

other and thus get to know life outside their own families, this applies to little less than 50 % of the immigrant children. And the extent of non-institutional child care (e. g. with relatives or neighbors) is clearly lower in immigrant families than in Swiss families.

Consequences of child care for school success: Children who, from third year on, have received care and support not only in their families but also in day nurseries, playgroups, child-minding families, or in kindergartens, get better assessments of their cognitive, linguistic, and social abilities from their teachers than children who grow up solely within their immediate family circles. In particular, immigrant children who receive complementary care at preschool age manage the transition to school significantly better than children who lack this mediating link and have to make their way in a world "unfamiliar" to them.

In Switzerland, there are diverse transitory spaces that function as a link for disconnectedly structured worlds of preschool children and are provided in many forms. Despite their rich diversity, they are still few and far between, little known and hardly coordinated – with the exception of those in the canton of Ticino (italian part of Switzerland). It is, therefore, important to accelerate the promotion of high-quality child care facilities. In time this could prevent later learning difficulties and behavioral problems at school.

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*UPCOMING CONFERENCES – PRÓXIMAS CONFERENCIAS – PROCHAINES
CONFERENCES*

XXIV World Congress of OMEP will be held in Melbourne, Australia from July 21-24, 2004. The theme of the conference is "One World: Many Childhoods".

More information about the conference is available at the following website
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