

FIELD SURVEY REPORT ON CHILD RIGHTS VIOLATIONS AND AWARENESS IN 5 CITIES OF THE EARTHQUAKE ZONE



KOMELEYA BERÎ HER TİŞTÎ ZAROK
ÖNCE ÇOCUKLAR DERNEĞİ



CHILDREN FIRST ASSOCIATION

KOMELEYA BERÎ HER TİŞTÎ ZAROK
ÖNCE ÇOCUKLAR DERNEĞİ



CHILDREN FIRST ASSOCIATION



APRIL 2025

Address: Seyrantepe Sanayi Mah. Elazig Bulv., Ceysa Twin Towers,
B/47-95, Yenisehir, Diyarbakir, Turkey

Tel: (+90) 536 451 85 21

E-mail: info@oncecocuklar.org.tr

Founding Date: 2017

Board of Directors:

Rezan Kaya Akengin

Yasemin Karadağ Alp

Dilek Demiral

Hakanet Sadak Karakaş

Necdet İpekyüz

Faruk Korkmaz

Murat Gökdağ

CONTENTS

Introduction / 6

I.CHAPTER / 21

II.CHAPTER / 40

III.CHAPTER / 93

IV.CHAPTER / 132

V.CHAPTER: INTERVIEWER OBSERVATION NOTES / 147

VI.CHAPTER: OPINIONS AND SUGGESTIONS / 155

Introduction

Two years have passed since the earthquakes on February 6, 2023, both centered in Kahramanmaraş, which affected the provinces of Hatay, Adana, Adıyaman, Diyarbakır, Elazığ, Gaziantep, Kahramanmaraş, Kilis, Malatya, Osmaniye, and Şanlıurfa.

During this time, the spatial, social, psychological, and economic impacts of the earthquake continue to manifest at varying levels across each province. Observations and research conducted in the earthquake zones support the fact that the path toward coping with destruction and trauma, achieving recovery and well-being, and maintaining a safe and healthy life is far from short, with the pace and process differing by province.

One of the most debated issues concerns how well children's safety, well-being, rights, and protections have been upheld; to what extent children have overcome the trauma and circumstances of the earthquake over the past two years; and what kinds of resources they have been able to access to facilitate this recovery.

Observations and field studies show that activities and initiatives aimed at protecting children from the impacts of the earthquake and supporting them socially, emotionally, and psychologically have been extremely limited. Yet, under Article 4 of the UN Convention on the Rights of the Child, to which Turkey is a party, the State is legally obligated to take all necessary legislative, administrative, and other measures for children under difficult conditions. Regarding economic, social, and cultural rights, the State must utilize the maximum of its available resources and, if necessary, take measures through international cooperation.

Furthermore, Article 27 of the Convention states:

“States Parties recognize the right of every child to a standard of living adequate for the child’s physical, mental, spiritual, moral, and social development.”

However, the earthquakes in 2023 that affected 11 provinces and the events that followed have highlighted the deep absence of specific legal regulations concerning the protection of children and the prevention of child rights violations during natural disasters.

Research on the visibility and development of children’s rights in the earthquake zone—on how these rights are realized socially and publicly, and on how children’s rights to participation are functioning—has remained quite limited. A significant portion of the existing research has been conducted with mothers/parents or guardians instead of the children themselves, and studies in which children are directly involved as subjects have been few.

The Socio-Political Field Research Center, aiming to overcome these limitations, conducted a field study with children living in earthquake-affected cities between March 10–20, 2025. On behalf of Önce Çocuklar Derneği (Children First Association), face-to-face interviews were conducted with children in five of the most affected cities.

This field research involved 525 children aged between 7 and 18 in Hatay, Gaziantep, Malatya, Kahramanmaraş, and Adıyaman. It aimed to assess how children are still experiencing the effects of the earthquake two years later, how much they have overcome its impact, their awareness of their rights and their opportunities to exercise them, and to measure the current needs, demands, and tendencies of children living in the earthquake-affected cities.

The questionnaire, designed to access quantitative data suitable for the objective, consisted of 5 sections. The first section aimed to collect demographic data including children's gender, age, and educational status. The second section gathered data on how they were affected by the earthquake and their access to basic needs. The third section focused on discrimination and rights violations they may have experienced, as well as their awareness of their rights. The fourth section aimed to understand their access to rights and their ability to exercise and realize them. Additionally, it sought to measure the discrimination that migrant and refugee children may have subjectively experienced. The fifth section included field observations from the surveyors who conducted the study.

Children's responses were compared by gender, age, and educational status, and the impact of these three variables on the nature of their answers was also analyzed. One of the most striking findings was that migrant and refugee children tended to avoid answering questions about possible experiences of discrimination or being treated differently due to these identities. Another key finding was the high level of knowledge among children regarding their fundamental rights. This was attributed to the awareness-raising efforts by civil society organizations and schools during the post-earthquake period.

However, it was also observed that while children were aware of and affirmed the framework of rights and services presented to them, the actual realization and accessibility of these rights and services in their daily lives were highly limited. Many children claimed “these rights exist, we know them, we have them,” yet field observations indicated that these rights were often not reflected in their real-life experiences, and that there was a noticeable tendency among children to express satisfaction or give affirmative responses even when the services or rights were not actively present.

The quantitative data collection, conducted between March 10–20, revealed that the research group was composed of children from Gaziantep (22.7%), Adıyaman (19.6%), Malatya (19.4%), Hatay (19.4%), and Kahramanmaraş (18.9%). Of the total sample, 56% were girls and 44% were boys. The majority (56.6%) of the children were aged 15–18, with the youngest respondent being 7 years old.

Among the respondents, 4.2% reported that they were not involved in any educational process. Within this group, the reasons given were: 40.9% had graduated, 18.2% were working, 9.1% cited learning difficulties, another 9.1% stated financial hardship, and 9.1% said they did not want to go to school. Additionally, 9% of all children stated that there were other children in their families who had dropped out of school.

A large majority of the participants (97.7%) had experienced the earthquake in their own city. Furthermore, 5.9% of the children were working, typically in jobs such as apprentices, laborers, waiters, tailors, or field workers, and most of these were children aged 15 and above. Among these working children, 54.8% said they worked to support their families, while 6.5% cited the economic losses their families had suffered due to the earthquake as the reason for working.

It was also measured that two-thirds of the children currently working had not worked before the earthquake, indicating that the post-earthquake period pushed children into work.

According to the responses to the questions about being psychologically and emotionally affected by the earthquake, the total rate of those who stated they were emotionally/psychologically affected by the earthquake is 71.6% (46.3% said “I was very affected,” 25.3% said “I was affected”). It was observed that the number of boys who said they were not affected by the earthquake was twice as high as girls, which suggests the influence of gendered social conditioning. Additionally, the younger the age, the higher the rate of those who reported being deeply affected by the earthquake. Looking at the data from the multiple-choice question posed to the children in the study group regarding the conditions of being affected by the earthquake: 89.6% said Fear developed, 77.8% said Anxiety developed, 63.9% said Insecurity, 48% said I became introverted, 65.7% said I developed a reaction to sudden and loud sounds, 50.1% said I became sensitive, 48.6% said I started crying for reasons or without reason, 44.3% said I became more aggressive / developed violent tendencies.

On the other hand, only 10.6% stated that they received Psychological Support after the earthquake; 78% said they received Container/Tent Support, 61.9% received Clothing/Food Support, 27.1% received Financial Support, 14.2% said they received Support in the Form of a Place to Play, and 32.9% reported receiving Educational Support. These data show that after the earthquake, children were significantly deprived of support including their psychological, material, and economic needs—such as the right to play and education—and that their states of being well and safe were only limitedly considered.

In response to the question “Where are you currently staying/living?”—which reflects how well the right to shelter in healthy and good conditions is realized—52.2% of the interviewed children responded Home (Our Own Home), 33.7% Container, 9.9% House (Rented), 2.1% House (Temporary Accommodation), 1.3% Prefabricated House, 0.6% Tent, and 0.2% Guesthouse. It was observed that the majority of those living in containers were from younger age groups. 56.7% of respondents aged 7–10 and 45.7% of respondents aged 11–14 stated they live in containers.

In the study, it was observed that children tended to affirm the framework of the rights and opportunities presented to them; however, actual development of those opportunities and awareness of rights was quite limited. It was observed during the study that many of the issues children claimed “exist, we know, we have” were not sufficiently present in their lives, and that they had a strong tendency toward contentment.

In this context, to the question “Are the physical conditions of your current residence suitable to meet your daily needs? (Toilet, Bathroom, Bed, Water-Electricity Infrastructure, etc.)” 83.5% of respondents answered Yes, yet it was observed that the environments where most children met these needs were not healthy or comfortable.

To the question “Are there places such as a Family Health Center or a Hospital near where you live?”, 91.5% of the respondents said Yes; however, when asked “Have you ever received a health screening where you live?”, only 28.6% of the respondents answered Yes. Among those who answered “Yes,” 38% said their last health screening was conducted a long time ago. According to the data, at least four out of every five children in the study group had not undergone a health screening after the earthquake. While 11.7% of children stated that they need regular health checkups, 27.1% of this group reported that although they are in need, they are not able to regularly visit a doctor. On the other hand, 86.6% of the respondents answered Yes to the question “When you have health problems, can you comfortably go to the hospital/doctor?”

Additionally, 90.2% of the children reported that they have access to hygiene and cleaning products such as soap, water, tissues, and shampoo; 95% of them stated that there is a school building in or near their living area that provides access to education.

One of the questions asked to determine access to the right to play, which is one of the important child rights, was: “Where do you mostly play where you live?” To this question, 48.6% of the children responded on the street, 18.8% in the yard, 13.6% in other places, 13% in the park, and 1.4% at home; while 4.7% reported that they do not play at all. The data also show that children's opportunities to play in safe and comfortable spaces are limited. Indeed, only 17.6% of the children answered Yes to the question “Do you feel safe in the places where you play?”, while 53.4% said Partially.

It was observed that the group of children who felt the least safe in their play areas was girls. It appears important to evaluate the reasons why girls feel significantly more insecure than boys not only through the lens of the earthquake reality but also in connection with social trauma or the reflections of gender inequality.

The responses to the questions regarding which social/cultural/entertainment activities the children were able to participate in during the past two years since the earthquake highlight the limited availability of opportunities that would support children's well-being and their mental, cultural, intellectual, and cognitive development. For instance, 17.7% of the children stated they were able to attend a theatre event, 36.1% a cinema event, 24.3% a concert, 21% a competition, and 17.3% a festival event. These responses show that children's participation in or access to artistic and cultural activities remains limited.

In addition, the children in the study group were asked: "What kind of activities do you think would be good for you?" According to the answers: 78.6% said Play Workshops, 69.4% Instrument Workshops, 73.6% Painting Workshops, 77.8% Visual Activities such as Concerts/Cinema/Theatre, 80.8% Educational Support Workshops, and 53.9% Sports Activities/Workshops.

The responses showed that children prioritized and needed activities supporting their mental, emotional, artistic, and cognitive development. One of the main goals of the field study was to identify potential discrimination experienced by children living in the earthquake zone due to differences in language, identity, belief, or culture. The earthquake zone, home to diverse languages, identities, beliefs, and cultures in Turkey, also includes cities where such differences have most often been erased or where their public visibility has been minimized.

In this context, the first question asked to the children was: “What is your mother tongue?” It was observed that a significant portion of the children in the study group felt the need to respond with the official language or the language spoken at home, in the street, or at school. A typical example of this is a child who speaks a language other than Turkish stating, “My mother tongue is Turkish.” Based on the responses received: 66.5% of the respondents identified their mother tongue as Turkish, 24.2% as Kurdish (Kurmancî), 6.9% as Arabic; 1.5% stated they did not know, and 1% preferred not to answer. Additionally, when asked “Which language is mostly spoken in your household?”, 83.9% answered Turkish, 14.7% Kurdish (Kurmancî), and 1% Arabic.

Furthermore, 85.7% of the respondents stated that they had not experienced discrimination due to their mother tongue during or after the earthquake. In response to the question “Have there been services you could not access because of your mother tongue?”, 89.9% said No. Among those who said Yes, the reasons were described as follows: 42.3% said “We cannot receive services in our mother tongue,” 38.5% “We cannot speak freely,” 15.4% “They did not provide help,” and 3.8% “They did not provide education in our mother tongue.”

Children in the research group were also asked whether they had been subjected to discrimination for any reason during or after the earthquake. 87% of the respondents said No. The expressions of those who reported experiencing partial or full discrimination were as follows: 31.4% "Aid was not distributed fairly," 20% "There was inequality of opportunity," 14.3% "There was racism," 14.3% "We were victimized by the central exam system," 14.3% "I was discriminated against because of my identity," and 5.7% "I was excluded because of my mother tongue."

Within the scope of the study, the children were also asked: "What types of violations or forms of violence were you subjected to during and/or after the earthquake?" According to the responses: 2.3% experienced physical violence, 8.3% psychological violence, 6% economic violence, 9.8% were unable to access education services, and 6.8% were unable to access health services. Additionally, 25% reported being deprived of safe spaces to play, while 20% stated that they experienced a lack of information or were not informed about what had happened.

One of the questions asked to assess how much children are able to experience their right to participation, decision-making, and access to information was: “How often are your opinions consulted on matters concerning yourself or your family at home?” According to this, 38.3% of the respondents said “My opinion is always asked on matters concerning only me,” 34.9% said “My opinion is always asked on all matters,” 8% said “Sometimes I am asked for my opinion on both,” 5.3% said “Sometimes I am asked for my opinion on matters concerning only me.” The percentage of children who stated that their opinion is never asked on anything in any way was 4%. These responses suggest that children are not able to fully exercise their right to participation in family-related issues and shared life needs and planning, nor are they actively involved in decision-making and planning processes about themselves.

In order to determine children’s access to digital and technological resources and how frequently they use them in the earthquake-affected provinces, several questions were asked. According to the responses: 2.9% stated that they do not own any digital/technological devices such as a phone, tablet, or computer, and 2.1% said they never use these devices. Meanwhile, 52.2% reported that they always use digital/technological devices such as phones, tablets, or computers. Additionally, it is noteworthy that the rate of girls who do not own technological devices is 4 times higher than boys. This may indicate a higher degree of control and restriction imposed on girls.

As for what children use their digital/technological devices for: 33.5% said for doing homework, 19.6% said for playing games, 8.4% said for socializing, 7.8% said for accessing entertainment platforms, 2.9% said for listening to music, and 22.9% said they use them for all activities including studying, gaming, listening to music, and having fun. 5% of the children stated that they do not own or use digital/technological devices such as phones, tablets, or computers.

As part of the study, the children in the research group were also asked: “Which of the following do you think are children’s rights?” in an attempt to assess their awareness of their rights. It was found that a significant number of children had received some information on “children’s rights” particularly after the earthquake, and although this was not entirely sufficient, many children had knowledge of several key rights.

According to the responses: 84.9% said Right to Shelter is a child right, 87.8% said Right to Access Education Services, 87.4% said Right to Access Health Services, 87.6% said Right to Healthy Nutrition, 87.6% said Right to Play and Recreation, 86.9% said Right to Freedom of Expression, 87.3% said Right to Protection from Violence, 85.6% said Right to Protection from Exploitation, 70.9% said Right to Parental Care, and 79.8% said Right to Special Care in Case of Disability — affirming that these are children’s rights.

In response to the follow-up question “Which of the rights listed above do you have access to?”, children reported the following: 63% stated they had access to the right to shelter; 78.8% to the right to access education services; 79.2% to the right to access health services; 62.4% to the right to healthy nutrition; 61.6% to the right to play and recreation; 74.1% to the right to freedom of expression; 77.3% to the right to protection from violence; 77.2% to the right to protection from exploitation; 77.9% to the right to parental care; and 62.2% to the right to special care in case of disability. As reflected in these responses, access to the right to play and recreation, the right to special care in case of disability, the right to healthy nutrition, and the right to shelter were reported at comparatively lower rates than the other rights.

Additionally, when asked “Can you study comfortably?”, 65.1% of children responded Yes; 53.6% said Yes to “Do you have a room where you can study?”; 69.2% responded Yes to “Can you play games?”; and 60.8% answered Yes to “Do you have a space where you can play games?”. Similarly, 61.8% of respondents said Yes to “Do you feel safe while playing in your area?”; 93.5% said Yes to “Do you feel safe within your family?”; 38.7% to “Do you feel safe on the street?”; 70.6% to “Do you feel safe at school?”; and 51.3% to “Do you feel safe in your neighborhood?”. According to the responses, the environment where children felt the safest was within the family, while the street was the setting where they felt the least safe.

To the question “Would you like to live somewhere other than where you currently live?”, which helps assess children’s emotional connection to and satisfaction with their environment, 63.2% of respondents answered Yes, while 36.8% answered No. Among those who said Yes, 53% reported wanting to live in another country and 30.7% in another city. Observations also supported the finding that the desire to leave one’s current city or country was relatively high. When examined through a gender lens, it was found that girls were significantly more likely than boys to express the desire to live elsewhere. Likewise, the tendency to want to leave increased categorically with age and educational level.

In response to the question “Has your family ever had to migrate before?”, 90.1% of the children responded No. Those who answered Yes (6.1%) were asked “If yes, from where?”. Among this group, 21.9% said they preferred not to answer, and 21.9% replied “Syria.”

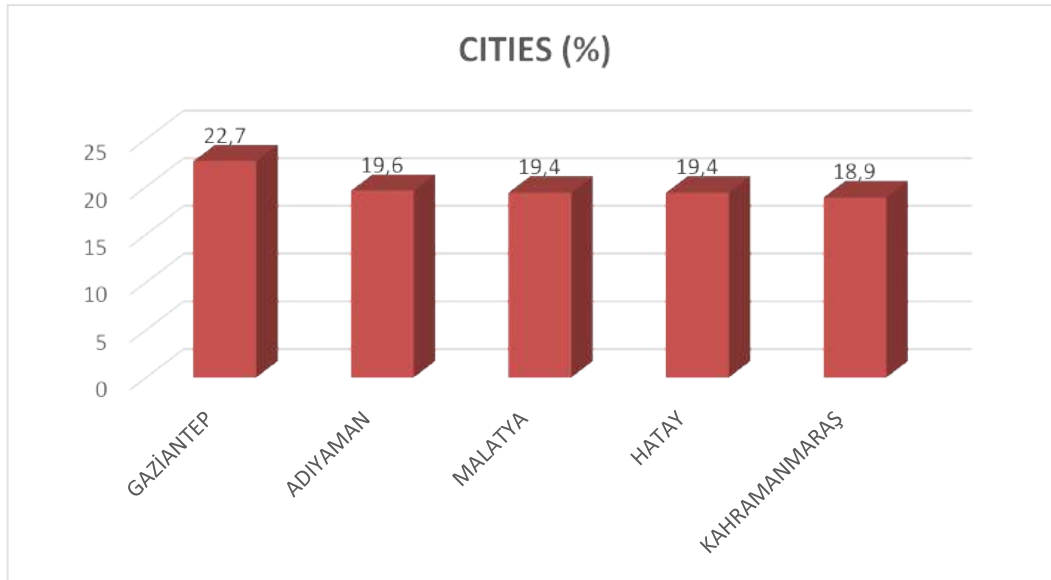
Children who had come to their current city from another city or country were also asked: “Do you think you experienced discrimination in the distribution of aid during the earthquake because you are a migrant?” Among the respondents, 65.6% did not answer the question; 21.9% said No, and 12.5% said Yes.

Based on the findings and observations of the study, the following priority recommendations can be made for children living in the earthquake-affected region:

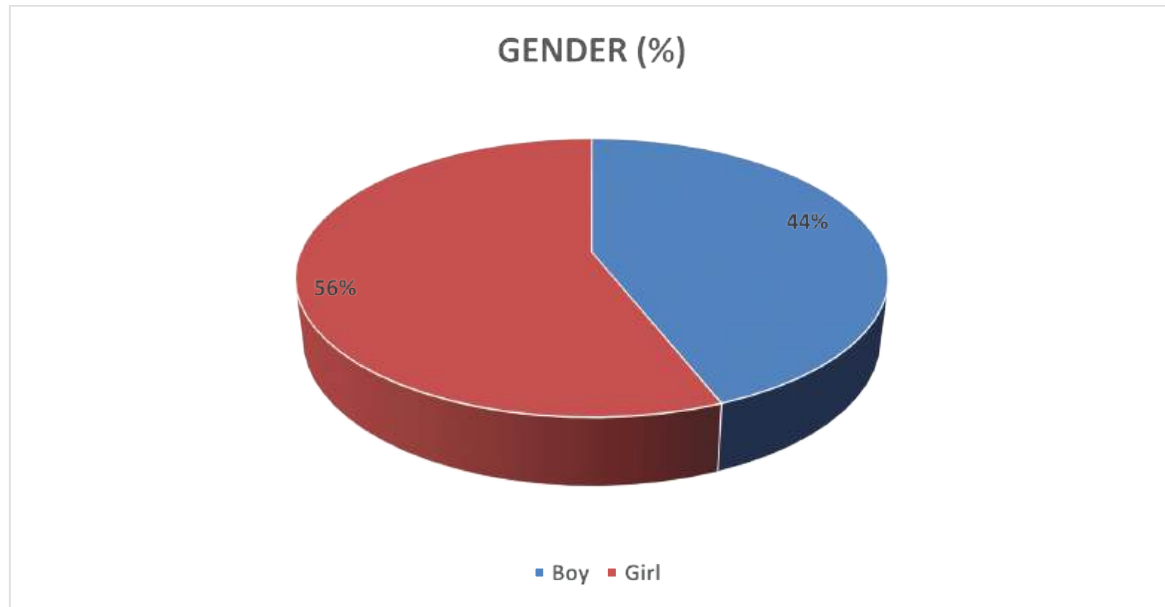
1. More children should be informed about their rights, and the practical meaning of these rights should be taught to them in everyday life.
2. Accessible and effective psychosocial support services should be provided for children and their families; a set of activities should be planned to heal the psychosocial, psychological, and physical effects of the earthquake.
3. A monitoring and reporting system should be developed that identifies how the Convention on the Rights of the Child and the Child Protection Law are implemented for all children without discrimination, and that can rapidly respond to rights violations.
4. Especially in temporary settlements such as container cities and tent areas, access to safe shelter, hygiene, healthy food, and clean water should be ensured for every child.
5. Projects should be developed to ensure access to education for children who have dropped out of school, and social and economic support should be provided for those who cannot access education.
6. Deficiencies in children's physical, psychological, and cognitive development should be identified and addressed.

7. Access to digital/technological devices such as phones, tablets, and computers should be ensured for all children in the earthquake zone—especially girls—and children should be taught how to make the most of these tools for their development.
8. The sectors in which children are employed should be identified, and workplaces that employ child labor should be effectively monitored.
9. Raising awareness efforts should be carried out on issues such as neglect, abuse, children's rights, and privacy, targeting both children and adults.
10. Safe and supportive environments should be created for children; streets, parks, and green areas should be designed to meet the safety and developmental needs of children.
11. Spaces for sports and arts activities should be provided for children, and events such as festivals, cinema, theatre, and sports competitions that children can regularly participate in should be planned.
12. Awareness programs should be conducted to help children feel physically and emotionally safe and to protect themselves; one-on-one sessions should be held with children on how to recognize risk and ask for help.
13. Advocacy efforts should be expanded—especially by civil society organizations—for every child who cannot access their rights, and community-based activities that support children's rights should be encouraged.
14. Mechanisms should be created and monitored to ensure that children can actively participate in all decision-making processes that concern them.

I.CHAPTER



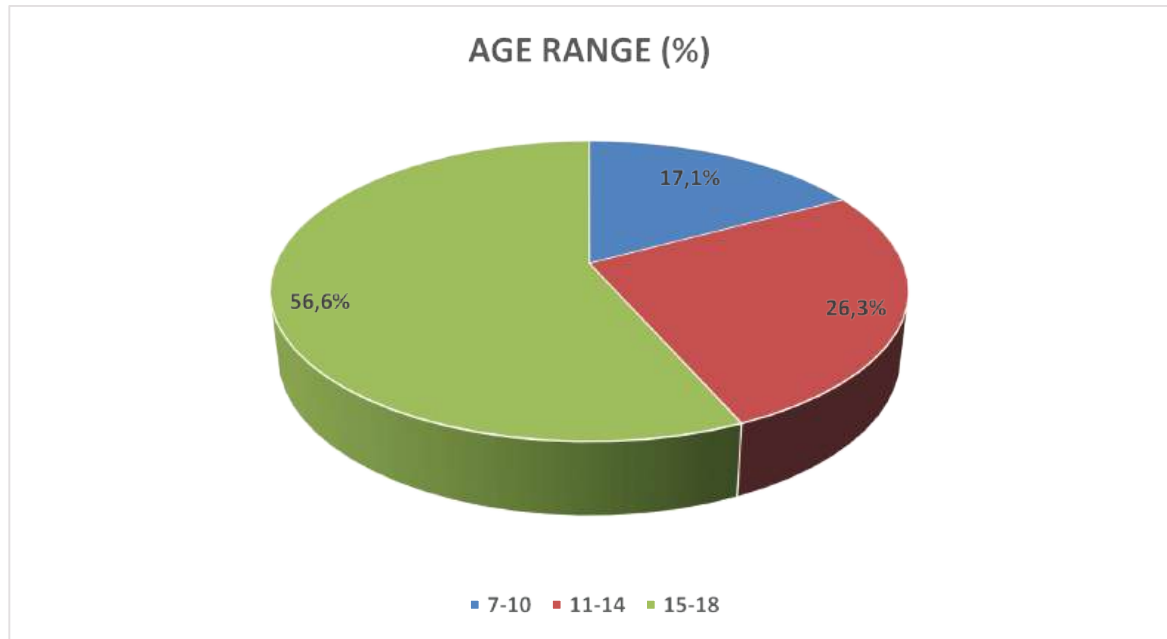
When we look at the city distribution of the research sample, 22.7% of the participants were from Gaziantep, 19.6% from Adiyaman, 19.4% from Malatya, 19.4% from Hatay, and 18.9% from Kahramanmaraş.



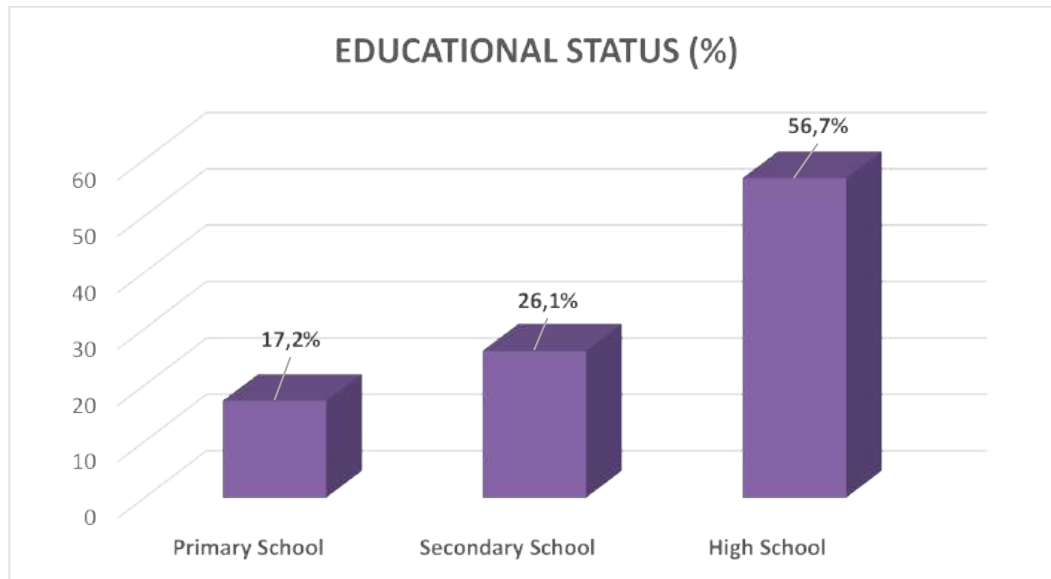
When we look at the gender distribution of the research group, 56% of the respondents were girls, and 44% were boys.



22

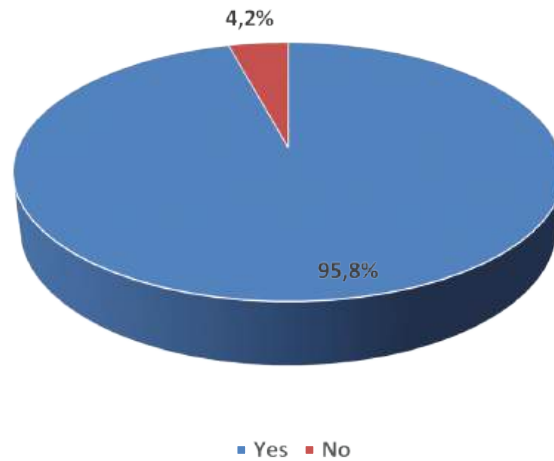


When we look at the age range distribution of the research group, 17.1% are between 7–10 years old, 26.3% are between 11–14 years old, and 56.6% are between 15–18 years old.



When we look at the education level distribution of the research group, 17.2% are primary school students, 26.1% are middle school students, and 56.7% are high school students and/or graduates.

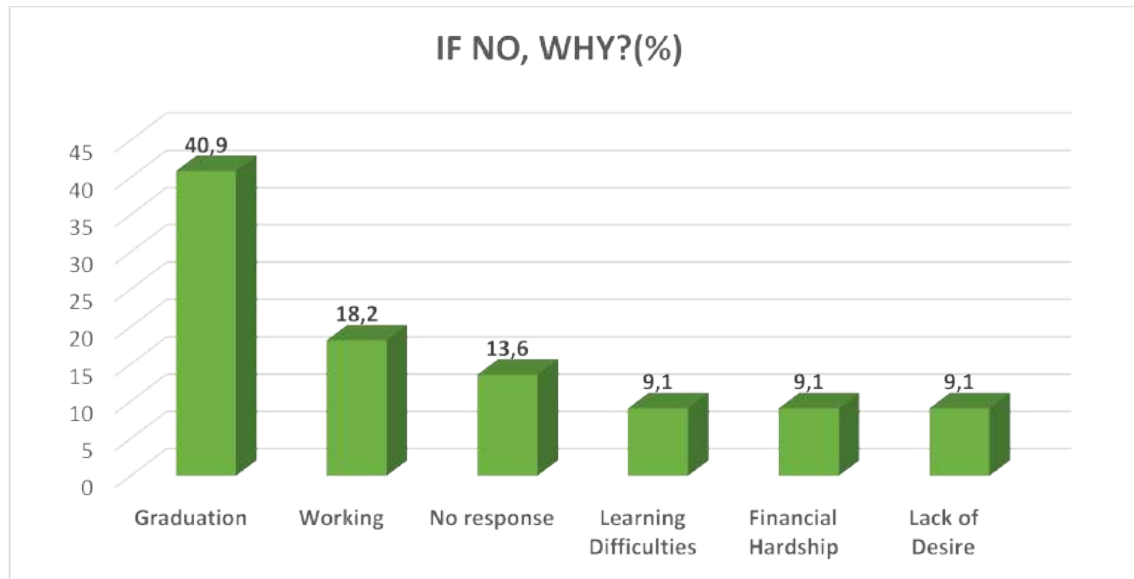
ARE YOU CURRENTLY ATTENDING SCHOOL?(%)



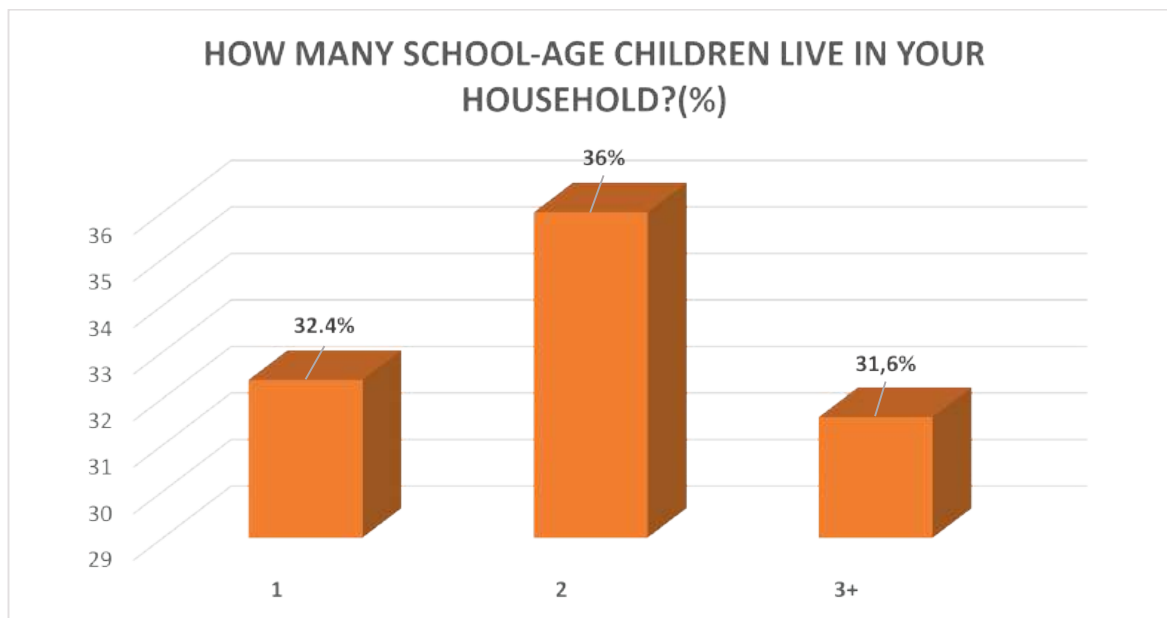
In response to the question “Are you continuing your education?” directed to the research group,

4.2% of the participants answered No, while 95.8% answered Yes.



