EDUCATIONAL PLANNING

PROGETTAZIONE EDUCATIVA

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Abstract

Children and families find themselves in a situation of poverty both from an educational point of view and from an economic, cultural and social point of view: these families are focused on satisfying the essential needs for survival and do not dedicate themselves at all to education, culture, sport or to sociability. Educational poverty in children is not just a socio-economic disadvantage. Other risk factors can influence and determine a child's development and well-being. Lack of positive parenting relationships can impair cognitive, social, and emotional development. Early childhood educational poverty has long-term consequences and increases the risk of social exclusion. Schools are a link between the different needs of a family. Supporting parents in the field can help them recognize their role in complex, needs over time and develop the ability to cope with pedagogical challenges. The presence of parents in school life is very important. Parents are part of the child's family and the school tries to encourage learning and growth from all perspectives. This is why we believe that collaboration between school and family is necessary and that only mutual communication, not two independent institutions, can produce important results. Primary school has done a lot of work in recent years, but you have to keep in mind that our society has changed over time and some culturally different elements require different tools for both families and schools. To combat educational poverty, we need to be able to rejuvenate relationships that are important to parents and as important as children. Because in order to make the baby grow, it is necessary to involve the child in the path. For example, it is always necessary to maintain an educational agreement between family and school, to bring people closer to daily school life and to allow for true integration, improvement and learning of Italian. Only by sharing the opportunity to come together and confront each other can we create healthy environments, opportunities and resources that we can use for growth.

Bambini e famiglie si trovano in situazione di povertà sia dal punto di vista educativo sia a livello economico, culturale e sociale: queste famiglie sono concentrate sul soddisfare i bisogni essenziali per la sopravvivenza e non si dedicano affatto all'educazione, alla cultura, allo sport o alla socialità.
La povertà educativa nei bambini non è solo uno svantaggio legato al settore socio-economico. Altri fattori di rischio possono influenzare e determinare lo sviluppo e il benessere di un bambino. La mancanza di relazioni genitoriali positive può compromettere lo sviluppo cognitivo, sociale ed emotivo. La povertà educativa della prima infanzia ha conseguenze a lungo termine e aumenta il rischio di esclusione sociale. Le scuole sono un anello di congiunzione tra le diverse esigenze di una famiglia. Sostenere i genitori sul campo può aiutarli a riconoscere il loro ruolo nei bisogni complessi nel tempo e sviluppare la capacità di affrontare le sfide

pedagogiche**.** La presenza dei genitori nella vita scolastica è molto importante. I genitori fanno parte della famiglia del bambino e la scuola cerca di favorire
 l'apprendimento e la crescita da tutte le prospettive. Per questo riteniamo che sia necessaria la collaborazione tra scuola e famiglia e che solo la comunicazione reciproca, non due istituzioni indipendenti, possa produrre risultati importanti. La scuola elementare ha svolto molto lavoro negli ultimi anni, ma bisogna tener presente che la nostra società è cambiata nel tempo e alcuni elementi culturalmente diversi richiedono strumenti diversi sia per le famiglie che per le scuole. Per combattere la povertà educativa, dobbiamo essere in grado di ringiovanire relazioni importanti con i genitori e importanti come i bambini. Perché per crescere un bambino**,** è necessario coinvolgere il bambino nel percorso. Ad esempio, è sempre necessario mantenere un accordo educativo tra famiglia e scuola, avvicinare le persone alla vita scolastica quotidiana e consentire una vera integrazione, miglioramento e apprendimento dell'italiano. Solo condividendo l'opportunità di aggregarci e confrontarci tutti possiamo creare ambienti sani, opportunità e risorse che possiamo utilizzare per la crescita.

