

THE EVALUATION OF THE HOME MANAGEMENT PROGRAM FOR WOMEN BENEFITS FROM THE ESKISEHIR CITY HOUSES

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ABSTRACT

The city houses established and have been operating under the coordination of Eskisehir Tepebasi Municipality has adopted the aims of causing child, youth, and adults earn an occupation, of meeting the basic needs, of realizing the support for social, cultural, sport, and educational activities. However, due to the majority benefiting from the city house constituted by women, it has been restricted just with women attending there. Besides the need of acquiring an occupation, the women attending to city house are also in need of being informed about other subjects. Anadolu University The Open Education Faculty The Home Management Program with the associate degree aiming to bring in the information and the skill to be able to use the sources possessed by house, family, and the individual in a most goal directed way is generally a program directed to women education in terms of both its printed material and contents of the televised programs besides being a program on a higher education level.

The aim of this study with women attending to the city houses which are also conveying non-formal education besides their other functions is to determine how to benefit from the Home Management Program which is providing distance education by cooperating with the municipality and the city houses and to contribute to the women education.

In accordance with this target, priorily the conditions to benefit from the city houses and from this program have been determined through the query way carried out with the women attending to city houses, and their expectations from the Home Management Program towards women education and information have been examined.

Keywords: City houses, non-formal education, distance education, open learning, Home Management Program, Anadolu University, The Open Education Faculty, Turkey.

INTRODUCTION

Distance education, "is the teaching activities conducted with specifically designed printed materials, audiovisual materials and with the usage of face to face teaching in a wholeness system for a short period of time without depending on the restrictions of the traditional education practices as the age of education, time, place, methods, etc." is defined in this way. (Hızal, 1983) There are some kinds of conceptual bases of the distance education practices. These are creating new opportunities for education and training, providing a wholeness in profession-education, democratization in education and training, life long education, being receptive to individual facts, benefiting from the institutions in an effective way, integration of technology and education, orientation to individual and society needs, basing on three dimensional integration, (printed material, edition, face to face instruction), accessing to great numbers, integrity of individual and community training, eagerness for education, and the balance in financial means. (Alkan, 1998)

According to the last statistical data of our country, 19.4 % of the women and 6.1% of the men are still illiterate. (DIE-Turkish Statistical Institue 2006)

The importance of non-formal training is increasing more and more due to the lower rate especially of the girls attending to formal training institutions after primary education. Non-formal training is mainly has the attribute to teach literacy to the adults and to conduce the youths have an occupation.

Nation schools founded in 1928 are one of the first practices of non-formal training. Non-formal training services under the constitution of Girls Technical Training have also been in practice since 1928. This service starting from the biggest settlement areas has been taken in a certain discipline to the villages where the enrollment is impossible by Applied Girls Art School, Mobile Courses to the Women in Villages, Girls Technical Training Continuation Institutes, and Community Training Centers. The projects of Girls Education, The Literacy of Adults, and The Raising of the Skills and the Income levels of Women have been launched concerning the education of women within the framework of "Collaboration Programs" projects between the Turkish Republic and UNICEF (Demiray and Curabay, 2004).

At the present, besides these projects in our country, enhancing especially the statue of woman in family and in society by increasing the knowledge and the consciousness level of people in the area, bringing in as productive ones, informing on the matters as health, nutrition, child development and education, planned parenthood, and home economics, teaching women-children- adults how to use the human rights previously the civil rights, guiding them in several issues, realizing the attendance of the public by developing several interest areas from socio-cultural point of view to different aspects have been performed within the framework of education programs prepared to raise the information, consciousness and the ability levels of individuals in "the Community Centers" operating under the Turkish Republic Prime Ministry Social Services and Society for the Protection of Children. (SHCEK, 2006) In addition, the studies on the education of women and on their having an occupation have been carried out by the municipalities. As a result of two year study of the Solution to Turkey's Problems Conference, City houses founded under the coordination of Tepebasi Municipality in Eskisehir that has the third place of the most developed among 81 cities have undertaken this mission as well.

In 2001, city house term was first used within the scope of "Child, Youth, and Adult Education Support Project" evaluated within the World Health Organization and realized with the cooperation of Tepebasi Municipality of Eskisehir, Anadolu University, Osmangazi University, Community Training Center and Ataturk Education Park. The aim of the "Child, Youth, and Adult Education Support Project" is to lead child, youth, and adults to a profession, to meet their basic needs, and to realize the activities in social, cultural, sports and educational support terms. In accordance with this aim, Fevzi Cakmak City House under the coordination of Eskisehir Tepebasi Municipality initially became operational in 2001. In Eskisehir divided into three municipalities as Metropolitan, Odunpazarı, and Tepebasi, there are six city houses founded and operating under Tepebasi Municipality concerning 2006. These are respectively Fevzi Cakmak City House first founded one in 2001, Batıkent, Çamlıca, Avlulu area City Houses founded in 2003, Cahide Aydıntürk, Fevziye Demiray City House opened in 2005, and Zincirlikuyu City House whose construction has been completed in 2006.

