BUILDING THE CITY (VILLAGE) OF THE FUTURE WITH SCHOOL, YOUNG CHILDREN AND FAMILIES

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ABSTRACT

In this paper, we want to address the issue of the relationship between social space, education methods and institutions that carry out education today and project the future of the society: human, social, economic and cultural. The inclusion of infants and children in education in our day in the Korça region, Albania, has attracted the attention of the University and local municipal institutions, in order to form them in accordance with the best educational programs and perspectives used today.

Over the last years in Albania, pre-university education such as university campuses has been overwhelmed by political changes in the country, but also by new visions driven by both the outside and the emerging needs of the country. Albania has a set of well-developed laws for covering sectoral policies and delivery of services to all children (0 to 18 years). However, a suitable environment for early childhood development has not yet been established.

Basically, early childhood education, care and development are a proven and very important investment in national wellbeing. Investing in quality early-learning programs is one of the most effective ways to improve children's success in school, to increase incomes and to reduce costs to society. In Albania there is a wide range of early childhood development services, including childcare, pre-school education and programs for vulnerable children. Early childhood development is a multidimensional process. To meet the diverse needs of children during the first years of life, government coordination is indispensable both horizontally in different sectors, and vertically from local to national levels.

We will try to present the conditions and qualities of buildings and facilities of the century 21's, along with trends toward standards of new Early Childhood school, to offer the knowledge required by implementing them new standards. The theoretical part analyses some important information child care centers, function-related, space and safety, decoration, comfort, materials, the relationship between educators and children and many other factors.

The programs and curricula that take place today at our University aim to build an education with contemporary standards, in cooperation with local administrations and organized institutions that care for infants and children. This cooperation has created examples of good practices in the Early Childhood School of our region.

Keywords: *early childhood education, inclusion, city-village, best practices*

INTRODUCTION

Over the last years in Albania, pre-university education such as university campuses has been overwhelmed by political changes in the country, but also by new visions driven by both the outside and the emerging needs of the country. Albania has a population of over 3 million people, of which about 20%, or roughly 600,000, are under the age of 14. Just over half (52%) of the population lives in urban centers and Albania is ranked 70th out of 187 states, according to the United Nations Program for Human Development Index. In Albania there are several laws related to the early development of children covering health, education, nutrition and child protection and social protection but which cannot be compared to each other.

The general policies related to children in Albania are governed by an Action Plan for Children (2012-2015), drafted and approved by the Ministry of Labor, Social Affairs and Equal Opportunities. The Ministry established the State Child Protection Agency to encourage child protection and social inclusion, health care and education rights. The agency does not focus solely on early childhood children (i.e. children under the age of six) but is responsible for overseeing the rights of all children between the ages of 0 and 18. Other relevant ministries, mainly the Ministry of Education, Sports and Youth and the Ministry of Health, implement services for young children. The National Council for Children's Rights assists the State Child Protection Agency to protect and promote children's rights.

We, also, can list the reform of pre-university curricula to provide competence-based education. In 2016, the Ministry of Education, Sports and Youth (MASR) published the National Strategy for the Development of Pre-university Education 2014-2020, where were identified four points as priorities of the policy such the improve Governance, Management and Resource Management Capacities of the Pre-University Education System; qualitative and inclusive education; ensure quality of achievement based on comparable standards with EU countries.

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Albania has a set of well-developed laws for covering sectoral policies and delivery of services to all children (0 to 18 years). However, a suitable environment for early childhood development has not yet been established. There are limited mechanisms to harmonize multi-sectoral policy-making to promote the development of children under six years of age. Also, there is no institution responsible for coordinating early childhood development in different sectors.

The education system reports spending on pre-school education, but the government cannot properly report public spending on early childhood development in the health, nutrition or defense sectors.

Basically, early childhood education, care and development are a proven and very important investment in national wellbeing. Investing in quality early-learning programs is one of the most effective ways to improve children's success in school, to increase incomes and to reduce costs to society. In Albania there is a wide range of early childhood development services, including childcare, pre-school education and programs for vulnerable children. For example, prenatal care and child immunizations are very close to being universal, but despite this one in four pregnant women suffer from anemia and almost one in five children suffers from light/severe developmental delays suggesting access to limited to nutritional interventions. Only one third of children have access to pre-school education. While some early childcare services are offered equally, such as birth registration and prenatal care, there are inequalities for some basic early childcare services, particularly in the education sector. The net enrolment in the pre-school education system for children of the rich is twice as high (48%) than for the children of the poor (23%).

