FINAL REPORT

UNDERSTANDING SCHOOL DROPOUTS AMONG REFUGEE CHILDREN:

BARRIERS, CHALLENGES, AND OPPORTUNITIES IN THE CASE OF ESENYURT, ISTANBUL

Save the Children

SC	Save the Children
TCO	Turkey Country Office
ECHO	European Union Humanitarian Aid
MoNE	Ministry of National Education
MoFLLS	Ministry of Family, Labour and Social Services
PDoNE	Provincial Directorate of National Education
DoFLSS	Provincial Directorate of Family, Labor, and Social Services
DGMM	Directorate General of Migration Management
TP	Temporary Protection
IP	International Protection
FGDs	Focus Group Discussions
SVEP	Syrian Voluntary Education Personnel
PICTES	Promoting Integration of Syrian Kids into the Turkish Education System
SSC	Social Service Center
NGO	Non-governmental Organization
INGO	International Non-governmental Organization
EBA	Educational Informatics Network
CSO	Civil Society Organization
UN	United Nations

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The current report was prepared by Prof. Dr. Serkan Çelik (Research Team Lead) and Save the Children Turkey Country Office as a synthesized version of the main results of the extended final report written by the research team. Prof. Dr. Serkan Çelik (Hacettepe University, Ankara) led the core research team in the completion of data collection tools, data collection, and data analysis procedures, as well as compiling the comprehensive final report on the study, supported by Mehmet Arif Bozan and Sennur Demir (Aydın University, Istanbul). Overall research design and procedures were supported by the Save the Children Turkey program teams.

The core research team consulted with and received support from the Ministry of National Education (MoNE), the Istanbul Provincial Directorate of National Education (PDoNE), and the Esenyurt District Directorate of National Education. Thanks to the support provided by the mentioned actors, the research team was able to include refugee children, caregivers/families, as well as teachers, and administrative school personnel in the study.

As refugee children are at the heart of this study, SC TCO would like to thank all children who shared and reflected on their own educational experiences. Even though children's accounts revealed important barriers and concerns for the future of refugee education, these accounts highlighted their resilience and willingness for further collaboration, proving that opportunities exist to provide a better education experience, especially for refugee children.

Families/caregivers and teachers as significant figures in children's lives also contributed to a great extent to understanding the educational experiences of children in a holistic way. SC TCO heartily thanks those groups for facilitating the education processes for refugee children.

Throughout the overall research process, invaluable feedback was provided by many of the Save the Children staff, while the core research team put in significant effort to hear the voices of various groups while working under COVID-19 restrictions and with school closures.

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INTRODUCTION

Turkey is the world's largest refugee-hosting country, with a registered refugee population of over 4 million. This includes over 3.7 million Syrian refugees who have Temporary Protection (TP) status and over 400 thousand refugees and asylum seekers from various countries, including but not limited to Iraq, Afghanistan, Iran, and Somalia, who are under the status of International Protection (IP)[1]. As children make up a significantly large section of the refugee population, refugee education has been one of the main priorities of the Government of Turkey as well as humanitarian and development actors working in the education sector, especially after an influx of over 3.7 million Syrian refugees.

The current number of Syrian school-aged children (5-17) is 1.197,124[2]. The latest figures reveal that school enrollment among Syrian children increased around 12% this year compared to the 2019-2020 academic year. Despite significant efforts, access to education among refugee children is still a major issue. Currently, there are around 428.285 out-of-school Syrian children. The lack of reliable data and statistics on school enrollment and school dropouts among Afghan, Iraqi, and Iranian children, on the other hand, leads to difficulties in forming a complete picture of the current situation within these groups.

Considering its geographical density, Istanbul hosts the highest number of Syrian refugees (516,510)[3],

largely due to its attractiveness as an employment hub. Esenyurt is one of the biggest industrial areas in Istanbul in terms of the manufacturing industry[4] and it is mostly populated by various refugee groups. Save the Children Turkey Country Office (TCO) already has ongoing projects and interventions in Esenyurt district. The current research has therefore been carried out as part of the current program.

Overall, the research aims to understand barriers, challenges, and opportunities among refugee children who are out of school and/or at risk of dropping out in Esenyurt, Istanbul through a holistic approach with the inclusion of major stakeholders.

The main objectives of the research are:

- Exploring barriers including but not limited to policy-related and registration-related barriers to education among out-of-school refugee children and challenges in access to education among refugee children at risk of dropping out.

- Understanding protection-related outcomes of being out of school on refugee children.

- Identifying opportunities to increase school enrollment and school completion among refugee children.

- Making recommendations to improve school enrollment and school completion rates among refugee children through an evidence-based approach at individual, familial, institutional, and policy levels.

- Generating sustainable, evidence-based, and working models to increase school enrollment and school completion among refugee children.

[1] https://www.goc.gov.tr/
[2] DGMM, November 2020
[3] https://www.goc.gov.tr/gecici-koruma5638

[4] http://www.iso.org.tr/yayinlarimiz/

METHODOLOGY

As the exploration of possible solutions for the issue of out-of-school refugee children requires understanding different perspectives, the current research is designed as a mixed-method and multi-study model by focusing not only on the barriers and challenges but also the opportunities and resilience within communities.

By employing both quantitative (surveys) and qualitative methods (FGDs and/or group interviews) the following groups were included in the research via purposeful sampling: (I) refugee children (at risk of dropping out and out-of-school), (II) caregivers/parents, and (III) key informants (teachers, MoNE, MoFLLS)

Table 1. *Participant Groups*

PARTICIPANT GROUPS	PARTICIPANT GROUPS	GRADE OR COMPLETED LEVEL OF EDUCATION	NUMBER OF FGDS	FGD PARTICIPANTS
Refugee children at risk of dropping out	**Primary school (1-4)**	173	1	3
	Secondary school (5-8)	214	1	2
	Highschool (9-12)	17	1	2
Teachers	**Primary school**	452	1	3
	Secondary school	315	1	3
	High school	225	1	2
Families/Caregivers	**Primary school**	242	1	5
	Secondary school	137	1	9
	High school	45	1	2
Out-of-School Refugee Children	**NA**	NA	4	16
NGO Staff	**NA**	NA	4	22
MoFLSS	**NA**	NA	1	6
MoNE Adm. Staff	**NA**	NA	1	7

The main research design underlying this piece of work is an embedded single case study and the "case" is "school dropouts among refugee children in Esenyurt".[5][6] All data collection tools have been selected and revised based upon Bronfenbrenner's Ecological Systems Theory. Likewise, data analysis was also carried out with a similar lens to explore the different layers of the case. The quantitative data gathered through surveys were analysed through descriptive data analysis tools. The qualitative data, on the other hand, were analyzed through thematic analysis with the predetermined categories based on the research design within the extended report. For the current report, the quantitative and qualitative data were analysed through emerging themes across the previous categories.

