



| Research Article / Araştırma Makalesi |

“From Blossoming to Blooming”: A Proposal for a Collective Learning and Development Model for Individuals Working with Infants and Toddlers

Tomurcuklanmadan Çiçeklenmeye: Küçük Çocuklara Yönelik Çalışanlar İçin Kolektif Öğrenme ve Gelişmeye Dair Bir Model Önerisi

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Keywords

1. Disadvantaged groups aged 0-5
2. Mentoring practices
3. Social cohesion
4. Intervention levels
5. Natural disasters

Anahtar Kelimeler

1. 0-5 yaş arası dezavantajlı gruplar
2. Mentorluk uygulamaları
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Abstract

Purpose: This study intends to propose a novel model for Türkiye for individuals working with infants/toddlers, a country in which nearly two million of students continuing pre-primary education exist and where there are more than half a million refugee children from 0-5 years of age, who are of Syrian origin merely.

Design/Methodology/Approach: In fact, Türkiye, as a developing country, owns a highly dynamic and challenging territory for policy makers, educators, decision making bodies, agencies, and non-governmental organizations (NGOs), which urges the said parties to act together for the ‘best interests of the child’. This research then attempts to offer a model for student teachers and NGOs to work collaboratively particularly in times of crises.

Findings: These student teachers involve high school students studying child development and university students e.g., of Preschool Education programs. The model seeks to empower student teachers to support each other through a mentoring program addressing: i.the practicum of culturally sensitive teaching, ii.inclusive and socially just praxis, iii.emotionally demanding work.

Highlights: NGOs will help the mentoring program to reach out marginalized communities, namely, infants and toddlers a)in adult prisons, b)‘on the streets’, c)in seasonal farm workers’ camps, d)in hospitals, e)in special education and rehabilitation centers. It is believed the proposed model can shed light to prospective initiatives to emerge and also strengthen the critical transition from initial professional studies to early childhood professions.

Öz

Çalışmanın amacı: Bu çalışma, okul öncesi eğitime devam eden yaklaşık iki milyon öğrencinin bulunduğu ve sadece Suriye kökenli 0-5 yaş arası yarım milyondan fazla mülteci çocuğun yaşadığı Türkiye’de bebeklerle/çocuklarla çalışan bireyler için yeni bir model önermeyi amaçlamaktadır.

Materyal ve Yöntem: Aslında, gelişmekte olan bir ülke olarak Türkiye, politika yapıcılar, eğitimciler, karar organları, kurumlar ve sivil toplum kuruluşları (STK’lar) için oldukça dinamik ve zorlu bir alana sahiptir ve bu da söz konusu tarafları ‘çocuğun yüksek yararı’ için birlikte hareket etmeye teşvik etmektedir. Bu araştırma, öğretmen adayları ve STK’ların özellikle kriz dönemlerinde işbirliği içinde çalışabilmeleri için bir model sunmaya çalışmaktadır.

Bulgular: Bu bulgular öğrenci ve öğretmenler, çocuk gelişimi okuyan lise öğrencilerini ve Okul Öncesi Eğitim programları gibi üniversite öğrencilerini kapsamaktadır. Model, i.kültüre duyarlı öğretim pratiği, ii.kapsayıcı ve sosyal açıdan adil uygulama, iii.duygusal açıdan zorlu çalışma konularını ele alan bir mentorluk programı aracılığıyla öğretmen adaylarını birbirlerini desteklemeleri için güçlendirmeyi amaçlamaktadır.

Önemli Vurgular: STK’lar, mentorluk programının marjinalleştirilmiş topluluklara, yani a)yetişkin hapisanelerindeki, b)‘sokaklardaki’, c)mevsimlik tarım işçilerinin kamplarındaki, d)hastanelerdeki, e)özel eğitim ve rehabilitasyon merkezlerindeki bebeklere ve küçük çocuklara ulaşmasına yardımcı olacaktır. Önerilen modelin, ileride ortaya çıkabilecek girişimlere ışık tutabileceği ve ilk mesleki çalışmalardan erken çocukluk mesleklerine kritik geçişi güçlendirebileceği düşünülmektedir.

