



# Refugee Parents Education Project





# “Providing Learning Skills about Generating Solutions of Refugee Parents Facing to Educational Problems of Their Children”

## TRAINING MODULE IO3

2017-1-TR01-KA204-045870

### AWARENESS DEVELOPMENT APPROACHES FOR REFUGEE PARENTS

#### I- LOGICAL BASE OF THE MODULE

This training module has been created and implemented in the direction of needs in order to move refugee parents from their current point to the target point to ensure refugee parents contribution to education, to introduce corporate culture in the school-specific, to gain awareness of corporate culture.

The training module aims to enable refugee parents to communicate effectively with their children, as well as with their schools and teachers, to mobilize the existing potential within them and to ensure that they are part of the solution.

Firstly a study was carried out to determine their needs by preparing a questionnaire consist of 20-question. The most important objective of the survey was to identify the problems that refugee parents' children face during their education, and where they are in communication and adapting to the school institutional culture. This questionnaire was applied to parents in schools where refugee students were studying with the support of school principals to determine the problems and needs of the parents on the basic issues such as language, integration, cultural, social, public, problems and communication with their children, their families and the environment.

Secondly, needs analysis reports were prepared based on the evaluation of the survey results and interviews during school visits. Therefore, training module was formed by means of the survey data and the meaning content of IO1 needs analysis.

The meaning content of the module:

In the meaning content of the module, the following questions were searched.

What are the expectations and needs of the refugee as an individual - within the scope of the subject frame?

How can these expectations and needs be transformed into knowledge and skills - within the scope of the subject frame - considering social benefit?

What do refugee parents know about the expectations and needs of the education system - school, management,



teachers, other parents and



students? what is he/she doing to meet these expectations and needs?

We must immediately state that the needs analysis done during the implementation of the training module guides the study correctly and facilitates our work. We can state that this needs analysis can be taken as a reference in other studies to be carried out for refugees.

The objectives of this training module are followings:

- ☞ Improve the maximum degree of harmony and communication between
- ☞ Refugee parents and the school (curriculum, management level and teachers)
- ☞ Refugee parents and other parents
- ☞ Refugee parents and their children.
- ☞ To ensure that refugee parents contribute to common life as individuals who have developed a sense of self-confidence and belonging that can produce solutions to problems.
- ☞ To enable refugee parents taking action to get awareness in lifelong learning model by gaining new learning skills and on the way to be continuously self-developing individuals.
- ☞ As active parents in all areas, to increase their ability to communicate with their children, their schools and teachers, as well as other parents, to enable them to play a more effective role in their own development and in improving the quality of their children's education.

SUBJECTS:

The subject of the training module is formed of following topic titles:

- 1- Awareness,
- 2- Values
- 3- Our standard of living and realities,
- 4- Goal setting,
- 5- Ability to empathize

WHAT IS AWARENESS?

Awareness is a skill which can be learned. Awareness is the ability to look at what is happening around us and events happen everyday without blurring our lives through our past experiences, thoughts and beliefs. Awareness is a mental state that is gained by observing one's own thoughts, feelings and body to answer the question “What am I experiencing now? Awareness is to be aware of the moment we are in and accept it. Awareness is to





focus your attention in order to concentrate on the present moment without judgment. Life is lived in the present moment and living is ultimately consists of a series of present moments. However, being psychologically present at the present moment is quite difficult for people. We often live in the past or in the future and blur our present experience with our assessment of the past and the future. In its most basic form, awareness concerns direct contact with our present experience by accepting them and without judging. Awareness includes qualities such as openness, approach to instant experiences, acceptance and neutrality. The discussion is Orientation to experience. Orientation to experience is completely without judgment.

How does awareness create?

Awareness can be achieved by discussing and brainstorming on various question sentences and the answers given, depending on the situation of the person and the nature of the subject to be studied.

- ☞ What do you expect from this training?
- ☞ When was the last time you asked yourself, "Who am I?"
- ☞ Ask this question now and answer it.
- ☞ What is your reason for being here?
- ☞ Are you happy? What do you have to do to get happy?

