

Covid-19 Information Sharing Network Project Final Report



KODN

Köy Okulları Değişim Ağı

RURAL SCHOOLS TRANSFORMATION NETWORK

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Introduction

The idea of Rural Schools Transformation Network (KODA) emerged with the belief that rural schools, which are often known for their deficiencies, might actually offer great opportunities for our dream education. As KODA, we started our first field work in 2015 and became an association in December 2016. We - idealistic teachers working in rural areas across Turkey, trainers who believe in the power of equal education and volunteers with full faith in change - came together, hit the road and called it KODA.

With the Covid-19 pandemic affecting all globally, many changes occurred in Turkey as well. Education was one of the areas that was highly affected by it. Similar to the changes in education, we quickly adapted our activities to remote methods. In addition to our field activities that were moved online, we established KODA Solution Desk to map out the problems in rural areas that emerged with distance education. Through our work with Solution Desk, we reached 400 teachers and more than 8,000 students across rural areas in Turkey.

Starting from the early days of pandemic, our Solution Desk experience showed us once again the importance of teachers as well as other stakeholders in rural areas. We understood the significance of all direct connections with rural communities and how this connection is actually a necessity to protect them as a whole community, starting with children.

We already know that 30% of primary school students across Turkey had trouble during the transition to distance education and a significant number were not able to reach and benefit from the distance education opportunities. With our project Covid-19 Information Sharing Network that was developed with the financial support of Kahane Foundation, we continued to support rural education as well as aimed to strengthen and deepen KODA's roots in local areas.

Through phone calls to 3,000 rural mukhtars (elected local leaders), we aimed to strengthen our relationship with various stakeholders in rural areas such as parents, community leaders, youth and imams (religious leaders). From the WhatsApp groups established, we shared weekly contents to support children's development and to strengthen relationships between children, parents and teachers sustainably under Covid-19 conditions. These contents were designed and developed with the collaboration of several non-governmental organizations and KODA's volunteer trainers, experts and teachers within the scope of Covid-19 Information Sharing Network Project.

To find out whether developed contents met the needs of network members as well as to define project's improvement areas and collect suggestions from network members, we reserved Week 8 and Week 16 to make feedback calls to network members. Through randomized phone calls, we reached 30% of network members and collected their feedback through which our goal was to discover improvement areas that will foster our project.

We scheduled the project for 6 months: 1 month for preparation, 4 months for phone calls and 1 month for reporting. The main starting point of our 12-people project team and the larger KODA team was to connect with various rural stakeholders, to listen to them and to develop solutions in line with their needs.

The Project Final Report consists of project goals and objectives, project coordination team and collaboration with persons and institutions, method, access data, findings, content development process, project outcomes and learnings, notes for the future and conclusion.

Project Goals and Objectives

Main goals and objectives of the Covid-19 Information Sharing Network Project are listed below:

- To create a network reaching all stakeholders of education in rural areas and more specifically, rural mukhtars and parents; allowing them to get involved in issues related to education, public health and rural development,
- Through this network, to directly make needs assessment with stakeholders on the status of local sources concerning all pandemic-related topics, and especially that of education,
- In line with the information gathered and needs defined, to plan comprehensive and sustainable activities for rural families,
- To deliver informative contents to adults in rural areas about Covid-19, distance education and how to support children's development during this period,
- To develop all our content together with experienced rural school teachers, volunteer trainers and various institutions working in similar areas,
- To ensure that children in rural areas have access to accurate information about the pandemic and what measures to take,
- To support both children and adults through ensuring that every child has access to their right to quality education in various scenarios, such as back-to-school and distance education,
- To strengthen the interaction between educational stakeholders in rural areas by building a bridge between local and central areas,
- To create a strong network structure that can take action in pandemic and natural disaster situations,
- To disseminate KODA's educational approach, its contents and activities through this network.

Project Coordination Team, Collaboration with Persons and Institutions

Our Project Coordination Team:

Barış Coşkun – Project Coordinator
Gökçe Uysal – Content Development Coordinator
Öykü Kocaman – Field Coordinator
Yunus Emre Demir – Communication Coordinator
Ayça Elveren – Call-Center Team Member
Başak Doğan - Call-Center Team Member
Çağhan Süzgün - Call-Center Team Member
Damla Özçelik - Call-Center Team Member
Ece Can - Call-Center Team Member
Gizem Akdoğan - Call-Center Team Member
Hatice Azin - Call-Center Team Member
İbrahim Ufuk Aşık - Call-Center Team Member

Simge Baęcı - Call-Center Team Member
Cavit Yeşildaę - KODA Education Consultant and Regional Representative
Gölsüm Duman - KODA Education Expert
Melis Tutan - Project Volunteer
Yurdanur Kaur - Project Volunteer
Funda Başak - Project Volunteer, Voice Actress

Collaboration with Persons, Institutions and Publications

Persons who provided voluntary support during content development:

Ahmet Çifci - Class Teacher
Ceyda Özkavalcioęlu - Educator of the Trainer
Ezgi Tatar - Orff-Schulwerk Elementer Music and Movement Trainer
İlkay Nişancı - Orff-Schulwerk Elementer Music and Movement Trainer
Sinem Gü - Psychological Counsellor
Şeyma Gü - Class Teacher

Institutions and publications that supported the project:

Booklet for Coping with Boredom with Few Materials (Melda Akbaş, Ceren Suntekin, Gözde Durmuş)
KODA Solution Desk
Mother Child Education Foundation (Anne Çocuk Eğitim Vakfı) - AÇEV
Another School is Possible Association (Başka Bir Okul Mümkün Derneęi) - BBOM
Pandemic Sensitive Schools (Pandemiye Duyarlı Okullar)
Tarlabaşı Society Centre (Tarlabaşı Toplum Merkezi) - TTM
We Care Association (Önemsiyor Derneęi)
YÖRET Foundation





Method

We can list the stages of our Covid-19 Information Sharing Network Project through which we aimed to reach 3,000 rural mukhtars via phone calls and to include 1,500 people in our network, all of whom will benefit from the content shared, as follows: Phone calls, Setting up WhatsApp groups and adding network members, Content development, Content sharing in groups and Feedback Process.

1. Phone Calls

We made approximately 350 phone calls per week with our 8-person call-center team. We conducted interviews with mukhtars, parents, teachers and school administrators who were willing to provide information through qualitative forms. This 20-questions-long form was created specifically to understand and determine the needs in rural areas more closely as well as to see in which areas there were deficiencies.

2. Setting Up WhatsApp Groups and Adding Network Members

As per our legal obligations under the Law on the Protection of Personal Data, we sent invitation links to our WhatsApp groups (which were established weekly) to potential network members so that those people who wanted to join were included via their own consent and declaration. When all entries to the weekly WhatsApp group were finalized, we started content sharing by sending our first content package. An average of 90 people joined our groups every week using the invitation link.

3. Content Development

In addition to information on education and health; we developed content to ensure rebuilding of home routines that were disrupted during the pandemic; to make children feel safe; to support children's physical, cognitive, social and emotional development; to strengthen communication between parents and children and to support family-school communication. We prepared various content, including recommendation to families, activities, story suggestions and informative content. While developing written, visual or auditory content, we received support from different experts, trainers and non-governmental organizations.

4. Content Sharing in Groups

Upon completing content development, they were shared three times a week in groups in line with our project schedule.

5. Feedback Process

We retrospectively reached 30% of our network members through random feedback calls in the 8th and 16th week of our phone call marathon. Within the framework of feedback forms, we collected information on follow-up rate, sharing rate and impact of shared content as well as feedback on the project. During these phone calls, our main focus was to hear from network members and learn about which aspects of the project were not functioning thus could be ameliorated while also strengthening the functioning aspects.



In 4 months (September 2020 - January 2021)

We completed **6.807** phone calls.

Of those phone calls, **5.489** were answered.

Of those answered phone calls, in-depth interviews were carried out with **2.398**

Of those 2,398 people with whom we carried out in-depth interviews,

2.009 were mukhtars,

233 were teachers,

32 were parents.

Of those people, **1.504** joined our network!

From 1,504 network members,

968 were mukhtars,

290 were teachers,

56 were parents.

Access Data

In the process of four months between 10 September 2020 and 10 January 2021, our 8-person call-center team completed 6,807 phone calls. As a result of these calls, we reached 81 provinces, 318 districts and 5,489 people from 4,982 rural areas.

Within the framework of phone calls, qualitative forms and network participation, it is possible to examine the provincial and occupational distribution of people reached.

Among 81 provinces, here are the 10 provinces with the highest number of people we reached:

Province	Number of people
Mardin	716 people
İzmir	385 people
Şanlıurfa	255 people
Bursa	193 people
Muş	176 people
Adana	175 people
Muğla	170 people
Edirne	164 people
Bingöl	156 people
Hakkari	142 people

Among 318 districts, here are the 10 districts with the highest number of people we reached:

Province	District	Number of people
Mardin	Kızıltepe	216 people
Şanlıurfa	Harran	128 people
Hakkari	Yüksekova	117 people
Mardin	Derik	114 people
Mardin	Artuklu	103 people
Yozgat	Sorgun	93 people
İzmir	Tire	88 people
Muş	Malazgirt	85 people
Iğdır	Tuzluca	84 people
Mardin	Midyat	83 people



Among 5,489 people we reached, here are their distribution by profession and title:

Profession / Title	Number of people
Mukhtar	4458 people
Teacher	483 people
School Administrator	406 people
Parent	93 people
Other	49 people

We conducted in-depth interviews with 2,398 of 5,489 people reached, within the framework of qualitative forms.

