

Guidelines for  
**Education  
Focused Case  
Management**  
for Organizations  
Engaged with  
Out-of-School  
Children in  
Türkiye

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*Out-of-School Children Task Force,  
Education Sector Working Group*



Çocuktan  
işçi  
OLMAZ  
Öğrenci  
Olur

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# Introduction

This Education-Focused Case Management (EFCM) guidelines offer practical guidance to education and protection agencies on the principles, steps, and procedures essential for an efficient case management process for out-of-school children (OOSC). The primary aim of the guidelines is to establish a consistent and coordinated approach to EFCM and identify effective interventions within Türkiye's education sector.

The use of guideline along with other Education Sector Working Group (ESWG) tools will allow more children to realize their right to education. The Back to School (BTS) InfoPack, website, Problem Log, and advocacy documents will be updated regularly to inform users of the guidelines about appropriate referral pathways and available education opportunities for OOSC.

The ESWG extends gratitude to all participating in the EFCM capacity-building trainings held in Istanbul, Izmir, and Gaziantep in 2023. As a sector coordination team, we appreciate the valuable contributions, including information and feedback, provided during the discussions that aided in the development of these guidelines.

We would like to especially acknowledge the members of the ESWG OOSC Task Force, United Nations Children's Fund (UNICEF), United Nations High Commissioner for Refugees (UNHCR), International Organization for Migration (IOM), Concern Worldwide, Association for Social Development and Aid Mobilization (ASAM) and Turkish Red Crescent (TRC) for sharing their established tools and consistently reviewing the guidelines.

This work could not have been undertaken without funding from the European Community Humanitarian Office (ECHO) and the Bureau for Population, Refugees and Migration (BPRM) in the United States Department of State.

The education referral pathways and information outlined in this guidance document are susceptible to modifications based on local or national regulatory guidance mandated by the Ministry of National Education (MoNE). The OOSC Task Force will regularly review and revise the guidelines as needed. Nevertheless, organisations are encouraged to periodically review education-related updates and changes to provide appropriate guidance to children, caregivers, and parents.

## Feedback, comments or questions about this guide can be directed to the ESWG team:

Education Specialist /  
National Coordinator of ESWG,  
UNICEF Ankara

**Muhammad Israr Khan**

[misrar@unicef.org](mailto:misrar@unicef.org)

Education Specialist /  
Southeast Türkiye EWG Coordinator,  
UNICEF Gaziantep

**Amson Simbolon**

[asimbolon@unicef.org](mailto:asimbolon@unicef.org)

Education Officer /  
Istanbul and Izmir EWG Coordinator,  
UNICEF Ankara

**Bariş Deyirmenci**

[bdeyirmenci@unicef.org](mailto:bdeyirmenci@unicef.org)

Education Officer, UNICEF Gaziantep

**Renas Ürüç**

[ruruc@unicef.org](mailto:ruruc@unicef.org)



# Acronyms

<b>5DE:</b>	Five Dimensions of Exclusion
<b>ASAM:</b>	Association for Social Development and Aid Mobilization
<b>CCTE:</b>	Conditional Cash Transfer for Education
<b>CFM:</b>	Complaint and Feedback Mechanisms
<b>ÇÖZGER:</b>	Report for Children with Special Needs
<b>CRC:</b>	United Nations Convention on the Rights of the Child
<b>DDoNE:</b>	District Directorate of National Education
<b>EFCM:</b>	Education-Focused Case Management
<b>ESSN:</b>	Emergency Social Safety Net
<b>ESWG:</b>	Education Sector Working Group
<b>IA Guidelines for CMCP:</b>	Inter-Agency Guidelines for Case Management and Child Protection
<b>IOM:</b>	International Organization for Migration
<b>OOSCI:</b>	Global Out-of-School Children Initiative
<b>MERNIS:</b>	Central Population Management System
<b>MoFSS:</b>	Ministry of Family and Social Services
<b>MoNE:</b>	Ministry of National Education
<b>NGO:</b>	Non-Governmental Organization
<b>OOSC:</b>	Out-of-School Children
<b>PCG:</b>	Psychological Counsellor/Guidance
<b>PDMM:</b>	Provincial Directorate of Migration Management
<b>PDoFSS:</b>	Provincial Directorate of Family and Social Services
<b>PDoNE:</b>	Provincial Directorate of National Education
<b>PEC:</b>	Public Education Center
<b>PIKTES Plus:</b>	Promoting Inclusive Education for Kids in the Turkish Education System
<b>PSS:</b>	Psychosocial Support
<b>SEL:</b>	Social-emotional Learning
<b>SSC:</b>	Social Service Center
<b>STC:</b>	Support and Training Courses
<b>TPID:</b>	Temporary Protection Identity Document
<b>TRC:</b>	Turkish Red Crescent
<b>UDHR:</b>	United Nations Universal Declaration of Human Rights
<b>UNHCR:</b>	United Nations Commissioner for Refugees
<b>UNICEF:</b>	United Nations Children's Fund
<b>VEC:</b>	Vocational Education Center



# Key Concepts

## The Dimensions of Exclusion

The Global OOSC Initiative (OOSCI) consolidates diverse categories of OOSC, including those at the risk of discontinuing their education or dropping out, to form a comprehensive understanding of educational exclusion.<sup>4</sup>

The standardised OOSCI framework, the 5 Dimensions of Exclusion (5DE), covers pre-primary through lower secondary education levels. However, considering Türkiye’s compulsory 4+4+4 education system, broadening the framework to encompass the upper secondary level (high school) is crucial. This expansion requires the addition of two extra dimensions (6 and 7), as depicted in the figure below.

Dimensions of Exclusion Adapted to the Turkish System<sup>5</sup>

<b>Out-of-School</b> 	<b>Dimension 1</b> Not in pre-primary or primary education <b>Pre-Primary age children</b> (5 years old)	<b>Dimension 2</b> Attended but left school / Will enter late / Will never enter <b>Primary age children</b> (6-9 years old)	<b>Dimension 3</b> Attended but left school / Will enter late / Will never enter <b>Lower secondary age children</b> (10-13 years old)	<b>Dimension 6</b> Attended but left school / Will enter late / Will never enter <b>Upper secondary age children</b> (14-17 years old)
	<b>In School At Risk of Leaving Early</b> 	<b>Dimension 4</b> At risk of leaving primary education early <b>Primary age children</b> (6-9 years old)	<b>Dimension 5</b> At risk of leaving lower secondary education early <b>Lower secondary age children</b> (10-13 years old)	<b>Dimension 7</b> At risk of leaving upper secondary education early <b>Upper secondary age children</b> (14-17 years old)

Three specific sub-categories are significant within the broader category of OOSC. The classification “attended but left school” pertains to individuals who were once enrolled in school, either in their home country or in Türkiye, but are currently not enrolled. “Will enter late” primarily describes children of primary school age who have not yet enrolled but are anticipated to do so. Lastly “will never enter” characterises children who have not enrolled in school and are not expected to do so in the future.

