



**Government of Turkey
Ministry of National Education**



European Union

SUPPORT TO BASIC EDUCATION PROGRAMME

Monitoring and Evaluation Review of SBEP Non-Formal Education Activities in Urban Provinces

29 March 2006 – 5 April 2006



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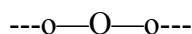
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0. Executive Summary

The scope of this internal monitoring and evaluation report concerns activity in the 5 urban provinces of Adana, Antalya, Bursa, Istanbul and Mersin under “Strand 3” of the Support to Basic Education Project (SBEP). It involved desk study of documents in Ankara, and field visits to Istanbul, Bursa, Adana and Mersin, during 29 March – 5 April 2006.

This internal monitoring and evaluation initiative is part of a larger planned programme of internal monitoring and evaluation across all aspects of the project, which it is hoped will lead to project learning as well as documentation of project achievements.

In addition to the study of documents, the methodologies employed included: focus group discussions; the direct observation of training activities; and the use of a “mapping exercise” to identify reported changed behavioural practices resulting from training activity.

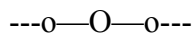
Project activities in the five provinces have taken place in relation to four main areas: children working on the street; children at risk; family education; and adult education and literacy.

Six examples of issues and challenges, emerging from monitoring and evaluation findings, include the following:

- The legal and institutional framework in Turkey has created limited project scope for direct innovative educational interventions for street children
- There is a challenge in the remaining months of the project to do more, at urban provincial level, to promote literacy activities for women, if project objectives under “Strand 3” are to be achieved. The new, high quality, national literacy programmes and materials developed by the project can provide an impetus for this.
- The project should continue to encourage participative/interactive modes of training, rather than lecture mode. The report has accumulated evidence that interactive approaches are more successful.
- Not unexpectedly, where low turnover of personnel has been achieved within provincial teams, this has impacted positively upon project performance. This underscores the importance of avoiding high turnover of personnel in future projects.
- The project should try to do more to promote best practice, by ensuring that prospective training participants receive timely and appropriate information about future planned events.
- There are challenges to find even more-innovative ways of reaching and communicating with the parents of children most at risk and/or working on the street.

Six examples of ways in which the project is achieving significant success, emerging from monitoring and evaluation findings, include the following:

- Generally, the selection of beneficiaries to receive training appears to have been very well targeted.
- Increased home and community contact, on the part of schools, which the project appears to have stimulated, seems to have been highly beneficial in addressing children at risk issues.
- Overall, with very few exceptions, very high levels of trainee satisfaction have been expressed with regard to the quality, relevance and usefulness of training.
- The report presents strong reported evidence that training has succeeded in bringing about significant changes in attitudes and behaviour, as a result of training, including in the classroom.
- The project has produced some high quality training materials, and these have already been disseminated and used well, beyond the project.
- The experience and expertise of project provincial teams is recognised by provincial authorities and is increasingly being called upon in other contexts. This is helping project investment to have a wider impact and augurs well for sustainability.



1. Introduction and Methodology

This internal monitoring and evaluation report focuses on “Strand 3” of the Support to Basic Education Project (SBEP).

“Strand 3” of the project:

“Aims at meeting the educational needs of especially illiterate women and street children in the disadvantaged areas of five urban provinces: Istanbul, Antalya, Bursa, Mersin and Adana, which have the highest rate of migration.”

[Stated Project Objectives]

The “5 project urban provinces” identified above, each constituted project planning and management teams: “the Provincial teams”. During the six-month Inception Phase of the project, each of these teams formulated their own five-year plans, supporting project aims. Each five-year plan was based on extensive needs and problem analysis, stakeholder consultation, and the use of a range of ranking procedures to identify the most important priorities to be addressed by project activities. The project thus set out to achieve strong local ownership of project interventions, relevant to the needs, priorities, and individual circumstances of each of the five urban provinces.

This internal monitoring and evaluation report is part of a planned programme of systematic internal monitoring of project activities. This systematic monitoring is scheduled to be conducted during Implementation Years 3 and 4 of the project. It is hoped that such monitoring will yield useful lessons: (a) to guide project management during the remaining lifetime of the project; and (b) to inform future project planning. It is also hoped that such monitoring and evaluation activity will help to gather evidence of the outcomes and impact of project activities. Such information will contribute towards a final assessment of the overall success of the Support to Basic Education Project.

This report is the outcome of monitoring and evaluation activity that took two forms:

- Desk study of project documentation held in Ankara, including post-training questionnaire returns. This desk study was conducted during March/April 2005;
- A field visit to four of the five urban provinces (Istanbul, Bursa, Adana and Mersin), during the period 29 March – 5 April 2006.

During the field visit various methodologies were employed:

- Focus group discussions (held separately) with provincial team members and training beneficiaries.
- Study of relevant documentation held at provincial level.
- Direct observation of training activities.
- The use of a mapping exercise, conducted with training beneficiaries, to identify reported changed behavioural practices resulting from training activity.

What follows is structured as follows. Firstly, an overview is provided of the different activities that have been, and are being, conducted in the urban provinces. Secondly, an analysis is presented, based on a review of post-training questionnaires completed by training beneficiaries. Thirdly, what was learned from focus group discussion is elaborated upon. Fourthly, the nature of, and results from, the “Mapping Exercise” conducted during the field visit is reported upon. Lastly, an attempt is made to draw some overall conclusions and to formulate relevant recommendations.

2. An Overview on NFE-Activities

In this Chapter of the report, the reader is provided with a full list of activities promoting non-formal education in the four provinces covered by this monitoring report. In addition to the description of the activities, this Chapter includes some analytical remarks on how the activities have been linked to each other.

In order better to understand the choice of activities, and how they have been approached, the following contextual background should be taken into consideration.

Changes in the Primary Education Act, introduced in 1997, increased compulsory education from five to eight years. This change affected the Apprenticeship and Vocational Training Act. To gain acceptance to an Apprenticeship Training Centre, a child must at least be a primary school graduate. Thus, the minimum age for acceptance to Apprenticeship Training Centres was raised to 15.

Project design appeared to anticipate the project-supported development of innovative non-formal education programmes to bring street children back into the mainstream of society. The legislation referred to above, however, constrains such an approach. Any child must only be educated in a formal primary school, until he or she reaches the age of 15.

In reality, the project has had little scope, therefore, to address the problem of existing street children directly, by offering alternative education programmes. What it has set out to do, therefore, is to support initiatives designed to:

- a) Encourage/assist street children to return to primary schooling or enter primary schooling for the first time.
- b) Prevent the problem, by providing appropriate guidance and support, within school, to children perceived as being at risk of becoming street children.

The second mentioned strategy has included supporting relevant training:

- For school managers and guidance teachers to help them to identify and support children at risk and to increase their sensitisation to children at risk issues.
- For parents and other community members, on children at risk issues, and to strengthen communication mechanisms and practices between school and community.

In what follows, the activities are detailed province by province. For each province, a differentiation has been made between four activity types – Activities towards:

1. Children working on the street;
2. Children at risk;
3. Mothers' and fathers' (family) education;
4. Adult education and literacy.

2.1 The Activities in Istanbul

The Project Provincial Team in Istanbul has organised the following wide range of activities, which developed as cascades:

Children working on the street			
<i>Date</i>	<i>Activity</i>	<i>Trainer/facilitator</i>	<i>Target group</i>
20.- 24.9.2004	Teachers trained for winning working children back to school	Expert	60 Teachers
Until 30.6.2005	Children reached by trained teachers	60 Teachers	690 children
Since 12.10.2005	Spreading out the activity to further schools	60 teachers	Children in neighbouring schools
Education for Mothers and Fathers			
21.- 25.6.2004	Preparation of a booklet for use in mother-father education	2 experts	-/-
20.- 24.2.2006	Teachers were trained as father-mother-educators	Experts	52 teachers
Since 24.2.2006	Preparation of mother-father-education	52 teachers	numerous Mothers and fathers
Children at Risk			
8.- 10.12.2004	Training of formateurs for identification and orientation of children at risk	experts	34 formateurs
4.5.- 21.10.2005	Training of teachers for identification and orientation of children at risk	34 formateurs	836 teachers
Since 21.10.2005	Training of teachers in remote subprovinces (who couldn't participate before) for identification and orientation of children at risk.	34 formateurs	Numerous teachers
28.11.- 2.12.2005	Training of formateurs for identification and orientation of children at risk	experts	134 formateurs from 8 provinces
Adult Education/Adult Literacy			
10.- 14.1.2005	Training of adult literacy teachers in adult education methods and techniques in Bursa	expert	9 formateur teachers
Since 14.1.2005	Training of teachers in adult education methods and techniques	9 formateur teachers	Further teachers
Since 14.1.2005	Adult literacy for the illiterate	teachers	166 previously illiterate
2.-6.1.2006	Training of teachers in adult education methods and techniques	Expert	Teachers and vice-directors of PECs

As is apparent from the tables above, the activities in Istanbul developed in the form of cascades. Only in the case of “Education for Mothers and Fathers” is there a 1 ½ years’ period of inactivity. Inquiries during the focus group discussion conducted with the Project Provincial Team revealed that the reason for this period of inactivity is to be found in some problems with the booklet used for the education activities. Although the booklet had already been approved and printed by the relevant authorities in Ankara, it could not be distributed due to the lack of two Forewords by the ministry. Only after hard struggle, did the Project Provincial Team manage to add these Forewords and to use the booklet for its education activities.

2.2 The Activities in Bursa

The Project Provincial Team in Bursa has organised the following activities, which partly developed as cascades:

Children at risk			
Date	Activity	Trainer/facilitator	Target group
22.- 26.11.04	Training teachers for raising awareness for and approaching children at risk	Expert	25 Guidance Teachers
14.- 18.11.2005	Training teachers for raising awareness for and approaching children at risk	Expert	24 guidance teachers
2-5/2005	Training for parents on Children at Risk/on the Street.	25 guidance teachers	1500 parents
13.-17.2.06	Training teachers for raising awareness for and approaching children at risk	Formateur teacher trained in Istanbul	50 Guidance, class and branch teachers
20.-21.2.06	Approaches to Children at Risk.	Formateur teacher trained in Istanbul	90 primary school managers
2.-3.06	Approaches to Children at Risk	Formateur teachers trained in Istanbul	718 primary school teachers
2-5/2006	Raising awareness of parents on Children at Risk/on the Street.	50 Guidance, class and branch teachers	Appr. 1500 parents
Adult Education/Adult Literacy			
28.6-2.7.04	Techniques and Methods in Adult Education.	Expert	25 formateur teachers
October 04	Techniques and Methods in Adult Education.	Formateur	100 Adult educators in groups of 25 each
10.-14.1.05	Techniques and Methods in Adult Education.	expert	25 Adult educators, class and branch teachers
2.-6.1.06	Techniques and Methods in Adult Education	expert	24 Adult educators, class and branch teachers

As the tables show, the Project Provincial Team in Bursa has given priority to the activities towards children at risk. However there have been attempts to promote the education of the adult as well. As these activities were built on the assumption that the SBEP will also finance the necessary building for accommodating adult literacy courses and as these buildings have neither been built in time nor in the necessary amount, the relevant education activities have been interrupted. The second reason given by the Project Provincial Team is that the directors of the existing Public Education Centres appointed retired teachers they knew before, to adult

literacy courses. In contrast to this, the team has only trained younger teachers for reasons of sustainability.

2.3 *The Activities in Adana*

The Project Provincial Team in Adana has organised the following activities, which all developed as cascades:

Children working on the street			
<i>Date</i>	<i>Activity</i>	<i>Trainer/facilitator</i>	<i>Target group</i>
21.-25.6.2004	Training for formateurs	Expert	20 Formateur teachers
6.-7.9.2004	Teachers were trained as educators for children on the street	Formateur teachers	800 class and branch teachers
1.-3.12.2004	Teachers were trained as educators for children on the street	Formateur teachers	57 Branch teachers
Since 7.9.2004/3.12.2004	Awareness raising in schools	857 teachers	Parents, children
Education for Mothers and Fathers			
21.-25.6.2004	Training of formateurs for mother and father-education	Expert	20 Formateur teachers
Since 25.6.2004	Education for mothers and fathers	Formateur teachers	4500 parents
Children at Risk/working on the street			
12.-16.12.2005	Training of teachers for approaching children at risk and working on the street	Expert	47 teachers
Since 16.12.2005	Awareness raising and education for children at risk	40 teachers	Appr. 1600 Children

Although the Project Provincial Team has not yet organized any activity for the promotion of adult literacy, the consultants were informed that there are activities planned in due course.

2.4 *The Activities in Mersin*

The Project Provincial Team in Mersin has organised the following activities:

Absenteeism of Children			
<i>Date</i>	<i>Activity</i>	<i>Trainer/facilitator</i>	<i>Target group</i>
18.6.-2.7.2004	Communication Training for Guidance Teachers (in two groups, 5 days each)	Expert	50 Guidance Teachers
22.-24.12.2004	Guidance Teachers trained for improving school attendance	Provincial Team	40 Guidance Teachers (same as above)
Children at Risk			
13.-17.02.2006	Training of formateurs for approaching children at risk	Expert	40 formateurs (guidance teachers)
Since 17.20.2006	Education for mothers and fathers to raise their awareness for risks	40 formateurs	708 parents
3.4.-	Training of teachers in order to raise	10 formateurs and	Appr. 1000 teachers

7.4.2006	their awareness for children at risk	provincial team	
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During the focus group discussion conducted with the Project Provincial Team in Mersin, some reasons for the lack of cohesion and continuity, apparent in the tables above, were identified. One major reason was the complete change made to the Project Provincial Team personnel. In other words, none of those involved in the inception phase of the project is still working in the team. Only one person has been in the team for two years, two persons for only half a year and one person for as few as 1 ½ months. The present Project Provincial Team appears highly motivated to give Mersin activities a new momentum (as is evident from the activities organized since February 2006). Future activities will also include activities towards the promotion of adult education and literacy.

3. Analysis of Questionnaires

The Project Provincial Teams have carried out their own evaluation and monitoring for most of their activities, based on the training they received during SBEP-workshops in Ankara,. These evaluations comprise questionnaires. Along with open questions, the questionnaires include multiple choice questions that can be evaluated quantitatively.

Below, an attempt has been made to quantitatively analyse the data material.¹ A first stage in the process involved differentiation between two types of activities: those related to children at risk or working on the street (3.1); and those related to adult education and adult literacy (3.2). Secondly, in order to sample the various questions included in the different questionnaires, questions were grouped and analysed under three types: The first type of questions refer to “improvement of knowledge”, the second type relates to “change or improvement in skills”; and the third type is concerned with the “level of active participation during the training”.

Although it is difficult to compare the results of the different activities with each other, it is nevertheless possible to identify which appear to be the most and least successful activities. In order to gain a deeper understanding of these activities, an analysis of the relevant open questions has been conducted.

3.1 Training Activities related to Children at Risk/Working on the Street

Question Type 1: How successful was the activity in improving your *knowledge* on the situation (socioeconomic background and risks) of children at risk

Activity	Nr. of Part.	Type of part.	Very successful	successful	Few success	No success at all
Adana. Approaches to Children at Risk and working on the street. 1.- 3.12.04.	57	Branch teachers	84; 59	16; 38	0; 3	0; 0
Adana. Approaches to Children at Risk and	40	teachers	69; 30	19; 42	12; 28	0; 0

¹ Activities in Adana are also included in this analysis, drawing from data available in the Ankara office.

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working on the street. 12.-16.12.2005						
Bursa. Approaches to Children at Risk. 22.-26.11.04	25	Guidance, class and branch teachers	76; 64	24; 36	0; 0	0; 0
Bursa. Approaches to Children at Risk. 13.-17.2.06	50	Guidance, class and branch teachers	72,34; 68,09; 46,81; 74,47; 42,55	25,53; 29,79; 42,55; 23,4; 34,04	2,13; 2,13; 8,51; 2,13; 21,28	0; 0; 2,13; 0; 2,13
Bursa. Approaches to Children at Risk.2.-3/06	718	Primary school teachers	18,85; 23,48; 14,23	66,73; 63,59; 58,6	13,68; 12,2; 58,6	0,74; 0,55; 4,62
Antalya. Information and Awareness Education for Guidance Teachers with Reference to Children at Risk (in order to motivate children for vocational education). 1-2.12.05 and 6.-7.12.05	80	Guidance teachers	19; 26	61; 67	18; 5	2; 2
Antalya. Guidance Teacher Training towards Winning Children at Risk and on the Street back for education. 28.11.-2.12.2005.	39	Guidance teachers	64; 64	33; 33	3; 3	0; 0
Antalya. Material Development, Communication and Guidance Education for Guidance Teachers with Reference to Children at Risk (in order to motivate children for vocational education). 26.9.-30.9.05.	26	Guidance teachers	32	63	5	0
Antalya. Material Development, Communication and Guidance Education for Guidance Teachers with Reference to Children at Risk (in order to motivate children for vocational education). 27.6.-1.7.05	25	Guidance teachers	48	40	12	0
Antalya. Education for the Promotion of Awareness of Families of Children at Risk and on the Street 2. 1.6.2005.	206	Guidance teachers, failies, managers, NGOs	52; 46; 47	36; 36; 41	12; 16; 12	0; 2; 0
Antalya. Education for the Promotion of Awareness of Families of Children at Risk and on the Street 1. 31.5.2005.	89	Guidance teachers, families, managers, NGOs	55; 65; 61	35; 35; 39	10; 0; 0	0; 0; 0
Antalya. Approaches and Behaviours towards Children at Risk and on the Street and their Families. 21.-25.2.05 and 28.2.-4.3.05 (8 groups)	200	Class, branch, guidance and vocational teachers, managers	48; 49	43; 46	9; 5	0; 0

Antalya. Approaches towards Children at Risk. 6.2.-10.2.06.	489	Guidance, class and branch teachers, few managers	22; 27; 24	70; 63; 52	8; 10; 22	0; 0; 2
Istanbul. Approaches towards Children at Risk. 20.-24.2.06.	60	Formateur	30,23	44,19	23,26	2,33
Istanbul. Approaches towards Children at Risk. 28.11.-2.12.05.	117	Formateur	26,25	57,5	16,25	0
Istanbul. Definition and Orientation of Children at Risk. 868 participants (guidance teachers). 4.5.-21.10.05	868	Class and Guidance teachers	24,43	48,41	25,34	1,82
Istanbul. Winning working children back to school. 20-24.9.04	60	teachers	5	19	22	1
Istanbul. Definition and Orientation of Children at Risk. 8.-10.12.04	34	Formateur	13	29	55	0
Mersin. Training of formateurs for approaching children at risk. 13.-17.02.2006	40	formateurs (guidance teachers)	17,66	62,11	20,61	0

On the basis of the above, it would seem that one of the most successful activities turned out to be the training in Adana: Approaches to Children at Risk and working on the street. 1.-3.12.2004. Participants stressed, in their answers to open questions, that the trainer used various training techniques including group work, individual short presentations, role plays and discussions.

On the basis of the above, it would also appear that the least successful activity has been the training in Istanbul: Definition and Orientation of Children at Risk. 8.-10.12.04. No additional data from open questions was available to the consultants to help explain this apparent weakness.

Question Type 2: How far have your *skills* been improved?

Activity	Nr. of Part.	Very much	Much	Few	Not at all
Adana. Approaches to Children at Risk and working on the street. 12.-16.12.2005	40	42; 27; 3	42; 42; 16	16; 31; 81	0; 0; 0
Bursa. Approaches to Children at Risk. 22.-26.11.04	25	32; 40	40; 56	28; 4	0
Antalya. Information and Awareness Education for Guidance Teachers with Reference to Children at Risk (in order to motivate children for vocational education). 1-2.12.05 and 6.-7.12.05	80	19; 15	59; 61	19; 19	3; 5
Antalya. Guidance Teacher Training towards Winning Children at Risk and on the Street back for education. 28.11.-2.12.2005.	39	49; 58	34; 28	17; 14	0; 0
Antalya. Material Development, Communication and Guidance Education for Guidance Teachers with Reference to Children at Risk (in order to motivate children for	26	36; 36	59; 45	5; 14	0; 5

vocational education). 26.9.-30.9.05.					
Antalya. Material Development, Communication and Guidance Education for Guidance Teachers with Reference to Children at Risk (in order to motivate children for vocational education). 27.6.-1.7.05	25	52; 48	36; 32	12; 16	0; 4
Antalya. Approaches and Behaviours towards Children at Risk and on the Street and their Families. 21.-25.2.05 and 28.2.-4.3.05 (8 groups)	200	33; 28	48; 50	18; 21	1; 1
Antalya. Approaches towards Children at Risk. 6.2.-10.2.06.	489	29; 29	55; 58	14; 12	2; 1
Istanbul. Approaches towards Children at Risk. 20.-24.2.06.	60	15,91; 18,18	68,18; 59,09	15,91; 22,73	0; 0
Istanbul. Winning working children back to school. 20-24.9.04	60	4,25; 6	40,4; 48,93	46,8; 40,42	8,5; 4,26
Istanbul. Approaches towards Children at Risk. 28.11.-2.12.05.	117	25; 17,5	50; 56,25	25; 25	1,25
Istanbul. Definition and Orientation of Children at Risk. 868 participants (guidance teachers). 4.5.-21.10.05	868	18,45; 19,18	63,53; 58,75	16,26; 19,79	1,67; 2,28
Istanbul. Definition and Orientation of Children at Risk. 8.-10.12.04	34	16; 16	61; 32	23; 49	3; 0
Mersin. Training of formateurs for approaching children at risk. 13.-17.02.2006	40	23,52; 23,52	68,02; 68,02	8,82; 8,82	0; 0

On the basis of the above, it would seem that the most successful activity was the training in Antalya: Guidance Teacher Training towards Winning Children at Risk and on the Street back for education. 28.11.-2.12.2005. The participants, in their answers to open questions stressed that the trainer was very competent and used various training techniques including group work, individual short presentations, role plays and discussions. It was also important for the participants to actively take part in the training and to have the opportunity to develop their own networks among themselves and with relevant institutions.

On the basis of the above, the least successful activity appears to have been the training in Istanbul: Approaches towards Children at Risk. 20.-24.9.2004. No additional data from open questions was available to explain this result.

Question Type 3: To what degree did you *actively participate* in the training activity?

Activity	Nr. of Part.	Very active participation	Active Participation	Few active participation	No active participation
Adana. Approaches to Children on the Street/at Risk. 1.-3.12.04.	57	84	10	6	0
Bursa. Approaches to Children at Risk. 22.-26.11.04	31	36	52	12	0
Antalya. Information and Awareness Education for Guidance Teachers with Reference to Children at Risk (in order to motivate children for	80	22	55	23	0

vocational education). 1-2.12.05 and 6.- 7.12.05					
Antalya. Guidance Teacher Training towards Winning Children at Risk and on the Street back for education. 28.11.- 2.12.2005.	39	36	45	19	0
Antalya. Material Development, Communication and Guidance Education for Guidance Teachers with Reference to Children at Risk (in order to motivate children for vocational education). 26.9.- 30.9.05.	26	18	68	14	0
Antalya. Material Development, Communication and Guidance Education for Guidance Teachers with Reference to Children at Risk (in order to motivate children for vocational education). 27.6.-1.7.05	25	28	68	4	0
Antalya. Approaches and Behaviours towards Children at Risk and on the Street and their Families. 21.- 25.2.05 and 28.2.- 4.3.05 (8 groups)	200	36	37	26	1
Istanbul. Approaches towards Children at Risk. 20.-24.2.06.	60	20,45	45,45	34,09	0
Istanbul. Approaches towards Children at Risk. 28.11.-2.12.05.	117	26,25	45	23,75	5
Istanbul. Definition and Orientation of Children at Risk. 868 participants (guidance teachers). 4.5.-21.10.05	868	20,12	35,79	39,78	4,3
Istanbul. Winning working children back to school. 20.-24.9.04	60	21,28	29,79	40,32	6,38
Mersin. Training of formateurs for approaching children at risk. 13.-17.02.2006	40	5,88	53,19	32,36	8,82

On the basis of the above, the most successful activity seems to have been the training in Adana: Approaches to Children on the Street/at Risk. 1.-3.12.2004. The participants, in their

answers to open questions, stressed that the trainer used various training techniques including group work, individual short presentations, role plays and discussions.

On the basis of the above, the least successful activity appears to have been the training in Mersin: Training of formateurs for approaching children at risk. 13.-17.02.2006. No additional data from open questions was available to the consultants to help explain this apparent weakness.

General comments:

In comparing the answers to question “type 1” with those to question “type 2”, a small but significant difference becomes apparent. Participants found the activities with regard to the “acquisition of knowledge” more successful than those with regard to the “improvement of their skills”. During group discussions, one participant articulated her concerns about this very well. She pointed to the fact that before the training she had been nervous when she had thought about street children, after the training she said: “Now I am consciously nervous.” But – and this was her concern – she found it difficult to put into practice the knowledge and consciousness she has acquired.

3.2 Training Activities related to Andragogy and Adult Literacy

Question Type 1: How successful was the activity in improving your *knowledge* on adult education/adult literacy

Activity	Nr. of Part.	Type of part.	Very successful	successful	Few success	No success at all
Bursa. Techniques and Methods in Adult Education. 28.6-2.7.04	25	formateur	64	36	0	0
Bursa. Techniques and Methods in Adult Education. 10.-14.1.05	25	Adult educators, class and branch teachers ?	43,5	52,2	0	0
Bursa. Techniques and Methods in Adult Education. October 04	100	Adult educators	40,8	44,9	12,2	1
Bursa. Techniques and Methods in Adult Education. 2.-6.1.06	24	Adult educators, class and branch teachers ?	29	54	13	4
Antalya. Techniques and Methods in Adult Education. 13.2.-17.2.06	34	Formateur, guidance and vocational teachers, managers, NGOs	23	60	17	0
Istanbul. Techniques and Methods in Adult Education. 2.-6.1.06	52	Vice directors of public education centres and adult literacy teachers	23,81	40,48	35,71	0

On the basis of the above, the most successful activity seemed to be the training in Bursa: Techniques and Methods in Adult Education. 28.6.-2.7.2004. Participants, in their answers to open questions, stressed that the very competent trainer communicated very intensively with them and used various new training techniques.

