NATIONAL STRATEGIC ACTION PLAN FOR DISASTER PSYCHOLOGY IN TÜRKIYE (TAP-SEP)
(PROPOSAL)

DRAFT FRAMEWORK FOR POLICY, PRACTICE, AND CAPACITY DEVELOPMENT

Disaster Psychology Platform Association (APP-DER)
The Turkish Japanese Foundation (TJV)

Türkiye, 2025

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VERSION NO: 1

PhD, Trauma Psychologist Yeşim Ünal
Workshop Chair
Disaster Psychology Platform Association (APP-DER)

Assoc. Prof. Dr. Emin Özdamar
Workshop Co-Chair,
The Turkish Japanese Foundation (TJV)

Important Note:
This document constitutes an evidence-based policy recommendation and strategic framework prepared by the Disaster Psychology Platform Association (APP-DER) and the Turkish Japanese Foundation (TJV). It does not represent an official national plan of any institution. The document is open to feedback and further development through the contributions of relevant public institutions, professional organizations, academic bodies, and field stakeholders.

Afet Psikolojisi Platformu Derneği

Türk Japon Vakfı
土日基金
The Turkish Japanese Foundation

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FOREWORD

The Turkish-Japanese Foundation has, since its establishment, regarded strengthening the bonds of friendship between Türkiye and Japan and supporting collaboration on issues of shared concern to both societies as one of its core missions.

Disaster management and post-disaster psychosocial processes occupy a significant place in the collective memory of both countries. Through the initiatives carried out under the Foundation's umbrella and the collaborations established with civil society organizations in this field, we aim to make a modest contribution to enhancing our country's disaster preparedness.

I would like to extend my sincere gratitude to all experts and academics whose efforts and contributions made the development of this National Strategic Action Plan possible. I hope that this document will serve as a valuable resource for all stakeholders and practitioners in the field.

With my sincere regards,

Prof. Dr. Nejat Bora Sayan
First President of the Turkish-Japanese Foundation

FOREWORD

Disasters are not solely events that cause physical destruction; they also generate profound psychological impacts that individuals, teams, and societies carry for many years. Each major disaster once again demonstrates that psychological resilience and emotional recovery processes are not complementary elements of disaster management, but rather its foundational components.

As the Disaster Psychology Platform Association (APP-DER), the field experiences we gained following the 6 February 2023 Earthquake's, together with our long-term efforts, have clearly revealed the need to establish disaster psychology in Türkiye within an institutionalized, scientific, and sustainable framework. This National Strategic Action Plan has been developed with the aim of moving disaster psychology beyond being a support field activated only during the response phase, and instead creating a comprehensive framework integrated across all phases of disaster management: pre-disaster preparedness, disaster-time response, and post-disaster recovery.

The 1st International Disaster Psychology Workshop, organized within the scope of our collaboration with the Turkish–Japanese Foundation, constituted a critical milestone in shaping this plan. The knowledge and evaluations produced through the contributions of academics, field practitioners, public institutions, and non-governmental organization representatives from both Türkiye and Japan have formed the scientific and practical backbone of TAP-SEP. In particular, Japan's disaster psychology approach grounded in community-based resilience, long-term monitoring, and institutional learning has served as one of the key references strengthening the conceptual framework of this plan.

This document aims to enhance the psychological well-being of disaster workers, increase community-based resilience, deepen inter-institutional collaboration, and establish disaster psychology in Türkiye as a clearly defined, standardized, and continuously evolving field of expertise.

I would like to extend my sincere gratitude to all academics, institutional representatives, field professionals, volunteers, and especially our valued contributors from Japan who have supported this process. I firmly believe that this collective effort grounded in scientific knowledge, ethical responsibility, and international solidarity will contribute to strengthening the field of disaster psychology in Türkiye and to the development of a more inclusive disaster management system.

PhD, Trauma Psychologist Yeşim Ünal
Workshop Chair,
Chairperson
Disaster Psychology Platform Association

FOREWORD

Despite their distinct geographical contexts, Türkiye and Japan share a common historical experience shaped by disasters, as well as a strong culture of social resilience. This shared ground and long-standing mutual solidarity constitute one of the key foundations of the enduring cooperation between the two countries, enabling deepened, interdisciplinary, and sustainable collaboration—particularly in the field of disaster psychology.

As TJV, we have been implementing numerous projects targeting youth and individuals with special needs, with the aim of preventing natural hazards from turning into disasters or, at a minimum, mitigating their adverse impacts. Within this framework, we regard the strengthening of the psychological dimension in disaster preparedness and post-disaster recovery processes not merely as a scientific necessity, but as a strategic investment in the future of societies. The 1st International Disaster Psychology Workshop, organized in collaboration with APP-DER, represents a significant step toward elevating Türkiye–Japan cooperation in disaster psychology to an institutional level.

Throughout the workshop process, the exchange of knowledge between academics and practitioners from Japan and representatives of public institutions, disaster workers, researchers, and non-governmental organizations from Türkiye enabled a reciprocal enrichment of both countries' expertise in disaster psychology. The evaluations and recommendations that emerged from this process directly contributed to the development of TAP-SEP.

TAP-SEP serves as an important reference document for the institutionalization of disaster psychology in Türkiye, the strengthening of its scientific and ethical foundations, and the dissemination of community-based resilience approaches. As TJV, we are highly pleased to have been part of this process and to have contributed to the exchange of knowledge and experience between the two countries.

We extend our sincere gratitude to all experts, academics, and institutional representatives who contributed to this work, as well as to the Hyogo Prefecture, Kansai University of International Studies, and the Disaster Psychology Platform Association. We hope that the cooperation between Türkiye and Japan in the field of disaster psychology will continue to deepen in the period ahead.

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Assoc. Prof. Dr. Emin Özdamar
Workshop Co-Chair,
Vice President
The Turkish–Japanese Foundation

ABBREVIATIONS

AFAD: Ministry of Interior Disaster and Emergency Management Presidency

APP-DER: Disaster Psychology Platform Association

ASHB: Republic of Türkiye, Ministry of Family and Social Services

NGO: Non-Governmental Organization

TAMP: Disaster Response Plan of Türkiye

TAP-SEP: Türkiye Disaster Psychology Strategic Action Plan

TJV: The Turkish Japanese Foundation

I. INTRODUCTION AND RATIONALE

1. PSYCHOLOGICAL IMPACTS OF DISASTERS IN TÜRKIYE AND THE CURRENT SITUATION

Türkiye faces multiple disaster risks due to its geographical location, tectonic structure, and the impacts of climate change. Earthquake's, floods, wildfires, technological accidents, forced migration movements, and mass traumatic events not only cause physical and economic losses, but also leave long-lasting psychological and social impacts on individuals, families, teams, and society as a whole.

Disasters are experiences that profoundly disrupt individuals' sense of safety, perceived control, and continuity of life. The psychological effects that emerge in these processes are not limited to those directly affected by the disaster. Search and rescue teams, healthcare workers, psychosocial support personnel, volunteers, and all other professionals working in disaster settings are also exposed to intense stress, uncertainty, traumatic experiences, and the risk of secondary traumatic stress.

In Türkiye, post-disaster psychosocial support practices gained visibility particularly after the 1999 Earthquakes and have since accumulated substantial field-based experience.

However, these experiences clearly demonstrate that addressing disaster psychology solely as a support field activated during times of crisis is insufficient. Disaster psychology requires a holistic approach encompassing pre-disaster preparedness, disaster-time response, and post-disaster recovery and reconstruction phases.

Although significant progress has been made in recent years in the field of psychosocial support, structural gaps remain in areas such as institutional coordination, standardized training models, field implementation protocols, staff support systems, data management, and ethical frameworks. This situation necessitates the establishment of disaster psychology within a systematic, sustainable, and scientifically grounded national framework.

TAP-SEP has been developed in response to this need, with the aim of positioning disaster psychology as a permanent and foundational component of the national disaster risk management system.

2. THE ROLE OF DISASTER PSYCHOLOGY PRACTICES WITHIN TAMP

Disaster psychology is structured within the scope of TAMP through the Psychosocial Support Service Group. TAMP was established to ensure inter institutional coordination during disasters and emergencies, to support the effective use of resources, and to strengthen a holistic intervention approach.

The primary responsibility of the Psychosocial Support Service Group is to protect and enhance the psychological well-being of individuals affected by disasters, bereaved families, response teams operating in disaster settings, and service providers. In current practice, this service group predominantly operates in the post-disaster phase and focuses largely on crisis-oriented interventions.

To increase the effectiveness of this system, an accreditation-based approach is of critical importance one in which the roles and responsibilities of key stakeholders, particularly the Ministry of Family and Social Services, are clearly defined, and in which the qualifications, competencies, and ethical standards of field-based teams are formally assured.

An accreditation system, grounded in ethical principles, strengthens the standardization and accountability of services through its core components, including education, supervision, professional competence, defined roles and responsibilities, and quality assurance mechanisms. However, disaster psychology serves not only a remedial function but also fulfills preventive, protective, and resilience enhancing roles. For this reason, the psychological dimension must be systematically integrated into all phases of the disaster risk management cycle. The sustainability of such integration depends on the institutional definition of structures that will operate in the field, as well as on maintaining an accredited human resource capacity that is not mobilized on an ad hoc basis, but remains continuously prepared and operational.

