



OMEP

World Organisation for
Early Childhood
Education

UK UPDATES

AUTUMN 2006

'Looking Forward: Looking Back'

No. 120: **How might the Transition of five-year-old children be supported by the Curriculum? A comparative study between Wales and Finland.**

Hilary Fabian and Tuija Turunen

No. 121: **Transitions into Higher Education**

Karen Grimshaw

No. 122: **A Tribute to a No-nonsense Dowager: Lady Allen of Hurtwood (1897-1976) and An Outline of the work of the Lady Allen Memorial Trust**

Dorothy Selleck

The views expressed in this Updates do not necessarily reflect those of OMEP (UK)

Editor:

Dr Hilary Fabian
The North East Wales Institute of Higher Education
University of Wales
Plas Coch
Mold Road
Wrexham, Wales
LL11 2AW
h.fabian@newi.ac.uk

How might the Transition of five-year-old children be supported by the Curriculum? A comparative study between Wales and Finland.

Hilary Fabian (*The North East Wales Institute of Higher Education*)
and Tuija Turunen (*The University of Lapland*)

OMEF UK UPDATES
Update Number 120

Autumn 2006

This paper outlines a small scale research study that took place in the summer of 2006. It explored:

1. What has been written about individual curricula at national and local levels?
2. Teacher's perspective about transition to school:
 - What is written to address the individual curriculum for a child?
 - How is the continuity of a child's learning supported by the curriculum during the transition?
3. Parent's expectations about transition to school:
 - How is the individual curriculum of the child helping parents to see the continuity of their child's learning during the transition?
 - How are parents participating in the individual curriculum planning for their children?
4. Child's view of transition to school:
 - What are child's expectations of the coming year?

Education Provision in Wales

Pre-school education

Between the ages of two and five, children can attend pre-school. The pre-school sector is a mixture of places provided by the state (maintained), voluntary and private nurseries; childminders; and playgroups.

The government's Sure Start scheme provides free nursery education for all four-year-olds and an increasing number of three-year-olds. The government is working with local authorities to develop a network of children's centres dealing with early education, childcare and family and health services. The Local Authority admits children

to a maintained nursery school at the beginning of the school year if they have achieved their 3rd birthday on or before 31 August of that calendar year. Nursery education is a statutory provision, but is not compulsory and is provided on the basis of 5 x 2 ½ hour sessions per week for each child

Primary education

All children have to start primary education in the term after their fifth birthday. Primary schools are currently divided into Key Stage 1 (five to seven) and Key Stage 2 (seven to 11). Welsh can be taught from pre-school onwards as a first and second language from primary school level.

Local Authority pre-school and school are sometimes on the same site but those children transferring from private nursery to maintained school will be on a different site.

Education Provision in Finland

Children under school age (7 years) have a statutory right to day care arranged by local government. Local authorities are required to provide day care of the kind sought by parents at day-care centres, in guided family day care or in the form of organized play.

Finnish day-care centres offer children care and a high standard of early childhood education and preschool teaching. The content of the latter depends on the age and individual needs. It can be arranged either for the entire day or for a part of it.

For six-year-olds, pre-school education is available in day-care centres or schools and is free of charge. Pre-school is not compulsory for the child, but over 96 per cent of six-year-old children are participating in it.

Pre-school teaching comprises the methods used in early childhood education. It offers conscious, goal-centred support for the growth, development and learning of children. Preschool teaching is based on the findings of research concerning early childhood education.

The curriculum in Wales

The Foundation Phase is an approach to learning for children from 3 to 7-year of age which is being introduced and will replace the Desirable Outcomes for Children's Learning before Compulsory School Age and the National Curriculum at Key Stage One. It is based on learning through play and emphasises developing children's knowledge, skills and understanding through experiential learning - learning by doing and by solving real life problems both inside and outdoors. There are seven areas of learning that form the Foundation Phase curriculum:

- Personal and Social Development and Well Being
- Language, Literacy and Communication Skills
- Mathematical Development
- Bilingualism and Multi-cultural Understanding
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

The Key Stage Two curriculum comprises the National Curriculum in Wales:

- English / Welsh
- Mathematics
- Science
- Design and technology
- Information Technology (IT)
- History
- Geography
- Art
- Music
- Physical education

The curriculum in Finland

The National Curriculum Guidelines on Early Childhood Education and Care provide a national tool for guiding early childhood education and care (ECEC). Municipalities

are to use them in assessing the extent to which their ECEC services meet the standard and specify the content and modes of action for different ECEC activities in their own, local curricula.

