



EDUCATION AND PSYCHOSOCIAL SUPPORT ACTIVITIES

CRISIS REGIONS



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EDUCATION AND PSYCHOSOCIAL SUPPORT ACTIVITIES IN CRISIS REGIONS

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As Children of Earth Association (YECED), we have been working to deliver rights to children affected by crises such as war, migration and natural disasters since 2016. In order to deliver rights to children whose rights have been violated and who are at risk, we have been working in 14 countries where there is a crisis such as Palestine (Gaza, West Bank and Jerusalem), Syria, Lebanon, Sudan, Bangladesh (Arakanese refugees) and Turkey.

Until today, we have provided **social assistance, education, psychosocial support and legal counselling** to more than 400,000 beneficiaries. We will continue our work until there are no children on earth without access to their rights.

PSYCHOSOCIAL SUPPORT (PSS)

1 Trauma-Focused Interventions

Effects of Trauma on Children

Situations frequently observed in children living in crisis zones:

- **Emotional:** intense anxiety, nightmares, outbursts of anger, hopelessness.
- **Behavioral:** withdrawal, participation in cycles of bullying, problems adapting to the classroom.
- **Academic:** lack of concentration, loss of interest in school, learning losses.
- **Lack of protective factors:** loss of safe spaces, decrease in parent/teacher support.

A Different Perspective on Trauma

- Although Western-centered trauma models often claim to be universal and neutral, they do not always reflect local reality and cultural dynamics in the field.
- These models generally see the individual merely as a “patient” producing symptoms. The trauma of the child or the community is disconnected from colonialism, war, occupation, and structural injustices.
- As a result, the problem is confined to the inner world of the individual; the political and social context is rendered invisible.
- YEÇED approaches trauma work not only as the elimination of clinical symptoms (anxiety, depression, nightmares) but as the liberation of minds, and the reconstruction of identity and belonging.
- Trauma is not a personal issue; it is a political and collective wound. Therefore, the response should not be limited to individual therapy, but must be a social movement.



PSYCHOSOCIAL SUPPORT (PSS)

2 YECED Psychosocial Support Model

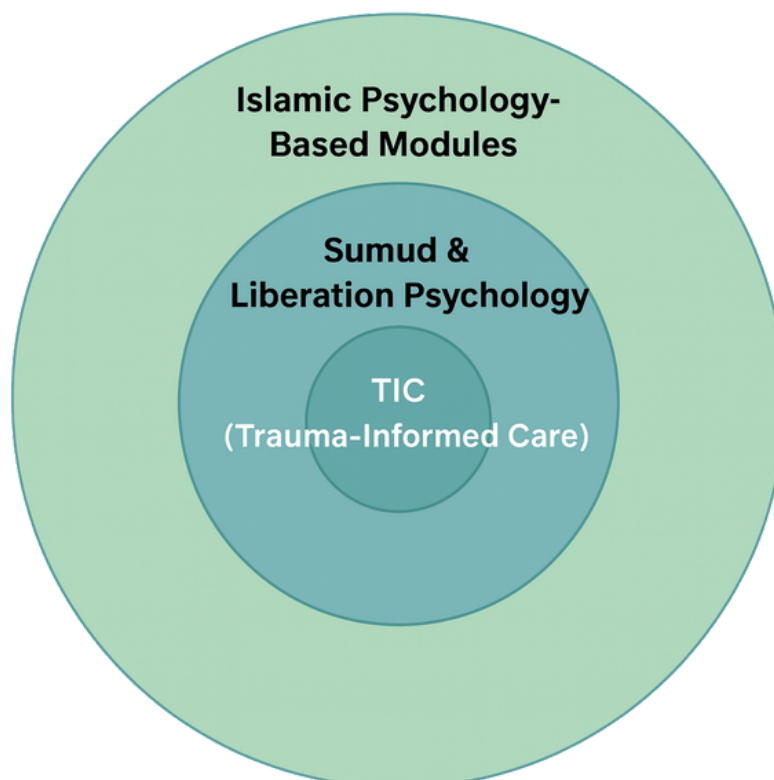
1. TIC – Trauma-Informed Care

- **Safety:** The child feeling physically and emotionally safe.
- **Trustworthiness:** Regular, predictable, and transparent processes.
- **Choice/Autonomy:** The child's participation in decision-making processes.
- **Collaboration:** Equal communication between teacher, parent, and child.
- **Empowerment:** Increasing the child's capacity, resilience, and coping skills.

2. SUMUD & Liberation Psychology

- Maintaining daily life, taking root, and developing collective resistance even under conditions of crisis and occupation.
- Approaching trauma not as an individual “illness,” but within a social, political, and historical context.

Goal: Not only the elimination of children's symptoms, but also their empowerment with hope, belonging, and awareness of rights.



PSYCHOSOCIAL SUPPORT (PSS)

2 YECED Psychosocial Support Model

3. Qur'anic Teachings and Prophetic Methods

Tafakkur (Contemplation):

- Noticing the wisdom in Allah's creation, integrating this with nature and science workshops.