Keywords

Educational Planning, Educational Purposes, Needs of Family

Progettazione Educativa, Finalità Educative, Bisogni delle Famiglie

Introduction

This work aims to highlight the increasing request for help from the families of people with severe disabilities, the lack of constant support throughout their life and the resulting need, from the government point of view, to eliminate this gap, as it is not dealt with by the current scientific literature in Italy. To begin with, we define an educational project as a tool that develops an educational process through activities, including didactic ones, within a learning context. We talk about a family educational project because they are involved in the front line in the planning of education, moreover the project is also the place where the people involved, the educators will discover what they need along the way. Since education is never considered concluded with the realization of a project, we can say it is an inexhaustible instance that is incessantly recreated. To talk about a family education project, you need to be able to plan and carry it out. Families are a great place to grow, even for people who are in very serious situations, but under certain conditions. Families need to feel embraced and supported by the communities they live in and demand more challenging personal commitments, greater sacrifices and significant financial burdens than ever before, don't go through every commitment alone. For the first time, the parents themselves face the problem of the aging of "very serious" children as they are very old themselves; where, by very serious, we mean in conditions of both physical and mental severity and who are unable to manage themselves independently or people suffering from chronic disabling and non-self-sufficient diseases including psychiatric pathologies. In this regard, the White Paper on social assistance drawn up by the Ministry of Labor and Social Policies mentions support for the family as one of the fundamental objectives. Indeed, "the family is a strong social safety net, important phases of the life cycle, particularly important events (births, unemployment, illness, etc.)" and "parent-child solidarity and the exchange of mutual aid are fundamental. and plays a central role in informal support networks. " Laws 10/1992, 162/1998 and 328/2000 have already confirmed the effectiveness of home intervention as an alternative to hospitalization, but the policy is to pay the rights to those affected and their families, as an alternative to hospitalization. We continue to have "paper rights" as all

alternative inpatient services (help with home affairs, personal assistance, day care) are provided in a resource compatible way. The institutions have no obligations, so even if the victim is in a serious situation, she cannot request these services. At this time, paid fees are limited to hospitalization. As regards the Municipalities, the obligation to intervene is clearly evident from the still current Royal Decree no. The admission to a local or other Municipality assistance and charity institution (…) ».Please note that it is up to the interested party or, if forbidden, to his guardian, the right (not the obligation) to make the alimony request. In the health sector, the regulations in force from 1955 until the last give indefinite rights to health care for all patients, including those suffering from diseases with disabilities. But even in this context, today the only paid rights concern the possibility of hospitalization in a health facility. On the other hand, even the ASLs have nothing foreseen - expressed in a binding way - with respect to the rights of users to home and / or day care services. Furthermore, as the family continues to care for loved ones with chronic illnesses and the disabled, there are no reimbursements for the huge costs that the family has to bear. Therefore, in addition to recognizing the important role that families play in welcoming their loved ones in serious situations, the State and its current government, the community, local health and local authorities are essential. Citizens' right to request essential support from national and regional health services which eventually establish themselves and Liveas (essential levels of social care) from the social care sector . Entitled subjects are often defined with the same term as "very seriously disabled", but experience has shown that it is necessary to continue to adequately support the family of a person in a serious situation and that in order to receive the support they need, the the first action to be taken to cure one's bonds is to identify the causes that require determining which organism is obliged to intervene according to current legislation. For CSA (Healthcare and Assistance Coordination) , helping an individual or family to start an educational project means ensuring that the individual stays in his or her family life for as long as possible and receives the services necessary to maintain a social environment. Therefore, it is important to understand first of all whether the person needs to be contacted by the National Health Service, as they suffer from a serious illness that also causes lack of self-care, or if you need to contact the Municipality for health needs that correspond to the needs of citizens in general.

1. The educational project

It is a work project that demonstrates how starting from the explicit and implicit needs of a learning group aims and to achieve educational purposes with specific objectives within the learning community. Components of the educational project whether they are school or non-school education projects they are united by the same salient characteristics:

1. Identification of educational needs. Educational needs are not "given". On the one hand, it arises from interpretation, on the other, from the construction of meaning developed by educators, and even before that, the analysis of need is preceded and contextualized in the context of theoretical, scientific and political references.

2. Definition of Educational Purposes: indicates the behaviors commonly expected in relation to human and civil education.

