

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

03 April 2014, Istanbul

Outline

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



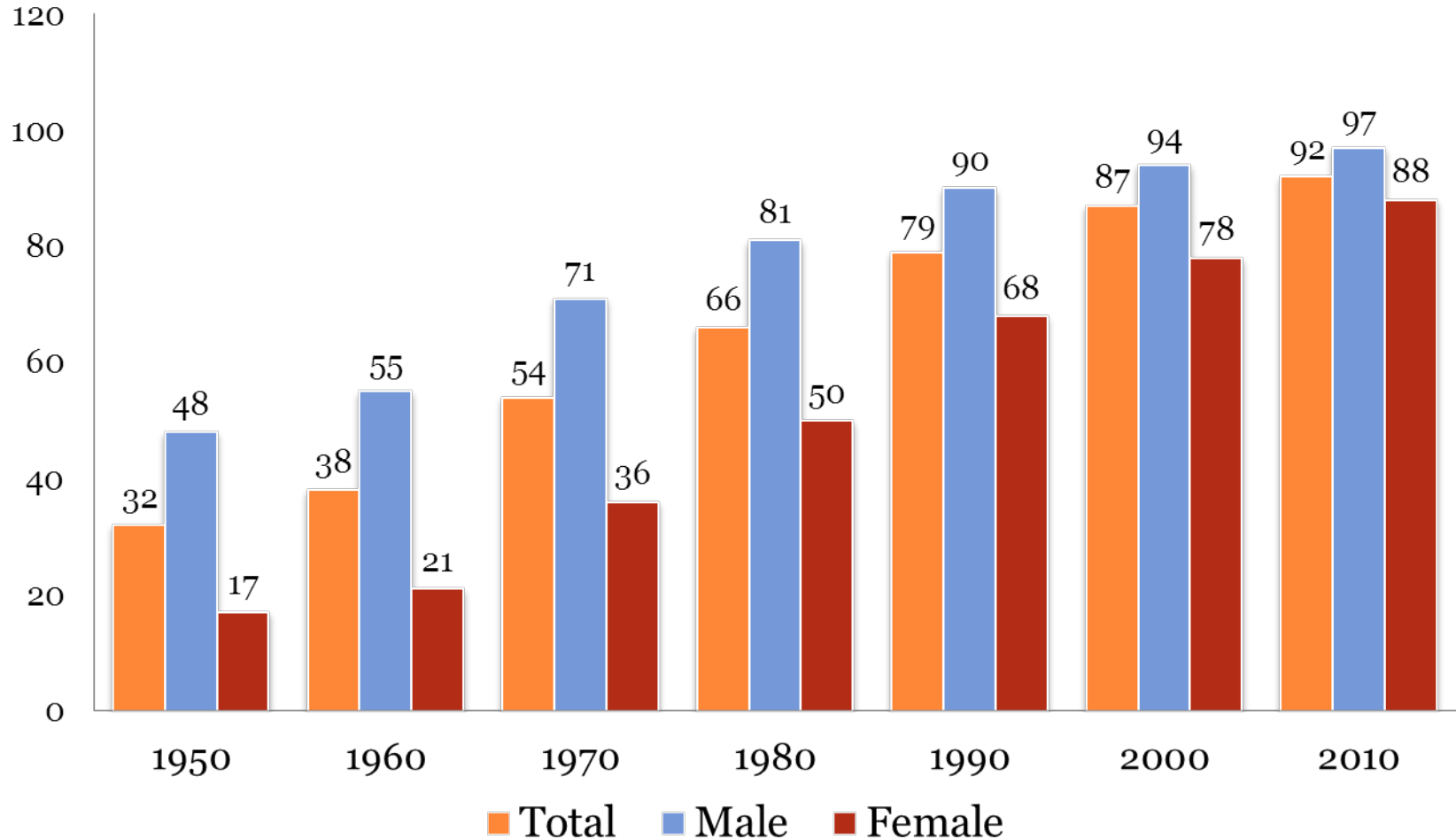
Education and Women in Turkey

- Turkey's population is 77 million
- literacy rate for women 90 %
- School enrollment rate of girls in primary school 94% but in secondary school 80%
- Striking regional and gender based disparities in access to education
- 2 /3 of adult population (over 23) average years of schooling is 5 years
- 1 in 10 children is out of school

2,8 million adults with
no literacy skills

4 in 5 of them
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 |



Functional Adult Literacy and Women's Support Program

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

Beneficiaries:

- 90,000 women in 20 provinces of Turkey have been reached
- 3,200 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 14

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

Instructors...



