

E N S A R

C O M M U -
N I T Y
C E N T R E



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Dear Reader,

Throughout history Turkey has always shown its commitment to supporting vulnerable populations who have been displaced through conflict. When the conflict in Syria broke out, Turkey quickly responded in making provisions to accommodate the millions of refugees that had to flee their homes to save their lives.

Millions of Syrians have migrated across borders, fleeing the bombs and bullets that have devastated their homes. Turkey alone is home to 3.6 million Syrian refugees and has become the world's largest refugee-hosting country since 2014.

Opening our borders to accept the refugees was ultimately the most rational step to take, the challenge was always going to be around how we as a nation can provide the necessary services to the migrants and refugees which will respect their human dignity. Resettling the refugees in camps was not going to be ideal, so we decided to develop projects and plans that would help us integrate the refugees into our existing communities.

Due to its proximity to the Syrian border, Gaziantep is one of the cities that opened its doors and hearts to the influx of Syrian refugees. As the Gaziantep Metropolitan Municipality, we focused on developing projects that encourage social cohesion and provide opportunities for both Syrians and Turkish citizens to excel within our city. We consider the projects we carry out as a municipality not only as an act out of kindness, but as a responsibility we have towards preserving human rights under the Universal Declaration of Human Rights.

Gaziantep has successfully integrated 500,000 refugees and has grown its population by 25 percent. It also remains a model of tolerance for diversity and different cultures. The Ensar Community Centre is one example of how a municipal run Centre has become a hub for people from different backgrounds to come together and learn from each other. The Centre is also a good example of how local authorities and UN agencies can effectively work together to provide services to vulnerable members of the community. The Ensar Community Centre currently plays a crucial role in reaching out to refugees and making them feel welcome as well as building bridges between both communities who often have different cultures. The success of the Centre has been catalytic and has inspired other municipalities to consider the same approach. I would like to thank everyone who has been involved this project, which I believe has helped and will improve the lives of many people.

The success of the Ensar Community Centre is a good example of what happens when migration is planned and managed well. Both host and migrant communities live in harmony and experience equal opportunities to enhance and develop their lives. As a municipality we are making efforts to transform migration into an advantage for our communities as we have seen the benefits of having diversity within our city.

Sincerely,
Fatma Şahin
Gaziantep Metropolitan Municipality Mayor



Dear Reader,

We are pleased to share with you this book that showcases the activities conducted at the Ensar Community Centre.

The Ensar Community Centre strives to create an environment where all communities feel included and welcome. Located in Gaziantep, Turkey, the Centre was established in 2014 by the Gaziantep Metropolitan Municipality, Department of Women, Family, Education and Social Services. The Centre was developed as a safe space for members from both, the Turkish host communities and refugees, to come and interact with each other and learn new skills.

IOM, with the support of the Government of Japan, started supporting the Ensar Community Centre in 2017, by refurbishing and rehabilitating it and by conducting social inclusion activities, extra-curricular activities (language, sports, art courses).

Additionally, IOM has been providing human resources and technical trainings to municipal staff. All activities provided at the Centre target both migrant and host communities and IOM is ensuring to have multi-lingual staff. The Centre is accessible by all age, gender and nationalities.

It is through the financial commitment and support from the Government of Japan that IOM Turkey and the Gaziantep Metropolitan Municipality have been able to provide a diverse range of services to vulnerable members of both the refugee and host communities. The activities provided at the Centre have had a positive impact on the community by improving the communication between refugees and the host community and fostering better connections and interaction through social activities.

Each year, the Ensar Community Centre serves approximately 15,000 beneficiaries, where the majority are children. Through the Ensar Community Centre, IOM and the Gaziantep Metropolitan Municipality are providing services that are helping migrant, refugee and host communities intergrate with each other.

To learn more, please visit turkey.iom.int and follow us on Facebook @IOMTurkey and Twitter @IOMturkey.

Enjoy the photos!

Sincerely,
Lado GVILAVA
Chief of Mission, IOM Turkey

IOM Global

Established in 1951, International Organization for Migration (IOM) is dedicated to promoting humane and orderly migration for the benefit of all.

International Organization for Migration (IOM) recognizes that migration is linked to economic, social, and cultural development and acts with its partners in the international community to:

- ↳ Assist in meeting the growing operational challenges of migration management.
- ↳ Advance understanding of migration issues.
- ↳ Encourage social and economic development through migration.
- ↳ Uphold the human dignity and well-being of migrants.

IOM Turkey

IOM opened its first offices in Turkey in 1991, following the aftermath of the first Gulf War. The Mission's activities began with the resettlement of Iraqi refugees, and later expanded to include migration management, followed by humanitarian and emergency programming in response to the Syrian and Mediterranean crises.

For over 25 years, IOM in partnership with the government, has played a critical role in Turkey to advance migrant rights through policy and practice, provide direct assistance to migrants, and develop the capacity of the government to manage migration.

IOM provides technical assistance and directly implements projects in the areas of migrant integration, labour migration and human development, counter-trafficking & smuggling, border management, protection, emergency case management, resettlement and infrastructure development.

IOM Turkey is now one of the largest IOM missions in the world with over 1,000 staff across the country.

Lifting up communities,
one room at a time.



- 1. Childcare Room
- 2. Library
- 3. Handcraft Classroom
- 4. Theatre Room
- 5. Sports Room (Aerobic)
- 6. Sports Room (Gym)
- 7. Art Studio



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- 8. Meeting Room
- 9. Classrooms
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0.

Ensar Community Centre

The Ensar Community Centre was established within the body of the Gaziantep Metropolitan Municipality's Department of Health and Social Services in 2014. In 2017, IOM began supporting the Ensar Community Centre to provide language, educational courses, extracurricular activities, such as sports and arts classes, as well as socio-cultural and recreational events that allow migrant, refugee, and host communities to interact. The Ensar Community Centre is open to migrants and refugees, and to the members of the host community where all services are accessible to all ages, genders, and nationalities.

In the Centre, the following courses are available to support the formal education processes of each student: Turkish, English, Arabic, math and Social Studies. In addition, the Centre provides arts and sport courses including handball, football, breakdance, and guitar, among others. Besides the courses, the Centre provides a space for recreational activities and events such as National and International Day Celebrations, cultural trips and sports tournaments. Apart from the courses and activities provided, the Centre also acts to assist beneficiaries to access public services via awareness raising sessions and counselling services.

Most of the beneficiaries that attend the Centre's activities are children (between 4-6, 6-11 and 11-17 age ranges). However, the Centre also serves adults through tailored courses and activities.

BENEFICIARIES ASSISTED IN TOTAL
SINCE THE OPERATIONS BEGAN

36,830

Years Courses Activities Sports

2017 4,434 3,636 1,586

2018 4,398 5,492 617

2019 5,265 9,622 1,780



Childcare Room

1.

This room has significant importance for children as it provides a needed space to develop communication skills with their peers. It is functioning both as a nursery class and childcare room. Around 45 children attend the activities in this room each day as two different groups; one in the morning and one in the afternoon. The age range for the children attending these activities is between four and six years old.

