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Da un secolo, oltre.

Educational models in pediatric settings. A comparative analysis of pedagogical leadership in Italy and Spain

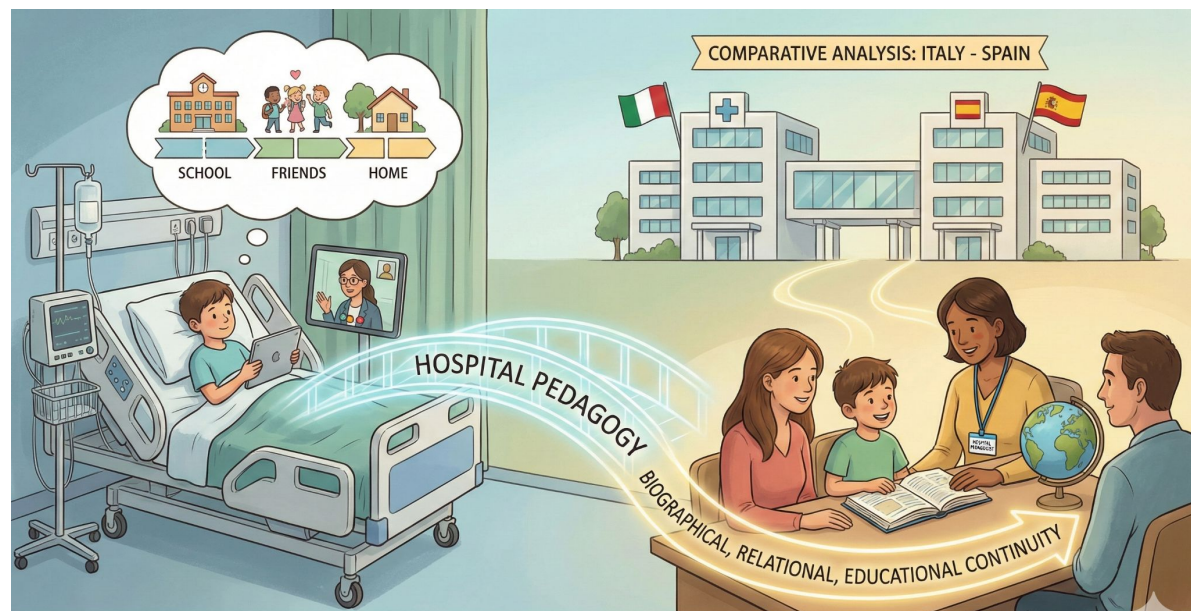
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INTRODUCTION and AIMS

The Challenge

Pediatric hospitalization represents a critical juncture risking biographical and educational fragmentation (WHO, 2016).



Protective Factor

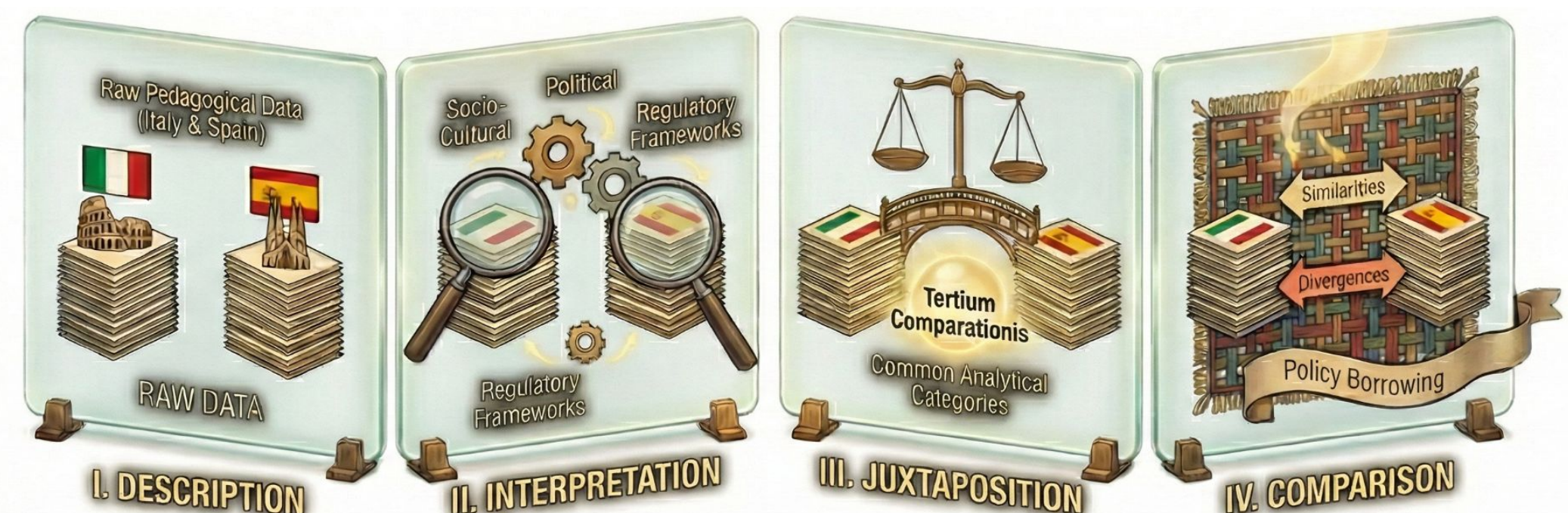
Hospital Pedagogy safeguards the fundamental right to education, sustaining the patient's "life project" (Boffo & Ceccarelli, 2025).

