

SUPPORTING CHILDREN AFFECTED BY THE EARTHQUAKE IN HATAY



FINAL PROJECT REPORT



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children of earth

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2025



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INTRODUCTION

Project Title: Supporting Children Affected by the Earthquake in Hatay

Date: 01.02.2024 –01.02.2025

Total Budget: \$

The February 6 earthquakes in Kahramanmaraş severely impacted 5 million children and 13 million people in Türkiye. Many now live in tent and container cities, lacking psychosocial support, which hinders children's recovery. In Üzümdalı Container City, where all residents are Syrians, providing psychosocial support and education is essential. Our organization has experience in setting up child-friendly spaces and providing support in earthquake-affected regions like Gaziantep, Hatay, and Kahramanmaraş. We have also supported Syrian children for 7 years through the Step by Step Future project, offering psychosocial and academic assistance. This experience prepares us to establish a child-friendly space in Üzümdalı.

OUTCOME

This project aims to provide equal opportunities to Syrian children and mothers affected by the earthquake by offering holistic support through psychosocial support, academic support and social services.

General objective

To enhance the overall well-being and educational opportunities of children affected by the disaster, while providing support to local professional staff in the affected area.

Specific objectives

1. Children develop and sustain psychosocial well being and resilience.
2. Children reach equality of opportunity in education by supporting materials, practises, educational consultancy, and a peaceful and harmonious environment that fosters their participation.
3. Project staff members, volunteers, and local staff from other organizations possess the competence required to effectively carry out their responsibilities in executing supportive activities for the target population by taking care protection.

NUMBER OF BENEFICIARIES REACHED

Activity	Number of Beneficiaries
Multisessional Group Psychosocial Support*	39
The single Session Psychosocial Support*	758
Psychoeducational Workshops for Parents *	83
Raising Awareness	200
Turkish Courses and Homework Clubs *	667
Parent Meetings*	42
Children's Festivals	2907
Total Number	4696

*Non repetitive

Activities

1 Recruitment of New Field Staffs

Four local staff members have been hired to implement social work, education, and psychosocial support activities, with Arabic proficiency as a key criterion. Additionally, A staff member was hired as a driver within the scope of the project. He is responsible for logistics tasks and transportation.

Means of Verification: As part of the project implementation, three staff members were successfully hired. The hiring of two staff members has been documented and included in Annex 1, which contains HR recruitment reports.

2 Procurement and Logistic Facilities

The necessary fixtures for the interior furnishing of the container were successfully purchased and installed. Monthly procurement of materials required for activities has been carried out regularly.

Means of Verification: Supporting documents, including invoices and purchase records, are included in Annex 2.



3 Activity and Content Creation

The project implemented 12 multi-session and 72 single-session psychosocial support activities, along with 6 psychoeducation modules for children and families. A psychosocial support manual and 4 staff protection protocols were also developed to ensure structured and ethical implementation.

Multisessional group psychosocial support programs

- bonding development,
- psychological well-being,
- psychological resilience.

Psychoeducation contents

- digital addiction in children,
- privacy education,
- self-awareness,
- adolescence,
- family communication,
- the role of women in society bonding development,

Single-session psychosocial support activities

- STEM activities,
- art activities,
- emotional awareness,
- coping strategies,
- psychological resilience. bonding development.

Protection protocols

- PSEA Policy,
- Safeguarding Policy,
- Code of Conduct,
- Gender Equality Policy

Means of Verification

The review of manuals, along with the content list, handbook, and four policy examples, serves as evidence of the project's completion and is available in Annex 3 for further reference.

4 Implementation

Group Psychosocial Support Sessions

Multi-session and one session psychosocial support programs prepared by content creator and pss specialists have been applied.



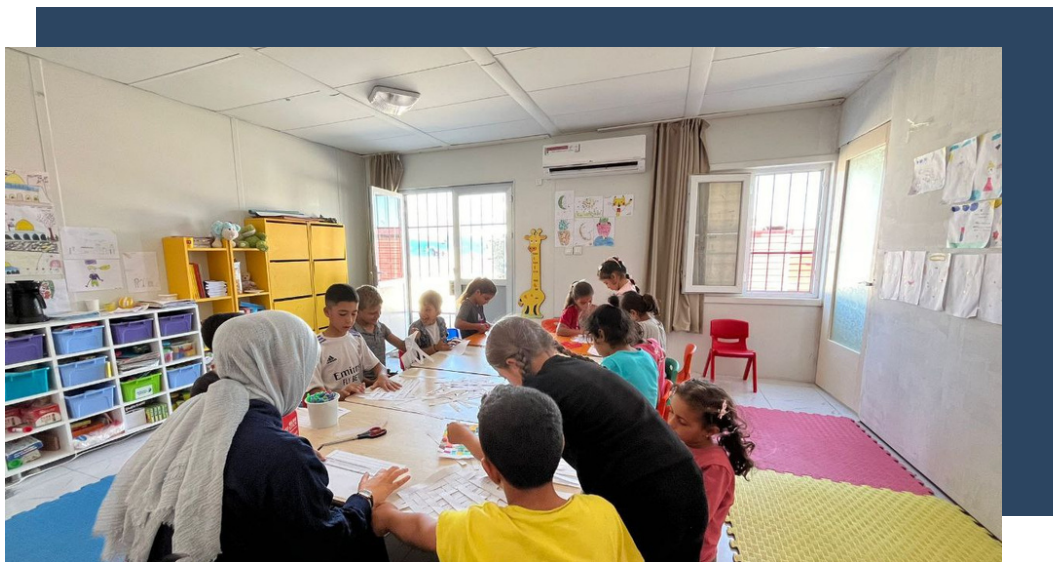
The **multisessional group psychosocial support** programs conducted in the container city for different age groups successfully reached **39 non-repetitive children**.

Means of Verification



Attendance Record

Attendance records were maintained to track participant engagement in all sessions. These records provide detailed information on the number of children and staff involved in activities. The attendance data can be found in Annex 4 for further reference.





Pre-Post Test Results Report

1. Introduction

This report presents the results of the **pre-post test*** conducted as part of the multisessional group psychosocial support programs

The project aims to strengthen children's psychological resilience. In line with this goal, it focuses on key components of psychological resilience identified in psychological literature, including recognizing, expressing, and managing emotions, identifying coping resources and developing new coping strategies, problem-solving skills, and acquiring social relationship skills.

