



SEA

Specialisation for European Teachers of Basic Skills for Adults

Lifelong Learning Programme

An exchange project with partners in Germany, The Netherlands, Norway, Spain (Catalonia) and Turkey

Report of the 2nd Project Meeting in Istanbul, TURKEY

3rd and 4th of April 2014

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Project is being financed by the European Commission (Grundtvig)

2ND SEA Project Meeting

3rd April, Session 1: Welcome and

Introduction

The first day of the meeting started with a short introduction round. Following this, AÇEV was presented through a brief presentation held by the General Manager of AÇEV, Nalan Yalçın. After the brief presentation of AÇEV, the history and actual situation of adult literacy in Turkey was shared by Hilal Gençay (All presentations can be found in Annex).

During the discussions, following points were raised by the participants:

- In Turkey, there is a need for a national survey to be able to attract the attention of the policy makers and general public to the problem of low levels of literacy in adults. Turkey is involved in the 2nd round of PIAAC and its results are expected in October 2016.
- To attract the attention of policy makers might be difficult even after you have the PIAAC results. In Netherlands, the results of the PIAAC could not catch enough media attention.
- Politicians in some of European countries are not really concerned about the results of PIAAC, as their countries' results are close to average or slightly higher than average.

At the end of this session, AÇEV's team informed the participants about the program of the 2-day Meeting. The participants were informed about the participation of the officials of Ministry of Education in the discussion planned for the 2nd day of the Meeting.

3rd April, Session 2: Results of the Country Specific Reports on Scientific Research in Adult Literacy

Results of the country specific reports on scientific research in adult literacy was shared by Monika Tröster. Her presentation can be found in Annex.

During the discussions, following questions were asked by the participants:

- How much structure does an adult literacy instructor/teacher need?
- What are the key competencies of teachers working in adult literacy?
- Is there any comparative research on training of basic skills teachers?
- Should we consider including other relevant studies from other countries? (Monika mentioned that TRAIN and DELPHI project reports might be useful for us.)

At the end of this session, project team decided to include all relevant research from other countries.

3rd April, Session 3: Project Coordination Meeting

Project Meeting Program

The dates of the next meetings of the project have been fixed according to the statements of the partners.

DATES	PLACE	MEETING
26/09/2013 27/09/2023	CATALUNYA Palafrugell	<u>Kick off meeting:</u> Presentation of partners and project planning.
03/04/2014 04/04/2014	TURKEY Istanbul	<u>Second meeting:</u> Presentation and analysis of recent research. First recommendations.
19/06/2014 20/06/2014	NORWAY Oslo	<u>Third meeting</u>
09/10/2014 10/10/2014	NEDERLANDS	<u>Fourth meeting</u>
26/02/2015 27/02/2015	GERMANY Bonn	<u>Fifth meeting</u>
June 2015	CATALUNYA	<u>Final meeting</u>

Planning Next Meeting

For the Oslo Meeting, AÇEV is responsible for preparing of the content and VOX for organizing of the Meeting.

Questions related to the preparation for the Oslo Meeting:

- We have a collection of research which includes indications specific to curricula of trainings, teacher competencies and materials. What are we going to do with this selection now?
- Should we focus only on basic skills in this project? (Project partners were agreed on focussing only on the basic skills in the 1st and 2nd Meeting).
- What do we understand under the term “basic skills”? (Project partners were agreed on considering the term “basic skills” as literacy, numeracy, oral communication, digital literacy and 2nd language learning already in the 1st Meeting)

Open Questions/Comments

- The exact responsibility of the partner which is responsible for preparing the content of the meeting, is not clear. How can we clarify the tasks and responsibilities of the partners

concerning the project meetings? Ina proposed to set up a road map which can clarify our main tasks. She will first talk to Lidwien about it.

- What for an outcome should we have at the end of the 2nd Meeting? We need to define outcome(s) for each project Meeting.
- Should we select the relevant research from the collection we have? (Ina mentioned that we need a list of criteria to select the relevant research)
- For this project, the role of the coordinator is not very clear and it leads sometimes to dissappointments of the partners.
- What is the deadline of the midterm report of SEA project? Should each partner prepare a partner specific midterm report or should we all send the same midterm report? What is the responsibility of the project partners concerning the project midterm report? Partners need to be informed about reporting by the project coordinator.

These questions/comments have been discussed among the partners, noted and some of them left open for the next discussion (through skype or e-mails) as the partners did not want to take any desicions in absence of the project coordinator.

4th April, Session 1: Study Visit to Melek Erman Köni (MEK) Education Center

Melek Erman Köni (MEK) Education Center, founded in 2007 by Melek Erman Köni in Esenler, provides support services and educational programs for internal migrant families, especially for women and children. MEK Education Center was taken over in 2012 by AÇEV, with the aim of improving quality of its services and reaching more people.

