



Türkiye
Education Sector
Working Group



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**Education Sector Working Group Training Manual on Education
Focused Case Management Guidelines for Out-of-School Children**

Acknowledgments

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2. Background

The Ministry of National Education (MoNE) leads the education response, supported by various partners. The Education Sector Working Group (ESWG), established in 2014, coordinates these efforts, ensuring alignment with the Regional Refugee & Resilience Plan (3RP) and focusing on strategic priorities to maximize support for refugees and host communities. National and sub-national structures ensure effective and coherent coordination across regions.

Funding remains a challenge. While 71% of appealed funds were received from 2020 to 2022, only 36% of 2023's appeal was funded, primarily due to the diversion of resources to earthquake response. In 2024, an appeal for \$183.63 million has only received 6.6% of the target as of May. The sector aims to enhance collaboration with development actors to improve educational programming for the most vulnerable children and adolescents affected by the earthquakes.

Needs overview by ESWG: The ESWG surveyed 4,156 households, including those affected by the 2023 earthquakes and refugees. The survey assessed school enrolment, attendance, basic needs, and inclusiveness, highlighting challenges faced by children, including those with disabilities.

Key findings include:¹

- Of 8,517 school-aged children (51.9% girls), 2,567 (30.14%) were not attending any education programs. In the southeast, 24.15% were not enrolled.
- Among earthquake-affected Turkish households, 26.71% of children were not attending school, with 75.25% being 5 years old. For Syrian refugees, 29.85% were not in school, including 43.73% of 5-year-olds and 29.13% of 6-9-year-olds. Afghan households had 55.38% of children not attending school, with similar age distributions.
- Financial limitations (21.48%), registration issues (14.30%), distance or transportation problems (14.00%), overcrowded classrooms (9.33%), and child labor (6.22%) are amongst the major barriers to education.
- The largest proportion of school-aged children was 6-9 years old (35.61%), followed by 10-13 years (27.21%), and 5 years old (19.40%). Most children (92.03%) attended formal education.
- Basic needs for children included a secure learning environment (15.97%), educational materials (15.58%), transportation assistance (11.33%), nutritious meals (9.26%), and language assistance (7.32%).
- Among children with disabilities, 5.57% had disabilities before the earthquake, and 0.87% acquired disabilities afterward.

In earthquake-affected provinces, 2,450 households (4,935 children) were surveyed, with 1,192 children (24.15%) not attending school. The majority were Turkish households (62.99%), followed by Syrian (33.72%), Afghan (2.20%), and other nationalities (1.09%). Most displaced households remained in earthquake-affected areas, with some moving to Istanbul (2.59%) and the Aegean region (2.03%).

To address these challenges, proposed measures include:

- Providing targeted financial aid
- Removing registration hurdles
- Supporting transportation

¹ [Education Sector Needs Overview | UNICEF](#)

- Combating peer bullying
- Enhancing mental health and psychosocial support (MHPSS)
- Reducing classroom overcrowding

Support for non-formal and informal education, including homework assistance, language courses, recreational activities, life skills courses, digital literacy, catch-up classes, and vocational training, is essential. Children with disabilities need assistive devices and specialized care to facilitate their education. Collaboration with MoNE and provincial directorates is crucial to provide tailored assistance and ensure a safe learning environment.

In consultation with the ESWG Taskforce members, who have extensive experience working with out-of-school children, the ESWG developed education focused case management guidelines. The aim is to identify, assess, refer, and address the needs of out-of-school children on the ground. UNICEF, which leads the ESWG, provided technical leadership and aimed to build the capacities of ESWG members in education sector-focused case management of out-of-school children. This training will further develop these capacities.

- Right to Education: General Legislation

International Framework: The UN Universal Declaration of Human Rights and the Convention on the Rights of the Child both emphasize education as a fundamental human right. Similarly, the European Convention on Human Rights, Additional Protocol 1, Article 2, affirms education as a basic right, recognizing parents' rights to ensure that their children's education aligns with their religious and philosophical beliefs.

The International Covenant on Economic, Social, and Cultural Rights asserts the right to education for all, requiring States to provide free and compulsory primary education, ensure access to secondary and post-secondary educational pathways based on ability, and promote foundational education for those who missed or didn't complete primary schooling. States are also expected to enhance educational systems and support teachers with fair conditions and scholarship opportunities.

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) explicitly addresses education rights for women and girls, requiring states to ensure equal access and eliminate gender discrimination within the education system.

The 1989 UN Convention on the Rights of the Child mandates that primary education be free and compulsory for all children, supports diverse secondary education options (both general and vocational), and ensures financial assistance where necessary. It also calls for accessible post-secondary educational pathways based on ability, guidance on education and career paths for children, and efforts to reduce dropout rates and improve regular attendance.

National Framework: Türkiye's National Education Basic Law enshrines the right to education for all, ensuring access to free and compulsory primary education and promoting equal educational opportunities. This law seeks to remove educational barriers and enhance access at all levels, guaranteeing education for every child in Türkiye.

The Turkish Constitution ensures basic rights to education and non-discrimination, granting equal access to education for all, regardless of background. The Turkish Child Protection Law further prioritizes

education as crucial to children's development, particularly for those needing protection, fostering their growth, integration, and future prospects.

Right to Education: Refugee-Specific Legislation

International Framework for Refugees: UN initiatives, though non-binding, represent political commitments that call upon member states and stakeholders to pursue common goals, including quality education for all and the inclusion of refugees. The 1951 Refugee Convention and the 1967 Protocol guarantee refugees equal treatment in primary education. Additionally, the United Nations Sustainable Development Goals (SDGs) identify education as a basic right and essential for sustainable development. Specifically, Goal 4 advocates for inclusive, equitable, and quality education, promoting lifelong learning opportunities and equal access, especially for vulnerable and marginalized groups.

The Global Compact on Refugees underscores the importance of host countries providing quality education for refugees, supporting their empowerment, integration, and future prospects.

National Framework for Refugees in Türkiye: Article 89 of Türkiye's Law on Foreigners and International Protection ensures refugees and individuals under international protection have equal access to primary and secondary education on par with Turkish nationals. Article 26 of the Regulation on Temporary Protection grants free and equal access to primary and secondary education for individuals under temporary protection, with particular attention to children. Additionally, the Unaccompanied Children Directive guarantees that unaccompanied minors in Türkiye can access education on equal terms with Turkish children.

- Introduction and Overview of the Manual's Purpose

The Education-Focused Case Management (EFCM) training manual was created based on guidelines developed in collaboration with ESWG Taskforce members, including UNICEF, UNHCR, IOM, Concern Worldwide, SGDD-ASAM, and Türk Kızılay. These organizations, known for their expertise in working with out-of-school children, contributed their tools and harmonized practices to develop and rigorously review the guidelines. The manual provides practical guidance to education and protection agencies on the principles, steps, and procedures for effective case management of children not attending school. Its primary goal is to establish a consistent and coordinated approach to EFCM and related interventions within Türkiye's education sector. The OOSC Taskforce members will regularly update and contextualize the training manual based on lessons learned.

The EFCM guideline and training manual aim to offer practical guidance on the principles, steps, and procedures essential for an efficient case management process for OOSC. The guideline seeks to establish a consistent and coordinated approach to EFCM and related interventions within Türkiye's education sector, ensuring a unified method across various organizations. This enhances the effectiveness of identifying, referring, and supporting OOSC in accessing educational opportunities.

3. Importance of Addressing OOSC

Out-of-school children face numerous barriers that prevent them from accessing education, such as socio-cultural, economic, and systemic obstacles. Addressing these barriers is crucial for their development and future opportunities. The manual highlights the significant impact that education has on the lives of these

children, underscoring the necessity to remove barriers and provide support to ensure they can attend school. This is essential for their overall development, future opportunities, and integration into society.

- Overview of Out-of-School Children (OOSC)

Understanding Why Children are Not in School

Discussions about OOSC frequently focus on supply and demand factors. Children may be out of school due to family background factors (demand-related) or because they are excluded from school due to issues related to supply, such as civil conflict or systemic problems involving physical access, school climate, and quality.

Context of OOSC in Türkiye:

- Over 300,000 children are currently not attending education programmes, with differences observed across educational levels and genders. Persistent systemic barriers and parental unawareness regarding the importance of education continue to contribute to high rates of OOSC despite ongoing efforts to address the issue.

Key Definitions and Concepts:

- **OOSC:** Children of mandatory school age not enrolled in formal education.
- **Dimensions of Exclusion:** Factors that categorize and explain why children are out of school.

A recent ESWG study has thoroughly examined the barriers and bottlenecks arising from both supply and demand factors:

- Barriers and Bottlenecks that Affect OOSC:

1. Socio-Cultural, Social Capital, and Health-Related Barriers (Demand-Side):

- **Gender-Related Values:** Cultural norms around chastity, honor, and gender roles, including early and forced marriages, significantly affect girls' education.
- **Family Expectations:** Expectations shaped by gender roles and domestic responsibilities often hinder children's educational opportunities.
- **Negative Attitudes:** Negative perceptions of mixed-gender classrooms and education in general, often stemming from low academic achievement and earlier educational experiences.
- **Language Barriers:** Language differences and the inability to value education contribute to educational exclusion.
- **Health Issues:** Disabilities, illnesses, and psycho-social effects from traumatic experiences or extreme poverty can prevent children from attending school.
- **Child Labor:** Economic necessity often forces children into labor, compromising their ability to attend school.

2. Economic Barriers (Demand-Side):

- **Poverty (Financial Constraints):** Lack of resources and food security issues make it difficult for families to afford school expenses.
- **Migration and Family Mobility:** Frequent relocations and problems with registration and ID numbers disrupt children's education.

3. School Administrative Regulations-Related Barriers (Supply-Side):

- **Enrollment and Registration Issues:** Difficulties in accessing information and refusals by schools hinder children's enrollment.
- **Age and Grade Misplacement:** Incorrect placement in terms of age and grade can discourage continued education.
- **Non-Attendance Regulations:** Policies that penalize non-attendance rather than addressing underlying issues.

4. School Supply, Quality, and Relevance-Related Barriers (Supply-Side):

- **Location and Infrastructure:** Inadequate number and location of schools, especially at the pre-primary and secondary levels.
- **Resources and Fees:** Insufficient school resources, high fees, and poor physical amenities (water, electricity, sanitation) affect attendance.
- **Teacher Quality:** Lack of skilled teachers and issues in teacher-student communication, including language barriers.
- **School Climate:** Issues like bullying, violence, and poor discipline create an unsafe environment for students.

5. Governance, Finance, and Institutional Barriers (Supply-Side):

- **Public Spending:** Inadequate public spending on education and poor budget allocation exacerbates the exclusion of children from school.

Specific Sub-Categories of OOSC:

- **Attended but Left School:** Children who were once enrolled but are no longer attending.
- **Will Enter Late:** Primary school-age children who have not yet enrolled but are expected to do so.
- **Will Never Enter:** Children who are not enrolled and are not expected to enroll in the future.
 - Importance and Goal of Case Management in Education

Case management in education plays a crucial role in addressing the diverse needs of students, especially those at risk of dropping out or currently out of school. It involves coordinating resources, support, and interventions to ensure every child can access education. The main objective is to eliminate barriers to learning, enhance student well-being, and boost educational outcomes through personalized support and connecting students with essential services. By focusing on individualized and systematic approaches, case management ensures that OOSC receive tailored support to overcome their unique challenges. The importance of case management in education includes addressing diverse student needs, removing barriers to learning, promoting student well-being, improving educational outcomes, providing personalized support, and connecting students with necessary services.

