

ANALYSIS OF **BARRIERS TO EDUCATION** AND PROFILE OF OUT-OF-SCHOOL REFUGEE CHILDREN IN SOUTHEAST TURKEY



2021

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Koşuyolu Mah. Koşuyolu Cad. No.52
Kadıköy – İstanbul

info@ingev.org – www.ingev.org

LIST OF ABBREVIATIONS

ALP	Accelerated Learning Program
ASAM	Association for Solidarity with Asylum Seekers and Migrants
CCTE	Conditional Cash Transfer for Education
DGMM	The Directorate General of Migration Management
FRIT	Facility for Refugees in Turkey
IOM	International Organization for Migration
KAGEM	Turkish Religious Foundation Women and Youth Center
MoFLSS	The Ministry of Family, Labor and Social Services
MoNE	The Ministry of National Education
NGO	Non-Governmental Organization
PIKTES	Promoting Integration of Syrian Kids into Turkish Education System
SVEP	Syrian Volunteer Education Staff
TEC	Temporary Education Program
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Fund
UNRWA	United Nations Relief and Works Agency

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Executive Summary

The research study consisting of a literature review, surveys with caregivers, in-depth interviews with children and in-depth interviews with key informants were designed and carried out in order to provide barriers of education on various dimensions.

The purpose of this research is to compile an up-to-date analysis of obstacles to school-age refugee children's education access and retention, as well as to profile out-of-school refugee children in four provinces of Southeast Turkey (Gaziantep, Hatay, Kilis and Sanliurfa). In order to identify educational barriers on a variety of dimensions a literature review, caregiver surveys, in-depth interviews with children, and in-depth interviews with key informants were designed and conducted.

The study revealed obstacles impeding children's access to school. Some of these difficulties are systemic in nature, such as school overcrowding and difficulties parents encounter when enrolling their children in school (lack of information on how to enroll in school, how to access necessary documents, etc.), while others stem from parents' fear that their children will be bullied at school (not only at school but also on as children make their way to and from school). Additionally, it should be mentioned that another barrier to school attendance is parental concerns about their livelihoods and low economic status. Given the parents' livelihood concerns and poor economic status, one of the most critical factors that can inspire them to send their children to school is the availability of vocational education in formal education. Thus, it can be expected that the anxiety of parents about the future of their children will be alleviated and the interest in sending them to school will increase. More than half of parents with unenrolled children responded that they would reconsider enrolling their child if certain conditions were met. Each child interviewed expressed a desire to attend school and children who dropped out expressed a wish to return.

Taking into account all the concrete problems and concerns experienced by parents and children, the following interventions and improvements may have a positive impact on children's enrolment rates:

- Establishing units that will provide information and counseling in the Arabic language to parents about the Turkish education system and providing translation support to ensure communication between Syrian parents and school staff at schools are some interventions that can improve the relationship between families and schools.
- Creating Turkish language classes for parents, providing financial assistance to families, providing free transportation to and from school for children, and providing free nutrition at school could also be seen as ways to foster an environment that supports school enrollment. Additionally, disseminating information about educational opportunities for adolescent children in technical vocational and vocational high schools that offer vocational education within the framework of formal education, establishing units where parents can consult about pathways to sustainable work and available job opportunities for themselves, and facilitating sessions for families on the importance of education, child development, positive parenting, and the impact of education on children's social-emotional skills and social cohesion would contribute to creating an enabling environment.
- When it comes to improving children's adaptation to school, creating Turkish language courses and conversation groups, as well as structured play opportunities that allow children from refugee and host communities to meet, collaborate, and learn from one another in an organic way, would benefit children. Psychosocial support opportunities at school, either through integrated PSS activities or stand-alone sessions, would help children. Both families and children should be supported in their adaptation processes. In this sense, implementing social adaptation programs in schools that encourage positive interactions between refugee and host community families may

be considered. Given the critical role of school administration, teachers and counselors in helping children adapt to school; school staff should also be supported. In this endeavor, to empower them to take a more empathic approach to refugee children and cope more effectively with challenges organizing professional development training to equip them with the tools essential to provide support to Syrian students and organizing professional development training to inform them about refugee children's right to education could be considered.

Since the start of the Syrian crisis, refugees' movement within the country has also resulted in a shift in the nature and breadth of the challenges they encounter. Their needs and expectations have changed throughout time. It is crucial to update support systems and interventions in this context, as well as to develop more innovative and quick response interventions. Collaboration between state agencies, NGOs/INGOs, and field workers is vital for identifying needs, managing time and emergencies, and avoiding duplication of efforts in the field of humanitarian assistance.

Objective

The research objective is to obtain an up-to-date analysis of barriers related to school-age refugee children's education access and retention, and determine the profiles of out-of-school refugee children in four provinces of Southeast Turkey (Gaziantep, Hatay, Kilis and Sanliurfa). This report examines common barriers to education in these four provinces, as well as household and community perceptions, beliefs, attitudes, and behaviors toward education. Out-of-school refugee children's demographic and socio-economic profiles – including gender and age – were also analyzed. The research findings will facilitate more specific and targeted strategies for improving access to education and enhancing school attendance among school-age refugee children based on factors such as gender and age.

The main subjects covered in the research are:

- The current situation of school-age refugee children with respect to schooling and retention rate in formal education;
- Support provided by the Turkish government and stakeholders to increase the enrollment rate and improve retention;
- The physical, economic, cultural, and social barriers that prevent school-age refugee children from being out of school;
- The interaction between education barriers, gender and age of the school-age refugee children;
- An analysis of out-of-school refugee children's demographic profile and household situation; and
- The impact of the COVID-19 pandemic on out-of-school refugee children and on refugee children at risk of dropping out of school.



Review of Literature and Past Studies

Overall Situation

Turkey hosts the largest number of refugees worldwide, and conditions have changed significantly since the Syrian crisis began in 2011. Turkey has been dealing with multiple issues related to meeting the socio-economic needs of approximately 3.7 million Syrian refugees. More than 1.6 million (44%) of Syrian refugees are children, and 70% of those are school age (5-17 years old) children.

Table 1: Age and Gender Distribution of Syrian Refugee Children aged 0-18¹

Age Group	Female	Male	Total
0-4 age group	243,829	261,197	505,026
5-9 age group	273,376	291,074	564,450
10-14 age group	205,515	218,770	424,285
15-18 age group	118,325	138,160	256,485
Total	841,045	909,201	1,750,246

In Turkey the population aged 5-17 years is considered to be school-age children. The state supports pre-primary education for children aged 3-5. However, compulsory schooling starts with Grade 1, and a child should begin mandatory education from the age of 69 months (Grade 1). Compulsory education covers primary school (starting from first grade), lower secondary school (fifth to eighth grades), and upper secondary school (ninth to 12th grades).

According to the Ministry of National Education (MoNE) in the 2019-2020 academic year, 684,728 children of school age (5-17 years old) under temporary protection were enrolled in formal education programs. However, according to estimates, about 400,000 children remain out of the education system. The highest enrollment rate of school-age Syrian refugee children is at the primary school level (89%). According to the United Nations High Commissioner for Refugees (UNHCR) 2020 Education Report, the rate of schooling of refugee children at the primary level is 77% worldwide, this rate is higher in Turkey. On the other side, schooling ratio falls to 70% at the lower secondary school level, and the most remarkable drop is experienced in the transition from lower secondary school to upper secondary school, where enrolment falls to 33%. It is commonly believed that the main reasons for this decline are the fact that boys have to work to provide economic support to the family and that young girls who reach high school age marry at an early age.²

¹ DGMM, Up-to-Date Statistics, July 2021 [TEMPORARY PROTECTION \(goc.gov.tr\)](https://goc.gov.tr)

² Schooling Status of Syrian Migrant Children in Turkey (in Turkish) [1313380 \(dergipark.org.tr\)](https://dergipark.org.tr/1313380)

Table 2: Gross-Enrollment Rate of Syrian School Age Refugee Children by 2019-2020 Academic Year³

Grade	Number of Syrian Refugee School Age Population	Number of Syrian School Age Population Enrolled in Formal Education	Gross Enrollment Rate (2019-2020)
Pre-Primary	112,834	30,678	27.2%
Primary	382,357	341,325	89.3%
Lower-secondary	318,251	224,365	70.5%
Upper-secondary	268,730	88,360	33.0%
Total	1,082,172	684,728	63.3%

There are two main regions where Syrians under temporary protection in Turkey are heavily clustered. The first one is the Istanbul region, with approximately 500,000 Syrians under temporary protection. The other is near the Syrian border. This area includes a cluster of cities close to the border: Gaziantep, Hatay, Sanliurfa and Kilis. According to the latest data on temporary protection from the Directorate General of Migration Management (DGMM), these cities host the highest percentage of Syrians under temporary protection in Turkey. The four provinces most densely populated with refugees in southeast Turkey host over 1.4 million Syrians under temporary protection.

As of December 2020, 39% of Syrian refugees residing in Turkey were located in southeastern Turkey, including 42% of school-age children (5-17 years old). Although the proportion of Syrian school-age refugee children in southeast Turkey was similar to Turkey nationally (%32 and %30, respectively), the formal education enrollment rate of southeast Turkey was far behind the overall level for Turkey (51% and 63%, respectively). The inequality between Syrian school-age refugee girls' and boys' access to education nationally was also noteworthy: 53% of boys and 47% of girls were enrolled in formal education programs⁴.

Table 3: Enrollment Rates of Syrian School Age Refugee Children in Gaziantep, Hatay, Sanliurfa and Kilis.⁵

	Syrian Refugee Population	Syrian Refugee School Age Population (2019-2020)	Syrian Refugee School Age Population Rate	Numbers of Syrian Refugee Children Enrolled in Formal Education	Gross Enrollment Rate
Gaziantep	450,553	142,861	31.7%	83,311	58.3%
Hatay	434,301	123,905	28.5%	62,858	50.7%
Sanliurfa	419,803	143,151	34.1%	62,021	43.3%
Kilis	108,421	40,553	37.4%	20,572	50.7%
Southeast of Turkey	1.413.078	450.470	31,9%	228.762	50,8%
Turkey	3.641.503	1.082.172	29,7%	684.728	63,3%
Proportion	39%	42%		33%	

In 2018-2019, 86% of public schools hosted refugee children, and this rate increased to 96% in 2019-2020. The termination of the Temporary Education Centers (TECs) in 2016-2017 and regulation related

³ UNICEF, Education of Children Under Temporary Protection in Turkey, October 2019, p.26 [Education of children under temporary protection in Turkey: Statistical report | UNICEF Turkey](#)

⁴ [Education of Children Under Temporary Protection in Turkey, October 2019, p.23 - https://www.unicef.org/turkey/en/reports/education-children-under-temporary-protection-turkey-statistical-report](#)

⁵ UNICEF, Education of Children Under Temporary Protection in Turkey, October 2019, p.28 [Education of children under temporary protection in Turkey: Statistical report | UNICEF Turkey](#)

to the participation of refugee children in formal education in public schools had an effect, and boosted this rate. At the same time, the country program implemented in cooperation with UNICEF Turkey since 2016 has played an essential role in the inclusion of refugee children in formal education.

Legal Background

Since 2013, many steps have been taken to meet the educational needs of Syrian refugee children. First, a comprehensive circular titled “Educational Services for Syrian Citizens Under Temporary Protection in Our Country” was issued on September 26, 2013, under which MoNE institutionalized the education of Syrians. After the first flow of refugees in 2011, MoNE began to address the legal basis for opportunities for education created by non-governmental organizations (NGOs) with the circulars published by MoNE on April 26, 2013 and September 26, 2013.

In April 2014, Law No.6458 on foreigners and international protection entered into force as the first comprehensive law on this subject. Within the scope of this law, the legal status of Syrians and the legal framework from which they can benefit were established within the scope of the Temporary Protection Regulation, which entered into force in October 2014. With the Temporary Protection Regulation, Syrians living in and outside the camps were granted the right to access health, education and social assistance services.

In 2014, MoNE issued a circular on the education of Syrians who have obtained the right to education with temporary protection status, expanding the scope of the circular issued in the previous year. On September 23, 2014, Circular 2014/21 titled "Educational Services for Foreigners" granted Syrian children education services in schools under MoNE or in Temporary Education Centers (TECs) established for Syrians. With this circular, Syrian children in Turkey acquired the right to legally enroll not only in TECs most commonly attended by Syrian students, but also in public schools in Turkey. All Syrian students from primary education to high school education were included in the e-school automation system with their foreign identity numbers.

MoNE is the highest decision-making body on the education of Syrians in Turkey. The Department of Migration and Emergency under the Directorate General of Life Long Learning under the Ministry was established in 2016, notably prioritizing the education of Syrian immigrants in Turkey.

One of the important changes made by MoNE for immigrants in 2016 was the gradual closure of temporary education centers (TECs). Through a letter for the provincial governorships where TECs are located, MoNE established that it was the only body authorized to provide education services to Syrians and that the TECs established and operated by non-governmental organizations must be closed. One reason the Ministry made this change was to standardize educational activities, and to ensure that the diploma of a student who graduated is internationally valid.

Support Provided by the Turkish Government and Other Stakeholders

This section will examine the assistance provided by the Turkish government and other stakeholders (civil society, international organizations) aimed at facilitating schooling and improving school attendance (implemented and in progress) of Syrian students.

Many programs have been carried out to increase the access to education and schooling rate of refugee children in Turkey. Some of them can be summarized as follows:

TECs:

TECs are temporary education institutions established in response to the mass migration of Syrians. TECs operate at the primary and secondary education levels, providing education services for Syrian children and youth of school age living inside and outside the camps, in Arabic and following the Syrian curriculum.

TECs, started by KAGEM, an association under the Turkish Religious Foundation, initially operated in camps, but later expanded under Circular No. 2014/21 on Educational Services for Foreigners, issued on September 23, 2014. The first step enabled the opening of 318 temporary education centers throughout Turkey with the support of NGOs, municipalities and the business community. In the 2016-17 academic year, a significant increase was achieved and the number of children attending school in 425 TECs in 21 provinces, both inside and outside the camps, reached 328,494. However, in 2016, MoNE decided to close TECs gradually. Due to this transition process, in 2019, there were 199 TECs in 11 provinces educating 39,178 Syrian children⁶.

These centers had both paid and volunteer teachers, with language lessons in Arabic and Turkish. The widespread language education was helpful for the adaptation to the education system in public schools.

In order for Syrian students to continue their education at TECs they had to be registered at the police department, and while those who were not registered could attend classes at TECs, they could not receive a diploma. Educational documents from Syria were also requested to determine the class level, and if the students did not have the necessary documents, they were placed in the appropriate class by taking a placement test. It was possible for students to transfer to public schools in any school year; however, the rate of transition to public schools remained very low.

Students who graduated from TECs could continue their education at universities in Turkey if they passed the International Student Exam. However, these students who graduated from TECs faced several problems over time due to the lack of national and international equivalence of their diplomas. To solve this problem, students graduating from TECs were allowed to enroll in open education high schools to obtain a valid diploma.

The most intense interest in TECs was in the 2016-2017 academic year. However, even in this academic year, the number of students enrolled in TEC (328,494 students) and public schools (155,852 students) reached 486,417 out of 833,039 thousand school-age Syrian children rate is only 59%.⁷ Due to compulsory education in Turkey, it is aimed that 100% of all school-age children attend schools or TECs. However, despite the existence of both public schools and TECs, the desired level of schooling rate of Syrian children could not be reached in this period because of the negative prejudices of some refugee parents, especially against the education of girls, the inadequate information of the parents related to the education system in Turkey and its opportunities, and intense post-traumatic stress disorder of children who have come out of war.⁸ Further, especially in the beginning of the conflict, families did not prioritize education as they thought they would be returning to Syria quite quickly and their stay in Turkey would be temporary. As the first steps of the gradual transition from TECs to public schools, as of the 2017-

⁶ ERG, Öğrenciler ve eğitime erişim izleme raporu, Eğitim izleme raporu, 2019. https://www.egitimreformugirisimi.org/wp-in-content/uploads/2010/01/E%C4%B0R19_OgrencilerveEgitimeErisim.pdf

⁷ ibid

⁸ Tanrıkulu, F. (2017). Türkiye’de yaşayan Suriyelilerin eğitim sorunu ve çözüm önerileri. Liberal Düşünce Dergisi 22, Sayı: 86, Bahar, 127-144.

2018 academic year, the Ministry has made it compulsory for students who have completed the kindergarten, 1st, 5th and 9th grades of TECs to be registered in public schools for continuation classes and has stipulated that Turkish language lessons should be given for 15 hours per week for intermediate class students attending TECs. In addition, in this process, it accelerated the construction of classrooms and schools in order to solve the physical infrastructure problem in public schools. Thus, it was decided for the gradual closure of Temporary Education Centers within three years. It is aimed to include all Syrian students in Turkish schools and facilitate their integration by providing intensive Turkish education to students in these centers. For some stakeholders, the closure of TEC is carried out too rapidly and will lead to difficulties for teachers in handling curricula to mixed classes of Turkish and Syrian children. The final TEC closed in 2020.⁹

Conditional Cash Transfer for Education (CCTE) Program:

Turkey has established the Conditional Cash Transfer for Education (CCTE) program with stakeholders to support Syrian school-age children under temporary protection and their integration in schools. The CCTE program's scope, which covered only Turkish citizens between 2013-2017, was expanded to include Syrian refugee children of school age in 2017.

The program was implemented in collaboration with the Ministry of Family, Labor and Social Services (MoFLSS), MoNE, Turkish Red Crescent, and UNICEF. The programme is being funded by European Union Directorate General for European Civil Protection and Humanitarian Aid Operations (ECHO). The CCTE is available for families facing socio-economic disadvantages and promotes refugee children's enrolment in Turkish schools and their regular attendance. Moreover, the program places particular emphasis on supporting girls and secondary school students. In order to be eligible for CCTE and receive assistance, children must be enrolled in Turkish public schools and attend school regularly.

In order to apply for this program, the student must reside outside the temporary accommodation center, there must be no family member in the student's household paying in to social security and the student must be absent from school for a maximum of four days in a month.¹⁰

In order to apply for CCTE all members of the family must obtain a foreigner's identification number starting with 99. If everyone in the family has an identity card starting with 99, an application is made by going to the Red Crescent Service Center or Social Assistance and Solidarity Foundation in the place of residence. Students who are found eligible at the end of the examination receive the aid payment through their Red Crescent card or their accounts at PTT. Support is given every two months during the nine-month period of schooling.

As of August 2021, the payment amounts are as follows:

- 45 TL per month for boys from kindergarten to Grade 8
- 50 TL per month for girls from kindergarten to Grade 8
- 55 TL per month for boys from Grades 9-12
- 75 TL per month for girls from Grades 9-12

⁹ European Council on Refugees and Exiles, Asylum Information Database, Country Report: Access to Education in Turkey. <https://asylumineurope.org/reports/country/turkey/content-temporary-protection/employment-and-education/access-education/>

¹⁰ Aile ve Sosyal Hizmetler Bakanlığı (2021). Şartlı Eğitim ve Şartlı Sağlık Yardımı. <https://www.aile.gov.tr/ssssosyal-yardimlar-genel-mudurlugu/sartli-egitim-saglik-yardimi/>

If the student does not attend school for more than four days in a month, the student cannot receive financial support for that month. Families are also given a top-up at the beginning of each semester as an incentive, with the amount dependent on the child's education level but not on gender. As of August 2021, the motivational payments are as follows:

- 100 TL from kindergarten to Grade 4
- 200 TL from Grades 5-8
- 250 TL from Grades 9-12
- 250 TL for students in the Accelerated Learning Program

The number of refugee children benefiting from the program increased from 410,740 in December 2018 to 700,097 in August 2021. Around 325,000 children are benefitting from CCTE in the Southeast as of June 2021.¹¹ The socio-economic difficulties experienced by the families have increased due to Covid-19, an extra payment of 85 TL was made to the families of 518,794 children in November 2020 in order to alleviate these difficulties to some extent.¹²

The child protection component of the CCTE program reached 97,342 children and 8,202 of these children were referred to specialized services.¹³

Additionally, the CCTE programme has a Social Cohesion component which it promotes social cohesion through education. In order to achieve this, the component contributes to the development of national guidelines and tools to tackle issues related to social tension, including school personnel capacity building, in classroom activity guides for Children, and awareness-raising materials for parents. As of end August 2021, 6,748 children participated in activities that built their social and emotional skills, promoted social cohesion, and raised awareness of the importance of anti-bullying. 351 school staff were provided with online training focusing on detection and prevention of bullying and cyberbullying, as well as classroom management skills to tackle issues of social tension between groups of students. 421 parents were engaged in online sessions to build their capacity in prevention and detection of bullying.¹⁴

Accelerated Learning Program (ALP):

ALP, another program supported by UNICEF, is a non-formal education program specifically designed to support out-of-school refugee children's transition to formal education. This program provides an alternative education opportunity for refugee children aged 10-18 who have been out of school for three years or more and are not ready to attend formal education with students of their own age group. The program is implemented in Public Education Centers (PECs) in 12 provinces and provides certified learning opportunities with a curriculum approved by MoNE. ALP students were also included in the CCTE program for the first time in 2019.¹⁵

From the start of the program in 2018 until the end of 2019, 17,492 children (47% of whom were girls) benefited from the ALP. Around half, or 48%, have already completed the relevant ALP process and have

¹¹ The Conditional Cash Transfer for Education (CCTE) Programme Fact Sheet (August, 2021)
<https://www.unicef.org/turkey/en/media/13056/file>

¹² ibid

¹³ ibid

¹⁴ Conditional Cash Transfer for Education Programme for Syrians and Other Refugees, August 2021,
<https://www.unicef.org/turkey/en/media/13056/file>

¹⁵ UNICEF Annual Report 2020 [UNICEF 2019 Yıllık Faaliyet Raporu.pdf](#)

been directed to the formal education system. According to August 2021 data, 4743 students still benefit from this program.¹⁶

Turkish language classes, supported by UNICEF and performed in parallel with ALP, aim to eliminate the language barrier that affects the participation of children who are out of school and at risk of dropping out of school. These courses, together with social cohesion activities, are given at the Ministry of Youth and Sports' youth centers in 24 provinces. 11,937 children (47% of whom were girls) benefited from UNICEF supported language courses, as of the end of 2019.

Other Supports for Schooling Under the UNICEF Country Program:¹⁷

- To support teachers, a fund was created for education personnel to meet the educational needs of refugee children, with monthly incentive payments provided to the Syrian Volunteer Education Personnel (SVEPs). The incentive payments were equal to minimum wage in Turkey and delivered through a trilateral protocol between UNICEF, MoNE and PTT. As of December 2019, 12,994 Syrians (6,062 men and 6,932 women) were working as SVEPs and receiving the incentive. In 2019, the amount of monthly incentives paid to SVEPs was increased from 1,603 TL to 2,020 TL in proportion to the increase in the minimum wage in Turkey, and new in-service training was provided for SVEPs.
- To support early childhood education, UNICEF provided classroom furniture and equipment in 18 pre-school education containers serving 900 children in order to expand the educational service areas within the scope of the ECE (early childhood education) program in preparation for Grade 1.
- Financial support was provided to 328 schools attended by more than 188,440 children to cover the increased care costs due to the services provided to refugee children.
- To reduce school-related expenses of families between 2016-2018, UNICEF, acting together with MoNE, supplied 800,000 school sets (bags and stationery) in various regions of Turkey to refugee children living in Turkey and Turkish students in distress.¹⁸ Monthly assistance, without conditions, is provided to families in order to meet their basic needs within the scope of Social Cohesion Assistance program implemented by the Ministry of Family and Social Services, Turkish Red Crescent and World Food Program.
- To support students' academic skills, 7,684 refugee children benefited from the Education Program in Primary Schools, which was implemented to support a large number of children who do not have the basic literacy and numeracy skills expected from third and fourth grade students.

PIKTES Project:¹⁹

"Promoting Integration of Syrian Kids into the Turkish Education System (PIKTES)" is an education project implemented by MoNE to improve education access among children under temporary protection.

¹⁶ The Conditional Cash Transfer for Education (CCTE) Programme Fact Sheet (August, 2021)
<https://www.unicef.org/turkey/en/media/13056/file>

¹⁷ ibid

¹⁸ UNICEF Turkey Country Report (2018)

<https://www.unicef.org/turkey/media/7351/file/UNICEF%20T%C3%9CRK%C4%B0YE%20YILLIK%20RAPORU%20-%202018.pdf>

¹⁹ <https://piktes.gov.tr/Home/IndexENG>

PIKTES is funded by a direct EU grant within the scope of the “Facility for Refugees in Turkey (FRIT)” agreement. The project was launched on October 3, 2016, and it still is in operation in 26 provinces. The PIKTES Project, which started its second phase in December 2018, will continue until December 2021.

The activities within the scope of PICTES are as follows:

Turkish Language Education	Arabic Language Education	Early Childhood Education
Catch-up Training	Back-up Training	Transportation Service
Provision of Stationery	Scholarship for Vocational and Technical Training	Awareness-Raising Activities
Raising Awareness of Syrian Families Regarding Education Service	Revision of Turkish Curriculum	Providing Equipment Assistance to Schools
Trainings for Teachers	Social Cohesion Activities	Turkish Language Education for Syrian Families
Awareness-Raising Training for MoNE Staff	Coordination Meeting with Stakeholders	Project Research Activities and Conferences

Activities Carried Out by Some NGOs/INGOs:

Maya Foundation:

The Trauma Informed Schools Program, implemented in 2016 to transform schools into safe spaces for students affected by trauma, is carried out in partnership with MoNE and Maya Foundation. The program aims to help children benefit from the education system and overcome the effects of traumatic events in their lives. Maya Foundation implements the TIS program directly in schools in Istanbul and Şanlıurfa.

Maya Foundation provides training and supervision for teachers and orientation courses for school management on child protection procedures, in addition to rehabilitation activities with children, covering topics such as peer bullying, cultural cohesion and creative reading days. In addition, Positive Parenting Skills Training is given to parents of children with traumatic symptoms.²⁰

International Organization for Migration (IOM):

The school transportation project was launched in 2014 in the southeastern provinces hosting the most significant number of refugees and migrants. It provides basic needs and protection for Syrian refugees and migrants under temporary protection in Turkey and Turkish students from low-income host communities. Turkish students make up 25% of the project's beneficiaries.