Asma'ul Husna:

- Developing a consciousness of trust, compassion, and patience through the Names of Allah.

Stories (Qissas):

- Presenting examples of resilience, patience, and hope through the life stories of the Prophets.

Prophetic Coping:

- Psychological healing through du'a (supplication), worship, patience, and community support.
- Therapeutic materials
- Psycho-education programs based on Islamic Psychology



PSYCHOSOCIAL SUPPORT (PSS)

3

Transforming Lives in Orphanages: Trauma-Focused Care

YEÇED is dedicated to creating safe and nurturing environments in orphanages, where children affected by wars and conflicts can heal, learn, and grow. Recognizing the unique vulnerabilities of children in crisis zones, we establish specially designed spaces within orphanages to address their specific needs.

Our approach focuses on building the capacity of existing staff, employing trauma-focused professionals, and providing tailored psychological support. These interventions empower children to overcome their trauma and regain a sense of stability, enabling them to return to their daily lives with confidence and resilience.



PSYCHOSOCIAL SUPPORT (PSS)

4 Trauma Sensitive Counseling in Crises Zones



YEÇED is proud to introduce the first-ever Psychological Counseling and Guidance system in schools across Northwest Syria. These Child Friendly Spaces are designed to provide children with a secure environment where they can play, socialize, and continue their education amidst ongoing crises.

By improving children's post-trauma coping skills, these centers help them navigate their challenges and transition back to a healthier daily routine. Beyond individual support, the program empowers the local community by training local experts and leveraging Islamic psychological principles and cultural values.

This initiative not only aids children but also strengthens the foundation for rebuilding a resilient and empowered society.

EDUCATION

5 Empowering Future School Counselors: Practical Training for Community Impact

This project has represented a significant step toward the development and strengthening of local capacity. As part of the initiative, 54 university students received practical training on the psychological resilience group counseling program aimed at children aged 7-13. These students successfully implemented the program, reaching 180 children attending schools in Azaz.



As a result, the professional development of the university students was supported, the sustainability of local psychosocial support efforts was ensured, and the psychological resilience of the children was notably enhanced. Furthermore, this initiative has made a valuable contribution to the community's overall recovery process.

YECED CHILD ASSEMBLY

6 Activity Samples - Advocacy

Many children in the world are growing up without their rights. We believe that the first step for children to regain their rights is to know and defend their own rights. However, the main goal is for children to learn not only about UN conventions and standards, but above all about the rights that Islam gives to human beings. Therefore, with the Children's Assembly event, we have created a space where children can learn about their rights and voice these rights.

The Children's Assembly project was organised in 4 provinces with 200+ children between the ages of 8-13.

In addition to efforts to improve conditions for children in the earthquake zone, assembly meetings were also organised to discuss violations of the rights of Palestinian children.



Project Outputs

- Children learn that the first Declaration of Human Rights was the Farewell Sermon of the Prophet Muhammad (pbuh).
- Children learn that children's and human rights are protected and sacred by Islam.
- Children learn and discuss violations of children's rights in different countries around the world.
- Children have an idea about parliament.
- Children work on their skills of expressing opinions, public speaking, identifying problems and proposing solutions.

YECED'S RESPONSE TO TRAUMA

7 Programs for Caregivers

YEÇED also organizes child-approach training programs for caregivers (parents, orphanage staff, teachers) in crisis zones. These programs cover key areas such as child development and psychology, effective communication, problem-solving skills, positive discipline, and support methods in crisis situations.

The training content is strengthened with Qur'anic teachings and Prophetic methods; thus, not only the technical skills of caregivers are developed, but also their capacity to provide spiritual support is enhanced.

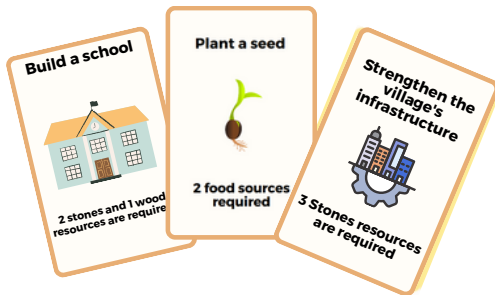
After the trainings, participants receive supervision from the YEÇED Psychosocial Support Unit to help them implement what they have learned in the field. This ensures continuity and standardization in the quality of care.

The screenshot shows a Zoom meeting interface. At the top, the title bar reads 'zoom Workplace'. Below it, the meeting title is 'Toplantı'. The participants list includes 'Ayşe Nur Sime', 'Naima Mohamed', 'Fartun', 'Abshiro', and 'Halima'. The main content area displays a presentation slide titled 'Islamic Approach To Human Psychology'. The slide features a list of concepts: 'Qalb (heart)', 'Aql (intellect)', 'Nafs (self)', 'Ruh (spirit)', and 'Ihsas (emotions)'. To the right of the text is a diagram showing the relationships between these concepts: 'Cognition (Aql)' at the top, 'Heart (Qalb)' in the center, 'Spirit (Ruh)' on the left, 'Emotion (Ihsas)' at the bottom, and 'Behavioral Inclination (Nafs)' on the right. Arrows indicate interactions between these elements. The 'yeryuzu cocuklari' logo is visible in the bottom right corner of the slide. The Zoom interface at the bottom shows various controls like 'Ses', 'Video', 'Katilimcılar', 'Sohbet', 'Tepki ver', 'Paylaş', 'AI Companion', 'Uygulamalar', 'Kaydet', 'Alt yazıları göster', 'Toplantı bilgileri', 'Daha fazla', and 'Ayrıl'. The system tray at the very bottom shows the time as 15:46 on 22.05.2025.

