Views of School Counselors and Social Service Workers on the Role of School in the Protection of Children in Care[1]

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ABSTRACT

The purpose of this research is to determine the views of the school counselors and social service workers about the role of the school in the protection of children in care. The participants of the research, designed as qualitative research, composed of the school counselors working at primary schools where children in care attend in the TR83 region (Amasya, Çorum, Samsun, and Tokat) and the social service workers in the same region. In this scope, interviews were conducted with 11 school counselors and 12 social service workers. Research findings show that the role of school is beneficial for socializing children in care. The main problems encountered in fulfilling the current role of the school in the protection of children in care are; behavioral problems of children in care, inadequate communication between the school and the social service institution, the past problems that the children in care experienced, the school staff's lack of knowledge about children in care and labeling. According to the research results, it is beneficial to raise awareness of school administrators and teachers about child protection and to establish an effective cooperation between school and social service institution.

Key Words: Child protection, Children in care, School counselors, Social service workers

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INTRODUCTION

It can be said that the children in care are the children who are in need of protection due to the responsible persons' inability to provide suitable conditions for their care and the children who are in need of the state care through court decision. In Turkey, children in care are either protected under the Social Services Act No. 2828 (SSA) or the Child Protection Law No. 5395 (CPL). According to SSA No. 2828; subject to physical, mental and moral development or personal security is at stake; children without a mother or father, children without parents; children whose mother or father or both are not known; children who are abandoned by their mother or father or both; children who are neglected by their mother or father or both and left vulnerable to all kinds of social hazards and bad habits such as prostitution, begging, alcoholic beverages or drug substances are in need of protection (SSA, 1983, m.3). The child in care is defined as " Physical, mental, moral, social and emotional development and personal safety are at stake, neglected or exploited or criminalized children" in CPL No. 5395 (CPL, 2005, m.3/a1).

Today, child protection services are provided for the protection of children from ill treatment, for the healthy development of the child, for the successful transition of the children to the adulthood and to provide the most suitable living facilities for the children (Büker and Gültekin, 2015). It can be argued that the child protection can be understood as the protection from abuse and neglect, delinquency, from physical, mental, moral, social and emotional development, from situations that endanger personal safety and from all kinds of risks. In addition, any adverse effect that may adversely affect the development of children and prevent any successful entry into adulthood is also the part of child protection process.

Although CPL has given other agencies along with the Ministry of Family and Social Policies (MFSP) the responsibilities related to child protection, the services provided to children in care are more often referred to the care provided by the MFSP. The care of children in care can be within the MFSP affiliates or within the family. By the 2015 year-end, the number of children in the boarding institutions affiliated to MFSP was 12,667. Apart from these, there are children who are looked after by foster families and supported within their own families. When 4,165 children who are looked after within foster families are taken into account, there are 17,282 children under protection. Apart from this, there are 71,845 children who are supported within their own families without protection (General Directorate of Child Services, 2015 End of Year Statistics).

Children who are under protection for various reasons and who have to live with other families besides their own, spend a considerable part of their lives in school like all other children, even if they are in child protective services or with foster families. Being under protection affects the behavior of these children at school and the response of the teachers to them (Altshuler, 2003). As these children do not live with their biological parents, their experience at school has become even more important for them. Because school experiences significantly influence their development and their preparation for adulthood (Celeste, 2011). However, studies have shown that children in care are disadvantaged in terms of education, their academic achievement and social adaptation levels are low compared with other children and they experience more school absenteeism and dropouts (Altshuler, 2003, Christian, 2003, Crawford, & Tilbury, 2007). Educational problems of these young people are highlighted in child welfare policies and it is emphasized that more efforts should be made to reduce these negativities (Gustavsson, & MacEachron, 2012). The education of these children is ignored and

these children are one of the most disadvantaged groups in the school. Educational success of children in care is also influenced by communication and co-operation of the primary institutions and persons responsible for their education (Vacca, 2008). Children in care may also be subject to labeling and exclusion in educational environments. Teachers may even have a low success expectation from children in care (Hadley Centre for Adoption and Foster Care Studies, 2015). Similarly, Altshuler (2003) states that being under protection affects the behaviors of these children at school and the behavior of educators towards them.

