Graduation Approach for Orphans & Vulnerable Children: Putting Together the Pieces

FACILITATOR'S GUIDE

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Acknowledging Contributions

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Many people were involved in the research, design, field-testing, and finalization of the Graduation Approach for Orphans & Vulnerable Children Facilitator's Guide. In particular, we would like to acknowledge the primary author of this guide: Walt Colt.

We wish to thank AVSI and FXB for their assistance with the SCORE and FXBVillage case studies used throughout this guide. We also wish to thank BRAC USA and CGAP for sharing background materials and answering questions at the initial stages of the development of this course.

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For information on how to obtain additional copies or to learn more about Grameen Foundation materials and training services, please contact:

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Preface

Through the support of FHI360's ASPIRES project, Grameen Foundation designed this training to support USAID staff and implementing partners in the design of graduation approach programming benefitting vulnerable children.

The *Graduation Approach: Putting Together the Pieces* training builds capacity for participants who work in vulnerable children programming, and who may have little prior experience in graduation approach programming. The activities in the training enable participants to achieve their Graduation Approach objectives by:

- Supporting governments and other donors in establishing and managing programs as part of a **graduated and interlinking** economic strengthening and/or social protection framework.
- Ensuring strong linkages with consumption support programs, livelihood provisioning, financial inclusion programs, technical skills training, and life-skills coaching.
- Verifying that interventions are designed and implemented with explicit linkages to HIV clinical services.
- Monitoring and evaluating the entire Graduation Approach program.

The *Graduation Approach: Putting Together the Pieces* training focuses on graduation approaches that integrate interventions to reduce beneficiaries' vulnerabilities rather than specifically—or exclusively—transition beneficiaries off of program services.

The training covers such topics such as:

- Planning and overseeing common component of graduation approach programming, including consumption support, asset transfer, livelihoods and enterprise development, savings and financial services and health and additional services.
- Preparing for program exits and managing risks of program beneficiaries slipping back.
- Monitoring at the individual, household and program levels.

Reviewing Workshop Components

Through the *Graduation Approach: Putting Together the Pieces* workshop, participants intentionally examine options in Graduation Approach programming and explore how to design this programming to best meet the needs of their target population.

The Graduation Approach: Putting Together the Pieces Facilitator's Guide provides a set of workshop activities to enable practitioners to design Graduation Approach programming that benefits orphans and vulnerable children.

This module contains four (4) important components:

Facilitator's Guide
The first component is the Facilitator's Guide. This Guide contains guidance on preparing for the training workshop as well as facilitating the set of activities. The objectives, preparation and steps for each activity are clearly and completely described. The handouts or other materials required for discussion or distribution are embedded in the pages that follow or in the Participant Workbook

Participant Workbook
This component is the series of worksheets and reference materials that support participants to apply the knowledge they are gaining. A photocopy of the Workbook should be prepared for each participant before the start of the workshop.

Slides
This component is the set of slides to show participants during the activities. The individual slides are embedded in the Facilitator's Guide in the order in which they are used. The slides are presented chronologically to make them easier to locate when preparing for the workshop. These slides are intended to be visual supports to the facilitated activities, and do not replace the script included in the Facilitator's Guide.

Resource Materials
The activities in this module reference many different documents. Given time constraints, it may be difficult to cover each referenced document in depth in the training room. Nonetheless, each document that is referenced in the training guide – along with other documents that may be of interest to the participants – is included in the reference materials section. Electronic versions of the documents may be loaded on to USB drives for distribution during the training workshop. Depending on the needs of each group of participants, the facilitators may include additional resources.

Using This Guide

This guide provides complete guidance on how to plan for and deliver a 4-day training workshop on Graduation Approach programming for vulnerable populations.[1]

The goal of the *Graduation Approach for Orphans & Vulnerable Children: Putting Together the Pieces* training package is to provide donors and practitioners with tools and strategies that will improve the health and well-being of vulnerable children and related vulnerable populations through appropriate and effective Graduation Approach interventions as part of a comprehensive OVC strategy incorporating economic strengthening and social protection. The activities in the Facilitator's Guide contribute to this goal by helping participants achieve the following objectives:

- Apply evidence to match Graduation Approach interventions to beneficiary profiles and contexts.
- Design and plan Graduation Approach interventions that link with HIV/health and other interventions to maximize beneficiary well-being.
- Integrate monitoring and evaluation activities into Graduation Approach project design to strengthen program implementation and to build the evidence base.

You will find a variety of features written into the text and embedded in the format of each activity in the Facilitator's Guide. These features give the facilitator written signals to improve the delivery of the activities. The following is a list of the features.

Features of the Graduation Approach for Orphans & Vulnerable Children:
Putting Together the Pieces
Facilitator's Guide

Information Box—The box at the start of each activity has 3 elements in it:

- Objectives—list of actions that the steps in the activity are constructed to accomplish
- Preparation—list of actions or materials that must be ready before the activity can be presented
    - Flip charts are incorporated into the step in which they occur. Shaded borders easily identify the flip charts.
    - Handouts needed for each activity are listed with the step in which they occur and provided at the end of the activity.
- Time—an estimated amount of time needed to implement all of the steps designed for the activity.

Steps—The steps needed to complete the activity are listed in the order recommended for implementation. Special features for the facilitator to note include:

- *Italics font* = instructions for the facilitator (not read to the participants)
- Regular font = specific information, instructions or questions for the facilitator to read or closely paraphrase to the participants

[1] Note: This guide does not train participants in the implementation of specific BRAC or CGAP/Ford Foundation Graduation Approach methodologies. While the activities in this guide can provide an overview of the methodologies and contribute to participants' selection of an appropriate methodology, staff will require additional training to implement a selected Graduation Approach methodology.

- Question mark (?) = symbol that highlights specific questions to ask
- Box (☐) = special technical or summary information to share with the participants
- Box with shaded borders (❑) = flip chart for posting on the wall
- Images of PowerPoint slides are embedded in the activities.
- [Square brackets] = the “correct” answer to expect to a technical question
- (Parenthesis) = additional instructions or information

Facilitating Activities

The *Graduation Approach: Putting Together the Pieces* training workshop is designed to be facilitated by two facilitators. Each facilitator should be knowledgeable of the technical content and the programmatic context of the participants as well as a skilled facilitator.

A few of the facilitation skills employed in this guide include:

- **Asking open questions**: The facilitator asks questions that cannot easily be answered with "yes" or "no." Open questions encourage participation and dialogue.
- **Probing**: The facilitator asks follow-up questions after a participant has spoken. Probing questions can help clarify a participant's statement, encourage deeper reflection or a more detailed response, and/or demonstrate respect for the participants by showing that they have knowledge that the facilitator hopes can be shared.
- **Stacking**: The facilitator states the order in which participants will speak. Stacking helps participants remain engaged in the conversation, as they know that they will have a turn to speak, and helps prevent everyone from speaking at once.
- **Waiting**: The facilitator waits for at least 5 seconds before responding to participants and/or allows at least 3 participants to respond before s/her responds. Waiting gives participants the time to think before they speak and demonstrates that it is safe to share in the learning environment.
- **Redirecting**: When asked a question by a participant, the facilitator bounces the question back to the group by asking questions such as: "What do others think?" Redirecting builds engagement and peer-to-peer learning, providing participants to learn from the rich experiences of their colleagues.
- **Summarizing**: The facilitator repeats the main ideas of a conversation. Summarizing reassumes participants that their ideas have been heard and also provides an opportunity for the facilitator to underscore key technical points.
- **Weaving**: The facilitator refers back to a previous topic or forward to an upcoming topic while facilitating an activity. Weaving draws connections between linked conversations and reinforces important points.

> An **open question** is a question without a predetermined answer. This question invites the participants to draw upon their own life experiences and creativity. It also invites dialogue. Open questions engage participants by requiring reflection and critical thinking. When facilitators ask open questions they demonstrate respect and honor for the participants' own learning.
>
> In a closed question the facilitator knows the answers. In contrast, when asking an open question, the facilitator does not seek a single, specific answer—thus allowing the learner to explore the meaning of what has been said and to conclude the implications of it for his/her context.

The activities in this guide are designed to encourage participants to think deeply about their own practice and plan to apply their learning when they return to work. By using good facilitating skills, the facilitators can encourage the kind of engagement, reflection and active participation that is required for participants to apply their learning.

Activity 1: Introducing Objectives, Participants, and Group Norms

Objectives
By the end of this activity, participants will have:
1. Identified other participants with similar goals or experience.
2. Listed group norms

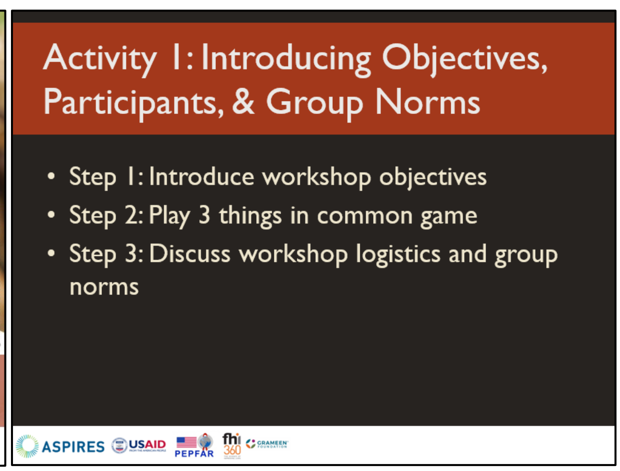
Preparation
- Flip charts
  - Group Norms
- Other materials
  - *Graduation Approach for Orphans & Vulnerable Children: Putting Together the Pieces* PowerPoint slides
  - Projector and screen

Time
45 minutes

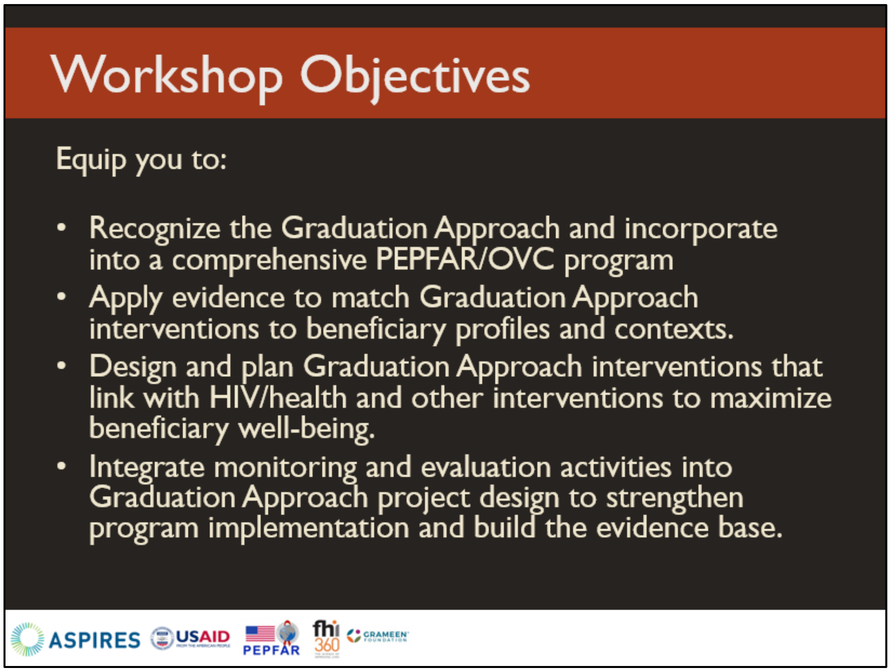
Steps

1. Introduce workshop objectives – 10 minutes

Show the title slide and Activity 1 slide welcome participants to the workshop.



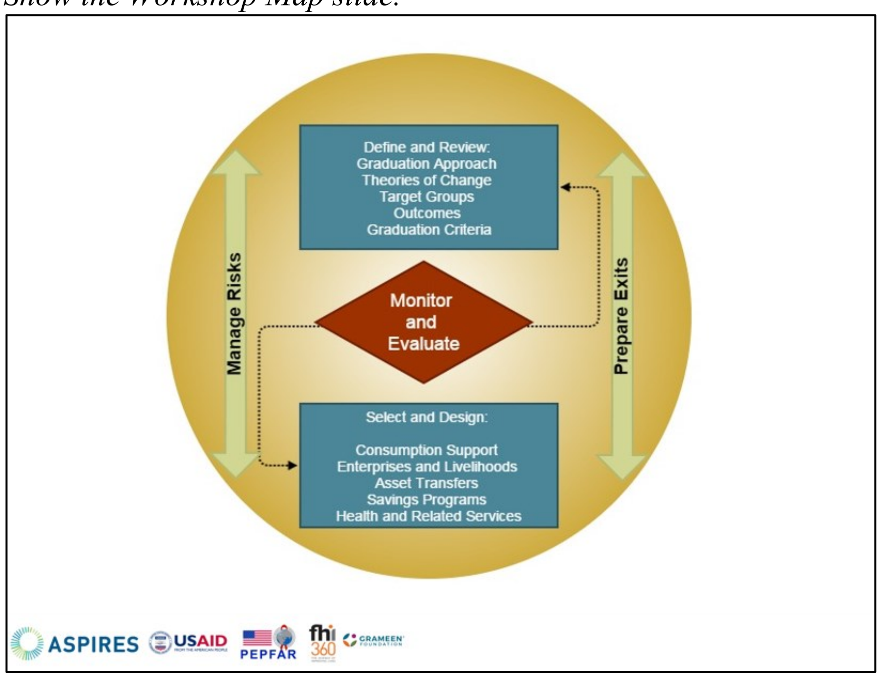
Show and explain the Workshop Objectives slide.



Then say:

Before we introduce ourselves, let me tell you a little bit about how we are going to achieve these objectives.

Show the Workshop Map slide.



As you click through the text boxes, say:

Over these next days, we will explore the following areas:

- Defining graduation and the Graduation Approach and types of interventions, target populations, and levels of economic well-being
- Planning for the Graduation Approach including targeting, partnerships and alliances, and establishing program exits
- Implementing consumption support, savings, livelihood selections and asset transfers, technical skills training, and life-skills coaching
- Monitoring by program level and household level
- Reaching graduation including managing the risk of households slipping back

After you have explained the Workshop Map, ask

Before we continue, what questions do you have about the workshop objectives or map?

Respond to questions.

2. Have participants play 3-things-in-common game – 25 minutes

Say:

Before we get started, let us get to know each other a bit. Since we are here for the same purpose, let us see what we have in common to lay the foundation for our time together.

Divide participants into groups of 3. Say:

Your objective is for each group to identify 3 things that all 3 group members have in common. You have 5 minutes.

After 5 minutes, proceeding 1 group at a time, ask each of the 3 group members to introduce him/herself (name, position, organization) and to tell the plenary 1 of the 3 things that the 3 group members have in common.

Then say:

Thank you, and welcome again! As you see, we have a lot in common, but I am sure that each of us also brings particular skills and experiences that will benefit the whole group. We will get to know each other better as we move on.

3. Discuss workshop logistics and group norms – 10 minutes

Say:
Let us review some important information about the workshop:

- Each day begins at _____ *[insert start time]* and ends at ___ *[insert end time]*.
- Each day we will take a 1-hour lunch break and a short break in the morning and another in the afternoon.
- Bathrooms are located *[insert location]*.

What questions do you have about the logistics?

Respond to questions. Then say:

I must make sure that we do all the activities on the workshop's agenda and that I provide a comfortable learning environment. I turn off my cell phone and use it only during scheduled breaks and lunch hours so I will not get distracted from fulfilling my responsibilities. I ask that you do the same.

Post the flip chart.

Group Norms
▪ Put your phone on silent mode.

Say:
Many of you participated in workshops before.

What other norms help a workshop run smoothly?

As a participant makes a suggestion, ask if others agree and, if they agree, add it to the Group Norms flip chart.

Note: *Keep the Group Norms flip chart posted throughout the workshop.*

Activity 2: Reviewing Agendas, Learning Needs, and Pre-Tests

Objectives
By the end of this activity, participants will have:
1. Listed what they most want to learn about the Graduation Approach for OVC.
2. Reconciled their expectations of the workshop with the proposed agenda.
3. Completed the Pre-Test.

Preparation
- Other materials
  - *Graduation Approach for Orphans and Vulnerable Children* Participant Workbook (1 per participant)
  - *Graduation Approach for Orphans and Vulnerable Children* Resource Materials (1 USB flash drive per participant)
  - Sticky notes (3 per participant)
  - *Graduation Approach for Orphans and Vulnerable Children* Pre-Test (1 per person)
    - Number the *Graduation Approach for Orphans and Vulnerable Children* Pre-Test handouts from 1 to x (x=the number of participants) in the upper-right corner so that they can be matched with the Post-Tests at the end of the workshop.
- Before the activity begins, post the following half sheets of flip-chart paper around the room, with equal space between each:
  - What is the Graduation Approach
  - Targeting beneficiaries
  - Establishing theories of change, outcomes, and graduation criteria
  - Consumption support
  - Enterprises and livelihoods
  - Asset transfers
  - Savings and financial services
  - Health and related services
  - Monitoring and evaluation
  - Program exits and managing slipping back

Time
40 minutes

Steps

1. Distribute sticky notes for listing participant learning needs – 15 minutes

Show the slide Activity 2, distribute three (3) blank sticky notes to each participant and say:
Let us talk a bit about what most interests you about the Graduation Approach and what you hope to learn in this workshop. The sheets of paper on the wall list the topics we will discuss over the week. Read each of them and stand by the topic that most interests you. Please bring the sticky notes and a pen with you.

When participants stand by the topic that most interests them, say:

Please write up to 3 questions you have about the topic you chose on your sticky notes—1 question per note. Post your questions near the topic. Then review all the questions for that topic with others standing with you. Remove any sticky notes duplicating questions so that the remaining questions are different from each other. You have 5 minutes.

After 5 minutes, say:

Circulate around the room and read everyone's questions.

As you read the questions, ask participants to clarify any questions that seem ambiguous.

After participants circulate and read all questions, say:

We will revisit your questions later in the workshop to see if we have answered them.

Note: *Keep the sticky notes posted by the topics throughout the workshop.*

2. Introduce the participant workbook, resource materials USB, and workshop agenda – 10 minutes

Distribute the Participant Workbook and Resource Materials USB to each participant. Then say:

You will work in this Participant Workbook throughout this workshop. At the end of the workshop, you will make a 10-minute presentation on how you will apply what you learned during this workshop, using the notes you made in your workbook. Please turn to the agenda on page 1. This is a list of all workshop activities. Take a couple of minutes to go over it.

After about two (2) minutes, ask:

What questions do you have about the agenda or the Participant Workbook?

