Preventing School Failure:
The Relationship Between Preschool and Primary Education
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Preventing School Failure: The Relationship Between Preschool and Primary Education

Proceedings of a workshop on preschool research held in Bogota, Colombia, 26–29 May 1981
Résumé

Cette publication contient les exposés présentés au cours d’un séminaire sur la relation entre l’éducation préscolaire et primaire qui a été tenu à Bogota, Colombie, en mai 1981, sous les auspices du CRDI et de la Fondation Ford. Le séminaire a réuni des chercheurs en éducation préscolaire venus de diverses régions du monde et spécialisés dans différentes disciplines. L’éveil précoce des enfants fut examiné à la lumière des études de cas et des programmes nationaux présentés, et analysé en fonction des effets à court et à long terme qu’il peut avoir sur le développement de l’enfant et son succès lors de son entrée dans le système scolaire. Les travaux sont groupés sous trois grands thèmes : recherche et action en éducation préscolaire et primaire; considérations sur le problème de l’éducation préscolaire et primaire; et discussions et recommandations générales.

Resumen

Esta publicación contiene las ponencias presentadas en un seminario sobre la relación entre educación preescolar y primaria, celebrado en Bogotá, Colombia, en mayo de 1981 bajo los auspicios del CIID y la Fundación Ford. El seminario reunió a investigadores de la educación preescolar procedentes de diversas regiones del mundo y con diferentes formaciones disciplinarias. La estimulación infantil temprana fue vista a la luz de los estudios de caso y los programas nacionales presentados, y analizada en función de los efectos que a corto o largo plazo puede tener sobre el desarrollo del niño y su éxito al ingresar al sistema educativo formal. Tres amplias secciones agrupan los trabajos de acuerdo con los temas tratados: investigación y acción en educación preescolar y primaria; consideraciones sobre la problemática preescolar y primaria; y discusiones y recomendaciones generales.
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Early Childhood Education and Preschool Intervention: Experiences in the World and in Turkey

Cigdem Kagitcibasi

This paper deals with two different but related topics. In the first part, problems of evaluation and problems of conceptualization regarding preschool intervention programs are discussed. Thus, in this theoretical part an attempt is made to understand how far research on preschool education has gone.

The second part of the paper deals with the situation in Turkey and presents the “Early Childhood Development and Education Project.” The project derives from the basic premise that a comprehensive approach to preschool education is needed, incorporating the child’s immediate social environment, and that preschool education with such an approach constitutes a supportive environment for the overall development of the child. These views fit with some of the basic arguments presented in the first part of the paper.

Problems of Evaluation

Since the beginning of the wave of preschool research and development 2 decades ago, literally hundreds of studies have been conducted in many parts of the world and especially in the United States. Numerous attempts have been made at describing, categorizing, and evaluating preschool programs and studies (Blackstone 1973; Grawe 1979; Hunt 1974; Katz 1977; Pollitt 1978; Smilansky 1979). Preschool intervention has aroused much debate. On the one hand, it has been claimed that programs “can not compensate for society” (Bernstein 1970) and that they are “a lost cause” (Eysenck 1969), on the other hand, it is contended that “such judgements overstate the case against compensatory education” (Chazan and Williams 1978).

The controversy has revolved around the core question of whether or not preschool intervention works. The answers to this question vary greatly, and there appears to be less than a consensus about the criteria for deciding when a program works.

Programs that involve the parents and the family and have a community-integrating comprehensive approach are more successful than programs that involve only parent education or that only work with children away from home. Short-term programs are not as effective as follow-through programs. Comprehensive longitudinal fostering programs can produce sustained results. “Traditional” preschools produce very limited change in intelligence quotient (IQ). Generally, children who originally score lower in IQ tests demonstrate more change as a result of intervention. Trends in IQ changes seem to be similar for different ethnic groups and geographic localities (in the urbanized, technologically advanced societies).

