

SMALL STEPS, BIG BARRIERS

The Early Years of Roma Children in Education

Policy Paper



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Partner: Roma Education Fund (REF)



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This work is part of the “EU Regional Action for Roma Education: Increased Education Support and Opportunities for Roma Students in the Western Balkans and Türkiye (RARE), Phase II” programme, funded by the European Commission Directorate-General for Enlargement and Eastern Neighbourhood (DG ENEST) and implemented in partnership with the Roma Education Fund.

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1. Core Policy Message

For Roma children, access to education is not limited to school enrolment. The effective exercise of the right to education requires regular attendance, a sense of safety at school, access to early learning and language support, recognition of the family as an accessible partner by the school, and timely identification of economic or psychosocial risks.

Fieldwork carried out in Edirne shows a clear gap between enrolment and regular attendance. It also shows that absenteeism emerges alongside poverty, nutrition problems, household routines, school climate, peer bullying, school-family communication, developmental support needs and psychosocial risks. One-off seminars or material support alone are therefore insufficient to ensure children's access to education and regular attendance.

The Roma Youth Association recommends that the Ministry of National Education launch a 12-month trial implementation of the Integrated Early Education Support Approach, developed on the basis of the Association's fieldwork in Edirne between 2023 and 2026, and expand it in phases over 36 months subject to a positive independent evaluation.

In this paper, the approach referred to as the Integrated Early Education Support Model is a complementary support arrangement that combines children's access to preschool education and first grade, regular attendance, age-appropriate learning support, school adjustment, school-family communication, mentoring, an early warning and monitoring mechanism for absenteeism, and, where necessary, referrals to guidance, child protection and social support services within a single local implementation pathway.

Within the model, preschool access and transition to primary school, a school-linked Toy Library and Learning Workshop, age-specific standardised mentoring, a support-oriented early warning mechanism that addresses the causes of absenteeism, school-family mediation, referrals to guidance and child protection services, and a shared monitoring system should be implemented in an interconnected manner.

This proposal does not seek to create a new curriculum, a new type of school or an independent education system parallel to the Ministry of National Education. Rather, it aims to connect the Ministry's existing mandates, services and instruments more effectively at the levels of the child, family, school, neighbourhood and relevant public institutions.

The legal foundations of the proposal are already in force. Articles 10, 41 and 42 of the Constitution establish the basic rights framework for equality, child protection and the right to education. National Education Basic Law No. 1739 regulates equality of opportunity in education, school-family cooperation, education in every setting, and the provision of a common developmental environment in preschool education for children from disadvantaged circumstances. Article 53 of Primary Education and Education Law No. 222 explicitly defines the investigation of the causes of non-attendance and efforts to remove material and non-material barriers to attendance as a public duty.

This policy paper does not call for the creation of a new area of responsibility; it calls for existing duties to be implemented in a coordinated manner at child, family, school and neighbourhood levels.

2. Executive Summary

Access to early childhood education and primary education for Roma children is a critical policy area in terms of equal opportunity in education and children's rights in Türkiye. The field implementation carried out by the Roma Youth Association in Edirne demonstrates, through data produced at school, neighbourhood, family and child levels, that the problem extends far beyond enrolment figures.

The legislative framework supports this broader approach. Monitoring school enrolment and attendance, investigating the causes of absenteeism, cooperation with families, flexible access to preschool education, guidance services, child protection referrals and the prevention of discrimination are responsibilities already defined in current laws and regulations. The Roma Citizens Strategy Document Phase II Action Plan 2026-2030 also provides a current administrative framework for learning workshops, summer preschool classes, family work, research into absenteeism and support for foundational skills.

Each education cycle of the project worked with 80 unique children: 40 preschool children and 40 first-grade pupils. One absenteeism report stated that 23 of 40 first-grade pupils experienced irregular attendance and that nine children enrolled in preschool had never attended. A school consultation recorded that only 16 children were attending despite capacity for 45. These figures clearly demonstrate the gap between enrolment and actual attendance and the need for locally organised implementation.

In a monitoring table covering 40 pupils, the total recorded absences declined from 275 in October to 198 in December, while the average per pupil fell from 6.88 to 4.95. A reduction in total absenteeism was also recorded between February and March. These results indicate that regular follow-up and contact with families are important tools for supporting school attendance.

Mentoring reports produced by the Roma Youth Association for April-June 2025 describe gradual progress in children's trust in their mentors, participation in activities, self-efficacy, emotional expression, peer relationships and use of rights-based language. In first-grade groups, letter recognition, syllabification, reading short texts and basic mathematics were prominent. In preschool groups, work focused on colours, shapes, numbers, classification, fine motor development, self-care and play-based learning. The reports show that regular, trust-based communication supports children's engagement in learning and their social-emotional development.

Home visits and school consultations identify recurring causes associated with absenteeism: poverty, inadequate nutrition, lack of a study space at home, irregular sleep and morning routines, health problems, household responsibilities, peer bullying, weak school belonging, low participation in parent meetings and psychosocial risks. Some reports also refer to exposure to or witnessing violence, fragmented family structures and unhealthy housing conditions. These findings require children and families to be understood not as the source of the problem, but as experiencing structural risks to which public services must respond in a coordinated manner.

Maintaining the current approach would create little additional cost, but would not address the gap between enrolment and attendance or the fragmentation between institutions. Individual interventions - such as a Toy Library alone, parent seminars alone or mentoring alone - may meet specific needs, but cannot independently address the multidimensional causes of absenteeism. The most effective option is an integrated model led by the Ministry of National Education.

The policy paper presents four main policy changes and five implementation recommendations for putting them into practice:

- 1 Launch an Integrated Early Education Support Model in Edirne, comprising a 12-month pilot and a 36-month phased expansion subject to a positive independent evaluation;**
- 2 Establish a support-oriented early warning and monitoring pathway for preschool and first grade that investigates the causes of absenteeism;**
- 3. Link the Toy Library and Learning Workshop, together with an age-specific standard mentoring package, to the school system;**
- 4 Institutionalise school-family communication, psychosocial support and child protection referrals.**

These recommendations are directly aligned with the Ministry of National Education 2024-2028 Strategic Plan's focus on access and equal opportunity in education; the Türkiye Century Education Model Preschool Education Programme's approach to family and community participation, guidance and planning based on children's developmental needs; and the Roma Citizens Strategy Document Phase II Action Plan's measures to investigate the causes of absenteeism, inform families, establish learning workshops, open summer preschool classes and support foundational skills.

