Early Education and Families: A Strategic Alliance

“Improving Early Childhood Education in the Caribbean through Cooperation with Chile”

Trinidad & Tobago, January 2010
There are multiple ways to be or to form a **family**, which is why we define it as:

“**all social groups connected by blood ties, filiations (biological or adoptive) and alliances, including common law unions when they are stable.**”
The Family: The Main Educational Agent

• Regardless of the forms that families take on, what is unique to this social institution is its function in reproducing biological and cultural life.

• In other words, the family is the childrearing space where one is taught and learns “to be” human in a given historic, social and political space.
Diversity of Families
Family and Preschool: Strategic Alliance for Children’s Wellbeing

- Children
  - Subjects with Rights
- Family
  - Good Childrearing Practices
- Preschool
  - Quality Education

SAFE ATTACHMENT

PROGRESSIVE AUTONOMY

Thematic Axis: Family Participation in the Educational Environment
- Institutional Educational Project
- Classroom Planning
- Evaluation of Learning Process
- Physical and Human Environment

Thematic Axis: The Institutional Educational Agents and Family
- Spaces for Reflection
- Ongoing Training and Education
- Spaces for Encounters

Thematic Axis: Exercising Family Rights in the JUNJI
- Organization
- Training
- Articulation
How are we doing?
Thematic Emphasis in Work with Families

- Focus on Rights
- Interculturalism
- Gender Equality
- Special Educational Needs
Thematic Emphasis in Work with Families: Focus on Rights

- Children and their families: subjects with rights:
  - Access to a quality education that guarantees equal opportunities for future development.
  - Family participation in the elaboration of Educational Projects
  - Good Treatment for Children
Thematic Emphasis in Work with Families: Gender Equality

- Education and childrearing that allows the integrated and harmonic development of children, not determined by cultural gender patterns.
- Active participation by mothers and fathers in the education and raising of their children:
  - Shared childrearing
  - Active parenting.
Thematic Emphasis in Work with Families: Interculturalism

- Recognition of the cultural diversity of our society, comprised of families:
  - Belonging to Native Peoples
  - Immigrants, the product of globalization processes.
Thematic Emphasis in Work with Families: Special Educational Needs

“School for everybody”: the right to a quality education for children with special educational needs due to any mental or physical disability.

Emotional and technical support for families in the process of adapting to and accepting the situation affecting their children.
What are we doing?
Family Participation in the Educational Process

- Regular information on their children’s educational process.

- Appreciation of all family contributions to their Children’s education.

- Family participation in the different levels of educational planning.

- Innovation in family participation, both with their presence and without it.

- Targeted incorporation of fathers in their children’s educational processes.
Promotion of Good Childrearing Practices

- Elaboration and distribution of educational materials for families.

- Workshops or meetings on issues like:
  - Filial relations of Good Treatment
  - Ties and Attachment
  - Breastfeeding
  - Healthy Lifestyles
  - Specific characteristics and needs of each child
  - Socialization for gender equality
  - Active parenting and childrearing responsibilities that are shared by mothers and fathers.
¿Te Suena Familiar?

Guía para la Familia
Organization of Autonomy in Families

- Support for the strengthening of family organizations through:
  - Training and organizational education
  - Creation of projects to apply for tangible and intangible public and private **resources**.
- Promotion of articulation between different organizations on a municipal and regional level.
- Connection of organizations with like-minded municipal or regional **social networks**.
Psychosocial Intervention with Families

- Intervention with families going through critical social situations (domestic violence, alcohol or drug abuse, violation of children’s rights, etc.)

- Preferential work with families participating in the “Chile Solidario” Social Security System, for the population with the greatest social vulnerability.

- These cases require crisis intervention on the part of JUNJI or external professionals, in addition to activating the referral networks that allow swift and efficient solutions.
And we are also...

- Training teachers to expand their capacities to work with families.
- Providing support materials.
- Strengthening the networks in charge of the issues of early childhood and family on local, regional and national levels.
- Systematizing our work experience.
New situations = New Challenges

- **Teenage Maternity**: new work strategies that simultaneously reinforce ties with children and empower them in their roles as mothers.

- **Educational Transition Processes**: a challenge, considering the mass incorporation into preschools and children’s completion at an earlier age.
New situations = New Challenges

- Increased role played by fathers in childrearing: requires new strategies and learning processes for all actors in the educational process to break with cultural gender conditioning.

- Installation of principles of inclusive education: demands attitudes of openness and acceptance toward the different forms of human diversity and appreciation of the resources to enrich educational practices.