## Understanding Why Children Are Not in School

Conversations about OOSC often concern supply and demand factors. Children may be out of school due to family background (demand-related) factors such as financial, cultural, health and disability; they may also be effectively excluded from school, often a result of civil conflict or systemic or supply issues (such as physical access, school climate, and quality). A UNICEF study has thoroughly examined barriers and bottlenecks arising from supply and demand factors.<sup>6</sup>

<sup>4</sup> Global Out-of-School Initiative: operational manual. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000247531>

<sup>5</sup> UNICEF. (2019c). A Global Outlook on OOSC (OOSC)- Workshop on Out-of-School Refugee Children (PowerPoint).

<sup>6</sup> Adapted from the preliminary findings of the OOSC study, 2022 (unpublished).

## Barriers and Bottlenecks that Affect OOSC

<b>Socio-cultural, social capital and health-related barriers (demand-side)</b>	<p><b>Gender-related values</b></p> <ul style="list-style-type: none"> <li>• Chastity, honour, and gender-based norms (including not sending adolescent girls to school, and child, early and forced marriages)</li> <li>• Family expectations from the children shaped by gender norms</li> <li>• Child's domestic responsibilities</li> </ul> <p><b>Social capital</b></p> <ul style="list-style-type: none"> <li>• Lack of language skills</li> <li>• Not valuing education</li> <li>• Low academic achievement</li> <li>• Education background/norms</li> <li>• Participation in language and religious education courses</li> </ul> <p><b>Health-related reasons</b></p> <ul style="list-style-type: none"> <li>• Disability</li> <li>• Illness</li> <li>• Psychosocial effects of stigma of extreme poverty and traumatic experiences               <ul style="list-style-type: none"> <li>◦ Pressure to engage in criminal activities.</li> <li>◦ Surviving/witnessing crime</li> <li>◦ Surviving/witnessing violence (in or out of school)</li> <li>◦ Surviving/witnessing sexual abuse and incest</li> </ul> </li> <li>• Pregnancy</li> </ul> <p><b>Social cohesion</b></p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Lack of friends and exclusion</li> <li>• Difficulties integrating into the local community</li> <li>• Negative attitudes of the local population</li> <li>• Security concerns</li> </ul>
<b>Economic barriers (demand-side)</b>	<p><b>Poverty</b></p> <ul style="list-style-type: none"> <li>• Food security</li> <li>• Cost of living</li> <li>• School expenses</li> <li>• Child labour</li> <li>• Family structure (size of the family, parents at home, fosterage, single parent headed households, unaccompanied children etc.)</li> </ul> <p><b>Migration</b></p> <ul style="list-style-type: none"> <li>• Problems with registration and ID numbers</li> <li>• Motivation to change city</li> <li>• Changing location without permit</li> </ul>
<b>School administrative regulations related barriers (supply-side)</b>	<p><b>Enrolment/new registration</b></p> <ul style="list-style-type: none"> <li>• Access to information (families and schools)</li> <li>• Refusal of the children by schools</li> <li>• Misplacement of children in terms of age and grade</li> <li>• School calendar</li> <li>• Maximum age of school enrolment</li> <li>• Non-attendance regulations</li> <li>• Grade transition regulations</li> </ul>

Barriers and Bottlenecks that Affect OOSC	
<b>School supply, quality and relevance related barriers (supply-side)</b>	<b>School supply (pre-school, open education, vocational education center...)</b> <ul style="list-style-type: none"> <li>• Commuting time/distance to school</li> <li>• Lack of transportation to school</li> <li>• Lack of information/awareness by the families regarding different education opportunities</li> </ul>
	<b>School resources</b> <ul style="list-style-type: none"> <li>• Limited communication between schools/teachers and families</li> <li>• Insufficient physical conditions of the schools</li> <li>• Class size</li> <li>• High number of refugee students in the school</li> <li>• Mixed-gender classes</li> <li>• Learning materials (difficulty level, relevance, language, etc.)</li> </ul>
	<b>Teacher characteristics</b> <ul style="list-style-type: none"> <li>• Skills, capability, expertise</li> <li>• Attitude</li> <li>• Communication with children and parents (including language)</li> </ul>
	<b>Security in the school</b> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• School climate (violence, discipline problems, addictive substances, etc.)</li> <li>• Relationship between community and students/parents</li> </ul>
<b>Governance, finance, and institutional barriers (supply-side)</b>	Public spending on education and budget allocation

The five primary categories capture barriers and bottlenecks relevant to the Turkish context and apply to national (Turkish) and refugee populations. Different barriers do not affect all children uniformly; the OOSC rates notably vary based on gender, age group, and region.

**Out-of-School Children**  
 Refers to children who are of compulsory school age but are either not officially enrolled in formal education or are registered but not actively engaging in formal or accredited non-formal educational activities.

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**School-Aged Children**  
 Indicates children between the ages of 5.5 years (69 months) and 18 years.

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**Children at Risk of School Dropout**  
 Encompasses children currently enrolled in formal education but facing the potential of dropping out due to various risks, such as peer bullying, irregular attendance, poverty, and other factors.



# International and National Legislation

There is no dedicated global legislation explicitly addressing OOSC. Nevertheless, various international agreements and conventions underscore the significance of education as a fundamental human right for every child. These agreements provide a foundation for nations to formulate and enact their own domestic legislation and policies to guarantee access to education.

