



DGB BILDUNGSWERK HESSEN E.V.
LERNEN. VERÄNDERN. ZUKUNFT GESTALTEN.



Finanziato
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In the 1990s, a lot of funding for the 0-6 educational sector arrived at the school and culture departments of childhood and libraries. An important package of resources, around six million lire, for Poviglio. A very strong political will was expressed for innovative realities.

Since 1990, the Pedagogical Coordination was consolidating in the Bassa Reggiana area, a unique reality that put various municipalities on a network across a wide territory. We councilors were first-rate actors together with the officials. That period also represented an important moment of exchange between us, who had different realities and personal experiences and who confronted each other with colleagues from other realities, and everyone put their own feelings.

We grew up a lot having to make choices. The Pedagogical Coordination was a structure that placed us at the center of regional attention - giving access to funding - and represented an ideal economic and value lifeblood for us too.

Training courses were held for teachers, which were also open to staff (including the kitchen staff), councilors, etc.

In those years the investment in the book heritage was also fundamental, which was based on a multilevel network. In Poviglio, between 1993 and 1994, we made an investment of six million lire in books. The then pedagogue Pina Tromellini helped us. Who with her great professional experience supported us in daring and satisfying choices.

The attention of the region was aimed at those who demonstrated innovation and design.

We have always presented ourselves with the double school/culture department which has validated our planning.

I worked a lot with Pina Tromellini. During the two legislatures she as councilor she was a reference pedagogue and marked a period. Then many things changed, but in the educational field it is right that things change.

We Municipalities of Bassa Reggiana aroused interest and requests for consultancy also from the Municipalities beyond the Po, a fact which was a source of great pride because it demonstrated the attention of different schools and territories, in which we knew there was an important Catholic presence and therefore different educational systems.

In those years we were convinced that the Emilian experience 0-6 could be extended to elementary schools 6-10. We had active experiences in continuity projects but the national regulations and the reforms represented such a constraint as to prevent the hope of being able to extend the educational values of nursery schools and schools to subsequent systems as well.

We were convinced, our faith in the child's vision of our educational services was so strong, that it was necessary to give continuity to objectives and stimuli. Our educational reality was recognized, but the reforms did not go in the direction we hoped.



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National legislation aimed at nursery schools has improved, but many schools still started from an ideological basis of assistance and exclusive care.

In the nurseries of Bassa Reggiana, the staff was extremely professional, also given by the strong sharing of what was being done for children and families.

I had three daughters, if I hadn't had the nest, I couldn't have been a mother.

Furthermore, until the 1990s, the staff was less professional with lower contracts and salaries than today. But we assessors were aware of the specificity of our territorial educational reality and the importance of its operators.

I witnessed the first delegation of Norwegians, at the end of the nineties. Girls who came in March in sandals. And the children inside kindergartens because it was cold. They gestured to explain to us that they were keeping them out.

The commitment then as councilor was intense and sometimes you didn't have every day busy but almost. In addition to the Giunta, there was very close contact with the educational and cultural structures: teachers, schools, parents, and macro-territorial meetings, institutional commitments and more. It was a notable effort throughout the decade.

In the first two years of Pedagogical Coordination, the engine of decisions was at the municipal level. The first two years, the bulk of the decisions passed through the Junta. Gradually there was a greater autonomy of the Pedagogical Coordination which then reported the decisions to the Giunta which ratified it. The people and the decisions were the same, but there was a greater authority of the Coordination and a greater uniformity of the territories, which allowed a rapid evolution of the system. Over time, very deep personal and professional ties have been created which have made us very rich.

There was a lot of sharing of the 0-6 projects on two departments (school and culture) which continued to dialogue with a common purpose, we developed many reading projects which then extended to elementary schools in a winning bond. The continuity that the library could guarantee was winning.

The work of the whole year was that with the pedagogue (who from the beginning was Pina) but also the others, to follow, and the Coordination activities were organized in the schools: training for teachers, interventions in the classes, activities with parents, and to depending on the year, common threads were proposed, different but autonomous design themes. The organization of the year's activity, with teachers, parents and children took place with meetings every two months.

For example: menu. We received input from the pedagogue (who came from the Reggio Emilia experience) who introduced reflection on nutrition, first in the Pedagogical Coordination and then in the Administration Councils. From there also came the training for cooks and various proposals for the introduction of a more balanced diet.

The role of the educator was fundamental. The choice of all activities revolved around her competence. She is always present in these moments. Inaugurations and celebrations. All decided and shared with the pedagogical team, with margins of freedom in the local organizations of the territory, of the individual municipalities.



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Other experiences that have led us to share our educational experience have been on the one hand an agreement with parish nursery schools (1999-2000) but also relationships with private individuals. The primary objective has always been to guarantee equal opportunities for all children (children with special needs, or with families with economic difficulties). We believe it is important that families can choose. And in the end the agreements with the parish nursery schools have also led to a certain convergence in management. We still have agreements with other municipalities, even for nursery schools, but it was not possible to respond to all requests and demography also affects administrative decisions. Today it is no longer like twenty years ago, the distinction between nursery and parish. The pedagogical indications remained slightly different.