The project aims to provide safe, efficient and reliable daily school transportation services to make access to education possible for those it might otherwise not be, supporting the integration of Syrian children into the Turkish public school system.

Working together with MoNE, IOM identifies which provinces most need school transportation assistance. As a result, enrollment and attendance numbers have significantly increased after school transportation has been provided to students.

²⁰ Trauma-Sensitive School Program, Maya Foundation (in Turkish) [FINAL_Maya-Vakfi_Travmaya-Duyarli-Okul-Programi_RAPOR.pdf](#) (mayavakfi.org)

Even for public schools, transportation fees pose a significant barrier for families sending their kids to school. It is especially crucial for younger children who are not able to walk to school or use public transportation, and for female students who have safety concerns while walking to school in winter when it gets darker earlier in the evening. In 2021 IOM provided school transportation in 13 provinces.²¹

Another project carried out by IOM facilitates the access of refugee children with disabilities to education. In Turkey, out-of-school support education services are provided for students with disabilities in special education and rehabilitation centers. The government makes monthly payments to these centers for Turkish students. Accordingly, MoNE pays 862 TL per month for individual education and 241 TL per month for group education. However, this allowance does not apply to Syrian students with disabilities. Syrian children with disabilities cannot benefit from this support education service. However, since March 2020, IOM has been covering the educational expenses of 54 Syrian disabled students in special education and rehabilitation centers, and transporting students to these centers. IOM also provides various educational materials (educational toys, books, literacy kits, puzzles, etc.) to support these students' education at home.²²

Save the Children:

Save the Children Turkey carried out a project related to peer bullying in cooperation with Avcılar Leyla Bayram Primary School. The aim of the project was to prevent children in the same or similar age group from engaging in traumatic and harmful behaviors – physically, verbally and behaviorally – towards each other or a single child in the face-to-face or cyber environment, and to prevent the serious negative effects that could even result in dropping out of school.

With the support of Avcılar Leyla Bayram Primary School, Save the Children hosted workshops for students in the third and fourth grades and awareness-raising meetings for teachers, school counselors and school administration to develop an inclusive and safe educational environment in public schools. Moreover, family meetings were held to increase awareness of the negative effects of peer bullying and the responsibilities of families in this context.²³

Further, Save the Children, with the partnership of Antakya Municipality, organizes educational support courses for children aged 11-18 within the scope of the project “No Lost Generations: Increasing Access and Continuity to Education for Syrian and Host Adolescent Girls and Boys.” The project includes the following activities:

- Make-up courses and one-to-one support sessions for children who do not attend school
- Lecture and homework support for students who attend school but have academic difficulties
- Exam preparation study sessions for students preparing for the university exam
- Weekly sessions focused on social and emotional skills development for all children participating in the program
- Parent information and guidance support during the school enrollment process for children who do not attend school
- Apprenticeship training and guidance support for young people who want to acquire a profession and want to go to vocational and technical high schools

²¹ IOM Turkey School Transport Project [School Transportation One Pager Web.pdf \(iom.int\)](#)

²² Information obtained from a telephone conversation with IOM Gaziantep Official Resul Yıldız (April, 2021).

²³ Report on Preventing Peer Bullying in Schools, Save the Children (in Turkish) [OKULLARDA AKRAN ZORBALIĞINI ÖNLEME, OLUMLU ÖĞRETMEN-ÖĞRENCİ VE OLUMLU AKRAN İLİŞKİLERİ GELİŞTİRME](#) | Resource Centre ([savethechildren.net](#))

Support to Life (STL):

Support to Life aims to protect children who are employed or at risk of being employed in different fields and sectors, particularly in seasonal mobile agricultural areas in Adana province and Viranşehir district of Urfa province, from neglect and abuse within the scope of the Child Protection Program in Seasonal Agriculture. It works to provide these children with access to educational opportunities. In particular, it offers psychological and psychosocial support to children and their parents in order to reduce the psychological effects of the employment of children to improve their well-being and to ensure that children return to school.²⁴

Refugees Association:

Refugees Association carries out programs for children who are in and out of the education system for various reasons. The Child and Youth Center was established in 2017 in order to facilitate refugee and asylum-seeking children's adaptation to a new life, and education. Courses in the center bring primary, secondary and high school children to the same level as their peers academically (including lesson support, exam preparation courses, etc.). Workshops (theatre, music, coding, design, sports, etc.) are held to facilitate social cohesion and improve children's communication skills and awareness-raising activities for families are carried out.²⁵

Concern Worldwide:

In southeast Turkey, Concern implements activities supporting education access, quality and well-being for school-age children between the ages of 5 and 18, as well as the children's caregivers, through community centers in Sanliurfa city center and surrounding districts. In order to mitigate child labor, the most common barrier to education in Sanliurfa, Concern runs the Fighting Child Labor through Education (FCLE) program and provides a monthly incentive of 500 TL for families with working children, conditional on the child enrolling in school and maintaining a 90% attendance rate. Generally, one child per family benefits from the program. For families with multiple children working to contribute to household income, Concern offers top-ups of 50 TL for each additional boy and 75 TL for each additional girl who leaves the labor market and attends school. Since 2016, Concern has supported 1,125 girls and boys to enroll in and benefit from the Turkish formal education system through FCLE. The success rate of the program is currently 90%.

Many barriers to education are financial, with families unable to provide the material goods or services that children need to succeed in school. Through the Education Access Fund, Concern provides medical equipment, such as optical glasses, hearing devices and medical shoes for children who need them. Concern also provides speech therapy, school stationery, school uniforms, tablets and internet packages so families can access school in person and online, as was necessary during the COVID-19 pandemic. Concern also works closely with parents and families through the Caregiver Engagement program, a series of interactive sessions that promote the importance of education, encourage positive parenting and support families to create a safe environment at home for their children's learning, growth and development.

²⁴ Support to Life Panorama (in Turkish) [HDD_2020 Hayata Destek Panoraması_TR_23.03.2021_WEB](#)

²⁵ Educational Activities for Children and Young People (in Turkish) [Çocuk ve Gençlik Merkezi – Mülteciler ve Sığınmacılar Yardımlaşma ve Dayanışma Derneği \(multeciler.org.tr\)](#)

Concern also implements a 12-week, center-based PSS program for refugee boys and girls aged 5-15. The activities (both in-person and remote during the COVID-19 pandemic) are focused on helping out-of-school children and those at high risk of dropout develop emotional and social wellbeing and equipping them with the skills and knowledge to deal with day-to-day stressors and challenges. In addition, the PSS program aims to support children to build self-confidence and resilience, practice skills like effective collaboration and problem solving in a safe environment, and foster a sense of belonging with their peers, as well as create a sense of excitement around learning.

Working to support the Sanliurfa Provincial National Education Directorate (PNED), Concern provides tailored assistance for out-of-school refugee children to enroll in Turkish formal education system or the Accelerated Learning Program (ALP). Since September 2020, district-based staff has worked with education authorities to enroll 1,500 children aged 5-18 in a relevant and appropriate education opportunity (including Turkish public schools, special education centers, ALP, Turkish courses and other non-formal education options).²⁶

SGDD – ASAM:

SGDD-ASAM informs refugee children about educational opportunities and helps them overcome barriers to schooling, in order to support them in accessing the right to education and establishing their lives as well-equipped, productive and strong individuals. It encourages children and their families to benefit from formal and non-formal education opportunities by improving their knowledge and awareness about the education system in Turkey. In addition, it enables adult refugees who are not of school age to attend Turkish language courses and vocational courses with a “lifelong learning” approach, especially in order to support their participation in the labor market and social cohesion processes.²⁷

In eight cities, ASAM, in partnership with UNICEF, implements the Support for School Enrolment (SSE) program to support out-of-school refugee children in accessing a broad range of services that address barriers restricting their participation in education. All services provided under the SSE programme are free of charge. In this program, ASAM SSE teams target Syrian children aged 5-17 and support them to enroll in the most appropriate learning program for their age. SSE program teams assess each child’s educational needs and provide counseling about available educational opportunities. Furthermore, they refer OOSC to relevant educational pathways available in their area (including pre-school education) and provide transportation, translation, and in-person support during the process when required. School bags and stationery kits are provided to enrolled children. ASAM works in coordination with provincial MoNE authorities to ensure effective support to out-of-school children in accessing education opportunities. Also under the Child Protection Services program, psychosocial support is provided to children and their families. As needed, families are referred to appropriate services offered by either ASAM or other service providers, including public institutions and NGOs.²⁸

Factors Preventing School-Age Refugee Children from Schooling

Although the Turkish government and NGOs have carried out many projects, 45% of school-age Syrian children are not included in the education activities. The children's inability to access education – which

²⁶ Concern Turkey Education Programme Factsheet

²⁷ Education Activities of ASAM (in Turkish) <https://sgdd.org.tr/calisma-alarimiz/egitim/>

²⁸ Support for School Enrollment (SSE) Programme Factsheet (In English) <https://www.unicef.org/turkey/en/media/12506/file>

is as fundamental as housing and nutrition – due to economic and social problems violates their rights. Many situations prevent Syrian refugee children from accessing education. The barriers related to access to education, which are commonly stated in the reports of various institutions operating in the field, are as follows:

Gender Differences

Girls and boys have different problems while accessing education. In line with the expectations of the families, boys generally drop out of school and work to provide financial support, and girls drop out to be married at a young age in order not to be an economic burden for the family after adolescence.²⁹

In addition, a report published by the Association of Assistance Solidarity Support for Refugees and Asylum-Seeker in 2017 found that families of immigrant children living in Ankara do not send their girls to schools because of their reaction to co-education.³⁰

Economic Vulnerability

Most refugees who have to settle in another country due to war have to deal with economic difficulties. In the studies conducted, the parents of most refugee children stated that they are dealing with meeting the basic needs of their family members, such as shelter and nutrition, and therefore they do not consider education as a basic need.³¹

Single Parenting

Single parenting and, consequently, economic vulnerability are barriers to education. Many women immigrated as single parents due to the loss of their spouses in the war, and these women had to start a new life. The majority of these women live outside the camps, in cities and villages, with their children under difficult conditions. In this type of family, the eldest male usually acts as the father of the family. When the SETA Foundation for Political, Economic and Social Research (SETA) organized meetings with a group of mothers who do not send their children to school in Gaziantep, it was observed that many of them lost their spouses in the war. In the meetings, mothers emphasized that they do not send their eldest sons to school, and the main reason for this is the need for a “father of the family”. The primary duty of the father of the family is to be a breadwinner.³²

Child Labor

Child labor is when children work in order to contribute financially to the family and, as a result, cannot access education.³³ Refugee child workers are the victims of extreme poverty. Refugee child workers are employed for meager wages in unsafe conditions. Children who are forced to do heavy work despite their young age may be more at risk of contracting occupational diseases than adults due to exposure to chemicals and being employed in hard work beyond their capacity. In addition, as a result of using heavy

²⁹ Research Report on Education of Syrian Children (in Turkish) [Suriyeli-Çocukların-Eğitimi-Araştırma-Raporu.pdf \(mavikalem.org\)](#)

³⁰ Education Access of Syrian School-Age Children in Ankara Report (in Turkish) [Ankaradaki-Suriyeli-Okul-Çağındaki-Çocukların-Eğitim-Erişimi-Raporu.pdf \(msyd.org\)](#)

³¹ Schooling Status of Syrian Migrant Children in Turkey (in Turkish) [1313380 \(dergipark.org.tr\)](#)

³² Overcoming Barriers: Schooling Syrian Children in Turkey, SETA [Engelleri-Aşmak-Türkiye’de-Suriyeli-Çocukları-Okullandırmak.pdf \(setav.org\)](#)

³³ The Most Vulnerable State of Labor in Turkey: Being a Syrian Refugee Child Labor in Sanliurfa [Çalışma ve Toplum Dergisi \(calismatoplum.org\)](#)

duty machines, children are more likely to encounter work accidents and they may lose their limbs or even their lives.³⁴

Language Barrier

Turkish and Arabic have different language structures. Children who have a good command of the Arabic language or another mother tongue may have difficulty learning the Turkish language itself and understanding subject content in Turkish. Although courses were opened to ease the language barrier, the difference in languages still constitutes a significant barrier to access to education.³⁵

Security and Difficulty in Transportation

In meetings of The Education of Syrian Children in Turkey organized by SETA, some Syrian refugee families said they do not want to send their children to school due to security problems. Providing safe transportation services, especially for young children and girls, is critical.³⁶

Bullying

Some Syrian parents may not be willing to send their children to schools because they think their children may have adaptation problems and be bullied. There is a need to improve the perspective towards refugees in society and in the school setting.³⁷ There are very few Syrian children in some schools. Some Syrian families who find it difficult for their children to be alone at school, are concerned about bullying, and do not consider it appropriate for their children to continue their education. While bullying can be seen as racism and discrimination among Turkish and Syrian students in schools, it can also be seen between Syrian students.³⁸

Unregistered Children

Most Syrian refugees live outside the camps, and families change cities as parents look for work. Families changing cities frequently is one of the biggest problems related to the schooling of Syrian children.³⁹

"Satellite Cities" allows refugees to be accommodated during their stay in Turkey. The practice does not impose any restrictions on the place (neighborhood, house/hotel, street, etc.) where the refugees want to reside in the city, but it hinders in-country mobility. According to this practice, asylum seekers have to live in satellite cities where they are registered until resettled in a third country. According to this regulation, the asylum seeker cannot leave the satellite city center for a long time without obtaining permission. They cannot reside, study or work in another city. Families who change residence often live and work unregistered in the city they travel to. It causes children to be unable to enroll in school.⁴⁰

³⁴ Refugee Children and Child Labor [Mülteci çocuklar ve çocuk işçiliği I Independent Türkçe \(indyrturk.com\)](http://Mülteci_cocuklar_ve_cocuk_isciligi_I_Independent_Turkce_(indyrturk.com))

³⁵ The Educational Needs of Syrian Children and the Challenges Faced in the Schooling Process (PDF) [GÖÇ VE EĞİTİM İLİŞKİSİ ÜZERİNE BİR DEĞERLENDİRME: SURİYELİ ÇOCUKLARIN EĞİTİM GEREKSİNİMİ VE OKULLAŞMA SÜREÇLERİNDE KARŞILAŞTIKLARI GÜÇLÜKLER \(researchgate.net\)](http://GÖÇ_VE_EĞİTİM_İLİŞKİSİ_ÜZERİNE_BİR_DEĞERLENDİRME:_SURIYELİ_ÇOCUKLARIN_EĞİTİM_GEREKSİNİMİ_VE_OKULLAŞMA_SÜREÇLERİNDE_KARŞILAŞTIKLARI_GÜÇLÜKLER_(researchgate.net))

³⁶ The Education of Syrian Children in Turkey, SETA [The Education of Syrian Children in Turkey | SETA \(setav.org\)](http://The_Education_of_Syrian_Children_in_Turkey_|_SETA_(setav.org))

³⁷ The Educational Needs of Syrian Children and the Challenges Faced in the Schooling Process (PDF) [GÖÇ VE EĞİTİM İLİŞKİSİ ÜZERİNE BİR DEĞERLENDİRME: SURİYELİ ÇOCUKLARIN EĞİTİM GEREKSİNİMİ VE OKULLAŞMA SÜREÇLERİNDE KARŞILAŞTIKLARI GÜÇLÜKLER \(researchgate.net\)](http://GÖÇ_VE_EĞİTİM_İLİŞKİSİ_ÜZERİNE_BİR_DEĞERLENDİRME:_SURIYELİ_ÇOCUKLARIN_EĞİTİM_GEREKSİNİMİ_VE_OKULLAŞMA_SÜREÇLERİNDE_KARŞILAŞTIKLARI_GÜÇLÜKLER_(researchgate.net))

³⁸ Educational Status of Syrian Children Workshop, KTO KARATAY UNIVERSITY [suriyeli-cocuklar-2019.pdf \(karatay.edu.tr\)](http://suriyeli-cocuklar-2019.pdf_(karatay.edu.tr))

³⁹ A Literature Review on the Issues Encountered in Educating Syrian Children in Turkey [1079406 \(dergipark.org.tr\)](http://1079406_(dergipark.org.tr))

⁴⁰ Asylum and Satellite City Experience in Turkey, (PDF) [Türkiye'de Sığınmacılık ve Uydu Kent Deneyimi \(researchgate.net\)](http://Türkiye'de_Sığınmacılık_ve_Uydu_Kent_Deneyimi_(researchgate.net))

Negative Attitudes of Teachers

Teachers who receive monolingual and single-cultural education in education faculties have difficulty in showing a pluralistic / inclusive approach to Syrian students with different socio-cultural characteristics in their classrooms. Among the teachers who have difficulties in terms of cultural competence, few have discriminatory and exclusionary attitudes towards Syrian students.⁴¹

Lack of Knowledge and Negative Attitudes of Families

Some children are ready to go to school, but they cannot go because their families do not have enough information about the education system. Some reports revealed that parents who do not send their children to school are also uneducated and do not believe in the transformative effect of education. In order to prevent this, the schooling of these children is ensured through active family visits made by National Education Directorates and NGOs in some provinces.⁴²

Recommendations to Improve the Schooling Rate of Refugee Children

Financial Aid:

- Aid provided under the CCTE is substantial but insufficient to meet the needs of families and children. In order to prevent children from dropping out of school and turning to child labor, financial support should be provided at least equal to the amount of monthly allowance that the child earns while working as a child worker.

Additional support provided to the student to increase school attendance:

Support for students who enroll in school but still have problems with school attendance due to some economic difficulties:

- Providing free meals to disadvantaged schools
- Supply of free drinking water to schools
- Providing monthly scholarship opportunities to students (in addition to CCTE)
- Students benefit from free transportation service
- Providing free stationery and uniform support

Measures to be taken for students attending school:⁴³

- Many families do not want to send their children to school because of peer violence, so preventing such violence and taking strict measures will make children feel safe at school and families will send their children to school.
- School programs that support Syrian children's language and academic skills should be established.
- Social adaptation programs should be established so that Syrian and Turkish children can meet in the school environment. In addition, children could do extracurricular activities together with various social and club activities.

⁴¹ Educational Status of Syrian Children Workshop, KTO KARATAY UNIVERSITY suriyeli-cocuklar-2019.pdf (karatay.edu.tr)

⁴² Education of Syrian Children in Turkey, EĞİTİM-BİR-SEN Suriye_Rapor_TURKCE_pdf.pdf (ebs.org.tr)

⁴³ Research Report on Education of Syrian Children (in Turkish) Suriyeli-Çocukların-Eğitimi-Araştırma-Raporu.pdf (mavikalem.org)

- Some Syrian children are victims of war, and all of them are the children of parents who are victims of war. For this reason, they may have been exposed to trauma. In order to cope with this and support their adaptation to school, psychosocial support opportunities should be offered at school.

Alternative education opportunities:

- Alternative education opportunities should be provided for children who have never enrolled in school. With programs such as distance education, evening schools, and ALP, children of all ages and levels can be supported. It can help some of them return to formal education, or they can receive a diploma after graduating from these education options.⁴⁴

Family empowerment:

- Families are not well-informed about the education system in Turkey, so units in Arabic should be established to inform families about the education system.
- Some families do not believe in the importance of education. These families should be informed about education's importance and transformative effect and persuaded to send their children to school. These families should be informed by making family visits.
- Language courses and conversation groups that parents can attend can be created.

The Impact of Covid-19 on Refugee Children Out of School or At Risk of Dropping Out

It is difficult for Syrian refugee families and their children, who have left their country to settle in another country due to the war and struggle with livelihood and social cohesion problems, to cope with an extraordinary situation such as the Covid-19 pandemic. Moreover, various studies have shown that these families face significant difficulties accessing the most basic rights during the pandemic.

As a result of the spread of the Covid-19, formal education in many parts of the world moved to online platforms. However, it was not possible for every child to access online education platforms because they may not have electronic devices (computer, tablet, etc.), internet, reliable electricity or digital skills. Moreover, most refugee families, who have financial difficulties and whose education level does not allow them to have relevant digital skills, cannot provide their children with the necessary opportunities for online education.

An ASAM report titled "The Effects of the Covid-19 Pandemic on Children under International Protection and Temporary Protection in Turkey" analyzed the situation of refugee families and children regarding the pandemic. According to the report, 30 out of every 100 children could not attend education regularly, and 48 had to leave education entirely. Moreover, 82% of the children who could not access education stated that they could not access distance education because they did not have the digital tools needed. 15 out of every 100 children who do not continue their education are forced to work.⁴⁵

⁴⁴ Education of Syrian Children in Turkey 'Türkiye'de Suriyeli Çocukların Eğitimi: Güçlükler ve Öneriler' Raporu Açıklandı (memursen.org.tr)

⁴⁵ Sectoral Analysis of the Impact of the COVID-19 Outbreak on Refugees in Turkey, ASAM [asam_covid_anket_raporu_200518_2_TR-1.pdf](#) (sivilsayfalar.org)

Programs and Best Practice Examples

When we look at the programs implemented to increase the schooling rate of refugee/immigrant children in different countries, it is seen that the programs create structures that support children, families and the social environment. Some examples are as follows:⁴⁶

- The first of these is the four-year training program implemented by the Norwegian Refugee Children organization for Syrian refugee children in Lebanon. Within the scope of this program trainings and awareness studies were conducted for refugee parents, social adaptation programs were carried out for children to get to know each other, and in-service trainings were organized simultaneously for teachers and school management to inform them about children's conditions and to encourage them to have positive attitudes towards children in the school environment. As a result, the program, which supports the family, the school administration, and the children, has seen 76% of the children who attend the classes succeed in the formal education exams.
- Another program is UNRWA's Education in Emergencies program, tailored for Palestinian refugees in Syria. Children were provided with educational materials with computer-based interactive content, as well as materials to facilitate self-learning at home. At the same time, solutions were produced to improve the self-learning processes of children by constructing safe play and learning areas in regions where refugee families live. Around 66,000 children benefited from this program, which also provides psycho-social support services for children and parents.
- To help children continue their learning, in 2021, UNICEF has reached more than 1,350 children in rural Hama with its self-learning programme, specially designed to help out-of-school children or those who missed out on their education to catch up with their peers, eventually supporting them to reintegrate into regular school, with the contributions from Japan, Germany, Finland, The US Fund for Educate a Child (EAC). Children were also supported with transportation to ensure their safety and were provided with school bags as well as self-learning material.⁴⁷



⁴⁶ Promising Practices in Refugee Education, Save the Children UNHCR-Pearson [Promising Practices in Refugee Education: Synthesis report](#)
| Resource Centre (savethechildren.net)

⁴⁷ <https://reliefweb.int/report/syrian-arab-republic/children-rural-hama-benefit-self-learning-programme>

Research Design and Methodology

This section will provide an outline of the research methodology. The research phase of the Analysis of Barriers to Education involved the fieldwork and data collection phases.

The study used multiple surveying methods to gather a deep understanding of out of school and drop out refugee children in Gaziantep, Hatay, Kilis and Sanliurfa. The primary tool for the study was both the quantitative survey and qualitative interviews. The research included face-to-face interviews with caregivers, in-depth interviews with children and meetings with key informants.

Face-to-Face Interviews with Caregivers

Face-to-face interviews were held with caregivers of out of school children or children who had dropped out of school. The primary objective of the caregiver interviews was to obtain information in order to analyze and identify the economic, physical, social and cultural barriers to refugee children's enrolment and retention in formal education. A household inventory form was used in conjunction with interviews to gain a better understanding of the structure of the household. While interviewing with caretakers, demographic information about the children living at home was also obtained.

Sample Distribution:

In total 434 interviews were conducted: 27% in Gaziantep, 25% in Hatay, 21% in Kilis and 26% in Sanliurfa. A significant number of interviews were conducted with parents of the child; 61% with mothers and 32% with fathers.

Table 4: Sample Distribution of Caregivers Interviewed by Cities

Total	Gaziantep	Hatay	Kilis	Şanlıurfa
434	119	110	90	115

Table 5: Distribution of Those Interviewed based on Their Proximity to the Child

	TOTAL	Gaziantep	Hatay	Kilis	Şanlıurfa
Mother	61%	63%	62%	52%	65%
Father	32%	28%	26%	48%	33%
Sister/Brother	4%	6%	8%	0%	2%
Grandmother	1%	2%	3%	0%	0%
Other relative	1%	2%	2%	0%	0%

Sampling Approach:

The research was conducted in neighborhoods ("mahalle") where refugee households are concentrated. A maximum of 20-25 surveys were conducted in one neighborhood and a maximum of two surveys were conducted in each block. After a survey was completed, the interviewer left the building and skipped one block and entered the next building for scanning. In addition, snowball (or chain-referral) sampling was also utilized by asking ongoing participants to recommend people that could meaningfully add to the information the research covers.

Questionnaire Development & Duration:

INGEV prepared the questionnaire in Turkish and Arabic and instituted various measures to ensure the effectiveness of the questionnaires, which are outlined below:

- Quantitative questions were short and simple to ensure comprehensibility.
- “Double-barreled” questions were avoided; all questions were unequivocally asking one thing and their meanings were as unequivocal as possible.
- Wording was avoided emotionally charged or biased phrases and terms in order to minimize the risk of introducing any bias to the responses or make the respondents feel uncomfortable and predispose them to hide their genuine attitudes.
- Care was taken to ensure no question makes any unwarranted assumptions with respect to the potential answers of the respondents.
- Close-ended question response sets were reviewed to make sure all possible choices were mutually exclusive and all answer sets were exhaustive.

The survey questionnaire was limited to 30 minutes in duration and included limited open-ended questions to streamline the fieldwork process as well as reduce the proportion of incomplete surveys. It’s INGEV’s experience that quality of responses starts to decrease after 25-30 minutes of household interview as attention span of respondents are generally exceeded by that time and responses may become sloppy and evasive afterwards.

In-Depth Interviews with Children

In addition to caregiver interviews, INGEV carried out in-depth interviews with children. Sixteen interviews were conducted with 10-17-year-old children aged 10-17 and four with children aged 5-9. Children to be interviewed were selected from among those who had not been included in the formal education system before or dropped out. In addition, children were chosen from the households where caregiver interviews were held. No criteria were applied other than the willingness to engage in the interview. Three or four in-depth interviews were held in each of the four cities involved in the study.