2. Methodology

- **Participants:** We applied pre and post tests to 13 children aged 9–13 who participated in multisessional group PSS sessions. The sessions aimed to enhance trauma awareness, restore a sense of trust, recognize existing and ongoing social support, understand personal boundaries, and develop social and emotional skills.
- **Test Structure:** Both pre-test and post-test consisted of 7 multiple-choice questions:
 1. There are people in my life whom I can respect.
 2. Education is important to me.
 3. I talk to my parents about how I feel.
 4. Religious beliefs are a source of strength for me.
 5. If I need help, I know where to get it.
 6. I participate in religious activities.
 7. I love my family's traditions and culture.
- **Assessment Process:** The pre-test was administered before the multisessional group PSS session and the post-test was conducted after the program concluded.



Pre-Post Test Results Report

3. Findings

3.1. Pre-Test Results

- Average Score: 75 /100
- Maximum Score: 100/100
- Minimum Score: 20/100
- Standard Deviation: 7,5

3.2. Post-Test Results

- Average Score: 90,5/100
- Maximum Score: 100/100
- Minimum Score: 51/100
- Standard Deviation: 5

3.3. Change Analysis

- Average Increase: 6 points
- Percentage Change: 16%

4. Discussion and Evaluation

The results of the pre-test and post-test assessments indicate a positive impact of the multisessional group psychosocial support (PSS) sessions on participating children. With an average **increase of 6 points** and a **16% improvement**, the findings suggest that children developed greater emotional awareness, coping skills, and resilience through structured interventions.

The increase in scores reflects improvements in **trauma understanding, trust-building, awareness of social support, knowledge of personal boundaries, and social-emotional skills**. These gains demonstrate the effectiveness of targeted psychosocial activities in supporting children's emotional well-being in post-disaster settings.

However, while the overall progress is encouraging, individual differences in improvement should be considered. Some children may require additional or more tailored interventions to further strengthen their coping mechanisms. Future sessions could benefit from extended follow-ups to assess long-term retention of these skills.

The findings highlight the importance of **consistent, structured psychosocial support** in helping children navigate the challenges of post-crisis recovery. Expanding these programs and integrating child-friendly tools may further enhance engagement and outcomes.





Child-Friendly Participatory Method

"Strengths Bag" Activity

As part of the participatory approach in our psychosocial support sessions, we implemented the "**Strengths Bag**" activity with 10 children aged 9–13. This activity aimed to help children recognize their **personal strengths, internal resources, and build self-confidence**.

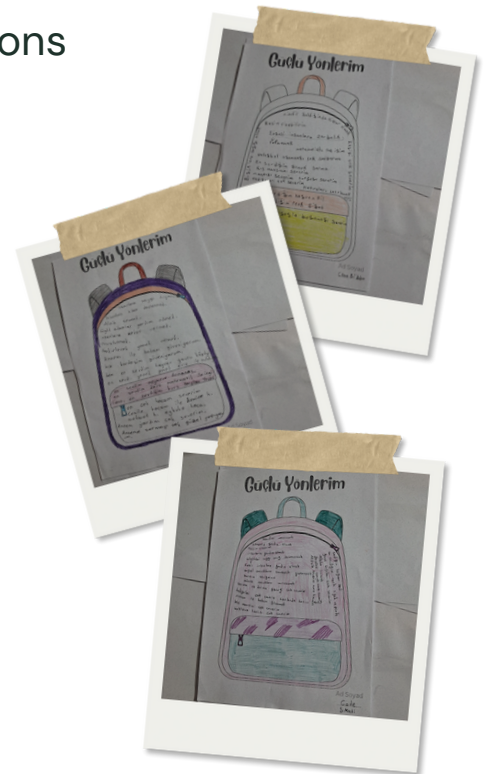
Children were asked a series of guided questions to help them reflect on their strengths:

- "What are you good at?"
- "What do you enjoy doing?"
- "What do your friends or family trust you with?"
- "Why do your friends thank you?"

Children expressed their favorite colors, animals, and foods, as well as activities they enjoy, such as drawing, playing in the park, giving and receiving gifts, and spending time with family and friends. Their academic interests were also evident as a strength and others mentioning admiration for their teachers.

Beyond personal preferences, children also shared their **dreams and aspirations as a strength**, with one child expressing a **desire to become a social worker**. Their **connections to important spaces** were also noted. Several children have identified YECED's **Child Friendly Space** and **school** as places they **feel safe and valued**.

A strong emphasis on **family relationships** was observed, with children frequently mentioning their **love and trust in their parents**. Additionally, many responses reflected **altruism and moral values**, such as **helping others, respecting elders, treating people with kindness, and standing against bullying**.



Contribution of YECED

The activities significantly contributed to children's ability to form meaningful connections with their peers and facilitators. By creating a safe space for emotional expression and social interaction, the sessions fostered a sense of trust and cooperation. At the **beginning** of the program, many children **struggled with conflicts, frequently argued, and had difficulty following rules**. However, by the end of the project, they demonstrated **noticeable improvements in their social skills—adapting to rules, collaborating effectively in group activities, and engaging in more harmonious interactions with their peers**.

Through creative and interactive methods, they were supported in recognizing and managing their emotions, which not only enhanced their **self-confidence** but also deepened their **emotional awareness, fostering a more positive sense of self and social connection**.

Children were able to **discover their personal interests and aspirations** to a certain extent. For example, some expressed a desire to work in social services, while others mentioned their ambition to become a dentist. These insights highlight the impact of the activities in helping children **explore their future goals and aspirations**.



Case Example: Positive Development in a Student's Social Engagement

At the beginning of our program, one of our students exhibited **reluctance in communication, avoided speaking, and had difficulty trusting our specialists**. Despite these initial challenges, our specialists consistently made efforts to engage with the student and extended invitations to participate in child-friendly activities.

Over time, the student gradually started attending the child-friendly space. As their participation increased, we observed a **remarkable transformation**. They became **socially active, significantly improving their interactions with friends, family, and teachers**.

Initially, the student's family shared that their child spent most of their time at home in silence, showing little engagement with family activities. However, as the program progressed, **the family reported that they now spend more quality time together and that their child has become noticeably calmer**.

During our field visit, the student and their family warmly welcomed us into their living space, offering coffee and engaging in a long and meaningful conversation. **This development highlights the positive impact of the program in fostering trust, communication, and social interaction.**





Child-Friendly Participatory Method

“PhotoVoice Activity”

1. Introduction

This Photovoice activity was conducted to allow children living in a container settlement to share their daily lives from their own perspective. The activity was carried out with **two girls** aged 13–14. The children were asked to take photographs that **represent a day** in their lives and to describe each image as they captured it. This approach enabled them to express their experiences both visually and verbally.

2. Methodology

The activity involved walking around with the children as they took photos of places and moments they found significant.

While taking each photograph, the children were encouraged to describe what it represented and how it related to their daily life.

