Co-funded by the Erasmus+ Programme of the European Union

CBY - BEYOND THE DOORSTEP

Training of Trainers - YouNet

Project no. 101093772

Call: Erasmus-Youth-2022-CB

Project start date: 01.12.2022

Project end date: 30.11.2024

EVENT DESCRIPTION SHEET

BEYOND THE DOORSTEP PROJECT	
Participant:	**YouNet APS**
PIC number:	**949011238**
Project name and acronym:	**Beyond the Doorstep**

EVENT DESCRIPTION			
Event number:	**1**		
Event name:	**Trainers of Training in Istanbul, Turkey**		
Type:	**Local Trainers of Training**		
In situ/online:	**in-situ**		
Location:	**Istanbul/Turkey**		
Date(s):	**27/02/2024 – 28/02/2024**		
Website(s) (if any):	**https://beyondthedoorstep.weebly.com/**		
Participants			
Female:	**17**		
Male:	**4**		
Non-binary:	**0**		
Total number of participants:	**21**	**From total number of countries:**	**1**

Description

Provide a short description of the event and its activities.

The training was provided by two psychologists for psychological counsellors, psychologists and sociologists, and lasted two days in Istanbul. The organization was responsible for preparation of the venue, specific agenda, infopack (including the tips on travel, city, food, emergency contacts, transport etc).

Trainers prepared the agenda and activities by totally focusing on the phenomenon of Hikikomori and social withdrawal. Clinical Psychologist Burcu Kara provided for a very first insight on the phenomenon of hikikomori and referred literature information, afterwards discussed the theoretical basis of the condition. Useful statistics and data about the phenomenon around the world and Turkey was shared.

Clinical Psychologist Muhammed Öles provided presentations about gaining Social Skills in Hikikomori Phenomenon and Solution Suggestions for the Hikikomori Phenomenon after giving a deep perspective of the literature.

The primary goal of the event was to gain an initial understanding of the concept of hikikomori. The trainers gave a detailed introduction of the phenomenon of hikikomori and social withdrawal from a scientific and professional perspective. This training acts as an inspiration for research in the future of

development of Hikikomori in Turkey, as well as a first introduction from a socio-psychological perspective in Turkey. We planned workshops for schools with teachers and trainings for social services.

Training included presentations about Hikikomori, treatment and preventive measures. We also used non-formal education methods for the energizers and ice-breakers to get to know each other and make participants feel more comfortable. Additionally, we planned that they can use these for school presentations. Throughout the meeting, there was also time for personal comments and questions.

This event accomplished the objective with the following outcomes:

- **to make aware about the development of Hikikomori in Turkey**
- **to gain even more knowledge about basics of the phenomenon of the hikikomori**
- **to know about differential diagnosis, comorbid diseases, treatment and preventive measures.**
- **to gain a new perspective related to Hikikomori in social services and schools**
- **to get to know the participants and the team members of the project**
- **to gather materials and more content for workshops**
- **to get to know participants dealing with hikikomori or social withdrawal and their method of working.**

On the first day of the training, 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 write anything that comes to their mind when we say Hikikomori. We used Mentimeter and presented them simultaneously as anonymous on the board. We thought this interactive activity may help with discussing what we Hikikomori might be. There would be another Mentimeter eventually and this would help us with seeing what Hikikomori is and what we learnt, by comparing our answers.

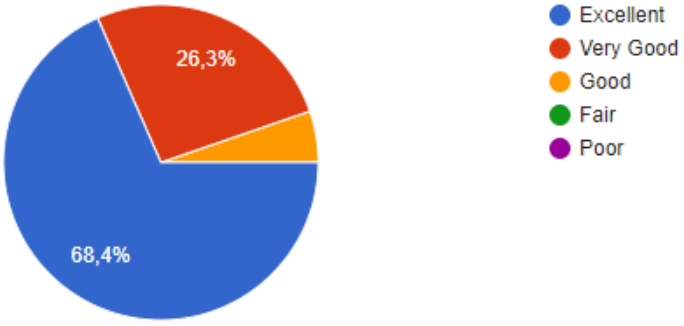
After the first coffee break, we started the second part with presentations included the following topics:
-Recognizing the Hikikomori Phenomenon
-Understanding General Definition and Symptoms
-Behavioural Background of Hikikomori

At the first one of the afternoon sessions, we examined a Hikikomori case and analysed it by taking into consideration literature we presented in the morning session, after an energizer activity. This helped participants to have a deep understanding about a Hikikomori person.
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 at the last session of the first day so that we could see if it was getting effective, productive and comfortably.
After welcome remarks and ice-breaking activities at the second day, we gave presentations 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 case at their local field.
At the afternoon session, we divided them into 4 groups and wanted each group to write a possible Hikikomori case. Then, we swapped cases around and each got a case others wrote. Afterwards, we wanted them to examine and comment on each case by thinking about what we learnt. Then, they presented them.
This helped them with how to be aware of possible Hikikomori people and how to approach them with solutions.
We made a space for questions & answers and reflection & evaluation at the last session of the first day with the last Mentimeter 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.

