

# Education Sector Needs Overview

Education Sector Working Group | May 2024





Inter-Agency  
Coordination  
Türkiye

## Education Sector Needs Overview

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May 2024

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## 1. Abbreviations

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<b>3RP</b>	: Regional Refugee and Resilience Plan
<b>CCTE</b>	: Conditional Cash Transfer for Education
<b>DTM</b>	: Displacement Tracking Matrix
<b>EQ</b>	: Earthquake
<b>ESSN</b>	: Emergency Social Safety Net
<b>ESWG</b>	: Education Sector Working Group
<b>FTS</b>	: Financial Tracking Matrix
<b>IDP</b>	: Internally Displaced Person
<b>IFE</b>	: Informal Education
<b>INGO</b>	: International Non-Governmental Organization
<b>IOM</b>	: International Organization for Migration
<b>MHPSS</b>	: Mental Health and Psychosocial Support
<b>MoNE</b>	: Ministry of National Education
<b>NFE</b>	: Non-Formal Education
<b>NGO</b>	: Non-Governmental Organization
<b>PDMM</b>	: Provincial Directorates of Migration Management
<b>PDoNE</b>	: Provincial Directorate of National Education
<b>UIP</b>	: Under International Protection
<b>UN</b>	: United Nations
<b>UNHCR</b>	: United Nations High Commissioner for Refugees
<b>UNICEF</b>	: United Nations Children's Fund
<b>UNSDCF</b>	: United Nations Sustainable Development Cooperation Framework
<b>UTP</b>	: Under Temporary Protection
<b>WASH</b>	: Water, Sanitation and Hygiene

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### 3. Executive Summary



The Education Sector Working Group conducted a comprehensive needs assessment survey involving 4,156 households from diverse national backgrounds.

The survey revealed insights into school enrolment and attendance, basic needs, and inclusiveness, including the needs of children with disabilities in earthquake-affected provinces. It also identified challenges faced by children from both Turkish and refugee communities of various nationalities, including those not directly affected by earthquakes, across Türkiye.

The assessment findings reveal that out of the 8,517 school-aged children (51.90% girls) in surveyed households, 2,567 were not attending any education programmes (30.14%). This includes children from earthquake-affected communities, encompassing those from both host and refugee communities, residing in areas impacted by the earthquakes and those in provinces unaffected by the earthquakes. In the southeast region, 24.15% of children in surveyed households were not attending any education programmes.

The impact of these findings is felt across various communities. Among the Turkish households impacted by the earthquakes, whether displaced within affected provinces or relocated to non-affected provinces, 26.71% reported that their children are not attending any educational programmes, a significant portion of whom (75.25%) were children aged 5 years old. For Syrian refugee households in affected and non-affected provinces, 29.85% of children are not attending any education programmes, with 43.73% of them being 5 years old and 29.13% aged between 6-9 years. The situation is equally concerning among Afghan households, where 55.38% of school-age children are not attending any education programmes, with 63.08% of 5-year-olds and 26.13% of 6-9-year-olds not attending. Additionally, refugees from other nationalities like Iraq, Iran, Somalia, and Yemen report 54.95% of school-age children from their

communities are not attending any education programmes, with 63.09% of those not enrolled being 5 years old.

The factors contributing to children's not attending any education programmes comprised financial limitations (21.48%), registration hurdles (14.30%), issues related to distance to school or transportation (14.00%), overcrowded classrooms (9.33%), and child labour (6.22%), primarily encompassing children employed in the agricultural sector. Most school-aged children from surveyed households fell within the 6-9 age range (35.61%), followed by 10-13 years (27.21%) and 5-year-olds (19.40%), with those aged 14-17 constituting (17.78%).



#### The Factors Contributing to Children's not Attending Any Education Programmes



21.48%

Financial Limitations



14.30%

Registration Hurdles



14.00%

Issues Related to Distance to School or Transportation



9.33%

Overcrowded Classrooms



6.22%

Child Labour

Among these children, 92.03% participated in formal education, whereas 7.97% were engaged in non-formal or informal education. Additionally, 1.89% of respondents mentioned that although registered, their children did not attend. Regarding the time spent at school, most children (60.61%) spent 5-7 hours daily, with a portion (4.82%) spending less than 3 hours. Insufficient mental health psychosocial support (MHPSS) and increased peer bullying are significant factors impacting children's school attendance.

Households stated that children's basic needs and services include a secure learning environment (15.97%), educational materials (15.58%), transportation assistance (11.33%), nutritious meals (9.26%), language assistance (7.32%), clean drinking water (6.66%), and accessible toilet facilities (5.41%), and various other needs within schools. Of those engaged in non-formal and informal education, the largest proportion received assistance with homework, accounting for 19.31%, followed by language courses (17.19%), recreational activities (15.07%), life and digital skills (12.91%), catch-up classes (12.58%), technical vocational education (12.25%), and various other related forms of education support.

As reported by the surveyed households, 93.56% of school-aged children did not have disabilities, while 5.57% had a disability before the earthquake, and 0.87% acquired a disability post-earthquake. Among those with disabilities, 3.45% had difficulty communicating clearly or understanding others.

In earthquake-affected provinces, 2,450 households responded to the survey, which comprised 4,935 children aged 5-17 (50.56 % girls). This represents 57.94% of all children covered by the assessment. Of these children, 1,192 (24.15%) reported not attending any education programmes. Earthquake-affected Turkish households comprised the majority of respondents (62.99% of total respondents from the earthquake-affected provinces), followed by those from the Syrian Arab Republic (33.72%), Afghanistan (2.20%), and

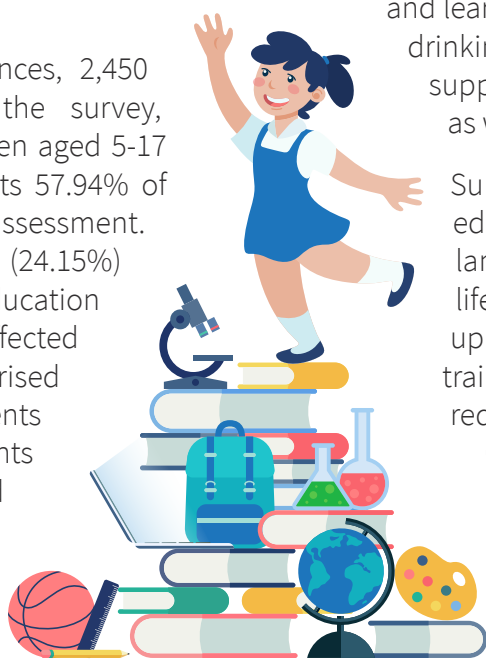
refugees from other nationalities (1.09%). The survey covered households affected by the earthquakes, including Turkish households within earthquake regions, whether displaced within the area or moved to provinces unaffected by the earthquake, and included households of refugees of all nationalities from earthquake-affected regions.

The survey revealed that 87.59% of displaced households remained in earthquake-affected areas, while 2.59% of Turkish households moved to Istanbul and 2.03% to the Aegean Mediterranean region. Moreover, 6.31% of refugee households, mostly Syrians, relocated to Istanbul, and 1.47% moved to the Aegean region after the earthquake.

It is crucial to tackle obstacles hindering access to education, especially for girls and children of refugees in earthquake-affected and non-affected provinces and Turkish host community's households affected by earthquakes, as highlighted by the survey findings. Proposed measures to address enrolment difficulties and enhance the regularity of attendance included providing targeted financial aid, removing registration hurdles, supporting transportation, combating peer bullying, bolstering support for MHPSS initiatives, and reducing classroom overcrowding. In addition, ESGW members are encouraged to enhance collaboration with the Ministry of National Education (MoNE) and provincial directorates of national education (PDoNE) to provide tailored assistance, such as ensuring a safe learning environment and providing education materials for teaching and learning, transportation aid, meals, clean drinking water, toilets facilities, language support, and teacher training in MHPSS, as well as addressing other needs.

Support for non-formal and informal education, such as homework assistance, language courses, recreational activities, life skills courses, digital literacy, catch-up classes, and technical vocational training, fosters informal education and requires sustained efforts for continuity.

Children with disabilities necessitate assistance in acquiring assistive devices and specialised care to facilitate their enrolment and sustained participation in education.





## 4. Background

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Türkiye continues to host the largest refugee population in the world, with 3.56 million Syrian refugees and 300,000 refugees and asylum seekers of other nationalities.<sup>1</sup> Education remains integral to Türkiye's response for refugee children under temporary protection<sup>2</sup> (UTP) and those under international protection (UIP)<sup>3</sup> as part of its Regional Refugee and Resilience Plan<sup>4</sup> (3RP).

Education in Türkiye has two main types: formal and non-formal education. Formal education covers education delivered in preschool, primary, secondary, and higher education institutions, while non-formal education covers all activities organized in addition to formal education. Education is compulsory for 12 years and divided into three levels of four years each, comprising primary, lower secondary, and upper secondary levels. In 2022-23, the net enrolment rate in preschool education for the 3-5 age group was 51.4% (51.3% girls), 63.6% (63.9% girls) for 4-5-year-olds, and 85.0% (84.7% girls) for 5-year-olds. Furthermore, the highest net enrolment rate is at the primary school level at 93.9% (93.9% girls). Enrolment rates in the lower secondary are 91.2% (91.2% girls) and upper secondary at 91.7% (91.6% girls).<sup>5</sup>

As of September 2023, Türkiye hosts 1,317,122 children UIP, 1,006,821 of whom are enrolled<sup>6</sup> in education (76.44%) with an overall enrolment rate of 76.44% (48.86% for girls and 51.14% for boys). Notably, 50.05% of pre-primary-age UIP children attend pre-primary school, 90.43% of primary-age children attend primary school, 92.47% of lower secondary-age children attend lower secondary school, and 48.57% of upper secondary-age children attend upper secondary school.<sup>7</sup> Yet, over 300,000 are out-of-school.<sup>8</sup> The profile of out-of-school children shows significant disparities by level and gender, with girls consistently having lower enrolment rates across all educational programmes compared to boys. While strides have been made in reducing the number of out-of-school children since the Syria crisis, economic and cultural factors currently hinder children's access to education.

In the academic year 2022-2023, 58,213 Syrian youth registered in higher education, accounting for 10% of university-age (18-24 years) Syrian youth in Türkiye.

In 2022-23, the net enrolment rate in preschool education for the 3-5 age group was 51.4% (51.3% girls), 63.6% (63.9% girls) for 4-5-year-olds, and 85.0% (84.7% girls) for 5-year-olds.

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<sup>1</sup> [Refugees and Asylum Seekers in Türkiye – UNHCR Türkiye](#)

<sup>2</sup> Foreigners who have been forced to leave their country, cannot return to the country that they have left, and have arrived at or crossed the borders of Türkiye in a mass influx situation seeking immediate and temporary protection – mostly Syrians (Law No.6458).

<sup>3</sup> The status granted for refugee, conditional refugee, and subsidiary protection – includes Syrians under temporary protection (UT), and Afghans, Palestinians, Iraqis, Yemenis, and Somalis (Law No.6458).

<sup>4</sup> The 3RP is a strategic, coordination, planning, advocacy, fundraising, and programming platform for humanitarian and development partners to respond to the Syria crisis. It comprises one regional plan, with five standalone country chapters covering Türkiye, Lebanon, Jordan, Iraq, and Egypt. [Regional Refugee and Resilience Plan \(3RP\) | The Global Compact on Refugees | UNHCR \(globalcompactrefugees.org\)](#)

<sup>5</sup> MoNE, Official Statistics, 2023 (for 2022-2023 school year)

<sup>6</sup> MoNE, 2023 as in the process of being published.

<sup>7</sup> MoNE, 2023

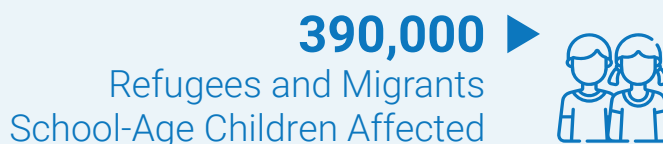
<sup>8</sup> MoNE, 2023

This rate surpasses the global average of 7% for refugees enrolled in higher education. Among these students, 56% are male and 44% are female. Higher education equips refugee youth with advanced skills, enhancing their prospects in the labour market as professionals and skilled workers, further fostering the development of human and economic capital in individual refugees and their communities, and promoting self-reliance and dignified living.

Two major, devastating earthquakes of 7.7 and 7.6 magnitude struck Southeastern Türkiye in February 2023, affecting 15.6 million people, including 1.8 million refugees. Nearly 4 million school-age children, including 390,000 refugees and migrants, were impacted across 11 provinces. The earthquakes also significantly disrupted the educational landscape, affecting about 4 million children, including over 350,000 refugees and migrant children.<sup>9,10</sup> The earthquakes damaged approximately 2,100 school buildings in the five hardest-hit provinces: 1,385 were damaged slightly, 342 moderately, and 292 severely. This extensive damage to schools resulted in a shortage of classrooms and facilities, hindering

regular attendance and contributed to overcrowded classrooms in areas hosting displaced children, further compromising education quality.<sup>11</sup> In coordination with AFAD, the IOM conducted a formal sites assessment covering 316 sites across six main affected provinces of Adıyaman, Hatay, Kahramanmaraş and Malatya, as well as two other provinces, Gaziantep and Osmaniye, thereby creating the Displacement Tracking Matrix (DTM). The findings from the education sector report that 17% of sites lack access to formal primary education on-site, which was more prevalent in Adıyaman (52%) and Kahramanmaraş (31%). In contrast, most sites in Malatya (94%), Gaziantep (94%), and Hatay (85%) reported formal primary education available within the site to be sufficient to meet the residents' needs.<sup>12</sup>

MoNE led the Government of Türkiye's education response, supported by various other ministries, non-governmental organizations (NGOs) and humanitarian organizations. Efforts have been concentrated on integrating early recovery strategies, focusing on the influx of refugees and the impact of earthquakes under the programmes being deliv-



<sup>9</sup> MoNE, 2022-2023 School Year Data

<sup>10</sup> 3RP 2024

<sup>11</sup> [Türkiye earthquakes recovery and reconstruction assessment - Türkiye | Relief Web](#)

<sup>12</sup> UNICEF Türkiye humanitarian Situation Report- March 2024

ered by Ministry of National Education, provincial education authorities, municipalities, international and national organizations and other civil society partners. Education sector members continue to work closely with the Government of Türkiye and other institutions to ensure access to quality and inclusive education to improve formal, non-formal and informal education learning opportunities for refugee children (under temporary protection and international protection applicants and status holders) and other vulnerable children impacted by the earthquakes across Türkiye.

