

THE SOCIAL EDUCATOR IN A GLOBALISED WORLD

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UNIVERSITY EDUCATION OF THE SOCIAL EDUCATOR IN ITALY BETWEEN TEMPTATIONS AND OPPORTUNITIES

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Abstract (1part)

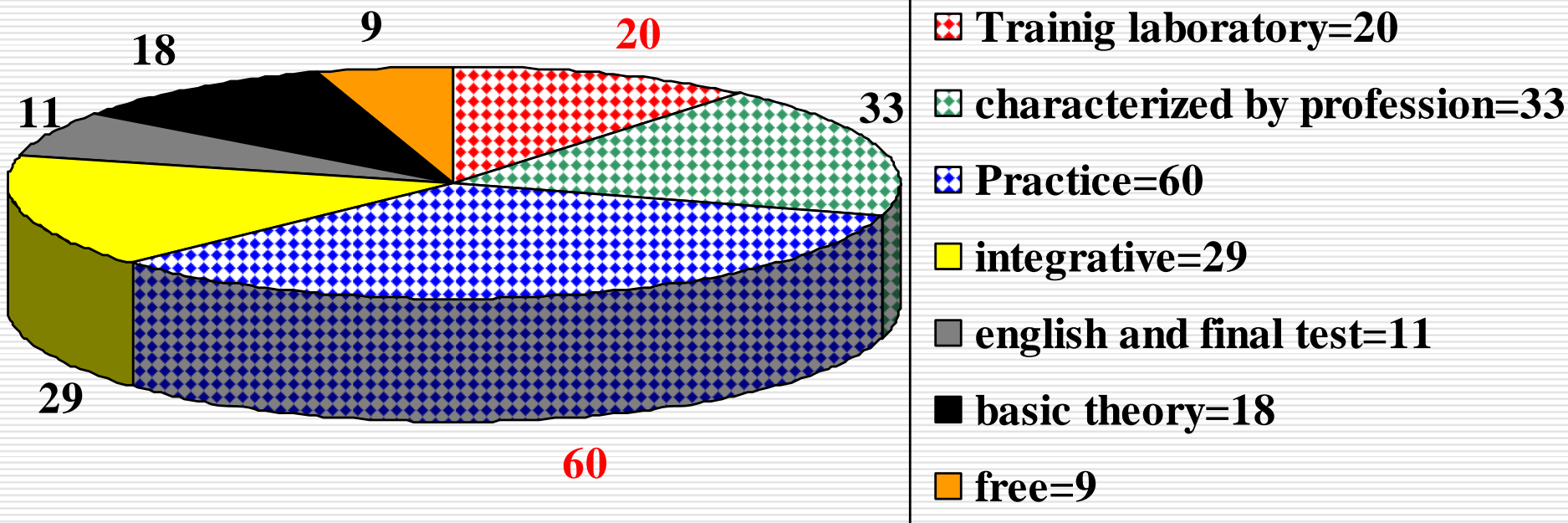
- In the last ten years, in Italy, the basic education of the "Educatore professionale" (social sanitary educator) has obtained the status of university degree and so it has begun to be provided by universities. This is a main change because the legal acknowledgement of the degree (laurea) allows italian educators to participate actively in the ongoing process of globalization of the professions. This however brings in itself the risk to transmit an excessively theoretical knowledge, as it is commonly considered more "prestigious".
- On the other hand, we know that while working with people with adults with physical or mental impairments, the highest the professional prestige is, the lowest will be the empowerment of the disabled person, who's going to delegate to the expert the resolution of her own problems.
- We believe that it is not possible to address all the issues and situations that social, sanitary and educational care involves without taking into account (at least at a basic university level) the fundamental empirical and creative knowledge one learns only by means of practical experiences with people in real life, the same kind of knowledge who helped through the years to build good welfare practices in Italy and in Europe.

Abstract (2 part)

- The recent acknowledgement of the legal value of the degree of the professional educator should not by all means prevent the learning of the necessary competences to work in the field and the empowerment of the persons we take care of as social workers.
- This new academic context should offer an open ground to research, knowledge and study with the aim of ameliorating interventions and improving the health conditions of the population.
- There's now place for an *didactical and pedagogical model* which follows the traces of the most meaningful educational institutions and which is at the same time open to new and up to date knowledge, necessary to face the challenges of the globalized times we're living in today.
- We believe that the case of the small autonomous province of Trento (in the north of Italy) can be illuminating and useful to illustrate the main factors involved in the participation of the different actors of a local territory (public and private social services) in the promotion and implementation of university courses able at the same time to acknowledge the full professionalism of educators and to keep the focus of care on the people they're going to help and their rights.