3. Key Findings

3.1. Enrolment and attendance are not the same

Project documents show that a significant proportion of children enrolled in school were not able to attend regularly in practice. A field record indicating that nine children enrolled in preschool had never attended, together with a school consultation reporting only 16 children in a setting with capacity for 45, demonstrates that enrolment and physical capacity indicators alone are insufficient measures of access.

3.2. Absenteeism does not have a single cause

Absenteeism cannot be reduced to families' attitudes towards education. The documents show economic deprivation, nutrition, health, care and work arrangements, sleep routines, transport, bullying, school belonging, school-family communication and psychosocial stress occurring together. Effective policy must address these causes through a shared assessment, referral and follow-up plan.

3.3. Mentoring provides an interface between school, family and child

Mentors did more than deliver academic activities. They monitored attendance, visited families, supported children's trust and participation, communicated with school management and counselling services, and identified basic-needs or child-protection concerns. Mentoring is therefore more than supplementary tuition; it is a local educational mediation and child-and-family support coordination mechanism.

3.4. The Toy Library is more than a materials space

The Toy Library brought together safe play, early learning, after-school support, family meetings, mentor sessions and school transition support in one location. Its policy value lies in creating an accessible learning and relationship-building space between the school and the neighbourhood.

3.5. Family engagement cannot be built through one-off seminars

Fieldwork showed that regular communication with families cannot be sustained through meetings or seminars alone; trust-based, accessible and continuous contact is required. Sustainable family engagement requires a continuous system combining home visits, telephone contact, face-to-face meetings, school appointments and, where necessary, referral to social services.

3.6. Children's early learning and social-emotional needs must be addressed together

Preschool children were found to need support in conceptual development, language, fine motor skills, self-care and emotional regulation. First-grade pupils required support in literacy, basic mathematics, school belonging and peer relationships. Academic skills and children's well-being should not be separated.

3.7. Existing legislation already defines the core responsibilities required by the proposed approach

Investigating the causes of absenteeism, addressing barriers to attendance, establishing school-family cooperation, providing a common developmental environment in preschool for children from disadvantaged circumstances, protecting children from violence and neglect, and preventing discrimination in education are already components of the existing legal framework. The policy gap is not the absence of defined duties, but the failure to translate them into a shared implementation pathway at child level.

4. Purpose, Scope and Methodology

4.1. Purpose of the paper

This policy paper was prepared to convert field and monitoring data generated in Edirne into policy analysis that can be used by the Ministry of National Education, identify implementation gaps, and propose a scalable pilot model.

The advocacy demand is not the establishment of a separate education system exclusively for Roma children. It calls for recognition of the local conditions that prevent equal and effective use of existing Ministry of National Education services, and for integrated management of preschool access, transition to first grade, absenteeism, family communication and psychosocial support.

4.2. Geographical and policy scope

The evidence period covers field implementation from 2023 to 2026. Family visits and neighbourhood activities were carried out in the Çavuşbey, Yeniimaret, Umurbey, Menzilahır and Yıldırım neighbourhoods, while school-based activities were undertaken with schools located near these neighbourhoods. The Toy Library, mentoring, family work and school consultations formed the core components of this local implementation.

Drawing on the Edirne experience, the paper presents feasible national policy recommendations to the Ministry of National Education. The proposed approach should first be launched as a pilot in Edirne and then expanded in phases to other provinces with similar needs in light of implementation results and a local adaptation framework.

4.3. Data groups used

In each education cycle of the project, the child cohort consisted of 80 unique children: 40 preschool children and 40 first-grade pupils. The policy paper draws on mentor matching and child follow-up records from 2023 to 2026; first-grade absenteeism monitoring tables; periodic mentoring reports at preschool and first-grade levels; family interviews; home and neighbourhood visits; school consultations; parent activities; and implementation monitoring records.

Family information and consent meetings, Toy Library activities, child-centred approach training, mentor evaluation meetings, preschool activity reports and first-grade education support plans implemented within the project were also included in the analysis.

4.4. Analytical approach

Different forms of data were considered in a complementary manner. Attendance monitoring records made children's school attendance patterns visible; family interviews and home visits explained the everyday causes associated with

absenteeism; mentoring reports documented changes in participation, learning, social-emotional development and rights awareness; and school consultations highlighted institutional needs. These sources were used together to assess connections between problems at child, family, school and neighbourhood levels.

Policy recommendations were developed through a chain linking the problem, field finding, public duty, implementation instrument, responsible institution and monitoring indicator. Activities and outcomes were treated separately. For example, organising a family meeting is an implementation activity, while establishing regular family contact and strengthening a child's attendance are outcome indicators. Similarly, supplying materials to the Toy Library is an implementation input, while children's regular participation and developmental gains are outcomes.

5. The Policy Problem: Enrolment Does Not Mean Remaining in Education

In Türkiye, school enrolment is the legal and administrative starting point for access to education. For some Roma children, however, the right to education cannot be exercised effectively when regular participation, school adjustment and learning support are not secured after enrolment.

The Edirne field documents reveal three main implementation gaps:

- 1 The gap between enrolment and actual attendance:** a child appears as enrolled but never starts school or begins to attend irregularly within a short period.
- 2 The gap between an absenteeism signal and intervention:** even where absence data are recorded, analysis of the cause, contact with the family, referral and follow-up are not carried out within one coordinated process.
- 3 The gap between the school and the child's living conditions:** poverty, nutrition, housing, caring responsibilities, bullying and psychosocial risks are treated as external to education; when these problems affect attendance and learning, schools have limited capacity to resolve them alone.

The problem is not that children or families do not value education. It is the fragmented operation of public services when multiple risks accumulate around the same child. Early intervention is delayed when school absence is treated separately as education data, a family problem, a social assistance need, a child protection concern and a need for psychological support.

The policy objective is not to place Roma children in a separate category, but to provide stronger and better-coordinated public services where more intensive support is needed to achieve equality in education.

This objective is based on Article 8 of National Education Basic Law No. 1739 concerning equality of opportunity, and Article 20, which assigns preschool education the function of creating a common developmental environment for children from disadvantaged circumstances. In relation to absenteeism, Article 53 of Law No. 222 places schools under a duty not only to issue notifications, but also to investigate causes and seek to remove barriers. The proposed system is therefore not an extra-legal privilege; it is a proportionate, needs-based arrangement that enables the effective exercise of the right to education.