## United Nations Universal Declaration of Human Rights (UDHR)

The UDHR acknowledges the right to education in several articles. For example, Article 26 recognises the right to education and underscores that it should be freely accessible, particularly in early/foundational years.<sup>7</sup>

## United Nations Convention on the Rights of the Child (CRC)

This extensive global treaty delineates children's rights. Article 28 explicitly underscores the right to education, emphasizing the compulsory nature of primary education and its accessibility to all without charge. Articles 2, 3, 6, and 12 of the UNCRC, which focus on non-discrimination, the child's best interest, the right to life, survival, and development, and the right to be heard, are pivotal in addressing children's rights.<sup>8</sup>

## 1951 Refugee Convention and 1967 Protocol

As stated in Article 22, the signatory States, including Türkiye, must guarantee that refugees are treated equally with nationals in regards to primary education. Furthermore, they are required to ease access to educational opportunities and recognize certificates, diplomas, and degrees obtained by refugees.<sup>9</sup>

## 6458 Law on Foreigners and International Protection:

In accordance with Article 89, individuals under international protection are entitled to receive basic education. Furthermore, as outlined in Article 90, the rights to access education and primary healthcare are guaranteed for those who fail to comply with the obligations or whose claim for international protection has been denied. Those individuals may not face restrictions on education and health rights.<sup>10</sup>

## Temporary Protection Regulation

This Regulation underscores the provision of education services for individuals under temporary protection. Specifically, Article 28 outlines the government bodies responsible for various educational services and the acknowledgement of documentation related to education.<sup>11</sup>

In addition to the legislation and documents mentioned above organisations are advised to examine the following national laws and documents that delineate the rights to education, particularly within the context of Türkiye:

- The Constitution of The Republic of Türkiye encompasses Article 42 (the right to education and learning), Article 10 (prohibition of discrimination), Article 24 (religious and moral education and instruction), Article 27 (the right to study science and arts), and Article 130 (higher education).<sup>12</sup>
- Primary Education and Education Law No. 1739 (Articles 2, 3, 4, 5, 11, 12, 13 and 46)<sup>13</sup>
- 2014/21 Circular on Education Services for Foreigners<sup>14</sup>
- Basic Law of National Education Basic Law No. 1739 (Articles 18, 19, 20 and 22)<sup>15</sup>
- Vocational Education Law No. 3308<sup>16</sup>
- MoNE Equivalency Regulation (Articles 4, 5 and 15)<sup>17</sup>

<sup>7</sup> <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<sup>8</sup> [https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_PRESS200910web.pdf](https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_PRESS200910web.pdf)

<sup>9</sup> <https://www.unhcr.org/sites/default/files/legacy-pdf/3b66c2aa10.pdf>

<sup>10</sup> [https://www.unhcr.org/tr/wp-content/uploads/sites/14/2017/04/LoFIP\\_ENG\\_DGMM\\_revised-2017.pdf](https://www.unhcr.org/tr/wp-content/uploads/sites/14/2017/04/LoFIP_ENG_DGMM_revised-2017.pdf)

<sup>11</sup> <https://www.resmigazete.gov.tr/eskiler/2014/10/20141022-15-1.pdf>

<sup>12</sup> [https://www.anayasa.gov.tr/media/7258/anayasa\\_eng.pdf](https://www.anayasa.gov.tr/media/7258/anayasa_eng.pdf)

<sup>13</sup> <https://www.mevzuat.gov.tr/mevzuatmetin/1.4.222.pdf>

<sup>14</sup> <https://mevzuat.meb.gov.tr/dosyalar/1715.pdf>

<sup>15</sup> <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.1739.pdf>

<sup>16</sup> <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.3308.pdf>

<sup>17</sup> <https://www.resmigazete.gov.tr/eskiler/2019/05/20190530-2.htm>

## Roles and Responsibilities

Organisations may have diverse structures that delineate roles and responsibilities among EFCM staff. If protection or, specifically, case management teams oversee these processes, it is crucial to establish a well-defined internal referral pathway with the education team. Supervisors should ensure that case management and education team members are trained on referral mechanisms. Additionally, when applicable, case management teams should refer children who are out of school or at risk of dropout to the education team, especially if academic support and social-emotional learning programs are available.

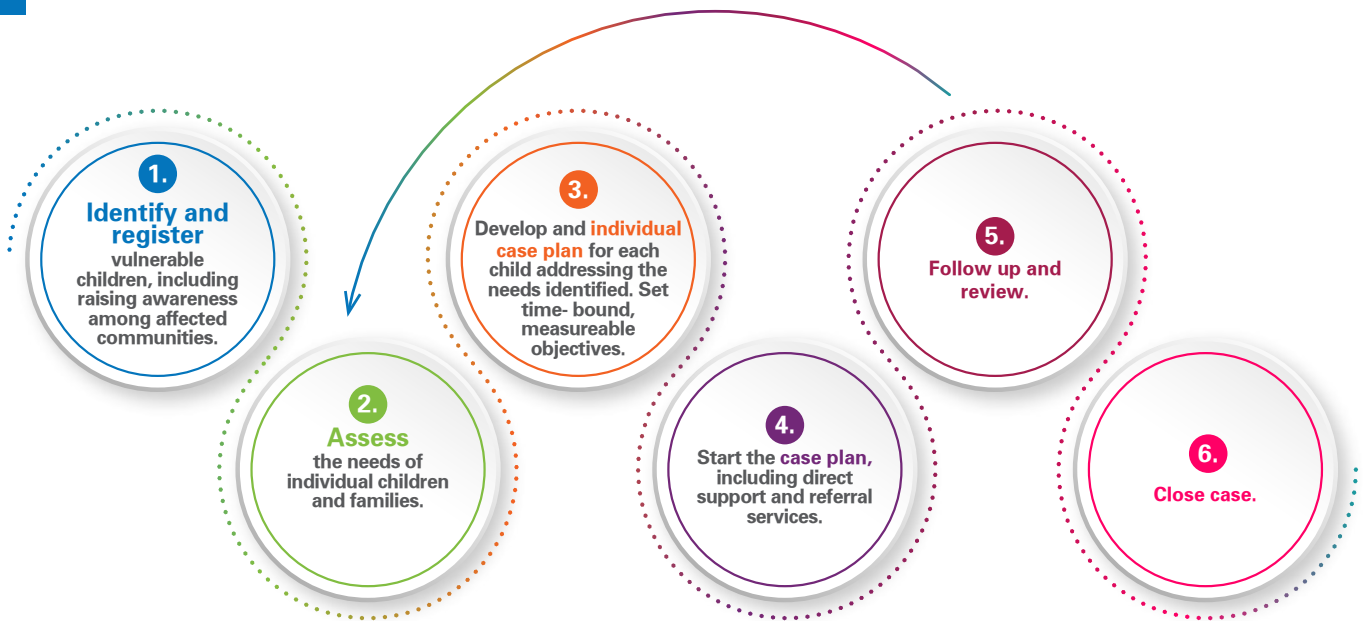
In alternative organisational structures, education staff might be responsible for managing processes related to children who are out of school or at risk of dropping out. In these instances, supervisors need to confirm that the case management team has assessed each child and that the education team is equipped with the necessary skills for school enrolment processes and working with OOSC and their families. There may also be other teams focusing on social behaviour change and community-based empowerment, providing an opportunity for organisations to collaborate with parents/caregivers to address attitudes toward education and support the enrolment of at-risk children. Internal referral pathways and collaborative approaches should be clearly defined for all relevant staff based on the organisation's structure.



