



YOUTH RECOVERY PROJECT

PROJECT REPORT
1 MARCH - 30 APRIL 2023
ŞANLIURFA





TOGETHER WE WILL HEAL.. HAKAN GÜLERCE HARRAN UNIVERSITY

After the earthquakes in Kahramanmaraş, which also affected our neighboring provinces, we were all overwhelmed with grief. We were facing a major disaster that killed tens of thousands of people, injured hundreds of thousands and displaced millions. We all felt the pain in our hearts, both in our immediate surroundings and in all the provinces affected by the earthquake. The earthquake disaster had various short and long-term negative effects on many segments of society. Young people also had a significant share of these negative effects. At this point, the idea of the "Youth Recovery" project emerged in order to demonstrate the potential of youth and that youth is an indispensable resource in every aspect of social life. In this way, the youth would both heal themselves and contribute to the healing of the people around them. Within two weeks after the earthquake, we immediately prepared our project. In partnership with our Migration Policies Research and Application Center, Social Cohesion and Entrepreneurship Association and with the support of Konrad-Adenauer-Stiftung Türkiye, "Youth Recovery Project: Mitigating the Negative Effects of the Earthquake and Strengthening Sustainable Solidarity among Young People" project has been realized.

In our project, which was full of activities, the young people who participated from the earthquake zone had interactive interviews with academicians who are experts in their fields on various topics related to disasters and youth work. Having provided the necessary theoretical and practical equipment, the young people worked intensively on what can be done for themselves and their environment with a two-day workshop, which is the second main pillar of the project. In the workshop, they created immediate, short and long-term action plans based on the principles of resilience, preparedness and inclusiveness. Thus, they had the opportunity to put into practice what they learned in the seminars. In the last activity of the project, the idea workshop, the young people prepared four new projects for four different organizations to build a better and resilient society in the light of the strategies and action plans they created. Thus, by the end of our Youth Recovery project, young people have both greatly improved themselves and created projects for their environment. Now young people feel more experienced and stronger in the aftermath of pandemics, earthquakes and floods. They are aware of the potential of youth and the importance of solidarity. And this is the greatest happiness for us.

All of this work is of course the result of teamwork, both in terms of individuals and institutions. I would like to thank especially the young people who participated in our project and Prof. Dr. Veysel Bozkurt, Prof. Dr. Yusuf Adıgüzel, Assoc. Prof. Dr. Ekmel Geçer, Aslıhan Nişancı and Taha Burak Toprak who traveled to Şanlıurfa from time to time and gave seminars. KAS both provided financial support for our project and was always with us during the project process. I would like to thank Mr. Walter Glos for his on-site participation in the activities of our project. I would also like to express my gratitude to Mrs. Anastasia Pazer-Ilgaz, the project coordinator, and Bekir Öncel. On behalf of the entire project team and young people, we would like to thank our rector Prof. Dr. Mehmet Tahir Güllüoğlu, who both encouraged us and supported us with the facilities of our university at every stage of our project.

Finally we are aware of the potential of the youth to heal our wounds together in difficult times, after disasters, to restore hope and to recover stronger. We wish to realize many more beautiful projects with sustainable solidarity...

WALTER GLOS

KONRAD-ADENAUER-STIFTUNG ASSOCIATION TÜRKİYE REPRESENTATIVE



As Director of the Konrad Adenauer Foundation Türkiye, I would like to highlight our immediate response to the devastating earthquakes of February 6 in Kahramanmaraş. Our primary goal was to provide aid and support to the victims in their healing process. The project proposal by Asst. Prof. Dr. Hakan Gülerce from Harran University came at just the right time and enabled us to act faster by immediately implementing the project idea in cooperation with HÜGÖC and UYUM, even before the issue appeared on the agenda of the donor conference in Brussels.

With the Youth Recovery Project, we were able to contribute to the psychosocial recovery of young earthquake victims through seminars. In interactive discussions with scientists, the young participants developed action plans during a two-day workshop and designed four effective projects in the ideas workshop. In the process, they received valuable advice from experts in the fields of disaster sociology and psychology. The enthusiasm of the young participants underscores the importance of this project.

I would like to thank Asst. Prof. Dr. Hakan Gülerce and all the participants my thanks. We hope to expand and implement the project in other cities. During the presentation of the project, I emphasized its importance and wished the young participants every success.



EKMEL GEÇER

MARMARA UNIVERSITY

"DISASTERS AND THEIR PSYCHOSOCIAL IMPACT: HOW DO WE RECOVER?"