### III. 1- C) Why awareness

Past and future is the point where separated people from his country and his homeland experiencing traumas due to compulsory reasons. People living in the past and the future cannot analyze the environment and conditions in which they live well and accurately and they miss the moment. This means that they have missed many important developments in this era and also it means a decline in their social life and individual lives. The era in which we are, makes it possible for individuals to keep up a life depending on different criteria in different geographies. Individual, who know more than one language, recognize different cultures and social lives, can easily adapt is eligible to meet the criteria of "World Citizen". We explained this to refugee parents based on these ideas and approaches. We embraced the idea that they could psychologically focus themselves and especially their children on "now" and through education and schools based on the reality conditions in which they are. We carried out awareness-raising activities with the slogan "Life goes on" and carried out "Awareness activities in order to reach the aim of focusing on the refugees "now" and organizing their lives within the scope of new conditions and opportunities.

What are values?





The main elements in which Manages one's life are called “value. Values vary from person to person, from culture to culture and from society to society. The conditions, personal and social situations and developments in which the human beings are located enable the values to change. Values study means determining the priority values of the person. When people setting goals, when planning for the future they should work on values in order to determine their priority values.

### Example values

Family \* Love and Relationships \* Success \* Wisdom \* Scientific Research \* Feeling Beloved \* Feeling Precious \* Sexuality \* Personal Development \* Religious Values \* Friendship \* Ability / Power \* Hobbies \* Work and Career \* Luxury Life \* Adventure \* Freedom \* Money \* Comfort \* Love \* Health \* Art \* Dignity \* Social Life \* Moral Values \* reputation / Fame \* Homeland Values \* helpfulness \* Pleasure.

### HOW IS THE VALUE DETERMINED

- 1- At least 20 values are written by determining common conversation
- 2- The person is asked to select 10 of 20 values in a series without giving them the opportunity to think.

The person is asked a series of questions about the preference of values in a series without giving them the opportunity to think. For example: success or friendship? asked. The next value is taken by eliminating non-preferred ones. Success or wisdom? such as.

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4- In this way, the first 5 values are determined.

5- Finally, the first three values are determined by the same method (asking to select one of two values in series) from 5 values.

☞ After determining the first 3 values, the values are discussed.

How well do we know our values which govern our lives?

- ♣ If you would give up your values, which ones would you eliminate?
- ♣ Which value would be easier to endure?
- ♣ How did you feel while choosing one value over another?
- ♣ How do your values govern your life?





- ♣ Can you align your values with your goals when setting your goals?

Note: The videos of these studies are available in focus group studies and LTT videos.

## WHY VALUES DETERMINATION STUDY?

Refugee comes to the refugee community with their own values. However the country of origin also has its own values as a refugee. Individuals whose personal and social values have been changed due to refugee should review their values in order to direct and manage their lives and know the values they will have to give up. There is also a need to know what values are in order to strengthen empathic approaches. For example, as can be seen in the videos of focus group studies, the values of refugee parents are mostly “feeling belonging”, feeling valuable” and “being part of society “.This is a result when approaching refugees with empathy that will determine their behavior. The relationships in which common values are shared or known become long-term and satisfying, deep relationships. For this reason, it is important for the person to be aware of his / her own values and to know whether he / she shares the same values with the people he / she shares the common life with. If you don't share common values but care about the other person, you can develop and respect yourself for what he values. Thus, common life may become healthier.

## OUR LIFE STANDARD AND REALITIES

### "LIFE GOES ON!"

When a refugee breaks out of his/her own country voluntarily or involuntarily and comes to another country, he/she faces two kinds of situations.

1. The environment and conditions may be better and more positive than the country he/she comes from.
2. The environment and conditions may be worse and worse than the country he/she comes from.

In both cases, it is expected that the refugee undergo adaptation tracing. It is inevitable for the refugee to accept the new conditions and realities, to set a life standard within the framework of opportunities offered by the new conditions and to try to reach it. While people, who are willing refugees, come through this situation slightly, it is quite difficult to get used to their new lives for those who encounter unprepared refugee situation (due to the natural disaster, unemployment, war, security, etc.). Because in the case of compulsory refugee, people have brought their traumas with them and it takes time to overcome them. The fact that the refugee accepts the reality he/she is in and takes a look at his/her life is one of the most important stages to be saved.





