

Albanian Ministry of Education

Commune of Reggio Emilia, Italia

UNICEF Tirana

The Project “Femije”

**Report of evaluation for the implementation in the Albanian kindergarten of the
education experience of Reggio Emilia**

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1.0 Introduction

This report proposes to point out the situation of the education experience realised in the Albanian kindergartens, which are inspired from the live education philosophy in the kindergartens of Reggio Emilia Commune and intends to release recommendations over the critical aspects still in course of definition and/or development.

The contact between the Albanian Ministry and Reggio Emilia Commune dates back in 1994, when the inspector Pranvera Kamani and the researcher Erlehta Mato visited the pre-elementary Reggiane schools and it was created the idea of the project “Femije” to give a contribution in qualifying the new aspect that Albania was defining in regard to the pre-school education.

The partner of the project “Femije” are UNICEF Tirana, the Albanian Ministry of Education and Reggio Emilia Commune, the Education Directories of crèches and kindergartens.

In the beginning of the project, Bruna Elena Giacomini¹ was referring for Reggio Emilia Commune and has attended the whole course of training and dialogue achieved through the years.

She was at the disposal of the reggian teachers², ateliers and pedagogues to develop various phases of the project in close relation with the Albanian schools.

1. Bruna Elena Giacomini is a pedagogue, coordinates crèches and kindergartens of the commune, collaborates with various projects in the education scope, realised at the national and international level.
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2.0 The pedagogical and educative project of crèches and kindergartens in Reggio Emilia

To better understand the reggian experience and the dialogue with the Albanian experience, it seems necessary to introduce some aspects that characterize the pedagogical and educative project in Reggio Emilia.

2.1 Reggio Emilia

The city of Reggio Emilia, with almost 148.000 inhabitants, situated in Emilia Romagna Region, in the northern part of Italy, has invested for years in the education quality of the proper infantile services (crèches for children from 0 to 3 years old and kindergartens for children from 3 to 6 years old).

The first community kindergarten arose in November 1963, from that time the education network was extended, but there were also changes in the relations between schools with a different direction. Today we talk about integrated school system from public and parity schools, acknowledged by a national law as qualified and qualifiable services of the education experience of the city.

Reggio Emilia Commune manages actually 13 crèches and 21 kindergartens; which together contribute in the realisation of a global project for the range 0-6 years and commit in a continuous and onerous act of renovating and improving children's education, demonstrating a strong interest in seeking permanently new ways to qualify the forms and the contents of the "school making"

The main principles that guide the education experience are:

- The modernism of the theoretical reflections
- The appointed place for the research and experimenting guaranteed through a permanent training of the operators
- The organization of the work profoundly collegial and relational
- The importance of the environment and atelier. In every kindergarten there is an atelier, a figure trained in visual communication
- The agreed participation in the citizens' institutions management from the families and citizens.
- The documentation intended as
 - Strategy for making visible at least partially the learning processes of children and teachers
 - Training instrument for the tutors working group
 - Moment and instrument of evaluation of the course achieved by every children and teacher.

There are also 6 creches in the city managed by cooperatives, that operate in conformity with Reggio Emilia Commune, 2 sections of crèches managed from the parents; there are also 19 kindergartens independent and equal and 12 state kindergartens. Four afternoons in a week do function four Meeting Places, dedicated to families and children 0-3 years old that do not frequented a crèche.

2.1.1 National and International relations

The education experience of the project 0-6 of the community institutions of Reggio Emilia has received important international acknowledgments:

- December '91 the Newsweek Magazine (USA) designed for childhood school Diana like the most advanced in the world in regard to childhood education.
- November'92 LEGO Premium (Denmark) to Loris Malaguzzi, founder of reggian education experience
- April '93 KOHL Premium (USA) assigned to childhood education institutions of Reggio Emilia Commune
- March '94 Andersen Premium (Denmark) assigned to crèches and kindergartens of Reggio Emilia Commune as acknowledgment of a lifetime work of Loris Malaguzzi
- January '02 Nonino Premium (Italia) assigned to the Education project for kindergartens in Reggio Emilia

In 1994 is born Reggio Children Society, which has the statutory task to promote and sustain the education quality in urban kindergartens and the International Association Friends of Reggio Children, which today includes over 1000 members.