Respond to questions.

3. Administer the Pre-Test – 15 minutes

Distribute the Pre-Test, turning copies face down and allowing participants at each table to select any copy. Then say:

This Pre-Test tests the training--not you. Do not worry if you do not know the answers. We will cover all of the information on the Pre-Test in the workshop.

Notice the number written in the top right corner of your Pre-Test. Please write down your number in your Participant Workbook so that you can write the same number on your Post-Test at the end of the workshop. The numbers allow us to compare test results without knowing whose test it is. Nobody will know about your test results unless you want to discuss your results with others.

You have 10 minutes to complete the Pre-Test.

Ask:

What questions do you have about the Pre-Test instructions?

Respond to any questions. Then give participants 10 minutes to complete the Pre-Test. Do not answer test questions for the participants or correct their answers, since you will provide the correct answers during the workshop. Before collecting the Pre-Tests, remind participants to write the number at the top of their Pre-Test in their Workbook.

Test Number: __________

Graduation Approach: Putting Together the Pieces Pre-Test		
Questions	**Answers**	
1. What do BRAC, CGAP, Ford Foundation, USAID, UNHCR, and development NGOs mean when they refer to "graduation"?	a. A decline in benefits after a certain period of time or a time limit on how long the beneficiary remains in program—factors outside of the beneficiary's influence b. A transfer of responsibility of prime implementing partners to local organizations instead of international partner organizations. c. A transfer of ownership/sponsorship of programs and positions to the local government and transitioning support to other areas/initiatives d. A beneficiary has reached a point where he/she (or household) does not need an existing service or a given program (intervention) anymore and will no longer receive it but can move on to other programs. The household or individual has graduated from the original service or intervention. e. A cessation of funding for external partners for activities such as PMTCT of HIV.	
2. Strategies provide an overall plan for meeting an objective. Tactics detail the specifics of how you will implement that strategy. In a theory of change, what parts make up the strategies and what parts make up the tactics?	a. Preconditions/outcomes make up the strategies and interventions make up the tactics. b. Impact groups make up the strategies and impact goals make up the tactics. c. Interventions make the strategies and preconditions/outcomes make up the tactics. d. Impact goals make up the strategies and impact groups make up the tactics. e. None of the above	
3. When targeting programming for OVC, what should you strive to do?	a. Target OVC in isolation b. Figure out how to attract people living with HIV to your program that serves a broader population—make your targeting HIV/AIDS-sensitive and inclusive rather than exclusive c. Further segment beneficiaries by their level of economic well-being or vulnerabilities d. Decide on targeting caregivers, households, adolescents/children, or a combination e. Conduct a situational analysis f. All of the above g. All of the above except A (and F)	

Graduation Approach: Putting Together the Pieces Pre-Test		
Questions	**Answers**	
4. The original Graduation Approach programs targeted the most vulnerable ultra-poor in destitution, tried to increase the beneficiaries' consumption and asset holdings, and included five key components: consumption support, livelihood provisioning, asset transfer, life-skills coaching, and technical training. How might a Graduation Approach program targeted to OVC differ?	a. For its beneficiaries, it might include the very vulnerable struggling to make ends meet and the somewhat vulnerable prepared to grow their capabilities as well as the destitute in need of provisioning. b. For its components, it might include health components, psychosocial support, childhood-protection services, legal services, and education services in addition to the standard services offered. c. It might incorporate the six principles of responsible graduation described by the Institute of Development Studies (IDS). d. It might remove any of the five key components if any prove unnecessary. e. It might strive to improve the health of its beneficiaries as well as increase consumption and asset holdings. f. All of the above g. None of the above	
5. Fill in the blank: When you determine what you want your beneficiaries to accomplish, you establish ______ for your program. When you determine how you would measure if beneficiaries reach those items, you consider how you would monitor and evaluate your project and set possible graduation _____.	a. stipends; renewals b. outcomes; criteria c. target groups; maintenance d. livelihoods; assessments e. interventions; reporting	
6. Fill in the blank: For Graduation Approach programs, consumption support can take the form of ____, ____ or _____.	a. timing, amount, or duration b. sheep, chickens, or goats c. food, cash transfers, or both d. government, NGOs, or CBOs e. most vulnerable, very vulnerable, or somewhat vulnerable	
7. When selecting enterprises for livelihoods, which two analyses will help you determine the best options for your beneficiaries?	a. Value Chain Analysis and Market Analysis b. Situation Analysis and Gender Analysis c. Situation Analysis and Cost Assessment d. Cost Assessment and Value Chain Analysis e. Market Analysis and Gender Analysis	

Graduation Approach: Putting Together the Pieces Pre-Test		
Questions	**Answers**	
8. For asset transfers, when would you want to provide in-kind assets instead of cash, mobile money, or loans?	a. When beneficiaries may not yet feel comfortable buying assets from vendors b. When vendors may attempt to rip off beneficiaries because of their lack of confidence, knowledge, or experience c. When participating organizations can purchase assets, store them, and transport them at less expense and more securely than beneficiaries can buy them and take them home d. A and B but not C from above e. A, B, and C from above	
9. When designing the savings component of a Graduation Approach program, what should you consider for your beneficiaries?	a. Formal versus informal savings b. Voluntary versus compulsory savings c. Group versus individual savings d. A, B, and C from above e. A and C but not B from above	
10. When designing the health component of a Graduation Approach program, what should you consider for your beneficiaries?	a. Mobile health services including immunizations b. Enrollment (including mobile enrollment) in wellness, health, and HIV/AIDS services offered by government agencies c. Government-supplied and NGO-supplied clinics, hospitals, medicines, and medical staff d. B and C but not A from above e. A, B, and C from above	

Activity 3: Introducing the Graduation Approach

Objectives
By the end of this activity, participants will have:

1. Compared and contrasted "graduation" with common definitions of the Graduation Approach
2. Surveyed a case study of a Graduation Approach program via a video
3. Analyzed and discussed the current evidence base for the Graduation Approach as well as principles of responsible graduation

Preparation

- Other materials
  - *Graduation Approach for Orphans & Vulnerable Children* MS PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
75 minutes

Steps

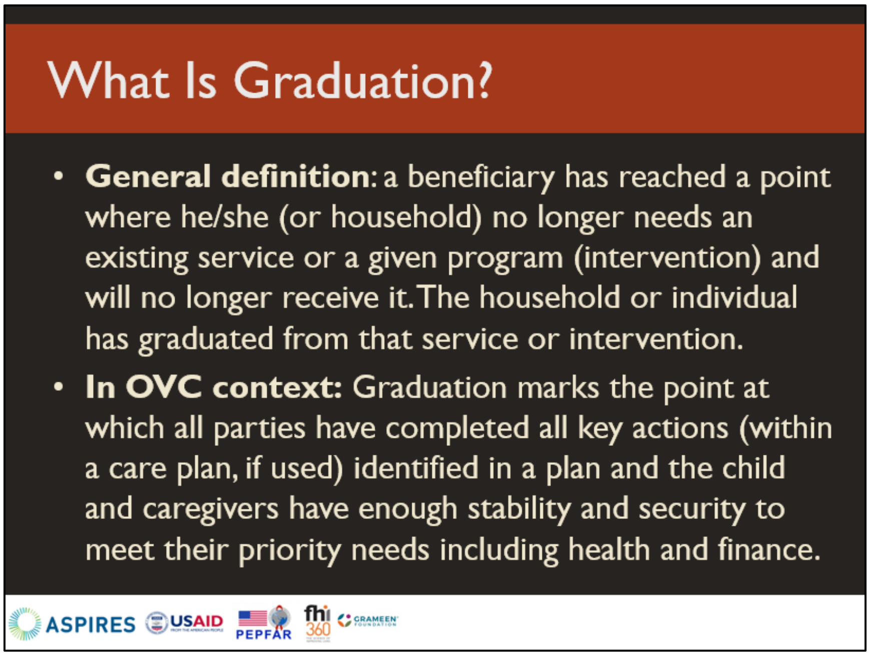
1. Discuss what we mean by "graduation" and "the Graduation Approach" – 20 minutes

Say:
Let us start by defining what we mean by "graduation."

What does "graduation" mean to you?
[Possible answers:

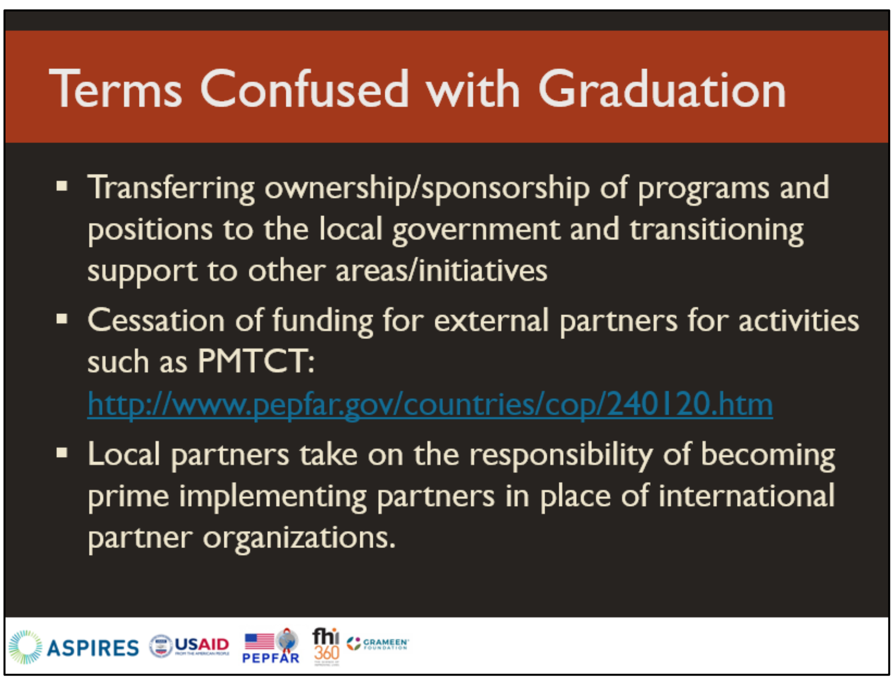
- *Graduation means when we can transition a beneficiary off of an intervention or can exit a beneficiary from a program.*
- *Graduation means the point at which a beneficiary has satisfied some already determined criteria for exiting from or transitioning off of a program.*
- *Graduation means the transferring of ownership or sponsorship of programs and positions to the local government and transitioning support to other areas or initiatives.*
- *Graduation means the cessation of funding for external partners for activities.*
- *Graduation means the point where local partners take on the responsibility of becoming prime implementing partners in place of other partner organizations.*
- *Graduation means transitioning from programming types across a spectrum based on vulnerability and followed by release from the program upon reaching a threshold.]*

Thank participants for participating. Then summarize their responses and show the slide What Is Graduation:



People sometimes confuse graduation with other terms such as transition, cessation, and exiting.

Show the slide Terms Confused with Graduation.



Why do these terms often get confused with graduation?

[Possible answers:

- *People are confusing the interventions with the beneficiaries.*
- *We need to emphasize that what we mean by beneficiary graduating has nothing to do with the services or interventions themselves.*
- *Services or interventions may be transferred to local partners including government or may change in terms of delivery approach. If that happens, we talk of transition. Such transitions might and probably will have an effect on the beneficiary, but transition relates to the services, the program, or the intervention—not the beneficiaries.*
- *If funding goes away, the program might simply terminate. In such case, the beneficiary might or might not have reached graduation at that time.*

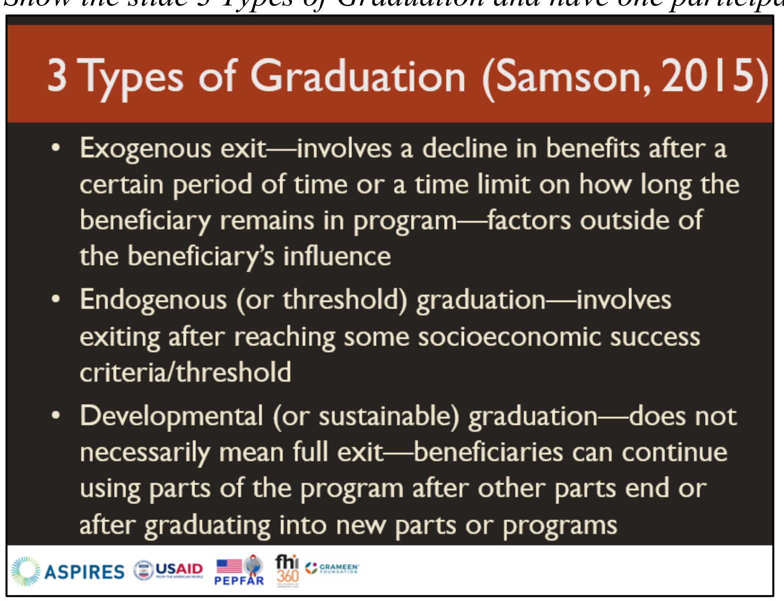
Why does graduation from an OVC program NOT mean that households no longer need any support?

[Possible answers:

- *Graduation from OVC program support does not necessarily mean that households no longer need any kind of support—rather that they have demonstrated and sustained measurable improvements within the service domains addressed by the given OVC program. This can, for example, mean that program participants access services from other providers after they have graduated from an OVC program.*
- *Beneficiaries often graduate into other forms of support—either because they now know about their eligibility for those other forms or because their improved status gives them the abilities and resources to use that support.]*

Dr. Michael Samson categorized graduation into three types in a bulletin from the Institute of Development Studies.

Show the slide 3 Types of Graduation and have one participant reach each of the types:



The Graduation Approach is often described as an example of integrated development. Let us next define what we mean by "integrated development."

What does the term "integrated development" mean to you?

[Possible answers:

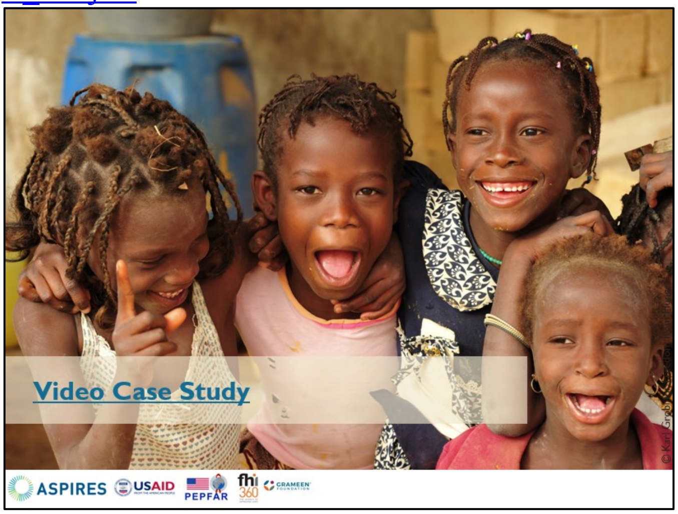
- *Integrated development means an intentional approach linking the design, delivery, and evaluation of programs across sectors to produce an amplified, lasting impact on beneficiaries' lives.*
- *Integrated development means arranging programs so they have the potential to make a deeper, more enduring difference in people's lives not only through multi-sector activities but through collaboration, partnerships, and coordination.*
- *Integrated development means a programming approach considered when tackling complex, interrelated development challenges and their root causes and deployed when appropriate.]*

Thank participants for participating. Then summarize their responses and show the slide Integrated Development Defined:

Finally, let us look at what we actually mean by "Graduation Approach."

Before we go over some common definitions of the Graduation Approach, let us take a look at a quick video created by SCORE Uganda that explains their version of it.

Show the next slide and the video from BRAC/CGAP/Ford Foundation on the REST project in Tigray: https://www.youtube.com/watch?v=PnoOr7_Rnv8&list=PLoTEnNTEgjOWWqeCsICLYQUBkC_5LnjOc

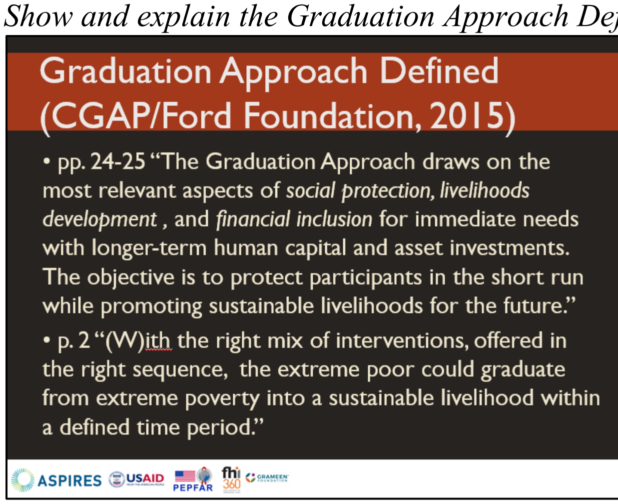


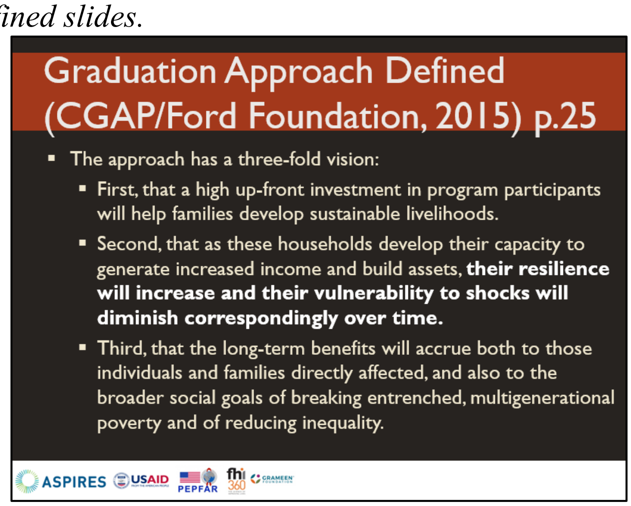
Say:

BRAC, the Bangladesh based development organization, developed the concept of a Graduation Approach in a program called Challenging the Frontiers of Poverty Reduction: Targeting the Ultra Poor (CFPR-TUP). The positive results of this program led CGAP and Ford Foundation to further fine tune and adapt this model through a series of pilot programs in various countries and different contexts.

Now let us look at some common definitions of the Graduation Approach. You also have these definitions on page 2 of your workbook.

Show and explain the Graduation Approach Defined slides.





