



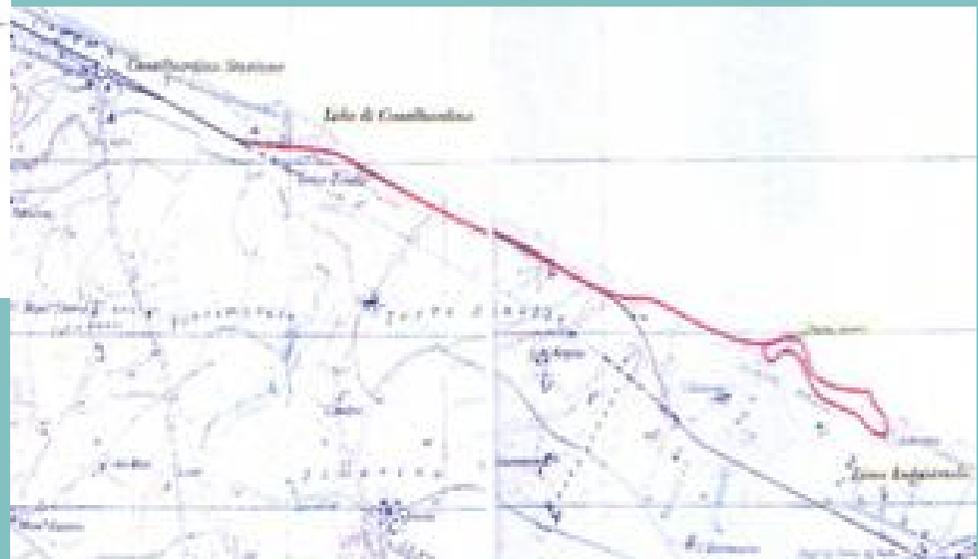
# **A VIEW ON VASTO**

# The map of Italy



We are here !

# We live in a region in Italy: Abruzzo



### ***THE TERRITORY OF ABRUZZO***

The regional territory covers 10.794 square kilometres, the majority of which (65.1%, 7.027 square kilometres) is mountainous. 34.9% is constituted by hills. The statistics do not mention the plains. Near the coast, in fact, there are no plains, whereas in the inland there are few, in the river's valley bottoms and also at high altitudes. The largest, the Piana del Fucino, can be considered "artificial" because it was the result of the drying up of the lake Fucino in the last century. The territory of the four provinces of Abruzzo is divided in very different altimetric areas. The province of L'Aquila is totally characterized by mountains; in the Chieti area hills prevail, while in Pescara and Teramo the areas covered by mountains are more or less the same as those covered by hills.

### ***THE WEATHER***

We conclude with some information on the climate or, more likely, "climates", as Abruzzo has two climates: maritime and continental. The annual average temperature varies from 8°-12° in the mountainous area to 12°-16° in the maritime area; in both areas, though, the differences between maximum and minimum temperature can be considerable. The coldest month is January, when the average temperature on the coast is 8°, while in the interior it often drops below zero.

In the summer the average temperature of both areas is similar: 24° on the coast, 20° in the interior. The slight difference is due to the overheating of the rocky areas in the interior and the consequent letting out of the heat during the night, mitigating the lowest temperatures caused by the altitude. In more internal areas, mainly in the most elevated basins, besides the annual thermal changes, there are also noticeable daily changes, that is marked difference between the day and the night temperature.

Also the distribution of rainfall, mainly determined by the mountains and their location, varies according to the area. The rainfall reaches its maximum, in the whole region, in the month of November and the minimum in the summer. On the mountains the rainfall becomes snow lasting on the ground for different periods, according to different altitudes: an average of 38 days, in the area of L'Aquila, at an altitude of 55 to 1000 mts., 190 days at 2000 mts. And throughout the year on the peak of Corno Grande.

Abruzzo is in the centre of Italy and it is on the Adriatic sea.

The Abruzzo coastline extends from the river Tronto to the river Triglio and it is long 130 kilometers. The coast is generally sandy and low, but it can also be high and rocky in some parts like in the Natural Reserve of Punta Aderci.

The spectacular towering, steep and coastline of Punta Aderci is similar to Cornwall of Brittany in spring when the inland fields are green and full of flowers. On the promontory of Punta Aderci, not far from the city of Vasto, the beacon of Punta Aderci is erected. The beacon is 70 metres high and it is composed of 307 steps. Protected since 1998 by a Natural Reserve extending for 285 hectares, the rocky coastline stretches from the part and industrial area of Vasto to the beaches of Casalbordino and the mouth of Sinello river.

Underwater divers can observe salps, wrasses, sea anemones and various interesting species of seaweed.

The unasphalted inland roads can be explored on foot or by a mountain bike and the limpid sea is an invitation to go for a trip on a canoe and it's possible to practice subaving. A really beautiful experience because it offers the possibility to discover the sea depths; but it can also become dangerous, for this reason it is necessary to know the risk that it involves.

The coast of Abruzzo is also a resource for the entertainment and amusement for the tourist that every year visits in summer.

They can also spend a funny day at the aquatic park of Aqualand.

# Punta d'Erce





The marine flora

# The Gulf of Vasto Marina



## TRABOCCHI

Trabocchi are fishing huts built on piles, on the seashore.

They stretch out above the rocks through a walkway. Thanks to a fishing net hooked on to long outrigger arms, you can get to spots where the sea is deeper and more abounding in fish without using a boat.

Trabocchi are also a shelter for the fisherman waiting to haul in the nets and a closet for storing tools.

During the ages many families earned their livelihood from fishing through trabocchi. Indeed, the haul was eaten by families, but it was also exchanged with other foodstuffs or it was sold on the trabocco itself or in stalls by the roadside.

You can see trabocchi in several areas of the Adriatic coast and in Vasto too.

In the last two centuries they attracted travellers and poets. Their look charms still today thanks to that weaving of beams and ropes so fragile and light seemingly, in fact so flexible and resistant to the most fearful sea storms.

In the last few years almost every trabocco has been rebuilt. They have no more their previous economic function. Today fishing from trabocchi is above all a Sunday hobby rather than an economic business.



