

A silhouette of a young child running across a large rock. The child is captured in mid-stride, moving from left to right. The background is a vast, calm body of water under a soft, golden sunset sky. The overall mood is peaceful and hopeful.

On the way
to school,
on the way
to life.



Pistorio Foundation



The Pistorio Foundation is a non-profit organization based in Geneva, Switzerland. It was founded by Pasquale Pistorio in April 2005 with the aim of improving the living conditions of underprivileged children in developing countries, with a primary focus on education.

In an ever shrinking world with blurred boundaries, there should be shared responsibility in fighting on all fronts for the respect and implementation of children's rights. The need for action is overwhelming:

Deaths due to Preventable Diseases

According to UNICEF 29.000 children per day die of preventable diseases, which translates to 21 each minute, nearly one every three seconds, and just under 9 million per year.

World Hunger

According to the Food and Agriculture Organization, FAO, starvation currently affects over one billion people, or 1 in 6 people on the planet. As a result, either directly or indirectly, of hunger it is estimated that 1 child dies every 5 seconds, 700 die every hour, 16 000 die each day and 6 million die each year. These hunger related deaths account for 60% of all child deaths.

According to the UN, and UNICEF's State of the World's Children 2010, there are approximately:

- 1 billion children deprived of one or more services essential to survival and development
- 500 million to 1.5 billion children who have been affected by violence
- 501 million children not legally registered at birth

- 150 million street children, of which 60% work in the streets to support their families and 40% are homeless
- 150 million children between the ages of 5 and 14 engaged in child labor
- 148 million children under 5 years old in developing regions who are underweight for their age
- over 100 million children who are not enrolled in primary school
- 2 million children under 15 living with HIV
- 1.2 million children trafficked each year as of the year 2000

Humanity cannot ignore this staggering desperation that calls for immediate action.

We believe that human dignity depends on our efforts and ability to protect the world's children.



Pistorio Foundation

Our Dream

Our dream is that children's rights, as stated in the UN Convention on the Rights of the Child, be fully implemented, enforced, and respected in every country of the world.

Our dream is that every child be entitled and have access to education. That every child be entitled and have access to health care. That every child receives adequate and proper nutrition.

That every child be entitled to a name and nationality. That every child have access to information and freedom to express himself/herself, and to be listened to. That every child be entitled to a caring and loving family, who will act in the best interests of the child and provide safe shelter. That no child ever be subjected to exploitation, poverty, hunger, deprivation or cruelty.

That every child's right to innocence be respected and protected. That every child be entitled to live a happy childhood, to have time and space to play and rest, and to develop his or her full potential.

Our Mission

Our mission is to improve the living conditions of children in the poorest regions of the world, with a focus on education and making sure that every child we reach also receives proper nutrition and primary health-care. In the process, we hope to reach out to

the larger worldwide community of developed nations in order to spread an awareness of children's rights and widespread lack of their implementation, in an attempt to promote the values of solidarity, cooperation, justice, and volunteering.

Ten Thousand Smiles Around the World

Our vision is to extend our support to 10,000 children every year, while at the same time initiating and promoting development programs in the regions where these children live, in order to increase their prospects for a brighter future.

We currently support a total of 1668 children, by sending them to school and ensuring them nutrition, healthcare, and in some cases shelter, while at the same time creating and improving their schools' infrastructure and ensuring quality education.

How We Operate

The Foundation concentrates its efforts on a limited number of geographical regions in order to prevent dispersion of resources and to have the greatest possible long-term impact in each region.

Priority areas of intervention are education, basic nutrition, primary health care and sanitation, empowering women, family planning, and sustainable economic development.

We value the importance of investing in the uniqueness of every culture and its local traditions in

order to encourage development and empowerment in communities through the use of available and familiar tools and resources. To date we have no structural costs and no operating expenses. We operate with the support of local partners and through a network of volunteers.

