

Reaching out from the University to Promote Human Capacity Development



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The University is Accountable to Society

- Its many responsibilities:
 - Pursuing Knowledge
 - Creating Knowledge
 - Disseminating knowledge – Educating the youth and society
 - Service to Society, bringing about policy and applications based on scientific knowledge, towards contributing to human well-being

How can the University 'Reach Out' to Society?

- Often needs to be done without being invited. This is especially the case in the 'Majority World.'
- Thus by taking the initiative to apply the knowledge and knowhow it has developed for the betterment of society

The main sequence of activity appears to be:

SCIENCE → APPLICATIONS → POLICY

Which, in turn, provides valuable feedback to the advancement of Science


A CASE STUDY FROM TURKEY

In 1978 a team of university researchers in child development, policy studies, and education approached the Turkish Ministry of Education (TME) to provide state of the art knowledge regarding early childhood education.

A two-year project produced several reports on the situation of the child in Turkish society,

Six handbooks written in simple language with pictures and instructions were produced:

- ❑ You and Your Child (the first parent education book suitable for parents with little education)
- ❑ Preschool Program (daily, monthly, and yearly program for preschool teachers)
- ❑ Preschool Activities
- ❑ Creative Activities
- ❑ Activities Designed to Provide Cognitive Stimulation
- ❑ Basics of Child Development

- 
- These books were published by the TME and disseminated and used extensively
 - Both for teacher training and for use in preschools

This was the beginning of a thirty-year collaboration progressively expanding in volume and involving

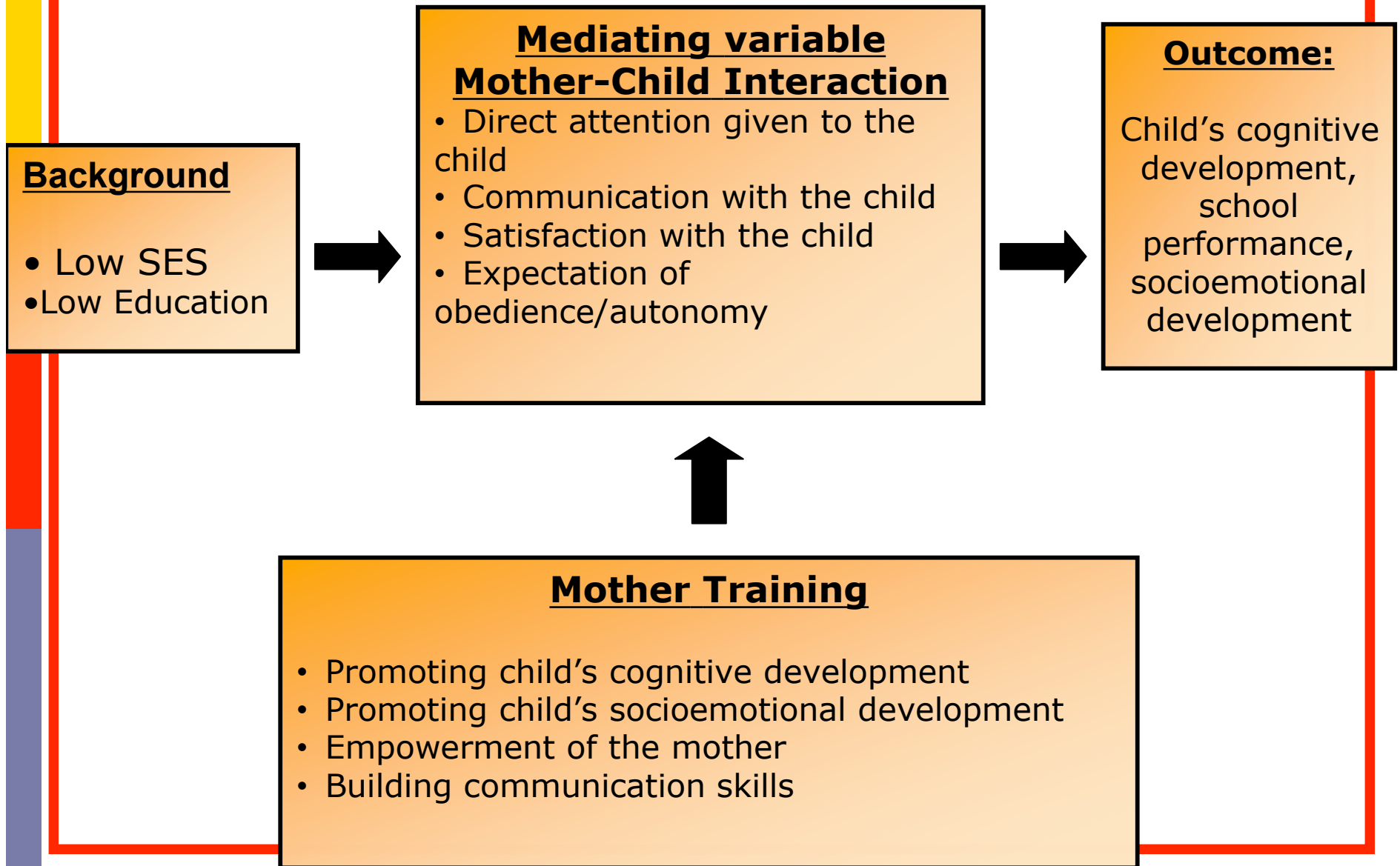
- Non-Governmental institution building,
- Country-wide implementations
- Policy Changes

In 1982 a four-year study was initiated with an experimental design. It was partly based on earlier two-year project for the TME:

The Turkish Early Enrichment Project (TEEP)

Carried out in several low income districts of Istanbul with mothers and children to find out if home-based early enrichment has beneficial effects on children's overall development and school adjustment/achievement.

THE TURKISH EARLY-ENRICHMENT PROJECT (TEEP)



DESIGN OF TEEP

	Number of children in each group						
	Educational Day-care		Custodial Day-care		Home Care		Total
Age of child	3 yr.	5 yr.	3 yr.	5 yr.	3 yr.	5 yr.	
Mother training	11	16	23	17	16	7	90
No Mother training	18	19	30	35	34	29	165
Total	29	35	53	52	50	36	255



LONG – TERM EFFECTS

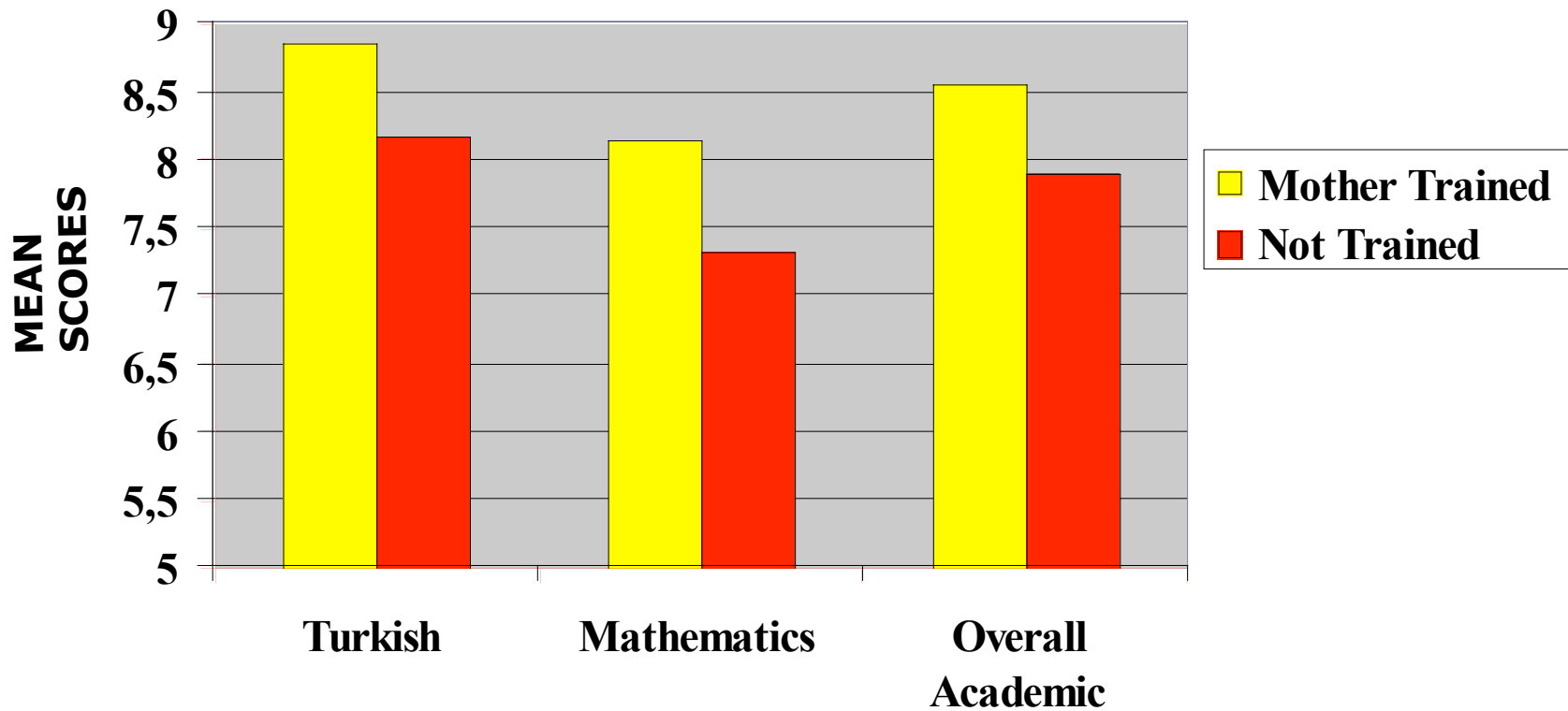
FIRST FOLLOW-UP STUDY OF TEEP

1992

ADOLESCENTS (13-15 years of age)