Marmara University, Department of Psychology
Faculty Member Assoc. Prof. Dr. Ekmel Geçer gave a comprehensive speech in his seminar titled "Disasters and Psychosocial Scenes: How Will We Heal?"

Here are some notes from Ekmel Geçer's speech:

Disasters are associated with traumatic experiences and affect both people directly exposed to disaster and those who observe it from a distance. Natural disasters, such as earthquakes, can cause psychological trauma alongside physical destruction. In addition, continuously following disaster news can mean experiencing secondary trauma. Secondary trauma is the trauma experienced by people who did not directly witness the event by watching news and visual media. Our media consumption habits have a major impact on the effects of disasters. Our tendency to be constantly exposed to the news may cause us to focus on the bad news about disasters. However, as individuals, we should act responsibly and question our emotional reactions and behaviors. Constantly watching bad news can have a negative impact on emotional and psychological well-being. Instead, we should focus on doing something useful for society as well as getting information about disasters.

Compassion and cooperation are of great importance in coping with the psychosocial effects of disasters. People's need for physical contact and assistance is an effective method for post-trauma recovery. Simple actions such as touching, hugging and listening can support the emotional well-being of disaster victims. Therapeutic communication and secure attachment also play an important role in coping with the effects of disasters. This requires professional aid providers and society at large to create a supportive environment.

Good relationships are a critical factor in coping with the effects of disasters. Strong and supportive relationships are an important part of psychological well-being. Building relationships with good people motivates us, boosts our morale and makes us feel better.



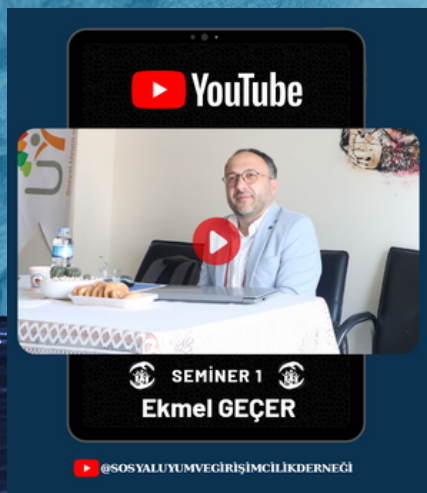
The psychological trauma caused by disasters can pass over time, but in some cases it can last a long time and post-traumatic stress disorder (PTSD) can also develop. In this case, it is important to seek professional help. Therapy, psychological support and medication are effective methods to support the recovery process after trauma. It is also important that the community supports disaster survivors. Showing empathy, understanding and sensitivity can make a big difference in the recovery process.

There are things we can do individually to cope with the effects of disasters. It is important to take care of ourselves and prioritize our physical and mental health. Exercising regularly, eating well, getting enough sleep and using stress management techniques can all contribute to post-trauma recovery. Taking time for ourselves and focusing on our hobbies and interests can help us to relax mentally.

As a society, it is of great importance to be prepared for disasters and take preventive measures. Education is an effective method to learn strategies to cope with disasters and to increase the disaster awareness of the society in general. Creating emergency plans is essential to be prepared for disasters. Moreover, strengthening the culture of solidarity and cooperation makes the society more resilient in coping with the effects of disasters.

Finally, it is important to adopt a long-term perspective in dealing with the psychosocial impacts of disasters. The recovery process can take time and each individual's needs may be different. Being patient and providing support plays a critical role in supporting the recovery process of disaster survivors. It is also important to learn from disasters and make structural changes to prevent similar situations in the future.

This seminar focuses on the psychosocial effects of disasters and how to recover from it. In addition it emphasizes the importance of compassion, therapeutic communication, secure attachment and good relationships in people's recovery from trauma and the need to provide psychological first aid and instrumental support.



ASLIHAN NIŞANCI

MARMARA UNIVERSITY

"YOUNG PEOPLE AFTER DISASTERS: NEEDS AND PRIORITIES"

The seminar titled "Youth After Disaster: Needs and Priorities" by Aslıhan Nişancı comprehensively addressed the experiences and needs of young people in the post-earthquake period. The seminar emphasized that young people are in a position of experiencing the earthquake, participating in volunteer work or preparing to help in the disaster area. It aimed to listen and understand what young people experienced, felt and the challenges they faced in this process.

The second focus of the seminar emphasized the importance of youth in future disaster preparedness. With climate change and disasters becoming a global issue, it was noted that young people play an important role in disaster preparedness. The energy, creativity and innovative thinking of young people can help to develop new approaches to combat disasters. Therefore, young people were encouraged to be sensitized to disasters, understand disaster risks and actively contribute in this regard.