Trabocco, in località "Grotta del saraceno".

A typical "trabocco", or wooden fishing rig, in a place called "Grotta del saraceno".



Stupendous trabocco in full of its mastrels.

A wonderfully majestic fishing rig.



### THE TEATINA COAST

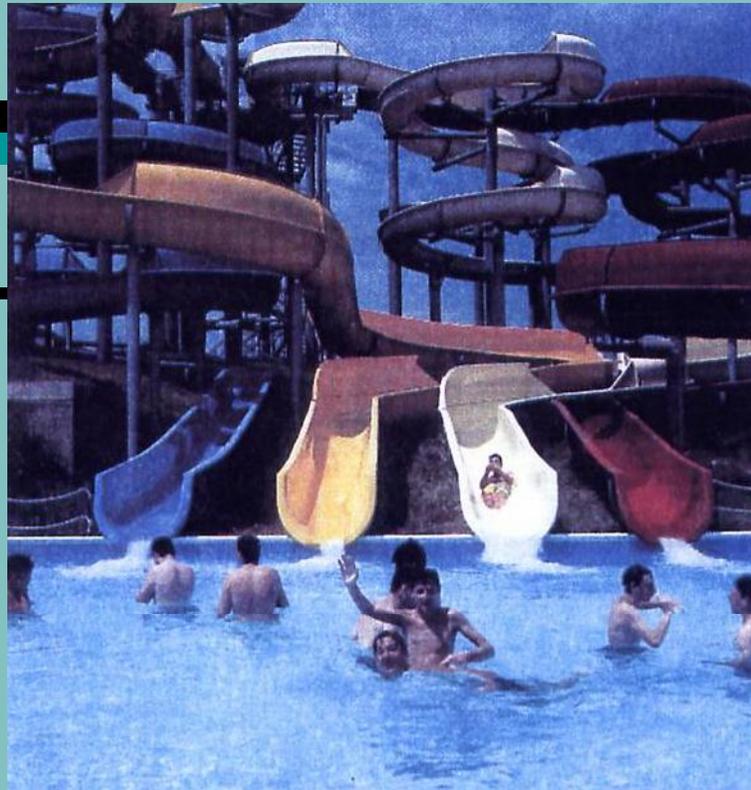
The coast of the province of Chieti is a wonderful space where light outlines the land on the sea, the majestic mountain in the background and the villages with their towers and castles; from Ortona to Vasto tourists can find nature, art, sport and excursions and the unique taste of local gastronomy. A very interesting itinerary on foot goes from Marina di Vasto to the beach of Acquabella in Ortona, to see the rivers, the ports, the beaches, the bays and the rocks from the coast and especially the typical "trabocchi", the fishing platforms overlooking the sea. They are the landmark of the coast, a perfect link between land and sea, the deep expression of human activities here.



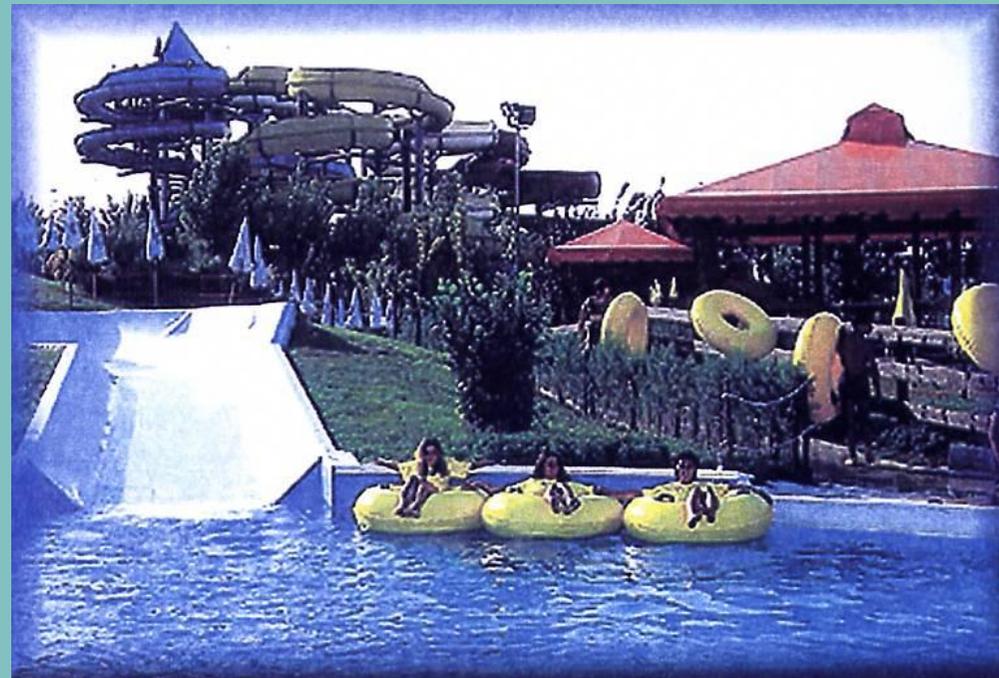
The Little Siren,  
the symbol of Vasto



Fireworks on the gulf of Vasto



Aqualand is a splendid and complete aquatic park. There is a babyclub, a bar, an arena, a discotheque on Saturday night, swimming pools, slides and restaurants.



### *Biotopo*

The Coast Biotopo of San Salvo is a protected area, extended for approximately 60 hectares, instituted in the 1999 by INFA – National Institute for environmental refurbishment -

Situated in the southern extremity of the coast of Abruzzo, the Biotopo is one of the last examples of the ancient dunale system in the medium Adriatic area in which can be seen rare botanical species, elsewhere extinct, included in the Red Book, book of the rare plants of Italy.

San Salvo thanks to the presence of the coastal Biotopo, has been rewarded with the Blue Flag in 1992 and from 1999 to 2006. The Blue Flag of Europe is an acknowledgment of the FEE ( Foundation For Environment Education) and is assigned every year for the quality of the coast, water, and for the environmental education of activities on this area.