DEVELOPMENT OF CONTENT ACTIVITIES

The Box Game: Building a Village in Palestine (SUMUD)

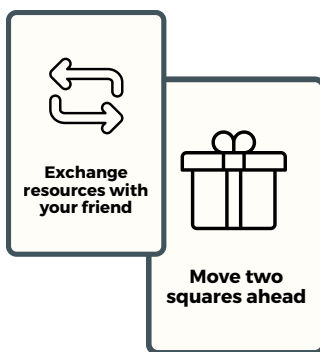
Mission Cards



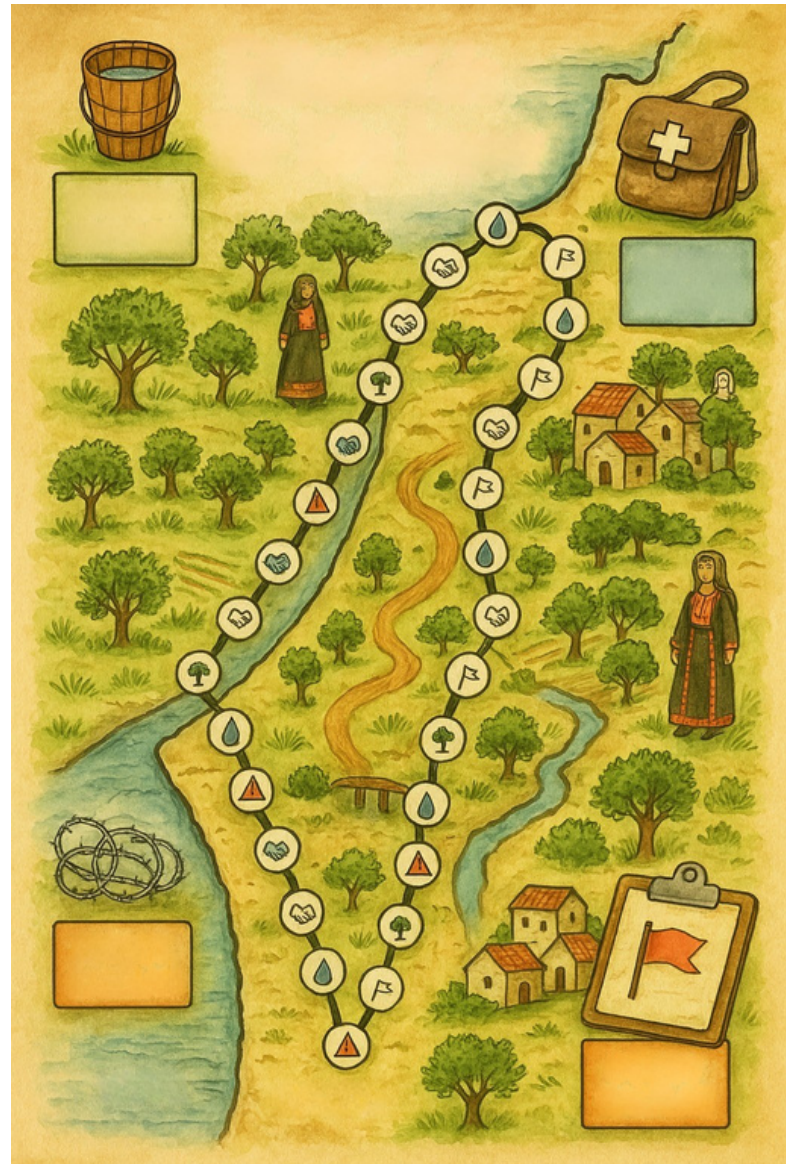
Challenge Cards



Support Cards



Source Cards

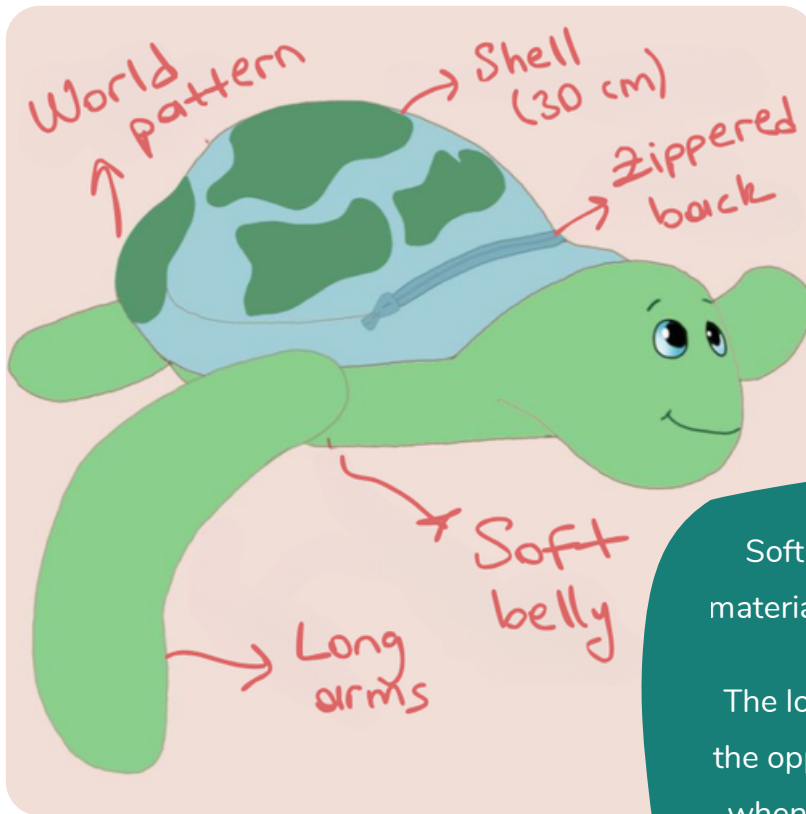


Playground

The aim of the game is to complete the construction of a village in Palestine. It is necessary to act together to complete the tasks in the game.

DEVELOPMENT OF CONTENT ACTIVITIES

Therapeutic Toy: Turtle



Soft and embracing structure of plush material is a calming structure for children.

The long arms of the turtle offer the child the opportunity to wrap it around the neck when needed and create a perception of closeness.

Mission:

To increase the well-being of children affected by crisis situations and to support their coping mechanisms with Prophetic methods.

- The metaphor of the turtle contains the message of carrying one's home on one's back, seeking the strength one needs in oneself and turning inwards to be safe when necessary.
- The back of the turtle has a world pattern. While this pattern reveals the vision of YEÇED, it awakens the idea that the child can build his/her own world.

DEVELOPMENT OF CONTENT ACTIVITIES

Therapeutic Toy: Turtle

- The shell of the turtle has a zip fastened structure. Inside this structure, there are coping cards prepared on the basis of Islamic Psychology.
- In the coping cards, the basic symptoms that children may experience in crisis situations and ways of coping with them are sought.
- The cards are also supported with pictures in a way that requires minimal use of language skills.



ISLAMIC PSYCHOSOCIAL SUPPORT AND LIVELIHOOD

Activity Samples - Women's Circles

In the post-disaster recovery process in Hatay and Kahramanmaraş, YEÇED organized both psychosocial support activities and skill-building workshops to increase women's participation in production. The knitting courses conducted in container areas not only helped women develop handcraft skills but also created social support spaces where they could come together and share their experiences. These spaces contributed to strengthening women's social ties and rebuilding a sense of solidarity. Over time, women began to actively participate in these gatherings, leading conversations and offering peer support. Expert psychologists accompanied the process and organized Islam-based psychology sessions.



