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This project is financed by the European Union. The entire responsibility of the content belongs to the Individual Human and Mental Health İZ Association and can not be construed as reflecting in any way the views of the European Union.

Bir İZ Association was established in 2013, in order to develop and disseminate sensitive and comprehensive Community Mental Health Approaches. It carries out preventive mental health projects to contribute to the well-being of children, adolescents and adults and to prevent the emergence of psychological disturbances. It engages in social peace studies to mediate the coexistence of cultures living together with differences regardless of language, religion, race, gender, and ethnicity. It considers interdisciplinary and inter-institutional cooperation in all its activities from social gender equality to school systems, to child rights and refugee rights.

The following Word Cloud consists of keywords that include the fields of study, methods, and target group of Bir İZ Association.

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YANYANA (SIDE BY SIDE): ABOUT PROJECT PARTNERS

YUVA Association

YUVA Association was founded by Erdem Vardar and Ozge Sonmez in 2010 to enable a sustainable life for all living creatures who are yearning for a different kind of world. Today, YUVA has become a holistic learning and advocacy center that handles the issues of environment, human rights and abolition of poverty together with World Citizenship and Human Development Programs. Within the scope of Human Development Programs, YUVA carries out education, protection and livelihood activities for Syrian refugees under temporary protection and disadvantaged Turkish citizens. It also supports lifelong learning processes of adults, young people and children in the field of education.

Oyun Terapileri (Game Therapies) Association

It was established in 2012 to promote the use of gaming therapies, art therapy methods and psychodrama in Turkey as a therapeutic tool for psychological, physical, social and emotional development in children, adolescents and adults and to disseminate them for the benefit of society and to produce protective, preventive mental health studies.

YANYANA (SIDE BY SIDE): PSYCHOSOCIAL SUPPORT PROJECT FOR SYRIAN CHILDREN

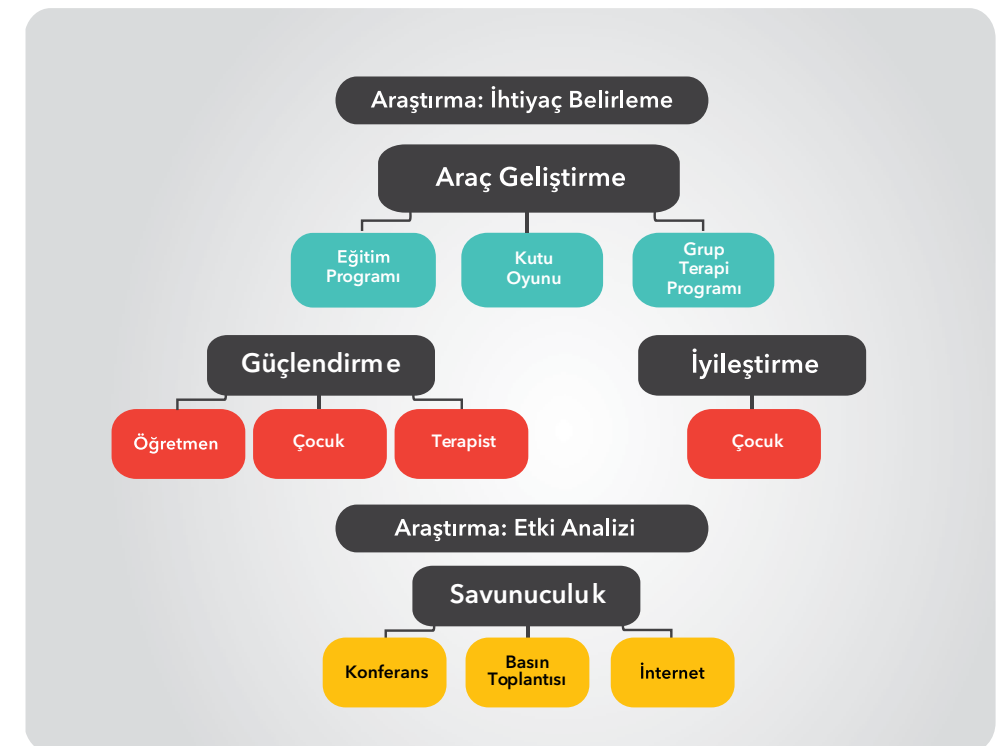
YanYana (Side by side) - The Psychosocial Support Project for Syrian Children is carried out by the Individual Human and Mental Health İZ Association, in cooperation with the YUVA Association and Oyun Terapileri (Game Therapies) Association, and with the support of the Delegation of the European Union to Turkey, and the European Instrument for Democracy and Human Rights (EIDHR). Project activities started on February 1, 2017 and will continue for 18 months in the province of Istanbul, Turkey.

Since the academic year 2014-2015, Syrian refugee children have been attending formal education at elementary and secondary school level in Turkey. However, they do not speak Turkish and have difficulties in communication within their schools and classes. Social exclusion, lack of psychosocial support, and lagging in learning lead to greater

psychological problems in these children who are currently experiencing migration and war trauma. Teachers who are struggling to adapt to this new situation and want to ensure the participation of the Syrian children in the class, need resources and bilingual materials for psychosocial support. Therapists also need to be supported in working with traumatized refugee children.

The YanYana (Side by side) Project, which is developed with the aim of solving all these problems aims to reduce the discrimination and xenophobia towards the Syrian refugee children. For this purpose, psychosocial support programs are being carried out for relevant people and institutions. In order to create an effective and sustainable change, permanent tools and methods such as bilingual box games and group therapy models are being used.

Project Activities



Needs Analysis

Within the scope of the project, a needs analysis study based on qualitative research methods was conducted to determine the needs of Syrian refugee children, their teachers, classmates and school administrators in primary schools.



YanYana (Side by side) Box Game

The YanYana (Side by side) Box Game is an innovative educational tool which was developed as bilingual specifically for this project. It is designed with the guidance of psychologists and pedagogues, starting from the point of being a communication and inclusion tool for children. YanYana (Side by side) Kutu Oyunu (Box Game) will be played by Turkish and Syrian children under the supervision of teachers. This Psychosocial Support Program is to be conducted in the schools.