In a study by Jackson et al. (2002), it has been found that neglecting the education of children in care has a very negative influence on their life skills and is generally more costly in terms of children in care and the society. The most effective way to do this for children in care is to provide them with a very strict education support in and out of school from the first day they are protected (Jackson et al., 2002). Educational success in the research by Jackson and Martin (1998) has emerged as a very influential factor in the identification of life styles in adulthood and providing social inclusion of children in care. Based on these problems, the aim of this research is to identify the views of the school counselors and social service workers on the current role of the school in the protection of the children in care within public primary schools in the TR83 region (Amasya, Çorum, Samsun, Tokat), on the schools' cooperation with social service institutions, on the problems experienced in these areas and the solution of these problems.

METHOD

Research is in screening model. Qualitative research method was preferred because it was aimed to acquire in-depth knowledge about the covered subject. Phenomenology, one of the qualitative research designs, was adopted in the research.

Working Group

The data of the study were collected from the school counselors who work at the primary schools in TR83 region where 1st, 2nd, 3rd and 4th grade of the children under protection attend and the social service workers working in the social service institutions in this region. Children in care are a special group and it is difficult to reach the officials working with them. The number of children in care is limited and these children are not found in every school. The reasons for selecting the participants from the specified region are; the researcher resides in the specified region and has close co-operation with the social service institutions in the said area, increasing the size and diversity of the working group and infeasible opportunities for a wider area. In order to determine the working group, Amasya, Çorum, Samsun and Tokat where primary school children in care continue, were requested from MFSP. Thus, 5 schools in Amasya, 3 in Çorum, 14 in Samsun and 6 in Tokat, where primary school children in care attend, were identified. Social service institutions where children in care live; children's home, etc., and during the period of the study eight social service institutions, in which primary school grade children in care live, were identified.

Since the number of school counselors and social service workers, who are working with primary school grade children in care, are limited, selection of specific sample is not preferred and some criterions were developed by the researcher in selection of the sample. Accordingly, participants in the study group were required to have the following criteria:

(1) Be in the school/institution when visiting,

(2) Be a school counselor/social service worker responsible for primary school grade children in care,

(3) Agree to participate in the research the day researcher visits.

A total of 11 counselors and 12 social workers were interviewed within the scope of the research. 1 of the interviewed school counselors were from Amasya, 3 from Çorum, 4 from Samsun, 3 from Tokat, 6 were female, 5 were male and they have all bachelor's degree. 7 of the school counselors have less than 10 years of seniority, and 4 have 11-20 years of seniority. 1 of the interviewed social service workers are from Amasya, 3 from Çorum, 5 from Samsun, 3 from Tokat, 4 were female, 8 were male, 11 have bachelor's degree and 1 has masters degree. 9 of the interviewed social service workers were teachers, 2 were child development specialists, and 1 was a psychologist.

Data Collection Tool

A semi-structured interview form was developed to collect the data. The views of experts from the fields of educational management, measurement and evaluation, social service, psychological counseling and guidance were taken and applied in the development of the interview form. Trial interviews were conducted on a social service worker and a school counselor by making the necessary arrangements in line with the expert views and it was decided that the form works. The interview form consists of six main questions and sub-questions about the role of the school in the protection of children in care, the problems encountered and the proposal for solutions, besides questions about personal information.

Data Collection Process

One day is set for each group separately for interviews after the necessary approvals were taken from the Ethics Committee and the Ministry of National Education (MoNE) and from MFSP. Primary schools, in which children in care attend, were visited without prior notice and interviews were held with the school counselors who agreed to participate in the research. No one else was interviewed in schools where there are none schools counselors and the school counselor who was in charge of the children in care were interviewed in schools where there are more than one schools counselors. Similarly, social service institutions in which children in care attend were visited without prior notice and interviews were held with the social service workers who agreed to participate in the research at the time of the visit. Interviews were recorded by voice recorder with the permission of interviewee and by hand writing when they do not give the permission. The data were collected in 2015.