When the provincial distribution of forms are examined, here are the top 10 provinces:

Province	Number of forms
Mardin	501 people
İzmir	169 people
Şanlıurfa	118 people
Muş	93 people
Edirne	79 people
Bingöl	74 people
Malatya	69 people
Zonguldak	58 people
Denizli	56 people
Afyonkarahisar	54 people

When the district distribution of forms are examined, here are the top 10 districts:

Province	District	Number of people
Mardin	Kızıltepe	171 people
Mardin	Derik	87 people
Mardin	Midyat	69 people
Mardin	Artuklu	61 people
İzmir	Tire	52 people
İzmir	Bergama	51 people
Mardin	Savur	51 people
Adıyaman	Kahta	48 people
Muş	Malazgirt	48 people
Kocaeli	Kandıra	47 people

Among people we collected information with forms, here are their distribution by profession and title:

Profession / Title	Number of people
Mukhtar	2009 people
Teacher	233 people
School Administrator	105 people
Parent	32 people
Other	12 people
İmam	6 people

We obtained information on topics such as education, health and communication from the interviews conducted within the framework of qualitative forms:

Health

- 56.6% stated that there is Covid-19 cases in their villages, 41.4% stated that there isn't any cases, and %2 stated they didn't know,
- 75.6% stated that there are no health centers in their villages.

Communication

- 51.5% stated that there isn't a fixed internet connection in their villages,
- 97.3% stated that cell-phone usage is common in their villages,
- 23.2% stated that their village has a WhatsApp group.

Infrastructure

- 26% stated that frequently there are power cuts in their villages,
- 17.3% stated that the clean water source in their villages is insufficient.

Education

- 45.3% stated that children living in rural areas don't have access to any distance education.

Of those 5.489 people reached, 1.504 joined our Information Sharing Network. **When their provincial distribution is examined, here are the top 10 provinces:**

Province	Number of forms
Mardin	269 people
Şanlıurfa	97 people
İzmir	89 people
Bursa	73 people
Hakkari	63 people
Muş	60 people
Batman	58 people
Bingöl	54 people
Kars	43 people
İğdır	42 people

Among people who joined the Information Sharing Network, here are their distribution by profession and title:

Profession / Title	Number of people
Mukhtar	968 people
Teacher	290 people
School Administrator	182 people
Parent	56 people
Other	8 people

Findings

According to the data we gathered from the qualitative forms:

Areas considered advantageous for rural education during the pandemic:

- Access to outdoor areas is easier and riskless in villages when compared to cities,
- Children living in villages can move around freely,
- Spread of the pandemic can be slowed down since small villages can take measures faster and easier,
- Pandemic period is relatively easier as everybody knows each other in villages,
- In small villages, teachers can easily reach all children.

“Our children are much freer than those living in cities, they can play in the streets as they wish. Therefore, the pandemic didn’t affect them so much.” (Mukhtar, Edirne)

“We didn’t have much problem. We live in a mountain village; we have plenty of outdoor space. Also we didn’t have many visitors, so there were no cases.” (Mukhtar, İzmir)

“We are doing fine. Our village is small. Once we took precautions, we didn’t have any cases. We all know each other. As everybody paid close attention, no virus could come into the village.” (Mukhtar, Diyarbakır)

Areas considered disadvantageous for rural education during the pandemic:

- Children couldn’t participate in distance education as their classes overlapped with siblings and there were only one smartphone in a household with many children,
- Smartphones belonged to fathers and they were at work during day-time,
- Lack of knowledge on technologic tools,
- Insufficient infrastructure, power cuts, insufficient or no access to information and communication technologies,
- Challenges arising from parents’ illiteracy and education level,
- Lack of interest of parents on their children’s education,
- Families having economic difficulties,
- Insufficient number of teachers in villages, no teacher appointments and those appointed teachers not being able to start their profession,
- Newly-appointed teachers and parents not being able to meet,
- Difficulties in access to education for children with special needs,
- Difficulties in access to education for refugee children,
- Lack of reading habits in children,
- Children in villages not being used to staying at home thus having difficulties to do so,
- Children in villages being away from school that is their socialization area,

- Children not being able to take responsibility for their own learning and they were viewed as unable to deal with their lessons on their own, without the attention of teachers or parents.

“I have a disabled grandchild, who needs special education. For this reason, we had to take my grandchild to Nevşehir with our own means.” (Mukhtar, Nevşehir)

“They are trying to follow up the classes on WhatsApp or smartphones. How can 5 children do that with only 1 phone? When father comes home in the evening, he already had multiple messages from 5 different WhatsApp groups for his 5 children. I give the phone to the smartest child, I think at least this child could save him/herself as s/he reads; I am forced to make a choice between my children.” (Mukhtar, Mardin)

“We never had an appointed teacher in this village. There were always paid teachers for 1-2 months. During the pandemic, there was actually no teacher responsible for the children. So, there were no classes or follow up, etc. At the moment children did not start school because there is no teacher.” (Mukhtar, Şırnak)

“Children were always at home. They couldn’t go to the school. They were so bored. We didn’t know what to do.” (Mukhtar, Hakkari)

“Children are stressful. Their mental health is impacted. No book came here. There was no EBA TV (Education and Information Network) and no distance education because we have no electricity here.” (Mukhtar, Mardin)

“Our teachers always called us. They tried to send materials from WhatsApp but my child is in the 1st grade so it didn’t work well. My child already forgot to read. I am trying my best but I can’t keep up. I can’t understand certain things.” (Parent, Hakkari)

“Most of the time, they watched classes from EBA TV (Education and Information Network). They forgot what they learned and became detached from education” (Mukhtar, Elazığ)

“There are only 4 or 5 children in the village. Their number is so low. They were always at the village but they didn’t understand much about the virus. They can’t attend their classes, yes, but they would hardly manage distance education even if there was internet. Those little kids, they don’t get it. It is difficult when there is no school, no teacher.” (Mukhtar, Adıyaman)

“For children, just like the adults, the first months were full of fear and anxiety. Children suddenly lost their school, one of their biggest socialization areas.” (Mukhtar, Şanlıurfa)

“Usually the father has the phone. Children are able to attend live classes if the father is at home.” (Mukhtar, Elazığ)

“Children were at home during the pandemic. Even though there is internet service, they were unable to access online classes as there is no tablet and computer. I am the only one at home who has a smartphone.” (Parent, Tunceli)

“When I was teaching in Denizli, I had a student with special needs. I tried to communicate with him until the end of June but couldn’t succeed. Students with special needs suffered most during the pandemic. My student couldn’t even hold a pencil. I visited him every now and then. The parents didn’t tell me not to come but I strongly felt that they didn’t want me to go inside their home because they were worried if I had the virus. I was desperate, I had no other way of taking care of my student.” (Teacher, Muğla)

“There are Syrian families living in the village. They also have children but most of them don’t go to school.” (Mukhtar, Kilis)

“They were affected very negatively. They are always at home. Families who were bored, exercised violence to their children. The children are startled at the slightest voice. They became antisocial.” (Teacher, Mardin)

Content Development Process

Within the scope of the interviews conducted during this project, we developed a total of 52 content in line with the needs identified - 38 of which includes recommendation to families, activities, story suggestions and informative content while 14 of which are audio-series episodes (Adventures of Tipoti, Galima and Pako) - and we shared these contents with our network members.

In addition to information on education and health; we planned on developing content to ensure rebuilding of home routines that were disrupted during the pandemic; to make children feel safe; to support children’s physical, cognitive, social and emotional development areas; to strengthen communication between parents and children and to support family–school communication.

Our Approach

Similar to KODA’s educational approach, we focused on opportunities of rural life throughout content development. According to the data obtained from the interviews, we aimed to benefit from various opportunities of rural life. We also aimed to come up with suggestions to overcome issues that were seen as disadvantages of rural areas.

Taking all these into consideration, we determined the criteria according to which we will develop content suitable for rural conditions and rural life. We ensured that the developed content responded to the needs identified, the suggestions were realistic and applicable in rural areas, the developed content could be applied at any time of the day and be integrated into daily life in rural areas.

During content development, we prioritized holism and inclusiveness as our values. We aimed to develop content that appealed to different senses of children as well as various developmental areas. We developed suggestions and activities that didn’t require additional materials or could be made easily in a short time with materials readily-available at home and in nature, that didn’t increase the workload of caregivers and where the parent’s education level was not definitive. In line with the value of inclusiveness, we paid attention that the developed content were short and concise, did not contain complex instructions, had a simple design, were written in an easy-to-understand language, were accessible without using high internet data, took up less space in the phone memory and could also be delivered in short audio recordings. These criteria were taken into consideration when we collaborated with other institutions and experts; and readily-available content were reorganized accordingly.

Content Calendar

For the first 4 weeks, we shared content 2 days per week (wednesdays and saturdays). In response to the requests and needs identified from feedback calls, we started to share content 3 days per week (mondays, wednesdays and saturdays).

We created a calendar to share one story episode on the weekend, an activity on one weekday and a recommendation on another. We also made changes to the content calendar according to the changing circumstances, such as school reopenings and closures, or natural disasters (i.e. earthquakes). As mentioned in the feedback calls, we shared our contents in our groups in the afternoon due to the busy morning schedules of rural areas.