The seminar also critically addressed the widespread negative judgments and negative evaluations of young people in society. In an environment where the potentials and strengths of young people are ignored and only their weaknesses are focused on, examples of how young people contribute to the transformation of society in the post-disaster process were given. It was emphasized that young people should adopt values such as solidarity, empathy, leadership and sustainability and integrate them into disaster preparedness and recovery processes.



In conclusion, Aslıhan Nişancı's seminar emphasized the post-disaster needs and importance of young people and encourages them to be actively involved in the disaster preparedness process with their strong potential. By taking into account the experiences and perspectives of young people, raising awareness, supporting and empowering them against disasters can help society to act more effectively in the overall disaster response. The seminar also highlighted the need to allocate more resources to disaster preparedness and response programs for youth. Providing young people with the necessary knowledge, skills and resources to cope with disasters will allow them to harness their own power and make valuable contributions to their communities.

Another important issue mentioned in the seminar is the promotion of a culture of cooperation and sharing among young people. Building networks of solidarity and solidarity among young people can mitigate the effects of disasters and help society recover quickly. Young people working together, sharing knowledge and experience, generating innovative solutions and utilizing resources effectively can accelerate the post-disaster recovery process.

Finally, the seminar encouraged youth to be given leadership roles in combating disasters and to actively participate in decision-making processes. The ideas and opinions of young people should be valued and they should be given a voice in disaster management and recovery processes. By developing the leadership skills of young people, they can more effectively prepare for future disasters and contribute to the sustainable transformation of society.



VEYSEL BOZKURT

İSTANBUL UNIVERSITY

"SOCIAL IMPACT OF THE EARTHQUAKE ON YOUNG PEOPLE"

In his seminar titled "The Social Effects of Earthquakes on Youth", VeySEL Bozkurt aimed to raise awareness about the effects of earthquakes on society and especially on the youth. Bozkurt shared his own experiences as someone who experienced the earthquake itself and the difficulties of the aftermath.

The seminar facilitated an open discussion on the impact of the earthquake on young people and encouraged the audience to share their experiences and reflections. Many participants highlighted the difficulties and emotional impact of the earthquake and talked about their shared experiences. In addition to those directly affected by the earthquake, young people in the neighborhood also experienced trauma and stress and the long-lasting effects of these experiences. Bozkurt notes that earthquakes not only have individual effects, but can also profoundly affect the social structure. Earthquakes can cause major changes in society by rendering norms and rules inoperable. Bozkurt states that the uncertainties and turmoil that arise in society after an earthquake can increase the anxiety of young people about the future. Therefore, it is emphasized that strong social ties can help young people cope with these challenging processes by increasing resilience in the community.

Bozkurt stated that earthquakes are repeatable and predictable natural events. Therefore, he emphasized that societies should be prepared for earthquakes and measures should be taken to ensure safety. The importance of disaster education for young people was emphasized and it was emphasized that this education can help young people learn how to cope with events such as earthquakes.



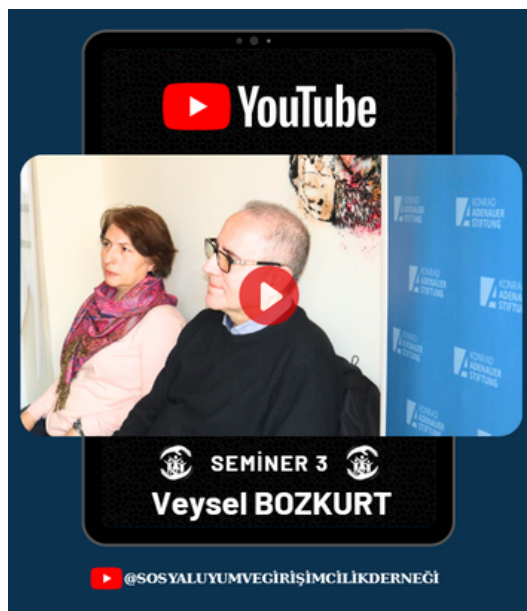
In addition to earthquakes, other natural events and emergencies were also discussed during the seminar. Bozkurt emphasized the importance for young people to be prepared and aware of natural disasters. Emergency plans and organizing drills can help young people protect themselves by reacting effectively and without panicking.

The seminar also included a review of research and studies on the social impact of earthquakes on young people. Research shows that earthquakes can cause psychological problems such as anxiety, depression and trauma in young people. Therefore, it is important that psychological support and counseling services are accessible to young people. The community needs to come together to provide post-earthquake support and support young people.

