

DISCUSSION PAPER

The Impact of Post-Disaster Education Management for the Recovery of a Region following the February 6 2023 Earthquakes in Türkiye

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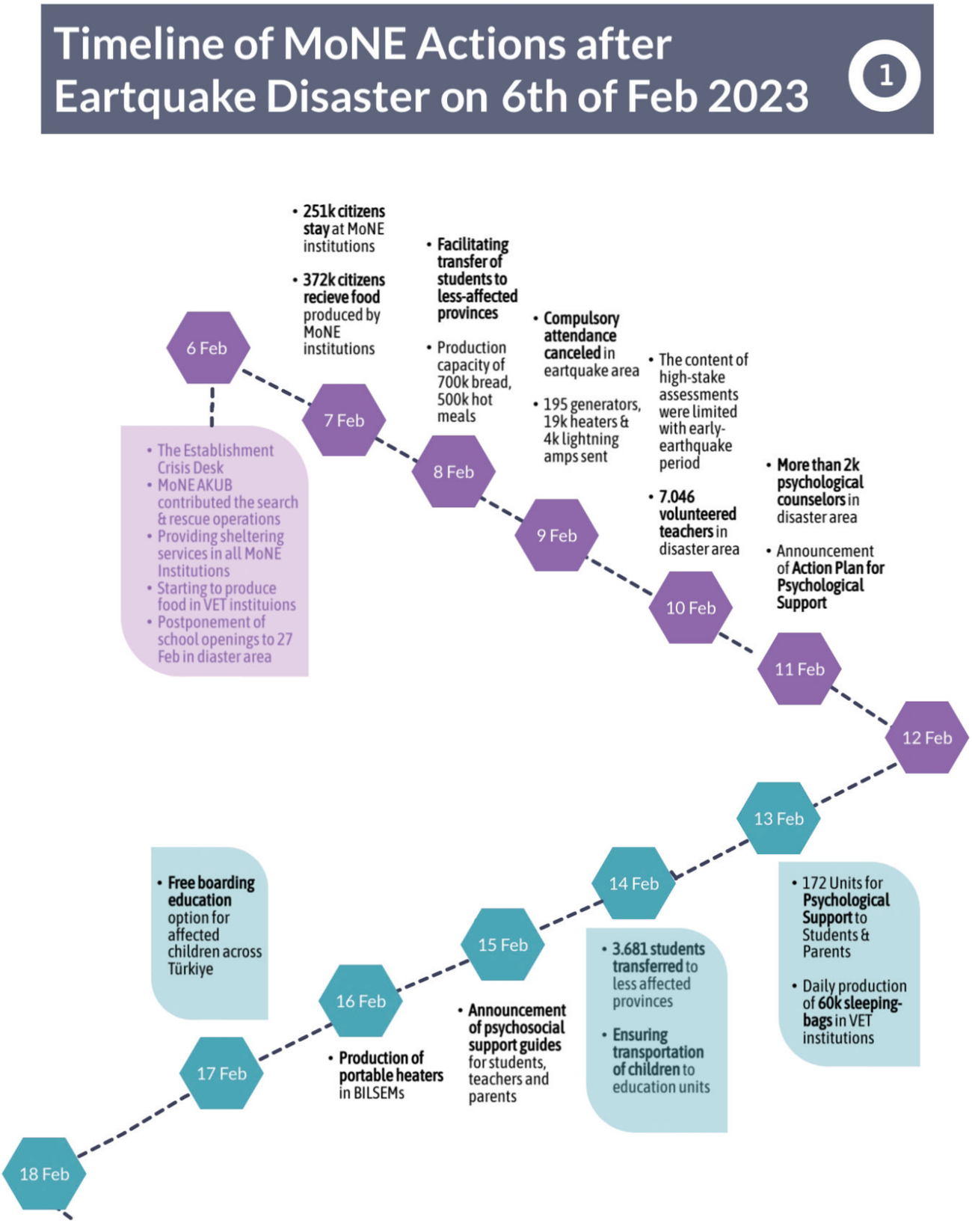
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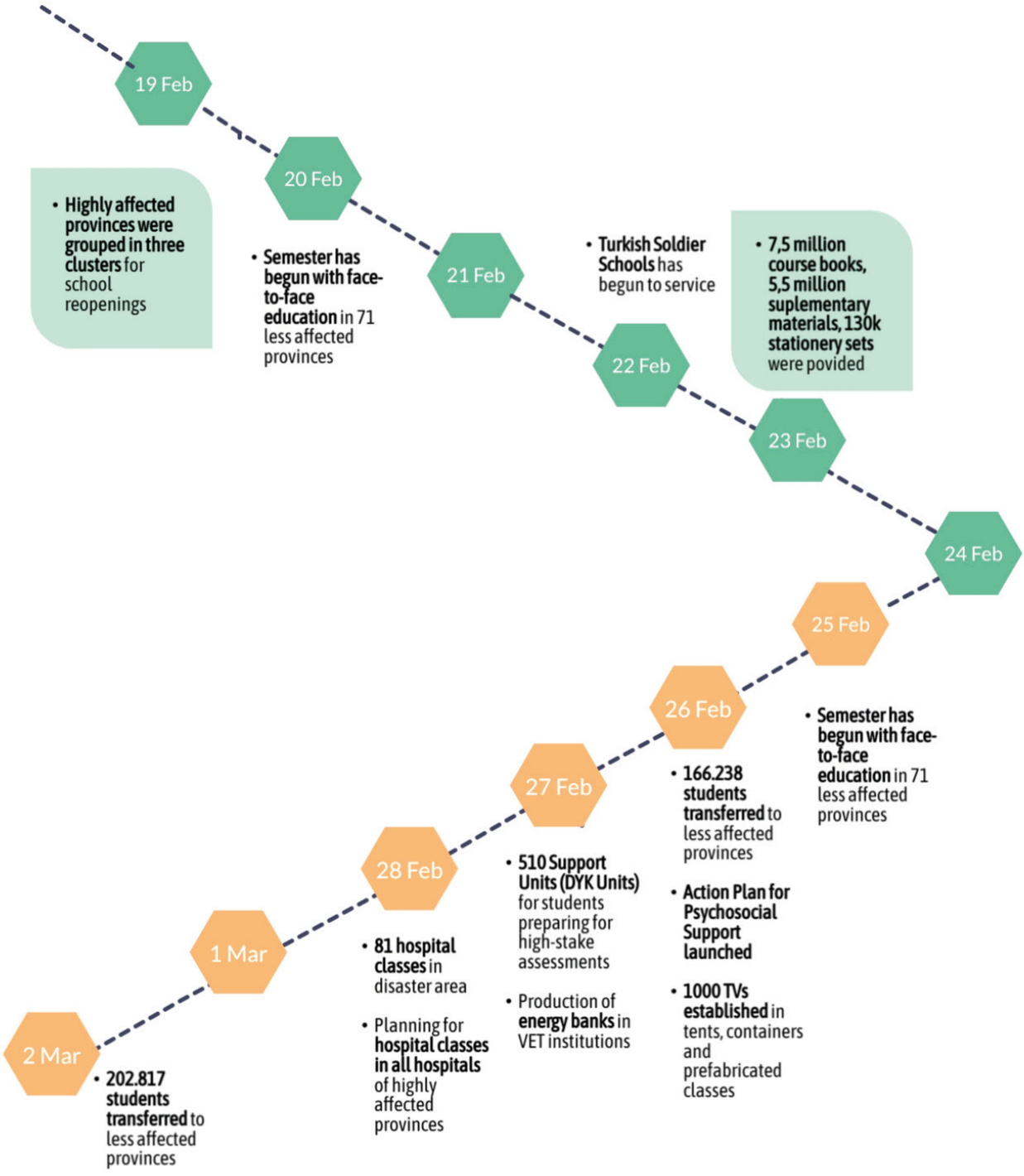
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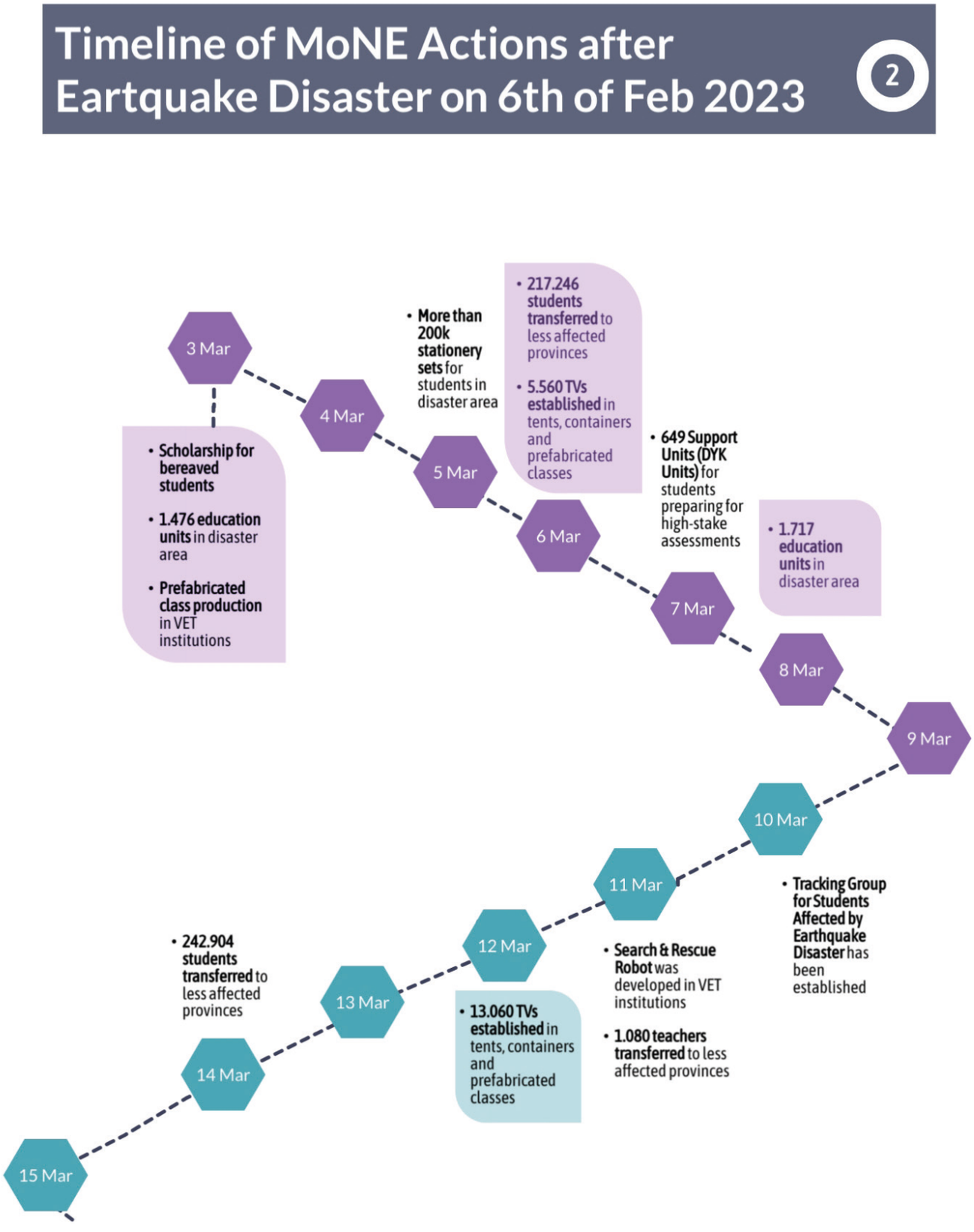
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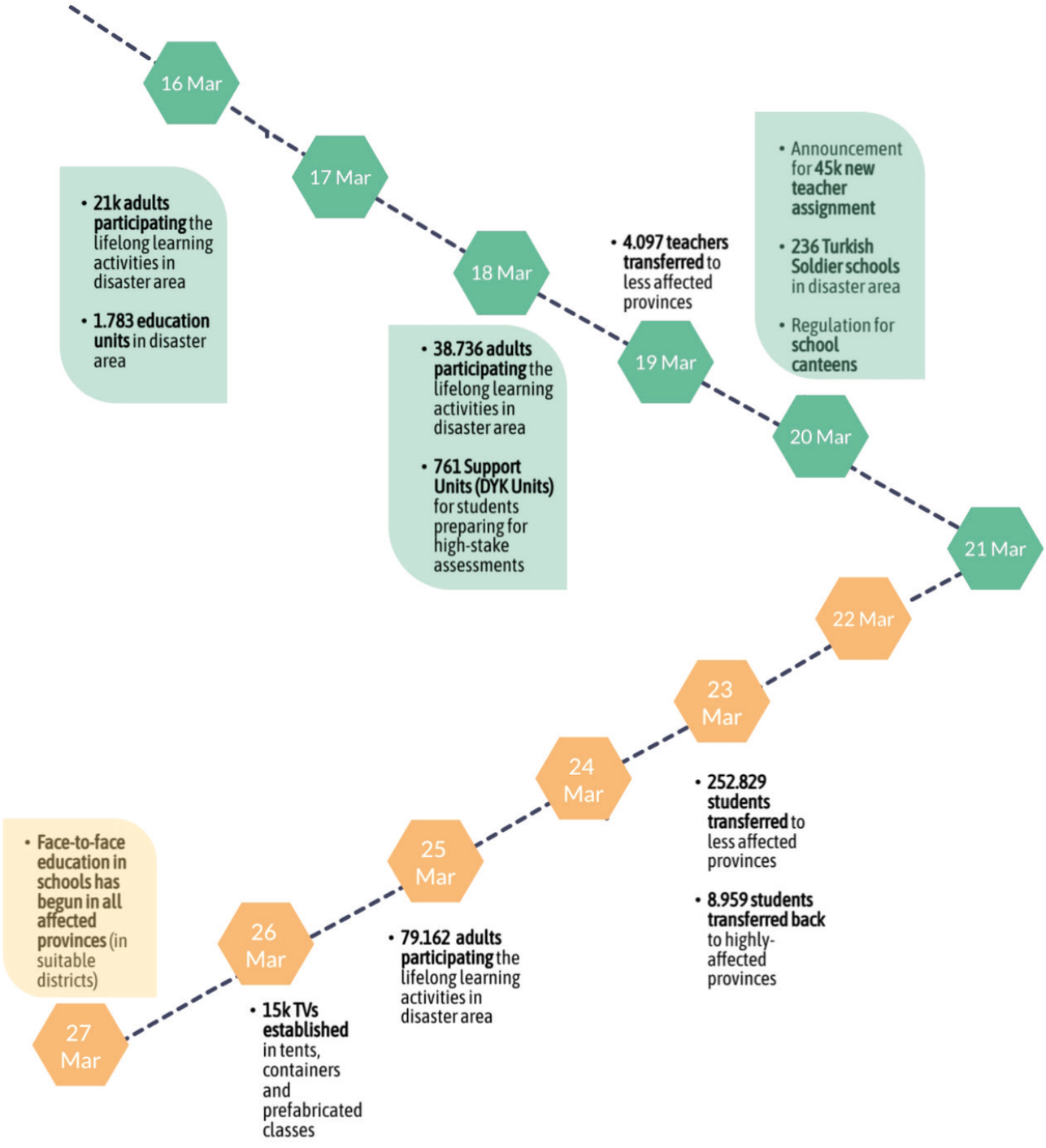
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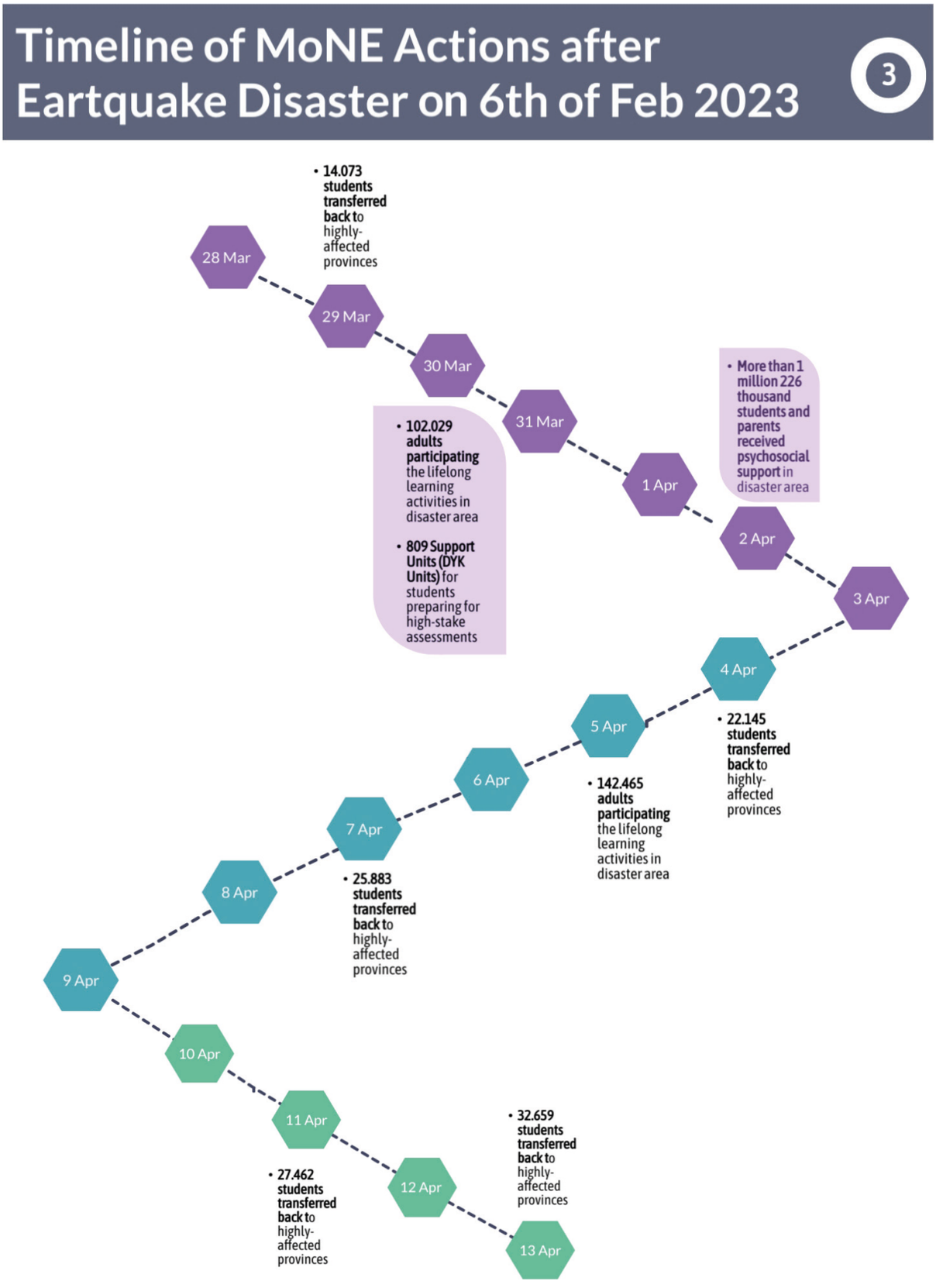
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Timeline of MoNE Actions after Eartquake Disaster on 6th of Feb 2023
1
6 Feb
• The Establishment Crisis Desk
• MoNE AKUB contributed the search & rescue operations
• Providing sheltering services in all MoNE Institutions
• Starting to produce food in VET instituions
• Postponement of school openings to 27 Feb in diaster area
7 Feb
• 251k citizens stay at MoNE institutions
• 372k citizens recieve food produced by MoNE institutions
8 Feb
• Facilitating transfer of students to less-affected provinces
• Production capacity of 700k bread, 500k hot meals
9 Feb
• Compulsory attendance canceled in eartquake area
• 195 generators, 19k heaters & 4k lightning amps sent
10 Feb
• The content of high-stake assessments were limited with early-earthquake period
• 7.046 volunteered teachers in disaster area
11 Feb
• More than 2k psychological counselors in disaster area
• Announcement of Action Plan for Psychological Support
12 Feb
13 Feb
• 172 Units for Psychological Support to Students & Parents
• Daily production of 60k sleeping-bags in VET institutions
14 Feb
• 3.681 students transferred to less affected provinces
• Ensuring transportation of children to education units
15 Feb
• Announcement of psychosocial support guides for students, teachers and parents
16 Feb
• Production of portable heaters in BILSEMs
17 Feb
• Free boarding education option for affected children across Türkiye
18 Feb