Individual curriculum at national level:

- An individual plan is drawn up for each child in collaboration with parents and staff.
- *aims:* take account of the child's individuality and parent's views in arranging the child's care
- *content:* child's experiences, current needs and future perspectives, interests and strengths, and individual need for support and guidance
- *continuity:* the staff should ensure that child's individual plans in kindergarten and pre-school form a functioning whole

Individual curriculum in local level:

- One of the staff meets each family (mostly mothers) at least two times during the year, usually in September or October and in May. There will be more meetings if necessary. The child may participate in the discussion, or a part of it. The child's individual plan is written during the meeting.
- There are various forms to complete: 1. information about children 2. a form to complete with the child 3. a form which parents fill in (my family tells) 4. the child's individual plan
- *content:* basic care and daily routines, conception of self and emotional life, social, motor and cognitive skills, linguistic development, perception of environment, working habits, self-expression and music/rhythm, play, co-operation with home and kindergarten, evaluation
- *continuity:* there is nothing about the transition in the forms, but the teacher said she discusses it with parents in May

Wales: Findings from the research in three privately owned nurseries

Nursery Staff (n=4)

Curriculum continuity:

- Records and development files are sent to school, but only if the parents want this to happen;
- Children follow the Foundation Phase (WAG 2003) – there is no individual curriculum as such;
- Staff thought it would be helpful if teachers visited the nursery.

Significant features for supporting transition:

- Talking to the children about what they might do and see at school;
- Familiarisation with the environment during visits to school.

Parents (n=4)

Significant features that help with starting school:

- Friendships and the ability to 'mix with other children';
- Continue with a play-based curriculum at school;
- Experiencing eating away from home e.g. at nursery;
- Parents being involved in the process;
- Nursery being structured in a similar way to school;
- Developing a routine and gaining independence e.g. 'going to the toilet on his own, doing up his shoe laces'.

Anxieties about their child starting school:

- Longer day;
- Whether or not parents should be helping with reading etc before child starts school;
- That their child will be respected and be recognised as an individual.

Children (n=12 in three different settings)

Significant features of starting school:

- Wearing a school uniform signifies the start of school. One child said that she is 'going to a blue school' because the uniform is blue;
- Some children will not lose touch with nursery as they will still go there after school until 6.00;
- Children want to be with their friends;
- It will be 'all day, every day';
- They will have 'hot dinners'.

Children's perception of what takes place at school:

- Academically they will learn 'spellings, letters, shapes';
- Play will continue as at nursery 'with Lego and play dough' but they want additional activities such as 'Spiderman'. Some had made two half day visits to the school that they would be attending.

They wanted to know:

- If there would be opportunities to go outside and appreciate their natural surroundings – for example 'butterflies';
- What sort of dressing up clothes would be at school;
- What after-school clubs would be offered;
- Who cleaned and took care of the school.

Conclusions

Nursery staff would welcome greater collaboration with school but felt that they give good support through talking with children about their expectations.

Parents thought that the confidence that their child gained at nursery will have a significant impact on their child's ability to make friends and understand the work at school. Parents were unsure about curriculum content and were more concerned that their child was able to maintain their own identity.

Children were excited about starting school and had high expectations that it would have similarities with nursery but would also be significantly different.

Finland: Findings from the research in one day-care centre with nursery (children 3-5 y) and pre-school (children 6-y). The day-care centre is in the same building with the first two years of primary school (children 7-8 y).

Nursery Staff (n=7)

- *familiarity*: The building, staff and children are familiar for the child and parents and the staff know the parents. There are also common activities. So the transition is not such a big thing for children and families
- *individual curricula*: There are concrete targets and evaluation individually for each child and parent's role is important. The child's papers, some drawings etc. are collected into his/her portfolio. Potential different views of home and kindergarten are written down.
- *transition*: The portfolio goes to the pre-school, where the teacher looks at it as a whole, not only the individual curriculum
- *children with special needs*: Transitions activities depend highly on the child individual needs and there is intensive co-operation with parents. Special education teacher and potential therapists of the children are participating in creating the individual curriculum and in transition the child's future teacher is involved.
- *questions and problems*: Do parents have a right picture of pre-school? Transition practices are not settled down and depend on the year and staff. External factors: slow decision-making in administration, lack of time, turnover and absence of the staff

Parents (n=11)

- *familiarity*: A familiar building and mates for the child. The staff knows the child and parents and this is more important than written individual curricula. Parents have great confidence in staff: they have always time for parents and the family's wishes and needs are taken into account.
- *the child's individual curriculum*: From eleven parents, four didn't recognize

there is an individual plan for their child based on the discussion with the staff. Conception of the discussion was highly positive and parents felt they could influence very well for the individual curriculum of their child. Individual curriculum is the basics for the individual support of the child. The subjects in the individual curriculum parents named: social skills, mates, play, basic care and daily routines, child's skills in different areas as motor, linguistic etc., the strength and developing areas.

