

MINISTRY OF EDUCATION
KIRSEHIR PROVINCIAL
DIRECTORATE

REFLECTIONS



IVET - VENTURE





CONSIDERATIONS...

IVET-Trainers should have below qualifications...

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- IVET-Trainers should be chosen from teachers who are volunteering as external trainers would face bureaucracy to be in the classrooms. As for the summer camps and periods excluding the school time both from the ministry and external trainers would be a part of the trainings.

IVET-Trainers should have below qualifications...

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- IVET-Trainers should be aware of the final outcomes of the each activity so that they can make sure the evaluation and feedback process works in the best way.

IVET-Trainers should have below qualifications...

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- The aim of the methodology is to offer the students the opportunity to approach new situations and to involve them in activities meant to open their perspective not from a theoretical point of view but from a practical one. We are aware of the fact that our students need to develop those abilities which can help them manage not only their careers but also their own personality. They have to overcome their inhibitions and become more self-confident, more communicative and capable to manage their feelings.

IVET-Trainers should have below qualifications...

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- The trainers should bear in their mind that the activities are tools to reach the pre-defined aims of the project.
- The aims are namely. - strengthening self-confidence
 - - enhance the team-spirit
 - - overcome inhibitions
 - -Developing key competences which help them acquire social success: communication, critical reflection, decision making

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socio-cultural aspects

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- The Turkish people are good with the social relations provided that background information is enough.
- Cultural aspects regarding the touching and face to face communication may be dependent on how familiar the participants are.
- Convincing a Turkish participant is easy after building the trust.
- Help based activities will be more effective as Turkish people really likes to assist anyone in need.



socio-cultural aspects

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- Interaction with the labor or the working people must be designed well to make sure that implementation might not bother the hosts.
- Sincerity is a must for Turkish people and people in the street may show their warmth through touching, jokes even loud laughs.
- The Turkish people like to present their feelings at a higher level of voice and gestures which may be misinterpreted as rejection.



socio-cultural aspects

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- Exchange of the goods is not problematic as long as you do not use money as a tool as Turkish people like to share and show their generosity.
- Working with different gender groups needs special care for mid-aged ones and older ones compared to younger generations. Mutual trust and understanding must be available to make sure not to have any misunderstandings within the groups of mixed genders. The Turkish people are really careful about not to interfere with the private area of opposite genders.



socio-cultural aspects

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- Group activities might be of more help as Turkish people like the group activities.
- The people are most of the time shy to take the first step so there should be the ones to lead the group activities to get the best results out of the activities.
- In Turkey students often come from social and economic deprived areas, so the trainer should really be aware of the needs and attitudes of the target students.



socio-cultural aspects

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- Insistence is sometimes welcomed to measure how sincere the opposite one is.
- In Turkey we have a huge geography that each individual from a different background and causes each participant to have very different socio-cultural backgrounds. So the implementation process in İstanbul and Kırşehir may vary on how open the target groups are



- TEŞEKKÜRLER
- THANK YOU

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