

Programme Evaluation of the Conditional Cash Transfer Programme for Education (CCTE) of Refugee Children in Turkey Inception Report

December 2019

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MAKING RESEARCH RELEVANT

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AMERICAN INSTITUTES FOR RESEARCH®

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Acronyms

AIR	American Institutes for Research
ATM	Automated Teller Machine
CaLP	Cash Learning Partnership
CCTE	Conditional Cash Transfer for Education
DFID	Department for International Development
ECHO	European Commission’s Humanitarian Aid Office
EMIS	Education Management Informant System
ESSN	Emergency Social Safety Net
FGD	Focus Group Discussion
HRBA	Human Rights-Based Approach
IOM	International Organization for Migration
IRB	Institutional Review Board
ISAIS	Integrated Social Assistance Information System
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MoFLSS	Ministry of Family, Labour and Social Services
MoNE	Ministry of National Education
MoYS	Ministry of Youth and Sports
NGO	Non-Governmental Organisation
NIMH	National Institute of Mental Health
OTI	Office of Transition Initiatives
QA	Quality Assurance
SASFs	Social Assistance and Solidarity Foundations
SDG	Sustainable Development Goal
TEC	Temporary Education Center
TL	Turkish Lira
TLC	Turkish Language Classes
TPM	Third-Party Monitoring
TPS	Turkish Public School
TRCS	Turkish Red Crescent Society
UN	United Nations
UNEG	United Nations Evaluation Group
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
WFP	World Food Programme
3RP	Regional, Refugee and Resilience Plan

Executive Summary

This report is the inception report for the programme evaluation of the Conditional Cash Transfer for Education (CCTE) for Refugees. UNICEF Turkey contracted with the American Institutes for Research (AIR) to conduct an 8-month, mixed-methods programme evaluation of the CCTE for Refugees to assess its relevance, efficiency, effectiveness, coherence, and sustainability. The evaluation also investigates the extent to which a human rights-based approach (HRBA) was applied during the design of the program and how issues of equity and gender have been considered. Lastly, the evaluation will synthesise existing evidence and document lessons learned. This report presents our approach to the evaluation.

Overview of Intervention Being Evaluated

The Conditional Cash Transfer for Education (CCTE) for refugees is an extension of the national CCTE for, which the MoFLSS (Ministry of Family, Labour and Social Services) has been implementing since 2003 for vulnerable families living in Turkey. The CCTE for Refugees was launched in 2017 and has two components: a cash component and a child protection component. The cash component, aligned with the national CCTE program in terms of payment amount, conditionality and frequency, provides bi-monthly payments to eligible households (ranging from 35 to 60 Turkish Lira [TL] per month, depending on grade and gender), conditional on their children attending school at least 80% in a school month. The variation in cash amounts aims to encourage female student participation and successful transition to high school. The cash transfer component has been implemented nationwide and has provided cash transfers to 494,620 children between May 2017 and March 2019. The child protection component of the programme represents an adaptation to the Turkish CCTE which only includes a cash component. The child protection component provides additional support to households with children who are most at risk. This component has been implemented in 15 provinces, where child protection outreach teams have provided support to 61,985 children (UNICEF, 2019a).

Evaluation Purpose

This evaluation serves two primary purposes. First, the evaluation will support accountability and learning and will be used by various stakeholders, including UNICEF, donors, development partners, the international and national community, and beneficiaries. Second, the evaluation will support learning and documentation needs of national actors and the international community. At

Evaluation Approach

Timeline: October 2019 to June 2020

Data Collection Sites: Istanbul, Ankara, and Sanliurfa

Objectives: Assess the relevance, efficiency, effectiveness, coherence, and sustainability of the CCTE for Refugees; document lessons learned and innovative approaches to cash transfer and child protection components

Methods: Desk review, extant data analysis, and primary data collection in the form of key informant interviews with stakeholders, actor mapping, and focus group discussions with parents of beneficiaries of the CCTE for Refugees

the national level, the results of the evaluation can inform the implementation of the CCTE for Refugees moving forward and encourage policy dialogue to strengthen social protection and child protection programs in Turkey. At the international level, there is interest in learning from experiences of the CCTE due to its innovative approach of leveraging existing national systems to respond to a humanitarian crisis and the linkage of child protection services to a cash transfer. From this perspective, the intended users include the MoFLSS, MoNE, TRCS, UNICEF Turkey Country Office, UNICEF Regional Offices for Europe and Central Asia (ECA) and the Middle East and North Africa (MENA), UNICEF Headquarters, other UNICEF staff, and other global UN or non-UN humanitarian and development actors.

Evaluation Objectives

The main objectives of this evaluation are to

- Assess the relevance, efficiency, effectiveness, coherence, and sustainability of the CCTE for Refugees (cash and child protection components) and its alignment to the HRBA, including from equity and gender perspectives; and
- Identify and document potential innovations and lessons learned and innovative approaches to cash and child protection components.

Evaluation Methodology

The evaluation will incorporate a desk review, secondary quantitative data analysis, and primary qualitative data collection in the form of interviews and focus groups. Each of these methodologies are presented in detail in later sections of this inception report.

Introduction

Although the number of refugee children attending school in Turkey has increased significantly in recent years, nearly 40% of Syrian children living in Turkey remain out of school (United Nations High Commissioner for Refugees [UNHCR] & United Nations Children’s Fund [UNICEF], 2019b; Doctors of the World, 2019). A number of obstacles prevent Syrian children from enrolling in Turkish public schools, including the language barrier, the lack of official national identification, the cost of transportation to and from school, negative coping strategies associated with poverty such as child labour and early marriage, and the shortage of programmes to help Syrian children who have been out of school catch up with their Turkish peers (Rohwerder, 2018; Doctors of the World, 2019; The Cash Learning Partnership [CaLP], 2018; Bellamy, Haysom, Wake, & Barbelet, 2017; Human Rights Watch, 2016). To address these barriers to education for Syrian children living in Turkey, the Ministry of Family, Labour and Social Services (MoFLSS) and the Ministry of National Education (MoNE) partnered with UNICEF and other donors to extend the Conditional Cash Transfer for Education (CCTE) for refugees. The CCTE for Refugees provides bimonthly cash payments to eligible households and targeted support in the form of child protection outreach visits to households with children deemed to be most at risk. Although monitoring and reporting of the program has been conducted, to date, no rigorous study has been conducted to explore how well the programme is performing in terms of its relevance, efficiency, effectiveness, coherence, and sustainability.

UNICEF Turkey contracted with the American Institutes for Research (AIR) to conduct a rigorous programme evaluation of the CCTE for Refugees, and this inception report lays out the proposed methodology and timeline to complete the evaluation. We begin with a short literature review and background and then discuss the theory of change underlying the programme. The bulk of the report covers the different elements of the research design, including research questions, methodology, sampling, analysis, and limitations. We then discuss ethical considerations and plans for communication and dissemination and conclude with a work plan that illustrates next steps and the overall timeline for the evaluation.

Background

The scope of the Syrian Refugee Crisis has continued to grow in recent years as a result of the ongoing civil war. As of 2019, the crisis has created more than 5 million Syrian refugees, nearly half of whom are children (UNICEF, 2019a). Turkey continues to host more refugees than any other country. Between 2015 and 2018, the official number of refugees and asylum seekers from Syria and elsewhere who were registered in Turkey increased from 1.7 million (including more than 900,000 children) to more than 4 million (including 1.7 million children) (UNICEF, 2019b). Among Syrian refugees, 93% reside within host communities primarily in urban areas; only 7% reside in camps (Rohwerder, 2018).

The education response in Turkey has evolved over time due to the protracted nature of the Syrian crisis. Initially, refugee children were enrolled in Temporary Education Centres (TECs), which are staffed by Syrian Volunteer Education Personnel (SVEP). SVEP receive monthly incentives in line with the Turkish minimum wage through a tripartite agreement between UNICEF, MoNE, and the Turkish Post Office (PTT). In August 2016, MoNE announced plans to close all TECs by 2020 and transition Syrian children to Turkish public schools (TPS). While the language of instruction in TECs is Arabic, and children attending TECs are taught Turkish to prepare them for eventual integration into TPS, the language of instruction in TPS is of course Turkish. To support the goal of transitioning Syrian children to TPS, Promoting Integration of Syrian Children into the Turkish Education System (PICTES) aims to ensure that all Syrian children have access to education and learn effectively together with Turkish children in public schools (Akyuz et al., 2018). As a result, Syrian and other refugee children are transitioning from TECs to TPS and by the end of 2019, 684,919 Syrian children were enrolled in formal education (MoNE, 2020). Existing evidence and reports suggest that the enrolment rate for Syrian refugee children varies widely, depending on the age group: 33% at the preschool level, 97% at the primary school level (Grades 1–4), 58% at the middle school level (Grades 5–8), and just 26% at the high school level (Education Reform Initiative, 2018). Yet close to 400,000 Syrian refugee children—approaching 40% of the school-age population—remain without access to school (UNICEF, 2019b).

MoNE, the Ministry of Youth and Sports (MoYS) and UNICEF have also created several pathways to reintegrate out-of-school children into formal education such as MoNE’s accelerated learning programme (ALP) and MoYS’ Turkish language classes (TLCs). Children aged 10–18 are eligible for ALP, which has been launched in 70 public education centres in 12 provinces and benefitted 10,435 children as of May 2019 (UNICEF, 2019b). TLCs are administered in youth centres in 24 provinces to prepare out-of-school refugee children for learning in Turkish public schools; TLCs had helped 7,145 children by May 2019 (UNICEF, 2019b).

Syrian and other refugee children face notable barriers to education in Turkey. Syrian refugee families have experienced long delays obtaining Turkish-issued identification cards which are required to enrol children in school (HRW, 2017). Institutional factors such as a lack of teachers and scarce resources at public schools further limit refugee children’s access to education (Rohwerder, 2018). Children who are enrolled in school often face challenges that result in infrequent attendance and drop out. With high rates of poverty among Syrians in Turkey, financial challenges may lead to drop out. For example, families often struggle to cover transportation costs associated with schooling (HRW, 2017; CALP, 2018; Bellamy, 2017). Financial troubles at home may also force families to send their older children to work or marry off their teenage daughters (Rohwerder, 2018). Children also struggle with the language of instruction in Turkish public schools which may encourage drop out (HRW 2017; CALP, 2018). In addition, more programmes are also needed to help children catch up to their Turkish peers (CALP, 2018).

It is also important to consider disparities in access to education among refugee children based on their ethnic background. Although Syrian refugees are often presented as a homogeneous population, they come from a variety of ethnic and religious backgrounds, including Arab, Turkmen, Kurds, Gypsies, and Domari-speaking Doms (ERG, 2018). Doms are considered the most vulnerable group among Syrian refugees as they have historically been discriminated against within Syria, and access to education among children from the Dom ethnic background is extremely limited. Besides Syrians, the refugee population in Turkey includes other nationalities such as Iraqi Turkmens, Afghans, Iranians, Armenians, Palestinians, and others. Children with disabilities are among the most vulnerable. Although refugee children with physical disabilities are reportedly more likely to attend special education schools in Turkey, refugee children with intellectual challenges and visual impairments are less likely to have educational opportunities (Coskun et al., 2017). Some refugee camps that host Syrians have special education classes for children with disabilities, but these children's needs often remain unmet as teachers lack appropriate skills and resources (Coskun, 2017). For all of these reasons, designing a more inclusive school system remains a serious challenge for the Government of Turkey, and for donors such as UNICEF (ERG, 2018).

Existing Evidence

Since 2003 the Turkish government has been implementing conditional cash transfers for vulnerable families living in Turkey. A 2012 evaluation of the Turkish Conditional Cash Transfer for Education (CCTE) found that the program increased enrolment but did not have an effect on student drop out. Results also suggested that the transfer value (between 35 and 60 Turkish lira (TL) per child per month, depending on the child's grade and gender) was too low to help families overcome the financial barriers associated with sending their children to school (Gazi University, 2012). The evidence related to child protection programmes is more encouraging: an evaluation of Turkey's Socio-Economic Support Programme (SED)—a child protection program which aimed to reduce the risk of separation and institutionalisation of children due to economic hardship—found positive impacts on psychosocial outcomes, attendance and achievement in school, and access to health care (Ministry of Family Social Policies [MoFSP], 2014). Overall, respondents were satisfied with the transfer amount (an average of 539 TL per child per month) and had positive perceptions of the program.

Although an established evidence base supports the effectiveness of cash transfers in developing countries, less literature exists on cash transfer programmes in humanitarian settings. De Hoop and colleagues (2018) found that a CCT for Syrian refugee children in Lebanon increased children's food consumption and well-being and reduced child labour, but they did not find evidence of impacts on school enrolment. An evaluation of the Emergency Social Safety Net (ESSN) in Turkey, which provides 120 TL per household member per month, concluded that beneficiary households were more food secure, less indebted, and less likely to resort to negative

coping strategies after benefitting from the program.¹ Transfers were most commonly spent on shelter, food, utilities, education, and other basic needs. However, data suggested that the ESSN may have led to increased housing and educational costs for some beneficiaries, with landlords and school administration staff asking for fees from ESSN beneficiaries (Maunder et al., 2018). A recent study of the Danish Refugee Council’s cash transfer programming for Syrian refugees in Turkey found positive protection outcomes, with the majority of respondents reporting that cash transfers provided key material and psychological support (Armstrong & Jacobsen, 2016). In addition, a study conducted by Lehmann and Masterson (2014) evaluated a winter cash transfer programme for Syrian refugees in Lebanon in 2014 and found that the programme helped increase school enrolment and reduce child labour.

Growing international interest in “cash plus” programming (Roelen et al., 2017) may lead to assumptions that complementing cash with additional inputs, service components, or linkages to external services may be more effective in achieving desired impacts than cash alone (Watson and Palermo, 2016). Langendorf and colleagues (2014) noted a higher reduction in acute malnutrition among households that received cash plus access to nutritional supplements, compared with households that only received cash or supplementary food. While the SED program included child protection monitoring visits and a referral mechanism to complement the provision of cash, the SED evaluation found that a limited number of social support staff were responsible for conducting monitoring visits and as a result, visits happened infrequently and were not an effective method to identify child protection issues (MoFSP, 2014). Similarly, the ESSN evaluation noted that the referral of protection cases by the ESSN to other service providers was ad hoc and inconsistent (Maunder et al., 2018). These results highlight areas for improvement for ongoing “cash plus care” programs in Turkey.

