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Research Insights
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EDUCATIONAL CAMPS AS A TOOL TO OVERCOME EDUCATIONAL LOSSES

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Abstract. The article presents the results of a two-year experimental study of the pedagogical model of the educational camp as a tool for overcoming educational losses in crisis conditions. The model covers educational, psychoeducational, and socializing components aimed at restoring academic knowledge, forming social skills, and reducing anxiety in children from the frontline regions. The results of the experiment showed a steady increase in the level of assimilation of educational material in all subjects (an increase from 10% to 63%) and a significant decrease in the indicators of generalized anxiety on the GAD-7 scale. Improvement of communication skills, social adaptation, independence, and emotional stability of students was noted. There is positive dynamics in the development of team interaction, the ability to self-reflection, and the detection of internal resources. The results confirmed the effectiveness of the model in overcoming both academic and psycho-emotional losses, which leads to its potential for adaptation in the European context as a flexible tool for educational and psychosocial rehabilitation of children who survived the war, migration, or long-term educational isolation.

Keywords: crisis education; educational camp; educational losses; overcoming educational losses

Introduction

The modern education system is developing in a global crisis. The COVID-19 pandemic caused significant educational losses due to long-distance learning, limiting direct interaction between teacher and student, reducing motivation, and unequal access to quality resources[1] (Maldonado, De Witte, 2022). In Ukraine, this situation has become much more complicated due to a full-scale war, the fighting which led to the destruction of schools, the forced displacement of millions of children and teachers, as well as interruptions in the educational process (Topuzov,

Golovko, Lokshina, 2023). Thus, in the 2022/2023 academic year, about 800 thousand Ukrainian schoolchildren switched from full-time education to distance education, and the largest indicator of students who did not have the opportunity to study at all was recorded in the south of Ukraine – 40%[2]. The survey showed that in the 2022/2023 academic year, the psycho-emotional state of pupils and pupils deteriorated: Only 65% of children in cities and 69% in villages noted that they feel safe (against 81% and 85% respectively in the 2021/2022 academic year). As a result, educational losses have become systemic, covering not only academic knowledge but also socio-emotional competence, communication skills, and psychological stability.

Ukrainian education faced the need to quickly and effectively overcome educational losses among students of secondary schools, which requires the introduction of innovative, complex, and flexible approaches that can combine educational, psychological, and social components. One of these formats is educational camps that form a safe space for learning, development, and recovery of children. Although researchers have already proven that "summer study programs … tend to have a positive impact on the preparation of students participating in them before the successful start of the next academic year" (Shamir, Pocklington, Yoder, Tom, Houchins, 2024, p. 119), however, educational camps as a tool to overcome educational losses (both academic and social) in crisis conditions have not yet been the subject of a thorough scientific study, emphasizing the uniqueness of the proposed model. Therefore, the experience gained in Ukraine of using educational camps to overcome educational losses can be adapted and applied in other countries, in particular, to support children who have suffered psychological trauma during hostilities, natural disasters, are in refugee camps, or faced with other forms of educational instability, which makes the ***relevance of our*** research.

The object of research is educational losses, ***the subject*** – educational camps as a tool to overcome educational losses.

The article is an experimental measurement of the effectiveness of the implementation of educational camps as a tool to overcome the educational losses of students of general secondary education institutions. To achieve the goal, it is necessary to perform the following ***tasks***: 1) generalize theoretical and methodological approaches to the definition of the concept of "educational losses"; 2) describe the pedagogical model of the educational camp as an environment for compensation of educational losses and experimentally test its effectiveness; 3) to formulate recommendations for the implementation of the experience of educational camps in crisis conditions, in particular, in the international context.

The methodology of the study involves the use of a complex of general scientific methods. Methods of analysis and synthesis were used to systematize and generalize approaches to the definition of the concept of "educational losses", as well as to process quantitative data obtained in the survey, and their interpretation.

The method of modeling was used to create a model of the educational camp as an environment for compensation of educational losses, a descriptive method for its characteristics.