**Essential Advisory:** Proficient staff and supervisors are essential for effective case management. It is crucial to undergo comprehensive case management training aligned with the Inter-Agency Guidelines for Case Management and Child Protection (IA Guidelines for CMCP),<sup>15</sup> humanitarian principles, and interview techniques to carry out EFCM proficiently.

<sup>15</sup> [http://www.cpcnetwork.org/wp-content/uploads/2014/08/CM\\_guidelines\\_ENG\\_.pdf](http://www.cpcnetwork.org/wp-content/uploads/2014/08/CM_guidelines_ENG_.pdf)

# Education-Focused Case Management Steps



## 1. Identification and Registration

### Identification of OOSC

OOSC are individuals of mandatory school age who are not registered in formal educational settings, encompassing those who have never been enrolled or have attended but dropped out of the school system and discontinued their education for diverse reasons. Identification strategies for OOSC can vary, depending on the organisation's current collaboration with public institutions, operational approach (i.e. centre-based, mobile), and collaboration with existing non-governmental organisations. The following are some of the strategies that can be employed.

**Outreach / Community Engagement:** Entities that enhance school enrolment should collaborate strongly with local figures such as mukhtars, imams, service providers, municipalities, informal education centres, community members, local volunteers, and youth workers. If mobile outreach teams are in place, organisations must ensure that team members conduct outreach initiatives, especially in vulnerable areas, to identify OOSC. In the absence of a distinct outreach team, organisations should work on building trust within the local community and with local authorities through regular visits, enabling them to seek support if there are concerns about OOSC in a specific district.

### Initial Assessment Procedures for Interventions Beyond the Education Sector:

Organisations in various sectors should incorporate inquiries targeting OOSC during household-level assessments within their initial assessment processes, irrespective of the sector (e.g., health, economic empowerment) or role (monitoring, evaluation, accountability and learning (MEAL) officer, case management officer, etc.). This approach facilitates internal referrals if appropriate response mechanisms exist or external referrals through Inter-Agency Referral Procedures if internal organisational resources need to be supplemented.

**Complaint and Feedback Mechanisms**

**(CFM):** These systems are employed to gather community perspectives for enhancing policies and practices in program implementation. Various organisations utilise channels for grievance and feedback mechanisms, such as request/suggestion boxes, call centres or online platforms. Organisations must ensure that community members are adequately informed about reporting OOSC safely and confidentially through these mechanisms. Additionally, it is crucial to direct the matters reported via these mechanisms to relevant staff for prompt and effective follow-up.

**Community Centers / Field Offices:**

Several organisations adopt a community-based approach to deliver psychosocial support, livelihood, and skills training for the most marginalised individuals. Although the services provided by community centres and mobile units may differ, organisations should incorporate informative sessions on the identification of OOSC and the available services for this demographic within the centre and surrounding neighbourhoods. For example, if active community-based committees regularly visit the centre, they can be informed on how to assist the organisation in identifying such children.

**Self-Identification and/or Self-Referrals:**

Organisations should promote their initiatives to encourage self-referrals. They can share a link with a brief form through various platforms, including social media and partner organisations. It is crucial to specify the assistance offered and the districts/provinces where the organisation operates to ensure that support requests are relevant to the areas of operation.

**Inter-Agency Referrals:** Organisations can also identify OOSC through referrals from other agencies, as not all organisations may be able to address specific challenges encountered by OOSC in school registration.

**Collaboration with Public Institutions:**

Upon reaching compulsory school age, MoNE should automatically assign children to the nearest school if the family's address is documented in the Central Population Management System (MERNIS). Schools possess information on children within their registration area. While teachers can conduct home and monitoring visits to aid in school enrolment and prevent dropouts, organisations can enhance these efforts, particularly in resource-constrained settings. Organisations can assist in facilitating registration and other processes.







Organisations may seek to establish official protocols with MoNE and/or Provincial/District Directorates of National Education (P/DDoNEs) to foster effective collaboration.

As of January 2023, the e-Okul Information Management System (e-Okul) features a distinct interface designed to monitor children not enrolled in schools across all grade levels.<sup>16</sup>

## Registration of OOSC

Suppose the identified children meet the criteria for being at risk. In that case, organisations can proceed with the registration process after obtaining informed consent/assent from the caregiver/parent and the children. Many organisations utilise a standardised format with basic demographic questions to ensure harmonisation in inter-agency efforts.

Depending on the organisational structure, various personnel may conduct registrations, including case workers, social workers, education staff, and/or receptionists in

community centres. Regardless of the registration structure, organisations must ensure that children are referred to case workers/social workers or, more broadly, to protection teams if there are concerns about additional protection risks.

In accordance with the Personal Data Protection Law No. 6698, approval is required regarding the extent to which personal data will be collected and processed. The fundamental information collected during registration should include, at a minimum:

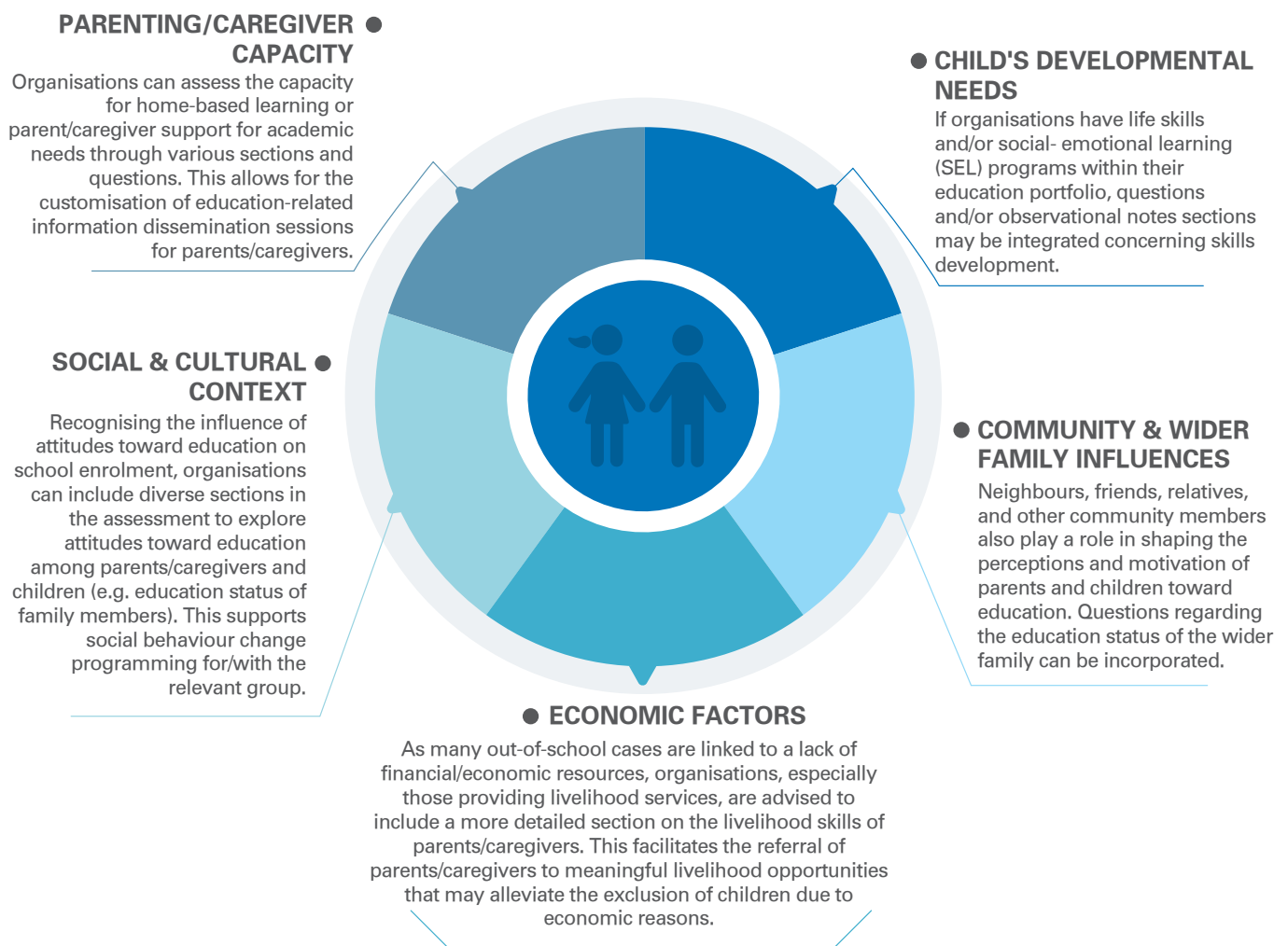
- Name, age, gender, place of residence, contact details, date, and registration location
- School enrolment status (enrolled but dropped out, never enrolled, at risk for school dropout)
- Initial concerns related to the child's education status and condition and any immediate physical protection, health, safety concerns, and/or basic needs concerns/observations

<sup>16</sup> <https://e-okul.meb.gov.tr/Dokumanlar/LLKAYITSIZ.pdf>



As outlined in the IA Guidelines for CMCP, the initial assessment is typically conducted during the identification and registration stage. Consequently, case workers or other pertinent staff already possess information on the school enrolment status of the applicants before assessment. For a comprehensive EFCM approach, organisations should utilise an “Education-Focused Assessment Form” containing various questions to comprehend and address the education-related needs of the children thoroughly.

Below, you will find sample assesment guidance encompassing suggested themes to investigate for/with children who are out of school or at risk of dropping out. It is important to note that this sample provides a minimum structure, sensitive to the reality that many organisations deal with a high volume of cases. Therefore, organisations will need to adapt/contextualise the sample assessment, including questions in the following areas to explore each case holistically.



### Education-Focused Assessment (Sample)

<b>School Enrolment Status</b>	The child is not registered to any formal or non-formal education program.	<ul style="list-style-type: none"> <li>• Lack of residence permit in the province</li> <li>• Lack of ID</li> </ul>
	The child is registered but never attended school. (Please select the underlying reasons from the list in the next column and ask the follow-up questions below). <b>a.</b> The grade registered. <b>b.</b> The type of school registered (e.g., vocational, imam hatip).	<ul style="list-style-type: none"> <li>• Child labour</li> <li>• Gender-based violence</li> <li>• Child, early and forced marriage</li> <li>• Language barriers</li> <li>• Disability (including chronic health issues)</li> <li>• Lack of transportation</li> <li>• School location</li> <li>• Age/grade inconsistencies</li> <li>• Family/caregiver resistance towards schooling</li> <li>• Economic difficulties</li> <li>• Other</li> </ul>
	The child attended school in Türkiye but dropped out (Please select the underlying reasons from the list in the next column and ask the follow-up questions below). <b>a.</b> The date of drop out. <b>b.</b> The last grade attended. <b>c.</b> The type of school attended (e.g., vocational, imam hatip). <b>d.</b> The name of the school.	<ul style="list-style-type: none"> <li>• Child labour</li> <li>• Gender-based violence</li> <li>• Early forced marriage</li> <li>• Language barriers</li> <li>• Disability (including chronic health issues)</li> <li>• Lack of transportation</li> <li>• School location</li> <li>• Age/grade inconsistencies</li> <li>• Family/caregiver resistance towards schooling</li> <li>• Peer bullying</li> <li>• School-based violence (including peers &amp; teachers)</li> <li>• Low GPA</li> <li>• Economic difficulties</li> </ul>
	The child is currently enrolled in school but is at risk of dropping out (Please select the underlying reasons from the list in the next column and ask the follow-up questions below). <b>a.</b> The grade enrolled in currently. <b>b.</b> The type of school attending (e.g., vocational, imam hatip). <b>c.</b> The name of the school.	<ul style="list-style-type: none"> <li>• Poor attendance</li> <li>• Number of discipline referrals</li> <li>• Low-grade point average</li> <li>• Difficulties in the language of instruction</li> <li>• Family/caregiver status (e.g., Socioeconomic status, single parent, education level)</li> <li>• Other child protection risks</li> <li>• Age/grade inconsistencies</li> <li>• Frequent school transfers</li> <li>• Peer bullying</li> <li>• A large number of siblings</li> <li>• Sense of belonging to school</li> </ul>
	What was the school enrolment status of the child in the country of origin?	<ul style="list-style-type: none"> <li>• The child was born in Türkiye.</li> <li>• The child did not enrol in school in the country of origin.</li> <li>• The child is enrolled in school but dropped out in the country of origin.</li> <li>• The child enrolled in school in the country of origin and has an equivalency.</li> <li>• The child enrolled in school in the country of origin but does not have equivalency.</li> <li>• The child was not at the school age when s/he was in the country of origin.</li> </ul>

