

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Good Practice Session II: Improving the quality of teaching

Chair: Christine Garbe, University of Cologne, Germany

Tuesday, July 24, at 10.00–11.00 **Location:** Seminar Building / Room S 21

LITERACY CHANGES LIVES.

Observations from programs of adult literacy, numeracy and empowerment in Turkey

Presenter:

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Abstract:

Since 1994, Mother Child Education Foundation (ACEV in Turkish) has developed and implemented adult literacy, numeracy and women’s empowerment programs in Turkey. These programs have reached almost 200 000 individuals, mostly women. The first curriculum was for individuals with limited literacy but the programs have since expanded to include more advanced literacy and numeracy skills as well as empowerment topics such as women’s rights, computer literacy, financial literacy and active participation in societal decisions at all levels: home, community and government. In this presentation, the lessons we have learned from 24 years of program development will be shared, with the hope that it may be useful to others developing programs for adults.

One important characteristic was the evidence-based nature of the programs. We have always included science-based methodologies in instruction. In addition, we have continuously evaluated the programs and revised them accordingly. Second, although we started with a strong cognitive focus, it was clear that the affective, emotional aspects were just as important. The program focused on building a community with learners supporting each other. Third, although we had volunteer instructors, we provided with different types of support: a well-structured curriculum, intensive professional development and field monitors providing continuous supervision, feedback and support. Fourth, we have listened to the learners and have responded to their needs, whether it was to include computer skills or more math. Finally, we treated learners as the strong adults that they are, acknowledging their life skills and their ability to survive despite their limited education and strong sociocultural constraints.

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Bio Note:

Aydin Yücesan Durgunoğlu, PhD, is a Distinguished Global Professor at the University of Minnesota, Duluth, USA. She has a B.S. degree in Psychology from Middle East Technical University, Turkey and M.S. and Ph.D. degrees in Cognitive Psychology from Purdue University, USA. She conducts research on literacy development in different languages, bilingual cognition and cross language transfer and knowledge acquisition. Since 1994, she worked as an academic consultant for Mother Child Education Foundation (AÇEV) in Turkey, on the development and evaluation of the Foundation’s adult literacy, numeracy and empowerment programs.