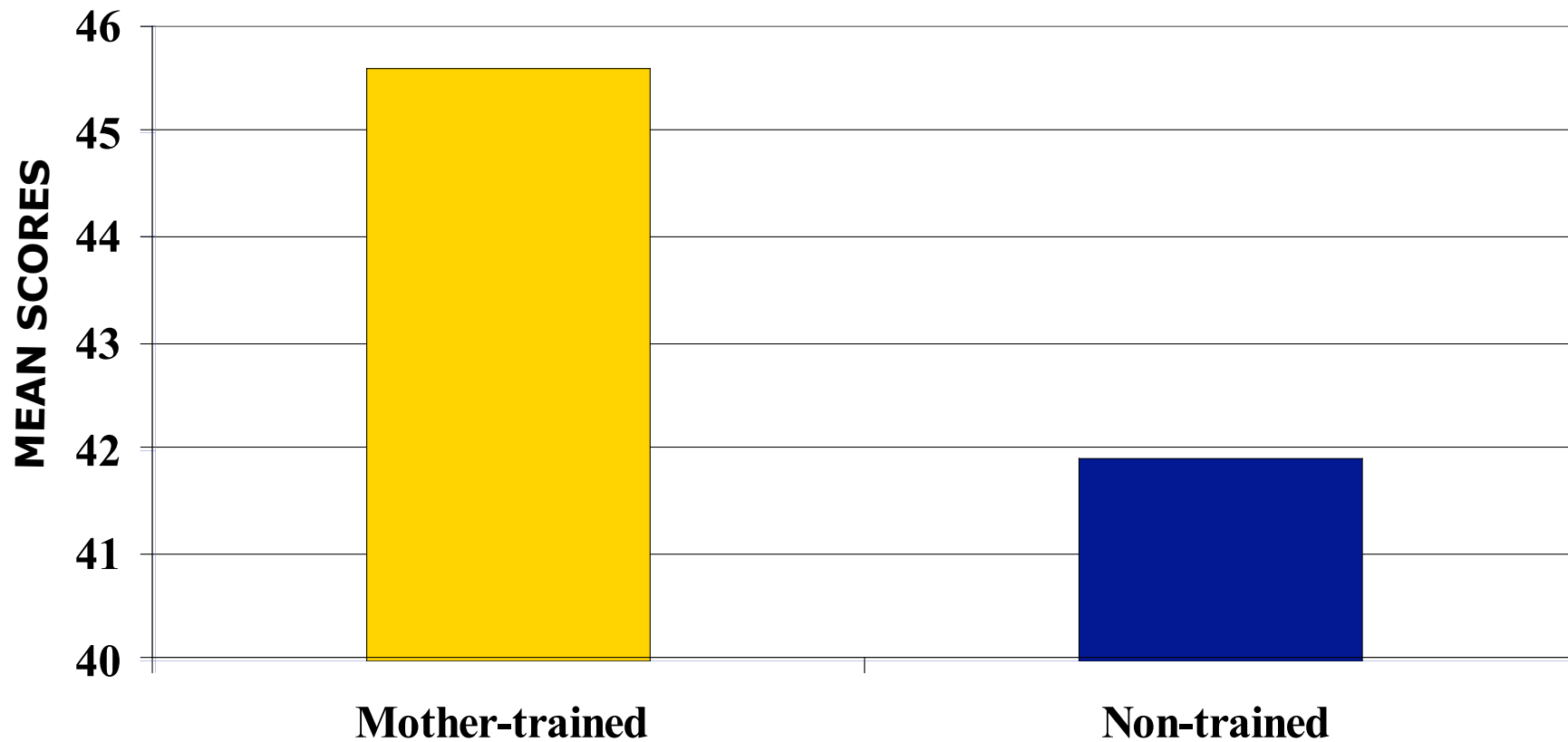
Kağitçibaşı, Sunar, Bekman(2001), Long-Term effects of early intervention. *Applied Developmental Psychology*, 22, 333-361

PRIMARY SCHOOL GPA'S



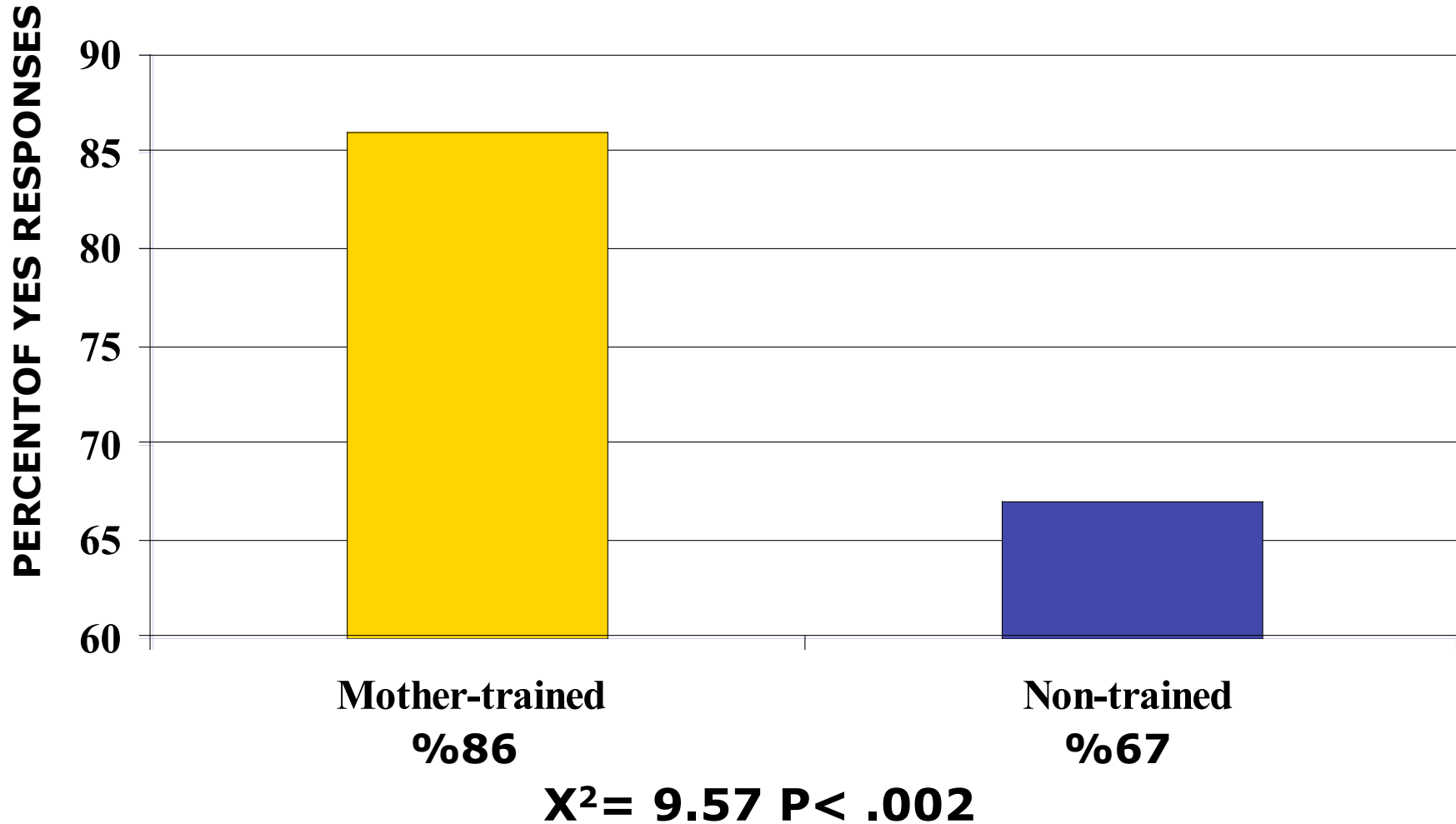
t= 3.08, p<.002, t= 3.01, p<.003, t=2.82, p<.005

STANDARDIZED WISC-R VOCABULARY SCORES



F (2, 216) = 2.16, p < .032

IS ADOLESCENT STILL IN SCHOOL?





