

PSS AND EDUCATIONAL SUPPORT FOR CHILDREN HATAY PROVINCE



FINAL PROJECT REPORT 2024



yeryüzü
çocukları
children of earth

INTRODUCTION

Project Title: PSS and Educational Support for Children Affected in Hatay Province

Date: 16 Oct 2023 –16 Aug 2024

Total Budget: 134.468,42 \$

In the Antakya district of Hatay Province, children impacted by the earthquake are being supported to ensure their continued education and psychological well-being.

The child-friendly space serves as both a learning environment for children who are out of school or at risk of dropping out, and as a safe space designed to promote the well-being of children affected by trauma.

OUTCOME

The aim is to improve the psychosocial well-being and support the learning processes of children and families affected by the earthquakes in Hatay through culturally sensitive, both fixed and mobile and sustainable psychosocial support and education activities

OUTPUT 1

Provide psychosocial support (PSS) for children and their mothers in schools, containers and/or tent cities.

GOAL 1

Measurable increase in well-being of children who regularly participate in PSS activities.

MEANS OF VERIFICATION

- Attendance records of children and mothers.
- Pre-Post Test
- Focus Group with children
- Focus Group with parents
- Evaluation Survey for one time activity

MEANS OF VERIFICATION

1- Attendance records of children and mothers.

Our PSS experts maintain detailed records** of the children and mothers who participate in the psychosocial support sessions.

Target	Target Achieved	Reason for Variation (if applicable)	Progress
500 Children (regularly) Pss Session	757 Children *	Number of children living in containers is very high and demand for sessions is growing. The PSS activities implemented in local schools have reached a large number of children.	150%
100 parents (regularly) Pss Session	197 Parents(15 non-repetitive)	***	15%
1000 Children One-time Social Activities	1023 Children *	the goal has been achieved.	102,3%

***Due to these reasons, the target of reaching parents was not achieved: Women living in container camps have limited participation in social activities due to responsibilities such as maintaining the container's order, preparing meals, and other similar tasks. Working parents in the container camps have not been able to regularly participate in the PSS activities organized by YECED staff. These parents were reached through one-time social activities organized outside of their working hours and days.

*Non repetitive

**The participant records of children are shared as an additional document.

2- Pre-Post Test

Pre-Post Test Results Report

1. Introduction

This report presents the results of the **pre-post test*** conducted as part of the PSS activities. The aim is to evaluate the efficiency of the psychological resilience sessions implemented to the children.

2. Methodology

- **Participants:** We applied pre and post tests to 13 children(in 6th and 8th grade) who participated in regular PSS sessions which include the Psychological Resilience Psycho-education Program.
- **Test Structure:** Both pre-test and post-test consisted of 15 multiple-choice questions. There are sub-scales.
 - Exploration of Coping Resources:** 1,3,9,5,13
 - Discovery of Strengths:** 2,14,5
 - Social Support Resources:** 4,6,10,11
 - Social Skills:** 7,8,12
- **Assessment Process:** The pre-test was administered before the second session of Psychological Resilience Psycho-education Program and the post-test was conducted after the program concluded.

*See annex 1.

3. Findings

3.1. Pre-Test Results

- Average Score: 69 /100
- Maximum Score: 86,7/100
- Minimum Score: 46,7/100
- Standard Deviation: 9,8

3.2. Post-Test Results

- Average Score: 80,5/100
- Maximum Score: 100/100
- Minimum Score: 54,7/100
- Standard Deviation: 8

3.3. Change Analysis

- Average Increase: 11,5 points
- Percentage Change: 16,7%

4. Discussion and Evaluation

The test results indicate an increase in the participants' resilience levels during the program. The average pre-test score was 69, while the average post-test score rose to 80,5. This represents a 16,7% increase in resilience level. The decrease in standard deviation suggests a reduction in the variation of resilience levels among participants, indicating that the program provided equitable benefits to all participants.

Although the decrease in standard deviation suggests a reduction in the variation of resilience levels among participants, it is not easy to draw definitive conclusions about the overall impact of the PSS activities. The effects of the earthquake on children are highly individual, with each child experiencing different levels of trauma and recovery. Therefore, while the data may indicate some level of equitable benefit, the unique circumstances and emotional responses of each child mean that the true impact of the program can vary widely. It's important to keep this in mind when evaluating the effectiveness of the PSS activities on the psychological well-being of the participants.

5- Story of Change

- Elanur, a 14-year-old 8th-grade student who participated in the program, said: "I now feel more positive about my exam; I believe it will go well." Her pre-test score of 4.4 increased to 5 (the maximum score). Additionally, an analysis of her answers to the pre-test and post-test questions revealed that her sense of school belonging increased by 60%.



- Fatma (12), who participated in the 6-week Psychological Resilience Psycho-education program, said: "I learned that being afraid is not a bad feeling and that all emotions are necessary."

- Fatma (12), who participated in the 6-week Psychological Resilience Psycho-education program, said: "I learned that being afraid is not a bad feeling and that all emotions are necessary."
- An important observation from the classrooms where we implemented the "Strengths Backpack" activity is that many students were unaware of their strengths. However, when given the opportunity to reflect on them, they began to discover more about themselves. Students who struggled at the beginning of the activity started to recognize their own strengths through examples provided during the exercise.

3- Focus Group with children

Focus Groups Discussion Report

Title: The Impact of PSS session on Children

Date: July 17-18, 2024

Location: Konya Container City, Hatay

Moderator: Aybüke Öztürk

Participants: First group: 7 children (4 girls, 3 boys), aged 9-13; second group: 7 children (5 girls, 2 boys), aged 7-11.

1. Introduction

This report summarizes the findings of a focus group discussions conducted with children participating in PSS activities organized by the Children of the Earth Association. The discussion aimed to understand the impact of these activities on the children's general well being.

2. Methodology

Participants: 14 children, aged 7-13. These children regularly attend the PSS sessions offered by the association.

Location and Time: The discussions took place on July 17-18, 2024, at the Konya Container City in Hatay.

Moderator: Aybüke Öztürk, the association's Meal officier, facilitated the discussion.

Tools and Methods: A voice recorder was used during the session, and all discussions were later transcribed. The questions asked were predetermined, and a semi-structured format was followed during the discussion.

3. Discussion Flow

Questions:

Communication with the Expert

- How was your communication with the instructors who conducted the activities? Was there anything about their behavior that made you uncomfortable (something you wished they hadn't done)? Specifically, how was your interaction with them?

Physical Environment

- What are your thoughts on the resources or materials provided during the activity? Were they sufficient? How useful were these materials to you?

Overall Impact

- Were there any difficulties or shortcomings you experienced during the activities? Can you describe them?
- Have you noticed any changes in your life after these workshops? For example, have you used techniques like breathing exercises that you learned here?

Coping with Difficult Life Events

- Did you learn anything in these workshops that helps you relax when you face a distressing or challenging event? Were the activities here useful? Can you apply the knowledge and skills you learned (e.g., breathing exercises, power bag) in your own life?