Most of the activities are designed to develop skills of children. This includes drawing activities which encourage children to draw what they are thinking, introducing objects, movie screening and story-telling. In 2019, the following activities were regularly conducted:

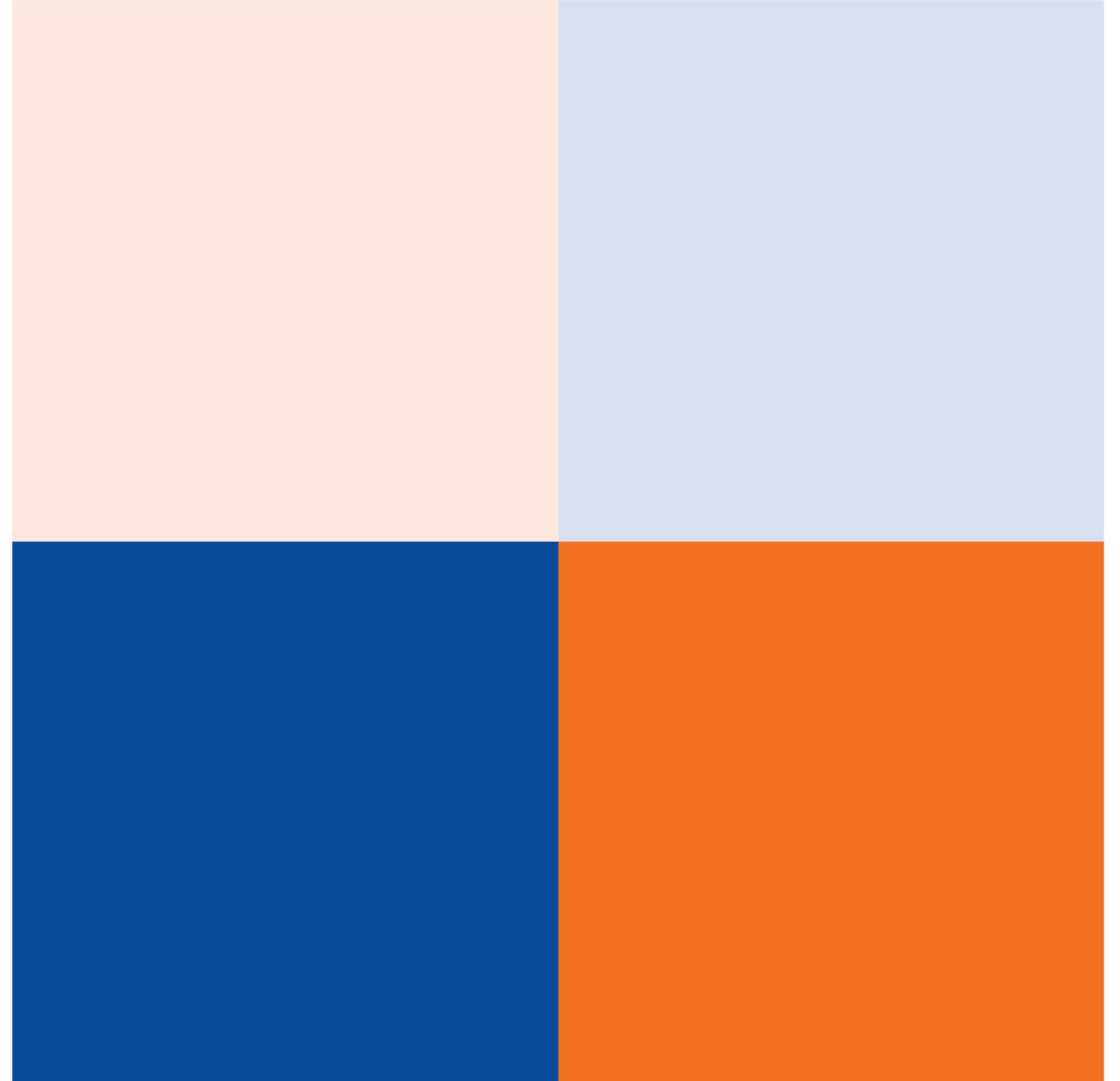
- The 'Traffic Lights' activity: Conducted by the Centre's facilitators each month for children between five to nine years old. The purpose is to teach traffic signs and improve awareness about traffic rules.
- Art activities: Conducted by the Centre's facilitators each month for children between five and eight years old. The purpose is to encourage creative expression through such art activities, including drawing and colouring.
- The 'My Future' activity is conducted by the Centre's facilitators each month for children between 4 and 6 years old. The purpose is to show children different occupations through stories and help them imagine what they would like to become in the future.





The childcare room often hosts birthday parties for the children who attend classes and activities at the Centre. The space provides an opportunity for the children to celebrate their special day with their friends.

Games are an important part of building trust and friendships among the children from the host and refugee communities.





Children at the Centre participate in general knowledge games which help them learn about different cultures and the society they live in.



‘Math is Everywhere’ activity helps children learn math and establish logical associations between the numbers and how to use them in their daily life.



'Healthy Food' - In this activity children learn about the health benefits of fruits and they try and mention some of the health benefits of their favorite fruits.

'Quick Thinking' - In this activity children listen to a music track and as soon as the music stops they have to perform an action requested by the instructor. This game helps to improve the children's attention span and trains them to respond quickly to situations.



'What is the Word' - Children are assigned a letter and they try and create a word by either standing next to each other or by laying to next to each other.



'All Your Five Senses' - Children learn about their five senses through songs and games. The activity is conducted in Arabic, English, and Turkish.



'Name The Body Part' - Children use songs, games and riddles to learn about their different body parts and organs.

'I Know My Alphabet' - Children are each assigned a random letter of the alphabet and they to move around the room and organize themselves in the correct alphabetical order.





'What Color Is It?' - During this activity children learn about primary colors and they get to mix them to discover the different colors they produce.



During the painting classes children learn how to use different types of coloring pens and paints. The teachers allow them to be as creative as they wish and to use which ever medium they prefer.

Library

2.

The library has a variety of books in different genres in three languages, Turkish, Arabic and English. The books vary from literature to history, and from Turkish law to mathematics. Turkish books are selected from the Turkish Ministry of National Education's approved list of books. The Arabic books are all children books. Both adults and children can use the library to study, borrow books and read at their leisure times. There is also internet access in the room that provides the beneficiaries to do research, work on their homework and use the internet.

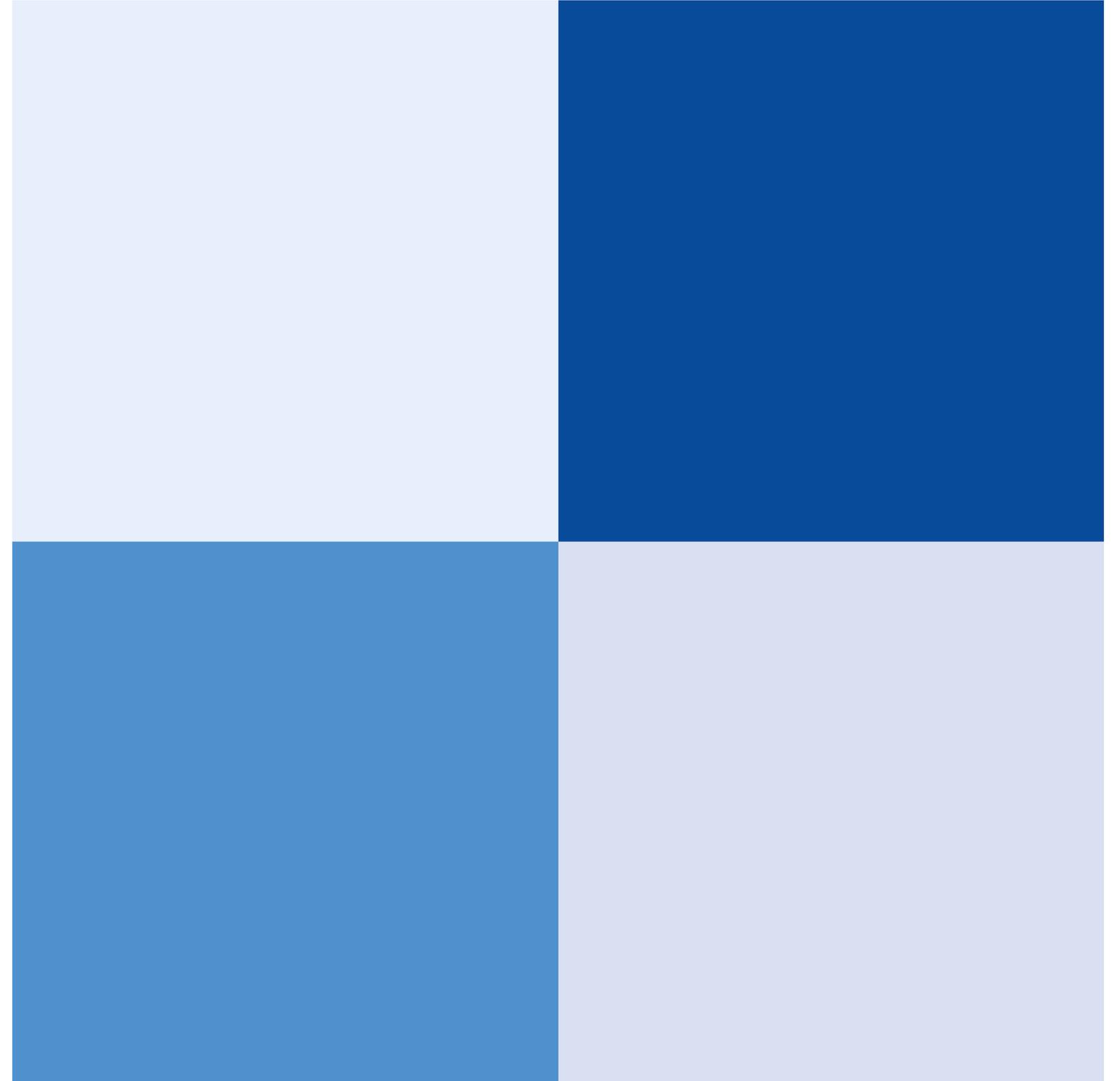
Each day approximately 15 people use the library on a regular basis. The library also has a significant role as it fills the need of a working and studying environment that is lacking in the neighborhood. Moreover, the Centre conducts diverse reading activities both for children and adults in this space. In 2019, the following activities were conducted on a regular basis:

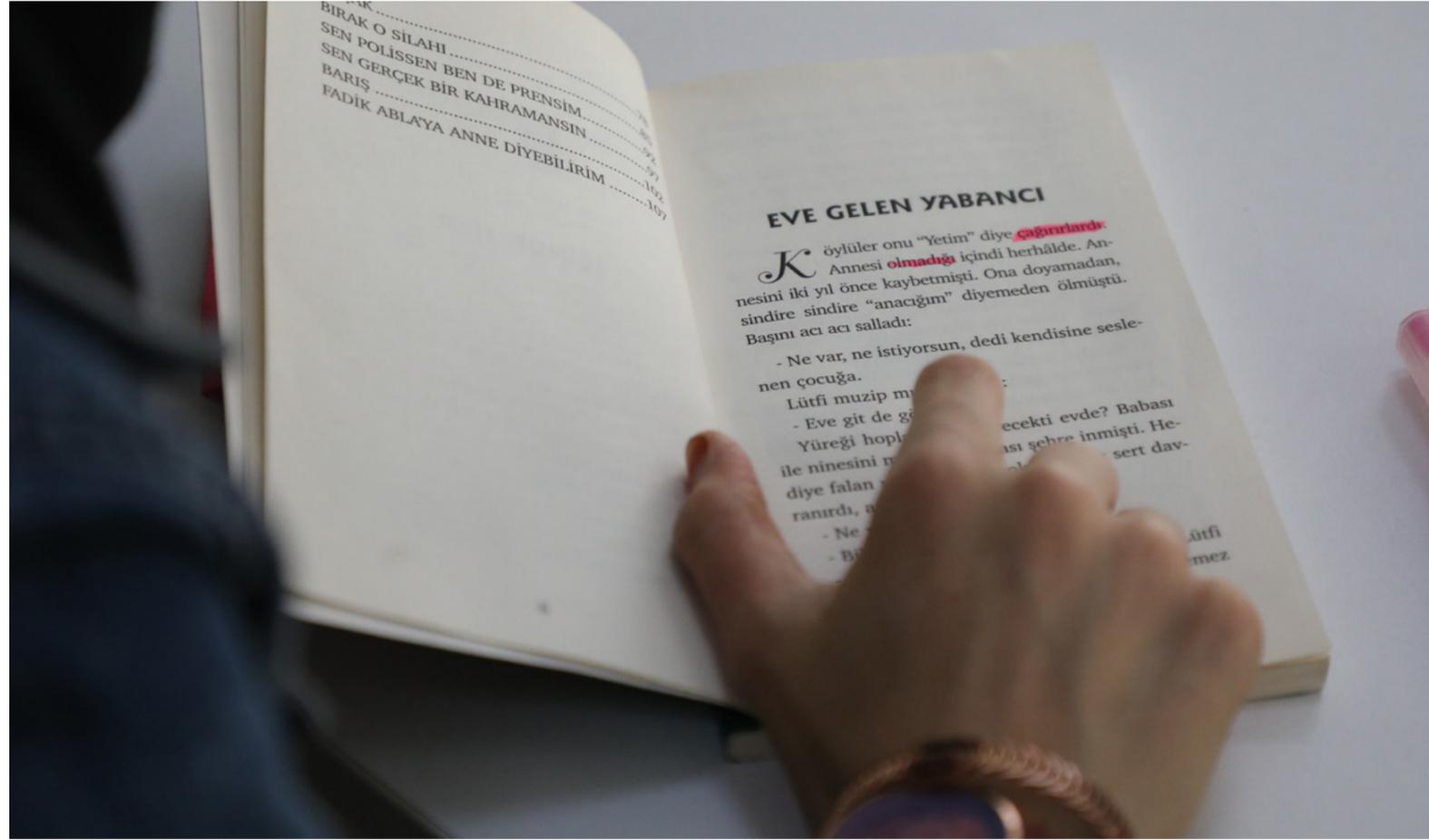
- Book reading competitions for children (7 to 15 years old) to stimulate, encourage and activate reading on a continuous basis. Children love a challenge, so when we make reading into a competition, students who otherwise wouldn't want to read are excited to read as much as they can.
- Turkish language courses: A part of the Turkish language courses are conducted in the library to practice reading in Turkish.





Study Space: Students from within the community utilize the study space to prepare for their school exams or to work on their school assignments.





The library is open to all members of the community and people can find different typed of books in the library. Often community members who want to improve their literacy come to library to find books to help them improve their reading skills.



'Fill The Monkey Box' - Students are encouraged to read as many books as they can in a month. Once they complete a book, they place a piece of paper with the name of the book into the monkey box. At the end of the month the students empty the boxes and explain and discuss the books they read.

3.

Handcraft Classroom

On a daily basis, 24 beneficiaries can attend the handcraft activities in this room. Most of the items in the room are waste materials (such as plastic bottles, wooden crates etc.); and the trainer is focusing on recycling them to use as different items in daily life.

This room is also a free hobby room if the beneficiaries have free time and want to attend handcraft sessions. In 2019, the following activities were conducted on monthly basis:

- Art of Handcraft: Approximately 30 beneficiaries (age range between 5 and 18 years old) participated to learn about how to turn old materials and make use for them. Pursuant to this, the main aim is to increase creativity, promote recycling, and change the focus of children's outlook on old materials.





A wooden bird engraving that was created by a student is now used a teaching prop on how engrave on wooden boards during the handcraft sessions.

Students are encouraged to exhibit their pieces of art after they complete them. The Handcraft Classroom also serves as an exhibition space for other students to gain inspiration on what to produce during the sessions.





'Creating From Nothing' - Students gather materials that would be deemed useless and encouraged to create objects of these scrap materials. The main aim is to encourage students to get into the habit of recycling.

4.

