Additional details required in case of funding for
SCHOOLS - HEALTHCARE FACILITIES - UNIVERSITY FACILITIES

PREAMBLE

Charitable interventions and projects must arise from a style of incarnation, rooted in the territory and in the real lives of people. This means operating on the basis of real contexts, listening to the actual needs of individuals and communities, and walking together in a process of change and mutual growth. It is the style of a Church that goes forth, which listens, accompanies, generates, and promotes. A presence that becomes a sign and instrument of God's mercy, a "culture of encounter" that places the person and their dignity at the center, rather than structures or projects. It is not a matter of occupying spaces with initiatives, but of initiating processes of growth and liberation that restore dignity and a future. An incarnated presence, a concrete "being there" in places where life is wounded, like the Good Samaritan who stops and becomes a neighbor (cf. Fratelli tutti, 63). In light of this, in order to support authentic integral human development as a driver of change, it is fundamental to guarantee access to education and healthcare.

SCHOOLS

The school must not only instruct but, educate and form. Access to quality education must be guaranteed to all, from basic literacy to vocational training, with particular attention to the poorest and/or marginalized segments of the population who cannot afford the expenses (both direct and indirect) and/or gain access to it. Therefore, schools must be an active instrument for fostering inclusion and citizenship, and ensuring equality through shared projects of change aimed at tangibly transforming real contexts. It is also important that they remain faithful to their original purpose - which is to respond to the actual needs of people and the territory— and must not, over time, turn into self-referential or competitive institutions. A school built to offer education to those who cannot afford it must constantly remain vigilant so as not to lose its vocation of service and inclusion. If instead, with the passing of the years, such work enters into the logic of competition - seeking funds to remain "more modern" or "more performing" than others - it risks betraying its original mission, excluding the very people for whom it was created.

QUALIFYING ELEMENT

It is necessary to specify from the outset, for schools of all levels, what the "QUALIFYING ELEMENT" is, as well as the cross-cutting objectives, educational pathways, methods, and strategies intended to be put in place so that the school can truly be an educational and formative environment. In other words, a place of hope where people learn to live together, interact, and dialogue with others, and to build together a better future and better communities, responding to the challenges and difficulties of individual contexts, even in particularly difficult ones (e.g., in countries at war, with curricula featuring cross-cutting themes oriented towards education for peace, nonviolence, reconciliation, and respect for human rights; in contexts marked by severe inequalities, cross-cutting themes may focus on social and economic justice; in places marked by environmental degradation, attention can be paid to the care of creation, etc.).

Furthermore, for vocational training, the primary goal is to offer young people concrete employment opportunities to break the vicious cycle of poverty, but also to form individuals capable of critical thinking and relational openness.

Therefore, it is important to highlight how the proposed educational programs and pathways align with current or future labor market needs in the country concerned, while also being oriented toward the service of the common good rather than the pursuit of mere profit.

For these reasons, it is essential that every proposal be carefully examined to optimize available resources. Consequently, in order to enable an adequate evaluation by CEI of funding requests for the construction of schools, the applicant Entity must provide the information required in the "Schools" paragraph, answering the questions listed on the following pages.

UNIVERSITY FACILITIES

Access to tertiary education is a central theme; often debated because, given the conditions in which some countries find themselves (poverty, hunger, poor healthcare, illiteracy, etc.), access to higher education seems to be a luxury incompatible with local poverty. However, as also recognized at international level, a development process that can be considered comprehensive must also include the university system for the training of technicians, managers, entrepreneurs, and specialists who can contribute to the socio-economic development of the country and the provision of quality services. Training young people, educators, professionals, and future local leaders capable of taking an active role in the transformation of their own context means restoring dignity and autonomy, allowing every person to be the protagonist of its own development.

QUALIFYING ELEMENT

For the establishment or strengthening of university facilities, the "QUALIFYING ELEMENT" is that educational objectives primarily aim at vocational and professional training that can help young people break the cycle of poverty through specific and adequate employment opportunities. Therefore, the educational programs and pathways proposed by Universities must align with the current or future needs of the labor market in the country concerned, while also being oriented toward the service of the common good rather than the pursuit of mere profit. Without underestimating the importance of speculative disciplines, both scientific and humanistic, and in line with the Regulations, the goal is to promote an education that in turn acts as a driving force for human promotion for individuals and development for society.

