



CENGİZ EDUCATION & CONSULTING

ABOUT US

Cengiz Education Project Consulting continues its activities in Ankara, the capital city of Turkey, as an intermediary institution and training/course center within the scope of the European Union education and youth grant program Erasmus+.

Our company, which organizes mobility activities in Turkey and 12 EU countries within the scope of various KA1 projects with more than 15 years of experience, also organizes training activities in attractive locations such as Istanbul and Nevşehir (Cappadocia) in addition to the capital Ankara.

Cengiz Education Project Consulting, which has reached its annual target of 1000 participants within the scope of “Key Action 1: Learning Mobility of Individuals”, offers the courses detailed in this brochure within the scope of Mobility for Staff in School Education. Our company, which organizes all kinds of job shadowing and observation activities in addition to the course activities, sees our cooperation as an opportunity to introduce you to our country, to display Turkish hospitality, to establish new friendships and to realize new project partnerships.

Our courses are organized in decent places under the supervision of eminent academics who are competent in their fields, and the mobility period is made more fun and educational with extracurricular cultural activities.

WHY CENGİZ PROJECT CONSULTING?

- 27 years of experience in the education sector and 15 years in the Erasmus + project sector
- Our principled stance based on the use of grants with maximum benefit
- Our strong partnership network covering many EU countries
- High service quality and customer satisfaction
- Thousands of successful projects and happy participants

COURSES

1-) Academic Coaching

2-) Colorful Classroom: Integration of refugee and immigrant children

3-) Let's Prevent Early School Leaving

4-) Online Classrooms: Distance Education

5-) Robotics and Coding

6-) Artificial Intelligence

7-) Digitalization

8-) Coaching Strategies for Schools Digitalization

9-) Bullying in Schools

10-) Foreign Language Teaching

11-) Game Based Learning

12-) STEAM

13-) Montessori Education Method

14-) Special Needs Children

15-) Job Shadowing / Observation

16-) Logistics/ Other Services

CONTACTS

Adress : Necatibey Street 86-15 Çankaya/Ankara
Phone : +90 312 232 22 18
Whatsapp : +90 544 810 30 11
E-mail : info@cengizproje.com
Website : www.cengizproje.com



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1) ACADEMIC COACHING

Coaching is a method of teaching and learning that draw on social constructivist learning theory. It offers the opportunity to improve self-monitoring by fostering habits that will identify deficits and create goals to mitigate them in the educational process. Through academic coaching process, students can examine their learning styles, habits of studying, and current difficulties or barriers to success; understand how their use of time and levels of organization or disorganization impact their studies as a result they can create more effective strategies which provide academic success and satisfaction.

The course offers theoretical basis and practices for educators who want to heighten awareness of students what it takes to achieve academic success with a supportive relationship, and personal accountability.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, group activity, presentation

OBJECTIVES

Developing academic coaching competences;

- Understanding principles and ethical rules of academic coaching.
- Acquiring coaching skills such as active listening, setting smart goals, giving feedback,
- Creating coaching culture awareness in classroom.
- Analyzing connections between coaching, learning, improvement, success and resilience.
- Establishing a coaching pedagogy in the classroom.

Elaborating knowledge and understanding about motivation.

- Comparing theories of motivation
- Explaining how to motivate students in the light of theories.
- Discovering ways of reinforcing students to develop positive self-worth and getting an insight how they learn better

Gaining awareness about special needs of inclusive students, children of condemned parents, divorced parents and coming from child protection agency. Enriching communication, team-working, active listening skills. Improving foreign language competences. Greater understanding social, linguistic and cultural diversity. Strengthening lifelong learning understanding. Increasing motivation and satisfaction in their daily work.

TARGET AUDIENCE

Teachers, educational counsellors, headmasters, school management and administrative staff working in primary schools, middle schools, secondary schools, and vocational schools, NGO staff



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2) INTEGRATION OF REFUGEE AND IMMIGRANT CHILDREN

A refugee is someone who has been forced to flee his/ her home country due to war or persecution. On the other hand, a migrant is someone who chooses to resettle to another country in search of a better life.