Limitations of the Current Research and Suggestions for Future Research

The current research has certain limitations and the results should be read in line with these limitations.

These limitations are:

- The research team completed all data collection processes under COVID-19 restrictions and all interviews and surveys were done via online tools. As there were periods of school closures during data collection, the research team faced challenges reaching each group via school teachers and the district MoNE. Hence, COVID-19 posed a major barrier to reaching out to different groups equally.

- The possibility of response bias should be kept in mind, given that the majority of the parents/caregivers reached were reached through public authorities and teachers, which may have led to reservations in their responses. Despite the research

team ensuring participants of the confidentiality of their responses at several stages of each study, reporting school-related issues truthfully still might have been a concern for many participants.

- Throughout the research processes, out-of-school refugee children were among the hardest to reach groups considering the frequent changes in addresses/locations unknown to authorities, lack of information on their whereabouts by teachers and schools, as well as fears to relate with any research and/or public authorities due to their lack of registration.

- As the research involved participants only from Esenyurt, the sample may not be representative nationwide even though the results show various convergences with the existing literature.

Even though the procedures ensured full confidentiality and privacy through informed consent forms, reservations were observed on the part of especially representatives from national institutions and refugee caregivers/parents. The research team mainly reached participants through support from the district and provincial MoNE and this can be seen as an important factor affecting the accounts of especially abovementioned groups. For instance, none of the official representatives suggested a fully concrete solution or model for unregistered out-of-school children even though they focused on this issue as an important barrier. As the issue itself raises political concerns, their approach can be understood. Likewise, families/caregivers did not fully portray their concerns and experiences relating to discrimination and prejudices in the school environment during surveys; however, they were more outspoken when they related their children's experiences during the FGDs. We perceived this as a result of reaching those groups via the MoNE for the surveys.

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[5] Case studies are among the most suitable research designs when researchers are not able to manipulate real life events considering mainly "how" and "why" questions to explore the case of interest. Here, as the school dropouts have more than one unit to explore, an embedded single case study approach has been utilized. To explore the different layers of the units, stakeholders including children, parents/caregivers, teachers, and other key informants have been interviewed and surveyed.
[6] Woodside, A. G. (2010). Case study research: Theory, methods and practice. Emerald Group Publishing.; Yin, Y. K. (2003). Case study research: design and methods. Sage Publications.

RESULTS

A. Out-of-School or Being Pushed Out of School: "I dropped out of school, but I wanted to study"

> "You know, I dropped out of school, but I actually wanted to study. Who would take care of my family if I wasn't working? But I send my brothers to school, you know? They will study. At first, friends at school called me 'Suri', but then they loved me. I did not understand Turkish before. But then I got it. I had a counselor who was very good. He always helped me. But, then my father was unemployed. My father is old and nobody wanted to give him a job. My mother is also old. Only I am able to work. 'There is open education', I said to my teacher, 'can you give me its address? I do not study now, but maybe with open education I can continue.' We went to the Red Crescent to ask for a scholarship. If I had found a scholarship, I would have studied. The Red Crescent employee told me that there is no scholarship. If you don't have money, you should work. I wanted a scholarship, I wanted to study. This is my fate."
>
> *An out-of- school child*

Throughout the research processes, out-of-school refugee children were among the hardest to reach groups. The research team was able to carry out four separate focus group discussions (FGDs) involving 16 out-of-school refugee children despite difficulties. The results of the FGDs mainly revealed that various intersecting factors, including poverty, lack of registration, peer bullying, Turkish language difficulties, and gender-based violence are pushing refugee children out of school.

All interviewed children pointed out their willingness to enroll in schools despite all of these barriers and challenges. The accounts of children revealed poverty, child labour, the lack of support in Turkish language learning opportunities, and peer bullying as intersecting factors relating to them being out of school. Several children highlighted that

their caregivers/families are not in a position to support their education financially due to a lack of livelihood opportunities. This in turn led to child labour in many cases and pushed children out of school. Likewise, the lack of support in Turkish language skills and being exposed to peer bullying went hand-in-hand in many cases among out-of-school participants. A particular child's experiences portray these issues with the following words:

> "When I first started school, my friends excluded me at first. I didn't speak Turkish. The principal registered me into the 7th grade but I could not understand anything because I didn't speak Turkish. They treated me like I was an idiot. I do not know Turkish but I'm not stupid. I could only endure going for a year and then I left."

Similar to poverty, child labour, and support needs for the language of instruction at schools, [7][8][9] peer bullying has also widely emerged as one of the main challenges concerning access to education among refugee children. [10]

Within the current sample, peer bullying emerged as the most frequently stated reason given by school dropouts for leaving. In some cases, it turned into violence at schools and/or by peers. Children also emphasized that teachers tend to perceive Syrian children's behaviors as more aggressive and tend to report them to disciplinary procedures more frequently compared to host community children.

> **"We are going to school; on the way they shout 'Suri'. When we arrive at school, they shout 'Suri'. What is wrong with being Syrian? If they see me alone, they beat me. I would be blamed if I told the teacher. Some teachers are good, I can't say anything about them. Once my mother took me to school so that they would not beat me. Then, when I got used to it, I beat them too. I became a "jerk" Suri."**

This shows that bullying does not only happen among peers, as teachers, too, can be perpetrators in some cases. Several girls indicated that especially boys at school behave rudely towards them by swearing and shouting at them, which may be regarded as a factor related to various types of gender-based violence at schools. The same

children also expressed their desire to attend schools for girls only rather than co-ed schools partially due to such attitudes as well as familial cultural background.

Registration issues also prevented children from enrolling at schools. In the past, refugee children without required registration were able to register at schools as guest students. However, several participants in the study indicated that they could not even register as guest students as their registration was in a province other than Istanbul. Even though there is no certain official legislation around this issue, there are still some schools accepting guest students albeit rarely. [11] SC TCO also observed the same situation of unregistered refugee children in other projects and we have not observed any particular solutions for the schooling issue. Additionally, schooling of unregistered refugee children has also been debated several times in the education sector working group meetings and it still requires further action and collaboration of all related stakeholders.

Overall, out-of-school refugee children participating in the current study identified barriers and challenges affecting their right to access to education as financial barriers, lack of inclusive school climate, issues existing within the household as well as policy-related issues including lack of registration. The same children also suggested many ways to prevent children from being pushed out of school. These thematized responses can be seen in Table 2. The results indicate that refugee children are being pushed out of school due to barriers and challenges existing within the household, schools, and among peers.

The Close Link Between Education and Protection Sectors: A Brief Reflection

The results under this study indicate that refugee children are usually being pushed out of school due to a lack of protective environments at schools and within households, as well as a lack of protective social policies. This, being out of school, in turn leads to worsened protection outcomes for children as in the case of child labour and early and/or forced marriages. Any intervention; therefore, needs to consider the strong linkage between education and protection.

