

EXECUTIVE SUMMARY

Conditional Cash Transfer for Education (CCTE) is a financial assistance provided under Law No. 3294 to families in need and without social security to enable their children to pursue formal education. Introduced as a national aid program in Turkey in 2003, the CCTE aims to encourage investments for the future and eliminate the intergenerational cycle of poverty by providing the opportunity to accumulate human capital. It aims to increase school enrollment rates of children from disadvantaged households, ensure continuity in education and prevent interruption of children's education. The CCTE program is implemented by the General Directorate of Social Assistance of the Ministry of Family and Social Services.

The aim of this project is to ensure the active participation of disadvantaged groups in education processes by creating a more effective and holistic social support mechanism. The main rationale for the integration of CCTE and social services is the need to increase the effectiveness of existing social assistance and education support. Identifying and addressing the gaps in the provision of CCTE and services in the current system is critical to ensure that children continue their education. In line with the objective of ensuring the active participation of disadvantaged groups in education processes by creating a more effective and holistic social support mechanism, focus groups were organized in four provinces and workshops in eight provinces to present a model for the integration of CCTE and social services. A total of 390 people, including 140 members of CCTE beneficiary households and 250 local stakeholders, participated in these meetings. The views and recommendations of these participants were collected on the effective integration of CCTE and social services necessary for children from disadvantaged households to continue their education. The scope, functioning and impact of the CCTE programs in Turkey, as well as the problems and aspects of the current model that need to be improved, are discussed in the assessment, and strategic recommendations for the integration of social services are presented.

Current Situation Analysis

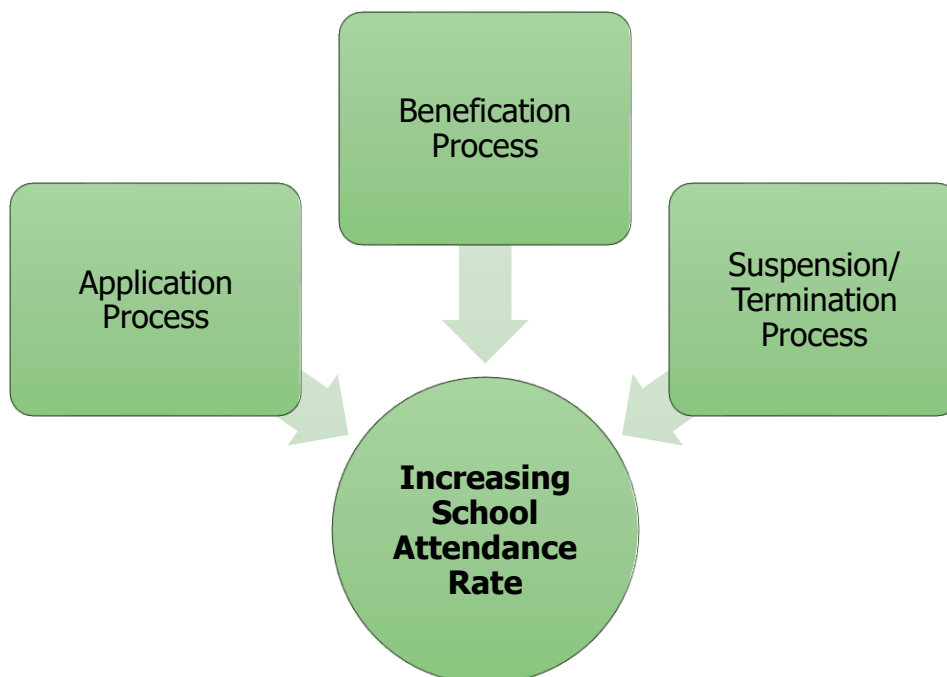
In order to identify social services that can be integrated with the CCTE and to create a model for integration, it is important to analyze the current situation. This analysis includes the evaluation of the application, utilization and suspension processes from a social services perspective. The CCTE program in Turkey has been analyzed from the perspective of social service integration from two different perspectives: First, the factors that currently make it difficult for the CCTE to achieve its objectives, and second, the steps that should be taken when the opportunity for a comprehensive reform emerges. However, in cases where a comprehensive reform is not possible due to various economic, social and political constraints, the implementation of some interventions through incremental changes and policy implementations can provide significant benefits, even if not as extensive as a reform.