Needs Identified within the Scope of the Project and Developed Content

- Measures taken against the pandemic: In all groups, we primarily disseminated the brochure we prepared to inform our members about our Covid-19 Information Sharing Network Project. We created a dictionary to inform rural people about the pandemic as well as the measures taken with reference to the Ministry of Health. We shared an informative text about the measures that can be taken against the pandemic in rural life.

- Distance education where internet access is not available or is limited: One of the most important difficulties expressed by rural stakeholders was that children could not participate in distance education due to problems in accessing the internet and lack of technological devices. For this reason, we prepared suggestions on how parents can support children's education in cases where internet access is not available or is limited. For teachers who have difficulties in reaching children due to these challenges, we created a content that explained how they can communicate with children during distance education.

- Home routines: During the pandemic, one issue that families and children in rural areas had difficulty with was the disruption to their home lives with school closures, the sudden change in home routines and the uncertainty that worried both parents and children. For this reason, we produced content for creating home routines.

Within this context, we prepared content that included how to create morning, lunch, and evening routines at home as well as gave parents recommendations on how children can organize their study time and free time within these routines. Another result of the interviews was that children had difficulty taking responsibility for their own learning. We shared suggestions on how family members can share responsibilities at home with their children for promoting their self-regulation skills. During the pandemic, both parents and teachers stated that being exposed to television news for a prolonged period of time increased fear and anxiety in children. For this reason, we shared recommendations with parents on how to regulate their children's use of media during natural disasters and pandemics. At the same time, we developed content on how to promote sleep and healthy eating habits.

- Establishing non-violent communication at home: In the interviews, another difficulty mentioned was the increase in domestic violence and children being exposed to or witnessing this violence. For this reason, we prepared content that demonstrated negative effects of exposure to or witnessing violence on children's development as well as various non-violent communication channels and ways to prevent children's challenging behavior. We made sure that these contents were suitable for parents.

We prepared content that gave children suggestions on what to do when they feel bad at home during the pandemic through video and audio format. In connection with this content, we prepared 3 content "Answering Children's Questions"; "Talking to Children Who Feel Anxiety and Fear During School Reopening and Have Difficulty Adapting"; "How Adults Could Listen Children Effectively".

How to Prevent Children's Challenging Behavior?

- As parents, you can be a role model to your children with your own behavior.
- You can tell children what you expect from them.
- You can point out their positive behavior. You can repeat a behavior they did right. Children who are appreciated are more willing to show more positive behavior.
- You can create a corner at home for your children. Children can control their behavior more easily when in their own spaces.

This article is taken from Mother Child Education Foundation (AÇEV)'s "Guide to Keeping Well-Being at Home During Covid-19".



This post was shared with the text: "During the pandemic, children whose range of motion is restricted and whose energy cannot be disposed of properly may behave in ways such as crying frequently, fighting with their siblings, not eating and not fulfilling their responsibilities related to their lessons. So what can families do to prevent these challenging behaviors?"

- Informing children correctly: Parents stated that especially their younger children asked too many questions and sometimes they found it difficult to answer these questions. We prepared suggestions for parents on what to pay attention to while answering their children's questions. We delivered content that directly targeted young children and informed them about Covid-19. Then, we proposed an activity that parents could practice with their children that would develop their children's curiosity and encourage them to ask questions.

- Supporting children's development: During the pandemic, one topic frequently mentioned in the interviews, which made both parents and teachers anxious, was related to kindergarten and primary school level children staying away from school, forgetting what they previously learned and its possible long-term negative effects on them. In addition, our interviews showed that children in rural areas were very accustomed to being in nature and being free, so they had difficulty in having a good time at home during quarantine. We prepared activities aimed to foster children's social-emotional skills such as creative thinking, empathy and cooperation;

to facilitate their learning processes by way of improving their number counting skills, memory and attention as well as increasing their vocabulary; and to support their physical development while at home. While preparing these activities, we also aimed for all family members to have a joyful time together at home.

Let's Make Animal Figures from Dry Leaves

Time: You can do it any time of the day.
Duration: 10-20 minutes.
Level: Kindergarten and Primary School
Ingredients: Dry leaves of different sizes and colors.



How?

Ask children to collect dry leaves of different colors and sizes.

Give children time to think / imagine what animal they can turn these leaves into. Ask children to make the animal they imagined through stitching the leaves together on a paper or a floor.

During this activity, you can chat with children about the autumn season. It could also be an important learning opportunity to recognize various trees and leaves by mentioning from which tree they are collecting the leaves from.

Children can simply paste the leaf on a blank page, write down which tree it belongs to and collect these pages.

Thanks to the Classroom Teacher Şeyma Cür for this activity suggestion.

This post was shared with the text: "Children whose creative thinking skills are fostered could gain various points of view and come up with different solutions to problems. Creative thinking skills continue to develop later in life and it enables children to be more successful both in their school life and social life.

By sharing our activity suggestions that will support children's creative thinking skills with parent groups and teachers, you can ensure that it reaches more families and children."

- Audio stories: We vocalized 3 different stories as feedback phone calls showed that children were interested in audio stories, which was also preferred by their parents since it required less workload. We shared the first 14 episodes of our 26-episodes-long Adventures of Tipoti, Galima and Pako story series on weekends, which was prepared by KODA for children

to achieve various developmental gains during the pandemic. We will continue to share the remaining episodes in the upcoming weeks.

- Supporting development of children with special needs: During the pandemic, children with special needs did not have access to school and families did not know what to do at home to support their children's development. We prepared content that explained the daily life skills that children with special needs need to acquire in order to live their lives independently and how their families can promote them to acquire these skills. We shared a post that emphasized the importance of preparing a daily plan so that families who have children with special needs can establish home routines and included a daily plan example.

- Preserving well-being during natural disasters and pandemics: Following the earthquake that occurred in İzmir on 31 October 2020, children had developed fear of earthquakes on top of the pandemic anxiety they were already experiencing during Covid-19. For this reason, we shared a text containing information about earthquakes and delivered our get well wishes after the İzmir earthquake. During this week, we also prepared 2 contents that explained how children and adults are affected by natural disasters and pandemics as well as what can be done to reduce anxiety and fear in these situations.

Our Resources and Collaborations

- We utilized official sources when providing information on education, health, and pandemic; primarily information provided by the Ministry of National Education and the Ministry of Health.
- We updated content developed for Solution Desk during the pandemic, "Rural Life in Three Questions" and "How Can Teachers Communicate with Children".
- When the schools reopened for a brief period, we adapted a part from KODA's "Back-to-School Guidebook" for teachers and shared it in our Information Sharing Network groups.
- We received support from the Mother Child Education Foundation (AÇEV) to promote nonviolent communication in the family and to establish home routines. We benefited from the "Guide to Keeping Well-Being at Home During Covid-19".
- We collaborated with the We Care Association when preparing our content on home routines and effective communication with children, and benefited from their "Name-City Children Game".
- for an activity we prepared to strengthen children's social-emotional development, we included the "Feelings and Needs Poster" of Another School is Possible Association (BBOM) as a supportive material.
- We transformed the video "Being a Child in Pandemic" into audio. This video was prepared by the YÖRET Foundation through including children's own opinions as well as giving children suggestions on what to do when they feel bad at home during the pandemic. We shared it with the title "Non-Violent Communication at Home".
- "I am tired of the epidemic!" video by Tarlaşı Community Center (TTM) was shared along with its audio version in our groups. This video was prepared with children within the scope of their needs identified during the pandemic. To support this content, we also shared an activity from a guidebook prepared for the same project.
- In collaboration with Pandemic Sensitive Schools, we developed content on home routines and focused on how families can regulate their children's media use. Pandemic Sensitive Schools also provided support for the texts under headings in our website.
- In order to ensure that children have a good time at home during the pandemic, we used the "Mathematics with Clothespin" activity from the "Booklet for Coping with Boredom with Few Materials", a publication prepared by Ceren Suntekin, Gözde Durmuş and Melda Akbaş.
- In all other content development processes, we received support from KODA's volunteers, teachers, and experts in the team.

Project Outcomes and Learnings

Permission Processes with Decision Makers

Of those mukhtars whose contact information was easily accessible, we received their confirmation through calling local municipalities or district governorships when necessary. In the process of confirming this information through calling 104 districts from 60 provinces, we forwarded official informative petitions to those decision makers who required permission.

Feedback Calls

To receive feedback, we made random calls to our network members on 9 - 10 November and during the week of 4 - 7 January and listened to their inputs. During the first round of feedback calls, our call-center team talked to 208 people and 126 of them provided information within the framework of the feedback form. 70 of the interviewees stated that they followed the shared content by replying "Yes" while 19 people answered "No". The remaining 37 people stated that they looked into the content we shared whenever they had the opportunity.

By January, we had 16 Information Sharing Network WhatsApp groups. We made random calls to 30% of the members in these groups. Our call-center team reached 253 people and 169 of them provided information within the framework of the feedback form. While 24 of the people stated that they could not look at the contents at all, 145 people stated that they had the opportunity to look into the contents.