Sample Distribution:

In total, 20 interviews were held with children. Of the 20 interviews, 10 were conducted with girls, 10 with boys, 9 with drop-outs and 11 with children who have never been enrolled in school. By age, four interviews were conducted with the 5-9 age group, eight with the 10-13 age group, and eight with the 14-17 age group. Five interviews were conducted in each province.

Table 6: Detailed Distribution of Children Interviewed by Province, Age Group and Gender.

Province	Education Status	Age group	Age	Gender
Sanliurfa	Dropout	05-09	7	Female
		10-13	10	Male
		14-17	17	Female
	Never enrolled	10-13	11	Female
		14-17	15	Male
Gaziantep	Dropout	10-13	12	Female
		14-17	17	Male
	Never enrolled	05-09	8	Male

Province	Education Status	Age group	Age	Gender
Hatay		10-13	13	Male
		14-17	17	Female
	Dropout	10-13	12	Male
		14-17	17	Female
		05-09	6	Female
		10-13	13	Female
Kilis		14-17	15	Male
	Dropout	10-13	12	Female
		14-17	17	Male
		05-09	5	Male
		10-13	10	Male
		14-17	15	Female

Fieldwork:

A male and female interviewer participated in each household visit to meet with the children. INGEV obtained the consent of the parent responsible adult or legal guardian. Caregivers who wanted to watch the interview with their child also accompanied the interviews. Special care was taken when interviewing children. The age and level of maturity were taken into consideration during the interview. It was ensured that the child participants were capable of making informed decisions and not unduly pressured to cooperate with a research request.

Interviews started with a trust-building conversation and warm-up questions. The child or their caregiver were reminded that they are free to decline or pass any questions they prefer not to answer or terminate the interview at any time they like. The child was then be asked to tell their story regarding school life and after-school life. Related opening questions and experiences about school were asked during the conversation.

Besides, special care was taken for interviewers who will meet with the children. They were supported on child safety procedures, ethical dimensions of interviewing with children, and communication with the child.

Interview Guide Development:

The interview questions were designed to be short and simple in order to ensure comprehensibility. While developing the guide, it was considered that children might not have accurately recounted the past. Therefore, instead of collecting data, the overall goal is to focus on children's emotions. Furthermore, negatively phrased statements were avoided because this is a cognitively complex task.

INGEV is committed to strictly adhere to ESOMAR World Research Codes & Guidelines of Interviewing Children & Young People⁴⁸

⁴⁸ ESOMAR World Research Codes & Guidelines of Interviewing Children & Young People, https://www.esomar.org/uploads/public/knowledge-and-standards/codes-and-guidelines/ESOMAR_Codes-and-Guidelines_Interviewing-Children-and-Young-People.pdf (Last Access: 18.03.2021)

The ERIC (INTERNATIONAL ETHICS RESEARCH INCLUDES CHILDREN) tool was also used as a guiding star for the design and implementation of the children's section of the study.

Key Informant Interviews

To analyze and understand the economic, cultural, physical and social barriers that inhibit school-age refugee children from accessing and attending school, 12 key in-depth interviews were held.

Key in-depth meetings were held with stakeholders from the following organizations:

Institution	Position	Province
CARE	Case Management Officer	Sanliurfa
CARE	Case Management Coordinator	Gaziantep
Concern Worldwide	Education Program Coordinator	Sanliurfa
DRC	Protection Manager	Hatay
IBC	Regional Coordinator	Kilis
IOM	Social Worker	Sanliurfa
GOAL	Deputy Program Manager	Sanliurfa
Kilis Law Clinic	Psychologist	Kilis
MUDEM	Project Coordinator	Ankara
Orange	Partnership Manager	Gaziantep
UNICEF	Education Officer	Ankara
World Vision	MEAL Officer	Gaziantep

Study Limitations

The purpose of the study was to ascertain the barriers of accessing education for children between the ages of 10 and 17 who have never enrolled in or dropped out of school. The provinces where the research was conducted were chosen as they had a significant refugee population and a low school enrollment rate. Additionally, the study's fieldwork was carried out in districts and neighborhoods where the Syrian refugee community is predominant in these provinces. However, the sample included in this study does not represent all out-of-school children aged 10–17 in Turkey.

Within the scope of the research, 432 caregivers were interviewed. Half of the sample met the requirement of having at least one child who had never been enrolled in school, while the other half met the quota of having at least one child who had dropped out of school. However, the enrollment (50%) and dropout (50%) quotas are not representative.

12 key informant interviews (KII) were conducted as part of the research. When identifying key informants, the institutions they represent and the provinces they operate in were considered. However, since the number of Key Informant Interviews was limited, qualitative data could not be reached about all 10-17 age out-of-school refugee children in Turkey.

Another data collection tool employed in the study was in-depth interviews with children. Children who were interviewed were selected from the households where the caregiver was interviewed. Every caregiver interviewed was asked whether they consented to have in-depth interviews with their children. In-depth interviews were conducted only with children whose caregivers had consented. The age and level of maturity were taken into consideration during the interviews. It had been ensured that the child

participants were capable of making informed decisions and not unduly pressured to cooperate with a research request. Interviewers, who met with the children, was supported on child safety procedures, ethical dimensions of interviewing with children, and communication with the child. Questions were short and straightforward to ensure comprehensibility. Questions aiming to gather information or complex data were thus avoided and focused mostly on children's feelings instead of collecting data.

Research Findings

This section will present the findings of the fieldwork study consisting of quantitative surveys with caregivers of out-of-school and drop-out children, qualitative interviews with out-of-school and drop-out children, and in-depth interviews with key informants such as NGO executives and public service officials specialized in education. The findings from all methodologies will be presented together, with quantitative data analysis accompanied by key informants' comments.

Demographic Profile of Refugee Caregivers and the Household Structure

Demographic Profile

Almost all of the interviews were conducted with the child's parent. 61% of the interviews were held with mothers and 32% with fathers. The remainder of the interviews were held with the child's elder sister/brother, grandparent, or other relatives. In total, the 434 caregivers represented 1,270 children. Girls account for 45% of these children, while boys account for 55%. Each interviewee is responsible for approximately three children. In terms of caregivers' ages, around half of the caregivers (49%) are between 35 and 44, while 28% are between the ages of 25 and 34.

Table 7: Age Distribution of Caregivers Interviewed

	TOTAL	Gaziantep	Hatay	Kilis	Sanliurfa
18-24	6%	6%	11%	1%	3%
25-34	28%	26%	23%	42%	24%
35-44	49%	50%	43%	50%	53%
45-54	15%	15%	23%	7%	13%
55-64	2%	3%	1%	0%	5%
65+	0%	1%	0%	0%	1%

The educational status of caregivers varied considerably across provinces. In Gaziantep and Hatay caregivers are more educated than those who live in Kilis and Sanliurfa, and more than half of the parents in these two provinces are primary, secondary or high school graduates.

Table 8: Education Status of Caregivers Interviewed

	TOTAL	Gaziantep	Hatay	Kilis	Sanliurfa
No education	42%	21%	25%	63%	63%
Primary school	28%	40%	35%	17%	17%
Middle or High School or equivalent	27%	32%	37%	19%	17%
Undergraduate, Graduate or Higher	3%	7%	3%	1%	3%

Over half (66%) of households' breadwinners work on a piecemeal basis, while only 12% have regular salaried employment. Almost all breadwinners work informally. 9% were unemployed and 15% of them were receiving aid. In Gaziantep and Sanliurfa number of those who had a job with a salary was higher (18% and 15%, respectively). However, the highest unemployment rate (15%) and aid dependency rate (20%) are also in Sanliurfa.

Table 9: Working Status of Main Income Earner of the Household

	TOTAL	G. Antep	Hatay	Kilis	S. Urfa
Laborer/Worker – Piecemeal work	66%	61%	73%	78%	57%
Laborer/Worker – Has regular employment with salary	12%	18%	7%	6%	15%
Unemployed/ Not Working; receives aid	8%	7%	7%	3%	12%
Housewife- no extra income, receives aid	7%	6%	5%	9%	8%
Housewife- has regular extra income	2%	2%	1%	1%	3%
Unemployed / Not working- has regular extra income	1%	1%	0%	2%	3%
Other	4%	5%	7%	1%	6%

Table 10: Working Status of Main Income Earner of the Household (Formal / Informal)

	TOTAL	Gaziantep	Hatay	Kilis	Sanliurfa
Working formally	1%	1%	2%	0%	0%
Working informally	99%	99%	98%	100%	100%

Household Structure

An average of five people live in each household; there was no significant difference between provinces. Generally, a mother, father, and children live in one house. In about 15% of households, a grandmother lived with the family, and in 9%, a grandfather was.

There were approximately three children under the age of 18 in each household, and each caregiver was responsible for approximately three children.

20% of households had a person in need of care, and 8% had a disabled person (1,3% are children).

Migration Experience and Tendency to Move

Most caregivers stated that they had lived in the same city since moving to Turkey, while 12% said that they had changed cities once, and 2% indicated that they had changed the province they live in more than two times.

Table 11: Migration Experience of the Household

	TOTAL	Gaziantep	Hatay	Kilis	Sanliurfa
I've been living in the same city since we moved to Turkey.	85%	84%	85%	91%	83%
I've lived in two cities since we moved to Turkey.	12%	14%	14%	9%	12%
I've lived in three or more cities since we moved to Turkey.	2%	2%	2%	0%	5%

65% of the interviewed caregivers stated that they do not plan to move to another city, 18% intend to move to another country, and nearly 10% plan to return to Syria.

The desire to move to another city is especially prevalent among those living in Kilis (84%) and Sanliurfa (80%), while the desire to move to another country is common among those living in Gaziantep (43%). Another significant portion (43%) of those living in Gaziantep plan to move to another city. The claim to return to Syria is more prevalent in Hatay (21%) than in other provinces.

Table 12: Household's Tendency to Move

	TOTAL	Gaziantep	Hatay	Kilis	Sanliurfa
We plan to move to another city/province.	8%	4%	5%	8%	16%
We do <u>not</u> plan to move to another city/province.	65%	43%	55%	84%	80%
We plan to immigrate to another country.	18%	43%	18%	4%	3%
We plan to go back to hometown/Syria.	9%	10%	21%	3%	2%

Assistance Programs

Four out of five (78%) caregivers are aware of at least one of the assistance programs available. Red Crescent Card (Kızılay Kart) is the most widely-known program (74%). On the other side, 22% of caregivers stated that they are unaware of any assistance programs. In Gaziantep this figure rose to 25% and in Hatay to 35%. Caregivers in Sanliurfa were more aware of all assistance programs.

Table 13: Awareness of Assistance Programs

	TOTAL	G. Antep	Hatay	Kilis	Ş.Urfa
Conditional Cash Transfer for Education (CCTE)	7%	0%	4%	8%	17%
Support for School Enrolment (SSE)	7%	2%	3%	7%	17%
Kızılay Kart/Emergency Social Safety Net Program (ESSN)	74%	74%	63%	77%	83%
Assistance provided by Municipalities	16%	5%	12%	17%	32%
I don't know any of these assistance programs	22%	25%	35%	14%	11%

Table 14: Benefiting from Financial Assistance Programs

	TOTAL	G. Antep	Hatay	Kilis	Ş.Urfa
Conditional Cash Transfer for Education (CCTE)	5%	0%	3%	3%	12%
Support for School Enrolment (SSE)	4%	2%	3%	5%	7%
Kızılay Kart/Emergency Social Safety Net Programme (ESSN)	93%	98%	94%	87%	92%
Assistance provided by Municipalities	16%	7%	13%	10%	31%
I am not benefitted from any of these	3%	0%	3%	8%	2%

In all provinces, the primary source of information about assistance programs is friends. Online channels appear to be another significant source of information, except in Gaziantep. Although not as effective as other channels, family is another alternative. However, the local government and mukhtars are mentioned least as the source of information about assistance programs.

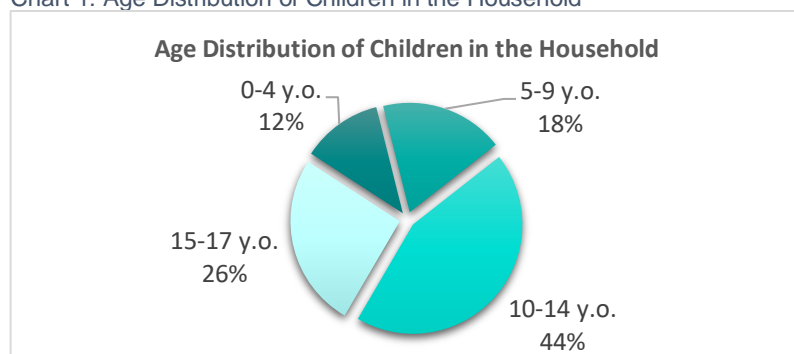
Table 15: Source of Information for Financial Assistance Programs

	TOTAL	G. Antep	Hatay	Kilis	Ş.Urfa
Friends	74%	76%	66%	82%	72%
Online	37%	12%	42%	42%	53%
Family	21%	26%	14%	23%	21%
NGO	9%	3%	11%	6%	16%
Local Government	7%	12%	8%	5%	4%
Muhtar	7%	8%	10%	3%	9%

Demographic Profile of Out-of-School Refugee Children

434 parents were responsible for a total of 1270 children. Of those, 41% are girls, and 59% are boys. Nearly half (44%) of the children were between the ages of 10-14, while 26% were between the ages of 15-17. However, due to the study's focus on the educational obstacles these age groups face, the sample was concentrated and does not represent the age distribution of refugee children.

Chart 1: Age Distribution of Children in the Household



Two out of five (38%) children aged 5-17 had never enrolled in school. The rates of children aged 10-14 and 15-17 who have never attended school were similar (35% and 34%, respectively). Nearly half of the children aged 10-14 (46%) and over half of those aged 15-17 (60%) dropped out of school.

Table 16: Education Status of Children in the Household by Age Groups

	TOTAL	5-9 y.o.	10-14 y.o.	15-17 y.o.
Never enrolled	38%	44%	35%	34%
Drop out	45%	29%	46%	60%
Continue	15%	23%	17%	5%
No information	2%	4%	1%	0%

The rate of children who had never been enrolled in Sanliurfa was highest (51%), whereas Kilis had the highest dropout rate (56%). On the contrary, in Gaziantep and Hatay, the rate of children attending school was relatively high.

Table 17: Education Status of Children in the Household by Provinces

	TOTAL	Gaziantep	Hatay	Kilis	Sanliurfa
Never enrolled	43%	42%	42%	34%	51%
Drop out	41%	35%	38%	56%	44%
Continue	13%	18%	19%	10%	4%
No information	2%	6%	1%	0%	1%

Girls and boys had similar never-enrollment rates (46% vs. 41%), although the dropout rate was higher for boys than girls. (46% vs. 34%).

Table 18: Education Status of Children in the Household by Gender

	TOTAL	Girls	Boys
Never enrolled	43%	46%	41%
Drop out	41%	34%	46%
Continue	13%	17%	11%
No information	2%	3%	2%

Roles and Responsibilities of Out-of-School Children

In-depth interviews were conducted with 20 children in order to understand their duties, responsibilities, relationships with friends, and perceptions regarding school. Children's ages range between 5 and 17, with eight participants aged 14 to 17, eight participants between 10 and 13, and four participants between 5 and 8. This section will examine in detail children's daily routines, feelings, thoughts, and expectations for the future.

At home

Girls and boys have gender-based responsibilities at home. While girls have duties such as taking care of their siblings, helping with housework, cooking and cleaning the house, boys have responsibilities such as carrying and helping to lift heavy items. These responsibilities are assigned to children regardless of whether they work or school. Children who work or go to school are also expected to fulfill these responsibilities outside of school or working hours. On the other hand, with the effect of the pandemic, children spend most of their time at home without parental supervision.

Out of Home/Child Labor

The majority of children interviewed mentioned that they were working. Three out of eight participants aged 10 to 13 work in jobs such as electric construction & repair, collecting garbage, and sewing. Four out of eight participants aged between 14 to 17 work in farming, sewing, and car washing, while one participant gets training in a local hairdresser for free in order to gain some skills. Girls said they were forced to work against their will due to their families' economic circumstances. On the other hand, boys expressed a sense of inadequacy in the absence of a job. Due to families' impoverished circumstances, many parents expect their children to contribute to the household's survival after 12, and they explicitly designate this responsibility to boys. As will be discussed further in the study's subsequent sections, a child should have a job in order to have a voice at home. Boys stated that they feel insufficient, incomplete, and incapable of carrying out their responsibilities when they do not have a job or have lost

their job. In other words, boys demonstrate their worth by working and contributing to the household economy.

Children stated that they work in low-wage, precarious jobs, working 10-12 hours a day with only a one-hour break, and earn very little money (approximately 25 TL per day on average). In addition, children who work long hours during the day also reported falling behind in social activities such as making new friends and spending time with existing friends.

They mentioned that girls are typically employed in fields such as sewing, hairdressing, textile-related craftwork, and collecting plastic/paper from trash bins. In contrast, boys work in areas such as electric construction, farming, sewing, car washing, and carpet cleaning.

Dropout children mentioned that they yearn to return to school and complain that their new lives consist of nothing but working long hours and household chores. Working children also asserted that they do not wish to work but are compelled to do so due to their living circumstances. Additionally, they claimed their work environment was not comfortable or safe. Due to long working hours, they have little time or chance to socialize; each day is the same as the last, and their lives are routine. Children thought that because their parents were working for long hours as well, they did not receive the necessary attention and care they required. According to one child, *“The best part of working is being able to support my family’s needs and contributing even a small amount of income to our house. The worst part is losing days from my life, which I already know I will regret in the future when I see my school friends with university degrees and good jobs while I continue to be the same as now”*. Another child reported, *“Leaving school increased my responsibilities inside the house as female and out of the home. I am working for long hours and coming back tired and just want to sleep.”*

Relations with Friends

Children divided their friends into two groups: friends from the neighborhood and schoolmates. The interviewed children stated that their neighborhood friends were involved more in their own lives. Every child had at least one or two friends in their neighborhood, and most of their friends were Syrians – some of whom were still in school. Dropouts’ desire to return to school was more intense if their friends went to school. These children tend to compare their lives with the lives of school-attending friends, and they believe that their future will never be as bright as their friends’, and they feel desperate.

On the other hand, the friends of children who have never enrolled in school are primarily people they met at work, and they attach more value to these colleagues than to family members. Children who were never enrolled in school developed a support system for themselves mainly through workplace friendships, as those children lived between their homes and workplaces. Thus, colleagues became more significant to never-enrolled children because they saw each other more regularly and shared a variety of mutual interests, including family concerns, financial struggles, and the loss of dreams. Under those circumstances, the never-enrolled children reported closer relationships to their work friends during the interviews, as seen by their way of describing their colleagues. For working children, they are the only members that make up their social circle.

Educational Background of Out-of-School Refugee Children

The Last Education Level that the Child Attended

The dropout rate in pre-primary and high school education is lower; children mostly drop out during or after primary school or middle school.

50% of girls and 66% of boys in the 10-14 age group dropped out of school at the primary level. On the other hand, the dropout rates of these children in middle school are also quite high: 44% of girls and 30% of boys dropped out during middle school.

38% of the girls in the 15-17 age group dropped out during primary school and 49% during middle school. On the other hand, 34% of boys in the same age group dropped out during primary school and 51% during middle school period. However, children in the 15-17 age group still carry the risk of dropping out of school, as they are still at high school age.

Table 19: The Last Education Level That the Child Attend

	Dropped Out			
	Age 10-14		Age 15-17	
	Girls	Boys	Girls	Boys
Pre-school	6%	4%	4%	2%
Primary school	50%	66%	38%	34%
Middle school	44%	30%	49%	51%
High School	-	-	9%	13%

Education Programs the Child Has Attended Regularly

Temporary Education Centers (TECs) and Accelerated Learning Program (ALP) are two types of programs that a significant group of out-of-school children regularly attend. Children who had never attended school participated in TECs more, whereas children who dropped out had participated in both TECs and the ALP. However, participation in PIKTES was meager among illiterate children.

Table 20: Education Programs the Child Has Attended Regularly - excluding school

	Never Enrolled				Dropped Out			
	Age 10-14		Age 15-17		Age 10-14		Age 15-17	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
TEC (Temporary Education Center)	48%	37%	37%	45%	27%	36%	34%	46%
ALP (Accelerated Learning Program)	10%	5%	5%	4%	29%	22%	21%	9%
PIKTES	4%	4%	3%	3%	10%	5%	6%	1%

Education Barriers

Reasons for Not Attending School

Barriers that prevent girls and boys from attending school are similar. However, the impact levels of these barriers on girls and boys differ. Regardless of their gender, the two most compelling factors preventing children from going to school are working and not knowing enough Turkish to go to school.

In terms of having to work, key informants reported that several refugee families expressed “education is a waste of money and time for their children,” based on several reasons: 1) the family needs to survive; 2) salaries given to educated professionals are not adequate to make a living in Turkey; 3) since the children are Syrian and discrimination is still an issue, families believe that even though children continue a good education, they will remain to be unemployed due to their nationality or ethnicity.

The study revealed boys were expected to work and contribute to the household economy more than girls. As the boys get older, they are more often expected to work instead of school. Because they should contribute to the family financially, three out of every four boys aged 15-17 and three out of every five boys aged 10-14 do not attend school. Girls are expected to work and contribute financially less to the household than boys. On the other hand, contributing to the household is still the most significant barrier to their attendance at school. Two out of every five (39%) girls aged 15-17 and one out of every four (24%) girls aged 10-14 cannot attend school because they have to work to earn money for the family. On the other hand, one out of every four girls aged 10-14 and 15-17 have to stay at home and help with the housework (unpaid domestic work) instead of school.

Another barrier that prevents children from attending school is a family’s inability to afford school expenses, such as stationery, textbooks, transportation, and others. One in every four refugee children (22%) cannot attend school due to financial constraints. This barrier is more prevalent among girls. Girls aged 5-9 do not attend school at a rate of 20% due to caregivers’ inability to pay for school expenditures, while boys aged 5 and 9 drop out at a rate of 18%. This percentage rise to 25% for girls and 15% for boys between 10 and 14. This finding may indicate that families are more likely to pay for their sons’ education and less willing to spend on their daughters’ education.

The fact that classes are mixed for boys and girls is another significant barrier for girls’ education. As girls become older, mixed classes for boys and girls become more of a barrier. On the other hand, this circumstance is not even recognized as a barrier for boys.

Adaptation problems of children to school are also identified as an obstacle. Again, there is no difference between boys and girls in terms of adaptation. However, as children grow older, adaptation issues become more hindrance.

Table 21: Reasons for Not Attending School – Never enrolled

	TOTAL	Never Enrolled			
		Age 10-14		Age 15-17	
		Girls	Boys	Girls	Boys
Has to work and help the home economy.	48%	24%	56%	39%	72%
Does not know enough Turkish to go to school.	30%	28%	33%	26%	31%
The education in school is not in Arabic.	28%	18%	33%	29%	32%
We cannot afford school expenses (stationery, textbooks, transportation, etc.).	22%	25%	15%	29%	20%
Has to help me with the housework.	19%	24%	16%	24%	14%
Do not want my child to be educated in a mixed class for boys and girls.	17%	25%	3%	34%	4%
My child does not want to go to school.	16%	10%	16%	11%	28%
Has to take care of his/her siblings in the house.	13%	16%	9%	16%	11%
Has adaptation/integration problems at school.	11%	9%	9%	13%	12%
Does not go to school because of the pandemic; will go again after the pandemic.	10%	14%	10%	5%	11%

Reasons for Dropout

Having to contribute to the household is one reason children drop out of school. Boys drop out at higher rates when they get older, with 41% of boys aged 10-14 dropping out and 75% aged 15-17 dropping out. Although girls are expected to contribute more to the household economy as they get older, this rate is not as high as boys'. While 14% of the caregivers of girls aged 10-14 stated that their children dropped out of school to contribute to the home economy, this rate rises to 45% for caregivers of girls aged 15-17.

More than half of the children (52%) dropped out because of the pandemic. In addition, 30% of school dropouts said they would not return to school after the pandemic, while 22% would go back to school. Girls aged 10-14 were the group that claimed most often that they would return to school after the epidemic, indicating that this group is less impacted by school closures or economic factors due to restrictions. On the other hand, boys aged 10-14 are the most affected by the pandemic. Moreover, key informants predict that child marriage, already on the rise due to the pandemic, will continue to increase due to financial strain.

30% of caregivers stated that their children dropped out because they could not afford school expenses. Among them, girls aged 10-14 were most affected by the inability to meet school expenses (50%).

Other factors that cause dropout include a lack of Arabic education, the language barrier, and assistance with housekeeping. However, these are relatively less significant compared to those mentioned above.

Table 22: Reasons for Dropout of School

	Drop Out				
	TOTAL	Age 10-14		Age 15-17	
		Girls	Boys	Girls	Boys
Has to work and help the home economy.	45%	17%	41%	45%	75%
Dropped out of school due to the pandemic; and will not go after that.	30%	15%	43%	30%	32%
We cannot afford school expenses (stationery, textbooks, transportation, etc.).	30%	50%	25%	23%	21%
The education in school is not in Arabic.	23%	17%	18%	26%	32%
Does not know enough Turkish to go to school.	23%	21%	15%	26%	29%
Does not go to school because of the pandemic; will go again after the pandemic.	22%	33%	14%	21%	22%
Has to help me with the housework.	18%	21%	22%	26%	4%
Has to take care of his/her siblings in the house.	14%	13%	6%	28%	8%
My child does not want to go to school.	12%	10%	15%	9%	14%
Has adaptation/integration problems at school.	9%	12%	6%	4%	12%

Caregivers' Child Perception

Perception of Child Definition

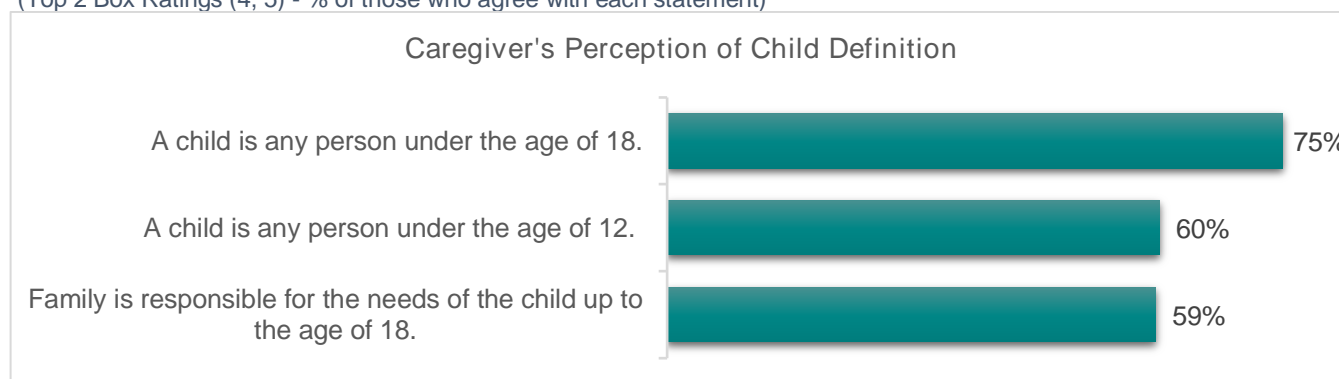
Before determining caregivers' beliefs, attitudes, and behaviors regarding education, it is necessary to understand caregivers' perceptions of a child's rights.