In 1996 the Italian Ministry of Public Education stipulated with the Commune of Reggio Emilia a triennial Convent for the improvement of childhood schools activating cases of teachers training (convents, exhibitions, training exchange) and initiatives of cultural and editorial promotion.

With the Emilia Romagna Region there is actually in effect a multi annual Convention, which involves the Reggio Emilia Commune to be active in favour of the qualification of the preschool regional system.

The commitment to contribute in the qualification of Italian kindergartens schools views Reggio Emilia to realise various training projects for the tutoring staff of other cities such as: Genova, Milano, Aosta, Torino, Catania...

In 1996 Reggio Emilia Commune with the participation of entrepreneurs of the city and AGAC (agency that handles environmental problems) was opened REMIDA, the Recycling Creative Centre, that makes available for free wastage materials of the artefacts production, as well as commercial and industrial for didactic needs. It is a contribution to generate a creative didactics, able to surprise and not to leave anything go bad. Actually there are being opened other centres in other Italian cities and in Australia and Denmark.

2.1.2 Confrontation and dialogue with the world

From 1981 the reggian exhibition “The hundred languages of the children” is the mean of communication with countries of different parts of the world.

The exhibition presents various didactic projects and is the story of an education adventure that has interweaved for long years of experience, care, discussions, theoretical research, ethical and social ideals of many generation of children, teachers and parents. It is a never ending story that demands and needs wider spaces of reflecting and comfort.

The presentation of the exhibition has been and is an occasion to activate confronts, dialogues, moments of training, workshops, for teachers and parents in Europe, Australia, United States, Canada, Hong Kong, China, Taiwan...

The interest to the reggian education project brings many researchers in moments of study in our city; for this reason Reggio Children organizes study tours in Reggio Emilia that predict:

- Presentations of concerning theories of the education reggian project
- Meetings in schools and crèches with teachers and pedagogues
- Meetings with parents to reflect over the idea of an active participation in kindergartens
- Team work to realise various profound reflections.
- Dialogical presentation, through diapositives of documentary, didactic projects realised in reggian institutions, as an opportunity to realise profound thematic reflections of topics and rendering a better vision between education theory and practice.

2.2 The qualifying values of the education experience

2.2.1 Child Image

The 40 years experience in reggian kindergartens tried to refer to a significant and motivated image of a child that has always been a structural element of education project. The image of a child that since the birth is a reader and active and competent constructor of the reality, actor and protagonist of his own story, capable to interact with adults and peers, even to influences both significantly.

It is a child producer of stories and relations; available to the new and even more, gifted with an affective/cognitive potential, knows to be amazed and astonished, to catch the situation and to act, but also to consider the sense of himself, i.e. trying to build significant and significance.

It is a child continuously engaged in constructing interpretative theories, thus temporary, for the real things.

The child as a carrier and constructor of rights, seeks with force to choose and to be respected and appreciated for its own identity, individuality, originality and difference.

This implies from one side the capacity to gather subjectivity, individuality and unrepeatable of which everyone, and every child is carrier and from the other side evidences the necessity to render possible “auto generative spaces”, spaces where every child can originally become a constructor of new rights.

A theory of this kind tries to find the capacity and the courage to put in the focus of its attention many problems of those who teach, of how and of what they teach, as well as the subjectivity of who apprehends.

2.2.2 The significance of education

If a child is a carrier of theories, interpretations, questions and he is an active protagonist of its proper processes of apprehending, the education dimension changes radically, to configure not simply as an act of transmission of knowledge and competences, but as a complex self construction, especially in young children.

That's why we agree with Jerome Bruner when he states in simple and essential terms that for a little child and for a man, the knowledge is built and not received, thus the significants are created and not offered.

For the more the most important verb, which identifies the educative action it is not anymore *speaking*, but *listening*, to better understand and support.

The educative action must be:

- Project based and strategic
- Able to evolve and change in relation with the evolution of situations and contexts
- Flexible and opened to requests that the dialogue of children and adults continuously delayed.

Observations, documentations and interpretations are un-separated traits of the educative proposal that identify the professional dimension of the teacher of kindergarten. Actions that sustain and give continuity to listening that only consent to connotation education as a dynamic process and not as joint of predefined programmes.

2.2.3 Significance of organization

The school must assume the form of a "live organism", that continually interconnects, conjuncts, presents in relation and interaction the subjects, things and events, that co participate at the education project, in a wide "net=trama" of relations and communications.