Some of the comments on the contents are as follows:

"We play the games with my children and we enjoy them very much." (Muğla, Parent)

"Last time, we played the clothespin game, we had a lot of fun with the kids. I used to facilitate games for my children before participating in this project. New games have been very useful."
(Muş, Parent)

"I like the audio content very much. I also like it for my children. It is also easier to listen to rather than reading them during busy times." (Şanlıurfa, Mukhtar)

"During the remaining time children had after live lessons, I explained the contents about Covid-19 disease and routines. Since the children started distance education, they were a bit disconnected from the school, but now, after the contents, they get up early, get ready and study in an organized manner, as if they were going to school. When the live lessons first started, I shared and explained the contents about distance education with parents at the parents meeting. Parents are also happy with their impact on the routines as well as children, and they are happy because children study more efficiently." (Elazığ, Teacher)

"I'm sending stories to parents. They couldn't do the activities because they had a heavy workload. Parents have learned more on Covid-19." (Elazığ, School Administrator)

"We did the activity with fruits at home as a family and had a lot of fun. The children also loved it." (Mardin, School Administrator)

"I think the contents about the mental health of children are very useful, and the stories are



also very nice. I also listen to them. Stories are very good, we listen to them with the children.”
(Van, Teacher)

“The audio contents are making my job easier. Since there is content coming from you at the weekend, I directly forward them to the parent WhatsApp groups and I do not have to assign listening homework for the weekend. Instead, I ask them questions about the stories you shared.”
(Kars, Teacher)

In our feedback calls with network members, they stated that generally the content language was easy to understand. They noted that they preferred shorter content and had difficulty reading when they were longer. Overall, the comments on content frequency and sharing time were that 3 days per week was adequate and it was appropriate to send them in the afternoon. They stated that if more content was sent, it would have made it harder to follow up and that they would have difficulty sending them to other teachers and parents. Some suggested that it would be better if the stories were shorter than 10 minutes. For this reason, when we shared the story series The Adventures of Tipoti, Galima and Pako (20 minutes each episode), we added a note saying that it can be listened to by breaking down one episode in two days during the weekend. Audio contents were seen as an alternative for those who couldn't read other contents due to heavy workload. Especially, audio stories were preferred by children, parents and teachers.

“3 days is enough, sometimes we cannot share them with others because there is not much internet reception. The audio content and stories are good.” (İğdir, Mukhtar)

“Sometimes I don't read them when there are a lot. I don't look at the long texts.”
(Mardin, Mukhtar)

“When I shared the stories with my students, parents stated that they were too long, they didn't listen after 10 minutes and they didn't want to follow.” (Osmaniye, Teacher)

Focus Group Meetings

Throughout our interviews within the scope of this project, we obtained valuable information from each stakeholder who has an impact on rural education. When examining such information, we realized that the activities carried out depended on people themselves and there was no system in the rural areas allowing these people to take action for education together. For this reason, we held focus group meetings through which different stakeholders came together to discuss the topic of rural education. Our main objective with focus group meetings was to enhance interaction between various stakeholders, to encourage them to brainstorm together on rural education and to create a road map.

We also realized that during the project, almost all of the mukhtars we reached were male. Of those female mukhtars reached, albeit low in number, the majority showed great interest in our project and inspired us to conduct more elaborate interviews with female mukhtars.

We came together on two main themes as a result of all these findings, one with a group of female mukhtars while other with various stakeholders on rural education. 23 network members joined 7 focus group meetings. We conducted 6 of our meetings through Zoom and 1 through teleconference. Although attendance at our Zoom meetings was low due to the difficulties with internet access in rural areas, this allowed us to have in-depth conversations with participants. Concerning the focus group meeting conducted via teleconference, participation rate reached our target yet the conversation could not deepen.

Focus Group Meetings with Multiple Stakeholders

In 4 focus group meetings with educational stakeholders from rural areas; **4 people from Mardin, 3 people from Şanlıurfa; 2 people from Afyonkarahisar; 1 person from Ağrı, 1 person from Antalya and 1 person from İzmir participated.**

In 4 focus group meetings with educational stakeholders from rural areas; **1 school administrator, 1 parent, 5 mukhtars and 5 teachers participated.**

The outputs of our focus group meetings with multiple stakeholders can be listed as follows:

- It is very important that mukhtars and imams take responsibility for rural education.
- There is a need for a road map that will ensure communication between rural stakeholders.
- It is difficult to reach parents in rural areas, and more so to mothers.
- There is a need for facilitators to help teachers to communicate with parents.
- Hearing good practice examples positively affects people's motivation to take action.
- The relationship between relatives can affect rural education, either positively or negatively.

Focus Group Meetings with Female Mukhtars

In 3 focus group meetings with female mukhtars; **3 mukhtars from Gaziantep, 1 mukhtar each from Bursa, Elazığ, İzmir, Kahramanmaraş, Kastamonu, Kilis, Mardin and Mersin participated, adding up to a total of 12 mukhtars.**

The outputs of our focus group meetings with female mukhtars can be listed as follows:

- It is more effective when people from the same profession guide each other.
- Female mukhtars are important intermediaries for reaching mothers.
- There is no network among female mukhtars working in rural areas.

Other Learnings

We thought that it would be beneficial to gather our learnings during the Covid-19 Information Sharing Network Project, including various data that could constitute the basis for KODA's future activities as well as various experiences collected by contacting thousands of people. In this section, we will talk about our learning that can shed a light on KODA's future activities as the organization aims to reach quality rural education, to strengthen and promote resilient interaction between local stakeholders.

KODA can achieve its educational vision more easily, effectively and sustainably with projects including all rural stakeholders that includes local activities with multiple stakeholders. The organization can broaden its work scope by transforming local communities' perception on education. Instead of focusing on problems in rural areas, it can focus on opportunities and enable children, young people, parents, teachers and mukhtars to develop a different approach towards the future and each other. The biggest step to quality rural education is taken when families are included in and supported during their children's educational processes.

A more inclusive target audience can be reached if the scope of developed content is expanded for children aged 12 and above. Also, it would be beneficial to view the developed content as supportive for rural education through promoting children's physical, cognitive, social and emotional development rather than homework.

Network members adopted and appreciated content that took into consideration various literacy levels and differences in native languages. Simple methods, such as transforming written content into audio recordings and visualizing them whenever possible, can expand the reach and impact of the developed content.

Suggestions

What can mukhtars do during this period?

- They can ensure that schools stay open.
- They can work towards improving the physical conditions of schools.
- They can disseminate family trainings.
- They can organize activities to increase teachers' motivation.
- They can support children with special needs in line with their needs.
- To ensure that children in their village continue their education, they can identify their needs and work together with the rural community to meet those needs.

What can KODA during this period?

- They can disseminate their activities with mukhtars.
- They can implement activities to support teachers and parents.
- They can develop collaborations with various institutions and work with universities.
- They can bring institutions, non-governmental organizations and mukhtars together.
- They can support people in line with their educational needs (entrepreneurship, etc.).
- They can create a network. (They can establish groups with educational stakeholders).
- They can create guidebooks for activities.
- While supporting teachers in rural areas, they can also promote engagement of other rural stakeholders.
- They can continue to support the physical, cognitive, social and emotional development of children who are facing various problems (anxiety, stress disorder, etc.) during the pandemic.

What can non-governmental organizations do during this period?

- They can support children and parents in rural areas; especially through creating different versions of materials, such as audio stories, that are relevant to rural life.
- Even though developed content aims to support rural stakeholders during natural disasters and pandemics, it can be very significant to support children and families at other times as well. For instance, workshops can be designed to prepare them for possible disasters and pandemic situations as well as adapting to sudden changes.
- After the pandemic, additional activities can be carried out to support children's adaptation to school and to compensate for possible losses and deficiencies in their education.
- Post-pandemic school attendance of children with special needs, refugee children and child workers can be followed up and additional activities can be carried out with these children.
- Psychosocial support can be provided to children and parents who were negatively affected by the pandemic. Protective, preventive and elimination activities can be carried out against the increasing domestic violence cases.
- Activities and approaches that focus on opportunities instead of challenges in rural education can be developed.

What can the private sector do during this period?

- Internet service providers in the private sector can ensure internet access to rural areas through implementing various infrastructure solutions.
- Corporate social responsibility resources and projects can be directed to the rural development policies.
- Sibling school approach can be established between private educational institutions and rural schools.

What can public institutions do during this period?

- Solution-oriented policies can be implemented by identifying the infrastructure deficiencies and needs in rural areas with internet access problems. Good practice examples such as EBA Points (Education and Information Network) created during the distance education period can be disseminated.
- Relevant units in field service can be mobilized to solve the problems experienced by rural schools during reopenings after distance education, especially those related to tenders in bussed education.
- Through including the relevant local stakeholders (mukhtars, imams, rural school teachers, etc.), road maps to follow during pandemic and disaster situations can be planned and implemented together.
- Through project announcements, it can be ensured that these projects reach a wider audience.
- Existing data can be made accessible to all.
- In order for permission processes to be managed more effectively, contact people could be identified within organization charts and reaching these individuals could be facilitated.
- Even if no direct support is possible, collaboration with different institutions can be mediated and alternative channels can be suggested.

Notes for the Future

As a result of all the activities, phone calls, interviews and meetings carried out within the scope of our Covid-19 Information Sharing Network Project, it is possible to say that: We carried out the most comprehensive mukhtar-focused project in civil society, and considering the outputs of the project, we collected various experiences that can guide both KODA and other stakeholders in the field. Our aim was to summarize and transfer our experiences and learnings with you, our readers of this report.

In this section of our report, we sought to answer several questions by going through the risk plan prepared in the first months of the project: "How many of the foreseen risks have occurred? To what extent were we able to manage these risks? What kind of solutions did we apply when faced with unforeseen crises?". We gathered points that we think can be useful in KODA's various future activities, such as strengthening local communities and conducting family trainings.