TAP-SEP aims to move disaster psychology beyond a merely complementary component of TAMP and to establish it as an institutionally defined area of expertise that plays an active role across the preparedness, response, recovery, and reconstruction phases. This approach seeks to enhance both the continuity and the effectiveness of psychosocial support services.

3. THE ROLE OF DISASTER PSYCHOLOGY PRACTICES IN TÜRKIYE FROM THE 1999 EARTHQUAKES TO THE PRESENT

The 1999 Earthquake's centered in Gölcük and Düzce/Kaynaşlı marked a critical turning point in Türkiye, making the need for disaster psychology visible at an institutional level. During this period, psychosocial support activities were largely carried out on a voluntary basis, with limited institutional coordination and without clearly defined standards. Nevertheless, this experience demonstrated that disaster psychology should not be considered a secondary service, but rather a necessary and systemic component of disaster management.

Beginning in the 2000s, various psychosocial support protocols were developed with the contributions of the Ministry of Family and Social Services (ASHB), the Ministry of Health, AFAD, the Turkish Red Crescent, universities, and non-governmental organizations. After AFAD's establishment and ASHB's designation as the main solution partner for psychosocial services within the Türkiye Disaster Response Plan (TAMP), ASHB began developing standardized programs, guidelines, and implementation models to guide field practices. In addition, ASHB strengthened institutional capacity by designing structured training programs and in-service education modules for its professional staff.

Despite these developments, psychosocial practices remained largely focused on the post-disaster response phase, while institutional structures related to preparedness, psychological resilience of personnel, and long-term monitoring mechanisms remained limited.

From around 2015 onwards, the needs of professionals working in the field such as secondary trauma, burnout, and psychological resilience became more visible. Approaches focusing on staff support and "helping the helpers" began to gain greater attention. However, these efforts were often limited to psychosocial professionals and rarely expanded into models that would include all personnel working in disaster settings.

The February 6, 2023 Earthquakes further highlighted these gaps. During the disaster response, the psychological needs of frontline workers were frequently addressed through temporary, project-based, and reactive interventions. Comprehensive and sustainable staff support systems at the institutional level remained insufficient. Issues such as workload management, rest cycles, post-deployment monitoring, and supervision mechanisms lacked a systematic framework.

These experiences clearly indicate that disaster psychology practices and support for disaster workers must evolve beyond an individual recovery focus. Instead, they should develop into a multi-layered system that encompasses all disaster personnel while prioritizing institutional resilience and professional sustainability.

National Strategic Action Plan for Disaster Psychology in Türkiye, Türkiye, 2025

4. GLOBAL DISASTER PSYCHOLOGY PRACTICES AND MODELS

At the international level, disaster psychology is recognized as an integral component of disaster and emergency management systems. It is structured in close connection with scientific research, policy development, and institutional capacity-building processes. In many countries, this field is addressed not only during the response phase but through long-term strategies that encompass preparedness, recovery, and reconstruction.

In Japan, disaster preparedness has become a social practice, and disaster psychology is closely integrated with community-based resilience approaches. This framework links individual preparedness behaviors with institutional and societal capacity. School-based drills, neighborhood volunteer networks, and initiatives that preserve collective memory are key components of this approach. Universities and disaster and trauma psychology research centers—often established within prefectural administrations in regions that have experienced major disasters conduct long term monitoring of psychosocial impacts, and their findings contribute to the continuous improvement of policies and practices. In this respect, Türkiye–Japan cooperation offers an important reference for mutual learning and adaptation.

In the United States of America, Psychological First Aid and disaster mental health practices are structured within national standards. The effectiveness of post-disaster interventions is monitored through national data systems across short-, medium-, and long-term time frames, allowing continuous alignment between policy and practice.

Within the World Health Organization's Emergency Medical Teams (EMT) system, multidisciplinary teams deployed to disaster areas include clearly defined roles for mental health professionals. This structure supports coordinated and integrated work between mental health specialists and medical and logistical teams during disaster response.

Across European Union countries, disaster psychology has been integrated horizontally into health, education, and social service systems. Through joint projects and cross-border crisis response mechanisms, monitoring and evaluation of psychosocial support interventions as well as the sharing of good practices have become key components of institutional learning.

These international examples demonstrate that disaster psychology should be approached not as a temporary humanitarian response, but as a data-driven, professionally standardized, and institutionalized system. Drawing inspiration from these practices, TAP-SEP aims to develop a model tailored to Türkiye's cultural and institutional context.

5. THE ROLE OF APP-DER AND TJV AND INSTITUTIONAL COLLABORATION

APP-DER was established to strengthen institutional capacity in the field of disaster psychology in Türkiye, promote evidence based practices, and support the integration of disaster psychology as a permanent component of the disaster management system. The association adopts a comprehensive approach that covers disaster preparedness, training, field implementation, psychological support, trauma intervention, disaster clinical practice, operational cooperation, professional training, supervision, referral mechanisms, and research activities.

Within this framework, the Disaster Psychology Training Modules System (APEM) was developed to provide standardized training and practice frameworks for different professional groups. The association collaborates nationally with public institutions, universities, and non-governmental organizations, and internationally with several countries, particularly Japan.

TJV plays a pioneering and facilitating role in disaster risk reduction in Türkiye and provides a strong institutional platform for cooperation in the field of disaster psychology within the framework of Türkiye–Japan collaboration. Through international workshops, academic initiatives, and practice-oriented activities, the foundation supports knowledge and experience sharing between the two countries. It also contributes to the dissemination of preparedness- and resilience-oriented approaches at both institutional and societal levels while creating opportunities for active engagement for young people and professionals.

This cooperation strengthens both the academic and applied dimensions of disaster psychology and provides an important reference point for the development of a national disaster psychology strategy in Türkiye.

6. PROCESS OF THE 1ST INTERNATIONAL DISASTER PSYCHOLOGY WORKSHOP AND PARTICIPANT CONTRIBUTIONS

The 1st International Disaster Psychology Workshop was held under the auspices of the TJV and coordinated by the APP-DER. The workshop was conducted with the participation of academics, public institutions, field practitioners, and non-governmental organisation representatives from both Türkiye and Japan.

Throughout the workshop process, the current state of disaster psychology, institutionalization needs, field implementation requirements, and staff support models were addressed from a multidisciplinary perspective.

Findings generated through five thematic working groups formed the core axes of this national strategic action plan.

This process is regarded as a significant step in strengthening sustainable scientific and applied collaboration between Türkiye and Japan in the field of disaster psychology. Information related to the workshop is presented in Annex 2.

II. VISION, MISSION, AND CORE PRINCIPLES

1. Vision

To establish disaster psychology as an integral, institutionalized, and continuously evolving component of Türkiye's disaster risk management system, and to build a national disaster psychology capacity grounded in scientific, ethical, and cultural foundations.

This vision defines disaster psychology not merely as a service area providing post-disaster support, but as a multidisciplinary and multi-stakeholder field of expertise that plays an effective role across all phases of disaster management: pre-disaster preparedness, disaster-time response, post-disaster recovery, and reconstruction.

TAP-SEP aims to develop a long-term and institutional disaster psychology ecosystem by combining Türkiye's strong culture of social solidarity in the face of disasters with systematic approaches learned from international good practices particularly those of Japan.

2. Mission

To strengthen the psychological resilience of individuals, communities, and all personnel working in disaster settings before, during, and after disasters, and to ensure that psychosocial support services are delivered in a scientifically grounded, accessible, sustainable, and rights-based manner.

In line with this mission, TAP-SEP aims to:

- Address education, capacity building, and field implementation in disaster psychology within an integrated system;
- Institutionalize staff support, supervision, and ethical guidance mechanisms;
- Strengthen knowledge generation and the exchange of experience through national and international collaborations.

Within this framework, disaster psychology is approached as a strategic field that supports institutional resilience and societal sustainability beyond individual recovery.

3. Core Principles

TAP-SEP is grounded in core principles defined in alignment with the workshop outputs, national legislation, and international standards. These principles provide a guiding framework for all phases of disaster psychology practice.

3.1. Human Dignity and Ethical Approach

Disaster response is guided by the understanding that every individual is worthy of protection. Psychosocial support services are delivered in line with respect for human dignity, privacy, voluntariness, and informed consent. Interventions are based on the principles of non-maleficence, beneficence, justice, and careful attention to power dynamics.

3.2. Scientific Rigor and Evidence-Based Practices

Disaster psychology practices are grounded in up-to-date scientific knowledge, national guidelines, and international standards. Methods and intervention models are regularly reviewed and refined in light of field data and research findings.

3.3. Inclusivity and Cultural Sensitivity

Psychosocial support services are designed to include all segments of society, including children, older adults, women, persons with disabilities, migrants, and other vulnerable groups. Interventions take into account local cultural values, belief systems, linguistic diversity, and practices of social solidarity.

