



2023-2024

Back to School **Campaign** Report



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LIST OF ACRONYMS

3RP	Regional Refugee and Resilience Plan
ADAP	Adolescent Development and Participation
AFAD	Disaster and Emergency Management Presidency
BTS	Back to School Campaign
CCTE	Conditional Cash Transfer for Education
DTM	Displacement Tracking Matrix
EBA	Eğitim Bilişim Ağı (Education Information Network)
ECE	Early Childhood Education
EQ provinces	Earthquake-affected provinces
ESSN	Emergency Social Safety Net
ESWG GER	Education Sector Working Group
GER	Gross Enrolment Rate
GoT	Government of Türkiye
HHs	Households
IEC	Information, Education and Communication
LGS	Lise Giriş Sınavı (High School Entrance Exam)
MHPSS	Mental Health and Psychosocial Support
MIRA	Multi-Sector Rapid Needs Assessment
MoNE	Ministry of National Education
OCHA	Office for the Coordination of Humanitarian Affairs
OOSC	Out-of-School Children
PDoNE	Provincial Directorate of National Education
PFA	Psychological First Aid
SDR	Secondary Data Review
TPID	Temporary Protection Identification Document
TRY	Turkish Lira
TERRA	Türkiye Earthquake Recovery and Reconstruction Assessment
TSS	Temporary Settlement Support
UIP	Under International Protection
UTP	Under Temporary Protection
UNCT+	United Nations Country Team Plus
YKS	Higher Education Institutions Exam

1. Introduction

Background, context, and purpose of the Back to School Campaign

As of September 2023, Türkiye hosts the world's largest refugee population for the ninth consecutive year, with over 3.6 million refugees and asylum-seekers, including 3.3 million Syrians under temporary protection (UTP), of whom 1.8 million are children.¹ Against this backdrop, the Regional Refugee and Resilience Plan (3RP) presents a pivotal strategic platform initiated in Türkiye in 2015, focusing on the protection of Syrians UTP and persons under international protection; inclusion, access to services, and harmonization.²

Education support remains a vital part of the 3RP response in Türkiye, especially for refugee children under international protection (UIP). As of June 2023, 997,243 refugee children (513,604 boys and 483,639 girls) were enrolled in formal education in Türkiye, reflecting a gross enrolment rate of 64%. Despite the increase in the gross enrolment rate (GER) from 64% to 69% in a space of one year in 2023, with positive changes observed at all educational levels from pre-primary to upper secondary, it remains a challenge that more than 450,000 refugee children UIP still lack access to education. Notably, there was a reduction in the number of out-of-school children UTP, particularly those of Syrian origin, but the figure remains around 390,000. These figures are significantly lower than the enrolment rates of Turkish children. In the 2021–2022 academic year, enrolment rate stood at 93.2% for 6- to 9-year-olds (primary), 89.8% for 10- to 13-year-olds (lower secondary), and 89.7%

for 14- to 17-year-olds (upper secondary). In the 2022–2023 academic year, recovering from the disruption of the pandemic years, the figures even slightly improved with 93.9% of primary school-aged children, 91.2% of lower secondary school-aged children, and 91.7% of upper secondary school-aged children enrolled in formal education; however, the goal remains to enhance these numbers further, especially for out-of-school children (OOSC).³

Education partners continue to support the Ministry of National Education (MoNE) in providing access to and achieving retention in formal education and all forms of learning, including non-formal and informal learning opportunities as well as online learning to enable children and families to realize their right to quality education and learning. Since 2019, UNICEF has been the lead agency for the Türkiye Education Sector Working Group (ESWG), coordinating the efforts of over 80 organizations. The education sector's commitment to address the unique educational needs of all children and youth, including refugee and migrant children, is based on improving awareness of different educational opportunities available for all. The annual Back to School Campaign (BTS), which includes outreach, awareness-raising, and information dissemination, has been used to strengthen the commitment to achieve education access and retention since 2014. The parent survey and the supplementary 'problem log' recorded and maintained by various education partners across the country are central to the BTS Campaign. They ensure the involvement of stakeholders at different levels, with the

¹ UNHCR Türkiye Fact Sheet, September 2023. Available at: <https://www.unhcr.org/tr/wp-content/uploads/sites/14/2023/10/bi-annual-fact-sheet-2023-09-turkiyeF.pdf>

² Regional Strategic Overview 2023. 3RP Regional Refugee and Resilience Plan. Available at: https://www.3rpsyriacrisis.org/wp-content/uploads/2023/06/Regional_Strategic_Overview2023_.pdf

³ National Education Statistics Formal Education 2022/23. September 2023. Available at: https://sgb.meb.gov.tr/meb_iys_dosyalar/2023_09/29151106_meb_istatistikleri_organ_egitim_2022_2023.pdf

information collected aiming to highlight the challenges to accessing education and collect vital information about out-of-school children, the reasons for their absence, and intentions about and barriers to future registration and enrolment, taking into consideration provincial, school grade-level, nationality, and other demographic differences among the children.

On 6 February 2023, two devastating earthquakes, measuring 7.7 and 7.6 magnitude struck Pazarcık and Elbistan in Kahramanmaraş, Türkiye, followed by over 3,100 aftershocks causing catastrophic destruction.⁴ The earthquake severely affected the region's educational system as it inflicted significant structural damage to schools, universities, and other educational institutions, leading to the displacement of students, educators, and other staff. There was an urgent need for comprehensive rebuilding efforts, including the provision of temporary learning spaces, reconstruction of educational and teacher facilities, and implementation of specialized programmes to support recovery and resilience, especially to address the emotional well-being of those who suffered traumatic experiences by loss of loved ones and caregivers, and destruction within community networks which altogether created psychological distress among students and educators.

Accordingly, the information collected through the BTS Parent Survey and the 'problem log' for the academic year 2023–2024 holds great importance in assessing the effectiveness of the annual BTS campaign. This assessment examines the campaign's impact on returning to school and the support provided to thousands of families and children affected by the earthquakes concerning both education and non-educational aspects, which have been aggravated by the disaster.

Objectives and scope of the report

This report presents the findings and analysis of the BTS Parent Survey conducted in July 2023, as well as the problem log registered by partners recording registration and enrolment issues and barriers to access education across the nation. It aims to provide a comprehensive understanding of the factors contributing to the current state of education in Türkiye, with a further focus on the earthquake-affected areas and the challenges faced by children and families, particularly out-of-school children and displaced families. The report outlines the strategies employed by the education sector and the achievements up to date, with immediate and long-term responses in continuing to address these issues. Drawing upon case studies, best practices, and achievements within the sector in keeping children in school, the report will summarize appropriate action and policy recommendations for continued support.

Finally, the synthesized analysis of the information collected through the two main components of the BTS Campaign will support evidence-based programming and improve information management in the education sector, supporting the ESWG in advancing accessible, equitable, and high-quality education for all children.

⁴ OCHA. *Türkiye Earthquakes Flash Appeal 2023*. Available at: <https://reliefweb.int/report/turkiye/flash-appeal-turkiye-earthquake-february-may-2023-entr>.

2. Background and Context

The earthquakes' impact on Türkiye's education system

Extent of the Damage

The devastating earthquakes that struck Türkiye on 6 February 2023 had a profound impact particularly in the 11 most affected provinces of Adiyaman, Gaziantep, Kilis, Hatay, Malatya, Diyarbakir, Adana, Osmaniye, Kahramanmaras, Sanliurfa, and Elazig.⁵

The extent of the damage was widespread, with 300 thousand buildings destroyed, leaving 3 million residents relocated, over 100 thousand injured and over 50 thousand people dead.⁶ An estimated 15.6 million people, nearly 5.6 million children, including both Turkish residents and around 1.74 million refugees and migrants, were impacted by the earthquake, in a region that has already been supporting the needs of a high refugee population. The earthquake impacted 9.1 million individuals directly in the most affected provinces; and the initial flash appeal estimated the financial requirements for humanitarian organizations at a \$1 billion to aid around only half of those affected by the disaster.⁷

A situation overview was provided and humanitarian needs were summarized in the latest UNICEF Türkiye Humanitarian Situation Report utilizing data from the second round of Displacement Tracking Matrix (DTM)/Temporary Settlement Support (TSS) site mapping as of 8 August 2023. The report revealed that 181,264 households were identified as living in temporary sites, marking around a 59% decrease compared

to the data from round 1 in March 2023; while the number of households identified as living in informal sites stood at 100,159, which represented a 64% reduction since March 2023. According to figures from authorities, there were still 344,016 people residing in 40 formal tented sites (23,211 people) and 349 container sites (320,805 people) across the four most affected provinces (Adiyaman, Hatay, Kahramanmaras, and Malatya provinces).⁸ Furthermore, according to the third round of data from October in the IOM DTM, the number of people in temporary settlements remained stable, but there was a noteworthy shift towards more formal sites.

However, caution is advised in assuming a direct equivalence between the reduction in informal sites and an increase in formal sites, especially when considering returns. A comparison of data from August (round 2) to the most recent October report (round 3) indicates that the number of individuals in formal settings, specifically AFAD sites, increased from 380,000 to 434,524, marking a 14% rise. In contrast, informal settings documented by the DTM decreased from 459,696 to 352,628, reflecting a 23% reduction. The total number of individuals in temporary settlements across the five most affected provinces is reported as 839,696, with a net decrease of 787,152 individuals. Furthermore, based on the seventh round of data from the Türkiye Protection Sector Needs Assessment, it is evident that at least 36% of households relocated from the 11 earthquake-affected provinces, and at least

⁵ OCHA. Türkiye Earthquakes Flash Appeal 2023. Available at: <https://reliefweb.int/report/turkiye/flash-appeal-turkiye-earthquake-february-may-2023-entr>

⁶ Humanitarian Transition Overview - Türkiye Earthquake Response (15 August 2023) Available at: <https://www.unocha.org/publications/report/turkiye/humanitarian-transition-overview-turkiye-earthquake-response-august-2023#:~:text=Following%20the%20two%20earthquakes%20that,provided%20to%205.4%20million%20people.>

⁷ OCHA. Türkiye Earthquakes Flash Appeal 2023. Available at: <https://reliefweb.int/report/turkiye/flash-appeal-turkiye-earthquake-february-may-2023-entr>

⁸ Türkiye Humanitarian Situation Report No. 17 (Earthquake), 31 August 2023. <https://www.unicef.org/documents/t%C3%BCrkiye-humanitarian-situation-report-no-17-earthquake-31-august-2023>

43% have moved within the same province to different neighbourhoods or districts since the earthquake. These findings suggest increased mobility, potentially leading to greater resource and support needs in the surrounding provinces, as well as in major non-affected or less affected cities like Istanbul, Izmir, Ankara, Kayseri, and Adana.⁹

Education Sector Impact

Among the various sectors affected, the education sector faced significant disruptions as the damage extended to schools, colleges, and educational institutions, which disrupted the normal educational activities of both Turkish and refugee children. The aftermath of the earthquakes led to the temporary closure of schools in the affected provinces, many of which served as temporary shelters for families and children who had to evacuate their homes. The extent of closure raised concerns about potential learning loss, increased school dropouts, and adverse

impacts on children's psychosocial well-being, especially following the pandemic which already had severe effects in the previous years.

While the joint multi-sector rapid needs assessment (MIRA) primarily focused on urgent needs such as shelter, food, and essential services, the education sector lacked a comprehensive and specific rapid needs assessment. Most assessments conducted by education sector partners were limited in scope, non-specific to district or school level data and had limitations in identifying pressing needs in rural versus urban settings. Nonetheless, the TERRA report by the GoT gave good insights to the level of damage, as well as the Secondary Data Review (SDR) exercise conducted in May 2023, which aimed to consolidate existing data on Education in Emergency and to generate evidence on the impact.



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⁹ UNHCR, Türkiye Protection Sector Needs Assessment Round 7. (21 September 2023) Available at: <https://reliefweb.int/report/turkiye/turkiye-protection-sector-needs-assessment-round-7-august-2023>

Disruption in Access to Education and Physical Damage

Before the earthquakes, nearly 4.1 million students, including 350,000 refugee and migrant children, attended over 11,000 schools in the affected region who have had their access to education hampered. The earthquake-affected region accommodated 21.4% of Türkiye's students, and in terms of educational infrastructure, the affected region held 21% of all educational institutions and employed 19.1% of Türkiye's teachers, reflecting the magnitude of the challenges faced in the education sector.¹⁰ Further in numbers, prior to the earthquakes, there were 226,593 teachers in the affected provinces from which 4,097 teachers and education personnel permanently transferred from the most affected provinces to non-affected provinces, due to accommodation and other issues, creating a shortage of teachers in the region, which is expected to further hamper returns to school.

Initial assessment of school infrastructure damage showed that around 2,976 out of the 3,852 schools were damaged by the earthquakes (64 destroyed, 338 heavily, 107 moderately, and 2,467 lightly) across the five most affected provinces. More comprehensively, the TERRA report's examination of 8,162 of the 20,340 inspected educational buildings revealed the extent of damage to be much higher, with 72 destroyed, 504 requiring urgent demolition, 331 moderately damaged, and 2,533 lightly damaged. The estimated funding needed for the restoration of these buildings is a staggering TRY 39.69 billion (USD 2.11 billion), with further increase expected as more inspections are conducted. Private education institutions, encompassing 5,024 establishments,



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¹⁰ TERRA Report, MoNE.



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also grapple with substantial damage. Of the 119 inspected, 14 were destroyed, 27 severely damaged, 19 moderately damaged, and 58 lightly damaged. This highlights the comprehensive challenges faced by the education sector and the urgency of collaborative efforts to address the extensive rehabilitation needs in both public and private educational institutions.¹¹

Impact on Quality of Education Interventions and Resilience

In August, six months after the earthquakes, OCHA, in their Humanitarian Transition Overview, reported several key points on the extent of the damage, interruption, and remaining challenges. Following the earthquakes, children seem to see their food intake reduced by 3% more than adults, by 8% more

than adults for other essential service or item expenditures and by almost 12% more than adults for medical care. Boys and girls were found highly exposed to labour (32%), marriage (17%) and begging (16%). Regarding priority humanitarian needs, continuing interventions were deemed necessary, including support for school infrastructure that includes school construction, rehabilitation of schools or provision of temporary learning spaces, ensuring school continuity, catch-up programmes, structured outreach, tailored enrolment and case management, incentive programmes, addressing children's physical and mental well-being, and providing Conditional Cash Transfer for Education (CCTE)/Emergency Social Safety Net (ESSN), especially for at-risk groups.¹²

¹¹ TERRA Report, MoNE.

¹² OCHA. Humanitarian Transition Overview - Türkiye Earthquake Response (August 15, 2023). Available at: <https://reliefweb.int/report/turkiye/humanitarian-transition-overview-turkiye-earthquake-response-august-2023>.

While education has resumed in all districts of provinces affected by the earthquakes as of 24 April 2023, attendance reports showed low levels with 35 to 50% in Hatay, 70% in Kahramanmaraş, 35% in Malatya and 40% in Adiyaman.¹³ In the third round of DMT in October 2023, assessment regarding education revealed an overall improvement in school access compared to the figures back in August as reported by percentage of neighbourhoods. Among those with a primary school, 11% reported access issues, down from 30% in August. Adiyaman displayed the least progress (30% to 20%), while Hatay (22% to 9%), Kahramanmaraş (34% to 3%), and Malatya (32% to 14%) showed significant improvements regarding access to primary education. In terms of access to secondary education, 26% of neighbourhoods reported no secondary school before the earthquake. Among neighbourhoods with a secondary school, 11% reported access issues, a decrease from 28% in August. Adiyaman again showed limited improvement (29% to 22%), while other provinces saw more significant improvements. Districts such as Celikhan and Gerger in Adiyaman and Arapgir and Arguvan in Malatya reported higher-than-average issues accessing secondary schools. Overall, there were notable improvements in education, health, transportation, markets, and the resumption of businesses/agriculture, where Hatay and Adiyaman remain

as provinces with challenges across multiple indicators, and pose a concern for potential exclusion, showing limited improvement across various indicators, including access to markets, health, education, and cash.¹⁴

Equity, Inclusion, and Remaining Challenges

Furthermore, although transfers from the affected areas to other schools were permitted, lack of identification or official travel permits for refugee children under Temporary Protection ID card (TPID) has remained one of the most important problems in terms of school enrolment after moving to non-affected provinces, keeping non-attendance high. Children were also at an increased risk due to trauma and worsening psychological status, for instance, reluctance to enter concrete school buildings after the earthquake, lack of community youth development activities and transportation problems.¹⁵

The data from Türkiye - Inter-Agency Protection Needs Assessment Round 7 Report (August 2023) reveals that the top five challenges faced by children in attending school were financial (35%), followed by peer bullying (18%), difficulties due to the distance or inaccessibility of the nearest school (16%), language barriers (12%), and challenges related to the lack of education materials (8%). Other challenges such as safety risks and negative attitudes, were also documented, albeit to a lesser extent, at 5%. Overall, 27% of households reported that none of their children has access to education, while 48% mentioned that all their children

¹³ OCHA. Türkiye: 2023 Earthquakes Situation Report No. 17 (6 May 2023). Available at: <https://reliefweb.int/report/turkiye/turkiye-2023-earthquakes-situation-report-no-17-6-may-2023-entr>

¹⁴ DTM, ESMAT 3. Tur Verileri, resmi olmayan kayıtlardır; yayın için uygun değildir.

¹⁵ OCHA. İnsani Yardım Geçişine Genel Bakış - Türkiye Deprem Müdahalesi (15 Ağustos 2023). <https://reliefweb.int/report/turkiye/humanitarian-transition-overview-turkiye-earthquake-response-august-2023> adresinden erişilebilir.