6. Thematic Analysis of Barriers

6.1. Preschool access and transition to primary school

Problem

The availability of physical preschool capacity does not mean that children have regular access to the service. Half-day schedules, families' care and work arrangements, morning routines, insufficient follow-up after enrolment and breakdowns in school-family communication can restrict access.

Evidence

One school consultation reported only 16 children attending despite preschool capacity for 45. A separate report stated that nine children enrolled in preschool had never attended. Family visits also identified a need for guidance on school enrolment and the transition to primary school.

Why does it matter?

Children who have no preschool experience or attend irregularly may start primary school less prepared in language, classroom routines, self-care, fine motor and social-emotional skills. This can affect their confidence, relationship with the teacher and attendance during the first months of school.

Policy implications

The Ministry of National Education's access indicators should go beyond enrolment rates. Attendance during the first 30 days after enrolment, the number of enrolled children who never start, participation in the adjustment week, transition from preschool to first grade and the time taken to establish first contact with the family should be monitored.

Direction of the solution

The solution should combine flexible access models and summer preschool classes, family guidance before and after enrolment, a transition plan from preschool to first grade, and complementary school-readiness support through the Toy Library and Learning Workshop. A shared transition plan covering the first 90 days should be prepared for the school, family and mentor.

6.2. Absenteeism and the absence of an early warning pathway

Problem

Absenteeism data often remain an administrative outcome recorded only after a child has missed school. There is no shared assessment and referral pathway for identifying early warning signs, understanding the cause and planning with the family.

Evidence

One report stated that 23 of 40 first-grade pupils experienced irregular attendance. Although the October-December table shows an overall decline, some children still had high levels of absenteeism in December. During February-March, the number of high-risk pupils did not decline. Field reports show that the causes of absenteeism differed between children.

Why does it matter?

Regular attendance in first grade is critical for letter-sound relationships, reading fluency, basic mathematics and classroom belonging. Interrupted attendance can quickly create a cycle of learning gaps and disengagement from school.

Policy implications

A single absenteeism threshold is not sufficient for every child. Consecutive absences, weekly patterns, irregular attendance during the first month, lateness, failure to begin preschool and changes in a child's behaviour should be assessed together.

Direction of the solution

Risk signals should be defined for preschool and first grade, and contact with the family should follow each signal without delay. The mentor, classroom teacher and school counselling service should meet monthly. Where necessary, referrals should be made to social services, health or child protection services, and the outcome of each case should be recorded.

6.3. Poverty, nutrition and housing conditions

Problem

Education cannot be separated from children's basic needs. Inadequate nutrition, lack of school materials, overcrowded housing and the absence of a study space at home can affect attendance and learning.

Evidence

Mentoring reports repeatedly refer to children starting the day without breakfast, empty or inadequate lunch bags, unhealthy and overcrowded housing, lack of personal space and difficulty meeting school-related costs. Clothing, stationery, hygiene and nutrition needs were raised during a meeting attended by families on a voluntary basis

Why does it matter?

Hunger, fatigue and insecure living conditions affect children's attention, emotional regulation and readiness for school. Economic risks can also limit families' ability to attend school meetings, establish a morning routine and support learning at home.

Policy implications

Educational interventions should not replace social assistance services, but schools should not ignore the risks. The school's role is to identify need, refer the child to the appropriate institution without stigmatisation and monitor the effect on education.

Direction of the solution

A school-based screening process for nutrition and material needs should be established, and a written referral procedure to the Edirne Provincial Directorate of Family and Social Services and municipal social services should be developed. A shared child and family support plan should combine a safe out-of-school learning space, social support and educational follow-up.

6.4. School-family communication and institutional trust

Problem

Communication with families is often limited to parent meetings, formal invitations or warnings issued after absenteeism. This may be insufficient to reach families with work and caring responsibilities or limited trust in school institutions.

Evidence

Fieldwork showed that communication confined to formal parent meetings was not sufficient to reach families regularly. More sustainable relationships were established when home visits, neighbourhood-based contact and accessible meeting methods were used.

Why does it matter?

Without regular contact with the family, the cause of absenteeism is identified late, while enrolment, health, bullying or basic-needs problems remain unresolved. The family becomes a party contacted only when a problem has already emerged.

Policy implications

Family engagement should not be limited to “raising awareness among families”. Schools should also adapt the format, time, language and communication channel to the circumstances of families.

Direction of the solution

A multi-channel family communication plan should be established, supported by a neighbourhood-based education mediator or mentor. Meetings should be held at times accessible to families, short and practical home-learning activities should be offered, and families should participate in the design and evaluation of services.

6.5. School climate, discrimination and low expectations

Problem

When a child does not feel safe or that they belong at school, regular attendance and engagement in learning may decline. Peer bullying, low expectations, stigmatising language and cultural distance increase this risk.

Evidence

Peer bullying was reported as a cause of absenteeism in family visits and school consultations. Mentoring reports frequently noted shyness, withdrawal, limited trust and difficulty following rules during the initial period. Participation increased when regular relationships of trust were established.

Why does it matter?

When children believe they will fail or be excluded at school, absenteeism becomes more than a logistical problem and turns into a question of belonging. Low expectations prevent children's abilities from becoming visible.

Policy implications

Inclusion should not be limited to a one-off awareness session about Roma culture. School climate should be monitored through pupil feedback, bullying records, disciplinary practices, parent experience and teacher expectations.

Direction of the solution

Anti-discrimination and inclusive school climate training, a clear response procedure for peer bullying and classroom activities that seek children's views should be implemented together. Sport, art and cultural activities should strengthen school belonging, and teachers and school leaders should receive practical case-based support.

6.6. Guidance, psychosocial support and child protection

Problem

Violence, trauma, family separation, bullying and intense stress experienced by some children require child protection and psychosocial support beyond educational achievement. Mentors may notice risks, but without a standard notification and referral pathway, responsibility remains dependent on individual effort.

Evidence

Mentoring reports refer to child-protection and psychosocial risks including exposure to or witnessing violence, withdrawal, trust problems, difficulties regulating anger and the absence of family members.

Why does it matter?

When psychosocial risks are not identified early, absenteeism, behavioural problems and learning loss can deepen. Child-safety concerns cannot be substituted with educational support.

Policy implications

Mentors and teachers should not make diagnoses. Their role is to record observations in a standard and neutral manner and make timely referrals to the school counselling service and, where required, the authorised child protection mechanism.

Direction of the solution

A child protection and safety protocol and trauma-sensitive approach training should be developed. The referral map between the school counselling service, Guidance and Research Centre, health services and social services should be clearly defined. Different response times should be established for urgent and non-urgent situations, and referral outcomes should be followed.