This evaluation of the CCTE for Refugees in Turkey will contribute to the evidence base on the effectiveness of cash transfers and cash plus care programming in humanitarian contexts. UNICEF reports have noted positive trends associated with the CCTE programme. For example, administrative data show that 76% of CCTE beneficiary children regularly attend school and 60% of beneficiary families attribute their children’s school attendance directly to the CCTE (UNICEF, 2018). A more rigorous mixed-methods approach would be required to examine whether and how the CCTE for Refugees leads to improved cognitive skills, reading, and numeracy (Purnell & Kengkunchorn, 2008) but learning outcomes are not the explicit aim of the CCTE programme nor are they an area of investigation for this evaluation.

Overview of Intervention

The CCTE for Refugees is an extension of the CCTE programme for vulnerable Turkish and other children, which the MoFLSS has been implementing since 2003. Launched in 2017, it has two components: a cash component and a child protection component. The cash component

¹ The evaluation used a pre-post-design and cannot assess causality.

provides monthly payments to eligible households (ranging from 35 to 60 TL, depending on grade and gender), conditional on their children attending school. The variation in cash amounts aims to encourage female student participation and successful transition from primary to secondary school. This component has been implemented nationwide, providing cash transfers to 562,016 children between May 2017 and November 2019.

The child protection component represents an adaptation to the Turkish CCTE, which only includes a cash component. The child protection component provides additional support to households with children who are most at risk. This component has been implemented in 15 provinces, where child protection outreach teams have provided support to 71,923 children (UNICEF, 2019a). Two other adaptations have been made to the design of the CCTE since it was first launched including (1) addition of a biannual top up, and (2) expansion of the programme to also benefit Syrian children enrolled in non-formal education (ALP) (. Beneficiaries receive 100 TL at the beginning of each semester to help families meet additional expenses associated with the beginning of the school term. As of September 2019, motivational top-ups have been introduced to encourage school completion, whereby beneficiary children in Grades 5 to 8 receive an additional top-up of 100 TL at the beginning of the term and beneficiary children in Grades 9 to 12 (as well as ALP) receive an additional top-up of 150 TL at the beginning of the term. Students in ALP receive a monthly amount of 60 TL regardless of gender for each month they regularly attend classes (CCTE Factsheet, 2019).

The CCTE for Refugees works in tandem with subsidized school transportation and other services provided to refugee households and children to help them overcome poverty and barriers to school access (Regional, Refugee & Resilience Plan [3RP], 2018). For example, approximately 83% of CCTE beneficiaries also benefit from the ESSN (CCTE Factsheet, 2019). In alignment with the national CCTE, and recognizing gender disparities in school enrolment and attendance, the CCTE for Refugees provides larger cash incentives to households with daughters of school age, particularly those enrolled in secondary school (3RP, 2018). The programme also focuses on other aspects of refugees' lives, including social protection and child protection, and is presented as a promising approach to improving education and child protection outcomes (3RP, 2018). This evaluation assesses the extent to which the CCTE for Refugees has achieved its objectives efficiently to date and will inform planning for scaling and sustainability.

Key Stakeholders and Roles

UNICEF: Commission and coordinate evaluation. Share relevant reports and program documents with Evaluation Team. Manage communications between Evaluation Team and Evaluation Reference Group (ERG) members. Selected staff participate in KIIs.

MoFLSS: Share data with Evaluation Team, as needed. Staff participate in KIIs.

MoNE: Share data with Evaluation Team, as needed. Staff participate in KIIs.

TRCS: Share relevant reports and program documents, support selection of two districts per province for FGDs, and support recruitment of participants for FGDs. Staff participate in KIIs.

Theory of Change

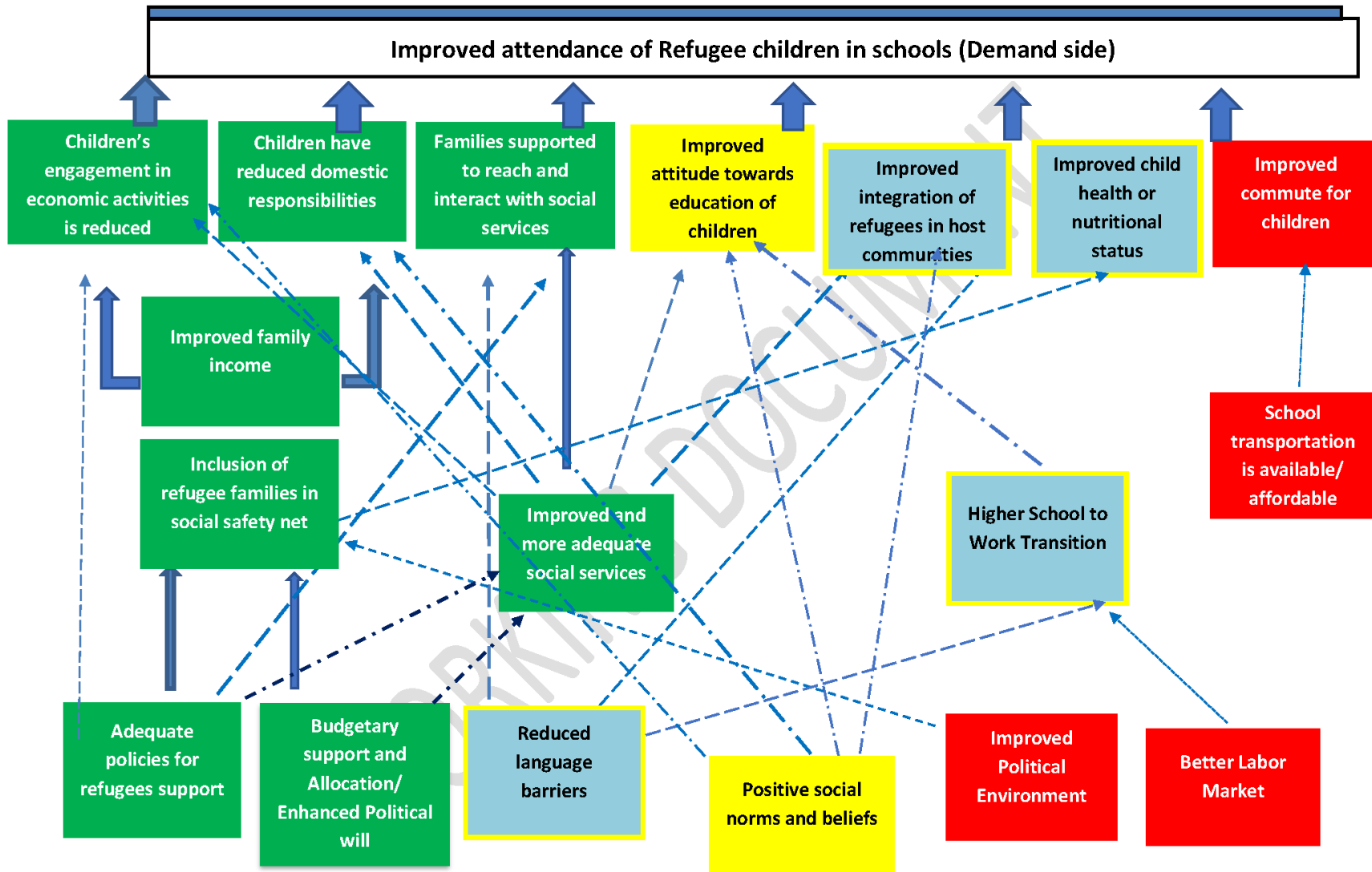
Policy-relevant research and evaluation should be based on a theory of change that outlines the causal chain among activities, inputs, outputs, outcomes, and impacts, as well as the underlying assumptions (White, 2009). To inform the design and implementation of this evaluation, the AIR team used the ideal ToC for improving school attendance among refugee children, developed by UNICEF Turkey (see Figure 1).

The guiding theory that underpins the CCTE for Refugees suggests that reducing demand-side barriers that limit access to education for refugee children will increase school attendance among this population. Situating the CCTE for Refugees within the broader social protection strategy for refugees in Turkey also enables the programme and UNICEF to benefit from synergies between programmes by targeting support to different but essential needs of the refugee population. For example, the ESSN programme focuses on providing support to cover refugee households' basic needs, such as food and rent, without which the success of the CCTE for Refugees would be limited.

The cash component of the CCTE for Refugees provides a monetary incentive or supplemental income for families to send their children to school regularly. The child protection component of the programme complements the cash transfer through routine team visits to the households of the most vulnerable and at-risk children to help overcome non-financial barriers to school attendance, and to recommend support services to reduce the risk of child protection violations and support families in accessing those services. The combination of these two key programme components should complement other interventions to bring about increases in formal schooling for refugee children and particularly their regular attendance at school.

A number of key assumptions underlie this ToC and the link between components of the CCTE for Refugees and increases in educational access for refugee children. First, the success of the CCTE for Refugees depends on consistency in the government of Turkey's support for the refugee population. This support is imperative, not only for the continuation of the cash transfer programme, but also for the continued integration of refugee children into the formal education system. Continuous support from donors is also necessary to ensure the longevity of the CCTE for Refugees. Even if the programme receives support from both the government and donors, the education and child protection sectors must be able to meet increasing demand from the supply side.

Figure 1. Theory of Change for Improving School Attendance Among Refugee Children



The strength of the effect of the CCTE for Refugees on children's attendance is also likely to be moderated by factors such as the age of the child, children's Turkish language skills (the language of instruction in the Turkish education system), the demographic composition of their household, and their health, as well as political stability and current security concerns.

Based on the ToC and the description of the CCTE for Refugees, we designed a thorough mixed-methods research approach to track progress on key indicators and measure programme outputs and outcomes. The next section describes our methodological approach in detail.

Evaluation Purpose, Objectives, and Scope

Evaluation Purpose

This evaluation serves two primary purposes. First, the evaluation will support accountability and learning and will be used by various stakeholders including UNICEF, donors, development partners, the international and national community, and beneficiaries. Second, the evaluation will support the learning and documentation needs of national actors and the international community. At the national level, the results of the evaluation can inform the implementation of the CCTE for Refugees moving forward and encourage policy dialogue to strengthen social protection and child protection programs in Turkey. At the international level, the CCTE can be used as an example for other programs due to its innovative approach of leveraging existing national systems to respond to a humanitarian crisis and the linkage of child protection services to a cash transfer. From this perspective, the intended users include the MoFLSS, MoNE, TRCS, UNICEF Turkey Country Office, UNICEF Regional Offices for Europe and Central Asia (ECA) and the Middle East and North Africa (MENA), UNICEF Headquarters, other UNICEF staff, as well as other global UN or non-UN humanitarian and development actors.

Evaluation Objectives

The main objectives of this evaluation are to:

- Assess the relevance, efficiency, effectiveness, coherence, and sustainability of the CCTE for Refugees (cash and child protection components) and its alignment to the HRBA, including from the equity and gender perspectives; and
- Identify and document potential innovations, lessons learned, and innovative approaches to cash and child protection components.

Scope of the Evaluation

The evaluation will assess the CCTE programme for refugee children, including both its cash and child protection components. We will rely on three methods for this evaluation including desk review, primary qualitative data collection, and analysis of extant data. For primary qualitative data collection, we will collect data in Istanbul, Ankara, and Sanliurfa, which will provide good variation in terms of geography, demographics, coverage in previous research

studies, and socioeconomic conditions. Although the TOR recommended sampling of provinces where both components are implemented as well as provinces where only the cash component is implemented, we will instead conduct separate FGDs in each data collection site with participants who only received the cash component and participants who received both the cash and child protection components. This will allow us to compare beneficiary experiences based on their exposure to the components of the CCTE.

We will also analyse available extant data spanning two full school years: 2017–2018 and 2018–2019. However, the lack of direct access and limited sharing of the Ministry database and TRCS database means that we will mostly rely on program administrative data sets specifically TPM and UNICEF controlled administrative data. These data will provide evidence on changes in beneficiaries’ school enrolment and attendance, time use, risk factors, and access to services over time; and beneficiary parents’ perceptions of the operational performance of the CCTE for Refugees. This information will be used to assess changes in key outcomes over time within the beneficiary communities. However, due to the lack of a reliable control or comparison group, we will be unable to assess the causal linkages between the activities and outcomes of the CCTE for Refugees.

Research Design

In this section, we introduce the evaluation questions underpinning the evaluation, present the evaluation matrices, and then present the research methodologies we will employ to answer the evaluation questions.

Evaluation Questions

The evaluation team will conduct a formative evaluation of the CCTE for Refugees to identify key lessons learned and opportunities for improvement. The evaluation questions (EQs) that will aid us in meeting these objectives can be categorized into six primary themes: (1) relevance of the programme, (2) effectiveness of the programme, (3) efficiency of programme implementation, (4) sustainability of the programme, (5) coherence of the programme with national and international strategies, and (6) application of the HRBA in the design and implementation of the programme. Addressing these EQs will enable us to evaluate programme design and implementation, and to identify factors that will facilitate the scale-up and sustainability of the programme. We discuss the EQs for each theme in more detail below.

Relevance. Investigating the relevance of the CCTE for Refugees in this context requires us to assess the extent to which the programme incorporates the needs of refugee children in Turkey, and to analyse whether the programme’s objectives and strategies were formulated in a realistic and culturally appropriate way. The EQs under this theme test the ToC assumptions about programme inputs, such as alignment with the Government of Turkey’s and UNICEF Turkey’s

country strategies. Table 1 presents the evaluation matrix for assessing the relevance of the CCTE for Refugees.