3.4. Multi-Stakeholder Engagement and Interdisciplinary Collaboration

Disaster psychology is a shared responsibility of public institutions, academia, NGOs, local authorities, and international actors. Inter-institutional collaboration through joint trainings, field implementation, data sharing, and knowledge transfer is a cornerstone of sustainability.

Türkiye–Japan cooperation represents a concrete and learning-oriented example of this approach.

3.5. Institutionalization and Sustainability

Disaster psychology is approached not as a field confined to temporary projects, but as a permanent, clearly defined, and institutionalized structure. Establishing training standards, ethical frameworks, supervision systems, staff support programs, and continuing professional development mechanisms is a priority.

3.6. Resilience and Community Participation

Disaster psychology aims not only to provide professional interventions, but also to strengthen communities' own capacities for recovery and resilience. Community-based psychosocial support models, local volunteer networks, and participatory approaches are essential components of disaster preparedness and post-disaster recovery processes.

III. STRATEGIC AXES AND THEMATIC AREAS

TAP-SEP is structured around five strategic axes that encompass the diverse actors and levels of practice within the field of disaster psychology. These axes are defined to cover all phases of the disaster risk management cycle, including pre-disaster preparedness, disaster-time response, and post-disaster recovery.

Each strategic axis is designed to address its own specific needs while also functioning in an integrated manner with the other axes.

Axis 1. Academic Studies

The Academic Studies axis aims to strengthen scientific knowledge production in the field of disaster psychology and to ensure its continuous interaction with field practice.

Within the scope of this axis, the following are identified as priority objectives:

- Structuring disaster psychology as a clearly defined and recognized field at the undergraduate, master's, and doctoral levels;
- Promoting interdisciplinary collaboration across universities;
- Supporting research grounded in field-based data;
- Producing national and international publications, reports, and policy documents.

Academic knowledge production is approached not merely as a theoretical domain, but as a dynamic structure that informs field practice, learns from practice, and sustains this reciprocal cycle.

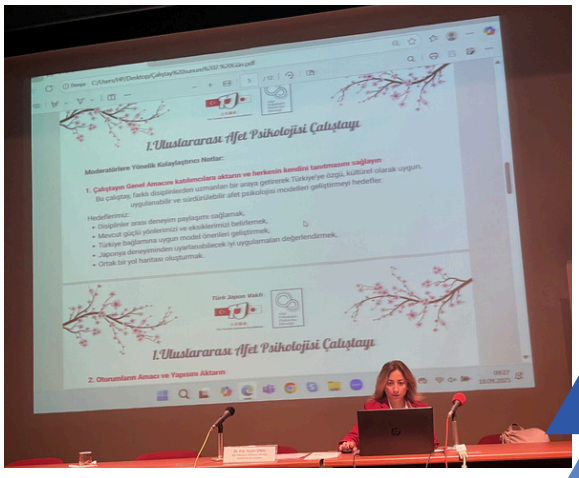
Axis 2. Search and Rescue Teams and First Responders

This axis places the psychological preparedness, resilience, and well-being of search and rescue teams, first responders, and support personnel who operate in the field at the earliest stage of a disaster at its core.

Within this framework, the following are identified as key priorities:

- Scaling up pre-disaster psychological preparedness and resilience trainings for first responders;
- Establishing psychosocial support mechanisms before, during, and after deployment;
- Institutionalizing peer support, supervision, and post-deployment debriefing and review processes;
- Informing families and incorporating them into support processes.

This axis approaches psychological resilience not as an individual responsibility, but as an institutional obligation.



Axis 3. Psychosocial Practitioners

The Psychosocial Practitioners axis defines the professional field encompassing psychologists, psychological counselors, social workers, and other relevant occupational groups.

Within the scope of this axis, the following are envisaged:

- Developing competency-based training and certification systems;
- Clarifying ethical principles and professional boundaries specific to the disaster context;
- Structuring supervision, mentoring, and staff support systems;
- Strengthening resilience and burnout prevention mechanisms tailored to long-term field deployments.

Psychosocial practitioners are approached not only as professionals providing individual support, but as an integral part of the disaster management system.

Axis 4. Emergency Medical Teams

The Emergency Medical Teams axis encompasses National Medical Rescue Team (UMKE), 112 Emergency Health Services, and other healthcare personnel.

Within the framework of this axis, the following are defined as priority areas:

- Developing psychological preparedness programs that take into account the ethical dilemmas and high-stress conditions healthcare workers encounter during disasters;
- Establishing psychosocial support mechanisms for triage, critical decision making, and situations involving mass loss;
- Improving working hours, rest cycles, and post-deployment follow-up processes;
- Establishing peer support and staff support units.

This approach addresses the sustainability of health services together with staff well-being.

Axis 5. Non-Governmental Organization (NGO) Initiatives

The Non-Governmental Organizations (NGOs) axis aims to strengthen the coordination, capacity, and ethical practice standards of national and local NGOs that play an active role in disasters.

Within the scope of this axis, the following are identified as priority objectives:

- Strengthening coordination mechanisms among NGOs and between NGOs and public institutions;
- Standardizing volunteer management, accreditation, and safeguarding practices;
- Clarifying ethics, competencies, and professional boundaries in psychosocial interventions;
- Strengthening institutional memory and knowledge-sharing.

NGOs are approached not as complementary actors in the field of disaster psychology, but as equal stakeholders working collaboratively with public institutions, academia, and communities.

IV. STRATEGIC OBJECTIVES AND ACTION AREAS

TAP-SEP is structured around five core strategic objectives aimed at establishing disaster psychology as a permanent, clearly defined, and functional field within the national disaster management system. These objectives reflect a holistic approach spanning policy development and field implementation, as well as education, research, and community awareness.

Strategy 1. Policy and Institutionalization

This strategic objective aims to institutionally integrate disaster psychology into Türkiye's disaster risk management system.

Within this scope, the following have been identified as priority action areas:

- Clearly defining the roles and responsibilities of disaster psychology within the TAMP;
- Structuring psychosocial support services in alignment with the relevant service groups;
- Clarifying inter-institutional roles, mandates, and coordination mechanisms;
- Establishing national-level ethical principles, professional standards, and practice frameworks.

In line with this objective, disaster psychology should be reframed beyond an approach driven by individual initiatives and instead structured within an accountable and sustainable framework that is aligned with public policies.

Strategy 2. Education and Capacity Building

The education and capacity building objective aims to systematically strengthen the knowledge, skills, and resilience of all stakeholders working in the field of disaster psychology.

Within this scope, the following are identified as core action areas:

- Defining and scaling up the disaster clinician model at the national level;
- Development of modular and tiered training curricula and ensuring that all disaster workers have access to disaster psychology training.
- Expanding specialized disaster psychology training programs among mental health professionals.
- Establishing mechanisms for certification, re-certification, and continuing professional development;
- Institutionalizing training-of-trainers, mentoring, and supervision systems.

Training processes are designed to encompass not only knowledge transfer, but also preparedness for field deployment, ethical awareness, and the capacity to sustain long-term assignments.

Strategy 3. Response and Field Operations

This strategic objective aims to ensure that disaster psychology interventions are implemented in the field in a safe, effective, and standards-compliant manner.

Within this framework, the following are identified as priority areas:

- Standardizing psychological triage, psychological first aid, and referral mechanisms;
- Developing guidelines for the establishment of psychosocial support stations;
- Scaling up multidisciplinary field models that support working collaboratively with different professional groups;
- Regularly monitoring and evaluating field implementation.

Response processes are addressed with a continuity perspective that goes beyond creating short-term well-being, aiming instead to support medium- and long-term recovery.

Strategy 4. Research and Scientific Development

The objective of research and scientific development is to strengthen knowledge production and learning cycles in the field of disaster psychology, grounded in local and cultural contexts and centered on field experience.

Within this scope, the following are identified as priority areas for action:

- Contributing to the establishment of national disaster psychology databases,
- Conducting and promoting research based on field data,
- Strengthening collaborations with national and international universities and research institutions,
- Carrying out comparative studies drawing on international good practices and lessons learned,
- Contributing to the definition of disaster psychology subfields in line with international standards in cooperation with the Council of Higher Education and relevant institutions.

Research outputs are considered foundational resources that inform and support policy development, training content, and field practices.

Strategy 5. Community Resilience and Awareness

This strategic objective aims to enhance societal-level understanding of disaster psychology and support its dissemination.

Accordingly, the following have been identified as key action areas:

- Developing models that encourage active community participation,
- Designing community-based psychosocial support programs,

- Conducting public awareness initiatives in collaboration with media, educational institutions, and local governments,
- Promoting the concepts of psychological preparedness and resilience to disasters.

Community resilience is considered not only as a component of post-disaster recovery, but also as an integral part of disaster preparedness and risk reduction processes.

