

THE INFANCY AND FAMILIES CENTER



THE TRAINING FUNCTION OF PUBLIC UTILITY OF THE INFANCY AND FAMILIES CENTERS

Our society is quickly changing its organization and human existence, changing way of life, needs and expectations of people; in particular, children's life and their social expectations are totally changed in the last years and the society is becoming multicultural and multiethnic.

So, the **FUNCTION OF THE INFANCY SERVICES** has become fundamental in the transmission of values, habits and cultural and scientific knowledge of the social group.

As established from the **CHILDREN'S BILL OF RIGHTS**, **the child must be considered an autonomous subject who has inalienable educational rights** to life, education, instruction and to respect ethnic, linguistic, cultural and religious identity, where is founded the promotion of a new quality of life intended as big educational finality of present time.

The Infancy's Centers are **PUBLIC UTILITY'S TRAINING INSTITUTIONS** so, they have roles and social function for the new generations, equivalent to the schools ones.

The Infancy's Center, must realize a training path and a social-educational service very qualified for the infancy education and for the families.

The Infancy's Center is the first educational and social institution that offer an educational service for children from 0 to 6 years old, their families and community. It take part to the **constitution of the SOCIAL COMMUNITY of the territory**.

WHY THE ISPEF MODEL OF CENTER FOR INFANCY AND FAMILY

From their first appears, in the middle of 1800, the “Infancy’s Centers” were born for social and economic needs (to take care of children while parents are working) instead of a psycho-pedagogic project of promotion of neuropsychological, motor and cognitive abilities, of emotional and social behaviours of children. **The social utilities of Infancy’s Centers and Primary Schools has always been bigger than their educational function**, because of the work of parents has been considered as a primary necessity, also if it’s opposed to the psychological and physical development of children.

The Infancy’s Centers and primary schools represented an important step for the development of Italian and European society of the 70’s, not as a temporary substitute of family, who has the duty to take care, but for their educational potentiality to make their abilities evolve .

Many years of studies and **investigations with children aged from 0 to 6, underlined the importance to stimulate and evolve the motor, sensorial, affective, cognitive and communicational in the children’s first infancy**; this evolution is very important because with the abilities and the features acquired, the child learn to change his experience and his life.

The ISPEF Model wants to give a suitable answer to the needs of XXI century. With the change of the daily reality and the way of life of people from the first years of 1800 to the first of 1900 and the second half of 1900, and the big change happened in the 2000, could the educational institutions for infancy and the modality of familiar cohabitation be the same?

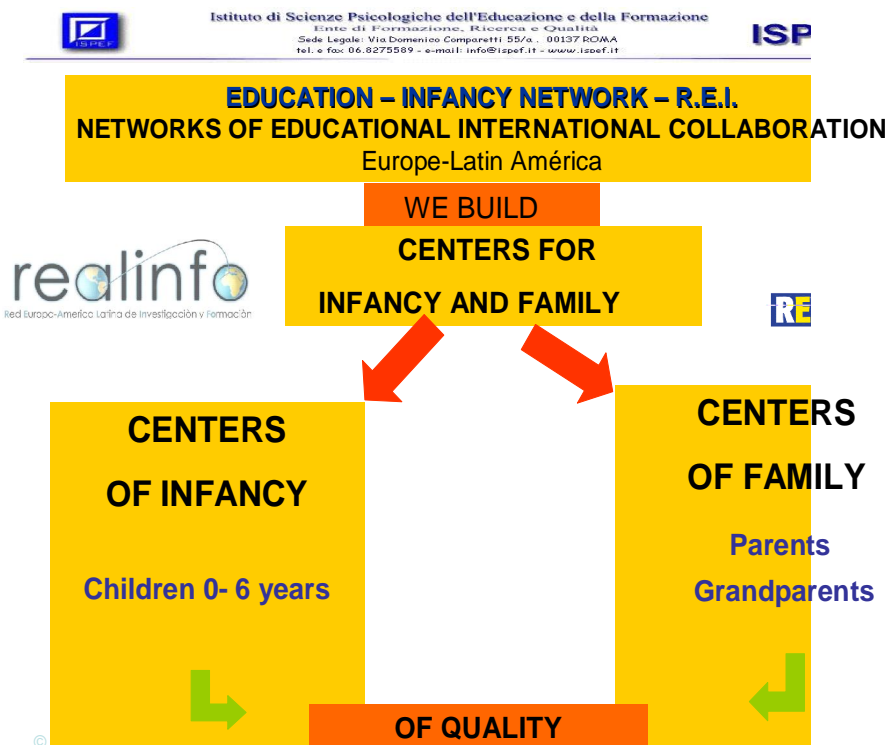
Could the pedagogic models of COMENIO, J.Jacques ROUSSEAU, Johann Friedrich HERBART, Johann Heinrich PESTALOZZI, Ferrante APORTI, Rosa AGAZZI, Robert OWEN, Johann Frierich OBERLIN, Friedrich FROEBEL, Maria MONTESSORI, Ovide DECROLY, Anton MAKARENKO, Paulo FREIRE, Celestin FREINET, Eduard CLAPARADE, John DEWEY, Jerome BRUNER, Lev Semionovich VIGOTSKY, Jean Piaget, Carl Rogers, Abraham H. MASLOW, Donald WINNICOTT, Sigmund FREUD, Anna FREUD, John BOWBLY, Erik ERIKSON, Kurt LEWIN, Urie BRONFENBRENNER give a suitable answer to the requests of children, families and society of XXI century?