Table 1. Evaluation Matrix for Programme Relevance

Evaluation Question	Indicator(s)	Data Source(s)
To what extent is the CCTE for Refugees (both the cash and child protection components) relevant to the needs of refugee girls and boys in Turkey? How did the programme evolve over time and adapt to the evolving needs of refugee girls and boys?	<p>Extent to which the cash transfer leads to greater ability to cover educational costs (as perceived by CCTE beneficiary households)</p> <p>Alignment of the child protection component with the needs of Syrian refugee children, as identified through a needs assessment (in other words, does the child protection component effectively identify and enable a response to the needs of refugee children?)</p> <p>Alignment of CCTE with perceived greatest needs of refugee households (i.e., are attendance and continuity at school top priorities for beneficiary households?)</p> <p>Documented changes/adaptations to the programme in response to emerging needs</p>	<p>Primary data collection:</p> <ul style="list-style-type: none"> KIIs with key stakeholders FGDs with parents of programme beneficiaries <p>Extant data analysis:</p> <ul style="list-style-type: none"> TPM Program administrative data controlled by UNICEF <p>Document review:</p> <ul style="list-style-type: none"> Programme documents Thematic studies
To what extent is the CCTE for Refugees (both the cash and child protection components) relevant to the achievement of the objectives of the 3RP and the Turkey–UNICEF Country Programme 2016–2020?	<p>Alignment of the expected outcomes of the CCTE for Refugees with larger 3RP and Turkey–UNICEF Country Programme 2016–2020 objectives</p> <p>Implementer and beneficiary perceptions of the extent to which the programme’s expected outcomes have been achieved</p>	<p>Primary data collection:</p> <ul style="list-style-type: none"> KIIs with key stakeholders FGDs with parents of programme beneficiaries <p>Extant data analysis:</p> <ul style="list-style-type: none"> TPM <p>Document review:</p> <ul style="list-style-type: none"> 3RP Turkey–UNICEF Country Programme 2016–2020
Given the programme environment, to what extent does the design of the CCTE for Refugees take into consideration the best interests of the child (especially key elements such as extension of an existing national programme, conditionality, transfer amount, and inclusion of the child protection component)?	<p>Extent to which the cash transfer leads to greater ability to cover educational costs (as perceived by CCTE beneficiary households)</p> <p>Existence of non-financial barriers to school enrolment and attendance for Syrian refugee boys and girls</p> <p>Alignment of the child protection component with the needs of Syrian refugee children, as identified through a needs assessment (in other words, does the child protection component effectively identify and enable a response to the needs of refugee children?)</p>	<p>Primary data collection:</p> <ul style="list-style-type: none"> KIIs with key stakeholders FGDs with parents of programme beneficiaries FGDs with nonbeneficiaries <p>Document review:</p> <ul style="list-style-type: none"> Feasibility study Program M&E reports

Note. 3RP = Regional, Refugee and Resilience Plan; CCTE = Conditional Cash Transfer for Education; FGDs = focus group discussions; KIIs = key informant interviews; TPM = third-party monitoring.

Effectiveness. Analysing effectiveness requires us to evaluate the extent to which programme inputs and activities lead to expected outcomes, such as improved attendance. The effectiveness of the two main components of the CCTE for Refugees (the cash component and the child protection component) will be measured based on the extent to which each component achieves its objectives. Table 2 presents the evaluation matrix for assessing the effectiveness of the CCTE programme.

Table 2. Evaluation Matrix for Programme Effectiveness

Evaluation Question	Indicator(s)	Data Source(s)
<p>To what extent has the CCTE for Refugees achieved the expected outcome and output results to date?</p> <p>School attendance among beneficiary girls and boys</p> <p>School enrolment of previously out-of-school boys and girls</p> <p>Attitudes about children’s schooling</p> <p>Integration of refugees into the national social assistance programme</p> <p>Well-being of beneficiary girls and boys</p> <p>Access to social services</p> <p>Information sharing</p>	<p>School attendance rate for Syrian refugee children receiving the program (overall and by gender)</p> <p>Perceived changes in school attendance (according to beneficiary parents and key informants)</p> <p>Perceived changes in beneficiary parents’ perceptions of children’s schooling and its importance</p> <p>Proportion of children engaged in paid labour</p> <p>Proportion of children engaged in domestic labour</p> <p>Perceived changes in access to national social assistance programmes according to CCTE beneficiary households</p> <p>Perceived changes in the well-being of beneficiary girls and boys</p> <p>Perceived changes in access to social services</p> <p>Perceived changes in information sharing (information about social assistance services available to refugee families)</p> <p>Proportion of beneficiary households that understand the eligibility criteria and transfer conditions for the CCTE for Refugees</p>	<p>Primary data collection:</p> <p>KIIs with key stakeholders</p> <p>FGDs with parents of programme beneficiaries</p> <p>Extant data analysis:</p> <p>TPM</p> <p>UNICEF Program Administrative data on payments and rejections</p> <p>Document review:</p> <p>Monitoring reports</p> <p>Thematic studies</p>
<p>To what extent has the CP component and the CCTE communication activities contributed to informing beneficiaries on the programme and ensuring continued access to the scheme?</p>	<p>Perceived changes in access to social services (according to beneficiaries)</p> <p>Perceived changes (according to beneficiaries) in information sharing and access to information (information about social assistance services available to refugee families)</p> <p>Proportion of beneficiary households that understand the eligibility criteria and transfer conditions for the CCTE for Refugees</p>	<p>Primary data collection:</p> <p>KIIs with key stakeholders</p> <p>FGDs with parents of programme beneficiaries</p> <p>Extant data analysis:</p> <p>TPM</p>
<p>What is the added value of the child protection component, as a</p>	<p>Perceived effectiveness (according to beneficiaries, implementers, and other stakeholders) of the child protection component in terms of addressing non-</p>	<p>Primary data collection:</p> <p>KIIs with key stakeholders</p> <p>FGDs with parents of programme beneficiaries</p>

Evaluation Question	Indicator(s)	Data Source(s)
complement to the cash component?	financial barriers to school attendance and (separately) in terms of addressing child protection concerns Proportion of CCTE/child protection beneficiaries referred to follow-up services and support, and (separately) for services to ensure their basic child rights Proportion of CCTE/child protection beneficiaries for whom a child protection risk was identified referred to follow-up services and support	Extant data analysis: TPM TRCS databases UNICEF program administrative database on payment and rejection Document review: Child protection case studies Thematic studies
Are there any good practices/innovations emerging from the CCTE for Refugees that could be relevant in other contexts? Which ones?	Lessons learned from integrating the CCTE for Refugees into the existing national CCTE programme Adaptations made to improve the relevance or effectiveness of the CCTE for Refugees	Primary data collection: KIIs with key stakeholders FGDs with parents of programme beneficiaries Extant data analysis: TPM Document review: Thematic studies CCTE child protection case studies Meeting minutes from policy discussions around child protection
To what extent has the CCTE for Refugees led to unintended effects (positive or negative)?	Unintended effects reported by beneficiaries	Primary data collection: FGDs with parents of programme beneficiaries FGDs with nonbeneficiaries Extant data analysis: TPM Document review: Thematic studies CCTE child protection case studies Meeting minutes from policy discussions around child protection
To what extent is the complaint mechanism within the CCTE for Refugees effective in addressing the issues brought to its attention?	Level of client (beneficiary) satisfaction with complaint resolution Closure of complaints received through TRC 168 (as reported by program implementers during KIIs)	Primary data collection: FGDs with parents of programme beneficiaries Extant data analysis: TPM Document review: Thematic studies CCTE child protection case studies

Note. CCTE = Conditional Cash Transfer for Education; FGDs = focus group discussions; KIIs = key informant interviews; TPM = third-party monitoring; TRCS = Turkish Red Crescent Society.

Efficiency. Analysing the efficiency of programme implementation requires us to assess the conditions for delivering the components of the CCTE for Refugees. We will assess the timeliness and accuracy of delivering cash and child protection services; overlaps with national social assistance programmes; overlaps with other assistance programmes for refugees, such as the ESSN; collaborations with partners; and the main barriers or bottlenecks to programme implementation. Table 3 presents the evaluation matrix for assessing the efficiency of the CCTE for Refugees.

Sustainability. Analysing the sustainability of the CCTE for Refugees requires us to assess the delivery of inputs and programme activities, as well the linkage between activities and desired outputs, in order to determine the extent to which programme benefits are likely to be sustained and replicated. We will draw lessons from other components of the study (e.g., relevance, coherence, efficiency, and effectiveness) to assess whether the programme aligns with other social protection and assistance programmes in a way that increases the likelihood that programme benefits will be sustained in the future. Table 4 presents the evaluation matrix for assessing the sustainability of the CCTE for Refugees.

Table 3. Evaluation Matrix for Programme Efficiency

Evaluation Question	Indicator(s)	Data Source(s)
<p>To what extent does the CCTE for Refugees use resources efficiently (human and financial resources, expertise, mechanisms, information management systems)? To what extent does the fact that the CCTE for Refugees is an extension of an existing national programme have implications for the efficient use of resources for results at scale? To what extent does the linkage between the CCTE for Refugees and the ESSN have implications for the use of resources for results at scale?</p>	<p>Number and type of resources used to deliver the cash and child protection components</p> <p>Existence and strength of synergies between the CCTE for Refugees and the national CCTE programme (for example, relying on shared infrastructure/systems, information sharing platforms, etc.)</p> <p>Existence and strength of collaboration and communication between CCTE stakeholders</p> <p>Level of MoFLSS access to relevant external databases² to generate payment and rejection files</p> <p>Timeliness of updates to student attendance data (in YOBIS and e-Okul) Timeliness of paused payments following > 80% absences in a given month</p> <p>Proportion of households receiving on-time transfer payments</p> <p>Proportion of households receiving correct transfer payment amounts</p> <p>Timeliness of child protection visits following paused payments</p> <p>Extent to which appropriate types and numbers of staff support the CCTE at each level</p> <p>Extent to which resources (financial, information, and otherwise) are distributed smoothly and promptly</p>	<p>Primary data collection:</p> <p>KIIs with key stakeholders</p> <p>FGDs with beneficiary caregivers</p> <p>Extant data analysis:</p> <p>TPM</p> <p>UNICEF programme administrative data on payments</p> <p>Document review:</p> <p>Costing and financing study on the extension of the CCTE programme to refugee children</p>

² YOBIS, e-Okul, social security and ESSN databases.

<p>To what extent is the child protection component efficient in reaching and addressing the needs of vulnerable boys and girls?</p>	<p>Extent to which outreach visits are conducted in a timely manner (following paused payments) and in a way that maximises resources (transportation, personnel, etc.)</p> <p>Extent to which appropriate types and numbers of staff support the child protection component at each level</p> <p>Perceived usefulness (according to beneficiary households) of the child protection component</p> <p>Alignment of the child protection component with children’s needs</p> <p>Proportion of CCTE/child protection beneficiary children identified as medium- or high-risk for child protection violations</p> <p>Extent to which CCTE programme mechanisms enable identification of children most at-risk of child protection violations</p>	<p>Primary data collection:</p> <p>FGDs with parents of programme beneficiaries</p> <p>KIIs with key stakeholders</p> <p>Extant data analysis:</p> <p>TPM</p> <p>TRCS databases</p> <p>Document review:</p> <p>CCTE child protection case studies</p> <p>Thematic studies</p> <p>Costing and financing study on the extension of the CCTE programme to refugee children</p>
<p>To what extent is the complaint mechanism of the CCTE for Refugees efficient in addressing the issues brought to its attention in a timely manner?</p>	<p>Beneficiaries’ and program implementers reported length of time to resolve complaints</p> <p>Types of resources used to resolve complaints</p> <p>Perceived efficiency of the complaint mechanism (according to beneficiaries and program implementers)</p> <p>Beneficiaries’ satisfaction with the complaint mechanism</p>	<p>Primary data collection:</p> <p>FGDs with parents of programme beneficiaries</p> <p>KIIs with key stakeholders</p> <p>Extant data analysis:</p> <p>Document review:</p> <p>Thematic studies</p>

Note. CCTE = Conditional Cash Transfer for Education; FGDs = focus group discussions; KIIs = key informant interviews; TPM = third-party monitoring.

Table 4. Evaluation Matrix for Programme Sustainability

Evaluation Question	Indicator(s)	Data Source(s)
To what extent is the CCTE for Refugees (both the cash and child protection components) sustainable from a financial and institutional perspective?	Extent to which the CCTE for Refugees shares resources (personnel, infrastructure, systems, information platforms, etc.) with the national CCTE programme Existence of a multiyear financial plan to continue funding the CCTE for Refugees	Primary data collection: KIIs with key stakeholders Document review: National CCTE programme documentation

Note. CCTE = Conditional Cash Transfer for Education; KIIs = key informant interviews.

Coherence and Coordination. Analysing coherence requires us to determine the extent to which the CCTE for Refugees is consistent with other national and international programmes, strategies, and commitments. We will also assess whether and how the CCTE for Refugees coordinates with other interventions to limit duplication of efforts, drawing lessons from our analysis of the programme’s relevance and efficiency. Table 5 presents the evaluation matrix for assessing the coherence and coordination of the CCTE for Refugees.

Table 5. Evaluation Matrix for Programme Coherence and Coordination

Evaluation Question	Indicator(s)	Data Source(s)
To what extent does the CCTE for Refugees (both the cash and the child protection components) align with the Turkey–UNICEF 2016–2020 Country Programme, the SDGs, the 3RP, and UNICEF’s Strategic Plan 2018–2022 and the Core Commitments for Children in Humanitarian Action?	Alignment of expected outcomes from the CCTE for Refugees with larger 3RP, SDG, UNICEF Strategic Plan 2018–2022, and Turkey–UNICEF Country Programme 2016–2020 objectives Existence and strength of linkages to other programmes, including the ESSN, the national CCTE programme, the ALP, and other social protection programmes Alignment with PICTES objectives	Document review: Turkey–UNICEF 2016–2020 Country Programme UNICEF Strategic Plan 2018–2022 SDGs 3RP Relevant meeting minutes (ESSN coordination, CCTE, 3RP sector group) Core Commitments for Children in Humanitarian Action Primary data collection: KIIs with key stakeholders
To what extent is the CCTE for Refugees linked to interventions by national and international partners to facilitate synergies, avoid overlaps, and ensure an integrated approach to meeting the needs of refugee girls and boys, especially in terms of regular attendance at school?	Existence and strength of linkages to other programmes, including the ESSN, the national CCTE programme, the ALP, PICTES, and other social protection programmes Beneficiary perceptions of harmonization between the CCTE for Refugees and other programmes Stakeholder perceptions of harmonization between the CCTE for Refugees and other programmes (as measured by coordination efforts, meetings and exchanges)	Primary data collection: KIIs with key stakeholders FGDs with parents of programme beneficiaries

Evaluation Question	Indicator(s)	Data Source(s)
	between programmes, shared resources, etc.)	