EDUCATION AND PSYCHOSOCIAL SUPPORT ACTIVITIES IN CRISIS REGIONS

Summary

- **Turkiye**

- Education & PSS Child Friendly Areas
- Accelerated education and Turkish courses for refugees
- Psychosocial support in schools
- School registration, follow-up, counselling and school kit support
- Academic and social integration projects for refugee children
- Psychosocial support in Homes of Love
- Children Festivals
- Children Assemblies

- **Syria**

- Idlib Children of the Earth School
- Orphanage Psychosocial Support
- Trauma Sensitive Counselling and Psychosocial Support
- University Internship Program

- **Somalia**

- Orphanage Psychosocial Support & ToT Program

- **Palestine**

- Gaza Education Centre
- Quds Kindergarten

- **Lebanon**

- Mobile Psychosocial Support
- Child Festivals



EARTHQUAKE RESPONSE PROJECTS IN TÜRKİYE

GENERAL OBJECTIVE

- The projects aim to provide psychosocial support activities to contribute to **the well-being of earthquake-affected children** in Türkiye.
- It also aims to organize **psychosocial support and psychoeducation programs for caregivers** to strengthen the holistic family concept.

Project Title	Location	Duration	Total Beneficiaries
Child- friendly Spce for Educational Support and PSS.	Kahramanmaraş	9 months	1332 children, 172 parent, 92 teachers 1596 beneficiaries
	Hatay	12 months	4696
	Hatay	18 months	2397
	Hatay	9 months	651 children, 36 parents

GENERAL OUTPUTS

- Psychosocial Support Session for Children
- Psychoeducation Activities for Parents
- Psychoeducation Programme Contents
- Social Work
- Academic Support Programs
- Homework Clubs For Children
- Livelihood Skills Training For Mother
- Capacity Development For Staff

OVERALL IMPACT OF THE EARTHQUAKE RESPONSE PROJECTS

YEÇED implemented **the Child-Friendly Space (CFS)** model as a core component of its psychosocial and educational response. This model served as a foundational approach across **four different projects**, all designed to support the emotional well-being, safety, learning, and development of children affected by the disaster.