Analysis of Data

In the analysis of the data, descriptive analysis and content analysis were used based on qualitative data analysis approaches. Firstly, the data were categorized in line with research questions and the main themes were determined. Sub-themes and categories were created by organizing the main themes. Quantification of qualitative data is a preferred case for reasons such as increasing reliability, reducing bias, making comparisons between themes or categories, and allowing the results to be tested again (Yıldırım and Şimşek, 2006, pp.242-243). For this reason, the findings obtained by this method are shown on tables and their frequencies are shown. At the same time, direct citations from participant statements were included. Also, the interview data was re-coded by another person and the correspondence percentage

between the coded data was 83.66%. Abbreviations "R" for school counselors and "S" for social service workers were used in direct citations of the interviews.

FINDINGS

Views on the Current Role of the School in the Protection of Children in Care

The participants' views on the current role of the school in the protection of children in care are given in Table 1.

Table 1. *Current role of the school in protecting children in care*

Main theme	Sub-theme	R*	S*	Total (n=23)
Current Role of The School	Ensures socialization	7	11	18
	Continues the education process.	-	2	2
	Ensures bonding.	1	1	2
	Good behavior is being learned.	1	-	1
	Gives confidence.	1	-	1
	Provides psychological support.	1	-	1
	Protects from the risks.	1	-	1
	The child meets with the parents.	1	-	1

*R: School Counselor, *S: Social Service Worker

As seen in Table 1, participants indicated that the role of school in protecting children in care was mostly towards ensuring socialization (f=18). Apart from this, the participants also stated about the functions of the school such as continuing the education process (f=2) and ensuring bonding (f=2). Some of the participants' views on this issue are:

> *The school is beneficial in terms of recognizing the society. Since children come from different backgrounds, they notice that there is a certain order, rules in the society. ... When they come to the school, they get to know the rules (S1).*

> *The importance of the school in socializing children is huge. One of the biggest problems we face with these children is the right socialization (S7).*

Views on the Encountered Problems While Fulfilling the Current Role of the School in the Protection of Children in Care

The participants' views on the encountered problems while fulfilling the current role of the school in the protection of children in care are given in Table 2.

As seen in Table 2, participants' views on the encountered problems were collected under three sub-themes: "children problems", "school problems" and "other problems". Mostly, behavioral problems of children in care were expressed among "problems with children" (f=16). Among the "school-related problems", the school enrollment problems rank first (f=6). Among the "other problems", participants mostly indicated the sharing private/confidential information of children in care (f=13).

Table 2. *Encountered problems*

Main theme	Sub-theme	Categories	R	S	Total (n=23)
Encountered Problems	Child Problems	Behavior problems of children in care	8	8	16
		Children in care abusing use "being protected"	4	3	7
		Low academic achievement of children in care	4	1	5
		Health problems of children in care	-	1	1
		Nutrition problem of children in care	-	1	1
		Absenteeism problem of children in care	-	3	3
		Homework problem of children in care	-	2	2
		The vulnerability of children in care against risks	1	-	1
		Dispersed psychology of children in care	1	-	1
		Low self-esteem of children in care	1	-	1
	School Problems	Problems in school enrollment	-	6	6
		Limitation of school's capability	-	1	1
		Unsupportive approach of school management	-	1	1
		Classroom teachers not being active in problem solving	1		1
	Other Problems	Sharing private / confidential information of children in care	4	9	13
		Communication problem between social service institution and school	-	1	1
		Relatives want to visit the child at the school	1		1

Some of the participants' views on this issue are:

Definitely behavioral problems. Children usually use language of violence, which means they can really attack children around them brutally. I do not say this for all of them, but most of them do (R8).

The level of most of our children is very low. Because they come from behind and it cause adaptation problem. They are far behind the lessons. There are problems such as not complying with the rules, disrespecting the teachers (S1).

Views on the Sources of Encountered Problems in Fulfilling the Current Role of the School in Protection of Children in Care

Table 3 gives the participants' views on the sources of encountered problems in fulfilling the existing role of the school in the protection of children in care. As shown in Table 3, the participants' views on the sources of the encountered problems were collected under three sub-themes: "school-based problems", "social service institution-based problems" and "other problems". School-based problems are mostly emerged as "the school's unrecognition of social service institution" (f=5) and "teachers' unrecognition of children in care" (f=4). All those who stated that the school does not know enough about the social service institution are all social service worker (f=5).