### Education-Focused Assessment (Sample)

<b>Turkish Language Skills</b>	Has the child attended a Turkish Language course before?	<p><b>a)</b> No, he/she hasn't.</p> <p><b>b)</b> Yes, he/she has attended. (Please select the type of course)</p> <ul style="list-style-type: none"> <li>• Public Education Center (PEC)</li> <li>• TÖMER</li> <li>• Private course affiliated to MoNE</li> <li>• TRC</li> <li>• MoYS Youth Centers</li> <li>• NGO courses</li> <li>• Municipality courses</li> <li>• Other</li> </ul>
	How does the caregiver assess his/her Turkish proficiency?	Reading (Low, Medium, High) Writing (Low, Medium, High) Listening (Low, Medium, High) Speaking (Low, Medium, High)
	How does the child assess his/her proficiency of Turkish proficiency? <i>(The response should be verified through the interviewer's observations).</i>	
<b>Financial Support and Needs for Education</b>	Has the child been receiving the Conditional Cash Transfer for Education (CCTE) support?	<p><b>a)</b> Yes</p> <p><b>b)</b> No</p>
	Has the child been receiving any scholarship or financial support from an organisation?	<p><b>a)</b> No</p> <p><b>b)</b> Yes, government scholarship.</p> <p><b>c)</b> Yes, NGO/INGO/Foundation scholarships.</p> <p><b>d)</b> Yes, individual scholarships.</p> <p><b>e)</b> Yes, other</p>
	What kind of education-related needs does the child have currently?	<p><b>a)</b> Stationery</p> <p><b>b)</b> Transportation</p> <p><b>c)</b> Clothing</p> <p><b>d)</b> Language course</p> <p><b>e)</b> Psychological support</p> <p><b>f)</b> Education-focused guidance</p> <p><b>g)</b> Meal support</p> <p><b>h)</b> Psychosocial support</p> <p><b>i)</b> Special education support</p> <p><b>j)</b> Academic support</p>
<b>Academic Status</b>	Does the child require any assistance with his/her homework?	<p><b>a)</b> No</p> <p><b>b)</b> Yes, Literacy</p> <p><b>c)</b> Yes, Math</p> <p><b>d)</b> Yes, Life Sciences</p> <p><b>e)</b> Yes, Physical Sciences</p> <p><b>f)</b> Yes, Social Sciences</p> <p><b>g)</b> Yes, other subjects</p>
	Does the child require any extra assistance or guidance support if they are preparing for national exams	<p><b>a)</b> No</p> <p><b>b)</b> Yes</p>
<b>Disability/ Special Education Needs</b>	Does the child require assistance with special education support? (If yes, proceed with the follow-up questions below). <b>a.</b> Does s/he have a disability report? <b>b.</b> Does s/he need support to obtain disability support?	<p><b>a)</b> Yes</p> <p><b>b)</b> No</p>
	(If the child will attend the organisation's education support programs) What kind of reasonable accommodations could be carried out within services?	Open-ended

Upon concluding the assessment procedures, case workers or other pertinent personnel should discuss the upcoming steps and plans with the child and the family/caregivers. Information concerning the subsequent actions and the monitoring of the case should also be thoroughly discussed.

### 3. Case Planning

Initially, for an efficient EFCM, responsible individuals must assess the levels of risk and the timeframe for interventions. In instances where being out of school is linked to significant protection issues, such as severe forms of child labour and child, early and forced marriages the case planning processes should prioritise interventions for these specific concerns.

Before and during the case planning phase, organisations need to maintain current and localised services mapping, covering all pertinent local and national pathways for various education opportunities. Below, you will find several pathways and steps to address primary education-related concerns encountered by organisations working with OOSC. Tailoring these pathways to the local context and integrating them into your specific local services mapping for a well-informed case planning is recommended.

Organisations must also adhere to “Best Interests Procedures for Children at Risk”<sup>17</sup> during the case planning processes, ensuring the meaningful involvement of children and families/caregivers throughout the planning stages.

Main Concerns	Possible Actions to Ensure School Enrolment & Retention
<b>Lack of ID</b>	<ul style="list-style-type: none"> <li>• Families should apply to the Provincial Directorate of Migration Management (PDMM) for registration. For International Protection applicants, the PDMM Protection Desk could be approached by persons with special needs to learn which provinces are still open for registration.</li> <li>• Support school enrolment.</li> </ul>
<b>Special Education Needs/Disabilities</b>	<ul style="list-style-type: none"> <li>• The classroom teacher fills out the “Education Assessment Request Form”.</li> <li>• Application to Guidance and Research Center (RAM) with TPID and Report for Children with Special Needs (ÇÖZGER).</li> <li>• RAM issues a report.</li> <li>• PDoNE assesses the report and refers the child to a relevant educational institution.</li> <li>• PDoNE informs the family.</li> <li>• Support school enrolment.</li> </ul>
<b>Special Education Needs/Disabilities (If there is no health report)</b>	<ul style="list-style-type: none"> <li>• Inform and support family/caregiver and child to attend a hospital visit.</li> <li>• Accompany the family/caregiver during the health report procedures where required.</li> </ul>
<b>Out-of-school</b>	<ul style="list-style-type: none"> <li>• Register children for PIKTES Plus Summer Term Catch-Up Program to increase out-of-school refugee children’s access to relevant and appropriate education opportunities.</li> <li>• Check Open Lower Secondary School or Open Upper Secondary School options if there is an age-grade inconsistency. Registrations usually start in August and end in October. Follow the announcements about the registrations at <a href="https://aio.meb.gov.tr/">https://aio.meb.gov.tr/</a> and <a href="https://aol.meb.gov.tr/">https://aol.meb.gov.tr/</a>.</li> <li>• If an equivalency document is needed, go to the e-equivalency web page <a href="https://edenklik.meb.gov.tr/?culture=en-US">https://edenklik.meb.gov.tr/?culture=en-US</a> (available in Turkish, English, Arabic, German, French, Russian and Persian).</li> <li>• Support school enrolment</li> </ul>

<sup>17</sup> <https://www.unhcr.org/sites/default/files/legacy-pdf/635a44cd4.pdf>