TABLE - RELATIONSHIP OF THE WORKSHOP ANNEXES TO THE STRATEGIC AXES AND OBJECTIVES
FIELD-BASED STRUCTURAL FOUNDATIONS OF TAP-SEP

Annex No.	Workshop Table / Source	Related Strategic Axis (Section III)	Strategic Objectives Informed (Section IV)	Level of C… the Strate…
Annex 2.1	Academic Studies Working Group Table	Academic Studies	• Research and Scientific Development • Education and Capacity Building • Policy and Institutionalization	Data governance and **ethical–legal frameworks; cross-sector collaboration; practice-oriented training** and internships; multidisciplinary coordination and duplication prevention.
Annex 2.2	First Responders and Search and Rescue Table	First Responders	· Education & Capacity Building · Response & Field Operations · Policy & Institutionalization	Centers **psychological resilience,** deployment cycles, and team–family dynamics for responders.
Annex 2.3	Psychosocial Support Professionals Table	Psychosocial Practitioners	· Education and Capacity Building · Response and Field Implementation · Research and Scientific Development	Supports the institutionalization of psychosocial interventions through **competency-based, ethical, supervised, and data-driven** approaches.
Annex 2.4	Emergency Medical Services Table	Emergency Medical Teams	• Education & Capacity Building • Response & Implementation • Research & Development	Strengthens preparedness, **ethical decision-making,** and staff support for healthcare workers.
Annex 2.5	Non-Governmental Organizations (NGOs) Table	NGOs	· Policy and Institutionalization · Education and Capacity Building · Community Resilience and Awareness	Provides **national-level structural recommendations** in the areas of NGO–public sector coordination, volunteer management, ethical standards, and institutional memory.
Annex 2.6	Integrated Assessment of All	All Strategic Axes	· All Strategic Objectives	Enables TAP-SEP to be a field-informed, **multi-**

V. MONITORING, EVALUATION, AND SUSTAINABILITY

The effective and sustainable implementation of the TAP-SEP depends on the regular monitoring of defined objectives, the systematic evaluation of implementation processes, and the continuous updating of actions based on emerging evidence. This section defines the monitoring and evaluation framework aimed at ensuring the long-term sustainability of policies, programs, and practices to be developed in the field of disaster psychology.

1. Monitoring Approach and Performance Indicators

Activities conducted under TAP-SEP will be monitored through quantitative and qualitative indicators. The monitoring system will be built on a multidimensional structure that goes beyond numerical tracking of outputs to include implementation quality, accessibility, ethical compliance, and the development of institutional capacity.

Monitoring indicators will be addressed across five main levels:

- **Policy and institutionalization level:** The extent to which disaster psychology is reflected in national and local policy documents, as well as the existence of internal guidelines and protocols within institutions.
- **Education and human resources level:** Participation rates in trainings, completion of training modules, competency acquisition, and the regularity of supervision processes.
- **Field implementation level:** Access to psychosocial services, continuity of interventions, compliance with ethical standards, and the quality of interdisciplinary coordination.
- **Staff support level:** Risk indicators related to secondary trauma, burnout, and resilience, as well as the functioning of staff support mechanisms.
- **Community impact level:** The prevalence of community-based resilience initiatives,

awareness-raising activities, and levels of local participation.

Monitoring tools will be structured through standardized reporting templates, field monitoring forms, training evaluation instruments, supervision records, and shared indicator sets. These tools will be designed to ensure alignment with the TAMP and relevant national systems.

2. Evaluation Processes

Evaluation processes will be conducted based on an approach that accompanies the implementation of TAP-SEP and supports continuous learning. Evaluation will not focus solely on outcomes; it will also encompass implementation processes, contextual factors, and quality.

V. MONITORING, EVALUATION, AND SUSTAINABILITY

Evaluation types will be structured as follows:

- **Interim evaluations:** Conducted on an annual or biennial basis to analyze the alignment of implementation with objectives and to assess operational performance.
- **Thematic evaluations:** In-depth analyses focusing on specific areas such as education, field implementation, staff support, or research.
- **Overall impact evaluations:** Designed to examine medium and long-term effects on institutional capacity, quality of practice, and resilience within the field of disaster psychology.

In these processes, the involvement of universities, research centers, and independent experts will be encouraged, and ensuring that evaluation findings feed back into policy making and implementation processes will be adopted as a core principle. Within the framework of cooperation with Japan, comparative evaluations and good practice analyses will also be incorporated into this process.

3. Sustainability Approach

TAP-SEP is designed not as a temporary project document, but as a dynamic strategic framework that is regularly updated in response to evolving risks, societal needs, and scientific developments. Sustainability is understood not only in terms of financial continuity, but also in relation to institutional ownership, continuity of human resources, and ongoing knowledge production.

To ensure sustainability:

- Structures developed in the field of disaster psychology will be integrated into the regular operations of relevant institutions, rather than remaining dependent on isolated and temporary projects;
- Training, supervision, and staff support mechanisms will be institutionalized as regular and structured programs;
- Data generated from field practices will be systematically documented and shared;
- The strategic document will be periodically reviewed and updated through a multi-stakeholder process.

These update processes will be conducted periodically with the participation of internal and external stakeholders and through coordination mechanisms, ensuring the continuity of TAP-SEP as a living and evolving national policy framework.

VI. FIELD-BASED FINDINGS AND STRATEGIC CONTRIBUTIONS

TAP-SEP has been developed not solely on the basis of theoretical frameworks and desk-based analyses, but by drawing directly on the experiences, needs, and recommendations of actors working in the field. The headings presented in this section demonstrate how the shared assessments and recommendations that emerged from the thematic working groups conducted as part of the 1st International Disaster Psychology Workshop are aligned with the core axes of the Plan.

This approach represents a deliberate choice to move disaster psychology beyond a top-down, prescriptively defined policy field, and to frame it instead as a structure that learns from the field, evolves through feedback, and remains in continuous interaction with practice.

1. Findings Related to Academic Studies

Within the academics working group, it was emphasized that Türkiye provides a very strong field context for research and learning in disaster psychology. However, significant challenges remain in the sustainable institutional collection, processing, and systematic and realistic transfer of academic knowledge into field practice and implementation. Participants noted that academic studies often concentrate on the acute phases of disasters and are frequently driven by voluntary efforts, which limits continuity and long-term impact.

The lack of a clear ethical and legal framework governing access to public data and its use for applied research, the difficulty of collecting data during acute disaster periods, and institutional barriers to making data available for academic studies were identified as major obstacles that deepen the disconnect between knowledge production and service planning. In addition, assignment and workload regulations that make it difficult for academic personnel to participate in field activities, as well as the insufficient development of a multidisciplinary working culture, were noted as factors increasing the risk of duplicated efforts in the field.

Regarding the education dimension, participants highlighted the need for disaster psychology to be addressed in a more structured manner at undergraduate and graduate levels, the expansion of field internships and practicum opportunities, and the wider integration of disaster medicine content within health sciences education. Such steps were considered essential for reducing the gap between academia and field practice. Furthermore, the limited documentation of impact data concerning individuals with special needs and the scarcity of applied models were identified as important gaps for inclusive planning.

In light of these findings, TAP-SEP adopts an approach that prioritizes stronger academia–government–field collaboration, data governance, practice-oriented pilot models, interdisciplinary coordination, and the integration of learning and practice across undergraduate and graduate education. The framework recognizes disaster psychology as a specialized field and acknowledges that other professional disciplines should also develop disaster-specific sub-specializations relevant to their areas of practice.

2. Findings Related to First Responders and Search and Rescue Teams

In the group work conducted with first responders and search and rescue teams, it was expressed that the psychological

burden experienced in disaster settings often remains invisible, and that emotional needs are frequently postponed due to intense operational demands and workload pressures.

Participants emphasized that drills and exercises predominantly focus on technical skills, while psychological preparedness, intra-team communication, and post-deployment recovery processes are not sufficiently addressed. It was also noted that disaster assignments affect not only personnel deployed in the field but also their families who remain behind, and that this dimension is often overlooked.

These assessments demonstrated that disaster psychology for first responders should not be structured as "support provided after the fact," but rather as an inherent and integral component of the mission itself. The recommendations on psychological preparedness, peer support, and post-deployment support included in TAP-SEP are directly informed by the outputs of this working group.

3. Findings Related to Psychosocial Support Professionals

In the group work conducted by psychosocial support professionals, the most fundamental challenges faced by professionals working in disaster settings were identified as a lack of inter-institutional coordination, role ambiguity, and the insufficiency of long-term professional support mechanisms.

Participants stated that psychosocial services need to be organized differently across the various phases of a disaster; however, in the current system, transitions between these phases are often unplanned and dependent on individual initiative. It was particularly emphasized that risks related to secondary trauma, ethical dilemmas, and burnout increase during long-term deployments, while supervision and professional support mechanisms remain limited.

This working group highlighted that, for professionals operating in the field of disaster psychology, not only training but also continuous support, ethical guidance, and institutionalized spaces for reflective practice are essential. These findings have directly informed the strategic objectives of TAP-SEP under the psychosocial practitioners axis.

4. Findings Related to Emergency Medical Services

In the Emergency Medical Services working group, it was highlighted that healthcare workers are exposed to both a high burden of death and injury and intense ethical decision-making processes during disasters, while psychological support mechanisms are often left to individual resilience.

