



## GUIDE ADVICES GUIDE IMPLEMENTATION

- *Partner: Bartın Provincial Directorate of national Education / TURKEY*

### 1. How did you implement the method adopted (popular education) in your local activities, thanks to project experience?

Beside its own functions and legal responsibilities, Bartın Provincial Directorate of National Education has started to train the parents in order to enhance the quality of education through popular education in concept with this volunteering EU LLP Grundtvig Learning Partnership Project. First, we began to perform our activities in rural areas where the families mostly have economic problems, divorced and disadvantaged parents are in a huge number.

In our education facilities ;

The methods of presentations, case studies, drama, role play, brainstorming, games, questioning, exercises, practising, dreaming are used in our training activities.

For each session of our training activities ; we decided the time, objectives, technique and methods, equipments according to the target group that we take over. Also, we conducted questionnaires at the end of each session in order to get feed back from the participants. By the way we could have opportunity to empower our weak sides.

We supplied subject matter experts who are generally volunteer for all sessions. So the participants could ask their own problems to the experts at the end of training.

### 2. *The achievement of project objectives realizes together with the direct involvement and participation of target groups to every activity, in order to sustain their educational path, overcoming integrative difficulties and promoting their entrance in the social context.*

#### How did you involve the beneficiaries in your local activities?

We used our schools as training classes and halls. In cooperation with Bartın Municipality, we benefited from their all opportunies, especially such as transportation vehicle which is



free for the handicapped/disabled people. By the way, it was easy for us to invite and host parents who have economic problems.

As the training activities are held in schools, it was always easy for us to contact with the teachers of their children and it was an advantage for the sustainability of training activities.

We cooperated with the school administration and local government for the announcement of the activities and invited parents who are especially in rural areas.

Moreover, the parents who have handicapped/disabled children and who were socially excluded because of hard child care could be involved in training activities ; by the way they could have opportunities of meeting with other parents.

Actually, we had no problem about the attendance for the trainings until now. Even many of the participants wanted to invite other families from their regions. Because they were aware of the positive effects of trainings.

**3.** *The project means empowerment as the process of social action through which beneficiaries, organizations and communities gain competences about their life, in order to change their social and political environment to improve equity and lifestyle.*

**Which kind of competences beneficiaries, organizations and communities have experienced thanks to the project?**

**Beneficiaries;**

- realized how to behave their children,
- learnt the obstacles of communication and its negative effects,
- improved their listening and caring skills,
- had a chance to recognise and express themselves,
- learnt the methods how to change the bad/unrequested behaviours of their children,
- learnt how to become a model to show sense of responsibility,

# LET'S DO IT BETTER

improving quality of education for  
adults among various social groups



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- recognised the importance of social and sensual development for the children's personality development,
- remarked the child rights, and learnt what are the disuse and neglecting effects of the children,
- learnt the importance of effective time management,

## **Institutions and Society;**

- had information about the importance and methods of acting to disabled children and their families sensitively,
- realized that there isn't any difference between the senses of disabled and normal people.
- learnt that only economical support was not enough and social support was required the most.
- families learnt how to struggle with the problems by sharing the experiences of other families,
- learnt the advantages of working together and cooperating with each other,
- realised the opportunities of government,
- society learnt the difficulties of the families who have handicapped or disabled children,

## **4. Have you any advice to other European organizations concerning the adopted method (popular education)?**

As Bartın Provincial Directorate of National Education, we are aware of the importance of the sustainability of these training activities in order to supply the integration of disabled people to the society. Also we believe that these training activities should be carried not only by the families who have disabled children, but also normal families.

Furthermore, we would like to develop more projects and cooperate with the schools or institutions which are carrying out training activities for the families who have such situations. Finally, we warmly invite everybody to share good practices and implementations, also to exchange ideas mutually.