Note. 3RP = Regional, Refugee and Resilience Plan; CCTE = Conditional Cash Transfer for Education; ESSN = Emergency Social Safety Net; FGDs = focus group discussions; KIIs = key informant interviews; SDGs = Sustainable Development Goals.

Application of the HRBA. Analysing the application of the HRBA requires us to assess the extent to which the CCTE for Refugees was designed and implemented with a focus on the rights and voices of the marginalized. To address the application of the HRBA, we will examine the participation of women, children, and adolescents; the extent to which inequalities have been considered (for example, the extent to which gender equality is considered in the allocation of resources); and the level of effort made to strengthen support for and a commitment to humanitarian action. Table 6 presents the evaluation matrix for assessing the application of the HRBA to the CCTE for Refugees.

Table 6. Evaluation Matrix for the Application of a Human Rights-Based Approach

Evaluation Question	Indicator(s)	Data Source(s)
To what extent has the HRBA (and, in this framework, the equity focus and gender mainstreaming) been applied in the CCTE for Refugees?	<p>Extent to which inequalities were considered in programme design and resource allocation</p> <p>Extent to which the participation of women, children, adolescents, and affected populations is encouraged in the CCTE program</p> <p>Extent to which women’s and children’s rights and voices are prioritized in the design, delivery, and M&E of the program</p> <p>Efforts made to strengthen state, nongovernmental, and community organizations to support humanitarian action</p>	<p>Document review: HRBA Programme documents Thematic studies Meeting minutes from discussions of programmatic adjustments/policy changes</p> <p>Primary data collection: KIIs with key stakeholders FGDs with parents of programme beneficiaries</p> <p>Extant data analysis: TPM</p>

Note. CCTE = Conditional Cash Transfer for Education; FGDs = focus group discussions; HRBA = Human Rights-Based Approach; KIIs = key informant interviews; TPM = third-party monitoring.

Evaluation Methodology

The desk review and secondary data analysis will leverage existing data sources such as programme and strategy documents, TPM data, and the TRCS child protection database to provide key insights into (1) the development of the CCTE for Refugees, (2) where the programme fits within the broader country plan for both UNICEF and relevant government ministries in Turkey, and (3) the characteristics and attitudes of beneficiary households. We will triangulate findings from the desk review, primary qualitative data collection, and analysis of existing quantitative data to address the EQs using a holistic approach.

Desk Review

The primary aim of the desk review is to address the EQs pertaining to the relevance, coherence, and application of the HRBA to the CCTE for Refugees. Researchers will review programme and strategy documents, as well as existing reports and studies, to synthesize the evidence on the alignment of the CCTE for Refugees with national and international strategy documents, and with the needs of the target beneficiaries.

Programme and Strategy Documents. Prior to primary data collection, the evaluation team will review key programme and strategy documents to investigate the alignment of the CCTE for Refugees with broader UNICEF goals, as outlined in the 2016–2020 Country Programme and the 2018–2022 Strategic Plan. The desk review will also explore the CCTE for Refugees’ alignment with the key humanitarian objectives presented in the 3RP, the SDGs, and the Core Commitments for Children in Humanitarian Action. Through the desk review, we will explore synergies between the CCTE for Refugees and other programmes, alignment of the objectives of the CCTE for Refugees with broader country-specific and humanitarian goals, and integration of the CCTE for Refugees into the national CCTE programme.

Review of Existing Reports. In addition to reviewing programmatic and strategy documents, we will review existing reports such as the case studies of the child protection component, the costing and financing study, monitoring reports, and reports from TPM and thematic studies conducted on the CCTE for Refugees. Through a careful review of existing reports, we will begin to collate existing evidence related to the EQs, so that primary data collection builds upon the existing evidence base and fills knowledge gaps rather than duplicating earlier efforts.

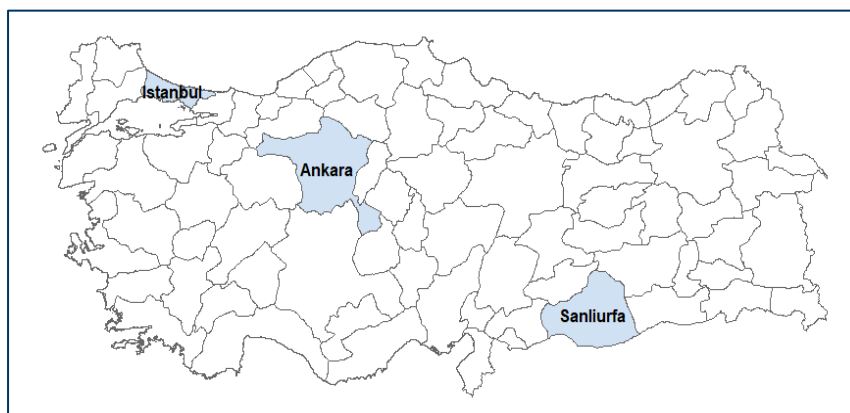
Primary Qualitative Data Collection

We will collect primary qualitative data in the form of stakeholder interviews, focus groups with parents of CCTE beneficiaries, and parents of nonbeneficiaries in three provinces.

Province Selection and Sampling Approach

We will collect qualitative data in Ankara, Istanbul, and Sanliurfa (Figure 2). The field mission sites of Ankara, Istanbul, and Sanliurfa provide us with good variation in terms of geography, demographics, coverage in previous research studies, and socioeconomic conditions. Given that the socioeconomic conditions of refugees differ in Istanbul, Ankara, and the

Figure 2. Data Collection Sites



southeastern provinces, the proposed sample will also allow us to investigate how these differences influence beneficiary and implementer experiences with the CCTE for Refugees. We have elected to focus specifically on Syrian households’ experiences with the CCTE because they make up the vast majority of CCTE beneficiaries and we are limited by budgetary and linguistic constraints (i.e., we could not convene a single focus group with speakers of Arabic, Farsi, and Pashto). That said, during KIIs with program implementers and stakeholders, we will explore perceptions of how CCTE experiences might differ for beneficiaries of other nationalities. Table 7 provides further information on our rationale for selecting these three locations for qualitative field work.

Table 7. Rationale for Proposed Provinces

Ankara	Istanbul	Sanliurfa
<p>Has been included in very few previous studies, low risk of “research fatigue” on the part of Syrian CCTE beneficiaries</p> <p>High level of school enrolment for school-aged Syrian children, presents opportunity to explore effective outreach and enrolment practices</p> <p>Syrians constitute a relatively small percentage of the population (2%,) which may influence their experience with the CCTE</p> <p>Presence of TRCS community centre</p> <p>Sufficient number of beneficiaries for each component for sampling purposes: 31,085 cash recipients and 5,531 recipients of care component as of November 2019 (CCTE Factsheet, 2019)</p>	<p>Province with most Syrian refugees in Turkey</p> <p>High level of income diversity among Syrian households</p> <p>Size and diversity of Syrian population in Istanbul are of interest to evaluation stakeholders</p> <p>Presence of two TECs provides opportunity to investigate programme experience of beneficiaries attending TECs</p> <p>Presence of TRCS community centre</p> <p>Sufficient number of beneficiaries for each component for sampling purposes: 76,556 cash recipients and 12,134 recipients of care component as of November 2019 (CCTE Factsheet, 2019)</p>	<p>Province with third most Syrian refugees</p> <p>Located in the southeastern part of Turkey (closer to Syrian border), where socioeconomic conditions are quite different from the rest of Turkey; can investigate how trends like seasonal labour affect beneficiaries</p> <p>Studies have noted that tensions between refugees and the host community are high in the southeast due to competition over jobs and rising prices</p> <p>Fewer research studies have focused on Sanliurfa than Gaziantep, for example, which suffers from “research fatigue”</p> <p>Relatively low school enrolment (43%; CCTE Factsheet, 2019) of school-aged Syrian children presents opportunity to investigate barriers to enrolment</p> <p>Presence of TRCS community centre</p> <p>Sufficient number of beneficiaries for each component for sampling purposes: 50,972 recipients of cash and 6,111 recipients of care component as of November 2019 (CCTE Factsheet, 2019)</p>

Note. CCTE = Conditional Cash Transfer for Education; TEC = Temporary Education Center; TRCS = Turkish Red Crescent Society.

Data Collection Methods

Key Informant Interviews. We will conduct approximately 42 KIIs with stakeholders involved in the design and delivery of the CCTE for Refugees. KIIs will explore issues of programme *relevance, efficiency, effectiveness, coherence, and sustainability*, as well as the application of the *HRBA* in programme design and implementation. Not all KIIs will cover all these topics; the evaluation team will carefully develop individualized KII protocols based on the initial desk review for each type of respondent. Developing individualized KII protocols will ensure that respondents are asked about the topics they are most knowledgeable about, and that topics are explored in sufficient detail during each interview. One-on-one interviews with key informants provide an ideal forum for engaging with people who possess expert knowledge about a programme, or a topic related to a programme. Key informants provide valuable insights from the perspective of service providers about how a programme interacts with other services.

Table 8 shows the number and type of key informants we will interview for this study. The evaluation matrices in the previous section provide more detailed information about the thematic areas and qualitative indicators we will investigate through KIIs.

Table 8. Key Informants by Location

Respondent(s)	Number of Interviews	Location(s)
MoFLSS staff General Directorate for Social Assistance General Directorate for Family and Community Services	2	Ankara
MoNE staff General Directorate for Lifelong Learning	2	Ankara
UNICEF staff Senior management Social policy Child protection Education Communication for development Planning, and M&E CCTE field monitors (3)	9	Ankara
TRCS (cash and child protection teams)	6	Ankara
WFP staff in charge of the ESSN	1	Ankara
ESSN/CCTE Task Force staff	1	Ankara
3RP interagency coordinator and education sector coordinator	2	Ankara

Respondent(s)	Number of Interviews	Location(s)
ECHO staff	1	Ankara
TRCS community centre staff	3	Ankara, Istanbul, Sanliurfa
SASFs	3	Ankara, Istanbul, Sanliurfa
MoNE staff in provincial directorates	3	Ankara, Istanbul, Sanliurfa
Staff in TPS and TECs TPS/TEC principal Teachers or SVEPs (2 per study location)	9	Ankara, Istanbul, Sanliurfa
Total Number of Key Informant Interviews:	42	

Note. 3RP = Regional, Refugee and Resilience Plan; CCTE = Conditional Cash Transfer for Education; ECHO = European Commission’s Humanitarian Aid Office; ESSN = Emergency Social Safety Net; IT = information technology; M&E = monitoring and evaluation; MoFLSS = Ministry of Family, Labour and Social Services; MoNE = Ministry of National Education; SASFs = Social Assistance and Solidarity Foundations; TEC = Temporary Education Center; TPS = Turkish Public School; WFP = World Food Programme.

Actor Mapping During Key Informant Interviews. We will incorporate a participatory approach known as actor mapping into selected KIIs (most likely with MoFLSS, MoNE, and TRCS). Actor mapping will allow us to identify and examine the roles and relationships between key actors involved in implementing or overseeing the CCTE for Refugees and provide valuable data on programme *coherence and coordination*, as well as potential facilitators and inhibitors of *sustainability*. Gopal and Clarke (n.d., p. 1) define actor maps as “visual depiction[s] of key organizations and/or individuals that make up and/or influence a system, as well as their relationships to a given issue and to one another.” This interactive exercise begins with respondents populating a blank document with relevant actors and organizations related to a predefined topic. Once this task is complete, respondents are asked a series of follow-up questions related to the relative influence of these actors and the connections between them to gain deeper insights into exactly how these actors influence the broader policy or programme under investigation (Gopal & Clarke, 2015).

Focus Group Discussions with Parents of Programme Beneficiaries and Nonbeneficiaries. We will conduct 14 FGDs in Ankara, Istanbul, and Sanliurfa with parents of beneficiaries of the CCTE for Refugees as well as nonbeneficiaries. These FGDs will focus on issues of *programme relevance, effectiveness, and efficiency*, investigating the perceived impacts of the cash and child protection components; the operational performance of the programme from the perspective of beneficiaries (for example, are they getting paid on time and in full? Is information about the programme conveyed clearly?); unintended consequences of participating in the programme; non-financial barriers to children’s attendance at school; and other topics, as suggested in the evaluation matrices. We will also investigate nonbeneficiaries perceptions of the

programme. We will also use FGDs to conduct an in-depth exploration of the *experiences of women and children* and triangulate our findings on the application of the HRBA in the design and implementation of the CCTE for Refugees. The focus group format will allow the team to understand the experiences of a greater number of beneficiaries in a short period of time, and in a group environment with parents and their peers where we can observe interactions among participants. Focus groups are ideal for beneficiary-level participants because the format reflects a broader range of experiences with programme implementation.

Mohamad Hayani, our target group expert, will facilitate all focus groups in Arabic. Although the TOR recommended sampling provinces where both components are implemented and provinces where only the cash component is implemented, we will instead conduct separate FGDs in each data collection site with participants who only received the cash component and participants who received both the cash and child protection components. This will allow us to compare the experiences of beneficiaries based on their exposure to each component of the CCTE. Additionally, we will be able to compare the experiences of beneficiary households living in Istanbul with the experiences of beneficiary households living in the southeast, where socioeconomic conditions differ significantly. To ensure cultural sensitivity and the comfort of FGD respondents, we will convene separate FGDs for women and men.