The following guiding questions were asked:

- Why did you take this photo?
- What does this place mean in your daily life?
- How does this photo make you feel?
- What do you enjoy most, and what challenges you in the container settlement?



Photovoice

A Day of Cena in Hilalkent Container City



Name: Cena B.
Age: 13



This is our container, our home. My sibling drew this balloon. In the mornings, I wake up here and prepare my own breakfast. Then, I go to school.



I pass through here on my way to school. We made this when a friend of ours was returning to Syria. It remains as a memory for us. I miss them a lot.



This is my school. Our classroom is in this building. I am in 7th grade. We stay at school until noon. I like spending time at school.



This is our schoolyard. I like being at school and spending time with my friends. My grades were good this term, and I earned a certificate. I was very happy.



This is the area with shopping stores. It was recently built. We can shop here. I come here with my friends, and sometimes we eat falafel.



I come here with my friends; my family doesn't allow me to come alone because it's not very safe. That's why I shouldn't go too far. But spending time here is enjoyable.



These are the streets of the container settlement. They usually look like this. I take this road when going home. I don't go too far alone; I come here with my friends.



This is our Quran course. I take lessons here after school. I like this place too. Being with my friends is nice.



There used to be empty containers here. Boys were usually around this area. It wasn't a safe place. Later, they removed them. I never come here because it's not safe.



This is the outside of the container settlement. There used to be a river here. I have never been there. We usually don't go outside anyway. I am always here.



One day, I will go to the river here with my family. We will have a picnic.



An old man living here built this place. The garden turned out very beautiful. I don't come here often, but I really liked it.



This is my grandparents' house. I come here sometimes. My grandfather is sick, which makes me sad, but I love coming here.



This is my uncle's rabbit. I like to play with it. It is so lovely.



My uncle has a lot of animals. These are his birds. I love being with them. I love spending time here most of the time. It makes me feel peaceful.



This is one of the parks in the container settlement. We used to come here before. The playgrounds are mostly broken now. Also, children fight a lot. That's why we don't spend much time here anymore.



This is Yeçed. I love being here because it's almost the only place where we can have a good time. I have a great time here with my friends and teachers. I'm always excited to come here every day!



We painted the YEÇED's container with our friends. We wrote meaningful and fun messages on it. I drew this one with my best friend. This place is a memory from us to Yeçed. I wish it was always open.

Photovoice

A Day of Nur in Hilalkent Container City



Name: Nur Reşit
Age: 13



This is our home. My father designed the exterior this way. We live in this container with my family. Families with more than five members are given two containers, so this is a combination of two containers.



This is the front of our home. My mother planted some plants here. Sometimes, we pick vegetables from here. It's small, but I think it makes our home look very beautiful.



This is our living room. We also sleep here. I stay behind the curtain, which makes it feel like a small separate room.



This is where we store kitchen utensils and water. We also have a washing machine, but since it's broken, my mother washes the clothes by hand now.



This is the area where we keep our flowers and plants. My father loves flowers, so we grow them.



These are the shared toilets, and they are always very dirty. Water is available here at certain times of the day. We also fill water for our home from there.



This is my aunt's house. I come here sometimes. She has a very beautiful garden here.



This is my school. I am in 8th grade. I love being at school. In the future, I want to become a social worker.



This is our way to school. Spending time with my friends at school is so much fun.



This is the park where we play. Sometimes the playground equipment is broken, so we can't play. When it's too crowded or there are too many little kids, we also can't play.



We used to get water from here. Water was available at certain times of the day. Now it's not in use anymore.



This is one of the streets in the container settlement. When it rains, it sometimes gets flooded, and the area becomes very dirty.



This is the newly built shopping area where we buy things. I sit here with my friends and eat sweets. It's nice to have places like cafés. We want to sit and spend quality time with our friends.



We can buy vegetables and fruits from here. We don't go out much, so we usually do our shopping here.



I don't know what it says here. I can't read or write in Arabic. But it looks very beautiful.



This is the outside of the container settlement. We don't go out much. I went outside once with my sisters, but I wanted to come back quickly. I don't really like staying outside for too long.



This is my sister's house. I come here on some days. I love playing with my nieces and nephews. The view from my sister's container is very beautiful.



This is the garden in front of my sister's house. They grow plants here. It looks very beautiful when it's green.



Since water doesn't always run, people place storage tanks in their homes. They use water from these tanks.

This is the shared kitchen area, but it's always very dirty. No one uses it. Everyone tries to cook in their own home.

This is the house of my friend Ela, who went to Syria. They returned home after Syria was liberated. I miss her very much.



We also want to return to Syria with my family in the summer. I will become a social worker there and always help people. "I can change my life" We wrote this sentence on the Yeced's wall. I believe that we will build a new life in Syria.

This is also Yeçed. I love coming here every day. I want to wake up early and come. At first, it was hard for me to trust, but over time, I came to really like our teachers.

YEÇED



Child-Friendly Participatory Method

“PhotoVoice Activity”

3. Findings

Home Environment and Daily Life: The children took photos of their sleeping areas, dining spaces, explaining how they spent time at home. One student captured an image of her small living area said, “I sleep here, live here so I clean here.”

Play and Recreation: Many photos focused on play areas. One child took a picture of a park where they used to play but they can not play anymore because of dirty and broken playground. The children also highlighted the places where they could spend their free time with friends. One of them mentioned that having a café-like place where they could sit with friends would be nice.

Security: The children generally expressed concerns about safety. They mentioned that they couldn't go far from their homes and that their families did not allow them to go places alone.

Challenges: The children expressed concerns about the limited space, the need for more play areas, and the difficulty of staying inside the container during hot weather. They also mentioned frequent water and electricity cuts, as well as the issue of pollution, which affects their daily lives.

Education: The children expressed their enjoyment of being at school and their eagerness to participate in additional courses, such as those offered by Yeğed. They highlighted the importance of spending time with their friends, emphasizing that shared learning experiences contribute to a positive and fulfilling environment.

Yeğed's Contribution: The children expressed great enthusiasm for attending the Yeğed child-friendly space, describing it as a valuable and enjoyable part of their daily routine. They highlighted that it provides a space for quality engagement and recreation. Additionally, they emphasized their strong desire to visit the center every day and expressed a wish to spend more time there.

4 Implementation

Single Session Psychosocial Support Activities

Multi-session and one session psychosocial support programs prepared by the activity and content creator have been applied.

The single session psychosocial support programs conducted in the container city for different age groups successfully reached **447 non-repetitive children**.

School Visits

Our education specialist conducted seminars on peer bullying in schools. Schools within Hilalkent and some schools in Hatay were visited. In schools, Turkish and Syrian students had the opportunity to attend the seminars together.