Adaptation to the new society includes four strategies: assimilation, separation, marginalization and integration (Berry, 1997). Refugees and immigrants need to be supported in order to adapt new conditions of countries that they move and to integrate in the new society to create a new life. Otherwise, they cannot become a part of their new community effectively.

Education is one of the dimensions of immigrants' integration. To prevent marginalization and separation among refugees and immigrants, educational institutions play a crucial role.

The course offers theoretical basis and practices for educators and NGO staff who want to catalyze refugee and immigrant children's integration.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Developing a vision on how to integrate immigrant and refugee children.
- Being aware of needs and expectations of immigrants and local people.
- Explaining four strategies of adaptation to the new society.
- Creating a positive classroom welcoming diversity, tolerance, multiculturalism.
- Understanding how to deal with bullying in school and to develop empathy skills of students
- Learning how to cooperate with immigrant parents.
- Gaining broader understanding of strategies integrating immigrants in different countries.
- Elaborating knowledge and understanding about motivation
- Developing capacity for empathy and classroom management
- Enriching communication, team-working, active listening skills.
- Improving foreign language competences.
- Greater understanding social, linguistic and cultural diversity.
- Strengthening lifelong learning understanding.
- Increasing motivation and satisfaction in their daily work.

TARGET AUDIENCE

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3) LET'S PREVENT EARLY SCHOOL LEAVING

Early School Leaving (ESL) is a result of a long process rather than sudden phenomena. Factors derived from school, family, environment and personality affect students' motivation, satisfaction and participation in education. The dropout of the individuals due to various reasons causes that the schools fail to fulfill their purpose for qualified labor and the allocated national resources are wasted. To prevent individual, economic and environmental problems caused by the early school leaving (ESL), one of the benchmarks of The strategic framework for European cooperation in education and training (ET 2020) is "the rate of early leavers from education and training aged 18-24 should be below 10%".

The course offers theoretical basis and practices for educators who want to aware determinants of ESL, to increase students' motivation, engagement and belonging through active teaching methods, to understand causes and effects of ESL, to develop an action plan to decrease absenteeism and ESL rates.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Developing a vision on how to prevent ESL.
- Evaluating determinants, causes and effects of ESL.
- Using cooperative learning, collaborative learning techniques and alternative assessment tools.
- Creating a positive classroom welcoming diversity.
- Learning how to involve parents to prevent ESL.
- Gaining broader understanding of strategies dealing with ESL in different countries.
- Elaborating knowledge and understanding about motivation
- Gaining awareness about special needs of inclusive students, children of condemned parents, divorced parents and coming from child protection agency.
- Enriching communication, team-working, active listening skills.
- Improving foreign language competences.
- Greater understanding social, linguistic and cultural diversity.
- Strengthening lifelong learning understanding.
- Increasing motivation and satisfaction in their daily work.

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4) ONLINE CLASSROOM: DISTANCE EDUCATION

One of the sectors most affected by the Covid-19 process was the education sector. For public health, face-to-face training was suspended and the distance education methodology had to be used.

According to the researches, the distance education process was inefficient due to insufficient equipment and insufficient ICT skills of teachers. These results show that teachers should be trained to understand the philosophy of distance education and develop online educational content. This course will cover the history, philosophy, advantages and disadvantages of distance education, online teaching tools, online course content preparation and evaluation processes.

The course offers theoretical basis and practices for educators who want to develop distance educational approach.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Developing a vision on how to use ICT tools for education.
- Being aware of advantages and disadvantages of distance and online education.
- Improving personal and professional skills in teaching in online learning environment
- Improving knowledge about online course development
- Providing skills and tools to incorporate online courses in educator's everyday teaching
- Identifying the most suitable approaches in use of online learning courses.
- Knowing basic cybersecurity terminology and common cybersecurity and data protection laws
- Identifying security risks and prevent them from happening
- Being aware of cyberbullying: definition, detection, prevention & intervention
- Enriching communication, team-working, active listening skills.
- Improving foreign language competences.
- Greater understanding social, linguistic and cultural diversity.
- Strengthening lifelong learning understanding. Increasing motivation and satisfaction in their daily work.

