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CBY - BEYOND THE  
DOORSTEP

# Local Workshops in Schools

Project no. 101093772

Call: Erasmus-Youth-2022-CB

Project start date: 01.12.2022

Project end date: 30.11.2024



## EVENT DESCRIPTION SHEET

PROJECT	
Participant:	YouNet APS
PIC number:	949011238
Project name and acronym:	Beyond the Doorstep

EVENT DESCRIPTION			
Event number:	1		
Event name:	Local School Workshop		
Type:	Local workshop		
In situ/online:	in-situ		
Location:	İstanbul, Turkiye		
Date(s):	18.04.2024- 30.04.2024		
Website(s) (if any):	<a href="https://beyondthedoortstep.weebly.com/">https://beyondthedoortstep.weebly.com/</a>		
<b>Participants</b>			
Female:	64		
Male:	45		
Non-binary:	0		
Total number of participants:	109	From total number of countries:	1
<b>Description</b>			
<i>Provide a short description of the event and its activities.</i>			
<p><b>Within the scope of the project, six local workshops were done in İstanbul and they were provided by Clinical Psychologists Burcu Kara and Muhammet Öles for students. The durations were averagely 2-4 hours. One of the workshops was placed at Müze Gazhane which offers young people stages, libraries and spaces for working and four of them were carried out at 4 high schools and the last one was done at a science art center. These high schools have different patterns of education, from the most successful high school in the country to a private high school that requires no degree.</b></p> <p><b>Our trainings took place with 7 different groups. We worked with each group by dividing all our training content into 2 separate parts. Apart from the schools that we will share in detail below, we carried out our local workshops on separate days with the youth of the Children's Rights Committee from 20 different districts and schools in our province and the youth of Beykoz province, which is included in the disadvantaged group.</b></p> <p><b>The dates of the activities we organised in our schools are as follows:</b></p>			

-SANCAKTEPE TECHNOLOGY İHL :18.04.24  
-ZEYTİNBURNU ŞEHİTLER SCIENCE AND ART CENTER SCHOOL : 19.04.24  
-BEYKOZ SOCIAL SERVICE CENTRE: : 24.04.24  
-ATATÜRK SCIENCE HIGH SCHOOL: 24.04.24  
-VISION MARINA COLLEGE B.DÜZÜ: 25.04.24  
-VISION BAHÇEŞEHİR COLLEGE: 30.04.24  
-CHILD RIGHTS COMMITTEE: 30.04.24

Atatürk Science High School which the most successful students attended, according to the Turkish education evaluation system. Sancaktepe Technology Anatolian High School is an islamic divinity students high-school as well as it is a school that gives modern sciences education. Zeytinburnu Şehitler Science and Art Centre is an institution which offers special training to specially talented students. Vizyon Bahçeşehir and Vizyon Marina Koleji are private high schools. Also, group at the museum consisted of various high school students from around İstanbul.

The organization was responsible for preparation of the venue, specific agenda, infopack, educational content, coffee and tea services.

The workshops and activities were prepared by totally focusing on the phenomenon of Hikikomori and social withdrawal. Trainers provided a very first insight on the phenomenon of hikikomori and afterwards referred to very brief literature information, by taking into consideration that the participants' ages are around 14-18. Useful statistics and data about the phenomenon around the world and Türkiye was shared.

Here are information about workshops standard contents.

The primary goal of the events was to give an initial understanding of the concept of hikikomori and make an awareness about the spectrum.

In the light of this information we think that the workshops could be beneficial for the students about questions below:

- \*What could be Hikikomori?
- \*Who could be Hikikomori?
- \*How can I help myself and my friends?
- \*How can I strengthen myself and my friends to avoid Hikikomori?

Trainings included presentations about Hikikomori, treatment and preventive measures.

We also used non-formal activities methods with the energizers and ice-breakers to get to know each other and make participants feel more comfortable. Throughout the workshops, there was also time for personal comments and questions.

On the first step of the workshops, we planned to make a smooth start. After participants introduced themselves a brief about the project was given. We did run an ice-breaking activity so that participants feel more comfortable together. Due to the fact that most of the participants do not have a deep background about Hikikomori, we wanted them to say anything that comes to their mind when we say Hikikomori. We thought this interactive activity may help with discussing what we Hikikomori might be. There would be another discussion eventually and this would help us with seeing what Hikikomori is and what we learnt, by comparing our answers.

We watched a short film about Hikikomori that presented the life of a boy who struggled with Hikikomori and recovered. This provided a perspective about how a Hikikomori teenager could be and how to recover.

We made a space for questions & answers during the workshop so that we could see if it was getting effective, productive and comfortably.

After the first part, we gave information about Gaining Social Skills in Hikikomori Phenomenon and Solution Suggestions for the Hikikomori Phenomenon, so that participants could use them when they come across with a Hikikomori friend or family member or when they struggle with it themselves.

Afterwards, we played a game, we divided them into various groups and wanted each group to present an emotion that we write on a paper. They were not allowed to speak. They seemed like they had lots of fun. The aim of this non-formal activity is to show that everybody has the same emotions but the way of living

emotion and of giving meaning could be different. So, if we could be polite and tolerant towards others we would be helpful basically. This could be a basic skill to know how to approach Hikikomori individuals with solutions.