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attend school. The main reasons for children being out-of-school were financial barriers (27%), issues during registration/enrolment and documentation (14%), peer bullying (9%), children working (9%), distance to school or a lack of access to mobile education (8%), mobility restrictions at temporary accommodation centres (5%), language barriers or insufficient Turkish literacy (5%), deteriorated psychological situation of children (4%), children's lack of interest in education (4%), exposure to negative attitudes based on nationality (3%), and frequent changes of residence or the potential to move in the near future (3%). These findings highlight the various general challenges and barriers that affect children's access to education in Türkiye, in the light of the new challenges posed by the earthquake.¹⁶

Education sector funding needs and funding gap

The aftermath of the earthquakes created an immediate and urgent need for significant funding to address the situation in the first three months, including educational challenges. The financial requirements outlined in the original Inter-Agency Flash Appeal for the education sector in response to the earthquake were substantial, amounting to USD 41,045,000. This funding was targeted to reach 505,000 people, including both Turkish and refugee children. The figure emphasized the crucial nature of the response needed to maintain education for the affected population, and by July, around USD 20 million was secured for funding, representing 49% of the required funding reaching 1.3 million people.¹⁷

¹⁶ UNHCR. Türkiye Protection Sector Needs Assessment Round 7. (21 September 2023) Available at: <https://reliefweb.int/report/turkiye/turkiye-protection-sector-needs-assessment-round-7-august-2023>

¹⁷ OCHA. Humanitarian Transition Overview - Türkiye Earthquake Response (August 15, 2023). Available at: <https://reliefweb.int/report/turkiye/humanitarian-transition-overview-turkiye-earthquake-response-august-2023>



Roles and responsibilities of the education sector in emergency response

Recognizing the extended closure of schools and the associated risks to children's education in the wake of the devastating earthquakes in Türkiye in 2023, the education sector supported the response led by the Ministry of National Education, ensuring that programmes were inclusive, accessible, and adapted to the needs of all affected populations, including refugees and vulnerable groups. ESWG has been working diligently in coordinating and implementing a multifaceted response to address the unique challenges facing the education sector. The Education in Emergency coordination for the earthquake response complemented the existing Southeast Türkiye Education Sector Working Group Resilience Plan (3RP).

Key priorities of the UNICEF led ESWG include organizing weekly sector meetings in Gaziantep and affected provinces, ensuring effective coordination with partners, and sharing information through timely meeting minutes and reports. The Working Group focuses on identifying response gaps, harmonizing national-level efforts, and actively engaging in coordination groups. Additionally, it plays a crucial role in standards implementation, advocacy for school reopening, and capacity building through training and mentorship in earthquake-affected provinces. The unit emphasizes data management, needs assessments, and resource mobilization to support a comprehensive and collaborative education response.

UNICEF also leads education sector coordination in the Gaziantep-based Area-Based Coordination Team (ABC Team), facilitating efficient collaboration within the UN System such as streamlining activities, sharing information, supporting recovery, enhancing coherence with local authorities, and reporting to the UN Country Team Plus (UNCT+) in Ankara.

Immediate Priorities: Supporting Children and Educators

The Government of Türkiye (GoT) took swift action in addressing the urgent needs identified. Although the joint inter-agency MIRA played a crucial role in highlighting immediate needs for shelter, food, and health services, guiding the initial response efforts, the education sector needs were not explored and documented comprehensively. In this regard, the government-led and produced comprehensive and more nuanced TERRA report provided critical insights into the overall damage caused by the earthquakes on all sectors, and particularly relevant to the physical and sociocultural impact of the earthquakes on Türkiye's education sector, underscoring the pivotal role of the government in addressing education needs in the aftermath of the earthquakes.

Accordingly, immediate response activities were set out to address the urgent needs of children and educators. To that effect, the GoT promptly implemented a multifaceted support system. Over 166,000 directly affected students were relocated to provinces of their choosing, with lower secondary and high school students in emergency-declared regions placed in schools offering free boarding facilities. To ensure the continuity of education, the government instituted exemptions for absenteeism-related provisions during the second semester, specifically for students transferred to other provinces. Academic measures also extended to exam takers, with special considerations for High School Entrance Exam (LGS) and Higher Education

Institutions Exam (YKS) subjects applicable to the second academic term. Educational support initiatives included the establishment of 510 points for support and edification courses, aiding students in their preparations for LGS and YKS. Additionally, a comprehensive psychosocial support plan was drafted and implemented, encompassing seminars for 1.2 million teachers nationwide and the provision of psychosocial support by specialists in designated tents serving as social activity spaces and playgrounds. The provision of essential psychosocial support to help children cope with the trauma they have experienced, operationalizing child and youth friendly spaces, and temporary learning spaces, recognized the significance of providing a supportive and safe environment for children to continue their education early on. To meet material needs, millions of schoolbooks, reference books, and ongoing distribution of stationery sets were provided to affected students. Moreover, the government demonstrated a commitment to the future by offering full scholarships to 20,000 migrating students, facilitating the continuation of their education in private schools across 68 provinces during the second semester of the academic year. Furthermore, efforts have been directed towards preventing and responding to violence against women and children, particularly crucial in post-disaster settings. Distribution of dignity kits and supporting the Ministry of Family and Social Services in the evacuation of children to safe spaces has been instrumental in safeguarding the well-being of children.

Priority Earthquake Response Activities: Ensuring Continuity of Learning

In the first three months following the earthquakes, the education sector partners have prioritized key response activities to ensure continuity of learning and address the overall well-being of children, educators, and communities.

Key priorities	Achievement to date ^{18, 19}
1. Ensure access to formal, non-formal, and informal education	405,684 children were supported with access to formal and non-formal education, including early childhood education. Non-formal and informal education benefited 660 learners, with financial assistance extended to 880 individuals. ²⁰
2. Provide emergency education supplies including hygiene kits to ensure the continuity of learning.	1,128,258 children and adolescents, including those with disabilities, received education supplies. Upper secondary level students were supported with supplementary learning resources including 31 supplementary books distributed in more than 23 million copies. 20,011 hygiene kits were provided to MoNE to be distributed to families in schools and other education facilities serving as temporary accommodation centres.
3. Support the setup of child-friendly learning spaces and related activities	639,406 people benefited from child-friendly spaces supported by UNICEF.
4. Set up temporary learning spaces, including schools, early learning facilities, mobile classroom containers, and Education Information Network (EBA) units	Partners provided 687 school tents to MoNE. Partners provided 28 container classrooms and constructed 3 light steel frame schools and 7 prefabricated schools.
5. Support the needs and well-being of teachers, parents/caregivers, and children, including psychosocial support (PSS)	862,273 people, including 386,013 children, were reached with mental health and psychosocial support (MHPSS) and psychological first aid (PFA). Partners supported MoNE in implementing a psychosocial support programme, benefiting 36,439 teachers.
6. Undertake minor rehabilitation of damaged/affected schools, including procurement of teaching-learning resources and school infrastructure	Partners are supporting MoNE to conduct minor repairs in 1,875 schools, aimed to construct, establish, or rehabilitate these learning facilities benefitting 353,400 people.
7. Conduct outreach, awareness-raising, and distribute IEC materials on education/learning opportunities, hygiene messages, well-being, and childcare	The education sector launched the BTS Campaign, focusing on outreach, awareness-raising, and information dissemination. Parent surveys were administered to understand constraints to accessing education. An updated BTS Info Pack was released in multiple languages and disseminated. The Problem Log, used to identify barriers to registration and enrolment, was promoted.
8. Adolescent Development and Participation (ADAP): Empowering Youth	UNICEF's initiatives focus on engaging young people in the earthquake emergency response.

¹⁸ OCHA. Humanitarian Transition Overview - Türkiye Earthquake Response (August 15, 2023). Available at: <https://reliefweb.int/report/turkiye/humanitarian-transition-overview-turkiye-earthquake-response-august-2023>

¹⁹ Türkiye Humanitarian Situation Report No. 17 (Earthquake), 31 August 2023. <https://www.unicef.org/documents/t%C3%BCrkiye-humanitarian-situation-report-no-17-earthquake-31-august-2023>

In line with the revised Humanitarian Action for Children report, the overall end-of-year target for Education and ADAP is set to reach 1,660,300 children receiving individual learning materials and 2,785,500 children accessing formal or non-formal education, including early learning, through education sector-supported system-strengthening and programmes, which represents 70% of the education sector needs of 4 million children aged 5-17 years.²¹

As the 2023–2024 school year approached, with the expected enrolment of millions of school-aged children in the affected areas and thousands of schools affected to varying degrees, the education sector still faced urgent needs including functional learning spaces, teacher accommodation, and student and teacher transportation. To address these challenges, nationwide catch-up courses were organized in August 2023, although participation in earthquake-affected areas remained low as the relocation from informal tent areas to formal container cities was ongoing; and 49,000 new teachers were set to assume their teaching roles by the 1 September 2023 nationwide.²² Provincial Directorate of National Education (PDoNE) officials reported that pre-primary, primary, and lower secondary education was available in container cities, while upper secondary school students would need transportation. Throughout the post-disaster months, PDoNEs actively participated in education sector coordination meetings. Approximately 30 of the 61 member

organizations engaged in bimonthly meetings, and hub focal points in four key hubs facilitated coordination, with a transition from humanitarian response to recovery anticipated to take place soon.



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²¹ UNICEF, 2023 Humanitarian Action for Children (HAC) Türkiye Earthquake Response, revision May 2023. Available at: [https://www.unicef.org/media/141966/file/2023-HAC-Turkiye-revised-May\(1\).pdf](https://www.unicef.org/media/141966/file/2023-HAC-Turkiye-revised-May(1).pdf).

²² Türkiye Humanitarian Situation Report No. 17 (Earthquake), 31 August 2023. Available at: <https://www.unicef.org/documents/t%C3%BCrkiye-humanitarian-situation-report-no-17-earthquake-31-august-2023>

3. Methodology

This report is based on qualitative and quantitative analysis of the data collected through the BTS Parent Survey and the Problem Log recorded by education partners across the nation.

The Parent Survey compiled data from households across 65 provinces, including the 11 earthquake-affected provinces. It encompasses a comprehensive set of inquiries regarding out-of-school children, the causes of school dropout, and absenteeism on a national scale, taking into consideration differences in the earthquake-affected areas, and across different nationalities, student age groups, and displacement status. The data collection for the survey took place between 4 July and 15 August 2023.

The Problem Log is used to collect specific information about cases when children are not admitted to schools or families experience difficulties in enrolling their children in schools. Various ESWG member organizations including UN agencies, municipalities, international and national non-governmental partners at the national, provincial, and school level are involved and keep the records. The Registration Problem Log contains detailed information on the rationales behind registration denials and potential interventions for the 240 cases that have been recorded from August to October 2023. In coordination with UNICEF focal points in Istanbul, Izmir and the Southeast, reported cases are followed up with provincial directorates. Unresolved cases are referred to MoNE's central team.



4. Survey Results

4.1 Demographics

The BTS Parent Survey reached a total of 6,136 families with 5,720 families responding to the whole survey, on behalf of the experiences of 14,610 children between the ages of 5 and 17 living in these households (HHs). Overall, 366 children with disabilities were identified, representing 2.5% of all children, among whom Turkish children with disabilities stood at 1.3% and Syrian children with disabilities were around 3%.

Household (HH) level analysis was divided into four region categories in this report: HHs currently residing in one of the 11 earthquake-affected (EQ) provinces, HHs currently residing in non-affected provinces, HHs residing the Aegean Region and HHs residing in Marmara Region (exclusively in Istanbul). Approximately 61% of households were surveyed in the earthquake-affected provinces, 39% were surveyed in the non-affected provinces; around 4% were residing in the Aegean Region, and around 10% were residing in Istanbul.

The nationalities represented in the BTS Parent Survey included 51 % Syrian HHs (representing 58% of all children), 38% Turkish HHs (representing 32% of all children), 9% Afghan HHs, (representing 9% of all children), and 2% other nationalities (representing around 1% of all children). More than half of the individuals categorized under 'other nationality' were Iranians, with some representation of Iraqis, Ukrainians, and Palestinians. Detailed demographics of the HHs by region and nationality are presented in Table 1.

Table 1 : Number and percentage of households and number of children by sex represented in each region by nationality

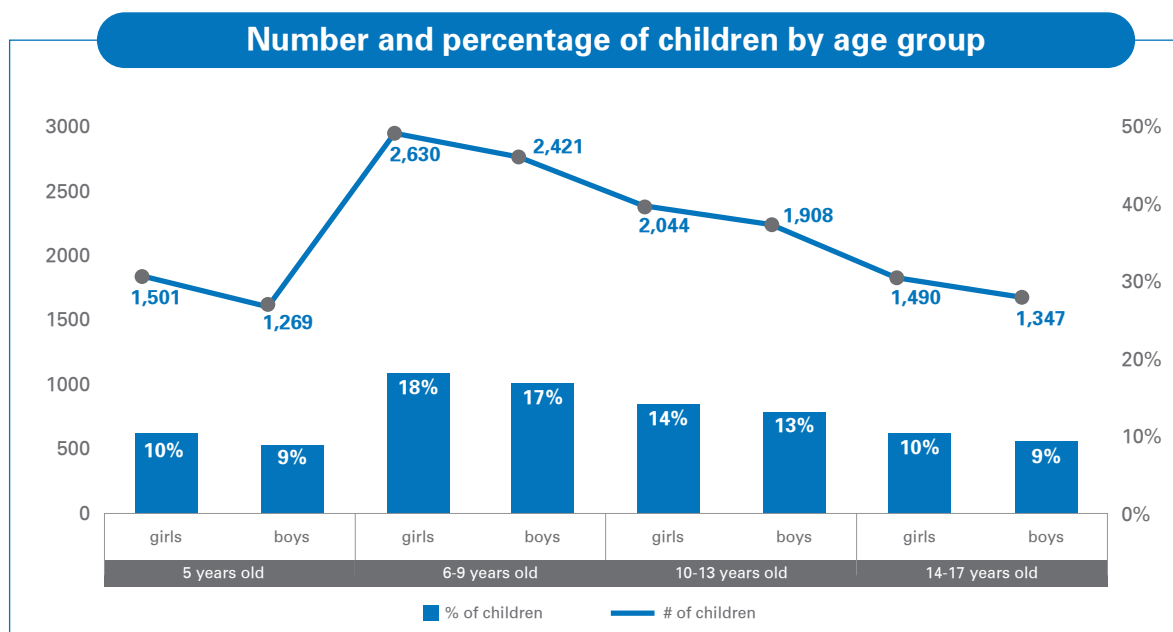
Survey region / Nationality	# of HHs by nationality	% of HHs to total by nationality	Total # of girls	Total # of boys	Total # of children aged 5-17	% of children aged 5-17 to total
EQ Provinces	3,493	61.1%	4,846	4,241	9,087	62.2%
Afghan	117	3.4%	162	142	304	2.1%
Syrian	1,674	47.9%	2,683	2,415	5,098	34.9%
Turkish	1,674	47.9%	1,978	1,660	3,638	24.9%
Other	28	0.8%	23	24	47	0.3%
Non-Affected Provinces	2,227	38.9%	2,819	2,704	5,523	37.8%
Afghan	395	17.7%	482	453	935	6.4%
Syrian	1,262	56.7%	1,699	1,684	3,383	23.2%
Turkish	497	22.3%	579	510	1,089	7.5%
Other	73	3.3%	59	57	116	0.8%
Grand Total	5,720	100.0%	7,665	6,945	14,610	100.0%

Survey region / Nationality	# of HHs by nationality	% of HHs to total by nationality	Total # of girls	Total # of boys	Total # of children aged 5-17	% of children aged 5-17 to total
Aegean Region	234	4.1%	235	236	471	3.2%
Afghan	97	41.5%	103	118	221	1.5%
Syrian	66	28.2%	78	71	149	1.0%
Turkish	53	22.6%	41	36	77	0.5%
Other	18	7.7%	13	11	24	0.2%
Marmara Region (Istanbul)	594	10.4%	816	793	1,609	11.0%
Afghan	47	7.9%	70	61	131	0.9%
Syrian	500	84.2%	702	683	1,385	9.5%
Turkish	38	6.4%	35	40	75	0.5%
Other	9	1.5%	9	9	18	0.2%

***HHs in the Aegean Region and Istanbul are also among HHs from non-affected provinces above.**

The ages of the children were recorded in various categories corresponding to the school grade levels: 19% of the children were 5 years old, 35% were 6 to 9 years old, 27% were 10 to 13 years old, and 19% were 14 to 17 years old. Figure 1 includes detailed numbers disaggregated by age and sex of the child.

