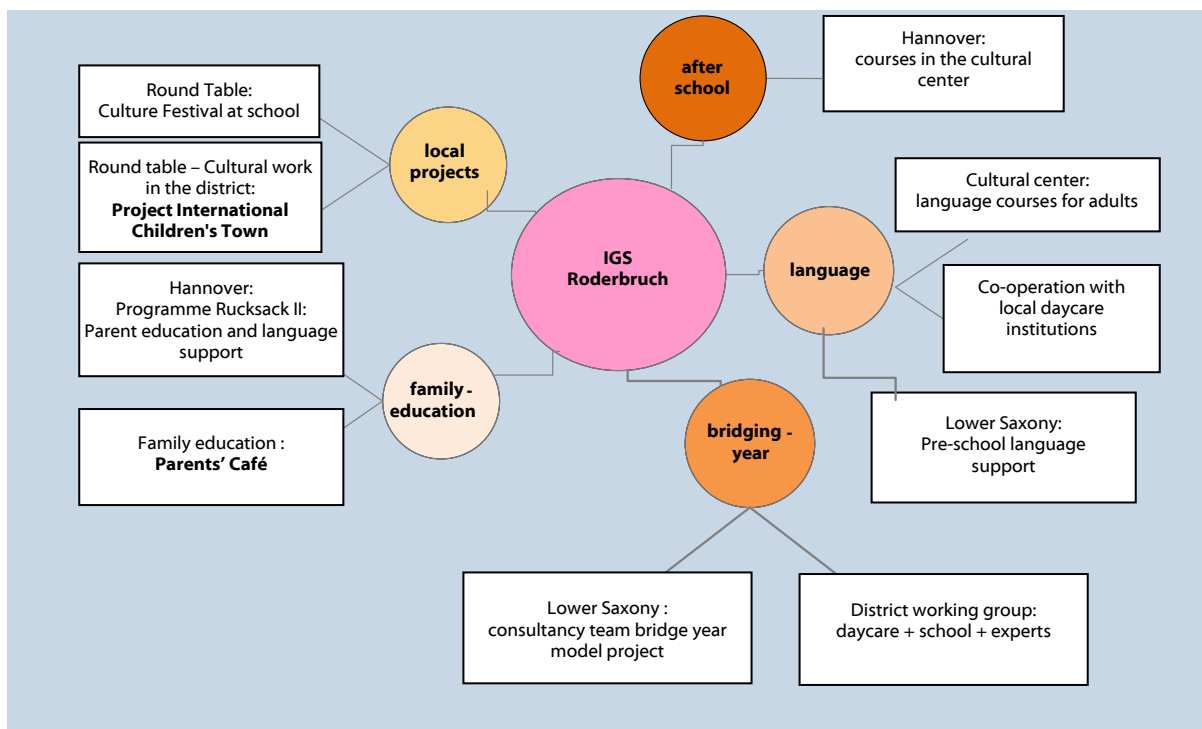


1.3.1 Networking: case studies

Networking – Examples of networking in school

Many everyday situations can be used for cooperation.



1.3.1.1 Parents' Café

Transitions are always a challenge. They are sometimes difficult and critical and at the same time they offer learning and growth chances.

Due to the events in a life cycle, transitional periods emerge that are linked with reorientations, behavioural uncertainties, conflicts et al. The decision-making competence and responsibility

acquired here strongly influence the families' educational behaviour and their willingness to accept help if they are in need of it. The involvement of parents in the work of the Primary Department of the IGS Roderbruch in Hannover before their children start school is up and running. The parents of the pre-school language support children wait between 8.10 and 8.50a.m. in the recreation area every day. They use this time for a regular Parents' Café.

The Parents' Café, equipped in cooperation with the family education unit and the district integration pilot, is open on Tuesdays and Thursdays. Here, parents receive information and have the chance to ask questions. Also, the parents are acquainted with the pre-school language support course contents or the latter are presented to them by the pre-school language support children. Thus the parents learn songs, stories and methods used in the pre-school language support course. This offer is also financed by the project unit 'language support' of the city of Hannover and the community building consortium GBH. For further information please contact
 ➔ ingrid.kroeger@awo-hannover.de

1.3.1.2 The Bridging Year: Organisation of networks within a project chain

Network cooperation at the interfaces of the learning and educational process enable tailored modules, for example, for the organization of the transition from kindergarten to school. Here, not only the child is focused on, but there are also concepts for parent education that make it easy for the parents to join in.