To have a more holistic picture of the reasons for school dropouts, the research team also carried out 3 separate FGDs with parents/caregivers who have out-of-school children. The main findings on reasons for school dropouts that emerged within FGDs with parents/caregivers are quite similar to the results portrayed in *Table 2*.

Parents/caregivers highlighted financial and employment difficulties as the most significant reasons for school dropouts. Several participants emphasized various financial requests from schools as a certain barrier for school enrollment, leading to difficulties in registering their kids at schools.

They do not have sufficient means to provide proper clothing, food, and transportation for their children. Even though schools are not supposed to request payment for enrollment, parents/caregivers mentioned such requests in the FGDs. Above all, household finances were the biggest factor that led to child labour and being pushed out of school in several cases:

> **"If I had a regular job, I would not employ my child. Can a mother hurt her child? All the burden is on his tiny shoulders. If I could speak the language, I would have my child study. If I could only defend my rights. My other children are studying thanks to my working son."**

> **"Our home is far from school, and we cannot send our child to school with a shuttle bus due to our financial situation. We feel depressed and worried. Everything is overlapping. If we had the financial means, we would have liked our children to go to school. We want them to wear nice clothes, eat nice food, and go to school every day. I wish my boss wouldn't cut my salary. If I had a stable job I would not have to worry about my child having shoes for cold weather. Then my child would only think of his lessons. He would focus on his lessons instead of thinking about why I could not pay the money the principal wanted, or buy the additional books requested by the school, why he was not wearing nice clothes when his friends were. Sir, we escaped from being killed in the war, but we saw that we could die of hunger here during this Corona pandemic. We go to sleep hungry most nights. If Turks during Corona cannot find jobs, how can we? Also, the principal wants money for registration. How can we afford it? "**

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[7] Gencer, T. E. (2017). Göç Ve Eğitim İlişkisi Üzerine Bir Değerlendirme: Suriyeli Çocukların Eğitim Gereksinimi Ve Okullaşma Süreçlerinde Karşılaştıkları Güçlükler. Journal ff International Social Research, 10(54).
[8] Emin, M. N. (2019). Geleceğin İnşası Türkiye'deki Suriyeli Çocukların Eğitimi. Seta Yayınları, 1.
[9] Culbertson, S., and Constant, L. (2015). Education of Syrian Refugee Children: Managing the Crisis in Turkey, Lebanon, and Jordan. RAND Corporation.
[10] Büyükhan, M. (2019). Zorunlu Eğitim Çağındaki Suriyeli Çocukların Eğitime Erişimi Önündeki Engeller: Ankara İli Örneği (Doctoral dissertation, Ankara Yıldırım Beyazıt Üniversitesi Sosyal Bilimler Enstitüsü).

[11] This is quite a rare situation currently and the observations are based on education working group meetings across Southeast Turkey and Istanbul.

Table 2. The Main Results of the Thematic Analysis on Experiences and Views of Out-of-School Refugee Children

DOMAINS/MAIN THEMES	MAIN BARRIERS AND CHALLENGES PUSHING REFUGEE CHILDREN OUT-OF-SCHOOL	VIEWS AND SUGGESTIONS OF CHILDREN ON THE PREVENTION OF BEING OUT OF SCHOOL
Financial/Economic Issues	**Poverty and financial difficulties to cover education-related expenses** **Child labour**	**Social assistance and social protection** • Conditional and/or unconditional educational assistance • Increased livelihood opportunities for parents/caregivers • Providing support to households to obtain regular employment and vocational training
Issues Relating to School Climate	**Peer bullying and discrimination** • Negative attitudes and behaviors from peers • Prejudices of teachers **Lack of support from school counselors and teachers** • Lack of follow-up on students by school counselors and teachers • Lack of Turkish language learning support **Lack of appropriate structure and conditions at schools** • Crowded classrooms • Distances between schools and residences • Lack of lunchbox packages	**Completely free public education** • Elimination of financial contribution requests by schools from children • Free shuttle service for children **Ensuring equality within the school climate** • Increasing awareness on peer bullying • Attitude change on the part of school counselors and teachers for a more equitable approach • Establishing a multicultural school environment • Provision of appropriate Turkish language support
Factors Relating to Family/Caregivers	**Lack of regular employment** **Lack of information on the education system and opportunities** **Cultural views that boys need to support the family financially** **Existing cultural schemes leading to early and/or forced marriages**	**Support for regular employment for families** **Information and awareness-raising sessions on education pathways, opportunities, and registration**
Systemic and Policy-Related Issues	**Registration issues** **Co-education**	**Support for registering at schools even if the child is not registered to the province of residence** **Being able to enroll at schools particularly serving girls and boys separately**

Despite it not being a major result within surveys administered to parents/caregivers, peer bullying and lack of inclusive school climate emerged as the most frequently given reasons for dropouts relating to the school/environment domain in the FGDs with parents/caregivers. Similar to out-of-school children's accounts parents/caregivers also revealed how their children were exposed to several types of peer bullying prior to being pushed out of school:

> **"My child studied in Turkey until the 8th grade without making any friends. They called her 'Syrian'. Like swearing. Yes, my child is Syrian, but we are all human beings. No matter what I did, I could not make my child love school. How could she love it, when her friends were beating and pushing her around every day? I'm afraid she will refuse to go one day. She has good teachers but my child has no friends. "**

Additionally, not only has bullying in the form of peer bullying been highlighted but also bullying by teachers and administrators. Results indicated that prejudices towards refugee children by teachers also emerged as another important reason.

Many other parents/caregivers, on the other hand, have faced difficulties in school registration due to lack of registration in the province and subsequent registration refusals by school principals. Both parents/caregivers and children requested an intermediary solution for unregistered children to access education.

> **"My child was deprived of the right to school because our registrations are in a different city. If there was justice, my child would not have suffered because of my decision to move. I had to migrate. I'm sure families with different province registrations want to enroll their children and have them go to school every day. Principals are educated people. Can't they ever ask the state, what they should do with these children? A generation is disappearing like this. My family is educated and I teach my child at home. But who will be responsible for the children whose parents aren't educated and the children who might make mistakes and harm themselves today or tomorrow? "**

B. Existing Risks, Protective Factors and Suggestions for the Prevention of Dropouts Among Refugee Children: The Perspectives of Children, Parents/Caregivers and Teachers

To explore existing school dropout risks, children at risk of dropping out, teachers, and parents/caregivers responded to a survey adapted for each group which tackled the issue in three categories; namely, environmental, individual, and familial factors.