Risk Management, Encountered Problems and Applied Solutions

When we encountered scenarios envisioned in our risk plan, we could easily solve these problems by taking the actions stated in our plan. Besides, we faced other risks such as internet access difficulties / problems that were out of the scope of KODA's work and projects. This situation restricted our range of motion as a non-governmental organization.

As we reached our target audience - teachers, parents and children, in rural areas across every region of Turkey - through our Covid-19 Information Sharing Network Project, it was seen as an effective dissemination tool for institutions we collaborated with.

In our phone calls to some areas, some mukhtars had negative experiences upon being reached by telephone thus their previous experiences caused them to hesitate joining our Information Sharing Network. Sometimes, we weren't able to ease and break these hesitations. In addition, relevant local decision-makers were skeptical towards non-governmental organizations, which was one of the factors that limited the project's range of motion.

Although we often agreed on possible solutions with school administrators throughout our

in-depth interviews, we observed that their participation in our Information Sharing Network remained relatively low. When meeting with school administrators, we noticed that they had hesitations similar to other stakeholders and one of the most effective methods was to mention KODA's other implemented projects as well as its collaboration with the Ministry of National Education.

Even though we experienced difficulty in reaching female mukhtars and other women in Turkey's rural areas, we were able to overcome this difficulty as a result of the focus groups meetings with female mukhtars and parents; all of which were examined in the previous sections of the report.

We held weekly meetings with our call-center team to open up space for experience sharing. In doing so, we aimed to neutralize intense emotions that might have occurred as a result of the phone calls. In addition to KODA's capacity building and feedback trainings, we aimed to keep our team's motivation high by working together on effective communication methods.

As there were active participants from 81 provinces across Turkey in this project, it was challenging to address them all. Regions with different cultural, social and economic characteristics also varied in their needs. We believe in the significance of developing activities with different versions simultaneously, for instance translations and audio recordings, in projects where the target audience is broad as a way to address everyone within and to be inclusive by overcoming barriers such as language differences and education background.

Conclusion

With the Covid-19 pandemic and the distance education that became a part of the worldwide agenda, we aimed to overcome access issues while also listening to the needs of rural areas firsthand from rural stakeholders. In our Covid-19 Information and Sharing Network Project, we are happy to achieve our quantitative goal of reaching 3,000 mukhtars via phone calls and including 1,500 people in our network on WhatsApp.

In addition to achieving our quantitative goals, we reached rural areas all across Turkey with a project focusing on rural education during the Covid-19 outbreak. We interviewed various stakeholders such as mukhtars, teachers, parents, school administrators, imams and listened to their experiences during the pandemic. We aimed to produce solutions that will eliminate factors hindering rural education.

Throughout our 6-months-long Covid-19 Information Sharing Network Project, we completed 6,807 calls in 16 weeks. We reached 4,915 rural areas and 318 rural districts of Turkey's 81 provinces. We held interviews with 4,596 mukhtars and 507 teachers. The number of parents, school administrators and imams reached was 563. Of those 5,720 people reached, 1,504 joined our Information Sharing Network WhatsApp groups via using the invitation link. In 16 weeks, we shared a total of 52 content in our groups, including 38 content (recommendations, event suggestions, video / audio recordings) and 14 episodes of audio stories.

Even though the number of our members who received our content directly can be viewed as 1,504, actually the number of adults (mukhtars, parents, teachers and administrators) directly accessing our content was almost 13 thousand and by extension, we reached approximately 25 thousand children with the multiplier effect.¹

¹ There are a total 1,504 members in our Information Sharing Network. 85% of these members regularly follow our content and share it with at least 10 people. We calculated the number of adults we reached based on this multiplier effect (12,784). We calculated the number of children we reached (25,568), as all adults shared our content with at least 2 children.

By reaching thousands of children from 4,915 rural areas in Turkey's 81 provinces and 318 districts, our most significant social impact topics were to be able to establish an interaction between parents, teachers and children experiencing various difficulties during the pandemic; to ensure that children are supported by their parents as they stayed home and felt anxious; to minimize the difficulties of the pandemic via our content for parents that focused on supporting children with special needs; and to pave the way for rural stakeholders to gain another perspective on quality rural education. We would like to thank our teammates, volunteers, stakeholders as well as experts, trainers, non-governmental and their staff that supported content development with their collaboration; all their participation was crucial for our project where we aimed to reduce the challenges of the pandemic by working together and developing solutions.



Appendix-1

Distribution of people reached by province

Province	Number of people	Province	Number of people	Province	Number of people
Mardin	716	Bolu	43	Karaman	8
İzmir	371	Diyarbakır	43	Sakarya	7
Bingöl	146	Artvin	41	Rize	6
Hakkari	142	Eskişehir	39	Bitlis	5
Şanlıurfa	128	Konya	39	Sivas	5
İğdır	123	Karabük	36	Tokat	4
Kars	114	Gaziantep	35	İstanbul	3
Ardahan	101	Giresun	34	Kütahya	3
Denizli	96	Isparta	34	Adıyaman	2
Yozgat	95	Muğla	34	Bartın	2
Afyonkarahisar	94	Batman	33	Manisa	2
Siirt	88	Kırşehir	32	Niğde	2
Muş	85	Tunceli	31	Tekirdağ	1
Kastamonu	76	Ankara	28		
Kahramanmaraş	73	Malatya	28		
Kocaeli	72	Hatay	27		
Van	69	Osmaniye	26		
Zonguldak	69	Bilecik	22		
Çorum	68	Çankırı	22		
Balıkesir	67	Gümüşhane	21		
Elazığ	64	Samsun	21		
Şırnak	60	Bayburt	20		
Bursa	59	Sinop	20		
Nevşehir	58	Burdur	19		
Kırıkkale	55	Aksaray	18		
Mersin	53	Erzurum	18		
Çanakkale	52	Ankara	15		
Edirne	50	Erzincan	14		
Aydın	49	Antalya	14		
Düzce	47	Yalova	13		
Uşak	47	Ağrı	12		
Kilis	46	Ordu	12		
Adana	44	Trabzon	10		
Kayseri	44	Amasya	8		

Appendix-2

Distribution of people reached by district

Province	District	Number of people	Province	District	Number of people
Mardin	Kızıltepe	216 people	Uşak	Banaz	47 people
Şanlıurfa	Harran	128 people	Balıkesir	Altıeylül	45 people
Hakkari	Yüksekova	117 people	Düzce	Akçakoca	45 people
Mardin	Derik	114 people	Adana	Yüreğir	44 people
Mardin	Artuklu	103 people	Edirne	Keşan	44 people
Yozgat	Sorgun	93 people	Diyarbakır	Bağlar	43 people
İzmir	Tire	88 people	İzmir	Dikili	43 people
İğdır	Tuzluca	85 people	Kayseri	Develi	43 people
Muş	Malazgirt	85 people	Adana	Feke	42 people
Mardin	Midyat	83 people	İzmir	Kınık	41 people
Ardahan	Merkez	79 people	Bingöl	Adaklı	40 people
Muş	Varto	78 people	Bingöl	Solhan	40 people
Kocaeli	Kandıra	71 people	Afyonkarahisar	Sandıklı	39 people
Mardin	Nusaybin	71 people	Konya	Selçuklu	39 people
Van	Gevaş	68 people	İğdır	Aralık	38 people
Balıkesir	Burhaniye	67 people	Elazığ	Arıcak	36 people
Bingöl	Karlıova	66 people	Mersin	Anamur	36 people
Denizli	Acıpayam	65 people	Eskişehir	Mihalgazi	35 people
İzmir	Bergama	63 people	Nevşehir	Hacıbektaş	35 people
Kars	Kağızman	60 people	Muğla	Milas	34 people
Kastamonu	İnebolu	60 people	Batman	Kozluk	33 people
Bursa	Orhaneli	59 people	Isparta	Eğirdir	33 people
Şırnak	İdil	59 people	Diyarbakır	Kayapınar	32 people
Siirt	Kurtalan	57 people	Giresun	Şebinkarahisar	32 people
Mardin	Mazıdağı	55 people	Kırşehir	Mucur	32 people
Mardin	Savur	54 people	Muğla	Ula	32 people
Kars	Sarıkamış	53 people	Şanlıurfa	Birecik	32 people
Mersin	Tarsus	53 people	Kırklareli	Lüleburgaz	29 people
Çorum	Sungurlu	50 people	Tunceli	Hozat	29 people
Edirne	Merkez	50 people	Adana	Aladağ	28 people
İzmir	Kemalpaşa	49 people	Artvin	Hopa	28 people
Zonguldak	Çaycuma	49 people	Denizli	Buldan	28 people
Kahramanmaraş	Onikişubat	48 people	Malatya	Akçadağ	28 people
Çanakkale	Biga	47 people	Gaziantep	Şahinbey	27 people

