

Intervention Project: Asas de Arco-Íris
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Context:

We live in times where we face significant personal and global challenges. There are rising and urgent demands in diverse fields of human life, such as ecology, economics, health, social structures and moral values. Education has a decisive role to play in creating a more just and conscious world, but it is not providing adequate responses to achieve this goal. On the contrary, children, parents and teachers are increasingly dealing with frustration, disappointment, insecurity and confusion. Schools are dealing with bureaucracy, extensive programs and classes, lack of self-esteem and bullying, school drop-out, addictions and early age depressions and dependence on medicines. In this context: what is really important to pass on to children? What kind of life and challenges await them in the future? How to bring new educational and social paradigms when we adults only know the old ones? How to educate in a model in which we have not been educated and we are not familiar with? How to develop the child's greatest potential to become a value agent for society?

Goals:

Our goals are to provide teachers, parents and educational technicians with the personal tools of self-knowledge and educational leadership that allow them to find personalized and adequate solutions to each context. The traditional educational system is based on the rational level of the human being. We aim to reach and educate the whole of the human being, considering its emotions, body, health, social structures, beliefs, needs and purposes, in order to transform the process of teaching into a process of mutual education and learning. Both children and adults should be given the opportunity to live a rich, fun and creative way to learn and grow up, with space for movement, for individual dreams and ambitions and freedom to choose.

Methods and technics:

We use conscious parenting and personal, educational and leadership coaching tools. We prioritize active and interrogative methods and expository methods when necessary. We foster individual and group reflections, self-questioning and listening, as well as experiential activities. We work the ability to develop self-esteem, emotional intelligence and empathy, multiple intelligences and talents, active listening, non-violent communication, respect and non-judgment, knowledge and management of limits and consequences, conflict resolution, leadership and innovation.

Conclusions:

Coaching has been used as a tool for individual and business development for decades, with remarkable results. Its application in education is very recent. In the scope of our project we have applied these methods with parents, families, youngsters, educational projects and teachers, and we have observed: improvement in self-confidence and self-esteem, more responsibility for the educational decisions and actions taken, acceptance of one's own identity and the diversity of the human being, dispelling of doubts and fears, better ability to overcome challenges, greater creativity in seeking solutions. In short, a greater awareness of the educational goal of each parent, teacher or educational project and the steps and challenges to achieve it.