CONTINUED EFFECTS

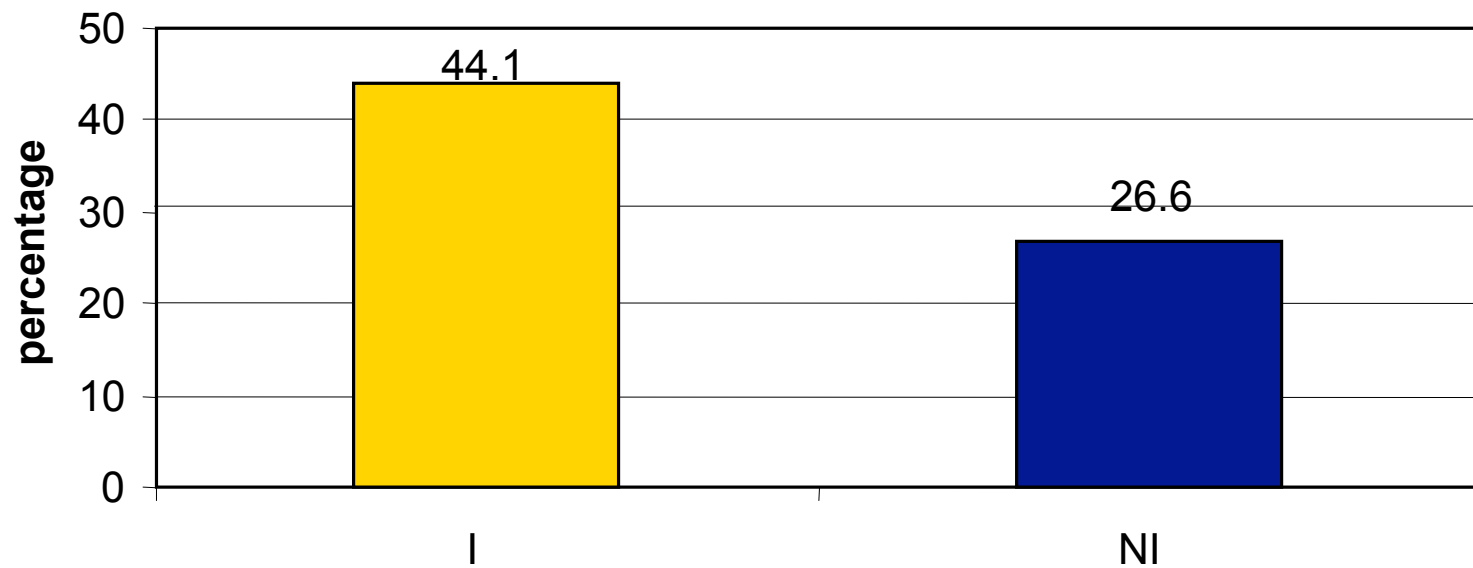
SECOND FOLLOW-UP STUDY OF TEEP

2004

YOUNG ADULTS (25-27 years of age)

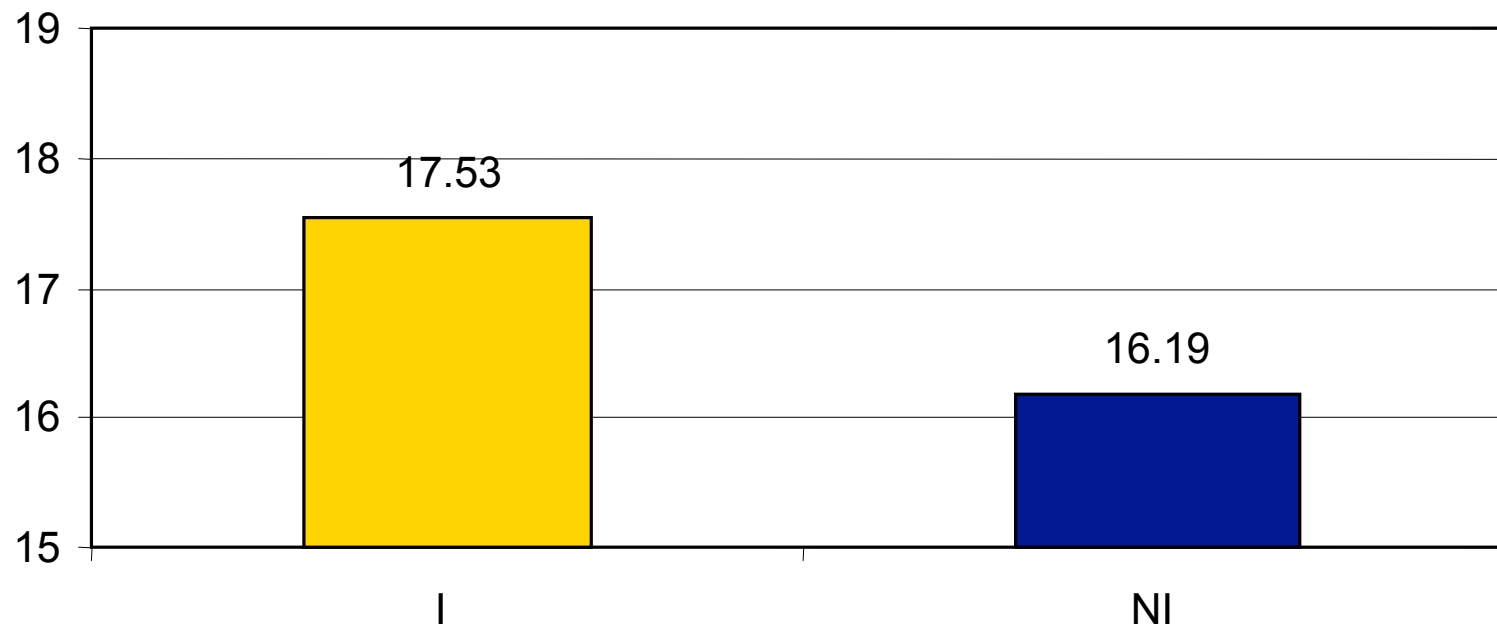
(Kagıtcıbası, Sunar, Bekman, Baydar & Cemalcılar, 2008, in print)

University attendance of those who either had attended an educational child care center and/or whose mothers had training .



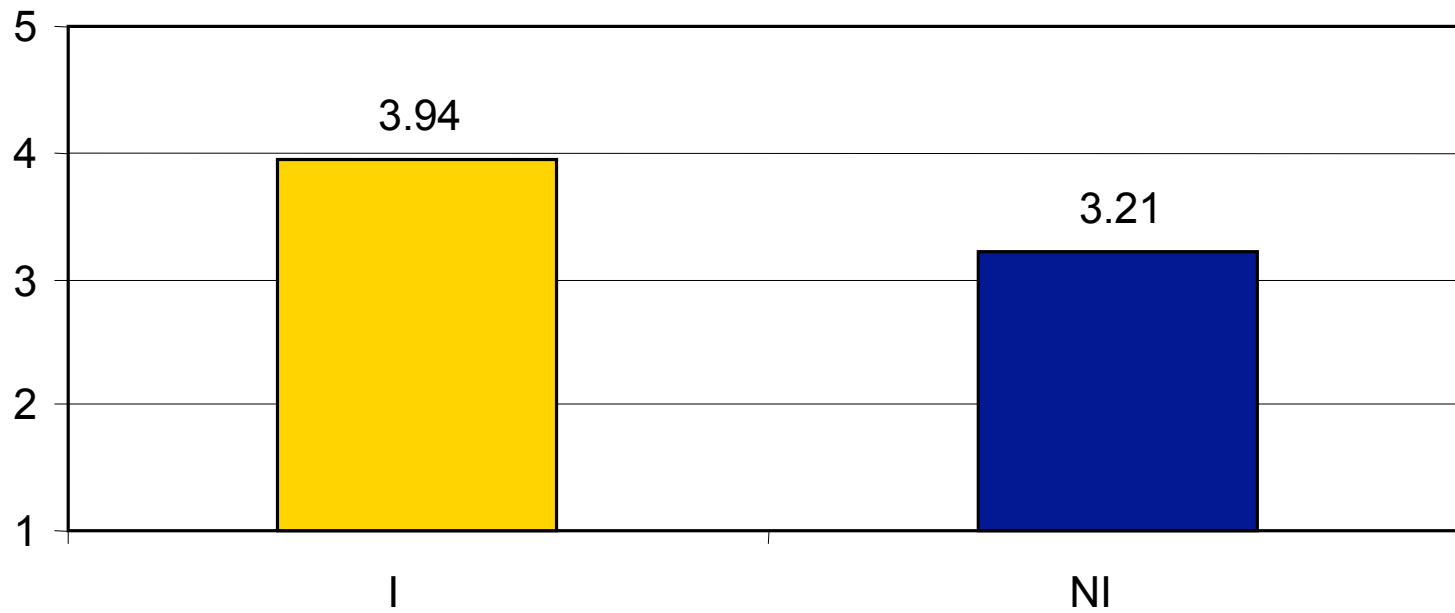
[$X^2=4.432$, $df=1$, $p=.03$]