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INTRODUCTION

Families undoubtedly make a fair number of efforts so as to improve their children's lives and ensure their development (Newman & Leochico, 2022). In this direction, especially the first five years are of vital importance. The said period, entitled as the early childhood period, is a period during which children acquire critical behaviors and accelerate their physical and cognitive development (Zhou & Wang, 2023). Throughout the period in question, the child's brain develops faster than ever. By the age of 3, approximately 80% of the cognitive capacity is known to be formed. Thereupon, in these years, the child needs to grow up in a safe, secure, and loving environment so that the brain can develop healthily and reach its full capacity (Ayyıldız & Yılmaz, 2023b; Breivik & Costa-Ramón, 2022). To this end, families should assure that children eat right and support their mental development with the right stimuli. What is more, the solid foundations to be established in such period involving the first five years of age can warrant that the health and well-being of the child can continue throughout life and are passed onto future generations (Currie & Almond, 2011). It is also worthy of noting herein that quality early childhood development is of great importance for the equal and fair implementation of children's rights and for achieving national development goals in the longer term (Çeviker et al., 2018). However, not every child has the same or similar opportunities and hence cannot be brought up in an equal fashion. The groups who cannot have a healthy or desirable early childhood, are oftentimes called as disadvantaged children (Janson, 2018). Provided disadvantaged children are to be classified under general headings, those will be the ones with special needs, those receiving treatment in hospitals (e.g., chronic patients), orphaned ones, those exposed to violence or abuse, the ones traumatized (e.g., due to disasters), socio-economically distressed ones (like the children of agricultural workers and alike), marginal /minority groups (such as immigrants and so on). Disadvantaged children are often less likely to have access to the essential components necessary for their healthy development (Amri et al., 2018).

There exist plentiful reasons behind the formation of disadvantaged child groups though. Wars, conflicts of interest, insufficient socio-economic opportunities in particular in the developing or underdeveloped in countries, and deprivation of basic human needs owing to geographical locations are amongst these (Fothergill, 2017). These problems are not always people oriented or systemic. From time to time, nature-oriented problems such as global epidemics, floods, and earthquakes may lead to the emergence of these disadvantaged groups or, even worse, add onto the existing issues. Such occurrences can seriously threaten lives, health, and well-being of vulnerable children aged 0-5 exclusively. At this very point, the *disadvantaged children aged 0-5*, comes to the fore as the first and foremost variable of the research. Every year, a considerable number of projects and practicum are implemented worldwide by UNICEF (the United Nations International Children's Emergency Fund) with a view to supporting disadvantaged child groups and improve the adverse conditions (Johnson et al., 2014). That said, although these practices contribute significantly to improving any form of visible disadvantage, they cannot fully solve the roots of problems. Within this frame of reference, the concept of *sustainability*, which is the second variable of the present research, gains importance. Needless to state that seeking urgent and temporary solutions will help with the resolution of several barriers within a certain period (UNISDR, 2015). Disseminating sustainable solutions and the steps to be taken will albeit open the doors for a healthier development. In this context, numerous countries are taking steps and working on this topic. One of these countries that stands out is Türkiye. As a developing country, Türkiye has an extraordinarily dynamic and challenging sphere for policymakers, educators, decision-making bodies, agencies, and Non-Governmental Organizations (NGOs) (Ayyıldız & Yılmaz, 2024).

In light of all these, this study aims to prepare a novel model; a proposal for the stakeholders engaged in the education of millions of preschool students and more than half a million refugee children aged 0-5 in Türkiye. High school students studying child development, undergraduate student teachers i.e., preschool teacher candidates as well as other university students along with Non-Governmental Organizations (NGOs) constitute the key groups in the current research. With that being said, on account of the earthquake disasters took place in series in Türkiye on February 6, 2023, more than 10 provinces and approximately 15 million people were adversely affected and tens of thousands lost their lives where others left with disabilities (URL-1, 2023). This disaster caused all the children in the regions aged between 0-5 to experience disadvantages at varying degrees. On top of these, the problems of disadvantaged groups went beyond specific themes and took on multiple disadvantaged identities. For this very reason, the scope of this research has been expanded yet still concentrating specifically on disasters. In addition to the observable stakeholder groups, volunteers, public and private institutions and organizations, national/international aid organizations, media groups, and individual initiatives are also addressed through the stakeholder scope. This has also brought a new dimension to the research, namely, the *social cohesion* variable (Danquah & Ouattara, 2023).

On the other hand, the enlargement of the stakeholder group and the fact that multiple disadvantaged groups 'replaced' the formerly disadvantaged groups made it necessary to proceed more systematically. Because of the earthquake disasters, immediate and longer-term needs altered in their quantity and size, emphasizing professional support. In order to overcome this burden and to carry out the process in a coordinated manner, it is deemed essential to display a stance that of an expert in the communication with the groups to be assisted. All these result in the materialization of two distinct notions alongside those of some novel parameters. The fourth variable, in fact the kernel, of the study became *mentoring practices* in this sense. Modus operandi pertaining to mentoring should be conducted actively for all stakeholder groups to contribute to the desired development vertically and horizontally and to intervene in the process efficiently (Carvalho & Santos, 2022). It is of great importance for high school students in the child development departments and preschool teacher candidates together with the other undergraduates and NGOs reach out all disadvantaged groups backing them up for the further expansion of the field of practice.