After the earthquakes, re-registration certificates and road permits were issued to help enrol relocated refugee children in schools in their new residence provinces. In the second semester of 2022-2023, 37,212 students were transferred from earthquake-affected provinces. Support measures included summer schools, catch-up classes, psychosocial support, 30,000 additional scholarships, and school quotas for exam-based admissions. Earthquakes damaged 12,119 (10%) of 119,200 classrooms. In 2023, 10.5 billion TL was allocated for the earthquake region, with funds to be used for prefabricated schools, disaster risk reduction, maintenance and construction. Approximately 14.4 billion TL was spent on school reconstruction, retrofitting and repairs.<sup>13</sup> The reduced availability of non-formal education has increased school dropout risks, affecting children's well-being and exacerbating social cohesion issues between refugee and host community children. Older children under temporary and international protection face challenges such as damaged university buildings, limited remote education access, economic hardships, accommodation shortages and psychological impacts.<sup>14</sup>

**In 2023,  
10.5 billion TL was  
allocated for the  
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disaster risk reduction,  
maintenance and  
construction.**

Refugee households reported increased incidents of their children being bullied by peers and insensitive treatment by teaching staff towards refugee children in schools over the past year. This was cited as a reason for children not attending education programmes. Various agencies assisting the refugee population have long underscored these concerns.<sup>15,16,17</sup>

Various platforms in Türkiye, including 3RP,<sup>18</sup> Earthquake Response and the United Nations Sustainable Development Cooperation Framework (UNSD-CF) focus on addressing the needs of refugees and host communities, including education. The Education Sector Working Group (ESWG) was established in 2014 to create a platform aligned with 3RP, focusing on strategic priorities to eliminate duplicate services and maximise support for refugees and the host community, recognising education as a basic right. The ESWG aims to coordinate service delivery, decision-making support, 3RP education strategy implementation, performance monitoring, capacity development, multi-level advocacy, and accountability to the impacted population. It is currently led by UNICEF. Türkiye differentiates between national and subnational structures to maintain effective and coherent coordination. National coordination, based in Ankara, provides strategic direction, and ensures consistency and standard application across all intervention areas. Subnational structures in Gaziantep (to cover the Southeastern Anatolia region), Istanbul (Marmara region), and Izmir (Aegean region) operationalise these strategies, with potential municipal or provincial structures adapting to local needs, ensuring coordinated, standardized assistance across sectors while allowing autonomy and flexibility.

<sup>13</sup> <https://www.sbb.gov.tr/wp-content/uploads/2024/02/Kahramanmaras-ve-Hatay-Depremleri-Yeniden-Imar-ve-Gelisme-Raporu-1.pdf>

<sup>14</sup> Field-based observations from education sector working group members, as shared in the Education Working Group Meetings

<sup>15</sup> Field-based observations from education sector working group members, as shared in the Education Working Group Meetings

<sup>16</sup> Inter-agency Protection Working Group. 2022. Interagency Protection Needs Assessment, round 6 (p.5). Accessed June 2023.

<sup>17</sup> SUMAF: Focus Group Discussions (total 18) held with Syrian refugees in Ankara, Izmir and Adana in October 2023 (Results Framework Monitoring Report No. 12).

<sup>18</sup> The 3RP is a funding platform for organizations seeking support, coordinating fundraising and interventions for refugee response, though participation does not guarantee to fund. However, it offers coordinated activities and highlights contributions to address priority needs.

## 68 organisations have been involved in the earthquake response in the southeast region



Various contributors pledged US\$ 41 million to address the earthquake appeal in Türkiye, but only US\$ 22.6 million was received, amounting for 55.1% of the total pledge.

Education sector members continued to provide complementary services to meet the needs of the most vulnerable children and ensure that they realize their right to quality education. Ensuring the provision of critical residual humanitarian assistance to all children and adolescents in need remains paramount. Sustained support for refugee and Turkish host communities mainly impacted by earthquakes is essential. However, gaps may exist in reaching all vulnerable populations and ensuring access to quality education for various reasons, including funding gaps.

While the education sector received 71% of appealed funds through the 3RP annually from 2020 to 2022, funding dropped to 36% in 2023. In 2023, 22 sector members under the 3RP aimed to achieve 49 indicators for enhancing educational access, quality, and system strengthening, with only seven organizations receiving funds and delivering a response. The 2023 3RP appeal amounted to \$142.9 million

from 20 partners, with \$51.9 million received,<sup>19</sup> covering 36% of the funding needs. One reason for the funding shortfall was the prioritization of funds to support earthquake response. In 2024, 20 organizations, including UNICEF, UNHCR, IOM, and I/NGOs, appealed for sector funding totalling \$183.63 million, targeting 781,570 individuals for education sector assistance. As of May 2024, \$12.12 million was received, accounting for 6.6% of the appeal. Regarding the earthquake response in the Southeast region, 68 organizations have been involved, with 55% being national NGOs, 34% international NGOs, and 11% UN agencies. Various contributors pledged US\$ 41 million to address the earthquake appeal in Türkiye, but only US\$ 22.6 million was received<sup>20</sup>, amounting for 55.1% of the total pledge. The sector aims to enhance synergy with development actors to improve the reach, scope and effectiveness of education programming in Türkiye, particularly targeting the most vulnerable children and adolescents affected by the earthquakes.

<sup>19</sup> 3RP 2023

<sup>20</sup> Inter-Agency Unit FTS-financial tracking system.

## 5. Introduction

### 5.1. Rationale and Objectives

More than a year after the devastating February 2023 earthquakes, the Education Sector Working Group (ESWG) launched a rapid assessment in April 2024. The assessment aims to provide a nuanced understanding of the challenges faced by refugees, including those affected by earthquakes, and earthquake-affected Turkish host communities in accessing quality education.

The assessment focuses on various aspects of education, ranging from the educational status and attendance patterns in relevant education opportunities to the availability of education services for school-age children.

The assessment scope included the following:



Children's educational status and attendance rates in education programmes/activities.



Children's average daily hours in schools or relevant education settings.



Availability of essential resources like schools, educational materials, clean water and sanitation facilities for affected populations.



Support services households need to ensure their children attend school regularly.



Accessibility of education opportunities for children with disabilities.



Needs of earthquake-affected individuals, including those residing in formal and informal settlements and those internally displaced within the country due to earthquakes.

The assessment aims to establish an evidence base to support education sector members and government authorities at national and subnational/local levels in addressing the educational needs of earthquake-affected populations and refugees. It will enable ESWG members and stakeholders to better customize coordination mechanisms, prioritize critical vulnerabilities, improve access to education and promote integration in the education system. By collaborating with affected communities, the assessment seeks to inform responses that would enhance educational resilience and inclusivity in Türkiye, contributing to the long-term development and well-being of affected populations.

### 5.2 Methodology

The ESWG members actively contributed to the development of the terms of reference and data collection tools for the assessment.

To understand the needs of earthquake-affected populations, the assessment includes both refugee and Turkish host community households impacted by earthquakes. More specifically, it targets communities affected by earthquakes, whether they remain in the affected region or relocate to provinces unaffected by the earthquakes. The data collection methodology focused on provinces impacted by earthquakes and those hosting internally displaced persons (IDPs) after the earthquakes, focusing on children aged 5-17 from diverse nationalities residing in Türkiye. Additionally, the assessment included refugees in other regions/provinces, such as the Marmara and Aegean regions of Türkiye, unaffected by the earthquakes, to better understand their current and unaddressed educational needs.

#### 5.2.1 Sampling Methodology

The assessment employed purposive sampling to include refugees from diverse nationalities and Turkish nationals affected by the earthquakes. Scientific sampling methods expanded the scope and

aimed to effectively address these needs. Nevertheless, the ESWG contemplated employing booster samples to better understand the needs on the ground and reach a larger number of provinces where refugees and displaced communities reside across Türkiye.

The assessment utilized a household survey targeting at least 3,000 households with school-age children. This methodology ensures a robust and

representative sample size, allowing for meaningful insights into the educational landscape of refugees in earthquake-affected and non-earthquake-affected communities, Turkish children in earthquake-affected regions, and those displaced to other non-affected provinces. Quantitative analysis methods were used to derive key findings, including attendance rates, access to educational resources, and barriers faced by children with disabilities.

### 5.2.2 Outreach and Data Collection Methods

The comprehensive assessment was conducted through strategic outreach and data collection methods led by UNICEF as the ESWG lead, fostering collaboration to gather diverse perspectives to inform decision-making in education.

#### Ad hoc sector meetings to raise awareness of the assessment:

The ESWG organized sector coordination meetings at national and subnational levels across the Central Anatolian (Ankara), Aegean, Mediterranean, Marmara, and Southeastern Anatolia regions to inform sector participants about the forthcoming assessment. These sessions provided a briefing on the objectives, methodology and timeline of the assessment while allowing members to raise questions or concerns.

#### Outreach to ESWG members on the assessment tool:

The ESWG reached out to education sector members to provide them access to the data collection tool. This initiative encouraged collaboration and secured the participation of ESWG members and beneficiaries who possess valuable insights to contribute to and support data collection.

#### Preliminary orientation meetings with ESWG members on data collection:

Preliminary bilateral meetings with ESWG members facilitated focused discussions to address queries regarding the needs assessment, outreach to beneficiaries, identifying data gaps, clarifying roles and streamlining coordination among stakeholders.

#### Household/parent surveys via mobile app:

ESWG members conducted household/parent surveys via a mobile application. The survey tool used the online KoBo platform to collect information on children's educational needs and necessary services as stated by household members and parents. The mobile app facilitated streamlined data collection, enabling members to access more households while reducing logistical hurdles.

#### Expansion of assessment tool across other 3RP sectors:

The assessment tool was accessible to ESWG members and other relevant sectors, such as Protection. This ensured inclusivity and broadened the scope of participation, enabling the capture of diverse perspectives.

#### Independent completion of assessment:

Respondents independently completed the survey via an online and offline KoBo link, offering flexibility and convenience. This approach encouraged higher response rates and ensured the inclusion of voices from affected communities.



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### 5.2.3 Data Analysis

Under the overall leadership of UNICEF, data quality assurance and analysis were meticulously managed, ensuring robust insights into the educational needs of refugee and other earthquake-affected populations.

#### Desk Review:

The background section of this assessment report incorporates data from multiple sources, appropriately cited, such as MoNE Official Statistics from 2023, Regional Refugee and Resilience Plan (3RP) education sector narrative, field observations, inter-agency financial tracking system and other accessible sources.

#### Quantitative Analysis:

The data collected underwent quantitative analysis to derive key findings. Statistical methods were employed to analyse attendance patterns, educational needs, service requirements and inclusivity. This analysis enabled the identification of trends, patterns and disparities in education access and attendance among refugees and earthquake-affected populations.

#### Data Visualization Tools:

Data visualization tools were used to present findings effectively. Graphs, charts and maps were employed to visualize quantitative data, making complex information more accessible and understandable to stakeholders. Clear and concise representation of key insights enhanced communication and facilitated informed decision-making.

#### Reflections and Reviews:

Regular updates and feedback sessions with ESWG members were held to discuss progress, challenges and adjustments to data collection strategies, ensuring alignment with assessment objectives. Ongoing data quality monitoring detected discrepancies, prompting investigation or adjustments, while review meetings assessed the validity and reliability of the findings, composing an accurate portrayal of educational needs. Reflection on data collection methods identified areas for improvement, which is crucial for maintaining assessment integrity and efficacy.

### 5.2.4 Limitations of the Survey

Given the robustness and comprehensiveness of the survey, it is imperative to recognize and address its inherent limitations, summarized below.

#### Sampling Bias:

Despite rigorous sampling techniques, biases may exist, especially if certain groups are underrepresented or inaccessible. Given the nature of the assessment (being a rapid one), conducting stratified sampling, particularly for provincial details, was not feasible. Higher education-related needs are not included here due to the age limitations.

#### Language and Literacy:

Literacy assumptions may not apply unanimously, especially for marginalized or non-Turkish-speaking groups. Data collection tools in Arabic, English and Turkish were provided to accommodate diverse respondents.

#### Data Collection Method:

On-site and remote methods were used, but limitations in reaching certain populations, especially in hard-to-reach areas, may exist.

#### Self-Reporting Bias:

Social desirability bias may have influenced responses, especially regarding sensitive topics like disability or reasons for not attending education programmes.

#### Interpretation of Disability:

Cultural differences may affect understanding of disability, potentially leading to underreporting or misrepresentation.

#### Temporal Limitations:

The survey focuses on post-earthquake conditions, potentially missing persistent needs.

#### Response Rate:

Achieving a high and diverse response rate may be challenging, impacting data representativeness.

#### Limited Response Options:

Some questions may not capture the full range of experiences or needs. This was mitigated by providing another category.

#### Generalization:

Caution is required in generalizing results, especially if certain subgroups are overrepresented in the sample. The proportion of data collected from earthquake-affected provinces stands at 58.95%.

#### Cultural Differences:

The survey may not fully account for cultural nuances that impact intervention, relevance and effectiveness. Cultural differences may have hindered communication with refugees from diverse backgrounds. Appreciation of the cultural context is crucial for accurate assessment and engagement.

#### Data Quality and Security:

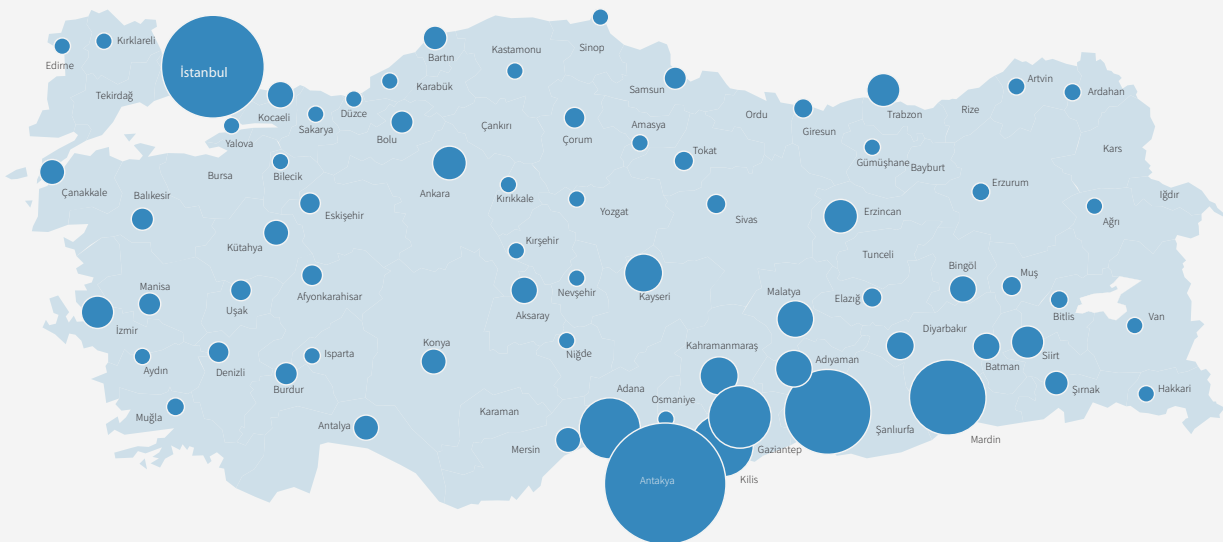
Maintaining data accuracy, reliability and confidentiality is essential but challenging in dynamic environments. Limited internet connectivity, privacy concerns and the need to protect sensitive information complicate data collection and management.

## 6. Assessment Findings

### 6.1. Demographic Profile

This section details the demographics of the respondents, focusing on key factors such as nationality, province of residence, displacement status and presence of school-age children. Data collected from 71 provinces across Türkiye during this assessment offers valuable insights into the diverse backgrounds and circumstances of the assessed population, laying a foundational understanding for further examination and interpretation of the data collected. 4,156 households participated in the survey, representing 8,517 children aged 5 to 17 (51.90% girls).

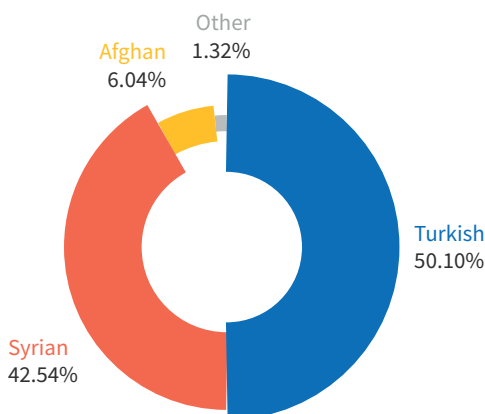
**Figure 1. Geo Details – Demographics of All the Assessment Respondents**



Source: ESWG Needs Assessment 2024

#### 6.1.1 Nationality Profile of Respondents

**Figure 2. Percentage of Assessment Respondents by Nationality**



Of the total respondent pool of 4,156 households, 50.10% were Turkish nationals impacted by the earthquake, including those in affected provinces and those who relocated to non-affected areas from affected provinces. Of the remaining respondents, 42.54% were Syrians, 6.04% Afghans and 1.32% refugees of other nationalities.