Participants noted that psychosocial risks in both hospital and field settings are not systematically monitored, and that regular follow-up and support processes in the post-deployment period are frequently disrupted.

Another prominent issue raised was the lack of disaster exercises structured in a way that realistically reflects actual stress loads.

In response to these findings, TAP-SEP has adopted a holistic approach for healthcare workers that addresses pre-disaster preparedness, support during deployment, and post-deployment monitoring as an integrated continuum.

5. Findings Focused on Non Governmental Organisations

Participants representing Non-Governmental Organizations (NGOs) within the workshop emphasized that, despite the increasing role assumed by NGOs in disaster settings, this role remains insufficiently defined and coordinated within a clear operational framework.

Differences in operating procedures with public institutions, volunteer management, and ethical boundaries in psychosocial interventions were highlighted as key challenge areas.

Participants noted that NGOs possess significant potential during disaster periods in terms of both human resources and community outreach; however, they stressed that the effective utilization of this potential requires a shared coordination and guidance structure at the national level. In this context, the establishment of permanent coordination centers at the provincial and district levels to strengthen public–NGO collaboration was recommended.

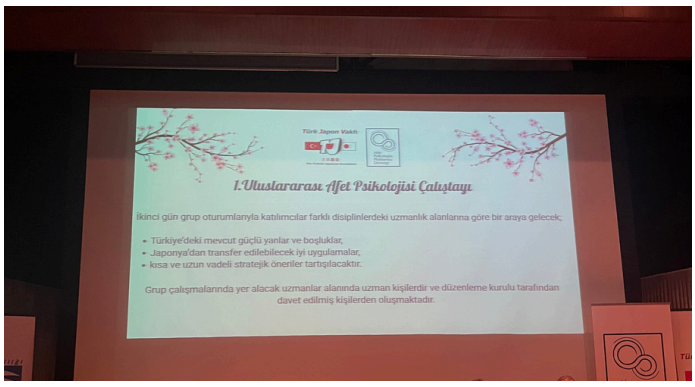
In the area of volunteer management, issues of quality, safety, and ethics were identified as priority concerns. It was noted that volunteers deployed to the field without adequate training and competency assessment may pose risks both to themselves and to the individuals they serve; therefore, the development of national-level accreditation and referral mechanisms was deemed necessary. Child protection and safeguarding were among the areas emphasized most strongly.

These findings have directly informed the NGO axis of TAP-SEP, contributing to the development of an approach that places ethical standards, psychological safety, and sustainable volunteering at its core.

6. Contribution of Workshop Findings to TAP-SEP

All findings generated through the workshop process have been mapped onto TAP-SEP's strategic objectives, action areas, and monitoring and evaluation framework; accordingly, the document has been designed as a structure that learns from the field while also guiding practice.

The assessments presented in this section have been treated not as content intended to produce separate stand-alone annex documents, but as inputs that inform and shape the main body of the strategy plan. In this way, TAP-SEP has become not only a roadmap, but also a reference text that establishes a shared language, understanding, and orientation for the field of disaster psychology in Türkiye.



VII. ANNEXES

ANNEX 1. EXPLANATORY NOTE ON THE USE OF THE ANNEXES (TAP-SEP IMPLEMENTATION AND POLICY GUIDE)

The annexes presented within this strategic plan are not merely supplementary elements of the TAP-SEP they are foundational resources that shaped the Plan's development process, capture field-based learning, and provide direct inputs for decision-making.

The annexes were derived from thematic working groups conducted during the 1st International Disaster Psychology Workshop, with contributions from academics, public institutions, disaster workers, psychosocial practitioners, and NGOs from Türkiye and Japan. In this respect, the annexes reflect the collective intelligence of diverse disciplines, institutions, and field experience.

1. Use in Policy Development Processes

The annexes provide concrete content to support the development of national policy documents, implementation guidelines, and regulatory frameworks. In particular, the needs and solution proposals presented in the annexes may serve as reference points for efforts aimed at strengthening the role of disaster psychology within the TAMP and provincial disaster risk reduction plans.

2. Use in Institutional Planning and Implementation Design

Public institutions, local authorities, and NGOs can use the annexes corresponding to their respective mandates to:

- Review institutional psychosocial support policies;
- Can structure education and capacity-building programs.
- Develop staff support, supervision, and peer support mechanisms;
- Plan inter-institutional collaboration and protocol processes.

In this context, the annexes should be considered as an implementation reference that institutions can adapt to their internal procedures and operational realities.

3. Use in Training, Exercises, and Capacity-Building Activities

The annexes may be used as content-development tools for disaster psychology trainings, field exercises, and simulation-based activities. The needs and recommendations identified through the thematic tables provide direct inputs for scenario design, curriculum development, and applied learning processes.

In particular, within the framework of cooperation with Japan, annexes addressing community-based resilience, disaster culture, and long-term monitoring approaches can be utilized for mutual learning and joint program development.

VII. ANNEXES

ANNEX 1. EXPLANATORY NOTE ON THE USE OF THE ANNEXES (TAP-SEP IMPLEMENTATION AND POLICY GUIDE)

4. Use in Monitoring, Evaluation, and Learning Processes

The annexes are directly linked to the monitoring and evaluation framework of TAP-SEP. By making the field-level implications of the strategic objectives visible, these documents should be treated as qualitative data sources that indicate:

- Which needs are being addressed,
- Which areas require further development,
- Which good practices can be scaled up or disseminated, should be considered qualitative data sources that provide insight into these dimensions.

In this respect, the annexes are learning tools that not only document past experiences but also inform future implementation.

5. Use in International Cooperation and Knowledge Sharing

The Annexes provide a common language and framework for collaborative work with international stakeholders, particularly within the scope of Türkiye–Japan cooperation. The analyses and recommendations included in the annexes may serve as key reference points for the mutual exchange of good practices, as well as for joint research and training programs in the field of disaster psychology.

In this context, the annexes are designed as strategic tools that strengthen the international shareability and comparability of TAP-SEP.

6. A Dynamic and Updatable Structure

The annexes should be approached not as fixed and immutable documents, but as living resources that can be updated in line with disaster experiences, new research, and implementation outcomes. As part of TAP-SEP's periodic review processes, the further development of these annexes through new workshop outputs and field data is envisioned.

Conclusion

These annexes constitute key instruments that support the implementation of the TAP-SEP as a field-based, multi-stakeholder, and learning-oriented framework. For the Plan's effective implementation at the national level, the strengthening of institutional ownership, and the deepening of international cooperation, the active use of these annexes is strongly recommended.

VII. ANNEXES

ANNEX 2. FIELD FINDINGS DERIVED FROM THE WORKSHOP TABLES

The annexes presented in this section reflect the needs, assessments, and recommendations that emerged from the thematic working groups conducted as part of the 1st International Disaster Psychology Workshop, and are presented while preserving the language that reflects participants' field experience.

The annexes aim to make visible the direct field inputs used in the development of TAP-SEP, ensuring that the strategy document includes not only high-level objectives, but also the practical observations and recommendations that inform those objectives.

These contents are suitable for use as reference materials in policy development, institutional planning, and implementation processes, and constitute one of the core components underpinning TAP-SEP's design as a living and learning document.

ANNEX 2.1. FINDINGS OF THE ACADEMIC STUDIES WORKING GROUP

CONCRETE NEEDS IDENTIFIED IN THE FIELD AND PROPOSED SOLUTIONS

Need 1 – Lack of continuity and sustainability in transferring academic knowledge to field and institutional practice

Proposed Solutions:
Practice-oriented pilot models that enhance the applicability of academic knowledge in field settings should be developed.

Standardization and institutional ownership mechanisms should be established to ensure the sustainability of the knowledge produced at the institutional level.

Disaster psychology initiatives should be transformed into planned and continuous programs rather than being limited to voluntary efforts that intensify only during disaster periods.

Need 2 – Barriers to field access for academics and challenges related to assignment and workload

Proposed Solutions:
Assignment and permission procedures enabling university personnel to work in disaster-affected areas should be clarified and facilitated.

Inter-institutional cooperation protocols should be developed to overcome the limitation that academics can only access the field through project-based activities; models should be defined that allow them to contribute without the pressure of mandatory data collection.

Workload balancing mechanisms and institutional support measures should be planned for academics conducting disaster-related field research.

Need 3 – Lack of a clear ethical and legal framework for data access and data use

Proposed Solutions:
Data-sharing protocols grounded in ethical standards, confidentiality, and data security should be established in order to reduce barriers to the sharing of public institutional data for academic research.

Legal and administrative regulations should be strengthened to facilitate the translation of data into practice and its integration into policy development processes.

Guidance should be developed regarding appropriate timing, settings, and methodologies for data collection in contexts where early-stage data gathering is particularly difficult (especially during emergency medical interventions).

Need 4 – Lack of education, internship, and practical training opportunities (disconnect between academia and the field)

Proposed Solutions:
Disaster psychology content should be strengthened within undergraduate and graduate curricula, and structured internship and practice opportunities that enable field experience should be developed.

The integration of disaster medicine knowledge within health sciences education should be expanded, and interdisciplinary training designs should be supported.