The fifth variable of this research is the *competent human resource* that provides horizontal and vertical development of mutual sort with the help of mentoring practices (Murphy & Olsen, 2008). When a disaster happens, applications that cover a wider area and urgent interventions are vital. Thus, competent human resources take part in support practices to be offered for disadvantaged children. Another prominent outcome of disasters is the *Reduction of Inequalities*, one that is linked to the United Nations Sustainable Development Goals. The earthquake disasters shifted the already recognized disadvantageous situations and triggered the formation of new marginal groups and/or multiply vulnerable groups. This brings to mind the concept of a *chain of responsibility*, as a variable (Yu et al., 2023).

To coordinate both mentoring practices and aid-related practices at the national and international level, it is significant to construct the responsibility chain made up of responsible persons and organizations acknowledging their duties and competencies (Ayyıldız & Yılmaz, 2023a). Chain of responsibility practices are strategic in identifying each and every step to be taken signifying levels of intervention. Stress management in disasters, the effective uses of human resources, and optimal resorting to aid and support are all made possible with an effective chain of responsibility. Finally, there arises a need for one more variable to put all the previously discussed variables together for the well-being of the disadvantaged groups between the ages 0-5. This variable can be expressed as *psychosocial support*. Whilst psychosocial support functions as part of needs of 'regular times', it turns out that such support needs to be directed to simply all taking part in the relevant processes (Baldschun, et al., 2019).

The model put forward through this study wishes to strengthen the support of all the stakeholders through mentoring practices catering to all the parties while situating the disadvantaged children between the ages 0-5 in the center. In addition to the main objectives, the model proposal also plans to implement culturally sensitive teaching practices, to realize inclusive and socially fair trials, and to gain emotionally demanding work habits. It is believed that the proposed model can cast light on the initiatives that uncover and strengthen the critical transition from initial professional education to early childhood occupations. The topics and model dimensions covered in this research seek to answer these questions:

1. How are the main characteristics of disadvantaged groups in the 0-5 age range and those of their families that entail provision of support services?
2. What should be done for the above groups embracing their innate disadvantages?
3. What stakeholders should form the social unity of power, competent human resources, mentoring practices, and chain of responsibility in the support services to be provided for the aforementioned disadvantaged groups?
4. How should be the intervention levels and areas of intervention for the disadvantaged groups mentioned above?
5. What should be the short (emergency), medium (temporary), and long (sustainable) term support practices for the groups above: prior to, during and after disasters?
6. What roles stakeholders gain in relation to vertical and horizontal learning within the scope of mentoring practices?

METHOD

A model proposal is outlined in the present study, which encompasses the applications to be made for the disadvantaged groups in the 0-5 age range and also for their families before, during and after a disaster such as a devastating quake. The model proposal prepared tried to target the characteristics of the 0-5 age group and their families, the practices that should address disadvantaged children aged 0-5 and their families bearing in mind social unity, competent human resources, mentoring practices, and a sense of responsibility. With this in mind, organizations such as the chain of action were elaborated on, support applications to be provided in the shorter, medium and longer terms were dwelled upon, the intervention levels and intervention areas for the disadvantaged groups were delved into, and information was given on how vertical and horizontal learning would take place within the scope of the relevant mentoring practices.

Comprehensive document analysis and comparative inferences were referred to and the application and intervention processes in the line of the related literature were examined. Hence a viable model proposal was put forward by blending it with meaningful and purposeful implementations. While the model proposal was being prepared, support from the field experts was taken at all stages, and maximum attention was paid to validity and reliability criteria (Flick, 2009). Systematic reviews, comparative inferences, and in-depth literature reviews were performed accordingly (Krippendorff, 2004). Thereupon, any conceptual errors were minimized in the classifications within the model structure (Marshall & Rossman, 2006).

FINDINGS

The findings obtained are shared in a particular order, considering the research problems.

How are the main characteristics of disadvantaged groups in the 0-5 age range and those of their families that entail provision of support services?