Here are the key points detailing the importance of case management in education from the document:

a) **Comprehensive Support:**

- Case management provides a holistic approach to supporting OOSC, covering various aspects such as identification, assessment, planning, implementation, and follow-up.
- It ensures that children receive consistent and continuous support tailored to their individual circumstances.

a) **Identification and Registration:**

- Effective case management helps in accurately identifying and registering OOSC, ensuring that no child is overlooked.
 - It involves outreach and community engagement, leveraging local networks to locate and identify children who are not enrolled in school.
- b) **Assessment and Planning:**
- Through detailed assessments, case management identifies the specific needs and barriers faced by each child.
 - It involves creating individualized case plans that address these needs, ensuring a targeted approach to resolving educational challenges.
- c) **Implementation and Coordination:**
- Case management facilitates the implementation of case plans, coordinating with various stakeholders including families, communities, schools, and service providers.
 - It ensures that all necessary resources and support systems are mobilized to help children enroll in and stay in school.
- d) **Follow-Up and Review:**
- Regular follow-up activities are crucial to monitor the progress of children and the effectiveness of the interventions.
 - It helps in identifying any emerging issues or challenges, allowing for timely reassessment and adjustment of the case plan as needed.
- e) **Closure and Sustainability:**
- Case management ensures that cases are only closed after confirming that the child has been successfully enrolled and attending school for a significant period.
 - It aims for sustainable solutions, ensuring that children remain in school and continue their education without interruption.
- f) **Capacity Building:**
- Training and capacity building for case management staff are essential to ensure they are equipped with the necessary skills and knowledge.
 - It emphasizes the importance of proficient staff and supervision to effectively carry out education-focused case management.
- g) **Collaboration and Advocacy:**
- Case management involves collaboration with public institutions, non-governmental organizations, and other stakeholders to advocate for the needs of OOSC.
 - It seeks to establish official protocols and pathways for effective referral and support mechanisms.

UNICEF-ESWG led case management in education ensures a coordinated and comprehensive approach to tackling the issue of out-of-school children, ultimately aiming to integrate them into the education system and support their long-term educational success.

4. Develop ESWG Members' Capacities on EFCM Guidelines for OOSC

i. Training Objectives

The training objectives of this manual are as follows:

1. Understand the Context and Challenges of OOSC in Türkiye:

- Familiarize participants with the socio-cultural, economic, and systemic barriers that out-of-school children face in Türkiye. This includes understanding the specific challenges that different sub-groups of OOSC, such as refugees, may encounter.

2. Learn Standardized Procedures for Identifying and Registering OOSC:

- Train participants on the strategies for identifying OOSC, including outreach and community engagement, initial assessment procedures, and collaboration with public institutions. Emphasis is placed on using a standardized approach to ensure all children are identified and registered accurately.

3. Develop Skills to Assess, Plan, Implement, and Follow Up on Case Management for OOSC:

- Enhance participants' abilities to conduct comprehensive assessments, develop tailored case plans, implement interventions, and conduct follow-ups. This involves understanding the entire case management cycle and applying best practices to support OOSC effectively.

4. Familiarize Participants with Data Management Systems and Tools:

- Provide training on the use of data management systems and tools to track and manage cases. This includes training on reporting mechanisms and ensuring accurate data collection and analysis to inform decision-making.

5. Enhance Participants' Ability to Analyze and Utilize Data for Informed Decision-Making:

- Improve participants' skills in analyzing data related to case management and support for OOSC. This involves understanding key indicators and using data to make informed decisions that improve coordination and outcomes for OOSC.

6. Improve Coordination and Decision-Making Based on Accurate and Reliable Data:

- Strengthen the ability of participants to coordinate efforts and make decisions based on accurate and reliable data. This ensures a cohesive approach across different organizations and agencies involved in supporting OOSC.

The UNICEF-led ESWG aims to enhance the skills of education sector members and their staff in effectively managing cases of out-of-school children (OOSC). The manual emphasizes ensuring these children receive the necessary support for their education and overall well-being. It provides a clear understanding of its purpose, highlights the significance of addressing OOSC, and outlines specific training objectives detailed in the guidelines.

i. Target Audience

The document details the target audience for the training as members of the Education Sector Working Groups (ESWG) in Türkiye, which include a variety of stakeholders such as education sector professionals, non-governmental organizations (NGOs), and government officials. These members work across Türkiye and are involved in efforts to address the needs of out-of-school children (OOSC) through education-focused case management.

The ESWG comprises different organizations and agencies dedicated to improving educational access and outcomes for children who are out of school. This group includes, but is not limited to:

- Education sector professionals who are directly involved in the teaching and administrative processes within schools.
- NGOs that work on the ground to provide educational services and support to children who are not currently enrolled in formal education.
- Government officials from various departments, including the Ministry of National Education (MoNE), who play a critical role in policymaking and implementation of educational programs.

The aims to ensure that all these stakeholders are well-equipped with standardized procedures and tools to effectively identify, refer, and manage cases of OOSC, ensuring a coordinated and consistent approach across all regions of Türkiye.

ii. Criteria for participants selection

To ensure effective training on education focused case management guidelines, organizations should meet the following criteria:

1. **Experience with OOSC:** Proven track record with projects targeting out-of-school children.
2. **Collaborative Capacity:** Established relationships with public institutions, local authorities, and NGOs for effective case management.
3. **Qualified Staff:** Personnel with relevant education, social work, or case management experience, committed to further training.
4. **Resource Availability:** Adequate infrastructure, technology, and materials for effective case management, including access to necessary databases and communication tools.
5. **Commitment to Guidelines:** Adherence to Education-Focused Case Management (EFCM) guidelines, ensuring data protection, informed consent, and ethical practices.
6. Active Education Sector membership with proven support.

iii. Training Methodology

The training approach is designed to be participatory and interactive, ensuring active involvement and engagement of all participants. This approach aims to foster a collaborative learning environment where participants can share their experiences and learn from each other.

a. Training Techniques

The training employs a variety of techniques to cater to different learning styles and to ensure a comprehensive understanding of the subject matter. These techniques include:

- **Presentations:** Providing foundational knowledge and theoretical background.
- **Group Discussions:** Facilitating exchange of ideas and experiences among participants.
- **Role-Plays:** Allowing participants to practice and simulate real-life scenarios.
- **Case Studies:** Analyzing real-life examples to apply theoretical knowledge in practical situations.

b. Materials and Equipment Needed

To support the training sessions, the following materials and equipment are needed:

- **Projector and Screen:** For presentations and visual aids.
- **Flip Charts and Markers:** For group activities and brainstorming sessions.
- **Handouts and Training Manuals:** Providing reference materials and guidelines.
- **Stationery:** Pens, notebooks, and other writing materials for participants.
- **Laptops or Tablets:** For digital access to resources and interactive activities.

These components ensure that the training is comprehensive, engaging, and effective in equipping participants with the necessary skills and knowledge to manage education-focused case management for out-of-school children.

iv. Duration of each session- an overview

Total Duration: Two Days

Day 1: Workshop and Capacity Development Event

Session 1: Identifying OOSC and Conducting Assessments

- **Duration:** 9:00 AM - 11:00 AM
- **Objective:** Equip participants with skills to identify OOSC and conduct assessments effectively.
- **Activities:** Presentations, Group Discussions, Role-Plays and Presentation

Session 2: Using Referral Mechanisms

- **Duration:** 11:15 AM - 1:15 PM
- **Objective:** Train participants on utilizing and streamlining referral processes for OOSC.
- **Activities:** Case Studies, Group Discussions.

Lunch Break: 1:15 PM - 2:15 PM

Session 3: Documentation and Case-Based Management Systems

- **Duration:** 2:15 PM - 4:15 PM
- **Objective:** Guide participants on documenting and mapping out case-based management systems for OOSC.
- **Activities:** Presentations, Practical Exercises, Group Discussions.

Session 4: Addressing Needs of OOSC in Emergency Contexts

- **Duration:** 4:30 PM - 6:30 PM
- **Objective:** Address the specific needs of OOSC in emergency contexts, focusing on recent earthquake responses.
- **Activities:** Presentations, Scenario Analysis, Group Discussions, Role-Plays.

Day 2: Implementation and Practice

Session 1: Skills Application - Identifying and Assessing OOSC

- **Duration:** 9:00 AM - 11:00 AM

- **Objective:** Equip participants with skills to identify OOSC and conduct assessments effectively.
- **Activities:** Practical Exercises, Role-Plays, Group Discussions.

Session 2: Streamlining Referral Processes

- **Duration:** 11:15 AM - 1:15 PM
- **Objective:** Train participants on utilizing and streamlining referral processes for OOSC.
- **Activities:** Practical Exercises, Case Studies, Group Discussions.

Lunch Break: 1:15 PM - 2:15 PM

Session 3: Documentation and Case Management Systems

- **Duration:** 2:15 PM - 4:15 PM
- **Objective:** Guide participants on documenting and mapping out case-based management systems for OOSC.
- **Activities:** Practical Exercises, Role-Plays, Group Discussions.

Session 4: Addressing Emergency Contexts

- **Duration:** 4:30 PM - 6:30 PM
- **Objective:** Address the specific needs of OOSC in emergency contexts, focusing on recent earthquake responses.
- **Activities:** Scenario Analysis, Practical Exercises, Group Discussions.

Participants

- **Day 1:** Participants from ESWG member organizations
- **Day 2:** Participants from ESWG members organizations

The trainers consist of facilitators from UNICEF-led ESWG Taskforce members who have substantial experience in working with OOSC and engaging key stakeholders, such as Provincial Directorates of National Education (PDoNE) and the Provincial Directorates of Migration Management (PDMM).

Session Plans

- Detailed plans for each training session, including:
 - Session Title
 - Duration
 - Learning Objectives
 - Content Outline
 - Activities and Exercises
 - Materials Needed
 - Key Points to Remember
 - Evaluation Methods

The schedule ensures that the training is structured, comprehensive, and covers all necessary areas to equip participants with the skills and knowledge to manage cases of out-of-school children effectively.

5. Detailed Contents for the Training Manual

- Equip participants with skills to identify and assess OOSC effectively.

This training module aims to equip participants with the necessary skills to identify OOSC and conduct comprehensive assessments effectively. The focus will be on understanding the context, utilizing various identification strategies, and employing detailed assessment procedures to address the educational needs of OOSC.

1. Understanding Out-of-School Children (OOSC)

Definition

Out-of-School Children (OOSC) are individuals of mandatory school age who are not registered in formal educational settings. This includes children who have never been enrolled, as well as those who have dropped out of the school system for various reasons.

2. Identification Strategies for OOSC

Identification strategies can vary depending on the organization's collaboration with public institutions, operational approach (center-based and mobile), and collaboration with other non-governmental organizations. Key strategies include:

a. Outreach and Community Engagement

- Collaborate with local figures such as mukhtars, imams, service providers, municipalities, informal education centers, community members, local volunteers, and youth workers.
- Conduct outreach initiatives, especially in vulnerable areas, through mobile outreach teams or community visits.

b. Initial Assessment Procedures for Various Sectors

- Incorporate inquiries targeting OOSC during household-level assessments across sectors (e.g., health, economic empowerment).
- Facilitate internal and external referrals through Inter-Agency Referral Procedures.

c. Complaint and Feedback Mechanisms (CFM)

- Utilize grievance and feedback mechanisms such as request/suggestion boxes, call centers, and online platforms to gather community perspectives and report OOSC safely and confidentially.

d. Community Centers and Field Offices

- Include informative sessions on identifying OOSC and the available services within community centers and surrounding neighborhoods.

e. Self-Identification and Self-Referrals

- Promote initiatives to encourage self-referrals through various platforms, specifying the assistance offered and areas of operation.

f. Inter-Agency Referrals

- Identify OOSC through referrals from other agencies, leveraging collaborative capabilities.

g. Collaboration with Public Institutions

- Ensure the Ministry of National Education (MoNE) assigns children to the nearest school based on the family's documented address in the Central Population Management System (MERNIS).