From the naturalistic point of view the operation of the Coastal Biotopo is very important because it is the only plan of the sort in Italy and it can be the laboratory for the reconstruction and the conservation of other dunal areas.

There are then more practical aspects like the conservation and reintroduction of some dunali plants and the observation of unusual species of birds.

The dunes have also a role in the defense of the coast from the erosion of the sea, because they are a fundamental bastion against the coast erosion. Where the coastal dunes doesn't exist and there aren't other particular protecting devices, the coast is eroded by the sea that advances with obvious tourist damages resulting in great expenses in order to build breakwater barriers.

In the last period the municipalities of San Salvo and Vasto, together with INFA, have developed the "life" project which is aimed to protect other dunes in zone.

## The "Biotopo" in San Salvo



# Rossetti Square



# Caldoresco Castle



# D'Avalos Palace



# Mosaic floor of the thermae



# Roman Cisterns



# The statue of Gabriele Rossetti



# Portal of San Pietro's Church



# Punta Penna lighthouse

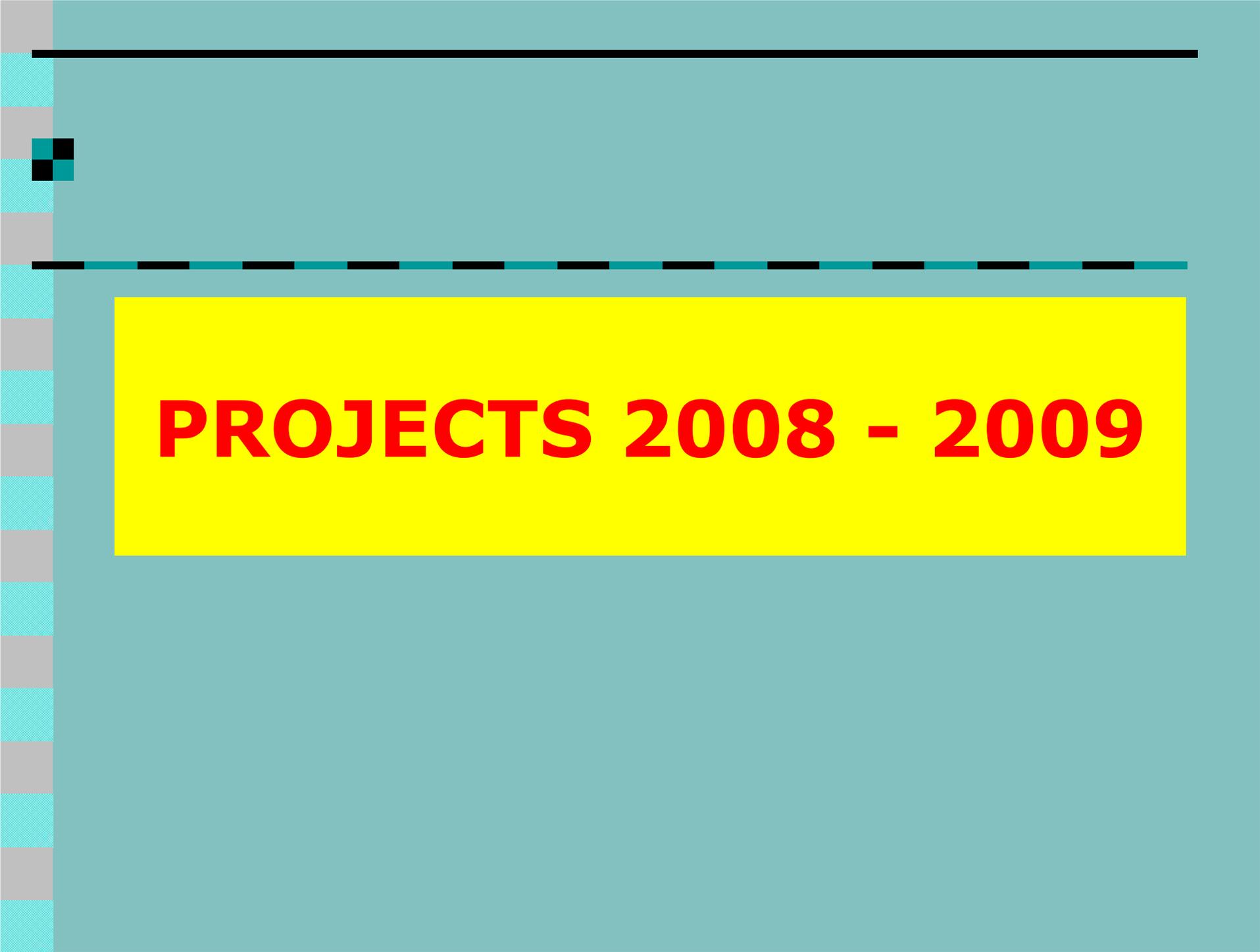


# Historical commemoration of the "Toson d'oro"



# Rossetti theatre





# **PROJECTS 2008 - 2009**

## The visit to Scerni school and town hall of Ankara's delegation









# Convention for teachers and students in the city of Lanciano











# Counter consultation underage and family



# Workshop teachers training Cesscom Vasto site



# Class of training for professional trainers











**SOCRATES PROGRAM – ACTION GRUNDTVIG 2  
PROJECT RAPT:  
RAISING ABILITY OF PARENTS AND TRAINERS  
YEAR 2008 – 2009  
PROJECT: Ce.S.S.Co.M.**

## **Report of the meeting concerning “Social, scholastic and penal mediations to educate to peace and to respect of the law”, which took place in Lanciano on December the 4th, 2008**

One of the most important activities that the Ce. S. S. Co. M. has realized during the years 2008 – 2009, concerning the the RAPT project, is the organization of the meeting concerning “Social, educational and penal mediations to educate to peace and to the respect of the law”, which took place in Lanciano on December the 4th 2008.

This meeting, which has been organized with the collaboration of Lanciano's Council of the Social Issues, was focused on two topics: the education to peace, thanks to which people could learn to solve their conflicts in a pacific way, and also the education to legality or “rectius” education to the respect of the rules and of the law. At the conference there were: teachers, students, parents, social workers, responsible of the territorial social services, councillors of the social issues.