On the basis of the above, the least successful activity appears to have been the training in Istanbul: Techniques and Methods in Adult Education. 2.-6.1.2006. Participants of this training stated in their answers to open questions that they had the opportunity to refresh their knowledge, but that the new knowledge on education techniques was too general and not specified for adult education.

Question Type 2: How far have your *skills* in adult education/adult literacy been improved?

Activity	Nr. of Part.	Very much	Much	Few	Not at all
Bursa. Techniques and Methods in Adult Education.28.6-2.7.04	25	76; 72	16; 24	8; 4	0; 0
Bursa. Techniques and Methods in Adult Education. 10.-14.1.05	25	47, 8; 69,6	39,1; 30,4	13; 0	0; 0
Bursa. Techniques and Methods in Adult Education. October 04	100	36,7; 38,8	55,1; 49	8,2; 12,2	0; 0
Bursa. Techniques and Methods in Adult Education. 2.-6.1.06	24	30; 17	70; 79	0; 4	0; 0
Antalya. Techniques and Methods in Adult Education. 4.-8.10.04	38	62; 59	38; 38	0; 5	0; 0
Antalya. Techniques and Methods in Adult Education. 13.2.-17.2.06	34	20	46	31	3
Istanbul. Techniques and Methods in Adult Education. 2.-6.1.06	52	11,9; 9,52	61,9; 73,81	26,19 16,67	0; 0

On the basis of the above, the most successful activity turned out to be the training in Bursa: Techniques and Methods in Adult Education. 28.6.-2.7.2004. Participants, in their answers to open questions, stressed that the very competent trainer taught them various new training techniques.

On the basis of the above, the least successful activity appears to have been the training in Istanbul: Techniques and Methods in Adult Education. 2.-6.1.2006. Participants of this training stated in their answers to open questions that they would have liked the training to provide more practical and specific skills for adult education.

Question Type 3: How much did you participate in the training activity?

Activity	Nr. of Part.	Very active participation	Active Participation	Few active participation	No active participation
Bursa. Techniques and Methods in Adult Education.28.6-2.7.04	25	12	60	28	0
Bursa. Techniques and Methods in Adult Education. 10.-14.1.05	25	26,1	56,5	13	0
Bursa. Techniques and Methods in Adult	100	27,6	53,1	18,4	0

Education. October 04					
Bursa. Techniques and Methods in Adult Education. 2.-6.1.06	24	27	54	13	
Antalya. Techniques and Methods in Adult Education. 4.-8.10.04	38	24	58	18	0
Antalya. Techniques and Methods in Adult Education. 13.2.-17.2.06 (training on 23-27.1.06 not evaluated)	34	14	61	11	14
Istanbul. Techniques and Methods in Adult Education. 2.-6.1.06	54	14,29	64,29	21,43	

On the basis of the above, the most successful activity seems to have been the training in Bursa: Techniques and Methods in Adult Education.10.-14.1. 2005. In their answers to open questions participants pointed to the communication skills of the trainer and to his ability to use a language at their level of understanding.

On the basis of the above, the least successful activity appears to have been the training in Antalya: Techniques and Methods in Adult Education. 13.2.-17.2.2006. Participants, in answers to open questions, directed criticism towards the trainer, pointing to lack of preparation, presentations that were difficult to understand, and overemphasis on theoretical knowledge.

General comments:

In contrast to the activities toward children at risk/working on the street, no significant difference between the success of activities concerning “knowledge acquisition” and those related to the “improvement of skills”. The likely reason is a straightforward one: Whereas the activities on children were covering both new knowledge and skills, the adult education activities focused on methods and techniques.

One further important correlation that emerged from the above analysis, relates to activities appearing to be the “most successful” and the use of interactive and participative teaching techniques and methods. This finding has implications for the planning of future training. It is important to try to move away from “lecture mode”, if the greatest impact is to be achieved.

4. Results of Group Discussions

The quantitative description and analysis of NFE-activities has provided an insight into the range of activities, their development in cascades as well as into the most and least successful activities. However, questionnaire analysis of this kind does not reveal the contextual meaning behind multiple choice answers, nor can it explore unexpected issues and problems, which, by their very nature, would not have been identified when the questionnaires were formulated. For this reason, in addition to questionnaire analysis, qualitative methods of group discussion were also applied and a mapping exercise was conducted (see Chapter 5). The group discussions were conducted with Project Provincial Teams, teachers who have taken part in training, and parents who have been educated. These have revealed different and

interesting aspects of the NFE-activities. Before summarizing the results (4.2), the methodology will be described briefly (4.1).

4.1 Methodology of Group Discussions

The group discussions were conducted with different stakeholders as well as with the provincial teams. They focussed on their experiences and perspectives. For this reason the participants of group discussions were asked to respond to the posed questions as freely and extensively as they could. The participants were also reminded that the evaluators were interested in their experiences and that anonymity was assured; in other words, the speakers would not be identified. A tape recorder was used to record what was said.

Whereas in the first minutes of the group discussions, deliberations were predominantly moderated by the evaluators, what invariably developed was as a spontaneous discussion among the participants themselves. The group discussions lasted between 1 and 1 ½ hours. In order to stimulate the participants to elaborate on their own experiences, only a few questions were asked. These questions referred to the activities which the participants took part in or conducted themselves. The line of questions followed the course of activities: First activities were asked about first, only then did the group discussion consider the next activities. This enabled the participants to closely follow their own course of experience. A list of questions along with summary transcriptions of the group discussions can be found as Annexes to this report.

Although for the purposes of this monitoring study the interpretation of the group discussions has usually been restricted to a summary of dominant experiences and perspectives, at some points the interpretation has gone so far as to try to explicate the implicit knowledge lying in the groups' discourses too.

4.2 Results of Group Discussions

The group discussions conducted in the field are listed in the following table.

Chapter	Stakeholder	Province	Date
4.2.1	Project Provincial Team	İstanbul	30.3.2006
	Project Provincial Team	Bursa	31.3.2006
	Project Provincial Team	Adana	3.4.2006
	Project Provincial Team	Mersin	5.4.2006
4.2.2	Teachers who received training for approaching children at risk/working on the street	İstanbul	29.3.2006
	Teachers who received training for approaching children at risk/working on the street	Bursa	31.3.2006
	Teachers who received training for approaching children at risk/working on the street	Adana	3.4.2006
	Teachers who received training for approaching children at risk/working on the street	Mersin	4.4.2006
4.2.3	Parents who were educated	Mersin	4.4.2006

4.2.1 Provincial Teams

On the basis of what has been expressed by the provincial teams, reflecting back on their experiences, a sequence of 4 phases can be identified: a first phase of vagueness, ambiguity and organisational trouble (more or less identical with the inception phase of the SBEP); a phase of standstill (during the approval period of SBEP), which was difficult to deal with in

the Project Provincial Teams; a third phase of consolidation of project management; and a fourth phase of routinization.

The group discussions reveal that the passage from phase to phase, and especially the consolidation of project management, were deeply effected by the continuity or discontinuity of Project Provincial Team personnel. Where personnel were totally and frequently exchanged (Mersin), consolidation of project management is still a future task. But in those provinces where the Project Provincial Teams did not suffer from frequent exchange of personnel there is evidence that the expertise of the teams is now even used for projects outside the SBEP.

It is an important reported problem of the Project Provincial Team-members that their commitment to project management tends to be punished rather than rewarded. For instance, mention was made regarding the lack of opportunity to receive rewards for additional lessons at school and to have free time during February school holidays. Furthermore, Project Provincial Team-membership is neither certificated nor valued in the points system of the ministry's staff management system.

The Project Provincial Teams all mentioned that there had been certain disappointments concerning the approval of activities by the ministry and the European Commission. These disappointments predominantly relate to the construction of NFE-buildings, but also to the adult literacy trainings in Adana and Istanbul delayed or even cancelled by the MONE/tEC. As much as the Project Provincial Teams were disappointed themselves they lost influence among other people whom they had promised buildings or activities: promises that they then could not fulfil.

One important job of the Project Provincial Teams turned out to be the provision of continuous motivation for formateurs and teachers. As the Istanbul case shows, frequent meetings and interaction with formateurs and teachers improves continuity of their commitment as well as the quality of their activities.

All Project Provincial Teams have done a good job in creating new material (from PowerPoint slides to booklets) and in distributing this material among the teachers. There is opportunity to further improve the distribution of such material beyond the bounds of the SBEP. The websites run by the Project Provincial Teams could be used for this purpose, provided they have enough server capacity.

4.2.2 Teachers who have been trained

What emerged as one of the most strongly felt issues from group discussions conducted with teachers who participated in trainings on approaching children at risk/working on the street concerned initial communication. Participants typically received almost no notice of a call to training. Little or no information was given about training content. Only on the first day of the training they were provided with a programme or outline of content. This lack of pre-information did not result in non-participation, simply because most participants were compulsorily assigned to the trainings. However, it is likely that it will have had some, possibly considerable, effect on initial motivation. Reasons for lack of notification tend to be systemic, rather than SBEP specific. Nevertheless, through reflection on this feedback, SBEP should now make an extra effort to ensure that better and more-timely notification is given to training participants in future. This can help to set new norms for others to follow.

While the process of compulsory assignment for training, as opposed to providing for an element of choice, may be controversial, the basis upon which participants were selected appears to generally have been sound. As one teacher put it: “The provincial team has identified the schools in which there are many children at risk, these are known by more or less everybody and then the guidance teachers of these schools were invited with an official letter and we then took part.”

It speaks in favour of the trainings provided that, while there may have been some dissatisfaction with the selection and notification process, most participants soon became very interested in the topic and highly motivated: “We were very much satisfied when we saw what kind of training it is. We wished we had been given more information on the training before.”

The high motivation of the participants may be related to their prior experience with the relevant target groups. This prior experience ranges from occasional interaction with such children in and outside school up to previous work in relevant projects as well as to a kind of previous frustration over an inability to do anything about this pressing problem.

When reporting about the training teachers have received, an important recurring topic of discussion was the variety of training methods. Especially useful were group work, interaction with resource persons, case study stories and devising projects for the children.

In addition to knowledge and skills acquired during the trainings (see Chapter 3), many participants stressed that they had adopted a new perspective on the problem due to the training. A typical statement is that, “our perspective on the problem has changed” and “our views became more differentiated”. A closer look at this change of perspective reveals that trained teachers no longer approach the respective children only “emotionally” and now have adopted a more “realistic” approach.

However, a realistic attitude may result in antagonistic (in)activities. There are teachers who now actively organize projects to approach children at risk and have even founded an association concerned with this problem. But there are also teachers who kept being passive. Reportedly, such passivity was not due to a lack of motivation and knowledge but based on the belief that they could not help these children on their own, without joint action by the responsible institutions.² Some teachers reported that they had been motivated and concerned about the problem even before the training but now, afterwards, they are “consciously concerned”.

One step towards an active approach to the relevant children would be a good network among teachers and resource persons/institutions, including the institution for social services SHCEK. A second step, which has been discussed by teachers, would be to develop realistic strategies for approaching children working on the street. Although all teachers believed that children should not work at all, many of them try to make a compromise with the realities of the country and the economic situation of the children’s families. They accept that some children have to work and therefore convince them to prefer proper workshops to the street. The main goal is then to keep the child in school and to organize work on afternoons and weekends.

² This underpins the importance of continuous contact between the Project Provincial Team and the trained teachers (see chapter 4.2.1).

One major concern of the teachers was based on difficulties in reaching children and their parents. They know about the selectivity and potential inefficiencies of mass lectures for parents (it is usually the parents of least at risk children that attend such events!) but also fear to stigmatise parents were they to approach them individually. Other teachers were more comfortable with the idea of home visits. Much of the feedback obtained through focus group discussion indicates that school and community communications have improved as a result of SBEP initiatives. One manifestation of this increased communication with families is the organisation of family training events, as explored below.

4.2.3 Parents who have been educated

Unfortunately it was not possible to conduct more than one group discussion with the final target groups of the SBEP, that is with the children and their parents. In the group discussion with parents in a squatter district primary school in Mersin, participants stressed that they are very happy with the education they received in particular and with the frequent interaction with their guidance teacher in general. They wished to have more frequent meetings and better opportunities for networking. The training they have received had resulted in a better approach to their own children.

However, a thorough analysis of the experiences implicitly articulated by the parents raises some concerns as to whether the particular parents spoken to, and those reached by the project, are really the relevant target group. In the focus group discussion, the parents explained that one of their dominant experiences is their efforts to try to protect their children from the dangers of the squatter districts and to keep them away from fellow children. That means that these parents are already aware of what the children may face on the street. They even tend to be overprotective. So if one major purpose of parent training is to raise their awareness, these parents seemingly do not really constitute the target group of SBEP.³ Nevertheless, this does not mean that these parents were not benefiting from the support and resources delivered to them by their highly motivated guidance teacher.

5. Results of Mapping Exercise

5.1 Introduction

The Monitoring and Evaluation Review provided an opportunity to meet with teachers who had received training related to “Children at Risk” and/or “Children Living and Working on the Streets”. This section of the report is limited, therefore, to feedback on these two areas of training only.

Through the methodology that will be described below, an attempt has been made to map qualitative outcomes of training, in the form of “changed behaviour”, following training. It should be noted, however, that what is being referred to here is reported changed behaviour, and not directly observed changed behaviour. It was beyond the scope of this particular monitoring and evaluation exercise to review the latter.

The kind of “changed behaviour” reported here also takes two forms, depending upon the date of the review exercise in relation to the dates during which the actual training took place. In some cases, the review took place either during or immediately after training. In these

³ As becomes clear during the conversation with the guidance teacher, parents who don't care for their children don't care to attend any school meetings too.

instances, what the participants were asked to identify was the changed behavioural practices they now believed they would make as a result of their training: in other words, what is being referred to here is “intended future changed behaviour”.

In other cases, a considerable amount of time had elapsed between the training being completed and the date on which the review exercise was conducted. In these instances, participants were asked to report on the changed behavioural practices they had already made: “actual changed behaviour”.

It is worth explaining the logic upon which the review exercise was based. Firstly, it is assumed that training will have provided some or all of the following: new information; new knowledge; new tools (resources and materials, etc); and new skills. It is then expected that such training should lead to changed attitudes and thinking, and changed behaviour. The table below summarises this logic, including identifying some different ways in which changed behaviour might be manifested. The monitoring approach described below was designed to explore this hypothesis and to shed light on changed behavioural patterns and processes.

<p>HYPOTHESIS:</p> <p>Training has provided:</p> <ul style="list-style-type: none">• New Information• New Knowledge• New “Tools” (resources, materials, etc)• New Skills <p>This should lead to:</p> <ul style="list-style-type: none">• Changed Attitudes/Thinking• Changed Behaviour <p>Changed attitudes and behaviour may be manifested in the following forms by the trainee:</p> <ul style="list-style-type: none">• “Things I will now do better”• “Things I will now do differently”• “Things I will do that I did not do before”• “Things that I will no longer do (e.g. bad practice) that I used to do”
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5.2 Methodology of the Mapping Exercise

The following, three-stage, group exercise was explained to focus group participants.

First of all, working in pairs, participants were asked to reflect on how they either (a)* now used, or (b)* believed they would actually use, new knowledge, new information, and/or new skills acquired as part of their training. They were asked to consider:

- “Things I (will*) now do better”
- “Things I (will*) now do differently”
- “Things I (will*) do that I did not do before”
- “Things that I (will*) no longer do (e.g. bad practice) that I used to do”

[* The choice of “(a)” or “(b)” wording was determined by the time interval between the training occurring and the review exercise being conducted. See previous section for further information]

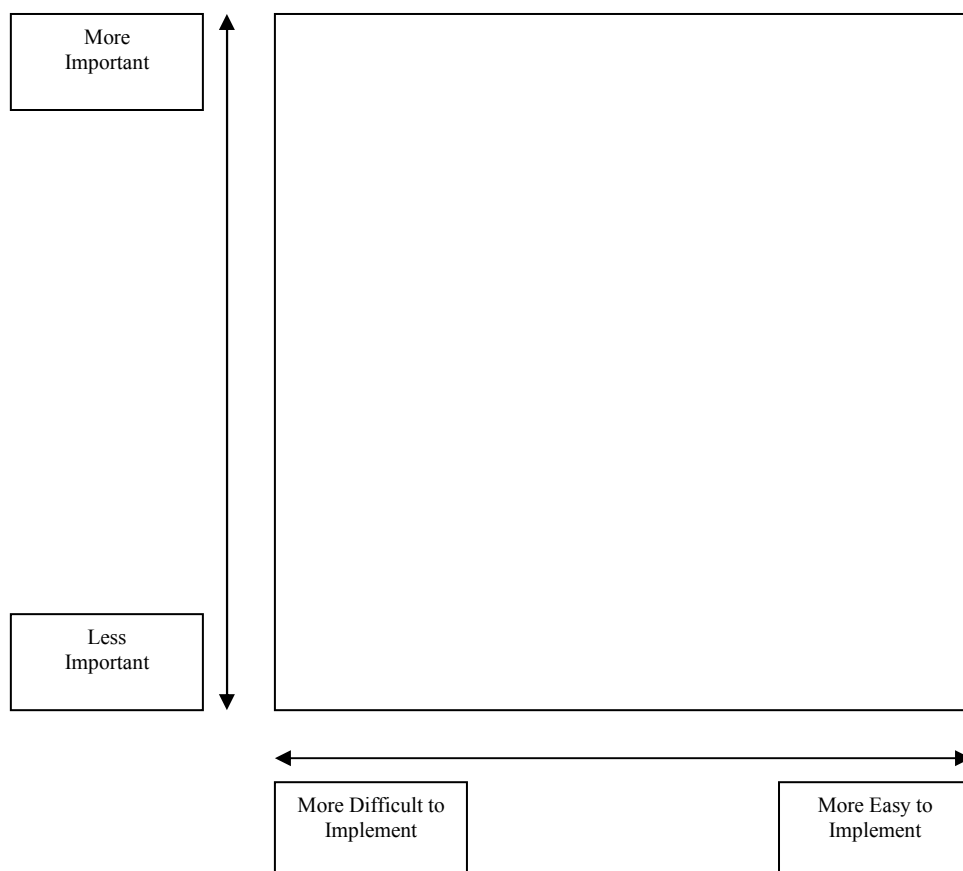
As “Stage 1” of the exercise, participants were asked to try to identify four ways in which their behaviour has changed/would now change as a result of their training, when they returned to their schools. However, they were also told that if there were less than four ways that they thought their behaviour would change/has changed, this was acceptable. They were also told that if they particularly wanted to list more than four ways in which their behaviour would change/has changed, this was also acceptable. Participants were instructed to write down each example of “changed behaviour” that they identified on a separate small square of paper, which was provided.

As “Stage 2” in the exercise, participants were asked to reflect on the relative importance of the changed behaviour practices they had identified. In other words, they were required to rank their identified changed behaviour practices in order of importance.

As “Stage 3” in the exercise, participants were asked to reflect on the relative easiness or difficulty of achieving the changed behaviour practices they had identified.

To facilitate Stages 2 and 3, a graph matrix was provided. The matrix has two axes: on the vertical axis “more important” and “less important” represented the two extremes of the scale. On the horizontal axis “more easy to implement” and “more difficult to implement” represented the two extremes of the scale.

The matrix is shown below.



Participants were asked to negotiate the correct spatial placing of their chosen changed behaviour practices, written on squares of paper, on the matrix provided. Once they were agreed, the squares were stuck in place, and formed a qualitative record of actual/expected outcomes in the form of “changed behavioural practices”.

5.3 Results of the Mapping Exercise

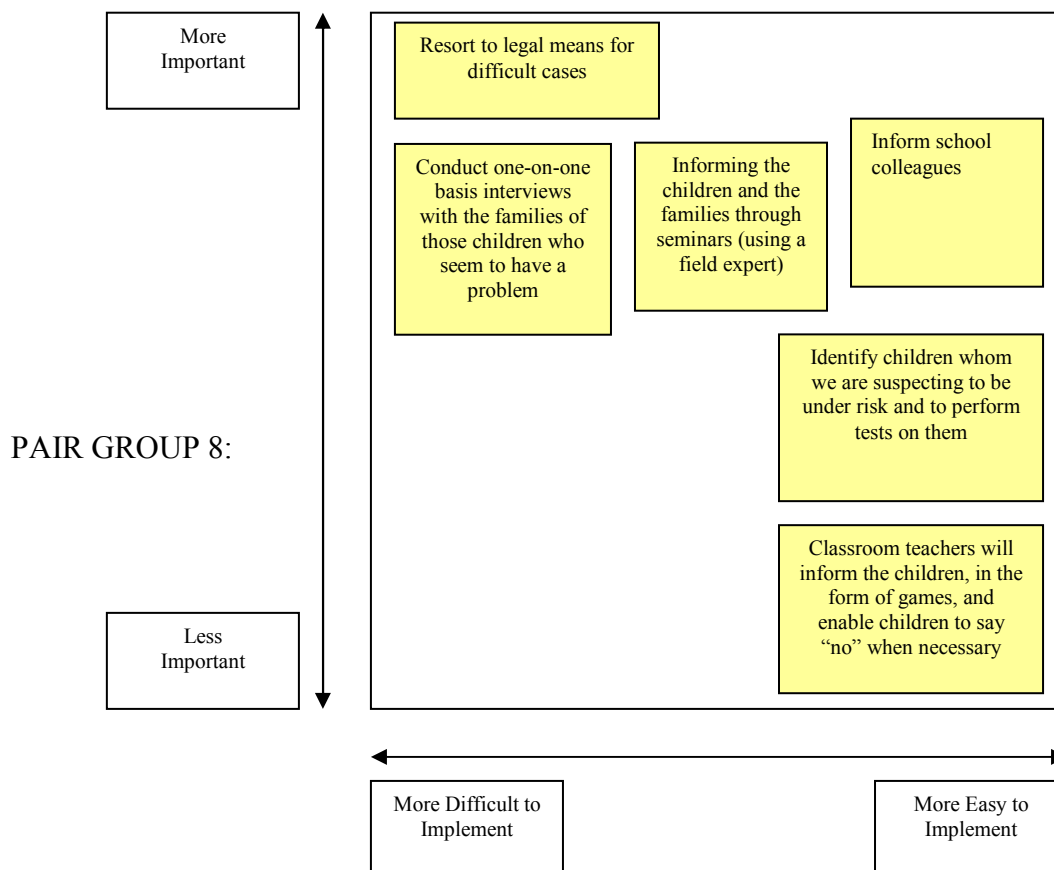
The exercise described above was conducted with the following groups on the following dates:

Province (Location)	Theme Area	Date of Training	Date of M&E exercise	Report Annex No. (Detailed Findings)
Istanbul	Children at Risk	27.03.06-31.03.06	29.03.06	Annex 11
Bursa	Children at Risk	14.11.05-18.11.05	30.03.06	Annex 12
Bursa	Children at Risk/Street Children	14.11.05-18.11.05	30.03.06	Annex 13
Bursa	Children Living and Working on the Street	13.02.06-17.02.06	30.03.06	Annex 14

Adana	Children at Risk	Dec 06	03/04/06	Annex 15
Mersin	Children at Risk	March 06	04/05/06	Annex 16

The results of this mapping exercise are presented in full, as Annexes to this report, as detailed in the Table.

The following is an example matrix return from the Istanbul Group, on 29th March 2006, to indicate the type of information yielded.



The results of all the mapping activities were analysed, according to theme area. The following key patterns and findings emerged.

Spatial placing has helped to identify which behavioural changes are “most important”. For instance, as a result of their training, teachers report that they:

- Are better able to identify risk factors/abuse.
- Have increased out-of-school contacts with families (through home visits, and through organising training events).
- Have increased their contacts with support networks.

- Have an increased awareness of risk factors, which has resulted in increased vigilance and increased sensitivity in their interactions with children.
- Use risk assessment instruments.
- Take absenteeism more seriously, and are more thorough in their follow-up of this.
- Have increased confidence to use legal processes.
- Are now implementing “projects” in their schools, related to children at risk. These range, for instance, from: making the school more physically attractive; to introducing sports, games, and other activities; to introducing contests for the best school attendance – with cinema visits as rewards for the winners.

Changes that were reported as being “more difficult” to make, generally, where changes that are intrinsically more difficult and complex: such as “resorting to the legal process”, or “establishing contacts with support institutions”.

However, when planning future training events, it might be helpful for trainers to reflect on mapping findings. By giving more attention, in training, to the changes that teachers have said they find most difficult to achieve, this might help to give teachers that extra knowledge and confidence to make bringing about these “difficult” changes a little easier.

When reviewing all of the mapping responses, there is variation in which teachers have been able to identify behavioural changes, in a valid manner, required by the exercise. For instance: “it should be ensured that the related organisations become more sensitive” is not a valid response in terms of behavioural change on the part of an individual teacher.

Where responses are invalid, there are at least two explanations:

- Some teachers may not have fully understood the mapping exercise, or the instructions given;
- Some teachers may have struggled to identify real changed behaviours, because they have not actually made any. They may therefore have substituted less-relevant information in order to be able to complete the mapping exercise.

Lending support to both of these possible explanations, there does seem to be an inverse correspondence between weaker responses in this mapping exercise, and the quality of the training the teachers received, as revealed by analysis elsewhere in this report. In other words, where training was reported as being of “higher quality”, teachers were more-effectively able to report on their changed behavioural practices. This suggests, not surprisingly, that the higher the quality of training the more significant are the behavioural changes that teachers subsequently make.

6. Results and Recommendations

Activities have taken place in four main areas. These are activities towards:

1. Children working on the street;
2. Children at risk;
3. Mothers' and fathers' (family) education;
4. Adult education and literacy.

It is important to take into account the legal framework that has limited the more-direct innovative educational interventions for street children.

The project has also done less, so far, at the provincial level, to promote the education of illiterate women, than envisaged in the original project objectives. The reasons are complex, but include the following. Firstly: provinces, in their original five-year work plans, planned that new Public Education Centre buildings would be built in areas of greatest need, with particular reference to key target groups. Once new buildings were functional, it was intended that literacy programmes for women would be an important programme offering. Because of the time it has taken to move the design and civil works tendering processes forward, Public Education Centre buildings will not be completed until very late in the project – something that was not anticipated. Secondly: new literacy programmes and materials have been developed at the national level, as a national level project component. It is expected that these new programmes and materials will have a substantial effect both on the quality and effectiveness of future literacy courses and related teaching, and in their appeal to prospective beneficiaries. It was felt that postponing project supported planned project literacy drives until these new programmes could be used, would increase their impact. A third explanation may also be to do with a more-systemic status problem of adult literacy. When and where resources are limited, there has been a tendency to prioritise efforts by investing in the “new generation” (the school-aged population), rather in those who missed their opportunities first time around (illiterate adults). The project may have been affected somewhat by this attitudinal syndrome.

