**The Hundred Languages of Children**

The **Reggio Emilia educational philosophy** envisions the child as a subject endowed with "a hundred languages"—a being of immense developmental potential and inherent rights, who learns and grows through relationships with others.

A child is not merely a passive observer of the world but an active participant, equipped with the tools and curiosity to explore and understand it. Children come to know themselves and their surroundings through their interactions with the world and the people in it.

This relationship is enriched by their ability to communicate internally and externally through "a hundred languages." These languages symbolize the diverse ways children express themselves—through art, play, movement, words, and imagination. Believing in these "hundred languages" challenges adults to actively listen, recognize, and value them. It compels educators and caregivers to create environments where every child’s potential can flourish.

No domain of human or childhood experience is excluded; every field must offer opportunities for exploration, listening, and growth.

***The Hundred Languages of Children***

*By Loris Malaguzzi*

*"No way.
The hundred is there.
The child is made of one hundred.
The child has a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred, always a hundred
ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds to discover
a hundred worlds to invent
a hundred worlds to dream…"*

At the heart of this philosophy is the belief in the richness and complexity of childhood, where every child is seen as a capable, creative, and curious individual with infinite ways to express themselves and connect with the world.