3. Conducting Effective Assessments

a. Initial Assessment

The initial assessment typically occurs during the identification and registration processes. It involves collecting fundamental information such as:

- Name, age, gender, place of residence, contact details, date, and location of registration.
- School enrollment status (enrolled but dropped out, never enrolled, existing school dropout risks).
- Initial concerns related to the child's education status and condition.

b. Education-Focused Assessment Form

Organizations should utilize an "Education-Focused Assessment Form" to comprehensively address the educational needs of OOSC. The assessment should cover the following areas:

- **Child's Developmental Needs:** Include questions and observational notes on skills development if life skills and social-emotional learning (SEL) programs are available.
- **Parenting/Caregiver Capacity:** Assess the capacity for home-based learning and academic support provided by parents/caregivers.
- **Social and Cultural Context:** Explore attitudes toward education among parents/caregivers and children to support social behavior change programming.
- **Community and Wider Family Influences:** Incorporate questions about the education status of the wider family to understand community influences.
- **Economic Factors:** Include detailed sections on the livelihood skills of parents/caregivers to facilitate referrals to meaningful livelihood opportunities.

c. Sample Assessment Structure

Below is a sample structure for an education-focused assessment:

- **Basic Information:** Name, age, gender, place of residence, contact details.
- **Education Status:** School enrollment status, risks of dropping out, reasons for not attending school.
- **Developmental Needs:** Observations on life skills and social and emotional learning (SEL).
- **Parenting Capacity:** Support provided by parents/caregivers, capacity for home-based learning.
- **Social Context:** Attitudes toward education within the family.
- **Community Influences:** Role of neighbors, friends, and relatives.
- **Economic Situation:** Financial resources and livelihood skills of parents/caregivers.

4. Implementing and Monitoring

Once the assessment is complete, organizations should proceed with implementing the case plan, ensuring collaboration with children, families, communities, public schools, and other relevant service providers.

Follow-Up

Regular follow-ups are essential to assess the effectiveness of the implemented services and the progress of the child. Follow-up activities may include home visits, center-based meetings, phone calls, and communication with other service providers.

Case Closure

Ensure case closure only after confirming that the child has continued attending school for at least one semester, with follow-up visits to verify sustained school attendance.

This guide provides a structured approach to identifying and assessing OOSC, emphasizing the need for comprehensive, context-specific strategies and thorough assessments to address their educational needs effectively.

- Train Participants on Streamlined Referral Processes for OOSC

To train participants on utilizing and streamlining referral processes for OOSC, the following detailed guidelines extracted from the provided document will be helpful:

Understanding Roles and Responsibilities

1. Internal Referral Pathways:

- **Establish Clear Pathways:** ESWG members must establish well-defined internal referral pathways between case management teams and education teams if both exist. Clear internal pathways ensure that all relevant staff understand the processes for referring OOSC to the appropriate team.
- **Training:** ESWG members ensure that both case management and education team members are trained on referral mechanisms, including when and how to make referrals for OOSC to the education team, particularly when academic support and social-emotional learning programs are available.

2. Alternative Organizational Structures:

- In organizations where education staff are responsible for managing processes related to OOSC, supervisors need to confirm that each child has been assessed by the case management team and that education staff are equipped with necessary skills for school enrollment and working with OOSC.

Identification and Registration

1. Identification of OOSC:

- **Outreach and Community Engagement:** Collaborate with local figures such as mukhtars, imams, service providers, municipalities, informal education centers, community members, local volunteers, and youth workers to identify OOSC. Mobile outreach teams should focus on vulnerable areas. In the absence of a dedicated outreach team, build trust within the local community through regular visits.
- **Incorporating Inquiries:** During household-level assessments across various sectors (e.g., health, economic empowerment), incorporate inquiries targeting OOSC to ensure their identification and facilitate internal or external referrals as needed.
- **Complaint and Feedback Mechanisms (CFM):** Utilize mechanisms such as suggestion boxes, call centers, and online platforms to gather community perspectives and identify OOSC.

Ensure community members are informed about these mechanisms and direct reported issues to relevant staff for follow-up.

- **Community Centers/Field Offices:** Use these venues for psycho-social support, livelihood, and skills training to inform about OOSC identification and available services. Engage community-based committees to assist in identifying OOSC.
- **Self-Identification and Referrals:** Promote initiatives to encourage self-referrals through social media and partner organizations, specifying the assistance provided and operational areas.
- **Inter-Agency Referrals:** Utilize referrals from other agencies to identify OOSC, especially when specific challenges cannot be addressed internally.

2. Registration of OOSC:

- **Consent and Standardization:** Proceed with registration after obtaining informed consent from caregivers and children. Use standardized formats to ensure consistency across agencies. Include basic demographic information and details on school enrollment status, initial education-related concerns, and any immediate protection or basic needs.

3. Assessment and Case Management

a. Comprehensive Assessment:

- Use an "Education-Focused Assessment Form" to gather detailed information on the child's education-related needs. Assess areas such as developmental needs, caregiver capacity, social and cultural context, community influences, and economic factors.

b. Case Plan Implementation:

- Collaborate with the child, family, community, public schools, and other service providers to ensure school enrollment. Obtain the child's and caregiver's consent for information sharing when referrals are part of the case plan. Be mindful of legal frameworks and potential advocacy efforts to overcome challenges.

c. Follow-Up and Review:

- Conduct follow-up activities to assess the effectiveness of the services provided and the child's progress. Use follow-up as an opportunity to identify challenges and adjust the case plan as needed.

By following these guidelines, participants will be equipped to effectively manage and streamline referral processes for OOSC, ensuring they receive the necessary support for school enrollment and continued education.

- Guide Participants in Documenting and Mapping Case-Based Management Systems for OOSC

a. Training Material on Documenting and Mapping Out Case-Based Management Systems for OOSC

Effective case-based management for out-of-school children (OOSC) involves a structured process that includes identification, assessment, planning, implementation, follow-up, and closure. This training material will guide participants on documenting and mapping out case-based management systems for OOSC as outlined in the "Guidelines for Education-Focused Case Management" by the Education Sector Coordination Team.

Step-by-Step Guide

1. Identification and Registration of OOSC

• Identification Strategies:

- **Outreach and Community Engagement:** Collaborate with local figures such as mukhtars, imams, service providers, municipalities, informal education centers, community members, local volunteers, and youth workers to identify OOSC.
- **Initial Assessment Procedures:** Incorporate inquiries targeting OOSC during household-level assessments across various sectors (health, economic empowerment, etc.).
- **Complaint and Feedback Mechanisms (CFM):** Utilize request/suggestion boxes, call centers, and online platforms to gather community reports on OOSC.
- **Community Centers/Field Offices:** Conduct informative sessions on identifying OOSC and available services.
- **Self-Identification and Self-Referrals:** Promote initiatives encouraging self-referrals through social media and partner organizations.
- **Inter-Agency Referrals:** Collaborate with other agencies to identify OOSC through referrals.
- **Collaboration with Public Institutions:** Utilize data from the Ministry of National Education (MoNE) and Central Population Management System (MERNIS) for school-age children.

2. Assessment

- Conduct comprehensive assessments of each child's educational, psychological, and social needs.
- Utilize standardized assessment tools to gather consistent and accurate information.
- Document all findings systematically to create a detailed profile of each child.

3. Case Planning

- Develop a detailed case plan based on the assessment.
- Set specific, measurable, achievable, relevant, and time-bound (SMART) goals.
- Identify necessary services and resources required to support the child's return to education.
- Obtain the child's assent and the informed consent of parents/caregivers before sharing information and proceeding with the plan.

4. Implementation of the Case Plan

- Collaborate with families, communities, public schools, and other service providers.
- Ensure the child is enrolled in formal education or appropriate temporary learning centers.
- Address challenges related to the case's complexity, collaboration with institutions, and local context.
- Adhere to the legal framework and engage in advocacy when necessary.

5. Follow-Up and Review

- Conduct follow-up activities to monitor the child's progress and the effectiveness of the services provided.

- Use various follow-up modalities, including home visits, center-based meetings, phone calls, and communication with schools and other service providers.
- Document key discussion points and any challenges encountered.
- Adjust the case plan as necessary based on follow-up findings.

Sample Follow-Up Form:

- Type of Follow-Up: Scheduled/Unplanned
- Follow-Up Modality: Home Visit/Office Meeting/Phone Call/Other
- Purpose: Monitoring/Re-assessment/Support/Other

Key Questions:

- What support was provided for school enrollment? How did it go?
- Is the child still attending school? If yes, details on progress; if no, reasons, and further support needed.

6. Case Closure

- Ensure the child has consistently attended school for at least one semester (ideally two).
- Document the closure process, including follow-up confirmation.
- For complex cases, transition the case status to passive or transfer to specialized organizations if needed.

Documenting and mapping out case-based management systems for OOSC involves a meticulous process that ensures each child's needs are comprehensively addressed and supported. By following these guidelines, participants can ensure effective case management and contribute to reducing the number of out-of-school children.

Practical Exercises**1. Case Study Analysis:**

- Review a provided case study of an OOSC.
- Identify the steps taken from identification to case closure.
- Discuss the effectiveness of each step and suggest improvements.

2. Role-Playing:

- Conduct mock assessments and follow-up interviews.
- Practice documenting findings and developing case plans.

3. Group Discussions:

- Share experiences and strategies used in different contexts.
- Discuss challenges and best practices in case-based management for OOSC.

By mastering these processes, participants will be equipped to manage cases of out-of-school children effectively, ensuring their successful reintegration into the education system.

- Address OOSC Needs in Emergency Contexts, with Focus on Earthquake Response

OOSC are significantly affected during emergencies, such as earthquakes, due to the disruption of educational services and the impact on their physical and psychological well-being. It is crucial for education and protection agencies to address these needs effectively. This training material provides detailed guidance on how to address the specific needs of OOSC in emergency contexts, focusing on recent earthquake responses.

Understanding the Impact of Emergencies on OOSC

1. Displacement and Loss of Educational Infrastructure

- Earthquakes often lead to the destruction of schools and educational facilities, displacing children and disrupting their learning environments.
- Displaced families may struggle to enroll their children in new schools due to a lack of documentation or space in temporary educational facilities.

2. Psychosocial Impact

- Children affected by earthquakes may experience trauma, anxiety, and stress, impacting their ability to concentrate and learn.
- Psychosocial support is essential to help children cope with their experiences and resume their education.

3. Increased Vulnerability

- OOSC in emergency contexts are at a higher risk of exploitation, abuse, and neglect.
- Ensuring their protection through community-based mechanisms and safe spaces is critical.

Strategies for Addressing the Needs of OOSC in Emergency Contexts

1. Rapid Needs Assessment

- Conduct thorough assessments to identify the number of OOSC, their locations, and specific needs.
- Collaborate with local authorities, NGOs, and community leaders to gather accurate data.

2. Re-establishing Educational Services

- Set up learning spaces and ensure they are safe, accessible, and equipped with necessary materials.
- Prioritize the reconstruction of damaged schools and the provision of mobile education units.

3. Ensuring Access to Education

- Simplify enrollment procedures for displaced children to ensure they can quickly re-enter the education system.
- Provide transportation services for children who cannot access nearby schools.

4. Psychosocial Support and Protection

- Integrate psychosocial support into the curriculum and provide training for teachers on how to address trauma-related issues.
- Establish child-friendly spaces where children can play, learn, and receive counseling services.

5. Community Engagement and Awareness

- Conduct awareness campaigns to inform communities about the importance of education during emergencies.
- Engage parents and caregivers in supporting their children's education and well-being.

6. Monitoring and Evaluation

- Continuously monitor the situation of OOSC to ensure that their needs are being met and adapt strategies as necessary.
- Evaluate the effectiveness of interventions and make improvements based on feedback and observed outcomes.

Case Study: Earthquake Response in Türkiye

In response to recent earthquakes in Türkiye, several strategies were implemented to address the needs of OOSC:

1. Collaboration with Local Authorities

- Education and protection agencies worked closely with the Ministry of National Education (MoNE) and local governments to coordinate efforts and share resources.
- Temporary Education Centers (TECs) were established to provide immediate educational services.

2. Provision of Psychosocial Support

- Psychosocial support was integrated into educational programs, with trained counselors available in TECs.
- Recreational activities and group therapy sessions were conducted to help children cope with trauma.

3. Community Involvement

- Community volunteers were trained to support educational activities and monitor the well-being of children.
- Awareness campaigns highlighted the importance of continuing education and provided information on available services.

