



6 FEBRUARY KAHRAMANMARAŞ EARTHQUAKE:

Situation in Villages After Earthquake

Information Note - 2

April 2023

Introduction

As KODA team, we conducted our first field visit immediately after the earthquake occurred in 6 February in Kahramanmaraş. Together with 650 phone calls completed on the first week of the disaster, we assessed the impact on the affected regions and published our first information note. 2 months after the earthquakes, we contacted 47 teachers through our volunteers in the region to follow what was happening in the field.

KODA team made field visits to Kahramanmaraş, Hatay, Adiyaman, Gaziantep on 5-7 April in groups of 4 with the support of Suna'nın Kızları, which works for the uninterrupted continuation of children's learning, as part of our efforts to generate information on the current situation in the disaster area following the earthquakes. With the awareness that we live in the disaster geography and the frequency, severity, and damage/destruction of human-made and non-human-induced disasters will increase with the deepening climate crisis, we find it important to document our witnessing is to document the process after the earthquakes both to contribute to the recovery efforts for this disaster and to increase our resilience against future disasters.

When we look at the figures regarding the earthquake, we see that 9.1 million people¹, including 4 million children, have been affected by the disaster. While aid and reconstruction activities are focused on provincial and district centres, these activities are disrupted in around 4500 villages in the area. Among the cities affected by the earthquake, education gradually started in Hatay, Kahramanmaraş, Adiyaman and Malatya, whereas in other cities it commenced promptly. In this period, where attendance is not required, problems continue in education. According to OCHA², "...educational services..." and "...transport facilities for teachers and students to go to learning areas and newly opened schools..." are missing in rural areas/villages. However, in the interviews with teachers, families, and institutions after the earthquake, we saw that the situation regarding education in the villages is worse. In the visits and calls we carried out to four of the cities most affected by the disaster, our focus was more on

¹ OCHA Türkiye Earthquakes Status Report No.15, 20 April 2023

² Ibid



villages than on provincial and district centres. Due to our holistic approach to villages, we held meetings with the mukhtars and imams in addition to the education stakeholders such as teachers, principals, students, and parents. Naturally, we also visited the provincial and district national education directorates to which the schools here are affiliated, to understand the situation regarding education in the villages.

We arrive at the place where the institution is located to have our meeting with the district national education director. The building has not been demolished, but there are damages that can be noticed even with the naked eye. We go inside with a little nervousness. There is an intense work in the directorate, we see that everyone is running somewhere. While we are talking about what we can do, we do not see the damage...

Notes from the KODA team, Kahramanmaraş

In this information note, our aim was not to create knowledge pertaining to the whole disaster area and/or villages in the area but rather to identify the education-related problems in the villages where problems regarding education problems are the most severe. For this reason, we visited the villages in the district of Besni, Tut and Merkez in Adiyaman, Nurdağı in Gaziantep, Arsuz, Samandağ and Kırıkhan in Hatay and Dulkadiroğlu, Türkoğlu, Pazarcık and Göksun in Kahramanmaraş as the area most affected by the earthquake rather than the entire disaster zone. During our visits, not all schools in these provinces were opened, and preparations were underway in some counties for the opening of schools. As we mentioned above, when choosing the villages we will visit, we took care to choose the places that were particularly affected by the disaster and/or where education was disrupted. Considering that we visit an average of 5 villages in each province, our findings do not cover all the villages that have problems in education. However, our findings can be generalized to some extent for villages and village education as similar problems/issues were raised in the village teachers' circles with wider participation which we held in addition to our village visits.



We prepared a form consisting of open-ended questions to collect basic information about teachers, families, and children before our field visits. We share our findings in these three categories and in the same order.

Teachers

We had come to this school before for KODA's family trainings. Although the building was not demolished, but it is not the same building. Although the people who greet us are the same people, their looks are not the same. The classrooms overflowed into the garden. Open space is better for all of us. We do not feel estranged when we leave the school. We discuss about what is familiar to us. We realize that we take the hope and spirit in the circle with us with a sentence we heard from the teacher there: "We heal by teaching."