For these reasons, it is essential that every proposal be carefully examined to optimize available resources. **Consequently, in order to enable an adequate evaluation by CEI of funding requests for the construction of higher education facilities, the applicant Entity must provide the information required in the "Higher Education Institutions" paragraph, answering the questions listed on the following pages.**

HEALTHCARE FACILITIES

In a country with limited resources, healthcare projects are a priority for the poorest population, but—particularly when it involves a new facility - they require careful planning in compliance with the basic standards of healthcare architecture, carried out by professionals with appropriate competence and experience in this specific field. On the other hand, in the case of requests to expand an existing facility, for example through the construction of new hospital wards, in addition to the floor plans of the buildings to be constructed, it is also necessary to provide the floor plans of all existing structures along with a brief description, so as to allow for an evaluation of how the new constructions and activities integrate into the overall existing facility. Furthermore, for each new (or expanded) healthcare facility, it is necessary to indicate what equipment and furnishings are required for its operation, and who can provide them (the project itself or other donors, to be explicitly stated). Projects that only provide a list of equipment and furniture purchases without an actual, related project plan are not eligible.

In any case, it is fundamental that the healthcare facility always remain faithful to its original purpose: responding to the concrete health needs of the people and the territory. A hospital or health center established to offer assistance to those who lack access to basic services must know how to adapt to the evolution of the local socio-economic and healthcare context, while maintaining constant focus on its mission: guaranteeing accessible, inclusive care respectful of human dignity. Conversely, when it yields to the logic of competition-seeking to appear "more modern" or "more efficient" than other institutions - it risks losing its original purpose and excluding the most fragile and needy people for whom it had been conceived.

QUALIFYING ELEMENT

For a healthcare facility, the "QUALIFYING ELEMENT" is the constant attention to the world of suffering, closeness, listening, and the centrality of every sick person and their dignity. All of this comes before the clinical response to the need for care; it precedes and guides every healthcare intervention. This means placing the human being at the center of organizational, care, and therapeutic choices, and promoting a culture of proximity

The sustainability of every health promotion initiative must also be evaluated in terms of personnel, medications, consumables, and running costs. For these reasons, it is essential that every healthcare project proposal be accompanied by an in-depth and realistic sustainability plan that demonstrates how the project,

once completed, can continue over time. **Consequently, in order to enable an adequate evaluation by CEI of funding requests for healthcare facilities, the applicant Entity must provide the information required in the "Healthcare Facilities" paragraph, answering the questions listed on the following pages.**

SCHOOLS

Each answer must also include data that is as quantitative and objective as possible, indicating the period to which it refers and the sources, without being limited to generic statements.

In light of what has been highlighted above and the answers provided to each question, every request must briefly highlight the "QUALIFYING ELEMENT" in its introduction.

	ANSWER
1. What are the educational needs that the project aims to address Provide a brief analysis of the local situation, highlighting the literacy and education needs of the area for primary and secondary schools. With regard to vocational schools, briefly present the local labor market context in order to highlight the rationale behind the educational choice (for example, choosing a mechanical training school because there is a need for trained mechanics to repair vehicles and tools). Indicate the number of students currently enrolled/expected in the various courses and in the entire school, and provide, where available, the employment data for graduated/ licensed students.	
2. Are there other public or private educational institutions operating in the same district/territory? Briefly describe any schools in the surrounding area and justify the need to create/strengthen an additional educational institution (for example, poor people cannot access the nearby school, there are no courses for those who have dropped out of the national education system, etc.).	
3. What are the educational programs and what is the academic/teaching structure? Briefly describe the educational programs, specifying the subjects taught, the workload (hours/week), the teaching mix (classroom hours, laboratory hours, projects, etc.), the cross-cutting educational objectives and pathways, and the "qualifying element."	

4. What is the qualifications of the teaching staff? Briefly describe the school's teaching staff: how many people are currently employed and in what roles, how many will be required once fully operational, whether they are local staff, and whether they belong to the applicant Entity (e.g., religious men/women, etc.). Additionally, provide short CVs for some of them as examples.	
5. What are/will be the measures to facilitate access for vulnerable people to the school for which funding is requested This is a crucial point in light of the funding priorities set out in the Regulations. Describe the enrollment procedures for students from disadvantaged backgrounds (for example, are there differentiated tuition fees based on income brackets? Can the children of the most vulnerable access the school free of charge, or do they receive a scholarship?). How many students will be able to benefit from this?	
6. What are the realistic self-financing possibilities for the school once CEI support has ended? Describe in detail the mechanisms intended to be put in place, including through agreements with government agencies, to ensure the school's sustainability (teaching staff salaries? Future upgrades of equipment and laboratories?).	
7. How does the school fit into the country's national education system? Describe the level of recognition of the proposed school within the national, regional, and district education system, highlighting the type of DIPLOMA/LICENSE issued and the existence of any agreements with the Ministry of Education/local institutions.	.