4. Adaptation and Flexibility

- The educational curriculum was adapted to the emergency context, focusing on life skills, safety, and resilience.
- Flexibility in school schedules and learning methods ensured that children could continue their education despite ongoing challenges.

By implementing these strategies, the educational needs of OOSC in emergency contexts can be effectively addressed, ensuring that they continue to learn and thrive despite the challenges posed by natural disasters such as earthquakes.

6. Monitoring and Evaluation of Capacity Building Initiative

The M&E plan will help track the effectiveness and impact of the training, ensuring that it meets its objectives and identifies areas for improvement. Here is a structured approach:

- 1. Objectives of the Training Manual
 - Ensure a unified and coordinated approach to Education-Focused Case Management (EFCM).

- Provide practical guidance on principles, steps, and procedures for managing out-of-school children (OOSC).
- Enhance the capacity of education and protection agencies in identifying, assessing, and managing OOSC cases.

2. Key Components of the M&E Plan

A. Monitoring Plan

1. Inputs and Resources:

- List of materials and resources required for training (manuals, presentation tools, handouts).
- Human resources (trainers, facilitators).
- Financial resources (budget allocated for training).

2. Activities:

- Number and types of training sessions conducted.
- Locations where the training is conducted (Istanbul, Izmir, Gaziantep).
- Duration of each training session.
- Attendance records of participants (disaggregated by organization, role, gender).

3. Outputs:

- Number of participants trained.
- Number of training materials distributed.
- Participant feedback on training content and delivery (through surveys or feedback forms).

B. Evaluation Plan

1. Short-term Outcomes:

- Increased knowledge and understanding of EFCM guidelines among participants.
- Improved skills in identifying and managing OOSC cases.

Indicators:

Pre- and post-training knowledge assessment scores. (Brief checklist attached as annex)
Self-reported confidence levels in managing OOSC cases (through surveys).

2. Intermediate Outcomes:

- Implementation of EFCM steps and procedures by trained participants in their organizations.
- Improved coordination and referral processes within organizations.

Indicators:

- Number of OOSC identified and registered by trained participants.
- Number of case plans developed and implemented.
- Feedback from supervisors on the performance of trained participants.

3. Long-term Outcomes:

- Reduction in the number of OOSC.

- Improved school enrollment and retention rates.

Indicators:

- Enrollment rates of children in schools (disaggregated by gender, age, region).
- Retention rates of children in schools.
- Case closure rates and follow-up results.

3. Data Collection Methods

- **Surveys and Questionnaires:**

- Pre- and post-training assessments to measure knowledge gains.
- Feedback forms to evaluate training effectiveness.

- **Interviews and Focus Groups:**

- Conduct interviews with participants and their supervisors to gather qualitative data on training impact.
- Focus groups with participants to discuss challenges and successes in implementing EFCM guidelines.

- **Administrative Data:**

- Review records of OOSC identification, registration, and case management maintained by organizations.

4. Reporting and Dissemination

- **Progress Reports:**

- Regular reports summarizing monitoring data (e.g., quarterly).
- Highlight key achievements, challenges, and recommendations for improvement.

- **Evaluation Reports:**

- Comprehensive reports at the end of the training program to evaluate overall effectiveness and impact.
- Include success stories and lessons learned.

- **Dissemination Plan:**

- Share findings with stakeholders, including UNICEF, UNHCR, IOM, and local education authorities.
- Use findings to inform future training programs and policy adjustments.

5. Feedback and Improvement Mechanisms

- Establish a feedback loop to continuously improve the training program based on participant feedback and evaluation findings.
- Regularly update training content and methods to reflect best practices and emerging needs in the field.

Through the Monitoring and Evaluation (M&E) plan, ESWG members can ensure that the training manual on Effective Case Management (EFCM) for OOSC effectively enhances the capacity of organizations. This

effort contributes significantly to the overarching goal of reducing the number of out-of-school children in Türkiye.

7. Annex 1: Preview of Slides

i. Equip Participants with Skills to Identify OOSC and Conduct Assessments Effectively.

Slides	Narrative/Talking Points
<p>Slide 1: Title Slide</p> <ul style="list-style-type: none"> Title: Identifying OOSC and Conducting Effective Assessments Subtitle: Training for Education-Focused Case Management Date and Location 	<p>Training for ESWG members on education-focused case management for OOSC, including conducting effective assessments.</p>
<p>Slide 2: Introduction</p> <ul style="list-style-type: none"> Overview of OOSC in Türkiye Current statistics on OOSC/ Understand the context and scale of OOSC in Türkiye. Regions most affected Importance of Addressing OOSC/ Importance of unified and synchronized approaches in EFCM. Long-term impact on children and society Importance of education/Objectives of the Training Session Equip participants with skills to identify OOSC. Teach effective assessment techniques. 	<p>Overview of OOSC in Türkiye: The guideline aims to provide practical guidance for efficient case management processes for out-of-school children, ensuring a consistent approach within Türkiye's education sector.</p> <p>Current statistics on OOSC/Understand the context and scale of OOSC in Türkiye: As of September 2023, Türkiye hosts 1,317,122 children under temporary and international protection. While 1,006,821 of these children are enrolled in education, more than 300,000 remain out of school. The profile of out-of-school children shows significant differences based on educational level and gender. The overall enrollment rate for children under temporary and international protection stands at 76.44%, with 48.86% for girls and 51.14% for boys. (The numbers may vary each year.)</p> <p>Regions most affected: Specific regions are not detailed, but the guidelines were formulated based on feedback from training sessions and meetings in Ankara, Istanbul, Izmir, and Gaziantep, involving ESWG members with expertise and active involvement in managing out-of-school children's cases.</p> <p>Importance of Addressing OOSC/Importance of unified and synchronized approaches in EFCM: Addressing OOSC is crucial for establishing a consistent and coordinated approach within the education sector, ensuring interventions are synchronized and effective.</p> <p>Long-term impact on children and society: Failing to address the issue of OOSC can result in long-term negative impacts on children's development and broader societal progress.</p> <p>Importance of education/Objectives of the Training Session: The training aims to equip participants with the skills to identify out-of-school children and to teach effective assessment techniques, enhancing their ability to manage cases effectively.</p> <p>Equip participants with skills to identify OOSC: The training provides participants with the necessary skills to accurately identify children who are out of school.</p> <p>Teach effective assessment techniques: Participants are taught effective assessment techniques to understand and address the educational needs of out-of-school children comprehensively.</p>

Slides	Narrative/Talking Points
<p>Slide 3: Key Definitions and Concepts</p> <ul style="list-style-type: none"> • Definition of OOSC • Who are considered OOSC? • Criteria and categories • Key Terms <ul style="list-style-type: none"> ▪ Education-Focused Case Management ▪ 5 Dimensions of Exclusion (5DE) • Adapt the framework to the Turkish education system/ Adaptation for Türkiye's 4+4+4 education system. 	<p>Definition of OOSC: Out-of-School Children (OOSC) refers to children who are not enrolled in school and are either at risk of discontinuing their education or have already dropped out.</p> <p>Who are considered OOSC: OOSC includes children who attended but left school, will enter late, or will never enter school.</p> <p>Criteria and categories: The categories of OOSC are "Attended but left school," "Will enter late," and "Will never enter".</p> <p>Key Terms: Key terms include acronyms such as 5DE (Five Dimensions of Exclusion), EFCM (Education-Focused Case Management), and OOSC (Out-of-School Children).</p> <p>Education-Focused Case Management: EFCM offers practical guidance for managing out-of-school children, aiming for a consistent approach within Türkiye's education sector.</p> <p>5 Dimensions of Exclusion (5DE): The 5DE framework consolidates categories of OOSC from pre-primary to lower secondary levels, adapted to include upper secondary levels in Türkiye's system.</p> <p>Adapt the framework to the Turkish education system: The 5DE framework is expanded to accommodate Türkiye's 4+4+4 compulsory education system, adding two additional dimensions for upper secondary education.</p>
<p>Slide 4: Group Work: Key Definitions and Concepts</p> <p>Activity Instructions:</p> <p>Form small groups.</p> <ul style="list-style-type: none"> ▪ Define key terms related to OOSC. ▪ Present definitions and understanding to the larger group. 	<p>Form small groups: Divide participants into small groups for collaborative discussion and learning.</p> <p>Define key terms related to OOSC: Each group should discuss and define key terms associated with out-of-school children.</p> <p>Present definitions and understanding to the larger group: After the group discussions, each group will present their definitions and understanding of key terms to the entire training session.</p>
<p>Slide 5: Dimensions of Exclusion</p> <ul style="list-style-type: none"> • Overview of 5 Dimensions of Exclusion (5DE) <ul style="list-style-type: none"> ▪ Dimension 1: Children not attending preschool. ▪ Dimension 2: Children not attending primary school. ▪ Dimension 3: Children not attending lower secondary school. ▪ Dimension 4: Children at risk of dropping out of primary school. ▪ Dimension 5: Children at risk of dropping out of lower secondary school. 	<p>Overview of 5 Dimensions of Exclusion (5DE): The 5 Dimensions of Exclusion (5DE) framework covers educational exclusion from pre-primary through lower secondary levels, adapted to include upper secondary education in Türkiye.</p> <p>Dimension 1: Children not attending preschool: Dimension 1 refers to children of pre-primary age (5 years old) who are not in pre-primary education.</p> <p>Dimension 2: Children not attending primary school: Dimension 2 includes primary age children (6-9 years old) who have left school, will enter late, or will never enter primary education.</p> <p>Dimension 3: Children not attending lower secondary school: Dimension 3 concerns lower secondary age children (10-13 years old) who have left school, will enter late, or will never enter lower secondary education.</p> <p>Dimension 4: Children at risk of dropping out of primary school: Dimension 4 identifies primary age children (6-9 years old) who are at risk of leaving primary education early.</p>

Slides	Narrative/Talking Points
<ul style="list-style-type: none"> ▪ Dimension 6: Specific to Türkiye ▪ Dimension 7: Specific to Türkiye 	<p>Dimension 5: Children at risk of dropping out of lower secondary school: Dimension 5 involves lower secondary age children (10-13 years old) at risk of leaving lower secondary education early.</p> <p>Dimension 6: Specific to Türkiye: Dimension 6 includes upper secondary age children (14-17 years old) who have left school, will enter late, or will never enter upper secondary education.</p> <p>Dimension 7: Specific to Türkiye: Dimension 7 covers upper secondary age children (14-17 years old) at risk of leaving upper secondary education early.</p>
<p>Slide 6: Understanding Why Children Are Not in School</p> <p>Supply and Demand Factors</p> <ul style="list-style-type: none"> • Availability and accessibility of schools • Demand for education among families • Examples of Barriers • Socio-cultural barriers • Economic barriers • Health-related barriers 	<p>Supply and Demand Factors</p> <p>Supply and Demand Factors: Children may be out of school due to family background (demand-related) or systemic issues related to supply such as physical access and school quality.</p> <p>Availability and Accessibility of Schools: Physical access to schools and the quality of school infrastructure significantly affect school attendance.</p> <p>Demand for Education among Families: Family attitudes towards education, influenced by socio-cultural and economic factors, impact children's school attendance.</p> <p>Examples of Barriers</p> <p>Barriers to education include socio-cultural norms, economic constraints, and health-related issues.</p> <p>Socio-Cultural Barriers: Gender norms, family expectations, and language barriers are significant socio-cultural barriers affecting school attendance.</p> <p>Economic Barriers: Poverty, cost of living, and reliance on child labor are key economic barriers preventing children from attending school.</p> <p>Health-Related Barriers: Disabilities, illnesses, and psychological effects of trauma and poverty can prevent children from attending school.</p>
<p>Slide 7: Group Work: Identifying Barriers</p> <p>Activity Instructions:</p> <ul style="list-style-type: none"> ▪ Identify and list barriers to education in your community/ Causes of school dropout. ▪ Share findings with the larger group 	<p>Activity Instructions: Participants are required to list the barriers to education within their community and identify causes of school dropout. After identifying these barriers, participants will share their findings with the larger group.</p> <p>Identify and List Barriers to Education in Your Community/ Causes of School Dropout:</p> <p>Barriers to education include child labor, gender-based violence, early forced marriage, language barriers, disability, lack of transportation, economic difficulties, and family resistance towards schooling.</p> <p>Share Findings with the Larger Group:</p> <p>Participants will present their identified barriers and causes of school dropout to the entire group, facilitating a comprehensive discussion and collective understanding of the issues.</p>
<p>Slide 8: Socio-Cultural and Health-Related Barriers</p> <ul style="list-style-type: none"> • Gender-Related Values • Cultural norms affecting girls' education. • Social Capital 	<p>Gender-Related Values:</p> <p>Gender-related values include societal norms like chastity and honor, and expectations shaped by gender roles, which can influence educational opportunities for children.</p> <p>Cultural Norms Affecting Girls' Education:</p>