Notes from KODA team, Hatay

When we look at the well-being of the teachers, we see that most of them are physically well, but they are affected psychologically. Among the teachers, there are those who lost their relatives, as well as those who lost their colleagues and students. Teachers who have overcome the psychological effects quickly but have financial damage are thinking about how they can foster "healing" and looking for ways to overcome their financial problems.

"We are currently unable to implement the syllabus. Playing with children and doing activities are very challenging for me. I am very impressed by what the children say. It is like I have lost the meaning of life."

Gaziantep, Teacher

It is often said that there is a need for teachers in the earthquake zone. In addition to the deceased teachers, there are also those who left the area by appointment or leave of absence. Some of the teachers who have the right to be transferred outside the disaster zone, use this right and go to different provinces. Apart from this, there are those who



want to be transferred and are waiting, and there are teachers who state that they would like to be transferred within the province but to another district as well as to another province, if they had the opportunity³. Although most of the teachers in the earthquake area tend to leave the area, it is noteworthy that those who are from their hometowns or have been teaching in this region for a long time say that they do not want to leave the area they are in. Teachers who want to stay have many problems, especially housing.

“While the number of teachers was 660, now the number of teachers is 50, they live in kindergarten. It is very difficult for teachers to come from outside. Accommodation conditions are not suitable, transportation to the villages is difficult and security can be a problem...”

Kahramanmaraş, Paid Teacher

The teacher shortage in the area (deceased teachers, teachers who are on a report or not yet assigned) is tried to be filled by assigning paid teachers⁴ or volunteer teachers who usually come for a week in the area. However, paid teaching practice is not a new practice for villages. In the past, in some villages, the assignment of paid teachers and the frequent change of teachers accordingly received the reaction of the families. Although this situation brings families and national education directorates face to face, national education directorates resort to this solution to urgently close the teacher shortage after the disaster. Paid and -if it continues- voluntary teacher practices may cause the problem of teachers' inability to establish sufficient bonds with students due to the high circulation. In addition, it is a question mark to what extent paid teachers can respond to the needs of students who are even more vulnerable due to disasters.

³ The Ministry of National Education (MEB) granted teachers in the earthquake zone the right to transfer provided the treatment of their relatives or their dependents could not be carried out in the province where they are located.

⁴ In case of insufficient number of teachers, they are the persons appointed by the national education directorates. For paid teaching, it is not necessary to graduate from the faculty of education and/or have a pedagogical formation.



“Out-of-field teachers are a big problem. One of the paid teachers is a dietitian and the other is studying port management. Lessons are not conducted according to the syllabus. We opened the school for the children to have fun, and it continues like that.”

Gaziantep, Acting Manager

We know that the first years of a teacher's career are difficult. Another thing we know is that the most intense period of professional development of teachers is again the first years. We hear from the teacher of the village we visited that he is going through very difficult days. Of course, the difficulties we heard are different from the teachers who were appointed and whose first place of duty in the village was the village school. The teacher lost his family in the earthquake and works as a paid teacher due to financial concerns. Despite everything, they are looking for ways to communicate better with children. Perhaps the teacher will come out of this process stronger than anyone else. But they need support, both professionally and personally, in order to “get out.” More systematic solutions are needed in order not to drown under the problems that go beyond the length.

Notes from KODA team, Gaziantep

Apart from this, it is seen that the volunteer teachers who come to the area do their best to support the children, but after a while they can leave the area. This situation has also created question marks about volunteer teachers.

“The number of volunteer and paid teachers has exceeded the number of appointed teachers.”

Gaziantep, Teacher

In the post-earthquake period, we see that teachers who went to their families' villages for shelter found help and set up training tents, and continued to support the children of the village they live in by doing activities with the students there.



"This is my family's village, 3 families stay together in one house, we were more crowded in the first days of the earthquake. There were no children in the village before the earthquake, the school was closed. After the earthquake, nearly 30 children came to the village. So, I found a tent first, I brought supplies. Now we are getting ready for April 23."