We work on specific projects only with NGOs or non-profit organizations that satisfy rigorous criteria and that share our philosophy of operating with very low overhead costs.

All available financial resources and donations go directly to projects for the benefit of the children and families we support. We make sure that every dollar is stretched to the maximum possible, auditing carefully how our resources are being spent, and using funds as efficiently and effectively as possible.

All board Members and volunteers donate their skills on a voluntary basis and travel to locations for auditing or project development purposes at their own expense. As per the bylaws, the President agrees to contribute up to 25.000 Swiss Francs towards operating expenses (Article 8 of the By-laws) Should the Foundation grow substantially in the coming years so that a minimum operational structure will be needed, administration costs still will not exceed 10% of the budget (Article 8 of the By-laws).

The Foundation does not have any political or religious affiliations.





Our Approach

The Village Model

Our approach is holistic: based on the needs of a given village, group of villages, or geographic region, we define and oversee specific interventions in order to provide village children with basic, inalienable rights to an education, primary health-care, and safe shelter. Furthermore, we initiate programs that will enable families to reach self-sustainability, one village at a time.

Our principal focus is on children's education and our action is two-fold: we provide scholarships that cover quality education fees, in addition to one meal per day in school and primary health care; we further build and improve school infrastructure.

We acknowledge that to perform well in school, a child must be in good health and be adequately nourished. In addition, the problem of low enrollment and attendance rates in impoverished communities is often complex, involving not only one factor but multiple and diverse socioeconomic causes, such as: lack of school infrastructure; distance from school and lack of road infrastructure or means of transport to school; lack of teacher attendance or adequate teacher training; resistance of families to send their children to school; child labor; insufficient family income to support costs of school supplies and uniforms.

In the light of these obstacles, we attempt to identify the causes for a low enrollment rate in a given area and subsequently address these issues in order to provide optimal school environments and learning conditions and to enable all the children of a given village or group of villages to attend school.

We further ensure that each child we support receives at least one nutritious meal per day in school, building a school kitchen and canteen if need be. In some cases the meals are also supplemented with vitamins and nutrients.

In addition to covering the school fees of the children, we provide them with school uniforms, supplies, backpacks, and notebooks.

In school, children are taught basic hygiene practices and correspondingly receive toothbrushes, toothpaste and soap.

Where needed we provide clean drinking water by building a well. Every child we support receives regular medical check-ups.

Where needed we build and/or improve school infrastructure. Once a school has been built, we monitor closely the quality of education and we supplement teachers in schools to lower the student/teacher ratio if the number of teachers provided by the government is not sufficient for each grade level. In addition, our Education Enrichment Program aims at improving academic success rates of students by

providing afternoon tutoring classes and a computer lab and library.

Our Preschool Program supports Nurseries and Kindergartens by improving their infrastructures and quality of education so that children are better prepared for primary schools and have higher chances of succeeding.

Preschool is often an important part of the schooling as many times the language taught in school is not spoken at home and preschool will allow children to perform well in primary school and therefore in their future academic career. In addition, mothers are able to attend to work while the children are safely looked after.

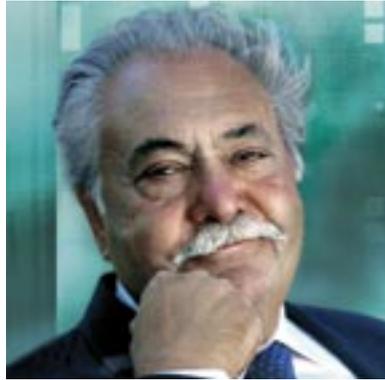
We commit to supporting the long-term education, nutrition and primary health care of every child on scholarship from preschool to professional school, knowing that a young adult will be able to enter the job market only once he has learned a professional skill and that secondary education alone will not guarantee fair employment. It is only upon completing professional school that a young adult in effect is able to break the family's cycle of poverty.

