



Hilal Gencay

Mother Child Education Foundation

MOCEP

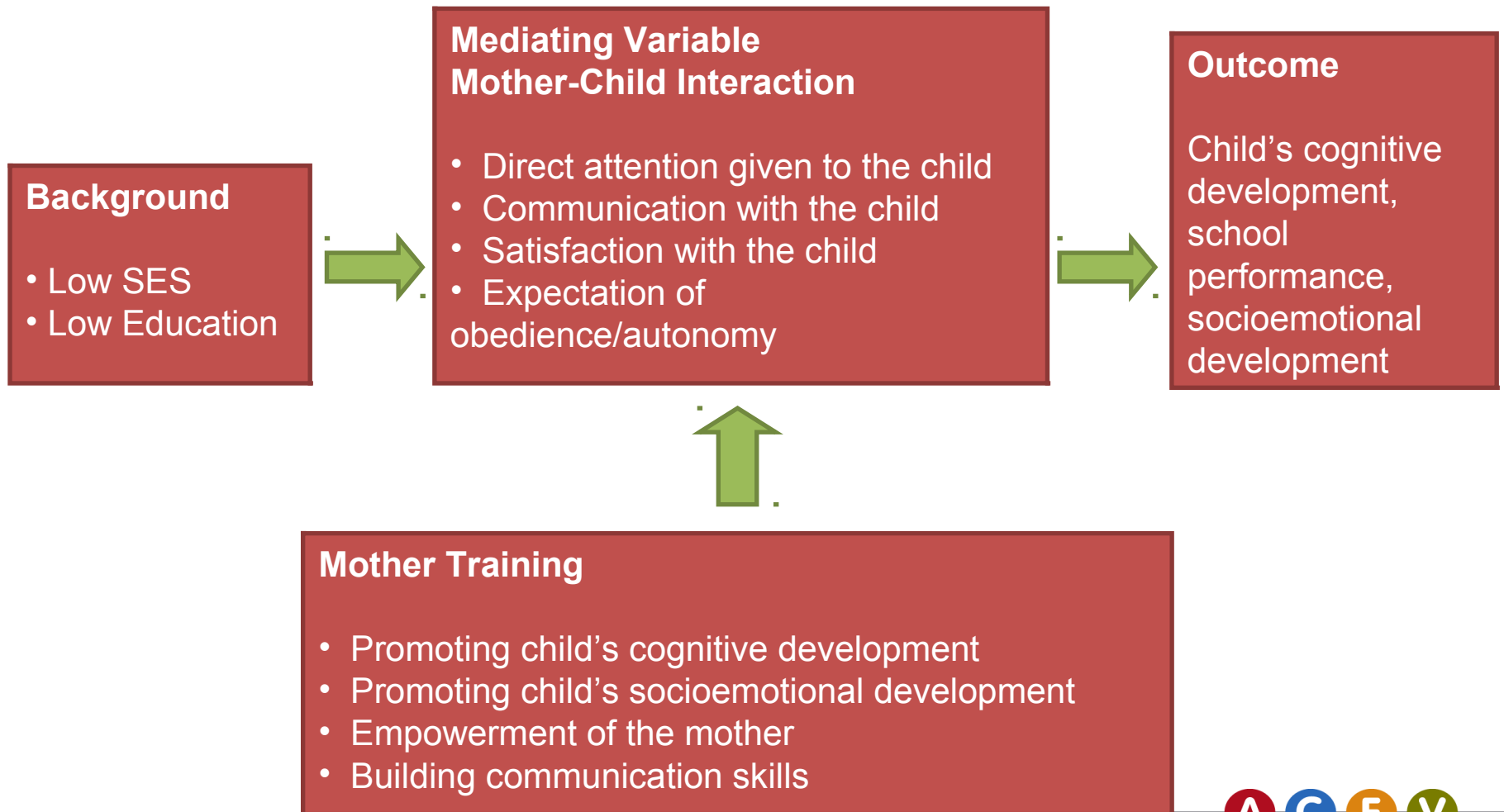
2014

MOCEP (MOTHER CHILD EDUCATION PROGRAM)

Built and revised by 30 years of research experience.

- An ECE and family literacy program
- Supports the mother with the goal of promoting the child's overall development
- Involves a “Mediational Model”
- Is culturally sensitive

MOCEP - Construction



MOCEP - Background

- 1982 Mother Enrichment Program (MEP) was developed as a part of the scientific research project Turkish Early Enrichment Project (TEEP) conducted at Boğaziçi University (4 year longitudinal study)
- 1992 Revision of MEP (named as Mother Child Education Program – MOCEP)
- 1992 MOCEP-MoNE collaboration starts
- 1993 Mother Child Education Foundation (AÇEV) was established
- 2000 Implementation continues in collaboration with MoNE General Directorate of Non-Formal Education

MOCEP - Implementation

AIM

CHILDREN AT 5 YEARS OF AGE and
MOTHERS

DURATION

25 WEEKS TOTAL

FORM

GROUP DISCUSSIONS
AND HOME VISITS



COMPONENTS

- Mother Support Program
- Cognitive Training Program

COMPONENTS OF THE PROGRAM

- **Mother Support Program** aims to sensitise the mother to developmental needs of preschool aged child and takes the form of group discussions led by a trained facilitator
- **Cognitive Training Program** preschool program for children based on activity sheets and storybooks that the mother learns in the group and implements at home with her child – enhances the mothers educator role

RESEARCH

1982-1986

Turkish Early Enrichment Project, Boğaziçi University.
(Kagitcibasi, C., Sunar, D., and Bekman, S.)

1991-1992

Turkish Early Enrichment Project-Follow up, Boğaziçi University (Kagitcibasi, C., Sunar, D., and Bekman, S.)

1995-1997

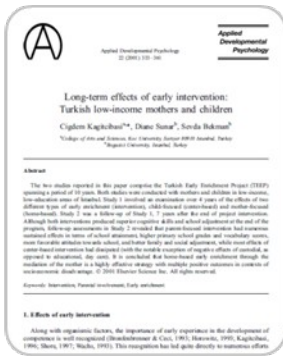
Evaluation Research of the Mother-Child Education Program (Nationwide Program) (Bekman, S. & Tarba, B)

1998-2000

Mothers Speaking: A study on the Experience of other Child Education Program. (Kocak, A. & Bekman, S.)

2004

TEEP Second Follow-Up
(Kagitcibasi, C., Sunar, D., Bekman, S., & Cemalcilar, Z.)