The CFS model provided children with a **safe, nurturing, and structured environment** where they could engage in age-appropriate activities, express their feelings, and regain a sense of normalcy.

The **Child-Friendly Space** model proved to be a highly effective and adaptable intervention in post-disaster settings. It contributed significantly to **children's emotional resilience**, supported their **academic motivation**, and **strengthened community bonds**.



- ✦ In the pre-post test conducted at the end of the projects, the average pre-test score was **3.6**, while the post-test average rose to **4.12** indicating a measurable **improvement in children's psychological resilience**. This suggests that the intervention had a positive impact on their emotional well-being and coping capacity.
- ✦ Following the multisessional PSS intervention conducted with Syrian children in Hatay, the pre- and post-test results showed a **16% improvement**. This indicates enhanced **emotional awareness, coping skills, problem-solving, and communication** among participating children.
- ✦ At the end of the project, results from the Child-Friendly Participatory Method revealed noticeable improvements in children's social skills. They showed better **adaptation to rules**, collaborated more effectively in group activities, and engaged in **more harmonious peer interactions**.
- ✦ The focus group discussions conducted with students after the project revealed that YEÇED's homework and science workshops filled a significant gap in the container city. Students expressed appreciation for having a space where they could **learn, socialize, and feel motivated**.
- ✦ After Evaluation Survey for Stem and Homework, many children expressed that their **problem-solving skills improved (84%)**.
- ✦ The telephone interviews with parents revealed strong and consistent support for their children's education. The majority of parents expressed a deep belief in the power of education to transform lives, emphasizing its importance in their children's future success.

PSYCHOSOCIAL SUPPORT PROJECTS FOR WAR AFFECTED CHILDREN

GENERAL OBJECTIVE

- The projects aim to enhance the psychosocial well-being and resilience of children in crisis affected areas.
- They also aim to improve the ability of children to express their feelings, develop their personal and social skills, and build their abilities to understand and deal with problems.

Project Title	Location	Total Beneficiaries	Nationalities of Beneficiaries	Overall Impact
Trauma Sensitive Counseling Services	Syria	1000	Syrian	• Children demonstrated improved teamwork and self-expression skills. • An increase in children's self-esteem was observed throughout the program. • Both students and their families developed more positive attitudes toward school. • Participants expressed a renewed sense of hope for the future.
PSS Project in Lebanon	Lebanon	50	Palestinian	• It supported the development of personal and social skills, such as empathy, communication, and cooperation. • Children enhanced their capacity to understand challenges and apply problem-solving strategies effectively. • The program contributed to improving children's ability to express their emotions clearly and confidently.
Gazze Education Center	Palestne, Northern Gaza	75	Gazan	• 75% of the students successfully transitioned to online education and participated consistently. • Improvement in literacy and numeracy skills among 85% of participants. • the Ministry of Education and approved to move to the next grade. • Reduction on trauma symptoms reported by 85% of children. • Increased engagement and confidence in group settings. • Active participation from parents in support and feedback sessions.

Project Title	Location	Total Beneficiaries	Nationalities of Beneficiaries	Overall Impact
Educational Support for Refugee Children in Türkiye	Istanbul	359	Syrian	- Students gained confidence and self-efficacy - Academic improvement was noted, especially in English. - Positive behavioral changes were observed, including better peer relationships and respect for personal boundaries - Activities on racism received positive feedback, and one student shared, "I want to be like Alija Izetbegović when I grow up."
Psychosocial Support for Gazan Children in Türkiye	Istanbul-Ankara	599	Palestinian	- An improvement in children's overall well-being was observed. - Children who recently started living in a new country received valuable social support. - A child-friendly space was created, providing a safe and supportive environment for participants. - The sense of unity and togetherness among children was strengthened. - The project also created opportunities for parents to socialize and connect with others.



TRAUMA SENSITIVE COUNSELING SERVICES IN SYRIA

YEÇED has developed a unique psychosocial support model that integrates Islamic values with modern psychological approaches. Our goal is not only to provide immediate support to crisis-affected children, but also to contribute to the decolonization of psychosocial care.

We recognize that Western-based models may not always reflect the realities of children in these contexts. YEÇED's approach bridges this gap by offering care that is culturally, religiously, and socially relevant.

This model focuses on creating a safe, nurturing, and inclusive educational environment that addresses the emotional and psychological needs of children affected by conflict.