Age of beginning gainful employment



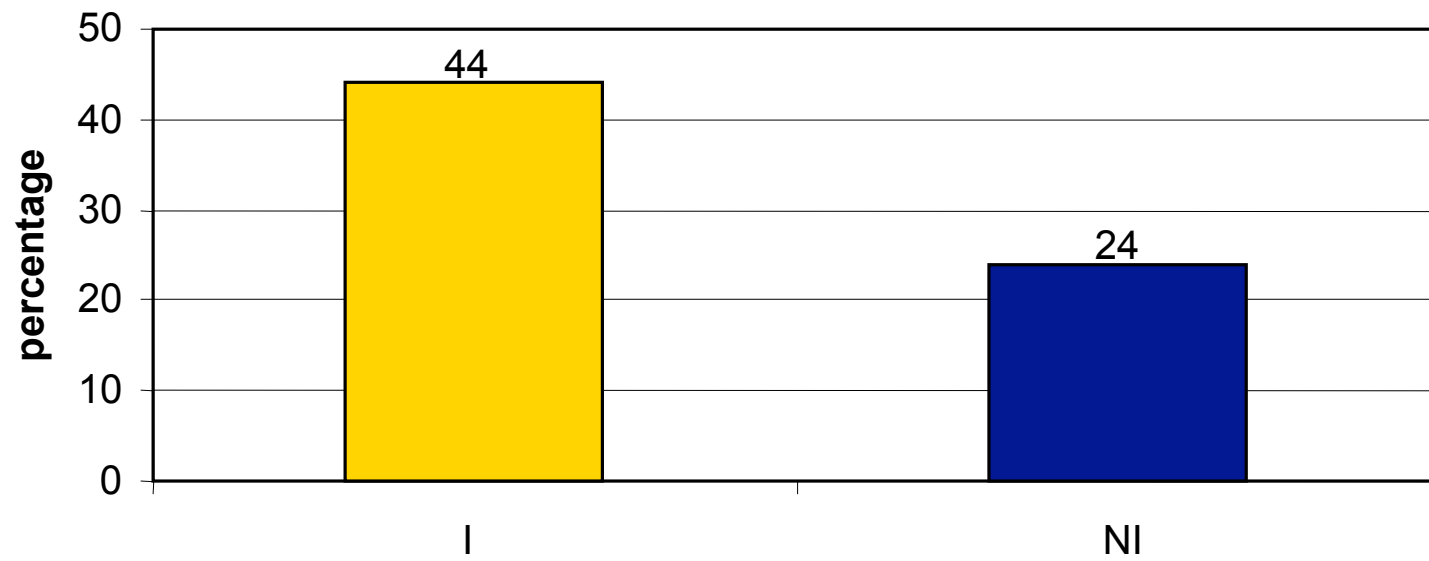
$F_{(1,121)} = 4.708, p = .03$

Occupational status



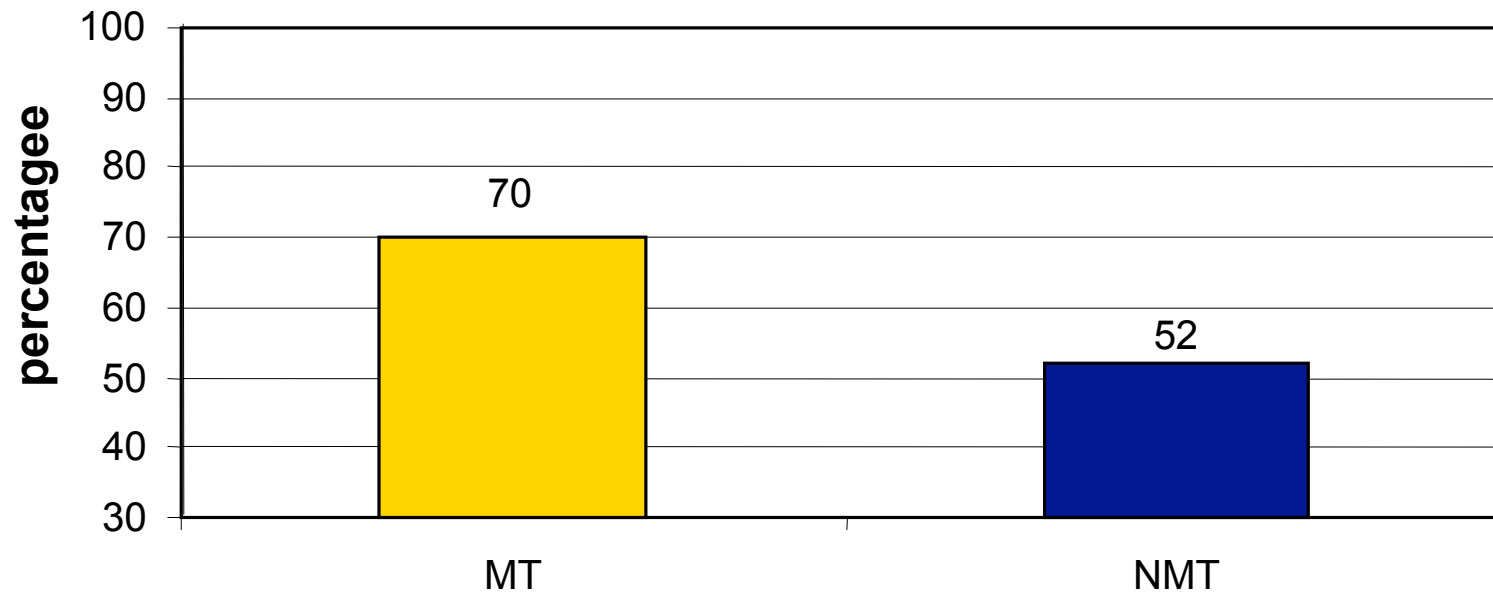
[$F_{(1,128)} = 4.130, p = .04$]

Computer ownership



[$X^2 = 5.981$, $df=1$, $p=.014$]

Credit card ownership



[$\chi^2 = 3.955$, $df=1$, $p=.047$]



GENERAL POLICY IMPLICATIONS

- Much can be accomplished by reaching children early in life to build both environmental and individual capacity that can be sustained over time. Improving the environment, while enhancing individual cognitive performance, helps in turn to support that performance further, in a synergistic interaction.
- Our accumulated knowledge and insights can provide us with possibly universal standards of competence and healthy human development.



INSTITUTION BUILDING

- At the end of the first four-year study, some applications of the mother training were undertaken by voluntary groups
- However, it became evident that there was a need for an institution to develop further and implement the program extensively.
- With the philanthropic contribution of the private sector (Finans Bank),

The Mother-Child Education Foundation (ACEV)

- Was established in 1993.

Mother Child Education Foundation

- ACEV, a Turkish NGO, conducts research, develops and implements programs in early childhood and adult education.