Source: ESWG Needs Assessment 2024



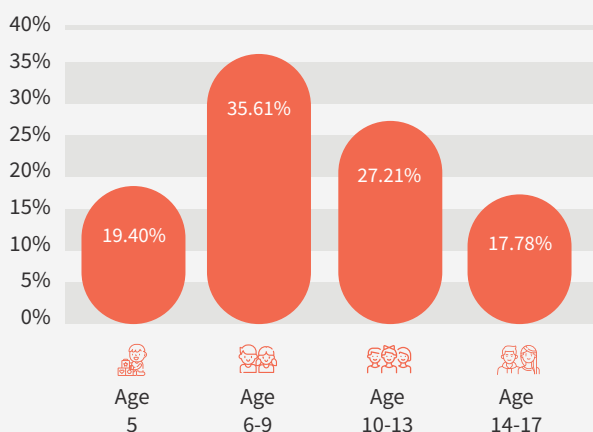
### 6.1.2 Profile of Respondents Affected by the Earthquakes

Of a total respondent pool of 4,156 households with 8,517 children, 2,627 households with 5,196 children (52% girls) self-reported being affected by the earthquake, representing 63.20% of the sample. Among these households, 53.40% were Turkish, 43.40% Syrian, 1.82% Afghan and 0.91% refugees from other nationalities.

The remaining 1,529 households with 3,321 children (53.14% girls), representing 36.60% of the sample, were unaffected by the earthquakes.

### 6.1.3 Profile of School-Age Children in Respondent Sample

**Figure 3.** The Proportion of School-Age Children by Age in the Respondent Sample

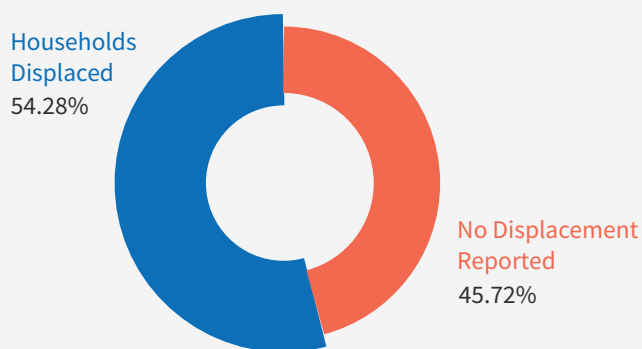


Source: ESWG Needs Assessment 2024

Among the 8,157 school-age children in the 4,156 respondent households, 4,233 (51.90%) were boys and 3,924 (48.10%) were girls. The largest proportion of these children, 35.61%, falls within the 6-9 age range, with girls making up 50.32% of this group. The next largest age group is 10-13-year-olds, comprising 27.21%, with 50.50% girls. Additionally, 19.40% of the children are 5 years old, of whom 54.51% are girls. Lastly, children aged 14-17 represent 17.78% of the total respondents, with girls accounting for 54.36% of this group.

## 6.2 Household Displacement Following the Earthquakes

**Figure 4.** Percentage of Earthquake-Affected Households Displaced by the Earthquakes



Source: ESWG Needs Assessment 2024

Of the 2,627 households affected by the earthquakes, constituting 63.20% of the total sample, 1,426 households with 2,960 children (53.07% girls) were displaced due to the earthquakes. Displacement occurred to sites within the earthquake-affected provinces themselves and to sites within provinces unaffected by the earthquakes. Thus, 54.28% of the earthquake-affected households reported displacement. 34.02% of the households from the whole respondent pool experienced displacement.

Of the 1,426 households that confirmed displacement following the earthquakes, 46.77% of those displaced were Turkish nationals, 50.77% Syrians, 1.82% Afghans and individuals of other nationalities, constituting 0.63% of the displaced population.

**Table 1.** Nationality and Gender Details of Children and Households Displaced by the Earthquakes

Nationality	HH Displaced	Total Children	% Girls
Turkish Households Displaced	667	1,177	56.52
Syrian Households Displaced	724	1,693	49.87
Afghan Households Displaced	26	76	38.65
Other Households Displaced	9	14	29.63
<b>Total Households Displaced Post-Earthquakes</b>	<b>1,426</b>	<b>2,960</b>	<b>53.07</b>

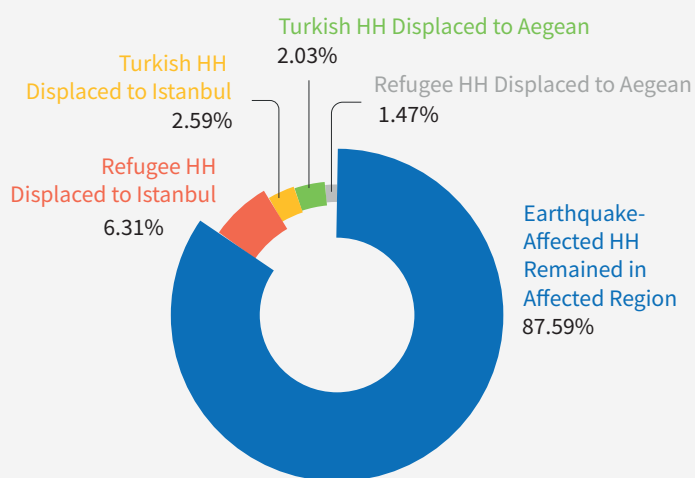
Source: ESWG Needs Assessment 2024

Of the 1,426 households affected and displaced by the earthquake, 1,249 households (or 87.59% of those displaced) chose to remain in the same area while the remaining 177 households (12.41% of the displaced) relocated to regions unaffected by the earthquake.

Among the remaining 177 households that were displaced, 70.17% of the households affected by the earthquakes decided to stay in/return to their own houses. The rest moved to other destinations: formal container cities (11.41%), staying with relatives or friends (5.85%), residing in informal settlements (3.00%), living in formal tent cities (1.93%), occupying tents partially while staying in previously damaged houses (1.92%) and other unspecified locations (5.73%).

Additionally, 37 Turkish households (2.59% of the displaced households) with 59 children moved to Istanbul, while 29 Turkish households (2.03%) with 42 children relocated to the Aegean Region. Among refugees, 90 households (6.31%), mostly Syrians, with 217 children moved to Istanbul and 21 refugee households (1.47%) with 44 children relocated to the Aegean Region following the earthquakes.

**Figure 5. Details on Movement of Displaced Households After the Earthquakes by Nationality**



Source: ESWG Needs Assessment 2024

### 6.3 Educational Status of School-Age Children

Data show that 69.86% of households had 5,950 children (52.1% girls) attending education programmes and activities during data collection. Meanwhile, the remaining 30.14% of households, totalling 2,567 children (50.78% girls), reported no attendance in such programmes.

**Figure 6. Analysis of the Education Status of School-Age Children**



Source: ESWG Needs Assessment 2024

Table 2 below presents a detailed breakdown of the nationalities and ages of children who do not attend any education programmes and activities. The assessment revealed that 26.71% of Turkish households affected by the earthquakes, whether still in the impacted provinces or resettled in unaffected ones, have children not attending education programmes and activities. Of these children, 75.25% are 5 years old and not attending any early learning programmes. Among Syrian refugee households in both affected and unaffected regions, 29.85% of their children are not attending education programmes and activities. Within this group, 43.73% are 5 years old, and 29.13% are aged 6-9. For Afghan households, 55.38% of their children are not attending any education programmes. Among these, 63.08% are 5 years old, and 26.13% are aged 6-9. Similarly, refugees from other nationalities, such as Iraqi, Iranian, Somalian and Yemeni, report that 54.95% of their children are not attending education programmes, with 63.08% of these children being 5 years old.

The age group with the highest percentage of children not attending education programmes is the 5-year-olds, with 53.01% not attending and 52.64% being girls. For children aged 6-9, 22.50% are not attending, with a higher percentage of girls at 55.21%. In the 10-13 age group, only 10.35% of children are not attending, with 34.85% being girls. Finally, among children aged 14-17, 14.14% are not attending, with 53.39% being girls.

The data reveals gender disparities in children attending education programmes and activities, particularly among Turkish and Syrian households. In Turkish households, 26.71% of children are not attending, with 59.24% being girls. The disparity is most pronounced among 10-13-year-olds, where 80.73% of those not attending are girls. Similarly, in Syrian households, 29.85% of children attend education programmes, with 49.78% being girls. The highest non-attendance rate is among 6-9-year-olds, with 57.73% being girls.

**Table 2.** Analysis of Children Attending Education Programmes by Nationality and Age

Nationality and Age Breakdown	Households	Households	Children	Attending	Not Attending <sup>21</sup>	% Children Not Attending	% Girls not Attending
<b>Total</b>	<b>Grand Total</b>	<b>4,156</b>	<b>8,517</b>	<b>5,950</b>	<b>2,567</b>	<b>30.14%</b>	<b>50.78%</b>
	Age 5		1,988	627	1,361	53.01%	52.64%
	Age between 6-9		2,969	2,391	578	22.50%	55.21%
	Age between 10-13		2,125	18,60	266	10.35%	34.85%
	Ages between 14-17		1,435	1,072	363	14.14%	53.39%
<b>Turkish Households</b>	<b>Turkish-Total Respondent HHs</b>	<b>1,800</b>	<b>3,144</b>	<b>2,301</b>	<b>843</b>	<b>26.71%</b>	<b>59.24%</b>
	Age 5		971	337	634	75.25%	55.62%
	Age between 6-9		875	794	81	9.60%	69.19%
	Age Between 10-13		783	709	74	8.74%	80.73%
	Age between 14-17		515	461	54	6.41%	57.45%
<b>Syrian Households</b>	<b>Syrian-Total Respondent HHs</b>	<b>2,124</b>	<b>4,901</b>	<b>3,438</b>	<b>1,463</b>	<b>29.85%</b>	<b>49.78%</b>
	Age 5		906	266	640	43.73%	51.48%
	Age between 6-9		1,942	1,515	426	29.13%	57.73%
	Age between 10-13		1,265	1,087	179	12.21%	42.06%
	Age between 14-17		788	569	218	14.93%	35.61%
<b>Afghan Households</b>	<b>Afghan-Total Respondent HHs</b>	<b>176</b>	<b>381</b>	<b>170</b>	<b>211</b>	<b>55.38%</b>	<b>32.49%</b>
	Age 5		74	18	55	26.13%	54.86%
	Age between 6-9		133	64	69	32.49%	22.91%
	Age between 10-13		64	52	12	5.63%	51.61%
	Age between 14-17		111	36	75	35.75%	21.83%
<b>Other Nationality Households</b>	<b>Other-Total Respondent HHs</b>	<b>56</b>	<b>91</b>	<b>41</b>	<b>50</b>	<b>54.95%</b>	<b>14.62%</b>
	Age 5		37	6	32	63.08%	12.20%
	Age between 6-9		20	18	2	3.85%	60.00%
	Age between 10-13		13	12	2	3.07%	75.00%
	Ages between 14-17		20	5	15	30.00%	7.69%

Source: ESWG Needs Assessment 2024

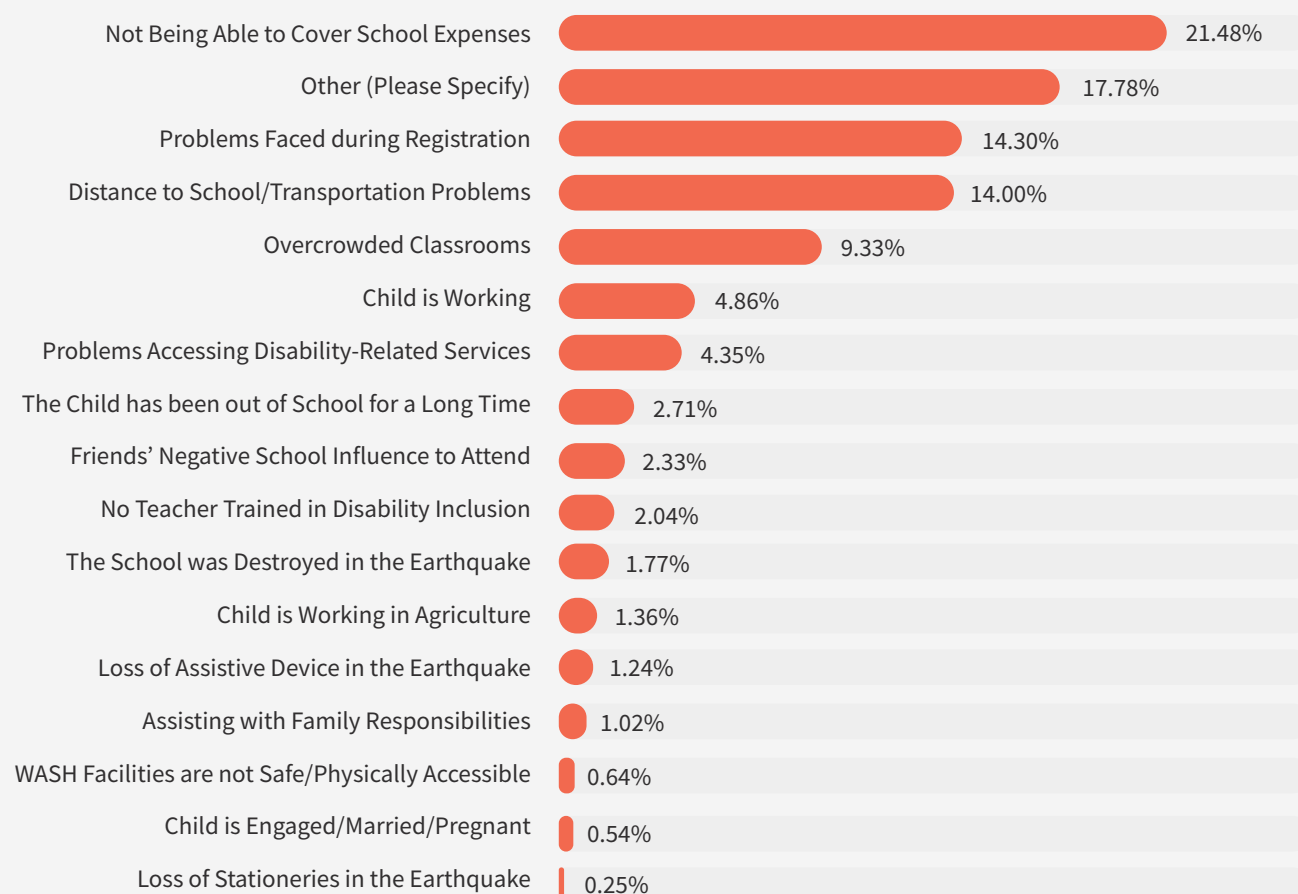
<sup>21</sup> Age breakdown of “not attending” represents the percentage against the total within age group category.