6.7. Teacher and school capacity

Problem

Classroom teachers and school leaders may be required to manage absenteeism, language development, family communication, bullying and psychosocial risk simultaneously. Support for culturally responsive practice and inter-institutional referral remains limited.

Evidence

School consultations identified a need for psychosocial support, cultural awareness, speech and language support, and communication between mentors and school counsellors.

Why does it matter?

When teachers lack the appropriate tools and referral channels to support a child, the problem may be interpreted as “family indifference” or “pupil unwillingness”.

Policy implications

In-service training should focus less on theoretical cultural information and more on practical cases, communication, bullying, absenteeism and referral skills.

Direction of the solution

Short, practice-oriented training modules should be prepared for teachers, an inter-institutional coordination guide for school leaders, and a joint working standard for school counselling staff and mentors. Tools that strengthen inclusive learning and challenge low expectations should be integrated into classroom practice.

7. Policy Significance of the Toy Library and Mentoring Data

7.1. The model's strength: accessible, relationship-based services

The Toy Library made it possible to establish easy and trust-based contact with families who found it difficult to engage with the formal school environment. It functioned as a space for play, learning and safety for children; a point of guidance and referral for families; and a channel linking the school with the neighbourhood.

The model brought together early learning and school readiness, after-school support, mentor sessions, family engagement, understanding the causes of absenteeism, referrals for basic needs and children's awareness of their rights in one place.

7.2. Policy value of mentoring

Mentoring reports show that, when regular and trust-based communication is established with children, they express themselves more comfortably, participate more willingly in activities and act with greater confidence when offering opinions and making choices. Positive developments were observed in taking small responsibilities, asking for help, sharing, waiting for their turn and cooperating with peers.

In preschool groups, play-based language and concept activities, fine motor skills, self-care and emotional expression were prominent. In first-grade groups, literacy, basic mathematics, school belonging and regular participation were supported. Mentoring made children's strengths more visible, increased their participation and provided continuity between the school, family and Toy Library.

7.3. Two separate packages by age group

Preschool package

The preschool package should cover play-based language and concept development; colours, shapes, numbers, matching and classification; fine motor skills and hand-eye coordination; self-care and hygiene; recognition and expression of emotions; peer relationships; regular attendance; play and book activities at home with families; and preparation for transition to primary school.

First-grade package

The first-grade package should cover school adjustment and belonging, letter-sound relationships, syllabification and reading short texts, written expression and basic mathematics, early warning for absenteeism, a safe-school approach,

emotional regulation, communication between families, teachers and mentors, and referral to the Remedial Education Programme in Primary Schools and other Ministry support mechanisms.

8. Policy Options

Criterion	Option 1: Continue the current approach	Option 2: Single intervention	Option 3: Integrated model
Definition	Continue current enrolment, absenteeism notification and periodic social support arrangements	Expand one instrument, such as the Toy Library, mentoring or parent seminars	Implement preschool access, mentoring, family communication, early warning, guidance and the monitoring system together
Impact on the right to education	Limited	Medium	High
Equality impact	Low	Medium	High
Response to multiple causes of absenteeism	Weak	Partial	Strong
Feasibility	High, because it requires no change	Medium-high	Medium; requires coordination and a protocol
Initial cost	Low	Medium	Medium-high
Long-term sustainability	Low	Medium	High if linked to public budgets
Data and monitoring	Fragmented	Intervention-specific	Shared indicator set
Main risk	Continuation of the problem	Fragmentation of services	Unclear division of duties between institutions

8.1. Option 1: Continue the current approach

This option is administratively the easiest, but it does not address the gap between enrolment and attendance, difficulties in reaching families or psychosocial risks. Children become visible only after absenteeism has become pronounced.

8.2. Option 2: Limited or single intervention

A Toy Library, parent seminar or mentoring programme can be valuable on its own. However, attendance risk cannot be followed if the intervention is not linked to school data; risks cannot be referred if the intervention is not connected to counselling and social services; and outcomes cannot be demonstrated without a shared monitoring system.

8.3. Option 3: Integrated Early Education Support Model

This option requires greater coordination at the outset, but it is the most appropriate response to the multidimensional problem demonstrated by the evidence. The model brings together the Ministry of National Education's existing instruments and the Roma Citizens Strategy Document measures on learning workshops, family information, summer preschool classes, research into absenteeism and support for foundational skills within a local implementation pathway.

Option 3 is the preferred option. The first 12-month pilot should include a shared baseline, regular monitoring and independent evaluation. The decision on the following 36-month expansion should be based on changes in children's regular attendance, family contact, access to referrals and early learning indicators.

9. Preferred Approach: Integrated Early Education Support Model

9.1. Purpose of the model

The purpose of the Integrated Early Education Support Model is to increase Roma children's regular participation in preschool education and first grade, while supporting early learning, school adjustment, family engagement and children's well-being together.

The model was developed from the experience of field implementation carried out in Edirne between 2023 and 2026 and focuses on the transition from preschool education to first grade. The components on which the model is based were implemented through activities at the Toy Library; work carried out in the Çavuşbey, Menzilahır, Yıldırım, Umurbey and Yeniimaret neighbourhoods; mentoring activities at school, family and neighbourhood levels; family visits; parent meetings; absenteeism monitoring; and referrals to relevant services. Work with 80 unique children in each education cycle—40 preschool children and 40 first-grade pupils—showed that children's educational needs cannot be met through in-class

academic support alone; school attendance, family communication, school adjustment, early learning and social-emotional support must be addressed together.

The model's method begins with the early identification of preschool or first-grade children who need support with attendance, adjustment or learning. The child's situation is assessed jointly through school attendance records, teacher observations, mentor consultations and communication with the family. Depending on the need, the child is referred to age-appropriate mentoring and learning activities, regular communication is established with the family, and a shared follow-up process is conducted between the school and the family. The Toy Library and Learning Workshop are structured as accessible implementation spaces offering play-based language, concept, fine motor and school-readiness activities for preschool children, and literacy, basic mathematics, school adjustment and after-school support for first-grade pupils. Where absenteeism, bullying, basic-needs concerns or a need for psychosocial support is identified, the child and family are referred to the relevant public services.