410,000

**Mothers, Fathers,
Children and Adult
Illiterates**

5,000

Trainers

9

**European and Middle
Eastern Countries**

Outreach Programs



**Early
Childhood
Programs**



**Family
Training
Programs**



**Women's
Support
&
Literacy
Programs**

- **Mother Child Education Program (Age 5-6)**
a home-based ECE and parent 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
- **Mother Support Program**
aimed at empowering mother-child relations, targeting mothers of 3-11 year olds
- **Father Support Program**
targets fathers with children aged 2-10
- **Parenting Seminars**
targets parents with children aged 0-14
- **Family Letters**
targets prospective mothers and parents with children aged 0-3
- **Functional Adult Literacy and Women's Support Program**
for women to import basic literacy skills and to support their social participation
- **Female Literacy and Citizenship**

Other Programs and Projects

Education Programs via TV

“Will you Play With Me?”

education via TV to expand ECE across Turkey (TRT - 260 episodes)

“Our Class”

education via TV to expand functional literacy across Turkey (Kanal D- 60 episodes)

“It’s Good to be a Father”

educational documentary program on fathers role and importance on children’s development (NTV - 8 episodes)

Activities for Increasing awareness and informing

“7 is too Late” Advocacy Campaign

nationwide campaign to create awareness on and increase early childhood education in Turkey

“7 is too Late” web site www.7cokgec.org

Web site that includes information about ECE for educators and parents

IMPACT Project

e-course and forum for supporting parents of 3-10 age olds

Qualify - Home Literacy Project

Platform to share experiences of institutions that works on Family Literacy

Reproductive Health Program in Turkey: Mass Media Campaign

Media campaign for increasing awareness about safe-motherhood and infant’s health

Attaining Gender Equality in Education and Social Participation

aims to reduce gender inequalities in primary education and to increase the participation of women in activities outside of the domestic sphere

Intervention Models

Education Programs
for
Young Children,
Parents and Women

Direct Beneficiaries
410.000

Education via TV
for
Young Children,
Parents
and Women

Viewers
6.000.000

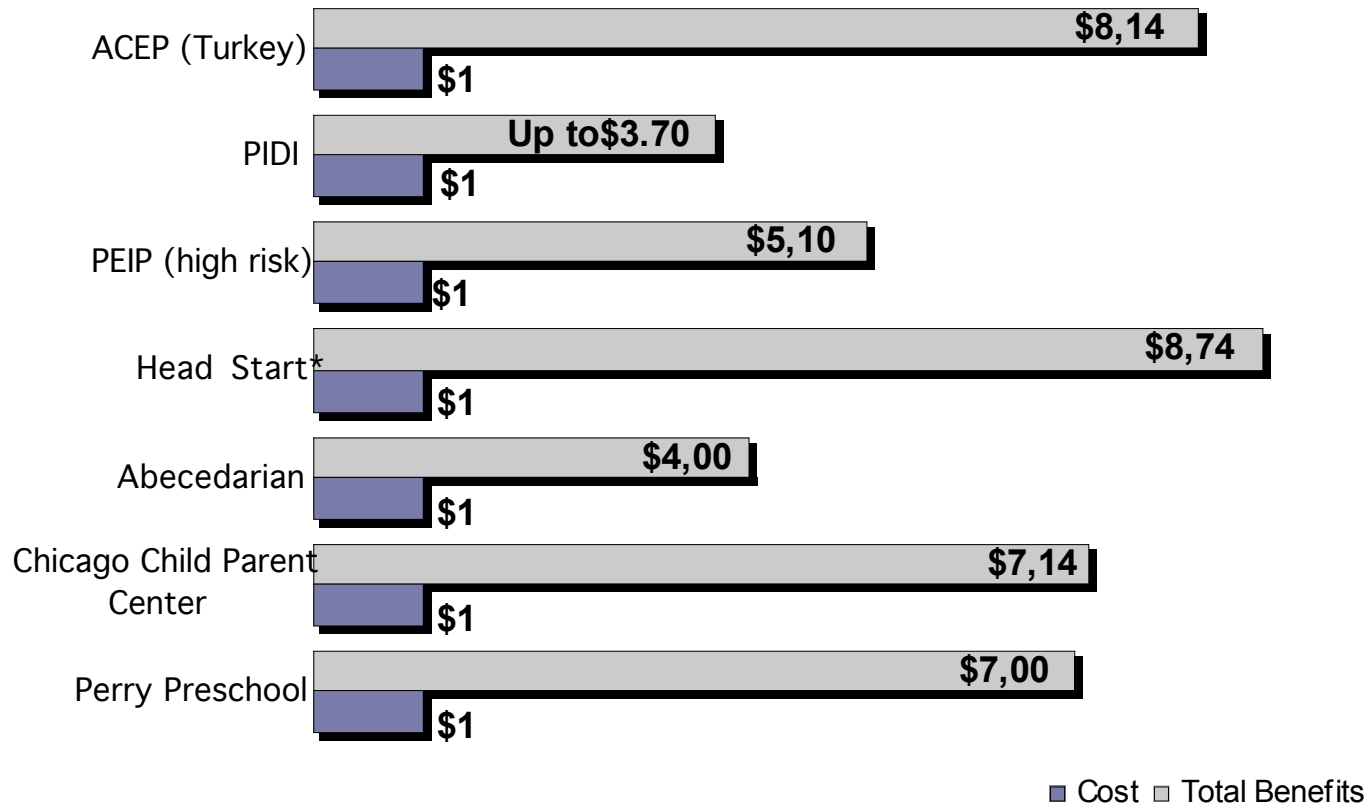
Advocacy & Research
for
Families, Communities
Stakeholders &
Policymakers

Coverage
30.000.000

Research Projects

- 📖 An Evaluation of the Functional Adult Literacy Program (1997)
- 📖 An Evaluation of the Mother Child Education Program—(A Fair Chance) (1998)
- 📖 Adult Literacy: Issues of Personal and Community Development (2000)
- 📖 Functional Literacy, Television News and Social Participation: Linkages Between Mass Media and Empowerment of Women (2000)
- 📖 An Evaluation of the Preschool Parent Child Program's Anatolian Pilot Implementation Project (2000-2001)
- 📖 Need Assessment in Early Childhood Education and An Evaluation of Children's Level of Linguistic Competence in Three Provinces of Turkey (2002)
- 📖 An Evaluation of the Effects of TV Program Entitled 'Will You Play With Me?' (2003)
- 📖 Continuing Effects of Early Intervention in Adult Life (2004)
- 📖 A Cost Benefit Analysis of Preschool Education in Turkey (2004)
- 📖 Early Childhood Education for Social and Economic Development: Importance, Benefit and Proposals for Dissemination (2007)

ECD Cost-Benefit Analysis



Source: Meier, J, 2003. Success of Head Start- School Readiness; Karoly,L, 2001 Assessing Costs and Benefits of ECD Intervention Programs; Behrman et al., 2001, Evaluating Preschool Programs when Length of Exposure to the Program Varies

* Hypothetical Benefit Cost Analysis. J. Meier, 2003

AÇEV's International Projects



ACEV - **Central Asian Regional Representative** for the Consultative Group on Early Childhood Care and Development.

ACEV - **UNESCO Early Childhood Cooperating Center for Central Asia** under UNESCO Childhood Partnership Program.

ACEV Programs - implemented in **Germany, France, Belgium, Holland, Switzerland** (with Turkish immigrant families), **Bahrain, Jordan, Saudi Arabia** and **Holland** (in Arabic and Flemish).

ACEV's Partners

International Partners :

UNESCO, UNICEF, UNDP,
European Commission,
The World Bank
International NGOs

National Partners:

Ministry of National Education
Ministry of Health
Social Services and Child
Protection Agency
TV channels (TRT, NTV, Kanal D)


AÇEV's Core Team

Academic Advisory Board
Professional Team
Trained Volunteers

Local Partners:

Communities
Local NGOs
Local media
Local governments

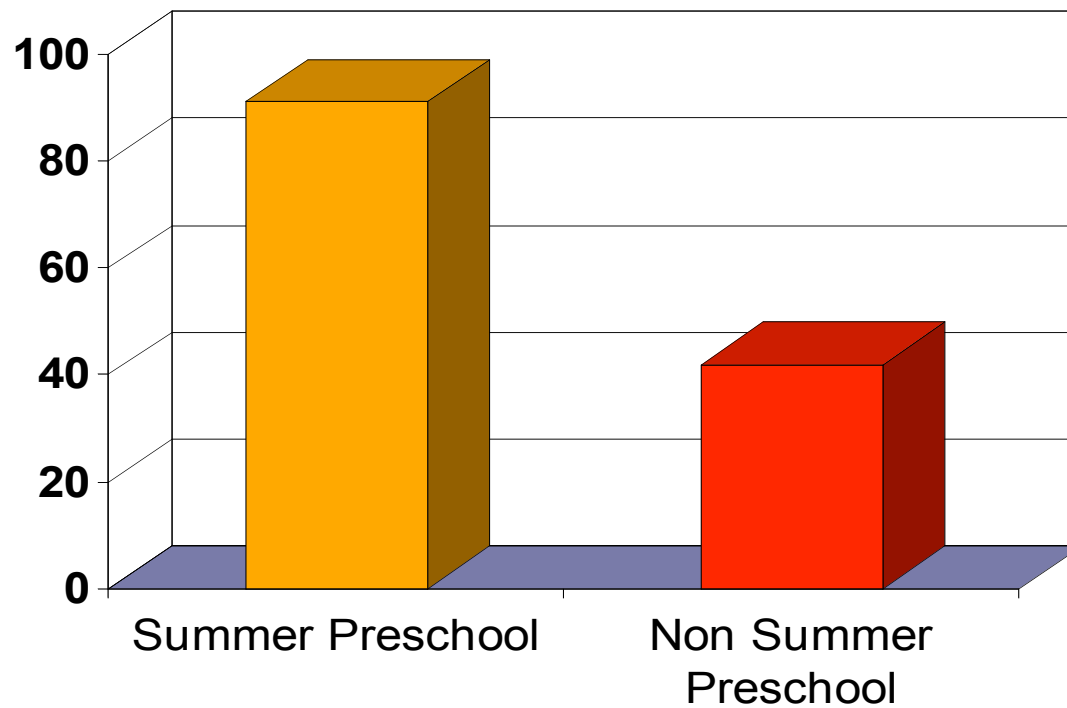
Impacting Young Children and their Environment for Social Change