The meeting has been opened by the Major of Lanciano, Filippo Paolini, and the Lanciano's councillor of the social issues, Angelo Palmieri. Then the President of the Ce. S. S. Co. M., Stefania Massetti, and the director of the same association, Leonardo Colucci, described the object of the meeting. In particular, Stefania Massetti showed her studies concerning “The mediation as a necessary instrument to avoid conflicts”, explaining the main target of her association. Thanks to this mediation, realized by schools and public institutions, people could know how to manage conflicts in the “familiar, social and educational contest”. In fact, the sensibilization to peace and legality means also to diffuse and promote principles, values and behaviours which are the basis of the respect of the other people, of the territory and of the Institutions.

After that, Eide Spedicato, professor of sociology at Pescara's University “Gabriele D'Annunzio” explained her theories concerning “The mediation and the post – modernity”. She described her opinion about mediation in the post – modern society and, in particular, she explained how, nowadays, the great and the fast changes in our society – which is global, cosmopolitan and multicultural- forces schools to teach to their students a new way to learn to be citizens and a new way in which they can exercise their rights and to fulfil their duties. To educate to be citizens means to educate to respect of the rules, to educate to responsibility.



Then Paola Durasante, who is the Director of The Centre of justice which protects under aged persons in L'Aquila, presented “ The guidelines and the operative protocols that we need to create effective experiences on the territory”. After that, Francesca Garbarino, responsible of Social and Penal mediation center in Milano, and Paolo Giulini, who is the fondator of the CIPM ( Italian center create to promote the social mediation) and professor at Milano's University “Cattolica” gave us examples of the application of social mediation in real life experiences.

At the end started the discussion, which involved: Angelo Palmieri, social issues Councillor in Lanciano, Gilda Scardaccione, professor of criminology at Chieti's University “Gabriele D'Annunzio”, Marisa Colletti, President of the regional observatory on the bullism, Andrea Venosini, President of the Majors Conference, and Sandro D'Ercole, President of the Territorial Programm concerning social issue in Vasto, that is the town in in which Ce. S. S. Co. M activities take place.

During the meeting on one hand, they dicussed about the items focused on mediation and, on the other hand, they all expressed another need. In fact they are planning to create an Istitutional Center focused on mediation, which would operate in cooperation with schools and social organizations. Also they underlined the importance of Ce. S. S. Co. M. association, because it is working on social mediation in an experimental way.

## **FAMILY SUPPORT Project 2008/2009**

The FAMILY SUPPORT project, realized in 2008/2009 in the towns of Scerni and Palmoli (where Ce.S.S.Co.M. manages the counselling point for families together with IGECO cooperative) intended to offer a training course for families in order to improve the relationships between parents and their children, strengthen family connections, enrich parents and children's social skills.

The method, with the participation of both parents and children at the same time, has proved to be particularly effective in situations of strong conflict and developed through a series of courses/seminars where specific activities for parents, children and the whole family have been proposed.

The methods used (active listening, role-playing, communication and mediation) have proved to be very effective in reducing family tensions and making disturbed or interrupted communication easier.

Activities and contents of the training course flowed from the analysis of the results of a test given to all participants. (Encl. 1).

## **Report on the Seminar**

### **“You were not born an authoritative parent”**

#### **Seminar.**

In school year 2008/2009 Ce.S.S.Co.M. held a seminar, as part of the project RAPT, addressed to the students' families and called “You were not born an authoritative parent”, made up of three sequential and consequential levels, from December 2008 to March 2009 through fortnightly meetings lasting 3 hours each.

#### **Participants.**

Parents were very interested in the project, proved by the fact that 21 people out of the 25 registered completed the entire training course with satisfaction (as described later analysing the answers to the assessment questionnaire).

#### **Teaching methodology.**

We used an active methodology. In fact, the seminar has been held getting in depth into the subjects on two different levels; on the one hand we introduced fundamental ideas and techniques concerning interpersonal communications; on the other hand we analysed episodes from family life told by the participants themselves in order to evaluate communicative schemes and sequences, drawing concrete suggestions about the best way to deal with real problems. Through the analysis of the results of these suggestions the participants achieved, in addition to a new knowledge, the awareness of the importance of turning this knowledge into a conscious behaviour.

We decided to involve the participants because the meetings concerned primarily the analysis and the solution of real problems about difficult communication between parents and children, without disregarding theoretical information. Such problems are, in fact, at the basis of behavioural disorder which manifests itself as lack of interest in studying. If they aren't solved unsuccessfully and school drop-out will be unavoidable consequences with high personal and social risk for young people.

#### **Assessment questionnaire (see encl. 2)**

Regardless of the personal feelings of the people who held it, at the end of the seminar we gave the participants a nameless assessment questionnaire in order to check its effectiveness, if the participants liked it or not and if they found it useful or not.

The questionnaire is made up of 9 questions about:

Individual perception of the total quality of this experience (questions 1 and 7),

Comparison between expectations at the beginning and perspectives at the end of the seminar (questions 2 and 6),

Evaluation of the course according to the initial expectations (question 3),

Perception of the best and worst aspects of the course (questions 4 and 5),

Evaluation of the seminar according to the way it has been held (questions 8 and 9).

### **The questions.**

What is your assessment of your participation to the seminar as a whole?

Attending the course I expected...

Did the course come up to your expectations?

What did you like of this experience?

What didn't you like of this experience?

After attending the course...

I expect...

I would like...

I intend...

I'm afraid...

Are you happy with the course?

Were the subjects treated clearly?

Were the subjects treated thoroughly?

**Analysis of the answers.** (see encl. 3)

Questions 3, 7, 8 and 9 are close ones and they require just one choice on a scale of Very much / Quite a lot / Just a little / Not at all.

They concern respectively: come up to expectations, overall satisfaction, clearness and thoroughness.

The result is extremely positive and you can easily check that nobody answered "Just a little" or "Not at all", with at least 85% of "Quite a lot" or "Very much" answers; only exception is question 9 where positive answers are 68%, showing clearly the need for further information/deepening.