Psychosocial Support Program for Schools

The YanYana Psychosocial Support Program will be implemented in Istanbul for 4000 students. The program consists of interactive activities focused on anti-discrimination and inclusion, also includes the YanYana box game. The 120 teachers who will run the program will participate in the Training of Trainers and receive regular supervision during the 10-week program.

Data released during an indirect interview with a manager:

*"I did not even notice that I am prejudiced.
We call them 'Syrian'."*

Group Therapy Program for NGOs

600 Syrian children will participate in regular group therapy for 10 weeks within the scope of the Yanyana Group Therapy Program which is developed for Syrian children suffering trauma. A group of 30 therapists participating in practitioner training will begin conducting therapies and regularly receive supervision during the program. The program was developed on the basis of psychodrama, gaming therapy, art therapy and EMDR techniques.



Advocacy

A national conference and a press conference will be held within the scope of the YanYana Project in 2018. Through these meetings and social media channels project outputs will be delivered to wider segments thereby, raising public awareness.

ETHNOGRAPHIC OBSERVATION AND ANALYSIS METHOD IN SCHOOL SAMPLE

The Yanyana Project ethnographic observation notes were formed in two different schools in Zeytinburnu and Beyoglu counties of Istanbul. This process was carried out by an anthropologist for two weeks.

Secondly, ethnographic observation notes were subject to qualitative content analysis by a specialist sociologist through a software program (Maxqda) that facilitates the analysis of qualitative data.

Ethnography:

A brief definition of ethnography is a data generation method based on involvement in the observed group. Ethnographic research uses participatory observation, indirect interviewing and in-depth interviewing techniques.

As an in-depth definition, ethnography refers to the research process and the narrative text that is written at the end of this process in order to understand the culture of a community, which generally can not have first-hand or individual knowledge, and can not easily experience or observe in general life. This community can be made up of a wild group living extensively out of the modern world as well as members

of a company that manages a large budget in distant geographies. Ethnography is the detailed text of a participant observer who observes the interaction of people with each other by joining in their world as closely and naturally as possible and notes what they see, hear, what they are told and their own feelings.

It includes both descriptions and analysis at the same time. The researcher initially engages in a world where he or she does not have much knowledge and builds deep relationships with the people there so that s/he tries to make sense of the questions rather than searching for answers to the questions. This requires a constructive approach and an open-ended point of view. It also includes intellectuality. S/he attaches importance to the holistic portrayal of the culture. It also paves the way for the creation of a big picture by incorporating both the insights of local people and the perspective of an expert from the outside.

Narration of Research Method from Ethnographic Observation Notes:

We had started by making appointments with the principal or deputy principles of the schools under study. These people explained the general conditions and problems of their school, the conditions and the situation of the Syrian students in the school in general. We had also conducted observations on teachers to find out which are

more experienced and interested in Syrian students. For example, in some schools, separate language classes for Syrian students were established so, we started from these classes in such schools. We reached other teachers with the help of the teachers we met, and in some places we also made multiple interviews in the teacher's lounge. We have not only spoken to the names on the list but had also spoken to interesting, knowledgeable, judgmental and critical teachers. We chose a spontaneous choice of whom to meet; but we had our basic criteria. We did not put any time restrictions on the length of the interviews or their frequency. We interviewed some of them for half an hour, some of them for three consecutive hours or even several days. The ideal interview time was noted down as 1.5 hours. We tried to comply as much as possible.

Another issue we faced with was that we usually had to make semi-structured meetings. Ethnographies often refer to unstructured and semi-structured negotiations. However, unstructured, spontaneous interviews conducted in the area for conversation in everyday life and much longer mold significantly "one of them" should become. When we did, it was difficult to break the formal air because it was in the form of short-term entrances from the outside. We allowed the teachers to direct us about children; but after some time and a little acquaintance with the school we had also talked to the children playing outside in the school yard.

One of the basic characteristic of ethnographic method is to be both inside and outside, which is expressed as "emic" and "etic". That is, the observations made by the

researcher are regarded as an "outside expert" view. The interviews with informants are the insider's information and reflect the inner look. Observations should be as consistent as possible. In cases where there is an inconsistency, researchers are expected to be able to explain the cause of all these inconsistencies rather than attempt to cover them or cross them out. We used both inside and outside views. Hence, we used our own observations together with the reports of the communications held with both teachers and students.

Another important topic is to incorporate multiple viewpoints into the work. That is, to incorporate the perspectives of all sides including the non-parties. The consistent and inconsistent aspects should be explained in the same way. We considered this when choosing our sources of information.

As a note-taking technique, we applied note taking from memory. We wrote down short memoirs (reminders) during the interviews. As soon as we finished our work at school, we found a suitable place and type the fresh data in our minds - before sharing it with anyone. In addition to the memos, the research assistant was also able to take longer notes during the interviews. But we have not resorted to taking notes in a way that would disrupt the meeting for a semi-structured conversation.

Another concern was whether there was an inconsistency between the research assistant and the researcher's notes. We tried to minimize the amount of controversy by discussing the reasons for inconsistency.

Process of Qualitative Content Analysis of Ethnographic Observation Notes:

The ethnographic observation notes created by the anthropologist were analyzed by a sociologist through the Maxqda software. In the process of qualitative content analysis, ethnographic data were evaluated as raw data and were systematically classified by analyzing line by line for specific themes. During the qualitative analysis, the themes and coded units in the themes (sentences,

paragraphs) were visualized in the form of semantic models. The semantic models allowed the units which were subjects of the research and the relationships between the themes to be presented in a more open and transparent manner.

The visualized expressions in models are the phrases expressed by the teachers and administrators during the ethnographic observation.

The findings obtained in the data collection phase of the research were transferred as they were, without any change.