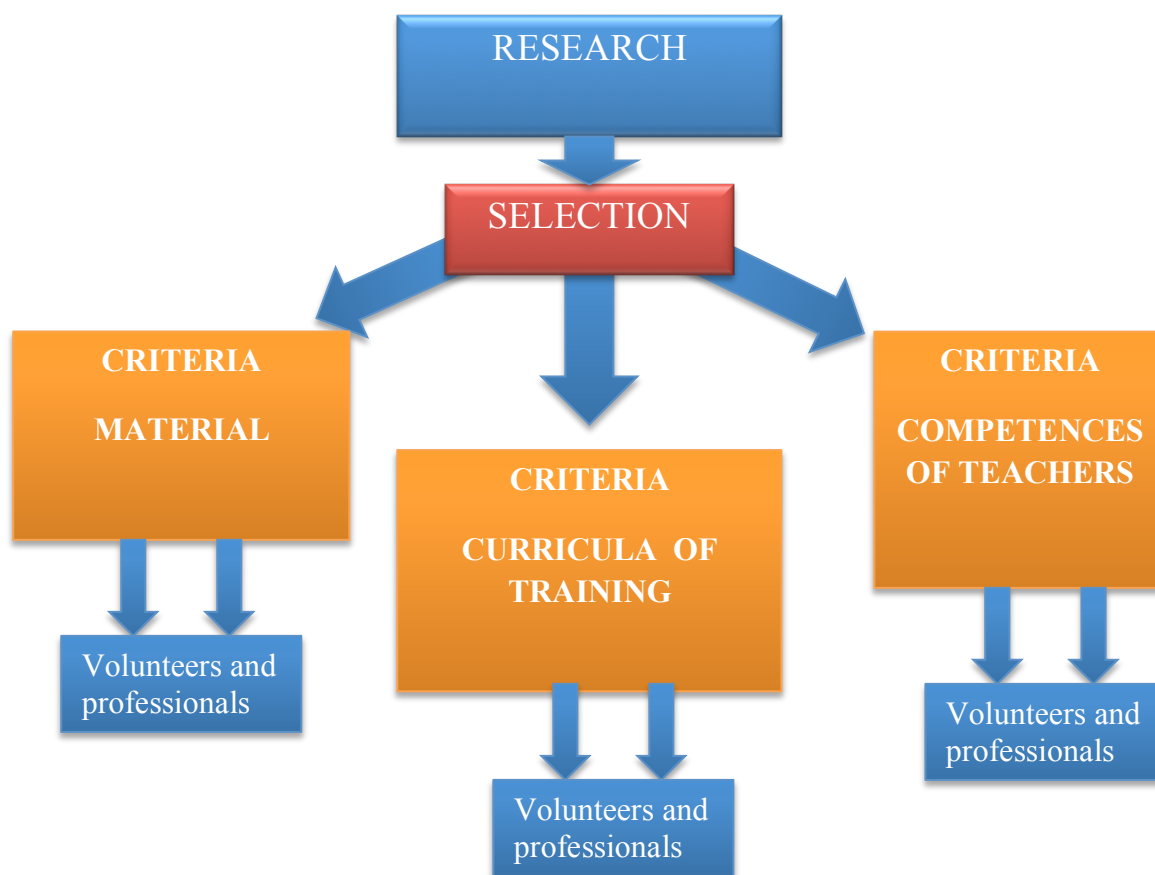
MEK Education Center has been visited on 4th April 2014. From AÇEV's Literacy and Women's Support Department, Mutlu Yasa Budak and Zeynep Ekin Aklar have accompanied the visitors. During the visit, the visitors have been informed of the MEK Education Center and were able to observe the tutoring classes and the groups of AÇEV's education programs: Functional Adult Literacy Program and Pre-School Education Program.

4th April, Session 2: Project Coordination Meeting

Planning Next Meeting

After the discussions on the 1st day, partners came to conclusion to do a preliminary selection of the research collection. This list can be extended any time.

For the preparation of the next meeting, Ina proposed to proceed as follows: Each partner will prepare a list of criteria for curricula of training, a list of criteria for teacher competencies and a list of criteria for materials and send these lists to all the partners at latest by May 30.



Partners were agreed on the preliminary selection of the research as follows. Each of these examples will be examined by the respective partner (for example ES2 will be examined by ACEFIR). The list can be extended any time at need.

CODE	CURRICULA FOR TRAINING	COMPETENCIES	MATERIAL
ES2 (Not available in English)	X	X	---
NLR1	---	Key competencies for adult learning	---
NLR2	---	Competencies profile for teacher numeracy	---
NLR3	---	X	---

(Not available in English)			
NLR5	---	Delphi Dutch Report	---
GE1	X	---	X
GE2	X	X	X
(Not available in English)			
GE5	---	Delphi German Report	---
GE6	X	X	X

Tasks and Agreements

- Each partner will prepare a list of criteria for curricula of training, a list of criteria for teacher competencies and a list of criteria for materials and send these lists to all the partners at latest by May 30.
- Each partner is expected to examine their selected research studies and draw criteria for curricula of training, for teacher competencies and for materials. If the partners would find additional research which might be relevant for the list of the criteria of curricula of training, teacher competencies or materials, these research can be also added to the selection.
- Partners were agreed that the partners/countries which don't have any selected research (Norway and Turkey) will work on different studies which are relevant for the project.
- VOX will work on the research of TRAIN project, AÇEV will work on the research of DELPHI Project.
- It is not expected that every partner will read all the selected research.
- Partners were agreed to send their lists of criteria to all partners at latest by May 30. The partners who are responsible for the content of the 3rd Meeting (AÇEV and ACEFIR) will work on these lists and prepare a structured work plan for the Meeting.
- It was expected that the mid-term report of the project will be written by the coordinator and a draft of it will be sent to all partners.
- Cris, Carla and Sissel took the notes of the 2nd meeting. Partners were agreed that Cris and Carla would send the meeting notes to Sissel and Tone in the following week of the meeting so that they can send it after they added their comments to Hilal by April 21.

- The attendance certificates could not be given the participants, as they did not have Nuria's signature. Partners were agreed that Cris and Carla would take them to Spain and bring them to Oslo as signed by Nuria.

4th April, Session 3: Group Work Session

In this session, the participants have worked in two small groups. The aim of the group work was to answer the question that has been raised by Monika in her presentation.

What kind of research do we need in order to strengthen the professionalization of teachers/trainers in the field of adult literacy education?