The Integrated Early Education Support Model is a policy proposal for bringing the components implemented in Edirne together within a single implementation pathway under shared responsibilities, monitoring indicators and referral processes. The Türkiye Century Education Model is the national curriculum framework that determines the educational approach and the knowledge, skills and values through which pupils are supported at school. The Integrated Early Education Support Model, by contrast, is the local implementation arrangement designed to ensure that children can access this education, attend regularly, transition from preschool to first grade, adjust to school and receive the supplementary support they need. It is therefore not a new curriculum, but a complementary support model that facilitates the local application of the Türkiye Century Education Model's principles of holistic development, equality of opportunity, differentiated support and school-based planning for children at risk of absenteeism or adjustment difficulties.

The proposed 12-month trial implementation should be monitored through children's regular attendance, engagement in learning, school adjustment, communication with families and referral outcomes, and should be subject to an independent evaluation at the end of the implementation period.

9.2. Target group

The pilot should include children of preschool age who cannot enrol, who are enrolled but have not started, or who attend irregularly; first-grade pupils at risk of absenteeism or adjustment difficulties; their parents and caregivers; classroom teachers, school leaders, school counselling staff and local mentors.

9.3. Implementation components

- 1 Access and transition:** enrolment guidance, adjustment week, summer education and a follow-up plan for the first 90 days.
- 2 Learning Workshop:** a school-linked Toy Library, early learning and after-school support.
- 3. Mentoring:** separate content and duty standards for preschool and first grade.
- 4 Early warning:** a risk system combining attendance data, teacher observations and family contact.
- 5 School-family mediation:** regular multi-channel communication, home visits and family learning support.
- 6 Psychosocial and child protection referral:** standard observation, referral to authorised services and follow-up of outcomes.
- 7 Teacher capacity:** inclusive school climate, bullying prevention, family communication and a trauma-sensitive approach.
- 8 Monitoring and evaluation:** shared indicators and regular interim and final evaluations.

9.4. Governance structure and boundaries of responsibility

Policy owner and lead authority: General Directorate of Basic Education of the Ministry of National Education. This body should define the framework within the formal education system for preschool access, transition to primary school, summer education and foundational learning support.

Local implementation and accountability: Edirne Provincial Directorate of National Education and the relevant school directorates. School enrolment, attendance, teacher observation, school counselling and decisions concerning in-school implementation should remain the responsibility of public authorities.

Guidance and psychosocial coordination: General Directorate of Special Education and Guidance Services, Edirne Guidance and Research Centre and school counselling services. Mentors should not undertake psychological counselling, clinical assessment or investigation of allegations of violence.

Child protection and social service referrals: Edirne Provincial Directorate of Family and Social Services and the relevant social service centres. Cases involving a need for protection or suspected violence should be referred to the competent authorities under Child Protection Law No. 5395 and related procedures.

Local government support: Edirne Municipality may contribute premises, maintenance and repairs, materials and equipment, transport, social support, family services and local coordination. The municipality should not replace the Ministry of National Education's authority over formal preschool education.

Field and community knowledge: The Roma Youth Association may undertake duties defined by protocol in family outreach, mentoring, workshop activities, field feedback and implementation monitoring.

University cooperation: Education faculty students and relevant academic departments may provide voluntary educational support, training and independent evaluation in line with the 2026-2030 Action Plan's approach to learning workshops.

10. Legal and Institutional Foundations

This section distinguishes between the legal weight of the sources. The Constitution and laws are binding higher-level legal rules. Regulations and directives are binding administrative implementation rules. Strategic plans, action plans and curricula are not laws, but they are strong administrative references that demonstrate the Ministry's current objectives and implementation instruments.

10.1. Equality, the right to education and protection of the child

Article 10 of the Constitution regulates equality before the law and states that special measures for children shall not be considered contrary to the principle of equality. This provision allows needs-based support that reduces actual inequalities to be framed not as a privilege, but as proportionate measures required to realise equality. Article 41 guarantees the protection of children against violence and abuse, while Article 42 guarantees the right to education and support instruments for pupils lacking material means.

Article 4 of National Education Basic Law No. 1739 states that educational institutions are open to all without discrimination. Articles 7 and 8 regulate the right to education and equality of opportunity and means; Article 16 regulates school-family cooperation; and Article 17 provides for education to be supported at home and in the wider environment. Article 20 of the same Law explicitly assigns preschool education the function of creating a common developmental environment for children from disadvantaged families and environments.

10.2. Duty to investigate the causes of absenteeism and remove barriers

Article 52 of Primary Education and Education Law No. 222 regulates responsibilities for regular attendance. Article 53 requires the causes of non-attendance to be investigated and efforts to be made to remove material and non-material barriers to attendance. This is one of the strongest legal foundations of the policy paper. Absenteeism policy should therefore not be designed solely as a system of warnings and sanctions to parents, but as a support mechanism that includes assessment of causes, family contact, institutional referral and follow-up of outcomes.

Article 18 of the Ministry of National Education Regulation on Preschool Education and Primary Education Institutions requires absences to be entered daily in the e-School system and parents to be notified at specified thresholds in preschool and primary education. The policy innovation is not to create a new notification threshold, but to clarify the support steps that must follow an existing notification.

10.3. Flexible access to preschool and transition to primary school

Article 20 of Law No. 1739 assigns preschool education a role in reducing disadvantage. Article 82 of the Regulation on Preschool Education and Primary Education Institutions permits flexible forms of access, including mobile teacher classes, mobile classes, preschool classes at transport-centre schools, summer education and similar flexible schedules. These instruments can be used in Edirne for children who have not benefited from preschool or who will begin primary school the following year.

Article 81 of the same Regulation permits school buildings to be used outside teaching hours for specified educational and community-service activities, while Article 83 permits children's clubs where the relevant conditions are met. The Toy Library and Learning Workshop should not replace a formal preschool institution. They should be structured as complementary support spaces linked to the school system, with duties and safety rules defined through a protocol.

10.4. Guidance, school belonging and inter-institutional cooperation

The Ministry of National Education Regulation on Guidance and Psychological Counselling Services requires services to be developmental, preventive, holistic, evidence-based and implemented through shared stakeholder responsibility. It identifies confidence and adjustment to school at preschool level, and school belonging, emotional expression, friendship and problem-solving at primary level as explicit developmental areas.

The Regulation also establishes provincial needs assessment and local target-setting arrangements, and allows representatives of social services, health services, local government, universities and civil society to be invited to the provincial implementation committee where necessary. In Edirne, absenteeism, bullying, school belonging and school-family communication should be treated as local areas of need within this existing mechanism.