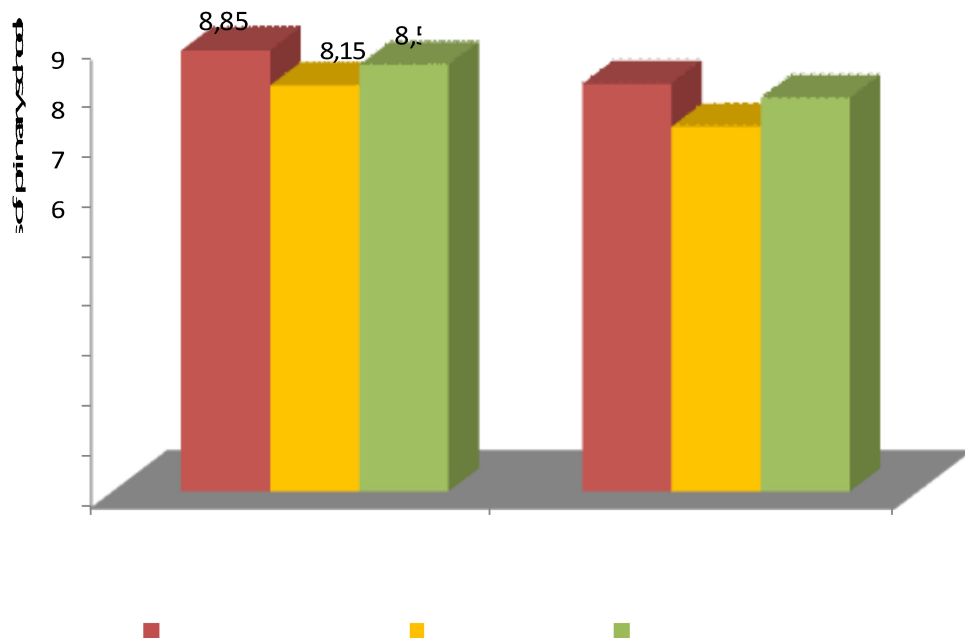
Long-term Effects of Early Intervention: Turkish Low-Income Mothers and Children

Kağıtçıbaşı, Ç., Sunar D., Bekman B. (2001) Long-term effects of early intervention: Turkish low-income mothers and children. *Journal of Applied Developmental Psychology, 22*, 333-361.

This research is available only in English at link below:
<http://dl.dropbox.com/u/56757921/A%C3%87EVProgramsImpactEvaluation.rar>

Better Academic Performance

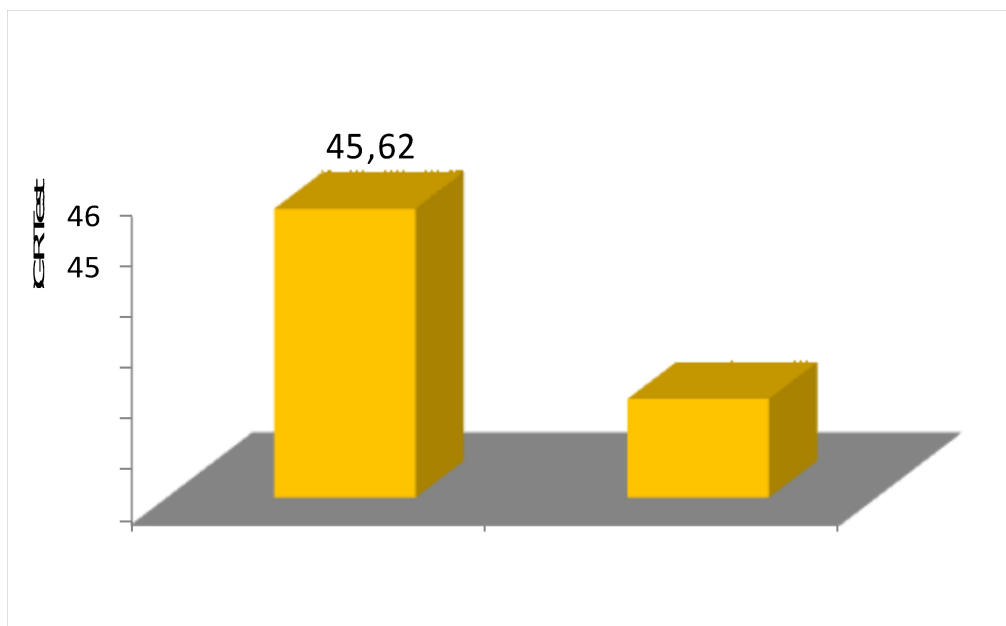
The children whose mothers attended MOCEP showed higher average grades than the children whose mothers did not attend MOCEP over 5 years of compulsory primary school.



	Children whose Mothers Attended MOCEP	Children whose Mothers did Not Attend MOCEP	t	p
	Mean Grades			
Language	8,85	8,18	3.08	<.002
Math	8,15	7,32	3.01	<.003
Overall Academic	8,56	7,89	2.82	<.005

Better Vocabulary Scores

The children whose mothers attended MOCEP performed better on the test WISC-R (Wechsler Intelligence Scale for Children) vocabulary scores than the children whose mothers did not attend MOCEP.



	Children Whose Mothers Attended MOCEP	Children Whose Mothers did Not Attend MOCEP	F	p
	Mean Scores			
Verbal WISC-R Test	45,67	41,97	2.16	<.032



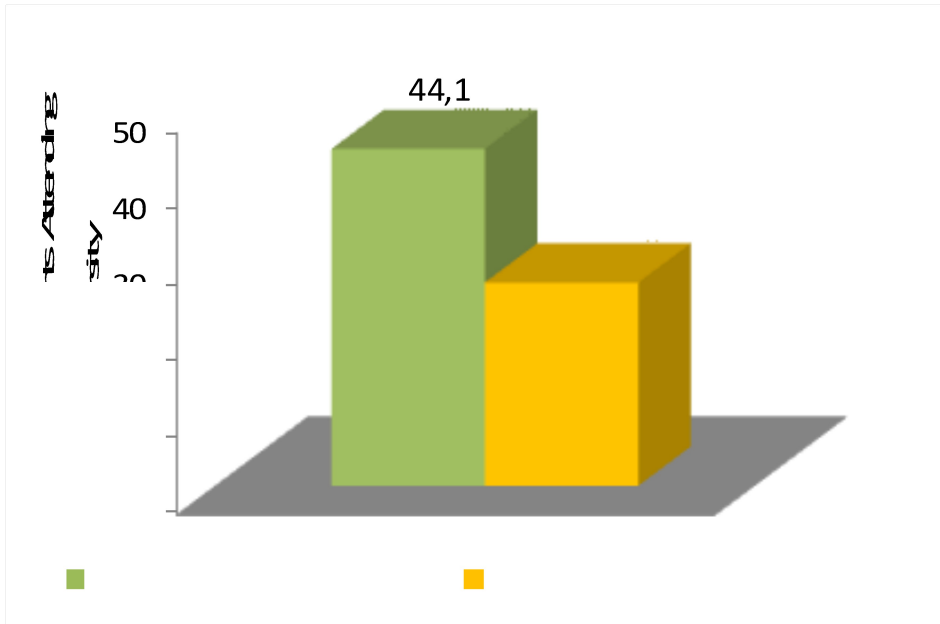
Continuing Effects of Early Intervention in Adult Life: The Turkish Early Enrichment Project 22 Years Later

Kağıtçıbaşı Ç., Sunar D., Bekman S., Baydar N., Cemalcılar Z., Continuing effects of early enrichment in adult life: The Turkish early enrichment project 22 years later, Journal of Applied Developmental Psychology (2009), doi:10.1016/j.appdev.2009.05.003

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Higher University Attainment Rates

Children who experienced an educational intervention in their early years (by either attending a childcare center or through having their mothers attend MOCEP) had higher university attainment rates than their peers who did not experience either of these educational interventions.