The above observations notwithstanding, adult literacy for women (especially young mothers) should now be regarded as an area of high priority, in the remaining months of the project, in order to meet project objectives under Strand 3. The fact that new high-quality literacy programmes and materials, developed by the project at national level, are just about to be launched, should provide an excellent impetus for such activity.

There is strong reported evidence that the training that has been most successful has incorporated participative approaches. It is strongly recommended that all future training events continue to encourage participative approaches, and try to move away from lecture modes of presentation as the single means of training. An example of the kind of participative approach referred to was shared with the Mersin team: the details of this particular methodology are included as Annex 17.

Monitoring and Evaluation findings have also confirmed a not-unexpected inverse correlation between the success of activities and the turnover of project personnel. Were provincial teams have been able to keep settled personnel, who were trained during the inception phase,

project outcomes have been noticeably greater. This finding underscores the importance of avoiding high turnover of project staff in future projects.

Lack of reasonable notice and of adequate explanations about the content of training, unsettles training participants and endangers training outcomes. It is recommended that the project should try to do more to promote best practice, by making sure that appropriate and timely notifications are provided for all future training events.

Reaching the parents of children at most risk is notoriously difficult, and is not a problem that Turkey faces alone. Even in a country such as the United Kingdom, attendance at school parents meetings, for instance, is not universal. Furthermore, it is typically the parents of children with the most educational and social problems – with whom teachers are most anxious to establish contact, and build a relationship – that fail to attend.

Accordingly, the project should not necessarily assume that those parents who attend family training offered by the project are the whole, or indeed the real, target group. The project is encouraged to continue to search for more-innovative means to reach the hardest to reach. The increased home and community contact that the project appears to have stimulated, especially through individual home visits to follow up on specific problems such as non-attendance is a very important step forward in this direction. There is encouraging anecdotal evidence that this kind of intervention is effective and should be promoted more widely.

There is evidence that the project management experience and expertise of SBEP trained provincial teams is recognised and valued by their respective provincial authorities. Their relevant expertise is increasingly being called upon in other contexts. This is helping project investment to have a wider impact, and augurs well for sustainability. Paradoxically, some provincial team members pointed out that their project management involvement has led to financial disadvantage, and is not accommodated within the points system of the ministry's staff management system. This is an issue that MoNE may wish to examine. It is also recommended that, at the end of the project, some kind of criterion referenced certification should be given to provincial team members to document their experience and the skills they have acquired and demonstrated.

The project has produced some high quality training materials. There is evidence that these have been disseminated and used well, within the project provinces in which they were developed. There is now a challenge for the project to find ways of increasing the dissemination of this useful material more widely, including in a national context. The project's "Professional Development Web Portal", which is currently under construction, represents one such opportunity – if the material can successfully be incorporated within it.

Overall, and with only a few exceptions, very high levels of trainee satisfaction have been expressed with regard to the quality, relevance and usefulness of training provided under SBEP in its 5 urban provinces.

Encouragingly, there is also strong reported evidence presented in this report that the training has succeeded in bringing about real changes in attitudes and behaviour, including in the classroom.

ANNEX 1

QUESTIONS FOR FOCUS GROUP DISCUSSIONS:

Although the questions posed during the group discussions have a similar structure they were adapted to the respective group of stakeholders or for the provincial teams. The following questions were used as a guideline:

Children at Risk – Questions for Teachers and School Managers

- How did you learn of the educational activity?
- Please tell us how the activity started and developed?
- What is your opinion on the training workshop?
- Are there any teachers in your school who have taken part in such education activities? What impressions and feed backs did you get from them?
- Could you please tell us something about children at risk in your school? Could you elaborate on the situation and as to how you have helped these children prior to the training workshop?
- Please describe the changes (both individual and structural) which have taken place after the training.
- Which obstacles did you face implementing the changes?

Children at Risk – Families

- How did you learn of the educational activity?
- Please tell us how the activity started and developed.
- What is your opinion on the training workshop?
- Do your children know that you have taken part in the activity?
- What did you talk with your children on the activity? What was the reaction of your children?
- How did the educational activity effect your family life? Have there been any changes?
- How do your children live today, after the educational activity? Could you please describe their school life and their activities in their free time?

Mother and Child Education – Teachers

- How did you learn of the educational activity?
- Please tell us how the activity started and developed.
- What is your opinion on the training workshop?

- Please tell us what you have learned in the training which is of use for your own educational activities for mothers and children?
- Have you changed anything in your own mother and child courses after the training? Please describe the changes made.
- Which obstacles did you face implementing the changes?
- What results did you gain from the changes made? Please tell us both positive and negative results.
- If you have a look at the future of your mother and child courses, what do you envisage?

Children working on the Street – Families

- How did you learn of the educational activity?
- Please tell us how the activity started and developed.
- What is your opinion of the training?
- Do your children know that you have taken part in the activity?
- What did you talk with your children on the activity? What was the reaction of your children?
- How did the educational activity effect your family life? Have there been any changes?
- How do your children live today, after the educational activity? Could you please describe their school life and their activities in their free time?

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ANNEX 2

GROUP DISCUSSION WITH TEACHERS RECEIVING TRAINING ON CHILDREN AT RISK: ISTANBUL

DATE: 29.3.2006 TIME: 15.00 - 16.00

How did you learn of the training?

- We have learned it by a official letter. In those schools with a guidance teacher he/she participated, those without are represented by a class teachers.

Why was this training of interest for you?

- In our schools and their neighbourhoods we have children at risk. We want to know how to solve their problems.
- There are families with many children, sometimes the spouses are relatives themselves.
- Parents tend to neglect their children. They expect the state to care for their children (e.g. for school material).
- The parents don't pay enough emotional attention to their children. The female teachers are able to give emotional comfort to the children.

What have you done with these children before you attained this training?

- We have talked to the families of the children at risk.

What have you learned at the training up to now, after its first three days?

- We have listened to the problems of these children in their own words.
- We have learned the types of abuse children face.
- We have received information on relevant figures.
- We have learned how to approach these children.
- We have discussed all these problems and our opinions.
- We have learned how to face these problems together rather than on our own.
- "Our perspective on the problem has changed."

Is there a connection between your experiences and what you have learned in the training?

- I can connect my previous experiences and the things I learn here.
- I have learned that it is important to start solving these problems in the family. Only if the family is not able to solve these problems I refer the child to other authorities, e.g. to the social services.
- Of course if there is sexual abuse this is more difficult. But sometimes it is enough to get the abusive uncle out of the family.

[a longer discussion developed on the question as to in which case one has to refer a child to the authorities.]

What would you like to learn in the remaining time of the training?

- We want to learn the legal aspects of the problem.
- We want to practice what we have learned.

Will you implement in school what you have learned in the course?

- The questionnaires are very useful.

- We think about how we can disseminate the information we have received among our fellow teachers and among the families.

How will you approach children at risk?

- It will be difficult to ask specific questions (related to sexual abuse). Instead of asking we might also make the children paint pictures or we use other methods.
- We can have seminars for the parents.

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ANNEX 3

GROUP DISCUSSION WITH THE ISTANBUL PROVINCIAL TEAM

DATE: 30.3.2006

TIME: 14.00 - 15.30

I would like to know how your activities started in Istanbul?

- “Later it became better.”
- “Of course they started with uncertainty. There were buildings planned, also various activities towards children at risk and working on the street. We were very excited. ... Then followed a stable phase, a phase in which our excitement was broken. We only recently, only since one and a half year become more mature ...”
- The first phase was a preparation phase. We were prepared for project coordination.
- Only since 1 ½ years we see the fruits of our work. Now we even think about disseminating our knowledge.
- We faced problems during the activities.
- “We previously had no office and no computer. For this reason the knowledge vanished as well.”
- Some of the promises were only kept now in the end of the project, e.g. the computers. The building constructions didn’t start. “For this reason also our promises [to others] were relayed.”
- Our team has changed. When the team was put together it was yet in a different department. That time nobody paid attention to the composition of the team. There were people who were not engaged in the work, so the whole work was on very few shoulders. There hadn’t been any criteria for choosing the personnel.
- We had prepared a book for working with children at risk. We have received the approval from the Ankara SBEP and we even have printed 2000 copies in Ankara. Then only after it was printed we were told that this book is not going to be used like this because there were no forewords in it. So the activities we wanted to conduct with these books all had to be postponed. Because there wasn’t any money left for including the forewords into the book it took us a long time to find a way (Azize hanım found a way) to insert the forewords for free. Only then we could start the training for the teachers but by that time had lost quite a few of them. Their number fell from 1500 to 836 teachers. For this reason we now have started separate trainings in various subprovinces of Istanbul.
- The training on children at risk was very good. We had good experts who taught the kinds of children abuse. Although the teachers have previously known something about the topic the teachers were surprised about what they still have to learn. They were shown pictures of abused children. They were shocked. They also didn’t know how important sexual abuse is and that it mostly happens in families. When the training finished we saw that it has fulfilled its aims. At the end of the training everybody told us that we are doing a good job.

How is your relation to the formateur teachers? In a way they are your personnel.

- To keep these formateur teachers during the period when the book wasn’t allowed to be distributed we had several meetings with the formateur teachers in order to keep the relationship with them.
- We also promised them that we are going to ask them for assistance in every European project they could be of use. Also we told them that it will be of positive relevance for their M.A.-plans if they have this formateur-activity.

- We also promised them to become official formateurs if they receive 5 days training. So our relationship with them didn't get lost.
- If they want to go on with the formateur training they will need a certificate as formateur teachers after the project is finished. Otherwise they won't be able to continue their training activities. The formateur teachers receive money for the training, this is also a motivation for them.

What do you think about the quality of the book?

- The book is the best you can find in Turkey, its quality is very good.

Could you spread the book to people outside the project?

- The number of copies was only 2000. We couldn't spread it.
- But we would like to disseminate it to people outside the project.

Have you got any knowledge on what happens with the training the teachers have received?

- The teachers send us the questionnaires they use for identifying the children. They call us to tell us about the cases of abuse.

Do you profit from the experts from the social services?

- If you take these experts into the project it gets confused/difficult. The social services is a very closed institution. They don't want to help us.

Now we come to your further activities. What did you do?

- For the working children we have taken the IPEC project as an example.
- It would have been good to financially help these children but we know that this soon turns from a method to a goal. Nevertheless we could have given them school material.
- After the 40 teachers have reached 690 children in their own schools and have won them back for school, we called these teachers again and asked them to work also with the children of one neighbouring school. In this way we now cover 80 schools.
- Only our teachers for children at risk are formateur teachers who train other teachers.

What do you think about the quality of the training you provided?

- Before they receive the training the formateur teachers are not estimated as experts by the teachers. The professors and academics have an expert image although they might not be firm in the topic. Only when the training begins the teachers understand that the formateur teachers are real experts.
- But it is a problem if a formateur teacher trains a vice director, because then he is an expert but without authority. Then he has to built his authority on his expertise.

Is there anything you would like to change in your activities?

- I think the Ipec model of children educating children is now not valid anymore. Because now we have also abuse of children, especially physical and sexual abuse. Because the quality of the problem has changed, the activity has changed too.
- If you train the teachers it is important to give them at least certificates, if not money.

What are your observations of the quality of your materials?

- We have no problem with the material
- It should be finished in time. If we would not have had the opportunity to add the forewords without additional money, we couldn't have used them at all.
- There is a lack of PR activities. Only those you educate know about the project.

Have you any information on the impact of your activities?

- We have the questionnaires and we know everything about the working children we have reached.

What do you do in adult education?

- We have planned a training on methods and techniques of adult education as well as a PEC and other buildings. But due to the budget this was first cancelled. Then later on they wanted us to nevertheless organize the training activity which we did in January 06. for this reason we haven't yet information on the effects of this training.
- Because Ankara delayed the approval of a training several times we finally lost our expert who by then had become dean of her faculty. We then only had somebody whose field of expertise wasn't the topic of the training.

Is there anything you would like to change or improve?

- Because in the basic education curriculum there had been changes we now can also change the adult literacy courses.

Is there anything we have not asked?

- It is important to take care for the formateur certificates.
- We would like to distribute the material we have produced for the trainings. But we haven't got enough CDs
- We couldn't distribute it by our website because its server doesn't allow us the necessary capacity.
- It is important to have a website at which we can easily upload data.

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ANNEX 4

GROUP DISCUSSION WITH TEACHERS WHO RECEIVED TRAINING ON APPROACHING STREET CHILDREN: BURSA

DATE: 31.3.2006 TIME: 10.00 - 12.00

Selection of participants (criteria)

- Schools with high exposure to children under risk
- Volunteered because content sounded interesting
- In the first course the participants were ordered to take part by the provincial directorate, in the second course some of the participants were volunteering to take part.
- “The provincial team has identified the schools in which there are many children at risk, these are known by more or less everybody and then the guidance teachers of these schools were invited with an official letter and we then took part.”
- “When I heard of this seminar I was in a different course which I then dropped, because I preferred to take part in this seminar.”

Why were you interested?

- Current issue in Turkey. Recognised that training would be useful
- I attended because I was asked, but when I participated I found the seminar interesting/useful
- I attended because I was told to attend. There were no explanations in invitation letter regarding content, etc.
- “We went there and were confronted with very nice things.”

Did you have experiences beforehand regarding street children?

- I am working in a boarding school, have been for two years, so was interested in the training.
- I was trying to establish projects for street children in my own school
- Many of children working on streets are from my own school (neighbourhood), so it was interesting for me to be involved.

Can you tell me what you have done during the seminars

- Analysis of lives of street children before, during and after. Process sometimes starts with being in school but then dropping out
- Understanding of issues that create the problem
- Developing projects and action plans to address the problem – e.g. contacting families. After theoretical knowledge has been given in the mornings we were asked to develop projects each afternoon.
- Expert has stated that once a child is on the street it is hard to get them back. This flags up the importance of preventing the problem
- Better understanding of the problem through listening to resource persons who told case study stories. Case studies were later analysed in group work. We were then asked to devise a project to try to address the situation.

What new knowledge did you gain?

- Most important was how to deal with those children, including a better awareness of the support networks available to me. E.g. we were given contact phone numbers
- The first training received was rather vague, but the second training was much more meaningful. We have now formed an association for taking action. A meeting is planned.
- There was an incorrect assumption that all guidance teachers knew everything, including about street children. We now realise better that this is not the case. One implication is that ordinary teachers also need to be concerned, alert to the issue, and active and not leave everything to the guidance teacher.
- The training has resulted in greater dialogue on issues between the different stakeholders: especially increased contact with families
- The presentations were very useful. I was able to use them in my own school, including with families. This has resulted in raised awareness among families about risk issues and how to avoid them.
- It was a pity that the expert from the social services wasn't present in my course.
- We used to call in problem children and families, but this labelled and stigmatized them. A whole community approach avoids labelling.
- Family interview approaches have been promoted/stimulated by training and these are effective
- Our perspective on the children has changed profoundly.
- "We have founded an association which is concerned with children on the street." Nobody shall say that he is not responsible for the problem. The problem is everywhere.
- The knowledge we received in the course in 2004 'has cooled down'. We need education again.
- We now know how to talk to families in which there are children working on the street.
- We can now talk to children on the streets.
- "It has become clearer who in our school works on the street."
- "what we have learnt in the course is disseminated to the children, the class teachers and to the parents."
- After the seminars we have conducted for the parents there were many parents who approached us to ask for advice concerning their children who work e.g. in the summer holidays.
- Better than to approach only specific parents from problematic families is to approach the whole school community.
- There are parents who regret that they send their children to work but who cannot change this behaviour out of financial problems.

Children under Risk:

Selection of participants (criteria):

- Same as noted above.

Why did you attend?

- Been working for eight years, experienced four cases of abuse. I saw it as relevant
- Saw the connection with the previous seminar, so understood its relevance
- I was just told to go, but would have said yes if asked

Is it better to volunteer for training, or to be told to attend?

- Volunteer
- Training needs to fill our needs, therefore, we should volunteer for things we know are relevant to our needs
- If there was a pre-information meeting about the training, this would make us more willing
- There might be an issue if too many people volunteer. This would raise disappointment for those not selected.
- The type of training people attend over time should be well thought out (i.e. interconnected) to help build expertise in a particular field.

What did you learn?

- What abuse means. Different kinds of abuse. How this can be understood, the symptoms, the negligence, legal sides of the issue, how to interview/counsel children, how to contact families, what can be done at times of crisis (e.g. death/divorce).
- The things I knew earlier were heightened to make them more meaningful. I also better understood my negative behaviours and have now modified them.
- We were shown how information could be utilised and applied
- Have a far better understanding of legal situation and relevant courses of action
- I attended training in Bursa, after the Istanbul training. Some of the application side was missing in the Bursa training. But Bursa training had lots of resource people and that was a good side of it.
- Typically, with this kind of training, people had difficulty knowing what they would actually do with their new knowledge. This training overcame that difficulty.
- When children come to talk to me, I am much more sensitive to, and observant, of “at risk” factors. Everything starts with raised awareness, and this type of training has raised my awareness.
- I find I cannot limit my new awareness to the school context, in my personal life, within my own community, and among my own friends, I am much more sensitive to abuse issues and the signs of them.
- We have had training of teachers, as a result of this training (cascade effect), so many more teachers are now much more engaged with risk issues. About 1000 persons have been reached.

How has the emotional aspect changed as a result of the training?

- In the olden days we would give money to handkerchief sellers, but now we know how this is managed
- As a society we have a tendency to feel sorry for those in need, but now we realise that to feel sorry does not solve the issue, we have to do something to change the situation.
- Now we can more easily identify children who suffer from abuse/negligence.
- We have a better understanding of the importance of pre-emptive action, and what this action might be.
- I now know that whatever children earn on the streets, none of this goes to them.
- Once a family gets a taste of the money a child is earning, it is hard for them to give this up. This points the need for warning families about the risks.

How could future training be made even better?

- Istanbul training was very good
- More days

- Classroom teachers attended Istanbul. Should do this in future
- Istanbul training missed some issues: psychological counselling for teachers with no background.
- Classroom teachers may need a more modified training.

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ANNEX 5

GROUP DISCUSSION WITH THE BURSA PROVINCIAL TEAM

DATE: 31.3.2006 TIME: 14.00 - 15.30

How did you start the activities?

- I was involved with project from beginning and started with a lot of enthusiasm. One of components was “Quality” on national level – I was interested in that component. The project has identified problems of Turkish education system – needs analysis, etc, as part of pre-project activities. The 12 provinces had out-migration; 5 provinces had inward migration. Project responded to both. Field trips at beginning of project exposed a negative attitude towards projects, because of previous disappointments. This project was not a ready made solution handed out by the centre, but was tailor made by Bursa, for Bursa. Some disappointments, later, as Central level imposed changes, and re-apportioned funding. However, activities in Bursa have been conducted well, with lots of stakeholder involvement. We have records to confirm this: lots of feedback from grass roots. The project has coordination issues, even among international consultants. Experts told us there would be no construction for Bursa, and plans were made accordingly. Later this changed, and led to time constraint problems, because of the time involved in identifying securing real estate, etc. The PEC that could not be constructed due to procedural problems was going to be located in an area of high migration and would have met great needs. In the 5 provinces main activities have been directed towards children under risk and street children. Monitoring and evaluation has been too little and too late. There are lessons here for future projects.
- We were very motivated during the Inception phase, and then there was a stable (dead) period in the project, but as a result of existing activities, people are now hearing about the project in Bursa. Other organisations are now dealing with similar issues, as a result of the project putting them “on the agenda”. The social services project has utilised our experiences and our knowledge. Regarding adult literacy, we have done many good things. We are preparing a literacy book and will be presenting it for approval of the Board of Education in future. We had problems with the NFE department regarding the purchasing of items – e.g. furnishing of training rooms, training materials. I am pleased with the stage the project has reached so far, by focusing on only a few main items. My personal future status is an issue. You have invested a lot in me. If I am posted back to school this knowledge and experience will be lost to the system. The future is not clear.
- There is a new assignment law. Because I have had one assignment in a project I cannot ask for another.
- I have been 25 years as a teacher, until 5 to 6 years ago. When the word project was mentioned, I would think of an electrical or construction project. When I became involved in preparing a project to address social issues, I was very unclear. I did not know in which direction this project would go, how it would be evaluated, what the indicators would be. An education “Project” was not really a word in my vocabulary. SBEP, has helped me to appreciate the real meaning of what an education project can and should be and I am thankful for the opportunity that has been given – both to me personally and to Turkey. Yes, there have been issues, e.g. over civil works/title

deeds, etc. The need for a PEC in areas of high migration is a real one. Communication procedures can be improved.

- I started late in the project. It is an achievement that the provincial team have been trained on project implementation techniques. The project has been well matched to real needs and priorities. All NFE activities have been very important. This has increased the importance of the project. There has been a change of direction from the beginning to the present. We are now moving in small steps, some of the steps bring lots of loud noise, others are not noticed. But little by little we are making an impact. We have learned lots of new things during the activities that we are performing: more techniques to increase the effectiveness of the activities. There has been a delay in M&E, but this does not mean that there will not be any. If our capacity is built to conduct M&E this will help us to conduct M&E. I am convinced that all activities have had a positive impact.

How did you plan the first activity?

- Adult education techniques and methods. This was very effective and teachers feedback that the training helped them to recognise what knowledge they had previously lacked, and that they were now able to do a better job. End of 2004/Beginning of 2005 trained formateurs on street children, followed by training in schools directed to families.
- I'd like to explain why there was a need for adult training. There was a view that if there was effective communication with those people this would help to teach those people.(?) From feedback we found that this training was very successful and that their teaching skills were increased.
- I'd like to explain another dimension. When we previously trained our teachers, many things were not fulfilled. Providing coffee and other refreshments had an important signal effect that they were valued and this increased engagement and interaction.
- When we selected teachers, we got permanent teachers – those that would stay in the system for a long time.
- Regarding street children there were lots of academicians in Bursa that dealt with the children. We had a nice literature search. This highlighted the connection between children working on streets, leading to living on the streets.
- The children who are working on streets are mainly living in certain areas. If the families there are targeted/treated in the right way, this can have a positive impact. 1500 families were reached last year. We cannot say the impact has been 100%, but many families have told us they will never have their children work on the street again. We have concentrated on raising social awareness that buying from children on the streets tend to lead to them staying on the streets permanently.
- We gather on a weekend, once a year, children who are working on the streets. All agencies are involved. Children are gathered in a garden in a school and information is collected on their families, health services, etc. Then, the security division talks to the families of these children and points out legal issues, etc. Applications are made to court, for parents who insist on making their children work on the street.
- Social Services and ILO supported project to divert working children back to school. We have worked closely/seamlessly. Social services expert from that project participated in our meeting. Security Department member attended previous meeting. We have tried to make our project more effective by coordinating from other units.
- The number of children working on the streets has come down to record lows.

What sort of media coverage has the project had? Has this level been appropriate in your view?

- Training in Antalya that I attended, there was media coverage. In Bursa, we call the media to events, but they do not come too often – maybe because Bursa is such a big metropole and there are “bigger” stories.
- [Examples of press coverage were shown, but the team regarded these as disappointing on the whole]
- Web site of provincial directorate announces project activities.

Is there a project website?

- There is a lack of technical expertise within the team, or available to the team, to develop a website.
- We also thought that rather than developing a separate web site, a link would be preferable.
- Maintaining a website is time consuming

What resources have been generated by the project and what are we doing or can we do to maximise their impact (e.g. by wider dissemination, to NGOs, universities, etc)?

- First phase adult literacy book was prepared, and is almost at the final stage. After we trained classroom teachers, we realised there was a material need. Works are at the final stage right now. The book will be published for first phase literacy soon.
- We have PowerPoint presentations prepared by experts and now used and adapted by (guidance) teachers.

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ANNEX 6

GROUP DISCUSSION WITH TEACHERS WHO RECEIVED TRAINING ON CHILDREN AT RISK: ADANA

DATE: 03.4.2006 TIME: 10.00 - 11.30

How were you informed about this training?

- We learned from Provincial Directorate's official letter to the school. We came on a volunteer basis. "For this reason the training was more successful for us." The training was regarded as especially relevant for Guidance Teachers
- I had been active in a campaign on bringing girls to school. For this reason I was interested.
- Some of us volunteered. Some of us were selected. In the case of those selected, before the meeting we were not informed about the topic. Those who were selected did not have any knowledge of why they were coming. "But we were very much satisfied when we saw what kind of training it is. We wished we had been given more information on the training before."
- "I think this training was a first step." We received the basic information on what can be done for the street children. But I couldn't implement what I have learnt during the training.
- Those who very obliged to participate didn't even know the topic of the training.
- I was attending a different seminar at the same time but then decided to join this seminar on children at risk.
- We were informed about the program only at the first day of the training.

What kind of experiences did you have before the training?

- When I stopped at a red light, previously I was afraid of street children and did not want to stop. After the training, I am more ready to approach them.
- I have previously worked in an association for working children in Ankara so I was informed about the topic and was very interested to take part in the seminar.
- In the area in which I live there are many street children.
- We were aware of the problems street children create in society, and I have seen a murder by a child involved in substance abuse. After the training I have a different way of looking at the problem and know how to approach it. And I can influence people in my environment in this direction.
- Previously we thought that those selling things on the street were helping their families, but after the training I have realised that they were not as innocent as I had previously thought. I noticed that children with high absenteeism, often interacted frequently with street children. "This project has given me the impression that we can do something about these children."
- I was from a family of ten children, and my own upbringing involved a mixture of schooling and working. "We had the orientation to work and learn to become a grown up." Society has changed since then. I thought working was acceptable. I no longer think so. "We have to revise our understand of sympathy and empathy." We should not accept that children work on the street. Rather they should stay at home even if they are poor.

