

# 1. Programme Design

## ***Who is doing it:***

In the light of the literature, research results, feedback from the field and recent scientific developments in the area, programs are designed by academics and the core team.

## ***Structure of the programs:***

### **MOCEP**

- Group Meetings
  - Mother Support Program – 1.5 hours discussion
  - Reproductive Health – 0.5 hours
  - Cognitive Training Program – 1 hour for mother to learn worksheets in group
  - Total **three** hours in group meetings
- Home Activities
  - Cognitive Training Program – mothers implement worksheets at home with child every day for 30 minutes (total 30 minutes \* 5 days\* 25 weeks)
  - Home visits – facilitator can implement 4-5 home visits to each mother child at home

### **PCPEP**

- School Activities
  - Child Training Program – 20 minutes for children to implement classroom worksheets in the class
  - Parent Meetings– 2 hour group discussion with parents once in a month
- Home Activities
  - Child Training Program– mothers implement home worksheets with child every day for 30 minutes (total 30 minutes \* 5 days\* 25 weeks)

### **FSP**

- Group Meeting:
  - Sharing Experience and Giving Information
  - Thematic Group Discussion

## ***How are the programs financed?***

### **MOCEP:**

- ACEV provides teacher training,
- MONE provides training material and pays the salary of the teachers.

### **PCPEP:**

- ACEV provides teacher training and some of the training materials,
- MONE provides some of the training materials and pays the salary of the teachers.

### **FSP:**

- ACEV provides teacher training and the materials,
- MONE pays some of the teachers' salaries.

## ***Where are the programs carried out?***

**MOCEP:** Program is being implemented with mothers at the Adult Education Centers of MONE in 70 provinces of Turkey.

**PCPEP:** Program is being implemented with the children and their parents at the nursery classes of primary schools in 26 provinces of Turkey.

**FSP:** Program is being implemented with fathers at the Public Centers and primary schools of MONE in 22 provinces of Turkey.

## **2. Curriculum Development**

### **1. Objectives of MOCEP:**

*a. Objectives of MSP:* The aim is to empower mothers by supporting them in their parenting roles and equipping them with the knowledge and tools necessary for fostering the overall development of their children and also to give information to the mothers about how to protect their reproductive health.

*b. Objectives of RH-FP P:* The aim is to have discussions of the Reproductive Health and Family Planning and to pass information on in the context of a group.

*c. Objectives of CEP:* The aim is to prepare the child for school, by stimulating his pre-literacy and pre-numeracy skills and the overall development.

### **2. Content of MOCEP:**

*a. Content of MSP:* Discussion topics such as; The importance of preschool ages and role of the parents during this period, developmental areas of children, communication skills, creative play activities and importance of play, health and care, healthy nourishment, study skills etc. Topics such as discipline, methods for changing negative behaviors and other facets of mother-child interaction and communication are also stressed.

*b. Content of RH-FP P:* Discussion topics such as; Woman and man reproductive organs and their functions, protection of reproductive health, problems about reproduction organs, planning methods, information about pregnancy. In short, objective is to sensitize mothers on reproductive health and family planning.

*c. Content of CEP:* Concepts such as; below- above, big- small, large- medium-small, long- short, high-low, in front- behind, colors, classification. Story telling, reading concepts, narrative formation, sound recognition, letter recognition, literacy games, putting events (pictures) in the chronological order etc.

### **3. Method of MOCEP:**

Group Discussions, role play, mediated learning

### **4. Materials of MOCEP:**

Teacher's handbooks, 25 worksheets, 8 storybooks and set of geometric shapes, additional texts.

### **5. Setting of MOCEP:**

During the 25 week program mothers come to the group meetings once a week in the adult education centers. Each group is composed of 20-25 mothers.

In the first part of the meeting, topic of the week is discussed for two hours in the group. In the group meetings mothers actively participate, ask questions, express opinions, share ideas and experiences. Following the group discussions, group decisions are taken regarding some course of action to be taken it at home.

In the second part of the meeting, mothers discuss Reproductive Health and Family Planning topics in groups for 20 to 30 minutes.

In the last part of the meeting, mothers are asked to form groups of five or six to learn the exercises of the CEP through role playing for about 45 minutes. In each small group there is an aide mother who is responsible for the correct implementation of the program. The mothers in groups take turns and role play the activities that they will later carry out with their children.