Questions 1, 2, 4, 5 and 6 are open ones so we needed to classify the answers into homogeneous groups in order to have meaningful statistics.

So:

Among answers to question 1 we have separated the results expressing general positive appreciation (Interesting / Positive / Good) which are 70%, from those expressing less generic appreciation (Formative / Enlightening / Enriching) which are 15%, from those expressing more enthusiasm (Turning-point / Very effective) which are 10%.

It is worth underlining that positive opinions about the experience as a whole are 95%.

Among answers to question 2 we have separated the results expressing a personal growth (Acquire / Improve the instruments / Understand) which are 58%, from those oriented to the improvement of relationships (Change / Improve my relationships) which are 16%, from those expressing doubts (Just theory / Not to be up to) which are 16%. It is worth underlining that 10% of interviewees didn't have any expectations at the beginning of the seminar or they couldn't express them.

Among answers to question 4 we have separated results expressing generic appreciation of the situation (Analysis / Comparison / Connection / Reflection) which are 32%, from those concerning relationship (Aspects of communication and mutual understanding) which are 32%, from more specific ones (Techniques of communication, training and understanding) which are 26%, from the results expressing personal reassurance (To feel not alone / To find who takes care...) which are 10%.

It is worth underlining that about 2/3 (64%) of the answers concern reflection on the relationship with children or relationships in general.

Among answers to question 5 we have separated criticisms concerning personal dissatisfaction (Lack of personal deepening) which are 16%, from those concerning organizational deficiency (Lack of texts / Vademecum) which are 16%, from those concerning the programme (Few exercises / Little time / Too much theory) which are 10%, from criticism concerning financial aspects (Costs) which are 5%.

In this case the most meaningful answers are “Nothing” or “I don’t know” which are 53%, in confirmation of the answers to question 1.

Answers to question 6 are divided into 4 sections:

In section “I expect...” we have separated the results oriented to the improvement of relationships (Improve my relationships / authoritativeness) which are 68%, from those concerning personal growth (To see things more clearly / To be more self-confident) which are 11%, against 21% who didn’t answer, consistent with 10% who didn’t answer to question 2.

In section “I would like...” we have separated the results concerning to personal growth (To be better / more adequate / To remember) which are 37%, from those generally proactive (Understand / Deepen / Put into practice) which are 21%, from those concerning the others (Improve/motivate him/her / Be positive) which are 21%, with 21% who didn’t answer, consistent with the wishes and expectations previously expressed.

In section “I intend” we have separated the results concerning personal commitment (To improve / To engage) which are 48%, from more generic ones (To be calm and reasonable / Put into practice) which are 32%, from those referring to the sons (To help my children) which are 4%, against 16% who didn’t express any intentions.

In section “I am afraid...” we have separated the results concerning self-esteem (Do not succeed in) which are 58%, from those deriving from confusion (Speaking) which are 5%, from those oriented to the future (Difficult or sad) which are 5%. In this case it is important to underline that 32% who didn’t answer also include a remarkable percentage of people who are afraid of nothing.

### **Conclusions.**

The results of the questionnaire show that the participants think the experience was interesting and positive; almost everybody is happy with the seminar and the initial expectations (for the majority “improve and acquire new instruments” - see answer 2) have been fulfilled.

The results also show that some mechanisms concerning relationships and communication have been so fully understood that the participants are now really determined to improve their relationship with their children and put into practice (with calm and reasonableness) the instruments and knowledge acquired (answer 6).

The assessment of the course as a whole is positive with useful analysis of real life experiences and individual reflections (32% of answers to question 4), as well as the understanding of aspects connected with the improvement of the relationship between parents and sons (32%) and the acquisition of new communicative techniques and strategies through specific exercises.

The participants have defined the treatment as clear and thorough, showing their wish to deepen the subjects.

The people who held the course have been greatly appreciated because of their effective communication skills.

On the basis of these results we can say the seminar has been a great success and we think it would be useful and wise to offer it again to parents in the future.

**Enclosure 1**

**QUESTIONNAIRE FOR PARENTS**

**I live in:**

**Nationality:**

**Marital status:**

- married
- separated

- cohabitant
- widow(er)

**Sex:**

M

F

**Age:**

- less than 30
- between 30 and 40

- between 41 and 50
- between 51 and 60

**Role:**

father

mother

**Job:**

- employee
- professional man
- housewife

- unemployed
- .....

**I have got ..... children.**

**My son is ..... years old:**

**I stay with my child**

- at breakfast
- at lunch
- at dinner
- in the afternoon

- in the evening
- on Saturday
- on Sunday
- .....

**Which are the most pleasant moments I spend with my child?**

**Where is my child when I am not at home?**

At home alone

At home with somebody  
(who?.....)

- At friends' house
- Out with friends
- Does sport

- I don't know
- .....

**When I am obliged to entrust my child to someone, I trust**

- members of the family
- relatives
- neighbors

- close friends
- .....

**Do I think he/she can take care of him/herself when I am not at home?**

- yes

- no

**What situations am I worried about at the moment?**

- lack of communication with my child
- lack of communication with my partner
- my child does not respect the rules
- my child does not respect other people
- at school: relationship with the teachers
- at school: bad marks
- friends
- food (eats too much /eats too little)
- my child/partner uses drugs

- my child/partner drinks too much alcohol
- my job
- loneliness
- my partner does not help me in education
- financial straits
- .....

**What are the most important daily life actions to be a good father or mother?**

- Take him/her to school and back home
- Be concerned about his/her marks at school
- Be concerned about his/her free time
- Spend some time together
- To know where he/she is when I am not at home
- To know his/her friends
- To know the people he/she hangs around with
- To let him/her free to experience his/her life
- Ask him/her about his/her school and free time

- To set a limit to the time spent in front of TV, computer, videogames
- Surf the Internet with him/her
- Choose the TV programmes he/she can watch
- Do not interfere with his/her life. He/she will speak to me about it in the future.
- Be concerned about the food he/she eats
- To advise him/her to do some sports
- To spend some time with him/her before he/she sleeps

Make him/her feel the same as the other children and be sure he/she has got everything he/she needs

Other.....  
.....