- I feel lonely when I try to help these children. We received a training but it is too difficult to help these children without assistance of other relevant people and institutions.
- There are two types of children: those under risk but attending school, and those who have dropped out. Many teachers are not willing to approach working children. They are frightened of them. These children often carry weapons. I think pilot schools would be a good idea, with experts providing support.
- I had experience of the ILO project.

What did you learn during the training? What kind of knowledge, skills and new outlooks did you adopt?

- Who can be under risk, including those still in school and the vulnerable. We identified reasons, children work on streets. My views changed and became “more differentiated”.
- What we can do as teachers in schools, for these children. How many children might return if the behaviour of the teacher trained. We explained this to our colleagues and also to parents.
- We were informed about which organisations can offer us assistance and how to contact them.
- We have learned about the international regulations on the topic and have spread this knowledge in our schools.
- We learned about how problems in families create risk for children
- We learned how to conduct family training, including how to prepare special interviews. We also learned how to prepare projects.
- It is not possible to gain skills in a five day training, but this training was good to make me aware of the fact that there is a real problem like this. And I can make other people aware of the problem. Once you are aware, you try to find solutions.
- This training created “full teacher motivation”. “I have tried to create the same motivation among my colleagues but to create motivation among our colleagues, the training should be given in the same circumstances.”
- We were informed where we can receive help in our work but these institutions finally didn't help us a lot.
- The training also helped to establish a group friendship among the participants.
- We gained a better understanding of how Turkey stands in relation to other countries on this problem.

What have you learned in terms of applied skill building?

- How to identify the children. How to offer guidance to children. How to offer guidance to families. And how to make schooling more attractive for children.
- I thought 5 days was not enough to gain skills and to perform them back in our schools.
- When I shared my training experience with my colleagues, they thought they already knew everything they needed to know, but the CD opened their eyes. Usually teachers blame the circumstances for such problems, that is they blame the state, the families and say the circumstances are better in Europe. I wonder if we haven't done wrong ourselves, if we haven't created some problems ourselves.
- I encouraged my colleagues to work together on this issue, but unfortunately my colleagues did not show much interest. In a meeting I had with the teachers they again brought up the issue of negative circumstances. I then asked the administration to introduce a literacy course for adults, and then used this as a vehicle to raise children

at risk issues. “During this course I received fantastic feedback as a teacher and I now know that I should not be disappointed. I am an education volunteer and a education warrior and I have to fight until the very end. Because these children are children of my country.”

- I learned how to plan in phases, to solve problems. I now know where to start. In the past I had a problem of knowing where to start.
- I learned to differentiate between children living on the street and children working on the street.
- We are now emphasising not just simply eliminating working on the street, but encouraging education, while still working. Our priority now is that the child continues with education. “We have to keep the child in school but we cannot do a lot about their working experience.”
- Initially our priority is to raise awareness in the child to continue education.
- We also try to convince the teachers that apart from observing the child’s school performance and success they should care for a positive attitude of the child towards school.
- When you tell a parent not to let their children work on the street, you have to give them an alternative. By pointing out the risks, they may accept change.
- The family usually brings forward financial needs.
- Previously I thought it is not a bad thing if the child learns something working on a shop etc. But I now know that this is not true.
- If I would tell a child to stop working this might also have the effect that the child keeps distance from me and the school because he has to work and will try to hide away this.
- Those whose work place is well known and not on the street are under less risk.

Is there a change in the way you look at things?

- Earlier we pitied street children, now we are actually trying to help them. In my case we divided our children into sections. I made sure I had children under risk, so I could monitor and support them.
- I had one student who refused to attend school because he did not like the teacher. In my class I had five problem children. I asked my colleague whether he would accept transferring the child to me. He agreed. But I had to fear that now this child will badly influence the other children. But after having had the training and after my perspectives on the problem have changed I now educate the child differently and the child now attends school.
- I have now become tense conscious. We can not be all optimists. I cannot look at the things in the same way you look at them. I need more support on these. Unless I am fully trained as an expert I am reluctant to help. Previously I was only nervous when I thought about street children. “Now I am consciously nervous.”
- But one has to start with promoting the education of these children.

What are the missing points of this training – that you wanted to learn but could not?

- How to establish a communication with those working on the street. A more psychological approach is needed for those who are addicted to drugs or glue.
- How to substitute for lost income.
- To know more about how other countries, especially in the European Union, have solved similar problems.

Field visits to support institutions in the city. Some of the institutions we have been informed about during the training turned out to be not supportive at all.

Selection of participants (criteria)

- Schools with high exposure to children under risk
- Volunteered because content sounded interesting
- In the first course the participants were ordered to take part by the provincial directorate, in the second course some of the participants were volunteering to take part.
- “The provincial team has identified the schools in which there are many children at risk, these are known by more or less everybody and then the guidance teachers of these schools were invited with an official letter and we then took part.”
- “When I heard of this seminar I was in a different course which I then dropped, because I preferred to take part in this seminar.”

Why were you interested?

- Current issue in Turkey. Recognised that training would be useful
- I attended because I was asked, but when I participated I found the seminar interesting/useful
- I attended because I was told to attend. There were no explanations in invitation letter regarding content, etc.
- “We went there and were confronted with very nice things.”

Did you have experiences beforehand regarding street children?

- I am working in a boarding school, have been for two years, so was interested in the training.
- I was trying to establish projects for street children in my own school
- Many of children working on streets are from my own school (neighbourhood), so it was interesting for me to be involved.

Can you tell me what you have done during the seminars

- Analysis of lives of street children before, during and after. Process sometimes starts with being in school but then dropping out
- Understanding of issues that create the problem
- Developing projects and action plans to address the problem – e.g. contacting families. After theoretical knowledge has been given in the mornings we were asked to develop projects each afternoon.
- Expert has stated that once a child is on the street it is hard to get them back. This flags up the importance of preventing the problem
- Better understanding of the problem through listening to resource persons who told case study stories. Case studies were later analysed in group work. We were then asked to devise a project to try to address the situation.

What new knowledge did you gain?

- Most important was how to deal with those children, including a better awareness of the support networks available to me. E.g. we were given contact phone numbers
- The first training received was rather vague, but the second training was much more meaningful. We have now formed an association for taking action. A meeting is planned.
- There was an incorrect assumption that all guidance teachers knew everything, including about street children. We now realise better that this is not the case. One

implication is that ordinary teachers also need to be concerned, alert to the issue, and active and not leave everything to the guidance teacher.

- The training has resulted in greater dialogue on issues between the different stakeholders: especially increased contact with families
- The presentations were very useful. I was able to use them in my own school, including with families. This has resulted in raised awareness among families about risk issues and how to avoid them.
- It was a pity that the expert from the social services wasn't present in my course.
- We used to call in problem children and families, but this labelled and stigmatized them. A whole community approach avoids labelling.
- Family interview approaches have been promoted/stimulated by training and these are effective
- Our perspective on the children has changed profoundly.
- "We have founded an association which is concerned with children on the street." Nobody shall say that he is not responsible for the problem. The problem is everywhere.
- The knowledge we received in the course in 2004 'has cooled down'. We need education again.
- We now know how to talk to families in which there are children working on the street.
- We can now talk to children on the streets.
- "It has become clearer who in our school works on the street."
- "what we have learnt in the course is disseminated to the children, the class teachers and to the parents."
- After the seminars we have conducted for the parents there were many parents who approached us to ask for advice concerning their children who work e.g. in the summer holidays.
- Better than to approach only specific parents from problematic families is to approach the whole school community.
- There are parents who regret that they send their children to work but who cannot change this behaviour out of financial problems.

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ANNEX 7

GROUP DISCUSSION WITH THE ADANA PROVINCIAL TEAM

DATE: 03.4.2006 TIME: 15.00 – 16.00

Please explain the first activity you conducted

- June 2004: activity on street children – Adana. Identified 20 relevant schools, and guidance teachers. Called in for training. Aim was so that administration would be better informed about what guidance teachers were doing. Improving coordination between management and guidance teachers was an important change. Tried to attract children back to school again. Guidance teachers networked with families to explain risks. Contact was made with Security Department to improve coordination. In this way we have organised a five days training.
- Teachers were happy. This was a different approach. They really liked the organisation of the training. They have never had a training like this. There was an earlier activity in February 2004, to introduce SBEP. Nearly 100 people attended this activity.
- 22 trained on mother/family training in June 2004; The skills of 10 teachers for nutrition and 10 teachers for pre school education were upgraded. Creative drama shows were used. These teachers then conducted in 60 schools once a week the following training: “Mother and Father Training Campaign”.
- The teacher who gave the training was head of pre-school department. At the same time she worked with children under risk earlier.
- There were questionnaires conducted before the training to identify needs.
- September 2004: the formateur teachers who were trained prepared projects for implementation. They established three groups and the schools which were close to each other established a project. 9 formateur trainers trained all school administrators, teachers, even the clerks.
- The teachers during the teacher/parent meetings, conveyed family education messages. There were some problems when formateur teacher trained teachers in their own schools. Some teachers would not accept their status and believed they already knew everything. Some schools had other priorities, and this also limited project impact. The cascade model also resulted in some transmission loss. We now try to monitor more strictly to reduce transmission loss.
- Social activities include drama, arts and sports in disadvantaged areas – to make schools more attractive.
- These teachers did not volunteer, their involvement was required (we could not manage without them). However, the end result was positive.
- Financial support was an issue. Personal contributions were given to overcome this.
- YTL 100 is a typical entrance fee for competitions. Hard to raise this money.
- Training has improved over time: comparing first and last training.
- Adult literacy training was postponed by the centre, because the trainer was too busy or not available.
- There was going to be another training: establishing communication with adults for literacy; mother and child training has also been delayed/cancelled by the centre. New techniques for adult literacy training – difficulties identifying an expert. Plans to link with Antalya for this went amiss.

- There will be another training in May regarding negligence and abuse. Will involve a child psychiatrist a lawyer, and a person with a medical background.
- We have been in charge of many other projects outside the SBEP, e.g. a campaign to privately fund school buildings.
- Then we have given training for 20 teachers in the teachers' house.

How do you share roles?

- We don't divide tasks. Everybody knows (about) everything.
- Two of us are responsible for organising training, but other group members help as appropriate.
- Two of us have child development backgrounds and are interested in Family training.

How has programme developed compared to original planning?

- Training increased; construction decreased, with justifications that were accepted.
- The only thing we could not implement, is new adult literacy teaching techniques.
- None of the projects have been cancelled. M&E is lacking in this project. After the first training there was a project that needed to be implemented, but there was no knowledge/plan about how this would be monitored and discrepancies addressed.
- Everyone involved with project should have been trained in M&E.
- Central level training in Ankara should have involved the full team and have been more tailored to needs of particular provinces: i.e. more training for 5 urban provinces only, not mixed with 12 rural. This would have allowed more specialisation and skills building.
- People who went to Ankara for training did not always share with colleagues on return.

To what extent has the media covered project activities, and have you been able to involve them.

- We involve the media. They know us as the project team, but not as SBEP.
- The media does not know a great deal about SBEP. The Ministry is known more by other projects than by SBEP.
- The project has a media cuttings file. (This shows quite a lot of media coverage).
- New buildings attract the best publicity.
- There are lots of other projects competing for attention.

Have you used the internet for communication purposes?

- There is a link on provincial MoNE site.

Please tell us about the resources developed/used by the project, and how they have been disseminated

- Slide show exists. CDs have been developed and duplicated to many schools.

The project is getting near its final stages. Is there an opportunity to do more about dissemination/sustainability, or are we doing enough?

- Project will not come to an end in the sense that new practices will be sustained.
- Trainings will continue using project materials.

The expertise generated through SBEP is recognised in that there is a high demand for the expertise of the team to be used supporting other projects and other institutions.

Request for: Recognition for services of provincial teams: criterion referenced.

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ANNEX 8

GROUP DISCUSSION WITH PARENTS WHO RECEIVED PARENTS' EDUCATION: MERSIN

DATE: 04.4.2006 TIME: 11.00 - 12.00

How were you informed about the training?

- The guidance teacher told us.
- Through our teacher.
- I would like training to be completed on a periodical basis, we are learning a lot. Sometimes we repeat things, but at other times we learn new things
- Because I am not educated, I do not always understand what my child is telling me.
- The training was very good. We got lots of information, and we now treat our children in a different way.

What kinds of knowledge?

- Health, how we should raise children
- Knowledge on school.
- It is good to share our experiences with our children.
- We were talking in a different way with our children earlier. Now we are better listeners.

What have you changed in the way you communicate with the child?

- I have a daughter with variable characteristics. I cannot reach my child. Whenever she needs something, things happen. She is good in her classes, but has problems in exams. I do not know how to treat her. Even though I attend classes, I still cannot solve her.
- I have the same problems. I do not know how to treat my daughter.

For how long have you been in this area?

- (Father) Two years. My child is in grade eight. Our approach to our children has changed. Even though we tell him to come home to study he goes off to the Internet, and we get a little afraid.
- My girl is 15 years. Grades 7 and 8 are very frightened children. They are afraid to come to school. I want them to go on with their education. There is a lot of construction going on in our district and many bad people around and I am afraid to send my children. For children at this age it is very difficult to live here. We have moved in this district two years ago, 15 years ago we moved to Mersin from Mardin.
- 9 years. She is in the 3rd grade. We came from Van.
- Even though we are happy with the school we are afraid of the environment. My ninth grade child has no friends outside.
- I have sent one of my sons back to my home town, because some people were coming around and trying to do things with him. I have suffered from the father, I don't want to suffer from the son.
- The sensitivity of the parents makes a difference. Many do not come to parents meetings.

Did you learn anything that will help you with these problems during the training?

- If all the families are being trained that would help better.
- We cannot perform all what we have learned.

Do you talk with each other?

- We can't share with everybody, only with certain people.

Do your children work?

- No. I once sent him to his father's workplace so he could see what work is like.

Can you easily understand what the trainer is telling you?

- Yes
- When my child sees someone working on the street, he says why I can't I work on the street, why do I have to go to school?
- I have an eighteen year old son.
- When there is a problem, we come and talk to the guidance teacher.
- There is a child in Grade 1, 3 and 6. all smoking, on internet, stealing. My child is only nine. How can I explain to her that these things are not good?
- The environment is a very harmful one. I almost imprison my child just to keep her safe.
- Unfortunately we are not able to move to another district. And it is not possible for me to send my child to another school.

How big were the groups when you received training?

- A hall of 200 people

How do you think other parents reacted to the training?

- Some were not so enthusiastic, regarding it as a waste of time. They won't change their mind and behaviour towards the children. And of course the worst of the parents don't attend the training at all.

Anecdote: "Many parents will only come to school for a negative reason: e.g. their child's property/clothing has been damaged – to complain. Sometimes they take the law into their own hands and smack the child who was caused the damage, without going to the teacher. There is no school security. Anyone can walk in and out."

Question: regarding amount of contact with school before and after training: answer – is about the same.

Discussion confirmed that all training was mass lectures to 200 or more. Little/no opportunity for group interaction. But there is opportunity for group interaction during class parents' meetings. However only those parents who are very interested attend these meetings.

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ANNEX 9

GROUP DISCUSSION WITH TEACHERS WHO RECEIVED TRAINING ON CHILDREN AT RISK: MERSIN

DATE: 04.4.2006 TIME: 14.00 - 15.30

How were you informed about the training?

- There was an official letter
- Content was not clear at first

Why did you want to participate?

- There was not a lot of alternative. We were assigned
- Not our conscious decision, but I think we were well chosen. We came from schools with high concentrations of children at risk.
- We were not informed beforehand. Guidance teachers from special regions of Mersin were selected. Once we started the training, we soon realised the training was relevant for us.

What kind of experience did you have?

- The main things touched upon in the training were relevant to us. Some things that we knew: what was negligence, risks of children working etc. There was also knowledge which we already knew and which we refreshed. But we made a plan of activity that covered these issues. SBEP provided a focal point for this work.
- I used to be callous when I came across these children. We can do little about sexual abuse if the family denied it. If we interfere this affects family relations. Example of girl sexually abused by family member, ran away from school with boy. An important person from the city told them to solve the problem among themselves. During legal investigation, no statement of sexual abuse in family. The families then agreed to get the two children married.
- Of there are children who approach us to tell us about their family problems from emotional over physical to sexual abuse.
- I once counselled a child who had been adopted by a family. And he was at risk.

What did you learn during the training? What kind of new information, etc?

- Earlier there was violence in school, even by the teachers. I graduated from primary education in 1985. At that time the teacher could beat you, and so could the family. We were aware of what was happening before the training, but we became more aware.
- Raising awareness; and an opportunity to share our experiences with each other.
- Better knowledge of medical/legal aspects
- Many of the families I deal with are illiterate families, children work in small industrial establishments. I guided children to covered situations, not to working on streets.
- The families we are dealing with are very big, quite different from those in Europe. There are authoritarian families, too protective families and neglecting families. And for this reason problems develop.

What kind of skills did you learn?

- I believed earlier that by buying from a child in the street I was helping. I now realise I am perpetuating the situation. Now I take care that the child at least doesn't work on the street but – if at all – in workshops.
- I learned how to differentiate physical abuse.
- I learned how to utilise technical equipment.

Did the training change your way of looking at the problem?

- “I now realise how easily the child can go on the street due to the circumstances it lives in”
- I am thinking about the problem “less emotionally” and “more realistic”.
- We have to accept some realities.
- We need family training first.
- No it is not correct to only put the pressure on the family. The school is a problem itself. We all know that there are school-managers who use physical violence against children. We first have to change this. Because it is useless to ask the parents not to use violence in education when the school-managers are doing this themselves.
- One problem is that some children badly influence other children. Then their parents show up and complain about these children.

You have talked about the importance of family contact. How and to what extent was this covered in your training (how to contact, how frequently, what questions to ask, etc).

- There was family training. A more organised set up was established. We have trained families and given clear messages. After the training the families left with positive feelings and were more aware of some of the issues. Example: in one school, after the seminar was over the parents wanted to ask some questions by giving examples from their own child. She was pulled away from group and told she had a nervous habit, and we tried to find a solution for her own problem.

Were there any special approaches to reach the most difficult to reach parents?

- No
- Family visits – these usually have a result. But it is beyond our means to visit all families. We phone the families if there is a problem. If the child doesn't show up for 7 days we write a letter.

How did you apply what you have learned during the training?

- Making parents more aware of the role of guidance teachers, and the support they can offer.
- Presentations to families
- Our families were very much interested. Especially the presentation technology was very interesting for them (beamer)

Most useful?

- How the legal aspect works was one of the most useful things.
- To learn contact details of resource persons and institutions
- To know more about resources institutions and support networks I can draw on
- I used to regard 0-10 as childhood, now I regard childhood as 0-18
- First family training was done in my school. Team members supported me. I was very happy with this.

Least useful?

- How to contact with child. Already knew this, because of education background
- we have been provided with a test to assess the abuse of children but don't know how to use this.
- We would have liked to learn about provisions for such children in developed countries.

Change next time?

- Apart from technical knowledge I would like to know more about the societal background of the problem.
- We have very well defined the problem but we would have needed more advice as to how to solve the problem.
- Include someone from police/security department (they would also benefit from this kind of training)
- Provide relevant examples of best international practice
- Technical side could be strengthened. How we can approach/identify on a technical basis.

Have you transferred knowledge to colleagues, and if so in what way?

- Presentation to colleagues

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ANNEX 10

GROUP DISCUSSION WITH THE MERSIN PROVINCIAL TEAM

DATE: 05.4.2006

TIME: 15.30 - 17.00

You haven't been in the project since its beginning. In which condition did you take over the project?

- In the project only the fundamentals had been set and the activities identified. The activities were to begin. The communication training had been done. It was a failure. In the questionnaire we had only questions concerning the hotel.
- The adult literacy training was about to start.
- We had planned to provide the equipment of the centres for children and young people. But this was delayed because we couldn't find any place.
- A period of waiting started. Then we decided to start with the education activities first.
- For one year I was alone. I had one year with the older staff to get adapted to the project. Then I was alone for a long time.
- Everyone who came in after me said let's make a new project. Every time someone came new, they wanted to ignore what was there and start again. A lot of convincing was required to continue according to PIM. I myself did not receive any training. I would have need training in evaluation and project management. I only learned it by observing my previous staff members.
- I did not feel as if I took over anything as there was nothing to take over. Everyone blamed us for the past three years. When the new director came in we were accused of not carrying out the activities, but we were new ourselves! We are now trying to conduct very intense training for families, etc.
- I started at the same time. We tried to learn from the experience of our one colleague who had been in post longer. When I started here, I realised that a guidance teacher would have contributed more if a guidance team was on the team. We came on a voluntary basis, but did not know what we were going to do. Only later were we asked whether we knew English, or whether we were guidance teachers. It was totally unclear with which criteria we had been chosen for this job.
- I was the last member to join, only a month and half ago: the last days of the guidance teacher training. Many of the things presented in the project, I have come across because I have been a classroom teacher for 25 years. I have been involved in family training before. I was made to feel uncomfortable because I did not know English. We are working in a speedy way, we have lots of duties to carry out. Many of the children under risk have hyper-activity problems. The typical response is to provide medication. This is misguided. We have proposed a project for hyperactivity problems.

How did you start to organise the activities you have been carrying out?

- When we first came, we were supposed to start activities planned for the third year. We established a team spirit. The first training was for guidance teachers and the feedback was positive. Administrative problems affected us in a negative way. We were blamed for what had happened before we joined the project. We were made to feel unsuitable for the project. Approaches should be more positive if you want team members to remain motivated. When motivated we can achieve much more.

- This negative approach to us makes us really nervous and we may revise our commitment to the project.
- The projects need to be developed; of course we can develop them. There is a plan. We have a new revised plan. Initial colleagues worked hard, and made plans for the whole life of the project. It is not the number of team members that makes a problem, it is their quality. When it came to third year planning I was all alone (apart from the director of the department). I think my colleagues left because they did not receive enough support from the administration and the section manager changed. Being here I lose my additional salary for additional lessons which teachers usually receive. I worked in February and did not receive additional money. Teachers had a vacation in February and received additional income.
- After we have received training in Istanbul, we immediately started to have the parents' training here in Mersin. But it wasn't done in a very healthy way. We prepared training presentations; but really needed support to do this, which we did not have. One person said there is no need to do power point-presentations to teachers and families, we can use other methods like discussions.

What project training of any kind have you received?

- Monitoring in Ankara
- I received no training
- Only here since a month
- Monitoring, Communication, Third Year Planning, Formateur training.

How much did you grow professionally as a result of this training?

- Planning was applied training – very beneficial
- We prepared a communication plan using new (useful) techniques
-

There is a training going on now. If it was possible to change this for the future, is there anything you would want to change.

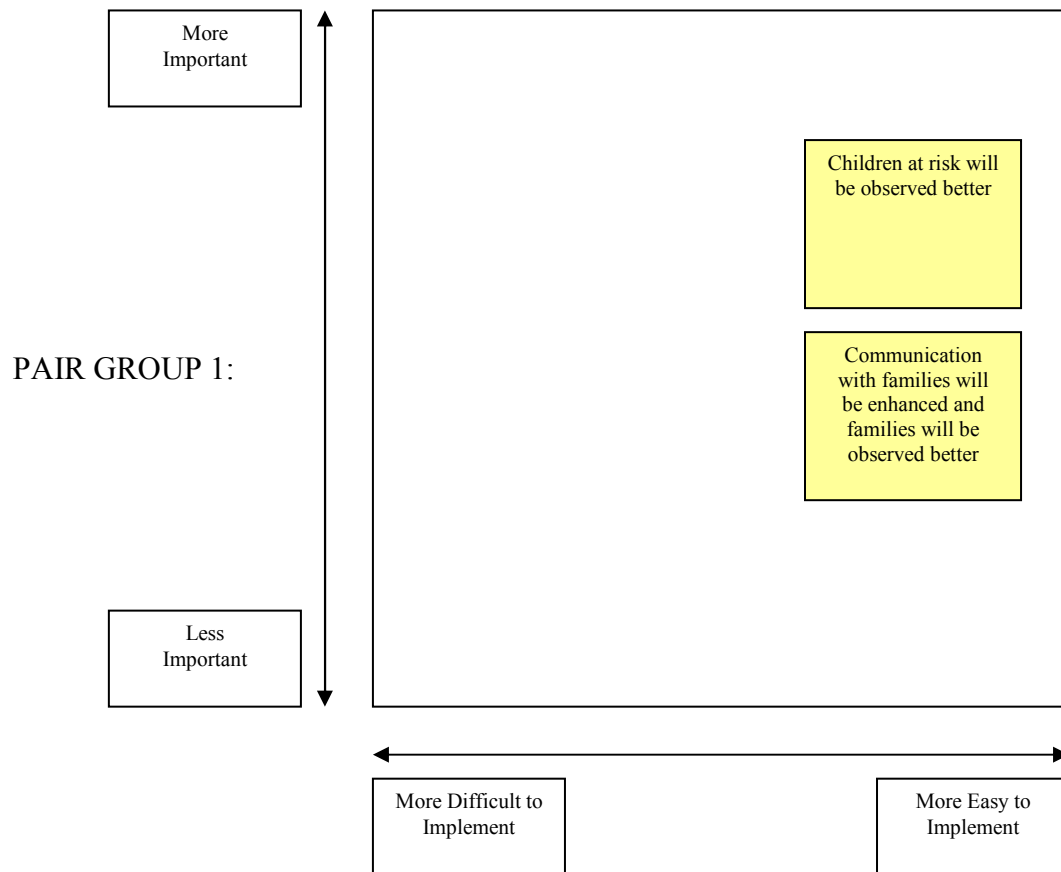
- So little has happened in Mersin, the fact that we have got something off the ground is a major achievement, so we are happy with what we are doing. Of course one can discuss if it would have been better to have longer trainings.
- There is a major need for family training. We have organised well, and the content of the presentation is of a high quality. If I was the teacher who received this training I would have been happy, and felt that I was now in a position to do more to help the families and to approach the children differently.
- This training is a kind of concentration. We can spread it to more time.