Group leaders also conduct home visits to ensure that CTP is being implemented appropriately in the home environment with the child and to discuss any problems with the mother. Each mother is visited 3 times throughout 25 weeks of the program.

1. **Objectives of PCPEP:** Objective is to ensure the educational support provided to the child is continuous and complementary, through strengthening the school-family collaboration.

a. *Objectives of PSP:* Parent-oriented activities aim to support the parents with regard to child development. Nursery school teachers organize monthly parent support meetings for the parents.

b. *Objectives of child oriented activities:* Children's cognitive development and literacy and numeracy skills are supported so that they are well prepared for primary school.

2. **Content of PCPEP:**

a. *Content of PSP:* Discussion topics such as; the importance of preschool ages and role of the parents during this period, developmental areas of children, positive disciplinary methods, communication skills, school-family collaboration.

b. *Content of Child oriented activities:* To promote school-readiness through interaction with an adult who is instructing the child. Concepts such as; below- above, big- small, large-medium-small, long- short, high-low, in front- behind, colours, classification. Story telling, reading concepts, narrative formation, sound recognition, letter recognition, literacy games, putting events (pictures) in the chronological order etc.

3. **Method of PCPEP:**

a. *Method of PSP:* Group discussion, role plays

b. *Method of Child oriented activities:* Mediated learning, asking questions, making suggestions, instructing and answering questions, scaffolding.

4. **Materials of PCPEP:**

Teacher's handbook, 28 worksheets for children at school, 25 worksheets for home, 8 story books, a set of geometric shapes and additional texts.

5. **Setting of PCPEP:**

a. *PSP:* During 8 months parents come to the group meetings once a month in the primary school settings where their children attend to the nursery classes.

Topic of the month is discussed for two hours in the group. In the group meetings parents actively participate, ask questions, express opinions, share ideas and experiences. Following the group discussions, group decisions are taken regarding some course of action to be taken at the home.

Parent-oriented activities aim to support the parents with regard to child development. Nursery school teachers organize monthly parent support meetings for the parents. The objective of these two-hourly meetings is to inform parents about various child development issues and to share information regarding the activities in the preschool centers.

Each component includes educational materials which are distributed to the mother and child free of charge.

- b. *Child oriented activities:* During 28 weeks, in the nursery classes, children do the exercises according to the teacher's instructions in groups of 5-6. During 25 weeks, children do the parallel activities at home with their parents. Teachers implement "classroom worksheets" everyday for 28 weeks. Furthermore, parents and children work together on the "Home Worksheets" prepared for mother-children dyads with the aim of ensuring the durability of the information learned in school, and including the family in the child's education.

## **FSP:**

1. **Objectives of FSP:** Objective is for fathers to play a more effective and positive role in the development of their children. **Group meetings aim to raise** awareness about child-rearing, child development, parenting, communication within the family.
2. **Content of FSP:** Participating fathers are provided with training that increases their level of knowledge on child development, furnishes them with communication skills, and consequently causes them to adopt a more democratic attitude.  
Discussion topics such as; Role and Importance of the Father and Effect on the Child, Attitudes and Behavioural Patterns in the Family and Effect on the Child, Communication Skills, positive disciplinary methods, developmental areas of children, The Importance of Play and Use of Time Spent with Children
3. **Method of FSP:** Group discussion
4. **Materials of FSP:** Teacher's handbook, Additional texts
5. **Setting of FSP:**  
During the 13 week program fathers come to the group meetings once a week. Each group is composed of 15 fathers. In the first part of the meeting, fathers share their experiences about the topic of the previous week. Then the trainers give information to the fathers about the topic of the week.

## 1. Conclusion...LESSONS

- We should be determinant regarding the partnership, going on scale and quality requirements.
- Program Development, Teacher Training and the follow up are the most important parts of the process.
- We should be adaptive and flexible during expansion, but also we make sure it is worth it
- Quantity without quality is a waste of resources for the programs, this is why solid program design and evaluation are essential
- Ministries are difficult to work with but they have the largest network and greatest resources.
- We should not assume that our partner is doing everything they need to be....don't be a 'control freak' but do not let all of your efforts go to waste
- Change and flexibility without compromising main objectives or fundamental approaches are necessary for sustainability and expansion of our programs.