Some of the issues in the evaluation of intervention programs are clearly of a methodological nature. Among these are the dependence on IQ measurement as the evaluation tool, the vague criteria for success, and the short time span after the completion of the program, which does not allow any possible “delayed effects” to be identified. Thus, the inadequate design of the evaluation studies and the inappropriate research tools and measurement instruments might be responsible, to some extent, for the reported failures. Zimiles (1977), for example, notes a decline in the reliability and validity of assessment measures and complains that process evaluation has not truly replaced product evaluation. It is, therefore, not always possible to know whether a negative evaluation implies the failure of the program or the weakness of the evaluation process itself.
Problems of Conceptualization

Many of the issues mentioned above relating to evaluation and even to methodology stem, at least partially, from certain problems of conceptualization. These problems appear to be inherent to both intervention programs and to evaluation studies.

Unidimensional Conceptualization of Development

One of the first problems is a unidimensional conceptualization of development, namely, cognitive. Cognitive development is stressed often at the expense of other dimensions of growth. This emphasis derives, on the one hand, from an implicit assumption of the efficacy of education in promoting equality, and, on the other hand, of "the availability of what have been thought to be appropriate methods for measuring intelligence and achievement as educational outputs" (Blackstone 1973). Even though there has been some shift of emphasis from more narrow behaviouristic and cognitive approaches to more comprehensive ones (Franklin and Biber 1977; Zimiles 1977), the bulk of evidence on the gains (or lack of gains) from compensatory education refers to intellectual development.

The development in this one dimension, furthermore, is assessed mainly in terms of IQ scores, based on traditional intelligence testing. The gains in IQ vary widely from about five points (Deutsch et al. 1974; Gray 1974) up to 20–29 points (Heber 1972, Smilansky 1964).

With exclusive dependence on IQ upgrading as the success criterion, findings of small gains and even regressions of IQ after the first year (Deutsch et al. 1967, 1974; Gray and Klaus 1970; Hodges et al. 1967; Smilansky 1964) raise doubts about the value of preschool intervention. Yet, certain statistical artifacts such as regression toward the mean in repeated testing and ceiling effects may account for these findings, at least partially. Thus, even if IQ gains are used as the sole criterion of success, the available evidence would preclude an indiscriminate conclusion of failure. Furthermore, exclusive dependence on IQ gains diverts attention from other developmental gains preschool intervention programs might provide.

Cognitive development up to the child's full potential is, obviously, a most important goal of preschool intervention. Yet, cognitive development is but one aspect of total human development; it cannot be treated in isolation from this totality. There needs to be a recognition of the interdependence of the different aspects of the total individual. This is not realized by using IQ measurement alone to test the success of the programs.

There is widespread concern that IQ gains disappear after the first year of intervention, or after the child leaves the program, by the end of the second grade (Deutsch et al. 1974; Smilansky 1979; Weikart 1967). One possible explanation might be that initial IQ gains are achieved with exposure to a "directive cognitive" approach (Smilansky 1979). However, as this cognitive development is not supported by a corresponding growth of the child's self-confidence, independ-ence, and initiative, it will not be self-sustaining after the completion of the program. It is probable that the failure of some intervention programs in producing lasting IQ gains or cognitive development is owing, ironically, to the exclusive concern of these programs with cognitive growth.

Treating the Child Out of Context

A second related problem of conceptualization is abstracting the child from his or her environment and treating him or her in isolation. Taking the child out of context inevitably limits what can be done in an intervention program. A great deal of evidence about intervention programs obtained within the last 2 decades points to the importance of supporting the immediate social environment of the child (Gordon 1975; Gray and Klaus 1970; Levenstein 1976; Ortar 1973; Smilansky 1979; Weikart 1970). Specifically, helping the mother build a new awareness of herself as educator and of the child's cognitive needs and promoting cognitively oriented, affectively based mother-child communication appear to be key processes. Home-based programs as well as centre-based programs of parental involvement or their combination are found to be quite effective (Johnson et al. 1974; Smilansky 1979).