Here follows some statistical data about the event.

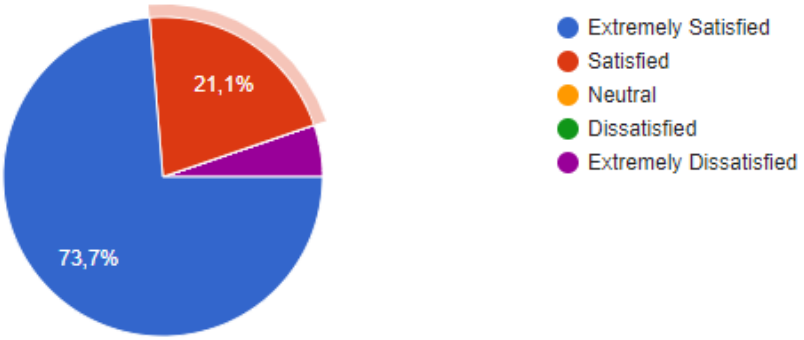
How would you rate the overall quality of the training?

19 yanıt



Did you find the content of the training informative and engaging?

19 yanıt



Did you find the combination of formal and non-formal training methods effective?

18 yanıt

The outcome of the meeting was positive, and it was important to plan the next collaborations. We were able to discuss the topic of hikikomori at this meeting, and as a result, the participants were better informed about what to expect from the workshops and what to choose for the toolkit for the next collaborations.

TRAINING OF TRAINERS

Istanbul, Türkiye

27th and 28th February 2024

Organizer:

Istanbul Provincial Directorate of Family and Social Services

Venue:

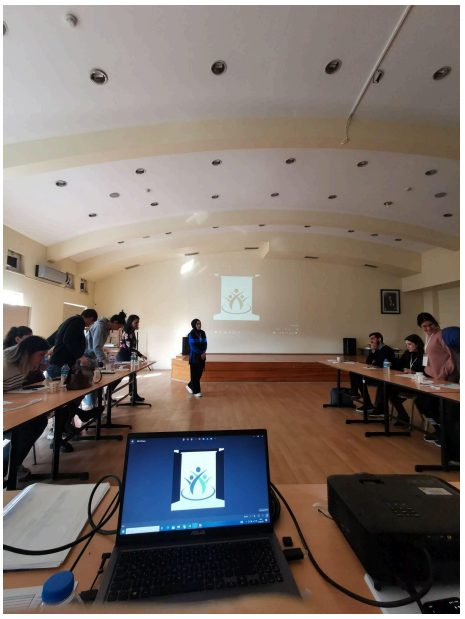
Beyoğlu Sosyal Hizmet Merkezi Toplantı Salonu

Tuesday, 27th February 2024

TIME	KEYPOINTS
09:30-10:45	Welcome remarks Meeting participants Projects Presentation Ice-breaking activities Mentimeter time
10:20-10:35	**Coffee Break**
10:35-12:30	Recognizing the Hikikomori Phenomenon Understanding General Definition and Symptoms Behavioral Background of Hikikomori
12:30-13:30	**Lunch Time**
13:30- 13:45	Energizer activity
13:45- 14:15	An Exemplary Hikikomori Case
14:15- 14:45	**Coffee Break**
14:45- 14:55	A Short Film About Hikikomori
14:55- 15:30	Questions and Answers Time

Second Day:

Wednesday, 28th February 2024

TIME	KEYPOINTS
09:30-10:00	Welcome remarks Ice-breaking activities
10:00-11:00	Gaining social skills in hikikomori phenomenon
11:00 -11:15	**Coffee Break**
11:15- 12:30	Solution suggestions for the hikikomori phenomenon
12:30-13:30	**Lunch Time**
13:30- 13:45	Energizer activity
13:45-14:45	Case study
14:45- 15:00	**Coffee Break**
15:00-15:30	Questions and Answers Time
15:30- 15:45	Mentimeter time
15:45- 16:00	Reflection and Evaluation

Pictures