STRUCTURE OF THE DEGREE COURSE OF SOCIAL EDUCATOR

- UNIVERSITY OF TRENTO and FERRARA –
(3 full time years - 180 CFU)



Pedagogical reason

WELFARE QUALITY (in a globalized world)



QUALITY OF THE **PERSONS** OF THE ACTORS



BODY OF KNOWLEDGE

□ NATURAL KNOWLEDGE

□ THEORETICAL KNOWLEDGE ("to know")

□ EMPIRICAL KNOWLEDGE ("to know-how to do")

□ ESISTENTIAL KNOWLEDGE ("to know-how to be")

Empowerment and “prestige”

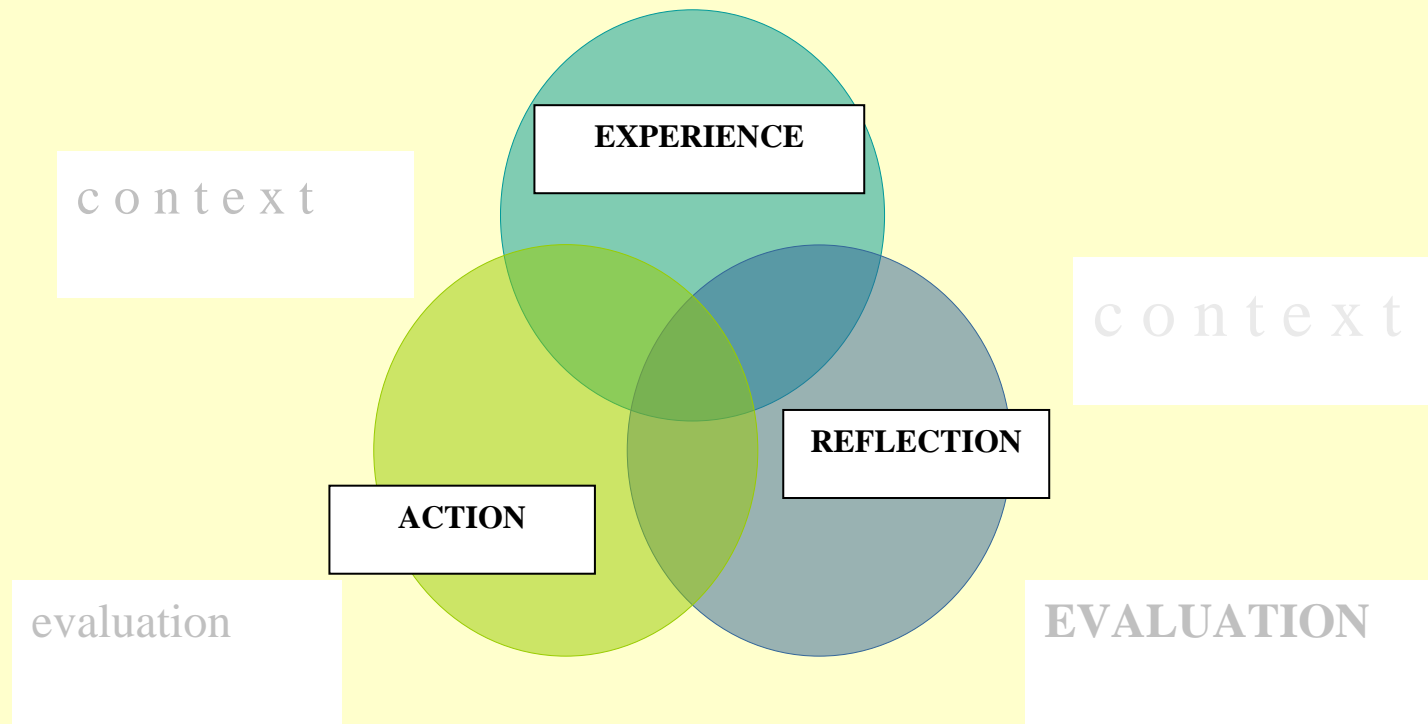
□ Inversely proportional (THE TEMPTATION)