Slides	Narrative/Talking Points
<ul style="list-style-type: none"> • Community support for education • Health-Related Reasons • Impact of health on school attendance 	<p>Cultural norms affecting girls' education include early and forced marriages, domestic responsibilities, and negative attitudes towards mixed gender classrooms.</p> <p>Social Capital: Social capital involves factors like language barriers, devaluing education, and the impact of earlier education norms, all of which can affect school enrollment and attendance.</p> <p>Community Support for Education: Community support for education includes the involvement of neighbors, friends, and other community members in shaping positive attitudes towards education among parents and children.</p> <p>Health-Related Reasons: Health-related reasons for school dropout include disabilities, chronic illnesses, psycho-social effects, and the stigma of extreme poverty.</p> <p>Impact of Health on School Attendance: Health issues such as illness, disability, and the psycho-social effects of traumatic experiences can significantly impact a child's school attendance and academic performance.</p>
<p>Slide 9: Economic and Administrative Barriers</p> <ul style="list-style-type: none"> • Poverty and Lack of Resources • Financial constraints on families • Migration and Family Mobility • Impact of displacement on education • School Administrative Regulations • Bureaucratic hurdles and policies 	<p>Poverty and Lack of Resources: Financial constraints often prevent families from affording school-related expenses, leading to reliance on child labor as a negative coping strategy.</p> <p>Financial Constraints on Families: Economic difficulties result in families being unable to cover the cost of school fees, materials, and other associated expenses.</p> <p>Migration and Family Mobility: Frequent displacement and the urge to change cities due to migration lead to problems with registration and maintaining continuity in education.</p> <p>Impact of Displacement on Education: Displacement disrupts education by causing issues with registering in new schools and adjusting to different educational systems.</p> <p>School Administrative Regulations: Bureaucratic hurdles, such as complicated enrollment procedures and grade misplacement, often hinder children's access to education.</p> <p>Bureaucratic Hurdles and Policies: Policies related to maximum age of school enrollment, non-attendance regulations, and grade transitions pose significant barriers to continued education.</p>

Slides	Narrative/Talking Points
<p>Slide 10: Quality and Relevance of School Supply</p> <ul style="list-style-type: none"> • Location and Resources of Schools • Proximity and infrastructure • Teacher Quality and School Climate • Teacher training and school environment • Governance and Institutional Barriers • Management and policy issues 	<p>Location and Resources of Schools /Proximity and infrastructure: School location and the availability of physical amenities such as water, electricity, and sanitation facilities are critical factors impacting school attendance.</p> <p>Teacher Quality and School Climate/ Teacher training and school environment: Teacher skills, attitudes, and their ability to communicate effectively with children and parents significantly influence the school environment and student retention.</p> <p>Governance and Institutional Barriers/ Management and policy issues: Public spending on education, budget allocation, and bureaucratic hurdles such as enrolment and registration processes create substantial barriers to school attendance.</p>
<p>Slide 11: Identification of OOSC</p> <ul style="list-style-type: none"> • Strategies for Identifying OOSC <ul style="list-style-type: none"> ▪ Community outreach programs ▪ Collaboration with local authorities ▪ Collaboration with Public Institutions ▪ Role of government agencies ▪ Partnerships with NGOs 	<p>Strategies for Identifying OOSC</p> <p>Community outreach programs: Entities should build strong collaborations with local figures like community members, local volunteers, and youth workers to enhance school enrollment and identify out-of-school children (OOSC) through outreach initiatives, especially in vulnerable areas.</p> <p>Collaboration with local authorities: Establishing trust and regular visits with local authorities help organizations gain support for identifying and assisting OOSC in specific districts. Collaboration with Public Institutions.</p> <p>Role of government agencies: Ministries, such as the Ministry of National Education, automatically assign children of compulsory school age to the nearest school, provided the family's address is registered in the national system. Schools and teachers can further support enrollment through home visits.</p> <p>Partnerships with NGOs: Organizations can identify OOSC through referrals from other NGOs that may have more resources or capabilities to address specific challenges faced by these children in school registration processes.</p>
<p>Slide 12: Group Work: Identification Strategies</p> <p>Activity Instructions:</p> <ul style="list-style-type: none"> ▪ Brainstorm and develop strategies for identifying OOSC. ▪ Present strategies to the class 	<p>Activity Instructions: Brainstorm strategies for identifying out-of-school children (OOSC) through community engagement and outreach and incorporate methods for effective identification and registration.</p> <p>Brainstorm and develop strategies for identifying OOSC: Formulate strategies such as community outreach programs, leveraging local authorities, public institutions, and NGOs, and use of feedback mechanisms for self-identification.</p> <p>Present strategies to the class: Summarize and present the developed strategies, highlighting the importance of collaboration and comprehensive assessment procedures to ensure effective identification and support of OOSC.</p>

Slides	Narrative/Talking Points
<p>Slide 13: Registration of OOSC Steps for Registering Identified Children/ Understand the registration process for OOSC.</p> <ul style="list-style-type: none"> ▪ Initial contact and information gathering ▪ Importance of Obtaining Informed Consent ▪ Ethical considerations ▪ Basic Demographic Information to Collect ▪ Name, age, gender, family background 	<p>The registration process involves obtaining informed consent from both the caregiver/parent and the children, utilizing a standardized format for demographic data collection to ensure harmonization across agencies.</p> <p>Initial contact and information gathering; Initial contact should be made by trained personnel such as case workers, who gather fundamental demographic and educational information, ensuring referrals to protection teams if necessary.</p> <p>Importance of Obtaining Informed Consent; Informed consent is critical to ensure ethical compliance and respect for the autonomy of children and their caregivers during the registration process.</p> <p>Ethical considerations</p> <p>Ethical considerations: include obtaining informed consent, ensuring confidentiality, and referring children to appropriate protection services if there are additional risks.</p> <p>Basic Demographic Information to Collect; The basic demographic information to collect includes the child's name, age, gender, place of residence, contact details, and date and location of registration.</p> <p>Name, age, gender, family background</p> <p>Collecting the child's name, age, gender, and family background; is essential for creating a comprehensive profile and addressing their educational needs effectively.</p>
<p>Slide 14: Initial Assessment Procedures Conducting Initial Assessments</p> <ul style="list-style-type: none"> ▪ Process during identification and registration ▪ Using the "Education-Focused Assessment Form" ▪ Key sections and questions ▪ Key Areas to Address ▪ Developmental needs ▪ Caregiver capacity ▪ Socio-cultural context 	<p>Conducting Initial Assessments: Initial assessments are conducted during the identification and registration processes, focusing on understanding, and addressing the educational needs of children.</p> <p>Process during Identification and Registration: The process involves collecting basic demographic information and initial concerns related to the child's education, health, and safety.</p> <p>Using the "Education-Focused Assessment Form": Organizations should use the "Education-Focused Assessment Form" to comprehensively understand and address the educational needs of children.</p> <p>Key Sections and Questions: The form includes sections on the child's developmental needs, caregiver capacity, social and cultural context, community influences, and economic factors.</p> <p>Key Areas to Address: Important areas to address include the child's developmental needs, caregiver capacity, socio-cultural context, community influences, and economic factors</p>
<p>Slide 15: Group Work: Conducting Assessments Activity Instructions:</p> <ul style="list-style-type: none"> ▪ Role-play scenarios to practice initial assessments. ▪ Use provided assessment forms. 	<p>Role-play scenarios to practice initial assessments: Engage participants in role-play scenarios to simulate initial assessments, enhancing practical understanding and skills.</p> <p>Use provided assessment forms: Participants should utilize the supplied assessment forms during role-play to ensure familiarity and accuracy in real-life situations.</p>

Slides	Narrative/Talking Points
<p>Slide 16: Comprehensive Assessment Techniques</p> <ul style="list-style-type: none"> • Holistic Approach • Comprehensive understanding of the child’s situation • Sample Assessment Questions • Questions addressing educational, social, and health needs. • Themes to Explore • Educational history, family background, aspirations 	<p>Holistic Approach: Emphasizes exploring all aspects of a child's life, including their developmental, social, and cultural contexts, to understand their educational needs comprehensively.</p> <p>Comprehensive Understanding of the Child’s Situation: This involves assessing the child's developmental needs, caregiver capacity, social and cultural influences, community and family impacts, and economic factors.</p> <p>Sample Assessment Questions: Includes questions on school enrollment status, reasons for non-enrollment or dropout, and the child's educational history and current situation.</p> <p>Questions Addressing Educational, Social, and Health Needs: Inquiries cover topics such as the child's developmental progress, caregiver support, social attitudes toward education, community influences, and economic challenges.</p> <p>Themes to Explore: These include the child's educational history, family background, developmental needs, caregiver capacity, social and cultural context, community influences, and economic conditions.</p>
<p>Slide 17: Case Planning</p> <ul style="list-style-type: none"> ▪ Developing Individualized Case Plans ▪ Based on assessment results ▪ Setting Realistic Goals and Interventions ▪ Short-term and long-term objectives ▪ Coordinating with Other Service Providers ▪ Multi-disciplinary approach 	<p>Developing Individualized Case Plans: Creating tailored plans for each child based on their unique needs and circumstances identified during the assessment process.</p> <p>Based on Assessment Results: Plans should be directly informed by comprehensive assessment findings, addressing specific educational and social needs of the child.</p> <p>Setting Realistic Goals and Interventions: Establish both immediate and future goals, ensuring that interventions are practical and achievable within set timelines.</p> <p>Short-term and Long-term Objectives: Define clear objectives that target immediate educational needs and plan for sustained support over time to ensure lasting impact.</p> <p>Coordinating with Other Service Providers: Utilize a multi-disciplinary approach to collaborate with various service providers, ensuring a holistic support system for the child.</p> <p>Multi-disciplinary Approach: Engage different professionals and organizations to address the diverse needs of the child, ensuring comprehensive support and intervention.</p>