- *transition*: No or weak conception how the individual curriculum is used in transition. Important things in the curriculum varied depending on the child's needs and individual curriculum considered as a good starting point in pre-school. It gives basis for individual support of the child, and parents hoped the staff have time to read their child's papers and portfolio. Some parents thought that the written papers should not take too unambiguous and staff should avoid preconception, but the child should have opportunity to be his/herself. Some parents also hope to have discussion with pre-school teacher before the school starts.

Children (n=12)

Important things:

- familiarity: staff, mates, building
- play and friends

Children's perception of what takes place at pre-school:

- daily routines are same as in day-care
- academically they will learn letters, reading and writing, maths
- they will also learn days of the week, manners, to do exercises
- they will learn by doing, teaching, learning themselves, remembering
- they will also play a lot outdoors and indoors, draw and paint, have hobby activities, play games, listen to music, skate and ski

Conclusions

Staff, parents and children felt the familiarity very important. The transition is not such a big thing because of it.

Staff gave great emphasis to the individuality of the children and parents were in an important role. The individual curriculum was considered as one part of the information. Alongside this, discussions with parents and colleagues and daily activities were important. Staff felt they should have more prolonged transition activities.

Parents had high confidence in staff in day-care and pre-school. They didn't have a clear idea about the pre-school and individual curriculum of their child and had sometimes other meanings for things than the staff. The child's individuality and social skills were important for the parents. The individual curriculum was considered important in transition situation.

Children expected things will be quite similar in pre-school but there will also be some differences. They thought the pre-school will be fun but some of the children were nervous about things they don't know yet. Staff in pre-school will some times instruct children to do things they don't want to do. 'You have to do things.'

References

ACCAC (1996) *Desirable Outcomes for Children's Learning before Compulsory School Age*. Cardiff: ACCAC

National Assembly for Wales (2000) *Key Stages 1 and 2 of the National Curriculum in Wales*. Cardiff: ACCAC

Welsh Assembly Government (2003) *The Learning Country: Foundation Phase 3-7 years*. Cardiff: National Assembly for Wales.

Comparisons between Wales and Finland Key Similarities

Staff were concerned that the transition be as smooth as possible for each child and their family. They wanted more transition activities.

Parents had confidence that the pre-school was giving their child a good start to their education. Maintaining their child's individuality and developing their social skills were seen as the key to a good transition.

Children had a definite sense of what they were going to learn at school but were also unsure of the reality of school.

Key Differences

An individual curriculum in Finland is offered compared with providing the same framework and curriculum for each child in Wales.

Parents considered having an individual curriculum as important transition tool in Finland. In Wales parents did not consider the curriculum during transition but were more concerned about the social and emotional aspects of the transition.

This paper discusses findings from a small scale research project undertaken with a first year BA (Honours) Early Childhood Studies (ECS) cohort attending University. The rationale behind this project was to examine how the institution could best cater for the individual and group 'transition' needs of ECS learners.

This project came about following poor retention figures across the three year undergraduate programme, with drop out rates at their highest within the first year of study. Reasons for withdrawal were often related to personal issues and the inability of individuals to manage time and workload effectively.

Transitions

Through out our lives we may face many transitions, including going to school, moving home, changing jobs, bereavement, relationship issues and of course going to college and/or university.

When experiencing transition the stability of our social and emotional well being is important. If we feel cared for and safe, then we feel more able to take chances and develop, we are more in control of our own destiny (Fabian, 2002). Therefore, during transition into higher education, students should be supported to establish their socio-emotional well being whilst undergoing and experiencing new ideas and change, thus, developing further independence and the ability to use and adapt transferable and life skills, knowledge and understanding.

It is important that as practitioners in the field of higher education, we do not become complacent about what we see as being the needs of our students. We need to seek

individual student feedback in order to meet their disparate needs (Petty 1998).