Recognizing Emotions

- What did the activities here teach you about recognizing and expressing your emotions? Do you think you have gained the ability to express your feelings more easily? (For instance, exercises like "emotions in my heart" and "exploring emotions")

Problem Solving

- What did these workshops teach you about problem-solving? Do you know the steps to take when you encounter a problem?
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Summary of Discussion:

- **Communication with the Expert:** The children mentioned that the PSS (Psychosocial Support) expert understood their feelings and thoughts during both private and group sessions. They appreciated having the opportunity to discuss their emotions with her. Many of them expressed that "She is very helpful toward us, and she always assisted us in areas where we were struggling." They also noted that she is fair and never shows any discrimination among them. Overall, they enjoyed their time with the PSS expert in class.
 - **Physical Environment:** The children mentioned that the physical materials in class were usually sufficient. Occasionally, they needed a larger classroom due to the high number of students, but overall, they generally had adequate space and materials.
 - **Overall Impact:** The children mentioned that sometimes it was difficult to focus on activities due to high noise levels. Additionally, one child found it particularly challenging to recall memories during a PSS activity where they were asked to remember both good and bad memories. During our discussions about changes in their lives, the children mentioned that they began using the breathing techniques taught by the PSS expert whenever they felt exhausted or unwell. Additionally, most participants highlighted that the PSS expert provided valuable guidance on handling conflicts with friends and responding appropriately to unpleasant situations. Statements such as "I do not fight with my friends anymore; we became good friends" were frequently shared, reflecting the positive impact of these teachings. We also covered topics related to respect and communication. The children learned the importance of raising their hand before speaking and maintaining eye contact during conversations. They discussed the significance of eye contact, and how listening to friends, avoiding interrupting, and refraining from using bad language contribute to respectful interactions.
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- **Coping with Difficult Life Events:** The children emphasized the importance of the support provided by Ms. Nurefşan in helping them cope with challenging situations. They expressed that talking with Ms. Nurefşan made them feel better, especially when they experienced something difficult or when a friend hurt their feelings. They appreciated the opportunity to have one-on-one conversations with her after everyone else had left, noting that she would ask questions and make an effort to understand them, which was comforting. The children also mentioned that conflicts among them were challenging, but Ms. Nurefşan would act as a mediator, helping to resolve the issues.
 - They learned various methods to manage their anger, such as talking, informing their family, or walking away from the situation. The children shared various strategies they learned for managing their emotions, particularly when feeling angry. One child mentioned learning to count to ten to help calm down and wait for their anger to subside.
 - Another technique they practiced was squeezing a piece of paper to channel their frustration, a method they also found useful at home. Additionally, they emphasized the importance of practicing areas where they felt inadequate, which helped them overcome challenges when they encountered them. These coping mechanisms provided the children with practical tools to manage their emotions and handle difficult situations more effectively.
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- **Recognizing Emotions:** The children participated in activities designed to help them recognize their emotions. One such activity involved coloring a jar to indicate the intensity of their anger, which helped them become more aware of their feelings. They also mentioned becoming more conscious of their anger during conflicts and learned various ways to manage it, such as staying calm, talking things out, giving warnings, or stepping away from the situation.
 - Another exercise involved drawing a heart and writing down things that had hurt them. They then tore the heart and used bandages to "repair" it, symbolizing the process of healing from emotional pain. This activity helped them identify the things that hurt them and understand their emotions better. The children engaged in several activities to help them recognize and understand their emotions. One such activity was creating an "anger mountain," where they wrote down the things that made them angry. This exercise helped them become more aware of their feelings and the triggers of their anger.
 - In another activity called "Feelings in My Heart," the children explored their likes and dislikes, becoming more aware of the emotions they associate with different experiences. This reflection allowed them to identify the things they enjoy and those they don't, fostering a better understanding of their own emotional landscape.
 - The children also practiced a physical exercise where they tensed their muscles. This activity helped them become more aware of their body's sensations, making it easier for them to recognize when they were feeling tense or angry. Through these activities, the children gained valuable insights into their emotions and learned how to better manage their reactions.
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- **Problem Solving:** The children identified several challenges they faced, particularly in managing conflicts and emotions. They discussed learning how to resolve issues with friends, which previously led to fights or strained relationships. With the guidance they received, they no longer engage in arguments and have become good friends. For instance, they learned how to reconcile with friends they had disagreements with and understood the importance of communication in resolving conflicts.
 - They also developed techniques to manage their anger, such as counting to ten to calm down and engaging in activities like coloring to distract themselves until they feel more composed. Additionally, they were taught how to handle situations where friends behave disrespectfully, including options like warning the friend or distancing themselves from the situation.
 - These strategies have empowered the children to better navigate social interactions and emotional challenges, equipping them with practical tools for problem-solving and emotional regulation.
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4. Key Findings

- **Emerging Themes:**

- Positive impact of PSS expert
- Increased using of emotional regulation techniques
- Enhanced Communication Skills
- Improved problem-solving skills
- Improved Conflict Resolution
- Increased use of coping strategies
- Respectful Interaction
- Development of emotional awareness

- **Diverse Perspectives:** One child struggled to recall memories during an activity focused on remembering good and bad experiences, suggesting that not all children may find it easy to express or access their emotions in these structured settings. There is no mention of a follow-up or reinforcement of these emotional and social skills in other settings, such as home or regular school environments. This lack of integration may limit the long-term effectiveness and real-world application of the skills learned.

- **Quotes:** "When we were fighting, she would separate us and help us make up. She would ask us to write down this friend and describe his qualities. This helped us become good friends with the ones we used to fight with. We don't fight anymore."
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5. Analysis and Interpretation

Overall, the program facilitated by the PSS expert was effective in addressing the children's emotional and social challenges. The support provided helped them navigate conflicts, manage emotions, and understand their feelings better. However, there were challenges related to the physical environment and specific difficulties some children faced during activities. The positive outcomes, such as improved relationships and the practical use of coping strategies, indicate that the program successfully equipped the children with valuable skills for emotional regulation and problem-solving.



4- Focus Group with Parents

Focus Groups Discussion Report

Title: The Impact of PSS session on Parents

Date: July 16-17, 2024

Location: Konya Container City, Hatay

Moderator: Aybüke Öztürk

Participants: First group: 7 parents, aged 30-54; second group: 5 parents, aged 30-54.

1. Introduction

This report summarizes the findings of a focus group discussions conducted with parents participating in PSS activities organized by the Children of the Earth Association. The discussion aimed to understand the impact of these activities on the parent's general well being.

2. Methodology

Participants: 12 women, aged 30-54. These parents regularly attend the PSS sessions offered by the association.

Location and Time: The discussions took place on July 16-17, 2024, at the Konya Container City in Hatay.

Moderator: Aybüke Öztürk, the association's Meal officier, facilitated the discussion.

Tools and Methods: A voice recorder was used during the session, and all discussions were later transcribed. The questions asked were predetermined, and a semi-structured format was followed during the discussion.

3. Discussion Flow

Questions:

Communication with the Expert

- How was your communication with the expert during the workshops?
- Did the expert provide emotional and practical support?