Reno Lenoi, the French Minister of Social Relations, classified disadvantaged groups in Europe in 1974 (Çeviker et al., 2018). According to Lenoi's categories, the disadvantaged groups are as follows: physically and mentally disabled, alcohol addicts, the elderly, criminals, and abused/violent children. As can be seen, disadvantaged children were solely described as physically and mentally handicapped and as abused/violent children. In a study conducted in the following years, disadvantaged child groups

were 'grouped' as homeless children, children incited to crime, children involved in child labor, children exposed to abuse/violence, children in migrant and refugee status, and the ones with mental and/or behavioral disorders (URL-2, 2023).

When the literature is checked, the disadvantaged groups by UNICEF (2018) are put forth as children with disabilities, those in underdeveloped regions and rural areas, in poor cities, as children in conflict/war environments, as those whose mother tongue is different from that of the majority of the people living in the same country as them, as international immigrants, and as refugees. Besides these, children receiving hospital/home treatment as a result of accidents, chronic illnesses, orphaned children, children with special needs, children suffering from poverty, children who have experienced a trauma are among these groups. This understanding can also involve children who are in distress (for instance, the children of agricultural workers and so forth). The earthquake disasters in Türkiye impacted the disadvantageous situations of the children aged 0-5 and led to the formation of multiply disadvantaged groups. Furthermore, unless timely and appropriate interventions are made, a disadvantageous cycle occurs and causes the emergence of new groups of disadvantaged sort. In Figure 1, the Disadvantage Cycle is depicted showing the characteristics of disadvantaged child groups and their families.

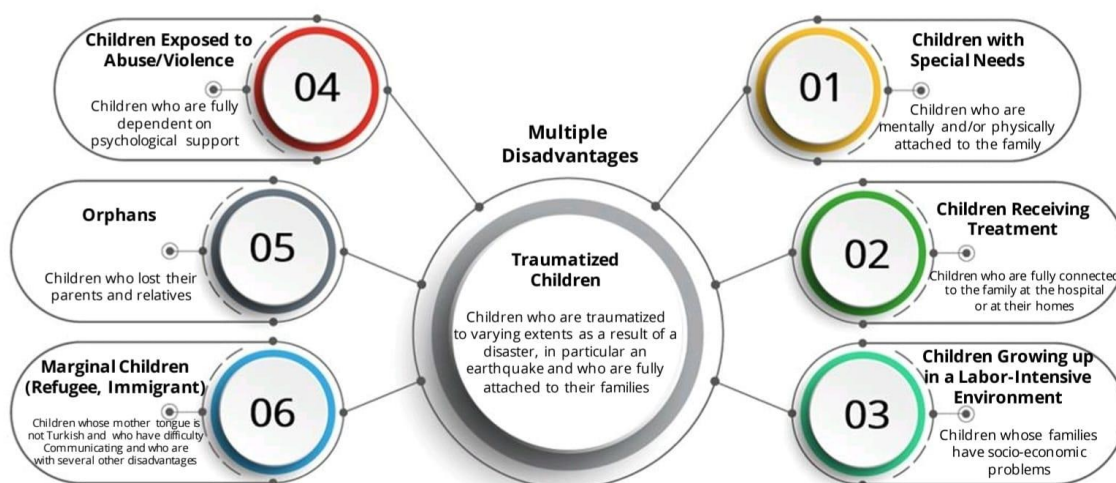


Figure 1. Disadvantage Cycle

What should be done for the above groups embracing their innate disadvantages?

Disadvantaged children between the ages of 0-5 stand out as the most vulnerable thence in need of assistance in disaster situations. Apart from self-care, these groups, who lack stress management, decision-making, or survival skills in disasters and who are physiologically inadequate, require a set of systematic help. It is eminent to take precautions prior to and after disasters such as earthquakes, which are highly destructive causing massive damage. These measures concern both the disadvantaged groups and their families. Table 1 shows the practices that should be taken into account before and after an earthquake.

Table 1. Applications Before and After the Earthquake

What to Do Before an Earthquake	<ul style="list-style-type: none"> - Under the leadership of NGOs, preschool teacher candidates, sociology, psychology, medical school, and counselling students as well as high school students studying child development should be informed about disaster risk management and confirm they play an active role in the development of action plans and possible solutions. -Planning the mitigation, preparedness, response, and improvement practices step by step and making sample applications -Preparing harm reduction plans to be implemented in the short, medium, and long run -Determining the organizational structure and mentoring steps respecting coordination, cooperation, and communication
What to Do After an Earthquake	<p>Organization Processes:</p> <ul style="list-style-type: none"> -Types of service areas and groups for the disadvantaged groups aged 0-5 are detected, NGOs take an active role - Process analysis, job divisions, and job descriptions of high school students, pre-school teacher candidates, sociology, psychology, medical school, and counselling students with volunteers and experts working in NGOs are verified <p>Analysis Processes:</p> <ul style="list-style-type: none"> -Identifying the disadvantaged children aged 0-5 and directing them to high school students studying child development, sociology, psychology, medical school and to counselling students, to preschool teacher candidates, and NGOs as portrayed in Figure 1