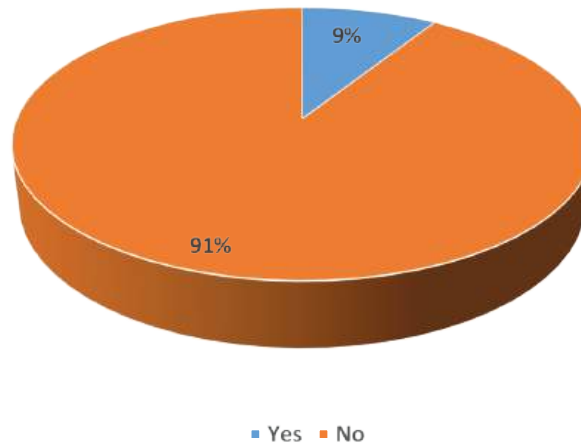


To the question “If not, why?” posed to the 4.2% of participants who are not continuing their education, 40.9% responded that the reason was graduation, 18.2% said they are working, 9.1% cited learning difficulties, another 9.1% pointed to financial hardship, and 9.1% stated lack of desire to continue their education..



In response to the question “How many school-age children live in your household?”, 32.4% of the participants stated that there is 1 (one) school-age child in their home, 36% reported 2 (two) children, and 31.6% said there are 3 or more school-age children living in their household.

IS THERE A STUDENT IN YOUR FAMILY WHO CANNOT CONTINUE SCHOOL?

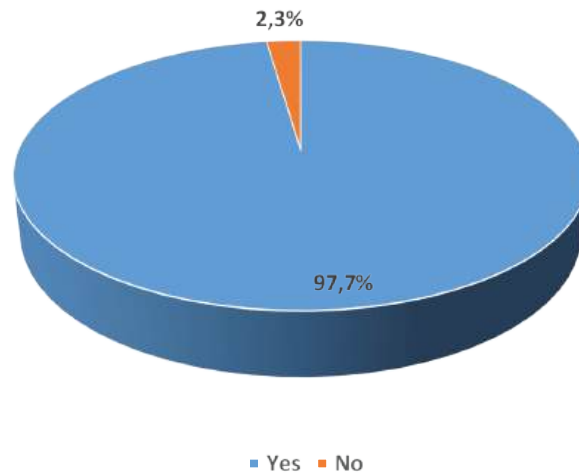


In response to the question "Is there a student in your family who cannot continue school?", 9% of the participants answered Yes, while 91% answered No.



28

WERE YOU IN YOUR CITY/TOWN DURING THE EARTHQUAKE? (%)



In response to the question “Were you in your city/town during the earthquake?”,

2.3% of the participants answered No, while 97.7% answered Yes.

It is observed that the vast majority of the children interviewed experienced the earthquake in their own cities.



WERE YOU IN YOUR CITY/TOWN DURING THE EARTHQUAKE? *GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
WERE YOU IN YOUR CITY/TOWN DURING THE EARTHQUAKE?	Yes	97,80%	97,60%	97,70%
	No	2,20%	2,40%	2,30%
TOTAL		100,00%	100,00%	100,00%

When we look at the gender comparison for the question “Were you in your city/town during the earthquake?”:

97.8% of boys answered Yes, and 2.2% answered No;
97.6% of girls answered Yes, and 2.4% answered No.

WERE YOU IN YOUR CITY/TOWN DURING THE EARTHQUAKE? * AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
WERE YOU IN YOUR CITY/TOWN DURING THE EARTHQUAKE?	Yes	97,80%	97,80%	97,60%	97,70%
	No	2,20%	2,20%	2,40%	2,30%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we look at the age group comparison for the question “Were you in your city/town during the earthquake?”:

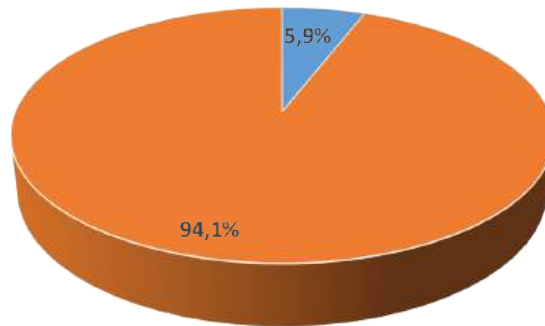
97.8% of respondents aged 7–10 answered Yes, and 2.2% answered No;
 97.8% of respondents aged 11–14 answered Yes, and 2.2% answered No;
 97.6% of respondents aged 15 and above answered Yes, and 2.4% answered No.

WERE YOU IN YOUR CITY/TOWN DURING THE EARTHQUAKE? * EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
WERE YOU IN YOUR CITY/TOWN DURING THE EARTHQUAKE?	Yes	97,80%	97,80%	97,60%	97,70%
	No	2,20%	2,20%	2,40%	2,30%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we look at the comparison by educational status for the question “Were you in your city/town during the earthquake?”:

- 97.8% of primary school students answered Yes, and 2.2% answered No;
- 97.8% of middle school students answered Yes, and 2.2% answered No;
- 97.6% of high school students or graduates answered Yes, and 2.4% answered No.

ARE YOU CURRENTLY WORKING A JOB TO EARN MONEY? (%)



■ Yes ■ No

In response to the question “Are you currently working a job to earn money?”, 5.9% of the participants answered Yes, while 94.1% answered No.



33

ARE YOU CURRENTLY WORKING A JOB TO EARN MONEY? *GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
ARE YOU CURRENTLY WORKING A JOB TO EARN MONEY?	Yes	10,00%	2,70%	5,90%
	No	90,00%	97,30%	94,10%
TOTAL		100,00%	100,00%	100,00%

When looking at the gender comparison for the question “Are you currently working a job to earn money?”:

10% of boys answered Yes, while 90% answered No;
2.7% of girls answered Yes, while 97.3% answered No.



ARE YOU CURRENTLY WORKING A JOB TO EARN MONEY? (ARE YOU ENGAGED IN AN INCOME-GENERATING ACTIVITY?) *AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 age	11-14 age	15+ age	
ARE YOU CURRENTLY WORKING A JOB TO EARN MONEY? (ARE YOU ENGAGED IN AN INCOME-GENERATING ACTIVITY?)	Yes		0,70%	10,10%	5,90%
	No	100,00%	99,30%	89,90%	94,10%
TOTAL		100,00%	100,00%	100,00%	100,00%

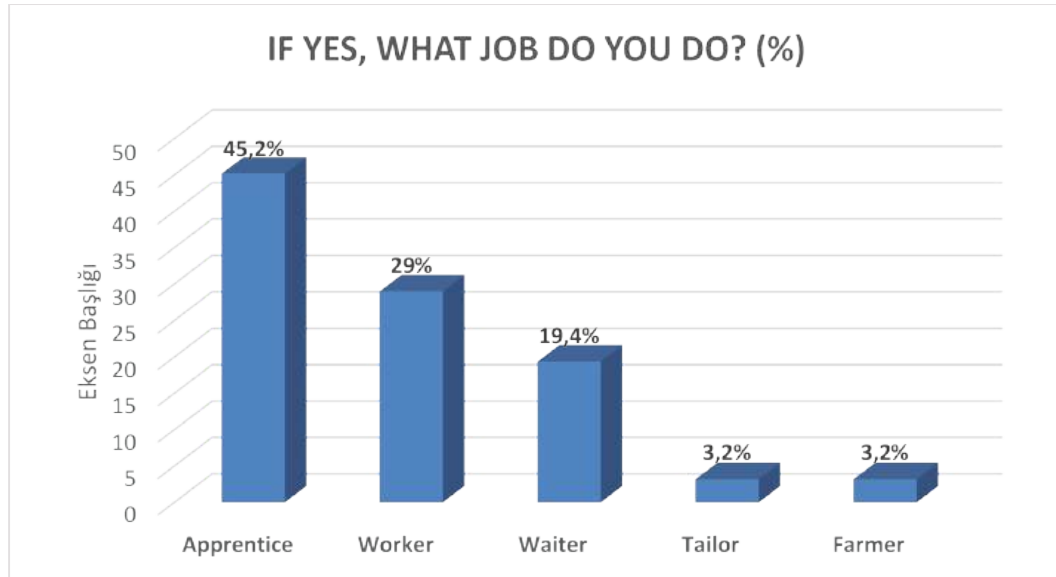
When examining the age group comparison for the question “Are you currently working a job to earn money?”:

100% of respondents in the 7–10 age group answered No;
0.7% of respondents in the 11–14 age group answered Yes, while 99.3% answered No;
10.1% of respondents aged 15 and above answered Yes, while 89.9% answered No.

ARE YOU CURRENTLY WORKING A JOB TO EARN MONEY? (ARE YOU ENGAGED IN AN INCOME-GENERATING ACTIVITY?) * EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary school	middle school	high school	
ARE YOU CURRENTLY WORKING A JOB TO EARN MONEY? (ARE YOU ENGAGED IN AN INCOME-GENERATING ACTIVITY?)	Yes		0,70%	10,10%	5,90%
	No	100,00%	99,30%	89,90%	94,10%
TOTAL		100,00%	100,00%	100,00%	100,00%

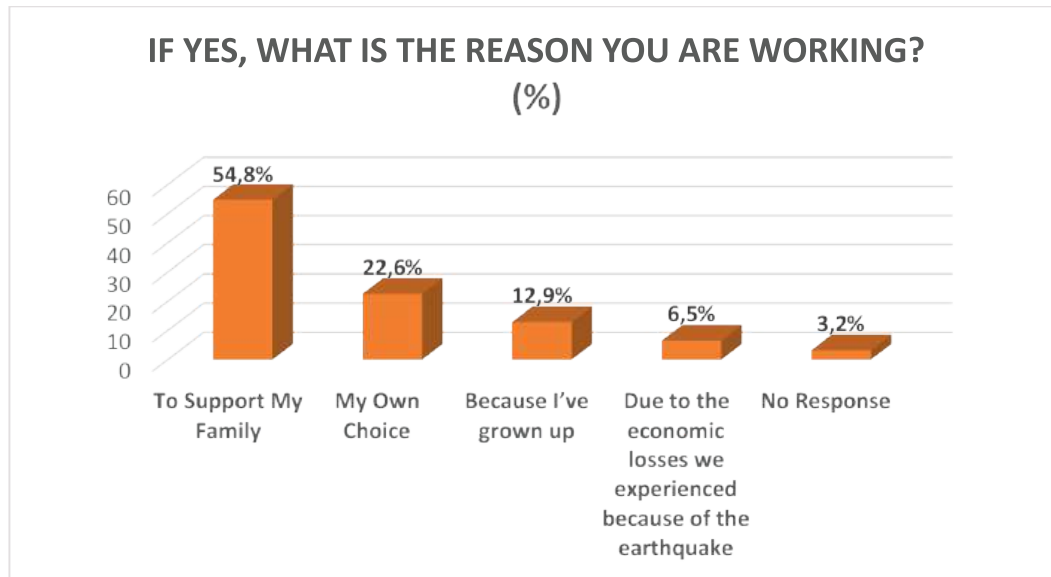
When analyzing the responses to the question “Are you currently working a job to earn money?” by educational status:

- 100% of primary school students responded No;
- 0.7% of middle school students responded Yes, and 99.3% responded No;
- 10.1% of high school students or graduates responded Yes, and 89.9% responded No.



Among the 5.9% of respondents who stated that they are currently working, when asked “If yes, what job do you do?”,

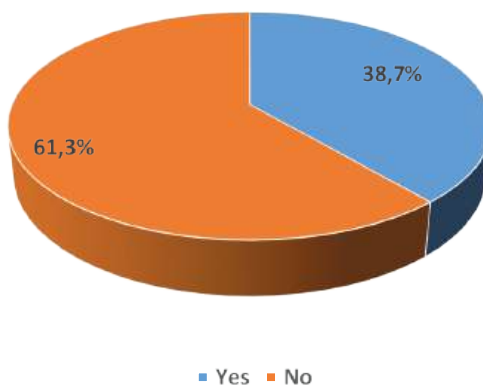
45.2% responded “Apprentice”, 29% “Worker”, 19.4% “Waiter”, 3.2% “Tailor”, and 3.2% “Farmer”.



Among the 5.9% of respondents who stated that they are currently working, when asked “If yes, what is the reason for your working?”,

54.8% answered “To support my family”, 22.6% “My own choice”, 12.9% “Because I’ve grown up”, 6.5% “Due to the economic losses we experienced because of the earthquake”, and 3.2% gave no response.

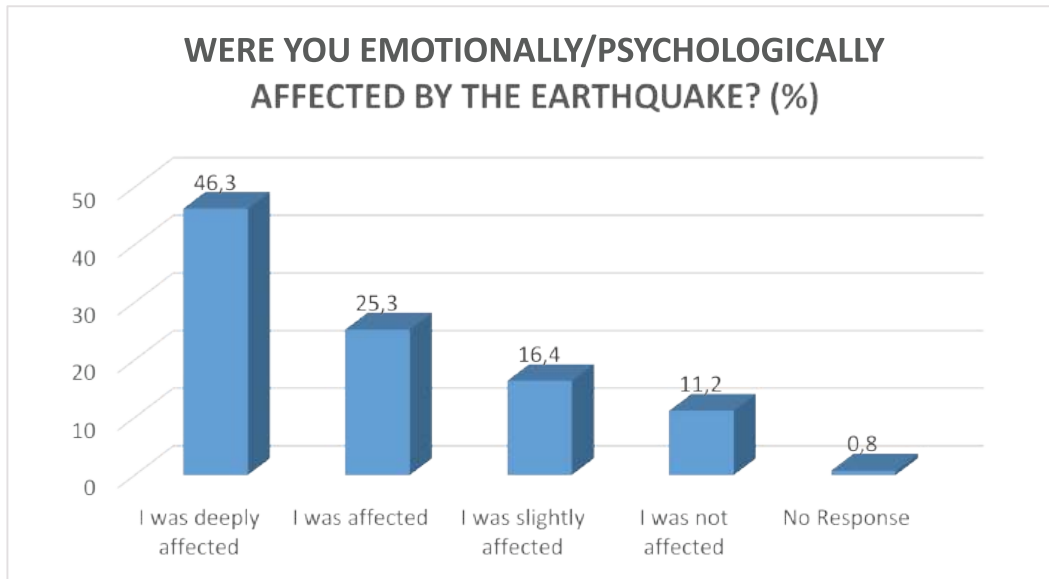
WERE YOU WORKING BEFORE THE EARTHQUAKE AS WELL? (%)



Among the 5.9% of respondents who stated they are currently working, when asked “Were you working before the earthquake as well?”,

38.7% answered “Yes” while 61.3% answered “No.” As can be inferred from the responses, two-thirds of the currently working children did not work prior to the earthquake. This indicates that the post-earthquake period has pushed children into the workforce.

II.CHAPTER



To the question “Were you emotionally/psychologically affected by the earthquake?” posed to the research group,

46.3% of the respondents answered “I was affected a lot,” 25.3% said “I was affected,” 16.4% said “I was slightly affected,” and 11.2% stated “I was not affected at all.”

WERE YOU EMOTIONALLY/PSYCHOLOGICALLY AFFECTED BY THE EARTHQUAKE? *GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
WERE YOU EMOTIONALLY/PSYCHOLOGICALLY AFFECTED BY THE EARTHQUAKE ?	I was deeply affected	38,50%	52,40%	46,30%
	I was affected	23,40%	26,90%	25,30%
	I was slightly affected	21,60%	12,20%	16,40%
	I was not affected	15,60%	7,80%	11,20%
	I prefer not to answer	0,90%	0,70%	0,80%
TOTAL		100,00%	100,00%	100,00%

When examining the gender comparison of the question "Were you emotionally/psychologically affected by the earthquake?" directed to the research group:

38.5% of the boys responded "I was deeply affected," 23.4% said "I was affected," 21.6% said "I was slightly affected," and 15.6% said "I was not affected at all."

Among the girls, 52.4% stated "I was deeply affected," 26.9% said "I was affected," 12.2% said "I was slightly affected," and 7.8% said "I was not affected."

HAVE YOU BEEN EMOTIONALLY/PSYCHOLOGICALLY AFFECTED BY THE EARTHQUAKE? AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
HAVE YOU BEEN EMOTIONALLY/PSYCHOLOGICALLY AFFECTED BY THE EARTHQUAKE?	I was deeply affected	65,60%	52,20%	37,70%	46,30%
	I was affected	22,20%	21,70%	27,90%	25,30%
	I was slightly affected	10,00%	18,10%	17,50%	16,40%
	I was not affected	2,20%	8,00%	15,50%	11,20%
	I prefer not to answer			1,30%	0,80%
TOTAL		100,00%	100,00%	100,00%	100,00%

When examining the age group comparison of the question "Have you been emotionally/psychologically affected by the earthquake?" directed at the research group:

65.6% of the respondents aged 7–10 answered “I was very affected,” 22.2% said “I was affected,” 10% said “I was slightly affected,” and 2.2% said “I was not affected.”

Among the 11–14 age group, 52.2% stated “I was very affected,” 21.7% “I was affected,” 18.1% “I was slightly affected,” and 8% “I was not affected.”

Of the respondents aged 15 and above, 37.7% said “I was very affected,” 27.9% “I was affected,” 17.5% “I was slightly affected,” 15.5% “I was not affected,” and 1.3% chose not to answer.

HAVE YOU BEEN EMOTIONALLY/PSYCHOLOGICALLY AFFECTED BY THE EARTHQUAKE? EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary school	Primary school	Primary school	
HAVE YOU BEEN EMOTIONALLY/PSYCHOLOGICALLY AFFECTED BY THE EARTHQUAKE?	I was deeply affected	65,60%	51,80%	37,70%	46,20%
	I was affected	22,20%	21,90%	27,90%	25,40%
	I was slightly affected	10,00%	18,20%	17,50%	16,40%
	I was not affected	2,20%	8,00%	15,50%	11,30%
	I prefer not to answer			1,30%	0,80%
TOTAL		100,00%	100,00%	100,00%	100,00%

When comparing responses to the question “Were you emotionally/psychologically affected by the earthquake?” based on education level:

- Among primary school students, 65.6% said I was very affected, 22.2% said I was affected, 10% said I was slightly affected, and 2.2% said I was not affected at all.
- Among middle school students, 51.8% said I was very affected, 21.9% said I was affected, 18.2% said I was slightly affected, and 8% said I was not affected.
- Among high school students/graduates, 37.7% said I was very affected, 27.9% said I was affected, 17.5% said I was slightly affected, and 15.5% said I was not affected.

IF YOU WERE AFFECTED, HOW WERE YOU AFFECTED? (%)			
	YES	NO	TOTAL
Developed fear	89,6	10,4	100
Developed anxiety	77,8	22,2	100
Developed distrust	63,9	36,1	100
Became withdrawn	48	52	100
Developed a reaction to sudden and loud noises	65,7	34,3	100
Became more sensitive (emotionally)	50,1	49,9	100
Started crying with/without reason	48,6	51,4	100
Became more aggressive / Developed a tendency toward violence	44,3	55,7	100

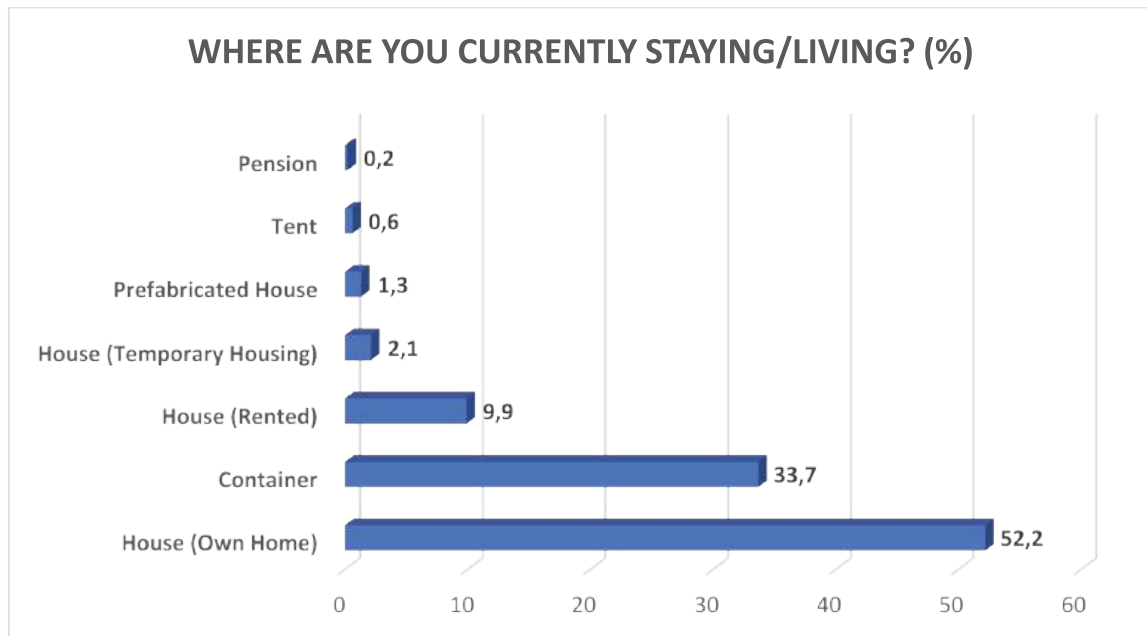
To those interviewees who reported being emotionally/psychologically affected by the earthquake—albeit to varying degrees—the question “If you were affected, how were you affected?” was posed with specific emotional responses for them to consider. Their responses were as follows:

- Developed fear: 89.6% Yes, 10.4% No
- Developed anxiety: 77.8% Yes, 22.2% No
- Developed distrust: 63.9% Yes, 36.1% No
- Became withdrawn: 48% Yes, 52% No
- Developed a reaction to sudden and loud noises: 65.7% Yes, 34.3% No
- Became more sensitive: 50.1% Yes, 49.9% No
- Started crying with/without reason: 48.6% Yes, 51.4% No
- Became more aggressive / Developed a tendency toward violence: 44.3% Yes, 55.7% No

WHAT SUPPORT DID YOU RECEIVE AFTER THE EARTHQUAKE? (%)				
	YES	NO	PARTIALLY	TOTAL
Psychological support	10,6	87,3	2,1	100
Container/Tent support	78	20,1	1,9	100
Clothing/Food support	61,9	34,4	3,7	100
Financial support	27,1	69,8	3,1	100
Support for places to play games	14,2	83,7	2,1	100
Educational support	32,9	64	3,1	100

To the interviewees, the question “What support did you receive after the earthquake?” was asked in relation to specific types of assistance likely to have been received after the disaster. The responses were as follows:

- For Psychological Support: 10.6% said Yes, 87.3% No, and 2.1% Partially
- For Container/Tent Support: 78% Yes, 20.1% No, 1.9% Partially
- For Clothing/Food Support: 61.9% Yes, 34.4% No, 3.7% Partially
- For Financial Support: 27.1% Yes, 69.8% No, 3.1% Partially
- For Support for Places to Play Games: 14.2% Yes, 83.7% No, 2.1% Partially
- For Educational Support: 32.9% Yes, 64% No, 3.1% Partially



To the research group, in response to the question “Where are you currently staying/living?”,

52.2% of the interviewees answered House (Own Home),
33.7% Container,
9.9% House (Rented),
2.1% House (Temporary Housing),
1.3% Prefabricated House,
0.6% Tent,
and 0.2% Pension.

WHERE ARE YOU CURRENTLY STAYING/LIVING?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
WHERE ARE YOU CURRENTLY STAYING/LIVING?	House (Own Home)	34,40%	40,60%	63,10%	52,20%
	House (Rented)	5,60%	8,00%	12,20%	9,90%
	House (Temporary Housing)	2,20%	2,90%	1,70%	2,10%
	Prefabricated House	1,10%	2,20%	1,00%	1,30%
	Container	56,70%	45,70%	21,00%	33,70%
	Tent		0,70%	0,70%	0,60%
	Pension			0,30%	0,20%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we look at the age group comparison for the question posed to the research group, “Where are you currently staying/living?”:

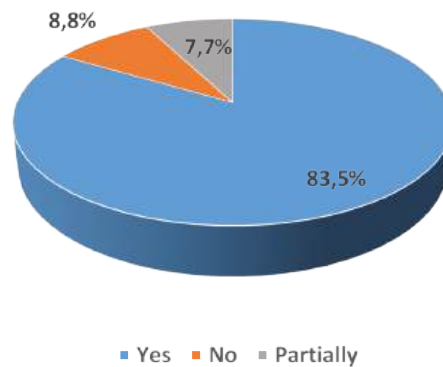
- Among interviewees aged 7–10, 56.7% answered Container, 34.4% House (Own Home), 5.6% House (Rented);
- Among interviewees aged 11–14, 45.7% answered Container, 40.6% House (Own Home), 8% House (Rented);
- Among interviewees aged 15+, 63.1% answered House (Own Home), 21% Container, 12.2% House (Rented).

WHERE ARE YOU CURRENTLY STAYING/LIVING?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
WHERE ARE YOU CURRENTLY STAYING/LIVING?	House (Own Home)	34,40%	40,90%	63,10%	52,30%
	House (Rented)	5,60%	8,00%	12,20%	10,00%
	House (Temporary Housing)	2,20%	2,90%	1,70%	2,10%
	Prefabricated House	1,10%	2,20%	1,00%	1,30%
	Container	56,70%	45,30%	21,00%	33,50%
	Tent		0,70%	0,70%	0,60%
	Pension			0,30%	0,20%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we look at the education level comparison for the question posed to the research group, “Where are you currently staying/living?”:

- Among primary school student interviewees, 56.7% answered Container, 34.4% House (Own Home), 5.6% House (Rented);
- Among middle school student interviewees, 45.3% answered Container, 40.9% House (Own Home), 8% House (Rented);
- Among high school student/graduate interviewees, 63.1% answered House (Own Home), 21% Container, 12.2% House (Rented).

**ARE THE PHYSICAL CONDITIONS OF YOUR CURRENT
ACCOMMODATION SUITABLE TO MEET YOUR DAILY
NEEDS? (TOILET, BATHROOM, BED, WATER, ELECTRICITY,
INFRASTRUCTURE, ETC.)**

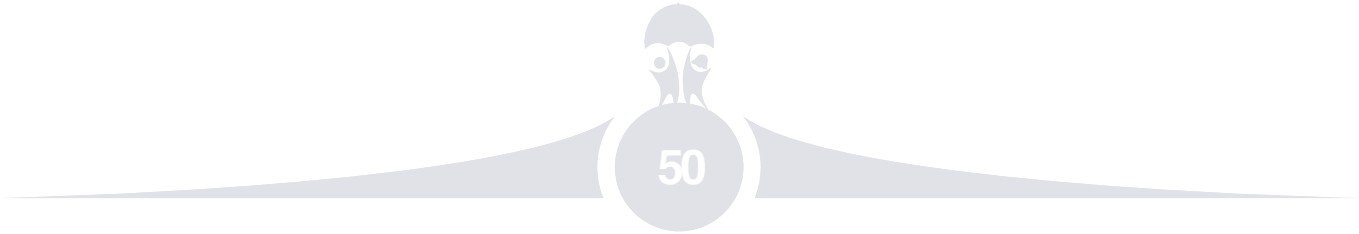


To the research group, in response to the question
“Are the physical conditions of your current accommodation suitable to meet your daily needs?
(toilet, bathroom, bed, water, electricity, infrastructure, etc.)”,
83.5% of the interviewees answered Yes, 8.8% No, and 7.7% Partially.

ARE THE PHYSICAL CONDITIONS OF THE PLACE YOU ARE STAYING SUITABLE FOR MEETING YOUR DAILY NEEDS? (TOILET, BATHROOM, BED, WATER-ELECTRICITY INFRASTRUCTURE, ETC.)* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 Age	11-14 Age	15+ Age	
ARE THE PHYSICAL CONDITIONS OF THE PLACE YOU ARE STAYING SUITABLE FOR MEETING YOUR DAILY NEEDS? (TOILET, BATHROOM, BED, WATER-ELECTRICITY INFRASTRUCTURE, ETC.)	Yes	85,60%	81,20%	84,00%	83,50%
	No	10,00%	14,50%	5,80%	8,80%
	Partially	4,40%	4,30%	10,20%	7,70%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we look at the age group comparison for the question posed to the research group, “Are the physical conditions of the place you are staying suitable for meeting your daily needs?”:

- Among interviewees aged 7–10, 85.6% answered Yes, 10% No, 4.4% Partially;
- Among interviewees aged 11–14, 81.2% answered Yes, 14.5% No, 4.3% Partially;
- Among interviewees aged 15+, 84% answered Yes, 5.8% No, 10.2% Partially.

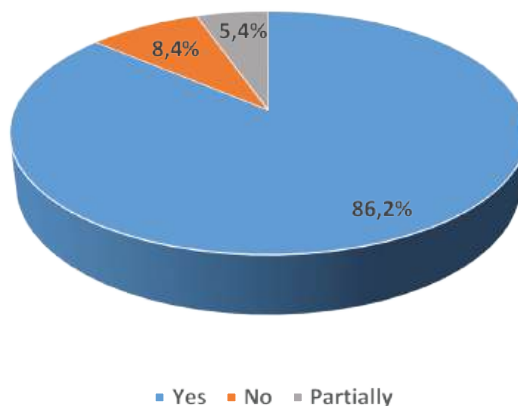


ARE THE PHYSICAL CONDITIONS OF THE PLACE YOU ARE STAYING SUITABLE FOR MEETING YOUR DAILY NEEDS? (TOILET, BATHROOM, BED, WATER-ELECTRICITY INFRASTRUCTURE, ETC.)* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
ARE THE PHYSICAL CONDITIONS OF THE PLACE YOU ARE STAYING SUITABLE FOR MEETING YOUR DAILY NEEDS? (TOILET, BATHROOM, BED, WATER-ELECTRICITY INFRASTRUCTURE, ETC.)	Yes	85,60%	81,80%	84,00%	83,70%
	No	10,00%	13,90%	5,80%	8,60%
	Partially	4,40%	4,40%	10,20%	7,70%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we look at the comparison of educational background to the question “ARE THE PHYSICAL CONDITIONS OF THE PLACE YOU ARE STAYING SUITABLE FOR MEETING YOUR DAILY NEEDS?” posed to the research group;

85.6% of primary school students answered "Yes", 10% "No", and 4.4% "Partially";
 81.8% of secondary/middle school students answered "Yes", 13.9% "No", and 4.4% "Partially";
 84% of high school students/graduates answered "Yes", 5.8% "No", and 10.2% "Partially".

ARE YOU ABLE TO EASILY ACCESS BASIC FOOD/NUTRITION/CLOTHING NEEDS? (%)



To the research group, in response to the question
“Can you easily access basic food/nutrition/clothing needs?”,

86.2% of the interviewees answered Yes, 8.4% No, and 5.4% Partially.



CAN YOU EASILY ACCESS BASIC FOOD/NUTRITION/CLOTHING NEEDS? GENDER(%)				
		GENDER		TOTAL
		Boys	Girls	
CAN YOU EASILY ACCESS BASIC FOOD/NUTRITION/CLOTHING NEEDS?	Yes	87,70%	85,00%	86,20%
	No	7,90%	8,90%	8,40%
	Partially	4,40%	6,10%	5,40%
TOTAL		100,00%	100,00%	100,00%

When we look at the gender comparison for the question posed to the research group, “Can you easily access basic food/nutrition/clothing needs?”:

- 87.7% of boys answered Yes, 7.9% No, and 4.4% Partially;
- 85% of girls answered Yes, 8.9% No, and 6.1% Partially.