Needs

- Did the workshop content meet your needs?
- What needs did you have when you came to the workshops, and how were they addressed?

Overall Impact on Personal Life

- How would you describe the impact of the activities on your well-being?
- How did the workshops affect your personal life (e.g., stress management, family communication)?

Emotional Sharing

- How did talking about your emotions and thoughts during the activities make you feel?

Changes and Outcomes:

- Have you observed any changes in your life after participating in the workshops? What are the long-term effects and reflections on your daily life?
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Summary of Discussion:

- **Communication with the Expert:** The expert was viewed as a supportive and friendly figure, comparable to an older sibling or close friend, making it easy to share concerns and have meaningful conversations. All instructors were well-regarded, and participants felt they could trust them with their children, who were cared for without judgment or negativity. The welcoming and positive attitude of the instructors contributed to a comfortable and reassuring environment. Participants felt understood and valued through their interactions with her.
 - **Needs:** Participants expressed satisfaction with the care environment provided for their children, noting that the activities allowed them to momentarily set aside their troubles, providing enjoyment and opportunities for conversation. The workshops met the need for social interaction, offering a space for connection and friendship, and introducing a refreshing change to their daily routines. The time allocated for the children also served as a form of therapy for the parents, providing personal time and a sense of accomplishment through their own activities. It allowed them to relax and manage their emotions more effectively. Additionally, these activities fostered a sense of community and unity among the participants. Children, including those with Down syndrome, autism, and other special needs, as well as Syrian children, were accepted without discrimination. This inclusivity addressed a significant need for the community. The environment provided a place for stress relief, functioning almost as therapy. Even though meetings occurred only once a week, they were found to be highly beneficial.
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- **Overall Impact on Personal Life:** Participants reported significant positive impacts from the sessions. They noted that their own emotional well-being had a direct effect on their household atmosphere. For instance, one participant mentioned, "When I'm cheerful, the whole house feels cheerful; when I'm happy and at ease, my family is happy too." This positive outlook helped them better manage family dynamics, such as calming an angry spouse. Another expressed that "If the mother is happy, the whole house is happy," while conversely, if the mother is aggressive, the household atmosphere mirrored that.
 - The program also eased the transition for children into school, as their experiences in the sessions made them more comfortable with the school environment. This adjustment, in turn, made things easier for the parents. Additionally, the time when children were engaged in the program provided parents with a moment to relax and breathe, which they greatly appreciated. Participants highlighted the therapeutic benefits of the activities, such as crafting and social gatherings. The absence of these activities led to a noticeable drop in morale, with one participant noting, "When I don't do these crafts, I feel down, like something is missing." The opportunity to socialize during evening coffee hours was particularly valued by those without nearby family or familiar faces, providing a crucial chance to make new friends and enjoy a sense of community.
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- **Emotional Sharing:** Participants mentioned that the environment made them feel safe and accepted, allowing them to freely share their emotions. One participant shared, "We can't always talk about everything; sometimes you break down in tears. We didn't go too deep because everyone has their own wounds." The sense of safety and lack of judgment from the facilitators made them feel at ease, allowing them to speak openly, like they would with a sibling. "We felt at ease because they made us feel secure and didn't judge us. We could talk like siblings," one participant noted.
- Another mentioned, "Sometimes you can't talk about everything with your spouse. Speaking here made me feel more relaxed, and we even wanted to meet more often." The group also provided an important break from the routine of home life, offering a refreshing change of environment and a breath of fresh air. Participants valued this time as an opportunity to relax and find a new sense of ease, as expressed by one participant: "Just getting out of the house and coming here is very good. It's a chance to breathe, a new breath."

4. Key Findings

- **Emerging Themes:**

- Supportive and Trustworthy Relationships
- Need for Social Interaction and Inclusivity
- Therapeutic Benefits and Stress Relief
- Impact on Personal and Family Life
- Safe Space for Emotional Expression
- Break from Routine and Community Building

- **Quotes:**

- “I never imagined that I would come to a place like this, where I could talk, share, and connect. It was wonderful. We were happy.”
 - “She was like a friend who pulls you back from the edge of a cliff. I felt as though I was truly understood.”
 - “We met here, became friends here. We established a sense of camaraderie and unity. We are together in solidarity.”
-

5. Analysis and Interpretation

The program had a profound impact on participants. They found the expert to be supportive and approachable, creating a comfortable environment for sharing concerns. The activities offered a valuable break from daily stress and fulfilled participants' social needs, while also providing personal growth opportunities. The inclusive nature of the program was particularly appreciated, as it accepted children with various needs without discrimination.

The sessions positively affected family dynamics and individual well-being, easing children's transition to school and giving parents time to relax and socialize. Participants also valued the opportunity to openly share their emotions and found the program to be a refreshing change from their routine, contributing significantly to their overall sense of well-being.



5-Evaluation Survey for one time activity

Analysis of One Time Activity Evaluation Survey

1. Introduction

The purpose of this survey was to assess the overall satisfaction and experience of children who attended one time activity, the festival. The survey included a series of questions rated on a linear scale. A total of 22 children, randomly selected from the container city, participated in this survey.

2. Survey Questions and Analysis

1. Were you satisfied with the festival?

- **Response Scale:** 1 (Very Unsatisfied) to 5 (Very Satisfied)
- **Results:**
 - **Average Score:** 4,8
 - **Interpretation:** The average score indicates a high level of satisfaction among the children. Most respondents expressed positive feelings about the festival, suggesting that it met their expectations.

2. Were the activities fun?

- **Response Scale:** 1 (Not Fun at All) to 5 (Very Fun)
- **Results:**
 - **Average Score:** 4,3
 - **Interpretation:** The high average score suggests that the activities were well-received and considered enjoyable by the majority of the children. However, some children did not find the activities as enjoyable.

3. Were the activities sufficient?

- **Response Scale:** 1 (Not Sufficient) to 5 (Very Sufficient)
- **Results:**
 - **Average Score:** 4,1
 - **Interpretation:** While most children found the activities sufficient, there is a slight indication that there could have been more or varied activities to fully meet the children's desires.

4. How did you find the organization of the event area?

- **Response Scale:** 1 (Very messy) to 5 (very organized)
- **Results:**
 - **Average Score:** 4,3
 - **Interpretation:** The organization of the event area was generally well-received, with children finding the layout adequate and easy to navigate. However, some children felt that the event area was somewhat messy.

5. How did you find the behavior of the teachers involved in the events?

- **Response Scale:** 1 (Very bad) to 5 (very good)
- **Results:**
 - **Average Score:** 4.8
 - **Interpretation:** The behavior of the teachers was rated very positively, indicating that the children felt comfortable and well-supported by the staff.

6. Were the teachers attentive in the events?

- **Response Scale:** 1 (Not Attentive) to 5 (Very Attentive)
 - **Results:**
 - **Average Score:** 4.5
 - **Interpretation:** The high average score shows that the children felt the teachers were highly attentive during the activities, ensuring a supportive and engaging environment.
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3. Conclusion and Recommendations

- **Summary:** The survey results reveal a generally positive experience for the children, with high levels of satisfaction in most areas. The activities were found to be enjoyable and adequately organized, with the teachers playing a crucial role in providing a supportive environment.
 - **Recommendations:**
 - **Expand Activity Variety:** Consider introducing a wider variety of activities to cater to different interests and further enhance satisfaction.
 - **Increase Capacity:** Review the sufficiency of activities to ensure all children have sufficient opportunities for participation.
 - **Maintain Teacher Engagement:** Continue to encourage teacher involvement, as their positive interaction significantly contributes to the children's overall experience.
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ANNEX 1

Psychological Resilience Scale

		Do not defin e me				Defin es me
1	I have people in my life I can respect.	1	2	3	4	5
2	I cooperate with the people around me.	1	2	3	4	5
3	Education is important for me.	1	2	3	4	5
4	My family knows many things about me (e.g, who my friends are, what I like).	1	2	3	4	5
5	Religious beliefs are a source of strength for me.	1	2	3	4	5
6	I talk to my parents about how I feel (for example when I am sad or anxious).	1	2	3	4	5
7	When things don't go the way I want them to, I tell other people and I can solve it without hurting myself.	1	2	3	4	5
8	If I need help, I know where to get it.	1	2	3	4	5
9	I feel that I belong to my school.	1	2	3	4	5
10	My family is with me in difficult times.	1	2	3	4	5
11	My friends are there for me in difficult times.	1	2	3	4	5
12	I have opportunities to show other people around me that I have grown up and can take responsibility.	1	2	3	4	5
13	I participate in religious activities (such as going to the mosque).	1	2	3	4	5
14	I think it is important to serve in the society I live in.	1	2	3	4	5
15	I love my family's family traditions and culture.	1	2	3	4	5

ANNEX 2

The participant records of children are shared as an additional document.

OUTPUT 2

Provide learning space for children in a container city.

GOAL 2

Measurable increase in learning motivation of children who regularly participate in homework clubs and educational activities.

MEANS OF VERIFICATION

- Attendance records of children
- Pre and Post Test
- Focus Group Interview
- Evaluation Survey for Stem and Homework

MEANS OF VERIFICATION

1- Attendance records of children

Our education experts maintain detailed records of the children who participate in Stem and homework clubs.

Target	Target Achieved	Reason for Variation (if applicable)	Proggres
100 children Homework Club	100 Children *	The goal has been achieved.	100%
200 children STEM & Educational Workshops	106 Children *	**	53%

** The targeted number of STEM workshops was not reached. Among the reasons for this;

- The container is small and only a small number of children can be included in STEM activities,
- STEM workshops need more materials and the difficulty in finding these materials in Hatay region
- The fact that preliminary studies took time as it was a non-specialized subject for our education officer. Therefore, the work started late.

2- Pre-Post Test

Pre- and Post-Test Analysis of the Motivation Scale in Primary Education at the First Level

1. Introduction

This report presents the analysis of the **pre- and post-test*** conducted using the “Motivation Scale in Primary Education at the First Level” with 34 primary school students. The test aimed to assess changes in students' motivation across four dimensions: Identified Extrinsic Motivation, Demotivation, Introjected Extrinsic Motivation, and Intrinsic Motivation.

2. Methodology

- **Participants:**

- Total Number of Participants:** 34

- Age Range:** 7-13

- Grade Level:** Primary Education, First Level

- **Test Design:**

- Number of Questions:** 12

- Dimensions Assessed:**

- Identified Extrinsic Motivation

- Demotivation

- Introjected Extrinsic Motivation

- Intrinsic Motivation

- Scale:** Each question was rated using a Likert scale with the following values: Yes = 3, No = 1, and No Idea = 2.

*See annex 2.

3. Results

1. Descriptive Statistics:

- **Identified Extrinsic Motivation:** Questions 1-5-9
 - Pre-Test Mean: 8.3/9
 - Post-Test Mean: 8.2/9
 - Change: - 0.1

 - **Demotivation:** Questions 2-6-10
 - **Pre-Test Mean:** 5.8/9
 - **Post-Test Mean:** 4.6/9
 - **Change:** -1.2

 - **Introjected Extrinsic Motivation:** Questions 3-7-11
 - **Pre-Test Mean:** 6.1/9
 - **Post-Test Mean:** 4.9/9
 - **Change:** -1.2

 - **Intrinsic Motivation:** Questions 4-8-12
 - **Pre-Test Mean:** 8/9
 - **Post-Test Mean:** 8.3/9
 - **Change:** +0.3
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4. Interpretation of Results

- **Identified Extrinsic Motivation:** The slight change in the pre-test and post-test means, from 8.3 to 8.2, with a small decrease of 0.1, suggests a stable level of identified extrinsic motivation among students. Identified extrinsic motivation reflects a state where individuals recognize and accept the underlying value of a behavior, performing it willingly, even if it is not inherently enjoyable. In this context, students largely understand and value the importance of doing schoolwork, attending school, and listening to their teachers for their own benefit. The minimal change indicates that their perception of the importance of these activities for their personal growth and well-being has remained consistent over time, suggesting a strong and sustained acknowledgment of the relevance of their educational activities to their personal goals and development.
- **Demotivation:** The data reflects a positive outcome with a decrease in demotivation among students, as seen by the drop in the mean scores from 5.8 to 4.6, indicating a change of -1.2. This reduction suggests that students are experiencing less demotivation over time, implying an improved understanding or recognition of the benefits of their educational activities. Despite initial statements such as "I do my schoolwork and responsibilities, but I don't know how it will benefit me" and "I listen to what my teachers tell me in class, but I don't know how it will benefit me," the overall decrease in the demotivation score indicates that students are starting to find more value or relevance in their schoolwork and the instructions given by their teachers. This positive shift suggests that efforts to engage students and clarify the benefits of their education may be effective, leading to a decrease in feelings of uncertainty or indifference and fostering a more meaningful connection to their academic responsibilities.

- **Introjected Extrinsic Motivation:** The data, which shows a decrease in the mean scores from 6.1 to 4.9 (a change of -1.2), indicates a reduction in the level of Introjected Extrinsic Motivation among students. This suggests that students are becoming less motivated by external pressures or expectations from teachers and parents. They internalized extrinsic motivation before but the level of this internalization decreased. Initially, students might have been attending school, doing homework, and listening in class primarily because they felt obliged to meet the expectations of their teachers and parents. The decline in these scores implies a shift away from relying on external sources of motivation. This reduction can be explained by the fact that children are currently on vacation and not attending school or doing homework. Being away from these external motivation, such as teachers or parents, may lead them to internalize extrinsic motivation less than usual.
 - **Intrinsic Motivation:** The data indicates a positive shift in students' intrinsic motivation over time. The pre-test mean was 8/9, while the post-test mean increased to 8.3/9, reflecting a slight improvement. This change suggests that students are experiencing personal satisfaction and happiness related to their school activities. They find joy in completing homework, attending school, and engaging with their teachers' instructions. This enhancement in intrinsic motivation implies a growing internal drive and enjoyment in their learning processes, contributing to a more enthusiastic and engaged approach to their education.
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5. Conclusion

The analysis of motivational shifts among students reveals several positive trends. There has been a slight decrease in identified extrinsic motivation, indicating a stable understanding of the importance of educational activities. The notable reduction in demotivation suggests that students are beginning to recognize the value of their schoolwork more clearly, leading to a more positive engagement with their responsibilities. The decrease in introjected extrinsic motivation highlights a move away from external pressures, reflecting a transition towards more self-determined motivation. Meanwhile, the increase in intrinsic motivation shows that students are experiencing greater personal satisfaction and joy in their learning activities. Overall, these changes point to a more engaged and motivated student body, driven by a deeper personal connection to their education.