19 Feb
• Highly affected provinces were grouped in three clusters for school reopenings
20 Feb
• Semester has begun with face-to-face education in 71 less affected provinces
21 Feb
• Turkish Soldier Schools has begun to service
22 Feb
• 7,5 million course books, 5,5 million suplementary materials, 130k stationery sets were povided
23 Feb
24 Feb
25 Feb
• Semester has begun with face-to-face education in 71 less affected provinces
26 Feb
• 166.238 students transferred to less affected provinces
• Action Plan for Psychosocial Support launched
• 1000 TVs established in tents, containers and prefabricated classes
27 Feb
• 510 Support Units (DYK Units) for students preparing for high-stake assessments
• Production of energy banks in VET institutions
28 Feb
• 81 hospital classes in disaster area
• Planning for hospital classes in all hospitals of highly affected provinces
1 Mar
2 Mar
• 202.817 students transferred to less affected provinces


Timeline of MoNE Actions after Eartquake Disaster on 6th of Feb 2023
2
3 Mar
• Scholarship for bereaved students
• 1.476 education units in disaster area
• Prefabricated class production in VET institutions
4 Mar
• More than 200k stationery sets for students in disaster area
5 Mar
• 217.246 students transferred to less affected provinces
• 5.560 TVs established in tents, containers and prefabricated classes
6 Mar
• 649 Support Units (DYK Units) for students preparing for high-stake assessments
7 Mar
• 1.717 education units in disaster area
8 Mar
9 Mar
10 Mar
• Tracking Group for Students Affected by Earthquake Disaster has been established
11 Mar
• Search & Rescue Robot was developed in VET institutions
• 1.080 teachers transferred to less affected provinces
12 Mar
• 13.060 TVs established in tents, containers and prefabricated classes
13 Mar
• 242.904 students transferred to less affected provinces
14 Mar
15 Mar


16 Mar
• 21k adults participating the lifelong learning activities in disaster area
• 1.783 education units in disaster area
17 Mar
18 Mar
• 38.736 adults participating the lifelong learning activities in disaster area
• 761 Support Units (DYK Units) for students preparing for high-stake assessments
19 Mar
• 4.097 teachers transferred to less affected provinces
• Announcement for 45k new teacher assignment
• 236 Turkish Soldier schools in disaster area
• Regulation for school canteens
20 Mar
21 Mar
22 Mar
23 Mar
• 252.829 students transferred to less affected provinces
• 8.959 students transferred back to highly-affected provinces
24 Mar
25 Mar
• 79.162 adults participating the lifelong learning activities in disaster area
26 Mar
• 15k TVs established in tents, containers and prefabricated classes
27 Mar
• Face-to-face education in schools has begun in all affected provinces (in suitable districts)


Timeline of MoNE Actions after Eartquake Disaster on 6th of Feb 2023
3
28 Mar
• 14.073 students transferred back to highly-affected provinces
29 Mar
30 Mar
• 102.029 adults participating the lifelong learning activities in disaster area
• 809 Support Units (DYK Units) for students preparing for high-stake assessments
31 Mar
1 Apr
• More than 1 million 226 thousand students and parents received psychosocial support in disaster area
2 Apr
3 Apr
4 Apr
• 22.145 students transferred back to highly-affected provinces
5 Apr
• 142.465 adults participating the lifelong learning activities in disaster area
6 Apr
7 Apr
• 25.883 students transferred back to highly-affected provinces
8 Apr
9 Apr
10 Apr
11 Apr
• 27.462 students transferred back to highly-affected provinces
12 Apr
• 32.659 students transferred back to highly-affected provinces
13 Apr

Introduction

Disasters can have far-reaching consequences for societies (Bradshaw, 2004; Deloitte, 2013; Deryugina, 2022; United Nations, 2019). Natural disasters, in particular, pose a significant threat to social stability and economic development (Lai & La Greca, 2020; Tehan, 2016). The UN Office for Human Rights Council (2015) has characterized the outcomes of disasters as "extensive loss of life, massive displacement of population, widespread socioeconomic damage". Historical evidence suggests that major disasters can have long-lasting effects on societal well-being and hinder the progress of countries (Li, Li & Ruan, 2021; Tasri, Karimi & Muslim, 2022). Accordingly, researchers have examined the economic and social impacts of disasters on individuals and nations.

The pressing issue at hand is how to effectively address and mitigate the adverse effects of disasters. The key question is how to establish more resilient systems and improve the resilience of existing systems (GFDRR & The World Bank, 2023; UNISDR & WMO, 2012). While it is impossible to entirely prevent natural disasters, it is feasible to reduce their impact by fostering resilient systems (GFDRR & The World Bank, 2023; UNISDR & WMO, 2012). To achieve greater system resilience, a comprehensive, whole-system approach must be employed, taking into account all system components. Many countries are currently engaging in large-scale projections to answer this question, drawing on lessons from past disasters to inform their conclusions.

Post-disaster management presents unique challenges as each disaster is distinct and brings new obstacles (GFDRR & The World Bank, 2019). Due to the unpredictability of natural disasters, disaster management cannot be fully standardized (Ivanov & Cvetkovic, 2014). Every disaster necessitates the development of bespoke solutions to address the specific challenges it presents. To address these "unique" disasters, disaster management has been accomplished through the application of "minimum standards". Accordingly, it is the responsibility of states to take appropriate measures to meet these standards and apply best practices to address each disaster (Bensalah et al., 2001; Bensalah, 2002; Nicolai, Hine & Wales, 2015).

Competent institutions have developed diverse post-disaster frameworks that prioritize support for vulnerable groups during the disaster process and its aftermath (Bensalah et al., 2001; Bensalah, 2002; European Commission, 2019; GFDRR & World Bank, 2019; GPE, 2022; INEE, 2010). Among these vulnerable groups, children are especially at risk (CPHA, 2019). Children may be separated from their parents and unable to attend to their physical and psychological needs. Therefore, states must prioritize providing support for children in post-disaster management (CPHA, 2019; European Commission, 2019).

Due to the increased vulnerability of children during a disaster, the continuation of educational services is crucial. This is done to shield children of educational age from the negative effects of the disaster and to safeguard educational investments (European Commission, 2019; INEE, 2010). Continuation of education has numerous social benefits, such as maintaining the efficiency of investments, normalizing society, and enhancing wellbeing (Botzen, Deschenes & Sanders, 2019; Sinclair, 2007). The provision of education is also an effective tool for disaster risk reduction (DRR) (GFDRR & World Bank, 2019). Many disasters have demonstrated the crucial role played by education in managing the disaster process, which will be discussed in more detail in the following sections.

Restarting education quickly after a disaster can be challenging due to various factors such as the possibility of new disasters, the displacement of people, and inaccessibility to hard-to-reach areas (INEE, 2010). Natural and man-made disasters result in approximately 175 million students per year being excluded from education (Shmis et al., 2019). Disasters affect all levels and types of education programs, from early childhood education to higher education, and from formal to non-formal education. Therefore, it is crucial to address post-disaster management comprehensively (GFDRR & World Bank, 2019). However, prioritizing early childhood education and primary education in the post-disaster recovery process may be necessary (European Commission, 2019).

The impact of disasters on student inequalities extends beyond access and quality, exacerbating pre-existing socioeconomic disparities (EEF, 2020; GFDRR & World Bank, 2019; Özer & Suna, 2020; Özer et al., 2020). Disadvantaged students are particularly vulnerable during disasters, as they face greater limitations in accessing education and achieving positive educational outcomes (Bradshaw, 2004; United Nations, 2019). The Covid-19 pandemic has highlighted the challenges faced by disadvantaged students, who have experienced multiple obstacles in accessing quality education (Grewenig et al., 2021; Haelermans, 2022; Özer & Suna, 2020; Özer et al., 2020).

The multifaceted impacts of disasters impose significant

responsibilities on education systems, as highlighted by various competent institutions (European Commission, 2019; GFDRR & The World Bank, 2019; Nicolai et al., 2015). Ensuring access to education for all children and youth during and after a disaster, while prioritizing inclusion, is a primary responsibility of states (INEE, 2010). Inclusive education has been designated as a top policy priority by states in various declarations and frameworks, including the World Declaration on Education for All (1990), United Nations Standard Rules on Equal Opportunity for Persons with Disabilities (1993), Salamanca Declaration and Framework for Action (1994), the UN Convention on the Rights of the Child, and the Sustainable Development Goals and 2030 Education Framework for Action.

In February 2023, Türkiye was struck by one of the most catastrophic earthquakes in recent times, with a magnitude of 7.8 Mw and a magnitude of 7.7 Mw hitting Kahramanmaraş on the same day (ITU, 2023). These earthquakes caused extensive damage to 10 cities with a combined population of 13.5 million in the southern and southeastern regions of the country. The Ministry of Environment and Urbanization reported that 232,632 buildings were severely damaged or destroyed (Anadolu Agency, 2023). Tragically, on April 15, 2023, the death toll rose to 50,399, with the impact of two major earthquakes back-to-back contributing to the widespread devastation.

In the immediate aftermath of the earthquake, a major societal campaign was launched to provide humanitarian aid and education services in the affected regions (Özer, 2023a). The Ministry of National Education (MoNE) responded quickly by ensuring the production and distribution of aid and starting education services according to established post-disaster management models. This report evaluates the role of MoNE in the post-disaster management following the February 6, 2023 earthquakes. It presents information on the "Role of Education in Disaster Response and Recovery" and "Universal Models in Transition to Education after Disasters," followed by a comprehensive evaluation of the steps taken by MoNE. The report aims to provide readers with preliminary information about the efforts made by MoNE in the aftermath of the earthquakes.

