



## 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 2<sup>nd</sup> Project Meeting in Istanbul, TURKEY**

**3<sup>rd</sup> and 4<sup>th</sup> of April 2014**

<b>2<sup>ND</sup> SEA Project Meeting .....</b>	<b>2</b>
3 <sup>rd</sup> April, Session 1: Welcome and .....	2
Introduction .....	2
3 <sup>rd</sup> April, Session 2: Results of the Country Specific Reports on Scientific Research in Adult Literacy .....	2
3 <sup>rd</sup> April, Session 3: Project Coordination Meeting .....	3
4 <sup>th</sup> April, Session 1: Study Visit to Melek Erman Köni (MEK) Education Center .....	4
4 <sup>th</sup> April, Session 2: Project Coordination Meeting .....	4
Planning Next Meeting .....	4
Tasks and Agreements .....	6
4 <sup>th</sup> April, Session 3: Group Work Session .....	7
<b>EVALUATION FORMS RESULTS.....</b>	<b>8</b>
Contents, organization, general impression .....	8
Fulfilment of the expectations .....	8
Using the information gathered.....	9
How valuable is the information gathered for development in my country?.....	9
Communications/discussions/study visit .....	9
What would you expect/like to have more of? .....	10
What would you prefer shortened?.....	10
<b>ANNEX .....</b>	<b>11</b>
1. Presentation of Monika Tröster .....	11
2. Brief Presentation of AÇEV .....	17
3. Presentation on Adult Literacy in Turkey.....	21

Project is being financed by the European Commission (Grundtvig)

## **2<sup>ND</sup> SEA Project Meeting**

### **3<sup>rd</sup> 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 hold 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 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.

### **3<sup>rd</sup> 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.

## 3<sup>rd</sup> 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 disappointments 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 decisions in absence of the project coordinator.

## 4<sup>th</sup> 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.

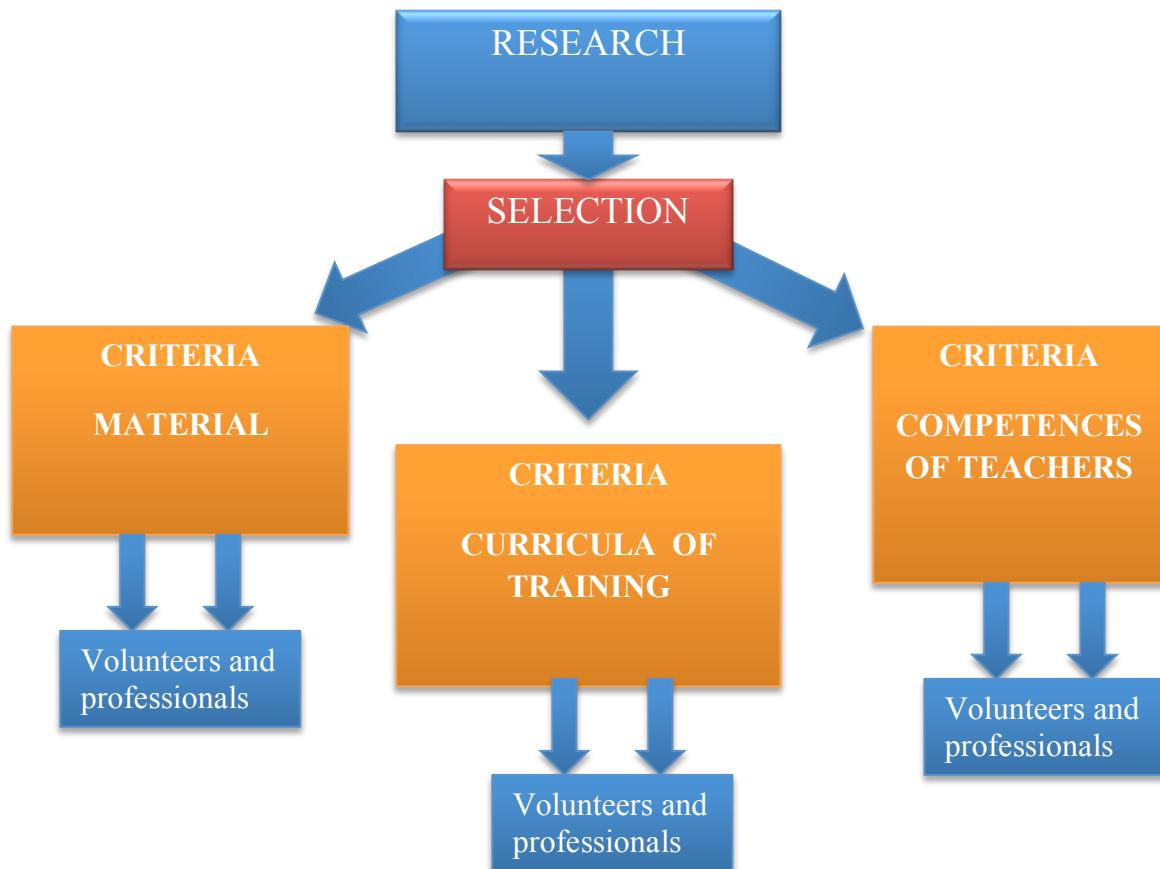
MEK Education Center has been visited on 4<sup>th</sup> April 2014. From AÇEV's Literacy and Women's Support Department, Mutlu Yasa Budak and Zeynep Ekin Akilar have accompanied the visitors. During the visit, the visitors have been informed of the MEK Education Center and were able to observe the tutoring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

