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„Transition“

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Parents Association Baden-Württemberg

Charity

*Focus on children
- A good start matters-*

The parents association supports parents of all nationalities
**responsible for the upbringing
and education** of their children together with staff in
nurseries and schools.



... Activities

- Organisation of talks about education
- Picking up current political questions,
- Organisation of seminars and congresses on educational topics with experts in the field
- **cooperation in European projects**

... Objectives

- **to promote, from the outset, an anti-bias approach in education,**
- to underpin and develop the educational competencies of parents,
- to promote dialogue between all those involved in the education process,
- to foster intergenerational dialogue,
- to promote European values and
- to pluck up courage for education.

Chairperson

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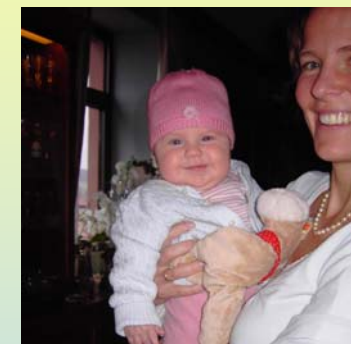


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Parents Association Baden-Württemberg e. V.

Promoting dialogue between all responsible
for education



A good start matters

TRANSITION

**Training transition professionals in
early childhood education**

Socrates Grundtvig 1.1

**The Parents Association Baden-Württemberg e.V.
coordinate this project**



Robert Bosch Stiftung

TRANSITION- Training transition experts in early childhood education

"One who would build a high tower should carefully consider its foundation"

(Federal President Prof. Dr. Roman Herzog, Berlin speech in 1997)

Rationale

‘Our society is subject to **demographic change**. The population ages; the birth rate falls. Within this scenario it is particularly important to **focus on the young generation**. Due to studies such as PISA the significance of education even for babies has been recognised by society. Today the life of children is structured by transitions from family to kindergarten and later to school. This process is challenging for children and their parents. In particular, disabled children and those with learning difficulties have many problems with transition periods. Therefore, in the light of equal opportunities, the transition process should be designed in a simple way.

The **Transition Approach**, which is used as a theoretical basis for the project, is derived from family developmental psychology. The Transition Approach compares the interaction between individual actions and coping skills with society’s mores and expectations. Utilising focused learning processes, adjustments to the respective changes should be made. **Transitions are a stimulus for development**. Children and parents master developmental tasks on the individual, interactional and contextual levels.’ (Griebel & Niesel, 2004).

INNOVATION

Young parents, very often, are not only confronted with the task of raising children, but also with finding their role as parents of nursery children (and later schoolchildren). They need support so that they can **assist their children actively** during the transition from family to nursery and later to school. For this and for the developing co-operation between families, nurseries and schools, there is a need for transition professionals. **In Europe to date there has been no co-ordinated support for parents of children in this situation**. To this end the training course for transition experts is not only innovative but also addresses the needs of parents.

TARGET GROUP OF GRUNDTVIG training course

Participants of the training course are professionals with previous educational experiences (e.g. lecturers from universities and colleges) from the project countries acting as trainers of transitional experts. These trainers will train others as transitional experts with previous educational experiences such as kindergarten and / or primary teachers (also those in the field of special needs) and retired pedagogues.

The transition experts will support and inform becoming parents, parents in the broadest sense, grandparents, representatives of parents' organisations (e.g. organisations for parents of children with learning difficulties or disablements), legal parent representatives and those interested in early childhood education and willing to campaign for it.

AIMS

- **To improve** early childhood education;
- **To support people** in being responsive to transitional processes in life;
- **To establish a culture of co-construction** between families, kindergarten and schools (co-operation, co-ordination and communication);
- **To facilitate transition processes** from family to kindergarten and to school with the emphasis on children and parents from vulnerable backgrounds such as children with learning difficulties and disablements;
- **To encourage networking between stakeholders** through activities organised by transition experts;
- **To promote parents' active participation in the EU** by training them to act as transition experts or through the work of transition experts they feel competent to participate in education processes with their children;
- **To use musical-cultural and scientific education** to support transitions.

"All true life is encounter." (Martin Buber)

OUTCOMES

- **Analysis** of needs of direct and indirect target group in the context of transition;
- **State of the art transition research and parent participation in the participating countries;**
- **Curriculum and training materials for trainers;**
- **Train-the-trainer course with certification;**
- **Evaluation of the project.**