Bozkurt emphasized the importance of young people playing an active role in the post-earthquake recovery process. Young people should be encouraged to take part in projects where they can contribute to the reconstruction and recovery of their communities. This can make young people feel empowered and support them to look to the future with hope.

Finally, Bozkurt emphasized the importance of taking preventive measures to reduce the social impacts of earthquakes on youth. Steps such as pre-earthquake planning, structural retrofitting, raising public awareness and developing early warning systems can help young people become more resilient to earthquake risk.

In general, this seminar discussed the social impacts of earthquakes on young people and tried to raise awareness. It was emphasized that earthquakes can have negative impacts on the lives of young people, but that these impacts can be mitigated if appropriate measures are taken and support is provided.



TAHA BURAK TOPRAK

İBN HALDUN UNIVERSITY

"RETHINKING TRAUMA IN YOUTH WORK: POST TRAUMATIC GROWTH"

In his seminar titled "Rethinking Trauma: Post-Traumatic Growth" aha Burak Toprak emphasized these in the seminar;

Taha Burak Toprak discussed the concept of post-traumatic growth. Trauma occurs as a result of events in which a person is physically or psychologically harmed and triggers various reactions in people. On a societal and individual level, the effects of traumatic experiences are particularly evident in young people.

From a professional perspective, following disasters, losses or severe stressors, some people may experience clinical conditions such as post-traumatic stress disorder, pathological grief or depression. Furthermore, a traumatic event can trigger or exacerbate existing psychiatric problems. However, each individual has a different level of resilience and way of reacting to trauma.

Toprak emphasized that a traumatic event is an experience that divides our lives into before and after. This kind of experience has a profound impact on an individual's intellectual and emotional world, and as a result, behaviors emerge. For example, different thoughts and feelings may arise about rain and people may exhibit different behaviors according to these thoughts and feelings.

Traumatic events are more problematic when they are not sufficiently understood. If we do not find satisfactory answers about the causes and meaning of a traumatic event, questions remain open in our minds and these questions haunt us. The sense of the unknown can be difficult to deal with and can sometimes trigger feelings of fear, terror and confusion. Symptoms such as feelings of inadequacy, anxiety and worry can also occur after traumatic experiences. However, instead of focusing only on the negative effects of trauma, Toprak has drawn attention to the concept of post-traumatic growth.



Posttraumatic growth refers to the positive changes an individual experiences after traumatic experiences. These changes may occur in areas such as increased coping skills, personal empowerment, the search for deeper meaning and the ability to establish a deeper bond in relationships.

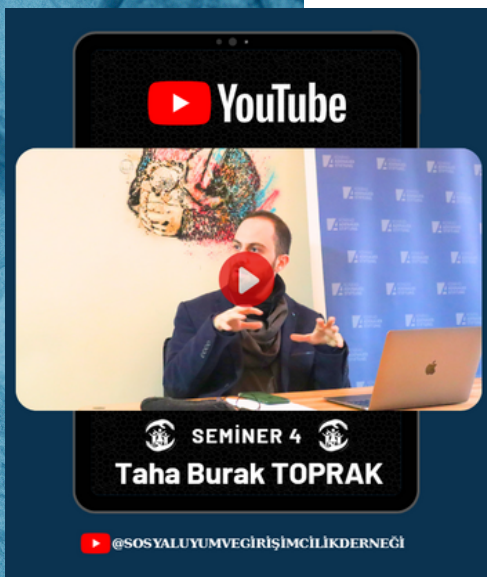
Toprak stated that post-traumatic growth depends on various factors. These include social support, personality characteristics of the individual, intensity and duration of the trauma, meanings related to the trauma, and experiences in the posttraumatic process. For example, having an effective social support network can have a significant impact on an individual's post-traumatic growth.

For many people, posttraumatic growth involves a process of finding oneself, reassessing priorities and reestablishing the meaning of life. In this process, as individuals try to make sense of the effects of the traumatic event, they have the potential to survive and thrive by utilizing their inner strengths.



At the end of the seminar, Toprak called on young people and society to focus on the potential for growth and healing after traumatic experiences. He emphasized that although the process of post-traumatic growth brings many challenges, it is an opportunity and individuals can emerge from these experiences stronger.

In conclusion, Toprak emphasized that in addition to the negative effects of trauma, individuals and society have the potential to cope with traumatic experiences and grow by focusing on the post-traumatic growth process.



YUSUF ADIGÜZEL

SAKARYA UNIVERSITY

"CIVIL SOCIETY AND YOUTH WORK IN DISASTER GOVERNANCE"

Yusuf Adıgüzel's seminar titled "Youth and Civil Society Work in Disaster Governance" emphasized the potential and importance of youth in disaster management and civil society work. The seminar explains that young people are the greatest resource of the country and can be a great power for the society and the country when guided in the right way.