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5) ROBOTICS AND CODING

This course aims to introduce participants Robotics and Coding; all students love working with Robots, Legos, mobile applications. Course is innovative, user friendly and easy to understand for teachers of all subjects. With a rapid development of technology this is a great way to start learning more about electronics and robotics which can be used in classrooms.

This course will include theory of topic, case studies, discussions, team work, team games, visiting related schools-organisations and having Q&A sections with the people who are having daily practise. If you are a large group of people we can shape the course on your wished date. If you need a course on a different topic we can organise a customized course for you, just choose a date and a topic.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Enhance skills to use various innovative blended learning methods and techniques that are hands-on-centred, encourage solving of meaningful real-world tasks and develop transversal competencies.
- By the end of the course you will have all the skills required for your own robotics project. During the course you will be practising with Lego, coding and Robotic. .
- Gain knowledge of programming, computational thinking, coding, digital learning and Arduino.
- Generate ready-to-use materials and ideas to support the organisational development and quality improvement in the Robotics and Coding field skills.
- Meet colleagues of different nationalities within the EU, engage in a cross-cultural learning experience, exchange ideas and build a network for future international cooperation.
- Gain a broader understanding of practices, policies, and systems of education in different countries, cultivate mutual respect, intercultural awareness and embed common educational and training values.
- Gain idea of Robotics and Coding in Finnish Education Model
- Enrich communication skills, improve foreign language competencies, broaden professional vocabulary and promote EU's broad linguistic diversity.

TARGET AUDIENCE

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6) ARTIFICIAL INTELLIGENCE

This course has been prepared in order to ensure that teachers in the specified branches can use Artificial Intelligence applications and their use in developing technologies in education areas.

Learn to use open educational resources, gain new skills, create a sample lesson and gain awareness of possible downsides of Artificial Intelligence in education and how to avoid them. You will get the benefit of Artificial Intelligence course with the Finnish education perspective.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Understand the place and importance of Artificial Intelligence applications in education.
- Match human brain structure with machine code functioning structure and comprehend the structure of artificial neural networks.
- Know learning algorithms and code structure.
- Understand the logic of image processing and sound processing.
- Gain skills to know the importance of mathematical operations in artificial intelligence applications and understands the code structure of machine learning.
- Generate ready-to-use materials and gain knowledge of how to use machine learning applications as training materials.
- Know how to integrate artificial intelligence applications and developed technologies into STEM Education.
- Gain broader understanding of practices, policies and systems of education of different countries, cultivate mutual respect, intercultural awareness and embed common educational and training values.
- Meet colleagues of different nationalities within the EU, engage in cross-cultural learning experience, exchange ideas and build a network for future international cooperation.

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7) DIGITALIZATION

The distance learning which has recently been implemented by many educational institutions from primary school to university, is based on teaching and communication by using various technological tools, although there is a physical distance between the teacher/instructor and the student. The first reason, why online resources became available, was to make education equally accessible to everyone around the world. In the past 10-15 years, digitalization in education has gained momentum, with universities such as MIT, Harvard and Princeton starting to upload certain courses to major internet platforms. The online education, which became a necessity along with the restrictions brought by the Covid-19 pandemic, has led to a change in the understanding of education all around the world and has revealed many of the problems in this area, but online education is not only useful in these extreme scenarios.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Understand the importance of digitalization and creativity in education system.
- Observe the process of the digitalization of Finland, notice educational differences and similarities in different cultures, and exchange ideas with foreign colleagues.
- Recognize synchronous and asynchronous distance education, use them in a complex way.
- Motivate students using digital media and encourage them to exchange information among themselves.
- Gain skills to prepare materials according to the target group.
- Recognize and use digital teaching environments.
- Gain skills to search for effective resources.
- Generate ready-to-use materials, practical ideas and prepare online training materials.
- Create collaborative projects in online environments.
- Develop key competences such as critical thinking through media and digital literacy, better understanding of video lessons.
- Gain skills to search for Creative Commons licensed image/video and music to use in lessons

TARGET AUDIENCE

Teachers, educational counsellors, headmasters, school management and administrative staff working in primary schools, middle schools, secondary schools, and vocational schools, NGO staff