Adiyaman, Teacher

The biggest need in the area is human resources and shelter. It is in question that the teachers have gone out of the province, those who have left do not want to come back, they do not have a place to stay even if they return, and they ask for an assignment and go to other areas. Since accommodation is a big problem, calls for teachers to return to their duties may go unanswered. Teachers say that they are also victims of earthquakes, but that they are not taken care of, and their needs are not resolved.

"We are also earthquake victims, but we are not taken care of at all, our needs are not resolved."

Kahramanmaraş, Teacher

In some areas, AFAD and other aid organizations did not reserve containers for teachers and volunteer trainers, which was disappointing among them. The accommodation problem of teachers brings with it the search for different solutions. Although there is a relative accommodation opportunity for teachers in villages with undamaged schools and public housing, issues such as lack of access to water, health problems and the education of their own children make it difficult for them to stay in the village where they work.

"After the earthquake, I kept the school open for a week, ten days, but I had to leave because of the water problem. Village people call and ask every day, thank you. I want to stay in the village, but I have children going to high school, so I am undecided."

Adiyaman, Teacher



Teachers are looking for tents or containers, as most places do not have accommodation. It is said that the tent option is not a suitable long-term solution, especially for teachers with children. While containers are expected to arrive in villages, there is a great uncertainty whether these containers will be given to teachers. In tent cities or container cities that allow or will allow teachers to stay in groups, it is seen that teachers go to their schools by bus⁵, but because of the shuttles leaving them at certain points, they reach their schools or tent schools by walking for 15-20 minutes through the ruins of the buildings. One of the solution alternatives for the accommodation of teachers is for teachers to stay in practice hotels or hostels. Here, teachers cannot live with their families because they live in shared rooms. Therefore, more single teachers can benefit from these places. The fact that all the existing accommodation alternatives are temporary, and the uncertainty of the next process is also challenging for teachers.

"There are many people who want to leave Hatay area because teachers do not have a place to stay. Many have children. They don't want to bring their child into this environment."

Hatay, Teacher

When asked about the status of their students, we see that teachers communicate with families to hear from their students, some teachers cannot meet with families, or newly appointed teachers do not have much information about the area or students. The common desire of all teachers, whether they hear from their students or not, is to save students from earthquake psychology. Based on what they have observed, they think that the psychological support process is very important for the healthy development of children.

"I keep in touch with my outgoing students and parents via Zoom, we are in contact. It's good for us to do our job. Then we feel happy and peaceful."

⁵ The structure where the schools in the villages where the number of students are low are closed, and the students are transported to the schools in other villages or in the city/district centres by shuttle buses.



Hatay, Teacher

When we focus on how teachers are and how they feel, we see that some teachers have not yet come to terms with what they are going through, so most of them do not even realize what kind of support they need, both professionally and personally.

"Since we are all focused only on the well-being of students, when we got together as teachers, we did not ask the question "how are we", we just asked each other's physical needs."

Gaziantep, Teacher

They say that every teacher is affected psychologically. Teachers who say that they need psychological support also emphasize that if there is a possibility of face-to-face support, it is not a suitable place, and when they want to get online support, they sometimes have an internet connection and sometimes they do not have a special area. The teachers, who were caught in the earthquake alone and could not leave the area because they did not have a vehicle, and spent the first few days alone, talk about the difficulty of coping with the feeling of loneliness and say that they want to leave the area as soon as the assignment permit comes in order not to experience it again. One of the points mentioned is that the calls or visits made are very good for them. When someone remembers them, asking how they are and trying to find out what can be done for them, it reduces their loneliness and gives them hope.

"It is so important and such a great support for me that you even call us like this now. I mean, it's very important that someone understands and tries to understand us, it feels very good to me. It feels like we are not left on our own, we are not left to ourselves."