There is no Ministry of National Education staff position formally titled “mentor” in current legislation. Mentoring should therefore be defined as a complementary support role based on a protocol and clear boundaries of responsibility. Mentors may facilitate communication with families, support attendance follow-up and make referrals to authorised services; they must not undertake psychological counselling, clinical assessment or investigation of allegations of violence.

10.5. Child protection and social service referrals

Child Protection Law No. 5395 identifies the best interests of the child, non-discrimination, participation of the child and family, and inter-institutional cooperation as fundamental principles. Article 6 places educational institutions and civil society organisations under a duty to notify the competent social service authority of a child in need of protection.

The Ministry of National Education's arrangements on psychosocial protection and crisis intervention, together with the ethical rules governing guidance services, support risk mapping, protective and preventive work, referrals to institutions, confidentiality and the best interests of the child. When mentors notice a concern, they should not question the child in detail; they should report it safely to the designated responsible person and authorised institution.

10.6. Combating discrimination and targeted support

Law No. 6701 on the Human Rights and Equality Institution of Türkiye prohibits discrimination on various grounds, including ethnic origin and property, and includes education services within the scope of the prohibition. A rule that appears to apply equally to everyone may create a risk of indirect discrimination if it disproportionately excludes certain children. Parent meeting times, enrolment procedures, in-school referrals, responses to bullying and outcomes in access to support should therefore be reviewed from an equality perspective.

Needs-based support should be based on enrolment and attendance risk, socioeconomic need, school catchment area and voluntary participation, rather than permanently labelling a child by ethnic identity.

10.7. Current national policy: Roma Citizens Strategy Document Phase II Action Plan 2026-2030

The Phase II Action Plan is the strongest current administrative basis for this policy paper. It provides for foundational literacy and mathematics support for Roma children of primary-school age, summer preschool classes in provinces with significant Roma populations, research into the causes of absenteeism and school dropout, work with families, and the establishment of learning workshops in Roma neighbourhoods. Cooperation with local government, universities and civil society is also part of the implementation approach. The Plan aims to open five learning workshops in five provinces and two summer preschool classes in two provinces in 2026, with the measures expanded through 2030. Edirne's field experience and institutional capacity provide a strong basis for the city to be considered for these measures.

10.8. Türkiye Century Education Model, 2024 Preschool Education Programme and Ministry of National Education 2024-2028 Strategic Plan

The Türkiye Century Education Model is based on a holistic education approach that addresses pupils' intellectual, social, emotional, physical and moral development together. It provides for support responsive to pupils' individual needs and differences, differentiated instruction, social-emotional learning, school-based planning, out-of-school learning experiences, and assessment and evaluation based on concrete evidence of learning. Strengthening the right to education and equality of opportunity, and reducing disadvantages arising from identity or socioeconomic circumstances, are also central elements of the model's approach.

The Ministry of National Education 2024-2028 Strategic Plan emphasises access to education, equality of opportunity, professional development and monitoring and evaluation. The 2024 Preschool Education Programme emphasises play-based learning, family and community participation, equal relationships, developmental assessment and support responsive to children's different needs.

The Integrated Early Education Support Model does not introduce a new curriculum in place of these official frameworks; it supports their application for preschool and first-grade children at risk of absenteeism or adjustment difficulties. The Toy Library, Learning Workshop, mentoring, school-family communication and early warning mechanism should be implemented in line with the Türkiye Century Education Model's principles of holistic development, differentiated support and school-based planning.

10.9. International children's rights framework

The Convention on the Rights of the Child addresses non-discrimination, the best interests of the child, the right to be heard, protection from violence, the right to education and the right to play as interconnected rights. The proposed model is consistent with this holistic approach because it seeks not merely school enrolment, but access to a safe, inclusive and participatory educational experience.

11. Priority Policy Recommendations and Implementation Plan

Recommendation 1 - Consider Edirne for learning workshop and summer preschool class measures

Lead authority: General Directorate of Basic Education, Ministry of National Education. Local preparation: Edirne Provincial Directorate of National Education. Cooperation: Edirne Municipality, Edirne Provincial Directorate of Family and Social Services, universities and the Roma Youth Association.

Concrete action

The Edirne Provincial Directorate of National Education should prepare an implementation dossier describing the existing Toy Library experience, school partnerships, field data, premises and human resources. The dossier should be submitted to the General Directorate of Basic Education with a request for Edirne to be considered for the learning workshop and summer preschool class measures under the Roma Citizens Strategy Document Phase II Action Plan. The Edirne experience should not be structured as an additional project parallel to national measures, but as a local and measurable implementation of the Action Plan.

Basis

- Roma Citizens Strategy Document Phase II Action Plan 2026-2030;
- Articles 17 and 20 of National Education Basic Law No. 1739;
- Articles 81-83 of the Regulation on Preschool Education and Primary Education Institutions.

Success indicators

- Preparation of the Edirne implementation dossier and submission of the official application;
- completion of preparations for the school, premises, staffing and child safety for the workshop and summer education;
- receipt of a written Ministry assessment.

Recommendation 2 - Launch the Integrated Early Education Support Model through a 12-month trial implementation followed by a 36-month phased expansion

Lead authority: General Directorate of Basic Education, Ministry of National Education. Local implementing bodies: Edirne Provincial Directorate of National Education and the relevant school directorates.

Concrete action

Preschool access, transition to primary school, the Learning Workshop, mentoring, attendance monitoring, school-family cooperation, guidance, social service referrals and monitoring should be brought together in one implementation document. The first 12 months should be a limited trial and measurement period; the following 36 months should be a period of improvement and phased expansion based on results.

Proposed timetable

- **Months 0-3:** division of duties, selection of schools and neighbourhoods, preparation of baseline records, baseline measurement and establishment of child-safety arrangements;
- **Months 4-12:** first implementation period and evaluations at months six and twelve;
- **Months 13-30:** improved implementation and controlled expansion in light of the evaluation findings;
- **Months 31-48:** phased expansion, independent final evaluation, costing study and decision on transfer to other locations.

Minimum success indicators

- Completion of the required and accurate baseline information for each child within the implementation;
- written definition of duties, referral pathways and boundaries of information sharing;
- preparation of reports at months six, twelve, twenty-four, thirty-six and forty-eight;
- completion of an implementation guide and costing study.

Recommendation 3 - Turn absenteeism notification into investigation of causes and a support process

Lead authority: General Directorate of Basic Education and Edirne Provincial Directorate of National Education. School-level responsibility: school directorate, classroom teacher and school counselling service.