The activities of these six City Houses can be classified as food and hot plate aid, clothes and goods aid, clean-up aid (school, place of worship, house, etc), course activities (leading to a profession and hobby courses) cultural and sports organizations. Educational practices in city houses are being perpetuated as summer term and winter term. Winter term includes courses in skill adaptation especially of women- acquiring an occupation, and hobby goaled ones; however, summer term covers courses in sports and education for children and young people. 5000 people have participated in several courses offered in 23 branches like the ones to acquire an occupation-hobby (ceramic,

candle, jewellery designing, wood painting, needlework, machine embroidery, furnishing, meerscham, ribbon embroidery, wire breaking, glass handling, Turkish Folk Music, playing string, etc) and to support education (literacy, preparation for university, English, Turkish, Math, chess, computer education, etc.) from 2001 when the City Houses first became operational to May 2006.

In addition, information directed seminars and conferences have been organized in city houses. Some of them (from these seminars and conferences)are the ones covered different issues as civil code, first aid, safekeeping of earthquakes, sexual health education, environmental education, parenthood planning, stove poisoning, child development and patient rights. Besides them, city houses arrange sports organizations as well.

Due to eight year compulsory primary school education in our country, formal training is given to all individuals without discriminating girls and boys; however, Girls Vocational Schools, Girls Technical Schools, Anadolu Girls Vocational Schools and Anadolu Girls Technical Schools have also been in progress under the Girls Technical Education Board in secondary education besides other education units. These schools, in accordance with the general purpose and the first principles of the Turkish National Education and with the economic, social and technological improvements of the age; by contributing to the national industry and the family economy and also by considering the needs of the various regions, aim to educate girls as moderate staff members who know how to interpret, to use and to develop the methods used in the new learning and technology.(KTOGM MEB, 2006) In addition to the departments as Child Development and Education, Home Economics, Family Economics and Nutrition, Child Development and Pre-School Education, Decorative Products, Clothing, Ready Wear, Hairdressing and Beauty Knowledge, Embroidery, Knitwear Teaching offering formal education to women on higher education level in our country, there is also Home Management Program of Open Education Faculty under the coordination of Eskisehir Anadolu University providing service through distance education.

Anadolu University in Eskisehir has been training through the Open Education Faculty giving education via distance learning with its undergraduate, two-year degree, and certificate programs since the academic year of 1982-1983. However, the Home Management Program of the undergraduate programs aiming to bring in the knowledge and the skill to be able to use the sources possessed by house, family, and individual in a most effective way started its academic year in 1992-1993. In the first year when started to education Customer Behavior and Customer Awareness, Hygiene and First Aid, Nutritive Principles, Home Tools, Good Forms and Table Arrangement, Psychology, Citizenship and Environmental Knowledge, Foreign Language, (English, German, French) courses; in the second year Family Economics, Child Caring and Health, History of Civilization, Family Structure, Varying Technology and Its Effect on Family, Home Management Principles, Turkish, Atatürk Principles and History of Revolution courses took place. As a result of the restructuring of the Open Education Faculty in the 2002-2003 academic year, the courses and the contents of the Home Management Program were changed, and with this change, the courses have turned out to be as General Management, Organic Law, Introduction to Behavioral Sciences, Introduction to Economics, History of Civilization, Communication Knowledge, Basics Technologies, Foreign Language (English, German, French) in the first year; as Family Health, Family Economics, Family Structure and Relations, Home Management Principles, Family Psychology and Education, Women in Social Life, Turkish Language, Atatürk Principles and History of Revolution in the second year. The basic learning material of the students studying in the Home Management Program is the course books. Besides the course books and the television programs prepared with the supporting purpose, students can

make use of the academic consultancy for the basic courses in the first class and of e-learning challenges as well.

PURPOSE AND METHOD

As mentioned above, the aim of this study with women attending to the city houses which are also conveying non-formal education besides their other functions is to determine how to benefit from the Home Management Program which is providing distance education by cooperating with the municipality and the city houses and to contribute to the women education. In the study, in accordance with this aim, to 200 women benefited from the profession led courses opened in 2005-2006 academic year by six city houses under the coordination of Tepebasi Municipality of Eskisehir; the previously prepared inquiry consisting of 27 questions has been applied through face to face interview, the conditions to benefit priorily from the city houses and from this program have been determined, and the expectations from the Home Management Program towards women education and information have been examined.