## 4<sup>th</sup> 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.

## 4<sup>th</sup> 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 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 lose 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 1<sup>st</sup> day but very good discussion on the 2<sup>nd</sup> 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
- 1<sup>st</sup> 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 LEARNNG**  
**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.**



Magnifit  
Limborg  
Leiden University



## 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.**



Magnifit  
Limborg  
Leiden University



## 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**



Magnifit  
Limborg  
Leiden University



## **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.**



Magisterium  
Lombard



## **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.**



Magisterium  
Lombard



## **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**



Magisterium  
Lombard



## 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      professional competence      methodical expertise  
 soft skills      personal competence

## Competences for teachers of adult basic skills

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

NVL  
Description of Teachers' Competence  
for adult basic literacy and numeracy

## 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	2	2	3	2	2	15
Trainings	5	1	1	1	5	18
Competences	1	1	1	1	1	8
Research	1	1	1	1	1	7
All examples	5	5	5	5	5	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

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## 2. Brief Presentation of ACEV

Mother Child  
Education  
Foundation  
ACEV  
2014

ACEV  
MOTHER CHILD EDUCATION FOUNDATION

## Education and Gender Disparities in Turkey

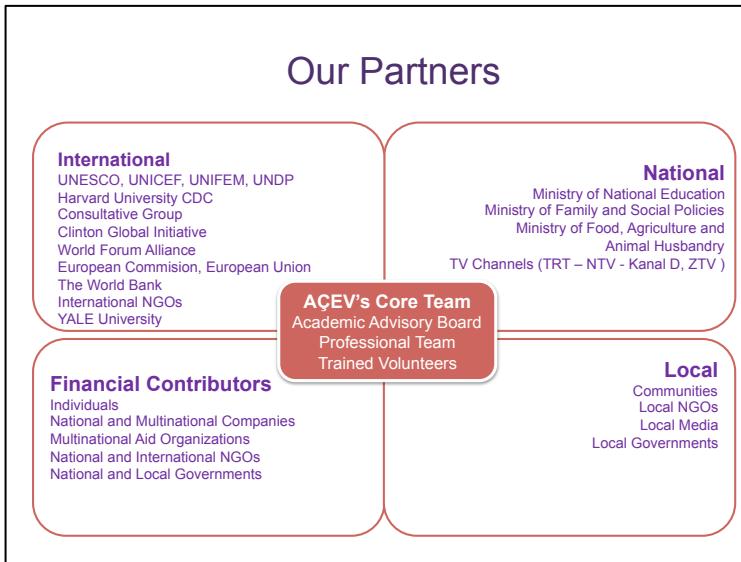
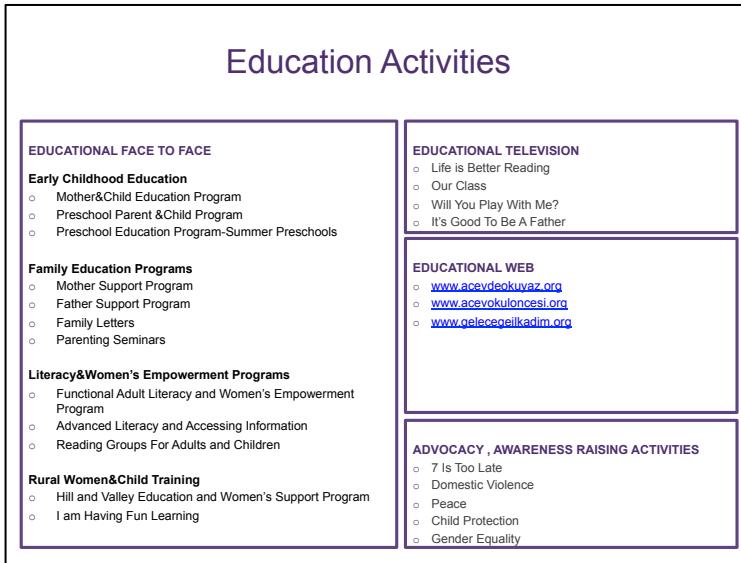