Key informants reported that childhood ends when a person is 13 years old in Syrian culture, and after the child reaches the age of 13, males are considered providers.

According to the study's findings, three out of five (60%) caregivers agreed that "a child is anyone under the age of 12". While this rate increases to 68% among Gaziantep caregivers, it reaches 82% in Hatay. While half of the families in Sanliurfa tend to agree with this statement, in Kilis, it drops to 30%.

When it comes to the statement of "a child is anyone under the age of 18," three out of four (75%) caregivers believed this. The tendency to agree with the statement rises to 83% in Kilis but drops to 69% in Sanliurfa. Although the majority of the caregivers think that a child is any person up until 18 years old, 59% believe that the family is responsible for the needs of the child up to the age of 18. This finding reveals no specific association between accepting a person as a child and feeling responsible for their basic needs for some caregivers.

Chart 2: Caregiver's Child Definition
 (Top 2 Box Ratings (4, 5) - % of those who agree with each statement)



Caregivers with daughters accept responsibility for their daughters' basic needs until the age of 18, whereas caregivers with sons feel less responsible (73% vs. 60%). Parents with sons tend to believe that their son should take on responsibility for himself after 12.

As seen in the table below, Gaziantep and Hatay have similar levels of agreement in considering an individual as a child until the age of 18 and accepting responsibility for the child's fundamental needs. Kilis and Sanliurfa, on the other hand, have similar rates of agreement when this comes to considering an individual as a child until the age of 12 and taking responsibility for the child's basic needs until the age of 18. This result also reveals the similar characteristics of Gaziantep-Hatay and Kilis-Sanliurfa.

Table 23: Caregivers Perception of Child Definition by Provinces

	TOTAL	Gaziantep	Hatay	Kilis	Sanliurfa
A child is any person under the age of 12.	60%	82%	68%	33%	50%
A child is any person under the age of 18.	75%	78%	71%	83%	69%
The family is responsible for the basic needs of the child up to the age of 18.	59%	78%	77%	36%	42%

Perception of Education

Education is a critical social and cultural tool that contributes significantly to reducing poverty and child labor. In addition, it fosters democratic values such as peace, tolerance, development, and economic growth. The United Nations Convention on the Rights of the Child contains several articles that address a child's right to education.

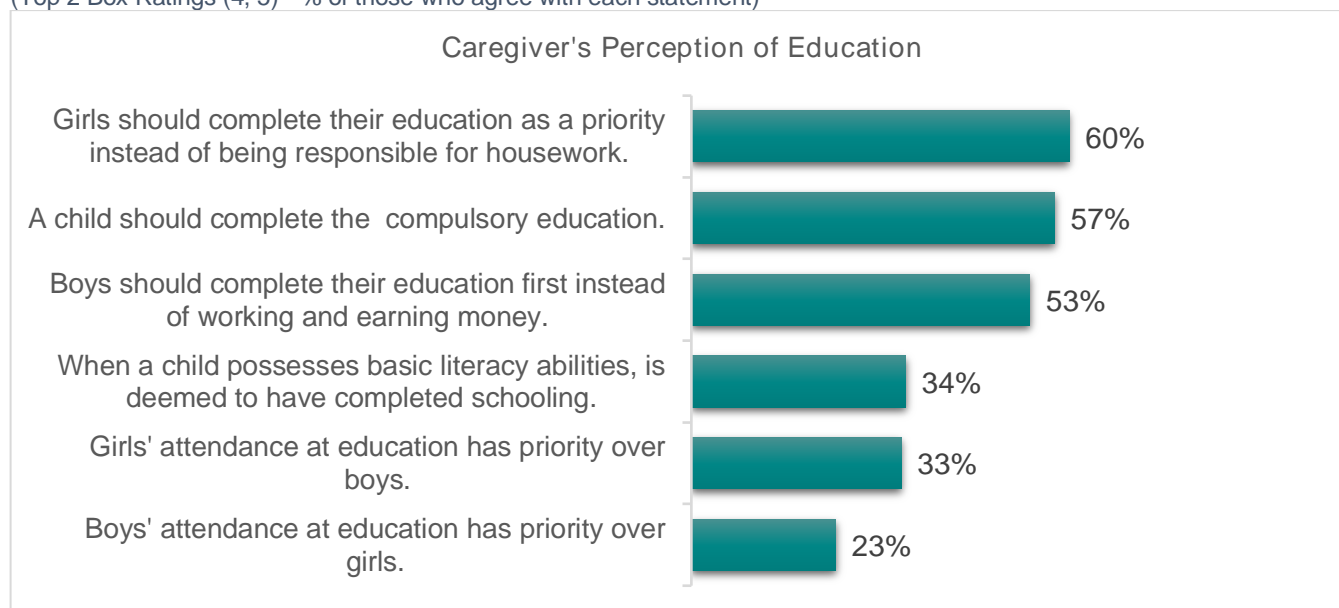
Education must encompass not only literacy and numeracy but also life skills such as the ability to make sound judgments, resolve conflicts peacefully, and cultivate a healthy lifestyle and positive social relationships, critical thinking, and creative skills.

This section examined caregivers' perceptions and attitudes about compulsory education, whether they exhibit any gender-based inequity in terms of sending their children to school, and the value they place on education over domestic responsibilities and/or earning money.

Almost three out of five caregivers (57%) believe that children should first complete their compulsory education. However, one in every three caregivers (34%) believes that a child's education is complete after acquiring basic literacy abilities.

Regarding gender-based educational priorities, 60% of caregivers agreed that girls should prioritize completing their education to being responsible for housework, while 53% believe boys should complete their education instead of working and earning money. In addition, one in every four (23%) caregivers felt that boys' education should take priority over girls' education, while one in every three (33%) caregivers believed that girls' education should be prioritized over boys' education.

Chart 3: Caregiver's Education Perception
(Top 2 Box Ratings (4, 5) - % of those who agree with each statement)



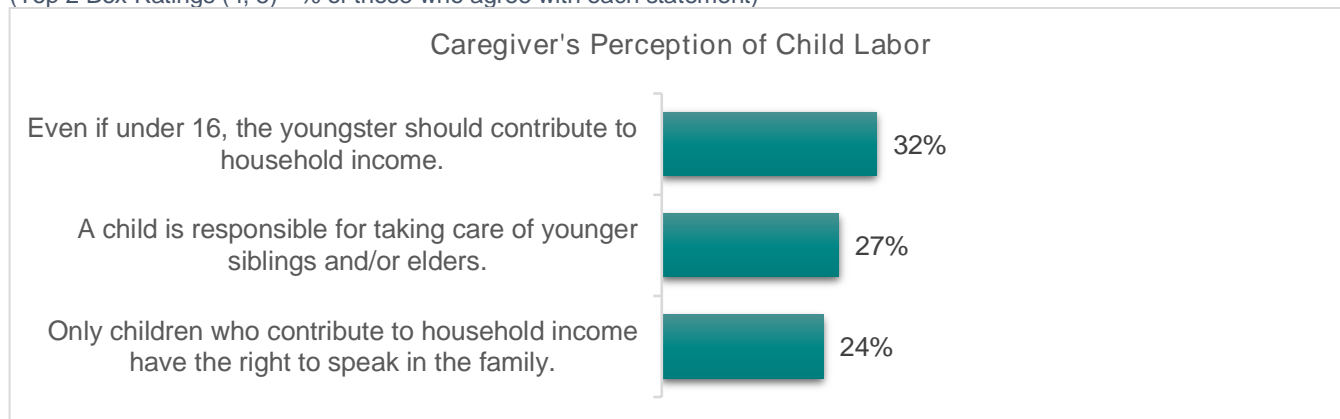
Perception of Child Labor

Another issue that prevents children from attending school is child labor. In this section, three statements were asked to caregivers to ascertain their attitudes toward children working instead of attending school. One in three caregivers (32%) believed that even if a child is under 16, they should contribute to the household income. In Kilis, more caregivers (38%) agreed with this statement, whereas in Gaziantep, fewer caregivers had agreed (27%). The responsibility of contributing to the household's livelihood is mainly associated with boys. Parents who have a son agreed more with that expression (34%) than those with a daughter (29%).

One in every four caregivers thought that only children who contribute to the household income have the right to speak in the family. In Gaziantep, more caregivers agreed (30%), whereas fewer in Kilis (15%). However, there was no difference between those with a son or a daughter.

Caregivers' expectations are not limited to financial responsibility: 27% mentioned they expect their children to look after their younger siblings and/or elderly relatives at home. In Gaziantep, more caregivers (36%) expected their children to take care of younger siblings and/or elders, whereas, in Kilis, it was fewer (14%).

Chart 4: *Caregiver's Child Labor Perception*
(Top 2 Box Ratings (4, 5) - % of those who agree with each statement)



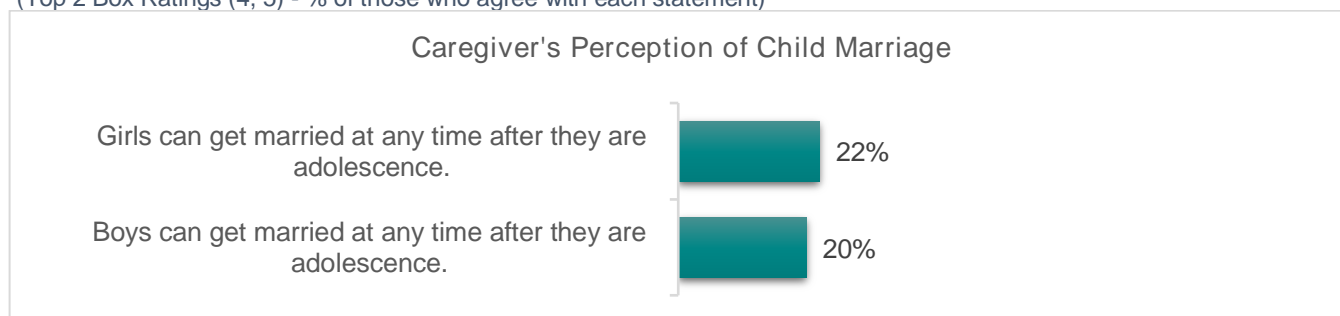
According to the key informants, due to pandemic measures such as the closure of the schools and increased unemployment rates, the rate of child labor increased. The labor market is more open to children because child labor is cheaper; children are more energetic, keener to speak the local language, and often easier to lead than adults. In addition, key informants stated that when parents are out of a job, children take over the duty of providing for the family.

Although the cultural belief towards female children is that girls must learn household chores and raise children, child labor among girls also increased during the pandemic.

Perception of Child Marriage

One in five caregivers thinks that children could get married at any time after they reach adolescence, regardless of whether they are boys (20%) or girls (22%).

Chart 5: *Caregiver's Child Marriage Perception*
(Top 2 Box Ratings (4, 5) - % of those who agree with each statement)



While this attitude is more prevalent in Kilis and Hatay (for girls 32-26% and for boys 30-25%, respectively), it is more limited in Gaziantep and Sanliurfa (for girls 14-17% and for boys 11-16%, respectively).

Table 24: Caregivers Perception of Child Marriage by Provinces

	TOTAL	Gaziantep	Hatay	Kilis	Sanliurfa
Girls can get married at any time after they are adolescence.	22%	14% ↓	26% ↑	32% ↑	17% ↓
Boys can get married at any time after they are adolescence.	20%	11% ↓	25% ↑	30% ↑	16% ↓

Caregivers' Expectations from Education

This section was designed to understand caregivers' expectations from education, as well as their beliefs, attitudes, and perceptions of schooling. Enumerators asked questions in order to understand how caregivers perceive the relationship between education and the following topics:

- Future expectations
- Social and emotional skills
- Social cohesion

There are substantial disparities among provinces. These differences may be attributed to the higher socio-economic status of refugees living in Gaziantep and Hatay and the more vulnerable in Kilis and Sanliurfa. Also due to the lower education level in Kilis and Sanliurfa, some of the questions may have been too complex for the caregivers to understand, which raised the rate of undecided answers. However, it is insufficient to explain the high rate of undecided people with this argument alone. Therefore, further interventions may be needed to raise the awareness of education's importance and convince caregivers in Kilis and Sanliurfa of the importance of education.

Education and Future Expectations

Key informants reported that families believe their children will remain unemployed even if they receive an education, based on their nationality or ethnicity. However, the responses from caregivers reveal that, across all four provinces, more than three in every five (64%) caregivers believed that there is a strong relationship between education and a better future. Yet, when it comes to easily finding a job and earning more money, it slightly decreased.

Chart 6: The Relationship between the Education & Future Expectations
(Top 2 Box Ratings (4, 5) - % of those who agree with the statement)

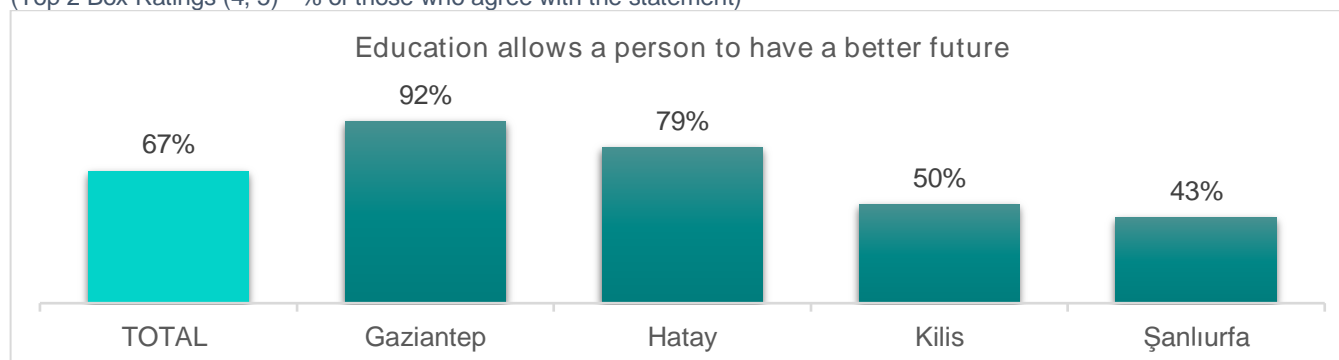


Nearly seven in ten caregivers (67%) believed that education enables individuals to have a better future. There is a strong relationship between the caregiver's educational status and their belief regarding education enables to have a better future. While 88% of those who are educated (graduated from primary school, secondary school, or university) agreed with this statement, only 37% of those, who are not educated agreed.

Caregivers in Gaziantep and Hatay agreed considerably more with this claim (92% and 79%, respectively). However, fewer caregivers in Kilis and Sanliurfa believed in the need for education for a better future (50% and 43%, respectively). In Kilis and Sanliurfa, possibly due to lower socioeconomic

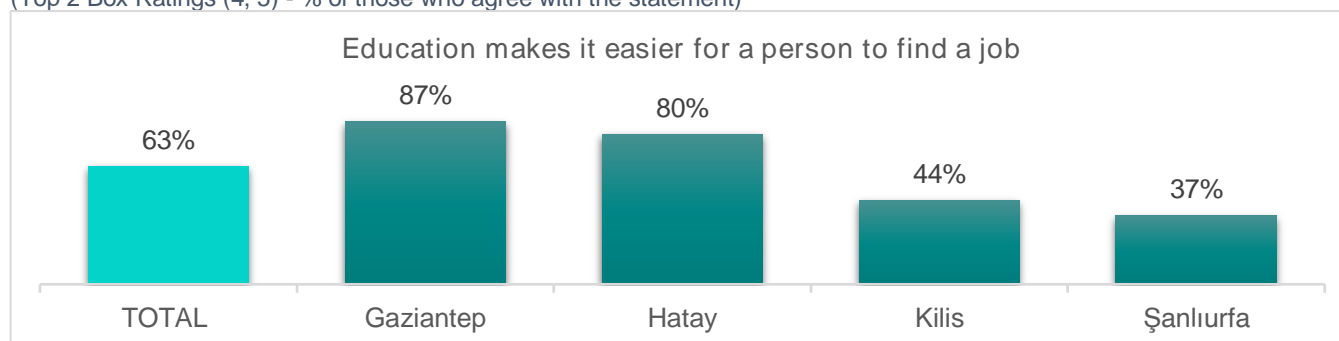
levels, undecided caregivers are more significant. One in every four caregivers (27%) expressed that they are unsure if education supports having a better future in both provinces.

Chart 7: "Education allows a person to have a better future" by Provinces
(Top 2 Box Ratings (4, 5) - % of those who agree with the statement)



Three in five caregivers believe that education makes it easier to find a job. In Gaziantep and Hatay it rises to 87% and 80%, respectively. However, in Kilis and Sanliurfa it falls to 44% and 37%. However, it is worth mentioning that 23% of caregivers in Kilis and 43% in Sanliurfa are undecided whether to agree with this claim.

Chart 8: "Education makes it easier for a person to find a job" by Provinces
(Top 2 Box Ratings (4, 5) - % of those who agree with the statement)

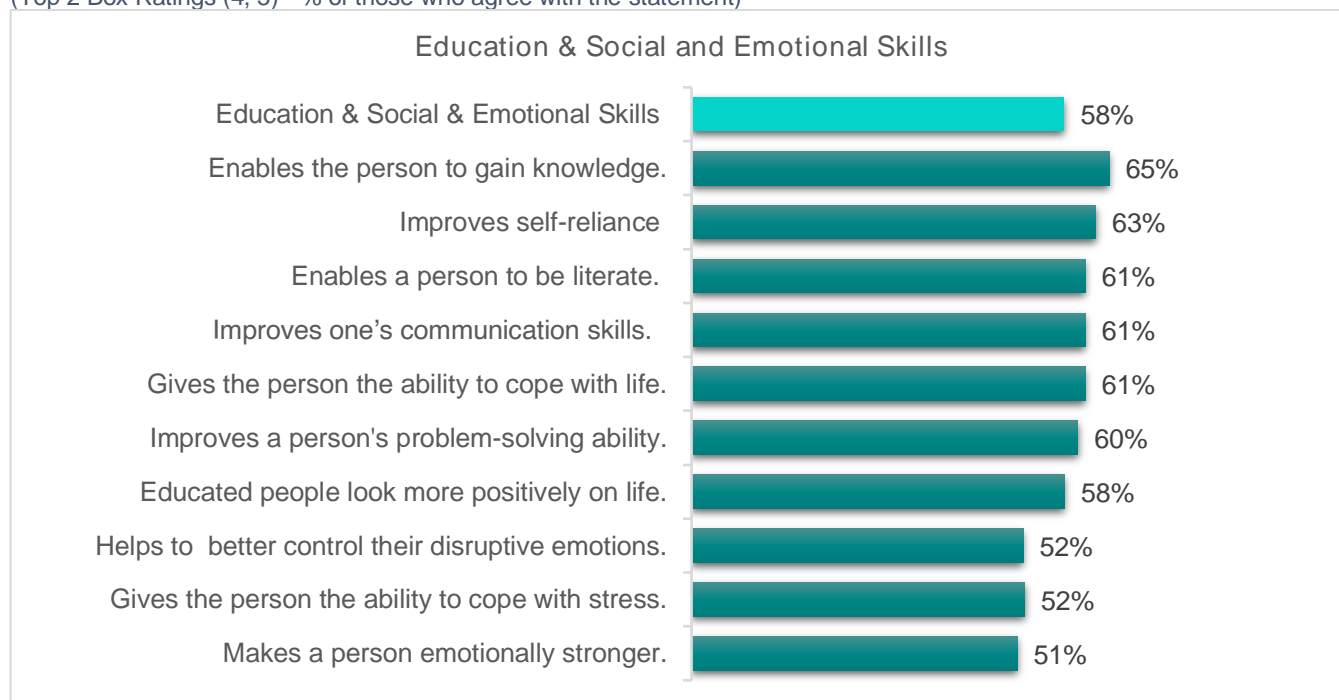


Education and Social & Emotional Skills

More than half of caregivers (58%) believed that education helps people to improve their social and emotional skills. While 65% of caregivers believe that education will be beneficial in gaining knowledge-based skills, they are more reluctant to accept its impact on psycho-social and emotional skills (58%). 63% of caregivers believe that education improves one's self-reliance.

As in the previous section, in Gaziantep and Hatay, caregivers are more likely to agree with those statements (81% and 68%, respectively), and caregivers in Kilis and Sanliurfa were less likely (47% and 34%, respectively).

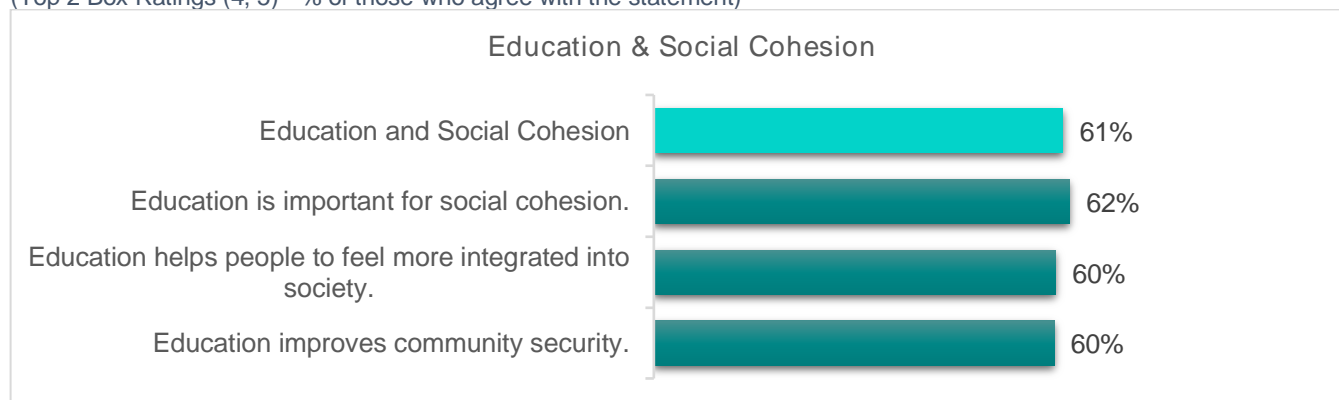
Chart 9: The Relationship between Education & Social and Emotional Skills
(Top 2 Box Ratings (4, 5) - % of those who agree with the statement)



Education and Social Cohesion

Three out of five (61%) caregivers believe that there is a relationship between education and social cohesion. They think education enhances a person's sense of integration and communal security. In Gaziantep (82%) and Hatay (79%) caregivers were more likely to agree with these statements and in Kilis (43%) and Sanliurfa (40%) less.

Chart 10: The Relationship between the Education & Social Cohesion
(Top 2 Box Ratings (4, 5) - % of those who agree with the statement)



Child's Relation with School

Parents were asked some questions to understand how their children relate to school. A considerable portion of caregivers stated that their child had difficulties in school due to the language barrier. The language barrier makes it difficult for students to follow lessons, interact with their peers and develop social relationships. The fact that refugee children lag behind their peers academically is another consequence of the language barrier. Combined with cultural differences that children experience, it becomes more difficult for refugee children to develop healthy relationships with their friends at school.

Half of the caregivers (50%) stated their child had difficulties following lessons due to the language barrier. Caregivers of boys are more likely to claim that their sons have difficulty in that (48% and 35%, respectively). Parents in all provinces covered by the study agree with this statement similarly. Parents of girls agree less (35%) with this statement.

Two out of every five parents (40%) claimed that their children had difficulties with peers due to the language barrier at school, with caregivers of boys more likely to report (35%) than girls (25%). This rate was 51% in Hatay, 43% in Sanliurfa, 40% in Gaziantep, and 28% in Kilis.

38% of caregivers complained that their children struggled to get along with their friends due to cultural differences at school. Boys' caregivers were more likely to report that their sons struggle with peers because of cultural differences (38% and 25%, respectively). Parents in Gaziantep and Hatay cited this issue more (44% and 43%, respectively).

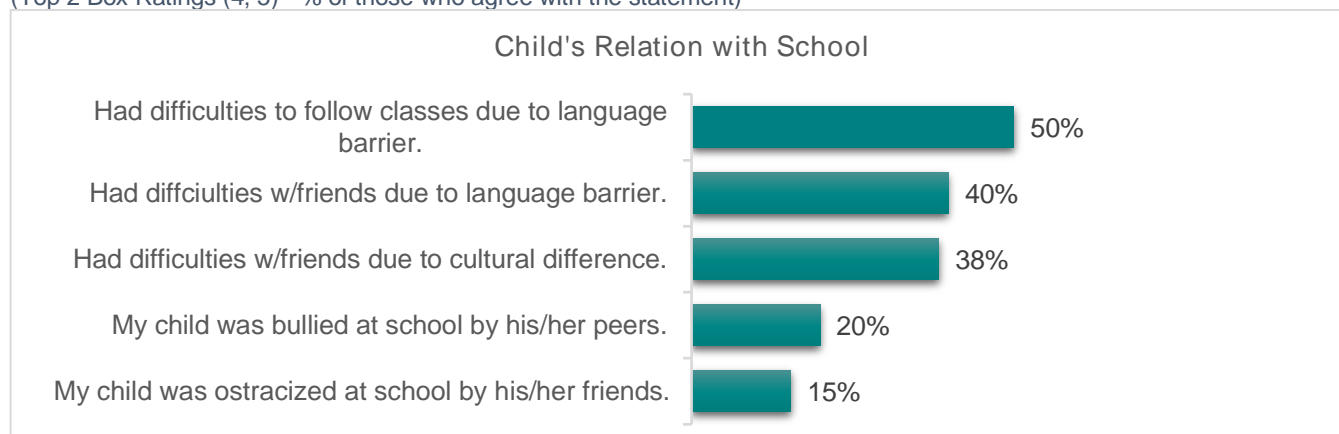
One in every three caregivers (35%) admitted that their children were academically behind their peers. Boys' caregivers agreed with the statement more than girls' caregivers (34% and 25%, respectively). No difference was observed in any province included in the study.