The organizational issues, very often underestimated and reduced to simply gestures, results fundamental for the realisation of this "net=trama".

The old educative theory of separation leaves place to the educative theory of participation, it is thought of a participating education.

That's why:

- The environment is available and studied from the architectonic point of view and is functional to contain this system of interconnections and interactions.
- The teachers work occurs included in every section for the whole morning time

- The relations between adults of the school and adults of the families are consolidated through multiple forms, exchanges, dialogues that produce educative and didactic elaborations and share education and didactics.
- The “non frontal” times dedicated to projecting, elaborating, encountering and confrontation follow time for the research, adjournment and training.

2.2.4 Attention to project relational spaces

Since the beginning of this experience in the sixties it has been given attention to qualify the educative environment as a physical, mental and relational place.

There have been attempts to create a lovable, friendly environment, able to urge courses of research, curious looks, interlocutor attitudes, an environment perceived as a scenery of life, where the case is predicted and searched.

The awareness is that school is life and not only a preparation to life.

The idea is that the environment might have an educative value, in fact, might be practically as an extra educator.

As a matter of fact, in kindergartens for the children are predicted:

- Individual spaces respecting the privacy
- Spaces for a bigger group for a sharing and wide comfort
- Spaces for small groups for playing and moments of meditation for adults
- Spaces for adjournment moments, of training
- Spaces to compile documents, visual boards that tell the school’s experience
- Spaces for meeting the parents

The space responds to the logic of not being reduced at a container and formal framework role, but becomes an instrument for continuous experiment; the reality is not considered as something given statically a compulsory limit within which you can be adopted, but as a fluid material that can be transformed in relation with the proper fantastical and imaginational capacities.

The space is presented as a big communicator, that is introduced through a “silent language” able to an explicit prompter of provocations.

2.2.5 Families’ participation

Family’s participation in the educative project is an integrant and qualified part for the educative project as well.

The school is in fact place of co-responsibility in the education processes, is a permanent interaction between the three protagonist subjects: children, parents, and teachers.

Every one of them carries his proper needs and rights that are heard, accepted and has possibility of development in the institution.

Participation is a necessary condition, because it is only through relations that everyone builds his own identity through presence, dialogue and exchange.

There are predicted different moments of meetings with parents, school assemblies, parties, work meetings, laboratory initiatives, and individual sessions... All these because education lives through dialogue and participation.

3.0 The project “Femije”

Since the beginning of the project “Femije” it has been clear and evident that the reggian experience was offered as an opportunity to think and reflect over, not as a model to be translated and applied automatically in the Albanian reality.

In fact it seems fundamental to underline that an educative project, founded in the participation of the subjects that live it, inevitably needs to be adapted to the context and to have sense in and from the community that assumes and translates it in everyday practice.

The implementation realised is an outcome of the autonomous course than the Albanian teachers have realised in their schools in Tirana and other cities.

Such a course is continuously monitored and supervised by reggian teachers and pedagogues in several annual meetings.

3.1 First phase

The project’s first phase provided:

- A first workshop of presentation of the educative experience of Reggio Emilia in Tirana directed to directors of Albanian kindergartens
- One stage of three months for four Albanian teachers, with a good command of Italian language in Reggio Emilia schools
- One stage of study in Reggio Emilia for the Inspector of the Ministry of Education Pranvera Kamani and Erlehta Mato (about 45 days) providing contacts with various Institutes in Italy (State schools, Regional schools, Private schools, Institutes of training for teachers, University of Bologna with Education Science degree)
- The opening of a pilot innovative kindergarten in Tirana with the following elements of quality:
 - Introduction of the ateliers.
 - Increase of working hours for teachers to guarantee their presence in the morning
 - Identification of documentations as a training strategy for teachers and as a communicative strategy with the families and children
 - Identification of specific moments of training for teachers
 - The basement of adequate spaces and articulated with mini atelier
- Valuation from the start of the implementation from the region teachers and pedagogues in Tirana, through meetings with the Ministry, UNICEF, parents of the school, working group of the teachers and assistant staff.

- The translation in Albanian language of several publications edited by Reggio Children, that treat didactic projects realised with the children of Reggio Emilia schools “Everything has a shadow except ants” and “The fountain”.
- The realisation of a video that testifies the starting of a course of implementation in Albanian schools.

