



Historical Analysis: 1955 - 2010 Early Childhood Programs and Policies in Padova, Parma, and Reggio Emilia

Thank you in advance for sharing your time and expertise. We greatly appreciate your willingness to support our research!

We are a team of researchers at the Center for the Economics of Human Development, directed by Nobel laureate James J. Heckman at the University of Chicago (see <https://cehd.uchicago.edu> for a description of our research activities). We are conducting a study to determine how public and private early childhood education policies and practices impact the lifespan development, health, and economic outcomes of children born between 1950 and 2006 in Padova, Parma, and Reggio Emilia.

As early childhood policies and educational practices change over time, our goals are to better understand:

- How the administration and teaching practices of scuole materna / scuole dell'infanzia and asili nido may have changed over time, within each of the following school systems: Catholic, Municipal, State, and Private.
- How the administration and teaching practices of scuole materna / scuole dell'infanzia and asili nido varied in selected years across each of the school systems.
- Similarities and differences between early childhood programs in the cities of Padova, Parma, and Reggio Emilia.
- The design of new municipal approaches in northern/central Italy, such as the Reggio Emilia Approach, and their influence on the practice of early childhood education in existing school systems. For example, did new practices spread gradually, or were they introduced in radical shifts?
- How the inclusion of immigrants impacted the administration and teaching practices across each of the school systems.

Given the historical nature of our study, our questions refer to events that occurred many years ago – please answer to the best of your recollection, based on your professional knowledge and personal experiences.

Many thanks,

Prof. James J. Heckman,
The Center for the Economics of Human Development at the University of Chicago
<https://cehd.uchicago.edu>

- Please note: Throughout the questionnaire, the term "Scuole FISM" is used to refer to Private Catholic scuole materna that offered educational services for young children even before the establishment of the FISM. -

Name: _____

City in which you reside: _____

Occupation:

Are you currently working?

- a) Yes
- b) No, I am retired
- c) No

Current or most recent job in the field of early childhood education

Title: _____

Employer: _____

City of employment: _____

Education / Training:

Institution attended: _____

Degree earned: _____

Focus of studies: _____

I have professional experience in the following school systems:

(Please answer all that apply)

☐ State scuole materna / scuole dell'infanzia

Role: _____

of Years Experience: _____

☐ Municipal scuole materna / scuole dell'infanzia

Role: _____

of Years Experience: _____

☐ Municipal asilo nido

Role: _____

of Years Experience: _____

☐ Scuole FISM materna / scuole dell'infanzia

Role: _____

of Years Experience: _____

☐ FISM asilo nido

Role: _____

of Years Experience: _____

I have personal experience (attended a school or enrolled a child) in the following school systems:

(Please answer all that apply)

☐ State scuole materna / scuole dell'infanzia

Relationship to system: _____

of Years Experience: _____

☐ Municipal scuole materna / scuole dell'infanzia

Relationship to system: _____

of Years Experience: _____

☐ Municipal asilo nido

Relationship to system: _____

of Years Experience: _____

☐ Scuole FISM materna / scuole dell'infanzia

Relationship to system: _____

of Years Experience: _____

☐ FISM asilo nido

Relationship to system: _____

of Years Experience: _____

Please list below the Names and Occupations of other people who helped answer this questionnaire:

The following questions are about Municipal Scuole in Padova

If you do not have knowledge of this system, please skip to page 9.

If you do not have knowledge of programs in the city of Padova, skip to page 15.

ADMINISTRATIVE FEATURES AND OPERATIONS

Based on your professional knowledge and personal experience, please place an "X" in the corresponding box if that characteristic was present in **almost all** of *Padova's Municipal Scuole Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
All teachers graduated from a Teacher Training Institution, in accordance with State Orientamenti						
Full-time Educative Coordinators, with a university degree in psychology or education, were hired by the school system						
Educative coordinators met biweekly with educative staff to provide mentoring and professional development						
Kitchen staff participated in professional development and routine trainings with teachers						
Janitorial staff participated in professional development and routine trainings with teachers						
Teachers participated in professional development with teachers from other school systems (e.g. Municipal and Private Catholic)						
Schools were open daily for 8 hours						
Schools offered extended hours for working families						
Scheduled work hours were set aside weekly for teachers to engage families						
Scheduled work hours were set aside weekly for teachers to document children's work						
Scheduled work hours were set aside weekly for teachers to participate in professional development						
Priority of enrollment was given to economically disadvantaged families						
Priority of enrollment was given to single-parent families						
Priority of enrollment was given to children with disabilities						
Schools received funding from public sources						
Schools received equitable funding from public sources						
Schools acquired "paritaria" status from the Region						

PEDAGOGY: EDUCATIONAL PRACTICES AND CURRICULA

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Padova's Municipal Scuole Materna / Scuole dell'Infanzia* in that decade