To reach children at risk of dropping out, the research team utilized a list of drop-out risks to support teachers to identify and refer the related group for the survey. Overall, 404 children at risk of dropping out (196 girls, 208 boys) responded to the questionnaire. The main findings indicate that children perceive drop-out risks as more related to environmental/school-related variables rather than familial and/or individual factors.

	RISK AND PROTECTIVE FACTORS RELATING TO SCHOOL DROPOUTS PERCEPTIONS OF CHILDREN
Risk Factors	• 61% of the children did not feel comfortable talking with teachers about their concerns[12] • 48% of the children reported that their families have difficulty covering their school expenses • 40% of the children do not have a suitable space to study at home and have difficulties understanding Turkish • 36% of the children do not have anyone encouraging them to study and do not have hopes about being academically successful despite their efforts • 34% of the children were treated badly by their peers • 33% of the children felt lonely at school • 31% of the children did not think that their parents/caregivers cared about their academic success
Protective Factors	• Despite difficulties, 80% of the children still found meaning in going to school and were not thinking of dropping out • Over 70% of the children reported that they feel happy at school and that they liked going to school.

The results of the FGDs with parents/caregivers on the other hand emphasized the transformation of the school environment as the main way to prevent school dropouts. The prohibition of all financial requests from schools, free shuttle services, ensuring access to school for unregistered children, an increase in equal and inclusive approach among teachers, support for Turkish language courses, and having gender-segregated schools are the main ways suggested by the participants to prevent school dropouts.

	RISK AND PROTECTIVE FACTORS RELATING TO SCHOOL DROPOUTS PERCEPTIONS OF PARENTS/CAREGIVERS
Risk Factors	• Over 74% of the caregivers/parents reported that they do not believe education will support their children in the future • 55% of the caregivers/parents indicated that there are various degrees of violence in their households • 51% of the caregivers/parents do not help their children with academic assignments • 50% of the parents/caregivers think that their children could not adjust to life in Turkey • 47% of the caregivers/parents do not attend parent meetings at schools [13] • Over 60% of the parents/caregivers reported that the size of their housing is not sufficient for their family and that they lack a suitable space for studying
Protective Factors	• Over 62% of the caregivers/parents reported that they want their children to continue their studies

Similar to the responses of families/caregivers, teachers also attributed school drop-out risks to mainly family-related factors rather than school/environment and individual-related factors in a sample of 1,289 participants across different levels. Teachers do think that school dropouts can be prevented through support and training provided to children as well as families/caregivers. An interesting finding was that many teachers did not genuinely feel that their approach and behavior might also require a transformation or change to decrease school dropouts, contrary to the accounts of children and parents/caregivers.

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[12] The responses ranged between slightly agree to strongly agree.

[13] The underlying reason may possibly be language barriers.

	RISK AND PROTECTIVE FACTORS RELATING TO SCHOOL DROPOUTS PERCEPTIONS OF TEACHERS
Risk Factors	• 86% of the teachers reported that refugee children have Turkish language difficulties • 75% of the teachers reported that caregivers/families do not perceive the education of children as important and meaningful • 70% of the teachers reported significant absenteeism among refugee children • 63% of the teachers reported that refugee students do not have a sense of belongingto the school
Protective Factors	• 58% of the teachers reported that refugee children's relationships with teachers are relatively good

Despite all systemic, familial, and school-related challenges, a willingness to continue enrolling in schools may indicate just how resilient refugee children are and this will be a starting point for empowering this group of students to complete school.

C. Perspectives of Key Informants: Official Authorities and Civil Society Actors

As policy-related issues are of the utmost importance for equal access to education, the research involved a number of key informants from the Provincial and District Directorate of National Education (MoNE) and the Provincial Directorate of Family, Labor, and Social Services (DoFLSS)[14] as well as civil society actors working in the education and protection sectors. Interviews with representatives from MoNE and DoFLSS revealed significant systemic and policy-related challenges concerning refugee communities' access to education.

Participants from the MoNE mostly indicated the need for a more enhanced capacity of public institutions to deal with issues concerning refugee education. The current education policies, the number of teachers, lack of social work systems at schools, and the lack of registration and IDs have emerged as major issues in refugee education across Esenyurt.

As Esenyurt is a highly populated district, representatives revealed the need for an increased number of teachers and the enhancement of school infrastructure. Along with this, there has been an emphasis on registration issues as the guest student system is no longer available for the school registration of children without ID and official registration in the province:

> **"Until recently, Esenyurt was a region where foreign students and their families increased rapidly in number. We observde that the official figure is 110 thousand, while the unofficial figures are much higher. This rapid increase posed a major obstacle to the work we want to do. We had teachers who asked for appointments away from our schools for this reason. The ratio of foreign students to Turkish students in a Religious (Imam Hatip) high school was 60%. Two months ago, the DGMM stopped settling refugees in Esenyurt district. We are pleased with this decision. There is a rapidly increasing population but you cannot communicate adequately when you do not have a teacher, healthcare provider or police officer to communicate with."**
>
> *A representative from the MoNE*

Likewise, representatives from the DoFLSS also highlighted the issue of registration:

> **"We were faced with a serious registration problem in Istanbul. There were files demanding education measures because DGMM did not register them. They requested the education measure for this. There was a health-related problem like this as well. Since the school transfer could not be made due to the pandemic, there were files reflected on us."**

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[14] The DoFLSS has recently split into two different directorates; however, this abbreviation will be utilized throughout the report to show the structure at the time of the study.

Representatives from the DoFLLs also emphasized the lack of capacity concerning the number of staff to deal with the increased number of cases. The accounts of representatives from the DoFLLS revealed the strong connection between education and protection as many out-of-school cases they are dealing with also have strong protection concerns ranging from child labour to early and/or forced marriages. However, a participant stated that if an out-of-school child does not have any other concerns, they are not able to intervene:

> **"However, if there are incidents such as abuse in the family of the person, begging, violence caused by a single parent, then the case can be evaluated within the scope of migration and can be evaluated within the scope of the law. However, only being Syrian, immigrated and the problem of absenteeism cannot be considered within the scope of the law. We have a clear distinction here."**

Key informants who are official authorities were also asked about their opinions for the prevention of school dropouts and solutions for access to education among refugee children. Suggested ways for the prevention are stated below separately:

The MoNE:

- Integration of the School Social Work System into the Current School Guidance and Psychological Counseling Services: Representatives highlighted the need for the integration of school social work into the current school guidance and counseling services. Currently, teachers and school counselors are not able to follow up on absenteeism through regular home visits and regular weekly follow-ups of students' absenteeism. They firmly believe that forming up separate field teams to follow up on especially refugee children, can be possible upon the integration of the social work system into the current services. The available number of school counselors and teachers limits opportunities for specific interventions to assess drop-out risks and to follow up on students regularly.