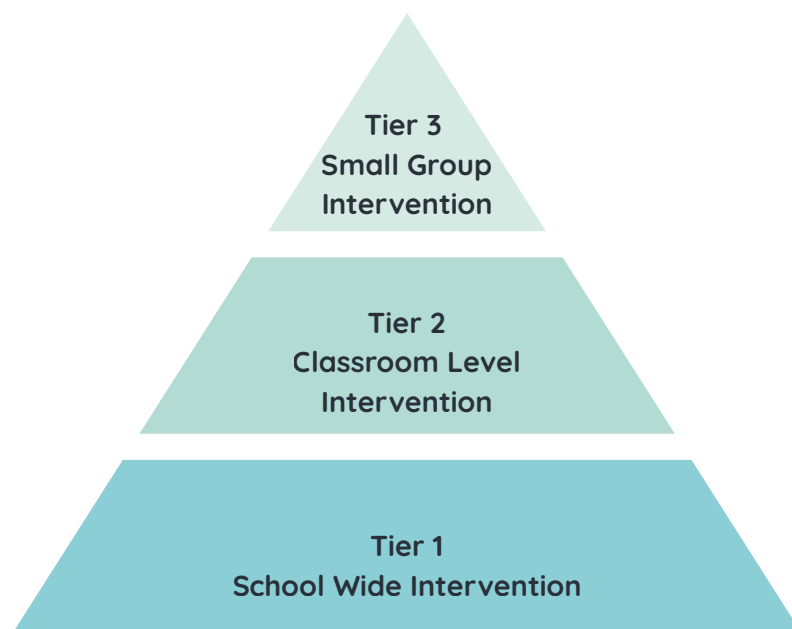
TRAUMA SENSITIVE COUNSELING SERVICES IN SYRIA

We provide three-tiered counseling services by integrating **trauma-informed care** principles. This approach ensures that every child receives the appropriate support in a safe and responsive environment, taking into account the potential trauma they may have experienced.

Small Group Support: This level offers targeted support through group counseling sessions in child-friendly rooms. Small groups of 12–15 children engage in focused psychosocial activities on topics like trauma, grief, anxiety, and peer relationships.

Classroom Level Support: At this level, we provide classroom guidance sessions within classrooms, where counselors work directly with all students to address common needs, such as peer bullying, exam anxiety and privacy.

School-Wide Support: This level focuses on providing universal services and interventions for all students. Activities at this level are designed to create a positive and supportive school environment. It includes school-wide initiatives such as awareness campaigns, poster and banner-making, report card celebrations, children festivals, and inter-class competitions.



IMPACT OF TRAUMA SENSITIVE COUNSELING SERVICES IN SYRIA

Children's Perspectives

Focus Group With Children

Purpose



To understand how the project supports feelings of safety, emotional expression, empowerment, and collaboration

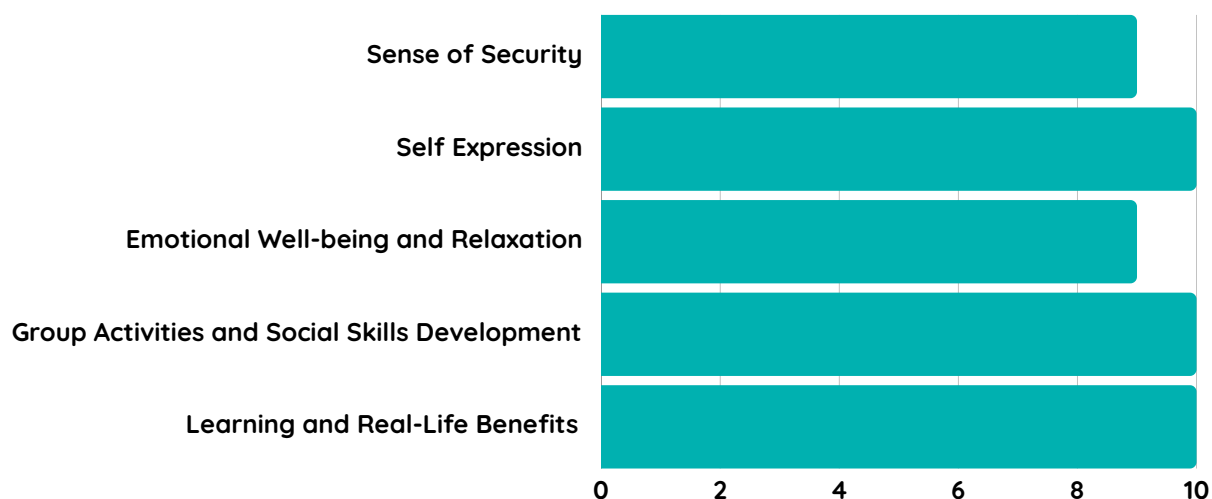


Participant

8 children aged 10 to 13 who attend Trauma Sensitive Counseling Services.

Findings

- Children expressed that they could comfortably share their thoughts and emotions, highlighting a safe space for self-expression.
- The group activities were described as fun and supportive in building social skills and confidence.
- The lessons learned extended beyond the room, contributing to positive behavior in daily life, such as avoiding bullying, cooperating with others, showing respect, and communicating feelings in a kind way.