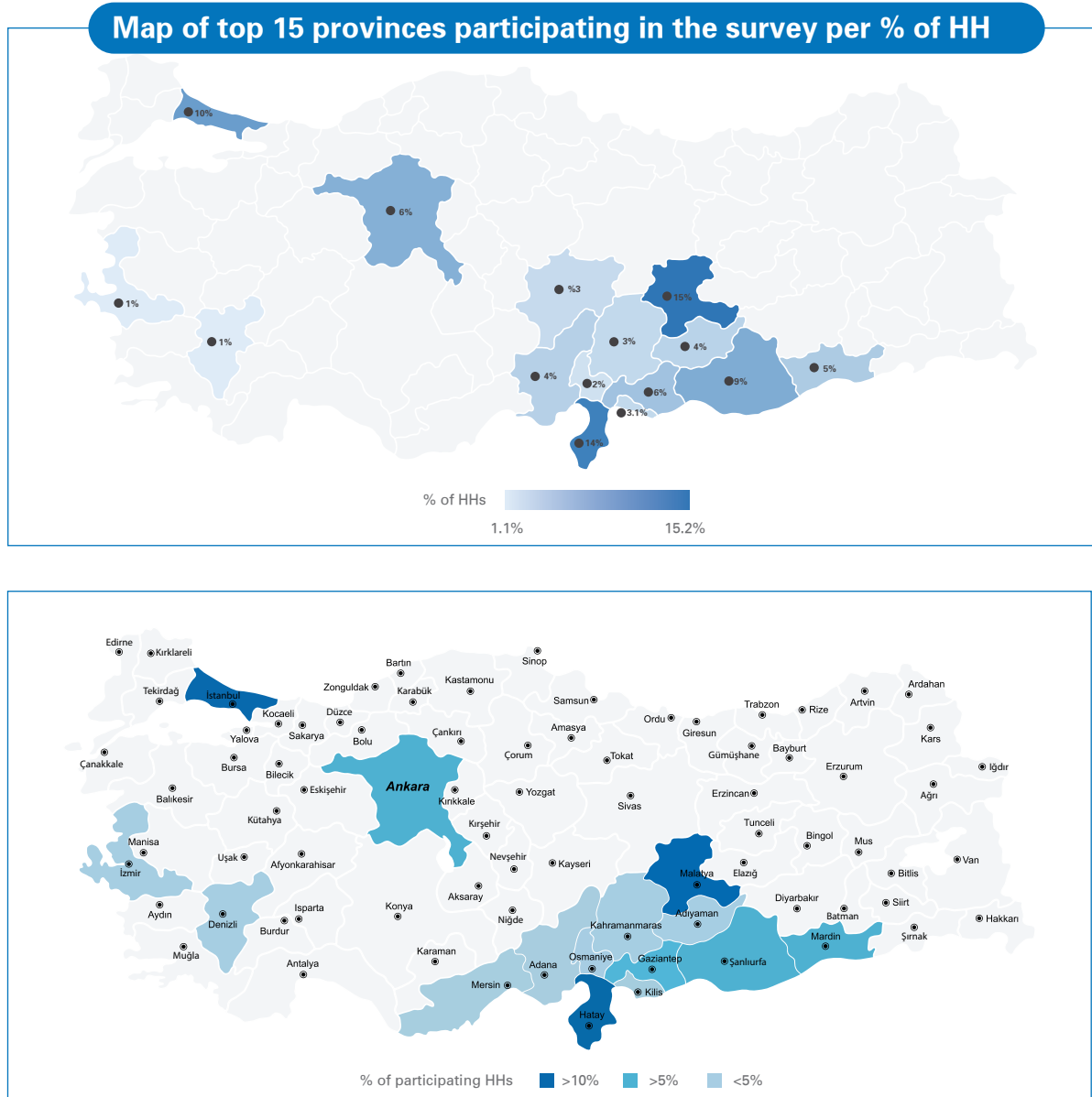
Figure 1 : Number and percentage of children by age group



4.2 Household survey regions and mobility

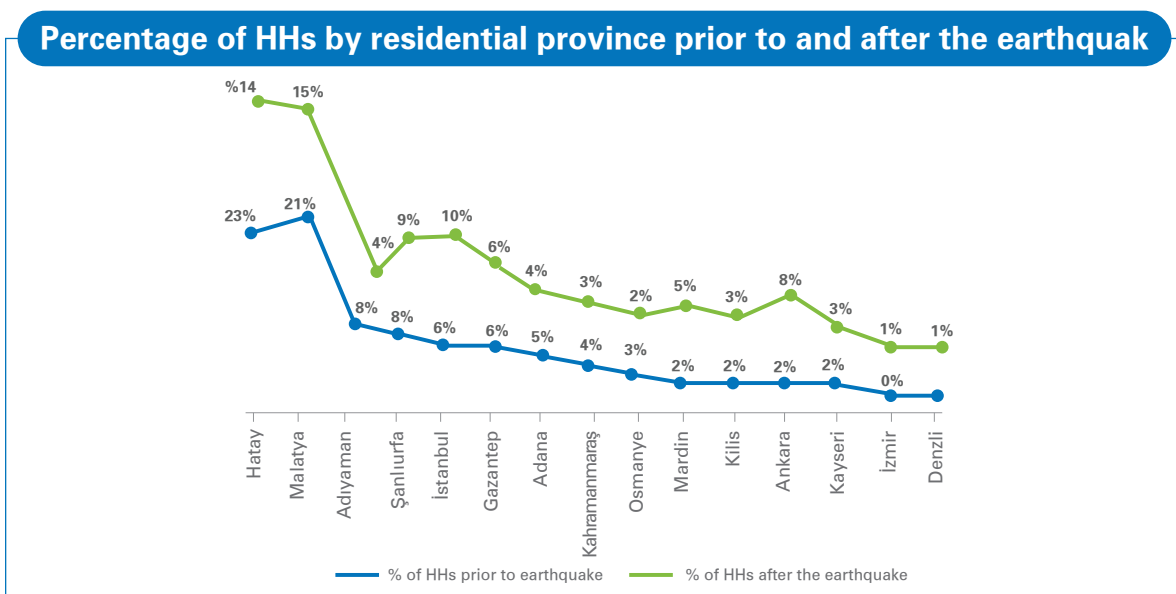
Households participated in the BTS Parent Survey across sixty-five provinces. Top 15 participating provinces are presented in the map below with highest percentage of HHs currently residing in Malatya (15.2%), followed by Hatay (13.8%), Istanbul (10.4%), Sanliurfa (8.6%), Ankara (8.3%), Gaziantep (6.0%), Mardin (4.9%), Adana (4.3%), Adiyaman (4.1%), Kahramanmaras (3.4%), Kilis (3.1%), Kayseri (3.1%), Osmaniye (2.3%), Denizli (1.1%), and Izmir (1.1%).

Figure 2 : Map of HHs from top 15 provinces participating in the survey.



An analysis of the province of residence for households before and after the earthquakes has unveiled certain displacement and migration trends. For example, prior to the earthquakes, 21%, 23%, and 8% of participant HHs lived in Malatya, Hatay, and Adiyaman. However, after the earthquakes, the proportion of households residing in these provinces dropped to 15%, 14%, and 4%, respectively. Simultaneously, the percentage of households currently living in Istanbul increased to 10% from 6%, in Ankara to 8% from 2%, in Mardin to 5% from 2%, and in Kayseri to 3% from 2%. This shift indicates patterns of provinces sending and receiving households from the earthquake-affected areas.

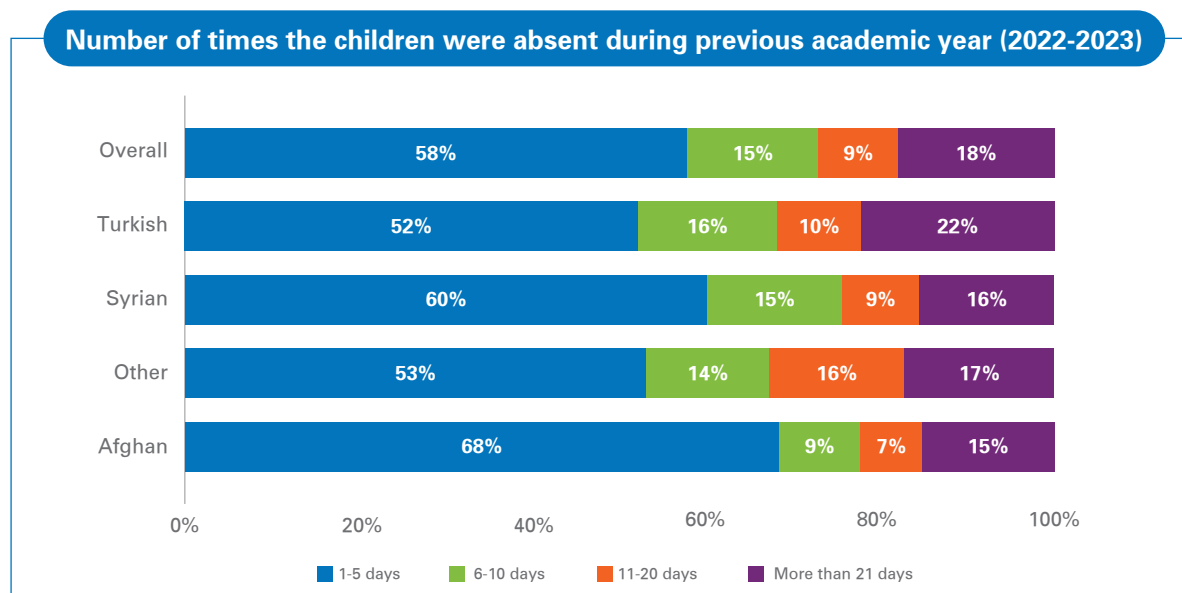
Figure 3 : Percentage of HHs by residential province prior to and after the earthquakes



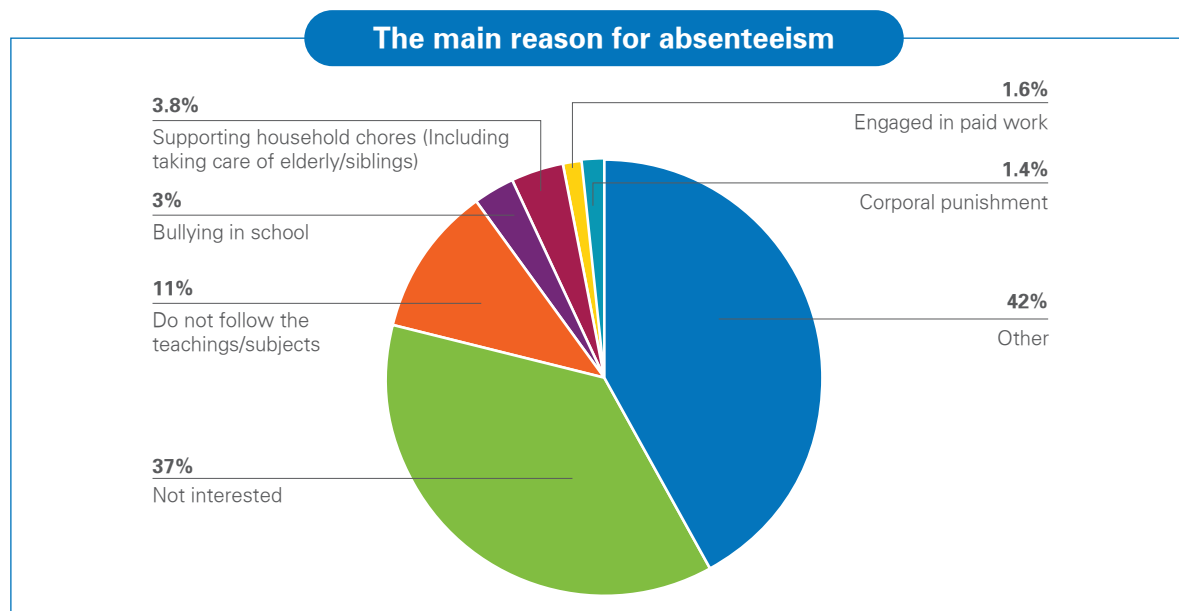
4.3 Overall Results

Attendance and causes of absenteeism

Absenteeism of children in school was explored in the survey. Parents were asked to report on how many times their children were absent from school during the past school year (2022-2023) before the possible effects of the earthquakes. Overall, most households (58%) reported that their children were only absent for 1 to 5 days, while 15% reported 6 to 10 days, 9% reported 11 to 20 days, and 18% reported children missing school more than 21 days in the previous academic year. Results revealed that the highest percentage of children missing school for more than 21 days were among Turkish families (22%), followed by other nationalities (17%), Syrians (16%) and Afghans (15%).

Figure 4 : Number of times the children were absent during the previous academic year (2022-2023)

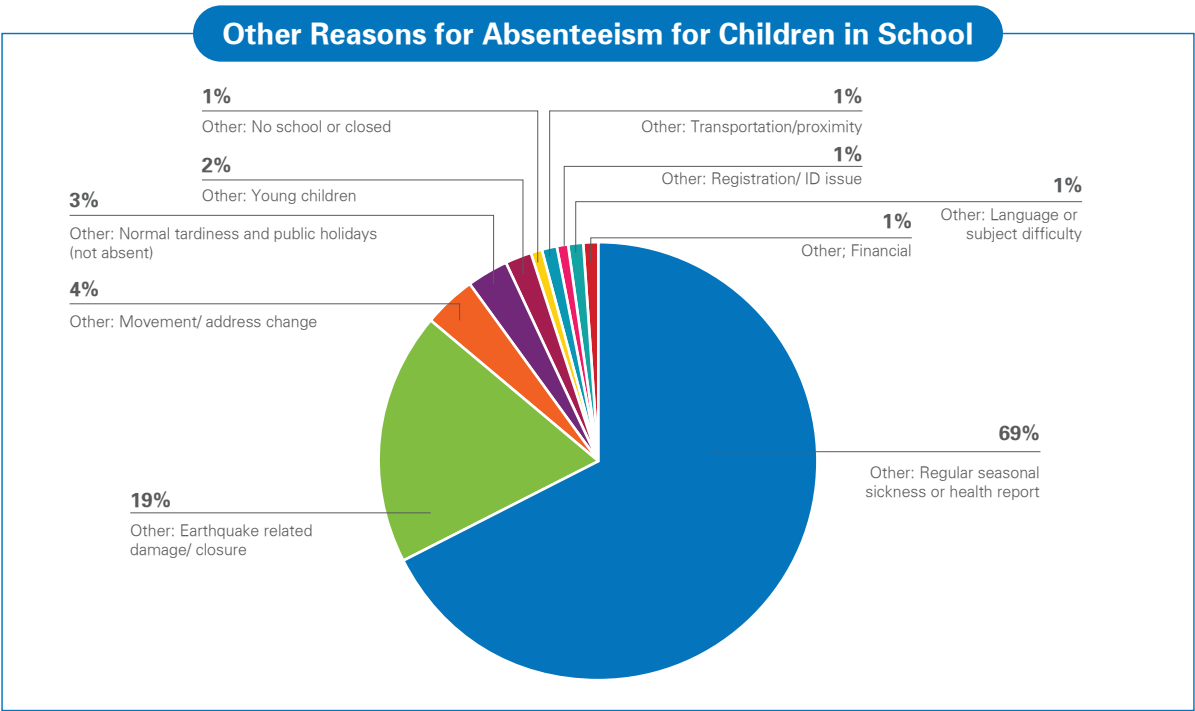
Overall, the main reasons for absenteeism were a lack of interest in schooling (37%), children's inability to follow the material and teaching offered at school (11%), obligation to support household chores, including taking care of siblings or elderly (4%), bullying experienced in schools (3%), children engaged in paid work (2%) and corporal punishment (1%).

Figure 5 : The main reason for absenteeism during the previous academic year

A very high percentage of HHs reported 'other reasons', which required further analysis of the open-ended answers. Further analysis revealed positive results, where most other reasons were related to regular seasonal sickness or absence from school with an official health report (68%). Additionally, another 3% of HHs also reported regular tardiness and absence due to school closures during public holidays, which, together with sickness, generally explained missing school by around 1 to 5 days in the previous year. Change of address, children being too young, registration and ID issues, language and financial problems were

also some of the main explanations for ‘other reasons’; however, only specified by up to 4% of HHs as reasons for absenteeism from school. On the other hand, due to the timing of the survey around 6 months after the earthquake, participants specified reasons related to the earthquake (19%) in the other section, although this question was intended for absenteeism in the previous academic year.

Figure 6 : Pie chart of detailed other reasons for absenteeism in the previous academic year



The main reasons for absence from school varied across Turkish versus refugee and migrant children. While bullying in school was mentioned by only 1% of Turkish HHs; around 8% of Syrian, 5% of other nationality, and 3% of Afghan HHs considered it an important reason for their children missing school. Similarly, less than 1% of Turkish HHs, compared to around 2.4% of Syrian, 1.4% of Afghan, 1.7% other nationality HHs, reported children being engaged in paid work as the main reason for school absenteeism, indicating that child labour poses a more serious issue among refugee children. Furthermore, inability to understand and follow the material and teaching offered at school was less frequently reported by around 4% of Turkish parents compared to 12% of Syrian parents. However, for Afghan and other nationality households, this was not a main reason for absence from school, even compared to Turkish HHs (indicated by only 2.6% and 1.7%, respectively). Lack of interest in studying was the most frequently cited reason reported for children not attending school among Turkish HHs (35%), followed by Syrian (26%), Afghan (20%) and other nationality HHs (15%).

Table 2 : Reasons for absenteeism from school by nationality

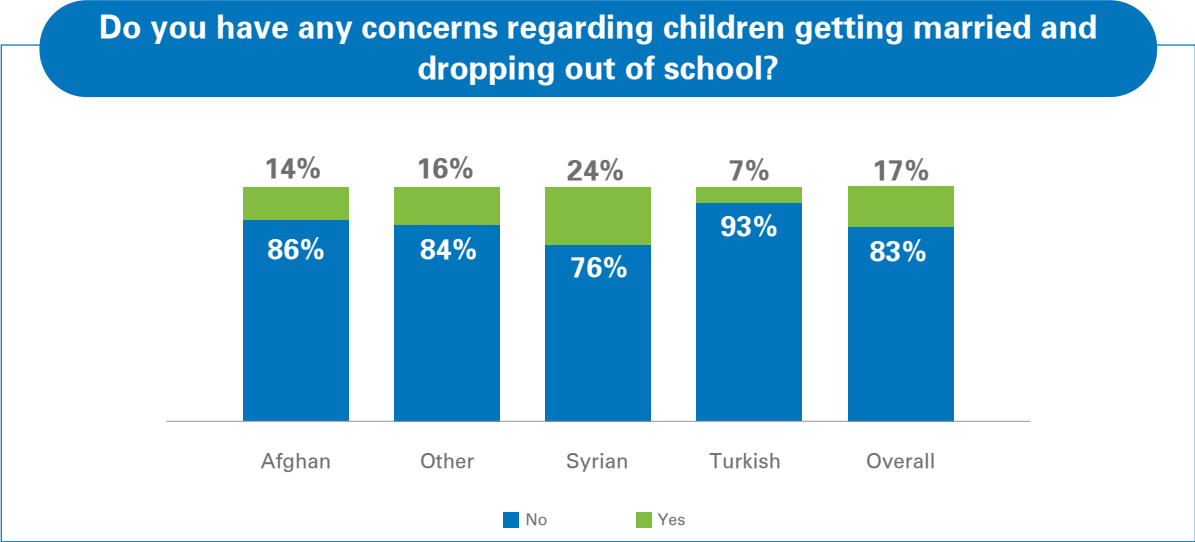
	Afghan (n=351)	Other (n=59)	Syrian (n=2307)	Turkish (n=1618)
Bullying in school	2.8%	5.1%	7.7%	1.0%
Corporal punishment	1.1%		2.3%	0.1%
Difficulty following the material/ teaching	2.6%	1.7%	12.0%	3.5%
Engagement in paid work	1.4%	1.7%	2.4%	0.4%
Lack of interest in school/ studying	20.2%	15.3%	26.2%	34.8%
Other	68.2%	72.8%	43.9%	58.2%
Supporting household chores (taking care of elderly/siblings)	3.7%	3.4%	5.5%	2.0%

Most parents intended to enrol their children aged 5 to 17 years in school for the upcoming academic year (89%). Most reported no concerns regarding children getting married or dropping out-of-school (83%). The intention to register was highest among Afghan and Turkish parents (96%), and lowest among Syrian parents (88%), who accordingly had the highest percentage of parents expressing concerns about their children marrying and dropping out (24%) compared to other nationalities.