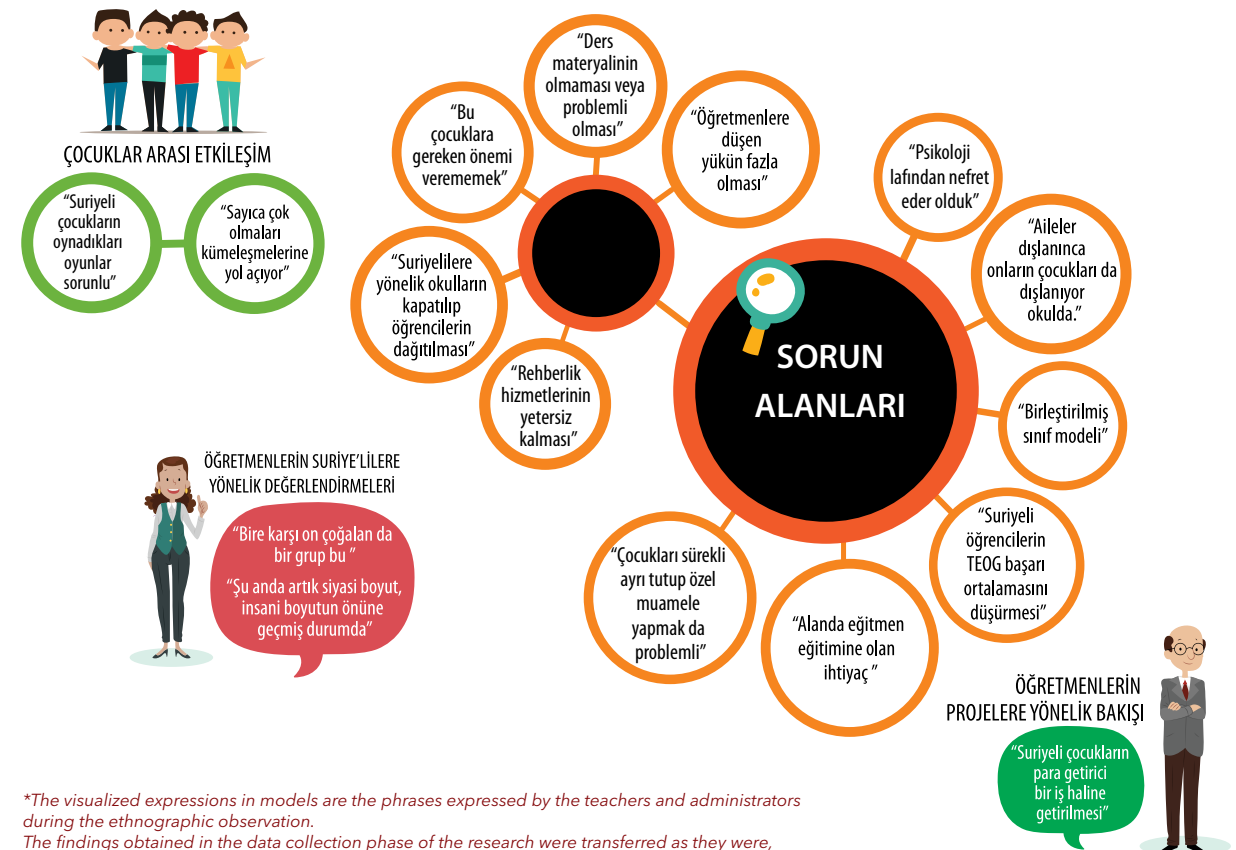
RESULTS OF QUALITATIVE ANALYSIS

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Model 1: THE ISSUES

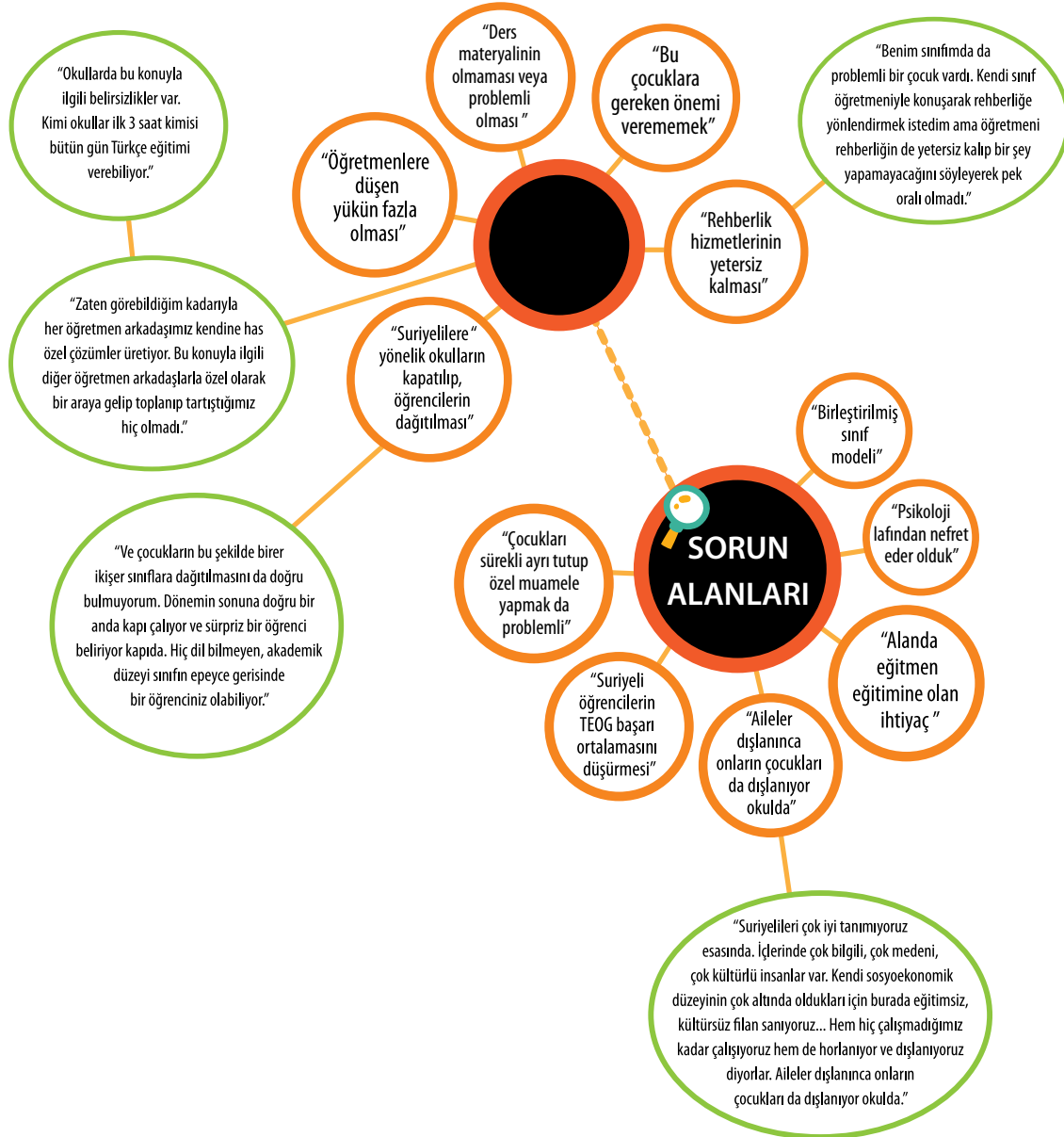
In Model 1, there are different issues that are raised by teachers. In the title of interactions between children, it emphasizes their tendency to group with children from their own cultures and the aggressiveness while playing. Teachers' evaluations and attitudes towards Syrians emphasize the socio-political aspect of the refugee problem and draws attention to the different thoughts on the population growth rate differences between Turkish and Syrian societies. Problem areas convey that the combined classroom model should be changed. School administrations and all teachers need training for social change of refugee children and the guidance services in the schools need to be strengthened. In relation to the issue, such factors need also to be enhanced and taken into consideration; the social policy need for parents' participation in the school, the differences of Turkish and Syrian students in academic achievement, and the lack of course materials developed for Syrian students.