The experimental part of the study was aimed at checking the effectiveness of the proposed model and was conducted on the basis of the summer educational camp "IZI camp". The experiment included a survey of 300 children (150 children in 2024 and 2024) aged 12 – 13 (7th-grade students) from the frontline regions of Ukraine. Two types of the survey were conducted: 1) the academic survey (initial and final) concerned the measurement of the level of academic knowledge of the camp participants at the beginning and after participation in the camp on 4 subjects (Ukrainian, history of Ukraine, mathematics, literature / English); 2) a GAD-7 generalized anxiety questionnaire, where respondents are asked to assess the level of anxiety symptoms over the past two weeks. We use the quantitative method to process and calculate empirical data. The pedagogical observation method made it possible to trace the dynamics of interpersonal interaction between the camp participants to identify changes in the level of socialization, mutual support, and behavioral reactions of children during their stay in the camp. The comparative method was used to compare the results of the surveys of 2024 and 2025, identifying common and distinctive trends. The induction method was used to formulate generalized conclusions and recommendations based on the results obtained.

1. Educational losses in the focus of scientific qualification

The problem of educational losses over the past decade has taken a central place in scientific research in the fields of pedagogy, psychology, and educational policy, gaining special relevance in the context of global and national crisis processes. At the same time, in scientific discourse, we observe differences in the definition of the concept of "educational losses", its content limits, and measurement criteria. Initially, in the scientific literature, this concept was used mainly to describe a decrease in the educational results of students due to long summer vacations – "summer learning loss" (Cooper, 2003; Karl, Pitcock, Boulay, 2016), and only after the COVID-19 pandemic, the semantics of the concept have expanded significantly. For example, the researcher P. Moroz (2023), under the educational losses, understands "any loss of the results of training of the applicant/ applicants of education compared to the expected results specified in the curriculum/ educational standards" (p. 174), quite generally describing the phenomenon. The scientist Y. Nazarenko specifies, emphasizing that educational losses are "gaps in knowledge and skills that arise in apprenticeship during the educational process"[3]. In the interpretation of the glossary of educational reform, educational losses mean any specific or general loss of knowledge and skills or deterioration of academic results caused by the most frequent long-term breaks in student learning[4].

It should be noted that in the crisis, educational losses are exacerbated not only by the interruption of the educational process but also due to stress and trauma. As is well known, "excessive or prolonged activation of stress response systems in the body and brain can disrupt healthy development, which negatively affects learning, behavior, and health throughout life"[5]. That is why training during the crisis should take into account the traumatic experience of students: "this practice places an emphasis on ensuring that the school space – its daily routine, relationships and activities – is conducive and flexible to the needs of all children and young people, but especially those suffering from the effects of trauma and toxic stress"[6]. Thus, the psychological factor is an important aspect of both the formation of educational losses and their overcoming later.

Researchers A. Christova, S. Petrova and E. Tosheva, analyzing the negative consequences of distance learning, indicate that educational losses form threats to both academic and socio-economic development of students: they create prerequisites for a long lag in education, further decrease in student involvement, a significant increase in educational inequalities, the risk of screening students and inefficient formation of human capital[7]. We fully support this idea, and by educational losses, we understand a comprehensive reduction in the level of educational achievements and development of students, which covers academic gaps in knowledge and skills, communicative and adaptive skills, including a shortage of socialization, weakening of emotional stability necessary for full personal and educational development.

Educational losses have a significant impact on the socio-economic development of the state: the interruption of the full-fledged educational process, even by a third of the academic year, can lead to a decrease in GDP by 1.5% over the next decades (Topuzov, Golovko, Lokshyna, 2023). Thus, in the first two years of active combat in Ukraine, the total losses in training are 5.5 billion US dollars, but this figure will grow during the working life of students, adversely affecting their potential income and resulting in additional billions of losses[8]. It is expected that this will affect the post-war recovery of Ukraine, the key factor of which will be human capital.

Thus, the educational losses caused by crisis conditions are manifested not only in reducing academic skills of students, but also in a deep psychological impact caused by stress, the negative consequences of which can last a lifetime. Together, this leads to a decrease in human capital and a slowdown in the economic development of the state, which makes overcoming educational losses a strategic priority of educational policy.

