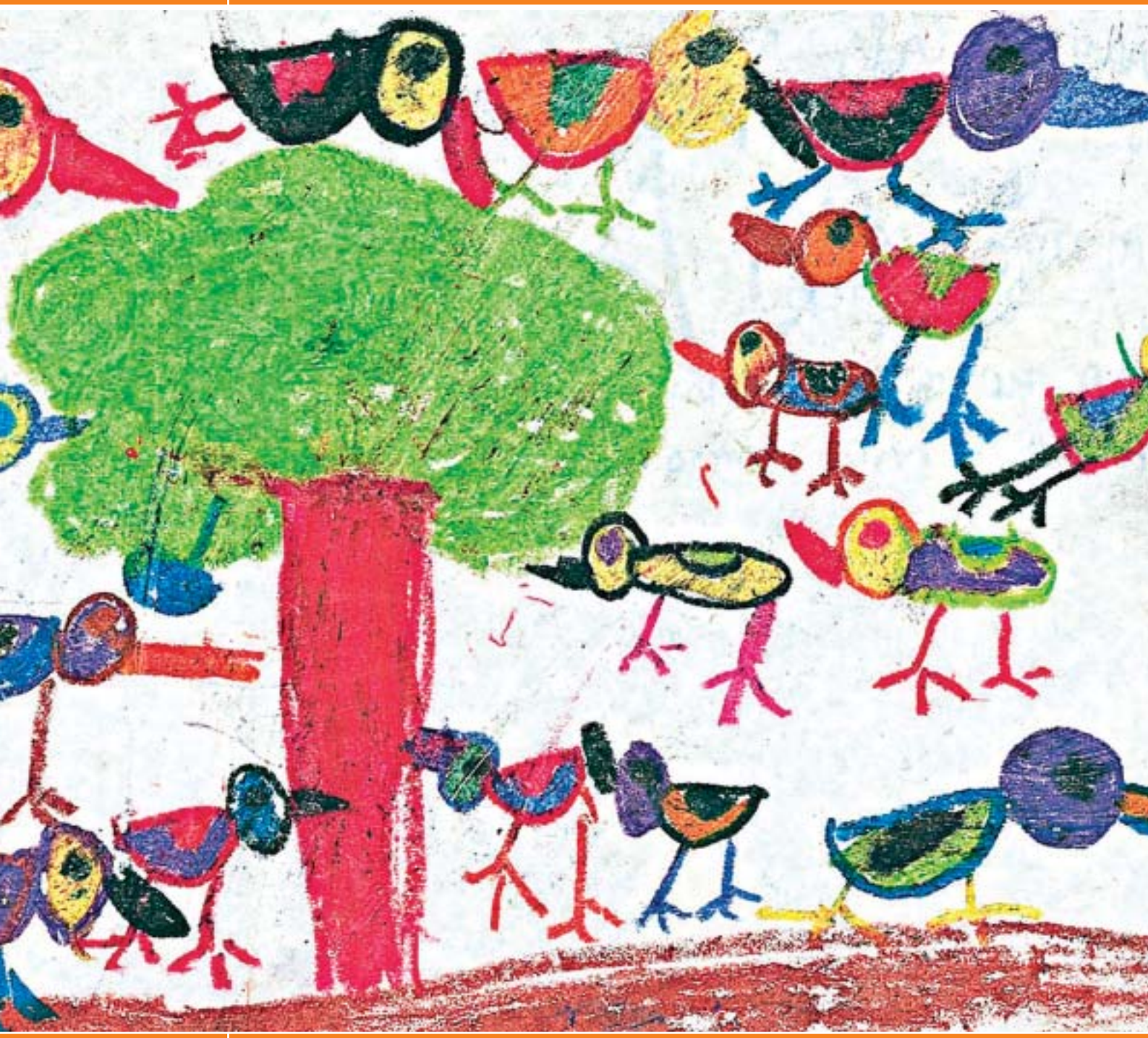
Educating Children for Democracy

The Journal of the International Step by Step Association



Early Childhood: A Global Concern

Number 6, Winter/Spring 2004

The International Step by Step Association is committed to having a journal that is written for and by teachers, parents, faculty in institutions of higher education, and other interested educational professionals serving children from birth through grade 8.

Educating Children for Democracy, the professional journal of the International Step by Step Association, is intended for teachers of children from birth through grade eight, faculty who instruct preschool and/or primary school teachers, and other educational professionals interested in child-centered teaching methods. The journal emphasizes change and educational transformation, based on the experience of countries in transition, and addresses the continuing challenge for all democracies to provide the kinds of educational experiences that will ensure the continuation of open and free societies.

Educating Children for Democracy is published semi-annually, in English, both in print and online, and in Russian online.

The International Step By Step Association (ISSA) is a non-governmental membership organization established in the Netherlands to foster democratic principles and promote parent and community involvement in early childhood education. ISSA's vision is of an open society where the entire community helps children to reach their full potential and where children are active participants in the learning process.

ISSA combines the strengths of twenty-nine organizations in as many countries, reaching over 200,000 preschool and primary teachers as well as caregivers, parents, school directors, psychologists, community leaders, and local and national education officials. Step by Step Programs currently reach well over one million children and their families. ISSA's members cooperate to advocate for equal access to quality education for all children; engage in national reform of early childhood education systems; develop new teacher resources, provide training and encourage research; implement national, regional and international projects; and provide a forum for educators, experts, and policy makers to share knowledge and experience.

If you would like to know more about ISSA, please visit our web site at http://www.issa.nl. For membership information, please contact the ISSA Coordinating Office nearest to you at the address listed below, or by e-mail at: info@issa.nl

Netherlands Office
Keizersgracht 62-64
1015 CS Amsterdam
Netherlands
Telephone: +31 (0) 20–520–7505
Fax: +31 (0) 20–520–7510

Budapest Coordinating Office
Rakoczi ut 22./IV./24.
H-1072 Budapest
Hungary
Telephone: +36–1–486–2855
Fax: +36–1–266–3463

US Coordinating Office
400 West 59th Street
New York, NY 10019
USA
Telephone: +1–212–547–6918
Fax: +1–212–548–4610

ISSA National Members

ALBANIA
Albania Education Development Project
(Qendra Hap pas Hapi)
"Step by Step"
Contact: Gerda Sula
E-mail: sbsal@interalb.net

ARMENIA
Step by Step Benevolent Foundation
Contact: Ruzanna Tsarukyan
E-mail: ruzanna@sbsbf.am

AZERBAIJAN
Open Society Institute-Assistance Foundation Azerbaijan
Step by Step Program
Contact: Ulviya Mikailova
E-mail: umikailova@osi-az.org

BELARUS
Belorusian Parents' and Teachers' League
"Step by Step"
Contact: Irina Lapitskaya
E-mail: stbyst@open.by

BOSNIA AND HERZEGOVINA
Center for Educational Initiatives Step by Step
Contact: Radmila Rangelov-Jusovic
E-mail: radmila@coi-stepbystep.ba

BULGARIA
Step by Step Program Foundation/Bulgaria
Contact: Emil Buzov
E-mail: emil.step@bitex.com

CROATIA
Parents' Association "Step by Step"
Contact: Nives Milinovic
E-mail: nives@korakpokorak.hr

CZECH REPUBLIC
Step by Step Czech Republic
Contact: Lucie Rastocna
E-mail: Lucie.Rastocna@sbscr.cz

ESTONIA
Hea Algus
Contact: Ivar Mannamaa
E-mail: ivarman@hot.ee

GEORGIA
Center for Educational Initiatives
Contact: Eteri Gvineria
E-mail: eteri@mega.osgf.ge

HAITI
FOKAL
Step by Step Program
Contact: Faidlyne Policard
E-mail: tipatipa@hainet.net
fpafokal@hainet.net

HUNGARY
Ec-Pec Foundation
Contact: Eva Deak
E-mail: deakeva@ecpec.hu
ecpec@ecpec.hu

KAZAKHSTAN
Public Community Soros Educational Step by Step Center
Contact: Dina Aidzhanova
E-mail: daidzhan@sbs.soros.kz
sbs@sbs.soros.kz

KOSOVO
Kosovo Education Center
Contact: Hana Zylfiu
E-mail: hzylfiu@kec-ks.org

KYRGYZSTAN
Center of Educational Initiatives
"Step by Step"
Contact: Gulnur Sultanalieva
E-mail: gulnura@step.kyrnet.kg

LATVIA
Center for Education Initiatives
Contact: Zenija Berzina
E-mail: info@iic.lv
zenija@iic.lv

LITHUANIA
Center for Innovative Education
Contact: Regina Sabaliauskiene
E-mail: regina@uic.lt

MACEDONIA
Foundation for Educational and Cultural Initiatives Step by Step
Contact: Suzana Kirandziska
E-mail: skiran@soros.org.mk

MOLDOVA
Programul Educational Pas cu Pas
Contact: Cornelia Cincilei
E-mail: hs@moldnet.md

MONGOLIA
Mongolian Foundation for Open Society
Step by Step Program
Center for Scientific and Technological Information
Contact: Narmandakh Adiya
E-mail: nmandah@soros.org.mn

MONTENEGRO
Pedagogical Center of Montenegro
Contact: Sasa Milic
E-mail: sasam@pccg.cg.yu

ROMANIA
"Step by Step" Center for Education and Professional Development
Contact: Carmen Lica
E-mail: carmenlia@dnt.ro

RUSSIA
Russian Foundation for Education "Soobschestvo"
Contact: Ekaterina Mokhovikova
E-mail: e-mokhovikova@peterlink.ru

SERBIA
Centre for Interactive Pedagogy (CIP: Centar za interaktivnu pedagogiju)
Contact: Milena Mihajlovic
E-mail: ciip@sezampro.yu

SLOVAKIA
Wide Open School Foundation (Nadacia Skola Dokoran)
Contact: Eva Koncokova
E-mail: nsd@nsd.sk

SLOVENIA
Developmental Research Centre for Educational Initiatives Step by Step
Contact: Tatjana Vonta
E-mail: step.si@siol.net

TAJIKISTAN
OSI – Assistance Foundation Tajikistan
Contact: Nazarkhudo Dastambuev
E-mail: tahmina@osi.tajik.net
peaks@osi.tajik.net

UKRAINE
Ukrainian Step by Step Foundation
Contact: Natalia Sofiy
E-mail: sofiy@irf.kiev.ua

UZBEKISTAN
OSI Assistance Foundation Uzbekistan
Contact: Khamida Akhmedova
E-mail: kahmida@osi.uz
svetlana@osi.uz

Educating Children for Democracy

The Journal of the International Step by Step Association

Number 6,
Winter/Spring 2004

Table of Contents

ISSN 1531–2011

Educating Children for Democracy is distributed free to ISSA members. Annual subscriptions are $30; single copies are $15 each, prepaid. Reduced prices are available for developing countries upon request. Additional information about membership is located on page 44.

For article permission, subscription, or membership information, contact one of the following ISSA Coordinating Offices: 400 West 59th Street, New York, NY 10019 USA; tel: +1 (212) 547-6918; fax: +1 (212) 548-4610, or Rakoczi ut 22./IV./24., H-1072 Budapest, Hungary; tel: (361) 486-2855; fax: (361) 266-3463. Email: info@issa.nl; http://www.issa.nl.

Author guidelines for article submissions can be found on the page 40 of this issue.

Published by the International Step by Step Association
Coordinating Office: 400 West 59th Street, New York, NY 10019

Printed in Hungary by Akademiai Nyomda. Cover illustration provided by the Step by Step Program, Slovenia.

Welcome to Issue 6

Early Childhood: A Global Concern

Over the last decade, there has been a growing chorus of advocates and international organizations sounding the call to improve early childhood care, development, and education.

Threats to healthy child development are daunting. Poverty, disease, war, inadequate or no schooling, gender inequities, social injustice toward minorities and those with disabilities—all stunt human potential and diminish hope for the future.

In response to these urgent problems, the world community has championed programs targeted to child survival, nutrition, public health, governance, and other priorities. Against the backdrop of these clamoring needs, appeals to allocate resources to the development and education of young children, like the small voices of the children themselves, are barely heard.

However, over the last decade, there has been a growing chorus of advocates and international organizations sounding the call to improve early childhood care, development, and education. Citing ground-breaking research on brain development in the early childhood period and findings from comprehensive early intervention programs, these advocates emphasize the scientific basis for asserting that the quality of the earliest years of life is crucial to long-term human development. Program priorities and investments have followed.

The largest initiative in Central, Eastern, and Southern Europe and Central Asia is the Step by Step Program, which was launched with support from the Open Society Institute, and focuses on development of high quality, child-centered, early education and teacher training programs in countries in transition to democracy. International partners—the World Bank, UNICEF, the Bernard van Leer Foundation, the Consultative Group on Early Childhood Care and Education, the Asian Development Bank, and others—have also initiated large-scale efforts to increase the focus on the early years. Programs to raise awareness of the need for an integrated approach to early child development, with special emphasis on poor and minority children and children with disabilities, are now recognized as a key strategy in developing a better future for children and families around the globe.

This issue of *Educating Children for Democracy* highlights pioneering efforts to promote early child development (ECD). In **"The World Bank Invests in Early Child Development,"** Mary Eming Young, MD, PhD, lead specialist in early child development, underscores the importance of the early years and identifies innovative program strategies that comprise this fast growing component of the World Bank portfolio. World Bank initiatives are broad-based: "Programs may emphasize delivery of services to children, education and support of parents, training and development of teachers and caregivers, community development, strengthening of institutional resources and capacity, and/or use of mass media to raise awareness of ECD and improve knowledge and practice of good childrearing."

In **"Making the Link: Early Childhood and Girls' Education,"** Cassie Landers, EdD, MPH, a consultant to UNICEF and the Open Society Institute, addresses UNICEF's twin commitments to give each child the best start in life and to eliminate gender disparities in education. Noting that early childhood development is a critical component of programming for girls' education, Dr. Landers offers

recommendations to implement complementary and mutually reinforcing strategies to achieve UNICEF's commitments in both program areas.

In **"Education for All and Children with Disabilities: International Policy and Practice,"** Phyllis Magrab, PhD, Director of the Georgetown University Center for Child and Human Development and pioneer in the work to establish inclusive education and community services for all children and youth with disabilities, reports on the Education for All movement, coordinated by UNESCO. Noting that education is a basic human right codified in the Universal Declaration of Human Rights (1948) and reaffirmed in the Convention on the Rights of the Child (1989), Dr. Magrab discusses current international efforts to make that right a reality for the 98 percent of children with disabilities in developing countries who do not attend schools.

Recognition of education as a "right" constitutes a fundamental principle for systemic reform but does not, in itself, ensure the development of high quality, child-centered, community-based early education programs. In the section on Classroom Practices, articles devoted to parent participation, classroom management strategies that promote active, self-regulated learning, and implementation of curricula rich with opportunities for creativity and language development address key elements of quality programs for young children.

In **"The Parent as Participant in the Child's Educational Program"** Israeli educators Snunit Gal, MEd, and Malca Aleksandrowicz, PhD, provide a developmental rationale for the importance of family involvement in the child's educational environment, citing benefits to both the child and the parents. Specific strategies for fostering parent involvement in infant and toddler day care, as well as suggestions for addressing common concerns and issues, are offered.

In **"Creative Language Experiences for Preschoolers,"** Nada Golob and Nusa Favai, preschool teachers at the Stara Ljubljana Kindergarten in Slovenia, provide examples of classroom activities that foster language expression and creative thinking. The artwork that accompanies this article and appears elsewhere in this issue, offers clear illustrations of children's creativity in the visual arts as well. We thank the editors of *Ciciban and Cicido*, a magazine for children in Slovenia, for these contributions.

In **My Classroom Is So Noisy!: Classroom Management in the Step by Step Methodology** Gerda Sula, MEd, Step by Step Country Director in Albania, provides insights for transforming teacher-centered disciplinary practices into

developmentally appropriate strategies to guide behavior and teach children democratic life skills. Citing the need for courage to implement a different approach, Ms. Sula substitutes the phrase "mistaken behavior" for "misbehavior" and offers practical guidelines for implementing a methodology that allows teachers to coach, support, and help—rather than punish—children.

Parents and educators are often skeptical about the effectiveness of child-centered education and cautious about claims that an approach that emphasizes learning through play will adequately prepare their children for primary school. In **"Measuring Psychosocial Outcomes in the Step by Step Program: A Longitudinal Study in the Czech Republic"** researcher Miluse Havlinova, PhD, and her colleagues at the National Institute of Public Health in Prague report the results of a three-year study comparing kindergarten children who attended Step by Step classes with kindergarten children who attended a traditional program. The findings indicate that the Step by Step Program is more effective in stimulating the development of the child's full intellectual capacity as well as fostering children's creativity and ability to cope with change. They offer an impressive and reassuring assessment of the impact of child-centered educational practices.

