

The studies so far

country	Botswana	Ireland	USA	Kenya
programme studied	Bokamoso Preschool Programme, a training and monitoring programme for San children in isolated settlements	Community Mothers Programme, a home visiting programme in Dublin aimed at first time mothers during the first 12 months of the child's life	Parent-to-Parent (PTP) Dissemination Programme (1978-1984) in which a common open framework was implemented by 7 agencies targeting varying populations	Embu District Centre for Early Childhood Education (DICECE), a 2 year preschool teacher training programme that is part of a national programme
about the study	a comprehensive study of the programme carried out 1993-1995	a follow-up study in 1997-1998 at age 8 years of earlier research in 1990 at age 12 months	a study in 1997-1998 to search for evidence and influence of PTP principles and strategies	a study in 1998-1999 looking at the effects of training for preschool teachers on the children they had cared for
researcher(s)	Bokamoso team members who were initially guided by an outside researcher	researchers from the Health Authority and University in collaboration with programme staff	researcher employed by High/Scope Educational Research Foundation – the original implementing organisation	researchers from the Mwana Mwendu Child Development Trust, both of whom had previously worked in the national training programme
sample(s)	172 children who had been in preschools and were traced in Standards 1-4 in 7 primary schools	76 mother-child pairs representing one-third of the original randomised controlled sample; 38 from the intervention group, 38 from the control group	four sites selected for diversity in terms of client population, agency type, programme and community size; interviewees were original participants and staff of current programmes	913 children from 3 cohorts (1991, 1992, 1993) were tracked in 12 primary schools, of which half had had trained preschool teachers, the other half untrained
findings	children who had been in preschools were mostly still in school; many parents were supportive; dropout figures were lower than assumed; main problems were the language gap, use of corporal punishment, lack of cultural understanding; it was seen that the contrast between pre and primary schools can create animosity and tension	almost all the variables measured favoured the intervention group: immunisations, nutrition, children's attitudes to school, homework, reading, mothers' attitudes towards childcare and discipline and their self-esteem, as well as effects on subsequent children; the study concludes that the changes in childrearing practices found in 1990 were sustained seven years later	although none of the original programmes are still in existence, and there were many other intervening factors, several aspects of the philosophy and principles are evident in current programmes and many former participants remain active; with present welfare restrictions there is a large unmet need for quality childcare yet the needs of children often get overlooked	children who had been with trained preschool teachers made the transition to primary school more easily than the others, yet children's overall performances were affected by the academic rating of the primary schools, high repetition and dropout rates, as well as alcohol, drugs, child employment, poor male role models, and changing lifestyles, value systems and moral codes

country	Jamaica	Trinidad	Colombia	Israel
programme studied	Teenage Mothers Project (TMP), a full-time 18 month programme aimed at teenage mothers and their infants in a rural area	Adolescent Development Programme (ADP), run by Servol, addressing social, emotional, and psychological needs of 16-18 year olds	PROMESA, run by CINDE, aimed at children and communities in a remote coastal area to improve physical, emotional and intellectual development	Parents' Cooperative Kindergarten run by Almaya in 2 areas of Beer-Sheva for immigrant families of Ethiopian origin
about the study	the study, in 1999, traced the impact of the TMP on mother-child pairs some 10 years after participation	the study, in 1999, looked at the effects of participation on former ADP trainees some 10 years after completion	the study was a continuation of a longitudinal investigation that began in 1978; originally quantitative, this study is based on interviews carried out in 1999 and 2001	the study, carried out in 2000-2001, aimed to find out what had happened to children who had participated in the programme 1988-1990
researcher(s)	an outside researcher	an outside researcher	staff of CINDE	an outside researcher who has undertaken evaluations and other research for Almaya
sample(s)	20 mother-child pairs, 10 of whom had been in the TMP and 10 who had not	21 men and 19 women from 4 different ADP centres; outcomes were compared with 18 men and 21 women from the same areas who had not been in the ADP	80 mothers and 39 promotoras (who had implemented the programme) who had been in the programme 1978-80, and a selection of their (now adult) children	the intervention group comprised 37 young people aged 12-17; a comparison group comprised 34 matched young people; these were all of Ethiopian origin while a third 'non-Ethiopian' group of 25 young people was also interviewed
findings	TMP mothers were all employed and most had pursued further education and training; they were more self assured with a greater sense of control over their lives than the comparison mothers; the latter had given birth to more than twice as many subsequent children; the TMP children were given higher ratings by their teachers than comparison children	the ADP gave former trainees greater confidence, self-awareness and self-esteem, enhanced their parenting skills, increased their level of tolerance towards others, and improved their communication skills and relationships with their parents; members of the comparison group were also generally performing at similar levels in their employment and life in general	in 2001, children of promotoras had an average of 10 years schooling, compared with a 1989 average for the area of 6.3 years, and 3.5 years for their own mothers; the promotoras expressed competence and self-confidence and were leaders in the community; there were many improvements to general health and the environment as well as general economic improvements	it was evident that the intervention children were essentially different from their Ethiopian-origin counterparts and closer to the Israeli norm; this could be seen in tendencies towards individualism, abilities to express emotions and needs, responsible behaviour patterns, and acquisition of the 'tools' that could enable them to better integrate into Israeli society