What to Do Before an Earthquake

- Under the leadership of NGOs, preschool teacher candidates, sociology, psychology, medical school, and counselling students as well as high school students studying child development should be informed about disaster risk management and confirm they play an active role in the development of action plans and possible solutions.

-Planning the mitigation, preparedness, response, and improvement practices step by step and making sample applications

-Preparing harm reduction plans to be implemented in the short, medium, and long run

-Determining the organizational structure and mentoring steps respecting coordination, cooperation, and communication

-Affirming health, housing, and basic needs are met and psychosocial support services are provided within the first 72 hours after a disaster

Intervention Processes:

-Determining weak, moderate, and advanced interventions for the disadvantaged children aged 0-5 and asserting the interventions of the stakeholder groups

-Arranging collaboration and cooperation of competent human resources, using human resources with maximum efficiency

-Warranting an efficient information flow; from experts to beginner-level individuals as part of the mentor-mentee relationship

-Continuous improvement and updating of the communication network

Integration Processes:

-Coordinating the services provided by high school students, sociology, psychology, medical school, and counselling students and teacher candidates for the disadvantaged children aged 0-5 within the scope of the chain of responsibility via inviting NGOs, increasing or decreasing the capacities of the practices

Monitoring, Evaluation, and Improvement Processes:

-Systematic supervision and evaluation of the activities, improvement takes place when need be

-Promoting the active use of mentoring practices mutually, horizontally, and vertically

What stakeholders should form the social unity of power, competent human resources, mentoring practices, and chain of responsibility in the support services to be provided for the aforementioned disadvantaged groups?

The most eminent issue in a disaster is insuring fast and practical assistance. In such cases, individuals from all parts of society who want to help come out and make an effort do their best. Nonetheless, disasters call for systematic organizing for which only professionals and experts should take over the responsibility. Competent human resources gain more importance here. On the other hand, this process cannot be resolved just with competent human resources, and the right members of a society must be mobilized as well. This brings to life a formation called social unity of power, which necessitates that mentoring practices are executed horizontally and vertically, and the chain of responsibility is utilized in an active fashion. Figure 2 helps visualize stakeholder groups, social unity, and chain of responsibility.

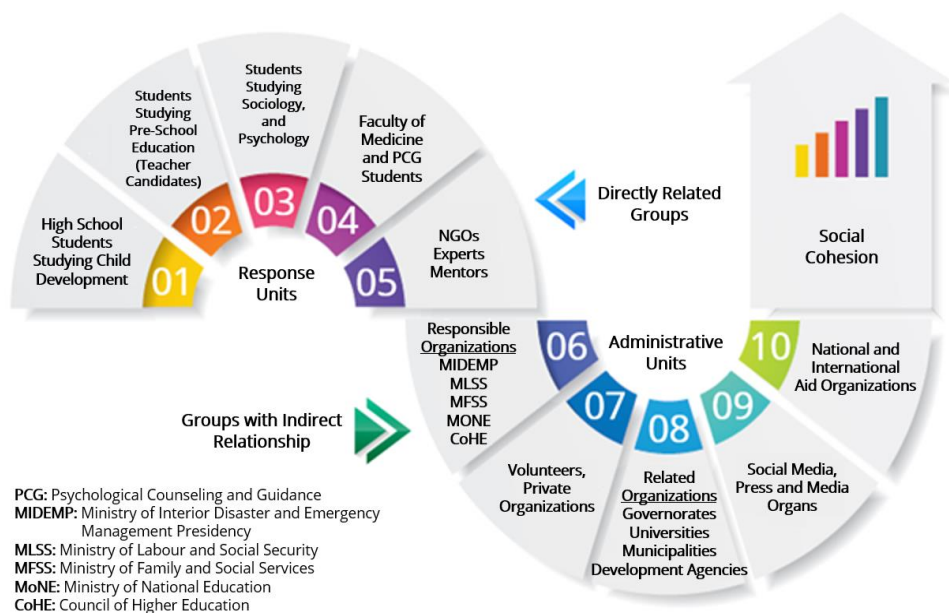


Figure 2. Disadvantage cycle stakeholder groups, social cohesion and chain of responsibility

It is clear through the above figure that several bodies and groups constitute a society. These groups are primarily divided into two administrative units and response units. The response units consist of groups directly involved in the process and who are actively engaged in the field. The latter include upper groups that track the administrative and managerial processes owning an indirect relationship with the processes. Whereas the whole system hints at the existence of social unity, the practices are called chain of responsibility practices.