	1950s	1960s	1970s	1980s	1990s	2000s
Daily activities were implemented according to programmazione, to guide children in acquiring knowledge of specific concepts						
Classrooms were homogenous in age						
2 Co-teachers were assigned to the same group of children. Continuity of care provided by keeping at least 1 teacher with the same group from year to year						
A full time, on-site teacher with specific training/experience in the fine arts helped educators design creative learning activities						
Fine arts were used as a tool to help children learn						
Children participated in religious training						
Teachers documented children's learning in portfolios						
The design of the school environment emphasized open spaces, natural lighting, and natural furnishings						
School environment included a dedicated room where children from different classrooms worked individually or in small groups						
An on-site kitchen was used daily to prepare meals						
The educational program was defined by progettazione and open-ended project timelines						
Academic theories of psychology and early childhood education (e.g., Bloom, Bowlby, Bronfenbrenner, Bruner, Gardner, Piaget, Vygotsky) influenced educational approaches						
Early childhood practices endorsed by Agazzi, Froebel, and/or Montessori influenced the daily program						
Early childhood practices promoted by Loris Malaguzzi influenced the daily program						
Socialized moral values and proper hygiene were primary features of the educational program						
Parental boards or advisory groups were encouraged and active participants in school culture						
Transitions between schools were supported by teacher visits to homes or scheduled visits for children to new schools						

Feel free to use this page to note prominent features of Padova's Municipal Scuole that are not listed above.

- **Please note the decade(s) in which the feature(s) appeared.**
- **Are there sources we might contact for more information?**

The following questions are about Scuole FISM in Padova.

If you do not have knowledge of this system, please skip to page 12.

ADMINISTRATIVE FEATURES AND OPERATIONS

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Padova's Scuole FISM Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
All teachers graduated from a Teacher Training Institution, in accordance with State Orientamenti						
Full-time Educative Coordinators, with a university degree in psychology or education, were hired by the school system						
Educative coordinators met biweekly with educative staff to provide mentoring and professional development						
Kitchen staff participated in professional development and routine trainings with teachers						
Janitorial staff participated in professional development and routine trainings with teachers						
Teachers participated in professional development with teachers from other school systems (e.g. Municipal and Private Catholic)						
Schools were open daily for 8 hours						
Schools offered extended hours for working families						
Scheduled work hours were set aside weekly for teachers to engage families						
Scheduled work hours were set aside weekly for teachers to document children's work						
Scheduled work hours were set aside weekly for teachers to participate in professional development						
Priority of enrollment was given to economically disadvantaged families						
Priority of enrollment was given to single-parent families						
Priority of enrollment was given to children with disabilities						
Schools received funding from public sources						
Schools received equitable funding from public sources						
Schools acquired "paritaria" status from the Region						

PEDAGOGY: EDUCATIONAL PRACTICES AND CURRICULA

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Padova's Scuole FISM Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
Daily activities were implemented according to programmazione, to guide children in acquiring knowledge of specific concepts						
Classrooms were homogenous in age						
2 Co-teachers were assigned to the same group of children. Continuity of care provided by keeping at least 1 teacher with the same group from year to year						
A full time, on-site teacher with specific training/experience in the fine arts helped educators design creative learning activities						
Fine arts were used as a tool to help children learn						
Children participated in religious training						
Teachers documented children's learning in portfolios						
The design of the school environment emphasized open spaces, natural lighting, and natural furnishings						
School environment included a dedicated room where children from different classrooms worked individually or in small groups						
An on-site kitchen was used daily to prepare meals						
The educational program was defined by progettazione and open-ended project timelines						
Academic theories of psychology and early childhood education (e.g., Bloom, Bowlby, Bronfenbrenner, Bruner, Gardner, Piaget, Vygotsky) influenced educational approaches						
Early childhood practices endorsed by Agazzi, Froebel, and/or Montessori influenced the daily program						
Early childhood practices promoted by Loris Malaguzzi influenced the daily program						
Socialized moral values and proper hygiene were primary features of the educational program						
Parental boards or advisory groups were encouraged and active participants in school culture						
Transitions between schools were supported by teacher visits to homes or scheduled visits for children to new schools						

Feel free to use this page to note prominent features of Padova's Scuole FISM that are not listed above.

- **Please note the decade(s) in which the feature(s) appeared.**
- **Are there sources we might contact for more information?**

The following questions are about State Scuole in Padova.

If you do not have knowledge of this system, please skip to page 15.