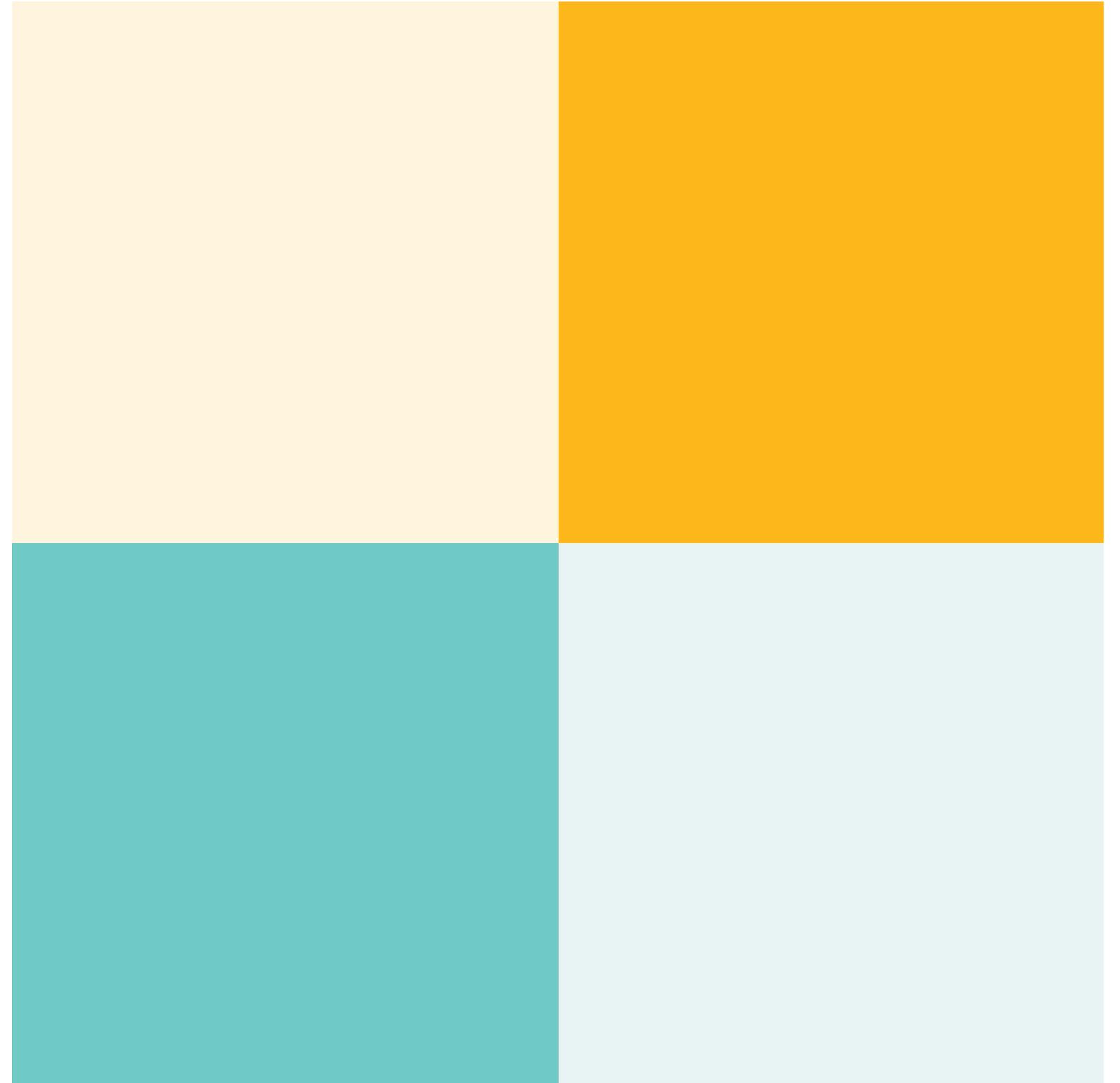
Theatre Room

The Centre's Theatre Room has a capacity of 150 to 200 people. This room is used for activities such as breakdance courses for children, movie sessions in Arabic for Turkish women, and movie sessions in Turkish for Arabic women, to improve their language skills, and conducting awareness sessions. Other than these regular activities, the space is also used for public and official holiday celebrations.

- Breakdance course: In this room, 20 beneficiaries (7 to 14 years old) attend the course daily to learn how to breakdance and choreograph their own dances. After practice, these children choreograph their own dances which are then showcased at the Centre's gatherings and celebrations.
- Movies for adult and Children: 60 beneficiaries take advantage of movie-screening activities in this room. Specific movies are selected based on the feedback of the beneficiaries to have fun, and to improve listening skills (for foreigners).
- Storyteller: 50 beneficiaries (five to nine years old) attend this activity where the main aim is to teach children how to be kind, helpful, and honest through selected stories.



Dance classes encourage children from the community to express themselves through breakdance and music.





Children's Day celebrations (23 April): Every 23rd of April the Centre hosts activities to celebrate National Children's Day. During the celebrations, special shows are performed by talented children in front of both parents and other children from the community.

Local bands and music groups often visit the Centre to entertain the children. The children get to learn about the different types of music and culture.



Community Centre choir: Talented children are trained by the Centre's music teacher to perform as part of a choir. Both migrants and host community members learn cultural and ethnic songs and perform them during special occasions.

5. Sports Room (Aerobic)

In this room, aerobic and dance sessions are held for adult women. Each day around 46 women beneficiaries from both migrant and host community attend sessions in this room. Since there is no available gym in the neighborhood, women prefer coming to the Centre's aerobic class, which is lead by a certified aerobics instructor.





'Stretching Exercises' - Children are taught how to stretch before they begin any form of physical exercise. The sports room provides ample space for the children engage in different forms of physical exercises.

The breakdancers also use the Aerobics room to stretch and practice some of their moves. The foam on the floors makes it conducive for children to do various exercises without the risk of getting injured.





Break dancing is a very popular activity in the Centre and the children learn how to perform some of the moves in the aerobics room because it has the protective form on the ground.



Head stand. An advanced breakdancer shows the other students how to do a head stand as part of their dance routine.

Two breakdance trainers pose for a photo after an entertaining dance class. Breakdance classes take place in the afternoons when the children get back from school and the class are open to both boys and girls.