With home involvement there may be also secondary gains in the form of vertical diffusion to younger siblings and even horizontal diffusion to neighbours (as evidenced by Gray and noted
by Smilansky 1979). Such a comprehensive approach capitalizing on the child–family–community interaction would be beneficial not only to the child but also to the family and the community, because it could be an impetus for change in various spheres of activity promoting efficacy, competence, awareness, and skills, which, in turn, would provide the child with a more stimulating, nourishing environment.

Such an approach would also avoid creating two different and possibly incompatible environments for the child — the preschool and the home/community environments — so that when the former ends, the child could fall back on the latter for continued and similar support. This again necessitates a comprehensive conceptualization of the intervention program.

**Baselines**

A third problem of conceptualization refers to baselines. Evaluations of preschool intervention programs, whose main criticism is the limited upgrading of the IQ, are based on evidence from the developed countries. In view of this, questions such as the level of deprivation, the meaning of being disadvantaged, and the definition of the program goals come to the fore and are reflected in the issue of baselines.

The disadvantaged populations in developed countries, even though very much deprived relative to the society at large, may not be considered disadvantaged when compared with the disadvantaged populations in developing countries. Thus, judgments of "failure" about intervention programs in the former cannot be generalized to the latter.

The disadvantaged children in developed countries, although much worse off than the middle-class children, still benefit from some of the basic technological achievements of the society at large. They usually have some exposure to radio and television, to paper and pencil, maybe toys, pictures, and even some books and magazines. These are all important stimuli for cognitive-perceptual development, to which the disadvantaged children in the developing countries have less exposure. From which initial level of intellectual competence the children are starting their participation in an intervention program may be an important consideration for determining how much gain could be expected. This may differ according to the level of deprivation characteristic of the populations concerned.

Indeed, there is evidence, as noted earlier, that children who originally score lower in IQ tests demonstrate more change as a result of intervention. This is probably because children from more deprived environments perform well below their potential and when exposed to intellectual fostering make up the deficiency. In other words, greater gains are possible with lower baselines of performance.

Better conceptualization and specification is, therefore, needed of the children's level of competence and the goals of the program in terms of realistically possible gains for every intervention program. Given the wide variations among the disadvantaged areas and populations, generalizing is not recommended.

**Preschool Education in Turkey**

Turkey is a country where a standardized widespread system of preschool education does not exist. There is also a shortage of child-care institutions for deprived children and those in need of protection. The census figures of 1975 indicate a population of about 7.5 million (today estimated to be 8 million) children 0–6 years old. Of this population, more than half are in the 3–6 year old age group.

Fewer than 50 000 children alone benefit from any sort of institutional preschool services, child-care services, and the like (6 in 1000). These figures indicate the seriousness of the problem at hand. The small number of service institutions available belong to various public organizations, mainly the ministries of education and health, and to private organizations and individuals.

The Ministry of Education provides services to the 3–6 year old age group and the Ministry of Health serves all children 0–6 years old, as do the Union for Child Welfare and other charitable child-care associations. Underprivileged children have priority to services, especially the care centres of the Ministry of Health and charitable associations. However, as apparent from the numbers, the available services fall far short of reaching the children who need them.

There are estimated to be 200 000 children (0–6 years old) who need special protection (e.g., children from broken homes, alcoholism or crime at home, single parent–working mother, low-income, etc.). Only 7000 among them are cared for in the Ministry of Health and the Union for Child Welfare centres. Most of these care centres are in urban areas.

Moreover, the care provided is mainly custodial, and very little education is available. Education is more conscientiously pursued in the preschools belonging to the Ministry of Education, universities, private groups, and individuals, but
these institutions do not usually serve the children from deprived and impoverished areas. Furthermore, the education they offer is often that of the traditional preschool and might even be considered a downward extension of primary school.