Although a significant portion of caregivers stated that their child had difficulties in getting along with his/her peers due to language barrier (40%) and cultural differences (38%) while he/she was at school, more than half (55%) stated that their child had positive relationships with their classmates. Girls' caregivers agreed more with the statement compared to boys' caregivers (75% and 51%, respectively). 15% of caregivers stated that their child was ostracized at school by their peers. Girls' and boys' caregivers agree with the statement at the same level.

Bullying is another barrier for refugee children. 20% mentioned their child was bullied at school by their peers. Considering that boys' caregivers mentioned this barrier more often, it is possible to say that boys are more exposed to bullying than girls (32% and 25%, respectively). Ostracization in Sanliurfa (22%) and bullying in Kilis (31%) were more prominent.

Key informants stated that some pilot schools implemented a "separate classroom" practice for local and refugee students, which resulted in an increase in bullying. The fact that local and refugee children are educated in separate classrooms created a more visible barrier to integration, resulting in their disassociation and, more importantly, their disparity. This exacerbated prejudice against refugee children by making them an "easy target" for local children. In addition to negatively affecting social cohesion, this practice can lead to the refugee child dropping out of school.

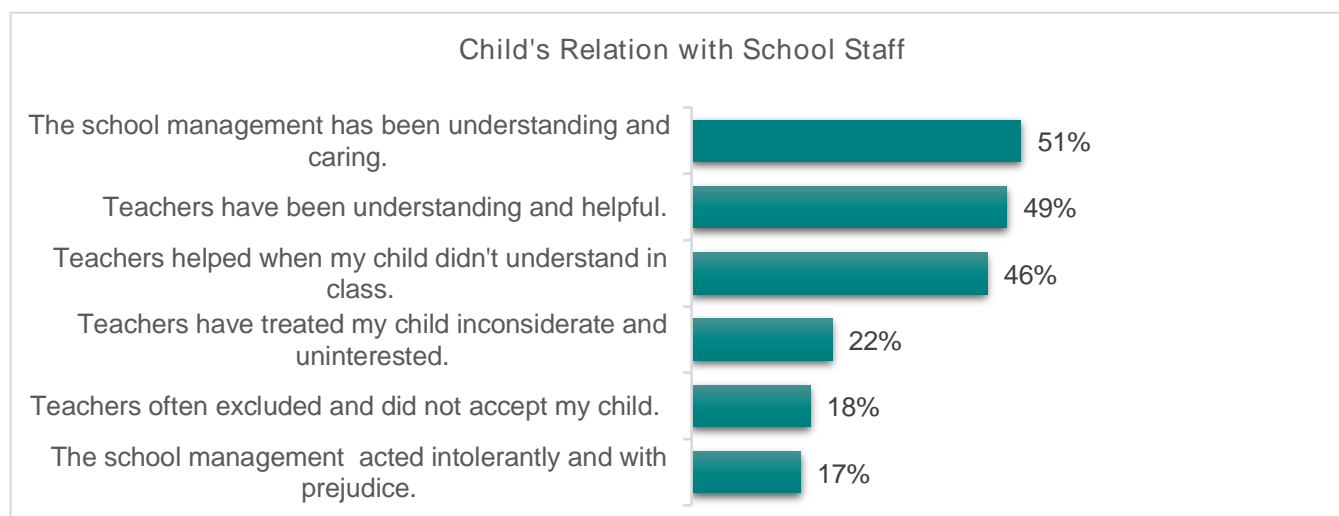
Chart 11: *Child's Relation with School*
(Top 2 Box Ratings (4, 5) - % of those who agree with the statement)



Half of the caregivers surveyed (51%) stated that the school administration and teachers are understanding, caring, and helpful towards their children. It is indicated by girls' caregivers more compared to boys' caregivers (65% and 43%, respectively). Nearly half (46%) said that teachers were helpful to their children when there were subjects that they did not understand in the class. One out of five parents (22%) complained that teachers have been inconsiderate and uninterested toward their children. Furthermore, 18% of parents stated that teachers exhibited an exclusionary attitude towards their children, and 17% mentioned that the school administration acted intolerantly and prejudiced.

Parents in different provinces have varying experiences with school management and teachers. While the experiences of refugees in Hatay and Gaziantep were relatively positive, those of parents in Kilis are more negative. Caregivers living in Kilis complained that teachers were intolerant, inconsiderate (29%), and exclusionary (32%) with their children. In addition, 24% said the school administration was intolerant and discriminatory. On the other hand, 59% of parents in Hatay said teachers are understanding, and 52% think teachers were helpful when students did not understand a subject in class.

Chart 12: *Child's Relation with School Staff*
(Top 2 Box Ratings (4, 5) - % of those who agree with the statement)



Caregiver's Relation with School

The relationship between parents/caregivers and their children's school was discussed from a variety of angles: their experiences during the enrollment process, their visits to the school throughout their children's schooling, and how they interact with the school administration and teachers as well as other parents from the local community.

Two in five parents (42%) mentioned they experienced difficulties with their child's school enrollment due to a language barrier. In Hatay, more parents (51%) reported having troubles, while in Kilis, fewer parents (26%) did. Key informants mentioned that parents who do not speak Turkish face difficulties in all aspects of education and schooling. The difficulties begin with the registration process, and obtaining legal documents for registration is also a challenge for parents who do not know enough Turkish.

Half of the parents (48%) claimed that the school administration was helpful during the enrollment process, with parents in Sanliurfa agreeing more (63%) and those in Kilis agreeing less (31%). Additionally, one in five parents (20%) stated that the school administration did not want to enroll their child. Parents in Gaziantep express less dissatisfaction with this (9%).

Table 25: School Registration Experiences

School Registration Experiences	TOTAL	G.Antep	Hatay	Kilis	Ş.Urfa
The school administration helped me a lot during the school registration.	48%	49%	51%	31% •	63% •
I had trouble enrolling my child due to the language barrier.	42%	50%	54% •	26% •	40%
During the school registration, the school administration did not want to enroll my child in that school.	20%	9% •	25%	25%	22%

Legend: • positively higher/ lower compared to other provinces • negatively higher/lower compared to other provinces

In order to obtain information on their child's academic progress, only 30 % of parents stated that they visited the school and attended parent-teacher meetings on a regular basis. This is largely related to parents' language barrier and due to that fact, most of the parents were unable to monitor their children's academic progress since communication with school staff is nearly impossible. Several schools had attempted to implement separate PTA meetings, but did not employ Arabic translators, and meetings were conducted in Turkish. Due to a lack of Turkish language and a sense of exclusion, Syrian parents refused to attend those meetings. Additionally, Syrian volunteer education personnel (SVEPs) provide support for the smooth integration of Syrian children into the Turkish education system. However, since SVEPs are not bilingual (Turkish and Arabic), their services were insufficient. Furthermore, per the key informant interviews, these personnel were ostracized by local teachers or administrators and they were not allowed even to spend time in teachers room, according to field personnel of NGOs working in the area.

Table 26: Visiting School

Visiting School	TOTAL	G.Antep	Hatay	Kilis	Ş.Urfa
I attended parent meetings regularly.	30%	29%	35%	31%	25%
I frequently visited the school and got information about my child's academic status.	30%	24%	25%	35%	35%

Legend: • positively higher/ lower compared to other provinces • negatively higher/lower compared to other provinces

Half of the caregivers (49%) stated that the school administration treated them with care and understanding. This rate was 56% in Hatay and 60% in Sanliurfa. Meanwhile, 18% of caregivers stated that the school administration treats them with discrimination (23% of male caregivers and 14% of female caregivers) and 16% expressed that they were intolerant and discriminatory (24% of male caregivers and 10% of female caregivers). Parents in Kilis complained more about the school administration's discrimination and intolerance (24% and 25%, respectively). In addition, one in every four caregivers (25%) mentioned that the school principal asked for a fee to register the child to the school. Key informants also noted there were reports school administrations requested fees from Syrian parents, but these instances are rare.

Table 27: Relations with School Administration

Relations with School Administration	TOTAL	G.Antep	Hatay	Kilis	Ş.Urfa
The school administration treated me with understanding and interest.	49%	50%	56% •	33%	60% •
The school administration and teachers helped us with the adaptation problems my child had at school.	40%	39%	38%	38%	47% •
The school/ school management required fee while registering.	25%	27%	27%	25%	20%
The school administration discriminated against us.	18%	13%	16%	24% •	18%
The school administration treated me prejudiced and intolerant.	16%	6%	17%	25% •	15%

Legend: • positively higher/ lower compared to other provinces • negatively higher/lower compared to other provinces

Turkish stakeholders said teachers behaved discriminatorily and intolerantly toward Syrian students, but Syrian key informants asserted that such cases were rare and that teachers were largely welcoming. Nevertheless, all experts agreed that teachers are not adequately trained to manage a mixed-ethnic classroom and manage crises effectively.

In line with key informants' evaluations, most parents have positive feelings towards teachers. Almost half of the caregivers (45%) said teachers guided them. In Sanliurfa, this rate was 62%, and in Kilis, it was 36%. However, one in four caregivers (26%) believed that teachers did not treat them as they did local parents (33% of male caregivers and 21% of female caregivers), particularly in Kilis (32%). Furthermore, 14% of caregivers think teachers treat them with prejudice and intolerance (23% of male caregivers and 8% of female caregivers), while 11% believe teachers do not want a refugee child in their classroom.

Table 28: Relations with Teachers

Relations with Teachers	TOTAL	G.Antep	Hatay	Kilis	Ş.Urfa
The teachers guided me to complete my child's academic deficiency.	45%	36% •	44%	39%	62% •
The teachers did not treat me the same as they would treat local parents.	26%	24%	25%	32% •	22%
The teachers treated me with as prejudice and intolerance.	14%	9% •	16%	18%	15%
The teachers did not want a refugee student in their classroom.	11%	7%	6%	14% •	15% •

Legend: • positively higher/ lower compared to other provinces • negatively higher/lower compared to other provinces

While there is no apparent tension between refugees and local parents, it would be incorrect to assert that they have a comfortable, welcoming, and cohesive relationship.

Approximately two out of every five refugee caregivers (38%) stated local parents treat them well. This belief is more prevalent in Kilis and Sanliurfa (46% and 48%, respectively). In addition, 15% of refugee parents believed that locals discriminate against them (23% of male caregivers and 9% of female caregivers), particularly parents in Kilis (25%). Furthermore, 11% believe that local parents do not want their children to attend school alongside refugee youngsters. Finally, one in every four parents (24%) indicated that local caregivers assisted them with challenges they encountered. However, in Kilis, only 14% of parents stated that they received such assistance.

When the caregivers' level of agreement with the statements is examined, it is hard to be concluded that there is a complete harmony or tension between the local and refugee caregivers. When the caregivers' "disagreement" and "indecisiveness" levels are analyzed, it is observed that the rates of disagreement with the statements "the local parents were discriminatory to me" and "the local parents were dissatisfied that their children being taught in the same class with my child" were quite high (46% and 47%, respectively). Additionally, the percentage of caregivers who disagree with the statement "the local parents did treat me nicely and friendly" is 27%, indicating that local caregivers are unwilling to assist refugee families even if they do not mistreat them. Thus, while there does not appear to be significant tension between local and refugee caregivers, social cohesion is not at the desired level as well. This conclusion is also supported by the following statements, which demonstrate a high level of indecision on the part of refugee caregivers: "the local parents did treat me nice and friendly" (39%), "the local parents helped me with the problems I encountered" (41%), "the local parents were discriminatory to me" (31%), "The local parents were comfortable that their children being taught in the same class with my child" (37%).

Table 29: Relations with Local Parents

Relations with Local Parents	TOTAL	G.Antep	Hatay	Kilis	Ş.Urfa
The local parents did treat me nice and friendly.	38%	24%	35%	46% •	48% •
The local parents were comfortable that their children being taught in the same class with my child.	30%	19%	38% •	29%	37% •
The local parents helped me with the problems I encountered.	24%	20%	30%	14% •	33% •
The local parents were discriminatory to me.	15%	4%	13%	25% •	18%
The local parents were dissatisfied that their children being taught in the same class with my child.	11%	11%	8%	14%	12%

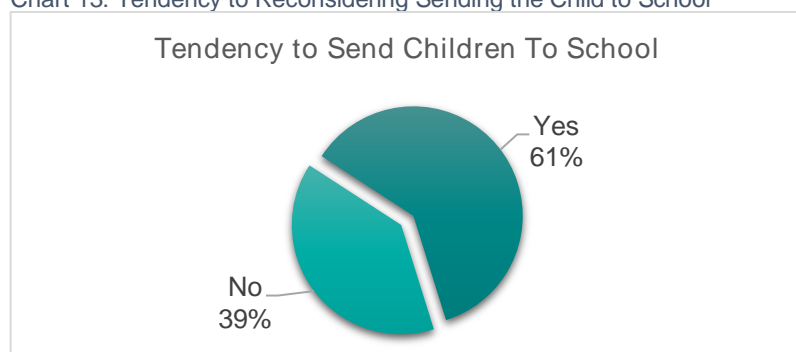
Legend: • positively higher/ lower compared to other provinces • negatively higher/lower compared to other provinces

Caregiver's Tendency of Sending His/ Her Child to School

61% of refugee parents stated that they would send their children to school if the necessary conditions were met. However, 39% are resistant to sending their children to school. On the other side, 63% of dropout children's parents and 49% of never enrolled children's parents mentioned they would reconsider sending their children to school if the necessary conditions were met.

While there was no difference between the caregivers of girls and boys who have never sent their children to school, the potential for girls to return to school was found to be higher among caregivers whose children dropped out. It may be due to the fact that boys are expected to work outside the home and earn money.

Chart 13: Tendency to Reconsidering Sending the Child to School



Caregivers in Hatay were most likely to consider sending their children to school (86%) if the necessary conditions were met. Refugee families in Kilis and Sanliurfa were significantly less willing (40% and 47%, respectively). Parents in Kilis and Sanliurfa encountered some difficulties with respect to language and social cohesion, and these challenges may have caused concerns about sending their children to school. Caregivers living in these provinces are hesitant to send their children to school for a variety of reasons, including the belief that teachers do not want refugee children in their classrooms, local parents' discriminatory attitudes, the prejudiced and intolerant attitudes of the school administration, and the administration's unwillingness to enroll refugee children. In Gaziantep and Hatay, caregivers' more positive experiences with school administration, teachers, and local parents were influential in reconsidering to send their children to school.

Key informants stated that parents' tendency to send their children back to school differed according to education level and school/grade age. One of the key informants explain it as follows:

"If the child is at primary school age, especially in a crowded household where the number of children is high, caregivers express they feel anxious and overwhelmed because of dealing with several children at the same time during the pandemic-related lockdowns. Therefore, they consider schooling as an escape or break for caregiving. As a result, their tendency to send their children to school is high.

If the child is at secondary school age, because of the high inflation rates, high unemployment, and the labor market's inclination to child labor, the age for child labor decreases to secondary education level. Moreover, CCTE payments are not considered as an incentive. If the child works, they can earn the monthly CCTE stipend with only one workday. Therefore, parents believe education is a secondary need due to financial issues.

If the child is at high school age, returning to school for high school education was very low, even before the pandemic. It is especially the case for girls, and early childhood marriage rates are predicted to be increased due to household financial issues. As a result, some caregivers force girls into marriage to avoid and reduce expenses to survive."

Table 30: Tendency to Reconsider to Send the Child to School

	TOTAL	G.Antep	Hatay	Kilis	Ş.Urfa
I would reconsider sending my child to school	63%	86%	75%	40%	47%
I would not reconsider sending my child to school	37%	14%	25%	60%	53%

Factors Influencing Caregivers' Decisions Related to School Enrollment

It is crucial to understand families' perspectives, barriers, and expectations regarding schooling in order to create an enabling environment that allows families to send their children to school. It is not enough to meet just one or a few conditions for parents to reconsider sending their children to school. In order to send their children to school, families have a wide range of needs, such as believing that going to school will provide a better future for their children, their children will not face difficulties in school due to the lack of social cohesion and their financial conditions are suitable enough to send their children to school. Based on this discussion of needs, it is essential to look at the factors that affect caregivers' decision to enroll their children in school from a holistic perspective.

According to key informants, cash assistance programs such as CCTE and ESSN are no longer an incentive because the amount is insufficient, and cash assistance is only a temporary solution to a long-term problem. Temporary cash assistance should be reserved for families in dire need, and the government, along with other education actors, should establish long-term rather than temporary solutions. Along with monetary incentives, material assistance should be provided for education. The material assistance, such as textbooks and other educational materials, should be plentiful and diverse, allowing for the inclusion of other family members. When a child receives educational materials, other family members often use and review them as well. Gender-equality-themed materials may have a beneficial effect on a family's decision to continue girls' education. Coordination between public institutions, NGOs, and field workers is critical for identifying needs, managing time and crises, and avoiding duplication.

Certain conditions should be met in order to ensure that children can start or return to school as soon as possible. The most compelling reasons for parents to consider sending their children to school varied among the provinces. However, some reasons stood out more frequently:

- Better chance of getting a job in the future
- Enabling the child to earn more money in the future
- Support for the child's transportation to school
- Support for the child's nutrition at school
- Education based on religion
- Formal education that includes vocational training
- Increased social cohesion (language barrier, more inclusive and non-exclusionary school staff)

In Gaziantep the following factors had more of an influence on the parents' decision:

- The belief that the child will have better job opportunities (92%)
- The belief that the child will earn more money (88%)
- Receiving support for the child's transportation costs (89%)
- Receiving support for the child's education costs (89%)
- The opportunity for religion-based education (89%)

While in Hatay:

- The equal treatment of Turkish and Syrian students by the school administration (80%)
- The belief that the child will have better job opportunities (79%)
- The opportunity for vocational training at school (79%)
- The opportunity to receive education both in the child's mother tongue and in Turkish (79%)
- The opportunity to learn Turkish before going to school (78%)

In Kilis:

- The equal treatment of Turkish and Syrian students by the school administration (51%)
- The belief that the child will have better job opportunities (47%)
- The opportunity to learn Turkish before going to school (46%)
- The ability of the child to walk from school to home (42%)
- Receiving support for the child's nutrition costs at school (41%)

Finally, in Sanliurfa:

- Receiving support for the child's transportation costs (48%)
- The opportunity for religion-based education (46%).
- Teachers' inclusive attitude at school (46%)
- The belief that the child is safe at school (46%)
- The ability of the parent to find a job (45%)

One of the common needs of parents is transportation support to the school, an issue that key informants sought to address. One key informant said, "Public schools are too crowded, and adequate vacancies could not be created for the new enrollments. Due to lack of capacity, many families are referred to other

districts far from their homes. However, since there is no transportation assistance, families refuse to send their children to school."

More than half of the parents, particularly those of girls, said that they do not want their children to have an education in mixed-sex classes. A key informant explained the parents' approach as follows: "Caregivers do not want their children to attend a co-educational school (mixed-sex schools). Since the Syrian culture supports gender separation, refugee caregivers prefer to enroll their children in separated school systems (namely imam Hatip schools). This cultural characteristic primarily affects female students in secondary and high school. Certain families are culturally conservative and express that they will not send their girls to a school if boys are even in the next building. Some families are concerned about their girls (above age 13) being abducted by someone who wishes to marry them. This belief creates a security risk, particularly in rural and impoverished areas. The media and verbal dissemination of abduction cases directly have a direct negative effect on the parents." Additionally, parallel to the study results, the key informant also mentioned that school transportation is still a need for Gaziantep and Sanliurfa, unlike Hatay and Kilis.

Table 31: *Factors that Affect the Caregivers' Decision Regarding to Sending the Child to School*

	TOTAL	G.Antep	Hatay	Kilis	Ş.Urfa
If I believe that my child will have a better chance of getting a job because he/she goes to school.	65%	92%	79%	47%	40%
If I can get support for my child's transportation costs to the school.	65%	90%	77%	37%	48%
If the school administration treats equally to Turkish and Syrian children.	65%	80%	80%	51%	44%
If we can get financial support for my child's education costs.	64%	89%	77%	39%	45%
If my child can get a religion-based education at school.	63%	89%	77%	33%	46%
If my child could receive vocational training at school.	63%	85%	79%	38%	45%
If I believe my child will earn more money in the future because he/she goes to school.	62%	88%	76%	39%	41%
If the attitudes and behaviors of teachers at school are more inclusive.	62%	83%	73%	41%	46%
If my child has an opportunity to learn Turkish before going to school.	62%	79%	78%	46%	42%
If I believe my child will be safe at school.	62%	85%	74%	37%	46%
If the school is within walking distance of our home.	61%	81%	75%	42%	43%
If we can get financial support for my child's nutrition at school.	61%	83%	75%	41%	40%
If my child can receive education both in his/her mother tongue and in Turkish.	61%	86%	79%	38%	37%
If I can get a job.	54%	64%	65%	40%	45%
If my child will be able to attend the same grade as their peers.	59%	87%	72%	32%	39%

	TOTAL	G.Antep	Hatay	Kilis	Ş.Urfa
If I can get guidance support for enrollment in the school.	59%	82%	75%	38%	38%
If I believe my child will have a better future when they go to school.	59%	87%	73%	31%	37%
If I can get the support of an interpreter/ translator to enroll in the school.	57%	76%	71%	34%	40%
If my child can receive education in his/her mother tongue at school.	55%	67%	67%	41%	43%
If I find proper education opportunity for my child with disability.	54%	61%	70%	38%	45%
If boys and girls will be taught in separate classes.	52%	72%	60%	31%	40%
If there is someone to take care of the other children in the house.	44%	37%	63%	37%	40%
If there is someone to help me with housework at home.	40%	33%	52%	29%	45%

Conclusions and Recommendations

Children make up 1.6 million of the Syrians under temporary protection in Turkey. The school-age population accounts for 70% of all of these children. Although the enrollment rates of Syrian children at the elementary school level are high, they fall as they get older, mainly due to the poor economic situation of their families.

However, it would be misleading to attribute this drop in formal education enrollment exclusively to families' financial situations; a more holistic perspective provides additional nuance and opportunities to implement effective educational programming. In addition to their economic situation, Syrian parents do not send their children to school due to a lack of sufficient Turkish knowledge, a lack of access to information resources regarding school enrollment, bureaucratic obstacles in obtaining documents, and the child being assigned a distant school. Additionally, parents are concerned about their children being exposed to peer bullying.

In order to overcome these obstacles, both the government and NGOs/INGOs have made significant efforts to create a safe environment for children. However, while some progress has been made, these programs are insufficient to eradicate the problem of low enrolment among Syrian children entirely.

TECs were implemented as one of these interventions, but the initiative has come to a close ten years later. ALP, however, still supports the transition of refugee children between the ages of 10 and 18 to formal education from outside school.

CCTE is another initiative designed to assist students with their education. CCTE is a program specifically designed to assist economically disadvantaged children in formal education. If children maintain a minimum of 80% participation in formal education, their parents are given monthly financial support. However, CCTE is no longer considered an incentive among parents since the assistance provided is inadequate, and it is believed that the child can earn the same or more in one day at work. As such, the

child is encouraged by their family to drop out of school and work to contribute to the livelihood of the home. Children, particularly boys, feel compelled to work in order to establish their presence in the household. The research found that boys, in particular, feel guilty and obliged to work. They also tend to feel hopeless if they lose their jobs. Working children are proud of themselves for contributing to the family while acknowledging that they have no other life due to long working hours and little time for play or spending time with friends.

One of the challenges impeding children's access to education is overcrowding in schools. Due to a large number of pupils and the inadequacy of school capacity, Syrian students are assigned to schools located far from their homes. These children are unable to attend school because schools do not provide transportation assistance and because underprivileged refugee families cannot afford to pay for their children's transportation to school.

Another issue that might be counted as a bureaucratic impediment is Syrian refugees' experience while registering. This issue was often raised during interviews with key informants. Although registration rates have grown over time, key informants are aware that some refugees continue to avoid registration in order to retain their free movement. When these refugees wish to relocate to another place in order to work, the transfer process can be prolonged. One of the key informants mentioned that there are cases that have lasted up to two years. Due to the exhausting process, families frequently have to stop legal proceedings and continue their lives in the relocated city. Another difficulty with TPID transfers is that occasionally when officials process requests, they simply complete the essential activities for the child's school registration and do not complete the parents' transactions. As a result, the youngster, his parents, and other family members are registered in separate cities. According to key informants, while this problem is not prevalent in Kilis, it is notably prevalent in Gaziantep, Hatay, and Sanliurfa.

The language barrier is a significant issue for older children and their parents. Due to the language barrier, many parents are unsure how to enroll their children in school or register and present the required documentation. In addition, parents of school-aged children are unable to monitor their children's academic progress due to linguistic barriers. One of the primary sources indicated that Syrian counselors were hired to assist parents with their language difficulties. However, because these consultants are not bilingual and are thus unable to communicate with teachers, the issue has remained largely unresolved. Additionally, while some schools did hold parent-teacher meetings to facilitate communication between refugee parents and teachers, the lack of Arabic translation or Turkish language skills hampered the effectiveness of the meetings. The language barrier creates challenges for children as well as their caregivers. For example, 51% of caregivers in Hatay, 43% in Sanliurfa, 40% in Gaziantep, and 28% in Kilis reported that their children struggled with peers due to their language barrier.