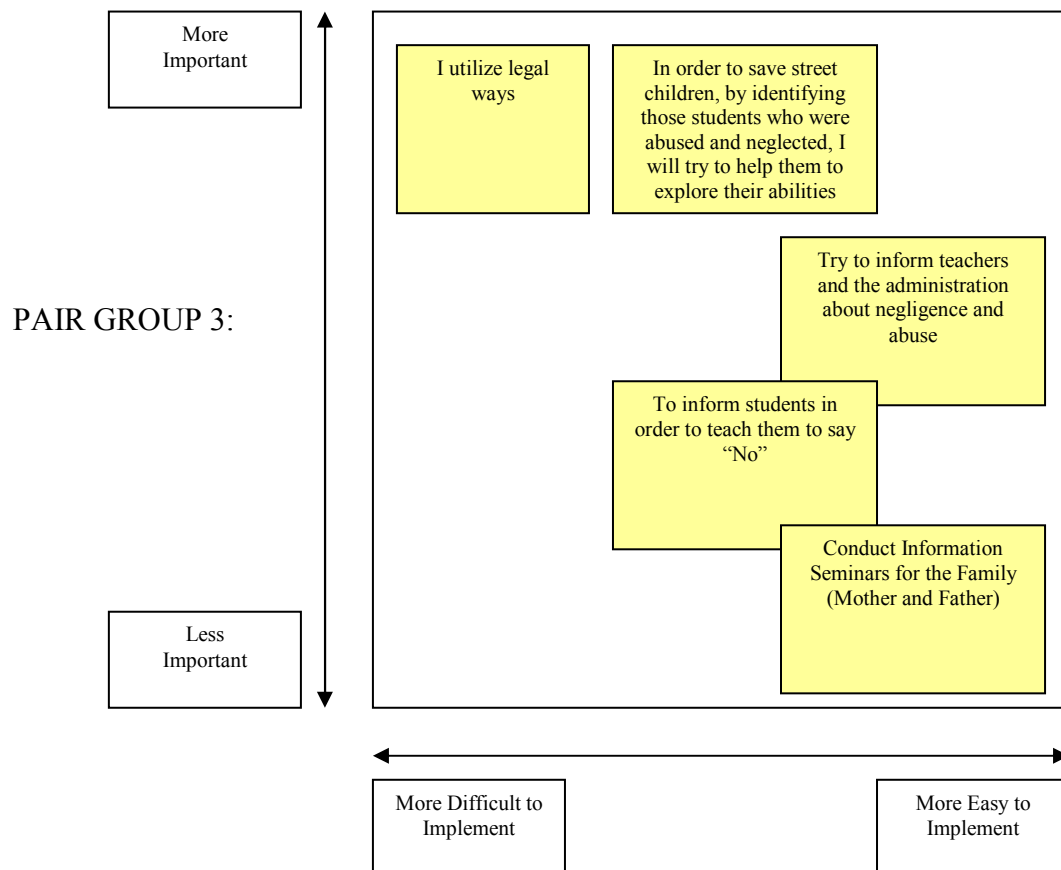
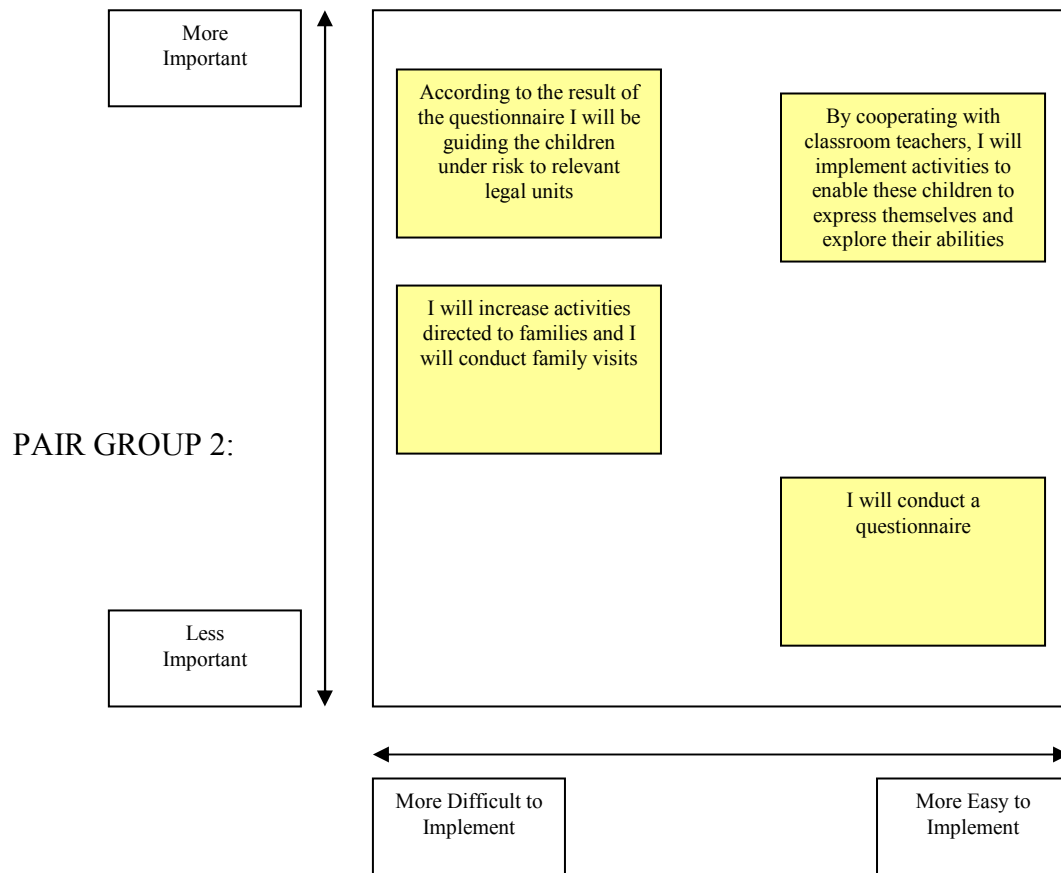
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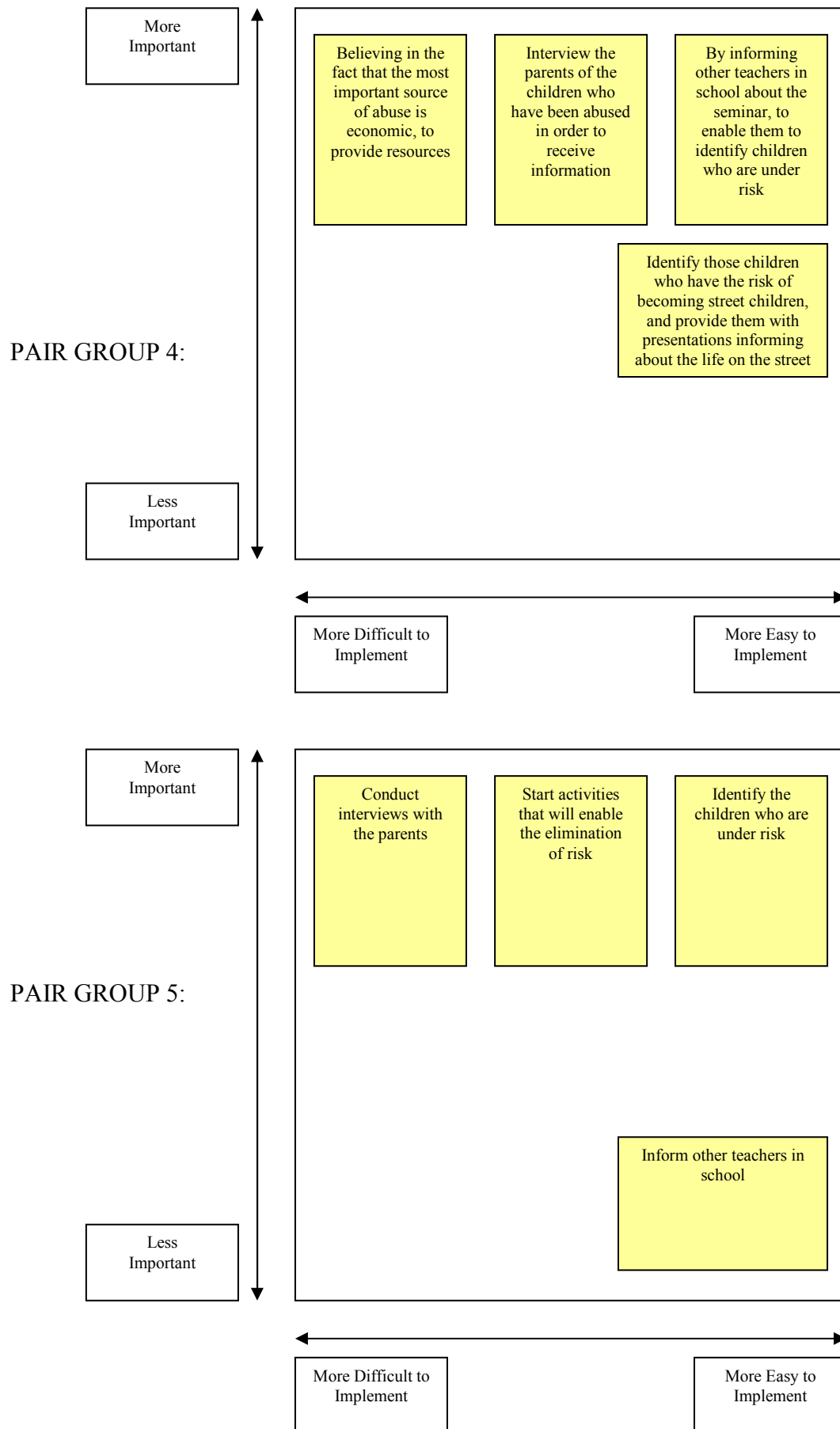
ANNEX 11

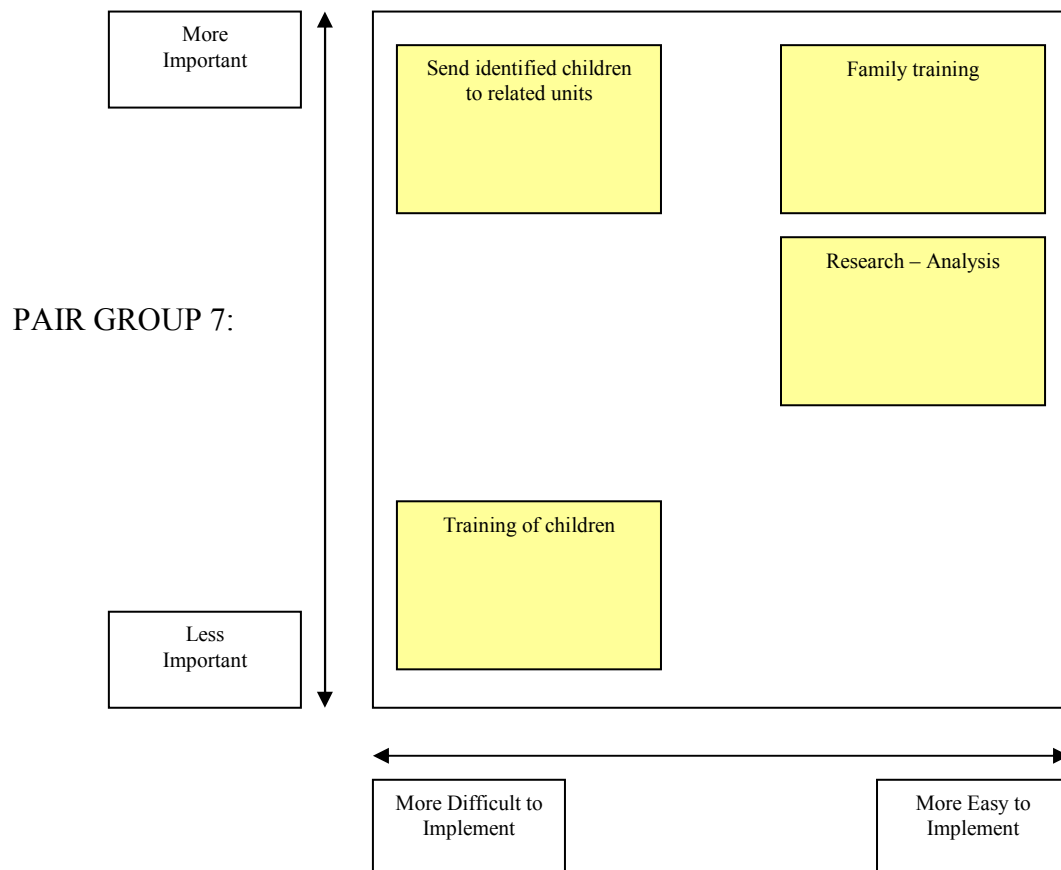
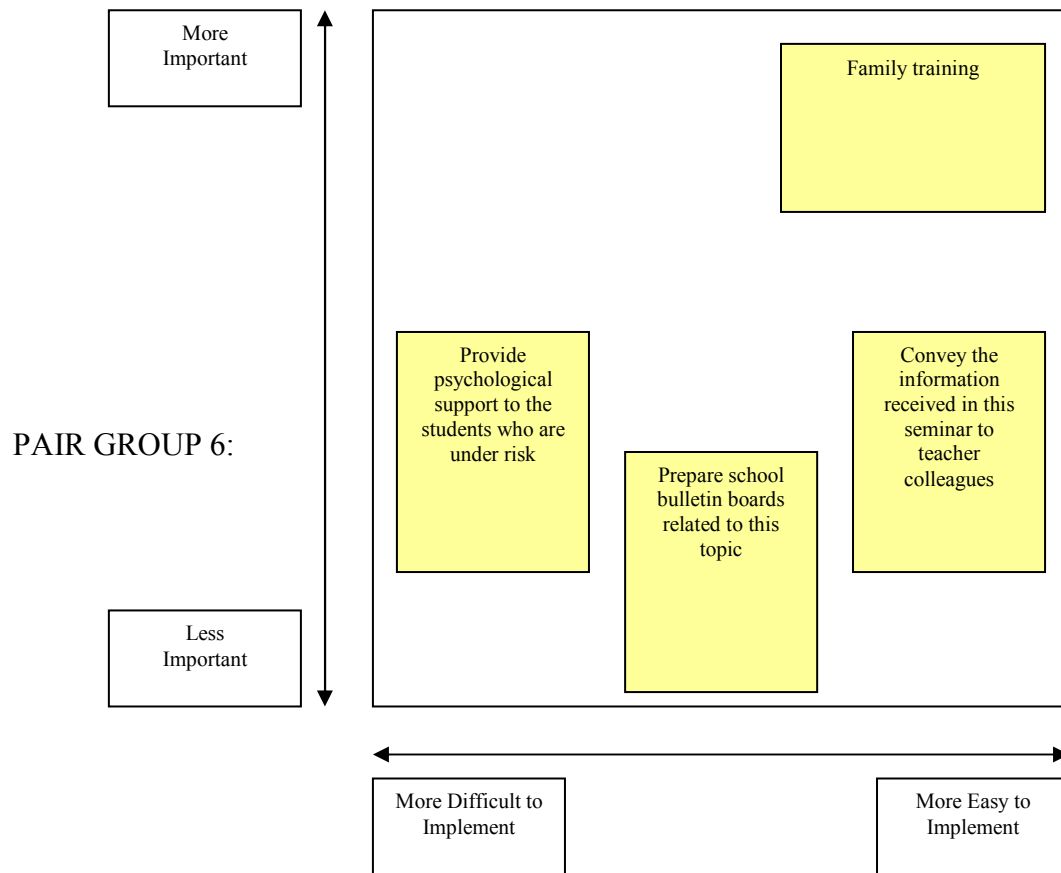
**EXPECTED “CHANGED BEHAVIOURAL OUTCOMES”:
RESULTS OF MAPPING EXERCISE:**

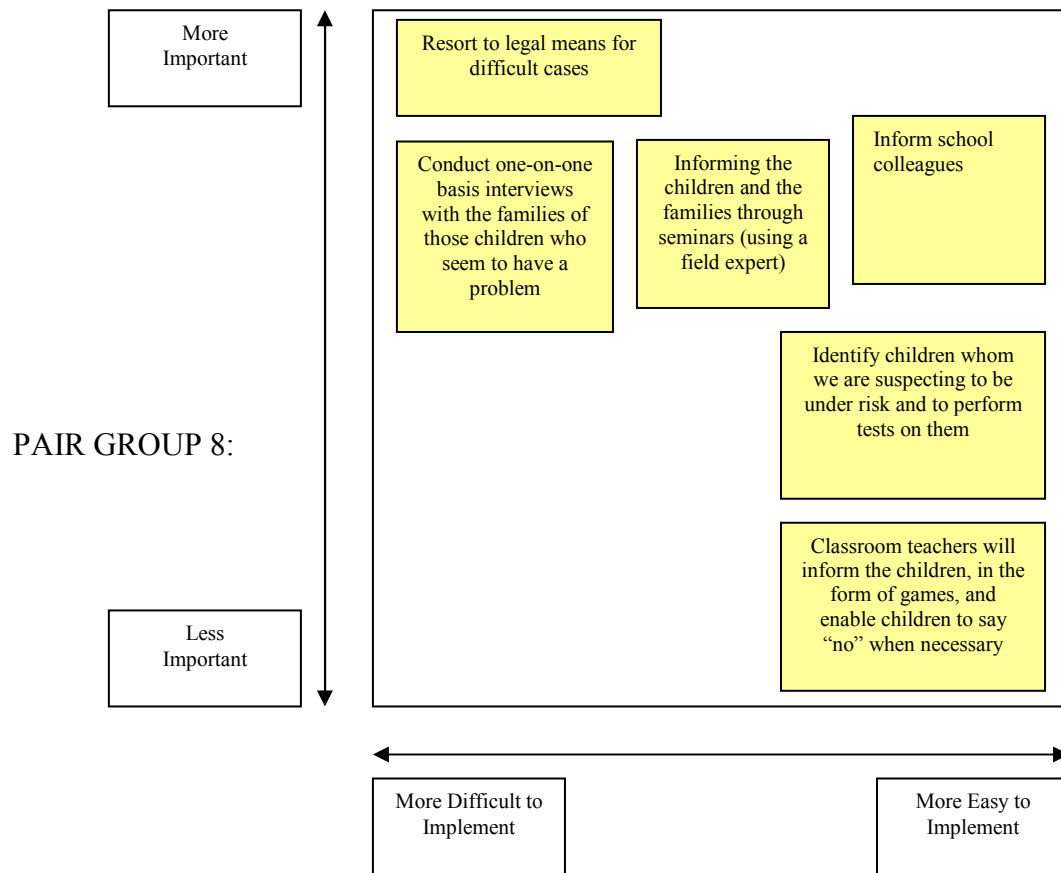
LOCATION:	ISTANBUL, SIRIVINI
THEME AREA:	CHILDREN AT RISK
DATE OF TRAINING:	27-31 MARCH 2006
DATE OF MAPPING EXERCISE:	29 MARCH 2006
GROUPING METHOD FOR EXERCISE:	PARTICIPANTS IN PAIRS









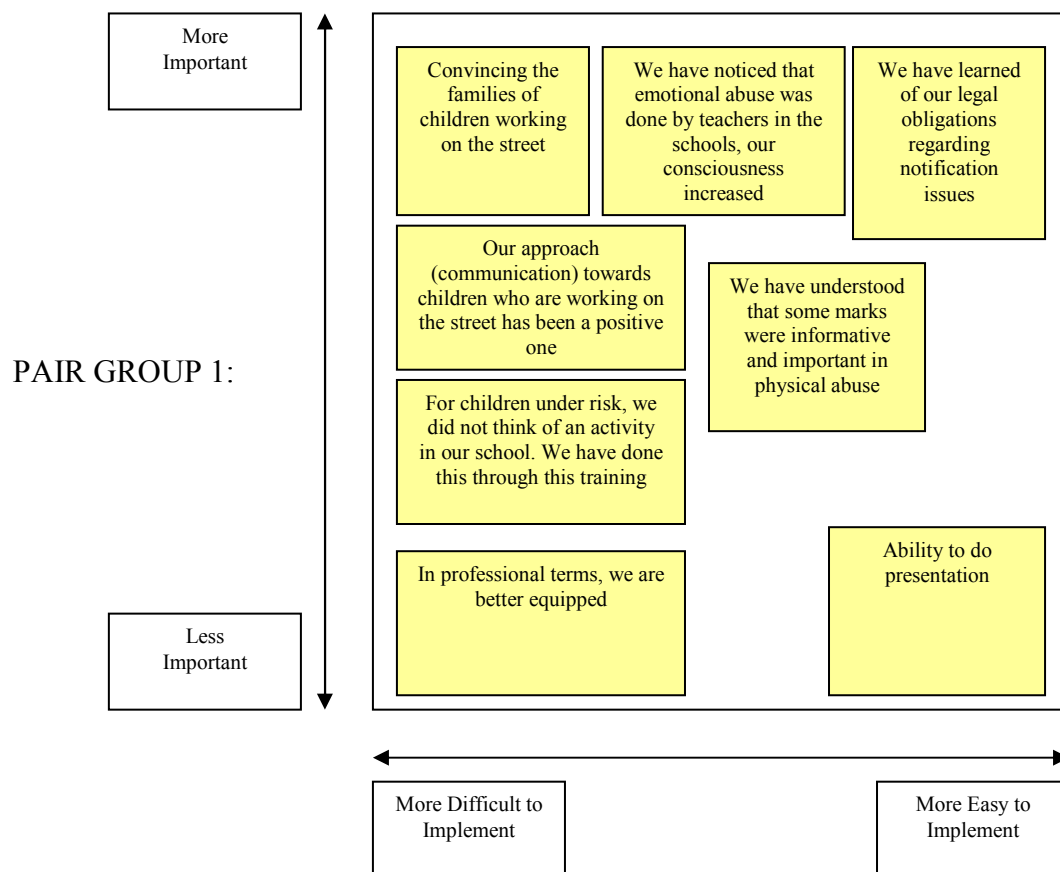


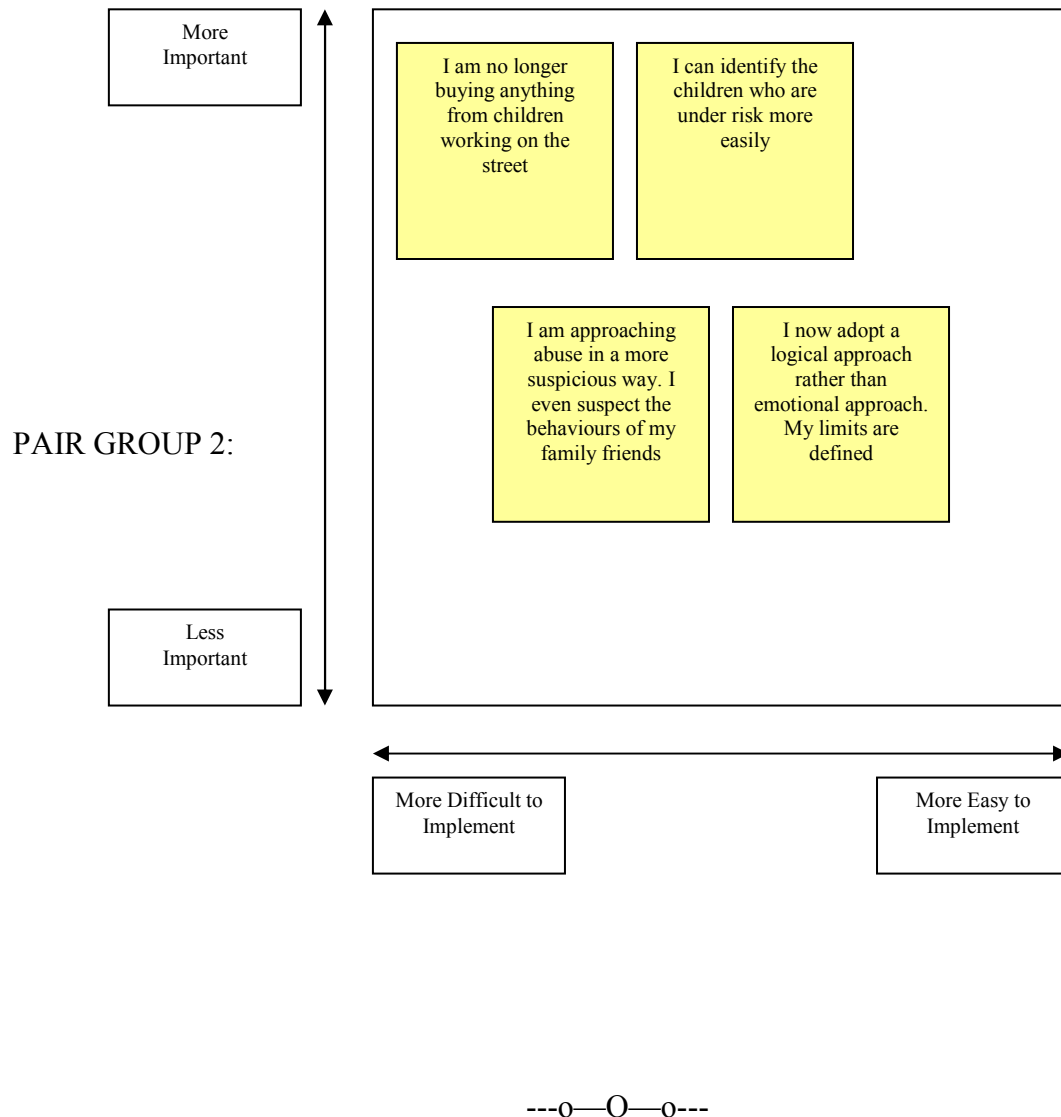
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ANNEX 12

**EXPECTED “CHANGED BEHAVIOURAL OUTCOMES”:
RESULTS OF MAPPING EXERCISE:**

LOCATION: BURSA
THEME AREA: CHILDREN AT RISK
DATE OF TRAINING: NOVEMBER 2005
DATE OF MAPPING EXERCISE: 30 MARCH 2006
GROUPING METHOD FOR EXERCISE: PARTICIPANTS IN PAIRS