Parents and educators are often skeptical about the effectiveness of child-centered education and cautious about claims that an approach that emphasizes learning through play will adequately prepare their children for primary school.

In **"Toward a More Intelligent School"** Ahmet Saban, a professor at Selcuk University, describes the implementation of an innovative curriculum in a new school in Konya, Turkey. Initially published in *Educational Leadership*, this article charts how teachers at Esentepe Elementary School developed strategies to individualize opportunities for learning, based on Howard Gardner's theory of multiple intelligences.

In **"Will You Play With Me?: Early Childhood Education via Television"** Ayla Goksel Gocer, MSc, Vice President of the Mother Child Education Foundation in Instanbul, reports on using television as a way to reach preschool age children and their parents who do not have access to community-based preschool programs in Turkey. A 65-part television series was developed using puppetry, animation, and live action, with content geared to stimulating preschool children's cognitive skills and to fostering parenting skills. An evaluation indicated that "Will You Play With Me?" is effective in meeting its goals and offers an important model of early education in Turkey using distance learning.

ISSA Network News

ISSA has many exciting announcements to report in the Network News section of the journal. A new brochure is available, and a series of films has been produced that captures the Step by Step Program in action. The Teacher Certification and Classroom Quality Improvement initiative continues to evolve, and program activities to support the inclusion of children with disabilities are being implemented with the assistance of the Council for Exceptional Children. The Membership Division of ISSA has been active in collecting data that will help improve membership services and the quality of *Educating Children for Democracy*.

I am especially pleased to report that we have trained a cadre of Editorial Associates from Step by Step countries for *Educating Children for Democracy*. The Editorial Associates were recruited in order to build an international editorial structure for the ISSA journal and generate interest in writing for the journal in countries where Step by Step is active. Please connect with an Editorial Associate in your country to discuss how you can share your experiences of implementing child-centered education with others. We look forward to hearing from you.

Rochelle Mayer, EdD
Editor

Children and Families

The World Bank Invests in Early Child Development

by Mary Eming Young, MD, PhD, Early Child Development Lead Specialist, World Bank

The World Bank believes that early child development (ECD) is integral to social and economic development. ECD is a fast growing component of the World Bank portfolio, and promotion and support of ECD programs are a priority.

Early Child Development

Early child development (ECD) refers to the combination of physical, mental, and social development in the early years of life. The first years last a lifetime. Children's early development will determine, by the time they enter school, whether they will succeed in school and later in life.

ECD has the commitment of the international community as expressed in its inclusion in two key initiatives — Education for All and the Millennium Development Goals. ECD programs match the opportunities children present in their early years (0–8) to the challenges in their futures.

ECD programs include formal and non-formal services offered by institutions or centers in community- or home-based settings. A mix of public and private funding, assistance, and in-kind contributions supports them.

Extensive research conducted worldwide demonstrates conclusively that ECD programs:

- Enhance children's readiness and performance in school, and
- Build a foundation for lifelong learning.

ECD programs:

- Improve children's nutrition and health,
- Nourish their self-confidence and social competence,
- Promote cognitive development,
- Increase enrollment in primary school
- Improve children's progress through school, and
- Reduce grade repetition and prevent dropout from school.

A New Paradigm of Learning

Learning begins at birth, if not before. It does not wait for kindergarten or primary school. It develops in relation to broad environmental forces. Both the content of learning and learning behaviors are influenced by the immediate surroundings of a child's family, home, and community. Education begins here—not in the confines of a school building nor when a child reaches primary school age.

Abundant research clearly shows that the conventional paradigm of education, which emphasizes formal institutions and cognitive measures of achievement, must be replaced by a new paradigm of learning—one that recognizes that:

- Learning begins in infancy and well before formal schooling,
- Children's abilities and motivations are shaped by a variety of non-institutional settings,
- Families and communities have crucial roles in fostering their children's education success,
- Formal schooling is only one dimension of learning, and
- Various strategies are needed to accommodate children's different learning styles.

Moreover, as Nobel Laureate James J. Heckman notes:

- Early learning is more productive than later learning,

Children's early development will determine, by the time they enter school, whether they will succeed in school and later in life.

- Waiting until kindergarten or primary school may be too late to intervene,
- Learning begets learning, and
- Early education is far more effective and promises greater returns than remedial training later.

Research studies of the development of the brain support this paradigm. Increasingly, science shows that the changes in children's brains in their early years affect their physical and mental health, learning, and behavior throughout life.

ECD programs can take advantage of all these new findings. They can make an enormous difference in children's lives and benefit entire communities. Investing in ECD is an investment in human development overall.

ECD Accelerates Education

ECD programs accelerate education by tailoring innovative and complementary strategies to different groups. Programs may emphasize delivery of services to children, education and support of parents, training and development of teachers and caregivers, community development, strengthening of institutional resources and capacity, and/or use of mass media to raise awareness of ECD and improve knowledge and practice of good childrearing.

Successful, sustainable ECD programs are:

- Integrated within a comprehensive package of social and educational services,
- Culturally relevant and tailored to children and families,
- Actively involve parents and communities, and
- Supported by local, regional, and national institutions.

ECD is for all, but no single model fits every community.

Going to Scale: The Challenges

Enrollment in pre-primary school has increased in many countries during the past decade, but children's access to these learning opportunities still varies substantially—from almost zero in some countries to about 100 percent in others. Expansion of ECD programs to reach more children in more communities is a major and complex undertaking. To extend ECD opportunities nationwide, an intricate web of support systems must be ensured at all levels—local, regional, and national—and the full range of ECD options must be available. Support will be needed from parents, communities, clinics, NGOs, and other local and regional institutions, and from larger societal institutions and government departments. Alternative and complementary cost-effective options must be provided to lower the costs and increase the accessibility of ECD for poor and rural children and families.

ECD for All: Looking to the Future

ECD belongs to all children. Effective ECD programs deserve sustained national, international, and multinational support to bring them to scale. Priority goals and actions for closing the gap in ECD over the next 15 years are:

Priority Goals for ECD:

- Stimulate awareness of learning as a lifelong process that begins at birth, and foster public demand for initiatives that enhance early learning;
- Increase access to ECD to ensure a fair start in school and life for all children, and target those who are poorest and most vulnerable.

Necessary Action:

- Increase public and private funding and other resources for successful interventions—progress is underway to mobilize actions through a global coalition of public and private partners and to develop a grant-making mechanism (Millennial ECD fund) to support ECD efforts;
- Stimulate national decision making and educational plans and policies that emphasize ECD as the first step in lifelong learning;
- Provide incentives and encourage initiatives by private (for-profit and not-for-profit) groups, civil society, and local government;
- Encourage national governments to refocus their involvement in education on coordination, training, and evaluation and to support non-institutional (e.g. community-based, non-formal) and private sector initiatives;
- Ensure a mix of accessible and cost-effective ECD options for all children;
- Continue research to assess the gaps in achieving equity for ECD and to ensure the quality of all ECD programs.

The World Bank Is Investing in ECD

In partnership with others, the World Bank:

- Lends funds for specific approved projects,
- Accumulates and shares knowledge,
- Educates communities and the public,
- Builds capacity in countries,
- Offers technical assistance to governments, organizations, and projects,
- Advises on policies that affect young children.

Every year since 1990 the World Bank has increased its investment in ECD programs from approximately $126 million (US) in 1990 to more than $ 1.4 billion (US) in cumulative lending in 2003.

For more information on the World Bank's Early Child Development Initiative please visit the World Bank web site at http://www.worldbank.org/children/.

Making the Link: Early Childhood and Girls' Education

by Cassie Landers, EdD, MPH, Early Child Development Consultant, UNICEF and Open Society Institute

"The positive relation between child care quality and virtually every facet of children's development is one of the most consistent findings in developmental science." —J. Shonkoff and D. Phillips[1]

UNICEF, the United Nations Children's Organization, is committed to providing quality education for all children. Two program areas in UNICEF—Early Childhood and Girls' Education—have the potential for addressing this commitment with complementary and mutually reinforcing program goals and strategies. This article, based on a paper commissioned by the Education Sector, UNICEF New York, examines the link between early childhood development programs and their potential to positively impact girls' enrollment, progress, and performance in primary school.

Gender Discrimination: A Global Issue

Gender discrimination against girls' right to education is a serious concern in many developing countries around the world. Of the 120 million children who never go to school, the majority are girls. An even greater majority of those who do get some schooling but do not reach the fifth grade are girls. Girls, more often than boys, are denied opportunities to go to school in times of crisis and instability. In many countries, cultural gender bias and domestic demand keep girls at home and out of the classroom.

UNICEF advocates for investment in girls' education as an entryway for all children to fulfill their right to a quality basic education. A singular focus on getting girls into school works to bring down the barriers that keep all children out of school. Moreover, when girls are educated, they are more likely to ensure the education and health of their own children—a cyclical effect of enormous potential. UNICEF

Getting girls into school works to bring down the barriers that keep all children out of school.

is committed to the elimination of gender disparities in primary and secondary education. They are working closely with national governments and other partners to identify girls who are not in school, mobilize resources, build consensus about the need to get

girls in school, and help improve schools to make them more welcoming to girls.

The Commitment to Early Childhood Development

UNICEF is also committed to giving each child the best start in life by focusing on the years before school even begins. The development of comprehensive Integrated Early Child Development (IECD) policies to ensure the survival, growth, development, protection, and participation of all young children is the first of UNICEF's five organizational priorities. It supports the development and implementation of comprehensive programs and policies which place children at the center of national development and poverty reduction efforts and which strengthen family capacities to care for children.

In support of IECD, the role of education is to strengthen the capacity of UNICEF's program officers and their counterparts to develop, monitor, and implement integrated approaches to early learning interventions. The purpose of such initiatives is to improve cognitive, social, and emotional development of young children before they enter school. The Education For All (EFA) 2000 Assessment shows that of the more than 800 million children less than six years of age, less than a third benefit from any form of early childhood care and education. Thus, education's role in IECD is both serious and profound.

When girls are educated, they are more likely to ensure the education and health of their own children.

A Shared Vision

What is the specific role of early learning interventions within the girls' education framework? Early childhood development is a critical component of programming for girls' education. The issues of under-achievement, repetition, and high drop out rates at the primary school level, particularly in rural areas and among girls, are still a major challenge for educators and policy makers. Many of the problems of underachievement at both the primary and secondary levels have been traced to the early years where the foundation for learning is laid. Early learning programs can make a difference in preparing a solid foundation for learning and in promoting gender equity by providing a good start to girls, as well as boys, and by promoting positive gender socialization.

There has been increasing recognition that removing barriers to the rights of women and girls requires attention to issues of socialization of males as well as females from the earliest stages of development. This requires particular attention in parent/caregiver education programs and in the education of children from early childhood through adolescence. The promotion of equality in the family and the transforming of gender roles require men's sharing of parenting and familial responsibilities. Socialization processes in the family and formal and informal education programs provide a fertile field for breaking old behavior patterns. Interventions are most effective if approached in infancy and early childhood when social behaviors and relations are formed.

To meet the goal for universal primary education, girls must also be given a fair chance to benefit from school. In unequal societies that have high levels of poverty, the playing field by age six is already biased against girls and poor children. By intervening early, IECD programs offer all children the possibility to fully participate in and benefit from educational opportunities. A commitment to doing "whatever is necessary to help countries meet the goal of gender equality in education by 2005" has been put forth. In honoring that commitment, quality interventions reaching girls and their families during the critical preschool period are essential.

Shared Goals and Objectives

IECD recognizes the need for a comprehensive approach to young children and their families that addresses health, nutrition, and child protection, as well as early learning. The early learning component is critical. The existing scientific literature suggests that how much children learn later in school largely depends on the social and emotional competence and cognitive skills they develop in the first few years of life. Research on early learning programs also provides evidence that early learning programs can be effective in altering vulnerable children's success in school and beyond. Program evaluation data on the impact of early learning activities on school readiness, progress, and performance identifies ele-

ments of program quality that are linked to positive child outcomes, including attention to cognitive, social-emotional, and motor development; responsive child-teacher interactions; low teacher-child ratios; a child-centered and developmentally appropriate curriculum; ongoing staff development and supervision; and active partnerships with parents and communities.

In addition, the literature identifies factors influencing the process of gender development in early childhood, highlighting the importance of heredity as well as family dynamics, community norms, and traditional socialization practices. Young children are keen observers of the environments around them and develop, in the process, gender-biased perspectives that can inhibit their own interests and skills. Programs that begin to look at gender issues at the time of school entry have missed a critical stage in the formation of gender identification for both children and their families.

Developing Complementary Strategies and Recommendations

This knowledge provides a strong rationale for developing strategies for early learning and primary school transition with a focus on gender socialization. The following recommendations are proposed to promote early learning opportunities.

Support parents and the home environment to instill the rhythm of learning and promote positive gender socialization. The goal of parent education is to help families provide stable, nurturing, healthy environments for young children. It builds on the principle that changing negative behaviors and fostering positive gender sensitive care practices must begin in pregnancy and the first three years of life when many essential attitudes and beliefs are established. Ways to incorporate a gender perspective into current health and nutrition programs are embedded in this approach.

Improve the quality of early childhood centers to prepare children for learning and to place a high priority on schooling in the child's daily routine. As the young child moves out of the protected environment of the family, the proposed community-based learning centers provide opportunities to support children and families in ways that ensure optimal development for both boys and girls.

Transition to primary schools to prepare schools for children and to continue gender socialization. The link between early learning programs and increased enrollment rates in primary school, particularly for girls, supports the argument for focused attention on the transition from home to school.

The literature on the positive effects of early childhood programs for disadvantaged children provides the most compelling evidence-based approach for improving academic achievement and educational attainment.[2] The benefits of early learning programs for children are real, proving beyond a doubt that quality early interventions work for children in both developed and developing countries. The effects of early childhood programs continue through primary school and, while the magnitude of effects decrease over time, they are still larger than the immediate effect of interventions that are initiated at a later point in the educational cycle. Is not the sum of the largest effect in the educational literature compelling enough?

References

[1] Shonkoff, J. and Phillips, D. (2001). *From neurons to neighborhoods: The science of early childhood development.* Washington, D.C.: National Academy Press.

[2] Barnett, W.S. (1998). Long-term effects on cognitive development and social success. In W.S. Barnett and S.S. Boocock (Eds.) *Early care and education for children in poverty: Promises, programs, and long-term outcomes* (pp. 11-44). Buffalo, NY: SUNY Press.

Resources

The Open Society Institute's Education Support Program and Network Women's Program have jointly published "Open Minds: Opportunities for Gender Equity in Education: Central and South Eastern Europe and the former Soviet Union," by Cathryn Magno, Iveta Silova, Susan Wright with Eniko Demeny (2003). Copies are available from women@sorosny.org or espassistance@osi.hu.

Any opinions, findings, conclusions, or recommendations expressed in this article are those of the author and do not necessarily reflect the view of UNICEF. A copy of the complete document prepared for UNICEF can be obtained from Cassie Landers at clan101402@aol.com. For more information on UNICEF's Girls' Education Initiative please visit the UNICEF web site www.unicef.org

Classroom Practices

The Parent as Participant in the Child's Educational Program

by Snunit Gal, MEd and Malca K. Aleksandrowicz, PhD

Parents' involvement in their child's educational framework brings them closer together, creates common topics of conversation, and strengthens the children's self-assurance.

The human creature is born helpless. The baby is totally dependent upon caretakers. The longer the period of dependency, the more time parents will have to transfer their knowledge, and the more opportunities the baby will have to learn about the complex world around him—in other words, the process of civilization. The parent is connected to the child no less than the child is connected to the parent. This mutual dependency we call love.

Human dependency peaks at around seven months of age, in some cases earlier. Also at this age there is acceleration in the child's motor development. The infant begins to sit up and soon will begin standing and walking. At seven months an infant is able to hold a small object between two fingers with almost perfect skill. The infant also begins the process of constancy of objects (Piaget, 1953). Parents are, of course, the central "objects" in the infant's life, and therefore separation from them is usually difficult. It is also hard for the parent to be separated from the child. A parent may feel sad, or even guilty, for "abandoning" the child. This feeling of distress grows in proportion to the state of estrangement connected with the people or place where the parent has "abandoned" the infant. It may not be that difficult for a mother to leave her infant with her own mother, but it may be very hard to leave her child at a day-care center or even with a babysitter she has known for years (Pawl, 1990).