Şanlıurfa	Halfeti	47 people	Afyonkarahisar	Sultandağı	26 people
İzmir	Ödemiş	26 people	İzmir	Menderes	15 people
Edirne	Lalapaşa	24 people	Muğla	Dalaman	15 people
Hakkari	Şemdinli	24 people	Muğla	Yatağan	15 people
Osmaniye	Düziçi	24 people	Balıkesir	Edremit	14 people
Adana	Ceyhan	23 people	Bursa	Gemlik	14 people
Afyonkarahisar	İscehisar	23 people	Diyarbakır	Çınar	14 people
Elazığ	Keban	23 people	Edirne	İpsala	14 people
Batman	Beşiri	22 people	İzmir	Torbalı	14 people
Çankırı	Çerkeş	22 people	Muğla	Marmaris	14 people
Aydın	Efeler	21 people	Adana	Çukurova	13 people
Edirne	Enez	21 people	Ardahan	Çıldır	13 people
Gümüşhane	Şiran	21 people	Artvin	Şavşat	13 people
Kilis	Elbeyli	21 people	Kastamonu	Cide	13 people
Bayburt	Demirözü	20 people	Kilis	Polateli	13 people
Bilecik	Osmaneli	20 people	Malatya	Kale	13 people
Bolu	Dörtdivan	20 people	Malatya	Yazıhan	13 people
Bursa	İznik	20 people	Yalova	Altınova	13 people
Bursa	Mudanya	20 people	Aydın	Bozdoğan	12 people
Konya	Karapınar	20 people	Batman	Merkez	12 people
Sinop	Gerze	20 people	Bursa	İnegöl	12 people
Bursa	Karacabey	19 people	Bursa	Mustafakemalpaşa	12 people
Kahramanmaraş	Merkez	19 people	Kilis	Merkez	12 people
Mersin	Mut	19 people	Mardin	Ömerli	12 people
Zonguldak	Ereğli	19 people	Muğla	Köyceğiz	12 people
Burdur	Merkez	18 people	Muş	Merkez	12 people
Çorum	Laçın	18 people	Ankara	Çubuk	11 people
Karabük	Merkez	18 people	Edirne	Süloğlu	11 people
Kırıkkale	Delice	18 people	Mersin	Çamlıyayla	11 people
Nevşehir	Gülşehir	18 people	Ordu	Gülyalı	11 people
Samsun	Çarşamba	18 people	Adana	Karaisali	10 people
Siirt	Pervari	18 people	Batman	Gercüş	10 people
Hatay	Defne	17 people	Batman	Sason	10 people
İzmir	Bayındır	17 people	Erzincan	Üzümlü	10 people
Bolu	Yeniçağa	16 people	Konya	Çumra	10 people
Muğla	Fethiye	16 people	Şanlıurfa	Viranşehir	10 people
Adana	İmamoğlu	15 people	Ardahan	Göle	9 people
Bursa	Osmangazi	15 people	İzmir	Seferihisar	9 people
Malatya	Darende	9 people	Konya	Ereğli	4 people

Trabzon	Araklı	9 people	Konya	Kadınhanı	4 people
Yalova	Çınarcık	9 people	Rize	Ardeşen	4 people
Ankara	Altındağ	8 people	Sakarya	Karasu	4 people
Antalya	Akseki	8 people	Şanlıurfa	Bozova	4 people
Erzurum	Horasan	8 people	Şanlıurfa	Ceylanpınar	4 people
Malatya	Hekimhan	8 people	Şanlıurfa	Eyyübiye	4 people
Yalova	Çiftlikköy	8 people	Şanlıurfa	Karaköprü	4 people
Aksaray	Güzelyurt	7 people	Yalova	Merkez	4 people
Ankara	Beypazarı	7 people	Ağrı	Merkez	3 people
Aydın	Karacasu	7 people	Ağrı	Patnos	3 people
Erzurum	Aziziye	7 people	Aksaray	Merkez	3 people
Karaman	Sarıveliler	7 people	Amasya	Merkez	3 people
Malatya	Arapgir	7 people	Antalya	Manavgat	3 people
Muğla	Kavaklıdere	7 people	Aydın	Çine	3 people
Siirt	Merkez	7 people	Eskişehir	Tepebaşı	3 people
Muğla	Datça	6 people	İzmir	Güzelbahçe	3 people
Şanlıurfa	Haliliye	6 people	Kahramanmaraş	Elbistan	3 people
Ağrı	Tutak	5 people	Konya	Seydişehir	3 people
Amasya	Merzifon	5 people	Mardin	Yeşilli	3 people
Aydın	Germencik	5 people	Şanlıurfa	Siverek	3 people
Bolu	Seben	5 people	Şanlıurfa	Suruç	3 people
Diyarbakır	Yenişehir	5 people	Siirt	Baykan	3 people
Gaziantep	Şehitkamil	5 people	Siirt	Eruh	3 people
Konya	Altınekin	5 people	Sivas	Merkez	3 people
Malatya	Arguvan	5 people	Tokat	Turhal	3 people
Malatya	Battalgazi	5 people	Bartın	Merkez	2 people
Malatya	Kuluncak	5 people	Batman	Hasankeyf	2 people
Malatya	Pütürge	5 people	Bilecik	Gölpazarı	2 people
Mardin	Dargeçit	5 people	Bitlis	Ahlat	2 people
Şanlıurfa	Akçakale	5 people	Bitlis	Mutki	2 people
Şanlıurfa	Hilvan	5 people	Bolu	Merkez	2 people
Yalova	Armutlu	5 people	Bursa	Nilüfer	2 people
Afyonkarahisar	Sinanpaşa	4 people	Erzincan	Merkez	2 people
Çanakkale	Ezine	4 people	Erzincan	Tercan	2 people
Elazığ	Merkez	4 people	Gaziantep	Yavuzeli	2 people
Hatay	İskenderun	4 people	Giresun	Merkez	2 people
Hatay	Arsuz	2 people	Denizli	Çivril	1 person
Hatay	Reyhanlı	2 people	Denizli	Honaz	1 person
İstanbul	Beykoz	2 people	Denizli	Tavas	1 person

Kahramanmaraş	Dulkadiroğlu	2 people	Diyarbakır	Cüngüş	1 person
Kastamonu	Azdavay	2 people	Düzce	Merkez	1 person
Kırıkkale	Bahşılı	2 people	Düzce	Kaynaşlı	1 person
Kırıkkale	Balışeyh	2 people	Elazığ	Karakoçan	1 person
Kırıkkale	Keskin	2 people	Erzurum	Palandöken	1 person
Kırklareli	Vize	2 people	Erzurum	Pasinler	1 person
Konya	Beyşehir	2 people	Erzurum	Yakutiye	1 person
Konya	İlgın	2 people	Eskişehir	Odunpazarı	1 person
Konya	Meram	2 people	Gaziantep	İslahiye	1 person
Kütahya	Merkez	2 people	Hakkari	Merkez	1 person
Malatya	Doğanşehir	2 people	Hatay	Antakya	1 person
Malatya	Yeşilyurt	2 people	Hatay	Dört Yol	1 person
Nevşehir	Ürgüp	2 people	Isparta	Yalvaç	1 person
Rize	İkizdere	2 people	İstanbul	Küçükçekmece	1 person
Sakarya	Arifiye	2 people	İzmir	Çeşme	1 person
Samsun	Bafra	2 people	İzmir	Menemen	1 person
Tunceli	Ovacık	2 people	İzmir	Selçuk	1 person
Yalova	Termal	2 people	Kahramanmaraş	Göksun	1 person
Yozgat	Merkez	2 people	Karaman	Merkez	1 person
Adıyaman	Gölbaşı	1 person	Kars	Akyaka	1 person
Adıyaman	Kahta	1 person	Kars	Selim	1 person
Afyonkarahisar	Çay	1 person	Kars	Susuz	1 person
Afyonkarahisar	Şuhut	1 person	Kastamonu	Araç	1 person
Ağrı	Eleşkirt	1 person	Kayseri	Hacılar	1 person
Ankara	Akyurt	1 person	Kocaeli	Gebze	1 person
Ankara	Kızılcahamam	1 person	Konya	Ahırlı	1 person
Antalya	Aksu	1 person	Konya	Akören	1 person
Antalya	Kemer	1 person	Konya	Bozkır	1 person
Antalya	Kepez	1 person	Konya	Çeltik	1 person
Aydın	Yenipazar	1 person	Konya	Hadim	1 person
Bitlis	Tatvan	1 person	Kütahya	Hisarcık	1 person
Burdur	Yeşilova	1 person	Manisa	Demirci	1 person
Bursa	Yıldırım	1 person	Manisa	Salihli	1 person
Çanakkale	Gelibolu	1 person	Mersin	Akdeniz	1 person
Diyarbakır	Dicle	1 person	Mersin	Silifke	1 person
Diyarbakır	Eğil	1 person	Muş	Bulanık	1 person
Diyarbakır	Ergani	1 person	Nevşehir	Acıgöl	1 person
Diyarbakır	Hazro	1 person	Nevşehir	Avanos	1 person
Diyarbakır	Kocaköy	1 person	Nevşehir	Kozaklı	1 person

Niğde	Çiftlik	1 person
Ordu	Gürgentepe	1 person
Osmaniye	Merkez	1 person
Osmaniye	Kadirli	1 person
Sakarya	Sapanca	1 person
Samsun	Vezirköprü	1 person
Sivas	Gürün	1 person
Sivas	Şarkışla	1 person
Şırnak	Silopi	1 person
Tekirdağ	Çorlu	1 person
Tokat	Sulusaray	1 person
Trabzon	Of	1 person
Van	Merkez	1 person
Zonguldak	Devrek	1 person
Diyarbakır	Sur	1 person
Niğde	Merkez	1 person

