

## Darıca Halk Eğitimi Merkezi (Darıca Public Education Centre)

### Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used)

Darıca Halk Eğitimi Merkezi (Darıca Public Education Centre), located in Istanbul, Turkey, is a public adult education provider established in 2008. Darıca Halk Egitimi Merkezi deals with non-formal education, including training, education, guidance and application activities organized in addition to, or outside formal education for individuals who have never entered the formal education system, or individuals who are at a certain level of the formal education, or who have left these levels for lifelong education

The great majority of the educational activities organized outside formal education institutions are carried out by our public training centre. The organisation's expertise is mainly on vocational, social and cultural, and literacy courses for individuals at every age and educational level. Our organisation is focused on reforming the goals, programs and structures of the school system, giving emphasis to activities towards developing, extending and restructuring the non-school education and learning system in the context of lifelong education and shifting the focus of education from formal education to continuous education.

Some courses we organise at our centre can be listed as:

Social Integration, Cultural, Art and Sport Courses: Communication techniques, diction, sign language, communication at social and working life, family education, English (all levels), literacy, folk dances, folk instruments, distance (open) high school, university preparation courses, Turkish art and folk music, drama, photography, guitar, flute, taekwondo, karate, tennis, gym, painting, theatre, and any demanded courses.

Vocational Courses: ICT, clothing, embroidery, carpet weaving, needlework, patch-work, handicrafts wood painting, handicrafts cloth painting, model plane, handicrafts glass decorating, central - heating and any demanded courses.

At our institution we have learners aged between 18 and 50+ generally coming from socio-economically disadvantaged areas. We are situated in the area where most of the people are migrants. Our school is at one of the most deprived areas of the region with a high rate of unemployment and economic difficulties as a result of poor working conditions and low wages.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Our activities mainly focus on the integration of the learners in social and professional life. We have also been involved in social, cultural and vocational events during the academic year such as theatre, exhibitions, concerts, etc.

At our organisation the integration of the learners coming from ethnic and other minority groups in the neighbourhood into the education and society is one of our missions. Therefore we endeavour to

integrate the adult learners in social life effectively by the social, cultural courses, guidance and communication.

As the staff have been involved in many local and EU project, the project team consists of the staff who are experienced about the local and international projects, implementing the project activities and disseminating the project to wider community. They attended the project cycle management training. They have a good organizational skills and a good command of communication and ICT skills.