## 6.4. Reasons for Children not Attending Education Programmes

Based on responses from households with 8,517 school-age children, 2,567 were not attending any education programmes, accounting for 30.14% of the total number of school-age children in respondent households. For these children, not attending any education programmes during data collection was attributed to various factors, as Figure 7 highlights. Chief among these is the financial strain experienced by households, preventing them from meeting school-related expenses, affecting a substantial portion of children not attending education programmes, namely 21.48%. Additionally, a considerable portion, 14.30%, encounter obstacles during the registration process or lack the necessary identification documents. Moreover, the survey underscores the impact of geographical challenges, with 14.00% of children citing distance to schools and transportation difficulties as impediments to overall

attendance. Furthermore, overcrowded classrooms emerge as a notable concern, reported by 9.33% of the respondents as a reason for children not attending education programmes. Lastly, the survey highlights the needs of children with disabilities, with 4.35% facing difficulties in accessing disability-related services, further hindering their participation in education. The negative or undesirable influence of peers leading to school absenteeism accounted for 2.33% of cases. Respondents cited underage, varying health issues, bullying, and insufficient MHPSS as “other” reasons for their children’s absence from school, accounting for 17.78% of the responses. These findings underscore the multifaceted nature of barriers to school attendance and emphasize the importance of targeted interventions to address these issues and ensure equitable access to education for all children.

**Figure 7.** Analysis of Reasons for Children not Attending Education Programmes and Activities



The nationality-based analysis of why children are not attending education programmes elaborated in Table 3 below highlights various reasons why children from Turkish, Syrian, Afghan and other nationalities are not attending education programmes, revealing unique challenges each group faces. The most frequently cited reason in Turkish households is “other” at 19.83%, suggesting various issues, such

as health issues, displacements and lacking MHPSS. Financial constraints also play a significant role, with 17.22% of children not attending school due to the inability to cover school expenses. Additionally, 17.27% face distance and transportation problems, while overcrowded classrooms affect 15.41%. Problems during registration impact 6.17%, and 3.51% are affected by schools destroyed in the earthquake.

**Table 3.** Analysis of Reasons for Children not Attending Education Programmes by Nationality

Reasons for Children not Attending Education Programmes	% Turkish	% Syrian	% Afghan	% Other
Other (please specify)	19.83%	17.46%	4.10%	43.59%
Not being able to cover school expenses	17.22%	20.82%	51.03%	2.56%
Problems faced during registration	6.17%	19.01%	12.98%	19.66%
Distance to school/transportation problems	17.27%	13.61%	2.96%	11.11%
Overcrowded classrooms	15.41%	6.31%	4.10%	13.68%
The school was destroyed in the earthquake	3.51%	0.67%	2.96%	
Problems accessing disability-related services	3.06%	5.78%	0.23%	
Child is working	2.76%	6.02%	5.47%	4.27%
Negative/bad influence from friends not attending education programmes	2.71%	1.61%	6.61%	0.85%
No teacher trained in disability inclusion	2.56%	1.84%	1.82%	
Loss of assistive device in the earthquake	2.51%	0.15%		
The child has not been attending education programmes for a long time	1.96%	2.75%	5.69%	3.42%
Child is working in agriculture	1.46%	1.26%	1.82%	0.85%
WASH facilities are not safe/ accessible	1.20%	0.41%		
Supporting household chores (Including taking care of elderly/siblings)	1.10%	1.11%	0.23%	
Child is engaged/married/pregnant	0.75%	0.50%		
Loss of stationeries in the earthquake	0.50%	0.70%		

**Source:** ESWG Needs Assessment 2024

In Syrian households, the primary reason for children’s non-attendance is the inability to cover school expenses, affecting 20.82% of children. Problems during registration are also significant, impacting 19.01%, while 17.46% fall into the “other” category. Distance and transportation issues affect 13.61% of children, overcrowded classrooms impact 6.31%, and 6.02% work instead of attending school. Afghan households show severe financial constraints, with 51.03% of children not attending school due to the inability to cover expenses. Only 4.10% cite “other”

reasons, while problems during registration affect 12.98%. 5.47% of Afghan children are working instead of attending school, and 5.69% have not attended school for a long time. Households of other nationalities report that 43.59% fall into the “other” category. Problems during registration impact 19.66%, and overcrowded classrooms affect 13.68%. Distance and transportation are barriers for 11.11%, and 4.27% of children work instead of attending school.

Common issues across all nationalities include financial constraints, which are particularly severe for Afghan households, and problems during registration, significant for Syrian, Afghan and other nationality households. Distance and transportation problems are notable for Turkish and Syrian children, while overcrowded classrooms are more of a concern for Turkish and other nationality households. Working children are a small but notable issue across all groups, especially among Afghan and Syrian households.

Specific concerns include the impact of the earthquake, which uniquely affects Turkish households, with issues like destroyed schools and loss of assistive devices. Additionally, previous data highlights significant gender disparities, particularly in Turkish and Syrian households, which may intersect with these reasons for non-attendance in education programmes and activities. The data point to a complex interplay of financial, logistical, and sociocultural factors preventing children from attending education programmes and activities.

### 6.5 Attendance Status of Children by Education Type

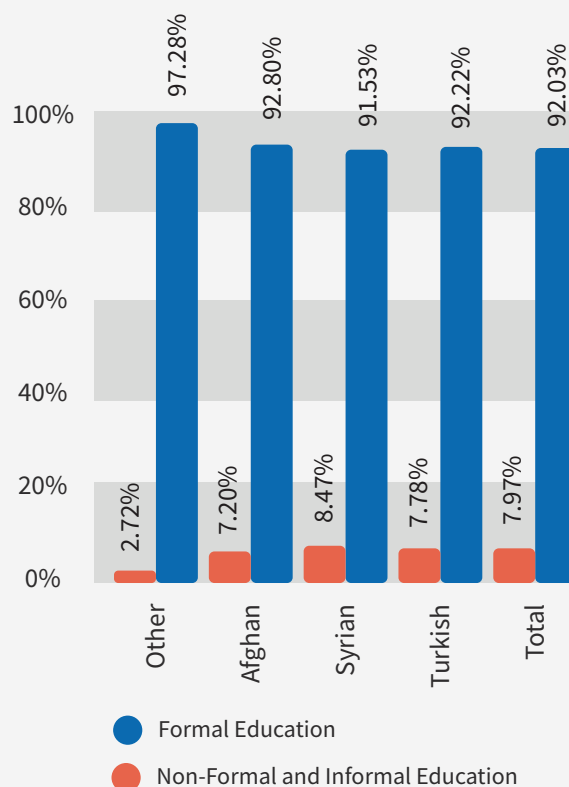
Based on responses from all households, 5,950 school-age children attended education programmes, accounting for 69.86% of the total number of children in respondent households. At the time of data collection, of these children, 92.03% attended formal education (52.17% girls), corresponding to 5,476 children (2,857 girls).<sup>22</sup> However, only 7.97% attended non-formal or informal education programmes or activities (52.03% girls), corresponding to 474 children (247 girls).<sup>23</sup>

Among children aged 5, 10.20% are in non-formal education (45.35% girls), while 89.80% attend formal education (57.72% girls). For those aged 10-13, 9.40% are in non-formal education (54.83% girls), and 90.60% are in formal education (49.80% girls). In the 6-9 age group, 6.67% are in non-formal educa-

tion (45.92% girls), with 93.33% in formal education (49.93% girls). Finally, for children aged 14-17 years, 6.91% are in non-formal education (64.08% girls), and 93.09% are in formal education (57.31% girls).

Based on the data in Figure 8, the assessment indicates that most children, regardless of nationality, attend formal education. However, Syrian children have the highest proportion of non-formal and informal education among the nationalities listed. Children from other nationalities have the lowest percentage in non-formal and informal education, suggesting better integration into the formal education system.

**Figure 8.** Analysis of the Distribution of Children Attending Different Education Types by Nationality



Source: ESWG Needs Assessment 2024

<sup>22</sup> Formal education includes all programmes that are structured, includes curricula developed/approved by the Ministry of National Education (MoNE), provides clear pathways for children/adolescents to access the Turkish Public Education system (including TVET and special needs), and is delivered by MoNE in its own education institutions.

<sup>23</sup> Non-formal system/informal system includes all programmes that do not correspond to the definition of the formal education system. It covers programmes implemented within and outside educational institutions, delivered by all partners (other line ministries, municipalities, and civil society partners), including the Ministry of National Education. These programmes are characterised by their variety, flexibility, and ability to respond quickly to new educational needs of children or adolescents. They complement formal education programmes and include extra-curricular activities in informal settings, such as youth clubs, informal groups or community-based learning.

## 6.6 Information on Types of Non-Formal and Informal Education

Of the children attending some form of education programme/activity specifically, 474 children (247 girls) or 7.97% attended non-formal or informal education programmes or activities.

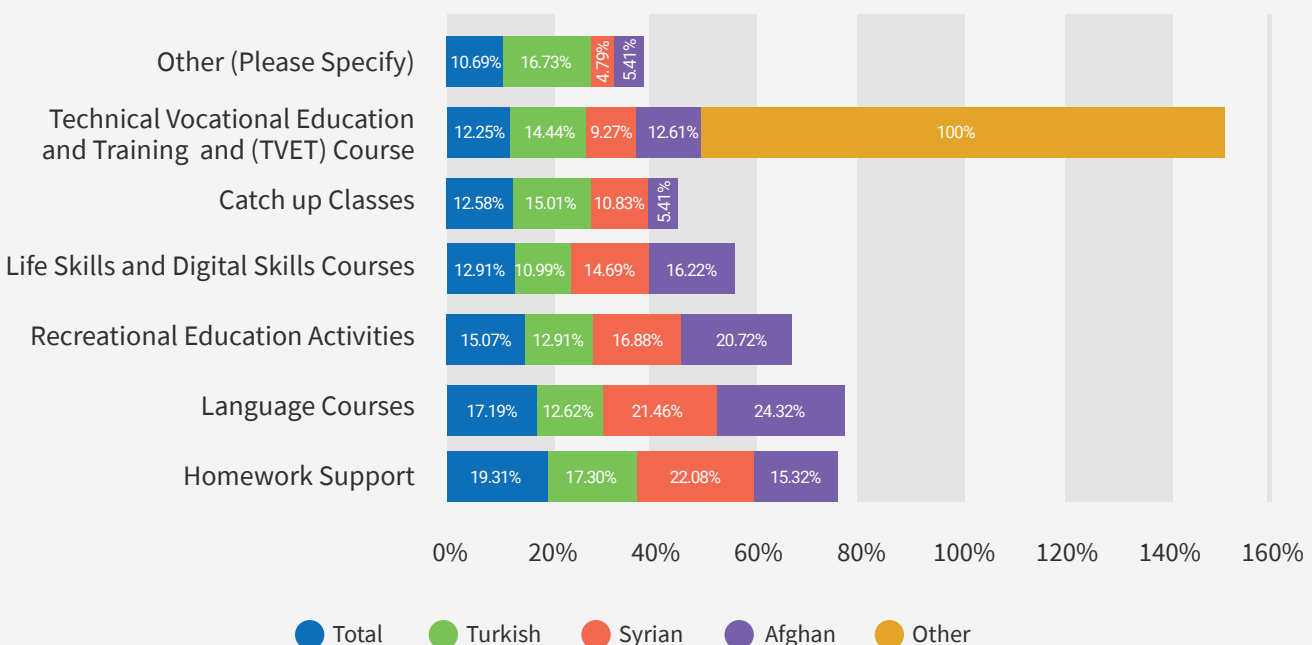
Figure 9 below analyses the distribution of 474 children across various non-formal and informal education programmes by nationality. The analysis reveals significant variations in participation rates among different nationalities and genders, highlighting diverse educational needs and preferences. Overall, 19.31% of children receive homework support, with a notable gender difference: 53.66% are girls. Syrian children show the highest participation in homework support at 22.08%, with girls making up 65.09% of this group. Turkish children follow at 17.30%, with 45.30% girls, and Afghan children at 15.32%, all of whom are girls. Language courses are attended by 17.19% of children, with 56.16% being girls. Afghan children have the highest attendance rate at 24.32%, with girls constituting 33.33% of this group. Syrian children follow at 21.46%, with a higher proportion of girls at 60.19%. Involvement in recreational activities stands at 15.07%, with girls making up 52.19% of participants. Afghan children again show higher participation at 20.72%, though with a lower proportion of girls (29.09%). Syrian children participate at a rate of 16.88%, with 56.17% being

girls, while Turkish children have a 12.91% participation rate, with 51.85% girls.

Life and digital skills courses are taken by 12.91% of children, with a majority being girls (59.12%). Afghan children lead in participation at 16.22%, with 61.11% girls, followed by Syrian children at 14.69%, with 59.57% girls. Turkish children participate at 10.99%, with a higher proportion of girls at 61.74%. Catch-up classes are attended by 12.58% of children, with a lower proportion of girls (44.57%). Turkish children are the main participants at 15.01%, with 53.08% being girls. TVET courses involve 12.25% of children, with 53.08% being girls. Turkish children have the highest attendance at 14.44%, though with only 6.26% girls. Afghan children participate at 12.61%, with 42.86% girls, while Syrian children have the lowest participation at 9.27%, with 39.33% girls.

Other forms of assistance such as participation in religious education and daycare, are attended by 10.69% (47.14% girls), with Turkish children (16.73% with 50.86% girls) most involved, followed by Afghan children (5.41% with 16.67% girls). This shows varied educational needs among different nationalities, highlighting the need for targeted educational interventions to address these diverse requirements.

**Figure 9.** Analysis of Children’s Attendance in Different Non-Formal and Informal Education Programmes by Nationality<sup>24</sup>



Source: ESWG Needs Assessment 2024

<sup>24</sup> Other National respondents preferred solely (100%) “Technical Vocational Education and Training (TVET)” courses.

## 6.7 Attendance Patterns of Children

Figure 10 below analyses the attendance patterns of the 5,950 children who attended education programmes by frequency of attendance and nationality. The assessment reveals that most children (92.17%) attend a relevant education programme every day of the week, both in formal and non-formal settings, with 52.29% of these daily attendees being girls, indicating that girls are well-represented across different education settings and nationalities. This consistent daily engagement in education highlights the inclusivity and reach of the educational programmes, ensuring that both boys and girls have access to regular learning opportunities.

Additionally, 3.01% of children (51.87% girls) attend education programmes four days a week, and 1.89% (36.24% girls) are registered but do not attend a relevant education programme. Specifically, 36% of these children registered but not attending school education programmes daily are girls.

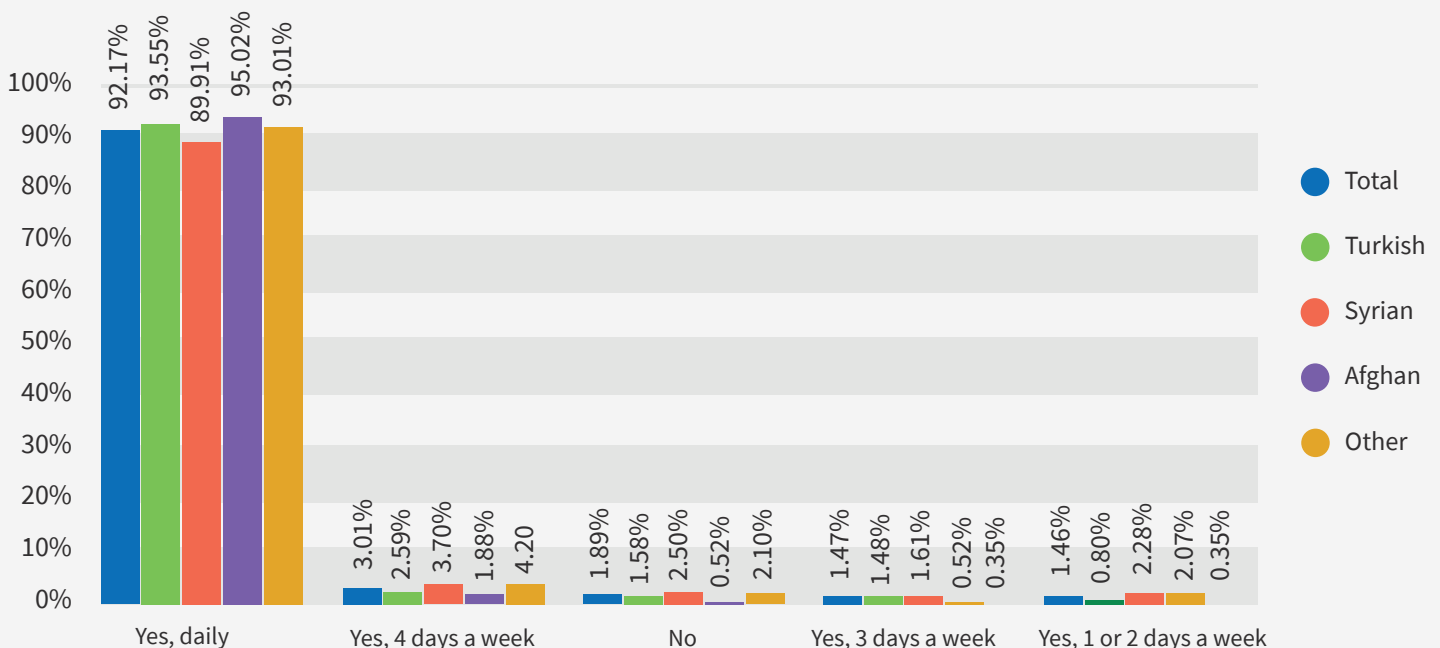
In earthquake-affected host communities, 93.55% of children (52.78% girls) attend education programmes daily, while 1.58% of children (40.36% girls) are registered but not attending. 2.59% of children (49.32% girls) attend education programmes four days a week.