Table 3. *Sources of the encountered problems*

Main theme	Sub-themes	Categories	R	S	Total (n=23)
Sources of problems	School Based Problems	School's unrecognition of social service institution	-	5	5
		Teachers' unrecognition children in care	1	3	4
		Teachers' approach towards children in care	1	2	3
		School program	-	1	1
		Uncoordination of school	-	1	1
		Problems exceeding school	1	-	1
		Crowded schools	1	-	1
	Social service institution based problems	Children not staying in a family-style environment	4	-	4
		Ineffective school visits	1	2	3
		Social workers' unrecognition of child, ignorance	3	-	3
		Children with different problems-cause of arrival-stay together	-	2	2
		Social service institution not concentrating on academic achievement	1	-	1
		Conditions in social service institutions	1	-	1
		Male caregivers are not sufficiently interested in children	1	-	1
	Other problems	The past experiences of the child	5	8	13
		Labeling	2	6	8
		Lack of love	3	-	3
		Opportunities provided for children in care	1	2	3
		Positive discrimination	1	1	2
		Pity for children in care	-	2	2
		Grouping of children in care among themselves	-	1	1

Some of the participants' views on this issue are:

Colleagues at National Education do not fully understand the psychology of our children (S2).

Why, because they experience really traumatic situations,… so I think these are situations that kind of exceed us a little bit ... But as a psychological counselor, I saw that their problems really beyond me. Very traumatic, and they are problems that really require psychiatric treatment (R2).

Suggestions for the Resolution of Problems in Fulfilling the Current Role of the School in the Protection of Children in Care

Participants' suggestions for the encountered problems are divided into four sub-themes: "things to do by school", "things to do by MoNE"," things to do by the social service institution" and "other things to do". The suggestions in these sub-themes are given in Table 4/a, Table 4/b, Table 4/c, and Table 4/d. As seen in Table 4/a, participants suggested that "school staff-teachers should be informed about children in care" in "what should be done by the school" sub-theme regarding the solution of encountered problems. This was followed by "visits to social service institutions should increase" (f=3) and "teachers should be more interested in children in care" (f=3) suggestions.

Table 4/a. *Things to do by school*

Main theme	Sub-theme	Categories	R	S	Total (n=23)
Suggestions on the solution of problems	Things to do by school	School staff-teachers should be informed about children in care	3	4	7
		Visits to social service institutions should increase	1	2	3
		Teachers should be more interested in children in care	1	2	3
		Issues related to children in care should be added to the seminars	-	2	2
		Better school environment should be established	-	2	2
		School should work with social service institutions in coordination	1	-	1
		School management should focus on children in care	1	-	1
		School counseling service should work well	-	1	1
		School enrollment of children in care should be facilitated	-	1	1
		School teachers should be motivated	-	1	1
		Teachers should spend time with the children out of school hours.	1	-	1
		The school should fulfill the education mission	-	1	1
		Schools / teachers should be more authoritarian.	-	1	1
		Children in care should be taken care in the school curriculum.	-	1	1

Some of the participants' views on this issue are:

In my opinion, school management or teacher must know this situation very well once the children have enrolled to the class (R1).

Stuff like seminars, information can be given to teachers (R9).

Participants' suggestions about things do by MoNE regarding the solution of the encountered problems are given in Table 4/b.

Table 4/b. *Things to do by MoNE*

Main theme	Sub-theme	Categories	R	S	Total (n=23)
Suggestions on the solution of problems	Things to do by MoNE	MoNE should set up a unit for these children	-	2	2
		MoNE should make a special study about these children	-	2	2
		MoNE should specially work with children in care.	1	-	1
		MoNE can set up a separate classroom for children in care	-	1	1
		MONE can effect work to enhance academic achievement	1	-	1
		MoNE should employ social workers	-	1	1

As seen in Table 4/b participants mostly suggested that "MoNE should set up a unit about these children" (f=2) and "MoNE should make a special study about these children" (f=2) in the "what should be done by MoNE" sub-theme regarding the solution of the encountered problems. Some of participants' views on this subject are:

The Ministry of National Education should make a special study and program about these children (S1).