3.2 Second phase

The project’s second phrase provides:

- Training in Albania with reggian teachers and pedagogues.
- Training in Albania starting from the experiences realised in pilot school
- Further step for a new group of teachers (at least 10) for two weeks in Reggio Emilia
- Widening of network of schools included in confrontation with the reggian experience in Tirana, as well as in Shkodra and Elbasan
- Participation at an international stage in Reggio Emilia of Erlehta Mato and Pranvera Kamani
- Presentation of matured experience in Albanian from the schools inspired by Reggio Approach in the international convent in Tirana, where there will be confronted various approaches that were being experimented in Albanian territory (Step by step, Montessori, Froebel...)
- Further moment of evaluation of Albanian experience including parents, teachers, directors of Albanian schools in an opened confront discussing over the experience

At that time emerged critical points:

- The need for moments of connection between the experiences of various schools
- The need for a pedagogical coordination
- The need for training and confrontation between the didactic experiences
- The necessity to contain numerical adult/children report (sometimes the groups were over 30 children registered, with a peak of 40 children, cancelling the possibility to work in small groups and to secure continuity to projects’ course).
- The necessity to work for preparing tidy spaces, lovely, respectable for the children and adults.

3.3 Third phase

The third phase of the project is actually in implementation and provides:

- Further widening the school network in Albania
- Moments of training with the Albanian educators
- A complex evaluation of the experience gained

4.0 The methodology for the evaluation of the project's third phase

To obtain a qualitative evaluation of the experience and training course realised in Albanian schools in these years, there has been provided various moments with various interlocutors of the Project.

Especially in June 2002 were realised:

- Institutional meetings with UNICEF, the Albanian Ministry of Education and the Albanian Pedagogical Institution
- Discussion visits in Albanian kindergartens during the normal functioning of school day
- Dialogues with children and observations for the modality of work carried out from the teachers
- Meeting with the parents
- Presentation of didactic projects from the Albanian teachers and discussions over the experience realised with all the working staff of each school (the projects are documented in dispositives and/or in publications and/or visual projected documents)
- Study workshop in Tirana presenting the projects realised in Reggio Emilia schools as a strategy for a semi interpretation of founded nuclei to create didactic projects
- Meetings of evaluation between teachers that work in schools inspired by Reggio Approach in Albania

The evaluation is developed so in relation with institutional and managerial as well as of pedagogical and educative aspect.

In all the project sites, even though with different accents, it was reflected in regard to:

- Relation with the children, between the children
- Teachers' training
- Pedagogical coordination
- Didactic projects
- Collegial work
- Taking care of school environment
- The documents as a training strategy
- Relation with the families

The strategy of evaluation moments has provided dialogue between the interlocutors of Reggio Emilia, parents and teachers involved in every school, activating processes of evaluation and self-evaluation.

There are made available in the Albanian schools publications in Italian language realised from and in Reggio Emilia kindergartens.

During the evaluation days was essential the cultural mediation of an interpreter in the meetings held in Italian and Albanian.

5.0 The qualitative evaluation of experience and training courses realised in Albanian schools

The synthesis for the proposed points regards what is seen and considered with the inspector, director and lecturers especially in Tirana, that actually works in schools inspired from the Reggio Emilia educative experience.

5.1 Relation with children, between the children

The hospitality reserved for us during the visit in kindergartens had as protagonists teachers and children together.

This seems a relevant concept as the children are considered protagonists in/of the educative experience.

We have met curious children; willing to ask questions, to talk with us, able to listen to experiences of Reggio Emilia children and to tell their own experiences...

The pleasant atmosphere, hospitable was perhaps determined from the reduced number of children frequenting; apparently many were absent for the summer vacations. We asked ourselves what really happens during normal academic year when registration and maybe the children number for the season reaches 35-40 children. It seems that such a number of presences is really difficult to be organized in those spaces but above all this cancels every project hypotheses of activity with children based on the pedagogy of listening and relation.

Surely the problem to guarantee schooling to children looks as a primary issue in Albania it seems that also how to go along with children is also important if we want to sustain courses which respect the differences of the children themselves.

In kindergartens there are various traces of children's experiences and this has made possible to create imaginaries able to go further that it could have been directly verifiable with children and teachers.

In the morning the children are organized in periods of free games and organized games. There are provided periods for the whole group and activities in groups (small groups 3-7/8 children).