To have time to listen to his/her needs, problems, worries

**Are rules important in the relationship with my child?**

yes

no

**Are punishments useful?**

yes

no

If not, why?

If yes, when is it useful to punish my child?

**Who helps you significantly in your role of father/mother at the moment?**

my partner

preasts

grandparents

friends

other members of the family

other educators (nuns, scoutmasters, coaches, .....

teachers

**Do I think the different local educational agencies (schools, oratory, youth clubs, sport clubs) help parents significantly?**

yes

no

partially

**Have you got any suggestions?**

**Enclosure 2.**

**SEMINAR ASSESSMENT QUESTIONNAIRE**

**1. What is your assessment of your participation to the seminar as a whole?**

.....

**2. Attending the course I expected...**

.....

**3. Did the course come up to your expectations?**

1 (very much) 2 (quite a lot) 3 (somewhat) 4 (just a little) 5 (not at all)

**4. What did you like of this experience?**

**5. What didn't you like of this experience?**

**6. After attending the course...:**

I expect .....

I intend .....

I would like .....

I am afraid .....

**7. Are you happy with the course?**

1 (very much) 2 (quite a lot) 3 (somewhat) 4 (just a little) 5 (not at all)

**8. Were the subjects treated clearly?**

1 (very much) 2 (quite a lot) 3 (somewhat) 4 (just a little) 5 (not at all)

**9. Were the subjects treated thoroughly?**

1 (very much) 2 (quite a lot) 3 (somewhat) 4 (just a little) 5 (not at all)

### **Enclosure 3: Analysis of the answers**

#### **Question 1: What is your assessment of your participation to the seminar as a whole?**

- 70% - Interesting, positive, good
- 15% - Formative / enlightening / enriching
- 10% - Turning-point / very effective (to make compulsory)
- 5% - Other positive assessment

#### **Question 2: Attending the course I expected...**

- 58% - Acquire / improve instruments, understand
- 16% - Change / improve my relationships
- 16% - Just theory / not to be up to
- 10% - I didn't have any expectations / I can't express them

#### **Question 3: Did the course come up to your expectations?**

- 68% - Quite a lot
- 16% - Very much
- 16% - Somewhat
- 0% - Just a little
- 0% - Not at all

#### **Question 4: What did you like of this experience?**

- 32% - Analysis / Comparison / Connection / Reflection
- 32% - Aspects of communication and mutual understanding
- 26% - Techniques of communication, training
- 10% - To feel not alone in facing problems with children

**Question 5: What didn't you like of this experience?**

- 53% - Nothing / I don't know
- 16% - Lack of personal deepening
- 16% - Lack of texts / Vademecum
- 10% - Few exercises / Little time
- 5% - Costs

**Question 6a: After attending the course I expect...**

- 68% - Improve my relationships / authoritativeness
- 21% - No answer
- 11% - To see things more clearly / To be more self-confident

**Question 6b: After attending the course I would like...**

- 37% - To be better / to be more adequate / to remember
- 21% - Improve/motivate him/her / Be positive
- 21% - Understand / Deepen / Put into practice
- 21% - No answer

**Question 6c: After attending the course I intend...**

- 48% - To improve / To engage
- 32% - To be calm and reasonable / Put into practice
- 16% - No answer
- 4% - To help my children

**Question 6d: After attending the course I am afraid...**

- 58% - I do not succeed in
- 32% - No answer
- 5% - It will be difficult and sad

5% - Of speaking

**Question 7: Are you happy with the course?**

68% - Quite a lot

26% - Very much

6% - Somewhat

0% - Just a little

0% - Not at all

**Question 8: Were the subjects treated clearly?**

58% - Quite a lot

32% - Very much

10% - Somewhat

0% - Just a little

0% - Not at all

**Question 9: Were the subjects treated thoroughly?**

47% - Quite a lot

32% - Somewhat

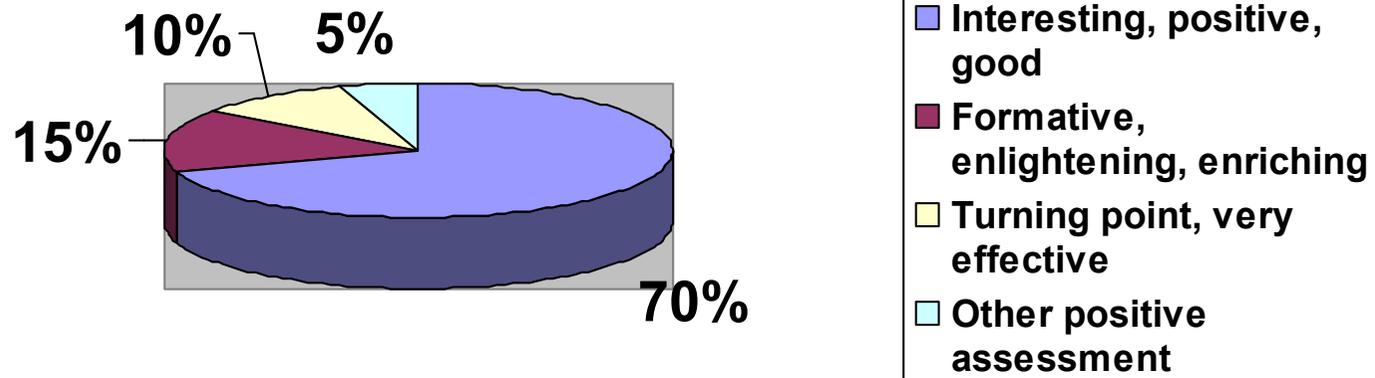
21% - Very much

0% - Just a little

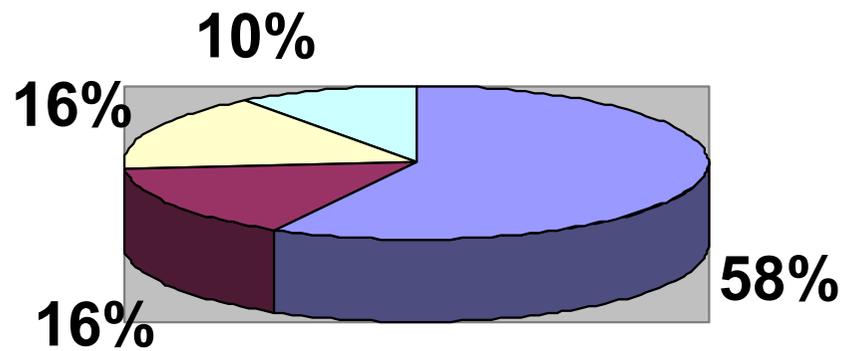
0% - Not at all

## Some graphics

Question 1: What is your assessment of your participation to the seminar as a whole?