The Ministry of Education could actually set up a special unit for these children. I am not saying anything at departmental level that will be too much. But for example, it could be at the level of a branch office (S7).

The participants' suggestions about "things to do by social service institutions" regarding the solution of the encountered problems are given in Table 4/c.

Table 4/c. *Things to do by social service institutions*

Main theme	Sub-theme	Categories	R	S	Total (n=23)
Suggestions on the solution of problems	Things to do by social service institutions	- School visits should be increased	1	3	4
		Social service institution should serve children according to their reasons of arrival	-	2	2
		- Social service workers should provide academic to children in care	2	-	2
		- Social worker should be more interested in children	1	-	1
		- Social service staff should be trained in child care	1	-	1
		- A small number of children should stay together in social service institutions	-	1	1
		-Care should family-based	1	-	1
		- Foster family service should be widespread	1	-	1

As seen in Table 4/c, participants mostly suggested that "school visits should be increased" (f=4) in the "things to do by social service institutions" sub-theme regarding the solution of the encountered problems. This was followed by "social service institutions should serve for children according to their reasons of arrival" (f=2) and "social service workers should provide academic to children in care" (f=2) suggestions. Some of participants' views on this subject are:

I mean, as I say before, the responsible of the children's home should come to us, for example, every month, the information they will get from us needs to be followed by them (R7).

It's usually our responsibility. (Responsible) must frequently go and talk about the situation of the children (S4).

Participants' suggestions about "other things to do" sub-theme regarding the solution of the encountered problems are given in Table 4/d.

Table 4/d. *Other things to do*

Main theme	Sub-theme	Categories	R	S	Total (n=23)
Suggestions on the solution of problems	Other things to do	Prejudices should be lifted	2	2	4
		Intellectual support should be provided to children.	1	-	1
		In-depth research should be done.	1	-	1
		Biological parents should be informed.	1	-	1
		Children in care should be brought to family environment	-	1	1
		Compassion	1	-	1
		Dialogue should be increased at ministerial level	-	1	1
		Positive discrimination should not be performed on against children in care	-	1	1
		Protective and preventive services should be developed	1	-	1
		Psychological support should be provided to children in care	1	-	1

As seen in Table 4/d participants mostly suggested that "prejudice should be lifted" (f=4) in "other things to do" sub-theme regarding the solution of the encountered problems. Some of participants' views on this subject are:

I think that if they were treated like normal children or if they weren't treated as different children, they would adapt more quickly (r2).

So prejudices should be lifted, or how do the institution treat them, how do they treated at the house, or there is a general opinion that they are beaten constantly. Also have some children exploit this (S4).

Views on the Cooperation of the school with the Social Service Institutions in the Protection of Children in Care

Participants' views on cooperation of the school with social services institution in the protection of children in care are given in table 5.

Table 5. *Cooperation of school with the social service institution*

Main theme	Sub-themes	Categories	R	S	Total (n=23)
Cooperation of school with social service institutions	Positive	Teachers are visiting the social service institution.	5	4	9
		Social service workers often meet with teachers.	-	3	3
		There is a cooperation between school and social service institution	1	2	3
		Communication between school and social service institution is good	1	1	2
		The social service workers inform the school.	1	1	2
		Collaborative works are being done.	-	2	2
		Caregivers are visiting school	-	1	1
		When there is a problem, the school administration communicates with the social service institution.	-	1	1
	Negative	Cooperation is not enough.	3	4	7
		Collaborative works are not being done	1	1	2

As seen in Table 5, the participants' views on the cooperation of the schools with social service institutions are divided into two sub-themes, positive and negative. Most of the participants favored the visit of teachers to the social service institution as a collaboration (f=9). Three of the social service workers stated that the social service workers often meet with the teachers. A total of three people stated that there is cooperation between school and social service institution. Some of participants' views on this subject are:

> *We set up a team with the school counselors in our school, they went to social services and gave seminars to the employees there: about what can be done, how to approach better, how to cooperate with the school. (R6)*

> *Cooperation is a bit of a contradiction. They think that we bring them to the school and leave it there. ... as if we were sending them to school to get shed of them (S11).*

Views on the Resolution of the Encountered While School Collaborated with the Social Service Institutions in the Protection of Children in Care