	Educational Intervention	No Educational Intervention	F	p
Percentage of Respondents Attending University	44.1%	26.6%		
Attending University	44.1%	26.6%	4.432	.03

Employment Age

Children who experienced an educational intervention in their early years (by either attending a childcare center or through having their mothers attend MOCEP) began employment at a later age than their peers who were not exposed to either.

Age of Employment

18

17.53

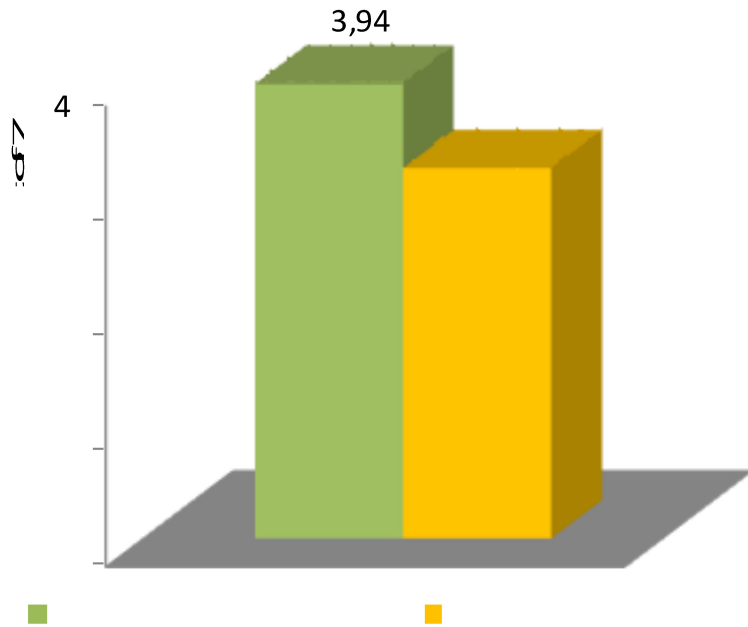


	Educational Intervention	No Educational Intervention	F	p	N
Age of Employment	17.53	16.19	4.708	.03	121

Employment in Higher Status Jobs

Children who experienced an educational intervention in their early years (by either attending a childcare center or through having their mothers attend MOCEP) had higher status jobs as adults than their peers who were not exposed to either.

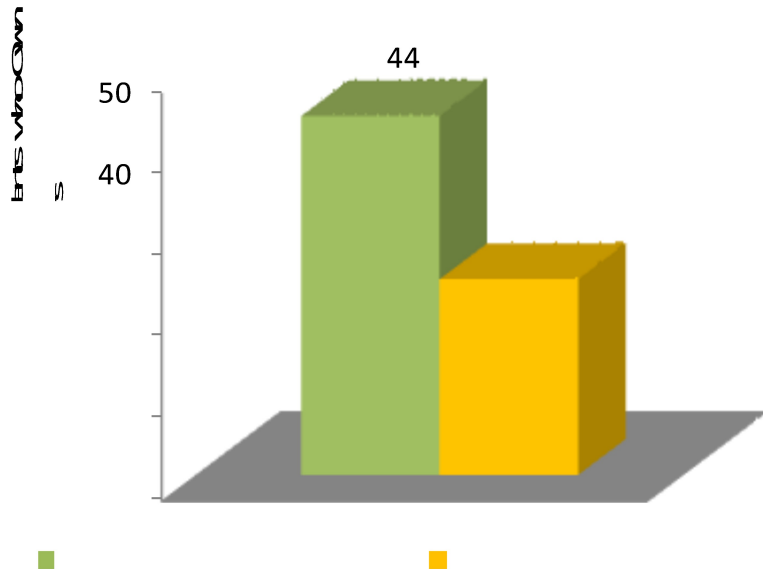
(1= Unemployed, 2= Low status jobs, 7= High status jobs)



	Educational Intervention	No Educational Intervention	F	p	N
	Average Scores out of 7				
Occupational Status	3.94	3.21	4.130	.044	128

Higher Rates of Computer Ownership

Children whose mothers participated in MOCEP courses had higher rates of computer ownership than their peers whose mothers did not attend MOCEP. This may imply higher socioeconomic status.



	Educational Intervention	No Educational Intervention	χ^2	df	p
	Percentage				
Computer Ownership	44%	24%	5.981	1	.014

Higher Rates of Credit Card Usage

Children whose mothers participated in MOCEP courses had higher rates of credit card usage than their peers whose mothers did not attend MOCEP. This may imply higher socioeconomic status.

Credit Card

100
90
80

70



	Children Whose Mothers Attended MOCEP	Children Whose Mothers did not Attend MOCEP	X ²	df	p
	Percentage of Respondents who Own Credit Card				
Credit Card Ownership	70%	52%	3.955	1	.047



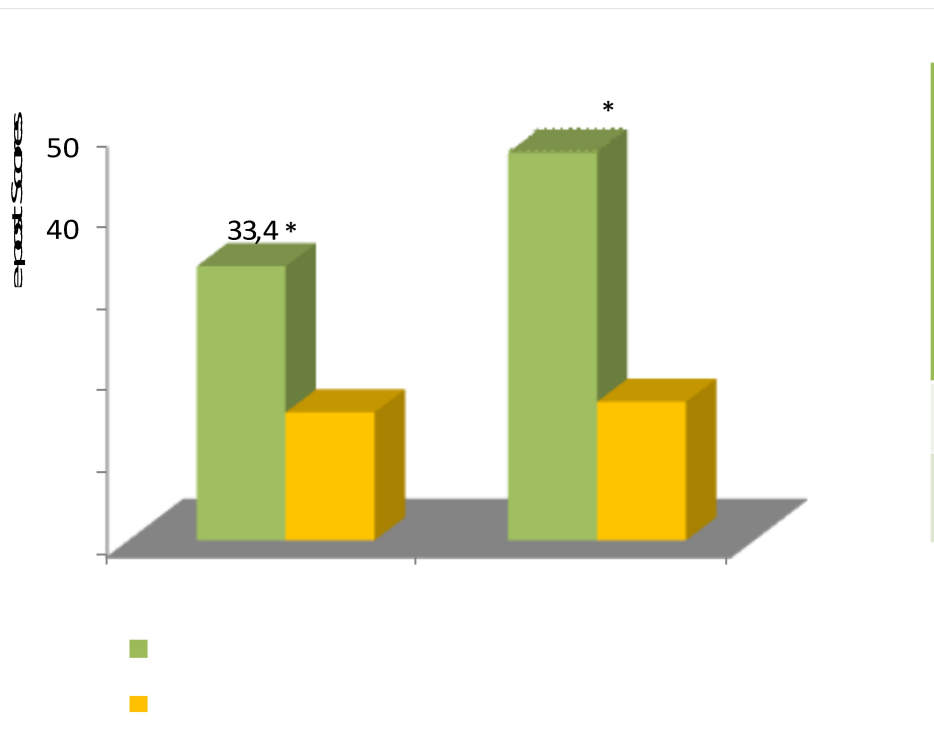
A Fair Chance: An Evaluation of the Mother Child Education Program

Bekman, S. (1998). *A Fair Chance: An Evaluation of the Mother Child Education Program* (pp. 41-76). Istanbul: Mother Child Education Foundation Publications.

