

## MINUTE – Launching event EDUCA project 7<sup>th</sup> -1<sup>th</sup> of May 2012 Reggio Emilia 7<sup>th</sup> May 2012

At the red hall of the Municipality of Reggio Emilia, were officially opened the works of the EDUCA project in the presence of the local authorities of the three partners taking part in the project.

For Mozambique and Brazil are present:

- ✚ Tagir Assimo Carimo, Mayor of the municipality of Pemba-Mozambique
- ✚ Graziela Tembe, Educational and Cultural director of the province of Cabo Delgado (DPEC).  
Mozambique
- ✚ Michela Alderuccio, Local Coordinator of the Educa project – GVC Mozambique
- ✚ Macaé Evaristo, town councillor for the Public Education of Belo Horizonte – Brazil
- ✚ Rosa Vani Pereira, head department of the Political Pedagogical of the Education (SMED)
- ✚ Huong Le Thi Bich, local coordinator of the Educa project – GVC Brazil

The Italian partner is represented by:

- ✚ Luna Sassi, education councillor, Youth school and Officina Educativa
- ✚ Carla Rinaldi, President of Reggio Children
- ✚ Serena Foracchia, Reggio Children
- ✚ Annamaria Fabbi, Executive of Officina Educativa Commun of Reggio Emilia
- ✚ Deanna Margini, Pedagogist Schools and Early childhood schools Institutions – Comune of Reggio Emilia
- ✚ Nadia Riccò, GVC Onlus Reggio Emilia

There is also the presence of representatives of the Secretariat of the project and representatives of the associated partners such as Boorea and Arci Solidarietà.

The meeting, in the morning, starts with a speech of the Councillor of Education of Reggio Emilia, Luna Sassi, who welcomes the participants and presents the structure of the works. Following, the political representatives present the three realities involved within the project (Attachment 1,2,3 introduction of the 3 local realities).

During the morning, to follow, were carried out the celebrations for the entitlement of the street, in the living quarter of Canali (3 km from Reggio Emilia), to the Municipality of Pemba and the visit

to the monument dedicated to Giuseppe Soncini at the Peace Park, located in the Canalina neighbourhood.

At 4:30 pm at the Tricolore Room took place the signing ceremony for the twinning pact between the Municipality of Pemba ( Mozambique) and the Municipality of Reggio Emilia within the town council. During this ceremony spoke the Mayor of Reggio Emilia Graziano Delrio: “ The stipulation of the twinning pact will benefit the development of friendship and cooperation relationships which already exist between those two realities”.

Mrs. Macaé Evaristo: “ Historic moment, today we are at the climax of 40 years of cooperation and solidarity”.

Mayor of the city of Pemba, Mr.Tagir Assimo Carimo said “ The projects of awareness of the schools, support initiatives for the improvement of the water network of Pemba changed the life of the population”. During the meeting participated also the Ambassador of Mozambique in Rome, Carla Alisa Luis Mucavi, who followed the works since the morning and the Honorary Consul of Mozambique, Simone Santi.

## 8<sup>th</sup> May 2012

The works for the EDUCA project begin at 9:30 am at the Hall 70 in the International Centre Loris Malaguzzi.

The aim of the day is to share with all the participants the contents of every assessment, which were subjects of study and research during the first year of project. There is then the introduction of the three realities of Pemba, Belo Horizonte and Reggio Emilia, analysed within the socio-educational context.

The morning activities are opened by Carla Rinaldi, President of Reggio Children and Reggio children foundation Loris Malaguzzi: “ This centre, opened in 2006, is the place for all those who think that children are the most important heritage of the community. It is a centre dedicated to the research, the childhood is seen as the biggest resource of the present and future. To educate means educate oneself”.

*Macaé Evaristo:* “ Belo Horizonte is a metropolis which presents a series of challenges, the task of the education is still in progress. In the 6-14 year range the schooling rate is at 100% while there’s a lack in the educational services in the 0-6 year range. The basic education is an integrate competence between the State, which has to deal with the secondary education, and the Municipalities, which deal with the early childhood education.

The basic education is subdivided in 3 phases:

- 1) 6-9 years old
- 2) 9-12 years old
- 3) 12/15 years old

The Government has also predisposed a fund for the development of the basic education and it's the responsible for the evaluation in the compulsory education. In Belo Horizonte is in progress an improvement of the income and of the quality of life, even if there are still lots of disparities between regions. Belo Horizonte invests the 30% of its incomes in the education. The actual requests are the construction of buildings with more appropriate and educative spaces, a consistent renovation of the crèches that have an agreement and the final purpose is that to reach, by 2020, the 0% of illiterate population. With the EDUCA Project we therefore work in this perspective and we inspire ourselves to the experience of Reggio Emilia.