Referring to the importance of management and communication problems in disasters, the speaker states that it is vital to respond to disasters effectively and to raise awareness of the society about disasters. He states that the involvement of young people in the disaster management process is necessary to produce more effective and sustainable solutions.

While discussing the concept of volunteerism, he explains that it means shouldering a job wholeheartedly and willingly. He emphasized that volunteering is an important tool for contributing to society, helping people and fulfilling social responsibilities. Stating that the concept of volunteerism is a concept that cannot be fully defined, Adıgüzel said that volunteering should be done with the norm of reciprocity. Adıgüzel stated that while volunteering can be done individually, it is more sustainable and effective to do it together with non-governmental organizations, and that acting with an institutional identity reduces shyness when helping people. He emphasized that it is important for non-governmental organizations to guide young people in their volunteering activities and reveal their potential.

The seminar focuses on how young people can be involved in disaster management and civil society activities. Adıgüzel stated that young people can play an active role in disaster response processes by using their skills, energy and innovative thinking. In this context, he stated that young people can contribute in areas such as pre-disaster preparation, emergency assistance during disasters, recovery efforts and post-disaster reconstruction.



During the seminar it was emphasized that civil society organizations provide an important platform to train young people on disaster management, raise awareness and develop projects. Adigüzel stated that young people can find the opportunity to participate in decision-making processes and manage projects by rising to leadership positions in civil society organizations. In this way, he stated that young people can have an active voice in the formulation of disaster management policies.

The seminar also emphasized that young people's involvement in civil society activities can bring many benefits for themselves. Through these activities, young people can gain experiences that can support their personal and professional development, develop leadership skills and learn to act with a sense of social responsibility.

Adigüzel stated that there are many opportunities for young people to take part in disaster management and civil society activities. For example, youth centers, university clubs, youth associations and various social projects offer platforms for young people to actively participate in these issues. It is also stated that the state and international organizations also organize programs to support young people.

In conclusion, Yusuf Adigüzel's seminar revealed the potential of young people in disaster management and civil society work. Stating that young people have a high potential for volunteering and can play an important role in rights advocacy, Adigüzel said that they can evaluate organizations in a broader framework and carry civil society work to a more ideal space.

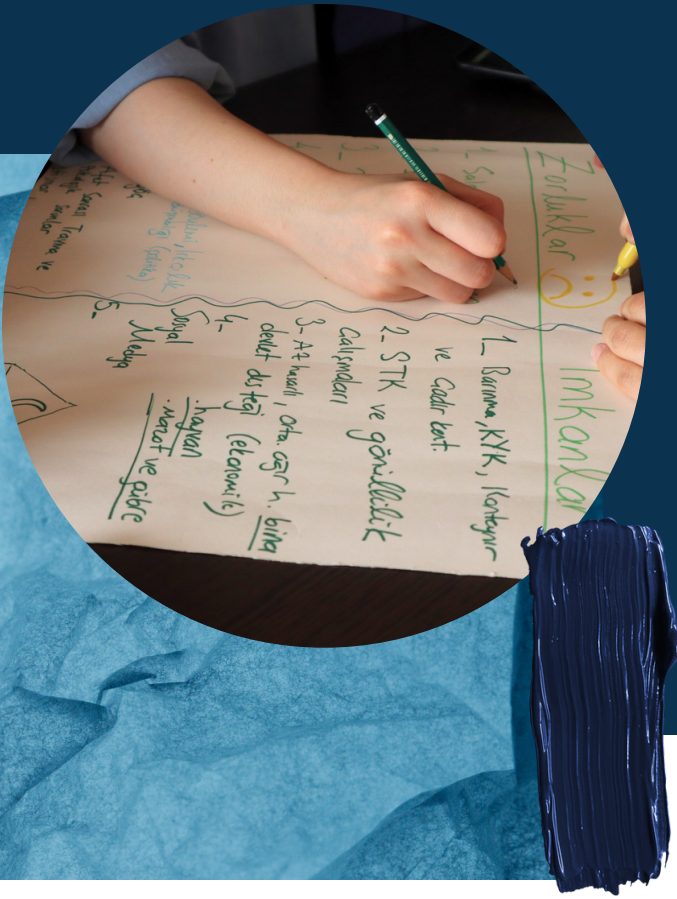


WORKSHOP



"Youth Recovery Project", aimed at fostering 'Sustainable Solidarity' among the younger generation in a bid to attenuate the adverse impacts of earthquakes and reinforce sustainability, has culminated in a two-day workshop convening dynamic youth. Over the course of this event, these proactive individuals capitalized on their accrued experiences and insights, transforming them into tangible action plans. These efforts have been instrumental in facilitating essential preparations for disaster scenarios, highlighting the significance of constructing a disaster-resilient and well-prepared youth community. Underlining the criticality of nurturing an inclusive younger demographic, these youthful participants have undertaken notable strides in this regard. Let's delve into how the first day of this eventful workshop unfolded, which harbored numerous insightful outcomes.