Figure 7 : Percentage of parents by intention to register children to school in the 2023–24 academic year by nationality



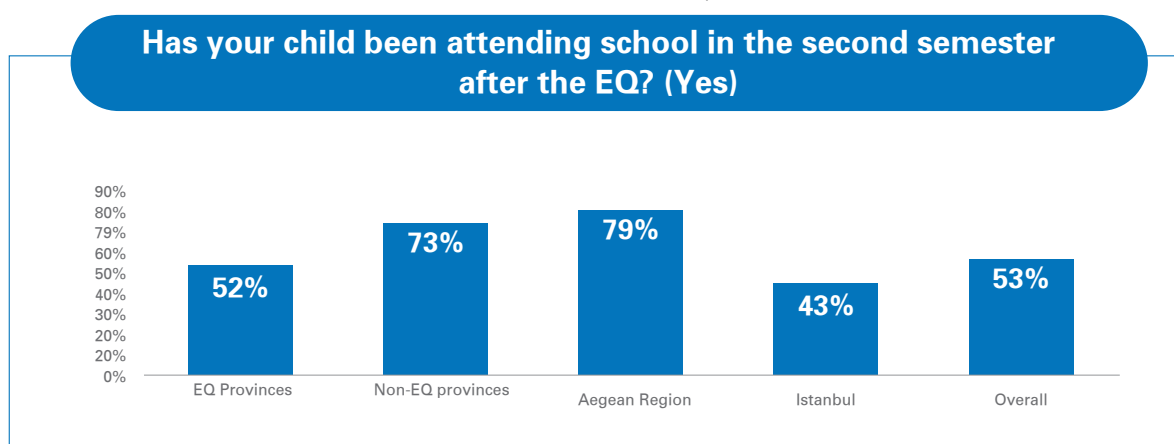
Figure 8 : Percentage of parents reporting concerns about children getting married or dropping out



School attendance after the earthquake

All parents were asked to report if their children continued to attend school in the second semester. Overall, 55% of HHs reported that their children continued to attend school across all regions. Specifically, continued school attendance in the second semester was 52% among HHs surveyed in the EQ provinces, 73% among HHs surveyed in the non-affected provinces, 79% in Aegean Region and 43% in Istanbul.

Figure 9 : Percentage of children who continued to attend school in the second semester after the earthquakes



HHs were further categorized as EQ-affected HHs²³ (65%), if residing in one of the eleven affected provinces either prior to or after the earthquake in order not to exclude the experiences of these HHs who have moved to non-EQ provinces at the time of the survey.

Table 3 : EQ-affected versus non-EQ-affected households using criteria of residency prior to and after the earthquakes in one of the 11 most affected provinces

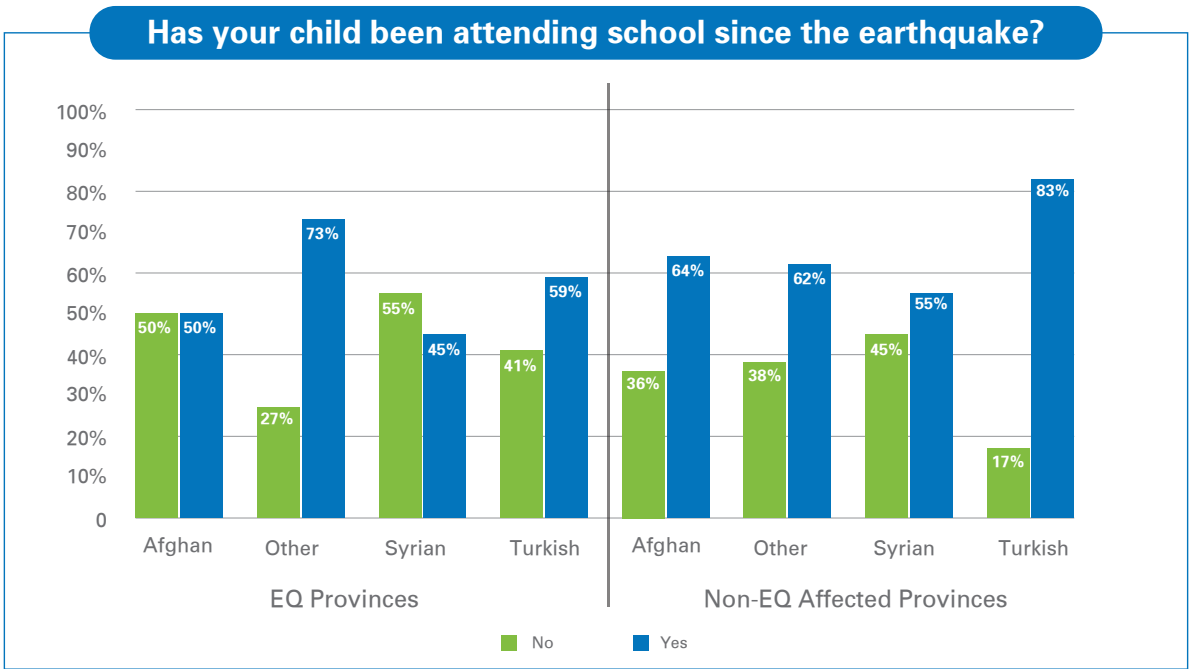
EQ-non-EQ HHs/ Nationality	# of HHs by nationality	% of HHs to total by nationality	Total # of girls	Total # of boys	Total # of children aged 5-17	% of children aged 5-17 to total
EQ-affected HHs	3,700	64.7%	5,097	4,461	9,558	65.4%
Afghan	123	3.3%	174	146	320	2.2%
Syrian	1,774	47.9%	2,812	2,536	5,348	36.6%
Turkish	1,773	47.9%	2,087	1,754	3,841	26.3%
Other	30	0.8%	24	25	49	0.3%
Non-affected HHs	2,020	35.3%	2,568	2,484	5,052	34.6%
Afghan	389	19.3%	470	449	919	6.3%
Syrian	1,162	57.5%	1,570	1,563	3,133	21.4%
Turkish	398	19.7%	470	416	886	6.1%
Other	71	3.5%	58	56	114	0.8%
Grand Total	5,720	100.0%	7,665	6,945	14,610	100.0%

²³. Residing in one of the eleven affected provinces either before or after the earthquake at the time of the survey.

When the HHs were further categorized into EQ-affected versus non-EQ-affected by residence before and after the earthquakes, 52% of affected HHs versus 83% of non- affected HHs reported that their children continued to attend school after the earthquakes. The relative increase from 73% to 83% school continuity among the non-affected (residing in these provinces versus truly non-affected HHs) indicate that children from EQ-affected HHs that relocated to non-affected areas still did not continue to attend school, lowering the overall percentage of attendance in non-affected provinces.

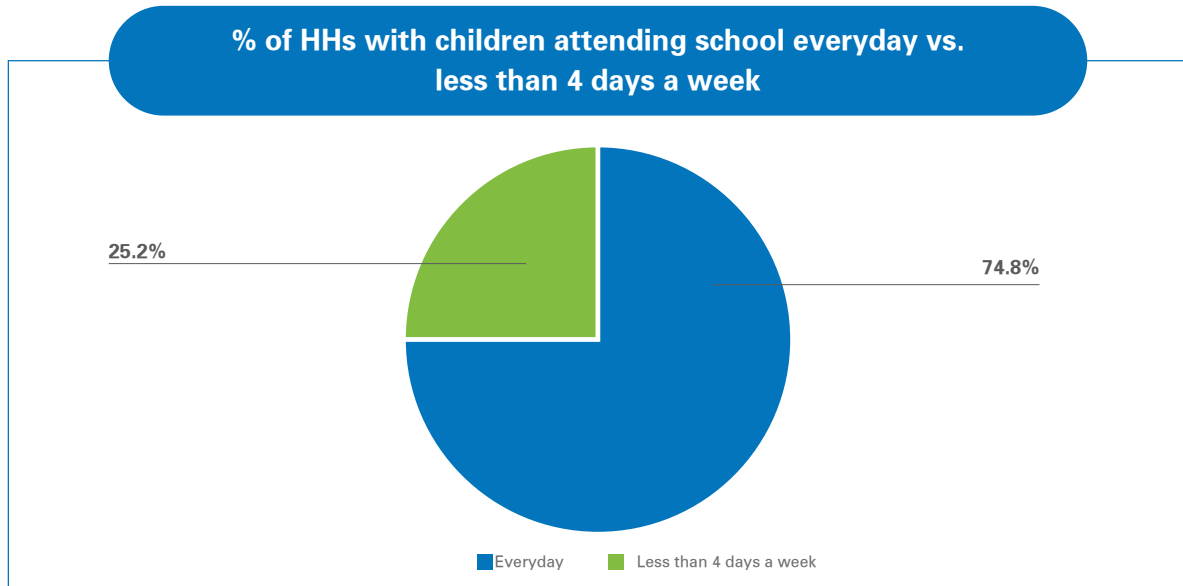
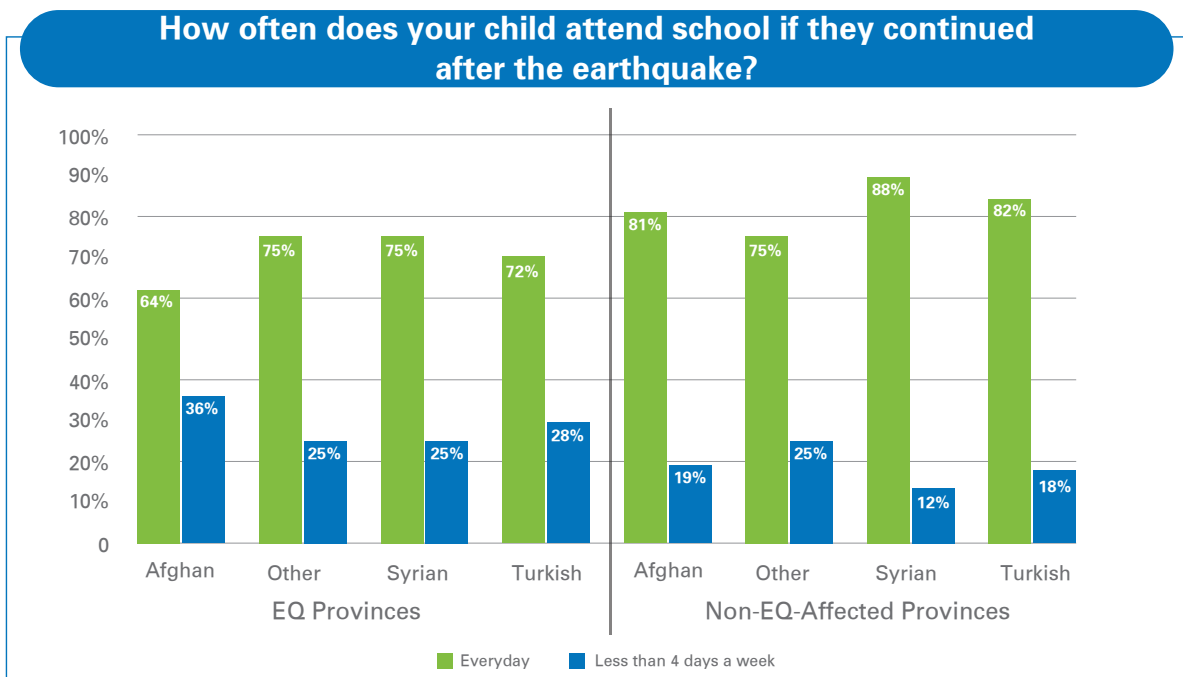
When disaggregated by EQ provinces versus non-affected provinces and nationality, results revealed significant differences showing the vulnerability of certain groups shown in Table 3. As expected, attendance in the second semester was lower among children in earthquake-affected provinces, whether they were Turkish, Syrian, or Afghan children. Only 45% of Syrian children, 59% of Turkish children, and 50% of Afghan children continued attending school in the earthquake-affected provinces, compared to 55%, 83%, and 64% in the non- affected provinces, respectively.

Figure 10 : Percentage of parents reporting children’s attendance to school since the earthquakes by location and nationality



However, for children from other nationalities, attendance at school in the earthquake-affected provinces was higher at 73%, compared to 55% in the non-EQ-affected provinces. This discrepancy highlights additional challenges to accessing education for children from other nationalities, despite the obstacles posed by the earthquakes and earthquakes acting as a facilitator for accessing education in temporary settlements, perhaps without much rigorous documentation usually required to formally attend school.

Of the households where children continued to attend school, 75% reported attending every day compared to 25% attending less than 4 days a week. Higher every day attendance was observed among children from non-affected provinces and among Syrian and Turkish children.

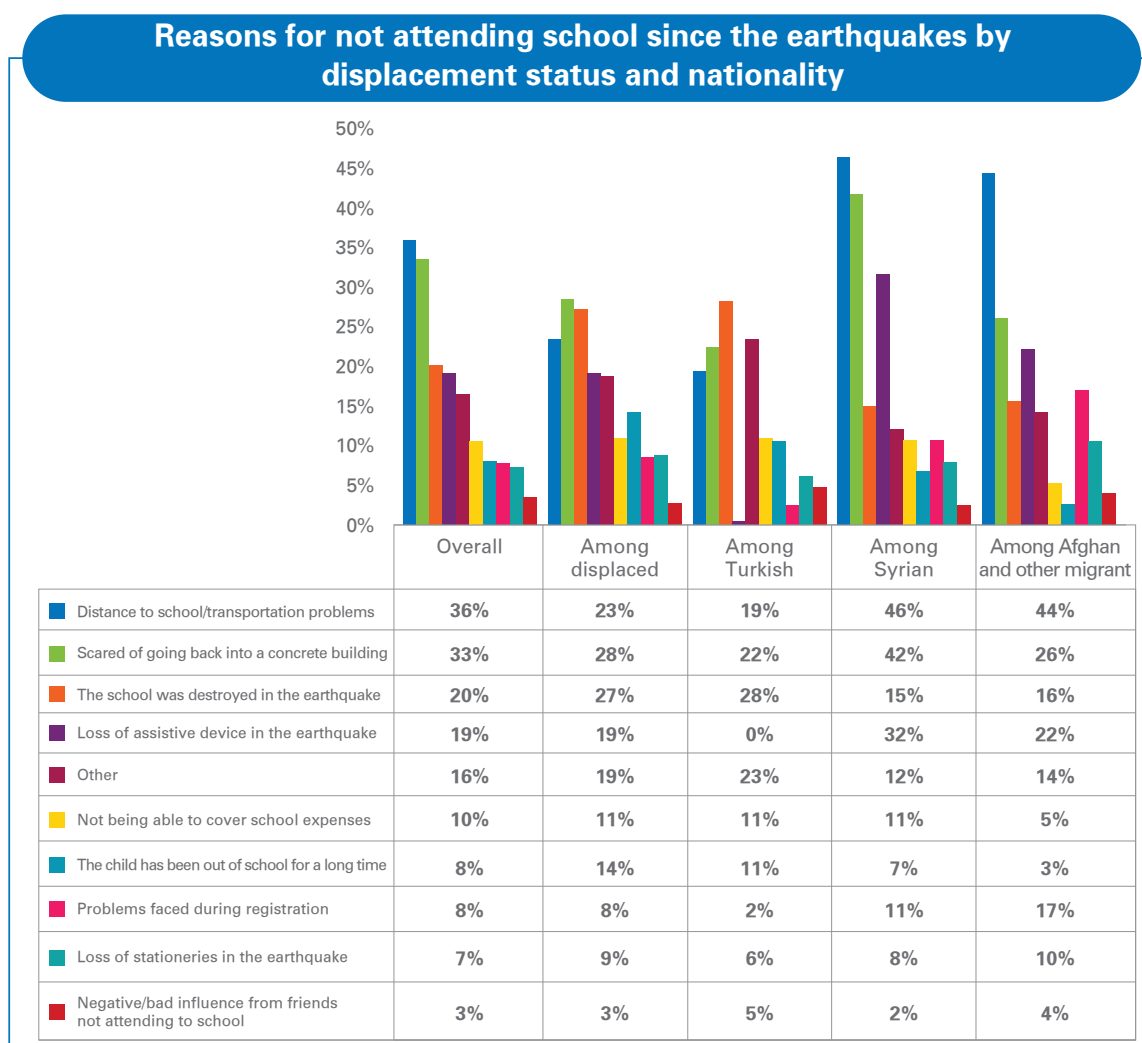
Figure 11 : Percentage of HHs with children attending school every day versus less than 4 days/week**Figure 12 :** Percentage of HHs with children attending school every day versus less than 4 days/week by location and nationality

The parents were asked to identify why their children could not continue attending school after the earthquakes. The top 10 reasons mentioned by all HHs were: transportation issues/distance to school (22%), fear of going back into concrete buildings (20%), damage to the school due to the earthquakes (12%), loss of assistive devices during the earthquakes (12%), financial difficulties to cover school expenses (5%), the child being out of school for a long time already (4%), problems faced during registration (4%), loss of stationaries during the earthquakes (4%), negative influences of friends who are not attending school (2%) and others (10%).

Most of the reasons recorded as 'others' were also indirectly related to the earthquakes, such as disruptions created by displacement and relocation to other cities, even when the schools were not destroyed. Less frequently mentioned reasons were as follows: lack of information about relevant education opportunities/pathways; child labour; disability; lack of teachers trained on disability, inclusion, and accessibility issues. These were reported by less than 3% of parents as reasons for not attending school. The overall analysis of the reasons without disaggregation by region still most closely reflects the experiences of the HHs from the EQ provinces as this was a follow-up question most relevant to the reasons for not attending school in the second semester after the earthquakes.

While the importance of financial difficulties and the loss of school supplies due to the earthquakes were similar across households from different nationalities, distance to school and transportation problems, fear of concrete buildings, and the loss of assistive devices appeared to impact Syrian households particularly. On the other hand, problems faced during registration affected Afghan and other nationalities the most, followed by Syrian households, and the damaged or destroyed schools had the most significant impact on Turkish households' access to continued education.