Slides	Narrative/Talking Points
<p>Slide 18: Implementing the Case Plan</p> <ul style="list-style-type: none"> ▪ Steps for Implementing Case Plans ▪ Action steps and timeline ▪ Monitoring Progress and Adjusting ▪ Regular check-ins and updates ▪ Engaging with Children and Families ▪ Building trust and cooperation 	<p>Steps for Implementing Case Plans: Implement case plans by collaborating with the child, family, community, and relevant service providers to ensure proper support and enrollment.</p> <p>Action steps and timeline: Define specific actions and timelines for each step in the case plan to ensure systematic and timely implementation.</p> <p>Monitoring Progress and Adjusting: Conduct regular check-ins with the child and family to assess the effectiveness of implemented services and make necessary adjustments.</p> <p>Regular check-ins and updates: Schedule periodic follow-up meetings to monitor progress, identify challenges, and update the case plan as needed.</p> <p>Engaging with Children and Families: Build trust and cooperation with children and families through consistent communication and involvement in the case management process.</p> <p>Building trust and cooperation: Foster a supportive relationship with the child and family to encourage their active participation and collaboration in achieving case plan goals.</p>
<p>Slide 19: Follow-Up, Review, and Case Closure</p> <ul style="list-style-type: none"> ▪ Importance of Regular Follow-Ups ▪ Ensuring continued support ▪ Reviewing and Updating Case Plans ▪ Adapting to changing circumstances ▪ Criteria for Closing a Case ▪ Indicators of success and closure 	<p>Importance of Regular Follow-Ups Ensures the child and family receive ongoing support and allows assessment of the case's progress and effectiveness.</p> <p>Reviewing and Updating Case Plans Allows adaptation to the child's changing needs and circumstances to ensure the case plan remains relevant and effective.</p> <p>Criteria for Closing a Case Cases are closed when the child has been successfully enrolled and attending school for at least one semester, indicating stability and progress.</p>
<p>Slide 20: Group Work: Case Planning and Review</p> <p>Activity Instructions:</p> <ul style="list-style-type: none"> ▪ Create sample case plans based on given scenarios. ▪ Present case plans and receive feedback. 	<p>Activity Instructions: Participants are instructed to create sample case plans based on given scenarios.</p> <p>Create sample case plans based on given scenarios: Develop case plans addressing the needs and conditions outlined in provided scenarios.</p> <p>Present case plans and receive feedback: Share the created case plans with the group to receive constructive feedback and suggestions.</p>
<p>Slide 21: Case Studies</p> <ul style="list-style-type: none"> ▪ Examples of Successful Interventions ▪ Real-life case studies ▪ Lessons Learned from Previous Cases ▪ Challenges and solutions ▪ Best Practices and Recommendations 	<p>Examples of Successful Interventions: Real-life case studies demonstrate effective strategies used to support out-of-school children in various contexts.</p> <p>Lessons Learned from Previous Cases: Challenges faced, and solutions implemented are analyzed to improve future interventions.</p> <p>Best Practices and Recommendations: Effective strategies and approaches are identified and recommended for better case management outcomes.</p>

Slides	Narrative/Talking Points
<ul style="list-style-type: none"> Effective strategies and approaches 	
<p>Slide 22: National and International Legislation</p> <p>In the presentations we divided the right to education into two parts, namely general regulations and regulations specific to refugees:</p> <p>Right to Education: General Legislation</p> <ul style="list-style-type: none"> International Framework National Framework <p>B. Right to Education: Legislation Specific to Refugees</p> <ul style="list-style-type: none"> International Framework Specific to Refugees Nationale Framework Specific to Refugees 	<p>Right to Education: General Legislation</p> <p>A. International Framework</p> <ul style="list-style-type: none"> <i>Universal Declaration of Human Rights</i> and <i>Convention on the Rights of the Child</i>: Education is a fundamental human right. <i>European Convention on Human Rights</i>: Affirms the right to education and parental rights regarding educational beliefs. <i>International Covenant on Economic, Social, and Cultural Rights</i>: Mandates free primary education, access to higher levels based on ability, and teacher support. <i>CEDAW</i>: Ensures gender equality in education. <i>Convention on the Rights of the Child</i>: Promotes universal access to primary, diverse secondary, and accessible higher education. <p>B. National Framework</p> <ul style="list-style-type: none"> <i>Turkish National Education Law</i>: Guarantees free, compulsory primary education and equal access for all. <i>The Constitution of The Republic of Türkiye</i> includes articles guaranteeing the right to education and non-discrimination. <i>Child Protection Law</i>: Supports education for children’s development, especially for vulnerable groups. <p>Right to Education: Legislation Specific to Refugees</p> <p>A. International Framework Specific to Refugees</p> <ul style="list-style-type: none"> UN initiatives and <i>SDG 4</i> emphasize inclusive, quality education for refugees. <i>Global Compact on Refugees</i>: Calls for refugee access to education for integration and empowerment. <i>1951 Geneva Convention and 1967 Protocol</i>: Mandates equal treatment of refugees in primary education. <p>B. National Framework Specific to Refugees</p> <ul style="list-style-type: none"> <i>Law on Foreigners and International Protection</i>: Grants refugees’ equal access to education. <i>Regulation on Temporary Protection</i>: Ensures free primary and secondary education for children under protection. <i>Unaccompanied Children Directive</i>: Guarantees educational access for unaccompanied minors on equal terms with Turkish children.
<p>Slide 23: Roles and Responsibilities</p> <ul style="list-style-type: none"> Roles of Different Team Members (Case managers, social workers, educators) Importance of Internal Referral Pathways 	<p>Roles of Different Team Members Case managers, social workers, and educators each have defined roles, with case managers handling overall coordination, social workers providing specialized support, and educators focusing on academic and social-emotional learning.</p> <p>Importance of Internal Referral Pathways Internal referral pathways ensure comprehensive support by facilitating communication and coordination between the case management and education teams,</p>

Slides	Narrative/Talking Points
<ul style="list-style-type: none"> ▪ Ensuring comprehensive support ▪ Collaborative Approaches ▪ Working with multiple stakeholders 	<p>enabling a cohesive approach to addressing out-of-school children's needs .</p> <p>Collaborative Approaches Collaborative approaches involve working with multiple stakeholders, including community members, local authorities, and other organizations, to ensure a comprehensive and effective response to the needs of out-of-school children.</p>
<p>Slide 24: Group Work: Roles and Responsibilities</p> <p>Activity Instructions:</p> <ul style="list-style-type: none"> ▪ Discuss roles and responsibilities in groups. ▪ Create role descriptions and share with the larger group. 	<p>Activity Instructions:</p> <p>Discuss roles and responsibilities in groups. Create role descriptions and share with the larger group.</p> <p>This task encourages collaborative discussion to clearly define the roles and responsibilities of team members involved in education-focused case management.</p>
<p>Slide 25: Ethical Considerations and Best Practices</p> <p>Ethical Principles in Case Management</p> <ul style="list-style-type: none"> ▪ Respect, confidentiality, and informed consent ▪ Confidentiality and Informed Consent ▪ Importance and procedures ▪ Child-Centered Approaches ▪ Prioritizing the child's best interests 	<p>Ethical Principles in Case Management: Ethical principles in case management include prioritizing the welfare of the child, ensuring non-discrimination, and promoting the child's rights and dignity.</p> <p>Respect, Confidentiality, and Informed Consent: Respect involves treating all clients with dignity, confidentiality ensures their information is protected, and informed consent involves obtaining permission before taking any action.</p> <p>Confidentiality and Informed Consent: Confidentiality and informed consent are crucial for protecting sensitive information and ensuring that the child's and family's autonomy and rights are respected.</p> <p>Importance and Procedures: The importance of these principles lies in building trust and ensuring ethical practice. Procedures include clear communication, obtaining consent before any intervention, and safeguarding information.</p> <p>Child-Centered Approaches: Child-centered approaches prioritize the needs, rights, and best interests of the child in all decision-making processes and actions taken by case managers.</p> <p>Prioritizing the Child's Best Interests: Prioritizing the child's best interests means making decisions that best support the child's well-being, development, and safety in all aspects of case management.</p>
<p>Slide 26: Conclusion and Q&A</p> <p>Summary of Key Points/ Recap main topics covered.</p> <ul style="list-style-type: none"> ▪ Open Floor for Questions and Discussion ▪ Address participant questions and provide clarifications. 	<p>Summary of Key Points; The key points include the importance of ethical principles, confidentiality, informed consent, and child-centered approaches in case management.</p> <p>Recap Main Topics Covered: The main topics covered are identification of OOSC, case planning, implementation, follow-up, and ethical considerations.</p> <p>Open Floor for Questions and Discussion: Encourage participants to ask questions and engage in discussions to clarify any doubts and reinforce understanding of the training content.</p> <p>Address Participant Questions and Provide Clarifications: Provide clear and concise answers to participants' questions, ensuring all clarifications align with the training objectives and content covered.</p>

ii. Train Participants on Utilizing and Streamlining Referral Processes for OOSC

Slides	Narrative/Talking Points
<p>Slide 1: Introduction to the Training</p> <ul style="list-style-type: none"> • Title: Train Participants on Utilizing and Streamlining Referral Processes for OOSC • Content: • Introduction: • Overview of the training purpose and objectives • Importance of addressing Out-of-School Children (OOSC) • Role of referral processes in supporting OOSC • Learning Objectives: <ul style="list-style-type: none"> ▪ Understand the basics of referral processes for OOSC. ▪ Identify key stakeholders in the referral network. ▪ Develop skills for effective referrals and follow-up. 	<ul style="list-style-type: none"> • Overview of the Training Purpose and Objectives The training aims to equip participants with the skills and knowledge to effectively utilize and streamline referral processes for out-of-school children (OOSC). • Importance of Addressing Out-of-School Children (OOSC) Addressing OOSC is crucial as it ensures that all children have access to education, thereby promoting their overall development and future opportunities. • Role of Referral Processes in Supporting OOSC Referral processes play a vital role in identifying, enrolling, and providing continuous support to OOSC, ensuring they receive the necessary educational and social services. • Learning Objectives: • Understand the Basics of Referral Processes for OOSC Participants will learn the fundamental steps and principles involved in the referral processes for OOSC. • Identify Key Stakeholders in the Referral Network The training will help participants recognize the key stakeholders involved in the referral network, including schools, NGOs, and government agencies. • Develop Skills for Effective Referrals and Follow-Up: Participants will acquire skills for making effective referrals and conducting follow-ups to ensure sustained support for OOSC.
<p>Slide 2: Importance of Referral Processes</p> <ul style="list-style-type: none"> • Title: Importance of Referral Processes • Content: • Why Referral Processes Matter: <ul style="list-style-type: none"> ▪ Role of referrals in supporting OOSC ▪ Benefits of a streamlined referral process • Learning Details: <ul style="list-style-type: none"> ▪ Case study: Successful referrals and outcomes ▪ Group Work: Case study analysis and discussion 	<p>Why Referral Processes Matter:</p> <ul style="list-style-type: none"> • Role of referrals in supporting OOSC: Referrals are crucial in connecting out-of-school children (OOSC) with necessary educational and support services. • Benefits of a streamlined referral process: A streamlined referral process ensures efficient and timely support for OOSC, enhancing their educational outcomes and overall well-being. <p>Learning Details:</p> <ul style="list-style-type: none"> • Case study: Successful referrals and outcomes: Review a case study demonstrating the positive impact of successful referral processes on children's education. • Group Work: Case study analysis and discussion: Engage in group work to analyze and discuss the case study, identifying key elements and lessons learned.
<p>Slide 3: Stakeholders in Referral Processes</p> <ul style="list-style-type: none"> • Title: Key Stakeholders in Referral Processes • Stakeholders: 	<p>Key Stakeholders in Referral Processes</p> <p>Stakeholders:</p> <ul style="list-style-type: none"> • Government bodies: Essential for policy implementation and resource allocation.

Slides	Narrative/Talking Points
<ul style="list-style-type: none"> ▪ Government bodies ▪ NGOs and community organizations ▪ Schools and educational institutions • Learning Details: ▪ Roles and responsibilities of each stakeholder ▪ Collaboration and communication strategies • Group Work: • Map out the stakeholders in your area and their roles. 	<ul style="list-style-type: none"> • NGOs and community organizations: Provide direct support and advocacy for OOSC. • Schools and educational institutions: Primary sites for identifying and supporting OOSC. Learning Details: • Roles and responsibilities of each stakeholder: Define specific tasks and collaboration points. • Collaboration and communication strategies: Develop effective methods for stakeholder interaction and information sharing. Group Work: • Map out the stakeholders in your area and their roles: Identify and outline the contributions of local stakeholders to the referral process.
<p>Slide 4: Building Effective Partnerships</p> <ul style="list-style-type: none"> • Title: Building Effective Partnerships • Content: • Partnership Strategies: • Collaboration with NGOs and community organizations • Engaging local authorities and schools Learning Details: • Benefits of strong partnerships • Strategies for maintaining effective partnerships. • Group Work: • Develop a partnership plan for your organization. 	<p>Partnership Strategies:</p> <ul style="list-style-type: none"> • Collaboration with NGOs and community organizations: Partner with local NGOs and community groups to leverage their expertise and resources in supporting OOSC. • Engaging local authorities and schools: Work with local authorities and educational institutions to create a cohesive support system for OOSC. Learning Details: • Benefits of strong partnerships: Effective partnerships can enhance resource sharing, provide comprehensive support, and improve educational outcomes for OOSC. • Strategies for maintaining effective partnerships: Regular communication, joint planning, and clear role definitions are essential for sustaining productive partnerships. Group Work: • Develop a partnership plan for your organization: Create a detailed plan outlining potential partner, collaboration strategies, and expected outcomes to effectively support OOSC.
<p>Slide 5: Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Title: Monitoring and Evaluation • M&E Processes: • Tracking progress and outcomes • Using data to inform practice. • Learning Details: 	<p>M&E Processes:</p> <ul style="list-style-type: none"> • Tracking progress and outcomes: Regular monitoring ensures that the services provided are effectively supporting the child's educational journey. • Using data to inform practice: Data collected through monitoring helps in making informed decisions and improving program practices. Learning Details: • Tools for monitoring and evaluation: Utilize structured follow-up forms and regular assessments to track educational progress and identify challenges.