## AÇEV's Mission



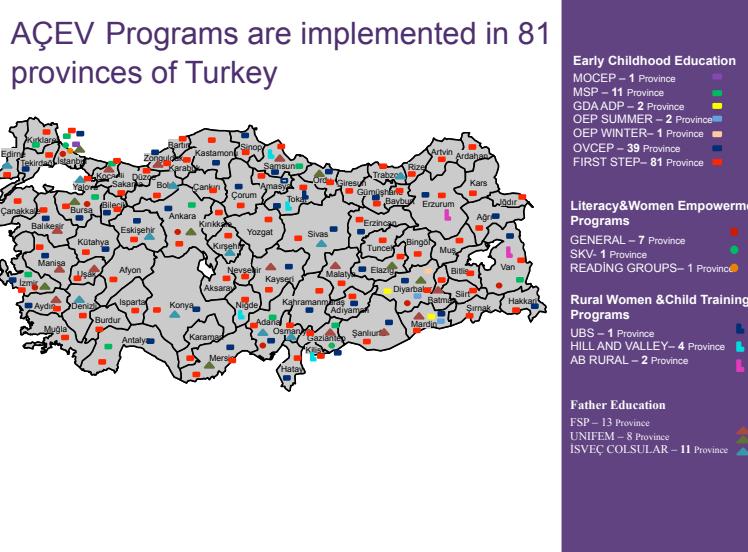
## AÇEV's F2F Education Activities

<b>Literacy &amp; Women's Empowerment</b>	<b>Family Training</b>	<b>Early Childhood Programs</b>	<b>Rural Women's Support Programs</b>
<ul style="list-style-type: none"> <li>• Functional Adult Literacy and Women's Support Program for women to import basic literacy skills and to support their social participation</li> <li>• Female Literacy and Citizenship</li> <li>• Reading Groups For Adults and Children</li> </ul>	<ul style="list-style-type: none"> <li>• Mother Support Program aimed at empowering mother-child relations, targeting mothers of 3-11 year olds</li> <li>• Father Support Program targets fathers with children aged 3-11</li> <li>• Parenting Seminars targets parents with children aged 0-14</li> <li>• Family Letters targets prospective mothers and parents with children aged</li> </ul>	<ul style="list-style-type: none"> <li>• Mother Child Education Program (age 5-6) a home-based ECE and family literacy program</li> <li>• Preschool Parent Child Program targets both children attending state run preschools and their parents</li> <li>• Preschool Education Program targets 5-6 aged children under risk</li> </ul>	<ul style="list-style-type: none"> <li>• Hill and Valley Education and Women's Support Program targets 15-65 year-old women living in rural area.</li> <li>• I am Having Fun Learning developed for mothers of 3-6 year old taking part in Hill and Valley Program</li> </ul>



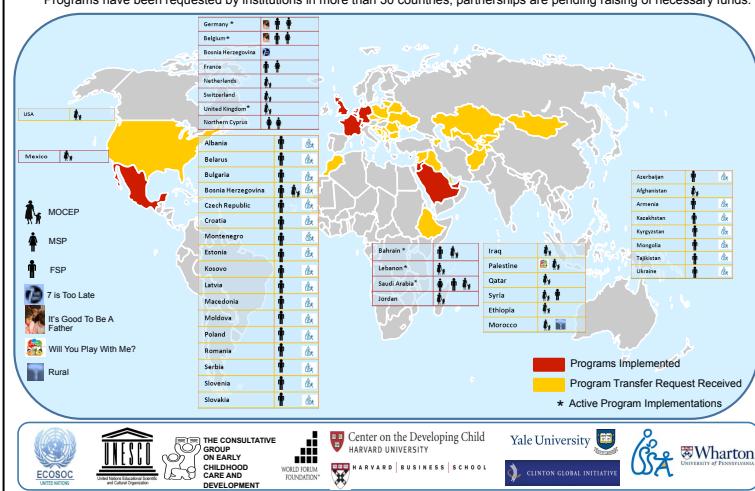
## Working to Help Young Children Thrive