89.91% of Syrian children (51.71% girls) attend school daily, while 2.50% of children (29.48% girls) are registered but do not attend education programmes. Furthermore, 3.70% of Syrian children (53.28% girls) attend education programmes four days a week, 1.61% attend three days a week (56.98% girls), and 2.28% attend one or two days a week (58.61% girls).

For Afghan refugees, 95.02% of children (50.17% girls) attend education programmes daily, with 0.52% registered but not attending (100% girls). Respondents from other nationalities reported that 93.01% of their children (60.15% girls) attend education programmes daily, while 2.10% are registered but do not attend (100% girls).

The data highlights the high daily attendance rates across different nationalities, with Afghan children showing the highest daily attendance. It also shows the varied attendance patterns among Syrian children, who have a slightly higher rate of non-attendance and partial attendance than other groups. Regardless of nationality, most children are engaged in daily education programmes and activities, with girls making up a significant proportion of the attendees.

**Figure 10.** Analysis of Children’s Attendance in Different Formal, Non-Formal and Informal Education Programmes by Nationality





## 6.8 Basic Needs and Support to Promote School Attendance

Ensuring access to education-related basic services is crucial as it lays the foundation for equitable learning opportunities. The assessment findings elaborated in Table 4 reveal that 15.97% of the respondents identified a safe learning environment as fundamental to promoting school attendance. Following closely behind, 15.58% highlighted the importance of access to education materials for effective teaching and learning. Transport support emerged as a critical necessity for 11.33% of the respondents, emphasizing its significance in facilitating access to education. Other essential needs mentioned include access to nutritious meals (9.26%), language support such as Turkish language classes (7.32%), clean drinking water (6.66%), availability of common spaces for studying or leisure within residential areas (5.84%), accessible washrooms/toilets (5.41%), counselling or mental health support (5.41%), access to electricity (4.29%), specialized education services (4.13%), and community outreach programmes (3.60%). Additionally, 2.73% of the respondents cited other specific needs and services<sup>25</sup> as crucial for continuing their children's education, and 2.46% of the respondents mentioned the need for assistive devices for children with disabilities. These findings underscore the diverse range of basic needs and services perceived as vital by respondents to ensure their children's access to quality education and continuity in education.

Common needs across all nationalities include a safe learning environment and educational materials. At the same time, differences are observed in specific needs, such as transportation support and language assistance, reflecting the unique challenges faced by each group.

More specifically, Turkish children indicated the need for a safe learning environment (16.13%), educational materials (12.77%) and transportation support (9.67%). Syrian children have the highest demand for educational materials (19.04%) and a safe learning environment (16.24%), along with significant needs for transportation support (13.51%) and language support (10.24%). Afghan children also prioritize a safe learning environment (12.69%) and educational materials (14.29%), but they have a notable need for transportation support (10.10%) and counselling or mental health support (8.18%). Children from other nationalities similarly require a safe learning environment (15.90%) and educational materials (11.98%), with additional needs for nutritious meals (8.93%) and language support (8.50%).

Based on the responses, 18.33% indicated that their children aged 5 need a safe learning environment. Educational materials are needed by 13.98%, transportation support by 10.53% and nutritious meals by 8.63%. Language support (Turkish classes) is required by 7.69%, clean drinking water by 6.90% and access to washrooms and toilets by 5.82%. For children aged 6-19, 16.67% need educational materials, 15.91% need a safe learning environment, 11.40% need transportation support, 10.21% require nutritious meals, and 7.55% need language support. Children aged 10-13 have similar needs, with 16.13% requiring educational materials, 15.07% needing a safe learning environment, 11.70% needing transportation support, 9.35% requiring nutritious meals and 7.39% needing language support. Additionally, 6.46% need clean drinking water. For ages 14-17, 15.53% need educational materials, 15.29% need a safe learning environment, and 12.23% need transportation support.

**The assessment findings elaborated 15.97% of respondents identified a safe learning environment as fundamental to promoting school attendance.**

<sup>25</sup> Other reasons specified by respondents include lack of school uniforms, school bags, stationery, and health-related support.

**Table 4.** Analysis of Basic Needs and Services Identified to Promote School Attendance by Nationality

Basic Needs and Services Required	% Total	%Turkish	% Syrian	% Afghan	% Other
Safe learning environment	15.97%	16.13%	16.24%	12.69%	15.90%
Educational materials (for teaching and learning)	15.58%	12.77%	19.04%	14.29%	11.98%
Transportation support	11.33%	9.67%	13.51%	10.10%	6.97%
Nutritious meals	9.26%	8.73%	10.13%	7.42%	8.93%
Language support (e.g., Turkish language classes)	7.32%	4.71%	10.24%	7.19%	8.50%
Clean drinking water	6.66%	8.35%	4.89%	5.64%	6.75%
Language support (e.g., Turkish language classes)	6.66%	4.71%	10.24%	7.19%	8.50%
Availability of common spaces for studying/leisure in place of residence	5.84%	8.04%	3.33%	6.11%	5.23%
Accessible washrooms/toilets	5.41%	7.54%	3.03%	5.26%	5.88%
Counselling or mental health support	5.41%	6.28%	3.93%	8.18%	8.50%
Electricity	4.29%	5.97%	2.46%	3.57%	5.66%
Special education services	4.13%	4.07%	3.96%	5.64%	5.45%
Community outreach programmes	3.60%	3.76%	3.17%	5.26%	3.92%
Other (please specify)	2.73%	1.16%	4.28%	4.18%	3.27%
Assistive devices for children with disabilities (glasses, wheelchair, hearing aid, etc.)	2.46%	2.83%	1.74%	4.46%	3.05%
Availability of teachers	0.01%		0.03%		

Source: ESWG Needs Assessment 2024

## 6.9 Disability Inclusion

In the assessment, 93.56% of the respondents indicated that their children do not have any disabilities. Of the remaining respondents, 5.57% stated that their children had disabilities before the earthquake, with girls accounting for 42.91% of these cases. Only 0.87% of the respondents reported that their children acquired disabilities due to the earthquake, and 65.70% of these children are girls.

Among children with disabilities prior to the earthquakes (5.57%), the age distribution is as follows: 6.73% are aged 6-9 years, 6.60% aged 10-13 years, 4.70% aged 14-17 years, and 2.79% aged 5 years. Among children who acquired disabilities after the earthquakes (0.87%), the age distribution is as follows: 2.04% are aged 10-13 years, 0.72% are aged 5 years, 0.39% are aged 6-9 years, and 0.17% are aged

14-17 years. Considering that girls constitute 42.91% of the total children, it is important to assess their representation within these percentages to understand the gender impact.

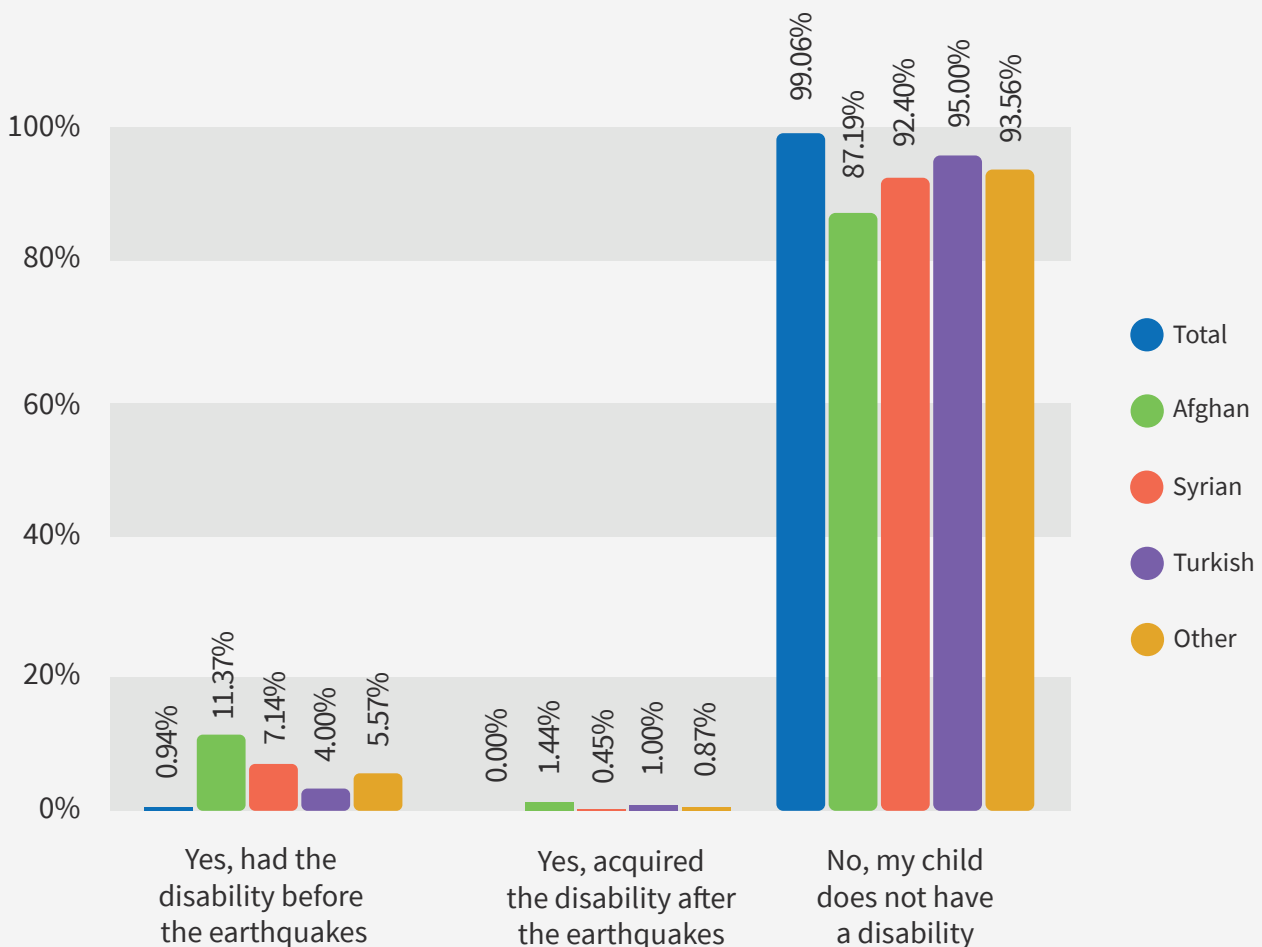
Before the earthquakes, children with disabilities experienced various challenges: 28.77% had difficulty communicating clearly or understanding others; 27.30% faced challenges in reading, writing or understanding information compared to their peers; 25.29% had difficulties in walking or moving without assistance; and 18.63% struggled with impaired vision. Following the earthquake, among the 0.87% of affected children, 26.13% experienced difficulty in walking or moving independently; 27.56% encountered issues with clear communication or understanding others; 29.39% found tasks such as

reading, writing or comprehending information challenging compared to their peers; and 16.91% noted difficulties in seeing objects clearly, whether close or at a distance.

193 households (5.57%) with 554 school-age children, reported having children with pre-earthquake disabilities. Among these, 78 households revealed that their 213 children (46.98% girls) of school-going age are not participating in any education programmes, meaning only 38.44% of children with pre-earthquake disabilities are involved in education programmes. Among refugees, 7.14% of Syrians had pre-earthquake disabilities, with girls accounting for 51.24% of this group, and Afghans had the highest rate of pre-earthquake disabilities at 11.37%, with 45.38% being girls.

Regarding post-earthquake disabilities, 0.87% of the respondents, representing 36 households with 94 school-age children (65.70% girls), reported having children with post-earthquake disabilities. Among these, 12 households indicated that their 29 school-age children (74.73% girls) are not participating in any education programmes, meaning only 30.85% of children with post-earthquake disabilities are involved in education programmes. Among children of non-Turkish respondents, 0.45% of Syrians acquired post-earthquake disabilities, with girls making up 51.40% of this group, while Afghans had a post-earthquake disability rate of 1.44%, with 45.38% being girls. 1.18% of Turkish children acquired various types of disabilities, with girls accounting for 53.40% of this group.