Participants' views on the encountered problems while school collaborated with the school social institutions are given in Table 6. As shown in Table 6, the participants stated out that the communication problem was the first of the problems encountered while the school collaborated with the social service institutions (f=6). It is observed that the school counselors (f=4) expressed communication problem more than the social service workers (f=2). Some of participants' views on this subject are:

> *First, there is a teacher who takes care of the child at the social services. We get in touch with them when they drop the child at school. We get their phone numbers. After that, we cannot find those people again. When we call them, they do not come. They do not look at their phones (R6).*

> *Everyone is trying to eliminate their obligation. So national education says that my job is education. But our children are in need of other things before that. We could not fully prepare these children to train first (S10).*

Table 6. *Encountered problems while the school cooperates with social service institutions*

Main theme	Sub-themes	R	S	Total (n=23)
	Communication problem	4	2	6
	Unrecognition of institutions each other	-	2	2
	Inability to effect common action	-	1	1
Problems in cooperation	Institutions have different priorities	-	1	1
	Irresponsible social service workers	1	-	1
	No contact with the school counselor	1	-	1

Views on the Resolution of the Encountered While School Collaborated with the Social Service Institutions in Protection of Children in Care

Participants' views on the encountered problems while school collaborated with the social service institutions are given in Table 7.

Table 7. *Suggestions for resolving issues in cooperation*

Main theme	Sub-themes	R	S	Total (n=23)
Suggestions for resolving issues in cooperation	Cooperation should be improved	2	3	5
	Teachers should visit the social service institution	-	5	5
	Communication should be strengthened	-	4	4
	joint events should be organized	3	1	4
	Institutions should know each other	-	3	3
	Institutional representatives should discuss more frequently	1	2	3
	School-institution should work in coordination	1	2	3
	Joint meetings should be held	2	1	3
	Workshop should be effected	1	2	3
	School visits should be increased	-	2	2
	School staff-social service worker should know each other	-	1	1
	Children should be supported more	-	1	1
	School administration should visit social service institution	-	1	1

As shown in Table 7, the participants mostly suggested that "cooperation should be improved" (f=5) and "Teachers should visit the social service institution" (f =5) regarding the solution of the encountered problems while the school collaborated with the social service institutions. "Communication should be strengthened" (f=4) and "joint events should be organized" (f=4) suggestions are the second most recommended suggestions. Some of participants' views on this subject are:

> *Of course, if the National Education and the Ministry of National Education work in cooperation with our Ministry, we will have a much higher efficiency (S11).*

> *In this sense, a joint workshop can be held to see the environment (R8).*

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

When the views of the participants are evaluated in general, it is understood that the school seems to be particularly important in terms of ensuring socialization of children in care. Reintegration of children in care to community is closely related to their socialization process. The absence of a regular relationship with their family limits the social role of the family institution for these children (Demirbilek, 2000). For this reason, the role of non-family institutions in socializing becomes more important in terms of children in care.

The same number of school counselors and social service workers indicated that children in care have behavioral problems regarding encountered problems. While low academic achievement of children in care is expressed by 4 school counselors, only 1 social worker has expressed opinion in this direction. In other words, the low academic achievement of children in care is seen as a less important problem by social service workers. This may be due to differences in the aims and priorities of the school and the social services institution. It is expressed in various studies that the children in care experience behavioral problems (Francis, 2000, Newton, Litrownik, & Landsverk, 2000; Chamberlain et al., 2008). Research findings by Zetlin, MacLeod, and Kimm (2012) also show that behavioral problems are at the forefront of school-related problems with children in care. In this case, it can be said that the

participants emphasizing behavioral problems of children in are consistent with the literature studies. On the other hand, it is also stated in many studies that the children in care have a lower level of academic achievement than their peers (Goddard, 2000, Gustavsson, & MacEachron, 2012). In fact, the low educational achievement of children in care is often emphasized and this is also used as a means of criticizing the child protection system (Berridge, 2006).