Instructors of Functional Adult Literacy Program

- Characteristics of volunteer trainers:
 1. Aged above 21, average age is 46
 2. general qualification for university entrance
 3. complete success in trainer's training of FALP
- Trainer Profile of FALP
 1. % 98 are women, age average is 39
 2. % 28 have university, % 72 high school graduate
 3. % 90 had no trainer formation before

Source: FALP Trainer Profile Report 2007

Trainer Training of FALP

Trainers of traner trainings: Master Trainers of FALP

Training time: 3 weeks, a total of 78 training periods

Accreditaion of training: Through the Ministry of National Education

Guidelines of Trainer Training

1. Background Information about Adult Education and Literacy
2. Communication Sessions
3. Delivering of Methodology of FALP
4. Learning by Doing Part

Curriculum of Trainer Training of FALP

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 princeples of FALP
- The concept of “Learning” and adult learn characteristics
- The cognitive progress of learning

Learning by Doing 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 barierrrs
- 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”

ηΘρ θΘχ ρωδλνδων θιρι ΓουΣω
ψωζΣω θιλΣιψΓρ

✓☒❖■☒☒○☒●○☒☒○●☒☒☒☒

✓☒❖■☒ ☒☒☒☒☒☒ ☒☒☒☒☒☒☒☒☒☒☒☒

☒☒☒☒☒☒ ☒☒☒☒☒☒ ☒☒☒☒☒☒☒☒☒☒☒☒

ŞİFRE ANAHTARI

☒ A
☒ B
☒ C
☒ Ç
☒ D
☒ E
☒ F
☒ G
☒ Ğ
☒ H
☒ I
☒ İ
☒ J
☒ K
● L

■ M
☒ N
✓ O
☒ Ö
☒ P
☒ R
◆ S
☒ Ş
☒ T
☒ U
☒ Ü
☒ V
☒ Y
☒ Z

ω A
θ B
γ C
Δ Ç
δ D
☒ E
φ F
γ G
∠ Ğ
η H
} I
ι İ
φ J
∩ K
λ L

Σ M
ν N
Γ O
\ Ö
π P
ρ R
σ S
χ Ş
τ T
υ U
| Ü
ω V
ψ Y
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 the FALP Trainers

Criteria of Evaluation of Participants

1. Regular attendance in training
2. Self-performance
3. Final examination
4. Active participation in training

The participants who achieve success according to all criterias, receive the “Adult Literacy Trainer Certificate” by the Ministry of National Education.

Further Training of the FALP Trainers

- FALP has a mentoring system: Each trainer has a mentor who give her/him guidance. Trainers can turn to their mentors for advice in any issue about FALP implementation.
- Monitoring visits: The trainers are supported by the regular visits of their mentors.
- Trainer assessment meetings: In each term 2 assessment meetings are organized for the volunteer trainers by the mentors.
- Additional trainings: Revision trainings, special trainings and etc.

Learners...



Curriculum of FALP

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

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 Program-1-

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 Program-2-

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 |
|---|--|---|---|
| Women's right to choose a spouse | In this section of the narrative her father wants to marry Belma 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: Durgunoglu and Oney "An Evaluation of the Functional Adult Literacy Program in South-Eastern Turkey", June 2003

Hello my diary!

When I was a child, I couldn't go to school. Because my parents didn't have a marriage certificate and because I did not have an ID-card. Later I got an ID-card but they still didn't allow me to go. They said: "You became taller, there isn't any school uniform for you. When you go to school, who will help your mother?" Thus I couldn't go to school. I really would like to go to school. Now I can read and write. I am so happy!

23.01.2009
Çarşamba
Merhaba ailem!
Ben onbeş yaşındayken
okula gitmedim çünkü
anne mi babamın evlilik
çüzdeni almadığı için bizim
kimliğimiz yoktu ondan
okula gidemiyordum.
Sonra oldu göndermediler
Yok boyun uzadı yok
Sana göre onluk yok
anlene yardım edecek
kimse yok diye
diye beni okula gönder

acev@acev.org
www.acev.org