The workshop kicked off with a stirring activity, followed by the first in-depth discussion surrounding the hardships endured during and after disasters, along with the opportunities concealed within these trials. In this context, the participants, divided into groups, touched upon the destructive effects of disasters in general, and specifically on a catastrophic earthquake that struck Kahramanmaraş, Türkiye. These young individuals characterized the experienced earthquake as the "calamity of the century", emphasizing the occurrence of "solidarity of the era" within the throes of this disaster. They articulated the belief that such solidarity represents a significant opportunity in the midst of adversity.



Along with this, the youth who stated that the traumatic dimensions of the experienced earthquake are still ongoing, that a social collapse has occurred in this context, and that this is a significant challenge, have pointed out that they see the formation of a societal unity from a societal consciousness perspective against this challenge as a significant opportunity. Following this workshop, the youth have expressed that every difficulty harbors an opportunity, and that seeing these opportunities is important; they have mentioned that they feel fortunate for gaining such a significant perspective.

Upon completing the activity "Understanding Challenges and Opportunities," the workshop proceeded to its first day with the activity titled "Strategies: The Future We Desire." In this context, the young people who identified the challenges and opportunities, and believed in the importance of identifying opportunities in times of difficulty, have this time developed strategies related to the concept of the future they wish to experience. Accordingly, in response to the question "What kind of youth should we be talking about in the future?" the youth have stated their desire to speak of a future where active young people are intertwined with nature, resilient and prepared against disasters, possess digital proficiency, closely follow developments in this field, commit themselves to volunteering, do not exclude or feel excluded, hence are inclusive, and have the initiative and in this context are decisive.

On the second day following the first day, where significant issues were discussed and awareness levels were raised, the youth worked on urgent, short, and long-term action plans on the second day. In this context, under the principles of "resilience against disasters", "being prepared for disasters", and finally "being inclusive during disasters," the youth, divided into three groups, developed action plans.



In the context of resilience against disasters, the group that formulated proposals for action emphasized primarily on the significance of education and disaster awareness for the formation of a disaster-resilient youth. They proposed the necessity to include disaster culture and awareness as a mandatory subject within the national curriculum and the Council of Higher Education. Moreover, they underscored the need to establish disaster research centers in universities to investigate the sociological and societal aspects of disasters.

In light of the principle of being inclusive in the face of disasters, the group that formulated action proposals emphasized that an inclusive youth, one that does not marginalize or otherize, can only be built through education. They voiced the need for mentorship programs that can enlighten young people within this context.

Finally, under the principle of being prepared in the face of disasters, the group that proposed action suggestions highlighted that readiness against disasters could be achieved with first aid and intervention awareness. They also pointed out the importance of learning what needs to be done and what should be avoided during a disaster.

Having proposed action recommendations under these established principles, the young participants subsequently engaged in more comprehensive discussions concerning emergency, short-term, and long-term action plans. They once again divided into groups, and in an activity where each group determined their action plans, they united at every stage and selected certain action plans by majority vote.

The youths initially focused on emergency action plans, which included the establishment of psychosocial support centers, the implementation of the AGDEN application, the creation of socialization spaces such as cafes in container cities, the organization of entrepreneurial and social entrepreneurial skills enhancement programs, and finally, determining the roadmap for education post-disaster.



Subsequently, the youth pondered over short-term action plans; they determined the crucial steps required to be actualized in the immediate aftermath of a disaster. These included expanding the scope of mobile and stationary disaster simulation centers, establishing a museum dedicated to disasters, creating shelters and assembly points in parks. They also emphasized the necessity of educating and manufacturing portable emergency energy panels, tents, hygiene kits, etc., with vocational high school students. Lastly, they called for encouraging the youth to partake in initiatives aimed at fostering a greater awareness of disaster preparedness.

Later, they focused on long-term action plans. In this context, they developed action plans encompassing the instillation of disaster culture and awareness, the incorporation of first aid and disaster courses into MEB - YÖK curriculums, the presence of volunteer youth teams alongside professional teams in disaster rescue squads, the establishment of disaster research centers in universities, the production and widespread dissemination of sustainable public service announcements. Lastly, they suggested the propagation of projects enhancing social cohesion.