Ask:

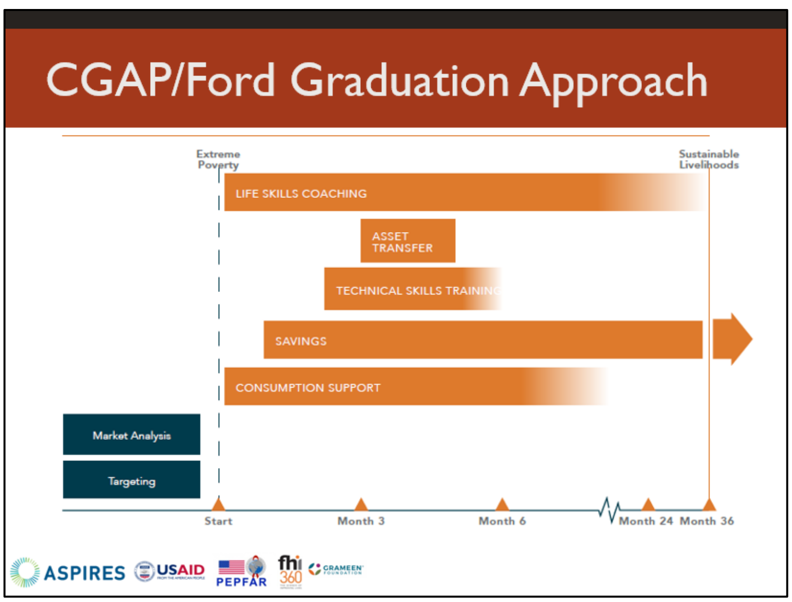
How do these definitions relate to what the terms graduation, integrated development, and the Graduation Approach mean to you and your experiences with them?

Thank participants for participating. Then summarize their responses and say:

When designing a Graduation Approach program, you want to look at the whole picture for your beneficiaries. You want to take into account all of their needs including short-term and long-term needs and try to address as many of them as possible, which may mean bringing in more partner organizations than you have done in the past.

To get a better sense of the specific activities included in a Graduation Approach intervention including the timing of components, take a look at this representation of the CGAP/Ford Foundation model.

Show the slide CGAP/Ford Graduation Approach.



Based on what you have seen and heard so far, please explain what this graph tells us about the CGAP/Ford Foundation Graduation Approach pilots.

[Possible Answer:

The CGAP/Ford Foundation Graduation Approach contains five core elements: consumption support, savings, an asset transfer, technical skills training, and regular life skills coaching, each of them introduced at different times during a 24-36 month intervention period.

The market analysis and targeting takes place well before the program begins in order to identify the potential beneficiaries and their needs as well as the needs of the local market. The program begins with immediate consumption support for those beneficiaries who need it as well as life-skills coaching to empower the beneficiaries. Consumption support can last as long as needed but in the CGAP/Ford Foundation pilots it lasted between 9 months and 1 year. The life-skills coaching lasted the entire length of the pilots—3 years.

Once the beneficiaries have enough to save, they receive the savings component—often in the form of savings groups. This component lasted past the life of the pilots; the beneficiaries did not graduate out of savings.

The technical skills training began just before the asset transfer so the beneficiaries could get acquainted with their new livelihoods and the responsibilities those livelihoods entailed. The training continued even after the asset transfer, often in two parts, completed. Most programs actually held refresher trainings just before the beneficiaries graduated to ensure that the beneficiaries could persist in their new activities.]

Summarize participants' input, answer any questions, and add any missing information from above. Then say:

The original Graduation Approach pilots tend to focus on the ultra-poor or destitute and contain the five core components that we previously discussed. When you involve groups less vulnerable than the destitute, you may find these components less essential, or you may decide to have these components applied differently than they did for the original pilots.

Ask:

From an OVC and PEPFAR context, what could we add to this model?

[Possible answers:

- *Health components such as HIV/AIDS screenings and ART treatments*
- *Psychosocial support*
- *Childhood-protection services*
- *Legal services*
- *Education services]*

Summarize participants' input, answer any questions, and add any missing information from above. Then say:

The original core elements shown in the BRAC and CGAP/Ford Foundation models may not always turn up in Graduation Approach programs implemented in PEPFAR and OVC contexts. For the moment, no clear consensus exists as to how vital we should consider each of these original core elements. For example, SCORE provides consumption support and asset transfers only to the most vulnerable households.

In an OVC context, the intended outcome includes not only economic security, but also knowledge of HIV status, awareness about prevention as well as treatment and care, access to services, and support for adherence. A Graduation Approach program in this context can and should if at all possible link Economic Strengthening interventions to existing non-ES programs and services of PEPFAR that promote these outcomes. If such programs and services do not exist already, then program designers should consider working with project partners to create them.

Ask:

- **What other common elements do you think Graduation Approach programs for OVC should have?**

Summarize participants' input, answer any questions, and show the slide Common Understandings of Possible Graduation Approaches for OVC and say:

In July 16, 2016, a group of stakeholders in Graduation Approach programming for OVC and PEPFAR contexts discussed that such programming could have these common understandings:

- Approaches for capacity building or skills-transfer must operate within a long-term and holistic perspective.
- Direct support will not continue forever, because even the most vulnerable households can strengthen their coping strategies through a combination of activities including linkages, social networks, savings, and income diversification.
- The ultimate goal must create a household stable enough to provide consistently for the basic needs of its members and capable of accessing the services and supports available.

2. Have participants review the evidence base for Graduation Approach interventions–30 minutes

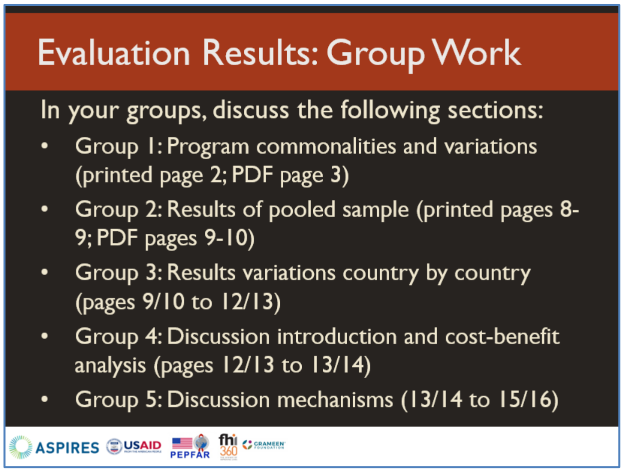
Say:
Through monitoring and evaluating at the program level, Graduation Approach programs have shown that they can substantially increase consumption by the very poor by the end of the program and maintain that consumption level a year later.

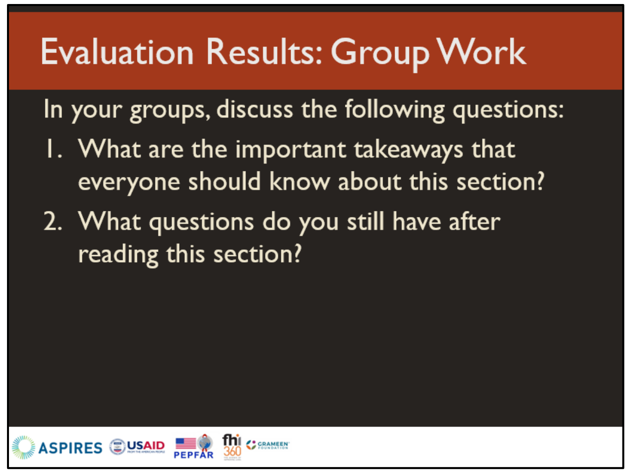
Most programs have shown that the benefits exceed the costs of the program.

Science magazine published a study of randomized control trials of 6 Graduation Approach programs piloted by CGAP/Ford Foundation and conducted in six (6) different countries. Although the researchers suggested that we still have much more to learn about how better to design and implement these programs—one of the objectives of this workshop—they came to some very important conclusions.

Working in groups of five, you will look a little more closely at the study and report out to the whole group what you learned from your section of the study.

Show the slides Evaluation Results: Group Work and explain the group task.





Then say:

Select a representative to prepare a two-minute presentation of your given section and your group's answers to the two questions. You have 15 minutes.

After 10 minutes, invite each group to take 2 minutes to share a description of their section and their answers to the questions. After each group has shared, ask:

What questions do you have for this group?

Say:
Thank you for your participation. The evidence we reviewed applies to the CGAP/FF model of the Graduation Approach. We must stress that, while we have good reason to believe that the Graduation Approach, modified to some extent, might produce similar positive outcomes in different contexts, no one has yet backed up this assertion with the same kind of rigorous evidence that researchers collected for the CGAP/FF Graduation Approach pilot projects.

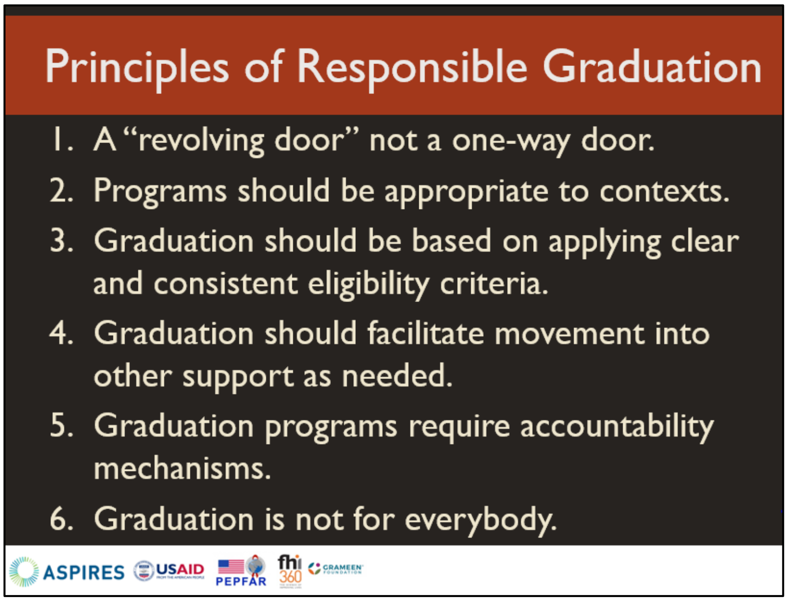
We will next look at how we can responsibly design and implement Graduation Approach programs.

3. Have participants consider responsible graduation–25 minutes

Say:
You have just considered the evidence base for the Graduation Approach with regard to the CGAP/Ford Foundation pilots. But we also need to consider how we can responsibly design and implement Graduation Approach programs so that we do no harm to our beneficiaries and do not violate their rights to social protection—especially when graduating them out of the program.

To that end, the Institute of Development Studies (IDS) came up with a list of six (6) principles of responsible graduation.

Show the slide Principles of Responsible Graduation and invite volunteers to read aloud each listing.



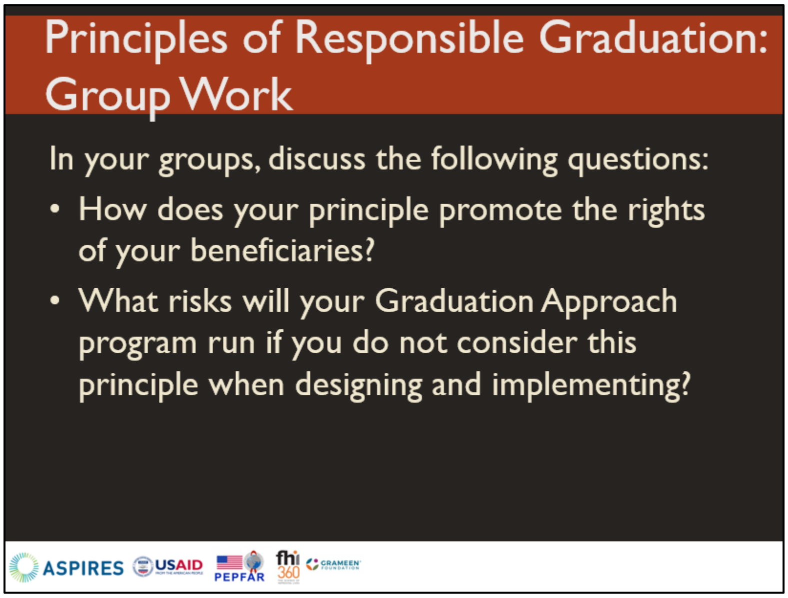
Then say:
In a moment, you will go back into your groups to discuss in depth each principle, but first:

What clarifying questions do have about the principles of responsible graduation?

Respond to participants either by clarifying the principle or by encouraging participants to hold that question for later in the activity. Break participants into 6 groups and assign each group each one principle. Then say:

You have the text of the original blog post starting on page 9 of your workbook.

Show the slide Principles of Responsible Graduation: Group Work and explain the group task.



Then say:
Select a representative to prepare a two-minute presentation to describe your given principle and your group's answers to the two questions. You have 10 minutes.

After 10 minutes, invite each group to take 2 minutes to share a description of their principle and their answers to the questions. After each group has shared, ask:

- **What questions do you have for this group?**

After the group responds to all questions, ask the whole group:

- **What examples have you seen or read about of Graduation Approach programs applying this principle?**

After participants share, repeat the process with each group. After each group shares, show the slide What Would You Add to the Principles of Responsible Graduation for Your Organization and ask:

- **What would you add to the principles of responsible graduation?**

After participants share, summarize and thank them for participating.

Activity 4: Reviewing Theories of Change

Objectives
By the end of this activity, participants will have:
1. Reviewed the concept of "theory of change."
2. Examined the components of a theory of change.
3. Applied the concepts to their own portfolios by defining the components of a theory of change for a possible future Graduation Approach program

Preparation
- Flip charts
  - What is a Theory of Change
- Other materials
  - *Graduation Approach for Orphans & Vulnerable Children* PowerPoint slides
  - Projector and screen

Time
60 minutes

Steps

1. Review the concept of "Theory of Change"– 15 minutes

Say:

When learning anything new, you should create guiding questions important to you in order to make the learning more personal and relevant. If you have not already done so, you can use this question as one of your key guiding questions during this workshop: **"How can participation in a Graduation Approach program promote OVC well-being?"**

You can aid fellow program designers and researchers in answering this question and help build the evidence base by creating Graduation Approach programs for OVC and their caregivers.

Over the course of this training, you will work with that question, and find ways to improve your program designs in order to show how participation in Graduation Approach interventions can lead to improvements in OVC well-being.

You will use many tools to think this through—starting with your "Theory of Change."

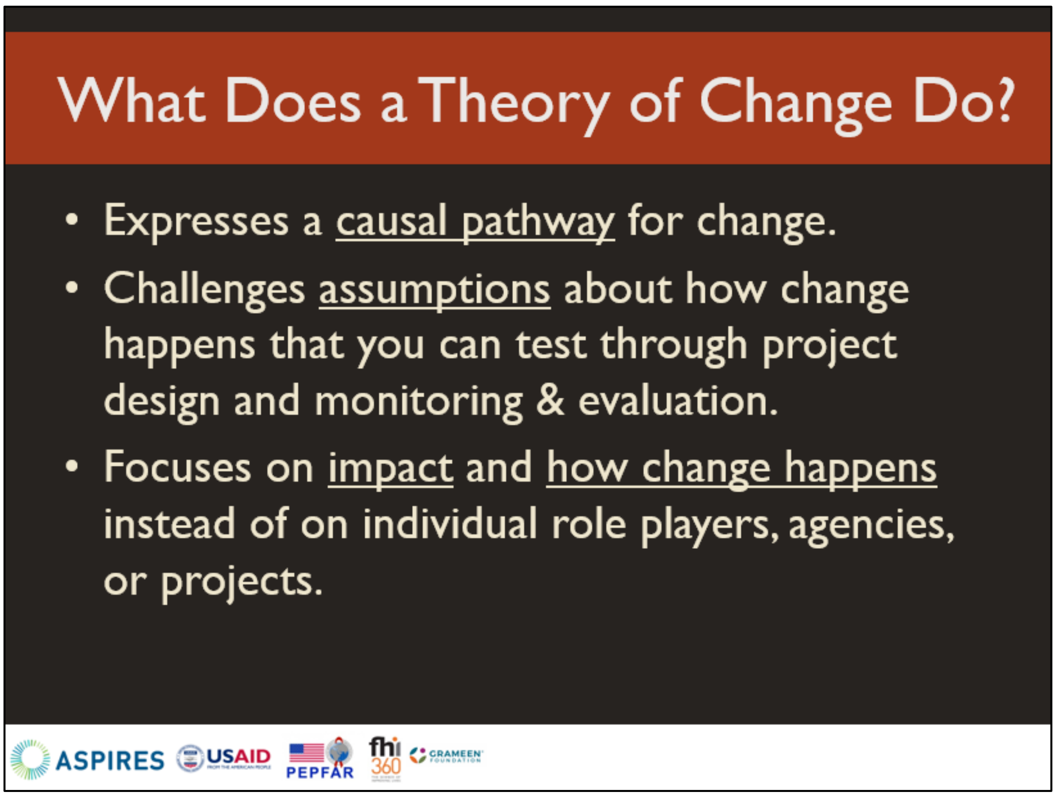
Ask:

What is your understanding of a "Theory of Change?"

As participants respond, note their responses on a flip chart.

What is a Theory of Change?

Thank participants for their participation. Show the What Does a Theory of Change Do slide.



Weave the content of the slide with participants' comments and say:

A theory of change represents our understanding of how social change happens. It goes broader than a project or program design – it focuses on impact and how change will happen, not on the contributions or actions of individual role players, agencies, or projects.

We start by thinking about a particular problem or negative situation and the people, our potential beneficiaries, it affects the most. Then we identify the ways PEPFAR OVC programs and economic strengthening and social protection interventions enable you to bring in other actors – either to work directly with you, or those who have other responsibilities (such as government ministries or agencies) that you may want to monitor.

