

CHILD CARAVAN

Küçükçekmece Municipality

Küçükçekmece District Governorship

International Blue Crescent Relief and Development Foundation



1. Starting point: What was the main problem addressed by the implementation? What were its impacts on different groups (economic groups, women/men, disabled people)?
 - Children cannot easily develop a relationship with their environment
 - The need for Turkish language training support
 - Cohesion problem of children
 - The need for psychosocial support



2. Institutional Environment: What were the conditions for the presented implementation (e.g. policy, legislative regulations, tools, reforms, requests of people; which actors / stakeholders were included in the process)?

- The cohesion between the refugee and Turkish children was not at the desired level.
- For better management of the process, the mentioned project was developed and evaluation meetings were held with the participation of the stakeholders in the district.
- Regions densely populated by refugees were identified, and the caravan was positioned in the relevant regions.



3.Methodology: What methods and tools were developed and used to resolve the problem?

How the inclusion of certain groups of the population(disabled people, children and women) was ensured especially in the planning and decision-making processes?

- The objective of the project was to support the emotional and mental well-being and education of children, and thus facilitate their social cohesion by designing thematic activities which provide inclusive, comprehensive, game-based and entertaining learning experiences under the project.
- Based on a game-based approach, an effective learning method which eliminated the differences, accelerated socialisation and provided tangible learning opportunities, was designed.
- A mobile training truck was designed and manufactured so that children could spend time together.
- Taking into account the curriculum of the MoNE and pedagogic requirements, 6 modules consisting of 5 activities were developed. Each module included activities aimed at the acquisition of the academic knowledge on social cohesion as well as language and life skills.

4. Outputs: What were the tangible results, outputs and/or impacts of the implementation, and how has the sustainability of the implementation been ensured?

- Mobile activity and training truck
- Modular activity leaflets
- Practitioner's book
- Game-based Daily Life Knowledge Training
- Psychosocial support to overcome the post-traumatic state, and facilitate the cohesion of children from the families that experienced war
- Number of Targeted Beneficiaries: 1,500 children
- Sustainability will be ensured with the contribution of partner institutions and organisations.

5. Lessons Learned What are the main lessons learned from the implementation of the good practice? Are there open questions that need to be addressed? What are the lessons learned in relation to the involvement of all citizens?

- Cohesion process requires a holistic approach, in which various parameters are observed and active implementation is ensured in cooperation with many institutions and organisations.
- In the studies carried out with asylum seekers, it has been observed that considering these groups as "guests" decreases the efficiency of the studies.
- Syrians need to gain their economic independence in order that they could maintain a permanent life rather than living off social aids provided by the state.
- International human rights standards should be achieved for migrants, and services should be provided as rights rather than opportunities provided upon the consent of the local community.

6. Transfer: What are the prerequisites for transferring this practice to another location? What could be the first steps? What should be taken into consideration to achieve inclusiveness?

- Properly analysing the demographic structure of the implementation region and determining the state of region
- Recruitment of a competent team possessing the pedagogic qualifications
- Procurement of the training materials and mobile training lorry
- Observing cultural, social and religious sensitivities of different groups