**Figure 11.** Analysis of the Acquisition of Disability (Before or After Earthquakes) by Nationality



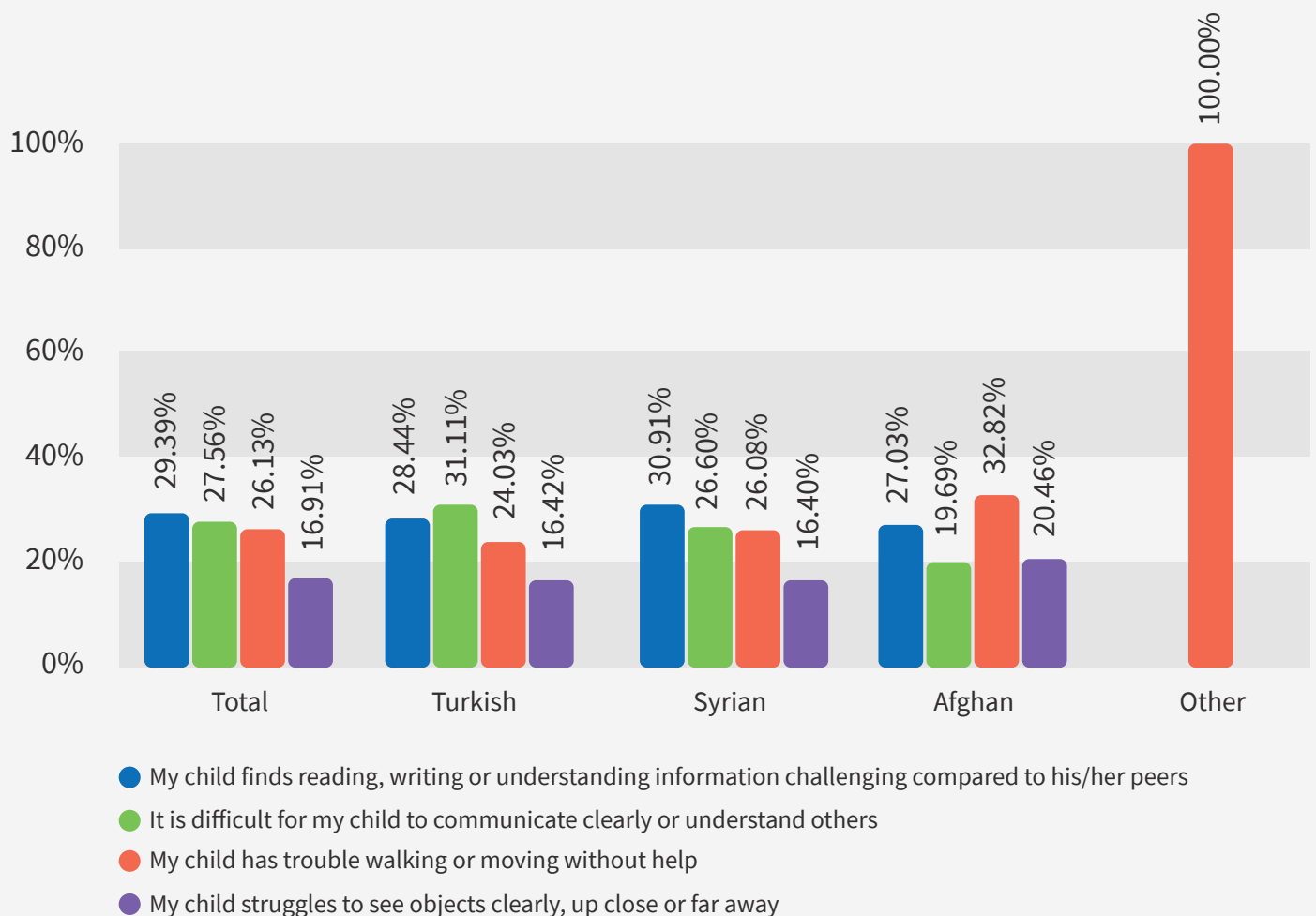
Source: ESWG Needs Assessment 2024

The data in Figure 12 unpacks the type of disabilities experienced by children across different nationalities. The most significant challenge is difficulty in reading, writing or understanding information, affecting 29.39% of children overall. Communication issues follow closely, impacting 27.56% of children.

Common needs across nationalities include difficulties in reading, writing or understanding information, which is prevalent among Turkish (28.44%), Syrian (31.11%), and Afghan children (27.03%), and communication issues affecting Turkish (24.03%), Syrian (26.08%), and Afghan children (19.69%). Spe-

cific needs by nationality reveal that Turkish children also face mobility challenges (16.42%) and vision problems (24.03%). Syrian children have significant mobility challenges (26.60%) and vision problems (16.40%). Afghan children experience a high incidence of vision problems (32.82%) and moderate mobility challenges (16.40%). Children from other nationalities report 100% communication issues as their primary challenge, with no other categories reported. This data highlights the need for tailored educational and health interventions that address common and specific challenges among children from different nationalities.

**Figure 12.** Analysis of the Type of Disability by Nationality



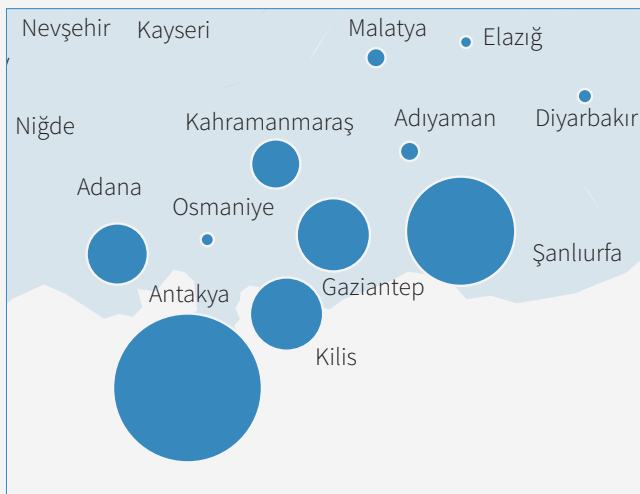
Source: ESWG Needs Assessment 2024

## 7. Sub-Regional Needs Assessment Analysis

The following section provides subregional snapshots of the needs assessment, aligned with the structure of the ESWG, where subnational working groups are established in Gaziantep (for the Southeast region), Istanbul (for the Marmara region), and Izmir (for the Aegean region). It should be noted that for this assessment, information is available only from Istanbul specifically and not from the entire Marmara region.

### 7.1 Southeast/Earthquake-Affected Region

**Figure 13.** Geo Details – Demographics of the Respondents from Southeast/Earthquake-Affected Region

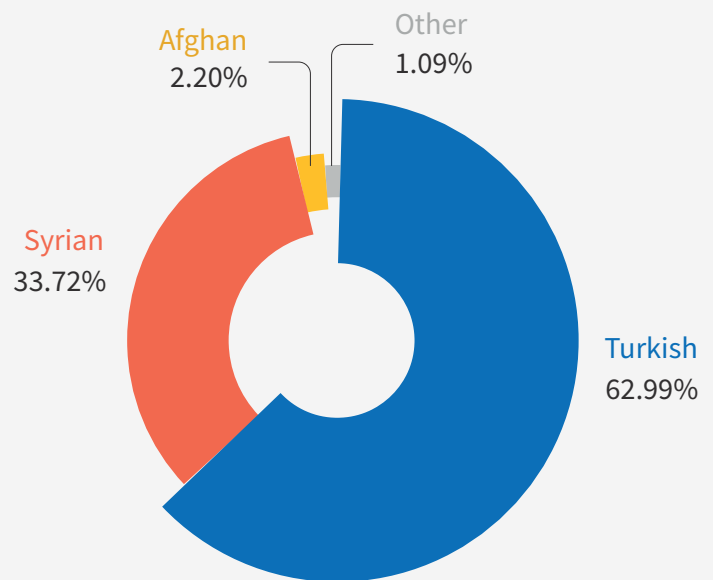


Source: ESWG Needs Assessment 2024

One of the primary objectives of the assessment was to identify the needs of households affected by earthquakes. This work encompassed households of all nationalities residing in earthquake-affected regions, including Turkish and non-Turkish. Household respondents in earthquake-affected regions account for 58.95% of the whole sample, including

57.94% of all children. 2,450 households participated, representing 4,935 children aged 5-17, of whom 50.86% were reported to be girls.

**Figure 14.** Analysis of Respondents from Southeast/Earthquake-Affected Region by Nationality

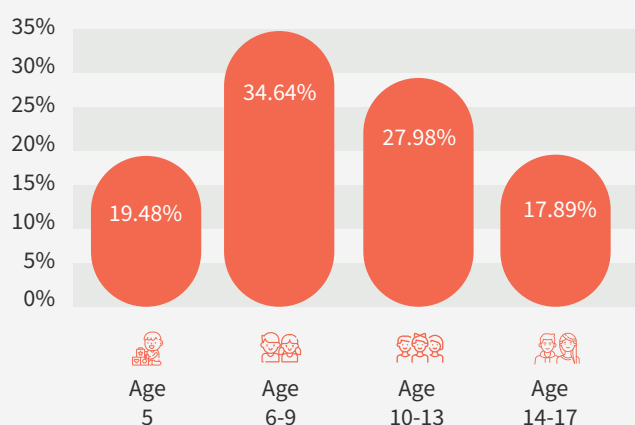


Source: ESWG Needs Assessment 2024

Household respondents from the Southeast/earthquake-affected region encompassed various nationalities, including Turkish (62.99%) in host communities, Syrians (33.72%), Afghans (2.20%), and other nationalities (1.09%).

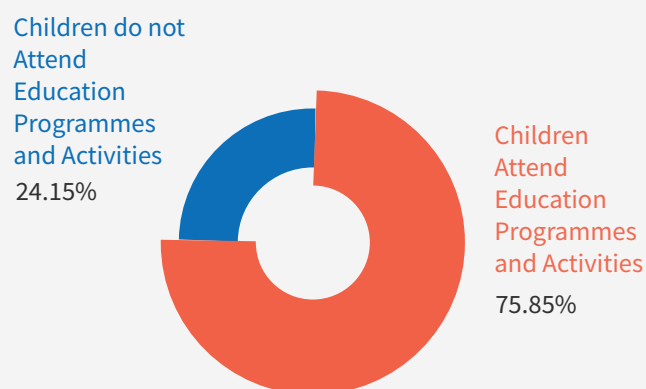
Figure 15 shows the distribution of children from respondent households in the Southeast region by age group. The most children are in the age range of 6-9 years (34.64%) whereas the least were the age range between 14-17 years (17.89%).

**Figure 15.** Analysis of School-Age Children in Southeast/Earthquake-Affected Region by Age Group



Source: ESWG Needs Assessment 2024

**Figure 16.** Analysis of Children Attending Education Programmes in Southeast/Earthquake-Affected Region



Source: ESWG Needs Assessment 2024

Data on children's education in the SouthEast/earthquake-affected region shows that 3,747 children (51.91% girls) attend education programmes and activities from 75.85% of households. Meanwhile, the remaining 24.15% of households reported that their 1,192 children (45.11% girls) did not attend any education programme.

**Table 5.** Analysis of Reasons for Children not Attending Education Programmes by Nationality in Southeast/Earthquake-Affected Region

Reasons for Children not Attending Education Programme	% Total	% Turkish	% Syrian	% Afghan	% Other
Other (please specify)	18.06%	21.68%	14.59%	3.54%	37.84%
Not being able to cover school expenses	15.24%	14.68%	15.84%	23.89%	1.35%
Problems faced during registration	13.93%	5.83%	20.38%	32.74%	14.86%
Distance to school/transportation problems	14.04%	16.08%	12.83%	2.65%	16.22%
Overcrowded classrooms	10.73%	14.45%	7.33%		21.62%
Child is working	6.60%	3.54%	5.21%	3.54%	2.70%
Problems accessing disability-related services	4.30%	3.39%	10.70%	-	-
The child has not been attending education programmes for a long time	3.75%	1.84%	5.35%	7.08%	4.05%
Negative/bad influence from friends not attending school	2.96%	2.36%	0.88%	12.39%	-
The school was destroyed in the earthquake	2.24%	4.20%	0.59%	-	-
Supporting household chores (Including taking care of elderly/siblings)	2.00%	1.18%	2.05%	-	-
No teacher trained in disability inclusion	1.72%	2.65%	0.8%	7.08%	
Child is working in agriculture	1.51%	1.84%	0.66%	7.08%	1.35%
Loss of stationeries in the earthquake	1.48%	0.37%	0.37%	-	-
Child is engaged/married/pregnant	0.83%	0.44%	0.15%	-	-
Loss of assistive device in the earthquake	0.34%	3.69%	-	-	-
WASH facilities are not safe/physically accessible	0.28%	1.77%	11.00%	-	-

Source: ESWG Needs Assessment 2024

Based on Table 5, several common and distinct challenges impact children’s attendance in education programmes across various nationalities. The most frequently cited reason is “other,” encompassing diverse issues, with 18.06% of households mentioning it. More specifically, respondents cited a lack of MHPSS, children being underage, health issues and a rise in peer bullying at school as factors leading to their children dropping out and not attending education programmes. This reason is especially prevalent among Turkish and “other” nationalities at 21.68% and 37.84%, respectively. Economic barriers, such as the inability to cover school expenses, affect 15.24% of the respondents, particularly Afghans (23.89%) and Syrians (15.84%). Registration problems are significant for Afghans (32.74%) and Syrians (20.38%), suggesting documentation or bureaucratic hurdles. Transportation issues impact 14.04% of the children, especially Turkish (16.08%) and “other” nationalities (16.22%).

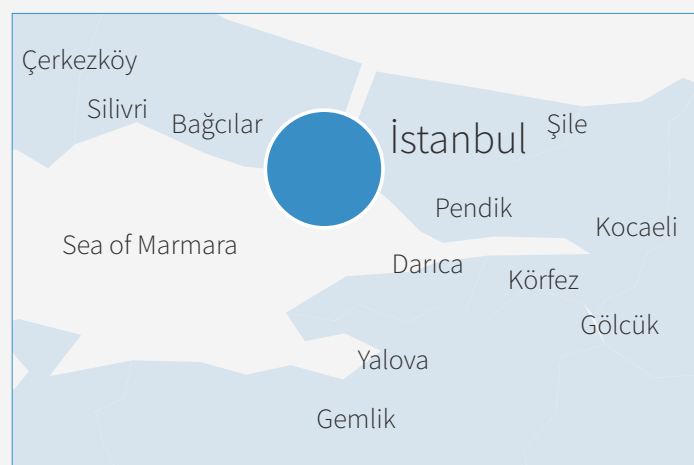
Distinct challenges emerge across different groups. For instance, overcrowded classrooms are a notable issue for Turkish (14.45%) and “other” nationalities (21.62%), indicating infrastructure problems. Afghans face considerable registration difficulties (32.74%) and social influences (12.39%), while Turkish respondents are more affected by the destruction of schools due to earthquakes (4.20%). Though a smaller percentage overall, working children are more prevalent among “other” nationalities (2.70%) and those engaged in agriculture, notably Afghans (7.08%).

Notably, the percentage of children with disabilities is higher in earthquake-affected provinces compared to non-affected provinces in this region. The assessment sheds light on the challenges faced by children with disabilities, 4.30% of whom are not participating in any education programmes and children experiencing difficulties in accessing disability-related services, further impeding their educational attendance. Access to disability-related services is a significant barrier for Syrian children (10.70%) in particular.

Overall, in the earthquake-affected areas, while economic barriers, registration issues, and transportation problems are common across nationalities, each group faces unique challenges. Afghan children struggle with registration and economic difficulties, Turkish children with infrastructural issues and natural disaster impacts and Syrian children with access to disability services. Furthermore, in earthquake-affected areas, the respondents highlighted that basic needs and services for their children to attend school regularly include educational materials, transportation assistance, clean drinking water, WASH facilities, a secure learning environment, MHPSS, language support and assistive devices for children with disabilities.

## 7.2 Istanbul

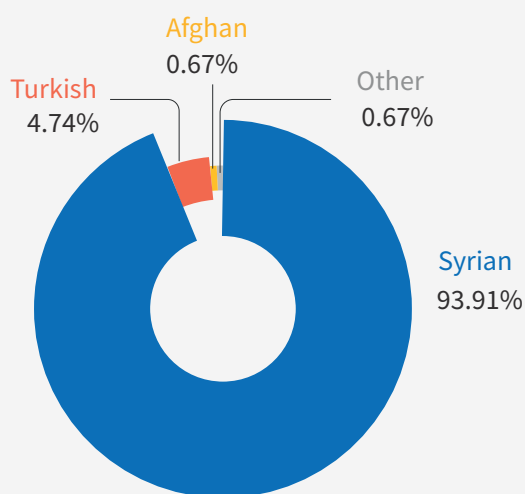
**Figure 17. Geo Details - Demographics of the Respondents from Istanbul**



**Source:** ESWG Needs Assessment 2024

Household respondents from Istanbul account for 22.69% of the whole sample, including 25.76% of all children. In total, 943 households participated, representing 2,194 school-age children aged 5-17, of whom 51.92% were reported to be girls.