The most significant feature of refugees identified during the project studies and affecting their quality of life was that they did not speak Turkish or even refused to learn it. The majority of Syrian refugees who live in Turkey stood away from the dynamics of social life for about 5 years; because they think they will go back to their own country. Such as learning Language, being open to cultural interaction, socializing, contributing to the society where they meet all their needs. Of course, this approach imposes an isolated life away from reality without noticing themselves. We made these determinations in the first moments starting school studies. We prefer to add a section to the module so it made refugee to hold a mirror, realize their reality, and afterwards enable them to review their lives. We made the participants notice this part of module by means of adaptation requirement to life, and therefore to society and social systems with the slogan “Life Continues!” Of course whatever the conditions they are in.

### III. 3- B) HOW IS THE STUDY APPLIED?

This study can be applied in two ways as a brainstorm to create awareness.

Example -1-

What determines our lives, what are our values?

- 1) How many points would you give if you scored from 1 to 10? For example: Education, Family, Health, Children, Personal Development (courses, trainings, skills...) Social Life,...
- 2) If you gave 5 points to social life, how would you like to increase it to 8 points for example and what should be done for this?
- 3) Which standard of living enhance it would be better?
- 4) What should you do to boost your life standard?

Example -2-

Life wheel (life circle, awareness circle) application

AWARENESS WHEEL

Application:

Life Wheel Application and Reading:

This wheel; contains eight sections. Chapters together show a way to complete a full life, and are made up of the most fundamental areas of human life. This practice measures the satisfaction level of the day we practice in these areas. Satisfaction level may be different when we apply the same study at different times.





1- Accepting the center of the wheel as ‘0’ and the outer edge as ‘10’, frame the areas of your life by drawing a circle or straight line along the degree you give to that area.

2- Draw the inside of the lines with a colored pencil.

3- Asking, the question “How far does it go in this way?” imagining it is a wheel.

4- Ask the refugee about his / her views about obtained image and the life wheel.

5- Define your own (practitioner) opinions about the wheel of life.

6. Discuss together about results and evaluate them.

7- How transitions between satisfaction levels can be achieved? Discuss.

8- Take words from the person you apply the wheel,

☞ Which area can be improved and how?

☞ What should you do?

☞ How soon? When?

WHAT IS THE TARGET?

Target; the place to be achieved or to be obtained, can be defined as the position, level, goal, purpose, aim, intention and destination of a person or a group. A qualified and a life that is sustained being aware is the life experienced by targeting.

With refugee parents; Do they have their own life goals or not?

If so, what are these goals?

What will the existing goals contribute to their own lives and the lives of their children?

If they do not have goals, what will change in their lives have goals ? ...

With similar questions, what is the goal and its importance in our lives?

We have made the target setting conscious by making discussions.

HOW TO DETERMINE A TARGET?

What brings the goal from distance point to the closeness point is a challenging process which requires labor, time and work by discipline the goal. This process is called “Target Study. Target study, enable messy and disorganized thoughts of our minds transform to a systematic and conscious condition. It

allows us to determine the





direction of our lives. It helps us determine whether we succeeded or not as we move towards the target.

Following are the questions we are looking for answers from these points:

- 1- What do you want to success?
- 2- How long will this take?
- 3- What do you need to get there?
- 4- How will you measure your progress?
- 5- What is the target you want to achieve?
- 6- What is the your reason to achieve this goal?
- 7- If I reach this goal, my life will change as follows:
- 8- Will you be happier if you achieve your goal? Why?

#### HOW TO PERFORM THE TARGET WORK?

##### a) Drawing the outline steps

Write down the most important steps you need to take to achieve your goal based on their importance from five to ten:

##### b) Creating a Timeline

How long does it take to reach the goal? It is determined that the steps to be taken and how long these steps can take place respectively. (Write the steps respectively specifying date you will perform.)

##### c) Making Resource Inventory

What resources are needed to achieve the goal, where can they be found or created and how can they be owned? How can progress be obtained? Resources needed to achieve a goal: Time, Energy, Emotional Power, Money, motivation, education, knowledge and skills, social environment, talents, etc. d.