Results of the Group Session

According to the results of the group discussions, there is a lack of research on followings topics.

- Competencies of the teachers delivering Basic Skills courses
- How do we know whether a trainer training is successful?
- What makes a trainer training successful?
- What make a teacher trainer successful? Which competencies are critical for success of teacher trainers?
- Which methods are appropriate for adult learners?
- How do low-skilled adults learn?
- By which motivators are adult learners are driven?
- How can we get adults to come to the basic skills courses out of their free will?
(Immigrants need to learn the language, but native are being stigmatized. On line teaching/learning could be a way)
- Are motivators of women are different from the motivators of men?
- What is the role of teachers at online programmes?
- What kind of differences is there between the trainings of professional trainers and volunteer trainers?
- How do/can we measure the success of a teacher training? Where do we look at to see the success of teacher training?

EVALUATION FORMS RESULTS

These results are based on the forms filled by 8 participants.

Contents, organization, general impression

The table below summarizes the participants' responses to the questions about the contents, organizational aspects and the general impressions of Istanbul meeting:

	Bad	Poor	Average	Very good	Excellent
Content			2	6	
Organization			1	5	2
General impression				7	1

Fulfilment of the expectations

The table below shows the participants' responses to the question: Were your expectations of the meeting fulfilled? Each respondent was invited to fill in a percentage. Also some lines of text were added to clarify the response.

Percentages and alternatives chosen by respondents	Number of respondents
100% fulfilled	1
Fulfilled to an certain extent (85%)	1
Fulfilled to an certain extent (80%)	3
Fulfilled to an certain extent (70%)	1
Fulfilled to an certain extent (65%)	1
Not fulfilled	0

- Generally, the expectations of the meeting were the following:
 - Clarification of the dates of the next meetings and further tasks, gathering information on the tasks done, preparing next meeting, putting order the research results, learning about AÇEV and Adult Literacy in Turkey, progress of the project, creating a list of criteria for the curricula of the teacher training, collect practice from Turkey, working within the schedule,
 - To commit ourselves and fix dates for other meetings and divide tasks.
- No comments were done about the fulfilment of the expectations.

Using the information gathered

To the question “Will you use gathered information in your work?” seven participants responded with “Yes” but one of the participants said “We do not have Mother Child Project in our country but it is very interesting and impressive”. The main points in the answers were:

- In my projects, tasks in my country.
- In our teacher trainings and online courses
- In our work, especially the list of research, examples of good practices and study visit experiences
- In our work, in further comparative analysis, in further development of the projects/programs/reports

How valuable is the information gathered for development in my country?

3 participants responded with “Yes” and 3 participants said “No” and 1 participant did not answer this question.

Participants who answered this question with “Yes” gave the following reasons:

- Sharing experiences is always good. Norway has a lot to learn especially regarding online education.
- Especially suggestions for further research and family learning programs
- For further development of programs/projects
- Discussions and study visit, competencies of the teachers, success criteria of teacher trainings

Participants who answered this question with “No” gave the following reasons:

- Lack of political interest on adult education, it is not possible in our case
- For that we need government support

Communications/discussions/study visit

- It was quite difficult to take relevant decisions probably as we don’t have the coordination role but at the end we achieve our goal
- I liked to hear some experiences
- Discussions on day 2 were particularly good. It was easy to loose track and perhaps we could do better with a clearly defined role of the coordination
- The study visit was excellent: interesting information was given and it was inspiring to visit groups.
- We lose our focus during the sessions
- It was challenging and sometimes difficult because of absence of the coordinator due to her illness, the tasks were not really clear, the changes and goals regarding the open session on Friday

- Too much discussion on the 1st day but very good discussion on the 2nd day
- Nice to see the women participating in programs and teacher during the study visit

What would you expect/like to have more of?

- Presentation of the programs in general and online programs in particular
- Methods being used in trainer trainings of the volunteers in Turkey
- More structured sessions, more work in smaller groups, more time for social activities
- Next time we should work more effectively to an agreed goal
- More focussed group discussion on day 1, day 2 was very good
- I enjoyed the combination of discussions and study visit, I think the project lack a stronger coordination
- I'd like to see some of your programs applicable in real situations, even though it was inspiring to see how AÇEV works

What would you prefer shortened?

- Busy agenda, we were in a hurry most of time
- Time schedule should be more relax
- It would be good to stick to the time-table
- Balance between the different parts of programme, It would have been good if we kept the schedule on day 1, it was a bit rushed – short time before dinner
- Organizational things
- Changes and goals regarding the open session on Friday
- 1st day we went far over the schedule/time, to finish in time
- Timing should be more relax and it would have been nice to have some free time

ANNEX

1. Presentation of Monika Tröster

Monika Tröster




Results of Country Specific Reports on Scientific Research in Adult Literacy

SEA –
Specialisation for European Teachers of Basic Skills for Adults
2nd Project Meeting
AÇEV
3rd and 4th April 2014, Istanbul/Turkey



Content

- Introduction
- Professional development of basic skills teachers
- Competences for teachers of adult basic skills
- Overview: Country specific examples
- Open questions



Introduction

The EU High Level Report on Literacy states that

“...it is clear that high-quality teachers and teaching lead to better learning outcomes, including literacy performance.”



Professional development of basic skills teachers



**NRDC 2006 (Morton et.al)
Review on teacher education
programmes:
BELIEFS
FRAMEWORKS
KNOWLEDGE BASE
SUBJECT KNOWLEDGE
THEORY AND PRACTICE
STAGES OF LEARNING TO TEACH
ACTIVE LEARNING
TYPE OF ACTIVITY AND CONTEXT**



Professional development of basic skills teachers

BELIEFS

Teacher education programmes should provide opportunities for teachers to explore their own beliefs and values relating to what and how they teach in the context of teaching adult literacy, language or numeracy.