**Figure 18.** Analysis of Respondents from Istanbul by Nationality

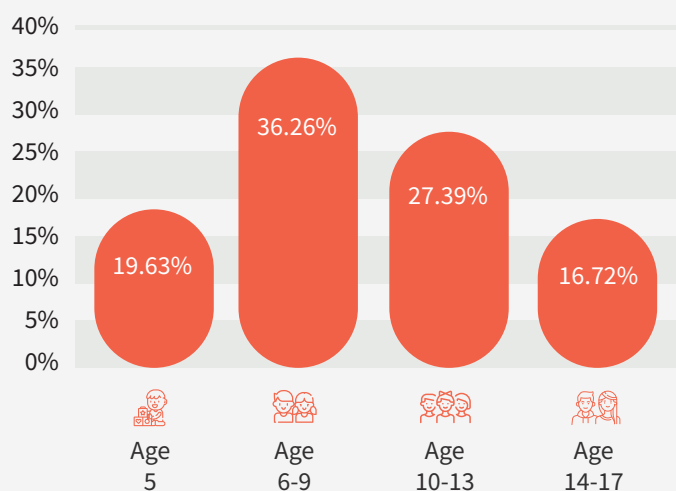


Source: ESWG Needs Assessment 2024

Household respondents from Istanbul comprised a major portion of the sample, with 93.91% being Syrian households and 4.74% being Turkish households. These Turkish households were affected and displaced by the earthquakes. The survey included earthquake-affected households, primarily Turkish (2.59%), who relocated to Istanbul, and refugees (6.31%) of various nationalities who moved from earthquake-affected areas to Istanbul. The remaining assessed households consisted of non-earthquake-affected refugees, predominantly Syrian refugees residing in Istanbul.

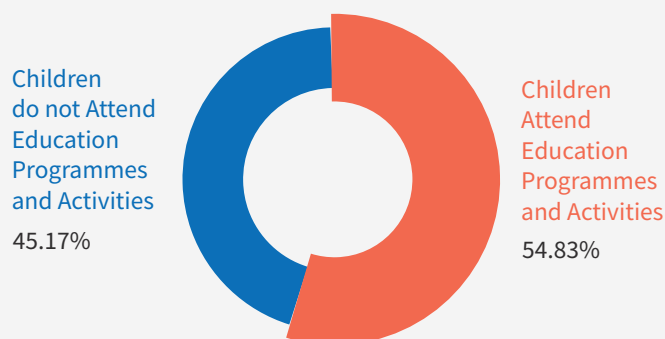
The data shows the age distribution of school-age children in households in Istanbul: 19.63% (57.30% girls) aged 5, 36.26% (50.45% girls) aged 6-9, 27.39% (45.45% girls) aged 10-13, and 16.72% (59.47% girls) aged 14-17. This indicates a higher representation of 6-9-year-olds. The highest percentage of girls were in the two cohorts with the lower proportion of school-age children: Age 5 and Aged 14 to 17.

**Figure 19.** Analysis of School-Age Children in Istanbul by Age Group



Source: ESWG Needs Assessment 2024

**Figure 20.** Analysis of Children Attending Education Programmes in Istanbul



Source: ESWG Needs Assessment 2024

Data on children's education in Istanbul show that 54.83% of children, or 1,203 children (50.85% girls), attend education programmes/activities. However, 45.17% of the children, or 991 children (54.60% girls), reported no attendance in such programmes.



**Table 6.** Analysis of Reasons for Children not Attending Education Programmes by Nationality in Istanbul

Reasons for Children not Attending Education Programme	% Total	% Turkish	% Syrian	% Afghan	% Others
Not being able to cover school expenses	26.70%	65.38%	24.51%	100.00%	83.33%
Other (please specify)	19.41%	30.77%	19.27%		
Problems faced during registration	16.63%		17.29%		16.67%
Distance to school/transportation problems	14.91%		15.60%		
Overcrowded classrooms	6.28%	3.85%	6.52%		
Child is working	6.01%		6.29%		
Negative/bad influence from friends not attending school	2.34%		2.44%		
Problems accessing disability-related services	2.17%		2.27%		
Child is working in agriculture	1.28%		1.34%		
No teacher trained in disability inclusion in the school	1.17%		1.22%		
Child is engaged/married/pregnant	0.83%		0.87%		
WASH facilities are not safe/physically accessible	0.78%		0.81%		
The child has been out of school for a long time	0.72%		0.76%		
Supporting household chores (Including taking care of elderly/siblings)	0.39%		0.41%		
Loss of assistive device in the earthquake	0.22%		0.23%		
The school was destroyed in the earthquake	0.17%		0.17%		

Source: ESWG Needs Assessment 2024

Based on the analysis in Table 6, several common and distinct challenges across various nationalities impact children’s attendance in education programmes and activities. The most frequently cited reason is the inability to cover school expenses, affecting 26.70% overall, with Afghan (100.00%), Turkish (65.38%), and “other” nationalities (83.33%) being the most affected. Additionally, 19.41% cited “other” reasons, wherein respondents cited a lack of MHPSS, children being underage, health issues and a rise in peer bullying at schools as factors leading to their children dropping out and not attending education programmes. This was mentioned particularly by Turkish (30.77%) and Syrian (19.27%) respondents. Problems faced during registration affect 16.63% overall, notably Syrian (17.29%) and “other” nationalities (16.67%), while distance to school or transportation problems impact 14.91%, especially among Syrians (15.60%).

Distinct challenges also emerge: Turkish respondents frequently mention unspecified “other” reasons (30.77%) and overcrowded classrooms (3.85%). Syrians face significant registration prob-

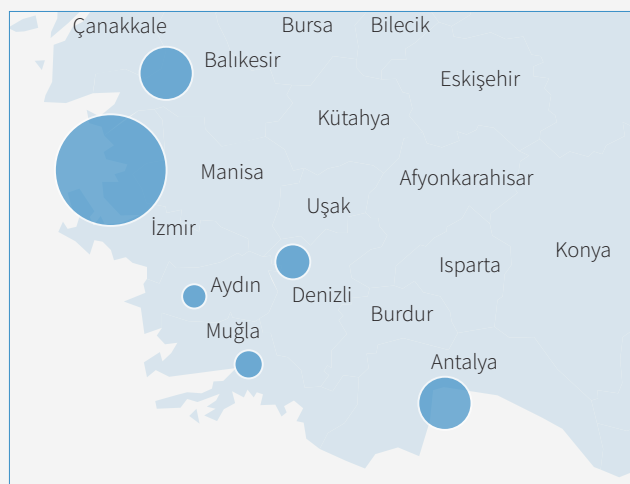
lems (17.29%), economic barriers (24.51%) and transportation issues (15.60%). Afghan children are universally hindered by financial constraints (100.00%). Additional issues include overcrowded classrooms, which affect 6.28% overall, with Syrians (6.52%) slightly more impacted. Child labour is reported by 6.01% overall, mainly among Syrians (6.29%). Minor reasons include negative influences from friends (2.34%), problems accessing disability-related services (2.17%) and a lack of teachers trained in disability inclusion (1.17%).

While financial constraints and registration issues are common across nationalities in Istanbul, each group faces unique challenges. Afghan children struggle primarily with financial barriers, Turkish children with economic and other unspecified issues, and Syrians with registration, transportation and disability-related challenges. Addressing these varied needs requires tailored interventions considering the specific circumstances of each nationality. Furthermore, a safe learning environment, education materials for teaching and learning, Turkish language support, transportation aid, nutritious meals,

community outreach initiatives, clean drinking water and accessible water, sanitation and hygiene (WASH) facilities were identified as fundamental needs and services necessary for children to pursue their education.

### 7.3 Aegean Region

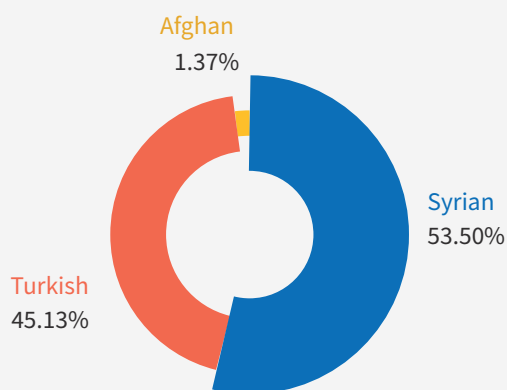
**Figure 21. Geo Details-Demographics of the Respondents' in the Aegean Region**



Source: ESWG Needs Assessment 2024

Household respondents from the Aegean region account for 1.85% of the whole sample, including 1.81% of all children. In total 77 households participated, representing 155 children aged 5-17, of whom 55.10% were reported to be girls.

**Figure 22. Analysis of Respondents from the Aegean Region by Nationality**



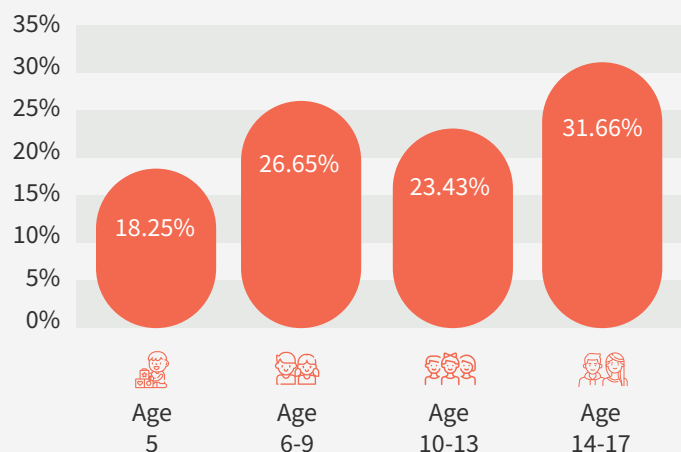
Source: ESWG Needs Assessment 2024

The largest household respondents are Syrians, comprising 53.50% of the total. Turkish respondents make up the second largest group at 45.13%. Afghan respondents constitute the smallest portion, representing only 1.37%. These data indicate that Syrian households are the predominant group in the Aegean region, followed closely by Turkish households, with Afghan households being a small minority.

The survey included earthquake-affected households, primarily Turkish (2.03%), who relocated to İzmir, along with refugees (1.47%) of various nationalities who moved from earthquake-affected areas to the Aegean region. The remaining assessed households consisted of non-earthquake-affected refugees, predominantly Syrian and Afghan refugees residing in the Aegean region.

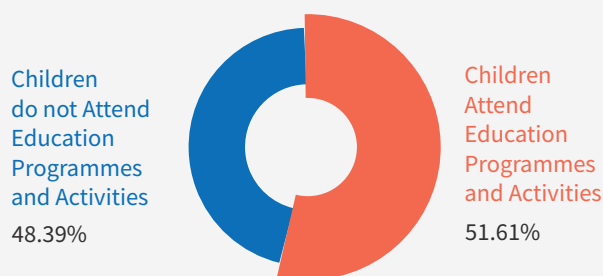
The data show the distribution of children in households in the Aegean region by age group: 18.25% aged 5 (69.61% girls), 26.65% (50.34% girls) aged 6-9, 23.43% (72.52% girls) aged 10-13, and 31.66% (37.85% girls) aged 14-17. This distribution indicates a higher representation of 14-17-year-old children in the assessment. The percentage of girls is lowest in the oldest cohort of children aged 14-17 whereas they are the majority in all other cohorts.

**Figure 23. Analysis of School-Age Children in Aegean Region by Age Group**



Source: ESWG Needs Assessment 2024

**Figure 24.** Analysis of Children Attending Education Programmes in the Aegean Region



Source: ESWG Needs Assessment 2024

Data on children’s education in the Aegean region show that 51.61% of the children, or 80 of them (58.52% girls), attend education programmes/activities. However, 48.39% of the children, or 75 children (48.72% girls), reported no attendance in such programmes.

The age group with the highest percentage of children not attending education programmes is 14-17 years, with 31.66% of the respondents (37.85% girls) reporting non-attendance. Next is the 6-9 years group at 26.65% (54.34% girls), followed by 10-13 years at 23.43% (72.52% girls), and 5 years at 18.25% (61.61% girls).

Of the assessment respondents, Syrians form the major portion of the sample in the Aegean region at 53.50%, followed by the Turkish respondents impacted by the earthquake.

Based on the analysis in Table 7, several common and distinct challenges impact children’s attendance in education programmes and activities across different nationalities. The most frequently cited reason is “other,” affecting 21.66% overall, with Turkish respondents at 19.30% and Syrians at 23.96%. For this option, respondents cited a lack of

MHPSS, children being underage, health issues, and a rise in peer bullying at schools as factors leading to their children dropping out and not attending education programmes.

Problems faced during registration are significant for 21.02% overall, particularly for Afghans (50.00%) and Syrians (31.25%), suggesting major bureaucratic hurdles. Economic barriers, such as not being able to cover school expenses, impact 19.75% overall, with 30.21% of Syrians and 25.00% of Afghans affected, highlighting severe financial constraints.

Distance to school or transportation problems affect 16.56% overall, a major issue for Turkish (35.09%) and Afghan (25.00%) respondents. Turkish respondents also report significant influence from negative/bad friends (21.05%) and overcrowded classrooms (21.05%), indicating social and infrastructural issues.

Overall, 4.46% of children have been out of school for a long time, with 7.29% of Syrians affected, suggesting ongoing absenteeism. Child labour, although less frequent, impacts 1.27% overall, mainly Syrians (2.08%).

While registration issues, economic barriers, and transportation problems are common across all nationalities, each group faces unique challenges. Afghan children primarily struggle with registration issues, Syrian children with registration and financial constraints, and Turkish children with transportation problems and social influences. Furthermore, transportation support, Turkish language support, education materials for teaching and learning, a safe learning environment, nutritious meals, community outreach initiatives, clean drinking water, and accessible water, sanitation and hygiene (WASH) facilities are identified as basic needs and services necessary for children to facilitate attendance in education.

**Table 7.** Analysis of Reasons for Children not Attending Education Programmes by Nationality in the Aegean Region

Reasons for Children not Attending Education Programme	% Total	% Turkish	% Syrian	% Afghan
Other (please specify)	21.66%	19.30%	23.96%	
Problems faced during registration	21.02%	1.75%	31.25%	50.00%
Not being able to cover school expenses	19.75%	1.75%	30.21%	25.00%
Distance to school/transportation problems	16.56%	35.09%	5.21%	25.00%
Negative/bad influence from friends not attending to school	7.64%	21.05%		
Overcrowded classrooms	7.64%	21.05%		
The child has been out of school for a long time	4.46%		7.29%	
Child is working	1.27%		2.08%	

Source: ESWG Needs Assessment 2024

## 8. Summary of the Challenges



Education challenges have been diverse and complex following the earthquakes for children of all nationalities. Below is a summary of the key challenges.

### Financial Issues Constraining Access to and Attendance in Education



Financial issues have a notable impact on education accessibility, as evidenced by 21.48% of the respondents citing financial constraints as a barrier to covering school expenses and a contributing factor to their children not attending education programmes. This exacerbates the struggle for households to afford education, particularly amidst rising living costs and economic downturns.

These figures highlight the added challenges for vulnerable populations, especially in earthquake-affected regions. Financial strains are worsened by displacement, infrastructure damage, rising living costs and a declining economic environment, making it harder for households, including refugees, to finance their children's education.

### Registration Difficulties Constrain Access to Education



Around 14.30% of the respondents identified registration hurdles as a primary reason for their children not attending education programmes. This includes difficulties such as lacking necessary identification documents and encountering challenges related to address changes, all of which impede enrolment. Syrians (19.01%), Afghans (12.98%) and individuals from other nationalities (19.66%) specifically mentioned registration hurdles as a barrier to school attendance. In earthquake-affected regions, 14.04% face obstacles during registration or lack essential identification documents, leading to delays or prevention of enrolment. In earthquake-affected provinces, Afghans (32.74%) and Syrians (20.38%), along with other nationalities, cited registration obstacles as the main reason for their children not attending education programmes.