How should be the intervention levels and areas of intervention for the disadvantaged groups mentioned above?

After the earthquake disasters, disadvantaged groups and families in the 0-5 age range would definitely need a certain level of intervention and support. When Figure 3 is checked, it appears that the disadvantaged group needing 1st level intervention should attain the support of local opportunities and that of the health professionals. The social power union's 1st and 2nd intervention units are sufficient at this level.

It is contemplated that the disadvantaged groups in need of 2nd level intervention need support with regional opportunities and in health and playgrounds, and intervention units 1, 2, and 3 of the social power union may be adequate.

As the severity of the earthquake disaster enhances, the disadvantaged group in need of 3rd level intervention needs opportunities at the provincial level, and the intervention areas grow and expand reaching out the fields of health, play, and art, and the intervention units 1, 2, 3, 4 and 5 of the social power union will be meaningful.

The groups in need of level 4 intervention now need facilities at the national level and areas of health, play, arts, and psychosocial support, and intervention needs to be scattered across the country. For the intervention at the 4th level, the intervention units numbered 1, 2, 3, 4, 5, 6, 7, 8, and 9 of the social unity may be purposeful.

The disadvantaged groups needing a level 5 intervention need international scale support in the areas like health, play, arts, psychosocial development, and sustainable education. Moreover, the entire social unity of forces should intervene at the international level.

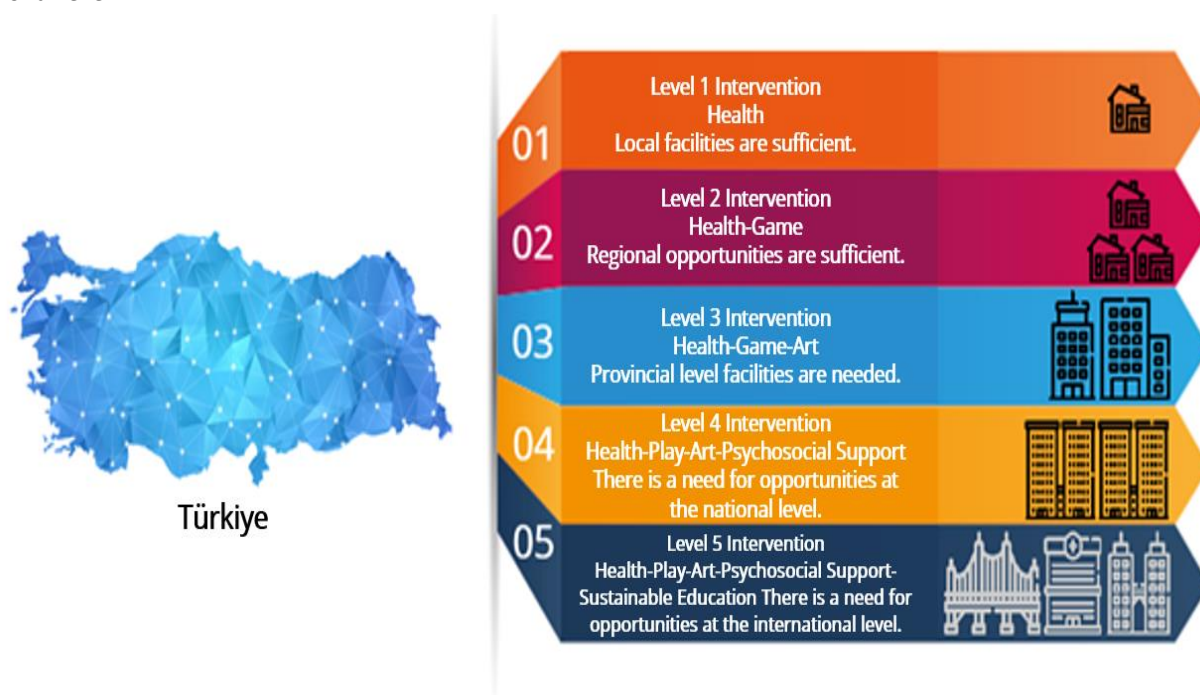


Figure 3. Levels of Intervention and Areas of Intervention

What should be the short (emergency), medium (temporary), and long (sustainable) term support practices for the groups above prior to, during and after disasters?