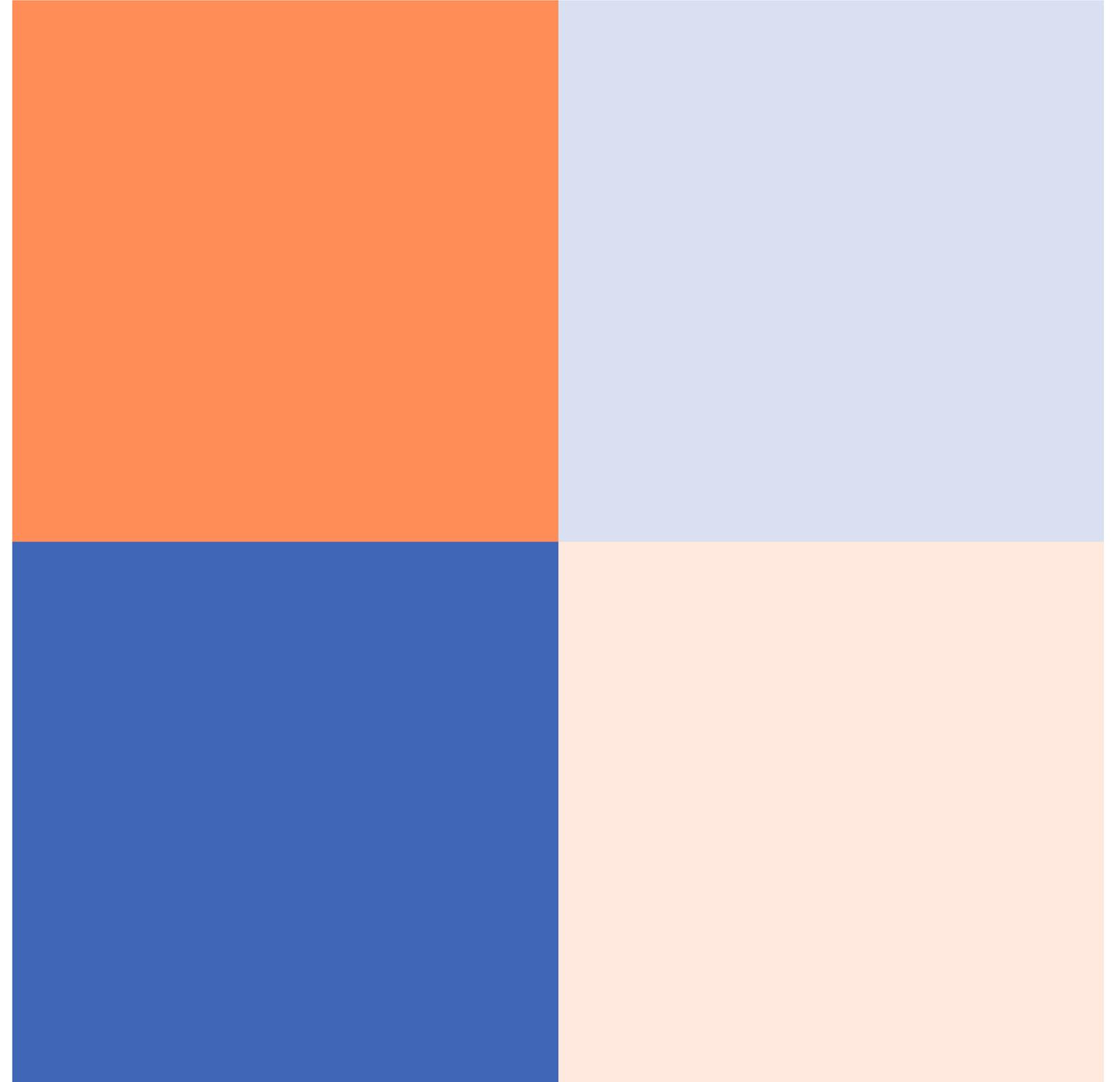
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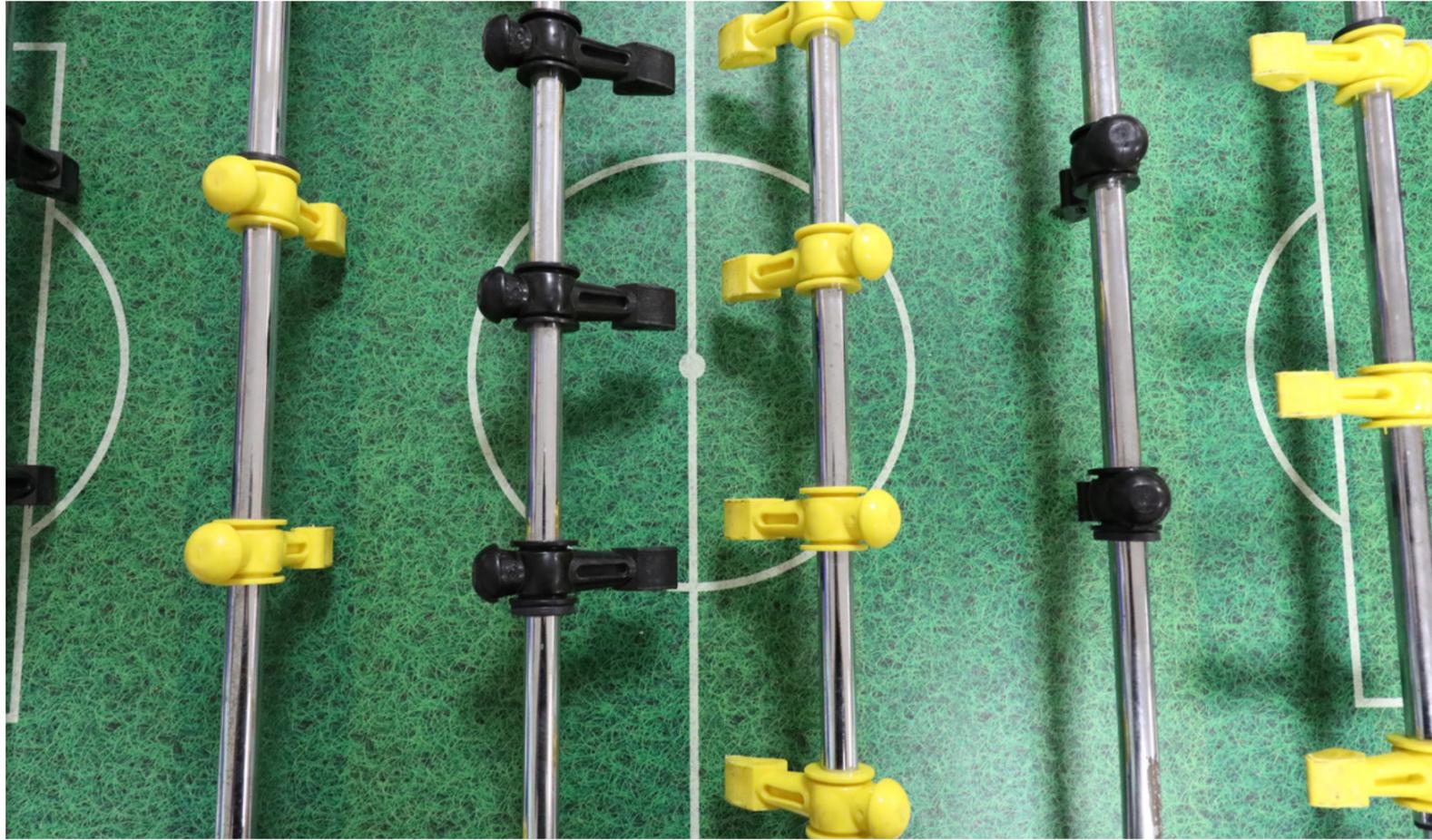
Sports Room (Gym)

In this room, ping pong and gym facilities (such as weights machines) exist for children and youth. The main reason for starting this gym was the realization that there are no gym facilities in the neighbourhood where youth would be able to use. When this gym started, the number of male youth who attended the Centre increased.



'The Brain Game' - Chess is one of the sporting activities offered at the Ensar Community Centre. The game helps participants to focus and develop skills in problem solving and strategic planning.





The Centre runs a table football tournament which is open to all members of the Centre. Participants register and they are informed of when they will be playing. The aim of the tournament is to encourage social cohesion through sport.



Table tennis is also another popular sport in the Centre. The Centre has trained several teams who participated in a league, and have won competitions.



Students can be often seen practicing with their trainers so as to learn new skills and tactics before a tournament. The trainer acts as a coach, and also aims to teach the ethics of a sport competition.

Art Studio

7.

In this room, painting and drawing classes for children are held. The room is well-equipped with the necessary tools and items including a variety of paint types, drawing canvas boards, brushes and crayons. Around 24 beneficiaries, between the age of 6 and 16, participate in art classes in the morning and afternoon shifts. Through these lessons, beneficiaries build their knowledge of colours and shades and learn the basics of drawing and painting, how to use painting tools as well as the differences between types of paints and how to use them. Moreover, during these classes, children enjoy drawing and painting portraits, landscapes, and their favourite cartoon characters. The room allows children to express their abilities and their art work is presented in different platforms via IOM and the municipality supported exhibitions.

