



European Project Socrates-Grundtvig 2: "A New Chance" (1)

The 4th Didactic Circle -Territorial Center for Continuous Adult Instruction and Education of Rovigo, is the Italian partner of the European project: *A new Chance*.

The European countries sharing-in to the project are:

- Norway - Brundalen upper secondary school - Project header Institute
- Lithuania -Instruction Department of Klapeida
- Cyprus - Adult Education Center
- Greece - Second Chance School - Serres;
- Italy - Centro Territoriale EDA of Rovigo.

The "A New Chance" project addresses adult people who want to use the digital e-technology for continuous education aims with special regard to persons in a situation of handicap.

Commitments of the European project "A New Chance":

- Teaching e-technology basics;
- To set up digital relationships among the learners of the sharing institutions;
- Promote a Parents School;
- Promote new opportunities of lifelong learning;
- Spreading informations by a common home-page,
- Holding a conclusive European Seminary.

The "Parents' School" proposal presented by the 4th didactic Circle of Rovigo: **the "OBJECTIVE FLEXIBILITY" project.**

Wanting to work on the topics:

- A) Parents' School;
- B) Digital citizenship;
- C) Handicap,

the Italian partner of the European project "A New Chance" has adopted the project OBJECTIVE FLEXIBILITY that recalls the theories of Antonio Rossin. (2)

Rossin's educational theory places itself in the widest scenario of the Humanistic Psychology, a 1900 thought movement started by Carl Rogers, that restores the subject up to the role as the protagonist of the context which he/she lives in. Rogers, a psychologist, writes on 1951: "*La terapia centrata sul cliente*"., (ed. Martinelli, 1970). His writing starts the largest thought flow that focuses on the subject's wholeness.



Like Watzlawich, Rogers addresses mainly situations referring to evident pathologies, aiming at removing the manifest symptom. His method is a NON-STEERING THERAPY focusing on the valuation of the individual who is one within one's own personal story. Through a support by empathy, the therapeutic intervention creates the necessary conditions for the subject to foster the growth and overcome the difficulty.

Rossin advances this process, focusing on primary prevention in order to avoid the arising of the psycho-pathology. Prevention is made possible through the educative formation of the FLEXIBLE, critical autonomous personality in children and over. The flexible autonomous personality is a binding condition for the development of self-fulfilment (Maslow). This is why the "Objective Flexibility" project - without excluding parents of children who attend the primary school and teachers - is mainly addressed to parents of zero-to-three aged children.

Objective Flexibility- the theory

Starting from an analysis of what is in force, two basic modalities of educative approach are spotted out. The first and most widespread one, bases on consent and the comfort of conformity. This approaching option aims - yet unawarely - to develop forecast personalities, suitable to closed and ordered societies, fully foreseeable in all of their sides. The second pedagogic model trains the young individual to select multiple and flexible pathways according with the chances suggested by the environment at the time of its unique and unrepeatable modifying. The first pedagogic model, basing on authoritarianism, will develop consent-dependent personalities, even though socially affirmed; the second, focusing on alternativeness, dialogue and confrontation as the conflict solving modality, is expected to feedback free, flexible, self-fulfilling personalities. In the first case, the absolute search for consent is likely to produce deviant behaviours or self-destroying attitudes (eg. Drug addiction).

Therefore the *Objective Flexibility* project places itself in the domain of Education to Health as a preventing tool of any kind of addiction.

Project Activities

- **Deawing-up a "Flexibility Glossary"** with the key-words to be known and shared to deepen both the flexibility theory and the possible practices for developing the free and self-fulfilling personality
- **Administration of the questionnaire** (enclosed) to parents of children who attend kindergartens and nursery schools of Rovigo town. The questionnaire has been especially designed for informative aims. The resulting data will be made known in the site www.educazionedialettica.it. The site will also supply a devoted
- **Discussion Forum.** The Forum foresees a monthly discussion topic, with a moderating-facilitating expert.