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8) COACHING STRATEGIES FOR SCHOOLS DIGITALIZATION

This course aims to improve your skills in order to manage teams, projects or dealing with conflict and communication skills with people. Fortunately, there is a wider understanding of this topic in education. By this course, so you can improve your competencies so that you can guide your work team. Anyone who works within and beyond the education sector will find it useful. You will get benefit of coaching course with Finnish education perspective.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Revise and develop personal and professional competences, improve coaching skills such as project management and problem-solving, strengthen your presentation and interpersonal abilities.
- Generate ready-to-use materials and ideas to support organisational development and quality improvement in the field of coaching skills, support cooperation between institutions and employers.
- Support continual professional development, re-ignite lifelong learning strategies, raise the attractiveness and prestige of the educational sector.
- Meet colleagues of different nationalities within the EU, engage in cross-cultural learning experience, exchange ideas and build a network for future international cooperation.
- Gain a broader understanding of practices, policies and systems of education in different countries, cultivate mutual respect, intercultural awareness and embed common educational and training values.
- Gain idea of Coaching in Finnish Education Model
- Enrich communication skills, improve foreign language competencies, broaden professional vocabulary and promote EU's broad linguistic diversity.

TARGET AUDIENCE

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9) BULLYING IN SCHOOLS

This course aims to equip teachers, trainers and administrative staff of the schools with the essential skills, knowledge and competencies required for tackling the bullying phenomenon using a holistic approach. One of the main objectives is the practical introduction to the ENABLE programme and its implementation guidelines, through non-formal learning, group discussions, role-plays, etc. You will get benefit of bullying in school course with Finnish education perspective.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Gain techniques for working with heterogeneous classrooms and communities, deal with bullying in increased diversity of learners, support inclusion of various type of student mainstream education.
- Learn to motivate, guide and effectively assess students at risk of bullying
- Generate ready-to-use materials and examples of good practice to support school or organisational development in the field of bullying through work-based or project based innovative pedagogies.
- Identify risk factors and different types of bullying trends, improve primary, selective and indicated prevention, increase synergies between students, education, research and innovative interventional activities.
- Increase broader understanding of strategies and systems dealing with bullying in different countries, cultivate mutual respect and intercultural awareness.
- Gain knowledge of ENABLE programme (European Network against Bullying in Learning and Leisure Environments).
- Gain knowledge of bullying trends getting idea of cyberbullying.
- Support continual professional development, revise and develop key competences, build confidence in promoting active pedagogies that are responsive to different type of students, social and cultural diversity and needs.

TARGET AUDIENCE

Teachers, educational counsellors, headmasters, school management and administrative staff working in primary schools, middle schools, secondary schools, and vocational schools, NGO staff



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10) FOREIGN LANGUAGE TEACHING

This course includes different methodologies of teaching languages being used all over the world. It is a new way to actualize your teaching methods and help in developing the language capacities of your students so needed nowadays. This course will show you a fun way to teach grammar, present new vocabulary and motivate students in order to get them interested in learning a foreign language. You will get benefit of Foreign Language Teaching course with Finnish education perspective.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Develop practical classroom skills to teach foreign languages via new technologies, digital resources. Support development of digital skills and media literacy, increase capacity to trigger changes in terms of modernization using ICT when learning languages.
- Gain techniques for working in linguistically heterogeneous classrooms with regards to inclusive approach, promote intercultural awareness.
- Generate ready-to-use materials and ideas to support a school or organisational development in the field of innovative language teaching with regards to interdisciplinary and holistic approach,
- Enrich communication skills, improve foreign language competencies, broaden professional vocabulary, promote EU's broad linguistic diversity,
- Develop relevant, high-level skills such as creativity, critical thinking, metacognition and other key competencies through new teaching methods, enhance the good quality of mainstream education,
- Learn to motivate, guide and effectively assess to reduce low achievement in basic competencies, promote peer exchange and active participation within the education,
- Revise and develop personal and professional competences, build confidence in using different methods (CLIL, gamification, etc.) in classrooms and teaching through a foreign language,
- Meet colleagues of different nationalities within the EU, engage in a cross-cultural learning experience, exchange ideas and build a network for future international cooperation.