Another concern of parents is that their children are subjected to peer bullying. Parents are fearful of harassment at school and as children make their way to and from school. Bullying is a severe issue, particularly in and around schools. One in every five-caregiver mentioned that their child was bullied at school by their peers; it was more prevalent in Kilis (31%). Students who have been bullied face anxiety, rage, powerlessness, depression, and dissatisfaction with the school experience. Such emotions often accompany a decline in academic achievement, as well as feelings of worthlessness and unhappiness, exclusion, and loneliness. As a result of these effects, a large number of refugee students drop out of school. Therefore, school administration and teachers need to maintain an inclusive, equitable attitude toward local and refugee students and avoid using discriminatory language. The majority of parents

expressed satisfaction with their children's teachers and their school's administration. While local key informants reported that Turkish teachers are intolerant and prejudiced, Syrian key informants report that such incidents are infrequent and Turkish teachers' attitudes are embracing.

Syrian parents' unpleasant experiences and the discriminatory attitudes they encounter make them feel despair for their children's future. Many Syrian parents believe that education is critical for a child's development. However, they also think that even if their children receive a good education, they will be unable to obtain better job opportunities or earn more money in the future due to continued discrimination against Syrians. As a result of discrimination (both real and perceived), refugee families are not convinced to enroll their children in school.

More than half of parents whose children are not enrolled in school stated they would reconsider enrolling their child if specific conditions were met. All of the children interviewed exhibited an interest in attending school. Children who left school indicated a desire to return. When these children compare their lives to those of their classmates who are still in school, they express that their peers will benefit from a better future with a stable job. They report being in despair about their own destiny. These signify that they see the value in schooling, but they perceive the existing conditions as too stressful and damaging to keep enrolling.

Considering the livelihood concerns and low economic levels of parents, one of the most important issues that can encourage them to send their children to school is providing vocational education. Furthermore, since children's vocational training at school will also increase their opportunities to access work, it can be an incentive for parents to send their children to school regularly. In addition, formal education programs with vocational education are also expected to be effective in combating child labor.

It is also important for parents that girls do not receive education in mixed classes and receive a religious education.

Taking into account all the concrete problems and concerns experienced by parents and children, the following interventions and improvements may have a positive impact on children's enrolment rates:

Improving Relationship between Families and Schools

- Establish units that will provide information and counseling in Arabic language to parents about the Turkish education system, possibly through district or provincial education directorates
- Provide translation support to ensure communication between Syrian parents and school staff at schools

Creating an Enabling Environment that Supports School Enrolment

- Create Turkish language courses and conversation groups that parents can attend
- Provide financial support to family (at least equal to the amount of monthly allowance that the child earns while working as a child worker)
- Provide free transportation to school (for children)
- Provide free nutrition at school (for children)

- Disseminate information regarding education opportunities for adolescent children in technical vocational and vocational high schools that provide vocational education within the scope of formal education.
- Establish a unit where parents can consult on pathways to sustainable work and available job opportunities for themselves
- Facilitate sessions for families on the importance of education, child development, positive parenting and the impact of education on children's social-emotional skills and social cohesion

Improving Children's Adaptation to School

- Create Turkish language courses and conversation groups
- Create structured play opportunities that allow children from the refugee and host communities to meet, collaborate and learn from one another in an organic way
- Implement social adaptation programs in schools that enable families from the refugee and host communities to interact positively with each other in school environment
- Organize professional development trainings to equip school administration, teachers and school counselors with the tools essential to provide support to Syrian students
- Organize professional development trainings to inform school administration, teachers and counsellors about refugee children's right to education, empower them to take a more empathic approach to refugee children and cope more effectively with challenges
- Create psychosocial support opportunities at school, through integrated PSS activities or stand-alone sessions depending on student needs
- Provide alternative education opportunities for those never enrolled to school (such as providing materials to facilitate self-learning such as home literacy kits, educational books, toys and puzzles)

Refugees' movement within the country since the outbreak of the Syrian crisis has also resulted in a shift in the nature and scope of the difficulties they face. As a result, their needs and expectations have evolved. In this setting, it is vital to update the supports and interventions, as well as to develop more innovative and rapid response interventions. Collaboration between state institutions, NGOs/INGOs, and field workers is essential for recognizing needs, managing time and emergencies, and avoiding duplication of efforts in the field of humanitarian assistance.



Annex 1: Household Structure Inventory

H1. Evinizde kimlerle birlikte yaşıyorsunuz? | Who do you live with in your household?

Kocam Husband	1
Karım Wife	2
Çocuk(lar) My children	3
Yeğen(ler) My nephews	4
Anne Mother	5
Baba Father	6
Kayınvalide Mother in law	7
Kayınpeder Father in law	8
Elti (kadınlar için – kocasının kardeşinin eşi) Sister in law – for women: husband's brother's wife	9
Kayınbirader (kadınlar için – kocasının erkek kardeşi) Brother in law – for women: husband's brother	10
Baldız (erkekler için – karısının kız kardeşi) Sister in law – for men: wife's sister	11
Bacanak (erkekler için – karısının kız kardeşinin kocası) Brother in law – for men: wife's sister's husband	12
Görümce (kadınlar için – kocasının ablası/kız kardeşi) Sister in law – for women: husband's sister	13
Enişte (kadınlar için – kocasının ablasının/kız kardeşinin kocası) Brother in law - for women: husband's sister's husband	14
Diğer (lütfen belirtin) Other (please specify)	

H2. Yani, evinizde kaç kişi yaşıyor? So, how many people live in your household?						
H3. Evinizde 18 yaşından büyük kaç kişi yaşıyor? How many of them are over the age of 18?						
H4. Evinizde engelli kimse yaşıyor mu? Does anyone with disability live in your household?	1)Evet/Yes	2)Hayır/No	H4a. Evetse → Kim?			
H5. Evinizde bakıma muhtaç kimse yaşıyor mu? Does anyone in need of care live in your household?	1)Evet/Yes	2)Hayır/No	H4a. Evetse → Kim?			
H6. Evinizde 18 yaşından küçük kaç çocuk yaşıyor? How many children under the age of 18 live in your household?						
H7. Evinizde 0-4 yaş arasında kaç çocuk yaşıyor? How many children between the ages of 0 and 4 live in your household?						
H8. Evinizde 5-9 yaş arasında kaç çocuk yaşıyor? How many children between the ages of 5 and 9 live in your household?						
H9. Evinizde 10-17 yaş arasında kaç çocuk yaşıyor? How many children between the ages of 10 and 17 live in your household?						
H10. Evinizde yaşayan 10-17 yaş arası çocukların bakımından siz mi sorumlusunuz? Are you responsible for the care of / decision maker children aged 10-17 living in your household?	1)Evet/Yes	2)Hayır/No				

H11. Bakımından sorumlu olduğunuz çocukların yaşlarını söyler misiniz? Could you please indicate the ages of the children you are responsible/decision maker?	1. Çocuk	2. Çocuk	3. Çocuk	4. Çocuk	5. Çocuk	6. Çocuk	7. Çocuk	8. Çocuk	9. Çocuk	10. Çocuk
0-4 yaş age group	1	1	1	1	1	1	1	1	1	1
5-9 yaş age group	2	2	2	2	2	2	2	2	2	2
10-14 yaş age group	3	3	3	3	3	3	3	3	3	3
15-17 yaş age group	4	4	4	4	4	4	4	4	4	4
18+ yaş age group	5	5	5	5	5	5	5	5	5	5
H12. Bakımından sorumlu olduğunuz çocukların cinsiyetini söyler misiniz? Could you please indicate the gender of the children you are responsible/decision maker?	1. Çocuk	2. Çocuk	3. Çocuk	4. Çocuk	5. Çocuk	6. Çocuk	7. Çocuk	8. Çocuk	9. Çocuk	10. Çocuk
Kız Girl	1	1	1	1	1	1	1	1	1	1
Oğlan Boy	2	2	2	2	2	2	2	2	2	2
H13. Bakımından sorumlu olduğunuz / Hakkında karar verici olduğunuz her çocuk için yakınlık derecenizi belirtir misiniz? Could you please indicate your relation/closeness for each child you are responsible / decision maker for?	1. Çocuk	2. Çocuk	3. Çocuk	4. Çocuk	5. Çocuk	6. Çocuk	7. Çocuk	8. Çocuk	9. Çocuk	10. Çocuk
Anne Mother	1	1	1	1	1	1	1	1	1	1
Üvey anne Step mother	2	2	2	2	2	2	2	2	2	2
Teyzel Mother's sister	3	3	3	3	3	3	3	3	3	3
Hala Brother's sister	4	4	4	4	4	4	4	4	4	4
Anneanne Grandmother (mother's mother)	5	5	5	5	5	5	5	5	5	5
Babaanne Grandmother (father's mother)	6	6	6	6	6	6	6	6	6	6
Baba Father	7	7	7	7	7	7	7	7	7	7
Üvey baba Step father	8	8	8	8	8	8	8	8	8	8
Enişte – Karımın kız kardeşinin çocuğu Uncle -My wife's sister's child	9	9	9	9	9	9	9	9	9	9
Enişte – Karımın erkek kardeşinin çocuğu Uncle – My wife's brother's child	10	10	10	10	10	10	10	10	10	10
Amca Uncle – my brother's child	11	11	11	11	11	11	11	11	11	11
Dede (Kızımın çocuğu) Grandfather (My daughter's child)	12	12	12	12	12	12	12	12	12	12
Dede (Oğlumun çocuğu) Grandfather (My son's child)	13	13	13	13	13	13	13	13	13	13
2. derece akraba 2nd degree relative	14	14	14	14	14	14	14	14	14	14
Komşumun çocuğu My neighbor's child	15	15	15	15	15	15	15	15	15	15
Arkadaşımın çocuğu My friend's child	16	16	16	16	16	16	16	16	16	16
Diğer (lütfen belirtin) / Other (please specify)										

Annex 2: Caregiver Survey Questionnaire

PROFİL SORULARI | PROFILING QUESTIONS

1. Yaşınızı öğrenebilir miyim? **ANKETÖR:** Yaşı açık olarak yazın ve ilgili seçeneği işaretleyin. (TEK CEVAP)
Please tell me your age? **INTERVIEWER:** Please type in the exact age and then choose the corresponding age group (SINGLE RESPONSE)

YAŞ: (Sayı ile yazınız) AGE: (Fill in the number)

	Yaş / Age	
18 yaş altı Below 18	TEŞEKKÜR EDİN VE GÖRÜŞMEYİ SONLANDIRIN THANK THE RESPONDENT AND TERMINATE INTERVIEW	KOTA DIŞI EXCLUDED
18-24	1	KOTA KONTROL CHECK QUOTA.
25-34	2	
35-44	3	
45-54	4	
55-64	5	
65+	6	

F3. Cinsiyeti sormadan işaretleyin (TEK CEVAP). Choose gender without asking (SINGLE RESPONSE)

	Cinsiyet / Gender	
Kadın / Female	1	KOTA KONTROL CHECK QUOTA
Erkek / Male	2	

F4. Eğitim durumunuzu en iyi hangisi ifade eder? Lütfen en son mezun olduğunuz okulu düşünerek cevap veriniz. Which of the following best describes your education level. Please consider the last degree you completed. **(GEREKLİ DURUMDA SEÇENEKLERİ OKUYUN VE NETLEŞTİREREK İŞARETLEYİN- TEK CEVAP)** (IF NECESSARY, READ THE CHOICES AND CLARIFY- SINGLE RESPONSE)

	F.4 Eğitim	
Eğitimsiz (No education)	1	KOTA KONTROL CHECK QUOTA
İlkokul Mezunu (Primary School)	2	
Ortaokul veya Lise ve Dengi Okul Mezunları (Middle or High School or Equivalent)	3	
Üniversite/Yüksek Okul ve Üstü (Undergraduate, Graduate or Higher)	4	

D1. Hanenizde yaşayan ve evinizin gelirin ve giderlerine katkı sağlayan ve **en yüksek gelire sahip kişi kimdir?** Who is the main income earner of your household (Someone who lives in your household and has the highest amount of income among all members of the household)?

Ben / Me	1	Amca / Dayı / Enişte (Uncle)	8
Eşim – beyim / My husband	2	Teyze / Hala / Yenge (Aunt)	9
Eşim – hanımım / My wife	3	Büyükbaba / Dede (Grandfather)	10
Babam / My father	4	Büyükanne / Anneanne / Babaanne (Grandmother)	11
Annem / My mother	5	Kayınpeder/Kayınvalide (Father or Mother-in-law)	12
Kardeşim / Ablam / Abim / My Sibling	6	Diğer (YAZINIZ)- Other (PLEASE TYPE)	
Çocuğum / Kızım / Oğlum / My son or daughter	7		

D2. Bu kişinin (haneye en çok gelir getiren kişinin) medeni durumunu öğrenebilir miyim? What is the marital status of the main income earner?

Evli / Married	1
Bekar / Single	2
Dul, boşanmış / Widowed or divorced	3

D3. Haneye en çok gelir getiren kişinin eğitim durumunu aşağıdakilerden hangisi ifade eder? What is the education status of the main income earner?

Üniversite yüksek lisans-doktora-tıpta uzmanlık / Graduate Degree or Higher (Ph.D.)	1
Üniversite mezunu (4 yıllık)- Undergraduate Degree (University- 4 year)	2
Üniversite mezunu (açık öğretim) – Undergraduate Degree (Distance Education)	3
2 Yıllık Üniversite mezunu (meslek yüksek okulu)- 2-Year University (Vocational) Graduate	4
Meslek lisesi mezunu- Vocational High School Graduate	5
Düz lise mezunu- High School Graduate	6
Ortaokul mezunu- Middle School Graduate	7
İlkokul mezunu- Primary School Degree	8
Eğitimsiz / ilkokul terk- Primary School Drop-out or No Education	9

D4. Haneye en çok gelir getiren kişi şu an çalışıyor mu yoksa emekli mi? Is the main income earner currently retired?

Evet-emekli / Yes, Retired	1
Hayır / Not Retired	2

D5a. Haneye en çok gelir getiren kişinin ücretli çalıştığını belirttiniz. Ücretli çalışan bu kişi sigortalı mı yoksa sigortasız mı çalışıyor? I You mentioned the main income earner is working in salaried work. Does this person work formally or informally?

Sigortalı çalışan I Working formally	1
Sigortasız çalışan I Working informally	2

A1. Medeni durumunuzu öğrenebilir miyim? (TEK CEVAP) What is your marital status (SINGLE RESPONSE)

Hiç Evlenmedi / Never Married	1	TAKİP KOTASI KONTROL CHECK QUOTA
Evli / Married	2	
Dul / Eşini kaybetmiş / Boşanmış /Widow / Divorced	3	

A2. Şu anda çalışma durumunuzu en iyi hangisi açıklar? (SEÇENEKLERİ OKUYUN. TEK CEVAP) Which best describes your current work status? (READ THE CHOICES- SINGLE RESPONSE)

Öğrenciyim / Student	1	SONRAKİ BÖLÜME GEÇİN GO TO THE NEXT SECTION
Çalışıyorum / Working (Anketör notu: Yarı zamanlı- tam zamanlı- parça başı dahil) (Including part-time and piecework)	2	A3 SORUSUNA GEÇİNİZ GO TO QUESTION A3
Çalışmıyorum / Not working (Ev hanımları HARIÇ diğer çalışmayanlar) (All unemployed excluding housewives)	3	SONRAKİ BÖLÜME GEÇİNİZ GO TO THE NEXT SECTION
Çalışmıyorum – Ev hanımıyım. / Not working- Housewife	4	
Emekliyim / Retired (Anketör notu: Emekli kadınlar buraya işaretlenmeli) (Retired women who say they are now housewives fall under this category)	5	

A3. Peki, çalışma şeklinizi hangisi en iyi açıklar? (SEÇENEKLERİ OKUYUN. TEK CEVAP) Which of these best describes your current work status? (READ THE RESPONSES- SINGLE RESPONSE)

SADECE A2'DE 2. SEÇENEĞİ SEÇENLERE SORULACAK- ONLY ASK THOSE WHO CHOSE THE 2 ND CHOICE IN A2.	A3. Çalışan Şekli/ Work Status	
Ücretli veya yevmiyeli çalışan – sigortalı / Salaried or piecemeal work - formal	1	TAKİP KOTASI KONTROL CHECK QUOTA
Ücretli veya yevmiyeli çalışan – sigortasız / Salaried or piecemeal work - informal	2	
İşveren / Employer	3	
Kendi hesabına çalışan / Self-employed	4	
Ücretsiz aile işçisi / Unpaid family worker (ANKETÖR BİLGİ NOTU: Aileye ait bir işletmede veya tarlada ücretsiz çalışan kişiler) (NOTE: Unpaid workers at a family enterprise or farm/ field)	5	

A5. Okuyacaklarımdan hangisi sizin göç deneyiminizi en iyi tanımlıyor? (TEK CEVAP) | Which of these best describes your immigration experience? (SINGLE ANSWER)

Suriye'den geldiğimden beri şu an yaşadığım ilde yaşıyorum. I've been living in the same city since we moved to Turkey.	1
Suriye'den geldiğimden beri 2 kez il değiştirdim. I've changed 2 cities since we moved to Turkey.	2
Suriye'den geldiğimden beri 3'den fazla il değiştirdim. I've changed more than 3 cities since we moved to Turkey.	3

A6. Okuyacaklarımdan hangisi şu anki göç etme düşüncenizi en iyi tanımlıyor? (TEK CEVAP) | Which of these best describe your current thoughts about immigration? (SINGLE ANSWER)

Başka bir ile taşınmayı düşünüyoruz. We plan to move to another city/province.	1
Başka bir ile taşınmaya düşünmüyoruz. We do not plan to move to another city/province.	2
Başka bir ülkeye göç etmeyi düşünüyoruz. We plan to immigrate to another country.	3
Suriye'ye geri dönmeyi düşünüyoruz. We plan to go back to hometown/Syria.	4

FİNANSAL DESTEK PROGRAMLARI FARKINDALIĞI | AWARENESS OF FINANCIAL ASSISTANCE PROGRAMS

B1. Yerel yönetimler ve sivil toplum kuruluşları gibi kurum ve kuruluşlar sizler gibi Suriye'den zorunlu olarak Türkiye'ye göç etmiş kişilere bir takım finansal destekler sunmaktadır. Şimdi size okuyacağım bu desteklerden faydalanmasanız bile hangilerini bildiğinizi belirtir misiniz?

Institutions and organizations such as local authorities and non-governmental organizations provide financial assistance programs to Syrians forcibly displaced from their homeland. Even if you do not benefit from these supports, which I will read to you, would you please indicate which ones you are aware of?

B2. Peki bu destek programlarının herhangi birinden faydalaniyor musunuz? Hangilerinden?

So, do you benefit from any of these assistance programs? Which one(s)?

Financial Assistance Programmes	B1. Awareness	B2. Usage
Şartlı Eğitim Yardımı (Ş.E.Y.) / Conditional Cash Transfer for Education (CCTE)	1	1
Okula Kayıt için Destek Programı (OKP) / The Support for School Enrolment (SSE)	2	2
Kızılay Kart / Emergency Social Safety Net Programme (ESSN)	3	3
Belediyelerin Destekleri / Assistance provided by Municipalities	4	4
Diğer (lütfen belirtin) Other (please specify)	5	5
Hiçbirini bilmiyorum I am not aware of any of these	6	
Hiçbirinden faydalanmıyorum I am not benefitted from any of these		6

B3. SADECE B1.'DE 1, 2, 3, 4, 5 DİYENLERE SORULACAK | ONLY ASK THOSE WHO CHOSE 1, 2, 3, 4, 5 IN QUESTION B1

Bildiğinizi belirttiğiniz bu finansal destek programlarından nasıl haberdar oldunuz? (ÇOK CEVAP) | How did you become aware of these financial assistance programs? (MULTIPLE ANSWER)

Aile / Family	1
Arkadaş / Friend	2
Devlet Kurumları / Local Government	3
Muhtar	4
STK / NGO	5
Online	6
Diğer (lütfen belirtin) Other (please specify)	7

BAKIMVERENİN ÇOCUK ALGISI | CAREGIVERS' CHILD PERCEPTION

C1. Şimdi size **çocuklarla** ilgili bazı ifadeler okuyacağım. Bu ifadelerin her birine ne derece katıldığınızı belirtir misiniz? 1 Kesinlikle katılmıyorum, 5 Kesinlikle katılıyorum anlamına gelmektedir. | I will read you some statements regarding children. On a scale of 1 to 5, please indicate to what extent do you agree with each of the statements.

		Kesinlikle KATILMIYORUM / Completely DISAGREE		Kesinlikle KATILIYORUM/ Completely AGREE	Bilmiyorum / Do not know
a)	Her insan 12 yaşına kadar çocuktur. A child is any person under the age of 12.	1	234	5	9
b)	Her insan 18 yaşına kadar çocuktur. A child is any person under the age of 18.	1	234	5	9
c)	18 yaşına kadar çocuğun temel ihtiyaçlarından (beslenme, barınma, giyinme vb.) ailesi sorumludur. Family is responsible for the basic needs of the child up to the age of 18 (nutrition, shelter, clothing, etc.)	1	234	5	9
d)	Bir çocuk 16 yaşından küçük olsa da gerekiyorsa ev gelirine katkıda bulunmalıdır. Even if the child is younger than 16, he/she should contribute to household income if necessary.	1	234	5	9
e)	Sadece çalışan çocukların ailede söz hakkı vardır. Only children who contribute to household income have the right to speak in the family.	1	234	5	9
f)	Bir çocuk temel okuryazarlık becerilerine sahip olduğunda eğitimi tamamlamış sayılır. When a child has basic literacy skills, he/she is considered as he/she has completed the education.	1	234	5	9
g)	Bir çocuğun zorunlu eğitimi (12 yıl) tamamlayana kadar eğitime devam etmesi gerekir. A child should continue to education until he/she completes compulsory education (12 years).	1	234	5	9
h)	Kız çocuklar eğitimlerini bırakıp ev işlerinden sorumlu olmak yerine öncelikli olarak eğitimlerini tamamlamalıdır. Girls should complete their education as a priority instead of dropping out of their education for being responsible for housework.	1	234	5	9
i)	Oğlan çocukları bir an evvel çalışıp para kazanmak yerine öncelikli olarak eğitimini tamamlamalıdır. Boys should complete their education first instead of working and earning money as soon as possible.	1	234	5	9
j)	Kız çocukların eğitime devamı oğlan çocuklarından daha önceliklidir. Girls' attendance at education has priority over boys.	1	234	5	9
k)	Oğlan çocukların eğitime devamı kız çocuklardan daha önceliklidir. Boys' attendance at education has priority over girls.	1	234	5	9
l)	Çocuk ev içinde kardeş ve/veya yaşlılara bakmakla sorumludur. A child is responsible for taking care of younger siblings and/or elders.	1	234	5	9

		Kesinlikle KATILMIYORUM / Completely DISAGREE		Kesinlikle KATILIYORUM/ Completely AGREE	Bilmiyorum / Do not know
m)	Kız çocuklar ergenliğe girdikten sonra her an evlendirilebilir. Girls can get married at any time after they are adolescence.	1	234	5	9
n)	Oğlan çocuklar ergenliğe girdikten sonra her an evlendirilebilir. Boys can get married at any time after they are adolescence.	1	234	5	9
o)	Engelli çocuklar okula gidebilir. Children with disabilities can go to school.	1	234	5	9

ÇOCUKLARIN EĞİTİM GEÇMİŞLERİ | EDUCATIONAL BACKGROUND OF THE CHILDREN

ANKETÖRE NOT: HER SORUYU GÖRÜŞTÜĞÜNÜZ KİŞİNİN SORUMLU OLDUĞU HER ÇOCUK İÇİN SORUN.

NOTE TO THE INTERVIEWER: ASK FOR ALL CHILDREN FOR WHOM THE INTERVIEWEE IS RESPONSIBLE.