Effects of YECED

We can say that the homework and science workshops organized in YEÇED contributed to a slight increase in children's intrinsic motivation. The workshops helped raise their awareness of the importance of education. By seeing the fun and curious aspects of science in these sessions, the children became more motivated. Successfully completing activities also boosted their motivation towards education. As a result, their intrinsic motivation increased, and their lack of motivation decreased.

3- Focus Group Interview

Focus Groups Discussion Report

Title: The Impact of STEM and Homework Session on Children

Date: July 16-17, 2024

Location: Konya Container City, Hatay

Moderator: Aybüke Öztürk

Participants: First group: 8 children (5 girls, 3 boys), aged 7-11; second group: 5 children (5 girls), aged 7-11.

1. Introduction

This report provides a summary of findings from focus group discussions with children involved in STEM and homework activities organized by the Children of the Earth Association. The discussions aimed to assess the change in children's understanding of their academic subjects before and after participating in these workshops. The evaluation focused on measuring the impact of the workshops on children's comprehension and engagement with their studies.

2. Methodology

Participants: 13 children, aged 7-13. These children regularly attend the STEM and homework sessions offered by the association.

Location and Time: The discussions took place on July 16-17, 2024, at the Konya Container City in Hatay.

Moderator: Aybüke Öztürk, the association's Meal officer, facilitated the discussion.

Tools and Methods: A voice recorder was used during the session, and all discussions were later transcribed. The questions asked were predetermined, and a semi-structured format was followed during the discussion.

3. Discussion Flow

Questions:

Communication with the Expert

- How was your communication with your teacher during the science workshops?

Learning

- Do you think you learned new things in the workshops?
- Have you had the chance to apply what you learned here in your own life?

Curiosity Level

- Did your sense of curiosity increase after participating in the science workshops?
- Did you want to research a topic you learned in the workshop further?
- Was there something new you learned in the workshop that excited you a lot? Why?

Motivation

- Would you like to work in a science-related field in the future? Engineering, mathematics, technology?

4. Summary of Discussion

- **Communication with the Expert:** Communication with the teacher has been generally positive and supportive. The lessons have been engaging, and the teacher has been helpful during activities, providing assistance with homework and working on improving reading skills. However, there are moments of frustration when mistakes are made or disruptions occur, and occasionally, the teacher may get upset, especially during conflicts. The teacher typically remains patient. The teacher prepares students well for school exams by administering tests and offering additional support as needed. The activities conducted are enjoyable and effective, and the teacher consistently helps by repeating explanations and showing videos when necessary. Overall, the dedication and support provided by the teacher have been significantly beneficial to the learning experience, and there is a desire for their continued involvement.
-

- **Learning:** In the learning process, various new topics and skills were acquired. Students gained knowledge about insects, the number of names of Allah, and animal behaviors, such as how spiders build webs. They learned about recycling, including reusing cardboard from activities and sorting waste into different bins. The teacher also provided insights into the Palestinian conflict. To reinforce past lessons, tests were administered, and punctuation marks were taught. Practical activities at school, which were not possible at home, helped develop craft skills, improve scissor usage, and enhance writing abilities. Reading speed increased as students were provided with books, and drawing skills also improved. Curiosity about the development of science activities was sparked, and students began engaging in new activities with siblings at home, continuing their learning journey. The learned concepts are being actively applied in daily life. Writing skills have improved, and daily prayers are now read with more ease. Practices such as reading specific prayers when leaving home and recalling the names of Allah have been integrated into daily routines. Knowledge about recycling is put into practice by separating metals, glass, and batteries properly. For instance, batteries are wrapped in paper before disposal, and used cooking oil is not discarded carelessly to prevent soil damage. Plastic bottles and glass shards are collected for recycling and disposed of safely. Additionally, paper and plastic materials are no longer wasted but are reused or recycled appropriately. As one student noted, “We have started implementing recycling practices at home, like separating waste and reusing materials.”
-

- **Curiosity Level:** Curiosity has significantly grown as students explored various aspects of the natural world and creative processes. Fascination with the life cycle of caterpillars and their transformation into butterflies was sparked by videos shown by Emine. This interest extended to understanding how spiders build their webs and how birds construct their nests. Students' curiosity about butterflies led them to further investigate their life cycles and seek additional information. This heightened curiosity also drove students to explore and experiment with activities beyond the classroom, such as learning origami through online tutorials, investigating pixel art, and creating lamps. The continuous drive to understand and apply new concepts reflects a deepened sense of curiosity and enthusiasm for learning. Increased curiosity has led to a deeper pursuit of various interests. Students explored origami further, researched lamp-making at school and home, and investigated the animal kingdom, including spiders, with family. This growing desire for knowledge shows a strong drive for continued exploration and understanding.
 - **Motivation :** There is a strong motivation among students to pursue interests in various academic and practical fields. Many students express a desire to engage in activities related to mathematics and science. For instance, one student is excited about the possibility of working on mathematical projects, while another is interested in studying the sciences. The enthusiasm extends to hands-on projects, such as an initiative to create a water machine for stray animals, which initiated excitement. Additionally, the prospect of computer coding is particularly appealing, reflecting a genuine interest and passion for technology. These interests and aspirations demonstrate a clear motivation to explore and excel in these areas, driven by both curiosity and enjoyment.
-

4. Key Findings

- **Emerging Themes:**

- Supportive Communication
- Effective Learning
- Acquisition of New Knowledge and Skills
- Increased Curiosity
- Continuous Learning and Enthusiasm
- Strong Motivation in Maths and Science
- Passion for Technology

5. Analysis and Interpretation

The teacher's supportive communication and engaging methods have significantly enhanced the students' learning experience, fostering a positive environment. Students have acquired diverse knowledge on topics such as insects, recycling, and animal behaviors, and they are actively applying these concepts in daily life. This includes improvements in writing skills and recycling practices. Increased curiosity, sparked by explorations into natural phenomena and creative processes, has driven students to further investigate topics like the life cycle of butterflies and to engage in activities such as origami and pixel art. Their strong motivation towards mathematics, science, and technology is reflected in their enthusiasm for projects and coding, demonstrating a clear drive for exploration and excellence in these areas.

When looking at the overall **impact of YEÇED**, the homework and science workshops meet an important need for children. Since there are no other spaces in the container city where children can socialize or do homework, they prefer coming to these workshops. Although many children attend, those who come regularly tend to be motivated and eager to participate. Science workshops, which combine learning with fun, further boost their motivation. In this context, we can say that children who are unmotivated and have very low levels of motivation do not participate in these activities frequently. Their reluctance can be attributed to negative emotions, hopelessness, and a loss of faith in the education system, making it difficult to engage them in the workshops.