Primary school education (5 years) is compulsory in Turkey. However, some remote villages still do not have schools, although their numbers are decreasing. Together with the lack of services in certain underdeveloped areas, the inability or unwillingness to send children, especially girls, to school add to the problem. For example, 1975 census figures show that of the total 2,079,912 11–13 year-old children in Turkey, 491,127 are illiterate, the majority being girls (315,217 compared with 175,910 boys). Even though this is not very high relative to the total number of children up to age 13 who have had schooling (4,990,054), it is still a substantial number indicating less than universal primary school attendance.

Early Childhood Development and Education Project in Turkey

The Problem

A widespread need for preschool education in Turkey was keenly felt by a group of researchers, child development experts, and practitioners of early childhood education who came together in 1978 with the common concern of studying the state of early childhood development and education in Turkey, developing working models, and preparing materials for the launching of widespread programs. The group started working in close connection with the Turkish Ministry of Education and the project was completed in 1980.4

The allocation of efforts and scarce resources to early education in a country where universal primary school education has not yet been achieved needs to be justified. In such a context, preschool education is considered by many to be a luxury. The contention here is that especially in a country like Turkey, when compared with more advanced countries, far from being a luxury, preschool education is a necessity.

First, female literacy and education are still low in Turkey,5 especially in poor areas where mothers often lack the skills obtained through formal education that would contribute to the intellectual development of their children. The same is true for other aspects of child rearing such as nutrition and protection from accidents, disease, and death.6 When preschool education is conceptualized and organized as a sum total of education for the young child plus parent education and as a support system to the child and the family, the inadequacies of parental care owing to a lack of education and inadequate economic means can be compensated for to some extent.

Second, children growing up in poor environmental conditions, especially in remote areas, often lack the necessary intellectual stimulation in early years. They are, thus, disadvantaged from the start when compared with middle-class children — the result being lower levels of achievement in the formal educational system and greater numbers of school dropouts. This results in a great loss of labour that cannot be afforded economically or socially much less at the individual level.

Third, with the advent of industrialization and the introduction of technology into agriculture since the 1950s, there has been a great movement of the population from the rural to the urban areas in Turkey and even into Europe. So much so that in 1950 while the country was only about 20% urban today it is 47% urban. Thus, the picture is no longer that of a predominantly agrarian society where the children are cared for within the extended family with the mother present or being replaced by relatives living nearby. Quite the contrary, with the migration of small family units and the ever-increasing participation of women in the labour market, in the urban context sometimes there is nobody to care for the child.

Thus, the problem is urgent and of immense proportions. It is also recognized as such, and early child-care and education services are being launched by governmental and nongovernmental

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4 The project staff included the following persons: Project Directors — Dr Cigdem Kagıtçibşı (Bogazici University) and Dr Selçuk Özgediz (World Bank, formerly at Bogazici University, co-director in the first phase); Project Team — Dr Güler Okman (Bogazici University), Dr Gündüz Vassaf (Bogazici University), Dr Ayhan Aksu (Bogazici University, partial work), Dr Güney LeCompte (formerly Hacettepe University), Dr E. Kisisel (Hacettepe University), Dr Sema Kut (Hacettepe University), Dr Serap Maktav Yıldırım (Ankara University), Ms Zafer Sukan (American Academy for Girls), Ms Sema Ulcay (Child Welfare Organization), Mr Ertan Kahramanoglu (School of Social Work), and Mr Tengiz Alper (architect).

5 One nation wide study carried out in 1975 (Kagıtçibası 1981) found 46% illiteracy among women (compared with 13% among men). Child mortality is still very high in Turkey, higher than would be expected on the basis of the country's level of development.
organizations. Yet, launching services overnight without the necessary preparation is neither possible nor advisable. It is here that the "Early Childhood Development and Education Project in Turkey" becomes relevant.

Scope

The basic goal of the project is to contribute to the healthy development and education of the preschool-age child in Turkey. Toward this goal, reaching the preschool teacher and the parents and training them and sensitizing them to the needs of the child assume importance.

