



Dear Partners; we are inviting you participating Comenius projects. If you are eligible for Comenius project, we will be happy collaborating with you. But we can only one institution from same country. Below you will find the short summary of our project. Please fill and send us partnership form immediately. PLEASE FILL THE FORM http://www.mutlubirey.net/partner_search.doc and send us filled form PLEASE WRITE CODE TO SUBJECT OF YOUR E-MAIL. Send your e-mail to euprojectteam@gmail.com THANKS... www.mutlubirey.net Project Team of Happy Kids

WE ARE SEEKING PARTNERS FOR OUR TURKISH SCHOOLS COMENIUS PROJECTS

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[COM-13 I WANT TO SPEND MORE TIME WITH MY MOTHER](#)

COM-1: MY FATHER IS MY HERO - Fathers' participation to education process

Special Aim: Parents role is very important for child's education and maturing. In our education beyond sharing the known realities we will provide understanding between the children and fathers. By making activities with children started to preschool education

and their fathers as 20 people groups in 10 weeks which is total 30 hours, a model will be developed and awareness will be created. During the early years of development, children present their parents with a number of challenging behaviors. These challenges may include externalizing behaviors such as tantrums, aggression, noncompliance, overactivity, and destruction; internalizing behaviors such as social withdrawal, fears, sadness, and somatic concerns; and other developmental issues such as difficulties with sleeping, eating, and toileting (Achenbach, Edelbrock, & Howell, 1987; Richman, Stevenson, & Graham, 1975).

Fathers frequently get left out of the family, as early childhood programs define it. Most often when providers talk of families or family involvement, the child's mother is the family member who has been invited to participate or who is consulted regarding decisions related to the child (Able-Boone, 1993; Polmanteer & Turbiville, 2000; Sparling, Berger, & Biller, 1992).

Service providers focus their interactions on mothers for many reasons. Convenience may be one of the biggest; the mother is generally the family member who is most available for interaction (Murray & McDonald, 1996). Others suggest that providers, who are most often women, are uncomfortable in interactions with fathers (Flynn & Wilson, 1998; May, 1991; Sparling et al., 1992). Also, educators, who are not generally trained to work with families are even less prepared to work with fathers (Butera, Matuga, & Riley, 1999; Sparling et al., 1992). This preference for work with mothers is not limited to direct service providers; a review of early childhood program effects found that virtually all studies focused on mothers rather than on fathers or both parents (Brooks-Gunn, Berlin, & Fuligni, 2000). Clearly, fathers are not customarily included in either early childhood family research or intervention.

Although fathers are frequently left out of the picture, there is legislative and research support for including both parents in programs for young children. Legislatively, the Individuals with Disabilities Education Act (IDEA; IDEA Amendments of 1997) requires family involvement; however, this is often viewed as involvement only with the Individualized Family Service Plan (IFSP) or the Individualized Education Program (IEP; Gallagher & Desimone, 1995; Turnbull & Turnbull, 1997). Furthermore, although the legislative wording supports participation by either parent (IDEA Amendments of 1997), mothers are often the only family members involved (Able-Boone, 1993).

A report from the National Center on Education Statistics is one of many recent research reports on the importance of the involvement of fathers in their children's educational programs (Nord, Brimhall, & West, 1997). This research found that children were higher-achieving and more likely to finish school given even minimal participation in school activities by their fathers. These findings related to fathers of children in general education programs, but father involvement in programs for young children with disabilities has been shown to be beneficial to the child as well as to the father and other family members (Frey, Fewell, & Vadasy, 1989; Krauss, 1993).

Markowitz (1984) investigated the involvement of fathers in early intervention programs for children with disabilities who were between birth and 8 years of age. While this study was one of the few to examine father participation in programs for young children, it relied on data provided by program administrators rather than by fathers. In subsequent research, Hadadian and Merbler (1995) surveyed both mothers and fathers to learn what parents desired from programs for young children. Consistent with a recent study of school-age children (Nord et al., 1997), Hadadian and Merbler found that when fathers did participate in programs, they tended to do so with the children's mothers. Both Markowitz and Hadadian and Merbler found that fathers were more likely to participate in programs that provided information about their child's needs and developmental or educational progress. These studies also found that fathers were more likely to participate in activities that did not interfere with their work schedules.

The identification of fathers' priorities and preferences is crucial to effective programs that include fathers (Hadadian & Merbler, 1995). This information must come from the fathers themselves, not from the mothers of their children or from program administrators.

Target Group(s): Selected 40 students from nursery school, other public and special nursery schools in Safranbolu and their fathers. Also in all partners school fathers will be selected for participating to support child for life and school success.

Final Benefiting Groups: Families of the children who attends and will attend to Safranbolu Nursery School, project team, Town National Education Directorate, Health Group Chairmanship, Society Health Center, nursery school teachers, Public Education Center, Guidance and Research Center, father candidates and people from other occupations which are about children.

Primary Activities

Activity no: 1 Creating the project administration consisting of 4 people.

Activity no: 2 Organizing project introduction meeting.

Activity no: 3 Project announcements, preparation of posters and cloth banners, printing and distribution.

Activity no: 4 Selecting the 40 children and fathers that will attend to the project.

Activity no: 5 giving education to selected children and fathers and making activities with them for 10 weeks.

Activity no: 6 Taking videos of project activities and preparing DVDs and CDs.

Activity no: 7 Creating the project webpage.

Activity no: 8 writing the final report of the project, giving participation certificates and making the ending evaluation meeting.

Added Result

Decreasing on education lack of the families who have children at preschool education age. Creating awareness about decreasing the lack of guidance that must be given by fathers to children.

Helping fathers to identify their insufficiencies in guiding children.

Providing that fathers are not at background on children's education.

Preventing fathers from sexual discrimination in their behaviors to children.

Removing contradictions and disagreements between generations.

Making fathers! Child education enjoyable, efficiently spending of the spare times.

Giving the information to fathers that will be needed while raising their children.

Erasing the 'only my mother cares me' thought.

Making children who have good time with their fathers more successful in school and real life.

Procedure and Method

First month of the project will consist of creating the project team. Project coordinator, project assistant will prepare the support and education programs, choose expert educators, prepare job description of administrative secretary and accountant. Rules about the project will be created according to EU standards in the control of project coordinator. The reason for carrying out all the activities by project coordinator is the thought of making the applications faster and more flexible. Fathers will be educated theoretically as 20 people groups in interactive seminars. In all stages of the education brainstorming will be done. Rather than long theoretical informing, methods that measure person's attention and provide participation will be used. Computer presentations, videos and applications consistent with the subject will be selected.

Such interactive methods will support both children and their fathers to feel themselves in the event. By the tests applied before and after all the activities the improvement on the participants will be observed.