Education's role in disaster response and recovery

Education is crucial for post-disaster management and recovery, particularly for children who are the most vulnerable group affected by disasters. A summary of the contribution of education from various global sources is provided in this section.

1. Protection of children. The initial step in safeguarding children during an earthquake is to swiftly locate and register them (Nicolai et al., 2015; UNICEF, 2015). As disasters can involve various hazards (such as recurrent disasters, triggering additional sources of disasters, etc.), it is crucial to keep children in schools or educational settings to shield them from these possible threats (Pacheco et al., 2022). Educational environments provide a sense of security to children, where their needs, particularly self-care needs, can be met.

2. Providing physical, psychosocial and cognitive support. Research has shown that disasters can have significant physical and psychological effects on children, making it crucial to prioritize their well-being in schools (CDC, 2020; Kar, 2009). Schools are crucial institutions that can meet the physical needs of children and connect them with relevant resources if necessary. In addition, schools are responsible for supporting the interests and well-being of children during crises. School counselors also play a crucial role in helping students address various issues such as sleep and eating disorders, post-traumatic stress disorder, and anxiety disorders. Thus, schools must provide multidimensional support to children after disasters to help them cope and recover from the impacts of the disaster.

3. Contributing to individual and societal resilience. Education plays a critical role in promoting resilience in the face of unexpected challenges, including disasters. It has been found that students who possess knowledge of best practices in disaster/crisis management, are supported in their social and emotional skills, and have acquired citizenship skills are more likely to take action during a crisis (Ronan et al., 2016). Consequently, education not only raises awareness about the causes and consequences of disasters, but also enhances societal resilience to such events.

4. Contributing to post-disaster normalization. Students play a crucial role in promoting the restoration of daily life routines in society after a disaster. By receiving support from relevant institutions and learning how to avoid potential future crises through education, students can enhance social well-being in post-disaster contexts. Moreover, the psychological impact of education services continuing or resuming can help society transition to the pre-disaster period.

5. Supporting sustainable development. Disasters can have significant negative impacts on various aspects of a country's development (Botzen, Deschenes & Sanders, 2019). Education has the potential to mitigate the long-term economic damage caused by disasters and to protect investments made in human capital development (Afzal, Turner & Said, 2015). However, disasters can also negatively affect access to education and the quality of education. Therefore, it is crucial to prioritize providing education opportunities as quickly as possible, using national resources efficiently, and promoting sustainable development to ensure the continuity of education and to prevent the long-term damage caused by disasters.

Transition to education after disasters: International models/ frameworks

In the preceding section, the significance of education in post-disaster management was underscored, given its favorable impacts on both the individual and societal levels (United Nations, 2019). To this end, several models and evaluation frameworks have been developed, as education is considered to be a vital element during times of crisis (European Commission, 2019; GFDRR & The World Bank, 2019; INEE, 2010; Nicolai et al., 2015). This section will offer a general summary of some of these models and frameworks.

*a. Education for All (EFA) – Reference Resource for Education in Emergency and Crisis Situations**

(Bensalah, et al., 2001; Bensalah, 2002)

The EFA model provides valuable insights into setting standards in crisis situations. The first step of the model is strategic planning, which involves education authorities assessing the conditions of the disaster and devising strategies to ensure that all students can access education. At this stage, priorities are established, and support is planned to ensure equal access to education for all students, including disadvantaged groups such as immigrants, disabled, and displaced children. The planning process should consider questions such as how and where education will be delivered, where temporary schools such as tent, prefabricated, and container schools will be constructed, and how long education will be conducted in these environments.

The model also emphasizes the importance of human resources and capacity development. Teachers play a crucial role in reestablishing education services in the post-disaster period, providing support to students' anxiety and trauma to ensure their well-being and return to school. Availability of teachers and experts who can provide training tailored to the special needs of students during the crisis is critical for ensuring educational equality. Effective involvement of psychological counselors is also essential in providing psychosocial support to children.

Another element of the model is the curriculum policy, which emphasizes the need for a relevant curriculum and adequate educational materials. It is crucial to structure educational programs in a way that prioritizes psychosocial support, provide teacher training for disaster/ crisis management, and identify and address the needs of students with special educational needs (Boon et al., 2011; Elangovan & Kasi, 2014; Rofiah, Kawai & Nur Hayati, 2021). Providing educational materials is especially critical because children may not have access to basic materials such as textbooks and course materials during a disaster.

To ensure inclusivity and prevent gender-specific barriers to access, the final elements of the model should be taken into consideration. Historically, disasters have led to gender and socioeconomic gaps in educational attainment, where females are more likely to drop out, and disadvantaged students may be more vulnerable. Therefore, it is important to track these groups' educational access and support them with academic and social remedial programs, promoting equality of opportunity.

b. Global Facility for Disaster Reduction and Recovery (GFDRR & The World Bank) – Education Sector Recovery*

(GFDRR & The World Bank, 2019)

The GFDRR proposes a comprehensive roadmap for the continuation or resumption of educational services in the aftermath of disasters. The GFDRR's approach involves a short-, medium-, and long-term plan with a five-dimensional action plan to increase access to and improve the quality of educational services. The first step in the plan is to adopt the "Assessment, Policy and Planning" model, which includes evaluating the extent of damage to the education system, identifying the needs of the region in collaboration with stakeholders, implementing policies that do not exacerbate existing inequalities, addressing the needs of disadvantaged students, and adapting education to the region's specific requirements.

The second stage of the GFDRR model is "Infrastructure", which aims to ensure the safety and accessibility of educational institutions and environments. This includes the establishment of temporary educational centers in case of severe damage to existing facilities, prioritizing security measures in all education environments, and establishing and monitoring common standards for education environments in collaboration with relevant stakeholders. It is also important to note that temporary education centers may require stretching standards such as the student-teacher ratio in affected areas.

The third stage, "Engagement, Coordination, and Communication," aims to identify barriers that may prevent students from accessing education, to share responsibilities with stakeholders in the region, to identify how stakeholders can assist in the process, and to assess the needs of teachers, other education stakeholders, and students.

In the fourth stage of the process, "Capacity and Capability," planning and appointment of teachers who will meet the students as soon as possible is crucial. It is important to inform the teachers and experts about the needs of the students affected by the disaster, emphasize the responsibilities of counselors, provide necessary funding, and assign appropriate roles. To facilitate financing and ensure transparency, the report recommends collaboration with international and national crisis management organizations.

To enhance the quality of education and better respond to the needs of students, the "Teaching and Learning" stage emphasizes the importance of providing continuous support to teachers. Identifying and addressing the psychosocial needs of students is the top priority during this stage. Adequate numbers of teachers, education personnel, and school counselors must be assigned to the affected area. Ensuring diversity and quality of teachers is crucial for the effective implementation of both formal and non-formal education. Additionally, it is emphasized to avoid educational content that may trigger traumatic memories of the disaster among students.

c. The Alliance for Child Protection in Humanitarian Action (CPHA) – Minimum Standards for Child Protection in Humanitarian Action*

***(CPHA, 2019)**

The Minimum Standards for Child Protection in Humanitarian Action is another widely used resource that focuses on protecting children from negative effects during disasters. This resource addresses various issues related to child protection during and after disasters and describes eight steps for disaster preparation and recovery. The first step, "Flexibility, Relevance, and Quality," emphasizes the need for education systems to be adaptable and responsive to the needs of students during disasters. Educational processes, content, and teaching methods should be tailored to meet the characteristics and needs of students. To promote peer interaction, educational environments should be designed to provide comfortable and conducive learning environments that support individual study and remedial programs. A combination of educational institutions and temporary education centers can be used to maximize educational opportunities.

The second step, "Administration", emphasizes that students affected by disasters, particularly refugees, may lack the necessary documentation and materials for

education. Policies must be implemented to ensure that these students have access to education with adequate materials and documents. The third step, "Equity", highlights the importance of ensuring that the curriculum and education programs do not contain any elements that may cause psychological distress to students. Furthermore, it is imperative that all children, regardless of their backgrounds, are included in education and have equal opportunities to benefit from it. Teachers should provide support to students in need, and experts should be available to assist these students.

The fourth step, "Teachers and Other Education Personnel," emphasizes the crucial need to provide psychological support to teachers and education personnel, to alleviate fatigue and improve their working conditions. The report suggests devoting more time to students by conducting interviews with teachers and counselors, and, whenever possible, limiting the number of students per teacher. Supporting teachers is vital to enable them to fulfill their roles as protectors of students.

The fifth step, "Protective Environments," aims to enhance students' interest in new educational environments and to improve existing educational institutions by creating environments where students can receive psychosocial support, enrich their educational materials, and meet their personal needs. The sixth step, "Abuse," recognizes that anxiety and psychological challenges after a disaster may lead to violence, making it crucial for educational personnel to play a role in reducing conflicts among students and their peers or disaster victims. As a final component, "Messaging" involves providing students with information on crisis management and life skills to increase their resilience in the face of future disasters.

The Ministry of National Education's policies following the earthquake of February 6 2023

Following the occurrence of the earthquake on February 6, 2023, MoNE has implemented a tripartite management policy. The model, as illustrated in Figure 1, is designed to safeguard the welfare of earthquake victims, furnish them with necessary humanitarian support, promptly transition to educational services, and ultimately achieve normalization by consistently enhancing the quality of education.

