

PARENT'S EDUCATION AND CREADA PROJECT IN ITALY

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1-ORIGIN AND CHARACTERS.

CREADA, CENTER FOR EDUCATIONAL RELATIONS AMONG ADULTS AND ADOLESCENTS, FINDS ITS ROOTS IN 2006 AS AN EDUCATIONAL PROJECT PROMOTED BY CATHOLIC UNIVERSITY OF SACRE HEART, THE ASSOCIATION FOR CHRISTIAN CENTERS FOR FAMILIES (CONSULTORI CRISTIANI), THE ASSOCIATION FOR MIRASOLE ABBAZIA , WHICH IS RELATED TO THE MAIN HOSPITAL IN MILAN (POLICLINICO CA' GRANDA). CREADA'S AIM IS TO BE A PLACE WHERE ALL ADULTS, WHO ARE IN RELATIONSHIP WITH ADOLESCENTS, PARENTS, TEACHERS, DOCTORS, OUT OF SCHOOL EDUCATORS, COULD APPLY TO DISCUSS ABOUT EDUCATIONAL PROBLEMS AND WHERE THEY CAN RECEIVE EDUCATIONAL SUPPORT IN THEIR DAILY LIFE.

IT IS EVIDENT, IN FACT, IN ITALY LIKE EVERYWHERE, THAT THE INTERGENERATIONAL DIALOGUE AMONG ADULTS AND ADOLESCENTS IS MORE AND MORE DIFFICULT BECAUSE THE EDUCATORS ARE NOT PREPARED TO UNDERSTAND THE WAY IN WHICH YOUNG PEOPLE ACT.

CREADA IS CHARACTERIZED BY ITS INTERDISCIPLINARY EXPERTS, NOT ONLY REFERRED TO HUMAN SCIENCES, BUT ALSO TO MEDICAL SCIENCES. THIS IS ORIGINAL FOR ITALY. BECAUSE FOR US, EDUCATION IS ALSO SALUS, HEALTH, AND THE REQUEST FOR HEALTH IS A REQUEST FOR EDUCATION, IN ORDER TO PROMOTE THE WHOLE PERSONALITY OF EACH ONE IN HIS PHISICAL, PSYCHICAL, CULTURAL AND RELATIONAL NEEDS, AND IN THE HIDDEN NEED TO TAKE PART IN A CONSCIOUS WAY TO THE HUMAN LIFE TO GIVE A CONTRIBUTION TO THE COMMON GOOD.

TO BE IN A GOOD HEALTH, IN FACT, MEANS TO BE IN EQUILIBRIUM WITH OURSELVES, WITH OUR WORLD AND OUR TIME, AND THAT IS TO SAY TO LIVE A DYNAMIC EQUILIBRIUM WHICH IS DIFFERENT FOR EACH PERSON. THE GOOD HEALTH IS A CONDITION TO LIVE THE HUMAN EXPERIENCE IN ITS WHOLE MEANING.

THIS CREADA'S APPROACH IS REFERRED TO THE ANTROPOLOGICAL IDEAS OF PERSONALISM. THAT IS TO SAY THAT EACH HUMAN BEING IS A VALUE WHO HAS HIS OWN DIGNITY WHICH IS THE FONDAMENT FOR EACH RIGHT AND DUTY, BECAUSE IN THE SAME DUTY TO LOOK FOR A MEANING TO HIS OWN BEING, THERE IS THE EDUCATIONAL WAY OF LIFE. THEY ARE THE EDUCATORS ENGAGED TO GIVE LIFE TO THE PRINCIPIA OF WEALTH.

CREADA IS, IN SHORT, A CENTER FOR ADULTS AND AMONG ADULTS.

2- STRATEGIES AND METHODS

THIS CREADA CENTRUM IS OFFERING COUNSELING, RESEARCH AND FORMATION. COUNSELING TO ADULTS, RESEARCH ON ADOLESCENT'S PROBLEMS AT NATIONAL AND INTERNATIONAL LEVEL, RESEARCH ON NEW METHODS FOR ADULT EDUCATION, COURSES FOR ALL PEOPLE INTERESTED IN IMPROVING THEIR OWN EDUCATIONAL COMPETENCIES .

THE METHOD IS RESEARCH-ACTION , IN ORDER TO INVOLVE EDUCATORS TO TAKE PART TO THE RESEARCH PROJECT TOGETHER WITH CREADA'S RESEARCHERS, SO THE EDUCATORS COULD BE HELPED WITH SCIENTIFIC INSTRUMENTS WHICH ARE CREATED JUST FOR THEIR CASES. THE IDEA OF THIS METHOD IS: AS LONG AS I KNOW I CHANGE MYSELF , BECAUSE THE RESEARCHER STUDIES THE HUMAN PHENOMENON IN PRACTICE AND THEN HE TRIES TO ACT ON IT AND TO INTRODUCE IN IT SOME DIFFERENT WAYS OF BEHAVIOUR.