The government collects administrative data to access most of the early childhood development services, but does not track the development outcomes for each child. Early learning standards have been developed while developing a new framework for early childhood development. The inspection process for early childhood development environments is undergoing reform. For the government it would be helpful to provide a harmonized inspection process to ensure compliance with quality standards.

Further we commit the needs to exist at the state level to promote coordinated and integrated early childhood development interventions for young children and their families.

Medical care

- Standard health screening for pregnant women
- Mom capable of giving birth Immunization in childhood
- Visit to Kids

Feeding

- Promotion of breastfeeding
- Salt ionization
- Iron

Early Learning

- Parental programs (during pregnancy, postpartum and throughout the early childhood)
- High quality assurance for parents who are in employment
- Preschool education free of charge (preferably at least two years with appropriate curricula and development classes and quality assurance mechanisms)

Social Protection

- Services for orphans and vulnerable children
- Policies to protect the rights of children with special needs and to promote their participation in early childhood development services
- Mechanisms for financial transfer or income support to reach the most vulnerable families (may include money transfers, social welfare, etc.).

Child protection

- Compulsory birth registration
- Protection of workplaces and holidays for breastfeeding for new mothers
- Specific provisions in the judicial system for young children
- Guaranteeing maternity leave for at least six months
- Laws on Domestic Violence and their Implementation
- Treatment of child abuse (in particular for young children)
- Training of officers for enforcement of law regarding the special needs of young children

Early childhood development is a multidimensional process. To meet the diverse needs of children during the first years of life, government coordination is indispensable both horizontally in different sectors, and vertically from local to national levels. In many countries, non-state actors (either domestic or international) participate in providing early childhood development services; for this reason, mechanisms for coordination with non-state actors are essential.

Space and conception of early childhood education school

We will try to present the conditions and qualities of buildings and facilities of the century 21's, along with trends toward standards of new Early Childhood school, to offer the knowledge required by implementing them new standards. The theoretical part analyses some important information child care centers, function-related, space and safety, decoration, comfort, materials, the relationship between educators and children and many other factors.

The design of the center should meet the needs of children, teachers, and administrators and parents this by creating environments that allow them to concentrate in the care and nourishment of children. Design should provide features which promote strong, positive relationships between staff and children and must be very functional by:

- Creating an environment that fills in comfortable way needs of the staff in order to attract them and keep them.
- Facilitating family involvement in center, especially frequent contact with child custodians.
- Response to local conditions, climate and regional preferences in design, also considering the objectives of parents, sponsoring agency (s) and board of directors.
- Designing "through the eyes of a child", with a child's sensitivity, including that how will they use the space, what will they do see and what experience they will have.
- Provide an intriguing environment, anyway a free of colors, features dominant and textual themes". The designer should avoid this precision, as it prevents the child's ability to imagining a series of different meanings for objects and features.
- Dimensions of the room should be adjusted for the recommended size of the group and supervisors. Designing should use space efficiently and include ease of supervision together with other features like a warehouse strategically located.
- Provide materials and details of durable and cost-effective.
- To create an environment oriented completely against the child within an environment controlled by the state. Impression created by design should be antithesis of an institutional environment; in other words, at the center the child should "feel as a home".

General view of the Early Childhood School

Based on the studies (Steven-Barnett, 2007) and in the good practices (Albania-World Bank Report, 2014, 2015) we provide some general features regarding the model of the Early Childhood School as follows:

Types of spaces

Centers for Child Development will contain a variety of space types depending on the hours in which they are used, the age of the children who are attending, the number of children who attend and the environment center. The basic types of spaces can include but are not limited to following:

- Child friendly class
- Meeting space for children and adults
- Friendly toilets for children and adults
- Game areas inside and out
- Office space for staff
- Clinic
- Food service space
- Storage space

Child to feel like at home

- A quality center of child development as a place where children are can like a home:
- To relax and to be themselves
- Have full natural light at all places where children will spend time, especially in classrooms.
- Children and parents have a feeling of welcome when entering at the center.
- For the main ambient lighting is better to use indirect lighting and to avoid the "commercial" taste
- Feel and be safe
- Find different places for types of different learning
- Work and play using equipment by different lighting
- Avoid institutional decorations, nor natural. Use natural decoration like a handmade picture

General information about early childhood school

The spaces inside the center can be divided into three major types, including:

a) Classes and areas of use shared by children;
b) Staffing facilities used by educators and administrators; and
c) Service spaces used by the people who serve at the center. Entrance to the center and main roads of circulate these spaces.