Hatay, Teacher

There are teachers who feel uneasy at first and get over the uneasiness after meeting with the children, as well as teachers who have fears about whether they will be enough



for the children when they start education. Teachers who are not ready to meet their students and feel insecure state that they need psychological support. On the other hand, some of the teachers who lost their colleagues, relatives and students still do not feel ready to return to the profession, even though they receive psychological support to get rid of the feeling of guilt. One of the teachers who returned to the profession says that because he/she is a school principal and someone needs to be strong, he/she quickly overcomes the psychological effects and starts to stand strong.

Most teachers care more about their students' needs than themselves. They are concerned about their students' post-earthquake psyche, and there are many questions about how they can help their students. They want to learn how to deal with their students' behavioural problems. They think that if there is psychosocial support education, they will show a more effective approach to their students and point out the importance of psychological support and communication after the earthquake. Apart from the psychological state of their students, the fact that they fall behind in terms of academics also makes teachers think. Many teachers are concerned about how and when they will make academic compensation and state that they need clarity and help in this regard.

“Most students have stopped preparing for the exam. Young people have lost their motivation, they are senseless. They do not want to do anything.”

Hatay,

Teacher

Family

We meet with the mothers in the village. We observe that the workload in the tents has increased even more, but the mothers have no complaints about it. The most obvious highlight is that their children are away from the education process and are stuck in tent areas. In these moments, our tea is never missing. The jars they prepared for the winter, and whatever they have left, come one by one. We also take out the



kömbe that we found and bought in a half-embarrassed way. "If only we could make it and serve it." they say. We are talking about old tables and treats. The weather is changing in a slightly positive direction. Serving, hosting 'guests' reminds us of the past, perhaps, it means much more than eating and drinking something at that moment. Just like the school means much more than an educational institution for the village.

Notes from KODA team, Hatay

The situation of the families varies according to the area and the effect of the destructions. It is often emphasized that everything is very uncertain. In villages that are in good financial condition and have not experienced destruction, they generally do not expect help. We have the chance to observe that the families living in these areas are in a better psychological situation and that they get over their experiences quickly.

Accommodation. is one of the top priorities for families. If there is a demolition in the village or if the houses are damaged, there is a problem of accommodation. In addition, in the absence of destruction in the village, we see that several families stay together in one house due to the migration from the city centers to the villages (there are examples where 5-6 families live together). This is also a problem that needs to be resolved. They say that especially children are affected by the lack of shelter, they lose their routines, and they cannot act as they want. In some areas families whose houses were slightly damaged started to stay in their homes, but most of them stay in tents. There are also families who stay in the coal house and stay outside by making sheds. In some areas, containers have started to arrive for families whose homes are heavily damaged. It is emphasized that although they had needs in the beginning, there was generally no financial problem in the villages in the following process, and everyone turned the system back either with the aid received or with winter supplies and solidarity. The people living in the village do not want to leave their fields and animals and go elsewhere. They do not want to leave their village and have any idea what to do elsewhere. For this reason, families tend to solve the accommodation problem in the village as soon as possible and



continue whatever their livelihood was before the earthquake, and if this is not possible, they tend to find a new livelihood in the village.

"The whole village was destroyed. Our animals are dead. We started gardening, I plant garlic."

Adiyaman, Mother

"Now the help is coming, but it will be cut in time. In order to develop the local producer, it is necessary to bring the producers together with the buyers."

Hatay, Teacher

It is often stated that families need psychological support and especially talking. In some villages, although there are not many people whose houses are destroyed, the loss of siblings and relatives can be very high. Families experiencing loss need moral support. There is a need for a gathering area where these traditions can be carried out, which enable the continuation of the cultures of the regions, the bonding and socialization of the people.

"I wish we could make the kömbe and serve it. If we could make sarmic, we could do something for the people who came. If it is wool or crochet, we can knit booties, knit vests..."

Hatay, Mother

It is felt that there is a lack of a teacher, doctor, scientist coming to these places, and activities such as theatre and conversations that will be good for people. In Hatay, it is mentioned that there is a great crowd where women perform theatre and men participate. This example is given to show that people are open to meeting and sharing. It is seen that there is a need for a collective space for recovery, and special spaces for psychological support.