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Better Verbal and Numerical Skills in Pre-School

The mean change scores (the difference in pre-post test scores) of pre-literacy and pre-numerical skills of children whose mothers attended MOCEP were significantly higher than those of children whose mothers did not attend MOCEP.



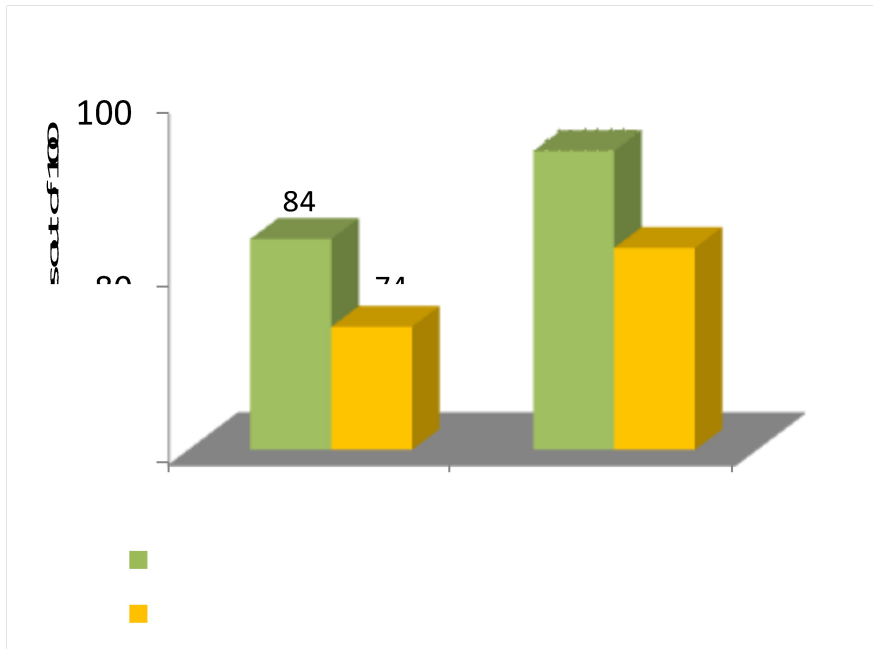
	Children Whose Mothers Attended MOCEP	Children Whose Mothers did Not Attend MOCEP	t	sd	p
	Mean Change in Pre-Post Test Scores				
Pre Literacy	33.40	15.58	6.89	215	.000
Pre Numeracy	47.24	16.89	8.41	179.9	.000

*

*The range of the scores on the pre-literacy skills instrument was between 0-167 and on the pre-numeracy skills instrument was between 0-149.

Better Verbal and Numerical Skills in First Grade

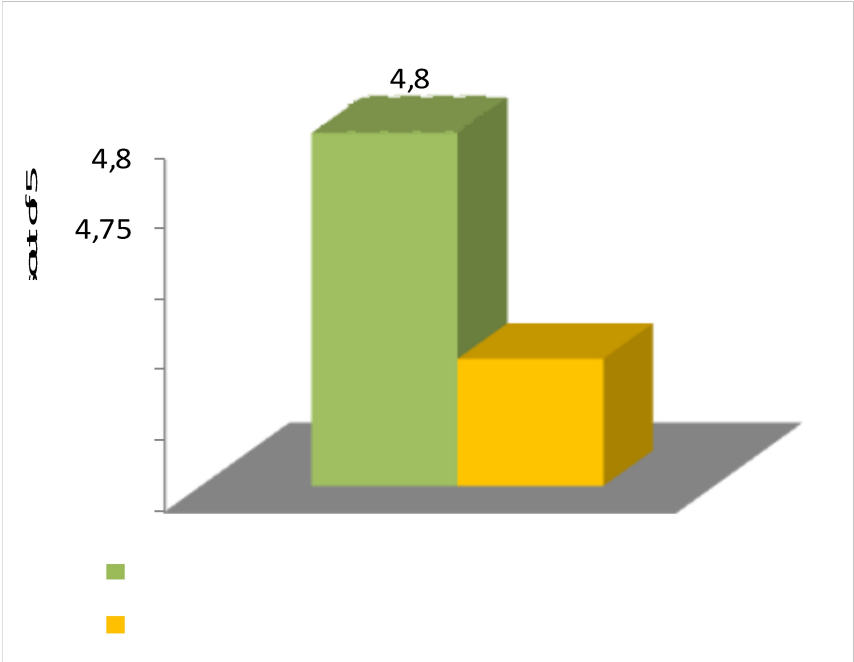
Children whose mothers attended MOCEP had better verbal and numerical skills at their first school year.



	Children Whose Mothers Attended MOCEP	Children Whose Mothers did not Attend MOCEP	t	Sd	p
	Mean Scores out of 100				
Literacy Skills	84.7317	73.6966	2.99	169	.003
Numerical Skills	94.9412	82.7879	3.15	173	.002

Better School Performance in First Grade

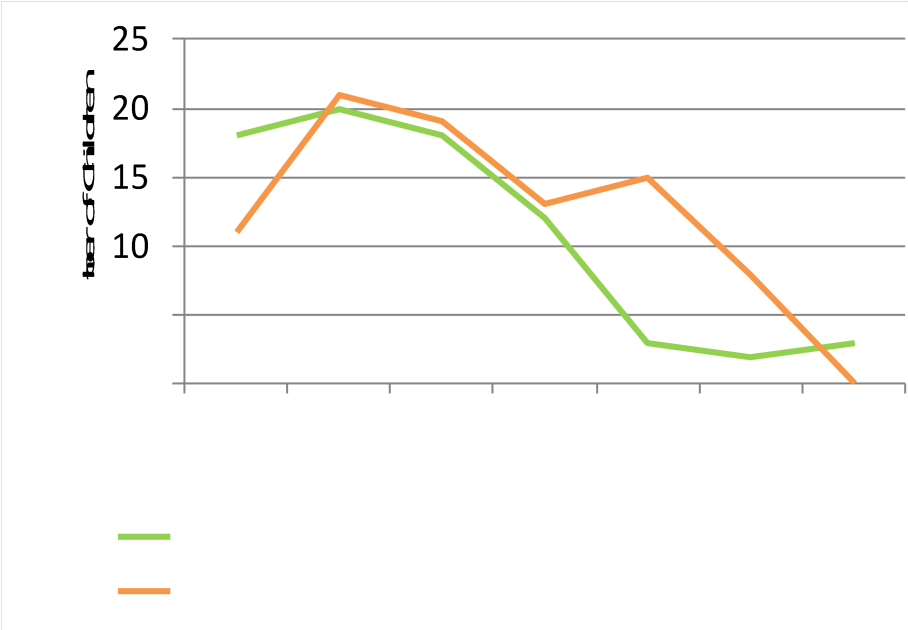
Average first year school grades of children whose mothers attended MOCEP were significantly higher than those of children whose mothers did not attend MOCEP.