*Rosa Vani Pereira*, Head Department of the Political Pedagogical of the Education of Mozambique, together with the mayor of Pemba *Tagir Assimo Carimo*, presented the realities of their territory. " In Mozambique cohabits many languages and different dialects. Concerning the school registrations, it is not possible to obtain a good percentage yet, there are still door to door campaigns to encourage the participation to the educational courses. Unfortunately the illiteracy has a high percentage yet.

Even in Mozambique, the education is subdivided in 3 phases:

- 1) 1-2 class
- 2) 3-5 class
- 3) 6-7 class.

The main purpose is that everybody attends the compulsory education and defeat in a measure the common illiteracy. In Mozambique the lessons are still held under the trees, but the Government is putting itself to work in order to build more solid building for the education. In Pemba we find 21 primary schools, 8 secondary schools and 12 technicals. There's the guarantee to enter the school for all the children, even if there's still disparity between men and women, who often stay at home or give up their studies too soon and suffer for prejudices".

A part of the study on Pemba was presented, where 11 schools were visited, in the different areas of Notite e Paquitequete and several meetings, interviews and focus group had been done with the collaboration of the schools. Only the 4% of children can access to preschools. The results of the study have highlight a scarce relation between school and community, the teachers have not clear what the school programme is, the local curriculum is not well defined in all the schools. The teachers have not a technical training and the arts and crafts disciplines are not much developed because the material are missing and the teachers are not well prepared. The music, the painting, the dancing, the art are only showed but not practiced. The

operative proposal is that to provide a practical training for teachers, who should be followed by specialists in the different areas, introduce new academic materials and create equal and recognizable local curriculum.

The last intervention of the morning is made by the Councillor of Education Luna Sassi : “ The Italian educational system is divided in preschools (3-6 years old), primary schools (6-11 years), first degree high school (11-14 years) and second degree high school (14-19 years old). The primary school was born with the Italian Unity in 1861. The television gave a fundamental contribution for the spread of the Italian language, and this could be taken into account by the other realities which we are comparing with. In Italy, the national school is attended by the 58% of the students in the preschools, while in the primary and secondary schools the percentage grows until reaching the 90%. There are some projects in prospect about food education in the schools to improve the lunch, sustainable mobility since child and opened schools with atelier, afternoon laboratory and juvenile orchestras”.

In the afternoon the delegation participates to a short visit of the International Centre and the works lead by Deanna Margini ( Pedagogist Schools and Preschools Institutions – Municipality of Reggio Emilia). During the afternoon the 3 cities present concrete examples regarding their educational systems and the possible synergies with the EDUCA project.  
**(Attachment: presentation of the morning and afternoon).**

## 9<sup>th</sup> May 2012

Still concerning the meetings of the week dedicated to the launching event of the EDUCA project, on Wednesday the delegation of Mozambique and Brazil together with the colleagues of Reggio Emilia visited the cooperative crèche Airone , the Andersen preschool and the primary school Balletti, where they also had lunch.

In the afternoon they visited the Get (territorial educational groups), “Madres de Plaza de Mayo” in the San Prospero Strinati parish.

The experience of visiting the Get was exciting and important for all, also for the children, who through one of their representative could interact and exchange interesting questions with the African and Brazilian delegations, creating a funny and symbolic moment of exchange and interaction. The educators of the Get presented the activity and the aim of these educational groups: post school organized in convention with the cooperatives, regarding the 11-14 age range, and addressed to the students indicated by the teachers who are most determined or need a support in the study. In the city there are 10 Get and are completely free for the families of the students. The Get “ Madres de Plaza de Mayo” is opened three afternoon per week for a total of 28 students subdivided in the three afternoon and covers three middle schools.

The educators of the Get presented three research areas in progress:

- 1) learn to study (what does to inform mean? What does knowledge mean?)
- 2) “ecological intelligence” (ecology of the mind, how we construct reality)

### 3) atelier, languages and connection between the different form of art and the young.

The educators question themselves on the value of the study given by the students, on how this can become a moment of wellbeing, on how can be emphasized the collaborative dimension of the task developed in the group. The educators reflect together with those young people on the strategies of study which they apply in the moment of the development of the tasks.

In the Gets there isn't a downright educational function, but the students are followed, even through different languages, in the learning and in the studying methods. It's often the group of young people itself who sort out the different kinds of problems connected to the tasks of each one of them, exchanging ideas and information. After the moment dedicated to the homework there's the moment of activities, such as for example the current one on brain study: the young people study how works the use of the brain and they express their feelings and thoughts about it. Some video-observation were also carried out while the young people were studying and afterwards there had been a Power point presentation about the results, in order to allow an exchange of views and ideas also on the studying methods.

During the day there was hence a productive exchange of ideas on the educational activities and an important comparison between the different realities.

### 10<sup>th</sup> May 2012

During the final day of a series of meeting of the Educa programme, Thursday the 10<sup>th</sup> of May 2012, were brought the final observations and the aims by the delegations of Mozambique, Brazil and Reggio Emilia.