It is also important that we promote individual student confidence and independence by our approach, delivery, support and role modelling. Dryden *et al* (2005) emphasise the value of students clarifying their own needs, goals and intentions, which should be revisited and reflected upon on a regular basis.

Methodology

Twenty ECS first year students took part in the project. Questionnaires were distributed at the end of the first and fourth teaching weeks and at the beginning of the second semester, with a group interview/discussion taking place at the end of the first semester. The staff team were also asked to complete a questionnaire at the end of the fourth teaching week.

Feedback was sought both from students and staff regarding interview and induction processes, whilst looking specifically at workload, social and support issues over the first few weeks of study.

Key Findings

Seven themes emerged from student feedback; these were based around the following headings:

- Supportive structure
- Communication
- Culture
- Friendship/interactions
- Accommodation
- Demands
- Independence.

Supportive structure – students felt that this began at the interview stage as they were treated as individuals. This was re-emphasised during the induction period where they had opportunities to meet staff, other students and to orientate themselves to their new surroundings. Staff were approachable and gave appropriate feedback, including a kind word and a smile.

Communication – different individuals had sought information about the institution through a variety of avenues including UCAS, the University web site, prospectus and at interview. During induction and across the initial few weeks of teaching, expectations were generally clear. Workload and deadlines were given in advance and the virtual learning interface was easily accessible.

Culture – the ethos of the department was said to be positive, there was a small staff team who were as individuals generally easy to contact. The ‘open door’ policy adopted by tutors was seen as positive, with students feeling able to approach staff members if they had any questions or issues that needed addressing.

Friendship/interactions – again the interview and induction processes were commended here. During taught sessions students were encouraged to work across and within different small groups, allowing relationships to be developed and experiences shared.

Accommodation – during the interview process applicants are given a tour of the campus, this was felt to be positive as it offered some familiarity when studies began. Wherever possible, ‘base’ rooms are allocated to year groups of students across the ECS programme. This was identified by students to be a positive thing, especially within the first few weeks, offering some consistency and ownership. As the University is based around a relatively small campus, students felt that this also offered a degree of security both emotionally and socially, especially for those who were living away from home.

Demands – although the students agreed that this had been outlined to them clearly, they experienced a degree of overload and

tiredness. The need for further development of their own independent learning and time management was an issue for some, including those who have part time jobs and family commitments. Students living away from home, for what may be the first time, experienced some difficulties in organising their finances and ‘household’ tasks. Some students travelled for over an hour to attend lectures, which in some instances was draining especially during the autumn and winter months.

Independence – many aspects of the programme were identified as providing opportunities for the development of independence, including induction, directed study tasks and the provision of assessment deadlines well in advance. However, students still felt able to approach staff for support if it was needed, not just with academic issues, but with financial and personal issues also, in these instances staff members were able to refer on as necessary.

Implications

Following the analysis of the results from this small study, a number of implications emerge which will impact upon our future practice, some key issues are outlined below.

Delivery of information – the methods we use to communicate information to our perspective customers needs to be easily accessible to the audience and up to date. Although we may feel that what we offer is clear, the recipients’ understanding should be checked out as misunderstandings can easily occur. Communication is a two way process, we need to listen and obtain feedback in constructive ways that are useful to offer opportunities for reflection and evaluation for both staff and students. Many of the students taking part in this research pinpointed the interview process as where they actually made their decision to attend the University.

Staffing roles – getting the transition process right is not always easy; it takes time and commitment. However, complacency could be our worst enemy, making assumptions that we know what is best for the students is our first mistake. Partnerships across staff and student groups is important so that we

can undertake the journey together. Treating students as individuals and respecting them in their own right, getting to know them as people and taking the time to ask about their welfare were highlighted as being positive aspects. This gave students the confidence to ask questions and seek advice on academic issues as needed, thus supporting their success with assignment work.

Retention and achievement – it is hoped that if the transition into higher education for the students undertaking this particular ECS programme is managed appropriately, then retention and achievement will improve. This is an area to be monitored over the next two academic years, especially with the group who were involved in this particular project.

References

- Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) *Essential Early Years*. London. Hodder Arnold.
- Fabian, H. (2002) *Children Starting School*. London. David Fulton Publishers.
- Petty, G. (1998) *Teaching Today (2nd Edition)*. Cheltenham. Nelson Thornes.