3. Goal setting: Goals are the changes or modifications you want to make after the process of pursuing an educational purpose

4. Content selection

5. Identification of the method

6. Define the criteria for the expected results. Evaluation of the educational scale assumes that a combination of several components will be evaluated. The planning of education requires systematization and consideration at the same time, what characterizes an aspect of planning is the ability to immerse oneself in reality to change it. Its nature is systematic, therefore an organic whole composed of different elements or factors (variables) between them that are closely related in such a way that the whole change derives from changes in the single elements. The educational experience is based on interactions, meetings between projects, it is based on circularity. That is, each design path is a spiral process, and each step of the path is based on the results of the previous phase, so you can intervene at any time to adapt the project to reality and needs. The main educational planning models are:

• Linear sequential model. Focus on identifying start and end points, identifying goals in the form of relatively accurate and marked goals, and sequencing the path.

• "Research-Action" type models that focus on solving a problem and are based on collaborative confrontation;

• The models of "participatory planning where the participatory approach implies the active involvement of potential beneficiaries of the intervention right from the initial planning phase. According to Aucouturier, an educational project can be said to be coherent when it tenaciously defends these three aims: to communicate, create and think; that is, to favor the harmonious development of the child, giving him the possibility of existing as a single subject and of expressing his particular and specific discourse connected to the events of his personal history; it means, at the same time, giving the child the possibility of inserting himself into a more general discourse of psychological maturation, indispensable for the development of the pleasure of communicating, creating and thinking. In our days, designing has become a requirement but the pedagogy of educational design stems from the philosophy of existential design, which we find in Heiddeger's existentialism, in Gadamer's hermeneutics and Husserl's phenomenology. The design dimension is based on hinges: foresee, optimize, innovate, achieve. Pedagogist J. Dewey believes that projecting thoughts on the consequences of the initial idea and imagining the outcomes with respect to the initial problem is the planning moment. Another factor to keep in mind is optimism about your abilities. Because many factors interact differently in every situation and actions don't always have the desired effect. Furthermore, educational projects cannot ignore the temporal aspect in two phases: time to think and time to act. Therefore, in education, the right time will be the time it takes to achieve a particular goal and in the right way. Ultimately, the plan should be understood as a willingness to change. Therefore, the educational plan is thought of as a useful tool to help everyone grow as fully as possible in their own direction. There are several ways to build an educational plan: with linear sequential programming that includes scheduled instruction, grading and curriculum theory; with complex and cross-linked design, it can be classified as a theory of complexity because reality is complicated and cannot be designed so causally. By means of Post-programming which refers to pedagogy, which is also a design method that supports emotional elevation, takes into account unforeseen events and leaves room for the imagination. It is based on the centrality of the subject, it implies listening and interacting. Through an open or joint design method that meets the needs of the subjects involved in the intervention; it is characterized by a special readiness for conflict, dialogue

and respect for the needs of others. The area is a situation of environmental degradation and marginal behavior. Through taxonomies that present hierarchy, linearity, programmability and billing. In this case, the goal corresponds to the minimum learning unit; it must be clear, concrete, objectively identifiable. With curriculum theory and curriculum refinement it is an open and endless movement, characterized by a special focus on feedback, then move on to design. The focus of curriculum theory shifts from defining consciousness goals to situational analysis. According to the structuralist model, one works on planning in complex environments. Since knowledge is an ever-changing structure, it provides a learning structure that allows students to ask questions and formulate hypotheses. Finally, a didactic design of the concept can be set up, including the development of a conceptual map of the didactic contents. Therefore, an educational project is an expression of the need to promote the personal and social growth of students, no longer the promotion of professionalism and culture by teachers, but the ability to build together "education" and "education". Design is the true deep essence of administrative decentralization achieved by school autonomy, and with its emergence the individual schools become real construction sites, bureaucratic in a less rigorous and formal way, they become a design laboratory with innovative rights / duties. A design metric aims at individualized and personalized learning paths. The principles underlying the inclusion plan are: hospitality understood as an opening to something new and different. The relationship as a stimulus to learning. An educational environment aimed at creating paths that favor exchange and personal initiative within the framework of common rules. Instructive behavior in a way suitable for the development and use of different languages. The diversity of students is already born at the genetic level, but due to the socio-cultural influence of the environment in which they live, it increases over time and develops their own personality. Several educational and educational projects aim to promote educational and learning pathways for people facing personal and / or social difficulties for physical, psychological, intellectual or social reasons. It is imperative that project teams are set up to work in a team spirit that requires mutual listening, dialogue, exchange of experiences and a desire for mediation and negotiation.