As part of our village model, we strive to improve children's living conditions by attempting to empower their families, in particular the mothers. We promote programs that will allow parents of children to improve income earning capabilities.

Once all the children of a given village or geographical area where we operate are provided with a quality formal education and access to health and adequate nutrition, we then seek to improve the income earning capabilities of parents through basic adult literacy and education classes, teaching agriculture for their own use and for sale, and vocational training.

The intention is for the village to become self-sustainable until there is no need for further support.

From the Founder



I was born in 1936 in a small Sicilian town in the South of Italy. I was too young to remember much of the Second World War, and the area where I was born was relatively less impacted by its devastation than other parts of the country. What I know comes more from the direct testimonies of other people and from literature, rather than from personal memories.

On the contrary, I have very clear memories of what came thereafter. My secondary and university education, as well as my professional life, all took place in the post-war era. The period of reconstruction was followed by the decades leading to the current market economy and of globalization.

In the last 60 years the world has witnessed the most dramatic expansion in terms of technological innovation and economic growth, as well as an upgrade in the quality of life for several hundreds of millions of people. However, during these years, a tremendous amount of imbalances in human society have emerged.

We are currently living in a world where a few hundred people control an amount of wealth that is higher than the GNP of several medium sized countries. At the same time, there are nearly 3 billion people (half of the world's population) living on less than \$2 per day and more than 1 billion of those people live with less than \$1 per day.

We tolerate that nearly 1 billion people suffer from hunger, starvation, and malnutrition and probably

some 30 million people die every year directly or indirectly due to starvation and hunger, of which 6 million are children, and that in various parts of the world there are recurrent cases of genocides, deportations, desctructive pandemics such as HIV or malaria, niches of slavery, human trafficking and finally, widespread abuse of women and children, even in rich countries.

As human beings, we should all be proud of our technological and economic achievements, but we should also be very ashamed of the imbalances and tragedies that exist in the world.

I ask myself: Am I guilty? Are these problems my fault? Indeed the answer is no. It is true, however, that I carry my part of responsibility for not doing enough to correct these problems. And I believe that the same feeling should be shared by at least the top 1 billion people in the economic ranking of the world population who enjoy a good quality of life and benefit from our technological and economic progress.

In my view, today humanity faces 3 major problems:

1. The excessive inequality in the distribution of wealth. This applies to the difference between rich countries and poor countries, as well as to the difference between the upper income class and the lower income class in the vast majority of the world's countries (and unfortunately this inequality is growing).

2. The explosion of the world's population. We are currently 6.5 billion people. We were about 2 billion at the end of the First World War, and only about 1 billion at the beginning of the last century. In other words it took several thousands years for humanity to reach 1 billion in 1802, just 125 years to double to 2 billion in 1927, and as little as another 72 years to triple to 6 billion in 1999. The world (our planet and our social institutions) simply cannot absorb this huge growth of population; and there is a limit to how many people the eco-system can sustain.

3. The pollution of air, land, and water, and global warming. This phenomenon is largely the result of the economic development and the population explosion in absence of adequate control mechanisms.

A major issue is the excessive exploitation of fossil fuels and the poor energy efficiency of the world economy. Millions of deaths, diseases, desertification and the growing frequency of extreme weather phenomena are all directly related to pollution and global warming and are increasingly generating huge human and economic disasters.

I believe that the above three problems are the root cause of all the major problems that humanity is confronted with, including wars, terrorism, genocides, and starvation for hundreds of millions of people.

Of those problems, the worst and most difficult to correct is the first one (the excessive inequality in the

distribution of wealth) because it originates from the intrinsic egoistic nature of human beings. I am convinced that most of the political and economic laws and rules governing the world are de facto driven by the top 1% - by wealth - of the world population; and those laws and rules are currently driving the economic affairs of the world into growing inequality. I believe that governments generally do not lead but follow their citizens.