	1. Çocuk	2. Çocuk	3. Çocuk	4. Çocuk	5. Çocuk	6. Çocuk	7. Çocuk	8. Çocuk	9. Çocuk	10. Çocuk
D1. Yaş /Age										
D2. Cinsiyet /Gender										
Kız /Girl	1	1	1	1	1	1	1	1	1	1
Oğlan / Boy	2	2	2	2	2	2	2	2	2	2
D3. Çocuğun güncel eğitim durumu /Child's current education status										
Hiç başlamamış / Never started	1	1	1	1	1	1	1	1	1	1
Başlayıp bırakmış /Started and dropped out of school	2	2	2	2	2	2	2	2	2	2
Uzun süreli devamsız / Long term absent	3	3	3	3	3	3	3	3	3	3
Devam ediyor / Continue	4	4	4	4	4	4	4	4	4	4
Bilgi yok / No information	5	5	5	5	5	5	5	5	5	5
D4. Çocuğun son devam ettiği eğitim kademesi / The last education level that the child attend										
Okul öncesi /Pre-school	1	1	1	1	1	1	1	1	1	1
İlkokul / Primary school	2	2	2	2	2	2	2	2	2	2
Ortaokul / Middle school	3	3	3	3	3	3	3	3	3	3
Lise /High School	4	4	4	4	4	4	4	4	4	4
D5. Çocuğun son devam ettiği eğitim türü / The last education type that the child attend										
Devlet okulu / Public school	1	1	1	1	1	1	1	1	1	1
Geçici Eğitim Merkezi (GEM) /Temporary Education Center (TEC)	2	2	2	2	2	2	2	2	2	2
Hızlandırılmış Eğitim Programı (HEP) / Accelerated Learning Program (ALP)	3	3	3	3	3	3	3	3	3	3
Diğer (lütfen belirtin) / Other (please specify)										
D6.Çocuğun bugüne kadar düzenli olarak devam ettiği okul dışındaki eğitim programları / Education programs the child has attended regularly – excluding school.										
Geçici Eğitim Merkezi (GEM) /Temporary Education Center (TEC)	1	1	1	1	1	1	1	1	1	1
Hızlandırılmış Eğitim Programı (HEP) / Accelerated Learning Program (ALP)	2	2	2	2	2	2	2	2	2	2
PIKTES ek dersleri / PIKTES extra courses	3									
Concern Eğitim Destek Merkezi / Concern Education Support Centre	4									
Diğer (lütfen belirtin) / Other (please specify)										

	1. Çocuk	2. Çocuk	3. Çocuk	4. Çocuk	5. Çocuk	6. Çocuk	7. Çocuk	8. Çocuk	9. Çocuk	10. Çocuk
D7.D3 SORUSUNDA 4 İŞARETLENEN ÇOCUKLAR İÇİN: / FOR CHILDREN MARKED 4 ON THE QUESTION: D3										
Kovid döneminde uzaktan eğitimi (EBA TV vb.) takip etti mi? / D5. Did your child follow distance education (EBA TV, etc.) during the Covid-19?										
Evet / Yes	1	1	1	1	1	1	1	1	1	1
Hayır / No	2	2	2	2	2	2	2	2	2	2
D8.D3 SORUSUNDA 3 veya 4 İŞARETLENEN ÇOCUKLAR İÇİN: / FOR CHILDREN MARKED 3 OR 4 IN THE QUESTION D3:										
Kovid döneminde uzaktan eğitimi takip etti mi? / Did your child follow distance education during the Covid-19?										
Evet / Yes	1	1	1	1	1	1	1	1	1	1
Hayır / No	2	2	2	2	2	2	2	2	2	2
D9.Okulu bırakma /başlamama nedenleri ne(ler)dir? / What are the reasons for dropping out/not enrolled?										
Çalışıp ev ekonomisine yardım etmesi gerekiyor. / Has to work and help the home economy.	1	1	1	1	1	1	1	1	1	1
Evdeki kardeşlerine bakması gerekiyor. / Has to take care of his/her siblings in the house.	2	2	2	2	2	2	2	2	2	2
Ev işlerinde bana yardım etmesi gerekiyor. / Has to help me with the housework.	3	3	3	3	3	3	3	3	3	3
Evde bakıma ihtiyacı olan hasta kişiye bakması gerekiyor. / Has to take care of the ill person who needs home care.	4	4	4	4	4	4	4	4	4	4
Evde bakıma ihtiyacı olan yaşlı kişiye bakması gerekiyor. / Has to look after the elderly person in need of home care.	5	5	5	5	5	5	5	5	5	5
Evde bakıma ihtiyacı olan engelli kişiye bakması gerekiyor. / Has to take care of the disabled person in need of home care.	6	6	6	6	6	6	6	6	6	6
Okul masraflarını (kırtasiye, kitap-defter, ulaşım vb) karşılayamıyoruz. / We cannot afford school expenses (stationery, textbooks, transportation, etc).	7	7	7	7	7	7	7	7	7	7
Okula uzak olduğu için yürüyerek okula gidemiyor. / Cannot go to school by walk since the school is far from our home	8	8	8	8	8	8	8	8	8	8
Okula gitmek için yeterli Türkçe bilmiyor. / Does not know enough Turkish to go to school.	9	9	9	9	9	9	9	9	9	9
Okulda diğer öğrenciler çocuğuma kötü davranıyor. / Other students mistreat him/her at school.	10	10	10	10	10	10	10	10	10	10
Okul yönetimi çocuğumu okula kayıt yapmak istemiyor./ School management refused to register a Syrian child to school.	11	11	11	11	11	11	11	11	11	11
Çocuğum okulda uyum problemleri yaşıyor. / Has adaptation / integration problems at school.	12	12	12	12	12	12	12	12	12	12
Okulda din temelli bir eğitim verilmiyor. / There is no religious-based education at school.	13	13	13	13	13	13	13	13	13	13
Çocuğumun kız-erkek karışık sınıfta eğitim almasını istemiyorum. / Do not want my child to be educated in a mixed class for boys and girls.	14	14	14	14	14	14	14	14	14	14
Çocuğum okula gitmek istemiyor. / My child does not want to go to school.	15	15	15	15	15	15	15	15	15	15

	1. Çocuk	2. Çocuk	3. Çocuk	4. Çocuk	5. Çocuk	6. Çocuk	7. Çocuk	8. Çocuk	9. Çocuk	10. Çocuk
Okulda bizim kendi kültürümüzü öğretmiyorlar. / They don't teach our own culture at school.	16	16	16	16	16	16	16	16	16	16
Okulda eğitim Arapça eğitim verilmiyor. / The education in school is not in Arabic.	17	17	17	17	17	17	17	17	17	17
Öğretmenler sınıfta Suriyeli bir çocuk olmasını istemiyorlar. / Teachers do not want a Syrian child in the classroom.	18	18	18	18	18	18	18	18	18	18
Evleneceği için. / He/she will get married.	19	19	19	19	19	19	19	19	19	19
Çocuğumun sağlık problemleri var. / My child has health problems.	20	20	20	20	20	20	20	20	20	20
Çocuğum engelli. / My child has a disability.	21	21	21	21	21	21	21	21	21	21
SADECE ENGELLİ ÇOCUĞU OLAN BAKIMVERENLER İÇİN: Okul yönetimi engelli çocukları okula kayıt etmeyi kabul etmiyor. / ONLY FOR CAREGIVERS WITH A DISABLED CHILD: The school management do not register children with disabilities to school.	22	22	22	22	22	22	22	22	22	22
SADECE ENGELLİ ÇOCUĞU OLAN BAKIMVERENLER İÇİN: Okulun fiziksel koşulları engelli çocuklar için uygun değil. / ONLY FOR CAREGIVERS WITH A DISABLED CHILD: Physical conditions of the school is not suitable for children with disabilities.	23	23	23	23	23	23	23	23	23	23
SADECE ENGELLİ ÇOCUĞU OLAN BAKIMVERENLER İÇİN: Engelli çocuklara sunulan eğitim fırsatlarından haberdarım. / ONLY FOR CAREGIVERS WITH A DISABLED CHILD: I am aware of the educational opportunities offered to children with disabilities.	24	24	24	24	24	24	24	24	24	24
Pandemi nedeniyle okula gitmiyor; pandemiden sonra tekrar gidecek. / Does not go to school because of the pandemic; will go again after the pandemic.	25	25	25	25	25	25	25	25	25	25
Pandemi nedeniyle okulu bıraktı; bundan sonra gitmeyecek. / Dropped out of school due to the pandemic; and will not go after that.	26	26	26	26	26	26	26	26	26	26
Diğer (belirtin) /Other (please specify)										
D10. Çocuğun ev içindeki sorumlulukları nelerdir? (Her bir çocuk için ayrı ayrı sorun) / What are the child's home responsibilities? (Ask separately for each child)										
Ev işlerine yardım etmek / Helping housework	1	1	1	1	1	1	1	1	1	1
Kardeşlerine bakmak / Taking care of siblings	2	2	2	2	2	2	2	2	2	2
Evdeki yaşlı(lar)ın bakımı /Taking care of elder(s)	3	3	3	3	3	3	3	3	3	3
Evdeki hasta kişinin bakımı / Taking care of ill person	4	4	4	4	4	4	4	4	4	4
Evdeki engelli kişinin bakımı / Taking care of disabled person										
Ev ekonomisine katkıda bulunmak / Contributing to home economy	5	5	5	5	5	5	5	5	5	5
D11. Ev dışında, hane gelirine katkıda bulunmak için çalışıyor mu? / Does your child work outside the home to contribute to household income?										

	1. Çocuk	2. Çocuk	3. Çocuk	4. Çocuk	5. Çocuk	6. Çocuk	7. Çocuk	8. Çocuk	9. Çocuk	10. Çocuk
Evet / Yes	1	1	1	1	1	1	1	1	1	1
Hayır / No	2	2	2	2	2	2	2	2	2	2
D12. Düzenli olarak bir yerde mi çalışıyor? / Does your child work somewhere regularly?										
Düzenli olarak çalışıyor / Work regularly	1	1	1	1	1	1	1	1	1	1
Zaman zaman çalışıyor / Work time-to-time	2	2	2	2	2	2	2	2	2	2
D13. Çocuğun medeni hali? / Marital status of child										
Bekar / Single	1	1	1	1	1	1	1	1	1	1
Evlü / Married	2	2	2	2	2	2	2	2	2	2
Dul/Boşanmış / Widow	3	3	3	3	3	3	3	3	3	3
Diğer (belirtin) /Other (Please specify)	4	4	4	4	4	4	4	4	4	4

BAKIMVERENİN EĞİTİMDEN BEKLENTİSİ | CAREGIVER'S EXPECTATION FROM EDUCATION

E1. Şimdi size **eğitim** ilgili bazı ifadeler okuyacağım. Bu ifadelerin her birine ne derece katıldığınızı belirtir misiniz? 1 Kesinlikle katılmıyorum, 5 Kesinlikle katılıyorum anlamına gelmektedir. I will read you some statements regarding "education". On a scale of 1 to 5, please indicate to what extent do you agree with the each of the statements.

		Kesinlikle KATILMIYORUM / Completely DISAGREE				Kesinlikle KATILIYORUM/ Completely AGREE	Bilmiyorum / Do not know
a)	Eğitim toplumsal güvenlik için önemlidir. Education improves community security.	1	2	3	4	5	9
b)	Eğitim kişinin iş bulmasını kolaylaştırır. Education makes it easier for a person to find a job.	1	2	3	4	5	9
c)	Eğitim kişinin daha iyi bir geleceğe sahip olmasını sağlar. Education allows a person to have a better future.	1	2	3	4	5	9
d)	Eğitim kişinin bilgi edinmesini sağlar. Education enables the person to gain knowledge.	1	2	3	4	5	9
e)	Eğitim kişinin özgüvenini artırır. Education improves self-reliance	1	2	3	4	5	9
f)	Eğitim kişinin okur yazar olmasını sağlar. Education enables a person to be literate.	1	2	3	4	5	9
g)	Eğitim kişinin iletişim becerilerini iyileştirir. Education improves one's communication skills.	1	2	3	4	5	9
h)	Eğitim kişinin toplumla uyumu için önemlidir. Education is important for social cohesion.	1	2	3	4	5	9
i)	Eğitim kişinin problem çözme yeteneğini geliştirir. Education improves a person's problem-solving ability.	1	2	3	4	5	9
j)	Eğitim kişinin gelecekte daha fazla para kazanmasını sağlar. Education allows one to earn more money in the future.	1	2	3	4	5	9
k)	Eğitim kişiye hayatla başa çıkma becerisi kazandırır. Education gives the person the ability to cope with life.	1	2	3	4	5	9
l)	Eğitimli kişiler hayata daha olumlu bakar. Educated people look more positively on life.	1	2	3	4	5	9

		Kesinlikle KATILMIYORUM / Completely DISAGREE				Kesinlikle KATILIYORUM/ Completely AGREE	Bilmiyorum / Do not know
m)	Eğitimli kişiler öfke, nefret gibi yıkıcı duygularını daha iyi kontrol edebilirler. Educated people can better control their disruptive emotions such as anger, hate, etc.	1	2	3	4	5	9
n)	Eğitim kişiye stresle başa çıkma becerisi kazandırır. Education gives the person the ability to cope with stress.	1	2	3	4	5	9
o)	Eğitim bir kişinin duygusal olarak daha güçlü olmasını sağlar. Education makes a person emotionally stronger.	1	2	3	4	5	9
p)	Eğitim kişilerin kendilerini topluma daha fazla entegre olmuş hissetmesini sağlar. Education helps people to feel more integrated into society.	1	2	3	4	5	9

ÇOCUĞUN OKUL İLE İLİŞKİSİ CHILD'S RELATION WITH SCHOOL

OKULA GIDİP TERK EDEN ya da UZUN SÜRELİ DEVAMSIZ ÇOCUK İÇİN – CHILD WHO DROPPED OUT or LONG-TERM ABSENTEEISM

F1. Şimdi size çocuğunuzun **okulla ilişkisini** açıklayabilecek bazı ifadeler okuyacağım. Çocuğunuzun okula gittiği dönemi düşünerek bu ifadelerin her birine ne derece katıldığınızı belirtir misiniz? 1 Kesinlikle katılmıyorum, 5 Kesinlikle katılıyorum anlamına gelmektedir. | Now, I will now read you some expressions that might be explaining **your child's** relation with school. On a scale of 1 to 5, please indicate to what extent do you agree with the each of the statements considering the period when your child was attending to school?

		Kesinlikle katılmıyorum/ Completely DISAGREE				Kesinlikle katılıyorum Completely AGREE	Bilmiyorum / Do not know
a)	Okul çocuğum için güvenli bir yerdi. The school was a safe place for my daughter/son.	1	2	3	4	5	9
b)	Çocuğum okula hevesle gidiyordu. My child was going to school eagerly.	1	2	3	4	5	9
c)	Çocuğum yeteri kadar Türkçe bilmediği için arkadaşları ile anlaşmakta zorlanıyordu. My child was having difficulties in getting along with his/her peers because he/she did not know enough Turkish.	1	2	3	4	5	9
d)	Çocuğum kültürel farklılıklar nedeniyle arkadaşları ile anlaşmakta zorlanıyordu. My child was having difficulties in getting along with his/her peers because of cultural difference	1	2	3	4	5	9
e)	Çocuğum yeteri kadar Türkçe bilmediği için dersleri takip etmekte zorlanıyordu. My child was having difficulties following the classes because he/she did not know enough Turkish.	1	2	3	4	5	9
f)	Çocuğum akademik olarak akranlarının gerisindeydi. My child was behind his peers academically.	1	2	3	4	5	9
g)	Okul yönetimi çocuğuma anlayışlı ve ilgili davrandı. The school management has been understanding and caring to my child.	1	2	3	4	5	9
h)	Okul yönetimi çocuğuma önyargılı ve toleranssız davrandı. The school management has treated my child with prejudice and intolerance.	1	2	3	4	5	9
i)	Öğretmenler çocuğuma anlayışlı ve yardımsever davrandı. Teachers have been understanding and helpful to my child.	1	2	3	4	5	9
j)	Anlamadığı konular olduğunda öğretmenler çocuğuma yardımcı oldu.	1	2	3	4	5	9

		Kesinlikle katılmıyorum/ Completely DISAGREE				Kesinlikle katılıyorum Completely AGREE	Bilmiyorum / Do not know
	Teachers helped my child when there were issues, he/she did not understand in class.						
k)	Öğretmenler çocuğuma anlayışsız ve ilgisiz davrandı. Teachers have treated my child inconsiderate and uninterested.	1	2	3	4	5	9
l	Öğretmenler çoğu zaman çocuğumu dışladı ve kabullenmedi. Teachers often excluded and did not accept my child.	1	2	3	4	5	9
m	Çocuğumun okuldaki arkadaşları ile olumlu bir ilişkisi vardı. My child had a positive relationship with his/her classmates.	1	2	3	4	5	9
n)	Çocuğum okulda arkadaşları tarafından dışlanıyordu. My child was ostracized at school by his/her friends.	1	2	3	4	5	9
o)	Çocuğum okulda arkadaşları tarafından zorbalığa maruz kaldı. My child was bullied at school by his/her peers.	1	2	3	4	5	9
p)	Mevsimlik işçi olarak çalıştığımız için çocuğum düzenli olarak okula devam edemiyor. My child cannot attend school regularly because we work as seasonal workers.	1	2	3	4	5	9

BAKIMVERENİN OKUL İLE İLİŞKİSİ| CAREGIVER'S RELATION WITH SCHOOL

OKULA GIDİP TERK EDEN ya da UZUN SÜRELİ DEVAMSIZ ÇOCUKLARIN BAKIMVERENLERİ İÇİN – ONLY FOR CAREGIVERS OF THOSE WHOSE CHILD HAVE DROPPED OUT or LONG-TERM ABSENTEEISM

G1. Şimdi size çocuğunuzun **okula gittiği dönemde ebeveyn olarak sizin okulla ilişkinizi** anlamak üzere bazı ifadeler okuyacağım. Çocuğunuzun okula gittiği dönemi düşünerek bu ifadelerin her birine ne derece katıldığınızı belirtir misiniz? 1 Kesinlikle katılmıyorum, 5 Kesinlikle katılıyorum anlamına gelmektedir. | Now I will read to you some phrases to understand your relationship with the school as a caregiver. On a scale of 1 to 5, please indicate to what extent do you agree with the each of the statements considering the period when your child was attending to school?

		Kesinlikle katılmıyorum/ Completely DISAGREE				Kesinlikle katılıyorum Completely AGREE	Bilmiyorum / Do not know
a)	Dil bariyeri nedeniyle çocuğumun okul kaydını yaptırırken çok zorlandım. I had trouble enrolling my child due to the language barrier.	1	2	3	4	5	9
b)	Kayıt işlemleri sırasında okul yönetimi bana çok yardımcı oldu. The school administration helped me a lot during the school registration.	1	2	3	4	5	9
c)	Okulda kayıt işlemleri sırasında okul yönetimi çocuğumu o okula kayıt yapmak istemedi. During the school registration, the school administration did not want to enroll my child in that school.	1	2	3	4	5	9
d)	Veli toplantılarına düzenli olarak katıldım. I attended parent meetings regularly.	1	2	3	4	5	9
e)	Sık sık okula giderek çocuğumun akademik, sosyal ve psikolojik durumu ile ilgili bilgi aldım. I frequently visited the school and got information about my child's academic status.	1	2	3	4	5	9
f)	Okul yönetimi ve öğretmenler çocuğumun okulda yaşadığı uyum sorunlarında bize yardımcı oldu. The school administration and teachers helped us with the adaptation problems my child had at school.	1	2	3	4	5	9
g)	Okul/ okul yönetimi kayıt sırasında ücret talep etti. The school/ school management required fee while registering.	1	2	3	4	5	9
h)	Okul yönetimi çocuğumun okula gittiği dönem boyunca bize ayrımcılık yaptı. The school administration discriminated against us.	1	2	3	4	5	9
i)	Okul yönetimi bana önyargılı ve toleranssız davrandı. The school administration treated me prejudiced and intolerant.	1	2	3	4	5	9

		Kesinlikle katılmıyorum/ Completely DISAGREE				Kesinlikle katılıyorum Completely AGREE	Bilmiyorum / Do not know
j)	Okul yönetimi bana anlayışlı ve ilgili davrandı. The school administration treated me with understanding and interest.	1	2	3	4	5	9
k)	Öğretmenler çocuğumun akademik olarak eksikliğini tamamlamak için bana yol gösterdi. The teachers guided me to complete my child's academic deficiency.	1	2	3	4	5	9
l)	Öğretmenler bana önyargılı ve toleranssız davrandı. The teachers treated me with as prejudice and intolerance.	1	2	3	4	5	9
m)	Öğretmenler bana Türkiyeli çocukların ebeveynlerine davrandıkları gibi eşit davranmadı. The teachers did not treat me the same as they would treat local parents.	1	2	3	4	5	9
n)	Öğretmenler sınıfta mülteci bir öğrencinin olmasını istemedi. The teachers did not want a refugee student in their classroom.	1	2	3	4	5	9
o)	Türkiyeli ebeveynler bana iyi ve samimi davrandı. The local parents did treat me nice and friendly.	1	2	3	4	5	9
p)	Türkiyeli ebeveynler karşılaştığım sorunlarda bana yardımcı oldu. The local parents helped me with the problems I encountered.	1	2	3	4	5	9
q)	Türkiyeli ebeveynler bana ayrımcı davrandı. The local parents were discriminatory to me.	1	2	3	4	5	9
r)	Türkiyeli ebeveynler, çocuklarına benim çocuğumla aynı sınıfta eğitim verilmesinden memnun değildi. The local parents were dissatisfied that their children being taught in the same class with my child.	1	2	3	4	5	9
s)	Türkiyeli ebeveynler, çocuklarına benim çocuğumla aynı sınıfta eğitim görmesi konusunda rahattılar. The local parents were comfortable that their children being taught in the same class with my child.	1	2	3	4	5	9

BAKIMVERENİN OKULA GÖNDERME EĞİLİMİ | CAREGIVER'S TENDENCY OF SENDING TO SCHOOL

H1. Çocuğunuzu okula göndermek için ihtiyacınız olan koşullar sağlansa çocuğunuzu tekrar okula göndermeyi düşünür müsünüz? | If the conditions you need to send your child to school are met, would you consider sending your child back to school?

Evet Yes	1
Hayır No	2

H2. Şimdi size çocuğunuzu **(yeniden) okula göndermeyi düşünmeniz**de etkili olabilecek bazı ifadeler okuyacağım. Bunların her birinin çocuğunuzu okula göndermeniz ne derece etkili olacağını belirtir misiniz? 1 Hiç etkili olmaz, 5 Kesinlikle çok etkili olur anlamına gelmektedir. | Now I'll read to you some of the terms that might be effective in making you (re)consider sending your child back to school. On a scale of 1 to 5, please indicate to what extent each of these attributes will be effective in your decision?

		Hiç etkili olmaz Not effective at all				Kesinlikle çok etkili olur Definitely will be very effective	Bilmiyorum / Do not know
a)	Çocuğumun okula gittiğinde daha iyi bir geleceği olacağına inanırsam. If I believe my child will have a better future when they go to school.	1	2	3	4	5	9
b)	Çocuğumun okula gittiği için ileride daha çok para kazanabileceğine inanırsam. If I believe my child will earn more money in the future because he/she goes to school.	1	2	3	4	5	9
c)	Çocuğumun okula gittiği için daha iyi bir iş bulma fırsatı olacağına inanırsam.	1	2	3	4	5	9

		Hiç etkili olmaz Not effective at all				Kesinlikle çok etkili olur Definitely will be very effective	Bilmiyorum / Do not know
	If I believe that my child will have a better chance of getting a job because he/she goes to school.						
d)	Çocuğumun okulda bir mesleki bir eğitim alacak olursa. If my child could receive vocational training at school.	1	2	3	4	5	9
e)	Çocuğumun okulda güvende olacağına inanırsam. If I believe my child will be safe at school.	1	2	3	4	5	9
f)	Çocuğum okulda anadilinde eğitim alabilecek olursa. If my child can receive education in his/her mother tongue at school.	1	2	3	4	5	9
g)	Çocuğumun okul öncesinde Türkçe öğrenme fırsatı olursa. If my child has an opportunity to learn Turkish before going to school.	1	2	3	4	5	9
h)	Çocuğum hem ana dilinde hem de Türkçe eğitim alabilecek olursa. If my child can receive education both in his/her mother tongue and in Turkish.	1	2	3	4	5	9
i)	Çocuğumun eğitim masrafları konusunda finansal destek alabilirsek. If we can get financial support for my child's education costs.	1	2	3	4	5	9
j)	Çocuğumun okul beslenmesi konusunda finansal destek alabilirsek. If we can get financial support for my child's nutrition at school.	1	2	3	4	5	9
k)	Çocuğumun okula ulaşım masrafları konusunda destek alabilirsem. If I can get support for my child's transportation costs to the school.	1	2	3	4	5	9
m)	Okul idaresinin Türkiyeli ve Suriyeli çocuklara eşit davranırsa. If the school administration treats equally to Turkish and Syrian children.	1	2	3	4	5	9
n)	Okuldaki öğretmenlerin tutum ve davranışları daha kapsayıcı olursa. If the attitudes and behaviors of teachers at school are more inclusive.	1	2	3	4	5	9
o)	Çocuğum okulda din temelli bir eğitim alabilecek olursa. If my child can get a religion-based education at school.	1	2	3	4	5	9
p)	Engelli çocuğum için uygun koşulları sağlayan bir eğitim fırsatı bulursam. If I find proper education opportunity for my child with disability.						
q)	Kız ve erkekler ayrı sınıflarda eğitim alacak olursa. If boys and girls will be taught in separate classes.	1	2	3	4	5	9
r)	Çocuğum akranlarıyla aynı sınıf kademesine gidebilecek olursa. If my child will be able to attend the same grade as their peers.	1	2	3	4	5	9
s)	Okula kayıt yaptırmak için tercüman/çevirmen desteği alabilirsem. If I can get the support of an interpreter/ translator to enroll in the school.	1	2	3	4	5	9
t)	Okula kayıt yaptıрма işlemleri için rehberlik desteği alabilirsem. If I can get guidance support for enrollment in the school.	1	2	3	4	5	9
u)	Okul evimize yürüme mesafesinde olursa. If the school is within walking distance of our home.	1	2	3	4	5	9
v)	Evdeki diğer çocuklara bakacak biri olursa. If there is someone to take care of the other children in the house.	1	2	3	4	5	9
y)	Ev işlerinde bana yardım edebilecek başka birisi olsaydı. If there is someone to help me with housework at home.	1	2	3	4	5	9
z)	İş bulabilirsem. If I can get a job.	1	2	3	4	5	9

Annex 3: Key Informant Interview Guide

Section Name	Questions
I. Current Situation	<ol style="list-style-type: none"> What do you think about the current situation of the refugee children's integration to education in your city? <ol style="list-style-type: none"> State schools TEC ALP Vocational trainings provided In your opinion, what are the barriers to education for Syrian children? How did the pandemic affect refugee children's access to education? <ol style="list-style-type: none"> Rate of school drop outs? Rate of children under risk of school dropout/ absenteeism? Opportunity to follow up distance education? Parents' tendency to send their children to school after pandemic; why?
II. Educational Services Provided	<ol style="list-style-type: none"> What are the educational services provided for refugee children at school-age? <ol style="list-style-type: none"> Conditional Cash Transfer for Education (CCTE) programme? Accelerated Learning Programme (ALP)? Local government (municipalities, muhtars, (I)NGOs, etc.) Youth Centers? Public Education Centers (PECs)? Other?
III. Needs & Barriers to Access Education	<ol style="list-style-type: none"> What do you think are the main needs and barriers for the refugee children's to access education? <ol style="list-style-type: none"> Economic Cultural Physical Social Do needs or barriers differ according to; <ol style="list-style-type: none"> Gender? Age? Household structure? Other?
IV. Obstacles Refugee Children & Parents Experience In School	<ol style="list-style-type: none"> What are the obstacles that refugee children experience in school? <ol style="list-style-type: none"> Language barrier Discrepancy between their current level of grade and level of knowledge Not being respected at school Being scorned by peers and or teachers Other? What are the obstacles that refugee children's parents experience in school? <ol style="list-style-type: none"> Language barrier