	Children Whose Mothers Attended MOCEP	Children Whose Mothers did not Attend MOCEP	t	Sd	p
Mean Grades out of 5					
Average Grades	4.8072	4.6404	2.29	166.70	.023

Earlier Reading Age

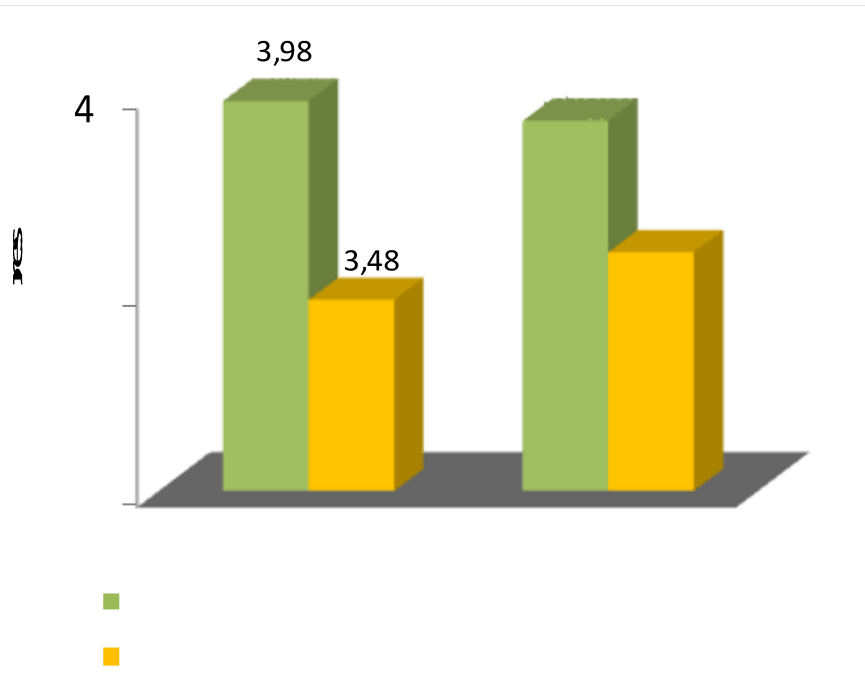
Children whose mothers attended MOCEP were able to read at an earlier age than their peers whose mothers did not attend MOCEP.



	Children Whose Mothers Attended MOCEP	Children Whose Mothers did not Attend MOCEP	X ²	Sd	p
November	18	11	20.86	8	.008
December	20	21			
January	18	19			
February	12	13			
March	3	15			
April	2	8			
May	3	-			

More Ready for School – Cognitive and Social Skills

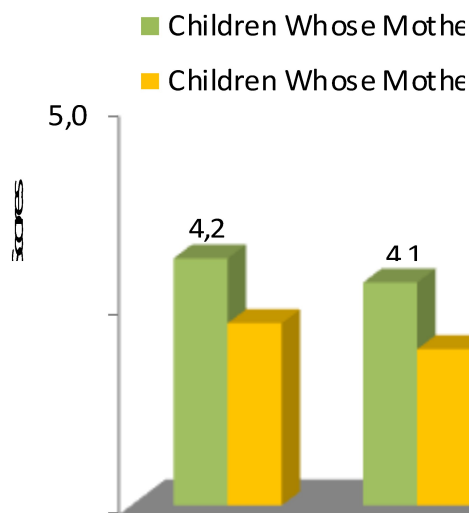
First year grade teachers evaluated the children of those mothers who attended MOCEP as being more ready for school in terms of cognitive and social development levels than children whose mothers had not attended MOCEP.



	Children Whose Mothers Attended MOCEP	Children Whose Mothers did not Attend MOCEP	t	Sd	p
	Mean Scores				
Cognitively ready for school	3.9867	3.4831	1.99	160.86	.048
Socially ready for school	3.9333	3.6023	2.82	161.89	.005

More Ready for School – Behaviour and Learning Aptitude

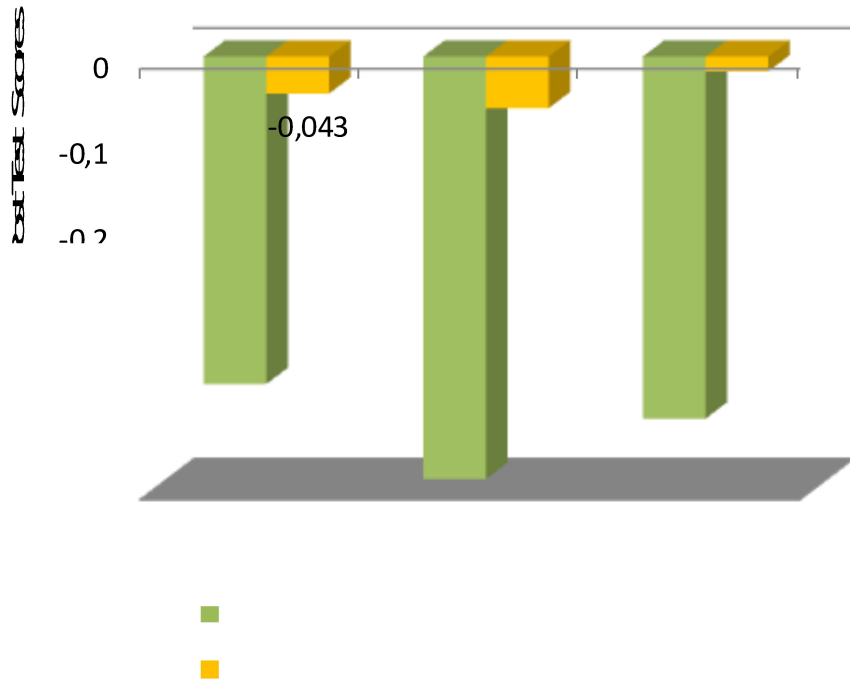
Based on the reports of teachers, it is indicated that the children whose mothers attended MOCEP showed better school readiness than those children whose mothers did not attend MOCEP.