2. The family is the protagonist of the educational project

The importance of identifying the causes that determine a "very serious" condition arises from the need to guarantee certain executive rights to individuals and their families. This need arises above all on the occasion of important regulatory changes following the establishment of a basic health care level pursuant to Article 5 of Law 289/2002, which increased Law 11 / Dpcm (DPR). September 2001. Pursuant to the CSA, the data controller and service owner must be identified as follows, in accordance with current legislation:
-Asl for people with disabling diseases;
-Community (single or associated) for people with physical, sensory or mental disabilities, limited or no autonomy and no necessary means of survival. These people may also have health needs which, like other citizens, must be met through the services normally provided by national and regional health services. The family together with the evaluation commission must be the protagonist of an educational project, therefore the body responsible for evaluating "very serious" people needs a strong change in attitude towards the family. Family members are often excluded from the decisions of teachers, health workers and social workers. Unfortunately, educational projects are often used as a pretext for disrespecting the rights of those affected, reducing institutional intervention and imposing responsibilities and costs on the community. Unfortunately, in order to reduce ASL and municipal

costs, support measures are denied without taking into account family needs, regardless of the actual needs of people with disabilities in critical situations. Healthcare intervention is refused without considering the patient's medical condition, however, families can only ask for help from the National Health Service. Furthermore, the increased chances of survival for both severely disabled and ill children and for people who have become disabled in their lifetime will inevitably force the health department to increase resources and interventions. It is very appropriate to send meaningful messages to those who govern, so that the percentage of gross domestic product (GDP) destined by our country for healthcare spending is finally increased, taking into account that, among other things, it has now been recognized by all parties that this is one of the lowest percentages, despite the fact that in Italy one dies in proportion less than in other European states and also in comparison with the USA. A moment of objective evaluation is necessary, aimed at putting the family of the very serious subject in a position to identify the most suitable service (and not the one that is present in the area but not suitable for that person). The educational project must continue even after compulsory school and the disability commission can really play an important role in understanding the real autonomy possessed or that could be developed with adequate paths or help the family to accept the condition of gravity by offering services assistance and / or health care. Unfortunately, the Invalidity Commission often limits itself to viewing the documents instead it should evaluate through a visit, to ascertain, for example, if the subject has a disability resulting from a chronic disabling disease and, therefore, his needs must find an adequate response in the scope of regional health services; o if the subject has a physical, sensory and / or intellectual impairment and, therefore, it must be ascertained whether there is work potential to direct him to the competent employment services, or, if we are in the presence of a serious handicap with very limited or autonomy nothing; it is a question of ensuring the right to access social welfare services, agreeing with the family on the most suitable service. In this case, assessing the needs of the person concerned also means considering the needs of the family which, even if it makes itself available to continue to be "the place of life" for the adult child in a serious situation, does not therefore have to be forced to renounce - if not by choice - their work and social commitments. The choice to participate in full-time day care (8 hours a day, 5 days a week) rather than part-time, in addition to or as an alternative to day care itself, is a choice that must be made with the family. To enable them to truly take care of their children's needs. In any case, the family should have the opportunity to challenge the Commission's opinion as well as other types of findings. Both interested parties and their families should have the right to be assisted by trusted persons for the purpose of the Commission review. It is also necessary to be prepared to intervene by a voluntary organization to protect the interests of users who are unable to protect themselves and / or in the event that a family member or guardian requests assistance. The institution should play a decisive and leading role in preventing even tragic situations. Understanding what it means for a family to decide to welcome a child, even in adulthood, in a serious situation with very limited autonomy or with chronic disability or self-sufficient illness. Faced with these situations, families can react in many ways, but unfortunately they are not always positive for themselves and their children. We know that some families close in the face of the great pain associated with the birth of a child, which is very different from what they expected and imagined. They react as much as possible, but with serious consequences: separation of parents, early hospitalization of children and, in most cases, reduction of economic capacity. A document from the President of the Council of Ministers of October 2000 stated that in 1999 two million Italian families were below the poverty line because they were the only families who took care of relatives suffering from chronic diseases. Unfortunately, murders occur every year in which desperate parents kill their children and consider it the only solution to the problem. How can we talk about a family education project when the family has to