##### d) Measuring Progress

These measures need to be used to regulate progress, to be motivated and to make progress until they reach the goal.

This is done by defining



the measurement date and the progress that should



be planned.

For example:

Week 1 / Month 1

Where am I on target?

Do I follow the outlines of my steps?

Am I suitable for the timeline?

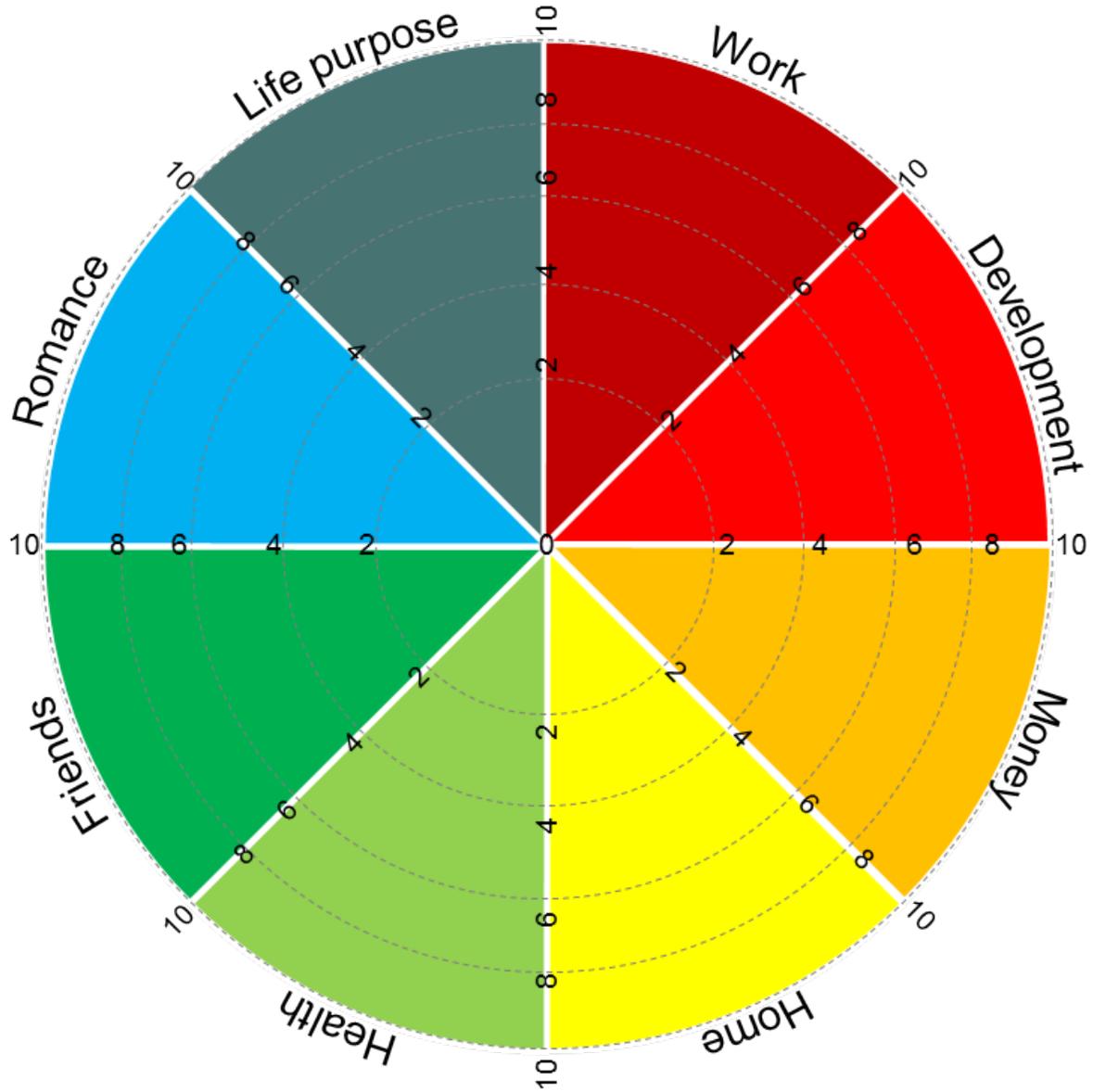
Am I using resources correctly?