The following are descriptions for each type of space.

Entry and circulation: Entry includes transit space, lobby, and the reception area and reception area where parents, teachers, kids and visitors enter building. The main stream offers alleys between discrete functional spaces.

Personnel spaces: Personnel spaces include office the director, the work space of the assistant or secretary, staff room and space work, staff toiletries, hall of the parent / teacher meeting, and the central repository of materials.

Classes: Classes for babies, infants, children school, and mixed children's groups are specific for the group that uses the space.

Area of play

At this part we present the concepts and criteria for designing the playground and the playground. It identifies the general types of external areas, discusses these relationships areas with other external and internal spaces and provides detailed criteria for materials, features, furniture and equipment required for these spaces.

Concepts for Area Design

The conceptual design of the area for childcare centers should be integrated with the overall design of the area, including movement of passers-by or vehicles, parking, access, service points, and built or country features in question.

The five design conceptual areas of the play that relate to childcare centers include:

a) Entrance and Circulation;
b) Parking;
c) Services;
d) Security and Security; and
e) Playing hall context:

It is important to take into account the context in which the center and the playground are located. The designer needs to understand that the building is rarely a single object. Rather, the main objective of designing the area and suburbs should be the development of the existing context. This aspect of design should be seen according to the concept level.

The design of the center should have a reference or key point that serves as a welcome or meeting point. The entrance of the center should be separated from the main entrance of building and other services, if possible. This may be a requirement for security reason and should be coordinated at the beginning of the design process. A crossing point, like a veranda, is preferred at the main entrance. This can be combined with a paved alley to connect it to the parking lot short-term protection as in the condition of a bad weather. In cold climates, a design on the main entrance should be placed to ensure that the doors can be fully opened without being prevented by snow or ice. The areas where parents leave children should adjusted so that adults can move the child by pedestrian area-by and head to the center without passing through the traffic or before and after the vehicles.

Parking

Short-term parking should be provided for parents who bring their children to the center. This area should have one dedicated space for people with disabilities. A sufficient number of parking places should be available to give parents enough time to talk to the Educators while they are in the center. Short-term parking should be separate from the parking of other employees of the building and be as close to the center as possible. However, the location must also be safe. This will minimize the risks for passers-by and enable free movement of vehicles in the area. Parking should not force people or children with wheelchairs to pass behind the parked cars. Such an organization means so that the driver cannot see passers-by walking behind the car. Roads in front of the vehicle should be protected with tire protectors, blocking pegs or other means to prevent the entry of any vehicle into the pedestrian area. The place of the parking should be away from intersections or roads with heavy traffic.

Safety in the yard

The center should be separated from the public spaces through intermediate areas and barriers, such as fences or half-height walls, especially in high-risk areas security. The designer can create intermediate areas with grass or rows of trees, ornamental or grass rows, or a combination of them. Intermediate areas are useful as they allow staff members to observe individuals as they approach centers through them. Moreover, they help protect children from wind, noise and other movements. The location of the center and the local conditions may require the use of half-height hedges and walls to prevent the outside view center. They should be designed in such a way as to link and integrate the center with the context in which it is located.

Colors and textiles in the center

Psychology of colors

Color can affect children psychologically; by make they feel happy or sad, worried or calm. When colors used in careful mode, can stimulate emotionally theirs imagination. In sunny days, yellow color can spark the sense of warmth, even in the cold rainy days, while an angle, or nest with warm levels the interior can be turned into security, warmth, and independence. Red is related to the sun and can increase heartbeat. It is a very stimulating colour and symbolizes activities and a desire for life as well as warmth. Orange is a lesser version than red, compared to the joy that arouses yellow, give joy and help overcome of traumas and represents the sunny and beautiful nature. Blue color therapy is known as the transition color, which helps to accept the potential for re-emergence within us, also blue offers support and protection and

is the color of peace, tranquility and wit. Rose as a blue has a calming effect and suggests warmth and tranquility. Green is the color of youth, growth, hope, joy, life and freshness. It is also the color of harmony and equilibrium. Yellow is a color of optimism and is efficient as a stimulating solar color. Bring clarity to the mind. Color can change their perception of size and distance. A wall painted in darker or warmer shades will bring it closer to making it look closer than it actually is. This comes to the aid when the walls are painted at the end of narrow corridors.