UNIVERSITY FACILITIES

Every answer must also include data as quantitative and objective as possible, indicating to which period they refer and what the sources are, without limiting itself to generic statements.

In light of what has been highlighted above and the answers provided to each question, every request must briefly highlight the "QUALIFYING ELEMENT" in its introduction.

	ANSWER
1. What are the educational needs that the project aims to address? Provide a description of the university (courses already offered) and an analysis of the local labor market situation to highlight the rationale behind the choices made (for example, choosing engineering and economics because there is a need for technicians and managers at various levels who can find employment in local small and medium-sized enterprises or operate as entrepreneurs). Indicate the number of students currently enrolled/expected per faculty and across the entire university complex, and provide employment data for graduated students where available.	
2. Are there other public or private universities operating in the same district/territory? Briefly describe any other universities in the surrounding area and justify the need to create/strengthen an additional university presence (for example, in public universities access for vulnerable groups is not supported with scholarships, or the faculties are not sufficiently professionalizing and the youth employment rate remains low...).	
3. What are the curricular programs and the teaching structure? Briefly describe the curricula of the study programs concerned, and describe the learning objectives and delivery methods: what subjects are taught, what is the workload (hours/week), and what is the teaching mix (lecture hours, laboratory hours, projects, etc.)?	

4. What are the qualifications of the faculty? Briefly describe the faculty, specifying whether they are tenured at the university in question, tenured at another university, or contract faculty; whether they are local staff, and whether they are part of the applicant Entity (e.g., religious men/women, etc.). Provide short CVs for some of them to allow for a verification of their teaching qualifications.	
5. What are/will be the access measures for disadvantaged students? Describe the enrollment measures for students from low-income families (for example, are there differentiated tuition fees based on income brackets? How much do they amount to? Do they receive a full or partial scholarship? How many students will be able to benefit from them?).	
6. What are the realistic possibilities for self-financing once the CEI support has concluded? Describe what mechanisms are intended to be put in place, including through agreements with government entities, to ensure sustainability (faculty salaries? scholarships/tuition fees? future upgrades of equipment and laboratories?...). Consider, for example, any laboratory activities by students that could generate a product/service for the territory (repairs, business ledger management, etc.).	
7. How does the university fit into fit into the country's national education system? Describe the degree of recognition of the proposal within the national, regional, and district education systems. Describe the type of Bachelor's / Master's degree (and Advanced Master's degree) that is awarded.	

HEALTHCARE FACILITIES

Every answer must also include data as quantitative and objective as possible, indicating to which period they refer and what the sources are, without limiting itself to generic statements.

In light of what has been highlighted above and the answers provided to each question, every request must briefly highlight the "QUALIFYING ELEMENT" in its introduction.

	ANSWER
1. What are the healthcare needs that the proposed facility aims to address? Provide morbidity and mortality data for the area covered by the proposed service, utilizing official data from the local District/Regional Authorities if possible.	
2. Are there other public or private healthcare facilities operating within the same district or area Briefly describe these healthcare facilities with reference to the local community and territory, and justify the need to create or reinforce an additional healthcare presence.	
3. What services are currently offered, and what integrations are proposed with the CEI funding? Briefly describe the services currently offered by the healthcare facility, indicating the volume of activity over the past three years and the fees charged to the patient for each individual treatment.	

4. What are the qualifications of the healthcare staff? Briefly describe the number of resources and the qualifications of the facility's healthcare staff, also indicating the current (and future) types of remuneration, separating volunteer staff from paid local staff. It is necessary to highlight the planned training activities based on individual qualifications (e.g., volunteer, nurse, doctor, etc.).	
5. What are/will be the access measures for disadvantaged people to the healthcare facility for which funding is requested? This is a crucial point. Describe the access mechanisms for low-income individuals to healthcare services, keeping in mind that CEI funding is primarily aimed at protecting and training vulnerable and disadvantaged people.	
6. What are the realistic possibilities for self-financing once the CEI support has concluded? Describe precisely what mechanisms are intended to be put in place, including through agreements with government institutions/entities, to guarantee future operations of the healthcare facility and access for disadvantaged patients.	
7. What is the relationship between the proposed healthcare facility and the country's national health system? Describe precisely the degree of recognition of the proposed healthcare facility within the national, regional, or district health system, highlighting the potential existence of agreements that provide for, for example: - the payment of staff salaries, in full or in part; - the potential reimbursement of hospitalization costs for specific patient categories; - the supply of goods or services.	