



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

CCTE (Conditional Cash Transfer for Education) for Syrians and Other Refugees

2. Country or countries where the practice is implemented \*

Turkey

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- ☒ Action Track 1. Inclusive, equitable, safe, and healthy schools
- ☐ Action Track 2. Learning and skills for life, work, and sustainable development
- ☐ Action Track 3. Teachers, teaching and the teaching profession
- ☐ Action Track 4. Digital learning and transformation
- ☐ Action Track 5. Financing of education

4. Implementation lead/partner organization(s) \*

UNICEF

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Cash transfers, enrolment, refugee children, regular school attendance, transition to high school

6. What makes it a best practice? \*

CCTE – the biggest cash for education in emergencies programme worldwide – is an extension of Turkey's national social assistance programme, and since mid-2017 addresses the needs of Syrian refugee children living in the country. The programme promotes school attendance, reduces drop-out rates, and encourages enrolment and integration of refugee children in the formal education in Turkey. CCTE programme enables integrated approach to education and protection and strengthens the overall approach to education in emergencies in the country.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

Over 1.5 million refugees in Turkey are children. The Turkish education system has made great progress in the integration of refugees but ensuring continuity of this progress is a challenge, especially without significantly higher national resources and/or additional donor support. Thanks to the EU (ECHO) assistance, the CCTE programme, implemented by UNICEF and its partners, since its start in 2017 provided cash transfers to the families of 790,000 refugee children in Turkey who regularly attend school.

The aim of the CCTE programme is to encourage school enrolment and improve pupils' attendance. Families receive financial support when their children regularly come to school, with additional incentives provided at the start of school year. When children stop attending classes, case workers reach out to their families, help them find solutions to keep their children in school, and refer them to other services and support they need. The focus is on those most at risk of dropping out of school.

Both quantitative and qualitative data indicate that the CCTE for Syrians and Other Refugees is effective in encouraging regular attendance among beneficiary children. In the 2018/19 school year, 82% of children attended regularly, with girls attending slightly more frequently than boys (83% compared to 81% respectively). The regular attendance rate improved by five percentage points compared to the previous school year, not covered by the programme.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The CCTE programme encompasses cash and child protection components. The cash component of the programme is operational across all 81 provinces in Turkey. The child protection component is operational in the selected 15 provinces with the highest number of refugees in Turkey.

Payments to beneficiaries are made on bi-monthly basis (Jan, Mar, May, Jul, Sep, Nov) on the condition of regular school attendance. At least 80% monthly school attendance is required for payment eligibility in any month. The amounts paid depend on the gender and grade level of the school-going children.

The child protection component, integrated in the programme, aims at sustaining positive education outcomes, mitigating child protection risks and violations, which are closely intertwined with economic vulnerabilities (such as child labour, child marriage, physical and emotional violence and family separation) and reducing the damage caused by exposure of children to violence, exploitation, abuse and neglect, and family separation.

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? ★

As of January 2022, nearly 800 000 were reached with the cash component of the programme. 85% of the beneficiaries are Syrian, while the rest approx. 15% are from other nations, mainly Iraq, Iran and Afghanistan.

The child protection component reached nearly 140 000 children since the beginning of CCTE in 2017.

Both the cash and child protection components of the CCTE for Syrians and Other Refugees generate positive results for regular school attendance and provide important support to at-risk children.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

1. The effectiveness of support to refugee children requires close links and coordination with national systems.
2. Providing the same assistance to Turkish and Syrian families reinforced equity and social cohesion.
3. Social safety net programmes and conditional cash transfers for education should seek synergies with other programmes from the start (including targeting, donor engagement, and work with national ministries).
4. The ability of the cash component to improve school attendance depends in part on the accessibility of school and the opportunity cost of going to school.
5. Incorporating a child protection component can increase programme effectiveness, providing important information and guidance, linking families to services through referrals, giving families the sense that someone is looking after them.
6. Cash transfers for education can adapt to target the most vulnerable students. The CCTE was expanded to benefit students enrolled in non-formal education through accelerated education programmes.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”.  
What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

Countries hosting refugees should aim to integrate refugee children into national social protection, child protection and education systems.  
Finding synergies between various programmes from the start, including non-formal education opportunities and using existing and shared platforms maximises efficiency of the support.  
In countries with developed national systems and strong infrastructure like Turkey, if it is possible to work through national systems and in parallel with national social protection programmes, which facilitates sustainability and social cohesion.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

[https://civil-protection-humanitarian-aid.ec.europa.eu/news-stories/stories/helping-refugee-children-turkey-go-school-conditional-cash-transfer-education-ccte\\_en](https://civil-protection-humanitarian-aid.ec.europa.eu/news-stories/stories/helping-refugee-children-turkey-go-school-conditional-cash-transfer-education-ccte_en)

<https://www.unicef.org/turkey/en/conditional-cash-transfer-education-ccte-programme>