"They say we are all crazy. Everyone needs psychological support. Group therapy can be done, it is a process that can be overcome by talking. People need to slowly unravel and talk about their loss."

Hatay, Mother

Families often do not know what to do with their children. On the one hand, mothers are upset that their children are falling behind academically, on the other hand, they are angry that their children do not open notebooks and books during this process. On the other hand, families who have a negative attitude towards education do not send their children to school, taking advantage of the closure of schools due to earthquakes. During the interviews with the mothers, we heard and observed that they neglected themselves in their daily work, that they could not face their experiences yet, and that they completely put their feelings into the background. This makes us think that prioritizing the needs of caregivers for psychological support and/or awareness-raising activities is of great importance for the child's development process.

"I am glad that my wife and children are alive. My biggest concern is the educational status of my children. We can somehow handle the food and shelter, but education is very important."

Hatay, Mother

Child

Although the situation of children being affected by earthquakes and the aftermath varies according to their age or the environment they live in, it is seen that most of them are affected psychologically, and it is also stated by their relatives. The impact of both families and children differs according to regions where destruction and losses are high and places where there is little or no loss. Some of the teachers we interviewed are sure of their students' physical well-being, but they cannot comment on their psychology. In general, there are comments that the morale of the students seems better than the teachers, but the inside of it is not fully known.



“Internet interruptions happen, I have a hard time attending online classes. Here in the tent, I started doing things with the children. It's like elementary school kids take on their mothers' burden. In the circle, a mother cried, her child went and comforted her. Children are constantly listening to losses and deaths throughout the day.”

Hatay, University Student

One of the most emphasized issues regarding children is the fear of earthquakes. This fear stems from both the experiences of the children and the reflection of the uneasiness and anxiety of the families on their children. In addition to the fear of earthquakes, children generally have behavioural disorders, timidity, not wanting to enter the building, being overly reactive to noise, adaptation problems, etc. is seen. The continuation of aftershocks continues to affect children's psychology.

“The kids are constantly playing earthquake games. When someone from the outside does not come, their self-confidence drops significantly, and they cannot express themselves.”

Kahramanmaraş, Teacher

Children are constantly talking about the earthquake in their daily chats and games, and they make earthquake jokes. They are in a constant state of uneasiness at school, and they are always looking at the lamp in the ceiling. Fear is more prominent in younger students (especially in the 1st grades). It is stated that the 8th grade students who are preparing for the high school exam have problems of focusing, lack of motivation, fear, and intense anxiety.

“I lost my teacher and very close friends. Studying and school means nothing to me anymore. What am I going to do at school?”

Hatay, Girl

In villages where there is no destruction, the daily life routines of kindergarten-age children do not change. Since they are children in the age group of 4-5, the only thing



missing in their life is the absence of school. In general, the biggest need of children is to socialize by playing games in a safe area. Many children want their schools to open. Children living in rural areas recover from the effects of the earthquake and adapt more quickly. Elements such as being together in villages and knowing each other enable children to get through the process more easily. This situation changes for those who have lost their relatives, but it is good for them to be together with their friends and to entertain themselves by playing games. Unlike children in villages where there is no or little destruction, children in the province see construction machinery more and this affects them negatively.

"My cousin and I go to the tents where primary school children go. When we don't go, I walk around the street."

Kahramanmaraş, Boy

Another situation experienced by children is that they fall behind academically because they are away from school. This has different effects at different levels. First-year primary school children forget what they learned when they started to read and write, and eighth-grade students' preparations for high school exams are interrupted. Another issue is that the children are mentally distant from school. Unlike remote homework and being in contact with the teacher in some way during the pandemic, most children are unable to access their books, notebooks, or school supplies. Generally, the children are always outside and only going to the tent at bedtime.

"I am coming to school. I'm playing games at school. I go home and sleep, then wake up, then sleep again."

