

Network Analysis of the Project "Provaci Ancora Sam" by Fondazione per la Scuola: Exploring Collaborations with Local Non-profit Organizations and the Municipality of Turin, and Investigating the Influence of Non-state Actors in Schools in Italy

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This research paper presents a network analysis of the project "Provaci Ancora Sam" conducted by Fondazione per la Scuola, focusing on its collaboration with local non-profit organizations and the Municipality of Turin. The study aims to investigate the influence of non-state actors, particularly philanthropic foundations, in the public education system in Italy. The involvement of non-state actors in the European public education system and the consequences of their active presence in the public school system have received limited research attention.

The research seeks to explore the active participation of non-state actors in addressing social justice issues, such as school dropouts, within the public education system. It recognizes the influential role of non-state actors, particularly philanthropic foundations, in shaping key public policies related to education. However, there is a lack of comprehensive research on the consequences of non-state actors' involvement in the public school system.

The methodology employed for this study encompasses a micro and macro-level analysis of the institutions involved in the public education system. Empirical data is gathered through interviews conducted with non-state actors, selected schools, and the local governing authority. This approach enables a thorough understanding of the dynamics, perspectives, and contributions of these actors within the educational landscape.

The findings of the research provide valuable insights into the collaborations between Fondazione per la Scuola, local non-profit organizations, and the Municipality of Turin within the "Provaci Ancora Sam" project. The network analysis sheds light on the relationships, communication patterns, and resource flows among the stakeholders. Additionally, the research explores the influence of non-state actors on public education policies and practices, particularly their efforts to address social justice issues such as school dropouts.

This study contributes to filling the research gap regarding non-state actors' involvement in the European public education system, with a particular focus on the Italian context. By investigating the active participation of non-state actors in addressing social justice issues within the public education system, the research provides insights into their contributions and potential impact. The methodology,

which includes interviews and data collection from various stakeholders, ensures a comprehensive and nuanced understanding of the subject matter.

By recognizing the active role of non-state actors and their initiatives to tackle social justice issues, policymakers can develop more effective policies and collaborations to foster a fair and inclusive educational environment. Furthermore, the research sheds light on the ongoing trend towards privatization in many European countries, emphasizing the importance of a strong public education system as a precondition for social equity in the contemporary world.