Ask:

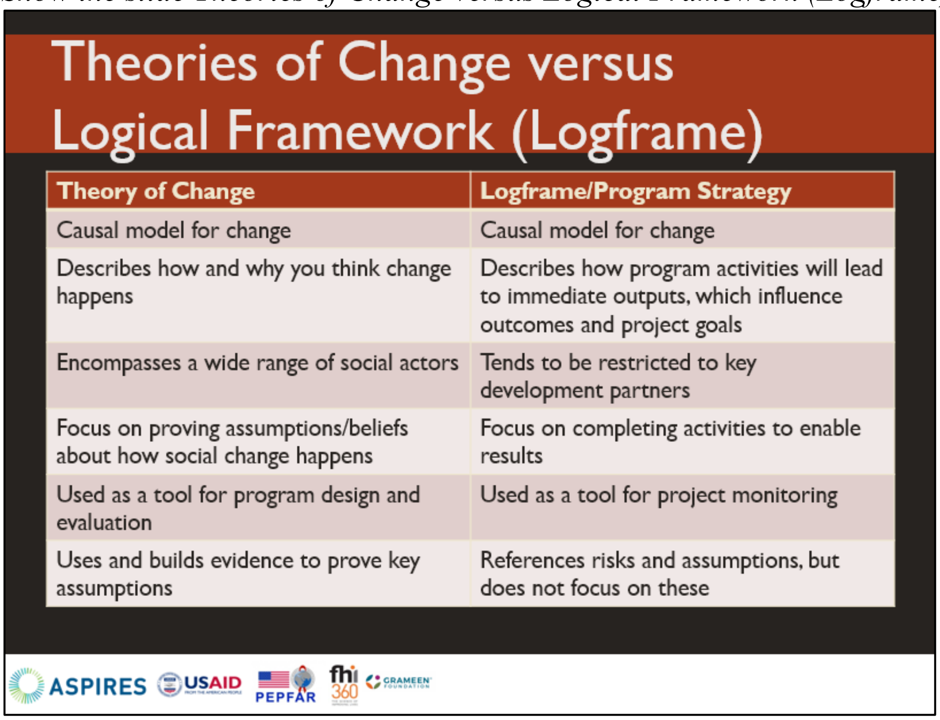
What questions do you have?

Answer any questions. Say:

A theory of change has key differences with a logical framework, a project design tool and a similar causal model, especially in its scope and focus.

Theories of change focus on modeling how and why change happens, using and building evidence to prove them, and drawing in a much larger set of stakeholders. You will find theories of change especially helpful with project design and evaluation.

Show the slide Theories of Change versus Logical Framework (Logframe):


Theories of Change versus Logical Framework (Logframe)

Theory of Change	Logframe/Program Strategy
Causal model for change	Causal model for change
Describes how and why you think change happens	Describes how program activities will lead to immediate outputs, which influence outcomes and project goals
Encompasses a wide range of social actors	Tends to be restricted to key development partners
Focus on proving assumptions/beliefs about how social change happens	Focus on completing activities to enable results
Used as a tool for program design and evaluation	Used as a tool for project monitoring
Uses and builds evidence to prove key assumptions	References risks and assumptions, but does not focus on these

Project designs or logical frameworks focus on the activities of a defined set of actors and on the extent to which undertaken activities lead to predetermined results. Unlike a theory of change that presents how and why change happens without referring to a specific intervention, a logical framework provides a detailed description of a proposed intervention and shows how activities will lead to the immediate outputs and to the outcomes and ultimate goal. You would find it more useful for project monitoring.

Ask:

What questions do you have?

Respond to questions.

2. Examine the Theory of Change components – 15 minutes

Say:

During this training, you will develop and work with a theory of change for your OVC work and the Graduation Approach.

Please raise your hand if your office already has a theory of change for your OVC work.

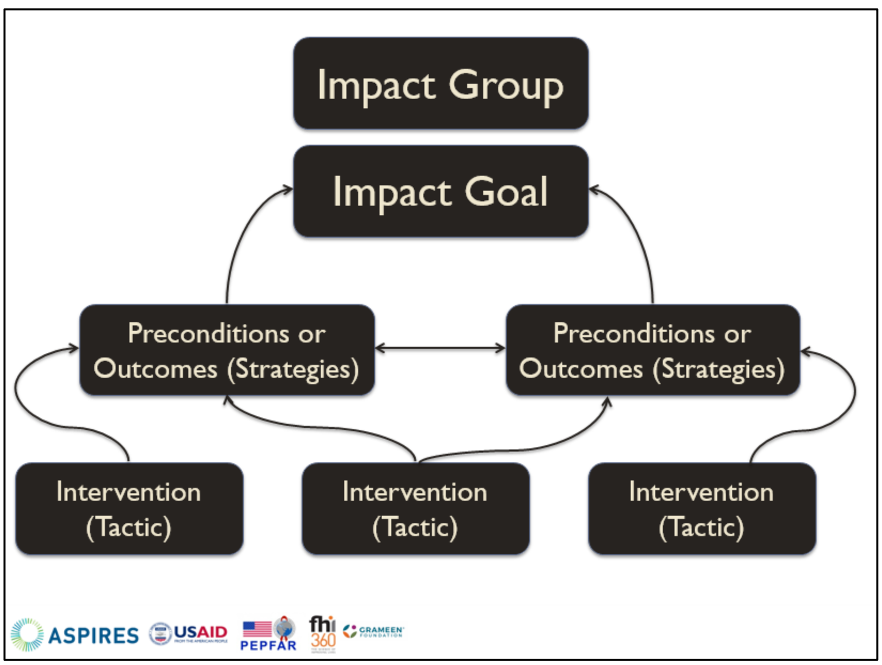
Ask:

Who would like to describe their OVC theory of change?

Thank participants for their inputs. Then say:

During this workshop, you will have the opportunity to either draft a theory of change for the first time or to modify your existing theory of change.

Show the Theory of Change Diagram slide and click through to show each text box.



As you click through the text boxes, say:

- The impact group means the group you want to experience the change.

- The impact goal means the high-level change you want the impact group to experience.
- The domains of change consist of the preconditions or key outcomes that express what you need to have in place in order to realize the impact goal.
- The various change pathways will help you to decide which interventions to plan; the logical framework that you create will show how you assume these interventions will lead to the intended changes.
- You can have multiple relationships between the different preconditions and interventions.
- The theory of change describes a complex reality within which an organization has to decide where it will act. In choosing among many different options, one organization may come up with a very different intervention within a theory of change or work at a different level than another organization.

You have this slide in your workbook.

Ask:

What questions do you have?

Encourage participants to respond to questions. If no participants volunteer, respond to questions. Then show the slide CGAP/Ford Theory of Change for the Graduation Approach and say:

Based on the slide on general theories of change, we have created this slide of the implied theory of change for the CGAP and Ford Foundation pilots. You have this image on page 3 of your workbook.

PEPFAR has an implied theory of change for its OVC programming. You have it in your workbook on page 4. Let us take a couple of minutes to quickly go over it.

Show the PEPFAR Theory of Change slide and wait for a few moments for the participants to review and to discuss the theories of change. Then ask:

Which preconditions or outcomes would your Graduation Approach projects contribute to? Who else might contribute to those outcomes (for example: government)?

Summarize participants' inputs and ask:

What questions do you have about theories of change up to this point?

Encourage participants to respond to questions. If no participants volunteer, summarize the section and go on to the next section for group work on theories of change.

3. Conduct group work on theories of change - 30 minutes

Say:

Now you will have the opportunity to apply these concepts to your own portfolios.

Have participants sit in organizational teams. If a single organization has more than 5 participants, split them into 2 groups. If an organization only has a single participant, connect that person with another participant, preferably working within similar context.

Please open your workbooks to page 5 labeled "Diagramming Your Own Theory of Change". Define the components of a theory of change for a possible future Graduation Approach program that you would like to see for your beneficiaries and then diagram your theory of change. For the domains of change, list outcomes that will allow your impact group to reach its impact goal. Describe how the interventions for each of the outcomes will work together in a GA intervention.

Ask:

What questions do you have?

Respond to questions. Then say:

You have 30 minutes.

After 30 minutes, ask:

Who would like to share their theory of change? How can a theory of change guide your decisions around programming and monitoring & evaluation?

Thank participants for their participation. Then say:

You will continue to work on your theory of change throughout this workshop.

During a break today or when you get home tonight, please refer to the file "Six Theory of Change Pitfalls to Avoid" on the USB drive we gave you. Although it primarily focuses on non-profits, it contains great advice for anyone putting together a theory of change. Keep it in mind when working on your theory of change in later sessions.

Activity 5: Defining Target Groups

Objectives
By the end of this activity, participants will have:

1. Pictured representative people in impact groups for their interventions and how to target.
2. Placed their target group households in an economic well-being category: most vulnerable (in destitution), very vulnerable (struggling to make ends meet), prepared to grow (somewhat vulnerable)
3. Determined the following based on the target groups' categories: livelihood readiness (provision, protection, promotion), strategies for improvement (meet basic needs, match income to expenses, grow income and expenses), and possible interventions to include in a Graduation Approach program

Preparation

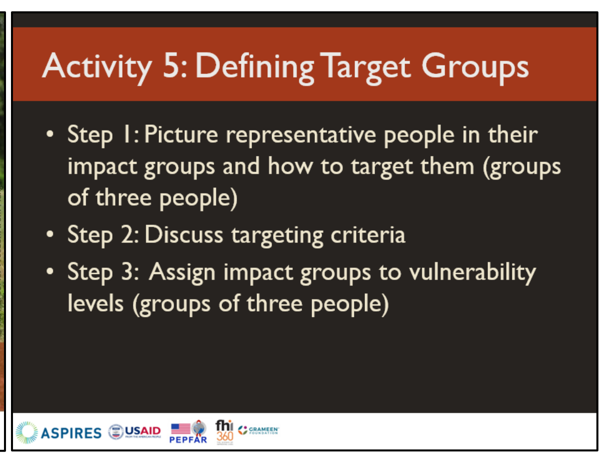
- Other materials
  - *Graduation Approach for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
75 minutes

Steps

1. Facilitate picturing representative people in their impact groups and how to target them– 30 minutes

Show the slide Defining Target Groups and the slide Activity 5.



Say:

We have talked about theories of change and how at the very top of the theory rests the impact group that you want to reach. Before you can begin setting goals and outcomes and looking at ways to increase resiliency, health, and well-being, you need to determine whom your program will serve and their vulnerabilities.

Before we look more closely at their vulnerabilities and assets and how they can help us understand the households we want to strengthen, let us first look at the people who make up your target impact groups.

Show the slide Question to the Group and ask:

Based on what items do organizations or programs target beneficiaries?

[Possible answers:

- *Poverty status*
- *Vulnerability level*
- *Income level*
- *Gender*
- *Disabilities*
- *OVC status*
- *HIV risk*
- *Type of livelihood*
- *Access to healthcare*
- *Geographic targeting or proxy indicators to identify geographic areas with high concentrations of people with the above]*

Summarize responses and supply any missing ones from those above and then ask:

For the purpose of the upcoming exercise, imagine a specific household or beneficiary from the impact group that you want to serve.

Put participants into groups of 3 and distribute flip chart paper and markers to each group and show the Describe Your Child, Adult, or Household slide.

Say:
In your groups, think of a child, or adult or household you want to serve with a Graduation Approach intervention.

Your task: give these children (or adults or households) a name, describe your person or household by writing various vulnerabilities and assets and other characteristics on the sheet, and draw a picture of them on another sheet or the same sheet.

Ask:

- **What questions do you have about the task?**

Respond to questions. Then say:

You have 15 minutes.

After 15 minutes, invite groups to tape their flip chart sheets to the wall. After all the groups post their sheets, have people walk around the room and review, show the slide Questions to the Group, and then ask:

- **What do you notice? What common characteristics did the target groups share? How did the target groups differ?**

Listen to a few answers. Then say:

Let us get back and talk now about targeting specific populations.

Leave the flip chart sheets up on the wall through the next activity.

2. Discuss targeting criteria – 10 minutes

Say:

Since you work in a PEPFAR context, OVC and their families make up your primary target population. Having HIV or being an orphan, or having an HIV-positive person or an orphan in the household can contribute to vulnerabilities. However, you need to find ways for indirectly targeting people living with HIV/AIDS or orphans, rather than launching a separate program that targets them in isolation and further stigmatizes them.

Show the slide Question to the Group and ask:

How can you indirectly target vulnerable children?

[Possible answers:

- *You can indirectly target vulnerable children by targeting their households and adult caregivers.*
- *You can work with implementing partners to create programs for these adults, or you might connect to existing programs provided by government or village institutions.]*

Show the next Question to the Group slide and say:

PEPFAR refers to its targeting as **HIV/AIDS-sensitive** and **inclusive** rather than exclusive.

How can you make a Graduation Approach program HIV/AIDS-sensitive and inclusive rather than exclusive?

[Possible answers:

- *You can conduct a <u>situation analysis</u> to help you figure out how to attract people living with HIV to your program that serves a broader population.*
- *You can include existing HIV care and treatment options as part of your program.*
- *When working with programs that include economic strengthening interventions, you can aim to improve the economic capacity of the caregivers as individuals or households, so they can take care of the children under their protection. (Of course, some economic strengthening activities can directly target adolescents as well.)]*

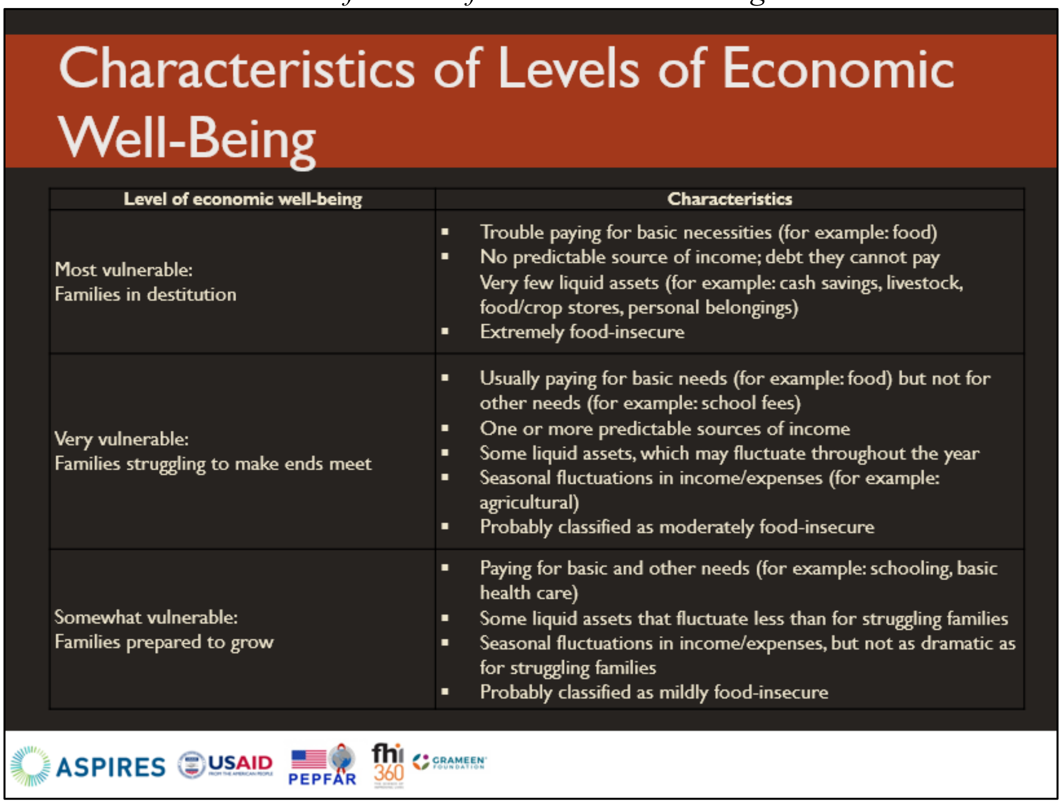
Say:

You can further segment beneficiaries by their level of economic well-being or their vulnerabilities, because you may consider categories such as OVC or households as too broad for your use. Not all OVC or OVC households look the same—they have different vulnerabilities and different resources. You can use the categories of economic well-being to help you further understand these sub-groups and their possible needs.

3. Lead exercise on assigning impact groups to vulnerability levels – 35 minutes

Say:
Let us look at the levels of economic well-being and characteristics of people under them.

Show the Characteristics of Levels of Economic Well-Being slide.



Characteristics of Levels of Economic Well-Being

Level of economic well-being	Characteristics
Most vulnerable: Families in destitution	▪ Trouble paying for basic necessities (for example: food) ▪ No predictable source of income; debt they cannot pay Very few liquid assets (for example: cash savings, livestock, food/crop stores, personal belongings) ▪ Extremely food-insecure
Very vulnerable: Families struggling to make ends meet	▪ Usually paying for basic needs (for example: food) but not for other needs (for example: school fees) ▪ One or more predictable sources of income ▪ Some liquid assets, which may fluctuate throughout the year ▪ Seasonal fluctuations in income/expenses (for example: agricultural) ▪ Probably classified as moderately food-insecure
Somewhat vulnerable: Families prepared to grow	▪ Paying for basic and other needs (for example: schooling, basic health care) ▪ Some liquid assets that fluctuate less than for struggling families ▪ Seasonal fluctuations in income/expenses, but not as dramatic as for struggling families ▪ Probably classified as mildly food-insecure

Then show the slide Assigning Impact Groups to Levels (Exercise Instructions) and say:
Now take the impact groups that you described earlier and for ten minutes put them into these categories of economic well-being. You have information on the levels of economic well-being on page 6 of your workbook, USAID's Economic Well-Being and ES Category Continuum on page 7, and Economic Strengthening Pathway developed by LIFT on page 8.

In your groups, decide your target groups' level of economic well-being: in destitution, struggling to make ends meet, or prepared to grow. If you have more than one target group, you will need to decide on the level for each one. Select a reporter to report out to the whole group. Again, you have 10 minutes.

After 10 minutes, invite groups to share how they classified their beneficiaries' level of economic well-being. Then show the slide Questions to the Group and ask:

- **How easy or difficult did you find reaching consensus on where to place the target groups? Why?**

As participants respond, ask probing questions such as: what made it easy and what made it difficult? After 3 or 4 responses, summarize and say:

A family's level of economic well-being depends on economic vulnerabilities and assets, but it also depends on other types of vulnerabilities and assets, such as health/HIV status, education, training, social capital, and women's economic status. You may not always have a clear-cut idea of what makes a given family destitute, struggling, or prepared to grow.

Your evolving understanding will combine characteristics and situations and will change over time. It seems logical that a destitute family—one that cannot even afford to buy food—would need a different type of approach and change than a family meeting its basic needs.