Within each of the provinces, we will work closely with TRCS to select schools from which to sample parents for the FGDs. For example, we will recruit parents for the cash-only FGD from 2-3 schools (a mix of primary and secondary schools) near the TRCS community centre within that province. We will then select another 2-3 schools to sample parents for the cash and child protection FGD. This sampling approach will enable us to capture differences in programme implementation across grade-level and schools. We will work with TRCS to determine sampling criteria to select schools such as the Syrian population, accessibility of schools, and coverage of the child protection component. For nonbeneficiary FGDs, we will work with TRCS to recruit a mix of individuals who applied for the CCTE programme but were rejected in addition to those who never applied but benefit from ESSN. Table 9 shows the number of FGDs by location.

Table 9. Focus Group Discussions by Location

Location	Respondents	Number of Focus Groups
Ankara	Parents of programme beneficiaries Parents of nonbeneficiary children	Five One with cash-only mothers One with cash and child protection mothers One with cash-only fathers One with cash and child protection fathers One with parents of nonbeneficiary children

Istanbul	Parents of programme beneficiaries	Four One with cash-only mothers One with cash and child protection mothers One with cash-only fathers One with cash and child protection fathers
Sanliurfa	Parents of programme beneficiaries Parents of nonbeneficiary children	Five One with cash-only mothers One with cash and child protection mothers One with cash-only fathers One with cash and child protection fathers One with parents of nonbeneficiary children
Total Number of Focus Group Discussions:		14

Recording, Transcription, and Translation. All interviews will be digitally recorded and transcribed. Interviews and focus groups conducted in Arabic or Turkish will be transcribed in English prior to analysis of all documents in NVivo. The evaluation team will carefully review all transcripts to ensure the completeness and clarity of English translations. If needed, the research team will consult the audio recordings to verify content and the accuracy of translation in the transcripts.

Qualitative Analysis

All data from KIIs and FGDs will be coded and analysed using the NVivo qualitative software program. The evaluation team will create a preliminary coding structure based on the EQs, interview and focus group protocols, and memos of ideas that emerge during data collection. This coding outline will be used to organize and subsequently analyse the information gathered through KIIs and FGDs. The outline will be a living document and may be modified as new themes and findings emerge during data analysis. A list of definitions for the codes will accompany the outline, so that coders categorize data using the same standards. After inputting the raw data into NVivo, coders will select a sample of interviews to double code to ensure interrater reliability. The team will then input the data into the thematic structure. During this process of data reduction, researchers will characterize the prevalence of responses, examine differences among groups, and identify key findings and themes related to the EQs.

Methodological Limitations (Qualitative)

The qualitative component of this study has two primary methodological limitations: the first is our inability to make causal claims, and the second is our relatively limited geographic scope. Regarding the former, with qualitative data analysis, we will not be able to determine programme impacts and will instead analyse and report on beneficiary and stakeholder perceptions of impact. Despite this limitation, qualitative studies can assist in improved understanding of what works and why it works (Bryman, 2012). Qualitative data are valuable in examining the dynamics of

how an intervention/programme works and potential bottlenecks. Although qualitative indicators may be limited in establishing causal connections, they can improve our understanding of how different stakeholders perceive the benefits or disadvantages of a programme (Miller & Daly, 2013). In terms of the limitations of our geographic sample, we are limited to visiting three provinces for field work. Twenty provinces have considerable numbers of Syrians living under temporary protection in Turkey, and these provinces have a range of geographic, cultural, geopolitical, and socioeconomic characteristics. Although we have purposively sampled to achieve variation in our sample, we will not be able capture the full range of experiences of Syrian households benefiting from the CCTE in different provinces.

Quantitative Approach

Quantitative methods are useful for providing objective measures and statistical analysis of secondary data to help explain trends. As such, quantitative methods are well suited to address the EQs pertaining to the effectiveness and efficiency of the CCTE for Refugees. These data will provide evidence on changes in beneficiaries' school enrolment and attendance, time use, risk factors, and access to services over time, as well as beneficiary parents' perceptions of the operational performance of the CCTE for Refugees.

Quantitative Data. Although the AIR team will leverage existing data from national monitoring databases, the team will mostly use TPM data, TRCS, and data from the child protection database. This approach is both cost-effective and efficient as it reduces the need for primary data collection, reduces duplicative efforts, and increases the amount of data the AIR team can analyse. Unfortunately, we cannot directly access Ministry and TRCS databases due to confidentiality, so our analyses will mostly focus on TPM data. Table 10 describes the specific existing data sources we propose to use and presents their level of analysis, the frequency of data collection, and the entity in charge of the data.

Table 10. Data Sources for the CCTE for Refugees Evaluation

Data Source	Level of Analysis	Frequency of Collection	Governing Body
Child protection database	Child level	As needed	TRCS and UNICEF
Payment and rejection files	Household level	Bimonthly	TRCS and UNICEF
TPM data	Household level	May 2018, November 2018, May 2019	UNICEF and Tandans

Note. TPM = Third-party monitoring; TRCS = Turkish Red Crescent Society.

AIR's analysis of TPM data will focus on information related to school enrolment and attendance, child labour and time use, access to and use of child protection services, children's risk factors, access to other social and support services, operational performance of the CCTE for Refugees, and household demographic and background characteristics. This information will be used to assess changes in key outcomes over time within the beneficiary communities. However,

due to the lack of a reliable control or comparison group, we will be unable to assess the causal linkages between the activities and outcomes of the CCTE for Refugees.

We will describe these changes for all beneficiaries in treated provinces for which we have data. These data will be disaggregated by each beneficiary child’s gender, region, and cash-only versus cash-and-child-protection programming. We will also assess households’ perceptions and understanding of the CCTE for Refugees, including eligibility criteria and conditions; and the programme’s operational performance, including delays in transfer payments, challenges accessing automated teller machines (ATMs), and any problems with social workers or child protection visits. Analysis of these data will enable us to identify any improvements or regressions in programme delivery over time, for both the cash and child protection components. They will also allow us to delve deeper into understanding programme nuances and beneficiary experiences, enabling us to formulate appropriate and specific lessons learned, and to offer recommendations based on high-quality evidence for programme improvements moving forward.

Table 11 includes the proposed indicators for quantitative analysis.

Table 11 Indicators for Quantitative Analysis

Indicator	Data Source	Description
School enrolment	TPM	<ul style="list-style-type: none"> Proportion of children enrolled in school
School attendance	TPM UNICEF Admin Data	<ul style="list-style-type: none"> Proportion of children attending at least 80% of school days in a month
Child labour	TPM	<ul style="list-style-type: none"> Proportion of children engaged in paid labour Proportion of children engaged in unpaid labour and care for their household Average amount of time spent in paid labour Average amount of time spent in unpaid labour or caregiving
Knowledge of the CCTE for Refugees	TPM	<ul style="list-style-type: none"> Proportion of households that correctly name the eligibility criteria Proportion of households that are aware of the CCTE for Refugees Proportion of households that correctly name the conditions for the cash transfer
Received child protection visit	TRCS, TPM	<ul style="list-style-type: none"> Proportion of at-risk children who received a child protection visit Proportion of households with complete child protection assessment data/forms
Child protection referrals	TRCS, TPM	<ul style="list-style-type: none"> Proportion of at-risk children who were referred to follow-up care
On-time transfers	TPM, TRCS	<ul style="list-style-type: none"> Proportion of households receiving on-time cash transfer payments

Note. CCTE = Conditional Cash Transfer for Education; TPM = third-party monitoring; TRCS = Turkish Red Crescent Society.

Methodological Limitations (Quantitative)

Due to the lack of a reliable control or comparison group, we will be unable to assess the causal linkages between the activities and outcomes of the CCTE for Refugees. In other words, we will not be able to attribute any observed changes in key outcomes over time to the programme because we have no way of comparing these changes to those observed naturally over time in the absence of the programme. Instead we can provide descriptive statistics that track change over time and also track how these changes correlate to geography and demographics. Another limitation is the lack of direct access to databases about school enrolment, attendance, and demographic information for non-beneficiaries or household level and caregiver information in beneficiary households, controlled by stakeholders due to privacy regulations. Therefore, we will focus most of our quantitative analyses on TPM data and TRCS data that UNICEF can access.

Ethical Considerations

AIR conducts rigorous ethical reviews through its IRB for all of its own internal research activities and provides this service for a variety of subcontractors and collaborators. AIR's IRB has conducted expedited and full board reviews of research involving human subjects for more than 25 years. AIR is registered with the Office for Human Research Protections as a research institution and conducts research under its own Federalwide Assurance. The AIR IRB follows the standards set forth by the American Evaluation Association's Guiding Principles and the Joint Committee on Standards for Educational Evaluation. Three general principles define these standards: (1) evaluators will conduct evaluations legally and ethically, taking into account the welfare of those involved in the evaluation, as well as the general public; (2) evaluators will conduct evaluations in a competent and efficient fashion that will lead to reliable and accurate results; and (3) evaluators will design evaluations and report the results in a manner that is useful and appropriate to the intended audience. Clear guidelines exist regarding the expectations with which local data collectors must comply (e.g., how to document informed consent, how to store and restrict access to physical files and electronic data files, and how to treat identifiable information).

AIR follows the United Nation's Evaluation Group's (UNEG) Code of Conduct, which requires both a conflict- and gender-sensitive approach to research and adherence to the "do no harm" principle, as well as transparency, confidentiality, accuracy, accountability, and reliability, among other key principles. AIR also adheres to UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. Specifically, with regard to the protection of vulnerable individuals and communities, AIR respects and adheres to the United Nation's Universal Declaration of Human Rights; the UN Convention Relating to the Status of Refugees; the United Nation's Convention on the Rights of the Child; and the United Nation's Convention on the Elimination of All forms of Discrimination Against Women; as well as other human rights conventions and national legal codes that respect local customs and cultural traditions, religious beliefs and practices, personal interaction, gender roles, disability, age, and ethnicity.

We will obtain approval from the AIR IRB and from UNICEF's HML Ethics Review Board prior to beginning data collection. The following paragraphs outline how we will obtain consent, maintain confidentiality, and ensure data security.

Consent

We will inform participants that the information they share is confidential. We will also inform them that their participation is voluntary, and that they can end their participation at any time or skip any questions they do not wish to answer. We will discuss the potential risks and benefits associated with participation in the study. This information will ensure that the participant has sufficient knowledge about the study to make an informed decision regarding his/her participation. We will obtain informed consent verbally from each participant after reading the consent form aloud and ensuring that the participant has understood. The informed consent procedures will comply with UNICEF's and AIR's consent requirements.

Assurances of Confidentiality

AIR handles all data in accordance with the procedures and protocols approved by its IRB. Standard practices include digital recording, transcription and translation where necessary, complete anonymization of data, and protection of confidentiality.

The study will protect confidentiality using a number of methods. First, all staff members will be trained and certified in the ethical conduct of research. Second, we will not identify any individual by name in any report or publication about this study. We will not share specific information about any individual with anyone outside the research team. We have developed data-handling procedures to safeguard completed forms. Each participant will be assigned a unique identification code, which we will use to link participant records across modules. After we transcribe the data, we will assign all transcriptions new names according to ensure data and informant confidentiality, and we will encrypt and password-protect the data files. The file connecting identification numbers and associated names will be accessible only to AIR key researchers and will be destroyed at the end of the study. All AIR computers are encrypted and password-protected. The team will analyse data collectively so that information from any one participant remains anonymous.

Data Protection

AIR has internal processes in place to ensure data security. For example, project directors are required to submit an Information Security Plan through AIR's Data Governance Planning System prior to the commencement of data collection. Any data shared with AIR by the child protection expert and target group expert will be sent as password-protected files. We will store all data on AIR's secure server and any identifiable information will be redacted from transcripts. Data will be destroyed after all deliverables are accepted by UNICEF at the end of the project.

Quality Assurance

Ensuring Quality Research Products, Management, and Communication

In a study such as this one, several levels of quality assurance (QA) are needed. AIR's systems ensure the highest quality of work by reducing risk in the areas of client services, finance and contracting, and QA of research and programming. Rigorous monitoring systems ensure that tasks and reports are completed according to plan and with appropriate expenditure documentation. AIR's proposed project management team will focus on implementing the proposed evaluation with quality, within budget, and according to the proposed timeline.

Communication Within the Project Team. The team leader will schedule regular meetings for the project team to ensure active communication and to foster collaboration between team members. These regular meetings will also provide team members with a forum where they can report on and discuss any technical and management progress, as well as any emergent challenges that need to be addressed. Given the iterative nature of this study and the short turnaround time, regular check-in meetings will ensure that any issues that emerge during the project are addressed immediately, helping to safeguard against any project delays or unanticipated costs. They will also ensure that project staff are aware of emergent research findings and can use this knowledge to further refine the research approach, if needed.

Quality Control. All AIR projects are assigned an independent QA lead who regularly monitors the quality of the project and project deliverables. All technical work for this study will be reviewed by Andrea Coombes, a qualitative research expert with technical expertise in cash transfer evaluations. Ms. Coombes will serve as the QA lead.

Regular Internal Reviews. As part of AIR's internal project review procedures, project directors confer at least bimonthly with members of AIR's senior management team to review each project's performance, the status of upcoming deliverables, and staffing needs, and to anticipate and remedy any emerging problems. Senior AIR staff also review all project deliverables before submission to ensure adherence to quality standards.

Ensuring Quality Participation of Research Respondents

Building Trust During FGDs. When conducting research with people who have been exposed to conflict, it can be difficult to establish rapport and build trust. Enabling a diverse group of beneficiaries to articulate their opinions and aspirations is critical to ensuring that the research yields accurate, complete, and reliable data (United Nations Evaluation Group [UNEG], 2008). Fruitful FGDs require the active participation of participants. To participate fully, respondents must trust the facilitator, feel safe and secure in the location of the interview or focus group, and fully understand and agree to the purpose and use of the research. Although building trust and a sense of safety can be difficult in humanitarian settings, taking concrete measures to achieve this—particularly in contexts where trust in outsiders is low—is vital for successful evaluations.