Main Concerns	Possible Actions to Ensure School Enrolment & Retention
<b>Registration in another province</b>	<ul style="list-style-type: none"> <li>• Apply to PDMM for address registry. An appointment for address registry can be made through the following link: <a href="https://e-randevu.goc.gov.tr/">https://e-randevu.goc.gov.tr/</a> (Please note that many neighbourhoods are closed for address registration requests). Alternatively, one can approach PDMM for an application to change one's registered satellite province (which includes address registry). Travel permit with transfer request should be granted first from PDMM in the city in which they currently reside in.</li> <li>• Support school enrolment</li> </ul>
<b>Issues around school quota</b>	<ul style="list-style-type: none"> <li>• Apply to P/DDoNE for referral to another school</li> </ul>
<b>Peer bullying and school-based violence</b>	<ul style="list-style-type: none"> <li>• If the case concerns peer bullying, request a meeting with the school counsellor and school administration.</li> <li>• If school-based violence relates to teachers or other education personnel, report to PDoNE or 444 0 632 (MoNE Communication Center).</li> <li>• Refer the child to relevant PSS or individual psychological assistance to avoid further negative psychological impact and ease recovery.</li> <li>• If the situation exacerbates or continues, plan for school transfer as a last resort. Documentation (e.g., school counsellor evaluation or evaluation from psychiatrists/psychologists) may be utilised to show the psychological impact and justify school transfer.</li> <li>• Legal Aid (Bar Association or I/NGOs with legal support programs)</li> <li>• Law enforcement (Police and Prosecutor's Office)</li> <li>• Referral to I/NGOS with transportation support</li> </ul>
<b>Safety Issues</b>	<ul style="list-style-type: none"> <li>• Legal Aid (Bar Association or I/NGOs with legal support programs)</li> <li>• Law enforcement (Police and Prosecutor's Office)</li> <li>• Referral to I/NGOS with transportation support</li> </ul>
<b>Poverty</b>	<ul style="list-style-type: none"> <li>• Referral to Social Service Center (SSC)</li> <li>• Referral to I/NGO livelihoods programs</li> <li>• Referral to ESSN</li> <li>• Referral to CCTE</li> <li>• Referral to I/NGOS having transportation, cash, or stationery support</li> <li>• Referral to the Provincial Directorate of Family and Social Services (PDoFSS) for Social and Economic Support (SED)</li> </ul>
<b>Low academic success</b>	<ul style="list-style-type: none"> <li>• Municipality, PEC, I/NGOs catch up or homework support courses and schools' support and training courses.</li> </ul>
<b>Language barriers</b>	<ul style="list-style-type: none"> <li>• The municipality, PEC and community centres or youth centres' Turkish language courses</li> </ul>
<b>Different Types of Crisis and Emergencies</b>	<ul style="list-style-type: none"> <li>• Assess the access to and fulfilment of basic needs (acute period).</li> <li>• Identify OOSC and assess school dropout risks (initial recovery period)</li> <li>• Inform community members of revised/changed procedures of formal education (e.g., hybrid education, changes to school hours etc.) via information dissemination (initial recovery period).</li> <li>• Refer and support children to enter formal education and/or temporary learning centres (initial recovery period).</li> <li>• Ensure distribution of teaching and learning kits to children and education personnel for continuity of education.</li> </ul>



## 4. Implementing the Case Plan

Responsible case workers should proceed with the implementation process after finalising the case plan. Organisations are required to collaborate with the child, family/ caregivers, community, public schools, and any other relevant service providers to ensure the enrolment of OOSC. If the case plan involves referrals of any kind, organisations must obtain the assent of the child and the informed consent of the parent/caregiver to share the necessary information.

Organisations may encounter diverse challenges contingent on the case's complexity, the degree of collaboration with public institutions, and/or the local context and contributions to education. In such instances, organisations need to be mindful of the legal framework and potential individual and/or institutional advocacy efforts.



It is important to collect specific information using ESWG's Problem Log about the cases when children are not admitted in schools or families experience difficulties in enrolling their children in schools. The reported cases are followed up with PDoNES in coordination with UNICEF focal points in Istanbul, Izmir and Gaziantep.

## 5. Follow Up and Review

As the IA Guidelines for CMCP outline, follow-up activities are designed to check in with the child and the caregiver/family to assess whether the planned and implemented services have effectively supported the child and gauge the child's progress. Additionally, follow-up serves as an opportunity to identify any challenges, allowing for reassessment and potential adjustments to the process. For example, organisations might observe that a child dropped out of school after receiving support for enrolment and could provide additional support accordingly.

During follow-up meetings, the underlying reasons for these changes can be explored, prompting a reassessment and review of the situation in the child's best interest. Follow-up meetings can take various forms based on the availability of the parties and resources, such as home visits, centre-based meetings, phone calls, communication with other service providers (if referrals were involved), and/or communication with schools and teachers. The frequency of follow-up should be planned in alignment with the risk assessment.

Below is a sample form derived from the IA Guidelines for CMCP's follow-up structure. Organisations can adapt or contextualise the form by incorporating other pertinent questions.

Follow Up Planning				
Type of Follow Up	Scheduled	Unplanned		
Follow Up Modality	Home Visit	Office/Centre- Based Meeting	Phone Call	Other:
Purpose of Follow Up	Monitoring	Reassessment	Support	Other:
Number of Follow Up Visit/ Meeting	1 <sup>st</sup> Follow Up	2 <sup>nd</sup> Follow Up	3 <sup>rd</sup> Follow Up	Other:
Any Other Significant Details on the Follow Up Planning (Date etc.)				
Details of Follow Up				
Names of participants				
Key Discussion Points				
Questions to be included	<ul style="list-style-type: none"> <li>• What kind of support did we provide to you and your child for school enrolment? How did it go for you and the child?</li> <li>• Is the child still going to school?               <ul style="list-style-type: none"> <li>- If yes, please provide details on how s/he is doing. (Attendance, peer relations, academic performance, etc.)</li> <li>- If no, what are the underlying reasons? How can we support you further?</li> </ul> </li> </ul>			
Next Follow Up				
Suggested Date and Modality				

## 6. Case Closure

Closing cases involving OOSC can be time-consuming, especially considering the need for follow-up on children supported through school enrolment. For OOSC cases, organizations must ensure that case closure occurs only after follow-up visits/calls confirm that the child has continued attending school for at least one semester (ideally two academic semesters, where possible). If the implemented case plan has achieved the desired outcome, organizations can proceed with case closure processes.

In certain complex OOSC cases, although progress is made, closure may not be fully achieved. The case status can be transitioned from active to passive in such situations, depending on the organizational structure. If a case transfer becomes necessary, relevant cases should be transferred to organizations specializing in EFCM.



# Annexes

## Case Studies

### Case Study 1: School enrolment process

ASAM encountered Hatica, a single Syrian mother living with her three OOSC, through the Support to School Enrolment Programme. Hatica could not work because needed to stay back at home to look after her children, and instead got by with the money she borrowed from neighbours and the grocery store.