311 students participated in a seminar on peer bullying.



Means of Verification

Attendance Record

Attendance records were maintained to track participant engagement in all sessions. These records provide detailed information on the number of children and staff involved in activities. The attendance data can be found in Annex 5 for further reference.





Emoji Based Scale

Evaluation of Single-Session Psychosocial Support Activities

To assess the impact of the single-session psychosocial support activities, a five-question emoji-based scale was developed. A total of **241 children** participated in the evaluation. The results are as follows:

1. How did you feel during today's session?

- 85% felt happy
- 11.2% felt relaxed
- 1.2% felt neutral
- 0.8% felt sad
- 1.7% felt a bit confused

2. Did you enjoy today's activities?

- 85.9% liked them
- 12.4% found them average
- 1.7% did not enjoy them

3. How was spending time with other children?

- 70.1% enjoyed being with others
- 25.3% felt neutral
- 4.6% did not like being with others

4. How safe did you feel today?

- 83% felt very safe
- 14.1% felt somewhat safe
- 2.9% did not feel safe

5. How was learning new things today?

- 91.7% felt they learned a lot
- 5.4% felt they did not learn much
- 2.9% did not enjoy learning

Evaluation of Single-Session Psychosocial Support Activities

Results

The findings indicate that the majority of children had a positive experience during the session. Most participants (85%) reported feeling happy, while an additional 11.2% felt relaxed, demonstrating that the activities contributed to their emotional well-being. Very few children (0.8%) reported feeling sad, and a small percentage (1.7%) felt confused, suggesting that while the session was largely beneficial, some children may require additional support in processing their experiences.

Enjoyment levels were also high, with 85.9% of the children stating that they liked the activities, and 12.4% finding them acceptable. Only a minimal number (1.7%) did not enjoy the session, indicating that the content and structure of the activities were engaging and suitable for most participants.

Social interaction was another key aspect, as 70.1% of children expressed enjoyment in spending time with their peers. However, 25.3% remained neutral, and 4.6% did not enjoy socializing, which may highlight the need for additional activities promoting inclusivity and peer engagement.

The sense of safety within the session was also strong, with 83% of children feeling very safe and 14.1% feeling somewhat safe. However, the 2.9% who did not feel safe suggest that further efforts may be necessary to enhance the protective environment in such sessions.

Finally, **learning outcomes** were particularly positive, with **91.7% of participants stating that they learned a lot**. This suggests that the session successfully provided valuable information and skills. A smaller group (**5.4%**) felt they did not learn much, and **2.9%** did not enjoy learning, indicating that some adjustments could be made to better cater to different learning styles.





Child-Friendly Participatory Method

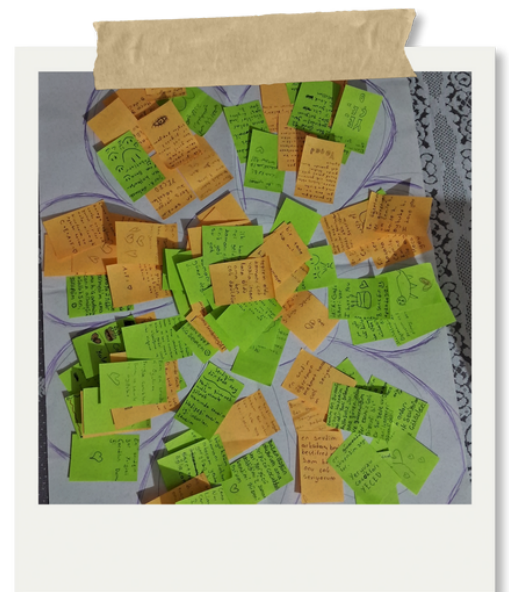
"Protection Flower" Activity

Purpose: The main aim of the activity was to **measure the impact of Yeçed's psychosocial support sessions on the children**. Specifically, the objective **was to contribute to the understanding of trauma, reinforce the feeling of trust, highlight existing and ongoing social supports, increase awareness of personal boundaries, and develop social and emotional skills**. Additionally, we **aimed to assess if the children view Yeçed as a protection tool**.

Participants: A total of 8 children participated in the activity.

Implementation Process:

- Children were asked to write or draw the emotional, physical, and environmental challenges they faced and place them in the center of the "Protection Flower".
- They also identified people, institutions, or places they trust and placed them as petals around the flower.
- The children were encouraged to think about how they can seek support and how these trusted figures and places can help solve their challenges.



Findings

Challenges:

Emotional Challenges:

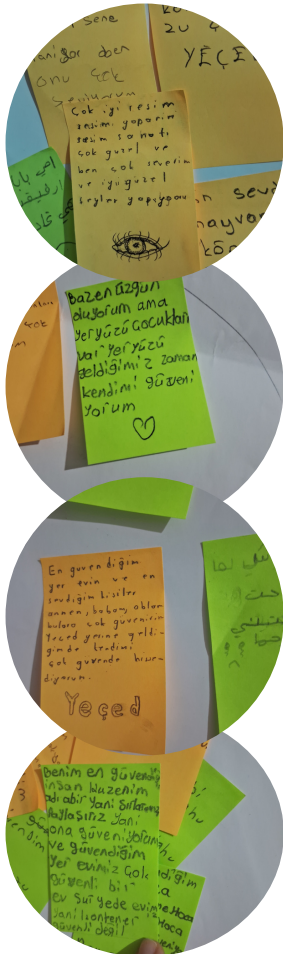
- Family communication problems, feeling lonely, and insecurity.
- Losing their schools, friends, and relatives due to the earthquake.
- Experiencing sadness over losing their homes in Syria due to conflict.
- Missing their relatives whom they cannot see.
- Experiencing bullying at school.

Physical Challenges:

- Insufficient and poorly maintained play areas, with many parks in bad condition.
- Difficulty staying inside containers during hot weather.
- Poor living conditions in the container city: lack of cleanliness, frequent water and electricity cuts.
- Poor sanitation and hygiene conditions in the container city.
- A lack of proper play spaces and recreational areas for children.

Educational Challenges:

- Difficulty reading and writing in Arabic.
- Struggled with learning Turkish when they first arrived in Turkey.



Trust Mechanisms

Children mentioned the following trusted people and places:

- **People:** Their families (especially mothers), teachers, friends.
- **Institutions:** School, Yeğed's child-friendly space.
- **Places:** Yeğed's child-friendly area, sometimes school, Their homes in Syria, which they still associate with safety and belonging.
- **Personal Growth and Self-Awareness:** They have started to develop self-confidence, They trust Yeğed's teachers and feel supported by them, They are becoming more aware of their talents, such as drawing, They express joy in simple moments and enjoy laughter.