The issues discussed in the previous section under Problems of Conceptualization point to the need for a multidimensional conceptualization of child development for dealing with the child within his or her immediate sociocultural environment and for considering the baselines of performance. These issues are highly relevant for the current situation in Turkey. A comprehensive approach is needed to child welfare and education that also incorporates services to the family and community. Women's nonformal education assumes great importance in this context. Preschool services, conceptualized in such a comprehensive fashion, can provide a supportive environment for the overall development of the child.

The project, accordingly, has such a wide scope in its comprehensive approach to the problem. The preschool is considered within the sociocultural context of the community, and its relations with the family and the community are emphasized. Nonformal parent education, especially for the mother, is an inherent part of the project, conceptualized as a basic support both to the child and to the parent. Curricula and materials for both the preschool and for teacher training are coordinated for the overall development of the child.

The project undertook to deal thoroughly with the preschool education issue in Turkey by examining three main interrelated aspects. One of these consisted of studying and evaluating the present situation in the country and making preliminary recommendations for change. The second aspect of the study was conceptualization and model building regarding early childhood education in Turkey. Detailed recommendations, plans, and proposals were prepared regarding teacher training and harmonizing preschool education with primary school education. The third aspect was the production of materials for use in preschools, teacher training, and parent education.

The project progressed through two phases. The materials developed in the first phase were revised on the basis of their application in three different teacher-training programs as well as in response to numerous recommendations provided by people interested and involved in education in Turkey to whom the first versions of the various books and reports were sent. This was done because feedback coming from practitioners in the field, especially teachers, was considered important. It allowed the researchers to benefit from their experiences. Teacher training was undertaken by the project staff in collaboration with the Ministry of Education.

The activities and numerous outputs of the Project can be grouped under three general headings: research-evaluation, conceptualization and proposals, and material development.

Research-evaluation: A number of research reports were prepared as groundwork for describing and analyzing the present situation of preschool education in Turkey and general recommendations were made for improving it. The reports were designed also to understand the place of the child in society and to draw attention to the Turkish sociocultural context in which new programs could be started. The four reports are the following:

(a) The first study presents a detailed account of the existing preschool services and the system of education for preschool teachers in Turkey. It includes all the relevant statistics, province by province; evaluates the system and quality of preschool education; and makes recommendations to meet the needs. Both the quantitative and the qualitative inadequacies of early education services are noted together with their uneven distribution in the country.

(b) The second study surveys research results pertaining to the development and care of the child within the family. The aim is to picture the context in which natural development takes place. Relevant research findings are used (Basaran 1974; Kagitcibasi 1977, 1978, 1979; Le Compte et al. 1978; Oztürk 1969) to describe child socialization and development within the traditional family and community. It is noted that the predominantly economic value attributed to children by the parents, their material expectations from them, and the general child-rearing techniques create a social and psychological environment not conducive to the development of initiative, independence, and self-confidence in children.

(c) The third study reports the existing laws related to children and makes recommendations
for the establishment of a new judicial framework
to allow for a well-integrated approach to early
childhood care and education. In the second
phase of the project comprehensive draft legisla-
tion was prepared, deriving from this report:
"Draft Legislation Respecting the Care, Devel-
opment and Education of Preschool Age Chil-
dren."

(d) In the fourth study research and publica-
tions related to children in Turkey are compiled
and a list of children's readers is prepared.
Regarding the latter, it is noted that in recent
years both the quantity and the quality of reading
material for children have increased although
material is still not adequate and not evenly dis-
tributed over different regions of the country.
All this groundwork has led to the understand-
ing that programs or models developed elsewhere
can not be directly applied as they would not
quite fit the local needs and conditions. Rather,
there is a need to develop our own models, based
on experiences and findings of research and
applications carried out and used abroad, but
adapted to our own cultural/social/economic
framework and meeting our own needs.