4-Evaluation Survey for Stem and Homework

Analysis of the Stem and Homework Evaluation Survey

1. Introduction

The Homework Club was established with the aim of supporting students in their academic journey. By providing a structured environment, the program seeks to enhance students' ability to complete their homework, develop problem-solving skills, and improve their overall academic performance. This initiative not only helps students keep up with their schoolwork but also fosters a sense of responsibility and independence, ultimately contributing to their educational success.

2. Methodology

- **Participants:** 20 children aged 5-14.(13 girls and 7 boys).
- **Survey Questions:**
 1. Has completing homework become easier since joining the Homework Club?
 2. Have you noticed an improvement in your problem-solving skills during homework?
 3. Have you observed an increase in your reading speed thanks to the Homework Club?
 4. Are you able to solve math problems more easily after attending the Homework Club?

3. Results

1. Homework Completion:

- **Yes:** 95%
- **Not Sure:** 5%
- **Result:** The results indicated that a significant majority of participants felt that their ability to complete assignments had improved. Many students reported that the structured environment and support provided by the Homework Club had made it easier for them to stay on track with their homework.

2. Problem-Solving Skills:

- **Yes:** 84%
- **No:** 5.5%
- **Not Sure:** 10,5%
- **Result:** These results indicate that the majority of students experienced a positive impact on their problem-solving abilities. A significant portion reported that their ability to tackle challenging homework problems had improved, although a small percentage either did not notice a change or were unsure of their progress.

3. Reading Speed

- **Yes:** 84%
- **Not Sure:** 16%
- **Result:** This indicates that a majority of students observed an improvement in their reading speed as a result of participating in the Homework Club. A few students were uncertain about the impact, suggesting that while many experienced clear benefits, some may not have perceived significant changes or improvements in their reading speed.

4. Math Problem Solving

- **Yes:** 100%
 - **Result:** This unanimous response indicates that every student surveyed felt they had become more proficient at solving math problems as a result of their involvement in the Homework Club.
-

4. Qualitative Feedback

- **Positive Impact:** The Homework Club has had a significant positive impact on the majority of children. 95% of the participants found it easier to complete their homework, which demonstrates the effectiveness of the program in helping students manage their workload. Many children expressed that their problem-solving skills improved (84%), which is crucial for tackling difficult assignments. An equal percentage noticed a boost in reading speed, reflecting how the club supports literacy development. Remarkably, all students (100%) reported improved math problem-solving skills, indicating a strong benefit in this area.
- **Areas for Improvement:** Despite the overall positive feedback, a small number of students were still uncertain about their progress, particularly in problem-solving (10.5%) and reading speed (16%). This suggests that more targeted support may be needed for those who are not as confident in their abilities. Additionally, feedback from these students could be used to refine the club's activities and ensure that all participants benefit equally.

5. Effects of YECED

- The Homework Club has positively impacted children's ability to complete homework, solve problems, and improve academic performance, particularly in reading and math. Although there are still some children who remain unsure about their progress, the overall trend suggests the club has been effective in supporting students' learning.
 - In the scope of YECED's homework and science workshops, we focused on improving children's foundational reading and math skills. The diversity of each child's starting level and readiness influenced their individual progress. We need to know that the differences in readiness and pre-existing knowledge, children's development varied significantly. Some children made rapid progress in both reading and math, while others required more time and support to reach their milestones.
-

ANNEX 2

Motivation Scale in Primary Education at the First Level

		Yes	No	No Idea
1	I do my school work or homework for my own sake.			
2	I do my schoolwork and responsibilities, but I don't know how it will benefit me.			
3	I do my schoolwork because my teacher and parents ask me to.			
4	I am happy when I do my homework at school.			
5	I go to school for my own sake.			
6	I go to school but I don't know what benefits it will provide me.			
7	I go to school because my teacher and parents want me to.			
8	I go to school because I am happy when I go to school.			
9	I listen to what my teachers say in class for my own good.			
10	I listen to what my teachers tell me in class, but I don't know how it will benefit me.			
11	I listen to what my teachers tell me in class because my teacher and my parents want me to.			
12	I feel happy when I listen to what my teachers say in class.			

Sub-Scale:

Identified Extrinsic motivation dimension: A1, B1, C1.

Demotivation dimension: A2, B2, C2.

Introjected Extrinsic motivation dimension: A3, B3, C3.

Intrinsic motivation: A4, B4, C4.

OUTPUT 3

Provide Education Consultancy for out-of-school or at drop risked children.

GOAL 3

To provide educational counseling to %70 of children who are identified as out of school or at risk of being out of school as a result of social investigations.

MEANS OF VERIFICATION

- Social Investigation Record
- School follow-up record
- Telephone interview after consultancy
- Focus Group for children given consultancy

MEANS OF VERIFICATION

1- Social Investigation Record **

Our social workers are conducting social survey to make a need assessment for family and children. They determine school-age children who are at risk of dropping out of school.

Target	Target Achieved	Reason for Variation (if applicable)	Progress
200 household visits	200 *	The goal has been achieved.	100%
200 children taking education consultancy	214	The goal has been achieved.	100%
School Follow up	131 *	--	Previously non-targeted**

*Number of non-repetitive beneficiaries

** Social Investigaton record is shared as an additional document.

2- School follow-up record*

After social investigation, we give children who has the risk of dropping out of school, educational consultancy. Social workers continue to follow up children's educational processes with regular calls every month.

3-Telephone interview after consultancy

The number of parents consulted by education experts and social worker:

After conducting a social assessment, a YECED social worker provided educational counseling to parents and answered their questions.

Following this, a phone interview was conducted with some of the parents who received educational counseling.

Telephone Interview Report

1. Introduction

Purpose of the Interview:

The purpose of these telephone interviews was to gather insights on the impact of the recent educational consultancy which is given to parents. We aimed to evaluate parent's general attitudes and beliefs, involvement, motivation, and challenges after consultancy.

In social investigation, our social workers are asking parents for motivation towards their children's educational life. If there is the risk of dropping out of school, our social worker is giving education consultancy to parents whose children have the risk of dropping out of school. Social workers continue to follow up children's educational processes with regular calls every month.

*School follow up record is shared as an additional document.

Participants:

A total of 15 telephone interviews were conducted with parents who received educational consultancy. The participants were randomly selected from the group of parents who benefited from the consultancy services.

Methodology: Semi-structured telephone interviews conducted over one week period. Each interview lasted approximately 5 minutes.

2. Questions

The following questions were asked during the interviews:

General Attitudes and Beliefs

- Has receiving financial support helped you in ensuring your child's continued education? (e.g., transportation support, school supplies, clothing, pocket money, materials, etc.)
- Did the regular monthly calls (follow-up) and the answering of your questions contribute to your children's continued education?
- Is it important to you that your child receives an education? Do you know how completing their education could change their life?
- What are your roles in your child's educational life?
 - Do you help your child with their homework?
 - Do you assist in preparing your child for school?
 - Do you ask questions about school?