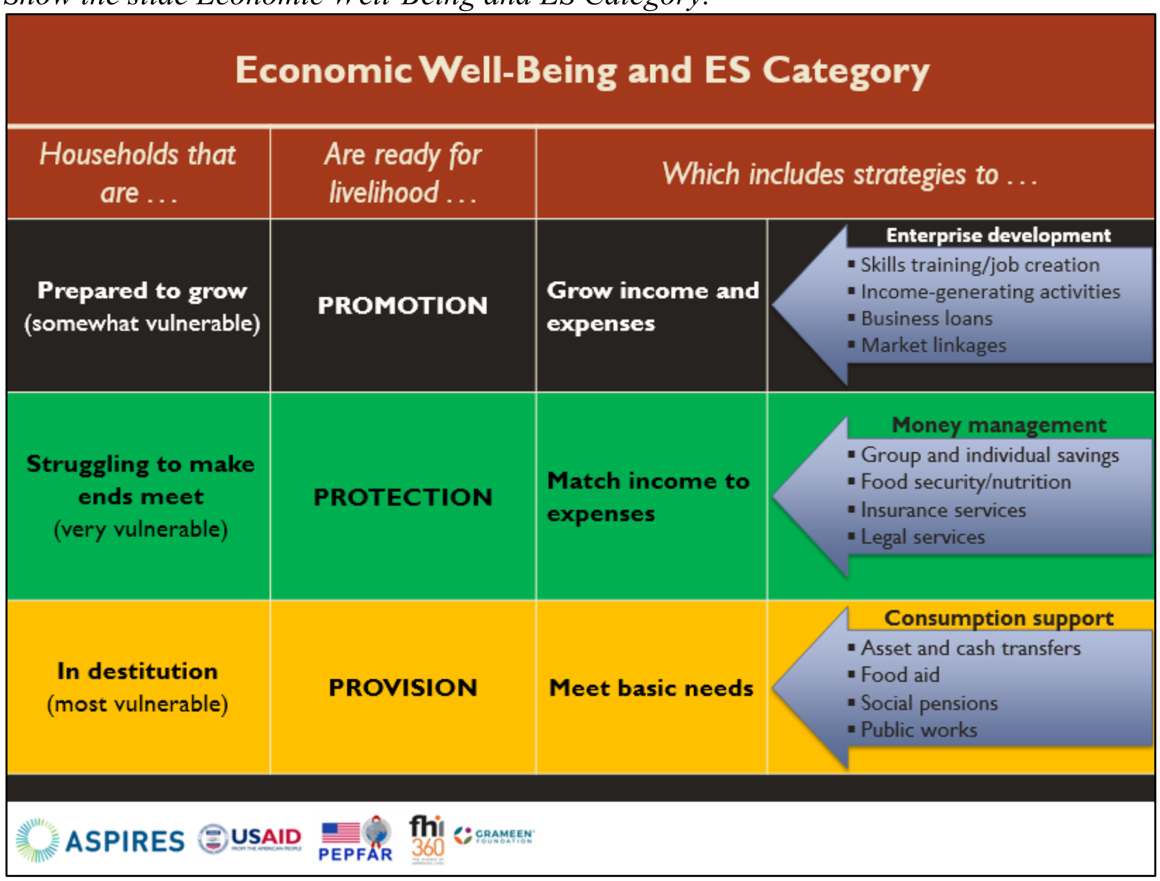
Show the next Questions to the Group slide and ask:

- **Which of you already employ some type of targeting or do something similar to distinguish among different vulnerability levels? How do you target beneficiaries?**

After calling on all interested participants and summarizing their input, say:

Let us look at the levels of economic well-being and categories of people under them.

Show the slide Economic Well-Being and ES Category.



Then show the slide Questions to the Group and ask:

Which way can households move, up or down the levels? Why might households at the Prepared to Grow level need consumption support?
[Possible answers:

- *Households can move either up the levels, as their assets grow; or down a level, often the result of a shock.*
- *Households at the Prepared to Grow stage may experience a shock or too many stresses at once that return them to food insecurity.]*

Ask:

How might a comprehensive intervention help its people at all three levels?
*[Possible answer: A comprehensive intervention can provide beneficiaries at all three levels with livelihood provisioning to meet basic needs **through consumption support**, livelihood protection to match income to expenses **through money management and savings**, and livelihood promotion to grow income and expenses **through enterprise development via skills training, income-generating activities, and market linkages**.]*

Ask:

What questions do you have about the economic levels?

Respond to questions. Then say:

Certain characteristics differentiate the somewhat vulnerable from the more vulnerable and the most vulnerable. But these fluid categories change as characteristics evolve, and individuals and households do often move from one level to another.

Each level of vulnerability requires a different kind of support to achieve a different outcome. When implementing Graduation Approach programs, you may find that all of the households do not need the same supports. Perhaps a somewhat vulnerable household does not need any immediate consumption support. You could hold off on providing that support to them until they need it (for example, when they experience a shock), or, to make the support equitable, you could give that support in the form of cash transfers that they could put toward school fees or IGA-related expenses instead of immediate nutritional needs until they do need it for food.

Please refer to the SCORE case study starting on page 40 and the "Under the Microscope" section on page 41 of your workbook and use them in your thinking about your own Graduation Approach program and targeting for beneficiaries.

Activity 6: Reviewing Target Groups and Interventions

Objectives
By the end of this activity, participants will have:
1. Examined Economic Strengthening intervention types with examples
2. Reviewed Social Protection intervention types with examples

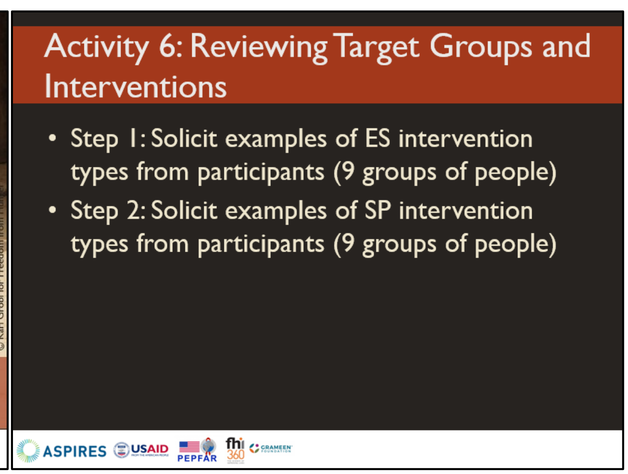
Preparation
- Flip charts (hand out to participant teams to complete)
- Handouts picturing one of the following nine animals: sheep, goats, chickens, fish, cows, bees, donkeys, rabbits, and pigs. You will hand out these sheets to form 9 teams.
- Other materials
  - *Graduation Approach for Orphans & Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
60 minutes

Steps

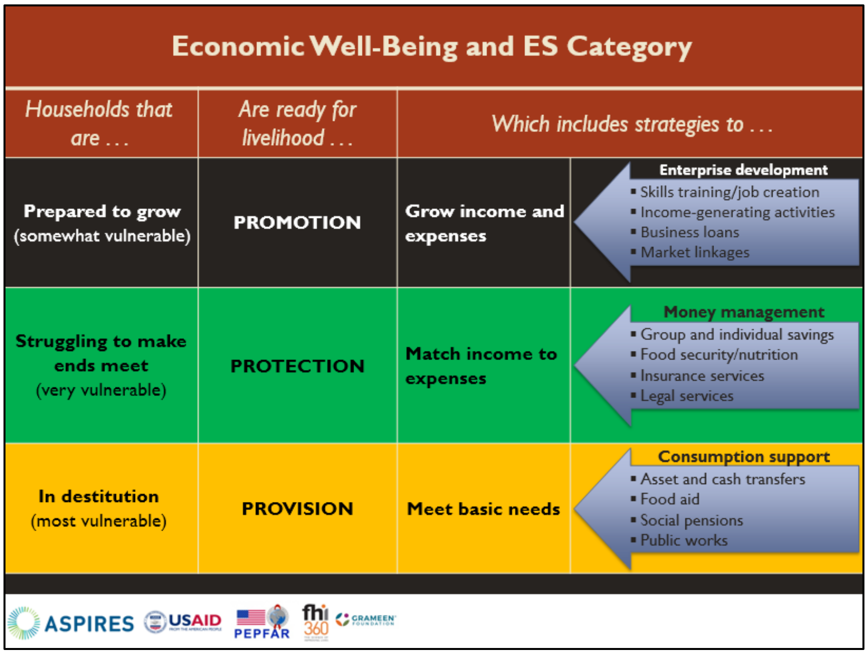
1. Solicit examples of ES intervention types from participants – 30 minutes

Show the Reviewing Target Groups and Interventions slide and the slide Activity 6.



Say:
We have seen that different levels of vulnerability or well-being require different kinds of support. Now we will take a look at various interventions and which levels of well-being they can best address.

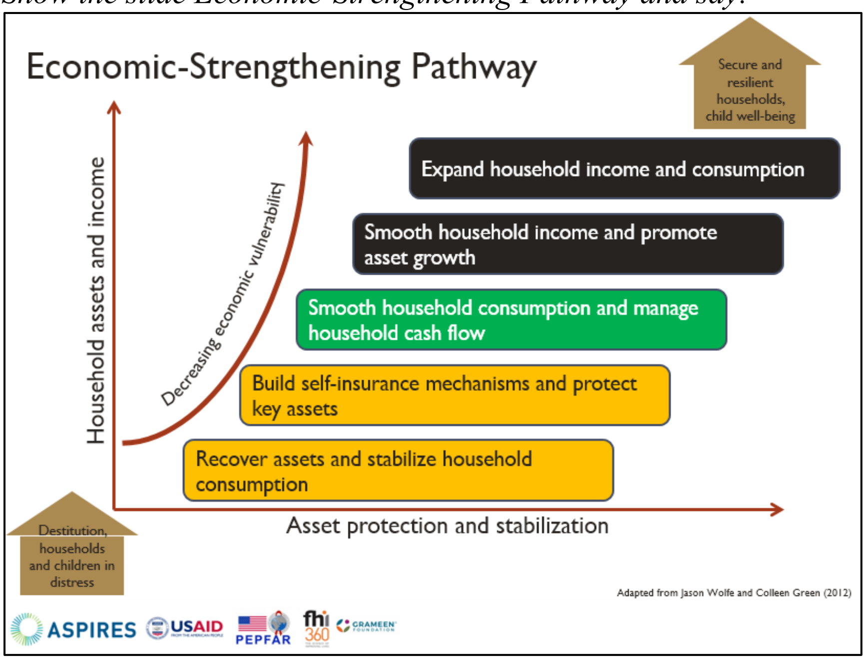
Show the Economic Well-Being and ES Category slide and have a different participant volunteer to read each row:



Economic Well-Being and ES Category

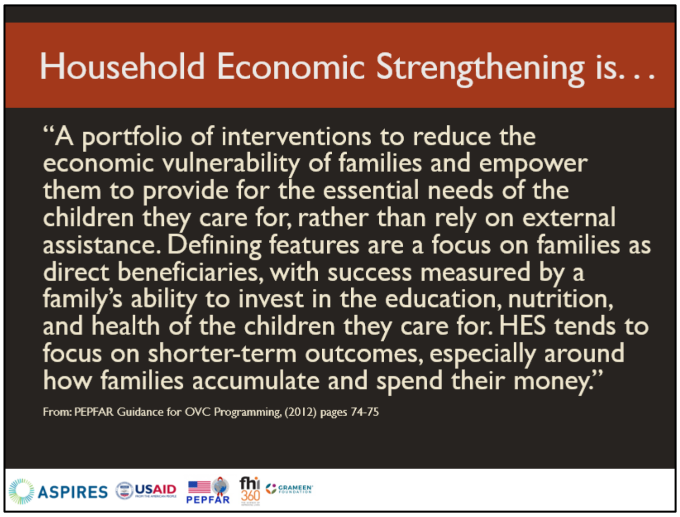
Households that are . . .	*Are ready for livelihood . . .*	*Which includes strategies to . . .*	
Prepared to grow (somewhat vulnerable)	**PROMOTION**	**Grow income and expenses**	**Enterprise development** ▪ Skills training/job creation ▪ Income-generating activities ▪ Business loans ▪ Market linkages
Struggling to make ends meet (very vulnerable)	**PROTECTION**	**Match income to expenses**	**Money management** ▪ Group and individual savings ▪ Food security/nutrition ▪ Insurance services ▪ Legal services
In destitution (most vulnerable)	**PROVISION**	**Meet basic needs**	**Consumption support** ▪ Asset and cash transfers ▪ Food aid ▪ Social pensions ▪ Public works

Show the slide Economic-Strengthening Pathway and say:



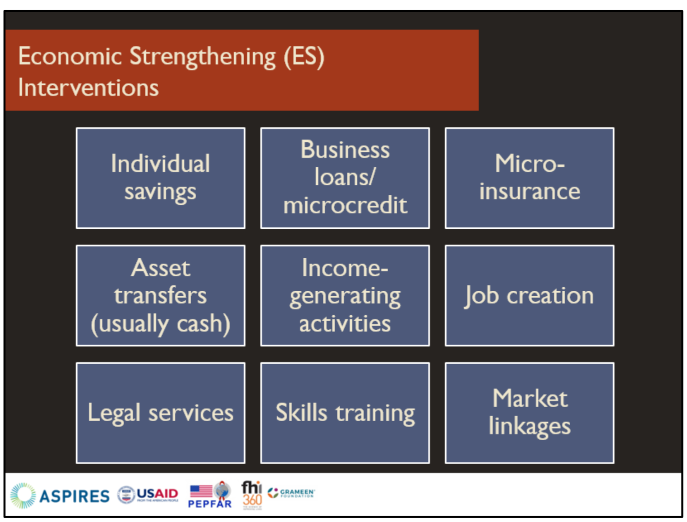
ES does not mean a single event but rather a pathway toward decreasing vulnerability. At the bottom left, we have households in destitution – one of our primary target populations. At the top right, we have secure and resilient households – where we want all our households. To get there, with our help, they reach a number of milestones in terms of reduced vulnerability.

Show the slide Household Economic Strengthening and have a participant volunteer read the definition:



On pages 74 through 75 of the PEPFAR Guidance for OVC Programming document, you will find the definition for household economic strengthening on this slide. Now we would like you to consider economic strengthening inventions to match each of these households.

Show the slide Economic Strengthening (ES) Interventions and say:



Here you see examples of different types of economic strengthening interventions. Let us consider each of these in three teams.

We will break up the group by animals. I will hand out a sheet with an animal pictured on it. Find the other members of your group by acting out the animal you have received. Once you have found all of your team members, pick a spot in the room to work on the activity.

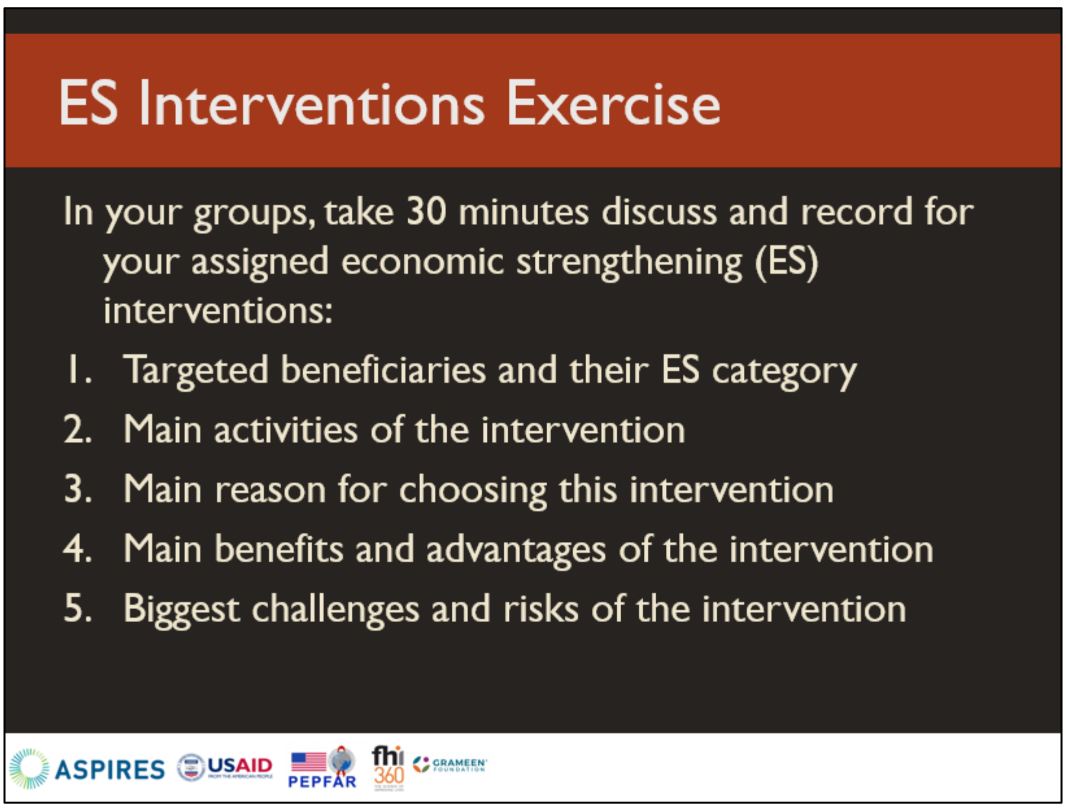
Hand out the sheets depicting the animals. Assist any participants finding their team members.

Again, pick a part of the room and meet together.

Here you see examples of different types of economic strengthening interventions. Let us consider each of these in your teams:

- **Team Bee**: you will look at **individual savings**.
- **Team Chicken**: you will look at **business loans and microcredit**.
- **Team Cow**: you will look at **micro-insurance**.
- **Team Donkey**: you will look at **asset and cash transfers**.
- **Team Fish**: you will look at **income-generating activities (IGAs)**.
- **Team Goat**: you will look at **job creation**.
- **Team Pig**: you will look at **legal services**.
- **Team Rabbit**: you will look at **skills training**.
- **Team Sheep**: you will look at **market linkages**.

Show the slide ES Interventions Exercise and say:



In your teams, we would like you to discuss and record your team's answers to each of the following for each of your interventions on your ES Interventions flipchart:

- targeted beneficiaries
- main activities
- main reason for choosing each intervention
- main benefits and advantages of each intervention

- biggest challenges and risks for each intervention

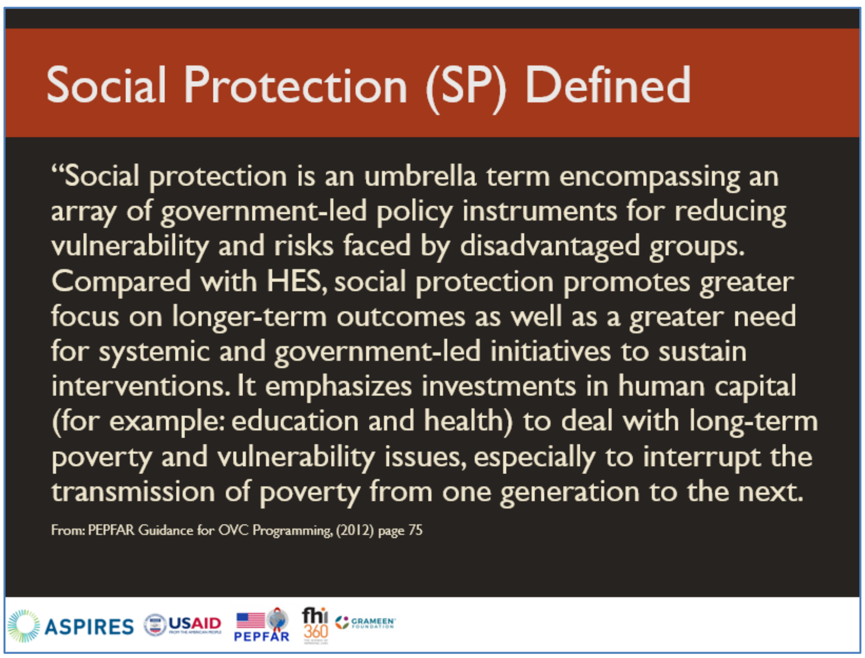
After 30 minutes, each team will report out their findings.