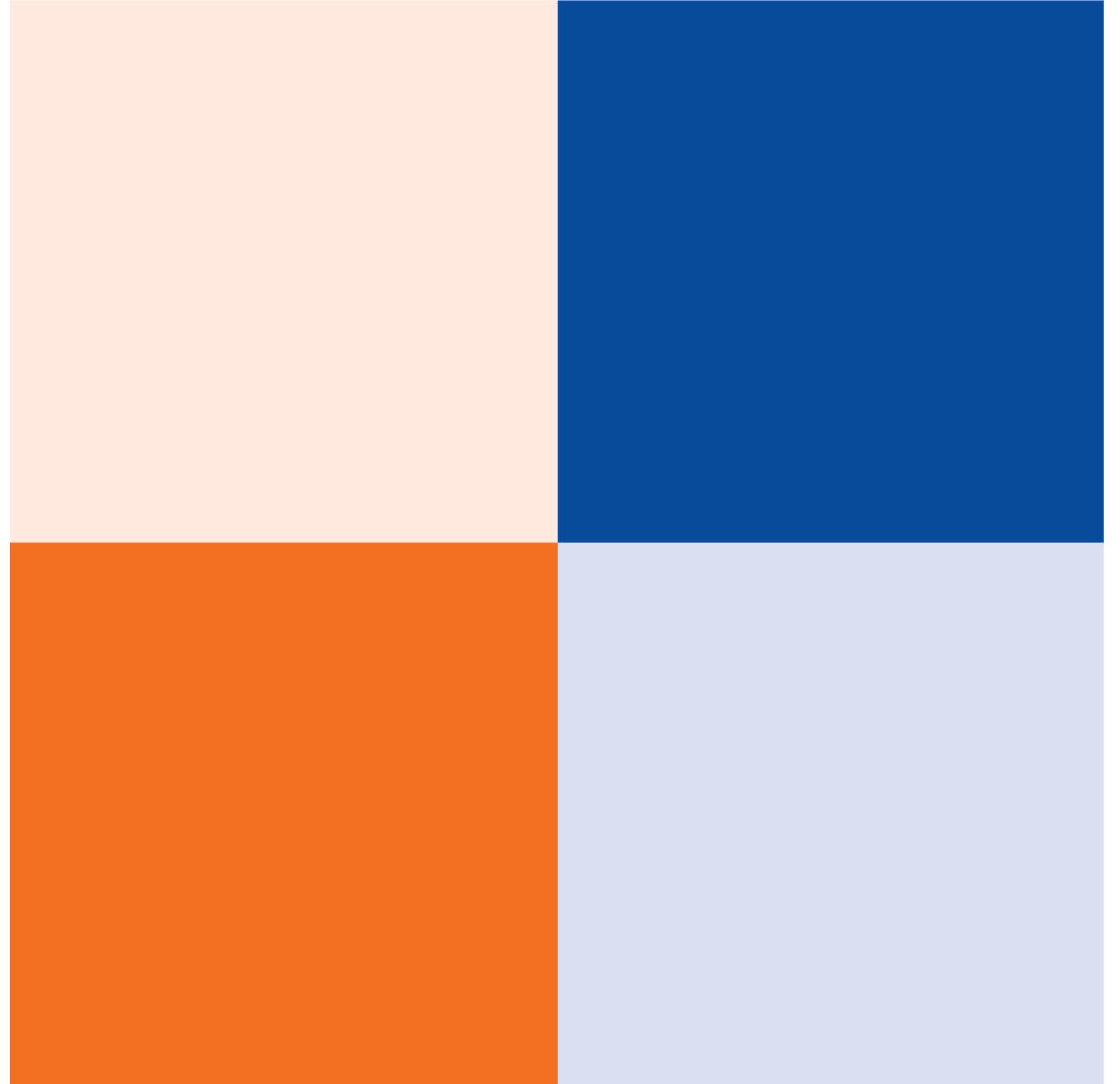


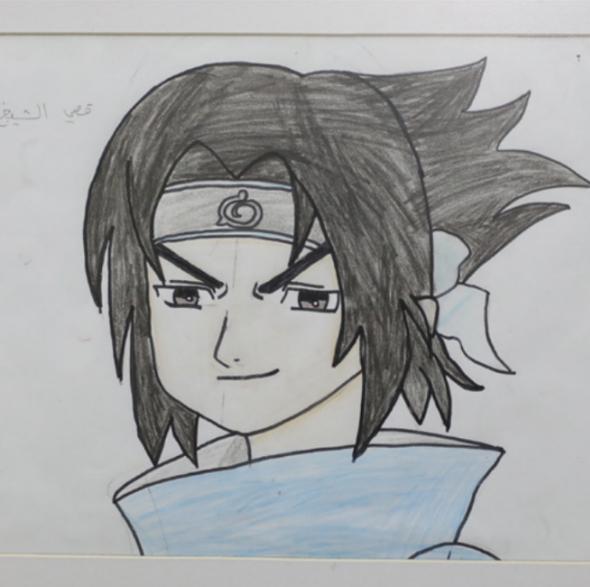


Art students get to learn new art techniques in the well equipped art studio. The art sessions are open to different age groups.

“One of the advantages of drawing is that it gives children the ability to modify the world around them and modify their experience by painting it onto paper. Drawing is the first skill used by children to express themselves, and one of the most important benefits of drawing for children is the expression of needs and desires that cannot be expressed through speech and language.”

Vahide Misto
Art Teacher





Meeting Room

8.

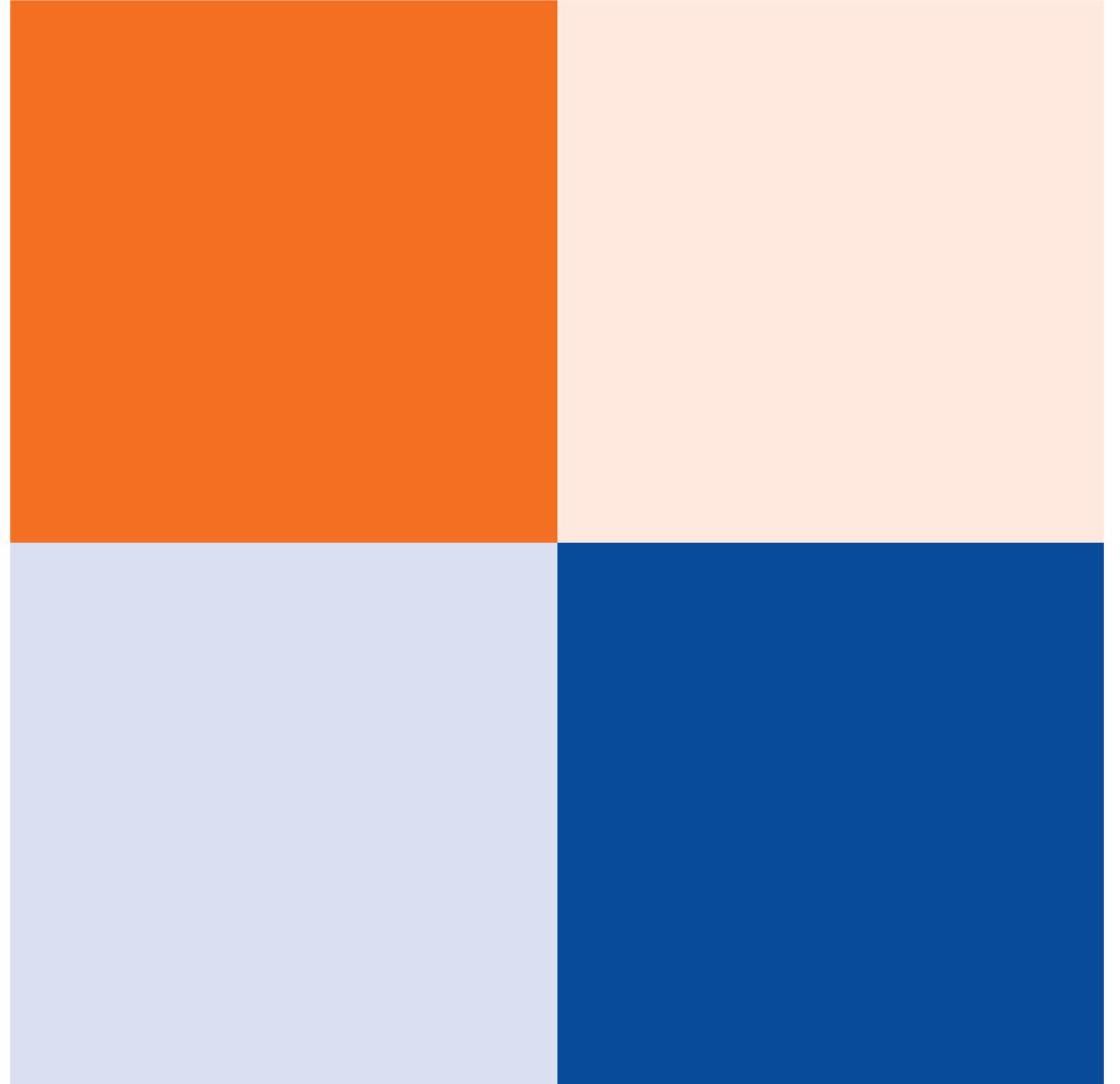
This room is used for general meetings and awareness sessions that are held with the beneficiaries. It also functions as a big meeting room for the different needs of the beneficiaries and staff.

The topics of the awareness raising sessions are determined according to the feedback of beneficiaries and have included:

- Legal awareness – such as temporary Protection status, residency, citizenship, family law and labour law
- Health Awareness – such as reproductive health and hygiene promotion
- Social service awareness – such as domestic violence, child abuse and neglect, and parents' attitudes and family communication.



The meeting room is often used to conduct meetings and focus group discussions with various members of the community.





Community members often gather in the meeting room to discuss issues that are affecting them. Specialized training sessions are also held in the meeting room.

9. Classrooms

These classrooms are used for Arabic, English, and Turkish language courses, as well as mathematics and social studies classes. Approximately 110 beneficiaries participate in these courses and are divided into two as morning and afternoon groups.

The aim of the courses is to support children's progression through their formal education by providing tailored informal education services at the Centre. Most of the classes are geared towards children who are in primary school.

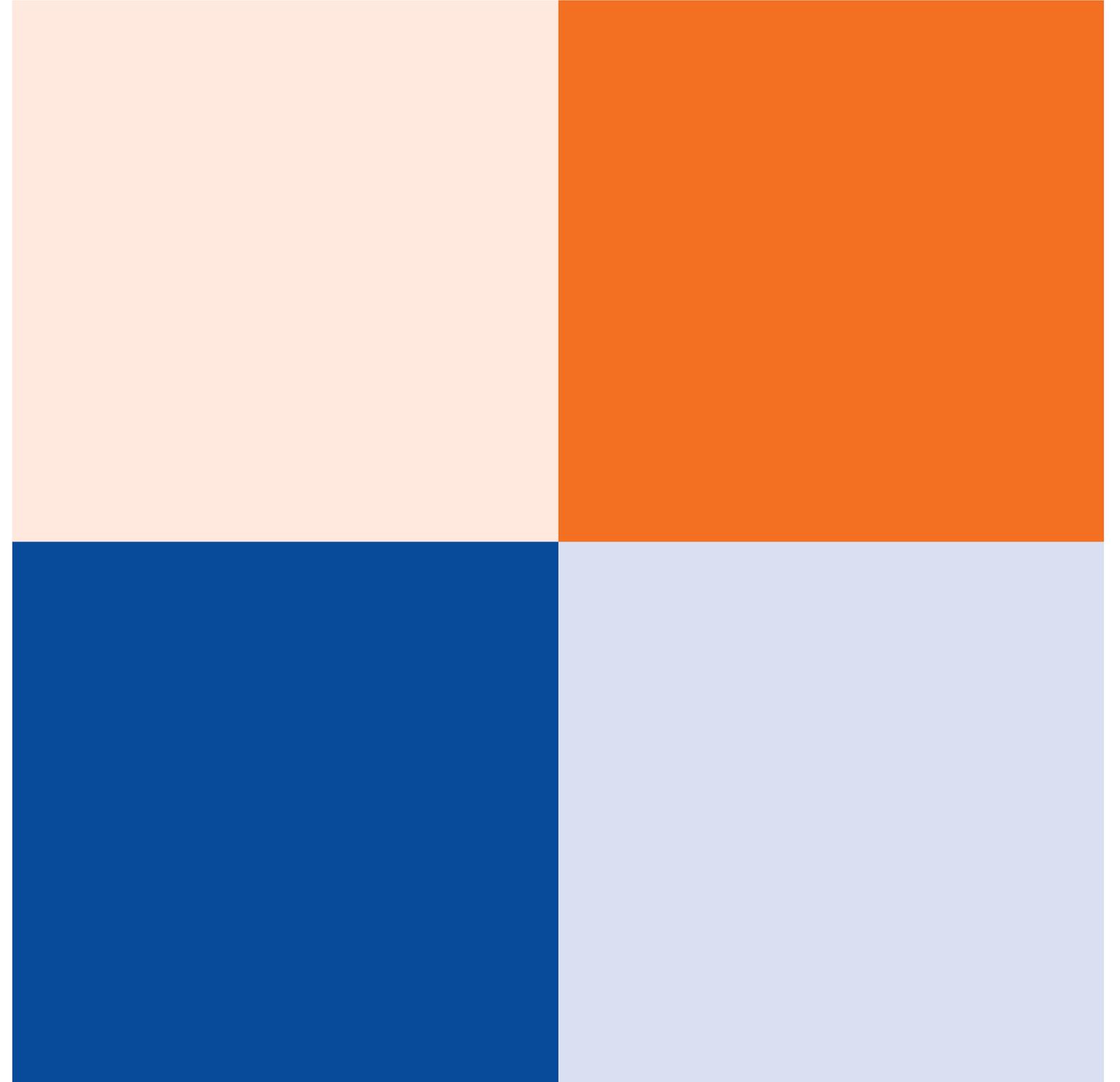
All language courses are conducted on a daily basis by trainers of the Centre, and these courses are covering both children (5 to 16 years old) as well as adults (above 18). The Turkish language courses are given by Public Education Centre teachers.





'Arabic Language Course for Adults' - The Centre provides Arabic language courses for adults from migrant, refugee, and host communities. Participants attend the course so as to develop their Arabic literacy and language skills.

'Arabic Language Course for Children' - The Centre also provides Arabic language courses for children. The course is designed in a way that will help beginners to learn the language quickly.





'English Language Course for Children' - Children between the ages of five and nine years are taught English at a beginner level. The classes are interactive and encourage children not be shy when learning the language.



'Turkish Language Course for Children' - The Turkish language courses aim to support the formal education process of children from migrant, refugee, and host communities as well as to develop the children's day to day usage of the language.

10.

Music Room

The Music Room can support up to 12 beneficiaries at a time to learn and practice music on a daily basis. The room is well-equipped with the necessary means and materials to provide music education, including 20 guitars and 15 bağlama's, which is a traditional Turkish instrument. Divided into 2 groups, children, aged between 10 and 13 years old, can attend music lessons at the Ensar Community Centre. During the lessons, children learn to read musical notes, gain instrumental techniques, play and sing their favourite songs in both Turkish and in Arabic. On special events like Mother's Day, children, with the support of their music instructor, perform a small concert where they sing and play songs relevant to the theme of the event. The Gaziantep Metropolitan Municipality supports these lessons through providing a bağlama instructor.





'Filling the Board' - Music students are encouraged to express their emotions on pieces of paper which are then placed around the classroom. By expressing themselves easily on paper the music teacher hopes this will enable the students to express themselves through music as well.

11.

Garden

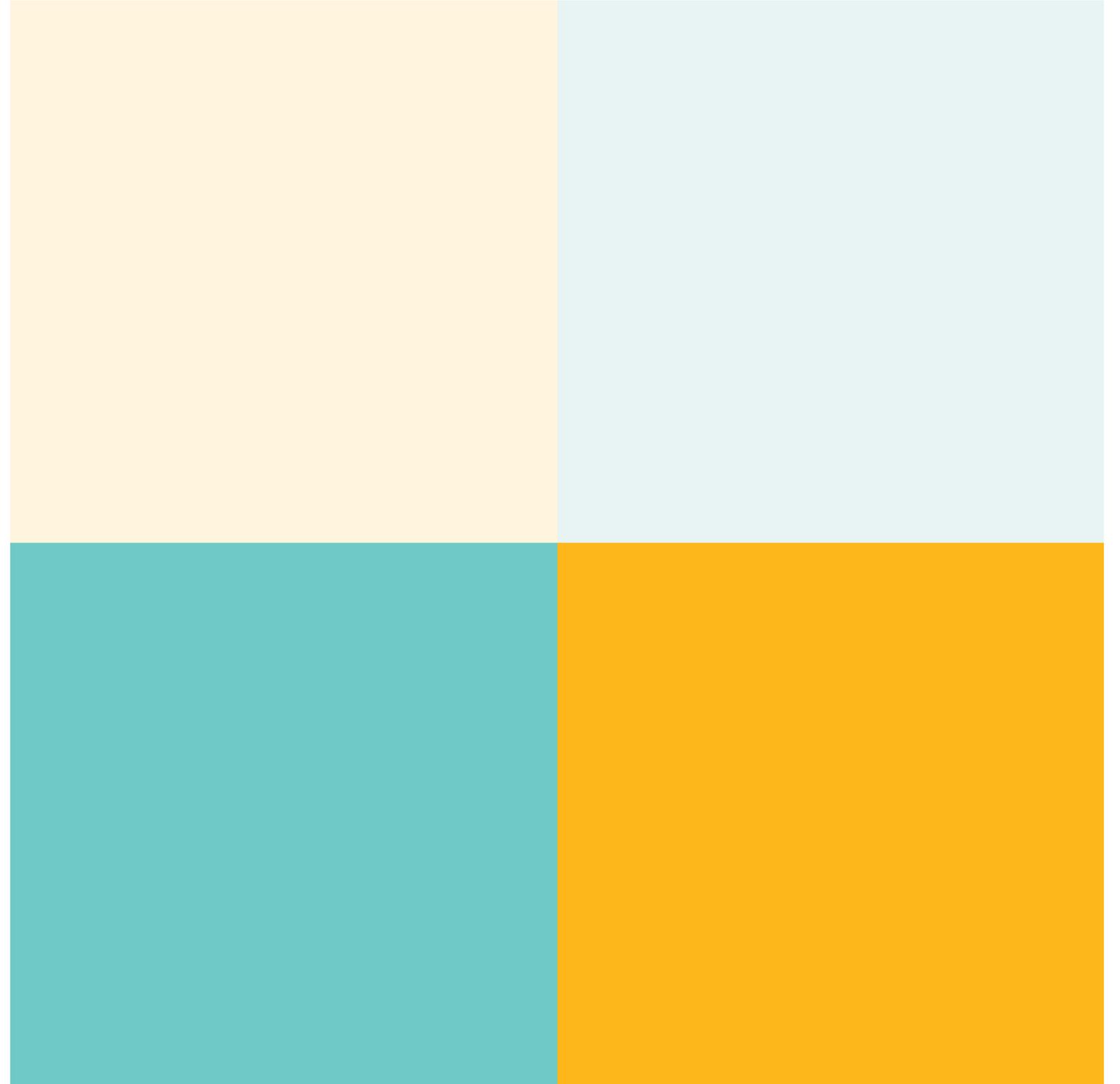
Gardening and planting activities are held in the garden to encourage the children's enthusiasm to understand and protect nature as well as to let them develop skills on basic gardening.

Previously the Centre conducted seedling activities for children who were interested in gardening as well as informative courses about all gardening related issues in the garden. The Green Garden course is conducted on a bi-monthly basis for children (five to nine years old) who are interested in gardening and the purpose is to strengthen their relationship with the environment and nature, to help in the formation of knowledge of the life cycle, and to activate the senses of touch and smell and sight for children.





'Gardening Course' - The Centre provides a gardening course for children who would like to learn how to plant flowers, vegetables and trees. The course teaches them how to select the best plant to grow and also how to nature them.





'Basic Irrigation' - An instructor teaches the children how to water the plants without wasting this valuable resource.



'Explaining Soil' - Children learn about the different types of soils, as well as which vegetable or flowers grow with the selected soil.

The children are taught about the different techniques on how to make the soil fertile. Soil fertility is a very important aspect of gardening.



12.

Outdoor Activities

Sports activities including football, handball, and physical education activities are provided for around 45 children, aiming to improve children's physical skills as well as providing a healthy lifestyle and a fun environment for them.

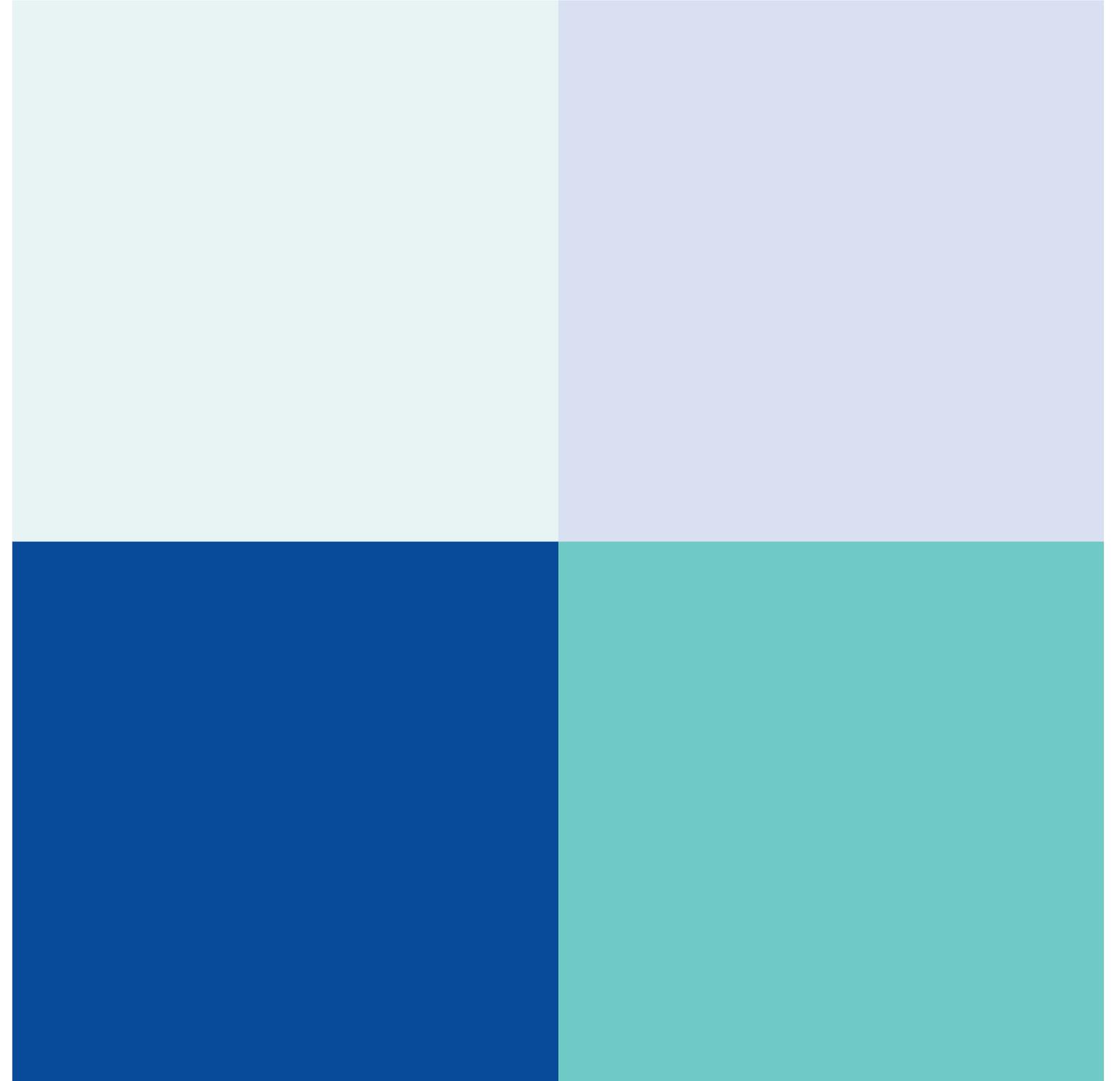
During the summertime, this space is also used for activities such as celebrations, movie screenings, and sports tournaments. Here are some examples.

- Awareness for street animals: To provide interaction between children and animals, the Centre is conducting weekly neighbourhood feeding activities for the animals during the summertime.
- Nostalgia movie screening: Beneficiaries of all ages attend this activity on a monthly basis during the summertime. It is a great way to increase the relations with the surrounding neighbourhood. Many families accompany their children to the movie screenings or are able to enjoy the movie from their balconies of their apartments.





The Centre has an outdoor sports field where different tournaments are held. Handball is one of the most common sports played by both girls and boys from the community.





The Centre has qualified sports trainers who teach different sports such as football, basketball, volleyball and handball. The professional trainers also he identify talented children who are good at sports and encourage them to pursue the sport professionally.

ACKNOWLEDGMENT:

IOM's and the Gaziantep Metropolitan Municipality's Ensar Community Centre Team worked tirelessly and supported educational courses and socio-cultural activities in the Ensar Community Centre. The Ensar Community Centre aims to support migrants, refugees, and host communities in the area by conducting tailored socio-cultural activities for communication of both children and adults, organizing specific art & sport courses to promote the abilities of beneficiaries, and following students through informal courses to support the formal education process.

IOM's Public Information Unit provided great support in capturing photos of the activities. The Ensar Community Centre, the Migration Affairs Branch of the Gaziantep Metropolitan Municipality and the Public Information unit contributed their creativity and

insight in the production of 'The Ensar Community Centre Book', which was produced as a result of these activities.

However, IOM could not have done this alone. IOM is thankful for the partnership of the Gaziantep Metropolitan Municipality, and the financial support provided by The Government of Japan, which without their generous contributions the courses and activities in the Centre and the production of this book could not be realized. We hope this book will inspire professionals to conduct socio-cultural and recreational activities in the field of migration and practice social adaptation activities. Last but not least we would like to thank all the children and adults who took part in the activities - without them and their consent, the production of this book would not have been possible.

IOM TURKEY'S HUMANITARIAN PROGRAMME

IS SUPPORTED BY:

THE GOVERNMENT OF JAPAN



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the People of Japan**



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