

Senses and meanings attributed by parents and educators to the educational process developed in nurseries and the Program called “Educriança”: experiences of innovative projects in education

PhD Research Project Program of Graduate Studies
in Education: Educational Psychology at the
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This research proposes to conduct a study on the senses and meanings attributed by parents and educators to the educational process developed in nurseries and the Program called “Educriança”: experiences of innovative projects developed in the municipality of Guarulhos, state of Sao Paulo, from the year 2003 to 2008, in the care of low income families with children under three years old.

OBJECTIVE:

The objective is to understand the implications of educational processes in the process of humanizing relations parent-child-educator and face social inequality.

To what extent these projects have contributed to a working articulation of partnership between school and family in the development of children up to three years old?

Senses and meanings are important categories in psychology field offered by Vigotski within a socio-historical approach that express and contribute for researchers and educators to hear the parents and educators beyond the superficialities. We know the importance of objective and subjective conditions to constitute the child as a human being and the challenges imposed by cultural development of different childhoods in Brazil, in their socio-historical specificities, considering the high levels of social inequality.

The concept of Sense refers to how the subject itself sets up the social meanings, ie the sum of psychological events that words or activities wake in our consciousness. The production of senses situated in the field of subjectivity points to its unique feature and one that is peculiar to each subject. Participants from the same activity will build distinct subjective senses, influenced by its history and diversity of current contexts of their lives. Although these two moments are inseparable in the production of senses and meanings (the historic and the current) they are not linear processes but complex and subjective.

Children up to 3/4years old attend the program “Educriança” children up to 3 / 4 years old, and women and mothers (and sometimes grandparents and fathers), in groups of 20 to 25 people, aiming to meet and exchange experiences on child development, child-adult relationship, the role of women as wife and mother/father in society, the role of games and play, the emotion and language in learning and child development, emphasizing the importance of social interactions in this process.

In this program we develop educational actions in which children go to Children's Educational Center, along with their mothers, once a week for four hours a day. While the children play with other children and participate in activities with educators, mothers participate in groups, also with educators in educational activities.

This program is developed in three priority actions:

- 1) weekly formative encounters to talk about care and education of early childhood combined with educational activities required for the mothers,
- 2) systematic visits to the children's homes for monitoring learning and child development and mother and children's health, and
- 3) payment of allowance of R\$60,00/month (about US\$ 30,00) per child for mothers, limiting to two children per family.

The criterion for selection of mothers is based on per capita household income: up to half the minimum wage (about U\$\$ 150,00). This program have attended up to 9,000 children in 2007.

Framework:

- The theoretical research is the perspective cultural-historic;
- The categories of Sense and Meaning;
- Interview with the mothers and educators.