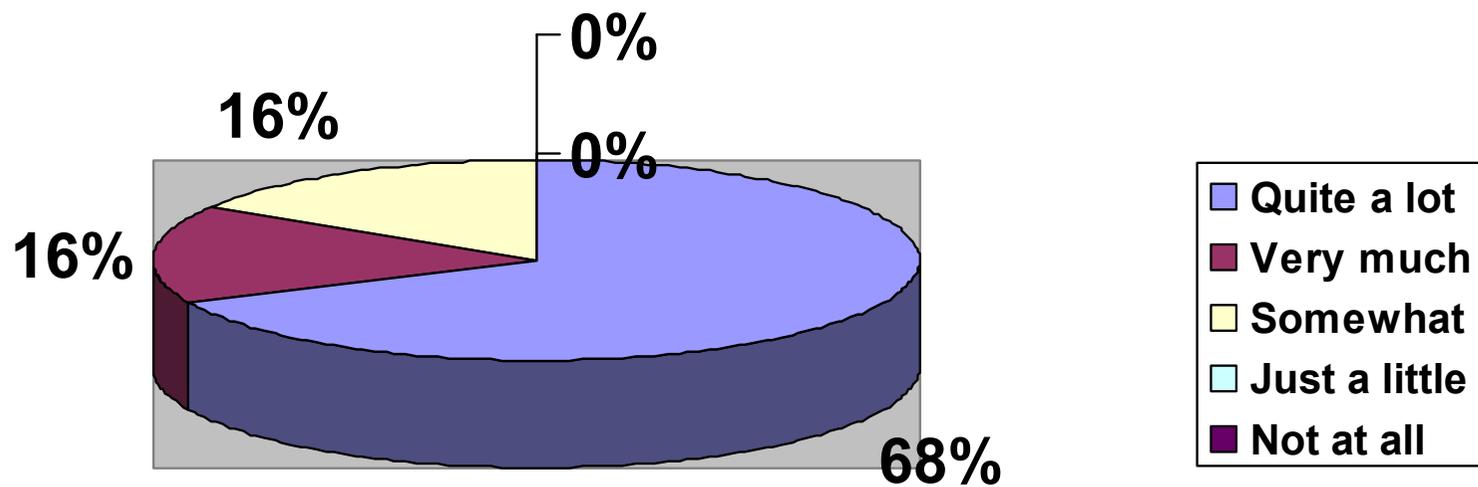


## Question 2: Attending the course I expected...

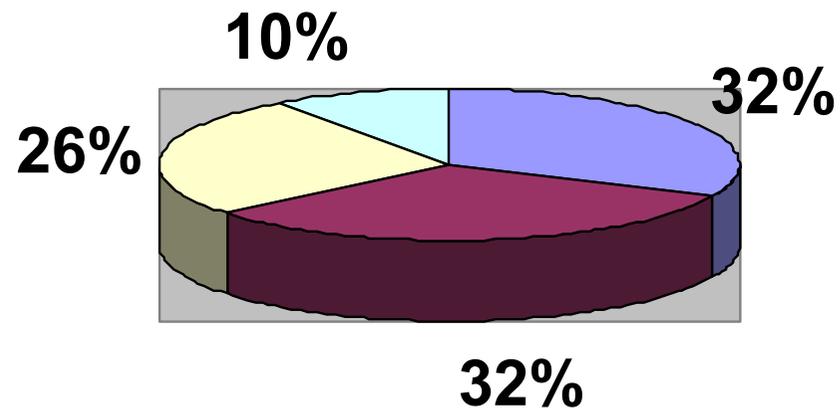


- Acquire, improve instruments, understand
- Change, improve my relationships
- Just theory, not to be up to
- I didn't have any expectations, I can't express them

### Question 3: Did the course come up to your expectations?



## Question 4: What did you like of this experience?



- Analysis, Comparison, Connection, Reflection**
- Aspects of communication and mutual understanding**
- Techniques of communication, training**
- To feel not alone in facing problems with children**

## **ADVICE CENTRE FOR TEENS, TEACHERS AND PARENTS AT THE SECONDARY SCHOOL OF PALMOLI IN COOPERATION WITH THE SOCIAL COOPERATIVE “IGECO SERVICE” OF LANCIANO**

An advice centre for students, teachers and parents has been set up at school:

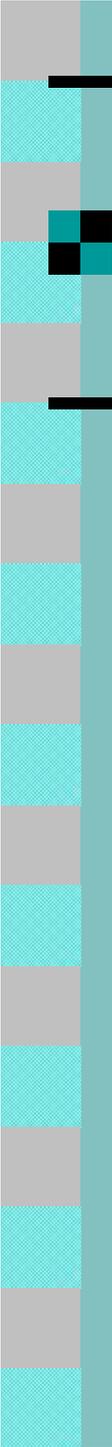
- for students: a “listening room” where the students can express his doubts and make questions which were too embarrassing to be asked of teachers, classmates and parents
- for teachers: counselling for difficult situations in class or with teenagers and/or parents in difficulties
- for parents: counselling for educational psychology to talk about problems, difficulties and various aspects concerning teenagers’ growth and educational parent/son relation.

From November 2008 to March 2009 the advice centre helped 32 students from 11 to 14; 8 parents; 3 teachers.