Evaluation and Impact Analysis

The activity provided children with an opportunity to reflect on their emotional challenges, contributing to their understanding of trauma and the impact it has on their lives. By discussing trusted individuals and institutions, the children were able to recall and strengthen the feeling of trust. The activity **helped children recognize and acknowledge the existing support networks in their lives**. Many children **identified family members, teachers, and peers as their main sources of support**.

Yeğed as a Protection Tool:

- Most of the children **viewed Yeğed as a protective space** where they can express themselves **freely and safely**. They noted that Yeğed provides a sense of safety and trust, which is vital for their emotional well-being.
- Several children highlighted that they felt more **comfortable discussing their problems and challenges within the Yeğed environment**, indicating that the psychosocial support sessions play an essential role in their lives.



4 Implementation

Psychoeducational Workshops for Families

We conducted psychoeducation sessions for women living in the container city, focusing on key issues such as: Loss and Grief Process, Building Healthy Family Relationships, Parenting Adolescents, The Role of Families in Education.

The Psychoeducational Workshops conducted in the container city for women successfully reached **83 non-repetitive women**.

To encourage participation in psychoeducational workshops and provide a more comfortable space for mothers, refreshments were offered during the sessions. Additionally, while engaging in art activities, sharing circles were facilitated to discuss family relationships and related topics. These approaches helped create a supportive and interactive environment for mothers.



Raising Awareness

Brochures on conflict resolution were distributed to **200 women** in Hilalkent.

This brochure provides essential information on developing effective communication skills. It covers topics such as empathy, conflict resolution, and expressing emotions in a healthy way. The differences between "You" and "I" language are explained, offering practical guidance to help individuals manage disagreements constructively.



Means of Verification

Attendance Record

Attendance records were maintained to track participant engagement in all sessions. These records provide detailed information on the number of women and staff involved in activities. The attendance data can be found in Annex 6 for further reference.





Focus Group Discussion

Introduction

A focus group was conducted with 6 women to assess the impact of the psychoeducation sessions and activities. The discussion aimed to gather feedback on the effectiveness, relevance, and overall experience of the participants. Below are the questions asked:

- Are you generally satisfied with the education and activities?
- How have the trainings or activities you participated in benefited you?
- Have the trainings or activities had a positive impact on your daily life?
- Was the content of the trainings suitable for your needs?
- How was the attitude of the center staff towards you?
- Did you feel comfortable and safe?
- What aspects need improvement or are not going well?
- What other programs or activities would you like to see?

Findings

Impact of Psychoeducation Sessions on Women

Participants reported that the psychoeducation sessions had a significant impact on their daily lives, particularly in their **approach to parenting and personal boundaries**. One participant, Hitam, stated that prior to the sessions, she observed her children but struggled to understand their emotional and developmental needs. After attending the trainings, **she felt more equipped to monitor their well-being and recognized the importance of their adolescent phase**. Additionally, she and her husband gained a **better understanding of how to approach parenting together**.

Furthermore, Hitam noted a personal transformation in her perception of **social influence**. Before the sessions, she was highly affected by external opinions and societal expectations. However, through the training, she realized the **importance of maintaining boundaries between her private life and external judgment**. She emphasized that she has started to actively protect her personal life from outside interference, recognizing that the opinions of others should not dictate her decisions.

Participants highlighted that the psychoeducation sessions had a transformative effect on their daily interactions, particularly in their relationships with their children. Fatma, one of the participants, shared that the sessions helped her recognize certain misconceptions she previously held. She acknowledged that her approach to parenting had changed significantly, **becoming more patient and structured in her communication with her children**.

Beyond immediate behavioral changes, Fatma emphasized the broader impact of these sessions on her mindset about the future. She described the sessions as one of **the most significant shifts in her life since the prospect of Syria's stabilization**. Previously, she viewed certain topics as abstract lessons, but the sessions made her realize that these lessons could become reality. She now feels **hopeful about the future**, believing that her children will have **opportunities for a stable life**, and that they will not have to wake up every day to the same struggles they currently face.

In addition to personal benefits, the sessions had a noticeable impact on their children. One participant, Fatma, shared how her daughter, Nur, who is in adolescence, **became calmer and more receptive to guidance following the sessions**. Previously, Nur frequently sought to meet her needs outside the home, but after the program, she started **communicating more** with her mother and displaying a greater sense of stability.

Other mothers also reported significant positive changes in their children's behavior. Before attending the sessions, they described their children as often aggressive, prone to conflict, and resistant to rules. However, after participating in the program, the children **became more disciplined, calmer, and more aware of personal hygiene and cleanliness.** Their overall behavior improved within the household.

Furthermore, Isra noted that her daughters were eager to attend the sessions every morning, demonstrating how the program introduced a meaningful and positive change in their daily routine. Similarly, Fatma emphasized that coming to the sessions once a week provided her with a valuable opportunity not only to share her personal challenges but also to learn and grow. She highlighted that the sessions **brought a sense of variety and emotional relief to her life.**

Participants described the sessions as more than just educational—they **fostered a deep sense of connection and trust.** Unlike other programs, they felt facilitators **provided warmth and sincerity, making them feel heard and supported.** They valued the emotional impact over material aid, emphasizing that the experience created lasting memories and strengthened their sense of community. One participant summed it up: **"We became a family, sharing both our struggles and our happiness."**

Participants described the sessions as a much-needed space for relaxation and personal renewal. They eagerly anticipated each gathering, seeing it as a chance to recharge and find comfort. One participant shared, "We looked forward to Thursdays—it was a time to breathe, to feel like ourselves again."

Recommendations

Participants suggested expanding the number of sessions for women and increasing the duration of activities for children. They noted that missing scheduled hours meant they couldn't attend, highlighting the need for more flexible timing. Additionally, they emphasized the importance of better physical conditions for staff. Further recommendations included offering vocational courses through public education programs to support economic empowerment. They also expressed interest in Quran and Arabic lessons, recognizing the importance of preserving their native language upon returning to Syria. Lastly, they suggested more extended sessions for children to allow deeper engagement.



4 Implementation

Academic Support Programs

Efforts to create a safe, comfortable, and learning-supportive environment in container cities have been successful. Despite the limited 21-square-meter living space, children accessed educational opportunities through Turkish focused educational courses and homework clubs. These activities have helped sustain their engagement with quality education and supported their academic development.

Turkish focused educational courses and Homework Clubs conducted in the container city for children successfully reached **667 non-repetitive children**.

Means of Verification



Attendance Record

Attendance records were maintained to track participant engagement in all sessions. These records provide detailed information on the number of children involved in activities. The attendance data can be found in Annex 7 for further reference.