Post-disaster response, mitigation, and recovery efforts should progress systematically and gradually. These are divided into three main periods, that is, short, medium, and long-term ones. The applications to be provided in the short (emergency) term consist of the first 72 hours after the disaster and the first 30 days following that. The implementations in the medium (temporary) term contain those that come into play within 1 month to 12 months. Support practices to be offered in the longer (sustainable) run comprise of the activities to be completed 1 year to 3 years after the disaster. In Figure 4, support applications that can be made in the shorter, medium, and long terms are highlighted.

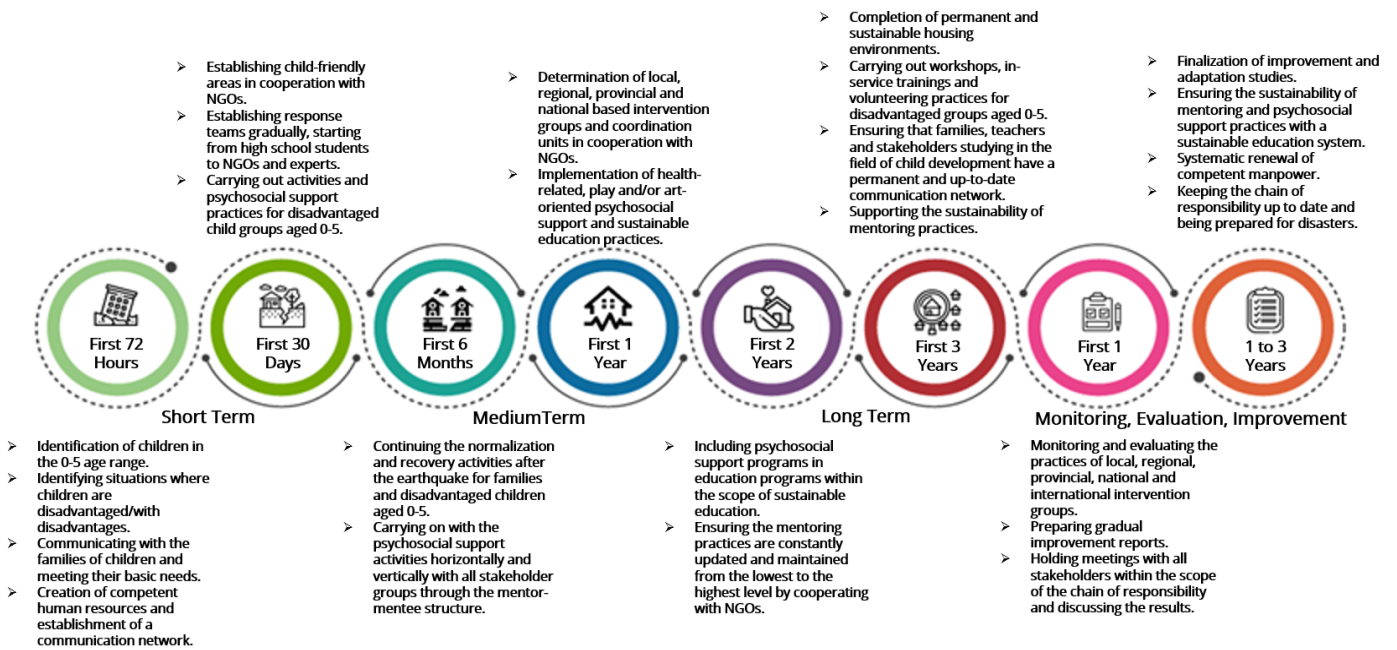


Figure 4. Short-, Medium- and Long-Term Support Applications

What roles stakeholders gain in relation to vertical and horizontal learning within the scope of mentoring practices?

Mentoring practices are of utmost importance during disasters. Horizontal and vertical applications need to be realized to make full use of the competent human resources effectively and sustainably. Horizontal mentoring practices should be conducted mutually, that is to say, from bottom to top at all levels. As mentoring intervention levels escalate, there should be a shift from horizontal to vertical practices. As one moves up to the higher levels, the level of authority and expertise also boosts. 1st-level mentoring practices are valid at the local level, 2nd-level mentoring practices at a regional level, 3rd-level mentoring practices at the provincial level, 4th-level mentoring practices at the national level, and 5th-level mentoring practices at the international level. Mentoring practices should be planned in a two-way mentor-mentee relationship.