Relying on data collectors who are familiar with the context can increase trust in enumerators. In this case, we will rely on our target group expert—Mohamad Hayani—to facilitate focus groups with the parents of beneficiaries of the CCTE for Refugees.

Gaining Access to the Most Disadvantaged and Powerless Respondents. Ensuring that a wide variety of respondents—especially the most disadvantaged and powerless—participate in the research is critical to the integrity of the evaluation. However, access to information is often greatly compromised in crisis and conflict settings. As Corlazzoli and White (2013, p. 9) explain, “Data collection is constrained both by access to individuals, communities, regions, and propriety of culture and context, including trauma.” It is imperative to ensure that research not only accounts for the perspectives of the gatekeepers of any one community, but also finds ways to access those more marginalized and disenfranchised from the political or social elites (e.g., women and girls, individuals with disabilities or lower levels of education). Here, collaboration with local researchers who understand the different contexts in protracted crisis settings plays a critical role. AIR will work local experts during this evaluation with support from ERG members to access the most disadvantaged and powerless respondents.

Project Administration

The project management team is composed of a combination of international and local experts that include Hannah Ring (team leader), David Seidenfeld (social protection and cash transfer expert), Francesca Stuer (child protection expert), a country context expert, Mohamed Hayani (target group expert), and Victoria Rothbard (in-country research associate).

Hannah Ring is the team leader for the evaluation, with overall responsibility for successful execution of the evaluation. Ms. Ring specializes in the evaluation of education programs in humanitarian settings and has led more than 10 evaluations of education interventions across the Middle East and Africa. Ms. Ring is responsible for technical oversight from the design phase through dissemination of evaluation results. She is supported by the cash transfer expert, child protection expert, country context expert, target group expert, and in-country research associate.

David Seidenfeld serves as the social protection and cash transfer expert. He has more than 10 years of experience evaluating social protection programmes, including those in humanitarian contexts, and he advised on the development of the TPM data collection instruments. Dr. Seidenfeld guides and reviews all deliverables and provides insights from the cash transfer perspective.

Francesca Stuer is the child protection expert. She specialises in child protection, alternative childcare, and social welfare. She is currently serving as a consultant for a case study of the child protection component under UNICEF’s CCTE in Turkey. Ms. Stuer contributes to the design of

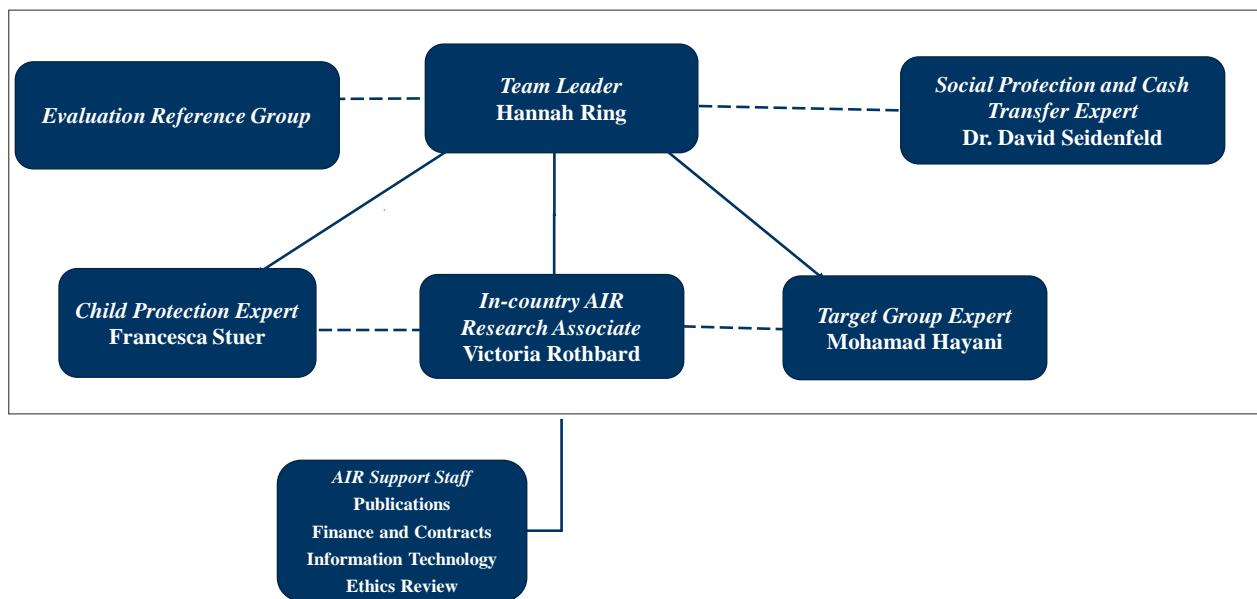
the evaluation methodology as well as the inception and final evaluation reports, providing insight from the child protection perspective.

Mohamad Hayani will serve as the target group expert. Mr. Hayani is a Syrian refugee living in Gaziantep. He has extensive experience facilitating FGDs with Syrians both inside and outside of Syria. He will contribute to the design of the evaluation methodology and reporting, providing knowledge and insight from the perspective of the Syrian refugee population living in Turkey. The target group expert will also be responsible for translating all data collection tools and facilitating interviews and FGDs in Arabic.

Victoria Rothbard, who is based in Ankara, Turkey, will serve as the in-country research associate. Ms. Rothbard will support the development of data collection tools, conduct interviews with English-speaking respondents in Ankara, and regularly check in with the target group expert and country context expert throughout the data collection phase. Ms. Rothbard will accompany the in-country experts to oversee the initial data collection and ensure that high-quality data are being collected. Following data collection, she will work closely with the team leader to carry out data analysis and reporting.

In addition to the technical team, AIR’s infrastructure staff (finance, contracts, and human resources specialists) will support the study by tracking expenditures and monitoring contractual compliance. Figure 3 demonstrates the management structure.

Figure 3. Management Structure



Communication and Dissemination Plan

High-quality research with concrete policy recommendations is a necessary condition for policy impact. Our policy influence strategy has three components: disseminating our results to policymakers and capacity development and programme implementation professionals within Turkey, sharing our findings with the research community, and publicising the lessons learned from our evaluation in the international policy community. AIR will adhere to UNICEF's 2018 Revised Evaluation Policy for all dissemination activities. All evaluation reports will be made publicly available and research products will be tailored to the needs of the end users of the evaluation. The AIR team will support UNICEF in sharing findings from the study by broadly disseminating the evaluation report, creating a short policy brief with key findings from the evaluation, and delivering a presentation to key stakeholders in Turkey.

Work Plan

The evaluation team developed a work plan based on the timeline discussed during the inception mission. Below, we describe the sequence of work over the 8-month evaluation period.

- During the first 2 months, we completed the inception mission and drafted the inception report.
- In January, we will draft the data collection tools and revise the inception report based on ERG feedback. We will then finalize the data collection tools and submit them for ethical review.
- We will conduct the desk review and secondary data analysis between February and March.
- In February, we plan to receive ethical approval, conduct the qualitative training, and begin qualitative data collection in late February.
- In March, we will complete data collection. Between March and April, we will transcribe and translate qualitative data and begin data coding in NVivo.
- Between April and May, we will conduct qualitative data analysis. In May, we will share the draft final evaluation report, present the findings to the commissioning team online, and create a research summary with infographics summarising the main evaluation findings. Finally, in June, AIR will present the final report to the ERG. The proposed timeline is shown in Table 12.

Table 12. Work Plan and Evaluation Timeline

Programme Evaluation of the CCTE for Refugees in Turkey											
Work Plan and Timeline											
Activity	2019					2020					
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Inception											
Inception mission											
Draft inception report											
Draft data collection tools											
Final inception report											
Desk review											
Data Collection											
Secondary data analysis											
Finalise qualitative data collection tools											
Receive ethical approval											
Qualitative data collection training											
Data collection											
Debrief with commissioning team on data collection and preliminary findings											
Transcription, translation, and cleaning											
Analysis and Report Writing											
Analysis											
Final evaluation report											
Presentation to the commissioning team (online)											
Research summary including infographics of findings											
Presentation of final report to key stakeholders											

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Annex:

Terms of Reference (TOR)

Terms of Reference
UNICEF Turkey

International Institutional Consultancy

<p>Programme Evaluation of the Conditional Cash Transfer Programme for Education of Refugee Children in Turkey (May 2017 – September 2019)</p>	<p>(REF: PME/TURA/2019-C)</p>
<p>Country Programme 2016 - 2020</p> <p>Outcome: 2 – Quality data, knowledge and advocacy for child rights strengthened</p> <p>Output: 2.A – Quality evidence</p> <p>Activity: 2.A.3 - Evaluations</p> <p>Budget code: ECHO/CCTE and BPRM</p>	

Background and Context:

Turkey is hosting the largest number of refugees in the world with 3.6 million Syrian refugees as of December 2018, including 1.7 million children. There are also about 370,000 non-Syrian refugees and asylum-seekers, including approximately 120,000 children.

At the beginning of 2016, only about 320,000 refugee children were enrolled in school (approximately 36% of the school-age refugee population), posing a significant challenge to include an unprecedented number of additional children in school. At the end of 2018, 645,140 (317,761 girls; 327,379 boys) were enrolled in formal education, representing 62% of the refugee population in school age. While this means that approximately 400,000 remain out of school, the education opportunities for refugee children have increased significantly over the last few years. This progress is the result of the continuous collaboration between the Ministry of National Education (MoNE), UNICEF and other partners in the education sector, and of cross-sectoral interventions involving other entities particularly in the child protection and the social protection sectors.¹ Among these, the Conditional Cash Transfers programme for Education for refugee children (“*CCTE for refugees*”) is a key intervention.

Designed in late 2016, the CCTE for refugees intends to support the continued school attendance and encourage school enrolment. Besides the still important number of refugee children out of school, many

¹ The overall goal of ensuring sustained school attendance and promoting school enrolment among refugee children is pursued through a multi-sectoral approach that, besides the CCTE for refugees, includes various interventions designed to address the multiple barriers of access to school. In the education sector, UNICEF has contributed to the development of the education personnel management strategy, provision of financial incentives to Syrian Volunteer Education Personnel (SVEP), training of SVEP and Turkish teachers on inclusive education, improvement and expansion of learning spaces, provision of essential educational supplies to schools and families, and establishment and operationalization of non-formal education programmes (Accelerated Learning Programme, Turkish Learning Courses and Basic Literacy and Numeracy courses) that provide specialized support and learning pathways for refugee children out of school. As of 2018, refugee children enrolled in the Accelerated Learning Programme can also benefit from the CCTE. In the child protection sector, UNICEF has contributed to the establishment of community-based child protection services to address the urgent needs of refugee children, including the needs that constitute also barriers of access to continuous education. UNICEF has also collaborated with the Ministry of Family Labour and Social Services in strengthening the capacity of national child protection systems for catering for all vulnerable children, including refugee children with their specific needs.

of those in school face difficulties maintaining regular attendance, which puts them at risks of drop-out and may lead to poor learning. Irregular school attendance is due to several barriers. While no comprehensive studies exist for Turkey, scattered evidence indicates that a primary barrier is economic, including costs related to school transport, clothing, possible parental fees charged by schools, and the opportunity-cost of sending children to school rather than working or taking care of domestic tasks.

The Ministry of Family Labour and Social Services (MoFLSS) has managed the Conditional Cash Transfer programme for Education for vulnerable Turkish and other children since 2003 (this document refers to it as “national CCTE”). The fact, the CCTE for refugees is an extension of the national CCTE and its design is largely aligned with it. It is managed in partnership between MoFLSS, Ministry of National Education (MoNE), Turkish Red Crescent (TRC), and UNICEF. It is also closely aligned with the Emergency Social Safety Net (ESSN) programme, which is implemented by MoFLSS, TRC and WFP and provides a monthly unconditional grant to refugee families for their basic needs.

The CCTE for refugees has two components. Through the cash component, families receive bi-monthly payments conditional to school attendance. The child protection component provides outreach services (including screening, identification and referral) to provide additional support to families whose children are most at risk. This component has been introduced in the CCTE for refugees and is not part of the national CCTE.

Multiple actors, including the MoFLSS, donors and UNICEF at different levels, have expressed interest in analyzing the CCTE for refugees with an evaluative approach. In particular, there is interest in learning about the impact of the programme in terms of school attendance, the experience of building a humanitarian programme capitalizing on existing national systems, the added value of the child protection component as a complement to the cash component.

The CCTE for refugees started in May 2017. Its cash component is implemented nationwide, while the child protection component has been established in 15 provinces. From May 2017 to March 2019, 494,620 children have received cash transfers. The child protection outreach teams have reached 61,985 children, including 5,756 children with medium or high protection risk who have been referred to specialized services.

Object to be Evaluated:

The object of this evaluation is the Conditional Cash Transfer programme for Education of refugee children, including both its components: cash and child protection component. The programme is described in the theory of change prepared by UNICEF Turkey (Annex 1, which will be provided to interested candidates upon request during the bidding process), which will serve as evaluative framework. This programme is based on the UNICEF Social Protection Framework (Integrated social protection systems: Enhancing equity for children), the UNICEF Guide “Making cash transfers work for children and families”, the 2008 Child Protection Strategy and the 2010 Core Commitments for Children in Humanitarian Action (CCCs). It is also based on the National Law on Social Assistance and Solidarity (Law 3294) and other documents guiding the implementation of the national CCTE.

Description of the CCTE for refugees – cash component. The cash component provides cash to refugee families whose children have attended at least 80% of the school days in a month (that is: the child missed only 4 or fewer school days in a month). This financial support is expected to help refugee families sustain school-related costs as well as cope with poverty (especially when coupled with the ESSN), thereby contributing to reduce or eliminate their reliance on negative coping mechanisms and keep their children in school.

The cash component of the CCTE for refugees is aligned with the national CCTE in most of its aspects (e.g. eligibility criteria, conditionality, amount, frequency and timing of payments etc.). The high degree of alignment is dictated by several factors: a) In the interest of efficiency, coherence with the national program from the very beginning was considered as a critical factor; b) differences in frequency, conditionality and transfer amounts between Turkish and refugee families would adversely affect social cohesion between host and refugee communities.