Gaziantep, Boy

It is stated that the school attendance rate of the students is very low in the places where education starts. The reason for this is explained by issues such as not going to school due to fear of earthquakes, experiencing transportation problems, families not being aware of the start of education or not sending their children to school because they do



not have to attend and do not attach importance to education, and there are people who migrate due to earthquakes or seasonal agriculture. The fact that schools are closed or if open, the fact that there is no obligation to attend makes it easier for children to be employed in agriculture or other jobs.

“There are no secondary schools in İslahiye villages. The children were in the school clustering system⁶ and coming to the centre by bus. After the earthquake, secondary school students in villages cannot move to the centre. The children in the villages ask every day when they can start school.”

Gaziantep, Teacher

Although the teachers state that the children are not very good, they do not refrain from expressing their hopes that they will get better. They say that children need regular psychological support before school to forget or get over what they've been through. In order to prepare children for lessons, they need games, activities, plans for the future, and educational studies that will take them away from earthquake psychology.

“Children need to come together to make plans, to play games and to come together with their peers. They openly discuss their needs for a new education system. They discuss a lot of philosophy of education. They are very concerned.”

Hatay, Teacher

Teachers emphasize that guidance activities and emotional support are important in this process. While trying to support students who need support with guidance activities as much as they can, they think that having experts in their fields in contact with children will reduce the possibility of students being harmed in the process. After the earthquake, many institutions and many volunteers go to the region to support children. Situations such as the inexperience of incoming volunteers in communicating with children and their frequent changes can affect children negatively. While the density of people and institutions in the region makes it difficult to control, it carries

⁶ The system in which students are transported to nearby schools in other villages or urban areas.



great risks in child safety, neglect, and abuse.

"A team of psychologists came to the village in the third week. We have had a bad experience. We need help from people who really know their job."

Gaziantep, Mother

Girls

When we focus on girls among children, we face different problems. While it is a known situation that girls have limited access to education, we observe that this problem deepens in the post-earthquake period. Conditions such as intense destruction and reduced transportation opportunities generally negatively affect children's access to education. When it comes to girls, we see that girls' access to education is more disrupted, as factors such as the insecurity of their living spaces, families' disregard for girls' education, and the fact that girls play an important role in the distribution of domestic work.

"We did not send to school last year, because there is no secondary school in this village. We said elementary school is enough. We sent her this year because she wanted it so much. She has attended for a while. Now there was an earthquake, the school was destroyed. I don't know if we will send her again..."

Adiyaman, Father

In some villages, girls say that they have no other way than to be very successful in order to continue school, and that they need to convince their families that they can have a profession if they study. Even before the earthquake, education was not considered necessary for girls, and education options were forfeited for girls who could not achieve above-average academic achievement. After the earthquake, it became even more difficult for girls to access education. On the other hand, in some regions, we also encounter caregivers who prioritize the education of girls.

"Of course, we want them to go to school. If there is a school here..."



Hatay, Mother

Another prominent issue regarding girls is the impossibility of the school cluster system. It seems impossible for girls from rural areas to access the training tents, which are put into practice especially for children preparing for the exam. Even if there is transportation, girls who are not taken out of the tent area even to play, are also unable to access the limited education services offered.

"I want to be a pre-school teacher for the department I want to enter for the third time. Here, girls either succeed to enter the university or get married, we cannot work even if we want to work. I study in a tent, it is difficult to reach the exam preparation camps of the national education, it is necessary to take two buses..."

Adiyaman, Girl

While it was not welcomed for girls to be outside, to go out and play in rural areas; after the earthquake, families want their girls to be with them for fear of earthquakes. This desire is reinforced by the fact that the village has become a more unsafe place in the eyes of caregivers after the increase in the number of foreign people who come to the village for help or demolition works.

"Girls are not welcome to be outside. But the boys are free. In fact, their desire to study has gone due to too much freedom, they want to work in their father's truck."

Kahramanmaraş, Mother

Daily housework such as washing clothes, cooking, and keeping the area clean are undertaken by women and girls in the tent areas. In some areas where education does not continue, girls are not allowed to leave the tent even to play. Housework becomes a necessity for the girls to pass the time.

"Before the earthquake, I was attending courses held at school. Now I cook to pass the time. I want schools to open to distract my mind."



