

WORD OF EMOTIONS PROJECT - TRAINING REPORT

ANKARA 9th-13th JULY 2021

2019-1-RO01-KA204-063537

ATTENDING:

ASOCIATIA EU-RO-IN

Necmettin Erbakan Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi

TRAINERS:

Ms. Beyza Türüdü/Trainer

Ms. Serengül Gümüş/ Psychologist

Ms. Şeyda Pekçetin/Psychologist

Ms. Ümmü Gülsüm Doğan/ Trainer

Firstly, the host institution Ankara Aile ve Sosyal Hizmetler İl Müdürlüğü gave the welcome speech for the participants of the training. Trainers informed the participants about the training process including the duration of the training and topics to be handled.

The first day started with an ice breaker activity named ‘‘in my place’’ and participants formed groups of two people, talked about themselves then each one of them introduced oneself as if they had been her/his partner. The ice breaker activity aimed to enable participants to get to know each other better and to see how much they listen to one another and how they feel when they hear about themselves. Afterwards these topics were introduced to the partners: the concept of emotional intelligence, benefits of emotional intelligence, education of emotional intelligence (and ways of promoting emotional intelligence in education), educational system in Turkey, working with migrant families, parental involvement, developing emotional intelligence and adult education in Turkey. Group discussions were held during and at the end of the day.

On the second day the host institution Ankara Provincial Directorate of Family and Social Services presented the flow of the 2nd day after welcoming all the participants. The topics



presented on the 2nd day were as follows; empathetic and active listening, interpersonal levels of emotional intelligence, behavioral problems in children and solutions, migration and adaptation, migrant child and adaptation. An "active listening" activity was carried out between the presentations. The participants were asked to think over a memory that they were angry with. Then they were requested to form groups of 2 and to tell the memory they thought about the other member of the group. The aim of the activity was that both participants in each group went through the same process. In this activity, it was studied on what can be done to listen to each other actively and to give the feeling that the other person is carefully and actively listened. Emphasis was given on gestures and mimics in active listening, verbal and non-verbal clues, and the importance of mirroring. Group discussions were held during and at the end of the day.

On the third day of the training these topics were covered; how can EQ help people, daily emotional situation, self-awareness, self-regulation, motivation, social skills, importance of focusing, focusing on the emotional problems of children and their families, listening, common mistakes in empathic and active listening, conflict resolution and its strategies, frustration management, stress management, functions of and approaches to stress management and learning with fun. An activity "balloon breathing" that can be implemented with children when they experience negative situations causing big emotions. It aimed to help them regulate their emotions, teaching them various ways to calm down, to develop self-control and self-esteem. After the activity ways of managing emotions were discussed among the participants.

On the fourth day the training continued with other related topics of emotional intelligence that were; interpersonal relationships, types of interpersonal relationships, components and factors affecting interpersonal relationships, tips for children to have healthy relationships, migrant children's relation to interpersonal relations, interpersonal activities for kids, social responsibility, flexibility, adaptation, tolerance, flexible thinking, teaching flexibility to children, empathy circles, learning empathy naturally, teaching empathy to children, benefits of empathy, disadvantages of lack of empathy, reality testing and its strategies, the importance of reality testing for immigrant families, helping immigrant children reframe the situations. An activity "I like.../I don't like..." that made participants express their likes and dislikes and also common thoughts. The practice enabled participants to experience empathy, made them



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understood and connected. Participants were asked to talk about their experiences concerning empathy while working with children or youngsters and valuable discussions were made.

On the last day of the training a presentation were made covering the topics of immigrant families, children with emotional problems, an important project example ‘Education and Psycho-Social Support Project for Refugees Under Temporary Protection’, techniques for working with children having emotional problems (skills passport, art therapy intervention, child welfare practice, child welfare trauma training toolkit, ways of promoting EI in education, teaching practices for social emotional development. After the last training session ended, evaluation forms of the training were filled by the partners. Lastly, the Provincial Director of the host institution presented the certificates of the participants.

Evaluation Forms of the Training:

The education evaluation questionnaire consists of 5 parts. These sections are listed as Training logistics, Project training content, Positive aspects of the training – strengths, Aspects that could be improved, or weaknesses of the training and Improvement proposals and suggestions for future training. While Training Logistics and Project Training Content consist of a 5-point Likert Type Scale, there are open-ended questions in the other sections.

The first 10 questions are about training planning satisfaction, the next 8 questions are about the content of the training and the way it is implemented. The last part includes the strengths and weaknesses of the training and suggestions for further training.

When the survey results filled by 20 participants in total are analyzed, in the training logistics section, which is the first measurement section, everyone reported that they are generally satisfied with the training planning. However, the number of those who gave negative answers to the questions *“The information you received before the training, intended to facilitate your participation of the training”* and *“The agenda of the training”* is high. For this reason, they stated that education on these issues should be improved. Regarding the project training content, the participants stated that they were satisfied with the training by giving high scores.

To the question of Positive aspects of the training – strengths, the participants spoke positively about the content of the training presentations and the competencies of the trainers.



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They said that the information given was useful. They stated that they are happy to have the opportunity to make new friends and get to know a different culture.

In response to the question of *“Aspects that could be improved, or weaknesses of the training”*, they said that they found the conditions of the physical environment (air condition-system, wi-fi, etc.) inadequate.

In response to the question of *“Improvement proposals and suggestions for future training”*, they stated that they wanted the training to be enriched in terms of activities and a more interactive training.