- The Development of a Central Registration System in Collaboration with the Istanbul Provincial Education Directorate: In line with the accounts of parents/caregivers of out-of-school refugee children, representatives also emphasized that school principals may tend to refuse school registrations of refugee children even if the child is entitled to register at the school based on the address system. Therefore, they suggest the development of a central registration system in which the Provincial MoNE completes the registrations into related schools to eliminate any personal initiative taken by school principals as a barrier for registration.

- The Formation of a Ministry of Immigration: Representatives from the MoNE pointed out the fact that refugee education may be a quite large-scale issue to be solved solely by specific institutions. Even though departments are dealing with immigration under the Ministry of Interior, representatives still suggest the formation of a Ministry of Immigration to handle the issues surrounding refugee education holistically.

- Space for Flexible Micro Education Policies: Representatives highlighted the gap between macro policies and the micro/local reality, especially in the case of Esenyurt. They strongly suggested that the needs of particular regions should be taken into account and micro policies need to be developed in a participatory manner.

- Capacity Building for School Staff with Arabic Language Skills: Even though there have been Syrian Voluntary Education Personnel (SVEPs) at schools, representatives emphasized the urgent need for staff fluent in Arabic to increase social cohesion and intervene in psychological issues of refugee children.

- Stronger Collaboration and Cooperation among Key Actors: Considering the magnitude and the effects of the issue, representatives suggested a stronger collaboration among actors including municipalities, protection services, the UN, and other civil society actors. This suggestion is in line with the formation of a Ministry of Immigration as it is thought to be able to provide a more concrete and holistic collaboration.

- Continuation of Project on Promoting Integration of Syrian Kids into the Turkish Education System (PICTES) Interventions: As there are still issues with social cohesion and language in schools, representatives suggested that PICTES' interventions, especially adaptation classrooms should be sustained and enhanced.

The DoFLLS:

- Continuous Conditional Cash-Based Programs: Representatives indicated the success of conditional cash-based programs to get refugee children back to school. Considering the financial situation of refugee households and child labour, they suggest scaling up the cash-based program.

- Integration of School Social Work Systems Into the Current School Guidance and Psychological Counseling Services: Representatives provided examples of the projects incorporating social work where they have mobile social services in schools across certain districts. As the projects were successful in detecting early school drop-out risks and informing families/caregivers, they strongly suggest that there should be social workers working with school counselors in schools similar to representatives from the MoNE.

- Development of Macro Projects and Policies for Registration Issues: Representatives pointed out education measures (education-focused interventions) as the most important protective factor in the child protection steps. However, they are not able to support children's registration as the system no longer provides an option for children without an ID and registration on the related provincial system. They strongly suggest the development of a macro policy and/or a project to solve this issue.

- Space for Flexible Micro Protection Policies and Approaches: Similar to the suggestions made by the MoNE representatives, key informants from the DoFLLS also revealed the need for local and micro policy accommodation as the results of macro intervention policies may have differential effects on children.

- Stronger Collaboration and Cooperation among Key Actors: Similar to comments made by representatives from the MoNE, participants from the DoFLLS also emphasized how best practices can be shaped through the involvement of all existing actors within the field and they strongly suggested having mechanisms in place for further and systematic collaboration.

- Psychosocial Support for Refugee Children and the Establishment of a Safe and Trustful Relationship with Parents/Caregivers: Participants emphasized the important role establishing a safe relationship with refugee parents/caregivers plays as they may have reservations about interacting with and confiding in official authorities. Additionally, they suggested the continuation of psychosocial support for children.

NGOs: "The children have no identity, so they have no existence."

"Poverty is the problem that we focus on and see the most while working in protection sectors. Poverty is the main reason for the child's exclusion from school. Another is the bullying the child has been subjected to. It could be by the teacher, the school administration or anyone on the street. Of course, there are examples of good incidents, but we encountered more examples of bad incidents. We witnessed many times that a child was exposed to violence from the teacher. This is a wound for which the solution is very, very difficult for us. This is the most common thing I have encountered in the field."

An NGO representative

"SSC says, 'if the child wants to work, don't bring the case to me.' I heard this exact sentence. He shook the file like this and said 'this file is garbage to me'. Here, I cannot advocate because I will have to work with that person again, and I try to advocate without disturbing the negotiation environment."

An NGO representative

Within the scope of this research, several NGOs working in education and/or protection sectors enrolled in the FGDs focusing on reasons for and solutions to school dropouts and out-of-school refugee children. Similar to the rest of the participants, NGO representatives also perceive and observe poverty as the most prominent reason for school dropouts. Many indicated that even though their efforts are valuable, they may not provide concrete solutions to address the issue of poverty as their interventions may be quite limited in that sense. Another reason for school dropouts underlined by this group of participants is bullying within schools by either peers or school administrators and/or teachers.

Many participants also emphasized the lack of collaboration between schools and NGOs in the education sector. A similar lack of meaningful collaboration between NGOs and the DoFLLS has also been stated several times as a challenge to enhance the educational experiences of refugee children at risk. NGO workers stated that they have the authority to submit files relating to protection for a precautionary decision by SSC; however, in many cases, these files are not accepted by the commission even though there are strong protection risks. Similarly, they also pointed out that children with disabilities do not benefit from certain special education services which push them to leave school. They expressed feelings of helplessness in such situations, particularly in situations where the children are not registered and/or do not have ID. They also expressed that caregivers/parents do not have a meaningful engagement with schools due to the language barrier. Lastly, they highlighted the lack of power any single NGO has while relating to public authorities and the fact that they need collaboration and support for advocacy towards full and equal access to education in the following quote:

"We as the NGO staff are working in a compressed area where we cannot do any advocacy. Our work has to be accepted by the government policies. We are stuck where we can only raise awareness of families by organizing information seminars. The understanding of changing a person's social position only by informing him/her is an extremely apolitical action. We cannot start a process where we can find the solution together."

Suggested ways for the prevention of dropouts among participants from NGOs are quite similar to suggestions provided by the MoNE and DoFLLS.

1. Integration of school social work systems into the current school guidance and psychological counseling services.

2. Economic and social assistance for families/caregivers.

3. Stronger collaboration and cooperation among key actors.

4. Development of macro projects and policies for registration issues.

5. Space for flexible micro protection policies and approaches.

6. Enhancement of the relationship and collaboration between schools and civil society

Considering the accounts of key informants, there has been only one partially concrete solution suggested for unregistered children's access to education. The development of micro-projects through collaboration with related actors seemed essential for not only the education but for the protection of refugee children. As the registration issue is quite a political issue at the moment for the government, it may not be easy to discuss it and to suggest a different system directly, especially for the participants from the MoNE. However; participants' emphasized focus on local and micro solutions in a flexible manner rather than only relying on macro policies can be read through this lens as it also indicates that when you have an increased registration issue in a particular context, there may be solutions and/or projects developed for the local area as in the case of Esenyurt.