Professional development of basic skills teachers

FRAMEWORKS

Teacher education programmes should provide access to conceptual frameworks which will allow trainees to articulate their own perspectives on learning and teaching, and to reflect critically on the wider institutional, policy, social and cultural issues that enable or constrain their practice.



Professional development of basic skills teachers

KNOWLEDGE BASE

Teacher education programmes should be based on what is known about how adults learn, both in terms of the pedagogies that participants will use with their own learners, and in terms of their own lifelong learning as adult educators.



Professional development of basic skills teachers

SUBJECT KNOWLEDGE

Teacher education programmes should address the need for trainees to have rich, flexible networks of subject matter knowledge, but should not assume that raising the level of subject matter in syllabuses on its own will have a direct effect on practice.



Professional development of basic skills teachers

THEORY AND PRACTICE

Teacher education programmes should move away from an 'application of scientific knowledge' approach. They need to take into account the strong influence of context on learning, and should avoid assuming that knowledge is first 'learned' in one context before being used in another



Professional development of basic skills teachers

STAGES OF LEARNING TO TEACH

Teacher education programmes should be designed with an understanding that gaining expertise in teaching is a process, and teachers have to pass through various stages. Teacher learning should be seen as a career-long process.



Professional development of basic skills teachers

ACTIVE LEARNING

Teachers should 'be taught as they are expected to teach' by taking part in practical professional development activities which not only support their acquisition of relevant subject matter knowledge, but help them to 'see' the subject from their learners' point of view.



Professional development of basic skills teachers

TYPE OF ACTIVITY AND CONTEXT

Teacher education programmes should expose teachers to a wide range of types of professional development activity.


Professional basic skills teachers need to develop competence in teaching in less formal arenas than a traditional classroom




Competences for teachers of adult basic skills

TRAIN


Professionalization of Literacy and Basic Education –
Basic Modules for Teacher Training (2006-2008)
specify five categories of competences:



skills and abilities
soft skills
professional competence
personal competence
methodical expertise




Competences for teachers of adult basic skills



CHARTER


TUTOR TRAINING FOR THE SELF-DETERMINATION OF LITERACY LEARNERS



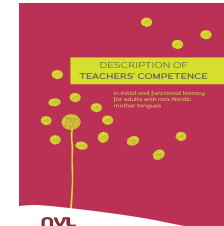
EUR-Alpha – European Network for Adult Literacy and Numeracy

Guidelines concerning

- roles
- attitudes
- and methodologies (2012)



Competences for teachers of adult basic skills

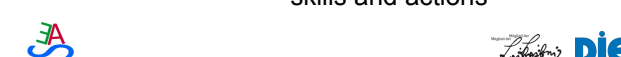


Alfarådet
The Nordic Adult Literacy Network
(2013)

Description of Teachers' Competence



Each area is subdivided into:

- knowledge
- skills and actions



Competences for teachers of adult basic skills

- 1
 Literacy in a Global, Local and Individual Perspective.
Theoretical and didactic aspects and approaches
- 2
 Adult Formal Learning in a Creative and Critical Learning Environment
Based on teachers' reflective practice and learners' learning goals
- 3
 Materials for Adult Learning
Multimodal, up-to-date and challenging
- 4
 Teaching Oral Communicative Competence without Written Support
to Adult Second-Language Learners
- 5
 Initial and Functional Literacy
for Adult Second-Language Learners
- 6
 Basic Everyday Mathematics (Numeracy)
for Adult Second-Language Learners



Overview: Country specific examples

*Classified into:
Research / Competences / Trainings / Materials*

Results:

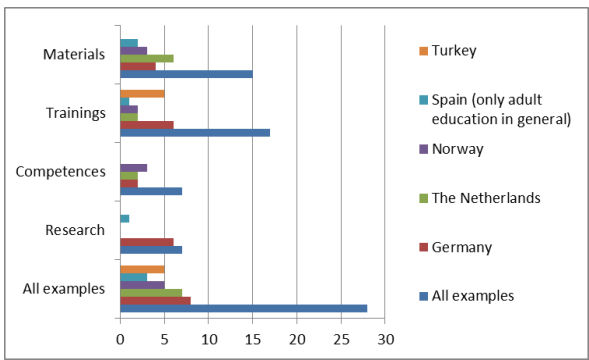
Number of all examples: 28 (3)
Including research: 7 (1)
Including competences: 7
Including trainings: 17 (1)
Including materials: 15 (2)

Remark:
 All examples from Spain (3) concern only adult education in general






Overview: Country specific examples

Results regarding the different countries:



Category	Turkey	Spain (only adult education in general)	Norway	The Netherlands	Germany	All examples
Materials	1	3	0	1	1	6
Trainings	1	17	0	0	0	18
Competences	0	0	1	0	0	1
Research	0	0	0	0	7	7
All examples	1	17	1	1	7	28

Open questions

- Has there been any research/evaluation on the other examples, which isn't mentioned in the description, for example was there any research to develop the curricula?
- Description of competence profiles – what are the similarities and what are the differences?
 - How have the competence descriptions been developed and how are they used?
 - Can we compare the definitions of the competences in the different projects/programmes and countries?
 - On which understanding of competences base the trainings e.g. in Turkey and Spain?
- What kind of research do we need in order to strengthen the professionalization of teachers/trainers in adult literacy?