### Transportation Issues Constrain Access to and Attendance in Education



A notable portion of the respondents, namely 14.00%, identify distance and transportation issues as key barriers to school attendance, resulting in children not attending education programmes. The challenges are evident across all nationalities, affecting Turkish earthquake-affected children (17.27%), Syrians (13.61%), Afghans (2.96%) and those from other nationalities (11.11%). Address changes often exacerbate transportation challenges, particularly when households relocate far from the school assigned to their children. This distance makes commuting to school impractical and poses a considerable obstacle to regular attendance.

### Overcrowded Classrooms



9.33% of the respondents highlight overcrowded classrooms as a significant factor affecting the quality of education, leading to their children not attending education programmes. The majority of these concerns are reported by Turkish earthquake-affected host communities, accounting for 15.41% of the respondents, followed by Syrians (6.31%), Afghans (4.10%) and individuals from other nationalities (13.68%). In earthquake-affected regions, 10.73% of the respondents mentioned overcrowded classrooms as a reason for children not attending education programmes. This issue underscores the importance of addressing infrastructure and resource limitations in educational settings to ensure a conducive learning environment for all students. In addition, 2.24% of the respondents reported that their children's schools were destroyed by the earthquake.

### Prevalence of Peer Bullying



In additional specified areas regarding reasons for refugee children, particularly Syrians and Afghans, not attending education programmes, there was mention of an increase in peer bullying as a factor deterring their children from attending education programmes. This was described as a significant challenge.

### Unaddressed Needs of Children with Disabilities



5.57% of the respondents indicated that their children had disabilities before the earthquakes, while 0.87% reported that their children acquired disabilities as a result of them. Disabilities included difficulties in mobility, communication and learning and vision impairments.

A total of 4.35% of the respondents mentioned that accessing disability-related services posed a challenge for their children, contributing to their absence from school or not attending education programmes.

### Child is Working



6.22% of the respondents reported that their children are engaged in labour to supplement their household's income, resulting in their absence from school. This percentage includes children involved in agricultural work, presenting a challenge to their attendance at school. Girls' education is notably affected by child labour.

### Insufficient Educational Resources



15.58% of the respondents, primarily refugees, perceive a lack of teaching and learning materials as a significant challenge hindering their children's education, particularly in earthquake-affected regions.

### Access to Nutritious Meals, Clean Drinking Water, and Toilets



9.26% of the respondents identified a lack of nutritious meals; 6.66% highlighted the absence of clean drinking water; and 5.41% mentioned the inadequate provision of restrooms/toilets as basic needs lacking in schools for their children. These deficiencies were cited as challenges hindering their children's attendance at school.

### Insufficient Access to Mental Health and Psychosocial Support



Under additional specified areas concerning reasons for refugee children not attending education programmes, particularly among Syrians, Afghans and individuals of other nationalities, there were reports of insufficient MHPSS activities for both students and teachers. The absence of MHPSS was identified as a factor deterring their children from attending education programmes, which was also noted as a significant challenge.

### Inadequate Access to Language Support (e.g., Turkish Language Classes)



7.32% of the non-Turkish respondents indicated that language assistance, such as Turkish language classes, is essential for their children's education and social integration, the absence of which is posing a challenge for them.

In conclusion, these challenges highlight the urgent need for concerted efforts. By addressing these multifaceted challenges, we can create a more inclusive and equitable educational environment for refugees and host communities in Türkiye following the earthquakes. Gender-specific challenges in education are evident, particularly for girls in earthquake-affected areas. Barriers such as financial constraints, registration issues and overcrowded classrooms hinder their access. Girls (62.96%) in sectors like agriculture face further hurdles due to child labour. Additionally, the lack of mental health support contributes to increased peer bullying, impacting girls' attendance. To address these, targeted interventions like financial aid and MHPSS initiatives are crucial, alongside efforts to enhance non-formal education with a focus on girls' needs.

## 9. Recommendations



To effectively address the challenges identified, these recommendations must be jointly implemented by all education stakeholders under the overall strategic leadership and guidance of MoNE and its provincial counterparts. For cross-sectoral issues, there is a need to identify synergies and complement efforts by other Inter-Agency sectors in the country. By working collaboratively, stakeholders can ensure a unified approach towards improving educational access and quality for all children, particularly those affected by earthquakes and refugees from diverse backgrounds.

### Address Financial Constraints Faced by Families in Prioritising Education



Several key recommendations are proposed to mitigate economic burdens cited by 21.48% of the respondents and ensure equitable access to education for children from affected families. Collaboration between Education and Basic Needs sectors could be expanded to enhance assistance provided to socioeconomically vulnerable households, enabling them to meet basic needs without increasing negative coping mechanisms. Increased collaboration between the Education and Livelihoods sectors will also support families' self-reliance by building skills and knowledge for productive employment without depriving their children's right to education. Establish need-based scholarship programmes and additional incentives for families with multiple school-age children. Expand school grants to cover essential educational materials and resources and subsidise transportation costs for students in remote areas. Collaborate with local NGOs and community organizations to prioritize support for vulnerable populations such as refugees and low-income families. Encourage public-private partnerships to increase funding for educational support through corporate social responsibility initiatives. Finally, launch awareness campaigns to inform families about available financial aid and provide guidance on application processes to ensure they receive the support they need.

### Enhance the Provision of Educational Materials



Actions are recommended to address the issue of inadequate educational resources, identified by 15.58% of the respondents, particularly refugees in earthquake-affected regions. Enhance partnerships between ESWG members, PDONE, and local authorities to identify and address the specific needs of children and schools. This will allow for a coordinated approach and a central-level MoNE to develop a distribution plan for the timely delivery of educational materials. ESWG members could advocate for and support MoNE in further investing in digital learning platforms and resources to complement physical materials, ensure continuity of education in disrupted environments, and provide teachers with training on using digital tools effectively. Additionally, ESWG members could engage with international donors, private sector partners, and other funders to increase the availability of funding and educational materials.

### Tackle School Registration Challenges for Non-Turkish Students



Several recommendations are proposed to address the school registration hurdles cited by 14.30% of the respondents as a primary reason for children not attending education programmes. ESWG members could adopt a systematic approach involving outreach activities to identify out-of-school children and assist them throughout the enrolment process, enhancing enrolment and retention. Collaboration with the Ministry of National Education (MoNE), Provincial Directorates of National Education (PDoNE), and the Presidency of Migration Management (PMM) is crucial to streamline the registration process and address specific challenges faced by refugee families. Regular meetings and communication channels with these government bodies will help discuss and resolve registration issues. Raising awareness among refugees about registration requirements through community outreach programmes, including providing informational materials about the school registration process, necessary documentation and deadlines, is essential. Deploying trained volunteers or staff to provide one-on-one assistance to refugee families will ensure they navigate the registration process smoothly and access social services, including education. Additionally, implementing a monitoring system to track the progress of refugee registrations in schools (through existing ESWG tools such as the problem log and the Back-to-School Campaign) and identifying common barriers could help improve the registration process.

### Address Transportation Barriers to Accessing Education



Several concrete actions are recommended to address school transportation barriers after the earthquake, which 14.00% of the respondents identified as challenging. ESWG members could collaborate closely with PDONEs to provide transportation support, such as funding school buses or offering student travel subsidies. Advocating MoNE to continue establishing temporary or satellite schools closer to affected communities until permanent school infrastructure is functional could also mitigate the issue of long distances. Additionally, partnering with local transportation companies to ensure reliable and safe transportation options for students could be useful. Implementing these measures could help ensure that all children have access to education despite transportation challenges.

### Support Infrastructure Improvements



To support infrastructure improvements and resource allocation for conducive learning environments, the continuation of strong and strategic leadership from the central organization of MoNE is required to mobilise national-level financing and establish a dedicated national fund for education recovery. There is a need to create safe and durable or alternate learning spaces (prefabricated container schools, etc.) to accommodate students during reconstruction, particularly for the 2.24% of the respondents whose children's schools were destroyed by earthquakes.

Ensuring new school buildings are earthquake-resistant and encouraging public-private partnerships will expedite school reconstruction and ensure safe learning environments for all children. Collaboration between ESWG members and PDONEs is essential to support students, especially in earthquake-affected regions where 10.73% of the respondents face overcrowded classrooms.



## Combat Peer Bullying



To address peer bullying, comprehensive anti-bullying policies and psychological support are essential.

ESWG members could collaborate with MoNE and PDONEs to develop and enforce anti-bullying measures, raise awareness through school-wide campaigns, and promote cultural understanding through exchange programmes to promote inclusivity between host community and refugee children. Providing language support classes for refugee students could help overcome communication barriers, while accessible psychological support and counselling services could address the emotional needs of affected students. Introducing peer mediation programmes and engaging parents (through positive parenting programmes) and the wider community in anti-bullying initiatives could foster a supportive environment. Close collaboration with the Child Protection sector to roll out bullying prevention models outside education settings could aid in broader efforts to reduce peer violence. These measures will likely create a safer, more inclusive school environment and improve attendance by addressing the significant challenge of peer bullying.

## Address the Needs of Children with Disabilities



To address the needs of children with disabilities and promote their inclusion, integration and retention in the education system, the central organization of MoNE will need to continue to play a pivotal role in enforcing its comprehensive, inclusive education policies and providing schools with the necessary resources and guidance to integrate children with disabilities effectively. Enhancing the functionality of its resource centres (such as RAM centres) in schools to offer counselling/referrals and other support, enabling schools to provide tailored educational materials and services, and ensuring physical accessibility of school facilities are crucial. ESWG members can complement and support PDoNEs/schools in implementing inclusive policies and providing specialized assistance. This includes ensuring access to assistive devices, such as wheelchairs, hearing aids, and educational technology and deploying trained personnel to support children with disabilities. Leveraging the technical expertise of ESWG members to provide psychological support and conducting teacher training on inclusive education practices can further enhance the integration of children with disabilities into the education system.

### Deploy Multi and Cross-Sectoral Efforts to Combat Child Labour



ESWG members are urged to act in this matter, given that 6.22% of the respondents indicated their children were engaged in work, leading to school absenteeism. To address this, several concrete cross-sectoral measures can be implemented. ESWG members, in close collaboration with other governmental and non-governmental organizations working on combating child labour can advocate strengthening the enforcement of child labour laws through collaboration with local and national authorities, increasing the frequency of inspections and monitoring workplaces for compliance. ESWG members can continue to advocate for the Government to provide and expand financial support and incentives, such as stipends, scholarships and conditional cash transfers (programmes similar to the CCTE/ESSN) to reduce the economic necessity for child labour. ESWG members can raise awareness about the importance of education and the negative impacts of child labour through community campaigns and engagement with local communities, particularly non-Turkish communities. ESWG members can continue to advocate and work with MoNE to enhance educational opportunities by developing flexible programmes, vocational training, and after-school support for working children. Some of these integrated measures could protect children's education rights and reduce child labour.

### Enhance the Provision of Nutritious Meals, Clean Drinking Water and Accessible Toilets



Enhancing the provision of nutritious meals, clean drinking water, and accessible toilets is imperative, as highlighted by 9.26%, 6.66% and 5.41% of the respondents, respectively. ESWG members could advocate for infrastructure improvements and work closely with PDoNEs to address these deficiencies. Concrete measures could include expanding coordination with the Food Security and Agriculture Working Group, establishing school meal programmes and partnering with local suppliers and ESWG members to provide healthy, balanced meals in school and other settings (like formal and informal settlements). Installing and maintaining water purification systems, ensuring regular water quality testing, and collaborating with local governments and international organizations to fund water supply infrastructure will provide clean drinking water. Constructing and maintaining adequate, accessible, and gender-segregated restroom facilities, equipping them with hygiene supplies and training staff and students on hygiene practices are essential. By advocating for increased funding and engaging in policy dialogue with PDoNEs, ESWG members and the Government could jointly promote regular attendance and create conducive learning environments for all students.

### **Prioritize Delivery of Mental Health and Psychosocial Support (MHPSS) Programmes and Activities**



Prioritizing the delivery of MHPSS programmes and activities is essential, especially for children affected by the earthquakes and other disasters such as wars or displacements experienced by refugee children (Syrians, Afghans), as mental health challenges significantly impact school attendance. To enhance MHPSS initiatives, ESWG members can complement the concrete measures led by the central organization of MoNE that are leading the design and implementation of several initiatives to enhance students' emotional well-being and resilience-building. ESWG members could support MHPSS teams within schools, including psychologists and counsellors, to expand ongoing student support. ESWG members could, additionally, create safe spaces within schools or in community spaces where children could express their feelings and receive support. Enhanced cooperation and collaboration with the Protection Sector could also expand the reach and efficacy of MHPSS programmes, especially in non-education settings. By incorporating these measures, ESWG members could create a supportive atmosphere that encourages consistent school attendance and addresses this crucial educational hurdle.

### **Enhance the Provision of Turkish Language Support for Non-Turkish Children**



ESWG members are encouraged to offer language support, such as Turkish language courses, for non-Turkish children's education and social integration, as indicated as a necessity by 7.32% of the respondents. Introducing specific language support initiatives can help address this challenge and ensure equitable opportunities for all children in education and integration efforts. To achieve this, ESWG members could implement comprehensive Turkish language support initiatives, including offering courses during and after school hours and providing additional learning materials and interactive digital resources. To ensure the quality of services delivered, teachers offering these courses should receive specialized training in teaching Turkish as a second language and incorporate language support into their lessons. Establishing language support centres within schools (where permissible by MoNE/PDoNEs) or the community or its own ESWG member centres, staffed with trained instructors, will offer extra help to students. Peer support and mentorship programmes involving native Turkish-speaking students can foster language practice in a social context. Engaging families by offering Turkish language classes for parents and organising community events could further enhance social integration.

### **Expand Service Delivery of Non-Formal Education Initiatives**



ESWG members are encouraged to support and expand the delivery of non-formal education in close collaboration with PDoNEs, particularly after emergencies, to promote integration in the formal education system ultimately. These initiatives could involve academic support, language instruction and vocational training. Additionally, they could include skills development components both within and outside the school system. Use of mobile learning units can provide flexible learning opportunities for children in remote or hard-to-reach areas. Establishing community/ESWG-member-managed learning centres can offer a safe and accessible educational and skill development setting. ESWG members could also focus on establishing pathways for children unable to re-enter formal education for various reasons. By providing tailored support and practical skills, non-formal education through multiple learning pathways ensures uninterrupted learning for refugee or earthquake-affected children, helping them overcome disruptions caused by emergencies. This comprehensive approach could bridge educational gaps, foster social integration and emotional well-being and prepare children, especially adolescents, for school-to-work transition.

## 10. Conclusion

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In conclusion, the assessment identifies crucial challenges in the education sector, especially impacting vulnerable groups like refugees from Syria, Afghanistan and other countries and those affected by the February 2023 earthquakes. The prevalence of children not attending education programmes clearly indicates the pressing need for action. This need is particularly acute in the Aegean and Marmara (Istanbul) regions, where refugee children experience disproportionately higher rates of educational exclusion. Gender disparities and the challenges confronted by children with disabilities further underscore the need for targeted assistance.

Key recommendations, including offering financial aid, streamlining registration processes, improving support for transportation, classroom management and enhancing disability support, are essential. Successful execution relies on collaboration among ESWG members, supported by robust monitoring and feedback mechanisms to tackle emerging issues promptly. Adopting a multifaceted strategy including financial aid, infrastructure upgrades, social barrier removal and expanding informal education initiatives is paramount to ensuring fair access and inclusive learning environments for all children, regardless of their circumstances or origins. The needs assessment findings provide a comprehensive understanding of the barriers to education refugee children and children in host communities, particularly in the aftermath of earthquakes, face in Türkiye. By prioritizing targeted interventions and fostering collaboration among stakeholders, it will be possible to overcome these challenges and ensure that every child has access to quality education, regardless of their background or circumstances.



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