	Children Whose Mothers Attended MOCEP	Children Whose Mothers did not Attend MOCEP	t	Sd	p
	Mean Scores				
Has Appropriate Behavior	4.2381	3.9130	2.38	174	.018
Attentive	4.1176	3.7826	2.18	175	.031
Creative	3.8571	3.4667	2.55	172	.012
Curious	4.2941	4.000	2.10	175	.037

Decrease in Usage of Negative Disciplinary Methods

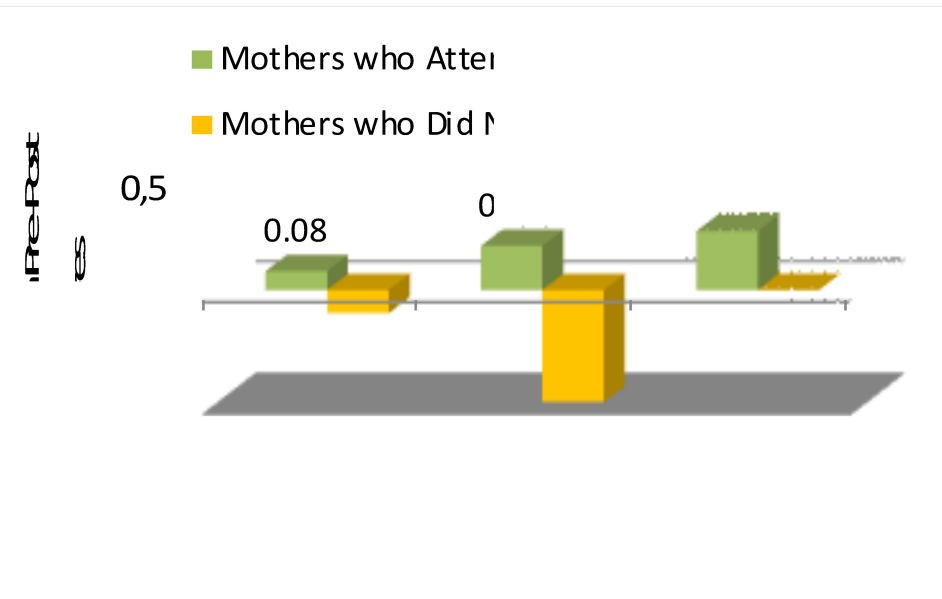
Significant decrease in usage of negative disciplinary methods was observed in the mothers who participated in MOCEP when compared to mothers who did not attend MOCEP. The former reported fewer incidents of beating, shouting at, and being unattentive to their children.



	Mothers who Attended MOCEP	Mothers who did Not Attend MOCEP	t	sd	p
Beating	-.3832	-.0431	2.94	221	.004
Shouting	-.4953	-.603	2.90	221	.004
Not Attending to Child	-.4206	-.0172	3.35	221	.001

More Positive Child Rearing Practices

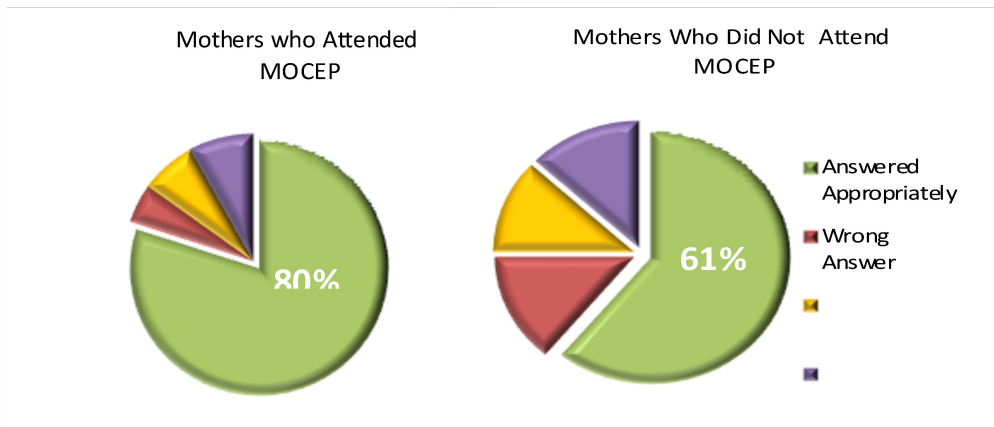
Mothers who attended MOCEP were found to engage significantly more in behaviors like explaining to their children why a behavior is wrong, setting up rules beforehand, and distracting the child's attention to something else when involved in unwanted behavior.



	Mothers who Attended MOCEP	Mothers who did not Attend MOCEP	t	sd	p
Explaining	-.3832	-.0431	2.94	221	.004
Presetting Rules	-.4953	-.603	2.90	221	.004
Diverting Child's Attention	-.4206	-.0172	3.35	221	.001

Responsiveness to Child's Inquiries

Mothers who attended MOCEP reported answering their children's tough questions more appropriately than those mothers who did not attend MOCEP.

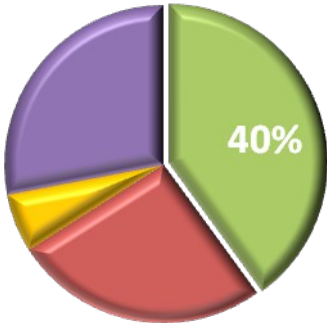


	Mothers who Attended MOCEP	Mothers who did Not Attend MOCEP	X ²	Sd	P
Answered Appropriately	80%	61%	10.33	3	.035
Wrong Answer	5%	14%			
No Answers	7%	12%			
Delayed Answer	8%	13%			

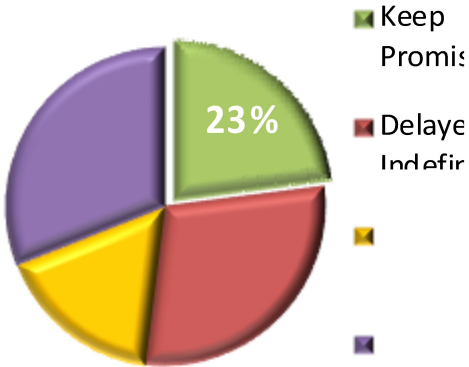
Keeping Promises Made to Children

Mothers who attended MOCEP were more loyal to their promises to children than those mothers who did not attend MOCEP. This implies that mothers who attended MOCEP were more inclined to perceive their children as individuals who were worthy of receiving what they were promised.