References

Alfaradé, the Nordic Adult Literacy Network (2013). *Description of teachers' competence in initial and functional literacy for adults with non-Nordic mother tongues*.
http://www.nordvux.net/download/7330/english_brochure_for_printing_with_bleeds.pdf

EUR-Alpha (2012). *Charter – Tutor Training for the self-determination of literacy learners*. Brussels. Online: http://www.eur-alpha.eu/IMG/pdf/charte_ukbat3.pdf

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<http://ec.europa.eu/education/literacy/what-eu/high-levelgroup/documents/literacy-report.pdf>

Morton et al (2006). A literature review of research on teacher education in adult literacy, numeracy and ESOL NRDC: London



2. Brief Presentation of AÇEV



Mother Child
Education
Foundation
ACEV
2014

ACEV
MOTHER CHILD EDUCATION FOUNDATION

Education and Gender Disparities in Turkey



35,6%
Pre Primary
Enrolment
(4-5)

99%
Primary
Enrolment

85%
Secondary
Enrolment

27%
Higher
Education

80%
of illiterates
(3m.) are
women

29,8%
Women's
participation
to work-force

41% of
women
experience
partner-
violence

14%
Women's
Presentation
at Parliament

AÇEV's Mission



To support children starting at an early age in reaching their highest possible potential

To support adults in developing parental, personal and social skills



AÇEV's F2F Education Activities



Literacy & Women's Empowerment

- **Functional Adult Literacy and Women's Support Program** for women to impart basic literacy skills and to support their social participation
- **Female Literacy and Citizenship**
- **Reading Groups For Adults and Children**



Family Training

- **Mother Support Program** aimed at empowering mother-child relations, targeting mothers of 3-11 year olds
- **Father Support Program** targets fathers with children aged 3-11
- **Parenting Seminars** targets parents with children aged 0-14
- **Family Letters** targets prospective mothers and parents with children aged



Early Childhood Programs

- **Mother Child Education Program** (age 5-6) a home-based ECE and family literacy program
- **Preschool Parent Child Program** targets both children attending state run preschools and their parents
- **Preschool Education Program** targets 5-6 aged children under risk



Rural Women's Support Programs

- **Hill and Valley Education and Women's Support Program** targets 15-65 year-old women living in rural area.
- **I am Having Fun Learning** developed for mothers of 3-6 year old taking part in Hill and Valley Program



Education Activities

<p>EDUCATIONAL FACE TO FACE</p> <p>Early Childhood Education</p> <ul style="list-style-type: none"> o Mother&Child Education Program o Preschool Parent &Child Program o Preschool Education Program-Summer Preschools <p>Family Education Programs</p> <ul style="list-style-type: none"> o Mother Support Program o Father Support Program o Family Letters o Parenting Seminars <p>Literacy&Women's Empowerment Programs</p> <ul style="list-style-type: none"> o Functional Adult Literacy and Women's Empowerment Program o Advanced Literacy and Accessing Information o Reading Groups For Adults and Children <p>Rural Women&Child Training</p> <ul style="list-style-type: none"> o Hill and Valley Education and Women's Support Program o I am Having Fun Learning 	<p>EDUCATIONAL TELEVISION</p> <ul style="list-style-type: none"> o Life is Better Reading o Our Class o Will You Play With Me? o It's Good To Be A Father <p>EDUCATIONAL WEB</p> <ul style="list-style-type: none"> o www.acevdeokuyaz.org o www.acevokuloncesi.org o www.gelecegeilkadim.org <p>ADVOCACY , AWARENESS RAISING ACTIVITIES</p> <ul style="list-style-type: none"> o 7 Is Too Late o Domestic Violence o Peace o Child Protection o Gender Equality
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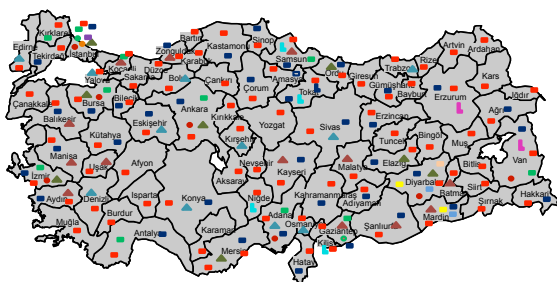


Working to Help Young Children Thrive

AÇEV conducts research, develops and implements programs and contributes to policies in **early childhood and adult education** for underserved populations.



AÇEV Programs are implemented in 81 provinces of Turkey



Early Childhood Education

- MOCEP – 1 Province
- MSP – 11 Provinces
- GDA ADP – 2 Provinces
- OEP SUMMER – 2 Provinces
- OEP WINTER – 1 Province
- OVCEP – 39 Provinces
- FIRST STEP – 81 Provinces

Literacy & Women Empowerment Programs

- GENERAL – 7 Provinces
- SKV – 1 Province
- READING GROUPS – 1 Province

Rural Women & Child Training Programs

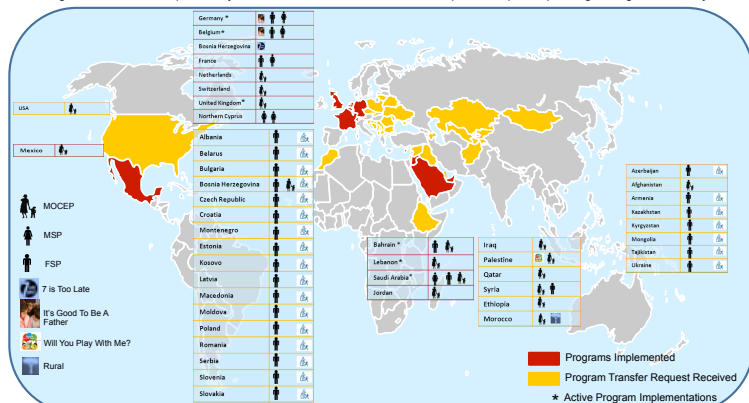
- UBS – 1 Province
- HILL AND VALLEY – 4 Provinces
- AB RURAL – 2 Provinces