D. The Ideal School Environment in the Eyes of the Refugee Children: Safe, Inclusive, Multicultural and Free for All

Within the scope of this research, primary and upper secondary school-aged children (12 children in total) were invited to take part in a series of workshops to discuss solutions to prevent school dropouts and to increase school enrollment among refugee children. During the workshops, children first discussed the reasons for school dropouts, and then they elaborated on their views of a dream school where all children can enroll and can be sustained with ease. As with the other groups, the children indicated similar barriers and challenges relating to school dropouts among refugee children including financial difficulties, child labour, peer bullying, language barriers, negative attitudes and prejudices of teachers and school administrators, lack of school infrastructure, as well as negative role models around children. Excerpts depicting the dream school for refugee children are provided below:

A Safe School Encouraging Positive Peer Relations in a Multicultural Context

"There is a lot of differences between my dream school and the school I am going to.

My dream school is not crowded. Every student attends the lessons they want to. Teachers are not angry. No one is excluded because of their colour or appearance.

I have no understand. I also worked hard in my lessons. I tried to understand everything."

An Inclusive School for Children with Disabilities

"In my dream school, I dreamed of a school with a park around it, where my friend, who is disabled and dropped out of school, can easily go to the toilet and to the garden, my teacher. My friend could not go to the garden during breaks. Sometimes the teacher would take her off and sometimes he forgot about her. She always needed someone to help. Then she left school. Disabled people can enter my dream school."

A School Protecting Each Child

"There is a park in our school, I can go alone because I am a boy, but for example, some girls are brought by their mothers. They are afraid to send them alone."

"They are smelling something in the bidet and they have dirty clothes (persons in the park indicated here). We are afraid, too. Sometimes they talk to older sisters than us. There was a sister and once they said something and then she didn't come to school again."

"We go to school with our male friends. We both protect each other and our friends who call us Syrians cannot call us that when they see us together. My grandmother is also coming with us."

A School Providing Completely Free Education for All

"School sometimes asks for something even if we don't have money. I understand it is necessary, but sometimes we don't have money. My grandfather is old and my father is in Syria. Fortunately, I am getting a scholarship and I am also covering my brother's needs. But some of my friends have no money, what should they do? Everything is free in my dream school."

"I dream of a school with a canteen where everything is free. How nice it would be if we could buy everything."

"I am getting a scholarship and I am also covering my brother's needs. But some of my friends have no money, what should they do? Everything is free in my dream".

E. Cross-Cutting Issues: COVID-19, Gender, and Protection in the Schooling of Refugee Children

Several cross-cutting issues emerged and were examined within the current research. As COVID-19 interrupted education for many children, it also affected the schooling of both refugee and out-of-school children. The accounts of teachers revealed that refugee children were negatively affected during school closures and distance learning processes. Here too, financial and technical challenges affected participation in distance learning. Teachers also expressed that a number of students returned to their home countries during the COVID-19 pandemic. Existing Turkish language barriers, on the other hand, became even more apparent during distance learning and it put refugee children in a more disadvantaged situation. Several refugee children also indicated that they have difficulties comprehending content during distance learning lessons and that they tend to forget what they had learned in previous lessons.

Similar to teachers and refugee children, participants from NGOs also highlighted the lack of equipment for distance learning (phone, tablet, computer, TV), lack of internet, difficulties to access the Education Informatics Network (EBA), and a lack of information given to parents/caregivers on how to access distance learning channels as having a negative impact on refugee education.

In particular, emphasis was put on unmet special education needs, insufficient numbers of EBA service centers, the lack of an Arabic interface of EBA Online, and a lack of counseling support during COVID-19. In line with this, a child expressed the situation with the following words:

"Online education is very difficult. Teachers do not care. Sometimes the internet does not work. Or if my brother is going to class and my grandfather goes out, we are left with only one phone at home and we cannot attend lessons at the same time. But teachers get angry sometimes."

NGO workers also pointed out a noticeable increase in child labour due to COVID-19 as a major dropout risk for refugee children. Representatives from the MoNE and DoFLLS shared the concerns and observations of NGO workers on the impact of COVID-19. All institutions indicated that COVID-19 also interrupted the quality of service provision as another indirect negative impact on the education of refugee children. A MoNE representative also mentioned the adverse impact that COVID-19 had on many children by indicating the decreased levels of participation in online learning activities. Additionally, a number of parents/caregivers were refused registration, especially during COVID-19:

"During the Covid-19 period, I went to enroll my child in school. The school principal did not register my child, saying 'there is Corona, we do not enroll, there is no need'. He says we can't register now. Many children are not enrolled in school because of that. "

There is evidence in the literature of the emerging protection risks as an outcome of being out of school [15] and schools as potential protective spaces. This study showed that many refugee children had existing protection risks before being pushed out of school and the risks were exacerbated following school dropouts, which can be seen as evidence of the reciprocal nature between education and protection. Even though the current research is not in a position to reveal the level of poverty among refugee households, all participants including children indicated poverty as a common factor leading to dropouts. Hence, as in the case of poverty, protection risks are the major factors leading to school dropouts which in turn leads to a higher possibility of facing other types of protection risks, including child labour and early and/or forced child marriages. Families/caregivers expressed their protection-related concerns, especially for their daughters, in many cases.

"Girls grow up quickly. They show themselves like adults. I have no one else but my children. My daughter grew, she is as tall as I am. The school that accepted her is far away and Istanbul is very big, we cannot manage it. If there was a school for girls only and if there was a shuttle bus service, I would send her."

The intersection of gender stereotypes, gender-based violence, and protection risks also emerged as cross-cutting issues, partially explaining school dropouts among refugee children. Many participants indicated concerns around safety especially for girls, negative parental attitudes toward co-education schooling, and early and forced marriages as major reasons underlying school dropouts. A number of NGO workers also highlighted family/caregivers' neutral attitude towards early and/or forced marriages as a main protection risk. A few children shared incidents of gender-based violence and this particular excerpt depicts the related protection risks:

"Methods to reduce family pressure on girls should be developed. Some girls get married because their families are forcing them to, some because they want to. Those who want to, do not know what they want or what they are getting into. Something should be done to raise awareness, both among families and these girls."

Bullying, particularly peer bullying, also emerged as a major cause of school dropouts which is in line with the relationship between protection risks and school dropouts. Overall, the results revealed that protection-related outcomes of being out of school can also be underlying reasons for school dropouts considering the reciprocal relationship between education and protection.