ADMINISTRATIVE FEATURES AND OPERATIONS

Based on your professional knowledge and personal experience, please place an "X" in the corresponding box if that characteristic was present in **almost all** of **Padova's State Scuole Materna / Scuole dell'Infanzia** in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
All teachers graduated from a Teacher Training Institution, in accordance with State Orientamenti						
Full-time Educative Coordinators, with a university degree in psychology or education, were hired by the school system						
Educative coordinators met biweekly with educative staff to provide mentoring and professional development						
Kitchen staff participated in professional development and routine trainings with teachers						
Janitorial staff participated in professional development and routine trainings with teachers						
Teachers participated in professional development with teachers from other school systems (e.g. Municipal and Private Catholic)						
Schools were open daily for 8 hours						
Schools offered extended hours for working families						
Scheduled work hours were set aside weekly for teachers to engage families						
Scheduled work hours were set aside weekly for teachers to document children's work						
Scheduled work hours were set aside weekly for teachers to participate in professional development						
Priority of enrollment was given to economically disadvantaged families						
Priority of enrollment was given to single-parent families						
Priority of enrollment was given to children with disabilities						
Schools received funding from public sources						
Schools received equitable funding from public sources						
Schools acquired "paritaria" status from the Region						

PEDAGOGY: EDUCATIONAL PRACTICES AND CURRICULA

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Padova's State Scuole Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
Daily activities were implemented according to programmazione, to guide children in acquiring knowledge of specific concepts						
Classrooms were homogenous in age						
2 Co-teachers were assigned to the same group of children. Continuity of care provided by keeping at least 1 teacher with the same group from year to year						
A full time, on-site teacher with specific training/experience in the fine arts helped educators design creative learning activities						
Fine arts were used as a tool to help children learn						
Children participated in religious training						
Teachers documented children's learning in portfolios						
The design of the school environment emphasized open spaces, natural lighting, and natural furnishings						
School environment included a dedicated room where children from different classrooms worked individually or in small groups						
An on-site kitchen was used daily to prepare meals						
The educational program was defined by progettazione and open-ended project timelines						
Academic theories of psychology and early childhood education (e.g., Bloom, Bowlby, Bronfenbrenner, Bruner, Gardner, Piaget, Vygotsky) influenced educational approaches						
Early childhood practices endorsed by Agazzi, Froebel, and/or Montessori influenced the daily program						
Early childhood practices promoted by Loris Malaguzzi influenced the daily program						
Socialized moral values and proper hygiene were primary features of the educational program						
Parental boards or advisory groups were encouraged and active participants in school culture						
Transitions between schools were supported by teacher visits to homes or scheduled visits for children to new schools						

Feel free to use this page to note prominent features of Padova's State Scuole that are not listed above.

- **Please note the decade(s) in which the feature(s) appeared.**
- **Are there sources we might contact for more information?**

The following questions are about Municipal Scuole in Parma.

*If you do not have knowledge of this system, please skip to page 18.
If you do not have knowledge of programs in the city of Parma, skip to page 24.*

ADMINISTRATIVE FEATURES AND OPERATIONS

Based on your professional knowledge and personal experience, please place an "X" in the corresponding box if that characteristic was present in **almost all** of *Parma's Municipal Scuole Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
All teachers graduated from a Teacher Training Institution, in accordance with State Orientamenti						
Full-time Educative Coordinators, with a university degree in psychology or education, were hired by the school system						
Educative coordinators met biweekly with educative staff to provide mentoring and professional development						
Kitchen staff participated in professional development and routine trainings with teachers						
Janitorial staff participated in professional development and routine trainings with teachers						
Teachers participated in professional development with teachers from other school systems (e.g. Municipal and Private Catholic)						
Schools were open daily for 8 hours						
Schools offered extended hours for working families						
Scheduled work hours were set aside weekly for teachers to engage families						
Scheduled work hours were set aside weekly for teachers to document children's work						
Scheduled work hours were set aside weekly for teachers to participate in professional development						
Priority of enrollment was given to economically disadvantaged families						
Priority of enrollment was given to single-parent families						
Priority of enrollment was given to children with disabilities						
Schools received funding from public sources						
Schools received equitable funding from public sources						
Schools acquired "paritaria" status from the Region						

PEDAGOGY: EDUCATIONAL PRACTICES AND CURRICULA

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Parma's Municipal Scuole Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
Daily activities were implemented according to programmazione, to guide children in acquiring knowledge of specific concepts						
Classrooms were homogenous in age						
2 Co-teachers were assigned to the same group of children. Continuity of care provided by keeping at least 1 teacher with the same group from year to year						
A full time, on-site teacher with specific training/experience in the fine arts helped educators design creative learning activities						
Fine arts were used as a tool to help children learn						
Children participated in religious training						
Teachers documented children's learning in portfolios						
The design of the school environment emphasized open spaces, natural lighting, and natural furnishings						
School environment included a dedicated room where children from different classrooms worked individually or in small groups						
An on-site kitchen was used daily to prepare meals						
The educational program was defined by progettazione and open-ended project timelines						
Academic theories of psychology and early childhood education (e.g., Bloom, Bowlby, Bronfenbrenner, Bruner, Gardner, Piaget, Vygotsky) influenced educational approaches						
Early childhood practices endorsed by Agazzi, Froebel, and/or Montessori influenced the daily program						
Early childhood practices promoted by Loris Malaguzzi influenced the daily program						
Socialized moral values and proper hygiene were primary features of the educational program						
Parental boards or advisory groups were encouraged and active participants in school culture						
Transitions between schools were supported by teacher visits to homes or scheduled visits for children to new schools						

Feel free to use this page to note prominent features of Parma's Municipal Scuole that are not listed above.