Kahramanmaraş, Girl

"I wake up in the morning and come to school, I come home from school and study. I go out and play if I can get permission. If I don't get permission, I cook, do housework, vacuum our container."

Gaziantep, Girl

Conclusion

There has been a lot of immigration from Adiyaman, but those who remain have no intention of leaving the city. We observe that almost every person we meet in the field, in one way or another, takes initiative and becomes a humanitarian aid professional. On the last day of our visit, we met with the Kadim Association, which was established by the initiative of the youth two weeks before the earthquake, at the solidarity meeting attended by civil society workers operating in Adiyaman, where we were guests. Members of the association came together to develop cultural and artistic activities in Adiyaman, but turned to the field to meet the humanitarian aid needs after the earthquake. While listening to their stories, we once again understand the importance of local initiatives that know the region and dominate the conditions.

Notes from KODA team, Adiyaman

In this information note, we shared our findings and observations from the field visits we made to the provinces of Hatay, Kahramanmaraş, Adiyaman and Gaziantep, from the perspective of education in rural areas, and from the dimensions of teachers, families, and children.

To summarize, it is obvious that the teachers who were working in the region before the disaster and continuing their duties after the disaster are not able to work efficiently. An important reason for this is the housing problem. In addition, qualified psychosocial support is needed for teachers who are in the process of grief and trauma, who cannot fully experience these feelings, and who, in addition, feel loneliness. In addition to the workload that increases with the disaster, teachers feel pressure because they do not know how to move forward with their students who have experienced a major trauma



such as a disaster. The fact that teachers, who are one of the important subjects in the villages, inability to find solutions to the problems around them also puts pressure on them. In addition, the uncertainty of academic compensation for the time lost in education, the situation of school-family relations and the relations with the volunteers who change frequently created a negative situation. It is an important problem in terms of the quality of education that the teacher shortage in the region, which has arisen for various reasons after the disaster, is tried to be filled with paid and volunteer teachers.

Although the situation of families varies according to the level of being affected by the disaster, accommodation is an important problem. In addition, families who have experienced their own trauma and grief processes need psychosocial support. In addition, it is seen that there is a need for increasing social activities and meeting places. Families are also concerned about their children's future. This concern stems from the fact that the well-being of children is negatively affected and that they fall behind academically. Here, it is seen that families should be supported by studies that will enable caregivers to become psychologically stronger.

Although children's levels of being affected by disasters vary according to the region they live in, it is seen that they are affected psychologically and especially experience earthquake fear. The greatest need of children is to socialize by playing in a safe area. Children living in rural areas recover more quickly from the effects of the earthquake. However, in any case, children who are out of school fall behind academically. Even when schools are open, attendance rates are very low. The fact that there is no attendance requirement increases the likelihood of children working in agriculture or other jobs. In order for children to access their right to play and education, it is critical to create an educational environment where they can access psychological and emotional support and guidance activities.

When we turn our focus to girls, we see that access to education is even more problematic. It seems almost impossible for girls in rural areas to access education, especially in the transport system. Those in the village, on the other hand, are not allowed to go out and play, especially since there are many outsiders coming to the village during



this period. In addition, it is seen that girls, together with women, undertake daily tasks such as cleaning, cooking, and laundry, which have increased after the earthquake.

There are many steps that can be taken to resolve these problems. First of all, the housing problem needs to be solved immediately. Also, psychosocial support is a very important need for teachers, families and children. In terms of children, this need continues to increase in village schools, which have problems in accessing guidance services even before disasters. Although teachers take guidance and psychology courses, they think that they are not as competent as field experts. Therefore, it is of great importance that visitors/volunteers who can provide psychological guidance, especially in schools with multigrade classroom, go to schools and ensure continuity there. In addition to these, there is a need for places to be together and social activities there. It is very important to come together in this process, to create spaces where they can talk about their experiences and express themselves, as it is good for the people affected by the earthquake and to better understand the needs of the region. The effect of doing this with face-to-face meetings is much more than online meetings.