Practice-based learning and longitudinal evaluation models should be encouraged in order to increase the applicability of knowledge produced in academia to field settings.

Need 5 – Lack of a multidisciplinary working culture and coordination

Proposed Solutions:
Multidisciplinary training programs should be organized to strengthen awareness and skills related to collaborative work among different disciplines in field settings.

Coordination standards defining roles, responsibilities, and operational procedures should be established in order to prevent duplication of efforts in the field.

Institutional continuity mechanisms should be defined to ensure that strategic plans are based on needs assessments, that policy continuity is maintained, and that implementation can proceed independently of changes in leadership.

Need 6 – Lack of data, models, and service examples for groups with special needs

Proposed Solutions:
Data collection and registration systems should be strengthened to prevent individuals with special needs—who are often disproportionately affected by disasters—from remaining academically invisible.

Model service frameworks should be developed to establish a clear linkage between data collection, planning, and implementation in this field.

Need 7 – The neglect of staff support and self-care practices

Proposed Solutions:
Personnel self-care capacities should be strengthened, and psychological support to be provided before deployment to the field and after fieldwork should be standardized.

Regular feedback and reflection reports should be collected from personnel, and these data should be integrated into continuous improvement processes.

ANNEX 2.2. FINDINGS OF THE SEARCH AND RESCUE AND FIRST RESPONSE WORKING GROUP

CONCRETE NEEDS IDENTIFIED IN THE FIELD AND PROPOSED SOLUTIONS

Need 1 – Strengthening inter-institutional coordination

Proposed Solutions:
Joint operational protocols should be developed between first response teams and disaster psychology practitioners to ensure more effective task distribution, team management, psychosocial referral, and communication during disaster periods. In addition, structured coordination meetings should be regularly implemented.

Need 2 – Increasing large-scale implementation and simulation capacity

Proposed Solutions:
Realistic Scenario-Based Simulations: Large-scale, multi-institutional exercises that closely reflect real disaster scenarios and incorporate psychological response components should be developed. The number and diversity of participating institutions should be gradually expanded.

Institutional Learning Mechanism: A structured mechanism should be established to systematically integrate feedback obtained from simulations into institutional learning processes.

Need 3 – Strengthening the psychological preparedness of personnel for field deployment

Proposed Solutions:
Standardized Briefing Procedures: Pre-deployment briefing processes should be developed to inform personnel about the duration of deployment, scope of duties, and working conditions. These procedures should be standardized and made mandatory across institutions.

Psychological Preparedness: Personnel should receive psychological preparedness training addressing the challenging situations they may encounter prior to deployment; such training should be incorporated into pre-deployment briefing processes and made mandatory.

Need 4 – Clarifying duty handover practices

Proposed Solution:
Standardized duty handover procedures should be developed and widely implemented across all institutions to ensure more structured transfers of responsibilities both within and between teams. These procedures should include the documentation of transferred information, the preservation of operational continuity, and consideration of team morale and motivation.

Need 5 – Making logistical processes needs-based

Proposed Solution:
Logistical planning should be supported by needs assessments to ensure that materials sent to the field are appropriate to the local context, culture, and specific disaster situation. Inter-institutional information flow should be strengthened through standardized forms and digital systems.

Need 6 – Strengthening institutional memory

Proposed Solutions:
Experience-Sharing Meetings: Regular meetings where teams can share lessons learned and experiences from previous deployments should be institutionalized as a routine practice.

Experience Archive: A semi-structured digital archive system should be established within institutions to document field experiences, lessons learned, and good practices.

Need 7 – Enriching training content with a disaster psychology perspective

Proposed Solution:
In addition to existing operational training, topics such as basic disaster psychology, psychological first aid, psychological triage, delivering death notifications, emotion regulation, secondary traumatization, and burnout awareness should be integrated into training curricula. These components should become an integral part of certification and accreditation processes.

Need 8 – Developing a gender-sensitive approach

Proposed Solution:
Gender-sensitive standards should be developed in relation to the needs of female personnel, field conditions, and logistical planning. Training programs and policy arrangements that strengthen an equality-based approach within teams should be implemented.

Need 9 – Supporting psychological well-being and team resilience

Proposed Solutions:
Emotional Awareness Training: Regular training programs focusing on emotional awareness and intra-team communication should be provided to help team members recognize their own psychological needs.

Employee Support Practices: Employee support mechanisms should be institutionalized at the organizational level, and policies aimed at strengthening team resilience should be implemented throughout the deployment process. Training on these issues should also be provided for team leaders and managers.

Need 10 – Clarifying role definitions within teams

Proposed Solution:
Role definitions should be clearly specified according to each team member's expertise, experience, and physical and psychological capacity. This distribution of roles should be explicitly agreed upon within the team prior to the start of field deployment.

Need 11 – Involving families in the process

Proposed Solution:
Institutional mechanisms for family briefings and support should be developed to enable the families of first responders to contribute to information and support processes. Communication with families before and after deployment should be structured and standardized

Need 12 – Supporting the inclusion of disaster psychology practitioners within teams

Proposed Solution:
Disaster psychology practitioners should be systematically integrated into search and rescue teams, and this role should be institutionalized through curriculum development, pilot implementations, and evaluation processes.

ANNEX 2.2. FINDINGS OF THE SEARCH AND RESCUE AND FIRST RESPONSE WORKING GROUP

CONCRETE NEEDS IDENTIFIED IN THE FIELD AND PROPOSED SOLUTIONS

Need 13 – Strengthening a culture of recognition and appreciation

Proposed Solution:
To enhance team motivation and psychological resilience, a culture of recognition and appreciation should be strengthened within institutions. This approach should be integrated into team management policies, reward mechanisms, and leadership training programs.

Need 14 – Clarifying personnel deployment duration and planning

Proposed Solution:
Greater clarity should be established regarding the deployment duration of personnel assigned to the field. Standard deployment time frameworks should be developed by institutions and regularly communicated to teams.

ANNEX 2.3. PSYCHOSOCIAL SUPPORT PROFESSIONALS TABLE

CONCRETE NEEDS FROM THE FIELD AND PROPOSED SOLUTIONS

Need 1 – Strengthening inter-institutional coordination

Proposed Solution:
In order to strengthen a common working language among public institutions, NGO's, and health teams during disaster periods, a psychosocial coordination protocol that clarifies roles and referral processes should be developed. This protocol should be prepared with the participation of AFAD, ASHB, and relevant NGO's, and implemented at the provincial and district levels.

Need 2 – Ensuring the integrated functioning of the psychosocial support chain

Proposed Solutions:
Integrated Workflow Scheme: A standardized workflow should be developed to clarify the operational flow between search and rescue operations, the provision of basic needs, and psychosocial intervention units.

Joint Simulation Programs: Regular multi-institutional exercises should be expanded in order to strengthen cooperation and coordination among teams.

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Need 3 – Increasing the capacity of well-equipped specialists capable of long-term field deployment

Proposed Solutions:
Prepared Expert Pool: The training received by psychosocial teams in the pre-disaster period should be strengthened, and a nationally coordinated pool of experts ready for deployment at any time should be established through programs covering resilience, trauma-informed knowledge, and crisis management.

Mandatory Training Curriculum: A compulsory training curriculum should be developed for all personnel working in the psychosocial field, including modules on trauma-informed approaches, psychological first aid, resilience, and self-care.

Need 4 – Standardizing competencies in the field of child protection

Proposed Solution:
A standardized training package should be developed for all professionals working in the field, covering child protection, safe space establishment procedures, crisis intervention interviews, and related practices. This training should be made mandatory across all institutions.

Need 5 – Institutionalizing gender-sensitive interventions
Proposed Solution:
In order to manage risks affecting women more effectively in disaster settings, gender-sensitive approaches should be integrated into institutional procedures. This approach should be disseminated among teams through training and guidance mechanisms.

Need 6 – Systematizing the monitoring of psychiatric and chronic patients
Proposed Solution:
A centralized monitoring and referral system should be developed to facilitate the follow-up of psychiatric and chronic patients in the field. This system should operate through a shared data infrastructure among relevant public institutions and healthcare service providers.

ANNEX 2.3. PSYCHOSOCIAL SUPPORT PROFESSIONALS TABLE

CONCRETE NEEDS FROM THE FIELD AND PROPOSED SOLUTIONS

Need 7 – Strengthening institutional memory and experience sharing

Proposed Solution:
A National Psychosocial Support Archive should be established to systematically compile lessons learned from disaster psychology practices in Türkiye. This archive should be supported by a digital and standardized reporting infrastructure and integrated with a shared evaluation platform accessible to all institutions.

Need 8 – Clarifying the cyclical structure of psychosocial intervention

Proposed Solution:
The psychosocial support approach should be expanded beyond the moment of crisis to also encompass the phases of risk reduction, response, and recovery. This cyclical structure should be integrated into training programs and reflected in institutional planning processes.

Need 9 – Increasing the alignment of training content with field realities

Proposed Solution:
Psychosocial training programs should be enriched with field experiences and applied case examples, and teams should be regularly supported with updated content. In the design of training programs, the perspectives of psychosocial professionals with field experience should be prioritized alongside those of health sector experts.