Criteria for refugee children to be found eligible for the CCTE for refugees are as follows:

1. All members of the family must be registered in Turkey;
2. The family must not have any regular income or high-value/income-generating assets at application time;
3. No member of the family must have social security;
4. The child must be enrolled in school (off-camp TPS or TEC) at the time of application².

The first three criteria also apply to the ESSN program, which is linked to the CCTE for refugees. Therefore, there is a considerable overlap and complementarity between beneficiaries of the two programs (83% as of January 2019).

Once found eligible for the CCTE, MoFLSS runs a payment appraisal process every two months through its Integrated Social Assistance Information System (which is also connected to MoNE's E-Okul and YOBIS database which contain students' attendance information). Children receive a payment if:

- a. The family continues to meet the eligibility criteria for the payment (i.e. not being beneficiary of social security, remaining socio-economically vulnerable etc.).
- b. The child attended at least 80% of the time in a given school month;

Beneficiary families whose children attend school regularly receive the cash transfer every two months for attendance in the preceding months. Transfer amounts depend on gender and grade of the beneficiary child.

Description of the CCTE for refugees – Child Protection (CP) component.

The CCTE for refugees includes a complementary child protection component, aimed at supporting particularly vulnerable children who are unable to regularly attend school despite the financial support provided to their family through the cash component. Through the child protection component, the programme contributes not only to sustain positive education outcomes by addressing non-financial barriers of access to education; but also to mitigate child protection risks and violations, which are closely related with socio-economic vulnerabilities; as well as to reduce the damage caused by exposure of children to violence, exploitation, abuse and neglect. This component is operationalized by TRC outreach teams in 15 provinces with the highest number of refugees. The teams visit families whose children, identified through the CCTE payment/rejection lists provided by the MoFLSS, have none or low attendance. A risk/needs assessment is carried out by the outreach case workers and, if deemed necessary, children and their families are referred to the relevant services and supported in accessing them. Through the assessment of the child and his/her family, the team identifies the level of risk the

² Refugee children in Turkey can benefit from formal education at Turkish public schools (TPS) –where student data is tracked through the E-Okul system, or at Temporary Education Centers (TECs) where data is tracked through the YOBIS system.

child is at: no risk, low risk, medium risk and high risk. Risk rating is an essential step for the outreach teams to prioritize the response to children and organize the case management. Based upon the assessment and respective risk analysis, the CP outreach team will elaborate a case intervention plan to respond to the risks/needs accordingly. Intervention plans may involve referral to TRC internal services and/or referral to external services, including statutory governmental services. Should the assessment lead to the identification of child protection risks and violations, TRC outreach teams will be responsible for referring such cases to the MoFLSS (the national entity with mandate for child protection services) through the provincial department of the same Ministry or the 183 help-line managed by TRC. CP Outreach teams also carry out a certain level of follow-up of the cases, in particular to seek confirmation that the service has been received and review the child/family situation. Cases that require more prolonged, complex follow up are referred to TRC Protection teams who take over in terms of case responsibility. In all cases, during the HH visit, CCTE CP teams also provide relevant information to the family, whether this is general standard information or information provided upon the questions/requests of the individuals and/or a need/lack of information identified during the interview.

In the framework of the Turkey-UNICEF Country Programme 2016-2020, the CCTE for refugees contributes to three Country Programme Outputs:

- Output 1A: By 2020, the education system has increased capacity to provide formal education opportunities for refugee children;
- Output 1J: By 2020, the national child protection system (including the social service workforce) have increased capacity to expand the coverage and quality of the child protection services for vulnerable children (including refugee children);
- Output 1D: By 2020, families, local authorities and the social protection system have increased capacity to support vulnerable children in accessing the means to fulfil their rights.

In turn, these Outputs contribute to Outcome 1: By 2020, the education, child and social protection and health systems, NGOs, communities and families provide vulnerable children with increasingly inclusive opportunities to realize their rights to protection, education, development and participation.

Within the framework of the 3RP, the CCTE for refugees contributes to the following Objective: “Ensure sustained access to formal and non-formal education programmes for refugee children, youth and adults in camps and host communities that are inclusive and promote life-long learning”.

Rationale of the Evaluation:

The evaluation of the CCTE for refugee children will be formative. It is intended to serve an accountability and a learning function. On the one hand, the size of the funding invested since 2017 in the CCTE for refugees is considerable and will reach approximately USD 90 million by July 2019. Hence, the evaluation is commissioned to respond to accountability requirements and provide an in-depth overview based on an independent assessment for the use of different stakeholders, including UNICEF, donors, development partners, the international and national community and beneficiaries.

On the other hand, the CCTE for refugee children has generated lots of interest among involved partners and other national actors as well as in the international community. At national level, the findings of the evaluation will inform next steps for the CCTE of refugee children and aspire to inform a broader policy dialogue to strengthen the national social protection and child protection policies/systems in Turkey. Internationally, there is interest in learning from the experience of both the cash and the child protection component of the CCTE for refugees as unique experience of a) a cash transfer programme

that is used for humanitarian response and has capitalized on existing national systems; b) a cash transfer programme linked with child protection services.

From this point of view, the evaluation is commissioned also to respond to learning and documentation needs and the intended users are the MoFLSS, MoNE, TRC, UNICEF Turkey Country Office, UNICEF Regional Offices for Europe and Central Asia (ECA) and the Middle East and North Africa (MENA), UNICEF Headquarters and others in UNICEF for whom this kind of programme holds relevant lessons. The findings may be of interest also for other UN or non-UN humanitarian and development actors globally.

Objectives of the Evaluation:

The main objectives of this evaluation are to:

- Assess the relevance, efficiency, effectiveness, coherence and sustainability of the CCTE for refugees (cash and child protection components) and its alignment to the HRBA, including from the equity and gender perspectives;
- Identify and document potential innovations and lessons learnt introduced by the CCTE for refugees (cash and child protection components).

Scope of the Evaluation:

As mentioned, the evaluation will assess the Conditional Cash Transfer for Education programme for refugee children, including both its cash and child protection component. It will cover the period from May 2017 (when the first cash transfer took place) to September 2019 (when the cash transfer to beneficiary children who have regularly attended in June 2019 will take place). This will allow observation of two full school years: 2017-2018 and 2018-2019.

The CCTE for refugees (cash component) is implemented nationwide, however, for efficient sampling purposes, the evaluation should consider that the majority of the refugee population is concentrated in 20 provinces.³ As mentioned earlier, the child protection component of the CCTE for refugees is implemented in 15 provinces (among the above-mentioned 20 provinces). The evaluation should include provinces where both components are implemented as well as provinces where only the cash component is implemented (see *Sampling*).

Evaluability and Limitations. The lack of systematic needs assessments and the existence of some data gaps on the situation of refugee children (mainly due to legislative restrictions to data collection and sharing) may pose some limitations to the evaluation, especially with regards to the relevance criterion. Data related specifically to the programme, its outcomes and outputs is generally available, also with relevant disaggregations. The monitoring system and the quality of these data have evolved and improved progressively and significantly. Limitations may still persist particularly for the first months of implementation when the partner's information management systems still required finetuning. However, the verification processes in place, the continuous support provided and the

³ Adana, Adiyaman, Ankara, Batman, Bursa, Diyarbakir, Gaziantep, Hatay, Istanbul, Izmir, Kahramanmaraş, Kayseri, Kilis, Kocaeli, Konya, Malatya, Mardin, Mersin, Osmaniye, Samsun.

engagement with relevant partners has ensured a good level of reliability of the data and related disaggregations.

There is a theory of change for the programme as well as an update that reflects how some aspects of the programme have evolved based on the lessons learnt and emerging needs. This should sufficiently serve as evaluative framework.

An evaluability assessment was conducted in late 2017, which focused exclusively on determining whether the monitoring system is fit for measuring the causality between the CCTE for refugees and the variations in the school attendance levels of the beneficiaries (see *List of information sources*).

Evaluation Questions:

Assessing relevance

1. To what extent is the CCTE for refugees (cash and CP components) relevant for the needs of refugee girls and boys in Turkey? How did the programme evolve over time and adapt to the evolving needs of refugee girls and boys?
2. To what extent is the CCTE for refugees (cash and CP components) relevant for the achievement of the objectives of the 3RP and the Turkey-UNICEF Country Programme 2016-2020?
3. Given the programme environment, to what extent is the design of the CCTE for refugees (especially key elements such as: extension of an existing national programme, conditionality, transfer amount, inclusion of the child protection component) relevant considering the best interest of the child?

Assessing effectiveness

4. To what extent has the CCTE for refugees achieved the expected outcome and output level results to date? Answering to this question implies answering to the following sub-questions:
 - To what extent does the CCTE for refugees (cash and CP components) contribute to improving attendance of beneficiary girls and boys?
NOTE: the programme evaluation is expected to answer to this question using primarily a non-experimental design, based on the existing monitoring reports and additional methods identified by the evaluation team. However, it must be mentioned that an impact evaluation – parallel to this programme evaluation – is expected to measure the causality between the CCTE for refugees and the variations in the school attendance levels of the beneficiaries. If the feasibility of the impact evaluation is confirmed, its findings will have to be taken into account by the programme evaluation in answering to this evaluation question.
 - To what extent does the CCTE (cash and CP components) make a difference in the decision to enrol refugee boys and girls who were previously out of school?
 - To what extent does CCTE for refugees (cash and CP components) have a normative effect on families' attitudes about their children's schooling?
 - To what extent does CCTE for refugees preserve or enhance the process of integration of refugees into a national social assistance program?
 - To what extent has the CP component combined with the cash component contributed to improve refugee girls' and boys' (beneficiaries and non-beneficiaries living in the same households) wellbeing (in terms of: *motivation and engagement at school, self-esteem, (perceived) school performance, reduction in the child's involvement in economic activities, change in relation to the CP concern identified in the child, feeling of connectedness and sense of support of the family to services that can provide support, increased investment on children's needs?*)

- To what extent has the CP component contributed to facilitate access of beneficiary girls and boys and their families to other social services (education, child protection, health and any other services provided by state and non-state actors)?
 - To what extent has the CP component and the CCTE communication activities contributed to informing beneficiaries on the programme and ensuring continued access to the scheme?
5. What is the added value of the child protection component as a complement to the cash component?
 6. Are there any good practices/innovations emerging from the CCTE for refugees that could be relevant for application in other contexts? Which ones?
 7. To what extent has the CCTE for refugees led to unintended effects (positive or negative)?
 8. To what extent is the complaint mechanism of the CCTE for refugees effective in addressing the issues brought to its attention?

Assessing efficiency

9. To what extent does the CCTE for refugees use resources (human and financial resources, expertise, mechanisms, information management systems) efficiently? To what extent does the fact that the CCTE for refugees is the extension of an existing national programme have implications on efficient use of resources for results at scale? To what extent does the linkage between the CCTE for refugees and the ESSN have implications on use of resources for results at scale?
10. To what is the child protection component efficient in reaching and addressing the needs of vulnerable girls and boys?
11. To what extent is the complaint mechanism of the CCTE for refugees efficient in addressing the issues brought to its attention in timely manner?

Assessing sustainability

12. To what extent is the CCTE for refugees (cash and CP component) sustainable from the financial and institutional perspective?

Assessing coherence and coordination

13. To what extent is the CCTE (both cash and CP component) for refugees coherent with the Turkey-UNICEF 2016-2020 Country Programme, the SDGs, the 3RP as well as with the UNICEF Strategic Plan 2018-2022 and the Core Commitments for Children in Humanitarian Action?
14. To what extent is the CCTE for refugees linked to interventions of national and international partners that facilitate synergies, avoid overlaps and ensure an integrated approach to the needs of refugee girls and boys, especially in terms of regular access to school?

Assessing the application of the HRBA

15. To what extent has the Human Rights Based Approach (and, in this framework, the equity focus and gender mainstreaming) been applied in the CCTE for refugees?

Methodology of the Evaluation:

The evaluation methodology will be guided by the Norms and Standards of the United Nations Evaluation Group (UNEG)⁴ and will employ a mixed-method approach, using qualitative and quantitative techniques and triangulation of data to compile a robust and credible evidence base. It is expected that the evaluation will use the following methods at a minimum:

⁴ UNEG Norms <http://www.uneval.org/indexAction.cfm?module=Library&action=GetFile&DocumentAttachmentID=1491>
UNEG Standards <http://www.uneval.org/indexAction.cfm?module=Library&action=GetFile&DocumentAttachmentID=1496>

- **Desk review:** During the data collection phase, the evaluation team will conduct a systematic and detailed desk review of documents and data, building on the preliminary desk review conducted during the inception phase. A preliminary list of documents to be desk reviewed is the following:

List of key information sources:

- Turkey-UNICEF Country Programme 2016-2020
- Relevant policy documents on the national CCTE and social protection system
- Overview on the situation of refugee children in Turkey, UNICEF Turkey
- Thematic studies on the extension of CCTE program to refugee children in Turkey, UNICEF Turkey
- Developing strategic options for building social assistance for Syrian refugees in Turkey (feasibility analysis for the CCTE), UNICEF Turkey
- Theory of change on the CCTE for refugee children, UNICEF Turkey
- Expanded logframe of the CCTE for refugee children, UNICEF Turkey
- M&E Strategy of the CCTE for refugee children, UNICEF Turkey
- Inception report of the Third-Party Monitoring (TPM) of the CCTE for refugee children, Tandans and UNICEF Turkey
- Reports of the various rounds of quantitative and qualitative data collection by the TPM of the CCTE for refugee children, Tandans and UNICEF Turkey
- Periodic dashboards of the CCTE for refugees, UNICEF Turkey
- Periodic reports combining monitoring data from the TPM and administrative data systems, UNICEF Turkey
- Case Study of the Conditional Cash Transfer for Education's (CCTE) Child protection component
- Costing and financing study on the extension of the CCTE to refugee children
- Evaluability assessment of the CCTE program for refugee children in Turkey, UNICEF Innocenti Research Center (IRC) for the UNICEF Turkey Office
- NOTE: the assessment focused on impact evaluability (to what extent the causality between the CCTE for refugees and the variations in school attendance can be measured).
- Report of the impact evaluation of the CCTE for refugees, UNICEF Turkey and IRC
- NOTE: this report will derive from the impact evaluation that, as mentioned above, should be conducted in parallel to the programme evaluation should its feasibility be confirmed.
- Periodic post distribution monitoring reports of the Emergency Social Safety Net, WFP Turkey
- Evaluation of the Emergency Social Safety Net, WFP Turkey
- Evaluation of the national Conditional Cash Transfer Programme for Education, Gazi University, 2012
- UNICEF Annual Reports for the years: 2017, 2018, UNICEF Turkey
- Standard Operating Procedures of the CCTE child protection component
- Report based on field monitoring of the CP component.