Slides	Narrative/Talking Points
<ul style="list-style-type: none"> • Tools for monitoring and evaluation • Importance of data-driven decision making • Group Work: • Create an M&E plan for a referral program. 	<ul style="list-style-type: none"> • Importance of data-driven decision making: Data-driven decisions enhance the effectiveness of interventions and ensure that resources are allocated efficiently. <p>Group Work:</p> <ul style="list-style-type: none"> • Create an M&E plan for a referral program: Develop a comprehensive M&E plan that includes tools, processes, and timelines to monitor and evaluate the success of referral programs.
<p>Slide 6: Summary and Q&A</p> <ul style="list-style-type: none"> ▪ Group Work: Group discussion on key takeaways and action plans 	<ul style="list-style-type: none"> • Facilitate a group discussion on key takeaways and develop action plans based on the learned concepts

By incorporating these specific details and content, participants will have a comprehensive understanding of how to utilize and streamline referral processes for OOSC effectively. The inclusion of group work activities will enhance their practical skills and encourage collaborative problem-solving.

iii. Guide Participants on Documenting and Mapping Out Case-Based Management Systems for OOSC.

Slides	Narrative/Talking Points
<p>Slide 1: Title Slide</p> <ul style="list-style-type: none"> • Title: Documenting and Mapping Out Case-Based Management Systems for OOSC • Subtitle: A Guide for Effective Education-Focused Case Management • Content: • Organization Name • Presenter Name • Date 	<p>Documenting and mapping case-based management systems for out-of-school children.</p>
<p>Slide 2: Introduction to Case-Based Management Systems</p> <ul style="list-style-type: none"> • Definition and importance of case-based management systems for OOSC • Objectives of the training session 	<ul style="list-style-type: none"> • Definition and importance of case-based management systems for OOSC: Case-based management systems for Out-of-School Children (OOSC) ensure a coordinated approach to identifying, assessing, and enrolling children back into school, addressing their educational and protection needs effectively. • Objectives of the training session: The training session aims to equip participants with practical guidance on the principles, steps, and procedures essential for efficient case management of OOSC, fostering a consistent and coordinated approach within the education sector.

Slides	Narrative/Talking Points
<p>Slide 3: Steps in Case-Based Management</p> <ul style="list-style-type: none"> • Overview of the steps: Identification, Assessment, Case Planning, Implementation, Follow-Up, Case Closure • Learning Details: • Identify each step in the case management process. • Understand the sequence and importance of each step (Guidelines for EFCM for OOSC) 	<ul style="list-style-type: none"> • Overview of the steps: Identification, Assessment, Case Planning, Implementation, Follow-Up, Case Closure • Identification: Detecting OOSC through community outreach, assessments, and referrals. • Assessment: Evaluating the child’s needs and risks. • Case Planning: Developing a tailored intervention plan. • Implementation: Executing the case plan with consent from all parties. • Follow-Up: Regularly monitoring the child’s progress. • Case Closure: Closing the case once the child’s school attendance is stable for at least one semester. <p>Learning Details:</p> <ul style="list-style-type: none"> • Identify each step in the case management process.: Recognition of OOSC, thorough assessment, structured planning, active intervention, continuous monitoring, and proper case closure. • Understand the sequence and importance of each step: Each step ensures a systematic approach to support and sustain the child's educational engagement.
<p>Slide 4: Documenting Case Information</p> <ul style="list-style-type: none"> • Best practices for documenting case information • Tools and templates for documentation • Learning Details: • Understand the importance of accurate documentation. • Familiarize with tools and templates used in case management. 	<p>Documenting Case Information</p> <ul style="list-style-type: none"> • Best practices for documenting case information: Maintain accurate, up-to-date records and ensure confidentiality; use standardized forms and templates to streamline the documentation process. • Tools and templates for documentation: Utilize forms such as the “Education Assessment Request Form” and follow-up structures from Inter Agency Guidelines for consistent and thorough documentation. • Learning Details • Understand the importance of accurate documentation: Accurate documentation ensures effective tracking of case progress, supports informed decision-making, and upholds accountability in case management. • Familiarize with tools and templates used in case management: Using standardized tools and templates, such as assessment forms and follow-up documentation, enhances consistency, facilitates communication among stakeholders, and improves overall case management efficiency.
<p>Slide 5: Group Work - Documentation Practice and mapping of case-based management system</p> <ul style="list-style-type: none"> • Activity: Practice documenting a case using provided templates. 	<ul style="list-style-type: none"> • Activity: Participants practice documenting a case using the provided templates to ensure accuracy and completeness. • Practice documenting a case using provided templates: Engage in hands-on practice to document a case using standardized templates, enhancing familiarity and accuracy in documentation. • Share and review documentation in groups: Participants share their documentation efforts and engage in group reviews to provide and receive feedback, improving collective documentation skills.

Slides	Narrative/Talking Points
<ul style="list-style-type: none"> • Share and review documentation in groups. • Learning Details • Enhance skills in accurate and thorough documentation. • Peer review to improve documentation practices. 	<ul style="list-style-type: none"> • Learning Details • Enhance skills in accurate and thorough documentation: Participants develop proficiency in documenting cases accurately and thoroughly, ensuring all necessary details are captured. • Peer review to improve documentation practices: Group reviews and peer feedback sessions help participants identify and correct errors, refining their documentation practices.
<p>Slide 6: Conclusion and Q&A</p> <ul style="list-style-type: none"> • Summary of key points • Open floor for questions and answers • Recap of the entire training session • Address any remaining questions or concerns 	<ul style="list-style-type: none"> • Summary of key points: Reiterate the main topics covered, emphasizing essential practices and guidelines for effective education-focused case management. • Open floor for questions and answers: Provide participants with the opportunity to ask questions and clarify any doubts regarding the training content. • Recap of the entire training session: Briefly review the key sections and activities of the training to reinforce learning and retention. • Address any remaining questions or concerns: Ensure all participant inquiries and concerns are addressed to confirm understanding and resolve any outstanding issues.

This presentation is designed to guide participants through the process of documenting and mapping out case-based management systems for OOSC, ensuring they are equipped with the necessary skills and knowledge. The inclusion of group work activities aims to enhance practical understanding and collaboration among participants.

iv. Address The Specific Needs of OOSC in Emergency Contexts, Focusing on Recent Earthquake Responses.

Slides	Narrative/Talking Points
<p>Slide 1: Title Slide</p> <ul style="list-style-type: none"> • Title: Addressing the Specific Needs of OOSC in Emergency Contexts • Subtitle: Focus on Recent Earthquake Responses 	
<p>Slide 2: Introduction</p> <ul style="list-style-type: none"> • Overview: <ul style="list-style-type: none"> ▪ Importance of addressing the needs of Out-of-School Children (OOSC) ▪ Contextual focus on recent earthquake responses ▪ Goals and objectives of the session 	<p>Overview:</p> <ul style="list-style-type: none"> • Importance of addressing the needs of Out-of-School Children (OOSC): Highlighting the critical need to support OOSC for their educational and social development. • Contextual focus on recent earthquake responses: Emphasizing the importance of focusing on OOSC in the aftermath of recent earthquakes. • Goals and objectives of the session: Setting clear goals and objectives to guide participants through the session. <p>Group Work:</p>

Slides	Narrative/Talking Points
<p>Group Work:</p> <ul style="list-style-type: none"> ▪ Discuss in pairs: Why is it critical to focus on OOSC during emergency contexts like earthquakes? 	<ul style="list-style-type: none"> • Discuss in pairs: Exploring the significance of focusing on OOSC during emergencies such as earthquakes to ensure their continuous education and well-being.
<p>Slide 3: Understanding OOSC in Emergency Contexts</p> <p>Key Points:</p> <ul style="list-style-type: none"> ▪ Definition and categories of OOSC ▪ Impact of emergencies on education access ▪ Vulnerabilities exacerbated by crises. <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Identify potential vulnerabilities OOSC face during emergencies. (Share insights with the group) 	<p>Key Points:</p> <ul style="list-style-type: none"> • Definition and Categories of OOSC: OOSC includes children who never entered school, those who will enter late, and those who attended but left school. • Impact of Emergencies on Education Access: Emergencies significantly disrupt access to education, exacerbating barriers. • Vulnerabilities Exacerbated by Crises: Crises heighten the vulnerabilities of OOSC, including safety, economic instability, and displacement. <p>Group Work:</p> <ul style="list-style-type: none"> • Identify Potential Vulnerabilities OOSC Face During Emergencies: Discuss vulnerabilities such as increased risk of violence, economic hardship, and disrupted education continuity.
<p>Slide 4: Case Study: Recent Earthquake Responses</p> <ul style="list-style-type: none"> • Overview of recent earthquake impacts on education. • Case study analysis: Regions affected, school damages, and student displacement. <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Analyze the case study in small groups. Discuss the primary educational challenges faced post-earthquake. 	<ul style="list-style-type: none"> • Overview of Recent Earthquake Impacts on Education Recent earthquakes have caused significant disruptions to education, including school damages and student displacement. • Case Study Analysis The analysis focuses on regions affected by the earthquake, highlighting the challenges in maintaining educational continuity due to physical damage to schools and displacement of students. • Group Work In small groups, analyze the case study and discuss the primary educational challenges faced post-earthquake, such as access to safe learning environments and continuity of education.
<p>Slide 5: Barriers to Education in Emergency Contexts</p> <p>Key Barriers:</p> <ul style="list-style-type: none"> • Socio-cultural, economic, and health-related barriers • School infrastructure and resource challenges 	<p>Key Barriers:</p> <ul style="list-style-type: none"> • Socio-cultural, economic, and health-related barriers: Gender-related norms, poverty, and health issues hinder school attendance. • School infrastructure and resource challenges: Physical amenities, class sizes, and availability of learning materials are often inadequate.