Figure 13 : Reasons for not attending school since the earthquakes by displacement status and nationality

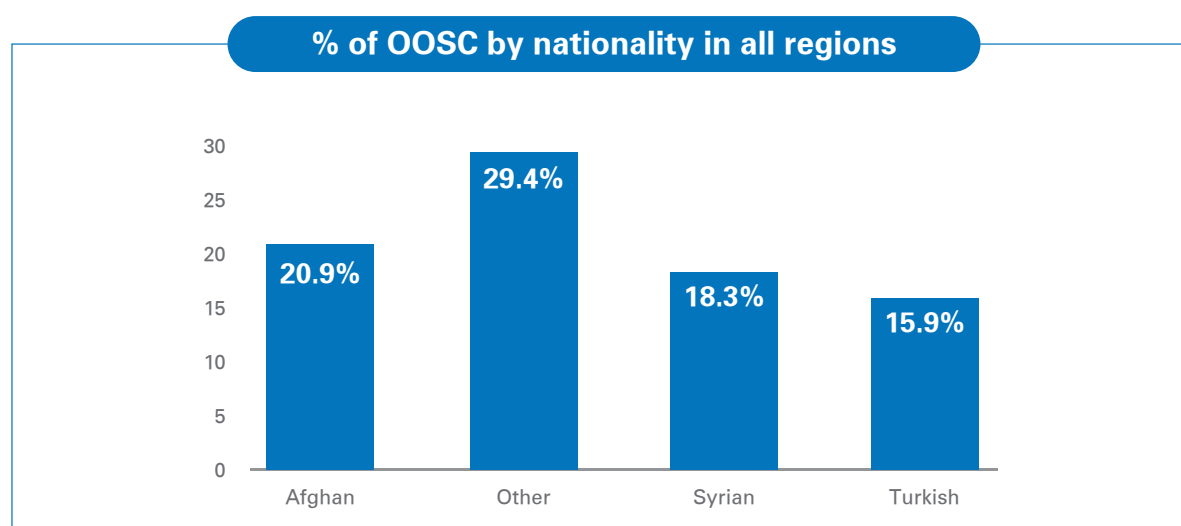


Out-of-school children

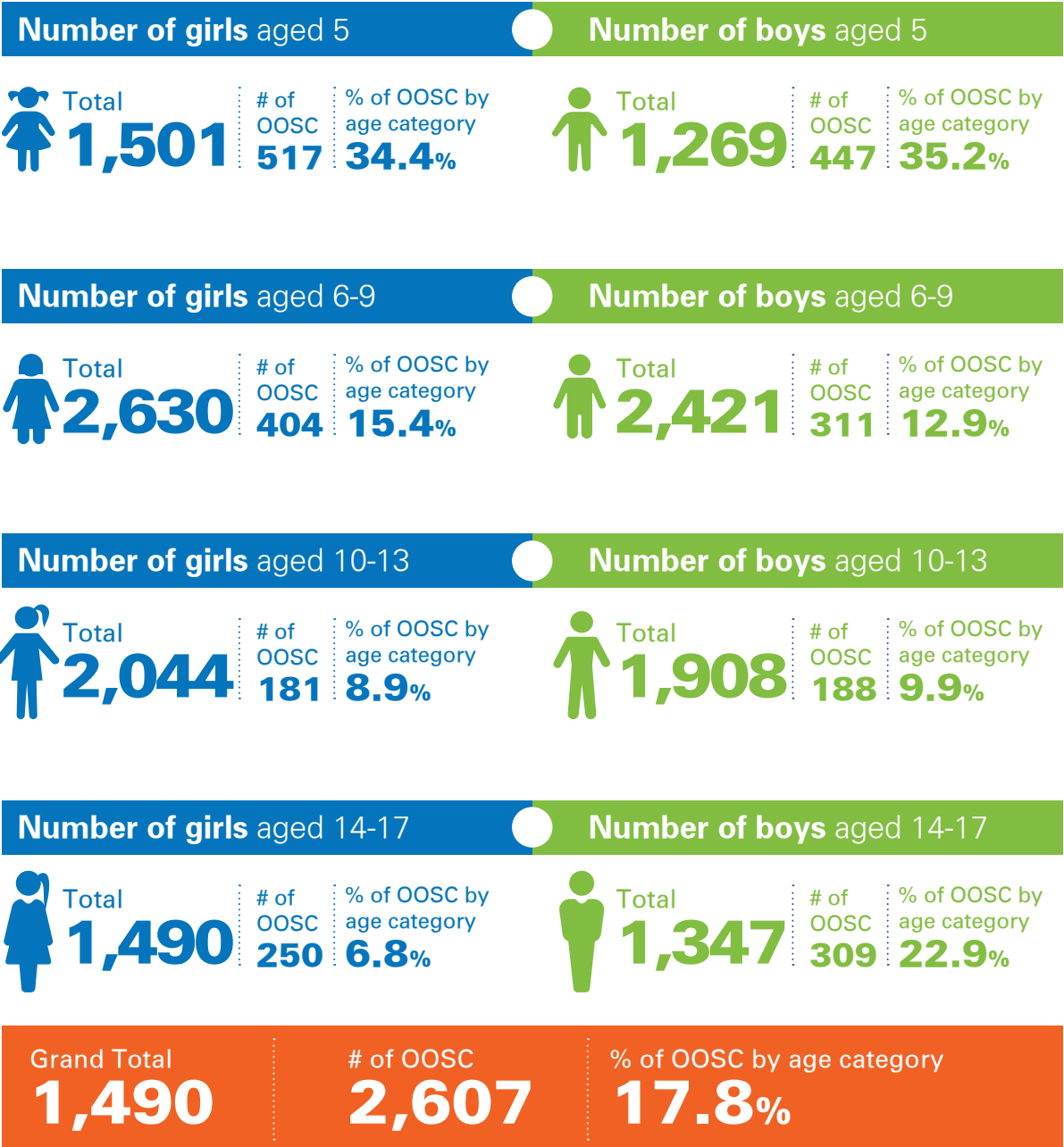
Roughly 18% of the children (2,607 out of 14,610) were identified as out-of-school children in all provinces (17.6% girls and 18.3% boys). Of these, 54% currently reside in the EQ regions and 46% in the non-affected regions. However, the overall percentage of OOSC in the non-affected provinces was higher with 22%, compared to the percentage of OOSC in the EQ provinces with 15.4%. This could be due to the differences between OOSC across different nationalities; Afghan and other nationalities have more children out of school, residing mostly in non-affected provinces.

Percentage of OOSC varied across nationalities: 29% of all children from other nationalities were identified as out of school, followed by 21% of Afghan children, 18% of Syrian children and 16% of Turkish children.

Figure 14 : Percentage of OOSC by nationality in all regions



OOSC numbers also varied across school grade levels and between boys and girls. The highest percentage of OOSC were among girls and boys aged 5 (around 35%); followed by girls and boys aged 14 to 17 (17% and 23%, respectively). These findings align with previous ones, as upper secondary school-aged boys are generally at the highest risk of drop-out (23%). OOSC in lower secondary school ages (10 to 13 years old), and primary school ages (6 to 9 years old) were significantly lower, with roughly 9% and 14%, respectively. Although OOSC among preschool-aged children is high, the lowering percentages in primary and lower secondary school shows that this does not necessarily mean that the children will not be registering for school at age 6 and above. The low level of preschool attendance is partially due to financial reasons as preschools are subjected to fees, albeit not mandatory, which might discourage parents from enrolling their children in school at age 5. The belief that the child is too young for school is also supported through the qualitative analysis of the open-ended questions where many parents state that they believe that their child is too young for school at the mentioned age. Discarding this age group, the overall percentage of OOSC would decrease to 14%; however, ECE is highly encouraged.



The first 20 provinces with the highest percentage of OOSC are presented in the table below. Analysis was restricted to provinces which represented at least a total number of 100 children by province to make meaningful conclusions on the percentage of OOSC. Most earthquake-affected provinces were in the top 20; however, it is important to note that these are also the provinces where a higher number of surveys were conducted giving unequal chances for being included in the top 20.

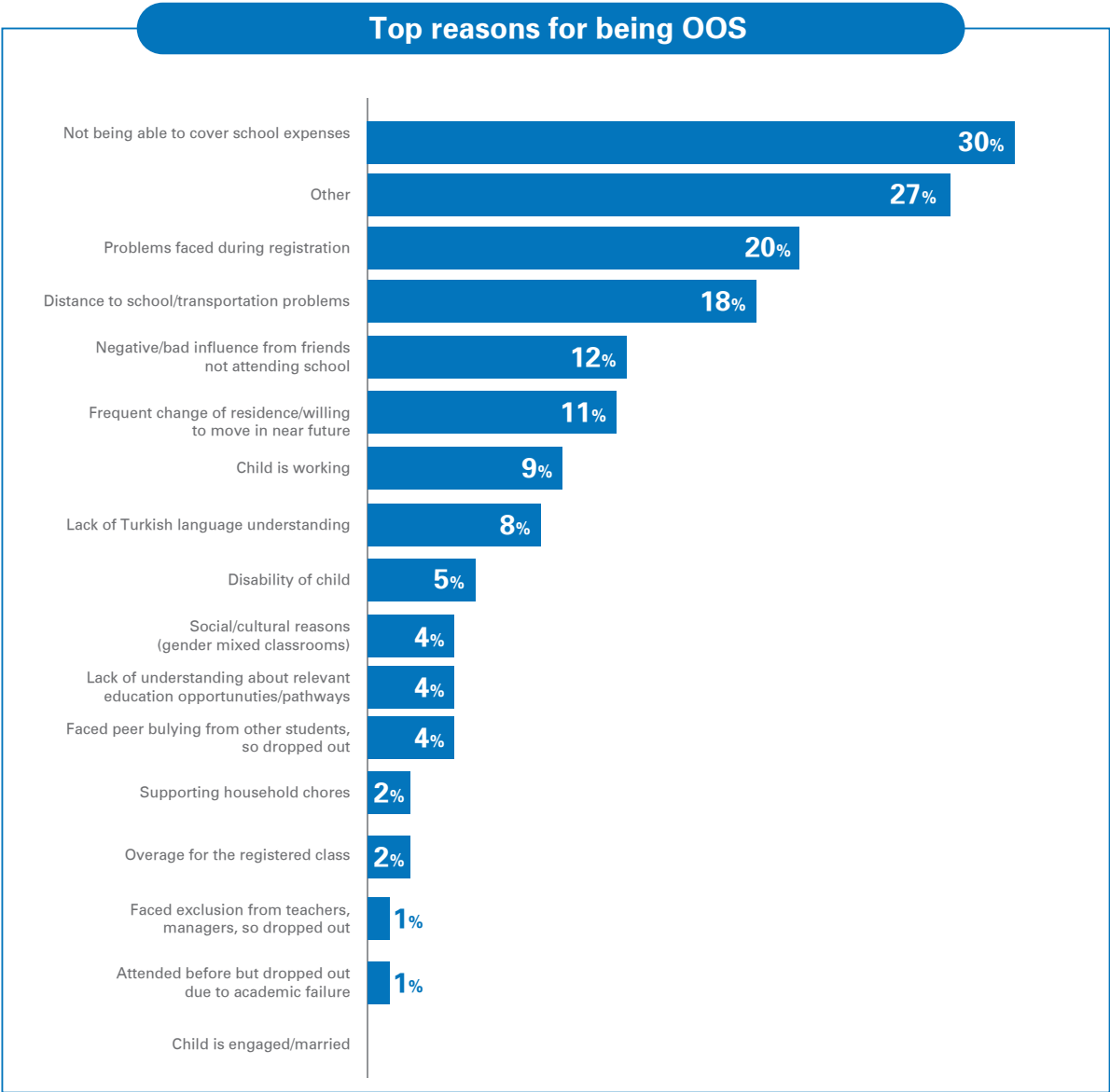
Figure 15 : First 20 provinces with the highest percentage of OOSC

Province	# of OOSC	# of total children	% of OOSC
Istanbul	530	1,609	32.9%
Balikesir	32	127	25.2%
Bursa	35	139	25.2%
Denizli	33	132	25.0%
Konya	26	105	24.8%
Adana	150	651	23.0%
Hatay	407	1,769	23.0%
Gaziantep	165	844	19.5%
Kayseri	84	434	19.4%
Mersin	20	105	19.0%
Ankara	195	1,221	16.0%
Sanliurfa	267	1,679	15.9%
Mardin	106	719	14.7%
Kilis	67	476	14.1%
Izmir	15	126	11.9%
Adiyaman	60	520	11.5%
Osmaniye	29	271	10.7%
Malatya	217	2,410	9.0%
Kahramanmaras	33	425	7.8%

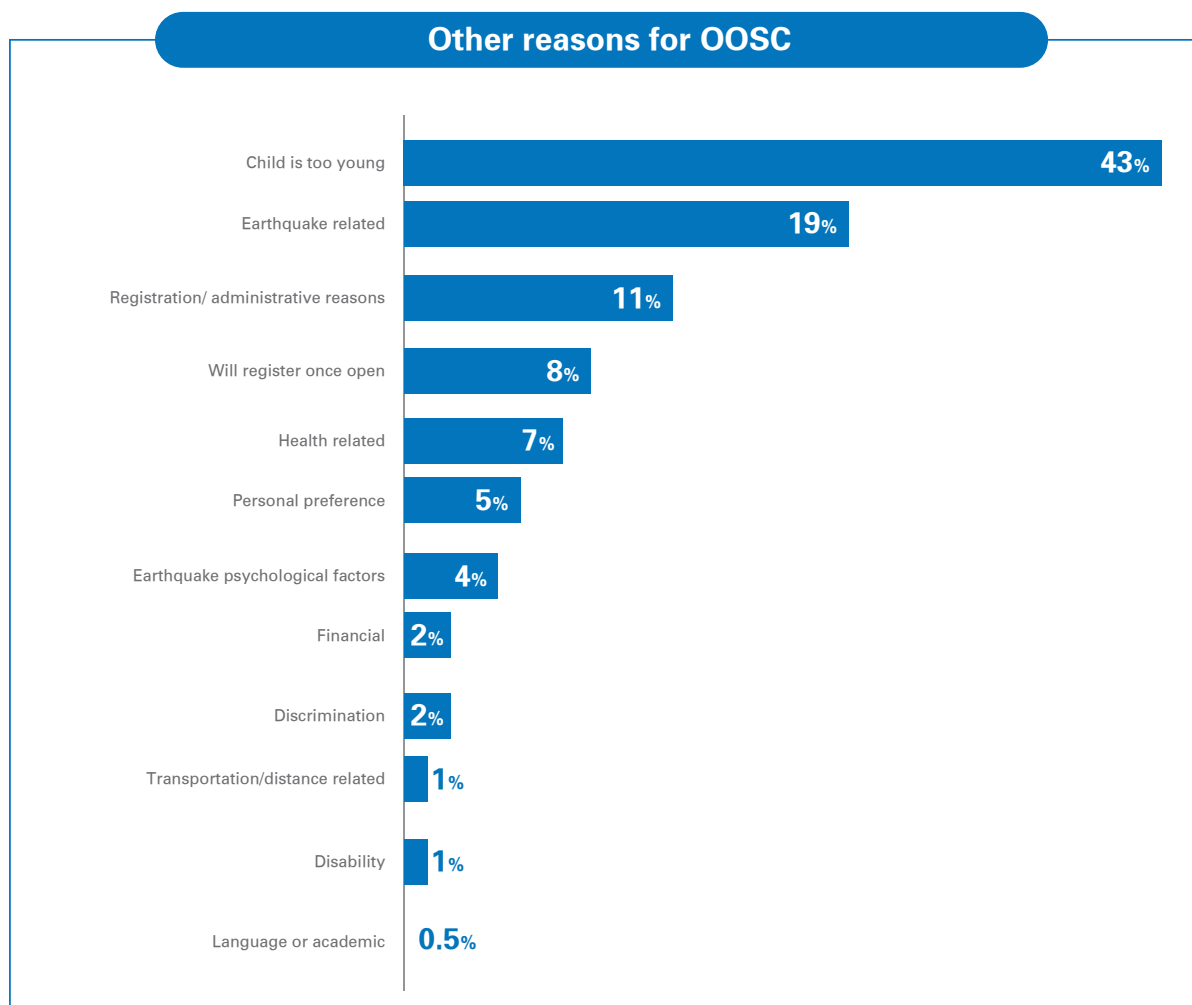
Top reasons for being out of school

Parents were asked to list the most important reasons for their children being out of school. The top three reasons for being out of school were identified as not being able to cover school expenses (30%), problems faced during registration (20%), distance to school and lack of transportation (18%). A more detailed analysis is presented in Figure 15.

Figure 16 : Top reasons for being OOS

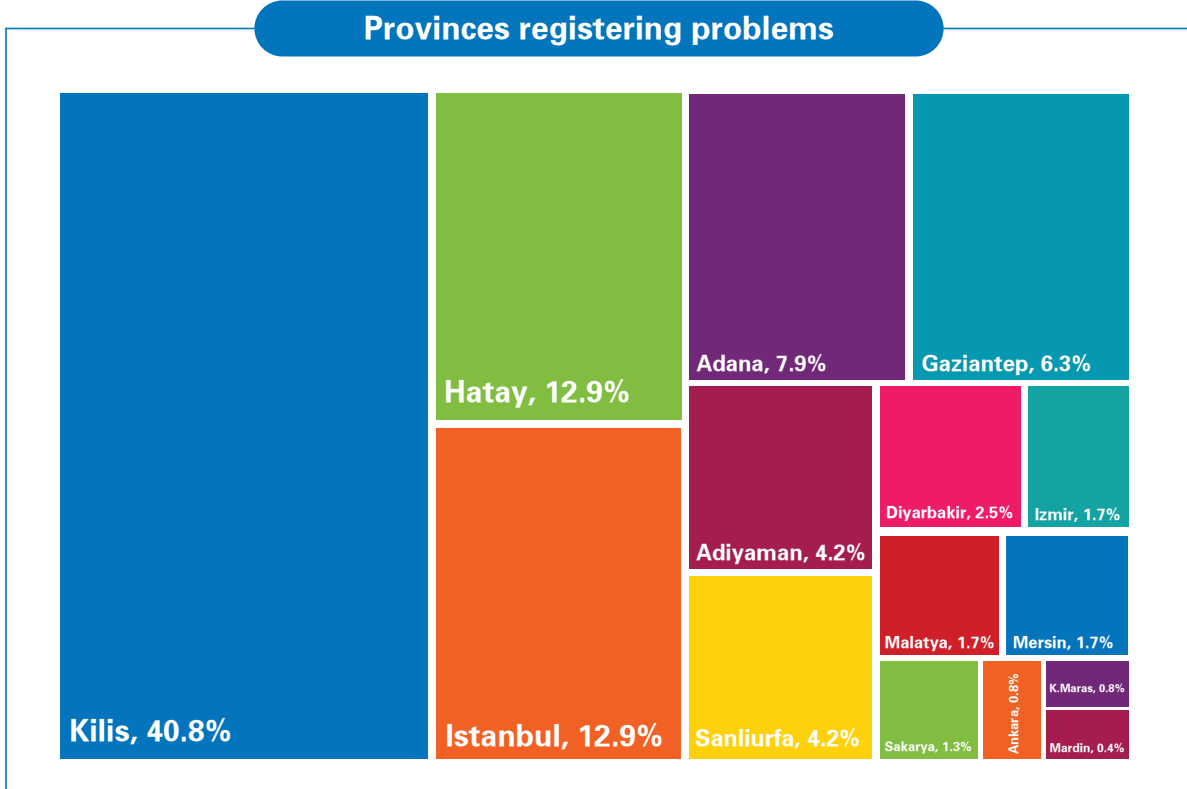


The open-ended narrative reasons specified by parents under the ‘other category’ was further analysed. Thematic categories were identified as a result of the qualitative analysis of 440 open-ended reasons, as shown in Figure 16. Health reasons excluding disability, were not a part of the closed-ended choices but made up for 7% of the other reasons. Earthquake-related reasons were also reported by around 23% of HHs, including 4% for psychological effects and fear and anxiety created by the earthquake on the children and parents. Another 8 percent of the HHs also specified that their child is only out of school now; however, they intend to register for the upcoming year, as some are waiting for the registration to open, or exam grades to enter schools to be available. Only around 5% of HHs included lack of interest, lack of quality of education, and personal choice or general dislike being the main reason why their children are out of school. Overall, an overwhelming percentage of HHs (43%) mostly reported their child being too young for school as the main reason why the child is reported as OOS.