2. The pedagogical model of the educational camp as a tool to overcome educational losses

One of the effective formats for overcoming educational losses caused by crisis conditions is the educational camp. Educational camps have already been seen as

a way of preparing young students for school online (Dore, Justice, Mills, Narui, Welch, 2021), as an environment of thematic learning and developing interest in STEM education (Mohr-Schroeder et al., 2014) as well as a space for the personal growth of children and adolescents (Thurber, Scanlin, Scheuler, Henderson, 2007). The effectiveness of programs to overcome educational losses, built on the camp principle, which contributes to the prevention of seasonal academic losses and increases the level of student success from socially vulnerable groups (Shamir, Pocklington, Yoder, Tom, Houchins, 2024). Thus, the educational camp in the modern scientific discourse is considered not only as a form of leisure, but as a flexible model of non-formal education, capable of performing adaptive, compensatory, developmental, and career-oriented functions depending on the target group and the educational purpose of the program.

The model proposed by us provides for informal education of students of the same class within a short fixed period, where a safe, supportive environment is created to restore educational motivation, socialization, and emotional stability of students. This format allows not only to compensate for academic gaps, but also to contribute to the development of key competencies and the sustainability of students.

The pedagogical model of the educational camp organization is based on the nine-day format of keeping children in a safe recreational environment, where the entire educational process takes place within the camp. It ensures the integrity of educational and socio-psychological impact. The model combines elements of traditional school education (training in basic subjects, work in small groups, individual consultations) with components of rehabilitation, excursion, and cognitive activity and psychosocial support.

The special feature of the proposed model is the choice of a through thematic line of the camp, which combines all educational, game, health, and psychosocial activities into a single meaningful system. This approach ensures the integrity of perception and increases the motivation of participants through the element of story and immersion in common experience. The thematic line defines the concept of each day of stay in the camp. For example, it can be a "journey around the world", when participants visit a new country every day, getting acquainted with its culture, traditions, language, and symbols. Another option is "time travel", in which participants daily open a new historical era, explore cultural phenomena, and compare them with the present.

Every day in the camp program structure (see Table 1) begins with individual and team goal-setting, which is aimed at the formation of awareness, internal motivation, and responsibility of participants for the results of their own activities. Also, a physical warm-up is carried out, which performs the function of psychophysiological activation of the body, and increases the level of concentration of attention.

Table 1. The camp program structure

When?	What?
08:00 – 08:45	Waking up, morning exercises
08:45 – 09:00	The morning routine
09:00 – 09:30	Breakfast
09:30 – 09:45	Identifying goals and plans for the day
10:00 – 10:45	The first lesson
10:55 – 11:40	The second lesson
11:40 – 11:50	Brunch
11:50-12:35	The third lesson
12:45 – 13:30	The fourth lesson
14:00 – 14:30	Lunch
14:30 – 16:00	Time for rest
16:00 – 17:00	Swimming pool or communication classes in a group
17:00 – 17:30	Lunch and master classes announcement
17:30 – 19:00	Master classes (workshops, sports activities, psychological practices, etc.)
19:00 – 19:30	Dinner
19:30 – 21:00	Evening meeting
21:00 – 21:30	Candle of impressions (reflection)
21:30 – 21:45	Evening snack
21:45 – 22:00	Evening procedures
22:00	Bedtime

The educational camp provides daily attendance of training sessions, which are an integral part of its pedagogical model. Classes are held in the premises of a real school or an audience close to it, since for a significant part of the participants, this is the first experience of being in the educational space offline (many participants of the camp studied remotely due to the COVID-19 pandemic or the course of hostilities, which deprived of the possibility of a full-fledged school social experience). Every day, participants attend classes on four main

subjects – the Ukrainian language, the history of Ukraine, mathematics, as well as the subject, which varies depending on the year of the camp (for example, in 2024 it was literature, and in 2025 – English). This format ensures the systematic repetition and consolidation of the basic knowledge provided by the educational program of the appropriate class, as well as contributes to the adaptation of children to the school environment and restores confidence in the learning process.

The second half of the day in the educational camp is devoted to rest and psychological recovery of participants. At this time, participants have the opportunity to visit the pool, participate in creative and sports activities aimed at reducing emotional stress and developing social skills. No less important are the master classes of the day, such as origami workshops, clay product creations, educational and professional workshops in journalistic, psychological specialties, etc. It should be noted that the choice of master classes is carried out by the participants themselves, who are self-enrolled in classes that interest them, which ensures the individualization of the educational process and takes into account the personal needs, interests, and level of readiness of each child. Such events contribute to the creative self-expression of participants, increase their confidence in their own abilities, and develop team interaction.