□ Directly proportional (THE OPPORTUNITY)



A POSSIBLE UNIVERSITY EDUCATION

Didactic and Pedagogical Model



TRAINING ACTIVITY



❑ EXPERIENTIAL TRAINING LABORATORY (20 CFU)

- To know itself
- Intervention strategies (dialogue, role play...)
- Help Relation

❑ PRACTICAL TRAINING (60 CFU)

- Apprenticeship in to the organization (with tutoring)
- Reflection and e elaboration (in to the students group)

	TEMPTATIONS	OPPORTUNITIES
By university education	Specific sector	General and multi-sector contents
	Sanitarization of role	“Health Promotions” role (WHO, 1986)
	Technical terms	Common parlance, near to everybody (with journalist also)
	To concentrate on teaching	To concentrate on learning
	Theoretical knowledge	Practical knowledge - To know by experience
By politic and society	Simplicity, rapidity, efficiency (with sadness)	Complexity, slowness, effectiveness (with joyiness)
	Rationalistic and bureaucratic (positivistic approach)	A full motion: “Head, heart, feet” (holistic approach)
	Toward the “<i>boomerang generation</i>” adolescently-adult (it:adulescenza)	Toward to grow adult person

WHAT ARE THE CONDITIONS TO REALIZE THIS SOCIAL CHANGE ?

STRONG NEED of educators

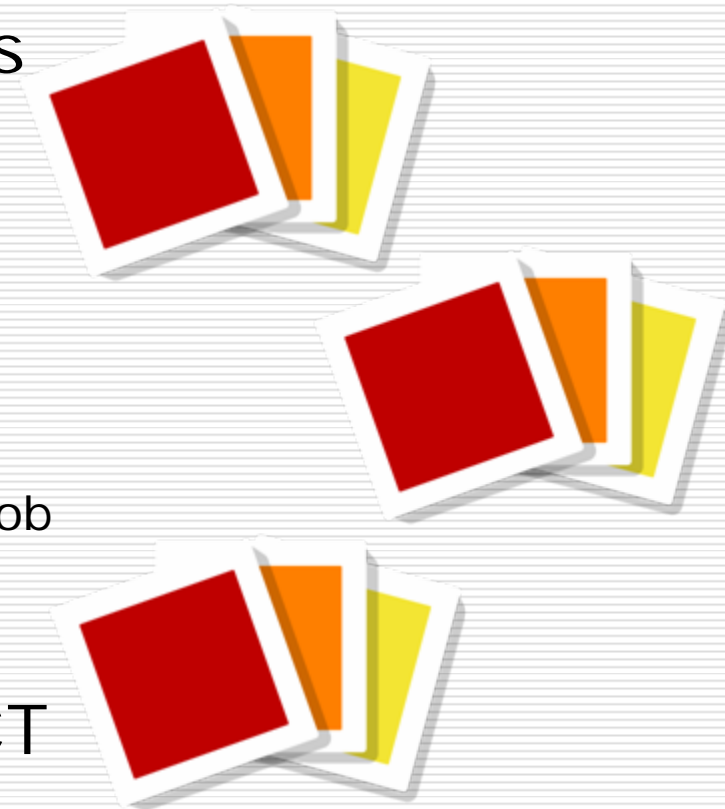
INTERNAL MOTIVATION

GOOD REPUTATION OF

- Policy makers
- Social educators on the job
- Signatory organizations

CLEAR and PUBLIC PROJECT

INVOLVEMENT OF STAKEHOLDERS



INVOLVEMENT OF STAKEHOLDERS

(EACH MEMBERS) –Trentino's best practice

- ❑ 164 SOCIAL-PRIVATE ORGANIZATIONS (non profit, volunteers etc..)
 - ❑ 200 PRIVILEGED WITNESSES (educators, ex teachers, religious, policy makers...)
 - ❑ ANEP Assoc.Nazionale Educatori Profess.(AIEJI associated)
 - ❑ AUTONOMOUS PROVINCE OF TRENTO
 - ❑ MEDICINE and SURGERY FACULTY OF FERRARA
 - ❑ UNIVERSITY OF TRENTO (Cognitive Science Faculty – Department of Cognitive Science and Education)
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FINAL ENCOURAGEMENT

- The sense of this exposition is to encourage building conditions for realize an effective training university course, for social educators in your own countries.

References

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Didactic and Pedagogical Model

□ context



□ evaluation