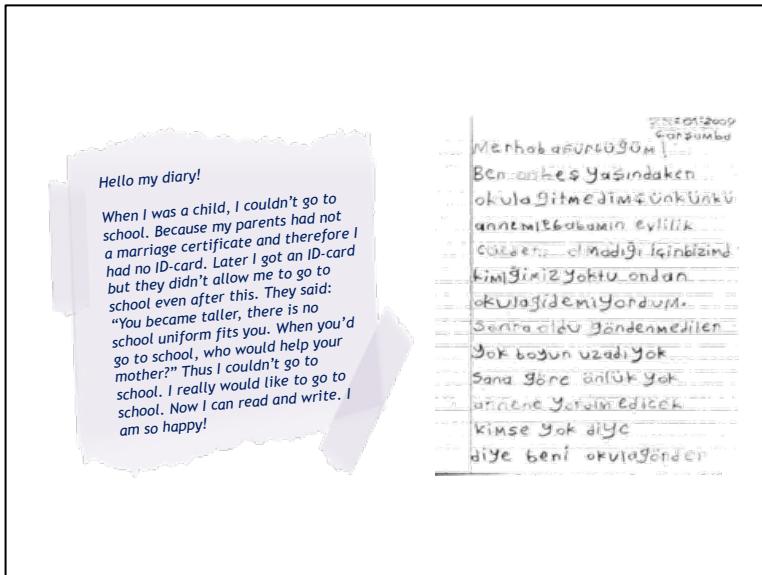
AÇEV conducts research, develops and implements programs and contributes to policies in **early childhood** and **adult education** for underserved populations.



## 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

Mother Child Education Foundation (AÇEV)  
Adult Literacy in Turkey &  
AÇEV's Literacy Works

03 April 2014, Istanbul

**AÇEV**  
MOTHER CHILD EDUCATION FOUNDATION

## Outline

1. Education and Women in Turkey
2. Adult Literacy in Turkey
3. AÇEV's Adult Literacy Works

**AÇEV**  
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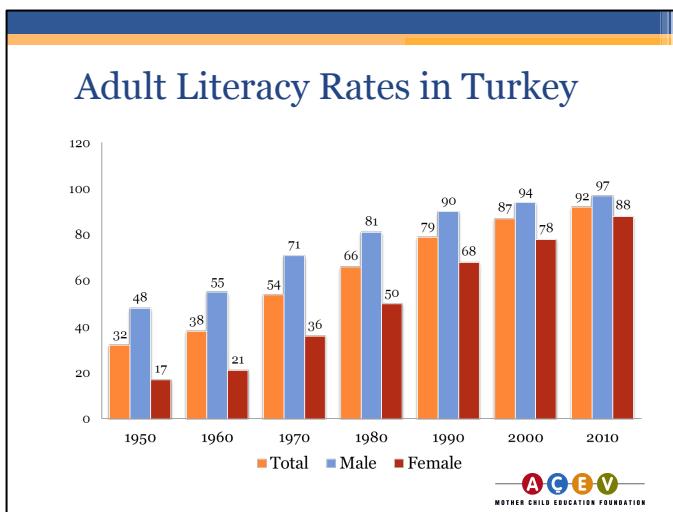
## Education and Women in Turkey

**2,8 million adults with no literacy skills**

**4 in 5** are women

- 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

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### Adult Literacy Rates and Population

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

**ACEV**  
MOTHER CHILD EDUCATION FOUNDATION

## ACEV's Adult Literacy Programs



## Our Trainers...



## Training of Volunteer Trainers

Trainers: ACEV'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 literature
- 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 learning 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 techniques 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 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 "cipher breaking"

ŞİFRE ANAHTARI											
ηΘρ θΘχ	γωδίγνθων	θιρι	ΓηαΣλ	μωΣλο	θιλΞιγΓρ	ρ					
?	A	M	ω	A	M						
?	B	N	θ	B	N	v	N				
?	C	✓	○	γ	C	Γ	O				
?	D	✗	Ö	Δ	Ç	γ	Ö				
?	E	□	P	δ	D	π	P				
?	F	◆	S	θ	E	ρ	R				
?	G	❖	§	γ	F	σ	S				
?	H	○	T	∠	G	χ	S				
?	I	◊	U	η	H	υ	U				
?	J	◀	V	γ	I	l	Ü				
?	K	⇒	Z	ι	J	ω	V				
?	L			γ	K	ζ	Z				

## 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! Röh! 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.
- Assessment meetings: In each term, 2 assessment meetings are being organized with the participation of mentors and trainers
- Additional trainings: Revision trainings, special trainings etc.