- **Please note the decade(s) in which the feature(s) appeared.**
- **Are there sources we might contact for more information?**

The following questions are about Scuole FISM in Parma.

If you do not have knowledge of this system, please skip to page 21.

ADMINISTRATIVE FEATURES AND OPERATIONS

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of **Parma’s Scuole FISM Materna / Scuole dell’Infanzia** in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
All teachers graduated from a Teacher Training Institution, in accordance with State Orientamenti						
Full-time Educative Coordinators, with a university degree in psychology or education, were hired by the school system						
Educative coordinators met biweekly with educative staff to provide mentoring and professional development						
Kitchen staff participated in professional development and routine trainings with teachers						
Janitorial staff participated in professional development and routine trainings with teachers						
Teachers participated in professional development with teachers from other school systems (e.g. Municipal and Private Catholic)						
Schools were open daily for 8 hours						
Schools offered extended hours for working families						
Scheduled work hours were set aside weekly for teachers to engage families						
Scheduled work hours were set aside weekly for teachers to document children's work						
Scheduled work hours were set aside weekly for teachers to participate in professional development						
Priority of enrollment was given to economically disadvantaged families						
Priority of enrollment was given to single-parent families						
Priority of enrollment was given to children with disabilities						
Schools received funding from public sources						
Schools received equitable funding from public sources						
Schools acquired "paritaria" status from the Region						

PEDAGOGY: EDUCATIONAL PRACTICES AND CURRICULA

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Parma’s Scuole FISM Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
Daily activities were implemented according to programmazione, to guide children in acquiring knowledge of specific concepts						
Classrooms were homogenous in age						
2 Co-teachers were assigned to the same group of children. Continuity of care provided by keeping at least 1 teacher with the same group from year to year						
A full time, on-site teacher with specific training/experience in the fine arts helped educators design creative learning activities						
Fine arts were used as a tool to help children learn						
Children participated in religious training						
Teachers documented children's learning in portfolios						
The design of the school environment emphasized open spaces, natural lighting, and natural furnishings						
School environment included a dedicated room where children from different classrooms worked individually or in small groups						
An on-site kitchen was used daily to prepare meals						
The educational program was defined by progettazione and open-ended project timelines						
Academic theories of psychology and early childhood education (e.g., Bloom, Bowlby, Bronfenbrenner, Bruner, Gardner, Piaget, Vygotsky) influenced educational approaches						
Early childhood practices endorsed by Agazzi, Froebel, and/or Montessori influenced the daily program						
Early childhood practices promoted by Loris Malaguzzi influenced the daily program						
Socialized moral values and proper hygiene were primary features of the educational program						
Parental boards or advisory groups were encouraged and active participants in school culture						
Transitions between schools were supported by teacher visits to homes or scheduled visits for children to new schools						

Feel free to use this page to note prominent features of Parma's Scuole FISM that are not listed above.

- **Please note the decade(s) in which the feature(s) appeared.**
- **Are there sources we might contact for more information?**

The following questions are about State Scuole in Parma.

If you do not have knowledge of this system, please skip to page 24.

ADMINISTRATIVE FEATURES AND OPERATIONS

Based on your professional knowledge and personal experience, please place an "X" in the corresponding box if that characteristic was present in **almost all** of **Parma's State Scuole Materna / Scuole dell'Infanzia** in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
All teachers graduated from a Teacher Training Institution, in accordance with State Orientamenti						
Full-time Educative Coordinators, with a university degree in psychology or education, were hired by the school system						
Educative coordinators met biweekly with educative staff to provide mentoring and professional development						
Kitchen staff participated in professional development and routine trainings with teachers						
Janitorial staff participated in professional development and routine trainings with teachers						
Teachers participated in professional development with teachers from other school systems (e.g. Municipal and Private Catholic)						
Schools were open daily for 8 hours						
Schools offered extended hours for working families						
Scheduled work hours were set aside weekly for teachers to engage families						
Scheduled work hours were set aside weekly for teachers to document children's work						
Scheduled work hours were set aside weekly for teachers to participate in professional development						
Priority of enrollment was given to economically disadvantaged families						
Priority of enrollment was given to single-parent families						
Priority of enrollment was given to children with disabilities						
Schools received funding from public sources						
Schools received equitable funding from public sources						
Schools acquired "paritaria" status from the Region						