Conceptualization and proposals: The follow-
ing five studies fall under this heading:
(a) A report was prepared providing flexible
models of application for early child care and
education. These models are designed to fit the
diverse needs of urban and rural communities
with different levels of development. The follow-
ing points were emphasized: (a) priority is given
to serving the disadvantaged children (those in
remote rural areas, from poor families, whose
mothers are working, and whose home environ-
ment is not conducive to healthy development),
(b) full-year programs that can be coordinated
with parents' work conditions are given priority,
(c) inexpensive programs and materials are
recommended that optimally utilize the existing
resources (buildings, grounds, home-produced
materials, etc.), and (d) community participation
and cooperation is aimed as much as possible,
both to instill responsibility, collaboration and a
sense of belonging in the community and as a
means of educating the parents by getting them
involved.

(b) The second study dwells on the principles of
eyear education programs and has led to the
development of a full-fledged preschool educa-
tion program: "Proposal for Preschool Educa-
tion Program." This detailed proposal is in line
with the "Goals of Turkish National Education";

and is also compatible with primary school pro-
grams and curricula. Continuity and integration
between preschool and primary school is sought
with relation to basic education, program goals
and principles, methods and techniques, curric-
ula, and planning and application.

c) The third study is the "Proposal for the
Training of Preschool Teachers" and includes the
following: philosophy and goals of preschool
education and of preschool teacher training,
detailed curriculum and program recommenda-
tions for university-level preschool teacher train-
ing and for high-school-level teacher's aid train-
ing, course coordination, and student evaluation
criteria.

In designing the programs for both the pre-
school, (b) above, and the preschool teacher
training, (c) above, the main contention is that
"the multidimensional development of the child"
and "learning to learn" can materialize in a pre-
school education context where the teacher is not
a symbol of authority but rather where there is
mutual communication and interaction between
the child and the teacher, based on love, trust,
and respect. The goal of the child's overall devel-
opment is conceptualized in four interrelated
dimensions: (a) development of self (confidence,
self-control, independence, positive self-
evaluation, and sex role learning), (b) cognitive
development (creativity, problem solving, pro-
ductivity, and language development), (c) phys-
cal development (learning about the body and
bodily hygiene and muscle development), and (d)
social-emotional development (love, positive
interpersonal relationships and social responsi-
bility, learning cultural and humanitarian values,
and learning about the environment).

d) The fourth study outlines the basic princi-
ples of parent education through the mass media
as one aspect of a comprehensive approach to
early childhood development and education. The
topics emphasized are: expectations from chil-
dren (including sex role expectations), develop-
ment of internal control by the child (including
moral development and child discipline), and
cognitive development of the child.

e) Finally, the fifth study is presented as a
report on "Physical Planning and Design Crite-
ria" for preschool education. The emphasis here
is the conceptualization of the preschool physical
environment in terms of the preschool-age child's
characteristics and needs. In both urban and
rural areas child-school--family interrela-
tionships are taken into consideration in physical
planning, which should have a positive effect on
these relationships. Details, drawings, designs,
and plans are included as examples.
Material Development

In view of the research and evaluation of the present situation in Turkey and in line with the conceptualizations of the Project, a number of basic educational materials were produced. These materials consisted of one report and five books.

The report presents in detail the designs, with measurements, of educational materials, toys, and tools for use in preschools and a guide for the low-cost production of these materials with local means. The materials needed for both indoor and outdoor activities in the preschool are included.

The five books for publication are prepared with multiple purposes in mind. Specifically, they are designed first of all for use as textbooks in teacher-training programs, both through formal schooling and on-the-job training. Second, they are for use as handbooks and source books by the teachers in the preschools themselves. Third, they are educational materials for the interested public in general and especially for the parents. In fact, one of the books is designed specifically for parents and others caring for young children. Because they are designed for widespread use, all the books are written in very simple language with plenty of examples and pictures so that a high level of education is not necessary for their appropriate use.

The first handbook is “Child Development” between 0 and 6 years of age and presents the basic principles of the multifaceted process of development. Specifically, detailed descriptions are given of physical and motor development, cognitive development (including perception, concept formation, language, memory, and causal reasoning), personality development, and social learning (including development of the self-concept and moral, emotional, and social development).