CAN YOU EASILY ACCESS BASIC FOOD/NUTRITION/CLOTHING NEEDS?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
CAN YOU EASILY ACCESS BASIC FOOD/NUTRITION/CLOTHING NEEDS?	Yes	84,40%	81,80%	88,80%	86,20%
	No	12,20%	11,70%	5,80%	8,40%
	Partially	3,30%	6,60%	5,40%	5,40%
TOTAL		100,00%	100,00%	100,00%	100,00%

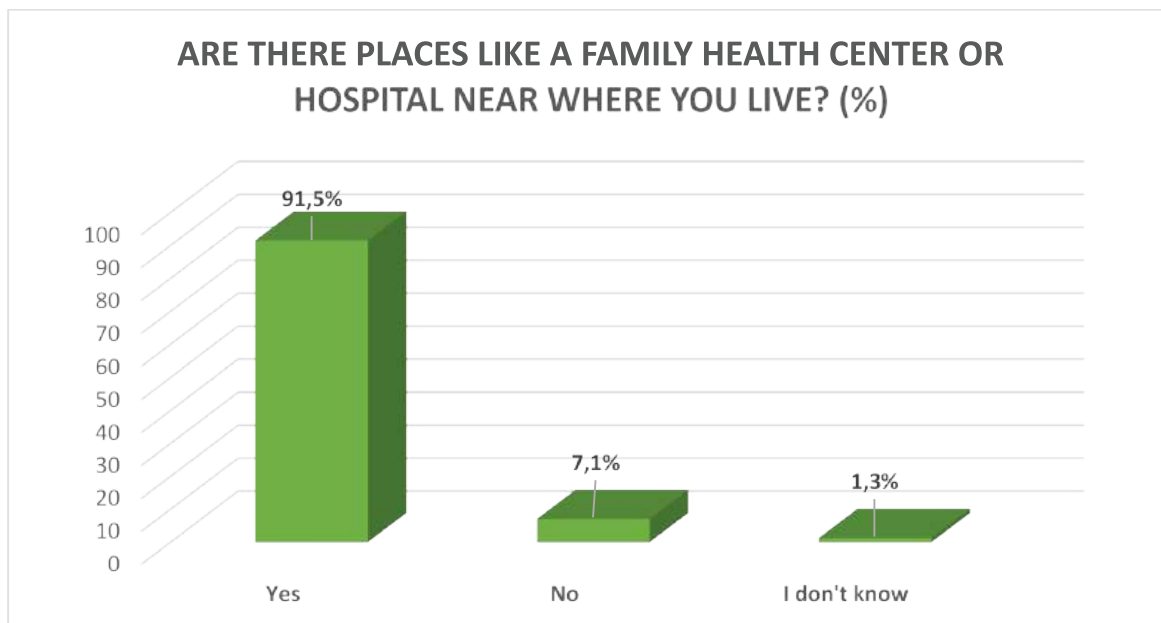
When we look at the age group comparison for the question posed to the research group, “Can you easily access basic food/nutrition/clothing needs?”:

- Among interviewees aged 7–10, 84.4% answered Yes, 12.2% No, and 3.3% Partially;
- Among interviewees aged 11–14, 81.8% answered Yes, 11.7% No, and 6.6% Partially;
- Among interviewees aged 15+, 88.8% answered Yes, 5.8% No, and 5.4% Partially.

CAN YOU EASILY ACCESS BASIC FOOD/NUTRITION/CLOTHING NEEDS? * EDUCATIONAL STATUS (%)					
		EDUCATIONAL			TOTAL
		Primary School	Middle School	High School	
CAN YOU EASILY ACCESS BASIC FOOD/NUTRITION/CLOTHING NEEDS?	Yes	84,40%	82,40%	88,80%	86,30%
	No	12,20%	11,00%	5,80%	8,30%
	Partially	3,30%	6,60%	5,40%	5,40%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we look at the education level comparison for the question posed to the research group, “Can you easily access basic food/nutrition/clothing needs?”:

- Among primary school student interviewees, 84.4% answered Yes, 12.2% No, and 3.3% Partially;
- Among middle school student interviewees, 82.4% answered Yes, 11% No, and 6.6% Partially;
- Among high school student/graduate interviewees, 88.8% answered Yes, 5.8% No, and 5.4% Partially.



To the research group, in response to the question
“Are there places like a family health center or hospital near where you live?”,
91.5% of the interviewees answered Yes, 7.1% No, and 1.3% I don't know.

ARE THERE PLACES LIKE A FAMILY HEALTH CENTER OR HOSPITAL NEAR WHERE YOU LIVE? GENDER%				
		GENDER		TOTAL
		Boy	Girl	
ARE THERE PLACES LIKE A FAMILY HEALTH CENTER OR HOSPITAL NEAR WHERE YOU LIVE?	Yes	92,10%	91,10%	91,50%
	No	6,60%	7,60%	7,10%
	I don't know	1,30%	1,40%	1,30%
TOTAL		100,00%	100,00%	100,00%

When we look at the gender comparison for the question posed to the research group, “Are there places like a family health center or hospital near where you live?”:

- 92.1% of boys answered Yes, 6.6% No, and 1.3% I don't know;
- 91.1% of girls answered Yes, 7.6% No, and 1.4% I don't know.

ARE THERE PLACES LIKE A FAMILY HEALTH CENTER OR HOSPITAL NEAR WHERE YOU LIVE? * AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
ARE THERE PLACES LIKE A FAMILY HEALTH CENTER OR HOSPITAL NEAR WHERE YOU LIVE?	Yes	97,80%	90,30%	90,20%	91,50%
	No	2,20%	9,00%	7,80%	7,10%
	I Don't Know		0,70%	2,00%	1,30%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we look at the age group comparison for the question posed to the research group, “Are there places like a family health center or hospital near where you live?”:

- Among interviewees aged 7–10, 97.8% answered Yes, 2.2% No;
- Among interviewees aged 11–14, 90.3% answered Yes, 9% No, and 0.7% I don't know;
- Among interviewees aged 15+, 90.2% answered Yes, 7.8% No, and 2% I don't know.

ARE THERE PLACES LIKE A FAMILY HEALTH CENTER OR HOSPITAL NEAR WHERE YOU LIVE? EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
ARE THERE PLACES LIKE A FAMILY HEALTH CENTER OR HOSPITAL NEAR WHERE YOU LIVE?	Yes	97,80%	90,20%	90,20%	91,50%
	No	2,20%	9,00%	7,80%	7,10%
	I Don't Know		0,80%	2,00%	1,40%
TOTAL		100,00%	100,00%	100,00%	100,00%

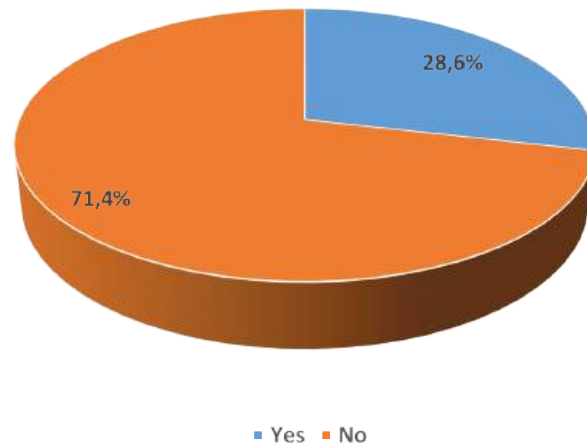
When we examine the comparison based on Educational Status for the question posed to the research group: “Are there places like a Family Health Center or Hospital near where you live?”

Among primary school student respondents:
97.8% answered Yes, 2.2% answered No;

Among secondary school student respondents:
90.2% answered Yes, 9% answered No, 0.8% answered I Don't know;

Among high school student/graduated respondents:
90.2% answered Yes, 7.8% answered No, 2% answered I Don't know.

HAVE YOU EVER BEEN GIVEN A HEALTH SCREENING WHERE YOU LIVE? (%)



For the question posed to the research group: “Have you ever been a health screening where you live?”

28.6% of the respondents answered Yes, and 71.4% answered No.

HAVE YOU EVER BEEN A HEALTH SCREENING WHERE YOU LIVE? GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
HAVE YOU EVER BEEN A HEALTH SCREENING WHERE YOU LIVE?	Yes	30,90%	26,90%	28,60%
	No	69,10%	73,10%	71,40%
TOTAL		100,00%	100,00%	100,00%

When examining the gender-based responses to the question posed to the research group: “Have you ever been a health screening where you live?”

30.9% of boys responded Yes, while 69.1% responded No;

26.9% of girls responded Yes, while 73.1% responded No.

HAVE YOU EVER BEEN A HEALTH SCREENING WHERE YOU LIVE?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
HAVE YOU EVER BEEN A HEALTH SCREENING WHERE YOU LIVE?	Yes	40,00%	29,90%	24,60%	28,60%
	No	60,00%	70,10%	75,40%	71,40%
TOTAL		100,00%	100,00%	100,00%	100,00%

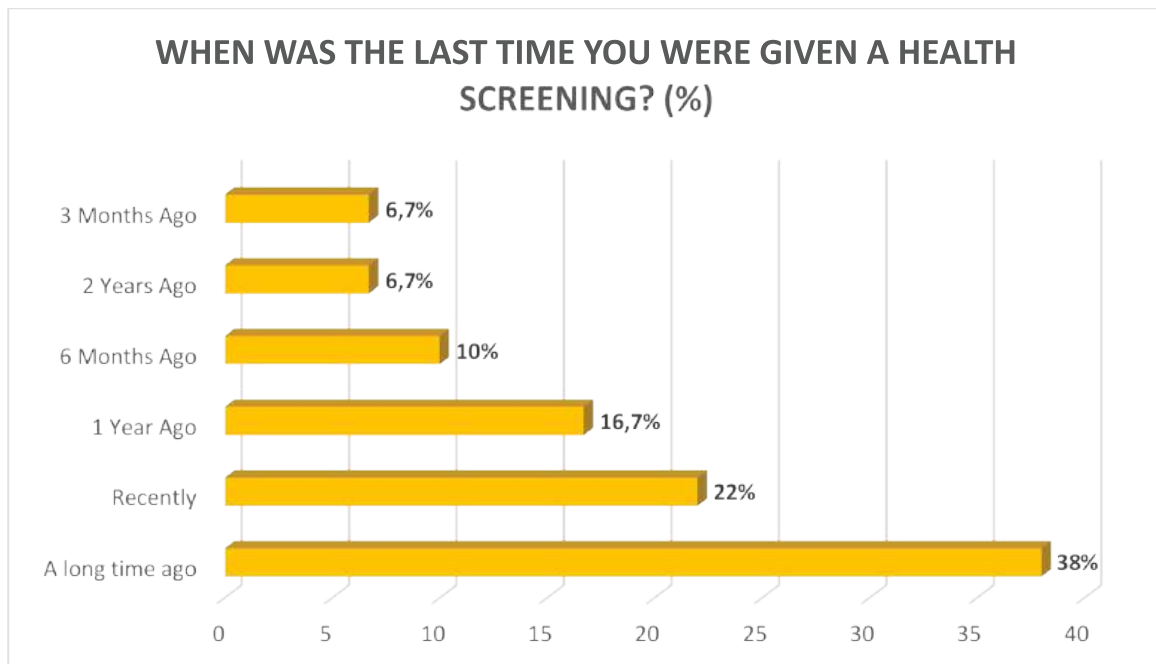
When we examine the age group comparison for the question posed to the research group: “Have you ever been a health screening where you live?”

40% of respondents aged 7–10 answered Yes, 60% answered No;
29.9% of respondents aged 11–14 answered Yes, 70.1% answered No;
24.6% of respondents aged 15 and above answered Yes, 75.4% answered No.

HAVE YOU EVER BEEN A HEALTH SCREENING WHERE YOU LIVE?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
HAVE YOU EVER BEEN A HEALTH SCREENING WHERE YOU LIVE?	Yes	40,00%	30,10%	24,60%	28,70%
	No	60,00%	69,90%	75,40%	71,30%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the educational status comparison for the question posed to the research group: “Have you ever been a health screening where you live?”

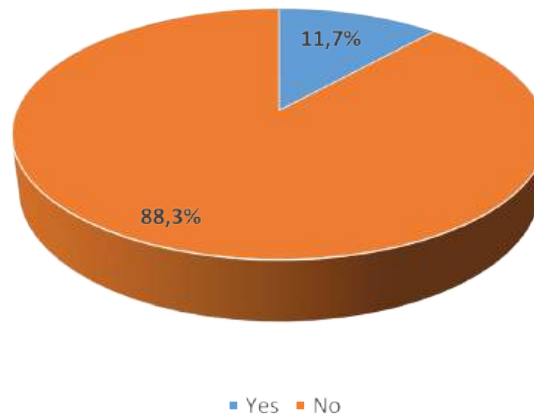
40% of primary school student respondents answered Yes, 60% answered No;
 30.1% of secondary school student respondents answered Yes, 69.9% answered No;
 24.6% of high school student/graduate respondents answered Yes, 75.4% answered No.



For the question posed to the research group: “When was the last time you were given a health screening?”

38% of the respondents answered A long time ago,
22% answered Recently,
16.7% answered 1 year ago,
10% answered 6 months ago,
6.7% answered 2 years ago,
6.7% answered 3 months ago.

**DO YOU HAVE A HEALTH CONDITION THAT REQUIRES
REGULAR MEDICAL CHECK-UPS? (%)**



For the question posed to the research group: “Do you have a health condition that requires regular medical check-ups?”

11.7% of the respondents answered Yes, and 88.3% answered No.

DO YOU HAVE A HEALTH CONDITION THAT REQUIRES REGULAR CHECK-UPS?*				
GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
DO YOU HAVE A HEALTH CONDITION THAT REQUIRES REGULAR CHECK-UPS?	Yes	10,00%	12,90%	11,70%
	No	90,00%	87,10%	88,30%
TOTAL		100,00%	100,00%	100,00%

When we examine the gender comparison for the question posed to the research group: “Do you have a health condition that requires regular check-ups?”

10% of boys answered Yes, 90% answered No;

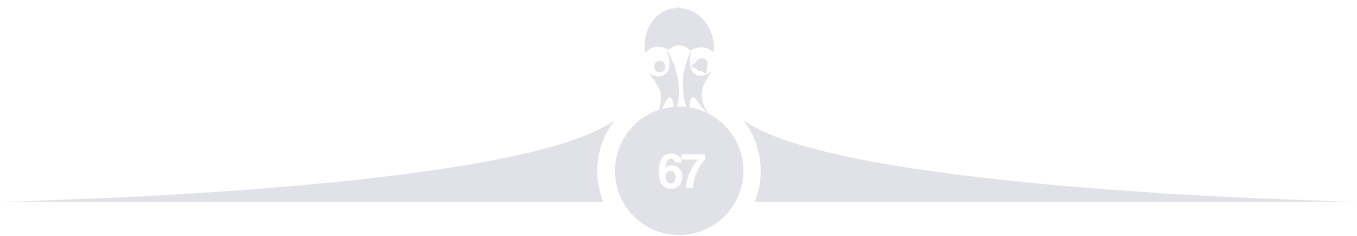
12.9% of girls answered Yes, 87.1% answered No.



DO YOU HAVE A HEALTH CONDITION THAT REQUIRES REGULAR CHECK-UPS?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
DO YOU HAVE A HEALTH CONDITION THAT REQUIRES REGULAR CHECK-UPS?*	Yes	18,60%	8,30%	11,10%	11,70%
	No	81,40%	91,70%	88,90%	88,30%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the age group comparison for the question posed to the research group: “Do you have a health condition that requires regular check-ups?”

18.6% of respondents aged 7–10 answered Yes, 81.4% answered No;
8.3% of respondents aged 11–14 answered Yes, 91.7% answered No;
11.1% of respondents aged 15 and above answered Yes, 88.9% answered No.

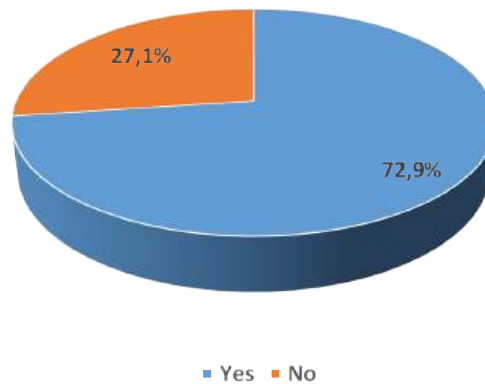


DO YOU HAVE A HEALTH CONDITION THAT REQUIRES REGULAR CHECK-UPS?*					
		EDUCATIONAL STATUS (%)			TOTAL
		Primary School	Middle School	High School	
DO YOU HAVE A HEALTH CONDITION THAT REQUIRES REGULAR CHECK-UPS?*	Yes	18,60%	8,40%	11,10%	11,70%
	No	81,40%	91,60%	88,90%	88,30%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the educational status comparison for the question posed to the research group: “Do you have a health condition that requires regular check-ups?”

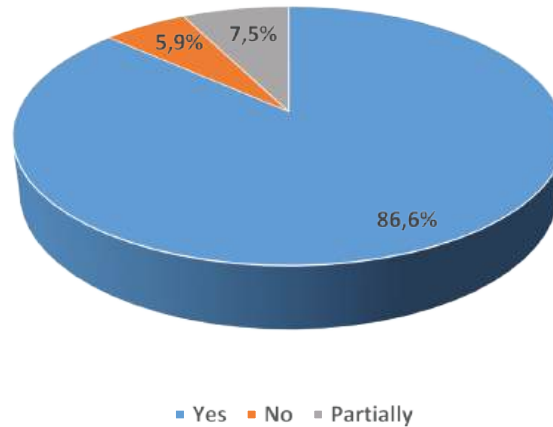
18.6% of primary school student respondents answered Yes, 81.4% answered No;
 8.4% of secondary school student respondents answered Yes, 91.6% answered No;
 11.1% of high school student/graduate respondents answered Yes, 88.9% answered No.

**IF YES, ARE YOU ABLE TO REGULARLY VISIT A
DOCTOR? (%)**



For the question posed to the research group: “If yes, are you able to visit the doctor regularly?”
72.9% of the respondents answered Yes, and 27.1% answered No.

**WHEN YOU HAVE A HEALTH PROBLEM, ARE YOU ABLE TO
EASILY GO TO A HOSPITAL/DOCTOR? (%)**



For the question posed to the research group: “When you have health problems, are you able to easily go to the hospital/doctor comfortably?”

86.6% of the respondents answered Yes, 5.9% answered No, and 7.5% answered Partially.

WHEN YOU HAVE HEALTH PROBLEMS, ARE YOU ABLE TO EASILY GO TO THE HOSPITAL/DOCTOR COMFORTABLY?* GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
WHEN YOU HAVE HEALTH PROBLEMS, ARE YOU ABLE TO EASILY GO TO THE HOSPITAL/DOCTOR COMFORTABLY?*	Yes	86,50%	86,70%	86,60%
	No	6,60%	5,50%	5,90%
	partially	7,00%	7,80%	7,50%
TOTAL		100,00%	100,00%	100,00%

When we examine the gender comparison for the question posed to the research group: “When you have health problems, are you able to easily go to the hospital/doctor comfortably?”

86.5% of boys answered Yes, 6.6% answered No, and 7% answered Partially;

86.7% of girls answered Yes, 5.5% answered No, and 7.8% answered Partially.

WHEN YOU HAVE HEALTH PROBLEMS, ARE YOU ABLE TO EASILY GO TO THE HOSPITAL/DOCTOR COMFORTABLY?*					
AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
WHEN YOU HAVE HEALTH PROBLEMS, ARE YOU ABLE TO EASILY GO TO THE HOSPITAL/DOCTOR COMFORTABLY?*	Yes	78,70%	86,00%	89,20%	86,60%
	No	11,20%	5,10%	4,70%	5,90%
	Partially	10,10%	8,80%	6,10%	7,50%
TOTAL		100,00%	100,00%	100,00%	100,00%

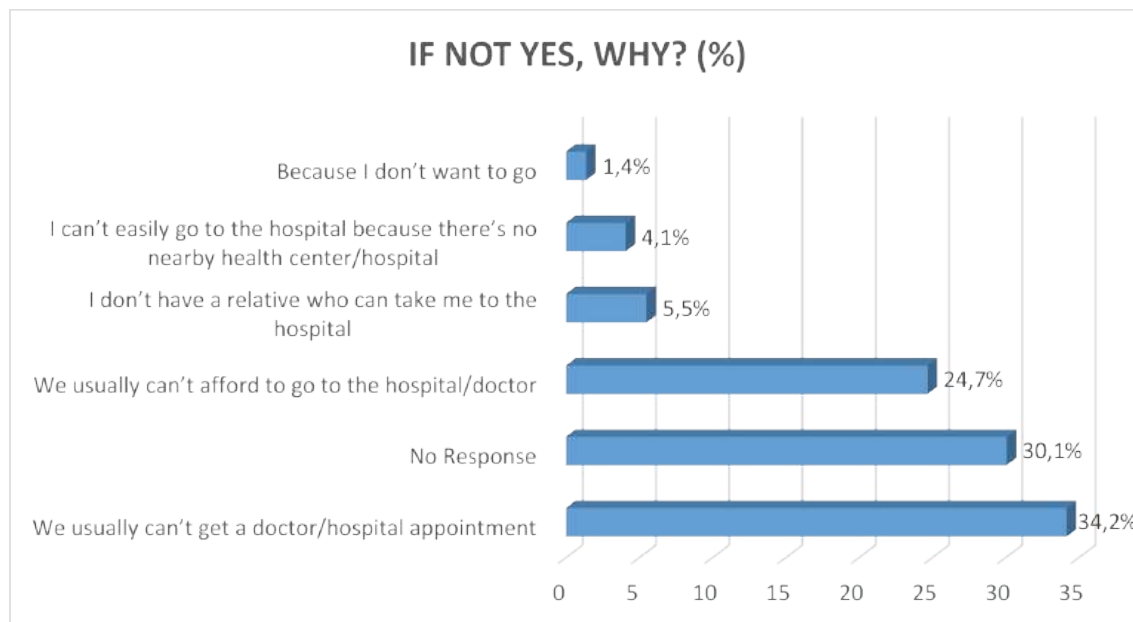
When we examine the age group comparison for the question posed to the research group: “When you have health problems, are you able to easily go to the hospital/doctor comfortably?”

78.7% of respondents aged 7–10 answered Yes, 11.2% answered No, and 10.1% answered Partially;
 86% of respondents aged 11–14 answered Yes, 5.1% answered No, and 8.8% answered Partially;
 89.2% of respondents aged 15 and above answered Yes, 4.7% answered No, and 6.1% answered Partially.

WHEN YOU HAVE HEALTH PROBLEMS, ARE YOU ABLE TO EASILY GO TO THE HOSPITAL/DOCTOR COMFORTABLY?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
WHEN YOU HAVE HEALTH PROBLEMS, ARE YOU ABLE TO EASILY GO TO THE HOSPITAL/DOCTOR COMFORTABLY?*	Yes	78,70%	85,90%	89,20%	86,60%
	No	11,20%	5,20%	4,70%	6,00%
	Partially	10,10%	8,90%	6,10%	7,50%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the educational status comparison for the question posed to the research group: “When you have health problems, are you able to easily go to the hospital/doctor comfortably?”

78.7% of primary school student respondents answered Yes, 11.2% answered No, and 10.1% answered Partially;
85.9% of secondary school student respondents answered Yes, 5.2% answered No, and 8.9% answered Partially;
89.2% of high school student/graduate respondents answered Yes, 4.7% answered No, and 6.1% answered Partially.



For the question posed to the research group: “(If not Yes) Why?”

34.2% of the respondents answered We usually can't get a doctor/hospital appointment,

24.7% answered We usually can't afford to go to the hospital/doctor,

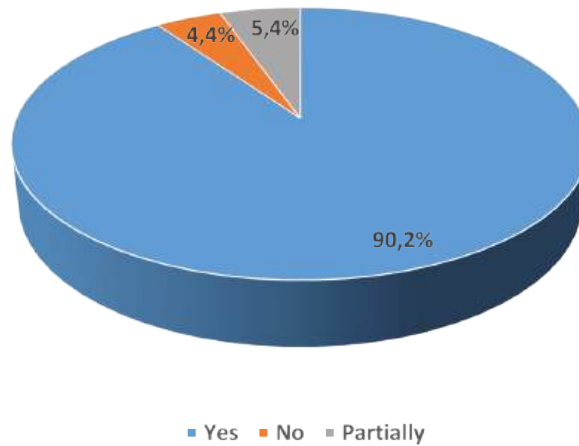
5.5% answered I don't have a relative who can take me to the hospital,

4.1% answered I can't easily go to the hospital because there's no nearby health center/hospital,

1.4% answered Because I don't want to go;

30.1% of the respondents did not provide an answer.

DO YOU HAVE ACCESS TO HYGIENE AND CLEANING PRODUCTS? (%) (SOAP, WATER, TISSUES, SHAMPOO, ETC.)



For the question posed to the research group: “Do you have access to hygiene and cleaning products (such as soap, water, tissues, shampoo, etc.)?”

90.2% of the respondents answered Yes, 4.4% answered No, and 5.4% answered Partially.

DO YOU HAVE ACCESS TO HYGIENE AND CLEANING PRODUCTS?* GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
DO YOU HAVE ACCESS TO HYGIENE AND CLEANING PRODUCTS?*	Yes	91,70%	89,00%	90,20%
	No	3,10%	5,50%	4,40%
	Partially	5,20%	5,50%	5,40%
TOTAL		100,00%	100,00%	100,00%

When we examine the gender comparison for the question posed to the research group: “Do you have access to hygiene and cleaning products?”

91.7% of boys answered Yes, 3.1% answered No, and 5.2% answered Partially; 89% of girls answered Yes, 5.5% answered No, and 5.5% answered Partially.

DO YOU HAVE ACCESS TO HYGIENE AND CLEANING PRODUCTS? (SOAP, WATER, TISSUES, SHAMPOO, ETC.)* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
DO YOU HAVE ACCESS TO HYGIENE AND CLEANING PRODUCTS? (SOAP, WATER, TISSUES, SHAMPOO, ETC.)*	Evet	90,00%	85,70%	92,20%	90,20%
	Hayır	7,80%	4,50%	3,40%	4,40%
	Kismen	2,20%	9,80%	4,40%	5,40%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the age group comparison for the question posed to the research group: “Do you have access to hygiene and cleaning products?”

90% of respondents aged 7–10 answered Yes, 7.8% answered No, and 2.2% answered Partially;
85.7% of respondents aged 11–14 answered Yes, 4.5% answered No, and 9.8% answered Partially;
92.2% of respondents aged 15 and above answered Yes, 3.4% answered No, and 4.4% answered Partially.

DO YOU HAVE ACCESS TO HYGIENE AND CLEANING PRODUCTS? (SOAP, WATER, TISSUES, SHAMPOO, ETC.)* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
DO YOU HAVE ACCESS TO HYGIENE AND CLEANING PRODUCTS? (SOAP, WATER, TISSUES, SHAMPOO, ETC.)*	Yes	90,00%	86,40%	92,20%	90,30%
	No	7,80%	3,80%	3,40%	4,20%
	Partially	2,20%	9,80%	4,40%	5,40%
TOTAL		100,00%	100,00%	100,00%	100,00%

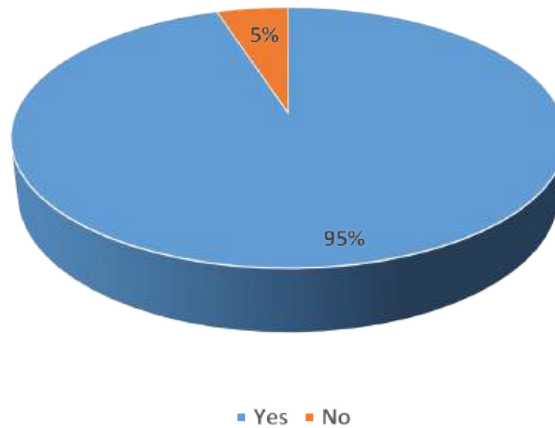
When we examine the educational status comparison for the question posed to the research group: “Do you have access to hygiene and cleaning products?”

90% of primary school student respondents answered Yes, 7.8% answered No, and 2.2% answered Partially;

86.4% of secondary school student respondents answered Yes, 3.8% answered No, and 9.8% answered Partially;

92.2% of high school student/graduate respondents answered Yes, 3.4% answered No, and 4.4% answered Partially.

**IS THERE A SCHOOL BUILDING IN OR NEAR YOUR AREA
THAT PROVIDES ACCESS TO EDUCATION? (%)**



For the question posed to the research group: “Is there a school building in or near your area that provides access to education?”

95% of the respondents answered Yes, and 5% answered No.

IS THERE A SCHOOL BUILDING IN OR NEAR YOUR AREA THAT PROVIDES ACCESS TO EDUCATION?* GENDER(%)				
		GENDER		TOTAL
		Boys	Girls	
IS THERE A SCHOOL BUILDING IN OR NEAR YOUR AREA THAT PROVIDES ACCESS TO EDUCATION?	Yes	96,90%	93,40%	95,00%
	No	3,10%	6,60%	5,00%
TOTAL		100,00%	100,00%	100,00%

When we examine the gender comparison for the question posed to the research group: “Is there a school building in or near your area that provides access to education?”

96.9% of boys answered Yes, 3.1% answered No;
93.4% of girls answered Yes, 6.6% answered No.

IS THERE A SCHOOL BUILDING IN OR NEAR YOUR AREA THAT PROVIDES ACCESS TO EDUCATION?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
IS THERE A SCHOOL BUILDING IN OR NEAR YOUR AREA THAT PROVIDES ACCESS TO EDUCATION?*	Yes	98,90%	91,20%	95,50%	95,00%
	No	1,10%	8,80%	4,50%	5,00%
TOTAL		100,00%	100,00%	100,00%	100,00%

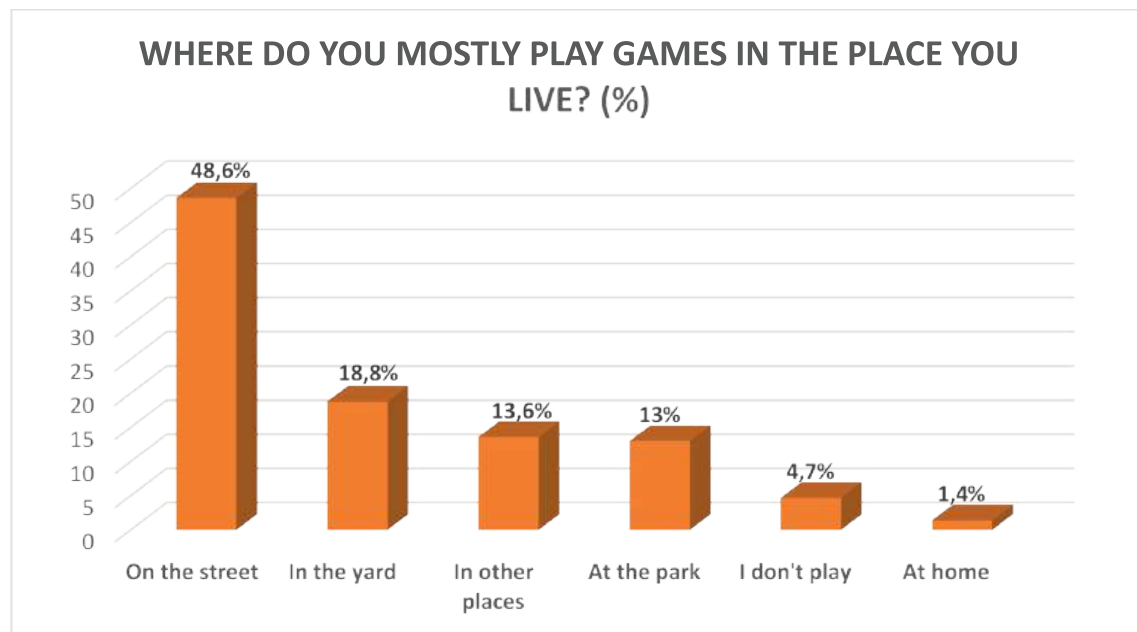
When we examine the age group comparison for the question posed to the research group: “Is there a school building in or near your area that provides access to education?”

98.9% of respondents aged 7–10 answered Yes, 1.1% answered No;
91.2% of respondents aged 11–14 answered Yes, 8.8% answered No;
95.5% of respondents aged 15 and above answered Yes, 4.5% answered No.

IS THERE A SCHOOL BUILDING IN OR NEAR YOUR AREA THAT PROVIDES ACCESS TO EDUCATION?*					
EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
IS THERE A SCHOOL BUILDING IN OR NEAR YOUR AREA THAT PROVIDES ACCESS TO EDUCATION?	Evet	98,90%	91,10%	95,50%	95,00%
	Hayır	1,10%	8,90%	4,50%	5,00%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the educational status comparison for the question posed to the research group: “Is there a school building in or near your area that provides access to education?”

98.9% of primary school student respondents answered Yes, 1.1% answered No;
91.1% of middle school student respondents answered Yes, 8.9% answered No;
95.5% of high school student/graduate respondents answered Yes, 4.5% answered No.



For the question posed to the research group: “Where do you mostly play games in the place you live?”

48.6% of respondents answered On the street,
18.8% answered In the yard,
13.6% answered In other places,
13% answered At the park,
4.7% answered that they do not play,
1.4% answered At home.