The infant also finds it difficult to be separated from parents, but the child's feelings of loss and loneliness diminish, the more familiar the place and surroundings become. After several weeks or months of adjustment at the day care center, the child stops crying when the parents leave. The teacher gets loving smiles, as the child rejoices with her playmates.

Separation is a part of life. Therefore, a successful experience of separation and re-uniting with the parents contributes to the child's positive development.

Another dimension which helps the child separate from home and loved ones, as well as the process of adjustment to the world beyond home (to other people and children), is the parents' involvement in the child's life outside the home—the educational framework in which the child spends three to nine hours a day.

Parents' involvement in their child's educational environment:

1. contributes to the child's better development;
2. engenders feelings of satisfaction, pride, and self-assurance in their role as parents; and
3. provides the opportunity to assess and influence the performance of the educational framework.

To be specific:

1. Parents' involvement has a positive influence upon the child's development.

When the parent spends a day or two a month in the child's educational framework, the parent is saying to the child, "I haven't abandoned you, as you can see by my being here and enjoying your environment." Thus the sting of estrangement is taken away, and the infant's feeling of being exiled from paradise diminishes, because mom or dad is right there. At the start of such a day of activity the child sticks to the parent and stops taking part in social, playful daily activities. After awhile the child gets bored by the sole company of the parent and returns to his normal activities, checking to see every once in a while what mom or dad is doing. Children may even feel jealous when other children talk to or play with their parents, but they are also proud of the fact that it is their parent who is playing, preparing a snack, or serving a meal. If that parent can also repair a broken instrument, the child is even prouder. On the way back home children can talk to their parents about different games and the various children who are part of the child's world, and the parent, familiar with the child's environment, knows what the child is referring to. In other words, parents' involvement in their child's educational framework brings them closer together, creates common topics of conversation, and strengthens the children's self-assurance in their steps towards independence.

2. Parents' involvement strengthens their feelings of satisfaction, pride, and self-assurance.

Parents who frequently spend time at their child's nursery school have the opportunity to experience childhood as an adult. They are reminded of childhood games, childhood songs, and even hardships and anxieties they had within their own educational framework as they grew up. They then "stoop" to the level of their child's age and understand the child better. Parents can "continue" the nursery school at home because they are familiar with the stories told there. In addition, they know what to buy or advise others to buy for the child, because the parent has learned about the world of new games at the nursery school and knows how to play them with the child. Parents also learn to compare their child with others, for better or worse. This knowledge enables parents to work on areas of difficulty their child has, whether these are developing large or fine motor coordination or in learning to restrain aggressiveness towards other children. In other words, owing to the opportunity of learning by spending time at the nursery school, parents get to know their children from various points of view. This time spent at the school develops the parent's ability to serve as an educational and emotional coordinator for the child, strengthens self-assurance as a parent, and "releases" the parent from feelings of guilt for having "abandoned" the child in the hands of strangers.

The parent who spends time in the nursery school is a participant in a variety of activities: cleaning, preparing food, helping to prepare a play or a party, separating quarrelling children, and the like. This participation gives the parent the good feeling that is important to us all—"I am needed here! I am being useful."

Finally, this involvement in the school gives the parent a chance to assess the educational work—what is missing at the nursery school, what should be added, what changed, and what problems should be dealt with? We have often heard parents explaining to other parents about their child's difficulties and helping them deal with them in the right manner, with the full cooperation of the nursery school teacher and psychologist.

3. Parents' involvement contributes to better performance of the educational system.

The educational system at the nursery school can be aided tremendously by parents helping with all its functions—providing assistance with clean-

ing, preparing food, repairing the plumbing and electrical systems, gardening, fixing toys, organizing dancing or gymnastics, or serving as a study group teacher. The parent who is involved in the life of the nursery school might act as a mediator between the schoolteacher and the educational authorities. This mediation is bilateral—in areas where the parent has more expertise than the teacher, the parent may be able to contribute this knowledge. As a parent and citizen, the parent may be able to lobby for, and obtain, better school conditions, rights, and increased budgets that the teacher may be unable to get. Parents who spend time at the school and know what is needed can contact the institutions responsible for the school in a more convincing manner than can the teacher and demand what the school, and their own child, ought to have. The parents' presence in the nursery school helps run the daily life at the school. But even more importantly—and the teacher must keep this in mind—the parent who spends a day at the school "continues the school," including the value system, at home! In cases where a child has behavior problems at the nursery school, the parents will try to solve them at home, and a happier child is sent to school the following day.

Participation gives the parent the good feeling that is important to us all—"I am needed here! I am being useful."

Common Concerns and Issues

So far we have discussed the advantages of parental involvement in their child's life and educational environment. But there are also disadvantages we cannot overlook and which are difficult to solve.

For example, parents may object to missing a day's work, especially single parents. In divorced families, which parent comes to the school on what day must be coordinated, and this doesn't always work out. There are cases when parents in poor physical or mental health shouldn't come into the educational environment. One of the difficulties in such situations is that children deprived of their parents' participation may be jealous of other children who have the honor of hosting their parents.

Educators may also be uneasy in the presence of strangers (at times, critical strangers) in their domain. Some teachers claim that one cannot always rely on the maturity of parents. If they have promised to come, they don't always arrive, and if asked to help at the school, they don't always do so in a suitable manner.

The Improved Nursery School

We suggest an exemplary educational framework—"an improved nursery school"— in which parents will be involved in a balanced manner in their child's life. They, together with the educational staff, will implement the principles described above, while addressing the concerns.

We suggest that the parents unite in order to improve the educational level of their children's school. Their combined contribution would obviously be different in each nursery school, because it would always be in accordance with the set priorities and educational goals, as well as with the parents' abilities in each and every group. This suggestion is based on the following assumptions:

1. Parents send their children to nursery school because they are busy and haven't enough free time to spend with them during the day (Sears, Phillips & McCartney, 1989).
2. Parents are very interested in their child's development and activities during school hours.
3. Involvement in school helps parents deal with their feelings of guilt for having sent their child away from home for many hours. Reducing the guilt feelings would reduce their anxiety and enable them to concentrate on their own business more efficiently.
4. The mere presence of parents and grandparents at the nursery school adds to children's good feelings and strengthens their self-assurance during their stay at the school. Strengthening self-assurance will free children from anxieties regarding the separation from their parents. The more secure child will feel free to be active and explore at school.
5. We shouldn't demand too much parental involvement in the nursery school life, lest they tire of it and dedicate less of their time to their child at home.
6. There are differences in fields of interest and capabilities among parents; therefore one must adapt and individualize each parent's involvement in the knowledge that the parent's mere presence at the school is an enriching factor.

How to Get Organized?

The first step to involving parents is by creating an atmosphere of openness and sympathy toward parents among the whole nursery school through discussions and seminars.

The second step is to try to find the "parents

who care," usually through the parents' board elections, as well as by having meetings with board members and involving them in the school activities.

The third step is to try to get members of the parents' board interested in an organized commitment of parents to improving the school.

The fourth step is to have a parents' general meeting, initiated and run by the parents' board members, on the theme of parents' commitment to improving the school. Sometimes these meetings should be repeated several times in order to convince and involve the parents in the notion and activities. At this stage the nursery school staff's role is one of passive openness and support.

The fifth step is when parents "who care" get organized and each one commits to contributing two or three hours a month to the nursery school (or more, according to feasibility).

The sixth step is when the parents' board, together with the nursery school director and teachers, plans a list of various activities relevant to the school's work and adapted to each group member's skills. Parents will mark the activities they would take part in, as well as the day and hours convenient for them. Parents will commit themselves to the timetable agreed upon.

The seventh step is when the parents' board, in collaboration with nursery school staff, plans the schedule of participation according to each parent's commitments. All the members in the organization, and their children, will benefit from active parent involvement. The presence of involved parents can enrich the whole school, benefiting, to some extent, even those children whose parents have not joined the organization.

One of the problems of the proposed voluntary organization is what to do with those who don't respect their commitments. We suggest that the "punishment" for failing to respect commitments should be expulsion of the parent from the schedule of participation. In our opinion, a person cannot be forced to volunteer, and therefore it is not appropriate to try to force a parent to participate through social pressure.

Various suggestions for parental activities in an "improved nursery school"

1. Story-telling in small groups;
2. Physical activities;
3. Activities through motion;
4. Cooking activities with and without the children's involvement;
5. Fixing toys and installations;
6. Preparing a simulation program for road safety (with make-believe road and traffic signs);
7. A stroll around the nursery school, in small groups, surveying the neighborhood and local environment;
8. Improving the condition of the fixtures and furniture at the school and in the classroom;
9. Working on the editorial committee of the school bulletin: collecting material and editing it, printing and distribution;
10. Collecting funds for the school, external relations;
11. Committees for various holidays: Sukkoth, Hanukkah, Purim, etc.;
12. Repairing and sewing clothes for dolls and teddy bears;
13. A committee for parents' parties for adults only.

Additional activities may be added. A large range of activities will enable parents to find some way to contribute to the project and feel comfortable with their involvement in their child's nursery school life.

References

Pawl, J. H. (1990). Infants in day care: Reflections of experiences, expectations and relationships. *Zero to Three, 10* (3).

Piaget, J. (1953). The origins of intelligence in the child. London: Broadway House.

Sears, S., Phillips, D. & McCartney, K. (1989). Working mothers and their families. *American Psychologist*, *44* (2).

Creative Language Experiences for Preschoolers

by Nada Golob and Nusa Favai, Preschool Teachers, Stara Ljubljana Kindergarten, Slovenia

Classroom activities for young children should include abundant opportunities for creative thinking and self-expression. Teachers can stimulate children's imagination and foster vocabulary development through the use of games, books, poetry, children's folk songs, stories, dolls, puppets, and other materials. To create a comfortable and language-rich learning environment, teachers can talk with children in a relaxed manner and allow children freedom to make mistakes and have fun. Children should feel secure that their expression of ideas will be respected; criticism or interruption should be avoided.

The following activities and examples of children's creative expression are from two teachers in Slovenia who emphasize language expression in their curriculum.

Rhymes and Riddles

Listening to rhymes can encourage children to create their own rhymes.

Katarina, a six-year-old, created a rhyme about herself.

My name is Katerina
I am a little girl
When we visit the park
We sing pretty songs
And listen to the singing birds.
Who would like to stay
Where we play?

Maja, a six-year-old, created a riddle about a tree.

We walked through the forest,
And met a tree,
With big eyes,
A mouth and a nose.
Who do you think it was?

Children enjoy repeating or creating counting rhymes.

One, one, a green flower;
Two, two a car passes you;
Three, three I must hurry home;
Four, four you are here no more.

By Marko, five years old

The humor of children is a delight. Petra, in this humorous poem, talks about being naughty.

I am little Petra
Naughty as the wind.
The wind blew and took you.

By Petra, five years old

Word Games

Word games are fun and encourage language development and creativity. In **"Tell Me More"** the teacher starts a sentence, and the younger children finish it. Older children can repeat the sentence and then add new words to complete it.

Today we are going to play…
My friend and I went for a walk. We met…
We are going on a trip tomorrow. We will pack a suitcase. In the suitcase we will pack a chocolate, a hat, a…

In a game called **"Colors"** we ask each child what color they would like to be and why. Sometimes we have them close their eyes, and we make different sounds and ask them to describe in a quiet voice what they hear.

"Laughing Ball" is a game where a colorful ball is passed to a child, and the person who passes the ball says something pleasant about the child. For example, " I am passing the laughing ball to Thomas because he has played with me today." Thomas then passes the ball to another classmate and explains why.

We sometimes engage the children in a game, **"Let's Pretend,"** where they pretend to be a bird and say which bird, or a car and explain which car.

"The Chair On My Right Is Empty" is a game where the children sit in their chairs and the adult starts the game by saying, "The chair on my right is empty. I would like to invite Maya to join me. She should crawl (hop, spin) towards me." Now the child whose right chair is empty invites a classmate to join him.

In **"Pick a Picture"** the teacher places different pictures in a box. The child closes his/her eyes, picks out a picture, and describes it or selects additional pictures and tells a story.

Listening to rhymes can encourage children to create their own rhymes.

Narration and Dramatic Play

Creating opportunities for observation and reflection while encouraging children to tell stories or write poems about their experiences enhances verbal expression.

"See and Say" is an activity we use during our walks and visits in the community. The children observe the buildings, nature, people, and things around them. We talk about the walk or visit, and the children remember different things. They can create stories, pictures, journals, and even poems based on their observations. For example, one kindergarten

group came up with the following poem:

We were walking along our path,
We heard the silent voice.
We looked on the left, on the right.

We went to the park called Tivoli,
We saw a tree.

"Continue the Story" is another favorite activity. We narrate a story and the children continue it. Our kindergarten group continued one of R. Scamell's stories. The story is about Mili the sheep, a bird, and a badger.

"Mili, the sheep, was grazing on the meadow. A little bird flew from the tree and greeted Mili. He told her that her sweater was gorgeous, rather divine. He also mentioned that there was a thread hanging from it. Mili was not upset because of it. The bird asked her if he could take it to make a green scarf. Mili said he could. The bird was pulling the thread, and Mili's sweater was getting a bit smaller. The bird thanked Mili for the thread and flew away. He sat on the tree and started knitting his scarf. After a while, the bird became tired. He fell asleep in his nest. A badger passed by. He woke the bird and asked him if they could play. The bird had time. He said he could finish his scarf in the evening because he had a lamp in his nest hanging from the branch.

We also use comics without words and the children are asked to narrate a story. *"Once Upon A Time Lived Friends"* created by Marjan Mancek is an example.

Once upon a time lived friends: a puppy, a piglet, a kitten, a bear's cub, a chick, and a little bird. The bear started crying about how everybody made fun of him, as he could not hunt. He said to himself: "I will somehow manage, but first I have to have a good cry."

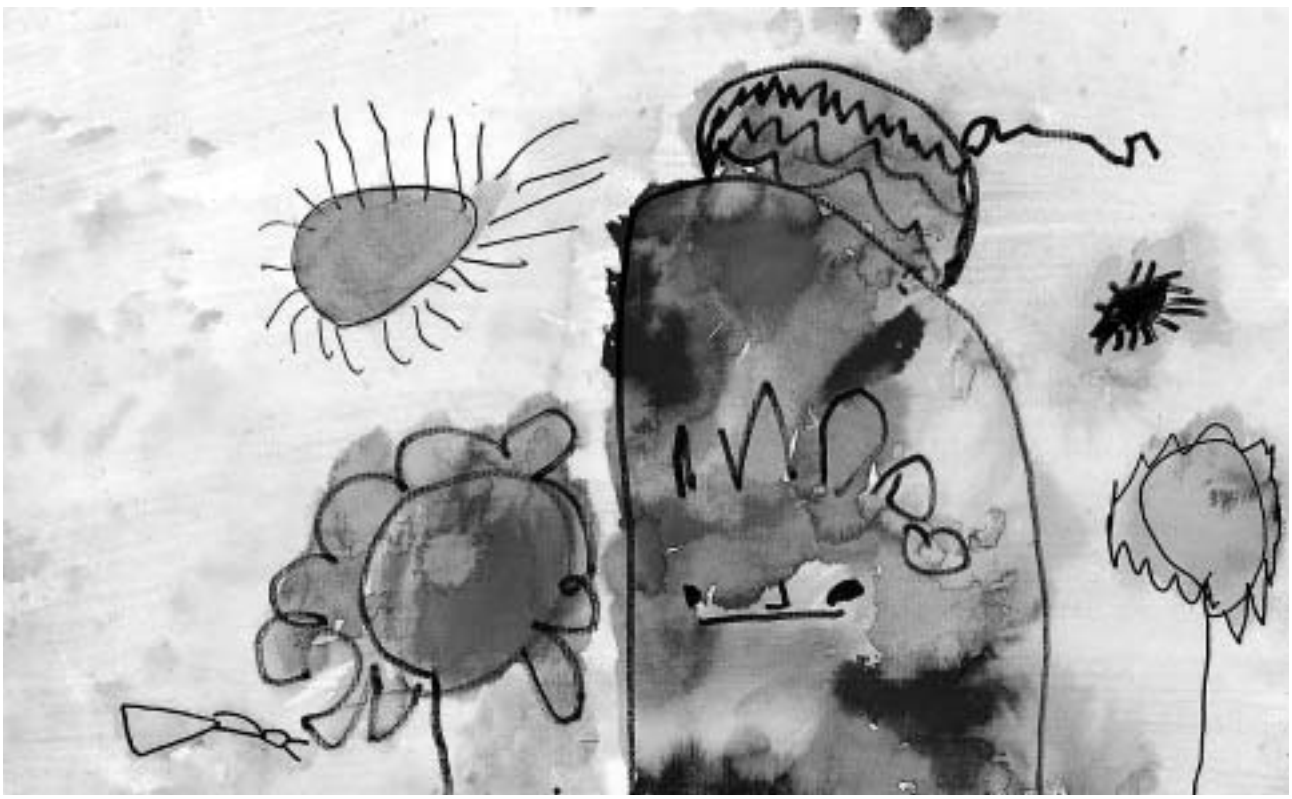
The puppy said: "It is his fault that we make fun of him. He said it himself that he was going to cry." Then the puppy remembered: "Maybe we can cheer him up and he will stop crying."