Involvement

- Do you know your child's teachers and friends? Are you aware of their relationships?
 - Have you been able to attend parent-teacher meetings? If not, why?
-

Motivation

- Do you talk to your child about their failures at school to motivate them, and do you congratulate them on their successes?

Challenge

- What kind of challenges do you face in supporting your child's education? (financial, lack of information, time constraints, etc.) How do you cope with these challenges?

3. Key Findings

General Attitudes and Beliefs Towards Education:

Many parents recognized that although the financial support may be modest, it has played a crucial role in meeting their children's needs. They mentioned that the scholarships have enabled them to purchase books, cover transportation costs, and provide allowances for their children. While some parents feel the scholarship might be insufficient, it has still made a meaningful difference in various ways. They pointed to specific instances where the support was especially beneficial, such as during the 23rd of April event and when acquiring educational materials.

YECED's Contribution

Parents who received educational consultancy, overwhelmingly expressed positive feedback regarding the support they received. Many parents noted that the regular **follow-ups** and the opportunity to ask questions had a beneficial impact. They appreciated the ability to reach out whenever they had concerns, and many felt reassured knowing that their inquiries were addressed promptly. One parent highlighted that this support strengthened their relationship with their child, enabling them to provide better assistance with schoolwork, which in turn brought them great happiness. Others mentioned that the advice and information provided, including guidance on how to engage with their children in the evenings and support their studies, were particularly helpful. Overall, the regular communication and availability of support were seen as valuable contributions to their children's continued education.

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. One parent remarked, "There's nothing you can't achieve with education. It adds so much to a person. I want my child to complete their education." Parents repeatedly voiced their desire for their children to continue their education, seeing it as a crucial path to a better life. As one parent put it, "Of course, I want my child to continue. It will light their way and help them find their own path." Another parent highlighted the role of education in overcoming challenges, saying, "If there are so many problems, it's because of a lack of education." The theme of parental support was echoed by another parent, who said, "I want her to continue. I couldn't study, so I want my children to study. I asked her what she wants to be, and she said a lawyer. I'm behind her. If parents don't trust their children, they can't achieve anything." Another parent added, "Yes, it's important because those who can't read or write can't walk the right path. What I want most is for them to reach the highest ranks."

However, some parents acknowledged the challenges their children face in continuing their education, with one noting, "I want them to complete their education, but the circumstances are tough, and their grades have suffered." One parent expressed, "I want them to complete their education, but they will pursue vocational training rather than attending university." Despite these difficulties, the overwhelming sentiment among parents was a strong desire for their children to complete their education and achieve great things.

The interviews revealed that while many parents struggle to assist with homework due to limited literacy or other challenges, they still find ways to support their children's education. Some focus on creating a conducive study environment, while others provide emotional encouragement. For example, one parent said, "I can't help with homework because I can't read, but I make sure they are prepared for school." Parents often rely on older siblings or simply offer motivation and guidance, showing a strong commitment to their children's academic success despite their own limitation.

Involvement

The level of involvement and familiarity with teachers and school-related matters varies among parents. Many parents are well-acquainted with their child's teachers and peers, often meeting and interacting through school events and parent-teacher meetings. For example, some parents have established connections with teachers and their recommendations, and are actively engaged in discussions within the school community.

Several parents maintain regular communication with teachers, either through phone calls or direct visits to the school. They show consistent engagement by attending parent-teacher meetings and staying informed about their child's progress. However, some parents report challenges in maintaining close contact due to health issues and the distance of the school, affecting their ability to participate fully in school activities.

Overall, while many parents are actively involved and maintain good communication with teachers, geographical distance poses a barrier for some, impacting their level of engagement.

Motivation

Parents exhibit a range of supportive behaviors when addressing their child's academic successes and challenges. Many parents actively celebrate their child's achievements, expressing pride and providing encouragement. For example, they often commend their child's successes, celebrate milestones, and offer rewards as a form of motivation.

When faced with failure, parents employ a supportive and constructive approach. They focus on discussing the situation positively, offering reassurance, and encouraging their child to continue working hard. Some parents emphasize the importance of learning from both successes and failures, helping their child understand that setbacks are a natural part of the learning process.

In cases of failure, parents collaborate with teachers to find solutions and avoid repeating mistakes, demonstrating a commitment to their child's improvement. Overall, parents play a crucial role in motivating their children by celebrating successes, providing emotional support, and encouraging perseverance through challenges.

Challenge

Parents face several significant challenges that affect their ability to support their child's education. Transportation issues are a major concern, with many struggling to manage long distances to school and inadequate service options, which complicates regular attendance and involvement. Financial constraints further exacerbate the situation, as many parents find it difficult to cover the costs associated with additional lessons and educational resources. Additionally, some parents experience a lack of sufficient educational support at home due to their own limited knowledge or resources, making it challenging to assist with academic difficulties. Finally, there is often a gap in information regarding their child's educational needs and progress, which hampers their ability to provide targeted and effective support. These factors collectively impact the effectiveness of parental involvement and the overall educational experience of the child.

4. Analysis and Interpretation

The analysis of telephone interviews highlights that parents strongly support their children's education, viewing it as crucial for future success. They appreciate financial assistance for educational materials and transportation, and value the positive impact of educational consultancy. While many parents are actively involved in their child's education, regular communication with teachers and participation in school events, some face challenges such as transportation issues, financial constraints, and limited educational support at home. Despite these difficulties, parents remain committed to motivating their children by celebrating successes, providing reassurance during setbacks, and working with teachers to address academic challenges. These factors collectively influence parental involvement and the overall educational experience of their children.

5. Interpretation of YECED's Effects

Our social workers are conducting social surveys to make a need assessment for family and children. They determine school-age children who are at risk of dropping out of school. After social investigation, we give children who has the risk of dropping out of school, educational consultancy. Social workers continue to follow up children's educational processes with regular calls every month. When our social workers give educational consultancy, they also learn the attitude of parents toward education.

Our social worker reports the views of parents regarding education during their monthly meetings. According to these reports, some parents are highly involved in their children's education. They support their children to continue their education and try to assist them with their studies. Since these children are in disadvantaged situations (some have lost relatives in the earthquake, the majority are facing economic difficulties, and some live with a single parent due to separation), they may experience various challenges in their educational journey, and the parents are aware of this. Therefore, they try to help their children as much as possible. We have observed the positive impact of the educational counseling provided to these families. In phone calls, parents have stated that YECED's counseling services have made their work easier.

However, some families do not show the same level of interest and importance toward education. They struggle to assist their children and to be involved in their school life. These families often face language barriers, do not speak Turkish, and lack adequate education themselves, in addition to experiencing economic hardships. As a result, these families are not very engaged in their children's education. This has become apparent during phone calls. We have found that the counseling we provide to these families has not been very effective. Given the conditions of the region, families face various challenges, making it difficult for them to prioritize their children's education in their lives.

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4-Focus Group for children given consultancy

Our education expert and social worker provided educational counseling to 200 children in schools across Hatay.