One of the important stages of group work with children is the use of a psycho-educational approach in individual classes aimed at forming an understanding of the mechanisms of functioning of the psyche in conditions of stress. Within the framework of this activity in the camp, the participants are explained what reactions are normal in crisis circumstances, the legitimization of all emotions and feelings was carried out, their awareness through bodily sensations, as well as mastering the basic techniques of emotional self-regulation.

A mandatory element of the camp's schedule is a joint evening activity, which has a collective and creative character. During these events, participants prepare joint performances, compete in sports tournaments, demonstrate their talents, or participate in role-playing and economic games. We emphasize: each of the evening activities is thematically coordinated with the general line of the day, which ensures the meaningful unity of the entire camp cycle.

The final stage of each day is a joint team or general-camp reflection ("Candle of impressions"). This element has a distinct pedagogical and psycho-emotional significance, since it contributes to the comprehension of the day, the generalization of the acquired experience, and the formation of reflexive skills of participants.

Within the framework of the camp program, one day is focused on traveling around the camp area. It involves visiting natural, historical, and architectural monuments, and an acquaintance with the cultural features of the area. Thus, participants take part in educational and research activities outside the camp. The appropriate element of the program is also the joint conquest of the top of the mountain or a short-term camping, which contributes to forming team interaction,

the development of mutual support skills, responsibility, and psychological and physical endurance. Such activities perform an important psychological and rehabilitation function, and contribute to emotional unloading, strengthening group cohesion.

The organizational structure of the camp involves the unification of all participants into 4 teams, each of which has its own mentor, accompanying them at all stages of the camp activity. The mentor also performs the functions of a tutor and facilitator, provides individual support, support for educational motivation, coordination intra-group interaction, and creates a positive microclimate in the team. The pedagogical team also includes four subject teachers who conduct training sessions: two psychologists who provide psychosocial support and implement programs of emotional recovery; the methodist of the camp, responsible for coordinating the content line of the camp, organizing master classes and evening activities; director of the camp, who carries out general management, control, and coordination of all processes.

The described structure contributes to the effective implementation of the pedagogical model of the educational camp as a tool for overcoming educational losses, provides interdisciplinary interaction of specialists, and comprehensive support of participants in the educational, social, and emotional dimensions.

3. The results of the experiment

The study is based on the hypothesis that the proposed pedagogical model of the educational camp is an effective tool for overcoming educational losses in crisis conditions. It is assumed that the combination of educational, health, and psychosocial components in a structured environment contributes to the simultaneous restoration of academic knowledge, social skills, and emotional stability of children. The experimental study was conducted to test the hypothesis and assess the impact of the camp model on the dynamics of educational, social, and psychological indicators of participants.

The first component of the research tools was questionnaires aimed at determining the dynamics of changes in the academic level of knowledge of participants. In particular, the results in Ukrainian language, the history of Ukraine, and mathematics were evaluated during the camp changes in 2024 and 2025. Additionally, in 2004 Literature was added to the list of disciplines, in 2025 English was added.

We calculated the dynamics for the three sessions using the relative growth formula:

$$\Delta\% = \frac{P_final - P_initial}{P_initial} \times 100\%$$

Where P_initial is the initial survey indicator, and P_final is the final survey indicator. The formula allows us to reflect the percentage increase in the participants' knowledge level after completing the program.

The initial and final tests in Ukrainian contained 10 similar theoretical questions in test form in accordance with the 7th-grade curriculum. This format enabled tracking the effectiveness of the model used to overcome educational losses in the Ukrainian language, as measured by the percentage of correct answers to test questions (see Table 2). It should be noted that in the European context, Ukrainian language lessons can be transformed into corresponding language courses in the host country, both to support the integration of refugee children and to restore the language skills of students from that country who have experienced interruptions in their education.This format combines educational and social integration functions, providing a comfortable environment for language acquisition and the development of communication skills.

