

Working on trasversal skills trough peer education i secondary school

1. Contest

Peer education (PE) is "teaching or sharing informations, values or behaviours trough similar age or status people" (Milburn K., 1995, p. 407). PE is also the "formal and informal influence process between people in the same group" (Pellai A., Rinaldin V. 2003, p. 60), in other words we could say it's a health promotion training method to improve health knowledges and skills.

To combine both these aspects in PE do not change its teorical background but compleate its potentiallity, even if having attention on different technical aspects (Walker S.A., Avis M., 1999).

The main aim of this oral communication is to discuss all the tecnicl instruments we used in PE to improve trasversal skills to manage aggressive and violent behaviours in secondary schools.

2. "What do you do today?" health promotion project: the anaysis of a PE esperience.

The health promotion project "What do you do today?" is target to 15-17 years old adolescent in secondary schools and carries out between two schoollar years (2006-07 and 2007-08). There are two main goals:

1. improve communication skills and self efficacy to reduce aggressive behaviours in adolescents.
2. renforce an education and work parthnership between school/family/ASL.

The intervention is realized in seven secondary schools with three differently addressed (tecnicl, proffesional, liceo). Partecipants are 633 students. 23 members (psychologists, educators, teachers) conduct the work in three parallel sessions: the work group training session on PE, the educators training session and the peer training session, the adults (parents and teachers) training session.

The intervention efficacy on adolescents is evalueted by four pre-post tests on: communication skills, self-efficacy, violent and aggressive behaviours knowledges. Anova analysis (SPSS 10.0) indicates significantly self-efficacy variation (p. 0,003) between first and second test somministration. The other variables on analysis increase their values, even if without reaching apcetable significacy (p. 0.005).

3. Discussion: improving trasversal skills with PE.

The interesting impact of the project moves the authors to discuss the trasversal skills improving aspects:

1. increasing internal motivation instruments (motivazione intrinseca);
2. improving eterogeneous educator group;
3. following the work PE process;
4. following the network adults relationship and the organizational development.

Working on communication and relational skills through influence process and peer modelling asks us to work on educators **intrinsic motivation**, that's to say to use instruments to promote their active involvement. We realized that in the start up phase verifying the project hypothesis through focus groups, in the recruit educators phase asking their personal and spontaneous submission, beware not to be paid and not to receive any kind of fee for their work (the spontaneous candidature is realized in a plenary meeting after the project presentation to the all school target population, almost 70-90 students). Promoting self candidature guarantees also an **heterogeneous educator group** constitution in each school (opinion leader, more sensitive students, experienced students, curious...) that allow them to verify "in progress" the new transversal skills efficacy between themselves.

Another important aspect according to the authors is the role of the adults following the **learning experience work process** in PE with the educators and the classrooms: the staff offers informal communication channels (email, MSM, SMS...) and formal channels (for instance guaranteeing to the educators 10 minutes briefing meeting and 15 minutes debriefing meeting pre-post classroom intervention.)

At last we work on **network relational adults support** through information and sensibilization sessions targeted to parents and teachers from the start up phase (focus groups, meetings...).

Bibliography

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Walker S.A., Avis M., (1999), Ragioni comuni per cui la Peer Education fallisce in Journal of Adolescence, 22, pp. 573-577.