A focus group discussion was conducted with some of the children who received educational counseling. The focus group discussion was conducted by our PSS specialist.

Focus Groups Discussion Report

Title: The Impact of Education Consultancy

Date: July 16-17, 2024

Location: Konya Container City, Hatay

Moderator: Aybüke Öztürk

Participants: 7 children (4 girls, 3 boys), aged 12-13

1. Introduction

In an effort to support children at risk of dropping out of school, the Children of the Earth Association provides comprehensive educational consultancy services. Following a thorough social investigation, these services are offered to children identified as being vulnerable to academic disengagement. As part of our commitment to these children, our social workers maintain regular monthly contact to monitor and support their educational progress.

This report presents a summary of findings from a focus group discussion conducted with children who received educational consultancy from the association. The purpose of these discussions was to evaluate changes in the children's attitudes toward their academic subjects before and after participating in the workshops. The evaluation specifically focused on understanding the impact of these workshops on the children's comprehension and engagement in their studies, providing valuable insights into the effectiveness of our consultancy efforts.

2.Methodology

Participants: 7 children, aged 12-13. These children get education consultancy offered by social workers.

Location and Time: The discussion took place on July 17, 2024, at the Konya Container City in Hatay.

Moderator: Aybüke Öztürk, the association's Meal officier, facilitated the discussion.

Tools and Methods: A voice recorder was used during the session, and all discussions were later transcribed. The questions asked were predetermined, and a semi-structured format was followed during the discussion.

3.Discussion Flow

Key Topics and Questions:

Impact of Educational Consultancy on Perceptions of School

- Change in Perceptions: Has the educational consultancy you received changed your thoughts about school? What were your thoughts about school before, and what are they now?
- Motivation Towards School: Has your motivation toward school and learning increased after receiving educational consultancy?

Understanding Educational and Career Opportunities

- Awareness of Opportunities: Do you now have a better understanding of what you can achieve with education? For example, do you understand the opportunities provided by vocational training?
- Future Educational Plans: Do you have an idea of what you want to do in the future regarding your education? Do you know what you want to achieve in the coming years?

Influence of Teachers as Role Models

- Role Models and Inspiration: Does seeing your teachers inspire you and provide hope for your own education? Do they serve as role models for you?
-

4. Summary of Discussion

- **Impact of Educational Consultancy on Perceptions of School:** The focus group discussions revealed a range of opinions regarding the impact of educational consultancy on the children's perceptions of school. While the consultancy has helped maintain a positive attitude towards school in general, negative issues with teachers remain a significant factor affecting their overall perception and reducing their motivation towards school. External factors, including societal conditions and classroom environment, also influence the children's desire to engage with school, presenting challenges that need to be addressed. Interest in specific subjects, like mathematics, positively impacts their perception, suggesting that fostering interest in various subjects could enhance their overall school experience. Additionally, some children find vocational training more appealing and beneficial, indicating a preference for practical and career-oriented education. **One notable example shared during the discussions was a child who had stopped attending school but resumed after participating in activities and lessons with Emine and Nurefsan teachers.** This highlights the significant positive influence that supportive educational environments and mentors can have on students. Overall, addressing issues with teachers, improving classroom environments, considering societal conditions, and providing diverse educational options are essential to further enhance the children's perception of school.
-

- **Understanding Educational and Career Opportunities:** The focus group discussions provided insights into the children's understanding of educational and career opportunities, revealing a diverse range of aspirations and levels of confidence in their future paths. Many children expressed a belief in their potential to succeed academically and pursue higher education, with one child stating, "I believe that if I work hard, I can succeed and go to university." However, not all shared this optimism; some expressed doubts about continuing their education, with one child admitting, "I don't think I will continue to high school." We can see that some children have very low motivation toward education because of societal conditions and classroom environments. Due to the challenges in the region, such as the poor quality of schools, the psychological impact of the earthquake on teachers, and their negative attitudes towards students, students are negatively affected in terms of continuing their education, and this drives them to despair about their education.
 - Vocational training emerged as a significant focus for many participants. Children currently engaged in vocational learning or jobs saw these experiences as direct pathways to acquiring practical skills and securing stable employment. One child mentioned, "I'm working right now, learning a job. It's vocational training. I can have a career from here." Another added, "With vocational training, you can get a job that provides income. What you learn directly translates into a profession.."
 - Aspirations varied widely among the children, reflecting diverse interests and career goals. Some expressed desires for professional careers, such as becoming a lawyer or a police officer. Others aimed for vocational and entrepreneurial pursuits, such as becoming a kindergarten teacher, a master mechanic with a car dealership, a tourism business owner, or a truck driver to enjoy traveling.
 - Overall, the discussions highlighted that while some children have clear and ambitious career goals, others need more support and guidance to explore and understand their educational and career opportunities fully. Providing information, resources, and encouragement tailored to their individual aspirations will be crucial in helping them achieve their potential.
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- **Influence of Teachers as Role Models:** The discussions revealed the significant impact that teachers have had as role models on the children. Many children expressed admiration for their teachers and saw them as examples of what they could achieve through education.
- One child highlighted the positive influence of their teachers by stating, "Our teachers have been great role models for us." This sentiment was echoed by others, with one child observing, "They studied and got to where they are. I can succeed by studying too."
- Teachers not only inspired the children but also provided practical advice and strategies for balancing work and education. For instance, one child shared a specific piece of guidance they received from their teacher: "Nurefsan teacher suggested a good system for me. Work during the summer, and go to school when it opens. Then continue working."
- These reflections underscore the crucial role teachers play in shaping students' attitudes towards education and their belief in their own potential. By acting as role models and offering personalized advice, teachers can significantly influence students' motivation and educational aspirations.

5- Key Findings

- **Emerging Themes:**
 - Supportive Educational Environments
 - Preference for Practical and Career-Oriented Education
 - Varied Educational and Career Aspirations
 - Positive Impact of Teachers as Role Models
 - Loss of Hope and Motivation in Education
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6- Analysis

The focus group discussions highlight the positive influence of educational consultancy in fostering a general enthusiasm for school, though challenges such as negative experiences with teachers and external factors like societal conditions persist. Interest in specific subjects and vocational training also plays a significant role in shaping students' engagement and career aspirations. Teachers have been pivotal as role models, providing motivation and practical advice that significantly impacts students' attitudes towards education and their future potential. Addressing these issues and continuing to offer tailored support will be key to further enhancing students' overall educational experience and career readiness.

7-Interpretation of YECED's Effects

According to the results of the focus group study we conducted to evaluate the impact of YECED's educational consultancy on children, there are many factors that affect children's views and motivation towards education. As YECED, we provide counseling to help increase children's motivation and support their school attendance. However, it should not be forgotten that the difficult conditions in the region—such as the impact of the earthquake, harsh living conditions, economic difficulties, and problems within the education system—affect children's attitudes toward education. Therefore, it is not very realistic to expect the same level of motivation from all children. The goal of the educational consultancy we provide is to change their perspectives on education, even if only slightly. Based on the results of the focus group study, we can say that this goal has been achieved and that we have seen its impact on the children.

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