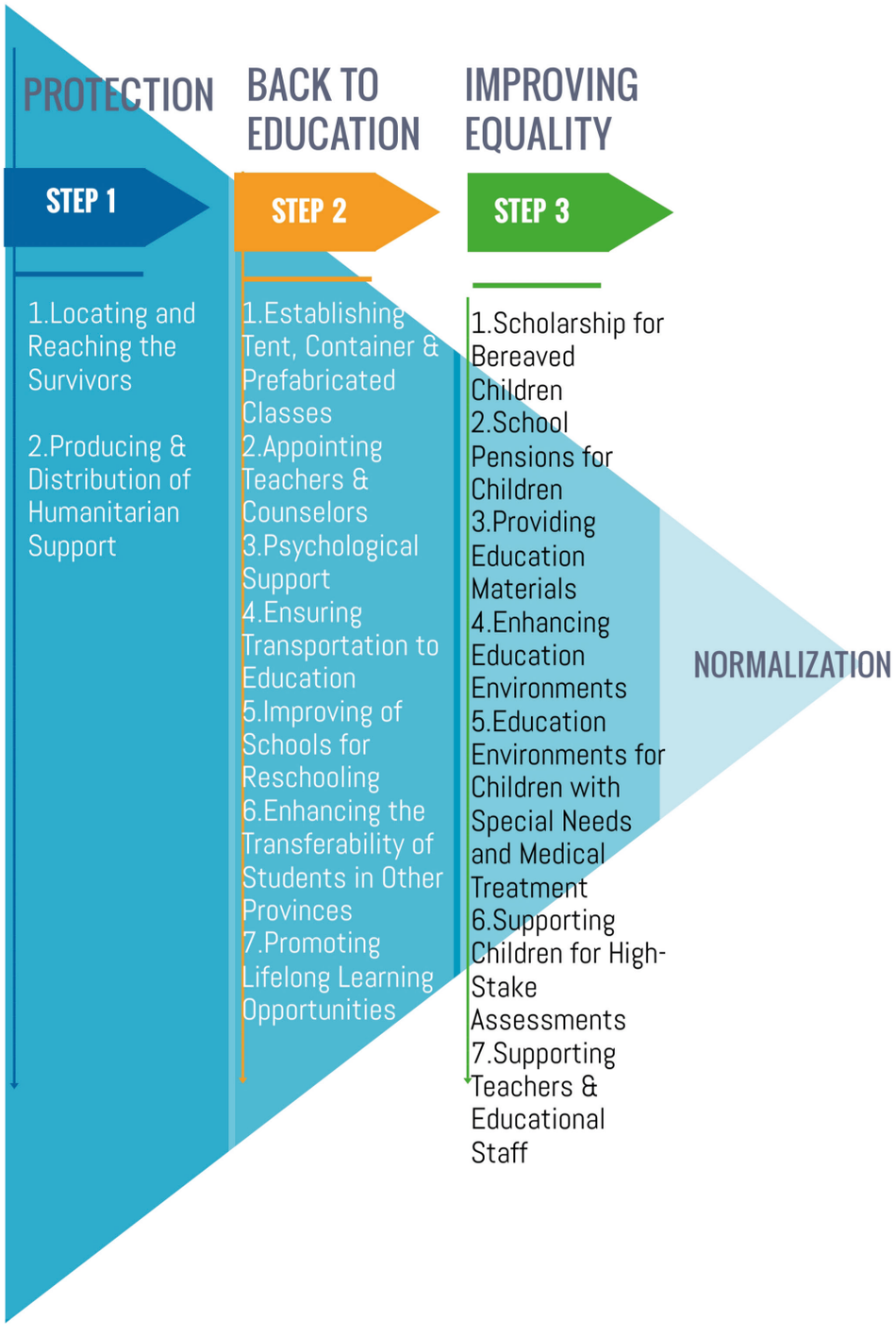
a. Protection of disasters victims

a.1. Locating and reaching survivors

To ensure that children affected by the earthquake are protected from its adverse effects, it is crucial to promptly identify and record each child, along with their family, and determine their specific needs (CPHA, 2019; Save the Children, 2015). Given that the earthquake on February 6 2023 has impacted ten provinces over a large area (Özer, 2023a), it is all the more imperative to swiftly reach out to affected children and their families.

Following the initial rescue and relief efforts, MoNE teams began working to reach children and their families affected by the earthquake. The Search and Rescue Unit (AKUB) was immediately deployed to the region to assist in these efforts. The AKUB is a specialized unit developed to respond to earthquakes and other disasters through exercises and awareness studies. As part of MoNE's "Disaster Education Year" initiative announced in 2021, the AKUB received training in cooperation with the Disaster and Emergency Management Presidency (AFAD). The 4,526 members of the team received special training in search and rescue and humanitarian aid, and played a significant role in rescuing many citizens in the region, creating living spaces, and delivering humanitarian aid to those affected by the earthquake.

Figure 1: The post-disaster management model of the Ministry of National Education



MoNE demonstrated effective crisis management by promptly establishing a crisis desk at its headquarters and developing a data and news line to support strategic planning with up-to-date information. Additionally, the provincial managements of MoNE were assigned to crisis management boards in the affected regions to assist students and their families and determine their needs. MoNE also assigned provincial directors with previous experience in earthquake disasters to assist the earthquake-prone provinces. The use of education institutions with production capacity, particularly VET institutions, to prepare urgently needed materials was another effective measure taken by MoNE. The needs of schools and educational institutions in the region were evaluated, and necessary materials were produced, and human resources were allocated for the development of temporary education centers. Overall, MoNE's quick and decisive actions on the first day demonstrate the importance of strategic planning and decision-making in crisis management frameworks.

a.2. Production and distribution of humanitarian support

Survivors of disasters that result in large-scale destruction are often left without access to their basic needs. To minimize the physiological and psychological risks of the post-disaster period, it is essential to meet the urgent food and shelter needs of earthquake victims (Pothiawala, 2015). Only when these needs are met can victims begin to adapt to their new conditions and start the process of normalization. In the immediate aftermath of the earthquake, all student hostels, teachers' houses, and educational institutions providing accommodation facilities across Türkiye were made available to earthquake victims. Over 450,000 individuals were provided with sheltering opportunities in these institutions during the first days following the disaster. The options for accommodation were not limited to the most-affected provinces, as earthquake victims who traveled to other provinces of Türkiye were given the opportunity to stay in MoNE institutions. The number of earthquake victims sheltering in MoNE institutions reached a peak of over 450,000 during the first week of the earthquake, decreasing to 65,000 as an expected result of the normalization and renovation of disaster-affected provinces.

Since the earthquake on February 6, 2023, MoNE has placed a high priority on food production to meet the urgent basic needs of earthquake victims. MoNE has a strong production capacity and a skilled workforce, which has been demonstrated in their response to the Covid-19 pandemic (Özer, 2020a, 2020b, 2021, 2023b). VET institutions have taken a leading role in producing food, including soup, bread, hot meals, and packaged meals for earthquake victims since the first day of the disaster. MoNE has also deployed 97 mobile kitchens to support food production in the most affected provinces. As shown in Figure 2, the production and diversity of foods by MoNE institutions in the severely affected areas have significantly increased over time. On a daily average, more than 184 thousand breads, 102 thousand meals, 49 thousand soups, and 26 thousand packaged meals have been produced by MoNE institutions.

The VET institutions and Science-Art Centers (BILSEMs) took the initiative to produce shelter materials to improve living conditions for earthquake victims (Özer, 2023a). MoNE institutions urgently began the production of sleeping bags, blankets, tents, and containers to be delivered to the disaster zone. In addition to these items, MoNE institutions also produced stoves and beds. Figure 3 shows that MoNE institutions produced an average of 1.6 thousand sleeping bags, 60 tents, and 16 containers per day for earthquake victims.

b. Provision of educational services

In the aftermath of a disaster, providing education is crucial for both individuals and society as a whole, as recognized by various institutions and organizations (European Commission, 2019; GFDRR & The World Bank, 2019; INEE, 2010; Nicolai et al, 2015). MoNE has taken significant measures to support students and their families by meeting their basic needs and preparing for the prompt resumption of educational services. Following established post-disaster management models, educational services are initiated in safe areas using temporary structures such as tents, containers, and prefabricated classrooms. This is a critical step to allow for sufficient time to ensure that all affected schools are safe and prepared for face-to-face instruction.

Figure 2: Food Production by Institutions of the Ministry of National Education

	SOUP	HOT MEALS	PACKAGED MEAL	BREAD
ADANA	710.620	982.725	10.750	1.476.709
ADIYAMAN	1.567.457	3.958.549	581.357	3.899.888
DİYARBAKIR	1.763.925	3.282.171	104.060	4.457.171
GAZİANTEP	1.003.640	3.901.976	951.516	6.312.134
HATAY	3.352.007	7.471.670	401.419	7.682.118
KAHRAMANMARAŞ	1.740.566	9.168.512	1.103.389	8.956.661
KİLİS	26.890	562.170	184.120	612.035
MALATYA	1.062.740	2.072.429	161.682	3.415.116
OSMANİYE	338.900	2.660.914	300.333	2.059.750
ŞANLIURFA	1.079.334	2.146.682	619.302	3.584.964
TOTAL	**12.646.079**	**36.207.798**	**4.417.928**	**42.456.546**

Figure 3: Housing Products by Institutions of the Ministry of National Education

	TENT	CONTAINER-CLASS	SLEEPING BAG	HEATER
ADANA	-	-	87	-
ADIYAMAN	63	22	6.340	5.809
DİYARBAKIR	-	-	450	937
GAZİANTEP	136	74	3.157	1.162
HATAY	940	135	25.063	8.287
KAHRAMANMARAŞ	111	52	19.476	9.957
KİLİS	-	16	620	10
MALATYA	125	98	13.659	3.981
OSMANİYE	50	4	517	360
TOTAL	**1.425**	**401**	**69.369**	**30.503**

b.1. The establishment of tents, containers, and prefabricated classrooms

In post-disaster education management models, flexibility is a key consideration to ensure the continuity of education services (European Commission, 2019). Therefore, it is crucial to create a safe and secure educational environment for students and to quickly transition to face-to-face education (Creed & Morpeth, 2014; European Commission, 2019). To minimize disruptions to education, it is recommended to establish educational facilities as soon as possible after a disaster and remove any barriers that may impede access to education (European Commission, 2019).

MoNE has taken proactive measures to establish educational facilities in the available areas after the earthquake by constructing tents and containers. During the construction process, particular attention was paid to placing the classrooms in common living and community spaces, as well as in close proximity to healthcare units. The established classes cater to students from early childhood education to upper-secondary education. Over the past seven weeks, the number of tents, containers, and prefabricated classrooms has steadily increased and reached 2,026 across 10 provinces. These educational facilities include 403 kindergartens, 293 primary schools, 239 secondary schools, and 277 high schools.