PEDAGOGY: EDUCATIONAL PRACTICES AND CURRICULA

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Parma's State Scuole Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
Daily activities were implemented according to programmazione, to guide children in acquiring knowledge of specific concepts						
Classrooms were homogenous in age						
2 Co-teachers were assigned to the same group of children. Continuity of care provided by keeping at least 1 teacher with the same group from year to year						
A full time, on-site teacher with specific training/experience in the fine arts helped educators design creative learning activities						
Fine arts were used as a tool to help children learn						
Children participated in religious training						
Teachers documented children's learning in portfolios						
The design of the school environment emphasized open spaces, natural lighting, and natural furnishings						
School environment included a dedicated room where children from different classrooms worked individually or in small groups						
An on-site kitchen was used daily to prepare meals						
The educational program was defined by progettazione and open-ended project timelines						
Academic theories of psychology and early childhood education (e.g., Bloom, Bowlby, Bronfenbrenner, Bruner, Gardner, Piaget, Vygotsky) influenced educational approaches						
Early childhood practices endorsed by Agazzi, Froebel, and/or Montessori influenced the daily program						
Early childhood practices promoted by Loris Malaguzzi influenced the daily program						
Socialized moral values and proper hygiene were primary features of the educational program						
Parental boards or advisory groups were encouraged and active participants in school culture						
Transitions between schools were supported by teacher visits to homes or scheduled visits for children to new schools						

Feel free to use this page to note prominent features of Parma's State Scuole that are not listed above.

- **Please note the decade(s) in which the feature(s) appeared.**
- **Are there sources we might contact for more information?**

The following questions are about Municipal Scuole in Reggio Emilia.

If you do not have knowledge of this system, please skip to page 27.

If you do not have knowledge of programs in the city of Reggio Emilia, skip to page 33.

ADMINISTRATIVE FEATURES AND OPERATIONS

Based on your professional knowledge and personal experience, please place an "X" in the corresponding box if that characteristic was present in **almost all of Reggio Emilia's Municipal Scuole Materna / Scuole dell'Infanzia** in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
All teachers graduated from a Teacher Training Institution, in accordance with State Orientamenti						
Full-time Educative Coordinators, with a university degree in psychology or education, were hired by the school system						
Educative coordinators met biweekly with educative staff to provide mentoring and professional development						
Kitchen staff participated in professional development and routine trainings with teachers						
Janitorial staff participated in professional development and routine trainings with teachers						
Teachers participated in professional development with teachers from other school systems (e.g. Municipal and Private Catholic)						
Schools were open daily for 8 hours						
Schools offered extended hours for working families						
Scheduled work hours were set aside weekly for teachers to engage families						
Scheduled work hours were set aside weekly for teachers to document children's work						
Scheduled work hours were set aside weekly for teachers to participate in professional development						
Priority of enrollment was given to economically disadvantaged families						
Priority of enrollment was given to single-parent families						
Priority of enrollment was given to children with disabilities						
Schools received funding from public sources						
Schools received equitable funding from public sources						
Schools acquired "paritaria" status from the Region						

PEDAGOGY: EDUCATIONAL PRACTICES AND CURRICULA

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Reggio Emilia's Municipal Scuole Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
Daily activities were implemented according to programmazione, to guide children in acquiring knowledge of specific concepts						
Classrooms were homogenous in age						
2 Co-teachers were assigned to the same group of children. Continuity of care provided by keeping at least 1 teacher with the same group from year to year						
A full time, on-site teacher with specific training/experience in the fine arts helped educators design creative learning activities						
Fine arts were used as a tool to help children learn						
Children participated in religious training						
Teachers documented children's learning in portfolios						
The design of the school environment emphasized open spaces, natural lighting, and natural furnishings						
School environment included a dedicated room where children from different classrooms worked individually or in small groups						
An on-site kitchen was used daily to prepare meals						
The educational program was defined by progettazione and open-ended project timelines						
Academic theories of psychology and early childhood education (e.g., Bloom, Bowlby, Bronfenbrenner, Bruner, Gardner, Piaget, Vygotsky) influenced educational approaches						
Early childhood practices endorsed by Agazzi, Froebel, and/or Montessori influenced the daily program						
Early childhood practices promoted by Loris Malaguzzi influenced the daily program						
Socialized moral values and proper hygiene were primary features of the educational program						
Parental boards or advisory groups were encouraged and active participants in school culture						
Transitions between schools were supported by teacher visits to homes or scheduled visits for children to new schools						

Feel free to use this page to note prominent features of Reggio Emilia's Municipal Scuole that are not listed above.

- **Please note the decade(s) in which the feature(s) appeared.**
- **Are there sources we might contact for more information?**

The following questions are about FISM in Reggio Emilia.

If you do not have knowledge of this system, please skip to page 30.