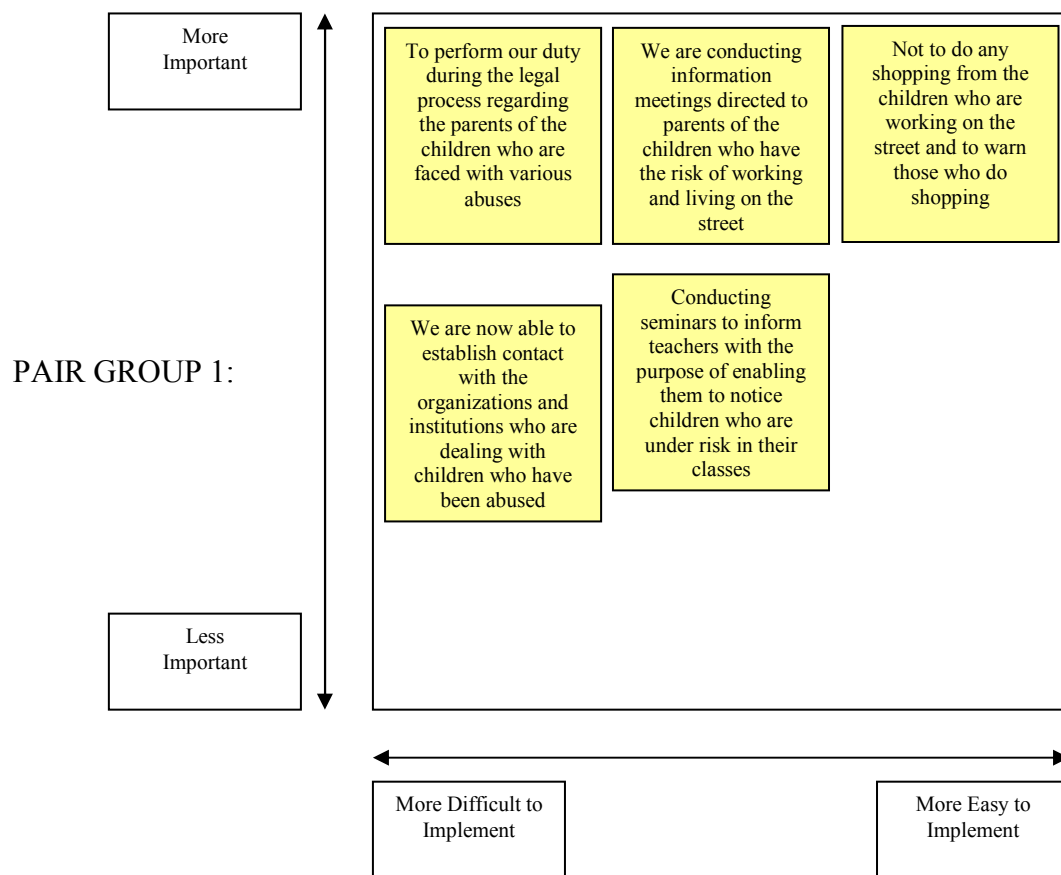


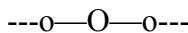
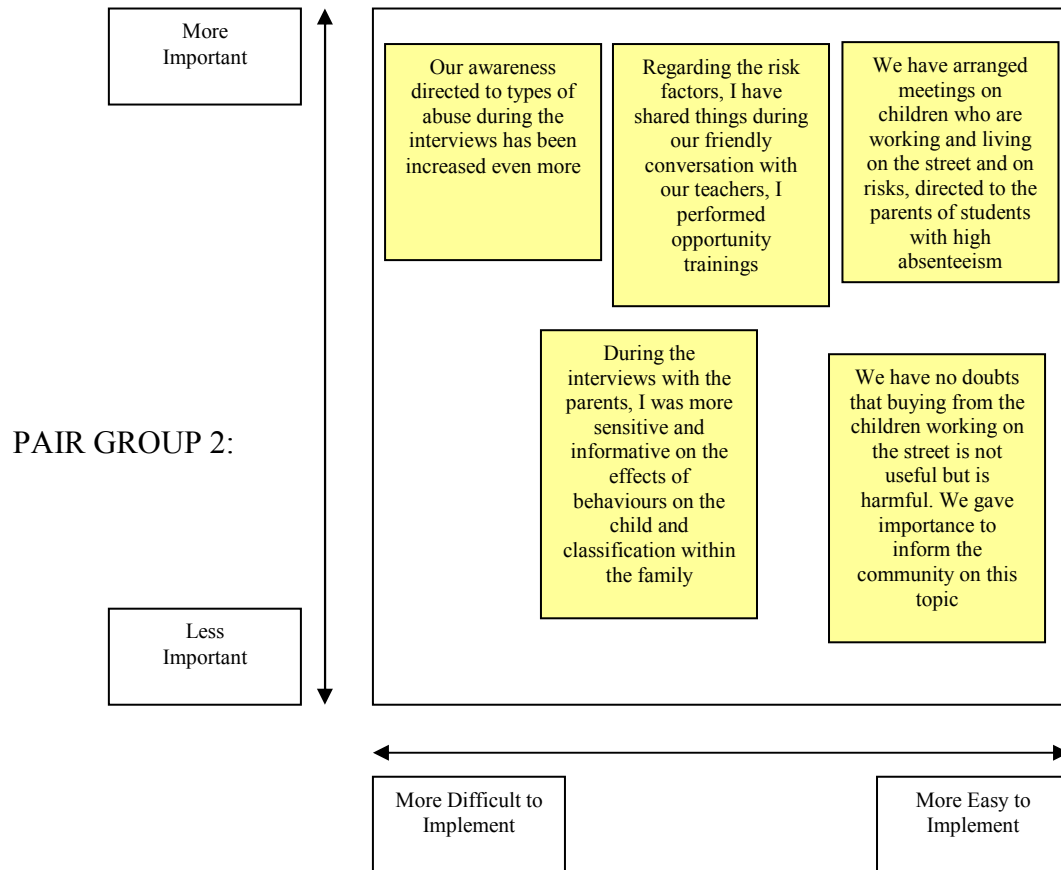


ANNEX 13

**EXPECTED “CHANGED BEHAVIOURAL OUTCOMES”:
RESULTS OF MAPPING EXERCISE:**

LOCATION: BURSA
THEME AREA: CHILDREN AT RISK/STREET CHILDREN ISSUES
DATE OF TRAINING: NOVEMBER 2005
DATE OF MAPPING EXERCISE: 30 MARCH 2006
GROUPING METHOD FOR EXERCISE: PARTICIPANTS IN PAIRS

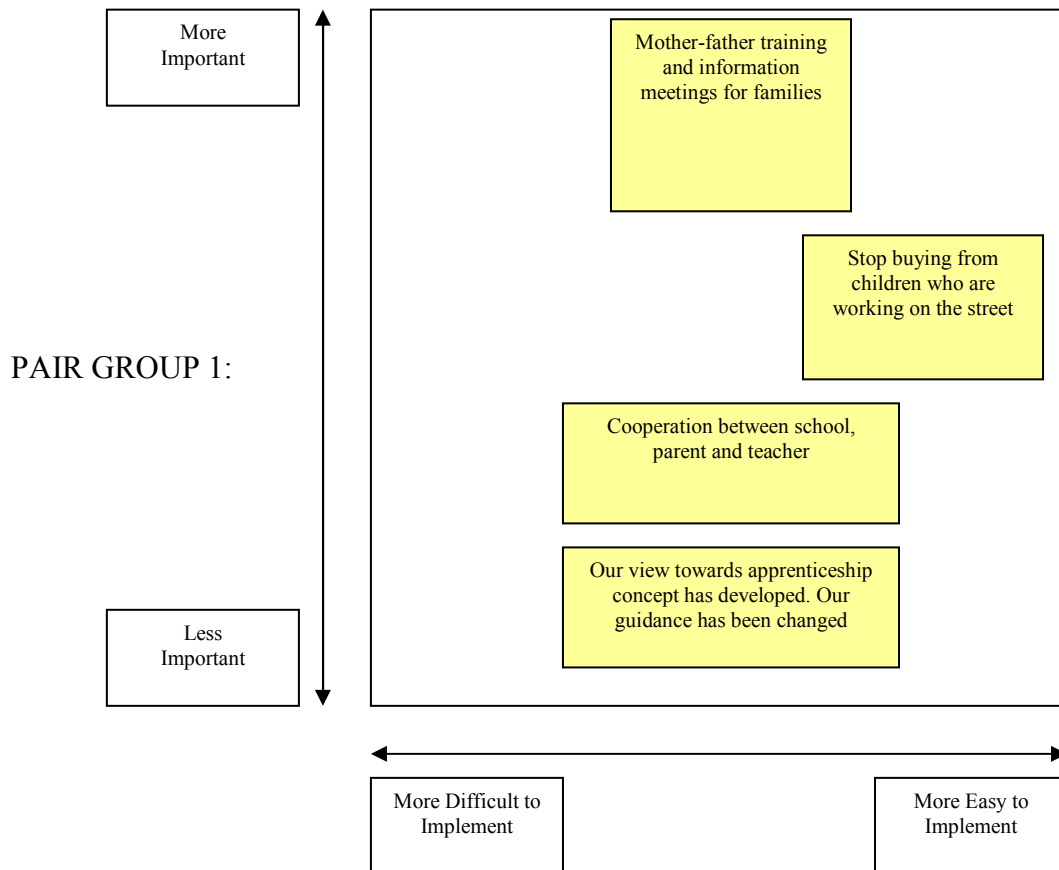


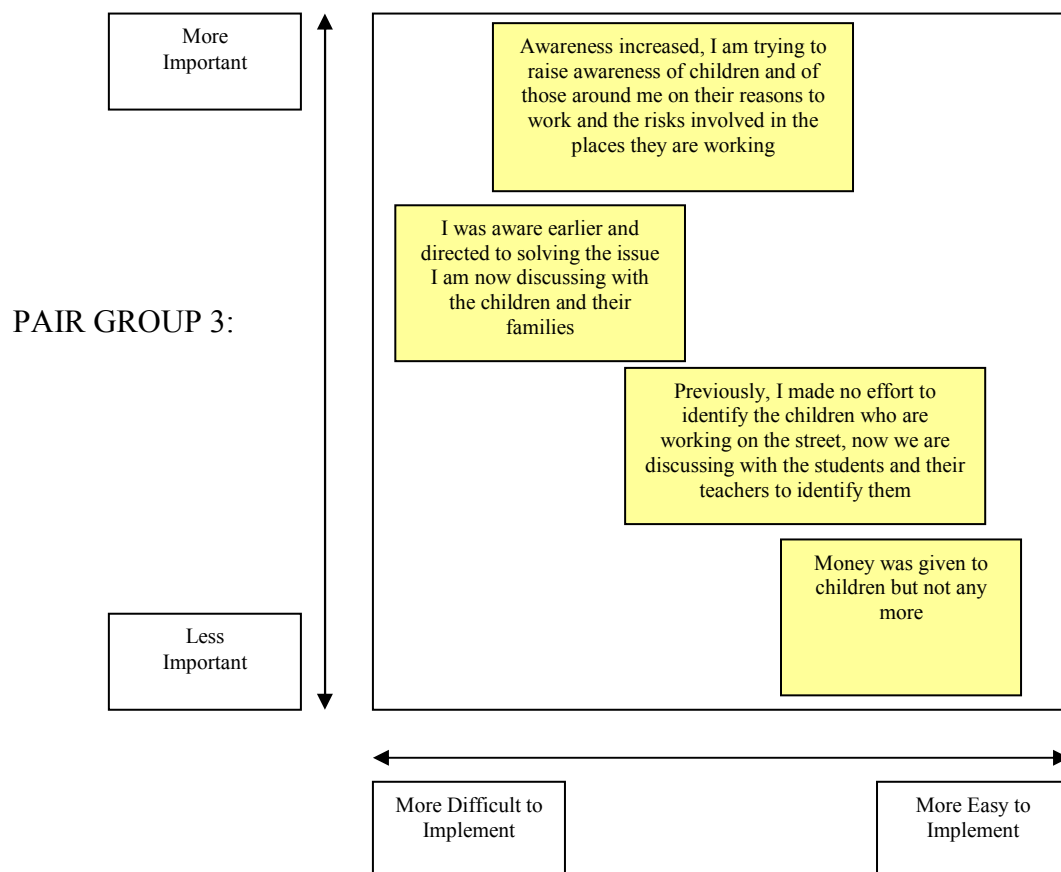
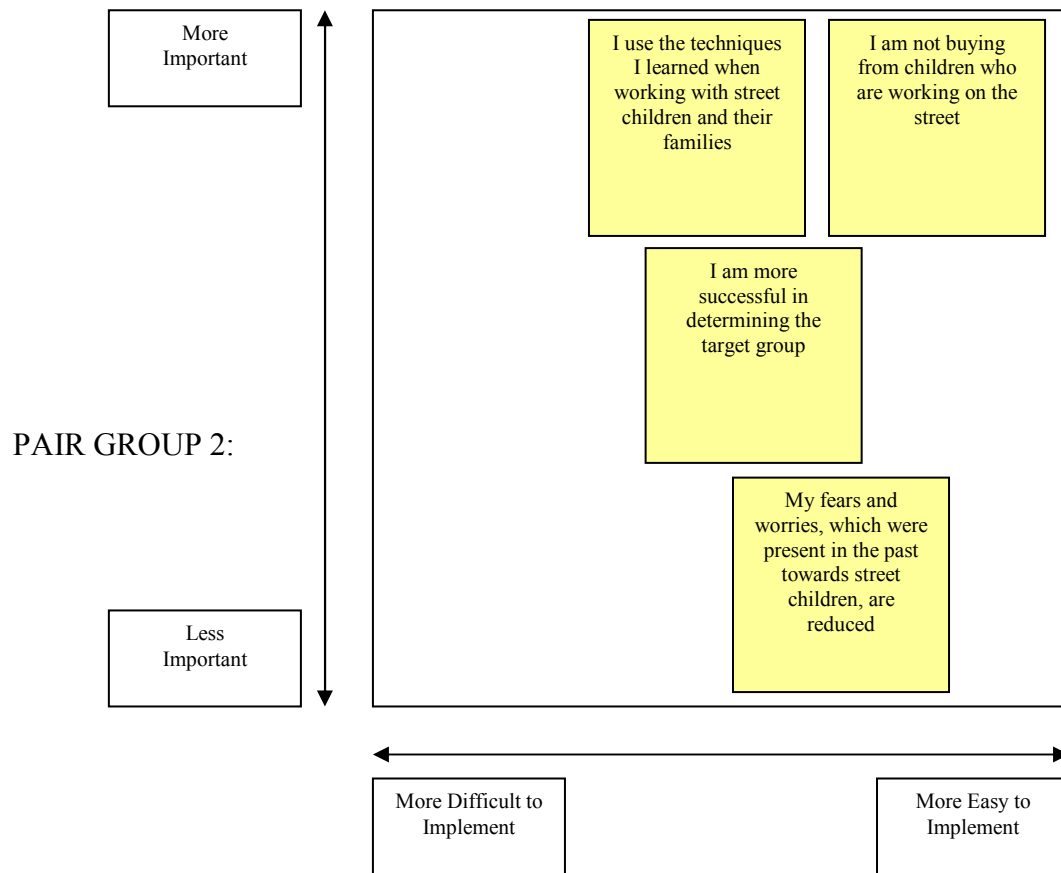


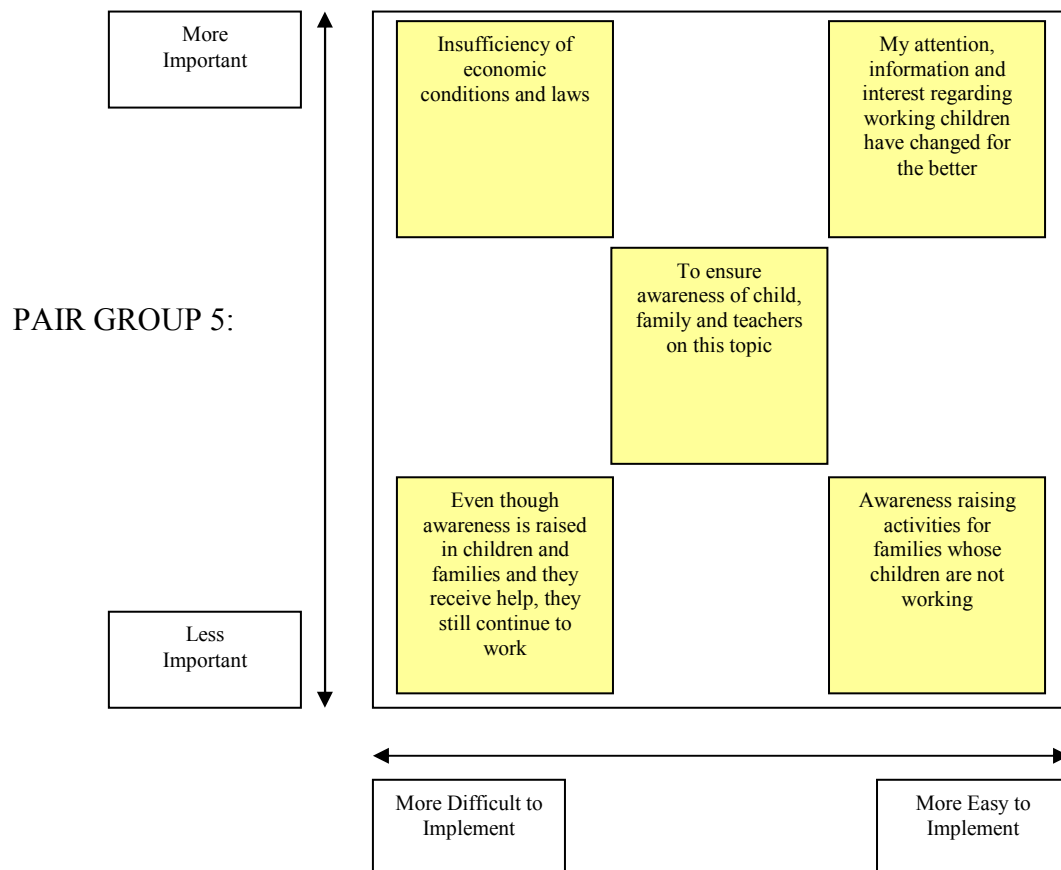
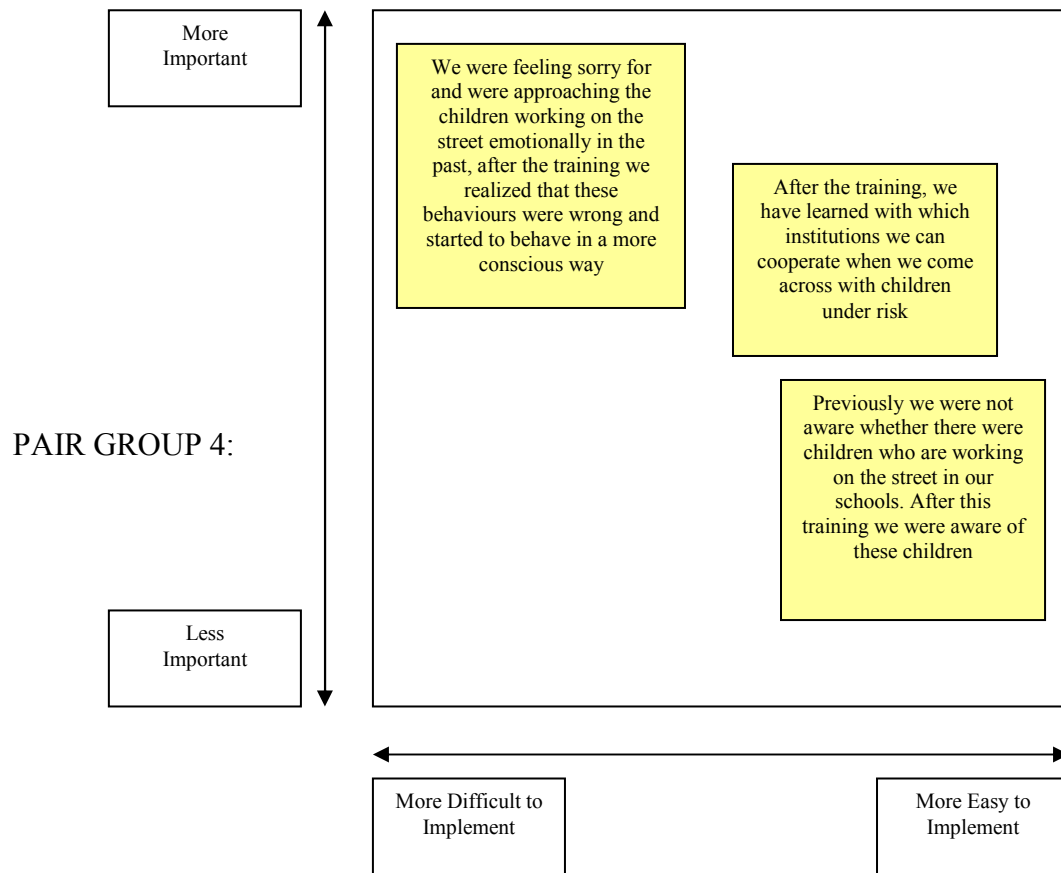
ANNEX 14

**EXPECTED “CHANGED BEHAVIOURAL OUTCOMES”:
RESULTS OF MAPPING EXERCISE:**

LOCATION: BURSA
THEME AREA: WORKING CHILDREN
DATE OF TRAINING: FEBRUARY 2006
DATE OF MAPPING EXERCISE: 30 MARCH 2006
GROUPING METHOD FOR EXERCISE: PARTICIPANTS IN PAIRS



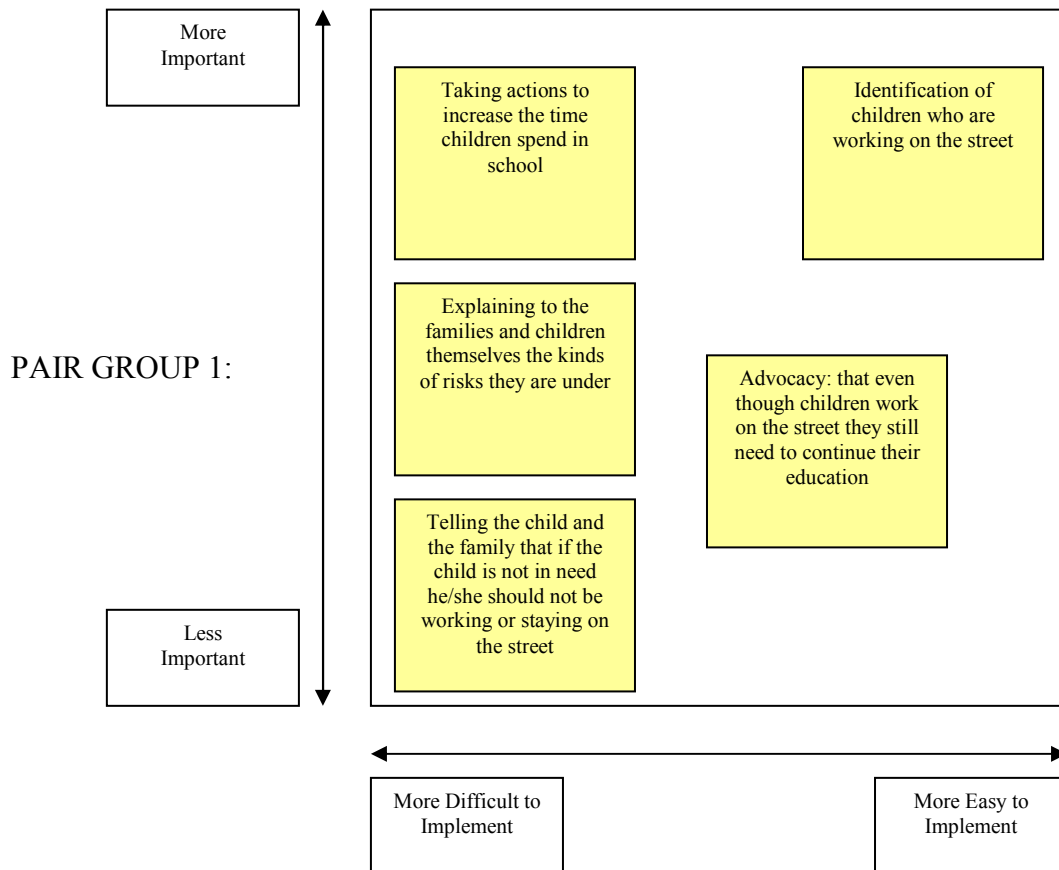


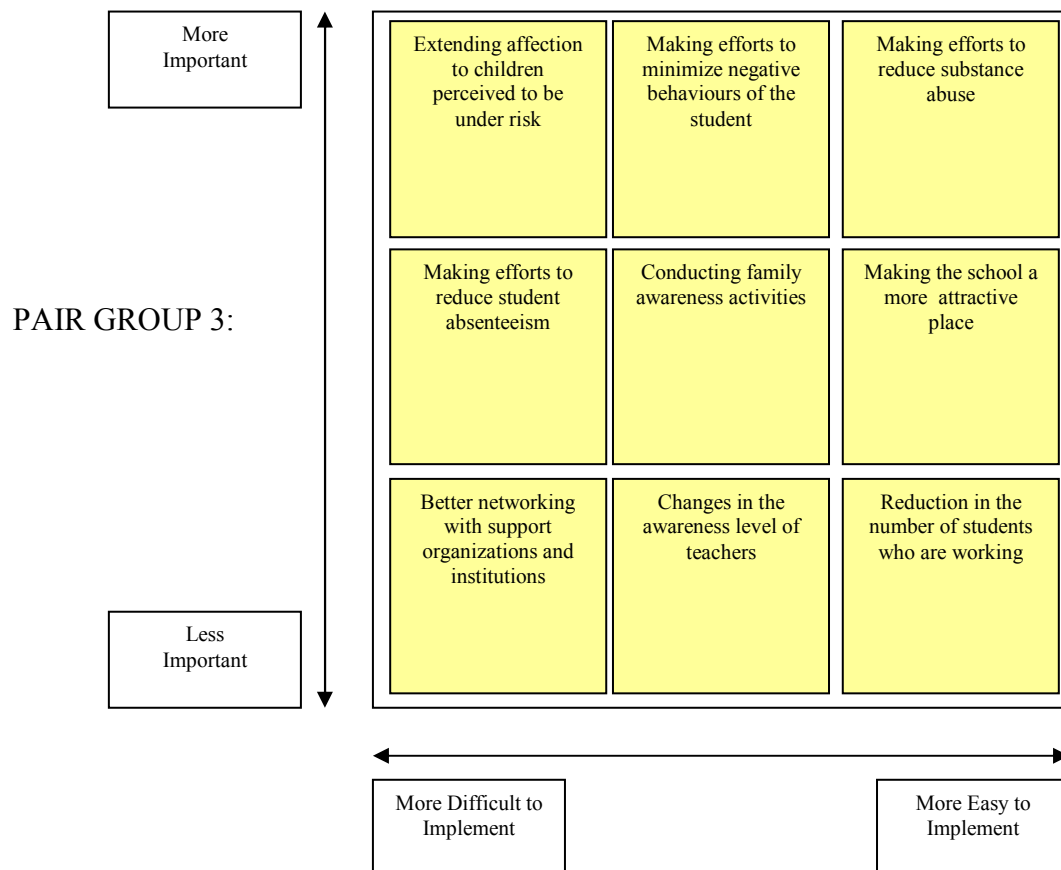
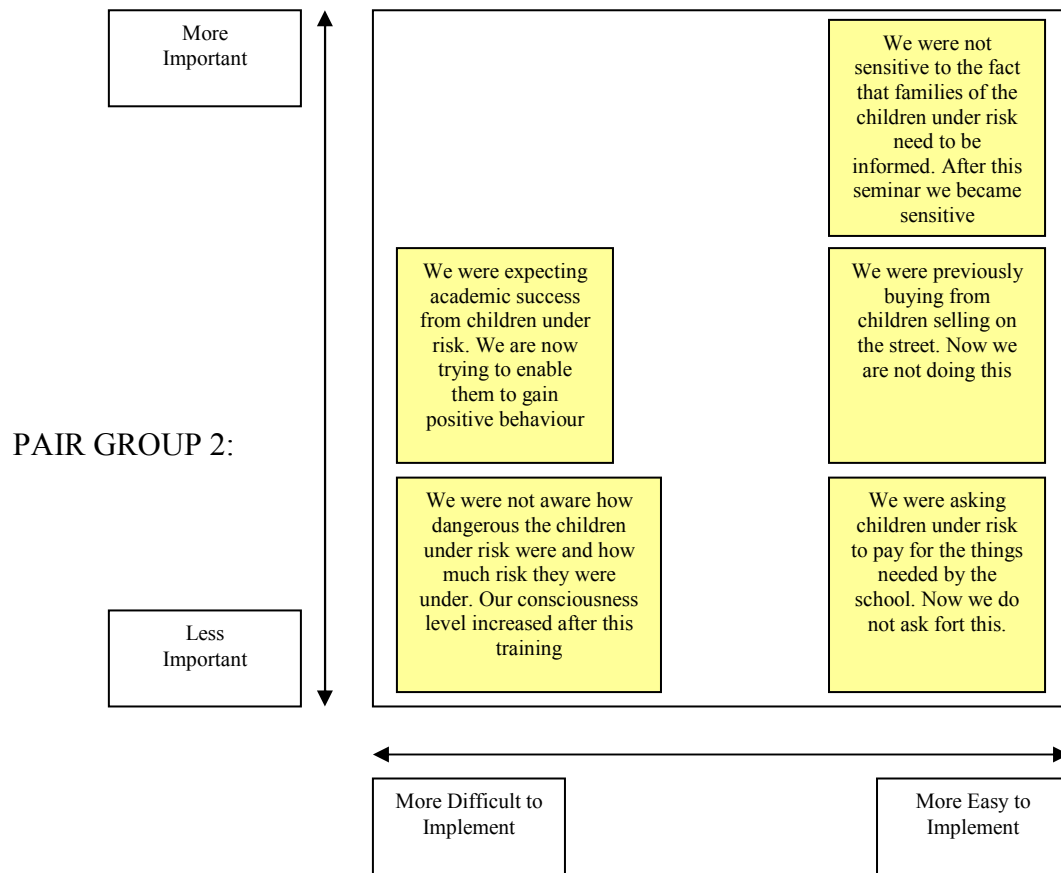