	<ul style="list-style-type: none"> b. Bureaucratic obstacles c. Administrative barriers d. Social cohesion issues e. Safety problems f. Other?
V. Motivations & Interventions	<p>9. In your opinion, what is the perspective of school staff (director, teachers, etc.) towards a) Syrian children? b) Syrian parents/ caregivers?</p> <ul style="list-style-type: none"> a. Financial b. Cultural c. Religious d. Social e. Psycho-social <p>10. In your opinion, what kind of measures can be taken to overcome the barriers that Syrian parents/caregivers face in terms of enrolling their children in school?</p> <p><i>Please consider:</i></p> <ul style="list-style-type: none"> a) Parents whose child is never enrolled in school b) Parents whose child has dropped out. <p><i>In terms of:</i></p> <ul style="list-style-type: none"> a. Finance b. Culture c. Religion d. Socially e. Psycho-socially <p>11. In your opinion, what kind of interventions could be applied by governments, local governments, (I)NGOs, etc. to overcome the school directors/staff's negative attitudes and behaviors towards a) Syrian children? b) Syrian parents/ caregivers?</p> <ul style="list-style-type: none"> a. Financial b. Cultural c. Religious d. Social e. Psycho-social f. Physical g. Communication Methods, Channels and Messages h. Whether different activities would be recommended for different ages/grades/levels <p>12. In your opinion, how has the pandemic impacted various barriers to education?</p> <p>13. Has the pandemic had an impact on families' motivation to send their children to school?</p> <p>14. How can families who do not intend to send their children to school after the pandemic be motivated to send their children back to school?</p>

Annex 4: In-Depth Interview with Never Enrolled Children | Moderator Guide

SECTION I. ISINMA SORULARI | WARM UP QUESTIONS

1. Öncelikle bana biraz kendini anlatır mısın? / *First of all, can you tell me about yourself?*
2. Kaç yaşındasın? / *How old are you?*
3. Bu evde kimlerle birlikte yaşıyorsun? / *Who do you live with in this house?*
4. Ne zamandır bu şehirde yaşıyorsunuz? Daha önce nerede yaşıyordunuz hatırlıyor musun? / *How long have you been living in this city? Do you remember where you lived before?*
5. Şimdi bir gününü nasıl geçirdiğini düşünmeni istiyorum. Sabah uyandıktan sonra akşam yatana kadar neler yapıyorsun biraz anlatır mısın? / *Now I want you to think about how you spent your days. Can you speak about what you are doing after waking up until going to bed?*
6. Kovid-19/salgını senin hayatını nasıl etkiledi? Hayatında neler değişti? / *How did the Covid-19 / outbreak affect your life? What has changed in your life?*

SECTION II. ROL & SORUMLULUKLAR | ROLES & RESPONSIBILITIESEV İÇİ | AT HOME

Şimdi biraz evdeki yaşamını konuşalım. / *Let's talk about your daily life at home.*

(Moderatöre Not: Günlerin nasıl geçiyor sorusuna yanıt vermediyse yeniden sorulabilir) / *(Note to Moderator: Q:'how about your daily life' can be asked again)*

7. Evde neler yapıyorsun? / *What are you doing at home?*
8. Peki, evde büyüklerine yardımcı oluyor musun? / *What kind of duties do you have at home? Ex. Do you help elders at home?*
 - Evetse: Hangi konularda yardımcı oluyorsun (açmak gerekirse: ev işleri, kardeşlere bakmak, yemek temizlik vb.) (Moderatöre not: Özellikle çocuğun evdeki görev ve sorumlulukları ile ilgili bilgi edinmeye çalışın.) / *If yes; how do you help them? (Note to moderator: Try to find out especially about the role and responsibilities of the child at home.)*

EV DIŞI | OUT OF HOME

9. Ev dışında bir işte çalışıyor musun? / *Do you work?*
10. Eğer çalışıyorsa; nerede çalışıyordun/çalışıyorsun? / *If yes; where do/did you work?*
11. Çalıştığın işte para kazanıyor musun? / *Do you earn money for your work?*
 - Evetse: Kazandığın paranın nasıl / neye harcadığını biliyor musun? / *If yes; do you know how/to what the money you earned is spent on?*
12. Covid-19/ salgın öncesi çalışıyor muydun? / *Have you been working before pandemic?*
13. Biraz çalışma koşullarından bahseder misin? Mesela her gün işe gidiyor muydun? Tam gün mü yoksa yarım gün mü çalışıyorsun? Düzenli olarak işe gidiyor musun(muydun)? / *Can you talk a little bit about working conditions? For example, did you go to work regularly every day? Did you work full time or part time?*
14. **MODERATÖRE NOT: BU SORU SADECE 14-18 YAŞ GRUBUNA SORULACAKTIR.** Yaptığın işe dair mesleki becerileri nerede öğrendin? / **NOTE TO MODERATOR: THIS QUESTION WILL ONLY BE ASKED TO 14-18 AGE GROUP.** *Where/how did you get your vocational skills for your job?*

ARKADAŞ İLİŞKİLERİ | RELATIONSHIPS WITH FRIENDS

15. Mahallede arkadaşların var mı? / *Do you have friends in the neighborhood?*
16. Arkadaşlarınızla neler yapıyorsunuz? / *What do you do with your friends?*
17. Arkadaşların çalışıyor mu? / *Do they (friends) work?*
18. Arkadaşların okula gidiyor mu? / *Do they go to school?*
19. Arkadaşların da gitmiyorsa: Arkadaşların okula gitseydi sen de gitmek ister miydin? / *If don't: If your friends were going to school, would you want to go too?*

SECTION III. OKUL İLE İLİŞKİLER | RELATIONS WITH SCHOOL

Şimdi sana okulla ilgili sorular soracağım. / Let's talk a little bit about school.

20. En son ne zaman okula gidiyordun hatırlıyor musun? / *Do you remember when was the last time you went to school?*
21. Okulu nasıl bir yer olarak düşünüyorsun? / *What do you think about school?*
22. Okulla ilgili neler biliyorsun? / *What do you know about school?*
23. Ailede okula giden başka bir çocuk/kardeşin var mı? / *Do you have any siblings (or children) in your family who go to school?*
24. Sen de okula gitmek ister miydin? Neden? / *Would you like to go to school? Why?-Why not?*
25. Okula gitmiyor olmak sana nasıl hissettiriyor? / *How do you feel about not going to school?*
26. Okula gitmemeye sen mi karar verdin? Ailen mi karar verdi? Birlikte mi karar verdiniz? / *Did you decide not to go to school? OR Did your family? Together?*
 - Kendi ise: Okula neden gitmek istemediğini bana anlatabilir misin? / *if him/herself: Can you tell me why you don't want to go to school?*
 - Ailesi ise: Ailen sana okula neden gitmediğini anlattı mı? Evetse: Neden gitmiyormuşsun? / *if his/her family; Did your parents explain you why? If yes; how did your parent explained the reasons?*
27. Sence neler farklı olsaydı okula giderdin? / *What kind of differences would make you to go school?*
28. Okula gitmediğin için ev içinde daha fazla sorumluluğun/işin oluyor mu? / *Do you have more responsibilities / duties at home because of not going to school?*
 - Bunları yapmaktan memnun musun? / *Are you happy with these?*
 - Evdeki bu işleri yaparken nasıl hissediyorsun? / *How do you feel while doing these?*

SECTION IV. OKULA YÖNELİK ALGILAR | PERCEPTION OF SCHOOL

Peki okulun iyi yanlarını, faydalarını konuşmaya devam edelim; / Let's continue to talk about good parts and benefits of school...

29. Sence okula gitmek çocukların/gençlerin hayatının daha iyi olmasını sağlar mı? / *Do you think going to school will make the lives of children / young people better?*
30. Peki senin hayatının daha iyi olmasını sağlar mı? Neden? ve nasıl? / *Does it make your life better? Why? and how?*
31. Okula gitmenin senin için faydalı/yararlı olduğunu düşünüyor musun? Neden? / *Do you think going to school is beneficial? Why?-Why not?*

32. Sence okul çocuklar için güvenli bir yer mi? Hayırsa: Neden? / *Do you think school is a safe place for children? If not: Why?-Why not?*
33. Okulda kendini rahat ve güvende hissediyor muydun? Hayırsa: Neden? / *Did you feel comfortable and safe at school? If not: Why?- Why not?*
34. Okula giden insanlar ve gitmeyen insanlar arasında sence bir fark oluyor mu? Fark oluyorsa: Nasıl bir fark oluyor? / *Do you think there is a difference between people who go to school and people who do not? If there is a difference: What are different?*
35. Okula devam etmenin gelecekte iyi bir meslek sahibi olmak için önemli olduğunu düşünüyor musun? / *Do you think it is important to attend to school for better jobs?*
- Evetse: Nasıl? / *If yes how?*
 - Hayırsa: Neden? / *If now why?*
36. Okula devam etmenin ileride daha çok para kazanmak için önemli olduğunu düşünüyor musun? / *Do you think it is important to attend school to earn much more money in future?*
- Evetse: Nasıl? / *If yes how?*
 - Hayırsa: Neden? / *If now why?*

SECTION V. İHTİYAÇLAR VE GELECEKTEN BEKLENTİ | NEEDS & EXPECTATIONS FROM FUTURE

37. Okulla ilgili bu kadar konuştuk, bugün hayatında neler değişse okula başlayabilirsin? / *We've talked so much about school, what kind of changes will help you to go to school?*
38. ..
39. Şu an okula başlamak istesen okulda seni neler rahat ve güvende hissettirir? / *If you want to start school now, what would make you feel comfortable and safe at school?*
40. Okula gitmeyecek olsan da ilgilendiğin, merak ettiğin, hoşuna giden konularla ilgili (mesela müzik, spor, okuma yazma, dil öğrenme vb. örnek de verilebilir) neler öğrenmek isterdin? / *Even if you won't go to school, what would you like to learn about the topics you are interested in, curious about (eg music, sports, literacy, language learning, etc.)?*
41. Okula dönmeyecek olsan da meslek edinmek için neler öğrenmek isterdin? / *Even if you were not going to go back to school, what would you like to learn to get a profession?*
42. Bir sabah uyandığında 10 yıl geçmiş diyelim, kendini nasıl hayal ediyorsun? / *Let's say it has been 10 years when you wake up one morning, how do you imagine yourself?*
43. Peki bu hayallerinin gerçekleşmesi için sence bugün neler yapman gerekiyor? / *What do you need to do today, to make these dreams come true?*
44. Son olarak öğretmenlere, okul ve eğitim konusunda çalışan yetişkinlere/büyüklerle bir şey söyleyecek olsan ne söylerdin? Onlardan ne isterdin? / *Finally, what would you say if you were able to say something to teachers, adults, people working on school and education? What would you want from them?*

Annex 5: In-Depth Interview with Dropout Children | Moderator Guide

SECTION I. ISINMA SORULARI | WARM UP QUESTIONS

1. Öncelikle bana biraz kendini anlatır mısın? / *First of all, can you tell me about yourself?*
2. Kaç yaşındasın? / *How old are you?*
3. Bu evde kimlerle birlikte yaşıyorsun? / *Who do you live with in this house?*

4. Ne zamandır bu şehirde yaşıyorsunuz? Daha önce nerede yaşıyordunuz hatırlıyor musun? / *How long have you been living in this city? Do you remember where you lived before?*
5. Şimdi bir gününü nasıl geçirdiğini düşünmeni istiyorum. Sabah uyandıktan sonra akşam yatana kadar neler yapıyorsun biraz anlatır mısın? / *Now I want you to think about how you spent your days. Can you speak about what you are doing after waking up until going to bed?*
6. Kovid-19/salgını senin hayatını nasıl etkiledi? Hayatında neler değişti? / *How did the Covid-19 / outbreak affect your life? What has changed in your life?*
7. **MODERATÖRE NOT: BU SORU SADECE 14-18 YAŞ GRUBUNA SORULACAKTIR.** Suriye'den Türkiye'ye geldiğinizde kaç yaşındaydın, hatırlıyor musun? / **NOTE TO MODERATOR: THIS QUESTION WILL ONLY BE ASKED TO 14-18 AGE GROUP.** *Do you remember how old were you when you came from Syria?*
8. **MODERATÖRE NOT: BU SORU SADECE 14-18 YAŞ GRUBUNA SORULACAKTIR.** Suriye'den Türkiye'ye geldiği yaş dikkate alınarak; / **NOTE TO MODERATOR: THIS QUESTION WILL ONLY BE ASKED TO 14-18 AGE GROUP.** *Considering the age of immigration;*
 - o Suriye'de okula gidiyor muydun? / *Were you going to school in Syria?*
 - o Kaçınıcı sınıfa kadar orada okusun? / *Until which grade you been to school?*

SECTION II. ROL & SORUMLULUKLAR | ROLES & RESPONSIBILITIES

EV İÇİ | AT HOME

Şimdi biraz evdeki yaşamını konuşalım. / *Let's talk about your daily life at home.*

(Moderatöre Not: Günlerin nasıl geçiyor sorusuna yanıt vermediyse yeniden sorulabilir) / *(Note to Moderator: Q:'how about your daily life' can be asked again)*

9. Evde neler yapıyorsun? / *What are you doing at home?*
10. Peki, evde büyüklerine yardımcı oluyor musun? / *What kind of duties do you have at home? Ex. Do you help elders at home?*
 - o Evetse: Hangi konularda yardımcı oluyorsun (açmak gerekirse: ev işleri, kardeşlere bakmak, yemek temizlik vb.) (Moderatöre not: Özellikle çocuğun evdeki görev ve sorumlulukları ile ilgili bilgi edinmeye çalışın.) / *If yes; how do you help them? (Note to moderator: Try to find out especially about the role and responsibilities of the child at home.)*

EV DIŞI | OUT OF HOME

11. Ev dışında bir işte çalışıyor musun? / *Do you work?*
12. Eğer çalışıyorsa; nerede çalışıyordun/çalışıyorsun? / *If yes; where do/did you work?*
13. Çalıştığın işte para kazanıyor musun? / *Do you earn money for your work?*
 - o Evetse: Kazandığın paranın nasıl / neye harcadığını biliyor musun? / *If yes; do you know how/to what the money you earned is spent on?*
14. Covid-19/ salgın öncesi çalışıyor muydun? / *Have you been working before pandemic?*
15. Biraz çalışma koşullarından bahseder misin? Mesela her gün işe gidiyor muydun? Tam gün mü yoksa yarım gün mü çalışıyorsun? Düzenli olarak işe gidiyor musun(muydun)? / *Can you talk a little bit about working conditions? For example, did you go to work regularly every day? Did you work full time or part time?*
16. **MODERATÖRE NOT: BU SORU SADECE 14-18 YAŞ GRUBUNA SORULACAKTIR.** Yaptığın işe dair mesleki becerileri nerede öğrendin? / **NOTE TO MODERATOR: THIS QUESTION WILL ONLY BE ASKED TO 14-18 AGE GROUP.** *Where/how did you get your vocational skills for your job?*

ARKADAŞ İLİŞKİLERİ | RELATIONSHIPS WITH FRIENDS

17. Mahallede arkadaşların var mı? / *Do you have friends in the neighborhood?*
18. Arkadaşlarınızla neler yapıyorsunuz? / *What do you do with your friends?*
19. Arkadaşların çalışıyor mu? / *Do they (friends) work?*
20. Arkadaşların okula gidiyor mu? / *Do they go to school?*
21. Arkadaşların da gitmiyorsa: Arkadaşların okula gitseydi sen de gitmek ister miydin? / *If don't: If your friends were going to school, would you want to go too?*

SECTION III. OKUL İLE İLİŞKİLER | RELATIONS WITH SCHOOL

OKUL GÜNLERİ | SCHOOL DAYS

Şimdi biraz da okula gittiğin zamanlarla ilgili konuşalım / Let's talk a little bit about your school days

22. En son ne zaman okula gidiyordun hatırlıyor musun? / *Do you remember when was your last time you went to school?*
23. Kaçıncı sınıftaydın? Ya da okulun neresiydi (okulun adı ilkokul mu, geçici eğitim merkezi mi anlamamızı kolaylaştırır)? / *Which grade were you in? What was the type of your school? (Public, TEC, etc.)*
24. Okulda hangi dilde eğitim alıyordun? Türkçe, Arapça hem Türkçe hem de Arapça / *Which language was the education language at the school? Turkish, Arabic, both?*
25. Türkçe konuşabiliyor musun? Okulda mı Türkçe öğrendin? Türkiyeli insanlar ile kolay anlaşabiliyor musun? / *Do you speak Turkish? Did you learn it at school? Can you easily speak to people from the Turkish community?*
26. Okulda kendini başarılı hissediyor muydun? Evetse neden, hayırsa neden... / *Have you been feeling successful at school? If yes why, if no why?*
 - Hayırsa, ne olsaydı kendini okulda daha başarılı hissederdin? / *If no; how would you feel successful?*
27. Okula gitmeyi neden bıraktığını hatırlıyor musun? / *Do you remember why you stopped going to school?*
28. Sen mi gitmek istemedin, ailen mi gitmeni istemedi? / *Was it your choice, or your family's?*
29. Kendi kararı ise; Okulda seni rahatsız eden bir şeyler oluyor muydu? (Moderatöre not: Bırakma nedenini açıklamazsa yeniden sorulabilir) / *If his/her choice; did something bother your at school? (Note to Moderator: If he/she does not explain the reason for dropping out, reasons can be asked again.)*
30. Okulu bırakma kararını alırken okuldan kimseyle bu konuyu konuştun mu? Ya da kimse seninle konuştu mu? Öğretmenin, müdür, rehber öğretmen... / *While making your decision to drop out, did you talk to anyone from your school? Or anyone talk to you? Teacher, principal, counselor ...*

ÖĞRETMENLE İLİŞKİLER | RELATIONS WITH TEACHER

31. Öğretmenlerle aran (ilişkin) nasıldı, anlaşabiliyor muydunuz? / *How was your relationship with the teachers?*
 - Anlaşamıyorlarsa, neden? / *If not well, why?*
32. Öğretmenler sana ve Türkiyeli arkadaşlarına benzer şekilde davranıyor muydu? / *Did your teachers act the same to you and your Turkish friends?*
33. Öğretmenlerin sana karşı anlayışlı mıydı? / *Was your teacher kind/understanding to you?*
34. Derslerin nasıldı, notların yüksek miydi? / *How were your lessons, were your grades high?*

35. Öğretmen ders anlatırken dersi anlamakta zorlandığın zamanlar oluyor muydu? Hangi konuda zorlanıyordun? / *Was it hard for you to understand the lessons/courses?*
36. Derste anlamadığın bir konu olduğunda teneffüslerde öğretmenin yanına gidip soruyor muydun? / *Could you easily go and ask your teacher if you've had trouble in understanding?*
- Sormuyorsa neden? / *If not; why?*
 - Soruyorsa: Sorduğunda öğretmen sana nasıl davranıyordu? / *If yes, how was your teacher treating you?*
37. Okul yönetimi/müdür sence tüm öğrencilere eşit/benzer davranıyor muydu? / *Do you think school principal treated all students equally?*
38. Okula gittiğinde kendini nasıl hissediyordun? (Mutlu, üzgün, kızgın, dışlanmış, enerjik, bıkkın, keyifli, yorgun) / *How did you feel when you went to school? (Happy, sad, angry, excluded, energetic, bored, joyful, tired...)*
39. Eğer hatırlıyorsan, Öğretmen sınıfa ilk geldiğin arkadaşlarınla seni nasıl tanıştırdı? / *If you remember, how your teacher introduced you to your classmates?*
40. EĞER hem ilkokul hem ortaokula, ya da hem GEM hem de devlet okuluna gitmişse aralarında ne gibi farklar olduğu, hangisinde daha mutlu olduğu, hangisinde daha rahat ve iyi hissediyordun? Neden? / *If you went both TEC and public school and/or primary and secondary; in which were you happier and feeling comfortable? Why?*

ARKADAŞLARLA İLİŞKİLER | RELATIONS WITH FRIENDS

41. Okula ilk başladığında hemen arkadaş edindi mi? / *Did you make friends right away when you first started the school?*
42. Okulda daha çok Türkiyeli çocuklarla mı Suriyeli çocuklarla mı arkadaş oluyordun? / *Who did you hang out the most at the school, Turkish or Syrian students?*
43. Sınıf arkadaşlarınla aran (ilişkin) nasıldı, anlaşabiliyor muydunuz? / *How was your relationship with your friends?*
- Anlaşamıyorlarsa, neden? / *If not so well, why?*

OKUL İKLİMİ | SCHOOL CLIMATE

44. Seni okulda neler mutlu ediyordu? / *What made you happy at school?*
45. Peki, okulda en çok seni ne rahatsız ediyordu ya da mutsuz ediyordu? / *So, what bothered you or made you unhappy the most at school?*
46. Okulu, okuldaki arkadaşlarını, öğretmenlerini özleyiyor musun? / *Do you miss your school, friends and teachers?*
47. Evetse: En çok neyi özlüyorsun? / *If yes, what do you miss the most?*
48. Peki okulla ilgili hiç özlemediğin şeyler var mı? Bana biraz bunları anlatır mısın? / *Are there anything /people that you never miss? Can you tell me about it?*
49. Sence okulda olması gereken 3 önemli özellik nedir? / *What are the 3 important features that a school should have?*
50. Sence okulun en iyi tarafı nedir? (Dersler, teneffüsler, arkadaşlar, oyun...) / *What is the best part of school? (Lessons, breaks, friends, playing...)*

51. Peki hem bugün için hem de gelecek için düşündüğünde okulun bir çocuk, bir insan için nasıl faydaları olabilir? / *So, when you think about it both for today and for the future, what benefits can the school have for a child and a person?*
52. Peki sen okula tekrar gitmeyi ya da devam etmeyi düşünüyor musun? Evet ise nasıl? (Açık öğretim vb.?)
Do you think/plan going back to school, education life? If yes, how?

SECTION IV. OKULA YÖNELİK ALGILAR | PERCEPTION OF SCHOOL

Peki okulun iyi yanlarını, faydalarını konuşmaya devam edelim; / *Let's continue to talk about good parts and benefits of school...*

53. Sence okula gitmek çocukların/gençlerin hayatının daha iyi olmasını sağlar mı? / *Do you think going to school will make the lives of children / young people better?*
54. Peki senin hayatının daha iyi olmasını sağlar mı? Neden? ve nasıl? / *Does it make your life better? Why? and how?*
55. Okula gitmenin senin için faydalı/yararlı olduğunu düşünüyor musun? Neden? / *Do you think going to school is beneficial? Why?*
56. Sence okul çocuklar için güvenli bir yer mi? Hayırsa: Neden? / *Do you think school is a safe place for children? If not: Why?*
57. Okulda kendini rahat ve güvende hissediyor muydun? Hayırsa: Neden? / *Did you feel comfortable and safe at school? If not: Why?*
58. Okula giden insanlar ve gitmeyen insanlar arasında sence bir fark oluyor mu? Fark oluyorsa: Nasıl bir fark oluyor? / *Do you think there is a difference between people who go to school and people who do not? If there is a difference: What are different?*
59. Okula devam etmenin gelecekte iyi bir meslek sahibi olmak için önemli olduğunu düşünüyor musun? / *Do you think it is important to attend to school for better jobs?*
- Evetse: Nasıl? / *If yes how?*
 - Hayırsa: Neden? / *If not: Why?*
60. Okula devam etmenin ileride daha çok para kazanmak için önemli olduğunu düşünüyor musun? / *Do you think it is important to attend school to earn much more money in future?*
- Evetse: Nasıl? / *If yes how?*
 - Hayırsa: Neden? / *If not: Why?*

SECTION V. OKULU BIRAKMA SONRASI YAŞAM | LIFE AFTER DROP OUT

Peki bir süredir okula gitmiyorsun, okuldan sonra günlük yaşamın nasıl değişti? / *Well, you haven't been in school for a while, how has your daily life changed after school?*

61. Günlerin nasıl geçiyor? / *How about your days?*
62. Sence neler daha iyi neler daha kötü? / *What is better and what is worse after school life?*
63. Okuldan ayrıldıktan sonra evdeki görevlerin, sorumlulukların değişti mi? / *Did your roles and responsibilities change after you left school?*
64. Ailenin senden beklentisi okuldan ayrıldıktan sonra değişti mi? / *Did your family's expectations change after you left school?*

SECTION VI. İHTİYAÇLAR VE GELECEKTEN BEKLENTİ | NEEDS & EXPECTATIONS FROM FUTURE

65. Okulla ilgili bu kadar konuştuk, okula geri dönmeyi istiyor musun ya da düşünüyorsun? / *We've talked so much about school; do you want or think about going back to school?*

66. Bugün ne olsa okula geri dönerdin? / *How would you go back to school today, what kind of changes would pull you back to school?*
- Arkadaşlarınla iletişimde neler değişse okula geri dönerdin? / What kind of changes in your relationship with friends would pull you back to school?
 - Öğretmenlerinle ilişkilerinde neler değişse okula geri dönerdin? What kind of changes in your relationship with teachers would pull you back to school?
 - Okul yöneticilerinde (müdür) ilişkilerinde neler değişse okula geri dönerdin? What kind of changes in your relationship with school administrators/principal would pull you back to school?
 - Okulda ve derslerde neler değişse okula geri dönmek isterdin? / What kind of changes in school and lectures, would pull you back to school?
 - Yaşamında neler değişse okula geri dönmek istedin? / What kind of changes in life, would make you go back to school?
67. Okula dönmeyecek olsan da ilgilendiğin, merak ettiğin, hoşuna giden konularla ilgili (mesela müzik, spor, okuma yazma, dil öğrenme vb. örnek de verilebilir) neler öğrenmek isterdin? / *Even if you won't go back to school, what would you like to learn about topics you are interested in, curious about (eg music, sports, literacy, language learning, etc.)?*
68. Okula dönmeyecek olsan da meslek edinmek için neler öğrenmek isterdin? / *Even if you were not going to go back to school, what would you like to learn to get a profession?*
69. Bir sabah uyandığında 10 yıl geçmiş diyelim, kendini nasıl hayal ediyorsun? / *Let's say it has been 10 years when you wake up one morning, how do you imagine yourself?*
70. Peki bu hayallerinin gerçekleşmesi için sence bugün neler yapman gerekiyor? / *What do you need to do today, to make these dreams come true?*
71. Son olarak öğretmenlere, okul ve eğitim konusunda çalışan yetişkinlere/büyüklerle bir şey söyleyecek olsan ne söylerdin? Onlardan ne isterdin? / *Finally, what would you say if you were able to say something to teachers, adults, people working on school and education? What would you want from them?*



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ANALYSIS OF **BARRIERS TO EDUCATION** AND PROFILE OF OUT-OF-SCHOOL REFUGEE CHILDREN IN SOUTHEAST TURKEY

Contact:

Koşuyolu Mah. Koşuyolu Cad. No:52
Kadıköy / İSTANBUL

Phone: +90 216 540 50 21

Email: info@ingev.org

Website: www.ingev.org

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