The action plans, crafted during the project, were approved by all parties involved at the end of the two-day workshop.

The Ideathon of the project titled "Youth Recovery Project", which aims to create "Sustainable Solidarity" among young people in order to reduce the negative effects of the earthquake and strengthen sustainability, was held with the participation of Anastasia Pazer-Ilgaz, project coordinator of Konrad-Adenauer-Stiftung Türkiye, and Mehmet Tahir Güllüoğlu, Rector of Harran University. During the Ideathon, the previous workshop was first evaluated and young people conveyed important points about the project process to Ms. Pazer-Ilgaz. In this context, Ms. Pazer-Ilgaz asked the young people the question "What does this project mean to you? and they answered as follows":

IDEATHON



"We went through a very difficult period as a country. Since we have never encountered such a disaster before, we did not know what to do at the time of the disaster. We all experienced a state of shock at first, and then frustration... If I speak for myself; I was saying that I would not go back to what I was before, I did not know how to heal. Then I saw the call for this project on social media accounts. I applied and was accepted, thinking that I could be of use to people. This project did me so much good that I cannot tell you. I learned that in order to heal others, we must first heal ourselves, the importance of being conscious in the face of disasters and many other things in this project. This project has been a wound healing and recovery process for me. I would like to thank everyone who contributed."

(Berrin Çoban)

"This project has been a transformational experience for me because it has provided a much-needed platform for healing and self-recovery during a time of great challenge. Through this project, I have learned the primacy of self-healing to make a positive impact on others, develop resilience in the face of disasters and gain valuable insights. Thank you to everyone who contributed to facilitate the journey of healing and finding strength." **(Amir Mustafaaalhasan)**



"After the earthquake, there was a serious devastation and I wanted to do something and be useful. But when we came together and thought about what we could do, we decided that we should first heal and then work to heal others. During the project, aftershocks were continuing and there were floods in Şanlıurfa, but we were able to come together as about twenty people and that was really valuable. The participants in the project were different young people gathered around a common pain. This situation also created awareness for me. I witnessed first hand that when it comes to solidarity, the rest is not important. The Recovery project helped me a lot and taught me a lot at a time when I needed to heal. This project has a very special place in my heart and I am grateful to everyone who contributed to it..." **(Adile Alagöz)**



"The moment and aftermath of the earthquake was a painful process for all of us. I thought this process would be permanent. After this thought, I got involved in the project and my thoughts changed. In the project, I learned that I should first heal myself, then help those around me and how to manage my traumas in a healthy environment. While healing our own wounds, we also healed each other's wounds. We understood the importance of disaster awareness. I would like to thank everyone who contributed." **(Süheyla Güler)**



The young people expressed what the project meant to them. Afterwards, Ms. Anastasia Pazer-Ilgaz expressed her gratitude to the project coordinator Hakan Gülerce for realizing such an important project:

"As Konrad-Adenauer-Stiftung Türkiye, we did not know what to do after this disaster. We only wanted to help the earthquake victims and support them in healing their wounds. While we were thinking about these things, Dr. Hakan came to us with this project request. It was really a very right project that was realized at a very right time. We were happy that at least through seminars we would contribute to the psychosocial recovery processes of young people, more precisely young earthquake victims. Hearing these words from you young people here today showed once again how important this project is. For this reason, I would like to thank Dr. Hakan and the friends who contributed. Maybe we can do the project in other cities and make it widespread."



Harran University Rector **Prof. Dr. Mehmet Tahir Güllüoğlu** visited the project team and expressed the need for young people to be involved in such an important project with the following words:

"It fills me with immense joy to see young people gather here today for such crucial tasks. Every organization requires strong leaders. In this context, I perceive every youth present here as proactive, disaster-ready, and resilient leaders, and I wish to individually congratulate each one of you. Each of you is a treasure, never forget that. I want to extend my gratitude to Dr. Hakan who helped cultivate such an environment, and to the KAS Türkiye"

He conveyed his congratulations to the youth through his words, and subsequently presented their certificates with Anastasia Pazer-Ilgaz. Following the departure of Ms. Pazer-Ilgaz and Prof. Güllüoğlu, the young individuals divided into groups and initiated the project writing process. In this context, they brainstormed project ideas that would apply the knowledge they acquired from the seminars and workshops to societal life.