CREADA STAFF PUTS ITSELF CLOSE TO EDUCATORS AND OFFERS AN EDUCATIONAL SUPPORT SO THAT THE EDUCATORS COULD OVERPASS THE FEELING TO BE ALONE IN FRONT OF THESE DIFFICULT ADOLESCENTS.

THREE INNOVATIVE METHODS CREADA STAFF IS INTRODUCING INTO PRACTICE : 1 1-EDUCATIONAL COMPETENCIES'S BILANCIUM; 2-LIPMAN'S METHOD; 3- PRAXIS EDUCATIONAL COMMUNITY , AND MORE OTHERS ARE ON STUDYING.

THE FIRST METHOD IS A PEDAGOGICAL TRANSPOSITION OF THE WELLKNOWN METHOD ORIGINATED IN FRANCE AND REFERRED TO VOCATIONAL TRAINING. CREADA STAFF HAS INTRODUCED SOME VARIATIONS IN IT WITH SOME EDUCATIONAL CATEGORIES AND HAS BEEN USING IT FOR ADULTS WHO WANT TO BECOME CONSCIOUS OF THEIR EDUCATIONAL COMPETENCIES, TO IMPROVE THEM AND TO FEEL WELL IN THEIR OWN JOB, LIKE EDUCATORS OF ADOLESCENTS.

THE SECOND ONE IS AN ADAPTATION OF THE METHOD BETTER KNOWN AS METHOD OF PHILOSOPHY FOR CHILDREN AND A CREADA'S RESEARCHER RECEIVED THE AUTHORIZATION BY LIPMAN'S STAFF TO USE IT WITH ADULTS AND TO PRODUCE SOME SHORT PAPERS IN THIS DIRECTION, ACCORDING TO DIFFERENT SITUATIONS AND DIFFERENT GROUPS. THIS METHOD IS VERY USEFULL IN EXPERIENCES WITH TEACHERS , STUDENTS, AND PARENTS .

A VERY INTERESTING EXPERIENCE WAS DONE LAST YEAR IN A SECONDARY SCHOOL IN AQUILA, ABRUZZO, BECAUSE THE DIALOGUE BETWEEN GENERATIONS WAS INCREASED BY USING THIS METHOD WITH THREE DIFFERENT GROUPS, STUDENTS, PARENTS OF THESE STUDENTS AND TEACHERS OF THE SAME STUDENTS: THEY ARRIVED TO DISCUSS OF THE SAME VALUES, BUT AT THE BEGINNING THEY WERE NOT ABLE TO DISCUSS OF THESE PROBLEMS, BECAUSE THEY HAD DIFFICULTIES TO UNDERSTAND EACH OTHERS.

THE THIRD METHOD IS THE ONE REFERRED TO WENGER, VERY WELL KNOWN AS METHOD FOR IMPROVING KNOWLEDGES IN THE WORK SITUATIONS. THE IDEA IS THAT WORKERS COULD LEARN ONE BY THE OTHER IF THEY FEEL THEMSELVES LIKE MEMBERS OF A COMMUNITY AND IF THEY LIVE SOME SITUATIONS TO SHARE ABILITIES TO SOLVE PROBLEMS, IN AN INFORMAL WAY. THIS METHOD IS VERY EFFECTIVE WITH PARENTS, WHEN THEY ARE IN GROUP WITH OTHER PARENTS AND THEY FEEL THAT ALL HAVE SIMILAR PROBLEMS WITH THEIR CHILDREN.

BY USING THIS METHOD EVEN NOT LETTERED PEOPLE COULD FIND THE STRENGTH TO EXPRESS THEMSELVES, AND TO ENTER INTO RELATIONS WITH OTHER PEOPLE, BREAKING THE RESISTENCE THEY HAVE IN FRONT OF EXPERTS OR VERY LETTERED PEOPLE.

THE METHOD OF NARRATIVE INVESTIGATION IS OFTEN USED AS A METHOD FOR QUALITATIVE RESEARCH: ALL CREADA'S RESEARCHES CONTINUE WITH THIS METHOD.