After 30 minutes, invite each team to post their flipchart and to share their results. After each team shares, thank participants for participating.

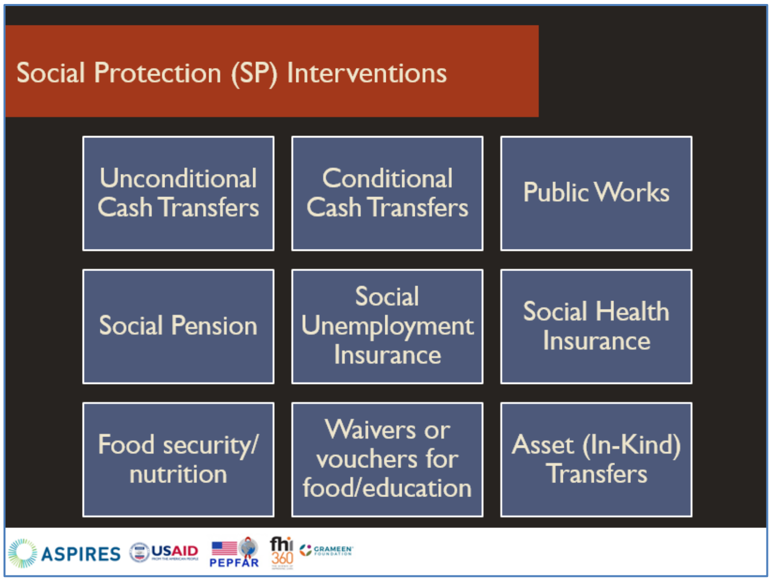
2. Solicit examples of SP intervention types from participants – 20 minutes

Now we would like you to consider social protection inventions to match each of these households. On page 75 of the PEPFAR Guidance for OVC Programming document, you will find the following definition for social protection.

Show the slide Social Protection (SP) Defined and have a volunteer participant read it.



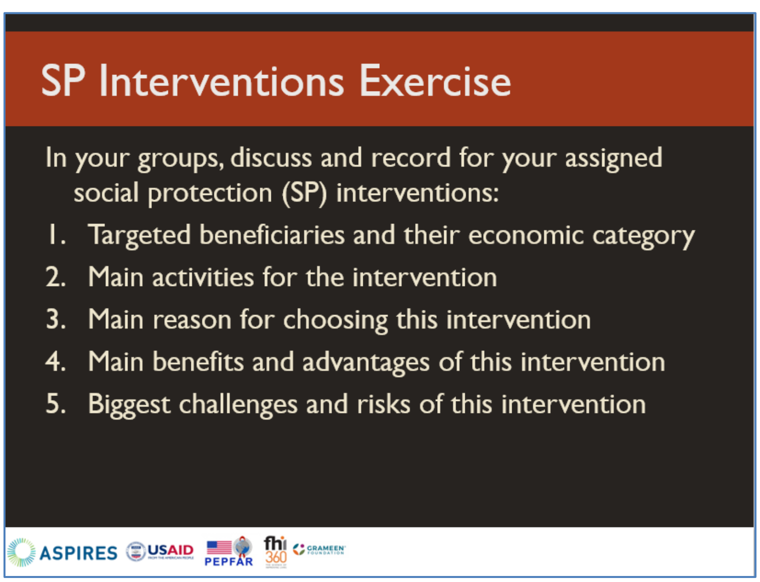
Show the slide Social Protection (SP) Interventions and say:



Here you see examples of different types of social protection interventions. Let us consider each of these in your teams:

- **Team Bee**: you will look at **unconditional transfers**.
- **Team Chicken**: you will look at **conditional transfers**.
- **Team Cow**: you will look at **public works**.
- **Team Donkey**: you will look at **social pensions**.
- **Team Fish**: you will look at **social unemployment insurance**.
- **Team Goat**: you will look at **social health insurance**.
- **Team Pig**: you will look at **food security and nutrition**.
- **Team Rabbit**: you will look at **waivers or vouchers for food and education**.
- **Team Sheep**: you will look at **asset (in-kind) transfers**.

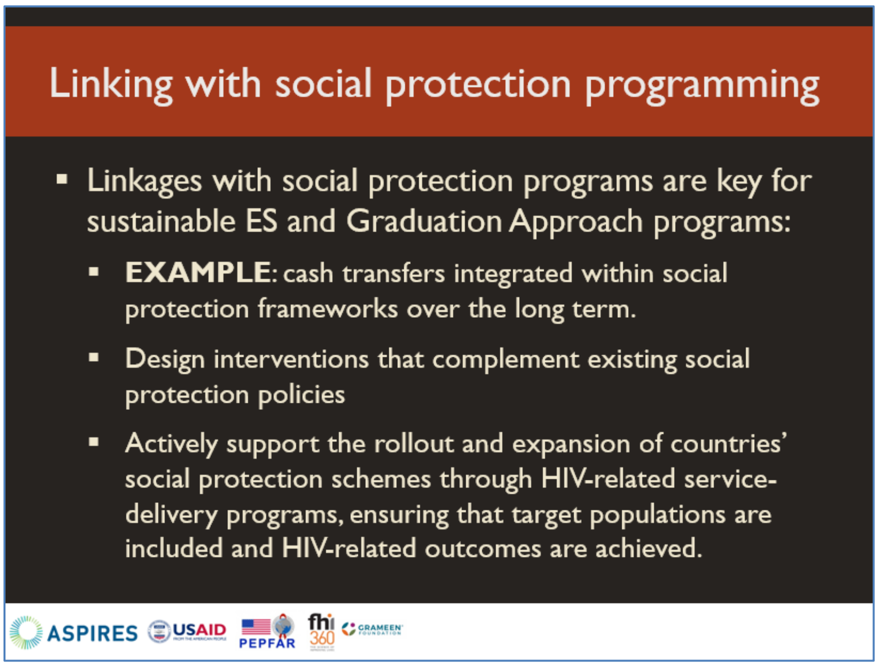
Show the slide SP Interventions Exercise and say:



In your teams, we would like you to discuss and record your team's answers to each of the following for each of your interventions on your SP Interventions flipchart: targeted beneficiaries, activities, reasons for choosing each intervention, benefits and advantages of each intervention, and the biggest challenges and risks for each intervention. After 15 minutes, each team will report out their findings.

After 15 minutes, invite each team to post their flipchart and to share their results. After each team shares, thank participants. Leave the flipcharts up for the remainder of the sessions.

Show the slide Linking With Social Protection Programming and have a different volunteer read each bullet.



Show again the slide Economic Well-Being and ES Category and stress the social protection options listed under the heading Consumption Support.

3. Have participants complete checklist on trainers and coaches– 20 minutes

Now we would like you to complete the Graduation Approach Checklist for Technical-Skills Trainers and Life-Skills Coaches on page 29 of your workbook. It will help you think about the trainers and training you will need to help your beneficiaries with their economic strengthening and social protection options.

Activity 7: Establishing Objectives and Graduation Criteria

Objectives
By the end of this activity, participants will have:
1. Surveyed common objectives of Graduation Approach programs and graduation criteria of past programs
2. Begun work on creating objectives and criteria for a possible, future program
3. Reviewed what their target groups need and what possible program partners can provide

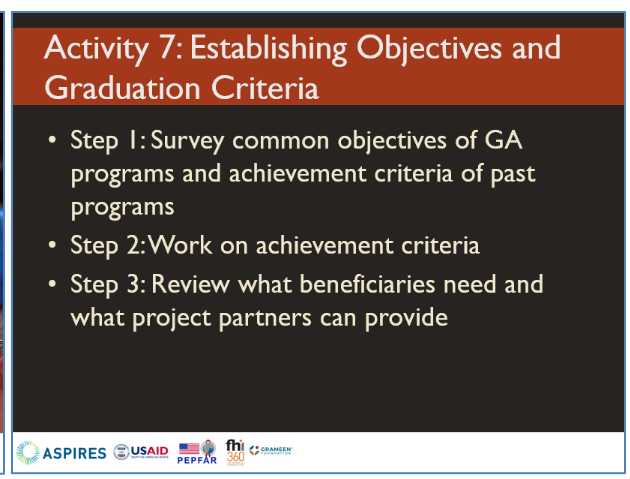
Preparation
- Flip charts
- Other materials
  - *Graduation Approach for Orphans & Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
75 minutes

Steps

1. Survey common objectives of Graduation Approach programs and graduation criteria of past programs – 25 minutes

Show the Establishing Objectives and Graduation Criteria slide.



Say:
In this session, we will talk about establishing objectives for Graduation Approach programs. With the Graduation Approach, you want to look at the whole picture for your impact group and to work with partner organizations to address as many of the preconditions and outcomes that you need to achieve the impact goal.

Think about how much the impact goals of your PEPFAR programs have changed since the increased attention in ES. The GA impact goal might result in creating new interventions or it might mean linking to existing services and programs or having existing programs and organizations expand their services to serve your impact group.

So the program objective becomes satisfying those preconditions and outcomes.

When establishing program outcomes, why would you want to tie them to measurements that you can monitor and evaluate over the life of the program and after?

[Possible answers:

- *You must make those outcomes explicit by tying them to measurements if you want to have the ability to track and to report out to stakeholders (and to the beneficiaries) the beneficiaries' success in meeting goals.*
- *Those goals become the graduation criteria that you use to determine if the beneficiaries have the means to graduate from the program and to go to the next level.*
- *If you do not measure, then you will not know if change has occurred.]*

Thank participants for participating and say:

Before we discuss establishing objectives for Graduation Approach programs focusing on orphans and vulnerable children, let us look at common objectives from previous Graduation Approach programs.

Please note that these programs did not focus on orphans and vulnerable children but rather households living in extreme poverty (under US$1.90 a day).

Show and discuss the BRAC Sample Outcomes and Graduation Criteria slide.

BRAC Sample Outcomes, Criteria, and Measurements

Outcome	Criteria	Measurement
Establish food security	No self-reported food deficit in past year	Ask households about access to 2/3 meals a day over a period of recall
Establish income-related resilience	Multiple sources of income	Verify multiple types of income and diversification of IGAs
Establish economic resilience through savings	Existence of cash savings	Verify meeting a fixed threshold of HH savings
Establish resilience to negative health effects	Use of sanitary latrine and clean drinking water	Verify access to clean water sources
Establish greater structural resilience of home	Homes have solid roofs of non-thatched materials	Confirm presence of non-thatched and secure roof
Reinforce positive behavior change	No childhood marriage; school-aged children go to school; use of family planning	Confirm ages and status of all children and ask about access to and practice of planning

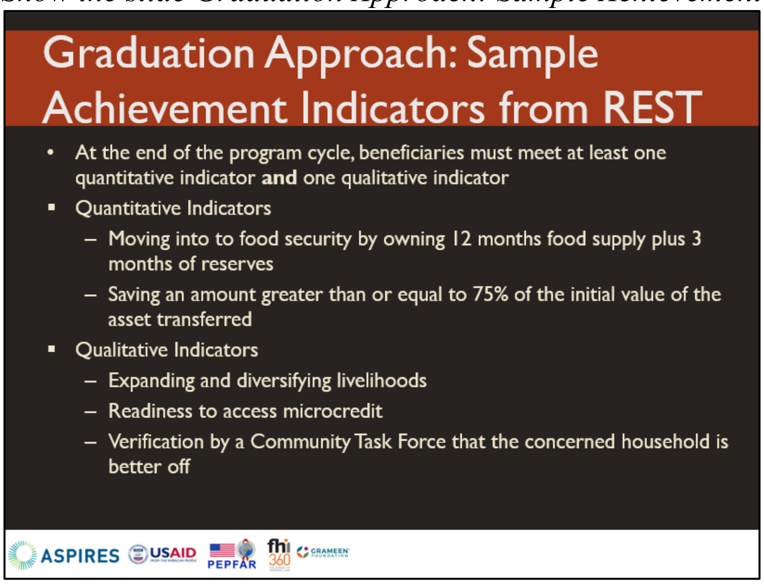
What questions do you have about BRAC's outcomes, criteria, and measurements?

Have participants answer questions or provide answers and thank participants for participating.

Say:
Once you have determined your desired objectives and outcomes, you can tie your achievement indicators and measurements to those objectives and outcomes, so you want to make sure to make those items measurable and meaningful to your beneficiaries and your program.

Let's now take a look at the quantitative and qualitative indicators used by the REST program in Tigray region of Ethiopia. Beneficiaries had to reach at least one quantitative indicator and one qualitative indicator. REST directly developed the indicators from their objectives and outcomes.

Show the slide Graduation Approach: Sample Achievement Indicators from REST and ask:



What outcomes might you set related to the impact goal of OVC having increased health and well-being including their prospects for living HIV-free or positively with HIV?
[Possible answers:

- *Increase secondary school attendance by adolescent girls and young women (AGYW)*
- *Improve uptake of HIV testing among caregivers and the children in their care*
- *Treat children with severe malnutrition*
- *Improve uptake of prevention of mother-to-child HIV-transmission (PMTCT) services*
- *Strengthen parenting skills of single mothers 18 years of age or younger*
- *Increase household food security*
- *Increase household savings enabling consumption smoothing and increased resilience*
- *Improve psychosocial well-being*
- *Reduce sexual risk-taking behavior]*

Thank participants for participating.

2. Have participants work on their own graduation criteria – 30 minutes

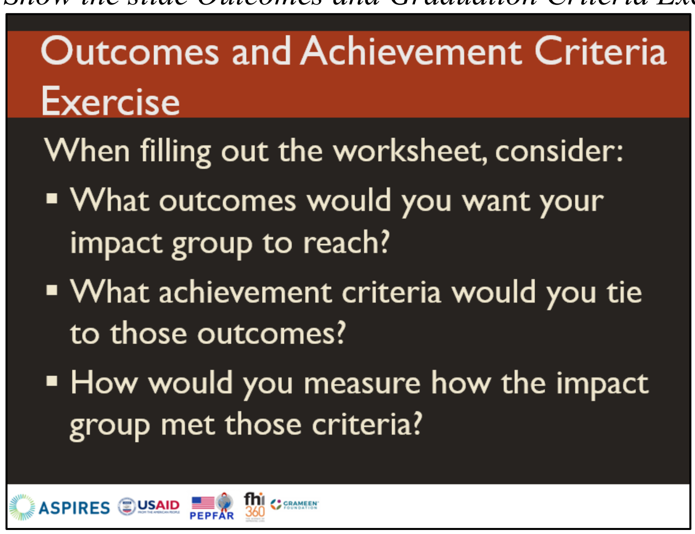
Say:
You define graduation by the attainment of a particular set of outcomes. You measure and judge the attainment by establishing criteria. All 10 of the CGAP/Ford Foundation Graduation Approach pilot programs had a shared and overarching outcome: their beneficiaries' achievement of sustainable livelihoods and their increased resilience against reverting back into extreme poverty. However, each pilot determined the specific criteria for graduation for their specific impact groups in their specific locations.

Why should Graduation Approach programs consider graduation criteria at the local level?
[*Possible answers:*
- *Beneficiaries may have food insecurity in region A and region B, but in region C the entire community may have food security, so overcoming social and geographic isolation may make better graduation criteria.*
- *Impact groups in many localities may not have access to productive land, so obtaining and increasing land parcels may make great graduation criteria in most places except where target groups can farm communal land such as in Ghana.]*

Thank participants for participating and say:

For this next exercise, we would like you to work with a colleague and to think about a possible Graduation Approach program that you might design for your home office—including its outcomes, graduation criteria, and measurements; do not worry about data needs for now.

Show the slide Outcomes and Graduation Criteria Exercise and read aloud each question.



Pick a partner, bounce ideas off of each other, and take 30 minutes to write your initial outcomes, criteria, and ways to measure in the Project Outcomes table on page 12 of your workbook.

Answer any questions about the instructions that participants may have.

3. Review what beneficiaries need and what project partners can provide – 20 minutes

Say:
As you worked on your outcomes, criteria, and ways to measure in your discussions with your colleague and in your workbooks, you probably began thinking of what types of interventions may create the conditions for your beneficiaries to meet those outcomes. The outcomes and criteria make up the strategies behind your program; the actual interventions make up the tactics.

For the next 15 minutes, think about what interventions you might use to achieve the outcomes and criteria and who would provide those interventions: a government agency, a local NGO, an international NGO, a community based organization (CBO), or your organization. In your workbooks on page 13, note the following in the **Graduation Approach Possible Services and Partners Planning Worksheet**:

- Potential services needed by beneficiaries
- Possible service providers
- Potential responsibilities of service providers

What questions do you have?

Respond to any questions. After 15 minutes, ask:

How easy or how difficult will it be to find all of the service providers you need?

Allow participants who want to respond to speak. Summarize any comments made and then ask:

What did you take away from this exercise?

Allow participants who want to respond to speak. Summarize any comments made and then say:

You have made some wonderful points here!

You can refer to the FXBVillage case study in your workbooks starting on page 44 and the "Under the Microscope" section on page 45 and use them in your thinking about your own Graduation Approach program and forming partnerships.