If the progress measurement is made periodically in this way, the target realization analysis is also extracted. Achieving a goal in this way is also inevitable.





## WHEEL OF LIFE





## MAKING EMPATHY “EMPATHIC APPROACHES”

### III.5-A) WHAT IS EMPATHY?

Putting one person in the place of the other person, looking at issues from his perspective, correctly understanding and feeling that person's feelings and thoughts and the process of communicating this to him/her is called “empathy“. Empathy is the ability of a person to recognize and understand another's beliefs, desires, and in particular feelings, by isolating himself from his feelings and thoughts. In empathy, the person understands the other person so well that he / she starts to feel like himself / herself and identifies himself / herself. Empathy is a skill as well as a skill acquired through education and experience over the years. Some people are capable of empathy. Today, empathy has proven its necessity both as an individual and as a social skill and talent.

In order to understand the level of our empathy skills and abilities, we can ask ourselves the following questions and try to respond them.

- 1- Are you listening to the person in front of you? Otherwise do you pretend to listen?
- 2- Do you usually prefer to listen or to tell?
- 3- When someone tells something, do you view the event with pictures in your mind?
- 4- Do you see yourself in the center of the world or do you feel the existence and importance of other people?

It is possible to replicate following questions according to the issues we want empathy to be done. The empathy of a human being and its ability to reflect this to the whole of life makes it easier for us to achieve personal and social peace:

- 5- Are you a self-centered person? It means do you say that the other person finishes his/her word so it's time for me?
- 6- Do you look into your eyes when you are telling something or are you busy with other things while he/she is talking?
- 7- Do you concentrate on the phone or do you do another work?
- 8- How many times do you divide it when someone tells something or how much can you listen





without commenting?

9- When someone told you something pathetic, did your eyes fill?

Empathy is to observe the world with the other's life. It is an important part of emotional intelligence. It is not equivalent to agree! Communicating what you understand to the other person.

While trying to explain empathy, two basic verbs emerge clearly;

“Reflecting” iterate the person what he or she has experienced.

“Accept” to confirm the person life.

Afterwards, it is necessary to make an effort to communicate (trying to look from the same perspective, sharing feelings).

## HOW TO ESTABLISH EMPATICAL COMMUNICATION

Empathy is defined as a person looking at things from his perspective by putting himself/herself in front of the other person, feeling the person's feelings and thoughts correctly, and defining this situation to him/her as communicating.

Communication is the ability of people living in society to know themselves and their environment better and interact to achieve compatible relationships with other and to develop this interaction.

Every branch related to the human community and behavior and every work that develops social projects should be interested in communication. Empathy is the most basic action in the realization of communication. In this context, hearing the other person is not enough for the realization of empathic communication. You need to be an active listener to think that you understand what he/she says. Empathic communication is necessary in creating an environment of self-expression to give the opportunity to him/her to reflect his/her emotions.

In this study, the refugee and the citizen need to know and accept that they have a mutual presence, different value judgments and beliefs. Many problems with refugees are related to empathic approaches. Understanding and cooperation of mutual values; following empathy is extremely important, perhaps for a future to be established jointly.

For the development of empathic understanding, it is necessary to move away from egocentrism. It is even mandatory. Self-centeredness is the factor that prevents communication. In this case, it is difficult to understand the human's feelings and what they perceive. In order to develop our empathic communication skills, individuals should try to be open to cooperation, interdependency and assistance, away from defensive communication and trying to find similarity between differences. Individuals who are open to





development, self-renewing, free from prejudices, evaluates the location of the person they communicate with, and Individuals who acquired a democratic attitude; have made these earnings by performing empathic communication An empathic person is an individual who demonstrates democratic attitude and behavior. In this context, empathic communication is the basic effect of individuals in understanding each other and solving problems emerging from communication and in this approach empathy is based on the principle of “reciprocity.