CHILDREN'S PERSPECTIVES

“ *I want to take this room with me when I go back to my village.* ”

“ *I imagine this place as my own room.* ”

“ *I also learned not to bully others here.* ”

“ *It feels like my second home.* ”

“ *I learned to show respect to everyone.* ”

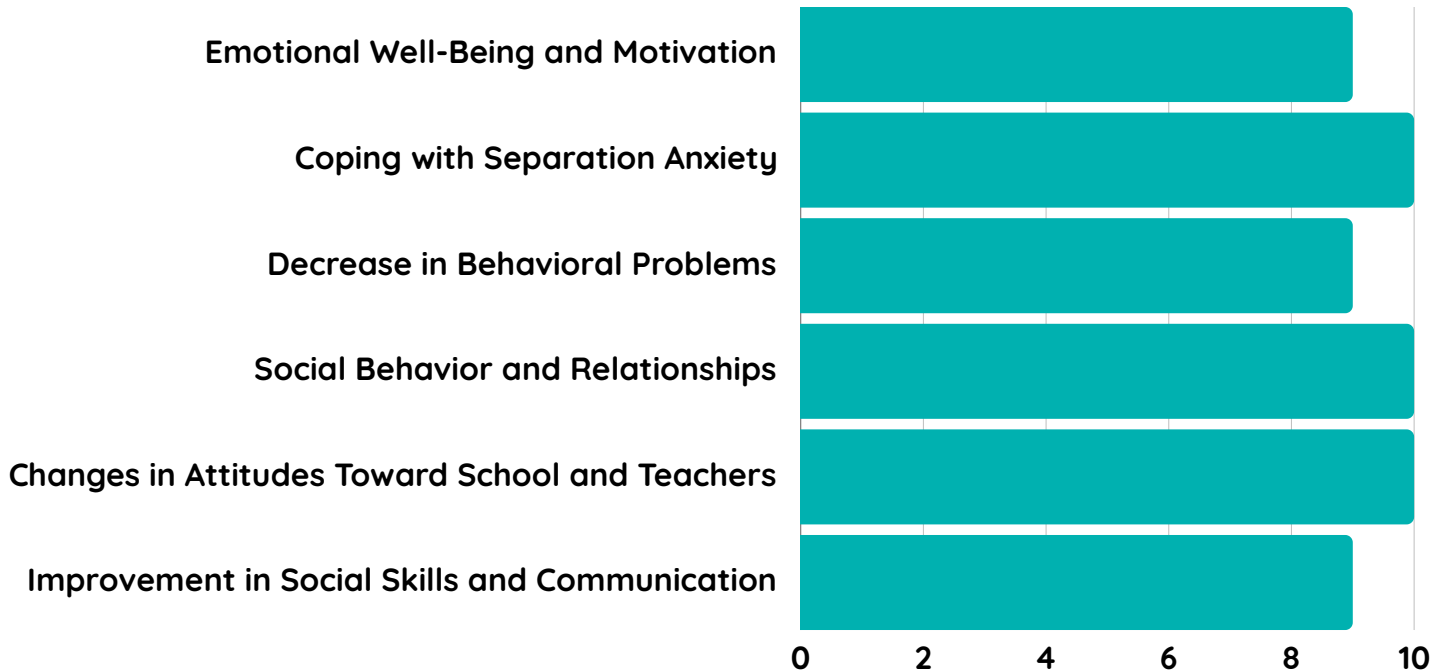
“ *I enjoy participating in group activities because it boosts my self-confidence.* ”

“ *I used to feel unhappy because I couldn't express myself in front of people, but when I came into the room, I met friends and, thanks to collaboration, I can now **express myself more comfortably.*** ”



TEACHER'S PERSPECTIVES

- According to interviews with teachers, students demonstrated progress in the following areas:



The trauma-informed care scale

Purpose



To measure the level of knowledge, attitude and practice related to trauma-informed care