Evaluation Report: Turkish Courses and Homework Club

General Overview

This report was prepared based on interviews with education specialist or pss specialist from the child-friendly space. They were asked questions about students' academic and social development, participation, challenges they faced, and the adequacy of educational materials. The evaluation was conducted based on the feedback received.

The Turkish courses and homework club were designed to support children's academic success, enhance their language skills, and foster a positive attitude toward learning. Based on feedback from educators, the program has significantly contributed to improvements in children's communication skills, confidence.

Findings

Academic and Social Development: Initially, many children did not recognize sounds or know how to write. Over time, their Turkish reading and speaking skills improved significantly. They started communicating more clearly and confidently. Socially, they developed a sense of belonging, seeing the learning space as their home. They also began organizing and cleaning up after activities.

Student Participation & Engagement: Children living nearby attended regularly and showed increased interest over time. Many actively asked questions and participated in discussions. Some initially joined only for social interaction but became more engaged with time. Teachers' unbiased and understanding approach helped children feel comfortable and motivated.

Barriers to Regular Attendance: Some children, especially those who lost their mothers, had to manage household tasks. Some families did not allow children to travel far alone. Many girls had significant domestic duties preventing them from attending regularly.

Challenges in Learning Turkish: Limited opportunities to practice Turkish in daily life, as they primarily speak Arabic at home. Interrupted education due to war, the pandemic, and the earthquake has affected their language skills. A greater need for spaces where they can practice Turkish through conversation.

Educational Materials and Content: The provided educational sets were highly effective in supporting Turkish language learning. However, the lack of basic materials, such as a whiteboard, posed challenges in the learning process. Additionally, writing materials like pencils should be of higher quality and more durable to better meet students' needs.

Recommendations for More Effective Educational Programs

- Essential physical materials should be adequately prepared and available in advance to ensure seamless implementation.
- Clearly defined roles and responsibilities are crucial to preventing delays and disruptions in program execution.
- A centralized coordination approach is recommended, as managing education, logistics, and procurement through separate individuals may lead to operational inefficiencies.
- Professionalism should be maintained throughout the process, with an emphasis on effective communication among all stakeholders.
- Comprehensive planning at the initial stages of the project is essential, ensuring that participant numbers and activities align with on-the-ground realities.

YEÇED Support and Children's Development

Through YEÇED's support, children have learned the meaning of inner peace and the value of engaging in activities together. Initially, they struggled with basic social interactions, such as how to sit next to each other, introduce themselves, or tolerate one another. Over time, they learned essential social skills, including how to greet each other, listen actively, follow classroom etiquette, and show respect.

Their relationships improved significantly, fostering mutual understanding, empathy, and a sense of belonging. Many became friends, realizing they shared similar challenges and working together to find solutions. By assigning shared tasks, they developed skills in cooperation, patience, and responsibility. At first, they even hesitated to share basic items like pencils, but step by step, they improved in teamwork and social harmony.



4 Implementation

Social Work

Within the scope of social work activities, parent meetings were organized to inform refugees about the services and opportunities they can benefit from since refugees live in our container city.

Due to the container city administration's restrictions, planned home visits could not take place. Instead, people were invited to our designated space, allowing us to engage with them directly. As part of the social work efforts, we also monitored children's school attendance and out-of-school status through this approach.

The parent meetings conducted in the container city for women successfully reached **42 non-repetitive women**.

Means of Verification



Attendance Record

Attendance records were maintained to track participant engagement in all sessions. These records provide detailed information on the number of women involved in activities. The attendance data can be found in Annex 8 for further reference.





Report on Social Work Sessions in the Container City

1. Introduction

As part of the social work efforts, structured sessions were organized for women living in the container city. These sessions aimed to raise awareness, provide guidance, and enhance communication skills in various aspects of family and social life.

This report has been prepared based on the meeting notes of the social worker.

2. Session Content and Objectives

Awareness on Child Protection and Privacy: Parents were guided on protecting their children by fostering awareness of privacy. Discussions were held to address challenges related to privacy, and collaborative solutions were explored. Information was provided on appropriate intervention methods. Emphasis was placed on building strong parent-child communication and trust. Strategies for responding to privacy violations on social media were discussed.

Key Observations:

- One participant, who did not have a mother or sister, expressed deep appreciation for the session, stating that the information provided was invaluable.
- A caregiver attending the session, responsible for children who were not biologically her own, actively listened and sought guidance on how to address related challenges.
- One participant demonstrated strong awareness regarding social media monitoring for children. She had set up a parental email account and shared insights with other mothers, contributing valuable knowledge to the discussion.
- A highly engaged mother with strong communication skills actively contributed to the session, serving as a positive role model for others.
- A participant expressed interest in a seminar focused on maternal psychology, indicating a need for further support.

Understanding Adolescence and Effective Communication:

The sessions aimed to help parents understand the changes occurring during adolescence. Participants were introduced to effective communication strategies for engaging with adolescents.

It was recommended that parents and caregivers demonstrate effective communication with others to serve as positive role models for children. Staying informed about children's interests and preferences was also emphasized as a key factor in building stronger connections.

Key Observations:

- One participant listened attentively and requested a follow-up session focused on women's self-identity. It was suggested that training on this topic could be beneficial.
- Another participant actively engaged in discussions and contributed by offering solutions.
- However, one attendee disrupted the session by making dismissive comments and undermining the discussion.

Women's Role in Family Communication: A self-awareness activity, Who Am I?, was conducted to help women reflect on their roles within the family. Discussions focused on how women can strengthen family communication dynamics.

Key Observations:

- One participant listened attentively but initially struggled to define herself beyond the roles of a mother and wife. As the session progressed, she shared her aspirations but mentioned the lack of opportunities.
- Another participant actively engaged in the session, sharing personal examples and expressing her desire to become an educator.

- One woman contributed enthusiastically and stated that she aspired to become a kindergarten teacher.
- A participant, visibly distressed, voiced her concerns and requested support for her child.
- Another participant showed great interest in the session, expressed her dreams, and stated that she did not want the session to end.
- One woman, who joined the session late, followed the discussion attentively. When it was her turn to speak, she became emotional, stating that she saw herself only as a wife and mother and believed she could not be anything else.
- Despite her initial struggles, she expressed deep appreciation for the session, saying: *"We don't have time for ourselves, but you remind us of our own time."*

Societal and Familial Pressures on Women: The sessions addressed the societal, environmental, and familial pressures women experience. Strategies were discussed for coping with these challenges and fostering personal resilience.