We also give a space for an activity called about me (Game related emotions and explanations). We gave students a paper including incomplete sentences about themselves like My best part is ..... . We aimed to make self awareness by completing sentences about ourselves.

We also gave a space for questions & answers and reflection & evaluation at the least so that we could see what we learnt; and if training was effective, productive and comfortably.

Participants in the events were given assessment forms, which were used by IFSS to conduct monitoring and evaluation. Feedback from participants was gathered through the mentioned evaluation form.

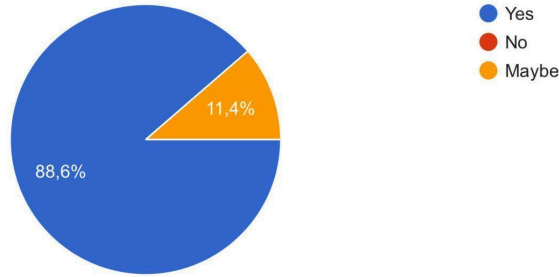
We sent an evaluation form to those who attended workshops and here follows some statistical data about the event.

44 of 109 participants replied to the form. 40.9% are at the age of 15, while 22.7% are at 16 and 18.2% are at 14. 3 participants are below 14 and 1 is above 17. 72.1% of participants have not heard of Hikikomori before. While 34.1% found workshops excellent, 29.5% found very good. None did not describe poor while others described fair or good.

Here also some images according to the evaluation report of the form.

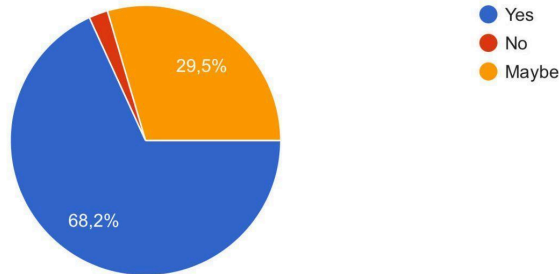
13. Did the content of the workshop increase your knowledge about hikikomori? (Atölye içeriği hikikomori hakkındaki bilginizi artırdı mı?)

44 yanıt



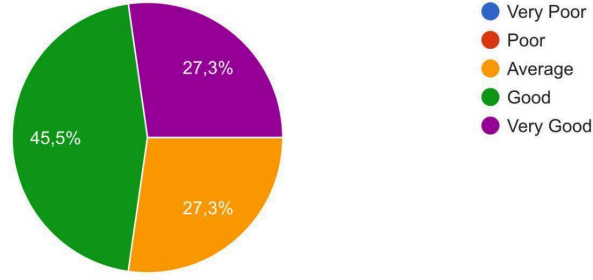
14. Did the content of the workshop give you ideas about solving the problem of hikikomori? (Atölye içeriği size hikikomori sorununun çözümü konusunda fikir verdi mi?)

44 yanıt



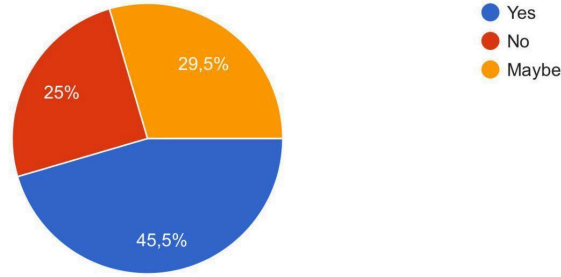
17. How did you find non-formal activities (games, videos, etc.) ? (Eđitim ierisinde kullanılan oyunları ve videoyu nasıl buldunuz?)

44 yanıt



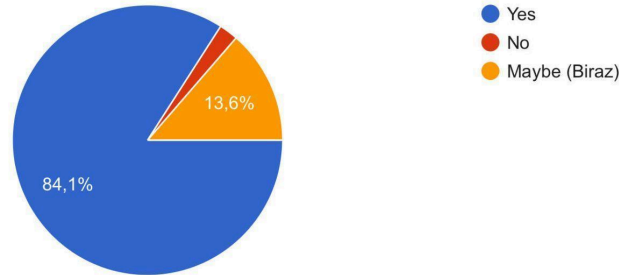
15. Did the workshop lead to any changes in your willingness to share your feelings and thoughts? (alıřma duygu ve düşüncelerinizi paylaşma isteđinizde herhangi bir deđiřikliđe yol atı mı?)

44 yanıt



2. Did the interactive elements of the workshop (e.g., group activities, discussions) provide you with participation opportunities? (alıřmanın interaktif un...ri, tartiřmalar) size katılım fırsatları sađladı mı?)

44 yanıt



#### WORKSHOP AGENDAS AND PHOTOS

**Organizer:** Istanbul Provincial Directorate of Family and Social Services (IFSS)

**Duration:**2-4 hours

**Meeting/Introduction ourselves :** 5/10 min

**Name-Adjective (Icebreaker):**15/20 min

**Theoretical Presentation and Discussion with students:** 30-40 min

**About me (Game related emotions and explanations):**30 min

Break:30 min  
Guess the Emotion (energizer):30 min

Photos



