EDUCATION AND CONCILIATION FOR A HAPPY LIFE

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The relationship among home, school and community is related to the quality of life and a sustainable living. This depends, among other things, on individuals being able to successfully manage and conciliate these three scopes. From our point of view, the conciliation requires attitudes, skills, strategies and values that promote the construction of a time-sharing schedules, both for the enjoyment and promotion of the family relations and the personal accomplishment, and for the labor and social participation. Juridical, institutional, family and personal transformations are needed to carry out the conciliation. These transformations turn the educational arena into a fundamental strategy because the conciliation is an attitude that can be taught and can be learned. Our aim is to make a curricular proposal to educate new generations better in order to promote juridical, labor, family and personal changes in order to achieve a higher and more sustainable quality of life at all levels. The conciliation among home, school and community is then a new pedagogic horizon that promotes and resignifies the Values Education. Our interest in considering the concept of conciliation has two pedagogical concerns. First, we are looking forward to finding out a way to build a better model of happy life than the current one, which relies on an individualistic point of view, even when several evidence has shown that individualism has not been sufficient to achieve personal well-being and the collective happiness. Secondly, we have the aim to advance towards a more just and happy society with a Pedagogy of the Care and of the Justice. We believe, therefore, in an educational proposal addressed to constructing the conciliation as an ethical principle from a curriculum that must include values related to co-responsibility, equality, and respect, among others. The study that the Research Group in Moral Education (GREM) of the University of Barcelona is undertaking begins with a descriptive-comprehensive study which aim is to elaborate a diagnosis of the map of values in the family practices on conciliation in Spain. This study has a quantitative phase and a qualitative phase. The quantitative phase consists of the administration of a questionnaire to a representative sample by both socioeconomic and age strata to 500 parents of the population of Barcelona. The qualitative phase consists of the constitution of focus groups in order to find out which are the values associated to the conciliation in the familiar practices. From the above mentioned phases we will be able to design in a near future a curriculum for pre-school and primary school, and we also want to design an educational programme for different family models aimed to raise their awareness and to provide educational guidelines or strategies in order to change the social not-conciliatory practices.
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References:


