**2019-1-TR01-KA204-073853**

**Supporting and Enhancing Common Humanistic Values and Basic Sufficiencies to Refugees on the way of Becoming Global Citizen Project**

**“Dünya Vatandaşı Olma Yolunda Mültecilerin Ortak İnsani Değerler Konusunda Temel Yeterliliklerini Geliştirme Projesi”**

[**http://commonhumanvalues.gantep.edu.tr**](http://commonhumanvalues.gantep.edu.tr)

***IO3 GAİNİNG COMMON HUMAN VALUES METHODOLOGİCAL FRAMEWORK PROGRAM***

**TABLE OF CONTENTS**

[THE NAME OF THE PROGRAM 1](#_bookmark0)

[THE BASIS OF THE PROGRAM 1](#_bookmark1)

[ENTRY CONDITION TO THE PROGRAM 1](#_bookmark2)

[QUALIFICATION OF THE EDUCATORS 1](#_bookmark3)

[OBJECTIVES OF THE PROGRAM 2](#_bookmark4)

[EXPLANATIONS ON THE IMPLEMENTATION OF THE PROGRAM 2](#_bookmark5)

[CREDIT OF THE PROGRAM 3](#_bookmark6)

[PROGRAM DURATION AND CONTENT 3](#_bookmark7)

[PRINCIPLES OF ASSESSMENT AND EVALUATION 5](#_bookmark8)

[EDUCATIONAL TOOLS TO BE USED IN THE APPLICATION OF THE PROGRAM 5](#_bookmark9)

[CERTIFICATION 6](#_bookmark10)

# THE NAME OF THE PROGRAM

**Gaining Common Human Values Methodological Framework/Course Program**

# THE BASIS OF THE PROGRAM

1. 1. EU Erasmus+ Adult Education 2019-1-TR01-KA204-073853 Supporting and Enhancing Common Humanistic Values and Basic Sufficiencies to Refugees on the way of Becoming Global Citizen Project
2. Council Resolution On a New European Agenda For Adult Learnıng

A Resolution adopted by the Council of the European Union (EU) on 29 November 2021 on a new European Agenda for Adult Learning highlights the need to significantly increase adult participation in formal, non-formal and informal learning.

The new European Agenda for Adult learning outlines a vision of how adult learning should develop in Europe by 2030 in the following five priority areas:

a)governance of adult learning – with a strong focus on whole-of-government national strategies and stakeholder partnerships

b) supply and take-up of lifelong learning opportunities with sustainable funding

c) accessibility and flexibility – to adapt to the needs of adult

d) quality, equity, inclusion and success in adult learning – emphasising the professional development of adult learning staff, the mobility of both learners and staff, quality assurance and active support to disadvantaged groups

e) the green and digital transitions and related skill needs.

1. United Nations 2030 Sustainable Development Goals;

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 13. Take urgent action to combat climate change and its impacts\*

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Statements According To The Agenda 2030:[*https://sdgs.un.org/2030agenda*](https://sdgs.un.org/2030agenda)

1. The Basic Law of National Education No. 1739, published in the Official Gazette dated 24.06.1973 and numbered 14574,
2. The Regulation on Lifelong Learning Institutions of the Ministry of National Education, published in the Official Gazette dated 11.04.2018 and numbered 30388,
3. Non-formal Education Institutions Framework Course Program, which was accepted with the decision of the Board of Education dated 20.04.2016 and numbered 19.
4. National Education Basic Law No. 1739, published in the Official Gazette dated 24.06.1973 and numbered 14574,
5. The Directive on the Implementation of Public Education Activities published in the Journal of Notifications, dated June 8, 2011 and numbered 2645,

9. Municipal Law No. 5393, published in the Official Gazette dated 13.07.2005 and numbered 25874

# 

**ENTRY CONDITION TO THE PROGRAM**

1. To be 17 years old.

# QUALIFICATION OF EDUCATORS

In the implementation of the course program, trainers are assigned according to the following priority order;