Occasionally corporations will move towards social responsibility under illuminated leadership but, more frequently, under the pressure of employees, customers and the public opinion.

In the end, individuals are the real movers.

The only solution in the long term lies in widespread improvement of education and social awareness involving billions of people that will act both as individuals and as members of the institutions to which they belong (business enterprises, political or cultural organizations, public administrations, governments, etc) to move the world in the direction of more social solidarity.

In the present world scenario, children deserve the maximum attention: on one side to protect them as they are the most vulnerable human beings; on the other to educate them because they will be the future citizens of the planet and, ultimately, the continuous cultural evolution of humanity to build a better world depends on them.

Out of these reflections, the idea of the Pistorio Foundation was born.

Using limited available financial resources in conjunction with great enthusiasm from a few family members and friends who are willing to donate some of their time and ideas, the Foundation will try to help, in any way, underprivileged children in any part of the world, for the very limited amount of people we can reach.

We also believe that, in order to help children, we must also help mothers to become more educated and financially independent. We also need to help develop the social environment (family, school, village) in which the children grow up.

We are very well aware that no matter how successful our efforts will be, they will represent a drop in an ocean of needs. However, for the people who we can materially assist, we believe that any contribution will be valuable in impacting positively on their lives and future. Furthermore, we can help to spread social awareness by reaching greater numbers of people intellectually.

A handwritten signature in blue ink, appearing to read 'Pasquale Pistorio'.

Pasquale Pistorio
President



Azrou, Morocco

Nibagdo, Burkina Faso

Lithang (Tibet), China

Chiang Rai, Thailand

Stung Mean Chey, Cambodia



Pistorio Foundation



Burkina Faso Village Project



Burkina Faso is one of the poorest countries in the world, ranked by the UN Human Development Index as 175th out of 177 countries.

Local Partner: Centro Italiano Aiuto all'Infanzia (CIAI)
Direct beneficiaries: 100 sponsored children from six villages of the region of Boulkiemde'
Infrastructure Completed: enlargement of one Primary School (two classrooms, sanitation facilities, kitchen and hangar), and Secondary School

Burkina Faso has one of the weakest education levels in the world. The Nibagdo territory, in the rural province of Boulkiemde' where we operate, has been identified as one of the poorest regions of Burkina Faso. In Burkina, teachers are provided by the government and schools follow the French system.

Although the native language of the children is the Muré dialect, in school they must learn a new

language, French, which is not spoken at home. Our project aims to tackle areas of children's education, health and sanitation, legal recognition, as well as issues of women empowerment, from providing basic adult education to raising awareness on family planning.

Children's sponsorship covers school uniforms, shoes, books, notebooks, backpacks, mugs, as well as one meal per day, drinking water, micronutrients, iron and vitamins. Children also receive medical check-ups during the year and instruction in sanitation and they are provided with soap and mosquito nets.

Each child obtains legal registration and a birth certificate. In addition, the school of Nibagdo receives a small medical kit and teachers are trained on basic disinfection and medication of bruises and cuts. Parents of these children receive literacy classes.

In 2006, the Pistorio Foundation expanded the primary school of Nibagdo by funding the construction of two extra classrooms, external bathrooms, an outdoor kitchen and an external hall for village Council meetings.

This not only enabled the children to benefit from one meal per day, but further provided motivation for the parents to send their children to school and reinforced attendance rates.

One of the major obstacles preventing children of Nibagdo and neighboring villages continuing their studies after primary school, was the lack of a nearby secondary school in the territory.

In fact, according to Unicef, secondary school attendance in rural Burkina Faso is as low as 17% for males and 15% for females, primarily due to lack of infrastructure.

In 2008, the Pistorio Foundation constructed a secondary school in the village of Sogpelcé, district of Thoyou, province of Boulkiemdé, which caters to children from the villages of Sogpelce', Nibagdo, Soula, Tathyou, Konkinaaba, Savili, Bouru and Villa. Children from these villages, who previously had to interrupt their studies after primary school due to lack of infrastructure in this region, will now be able to access secondary school.