Acknowledgements

Thanks to Dr Hilary Fabian for previous work undertaken on transitions and thank you to the students for their participation, openness and sharing of ideas.

Conclusions

Similar projects to this will be conducted with the next two cohorts of the BA (Hons) Early Childhood Studies students at the same University. In addition to looking at the issues previously outlined in this paper, an analysis will be undertaken relating to post code areas and entry qualifications, to ascertain if these impact upon the student transition, the retention of individuals and the assignment grades/degree classifications they gain.

If we highlight the impact of a variety of transitions to our students and discuss their own experiences and how they felt, perhaps this may impact upon their work in the future, not just the support they offer to children, but also to colleagues, team members and parents.

A Tribute to a No-Nonsense Dowager: Lady Allen of Hurtwood (1897-1976) and An Outline of the work of the Lady Allen Memorial Trust

OMEP UK UPDATES
Update Number 122

Autumn 2006

Dorothy Selleck (Eiddona): OMEP (UK) National President

Lady Marjory Allen of Hurtwood was an able, strong and forthright advocate for children: she strove to overcome injustice and championed children's rights, particularly for orphans, the disabled and the deprived. In Britain she was a leader of many organisations, striving to improve conditions for children, and later worked with UNESCO and UNICEF on international projects. She was a founder leader of L'Organisation Mondiale Pour L'Education Prescolaire', OMEP, and her high level international contacts brought great benefits to early years provision in Britain.

As a child, Marjory Gill was brought up on a farm, within a large, loving and secure family, with much fun and affection. At Bedales School she followed her own interests and eventually became a landscape architect. Her great interest was in giving children the same opportunities as she had enjoyed by learning through good play opportunities. Nationally and internationally, she strove to improve children's lives by tirelessly appealing to politicians, the media and influential members of society to help overcome the injustices suffered by many children. Her recorded speeches and articles reflect her enthusiasm, and practical approach to solving problems. Lady Marjory was happily married to Lord Clifford Allen, a pacifist, socialist and internationalist, who helped to clarify and present her ideas effectively. Their daughter was a constant inspiration to them.

With great vision, determination and imagination, she inspired others to work with her in improving provision in nursery centres. During the war (1939–1945), she organised teams of skilled craftsmen to work with many voluntary groups in making stout toys and nursery equipment out of remnants from

bomb sites. Neither time nor materials were wasted!

Lady Allen's spirited leadership of The British Nursery Association (1942-1951), gave her opportunities to challenge government strategies aimed at persuading women to work full-time in munitions factories, leaving their babies and toddlers in day nurseries, run by the Ministry of Health. Lady Allen fought to give women a choice to work or stay at home for the first two years of a child's life. In 2006 this debate continues!

In the 1943 Education White Paper, Lady Allen fought hard, through lobbying members of parliament and via the press, to make nursery provision for three to five year olds statutory rather than permissive, within primary education. Sadly, within the 1944 Education Act, it was stated that local education authorities had a *duty* to provide nursery education as part of the primary phase. Alas, since then, in many local authorities, when finances were limited, nursery provision was sacrificed as it was not compulsory. Young children and their families suffered. In order to overcome this deficiency, Lady Allen realised the need to combine health, social services and education at national and local levels in a joint 'Ministry of Children'. Then there would be less likelihood for unfortunate children to slip through the net. Until 2004 children's services have been fragmented, but now there is hope for more integrated services, many based in new 'Children's Centres' (2006).

In the nineteen forties there was a severe shortage of adequate nursery accommodation. Lady Allen designed pre-fabricated, purpose built nursery centres, and fought hard to get a favourable adult-child ratio of one adult to eight, or ten, children.

Her understanding of the functions of national and local government and her political acumen made her well able to present clear arguments for good nursery and suitable residential provision for children. She was able to influence local groups, powerful business leaders and members of the war-time coalition cabinet. Her influence is clear in the recommendations of 'The Curtis reports'. Her pamphlet entitled 'Whose Children?' revealed the plight of many children in voluntary, church and state children's homes, some of which were harsh and indifferent to young children's feelings. Lady Allen saw the dreadful situations through the eyes of the children. Even today, some of us remember the public outcry in 1945 when it was revealed that two orphaned boys on a Shropshire farm were worked, thrashed and starved so badly that one died (Dennis O'Neill). This evidence greatly influenced the content of the Children Act of 1948, which provided some safeguards and more regular supervision to prevent such tragedies. Yet in the 21st. century, Victoria Climbié recently died through cruelty and neglect. Why do children have to die before some drastic action is taken?