1. Those who have received trainers' training on the Common Human Values (Module I), Urbanization in Social Life and Institutional Culture (Module II), Multiculturalism, World Citizenship Human and Virtue (Module III) Training modules created within the scope of the aforementioned project,
2. 2. According to the "Table of Teaching Areas, Appointment and Lecture Principles" published by the Board of Education and Discipline;

a) Those appointed as teachers in the field of Psychological Counseling, Guidance, Arabic, English, Sociology, Art and Vocational Training, Turkish Language and Literature, Turkish, Social Studies, Geography, History, Biology, Chemistry, Physics,

1. Those who are qualified to be appointed as teachers in these fields in case of not being able to find a teacher,
2. Those who have Psychological Counseling Guidance, Arabic, English, Sociology, Art and Vocational Training, Turkish Language and Literature, Turkish, Social Studies, Geography, History, Biology, Chemistry, Physics determined by the "Table of Teaching Areas, Appointment and Teaching Principles" published by the Board of Education and Discipline.
3. Those who have Psychological Counseling Guidance, Arabic, English, Sociology, Art and Vocational Training, Turkish Language and Literature, Turkish, Social Studies, Geography, History, Biology, Chemistry, Physics Pedagogical Formation Education Certificate,

6. Persons who are or can be appointed as teachers in the event that a teacher cannot be found,

7. Those who receive a "Master Trainer" certificate in Public Education centers,

8. Those who receive public administration tarining,

8. Those who receive Religious Education,

10. “Teachers”, “Mastes Trainers” and “Instructors” working in the continuing

education centers of Municipalities, Public Education Centers, Family Labor and Social Services Directorates, Universities and other institutions providing adult education are assigned as teachers/trainers.

# OBJECTIVES OF THE PROGRAM

# The individual who completes the Acquisition of Common Human Values Course Program is expected to gain the values below:

1. Reaching the awareness of World Citizenship,
2. Recognizing Common Human Values,
3. To be able to identify and recognize individual values,
4. Recognizing social and ecological values,
5. Comprehending the importance of individual and social values in human life,
6. Comprehending the importance of values education in social life,
7. Recognizing and adapting to the material and spiritual values of the society in which they live,
8. Learning ecological values and applying them in daily life as a universal value by understanding their importance,
9. Determining the vital goals of the individual, ensuring the integration of these goals with common human values,
10. Raising awareness of urbanization and corporate culture in social life,
11. Sustainability of the city, establishing a culture of urban and environmental awareness,
12. To understand the contribution of the citizens to the sustainability of the city,
13. To know the common social infrastructure areas and common natural resources in the city,
14. To be able to realize the role of people in the sustainability of urban life,
15. Developing coexisting skills in spaces such as houses, apartments, streets, squares etc.
16. To have information about services such as accommodation and infrastructure, intercity and urban transportation,
17. To know the social rules in personal communication,
18. Comprehending the definitions of migration and urbanization,
19. Understanding the problems faced by cities due to the consequences of migration,
20. To comprehend the definitions of city and urbanity,
21. To have information about the institutions of the city where they live and the services they provide,
22. Recognizing the urgent and important things while benefiting from the health system, comprehending the importance of reaching the majority of the health system,
23. Learning to integrate the privileges granted as a result of the sense of belonging, according to today's conditions,
24. To have information about libraries, municipal services, social facilities, water, sewerage, public transportation, electricity, transportation, parks and gardens,
25. Explaining the definition and scope of the environment,
26. To have knowledge about Environmental Awareness and Environmental Protection,
27. Defining the Concept of Environmental Pollution,
28. Not recognizing the Causes and Consequences of Environmental Pollution,
29. Defining the climate change projections of the country in which they live,
30. Defining the Roles of Citizens in Preventing Environmental Pollution,
31. Being sensitive to the environment and taking an active part in protecting the environment,
32. Developing methods for creating a healthy environment and applying these methods,
33. To have knowledge at a level that can bring positive behavior to those around him in the formation of environmental awareness,
34. To be sensitive about the protection of the natural environment and natural resources,
35. A high level of awareness on fundamental human rights and environmental cleaning issues (in traffic, shopping, school, public living areas, etc.),
36. Increasing awareness of establishing the future in global life,
37. Developing ideas on “a good future” and “humanity in the future”,
38. Developing a positive attitude towards sustainable urban life,
39. Explaining the behaviors and habits peculiar to the people of the country in which they live,
40. Learning about their rights and responsibilities in the country they are in and acting accordingly,
41. To have knowledge of the language, history, culture and basic institutions of the country in which they live,
42. Adapting to the rules and order of the society he lives in and not to behave in a way that will disturb others.
43. Learning universal human values and integrating them into their own life,
44. Recognition and classification of ecological values
45. Developing ecological awareness and taking environmental responsibility,
46. Developing awareness on the concept of “Renewable Energy”,
47. Recognizing the concept of “Multiculturalism”,
48. Gaining world citizenship or global citizenship awareness,
49. To comprehend the place and importance of having virtue in individual and social life,
50. Recognizing common humanity virtues and feelings,
51. Knowing the basic criteria that a virtuous person should have,
52. Comprehending the semantic content of the “Butterfly Effect” discourse,
53. Understand the importance of a sustainable world.