The study identifies the main problems that currently prevent CCTE from achieving its objectives and the main areas that need to be improved, formulates objectives for the solution of these problems and the arrangements that will increase the impact of CCTE, and focuses on the social services required to achieve these objectives and the institutional structures that can carry out these services. Then, in line with these analyses and the objectives established, policy recommendations for the integration of CCTE and social services were developed. These recommendations contribute to solving existing problems, increasing the effectiveness of CCTE and contributing to the sustainability of children's educational future.

Problems and Fields for Improvement

Within the scope of the current situation analysis, the assessment made within the framework of the CCTE's objectives identified problems and steps to be taken for improvement. In addition, it was aimed to identify social services that would increase the impact of the CCTE and social services that could be integrated were identified. How these services will be provided constitutes the general framework and infrastructure of the new model proposal. Problems and fields in need of improvement have been identified separately for the stages of application, utilization and suspension-termination of assistance phases are presented below.

Diagram 1. Problems and Identified Fields for Improvement and Targets



Problems and Identified Fields for Improvement		
Application Process	Benefication Process	Suspension/ Termination Process
<ul style="list-style-type: none"> • Low awareness that CCTE is a social assistance based on school attendance. • The risk of stigmatization in household visits, which may result in distress and offense for beneficiaries. • Lack of information and support mechanisms regarding the application process for CCTE in special cases arising from divorce, restriction of liberty due to chronic health and psychological 	<ul style="list-style-type: none"> • Failure to provide stationery and internet access necessary for school attendance. • Lack of access to hygienic materials and personal care services that may pose a risk of absenteeism. • Lack of precautions taken against the risk of malnutrition affecting school attendance and psychological pressure due to not being able 	<ul style="list-style-type: none"> • Failure to examine personal reasons for absenteeism. • Loss of income, social risks and domestic disturbance due to lack of parental knowledge of absenteeism. • The risk that CCTE beneficiaries will discontinue their education due to decreased household income and inability to cover expenses as a result of the cut-off of

<p>problems, or judicial processes.</p> <ul style="list-style-type: none"> • Failure to obtain information about the physical and psychological conditions of beneficiary children that may negatively affect their school attendance. • Failure to conduct a situation assessment and needs analysis of the beneficiary child and household. • Risks arising from not informing the schools (administration and teachers) in which the beneficiary children attend. 	<p>to use school canteens.</p> <ul style="list-style-type: none"> • Declining school attendance rate due to lack of vocational guidance and skill discovery services. 	<p>assistance if they pass a certain age limit.</p> <ul style="list-style-type: none"> • Risk of siblings not being able to access CCTE due to insured employment.
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Goals		
Application Process	Benefication Process	Suspension/ Termination Process
<ul style="list-style-type: none"> • Raising awareness on CCTE for parents and children. • Ensuring that beneficiaries complete the application process without being labeled and offended, and that they consider CCTE as a conditional right. • Ensuring rapid information and application to CCTE in case of disruption of family unity or restriction of freedom of one of the parents. • Identifying the physical and psychological conditions of children that may affect their school attendance. • Conducting an effective and comprehensive household and personal assessment and needs analysis. • Informing the schools in which the beneficiary child attends about the 	<ul style="list-style-type: none"> • Providing essential stationery and internet access for school attendance. • Lack of access to basic hygienic supplies and personal care services that do not pose a risk to school attendance. • Increasing school attendance rate and school success by meeting the nutritional needs of beneficiary children at school and solving the problem related to not being able to benefit from school canteens. • Increasing school attendance rate through vocational guidance and talent discovery. 	<ul style="list-style-type: none"> • Examining the causes of absenteeism on a child and household basis and taking necessary steps. • Providing information on scholarships, support and loan opportunities, as well as information on job search processes and additional income opportunities. • Ensuring that insured work does not constitute an obstacle to access to the CCTE and preventing the tendency towards unregistered employment.

child and identifying additional services that the child can benefit from.

General Framework for the New Model Proposal

Basic Principles

The new model proposal addresses the general framework and objectives of social service integration and discusses social services and implementation recommendations that can be integrated into the existing model. The integration to be achieved with the new model has advantages such as cost-effectiveness, effective prevention, accessibility and inter-agency cooperation. The basic principles of the new model, which enables children to continue their education and participate more effectively in social life by integrating CCTE and social services, are as follows:

- **Continuity in Education:** Providing the necessary support for children to continue their education without interruption.
- **Accessibility and Efficiency:** To ensure that households receiving CCTE have easier access to social services and increase the effectiveness of these services.
- **Sustainability:** Develop continuous feedback and evaluation mechanisms to ensure the sustainability of services.
- **Social Participation:** Increasing the long-term social inclusion of beneficiaries by providing useful and effective social services.