Hatica's 8-year-old son, Ahmed, was born with mental disabilities. His disability level was not assessed, and he never attended school. His mother didn't know about the education services for children with disabilities.

Hatica's 13-year-old daughter, Ayşe, couldn't follow classes due to her poor Turkish language skills and exposure to peer bullying at school; consequently, she dropped out of school during 6<sup>th</sup> grade. Hatica's Turkish also was not good, making it difficult for her to contact Ayşe's teacher or school administration. She was worried because Ayşe was missing school and becoming introverted.

Hatica's 15-year-old daughter, Fatima, left the school after 8<sup>th</sup> grade and didn't continue high school due to economic reasons. Hatica encouraged the marriage proposal of her neighbour's 23-year-old son to Fatima, thinking the marriage would lead to better living conditions for her daughter.

A comprehensive protection and education assessment was conducted for the family. Hatica was provided information on the importance of education, the services and incentives available, and the special education registration process.

Ahmed obtained the ÇÖZGER to identify the level of his disability from the hospital and applied to RAM for education assessment. The District Special Education Committee provided transportation support and placed

Ahmed in the special education classroom closest to his house.

Ayşe was interviewed to learn the severity and consequences of the peer bullying she was exposed to at school. Ayşe stated that she wanted to continue school but was afraid to go back and worried about failing her classes. Ayşe was provided with information on available Turkish language courses and referred to a PSS program to learn how to cope with peer bullying. A meeting was conducted with the school administration and guidance teacher; Ayşe's classroom was changed. She is no longer bullied and wants to be a psychologist when she grows up.

During her interview, it was uncovered that Fatima wanted to relieve the burden on her family by getting married. Both Fatima and her mother were informed about the legal context and negative consequences of early marriage. Hatica mentioned that she would not want to marry her child off if she could have regular income and her daughter could continue her education; Hatica was informed about social support mechanisms and PEC's Turkish language and vocational courses. Fatima was assisted to register at the vocational education center in her district.

Currently, all children are continuing education and ASAM is regularly following up on their status.

*ASAM, Support to School Enrolment Programme, Istanbul*





## Case Study 2: Educational challenges faced by Syrian refugee children in Türkiye

The initial meeting took place with K (28 years old), a Syrian single mother who has a daughter and two sons, to brief her about the school enrolment procedures for N (9 years old), Z (7 years old), and A (3 years old) through a teleconference in August 2021. During this meeting, it was disclosed that N had experienced sexual abuse in her neighbourhood, and support was provided for school transfer and transportation.

In the September interview, K mentioned her daughter N had skipped school multiple times and experienced bullying from her peers. N's willingness to attend school was gradually diminishing. Although N came to the community center for an interview, her strong reaction hindered the meeting. The school was informed about N's situation by phone, and necessary action was requested.

A meeting with the school Psychological Counsellor/Guidance (PCG) teacher and classroom teacher was held after K expressed N's reluctance to attend school, self-harming behaviours (cutting hair), and increased frequency of bedwetting during the interview in October.

The PCG teacher committed to regular bi-weekly meetings with N. Also, N was referred to a community center for psychological support to address the persisting bullying issues and previous traumatic incident in the neighbourhood.

During the meeting in December with N's mother, it was revealed that N refrained from going to school due to safety concerns. Although the perpetrator was in prison, his relatives



found N and her brothers and insulted and threatened them on their way to school. Following the mother's request, transportation services were provided for a week; however, the service was halted due to the school administration's reluctance to sign required documents.



The PCG teacher informed community center staff that N's self-care was inadequate and expressed concerns about the parent's capacity to provide adequate care. The situation was reported to 183, MoFSP counselling line for families, women, children and persons with disabilities, and a social worker was assigned to the family since K was a single mother with a low-income status and the case involved multiple child protection risks. The social worker was informed about the ongoing safety concerns and lack of regular school attendance; urgent counselling measures were requested.

The SED started in March after an evaluation conducted by the District Social Services Center, and rental support was provided by other stakeholders when the family was transferred to another neighbourhood. K was directed to a school upon the completion of address registration. The new school's PCG teacher was informed about the children and close monitoring was requested. Regular psychosocial support referrals were made for the family. K was also enrolled in paid vocational training, and her son was registered to the child-friendly space at the center during her mother's training hours. The case was closed after making necessary updates with involved stakeholders.

*IOM, Refugee Response Programme, Adana*



### **Case Study 3: A single parent and child labour**

A.Y. (35 years old), a Syrian mother with 4 children, was subjected to physical violence by her husband throughout her marriage. One and a half years ago, she filed a complaint with the police station regarding the violence she experienced. In the police station, she refused the offer to stay in shelter and left her husband (by religious marriage) and moved to another house with her children.

During a household visit through the Conditional Cash Transfer for Education (CTTE) child protection activities, it was identified that as a single parent, A.Y. was working as an unregistered worker in a restaurant. The three children were all benefiting from ESSN and CCTE, but second grade student A.A. (8 years old) had acute health problems and didn't attend her classes for a month. The eldest child Y.A (12 years old) started working in the same restaurant with her mother last year and earned 300 TL weekly.

The assessment showed the root cause of child labour in the household was economic poverty. The violence and responsibility of caring for the household exhausted the mother psychologically and caused her to feel inadequate. In addition, her apartment building was in a location known to be dangerous in the region, and she didn't feel safe in the neighbourhood. Since the ESSN support was used to pay the rent and her income as a single parent was not enough, Y.A. was going to keep working unless financial support was provided.

A.Y. was informed about the support mechanisms and education system in Türkiye. The child protection teams explained the actions she could take to overcome the difficulties she encountered and initiated the case management process. Initially, PDoFSS was notified of child labour, and a year-long SED was provided after the assessment. The follow-up interviews showed that the child labour was ended thanks to the financial support, and the family moved to a less risky neighbourhood. The mother decided to wait for the new school year to register Y.A. for better adaptation. In the meantime, the child protection team provided a three-month rent support to decrease financial stress and further prevent child labour. During this period, Y.A. joined activities in child-friendly space at the community center to strengthen his communication skills with his peers and ensure his preparation for school. The mother, A.Y., registered for a socio-economic empowerment program in the same community center after she stopped working in the restaurant. She was also offered individual psychological support to improve her psychological wellbeing.

While intermittent follow-up visits continued, it was observed that Y.A. was enrolled in and regularly attended his new school as of the beginning of the semester.

*TRC, CCTE Child Protection Component, Community Center Child Protection Team, Gaziantep.*