In terms of our project, the idea of ensuring the development and strengthening of empathic communication in refugees has two main objectives:

To overcome mutually the problems arising from the current situation in Turkey, to ensure the social accordance and integration, to enable the refugees to develop the sense of belonging feeling, to feel they are a part of the community, to support their contribution in terms of corporate culture and training.

To enable refugee parents to solve the problems they face in their children's education with the knowledge and skills they acquired.

#### WHY EMPATIC APPROACH IS NECESSARY?

Empathy provides many convenience in social relationships. It allows the person to show that he/she understands and cares about the person in front of him. Thus, this makes communication easier. Misunderstandings diminish, sincerity and confidence ambience develop rapidly, issues and problems are easier to discuss and thus solutions are made more quickly and easily. Closer, meaningful and helpful relationships are established in such a way that they can be passed on to future generations.

Based on this social benefit of empathy, we identified one of the main themes of both our project and the training module as ‘empathic approaches. The concept of refugee, which is the main subject of our project, confront us as Turkey's very important as a social event from the moment that the civil war started in Syria. By empathizing, an empathic approach that needs to be established and strengthened between “citizen” and also has to share all his/her resources with a very crowded population at once and refugee who should treat closely to eachother is necessary and even obligatory. Perhaps this approach may not be very urgent in countries in which accept refuges in limited numbers and selectively. At the same time it is an is very urgent approach in Turkey and also the countries that open their doors to nearly five million people get away from war and unfavorable situations occurred in their countries.

As mentioned above, one of the most important principles of empathy is the principle of reciprocity. The “citizen” must be able to empathize the refugee ”and the refugee to the“ citizen.





When we started school visits for the survey applications, during the survey applications and the results of the survey analysis reports, we found that empathy was tried to be established one-sided rather than mutually. Citizen treats the refugee with empathy but the refugee did not approach the citizen with empathy.

For example; in some of the schools where we work, in some classes half of the class is refugee children. There is a student profile in a classroom who had educated in a classroom with different curricula without knowing a in their country or has never attended school. Let's think about the situation of the "citizen" child and the "teacher" who teaches in this class. At the same time citizen parents thinks their child's right to education and the time spending for his/her child has been taken they treat emphatically to this topic but even so their discourses is perceived for refugee parents that they don't demand us.

Based on this and similar examples, we have put the subject "What is empathy" within the module. As it can be seen in the training videos, we asked the question "What is empathy?" to a group of sixteen refugee parents. Only one person said that he heard the word without knowing what empathy means and that he knew more or less about the concept, while others stated that they knew nothing about it and it is the first time they heard the word.

If empathic approaches are not known especially in our country where economic and social rights are used more at equal points, and face intensely with Syrian influx and also countries with similar status, teaching, placing and developing; social peace and serenity is imperative for healthy-grown generations and for the mission of world citizenship.

## HOW TO IMPROVE IMPATHIC APPROACH?

1-Do practices to develop the ability to talk back and interpersonal perception: It aims to teach the person what empathy is and how it develops, how to recognize different emotional states of people and how to respond positively to them.

Firstly, to concentrate on one's own emotions: Thus, one starts to understand better which emotions are associated with which situations.

3- To enable one to focus on similarities between himself and others.

4- Role impersonation, role-playing exercises: It enables the person to look and become open-minded from different perspectives, it prevents the rigidity of belief and prevents applying superficial solutions to problems, and it enables person to obtain cognitive and personal flexibility.

5- To practice repeatedly and repeatedly in order to try imagining and perceiving the perspective of others.





6- Emotionally Exposure to a stimulating incident: In this way, the person can better understand the situation of whom interacts with the same stimulus.

7- Finding a model of empathic behavior

The qualifications of empathy described followings will contribute to the achievement of the objectives of our project in trainings.

The basis of attitudes such as many problems emerge from unclear incidents, not accepting the person in front of you, or not listening him/her that prevent communication is not improving empathy. Parents who do not implement empathic communication if they cannot understand their children and have difficulty in evaluating their attitudes and behaviors, they want to help children's problems but if they fail to do so, they should immediately achieve empathic communication in order to solve their problems with their children.