Lady Allen created beautiful gardens, and from 1939 to 1946 was Vice-president of the Institute of Landscape Architects. Her burning ambition was to make gardens and adventure playgrounds for British children, as she had seen in Scandinavia. This she undertook with great vigour, lobbying those in power to gain financial and practical support. Many of her inner city playgrounds continue to function, once under the aegis of the Playground Association and the International Association for the Child's Right to Play. The outdoor play areas attached to nursery schools and children's centres display the genius of Lady Allen in using space and materials in aesthetically pleasing ways.

Lady Allen was so keen to spread good nursery practice that she persuaded R. Arthur Rank to make a film showing best practice. It showed the close relationship between nursery staff and parents and was entitled: '*Double Thread*'. This was used effectively across the country by nursery staffs, and was later used at UNESCO conferences. Many of Lady Allen's articles concentrated on creating

a rich environment for young children, in which they could develop their creative, imaginative and constructive play on their own and in groups, both indoors and outside. Thus, gaining confidence and learning to co-operate with others.

In 1945/'48 there were many young children and their families misplaced across Europe. Lady Allen, together with Alva Myrdal of Sweden and Suzanne Herbinier-Lebert of France, worked hard to create OMEP: The World Organisation for Early Childhood Education intended for all who are involved with children up to the age of eight. It was a tremendous challenge to involve the leaders of early childhood activities in many countries, with different regimes and approaches. Lady Allen created the first draft constitution, with the help of UNESCO colleagues. The first OMEP World Assembly, with sixteen countries represented, was at Charles University, Prague, immediately following a world seminar arranged by UNESCO. The aim of OMEP is to improve the quality of provision for young children and for those who work with them. This is to be undertaken by:

'Publishing books and pamphlets on child development; encouraging seminars, workshops and study groups on child growth; promoting the establishment of good institutions for young children; working for better legislation for the protection of children and families; giving consultations on child development problems; improving standards of teacher education; co-operating with other professional community and government groups in work for young children; participating in short-range and long-range planning at local, state or national levels...'
(by Marjory Allen)

The status of OMEP is that of an international non-governmental organisation which co-operates with other national and international organisations with similar aims. It has consultative status with UNICEF, UNESCO and The Council of Europe. OMEP champions children's rights under the United Nations Convention and supports the UN Resolution for 2000 – 2010 Decade of Peace and Non-violence.

These activities continue to be undertaken in sixty five countries, with full OMEP membership and in a further five countries with preparatory membership status. There are vice-presidents, representing the five world regions, and Sra: Selma Simonstein of Chile is World President. The work of OMEP for young children continues in all these countries and upholds the aims so wisely fashioned by Lady Allen. Each year OMEP issues two international journals of research accounts, which are highly valued in academic circles.

From 1949 onwards Lady Allen worked for UNICEF (United Nations International Children's Emergency Fund) as a liaison officer and travelled extensively to see projects in very poor communities. Her OMEP work took her to Scandinavia and the USA, where she undertook lecture tours on the fundamentals of good early years provision, and learnt more of the value of adventure play facilities for children.

Lady Allen's contribution to early childhood care and education in Britain and across the world has been inestimable. The implementation of her ideas in effective practice has enriched the lives of generations of children and of those who work with them.

References:

Allen, M. and Nicholson, M. *Memoirs of an Uneducated Lady*. London: Thames & Hudson.
The papers of Lady Allen, at The Modern Records Centre. University of Warwick.

THE LADY ALLEN MEMORIAL TRUST:

Three organisations, of which Lady Allen was a founder member: OMEP, The International Playground Association and The Handicapped Adventure Playgroup Association, set up a Trust as a Registered Charity to provide scholarships to commemorate and extend her work. The scholarships are awarded annually to selected candidates for travel at home and abroad, to enlarge their experiences and enhance the quality of their work with children and families.

Applications are welcome from those working with children, especially the disabled or disadvantaged. Attendance at conferences, award bearing courses or academic research is not funded. Awards do not usually exceed £1000 (UK Currency). Closing date for applications is 15th January; short-listing in February and awards granted in March. Successful candidates will be notified in March.

Application forms and further details are available from:
The Honorary Secretary, Caroline Richards,
89 Shapleigh Road, London, SW12 8TY.

Recent grants have been awarded to early year's workers for visits to special needs facilities in California, and to see a range of toy library services in the UK.