WHERE DO YOU MOSTLY PLAY GAMES IN THE PLACES YOU LIVE?* GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
WHERE DO YOU MOSTLY PLAY GAMES IN THE PLACES YOU LIVE?	At the park	14,70%	11,60%	13,00%
	In the yard	16,50%	20,70%	18,80%
	On the street	50,90%	46,70%	48,60%
	In other places	12,40%	14,50%	13,60%
	At home	0,90%	1,80%	1,40%
	I do not play	4,60%	4,70%	4,70%
TOTAL		100,00%	100,00%	100,00%

When we examine the gender comparison for the question posed to the research group: “Where do you mostly play games in the place you live?”

50.9% of boys answered On the street, 16.5% answered In the yard, 14.7% answered At the park, and 12.4% answered In other places;

46.7% of girls answered On the street, 20.7% answered In the yard, 14.5% answered In other places, and 11.6% answered At the park.

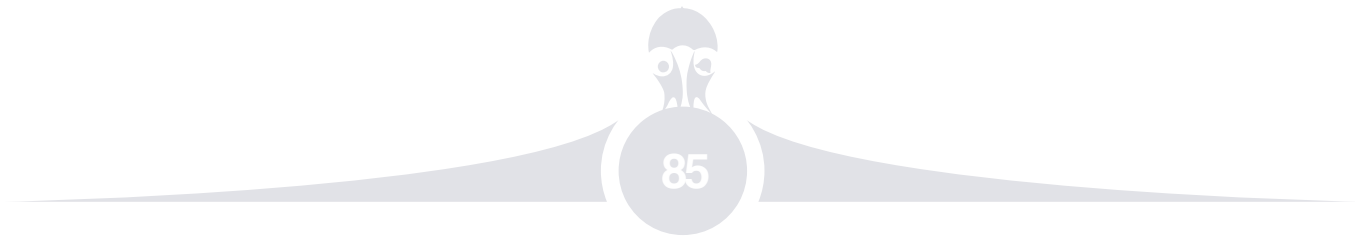
WHERE DO YOU MOSTLY PLAY GAMES IN THE PLACES YOU LIVE?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
WHERE DO YOU MOSTLY PLAY GAMES IN THE PLACES YOU LIVE?*	At the park	17,80%	15,20%	10,30%	13,00%
	In the yard	23,30%	15,90%	18,80%	18,80%
	On the street	57,80%	55,30%	42,30%	48,60%
	In other places		7,60%	21,00%	13,60%
	At home	1,10%	1,50%	1,50%	1,40%
	I do not play		4,50%	6,30%	4,70%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the age group comparison for the question posed to the research group: “Where do you mostly play games in the place you live?”

57.8% of respondents aged 7–10 answered On the street, 23.3% answered In the yard, and 17.8% answered At the park;

55.3% of respondents aged 11–14 answered On the street, 15.9% answered In the yard, and 15.2% answered At the park;

42.3% of respondents aged 15 and above answered On the street, 21% answered In other places, and 18.8% answered In the yard.



WHERE DO YOU MOSTLY PLAY GAMES IN THE PLACES YOU LIVE?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
WHERE DO YOU MOSTLY PLAY GAMES IN THE PLACES YOU LIVE?*	At the park	17,80%	15,30%	10,30%	13,00%
	In the yard	23,30%	15,30%	18,80%	18,70%
	On the street	57,80%	55,70%	42,30%	48,70%
	In other places		7,60%	21,00%	13,60%
	At home	1,10%	1,50%	1,50%	1,40%
	I do not play		4,60%	6,30%	4,70%
TOTAL		100,00%	100,00%	100,00%	100,00%

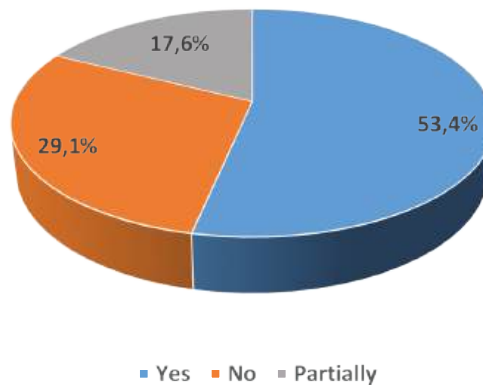
When we examine the educational status comparison for the question posed to the research group: “Where do you mostly play games in the place you live?”

57.8% of primary school student respondents answered On the street, 23.3% answered In the yard, and 17.8% answered At the park;

55.7% of middle school student respondents answered On the street, 15.3% answered At the park, and 15.3% answered In the yard;

42.3% of high school student/graduate respondents answered On the street, 21% answered In other places, and 18.8% answered In the yard.

DO YOU FEEL SAFE IN THE PLACES WHERE YOU PLAY GAMES? (%)



For the question posed to the research group: “Do you feel safe in the places where you play games?”

17.6% of the respondents answered Partially, 29.1% answered No, and 53.4% answered Yes.

DO YOU FEEL SAFE IN THE PLACES WHERE YOU PLAY GAMES?* GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
DO YOU FEEL SAFE IN THE PLACES WHERE YOU PLAY GAMES?	Yes	58,60%	49,20%	53,40%
	No	22,20%	34,50%	29,10%
	Partially	19,20%	16,30%	17,60%
TOTAL		100,00%	100,00%	100,00%

When we examine the gender comparison for the question posed to the research group: “Do you feel safe in the place where you play games?”

58.6% of boys answered Yes, 22.2% answered No, and 19.2% answered Partially; 49.2% of girls answered Yes, 34.5% answered No, and 16.3% answered Partially.

Considering that the most commonly chosen play areas are streets, yards, and parks, the fact that girls do not feel safe while playing in public spaces should be interpreted not only in relation to the reality of the earthquake but also through the lens of broader social traumas.

DO YOU FEEL SAFE IN THE PLACES WHERE YOU PLAY GAMES?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
DO YOU FEEL SAFE IN THE PLACES WHERE YOU PLAY GAMES?	Yes	61,80%	49,60%	52,20%	53,40%
	No	25,80%	32,80%	28,30%	29,10%
	Partially	12,40%	17,60%	19,40%	17,60%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the age group comparison for the question posed to the research group: “Do you feel safe in the places where you play games?”

61.8% of respondents aged 7–10 answered Yes, 25.8% answered No, and 12.4% answered Partially;

49.6% of respondents aged 11–14 answered Yes, 32.8% answered No, and 17.6% answered Partially;

52.2% of respondents aged 15 and above answered Yes, 28.3% answered No, and 19.4% answered Partially.

DO YOU FEEL SAFE IN THE PLACES WHERE YOU PLAY GAMES?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
DO YOU FEEL SAFE IN THE PLACES WHERE YOU PLAY GAMES?*	Yes	61,80%	50,00%	52,20%	53,50%
	No	25,80%	32,30%	28,30%	28,90%
	Partially	12,40%	17,70%	19,40%	17,60%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the educational status comparison for the question posed to the research group: “Do you feel safe in the places where you play games?”

61.8% of primary school student respondents answered Yes, 25.8% answered No, and 12.4% answered Partially;

50% of middle school student respondents answered Yes, 32.3% answered No, and 17.7% answered Partially;

52.2% of high school student/graduate respondents answered Yes, 28.3% answered No, and 19.4% answered Partially.

WHICH SOCIAL/CULTURAL/ENTERTAINMENT EVENTS HAVE YOU BEEN ABLE TO PARTICIPATE IN DURING THE LAST 2 YEARS? (%)			
	YES	NO	TOTAL
Theatre	17,7	82,3	100
Cinema	36,1	63,9	100
Concert	24,3	75,7	100
Competitions	21	79	100
Festival	17,3	82,7	100
Birthday Parties	48,3	51,7	100
Graduation Parties	18,7	81,3	100

When we look at the responses to the question posed to the research group: “Which social/cultural/entertainment events have you been able to participate in during the last 2 years?”

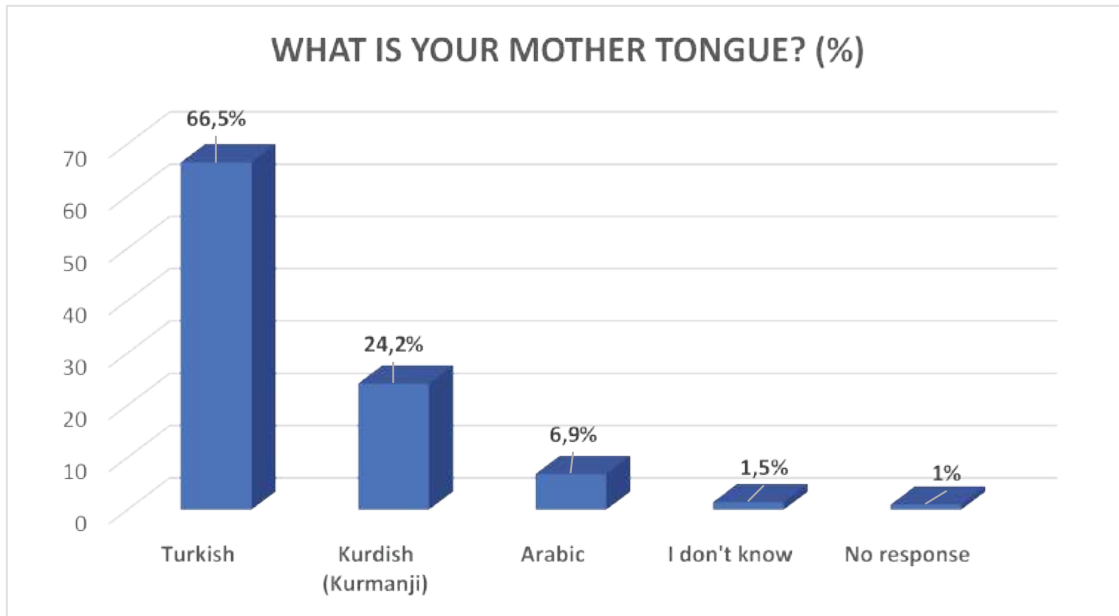
17.7% of the respondents answered Yes and 82.3% answered No for Theatre events;
 36.1% answered Yes and 63.9% answered No for Cinema events;
 24.3% answered Yes and 75.7% answered No for Concerts;
 21% answered Yes and 79% answered No for Competitions;
 17.3% answered Yes and 82.7% answered No for Festivals;
 48.3% answered Yes and 51.7% answered No for Birthday Parties;
 18.7% answered Yes and 81.3% answered No for Graduation Parties.

WHAT TYPE OF EVENTS DO YOU THINK WOULD BE GOOD FOR YOU? (%)			
	YES	NO	TOTAL
Play Workshops	78,6	21,4	100
Instrument Workshops	69,4	30,6	100
Art Workshops	73,6	26,4	100
Visual Events such as Concerts/Cinema/Theatre	77,8	22,2	100
Educational Support Workshops	80,8	19,2	100
Sports Activity Workshops	53,9	46,1	100

When we look at the responses to the question posed to the research group: “What type of events do you think would be good for you?”

78.6% of the respondents answered Yes, and 21.4% answered No for Play Workshops;
 69.4% answered Yes, and 30.6% answered No for Instrument Workshops;
 73.6% answered Yes, and 26.4% answered No for Art Workshops;
 77.8% answered Yes, and 22.2% answered No for Visual Events such as Concerts/Cinema/Theatre;
 80.8% answered Yes, and 19.2% answered No for Educational Support Workshops;
 53.9% answered Yes, and 46.1% answered No for Sports Activity Workshops.

III.CHAPTER



For the question posed to the research group: “What is your mother tongue?”

66.5% of the respondents answered Turkish,
24.2% answered Kurdish (Kurmanji),
6.9% answered Arabic;
1.5% stated that they did not know, and 1% did not respond.

WHAT IS YOUR MOTHER TONGUE?* GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
WHAT IS YOUR MOTHER TONGUE?	No Response	1,70%	0,30%	1,00%
	Turkish	65,80%	67,00%	66,50%
	Kurdish (Kurmanji)	24,20%	24,10%	24,20%
	Arabic	6,90%	6,80%	6,90%
	I Don't Know	1,30%	1,70%	1,50%
TOTAL		100,00%	100,00%	100,00%

When we examine the gender comparison for the question posed to the research group: “What is your mother tongue?”

65.8% of boys answered Turkish, 24.2% answered Kurdish, and 6.9% answered Arabic;

67% of girls answered Turkish, 24.1% answered Kurdish, and 6.8% answered Arabic.

WHAT IS YOUR MOTHER TONGUE?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
WHAT IS YOUR MOTHER TONGUE?	No Response	2,20%	1,40%	0,30%	1,00%
	Turkish	65,60%	71,00%	64,60%	66,50%
	Kurdish (Kurmanji)	23,30%	21,00%	25,90%	24,20%
	Arabic	6,70%	4,30%	8,10%	6,90%
	I Don't Know	2,20%	2,20%	1,00%	1,50%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the age group comparison for the question posed to the research group: “What is your mother tongue?”

65.6% of respondents aged 7–10 answered Turkish, 23.3% answered Kurdish (Kurmanji), and 6.7% answered Arabic;
71% of respondents aged 11–14 answered Turkish, 21% answered Kurdish (Kurmanji), and 4.3% answered Arabic;
64.6% of respondents aged 15 and above answered Turkish, 25.9% answered Kurdish (Kurmanji), and 8.1% answered Arabic.

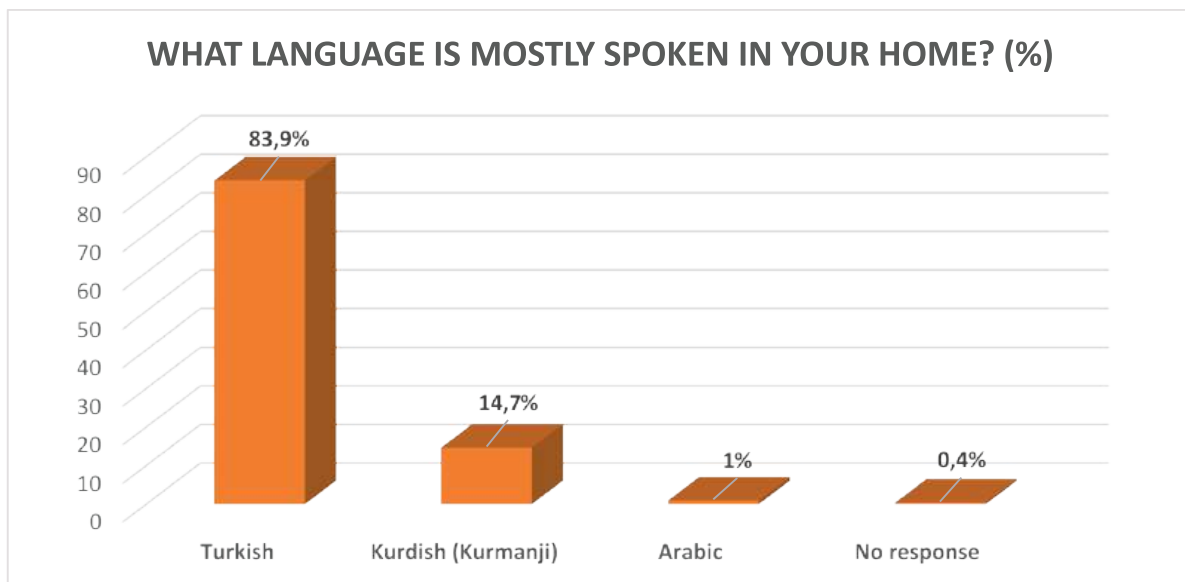
WHAT IS YOUR MOTHER TONGUE?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
WHAT IS YOUR MOTHER TONGUE ?	No Response	2,20%	1,50%	0,30%	1,00%
	Turkish	65,60%	71,50%	64,60%	66,60%
	Kurdish (Kurmanji)	23,30%	20,40%	25,90%	24,00%
	Arabic	6,70%	4,40%	8,10%	6,90%
	I Don't Know	2,20%	2,20%	1,00%	1,50%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the educational status comparison for the question posed to the research group: "What is your mother tongue?"

65.6% of primary school student respondents answered Turkish, 23.3% answered Kurdish (Kurmanji), and 6.7% answered Arabic;

71.5% of middle school student respondents answered Turkish, 20.4% answered Kurdish (Kurmanji), and 4.4% answered Arabic;

64.6% of high school student/graduate respondents answered Turkish, 25.9% answered Kurdish (Kurmanji), and 8.1% answered Arabic.



For the question posed to the research group: “What language is mostly spoken in your home?”

83.9% of the respondents answered Turkish, 14.7% answered Kurdish (Kurmanji), and 1% answered Arabic.

WHAT LANGUAGE IS MOSTLY SPOKEN IN YOUR HOME?*				
GENDER(%)				
		GENDER		TOTAL
		Boys	Girls	
WHAT LANGUAGE IS MOSTLY SPOKEN IN YOUR HOME?	No Response	0,40%	0,30%	0,40%
	Turkish	83,50%	84,00%	83,80%
	Kurdish (Kurmanji)	15,20%	14,60%	14,90%
	Arabic	0,90%	1,00%	1,00%
TOTAL		100,00%	100,00%	100,00%

When we examine the gender comparison for the question posed to the research group: “What language is mostly spoken in your home?”

83.5% of boys answered Turkish, 15.2% answered Kurdish, and 0.9% answered Arabic; 84% of girls answered Turkish, 14.6% answered Kurdish, and 1% answered Arabic.

WHAT LANGUAGE IS MOSTLY SPOKEN IN YOUR HOME? *AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
WHAT LANGUAGE IS MOSTLY SPOKEN IN YOUR HOME?	No Response		1,40%		0,40%
	Turkish	83,30%	86,20%	82,80%	83,80%
	Kurdish (Kurmanji)	15,60%	11,60%	16,20%	14,90%
	Arabic	1,10%	0,70%	1,00%	1,00%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the age group comparison for the question posed to the research group: “What language is mostly spoken in your home?”

83.3% of respondents aged 7–10 answered Turkish, 15.6% answered Kurdish (Kurmanji), and 1.1% answered Arabic;
 86.2% of respondents aged 11–14 answered Turkish, 11.6% answered Kurdish (Kurmanji), and 0.7% answered Arabic;
 82.8% of respondents aged 15 and above answered Turkish, 16.2% answered Kurdish (Kurmanji), and 1% answered Arabic.

WHAT LANGUAGE IS MOSTLY SPOKEN IN YOUR HOME?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
WHAT LANGUAGE IS MOSTLY SPOKEN IN YOUR HOME?	No Response		1,50%		0,40%
	Turkish	83,30%	86,90%	82,80%	84,00%
	Kurdish (Kurmanji)	15,60%	10,90%	16,20%	14,70%
	Arabic	1,10%	0,70%	1,00%	1,00%
TOTAL		100,00%	100,00%	100,00%	100,00%

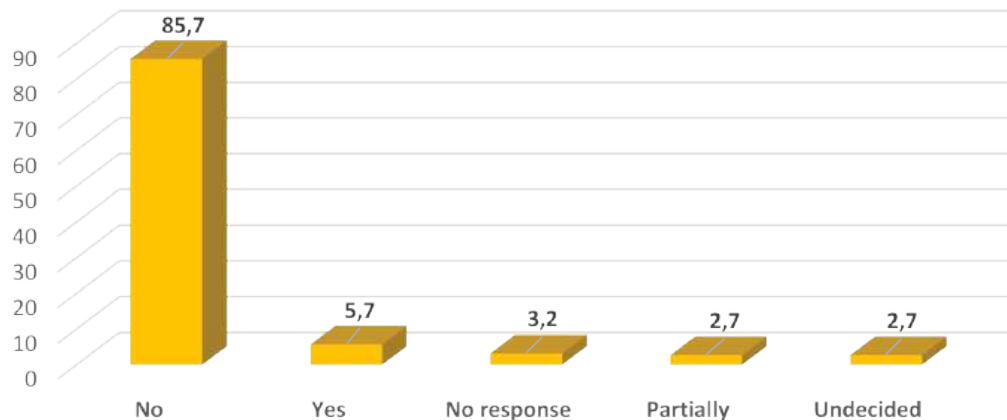
When we examine the comparison by education level for the question posed to the research group: “What language is mostly spoken in your home?”

83.3% of primary school respondents said Turkish, 15.6% said Kurdish (Kurmanji), and 1.1% said Arabic;

86.9% of middle school respondents said Turkish, 10.9% said Kurdish (Kurmanji), and 0.7% said Arabic;

82.8% of high school students/graduates said Turkish, 16.2% said Kurdish (Kurmanji), and 1% said Arabic.

DURING AND/OR AFTER THE EARTHQUAKE, HAVE YOU EXPERIENCED DISCRIMINATION DUE TO YOUR MOTHER TONGUE? (%)



When asked the question “During and/or after the earthquake, have you experienced any form of discrimination based on your mother tongue?”

85.7% of the respondents answered No, 5.7% answered Yes, 2.7% answered Partially, 2.7% answered Undecided, 3.2% did not respond.

DURING AND/OR AFTER THE EARTHQUAKE, HAVE YOU EXPERIENCED DISCRIMINATION DUE TO YOUR MOTHER TONGUE?* GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
DURING AND/OR AFTER THE EARTHQUAKE, HAVE YOU EXPERIENCED DISCRIMINATION DUE TO YOUR MOTHER TONGUE?	No Answer	5,20%	1,70%	3,20%
	Yes	5,20%	6,10%	5,70%
	No	84,40%	86,70%	85,70%
	Partially	2,20%	3,10%	2,70%
	Undecided	3,00%	2,40%	2,70%
TOTAL		100,00%	100,00%	100,00%

In the gender comparison of responses to the question “During and/or after the earthquake, have you experienced any form of discrimination based on your mother tongue?” posed to the research group:

5.2% of boys responded No Answer, 5.2% Yes, 84.4% No, 2.2% Partially, and 3% Undecided;

1.7% of girls responded No Answer, 6.1% Yes, 86.7% No, 3.1% Partially, and 2.4% Undecided.

DURING AND/OR AFTER THE EARTHQUAKE, HAVE YOU EXPERIENCED DISCRIMINATION DUE TO YOUR MOTHER TONGUE?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
DURING AND/OR AFTER THE EARTHQUAKE, HAVE YOU EXPERIENCED DISCRIMINATION DUE TO YOUR MOTHER TONGUE?	No Answer	6,70%	3,60%	2,00%	3,20%
	Yes	4,40%	5,10%	6,40%	5,70%
	No	82,20%	85,50%	86,90%	85,70%
	Partially	2,20%	2,20%	3,00%	2,70%
	Undecided	4,40%	3,60%	1,70%	2,70%
TOTAL		100,00%	100,00%	100,00%	100,00%

In the age group comparison of responses to the question “During and/or after the earthquake, have you experienced any form of discrimination based on your mother tongue?” posed to the research group:

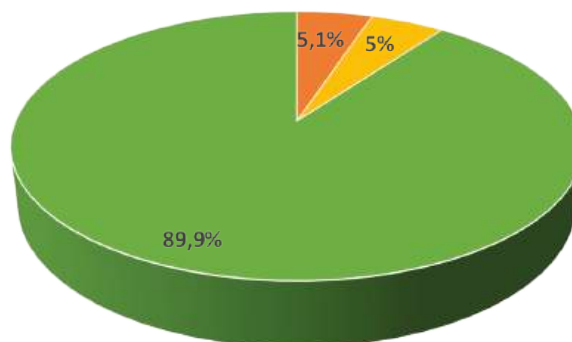
- Among respondents aged 7–10: 4.4% answered Yes, 82.2% No, 2.2% Partially, and 4.4% Undecided;
- Among respondents aged 11–14: 5.1% answered Yes, 85.5% No, 2.2% Partially, and 3.6% Undecided;
- Among respondents aged 15 and older: 6.4% answered Yes, 86.9% No, 3% Partially, and 1.7% Undecided.

DURING AND/OR AFTER THE EARTHQUAKE, HAVE YOU EXPERIENCED DISCRIMINATION DUE TO YOUR MOTHER TONGUE?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
DURING AND/OR AFTER THE EARTHQUAKE, HAVE YOU EXPERIENCED DISCRIMINATION DUE TO YOUR MOTHER TONGUE?	No Answer	6,70%	3,60%	2,00%	3,20%
	Yes	4,40%	5,10%	6,40%	5,70%
	No	82,20%	85,40%	86,90%	85,70%
	Partially	2,20%	2,20%	3,00%	2,70%
	Undecided	4,40%	3,60%	1,70%	2,70%
TOTAL		100,00%	100,00%	100,00%	100,00%

n the education level comparison of responses to the question “During and/or after the earthquake, have you experienced any form of discrimination based on your mother tongue?” posed to the research group:

Among primary school student respondents, 4.4% answered Yes, 82.2% No, 2.2% Partially, and 4.4% Undecided;
 Among middle school student respondents, 5.1% answered Yes, 85.4% No, 2.2% Partially, and 3.6% Undecided;
 Among high school student/graduated respondents, 6.4% answered Yes, 86.9% No, 3% Partially, and 1.7% Undecided.

**HAVE THERE BEEN ANY SERVICES YOU COULD NOT ACCESS
DUE TO YOUR MOTHER TONGUE? (%)**



■ No Response ■ Yes ■ No

In response to the question “Have there been any services you could not access due to your mother tongue?” posed to the research group,

89.9% of the respondents answered No, 5% answered Yes, while 5.1% did not respond.

HAVE THERE BEEN ANY SERVICES YOU COULD NOT ACCESS DUE TO YOUR MOTHER TONGUE?*				
		GENDER		TOTAL
		Boys	Girls	
HAVE THERE BEEN ANY SERVICES YOU COULD NOT ACCESS DUE TO YOUR MOTHER TONGUE?	No answer	5,60%	4,80%	5,10%
	Yes	5,20%	4,80%	5,00%
	No	89,20%	90,50%	89,90%
TOTAL		100,00%	100,00%	100,00%

Looking at the gender comparison for the question "Have there been any services you could not access due to your mother tongue?" posed to the research group:

5.6% of boys responded "No Answer," 5.2% said "Yes," and 89.2% said "No"; 4.8% of girls responded "No Answer," 4.8% said "Yes," and 90.5% said "No."

HAVE THERE BEEN ANY SERVICES YOU COULD NOT ACCESS DUE TO YOUR MOTHER TONGUE? * AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
HAVE THERE BEEN ANY SERVICES YOU COULD NOT ACCESS DUE TO YOUR MOTHER TONGUE?	No answer	5,60%	7,20%	4,00%	5,10%
	Yes	5,60%	6,50%	4,00%	5,00%
	No	88,90%	86,20%	91,90%	89,90%
TOTAL		100,00%	100,00%	100,00%	100,00%

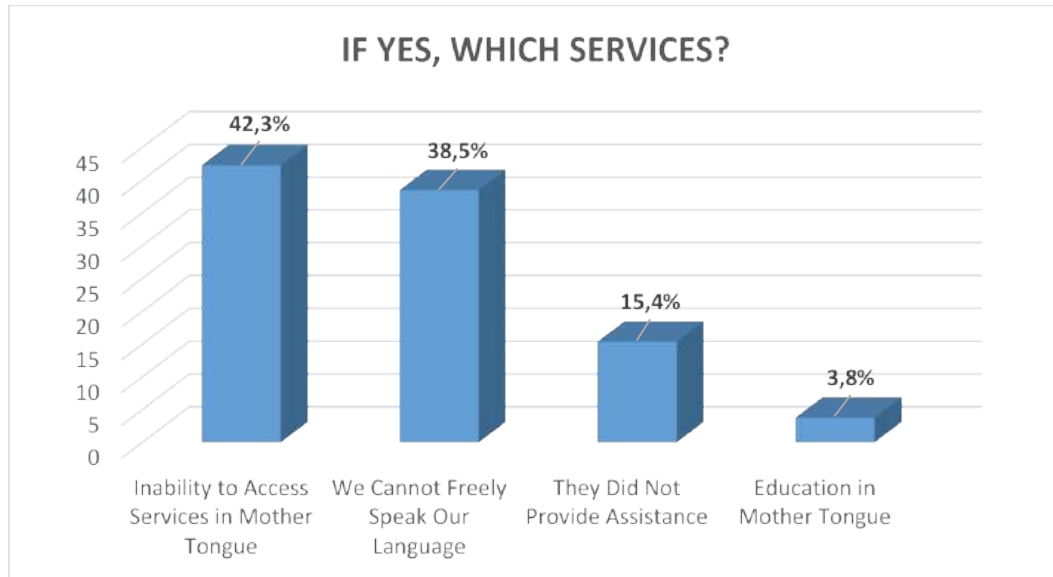
Looking at the age group comparison for the question "Have there been any services you could not access due to your mother tongue?" posed to the research group:

- Among participants aged 7–10, 5.6% said “Yes,” 88.9% said “No.”
- Among participants aged 11–14, 6.5% said “Yes,” 86.2% said “No.”
- Among participants aged 15+, 4% said “Yes,” 91.9% said “No.”

HAVE THERE BEEN ANY SERVICES YOU COULD NOT ACCESS DUE TO YOUR MOTHER TONGUE?*					
EDUCATIONAL STATUS (%)		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
HAVE THERE BEEN ANY SERVICES YOU COULD NOT ACCESS DUE TO YOUR MOTHER TONGUE?	No Answer	5,60%	7,30%	4,00%	5,20%
	Yes	5,60%	6,60%	4,00%	5,00%
	No	88,90%	86,10%	91,90%	89,90%
TOTAL		100,00%	100,00%	100,00%	100,00%

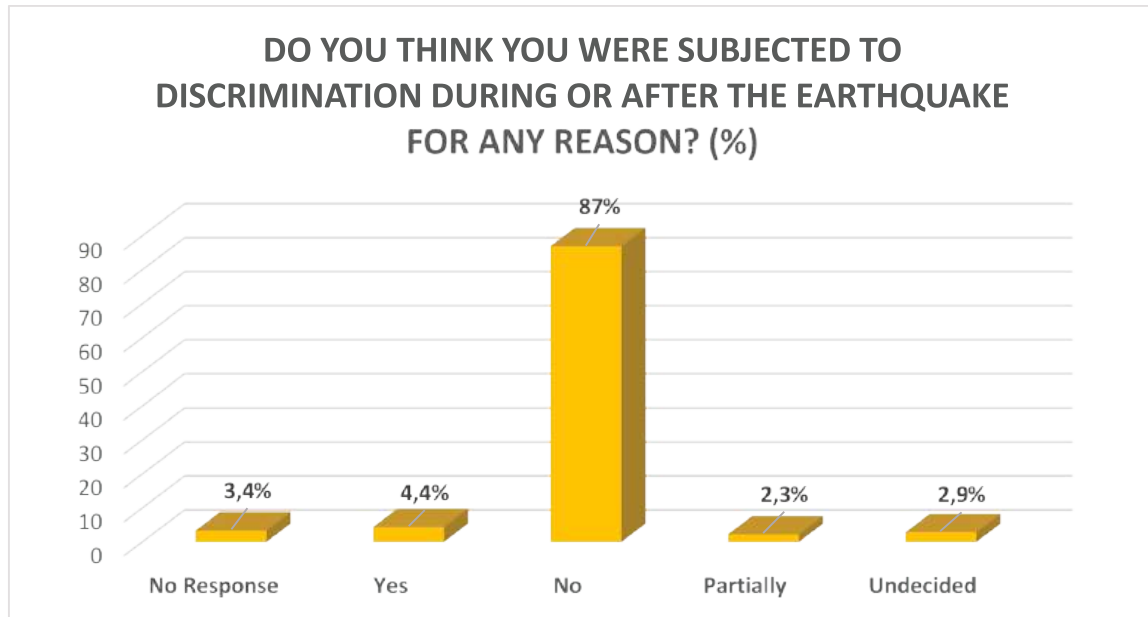
When we examine the comparison of the question “Have there been any services you could not benefit from due to your mother tongue?” posed to the research group according to education level:

5.6% of the primary school student respondents answered Yes, 88.9% answered No;
 6.6% of the middle school student respondents answered Yes, 86.1% answered No;
 4% of the high school student/graduated respondents answered Yes, 91.9% answered No.



n response to the question “If yes, which services?” posed to the research group:

42.3% answered Inability to Access Services in Mother Tongue,
38.5% answered We Cannot Freely Speak Our Language,
15.4% answered They Did Not Provide Assistance,
3.8% answered Education in Mother Tongue.



In response to the question “Do you think you were subjected to discrimination during or after the earthquake process for any reason?” posed to the research group:
3.4% did not respond,

4.4% answered Yes,
87% answered No,
2.3% answered Partially,
2.9% answered Undecided.

DO YOU THINK YOU WERE SUBJECTED TO DISCRIMINATION DURING OR AFTER THE EARTHQUAKE PROCESS FOR ANY REASON?*GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
DO YOU THINK YOU WERE SUBJECTED TO DISCRIMINATION DURING OR AFTER THE EARTHQUAKE PROCESS FOR ANY REASON?	No answer	4,30%	2,70%	3,40%
	Yes	4,80%	4,10%	4,40%
	No	86,60%	87,40%	87,00%
	Partially	0,90%	3,40%	2,30%
	Undecided	3,50%	2,40%	2,90%
TOTAL		100,00%	100,00%	100,00%

In the gender comparison of the question “Do you think you were subjected to discrimination during or after the earthquake process for any reason?” directed to the research group:

4.3% of boys gave no answer, 4.8% said yes, 86.6% said no, 0.9% said partially, and 3.5% were undecided;

2.7% of girls gave no answer, 4.1% said yes, 87.4% said no, 3.4% said partially, and 2.4% were undecided.