ADMINISTRATIVE FEATURES AND OPERATIONS

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Reggio Emilia's Scuole FISM Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
All teachers graduated from a Teacher Training Institution, in accordance with State Orientamenti						
Full-time Educative Coordinators, with a university degree in psychology or education, were hired by the school system						
Educative coordinators met biweekly with educative staff to provide mentoring and professional development						
Kitchen staff participated in professional development and routine trainings with teachers						
Janitorial staff participated in professional development and routine trainings with teachers						
Teachers participated in professional development with teachers from other school systems (e.g. Municipal and Private Catholic)						
Schools were open daily for 8 hours						
Schools offered extended hours for working families						
Scheduled work hours were set aside weekly for teachers to engage families						
Scheduled work hours were set aside weekly for teachers to document children's work						
Scheduled work hours were set aside weekly for teachers to participate in professional development						
Priority of enrollment was given to economically disadvantaged families						
Priority of enrollment was given to single-parent families						
Priority of enrollment was given to children with disabilities						
Schools received funding from public sources						
Schools received equitable funding from public sources						
Schools acquired "paritaria" status from the Region						

PEDAGOGY: EDUCATIONAL PRACTICES AND CURRICULA

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Reggio Emilia’s Scuole FISM Materna / Scuole dell’Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
Daily activities were implemented according to programmazione, to guide children in acquiring knowledge of specific concepts						
Classrooms were homogenous in age						
2 Co-teachers were assigned to the same group of children. Continuity of care provided by keeping at least 1 teacher with the same group from year to year						
A full time, on-site teacher with specific training/experience in the fine arts helped educators design creative learning activities						
Fine arts were used as a tool to help children learn						
Children participated in religious training						
Teachers documented children's learning in portfolios						
The design of the school environment emphasized open spaces, natural lighting, and natural furnishings						
School environment included a dedicated room where children from different classrooms worked individually or in small groups						
An on-site kitchen was used daily to prepare meals						
The educational program was defined by progettazione and open-ended project timelines						
Academic theories of psychology and early childhood education (e.g., Bloom, Bowlby, Bronfenbrenner, Bruner, Gardner, Piaget, Vygotsky) influenced educational approaches						
Early childhood practices endorsed by Agazzi, Froebel, and/or Montessori influenced the daily program						
Early childhood practices promoted by Loris Malaguzzi influenced the daily program						
Socialized moral values and proper hygiene were primary features of the educational program						
Parental boards or advisory groups were encouraged and active participants in school culture						
Transitions between schools were supported by teacher visits to homes or scheduled visits for children to new schools						

Feel free to use this page to note prominent features of Reggio Emilia's Scuole FISM that are not listed above.

- **Please note the decade(s) in which the feature(s) appeared.**
- **Are there sources we might contact for more information?**

The following questions are about State Scuole in Reggio Emilia.

If you do not have knowledge of this system, please skip to page 33.

ADMINISTRATIVE FEATURES AND OPERATIONS

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Reggio Emilia's State Scuole Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
All teachers graduated from a Teacher Training Institution, in accordance with State Orientamenti						
Full-time Educative Coordinators, with a university degree in psychology or education, were hired by the school system						
Educative coordinators met biweekly with educative staff to provide mentoring and professional development						
Kitchen staff participated in professional development and routine trainings with teachers						
Janitorial staff participated in professional development and routine trainings with teachers						
Teachers participated in professional development with teachers from other school systems (e.g. Municipal and Private Catholic)						
Schools were open daily for 8 hours						
Schools offered extended hours for working families						
Scheduled work hours were set aside weekly for teachers to engage families						
Scheduled work hours were set aside weekly for teachers to document children's work						
Scheduled work hours were set aside weekly for teachers to participate in professional development						
Priority of enrollment was given to economically disadvantaged families						
Priority of enrollment was given to single-parent families						
Priority of enrollment was given to children with disabilities						
Schools received funding from public sources						
Schools received equitable funding from public sources						
Schools acquired "paritaria" status from the Region						

PEDAGOGY: EDUCATIONAL PRACTICES AND CURRICULA

Based on your professional knowledge and personal experience, please place an “X” in the corresponding box if that characteristic was present in **almost all** of *Reggio Emilia's State Scuole Materna / Scuole dell'Infanzia* in that decade.

	1950s	1960s	1970s	1980s	1990s	2000s
Daily activities were implemented according to programmazione, to guide children in acquiring knowledge of specific concepts						
Classrooms were homogenous in age						
2 Co-teachers were assigned to the same group of children. Continuity of care provided by keeping at least 1 teacher with the same group from year to year						
A full time, on-site teacher with specific training/experience in the fine arts helped educators design creative learning activities						
Fine arts were used as a tool to help children learn						
Children participated in religious training						
Teachers documented children's learning in portfolios						
The design of the school environment emphasized open spaces, natural lighting, and natural furnishings						
School environment included a dedicated room where children from different classrooms worked individually or in small groups						
An on-site kitchen was used daily to prepare meals						
The educational program was defined by progettazione and open-ended project timelines						
Academic theories of psychology and early childhood education (e.g., Bloom, Bowlby, Bronfenbrenner, Bruner, Gardner, Piaget, Vygotsky) influenced educational approaches						
Early childhood practices endorsed by Agazzi, Froebel, and/or Montessori influenced the daily program						
Early childhood practices promoted by Loris Malaguzzi influenced the daily program						
Socialized moral values and proper hygiene were primary features of the educational program						
Parental boards or advisory groups were encouraged and active participants in school culture						
Transitions between schools were supported by teacher visits to homes or scheduled visits for children to new schools						

Feel free to use this page to note prominent features of Reggio Emilia's State Scuole that may are not listed above.