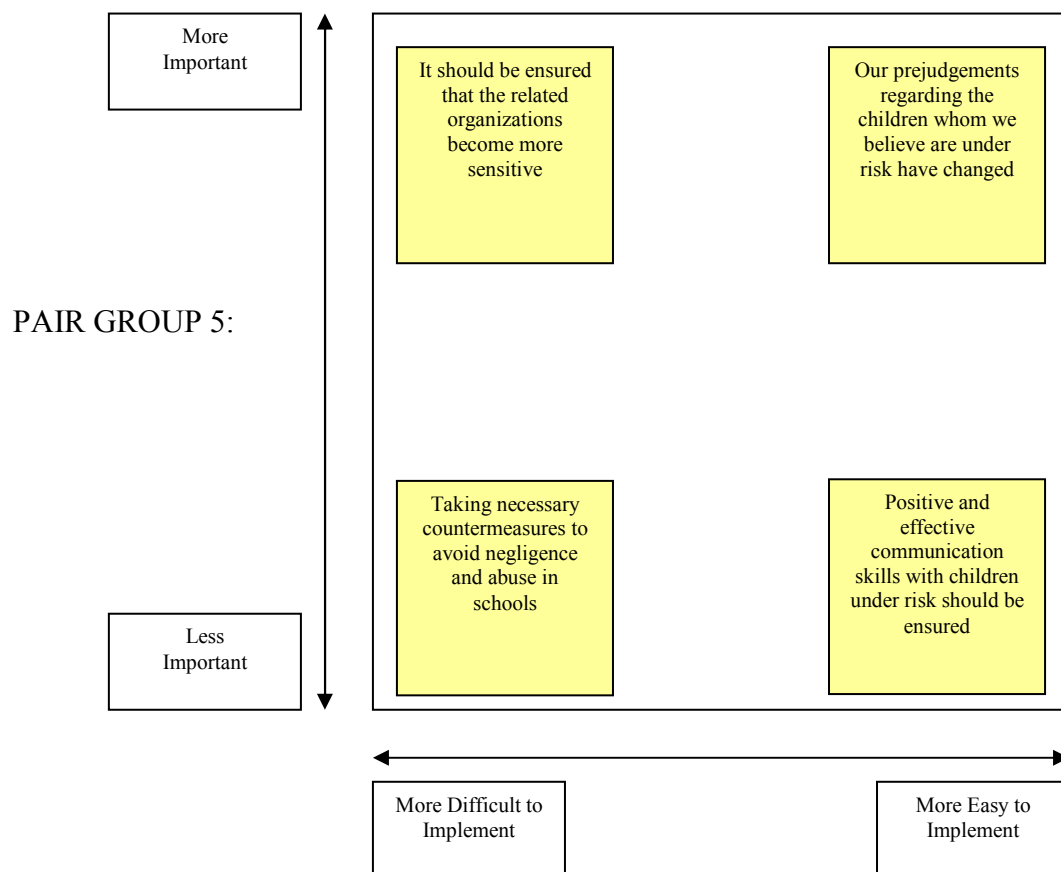
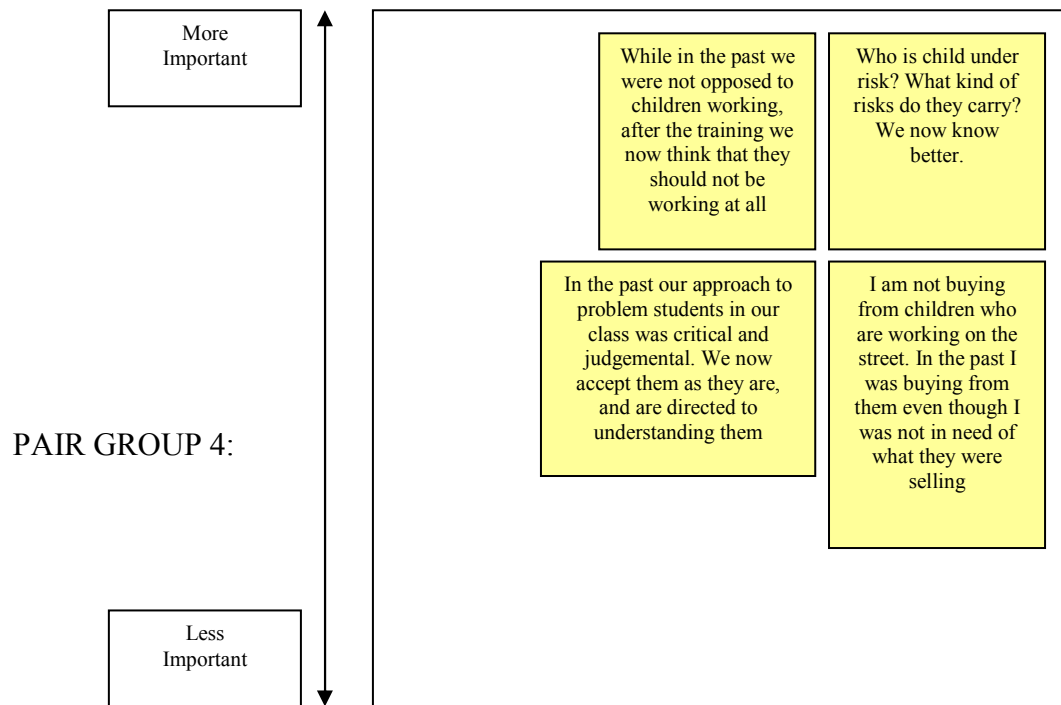
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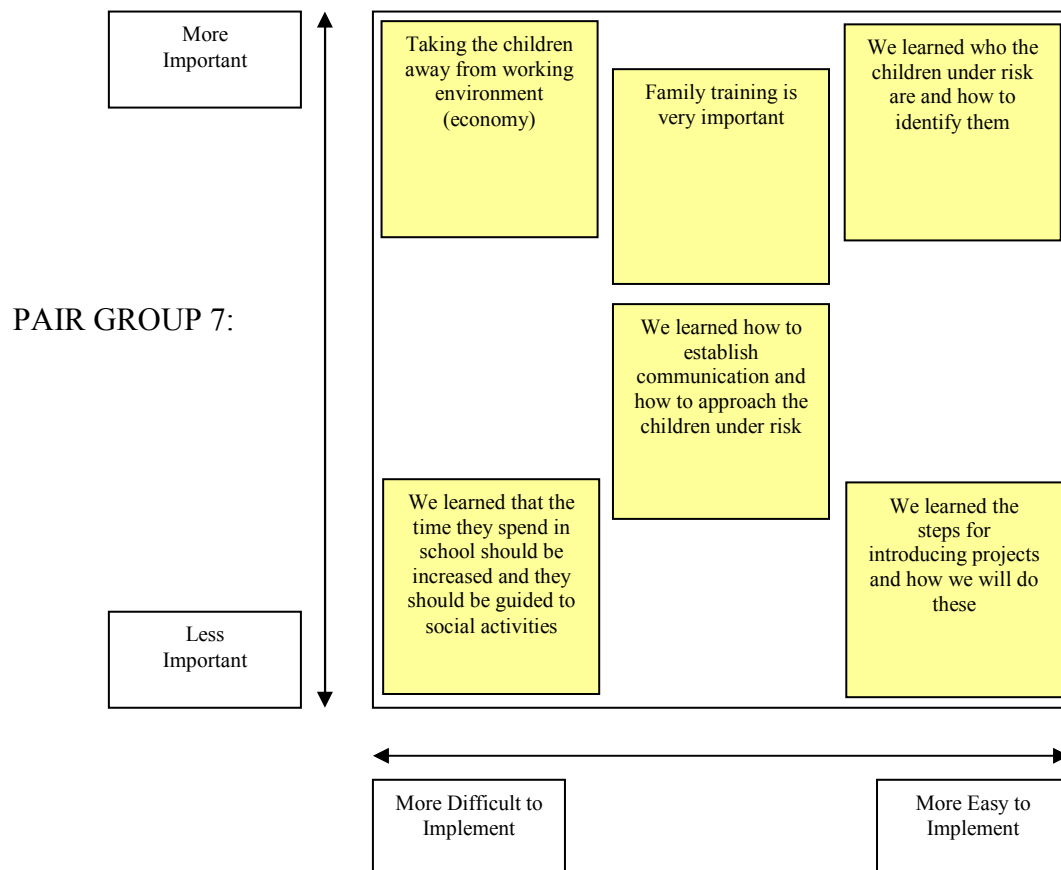
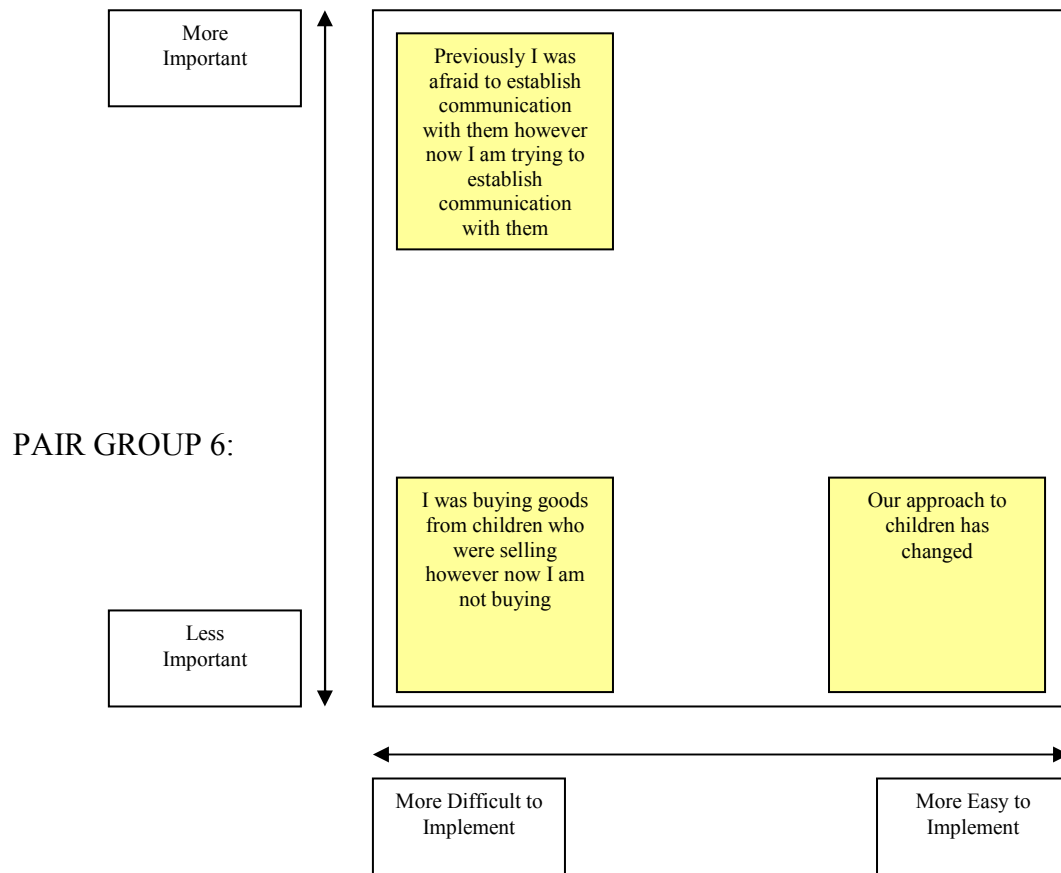
**EXPECTED “CHANGED BEHAVIOURAL OUTCOMES”:
RESULTS OF MAPPING EXERCISE:**

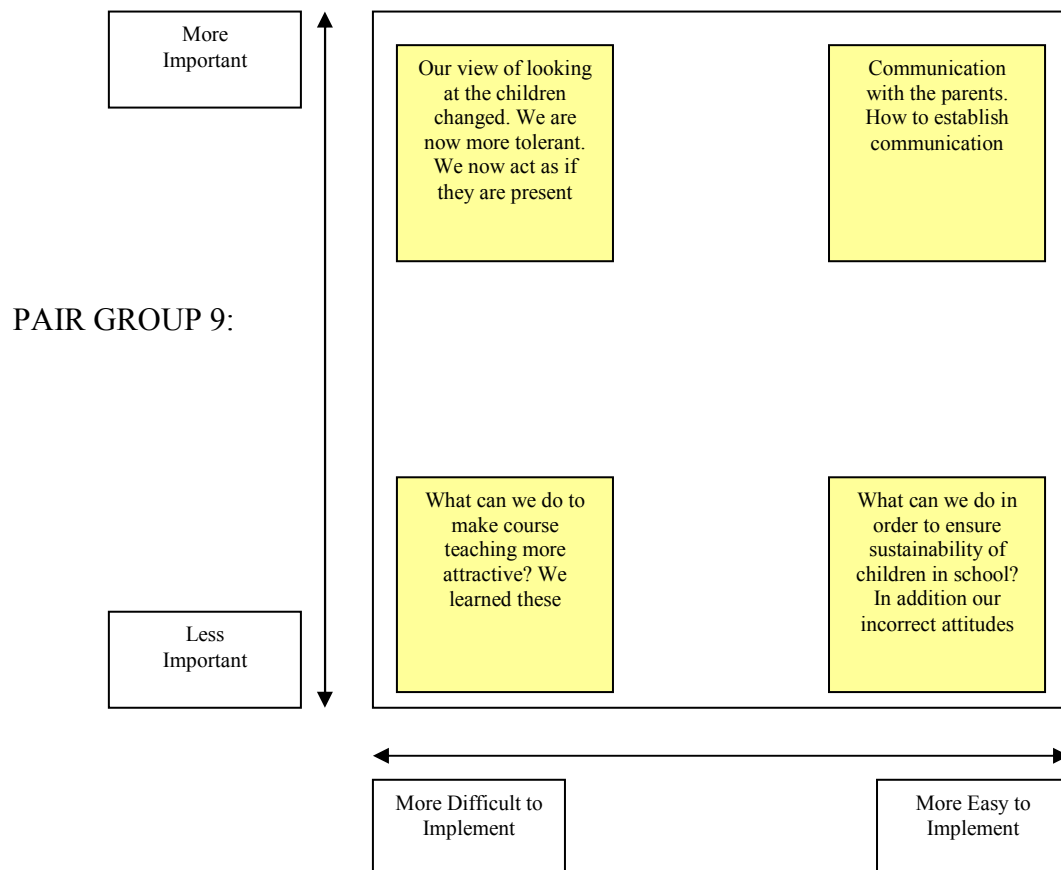
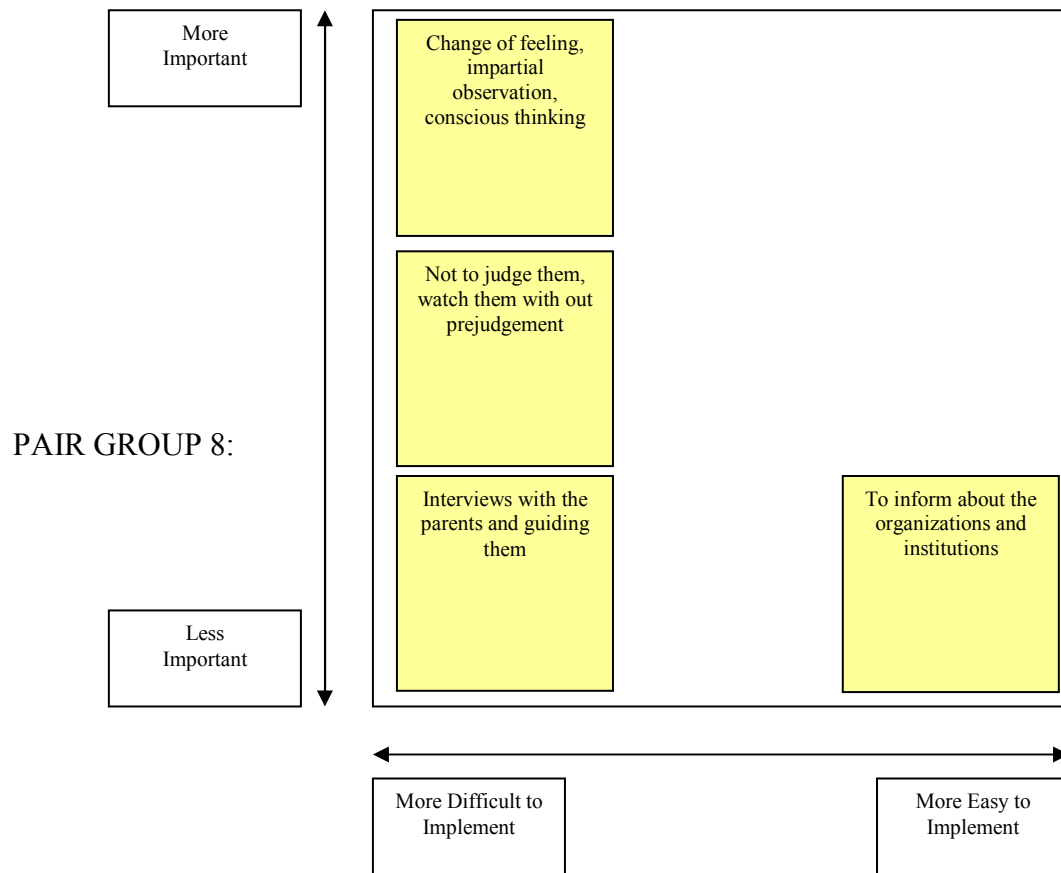
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THEME AREA: CHILDREN AT RISK
DATE OF TRAINING: DECEMBER 2005
DATE OF MAPPING EXERCISE: 03 APRIL 2006
GROUPING METHOD FOR EXERCISE: PARTICIPANTS IN PAIRS

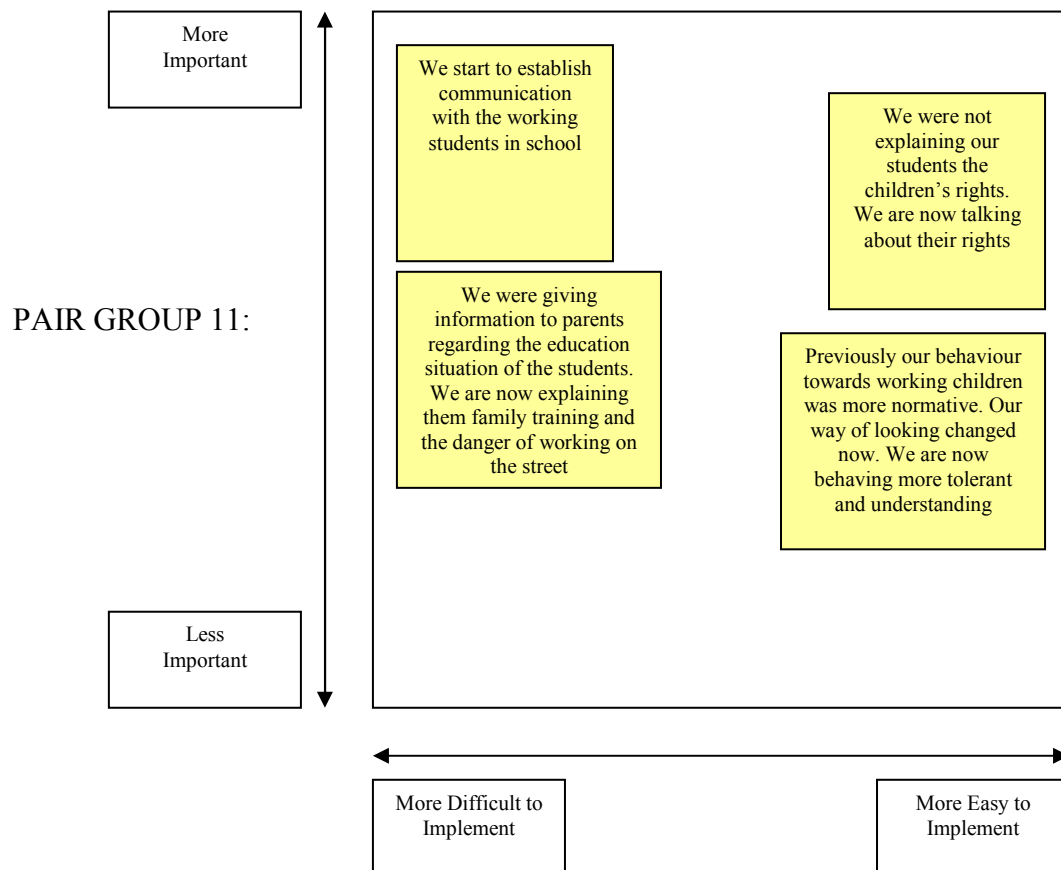
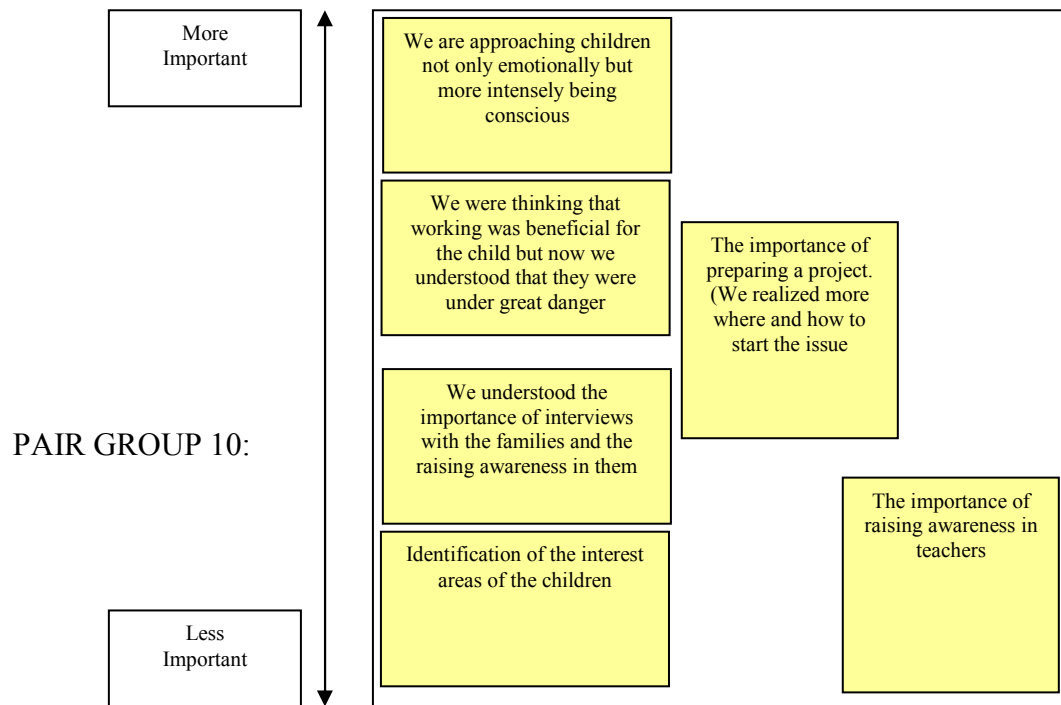