High importance is given to listen to children thoughts as an opportunity to try and understand as every child is building his own knowledge line in relation with the other children and adults.

The children talks constitute a precious material over which to reflect and realise updating moments with teachers and moments of confrontation with the families.

Such words render visible the various theories, understood as far as explaining is concerned that children elaborate, dare over life. These are temporary theories, partial ones, often shared ones, that pretend to be heard, observed, confronted, evaluated and

constitute for us adults an asset of great interest to widen our horizons on how children launch questions, and searching with tenacity.

Children appreciate team-work, because they find it rewarding and able to promote further their thoughts.

It looks as we have revealed a profound respect for children, their wishes, their aspirations and also the pleasure and the effort of teachers in succeeding to maintain in such a complex everyday.

5.2 The teachers' training

In the meetings emerged the lack of training programs and the necessity to provide a complex training project for the teachers.

The lack of such pedagogical coordination makes it really difficult to give organization to continuous training, conducted in the area.

Since the first years we had widely discussed on how vital it was to build and maintain projected training moments for all the teachers, not only those that has been in Reggio Emilia and have appreciated by themselves and had known such an educative experience. To appreciate the enormous personal efforts and investments that some of the teachers are doing, we propose not to delay the:

- Identification of a group of pedagogical coordination
- Recognition of working hours of periods for the professional training
- Sustain even economically the efforts of production of documents (either publications or documentaries in diapositives), that become assets to be shared and discussed during the training moments
- Establishment of a system network that foresees moments of confronts for the schools of Tirana (maybe even with other Albanian schools), favouring the increase and the diffuse of knowledge that the teachers are producing with their direct experience with the children.
- Appreciation of exchanges, the confrontation with the families, thought as fundamental moments in daily work.

We mean to underline how important is the training work that some of the teachers continue to do for themselves and their colleagues, as voluntary work, and often assuming the economic responsibility of the documentation.

It is only thanks to their personal availability, tenacity, intelligence and capacity that we could realise an evaluation over the educative experience in Tirana's schools.

5.3 The pedagogical coordination

The absence of a group dedicated to pedagogical coordination is compromising the efficiency and effectiveness of the project "Femije".

In the final meeting of evaluation, even with the teachers coming from other cities emerged clearly several questions:

- The necessity of coordination between the experiences of different Albanian realities, otherwise they will be overwhelmed from the sense of loneliness and abandonment.
- The importance to have in every school an external referent, as a pedagogue, that might intervene and give contribution regarding:
 - Organization and management of the school
 - Elaboration, ideations of didactic projects, with a particular attention to reinterpretation of the most important aspects of every project
 - Relation with the families
 - Projection of initiatives to give visibility to the school experience in its proper territory

5.4 The didactic projects

In the visit to kindergartens, inspired by the educative reggian project, it was easy to reveal how the listening of children has urged various didactic projects, specified for each school of each section.

More projects cohabit and involve children during academic year; so the documents hanging in the walls, the productions (designs, graphics, creative objects, carton/letter...) made by the children, without models imposed by the teachers, the publications offers original hints to the children that receive multiple urges to seek autonomous research paths.

The didactic projects are presented to the families in special meetings, where it is reflected over the choices, the hypothesis, bonds that are intended to deepen, but also it is attempted to make visible how are the children proceeding in each project.

It's evaluated how each child apprehends in relation with the other children, conscious that apprehending in a small group dynamics, favours the advancement of individual knowledge.

A delicate question emerged in relation with the language that the children actually might experiment and adopt to express their own intuition and knowledge. In fact, it seems that we might affirm that, in the age of kindergarten children, to give sense to the proper intuitions and make them become object and subject of knowledge it is fundamental to express and utilise diverse and multiple languages.

Often in Tirana schools actually one can find paint brushes, oil paints, sheets, the conversations are held with modality that consents to the children to express verbally, but still there are introduced other languages (plastic, performativ, logical...) that really consent to the children to express what they know, not only through words and designs.

Still there are few structured materials, and even those non-structural.

Even in this direction, as well, it seems that we can further sustain the effort that today are being realised only some sections with their parents.

In various moments of evaluation spent in the schools of Tirana, it was reflected together with the teachers regarding the value of the "error" and the "significance" that might assume in building a consciousness of each person, and so even to each child.