- **Please note the decade(s) in which the feature(s) appeared.**
- **Are there sources we might contact for more information?**

TIMING OF QUALITY IMPROVEMENTS

Based on your professional knowledge and/or personal experience, please place ***an “A” (for Administrative) and “P” (for Pedagogical)*** in the corresponding box to ***indicate the decade between 1950 and 2010 in which each school system listed below experienced very significant changes in its Administrative approach and Pedagogical practice of early childhood education.***

-- Please feel free to indicate “DK” (for Don’t Know).

		1950s	1960s	1970s	1980s	1990s	2000s
Padova	Municipal Scuole Materna / Scuole dell'Infanzia						
	Municipal Asili Nido						
	Scuole FISM Materna / Scuole dell'Infanzia						
	FISM Asili Nido						
	State Scuole Materna / Scuole dell'Infanzia						
Parma	Municipal Scuole Materna / Scuole dell'Infanzia						
	Municipal Asili Nido						
	Scuole FISM Materna / Scuole dell'Infanzia						
	FISM Asili Nido						
	State Scuole Materna / Scuole dell'Infanzia						
Reggio Emilia	Municipal Scuole Materna / Scuole dell'Infanzia						
	Municipal Asili Nido						
	Scuole FISM Materna / Scuole dell'Infanzia						
	FISM Asili Nido						
	State Scuole Materna / Scuole dell'Infanzia						

Please feel free to use this page to offer any comments or suggest sources.

WITHIN-SYSTEM VARIATION, WITHIN MUNICIPALITY

There is typically some degree of variation in how individual school locations within a unified system operate and implement educational approaches. For example, some school sites may include the option of extended hours or summer months to working parents, while other school sites close at prescribed hours. Some schools may organize children into classrooms of homogenous age, while others offer heterogeneous mixed-age classrooms.

To the best of your professional knowledge and/or personal experience, please place an “X” in the corresponding column to indicate the degree to which: ***the individual schools within each school system*** listed below ***demonstrated variation***, within each municipality.

-- Note ***the decade(s)*** to which these answers apply: _____

-- Even if you are unsure about the answer, please report your best guess

No variation at all	Very little variation	Some variation	Quite a lot of variation	A great deal of variation
---------------------------	-----------------------------	-------------------	--------------------------------	---------------------------------

Padova	Municipal Scuole					
	Municipal-Affiliated Scuole					
	Municipal Asili Nido					
	Municipal-affiliated Asili Nido					
	Scuole FISM					
	FISM Asili Nido					
	State Scuole					
Parma	Municipal Scuole					
	Municipal-Affiliated Scuole					
	Municipal Asili Nido					
	Municipal-affiliated Asili Nido					
	Scuole FISM					
	FISM Asili Nido					
	State Scuole					
Reggio Emilia	Municipal Scuole					
	Municipal-Affiliated Scuole					
	Municipal Asili Nido					
	Municipal-affiliated Asili Nido					
	Scuole FISM					
	FISM Asili Nido					
	State Scuole					

WITHIN-SYSTEM VARIATION, WITHIN-MUNICIPALITY

To the best of your professional knowledge and personal experience, please place an “X” in the appropriate box to indicate the degree to which ***the Administrative and Educational practices of Municipal Scuole dell’Infanzia*** vary from ***Municipal*** programs **such as:**

- ***Cooperative***
- ***Under Participatory Management***
- ***Under agreement with public-private entities.***

-- Note ***the decade(s)*** to which these answers apply: _____

-- Even if you are unsure about the answer, please report your best guess.

	No variation at all	Very little variation	Some variation	Quite a lot of variation	A great deal of variation
Padova					
Parma					
Reggio Emilia					

To the best of your professional knowledge and personal experience, please place an “X” in the appropriate box to indicate the degree to which ***the Administrative and Educational practices of Municipal Asili Nido*** vary from ***Municipal*** Asili Nido **such as:**

- ***Cooperative***
- ***Under Participatory Management***
- ***Under agreement with public-private entities.***

-- Note ***the decade(s)*** to which these answers apply: _____

-- Even if you are unsure about the answer, please report your best guess.

	No variation at all	Very little variation	Some variation	Quite a lot of variation	A great deal of variation
Padova					
Parma					
Reggio Emilia					

Please feel free to use this page to offer any comments or suggest sources.