Serena Foracchia, Cda Reggio Children said: " This is the ending day of the meetings but at the same time it's also the setting-up day for the next steps. The following points in programme are visits to Mozambique and Brazil, for other moments of mutual confront. There must be, from all the local entities of the three areas, the effort to guarantee an educational community, to open the education even to the community, for an always present openness to ideas and suggestions".

Mrs. Macaè Evaristo, Town Councillor for the Public Education of Belo Horizonte: " During those three days of meetings had been really exciting being in tune with two other realities, sharing experiences and practical aspects of the management of the education. Maybe it was favoured the pedagogical aspect instead of the managerial one, but it's also important to think about managerial strategies in order to improve the technical skills, so it's fundamental to deepen the managerial aspect. The dimensions of the project are two: research and improvement of the

processes in progress. Concerning the first one, there's the importance of developing observation strategies and the involvement of the families in the educational process. Regarding the second dimension: two levels of action on the micro-territory, with four levels of activity (laboratory with the families on the educational process, listen to the children's voice, activities with art and spare time, involvement of the whole expanded community) and the other on the whole west area (forum family-school-community and listen to the children's and adolescents' voice)".

Even the Mayor Of Pemba, Tagir Assimo Carimo thanks for the way in which they were welcomed: " I want to thank all of you for the greeting and from a personal point of view it's like I've always taken part in the history of Reggio Emilia, even if I've been recently involved in the relations between these realities, with my new mayoralty. The heart of the project is really beautiful, different types of education from which it's possible to learn a lot. Even if the experience of Pemba it's really different it's important to pick up the challenge. As municipality we are working in order to manage directly some primary schools. Even the "crèches" represent a new frontier, to this day in our country they are not very well-known since children usually remain in the family until 6 years old more or less. It will be interesting to collaborate to deepen the aspects linked to the preschool education passing also the structural difficulties. In Pemba we have to invest and bet on education".

Carla Elisa Luis Mucavi: " It's difficult to find the words, we really saw lots of wonderful things that we want to learn and make ours. Even if a good part of the educational structure is under the competence of the government we need to start working on the local. Lot of programmes cannot be realized because of different obstacles, but we'll carry on fighting and committing to fulfil them. It's extremely important to draw what of positive can offer the diversity and the exchange, considering the different realities of each territory. Now we have to clarify the next steps of our work".

Intervention of the town councillor of Education Luna Sassi: " I bring a personal passion besides politics in these projects. What is it possible to propose concretely? As common aims we can focus on the improvement of the full time, of cultural experiences such as the juvenile orchestras and experiences on the territory like REMIDA and projects on the environmental sustainability. Belo Horizonte has the primary perspective the integrated school and the afternoon ateliers while in Pemba the aim could be to open 1 or 2 crèches or preschools and involve the women, the mothers within the education and within the whole city, let the mothers acquire the awareness of the educational values and of other topics such as the diet. Another aim could be to create some Gets to support the situations of cultural and social fragility, to take off the streets children and

young people. In Reggio Emilia there are several things to do: improve the relationship school-family, keep an high quality level of crèches and schools, increase the available places in the preschools, expand the full time from 34% to 50% and create new afternoon ateliers and laboratory where is not present the full time, and finally make the International Centre Loris Malaguzzi the national and international centre of educational policies”.

Concluding the day, Serena Foracchia presented the final aims of the Educa project: “recognize the importance of education in the local policies, understand the practical aspects of the managerial forms. The next planned visits are in Pemba and Belo Horizonte by the delegations of Reggio Emilia, aiming at constructing group work on the territory connected to the head projects that we think to put into effects. The importance of the moments of reflexion with the local community and with the other partners of the project is that the main experiences are visible and sharable. With the accomplishment of the head projects we’ll reach the objectification of the concepts about which we discussed. The next international meeting of Belo Horizonte will see on the agenda the analysis of the existing and potential managerial forms evaluating them on the basis of the maturity level reached on the topic in the different planning areas”.

Intervened also Anna Fabbi, Executive of Officina Educativa : “ I feel that the project could be a concrete exchange for all of us. The opportunity for exchange are useful for everybody and there are several possibilities of intervention. Reggio brings excellences but also others critical situations. In Italy the local level has to intervene where the governmental intervention doesn’t arrive. It’s central the theme of documentation. Today our task is to let different local experiences talk and discuss and also think about the management of the levels of intervention in the different realities”.

The Mayor Tagir Assimo Carimo underlines that “ some operational purposes could be: the spread of the curriculum, the training of the educators also through the participation of the community. We are also interested in understanding how the UMEIS2 are born in Brazil.

Mrs. Macaè Evaristo underlines how the brazilian experience saw in the families the propulsive subject in terms of requests, claims. Even now, the work with the families, parallel to the one of children at school allowed to a conscientiousness and awareness of the entire community.