Services within the scope of Social Service Integration

The social services and steps within the scope of the integration model designed in the study are as follows:

- **Guidance and Information Activities:**
 - Preparation of information texts for applicants on the application and utilization process.
 - Preparation of brochures for potential risk groups and informing the relevant persons (lawyers, women's guest house staff, specialized hospital staff).
- **Household Condition Identification:**
 - Psychological and cognitive assessment interview conducted by psychologists for parents.
 - Psychological and cognitive assessment interview for children.
 - Basic health screening for children.
 - Obtaining information on the household situation.
- **Informing School Management and Teachers about CCTE Beneficiary Children:**
 - Informing school management about the sensitivities of CCTE beneficiary children.
 - Informing teachers about the absenteeism of CCTE beneficiary children as a determinant of access to CCTE.
 - Informing teachers about the importance of assessing the achievement level of children benefiting from CCTE.

- **CCTE Card:** With the CCTE Card Application, free access to some services of family physicians, provincial and district public libraries, public education centers and municipalities, and the opportunity to benefit from school canteens.
 - Providing access to hygienic materials free of charge for children with CCTE Cards through Family Practitioners.
 - Using the CCTE Card to benefit from the study areas of Provincial and District Public Libraries, Public Education Centers and Municipalities.
 - Hairdressers and personal care services provided free of charge by municipalities with the CCTE Card.
 - Free access to school canteens.
- **Vocational Orientation and Skill-Talent Exploration:** Identifying the vocational orientations of CCTE beneficiaries' children and exploring their artistic-sportive skills:
 - Inclusion of CCTE beneficiary children in the Vocational Orientation Test Battery to be conducted by İŞKUR before 3rd, 7th, and 11th grades.
 - Assessing the skills and abilities of CCTE beneficiary children at the end of the school year in private art courses authorized by the Ministry of National Education and in sports school centers affiliated to the Ministry of Youth and Sports and municipalities.
- **Information on Preference and University Life:** Organizing informative meetings and university introductions for ŞEY beneficiary children and their parents preparing for the university exam.

Risks to the Functioning of the New Model

In the operation of the new model, there are various risks that may affect the success of the conditional cash transfer for education program integrated with social services. Risks that may be encountered in the implementation of the model include technological infrastructure problems, low motivation of beneficiaries, confidentiality and privacy violations, inter-agency coordination difficulties, lack of human resources, data sharing problems, collaboration difficulties, stigmatization and uncertainty of outcomes. Measures should be taken to manage these risks, such as the use of alternative information methods, the creation of a comprehensive data sharing tool and the training of relevant staff.

Application Recommendations

The main objective of the model is to ensure that children of families in need of assistance attend school, and to identify and address household problems within this framework. In line with this objective, it is critical to establish the link between social assistance and employment and to increase employment in the market. Inclusion of individuals with low levels of education and skills in the labor market will positively affect the school attendance rate of children.

In the new model for the integration of the CCTE and social services, SYDV staff should be designated as directly responsible for beneficiary households in order to ensure coordination and delivery of social services. In this context, a planning should be made to determine how many beneficiary households the SYDV staff in the relevant province or district will be responsible for on a neighborhood basis. Following the planning, a coordination unit should be established to facilitate the necessary household-based operations of the SYDV staff responsible for the households on a neighborhood basis. This unit should include relevant people from neighborhood schools, family physicians, local headmen, Social Service Centers (SSCs) and social service units of municipalities.

To ensure comprehensive integration of CTE and social services, a structure focused on alleviating and ending the need for social assistance should be established. In this context, a structure centered on school - Social Assistance and Solidarity Foundation - Social Service Center cooperation is recommended. In this structure, it is envisaged that school social workers will identify children's problems in school attendance and conduct risk and needs analysis. It is also necessary to develop effective mechanisms for İŞKUR's Occupational and Vocational Counselors to include individuals in beneficiary households in the labor market. On the other hand, "parenthood preparation" and "family development sessions" programs and information on risks before and during marriage can be effective in eliminating factors that reduce the need for assistance. These programs will also contribute to preventing violence against children and enabling parents to make informed decisions about the welfare of their children.

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