DO YOU THINK YOU WERE SUBJECTED TO DISCRIMINATION DURING OR AFTER THE EARTHQUAKE PROCESS FOR ANY REASON?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
DO YOU THINK YOU WERE SUBJECTED TO DISCRIMINATION DURING OR AFTER THE EARTHQUAKE PROCESS FOR ANY REASON?	No answer	8,90%	3,60%	1,70%	3,40%
	Yes	1,10%	3,60%	5,70%	4,40%
	No	86,70%	88,40%	86,50%	87,00%
	Partially	2,20%	0,70%	3,00%	2,30%
	Undecided	1,10%	3,60%	3,00%	2,90%
TOTAL		100,00%	100,00%	100,00%	100,00%

When we examine the age range comparison of the question directed to the research group, “Do you think you were subjected to discrimination during or after the earthquake process for any reason?”:

Among respondents aged 7–10, 1.1% answered Yes, 86.7% No, 2.2% Partially, and 1.1% Undecided;

Among respondents aged 11–14, 3.6% answered Yes, 88.4% No, 0.7% Partially, and 3.6% Undecided;

Among respondents aged 15+, 5.7% answered Yes, 86.5% No, 3% Partially, and 3% Undecided.

DE DO YOU THINK YOU WERE SUBJECTED TO DISCRIMINATION DURING OR AFTER THE EARTHQUAKE PROCESS FOR ANY REASON?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
DE DO YOU THINK YOU WERE SUBJECTED TO DISCRIMINATION DURING OR AFTER THE EARTHQUAKE PROCESS FOR ANY REASON?*	No answer	8,90%	3,60%	1,70%	3,40%
	Yes	1,10%	3,60%	5,70%	4,40%
	No	86,70%	88,30%	86,50%	87,00%
	Partially	2,20%	0,70%	3,00%	2,30%
	Undecided	1,10%	3,60%	3,00%	2,90%
TOTAL		100,00%	100,00%	100,00%	100,00%

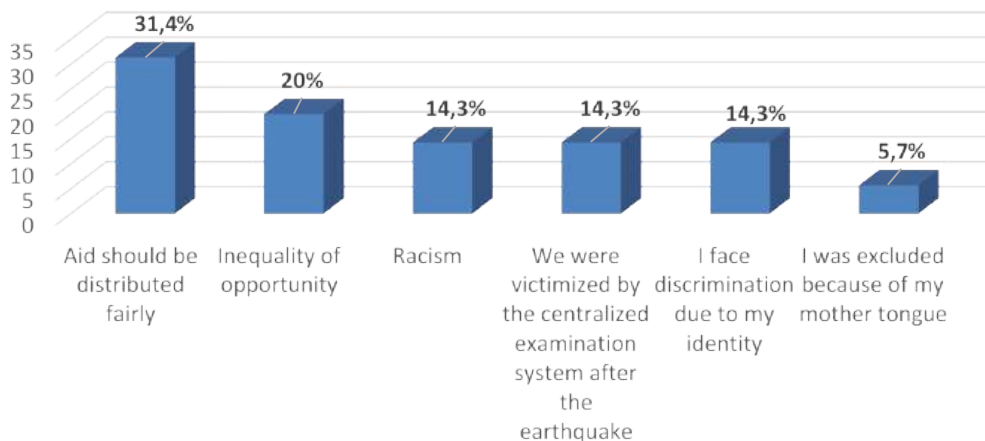
When examining the responses to the question posed to the research group, “Do you think you were subjected to discrimination during or after the earthquake process for any reason?”, based on educational status:

Among the primary school respondents, 1.1% answered “Yes,” 86.7% “No,” 2.2% “Partially,” and 1.1% “Undecided.”

Among the middle school respondents, 3.6% answered “Yes,” 88.3% “No,” 0.7% “Partially,” and 3.6% “Undecided.”

Among the high school students/graduates, 5.7% answered “Yes,” 86.5% “No,” 3% “Partially,” and 3% “Undecided.”

(FOR THOSE WHO ANSWERED YES OR PARTIALLY) WHAT DO YOU THINK WAS THE REASON? (%)



In response to the follow-up question directed at those who answered “Yes” or “Partially” to the question, “Why do you think so?”, the participants gave the following reasons:

31.4% stated “Aid should be distributed fairly”

20% stated “Inequality of opportunity”

14.3% stated “Racism”

14.3% stated “We were victimized by the centralized examination system after the earthquake”

14.3% stated “I face discrimination due to my identity”

5.7% stated “I was excluded because of my mother tongue”

WHICH OF THE FOLLOWING VIOLATIONS WERE YOU SUBJECTED TO DURING AND/OR AFTER THE EARTHQUAKE?(%)			
	YES	NO	TOTAL
Physical violence	2,3	97,7	100
Psychological violence	8,3	91,7	100
Economic violence	6	94	100
Inability to access educational services	9,8	90,2	100
Inability to access healthcare services	6,8	93,2	100
Lack of safe spaces to play	25	75	100
Lack of information / not being informed about what happened	20	80	100

When examining the responses of the participants to the question directed at the research group, “Which of the violations stated during and/or after the earthquake were you subjected to?”, the answers were as follows:

To the question on physical violence: 2.3% responded Yes, 97.7% No.

To the question on psychological violence: 8.3% responded Yes, 91.7% No.

To the question on economic violence: 6% responded Yes, 94% No.

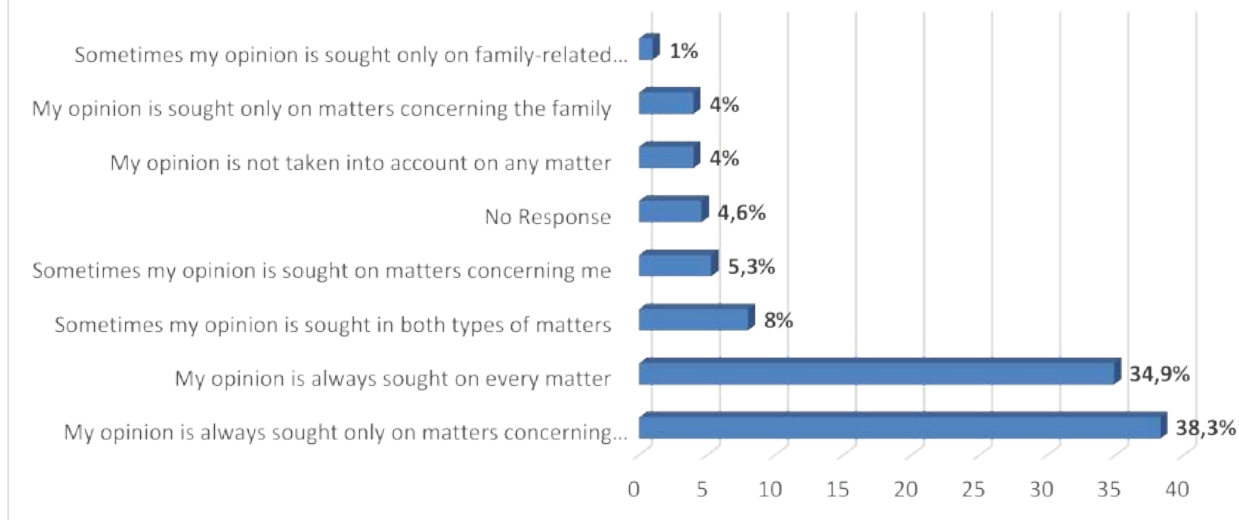
To the question on inability to access educational services: 9.8% responded Yes, 90.2% No.

To the question on inability to access healthcare services: 6.8% responded Yes, 93.2% No.

To the question on lack of safe spaces to play: 25% responded Yes, 75% No.

To the question on lack of information / not being informed about what happened: 20% responded Yes, 80% No.

HOW OFTEN ARE YOUR OPINIONS CONSULTED REGARDING FAMILY OR HOUSEHOLD MATTERS? (%)



In response to the question directed at the research group, “how often are your opinions consulted regarding family or household matters? How often are your opinions taken into account?”,

38.3% of participants stated “My opinion is always sought only on matters concerning me”, 34.9% stated “My opinion is always sought on every matter”, 8% stated “Sometimes my opinion is sought in both types of matters” and 5.3% stated “Sometimes my opinion is sought on matters concerning me”.

The details of the responses are presented in the graph.

HOW OFTEN ARE YOU CONSULTED AT HOME ON MATTERS CONCERNING YOU OR YOUR FAMILY?*GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
HOW OFTEN ARE YOU CONSULTED AT HOME ON MATTERS CONCERNING YOU OR YOUR FAMILY?*	No response	4,30%	4,80%	4,60%
	My opinion is not taken into account on any matter	5,60%	2,70%	4,00%
	My opinion is always sought on every matter	33,80%	35,70%	34,90%
	My opinion is sought only on matters concerning me	40,30%	36,70%	38,30%
	My opinion is sought only on matters concerning the family	3,00%	4,80%	4,00%
	Sometimes my opinion is sought on both types of matters	7,40%	8,50%	8,00%
	Sometimes my opinion is sought on matters concerning me	4,30%	6,10%	5,30%
	Sometimes my opinion is sought only on family-related matters	1,30%	0,70%	1,00%
TOTAL		100,00%	100,00%	100,00%

When examining the gender comparison of the question directed at the research group, “How often are you consulted at home on matters concerning you or your family?”:

40.3% of boys responded, “My opinion is sought only on matters concerning me,”
33.8% responded, “My opinion is always sought on every matter,”
7.4% responded, “Sometimes my opinion is sought on both types of matters.”

Among girls,
36.7% responded, “My opinion is sought only on matters concerning me,”
35.7% responded, “My opinion is always sought on every matter,”
8.5% responded, “Sometimes my opinion is sought on both types of matters.”



HOW OFTEN ARE YOU CONSULTED AT HOME ON MATTERS CONCERNING YOU OR YOUR FAMILY?* GENDER (%)					
		GENDER			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
HOW OFTEN ARE YOU CONSULTED AT HOME ON MATTERS CONCERNING YOU OR YOUR FAMILY?	No answer	3,30%	5,10%	4,70%	4,60%
	My opinion is not taken into account on any matter	6,70%	4,30%	3,00%	4,00%
	My opinion is always sought on every matter	24,40%	34,10%	38,40%	34,90%
	My opinion is sought only on matters concerning me	48,90%	36,20%	36,00%	38,30%
	My opinion is sought only on matters concerning the family	5,60%	4,30%	3,40%	4,00%
	Sometimes my opinion is sought on both types of matters	4,40%	8,70%	8,80%	8,00%
	Sometimes my opinion is sought on matters concerning me	6,70%	6,50%	4,40%	5,30%
	Sometimes my opinion is sought only on family-related matters		0,70%	1,30%	1,00%
TOTAL		100,00%	100,00%	100,00%	100,00%

When examining the age group comparison of the question directed at the research group, “How often are you consulted at home on matters concerning you or your family?”:

Among participants aged 7–10,
48.9% responded, “My opinion is sought only on matters concerning me,”
24.4% responded, “My opinion is always sought on every matter.”

Among participants aged 11–14,
36.2% responded, “My opinion is sought only on matters concerning me,”
34.1% responded, “My opinion is always sought on every matter,”
8.7% responded, “Sometimes my opinion is sought on both types of matters.”

Among participants aged 15 and above,
38.4% responded, “My opinion is always sought on every matter,”
36% responded, “My opinion is sought only on matters concerning me,”
8.8% responded, “Sometimes my opinion is sought on both types of matters.”

HOW OFTEN ARE YOU CONSULTED AT HOME ON MATTERS CONCERNING YOU OR YOUR FAMILY?*					
EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
HOW OFTEN ARE YOU CONSULTED AT HOME ON MATTERS CONCERNING YOU OR YOUR FAMILY?	No response	3,30%	5,10%	4,70%	4,60%
	My opinion is not taken into account on any matter	6,70%	4,40%	3,00%	4,00%
	My opinion is always sought on every matter	24,40%	34,30%	38,40%	34,90%
	My opinion is sought only on matters concerning me	48,90%	36,50%	36,00%	38,40%
	My opinion is sought only on matters concerning the family	5,60%	4,40%	3,40%	4,00%
	Sometimes my opinion is sought on both types of matters	4,40%	8,80%	8,80%	8,00%
	Sometimes my opinion is sought on matters concerning me	6,70%	5,80%	4,40%	5,20%
	Sometimes my opinion is sought only on family-related matters		0,70%	1,30%	1,00%
TOTAL		100,00%	100,00%	100,00%	100,00%

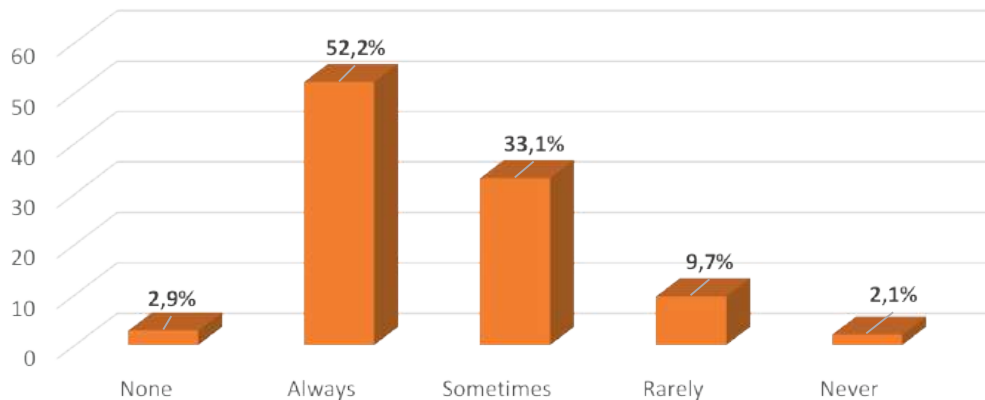
When examining the comparison by educational status for the question directed at the research group, “How often are you consulted at home on matters concerning you or your family?”:

Among primary school participants,
48.9% responded, “My opinion is sought only on matters concerning me,”
24.4% responded, “My opinion is always sought on every matter.”

Among middle school participants,
36.5% responded, “My opinion is sought only on matters concerning me,”
34.3% responded, “My opinion is always sought on every matter,”
8.8% responded, “Sometimes my opinion is sought on both types of matters.”

Among high school students/graduates,
38.4% responded, “My opinion is always sought on every matter,”
36% responded, “My opinion is sought only on matters concerning me,”
8.8% responded, “Sometimes my opinion is sought on both types of matters.”

HOW OFTEN DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, OR COMPUTERS? (%)



In response to the question directed at the research group, “How often do you use digital/technological devices such as phones, tablets, or computers?”:

52.2% of the participants answered “Always”,
33.1% answered “Sometimes”,
9.7% answered “Rarely”,
2.1% answered “Never”,
while 2.9% stated that they do not own any digital/technological devices such as phones, tablets, or computers.

HOW OFTEN DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?*GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
HOW OFTEN DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?	None	0,90%	4,40%	2,90%
	Always	55,40%	49,70%	52,20%
	Sometimes	31,60%	34,40%	33,10%
	Rarely	10,00%	9,50%	9,70%
	Never	2,20%	2,00%	2,10%
TOTAL		100,00%	100,00%	100,00%

When examining the gender comparison for the question directed at the research group, “How often do you use digital/technological devices such as phones, tablets, or computers?”:

0.9% of boys responded “None,” 55.4% “Always,” 31.6% “Sometimes,” 10% “Rarely,” and 2.2% “Never.”

4.4% of girls responded “None,” 49.7% “Always,” 34.4% “Sometimes,” 9.5% “Rarely,” and 2% “Never.”

The significantly higher rate at which girls lack access to technological devices—reported to be four times greater than that of boys—is a noteworthy finding. This disparity may be indicative of more restrictive control mechanisms imposed on girls within the household or broader social context.

HOW OFTEN DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
HOW OFTEN DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?	None	2,20%	5,80%	1,70%	2,90%
	Always	31,10%	37,00%	65,70%	52,20%
	Sometimes	45,60%	37,70%	27,30%	33,10%
	Rarely	17,80%	15,90%	4,40%	9,70%
	Never	3,30%	3,60%	1,00%	2,10%
TOTAL		100,00%	100,00%	100,00%	100,00%

When examining the age group comparison for the question directed at the research group, “How often do you use digital/technological devices such as phones, tablets, or computers?”:

Among participants aged 7–10,
31.1% responded “Always,” 45.6% “Sometimes,” 17.8% “Rarely,” and 3.3% “Never.”

Among participants aged 11–14,
37% responded “Always,” 37.7% “Sometimes,” 15.9% “Rarely,” and 3.6% “Never.”

Among participants aged 15 and above,
65.7% responded “Always,” 27.3% “Sometimes,” 4.4% “Rarely,” and 1% “Never.”

HOW OFTEN DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?*					
		EDUCATIONAL STATUS (%)			TOTAL
		Primary School	Middle School	High School	
HOW OFTEN DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?*	None	2,20%	5,10%	1,70%	2,70%
	Always	31,10%	37,20%	65,70%	52,30%
	Sometimes	45,60%	38,00%	27,30%	33,20%
	Rarely	17,80%	16,10%	4,40%	9,70%
	Never	3,30%	3,60%	1,00%	2,10%
TOTAL		100,00%	100,00%	100,00%	100,00%

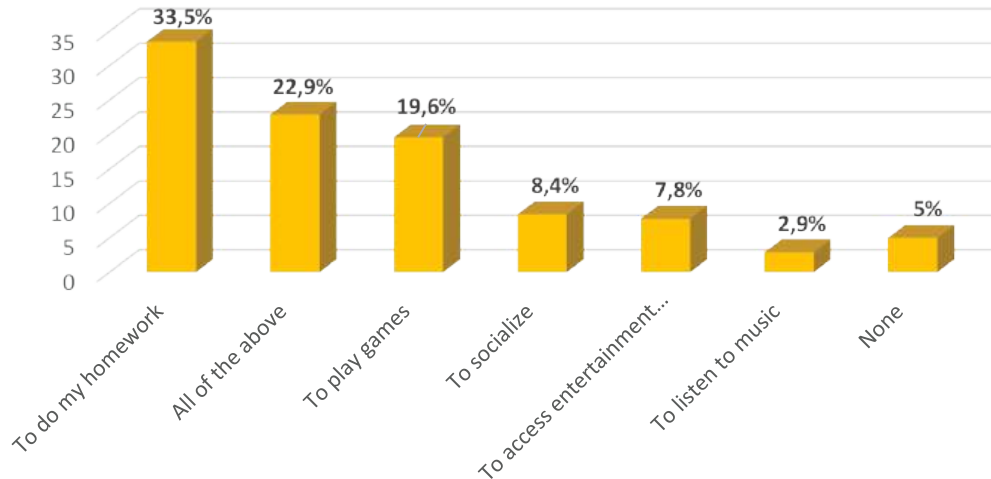
When examining the comparison by educational status for the question directed at the research group, “How often do you use digital/technological devices such as phones, tablets, or computers?”:

Among primary school participants,
31.1% responded “Always,” 45.6% “Sometimes,” 17.8% “Rarely,” and 3.3% “Never.”

Among middle school participants,
37.2% responded “Always,” 38% “Sometimes,” 16.1% “Rarely,” and 3.6% “Never.”

Among high school students/graduates,
65.7% responded “Always,” 27.3% “Sometimes,” 4.4% “Rarely,” and 1% “Never.”

WHAT DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, OR COMPUTERS FOR? (%)



In response to the question directed at the research group, “Why do you use digital/technological devices such as phones, tablets, or computers?”:

33.5% of the participants stated “To do my homework”,
19.6% “To play games”,
8.4% “To socialize”,
7.8% “To access entertainment platforms”,
2.9% “To listen to music”,
22.9% responded “For all of the above”,
while 5% stated that they do not have any digital/technological devices such as phones, tablets, or computers.

WHY DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?* GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
WHY DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?*	None	3,00%	6,50%	5,00%
	To do my homework	31,20%	35,40%	33,50%
	To play games	31,20%	10,50%	19,60%
	To socialize	5,60%	10,50%	8,40%
	To listen to music	1,30%	4,10%	2,90%
	To Access entertainment platforms	5,60%	9,50%	7,80%
	All of the above	22,10%	23,50%	22,90%
TOTAL		100,00%	100,00%	100,00%

When examining the gender comparison for the question directed at the research group, “Why do you use digital/technological devices such as phones, tablets, or computers?”:

31.2% of boys responded “To do my homework,” 31.2% “To play games,” 22.1% “All of the above,” 5.6% “To socialize,” and 5.6% “To access entertainment platforms.”

Among girls, 35.4% responded “To do my homework,” 23.5% “All of the above,” 10.5% “To play games,” 10.5% “To socialize,” and 9.5% “To access entertainment platforms.”

WHY DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
WHY DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?*	None	5,60%	9,40%	2,70%	5,00%
	To do my homework	36,70%	46,40%	26,60%	33,50%
	To play games	43,30%	23,20%	10,80%	19,60%
	To socialize		1,40%	14,10%	8,40%
	To listen to music	2,20%	2,20%	3,40%	2,90%
	To Access entertainment platforms		1,40%	13,10%	7,80%
	All of the above	12,20%	15,90%	29,30%	22,90%
TOTAL		100,00%	100,00%	100,00%	100,00%

When examining the age group comparison for the question directed at the research group, “Why do you use digital/technological devices such as phones, tablets, or computers?”:

Among participants aged 7–10,
43.3% responded “To play games,” 36.7% “To do my homework,” 12.2% “All of the above.”
Among participants aged 11–14,
46.4% responded “To do my homework,” 23.2% “To play games,” 15.9% “All of the above.”
Among participants aged 15 and above,
29.3% responded “All of the above,” 26.6% “To do my homework,” 14.1% “To socialize.”

WHY DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?*					
EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
WHY DO YOU USE DIGITAL/TECHNOLOGICAL DEVICES SUCH AS PHONES, TABLETS, COMPUTERS?*	None	5,60%	8,80%	2,70%	4,80%
	To do my homework	36,70%	46,70%	26,60%	33,60%
	To play games	43,30%	23,40%	10,80%	19,70%
	To socialize		1,50%	14,10%	8,40%
	To listen to music	2,20%	2,20%	3,40%	2,90%
	To Access entertainment platforms		1,50%	13,10%	7,80%
	All of the above	12,20%	16,10%	29,30%	22,90%
TOTAL		100,00%	100,00%	100,00%	100,00%

When examining the comparison by educational status for the question directed at the research group, “Why do you use digital/technological devices such as phones, tablets, or computers?”:

Among primary school participants,
43.3% responded “To play games,” 36.7% “To do my homework,” 12.2% “All of the above.”

Among middle school participants,
46.7% responded “To do my homework,” 23.4% “To play games,” 16.1% “All of the above.”

Among high school students/graduates,
29.3% responded “All of the above,” 26.6% “To do my homework,” 14.1% “To socialize.”

**WHICH OF THE FOLLOWING RIGHTS DO YOU THINK ARE CHILDREN'S RIGHTS?
(%)**

	YES	NO	TOTAL
Right to Shelter	84,9	15,1	100
Right to Access Educational Services	87,8	12,2	100
Right to Access Health Services	87,4	12,6	100
Right to Healthy Nutrition	87,6	12,4	100
Right to Play and Recreation	87,6	12,4	100
Right to Freedom of Expression	86,9	13,1	100
Right to Protection from Violence	87,3	12,7	100
Right to Protection from Exploitation	85,6	14,4	100
Right to Parental Care	70,9	29,1	100
Right to Special Care in Case of Disability	79,8	20,2	100

In response to the question posed to the research group — "Which of the rights listed below do you consider to be children's rights?" — participants provided the following answers:

- Right to Shelter: 84.9% answered Yes, 15.1% answered No
- Right to Access Educational Services: 87.8% answered Yes, 12.2% answered No
- Right to Access Health Services: 87.4% answered Yes, 12.6% answered No
- Right to Healthy Nutrition: 87.6% answered Yes, 12.4% answered No
- Right to Play and Recreation: 87.6% answered Yes, 12.4% answered No
- Right to Freedom of Expression: 86.9% answered Yes, 13.1% answered No
- Right to Protection from Violence: 87.3% answered Yes, 12.7% answered No
- Right to Protection from Exploitation: 85.6% answered Yes, 14.4% answered No
- Right to Parental Care: 70.9% answered Yes, 29.1% answered No
- Right to Special Care in Case of Disability: 79.8% answered Yes, 20.2% answered No

IV.CHAPTER

WHICH OF THE RIGHTS LISTED BELOW DO YOU HAVE ACCESS TO? (%)				
	I HAVE ACCESS	I DO NOT HAVE ACCESS	I HAVE LIMITED ACCESS	TOTAL
Right to Shelter	63	19,5	17,5	100
Right to Access Educational Services	78,8	5,2	16	100
Right to Access Health Services	79,2	4,4	16,4	100
Right to Healthy Nutrition	62,4	13,5	24	100
Right to Play and Recreation	61,6	16	22,4	100
Right to Freedom of Expression	74,1	5,6	20,3	100
Right to Protection from Violence	77,3	4,6	18,1	100
Right to Protection from Exploitation	77,2	5,2	17,6	100
Right to Parental Care	77,9	6,2	15,9	100
Right to Special Care in Case of Disability	62,2	18	19,8	100

In response to the question posed to the research group — "Which of the listed rights do you have access to?" — participants gave the following answers:

- **Right to Shelter:** 63% responded I have access, 19.5% I do not have access, 17.5% I have limited access
- **Right to Access Educational Services:** 78.8% I have access, 5.2% I do not have access, 16% I have limited access
- **Right to Access Health Services:** 79.2% I have access, 4.4% I do not have access, 16.4% I have limited access
- **Right to Healthy Nutrition:** 62.4% I have access, 13.5% I do not have access, 24% I have limited access
- **Right to Play and Recreation:** 61.6% I have access, 16% I do not have access, 22.4% I have limited access
- **Right to Freedom of Expression:** 74.1% I have access, 5.6% I do not have access, 20.3% I have limited access
- **Right to Protection from Violence:** 77.3% I have access, 4.6% I do not have access, 18.1% I have limited access
- **Right to Protection from Exploitation:** 77.2% I have access, 5.2% I do not have access, 17.6% I have limited access
- **Right to Parental Care:** 77.9% I have access, 6.2% I do not have access, 15.9% I have limited access
- **Right to Special Care in Case of Disability:** 62.2% I have access, 18% I do not have access, 19.8% I have limited access

PLEASE RESPOND ACCORDING TO THE OPTIONS PROVIDED TO YOU IN YOUR CURRENT SHELTERING AREA (%)			
	YES	NO	TOTAL
Can you study comfortably?	65,1	34,9	100
Do you have a room where you can study?	53,6	46,4	100
Can you play games?	69,2	30,8	100
Is there a space where you can play games?	60,8	39,2	100

In response to the question “Please respond according to the options provided to you in your current sheltering area,” addressed to the research group, the answers given by the interviewees to the listed options are as follows:

- To the question “Can you study comfortably?” — 65.1% answered Yes, 34.9% answered No.
- To the question “Do you have a room where you can study?” — 53.6% answered Yes, 46.4% answered No.
- To the question “Can you play games?” — 69.2% answered Yes, 30.8% answered No.
- To the question “Is there a space where you can play games?” — 60.8% answered Yes, 39.2% answered No.

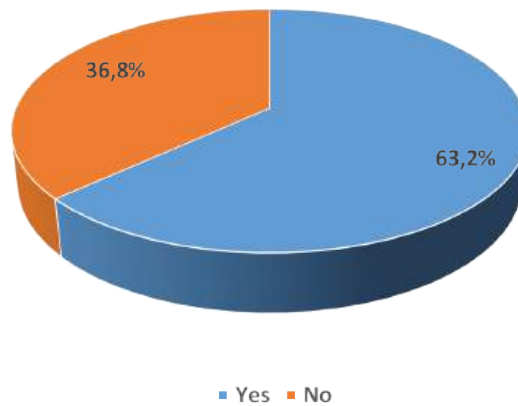
IN WHICH OF THE FOLLOWING AREAS DO YOU FEEL SAFE? (%)

	YES	NO	PARTIALLY	TOTAL
Do you feel safe while playing in the place where you live?	61,8	20,3	17,9	100
Do you feel safe within your family?	93,5	3,4	3,1	100
Do you feel safe on the street?	38,7	49	12,3	100
Do you feel safe at school?	70,6	13,7	15,8	100
Do you feel safe in your surroundings?	51,3	30,3	18,4	100

In response to the question “In which of the areas listed do you feel safe?” addressed to the research group, the answers given by the interviewees to the listed options are as follows:

- To the question “Do you feel safe while playing in the place where you live?” — 61.8% answered Yes, 20.3% answered No, and 17.9% answered Partially.
- To the question “Do you feel safe within your family?” — 93.5% answered Yes, 3.4% answered No, and 3.1% answered Partially.
- To the question “Do you feel safe on the street?” — 38.7% answered Yes, 49% answered No, and 12.3% answered Partially.
- To the question “Do you feel safe at school?” — 70.6% answered Yes, 13.7% answered No, and 15.8% answered Partially.
- To the question “Do you feel safe in your surroundings?” — 51.3% answered Yes, 30.3% answered No, and 18.4% answered Partially.

WOULD YOU LIKE TO LIVE SOMEWHERE OTHER THAN WHERE YOU CURRENTLY LIVE? (%)



In response to the question “Would you like to live somewhere other than where you currently live?” addressed to the research group, 63.2% of the interviewees answered Yes, while 36.8% answered No.

WOULD YOU LIKE TO LIVE SOMEWHERE OTHER THAN WHERE YOU CURRENTLY LIVE?GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
WOULD YOU LIKE TO LIVE SOMEWHERE OTHER THAN WHERE YOU CURRENTLY LIVE?	Yes	56,70%	68,30%	63,20%
	No	43,30%	31,70%	36,80%
TOTAL		100,00%	100,00%	100,00%

In the gender comparison of the question “Would you like to live somewhere other than where you currently live?” addressed to the research group:

- 56.7% of boys answered Yes, while 43.3% answered No.
- 68.3% of girls answered Yes, while 31.7% answered No.

As can be seen from the table, the desire to leave their current place of residence is higher among girls compared to boys. This indicates that girls have a higher level of dissatisfaction with where they currently live.

WOULD YOU LIKE TO LIVE SOMEWHERE OTHER THAN WHERE YOU CURRENTLY LIVE?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
WOULD YOU LIKE TO LIVE SOMEWHERE OTHER THAN WHERE YOU CURRENTLY LIVE?*	Yes	51,10%	53,70%	71,60%	63,20%
	No	48,90%	46,30%	28,40%	36,80%
TOTAL		100,00%	100,00%	100,00%	100,00%

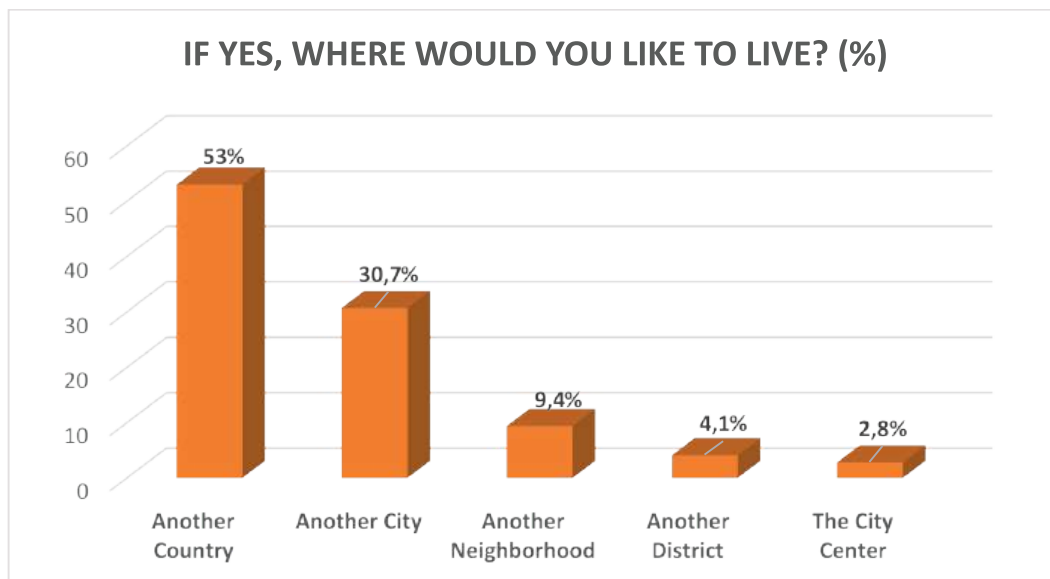
In the age group comparison of the question “Would you like to live somewhere other than where you currently live?” addressed to the research group:

- Among respondents aged 7–10, 51.1% answered Yes, and 48.9% answered No.
- Among respondents aged 11–14, 53.7% answered Yes, and 46.3% answered No.
- Among respondents aged 15 and above, 71.6% answered Yes, and 28.4% answered No.