The second handbook is “Yearly Program” and it presents a detailed yearly curriculum for preschool education in Turkey. Examples of daily, weekly, and monthly programs are given within the context of the Turkish reality as a guide for the practitioner. The book consists of two parts. The first part, “Preschool Education” includes the goals and principles of preschool education, the characteristics of the preschool as a physical environment, and the preschool teacher — his or her characteristics and relationship to the child. The second part is “Yearly Curriculum in Preschools” and includes principles as well as detailed descriptions of daily, weekly, and yearly programs. Examples of themes and topics and their application are provided.

The third handbook is “Preschool Activities” and it contains creative activities for the early education of children with a detailed presentation of the preparation of materials, the use of toys and other tools, and art and music in the preschool. All the activities are designed to promote the overall development of the child, and they include the following: games and materials for games, creative expression and art activities, music activities, dramatization, language development and children’s literature activities, nature and science activities, open-air and playroom bodily activities, excursions, and free and structured table games and educational activities.

The fourth handbook is “Cognitive Activities” and contains mainly activities and exercises designed to stimulate cognitive development, concept formation, the use of the symbolic systems of language and numbers, logical thinking, and problem solving. It includes specific exercises in perception (visual, auditory, tactual, olfactory, and gustatory discrimination), symbolic expression (mathematics and language development), concept formation (relational concepts, grouping, and ranking), and problem solving (definition, means-ends relations, solution, and evaluation).

Finally, the fifth handbook is the first parent education book developed in Turkey, called “Your Child and You.” It is designed to reach a large audience of parents with little education to educate and sensitize them to both the physical and the psychological needs of their children. It has two parts. The first part is “Approaching the Child as a Person” and deals with the basics of personality development, development of intelligence, healthy development of the self in the family context, and how to approach the child. The second part is “Development, Nutrition and Health” and includes detailed information on each of these areas.

All of these books share the common aim of fostering the overall development of the child. Thus, for example, in the presentation of preschool activities and cognitive exercises, and so on, the purpose of the activity is clearly explained. In this way, these activities are not treated as tasks to keep children busy but are, rather, considered as educational means toward the cognitive, perceptual, social, etc. development of the child. Accordingly, the preschool teacher and the parent will know what function each activity serves for development.

Obviously, this project is a first attempt that will need to be tried, revised, and developed.
the preschool as a supportive environment for the child-teacher triad and the conceptualization of adults. Foremost in this context is the parent-institutions close cooperation of various formal and informal institutions with individuals, children, and adults. Foremost in this context is the parent-child-child triad and the conceptualization of the preschool as a supportive environment for the overall development of the child.

Preparation of a research design is now under way to test some of the ideas put forward by the Project. The prospective research will study the characteristics and effects of comprehensive preschool education in Turkey with a view to promoting the overall development of the child based on the following principles: (a) recognition of the multidimensional nature of child development; (b) recognition of individual differences and design modification of programs to fit the needs of individual children; (c) provision of opportunities for child-initiated and individual activities in addition to teacher-initiated and group activities, provision of a stimulating environment conducive to the development of curiosity, creativity, and learning; and (d) provision of similar support to the child in his or her natural environment, home, and community.

The research will consist of two main studies, one utilizing an experimental design and the other consisting of case studies and descriptive analysis based on in-depth interviewing and retrospective data. The experimental study will involve comparisons, over time, of different types of preschool programs and mother training in terms of their contributions to the overall development and performance of children. Formal measurement and observations will be used.

The case study will focus on adolescents who have gone through a comprehensive preschool education program. In-depth interviewing of adolescents and their mothers as well as other information gathered about them will be analyzed in comparison with baselines for the area.

Both studies will be carried out in low-income urban areas of Istanbul. They will also involve analysis of family variables such as values attributed to the child by the parents and child rearing attitudes. The overall research will, thus, study the family-child-home interactions through time focusing on early childhood development and education.

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