Key Observations:

- The topic was of great interest to the women, as evidenced by their excitement upon hearing the session's theme.
- One participant shared that her daughter faced societal pressure, leading her to isolate herself at home, which deeply affected both the mother and daughter.
- Another woman expressed frustration that her daughter felt pressured into wearing a hijab at an early age due to societal expectations.
- Several participants noted that societal pressures had intensified since moving to the container city.
- Many women showed signs of wanting to share more but hesitated. Through encouragement, they gradually opened up and shared their experiences.

- **Vefa's Story:** She explained that her daughter moved to another city for university, but her husband's friends disapproved and pressured them, insisting that she should get married instead of pursuing education. However, with maturity and resilience, Vefa and her husband resisted the pressure.
- **Hitam's Story:** She expressed strong frustration over neighbors interfering in their lives, stating that even young girls could no longer play outside due to gossip and criticism.
- The session was concluded with guidance on handling societal pressure and strategies for maintaining emotional resilience.
- After the session, one participant privately requested an individual meeting, stating that she had many concerns but feared speaking openly due to potential gossip and judgment from others.



4 Implementation

Children Festivals

Children's Festivals were organized with the support of YEÇED volunteers to create a safe and enjoyable environment for children. Before the festival, volunteers participated in an orientation where they were informed about child protection measures, task distribution, and festival rules. The event featured a variety of traditional street games, team activities, and educational games designed to cater to different age groups. For younger children aged 3–6, activities such as face painting were arranged, while children aged 7–10 participated in races and movement-based games. Older children, between 11–13 years, engaged in team-based games that encouraged cooperation and teamwork.

The festival took place exclusively in the Hilalkent container area. To enhance the festive atmosphere, the venue was decorated with balloons and colorful ornaments. The event successfully provided a space where children could play, socialize, and develop important skills in a safe and structured environment.



YEÇED's Children's Festivals reached **2907** children, offering various themed events: Cinema Festival, Chocolate Festival, Parachute Festival, Şivlilik Festival, Balloon Festival, Syria's Liberation Celebration



5 Capacity Development

The activity and content creator provided regular weekly supervision to staff members in Hatay, supporting them in implementing content, protocols, and standards. In this way, the staff was supported to act in line with protection concerns and relevant standards that address the needs of the target population.

Our activity and content creator conducted **24 supervision meetings**, providing guidance and support to enhance the effectiveness of educational and PSS activities.

The manuals for the described PSD programs were distributed to 5 school counselors in Hatay. This manual includes activities designed to enhance psychological resilience for preschool, primary, and middle school levels. You can find the link to this manual in the annex 9



Means of Verification

Supervision Report Result

Our education specialist quickly adapted to the challenges of the Hilal Kent field, demonstrating strong observation skills and a solution-oriented approach. She effectively analyzed the needs of students and the container site, providing valuable input and support in addressing these issues. She continuously improved herself by following innovations in preparing and implementing educational content. Her diligence in reporting and responsibility in process management are commendable. Additionally, her teamwork skills and collaborative approach contributed to a productive working environment. Overall, her dedication and professionalism throughout the process reflect a successful performance.

6

Visibility Activities

The project activities were documented with visual shots and used for project promotion via social media. Protection standards were followed, and privacy was respected in all visibility activities. Specifically, images and videos capturing the essence of children's festivals were shared on social media, showcasing the positive impact of the project. Social media posts were shared on Instagram.

Means of Verification



ANNEXES



ANNEX 1

HR Recruitment Reports

T.C. SOSYAL GÜVENLİK KURUMU SİGORTALI İŞE GİRİŞ BİLDİRGESİ (4/1-a-b ve 506 SK GM 20 kapsamındaki sigortalılar için)										391245257 25.12.2023 03:39											
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HR Recruitment Reports

T.C. SOSYAL GÜVENLİK KURUMU SİGORTALI İŞE GİRİŞ BİLDİRGESİ (4/1-a-b ve 506 SK GM 20 kapsamındaki sigortalılar için)										 414473669 19.02.2025 10:10			
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HR Recruitment Reports

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17 Meslek Adı ve Kodu										16/09/2024				
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HR Recruitment Reports

T.C. SOSYAL GÜVENLİK KURUMU SİGORTALI İŞE GİRİŞ BİLDİRGESİ (4/1-a-b ve 506 SK GM 20 kapsamındaki sigortalılar için)															386222683 13.11.2023 10:13	
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6		Doğum Yeri			REYHANLI			Aile Sıra No(Hane Kütük)		55						
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12		Sigortalılık Türü / Kodu			Hizmet Akadine tabii çalışanlar 4/a			Kendi adına bağımsız çalışanlar muhtar-jokay 4/b			Geçici 20.maddeye tabii çalışanlar					
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12		01.01.2008 Tarihinden Önce Hizmet Varsa			Kurumu			SSK			BAĞ		Emekli Sandığı			
					Sicil Numarası			3126201803046					506-G.20.M			
14		4857 Sayılı Kanunun 13'üncü maddesine göre çağrı üzerine ya da ev hizmetlerinde 30 günden az çalışıyor mu?			Evet			Hayır			☒					
15		4-a sigortalılığından dolayı yaşlılık aylığı alıyorsa devam edeceği sigorta türü			Sos.Göv.Des.Primi			Tüm Sig. Kolları			☒					
16		Sigortalının işe başladığı tarih			13/11/2023											
17		Meslek Adı ve Kodu			2635.07-Sosyal Hizmet Uzmanı											
18		4857 SK 30'uncu maddesine göre çalıştırılacaksa			Özrü			Eski Hükümü			19- 2821 SK gereğince belirlenen görev kodu :					
20		Kendi adına bağımsız çalışan sigortalının			Bağımsız Faaliyetin Adı			İl		İlçe		Köy				
C-İŞVEREN/İŞYERİ/VERGİ DAİRESİ/ESNAF SAN.SİC.MEMURLUĞU/ZİRAAT ODASI/TARIM İL/İLÇE MD./ŞİRKET BİLGİLERİ																
21		ÇSGB İş Kolu:			00			ÇSGB BÖLGE MÜDÜRLÜĞÜ DOSYA NUMARASI			S		MESLEK		DOSYA NO	
										0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0						
22		SGK İŞYERİ SİCİL NUMARASI			M		İŞKOLU		ÜNİTE		İŞYERİ SIRA NO		İL KOD		İLÇE	
					2		9499		5 5		1128207		34		6	
23		Vergi Numarası											9500489133			
E-BEYAN VE TAHHÜTLER																
24		İşveren/İşyerinin/İlgili Kuruluşun Adı-Soyadı/Önv.			İşyerinin (Kurumun) Adresi											
		YERYÜZÜ ÇOCUKLARI DERNEĞİ			KARAGÜMRÜK MAH. AHMET GALİP PAŞA SOK. İSTANBUL FATİH											
25		Yukarıda yazılı hususların gerçeğe uygun olduğunu beyan ederim.			Sigortalının adı-soyadı,İmzası											
26		Yukarıda yazılı hususların sigortalının nüfus cüzdanındaki ve beyan ettiği resmi belgelerdeki kayıtlara uygun olduğunu, belgenin 5510, 4857, 5053, 854 ve 2821 sayılı kanunlarda belirtilen yükümlülükler esas alınarak düzenlendiğini beyan ederim.			Onaylayan Yetkilinin (Kâğıt/Mühür/İmza)											
İstisna-4 Durum:																