Figure 17 : Other reasons specified by parents for children being out of school coded into categories

Registration problem log on out-of-school children

Cases were recorded in the registration problem log by partners in 9 out of the 11 affected provinces, and in Istanbul, Izmir, Ankara, Mardin, Mersin and Sakarya. Cases analysed in this report were between February and October 2023. Varying volumes of problems were entered in the log, with Kilis province recording 40% of the registration and enrolment-related denials, followed by Hatay (13%), Istanbul (13%), Adana (7.9%), Gaziantep (6.3%), Adiyaman (4.2%), Sanliurfa (4.2%), and Diyarbakir (2.5%). Kilis, Hatay, Istanbul and Adana provinces come first in terms of the volume of issues documented, as well as showing some elevated issues regarding the lack of physical capacity in schools, financial issues, and address-related registration issues.

Figure 18 : Treemap chart of provinces registering problems of enrolment by volume

The registration problem log was used to identify additional reasons for OOSC and problems with enrolment in addition to the themes mentioned in the parent survey. The details of the cases and notes on potential interventions suggested or already undertaken by the education partners are presented in the tables below with relevant categories for action to increase access to education and reduce the numbers of OOSC.

Figure 19 : Percentage of all cases recorded by reason for denial (registration and enrolment to school)

Reason for denial (Registration and enrolment to school)

% of all 240 cases recorded by category

41.7%	Other (Please specify)	2.5%	Lack of equivalency documents
11.2%	Financial problems (registration fee, stationery, uniforms, etc.)	1.7%	Child's lack of Turkish language understanding
10.0%	Lack of space in the school/ physical capacity	1.3%	Overage for the registered class
9.1%	Being registered in another province	0.8%	Child is engaged / married
8.3%	Lack of address registration	0.8%	Language barrier in communicating with personnel in the school
6.3%	Directors/School Principles' refusal without explanation	0.8%	No disabled accessibility in the school / disability of the child
4.6%	Lack of ID registration	0.8%	Quota for refugee students was reached in school

Provincial differences in types of reasons for denial to school and registration problems is summarized as below:

- **Kilis (41.67% problems logged):** Significant denials across various categories, including being registered in another province, financial problems, lack of space, and other reasons.
- **Hatay (25.00% problems logged):** Denials for multiple reasons, with notable instances in financial problems, lack of space, directors/school principles' refusal, and other reasons.
- **Istanbul (11.67% problems logged):** Denials related to being registered in another province, financial problems, directors/school principles' refusal, and other reasons.
- **Adana, Gaziantep, Sanliurfa (26.48% problems logged):** Denials reported across several categories, emphasizing the diverse challenges faced.

Table 4 : Potential interventions according to reason of denial

Categories	Potential intervention actions
Addressing Legal Barriers	"Contacted the Ministry of National Education to discuss the legal requirements for enrolling the child and ensure that all necessary documentation is in place for registration."
Advocacy for Enrolment	"Engaged in advocacy efforts, raising the issue with the relevant authorities, and emphasizing the importance of every child's right to education, urging them to take immediate action for school enrolment."
Access to Education Support	"Provided transportation support for the child to ensure they can access the nearest school without hindrance." "Promote open and distance learning opportunities for children who cannot attend regular schools."
Educational Guidance and Counselling	"Offered counselling and guidance to the family, explaining the benefits of enrolling the child in an appropriate school and addressing any concerns they may have."
Community Collaboration	"Collaborated with local schools, community leaders, and parents to find a suitable solution for the child's enrolment, ensuring that the community is actively involved in the process."
Referral to Specialized Services	"Referred the child to a special education centre or rehabilitation programme to address their specific needs and provide a tailored educational experience."
Advocacy for Policy Change	"Engaged in advocacy at a policy level by discussing the challenges faced in school enrolment with relevant government officials, with the aim of influencing policy changes that remove barriers to education."
Emergency Assistance	"Provided emergency assistance, such as school uniforms, stationery, and other necessary materials, to help the child start their education immediately."
Support for Migrant Children	"Coordinated with migration and education authorities to streamline the enrolment process for migrant children, ensuring their educational rights are upheld."

4.4 Further analysis on earthquake provinces

Of the EQ-affected HHs, 38% (including all Marmara and Aegean regions, and EQ provinces) were displaced following the earthquakes in February 2023. Highest percentage of displaced HHs were among Afghan families with 56%, followed by Turkish families (39%), Syrian families (36%), and others (27%). While 61% of the displaced HHs were able to return to their previous residence, approximately 78% of Afghans, and only around 57% of displaced Turkish families, 64% of displaced Syrian families and 50% of displaced families from other nationalities were able to return to their homes.

Figure 20 : % of HHs which have been displaced following the earthquakes by nationality

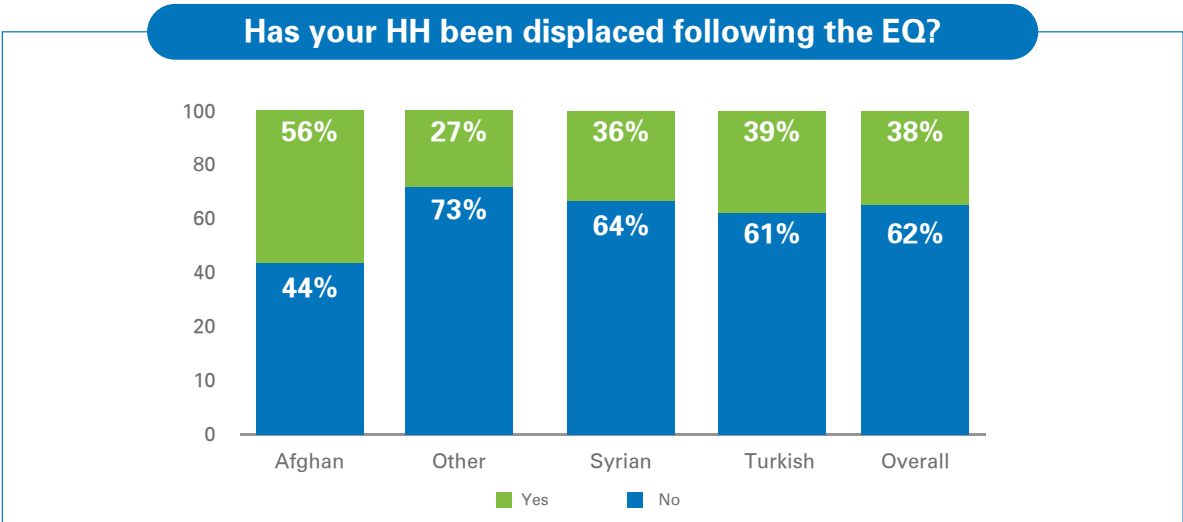
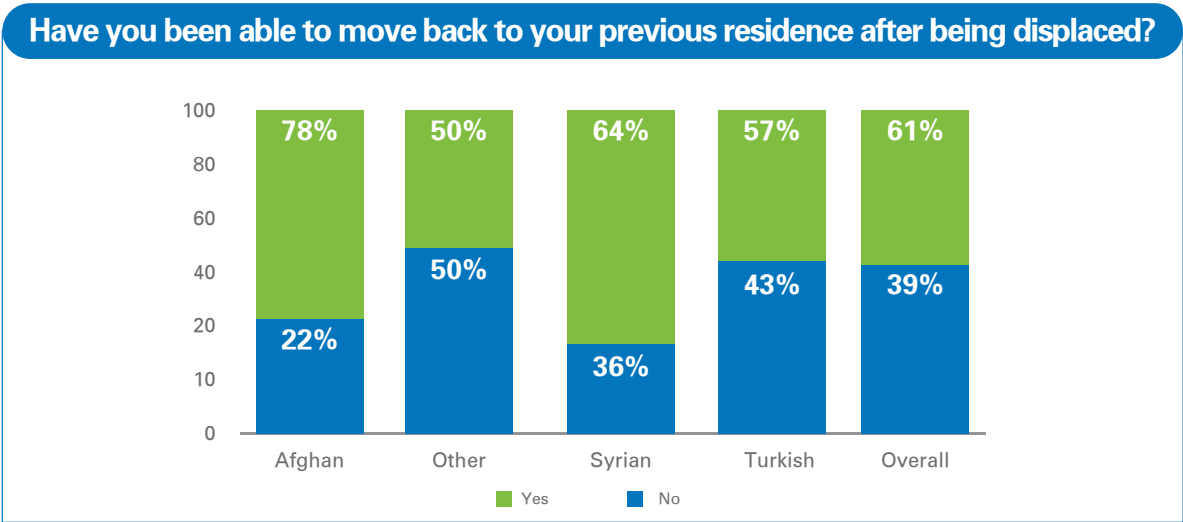
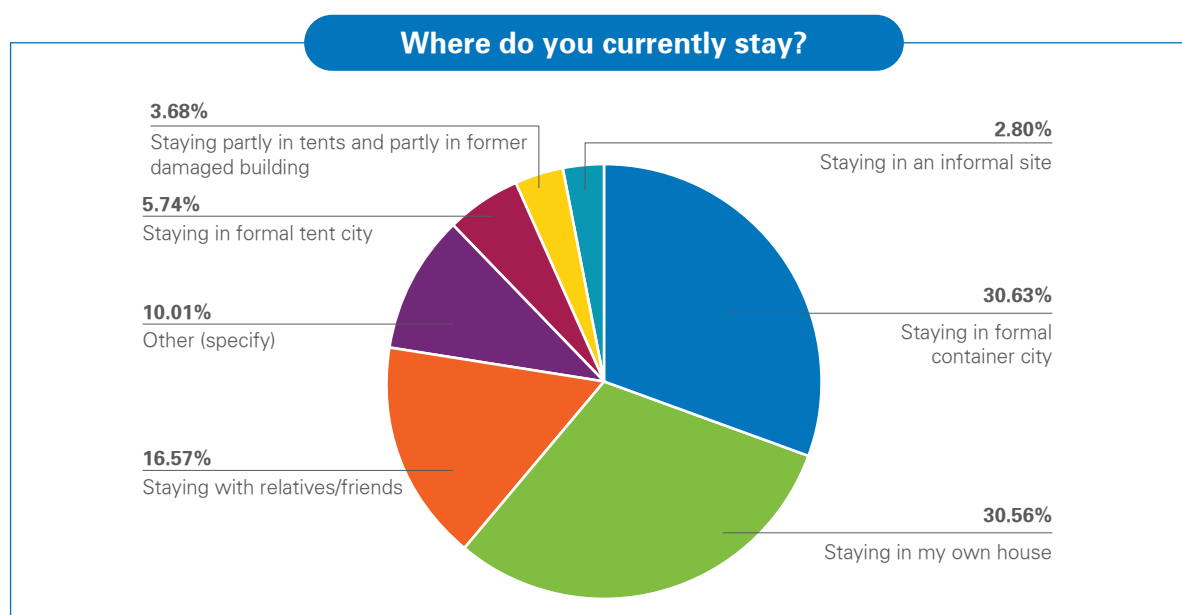


Figure 21 : % of displaced HHs who were able to return to their original residence by nationality.



At the time of the survey, 31% of the HHs reported living in their own dwelling, while another 31% reported living in formal container cities, 17% reported staying with relatives or friends, 6% were staying in formal tent cities, 4% were staying partly in tents and partly in former damaged buildings, and 3% were unfortunately still found to be staying in informal sites. The majority of the 10% of HHs reporting others mentioned living in a rental house. More Turkish families (11%) were found to be residing with relatives and friends compared to others (5% of Syrian HHs, and less than 1% among Afghan and other HHs).

Figure 22 : % of HHs by type of residence since being displaced by the earthquake.

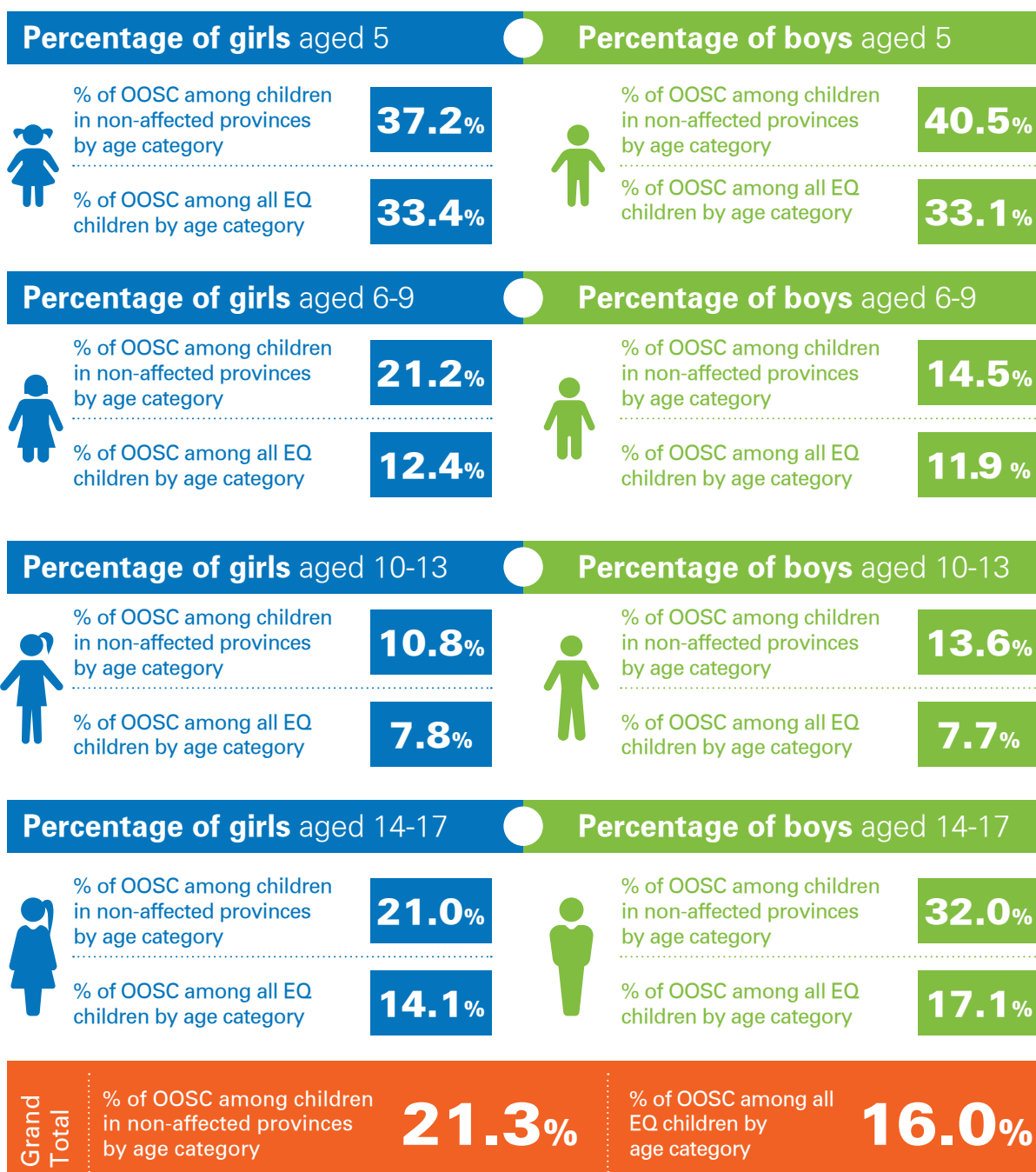


The displacement status of the EQ-affected families has a substantial impact on the stability of children and their access to education. Fortunately, 79% of families reported that they plan to stay at their current location, while another 17% were uncertain about where they might be living by the beginning of the next academic year due to start in September, and only less than 5% planned to move either to another place of origin in the country or outside of Türkiye (less than 1%).

OOSC in the EQ-affected provinces

The percentages of OOSC in the EQ provinces versus non-affected provinces are presented in Table 5 below by age category, showing the importance of addressing equity and inclusion in access to education beyond the damage of the earthquake and the need to focus on nationalities and larger cities like Istanbul in the non-affected provinces where the problem of out-of-school children is due to other major barriers irrelevant to the EQ.