This models could be an interesting starting basis but couldn’t give a suitable answer to the changes of society in the economy-technology, human relationships and education of children.

The activity of research is based on this theoretical hypothesis and is realized by the dynamic model of I.S.P.E.F.

It was realized by Fausto Presutti and an team of educators, psychologists and pedagogues; it was born in 1970 in the Italian culture, and has lived the following transformations:

- The big innovation of the 70’s with the experimentations realized from 1976 to 1978 in Rome with the Modern Didactic Experimental Center (CSDM) that have brought to the publications with the Center of Researches of Modena;
- The consolidation of the model in 1985 with several publications of the publishing house CPE of Modena and Giunti of Firenze and experimentations in different Italian regions (Toscana, Lazio, Marche, Campania) from 1990 to 1998;
- The formalization of the Model “*Center for Infancy and Families*” and the consequent certification of Quality of the educational system for Centers of Infancy from 1998 to 2005
- The training in a European Network and in LatinAmerica from 2005.



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So, the innovative and dynamic Model of ISPEF “*CENTER FOR INFANCY AND FAMILIES*” is the result of dynamics experience that was realized in Italy and at international level from the **idea to realize an important pedagogic project for children aged from 0 to -6 years and their families in the society of XXI century**, because is a factor of social and educational progress, because is one of the meeting place for the community of parents in this big transformation, in the transition from an industrial society to another technological – informatics - globalised.

Today are the educational - scholastic institutions the referring point and the meeting place for the Social Community, so, the Center for Infancy and the Families is **the better educational answer to solve**:

- the problems imposed by the complexity and the rytmes of this kind of society;
- the pressing request of a logic and creative development of people to comprehend and particpate to social activities, as regard the learning abilities of children;
- the need t ogive a good support to parents in the educational activities with small children, for a new politics of family;
- **the need to realize an *Educational Community*** for the social and affective training of children, as integration and support of familiar education, that stays the central fulcrum of society;

The Center of Infancy and Families is a new educational reality, subject to a fast evolution as regard the legislative structure and the planning of contents and didactics paths; is the new frontier of education that allows to change the organisation of scholastics institutions.

So, the project is characterized from a model of realization of the Center and of development of professionalism in order to:

- make operational all the studies and the investigations of psychology of development and sciences of education realized in this last years,
- realize a detailed analysis and a efficacy evaluation of the abilities evolution of children personality in their first years of life,
- to develop the education for parents and the involvement of families and grandparents;
- realize a psycho-social welfare in the educational community where one works in.

On this bases and with this prospective the I.S.P.E.F.'s training and consulting expose how to realize :

- **the Center of Infancy**
- **the Center of Family,**
- **the educational and organizational quality of the Center of Infancy and Family.**