- **Analysis of monitoring data:**

The result-based monitoring system of the CCTE for refugees is based on data from:

1. Information management systems used by MoNE (E-okul and YOBIS) and MoFLSS (ISAIS).
2. TRC databases:
 - For the cash component: payment and rejection files
 - For the child protection component: extracts from the CP database.

3. Third-party monitoring, which includes:
 - Quantitative component: three waves of longitudinal survey capturing a representative sample of beneficiaries in three geographic domains (Istanbul, West Coast, South East) and (for some indicators) also other school-age children living in the same households.
 - Qualitative component, including: a) Focus Group Discussions with parents of different groups of CCTE beneficiaries (beneficiaries receiving CCTE cash only, beneficiaries receiving cash and CP visit, CCTE beneficiaries that are also ESSN beneficiaries), and adolescent CCTE beneficiaries; b) key informant interviews with TRC community Centre staff, Social Assistance and Solidarity Foundations (SASF) staff, Coordinators of Temporary Education Center (TEC) and Principals of Turkish Public Schools (TPS).
 - Case studies to monitor the quality of and adherence to standards during the child protection visits to households.
- **Key informant interviews:** Key informant interviews should be conducted with the following key stakeholders at a minimum:
 - Relevant staff at MoFLSS at technical and decision-making level in: Social Assistance DG, Family and Community Services DG, Child Services DG in Ankara.
 - Relevant staff at MoNE at technical and decision-making level in: Life Long Learning DG and IT Department in Ankara.
 - Relevant staff at TRC (cash and the child protection teams) at technical and decision-making level in Ankara.
 - Relevant staff at TRC service centers and in CCTE CP outreach teams in sampled provinces.
 - Relevant staff at SASFs at district level?
 - Relevant MoNE staff working in provincial departments (in selected provinces).
 - Relevant staff in TPSs and TECs in selected provinces (MoNE coordinator/TEC principal, TEC Syrian deputy principal, TPS principal).
 - UNICEF staff, including senior management, relevant staff in the Social Policy, Child Protection, Education section, Communication for Development, and Planning and M&E section.
 - Relevant staff at the World Food Programme in charge of the ESSN
 - ESSN/CCTE Task Force
 - 3RP Inter-agency coordinators and Education Sector Coordinators.
 - Relevant staff at ECHO, as main donor.
 - **Focus group discussions:** Although FGDs have been conducted with beneficiaries through the TPM and the thematic studies, the evaluation team should conduct a limited number of FGD (approximately 10/15) to triangulate the findings and explore other evaluation questions as relevant. In principle, FGDs should be conducted with parents of CCTE beneficiaries with different profiles. More details on the configuration of the FGDs will be discussed during the inception phase.

Evaluation report

The evaluation report will have to be in line with the Norms and Standards of the United Nations Evaluation Group as well as with the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. It will be subject to UNICEF's quality assurance system and to an ethical review. The length of the report is expected to be of 50 to 60 pages maximum.

The evaluation team in charge of the programme evaluation will prepare a report that combines the findings and recommendations of the programme evaluation and the findings of the impact evaluation ensuring a comprehensive analysis that answers all the evaluation questions above.

Sampling

The provinces to be visited during the data collection phase will be selected during the inception phase among the 20 provinces with the highest concentration of refugees. Selection criteria will have to consider different factors, especially the location of both the cash and child protection component, the socio-economic conditions of refugees (which tend to be different in Istanbul and in the South-Eastern provinces) and key trends observed through the monitoring of the programme. In order to allow for comparison between groups that received both components and those that received only the cash component, the sampling should select also at least one of the provinces where there is a significant refugee population but where only the cash component is offered. The choice will also have to take into account security concerns. Clearance from UNICEF Turkey Country Office is needed before field missions can start. For the purposes of the bidding process, 3 locations for the field missions should be considered (indicatively, one in Istanbul and two in the South East) in addition to the mission to Ankara. For the purposes of budget calculation, the airport of reference for the locations in the South East is Gaziantep.

Note

The contractor is expected to submit a tentative evaluation methodological proposal as part of the bidding package, based on the above tentative indications on the methodology. The methodology will be finalized during the inception phase with UNICEF once the contractor is on board.

Process and Workplan of the Evaluation:

The process includes:

1. **Inception phase** including:
 - Preliminary desk review of available information sources
 - Discussions with UNICEF commissioning team and Evaluation Reference Group.
 - Preparation of the inception report, which must include
 - Methodology, including evaluation matrix, data collection tools, identification of key informants and groups of FGD participants, selection of provinces for the data collection;
 - Analysis of risks related to ethical issues and identification of mitigating measures. The report must be in line with the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. UNICEF will submit the report for ethical review, which must be obtained before proceeding with the next phase.
 - Work-plan detailing the work schedule
 - Outline of the final report.
2. **Data collection phase**, which will be conducted as outlined in the inception report.
3. **Analysis and reporting phase**. A draft report in English should be submitted to UNICEF Turkey for feedback and discussion by UNICEF and other key actors as mentioned above.

The following is a tentative work-plan, based on the assumption that the evaluation will be conducted by a team of five (see the *Evaluation Management* Section). The purpose is to provide indications on the required time allocation. Candidates can propose alternative solutions by providing a clear rationale.

TASKS	DELIVERABLES	TIME FRAME	PERSON DAYS	PAYMENT SCHEDULE
INCEPTION PHASE				
1	Briefing with the commissioning team (online)	Inception report	July – Aug 2019	30%
2	Preliminary desk-review			
3	Inception mission			
4	Preparation of methodology, evaluation matrix, data collection tools			
5	Translation, pre-testing and adjustment of data collection tools			
6	Preparation of draft Inception Report			
7	Presentation to the commissioning team			
8	Preparation of final Inception Report (incorporation of feedback on methodology and recommendations from the ethical review)			
DATA COLLECTION PHASE				
9	In-depth desk review and secondary data analysis	KII and FGDs records (English, Turkish, Arabic)	Sep –Oct 2019	30%
10	Data Collection – in-country			
11	Presentation of preliminary findings to the UNICEF team – in-country			
ANALYSIS AND REPORT WRITING PHASE				
12	Analysis	Draft report	Oct 2019 – Feb 2020	40%
13	Preparation of draft evaluation report			
14	Presentation to commissioning team (online)	Presentation		
15	Preparation of final evaluation report	Final report		
16	Summary/infographics on findings	2-pager summary		
17	Presentation of final report to key stakeholders	Presentation		

* The inception mission is thought to be 1 calendar week or 5 working days. The number of days for each expert involved in the mission should be clearly mentioned in the financial proposal.

**The data collection period is thought to be 3 calendar weeks or 15 working days. The number of days for each expert involved in the data collection should be clearly mentioned in the financial proposal.

The assignment will cover an 8-month period (July 2019 – February 2020).

Evaluation Management:

The evaluation team will work under the guidance of the UNICEF commissioning team, comprising the Chief Planning Monitoring and Evaluation, the M&E Specialist, the Monitoring Specialist of the CCTE for refugees, the Social Policy Specialist in charge of the CCTE for refugees (cash component), the Child Protection Specialist in charge of the CCTE (child protection component) and one Education Specialist. This team will oversee the management of the evaluation process starting from the development and validation of the present terms of reference, selection of the evaluation team, involvement of relevant UNICEF staff and as liaison between the evaluation team and stakeholders involved. The UNICEF PME section will oversee the quality assurance process and the alignment with UNICEF ethical standards along the entire evaluation process.

The evaluation will be conducted in a participatory manner, involving an Evaluation Reference Group comprised of relevant Departments/teams of the MoFLSS, MoNE and TRC. The participation of these stakeholders will be ensured in all phases of the evaluation, including the planning, inception and data collection phases as well as during the review of the draft reports and the discussions on the findings and recommendations.

Evaluation Team: Required Qualifications:

The evaluation will be conducted by an international, gender-balanced team of evaluators, including:

Team Leader, who will be responsible for the overall delivery of the evaluation. S/he will have primary responsibility for designing the methodology, preparing the inception report as well as the draft and final evaluation reports in line with this ToR. This person should have a minimum of 15 years' experience of working in the humanitarian and development sector and at least 10 years' experience in leading humanitarian and development evaluations. Having conducted evaluations for UNICEF is an asset, having evaluations positively rated by UNICEF's quality assurance system is an additional asset.

Child Protection Expert, who will contribute to the design of the evaluation methodology, to the preparation of the inception report as well as of the draft and final evaluation reports, bringing in the required insight from the child protection perspective. This person should have at least 15 years' experience of working in the child protection sector in both development and humanitarian contexts. S/he should also have at least 5 years' experience in conducting humanitarian or development evaluations.

Social protection and cash transfer Expert, who will contribute to the design of the evaluation methodology, to the preparation of the inception report as well as of the draft and final evaluation reports, bringing in the required insight from the social protection and cash transfer perspective. This person should have at least 10 years' experience of working in the social protection sector in both development and humanitarian contexts. S/he should also have at least 5 years' experience in conducting humanitarian or development evaluations.

Country-context Expert, who will contribute to the design of the evaluation methodology, to the preparation of the inception report as well as of the draft and final evaluation reports, bringing in the required insight from the perspective of Turkey's context (especially the socio-political and institutional context). S/he should be a national or international consultant with extensive work experience in conducting similar work in Turkey. S/he will be responsible for the translation of the data collection tools and during interviews and FGDs conducted in Turkish. S/he should have at least 10 years' experience in the education, child protection or social protection sector, and familiarity with the response to the Syria refugee crisis in Turkey.

Target Group Expert, who will contribute to the design of the evaluation methodology, to the preparation of the inception report as well as of the draft and final evaluation reports, bringing in the required experience, knowledge and insight from the perspective of the Syrian refugee population living in Turkey (especially from the cultural and sociological perspective). S/he should be an Arabic speaker, preferably a Syrian person living in Turkey. S/he will be responsible for the translation of the data collection tools and during interviews and FGDs conducted in Arabic. This person should have at least 5 years' experience in the education, child protection or social protection sector and/or in the response to the Syria refugee crisis in Turkey.

In addition to what required for each member, the following experience should be available in the team:

- At least one member with experience in the education sector;
- At least one member with extensive experience in qualitative data collection;
- At least one member with knowledge of the context of the Syria refugee crisis in Turkey;
- At least one member with solid knowledge on child rights, HRB A and gender equality;
- Excellent report writing skills in English.

Deliverables and payment schedule:

The matrix included in the section *Work Plan of the Evaluation* provides a list of deliverables. The final deliverable is the final Evaluation Report, which should comply with UNICEF Evaluation Report Standards (http://www.unicef.org/evaldatabase/files/UNICEF_Eval_Report_Standards.pdf). Its quality will be assessed through the UNICEF Global Evaluation Reports Oversight System on the basis of these standards. In addition, the evaluation will undergo an ethical review in line with the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. The report should include:

- Executive summary,
- Description of the object of the evaluation (including the theory of change),
- Purpose of the evaluation, evaluation scope, objectives and criteria
- Description of the evaluation methodology (including the evaluation matrix as well as an analysis of risks and mitigating measures, with risks related to ethical issues clearly spelled out),
- Findings broken down by evaluation criteria,
- Conclusions and lessons learned,
- Recommendations.

Location:

As per the schedule included in the section *Work Plan of the Evaluation*, most of the data collection will be conducted in Turkey (in Ankara and other locations in Turkey as defined by the methodology). The remaining activities of the evaluation process will take place remotely.

Supervisor:

Chief Planning M&E with technical support from one M&E Specialist.

Remarks and reservations

UNICEF reserves the right to terminate the contract and/or withhold all or a portion of payment if the rules and the regulations regarding confidentiality, ethics and procedures of UNICEF and the partners are not followed, the performance is unsatisfactory, or work/deliverables are incomplete, not delivered or fail to meet the deadlines.

The team must respect the confidentiality of the information handled during the assignment. Documents and information provided must be used only for the tasks related to these terms of reference.

The deliverables will remain the copyright of UNICEF. Members of the team shall not use the data for their own research purposes, nor license the data to others, without the written consent of UNICEF.

Cost:

Estimated Cost of Consultancy: Applicants shall present a detailed financial proposal that elaborates on daily costs on the basis of the above-mentioned schedule and deliverables, including a total sum

demand. All costs, including travel, accommodation, administrative costs, etc. shall be covered by the contractor and should be included in the financial proposal as a separate heading and broken down into details of accommodation and travel costs.

Payment: UNICEF will issue a contract in USD. Payments will take place in USD upon submission of the deliverables, as indicated in the matrix included in the section *Work Plan of the Evaluation*.

Candidates are required to specify their daily rates and the total amount as per the number of anticipated working days for each deliverable in the financial proposal, and provide the breakdown of the lump sum amount as well as incidentals of each deliverable in USD. It is up to the team to determine how the number of person/working days is distributed within the team.

Application process

Applicants are expected to submit to UNICEF the following documents:

1. Financial proposal as per the attached template
2. CVs of all team members
3. List of evaluations conducted/led by the team leader and the education expert
4. Technical proposal. The minimum content for the technical proposal is:
 - Main objectives
 - Methodology outlining a tentative evaluation matrix
 - Tentative schedule



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