# EXPLANATIONS ON IMPLEMENTATION OF THE PROGRAM

# 1. Gaining Common Human Values Methodological Framework/Course Program EU Erasmus+ Adult Education 2019-1-TR01-KA204-073853 Supporting and Enhancing Common Humanistic Values and Basic Sufficiencies to Refugees on the way of Becoming Global Citizen Project Within the scope of the Project of Supporting and Developing Basic Competencies in the Subject of Human Values), the local partner Kayra Yoyelem Eğitim-Research-Engineering Consultancy Ltd., under the direction of Gaziantep University. St. under the leadership of Gaziantep Metropolitan Municipality, Istanbul Technical University, Portugal/Lousada Municipality, Lithuania/Asociacıja Tavo Europa, Spain/Ajuntament de Villanueva de Castellon in cooperation with experts, lecturers and field teachers.

# 2. Gaining Common Human Values Methodological Framework/Course Program It can be applied in environments suitable for education in continuous education centers of municipalities, Public Education Centers, Directorates of Family, Labor and Social Services, Universities and other adult education institutions.

3. About Common Human Values (Module I), Urbanization in Social Life and Institutional Culture (Module II), Multiculturalism World Citizenship Human and Virtue (Module III) Education modules created within the scope of the project named Methodological Framework/Course Program for Gaining Common Human Values should be applied by trainers who have received trainer training.

4. Gaining Common Human Values With the aims and content of the Methodological Framework/Course program; It is aimed to bring the values given in the table below to the individuals participating in the course and to develop individuals in this way.

|  |
| --- |
| **Values** |
| Love and Respect |
| Goodness and Virtue |
| Reliability and Accuracy |
| Responsibility |
| Justice |
| Patience |
| Honesty |
| Empathy |
| Following the Rules |
| Solidarity |

4. During the program, the active participation of the individual in learning should be supported by enabling individuals to perform activities of arousing curiosity, planning, research, discovery, analysis, deepening, sharing and application to life.

5. In the implementation of the program, the trainers who provide guidance services should be a guide that will contribute to the change and development of individuals' competencies.

6. In learning-teaching activities, learning-teaching methods, techniques and strategies that make the participants active according to the participant level, educational environment and environmental factors should be used. Care should be taken to ensure that the selected techniques are sufficient to appeal to individuals with individual and cultural differences.

7. Teaching methods and strategies suitable for content and learning should be used in explaining the subjects to individuals.

**CREDIT OF THE PROGRAM**

No credit is given to participants of the Methodological Framework/Course program of Gaining Common Human Values.