Concrete action

The support steps to be implemented after the daily recording and parent notification provisions in Article 18 of the Regulation on Preschool Education and Primary Education Institutions should be set out in writing. In accordance with Article 53 of Law No. 222, the process should not end with a warning. The cause of absenteeism should be investigated and relevant institutions should be mobilised to remove barriers to attendance.

Failure to start education despite enrolment, irregular attendance during the first 30 days, consecutive or recurring absences on particular days, frequent lateness, a marked change in participation or well-being observed by the teacher, and inability to contact the family should be assessed together as early warning signs.

Support pathway

- 1 Review the daily attendance record;
- 2 notify the parent through an accessible method;
- 3 identify the cause through a brief, non-stigmatising assessment;
- 4 where necessary, conduct a home visit following a school management decision and with designated staff;
- 5 refer to guidance, health, social service or child protection services;
- 6 monitor the child's return to school and subsequent attendance.

Basis

- Articles 52-53 of Primary Education and Education Law No. 222;
- Article 18 of the Regulation on Preschool Education and Primary Education Institutions;
- Regulation on Guidance and Psychological Counselling Services.

Indicators

- Time between the first absenteeism notification and contact with the family;
- proportion of children whose reasons for absence are assessed;
- proportion of referred children whose referral outcome is followed;
- change in the number of children with high monthly absenteeism;
- number of preschool children who are enrolled but never start;
- regular attendance rate during the first 30 days.

Recommendation 4 - Establish an implementation standard with clear legal and professional boundaries for the Learning Workshop and mentoring

Lead authority: General Directorate of Basic Education. Guidance support: General Directorate of Special Education and Guidance Services. Local implementation: Edirne Provincial Directorate of National Education and partners designated through a written cooperation instrument.

Concrete action

The Learning Workshop should be defined not as an alternative to formal schooling, but as a complementary space that strengthens school access, regular attendance, play-based learning and foundational skills. Separate content should be prepared for preschool and first grade.

The mentor's role should be limited to establishing trust-based communication with children, delivering workshop and learning activities, supporting attendance monitoring and family communication, recording observations neutrally and facilitating referrals to authorised school, guidance or social service bodies.

Mentors must not provide psychological counselling, conduct clinical or intelligence assessments, make official decisions about families or investigate allegations of violence.

Minimum training content

Training should cover children's rights, child safety and reporting duties, child participation, trauma-sensitive communication, combating discrimination, early childhood development, play-based learning, early literacy, basic mathematics, support for attendance monitoring, family communication and professional boundaries.

Basis

- Articles 17 and 20 of Law No. 1739;
- Regulation on Guidance and Psychological Counselling Services;

- 2024 Preschool Education Programme;
- learning workshop measures in the 2026-2030 Action Plan.

Indicators

- proportion of mentors completing training and assessment;
- planned and completed activities and regular child participation;
- follow-up of children referred to the Remedial Education Programme in Primary Schools, guidance services or social services;
- children's level of choice and expression of views in activities.

Recommendation 5 - Institutionalise school-family cooperation, guidance and child protection referrals within existing public mechanisms

Lead authority: Edirne Provincial Directorate of National Education and school directorates. Cooperation: Guidance and Research Centre, Edirne Provincial Directorate of Family and Social Services, social service centres, the municipality and the Roma Youth Association.

Concrete action

An accessible family communication plan should be prepared for every child at high risk. Communication should not be limited to formal invitations or parent meetings. Suitable times, telephone contact, school meetings, neighbourhood contact and, where required, home visits with defined duties should be used together.

The Edirne Provincial Implementation Committee for Guidance and Psychological Counselling Services should assess absenteeism, school belonging, bullying and school-family communication as local areas of need and invite representatives of relevant institutions and civil society to meetings where necessary.

In cases of immediate safety risk, suspected physical or sexual violence, or serious neglect, the process should not be left to a mentor's personal judgement. Notification should be made through the designated responsible person to the authorised child protection and social service authority.

Basis

- Article 16 of Law No. 1739;
- Regulation on Guidance and Psychological Counselling Services;
- Articles 4-6 of Child Protection Law No. 5395;
- Regulation on School-Parent Associations;
- Regulation on Social Service Centres.

Indicators

- Regular, recorded family contact for children at high risk;
- number of attendance plans prepared jointly with families;
- access to services and follow-up outcomes for referred children;
- feedback on school belonging and safety;
- child protection notifications carried out in accordance with procedure.

12. Monitoring and Evaluation

12.1. Proposed indicator set

Outcome area	Baseline indicator	Process indicator	Outcome indicator	Data source	Frequency
Preschool access	Enrolled children and children who actually start	Family contact and adjustment activity	Regular attendance during the first 30 days	e-School and implementation records	Monthly
First-grade attendance	Monthly days absent	Time from notification to family contact	Number of pupils with high absenteeism	e-School and school records	Monthly
School readiness	Age-appropriate baseline observation	Workshop participation	Progress in language, concepts, fine motor skills and self-care	Standard observation form	Quarterly
Foundational skills	Baseline level in literacy and mathematics	Participation in mentoring and the Remedial Education Programme in Primary Schools (IYEP)	Level of skill acquisition	Teacher assessment	Each term
Family engagement	Families in regular contact	Meetings and home visits	Participation in attendance planning and satisfaction	Communication record and survey	Monthly and six-monthly
School climate	Baseline on belonging and bullying	Social activity and support intervention	Increased belonging and outcome of	Pupil feedback	Six-monthly

Outcome area	Baseline indicator	Process indicator	Outcome indicator	Data source	Frequency
Psychosocial support	Identified risk situation	Referral time	bullying reports Number of children accessing services and proportion of referrals completed	Guidance-support and referral record	Monthly
Implementation quality	Trained personnel	Professional monitoring, supervision and meetings	Compliance with standards	Supervision form	Quarterly

12.2. Baseline measurement

During the first three months of the pilot, a shared baseline should be established for preschool enrolment and actual participation, first-grade absenteeism, regular family contact, Toy Library participation, early learning and referral indicators. This baseline should bring together Ministry of National Education records and implementation records and form the framework against which subsequent results are compared.

12.3. Participation of children and families

Monitoring should not rely solely on adult observation. Using age-appropriate methods, children should be asked what they enjoy in the workshop, whether they feel safe, whether they have a say in choosing activities, whether they experience exclusion or bullying at school, and whether they know whom they can ask for help.

Families should also provide regular feedback on service hours, communication methods and implementation issues.