spend so much energy and personal and financial resources and even living at some point is tiring? In these cases, the failure is caused by institutions that have not been able to give concrete support to the most vulnerable members, but there is a solution: not only by loading the family with obligations that are also of society. From the beginning of the takeover, it is appropriate to ensure support to develop their potential when they are present, or to allow families to continue to meet their needs and rely on the support service. The family educational project first of all passes through the re-evaluation of the role of the family itself as an active protagonist of a path of growth, but supported step by step by the institutions that are needed from time to time. The right to attend nursery school, kindergarten and compulsory school must be guaranteed as required by the laws in force, but with the commitment to put an end to the thousand obstacles with which the school integration of those students who need health care and protection due to the seriousness of their conditions. The cuts in staff, the insufficiency of the specialist professional figures of the ASL to support teachers, not to mention the transport that is ensured but with great difficulty, and the support teachers who are almost never assigned at the beginning of the school year and to an extent sufficient for the pupil's needs. In consideration of the serious sacrifices of the family, the request to the institutions is to plan in time the construction of small housing communities in residential contexts that are inserted in a normal social fabric where there remains the possibility for relatives to meet and attend each other to cultivate an emotional relationship. It is also essential to clearly plan the moments of dialogue, collaboration, confrontation, each in respect of their role, through the school which must be open to families, to the territory, to be as inclusive as possible; it must take care of the relationship between parents and family members, pupils, school and out-of-school workers, with a view to building concrete and meaningful alliances.

Conclusions

Life Project (PdV) is first of all a thinking in the future, or rather a double thinking, in the sense of "imagining, fantasizing, desiring, aspiring, wanting ..." and at the same time "preparing the necessary actions, foreseeing the various phases, manage the times, evaluate the pros and cons, understand the feasibility… ». There is, therefore, a "hot" design thought and a "cold" design thought (Ianes, Cramerotti, 2009). The school has the task of synergistically involving all those involved in the path of the pupil with disabilities, activating co-responsibility processes. School and Services must accompany the subject with coherence and continuity with a development divided into phases, stages, stages, school cycles, but which for him are a unique experience that unfolds in the scenario of his relationships (the self and others, the self and things) Entering the Life Project into the IEP means: choosing objectives oriented as much as possible to the future life; Acting in perspective to achieve these goals. In this document it is advisable to set objectives and plan didactic activities aimed at the acquisition or consolidation of affective-relational skills (affective maturation), personal and operational autonomy, praxis-motor and cognitive skills functional to the lines of professional training and insertion work agreed with the Social-Health Companies. Having high expectations with respect to the future, wondering "who will become", imagining, fantasizing about the adulthood of pupils with disabilities, paying attention to their "needs for normality". It is therefore necessary to promote the Right to Self-determination, or to be able to make decisions free from the influences of others; The ability to play a ROLE, to be able to express one's identity The achievement of these important objectives very often in disability is partially incomplete. It is therefore necessary to move on two fronts: bring out all the skills that are useful so that the environment "desires" adults with

disabilities and work on the environment so that it has all the tools to welcome and include people with disabilities. For this reason, parents are also called upon to present educational proposals, as described in Presidential Decree 235 of 21 November 2007, which introduces the "Co-responsibility Pact" between school and family. The Pact is a collection of rules, which also include the evaluation criteria, which must be shared by family, teachers and students.

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