Table 2. The results of measuring academic performance in Ukrainian at the beginning and after participation in the camp

Year	Initial survey			Final survey			Dynamics over 3 shifts
	1 shift	2 shift	3 shift	1 shift	2 shift	3 shift	
2024	56,4%	56,9%	60,5%	66,3%	68%	72,6%	Growth 18,96%
2025	41,6%	48,2%	35,1%	58,4%	66,3%	61,4%	Growth 50,95%

The questionnaires on Ukrainian history include 10 similar test questions from the 7th-grade curriculum, which enable conducting a comparative analysis of the participants' theoretical knowledge before and after completing the camp program. The results are shown as a percentage of correct answers (see Table 3). It should be emphasized that lessons on Ukrainian history can be adapted to a European context (for example, in refugee camps) as a tool for establishing intercultural ties, as studying the histories of both countries will create an opportunity to explore common processes and experiences. Such a comparative approach will contribute to the development of intercultural dialogue and the integration of children into a new sociocultural environment.

Table 3. The results of measuring academic performance in Ukrainian history at the beginning and after participation in the camp

Year	Initial survey			Final survey			Dynamics over 3 shifts
	1 shift	2 shift	3 shift	1 shift	2 shift	3 shift	
2024	46,9%	49,2%	45,9%	75,9%	79,4%	76,9%	Growth 63,58%
2025	50,2%	52,8%	33,7%	74,8%	72,2%	69,4%	Growth 63,98%

The initial and final Mathematics tests contained six open-ended questions based on the 7th-grade curriculum, which enabled the effectiveness of the proposed model in overcoming educational losses in mathematics. The results are reflected in the percentage of correct answers (Table 4). We emphasize that similar Mathematics classes can be used in European countries, as Mathematics is universal in nature, i.e., it does not depend on linguistic or cultural context. In this way, educational losses are made up for, and refugee children are integrated into the local educational environment.

Table 4. The results of measuring academic performance in mathematics at the beginning and after participation in the camp

Year	Initial survey			Final survey			Dynamics over 3 shifts
	1 shift	2 shift	3 shift	1 shift	2 shift	3 shift	
2024	43,3%	52,1%	58,3%	49,2%	56,2%	63%	Growth 9,85%
2025	51,5%	59,5%	40,9%	60,8%	63,5%	44%	Growth 10,85%

Literature tests were only administered in 2024 and consisted of 10 tasks aimed at self-assessment of text comprehension. The tasks covered the ability to identify the main idea, determine ways to verify the accuracy of information, analyze the emotional tone of the text, and recognize one's own difficulties in interpreting the content. Participants had to independently assess their knowledge and understanding of the text using a scale from 0 to 10 according to the differential method, which is subsequently represented by a percentage (Table 5). Literature classes in educational camps can be adapted in European countries as a means of developing critical thinking and intercultural communication. Working with literary and journalistic texts will enable children to compare the cultural codes,

values, and narratives of their country of origin and their host country, contributing to the formation of a common space of meanings.

Table 5. The results of measuring academic performance in Literature at the beginning and after participation in the camp

Year	Initial survey			Final survey			Dynamics over 3 shifts
	1 shift	2 shift	3 shift	1 shift	2 shift	3 shift	
2024	50,4%	48,4%	56,2%	60%	60,3%	76,2%	Growth 26,41%

The initial and final English language tests were conducted only in 2025. The questionnaires contained five types of tasks, which involved filling in the blanks in sentences with the appropriate verb forms and determining the lexical meaning of the words presented in context. The results are presented as percentages of correct answers (see Table 6). English lessons can be an important element of European educational camps, as English is the common language of international communication, and learning it facilitates the integration of refugee children and helps them regain their language skills after breaks in their education.

Table 6. The results of measuring academic performance in English at the beginning and after participation in the camp

Year	Initial survey			Final survey			Dynamics over 3 shifts
	1 shift	2 shift	3 shift	1 shift	2 shift	3 shift	
2025	39,1%	53,2%	33,7%	64,4%	73,4%	60,2%	Growth 60,43%

At the same time, immediately upon arrival at the camp, participants were asked to complete a generalized anxiety disorder questionnaire (GAD-7), which enabled the preliminary identification of signs of anxiety disorder and determined the level of anxiety. The methodology involved self-assessment of the frequency of anxiety symptoms over the past two weeks on a four-point scale: “never,” “a few days,” “more than half the days,” “almost every day.” The questionnaire covered seven statements aimed at assessing stress levels, control over excitement, tendency to worry excessively, difficulty relaxing, restlessness, irritability, and feelings of potential threat. The results of the 2024 survey are shown in Diagram 1, and the results for 2025 are shown in Figure 2.