HR Recruitment Reports

T.C. SOSYAL GÜVENLİK KURUMU SİGORTALI İŞE GİRİŞ BİLDİRGESİ (4/1-a-b ve 506 SK GM 20 kapsamındaki sigortalılar için)												389669727 11.12.2023 10:33		
SOSYAL GÜVENLİK SİCİL NUMARASI (T.C.KİMLİK NUMARASI)										Belgenin Mahiyeti		İlk	☐	
2 0 5 1 0 3 7 8 6 8 0										Tekrar		☒		
A-SİGORTALININ KİMLİK/ADRES BİLGİLERİ														
1	Adı	REYHAN								NÜFUSA KAYITLI OLDUĞU YER				
2	Soyadı	KEKEÇ								İl	42			
3	İlk Soyadı									İlçe	Bozkor			
4	Baba Adı	İŞİK								10 Mahalle / Köy	KARACAARDIÇ			
5	Ana Adı	HİLAL								Cilt No	41			
6	Doğum Yeri	ESENLER								Alle Sıra No(Hane Kütük)	142			
7	Doğum Tarihi	18/04/1999								(Birey)Sıra No	66			
8	Yabancı Uyruluğu ise Ülke Adı	TC								KAMETGAH ADRESİ				
9	Öğrenim Durumu	Okur yazar değil								Bulvar				
9	Mezuniyet Yılı	0								Cadde-Sokak	Dış	İç		
9	Mezuniyet Bölümü	İisans								11 Mahalle / Köy	Posta Kodu			
										İlçe	İl			
										Ev Tel	Cep Tel			
										E-posta				
B-SİGORTALININ SOSYAL GÜVENLİK BİLGİLERİ														
12	Sigortalılık Türü / Kodu	Hizmet Akdine tabi çalışanlar		Kendi adına bağımsız çalışanlar muhtar-jokey 4/b		Geçid 20.maddeye tabi çalışanlar								
12	01.01.2008 Tarihinden Önce Hizmet Varsa;	Kurumu		SSK		BAĞ		Emekli Sandığı		506-G.20.M				
12		Sicil Numarası		3425202014254										
14	4857 Sayılı Kanunun 13üncü maddesine göre çalışan üzerine ya da ev hizmetlerinde 30 günden az çalışıyor mu?	Evet		Hayır		X								
15	4-a sigortalılığından dolayı aylık aylığı alıyorsa devam edeceği sigorta türü	Sos.Güv.Des.Primi		Tüm Sig. Kolları		X								
16	Sigortalının işe başladığı tarih	11/12/2023												
17	Meslek Adı ve Kodu	2635.08-Psikolojik Danışman												
18	4857 SK 30uncu maddesine göre çalıştırılacaksa	Özünü		Eski Hükümü		19- 2821 SK gereğince belirlenen görev kodu :								
20	Kendi adına bağımsız çalışan sigortalının	Bağımsız Faaliyetin Adı		İl		İlçe		Köy						
C-İŞVERENİ/İŞYERİ/VERGİ DAİRESİ/ESNAF SAN.SİC.MEMURLUĞU/ZİRAAT ODASI/TARIM İL/İLÇE MD./ŞİRKET BİLGİLERİ														
21	ÇSGB İş Kolu:	00		ÇSGB BÖLGE MÜDÜRLÜĞÜ DOSYA NUMARASI		S MESLEK		DOSYA NO		İL				
22	SGK İŞYERİ SİCİL NUMARASI	M		İŞKOLU		ÜNİTE		İŞYERİ SIRA NO		İL KOD		İLÇE		
22		2		9499		5 5		1128207		34		6 62 0		
23	Vergi Numarası	9500489133												
E-BEYAN VE TAAHHÜTLER														
24	İşverenin/İşyerinin/İlgili Kuruluşun Adı-Soyadı/Önv.	İşyerinin (Kurumun) Adresi												
24	YERYÜZÜ ÇO CUKLARI DERNEĞİ	KARAGÜMRÜK MAH. AHMET GALİP PAŞA SOK. İSTANBUL FATİH												
25	Yukarıda yazılı hususların gerçeğe uygun olduğunu beyan ederim.	Sigortalının adı-soyadı/İmzası												
26	Yukarıda yazılı hususların sigortalının nüfus cüzdanındaki ve beyan ettiği resmi belgelerdeki kayıtlara uygun olduğunu, belgenin 5510, 4857, 5953, 854 ve 2821 sayılı kanunlarda belirtilen yükümlülükler esas alınarak düzenlendiğini beyan ederim. Onaylayan Yetkilinin (Kâğıt/Mühür/İmza)													
İstisna Durum:														

ANNEX 2

Procurement and Logistic Facilities

Purchase Records

****You can access the content via the provided links. If a description of the Turkish content is required, it will be shared with you upon request.**

ANNEX 3

Multisessional Group Psychosocial Support Programmes Content List

- Bonding-focused program
- Primary School Psychological Well-Being Program
- Privacy Education
- Psychological resilience- Secondary School

Single-session Psychosocial Support Activities Content List

- Art Therapy Activities
- Stem Activities
- Mhpss Activities
- Coping Skills Psycho-Education
- Primary School Privacy Education
-

Psychoeducation Contents For Parents

- Digital Games and Social Media Use in Children
- Privacy Education For Parents

Manual of Psychosocial Support Programmes

- Practitioner's Handbook
- Hand Book for Volunteers

Protection Protocols

****You can access the content via the provided links. If a description of the Turkish content is required, it will be shared with you upon request.**

ANNEX 4

Attendance Record
Multisessional Group Psychosocial Support Programmes

ANNEX 5

Attendance Record
Single session psychosocial support

ANNEX 6

Attendance Record
Psychoeducational Workshops

ANNEX 7

Attendance Record
Turkish Courses and Homework Clubs

ANNEX 8

Attendance Record
Social Work Parent meetings

ANNEX 9

The manual

Contact

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