Need 10 – Developing data systems for monitoring service recipients

Proposed Solution:
A digital service mapping system should be developed to monitor psychosocial services delivered in disaster-affected areas. This system should enable real-time data sharing that supports coordinated work among different institutions and teams.

Need 11 – Strengthening internal support systems for psychosocial teams

Proposed Solutions:
Supervision: Regular supervision and employee support sessions should be institutionalized in order to reduce the risk of secondary traumatization and burnout among professionals.

Self-Care Culture: Policies that promote self-care and resilience should be developed at the institutional level and integrated into team management approaches.

Need 12 – Clarifying accreditation processes

Proposed Solution:
Standard competency frameworks should be defined for professional groups involved in disaster psychology practices, and a multi-level accreditation system should be developed. This system should be supported by certification and oversight mechanisms in order to enhance service quality and prevent unqualified interventions.

ANNEX 2.3. PSYCHOSOCIAL SUPPORT PROFESSIONALS TABLE

CONCRETE NEEDS FROM THE FIELD AND PROPOSED SOLUTIONS

Need 13 – Expanding culturally sensitive psychosocial practices

Proposed Solution:
Local psychosocial intervention guidelines that take into account the social, cultural, and community structures of each province should be developed and implemented together with field teams. These guidelines should be designed with the participation of local stakeholders and updated regularly.

Need 14 – Strengthening community participation
Proposed Solution:
In order to make psychosocial programs more inclusive, participatory models that strengthen the active involvement of community leaders, youth, women's groups, and other local stakeholders should be developed and tested through pilot implementations.

Need 15 – Integrating trauma-informed approaches into other service sectors

Proposed Solution:
Trauma-informed approaches should be integrated into health, education, social services, and local government services in order to strengthen the post-disaster recovery process in a holistic manner. To support this integration, cross-sectoral training programs and joint protocol development initiatives should be implemented.

ANNEX 2.4. EMERGENCY MEDICAL SERVICES TABLE

CONCRETE NEEDS FROM THE FIELD AND PROPOSED SOLUTIONS

Need 1 – Increasing public awareness of the operational scope of emergency medical teams

Proposed Solution:
The roles and responsibilities of emergency medical teams should be systematically communicated to the public. Public information campaigns and collaborations with media organizations should be implemented to increase awareness. This would help prevent unrealistic expectations toward personnel and reduce unnecessary pressure in field operations.

Need 2 – Strengthening the psychological preparedness processes of personnel

Proposed Solution:
Psychological preparedness training should be developed for emergency healthcare workers to address the challenging situations they may encounter during disasters. In particular, intervention models that enhance resilience in the face of feelings of helplessness, perceptions of inadequacy, and difficult decision-making situations such as triage should be established.

Need 3 – Strengthening the psychological and ethical capacity of critical decision-makers

Proposed Solutions:
Ethical Decision-Making Training: Training programs addressing triage, ethical dilemmas, and decision-making under stress should be expanded, and specialized models should be developed for personnel in leadership roles.

Psychological Resilience Skills: Training programs should incorporate psychological resilience skills that support personnel in critical positions to make effective decisions during crises.

Need 4 – Improving work duration and shift planning

Proposed Solution:
In order to reduce burnout and enhance decision-making quality, deployment durations should be reviewed and working hours should be reorganized in a more balanced manner, taking into account international standards and field conditions.

Need 5 – Systematizing pre-deployment and post-deployment processes

Proposed Solution:
Pre-deployment orientation, in-mission support, and post-deployment psychological assessments should be structured within a standardized framework and implemented regularly across all institutions. This three-stage structure constitutes the foundation for ensuring that personnel can perform their duties in a healthy and sustainable manner.

Need 6 – Making logistical processes more needs-based

Proposed Solution:
Needs-based logistical planning should be strengthened in order to increase the contextual, cultural, and situational appropriateness of materials sent to the field and to reduce unnecessary burdens. This planning should be updated regularly based on the feedback and insights of field teams.

ANNEX 2.4. EMERGENCY MEDICAL SERVICES TABLE

CONCRETE NEEDS FROM THE FIELD AND PROPOSED SOLUTIONS

Need 7 – Enriching training programs with psychological components

Proposed Solution:
In addition to medical training, modules on Psychological First Aid, emotion regulation, and disaster psychology should be integrated into training curricula; these psychological components should become an integral part of in-service training programs.

Need 8 – Aligning drills more closely with real-life disaster scenarios

Proposed Solution:
Drills should be strengthened through realistic scenarios, and feedback obtained from these exercises should be systematically integrated into institutional learning processes. This process should provide a foundation for future exercises through regular evaluations and reporting.

Need 9 – Expanding peer support and experience sharing

Proposed Solutions:
Peer Support Program: A structured peer support program should be developed to strengthen personnel's opportunities for mutual learning and emotional support.

Buddy System: A buddy system, including continuous pairing and deployment mechanisms, should be implemented at the institutional level.

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Need 10 – Establishing employee support units

Proposed Solution:
To reduce the impact of disasters on emergency healthcare workers, employee support units should be established both in the field and within institutions. These units should operate within a sustainable model monitored by disaster psychologists.

Need 11 – Developing alternative communication and data systems

Proposed Solution:
Alternative digital networks and mobile applications that can remain operational even when existing systems fail during disasters should be developed. These systems should be regularly tested through drills, and teams should be continuously informed and trained on their use.

ANNEX 2.5. NON-GOVERNMENTAL ORGANIZATIONS (NGOS) TABLE

CONCRETE NEEDS FROM THE FIELD AND PROPOSED SOLUTIONS

Need 1 – Insufficiency of a National-Level NGO Coordination Structure

Proposed Solution:
During disaster periods, permanent NGO Coordination Centers should be established at the provincial and district levels to enable NGOs to work in a coordinated manner with one another and with public institutions. These centers should be structured as hybrid mechanisms operating in collaboration with AFAD, and should systematically manage data sharing, referral processes, and task allocation.

Need 2 – Gaps in Volunteer Management Regarding Quality and Safety

Proposed Solutions:

- **Professional Volunteer Network:** A national structure should be established in which volunteers who have completed training, competency assessments, and ethical screening are formally registered; deployment matching is conducted; and supervision mechanisms are clearly defined.

- **Safeguarding and Child Protection Training:** Mandatory, certified trainings should be implemented for all staff and volunteers deployed to the field by NGOs.

- **Volunteer Registration and Accreditation System:** A national accreditation mechanism should be established to prevent individuals whose competencies have not been verified from being deployed to the field.

Need 3 – Shortage of Qualified Psychosocial Personnel and Gaps in Ethical Practice

Proposed Solutions:

- A national guideline defining psychosocial intervention standards and ethical principles should be developed.
- A multi-tier accreditation system should be established for NGOs operating in the psychosocial field.

A mandatory training curriculum should be developed for NGO staff and volunteers, covering trauma-informed approaches, psychological first aid, ethics, and self-care.

Need 4 – Misalignment of Procedures and Operational Language Between Public Institutions and NGOs

Proposed Solutions:

- Making disaster preparedness trainings mandatory for all NGOs, both accredited and non-accredited, and providing TAMP literacy trainings
- Organizing joint training programs between institutions
- Establishing standard field deployment and coordination protocols

Need 5 – Weak Institutional Memory and Knowledge Base

Proposed Solutions:

- National Disaster Psychology Knowledge Repository
- Standardized Field Reporting Archive
- Shared Evaluation and Learning Platforms

ANNEX 2.6. CONTRIBUTION OF WORKSHOP FINDINGS TO TAP-SEP

Within the framework of the 1st International Disaster Psychology Workshop, five thematic roundtable discussions brought together the direct field experiences and solution proposals of academics, representatives of public institutions, search and rescue and first responder teams, psychosocial support professionals, emergency healthcare workers, and non-governmental organization representatives. This section summarizes the collective contributions emerging from all roundtables to the TAP-SEP.

Cross-Cutting Themes Across the Roundtables

The five roundtables, conducted with participants from diverse professional backgrounds, produced a set of overlapping findings. Recurring themes across all discussions included: insufficient inter-institutional coordination; limited support systems for personnel; a mismatch between training and academic work and the realities of field practice; gaps in data management and institutional memory; and shortcomings in inclusive approaches toward vulnerable groups.

Contributions of the Findings to TAP-SEP

Each roundtable contributed to different strategic axes of TAP-SEP. The Academic Studies Roundtable contributed to the Research and Scientific Development axis through discussions on data governance and academia–field collaboration.

The Search and Rescue Roundtable contributed to the Response and Field Implementation axis by proposing disaster psychology practices integrated into operational deployment cycles. The Psychosocial Support Roundtable contributed across all axes through recommendations related to accreditation, supervision, and trauma-informed approaches. The Emergency Health Roundtable informed the Education and Capacity Building axis through proposals on ethical decision-making and staff support units. Finally, the Non-Governmental Organization's Roundtable contributed to the Policy and Institutionalization axis through discussions on volunteer management and public–NGO coordination.