We know that we can learn a lot if we identify the reasons of difficulty for children as well as for adults, who frequently very rapidly label as an “error” or lack of “knowledge”, corresponding at a culture of judgement, of the exact reason instead of “the research of meaning”.

Who makes an “error” is a person who has made an attempt and this is worth a look of appreciation, but above all, it is an opportunity maybe more rapid and explicit to understand.

If we adopt this point of view, there exists no error as a negative element, on the contrary, the error becomes a zone of major interest, because is able to intuit another reasoning, an intuition that has brought another direction, and so is easily indicated, opened or at least let inter look new ways to investigate.

It is there that is placed “the forthcoming zone” of Vigotzky memory, or is placed the idea of “semantic aureole”, as an intuition area, of murmuring that is not always translated in a clear question. It is the scope of curiosity, of doubts... that might become research. It is the right to apprehend from apprehending.

Fortunately all this happens even to the teachers, to the pedagogies, to the parents, not only to the children, happens to a community that continuously interrogates itself.

And over all this are interrogating themselves the Albanian teachers as well.

In relation to all this in regarding to the “error”, has emerged in the teachers’ group a tough dispute from what does it mean “to teach” and what does it mean “teaching to apprehend” and even more to try to comprehend what does it mean reflecting “to apprehend from apprehending”.

5.5 The collegial work

From what it was stated before, becomes fundamental the idea of a collegial work in the teachers’ team.

The work based on confrontation permits:

- Building the sense of belonging to educative experience with those children, those families, those colleagues
- Building of a critical and democratic opinion
- Creation of an idea for the community as a place that considers protagonists the children, the teachers, the parents
- The capacity to get confronted with various points of view
- The confrontation and recognition of various competencies that teachers might express and make reciprocally at the disposal
- Overcoming of the risk of “of being judged” as a segregate and auto referential element, the assumption of the evaluation and auto evaluation as a routine daily procedure of work.

5.6 The documentation as a training strategy

In Tirana school we have made a big effort to document and make visible at least partially the educative experience.

The teachers have sustained the economical cost of the documentation realised and presented (panels in walls, documentaries with diapositives...)

Several projects are documented in details, trying to restore, to whom observes, the entire path made by the children.

These are signs that restore

- An idea of caring for the environment, but also for the welfare of the children
- An idea of a school lived through various views, because exactly every child plays, thinks, enjoys himself, gets excited in a different way
- An idea of a project which can be a training place, because it can be discussed, reasoned, reconsidered...enriched from other points of view

In this sense the projects and the documented experiences are possible training opportunities. And it is indeed interesting to discuss about the realised experiences in Tirana; we have operated the concept of training as a process that is developed through the collegial experimentation, the observation, the documentation, the interpretation and knowledge.

Besides, the documents in diapositives consent to be exported material even in other meetings, in other cities to be visualised by other teachers; becoming so a patrimony for the training of professors of Albanian educative services.

5.7 Families' participation

In all the schools that we have visited we have meet the parents.

Some of them were in the first year of their child frequenting he school, other knew the school from several years.

All have expressed full awareness in participating at an innovative experience, valuable for themselves and their children.

They have also told the various participative modalities that every school sustains with major determination.

It seems to us that the teachers have been able to create a good relation with the families, and the families from their part are appreciating the opportunity to be confronted between parents.

6.0 Recommendations

After 7 years of non-continuous collaboration between the experiences of Reggio Emilia and the Albanian schools involved in the project (now are 14) it is particularly demanding to express recommendations.

There are evident the economical investments for the project from UNICEF and even bigger the surprise to see with what tenancy, intelligence and passion some of the

teachers have continued to work in spite of scarce economical and social recognitions and the loneliness of single schools.

We think that the decision on how are we going to proceed is above all-political, and then economical and structural; certainly it is a decision competence of the Albanian Ministry of Education, at a close coordination with UNICEF and Reggio Emilia Commune.

In the meetings with the director of primary school department Mr. E. Osmani it has emerged many times the Albanian interest to work in constructing a social cohesion and to deepen the democratic processes. The investment for education goes exactly in that direction.

The schools are seats where it is really projected the future, without rhetoric:

- The children are invited to discuss and be confronted, to collaborate in groups
- The rights of children and even of adults are affirmed, becomes alive the right of word and expression, the right of communication, the right of playing and learning to play and have fun, the right to be heard and appreciated

The auspice is to offer a contribution arguing the following recommendations, aware that not all of it can happen rapidly, but that determination is to identify the orientations over which projects can be developed.