TARGET AUDIENCE

Teachers, educational counsellors, headmasters, school management and administrative staff working in primary schools, middle schools, secondary schools, and vocational schools, NGO staff



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11) GAME BASED LEARNING

Learning through Game-Based Learning (GBL) and games can significantly enhance good quality and effectiveness of education. Skills such as multitasking, critical thinking, risk taking and other 21st century skills can be developed in game-based environments. Learn to use open educational resources, gain new skills, create a sample lesson and learn how to implement GBL strategies into your lessons. You will get benefit of GBL course with Finnish education perspective.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Generate ready-to-use materials and practical ideas how to use current online digital applications to foster educational development in the field of GBL, promote universal access to education.
- Develop learner's collaboration, creative and critical thinking through media and digital literacy, promote use of GBL with regards to interdisciplinary approach.
- Learn to motivate, guide and assess learners to reduce low achievement in key competences, develop relevant, high-level and innovative skills, enhance good quality of mainstream education.
- Support open educational resources (OER) and flexible learning environment in education, foster collaboration between educational sectors.
- Reinforce continual professional development, re-ignite lifelong learning strategies, build confidence in promoting game based strategies in education, promote pedagogies responsive to real world context.
- Gain broader understanding of practices, policies and systems of education in different countries, cultivate mutual respect, intercultural awareness and embed common educational and training values.
- Gain idea of GBL in Finnish Education Model
- Meet colleagues of different nationalities within the EU, engage in cross-cultural learning experience, exchange ideas and build a network for future international cooperation.

TARGET AUDIENCE

Teachers, educational counsellors, headmasters, school management and administrative staff working in primary schools, middle schools, secondary schools, and vocational schools, NGO staff



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12) STEAM

The course is interesting not only for educators who teach STEAM but also for non-STEAM teachers that want to get into its mysteries and implement some STEAM curricula in their schools. STEAM (Science, Technology, Engineering, Art/Design and Mathematics) is an educational approach which has lately become recognized worldwide and is applied in many countries. The program, which was previously known as STEM, has taken the name STEAM with the addition of the word “art” in the recent past.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Enhance skills to use various innovative blended learning methods and techniques that are hands-on-centred, encourage solving of meaningful real-world tasks and develop transversal competencies.
- Apply problem and inquiry based learning as a student-centred teaching method, encourage learning in the context of real-world problems that are likely to be encountered by students.
- Develop students learning autonomy by self-directed hands-on learning approach, elaborate on student’s prior knowledge, trigger an effective use of arguments and evidence, use questioning as a tool of learning
- Generate ready-to-use materials and ideas to support the organisational development and quality improvement in the STEAM field skills, support cooperation between institutions and employers.
- Develop relevant, high-level skills such as decision making, collaboration, communication, critical thinking and other key competences through STEAM teaching methods, enhance the good quality of mainstream education.
- Recognize STEAM materials and becomes aware of STEAM laboratory equipments, (introduction of materials, design and stages of STEM materials)
- Meet colleagues of different nationalities within the EU, engage in a cross-cultural learning experience, exchange ideas and build a network for future international cooperation.

TARGET AUDIENCE

Teachers, educational counsellors, headmasters, school management and administrative staff working in primary schools, middle schools, secondary schools, and vocational schools, NGO staff



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13) MONTESSORI EDUCATION METHOD

This training course in “Montessori Educational Method” aims to develop in students professional competences as future teachers of the Montessori Method to children from 1/2 to 13 years of age. Students will learn more about Montessori, approaches to providing a Montessori inspired learning environment and how to use her methods and techniques. This course includes practical lessons, seminars, field works, thinking tools, cultural visits, technical visits, conferences with experts.

METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Understand the value of the teaching aids developed by Maria Montessori
- Gain knowledge of the Montessori environment and the role of a Montessori director and teachers.
- Increase broader understanding of strategies and systems dealing with basically child psychology and child development. Stimulate moral and ethical education.
- Gain techniques and practices to work with Montessori materials and Montessori classrooms.
- Generate ready-to-use materials and methods to improve educational practices in the field of Montessori.
- Support continual professional development, revise and improve key competences, build confidence in promoting pedagogies that are supportive in Montessori.
- Meet colleagues of different nationalities within the EU, engage in cross-cultural learning experience, exchange ideas and build a network for future international cooperation.
- Enrich communication skills, improve foreign language competencies, broaden professional vocabulary and promote EU’s broad linguistic diversity, embed common educational and training values.

TARGET AUDIENCE

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METHODOLOGY

Methods used during the course are case studies, role-playing, debate, brainstorming, round table, jigsaw, reverse brainstorming, discussion, group activity, presentation, concept mapping

OBJECTIVES

- Understand the advantages and disadvantages of approaches such as inclusion, integration and mainstreaming in order to enhance good quality of education and training for all learners.
- Gain techniques for working with heterogeneous classrooms and communities, deal with increased diversity of learners, support inclusion of various minorities into mainstream education.
- Generate ready-to-use materials and methods to improve educational practices in the field of special needs children education, promote universal access to education with regards to non-discriminatory values.
- Identify risk factors and different types of barriers, improve primary, selective and indicated prevention, increase synergies between education, research and innovative interventional activities.
- Increase broader understanding of strategies and systems dealing with special needs children in different countries, cultivate mutual respect and intercultural awareness.
- Support continual professional development, revise and improve key competences, build confidence in promoting pedagogies that are supportive to special needs children and social and cultural diversity.

14) SPECIAL NEEDS CHILDREN

This course mainly focuses on work with special needs children. You will not only improve your theoretical knowledge and expertise in the area but also get practical tips and methods which will help you create a supportive learning environment that is beneficial for all pupils, not only for special needs children. This course will include theory of topic, case studies, discussions, team work, team games, visiting related schools-organisations and having Q&A sections with the people who are having daily practise. If you are a large group of people we can shape the course on your wished date. If you need a course on a different topic we can organise a customized course for you, just choose a date and a topic.

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15) JOB SHADOWING / OBSERVATION

Job shadowing is a useful way to learn about a particular job of interest.

Each job-shadowing experience can be different. However, you typically will follow an employee and observe them partaking in their day-to-day work. They might ask you to help with certain tasks, as well.

Depending on how long you shadow an employee, you might even learn skills critical to the job.

METHODOLOGY

Since our company is located in Ankara, the capital city of Turkey, it has strong ties with all private and public institutions. Ankara will be the perfect choice for your project with its geographical location and the bureaucracy of being the capital city. Partnerships can be made with private or public institutions, depending on your Job Shadowing topic, not only in Ankara but all over Turkey.

JOB SHADOWING / OBSERVATION FIELDS

- CLIL (Content and Language Integrated Learning and Digital Based Learning)
 - Green Schools
 - Prevent Early School Leaving
 - Flipped Classroom
 - Innovative Methods ICT Based Classes
 - Integration of Migrant Students
 - Project Based Learning
 - Stem and Robotics
 - Stop Bullying and Cyber Bullying in Schools
 - Conflict Management
 - 3D Printing
 - Conflict Management
- According to the subject of your project, job shadowing can be done in the fields you want in specialized organizations. All you have to do is contact us.

TARGET AUDIENCE

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16) LOGISTICS / OTHER SERVICES

As Cengiz Education & Consultancy, in addition to our various courses and Job Shadowing services, we also offer many services such as accommodation, food and beverage, social and cultural trips, and guidance services, starting from the airport transfer throughout the entire course or job shadowing process, to our guests who come to our country. Our first priority, including all our company employees, is to make our valued guests feel at home during the training or Job Shadowing processes.

METHODOLOGY

As our company, our methodology is for you, our esteemed guests, to receive a quality education, to do Job Shadowing in specialized institutions, and to get to know our country and develop it socio-culturally, in addition to training activities.

LOGISTICS/ OTHER SERVICES

- Airport Transfer
- Food and Beverage Services
- Social and Cultural Trips
- Accommodation Services
- Professional Tour Services
- If you have any other requests, please contact us.

TOURISTIC PLACES IN TURKEY

If you want to see the touristic places in Turkey, click on the map.