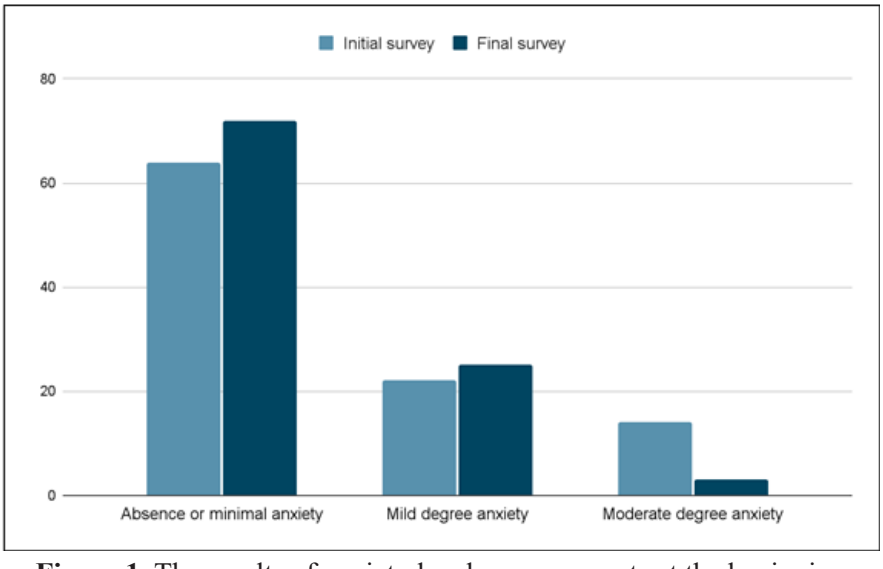


Figure 1. The results of anxiety level measurements at the beginning and after participation in the camp in 2024

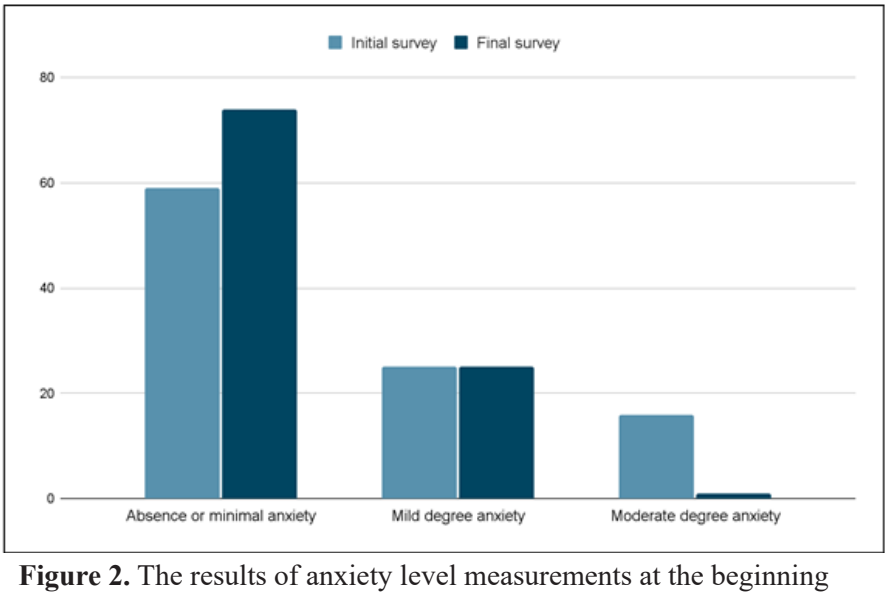


Figure 2. The results of anxiety level measurements at the beginning and after participation in the camp in 2025

4. Discussions and conclusions

Analysis of the results presented in Tables 2 – 6 shows positive dynamics in the academic performance of educational camp participants over the two years of the experiment. A comparison of the results of the initial and final surveys demonstrates a steady increase in the level of learning material assimilation in all subjects, confirming the effectiveness of the camp's comprehensive pedagogical model.