**PROGRAM DURATION AND CONTENT**

Gaining Common Human Values Methodological Framework Program / Duration of the course program; It has been calculated as a total of 20 lesson hours, with a maximum of 6 lesson hours per day. The distribution of these periods according to the subjects is given in the table below.

|  |  |
| --- | --- |
| **Topics** | **Period (Duration/hour)** |
| 1. Common Human Values Education, Individual Universal Human Values and Ecological Values | 4 |
| 2. Determination of Values, Determination of Goals, Integration of Goals and Values Work Shop Studies | 4 |
| 3. Urbanization and Institutional Culture in Social Life | 4 |
| 4. Awareness of Use and Protection of Natural Resources and Common Areas in Urban Life | 4 |
| 5.Multiculturalism, World Citizenship, People and Virtue | 2 |
| **6.**Butterfly Effect (Interaction from Local to International) | 2 |
| **TOTAL** | 20 |

**CONTENTS**

**MODULE I.**

**MODULE CONTENT INFORMATION/ TITLES**

**1. COMMON HUMAN VALUES EDUCATION**

**1.1- Why was the Common Human Values Education Needed?**

**1.2- What are the Concrete Objectives to be Gained in the Common Human Values Trainings?**

**1.2-1- What is value?**

**1.2-2- 10 Basic / Common Human Values According to Shwartz**

**1.2-3-Characteristics of Values**

**1.2-4-Functions of Values**

**2- INDIVIDUAL VALUES**

**2.1- What are the individual core values?**

**2.1- A- Other Individual Core Values**

**3- SOCIAL VALUES**

**3-1. Characteristics of Social Values:**

**3-2. Functions of Social Values:**

**3-3. What are Social Values?**

**4- UNIVERSAL HUMANITY VALUES AND ECOLOGICAL VALUES**

**4.1- Universal Human Values**

**4.2- Ecological Values**

**4.2-2-A- Love for the Environment**

**4.2-2-B- Respect for the Environment**

**4.2-2-C- Ecological Initiative and Participation**

**4.2-2-D- Environmental Responsibility**

**4.2-2-E- Ecological Awareness**

**4.2-2-F- Ecological Sensitivity**

**4.2-2-G- Ecological Responsibility**

**4.2-1- Why are Ecological Values Important?**

**4.2-2- Classification of Ecological Values**

**4.2-3- The Role of Citizens in Preventing Environmental Pollution**

**4.2-3- A) Reducing Waste**

**4.2-3- B) Reducing the Use of Plastic**

**4.2-3- C) Eco Travel**

**4.2-3- D) Gardens and Compost**

**4.2-3- E) Saving Energy**

**4.2-3- F) Using Renewable Energy**

**4.2-3- G) Not Wasting Food**

**4.2-3- H) Wearing Sustainable Clothes**

**4.2-3- I) Belt Tightening**

**4.2-3- İ) Solidarity**

**4.2-3- J) Joint Responsibility**

**4.2-3- K) Empathy**

**4.2-3- L) Consistency**

**5. GOOD PRACTICE EXAMPLES**

**5.1-A) Example of Portugal**

**5.1-B) Example of Spain**

**5.1-C) Example of Lithuania**

**5.1-D) Example of Turkey**

**6. DETERMINATION OF VALUES**

**6.1- Used Methods and Techniques**

**6.1- A) Method 1**

**6.1- B Method 2**

**6.2- What is Smart Target?**

**6.3- How is the Target Determined?**

**6.4- Values Integration**

**7. ASSESSMENT AND EVALUATION**

**7.1- A Expectations Study**

**7.1- B Feedbacks**

**7.1- C Satisfaction Survey**

**7.1- D Suggestions**

**MODULE II.**

**MODULE CONTENT INFORMATION/ TITLES**

**1. URBANIZATION AND INSTITUTIONAL CULTURE IN SOCIAL LIFE**  
1.1 Social Life and the Birth of Cities in the Historical Process

