighbourhood team</i>.</p> <p><i>Coordination board</i></p> <ul style="list-style-type: none"> <li>• participants: All the social entities in the neighbourhood</li> <li>• meeting frequency: once per month at EPSA offices</li> <li>• tasks: <ul style="list-style-type: none"> <li>▪ “mapping” of needs and resources</li> <li>▪ plan for strategic neighbourhood improvement</li> </ul> </li> </ul> <p><i>Neighbourhood team</i></p> <ul style="list-style-type: none"> <li>• tasks: <ul style="list-style-type: none"> <li>▪ coordination of the social action in the neighbourhood</li> <li>▪ analysis of neighbourhood needs</li> <li>▪ coordination and monitoring the social and educative actions with the families</li> <li>▪ intensive and integral attendance with selected families</li> <li>▪ assessment and monitoring protocols</li> </ul> </li> </ul> <p><b>Focus of services according to age group</b></p> <p><i>Children (0 to 12 years)</i></p> <ul style="list-style-type: none"> <li>• leisure time</li> </ul>
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	<ul style="list-style-type: none"> <li>• educational support</li> <li>• participation</li> <li>• direct support</li> </ul> <p><i>Young people (13 to 19 years)</i></p> <ul style="list-style-type: none"> <li>• leisure time</li> <li>• direct support</li> <li>• job counselling</li> <li>• academic training (ECCA, ESO)</li> </ul> <p><i>Adults (&gt; 20 years)</i></p> <ul style="list-style-type: none"> <li>• “walking again” (drug abuse problems)</li> <li>• judicial accompaniment</li> <li>• academic training (ECCA)</li> <li>• direct support</li> </ul> <p><i>General Assessment of the Network</i></p> <ul style="list-style-type: none"> <li>• ability to create from the needs and opportunities of the environment</li> <li>• professional work with major quality</li> <li>• efficiency of an integral action</li> <li>• possibility to attend more social needs</li> </ul>
<p><u>Issues:</u></p>	<ul style="list-style-type: none"> <li>• The project acknowledges the challenging and complex interrelation between social determinants and education.</li> <li>• Education determines the social position and is the key element to democratise opportunities and reduce social rigidity by 50 percent.</li> <li>• Class origin is a decisive factor only for those who have no studies or have not achieved compulsory education.</li> </ul> <p><i>(Fundación Jaume Bofill – Educación y movilidad social en Cataluña, 2011)</i></p>
<p><u>Resources:</u></p>	<p><b>Annual budget: Total EUR 50 million</b></p> <p><b>Distribution of funding</b></p> <ul style="list-style-type: none"> <li>• direct funds to children: 43.7 percent</li> <li>• scientific committee: monitoring and assessment: 0.2 percent</li> <li>• entities management: 2.5 percent</li> <li>• others (cheques, data-processing, activities and diffusing materials): 1.35 percent</li> </ul> <p><b>Direct support to families</b></p> <ul style="list-style-type: none"> <li>• school material: 28.000 aids</li> </ul>



	<ul style="list-style-type: none"> <li>• children's food and hygiene: 33.000 aids</li> <li>• glasses and hearing devices: 1.700 aids</li> <li>• parenting skills: 2.000 families</li> <li>• family therapy: 2.400 families</li> <li>• intensive social action: 8.000 families</li> </ul> <p><b>Direct services to children</b></p> <ul style="list-style-type: none"> <li>• educational support: 18.000 children</li> <li>• leisure time: 13.500 children</li> <li>• summer camps: 17.500 children</li> <li>• psychotherapeutic care: 6.500 children</li> </ul> <p><b>Funding per family and child</b></p> <ul style="list-style-type: none"> <li>• EUR 1.157 per family per year</li> <li>• EUR 713 per child per year</li> </ul>
<u>Objectives:</u>	<ul style="list-style-type: none"> <li>• Supporting children's and young people's personal development across different spheres of live</li> <li>• Promoting policies to improve equity, social cohesion and equal opportunities</li> </ul>
<u>Outcomes:</u>	<ul style="list-style-type: none"> <li>• Improvement of the quality of life: covering basic social needs of the children and their families (food, hygiene, clothing, etc.)</li> <li>• Reduction of school failure (increasing graduation rates in secondary compulsory education)</li> <li>• Decrease of drug abuse (only 5 percent of young people have serious drug abuse problems)</li> <li>• More effective coordination meetings</li> <li>• Strengthened relationships between the different social entities</li> <li>• Growth of the network through the joining of new organisations</li> </ul>
<u>Evaluation:</u>	<p><b>General network assessment</b></p> <ul style="list-style-type: none"> <li>• Ability to create from the needs and opportunities of the environment</li> <li>• Professional work with major quality</li> <li>• Efficiency of an integral action</li> <li>• Possibility to attend more social needs</li> </ul> <p><b>General assessment of the pilot experiences after a 1-2 course year of work</b></p> <p><b>Strengths &amp; opportunities</b></p>

	<ul style="list-style-type: none"> <li>• collaboration between different socio-educative actors: protocols, coordination, recognition...</li> <li>• shared analysis of the social needs: new approaches</li> <li>• optimisation of resources (expecting more efficiency)</li> <li>• development of synergies</li> <li>• integrated social action with families: adding quality and intensity in the process</li> <li>• development of “strategic local plans” to improve neighbourhoods (shared “story-discourse”)</li> <li>• changes in professional cultures: introducing new perspectives in the socio-educational action</li> </ul> <p><b>Weaknesses &amp; challenges</b></p> <ul style="list-style-type: none"> <li>• achieving “long-term” political agreements for the promotion of the collaboration</li> <li>• overcoming “tensions” between the different organisations involved, notably social services, the educational system, and the third sector, which may be due to: <ul style="list-style-type: none"> <li>▪ distrustfulness and prejudices</li> <li>▪ overly high workload and stress</li> <li>▪ orientation towards “resource management” rather than governance and collaborative innovation</li> <li>▪ promotion of a “transversal management” in the networks</li> <li>▪ professionalised networks, without families &amp; neighbourhood participation</li> </ul> </li> </ul>
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