The Municipality of Thyou donated 10 hectares of land for this project and built the road connecting the school and the village of Sogpelcé. The Local Education Authorities have provided the teachers and recruited students and are responsible for the maintenance of the school.

The project was conceived in partnership with the Regional Ministries of Secondary Education and of Scientific Research for the Center West (MESSRS and DRESSCO), the municipality of Thyou and the local

Parent's Association (APE). 346 children were enrolled for the school year 2010/2011.

The school can hold up to 560 students running in full capacity, and can enroll 80 new students every year.

The school consists of one building of seven classrooms; one building inclusive of a library, a computer lab, and workshop; one building of administrative offices and director's accommodation and two blocks of sanitation facilities.

The building benefits both from mixed solar energy power and electrical energy lighting. A well was built to provide clean drinking water to the school and to all the villagers.

The school was completed in January 2009. A formal inauguration with local and national institutional authorities took place on 19 February 2009 in the presence of Pasquale Pistorio and the president of CIAI, Valeria Dragone.

Although the Foundation directly supports 100 children's long-term scholarships, its infrastructure interventions and primarily its secondary school construction benefit a total population of over 34,000 including 18,000 children.



The Pistorio Foundation currently supports the education of 100 children from six villages of the Boulkiemde' province, including Nibagdo.



Lithang School Project

Both nomads and farmers practice the Buddhist religion and live in respect of Tibetan traditions.

Nomads spend their lives in the vallies raising yak and other animals, and moving three times per year. They live in tents even through harsh winter months of snow and when the temperature falls well below zero.

Their day begins by milking the animals, preparing the butter, and taking the animals to pasture. Often these tasks are accomplished by 5 or 6 year old children.



Nonetheless, despite their difficult life, they are always satisfied, have enormous patience and are very serene people. Due to their lack of transport (they can only go on horseback) and their distance from villages, the children are unable to attend school and therefore remain illiterate, like their parents.

This situation is critical because a lack of education will produce greater inequalities between town children and the nomad children, thereby exacerbating their marginalization and decreasing their chances of breaking their communities' cycle of poverty. This situation also threatens the future preservation of Tibetan culture.

Ven Lama Thamthog Rinpoche, a native of Lithang and a spiritual leader, has tried to help change this situation by creating schools for the children of nomads and by improving existing structures that were lacking in staff as well as facilities. With the help of the Peretti Foundation, the first school and dormitory for 80 children was built in 2004. The children started to attend school in 2004, following both the Chinese curriculum as well as courses in Tibetan language and culture.

Recognizing the need to allow many more nomad children to receive an education in Lithang, the Pistorio Foundation funded the construction of a second dormitory in the same campus for 80 more children. The dormitory was completed in August 2006.

It consist of a 3 story building with bedrooms for the 80 children, one library, a kitchen and refectory, a large hall for both study and recreational purposes and rooms for the staff who runs the dormitory.

The project consists in covering dormitory fees and school fees for 80 children that will be staying at the dormitory for six years until completion of their elementary schooling.

The children spend 10 months of the year at the school campus attending the school year, while their families continue their nomad lives. The children join their families in the summer months. The parents are very proud and impressed at how the children progress and flourish through education. The children's academic results have been very good and encouraging. They are eager learners and diligent students.

Teachers work longer hours than regular class time, since they provide extra tutoring to the children in the afternoon. While at the school campus, children also learn basic hygiene rules which they do not receive living as nomads, since they live in tents with no sanitation facilities.



Lithang, a part of the Kham, is located in eastern Tibet close to Chengdu in the Chinese province of Sichuan. Its altitude ranges from 3000 to 5000 m and much of its natural habitat is still intact, rich in forests and blooming with flowers in the summertime. Lithang also hosts many renown monastic universities.