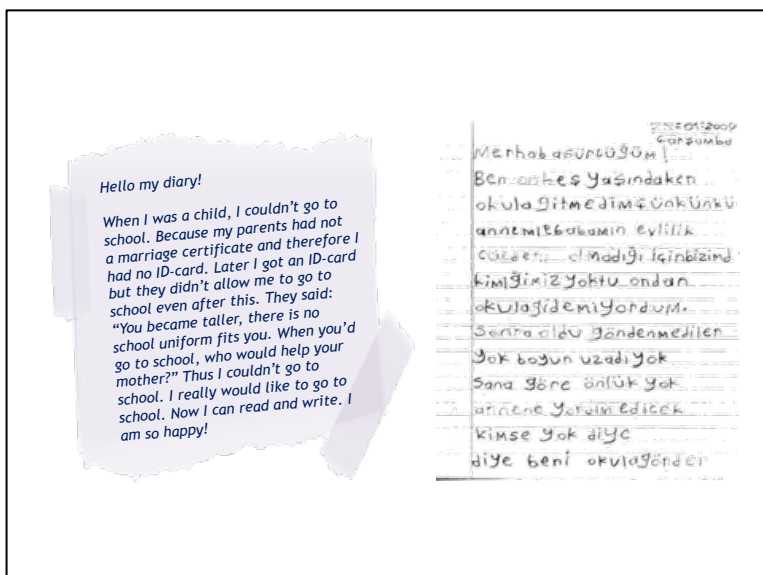
Father Education

- FSP – 13 Provinces
- UNIFEM – 8 Provinces
- ISVEÇ COLSULAR – 11 Provinces

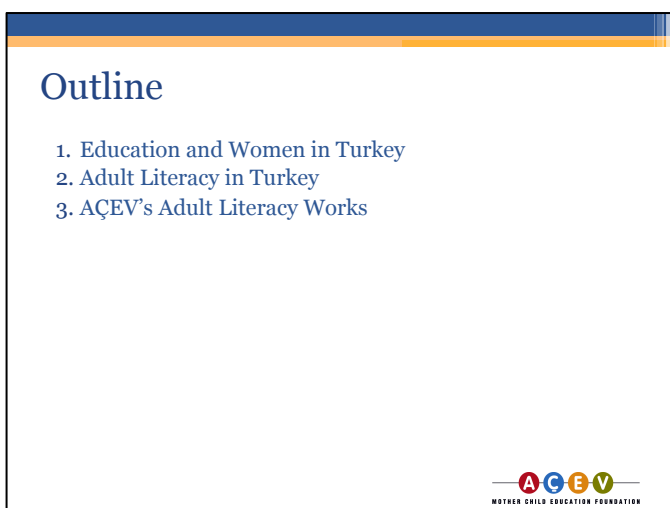
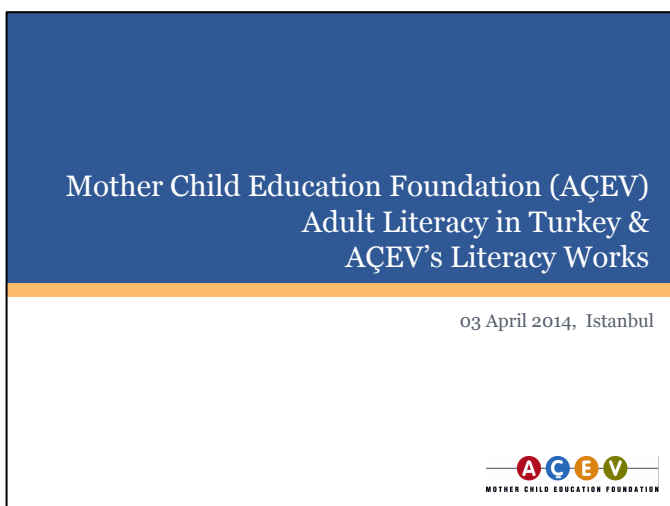
Sharing Our Know-How Across the World

Institutions in 13 countries other than Turkey have implemented ACEV programs. Programs have been requested by institutions in more than 30 countries, partnerships are pending raising of necessary funds.





3. Presentation on Adult Literacy in Turkey





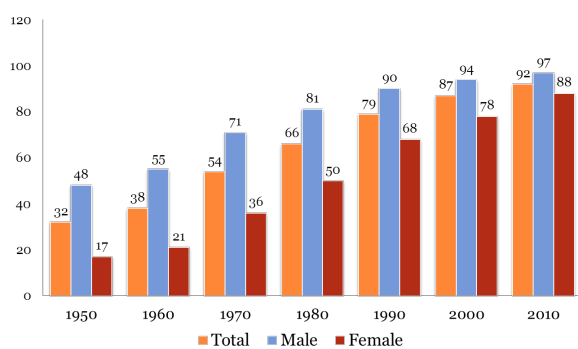
Education and Women in Turkey

- Turkey's population is 77 million
- literacy rate for women 90%
- 1 in 10 children is out of school (140,000 girls, 104,000 boys)
- School enrollment rate of girls in primary school 99% but in secondary school 85%
- Striking regional and gender based disparities in access to education
- 2 / 3 of adult population (over 23) average years of schooling is 5 years

2,8 million adults with no literacy skills

4 in 5 are women

Adult Literacy Rates in Turkey



Adult Literacy Rates and Population

	1950	1960	1970	1980	1990	2000	2010
Total	32	38	54	66	79	87	92
Male	48	55	71	81	90	94	97
Female	17	21	36	50	68	78	88
Adult Population (million)	13	16	21	27	37	48	58

AÇEV's Adult Literacy Programs



Our Trainers...