## Learners...



 <h2>Functional Adult Literacy and Women's Support Program (FALP)</h2> <p>A unique literacy + empowerment program that allows young girls and women to participate more fully in the social sphere, implemented by volunteer trainers.</p>	<p><b>Beneficiaries:</b></p> <ul style="list-style-type: none"> <li>▪ 130,000 women in 25 provinces of Turkey have been reached</li> <li>▪ 3,950 volunteer teachers have been trained</li> <li>▪ Yearly target 10,000 young girls and women through expansion into new communities</li> </ul> <p><b>Aim of Program:</b></p> <p>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</p> <p><b>Target Group:</b></p> <p>Socio-economically disadvantaged illiterate young girls and women over the age of 15</p>	<p><b>Main Components and Duration:</b></p> <p><b>Functional Literacy Modules</b> 14 week course, implemented in the form of three 3 hour sessions of literacy and arithmetic activities using workbooks and supplementary methods</p> <p><b>Women's Empowerment Topics</b> Embedded within the literacy activities and supported by thematic readings, discussions and expert or site visits</p>
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<h2>Content of FALP I and II</h2>	
<p><b>Literacy and Numeracy Skills</b></p> <ul style="list-style-type: none"> <li>▪ Introduction of printing concepts (writing and reading from left to right)</li> <li>▪ Date of the day</li> <li>▪ Letter recognition and writing (level 1)</li> <li>▪ Letter-sound correspondences (level 1)</li> <li>▪ Syllabus formation (level 1)</li> <li>▪ Word splitting (level 1)</li> <li>▪ Figure recognition (level 1)</li> <li>▪ Word reading (level 1)</li> <li>▪ Text reading (level 1 &amp; 2)</li> <li>▪ Reading difficult words (level 2)</li> <li>▪ Reading different types of writing</li> <li>▪ Word writing (level 1 &amp; 2)</li> <li>▪ Reading comprehension (level 1 &amp; 2)</li> <li>▪ Taking information from text (level 1)</li> <li>▪ Fluent reading (level 2)</li> <li>▪ Written expression (level 1 &amp; 2)</li> <li>▪ To read time (level 1)</li> <li>▪ Counting (level 1 &amp; 2)</li> <li>▪ Adding, subtraction (level 1 &amp; 2)</li> <li>▪ Multiplication (level 2)</li> </ul>	<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• Reasoning (level 2)</li> <li>• Word meaning (synonyms and antonyms) (level 1 &amp; 2)</li> <li>• Listening comprehension (level 1)</li> <li>• Answering the question according to text (level 1 &amp; 2)</li> <li>• Finding the main idea in the text (level 2)</li> <li>• Analyzing text (level 2)</li> <li>• Asking what, who questions to understand text (level 1 &amp; 2)</li> <li>• Comparison (level 2)</li> <li>• Classification (level 2)</li> <li>• Inferencing (level 2)</li> </ul>

<h2>Methodology of FALP I and II</h2>	
<p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>▪ Screening tests (4 times)</li> <li>▪ Completion games</li> <li>▪ Producing words and sentences (level 1 &amp; 2)</li> <li>▪ Reading text (level 1 &amp; 2)</li> <li>▪ Daily life practices (level 1&amp; 2)</li> <li>▪ Experiments (level 2)</li> <li>▪ Critical thinking exercises (level 2)</li> <li>▪ Information box-exercise (level 2)</li> <li>▪ Dictionary use (level 2)</li> <li>▪ Small group work (level 1)</li> <li>▪ Diary writing (level 1)</li> <li>▪ Newspaper reading (level 1)</li> <li>▪ Homework (level 1 &amp; 2)</li> </ul>	<p><b>Examples for the Use of Literacy-functionality from FALP</b></p> <ul style="list-style-type: none"> <li>• Letter and envelope</li> <li>• Reading buses and other street tables</li> <li>• Traffic signs</li> <li>• Going to hospital</li> <li>• Reading ID cards</li> <li>• Shopping; reading prices and dates</li> <li>• Cross puzzle</li> <li>• Bill, recipe, product , reading</li> <li>• Number comparison and subtraction</li> <li>• Reading a score card</li> <li>• To fill a form</li> <li>• To develop newspaper reading</li> </ul>

## 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: Durgunoglu 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
<b>Women's right to choose a spouse</b>	In this section of the interview her father wants to marry Belma to another man. The question asks 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 run 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."
<b>Right to find employment</b>	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"
<b>Domestic violence</b>	Belma and Ahmet have 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 other 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"
<b>Child labor</b>	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 speak/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: Durgunlu and Onay "An Evaluation of the Functional Adult Literacy Program in South-Eastern Turkey", June 2002

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