Slides	Narrative/Talking Points
<ul style="list-style-type: none"> • Administrative and policy-related barriers ▪ Examples of barriers specific to earthquake-affected areas • Group Work: <ul style="list-style-type: none"> ▪ List the top three barriers to education in your group. Propose one solution for each barrier. 	<ul style="list-style-type: none"> • Administrative and policy-related barriers: Issues include enrolment regulations, grade transitions, and bureaucratic hurdles. <p>Examples of barriers specific to earthquake-affected areas:</p> <ul style="list-style-type: none"> • Infrastructure damage: Schools are often destroyed or rendered unsafe, limiting access to education. • Displacement: Families displaced by earthquakes may lack access to local schools or face bureaucratic challenges in new locations
<p>Slide 6: Immediate Response Strategies</p> <ul style="list-style-type: none"> • Key Strategies: <ul style="list-style-type: none"> ▪ Rapid needs assessment ▪ Temporary learning spaces ▪ Psychosocial support for children and educators • Best practices for immediate educational response post-earthquake <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Develop a quick response plan for setting up temporary learning spaces in an affected area. 	<p>Key Strategies:</p> <ul style="list-style-type: none"> • Rapid needs assessment: Conduct immediate evaluations to identify the urgent educational needs and resources required. • Temporary learning spaces: Establish provisional classrooms to ensure uninterrupted learning. • Psychosocial support for children and educators: Provide mental health services to support the emotional well-being of both students and teacher’s post-crisis. <p>Best practices for immediate educational response post-earthquake:</p> <ul style="list-style-type: none"> • Swiftly assess needs, set up temporary educational facilities, and offer psychosocial aid to maintain educational continuity and emotional stability for children and educators. <p>Group Work:</p> <ul style="list-style-type: none"> • Develop a plan for quickly establishing temporary learning environments in affected regions by prioritizing resource allocation and community involvement.
<p>Slide 7: Long-term Recovery Strategies</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ▪ Reconstruction of educational infrastructure ▪ Community involvement and resilience building ▪ Integration of disaster risk reduction in education <p>Specific Details from Document:</p> <ul style="list-style-type: none"> ▪ Steps for long-term educational recovery and sustainability ▪ Create a long-term recovery roadmap for a hypothetical earthquake-affected community. 	<p>Key Strategies:</p> <ul style="list-style-type: none"> • Reconstruction of educational infrastructure: Rebuilding and restoring damaged schools and facilities to ensure safe and conducive learning environments. • Community involvement and resilience building: Engaging local communities in the recovery process to enhance resilience and support long-term educational goals. • Integration of disaster risk reduction in education: Incorporating disaster risk reduction practices into the curriculum and school activities to prepare for future emergencies. <p>Specific Details from Document:</p> <ul style="list-style-type: none"> • Steps for long-term educational recovery and sustainability: Includes assessing damages, planning, and implementing reconstruction, community engagement, and integrating disaster risk reduction into education policies and practices. • Create a long-term recovery roadmap for a hypothetical earthquake-affected community: Outline the key steps in assessing needs, rebuilding infrastructure, involving the community, and integrating

Slides	Narrative/Talking Points
	<p>sustainable practices to ensure continuous education access post-disaster.</p>
<p>Slide 8: Coordination with Stakeholders</p> <p>Key Points:</p> <ul style="list-style-type: none"> ▪ Role of ESWG (NGOs, and international organizations etc, and mainly government) ▪ Importance of multi-stakeholder coordination ▪ Establishing effective communication channels • Examples of successful stakeholder coordination in past emergencies <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Role-play a meeting with key stakeholders to plan educational interventions post-earthquake. 	<p>Key Points:</p> <ul style="list-style-type: none"> • Role of ESWG (NGOs, and international organizations etc, and mainly government): The Education Sector Working Group (ESWG) includes NGOs, international organizations, and government bodies, coordinating efforts to address the needs of out-of-school children (OOSC). • Importance of multi-stakeholder coordination: multi-stakeholder coordination is crucial to ensure a unified approach to addressing the educational needs of OOSC and to leverage resources and expertise from various sectors. • Establishing effective communication channels: Effective communication channels among stakeholders are essential for timely information sharing, coordinated response efforts, and effective implementation of educational interventions. • Examples of successful stakeholder coordination in past emergencies: Successful examples include collaborative initiatives during crises where various organizations worked together to identify OOSC, facilitate school enrollment, and provide necessary educational support. <p>Group Work:</p> <ul style="list-style-type: none"> • Role-play a meeting with key stakeholders to plan educational interventions post-earthquake: Conduct a simulated meeting where participants assume roles of different stakeholders to strategize and plan educational interventions, focusing on collaboration and effective communication.
<p>Slide 9: Psychosocial Support for OOSC</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Importance of psychosocial support • Types of psychosocial programs implemented in emergency contexts. • Programs and activities to support mental health. • Training/sessions for teachers and community/children <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Design a psychosocial support activity for OOSC in an earthquake-affected area. 	<p>Key Points:</p> <ul style="list-style-type: none"> • Importance of Psychosocial Support: Psychosocial support is essential for addressing the emotional and psychological well-being of OOSC, aiding their recovery and integration into the education system. • Types of Psychosocial Programs Implemented in Emergency Contexts: Programs include trauma counseling, peer support groups, and community-based psychosocial activities. • Programs and Activities to Support Mental Health: Activities such as art therapy, recreational activities, and mindfulness sessions are implemented to support the mental health of children. • Training/Sessions for Teachers and Community/Children: Training sessions are conducted to equip teachers and community members with skills to provide emotional support and create a safe learning environment. <p>Group Work:</p> <ul style="list-style-type: none"> • Design a Psychosocial Support Activity for OOSC in an Earthquake-Affected Area: Develop a community-based art therapy session

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	<p>where children can express their experiences and emotions through drawing, facilitated by trained counselors and supported by peer groups.</p>
<p>Slide 10: Monitoring and Evaluation</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Importance of monitoring educational interventions • Tools and indicators for assessing impact. • Feedback mechanisms for continuous improvement • Best practices for M&E in emergency education responses <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Develop an M&E framework for a post-earthquake education project. 	<p>Key Points:</p> <ul style="list-style-type: none"> • Importance of monitoring educational interventions: Monitoring ensures educational interventions are effectively meeting the needs of out-of-school children and achieving desired outcomes. • Tools and indicators for assessing impact: Utilize standardized assessment tools and indicators like attendance rates, academic performance, and psychosocial well-being to measure impact. • Feedback mechanisms for continuous improvement: Implement feedback systems, such as surveys and focus groups, to gather input from beneficiaries and stakeholders for ongoing program refinement. • Best practices for M&E in emergency education responses: Best practices include setting clear objectives, using mixed methods for data collection, and involving community members in the evaluation process. <p>Group Work:</p> <ul style="list-style-type: none"> • Develop an M&E framework for a post-earthquake education project: Create a comprehensive M&E plan that includes clear objectives, relevant indicators, data collection methods, and timelines to evaluate the effectiveness of educational interventions post-earthquake.
<p>Slide 11: Inclusion and Equity</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Ensuring inclusive education for all OOSC • Addressing specific needs of marginalized groups • Promoting gender equity in emergency responses • Case examples of inclusive education practices post-earthquake <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Discuss strategies to ensure inclusive education for all children in emergency settings. 	<p>Key Points:</p> <ul style="list-style-type: none"> • Ensuring inclusive education for all OOSC: Ensuring inclusive education involves integrating all children, especially those marginalized or disadvantaged, into the educational system effectively. • Addressing specific needs of marginalized groups: Specific needs of marginalized groups are addressed through targeted programs and interventions that cater to their unique challenges. • Promoting gender equity in emergency responses: Gender equity is promoted by implementing policies and practices that ensure equal access to education for boys and girls, especially in emergency contexts. • Case examples of inclusive education practices post-earthquake: Examples of inclusive education practices post-earthquake include tailored educational programs that have successfully reintegrated children into schools despite their adverse circumstances. <p>Group Work:</p> <ul style="list-style-type: none"> • Discuss strategies to ensure inclusive education for all children in emergency settings: Develop strategies that encompass comprehensive support systems, community involvement, and adaptive learning environments to ensure all children receive education during emergencies.

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<p>Slide 12: Community Engagement</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Role of community in supporting OOSC • Building community resilience • Effective communication and awareness programs • Successful community engagement initiatives in past emergencies <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Plan a community engagement event to raise awareness about OOSC post-earthquake. 	<p>Key Points:</p> <ul style="list-style-type: none"> • Role of community in supporting OOSC: The community plays a critical role in identifying and supporting out-of-school children through outreach and engagement with local figures like mukhtars, imams, and volunteers. • Building community resilience: Building community resilience involves equipping community members with the knowledge and resources to support children's education and address barriers to school enrollment. • Effective communication and awareness programs: Effective communication and awareness programs involve using various channels to inform the community about the importance of education and the available resources for out-of-school children. • Successful community engagement initiatives in past emergencies: Successful initiatives include establishing community-based committees and conducting regular visits to ensure ongoing support for out-of-school children and their families. <p>Group Work:</p> <ul style="list-style-type: none"> • Plan a community engagement event to raise awareness about OOSC post-earthquake: Develop a comprehensive event plan that includes activities like informational sessions, interactive workshops, and resource distribution to engage and educate the community about the importance of re-enrolling out-of-school children in the aftermath of an earthquake.
<p>Slide 13: Resource Mobilization</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Identifying funding sources • Efficient allocation and utilization of resources • Transparency and accountability in resource management • Examples of resource mobilization in earthquake responses <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Create a resource mobilization plan for an education project in an emergency context. 	<p>Resource Mobilization</p> <ul style="list-style-type: none"> • Identifying funding sources: Funding sources include government grants, international aid, and private donations to support educational initiatives in emergencies. • Efficient allocation and utilization of resources: Efficient resource allocation involves prioritizing needs, ensuring timely delivery, and maximizing the impact of available funds. • Transparency and accountability in resource management: Transparent practices and regular audits ensure accountability and build trust among stakeholders in resource management. • Examples of resource mobilization in earthquake responses: Effective resource mobilization during earthquake responses includes rapid deployment of funds, in-kind donations, and collaborative efforts with various stakeholders. <p>Group Work:</p> <ul style="list-style-type: none"> • Group Work: Create a resource mobilization plan for an education project in an emergency context by identifying key funding sources, establishing clear allocation strategies, and implementing transparent management practices.
<p>Slide 14: Capacity Building</p>	<p>Key Points:</p>

Slides	Narrative/Talking Points
<p>Key Points:</p> <ul style="list-style-type: none"> ▪ Training for teachers and education personnel ▪ Building local capacity for sustainable education response ▪ Leveraging technology and innovation • Capacity-building initiatives and their impact <p>Group Work:</p> <ul style="list-style-type: none"> ▪ Design a training program for teachers in an earthquake-affected area. 	<ul style="list-style-type: none"> • Training for teachers and education personnel: Regular training enhances teachers' skills to effectively manage and respond to educational needs in emergency contexts. • Building local capacity for sustainable education response: Empowering local stakeholders ensures a sustainable and resilient education system that can adapt to future crises. • Leveraging technology and innovation: Utilizing technology and innovative approaches improves education delivery and access, especially in remote or crisis-affected areas. • Capacity-building initiatives and their impact: Effective capacity-building programs result in improved educational outcomes and resilience among educators and learners. <p>Group Work:</p> <ul style="list-style-type: none"> • Design a training program for teachers in an earthquake-affected area: Focus on emergency response, trauma-informed teaching, and the use of technology to ensure continuity of education during and after crises.
<p>Slide 15: Conclusion and Q&A</p> <p>Key Takeaways:</p> <ul style="list-style-type: none"> • Recap of main points • Importance of addressing OOSC needs in emergencies. • Call to action for participants. <p>Q&A Session:</p> <ul style="list-style-type: none"> • Open floor for questions and discussions <p>Group Work:</p> <ul style="list-style-type: none"> • Reflect on the session and share your key takeaways with the group. 	<p>Key Takeaways:</p> <ul style="list-style-type: none"> • Recap of main points: Summarized critical aspects discussed throughout the session. • Importance of addressing OOSC needs in emergencies: Emphasized the necessity of ensuring educational continuity for Out-of-School Children (OOSC) in crisis situations. • Call to action for participants: Encouraged active involvement and application of learned strategies to support OOSC. <p>Q&A Session:</p> <ul style="list-style-type: none"> • Open floor for questions and discussions: Provided an opportunity for participants to ask questions and engage in discussions. <p>Group Work:</p> <ul style="list-style-type: none"> • Reflect on the session and share your key takeaways with the group: Participants were asked to review the session's content and discuss their main insights and actionable points with their peers.

8. Annex 2: Capacity Development Brief Checklist for OOSC Mechanism Training (Pre-post training event)

Trainee-Focused Checklist

I. Identification and Assessment of Out-of-School Children (OOSC)

1. Can participants effectively identify Out-of-School Children (OOSC)?

- Yes
- No

2. Are participants equipped with skills to conduct assessments for OOSC?

- Yes
- No

II. Referral Process Utilization for OOSC

1. Have participants been trained on streamlining referral processes for OOSC?

- Yes
- No

III. Case-Based Management Systems for OOSC

1. Do participants understand how to document and map out case-based management systems for OOSC?

- Yes
- No

IV. Addressing OOSC Needs in Emergency Contexts

1. Have participants been briefed on addressing the specific needs of OOSC in emergency contexts, particularly focusing on recent earthquake responses?

- Yes
- No