During the construction of tents and containers in the common living and community areas, MoNE collaborated with other institutions in the earthquake area. In particular, MoNE established "Turkish Soldier Schools" in cooperation with the Ministry of National Defense (MSB) in the region to provide students with education in a supportive environment with various social services available, including sports facilities, social activities, and psychosocial support. As we approach the end of the second month following the earthquake, the number of Turkish Soldier Schools has exceeded 240, demonstrating the scale of this collaborative effort (Özer, 2023a).

b.2. Appointing of teachers and school counselors

In order to provide effective disaster education, it is crucial to have qualified educators with disaster training who can assist students affected by disasters and support their transition to education (INEE, 2010; Le Brocque et al., 2016). The presence of psychological counselors is also essential in providing psychosocial support for children in the field (Heath et al., 2002; INEE, 2010; Le Brocque et al., 2016). Disaster management models recommend the deployment of a sufficient number of teachers and counselors in the field and the implementation of education policies to ensure their effectiveness.

MoNE has made significant efforts to ensure the deployment of teachers and counselors in the earthquake-affected area since the first day of the disaster. As of the 10th day following the earthquake, over 20,000 teachers were deployed in the region, including volunteer teachers. These teachers provided education services in tents, containers, and prefabricated classrooms, as well as in hospital classrooms, academic support programs, and special education tents, as elaborated in subsequent sections. Within the first week following the earthquake, 2,000 counselors were deployed in the area, and the number exceeded 4,000 by the end of the second week. As psychosocial and psychoeducational support programs expanded over time, the number of psychological counselors reached 5,372 by the 10th week of the disaster. To ensure the efficient deployment of teachers and counselors, MoNE provided guidelines for their assignment in the most-affected provinces, considering the student population. In the following sections, we discuss the measures taken by MoNE to facilitate the transfer and protection of the personal rights of teachers and counselors.

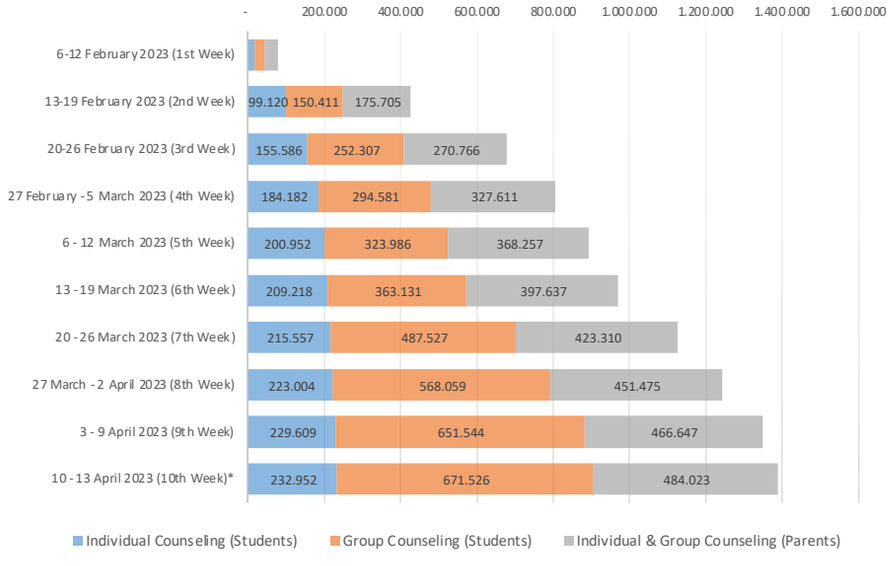
b.3. Psychosocial support

In post-disaster management models and frameworks, the provision of psychosocial support is often considered essential (Cohen, 2002; Umeda et al., 2020). For children affected by disasters to recover and return to normalcy, it is crucial that they receive appropriate psychological support from experts to overcome their traumatic experiences. It is widely recognized that psychosocial support has a significant impact in reducing short-term shocks and long-term psychological problems and promoting well-being (IASC, 2007).

MoNE has taken swift action in providing psychosocial support to earthquake victims through the assignment of school counselors. To coordinate these efforts, a "Psychosocial Coordination Unit" has been established within the General Directorate of Special Education and Guidance Services, tasked with coordinating psychosocial services in the most affected areas. Within the first week following the earthquake, approximately two thousand counselors were deployed, with the number increasing significantly to 5,372 more recently. On March 3, 2023, MoNE published a "Psychosocial Support Education Plan," providing a roadmap for counselors and teachers in providing support for earthquake victims. The plan aims to prevent short-term trauma-related problems and support normalization through education. The program is inclusive, providing psychosocial support to students, teachers, and their families. Subsequently, the service capacity was greatly increased, with over 900 thousand interviews conducted with students and 480 thousand interviews conducted with parents, as shown in Figure 4.

Figure 4: Interviews conducted in the context of psychosocial support

	INDIVIDUAL COUNSELING STUDENTS	GROUP COUNSELING STUDENTS	COUNSELING WITH PARENTS	TOTAL
ADANA	27.157	156.679	96.367	**280.203**
ADIYAMAN	14.982	20.398	22.000	**57.380**
DİYARBAKIR	22.461	90.932	42.420	**155.813**
GAZİANTEP	45.393	147.877	88.026	**281.296**
HATAY	33.733	52.827	63.864	**150.424**
KAHRAMANMARAŞ	29.355	40.634	57.138	**127.127**
KİLİS	1.890	14.773	6.425	**23.088**
MALATYA	30.928	49.104	52.593	**132.625**
OSMANİYE	7.680	35.974	16.401	**60.055**
ŞANLIURFA	20.121	73.966	40.544	**134.631**



b.4. Ensuring transportation to education

Transportation plays a crucial role in enabling access to education, especially in the aftermath of a disaster. Disasters often result in damage to roads and transportation systems, which can hinder the ability of students to attend school and access education (Hassan et al., 2020). In past disasters, children have faced significant challenges in accessing education due to transportation barriers (Hassan et al., 2020). Therefore, it is the responsibility of the state to ensure that students have access to education and that transportation barriers are minimized (GFDRR & The World Bank, 2019).

MoNE has implemented regulations to improve access to education environments for students in the earthquake zone and to increase their educational opportunities. As part of these regulations, MoNE has begun providing free transportation for students from their living areas to the education environments in the disaster region. The aim of this measure is to ensure that the destruction caused by the earthquake does not hinder transportation and education. According to data provided in Figure 5, this service has been used by 371,028 students who also receive school meal support.

b. 5. Improving of schools for re-schooling

MoNE has been prioritizing the restoration of education services since the aftermath of the earthquake, and has taken significant steps to improve the conditions of educational institutions in the most affected provinces. MoNE reported that out of the 20,868 buildings under their jurisdiction in the 10 provinces, only 24 had collapsed and 83 were deemed unusable due to extensive damage (Özer, 2023a). Buildings that have passed structural examinations have been updated with necessary infrastructure and improved to ensure a smooth transition to in-person education in schools.

Following the earthquake on February 6, 2023, MoNE implemented a management approach at the provincial and district level for the transition to face-to-face education in schools. This approach categorized the ten most affected cities into three groups based on the level of damage and need for improvement, and education in schools was introduced in districts where security controls and infrastructure improvements had been completed. As a result, schools in Diyarbakır, Şanlıurfa, and Kilis, which were the least affected, began face-to-face education on March 1, approximately three weeks after the earthquake. Moderately damaged Adana, Osmaniye, and Gaziantep began on March 13, approximately five weeks after the earthquake, while the most heavily damaged provinces of Hatay, Kahramanmaraş, Adıyaman, and Malatya began on March 27, approximately seven weeks after the earthquake. In these provinces, education was initiated in districts that provided suitable conditions for learning, and the number of districts transitioning to in-person education gradually increased with necessary precautions. MoNE is in the process of completing preparations for the transition to in-person education in all earthquake-affected provinces and districts on April 24, approximately ten weeks after the earthquake.

Figure 5: **The number of students arriving at educational areas with transportation services**

	STUDENTS WITH TRANSPORTATION SUPPORT	STUDENTS WITH SCHOOL MEAL SUPPORT
ADANA	19.708	20.250
ADIYAMAN	20.436	19.906
DİYARBAKIR	72.984	75.785
ELAZIĞ	11.867	9.500
GAZİANTEP	34.675	35.240
HATAY	48.344	49.776
KAHRAMANMARAŞ	34.005	33.486
KİLİS	11.935	11.990
MALATYA	13.021	13.833
OSMANİYE	14.525	15.046
ŞANLIURFA	89.528	92.782
TOTAL	371.028	377.594

b.6. Enhancing the transferability of students in other provinces

The displacement of people from affected areas is a significant consequence of disasters in society, as highlighted by Cohen and Bradley (2010). This displacement of large numbers of individuals poses additional challenges for states, including a rapid change in population distribution. As a result, the educational systems are faced with significant challenges, as noted by UNESCO (2020). The need for urgent actions for education planning arises due to the major changes in population distribution resulting from displacement.

***Figure 6:* Face-to-face education in schools: District-specific approach**

Low-Affected Provinces

Diyarbakir, Sanliurfa, Kilis

Face to face education in schools: 1 March 2023 (app. after 3 weeks)

Medium-Affected Provinces

Adana, Osmaniye, Gaziantep

Face to face education in schools: 13 March 2023 (app. after 5 weeks)

High-Affected Provinces

Hatay, Kahramanmaras, Adıyaman, Malatya

Face to face education in schools: 27 March 2023 (app. after 7 weeks)

Following the disaster, MoNE has implemented two major policies to facilitate the education of students who choose to relocate to different provinces. Firstly, the transfer rules have been abolished, and the transition of students has been facilitated, taking into consideration the physical capabilities of educational institutions, for students who prefer to move from the 10 highly-affected provinces to other provinces. This policy provides families who plan to relocate to other provinces with better options to ensure that their children can access education as soon as possible. Secondly, MoNE has increased the share of students receiving full scholarships in private educational institutions. A regulation change has been initiated, increasing the number of students receiving full scholarship education in each private school from 3% to 10%. Moreover, the increased capacity of full scholarships has been limited only to earthquake-victims to ensure their eligibility for these scholarships.

