

Questionnaire Turkey

1. Context of the Country

- Population of Turkey is 67.803.927(34.346.735 male, 33.457.192 female)
- Population of 0-4 years old is 6.584.822 (51.58 % male, 48.41 %female). This age group is 9.71% of the total population.
- Population of 5-9 years old is 6.756.617 (%51.59 male, %48.40 female). This age group is %9.96 of the total population.
- Population of 10-19 years old is 14.088.131 (%51.54 male, %48.45 female). This age group is %20.77 of the total population.
- Access to early childhood education for 5-6 years old is 16 % and for 3-6 years old 11%.
- There is not a widespread standardized ECE system in Turkey.
- Average years spent in formal education is 6. Duration of compulsory education was 5 years before 1997. After legal proceedings, compulsory education duration increased to 8 years in 1997.
- The total population over 6 years old is 59.859.243. 87.3% of the total population is literate. 12.67 % of the total population is illiterate. % 6.14 of the male population and 19.35 % of women population is illiterate in Turkey. According to the data more than 7.000.000 adults are illiterate.

2. Aim of the project/concept of family literacy in your projects

We are implementing the programs listed below in the field of family literacy:

- Mother Child Education Program (MOCEP)
- Parent-Child Preschool Education Program (PCPEP)
- Father Support Program (FSP)

MOCEP: It was developed to empower mothers by supporting them in their parenting roles and equippe children with the knowledge and tools necessary for their cognitive, social and emotional development through their mothers.

PCPEP: Parent-Child Preschool Education Program was developed with the aim of ensuring the educational support provided to the child is continuous and complementary, through strengthening the school-family collaboration. Children's cognitive development and literacy and numeracy skills are supported so that they are ready for primary school.

FSP: It was developed to empower fathers in their parenting roles and create awareness about the importance of their role in the development of their children.

3) Target population/cultural and social content and languages

MOCEP: Mothers of 6 years old children whose development is at risk due to socio-economic conditions.

PCPEP: Nursery school children (6 year olds) whose development is at risk due to socio-economic conditions, their teachers and parents.

FSP: Literate fathers who have children between the ages of 2 to 10.

4) Programme design, content and progression routes (incl. place of project provision, start, duration and perspective of project)

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.

There are three components of the program:

1. Mother Support Program - aims to sensitize the mother to developmental needs of preschool aged child and takes the form of group discussions led by a trained facilitator
2. Reproductive Health and Family Planning – provides information to mother on reproductive health issues and is part of group discussion
3. Cognitive Training Program – preschool program for children based on activity sheets and storybooks that the mother learns in the group and implements at home with her child – enhances the mothers educator role

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.

The progression route of 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:

The 28-week program comprises activities geared both toward children, and their mothers. PCPEP consists of two components:

1. Child Training Program

Children-oriented activities especially aim to help children develop literacy skills. Special worksheets prepared by AÇEV are gone over daily, during the time set aside as the “preparing for literacy” period. 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.

2. Parent Support Program

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.

The progression route of 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:

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. These group meetings aim to raise awareness about child-rearing, child development, parenting, communication within the family.

The progression route of FSP:

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

5) Teacher training; teacher background and qualification

Content of the teacher training

- The content of teacher trainings are adequately exclusive in order to provide the teachers with the new knowledge and skills they need to implement the programs.
- The teacher trainings include the information which will empower the teachers in the context of education as a profession.
- The teacher trainings aim to inform the teachers about the positive impacts of the program that they will be implementing.

The number of the trainers of teacher trainings varies according to the number of participants in the training. Two trainers are assigned for a group of 15-25 participants.

Method of the teacher training

- At the first half of the training, theoretical information is provided
- At the second half of the training, participants are given a chance to implement the topics of the program
- Every participant makes implementation and gets feedback both from the group and the trainer

MOCEP:

- The duration of the training project is 1 month.
- Teachers are either the permanent staff of MONE (Ministry of National Education) Adult Education Centers or social worker and psychologists of Social Services and Child Protection Agency.