While school counselors did not give any feedback on the fact that children in care experience problem with the school enrollment, 6 social service workers expressed opinion on this. In other words, it can be said that social workers are the ones that experience problems with school enrollment of children in care. Problems encountered with school enrollment may be related to negative prejudices against children in care. The school enrollment process of the students has been determined in the relevant legislation. On the other hand, the residence of children in care is social service institutions where they protected and maintained. In this case, it can be said that school administrators who encumber in enrolling children in care with their school districts, contradict with the provisions of the legislation. Other than that, since school administrators do not want these children in their school, they may show the problems (disciplinary actions, etc.) occurred in relation with child more severe. In other words, the problems that arise in the school related to the child may demonstrate as more severe cases to make the child to change the school.

Problems in sharing private/confidential information of children in care are accepted by most of the participants. However, the number of social service workers employees who indicated that they experience problems in this issue is higher than that of the school counselors. This may be due to the fact that social service workers are more likely to have problems with sharing private/confidential information of children in care with classroom teachers than school counselors. Participants generally share a certain level of information sharing between school and social service institution regarding children in care. However, it is understood that there is no standard for the boundaries of this information sharing and how it should be. The fact that there is no standard may lead to various problems. For example, teachers may receive unrealistic information from the children and may exhibit an erroneous approach with this unrealistic information. On the other hand, when not standardized, some of the social service workers can share very superficial information and others can share very detailed information.

As regards to the encountered problems in fulfilling the current role of the school in the protection of children in care, inability of school to recognize the social service institution and the inability of teachers to recognize children in care appear to be problematic sources. While those who see the school's inability to recognize the social service institution as a source of trouble are social service workers, 3 social service workers and 1 school counselor report that teacher's inability to recognize children in care as a source of trouble. As Gilligan (1998) pointed out, the fact that child protection services and education services are seen very different from each other causes the role of the school and the teachers in child protection to be ignored. The fact that teachers do not adequately identify social service institutions and children in care can also be seen as a result of this situation.

Past experiences of children in care are also seen as an important source of trouble. On the other hand, the social service worker reported more opinions than school counselors related to labeling. School counselors may have expressed less opinion on this issue, because

there are too many children and children with different characteristics in schools, and the number of children in care is in very small in schools. That is to say that school counselors may not have thought about labeling specific to children in care as they have to deal with too many students with different problems. However, it should not be forgotten that the labeling of children in care affects the educational processes of these children (Altshuler, 2003, Francis, 2000, İnce, Kasapoğlu, & Sezek, 2014).

The most prominent suggestion is that the school staff should be informed about the children in care with regard to the resolution of encountered problems while fulfilling the current role of the school. It can be said that both groups consider the school personnel to be informed about children in care as important. The recommendation that school visits should be increased is expressed by 1 guide teacher and 3 social service workers. It was expected that the school counselors should express more opinions about the school visits should be increased. This is because the school staff usually wants parents / families to visit the school. The fact that social service workers express more views on the need to increase school visits can also be interpreted as a self-criticism. On the other hand, all of the expressed opinions about teachers should visit the social service institution belong to the whole social service workers. In other word, while social service workers state that they need to make more school visits, they want teachers to visit social service institutions more. Suggestions such as lifting prejudices, developing cooperation between the school and the social service institution and strengthening communication are also noteworthy for resolving the problems between the views of school counselors and social service workers.

As is known, there is no separate unit for children in care within MoNE. It can be said that child protection services are mostly carried out by the General Directorate of Special Education and Guidance Services in the Ministry of National Education. It may be useful to establish a separate unit within the MoNE for children at risk and children in care. In the National Rights of Child Strategy Document and Action Plan (2013-2017), it was aimed to establish a school social service system in 2016 to provide the necessary cooperation between the child, the family and the school administration within the schools and to support them in terms of psycho-social by identifying the children with violent stories. In the explanation section related to this target, it is stated that it would be beneficial to employ professional staff such as social service worker, psychologists and sociologists in the school social service units and to make these units to work in coordination with the school counselors and the school family associations. The creation of social service units in schools can provide positive contributions for the child protection.

In Turkey, it can be said that there is a need for strong child protection awareness within the education system both for children in care and for the protection of all children. First of all, awareness of school administrators and teachers about child protection needs to be increased. On the other hand, since child protection services require inter-agency work, the importance of cooperation and coordination is great. For this reason, it can be said that there is a need for an institution where the school's child protection role in the education system is considered important.

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