Highlights from research on impact of ACEV
programs

School Success

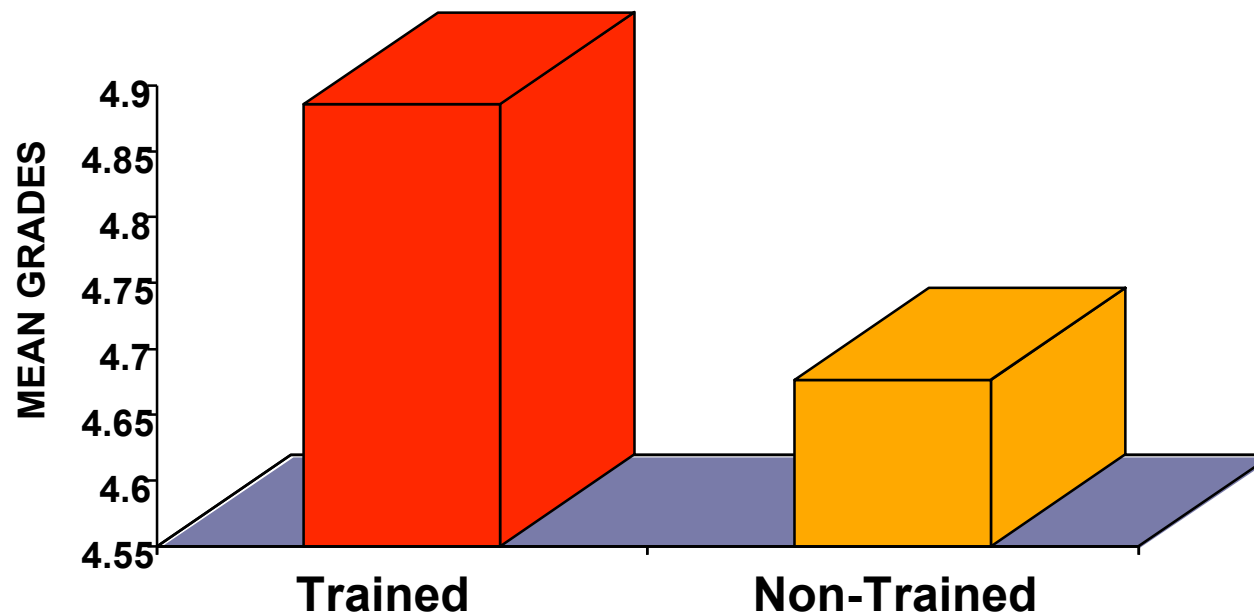
School Enrollment...



Bekman, S., Koc, A.A., Taylan, E.E. (2004) *Model Of Early Intervention In South-east Turkey: A Pilot Implementation Of The "Summer Preschool"*

School Success

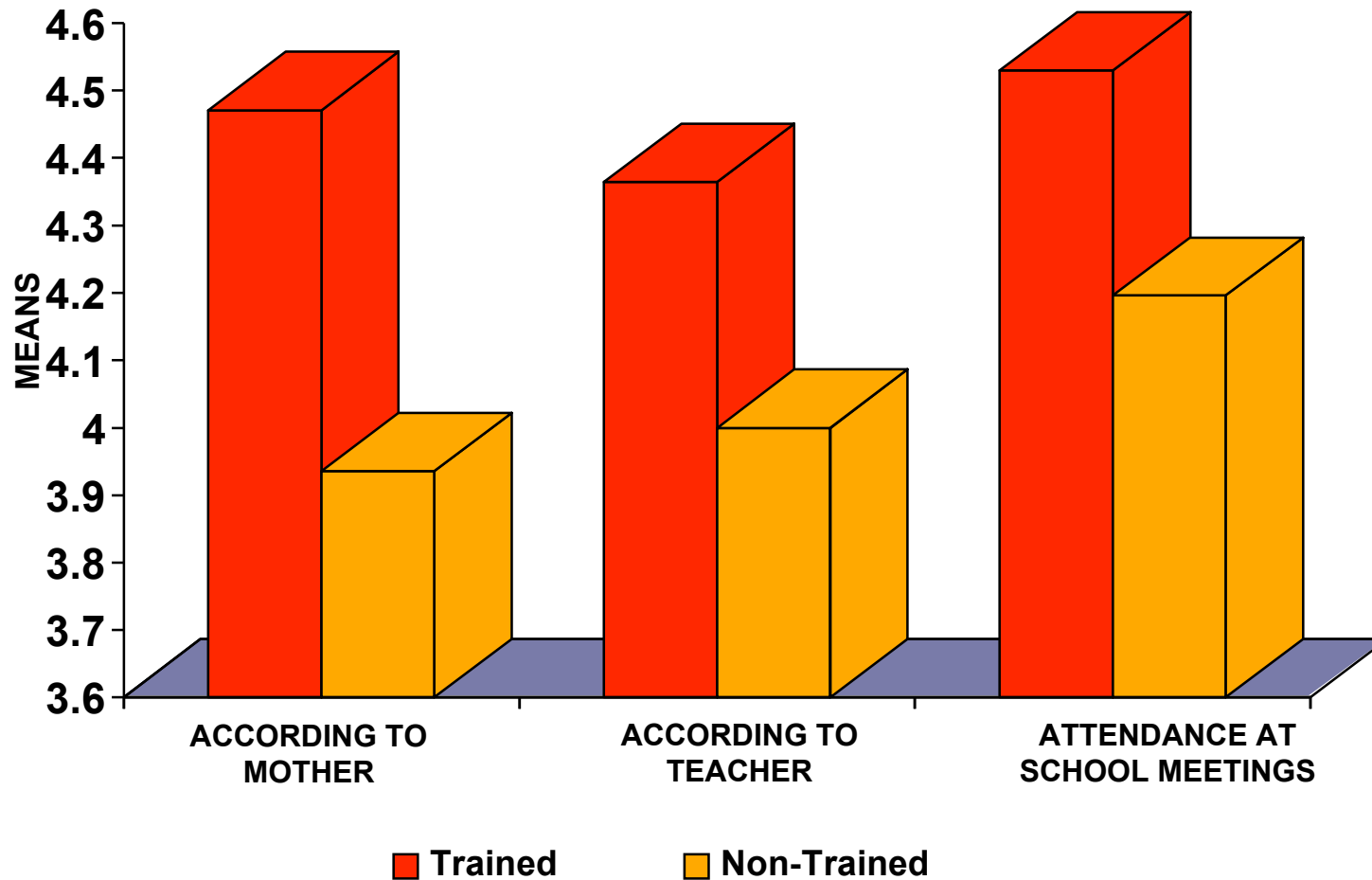
Average Grades (out of 5) at the end of child's first school year...



Bekman, S. (1998) *A Fair Chance: An Evaluation of the Mother-Child Education Program*