By Kresnica, six years old

"The Magic Box" is an activity that stimulates dramatic play by providing children with a colorful box full of different dress-up clothes, hats, shoes, and scarves. When children put on the clothes, they pretend to be a person who used to wear the clothes—a grandmother, a teacher, a princess, a doctor, etc.

As teachers enrich the learning environment with interesting materials and opportunities for self-expression, children's imagination and ability to use language creatively will flourish.

This article is adapted from N. Golob & N. Favai. (2002). Govorna Ustvarjalnost Otrok [Creative language experiences for preschoolers], *Za starse* (a supplement of the magazine for children, *Ciciban and Cicido*) Zalozba Mladinska knjiga.



My Classroom Is So Noisy!

Classroom Management in the Step by Step Methodology

by Gerda Sula, MEd, Country Director, Step by Step, Albania

In my work as a Step by Step trainer I have met many conscientious and responsible teachers who, after being introduced to the Step by Step child-centered methodology, worry about maintaining order in the classroom. I've heard questions like, "How will I make children listen to me?" "Will I be able to keep my authority as a teacher when children will be scattered around in the classroom?" The answer I give them is that they are not going to give up their teaching role, but amplify it. The child-centered methodology allows teachers to guide, coach, support, encourage, and help children grow. But how can teachers do that in such a short amount of time, when there is so much subject matter to cover in primary school? We use classroom management.

It Takes Courage to Change

At first, teachers who embark on the Step by Step teaching adventure have reservations about child-centered management. I have heard teachers say, "It is not possible to manage the classroom when you have a hyperactive child." Or, "I will worry too much whether all the children have gone though all the activity centers that they have to go through in one day." Even parents worry. They express concerns such as "There will be chaos in the classroom." "I want to be sure that my child has listened to all the directions that the teachers give, and I think that he will be distracted in Step by Step." "I want my child to study, not to play in the classroom." All this is very understandable. It takes courage for teachers and parents to try the new methodology when they have questions about it, and to be open-minded about it. It is also exhilarating to watch teachers and parents experience, first-hand, the excellent results from implementing child-centered practices.

Child-Centered Classrooms—A Different Approach

Teachers in child-centered classrooms believe in the positive potential of children as evidenced by a dynamic process of development. For this reason it is absolutely necessary to think beyond traditional classroom discipline, which tries to keep children in line (not only figuratively!). Managing the classroom doesn't mean reacting to crises; rather, it involves developmentally appropriate, culturally responsive education in order to reduce the occurrence of classroom problems. It means managing to create a positive learning environment for each child in your classroom. Step by Step teachers aim to teach children democratic life skills that include:

- Respecting themselves and others,
- Working together in groups,
- Solving problems using words,
- Expressing emotions, good or bad, using words,
- Making decisions.

Addressing "Mistaken" Behavior

It is very important that teachers, who must change their teaching style from teacher focused to child centered, realize that it takes time to master these skills. And, as for all of us, there

will be mistakes. Therefore, we have replaced the term *mis*behavior with *mistaken* behavior (Gartrell, 1997). When teachers intervene to address children's mistaken behavior, they are firm but friendly, instructive, and solution oriented. They are not punitive; they address the behavior and not the child. The teacher uses each situation to help children learn from their mistakes, without attacking the child in public. The teacher empowers children to solve problems, rather than punishing them for having problems they cannot solve. This approach helps children accept consequences but leaves their self-esteem intact. Teachers use positive expressions such as, " We want to walk in the hallway," instead of, "Don't run in the hallway," or "Thank you for helping Vera solve the problem." Often, friendly adult assistance can help children work through a problem on their own. Our aim is to guide children to develop the empathy, self-esteem, and self-control needed for autonomy—Piaget's term for the capacity to make intelligent, ethical decisions (Kamii, 1984).

Network of Support

Child-centered teachers are not isolated or alone in handling problems they may encounter. In contrast to the situation of many traditional teachers, child-centered teachers can partner with and ask for help from mentor teachers, Step by Step team members, and other professionals. Most importantly, they form a partnership with parents on behalf of the child, working together to address concerns. This network of support helps teachers tackle the daunting task of learning and practicing democratic life skills. The only task harder than learning these skills is teaching them to others. Fundamental change doesn't happen overnight; it takes time. But it is worth the effort to emulate, and strive to become, the kind of teacher that we want our own children to have.

The Foundations of Child-Centered Education

The concepts that form the foundation of child-centered education are not new. They draw on a rich tradition of educational thought that has evolved since the beginning of the last century. Herbart and Pestalozzi found that children learn best through activities they can tie to their own experiences, rather than through a strict recitation of facts. Froebel, a German educator in the 1870s, viewed the purpose of education as the harmonious development of the child's "innate impulses" through creative activity. Dewey saw education as a means of creating a just society and advocated for democratic ideals to be practiced and sustained through the microcosm of the classroom. Other educators in the first half of the twentieth century developed new classroom techniques to support this view of education, redefining the role of the teacher. Writing in 1950, Baker described the classroom as "a supportive environment for both children and adults to gain understanding in the area of human relationships," and Hymes and Read observed that "The teacher must be willing to modify the daily program for the benefit of children, not just hold the program as a fixed commodity, against which the behavior of the child will be judged" (Gartrell 1997). Piaget, a famous contemporary educator, thought of the classroom as a laboratory in which the practice of democracy was to be modeled, taught, and learned.

Appropriate and Inappropriate Class Management

For all of these educators the teacher is at the heart of creating a learning environment that fosters social, personal, and intellectual development. The following table contrasts a well-managed classroom by a thoughtful, responsible teacher with inappropriate classroom management techniques.

Appropriate classroom management	Inappropriate classroom management
Teachers facilitate the child's development of social skills, self-control, and self regulation by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to more acceptable activities, setting clear limits, and intervening to enforce consequences for unacceptable, harmful behavior. Teachers' expectations respect children's developing capabilities. Teachers are patient, realizing that not every minor infraction warrants a response.	Teachers spend a great deal of time punishing unacceptable behavior, demeaning children who misbehave, repeatedly putting the same children who misbehave in time-out or some other punishment unrelated to the action. Teachers do not set clear limits and do not hold children accountable to standards of acceptable behavior. The environment is chaotic, and teachers do not help children set and learn important rules of group behavior and responsibility.

Child-Centered Classroom Practices

This might sound too difficult to be achieved during a school day—and it is! But it's not more or less difficult than teaching in the traditional way—it's just a different approach to teaching. Teachers who implement a child-centered educational approach use the following classroom practices:

1. *The teacher is conscious that skills, especially social skills, are difficult to master and that children make mistakes in the process of learning*. The teacher views children in a positive light and helps them learn to manage themselves, their problems, and their emotions. In order to achieve this, the teacher must make a clear distinction between children, who are always loved unconditionally, and their behavior. Reprimands such as, "You are bad!" "You know better than that!" "You better be good!" trick, threaten, or condition children's behavior, and don't help children master the important skills they need in a democratic society.

2. *The teacher sets clear boundaries, which are understandable and achievable by children.* Teachers may worry that the situation might get out of hand. However, classroom rules—determined at the beginning of the school year together with the children—help remind children of appropriate classroom conduct. These rules are written as positive statements and are used not only by the teacher, but also by the children, as a shared standard of behavior for their classroom community.

3. *Classroom management is not used just because it is in fashion.* The trend for child-centered, developmentally appropriate practice is based on research on child development. Teachers who choose to apply it are conscious that they cannot do it alone; they create supportive relationships with colleagues and with parents. The teacher does not use child-centered management on some occasions and traditional (punitive) management at other times. Child-centered classroom management has a wide range of methods, including strategies for preventing problems, conflict resolution, crisis intervention, and long-term management. The teacher focuses on reducing the need for mistaken behavior, using techniques such as changing the schedule of activities, paying attention to individual differences, and modifying the classroom arrangement. The teacher also helps children develop verbal skills for conflict resolution that are oriented toward finding a solution. The teacher models desirable behavior and provides as much support as is necessary to promote conflict management. Initially, this requires close and direct assistance. In time, teachers are able to encourage children to negotiate by themselves, while trying to understand the feelings of others.

4. *Child-centered classroom management offers opportunities for all children to be successful.* Many teachers shifting from the traditional model to the new one, as well as many parents enrolling their children in a Step by Step classroom, worry that the new model won't be as effective as the old one. But our experience has shown that children in Step by Step classrooms perform as well academically as their peers in traditional educational settings. Even more significantly, results from a comparative study of Step by Step methodology in primary classrooms in Albania (Dedej et al., 1999) showed that Step by Step children develop a higher level of social skills, which are very important later in life.

5. *The teacher uses teamwork with adults, especially with parents.* The partnership with parents is crucial because children need continuity between home and school, or they will become confused. This is not an easy task, but with different kinds of sincere invitations, even hard-to-reach parents gradually become involved. Also the partnership with other teachers and specialists helps the teacher and children understand the importance of collaboration between adults. Through working together, the teachers can accomplish what they cannot do alone.

The partnership with parents is crucial because children need continuity between home and school.

References

Bredekamp, S. & Copple, C. (Eds.). (1997). Developmentally appropriate practice in early childhood programs. (Rev. ed.). Washington, DC: NAEYC.

Dedej, K., Sula, G., et al. (1999). Comparative study of Step By Step methodology in primary schools in Albania, Albania Education Development Project (AEDP).

Gartrell, D. (1997). Punishment, discipline and guidance. *Young Children*, 53 (6).

Kamii, C. (1984). Autonomy: The aim of education envisioned by Piaget. *Phi Delta Kappan* 65 (6).

Walsh, K. B. (1996). Creating child-centered classrooms. Washington DC: Children's Resources International.

Wittmer, D.S., & Honig, A.S. (1994). Encouraging positive social development in young children. *Young Children*, 49 (5).

Measuring Psychosocial Outcomes in the Step by Step Program:

A Longitudinal Study in the Czech Republic

by Miluse Havlinova, PhD, CSc, Researcher, National Institute of Public Health, Prague, and E. Hejduk, N. Kozova, E. Sulcova, L. Tomasek and E. Weinholdova

The Step by Step Program, first introduced in the Czech Republic in 1994, brought child-centered educational practices into preschool and primary school classrooms. From its inception, the Step by Step Program raised questions for both educators and parents about its effectiveness. Would the use of an educational methodology based on individualization and learning through play meet the program's aim to positively influence the social and personal development of children? Would the departure from traditional didactic approaches to instruction put the Step by Step children at a disadvantage, intellectually, when they transitioned to elementary school? In order to address these questions, the Open Society Fund in the Czech Republic commissioned a study to measure the impact of the Step by Step Program for kindergartens on children's psychosocial capacities. This article reports on the design and outcomes of that study.

The Evaluation Framework

Research Design

The evaluation was designed and conducted by an independent research team. In order to maximize the scientific validity of the research, the evaluation design included the use of a large sample, a matched control group, and a longitudinal methodology to collect data at repeated intervals over a three-year period. The research sample included 821 children ages three to seven years old. In the Step by Step group, 409 children attended classrooms in 10 Step by Step kindergartens. In the control group, 412 children attended classrooms in 12 "mainstream" kindergartens without any special program. Both groups of children were equal in terms of size, the number of boys and girls, the age groups represented, family background (parents' education, complete families), and the location and size of the kindergarten (building, size of classrooms, location within a region).

From its inception, the Step by Step Program raised questions for both educators and parents about its effectiveness.

Selection of Evaluation Instruments

The aim of the research was to identify the impact of the Step by Step Program on children's psychological and social development. The Step by Step Program places special emphasis on developing children's skills in the areas of communication, creativity, ability to solve problems, cope with change, think critically, and be responsible for one's actions. To measure these characteristics, the researchers selected psychological tests, standardized for the Czech population where possible, to assess children's intelligence, creativity, social maturity, personality, and school readiness. The measures used are described in the chart on the next page.

Schedule of Assessments and Data Analysis

The same pair of psychologists examined each child twice a year at the participating schools. At the end of each year all of the data collected were statistically processed, and results concerning both groups were compared (cross-sectional analysis of the data). A calculation of the trends and directions of development of individual characteristics over the whole monitoring period followed completion of the last

Children in kindergartens (age 3-7):			
	Boys	Girls	**Total**
STEP BY STEP schools	189	220	**409**
Non-STEP BY STEP	207	205	**412**
Total	**396**	**425**	**821**

Selection of Step by Step Program Evaluation Instruments

Intellectual level	Human Figure Drawing (HFD) by Goodenough [a Czech standardization: Sturma & Vagnerova, 1982]	HFD: Stages of children's spontaneous pencil drawing of a man serve as a natural developmental indicator of general mental level (mental age) of a performing child. Drawings are evaluated and scored from two points of view: content and form. The total sum of both raw scores represents the third value used. Raw scores are standardized in stens on the Czech population for half-year intervals of chronological age 2 – 11 years (1985), separately for girls and boys.
	Raven Progressive Matrices (RAVEN), colored form for children [a Czech standardization,1995, 2003]	RAVEN: designed to measure a person's ability to form perceptual relations and to reason by analogy, independent of language and formal schooling. Each item contains a figure with a missing piece and offers the choice of alternative pieces to complete the figure. RAVEN, form for children, is composed of 3 subtests, giving 3 subtest raw scores and one total raw score. Raw scores are standardized for age group and gender. It is also possible to use I.Q. ranges as a transformed value obtained from the total raw score.
Problem-solving abilities (creativity)	Drawing Test of Creativity (DTC), [an original test: Havlinova & McLeod,1982]	Children solve simple practical problems (for example, How to weigh an elephant?). The DTC is composed of 3 parallel sets A, B, and C, each with 4 tasks taken from different fields of human activity and life. The child has to express and explain his/her solution of each task by a pencil drawing. Evaluated are: meeting the task (yes or no) and the quality of 7 dimensions of a creative performance (level of solution, originality of solution, fluency of ideas, number of alternative solutions, courage to take a risk, elaboration, verbal complement). Each task is evaluated separately by a task-raw score. The sum of all 4 task-scores represents a complex value of the child's creativity performance.
Social maturity	Scale of situational adjustment [a tool adopted for this study: Kozova & Hejduk, 1997]	The examiner assesses the child's behavior and emotional expression of adaptation to the examiner and to the assigned tasks. 10 items are rated by bipolar scales. Shows good validity in cases when children are meeting new people and new situations.
Personality dynamics and structure	Rorschach Tables [approach used for interpretation in: Rican, Krejcorpva, et al., 1995]	Assessment of the child's verbal responses to a set of 10 mirror-stains, using special evaluation criteria for children, which differ from those for adults. Requires special training in evaluation and qualitative interpretation.
School readiness	Kern's Drawing Test. [a Czech adaptation: Jirasek,1968, 1976, 1980]	A test used for orientation of the child's readiness for school attendance at the age of 6 years. Consists of 5 tasks: draw a human figure, make a copy of prescribed hand-written senseless words, make a copy of a predrawn set of basic geometric figures, draw a car, draw a flower. By standard norms it is possible to recognize a preschool child's readiness to acquire basic skills needed at school.

wave of testing (longitudinal analysis of the data).

Length of research:	**3 years**
Frequency of examinations:	**2 times per school year**
Total number of examinations:	**6 (6 waves)**

Strengths and Limitations of the Study

This research project is the first and, so far, the only study in the Czech Republic to evaluate the effectiveness of a non-traditional curriculum. The large number of children in the study, the use of a control group, and the use of a longitudinal methodology contributed to the scientific rigor of the research. In addition, the use of multiple standardized psychological tests at repeated intervals, with data collected by independent evaluators who remained constant during the period of the study, further strengthened the validity and statistical integrity of the data. It should be noted, however, that the on-site assessments were not "blind"; Step by Step classrooms are distinctive and easily recognizable and the psychologists knew whether the child being evaluated attended a Step by Step kindergarten or a mainstream kindergarten.