13. Risks and Mitigation Measures

Risk	Possible consequence	Mitigation measure
Unclear mentor role	Exceeding authority and inappropriate referrals	Written job description, training, professional monitoring, supervision and referral protocol
Project becomes a parallel system to the school	Disconnection from teachers and lack of sustainability	Leadership of the school directorate and the Provincial Directorate of National Education; clear definition of the workshop's complementary role
Families cannot be reached	Causes of absenteeism remain unresolved	Multi-channel communication, suitable hours, neighbourhood contact and trust-based relationships
Child protection concern remains with the mentor	Delayed or inappropriate intervention	Urgent referral pathway and clear responsibility of school management and authorised institutions
Service ends when funding ends	Loss of gains	Public budget and staffing plan from the first year; external funding should not replace core public services
One standard model is transferred unchanged to another province	Failure to match local needs	Local needs assessment and adaptation guide
Excessive targets and workload	Decline in implementation quality	Limited trial scope, division of duties and phased expansion

14. Financing and Sustainability

The exact budget for the model cannot be calculated until the target number of children and schools, available premises, staff status, service frequency and implementation form selected by the Ministry are determined. The budget plan should cover coordination at the Provincial Directorate of National Education and school levels, mentoring, Learning Workshop premises and safety, summer education and foundational skills support, family communication, guidance and social service referrals, independent evaluation, transport and accessibility.

Under Municipal Law No. 5393, the municipality may contribute premises, maintenance and repairs, materials and equipment, transport, social support and joint services. The financing and educational supervision of formal preschool education, however, must remain within the authority and legislation of the Ministry of National Education. The Learning Workshop should not be positioned as an independent formal preschool operated by the municipality.

Sustainability requires contributions from the Ministry of National Education, the Provincial Directorate of National Education and local government within the limits of legislation to be planned from the first year. A compulsory and continuous public service should not remain dependent on temporary external resources.

The learning workshop, family work, foundational skills support and summer preschool class objectives in the Roma Citizens Strategy Document Phase II Action Plan should be used as the main public policy and budget framework. The Edirne

implementation should not be designed as a new parallel structure, but as an interconnected local implementation of these measures.

Cost assessment should examine not only total expenditure, but also the cost per child whose regular attendance improves, per child receiving family contact and referral support, per child regularly participating in the Learning Workshop, and per child gaining access to relevant services. The cost of teacher and mentor training should be considered alongside changes in failure to start despite enrolment and high absenteeism indicators.

15. Conclusion and Call to the Ministry of National Education

The Edirne field data show that the educational difficulties faced by Roma children do not have a single cause or a single solution. Enrolment does not guarantee regular attendance; regular attendance does not guarantee that a child feels safe and belongs; and presence at school does not guarantee access to the necessary learning and psychosocial support.

The field implementation has produced three important lessons. First, the Toy Library, mentoring and home visits make it possible to reach children early and regularly and to establish trust-based contact with families. Second, the progress in trust, participation, self-efficacy and rights-based language reported between April and June indicates that positive change requires relationships and continuity. Finally, when absenteeism, learning, family communication, social support and child protection are not coordinated across institutions, individual effort replaces systematic services; and when a local solution is not linked to the public system, sustainability is weakened.

The Ministry of National Education does not need a new list of projects, but an implementation pathway that connects its existing instruments. The Roma Citizens Strategy Document Phase II Action Plan provides a current policy basis for investigating the causes of absenteeism, informing families, learning workshops, summer preschool classes and foundational skills support. The Edirne experience offers a ready local setting in which to combine these measures through a concrete, child-centred and measurable pilot.

The Roma Youth Association calls on the Ministry of National Education to take the following decision after June 2026:

Under the leadership of the General Directorate of Basic Education, launch a limited 12-month pilot together with the Edirne Provincial Directorate of National Education and relevant local stakeholders. Establish a shared protocol, baseline measurement and monitoring arrangements during the first three months; conduct an independent evaluation at month twelve; and proceed to a 36-month phased expansion during 2027-2030 only if the results are positive.

For small steps to overcome big barriers, more than school enrolment must be monitored. The true measure of success is whether a child can attend school every day, participate in learning, feel safe and receive support when needed.

16. References

Project and field documents

Roma Youth Association, periodic field and monitoring reports on the preschool and first-grade education support implementation carried out in Edirne, 2023-2026.

Roma Youth Association, first-grade absenteeism monitoring tables and field follow-up reports for the 2024-2025 school year.

Roma Youth Association, reports on family interviews, home and neighbourhood visits, school consultations and parent activities, 2023-2026.

Roma Youth Association, periodic mentoring, child development and implementation monitoring reports at preschool and first-grade levels, 2023-2026.

Roma Youth Association, Toy Library implementation, education plan and activity reports, 2023-2026.

Roma Youth Association, training, evaluation and implementation coordination reports for mentors, 2025-2026.

Binding national legislation

1. Constitution of the Republic of Türkiye, particularly Articles 10, 41 and 42.
2. National Education Basic Law No. 1739, particularly Articles 4, 7, 8, 16, 17 and 20.
3. Primary Education and Education Law No. 222, particularly Articles 48, 52 and 53.
4. Ministry of National Education Regulation on Preschool Education and Primary Education Institutions, particularly Articles 16, 18, 81, 82 and 83.
5. Ministry of National Education Regulation on Guidance and Psychological Counselling Services.
6. Child Protection Law No. 5395.
7. Municipal Law No. 5393.
8. Law No. 6701 on the Human Rights and Equality Institution of Türkiye and the Institution's statements on combating discrimination.

Administrative regulations and current policy documents

9. Ministry of National Education, Directive on Psychosocial Protection, Prevention and Crisis Intervention Services.
10. Ministry of National Education, Ethical Directive on Guidance and Psychological Counselling Services.
11. Ministry of National Education, Türkiye Century Education Model Common Text for Curricula, 2024.
12. Ministry of National Education, 2024 Preschool Education Programme.
13. Ministry of National Education, Regulation on School-Parent Associations.
14. Ministry of National Education, 2024-2028 Strategic Plan, 2024.
15. Ministry of Family and Social Services, Strategy Paper for Roma Citizens (2023-2030), Phase II Action Plan (2026-2030), 2026.
16. Ministry of Family and Social Services, Social and Economic Support Service.
17. Ministry of Family and Social Services, Regulation on Social Service Centres.

International children's rights source

18. United Nations, Convention on the Rights of the Child, particularly Articles 2, 3, 12, 18, 19, 27, 28 and 31.