Positive Parenting

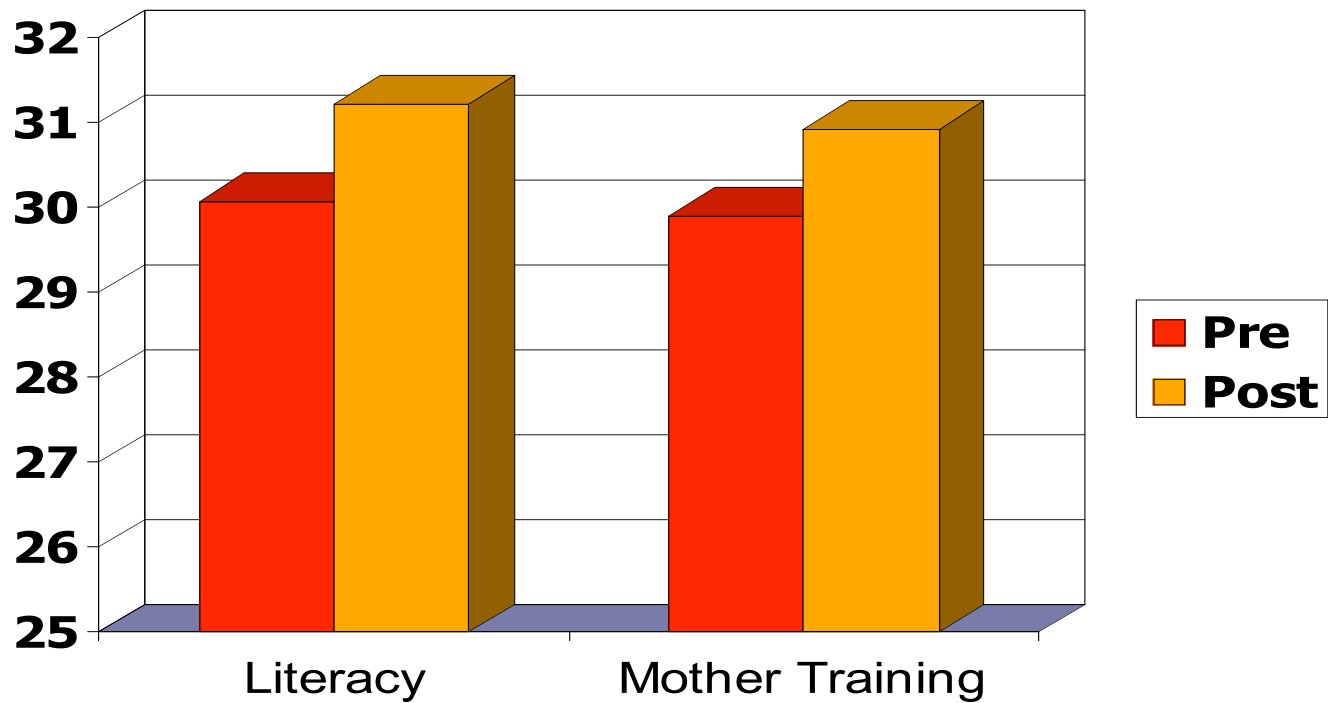
Mothers' Interest in Schooling



Bekman, S. (1998) *A Fair Chance: An Evaluation of the Mother-Child Education Program*

Women's Empowerment

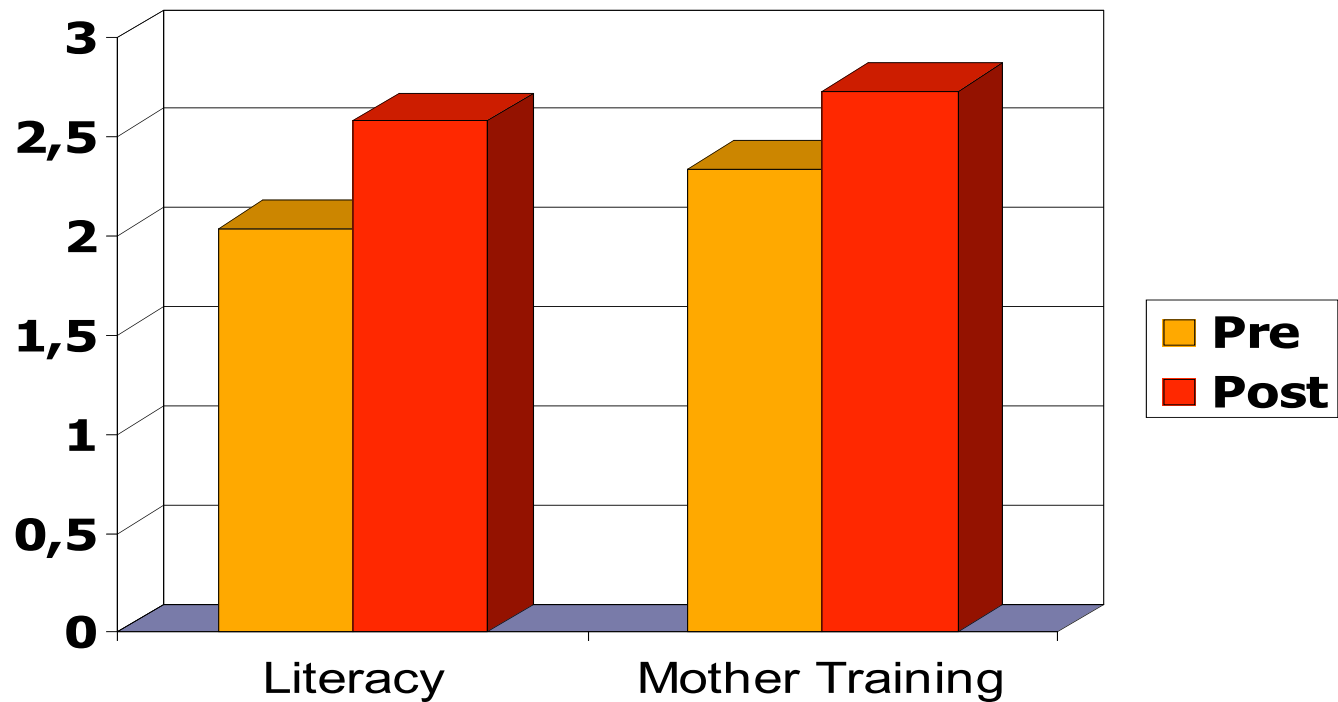
Self satisfaction



Kağıtçıbaşı, Ç., Gülgöz, S., Gökşen F. (2000) *Functional Literacy, Television News and Social Participation: Linkages Between Mass Media and Empowerment of Women*

Women's Empowerment

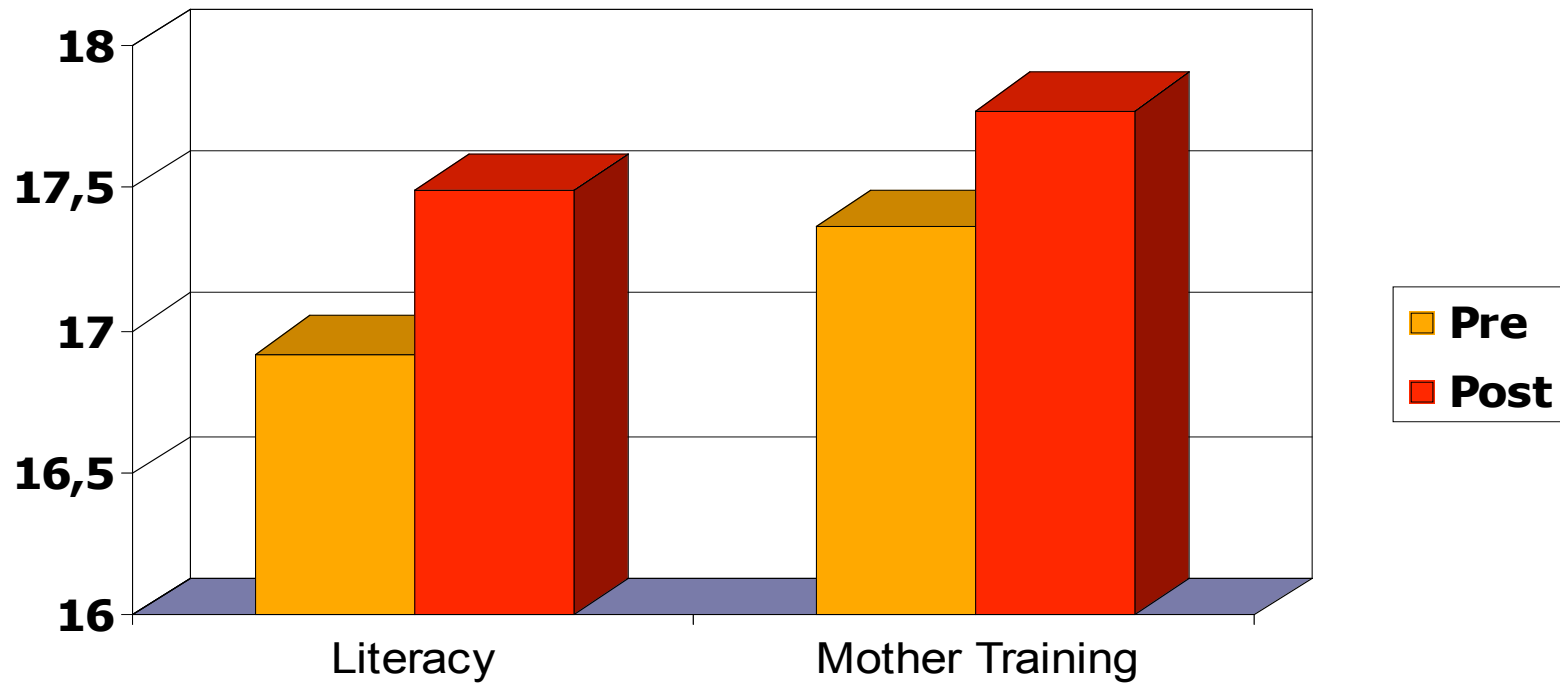
Independent behavior



Kağıtçıbaşı, Ç., Gülgöz, S., Gökşen F. (2000) *Functional Literacy, Television News and Social Participation: Linkages Between Mass Media and Empowerment of Women*