Finally, it has also been observed that teachers have doubts about the good intentions of non-governmental organizations and professional workers who work on the subject, and they have a belief that these individuals and institutions are profit-oriented.



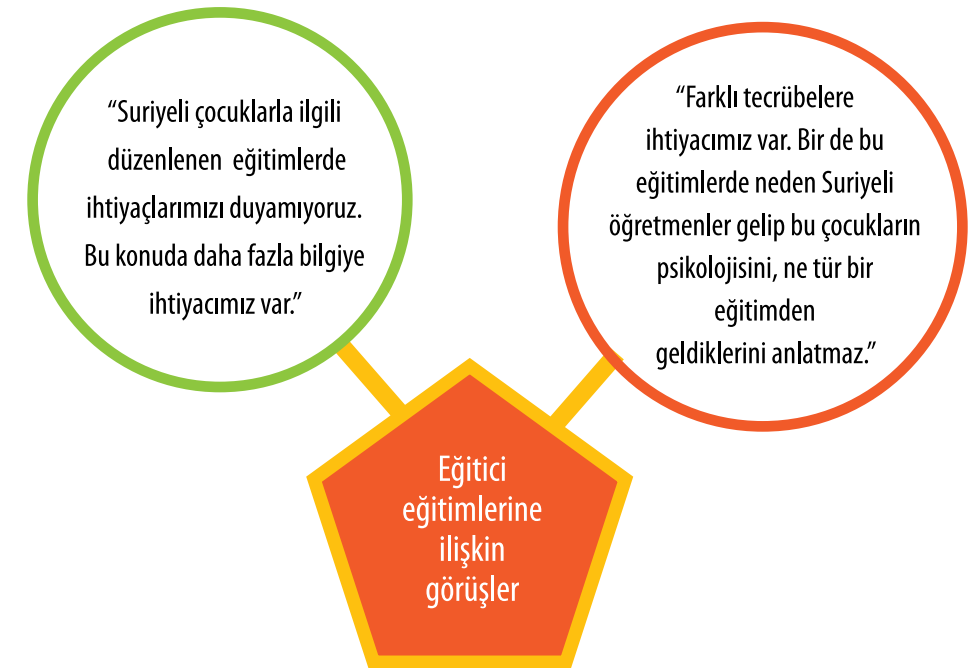
**The visualized expressions in models are the phrases expressed by the teachers and administrators during the ethnographic observation. The findings obtained in the data collection phase of the research were transferred as they were, without any change.*

Data from Model 2 outlines that; school administrators and teachers need a systematic and multi-perspective approach to the refugee problem within the education system. It is also clear that the personal and professional differences of teachers are a determinant factor in the solution or growth of the problem. One other difference in the Turkish Education system is that the hours of Turkish language taught vary from school to school. In addition to this, it is observed that the Syrian culture is not known well and it has created an obstacle to reaching families.