Dormitory built by the Pistorio Foundation



Children spend the school year at the Lithang campus and return to their nomad families in the summer.

Local Partner: Ven Lama Tzatak Rinpoche in Lithang and Ven Lama Thamthog Rinpoche and Rabten Ghe Pel Ling Tibetan Center of Milano

Direct Beneficiaries: 80 primary school students

Infrastructure Completed: one dormitory for 80 children complete of library, canteen, kitchen, rooms and sanitation facilities

The Pistorio Foundation has decided to support the efforts of Thamtog Rinpoche and the Rabten Ghe Pel Ling Tibetan Center of Milano to increase children's enrollment and school facilities in the region of Lithang in eastern Tibet.

The majority of Lithang's 700 000 inhabitants are nomads, and a small fraction are farmers.



Chiang Rai Village Project



Akha woman in traditional costume with child. The Akhas are amongst the poorest of the numerous hill-tribes in northern Thailand.

Local Partner: Camillian Social Center
Direct Beneficiaries: 1315 students on scholarship from preschool to professional school
Infrastructure Completed: 2 primary schools, 1 dormitory for primary school students, 1 dormitory house for professional school students, 2 kindergartens, 1 computer room and library, 1 music and art building, 12 teachers' accommodations, restructuring of 3 nurseries.

Chiang Rai is a mountainous region in the far north of Thailand, bordering with Myanmar and Laos. The area has been populated over the past centuries by immigrant ethnic tribal minorities from China.

Recognition of their citizenship has been resisted in the past by the local government because of these tribes' suspected connection to and exploitation by drug traffickers, as well as from fear of communist infiltrations from Laos.

Absence or inadequacy of roads and infrastructure connecting the hill-tribe villages that are immersed and scattered in mountain forests has made it impossible for village children to travel to town centers in order to attend school.

The lack of education has led these communities to complete illiteracy. The hill-tribe community, however, is well aware of the value of education.

Obtaining an education can help in securing a child's legal right to citizenship. It is estimated that half of the hill-tribe population of Chiang Rai is without citizenship.

Hill-tribe families sometimes accept to part from their child for extended periods of time so that the child may attend school in a distant town where he/she is housed either in a dormitory set up by an NGO or charity, or by a friend or relative. Nevertheless, dormitories are saturated and most children are left behind without receiving an education.



In the past few years infrastructure has improved somewhat in Chiang Rai thanks to tourism and there are now a few roads that can be traveled on even during the long monsoon season.

The tribal families, however, are still often too poor to provide either the uniform and school supplies for their children or transport to accompany them to distant schools.

The Pistorio Foundation has decided to side with the Camillian Social Center located in Chiang Rai to allow minority hill tribe children to attend school by providing daily transport to school, as well as school supplies, uniforms, one meal per day at school, and tuition.

The aim of the project is to allow children to live with their families or in a neighboring village (housed in a village dormitory) while attending school.

The Foundation is currently supporting the education and welfare of 1315 children from 14 different villages in northern Thailand. The Foundation is committed to support the long-term education, primary health care, and welfare of these children.

In line with our Village Model approach, the Foundation ensures that all the children of a given village are attending school. In school, every child receives one meal per day and yearly medical check-ups. When daily transport to a school is not possible, in the most remote villages, the Foundation builds a primary school and dormitory for children of neighboring villages.

It also builds and improves nursery and kindergarten facilities in the same village. All buildings are provided with electricity, mostly via solar panels, and with sanitation facilities.

The level of education in the schools built by the Foundation is closely monitored to ensure teacher attendance and quality of education.

A qualified English teacher is provided to teach English and the student/ teacher ratio is kept low by supplementing teachers when the number of teachers recruited by the government may not ensure one teacher per grade level.



The Foundation supports the education of over 1300 hill-tribe children from 14 villages in Chiang Rai.



Enabling every child to complete professional school is crucial to ensure that once having completed their academic career they will be able to obtain a job and break their family's cycle of poverty.