FINDINGS AND IMPLICATIONS

In the first part of the inquiry, the profiles of the women participated in the inquiry and the conditions of their taking advantage of the city houses have been determined. According to this data, the ages of the 200 women taken part in the inquiry are respectively around twenty with 15 %, around thirty with 35 %, around forty with 45 % and around fifty with 5%. 40% of them are primary school, 20 % are secondary school, 30% are high school, and 10 % are university graduates. While 70 % of 200 women have indicated that they haven't ever worked and so are housewives, the rest of them with 30 % have stated that they are retired. 70 % are married; the other 30 % are single ones. 15 % of the single ones have never got married; the other 15 % have lost their husbands. 15 % of them have answered as 2, 20 % as 3, 40 % as 4, and 25% as 5 people to the question asking about the number of their family members in the inquiry. The women participated in the inquiry except the ones who have never married have stated that 35% of them have 1, 47% have two, 18 % have three children. The 80 % of the women benefiting from the city houses being at their 30s and 40s, 60% of them being primary school graduates, 70 % of them being married and housewives, not having more than three children, owing nuclear families consisting of mother, father and children, all have revealed the profile of the women constituting the target group of the study and attending to the city houses as being middle aged, primary school graduates, married, have one or two children, and housewives.

The marrying age of the women in our country is around 18-20. The women who don't receive training after primary school and don't have the opportunity to work get married and have children upon their own choices or their families' requests. Therefore, women can only have the opportunity to spare the time for them and do something both for themselves and for their families after their thirties when the children have grown up. Among the family income rates of the women took part in the inquiry, 20 % of them earn a bare subsistence, 70 % earn around 600-800 YTL (New Turkish Liras), and 10% earn more than the others. Women have stated that 35% of them live in rent, 65% of them live either in their own houses or in the houses of their families. This result is in direct proportion to not having an income of their own, when we have considered these conditions of the women most of whom are primary school graduates and housewives due to not having a job.

It has been determined that all of the women taken place in the inquiry have known the city houses of Eskisehir Tepebasi Municipality since the first day of their openings. In addition, women have stated that they are on notice of the activities being realized in the city houses through the announcements of the city houses, the posters and the leaflets,

their neighbors', or by informing each other via the phone bridge they have developed among themselves. This case is a positive indicator both for the communication between the city house and the women and for the communication women have developed among themselves. At a satisfactory level, the city house announces its activities, and the women support and approve them as well. Literacy, Furnishings, Cutting out-Sewing and Embroidery, Machine Embroidery, Ribbon Embroidery, and Meerscham are the courses opened by the city houses with the purposes of leading women to a profession, and supporting their education. The reason why they prefer these courses is that firstly the courses are given in the city house which is just beside of their houses and it is the most appropriate field to deal with to be able to have an occupation and earn money. However the women participated in the hobby goaled courses have stated their aims in joining to these courses as to value their spare times, to learn something new, to acquire manual skill, to prepare the dowry of their girls, to be with their neighbors, and just to address to their pleasures. ,All of the women attended to the courses have added that participating in these courses has been very useful for them, they have reached their targets, and again all of them have stated that the reaction of their family members are very positive and supportive in case of their participations' in these courses. While 65% of the women attended to the courses in city houses stating that they haven't ever enrolled in such kind of programs before, 35% of them have said that they have participated in the ones given by community training centers. The women attending to the city house while considering to be informed about other issues other than the profession led ones prioritize the profession led ones and want to be informed on specific subjects as well. The continuation to the courses aimed to their earning money by acquiring a job provides most of the women took part in the courses with positive and supportive approach of their families and especially of their husbands. The reason of their preferring profession leading courses instead of informing ones is that most of the women continuing to these courses are over their thirties, have grown up children and have the families in need of extra income because of increased needs stemming from the having grown up children. The answers of the women for the question asking about which subjects aimed to informing are arousing their interests are mainly listed as Child Development and Psychology, General Health, Mother-Child Health, Awareness Raising about Consuming, Good Forms and Women Rights. No matter how much women want to receive information about the women rights, the questions demanding information in the programs of seminars are the subjects related about family and the children generally connected with their way of living. This is also in direct proportion to the profile of women attending to the city house. Most of their lives are restricted just with family and neighbours.