Table 5 : OOSC among EQ-affected HHs (residing in one of the 11 provinces currently or before the earthquakes)



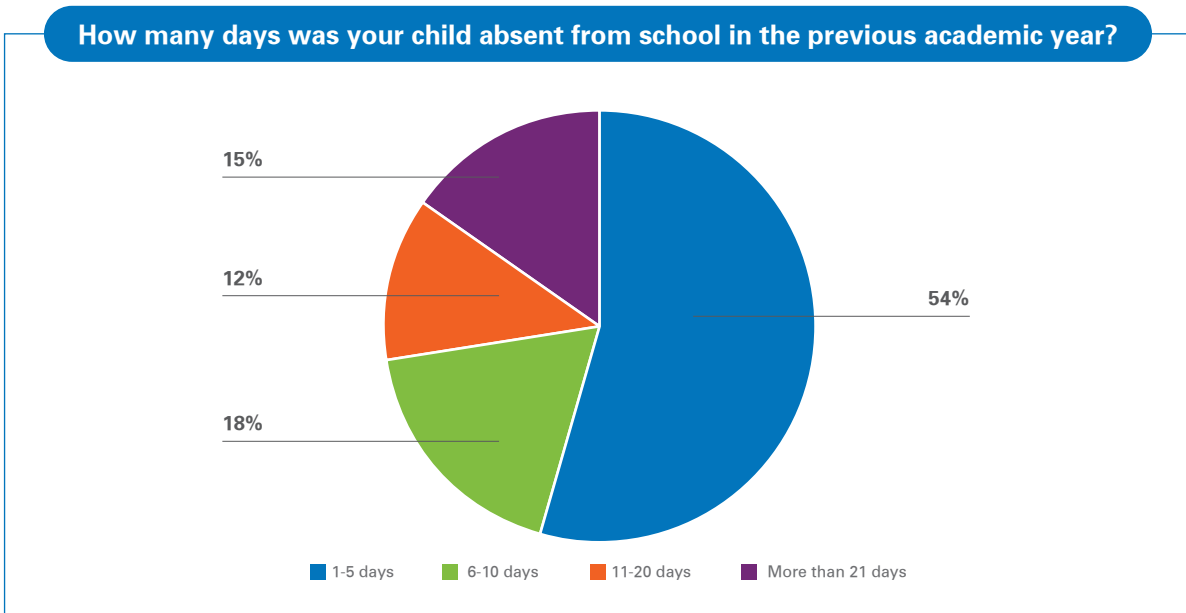
4.5 Marmara Region

A total of 594 HHs were surveyed in the Marmara Region, residing exclusively in Istanbul, representing 1,609 children (51% girls and 49% boys). Around 84% were Syrian, 8% were Afghan, 6% were Turkish and 2% were from other nationalities, including Iranian and Ukrainian HHs. Of the total HHs, around 13% were originally from the EQ provinces, majority of them Syrians, who moved to Istanbul after the earthquake.

Attendance and causes of absenteeism

The majority, 54% of parents, reported that their child was absent from school between 1 to 5 days, followed by 18% between 6 to 10 days, 15% more than 21 days and 12% reporting between 11 to 21 days. Therefore, school absenteeism on average is somewhat high as nearly 37% of parents reported their children missing school for more than 10 days in the previous academic year.

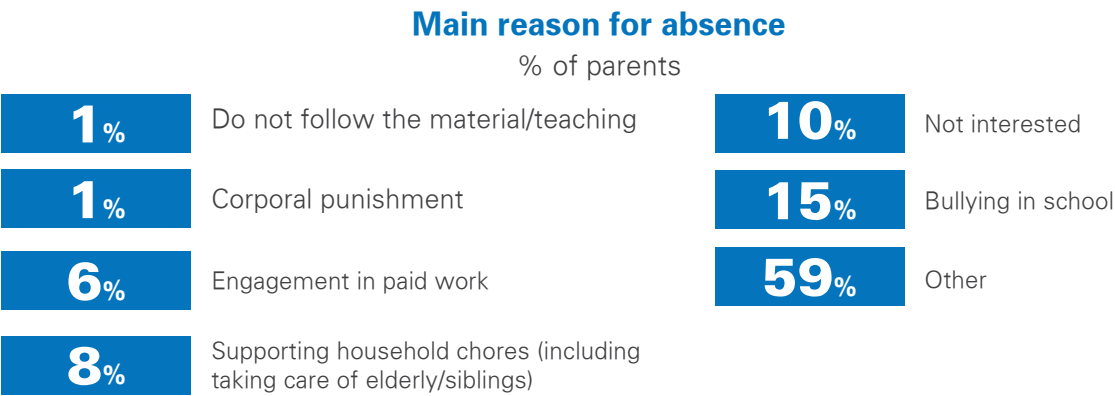
Figure 23 : Days of absence from school during the previous academic year among children in the Marmara Region



Among the list of top reasons for absenteeism provided to parents, bullying in school was the leading cause reported by 15% of parents, followed by lack of interest in school (10%), supporting household chores and taking care of the elderly or siblings (8%), engagement in paid work (6%), inability to follow the material and teaching (1%), and corporal punishment (1%). Another 59% of parents reported other reasons, where further analysis revealed that around 84% of those who specified other reasons mentioned common sicknesses and normal irregular absenteeism as main reasons. However, around 9% mentioned reasons related to relocation, and post-earthquake related difficulties in line with the 12% of HHs who arrived from the

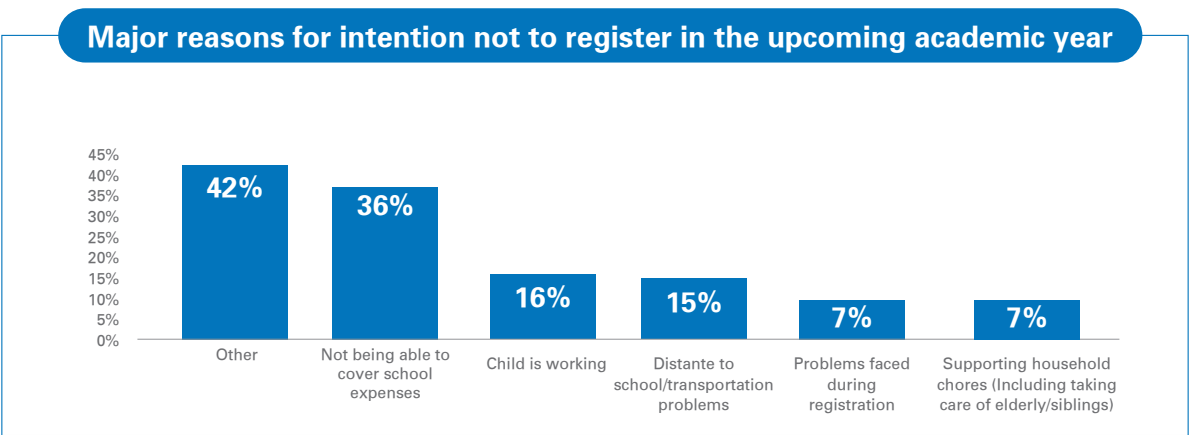
EQ provinces. This indirectly shows that children had issues with access to education once they relocated to non-affected areas even if they were not out of school earlier. Finally, roughly around 5% of parents reported transportation, distance to school/ transportation, and registration issues as other reasons for school absenteeism.

Table 6 : Main reasons for absence among children in the Marmara Region



Although only around 60% of parents responded to the question relevant to the intention to enrol their children in school in the upcoming academic year, 80% reported positive intentions to register their children to school. Major reasons for not intending to register children to school was related to financial difficulties in covering expenses (36%), children engaged in paid work (16%) and helping with household chores (7%), transportation and distance issues (15%), and problems faced during registration (7%). Other reasons for negative intentions to register were physical violence and peer bullying, lack of understanding of the curriculum and change in residence.

Figure 24 : Major reasons for intention not to register in the upcoming academic year

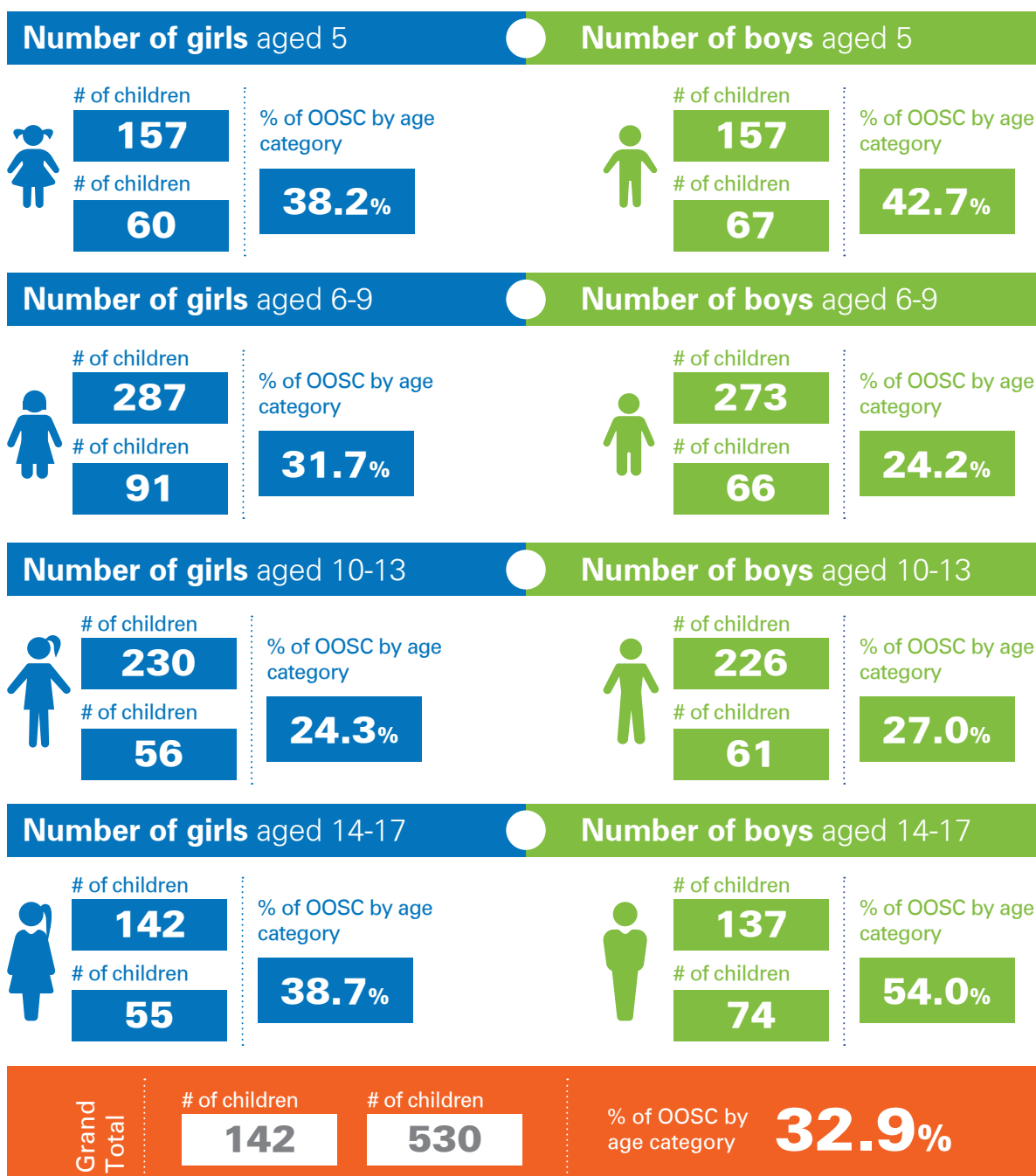


Overall, bullying at school and lack of interest in school seems to be highly associated with school absenteeism in this region where most parents surveyed were from Syrian background, and intention to drop out and not register were mostly affected by financial reasons including not being able to cover school expenses, child already working or in need of contributing to household chores, along with issues of distance to school, and transportation, which is indirectly related to increased expenses paid for transportation.

Out-of-school children

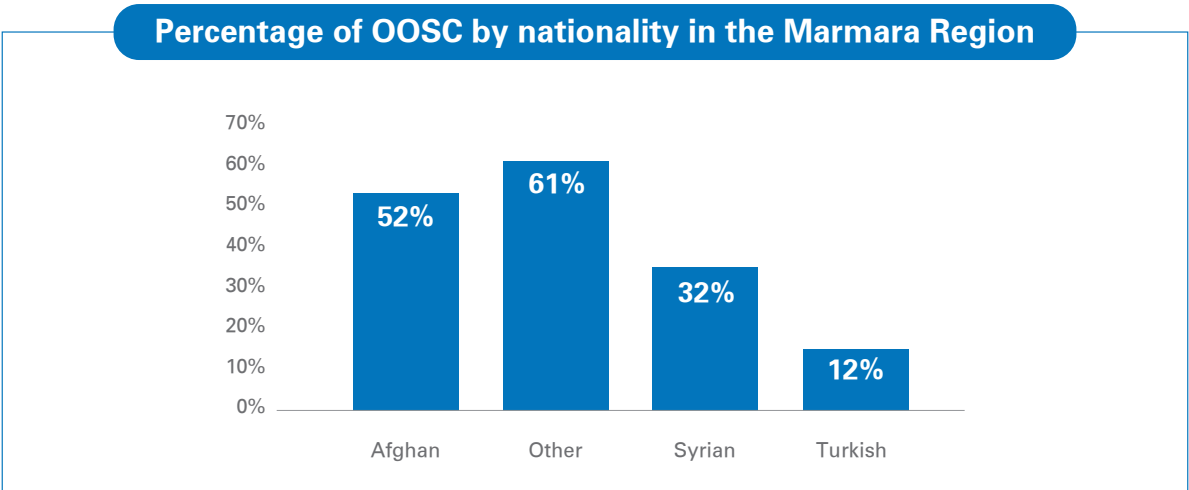
The percentage of out-of-school children was roughly 33% in the Marmara Region, exclusively representing Istanbul, and it mostly comprised children of Syrian descent. OOSC are a great concern in Istanbul, as this was the highest percentage across all the regions. With around or over 25%, the percentage of OOS children was quite high in all age categories and exceeding 50% for boys aged 14 to 17 years. Detailed number and percentage of OOS children by age category is presented in Table 7 below.

Table 7 : Number and percentage of OOSC by age category in Marmara Region



Furthermore, when percentage of OOSC by nationality is calculated, the results reveal 46% of Iranian children (other nationality), 24% of Afghan children, 11% of Syrian children and 10% of Turkish children in the region reported being out of school. Almost no Turkish children were identified as OOS in this region unless they were among the pre-primary school age group.

Figure 25 : Percentage of OOSC by nationality in the Marmara Region



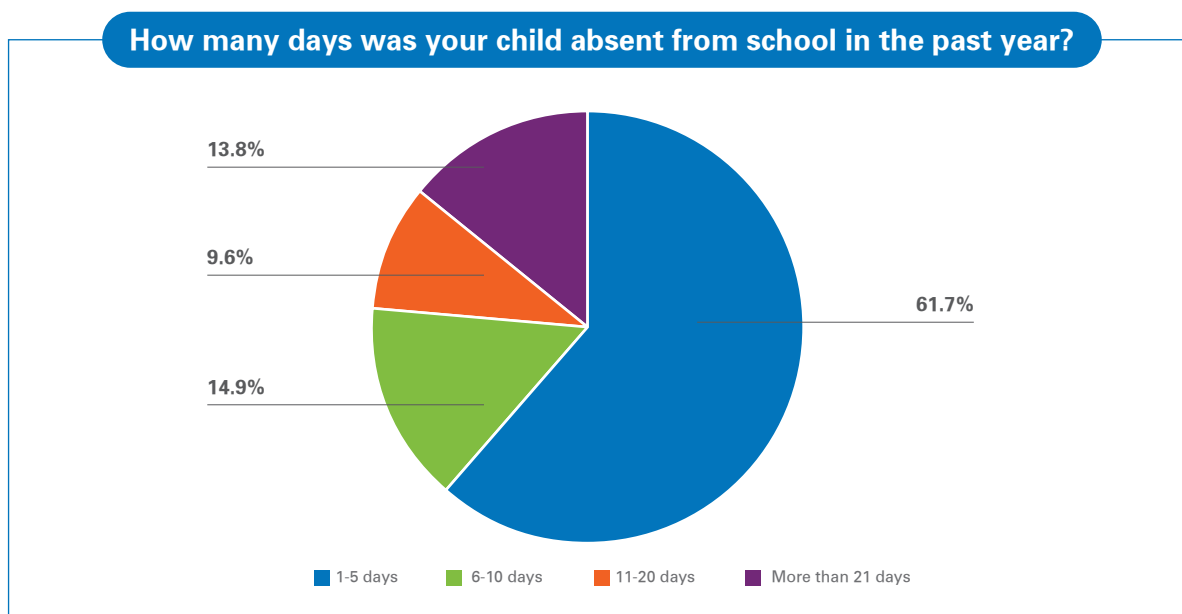
Additionally, 73% of parents reported concerns over their children getting married and dropping out of school.

4.6 Aegean Region

A total of 234 HHs were surveyed in the Aegean Region, representing 471 children (50% boys and 50% girls) residing in 6 provinces: Antalya, Aydın, Balıkesir, Denizli, İzmir, and Muğla. Around 41% were Afghan, 28% were Syrian, 23% were Turkish and 8% were from other nationalities, exclusively Iranian for this region. Approximately 10% of the HHs were residing in the EQ provinces prior to the earthquakes, indicating that this is a region that welcomed the affected populations.

Attendance and causes of absenteeism

The majority, 62% of parents, reported that their child was absent from school between 1 to 5 days, followed by 15% between 6 to 10 days, 14% more than 21 days and 10% reporting between 11 to 21 days. Therefore, school absenteeism on average is not very high considering nearly 80% of parents reported their children missing school less than 10 days in the previous academic year.

Figure 26 : Days of absence from school during the previous academic year among children in Aegean Region

Among the list of major reasons for absenteeism provided to parents, lack of interest in school was the leading cause reported by 17% of parents. This category was followed by bullying in school (5%), inability to follow the material and teaching (4%), engagement in paid work (3%), supporting household chores, taking care of elderly and siblings (2%), and corporal punishment (around 1%). Another 69% of parents reported other reasons, where further analysis revealed that around 86% of those who specified other reasons, mentioned common sicknesses and usual irregular absenteeism from school and only around 11% mentioned reasons related to relocation, registration, and post-earthquake related difficulties.

Table 8 : Main reasons for absence among children in the Aegean Region

Main reason for absence		% of parents
0.7%	Corporal punishment	5.1%
2.8%	Supporting household chores (including taking care of elderly/siblings)	16.7%
2.9%	Engagement in paid work	68.8%
3.6%	Do not follow the material/teaching	
		Bullying in school
		Not interested
		Other

Although only around 59% of parents reported their intention to enrol their children in school in the upcoming academic year, a high 92% of parents mentioned positive intentions to enrol their children in school. The small number of parents who did not plan to enrol their children mentioned financial barriers and transportation problems. Finally, around 13% of parents expressed concerns for their children getting married and dropping out of school, versus 87% who were not concerned about this possibility.