Preschool programs at nursery and kindergarten level are put in place so that children are able to learn Thai before entering primary school. In primary school, Thai afternoon classes are provided to increase their grasp of this language, since only tribal dialects are spoken at home. In one school we have also installed a computer lab and library and are setting up the same facilities in the other primary school already built.

Our objective is to replicate this model to more villages. That is, to build a primary school infrastructure with dormitory, kindergarten, canteen, computer room and library facilities and to ensure that every child of a given village has access to education and primary health care.

Children will attend secondary school and professional school by staying in nearby dormitories.

Currently we have over 300 preschool children, over 600 primary school children, nearly 300 secondary school and over 120 professional school children that we provide scholarships to. Professional schools will also assist the graduating students in finding employment.

Far too often, children and young adults migrate from their villages to towns in search of jobs to support their family, but without a professional school degree, even with only secondary school or primary school education, they are exploited and end up involved in the worst forms of employment, such as drugs, crime and prostitution, making them vulnerable targets of human traffickers.

Since the start of the project in 2006, the Foundation has completed the following infrastructure projects:

Ban Mhai Pattana'

- **One primary school for 200 children**

The school consists of 6 classrooms, a kitchen, sanitation facilities, and five teacher rooms. The school caters to the village of Ban Mhai Pattana' with a population of 4000, as well as to another nearby village.

- **One dormitory**

The dormitory will enable children from the neighboring village to attend school throughout the heavy rainy season period.

- **One kindergarten**

one computer lab and one library
improved infrastructure of nursery



Panaseri

- **One kindergarten**
seven teachers' accommodations'
one music and art class building

Tako' and Makampon

- **improved infrastructure of existing nurseries**

Huay Kuk

- **One primary school for 200 children**

We are also building a canteen and kitchen, dormitory, teachers' accommodations, a computer lab and library, and completing a kindergarten that will be ready by the end of 2010.



Professional School Students

In Chiang Rai VBAC Professional School we have built one dormitory including kitchen and canteen on the school campus for our students. The school is a highly qualified school in Chiang Rai that provides over 10 professional training curricula.



For each infrastructure project we ensure that the local authorities and community contribute to the project. The village authorities contribute by providing the land and the villagers contribute by providing labor: by leveling and preparing the land, by helping in the construction of the building, by building the road to connect the village to the school, as well as by supplying cooks to prepare meals for the workers and further, once the school is running, to prepare meals for the children in school and in the dormitories.

The next challenge will be to bring villages to self-sustainability by empowering not only the children that we support, but also their families.

Firstly, we have launched a program for adult education in Ban Mhai Pattana' to teach Thai to parents as they only speak tribal dialects.

Secondly, while students are already being taught how to cultivate the land for their own consumption at the school canteen, our objective is to also teach their families how to farm for their own needs, as well as to increase their income earning capabilities.





Cambodia Back to School Project

Local Partner: Pour un Sourire d'Enfant (PSE)
Direct Beneficiaries: 133 students on scholarship

The UN has declared that children's living conditions in Cambodia are amongst the worst in the world: there is a high mortality rate (one out of 10 children dies before the first year of age), a 40% rate of malnutrition and acute exploitation and abuse.

The country has been torn apart by 25 years of war and genocide by the Khmer Rouge. 99% of teachers and professors, 95% of doctors, and 99% of artists were wiped out between 1975 and 1993. Three million people, out of a population of 12 million, lost their lives.

The war destroyed the Cambodians' historical cultural values, traditions and ethical foundations.

Today 80% of the population live in rural areas, but agriculture is severely compromised due to alternating floods, severe droughts, as well as the persistence of landmines, which have led one out of 26 people to have at least one amputation.

Extreme poverty makes survival the priority for families over their children, who are forced to work day and night or are even sold. In Phnom Penh, hundreds of children work on the dump in the suburb of Phom Penh to find reusable waste to sell at the landfill entrance.