AN EVIDENCE-BASED MULTI-TIERED MODEL FOR THE PREVENTION OF SCHOOL DROPOUTS AND INTERVENTIONS FOR OUT-OF-SCHOOL REFUGEE CHILDREN

We found the main factors that keep refugee children away from school are financial reasons, school climate, obstacles and difficulties associated with families, the education system, and policies. The findings can be categorized as "the person as an individual", "family", "school-/teacher-centered school environment" and "society and the education system". Considering the results of the interviews and questionnaire studies conducted with participants from different representations (teachers, students, unions, etc.), we concluded that these obstacles and difficulties have a special structure. This structure can be summarized as follows:

Multidimensionality: Any of these obstacles and difficulties can be both a cause and a result of one or more of the obstacles in this context.

Nesting: The conclusion that is emerged from the findings obtained within the scope of the research is that the obstacles and difficulties are not separated from each other in particular with clearly defined

lines. In this sense, in the solution-oriented/preventive model designed within the scope of the research, these obstacles and difficulties, of which exact boundaries could not be determined, should not be addressed alone or separately from each other.

Diversity: Obstacles and difficulties may arise in a non-unilateral relationship. In this context, it can be estimated that the principal factor that ensures the continuity of the school dropout problems of refugees is diversity. As a result of this estimation, it was deemed necessary to address these obstacles and difficulties through the network of interactions they have and to create a flow for this in order for the proposed model to be sustainable.

The necessity of a sustainable and systematic transformation: The conclusion that drawn from the views of both children at risk, their families, teachers, and CSO and MoNE personnel is that sustainable, inclusive models are needed to increase enrollment and school completion rates for refugee

children. The main emphasis here is the need for a protection model that transforms and improves itself on the obstacles within the education system.

Current applications: Although various projects and activities are being carried out by the MoNE regarding refugee students' access to education, it is clear that the participants in the field think that these applications are insufficient. They emphasized problems such as language barriers and inadequacy of protective social policies many times in both the needs analysis and protection proposals.

What is remarkable here is that although there are applications planned to be implemented that are positively viewed at the macro level, in the field these applications have not turned into sustainable, functional, transformational, and preventive interventions due to the specific nature of the obstacles and difficulties faced as well as the impacts of the system and policies. In this context, a draft model has been created to monitor the needs and problems pointed out within the scope of the study. First, it is recommended that this model be discussed and evaluated by experts in the field of educational philosophy, sociology, psychology, economy, and management. The principles of the protection model we propose have taken form according to the general structure of the main factors and the needs that move refugee children away from school, as indicated by our findings. The principles that need to be taken into account and on which need to be made regulations, in particular, can be summarized as follows:

Need-based and school-based early intervention (R&D) units: In this study, it was concluded that four main factors drive refugee students to drop out of school. These factors are divided into "the person as an individual", "family", "school-/teacher-centered school environment" and "society and the education system". The specific structure of these obstacles and difficulties that emerged in our research findings, reveals the necessity of a localized, professional assisted, guidance and needs-centered execution of the support mechanism to be provided.

Likewise, when the current practices are taken into consideration, the fact that although there are positive projects and studies on the right to education and equality of refugee students, there are still problems (such as language barriers, social support, etc.) faced in private, which indicates the need for this principle. All these findings reveal the necessity of carrying out school-based interventions to prevent refugee students from dropping out of school. In this way, the effect size of the local problems on the risk factors will be able to be calculated, and the transformation of the system will be constantly questioned by creating local units where continuity can be ensured in terms of coordination and planning. In other words, even if the prioritization of some risk situations is low when viewed from the general perspective, local case/situation-oriented studies can be conducted considering the possibility that these factors may have a greater impact in situation-specific environments.

Developing common purposes and multi-stakeholder partnerships: Risk situations under the groups identified in the research should be determined by school-based units by going into the local field. In this process, it is essential to ensure that experts, CSO representatives, parents, local people, school and education personnel cooperate and coordinate. Taking into consideration the nature of the obstacles and difficulties that arise after the risk analysis/identification of the risk factors, it should be filtered by experts in educational psychology, philosophy, sociology, and economics, according to the order of priority which preventive studies will be directed. Then, school-based R&D units should transform these determined general targets into individual, school, family, and society-oriented specific targets in the context of their local structure. Activities for these specific purposes should take form in line with the needs of the individual, school, and society. Otherwise, the transparency and voluntariness required to ensure that the work conducted is transformed into applicable, pragmatic, auditable, and inclusive activities will not be provided.

Support mechanism: In our research, taking into consideration the obstacles and difficulties, the

necessity of a support mechanism has emerged to detect and prevent the risk of dropping out of school. The proposed support mechanism can be summarized as follows:

Support for the individual: motivational support, psycho-social support, developmental support, awareness and raising awareness, being a role model, scholarships, providing environments to improve their language skills, getting involved in activities where they can introduce themselves and their culture, being involved in processes where they will get to know and interact with other cultures, etc.

Support for the family: social support, educational support, financial support, involving the parents in school life, vocational training, information about systematic functioning, etc.

Support for education staff: development of inclusive activities, planning and application skills, inclusive perspective and attitude, promotion of best practices, observation and follow-up (of cases) and monitoring of students' well-being (psychological, social, etc.), development, communication, and cooperation between actors, etc.

Support for systemic transformation: Supporting local (regional disadvantaged and advantaged) studies, establishing an online system to track data on disadvantaged groups, follow-up assistance/support for the family, the establishment of counseling units where disadvantaged groups can convey their requests, supervision of public administrators and employees regarding their implementation, etc.

Developing competencies of the teaching staff: The local teaching staff should be part of the transformation following inclusive principles for the roadmap for common purposes focusing on the local, coordinated and inclusive progress of the activities. For this, developing teachers working in schools where children at risk of school dropout are concentrated, is important. It should be stipulated that the teachers to be assigned to these schools should be selected on a voluntary basis and meet the field-specific competencies/criteria. For this, it is important to

determine local teacher training standards. At this point, local and national policies that encourage and stimulate teachers should be followed.

In conclusion, the studies we conducted within the scope of the research show that there is a need for a solution-oriented model for refugee students' school enrollment and school completion. For this reason, there is a need for a solution-oriented model based on the transformation of obstacles and difficulties in this regard. The model proposed within the scope of this study is a draft model to ensure a systematic transformation regarding "the person as an individual", "family", "school-/teacher-centered school environment" and "society and the education system". In the model, an approach is adopted in which the support mechanism process recommended for localization is provided by the need-oriented early response units. CSO representatives and field experts play a supportive role in establishing common purposes and developing multi-stakeholder partnerships. Local teacher training standards should be determined and the competencies of the teaching staff developed. Thus, it is ensured that experts, CSO representatives, parents, local people, school and education personnel work together and coordinate their efforts. For this, it is recommended that specialized units in schools where refugee students are present are established and to conduct due diligence, research, and development activities at regular intervals to develop and implement preventive and response programs, taking into account the school and local climate.