WITH WORKSHOP AND IDEATHON NEW PROJECT APPLICATIONS



Experiences of Migrant and Local Youth in the
Process of Earthquake: The Case of Şanlıurfa
TUBITAK 2209 Project



Disaster Aware Solidarity Ambassadors
Erasmus+ Youth Project

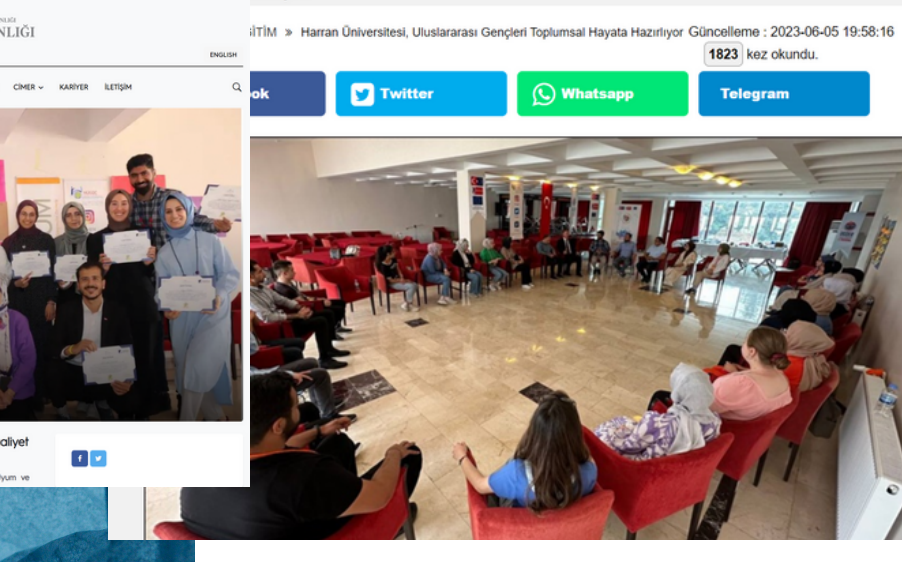
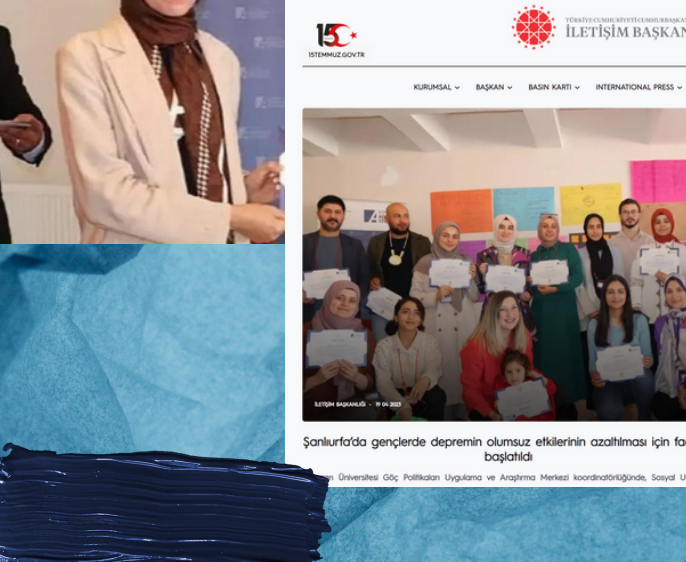
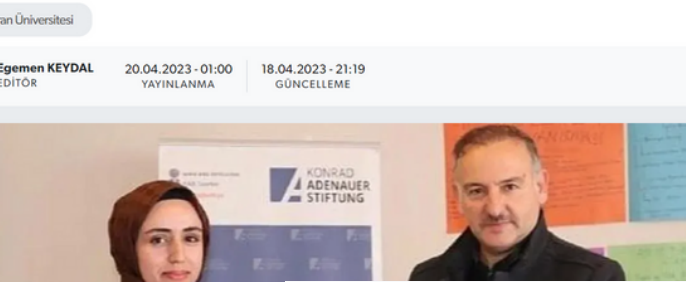


Youth Empowerment in Natural Disaster
Awareness and Psychosocial Rehabilitation Project
T-Germany Youth Bridge Project



Fostering Hope in Youth Work
KAS Association Project Application

OUR PROJECT COVERAGE IN THE PRESS



PROJECT TEAM



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Media Assistant



HAKAN GÜLERCE

Harran University Migration Policies Application and Research
Director



İSMAİL KIRMIZI

Harran University
Student of Electrical Electronics Engineering



MAJD ALWYO

Electrical and Electronics Engineer
SUGDER Volunteer





Short Introduction Movie of our Project

YouTube Videos



www.kas.de/web/tuerkei



<https://sosyaluyum.org>



web.harran.edu.tr/hugoc