Out-of-school children

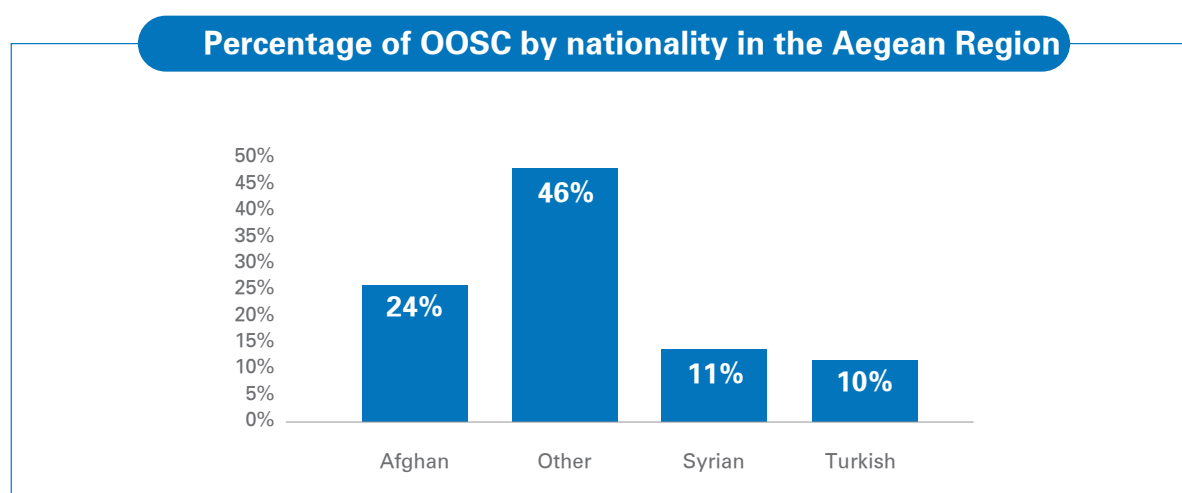
Aegean Region HHs reported the lowest percentage of OOS children with an overall 18.9%, although with almost half of boys aged 14 to 17 years identified as OOS. These boys were almost all from Afghan background and reportedly engaged in paid work. Even though the small sample size has a slight impact on this high percentage, the finding is in line with the general trend of the high number of boys in this age category being out of school to engage in paid work, especially those of foreign nationalities. The table below presents the number and percentage of the OOSC in the region by each age category and by sex of the child in detail.

Table 9 : Number and percentage of OOSC by age category in the Aegean Region

Number of girls aged 5			Number of boys aged 5				
	# of children 33	# of OOSC 5	% of OOSC by age category 15.2%		# of children 30	# of OOSC 15	% of OOSC by age category 50.0%
Number of girls aged 6-9			Number of boys aged 6-9				
	# of children 82	# of OOSC 10	% of OOSC by age category 12.2%		# of children 83	# of OOSC 13	% of OOSC by age category 15.7%
Number of girls aged 10-13			Number of boys aged 10-13				
	# of children 66	# of OOSC 4	% of OOSC by age category 6.1%		# of children 69	# of OOSC 7	% of OOSC by age category 10.1%
Number of girls aged 14-17			Number of boys aged 14-17				
	# of children 54	# of OOSC 9	% of OOSC by age category 16.7%		# of children 54	# of OOSC 26	% of OOSC by age category 48.1%
Grand Total		471	# of OOSC 89	% of OOSC by age category		18.9%	

Furthermore, when percentage of OOSC by nationality is calculated, the results reveal 46% of Iranian children (other nationality), 24% of Afghan children, 11% of Syrian children and 10% of Turkish children in the region reported being out of school. Almost no Turkish children were identified as OOS in this region unless they were among the pre-primary school age group.

Figure 27 : Percentage of OOSC by nationality in the Aegean Region



It is also noteworthy that all but 4 OOS children were from an EQ-affected HH, demonstrating that the problem of drop-out is not related to the relocation or is a direct consequence of the earthquake disruption to education access.

The top three reasons for being out of school in this region were overwhelmingly related to problems faced during registration (40%), not being able to cover school expenses (20%) and child labour (12%). Of these OOS children, 15% were also reported being out of school for a long time already. Disability of the child was also one of the above-average reasons reported for children being out of school at around 9%, and therefore further investigation into the burden of disability among communities in this region is required to ensure that the selection of participants or the location in the community was not a direct cause for this high percentage, which might have caused bias in the results. The other reasons were mostly related to the young age of the child.

5. Summary and Conclusions

The BTS Parent Survey, encompassing 5,720 families with 14,610 children aged 5 to 17, provided a comprehensive overview of the education landscape in various regions and among different nationalities following the earthquakes. Children are disaggregated by age groups, residence in earthquake-affected provinces (61%) or non-affected provinces (39%), the Aegean Region (4%), and Istanbul (10%).

Participation across 65 provinces revealed varying displacement patterns in the aftermath of the earthquakes, such as decreased residency in Malatya, Hatay, and Adiyaman, and increased displacement in Istanbul, Ankara, Mardin, and Kayseri. Absenteeism patterns highlighted that the majority of respondents (58%) reported children absent for 1 to 5 days, with Turkish families having the highest percentage (22%) of children absent for more than 21 days. Reasons for absenteeism included lack of interest (29%), bullying (5%), household chores (4%), and child labour (2%), with 68% attributing absenteeism to other reasons like seasonal sickness and earthquake-related issues.

Differential reasons across nationalities indicated bullying as a significant concern for Syrian (7.7%) and other nationality (5.1%) families compared to Turkish households (1%). Child labour as a reason for absenteeism was notably higher among refugee children. Lack of interest in studying varied, with Turkish families (35%) having the highest percentage, followed by Syrian (26%), Afghan (20%), and other nationality (15%) households..

Parents' intention to register for the upcoming academic year was high (92%), with the highest intention among Afghan

and Turkish parents (96%) and the lowest among Syrian parents (88%). Concerns about children marrying or dropping out were highest among Syrian parents (24%).

Regarding school attendance after the earthquakes, 54.7% of households reported that their children continued to attend school, while 45.3% said their children could not. Attendance varied across regions, with 52% in earthquake-affected provinces, 73% in non-affected provinces, 79% in the Aegean Region, and 43% in Istanbul. Categorization by earthquake-affected vs. non-affected households revealed vulnerabilities among Syrian (45%), Turkish (59%), and Afghan (50%) children in EQ-affected provinces. Reasons for non-attendance included transportation issues, fear of concrete buildings, earthquake damage to schools, and loss of assistive devices, with specific challenges for different nationalities.

Approximately 18% of children (2,607 out of 14,610) were identified as out-of-school, with 54% in earthquake regions and 46% in non-affected regions. The share of OOSC varied across nationalities, with 29% for other nationalities, 21% for Afghan, 18% for Syrian, and 16% for Turkish children. Concerns about children getting married and dropping out were expressed by 73% of parents.

The province-level problem log analysis highlighted key denial reasons, such as being registered in another province, financial problems, lack of space, and other unspecified reasons. Kilis (41.67% denials) faced significant challenges, especially in being registered in another province, financial problems, and lack of space. Hatay (25% denials) experienced denials for various reasons, including financial problems, lack of space, and directors/school principles'

refusal. Istanbul (11.67% denials) faced issues related to being registered in another province, financial problems, and directors/school principles' refusal. Adana, Gaziantep, and Sanliurfa reported denials across several categories, emphasizing diverse challenges.

In the Marmara Region, absenteeism rates in Istanbul were concerningly high (37%), with bullying, lack of interest, household responsibilities, and engagement in paid work being the top reasons. Positive registration intentions were at 80%, but financial constraints hindered the enrolment of children. The OOSC rate was approximately 33%, notably affecting Syrian children, with concerns expressed by 73% of parents about children getting married and dropping out.

In the Aegean Region, absenteeism rates were relatively low, with 80% reporting children missing school for less than 10 days. The OOSC rate was 18.9%, with higher rates for boys aged 14 to 17 due to engagement in paid work. Concerns about children getting married and dropping out were expressed by 13% of parents.

These survey findings underscore the need for targeted interventions addressing absenteeism, OOSC, and denial reasons, considering regional, national, and age-specific nuances. Short-term, medium-term, and long-term recommendations should focus on psychosocial support, cultural sensitivity, and inclusive enrolment policies to create a sustainable and resilient education system.



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6. Recommendations

Short-Term Recommendations

Psychosocial Support Programmes (Reference: Absenteeism Rates in Earthquake-Affected Provinces)

Implement targeted psychosocial support programmes in earthquake-affected provinces, particularly in regions like Malatya, Hatay, and Adiyaman, where high absenteeism rates have been identified. These programmes should address prevalent issues such as bullying and lack of interest, engaging local communities to raise awareness about the crucial link between mental health and education.

Crisis Counselling Services (Reference: Reasons for Non-Attendance – Fear of Concrete Buildings and Loss of Assistive Devices)

Establish crisis counselling services in schools, especially in regions where fear of concrete buildings contributes to non-attendance to schools. These services can effectively address psychosocial challenges arising from earthquake-related fears and the loss of assistive devices.

Anti-Bullying Campaigns (Reference: Bullying Concerns Across Nationalities and Different Regions)

Launch anti-bullying campaigns with a specific focus on regions and nationalities for which bullying is a significant concern. Collaborate with local communities, parents, and schools to create a safe and inclusive learning environment, considering variations in bullying rates among different nationalities.

Financial Assistance Programmes (Reference: Financial Difficulties as a Reason for Non-Attendance)

Introduce short-term financial assistance programmes to alleviate immediate

barriers to education, particularly targeting vulnerable groups. These programmes should address issues such as school expenses and transportation challenges, with a focus on families with children engaged in paid work. Acknowledge that transportation difficulties and distances are usually mentioned in line with increasing expenses.

Medium-Term Recommendations

Inclusive Enrolment Policies (Reference: Denial Reasons – Lack of Space, Language Barriers, Financial Problems)

Advocate for and implement inclusive enrolment policies that directly address denial reasons identified in the survey, such as lack of space, language barriers, and financial problems. Work closely with local authorities to streamline registration processes and remove administrative barriers, with specific attention to regions facing these challenges.

Community Collaboration Initiatives (Reference: Denial Reasons – Being Registered in Another Province, Lack of Equivalency Documents)

Establish community collaboration initiatives to specifically address denial reasons like being registered in another province and lack of equivalency documents. Engage local communities in the development of solutions and provide necessary resources to overcome these challenges, considering the variations in denial reasons across regions. Ensure that no denial takes place in the absence of a documented legal cause. Focus on regions receiving EQ-affected vulnerable children and advocate for their transfer rights as granted by the GoT, to increase continued access to education.

Teacher Training Programmes (Reference: Nationalities – Understanding Diverse Needs)

Conduct medium-term teacher training programmes with a specific focus on cultural sensitivity and understanding the diverse needs of students from different nationalities. This can contribute significantly to creating an inclusive learning environment, acknowledging the variations in educational needs among Syrian, Afghan, Turkish, and other nationality students. Syrian students were identified to need more support in terms of engaging with the material and following topics in the Turkish language.

Awareness Campaigns for Parents (Reference: Registration Intentions Across Nationalities)

Launch awareness campaigns targeting parents to increase understanding of the importance of education, especially in regions and nationalities with lower registration intentions. In this regard, the continued BTS Campaign each year and the other promotional activities undertaken under the campaign are very important. Address concerns about children marrying or dropping out through community-based discussions and information sessions, considering the specific concerns highlighted by Syrian parents.

Long-Term Recommendations

Education Policy Advocacy (Reference: Denial Reasons and OOSC Percentage)

Advocate for long-term changes in education policies based on the survey findings, focusing on promoting inclusivity, diversity, and equal access. Work closely with policymakers to address systemic issues contributing to denial reasons and the prevalence of out-of-school children, considering the varied

challenges faced by different regions and nationalities.

Infrastructure Development (Reference: Earthquake-Affected Provinces – Fear of Concrete Buildings and Transportation Challenges)

Invest in long-term infrastructure development in earthquake-affected provinces, specifically addressing issues such as fear of concrete buildings and transportation challenges, in support of the government-led construction and inspection efforts. Collaborate with local authorities to ensure schools are not only safe but also accessible, considering the unique challenges faced by provinces like Malatya, Hatay, and Adiyaman.

Tailored Educational Programmes (Reference: Varied Reasons for Absenteeism Across Age Groups)

Develop long-term, tailored educational programmes for specific age groups, acknowledging the varied reasons for absenteeism across different age ranges. Implement age-appropriate curriculum adjustments and targeted support programmes to address the specific challenges faced by children in different stages of their education, considering the age distribution highlighted in the survey.

Capacity Building for School Personnel (Reference: Language Barriers and Disability-Related Concerns)

Implement long-term capacity-building programmes for school personnel, emphasizing the need to enhance their ability to address diverse needs. This includes training programmes specifically tailored to address challenges related to language barriers and disability, contributing to the creation of an inclusive educational environment.

TABLES

Annex 1: Problem Log Details

Main reason for denial / province	# of enrolment denials. Registration issues recorded	% of denials of the total
Being registered in another province	22	9.17%
Adana	2	0.83%
Diyarbakir	2	0.83%
Gaziantep	1	0.42%
Hatay	2	0.83%
Istanbul	5	2.08%
Izmir	1	0.42%
Kilis	9	3.75%
Child is engaged / married	2	0.83%
Hatay	1	0.42%
Kilis	1	0.42%
Child is lack of Turkish language understanding	4	1.67%
Adana	1	0.42%
Diyarbakir	1	0.42%
Izmir	1	0.42%
Kilis	1	0.42%
Directors/School Principles' refusal without explanation	15	6.25%
Adana	1	0.42%
Ankara	1	0.42%
Gaziantep	3	1.25%
Istanbul	5	2.08%
Kilis	1	0.42%
Sanliurfa	4	1.67%
Financial problems (registration fee, stationery, uniforms, etc.)	27	11.25%
Adana	2	0.83%
Adiyaman	3	1.25%
Gaziantep	2	0.83%
Hatay	4	1.67%
Istanbul	3	1.25%
Kilis	10	4.17%
Malatya	1	0.42%
Mardin	1	0.42%
Sanliurfa	1	0.42%

Main reason for denial / province	# of enrolment denials. Registration issues recorded	% of denials of the total
Lack of address registration	20	8.33%
Adana	4	1.67%
Gaziantep	2	0.83%
Hatay	2	0.83%
Istanbul	2	0.83%
Izmir	1	0.42%
Kahramanmaras	1	0.42%
Kilis	2	0.83%
Malatya	1	0.42%
Mersin	2	0.83%
Sanliurfa	3	1.25%
Lack of equivalency documents	6	2.50%
Adana	1	0.42%
Diyarbakir	1	0.42%
Hatay	1	0.42%
Kilis	1	0.42%
Sakarya	1	0.42%
Sanliurfa	1	0.42%
Lack of ID registration	11	4.58%
Adana	3	1.25%
Gaziantep	2	0.83%
Hatay	3	1.25%
Istanbul	2	0.83%
Sanliurfa	1	0.42%
Lack of space in the school/physical capacity	24	10.00%
Adiyaman	1	0.42%
Gaziantep	2	0.83%
Hatay	2	0.83%
Istanbul	6	2.50%
Izmir	1	0.42%
Kilis	10	4.17%
Mersin	2	0.83%
Language barrier in communicating with personnel in the school	2	0.83%
Adiyaman	1	0.42%
Diyarbakir	1	0.42%
No disabled accessibility in the school / disability of the child	2	0.83%
Hatay	1	0.42%
Kilis	1	0.42%

Main reason for denial / province	# of enrolment denials. Registration issues recorded	% of denials of the total
Other (Please specify)	100	41.67%
Adana	2	0.83%
Adiyaman	5	2.08%
Ankara	1	0.42%
Diyarbakir	1	0.42%
Gaziantep	3	1.25%
Hatay	15	6.25%
Istanbul	8	3.33%
Kahramanmaras	1	0.42%
Kilis	60	25.00%
Malatya	2	0.83%
Sakarya	2	0.83%
Overage for the registered class	3	1.25%
Adana	1	0.42%
Kilis	2	0.83%
Quota for refugee students was reached in school	2	0.83%
Adana	2	0.83%
Grand Total	240	100.00%

Annex 2: Province-level Analysis**Province-level school absenteeism**

Of the provinces where at least 30 HH surveys were conducted, sorted by the number of HHs and high percentage reported for of at least 10+ days in the previous academic year.

(Note: The EQ-related absence seems to have affected the answers – 8 out of top 10 are EQ provinces).

Province	1-5 days	6-10 days	11-20 days	More than 21 days	10+ Days absent	# of HHs reporting
Hatay	55.78%	9.88%	6.70%	27.64%	34.34%	597
Sanliurfa	49.03%	16.75%	12.14%	22.09%	34.22%	412
Kahramanmaras	51.14%	15.34%	12.50%	21.02%	33.52%	176
Kilis	49.29%	18.57%	15.00%	17.14%	32.14%	140
Osmaniye	49.09%	19.09%	16.36%	15.45%	31.82%	110
Gaziantep	56.03%	12.45%	9.34%	22.18%	31.52%	257
Denizli	56.36%	12.73%	5.45%	25.45%	30.91%	55
Adana	61.01%	8.26%	8.72%	22.02%	30.73%	218
İzmir	49.06%	20.75%	15.09%	15.09%	30.19%	53
Adiyaman	51.47%	18.63%	6.37%	23.53%	29.90%	204
Mersin	43.90%	26.83%	14.63%	14.63%	29.27%	41
Konya	64.52%	6.45%	3.23%	25.81%	29.03%	31
Kayseri	58.50%	12.93%	6.80%	21.77%	28.57%	147
Istanbul	54.28%	18.09%	12.47%	15.16%	27.63%	409
Ankara	50.24%	22.46%	10.63%	16.67%	27.29%	414
Bursa	68.29%	7.32%	4.88%	19.51%	24.39%	41
Nevsehir	64.44%	13.33%	11.11%	11.11%	22.22%	45
Mardin	63.64%	18.18%	7.79%	10.39%	18.18%	231
Malatya	70.00%	14.20%	6.17%	9.63%	15.80%	810
Balikesir	83.72%	6.98%	4.65%	4.65%	9.30%	43