- **Face-to-face meetings.** The last Monday of every month the "**Monday by Emile**" will happen at the "Duca degli Abruzzi" school in Rovigo, from 17.00 to 19.00. The meetings are programmed with a "**guest-witness**" in order to examine more carefully the topics that have been discussed monthly in the Forum. Attending parents won't know the guests' schedule, this information being delivered each month in the Forum. The adjacent Play-room will be open to allow parents to participate with their children. Since the project also addresses parents of children living in a situation of handicap, **witnesses** will be appointed in the meetings to look carefully into the difficult role of parents with children in a situation of disability.

A last meeting will be honoured by the presence of the European partners.

- **Informatics course** for parents to learn computing and e-mailing.
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- **a Video-conference** is foreseen to connect the meetings with the prison and the children's hospital school room of Rovigo
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Rovigo, 17 novembre 2006

**Il Dirigente scolastico
del Centro Territoriale Permanente
di Rovigo**

Notes:

1. Translated into English by Antonio Rossin
2. <mailto:rossin@tin.it>
www.flexible-learning.org



European Project SOCRATES Grundtvig 2

A NEW CHANCE-Progetto: "Obiettivo Flessibilità"

Informative Questionnaire – on the formation of the flexible personality

1. Has anyone ever informed you that, apart from recovering marginalised young people and fighting drug pushers and organized crime, "Prevention" also involves the primary education/training of children to behave autonomously, self-critically and independently?

Yes No

2. Has anyone ever informed you that, "Primary Drug Prevention" depends on the way a family or school communicates with children?

Yes No

3. Has anyone ever informed you that, if parents/teachers avoid making dialectical comparisons during family discussions which take place in the presence of children, children can be conditioned to become addicted? And that, if parents/educators accept and use dialectical (conflict-solving) dialogue in the family and in schools, the growing child is inclined to develop an autonomous independent, flexible personality?

Yes No

4. Has anyone ever informed you that Health Authorities suggest that parents and teachers adopt education-communication models aimed at fostering an autonomous, independent, self-aware and "flexible" personality in young people?

Yes No

5. Do you think that a deepening of the mentioned informations could help parents perform their formative – educative task?

Yes No

(please delete as appropriate)

If you answered any question with **Yes**, please indicate how you received the information:

(replies will be confidential)

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The “Flexibility” Glossary (GLOSSARY of Flexibility)

Assertive: showing a strong and confident personality.

Assistance: the action to help whom is in need. In the case of a child, **A.** can be **passive** when performed independently on the initiative of the latter; **active** or **inter-active** when activated by the latter's somehow aware and responsible demand

Communication: action or practice by which material or immaterial values are transferred from whom possess them to whom receives them. The **C.** relationship is thus vertical-hierarchic by definition, and can be activated after either the initiative-demand of the values giver or the aware active demand of the values receiver

Conflict: competitive and destructive contraposition of different opinions

Comparison: co-operative and constructive contraposition of different opinions

Context: Place (family, school, society etc.) in which the action happens

Dialectics: logical scheme made with **thesis**, **antithesis** and **synthesis**. Its paragon is the Family, as made with Mother (**thesis**) and Father (**antithesis**) in reciprocal comparison, so offering the child the chance to awarely withdraw her own **synthesis** from between

Education: communication with a formative function between parent-teacher and child-pupil

Empathy: ability to identify oneself mentally with another person's thoughts, feelings and aims

Feed back: agreement checking. It can be either positive (reinforcement, reward) or negative

Flexibility: one's ability to critically control one's own relationship with the authority in office and to creatively modify one's own behaviours in a given context

Formation: (self)fixing of a certain mind framework, or personality. **F.** happens inside an educative context – family or school – with the feed-back of parents or teachers

Fundamentalism: A sentiment and conviction that truth and justice should be tested by consistency with authoritative principles defined and limited by a declared source of wisdom rather than by personal conscience, intuition, logic, and scientific observation.

Personality: Mind framework that characterizes the individual's living style, and has self-fixed inside a formative-educative context. According to the received feed-back, **P.** can become either rigid and dependent on the consent of the outer authority in office, or autonomous and flexible

Resilience: Elasticity, recovering capability. A synonym of Flexibility.

Scientific: based on repeatability and statistically valid and reliable comparability of observations of natural principles.

Note:

The Glossary is work in progress. It will be up-dated monthly with the sharing-in contribution of the Dialectic Education Forum, the “Monday by Emile” attendees, and any else person wanting to share-in.