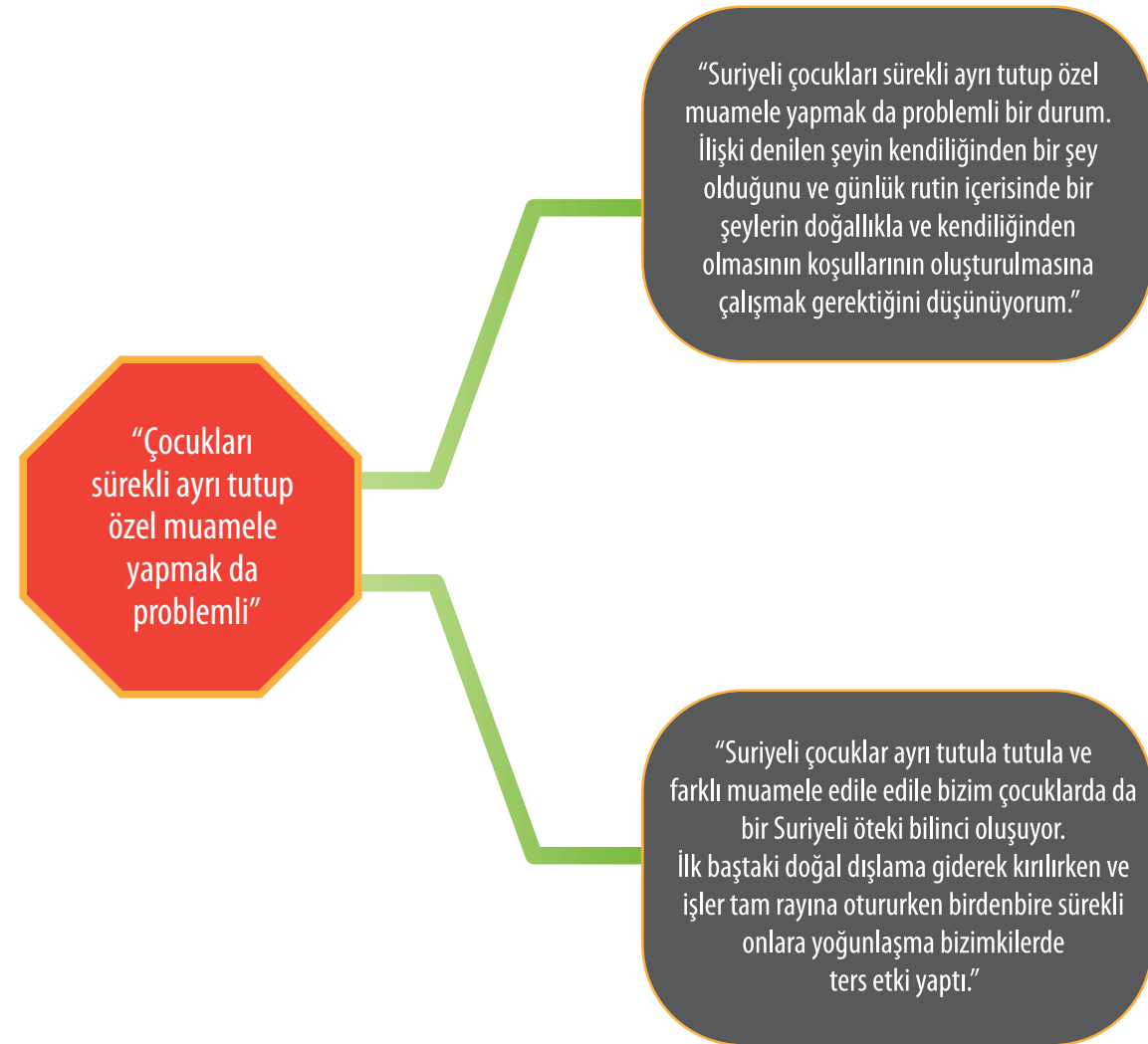
*The visualized expressions in models are the phrases expressed by the teachers and administrators during the ethnographic observation. The findings obtained in the data collection phase of the research were transferred

Basic expectation of teachers and administrators from trainers' training according to the data in Model 3 is the transfer of appropriate information concerning the basic values of the Syrians and their school system. In addition to this, the trainers demanded an opening for peer sharing with their Syrian colleagues during these trainings. It is believed that the experiences of Syrian educators will play a key role in the development of intervention programs to understand the Syrian children and to integrate these children into the school system.



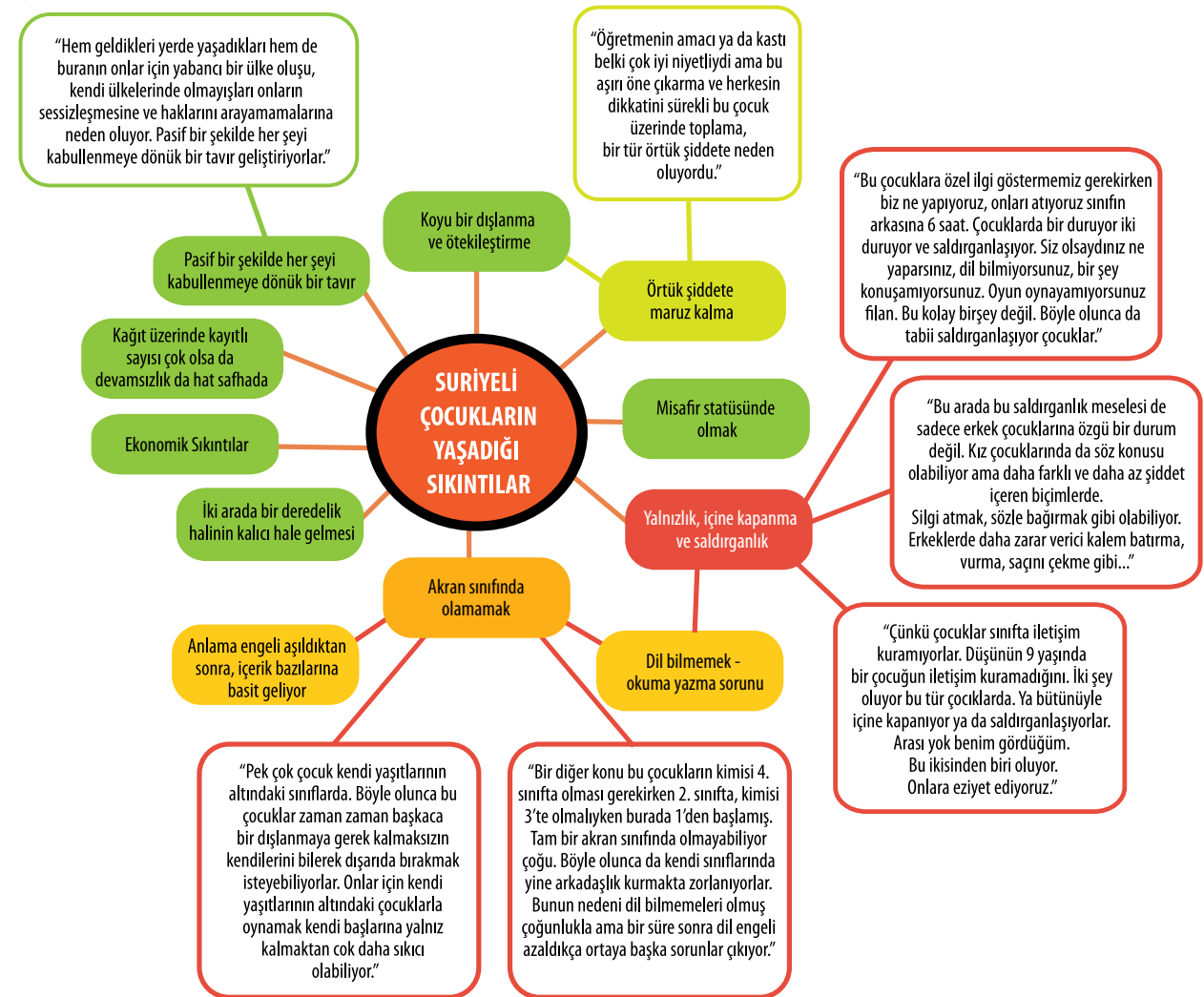
*The visualized expressions in models are the phrases expressed by the teachers and administrators during the ethnographic observation. The findings obtained in the data collection phase of the research were transferred