Activity 8: Including Consumption Support

Objectives

By the end of this activity, participants will have:

1. Analyzed reasons why they want to include consumption support, when they might need it, and for which target groups (most, very, or somewhat vulnerable)
2. Reviewed forms of consumption support and rationale from past programs
3. Considered key factors behind provisioning consumption support for their own programs (for example: cash or in-kind support, amount, duration)

Preparation

- Other materials
  - *Graduation Approach for Orphans & Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

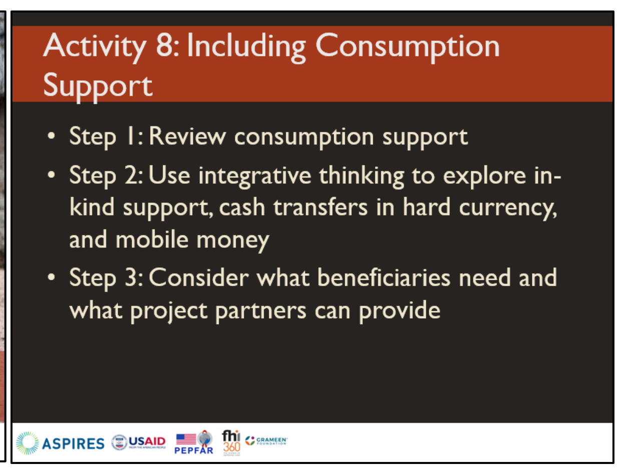
Time

105 minutes (1 hour and 45 minutes)

Steps

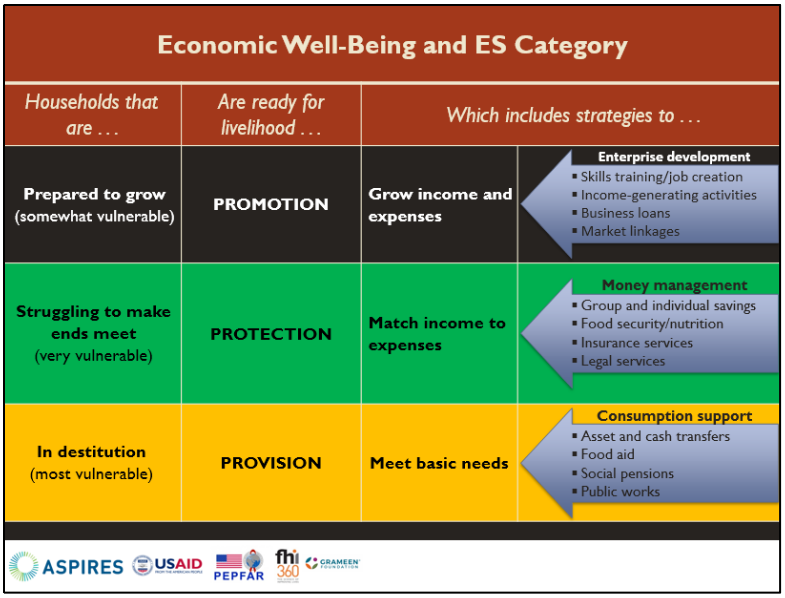
1. Review consumption support– 35 minutes

Show the Including Consumption Support slide and the Activity 8 slide.



Say:
Earlier, we discussed categories of economic strengthening and levels of economic well-being. Let us take another look at that slide.

Show the Economic Well-Being and ES Category slide.



Say:
For the Graduation Approach, when we talk about consumption support, we usually mean providing beneficiaries with the **immediate** means to obtain food in order to meet their household's immediate needs. **Most Graduation Approach programs begin by giving the most vulnerable either in-kind food aid or cash transfers to buy food and then stop supplying that aid once the beneficiaries start to see returns from their income-generating activities.** For groups other than the most vulnerable, we can also mean providing in-kind aid or cash transfers to help with the shocks and multiple stresses they may face during lean seasons. The most vulnerable, the very vulnerable, and the somewhat vulnerable will at some point live with scarcity. In all cases, the program designers to make the support temporary. Program designers should also look for other consumption support interventions for beneficiaries to link to after graduation from the program in case of unforeseen shocks or else allow beneficiaries to return to the program should they fall back into vulnerability.

Ask:

- **What effects do you think living with scarcity might have on beneficiaries?**
  [Possible answers:
  - *Distraction: Scarcity creates stress, which causes people to perform less well in decision-making tasks.*
  - *Tunneling: Time horizons shorten as people focus on managing the next imminent crisis or need, which also causes them to neglect other needs or crises.*
  - *Borrowing: People will borrow from the future to take care of immediate needs, sometimes at very high rates, even if this makes them less well off in the long term.*

Summarize all answers, probe with any unclear answers, weave in any pertinent points made earlier in the sessions, use the slide Three Effects of Living With Scarcity to clarify, and ask:

How can consumption support help?

[Possible answers:

- *For households in stress, consumption support can provide a respite from the relentless focus on daily survival, thus freeing them from the "psychology of scarcity" and providing a basis for developing the longer-term livelihood strategies.*
- *From a non-psychological reality, as long as people cannot satisfy the most basic needs of food, water, and health, they will not have the time or resources to engage in productive livelihood activities.]*

Summarize all answers, probe with any unclear answers, weave in any pertinent points made earlier in the sessions, and then ask:

How might government-sponsored food support or other social protection (safety net) programs help?

[Possible answers:

- *We can integrate food support and other safety net programs into the program design to make the program easier to scale up and to include more beneficiaries.*
- *Food support and other safety net programs can provide at least part of the consumption support, and we can supplement or adapt by providing smaller but more frequent aid. More often than not, however, social protection programs do not even exist or else remain inaccessible for beneficiaries.]*

Summarize all answers, probe with any unclear answers, weave in any pertinent points made earlier in the sessions, and then ask:

If you do not have access to government SP programs, what will you need to know when designing consumption support into a Graduation Approach program?

[Possible answers:

- *Projections of the amount and timeframe of income from any IGAs*
- *What form the support should take (cash or in-kind)*
- *How much food or cash to provide in total and at each time*
- *How long and how often to provide the support*
- *Funding available to implementers*
- *Level of staff of implementers*
- *Operational capacity of implementers]*

Summarize all answers, probe with any unclear answers, weave in any pertinent points made earlier in the sessions, and then ask:

What should we consider when setting the <u>amount</u> of the food stipend?

[Possible answers:

- *We should set it low enough to avoid dependency but not too low as to do no good.*
- *We should set it at just enough for the household to have or to buy a level of food essential for nutritional and caloric needs.*
- *We will need to decide if we will give the same amount to all beneficiary households or if we will vary according to the number of children, pregnant women or girls, adults, and elderly in the household.]*

Summarize all answers, probe with any unclear answers, weave in any pertinent points made earlier in the sessions, and then say:

What should we consider when setting the <u>duration</u> of the food stipend?

[Possible answers:

- *We should set it at just enough time that it winds down when beneficiaries begin generating sufficient income from the livelihoods.*
- *We should consider seasonality of need: our beneficiaries may not need it except during lean seasons, so we should provide it at those times.]*

Summarize all answers, probe with any unclear answers, weave in any pertinent points made earlier in the sessions, and then say:

The majority of the CGAP/Ford Foundation pilots determined the length of the consumption support by the amount of time it would take for the beneficiaries to begin making enough money from their income generating activities. Once the IGAs made money, beneficiaries could afford to buy the food for their households on a regular and consistent basis.

So, when calculating the time it will take for you or a partner organization to provide the consumption support, you must consider two things:

- Consider the time of year: for example, you may need to make the consumption support longer or bigger during the lean season when the beneficiaries (and the potential customers for their income-generating activities) have little means to purchase anything.
- Consider the amount of time it will take for the livelihood to return a profit. Of course, that will depend on the livelihood (or livelihoods) that your beneficiaries choose to undertake from the options you give them—which we will cover in the next session.

Right now we will debate the pros and cons of in-kind support versus cash transfers in hard currency versus cash transfers via mobile money.

2. Use integrative thinking to explore in-kind support, cash transfers in hard currency, and cash transfers via mobile money – 40 minutes

Say:
Let us now consider the form that the consumption support should take. This exercise goes by the name of integrative thinking. We will now split up the class into three groups: Team Blue, Team Red, and Team Yellow.

Take 15 minutes to come up with the best reasons and circumstances to provide your assigned form of support from the points of view of the stakeholders: the beneficiaries, the implementing partners, and the larger community.

Consider both consumption support at the beginning of the project to prepare the beneficiaries for their livelihoods and support supplied during lean seasons and shocks.

Beside each reason you give, post a sticky note naming the stakeholder for that point of view (beneficiary, partner, or community).

- **Team Blue**: you will represent **in-kind consumption support.**
- **Team Red**: you will represent **hard currency cash transfers**.
- **Team Yellow**: you will represent **mobile money cash transfers**.

After 15 minutes, we will call everyone back together. A representative from each table will come up here to present their argument for why program designers should choose their method for providing consumption support from the points of view of each stakeholder.

Use the "Consumption Support Exercise Worksheet" on page 14 of your workbook to write down your answers and the answers of the other teams when they present as well as any other points you may want to add.

Allow participants to go to their respective tables. Show your stop watch and indicate that the timer has begun. Give them 15 minutes to come up with the arguments. At the end of ten minutes, indicate that time has elapsed and bring forward the table representatives.

Refer to the table below for possible arguments put forward by the three representatives:

Method	**Pros**
In-kind food support	• Method will work well if the implementer can purchase food staples at a significantly lower cost than individual households. • Method will work well if the implementer has the capacity to store, transport, and deliver the food to target households. • Method will work well when direct food assistance can provide households a cushion against inflation or volatile food prices.

Method	Pros
Cash transfers via hard currency	• Cash proves much easier to manage logistically than actual food. • Cash-based consumption gives you the opportunity to work with households on financial literacy and how they can best spend the cash. • Beneficiaries tend to prefer cash because it lets them decide how and when to spend. • Providing cash as opposed to buying local staples may prevent a run-up on the price of those staples by sellers when they realize outside organizations want to buy in bulk.
Cash transfers via mobile money	• Same reasons as above for CTs via currency • Mobile proves much easier to manage logistically than actual currency. • Mobile money helps organizations avoid graft from employees and local officials. • Mobile money provides safer access for women and girls.

Thank participants. Then ask:

From each group, what would you choose as the one or two "pros" that any solution absolutely MUST have?

Summarize all answers, probe with any unclear answers, and then ask:

If we combined all of the must-have "pros" you just discussed into a fourth option, what would that option look like?

Summarize all answers and then say:

You have brought up some very good points. Before we move on, we should stress that some previous programs such as BRAC's in Bangladesh provide both weekly cash transfers in hard currency and in-kind food support in the form of lentils and other staple grains from the area. BRAC closely correlates the duration of the stipend to the specific enterprise selected by each beneficiary household and how quickly the related assets can deliver income to that household. We will talk about selecting enterprises in the next session.

What questions do you have?

Have participants respond to questions or respond if no one offers. Then say:

Next we will look at what beneficiaries may need from consumption support and what your organization and what project partners may provide to meet those needs.

3. Consider what beneficiaries need and what project partners can provide – 30 minutes

Say:
As you reviewed information on and answered questions about consumption support, you probably began thinking of how you would give your own beneficiaries consumption support. For the next 30 minutes, work with a colleague on what interventions you might use in order to provide consumption support and who would actually provide those interventions: a government agency, a local NGO, an international NGO, a community based organization (CBO), or your organization. Complete the **Graduation Approach Consumption Support Planning Worksheet** in your workbooks on page 15. If you have any questions or need any assistance, please just ask.

What questions do you have?

Respond to questions. Give participants 30 minutes to complete the exercise. Ask participants if anyone would like to share their findings. Then say:

At the same time you plan the consumption stipend, you can also plan the options of income-generating activities that you will offer the beneficiaries based on a thorough market analysis of the region. You should consider how long it will take the selected enterprises to return an income and to time the consumption stipend to end shortly after that period. Next we will cover selecting income-generating activities.

Activity 9: Selecting Income-Generating Activities

Objectives
By the end of this activity, participants will have:
1. Listed what they would need in order to select IGAs to offer beneficiaries as options for livelihoods.
2. Reviewed possible selections for IGAs to offer to different groups of beneficiaries
3. Surveyed market assessments and how they can use these in selecting IGAs

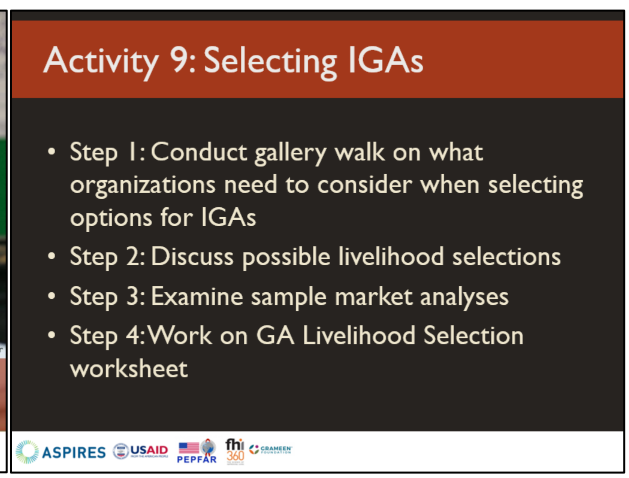
Preparation
- Other materials
  - *Graduation Approach for Orphans & Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
120 minutes (2 hours)

Steps

1. Conduct gallery walk on what organizations need to consider when selecting options for IGAs – 45 minutes

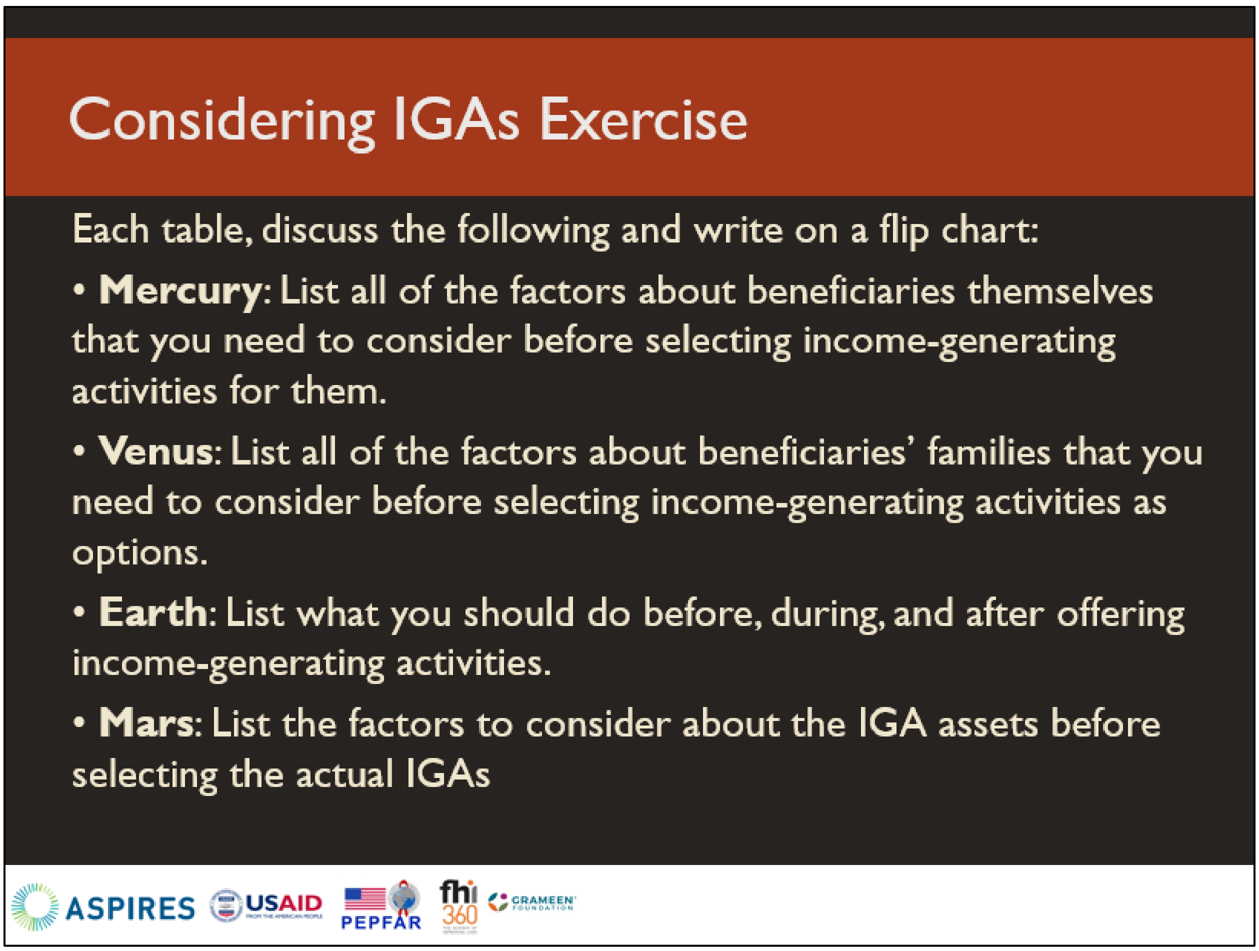
Show the Selecting Income-Generating Activities slide and the Activity 9 slide.



Say:
Providing beneficiaries with income generating activities (or, for those beneficiaries in the Prepared to Grow category, expanding on existing IGAs) has proven a key component of the Graduation Approach because it invests resources, skills, knowledge, and psychosocial supports in the beneficiaries that they can then invest in themselves and in the health and welfare of OVC under their care.

Let us now discuss what we need to consider when selecting enterprises and livelihoods for our Graduation Approach programs. I would like each of you (starting with the person closest to me) to say the four planets closest to the sun in order of closest to furthest: Mercury, Venus, Earth, and Mars. All of the Mercury people please go to this table (*point to table*). All of the Venus people please go to this table (*point to table*). All of the Earth people please go to this table (*point to table*). All of the Mars people please go to this table (*point to table*).

Read the directions on the slide Considering IGAs Exercise.



Take 30 minutes to compile your list and to write it down on the paper. When you have finished, you will post your flip chart on the wall. We will have a gallery walk, and everyone will take a look at your lists and use them to take notes in their workbooks on page 17.

Question	**Possible Answers**
What <u>about our beneficiaries</u> do we need to consider before selecting livelihoods?	• Skills and previous experience managing any assets • Interest and motivation in pursuing different enterprises • Current and seasonal income stream that they can use to supplement their income until the new enterprise generates sufficient income as well as assets for the stream • Time spent on care activities and family obligations • Ability to travel (either because of health or because of cultural restrictions) • Ability to do physically demanding work • Roles and responsibilities in the household • Educational level and literacy
What about our <u>beneficiaries' families</u> do we need to consider before selecting livelihoods?	• Availability of other household members in providing labor and support • The unintended outcome of child labor • Number of dependents • Any special needs for caretaking • Any migration of household members • The household's thoughts and wishes about potential livelihoods
What would we need to consider <u>about enterprises and livelihoods before</u> <u>offering</u> beneficiaries livelihood selections?	We should… • Conduct careful market studies and value chain analyses in order to keep risks to a minimum and the new livelihoods or employment from overcrowding the market. • Consult repeatedly to help beneficiaries select enterprises that will give them new skills or further develop their existing skills but will also meet local market needs. • Understand self-employment may prove more viable than formal employment but also realize that local demand and supply constraints may make self employment vulnerable. • Consider group enterprises and the group dynamics of multiple beneficiaries working together.