WOULD YOU LIKE TO LIVE SOMEWHERE OTHER THAN WHERE YOU CURRENTLY LIVE?*					
EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
WOULD YOU LIKE TO LIVE SOMEWHERE OTHER THAN WHERE YOU CURRENTLY LIVE?*	Yes	51,10%	53,30%	71,60%	63,10%
	No	48,90%	46,70%	28,40%	36,90%
TOTAL		100,00%	100,00%	100,00%	100,00%

In the education level comparison of the question “Would you like to live somewhere other than where you currently live?” addressed to the research group:

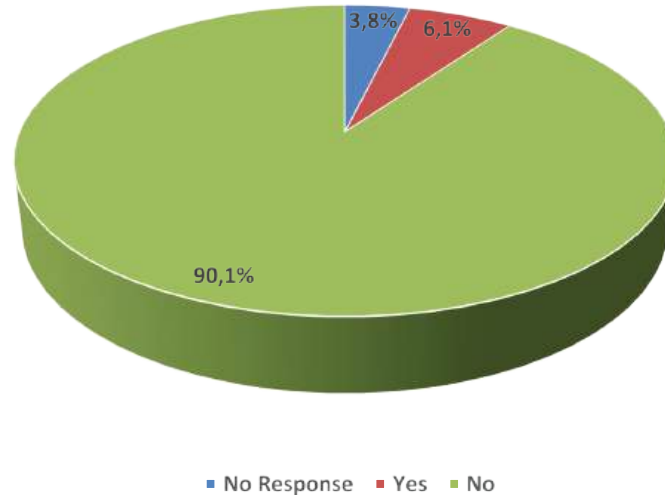
- Among primary school students, 51.1% answered Yes, and 48.9% answered No.
- Among middle school students, 53.3% answered Yes, and 46.7% answered No.
- Among high school students or graduates, 71.6% answered Yes, and 28.4% answered No.



In response to the question “If yes, where would you like to live?” addressed to the research group,

53% of the interviewees answered Another Country,
30.7% answered Another City,
9.4% answered Another Neighborhood,
4.1% answered Another District, and
2.8% answered The City Center.

HAS YOUR FAMILY EVER BEEN FORCED TO MIGRATE? (%)



In response to the question “Has your family ever been forced to migrate?” addressed to the research group,

3.8% of the interviewees did not respond,
90.1% answered No, and
6.1% answered Yes.

HAS YOUR FAMILY EVER BEEN FORCED TO MIGRATE?*GENDER (%)				
		GENDER		TOTAL
		Boys	Girls	
HAS YOUR FAMILY EVER BEEN FORCED TO MIGRATE?	No answer	5,60%	2,40%	3,80%
	Yes	6,50%	5,80%	6,10%
	No	87,90%	91,80%	90,10%
TOTAL		100,00%	100,00%	100,00%

In the gender comparison of the question “Has your family ever been forced to migrate?” addressed to the research group:

- Among boys, 5.6% gave No Answer, 6.5% answered Yes, and 87.9% answered No.
- Among girls, 2.4% gave No Answer, 5.8% answered Yes, and 91.8% answered No.

HAS YOUR FAMILY EVER BEEN FORCED TO MIGRATE?* AGE RANGE (%)					
		AGE RANGE			TOTAL
		7-10 AGE	11-14 AGE	15+ AGE	
HAS YOUR FAMILY EVER BEEN FORCED TO MIGRATE?	No answer	4,40%	5,80%	2,70%	3,80%
	Yes	7,80%	8,80%	4,40%	6,10%
	No	87,80%	85,40%	92,90%	90,10%
TOTAL		100,00%	100,00%	100,00%	100,00%

n the age group comparison of the question “Has your family ever been forced to migrate?” addressed to the research group:

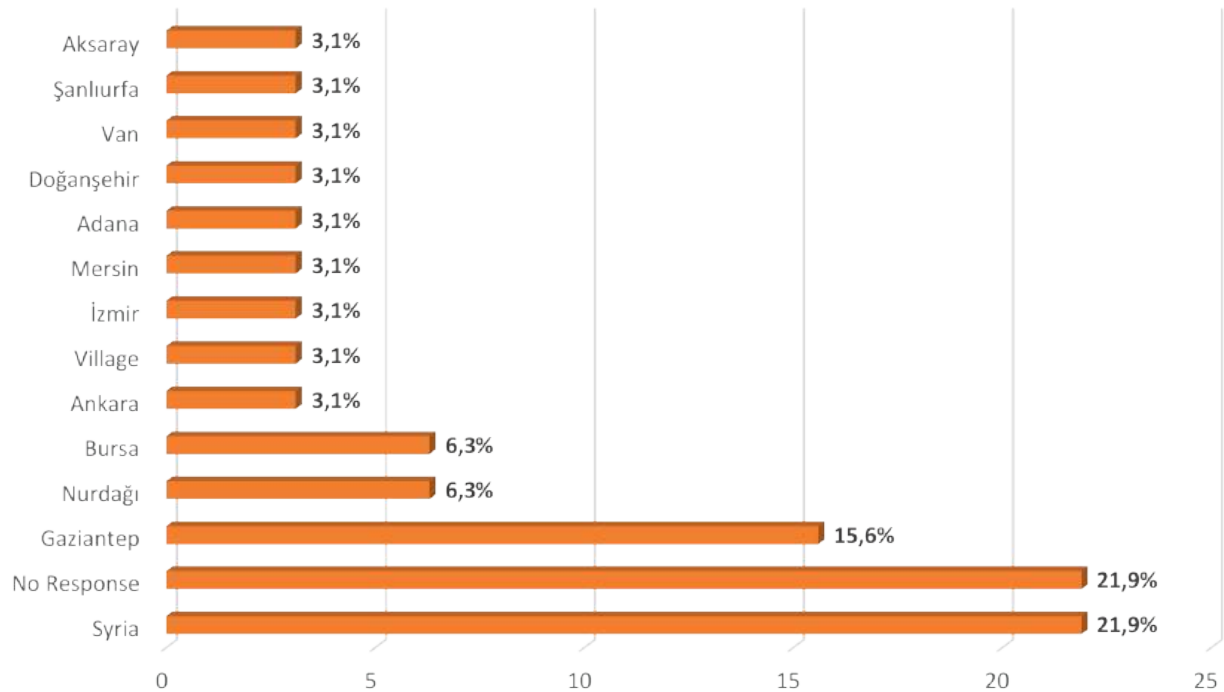
- Among respondents aged 7–10, 7.8% answered Yes, and 87.8% answered No.
- Among respondents aged 11–14, 8.8% answered Yes, and 85.4% answered No.
- Among respondents aged 15 and above, 4.4% answered Yes, and 92.9% answered No.

HAS YOUR FAMILY EVER BEEN FORCED TO MIGRATE?* EDUCATIONAL STATUS (%)					
		EDUCATIONAL STATUS			TOTAL
		Primary School	Middle School	High School	
HAS YOUR FAMILY EVER BEEN FORCED TO MIGRATE?*	No answer	4,40%	5,80%	2,70%	3,80%
	Yes	7,80%	8,80%	4,40%	6,10%
	No	87,80%	85,40%	92,90%	90,10%
TOTAL		100,00%	100,00%	100,00%	100,00%

In the education level comparison of the question “Has your family ever been forced to migrate?” addressed to the research group:

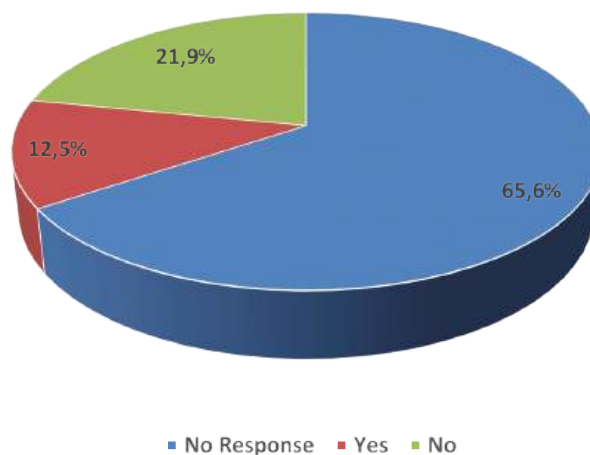
- Among primary school students, 7.8% answered Yes, and 87.8% answered No.
- Among middle school students, 8.8% answered Yes, and 85.4% answered No.
- Among high school students or graduates, 4.4% answered Yes, and 92.9% answered No.

IF YES, FROM WHERE? (%)



21.9% of the interviewees gave no answer,
21.9% answered Syria,
15.6% answered Gaziantep,
6.3% answered Nurdağı,
6.3% answered Bursa,
and 3.1% of the interviewees gave the following responses respectively:
Ankara, Village, İzmir, Mersin, Adana, Doğanşehir, Van, Şanlıurfa, and Aksaray.

**(TO BE ANSWERED BY MIGRANTS) DO YOU THINK YOU EXPERIENCED
DISCRIMINATION IN AID DISTRIBUTION DURING THE EARTHQUAKE
PROCESS DUE TO BEING A MIGRANT? (%)**



In response to the question “(to be answered by migrants) do you think you experienced discrimination in aid distribution during the earthquake process due to being a migrant?” addressed to the research group:

65.6% of the interviewees gave no answer,
21.9% answered No, and
12.5% answered Yes.

V.CHAPTER

INTERVIEWER OBSERVATION NOTES

ADİYAMAN

The priority of the Adiyaman site is the lack of safe playgrounds and activities for children, the lack of various

The short duration of the activities and the lack of repetition were observed as problems for children. In addition, as stated in the questionnaire, there is no entertainment such as cinema, theater, etc., but there are many demanded. Particular interest was shown in the play, painting and education workshops listed in the survey. In the case of container cities, food and clothing aid was provided in the first period, but it was observed that this aid did not continue in the last period. There are many people in need of help in these places it was observed that children's needs such as food and clothing were met by their own families. The fact that children's needs such as food and clothing are met by their own families was mentioned by their parents during the survey approval process. Another issue raised was the demand for aid in the form of food, clothing and financial support. Finally, according to the observations of the surveyors while the safety of children in Adiyaman container city is the primary need, there are also demands for the creation of areas where children can socialize with activities and events.

KAHRAMANMARAŞ

Children in the earthquake region were forced to cope with many social, cultural and psychological problems. It was observed that the most prominent of these was the problem of security. It has been observed that children experience security anxiety in every sense. This anxiety is experienced not only by children but also by parents. Although education seems to have been partially improved, parents stated that there is not much difference between the pre earthquake period were brought. During the study, the teachers of the interviewed children were also interviewed about the study.

According to the observations from these interviews, it was observed that there was no difference in terms of education before and after the earthquake, which negatively affected children living in difficult conditions. The interviewed educators stated that cultural activities (cinema, painting, music, etc.) were not sufficient and that workshops. They stated that they did not receive any support in this regard. When it comes to the issue of mother tongue and belief, it is the common opinion of everyone that they have to live as a "learned helplessness" that is actually scripted and fictionalized. The fact that the definition of mother tongue among the children we interviewed is in the form of the accepted official language seems to be related to this acceptance. And the only way out of this learned helplessness is to live in another country.

It is a common belief that it will be overcome (the fact that most of the surveys say that they want to live abroad is concrete evidence of this), but I personally suggest that the only way out of these psychopathological conditions is art and art therapies.

I would like to state that it would be. Considering the ethnomusicology of the region, the fact that it is an untouched region that has not been scientifically studied in detail, researches should be carried out, and while conducting researches, it would pave the way for people under the age of 18 to get to know the region.

According to the general opinions and results of the survey, it was observed that children and young people generally did not sufficiently comprehend the magnitude of the earthquake and the extent of the damage caused by the destruction. Although some of the young people stated that they were not affected by the earthquake, they were not afraid and did not experience anxiety, it was observed that children's levels of being affected and fear-anxiety were high. It was also observed that children were affected according to the level of fear and anxiety experienced by adults by observing them. For example, when asked if they were affected by the earthquake, children easily stated that they were affected and scared. During the survey, younger children felt more comfortable and expressed themselves comfortably due to the presence of their parents. However, it was observed that older children had difficulty in expressing their opinions and feelings because their parents were with them.

It was observed that children did not receive psychological support and were not informed by the authorities during and after the earthquake. For this reason, they have been unable to express themselves and they state that they are not affected.

In general, most of the interviewees are aware of children's rights and can easily express their thoughts on this issue. They also stated that they were not subjected to rights violations in the tests and that they had access to many of the rights listed.

Regarding technological devices, all of them stated that they use devices such as computers, tablets and phones very often and that they use them for games, socializing and entertainment platforms.

While most of the interviewees find playgrounds and playgrounds safe, some of them find them unsafe. However, in general, it was observed that most of the interviewees felt safe.

It was observed that the question "What kind of activities do you think would be good for you?" was not of interest to young people, unlike children. Young people generally stated that they do not play games, do not paint, and are not interested in educational support workshops; instead, they are more interested in sports halls, language courses and areas where young people can spend time and socialize.

MALATYA

The first observation during the field research was that people stated that such a study had not been conducted before. Some families stated that their children are still afraid and that many traumatic processes have not been overcome by the children. It was observed that the earthquake caused a lot of fear, anxiety and similar emotions in children. Many of them did not or could not receive psychological treatment. They still carry the effects of the earthquake on them. There are many children who are deprived of not only moral but also material support. Regardless of whether it was an adult or a child who experienced the earthquake, the need for material and moral support was observed in the children with whom we communicated. It was observed that especially children need this support more. It was observed that children affected by the earthquake do not have many alternatives to have fun, relax and feel free in the city. Almost all of the interviewed children want to live in a different place, either because of the damage to the city or because they think it is dangerous. One of the most prominent observations is the need to provide psychological support to children within the means and to create areas/activities where children can feel safe and have fun. During the study, people welcomed the study and thought it would be useful.

HATAY

First of all, it should be emphasized that although we have entered the 3rd year of the earthquake, the destruction continues in the city. For this reason, air pollution and access to clean water are still largely unresolved. Earthquake With the questions we asked about children's rights in the region, we realized that children are still suffering from the trauma of the earthquake. Because they have not recovered from the aftershocks, and because sleeping, eating and shelter problems still persist due to the aftershocks, they have to find a safe house/home (staying with close relatives, in containers in the neighborhood or in the neighborhood). The social and psychological effects of staying in a container city continue.

When asking the survey questions in the presence of a parent, the children generally gave a nod of approval, albeit out of the corner of their eye.

They were observed to be waiting for an earthquake. Fear of earthquakes persists. They think that it is better to stay in large families, which they consider safe, and to live closer to the ground and the road rather than in two-story houses. They reported that children were more attached to their parents during this process. It was reported that children were more attached to their parents during this process, especially in children who had just started school, but they were worried that their parents would not be able to reach them during an earthquake.

Although it is stated as a safe place, mostly streets and gardens, since there are no parks, streets and

They stated that they played in the garden. It should be emphasized that children do not have enough safe playgrounds especially after the earthquake. They generally participated in the study hesitantly. Most of the questions were difficult to understand for younger age groups. Since it was observed that they were unfamiliar with concepts such as the right to parental care, the right to protection against exploitation, and the right to care in case of disability, the general questions were made more explanatory with examples and the work was completed.

In the study conducted in Hatay, despite the fact that the general population is Arab and the language spoken at home (especially with the elders) is Arabic, there is a perception that their mother tongue is Turkish. In some interviews, parents stated that they do not direct their children to Arabic in order for them to learn Turkish better.

It was observed that children who defined the concept of migration in the region as leaving and returning to the city for a while after the earthquake did not fully comprehend what discrimination is in general in the place where they live.

GAZİANTEP

Children over 15 years of age have no hope for the future. They wonder how they will survive in this situation. Although they expressed that they were very afraid of the earthquake, it was observed that they partially got used to the current situation. It has been observed that children under 15 years of age (up to 11-12 years of age) cannot fully overcome and experience uneasiness. Children under the age of 11-12 are very afraid of earthquakes. It was observed. It was observed that children could not overcome that psychology. Especially 7-8 year old children still behave as if the earthquake will happen again and startle at the slightest sound.

Although children under 15 years of age have earthquake concerns, children over 15 years of age are a little more mature than other age groups. They are not afraid now, but they realize that their living conditions are very difficult and that they think about what they can do in the country. They are worried about what kind of life they will be able to lead in this way. What they fear is not the earthquake but post-earthquake loneliness and similar consequences.

It has been observed that all of them are already worried about what will happen in a possible disaster.

7-8 year olds are still very anxious. Although they cannot think like 15-year-olds, they are very scared. It was observed that they were afraid that something might happen to their neighbors, loved ones, friends, family, sisters and brothers. They cannot sleep alone and always sleep with their parents they want to. These impressions are based on interviews with their own families. Children over 15 years of age were observed to see schooling as meaningless. They have concerns that it is difficult to have a profession. This was observed especially in boys. Boys children want to work in jobs such as electrical repair. They want to do this both because of their living conditions and to support their families. Even younger children have a vision for the future. They have no hope. So they think that reading is useless. Because they think that they will lose everything they have in a possible disaster.

Although they mostly did not have detailed information about children's rights, there were many children who said that they were generally informed. Some teachers were also interviewed about the study. In this sense, it was observed that activities and presentations on children's rights were also held at school. Especially for 15 year olds older children are more knowledgeable about this issue, but because of the difficulties they face, they already know that they have no rights are not met as much as they think they should be. It was observed that there were difficulties in explaining access and sufficiency to children. It has been observed that the idea that living in a container is considered sufficient to access the right to shelter is dominant. This is an important observation in terms of showing that children's competence criteria are lower than adults.

VI.CHAPTER

OPINIONS AND SUGGESTIONS

Introduction

On February 6, 2023, two years have passed since the earthquakes that occurred in Kahramanmaraş and deeply affected 11 provinces. In this period, the spatial, social, psychological and economic effects of the earthquake on children continue at different levels. The extent to which the "well-being" and "being safe" states, rights and guarantees of children living in the earthquake zone have come to life; to what extent they have been able to overcome the earthquake trauma or what opportunities they have access to in order to overcome it are still among the most controversial issues. It has been observed that there are serious gaps in the protection and realization of children's rights, especially under post-disaster conditions. Indeed, according to Article 4 of the United Nations (UN) Convention on the Rights of the Child, to which Turkey is a party, the state is obliged to take all legal, administrative and other measures for all children, including in times of emergency.

However, the experience of the 2023 earthquakes demonstrated the lack of a specific legal framework for the protection of children and prevention of rights violations in disaster situations.

In the two years following the earthquake, there is limited comprehensive data on children's access to their fundamental rights and the violations they have been subjected to. In order to address this gap, Children First Association conducted a face-to-face survey with children living in Hatay, Gaziantep, Malatya, Kahramanmaraş and Adıyaman, the provinces most affected by the earthquake. This study, which was conducted with a total of 525 children between the ages of 7-18, aimed to determine how children still experience the effects of the earthquake and to what extent they are able to overcome them, their awareness of their rights and their ability to exercise their rights, and to understand their current needs and demands, despite the passage of time. This report builds upon the aforementioned field study and offers a more in-depth analysis of child rights violations in the earthquake-affected region, using the findings of the study as a reference point. The analysis will move beyond superficial percentage summaries to interpret the potential causes and consequences of the data and to establish relationships between different findings. For instance, rates of psychological impact will be compared with the level of support received, and instances of child labor will be examined in relation to the risk of disengagement from education. Qualitative observations will be integrated with quantitative data, along with children's own expressions, in an effort to understand the underlying factors shaping their attitudes through a mixed-methods approach. All assessments will be conducted from a rights-based perspective, grounded in the UN Convention on the Rights of the Child, with a clear identification of the rights that have been violated or are at risk in the earthquake-affected region.

Methodology Summary

The research was conducted with a quantitative survey method. The sample consisted of 525 children from five provinces (Hatay, Gaziantep, Malatya, Kahramanmaraş, Adıyaman) most affected by the earthquake. Interviews were conducted face-to-face with children between the ages of 7-18; thus, comprehensive data was collected both on a provincial basis and from different age and gender groups. The questionnaire form was organized in 5 sections covering different dimensions of children's rights:

- **Section 1 (Demographics):** It includes basic information such as gender, age and educational status of the child.
- **Section 2 (Earthquake Impact and Basic Needs):** It includes questions on how the child was affected by the earthquake, his/her shelter situation and access to basic needs such as food, water and clothing.
- **Section 3 (Discrimination and Rights Awareness):** It aims to measure the discrimination and violations that the child may have been exposed to and the level of awareness of their rights. Possible different experiences of migrant and refugee children are also evaluated in this section.
- **Section 4 (Access to and Use of Rights):** Questions the extent to which children can access their rights such as education, health, play and participation in practice and the possibilities of realizing these rights.
- **Section 5 (Qualitative Observations):** This section includes the observation notes of the interviewers conducting the fieldwork; it conveys qualitative findings such as behaviors, emotional reactions and environmental conditions that attract attention during the interview process.

In analyzing the survey results, children's responses were compared based on gender, age, and educational level. This allowed for an assessment of how key demographic factors influenced variations in response patterns. For instance, the report highlights significant differences in the answers given by girls and boys, as well as between younger and older children, to certain questions. It was also observed that migrant and refugee children tended to avoid answering questions related to discrimination—particularly in certain contexts—suggesting a degree of hesitation or discomfort. These nuances have been taken into account in the interpretation of the findings.

The fieldwork was completed by April 2025 and the data is analyzed in this report. Quantitative findings are presented in graphs and tables, while qualitative observations are integrated in appropriate sections to deepen understanding of these findings. Below, the main findings and analyses of the study are presented under the relevant headings.

Analysis of Demographic Findings

Sample Profile

The study sample consists of 525 children, with each of the five target provinces relatively equally represented: Gaziantep (22.7%), Adıyaman (19.6%), Malatya (19.4%), Hatay (19.4%), and Kahramanmaraş (18.9%). This distribution ensures a balanced overview of children's conditions across the earthquake-affected region.

In terms of gender, 56% of the participants identified as girls and 44% as boys, allowing for a particular focus on the experiences and vulnerabilities of girls. Regarding age, the sample predominantly comprises older children: 56.6% were aged 15–18, 26.3% were aged 11–14, and 17.1% were aged 7–10. The overrepresentation of adolescents provides valuable insight into their specific challenges and perspectives; nonetheless, the inclusion of younger children ensures representation across all age groups.

Educational Status

The educational background of participants is consistent with the age distribution, with the majority being at the secondary education level: 17.2% were in primary school, 26.1% in middle school, and 56.7% in high school or already graduated.

A critical indicator of educational continuity post-disaster is reflected in the finding that 95.8% of participants responded affirmatively to the question, “Are you continuing your education?” Only 4.2% reported that they were no longer attending school. While the high rate of school attendance is encouraging and suggests successful resumption of educational activities, the 4.2% dropout rate—representing approximately 22 children—highlights the existence of significant educational disruption within a portion of the sample.

Furthermore, 9% of the children indicated that there was at least one student in their family who could not continue schooling. This implies that despite individual school attendance, broader household-level educational challenges persist. The data suggest that more than one child may have been affected by educational discontinuity within certain families, possibly due to economic hardship, displacement, or loss of access to schools.

Migrant and Refugee Background

Children were also asked whether their families had previously experienced migration. While 90.1% responded negatively, 6.1% reported having a migration background, and a small remainder chose not to answer. Among those who reported migration, 21.9% indicated Syria as their country of origin, and another 21.9% declined to disclose further information. These findings point to a small, yet significant, group of refugee and migrant children within the sample.

Children with migration backgrounds, particularly those originating from Syria, are likely to have experienced compounded trauma—first as a result of displacement, and later due to the earthquake. The study observed that migrant and refugee children were often reluctant to respond to sensitive questions, particularly those related to discrimination. This tendency was also reflected in the demographic section, where most migrant-background children refrained from answering questions on discrimination—an issue that will be elaborated on in subsequent sections of the report.

Conclusion

The demographic profile presented here highlights the diversity of the study sample in terms of province, age, gender, educational level, and migration background. This diversity enhances the representativeness and generalizability of the study's findings. The analysis reveals a relatively high rate of school attendance post-earthquake, alongside notable instances of educational exclusion and potential vulnerability among migrant children. This foundational demographic context informs the subsequent analysis of needs, rights violations, and the psychosocial well-being of children in the affected region.

Analysis of Basic Needs and Shelter Conditions

Accommodation Status

The earthquakes significantly disrupted the housing conditions of thousands of families, compromising children's access to shelter and basic necessities. Survey data indicate that many children in the affected regions continue to face serious challenges regarding safe and stable housing.

When asked “Where are you currently staying?”, 52.2% of children reported residing in their own homes (either family-owned or pre-earthquake residences). However, a considerable proportion still live in temporary or transitional accommodations. Specifically, 9.9% reported living in rented houses, 2.1% in temporary shelters, and 1.3% in prefabricated housing. Although smaller in number, 0.6% still reside in tents and 0.2% in dormitories or hostels. Notably, approximately one-third of the children indicated that they were living in container housing. Two years after the disaster, this persistence of temporary sheltering conditions points to an incomplete realization of the right to adequate housing, as defined in Article 27 of the United Nations Convention on the Rights of the Child (UNCRC).

Disaggregated by age group, notable disparities emerge. The majority of younger children continue to reside in container settlements: 56.7% of those aged 7–10 and 45.7% of those aged 11–14 reported living in such conditions. In contrast, the proportion among children aged 15–18 is estimated to be lower (approximately 30%). This trend suggests that families with younger children may face more significant obstacles in transitioning to permanent housing—potentially due to financial constraints or perceptions of risk and safety.

Qualitative observations from the field, particularly in Hatay, indicate that many families perceive living in containers—especially near extended family members or in familiar neighborhoods—as a safer option. Children’s own statements reinforce this perception, with some expressing a preference for “being closer to the ground” rather than residing in multi-story buildings. These findings underscore the long-lasting psychological and material impact of the earthquake on housing security and suggest that perceived safety remains a critical barrier to resettlement in permanent housing.

Access to Basic Needs (Food, Clothing, etc.)

In the aftermath of the earthquake, widespread damage to infrastructure and livelihoods severely undermined families' ability to meet basic needs such as food, clean water, and clothing. Children were asked, "Do you have easy access to basic food, nutrition, and clothing needs?" The majority (86.2%) responded affirmatively, while 8.4% answered "no" and 5.4% said "partially." These figures indicate that approximately 1 in 10 children are unable to access basic needs, while another 1 in 10 experience partial access.

Though these percentages may appear modest, when considered in the context of the region's overall child population, they point to a substantial number of children at risk of deprivation. Interviewers in Adiyaman reported that initial aid for food and clothing in container settlements has diminished over time, with many families now attempting to meet their needs through limited personal resources. This context aligns with the 8.4% of children who reported having no access to basic necessities—many of whom belong to economically disadvantaged families that do not receive regular assistance.

Age-based disparities are also evident. Among children aged 7–10, 12.2% stated they could not access basic needs, compared to only 5.8% among those aged 15–18. Conversely, 84.4% of younger children reported easy access, compared to 88.8% of older adolescents. Several interpretations are possible: families with younger children may experience greater financial vulnerability or face challenges in acquiring child-specific items such as formula, milk, and age-appropriate clothing. Alternatively, adolescents may be less likely to report unmet needs due to a tendency to normalize hardship or downplay difficulties, particularly male adolescents, who are often more reluctant to express emotional or physical discomfort.

This interpretation is further supported by patterns observed in the psychological data, where gender-based differences in reporting were also identified. In practical terms, families with younger children may have fewer working adults or caregivers whose responsibilities limit their ability to earn income, further exacerbating the risk of deprivation.

Conclusion

The findings reveal that a significant proportion of children in the earthquake-affected region continue to live in temporary or inadequate housing conditions, and a notable minority lack consistent access to basic needs. These challenges are particularly pronounced among younger children, highlighting the need for targeted interventions that address age-specific vulnerabilities and support the transition to stable housing and sustainable livelihoods.

Access to Health Services

The destruction of hospitals and the collapse of infrastructure following the earthquake severely hindered access to health services. Two years after the disaster, children were asked about the availability of primary healthcare facilities in their area. In response to the question, “Is there a family health center, hospital, or similar facility near where you live?”, 91.5% of children answered “yes,” 7.1% said “no,” and 1.3% stated they did not know.

At first glance, the fact that the vast majority reported the presence of a health facility nearby may suggest significant reconstruction of the healthcare infrastructure. However, the existence of a facility does not necessarily guarantee service accessibility. Particularly in rural areas or locations where tent/container settlements are far from city centers, a health facility may be considered “nearby” in theory, but practical issues such as transportation difficulties, limited service capacity, or language barriers may prevent actual utilization of services.

The fact that 7% of children indicated that there was no health facility in their area remains a critical concern. These children are at increased risk of not receiving timely care in case of illness or injury, pointing to a violation of their right to health, as enshrined in Article 24 of the UN Convention on the Rights of the Child (UNCRC).

Field observations in Hatay highlight another significant issue: despite the earthquake entering its third year, problems related to air pollution and access to clean water remain largely unresolved. Dust and debris from ongoing demolition and the continued shortage of clean drinking water continue to threaten children's health. Thus, even where healthcare facilities exist, children cannot fully enjoy their right to health without a safe, clean, and healthy environment.

Hygiene and Water

Although the survey did not directly include a question on access to clean water, observations from Hatay and other affected areas suggest that water quality and hygiene conditions remain suboptimal. The aforementioned pollution and water shortages hinder the ability to maintain basic hygiene, which increases the risk of infectious diseases and other health problems.

According to Article 24 of the UNCRC, access to clean water and proper hygiene is an integral component of the right to health. In this context, improving housing and environmental conditions is essential to safeguarding children's health and overall development.

Safe Shelter and Living Environment

Shelter is not only a physical need but also a determinant of perceived safety. The extent to which children feel safe in their surroundings is a critical element in a rights-based analysis.

Although further sections of the report address this issue in more depth, one key finding should be highlighted here: only 61.8% of children responded affirmatively to the question "Do you feel safe while playing where you live?" In contrast, only 38.7% answered "yes" to the question regarding feeling safe on the street. On the other hand, a substantial 93.5% reported feeling safe within their family environment.

This contrast indicates that while children find emotional security within their families, they often feel anxious or unsafe in their immediate external environment (e.g., streets or playgrounds). This highlights that shelter has a psychological as well as a physical dimension. Even children residing in permanent homes may continue to perceive outdoor spaces as threatening due to residual trauma from the earthquake. The presence of damaged buildings or unsafe play areas reinforces these fears.

Surveyors in Kahramanmaraş noted that both children and their parents identified safety as one of their most pressing concerns. Children were described as having "security concerns in every sense." Even those who have moved into permanent housing may not feel entirely safe due to the fear of aftershocks or the possibility of another earthquake. Therefore, ensuring the right to shelter must encompass psychological safety in addition to physical adequacy.

Assessment

From a rights-based perspective, the analysis of basic needs and shelter conditions should be interpreted in light of Article 27 of the UNCRC, which guarantees every child the right to a standard of living adequate for their physical, mental, spiritual, moral, and social development.

In the earthquake-affected region, this right remains partially unfulfilled. For many children, "shelter" still means temporary housing such as containers, and access to fundamental needs—clean water, hygiene, and adequate nutrition—remains a struggle. According to Article 4 of the UNCRC, the state is obligated to ensure that no child is deprived of their basic needs, even in times of emergency or disaster.

In this context, it becomes clear that relevant public institutions and civil society actors must take more effective and coordinated actions to provide permanent housing solutions, ensure regular food assistance, and offer financial support to families still residing in container settlements. As emphasized in the recommendations section of this report, ensuring that all children have access to safe housing, hygiene, nutritious food, and clean water must be treated as a priority.

Conclusion

Although a significant proportion of children in the earthquake zone no longer report difficulties accessing essential needs, for a considerable number, living conditions and the continuity of basic services remain precarious. This fragility directly affects the realization of other child rights as well—for instance, a child facing malnutrition may perform poorly in school, and a child who feels unsafe cannot freely play. These interdependencies underscore the urgency of developing holistic, rights-based responses to secure children's well-being in all dimensions.

• Analysis of Psychosocial Impacts and Support Mechanisms

One of the most profound effects of the earthquake on children is the psychosocial impact. Children who experience a traumatic event are expected to have significant changes in their emotional state, mental health, and social behavior. In fact, survey results reveal that the majority of children were psychologically affected by the earthquake. However, despite this high level of psychological impact, it is observed that the psychosocial support provided to children is extremely inadequate. Below, the levels of psychological impact, the symptoms observed, and the support received are evaluated together.