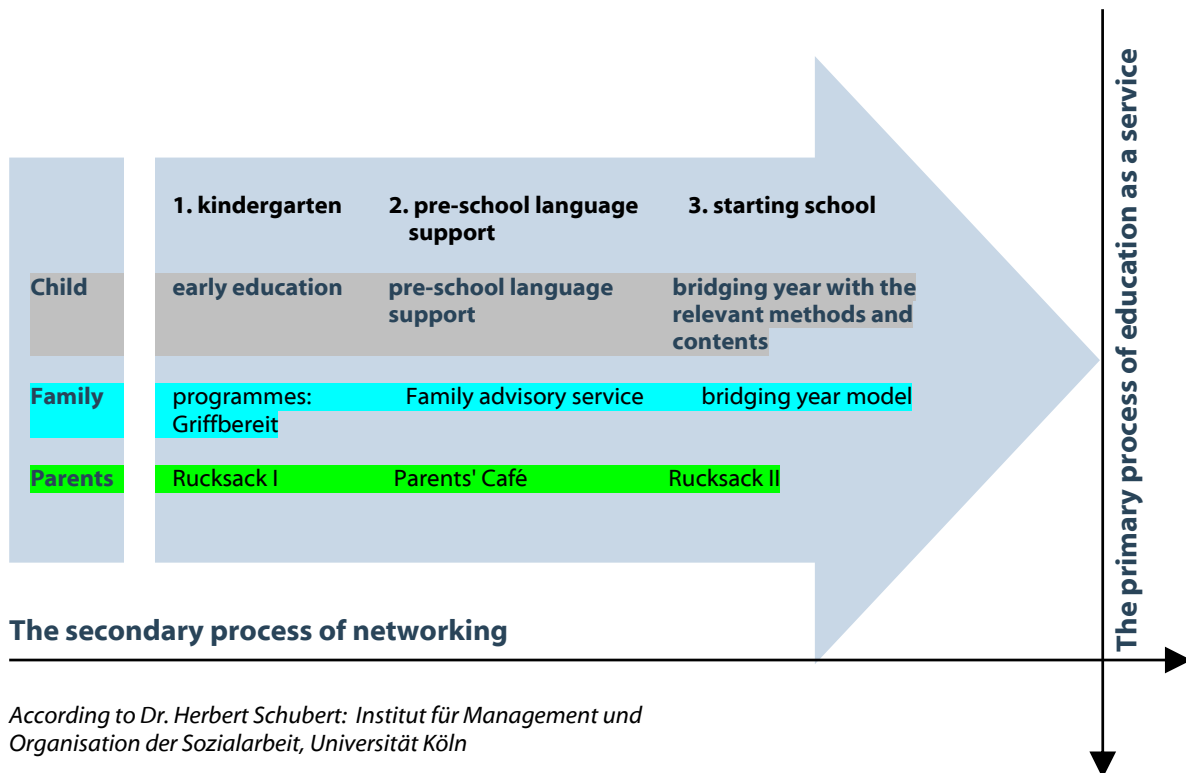
In the bridging year model project of the IGS Roderbruch the programme 'Rucksack I' is carried out in the involved child care units and the programme Rucksack II in the 1st and 2nd form.

Bridging year:

- ➔ www.mk.niedersachsen.de
- ➔ <http://www.nibis.de/nibis.phtml?menid=1962>

Programmes Rucksack I/Rucksack II:

- ➔ <http://www.raa.de/rucksack.html>



1.3.1.3 International Children's Town

Through the project work the district round table Roderbruch e.V. is able to create a joint feeling.



First planning round of the district round table talk Roderbruch e.V. for the project International Children's Town

Despite language barriers and social barriers, cultural educational projects create identifying moments and opportunities to determine people's own lives and lifestyles. Projects of this type help to make the honorary and professional potential of creative energy in the district visible and make room for acceptance. The appeal of the residential area is raised by the district projects. Parents, neighbours, people from many different nations as well as interested citizens get involved in it.

An example of this form of project work is the *International Children's Town*. The aim of the project is to express the harmonious cohabitation of different nations/religions/cultures. International protagonists (circles of friends, representatives of different nations from the district, from communities (for example, the Korean community), single persons as well as artists, professionals from "outside", schools, nurseries, girls' clubs, tractor clubs, a children's parliament were invited to plan together. The expression *international* characterizes the spirit of the project: "inter-

national" here has a positive meaning and stands for openness, tolerance and interest in mutual cooperation.