They work to the extreme of their forces, undernourished, in dangerous and degrading conditions, exposed to the toxic fumes of the landfill that are exacerbated by the heat in the daytime. Most of them, however, prefer this scenario to that of their family homes where domestic violence is common. These children desperately need immediate assistance.

The Pistorio Foundation has chosen to support the education of 133 children, at the center of Pour un Sourire d'Enfant (PSE) which provides an accelerated school program to children and professional school trainings



The center provides education from kindergarten to high school with a strong emphasis on Khmer, mathematics, physics and foreign languages (English and French). Sports and traditional theatre and dance

are also practiced on a weekly basis. In addition, there are courses on Human Rights and Rights of Children and on prevention of sexually transmittable diseases such as HIV. Children also receive medical assistance and nutritional support at the center.

Families of these children are supported by social service workers and receive compensation in rice for the income that is not generated by the child who now attends school. Micro credit programs and vocational training courses are provided to mothers of these children.

The Pistorio Foundation is committed to relieving the deplorable living conditions of these children and to contributing to the successful completion of their education through to high school and professional training in the prospect of a different, brighter future.



Formerly child laborers at the city dump of Stung Mean Chey, Phnom Penh, these children can now receive an education. Hundreds more still need to be saved from this type of deplorable exploitation.

Morocco Back to School Project



Local Partner: Azrou Centre for Community Development (ACCD)
Direct Beneficiaries: 40 students on scholarship

According to UNICEF, secondary school enrollment rate in Morocco is as low as 34 % (37% for male and 32% for females), falling to even 15% in rural areas.

In poor rural communities, school dropout rates are very high due to a number of socioeconomic reasons, including lack of adequate teacher training.



The Pistorio Foundation has partnered with the Azrou Centre for Community Development (ACCD) of the Al Akhawayn University, to improve the living conditions of children of disadvantaged communities of the region of Azrou by addressing issues of school dropout rates and helping to increase the primary and secondary school enrollment rate.

The project was launched in July 2010 and will support, in conformity with the government curriculum for Non-Formal Education, the non-formal education of 40 students from difficult socioeconomic

backgrounds who have dropped out of school, to assist them in reintegrating into the Formal Education system.



These children come from very poor families in critical situations, often broken families or single parent families. Dire living conditions often push children to live on the streets and in many instances to engage in criminal behavior. Most of these children work on the streets for derisory sums to help support their families.

Although students will temporarily be housed within existing ACCD facilities, the project includes the construction of a new building, in partnership with ACCD and local authorities.

The new structure on three floors. will include two classrooms where students will study, a canteen, a sports room, and IT room, a library, a workshop and two professional training classrooms. The objective is to reinsert school drop-outs into local schools within one or two years of Non-Formal

education, to enforce their learning skills and ensure that they do not fall too far behind, thereby preparing them for future academic success.

We will enroll children from the ages of 8 to 16. Should the child upon completion of the program not succeed in re-entering school, or be of an age that he/she feels too old to be enrolled in school again, we will provide the student with a one to two year professional training program to enable him/her to obtain a job qualification upon completion of the program.

The students enrolled will follow the program of the Ministry of National Education, which includes the following subjects: Arab, French, Maths, Natural Sciences. The children will also be taking classes in IT, Physical Education and Art, and will take part in extra-curricular activities, such as sports and cultural competitions, as well as class excursions.

The Foundation will provide for school supplies and for one meal per day in the school.

Scholarship fees for the 40 students also cover regular medical check-ups and any necessary specialist doctor visits.



UNESCO research in 2004 showed that dropout rates in Morocco are among the highest in Arab countries, and the second highest in the Maghreb.

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*All individuals here mentioned work for the
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Pistorio Foundation

On the way to school, on the way to life.



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Fostering education, knowledge, and empowerment
of women and children where there is greatest need.