Children from the Step by Step group are more creative than non-Step by Step children in most of the characteristics examined.

Expected Results

Before launching the project, the researchers posited the following hypotheses:

I. The intellectual performance of children from Step by Step kindergartens—both at the beginning and end of the monitoring—would not differ from that of children from non-Step by Step kindergartens.

Both the Step by Step and control groups of children were stratified so that there were no differences in the intellectual level between the groups; the children would start on the same "baseline." It was assumed that the Step by Step methodology does not affect the children's intellectual development any more than the well-tried, traditional procedures applied in other kindergartens.

II. Children from Step by Step kindergartens would perform better in terms of all of the remaining characteristics, whose development is the primary focus of the Step by Step Program.

The areas that are the focal point of the Step by Step Program and where children from Step by Step kindergartens were expected to show better results than children from non-Step by Step kindergartens included: accepting and actively coping with change, ability to make choices and bear responsibility for one's decisions, recognizing problems and solving them, creative thinking, using one's imagination, ability to handle difficult situations, active and effective learning, ability to apply acquired knowledge in practice, and tolerance of individual and ethnic differences.

III. Children from Step by Step kindergartens would not be any different from children from non-Step by Step kindergartens in terms of school readiness.

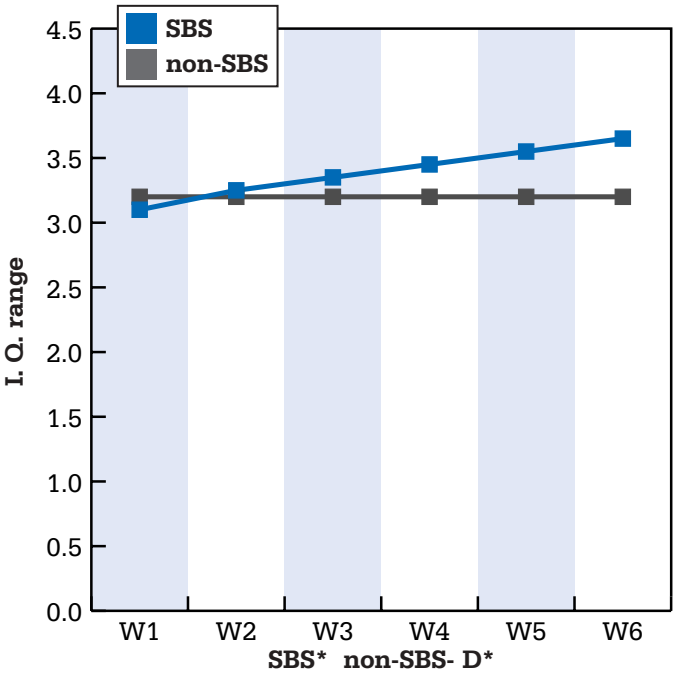
Although the Step by Step Program has priorities in areas other than preparation for school, it was expected that children from Step by Step kindergartens would be as well-prepared, academically, as children from other kindergartens. They would have the background knowledge required of children attending mainstream elementary schools.

Significant Findings

I. The first assumption—that children from Step by Step kindergartens, both at the beginning and end of the monitoring, would not differ from children from non-Step by Step kindergartens in intellectual performance—was not fully confirmed. The intellectual performance of children from both groups on the Human Figure Drawing Test (HFD) and the Raven Progressive Matrices (RAVEN) was the same at the beginning; however, in some of the subsequent examinations the children in the Step by Step Program performed better on both. As shown by Figure 1: *Trends of Intellectual Development by HFD (I.Q. ranges)*, there is a significant difference between the trends of both samples in favor of Step by Step children. As values used in this case are assessed by the HFD, we have to take into consideration that the level of a child's HFD is dependent on the culture and background of her/his family and affected by general school education.

The outcomes related to the development of non-verbal, or so-called "general intelligence," examined by the RAVEN were particularly surprising (see Figure 2: *Trends of Intellectual Development by RAVEN)* because this type of intelligence should not be as easily influenced by the social environment as is verbal intelligence. Despite this, the Step by Step Program seems to stimulate even non-verbal, general intelligence. This suggests that children's independent learning in activity centers and the specific teaching methods used by teachers in the program may be more effective in stimulating the development of the child's full intellectual capacity than the common didactic procedures used in most kindergartens.

Figure 1: Trends of Intellectual Development (Human Figure Drawing – I. Q. ranges) A comparison between SBS and non-SBS samples



Legend:

Horizontal axis

The trends of children's development.

W = the wave of measurement of the above characteristic: 6 times of 6 during 3 years of the longitudinal follow-up (twice per year).

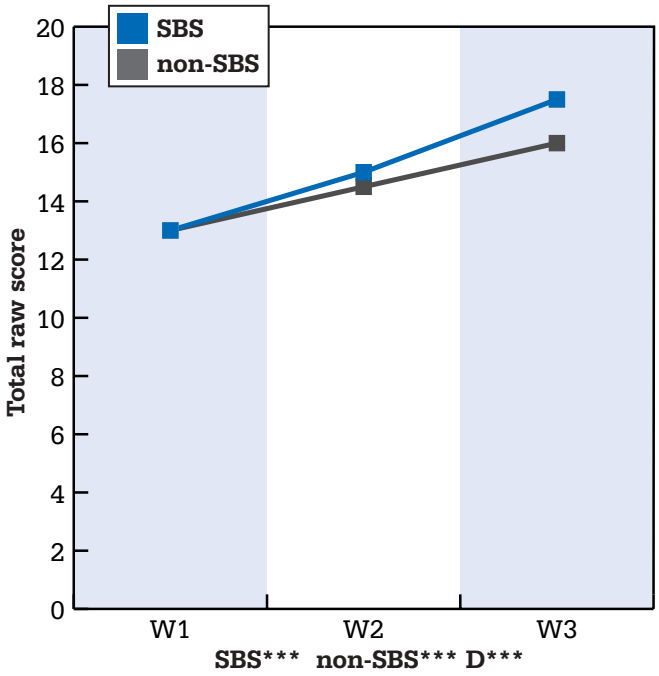
D = the difference between the trends of both compared samples: in this case the marked difference is significant in favor of the SBS sample.

*The level of statistical significance: .05 = * (standard); .01 = ** (high); .001 = *** (highest).*

Vertical axis

I. Q. range: values of child´s mental level measured by the HFD test have been transformated to current I. Q. values but expressed by a shorter five-range scale: 1: < 70; 2: 71-90; 3: 91-110; 4: 111-130; 5: >131).

Figure 2: Trends of Intellectual Development (Raven Total RS) A comparison between SBS and non-SBS samples



Legend:

Horizontal axis

The trends of children's development.

W = the wave of measurement of the above characteristic: 3 times of 6 during 3 years of the longitudinal follow-up (once per year).

D = the difference between the trends of both compared samples: in this case the marked difference is significant in favor of the SBS sample.

*The level of statistical significance: .05 = * (standard); .01 = ** (high); .001 = *** (highest).*

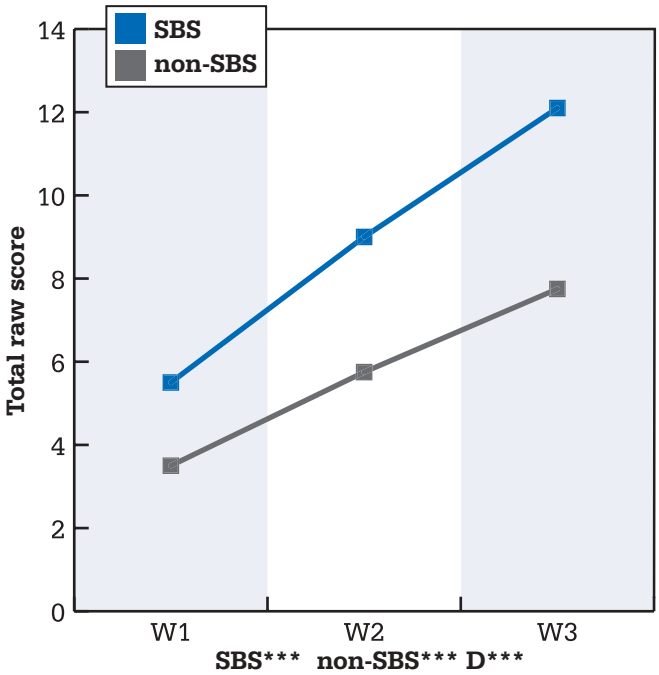
Vertical axis

Total raw score: theoretical MIN-MAX scope is: 0-36 points.

II. The second assumption—that children from Step by Step kindergartens would do better than children from non–Step by Step kindergartens in all other characteristics which are the focus of the Step by Step Program was confirmed. Children from the Step by Step group are more creative than non-Step by Step children in most of the characteristics examined. There is a significant difference between both samples in the trends of their total test score: the trend of creativity development is significantly higher in the Step by Step sample (see Figure 3). Although the non-Step by Step children also improved with time, this trend did not exceed the significantly higher increase in the Step by Step group. The better achievement of the Step by Step group is manifested by the fact that children from this group solve problems at a more complex level (see Figure 4); they have more ideas leading towards results (see Figure 5); they suggest a higher number of original solutions; they propose more challenging solutions; and their solutions' visual aspect and verbal description are more intelligible.

The groups differed in numerous personal traits as measured qualitatively by the Rorschach test. The Step by Step children tend to have less inner tension, to be more confident and independent, to feel safer at school, and to be less afraid of failure. In addition, they act more autonomously, are less conformist, and less submissive towards authority, i.e. more resistant to social pressure. At the same time, their creative

Figure 3: Trends of Creativity Development (Total raw score – RS) A comparison between SBS and non-SBS



Legend:

Horizontal axis

The trends of children's development.

W = the wave of measurement of the above characteristic: 3 times of 6 during 3 years of the longitudinal follow-up (once per year).

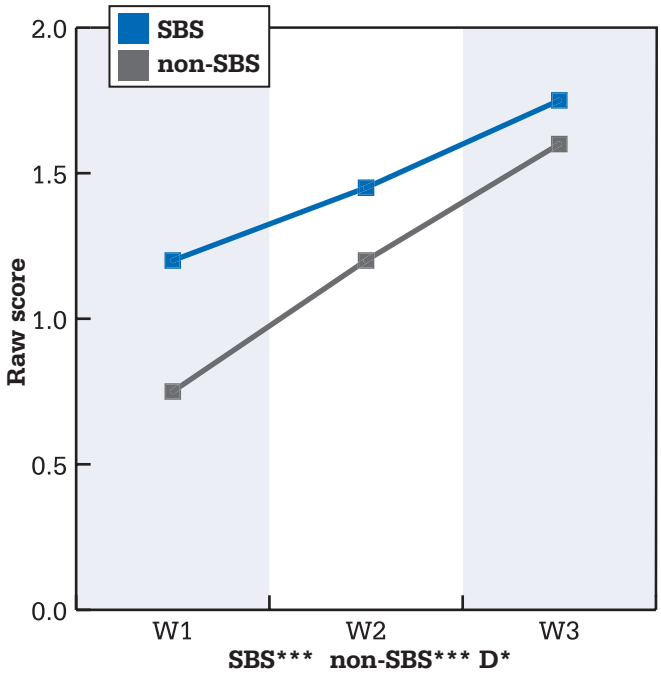
D = the difference between the trends of both compared samples: in this case the marked difference is significant in favor of the SBS sample.

*The level of statistical significance: .05 = * (standard); .01 = ** (high); .001 = *** (highest).*

Vertical axis

Total raw score: measured MIN-MAX scope is: 0-16 points, but MAX values are theoretically unlimited (it is because two subtests of the test receive points after the number of given ideas).

Figure 4: Trends of Creativity Development (The Problem is Solved — Subtest 2/RS) A comparison between SBS and non-SBS samples



Legend:

Horizontal axis

The trends of children´s development.

W = the wave of measurement of the above characteristic: 3 times of 6 during 3 years of the longitudinal follow-up (once per year).

D = the difference between the trends of both compared samples: in this case the marked difference is significant in favor of the SBS sample.

*The level of statistical significance: .05 = * (standard); .01 = ** (high); .001 = *** (highest).*

Vertical axis

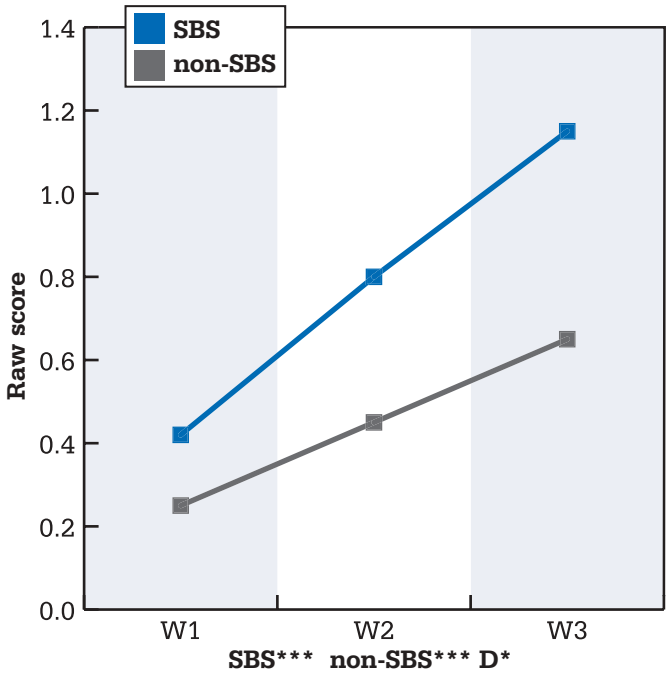
Raw score: MIN-MAX scope is: 0-2 points (presented solution of the task is evaluated from the point of its adequacy to a real word with any magic means).

fluency is moderated by their ability to perceive reality more adequately, think practically, and respond sensitively to other people's behavior—all this to a greater extent than in the non-Step by Step children. In addition, the Step by Step children have a better ability to grasp the whole, while perceiving details at the same time. In general, they are faster to advance from the developmental stage of a non-differentiated attitude to a higher stage of development in which the ability to analyze and make logical judgments emerges. The development of their thinking results in a progressive increase in self-control without, however, a suppression of the children's spontaneity and emotionality. Step by Step children have better communication skills. They reach a more positive self-image and also view other people positively; they show a higher degree of openness and affinity to people.

In contrast, non-Step by Step children are less self-assured and compensate for their insecurity by increased caution and meticulousness. They are more anxious. There is a higher tendency to conformist behaviors and dependence on social norms and expectations as a defense against anxiety. The increased tension stemming from these pressures can lead to a stronger need to release emotional energy in inappropriate ways.

III. The third assumption—that children in Step by Step kindergartens would not differ from

Figure 5: Trends of Creativity Development (Flows of Ideas — Subtest 6/RS) A comparison between SBS and non-SBS samples



Legend:

Horizontal axis

The trends of children's development.

W = the wave of measurement of the above characteristic: 3 times of 6 during 3 years of the longitudinal follow-up (once per year).

D = the difference between the trends of both compared samples: in this case the marked difference is significant in favor of the SBS sample.

*The level of statistical significance: .05 = * (standard); .01 = ** (high); .001 = *** (highest).*

Vertical axis

Raw score: MIN-MAX scope is: 0-2 points (performed flow of ideas is evaluated from the point of its intensity and richness as none, medium, or strong).

children in non-Step by Step kindergartens in school readiness—was also confirmed. There was no difference between the two groups in the indicators used to diagnose their maturity for school attendance, which was examined upon their entrance to the first grade of primary school. As measured by the Kern's Drawing Test, children in both groups were equally ready to meet the standard requirements of primary school at a level comparable to the rest of the population of children attending primary school in the Czech Republic. This finding refutes the objections of those who do not believe that the Step by Step Program sufficiently prepares children for mastering school requirements.

Conclusion

The results of this research show that the Step by Step Program succeeds in meeting its goals of promoting children's emotional, intellectual, social, and personality development. The findings confirm that children in the Step by Step Program acquire a wide range of psychosocial skills related to the aims of the Step by Step Program. At the same time this does not weaken the acquisition of skills required by mainstream schools at the time of school entry. Furthermore, this research suggests that the child-centered educational methodology employed by the Step by Step Program facilitates normal child development in a non-stressful and secure setting. Key to this methodology is learning through play, cooperative work, thematic projects that build on children's interests, and the opportunity for children to engage in self-selected activities in a stimulating environment. In light of these demonstrated beneficial effects, the Step by Step Program holds a promising position in the field of preschool education in the Czech Republic.