PCPEP:

- The duration of the training is 9 days.
- The teachers are graduates of child development department of vocational schools or preschool teacher training department of related universities.

FSP:

- The duration of the training is 10 days.
- The teachers who implement the program are teachers of primary education and guidance counselors.

6) Focus (children, young people, adults)

- **MOCEP** focuses on children and mothers
- **PCPEP** focuses on children, parents, teachers
- **FSP** focuses on children and fathers

7) Curriculum (yes or no, how is it developed?)

- **MOCEP: YES.** It has 25 group discussion topics. Mothers implement 25 worksheets of Cognitive Training Program with their children at home. Trainers implement visits for each mother child at home.
- **PCPEP: YES.** It has 8 group discussion topics for parents. Parents implement 25 "home worksheets" of Child Training Program with their children at home. Teachers implement 28 "class worksheets" of Child Training Program with the children in the classroom.
- **FSP: YES.** It has 13 discussion topics.

First scientific research is carried in order to get the beneficiary needs of the target groups before development of the program. Later revisions are carried out according to the further research results and the feedbacks of the trainers.

8) Methodological approach (if any)

- Ecological Approach
- Mediated Learning

9) Monitoring and evaluation (which instruments are used, quantitative or qualitative?)

At monitoring visits, education specialists of ACEV observe the program implementation of teachers and give feedback to teachers with the aim of guiding and supporting.

MOCEP:**Observation for giving feedback:**

- For teachers implementing the program for the first time:25 visits (25 weeks)
- For teachers implementing the program for the second time:13 visits (25 weeks)
- For teachers implementing the program for the third:6 visits (25 weeks)

Researches and Evaluations:

Turkish Early Enrichment Project, Bogaziçi University. (Kagitcibasi, C., Sunar, D., and Bekman, S.)(1982-1986)

- Standard tests
- Observations

- Interview with mothers
- Application of various tasks

Turkish Early Enrichment Project-Follow up, Bogaziçi University. (Kagitcibasi, C., Sunar, D., and Bekman, S.)(1991-1992)

- Standard Tests
- Interview with mothers and adolescence

Evaluation Research of the Mother-Child Education Program (Fair Chance) (Nationwide Program) (Bekman, S.)(1995-1997):

- Observations and scales
- Interviews with mothers

Mothers Speaking: A study on the Experience of Mother-Child Education Program.(Kocak, A. & Bekman, S.) (1998-2000)

- Qualitative Evaluations
- In-depth interviews with mothers

TEEP Second Follow-Up (Kagitcibasi, C, Sunar, D., Bekman, S, & Cemalcilar, Z.) (2004)

- Interviews with the adults
- Standard Tests

PCPEP:

Observation for giving feedback: One visit for observation of teachers' "Child Training Program" implementation with children in classes and observation of parent meeting.

Evaluation: "Evaluation of PCPEP Pilot Implementation in Anatolia"

- Tests with children
- Interviews with teachers
- Observation of program implementation

FSP:

Observation for giving feedback:

- For teachers implementing the program for the first time:3 visits (13 weeks)
- For teachers implementing the program for the second time: 2 visits (13 weeks)
- For teachers implementing the program for the third:1 visits (13 weeks)

Evaluation: "Evaluation of Father Support Program"

- Quantitative evaluation of the program by attitude inventory
- Qualitative evaluation of the program by interviews

10) How is the project 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.

11) Partnerships in the framework of your project

MOCEP: MONE- Apprenticeship and Non-formal Education General Directorate

PCPEP: MONE- Preschool education General Directorate

FSP: MONE- Apprenticeship and Non-formal Education General Directorate

12) Best practice example (something that works particularly well).

Teachers Training

- Long duration of the training
- The trainers of the teacher training are experienced to implement the program for long years at the field, before being a trainer of the teacher.
- The contents of the training and its materials are detailed and structured to provide the trainer with every detail relevant to the implementation.
- Teachers have the chance to make implementation in the teachers training.

Program Implementation

- The existence of observation and feedback processes
- Intensive program implementation
- Teachers' area of expertise

Evaluation

- Ongoing Product and Process Evaluation