1.2 Migration and Urbanization

1.2.1 Problems Encountered by Cities Due to the Causes of Migration

1.3 Urban and Urban Concept

1.4 Urban Culture and Sustainability of the City

1.4.1 Contribution of Citizens to the Sustainability of the City

1.4.2 How to Live in the City? What is Urban Consciousness?

1.5 Common Social and Infrastructure Areas and Common Natural Resources in the City

1.6 Corporate Culture

1.6.1 Institutions Providing Common Social and Infrastructure Services in Urban Life

**1. AWARENESS OF USING AND PROTECTING NATURAL RESOURCES, COMMON AREAS IN URBAN LIFE**

1.1 Humanity and Sustainable Life in Today's and Future's World

1.2 Definition of Environment

1.3 Environmental Awareness and Protecting the Environment

1.4 The Concept of Environmental Pollution

1.5 Causes and Consequences of Environmental Pollution

1.6 Roles of Citizens in Preventing Environmental Pollution (Values We Can Realize as World Citizens)

**1. AWARENESS OF USING AND PROTECTING NATURAL RESOURCES, COMMON AREAS IN URBAN LIFE**

2.1 Humanity and Sustainable Life in Today's and Future's World

2.2 Definition of Environment

2.3 Environmental Awareness and Protecting the Environment

2.4 The Concept of Environmental Pollution

2.5 Causes and Consequences of Environmental Pollution

2.6 Roles of Citizens in Preventing Environmental Pollution

**3. ASSESSMENT AND EVALUATION**

3.1- A) Expectations Study

3.1- B) Feedbacks

3.1- C) Satisfaction Survey

3.1- D) Suggestions

**MODULE III.**

**MODULE CONTENT INFORMATION/ TITLES**

**1.** **MULTICULTURALISM, WORLD CITIZENSHIP, PEOPLE AND VIRTUE**

**1.1- Why Was This Module Needed?**

**1.2- Awareness of Multiculturalism and World Citizenship**

**1.2- A Multiculturalism**

**1.2- B World Citizenship Awareness**

**1.2.1-World Citizenship or Global Citizenship**

**1.2.2- Awareness and Behaviors to be Gained in the Understanding of Global Citizenship or World Citizenship**

**2. PEOPLE AND VIRTUE**

**2.1-Common Human Virtues and Feelings**

**2.2- Basic Criteria That A Virtuous Person Should Have**

**3.** **BUTTERFLY EFFECT (INTERACTION FROM LOCAL TO UNIVERSAL)**

**3.1 Stories**

**4. ASSESSMENT AND EVALUATION**

**4.1- A Expectations Study**

**4.1- B Feedbacks**

**4.1- C Satisfaction Survey**

**4.1- D Suggestions**

# PRINCIPLES OF ASSESSMENT AND EVALUATION

Gaining Common Human Values Methodological Framework Program / Course program in order to measure whether the program achieves its goals, all learning activities, attendance to classes, participation and compliance in activities, regular feedback at the end of each topic, satisfaction surveys, question-answer, brainstorming. methods should be used; however, grade evaluation should not be made about these studies.

**EDUCATIONAL TOOLS TO BE USED IN THE APPLICATION OF THE PROGRAM**

1. In the implementation process of the program, EU Erasmus+ Adult Education 2019-1-TR01-KA204-073853 Supporting and Enhancing Common Humanistic Values and Basic Sufficiencies to Refugees on the way of Becoming Global Citizen Project Support and Development Project) project, Common Human Values (Module I), Urbanization in Social Life and Institutional Culture (Module II), Multiculturalism World Citizenship Human and Virtue (Module III) Education modules should be used. To access these modules, see <http://commonhumanvalues.gantep.edu.tr>

1. In continuing education centers, especially in social areas, the module can be given homogeneously at the beginning or end of each lesson in groups consisting of different socio-cultural structures. As a second method, depending on the planning and initiative of the teachers giving the course in continuing education centers, it can be given at the beginning, middle or end of the course as 20 hours at a time.

1. It is important that the resource tools and materials to be used are suitable for the teaching, methods and techniques that will achieve the objectives of the program. Some tools and materials to use:

* + • Common Human Values (Module I), Urbanization in Social Life and Institutional Culture (Module II), Multiculturalism World Citizenship Human and Virtue (Module III) Education Modules Booklet, see. <http://commonhumanvalues.gantep.edu.tr>
  + Interactive Teaching Materials; Computer, projector, Smart Board
  + Poster
  + Brochure
  + Photos,
  + Poster
  + Brochure
  + Magazines
  + Warning Board,
  + TV

• Educational Program, Documentaries, Short Films, CD etc.

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# CERTIFICATION

A certificate of participation is issued to those who complete the program.