Mothers Who Attended MOCEP



Mothers Who Did Not Attend MOCEP



	Mothers who Attended MOCEP	Mothers who did Not Attend MOCEP	X ²	Sd	P
Keep Promises	40%	23%	10.87	3	.012
Delayed Indefinitely	26%	29%			
Did not Keep Promises	6%	17%			
Delayed for a certain time	28%	31%			

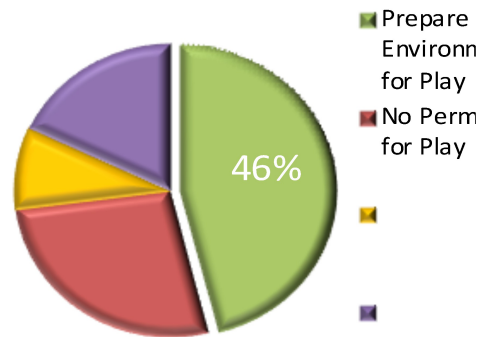
Higher Proactivity in and Willingness to Creating Environments Conducive to Child's Play

Mothers who attended MOCEP were more proactive in creating environments for their children to play in and were more willing to allow their children to play albeit the risk of causing dirt, noise, chaos, etc.

Mothers Who Attended MOCEP



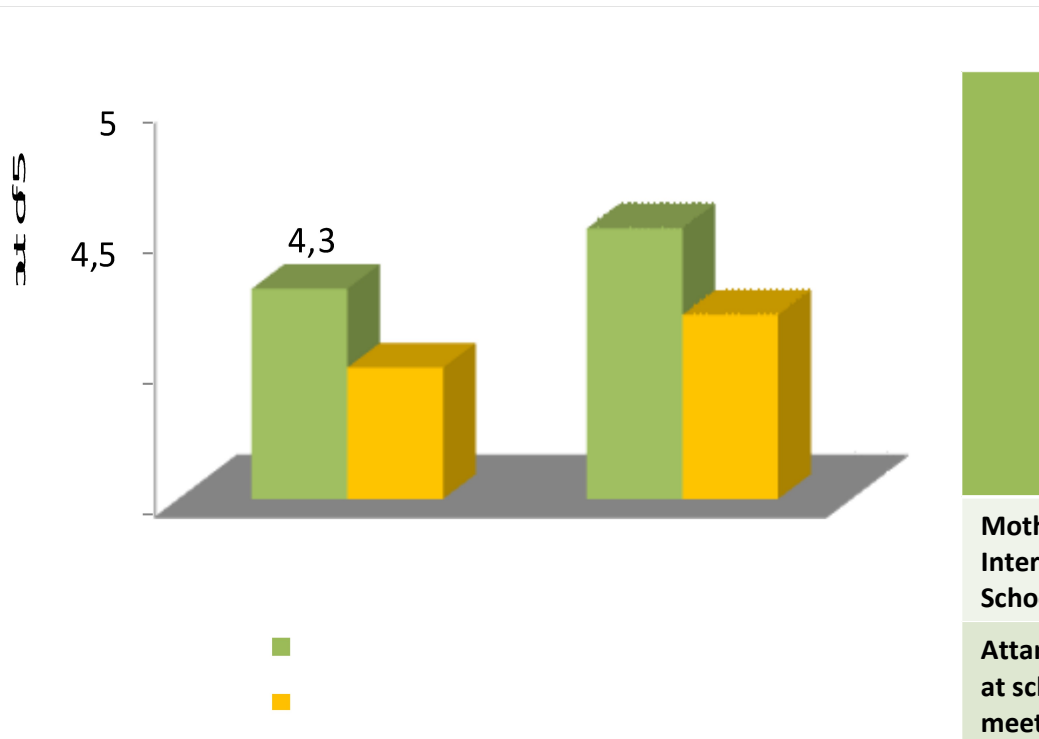
Mothers Who Did Not Attend MOCEP



	Mothers who Attended MOCEP	Mothers who did Not Attend MOCEP	X ²	Sd	P
Prepare Environment for Play	75%	46%	28.20	3	.000
No Permission for Play	4%	27%			
Permit for Play	3%	9%			
Permit for Play w/Rules	18%	18%			

Mothers' Interest in Children's Schooling

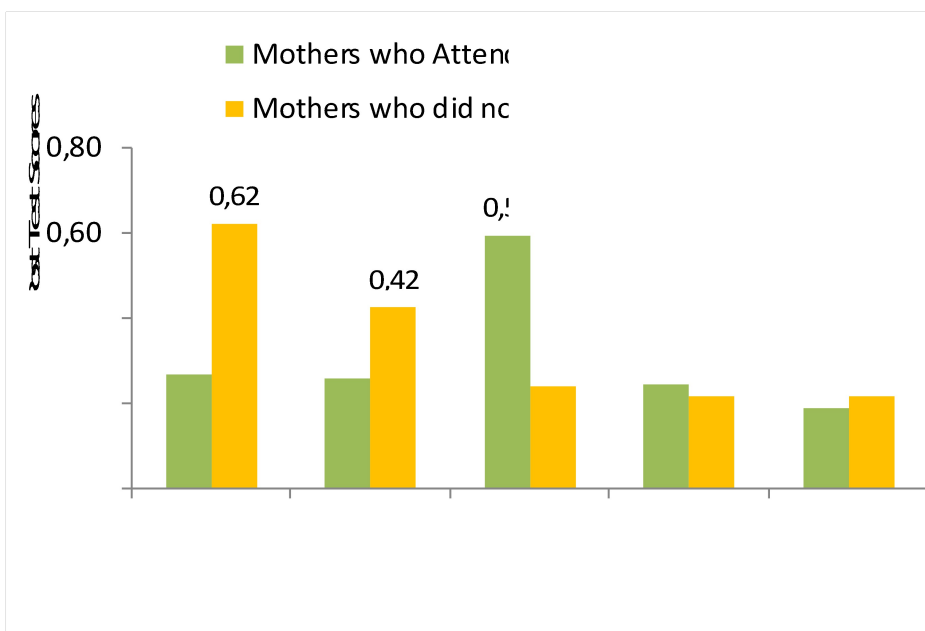
Based on the reports of teachers and the difference between the rate of attendance by mothers to their children's school meetings, attending MOCEP was influential in increasing parental interest in child's schooling.



	Mothers who Attended MOCEP	Mothers who did not Attend MOCEP	t	Sd	p
	Mean Scores				
Mothers Interest in School	4.3647	4.00	2.62	175	.010
Attendance at school meetings	4.5294	4.1957	2.14	175	.034