A children's town is the image of a miniature real town. The "core" of the children's town comprises the administrative areas such as the Town Hall, the job agency, the bank and the tourist office. These offices or businesses are very important for the functioning of the game structure.



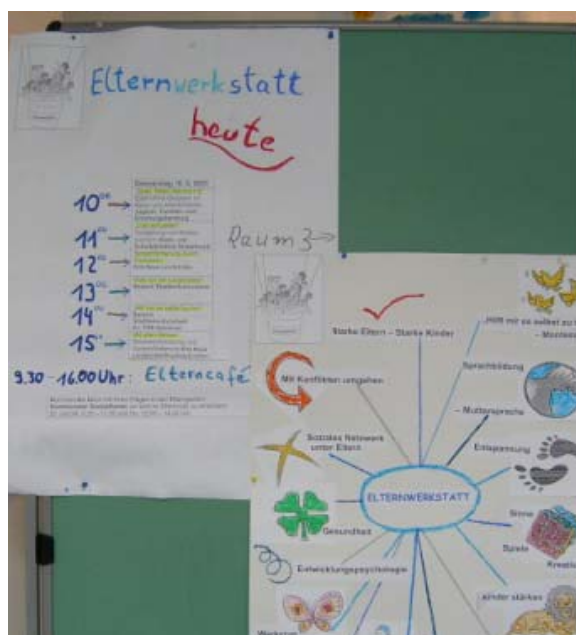
The job agency

The children who have prepared the project in the different institutions of the district were the so-called experts. The Primary Department of the IGS Roderbruch has educated many expert children within the framework of the project classes and prepared not only the administrative areas but also businesses, factories, even time schedules and culture specifics from the local area with pupils.



On each of the three project days many children came as visitors from schools and day-care centres nearby. All the children worked in the different businesses and earned the money for the children's town.

Adult visitors had to take part in a guided tour, did not receive a passport and did not join the game! If they wanted to be in the town, they could only stay in the **parents' workshop**.



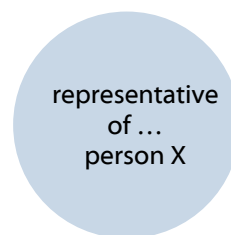
In the parents' factory, a wide-ranging offer for interested parents was developed by the networked services of Hannover North East, the Department of Education/district cultural work, the city youth department and the local family/day-care centre run by the City of Hannover together with the parents.

This offer included talks, workshops etc. on topics such as: dealing with conflicts; enjoying reading; a multisensory workshop for parents and a communication forum.

Material 1

Possibilities to visualise network relationships

For each protagonist a circle is hung up or drawn



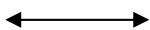
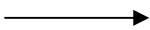
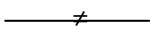


Or a big circle or an oval is chosen for a particular group of protagonists



The protagonists are to be placed such that proximity and distance in the visualization mirror reality.

Using different forms of the connecting lines, some aspects of the existing contact intensity, frequency and orientation can be pointed out. It is also possible to give some important information at central points, e.g. on major conflicts.

Symbols for this:

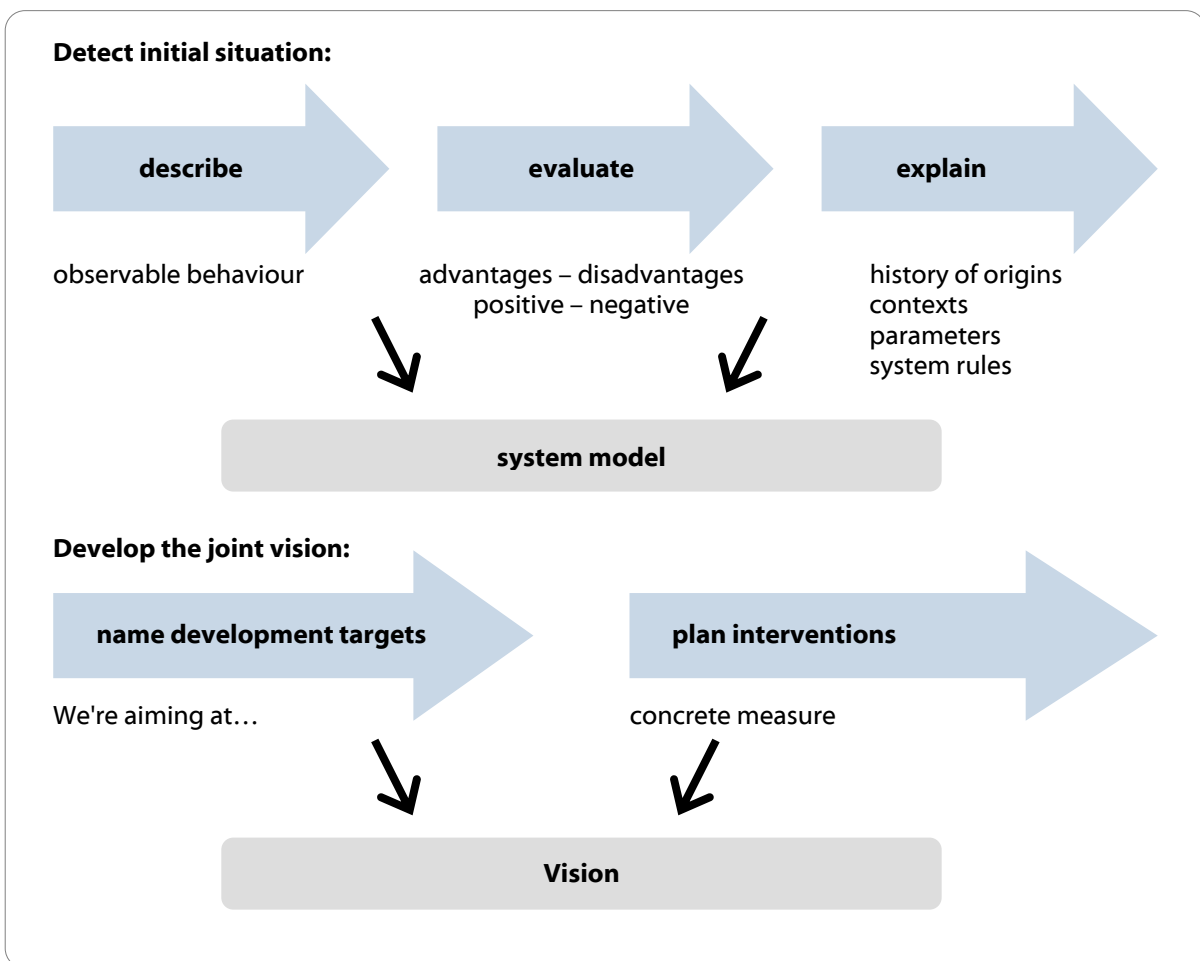
	mutual contact and/or direction of information flow
	one-way contact and information flow
	conflict (noticeable for everyone due to s.o.'s actions)
	coalition, alliance of two protagonists
	potential contacts, not utilized

By encircling you can furthermore point out centres within the network or identify central protagonists as such.

Material 2

Checklist for a network diagnosis

1. Participating stakeholders – who is joining in?
2. Target orientation – where do we want to go?
3. Make a co-operation agreement
4. Save information transfer
5. Communicate/evaluate network results



Task: Create a joint picture for everyone/develop a joint "map" of the network!

Material 3

Quality characteristics in parent education

With the development and procedure of parents' education activities the following quality characteristics must be considered in order to enhance effectiveness:

- The activities relate to the parents' and children's current everyday and life situations.
- The methods of parents' education consider the participants' individual learning situation.
- The activities guarantee that the parents participate actively and creatively.
- The stakeholders guarantee an intercultural approach through multilingual community relations, multilingual experts, use of cascaders (multipliers) from the reservoir of parents with a background of immigration according to demand.
- The activities take place both in central and local environments, where parents have easy access.
- The accompanying conditions like daycare, costs, scheduling are harmonized in tune with each activity.
- The activities are designed to fit different social structures and specific local issues within the resources available.
- The activities are part of a local advisory and educational programme.
- Visiting advisers and speakers are properly qualified.
- The activities are evaluated to establish their usefulness and the effectiveness. Official local statistical data can be tied into the evaluation.
- The topics, activities, participant access and local relevance should fit the participants' daily lives, their cultural and religious origins and their current family life phase.
- The activities should not be considered a burden, but rather a gain.
- Communication with the parents should not be condescending.
- Parents should also be used as cascaders (multipliers).
- Experts must be objective towards the target groups and dispose methodologically of a tried and tested "box of tricks".
- 'Improving parents' and their pragmatic competence in all phases of children's education requires a systematic supply function for the target groups and institutions in parent education.
- Networking of institutions and stakeholders in parent education can guarantee the above factors to a high degree.