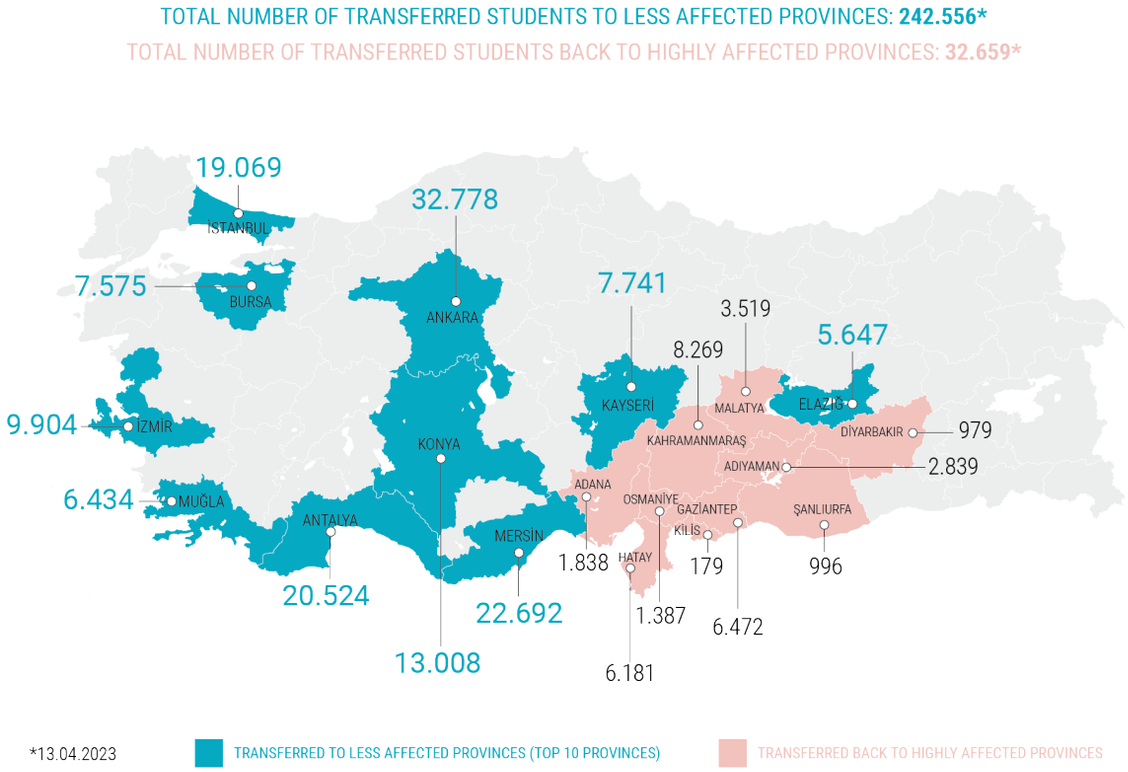
The measures taken by MoNE after the earthquake resulted in 242,556 students beginning their education in unaffected provinces within seven weeks. Among these students, 35,902 benefited from the increase in the number of students receiving full scholarships at private schools. Additionally, after the transition to face-to-face education, 32,659 students who had previously been transferred to less-affected provinces were able to return to their home provinces. Figure 7 provides a visual representation of the number of students who transferred to other provinces, as well as the number of students who were able to return home.

b.7. Promoting lifelong learning opportunities

While disasters primarily affect children, providing education during such times can also offer opportunities for adults (INEE, 2010). Offering lifelong learning opportunities in disaster areas can significantly contribute to the well-being and skill development of adults. In this regard, following a disaster, implementing diverse education models can support the well-being of various stakeholders, as highlighted by the European Commission (2019).

MoNE has taken steps to expand lifelong learning activities in the earthquake-affected areas to support the well-being of adults in the region, help them return to normalcy, and facilitate the production of necessary materials. In the first month after the earthquake, MoNE provided equipment and human resources to support lifelong learning activities. As shown in Figure 7, more than 205,773 participants were trained, and 11,976 trainers were involved in the courses, which focused primarily on the production of textiles and shelter products for the region. These activities not only contribute to the local economy but also provide opportunities for adults to acquire new skills and improve their quality of life.

Figure 7: Students who transferred to the provinces less affected by the earthquake and returned to the most affected provinces



c. Improving equality

Policies aimed at promoting equality of opportunity have been highlighted as a crucial aspect of post-disaster management models and frameworks. Disasters exacerbate pre-existing inequalities and it is therefore essential to implement measures that promote equal opportunity to prevent the widening of achievement gaps across schools and regions. MoNE has been actively taking measures to prevent the long-term effects of disasters on education and to ensure equality of opportunity in Türkiye. This is particularly important in light of recent large-scale projects that also aim to support equality of opportunity. These efforts are aligned with previous research focus on the achievement gaps between students, schools and regions in Türkiye (Akyüz, 2014; Alacacı & Erbaş, 2010; Berberoğlu & Kalender, 2005; Özer, 2020b, 2021b, 2022a, 2022b; Suna, et al., 2020a, 2020b, 2021; Suna & Özer, 2021a).

d.1. Providing scholarships to bereaved students

The loss of parents at an early age can have long-term impacts on children, affecting their well-being and development throughout their lives (Case & Ardington, 2006; Kailaheimo-Lönnqvist & Kotimäki, 2020). Students are particularly vulnerable to the psychological and economic impacts of such sudden losses (Brent et al., 2012; Kane et al., 2010). In the aftermath of a natural disaster, the loss of family members may also result in inadequate economic resources and psychological support, further compounding the challenges faced by affected students. Family characteristics are strongly correlated with access to education and educational outcomes (Harju-Luukkainen, Wang & Garvis, 2020; Leeuw et al., 2023; Suna et al., 2021), and the loss of family members may negatively impact a student's educational progress and achievement (Elsner, Krysinska & Andriessen, 2021).

MoNE recognized the importance of minimizing the risks of sudden parental losses during students' education and provided economic assistance and psychosocial support following the earthquake. To this end, MoNE announced that earthquake-affected students who had lost their parents or guardians would be included in the MoNE scholarship program. This initiative is a testament to MoNE's commitment to providing earthquake survivors with the necessary human and financial resources to overcome their hardships and continue their education.

d.2. School pensions for children

It is crucial to provide safe and comfortable shelters for children in the aftermath of a disaster, as this has a direct impact on their well-being and access to education. According to CPHA (2019), all children and their caregivers should have access to shelter that meets their basic needs, such as safety, protection, and accessibility. Poor housing conditions can exacerbate the challenges that students face after a disaster, and hinder their ability to attend school and thrive. The European Commission (2017) also emphasizes the importance of shelter and housing conditions in promoting the well-being of children in the aftermath of a disaster.

As previously mentioned, all educational institutions under the purview of MoNE that had the capacity for accommodation were utilized as shelters for earthquake victims immediately following the disaster. This decision was instrumental in meeting the urgent sheltering needs of nearly 450,000 individuals affected by the earthquake (Özer, 2023a). In addition to this, MoNE took a commendable step by offering students impacted by the earthquake the opportunity to reside in all school dormitories throughout the country free of charge. This provision of free accommodation serves as a crucial support system for students who have faced the disadvantages of the disaster while pursuing their education in the province of their preference.

d.3. Providing educational materials and stationery sets

In the aftermath of a disaster, students face various obstacles in accessing educational materials, as highlighted by post-disaster management models. The lack of access to basic educational materials can pose a significant challenge for students to continue their education (INEE, 2010). In this regard, providing basic educational materials is crucial to promote access and equality in education for students affected by disasters (INEE, 2010).

To ensure that students affected by the earthquake had access to basic educational materials, MoNE acted swiftly and printed and distributed millions of textbooks and supplementary resources. Specifically, within seven weeks of the earthquake, MoNE distributed 15,518,570 textbooks and 11,324,265 supplementary resources to students in need. In addition, MoNE provided stationery sets containing basic stationery supplies and clothing items to all earthquake survivors. In total, 424,000 stationery sets were distributed during this period. These efforts demonstrate MoNE's commitment to providing students with the necessary resources to continue their education in the aftermath of a disaster.

d.4. Enhancing the education environments

The quality and characteristics of educational environments contribute significantly to the quality of education (Barrett et al., 2019). In this context, enriching educational environments is crucial to enhancing school climates and education performance (OECD, 2005). During disasters, the relationship between educational environments and educational outcomes may be even more pronounced (INEE, 2010). Post-disaster management frameworks and models emphasize the importance of enriching educational environments, particularly the increasing of peer interaction and student-teacher interaction to support students' well-being (European Commission, 2019; GFDRR & The World Bank, 2019; INEE, 2010).

A number of concrete steps have been taken MoNE to enhance the quality of the prefabricated, container, and tent classrooms created in the earthquake zone. Firstly, televisions are installed in all of these environments for fostering students' access the Education Information Network (EBA). Moreover, tablets are distributed to earthquake victims by MoNE. As shown in Figure 9, approximately 18,560 televisions have been installed in education environments as of April 13, and 16,750 tablets have been distributed to children. In this way, almost all earthquake survivors were able to benefit from the contents of the EBA.