References

Havlinova, M. & McLeod, R. (1982). Tvorive mysleni deti a odolnost vuci zatezi [Child´s creative thinking and stress resiliency]. Ceskoslovenska hygiena, 27(7), 392-395.

Jirasek, J. & Ticha, V. (1968). Psychologicka hlediska predskolnich prohlidek [Psychological aspects of medical survey of pre-school aged children]. Prague: Statni zdravotni nakladatelství.

Jirasek, J. (2003). Test skolni zralosti [Test of school readiness]. Brno: Psychodiagnostika.

Kozova, N. & Hejduk, E. (1997). Skala socialni prizpusobivosti ditete [Scale of child´s social adjustment]. Unpublished manuscript.

Rican, P., Krejcirova, D., et al. (1995). Detska klinicka psychologie [Child´s clinical psychology]. Prague: Grada.

Rorschach, H. (2001). Rorschachuv test [Rorschach test]. Prague: Testcentrum.

Sturma, J. & Vagnerova, M. (1982). Kresba lidske postavy [Human Figure Drawing test]. Bratislava: Psychodiagnostika.

This article was adapted from a manuscript prepared by Jana Kargerova and Vara Krejcova, based on the final report of the research project "A Longitudinal Study of the Impact of the Step by Step Educational Programme on the Development of Psychological and Social Competencies of Children in Participating Kindergartens (1997-2001)."

Toward a More Intelligent School

by Ahmet Saban, PhD, Assistant Professor, Selcuk University, Konya, Turkey

By adopting Howard Gardner's theory of multiple intelligences, teachers at a new elementary school in Turkey inspire students—and one another.

Photo by Esentepe Staff

Teachers at Esentepe Elementary School have discovered that integrating multiple intelligences theory into their instruction helps students become active learners. A 2nd grade teacher explained,

> *After I introduced my students to the multiple intelligences theory and started using it in my classroom, I was not surprised to hear a student say, "Teacher! I learn best visually, so could you explain this information by drawing a picture on the blackboard?" Such a request represents the student's crucial shift from passively receiving information to actively seeking knowledge. The student is not saying, "Teacher! I am incapable of understanding what you are talking about." On the contrary, the student is saying, "I would understand the subject better if you taught it in a way in which I can best learn it." That level of self-understanding sends a powerful pedagogical message from students to teachers.*

Introducing the Theory

Founded by Selcuk University Foundation as a private school in May 2000, Esentepe Elementary School in Konya, Turkey, started its K-3 program in September 2000, serving 116 students (61 boys and 55 girls) from a range of socioeconomic backgrounds. Because of our commitment to the multiple intelligences theory, we employ a large teaching staff whose diverse methodologies help us develop the multifaceted minds of our students in personalized ways. One kindergarten teacher and five regular classroom teachers each serve approximately 20 students. The school also employs full-time specialists in art, music, physical education, English, computer science, and drama; a principal and assistant principal; a school counselor; two assistant teachers; and two part-time specialists, one in folklore and the other in chess. I serve as Esentepe's education consultant.

Teachers came to Esentepe from different public schools, so in August 2000 we held a 5-week professional development program to get to know one another, develop a vision for the school, and prepare for the school's first year. Our conversations focused on structuring a school that would nurture our students' potential through personalized education.

I introduced the multiple intelligences theory as a strategy for personalizing students' education. Our discussions centered on books by Howard Gardner (1983, 1999) and on resources dealing with the application of the

theory in education (for example, Armstrong, 2000; Lazear, 1999; Nicholson-Nelson, 1998). Our biggest challenge was—and still is—the lack of Turkish literature on multiple intelligences. We have dealt with this issue by partially translating important materials form English to Turkish.

We adopted the multiple intelligences theory as our philosophical framework because it offered a new approach to instruction based on a model of intelligence that we could believe in. We now had a theoretical foundation of the human mind and an education philosophy that responded to students' different needs. One of our veteran teachers, reflecting on her 25 years of teaching in Turkey's public schools, explained,

> *We teachers have always been held responsible for the intellectual development of students and yet have lacked an adequate theory of human intelligence. But now, everything makes sense, and I understand more clearly how to teach in my classroom.*

Another reason that we chose to implement multiple intelligences theory is that it allowed us to focus on each student's potential. For a long time, being smart has been determined by a score on a standardized intelligence test, not by how well students learn in a variety of ways (Gardner, 1999). But the multiple intelligences theory shows teachers that all students have potential—they are simply smart in different ways. By applying the theory, educators can help all students learn. As our principal said,

> *We remain in education because we want to make a difference in the lives of students. The multiple intelligences theory offers us a pragmatic way of recognizing the special abilities of each student in the classroom.*

Photo by Esentepe Staff

How We Began

The multiple intelligences theory helped us recognize that all people have different intelligence profiles. Our kindergarten teacher reasoned,

> *As our students learn differently, we teach differently, too, because we also have different combinations of intelligences.*

Consequently, we began to wonder about the different kinds of intelligences among the Esentepe faculty. To uncover those intelligences, I provided our faculty members with a translated Turkish version of "The Multiple Intelligences Inventory for Adults" developed by Armstrong (2000), with the author's caution that "this inventory is *not* a test." Armstrong points to the need to identify our own multiple intelligences as educators and adult learners:

> *For unless we have an experiential understanding of the theory and have personalized its content, we are unlikely to be committed to using it with students.*

We teachers have always been held responsible for the intellectual development of students and yet have lacked an adequate theory of human intelligence.

The overall results of our multiple intelligences profiles indicated that our interpersonal and intrapersonal intelligences were strongest, but we needed some improvement in the naturalist and musical intelligence areas.

After gaining insight into our own intelligence profiles, we realized that if we were to personalize our students' education, we needed to know each student's strongest and weakest intelligences. Although Armstrong (2000) discusses

several worthwhile strategies for determining a student's intelligences profile, he contends that "the single best tool for assessing students' multiple intelligences [is] simple observation." Therefore, I gave our teachers a translated Turkish version of Armstrong's "Checklist for Assessing Students' Intelligences" (2000). Both classroom and specialist teachers observed students for about two months. They then came together and shared their observations and anecdotes about each student's special intelligences. Classroom teachers, for example, compared their observations with those of the specialist teachers. We used the results to organize students into multi-age groups for multiple intelligences-related exploratories.

Photo by Zeki Dursun/Yeni Gazete

Esentepe's Curriculum

Esentepe's curriculum implements its multiple intelligences approach through three structures.

Core courses and activities. Students attend Esentepe from 9 A.M. to 5 P.M. Students in grades 1-3 take nine courses, ranging from art to computer science to the Turkish and English languages.

Every student rotates through all exploratories. In this way, they have the opportunity to use their strongest intelligences while improving their weakest areas and developing their interpersonal skills.

Exploratories. On Friday afternoons, all students participate in multi-age exploratories during two 60-minute activity sessions. Students first go to their strongest interest area and then spend the next hour in one of the five other exploratory areas, which they change every week. During a 5-week period, then, every student rotates through all exploratories. In this way, they have the opportunity to use their strongest intelligences while improving their weakest areas and developing their interpersonal skills.

Projects. We do not use the traditional homework approach, such as "Do the exercises in your math book on page 110." Instead, teachers give students choices of what and how to learn and how to demonstrate their learning through interdisciplinary projects. The entire school uses the project guidelines developed by Campbell (1997), which have the student generate questions to explore and use at least three methods for presenting the project. Through projects, we help students apply their knowledge and develop a sense of responsibility for their own learning.

The Benefits for Students and Teachers

After working with the multiple intelligences theory for a year, we established two Esentepe norms and worded them as equations.

The more we collaborate with each other = The more we grow professionally as a team = The more we are able to better our students' education. Since adopting the multiple intelligences theory, our classroom teachers have learned to collaborate not only with one another, but also with specialists whose work is targeted toward specific intelligences. One of our 1st grade teachers explained,

> *Previously I did not know how to use certain teaching strategies and materials. I now realize that I might have missed helping some of the students. Now I have realized that I do not have to be a master in all eight intelligence areas to tap various resources that I used to shy away from. Now I know that I can draw on my colleagues' knowledge, perspectives, and expertise.*

The more we provide choices for our students = The more we are able to individualize their education = The closer we come to our school's vision. Integrating exploratories as choices for our stu-

dents is one of the most important features of Esentepe's curriculum. Our English teacher pointed out that

> *By offering many choices for our students in the program, we help them and their parents realize that the one teacher/one classroom approach in education is not the case at Esentepe. If one student is not discovered by his or her classroom teacher for some reason, another adult at Esentepe will be doing his or her best to reach that student because we all have different education backgrounds, teaching experiences, and views of schooling.*

Photo by Zeki Dursun/Yeni Gazete

Esentepe's Growing Reputation

Since September 2000, we have met every Saturday afternoon—in return for teachers having one afternoon off during the week—to learn more about multiple intelligences, reflect on how to implement the theory, and share our experiences with one another. As a result, we have established a sense of togetherness and a culture of school renewal. As Hoerr (2000) points out, the success of a multiple intelligences school depends largely on teacher discussion, collaboration, and professional development. At Esentepe, teachers discuss their ideas, share their curricular plans, and assist one another in refining their professional practice. Our drama teacher explained:

> *Because each of us has a different multiple intelligences profile, each approaches instruction differently. By interacting with one another, we learn from one another—whether we teach drama, art, or math.*

In less than one school year, we have been able to achieve local visibility and recognition. By May 2001, for example, we had more than 100 parents submitting applications for 60 openings for the next school year. Since Esentepe's opening day, the local media have expressed a strong interest in both our curricular and extracurricular activities, such as the Schoolwide Tree-Planting Festival that grew out of the 3rd grade students' naturalist intelligence project (Dursun, 2001).

Esentepe's multiple intelligences project represents a significant shift in the highly centralized Turkish education system and a new approach to the way education is delivered to students in the city of Konya. The school is also a model for how all students should be taught. We hope that the current demand for alternative school structures will encourage other educators to adopt multiple intelligences practices.

Esentepe's multiple intelligences project represents a significant shift in the Turkish education system. The school is also a model for how all students should be taught.

References

Armstrong, T. (2000). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.

Campbell, L. (1997). How teachers interpret MI theory. *Educational Leadership, 55*(1), 14-19

Dursun, Z. (2001, March 24). Minikler fidan dikti (Children planted seedlings). *Yeni Gazete*, p. 2.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: BasicBooks.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: BasicBooks.

Hoerr, T.R. (2000). *Becoming a multiple intelligences school*. Alexandria, VA: ASCD.

Lazear, D. (1999). *Eight ways of teaching: The artistry of teaching with multiple intelligences*. Arlington Heights, IL: Skylight.

Nicholson-Nelson, K. (1998). *Developing students' multiple intelligences*. New York: Scholastic.

Sabin, A. (2002, October) Toward a More Intelligent School. Educational Leadership, 60(2), 71-73.

For more information contact the author at asaban@selcuk.edu.tr.

"Will You Play With Me?": Early Childhood Education via Television

by Ayla Goksel Gocer, MSc, Vice President, Mother Child Education Foundation (ACEV), Istanbul, Turkey

The Mother Child Education Foundation (ACEV) in Turkey has been working in the field of adult and early childhood education since its establishment in 1993. Its mission is to empower people by means of education and enable them to improve the quality of their lives. By providing free education services to children and adults of low socioeconomic background, ACEV's programs target the most needy populations and communities. All of ACEV's programs are based on scientific premises and developed in partnership with academics from respected universities. Over 240,000 participants have benefited from ACEV programs, and over 2,600 teachers and volunteers have been trained. In addition, through its research and publications, ACEV is actively involved in advocacy efforts to develop policies in the areas of early childhood and adult education.

ACEV's first and most widely implemented program, the Mother Child Education Program, aims to empower mothers of preschool-aged children by supporting them in their parenting roles, while also equipping them with the knowledge and tools necessary to help foster the cognitive development of their children. Another one of ACEV's important programs is the Father Support Program that aims to encourage and support fathers to take a more positive and active role in their child's development.

"Will You Play With Me?" aims not only to support the cognitive, physical, social, and emotional development of pre-schoolers, but also to support parents in their parenting roles by providing them with information on child rearing, child development, and positive parenting attitudes.

In 2001, in an attempt to significantly multiply the number of beneficiaries reached and to diversify its models of implementation, ACEV developed a television program based on its Mother Child Education Program and Father Support Program. Working in collaboration with the public broadcasting service, TRT (Turkish Radio Television), ACEV developed "Will You Play With Me?" (*Benimle Oynar mısın?*), an innovative 65-part television series targeting both preschool-aged children and their parents. The move to include parents in the target audience is actually

what "sets this television program apart from other children's programs," argues Professor Bekman, academic consultant to ACEV. As such, this program was developed not only in order to reach a larger group of people, but also as an alternative to existing children's programs.

Program Aims, Content, and Development

"Will You Play With Me?" aims not only to support the cognitive, physical, social, and emotional development of pre-schoolers, but also to support parents in their parenting roles by providing them with information on child rearing, child development, and positive parenting attitudes. In order to reach these goals, over 300 specific objectives were formulated based primarily on the content of the Mother Child Education Program and the Father Support Program and also on the input of experts in related fields, pediatricians, and other educators.

A team of academics and practitioners from ACEV carefully designed the program's educational content, structure, and specific aims. The entire program, from conception to broadcast, took over a year of collaboration and teamwork. ACEV's team of consultants worked very closely with the writing team, as well as TRT'S production team, throughout the entire process.

The content is delivered in several forms: studio dramas, puppetry, animation, live action, and film footage of various topics. All 65 segments of the program are comprised of 30 minutes of short sequences in which different educational messages are delivered through these various forms. Approximately 50 percent of the program is aimed at fostering the cognitive development of the child, 20 percent at social and emotional development, 18 percent at child-rearing attitudes, and approximately 2 percent aims to promote environmental awareness. The cognitive development component of the program specifically aims to improve eye-hand coordination, pre-numeracy and pre-literacy skills, and concept recognition, while also focus-

ACEV and TRT have achieved something very rare: they have combined forces to produce television programming for children and their parents … that is entertaining, educational, and completely local.

ing on the importance of reading books and the role of play in fostering development.

The program has been produced in partnership with TRT, Turkey's public television channel.

The partnership for "Will You Play With Me?" has proved to be a viable model for how complementary assets can be merged to produce a whole that is far bigger than its parts.

The partnership model is, in itself, a prominent case of intersectoral partnerships in education. TRT is entirely funded through public sources; ACEV is an NGO funded through private sources. The partnership for "Will You Play With Me?" has proved to be a viable model for how complementary assets can be merged to produce a whole that is far bigger than its parts. ACEV's vast experience in early childhood and parenting programs and commitment to reaching families that were in most need of educational support became a vehicle for TRT to focus on preschool programming—a focus largely neglected in Turkey since the local co-production of "Sesame Street" was cancelled in 1991. In the partnership, ACEV took lead responsibility for the academic consultancy and scriptwriting, and TRT took lead responsibility for the production and broadcasting of the program. These lines of responsibility were not exclusive, and the whole process was highly collaborative in all aspects of the production.

After months of research, collaboration, and actual realization of the various components, "Will You Play With Me?" began airing in February 2002. Due to widespread interest from the media and viewers, ACEV and TRT developed a second series that aired in September 2002, and the program is currently preparing for its third season to be broadcast in September 2003.

Conclusion

"Will You Play With Me?" has proven to be not only a popular show for preschool-aged children and their families but also a beneficial show, effective in improving children's school readiness, their general cognitive skills, and their mothers' parenting skills (Baydar et al, 2003). Most importantly, it has filled an important void in the area of preschool and parent education, reaching millions of families that cannot access services in their communities. In this respect, "Will You Play With Me?" has become an important model of early childhood education in Turkey using distance education.

ACEV and TRT have achieved something very rare: they have combined forces to produce television programming for children and their parents—a neglected target audience in Turkey—that is entertaining, educational, and completely local. ACEV and TRT continue to work on improving the program every year with the vision that "Will You Play With Me?" will become a program fondly remembered by future generations.

References

Baydar, N., Kagitcibasi, C., Kuntay, A., and Goken, F. (2003). Evaluation of an Early Childhood Educational Television Program in Turkey. Technical Report prepared for ACEV, Istanbul, Turkey.