The data presented in Table 4 summarizes approaches on how to evaluate the projects related to Syrian students within the school system. It points to the existence of the thoughts that the projects deteriorate the natural flow and increase the divergence between the Turkish and Syrian students.



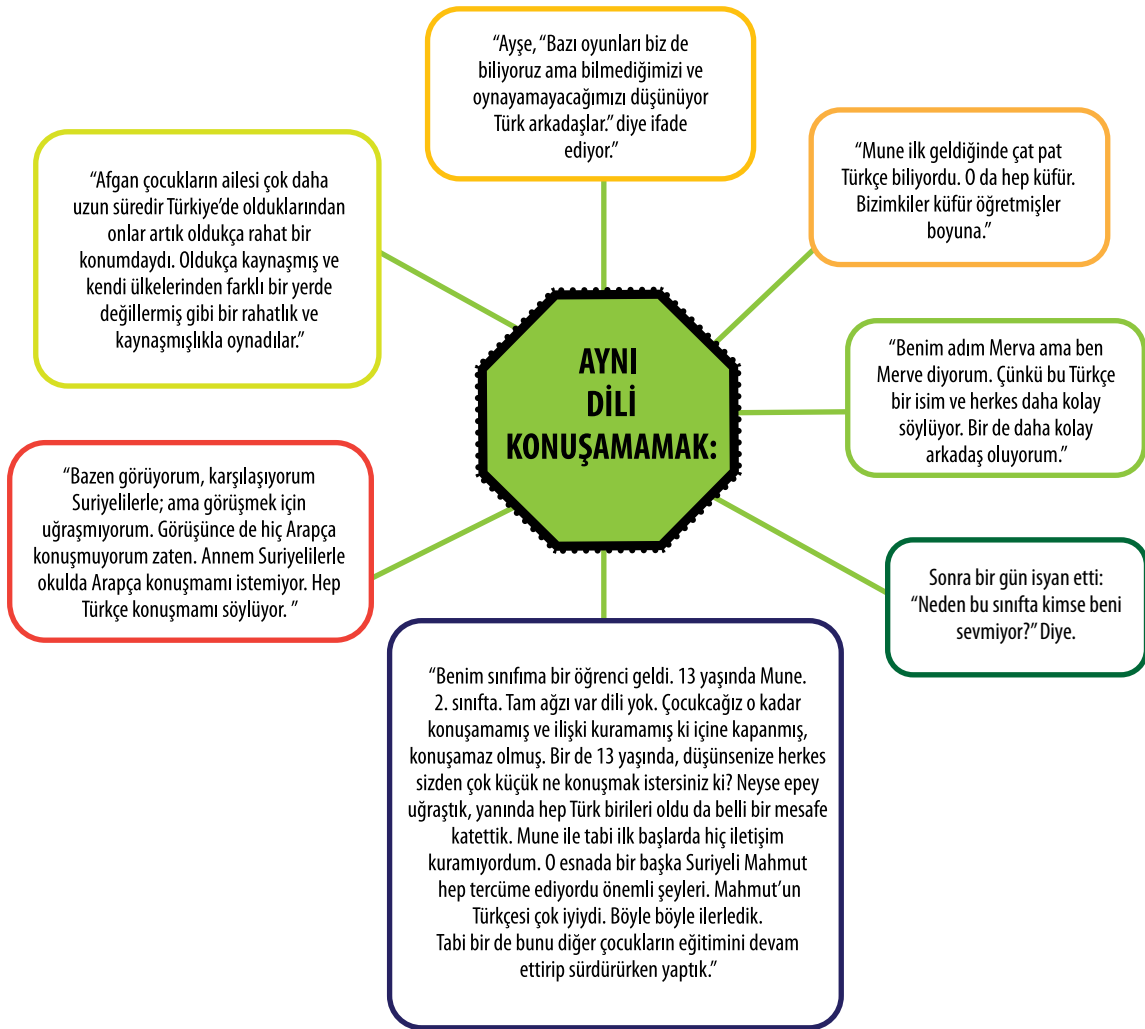
*The visualized expressions in models are the phrases expressed by the teachers and administrators during the ethnographic observation. The findings obtained in the data collection phase of the research were transferred

The data in Model 5 indicate the experience of Syrian children in Turkey and schools in Turkey. Syrian children witness poverty in their daily life and live with economic difficulties. They have internalized the experience of uncertainty as to whether they would return to their countries. This situation has a negative impact in the development of their sense of belonging and loyalty to the community. Additionally, language barriers are one of the most basic problems they experience. Communication problems and difficulties in expressing themselves are reflected in the form of introversion and tendency to aggression. Moreover, children's tendency to abandon their rights was revealed as an observed behavioral pattern. Another problem can be considered as the inability to continue and connect with the class as well as with their peers in school. Finally, it can be considered that positive discriminatory approaches sometimes turn into an alternative alienation experience.