Appendix-3

Network members distribution by province and district

Province and District	Number of People	Number of villages	Network members
Adana	175 people	165 villages	31 network members
Aladağ	28 people	27 villages	1 network member
Ceyhan	23 people	23 villages	5 network members
Çukurova	13 people	13 villages	4 network members
Feke	42 people	35 villages	8 network members
İmamoğlu	15 people	15 villages	2 network members
Karaisalı	10 people	10 villages	-
Yüreğir	44 people	42 villages	11 network members
Adıyaman	57 people	47 villages	21 network members
Gölbaşı	1 people	1 village	-
Kahta	56 people	46 villages	21 network members
Afyonkarahisar	103 people	93 villages	17 network members
Çay	1 people	1 village	-
İscehisar	23 people	21 village	2 network members
Kızılören	9 people	6 villages	2 network members
Sandıklı	39 people	39 villages	6 network members
Sinanpaşa	4 people	2 villages	2 network members
Sultandağı	26 people	23 villages	5 network members
Şuhut	1 people	1 village	-
Ağrı	13 people	12 villages	13 network members
Merkez	3 people	3 villages	3 network members
Eleşkirt	1 people	1 village	1 network member
Patnos	3 people	3 villages	3 network members
Tutak	6 people	5 villages	6 network members
Amasya	8 people	8 villages	-
Merkez	3 people	3 villages	-
Merzifon	5 people	5 villages	-
Ankara	28 people	28 villages	-
Akyurt	1 people	1 village	-
Altındağ	8 people	8 villages	-
Beypazarı	7 people	7 villages	-
Çubuk	11 people	11 villages	-
Kızılcahamam	1 people	1 village	-

Antalya	14 people	14 villages	1 network member
Akseki	8 people	8 villages	-
Aksu	1 people	1 village	-
Kemer	1 people	1 village	1 network member
Kepez	1 people	1 village	-
Manavgat	3 people	3 villages	-
Artvin	41 people	40 villages	7 network members
Hopa	28 people	27 villages	6 network members
Savşat	13 people	13 villages	1 network member
Aydın	49 people	48 villages	23 network members
Bozdoğan	12 people	12 villages	4 network members
Çine	3 people	3 villages	-
Efeler	21 people	20 villages	12 network members
Germencik	5 people	5 villages	1 network member
Karacasu	7 people	7 villages	5 network members
Yenipazar	1 people	1 village	-
Balıkesir	126 people	113 villages	17 network members
Altıeylül	45 people	38 villages	12 network members
Burhaniye	67 people	61 village	4 network members
Edremit	14 people	14 villages	1 network member
Bilecik	22 people	21 village	-
Gölpazarı	2 people	2 villages	-
Osmaneli	20 people	19 villages	-
Bingöl	156 people	100 villages	54 network members
Adaklı	40 people	33 villages	19 network members
Karlıova	66 people	35 villages	29 network members
Solhan	40 people	32 villages	16 network members
Bitlis	5 people	4 villages	1 network member
Ahlat	2 people	2 villages	-
Mutki	2 people	1 village	1 network member
Tatvan	1 people	1 village	-
Bolu	43 people	42 villages	8 network members
Merkez	2 people	2 villages	1 network member
Dörtdivan	20 people	20 villages	2 network members
Seben	5 people	5 villages	1 network member
Yeniçağa	16 people	15 villages	4 network members
Burdur	19 people	14 villages	3 network members
Merkez	18 people	13 villages	3 network members

Yeşilova	1 people	1 village	-
Bursa	193 people	136 villages	73 network members
Gemlik	14 people	14 villages	5 network members
İnegöl	12 people	5 villages	5 network members
İznik	20 people	19 villages	12 network members
Karacabey	19 people	15 villages	15 network members
Mudanya	20 people	15 villages	9 network members
Mustafakemalpaşa	12 people	12 villages	6 network members
Nilüfer	2 people	2 villages	1 network member
Orhaneli	59 people	25 villages	5 network members
Orhangazi	19 people	14 villages	10 network members
Osmangazi	15 people	14 villages	5 network members
Yıldırım	1 people	1 village	-
Çanakkale	53 people	53 villages	-
Biga	47 people	47 villages	-
Ezine	4 people	4 villages	-
Gelibolu	1 people	1 village	-
Yenice	1 people	1 village	-
Çankırı	22 people	22 villages	4 network members
Çerkeş	22 people	22 villages	4 network members
Çorum	69 people	64 villages	7 network members
Merkez	1 people	1 village	-
Laçın	18 people	16 villages	1 network member
Sungurlu	50 people	47 villages	6 network members
Denizli	96 people	88 villages	31 network members
Acıpayam	65 people	57 villages	25 network members
Buldan	28 people	28 villages	6 network members
Çivril	1 people	1 village	-
Honaz	1 people	1 village	-
Tavas	1 people	1 village	-
Diyarbakır	102 people	94 villages	20 network members
Bağlar	43 people	40 villages	7 network members
Çermik	1 people	1 village	-
Çınar	14 people	14 villages	1 network member
Çüngüş	1 people	1 village	-
Dicle	1 people	1 village	-
Eğil	1 people	1 village	-
Ergani	1 people	1 village	-

Hazro	1 people	1 village	1 network member
Kayapınar	32 people	27 villages	11 network members
Kocaköy	1 people	1 village	-
Sur	1 people	1 village	-
Yenişehir	5 people	5 villages	-
Edirne	164 people	160 villages	17 network members
Merkez	50 people	50 villages	2 network members
Enez	21 people	20 villages	1 network member
İpsala	14 people	14 villages	1 network member
Keşan	44 people	42 villages	7 network members
Lalapaşa	24 people	24 villages	6 network members
Süloğlu	11 people	10 villages	-
Elazığ	64 people	59 villages	34 network members
Merkez	4 people	4 villages	-
Arıcak	36 people	31 village	13 network members
Karakoçan	1 people	1 village	-
Keban	23 people	23 villages	21 network members
Erzincan	14 people	14 villages	-
Merkez	2 people	2 villages	-
Tercan	2 people	2 villages	-
Üzümlü	10 people	10 villages	-
Erzurum	18 people	13 villages	2 network members
Aziziye	7 people	7 villages	-
Horasan	8 people	3 villages	2 network members
Palandöken	1 people	1 village	-
Pasinler	1 people	1 village	-
Yakutiye	1 people	1 village	-
Eskişehir	39 people	37 villages	6 network members
Mihalgazi	3 people	3 villages	1 network member
Odunpazarı	1 people	1 village	-
Tepebaşı	35 people	33 villages	5 network members
Gaziantep	35 people	35 villages	4 network members
İslahiye	1 people	1 village	-
Şahinbey	27 people	27 villages	4 network members
Şehitkamil	5 people	5 villages	-
Yavuzeli	2 people	2 villages	-
Giresun	34 people	28 villages	2 network members
Merkez	2 people	2 villages	1 network member

Şebinkarahisar	32 people	26 villages	1 network member
Gümüşhane	21 people	21 village	-
Şiran	21 people	21 village	-
Hakkari	142 people	112 villages	63 network members
Merkez	1 people	1 village	-
Şemdinli	24 people	21 village	14 network members
Yüksekova	117 people	90 villages	49 network members
Hatay	27 people	26 villages	4 network members
Antakya	1 people	1 village	-
Arsuz	2 people	2 villages	-
Defne	17 people	16 villages	4 network members
Dört Yol	1 people	1 village	-
İskenderun	4 people	4 villages	-
Reyhanlı	2 people	2 villages	-
Isparta	34 people	33 villages	14 network members
Eğirdir	33 people	32 villages	14 network members
Yalvaç	1 people	1 village	-
Mersin	121 people	119 villages	14 network members
Akdeniz	1 people	1 village	1 network member
Anamur	36 people	36 villages	4 network members
Çamlıyayla	11 people	11 villages	1 network member
Mut	19 people	19 villages	1 network member
Silifke	1 people	1 village	-
Tarsus	53 people	51 village	7 network members
İstanbul	3 people	3 villages	2 network members
Beykoz	2 people	2 villages	1 network member
Küçükçekmece	1 people	1 village	1 network member
İzmir	385 people	373 villages	89 network members
Bayındır	17 people	17 villages	1 network member
Bergama	63 people	61 village	17 network members
Çeşme	1 people	1 village	-
Dikili	43 people	40 villages	11 network members
Güzelbahçe	3 people	2 villages	1 network member
Kemalpaşa	49 people	48 villages	18 network members
Kınık	41 people	41 village	6 network members
Menderes	15 people	14 villages	3 network members
Menemen	1 people	1 village	-
Ödemiş	26 people	26 villages	1 network member

Seferihisar	10 people	10 villages	10 network members
Selçuk	1 people	1 village	-
Tire	88 people	85 villages	20 network members
Torbalı	14 people	14 villages	-
Urla	13 people	12 villages	1 network member
Kars	114 people	104 villages	43 network members
Akyaka	1 people	1 village	1 network member
Kağızman	60 people	55 villages	11 network members
Sarıkamış	53 people	46 villages	30 network members
Selim	1 people	1 village	1 network member
Susuz	1 people	1 village	-
Kastamonu	76 people	70 villages	10 network members
Araç	1 people	1 village	-
Azdavay	2 people	2 villages	-
Cide	13 people	13 villages	1 network member
İnebolu	60 people	54 villages	9 network members
Kayseri	44 people	33 villages	6 network members
Develi	43 people	32 villages	6 network members
Hacılar	1 people	1 village	-
Kırklareli	32 people	28 villages	9 network members
Merkez	1 people	1 village	1 network member
Lüleburgaz	29 people	25 villages	8 network members
Vize	2 people	2 villages	-
Kırşehir	32 people	30 villages	2 network members
Mucur	32 people	30 villages	2 network members
Kocaeli	72 people	72 villages	41 network members
Gebze	1 people	1 village	1 network member
Kandıra	71 people	71 village	40 network members
Konya	96 people	76 villages	31 network member
Ahırlı	1 people	1 village	-
Akören	1 people	1 village	-
Altınekin	5 people	3 villages	1 network member
Beyşehir	2 people	2 villages	-
Bozkır	1 people	1 village	-
Çeltik	1 people	1 village	-
Çumra	10 people	10 villages	7 network members
Ereğli	4 people	1 village	-
Hadim	1 people	1 village	-