WITHIN-SYSTEM VARIATION, BETWEEN MUNICIPALITIES

There is typically some degree of variation in how unified school systems, such as FISM or State-run programs implement early childhood practices. For example, while Orientamenti serve as guidelines for public scuole dell'infanzia, autonomy is encouraged for local programs to determine appropriate educational practices.

To the best of your professional knowledge and/or personal experience, place an "X" in the corresponding column to describe any *variation between municipalities in FISM, State, and Municipal Scuole Materna / Scuole dell'Infanzia*.

-- Note *the decade(s)* to which these answers apply: _____

-- Even if you are unsure about the answer, please report your best guess.

		No variation at all	Very little variation	Some variation	Quite a lot of variation	A great deal of variation
Scuole FISM	Padova vs. Parma					
	Padova vs. Reggio Emilia					
	Parma vs. Reggio Emilia					
State Scuole	Padova vs. Parma					
	Padova vs. Reggio Emilia					
	Parma vs. Reggio Emilia					
Municipal Scuole	Padova vs. Parma					
	Padova vs. Reggio Emilia					
	Parma vs. Reggio Emilia					

Please feel free to use this page to offer any comments or suggest sources.

FUNDING SCUOLE: TUITION AND FEES

We want understand ***how tuition and fees may have changed over time in State, Municipal, and Scuole FISM Materna / Scuole dell'Infanzia.***

If you remember approximately how much tuition/fees were, please report them in the table on the next page.

If not, please order the different school systems from least to most expensive by assigning in each column:

- 1 *lowest total tuition/fees*
- 2 *moderate total tuition/fees*
- 3 *highest total tuition/fees*

-- If ***total tuition/fees were equivalent for all 3 systems***, indicate in each column:

= *equivalent tuition/fees*

-- If ***total tuition/fees were equivalent for two systems***, but not the other:

= *both systems with equivalent tuition/fees*

1 (or) 3 *to rank the 3rd system lower or higher, as appropriate*

		Scuole State	Scuole Municipal	Scuole FISM
Padova	1950'S			
	1960'S			
	1970'S			
	1980'S			
	1990'S			
	2000'S			
Parma	1950'S			
	1960'S			
	1970'S			
	1980'S			
	1990'S			
	2000'S			
Reggio Emilia	1950'S			
	1960'S			
	1970'S			
	1980'S			
	1990'S			
	2000'S			

FUNDING FOR SCUOLE: OTHER SOURCES

We want to understand the ***other sources of funding that were available to the different schools systems, in addition to tuition and fees paid by families.*** For example, funding from the municipality, the province, the region, the state; funding from other private institutions; donations from third parties.

In the table below, ***please list other sources of funding that supported each school system.***

-- If you are not familiar with that city, please feel free to answer "DK."

		Scuole State	Scuole Municipal	Scuole FISM
Padova	1950'S			
	1960'S			
	1970'S			
	1980'S			
	1990'S			
	2000'S			
Parma	1950'S			
	1960'S			
	1970'S			
	1980'S			
	1990'S			
	2000'S			
Reggio Emilia	1950'S			
	1960'S			
	1970'S			
	1980'S			
	1990'S			
	2000'S			

FUNDING SCUOLE: PARITARIA

Please clarify how “**Paritaria**” status ***changed the total annual cost of tuition for families*** enrolled in ***Scuole FISM materna / Scuole dell’Infanzia*** in each municipality?

- ***Padova:***
- ***Parma:***
- ***Reggio Emilia:***

Please clarify how “**Paritaria**” status ***changed the total annual cost of tuition for families*** enrolled in ***Municipal Scuole materna / Scuole dell’Infanzia*** in each municipality?

- Padova:
- Parma:
- Reggio Emilia:

SERVICES FOR IMMIGRANT FAMILIES

We would like to understand ***how school systems in each city accommodate the unique needs of immigrant children and families***. For example, do school systems set aside funding to:

- Hire bilingual translators during parent-teacher conferences?
- Provide additional language support for children who don't speak Italian in their home?
- Provide additional training to educators to improve cultural awareness?

Please use the space below (or on the back of the page) to list and describe all services designed for immigrant children and their parents. Please be sure to indicate the school system and municipality. Please consider the following questions in your description:

- Were these services provided equally to all immigrant families?
- Were services provided by request, referral, or determination of need?
- In what ways have these services been effective in integrating new families and meeting their unique needs as immigrants?
- What challenges have you encountered in providing these services?

THIS CONCLUDES OUR SURVEY.

WE ARE GRATEFUL FOR YOUR TIME AND SUPPORT!

***FOR FURTHER DETAILS
ABOUT THIS HISTORICAL ANALYSIS OF
EARLY CHILDHOOD EDUCATION PROGRAMS AND POLICIES
IN PADOVA, PARMA, AND REGGIO EMILIA
PLEASE FEEL FREE TO CONTACT:***

SYLVIKUPERMAN@UCHICAGO.EDU