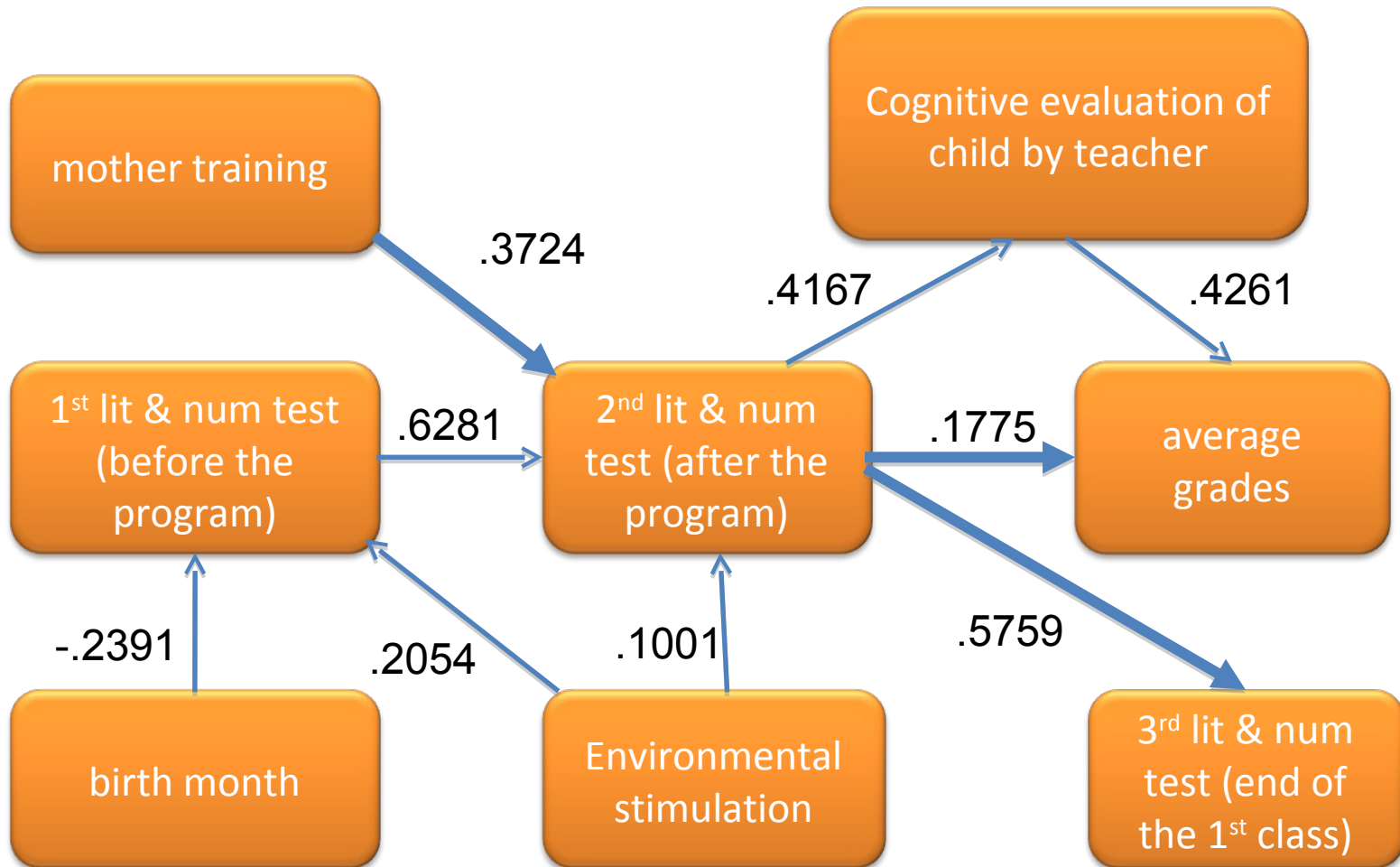
Better Child Rearing Attitudes

The findings of the followup research of MOCEP on the children in their adolescence and their mothers showed that, mothers who attended MOCEP used the negative discipline methods significantly less than the mothers who did not attend MOCEP. When faced with their children's misbehaviours, the trained mothers were found to engage significantly more in behaviors like explaining, diverting child's attention and preparing suitable learning and play environments for their children instead of beating and/ or ignoring the child.



	Mothers who Attended MOCEP	Mothers who did not Attend MOCEP	t	sd	p
Beating	0.2674	0.6196	3.64	170.36	.000
Not Attending to Child	0.2558	0.4239	2.40	175.45	.018
Explaining	0.593	0.2391	3.39	151.11	.001
Diverting Child's Attention	0.2442	0.217	4.30	101.10	.000
Preparing Environment	0.186	0.217	3.66	107.04	.000

Path Analysis





Mothers Reporting: The Mother-Child Education Program in Five Countries

Bekman, S., Koçak A. A., (2010). *Mothers Reporting: The Mother Child Education Program in 5 Countries*. (pp. 114-130) Istanbul: Mother Child Education Foundation Publication.

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Quotations from Mothers who Attended MOCEP

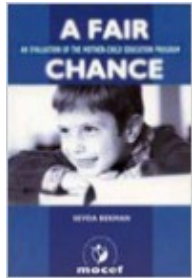
- ❑ I witnessed how my child changed during my attendance in the Program. When I realized this change, I wanted to continue this with my children. (12. Bahrain)
- ❑ I had not given him anything until today other than just feeding him and changing his diaper. I am very sorry for that, I have a guilty conscience. After he is 6, after participating in MOCEP and listening to those, I understood that I'm a mother, I understand my feelings. I have made many mistakes. (9.Turkey)
- ❑ Our knowledge increased. I feel good when I get new information, even for a few hours. I have confidence because I know how to raise my daughter. You relax because your self-confidence increases when you become conscious. (1. Sweden)
- ❑ I thought I had reflected it onto my life and I was proud. What I had learned was not in vain. They noticed these differences, which meant that I could actually implement them and use them in my life and that they could see that. (8.Belgium)

Quotations from Mothers who Attended MOCEP

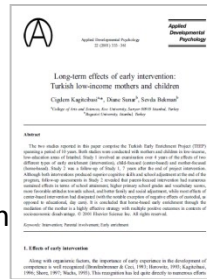
- ❑ The greatest support was from my husband. I was very happy and enjoyed it. Getting positive feedback, especially from your spouse and from your children, was very nice, it felt good. At least, you think that what you did was right, that I should have behaved that way before and that I should always behave that way. (3.Saudi Arabia)
- ❑ Of course, you feel happier when you are supported. It means that I can achieve certain things. You try to hang on more to life. You value your children more and want to provide them with good things, want to teach them. You want them to experience everything. (1.Turkey)
- ❑ My family told me that I really changed after attending the Program and that I started to pay more attention to my kids, to their food and that I was spending more time with them. They also said that my children had become calmer and that they had changed and were very different from other children. (17.Bahrain)

Research on AÇEV's Early Childhood Education Programs

Research on MOCEP



A Fair Chance: An Evaluation of the Mother Child Education Program
 August 1998
 Prof. Sevdâ Bekman
 *This research is available in both Turkish and English



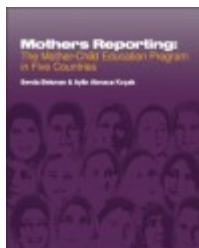
Long-term Effects of Early Intervention: Turkish Low-income Mothers and Children
 2001
 Prof. Çiğdem Kağıtçıbaşı, Prof. Diane Sunar, Prof. Sevdâ Bekman
 Journal of Applied Developmental Psychology
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Continuing Effects of Early Intervention in Adult Life
 September 2005
 Prof. Çiğdem Kağıtçıbaşı, Prof. Diane Sunar, Prof. Sevdâ Bekman, Dr. Zeynep Cemalcılar
 *This research is available in both Turkish and English.



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