The highest growth rates are observed in Ukrainian History (63.5% in 2024 and 63.9% in 2025), confirming the particular effectiveness of combining interactive and reflective teaching methods with elements of game-based modeling of historical events. Improvements have also been recorded in English (60.4% in 2025). We see significant positive growth in the Ukrainian language (19.9% in 2024 and 50.9% in 2025). It is the result of improvements in the methodological component of the program, which was adapted to the offline learning format. There were also positive changes in learning Literature (26.4%), especially in terms of developing skills, text comprehension, analysis, and self-reflection. A relatively smaller but stable increase was observed in learning Mathematics (about 10% over two years), which is explained by the specifics of the subject requiring systematic repetition and gradual skill formation.

The analysis of the results presented in Diagrams 1 and 2 shows a positive trend in the reduction of anxiety levels among participants in the educational camp in both 2024 and 2025. In 2024, the proportion of children with no or minimal anxiety increased to over 75%, while the number of participants with mild anxiety remained relatively stable, and moderate anxiety decreased by more than half. A similar trend can be seen in 2025: the level of minimal or no anxiety increased to over 80%, and the number of children with moderate anxiety decreased to isolated cases. The maintenance of positive dynamics throughout the two years of the experiment confirms the stable effectiveness of the educational camp's pedagogical model in reducing anxiety, increasing psychological resilience, and forming a sense of security in children from frontline territories.

At the same time, we would like to emphasize that expectations of high levels of anxiety among participants were not fully confirmed. Despite the fact that children were from frontline cities, some of them already had experience of individual work with a psychologist, which had a positive impact on their adaptability. In addition, analysis of the questionnaire responses showed that the main factors contributing to increased anxiety remain the fear of losing loved ones in the war, anxious conversations among adults, and conflicts within the family and among peers. During their stay at the camp, positive changes were observed in the participants' communicative behavior, emotional self-expression, and social interaction. The children became more open, active, and proactive; they began to

express their emotions without fear of judgment, and group cohesion and the level of socialization improved noticeably.

Summarizing the results of the two-year experiment, we can conclude that the proposed pedagogical model of the educational camp proved its effectiveness in overcoming educational losses of both an academic and psycho-emotional nature. The quantitative and qualitative data obtained confirm that the children's participation in the camp program contributed to an increase in academic achievement, a decrease in anxiety levels, an improvement in communication skills, and a strengthening of emotional stability.

The proposed educational camp model can be adapted for use in European countries as an effective tool for overcoming educational losses among children affected by crisis or migration processes. Its distinctive feature is the combination of educational, psycho-educational, and socialization components, which ensures the simultaneous restoration of academic knowledge, the formation of resilience, and the integration of children into a new cultural environment. The model can be used to support refugee children, internally displaced persons, and children with experience of long-term distance learning or educational isolation, which will be an effective tool for integrating refugee children into local cultural and educational spaces. It is an optimal format when the camp brings together both refugee children and local students, as this creates conditions for intercultural dialogue, mutual learning, and social adaptation in a safe and supportive environment.

For effective implementation in European Union countries, several recommendations should be taken into account. First, it is necessary to ensure cultural and linguistic adaptation of the content, namely the use of a bilingual approach for integration without loss of national identity. Second, the structure of the camp must be modular (9 – 14 days) with a clear division into educational, recreational, and reflective blocks, which will allow the implementation of the program into schools, youth centers, or NGOs. Third, it is necessary to maintain the psychosocial component (daily group reflections, elements of psychoeducation, individual mentoring). Fourth, to ensure the quality of implementation, we advise developing public-private partnerships, involving government organizations, non-governmental organizations, local schools, and local specialists in such projects. Simultaneously, it is essential to introduce a system that evaluates the effectiveness of the program through short subject tests and well-being questionnaires, which makes it possible to justify its scaling.

We see the prospects for research in testing the effectiveness of the proposed model for children in refugee camps, children with experience of occupation, and children with special educational needs.

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