Women's Empowerment

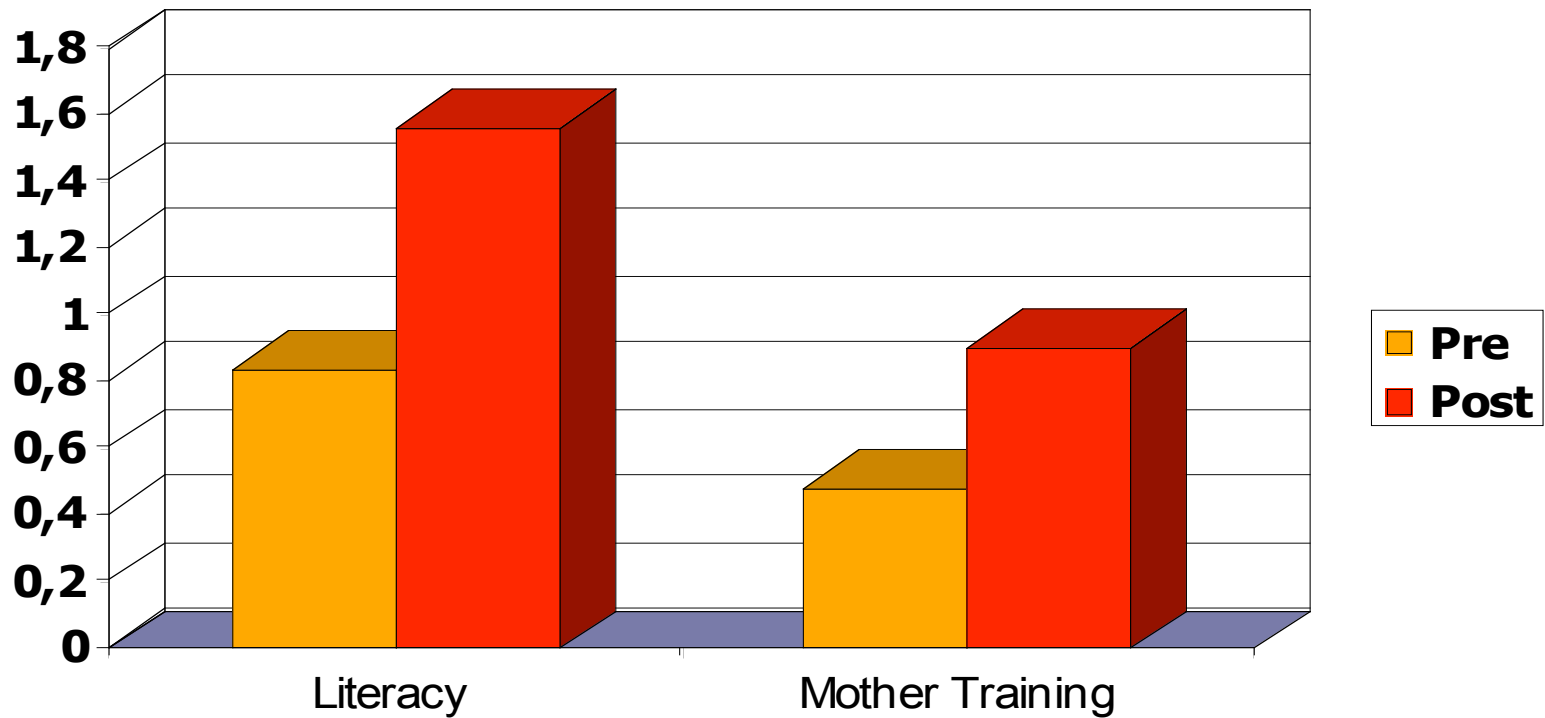
Family cohesion



Kağıtçıbaşı, Ç., Gülgöz, S., Gökşen F. (2000) *Functional Literacy, Television News and Social Participation: Linkages Between Mass Media and Empowerment of Women*

Women's Empowerment

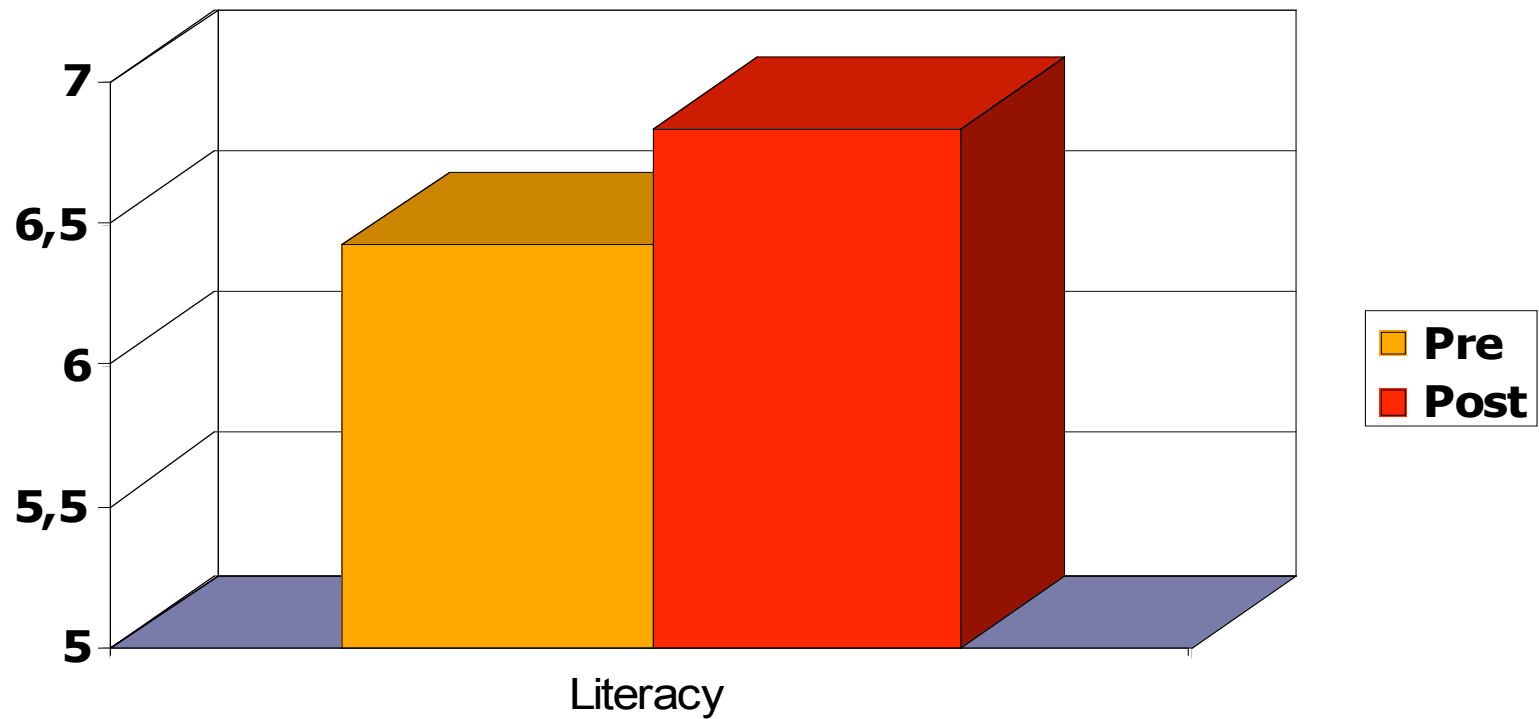
Shared decision making



Kağıtçıbaşı, Ç., Gülgöz, S., Gökşen F. (2000) *Functional Literacy, Television News and Social Participation: Linkages Between Mass Media and Empowerment of Women*

Women's Empowerment

Social Participation



Kağıtçıbaşı, Ç., Gülgöz, S., Gökşen F. (2000) *Functional Literacy, Television News and Social Participation: Linkages Between Mass Media and Empowerment of Women*



❑ Impacting the young child and his/her environment

❑ Promoting Human Capacity Development

- ❑ Nurturing environment of the child
- ❑ School readiness and attainment
- ❑ Academic success
- ❑ Higher productivity and income
- ❑ Female empowerment
- ❑ Democratic family values
- ❑ Higher quality of life

for Societal development



What started out as a University Research Project has reached out to society leading to:

- Institution building
- Extensive program development and implementation
- Much evaluation research which provides feedback for program improvement
- Collaboration among the civil society (NGO ACEV), the public sector (MNE) and scientists/researchers (University)
- Policy development regarding early childhood education, adult education and family literacy