Training of Volunteer Trainers

Trainers: AÇEV's Master Trainers

Duration of the training: 3 weeks, a total of 78 teaching periods

Certification: Ministry of National Education

Parts of Trainer Training

1. Background information on adult education and adult literacy
2. Communication sessions
3. Theory and methodology of FALP
4. Micro teaching sessions

Content of Trainer Training

Background Information about Adult Education and Literacy

- The concept "NGO" and NGO's in Turkey
- The concept "Volunteerism" and Volunteerism in Turkey
- The short history of FALP
- Adult Education
- The definitions of "Literacy" in the world literatur
- Actual status of adult literacy in Turkey
- The role of literacy in the individual and social life of individuals
- The gains of FALP's participants
- The concept "Feedback" and "Contract" in terms of education
- The scientific basic principles of FALP
- The concept of "Learning" and adult learn characteristics
- The cognitive progress of learning

Micro Teaching Part

Each participant performs a part of FALP (20 min) and receives a feedback from master trainers.

Communication Sessions

- FALP's communication philosophy
- Group dynamics
- Emotion dimension of communication
- Perception dimension of communication
- Communication's barriers
- Definition of problem in the communication
- The concept "allowance" in communication
- Active listening
- The I-message
- The technics of questioning
- The concept "appreciation" in education
- Constructive criticism
- Destructive criticism

Delivering of Methodology of FALP

Each part of FALP worked with participants by the big group works, small group works and pp presentations in the following order:

1. Why we do it
2. How we do it
3. Sample performance of master trainers

An exercise from the trainer training the game "chipher breaking"

ηθη θθη ρωδθδων θηρη ΓρωΣω
φωΣω θωΣωΓΓρ

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✓ηηθθηη ηηθθθθ ηηθθθθθθωω

θθθθθθ θθθθ θθθθθθθθθθ

SİFRE ANAHTARI

☉ A	■ M	⊖ A	Σ M
☽ B	☐ N	⊖ B	v N
☼ C	✓ O	γ C	Γ O
⊙ C	κ Ö	Δ C	γ Ö
♠ D	□ P	δ D	π P
○ E	Σ R	⊖ E	p R
⊠ F	◆ S	⊖ F	σ S
† G	⊖ \$	γ G	x \$
≡ G	○ T	∠ G	τ T
☞ H	⊖ U	η H	ο U
✱ I	⊖ U	ι I	ι U
⊖ I	← V	ι İ	ω V
△ J	⊠ Y	⊖ J	v Y
⊠ K	⊖ Z	κ K	ζ Z
● L		λ L	

An other exercise from the trainer training "finnish letter"

PAL-VE-LIN MI-NA RI-KAS-TA MIES-TA

Pal-ve-lin mi-na ri-kas-ta mies-ta,

Ri-kas-ta mies-ta ja vii-sas-ta.

Sain mi-na ku-kon pal-kak-se-ni.

Kuk-ko sa-noi kuk-ku-luu-raa.

Pal-ve-lin mi-na ri-kas-ta mies-ta,

Ri-kas-ta mies-ta ja vii-sas-ta.

Sain mi-na ka-nan pal-kak-se-ni.

Kai mi-nun ka-na-ni,

Kuk-ko sa-noi kuk-ku-luu-raa.

Pal-ve-lin mi-na ri-kas-ta mies-ta.

Ri-kas-ta mies-ta ja vii-sas-ta.

Sain mi-na kis-san pal-kak-se-ni.

Nau mi-nun kis-sa-ni,

kai mi-nun ka-na-ni,

kuk-ko sa-noi kuk-ku-luu-raa.

Hau! Röhi! Maa!

Kansan

Certification of Trainers

Measures for success

1. Regular attendance in training
2. Practical examination
3. Theoretical examination
4. Active participation in training

The candidates receive 'Adult Literacy Trainer Certificate' issued by the Ministry of National Education if they attend the class regularly, complete the training and pass the examinations.



Further Training of Trainers

- Mentoring system: Each trainer has a mentor who give her/him guidance and is responsible for her/his further development as a trainer
- Monitoring/observation visits: Trainers are being supported by regular visits of their mentors.
- Assesment meetings: In each term, 2 assesment meetings are being organized with the participation of mentors and trainers
- Additional trainings: Revision trainings, special trainings etc.



Learners...





Functional Adult Literacy and Women's Support Program (FALP)

A unique literacy + empowerment program that allows young girls and women to participate more fully in the social sphere, implemented by volunteer trainers.