There needs to be no unilateral self-control or confusion of authority. In times of disasters, the objective is to be able to create competent human resources as soon as possible and, if/when necessary, to stress that social unity is used most effectively. The necessary scsffold should be offered to the disadvantaged groups in the 0-5 age range, taking into consideration the appropriate mentoring level creating child-friendly areas.



Figure 5. Mentoring Practices and Mobility Levels

CONCLUSION AND DISCUSSION

In this study, through which the needs of the disadvantaged groups in the 0-5 age range in Türkiye are identified and scrutinized with those of their families exploiting a proposed mentoring model, the relevant intervention levels, and any related measures planned to be implemented in the short-medium-long term, are explored. The children in the 0-5 age range can actually have a fair number of disadvantages (Connolly & Katz, 2019). The children with special needs, those receiving treatment, the ones growing up in a labor-intensive environment, the others exposed to abuse/violence, the orphaned children, and the marginalized children make up the groups most influenced by disasters (See Figure 1). Children who already possess a disadvantage before a disaster like a huge earthquake becomes an individual with multiple disadvantages. Further to that, should timely and adequate intervention is not made, it is pretty likely that some other issues occur, which cause a disadvantageous cycle (Dagan et al., 2016).

Türkiye is located on an intense earthquake belt. For this reason, the authorities regularly endeavor to implement such projects to improve disaster management and work hard to get prepared for prospective disasters. Yet the earthquakes took place on February 6, 2023 imply that these preparations are not fully sufficient, and it is imperative to implement some alternative/additional practices as the size of the earthquake disaster elevates.

First off, what to do before and after earthquakes for the disadvantaged groups in the 0-5 age range should be planned comprehensively through the salient principles of disaster and crisis management. Aside from the existing plans, implementing the practices (organization, analysis, intervention, integration, monitoring, evaluation, and improvement processes) specified earlier in Table 1 can be an effective and appropriate intervention method. After an earthquake, many people, institutions, and organizations at the national and international levels can request for help and support (Gewirtz-Meydan, 2020) at the same time offering support. During such complicated times, there is a need for attesting competent human resources that can directly intervene in the events setting out the establishment of social unity according to the size of the disaster (See Figure 2). Otherwise, the workforce cannot be used effectively, and confusions may occur. Two units may intervene with disadvantaged groups in the 0-5 age range. These units are expressed as those with direct relations and those with indirect connections. While the groups with a direct relationship are actively involved in the field, those with an indirect relationship are either included in the system or not, depending on the size of the disaster. In the course of a disaster, response levels and the areas of intervention should also be determined well (See Figure 3).

When the accumulated literature is gone through, it is obvious that post-disaster intervention areas cluster as the ones linked to health, play, art, psychosocial support, and sustainable education (İzci & Ünveren, 2017; Griffiths et al., 2017). When the disaster response levels are studied, it is evident that they are hierarchically at local, regional, provincial, national, and international levels. As the level of intervention rises, so does the required intervention area. Once the intervention areas and levels are appointed, it is highly important to implement short (urgent), medium (temporary), and long (sustainable) practices (Kodal et al., 2018) and to diagnose the mentoring patterns in this process (See Figure 4). Mentoring practices are carried out horizontally and vertically depending on the level of intervention (See Figure 5). The steps of social unity come to the fore once again in this section, and in horizontal and vertical mobility, applications always progress in two diverge directions. There is no unilateral mentoring process. Implementing the mentoring practices most successfully contribute to the sustainability of the competent human resources within the mentor-mentee relationships.

Practical Implications

This study portrays a comprehensive mentoring model that might be adopted in the territories where there are disadvantaged children. The model emphasizes the role and place of solidarity welcoming the potential support of all the parties in an inclusive way. It is hoped that the model can set an example through the cooperative and collaborative acts it points out by all the responsible groups, volunteers, policy makers, and simply by humans.

Limitations and Future Research

This research italicizes the cases of the children aged between 0-5 in particular after a big-scale disaster taking place in a developing country, where these groups emerge with divergent and intersecting disadvantages. It is believed that the rather unique demands and needs of these children and those of their families make this study an authentic one but cross-national research in a world full of wars, conflicts and natural disasters can be of even more help.

Declaration of Conflicting Interests

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Statements of publication ethics

I hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Author contribution statements

The research was prepared by a single author.

Ethics Committee Approval Information

There were no human participants in the research process due to document review and model proposal development. Therefore, ethics committee permission was not required.

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