Figure 8: Distribution of educational materials to earthquake victims

	STATIONERY SETS	COURSE BOOKS	SUPPLEMENTARY MATERIALS (BOOKS)
ADANA	14.000	2.159.295	1.597.960
ADIYAMAN	25.000	723.695	531.330
DİYARBAKIR	12.000	2.067.160	1.485.820
GAZİANTEP	26.000	2.726.255	1.975.135
HATAY	25.000	1.905.175	1.437.290
KAHRAMANMARAŞ	25.000	1.296.525	965.270
KİLİS	13.000	239.200	172.945
MALATYA	27.500	735.075	538.295
OSMANİYE	18.000	607.715	447.070
ŞANLIURFA	18.500	3.058.475	2.173.150
TOTAL	**424.000**	**15.518.570**	**11.324.265**

To support the well-being and educational development of students affected by the earthquake, MoNE established "support, game, and activity tents." These tents were designed to provide a safe and enriching environment for children to engage in play and activities, which can help alleviate the negative impacts of trauma experienced after a disaster. A total of 416 tents were set up in the 10 provinces most affected by the earthquake, and they continue to serve students in these areas. Over the course of three months following the earthquake, these services were provided 1 million 68 thousand 605 students. By offering this kind of support, MoNE aimed to promote normalcy, alleviate the negative effects of the disaster, and ensure that students continue to have access to enriching and educational activities despite the challenges posed by the earthquake.

To enhance the educational opportunities offered to students, MoNE also sent a "mobile science center" to the disaster area. This center is equipped with various experimental sets in natural sciences, such as physics, biology, astronomy, and geography, and provides a hands-on learning experience for students. This initiative aims to increase the interest of children in education and provide an alternative learning environment. The mobile science center was specifically assigned for the use of students and teachers in highly affected provinces to promote scientific exploration and experimentation.

Figure 9: The number of televisions installed in education environments and the number of tablets distributed to earthquake victims

	TV	TABLET
ADIYAMAN	2500	4000
GAZİANTEP	3000	750
HATAY	4510	4000
KAHRAMANMARAŞ	2650	4000
MALATYA	5500	4000
OSMANİYE	400	-
TOTAL	**18.560**	**16.750**

d.5. Education environments for children with special needs and medical treatment

The loss of parents at an early age can have long-term impacts on children, affecting their well-being and development throughout their lives (Case & Ardington, 2006; Kailaheimo-Lönnqvist & Kotimäki, 2020). Students are particularly vulnerable to the psychological and economic impacts of such sudden losses (Brent et al., 2012; Kane et al., 2010). In the aftermath of a natural disaster, the loss of family members may also result in inadequate economic resources and psychological support, further compounding the challenges faced by affected students. Family characteristics are strongly correlated with access to education and educational outcomes (Harju-Luukkainen, Wang & Garvis, 2020; Leeuw et al., 2023; Suna et al., 2021), and the loss of family members may negatively impact a student's educational progress and achievement (Elsner, Krysinska & Andriessen, 2021).

The impact of disasters on children, as discussed in previous sections of this report (CPHA, 2019), underscores their vulnerability and heightened support needs. Moreover, disadvantaged students and those with special educational needs (SEN) are especially susceptible to experiencing compounded disadvantages in such circumstances (Boon et al., 2011; Elangovan & Kasi, 2014; Rofiah, Kawai & Nur Hayati, 2021). This disparity is further exemplified during the Covid-19 pandemic, as seen in the experience of children with SEN (Inclusion Ireland, 2020). Therefore, ensuring that educational environments are appropriate for children with special needs, facilitating their access to education, and providing necessary support are crucial steps toward reducing inequalities Stough, Ducy & Kang, 2017).

To further support children with special educational needs, MoNE has also provided additional teacher training on inclusive education and special needs education. In partnership with various organizations and universities, MoNE has organized training programs for teachers to improve their skills in providing inclusive education to students with disabilities. These programs aim to promote a more inclusive educational environment and to ensure that all children, including those with disabilities, have equal access to education. Additionally, MoNE has also provided assistive technologies and devices, such as hearing aids and wheelchairs, to students with disabilities to improve their access to educational opportunities. These efforts demonstrate MoNE's commitment to promoting equal access to education and supporting the needs of all students, including those with special education needs.

d.6. Supporting children preparing for the high-stake examinations

High-stakes assessments are an integral part of the education system in Türkiye, aimed at evaluating students' academic performance and determining their eligibility for upper-secondary and higher education (Kitchen et al., 2019). To pursue higher education in prestigious institutions, students must perform well in these examinations (MoNE, 2021). However, it is crucial to acknowledge the significance of policies that promote equal opportunities and prevent potential disparities in students' academic achievements, especially in the context of high-stakes assessments.

In line with its commitment to promoting equal opportunities and preventing potential declines in students' educational performance, MoNE has implemented two measures to support students preparing for high-stake assessments and mitigate the disadvantages faced by earthquake victims. Firstly, the content of these assessments has been limited to the first semester only, thereby ensuring that all students, regardless of their location, are evaluated based on the same material as before the earthquake. This measure aims to minimize the impact of the disaster on student performance in these assessments. Secondly, MoNE has established support classes, consisting of 3,205 education environments, with the participation of 129,652 students in the disaster area. These classes enable students to rejoin the courses they prefer and access educational materials to prepare for the assessments.

d.7. Supporting teachers and educational staff

After a disaster, the role of teachers is crucial in ensuring the safety and well-being of students, identifying their needs, and implementing measures to meet these needs (Le Brocque et al., 2016). Teachers are often the first point of contact for students and are responsible for providing care, taking them to safe educational environments, and addressing any psychological and physiological needs (CDC, 2022; Le Brocque et al., 2016). The effectiveness of teachers and psychological counselors working together is paramount in dealing with the aftermath of disasters and facilitating the normalization process for teachers and their families. Therefore, it is essential to recognize and support the critical role that teachers play in disaster response and recovery efforts.

In the context of post-disaster education models, the role of teachers is crucial, as it has been highlighted as one of the most important factors for meeting the educational

needs of students (GFDRR & The World Bank, 2019; INEE, 2010). Teachers may face challenges in dealing with students suffering from high anxiety levels and post-disaster traumas. In addition, they may require support as they interact with students and their families affected by the disaster (INEE, 2010). Therefore, to ensure the effectiveness of teachers, it is essential to improve their living conditions in the affected areas, provide them with psychological support, and take into account their needs and demands.

Additionally, MoNE has provided professional development opportunities for teachers to enhance their skills and knowledge to support students affected by the earthquake. MoNE organized training sessions for teachers on psychosocial support and trauma-informed teaching practices. Teachers were also trained on how to identify and respond to the needs of students with special educational needs. These professional development opportunities are aimed at helping teachers to better support their students, particularly those who are struggling with anxiety and trauma following the earthquake. Finally, MoNE has provided teachers with support materials such as educational materials and equipment, as well as temporary housing and transportation assistance to ensure that they can continue to provide quality education to their students despite the challenges they face. By providing comprehensive support to teachers, MoNE aims to ensure that they are able to effectively fulfill their important roles in post-disaster education models.

Conclusion and a General Overview

Education is an essential component of the post-disaster management and recovery process. The prompt provision of education services in the aftermath of disasters is regarded as a critical obligation of the state. This obligation has been recognized by states since the 1960s. The importance of education in emergencies has been substantiated by research and case studies, which demonstrate the many benefits of education in disaster situations, including safeguarding children, meeting their needs, fostering societal normalization, and protecting national investments and sustainable development. The restorative impact of education is therefore indispensable for mitigating the adverse effects of disasters and facilitating swift recovery.

MoNE has taken significant measures to address the aftermath of the devastating earthquake that occurred in Türkiye on February 6, 2023. The importance of inclusive education services for all students has been emphasized by EFA, GFDRR, and CPWG, and MoNE has taken strategic planning actions based on live data since the onset of the disaster. Rapid education services have been implemented through the use of tents, containers, and prefabricated schools. MoNE has approached the needs of institutions individually and used district-level decision-making to transition to in-person education, similar to the approach taken during the Covid-19 pandemic. As a result of this approach, education activities were launched in all provinces roughly seven weeks after the earthquake, and preparations for school-based education were completed ten weeks later.

MoNE has demonstrated its commitment to effectively addressing the needs of those affected by the earthquake by rapidly mobilizing human resources and establishing specialized educational facilities. The prompt deployment of over 7,000 teachers and 5,000 psychological counselors played a crucial role in providing much-needed support to the victims, highlighting the importance of building human resource capacity in disaster management frameworks. To increase access to education, MoNE established "special education tents" and "hospital classrooms" shortly after the earthquake, meeting the special education needs of students and ensuring they did not lose their education link. The provision of at least one hospital classroom in each hospital in the region is a testament to MoNE's commitment to ensuring that students can continue their education, even under difficult circumstances.

The provision of education services after the earthquake has not only increased accessibility but also promoted policies that promote equal opportunities. MoNE has provided a range of educational materials, stationery, and access to digital education platforms for students. In addition to psychosocial and academic support, scholarships have been offered to students who lost family members, and all earthquake-affected students have been provided with free access to school hostels throughout Türkiye. MoNE has also facilitated the process of transferring students from their place of residence to the education area. This approach has contributed to ensuring equal access to education for all students, regardless of their location or economic status.

MoNE's effective use of vocational education and training (VET) institutions' production capacity is an important factor that is often overlooked in disaster management models. Similar to the approach during the Covid-19 pandemic, MoNE utilized the production capacity of these institutions to produce urgently needed products in the aftermath of the earthquake. As a result, MoNE became the primary provider of food and shelter products in the affected area. In addition, through lifelong learning institutions, MoNE contributed to meeting urgent needs through another innovative mechanism. Items such as sleeping bags, blankets, bed linen, and clothing were produced in lifelong learning institutions, both in the earthquake area and in other provinces. Thus, while a significant portion of MoNE's human resources are dedicated to educating students, another significant portion makes great efforts to provide assistance to earthquake victims. These contributions by MoNE go beyond the scope of post-disaster educational management frameworks and models and may be evaluated within the context of comprehensive post-disaster humanitarian aid and education frameworks.

MoNE's ongoing efforts to transition from psychosocial to psychoeducational support reflect its commitment to addressing the long-term impact of the earthquake on students and their communities. This gradual process, set to be completed in April, aims to promote social normalization and improve the overall well-being of earthquake victims. The Psychosocial Support Action Plan, implemented by MoNE, ensures that students continue to receive psychological support even after the start of school, while academic and social support programs are put in place to mitigate the negative effects of the earthquake on their learning outcomes and social development. Through these efforts, MoNE demonstrates its dedication to providing comprehensive and sustained support to those affected by the earthquake, and contributes to the long-term recovery of the region.

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