Students spoke above all about problems concerning their growth and love affairs; their difficulty to speak with their parents about their emotional relations; their incomprehension with friends; their need to make choices autonomously, which is typical of adolescence.

Parents were worried about their sons’ smoking habit, their acquaintance with older people, their low enthusiasm for school. In one case the situation was particularly difficult because the boy was very aggressive towards his parents. We put into action a special intervention with him and his family, in cooperation with the social services.

Teachers asked for help above all because the students don’t respect the rules and have little enthusiasm at school. We helped them with a training about cooperative learning.



**Home teaching in Scerni for families with children from 10 to 14 who have problems concerning generational conflict or risky behaviours, in cooperation with the Social Cooperative “IGECCO Service” of Lanciano**

The project has been set up to support parents with children at risk of deviance who are already in charge of social services.

An individualized project, was arranged with the aim to rebuild the net of relationships inside the family, redefining the roles in the parent-child relation.

It involved 3 families.

The project, which ended in March, has been successful in two cases out of three.

Methodological instrument: P.E.I. planned and supervised by an expert of the association with the support of a Social Cooperative.

Middle and final verification have been carried out.

## **Advice centre for families in cooperation with *Federcasalinghe* (Housewives Association) in Teramo**

Multi-function advice centre (help desk) addressed not only to parents, children and teenagers but also to social workers. A meeting place meant to give an answer to the needs of families through psychological, psychosocial and educational support. This advice centre has been planned in cooperation with *Federcasalinghe* (Housewives Association) to promote family resources and prevent risk factors during growth and inside families.

Activities set: guidance, counselling, support.

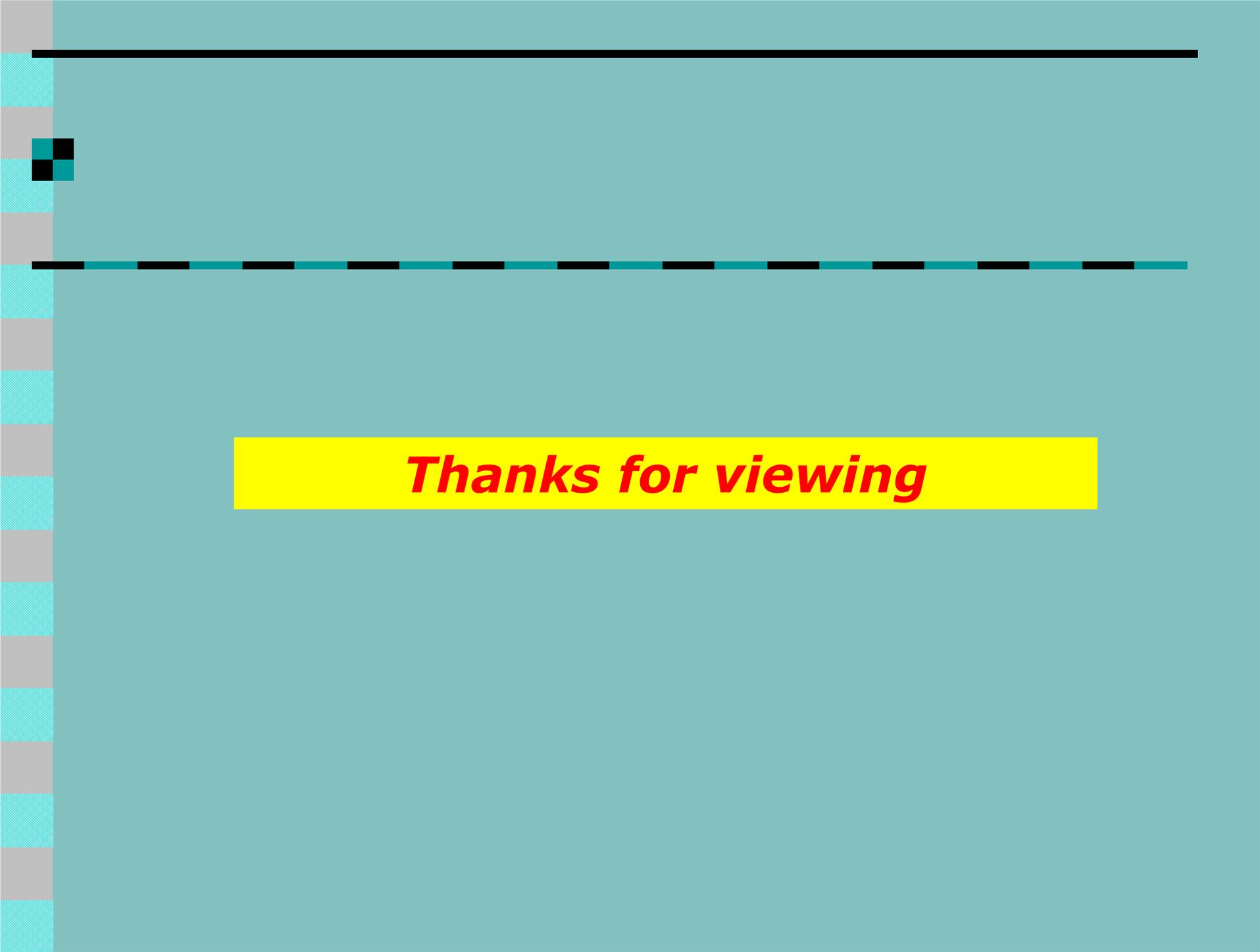
It has been opened from November 2008 to February 2009, receiving a total of 44 users.

## **Advice centre for singles, couples and family mediation at the offices of our association in Vasto**

Meetings with parents have been promoted and set up with the support of consultants of our association who are expert in family mediation and educational and family relationships, with the aim to facilitate the comprehension of family dynamics and cope with conflicts between parents.

Meetings were conducted with 4 couples and 3 single parents. It offered parents some time and a place to reflect upon their educational method, upon being father and mother and the choices to make together.

The meetings promoted mutual listening of challenging daily experiences, characterized by frailty and confusion but everyone's resources were recognised and put into action.



***Thanks for viewing***