3 SOME EXPERIENCES

THE FIRST EXPERIENCE WAS DONE WITH THE NATIONAL ASSOCIATION OF CHRISTIAN CENTERS FOR FAMILIES. CREADA PREPARED AN INSTRUMENT TO INVESTIGATE IF ADOLESCENTS WENT TO THESE CENTERS TO GET SOME HELP, AND IF THEY WENT ALONE OR WITH THEIR PARENTS.....(.AND YOU CAN FIND THE INSTRUMENT ON THE WEBSITE). AT THE MOMENT WE HAVE RECEIVED FROM DIFFERENT ITALIAN REGIONS MORE THAN 511 CASES ON WHICH WE ARE WORKING. IN JUNE, WHEN WE WILL FINISH TO ANALYZE THE INFORMATION, WE WILL INVITE THE OPERATORS OF THE CENTERS TO A RESIDENTIAL COURSE, FOR SOME DAYS TO DISCUSS THEIR EDUCATIVE ACTIONS AND THE POSSIBLE ONES THEY COULD ADOPT IN A PEDAGOGICAL PERSPECTIVE. NOT TO CRITICIZE BUT TO ENLARGE THE COMMON WAY OF REACTING TO ADOLESCENT BEHAVIOURS. IN THIS COURSE THERE WILL BE INTERDISCIPLINARY EXPERTS FOR ALL SUBJECTS WE HAVE ALREADY QUOTED .

THE IDEA IS THAT IF AN ADOLESCENT ASKS FOR AN HELP, YOU MUST AND CAN START AN EDUCATIONAL WORK WITH HIM, BUT OFTEN PEOPLE IN THESE CENTERS HAVE NOT EDUCATIONAL COMPETENCIES AND THEY OFFER A CLINICAL TREATMENT WHICH SOMETIMES COULD BE AVOID.

A SECOND EXPERIENCE , WITH THE SAME CENTERS IN LOMBARDIA AIMED TO KNOW IF THE APPROACH TO THE CENTRUM BY ADULT WOMEN , OR COUPLES, WAS AT THE ORIGIN OF AN EDUCATIONAL HELP IN RELATION TO THE REASON FOR WHICH WOMEN HAD GONE. THIS RESEARCH SHOWED THAT THE NEED OF RELATIONS IS VERY STRONG.

BESIDES THESE EXPERIENCES , I WANT TO REFER ABOUT AN EXPERIMENTAL PROJECT WHICH STARTED IN MARCH AND IS STILL GOING ON. THE PROJECT IS JUST IN THE SPIRIT OF RELATIONAL PEDAGOGY. IT IS “THE PLACES OF EDUCATION IN DIALOGUE”, AND IT IS REFERRED TO 7 MUNICIPALITIES. THE IDEA IS TO ACT IN ORDER TO LET ALL PEOPLE BE REACHED BY AN EDUCATIONAL OFFER, SO THEY COULD COMMUNICATE SHARING THE SAME LANGUAGE. THE PROJECT IS GOING TO GO ON FOR THREE YEARS AND WE ARE ENGAGED TO OFFER DIFFERENT COURSES ON THE SAME EDUCATIONAL SUBJECT TO DIFFERENT GROUPS , EDUCATORS, PARENTS, TEACHERS, AND THEN WE WILL PUT THEM ALL TOGETHER TO DISCUSS EDUCATIONAL PROBLEMS AND TO DECIDE WHAT TO DO FOR THE BETTER FUTURE OF THEIR CHILDREN AND FOR THE QUALITY OF THEIR LIVES.

THIS IS AN INNOVATIVE PROJECT FOR THE RELATIONAL PEDAGOGY BASED ON THE CONVICTION THAT TO COMMUNICATE IN A GOOD WAY IT IS NECESSARY TO SHARE THE SAME LANGUAGE AND VERY OFTEN IN THE EDUCATIONAL FIELD WE HAVE MANY DIFFERENT MEANINGS, PEOPLE DO NOT APPRECIATE THE WORK OF OTHER EDUCATORS, FOR INSTANCE FAMILY AND SCHOOL, AND IT IS NECESSARY TO START WITH A COMMON LANGUAGE, TO SHARE COMMON IDEAS. THE PROJECT IS A LABORATORY FOR CREADA TEAM AND IT IS GIVING SOME RESULTS, BECAUSE ALL THE CITIZENS IN THAT ENVIRONMENT START TO DISCUSS ON EDUCATIONAL BEHAVIOURS

SO IT IS IMPOSSIBLE TO PRESENT A CONCLUSION FOR THIS LECTURE. MY IDEA WAS TO SHARE WITH YOU THE WORK WE ARE DOING IN THE SPIRIT OF RELATIONAL PEDAGOGY BECAUSE IN THIS MEETING WE COULD EXCHANGE OUR EXPERIENCES AND WE COULD LEARN RECIPROCALLY TO EMPROVE OUR EDUCATIONAL ENGAGEMENT AT ALL LEVELS.