Parents who perform empathic communication are the families who have obtained a sense of confidence and trust in their children and have improved their listening skills in expressing their senses and thoughts and have found solutions to the psychosocial problems of their children. In these families, democratic attitudes and behaviors have been gained and they breed healthy and successful children.

We are faced with many different problems of our era. Children move away from their parents and communicate with sinister people around them. The increase in violence in schools, demand toward drug use, the basis of all these attitudes and behaviors is the lack of empathic communication. Children who have not yet achieved social assembling who have not been able to relieve the traumas they have experienced and witnessed in the war, cannot communicate with their parents may become vulnerable to the dangers we counted.

At the end, empathic communication should be developed in order to achieve social peace and serenity and to strengthen democratic society

#### IV.CHAPTER CURRICULUM

DURATION: 16 LESSON HOURS CONTINUING EVERY 50 MINUTES.

#### METHODS AND TECHNIQUES USED

Brain storming, oral and written question and answer, interactive learning, empathic approaches, drama studies, exposure ...

MATERIALS AND MATERIALS (board, projection, hat, awareness wheel, various educational games to focus and increase team synergy, classroom environment ...)

TRAINER AND TEAM:



The trainer must have given or





received personal development trainings such as Coaching, NLP (Neuro Linguistic Programming), Effective Communication, Trainer Training, Body Language. This training is carried out in groups of minimum 6 and maximum 20 people. 2. When the group is more than 10 persons, a trainer or assistant must be present.

## AWARENESS DEVELOPMENT APPROACHES FOR REFUGEE PARENTS ”

### I. COURSE: EXPECTATIONS STUDY

- 1) What do you expect from this training?
- 2) Introduction to education, Things to do in this training.

EXPECTATION beklenti

We want to continue and our children. take advantage of this training.

Continuing know what we can do in our relations with Turkish society.

Continuing these courses and strengthening the relations between Syria and the Turkish community.

To strengthen the relations between Turkish and Syrian society and to make them conscious

This study aims to prepare the group for education psychologically and in order to prepare the group in a confidence and trust environment through knowing each other for training. Followings are some of the opinions we received in writing in the expectations study.

### II. COURSE: AWARENESS -1-

- 1) When was the last time you asked yourself Who am I???
- 2) Ask this question now and answer it.
- 3) What is your reason for being here?
- 4) Are you happy? What do you have to do to be happy?

Note: The above questions represent the beginning; work continues while the participant's answers in an interactive environment is developing other questions in itself. After asking common questions to the whole group and obtaining the answers, subjects are developed by means of the answers of one or several people within the group, provided that they are voluntary. Meanwhile, listeners will ask their own questions within themselves and start searching for the answers. Volunteering is important in this kind of work.





### III. COURSE: AWARENESS -2-

- 1) Are you interested in your child's school achievement, school adaptation and friendship?
- 2) How many parents do you know in your child's class and do you communicate with them?
- 3) When your child has problems with his or her lessons or friends, how do you solve that problem?
- 4) Do you attend school, class, parent-teacher meetings?

### IV. COURSE: APPLICATION OF VALUE DETERMINATION

Belonging, security, feeling safe, being, education, being part of the community, homeland, being together, family, excitement, adventure, hope, money, happiness, health, abundance, religious values, business, peace, flag, child, prestige, success...

Select ten values specifically from the above values

2) Now leave five of the ten values you selected

“If I were to compromise five values, which ones would I leave?”

“Which of these ten values would be easier to bear the absence of? ”

For instance:

The participant is asked the question whether one value over another value is preferred in sequence way,

Belonging or excitement? As...

Round 1

Belonging, security, feeling safe, come into being, education, being part of the community, homeland, being together, family, excitement

Round 2

Belonging, security, education, being part of the community homeland,

Round 3

Belonging, security, being part of the community,

It should be applied to the whole group. Identifying the values will also be required in the target





study.

#### V. COURSE: SPEECHES ON VALUES

#### VI. COURSE: LIFE STANDARD STUDY -1-

If you scored some things in your life from 1 to 10, how many points would you give them? For example: education, family, health, children, personal development (courses, skills...) Social life,

- 2) Which standard of living would be better?
- 3) What should you do to enhance your life standard?