The questions about the "Evaluation of the Home Management Program by The Women Benefiting from the Eskisehir City Houses" which is the subject of the study form the second part of the inquiry. In this part, while the women with 75 % have answered as they aren't to the question which is asking their awareness of the Home Management Program, 25% of them have answered that they are aware of it. On the other hand, to the question asking whether they have watched television programs broadcast on TRT 4, whereas 25% them have known about it, 90% of them have stated that they have never watched it. To the question asking about whether they will watch the television programs of the Home Management Program if the broadcasting schedule is conveyed to them, they have answered as they want to watch but due to having just one television, generally daily works and child care and their husbands at night have been preventing them doing so in this limited time.

However, all of them have answered eagerly by saying "Yes, we will watch it willingly" to the question asking whether they are going to watch these programs videotaped and given to them. Men in our country are the sovereigns while keeping television hardware including the remote control under their control. Also during the gathering of the family members to watch television, the use of the remote control, channel and program choice, all belong to the men seemed as the chief of the family.

While the television watching process of the women has frequently been interrupted by chores and child care, it is quite natural that women almost never have the channel choice. (Timisi, 1996) Nevertheless, their preferring to watch the television programs of the Home Management Program presented as cassette in the city houses is in direct proportion to the existing women profile due to having a time to use on their will while attending to job acquisition courses in the city houses.

Furthermore, all of the women participated in the inquiry answered as "yes" to the question asking whether they will watch the programs if they are broadcasted on TVA channel which is local broadcasting in Eskisehir of Anadolu University, as a reason to this, they have stated that the Home Management Programs broadcasted on TRT 4 are limited, but in the case of programs' broadcast on TVA belonging to the University, their chance of watching will be more due to the possibility of widening the screening on a more expanded time and of repeating.

Also to the question asking if they want to read the course books that are the basic instruction items of the Home Management Program, 85% of the women while stating that due to not having a reading habit, they will prefer watching television programs instead of reading course books, 15% of them have answered as "yes". When the names of the courses given from 1992-1993 academic year when the Home Management Program has begun training to 2002-2003 academic year when the restructuring has been realized and all of the courses' names changed after the restructuring have been presented to the women, it has been notified that they have showed most of their interest to the lessons named as Family Psychology and Education, Family Health, Home Management Instructions, Nutritive Principles, Good Forms and Table Arrangement, Child Caring and Health.

Except the reinforcement of the traditional roles of the women, the courses of general knowledge by means of which women can develop themselves as an actual being also have taken place in the Home Management Program of Open Education Faculty of Anadolu University. These lessons are Turkish Language, Ataturk Principles and History of Revolution, Foreign Language, Basic Law, the History of Civilization, Introduction to Behavioral Sciences, and Communication Knowledge. While these lessons in terms of their contents are contributing to the development of women, to the improvement of their general knowledge level, and to taking them out of their houses, the lessons like Family Psychology and Education, Family Health, Home Management Instructions, Nutritive Principles, Good Forms and Table Arrangement, Child Caring and Health which are emphasizing their traditional roles contrary to the other ones have been chosen by them. This picture is in direct proportion to the profile of women attending to the city houses.

In the application led part including the last question of the inquiry, they were asked to examine the delivered course books of the Home Management Program then by making them watch each of the television programs of three courses which aroused their interest most, their comments were received. On the contrary to the previous statement given by 85% of women about their not having a reading habit and therefore preferring watching television programs over books, the course books of the Home Management Program have aroused their interest, and the result that course books can also contribute to the women through the guiding of an authorized person in the city houses has appeared. Also the watched television lesson programs of the Home Management Program were attentionally watched by women, however, the result that women can more benefit from this program if up-to-date events and samples are placed in the contents of the books and of the television programs has appeared.

Due to place and time limits of women, the insufficiency of the sources, having more responsibilities in house comparing to men, there is a significant place of city houses in the women education in terms of their effective access both to make them earn an occupation and have a more conscious mind kept instructed. In spite of the fact that the Home Management Program conveying education through distance teaching is a higher education program on university level, it also has non-formal training function over women education in terms of its lessons' contents. Also as in the consequents of the face-to-face interviews with women in the city houses, it has been determined that this program has been approved by women as well. There is also a need for such kind of a program besides the career acquisition courses, and this program will have a significant place in women education after future cooperation of Anadolu University Open Education Faculty, municipality, and city houses. In addition to its being a two year degree program on university level and informing women of all education levels, this program not being just for the women attending to the city houses in Eskisehir also has a great significance in terms of its communicating to other women through cooperating with municipalities and other institutions in our country and providing them benefit from it.

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