In this section, SC TCO proposes a multi-tiered model for the prevention of school dropouts and interventions for out-of-school refugee children. The model is primarily based on the evidence gathered through this research as well as the existing literature and whole-school approach models. First, it should be noted that any evidence-based and/or solution-focused model is subject to further collaboration, coordination, discussion, and more importantly, advocacy, as the results mainly point out a need for systemic transformation. Secondly, it is certainly beyond the capacity of any organization

to propose a single concrete model for the solution of poverty and financial difficulties which is the main factor underlying out-of-school refugee children's issues that emerged in this research. Hence, despite certain structural limitations, the model provides an initial template for future work, collaboration, and advocacy agendas for organizations as well as donors working in the humanitarian and development sector.
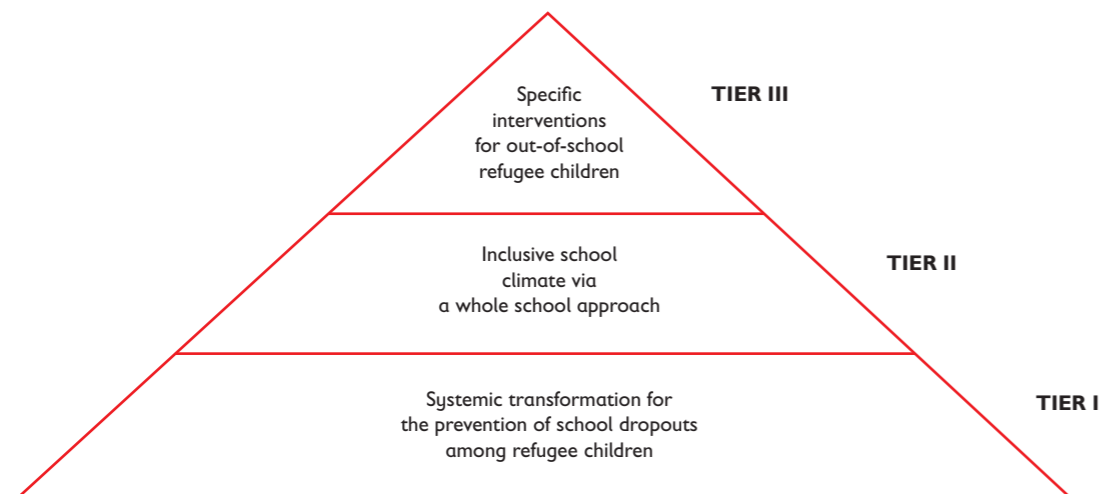
Tier 1. Systemic Transformation for the Prevention of School Dropouts among Refugee Children

Suggested actions and interventions under Tier I aims to develop an inclusive systemic structure for full and equal access to education among refugee children in collaboration with the Ministry of National Education (MoNE), INGOs/NGOs, UN Agencies, and donors providing financial support for existing education and protection activities in Turkey. The actions/interventions under this Tier are:

1. The MoNE should take steps to integrate the school social work system into the current guidance and psychological counseling services at schools.

2. A platform needs to be established for concrete and working collaboration among several actors including the MoNE, DoFLLS, NGOs/INGOs, UN Agencies, as well as community-based organizations.

3. Early detection and action systems should be established at schools to respond to school dropouts risks in a preventive manner.

4. Civil society actors, with support from existing donors in the education and protection sector, should establish a space to have regular meetings with the MoNE to discuss ways to collaborate. Currently, education working group meetings partially achieve this aim; however, the issues that we can collaborate on should be discussed further at these meetings.

5. Donors and civil society actors need to shape an advocacy strategy for unregistered children and their right to education.

6. Funding for the education sector is quite limited and carrying out advocacy activities for unregistered children requires more financial means. Donors should consider this when doing strategic planning.

7. Regional and local policies should be reviewed in participation with all related stakeholders to ensure access to education for all. Pilot projects for unregistered refugee children need to be developed with the participation of all actors.

8. An intermediary solution similar to the "guest student" system needs to be developed to ensure the right to education for refugee children.

10. The voucher and cash-based programs for vulnerable refugee households need to be strengthened.

Tier 2: Inclusive school climate via a whole school approach

Suggested actions and interventions under Tier II aim to develop an inclusive school climate based on the whole school approach methodology for full and equal access to education among refugee children. The actions/interventions under this Tier are:

1. Schools need to incorporate a whole school approach where all education staff, children, and families/caregivers are included in the related prevention and intervention-based activities. The school social work system should be incorporated into the current guidance and counseling modalities.

2. Parents/caregivers should be fully and equally involved in related meetings and procedures by eliminating language barriers. SVEPs need to be fully engaged within this process; however, there should also be staff who have experience working with various refugee groups not Syrians only.

3. The MoNE, in collaboration with donors and NGOs, needs to take steps to further capacitate teachers on the prevention of peer bullying and bullying, early detection of school dropouts, and establishment of a multicultural and inclusive school climate. Teachers should also be supported through the establishment of supervisory support mechanisms via newly developed projects as specific cases require extra support on the part of teachers.

4. Existing peer mediation and conflict resolution committees and structures should be strengthened within schools through the inclusion of refugee children.

5. Based on local issues and solutions, schools and education staff should be able to have certain flexibility to ensure the right to education for all.

6. Existing structures for home visits especially targeting children at risk of dropping out should be strengthened. Through the incorporation of the social work system, new committees for home visits should be established within schools. The members of the committees need to be capacitated for referrals to livelihood opportunities as well as related education interventions.

7. In collaboration with donors and NGOs, schools should provide awareness-raising activities, especially to families/caregivers experiencing household financial issues as well as protection-related issues.

Tier 3: Specific interventions for out-of-school refugee children

Suggested actions and interventions under Tier III aim to develop a more functional intervention method to support refugee children to go back to school. The actions/interventions under this Tier are:

1. Based on stronger collaboration, the MoNE, DoFLLS, existing donors and civil society actors should have monthly case meetings to create a more holistic intervention for out-of-school refugee children. The platform should serve for the establishment of locally implemented modalities and policies.

2. School-based teams for home visits should be mobilized accordingly for the school enrollment of out-of-school refugee children.

3. Upon having children back to school, school-based teams should monitor the school completion processes for each child possibly at risk.

4. Families/caregivers of out-of-school refugee children should be enrolled in livelihood programs and receive support through awareness-raising activities.

ANALYSIS OF THE
LOCAL NEEDS

- "person as an individual"
- "family"
- "school-teacher centered school environment"
- "society and the education system"

ANALYSIS OF THE
LOCAL RISK FACTORS

DETERMINING GENERAL
PREVENTIVE GOALS

FILTERING THE
GENERAL TARGETS

DETERMINING
SPECIFIC GOALS

Individual
centered

Family
centered

School
centered

Society
centered

TESTING SUPPORT
MECHANISM

ORGANIZING EVENTS