Participant

67 teachers who attended the trauma-informed care training

Findings

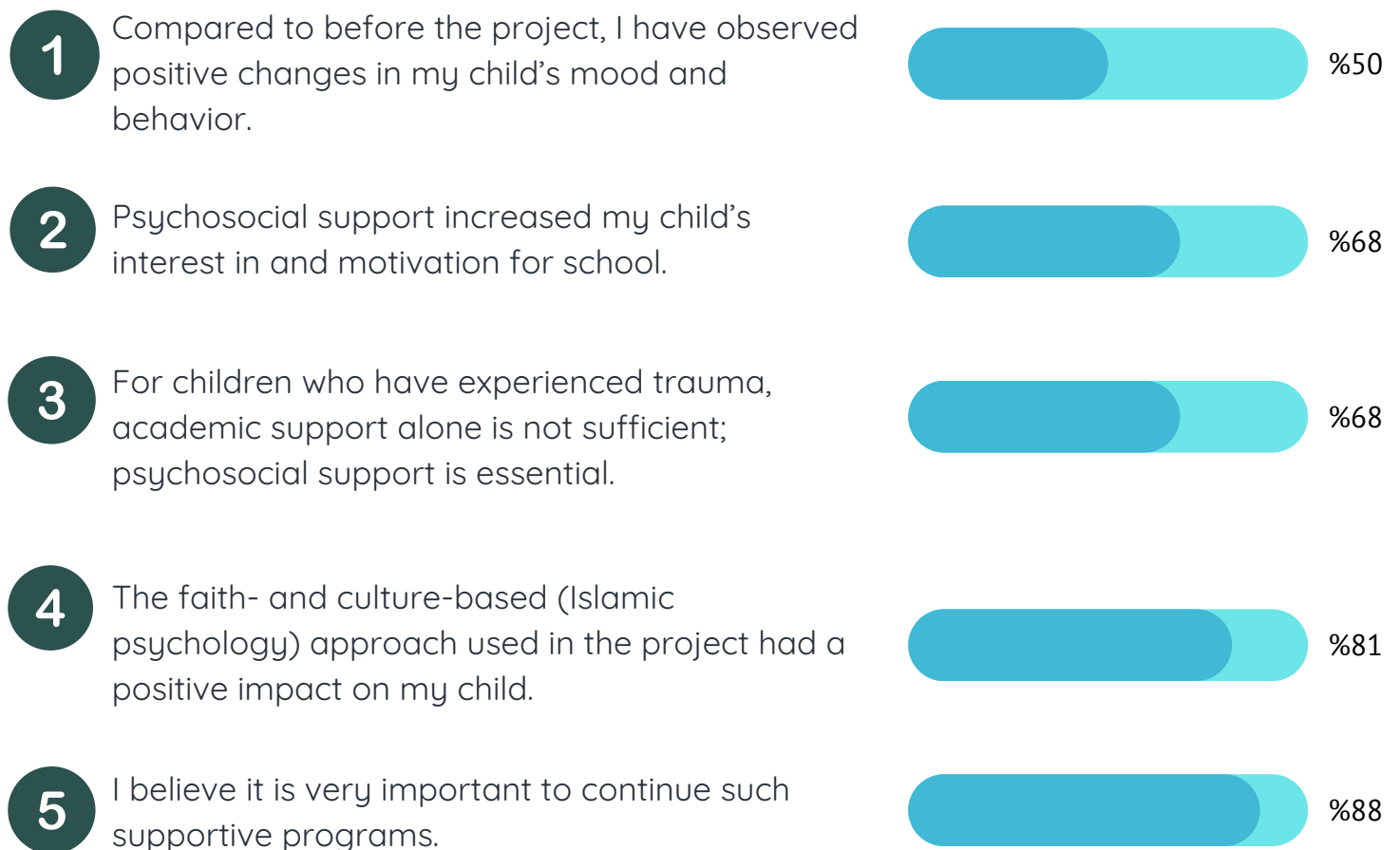
The participants' pre-test mean score was 53.85, while the post-test mean score was 60.54. Based on these results, an average increase of 6.69 points was observed following the intervention.

This change reflects an approximate **12.42% improvement** relative to the pre-test mean. These findings suggest that the training had a positive impact on participants' understanding and capacity to respond effectively to trauma-related issues in educational settings.

PARENT'S PERSPECTIVES

To comprehensively assess the project, a five-question Likert-Type scale was sent to parents. Feedback was collected regarding changes in their children's emotional state, behavior, and school motivation, as well as the overall impact of the project. We asked following key questions:

252 parents participated in our evaluation.



CHILDREN STORIES

“I am Beyan, 13 years old. Due to the war, my family and I sought refuge in camps after fleeing from Maarat al-Numan. When I turned 7, I couldn’t start school like my older sister because there was no school in the camp. But I wanted it so much because there was nothing else to do in the camp. Then one day, a school began to be built in Mashhad Rouhin. My dreams came alive again. For three years, I’ve been walking 15 km to school, but it doesn’t matter. My teachers have always supported me and helped me not lose hope. I thank YEÇED and all my teachers; thanks to them, I can now dream of new possibilities.”

”

Asiya (8), a child with physical disabilities, began her education in 2023 at the Yeryüzü Çocukları School. With the support of her teachers, she has been able to overcome all the challenges posed by her physical condition, Asiya’s story is an inspiring tale of success for many, with a smiling face, she continues to persevere against all odds.

”

7th grade girl initially dominated class discussions, answering every question and not giving others a chance to speak.

Through the program, she learned the importance of taking turns, respecting her peers, and not shouting over others. By the end, she showed greater self-control and improved social awareness.



CHILDREN STORIES



A 7th grade girl was initially very withdrawn and highly stressed, despite being academically strong. She avoided participation even when she knew the answers. Through the program, her stress decreased, and she began to engage more confidently. By the end, she showed improved self-confidence and reported less exam anxiety, marking a clear emotional and behavioral transformation

”



A girl who previously disliked school and was reluctant to attend activities began participating in our sessions. After joining, she consistently wanted to continue attending and showed a positive change in attitude. She became very respectful during lessons and more engaged overall, demonstrating the benefits of the program on her motivation and behavior.

A CHILD BUILDS A WORLD!

As Children of Earth Association, since the year 2016, we have been working for children whose rights are at risk, especially children affected by crises such as war, conflict, migration and natural disasters.



CHILDREN OF EARTH ASSOCIATION

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