İlgin	2 people	2 villages	-
Kadınhanı	4 people	3 villages	1 network member
Karapınar	20 people	13 villages	1 network member
Meram	2 people	2 villages	-
Selçuklu	39 people	32 villages	21 network members
Seydişehir	3 people	3 villages	-
Kütahya	3 people	3 villages	-
Merkez	2 people	2 villages	-
Hisarcık	1 people	1 village	-
Malatya	102 people	100 villages	16 network members
Akçadağ	28 people	27 villages	9 network members
Arapgir	7 people	7 villages	1 network member
Arguvan	5 people	5 villages	-
Battalgazi	5 people	5 villages	1 network member
Darende	9 people	8 villages	-
Doğanşehir	2 people	2 villages	1 network member
Hekimhan	8 people	8 villages	-
Kale	13 people	13 villages	-
Kuluncak	5 people	5 villages	1 network member
Pütürge	5 people	5 villages	2 network members
Yazıhan	13 people	13 villages	1 network member
Yeşilyurt	2 people	2 villages	-
Manisa	2 people	2 villages	-
Demirci	1 people	1 village	-
Salihli	1 people	1 village	-
Kahramanmaraş	73 people	72 villages	18 network members
Merkez	19 people	18 villages	13 network members
Dulkadiroğlu	2 people	2 villages	-
Elbistan	3 people	3 villages	1 network member
Göksun	1 people	1 village	-
Onikişubat	48 people	48 villages	4 network members
Mardin	716 people	582 villages	269 network members
Artuklu	103 people	88 villages	22 network members
Dargeçit	5 people	4 villages	-
Derik	114 people	88 villages	50 network members
Kızıltepe	216 people	173 villages	86 network members
Mazıdağı	55 people	46 villages	15 network members
Midyat	83 people	66 villages	39 network members

Nusaybin	71 people	66 villages	17 network members
Ömerli	12 people	11 villages	5 network members
Savur	54 people	37 villages	35 network members
Yeşilli	3 people	3 villages	-
Muğla	170 people	148 villages	13 network members
Bodrum	19 people	17 villages	3 network members
Dalaman	15 people	11 villages	3 network members
Datça	6 people	6 villages	-
Fethiye	16 people	14 villages	-
Kavaklıdere	7 people	7 villages	-
Köyceğiz	12 people	10 villages	-
Marmaris	14 people	13 villages	1 network member
Milas	34 people	29 villages	1 network member
Ula	32 people	29 villages	5 network members
Yatağan	15 people	12 villages	-
Muş	176 people	150 villages	60 network members
Merkez	12 people	10 villages	7 network members
Bulanık	1 people	1 village	1 network member
Malazgirt	85 people	64 villages	45 network members
Varto	78 people	75 villages	7 network members
Nevşehir	58 people	53 villages	30 network members
Acıgöl	1 people	1 village	-
Avanos	1 people	1 village	-
Gülşehir	18 people	18 villages	10 network members
Hacıbektaş	35 people	30 villages	20 network members
Kozaklı	1 people	1 village	-
Ürgüp	2 people	2 villages	-
Niğde	2 people	2 villages	1 network member
Merkez	1 people	1 village	-
Çiftlik	1 people	1 village	1 network member
Ordu	12 people	12 villages	2 network members
Gülyalı	11 people	11 villages	1 network member
Gürgentepe	1 people	1 village	1 network member
Rize	6 people	6 villages	4 network members
Ardeşen	4 people	4 villages	2 network members
İkizdere	2 people	2 villages	2 network members
Sakarya	7 people	6 villages	-
Arifiye	2 people	2 villages	-

Karasu	4 people	3 villages	-
Sapanca	1 people	1 village	-
Samsun	21 people	21 village	6 network members
Bafra	2 people	2 villages	1 network member
Çarşamba	18 people	18 villages	5 network members
Vezirköprü	1 people	1 village	-
Siirt	88 people	71 village	14 network members
Merkez	7 people	3 villages	1 network member
Baykan	3 people	3 villages	-
Eruh	3 people	3 villages	-
Kurtalan	57 people	48 villages	11 network members
Pervari	18 people	14 villages	2 network members
Sinop	20 people	20 villages	1 network member
Gerze	20 people	20 villages	1 network member
Sivas	5 people	5 villages	1 network member
Merkez	3 people	3 villages	1 network member
Gürün	1 people	1 village	-
Şarkışla	1 people	1 village	-
Tekirdağ	1 people	1 village	-
Çorlu	1 people	1 village	-
Tokat	51 people	50 villages	11 network members
Erbaa	47 people	46 villages	11 network members
Sulusaray	1 people	1 village	-
Turhal	3 people	3 villages	-
Trabzon	10 people	10 villages	1 network member
Araklı	9 people	9 villages	-
Of	1 people	1 village	1 network member
Tunceli	31 people	26 villages	9 network members
Hozat	29 people	24 villages	9 network members
Ovacık	2 people	2 villages	-
Şanlıurfa	255 people	206 villages	97 network members
Akçakale	5 people	5 villages	2 network members
Birecik	32 people	20 villages	9 network members
Bozova	4 people	4 villages	1 network member
Ceylanpınar	4 people	4 villages	2 network members
Eyyübiye	4 people	3 villages	4 network members
Halfeti	47 people	43 villages	22 network members
Haliliye	6 people	5 villages	4 network members

Harran	128 people	101 village	40 network members
Hilvan	5 people	3 villages	4 network members
Karaköprü	4 people	4 villages	3 network members
Siverek	3 people	3 villages	1 network member
Suruç	3 people	3 villages	1 network member
Viranşehir	10 people	8 villages	4 network members
Uşak	47 people	43 villages	2 network members
Banaz	47 people	43 villages	2 network members
Van	70 people	51 village	18 network members
Merkez	1 people	1 village	-
Edremit	1 people	1 village	1 network member
Gevaş	68 people	49 villages	17 network members
Yozgat	95 people	85 villages	3 network members
Merkez	2 people	2 villages	-
Sorgun	93 people	83 villages	3 network members
Zonguldak	69 people	64 villages	11 network member
Çaycuma	49 people	44 villages	6 network members
Devrek	1 people	1 village	1 network member
Ereğli	19 people	19 villages	4 network members
Aksaray	12 people	8 villages	10 network members
Merkez	5 people	3 villages	5 network members
Güzelyurt	7 people	5 villages	5 network members
Bayburt	20 people	20 villages	3 network members
Demirözü	20 people	20 villages	3 network members
Karaman	8 people	8 villages	2 network members
Merkez	1 people	1 village	-
Sarıveliler	7 people	7 villages	2 network members
Kırıkkale	24 people	23 villages	5 network members
Bahşılı	2 people	2 villages	2 network members
Balıseyh	2 people	1 village	-
Delice	18 people	18 villages	1 network member
Keskin	2 people	2 villages	2 network members
Batman	89 people	66 villages	58 network members
Merkez	12 people	10 villages	7 network members
Beşiri	22 people	17 villages	17 network members
Gercüş	10 people	8 villages	5 network members
Hasankeyf	2 people	2 villages	-
Kozluk	33 people	20 villages	22 network members

Sason	10 people	9 villages	7 network members
Şirnak	60 people	57 villages	15 network members
İdil	59 people	56 villages	15 network members
Silopi	1 people	1 village	-
Bartın	2 people	2 villages	-
Merkez	2 people	2 villages	-
Ardahan	101 people	93 villages	13 network members
Merkez	79 people	79 villages	1 network member
Çıldır	13 people	9 villages	8 network members
Göle	9 people	5 villages	4 network members
Iğdır	123 people	100 villages	42 network members
Aralık	38 people	27 villages	13 network members
Tuzluca	85 people	73 villages	29 network members
Yalova	41 people	39 villages	9 network members
Merkez	4 people	3 villages	2 network members
Altınova	13 people	13 villages	2 network members
Armutlu	5 people	5 villages	1 network member
Çınarcık	9 people	8 villages	-
Çiftlikköy	8 people	8 villages	4 network members
Termal	2 people	2 villages	-
Karabük	18 people	18 villages	-
Merkez	18 people	18 villages	-
Kilis	46 people	45 villages	11 network members
Merkez	12 people	12 villages	3 network members
Elbeyli	21 people	20 villages	6 network members
Polateli	13 people	13 villages	2 network members
Osmaniye	26 people	23 villages	-
Merkez	1 people	1 village	-
Düziçi	24 people	21 village	-
Kadirli	1 people	1 village	-
Düzce	48 people	44 villages	14 network members
Merkez	1 people	1 village	-
Akçakoca	45 people	42 villages	12 network members
Kaynaşlı	2 people	1 village	2 network members