What Early Childhood School (or cities) can do?

Recommendations for cities wanting to implement strategies for engaging young children, pregnant women and families:

1. Take an integrated, holistic approach

Engaging young children, pregnant women and families in city building processes needs to be approached in a holistic manner. All departments within a city have a shared responsibility and a role to play in creating better cities for and with children and families. Working with all departments to engage these groups will contribute to the well-being of families in all aspects of their life, which contributes to the success of a healthy city.

2. Take a multi-sector approach

Forming networks across sectors leverages the strengths of each sector to engage young children and families. Local community organizations provide local knowledge and have longstanding relationships with residents, which makes them a valuable resource in reaching the community. Private sector partners can provide specialized services and programs to young children, pregnant women and families that can further support engagement efforts.

3. Dedicate a consistent source of funding

An on-going strategy for engaging young children, pregnant women and families requires a continuous, reliable source of funding. The failure to engage these groups often comes from lack of funding and resources allocated to this process, and commonly results in sporadic or lost opportunities for engagement. Consider dedicating funding beyond a project basis by tying funding to a policy or long-term program. Funding opportunities could be introduced to enable organizations or city departments who do not typically engage these groups to support efforts to bring to bring new voices into their processes.

CONCLUSIONS

We underline that children are constantly learning and absorbing new information wherever they go, not just in formal learning environments. Organized institutions like schools, kindergarten and nursery are ideal places to engage children. These are places where young children spend time on a set schedule, in a consistent location. Other institutions like libraries, museums, and botanical gardens that offer children's educational programming are also good places to engage children and to fulfil the goals of education. This requires working in advance with the administration to ensure that our educational programs will realize the educational objectives. Schools and institutions may also be invited to participate in an engagement initiative and to enhance their community as children's advocates. There are many ways to incorporate children's learning and engagement in various aspects of a city's built environment.

Dictionary of terms that help at the Early Childhood education area:

Child Care - An inclusive service which promotes productivity working parents who care for developing their children's needs.

Child Care Centre - A licensed child care center is one building, not private residence, approved and licensed by the state or other authority of local applicable, where a person, not a relative or guardian, employed for the delivery of care and supervision for 4 or more children aged 4 years and below for less than 24 hours a day.

Current Flood Zone -Proper surface area per square meter as measured from inside the separating walls, doors and enclosures. It includes the area that is needed for equipment, permanent lockers and connections electric and plumbing.

Capacity - Total number of children that can to be found at any time as specified by license or certificate of fulfilment of the conditions.

Class - Area defined architecturally where each group of children meets. Classes can be divided by separating walls or partial walls that enable connections to visual or acoustic control with other groups. The inside look of a class of these centers is different from that of the traditional class of elementary school.

Corridor without cap - Part of a corridor the outgoing who does not show you out and that e forces a person to pursue his footsteps again to go out in an emergency. Length maximum permissible is regulated by the codes.

Care for Children with Focus on Development - Caring for children which shows that they are understood the basic needs of child development, and it helps this process by offering activities structured and free throughout the day.

Gross Flood Zone - Refers total floor area of one buildings including the main veranda of the building, elevator lifts, staircases exit and external measured partition walls versus the outer side of the outer wall.

Parents - The parent understood as an entity that includes relatives and carers responsible for the child at the center.

Classroom - A room separated from the permanent walls or an area separated by separating walls permanent or mobile that serves as well visual obstacles.

Educators - Individuals providing services and care of children in childcare centers. The term does not specify the level of the status of education, qualification or staff. Educators are leaders, assistant teachers, guardians, helpers and everyone else who interact with children on a basis day service for the most part of the day.

Children in Group II – We group the children between ages 12 to 36 months. We can be classified children between 12 and 24 months as young and children between 24 and 36 months as old.

Children in Group I – We group the children from 0 to 12 months.

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