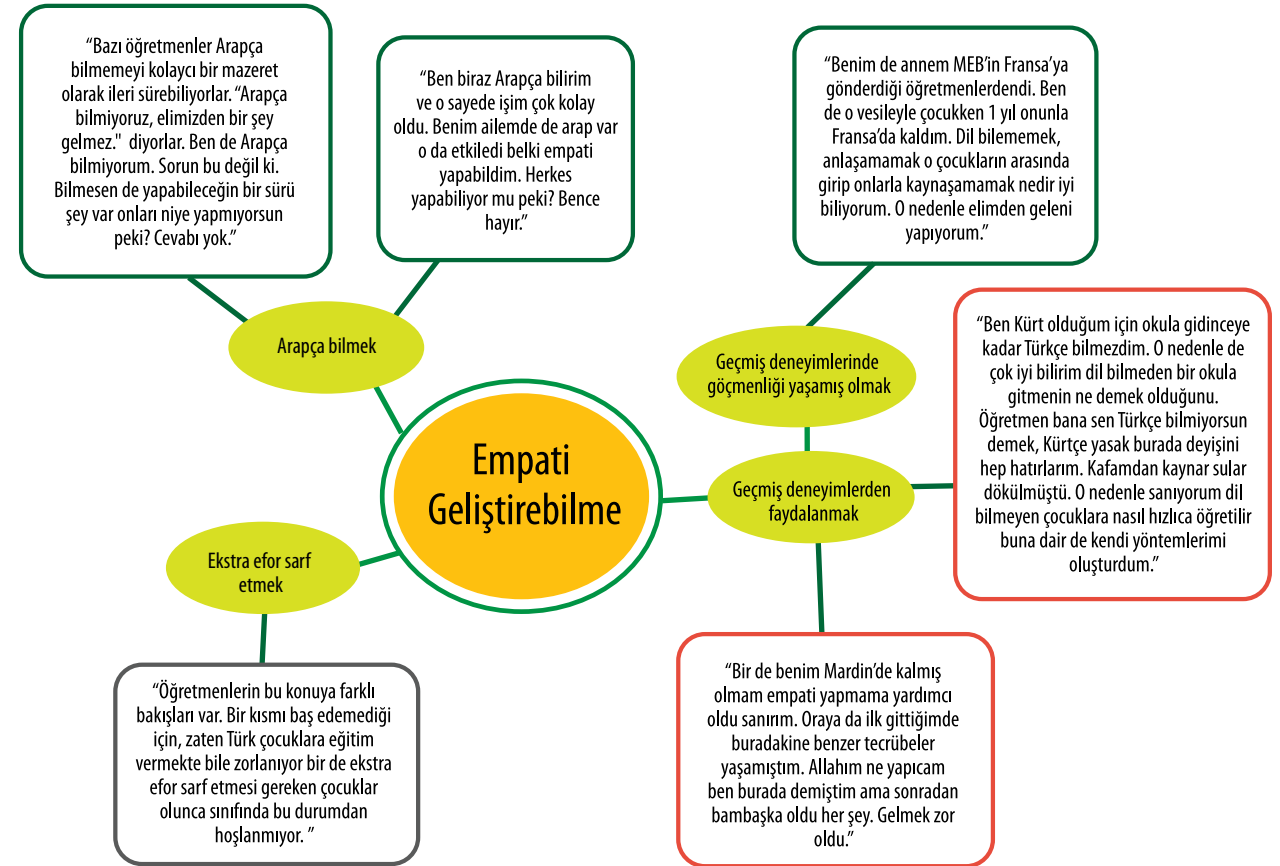
*The visualized expressions in models are the phrases expressed by the teachers and administrators during the ethnographic observation. The findings obtained in the data collection phase of the research were transferred

The data in Model 6 indicate the effects of language barriers with Syrian and Turkish children who do not speak the same language. A child has expressed this experience as "My name is Merva but I say Merve. Because this is a Turkish name and I find a friend easier like this." Another child mentioned that she could not attend the games that their friends are playing because she did not know the language. A teacher mentioned that he overcame the language problem and earned Syrian students through the students who overcame the language problem earlier.