- **Level of Emotional Impact of the Earthquake:**

The answers given by the children to the question, "Have you been affected emotionally/psychologically by the earthquake?" show the prevalence of trauma numerically. Of the children interviewed, 46.3% said "very affected" and 25.3% said "affected." In other words, a total of 71.6% of the children stated that they were severely affected by the earthquake. 16.4% said they were "slightly affected," while only 11.2% said they were "not affected at all." These findings are extremely striking: 7 out of every 10 children experienced severe or moderate psychological trauma, while only one child claimed to have not been affected at all. Although these rates are expected for a group of children exposed to a devastating event such as an earthquake, there is still a point that needs to be emphasized: the profile of the 11% who said, "I was not affected at all." It is unlikely that these children were actually unaffected; probably some of them preferred not to express it, even if they were affected. Indeed, interviewer observations reveal that some children and youth may tend to deny or downplay the impact of the earthquake.

In the general observation notes, it was stated that some young people claimed that they were not affected by the earthquake and that they were not afraid; however, it was observed that fear and anxiety were high, especially in young children. In other words, some adolescents may say, "I was not scared at all" in order to appear strong or to suppress the trauma unconsciously. At this point, the gender factor is striking.

- **Gender Difference:** There are significant differences in the psychological impact statements of girls and boys. While 52.4% of girls say "I was very affected," this rate is 38.5% for boys. Similarly, the rate of boys who said "I was not affected at all" was 15.6%, while it was only 7.8% for girls. These data suggest that girls were more outspoken in expressing the trauma of the earthquake or that they were actually more affected. Boys, on the other hand, may tend to underestimate the emotional impact; in fact, the rate of those who said "I was less affected" was higher among boys (21.6%) compared to girls (12.2%). Due to gender norms, boys are likely to avoid expressing emotions such as fear and sadness. Qualitative observations also support this: in Gaziantep, surveyors noted that boys above the age of 15 did not express fear of the earthquake much, instead talking about "difficult living conditions" and worries about the future. Some children above the age of 15 (especially boys) even used expressions such as "studying is meaningless" and talked about the difficulty of having a profession, expressing their desire to pursue a career outside of education. In a way, this approach is a different expression of emotional trauma: instead of accepting the fear, the attitude of "being strong and going to work" is observed. On the other hand, girls expressed their emotional reactions (fear, crying, etc.) more, but also had higher rates of continuing their education. (Only 7.8% of girls said they were not affected at all, compared to 15.6% of boys; this suggests that some of the boys rejected the emotional impact.)
- **Psychological Symptoms:** Children who said they were affected by the earthquake were asked about specific symptoms and moods: "If you were affected, how were you affected?" Here, children were presented with various statements and asked whether they experienced these symptoms in the form of "Yes/No." The data show that earthquake trauma has multidimensional manifestations in children:

- **Developing fear:** 89.6% of the children said yes to the statement "I developed fear." In other words, almost all children admitted that they felt a significant sense of fear after the earthquake. This fear may be related to the moment of the earthquake and its aftermath; it may be related to the collapse of their homes, aftershocks, or the fear of losing loved ones.
- **Developing anxiety:** 77.8% responded yes to the statement "I have developed anxiety." Anxiety, slightly different from fear, can be interpreted as a constant state of worry, a feeling of uncertainty about the future. The high rate indicates that the earthquake caused a permanent state of anxiety in children.
- **Feeling of insecurity:** There is a 63.9% yes rate for the statement that can be interpreted as "I started to feel insecure." Two-thirds of children report that they now have a sense of insecurity about their surroundings or their lives. This is especially the trauma of having experienced an unexpected disaster such as an earthquake: the child feels that their basic sense of trust in the world has been shaken.
- **Withdrawal:** The rate of those who said "I withdrew into myself" is 48%. In other words, almost half of the children say that they experienced behavioral changes after the earthquake, such as withdrawing into themselves, not sharing their feelings, and perhaps communicating less with their friends.
- **Reaction to sudden and loud noises:** This symptom is also very common, with 65.7% of children reporting being startled/reacting to sudden and loud noises. This is a typical trauma symptom; the traces of the noise, shaking, and screaming of the earthquake are embedded in the nervous system of the children, and a startle reflex appears as if they are reliving a similar loud sound.

- **Feistiness:** While 50.1% of the children said that they were "sensitive" (easily offended, emotional sensitivity), 49.9% said that they were not; in other words, there is a 50/50 situation. This shows that the earthquake trauma increased emotional sensitivity in some children.

- **Crying without a reason:** 48.6% answered "Yes" to the statement "Having crying spells with or without a reason." In other words, almost half of the children stated that they could not contain themselves and cried from time to time, and that sometimes they felt like crying even when there was no apparent reason. This is a common symptom of emotional discharge and sadness after trauma.

- **Irritability/aggression:** 44.3% said, "I became more irritable, I developed a tendency towards violence." It is understood that approximately one out of every two children exhibits outbursts of anger or aggressive behavior. This is a situation that can be seen especially in adolescents after trauma; the sense of injustice and loss experienced may find its expression as irritability.

When these data are evaluated together, it can be said that there is a common trauma symptom profile in children after the earthquake. The three most common symptoms are fear, anxiety, and insecurity. Indeed, the observations of the interviewers confirm this: it was reported that the fear of earthquakes was very intense, especially among young children, and that startle behavior was observed at the slightest sound. Children aged 7–8 still behave as if there will be another earthquake, cannot sleep alone, and always want to sleep with their parents. This is a vivid reflection of the feelings of fear, anxiety, and insecurity quantified above. On the other hand, a different psychosocial impact was observed in adolescents: although children over 15 years of age said that they were not afraid of the earthquake, they were more concerned about "what they will do in the future in this country" and "how they will live their lives." It has been observed that they have a deep anxiety about the earthquake. In other words, their fear is loneliness, uncertainty, and economic difficulties after the earthquake rather than the earthquake itself. This is actually a different reflection of the anxiety symptom. While some adolescents give the impression that they display a "matured" stance in response to the trauma, they actually carry a serious concern for the future.

• **Psychosocial Support and Assistance:** Unfortunately, the level of psychosocial support services reaching children with such widespread traumatic symptoms is very low. One of the important questions of the questionnaire was, "What support did you receive after the earthquake?" In this question, children were asked a series of support items and, for each of these items, they answered "Yes/No/Partially received." Psychological support was also included among these items. The data show that while material assistance is somewhat common, psychological support is almost non-existent.

• **Psychological support:** 87.3% of the children stated that they did not receive any psychological support. 2.1% said that they received some of it (maybe one or two meetings or a limited activity). In other words, 9 out of every 10 children have not met with professional mental health support. This is an extremely low rate and points to a serious deficiency in terms of the CRC's obligations under the right to "access to health care" and "rehabilitation" (Article 39). While Article 39 refers to the "rehabilitation of children affected by any form of abuse, exploitation, torture or war," in a broad sense, it also includes the social and psychological rehabilitation of traumatized children. The earthquake can also be considered in this context, and it is the duty of the state and support organizations to support children's psychological recovery processes. However, the data show that this duty is not being fulfilled.

• **Shelter support (container/tent):** 78% of the children stated that they received container or tent support. This means that the need for emergency shelter after the earthquake was largely met. As a matter of fact, it is a reflection of the high proportion living in containers that we see in the shelter data. 20.1% stated that they did not receive shelter support (probably those who stayed in their own homes or with relatives), and 1.9% said that they partially received it. The fact that this level of shelter support is widespread is positive, but the long duration of life in container cities brings different problems (lack of privacy, hygiene problems, crowded environment, etc.). The observation made in Adiyaman container city states that the aid received in the first period decreased over time and families became more and more needy. In other words, providing containers does not end the problem; unsustainable living conditions in containers also lead to psychosocial tensions.

• **Food/Clothing support:** 61.9% of children said they received food or clothing assistance. 34.4% said they did not receive food or clothing aid, while 3.7% said they partially received it. This shows that most of the relief activities after the earthquake focused on food and clothing distribution in the first place. Nevertheless, one out of every three children did not receive such aid, perhaps because they did not need it (e.g. because they could manage with their own means) or because the distribution did not reach everyone. Adiyaman's observation shows that especially after some time has passed, this assistance has decreased.

• **Cash aid:** The proportion of children receiving cash assistance is 27.1%. The majority (69.8%) said they did not receive cash support; 3.1% partially received it. Cash support is generally less institutional and more likely to be the work of NGOs or specific government programs. The low rate perhaps indicates that assistance is mostly in-kind (material). However, we also understand that some families received cash assistance (e.g. social assistance) (27.1%).

• **Playground support:** 14.2% of children responded "yes, I received" to the statement "support for a place to play." This is a very low rate. 83.7% said they did not receive such support, and 2.1% said they partially received such support. Child-friendly spaces are tried to be established in many disasters as a part of psychosocial support. However, in this region, it seems that only 1 out of every 7 children stated that they were provided with a special area where they could play. Indeed, qualitative data also emphasize that the lack of safe playgrounds in container cities is a major problem for children. During the observation in Adiyaman, it was stated that there are no entertainment activities such as cinema and theater, but they are highly demanded by children; some workshops/activities organized are insufficient because they are short in duration and not repeated. Children were particularly interested in play, painting, and education workshops but were dissatisfied as these were not continuous. This table reveals that beyond the 14.2% who said they received playground support, the play and social activity needs of a much larger group of children were not met. The right to play (Article 31 of the CRC) is not only entertainment but also critical for children to overcome trauma. Children express their emotions, relieve stress, and normalize themselves through play. Therefore, the gap in this area should be noted as an important lack of rights.

• **Education support:** 32.9% of the children stated that they received educational support. Here, educational support probably refers to items such as school material aid, make-up courses, scholarships, or stationery support. 64% stated that they did not receive educational support, 3.1% said that they partially received it. Considering that schools were closed for a while during the earthquake and education continued in container schools or with guest student programs in other provinces, it may seem that one in every three children received some form of educational support, which is not a bad ratio. However, even those who continued their education without interruption may have needed additional support such as tablets, internet, school supplies, etc. Among the 64% who did not receive this support, there are probably those who managed on their own and those who really needed it but did not receive it. On the other hand, among the 32.9% who received educational support, there may be students who changed schools or were enrolled in make-up programs due to the earthquake. This issue is also linked to the section on access to education. As it will be remembered, 4.2% of the children said that they did not attend school. These children are probably the most vulnerable group and in most need of educational support. This finding tells us that education support efforts are reaching at least some children, but still not enough.

• **Psychosocial Wellbeing and Rights:** When we interpret the support items listed above as a whole, the picture that emerges is as follows: While some support has been provided for the shelter and basic material needs of children after the earthquake (containers, food aid), there are major gaps in terms of their spiritual and developmental needs. As emphasized in the report, these data show that children's psychological, material, and economic needs are severely deprived of support that includes their rights to play and education. The support provided is mostly focused on physical well-being, with only limited attention to their "well-being and safety." Article 39 of the UN Convention on the Rights of the Child stipulates that necessary measures should be taken for the physical and psychological recovery of traumatized children. However, the dimension of psychological recovery is almost neglected here. In addition, the right to play and rest as per Article 31 and the right to education as per Article 28 could not be fully realized due to lack of support.

• **Psychosocial Situation in the Light of Qualitative Observations:** Surveyor observations confirm and elaborate on the story told by the figures. In many observation notes, it is noted that attempts to protect children from the impact of the earthquake and to provide them with social-emotional support are quite limited. Almost all children grow up in an environment where there are no opportunities for entertainment and socialization. In provinces such as Gaziantep and Malatya, children expressed that they did not want to live there because of the damage to their cities and that they would like to live elsewhere if they could. This desire is an indication that they cannot feel psychologically comfortable in their environment. "Wanting to live elsewhere because they think the city is dangerous" reflects the psychological impact of displacement in the child's own homeland. Experts state that post-traumatic change of location can be one of the avoidance behaviors of the person; as children continue to stay in these places, they come face to face with stimuli (collapsed buildings, aftershocks, memories) that remind them of the trauma.

On the other hand, strengthening family ties was also observed as a coping mechanism. Children whose families were interviewed in Hatay were reported to be more attached to their parents after the earthquake. Children, especially young children who have just started school, are worried "if our parents cannot reach us in case of an earthquake." For this reason, they stated that staying with their elders and being in an extended family environment made them feel safer. These narratives are in line with the survey data which states that "those who feel safe with their family: 93.5%" makes sense: Children seek security not in the state or the environment, but in the protection of the family. Although the sense of security within the family is high, it is understood that these children's trust in the outside world is shaken. In the long run, this may cause problems in areas such as establishing social relationships and social participation.

- **Example Underlining the Need for Psychosocial Support:** During the field observation in Malatya, some families stated that their children continue to be afraid and that many traumatic processes have still not been overcome. It was observed that many children have never received or have not received psychological treatment and still carry the effects of the earthquake on them. These statements vividly show what the 10.6% rate of receiving psychological support means: 8 out of every 9 children are left to their own devices. It is said that these children are deprived of not only moral but also material support. In other words, children who have lost their families, lost their homes, or are in economic difficulties expect both psychological and material support. In Malatya, findings similar to those in Gaziantep were noted, such as the lack of spaces for children to have fun and relax, and the fact that almost all of them want to live elsewhere. All these qualitative data show that the psychosocial recovery process remains inadequate and that children's basic sense of trust has not been restored.

- **Rights Violation Dimension:** From a rights perspective, the psychosocial impacts and inadequacy of supports point to serious gaps in "the right of every child to the highest attainable standard of health" (Article 24) and "the right to rehabilitation and social reintegration" (Article 39). The right to education (Article 28) and the right to play (Article 31) are also indirectly affected by the lack of psychosocial support: A child who does not receive post-trauma support may struggle to focus in school, be reluctant to play, or develop behavioral problems. Indeed, as noted in observations, some children consider dropping out of school or do not see it as meaningful. This is a result of trauma and anxiety about the future, and without psychosocial intervention, the child risks being deprived of the right to education.

To summarize, it is clear that children in the earthquake region have suffered great psychological trauma but have not received the support they need to overcome this trauma. Perhaps the most striking gap in the data is the difference between psychosocial need and support: 89% of children experiencing fear - only 10% of children receiving support. - This gap, from a rights-based perspective, is a violation of children's right to "protection and recovery." In the conclusion and recommendations section of the report, this deficiency is emphasized in the first place, and a solution is proposed by stating that "accessible and effective psychosocial support services should be provided for children and their families, and activities should be planned to improve the psychosocial, mental and physical effects of the earthquake."

Psychosocial support includes not only therapy, but also social and cultural activities that will bring a modicum of normality to children's lives. For this reason, the report also includes recommendations such as providing suitable areas for sports and art activities, organizing regular festivals, cinema-theater events. Such activities both fulfill the right to play/entertainment and contribute to the rehabilitation of children after trauma.

In conclusion, data and observations on the psychosocial impact of the earthquake reveal a very high level of trauma and stress and a very low level of support. This is alarming for the long-term mental health and social cohesion of children in the region. If necessary interventions are not made, some of the children who are traumatized today may suffer from persistent psychological problems, educational losses, and social integration difficulties in the years to come. Therefore, in light of the findings of the analysis, the urgent strengthening of psychosocial support mechanisms is a right and a political imperative.

- **Analysis of Education, Play and Participation Rights**

The earthquake interrupted children's education and severely limited their opportunities to play and participate in social activities. Article 28 of the UN Convention on the Rights of the Child guarantees the right to education and Article 31 guarantees the right to rest, play and participation. Protection of these rights in disaster situations is vital for children to return to their normal developmental course. This section analyzes the educational status of children in the earthquake zone, its relationship with work (child labor), their access to play and leisure activities, and their opportunities to participate in decisions about their own lives.

- **Educational Attendance and School Dropout:** As mentioned in the previous demographics section, an overwhelming 95.8% of the children surveyed reported attending school. This is a very positive indicator, as long disruptions in education and dropouts can be expected after major disasters, but within two years, almost all children in the region were able to re-enter the education system. However, when we look in detail, we see that 4.2% of children are out of school. This seemingly small rate corresponds to hundreds of children in practice. The question of the reasons why these children could not continue school becomes important.

Although the study does not directly answer the question "why don't you go to school?", there are some indirect clues. One clue is the issue of child labor. The survey asked children "are you currently working?" and 5.9% of the children said yes. This corresponds to approximately 1 out of every 17 children. 94% said they were not working, which is to be expected since a significant portion of the sample is still of student age. However, what is critical here is the educational background of the 5.9% who work. According to the data, 10.1% of the interviewees who are high school students or graduates stated that they are working; this rate is higher for middle school students, 0.7%, and 0% for primary school students. In other words, almost all working children are adolescents between the ages of 15–18. Some of these children may have dropped out of school or may have to work while continuing their education.

As a matter of fact, it is possible that the 4.2% who said no to the question "do you continue your education?" and the 5.9% who said yes to the question "do you work?" overlap. In the aftermath of a disaster such as an earthquake, which disrupts the economic situation of families, it is a known risk that some adolescents drop out of education and enter the world of work in order to contribute to the family budget or to earn a living for themselves. In this study, two-thirds of the working children did not work before the earthquake, and it is clear that the post-earthquake period pushed children to work. It is expressed. When asked the question "Were you working before the earthquake?" 61.3% of the working children said "no." Only 38.7% were working before the earthquake. In other words, approximately 6 out of every 10 working children seem to have started working in the post-earthquake period. This is an extremely important finding: the earthquake had an increasing effect on child labor. The report also comments that "this shows that the post-earthquake period pushed children to work." These children probably entered the workforce by sacrificing their education (either by dropping out of school altogether or disrupting school).

• **Child Labor and Disengagement from Education:** Data on which jobs working children do and why they work clarify the situation regarding the violation of the right to education. In response to the question "If yes, which job do you do?" 45.2% of working children are apprentices, 29% are laborers and 19.4% are waiters, 3.2% were tailors and 3.2% were farmers. These jobs are generally unskilled or semi-skilled jobs that require physical labor. Responses such as "apprentice" and "laborer" may indicate work in industrial sites, workshops or sectors such as construction/agriculture. If these jobs are full-time, it is almost impossible for children to go to school; even if they are part-time, it negatively affects their education. Indeed, in the Gaziantep observation, it was stated that some boys wanted to work in jobs such as electrical repair instead of school, "to support their families due to the living conditions." This statement helps us understand the motivation behind child labor: economic support for the family and livelihood concerns.

The question "What is the reason for your work?" was also asked to working children. As expected, the answers emphasized economic necessities: 54.8% of working children answered "to support my family." Although 22.6% said "my own choice," it can be considered that this is probably based on the family situation (perhaps the desire not to be a burden on the family or the desire to provide for their own needs). 12.9% stated that they worked "because I grew up," 6.5% said "economic losses due to the earthquake" and 3.2% did not answer. Here, especially the children who chose the expression "economic losses due to the earthquake" (6.5%) are striking, because they express that they had to work as a direct result of the disaster. However, among the 54.8% who said "support for my family," many of them actually had to contribute to their families who were impoverished due to the earthquake. Therefore, a significant number of working children had to give up their right to education and enter the workforce because the family economy was shaken. This is directly related to Article 32 of the UN Convention on the Rights of the Child (protection of children from economic exploitation). It is also indirectly a violation of Article 28 (right to education) because child labor keeps children out of school.

- **Children Staying in Education:**

Of course, the 95.8% who stayed in school may also face different challenges. For example, children who were out of school for a period of time due to the earthquake suffered learning losses. During the observations in Kahramanmaraş, it was noted that although the educational situation of the parents seemed to have partially improved, they stated that there was not much difference between before and after the earthquake. These statements imply that the resumption of education has not solved the problems in terms of quality. The region may have already been experiencing some problems in education before the earthquake (e.g., school dropout, low quality).

The earthquake deepened these problems, but it seems that the compensation efforts have not yet yielded the desired results. Nevertheless, we can say that children who are in school are at least safe and engaged, and that their routines have been partially restored. This is also an important protective factor in psychosocial terms. Therefore, it is a critical goal to bring children who have interrupted their education back to school. The report also recommends "developing projects to ensure access to education for children who have dropped out of school and providing social and economic support for children who cannot access education." This is a direct response to the problem of child labor and school dropout that we analyzed above: Without economic support for families and compensatory education for children, these children will continue to be deprived of their right to education.

- **Play and Leisure:**

Childhood is not only a period of education but also a period of play, rest, and participation in social activities. In the earthquake region, children's right to play/leisure is severely restricted. The findings of the survey show that the areas where children can play outside the home environment are very inadequate. In response to the question "Can you play games?" 69.2% of the children said yes. This means that approximately 30% of them cannot play. To the question "Is there an area (place) where you can play?" 60.8% said yes. In other words, 39.2% of children do not have a suitable place to play. This area can be inside the house or outside in a park, garden, street, etc.

Since safe areas decreased in the earthquake, the possibility of playing in parks and gardens is probably very low. As a matter of fact, in the Hatay observation, children mentioned streets and gardens as places where they felt safe because there were no parks. In other words, there are no places that should be parks; children are forced to play on the street, perhaps near the debris fields. This also causes parents to worry and children to feel uncomfortable even when playing.

For some children, digital entertainment may be what compensates for the impossibility of play. The survey also collected data on children's use of digital/technological tools at their disposal. It is understood that a significant number of the children interviewed have access to devices such as phones, tablets, and computers; only 5% stated that they "do not have or do not use devices such as phones, tablets, or computers." Other children use digital devices for various purposes: Some children (22.9%) said they use them for all activities such as studying, playing games, listening to music, having fun, etc., while 2.9% said they use them only for listening to music. In the light of these data, it can be said that digital devices have become both educational and entertainment tools for children. Considering the necessities such as distance education and online communication in the post-earthquake period, access to these devices becomes a right. However, the issue that should not be overlooked here may be the gender difference. Girls' access to digital devices may be restricted, especially in conservative environments. The report's recommendation that "all children, especially girls, should have access to digital devices such as phones, tablets, and computers" is based on this observation. In other words, there may be a digital divide among girls. It is observed that a significant portion of the 5% who do not have access are girls. This is an issue of inequality in terms of the right to information and communication.

- **Safe Space and Participation:**

Whether children feel safe while playing games, on the street, and at school is closely related to their participation rights and their ability to participate in social life. As mentioned before, the data show that the rate of children feeling safe on the street is only 38.7%. Feeling safe while playing is 61.8%. This means that a considerable number of children feel uneasy in outdoor spaces. In this situation, children are restricted from leaving the house to play with their friends, play sports, and participate in social activities.

It can be assumed that families would also hesitate to send their children outside. As a matter of fact, families also share safety concerns; in the Kahramanmaraş observation, it was emphasized that parents are as concerned about safety as children. In this case, the child's right to participation (in terms of participating in decision-making processes regarding his/her own life and social life) is interrupted. For example, if a child does not feel safe on the street, he/she will not be able to participate in activities in his/her neighborhood, and perhaps will not be able to go to extracurricular activities.

Another dimension of the right to participation is the right of children to express themselves and participate in decision-making processes (CRC Articles 12 and 13). In this regard, the survey measured children's awareness of their rights and their access to these rights and indirectly provided clues about participation. The findings are quite interesting: A significant number of children know that most of the rights they are entitled to are "children's rights." For example, 84.9% correctly identified the right to shelter as a child's right, 87.8% correctly identified the right to education, and 87.4% correctly identified the right to health. 87.6% correctly identified the right to play and entertainment; 87.6% correctly identified the right to freedom of expression, 86.9%; 87.3% for the right to protection from violence; and 85.6% for protection against exploitation. The lowest rates were the right to parental care (70.9%) and the right to special care in case of disability (79.8%). These results suggest that some rights information activities may have been conducted for children in the post-earthquake period. In fact, as stated in the observations, it is understood that a significant portion of children were informed about children's rights after the earthquake and knew a significant portion of their rights (although not completely). This awareness is valuable in terms of enabling children to evaluate their own situation on the basis of rights.

However, child participation mechanisms are not yet sufficiently developed in the region. Article 14 of the report's recommendations draws attention to this deficiency by stating that "mechanisms should be established and monitored to ensure children's active participation in decision-making processes on all matters that concern them." In the current situation, even this survey may have been one of the rare platforms where children were able to make their voices heard. It is meaningful in this respect that when field research was conducted in Malatya, people said that "no such study had been conducted before." This shows that there are very few studies that hear the voices of children and families and record their problems on the basis of rights. Therefore, the right to participation includes not only the participation of individual children in family or school decisions but also the right of children to have a voice in disaster management and community planning in general. During the earthquake process, children's views and statements of needs were often left in the background. The things they needed the most (such as play, psychosocial support) were at the bottom of the adult agenda. The lack of the right to participation risks making violations of rights in other areas invisible. For example, if a child is unable to voice a problem, that problem may persist (whether at school or in the camp).

In conclusion, this chapter reveals that children in the earthquake region have largely regained their right to education, but there is a segment of the population that is at risk due to child labor. Returning this group back to school will only be possible with economic and social support. The right to play and recreation is still severely violated; children have no safe playgrounds, limited opportunities for activities, and this situation negatively affects their mental well-being. Although children seem to have theoretical knowledge on participation and expression rights, in practice they do not have a say in decisions that affect their lives. This is also linked to the disregard of children's needs in disaster management. The findings of the report strongly suggest that in order for children to return to "normal childhood experiences," their rights to play and social life need to be built in addition to education. This requires child-friendly spaces, activities, and, most importantly, mechanisms that listen to children's voices.

From a rights-based perspective, although there are positive steps in the area of the right to education (Art. 28), special measures need to be taken for children who are deprived of this right for economic reasons (as per Article 4 of the CRC). The right to play (Art. 31) is almost universally violated; physical infrastructure (parks, sports fields) and programs (festivals, workshops) should be planned to realize this right. The right to participation (Art. 12) is related to the inclusion of children in the process of improving their living conditions, and the children's assemblies or similar participation structures mentioned in the recommendations can respond to this need. Among the recommendations of the report, the statement that "festivals, cinema, theater events, sporting competitions should be planned for children" actually refers to both the right to play/entertainment and participation (integration with society).

- **A small note on participation in the family and school environment:** It has been observed that even when answering the survey questions in the presence of a parent, children exhibit "eye-rolling approval-seeking" behavior. This indicates that children may not even be able to express their own views freely and seek their parents' approval. This may be a consequence of increased protectionist attitudes in disaster-affected families. The full realization of the right to participation is only possible when children can freely express their opinions both within the family and at the social level.

Overall, there is a mixed picture in the earthquake region in terms of education, play, and participation rights: While education has improved quantitatively, qualitative problems and inequalities persist; the right to play has been largely relegated to the background; and children's participation in decision-making processes is almost non-existent. Without improvement in these areas, the development of the generation growing up in the aftermath of the earthquake may be permanently scarred. For this reason, special emphasis is placed on these issues in the recommendations to be discussed in the next section.

From a rights-based perspective, although there are positive steps in the area of the right to education (Art. 28), special measures need to be taken for children who are deprived of this right for economic reasons (as per Article 4 of the CRC). The right to play (Art. 31) is almost universally violated; physical infrastructure (parks, sports fields) and programs (festivals, workshops) should be planned to realize this right. The right to participation (Art. 12) is related to the inclusion of children in the process of improving their living conditions, and the children's assemblies or similar participation structures mentioned in the recommendations can respond to this need. Among the recommendations of the report, the statement that "festivals, cinema, theater events, sporting competitions should be planned for children" actually refers to both the right to play/entertainment and participation (integration with society).

- **A small note on participation in the family and school environment:** It has been observed that even when answering the survey questions in the presence of a parent, children exhibit "eye-rolling approval-seeking" behavior. This indicates that children may not even be able to express their own views freely and seek their parents' approval. This may be a consequence of increased protectionist attitudes in disaster-affected families. The full realization of the right to participation is only possible when children can freely express their opinions both within the family and at the social level.

Overall, there is a mixed picture in the earthquake region in terms of education, play, and participation rights: While education has improved quantitatively, qualitative problems and inequalities persist; the right to play has been largely relegated to the background; and children's participation in decision-making processes is almost non-existent. Without improvement in these areas, the development of the generation growing up in the aftermath of the earthquake may be permanently scarred. For this reason, special emphasis is placed on these issues in the recommendations to be discussed in the next section.

Discrimination, Language, and Cultural Rights:

The earthquake affected all children, but for some children, there are additional disadvantages and risks of discrimination. In particular, groups such as migrant/refugee children, children from different ethno-linguistic identities, or girls have the potential to be discriminated against because of their identity in addition to being disaster survivors. Article 2 of the UN Convention on the Rights of the Child emphasizes that the rights of the child apply to all children without discrimination. This section analyzes the findings in the context of children's experiences of discrimination, use of mother tongue, and cultural rights in the earthquake zone.

Ethnic-Linguistic Diversity of the Region:

The provinces where the research was conducted reflect Turkey's demographic mosaic of different languages, identities, and belief groups. There are diverse communities such as the Arab Alevi population in Hatay and Adiyaman, and the Kurdish population in Gaziantep and its surroundings. As stated in the report, the earthquake region also includes provinces where different languages, identities, beliefs, and cultures coexist, but at the same time where the public visibility of these identities and cultures is minimized. This finding indicates that minority groups in the region have difficulties in fully realizing their cultural rights.

This situation, which existed before the earthquake, may have become even more pronounced after the earthquake. Because while minority groups, like everyone else affected by the disaster, focused on the struggle for survival, their demands for cultural rights were pushed to the back of the agenda.

Mother Tongue Use and Awareness:

The first question asked to the children was "What is your mother tongue?". This question yielded interesting results in terms of children's perception of their language identity. Of the children in the research group, 66.5% stated that their mother tongue was Turkish, 24.2% said Kurdish (Kurmanji), 6.9% said Arabic, 1.5% said they did not know their mother tongue, and 1% did not want to answer. These figures show the linguistic diversity of the region: One out of every four children reported Kurdish as their mother tongue, and about one out of every 15 children reported Arabic as their mother tongue. However, what is noteworthy here is the tendency of some children to answer the mother tongue question in Turkish, even if a different language is spoken at home. Researchers observed that a significant number of children felt the need to state the "official language" as their mother tongue, rather than the language spoken at home/on the street. In fact, a typical example of a child who speaks a language other than Turkish saying "My mother tongue is Turkish" was cited. This shows that children may hesitate to express their mother tongue due to assimilation pressure or at least social pressure. Perhaps the child is worried that saying "My mother tongue is Kurdish" will be received badly or may not fully understand this concept. Under the influence of identity politics or the education system, many children who speak Kurdish or Arabic may have the perception that "my mother tongue is Turkish because I am a Turkish citizen." At this point, we should emphasize the following: It is also a right for a child to freely express his/her identity in relation to his/her culture and mother tongue (CRC Art. 30, the right of children belonging to minorities and indigenous peoples to experience their own culture).

The question "Which language is mostly spoken in your family?" was asked to support the mother tongue question. In response to this question, 83.9% of the children stated that Turkish is spoken at home, 14.7% said Kurdish (Kurmanji), and 1% said Arabic. There are slight differences here with the mother tongue question: 24.2% said Kurdish was their mother tongue, while only 14.7% said Kurdish was spoken at home. This difference may be due to the aforementioned hesitation or difference in perception. Even if some children speak Kurdish at home, they may have expressed it as "we mostly speak Turkish." Or perhaps Turkish is indeed more dominant at home, and even families who speak Kurdish speak Turkish with their children (a result of assimilation). In any case, we can say that approximately 15% of children in the region speak a language other than Turkish at home (1% for Arabic and 14.7% for Kurdish). This rate may be higher in provinces like Hatay and lower in provinces like Gaziantep, but this is the overall average.

Language-Based Discrimination During the Earthquake Process:

The research also questioned whether there was discrimination based on differences in mother tongue during the earthquake. To the question "Were you subjected to discrimination based on your mother tongue during and/or after the earthquake?", the majority of the children answered "no" (85.7%). 5.7% said "yes", while 3.2% were "undecided", 2.7% responded "partially" (some said there was no response). On the surface, this result suggests that discrimination on the basis of language is underreported. If 85% say "no, it has not happened", it means that the overwhelming majority of children have not experienced discrimination on the basis of language. However, we should not overlook two important points here:

1. **Children's perceptions and statements:** Some children may not recognize discrimination or identify it as discrimination. For example, if they cannot access a service, they may not understand or may not want to say that it is because of language.

2. **Avoidance of answering:** When we look at the gender and age breakdown for this question, we see that younger children and boys are more likely to say "no answer" or "undecided": 5.2% of boys and 1.7% of girls did not answer; 6.7% of 7–10-year-olds did not answer (only 2% of 15+ year-olds). This may indicate that younger children, or perhaps those who are not fluent in the language, find it difficult to answer this question. There is also a segment that says "partially." Although the proportion saying "yes" is generally low (6.1% for girls and 5.2% for boys), it would not be correct to rely too much on this data and say that "there is no language discrimination." Qualitatively, it has already been mentioned that migrant and refugee children tend to leave questions on discrimination unanswered. For example, when foreign national children were asked the question "Were you discriminated against in earthquake aid because of being a migrant?" 65.6% of the children did not answer, 12.5% said yes, and 21.9% said no. This shows that children hesitate to raise such sensitive issues.