Beneficiaries:

- 130,000 women in 25 provinces of Turkey have been reached
- 3,950 volunteer teachers have been trained
- Yearly target 10,000 young girls and women through expansion into new communities

Aim of Program:

To impart functional literacy skills to young girls and women while raising their awareness about issues which limit their legal, social and familial well-being

Target Group:

Socio-economically disadvantaged illiterate young girls and women over the age of 15

Main Components and Duration:

Functional Literacy Modules

14 week course, implemented in the form of three 3 hour sessions of literacy and arithmetic activities using workbooks and supplementary methods

Women's Empowerment Topics

Embedded within the literacy activities and supported by thematic readings, discussions and expert or site visits

Content of FALP I and II

Literacy and Numeracy Skills

- Introduction of printing concepts (writing and reading from left to right)
- Date of the day
- Letter recognition and writing (level 1)
- Letter-sound correspondences (level 1)
- Syllabus formation (level 1)
- Word splitting (level 1)
- Figure recognition (level 1)
- Word reading (level 1)
- Text reading (level 1 & 2)
- Reading difficult words (level 2)
- Reading different types of writing
- Word writing (level 1 & 2)
- Reading comprehension (level 1 & 2)
- Taking information from text (level 1)
- Fluent reading (level 2)
- Written expression (level 1 & 2)
- To read time (level 1)
- Counting (level 1 & 2)
- Adding, subtraction (level 1 & 2)
- Multiplication (level 2)

Thinking Skills

- Reasoning (level 2)
- Word meaning (synonyms and antonyms) (level 1 & 2)
- Listening comprehension (level 1)
- Answering the question according to text (level 1 & 2)
- Finding the main idea in the text (level 2)
- Analyzing text (level 2)
- Asking what, who questions to understand text (level 1 & 2)
- Comparison (level 2)
- Classification (level 2)
- Inferencing (level 2)

Methodology of FALP I and II

Methodology

- Screening tests (4 times)
- Completion games
- Producing words and sentences (level 1 & 2)
- Reading text (level 1 & 2)
- Daily life practices (level 1 & 2)
- Experiments (level 2)
- Critical thinking exercises (level 2)
- Information box-exercise (level 2)
- Dictionary use (level 2)
- Small group work (level 2)
- Diary writing (level 1)
- Newspaper reading (level 1)
- Homework (level 1 & 2)

Examples for the Use of Literacy-functionality from FALP

- Letter and envelope
- Reading buses and other street tables
- Traffic signs
- Going to hospital
- Reading ID cards
- Shopping; reading prices and dates
- Cross puzzle
- Bill, recipe, product, reading
- Number comparison and subtraction
- Reading a score card
- To fill a form
- To develop newspaper reading

Content of Women's Support Component

Citizenship and Women's Rights

1. The right to receive education and work
2. The right to choose a spouse and marry
3. The right to get divorced and the legal means of going about it
4. The right to have children and the legal framework that protects women in the workplace.
5. The right to own property and inheritance laws in Turkey
6. The right to travel and leave the home
7. The right to vote and be elected
8. The Turkish Constitution
9. The institutional set-up of the Turkish parliament
10. The role of local government
11. Participating in social and political life – participating in elections.

Health/Hygiene and Women's Reproductive Rights

1. Women's reproductive health
2. Family planning
3. Proper food preparation and preservation
4. Nutrition
5. Child health and immunisation
6. First aid
7. The importance of personal hygiene
8. How chromosomes work
9. Pregnancy, birth, breast feeding
10. The importance of registering children



Content of Women's Support Component

Child Rearing, Discipline and Child Rights

1. Child discipline
2. Rights of working children
3. Child abuse and neglect
4. Supporting children's learning and schooling
5. The role of local government
6. Participating in social and political life – participating in elections.

Awareness Raising about the Rights of People with Disabilities

1. The right to receive education
2. Personal care
3. Socialization
4. The right to receive services
5. The right to not being discriminated
6. The right to work
7. The right to have a profession



Evaluation of Functional Literacy Program

- effective in establishing basic literacy skills (namely recognizing alphabet, spelling, decoding and writing, arithmetic skills)
- improves the cognitive skills like listening comprehension, summarizing a text, making comparison.
- lead to significant gains on the attitude and knowledge measures

Source: Durğunoglu and Oney "An Evaluation of the Functional Adult Literacy Program in South-Eastern Turkey", June 2003



Evaluation of Women's Empowerment Program

Issue	Situation Analyzed	Pre-test Response	Post-test Response
Women's right to choose a spouse	In this section of the narrative her father wants to marry Belmar to an older man. The participant is asked what she would do if she were in Belma's place	"Her father can give her [hand] even if she doesn't want to get married. She shouldn't go against her father. I wouldn't go against my father either"	"She has a right to decide. Her father is marrying her off for money. She should complain to the police. I wouldn't marry off my daughter."
Right to find employment	Belma has married Ahmet who has a limited income. Belma wants to work outside the house to help support her family but Ahmet's family does not permit her to work. The question asks the participant how she would react in similar circumstances.	"If her family doesn't permit, she cannot work. She should talk to them. I would talk to them and if they permitted, then I would work"	"She has a lot of rights. She should talk with her husband to convince him. I would also talk with my husband to convince him"
Domestic violence	Belma and Ahmet are having marital problems. Ahmet frequently beats Belma. The question asks the participant why she thinks Ahmet is behaving in this way and what she would have done in a similar situation.	"He is behaving like that because of work troubles. He is a man, if he doesn't have a job, he may act like that. It is normal. If she asked me, I'd say bear with it, I hope it works out. If it were me, I wouldn't be able to anything, what can I do? If I cannot bear it, I might separate"	"He doesn't have a good job, that's why he is upset. He doesn't have a right to behave this way. It will get better in the future. but if it continues like that, I will probably get separated"
Child labor	Belma's father wants to withdraw Bekir, Belma's 11 year old brother from school so that he can work. The question asks the participant what she would do if she was in Belma's situation.	"It is his father. She cannot do anything"	"A school-age child should definitely go to school. She should go and talk with her father. If it were my brother, I would support him to go to school. First I would talk to my father to change his mind"

Note: The responses come from the same participant before and after the program.
Source: Durğunoglu and Öney "An Evaluation of the Functional Adult Literacy Program in South-Eastern Turkey", June 2003

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