Study Aim

To analyze the emerging role of the Hospital Pedagogue through a comparative analysis of Italian and Spanish organizational models.

METHOD and PARTICIPANTS

This study applies Bereday's (1964) four-phase Comparative Method to 40 semistructured interviews with Italian and Spanish care professionals, ensuring a systematic approach that mitigates "comparative error" arising from the juxtaposition of incongruent elements.



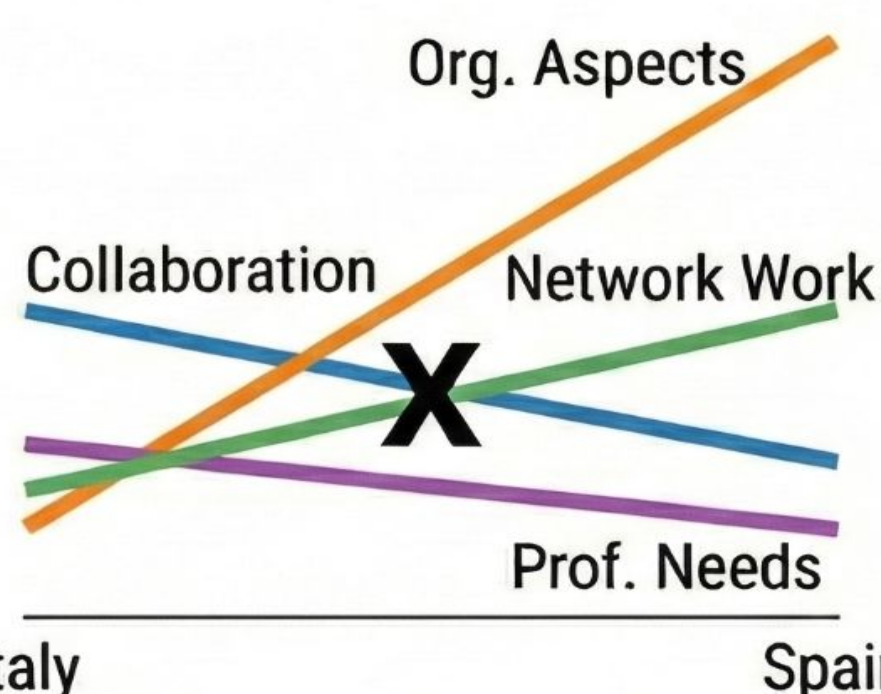
Synthesis of Findings: A Comparative Thematic Analysis of Italy and Spain

ITALY (Case A) - "Pointed" Profile & Initial Priorities



Organizational Aspects: 17.9%
Interprof. Collaboration: 16.6%
Professional Needs: 11.7%
Network Work: 9.5%
Pedagogical Role: 4.5%

The Strategic Inversion



Summary: The comparative analysis reveals a distinct strategic divergence. Spain demonstrates a marked predominance of Organizational Aspects and a notable 'strategic inversion,' wherein the importance of Network Work surpasses that of Interprofessional Collaboration. In contrast, Italy presents a more balanced systemic profile, initially characterized by a higher concentration on Organizational Aspects and Interprofessional Collaboration.