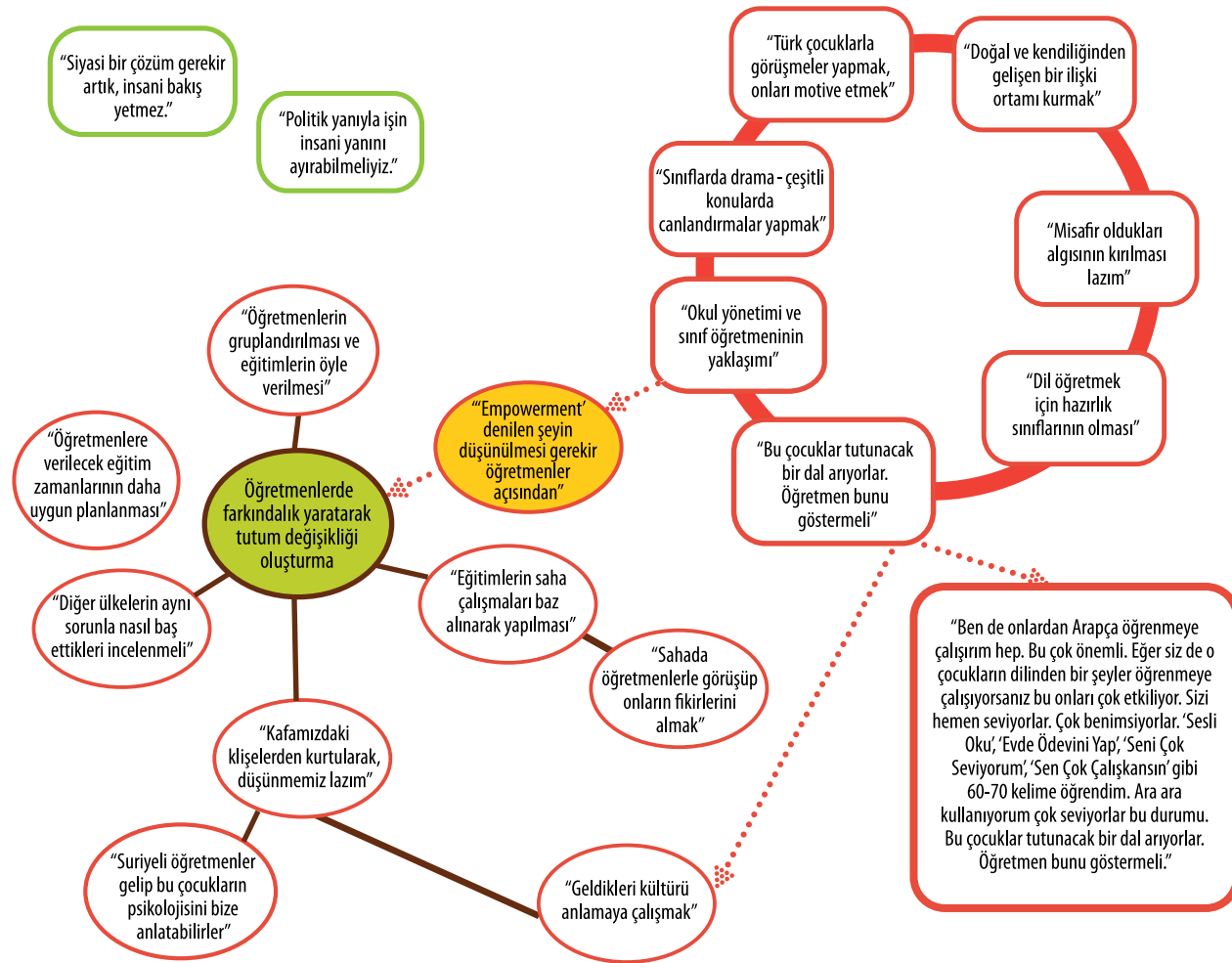


*The visualized expressions in models are the phrases expressed by the teachers and administrators during the ethnographic observation. The findings obtained in the data collection phase of the research were transferred

The data in Model 7 emphasize that, teachers' past experiences and their knowledge of Arabic language affect the level of empathy in communication with refugee students.



*The visualized expressions in models are the phrases expressed by the teachers and administrators during the ethnographic observation. The findings obtained in the data collection phase of the research were transferred



*The visualized expressions in models are the phrases expressed by the teachers and administrators during the ethnographic observation. The findings obtained in the data collection phase of the research were transferred

In Model 8, the solution proposals are expressed during ethnographic observation. It was emphasized that the separate classes for language education should be formed, Syrian students should not be seen as guests and natural with spontaneous areas of interaction should be made for their daily school life. In addition, it has been suggested that Turkish students should be informed about the process and teachers encourage to facilitate the interaction between students through drama activities in class. It has been underlined that a distinction should be made at the branch level in teachers' trainings. It is suggested that in the training process, teachers should get feedback from teachers who have experi-

ence in the field and be supported to learn from each other with mutual learning principles. Moreover, raising the importance of examining the approaches that other countries have developed while dealing with the refugee problem is emphasized. The need to develop a non-prejudicial attitude to the process and the importance of evaluating the process with a people-centered approach by separating it from its political context are emphasized. Finally, a teacher said, "I always try to learn Arabic from them. This is really important. If you are trying to learn something from their language, that is affecting them very much. They love you right away, and embrace you. I have learnt 60-70 words like: 'Read aloud', 'Do your homework at home!', 'I love you very much!', 'You are hardworking!' I use it occasionally and they like it very much. " This is quite striking.



The phrase "man is a little closer and more sensitive if it is in his own story" passed in spontaneous speech during ethnographic observation. This phrase suggests that researchers need to identify the factors that influence teachers' empathy for understanding the experience of migration.

In summary, after
this field study;



Teacher - Manager

- Teachers and school administrators play a key role in the schooling of Syrian children.
- It is expected that teachers and administrators need to be informed on the subject and relative emphasis should be made during seminars and teachers' training days.

School environment

- It is thought that there is a need to disseminate anti-discrimination approaches to build a multicultural school environment.
- It is important to develop projects that emphasize the richness of diversity in the school environment.
- Introducing the Syrian culture and school systems in the trainings and involvement of Syrian peers in the process are expected.
- It is believed that the effects of the combined classroom model should be measured

Language barrier

- It has been seen that there is a need for urgently standardized methods for language learning.
- Digital materials can be developed for language learning and a self-learning environment can be supported.

Child

- Practices that may make Syrian children interact with their peers should be generalized in schools.
- Methods should be developed for the cohesion of Turkish and Syrian children.
- While targeting the social inclusion of Syrians children, also some projects must be produced for Turkish children.
- Integration projects are urgent and important to prevent the breakdown of groups of children. The fieldwork draws attention to the fact that as the number of Syrian children increases, they form subgroups with children from their own culture.
- School programs can be developed for the orientation of Turkish culture for the Syrian children and their parents. In addition, it is thought that the cultural exchange environment and programs should be developed in which Syrian students and parents introduce their culture.
- Common games of both Turkish and Syrian children can be used as a method of inclusion in the school environment.
- Our main goal in projects on the social inclusion of Syrian children should be to create a classroom environment where children feel safe rather than targeting academic success.



Guardian

- Parent education programs for the guardians of Syrian children should be developed.