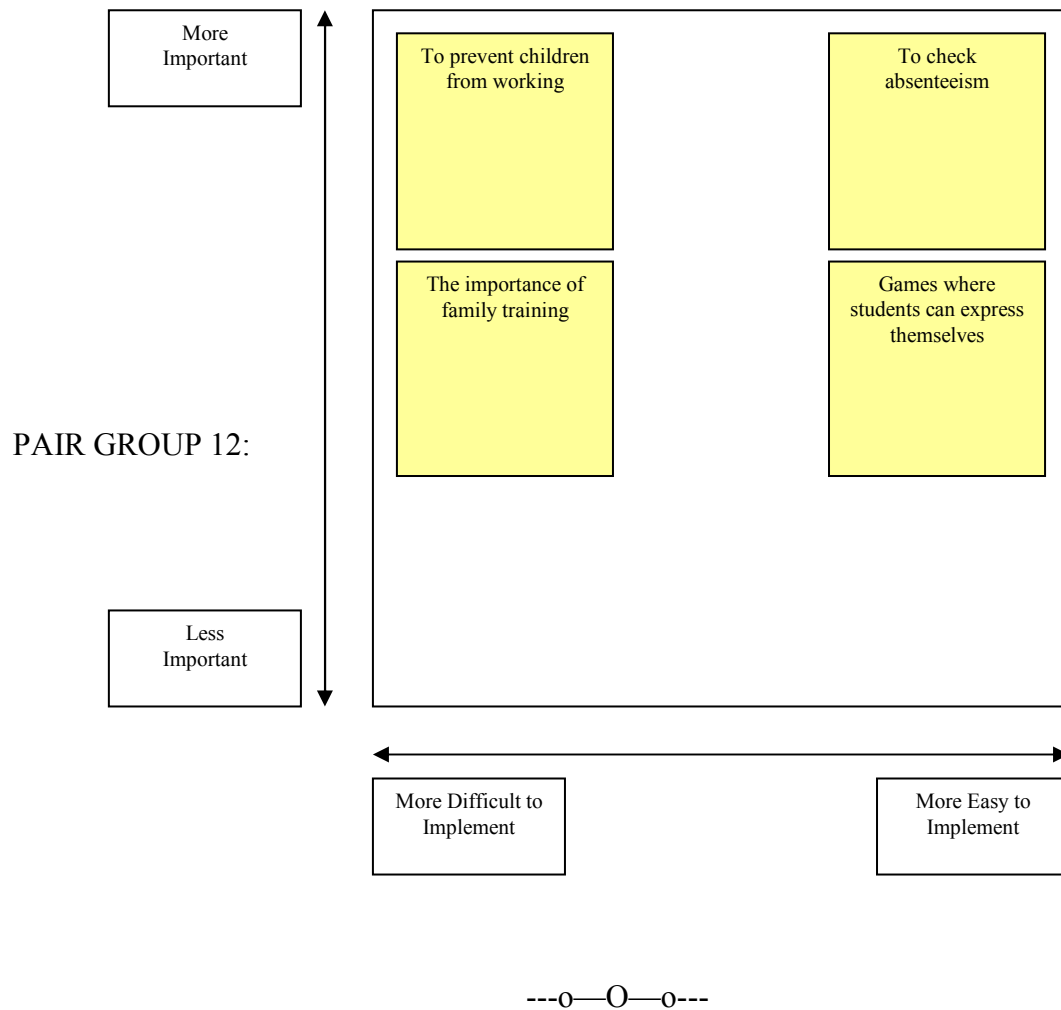








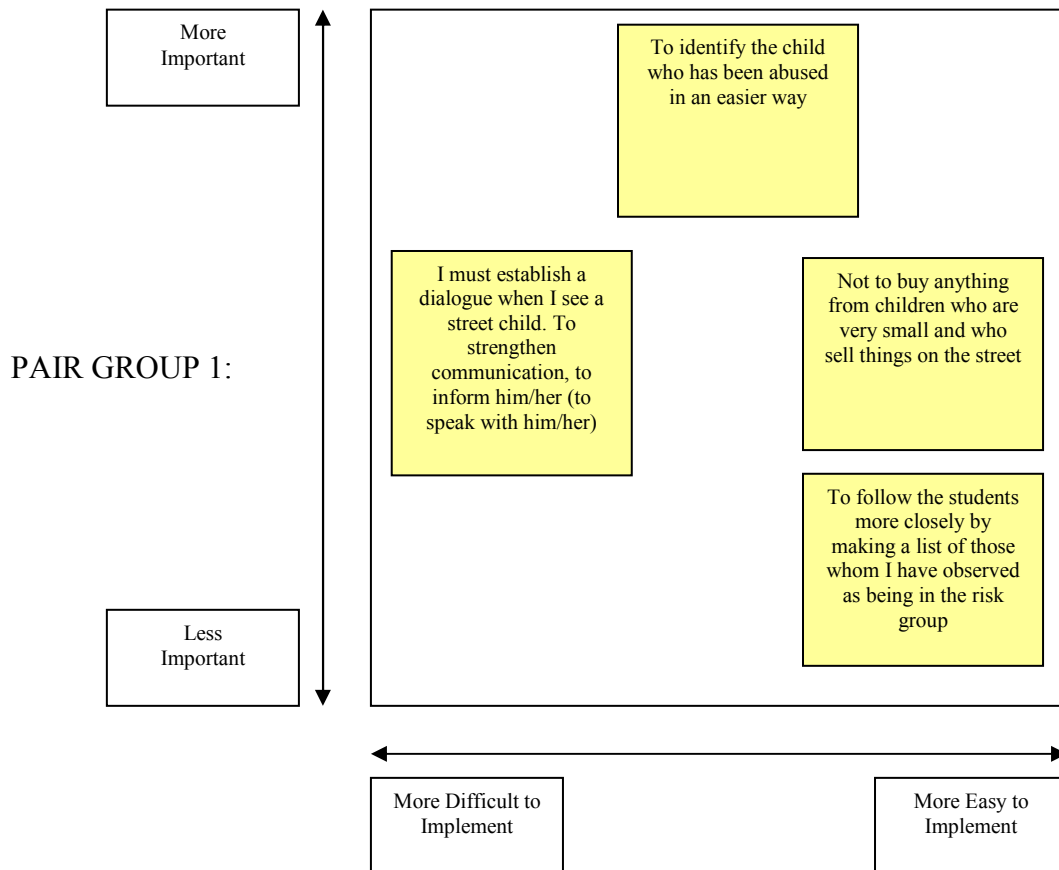


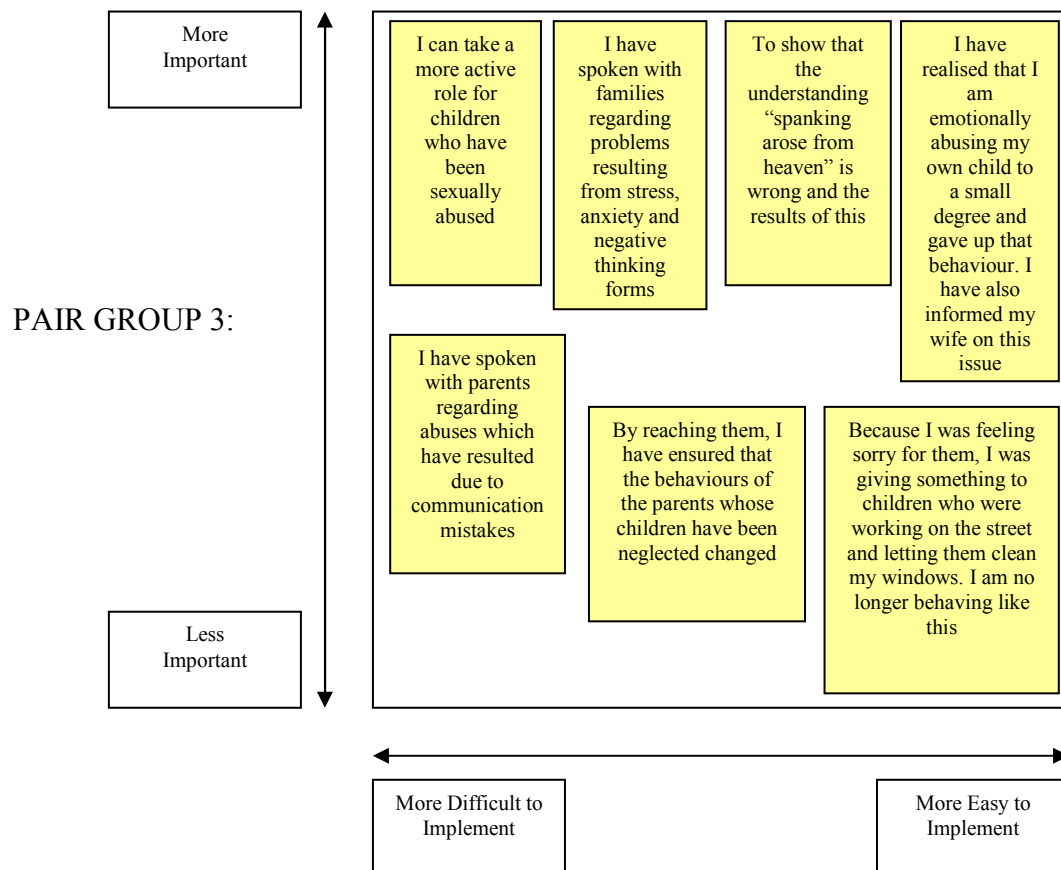
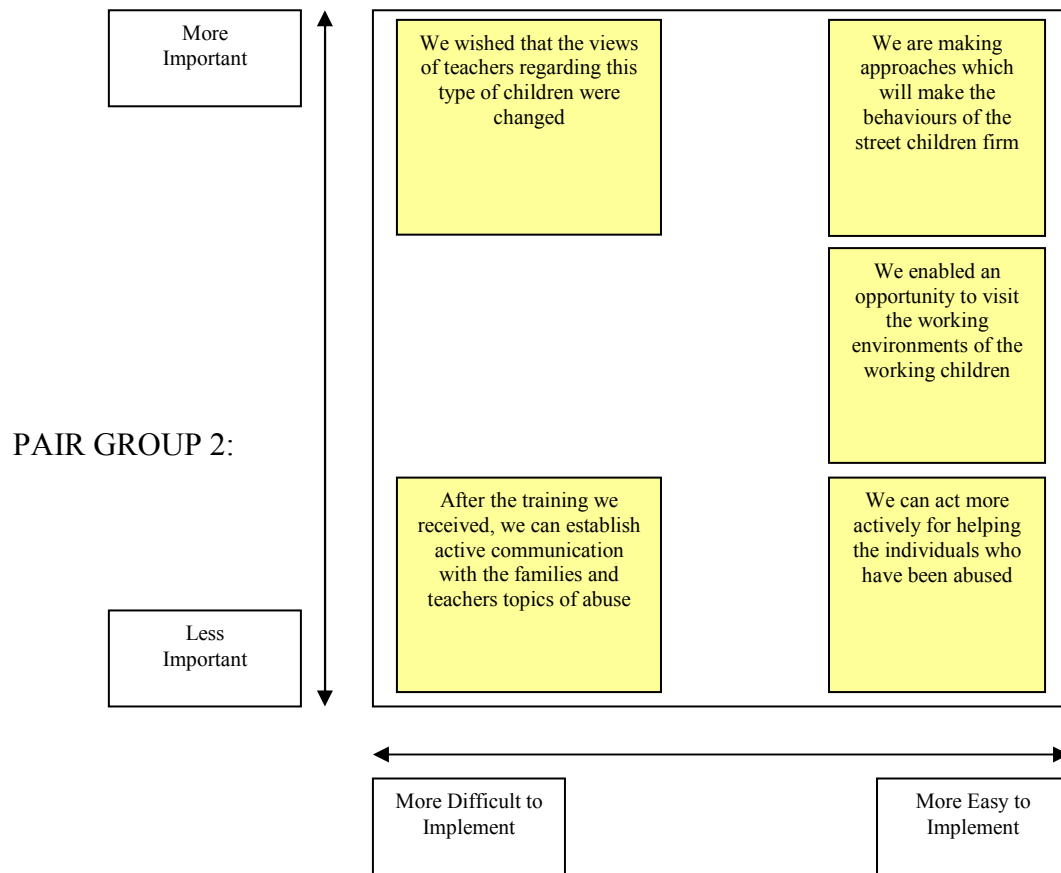


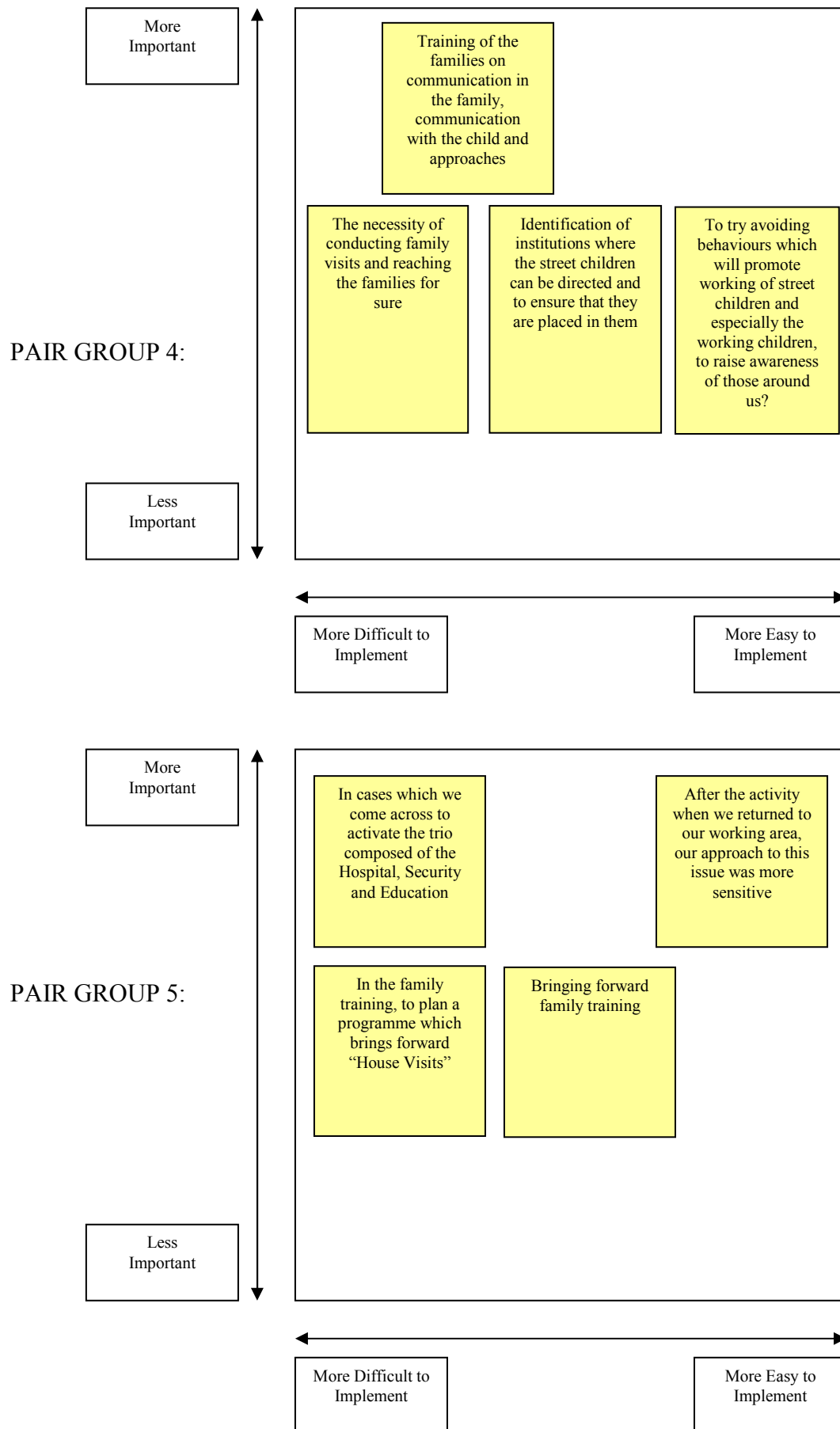
ANNEX 16

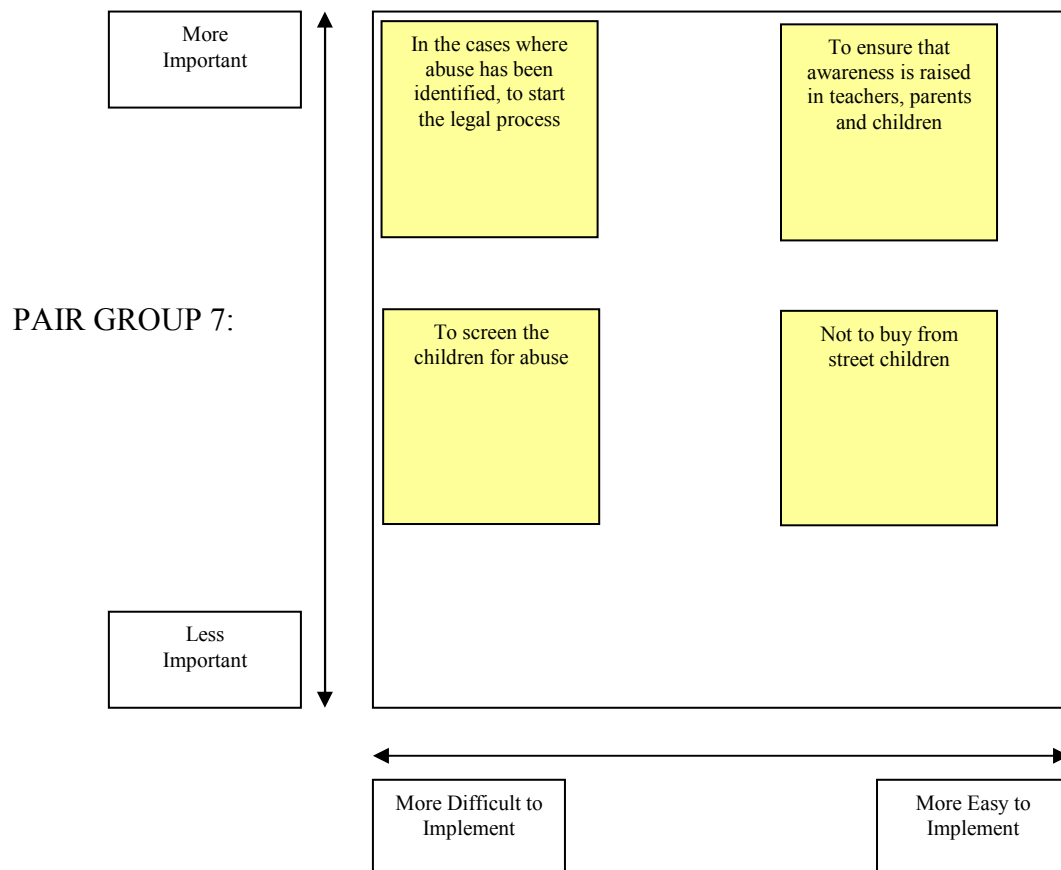
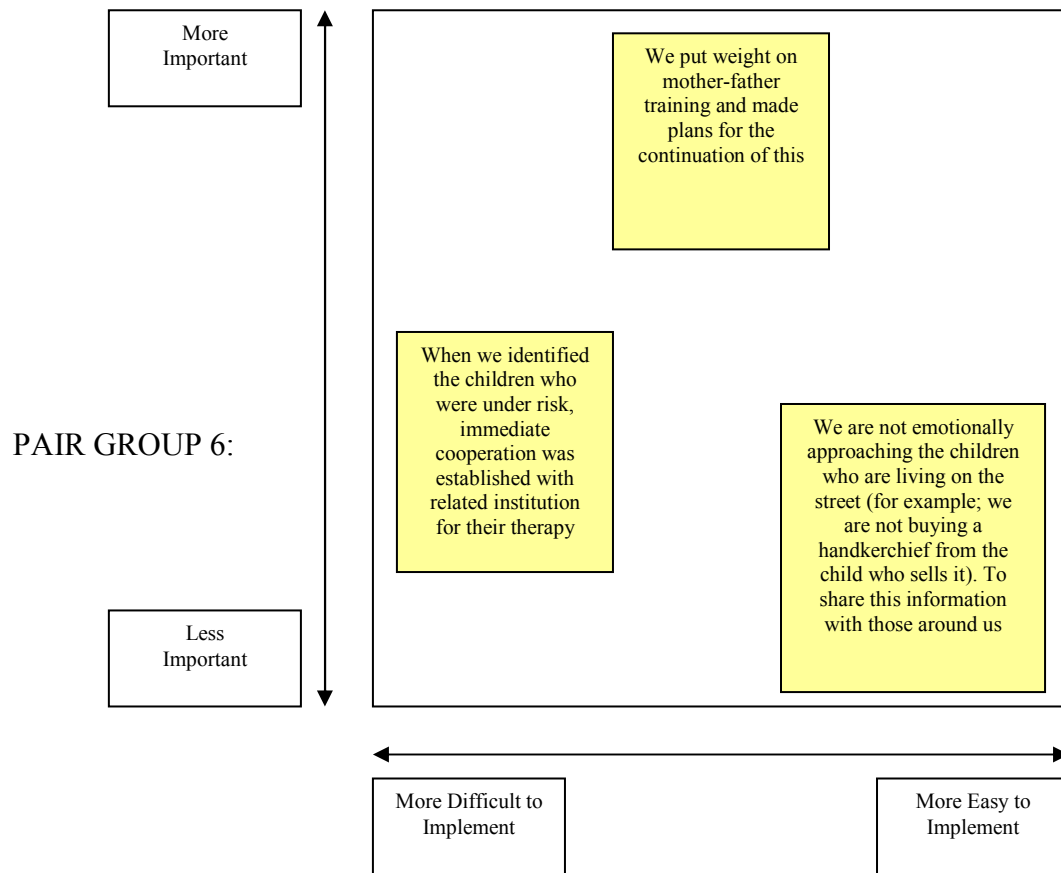
**EXPECTED “CHANGED BEHAVIOURAL OUTCOMES”:
RESULTS OF MAPPING EXERCISE:**

LOCATION: MERSIN
THEME AREA: CHILDREN AT RISK
DATE OF TRAINING: MARCH 2006
DATE OF MAPPING EXERCISE: 04 APRIL 2006
GROUPING METHOD FOR EXERCISE: PARTICIPANTS IN PAIRS









ANNEX 17

AN EXAMPLE OF A PARTICIPATIVE TRAINING METHODOLOGY:

ONES, TWOS, AND FOURS (TWOS, FOURS AND EIGHTS)

This Annex describes a three-stage (optionally four-stage) brainstorming process. It is a process that is very useful in training and planning workshops. It can also be just as useful in the classroom.

What is the process good for?

The process is good for:

- Making sure everyone makes a full contribution.
- Comparing ideas.
- Making sure nothing is missed out.
- Creating ownership of knowledge outcomes.

In other words, this process helps to ensure that everyone makes a workshop or planning/knowledge contribution and is fully engaged on the task. It also generates more options and ideas. Where appropriate, it can help generate support to implement a solution.

An explanation of the technique:

Ones, Twos and Fours:

Stage 1: Brainstorm on an individual basis on the chosen topic, to make a list of points. *(Five to fifteen minutes would be a reasonable amount of time, depending on the complexity of the task).*

Stage 2: Join with a partner. Compare your two lists of ideas. Note and discuss any similarities and differences. Agree on a revised list, which you both jointly own. *(Five to fifteen minutes would again be a reasonable amount of time, depending on the complexity of the task).*

Stage 3: Two pairs now join to make a group of four. Again, compare your two lists of ideas. Note and discuss any similarities and differences. Agree on a revised list, which the whole group owns. *(Five to fifteen minutes would again be a reasonable amount of time, depending on the complexity of the task).*

[Optional]

Stage 4: Groups take it in turn to report to a workshop plenary session/to the rest of the class. The workshop facilitator/classroom teacher can lead the reporting/discussion process to a final list of points owned by all participants.

Twos, Fours and Eights

"Twos, Fours and Eights", is a variation on the same idea, and can be particularly useful when the number of participants is large.

The process follows the same structural pattern as "Ones, Twos and Fours". However:

For Stage 1: Start with Pairs

For Stage 2: Move into Fours

For Stage 3: Form Groups of Eight.

Proving the effectiveness of the process:

If you want to **prove** the effectiveness of the process, try something like the following:

Give workshop participants/class members 5 minutes to list all the countries** of the world that they can think of. This should be done on an individual basis: no talking or sharing of information.

*[**NB: the subject does not need to be "countries". There are many other good alternatives, such as "capital cities", "species of animal", "names of flowers", "types of metal", etc.]*

After the five minutes is up, by asking questions, establish which person in the room has produced the longest list of countries. We are not interested in sharing the names of countries at this stage, just in knowing who has got the biggest list. Let's pretend that one person in the room managed to name 37 countries. This is now the highest score to beat. Make a note of this "world record" on the board.

Now ask everyone to move into **pairs**. The pairs should compare their lists and produce a revised list, combining all the countries identified.

Now check again. Which pair in the room has listed the most countries? It will be very surprising if the previous record of 37 countries has not now been beaten.

For a third stage, two pairs should now join to makes groups of four. Repeat the process. Can we "break the record" for the longest list again? Usually, this is what happens!

Finally, the teacher can hold a plenary session, and produce a class list based on all the countries the groups have managed to identify. Does this extend the record yet again?

There is moral to this activity:

As individuals we each have different knowledge. By sharing our different knowledge we can discover even more than any of us knows separately.

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