School and Community Partnerships

Education for All and Children with Disabilities: International Policy and Practice

by Phyllis Magrab, PhD, Director, Georgetown University Center for Child and Human Development

Issue Addressed

The right to education is a basic human right and the foundation for a more just society. Half a century ago the *Universal Declaration of Human Rights* (1948) asserted education to be this basic human right, a right that was reaffirmed in the *Convention on the Rights of the Child* (1989). Importantly, the *Convention* also recognized that there are particular problems to overcome in order to truly ensure educational opportunities for all children. For this reason, the *Convention* has been followed up in recent years by a movement that has sought to turn the educational rights of the child into a reality. This movement, Education for All (EFA), was launched at the World Conference on Education for All in Jomtien, Thailand in 1990 by the major international and bilateral organizations and was attended by almost all of the nations of the world. In the year 2000, a decade later, 176 countries gathered in Dakar, Senegal at the World Forum on Education for All to review the progress made towards this goal. While, in general, countries have worked to address the educational rights of children and 10 million more children attend school each year, the tendency of countries to focus on the "easy to reach" and neglect those excluded from basic education for social, economic, or geographic reasons was notable in the review of progress. For example, 98% of children with disabilities in developing countries do **NOT** attend schools. As a result, the forum declared that Education for All must take into account the needs of the poor and the disadvantaged, which includes, among others, those with special learning needs and assure that Education for All really means **ALL**.

The forum declared that Education for All must take into account the needs of the poor and the disadvantaged, which includes, among others, those with special learning needs and assure that Education for All really means ALL.

Operationalizing EFA

To achieve the major Dakar goal of assuring quality primary education for all by the year 2015 and other more specific goals, a broad international strategy has been put in place. The heart of this strategy is at the country level and embedded in national EFA plans for action (The Dakar Framework for Action, 2000). Each national EFA plan must specify reforms addressing the EFA goals, establish a sustainable financial framework, and be time-bound and action oriented.

Importantly, the Dakar Framework is a collective commitment; countries must be supported by regional and international agencies and institutions to reach EFA goals. To coordinate the commitment of these efforts a structure has been put in place that links national education development plans to regional frameworks for action and to an international structure of multilateral agencies, bilateral donors, lending institutions, and NGO networks. This international structure is coordinated by a Secretariat at UNESCO, an EFA

Working Group, and a High Level Group, all playing a role in assuring:

- Planning,
- Communication and Advocacy,
- Financing,
- Monitoring and Evaluation, and
- International and Regional Mechanisms.

An additional resource to countries is the Flagship programs that are a structured set of activities carried out by voluntary partners to eliminate specific obstacles to achieving Dakar goals through targeted and coordinated actions. These programs assist countries with their national educational plans and provide a focus for a particular aspect of EFA in terms of advocacy, information exchange, advice, and monitoring of progress. Currently there are flagship programs related to girls' education, school health, HIV-AIDS, literacy, emergency situations, early education, quality education, and, most recently, inclusion and disability.

There are flagship programs related to girls' education, school health, HIV-AIDS, literacy, emergency situations, early education, quality education, and, most recently, inclusion and disability.

The Flagship on Education for All and the Rights of Persons with Disabilities: Towards Inclusion

This *Flagship on Education for All and the Rights of Persons with Disabilities: Towards Inclusion* was established in the year 2002 to act as a catalyst to ensure that the right to education and the goals of the Dakar Framework are realized for individuals with disabilities. This flagship is based on the principle that the right to education is universal and must extend to all children, youth, and adults with disabilities as articulated in a number of internationally approved declarations, including the *World Declaration for Education for All* (1990), the *Standard Rules on the Equalization of Opportunities for Persons with Disability* (1993), the *UNESCO Salamanca Statement and Framework for Action* (1994), and the *Dakar Framework for Action* (2000).

The *Flagship on Education for All and the Rights of Persons with Disabilities: Towards Inclusion* has been formed by an alliance of diverse organizations, including global disability organizations, international development agencies, intergovernmental agencies, and experts in the fields of special and inclusive education from developed and developing nations. The flagship seeks to unite all partners in its effort to reach out to children, young people and adults with disabilities, and to promote solutions that can translate universal rights into inclusive realities. The Flagship Secretariat is housed in UNESCO.

The Goal of the Flagship has been agreed to as follows: *Recognizing the universal right to education, the Flagship seeks to unite all EFA partners in providing access to and promoting completion of quality education for every child, youth, and adult with a disability.* In order to reach this goal, the flagship will:

- Have the full participation of persons with disabilities and families in the design of all Flagship activities.
- Promote the full participation of persons with disabilities and families in the development of policies and practices related to the education of persons with disabilities at the national, regional, and global levels.
- Seek to ensure that all governmental entities, donors, and NGOs endorse the universal right of education for all children, youth, and adults with a disability.
- Act as a catalyst to fully incorporate the Flagship Goal into national plans of action and regional policies.
- Work in partnership with all other EFA Flagships to fully endorse and incorporate the right of educating every person with a disability into their efforts.
- Mobilize resources in support of the Flagship Goal through obtaining commitment of new resources from national and international entities and leveraging existing EFA resources.
- Seek to ensure that the EFA Monitoring Process includes specific quantitative and qualitative statistics and indicators related to persons with disabilities and documentation of resources allocated to the implementation of EFA for these individuals.
- Identify and disseminate effective practices and stimulate research and studies related to the Flagship Goal to include such areas as:
  - Quality teacher education,
  - School organization including adequate and accessible facilities,
  - Curriculum and pedagogy, and
  - Assistive devices and appropriate materials.
- Promote the right of every child and youth with a disability to express his/her view pertaining to his/her education and life

Donor and International Organizations Support for the Disability Dimension of EFA

COUNTRY	ORGANIZATION(S)*
Albania	UNICEF
Algeria	UNICEF
Armenia	UNICEF
Azerbaijan	UNICEF
Bangladesh	Japan
Bhutan	UNICEF
Bolivia	Japan
Bosnia & Herzegovina	Finland Italy UNESCO World Bank
Botswana	Int. Amer. D. Bank
Brazil	Japan
Bulgaria	Save the Children
Cambodia	Japan Sweden UNESCO
China	Japan Save the Children UNESCO
Colombia	Japan
Dominica	Japan
Egypt	UNESCO
Eritrea	Denmark
Ethiopia	Japan
Georgia	UNICEF
Guinea	Action Aid Japan World Bank
Haiti	Save the Children
India	Action Aid Canada Japan
Indonesia	Japan Norway
Iran (Islamic Republic of)	UNICEF
Ireland	Save the Children
Jordan	Japan UNESCO UNICEF
Kazakhstan	UNESCO UNICEF
Kenya	IPEC Japan
Kyrgyzstan	UNESCO
Laos People's Democratic Republic	Japan Save the Children SIDA UNESCO
Lebanon	Save the Children UNICEF
Lesotho	UNICEF
Malawi	Japan
Malaysia	Japan
Mali	Sweden World Bank
Mexico	Japan
Mongolia	Japan Save the Children
Morocco	Save the Children UNESCO
Mozambique	Denmark Japan
Myanmar	Japan Save the Children
Nepal	Denmark Finland Japan Save the Children
Niger	Action Aid
Pakistan	Japan Save the Children
Paraguay	Japan
Peru	World Bank
Philippines	Japan
Saudi Arabia	Japan
South Africa	Denmark Japan Sweden
Sri Lanka	UNICEF
Sudan	UNESCO
Swaziland	Japan Save the Children
Syrian Arab Republic	Japan
Tajikistan	Save the Children
Thailand	Japan UNESCO
Tunisia	Italy
Uganda	Denmark
Uzbekistan	Save the Children
Viet Nam	Save the Children
Yemen	UNESCO
Yugoslavia	Finland UNICEF
Zambia	Denmark Finland
Zimbabwe	Save the Children

*Multilateral, bilateral (listed by country), and non-governmental donor and international organizations/agencies.

skills as defined by Article 23.1 of the Convention on the Rights of the Child.

Mapping International Commitment to the Dakar Goals: EFA Donor and International Organization Assistance

In order to support a comprehensive strategy for Education for All (EFA), it is important to know how multilateral, bilateral, and non-governmental organizations and agencies are supporting the implementation of EFA action plans in nations requiring assistance. In order to support the work of *The Flagship on Education for All and the Rights of Persons with Disabilities: Towards Inclusion* with countries, it is particularly important to understand the international commitment to the area of disability.

A plan to gather this information was initiated in January 2002. Using *The Dakar Framework for Action,* a matrix was developed to highlight efforts directed at specific EFA goals including disability. A preliminary group of 24 agencies/organizations were contacted by e-mail, fax, mail, and telephone to complete the matrix. To date, 23 agencies/organizations have provided information. The matrix is considered to be a living document. Additional donors and international organizations will be added over time and the matrix will be updated regularly.

The resulting matrix, *EFA Donor and International Organization Assistance by Thematic Areas* (Magrab, 2002), is a *preliminary* attempt to document the international assistance effort. It displays the array of donor and international organization activity in each of the member nations of the United Nations. This matrix serves as a basic directory of international support for EFA from multilateral donors, bilateral donors, and non-governmental organizations.

While the matrix is far too lengthy to summarize in this brief, the following represents a summary of the donor and international agency assistance to the disability area. It is noted that many countries do not receive any assistance in this area and a number of donor and international organizations do not target funding towards this area. Additionally, one of the limitations of the survey, lack of information on level and duration of funding, may even further minimize the funding effort regarding the area of disability. Given that 98% of children with disabilities do not attend schools in developing countries, this matrix points to the need to mobilize resources to create effective educational opportunities for children with disabilities that foster inclusive communities and social justice. Translating the universal right to education into individual realities will require the coordinated commitment of the entire international community.

Participating Donor and International Organizations

Multilateral Organizations
European Commission
UNFPA
UNESCO
UNICEF
ILO
WHO
World Bank

Regional Organizations
African Development Bank
Inter-American Development Bank (IADB)

Bilateral Donors
(Agencies for International Development)
Canada (CIDA)
Denmark (DANIDA)
Finland (FINIDA)
France
Italy
Japan
Netherlands
Norway (NORAD)
Sweden (SIDA)
United Kingdom (DFID)
United States (USAID)

NGOs
Action Aid Alliance
CARE
Save the Children

References

Magrab, P. (2002). Mapping of Donor Assistance by Country. In *An International Strategy to Put the Dakar Framework for Action on Education for All into Operation* (pp.40-44). Paris, France: UNESCO

Magrab, P. (2002). *EFA Donor and International Organization Assistance: Multilateral Donors, Bilateral Donors, and Non-Governmental Organizations.* Paris, France: UNESCO.

Continued on next page.

Continued from page 36.

This brief describes a special international effort of The Consortium for Children and Youth with Disabilities and Special Health Care Needs related to improving systems of services and supports for children with disabilities and focuses on the right of all children to an education, as a critical underlying principle. Representing the Consortium for the National Institute on Disability and Rehabilitation Research, Dr. Magrab is a member of the International Working Group on Disability and Development (IWGDD), a group of donor, governmental, and non-governmental organizations and agencies whose mission is to ensure that the rights and concerns of individuals with disabilities are fully integrated into the agenda of donor and other organizations, with focus on developing countries and countries in transition. NIDRR and OSERS are among the member agencies of the IWGDD. The work discussed in this brief emanates from the IWGDD's interest in assuring that children with disabilities are prominently addressed in the international Education for All Agenda, which was reaffirmed in 2000 in Dakar, Senegal at the World Education Forum by 180 nations. Dr. Magrab was a member of the United States delegation to Dakar and a member of the International Strategy Task Force for Dakar Follow-Up. Her work on an international level is an expression of the Consortium's priority to provide access to all services and supports, including education, for children with disabilities and special health care needs.

For further information on The Consortium for Children and Youth with Disabilities and Special Health Care Needs, its partners or projects, please go to the consortium website at: www.consortiumnrrtc.org

This project is supported by Grant H133B001200 from the National Institute on Disability and Rehabilitation Research, U.S. Department of Education.

ISSA Network News

New ISSA Brochure and Step by Step Films Debut

ISSA is pleased to announce the availability of a new brochure and a series of films that highlights different aspects of the Step by Step Network and Programs. The film, *Step by Step: Children Are Our World* (in English and Russian), introduces the Step by Step approach and colorfully illustrates how Step by Step programs around the world are helping prepare children to meet the complex challenges of the 21st century. A series of six ten-minute films captures the cultural and educational variety of Step by Step programs. Each film focuses on a unique aspect of the Step by Step program. The series includes:

- Children with Special Needs: Step by Step in Ukraine (in English and Russian)
- Training Centers: Step by Step in Kazakhstan
- Community Involvement: Step by Step in Haiti
- Multicultural Approaches: Step by Step in Mongolia
- Classroom Environment: Step by Step in Latvia
- Problem Solving and Critical Thinking: Step by Step in Moldova.

In addition, ISSA is distributing School Success for Roma Children—a series of four films from the Czech Republic and Slovakia that illustrates strategies Step by Step Programs are using in Central and Eastern Europe to ensure school success for Roma children.

These new resources have been developed to help ISSA members share information about their program with parents, members of the community, and partners. The brochure and films are available from ISSA's Budapest and New York offices in NTSC and PAL formats.

Watch for the debut of ISSA's redesigned website in December 2003!

ISSA Editorial Associates Attend Training Institutes

Rochelle Mayer, Editor of *Educating Children for Democracy (ECD)*, in collaboration with colleagues from Georgetown University and the Bernard van Leer Foundation, conducted Training Institutes this past summer in Tallinn, Estonia, and Baku, Azerbaijan, for 37 Editorial Associates from 23 Step by Step countries. The Editorial Associates were recruited in order to build an international editorial structure for the ISSA journal and generate interest in writing for ECD in countries where Step by Step is active.

The cadre of Editorial Associates who attended the training included country directors, journalists, university professors, teachers, and others. The three-day training covered topics ranging from an overview of the ISSA journal to interactive exercises in editing and critiquing manuscripts. Special emphasis was placed on mentoring non-traditional authors and cultivating articles from teachers and parents. Participants engaged in lively discussions about the style, content, purpose, goals, and audience of ECD, offering valuable perspectives that will help shape the future of the journal.

The Editorial Associates were overwhelmingly positive about

assuming their new responsibilities and helping teachers, parents, program administrators, and others committed to child-centered education share their experiences and insights. Individuals interested in submitting an article to ECD are encouraged to contact an in-country Editorial Associate or the Step by Step Country Director. He or she will assist you in developing, writing, and editing your article. A list of Editorial Associates and their contact information is provided on page 44 of this journal.

ISSA Journal and Member Surveys

ISSA is a relatively new organization that aims to grow through providing valuable, high quality professional services to its members. In order to do so, it is essential that we receive input from our primary target group—educational professionals. As an initial step, the ISSA Membership Division conducted a survey of ISSA's professional journal, *Educating Children for Democracy*, in 29 Step by Step countries with the assistance of recently trained Editorial Associates. In each country, Editorial Associates interviewed primary teachers, preschool teachers and assistants, preschool and primary school directors, university staff and teacher trainers, parents, psychologists, and other education professionals to solicit their interests regarding the content and features of the journal. Receiving feedback about the quality of previous volumes and gathering ideas from readers about future articles will help improve forthcoming volumes. The survey provided information about the current distribution process in each country, defined the position of the journal within the individual market of each country, and identified opportunities for recruiting new subscribers.

Participants received training on conducting classroom observations and maintaining a consistent, reliable methodology for determining performance levels.

The ISSA Membership Division is also conducting a survey of current and potential members. This survey is organized with the purpose of evaluating member services and learning about the needs of current and potential members. Each Step by Step country will conduct 18 interviews. Later, we plan to extend this research into western European countries and the United States. The results of the survey will be used to upgrade member services and to develop new services, according to the results of the survey. The first outcome of the survey will be to identify the strengths and weaknesses of ISSA's membership program, with the intent to approach and solicit new members both in countries where ISSA is active and elsewhere. Improving the marketing of ISSA's member benefits and services to constituents is key to increasing our membership and self-sustainability.

The outcomes of both surveys will be compiled and posted on the internal ISSA website.

Teacher Certification and Classroom Quality Improvement

Reaching far beyond Colorado state boundaries, CU-Denver's Center for Human Investment Policy (CHIP) has partnered with the International Step by Step Association (ISSA) to undertake a teacher certification and classroom quality improvement program in more than 25 nations in Central and Eastern Europe, Central Asia, Haiti, and Mongolia. The program is based on a set of Program and Teacher Standards for family/child-centered practice developed by ISSA. ISSA is an international network of professional early childhood organizations that developed out of the Step by Step Program, a comprehensive early childhood education reform initiative, which was introduced in these regions in 1994 by the Open Society Institute. Training for the Step by Step Program was developed in cooperation with Georgetown University.