Therefore, even though the survey data states that "the vast majority did not experience problems" in terms of discrimination based on language and identity, some of this may be due to children not expressing the situation. Nevertheless, it is possible that the general environment did not produce very serious discrimination against these children. Although there were some shortcomings in the delivery of aid to all people in the region during the earthquake, there does not seem to be a widespread perception of overt ethnic-linguistic discrimination.

Language Barrier in Access to Services:

A more concrete indicator is the question "Have there been any services that you could not use because of your mother tongue?" To this question, 89.9% of the children said no; in other words, almost 90% of them stated that there was no service they could not receive due to language barriers. Only around 10.1% said yes. When this small group was asked which services they could not benefit from because of their mother tongue, various answers were received: 42.3% said "we cannot receive services in our mother tongue" (i.e., there are no interlocutors in our own language in official institutions), 38.5% said "we cannot speak easily" (probably because we hesitate to speak our language or cannot communicate), 15.4% said "they did not provide assistance", and 3.8% said "they did not provide education in our mother tongue." These details show that some children have difficulties in accessing public services due to language barriers. In particular, "not being able to receive services in mother tongue" is the biggest share; this could be, for example, not being able to find Kurdish-speaking staff when going to the health center or not having Arabic-speaking experts in psychosocial support activities. The statement "We cannot speak easily" is also important: This means that perhaps the child or his/her family cannot speak Turkish and therefore cannot express their problems or are hesitant to do so. The 15.4% who said "They didn't give any help" may indicate direct discrimination: Maybe they think that they are discriminated against because their mother tongue is different or because they are refugees. The 3.8% who said "They did not give education in mother tongue" refers to a demand that has been discussed in the region for a long time; however, since the right to education in mother tongue is not officially recognized in Turkey (the language of instruction in schools is Turkish), this child was deprived of this right in normal times as well—this is a structural issue independent of the earthquake.

Migrant and Refugee Children:

As mentioned above, the question of discrimination in earthquake aid remained largely unanswered for these children. 12.5% of them said yes, which means that one out of 8 children actually felt discrimination in aid distribution; however, the silence of 65.6% can be interpreted as a higher rate.

In light of these findings, two main conclusions can be drawn in the context of language and cultural rights: First, no widespread and overt discrimination based on language or ethnicity was reported in earthquake assistance and services. This is a positive finding; assistance was largely distributed according to need, and there was no apparent sense of "second class" treatment among children. Second, some problems remain at the structural and perceptual level: Lack of mother tongue support for minority languages, lack of multilingual communication in service delivery, and some children's hesitation to express their own identity. Particular attention should be paid to refugee children. In the survey data, refugee children were found to avoid answering discrimination questions. Even if these children have not been subjected to actual discrimination in aid distribution, they may feel perceptually insecure or hesitant to speak out. Therefore, preventing discrimination requires not only equal treatment but also ensuring that all children feel equal.

In terms of girls and boys, the data do not indicate a clear gender-based discrimination, but the effects of gender roles are felt. For example, the suggestion that girls may have more limited access to digital tools indicates an awareness of this issue. Apart from this, girls and boys received similar assistance and experienced similar difficulties during the earthquake; however, the special needs of girls (e.g., the need for sanitary pads, separate toilet-bathroom, safety concerns) should be taken into consideration.

As a matter of fact, among the recommendations of the report, girls' access to digital tools was particularly emphasized, and girls were probably also referred to in terms of safety and participation.

Rights-Based Assessment:

According to Article 2 of the UNCRC, no child should be discriminated against on the basis of their language, nationality, or gender. It is essential that this principle is respected in post-earthquake relief and reconstruction processes. The data show that at least the majority of children think that they are treated equally in this respect.

However, it is still necessary to support the rights of minority language-speaking children to use their own language in the public sphere (Article 30) and to live their culture. For example, when providing trauma support, the right to receive services in the child's mother tongue and the right to receive education and social activities in that language should be observed. Bilingualism not only helps children to understand better but also makes them feel valued. In the case of refugee children, the protection of children with refugee status (Article 22 of the CRC) imposes special responsibilities on the state. In order for these children to feel a sense of belonging and not to fear discrimination, programs to help them integrate with the local community are important.

To summarize, in the earthquake region, there are implicit and structural rights deficiencies rather than explicit violations of rights based on language, religion, ethnicity, or gender. Although no distinction is made between children per se, failure to fully respond to the needs of existing diversity may limit the rights of these groups. The report's recommendation to conduct "awareness-raising activities on issues such as neglect, abuse, children's rights, and privacy" actually aims to prevent all forms of discrimination and promote a culture of children's rights throughout society. Again, the suggestion to "establish a system to monitor the implementation of children's rights without discrimination" would include the immediate detection and intervention of possible cases of discrimination.

Integration of Qualitative Interpretations with Interviewer Observations

One of the richest aspects of the research is the collection of qualitative observations as well as quantitative findings. The impressions of the interviewers in the field help us understand the background of the quantitative data. In this section, the qualitative findings, which we have mentioned in the previous numerical analysis sections, will be summarized through specific examples and linked to the quantitative results. In this way, some of the patterns in children's behavior and expressions can be understood more deeply.

1. The Tendency towards "Contentment" and Affirmative Expressions:

One of the concepts that the report draws attention to is the tendency towards "contentment" (being content with what one has). The interviewers observed that children generally gave affirmative answers when evaluating the opportunities and rights they have: "we have, we are fine, there is no problem." However, when the same issues are analyzed in depth in the quantitative findings, it is seen that the opportunities that these children mention are actually quite limited in their lives. For example, although 86% of children say that they have access to nutrition/clothing, we know that 8% of them actually do not. Again, while 93% of children say that they have the right to shelter, only 63% of them stated that they can actually access the right to shelter. Similarly, 87% know that the right to play is a child's right, but only 61% say they can play. These differences reflect children's tendency to accept the status quo and appear content with it.

During the interviews, the interviewers reported that children adopt a "non-complaining" attitude when they are in the presence of their parents or when speaking in a formal setting. It was even observed that some children looked out of the corner of their eyes for approval from their parents while answering questions. This suggests that children consciously or unconsciously try to minimize their problems. Perhaps resignation is a coping mechanism of children: Instead of expressing what they do not have, they focus on what they do have and glorify it.

For example, a child living in a container city may not have a park but tries to affirm the current situation by saying "I can play on the street." This tendency may be the reason behind some of the optimistic percentages in the survey results.

At this point, qualitative observations have taught us something important: There are needs that children do not express. Looking at the survey figures alone, we can say that "93% of children feel safe" (within the family), but this overshadows the fact that they feel unsafe on the street. In a way, contentment is like a curtain that prevents children's voices from being fully heard. Qualitative observations are critical to pierce this veil. For example, when a surveyor asked about the needs of the children in Adiyaman container city, the children may have said "we are fine," but the observer noted that there were many people in need, that aid had been cut, and that the children actually needed food and clothing support. In other words, observation also reveals what the child is not saying.

2. Different Psychological Reactions of Age Groups:

In the quantitative data, we have seen that the younger age groups (in terms of the proportion who said "I was very affected") expressed the impact of the earthquake at a higher rate, while among adolescents there were those who said "I was not affected at all." The explanation for this situation can be found in qualitative observations. In Gaziantep, it was reported that children aged 7–8 were startled at the slightest sound and were still very anxious. On the other hand, children over the age of 15 say "we are not afraid now," but their concerns are of a different dimension: "Living conditions are very difficult; what are we going to do in this country?" they worry. In other words, adolescents also bear the effects of the trauma, but they express this not as "fear of earthquake" but as fear of the future. When asked "Were you psychologically affected by the earthquake?" in the questionnaire, perhaps some adolescents said "no, I am not afraid anymore," but the same adolescent revealed his pessimism during the observation with statements such as "studying is meaningless, it is difficult to find a job." This is a nice combination of quantitative and qualitative data: While the figures suggest that adolescents are less fearful, observations suggest that they actually experience a deeper sense of helplessness or pessimism. Indeed, the desire of some 15+ year-old boys to work is also the result of these concerns. This is how seemingly contradictory data (e.g., 15% of boys say they are "not affected at all" when in fact they are looking for a job) can be explained in a coherent way.

The difference between age groups also shows up in coping mechanisms. While young children express trauma directly through fear and crying, adolescents try to show themselves as "mature and strong" through a dissociative approach. In the Gaziantep observation, it is said that "children under the age of 15 have not overcome the trauma, but those over 15 are more mature, they are not afraid now," while in fact they carry anxiety underneath this maturity. This is a known phenomenon in trauma psychology: Adolescents and adults sometimes suppress fear through the mechanism of "denial." The observation notes allowed us to draw a complete picture of this denial.

3. Parental Consent and Freedom of Expression:

The presence of parents during the survey influenced children's responses. Qualitative notes indicate that children were sensitive to their parents' reactions and often responded as if they wanted to avoid upsetting their parents or to gain their approval. This suggests that children may not have expressed their true opinions on some sensitive issues. For example, to the question "Do you feel safe?", the child may answer "yes" when his/her parents are present, because he/she may think that the parent would be upset or angry if he/she said "no." Issues such as abuse or neglect (even if not directly asked in the questionnaire) may therefore remain undisclosed. This observation shows how limited children's right to freedom of expression can be in the home environment. After the earthquake, the protective attitude of the families may have increased, and children may have started not to voice their own problems in order not to upset or worry them. As a result, some of the unexpectedly optimistic rates in the quantitative findings (e.g., 93% feeling safe with family) can be partially explained by this effect. Because in a way, saying that the child feels safe with his/her family also conveys the message "my parents take care of me; I don't want to upset them." This is important in terms of the right to participation: Children need favorable conditions to express their views freely. This is precisely why one of the recommendations of the report, "establishing mechanisms where children can participate in decision-making processes," is critical; because in such mechanisms, children can speak without the shadow of their parents and make their voices heard.

Awareness of Children's Demands and Needs:

Surveyor observations also reflect the demands of children. For example, in Adiyaman, it was stated that children demand entertainment activities such as cinema and theater. In the same field, it is understood that children show interest in play, art, and education workshops but complain about the lack of continuity. These qualitative findings support the conclusion of the quantitative data that "access to the right to play is low"; it also shows that children have demands in the form of concrete proposals. This is a moment when the right to participation is actually exercised: The child expresses his/her needs by saying, "I want a movie theater, I want a workshop." These demands are also reflected in the policy recommendations of the report (the recommendation that sports and arts activity areas should be provided and regular activities should be planned is directly based on these observations).

Similarly, in Gaziantep and Malatya, children say "we want to live in a different place," which is an expression of how unsafe they find their environment. The phenomenon we see in the quantitative data as "feeling safe on the street 38.7%" is expressed in the qualitative data with the sentence "this city is dangerous, we want to go somewhere else." This is a strong statement and shows children's desire to break away from their environment. Of course, this desire is not always realizable, but what is important here is to know the children's feelings. This feeling is a loss of trust and belonging to their environment. For this reason, the recommendations section states that "safe and supportive environmental conditions should be created for children; streets, parks, and green spaces should be designed in accordance with the child's need for safety and development." This is a response to the perception expressed by children that "it is not safe here."

1. Hopelessness and Future Anxiety:

One of the most shocking sections of the observation notes is the one written for Gaziantep. The finding that children over 15 "have no hope for the future" is perhaps one of the darkest but most realistic sentences of the report. These young people think about "how they will make a living" and question what they can do in the country. Although they say they are afraid of the earthquake, they express that they have gotten used to the current situation and that their real fear is loneliness and uncertainty after the earthquake. This is a situation that is not directly measured in quantitative data but which we learned through the observation of the interviewer. For example, the questionnaire did not include a question like "Are you hopeful about the future?" However, observation revealed this dimension in the psychology of adolescent children.

We saw the quantitative equivalent of this indirectly in the data on child labor or motivation for education: Young people who find school meaningless and want to drop out, or the 12.9% of working children who say "I have grown up, I have to work" are the manifestation of this hopelessness in action.

The fact that young people have lost hope in the country and the future is not only a problem in the earthquake zone but also a nationwide issue, but the disaster seems to have reinforced this feeling. The solution to this serious problem lies not only in material aid but also in programs that will instill hope in young people and enable them to take an active role in the reconstruction of society.

The importance of the right to participation also comes into play here: If young people feel that their opinions are listened to and that they have a voice in the reconstruction process, they can gain a sense of purpose. The final recommendation of the report aims to do just that: "Children will actively participate in decision-making processes on all issues that concern them. Mechanisms should be created."

Involving adolescents in these mechanisms can reduce their feelings of loneliness and helplessness. In addition, the suggestion that "sports and art activities, festivals, etc. should be planned for children" will help to disperse depressive moods by providing young people with the opportunity to normalize and socialize.

2. Observations on Girls:

Although no striking findings on gender were directly mentioned in the observation notes, differences between girls and boys are perceived in some statements. For example, in Kahramanmaraş, it is stated that "this situation was observed especially in boys" and that boys said that school was meaningless and that they wanted to work. This suggests that girls do not tend to drop out of school at a similar rate. As a matter of fact, in the data on working children, there is no breakdown of girls and boys, but it is likely that most of the working children are boys under the conditions of the region.

Girls, on the other hand, may have carried invisible burdens in the form of increased domestic responsibilities (taking care of younger siblings, helping with household chores in the tent, etc.). In addition, the suggestion in the Hatay observation that "all children, especially girls, should have access to phones and tablets" is based on field observations: Girls had less access to technological tools, perhaps because they were kept more protected. Culturally, families may have limited their daughters' use of cell phones. Therefore, in light of the observations of the interviewers, such a specific item was included in the list of recommendations.

In conclusion, reading qualitative and quantitative data together provides us with a more holistic picture. Many details that would not have been understood by looking at the numbers alone were brought to light thanks to the observation notes. Issues such as children's psychological states, behaviors, expressions in their eyes, and relationships with their parents added depth to the interpretation of the data. For example, the data "11% were not affected at all" could have been interpreted as "some children were not really affected", but observations showed that this was probably a lack of expression.

Again, we realized through observation that behind the number "61.8% are safe while playing" lies the fact that children have to play on the street instead of in the park and that they actually desire a safe space.

This integration also reminds us of this: Behind every statistic there is a story of a child. The observation notes conveyed these stories, albeit in summarized form. For example, a family in Malatya stated that "my child is still afraid, he/she has not overcome his/her trauma"; this may be a small share in the "I was very affected 46%" rate in the quantitative data, but it is a concrete situation.

In other words, while quantitative data draws the macro picture, qualitative observations paint it by providing micro examples.

All the analyses presented in the report up to this point have shown that children's needs and rights violations are interconnected. A child with housing problems does not feel safe; a child who does not feel safe cannot play; a child who cannot play cannot relieve stress and deteriorates psychologically; a child whose psychology deteriorates cannot focus on school or finds school meaningless; a child who drops out of school is forced to work; a child who works is exposed to more rights violations...

This chain reveals the importance of a holistic child protection and support approach. The integration of qualitative and quantitative data helped us to bring the links of this chain together and clarify the big picture.

General Discussion

The findings of the field research provide a comprehensive picture of the situation of children in the earthquake region. Overall, two years after the earthquake, recovery and neglect are intertwined in many aspects of children's rights. By bringing together each of the topics covered so far in this section, we can highlight some general conclusions and discussion points:

- **Level of realization of rights:** The rights that the UN Convention on the Rights of the Child addresses as a whole (rights to life and development, rights to protection, rights to participation, etc.) have been hindered at different levels in the region. Under the rights to life and development, basic needs (shelter, nutrition, health) have not been fully met; under the rights to protection, serious gaps remain in psychosocial support, security, and protection from labor; and under the rights to participation and freedom, children have not been able to have enough say, and their space for play and freedom of expression has narrowed. However, in some areas, such as the right to education, there has been a rapid recovery, and many children have been able to return to school. In other words, the picture is not completely dark, but there are weak links in each area of rights.
- **Improving and deteriorating indicators:** Contrary to expectations, a few positive indicators are noteworthy: the school attendance rate exceeding 95% is one of them. From a child rights perspective, the resumption of education has been a stabilizing factor for children. On the other hand, some areas are worse than expected: in particular, the psychological support rate remained at 10%, and the increase in child labor after the earthquake are serious alarm bells. Again, the lack of play and social activities renders children's daily lives colorless and stress-laden. These negative indicators highlight areas where more resources and efforts need to be devoted after a disaster.

• **Interrelated rights violations:** While the findings are alarming when taken individually, they also show that there is a cycle that feeds itself. For example, housing problems and economic hardship push children to work; child labor threatens the right to education; uneducated and traumatized children begin to look at the future without hope; hopelessness deepens psychological problems, etc. This chain must be broken. Otherwise, the children of the earthquake zone will continue to experience the indirect effects of this trauma not only two years later but perhaps ten years from now. For example, a young person who has to leave school and work at the age of 16 today may enter the cycle of poverty as an unqualified laborer in the future, and their own children will also be at risk. Again, the lack of psychosocial support may lead to long-term mental health problems such as Post-Traumatic Stress Disorder (PTSD), depression, and anxiety disorders in these children.

• **Contradictory and unexpected data:** For example, although children's knowledge of rights is high, their level of enjoyment of rights is low, creating a situation in which they "know but do not have" rights. This shows the gap between rights awareness and rights implementation. This gap can turn into frustration in children over time: children who know their rights but cannot exercise them may develop distrust in the system. Another contradiction is between male adolescents' low reports of psychological impact and high levels of hopelessness. As we discussed in the report, this is actually a matter of a lack of expression; that is, although it may seem like a contradiction, there is an explanation. Another unexpected finding is that girls reported feeling safer (as girls were slightly more likely to say "no, I did not feel discriminated against" in the discrimination questions, while girls were perhaps more confident in their families in the feeling safe questions). This may be a consequence of girls being more strongly protected by the family. However, the same protectionism may also limit their participation in the public sphere. That is, girls may be safer at home but less likely to report "insecurity on the street" because they have never been on the street. Such nuances require in-depth interpretation of the data.

• **Age and gender patterns:** As we have seen throughout the analysis, the age factor makes a difference in many variables. Young children are more directly affected by the earthquake in the form of fear, while adolescents experience indirect and social effects. Younger children are more dependent on family, whereas adolescents tend to become detached from the family (working, going elsewhere). This suggests that help and programs should be adapted according to age. For example, interventions such as play therapy, storytelling, and adaptation to the school routine are needed for the 7–10 age group, while approaches such as career counseling, vocational training, and participation platforms may be needed for the 15–18 age group. Girls may show psychological effects more openly and may be more open to seeking support, whereas boys may keep it bottled up and channel their emotions in different directions (anger, job search, etc.). In addition, social norms may limit girls' room for maneuver and place responsibility on boys at an early age. Therefore, there are different risks for both girls and boys, and policies should be developed that are sensitive to these risks. For example, special support programs for families (scholarships, dormitories, safe transportation) should be in place to ensure that girls do not drop out of education; economic support and vocational training should be planned to prevent boys from turning to the labor market at an early age.

• **Situation of refugee and minority children:** The data may not fully reflect the problems of refugee and minority children, as these children have been reticent. However, observations and some responses suggest that these groups face special risks. In particular, Syrian children's fear of discrimination makes their already fragile position even more vulnerable. These children need to benefit equally from general assistance, while their specific needs, such as language training and integration support, need to be met. Although all children in the region—Turkish, Kurdish, and Arab—share similar problems as victims of the earthquake, for example, the issue of mother tongue can be an additional source of stress for Kurdish-speaking or Arabic-speaking children (inability to express themselves, fear of not getting help, etc.). Therefore, inclusive policies for migrant and minority children are essential to ensure that no child is left behind (Leave No One Behind principle).

• **State obligations and the policy gap:** Perhaps the most important aspect of the overall discussion is what these findings point to at the system level. As a party to the UN Convention on the Rights of the Child, Turkey is committed to protecting children's rights in all circumstances. Extraordinary situations such as disasters are not luxuries where children's rights can be suspended; on the contrary, they are times when children are most in need of protection. In the aftermath of the 2023 earthquakes, it was noted in the report that there was a lack of specific legislation on the protection of children. In other words, there is a gap in the legislation; for example, there are no clear protocols on the evacuation of children in times of disaster, family reunification, follow-up of missing children, and continuity of their right to education and shelter. This deficiency may have also led to fragmented approaches in practice. As a matter of fact, psychosocial support was mostly left to the initiative of NGOs; playgrounds were limited to the efforts of volunteer groups; education and training were somewhat regulated, but areas such as combating child labor remained in the background. These findings show that we need permanent mechanisms to strengthen our child protection system in disaster situations. One of the recommendations of the report, the establishment of a "monitoring and reporting system that can rapidly respond to violations of rights," should aim to do just that. Such a system can produce solutions by instantly monitoring the situation of children in similar crises in the future and can also work as an ombudsman to monitor violations of children's rights in normal times.

• **Community-based and child-participatory solutions:** Another dimension of the discussion is that solutions should be community-based rather than top-down. Findings reveal the importance of neighborhoods and social networks, especially in terms of safety and psychosocial well-being (children feel better in extended families or neighborhoods and feel the need to play together). Therefore, organizing child-friendly spaces and community events in container cities or neighborhoods supports the healing process not only for children but also for families. Child participation should also be at the center of solutions. Children can best articulate their problems and needs. Indeed, even the findings of this report come from children's own voices. Perhaps for the first time during the earthquake, children were able to have their say. This should continue. Local governments, schools, and youth centers should establish children's assemblies and take children's opinions, especially in post-disaster planning. For example, if a park is to be built, children should be consulted; if school security is to be improved, students should be listened to.

Overall, while there are promising and unpromising aspects among the findings, the picture painted at the end of two years clearly demonstrates the need for rights-based emergency action plans. The earthquake has left irreversible wounds in children's lives, but with the right policies, these wounds can be healed and children's resilience can be increased. The results of the report point to the resilience of children (being able to return to school, learning about their rights, being in solidarity) on the one hand, and the losses that will occur if neglected (disengagement from education, chronic psychological trauma, cycle of poverty) on the other.

At this point, the principle of "best interests of the child" in Article 3 of the UN Convention on the Rights of the Child should be remembered. In all decisions and practices, the best interests of children must be taken into consideration. This principle should also guide post-earthquake reconstruction processes. The best interest of the child requires that the child's emotional, educational, and social needs as well as his/her physical needs are taken into consideration.

Moreover, the right to life and development, as set out in Article 6 of the Convention, includes the state's obligation to ensure that the child not only survives but also reaches his or her full potential. In this context, it is unacceptable that children are still living in containers after two years and that most of them have not received mental health support. The right to development is only possible through holistic healing.

In conclusion, the overall assessment shows us the following: The situation of children's rights in the earthquake region has significant room for improvement. Progress made needs to be sustained (e.g. maintaining continuity in education), and neglected areas need to be addressed quickly. It is both a humanitarian obligation and a legal obligation to heal the wounds of the current generation before the next disaster strikes. Otherwise, these children will remain deprived of their rights when they grow up and social inequalities will deepen.

Conclusion and Rights-Based Policy Recommendations

Conclusion

This field study conducted in five provinces affected by the earthquake revealed that there are still serious problems that need to be addressed from a child rights perspective. Children bear the emotional trauma of the earthquake as well as the physical destruction. Although there has been some improvement in basic needs such as shelter and nutrition, there are major gaps in terms of psychosocial well-being, safety, and participation. Even if the rate of return to education is high, the right to education is at risk due to economic hardship and trauma. The right to play and rest is almost forgotten, and children are unable to enjoy their childhood. Nevertheless, increased awareness of children's rights and the spirit of solidarity show that change is possible if the right steps are taken. At this point, it is essential to address children's immediate needs and support their long-term development with a rights-based and holistic approach. Any intervention for children should be guided by the fundamental principles of the UN Convention on the Rights of the Child—non-discrimination, the best interests of the child, the right to life and development, and the right to participation.

Addressing violations of the rights of children affected by the earthquake is not only a humanitarian issue, but a matter of justice that Turkey must fulfill in accordance with the international conventions to which it is a party.

The following lists the rights-based policy recommendations developed based on the research findings. These recommendations are intended to guide all relevant stakeholders (public institutions, local governments, civil society organizations, international organizations, and the society at large) to protect and promote children's rights:

- **Rights Awareness and Education:** Awareness of children's rights should be raised. Training programs and workshops should be organized where more children can learn what their rights are. Children should be taught concretely how their rights correspond to their lives (for example, the "right to play" is not just a concept—it means having a playground in daily life). In this context, the child rights curriculum should be strengthened in schools, and teachers and parents should be made aware of rights.
- **Psychosocial Support Services:** Accessible and effective psychosocial support services should be provided for children and their families. A series of long-term activities should be planned to ameliorate the psychological, emotional, and physical effects of the earthquake. Mobile psychosocial support teams can be deployed in each neighborhood or temporary shelter. Help children process trauma through play therapy, art therapy, group therapy, etc. These services should be free and accessible, and offered to every child in need (without discrimination).

• **Monitoring, Reporting and Coordination:** A system should be established to monitor the implementation of children's rights and intervene quickly in violations. A Child Rights Crisis Monitoring Center can be established to ensure coordination between different institutions, especially in times of crisis. This center should collect reports of violations, forward them to the relevant authorities, and follow the resolution process. For example, when a case of abuse or a risk of school dropout is detected in a container city, the relevant units should be immediately informed and be able to act together through this mechanism. This structure, which will also work in normal times, should inform policymakers by regularly reporting on child rights indicators (attendance in education, health status, cases of violence, etc.).

• **Safe Housing and Healthy Environment:** Every child must have access to safe shelter, hygiene, healthy food, and clean water. Urgent improvements, especially for children who continue to live in temporary settlements such as container cities and tent areas, should be made. The security of shelter areas (against the risk of fire, crime, poor conditions) should be increased; clean water and decontamination infrastructure should be fully established. Shelter solutions should be developed where children will not be cold in winter and exposed to extreme heat in summer. Furthermore, in permanent housing projects, families should be prioritized to be reunited with their homes as soon as possible. The right to shelter is the foundation of the child's other rights; the healthy development of a child without a safe home is not possible.

• **Access to Education and Continuity:** Programs should be developed to re-educate children who have left their education unfinished. Children who cannot go to school or have dropped out due to the earthquake should be identified and special support should be offered to them. This support should include facilitating school enrollment procedures, providing transportation if necessary, providing stationery and school uniforms, and compensatory classes for learning losses. Social and economic assistance should be provided especially for children who cannot attend school due to financial difficulties. For example, an adolescent who has dropped out of school because he/she has to provide income for his/her family could be given a scholarship and social assistance for his/her family to enable him/her to return to school. Furthermore, the Ministry of National Education should strengthen psychological counseling and guidance services in schools in the region and monitor the school adaptation of traumatized students.

• **Developmental Support and Health Services:** Deficiencies in children's physical, mental, and cognitive development should be identified and addressed. The post-earthquake period may have led to disruption of health checks and developmental follow-up of children. For this reason, comprehensive screenings should be conducted in the region to identify and intervene in problems such as malnutrition, vaccine deficiencies, developmental delays, and learning difficulties. For example, there may be children with hearing loss or speech impairment due to trauma; they should be referred to rehabilitation programs. Similarly, the needs of children with physical disabilities for devices, therapy, and special education should be met. Barriers to access to health services (transportation, fees, etc.) should be removed, and families should be visited regularly by mobile health teams.

• **Digital Access and Education:** All children, especially girls, should have access to digital devices such as phones, tablets, computers, and the internet. They should also be trained to use these devices safely and efficiently. It should not be forgotten that distance education can be provided during crises such as pandemics and earthquakes, so there should be no digital divide. In order to prevent girls from being deprived of the digital world, awareness-raising activities should be carried out for families, and positive discriminatory measures such as device distribution should be implemented if necessary. Through digital literacy workshops, children can both have fun and learn by being introduced to online resources. This is part of children's right to access information and freedom of expression (CRC Articles 13, 17).

• **Combating Child Labor:** Workplaces where children are employed should be identified, and workplaces employing child labor should be effectively inspected. Cooperation should be established between relevant institutions to prevent child labor, which has increased particularly in the post-earthquake period. However, the ultimate goal is to ensure that no child is forced to work due to economic coercion. For this purpose, social support (cash transfers, employment opportunities) should be provided to families, vocational training centers should be made attractive, and the model of children continuing their education while receiving apprenticeship training should be encouraged. Child labor threatens both children's right to education and their health; therefore, a specific action plan should be developed for this issue.

• **Awareness of Neglect and Abuse:** Awareness activities should be conducted for children and adults on neglect, abuse, protection from violence, and privacy. Post-disaster conditions are unfortunately situations where children are vulnerable to abuse and neglect (crowded living environments, unsupervised areas, parents under stress, etc.). Therefore, children should learn to protect their own bodies and boundaries, and adults (parents, volunteers, teachers) should be made aware of child protection principles. In schools and community centers, children should be taught skills such as "saying no" and "telling a trusted adult," while adults should be trained in positive parenting and stress management during trauma. In addition, children should be taught how to recognize risky situations and how to ask for help by working one-on-one with them. For example, a "safety officer" can be identified in each containerized area and introduced to children so that they know who to go to when they feel in danger. Such preventive work is essential for children's right to protection from violence and exploitation (CRC Articles 19, 34).

• **Safe and Child-Friendly Environments:** Safe and supportive environmental conditions must be created for children. Streets, parks, and playgrounds need to be adapted to children's safety and developmental needs. Parks destroyed in the earthquake zone should be rebuilt, and sheltered playgrounds should be built in container cities. Traffic measures (speed limits, barriers) should be taken around temporary accommodation areas to protect children against the risk of car accidents while playing. Streets should be made less dangerous for children through lighting, cleaning, and organization. In addition, at least one safe community center in each neighborhood should be established where children can meet and participate in activities. These centers can also serve as psychosocial support and counseling centers. A safe environment means not only the absence of physical dangers but also the existence of environments where children can play and socialize freely.

• **Sports, Arts, and Cultural Activities:** Spaces for sports and arts activities should be provided for children, and regular festivals, cinema, theater, concerts, sporting competitions, etc., should be planned. For a long time, children in the earthquake region focused only on the struggle for survival and were deprived of joyful activities. However, play and cultural activities are critical for the mental recovery and normalization of children. In this context, children's festivals can be organized in cooperation with local governments and NGOs; mobile cinema/theater screenings can be held; sports tournaments that children can participate in free of charge can be organized. Participation in these activities should be continuous (not one-off, but at regular intervals) and as widespread as possible. For example, a movie screening and workshop day for children in a different neighborhood every weekend could become part of a routine. Such efforts will ensure the realization of the right to rest, leisure time, and participation in cultural life under Article 31 of the CRC.

• **Child Safety and Awareness Raising:** Awareness-raising activities should be carried out so that children feel physically and emotionally safe and can protect themselves. Especially knowing what to do in case of new possible disasters and emergency preparedness will psychologically relieve them. Disaster training should be provided in schools and neighborhoods to teach children "how to behave during and after an earthquake," thus reducing their anxiety due to uncertainty. In addition, children should be taught to recognize the risks they may be exposed to (such as malicious people, dangerous areas, risks on the internet) and ask for help when necessary. In this context, school counselors and social workers can conduct group work with children. Child safety is not only a matter of protection from external threats but also of building a child's self-confidence. The more aware a child is, the less likely they are to panic in a difficult situation and the more likely they are to seek their rights.

• **Child Participation Mechanisms:** Mechanisms should be established and operated where children can actively participate in decision-making processes on all issues that concern them. This is perhaps the most fundamental recommendation of all, because permanent improvement in all other areas is only possible with solutions in which children have a voice. Children's assemblies can be established within municipalities, and children's councils and rights committees can be established at the provincial level. In these platforms, especially children affected by the earthquake should be represented and should be able to express their views on issues such as housing, education, and urban planning. For example, student representatives could be consulted when planning the construction of a school. Or young people themselves can be involved in the design of psychosocial support programs (by telling what kind of activities they want). For participation mechanisms to be successful, adults need to genuinely value children's views and reflect them in decisions. In this way, children will feel that they are active citizens of society and gain self-confidence. The feeling that "they are listening to us, our opinion matters" helps children to reconnect to society after a confidence-shattering experience such as an earthquake.

The above recommendations have been filtered through the findings of the report and are complementary steps. For example, when psychosocial support, the right to play, and participation mechanisms are addressed together, emotional healing and empowerment of children will be possible. Similarly, when education and economic support recommendations are implemented together, the fight against child labor will also gain effectiveness.

As a final word, it is essential that all relevant actors act in cooperation and without delay for the best interest of children in the earthquake region. The realities revealed by this report clearly demonstrate the need for a child rights-oriented restructuring. Children are the most vulnerable but also the most promising members of society. Protecting their rights means protecting not only their individual future but also the future of the country. Putting children at the center while healing the wounds of the disaster will also be the key to building a more resilient and just society. In this respect, the realization of the policy recommendations listed above will serve to compensate for the lost childhoods of thousands of children in the earthquake region and to truly implement the Convention on the Rights of the Child on the ground. This is a shared responsibility of all of us.