- 1) A preliminary and un-separated point is identifying a new strategy of accordance between the Institutions and redefining what are the legitimate subjects that will represent the Bodies that have given shape to the initial project (for example what role might assume the Albanian Pedagogical Institution)
- 2) Regarding the schools it is recommended to reconsider a strong synergy project between the schools for the teachers' training. Many teachers do not have a specific training for childhood; they come from other experiences of schools with grown children. This element can become a recourse if it is put in relation with the experience of teachers that regularly have experience with children from 3 to 6 years. We have asked ourselves what real investment will these persons be able to put into practice who declared to live the passage from childhood school like a backward step and a temporary break in attendance of better activity, which is better recognized economically and socially.
- 3) It is made evident the urgency of identifying known and predicted time tables for the permanent training that will be strengthened year after year. It is not appropriate and professional that the training timetable is left only to voluntary work and personal discretion.
- 4) It is renovated also a recommendation already expressed during the development of the project in merit to necessity of pedagogical coordination, that sustains the teachers' training course.
- 5) It is proposed to foresee more occasions of encounters and confronts between the teachers in the framework of each school and between the various schools to create a new sense of belonging to an educative project.

- 6) To overcome the isolation may be useful the introduction of computer and the use of e-mail. This may reinforce even the contact with Reggio Emilia schools and may be widened in experimental way with some schools.
- 7) At this point of experience becomes even compulsory to reason the direct exchange with Reggio Emilia schools; it may be realised a stage of at least two weeks in the spring of 2003 for about 10 Albanian teachers in reggian schools. Could be involved the teachers that arrived first in Reggio Emilia that have continued to search and find an original proper strategy of work and are recognized as a referring point for the training even from the Albanian colleagues. Of course their effort needs moments of updating.
To those can be added side by side other teachers that are opening new schools. In the past years other occasions are revealed particularly fertile and generators of quality experience.
Remains the point of comprehending the Italian Language.
- 8) Another aspect emerging is the identification of a budget for the documentations, especially for that part of documentation that becomes patrimony for the training of all the staff, utilizable in expanding and assembler moments. The documentation is also precious material for the families meetings.
- 9) Regarding the organization it is recommended:
- The safeguard of teachers' timetables when they are present to guarantee activities of small/medium groups
 - Identification of an appropriate rate adult/children, regarding the possibility of children to express themselves and have physical and mental space.

We comprehend the difficulties not to satisfy all the requests of the families but the quality of the educative experience recons even quantity parameters. Surely we can have a look at other European Countries where the norm does not overcome 25-30 children per class.

- 10) It is renovated the auspice to have particular attention regarding school spaces. It must be underlined now the organization, and cure for space are determined to quality the education relation and it is appreciated the investment already realised in the Albanian schools that has been visited.

We have found hospital environments in state to declare for the childhood culture expressed by the children: clearly the orientation to follow it was identified from a long time.

The recommendations are to understand how to strengthen with economic interventions what there already exists:

-The documentation to be hanged in walls, needs supporters (to prohibit the damaging of walls and to better organize the thought in relation with the didactic projects) may be utilised manifold wood boards with about 7-8 mm of thickness, or wooden rulers along the walls. This makes possible to fix with points the children's works, the photographic material, and written tests... in an ordered and comprehensible way.

-Probably it has to be also understood how to enrich the school with "recycled" material and natural material.

11) Another aspect it is to understand with what technological instruments can be worked in the future in schools (registrations, projectors for slides, computers, highlight boards, photocopy machines...)

Sometimes it has been difficult to maintain contacts between Reggio Emilia and Tirana, because the technology has not always helped.

In the recent visit we have seen how notable changes are happening in the civil life in Tirana and so the auspice is to have a closer dialogue and continuous between the two realities.

In the end, we would like to express a profound gratitude to all those committed to give continuity to this project that surely has seen moments of extremely difficulty and that maybe is testifying that the courageous achievements are not impossible when all the subjects are involved.

Even in Tirana like in Reggio Emilia and in other parts of the world as well, is nourished a strong solidarity between the people that think with optimism to the future as a commitment for a democratic society.

And this is good for adults and children.

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