In 2002 CHIP staff conducted a series of regional trainings introducing the standards-based teacher certification process. Participants received training on conducting classroom observations and maintaining a consistent, reliable methodology for determining performance levels.

CHIP staff are now following up with two initiatives based on the educational needs of participating countries. One initiative works with selected countries in Central and Eastern Europe to design and

implement formal national teacher certification processes endorsed by ISSA. According to Stephanie Olmore, project coordinator, many of those countries are seeking inclusion in the European Union and believe outside validation of their methodology will provide greater credibility. The center is also working with the newest Step by Step Programs in Haiti, Kosovo, the Caucuses, and Central Asia to create and pilot a classroom quality improvement process for beginning teachers designed to tie the implementation of teacher standards to classroom practice. Educators in countries already working toward certification have taken on a mentoring role with those new to implementing standards.

"The implications of this program extend from policy changes with the ministries of education to classroom furniture-manufacturing trends based on changes as basic as grouping desks rather than arranging them in rows," Olmore explains.

CU's Center for Collaborative Educational Leadership facilitated the partnership between CHIP and ISSA. As more Central Asian countries are added for ISSA training, Olmore and fellow team member Mimi Howard are headed for Central Asia in fall 2003 to train local educators from the region.

CEC Supports OSI Disability Initiative

A recent partnership between the Open Society Institute (OSI) and the Council for Exceptional Children (CEC) addresses the need to advance educational services to children with disabilities. CEC is providing a variety of multi-media training resources, in-country training, and mentoring by U.S. and European disability experts, and technical assistance to the participants in the Step by Step Program.

CEC hosts a web page at http://www.cec.sped.org/intl/stepbystep.html, dedicated to the Step by Step Disability Initiative, that serves as the comprehensive site for resources on special education and disability issues. This site provides Step by Step teachers, trainers, consultants, and in-country staff with updates on issues relevant to Step by Step, links to resources available from the ERIC Clearinghouses, and links to online resources from other affiliate organizations. CEC will also facilitate discussion forums on disability issues through CEC's Open Bulletin Board.

In response to the immediate need for training materials, CEC is providing numerous professional publications to Step by Step Country Directors for their use and distribution. These high quality resources include strategies for adapting curricular materials for the inclusive classroom, preventing challenging behaviors, planning behavior intervention, and creating effective Individualized Education Programs (IEPs).

Through a collaborative venture with The Learning House eLearning services, CEC is premiering online education to professionals in the Step by Step Disability Initiative.

Through a collaborative venture with The Learning House eLearning services, CEC is premiering online education to professionals in the Step by Step Disability Initiative. The first online course, Learning and Behavior Disorders: Assessment and Instruction, was piloted as a concurrent training, with technical support from Learning House available 24 hours a day, 7 days a week. The entire course was facilitated online, from lesson readings to assignments and discussions. CEC offered an introductory course suggesting techniques for successful distance learning to ensure that participants have a productive experience. CEC is also developing additional web-based coursework on a number of disability and special education topics that will further enhance inclusive education in Step by Step classrooms.

For additional information on this program, please e-mail: StepbyStep@cec.sped.org.

Guidelines for Authors

Educating Children for Democracy

The International Step by Step Association publishes the journal, *Educating Children for Democracy*, on a semi-annual basis, in English, both in print and online, and in Russian online.

Educating Children for Democracy seeks:

1. Practical articles with ideas for teaching children and administering education programs that are child-centered in philosophy and implementation.
2. Scholarly articles that link current research and theory to practice, where at least 1/3 of the article describes practical applications of the research. (Note: research studies should be written as articles rather than research reports.)
3. Articles about how an individual or group of people changed a program or a policy to become more child-centered.
4. Essays related to the experience of educational transformation, including such topics as cultural diversity, inclusion of minority children and children with disabilities, family involvement in schools, etc.
5. Reprinted articles from national journals with limited circulation with proper attribution and permission.

Article Format and Style

Interested authors are invited to submit articles of 3 to 6 pages (1,000 to 3,000 words) that meet the following criteria:

1. Ideas must be consistent with child-centered theory and research.
2. Articles should be written in a readable style that generates interest and enthusiasm. (Articles in languages other than English should be professionally translated to ensure accuracy of interpretation.)
3. Complete references must be provided for all citations in the text. [The concept of "fair use" of copyrighted material includes the right to quote briefly for scholarly purposes (up to 100 words) from most published materials, if the source of the quote is cited. More extensive quotations require written permission from the original source. This permission must be included with the article submission.]
4. Authors are responsible for ensuring that all persons photographed have given their permission for the photograph to be published.

Preparing the Manuscript

Articles should be typed, double-spaced, with at least 1.25 inch margins on all sides. All pages should be numbered. Include author(s) name and contact information (name, degree, title, institutional affiliation, address, telephone, and fax and email, if available) on the cover page. Submissions on computer disk (format Microsoft Word) or by email are preferred. Please indicate the kind of computer and the name of the word processing program used. Photographs or drawings related to the article are encouraged and should be included with the submission, along with descriptive information about the item sent for use in a caption. When submitting children's artwork, please include the name and age of the child.

Review Procedure

During 2003, ISSA recruited and trained a cadre of Editorial Associates from Step by Step countries in order to create an international editorial infrastructure for the journal. These Editorial Associates will review articles submitted for publication and will cultivate original articles from teachers, parents, administrators, and faculty involved in early childhood programs and reforms in Central and Eastern Europe, the Commonwealth of Independent States, the Baltic States, Mongolia, and Haiti. Authors are encouraged to contact an Editorial Associate in their region to receive guidance in the preparation of articles. A list of Editorial Associates follows the Guidelines.

Articles that are deemed appropriate by both the Editorial Associate and the Country Director are forwarded to the Editor. The Editor will review all articles received and determine if the article merits publication in *Educating Children for Democracy*. Authors will be notified when their article is accepted and will be sent a brief agreement outlining terms of publication. All accepted articles are edited for style and content. Authors may be asked for assistance in the editing process. *Educating Children for Democracy* offers no payment for articles submitted. Articles and illustrations are considered a contribution to the early childhood education profession.

Where to Send Prepared Manuscripts

Authors located in Step by Step countries should submit articles in English or the national language to an Editorial Associate or listed country contact. A list of National Step by Step organizations, along with contact information, is provided on the back inside cover of this publication, as well as online at the ISSA website **http://www.issa.nl** A list of Editorial Associates is provided below. Authors from all other countries may submit articles for consideration to:

Rochelle Mayer, EdD, ECD Editor,
Georgetown University Center for
Child and Human Development,
3307 M Street, N.W., Suite 401, Washington DC 20007
Email: mayerr@georgetown.edu

Editorial Associates

Albania
Gerda Sula and
Rebeka Pali
sbsal@interalb.net

Armenia
Anahit Arnaudyan
anahamlt@arminco.com
Gayaneh Terzyan
yane@freenet.am

Azerbaijan
Leyla Ismayilova
leylaismayilova@hotmail.com
Vafa Yagublu
vefayagublu@yahoo.com

Belarus
Ala Maslava
N_asveta@tut.by
Irina Lapitskaya
stbyst@open.by

Bosnia and Herzegovina
Daniela Valenta
dv071@yahoo.com
Milena Maric
milena.maric@smartnet.ba

Bulgaria
Dimitar K. Dimitrov
dkd@aix.swu.bg

Croatia
Sanja Brajkovic
sanja@korakpokorak.hr

Czech Republic
Lucie Rastocna
Lucie.Rastocna@sbscr.cz

Estonia
Juri Ginter
jyri.ginter@mail.ee
Raivo Juurak
juurak@opleht.ee

Georgia
Manana Porchkhidze
cageo@mymail.ge
Tamar Kerdzaia
Send in care of Maria:
Maria@mega.osgf.ge

Haiti
Johnny Cesar
johnnycesar2001@hotmail.com

Hungary
Melinda Petho
pethomelinda@ecpec.hu

Kazakhstan
Elena Malygina
elena_malygina@mail.ru
Moussa Asset
amussa@sbs.soros.kz

Kosovo
Ganimete Kulinxha
gkulinxha@kec-ks.org
Hana Zylfiu
hzylfiu@kec-ks.org

Kyrgyzstan
Anara Tentimisheva
anara_t@list.ru

Latvia
Daiga Kalnina
Daiga77@inbox.lv
Daiga Zake
daiga@iic.lv

Lithuania
Regina Rimkiene
gina@uic.lt
Regina Sabaliauskiene
regina@uic.lt

Macedonia
Atina Tasevska
atas@soros.org.mk
Lidija Angelovska-Isajlovska
lidijais@hotmail.com

Moldova
Svetlana Semionov
hs@moldnet.md

Mongolia
Narmandakh Adiya
nmandah@soros.org.mn

Montenegro
Sanja Subaric
ssanja@cg.ac.yu
Tatjana Jovovic
tanjaj@cg.yu

Romania
Carmen Lica
carmenlia@dnt.ro

Russia
Lidiya Vasilievna Svirskaya
osvita@unitel.spb.ru
Natalia I. Koriakina
nik@vodokanal.spb.ru

Serbia
Dino Pasalic and
Milena Mihajlovic
ciip@sezampro.yu

Slovakia
Dasa Oravcova
asad@centrum.sk

Slovenia
Alenka Veler
ALENKA.VELER@mkz-lj.si
Mateja Rezek
mateja.rezek1@guest.arnes.si

Tajikistan
Azim Baizoev and
Sami'ullo Saifulloev
Send in care of Nazarkhudo:
peaks@osi.tajik.net

Ukraine
Oksana Taranchenko
taranya_leha@mail.ru
Vira Kuzmenko
anna_kuzmenko@aerosvit.com

Uzbekistan
Liliya Zekiryaeva
lzekiryaev@list.ru
Mavluda Salikhova
salikhova@osi.uz

Subscribe to **Educating Children for Democracy!**

Learn about child centered educational practices, change and educational transformation based on the experience of countries in transition. *Educating Children for Democracy* addresses the continuing challenge faced by all democracies to provide the kinds of educational experiences that will ensure the continuation of open and free societies.

Educating Children for Democracy is the professional journal of the International Step by Step Association. It is intended for teachers of children from birth through grade eight, faculty who instruct preschool and/or primary school teachers, and other educational professionals interested in child-centered teaching methods.

If you would like to subscribe to *Educating Children for Democracy*, please send the form below to a coordinating office, by fax or mail, and follow the payment instructions on the next page. The Journal is distributed free to ISSA members.

Yes, I want to subscribe to Educating Children for Democracy:

___ Annual subscription (two issues, published in English): $30 USD or €30 euros

___ I would like to receive previous issues of the journal ($15 USD or €15 euros per issue):

Issue No. _____ Number of Copies _____

Language: ___ English ___ Russian (Only issues number 1–3 are available in Russian editions)

Total amount to prepay: _____

Payment can be made by using one of the following:

___ Bank transfer (for bank transfer, see payment instructions)

___ Check

___ Credit card: ___ VISA ___ American Express Card number: _____

CVC code (Visa card users only) _____ Expiration date: _____

Users of Visa cards are required by Visa to give the three-digit identifier number printed above the signature strip on the back of the card. This 3-digit identifier is called CVC code (card verification code).

Name of card holder: _____ Authorized signature: _____

Name of orderer: _____

Delivery address:

Organization: _____

Country: _____

City: _____ State: _____ Postal Code: _____

Street address: _____

Telephone number: _____ Fax number: _____

Billing address: (if different than above)

Organization: _____

Country: _____

City: _____State: _____ Postal Code:

_____

Street address: _____

Telephone number: _____ Fax number: _____

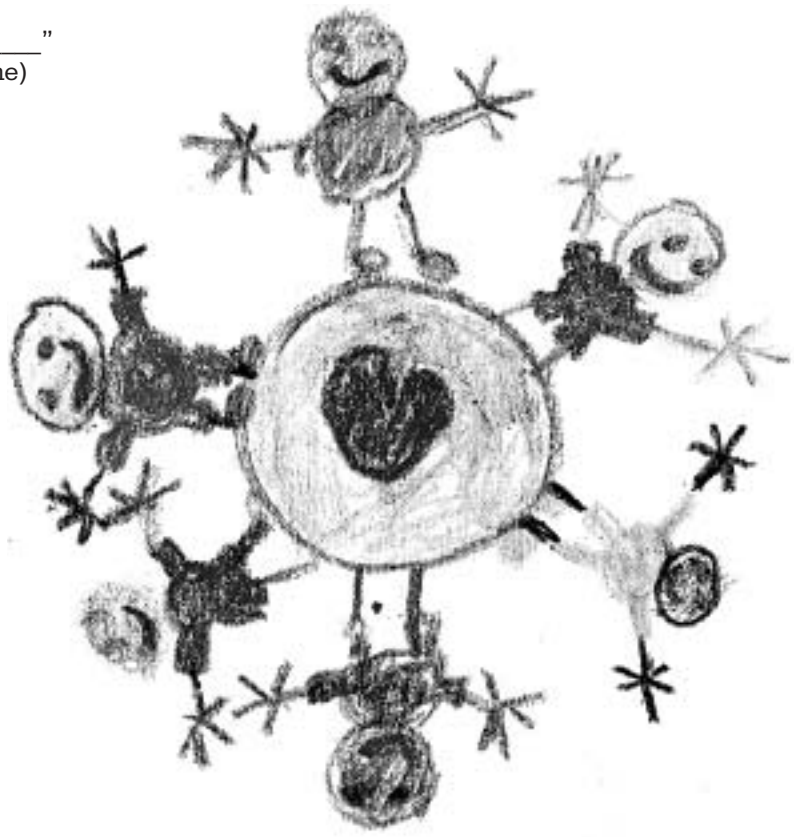
Payment instructions for subscription:

To subscribe, obtain back issues, or for permission to reprint, contact one of the following ISSA Coordinating Offices:
400 West 59th Street, New York, NY 10019 USA, tel: +1 (212) 547-6918; fax:+1 (212) 548-4610; *or*
Rakoczi ut 22./IV./24. H-1072 Budapest, Hungary, tel: +36 1 486 2855; fax: +36 1 266 34 63.
E-mail: eizsak@issa.hu

Please mail or fax the **completed subscription form**, together with your **check, money order**, or **credit card information** to the Budapest or US coordinating office. The journal subscription form may be photo copied.

Please send USD wire transfers to:
HSBC Bank USA
452 Fifth Avenue, New York, NY 10018
ABA#021001088
Swift Code: HSBCUS33
Account #134740114
Name: International Step by Step Association
Reference: "Journal Subscription – _____"
(your name)

Please send Euro wire transfers to:
ABN-AMRO Bank
Swift Code: ABNANL2A
Account #54.33.35.100
Name: International Step by Step Association
Reference: "Journal Subscription – _____"
(your name)



ISSA Membership Information

ISSA offers several levels of membership and welcomes applications for membership from individuals and organizations that promote child-centered community-based approaches to early childhood care and education.

Membership for Organizations

Benefits:

- Invitation to the Annual Conference and General Assembly
- 1-year subscription to Educating Children for Democracy (3 copies of each issue)
- Subscription to ISSA Member Newsletter (by email)
- Discounts on ISSA books, events, and trainings

Fee: $100 dollars, or €100 euros, for one year ($50 dollars, or €50 euros, for organizations from developing countries)

Current Organizational Members Include:

- Educational, Non-Governmental, and Public Benefit Organizations
- Teacher Training Institutions, Universities, Retraining Institutes, and Technical Colleges
- Schools and Preschools
- Parent Associations
- National and International Development Organizations
- Other Network and Membership Organizations

Membership for Individuals

Benefits:

- Invitation to the Annual Conference and General Assembly
- 1-year subscription to Educating Children for Democracy (1 copy of each issue)
- Subscription to ISSA Member Newsletter (by email)
- Discounts on ISSA books, events, and trainings

Fee: $50 dollars, or €50 euros, for one year ($25 dollars, or €25 euros, for individuals from developing countries)

Current Individual Members Include:

- University Faculty Members
- Preschool and Primary School Teachers and Staff
- Early Childhood Experts

For more information about ISSA, please visit out website at www.issa.nl, e-mail ISSA at info@issa.nl or contact one of the following ISSA coordinating offices: 400 West 59th Street, New York, NY 10019 USA, tel: +1 (212) 547-6918; fax:+1 (212) 548-4610; or Rakoczi ut 22./IV./24. H-1072 Budapest, Hungary, tel: +36 1 486 2855; fax: +36 1 266 34 63.