NOTE: detail of this study III. 3- B) HOW DO WE APPLY THE WORK?

#### VII. COURSE: LIFE STANDARD STUDY -2-

If you rank your child's lessons based on the most successful to more failed, how would be this performance?

- 1) which course has the standard you want/expect from your child?
- 2) What do you need to do to ensure that this course is of the standard you want / expect?

#### VIII .COURSE: TARGET DETERMINATION -1-

How to set a target? What are the characteristics of the target? Goal setting application

#### IX. COURSE TARGET DETERMINATION -2-

Integration of values according to the situation and goals that arise in the wheel of life

#### X. LESSON: WHAT IS EMPATHY, HOW TO INSTALL?

#### XI. COURSE: HIGHLIGHTING DIFFERENCES AND REALITIES

Technique of thinking with someone else's hat

- 1) A refugee and a Turkish parent are seated on reciprocal chairs, wearing a hat.

They are asked what they think about each other.

Question 1) What is his/her side make you annoyed the most?

Question 2) which side of her/him is your favorite the most?

Question 3) What do you want him/her to do?

Hats and chairs are

changed and the same questions are asked again.





3) The same work is carried out between refugees and teachers, refugees and school heads, refugees and students.

## XII. LESSON

To create awareness at the points of comparison, evaluating the advantages of situation and conditions in which they are.

## XIII. LESSON

Skills to be developed, permanent behavior patterns, communication techniques (class parent meeting, class trip, telephone, whatsApp groups, meeting with Turkish and Syrian families, etc.) as a result of the awareness gained in previous courses about providing maximum contribution to the education process of their children in

## XIV. LESSON

Recognition of corporate structure and adaptation to corporate culture.

The structure in the school; students, parents, teachers, guidance services, class meetings, general parent meetings, parent-teacher associations, administration (deputy principals), principal.

## XV. LESSON

Exposure to culture, language, rituals and social life. What kind of activities are carried out in schools?

Class parents, whatsApp chain, special and important days, class picnics, trips, bazaars.

## XVI. COURSE: SATISFACTION SURVEY

Remember your expectations from this training and what has been done.

Write your thoughts about education.

## EDUCATION TIME:

EDUCATION CONTINUES FOR 16 COURSE HOURS. EVERY COURSE IS 50 MINUTES.

## METHODS AND TECHNIQUES USED

Brain storming, oral and written question and answer, interactive learning, empathic approaches, drama studies, exposure ...

## V.CHAPTER : CONCLUSION:

Satisfaction





o

Thanks due to the interest of the teacher.

o Thanks God .Thanks due to the interest and support of the teacher. You help us understand our situation.

o We tried to transfer the perspective of Syrians. Syrians and the Turkish people came together. We have learned new Turkish words.

o We thank teacher Ayşe for the meeting. Thank for applying meeting in schools and your interest in the status of our children. We hope these meetings will continue every semester.

o Thank you for your interest in our children and for these useful courses.

o Thanks to the teacher to identify the problems which will encounter between us.

o We are grateful for this meeting because it was wonderful and useful.

#### V.CHAPTER : CONCLUSION:

At the point of

- Education, parents;
- Looking at the situation from a different perspective, changing and improving their perspectives
- See and realize what they are doing or not doing about their own personal development and the education of their children
- Developing perspective and setting goals for participation in social life, adaptation and similar issues

provided a development observation.

In this module, participants will go through an educational process in which they share their experiences in an interactive environment.

This training module, which we have created within the scope of our project, will start to disseminate and use in the continuous training centers of many institutions, especially our local partner Gaziantep Provincial Directorate of Labor, Family and Social Services and the social centers of the Red Crescent. The educational content and methodology of implementation has the qualification to be applied



not only to refugees but also to disadvantaged



individuals and groups that make up various parts of the society.

In addition, this module will continue to be developed and implemented by Kayra Consultancy and Education after the project and also used in other social projects.

With this aspect, in terms of:

- Application
- Content enrichment
- Detailing

our training module has an innovative and sustainable structure. Our training module will be used by decision makers as well as large masses through the Web Platform.

