

Authors/Autoras: Sarmiento, Teresa (tsarmiento@iec.uminho.pt) and Ribeiro, Marisol. University of Minho, Portugal

Title/ Título: Educational cooperation while citizenship promotion

Cooperación educativa para la promoción de la ciudadanía

Topic: Promotion of education and cultural resources through partnerships between schools, family and local communities

Promoción de los recursos educativos y culturales a través de la cooperación entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

Presentation time/Día de presentación: Session in Spanish/Portuguese. Friday 16, 10:15-11:45 a.m. Room 3, Third Floor

Sesión en Español/Portugués. Viernes 16, 10:15-11:45 a.m. Sala 3, Tercer Piso

Abstract

Citizenship constitutes a law enforced right; nevertheless, the exercise of this right is conditioned by the frame and the circumstances under which one lives. Parents (mainly mothers) of children with special educative needs, overall those needing an effective and constant support such as those affected by brain paralysis, often face big constraints in the exercise of this citizenship: they are compelled to abandon jobs, detach from the social nets they used to belong, fall into the problems they have to face, forget of themselves trying to improve the quality of life of their children. But, within a didactic relation, such as that established between parents and children, citizenship must be enjoyed by both, otherwise the risk of squeezing into a self-destructive and mutual process of social anomie may arise. The present paper aims to deal with the influence of children with physical deficiencies on the conditions in which their parents exercise citizenship and, after the analysis of a program on the interaction between mothers and technicians (teachers, psychologists, and therapists) developed by an association of parents with children with brain paralysis, to analyse and point out overcoming strategies in the pursuit of active citizenship of both mother and child. In this paper, some central aspects are pointed out: the influence of children on adults' lives, mainly on their mothers'; the relevance of the special care educative processes must provide to both children and adults; the assurance that citizenship demands active initiative from every one.