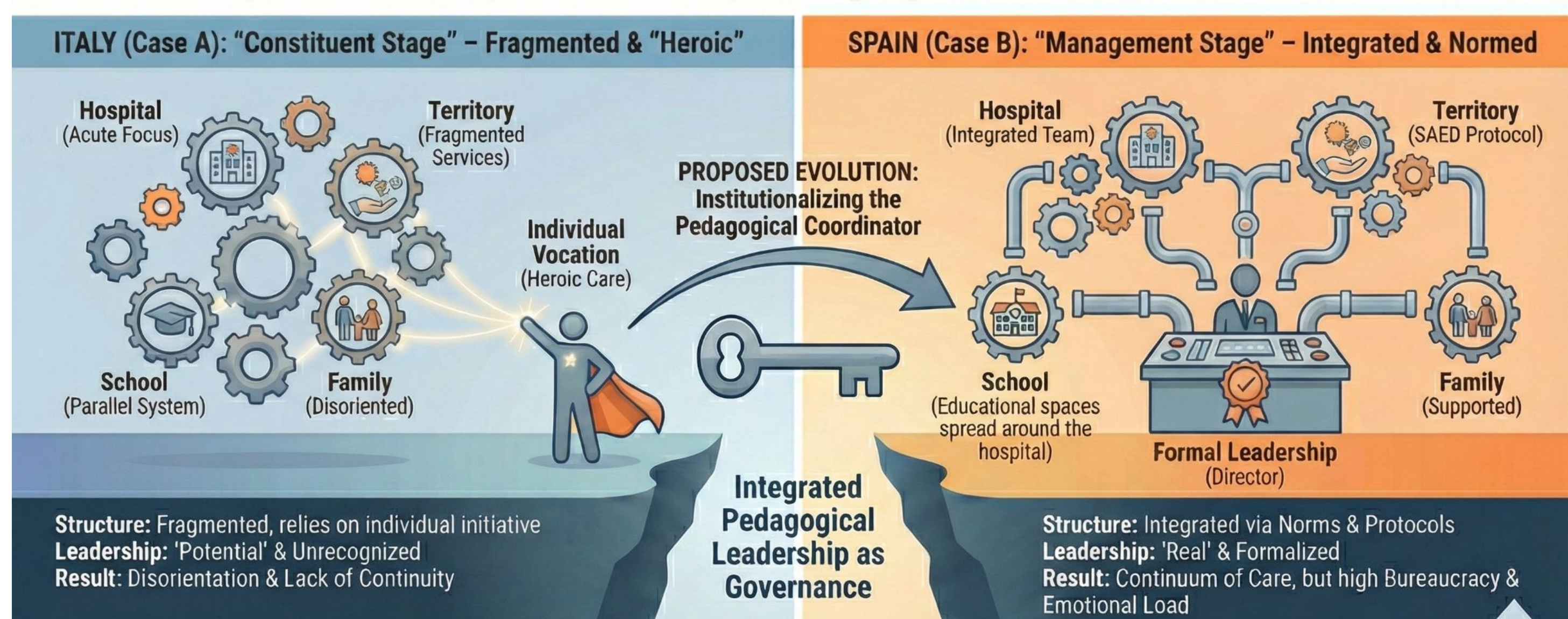
SPAIN (Case B) - "Bloated" Profile & Strategic Inversion



Organizational Aspects: 26.3%
Network Work: 13.0%
Interprof. Collaboration: 9.0%
Professional Needs: 7.8%
Pedagogical Role: 6.7%

DISCUSSION and CONCLUSIONS

Comparative Analysis Summary: Bridging the "Void" in Pediatric Care



SCAN ME

REFERENCES

- Bereday, G. Z. F. (1964). *Comparative method in education*. Holt, Rinehart and Winston.
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