The findings from these roundtables played a decisive role in shaping TAP-SEP's strategic objectives, prioritizing action areas, and developing its monitoring framework. In this sense, TAP-SEP has been designed not as a top-down policy document but as a dynamic strategic framework that learns from the field and remains in continuous interaction with practice. The workshop findings will also continue to serve as key references in the periodic update processes of the document.

VIII. CONTRIBUTORS TO THE WORKSHOP

APP-DER

- Berna Yiğitbaş
- Büşra Cüher
- Ceren Okyar
- Damla Özyaşamış
- Danya Keser
- Deniz Onuk
- Ecem Taşkın
- Elif Çelik
- Ezgi Harbelioğlu
- Göze Kaçmazoğlu
- Gülşah Sütlüoğlu
- İrem Asya Şallı
- Nesibe Sena Baş
- Pelin Karataş
- Rim Eda Rende
- Rojda Temel Özkan
- Samiye Aybüke Tanoğlu
- Seda Kartal
- Serhat Erdoğan
- Sevcan İlgen
- Tuğçe Işık
- Tülay Akgün
- Yeşim Ünal
- Yeşim Yilan
- Zehra Basım

EXPERTS PARTICIPATING FROM JAPAN

Itsuko Domen - Kansai University of International Studies
Masahiko Murata - Kansai University of International Studies
Mayumi Yamamoto - Kansai University of International Studies
Kumiko Kawase - Tokushima Prefectural Government

TJV

Emin Özdamar
Nejat Bora Sayan
Selen Tiryaki
Sena Özgünay

VIII. CONTRIBUTORS TO THE WORKSHOP

EMERGENCY MEDICAL SERVICES TABLE

- Ahmet Hamdi Alpakan - Gülhane Sağlık Meslek Yüksekokulu
- Ayhan Sümer Yaman - Acil Sağlık Hizmetleri Genel Müdürlüğü Afet ve Acil Durum Yönetimi Daire Başkanlığı
- Bayram Ali Güvelioğlu - Mersin İl Sağlık Müdürlüğü
- Büşra Şahinaslan - Aile ve Sosyal Hizmetler Bakanlığı
- Emine Emer - Acil Sağlık Hizmetleri Genel Müdürlüğü Afet ve Acil Durum Yönetimi Daire Başkanlığı
- Erkan Kaya - İstanbul Marmara Eğitim Araştırma Hastanesi
- Ezgi Harbelioğlu - APP-DER
- Gökhan Altınelliler - UMKE-DER
- Hikmet Tekin - UMKE-DER
- Kübra Güneş - Aile ve Sosyal Hizmetler Bakanlığı
- Mehmet Ali Karaca - Hacettepe Üniversitesi
- Selda Koç Toklu - Aile ve Sosyal Hizmetler Bakanlığı Aile ve Toplum Hizmetleri Genel Müdürlüğü Afet ve Acil Durumlarda Psikososyal Destek Daire Başkanlığı
- Sıla Şadıllıoğlu - İstanbul Eğitim ve Araştırma Hastanesi
- Sibel Baydar - Antalya UMKE-DER
- Şirzat Ergin - APP-DER
- Tarık Yardımcı - Bursa UMKE-DER
- Tuğba Özcan - İstanbul Sağlık Bilimleri Üniversitesi
- Yasemin Çelik - Antalya İl Sağlık Müdürlüğü
- Zehra Basım - APP-DER
- Zeynep Kaplan - Acil Hemşireleri Derneği

VIII. CONTRIBUTORS TO THE WORKSHOP

AKADEMİK ÇALIŞMALAR MASASI

- Ali Akgün - Muğla Sıtkı Kocaman Üniversitesi
- Ayşegül Akca - Halk Sağlığı Hemşireliği Derneği
- Canay Doğulu - TED Üniversitesi
- Figen İnci - Niğde Ömer Halisdemir Üniversitesi
- Filiz Şan - Sakarya Üniversitesi\ Afette Rehber Çevirmenlik
- Fuat Tanhan - Van Yüzüncü Yıl Üniversitesi
- Göze Kaçmazoğlu -APP-DER
- Hatice Seda Akkaya Çarkçı - Türk Kızılay
- Hava Ömeroğlu - Aile ve Sosyal Hizmetler Bakanlığı Aile ve Toplum Hizmetleri Genel Müdürlüğü Afet ve Acil Durumlarda Psikososyal Destek Daire Başkanlığı
- İrem Ekmekçi - Psikiyatri Derneği
- Mehmet Eryılmaz - Sağlık Bilimleri Üniversitesi Gülhane Eğitim ve Araştırma Hastanesi
- Onur Kurt - Eskişehir Anadolu Üniversitesi
- Samiye Aybüke Tanoğlu - APP-DER
- Serkan Yılmaz - APP-DER/TATD
- Sıdıka Tekeli- Yeşil - Swiss Tropical Health Institute
- Tuba Gökmenoğlu - Mili Eğitim Bakanlığı

FIRST RESPONDERS AND SEARCH AND RESCUE TABLE

- Erhan Bayraktar - Antalya UMKE
- Gülşah Sütlüoğlu - APP-DER
- Hatice Urlu Görgeç - Aile ve Sosyal Hizmetler BakanlığıAile ve Toplum Hizmetleri Genel Müdürlüğü Afet ve Acil Durumlarda Psikososyal Destek Daire Başkanlığı
- Hidayet Yıldırım - Antalya Büyükşehir Belediyesi İtfaiye Dairesi Başkanlığı
- Mehmet Bat - APP-DER
- Mehmet Ersoy - Bursa AFAD Birlik Müdürlüğü
- Metin Baran - DAKE
- Nejla Karademir - Konya UMKE
- Nesibe Sena Baş - APP-DER
- Pelin Karataş - APP-DER
- Seda Kartal - APP-DER
- Sema Gündüz - Bursa AFAD Birlik Müdürlüğü
- Tülay Akgün - APP-DER/UMKE-DER

VIII. CONTRIBUTORS TO THE WORKSHOP

NGO'S TABLE

- Aytaç Ünal Demircan - Afette Rehber Çevirmenlik
- Azize Atlı Özbaş - Türk Hemşireler Derneği
- Eda Özyurt Kılınç - UNFPA
- Elif Çelik - APP-DER
- Hüseyin Şekerli - Gençlik ve Spor Bakanlığı
- Latife Uslu - ASHB Aile ve Toplum Hizmetleri Genel Müdürlüğü Afet ve Acil Durumlarda Psikososyal Destek Daire Başkanlığı
- Mehmet Emin Öğredik - Hayata Destek
- Özlem Çolak - Gençlerle Sanat İnisiyatifi
- Rana Kahraman Duru - Afette Rehber Çevirmenlik
- Mehmetcan Kaptürk - Afette Rehber Çevirmenlik
- Selahattin Baklacı - APP-DER
- Serap Güleç Ertekin - Gençlik ve Spor Bakanlığı
- Serhat Erdoğan - APP-DER
- Seyfullah Orhan - UMKE-DER
- Tuğba Akcan - Türk Kızılay
- Tuğçe Tezer - Mimar Sinan Üniversitesi
- Yasemin Seyhan - Sosyal Hizmet Uzmanları Derneği
- Yeşim Yilan - APP-DER

VIII. CONTRIBUTORS TO THE WORKSHOP

PSYCHOSOCIAL SUPPORT PROFESSIONALS TABLE

- Ahmet Duran - Türk PDR Derneği
- Batuhan Mikail Pusmaz - Türk Psikologlar Derneği
- Berna Yiğitbaş - APP-DER
- Beyza Ece Akman - Sağlık Bakanlığı Halk Sağlığı Genel Müdürlüğü Ruh Sağlığı Dairesi Başkanlığı
- Ceren Okyar - APP-DER
- Danya Keser - APP-DER
- Eda Söylemez - Türk Kızılay
- Emre Cem Esen - Psikiyatri Derneği
- Fayık Yurtkulu - Sosyal Hizmet Uzmanları Derneği
- Gizem Aytaç - Gençlik ve Spor Bakanlığı
- Gözde İkizer - TOBB Ekonomi ve Teknoloji Üniversitesi
- Gülgün Tezgider - Acil Destek Vakfı
- İsmail Yıldırım - Milli Eğitim Bakanlığı
- Meltem Keskin - Aile ve Sosyal Hizmetler Bakanlığı Aile ve Toplum Hizmetleri Genel Müdürlüğü Afet ve Acil Durumlarda Psikososyal Destek Daire Başkanlığı
- Rıdvan Çelik - Gençlik ve Spor Bakanlığı
- Serdar Genç - Türk PDR Derneği
- Yasemin Dinç Elbaşı - Sosyal Gelişim ve Dayanışma Derneği

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Disaster Psychology Platform Association (APP-DER)
The Turkish Japanese Foundation (TJV)

The Turkish Japanese Foundation (TJV)
Oran, Ferit Recai Ertuğrul Cd. No:2 Çankaya Ankara

Disaster Psychology Platform Association (APP-DER)
Kızılırmak Mah. Next Level Fon Prime Loft Ofis No:14 Çankaya Ankara

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