Question	Possible Answers
	• Offer enough options so beneficiaries have choices that match their interests and future skills **as well as their willingness to take risks and to wait for potentially larger returns** but also avoid offering too many options that would stress our staff and resources; by specializing in a few value chains, we can build up staff expertise without much stress.
What about the enterprise's possible assets do we need to consider before selecting livelihoods?	We need to consider… • Use of multiple assets as a primary activity for long-term, high-value yields and as a secondary activity for short-term, low-value yields • Timing of asset transfers (avoid wet seasons and holiday seasons for livestock, consider seasonal issues for calving and harvesting) • Analysis of when activities using assets should generate income • Any additional costs that come with assets such as equipment, structures, maintenance • Availability of extension services such as veterinary care, herbicides, pesticides, etc. • Availability of expertise or training to help beneficiaries grow their skills with assets

After 25 minutes, invite groups who have not yet posted their flipcharts to post on the wall and then conduct a 15-minute gallery walk. This part can coincide with the first break of the day.

Give people enough time to write notes in their workbooks. After everyone has written their notes in their workbooks, say:

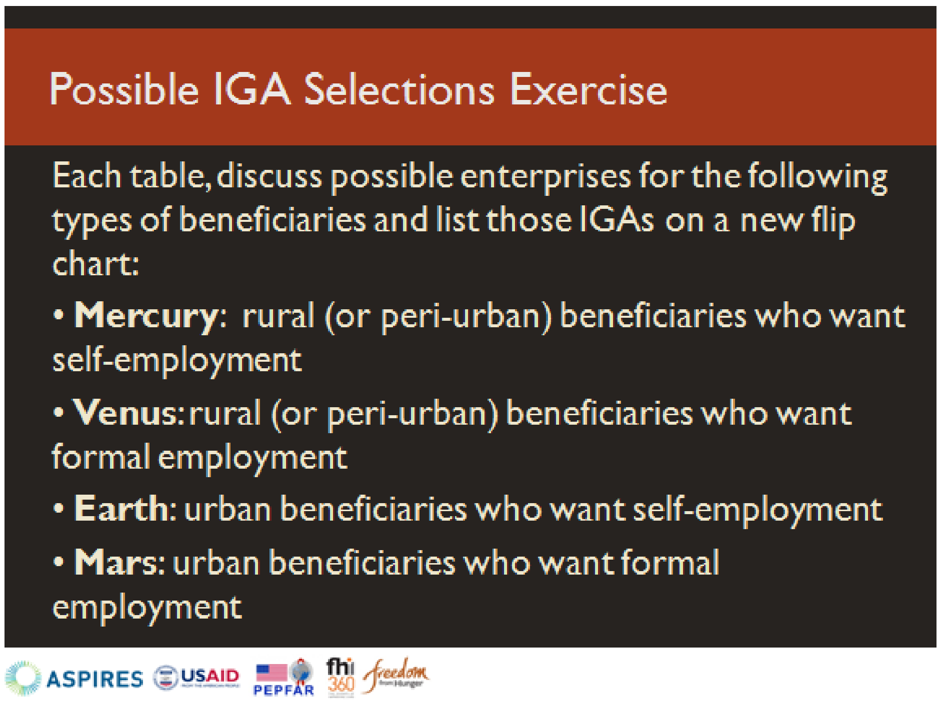
You have done some great work here! Please refer to the pages 18 and 19 in your workbook for additional ideas on the answers to these very pressing questions.

2. Discuss possible livelihood selections – 30 minutes

Confirm participants remain evenly split among tables; if not, rearrange table groupings to make the number of participants even. Then say:

Let us stay in our groups and consider four new questions. Instead of a gallery walk, each table will have a representative report out your answers. Take a new sheet of flipchart paper and ten minutes to create a list of all of the income-generating activities that you think might work well for your assigned beneficiaries:

Read the assignments on the Possible IGA Selections slide.



Refer to the table below for possible answers and to offer as suggestions if not mentioned.

Question	Possible Answers
What enterprises do you think might work well for rural (or peri-urban) beneficiaries who want self employment?	• Dairy cow rearing • Beef fattening • Goat rearing • Chicken rearing • Pigeon rearing • Fisheries tending • Bee keeping • Vegetable farming
What enterprises do you think might work well for rural (or peri-urban) beneficiaries who want formal employment?	• Commercial farming, planting, and harvesting • Commercial butchering and meat packing • Commercial dairy production • Farm machinery mechanic work
What enterprises do you think might work well for urban beneficiaries who want informal employment?	• Clothing sales • Grocery sales • Vegetable vending • Sewing and tailoring

Question	Possible Answers
	• Prepared food vending • Small goods shop keeping
What enterprises do you think might work well for urban beneficiaries who want formal employment?	• Garment industry production • Food processing and packing production • Hospitality services • Cleaning and maintenance services • Apprenticeships for youth • Hotel work

After 10 minutes, have a representative from each table report out and answer questions about the enterprises they listed. Thank participants for their participation and then say:

On these slides we have the most common livelihoods employed by BRAC and CGAP/Ford Foundation Graduation Approach programs.

***Note**: These slides show the same enterprises listed in the table above.*

You brought to light some important ideas. Let us now work with a sample market analysis.

3. Examine sample market analyses – 30 minutes

Confirm participants remain evenly split among tables; if not, rearrange table groupings to make the number of participants even. Then say:

At the beginning of this session, we asked what you would need to consider about enterprises and livelihoods before offering beneficiaries livelihood selections, and you identified the conducting of careful <u>market studies</u> and <u>value chain analyses</u> in order to keep risks to a minimum and to prevent the new livelihoods or employment opportunities from overcrowding the market. Let us now talk a little more about market analyses.

Ask:

Why else would you want to conduct a market analysis?

[Possible answers:

#	Answer
1	To find out which specific income activities (self-employment or formal employment) remain viable options for beneficiaries to engage in when taking into account their vulnerability level within existing markets
2	To determine which productive assets will have relatively high income potential and low risk (typically the most vulnerable can only engage in low-risk activities, even if that limits the profit potential)

#	**Answer**
3	To avoid overcrowding existing markets with single products or services that harm all market players
4	To understand seasonality of income generating activities including employment opportunities (this will help you to decide when asset transfers should take place, and also how to diversity income activities or to sequence them along with the seasons)
5	To identify which existing (or new) value chains have growth potential and how interventions geared at higher level value chain players (for example: traders, processors, and exporters) can create new and more profitable employment/enterprise opportunities at the bottom of the value chains, where you will probably find most of the beneficiaries
6	To identify whether markets provide the support services that needed to run viable enterprises, such as extension services, access to (appropriate finance), input supply, etc.

Say:
Thank you for input! Market analysis will help you match beneficiaries and the productive assets they will receive to viable income opportunities in the local market. This may not always seem self-evident. Remember that a lack of access to these opportunities contributed to the factors holding back the beneficiaries.

In the previous exercise, each team came up with a great list of potential income-generating activities for the following scenarios: rural self-employment, rural formal employment, urban self-employment, and urban formal employment. You will now need to consider the viability of these activities and the extent of that viability for the context of your beneficiaries.

Your assignment: in your groups, create a list of questions for a possible market analysis that would help you to determine the viability of the activities you have already discussed and the extent of that viability. Then pick a reporter to report out your findings.

Each group may come up with a list very similar to those created by the other groups, but the questions might pertain to a certain context.

Ask:

What questions do you have?

Respond to questions. Then say:

You have 15 minutes.

After 15 minutes, ask:

What questions for a market analysis did your table create?

As the first table responds, ask probing questions. Ask the other tables if they have anything to add or if they disagree in any way and why they disagree. Then thank participants. See the following table for a list of possible answers:

#	**Question**
☼	What systemic causes and power structures prevent the most vulnerable and poorest from accessing markets and building sustainable livelihoods?
1	What are the main sources of employment and livelihoods within the community? Is employment concentrated in a particular industry or sector(s)?
2	What and where are the promising market opportunities? For example, in the agricultural sector, which value chains (for example mahangu or maize) and/or other products made, produced or processed within the community can provide a source of livelihood for poor households?
3	Who are the main local producers, their main products, and what types of suppliers exist?
4	What economic activities or industries within the area have growth potential and what upgrading/support would be needed to make them relevant for poor households and vulnerable children - as a source of jobs/self-employment or as a source of better cost/quality goods and services?
5	What are potential opportunities and constraints for these industries to grow and to be more relevant to the income earning or consumption needs of poor households?
6	Of all of the constraints to increasing incomes, especially for vulnerable children in the community, which are the most important and which can be fixed first?
7	Are there any business associations (of either consumers or suppliers) with whom we should communicate or form partnerships?
8	What are the main marketplaces within the community? Are they buildings in a developed shopping area, open air in a central market, road side, grocers, etc.?
9	How do most people travel within the community (type, cost, reliability)? How do they access other communities?
10	Which funders/programs focus on market orientated programming?

Source: Economic Strengthening for Vulnerable Children: Resource Guide, LIFT

4. Work on Graduation Approach Livelihood Selection worksheet – 30 minutes

Say:
Now you have the opportunity to think about your possible beneficiaries and what you might do to help them select enterprises for livelihoods. Pick a colleague and take 15 minutes to complete the Graduation Approach Livelihood Selection worksheet on page 20 of your workbook. After 15 minutes, discuss with your table your answers to the worksheet's questions. If you have any questions for me, just ask.

Answer any questions. After 15 minutes, say:

Now I invite you to share your ideas with each other at the table.

After 10 minutes, say:

I hear a lot of discussions still going on. As we said at the beginning of the workshop, these exercises will help you focus on what you might do when you go back to your country. But of course you will need more time and resources to make solid plans.

Ask:

- **Who would like to briefly share with us which livelihoods and target populations they have started considering?**

Listen to a couple of volunteers. Ask clarifying questions if necessary. Then say:

Thank you for sharing! I encourage you to keep bouncing ideas around with other experts gathered here, even outside this training room, so you can make the most of your time here.

Please refer to the case studies starting on page 37 of your workbook and use them in your thinking about your own Graduation Approach program and its needs when selecting enterprises and implementing asset transfers, our next topic.

Activity 10: Incorporating Asset Transfers

Objectives
By the end of this activity, participants will have:
1. Considered their organization's capacity to provide livelihoods through asset transfers
2. Ranked necessary considerations for incorporating asset transfers based on their own knowledge, experiences, and organizational situations.
3. Begun planning for possible Graduation Approach programs with asset transfers

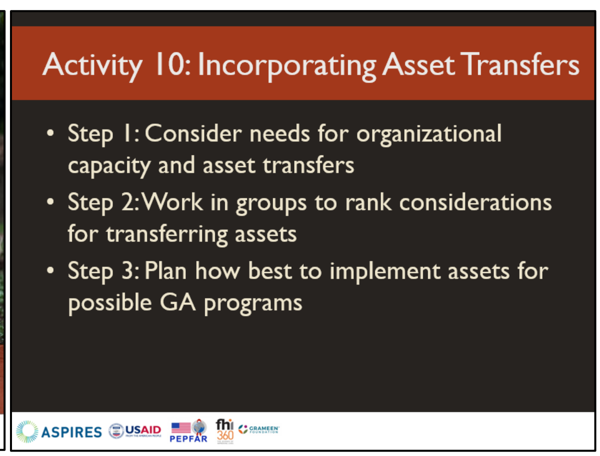
Preparation
- Other materials
  - *Graduation Approach for Orphans & Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
105 minutes

Steps

1. Present considerations for organizational capacity and asset transfers – 45 minutes

Show the Incorporating Asset Transfers slide and the Activity 10 slide.



Say:
Once the beneficiaries have selected the enterprises that they want to take on for their livelihood, you can begin providing the asset package to enable that enterprise. That asset package could take the form of in-kind transfers such as livestock or store supplies, or it could take the form of cash transfers or micro-loans or grants. Implementers need to tread carefully here: asset transfers can prove tricky for even the most experienced, and organizations need to plan with caution.

Now let us look at the considerations we need to make when designing asset transfer packages from the viewpoints of our beneficiaries, our implementing partners, and the local community.

We will now break up into three groups of Sun, Moon, and Stars and use another integrative thinking exercise. I would like each of you to count off with Sun, Moon, and Stars starting with (*name participant*). All of the Suns please go to this table (*point to table*). All of the Moons please go to this table (*point to table*). All of the Stars please go to this table (*point to table*).

Team Sun: make a list of pros for **in-kind assets**.
Team Moon: make a list of pros for **cash transfers**.
Team Stars: make a list of pros for **micro-loans and micro-credit**.

Take 30 minutes to come up with the best reasons and circumstances to provide your assigned form of transfer from the points of view of the stakeholders: the beneficiaries, the implementing partners, and the larger community. Beside each reason you give, post a sticky note naming the stakeholder for that point of view (beneficiary, partner, or community). Compile your list and select a representative to report out to the whole group. Then we will have a lively discussion!

Form of Transfer	Possible Pros
in-kind assets	• Beneficiaries may not yet feel comfortable buying from vendors. • Beneficiaries run risk of having money stolen from them by husbands or neighbors. People will have a harder time stealing in-kind items. • Beneficiaries can only use in-kind assets as assets (if you require them to keep assets); they can and may use money to provide for daily needs instead of assets. • Vendors may attempt to rip off beneficiaries because of their lack of confidence, knowledge, or experience. • In-kind assets will work well when participating organizations can purchase assets, store them, and transport them at less expense and more securely than beneficiaries can buy them and take them home. • In-kind assets will work well when participating organizations can provide purchasing committees that help select assets and insure the quality of the asset and the reasonableness of the price.
cash transfers	• Cash transfers will help prevent run-ups in prices; vendors may attempt to rip off organizations when they find out development agencies want to buy assets in bulk, which might disturb the markets. • Beneficiaries need experience with buying from vendors. • Beneficiaries may have definite ideas of what they want to see in their assets, a wide range of choices for assets to purchase, and knowledge about price and quality of those assets that they can use to their own advantage (and you can acknowledge and honor their experience). • Cash transfers will work well when participating organizations have as one of their project objectives to improve their beneficiaries' financial management skills.

Form of Transfer	Possible Pros
micro-loans and micro-credit	• Beneficiaries want or need the experience of working with loans. • Participating organizations have as a goal the beneficiaries' gaining a credit history and linking with more formal financial services. • Micro-loans or credit will work well when participating organizations have as one of their project objectives to improve their beneficiaries' financial management skills. • Beneficiaries understand and appreciate that the asset transfer comes in the form of a loan instead of a grant. Beneficiaries often get confused by the distinction and believe they have accepted a grant.

Thank participants and provide any of the above answers not given. Then ask:

From each side, what would you choose as the one or two "pros" that any solution absolutely MUST have? What would a fourth option with all of those pros look like?

Summarize all answers, probe with any unclear answers, and then ask:

Many programs give the in-kind asset or the cash transfer for free while others require beneficiaries to pay back all or part of the value of the asset. What pros and cons do you see for both methods: giving for free or requiring pay back?

Summarize all answers, probe with any unclear answers, weave in any pertinent points made earlier in the sessions, and then say:

You have brought up some very good points!

Ask:

Who would normally receive in-kind assets, who would normally receive cash, and who would normally receive loans?

[Possible answers:

- *The Most Vulnerable (In Destitution) group would normally receive in-kind assets.*
- *The Very Vulnerable (Struggling to Make Ends Meet) would normally receive cash.*
- *The Somewhat Vulnerable (Prepared to Grow) may have the ability to use loans.]*

Thank participants and provide any of the above answers not given. Then say:

You just brought up some good points here. You should NOT think of these categories as fixed. You could give the most vulnerable (those in destitution) cash and work with them to help get them comfortable in purchasing their assets. You can give the very vulnerable in-kind assets.

And, on a case-by-case basis, you could possibly give loans to individual households in the Struggling to Make Ends Meet/Very Vulnerable category.

2. Have participants work in groups to rank considerations for transferring assets– 30 minutes

Say:
Now you will have the opportunity to rank asset transfer considerations in order of importance to your target beneficiaries.

Have participants sit in country teams (U.S. government (USG) and implementing partner (IP) staff together). If a country is represented by more than 5 participants, split them into 2 groups, with USG and IPs in each group. If a country is represented by a single participant, connect him/her with another group, preferably from the same region. Then say:

Please open your workbooks to page 23. On that page you will find 20 considerations that you need to keep in mind when designing asset transfer programs for your beneficiaries. You will also find 5 additional spaces for you to include anything else you feel the table needs to cover.

Please read about each consideration and then work together to rank them all in order of importance.

Rank using the following classifications:

- 3 = Very Important
- 2 = Important
- 1 = Not So Important
- 0 = Counterproductive, Harmful, Detrimental

You have 20 minutes to do this. Then we will call on each table to report out the order selected and to explain why you placed the considerations in the order that you did.

After 20 minutes, ask:

Who would like to report out some of their findings from their rankings?

Allow each group to report how and why they ranked the considerations in the order they did.

Say:
Thank you for this! Now let us think about how best to provide assets for our possible Graduation Approach programming.

3. Have participants plan how best to provide assets for possible Graduation Approach programs– 30 minutes

Say:
Now you will have the opportunity to think about your own possible Graduation Approach programs. Pick a colleague and turn to pages 25 and 26 of your workbook and begin filling out the Graduation Approach Asset Transfer Planning Checklist and Worksheet tables.

Please notice that this worksheet contains two different tables:
- The first covers your beneficiaries and the type of asset to provide.
- The second covers possible training on the assets and livelihoods for the beneficiaries.

Please note that the checklist resembles the ranking exercise you completed. It covers the top 20 considerations for asset transfers. You can begin filling out the checklist if you already have a Graduation Approach program or if you have begun planning one. If you do not have a program and have not yet started planning one, you can save the checklist for a future resource.

You have 20 minutes to complete this activity.

At the end of 20 minutes, say:

We hope that you have found this exercise helpful and illuminating.

Ask:

- **Who would like to report out what they discovered about their own organization and its plan for incorporating asset transfers into its Graduation Approach programs?**

Thank participants for participating and then say:

Remember that you can keep these worksheets and use them both as tools to remind you of your work here now and to help you design your Graduation Approach programs in the future.

Activity 11: Integrating Savings Programs

Objectives
By the end of this activity, participants will have:
1. Examined pros and cons of formal savings versus informal savings, voluntary savings versus compulsory savings, cash savings versus in-kind savings, and group accounts versus individual accounts
2. Reviewed a case study on issues with integrating savings
3. Considered how best to provide financial education
4. Evaluated how best to connect with insurance services and credit services in order to provide a means for beneficiaries to graduate into the next phase of financial growth

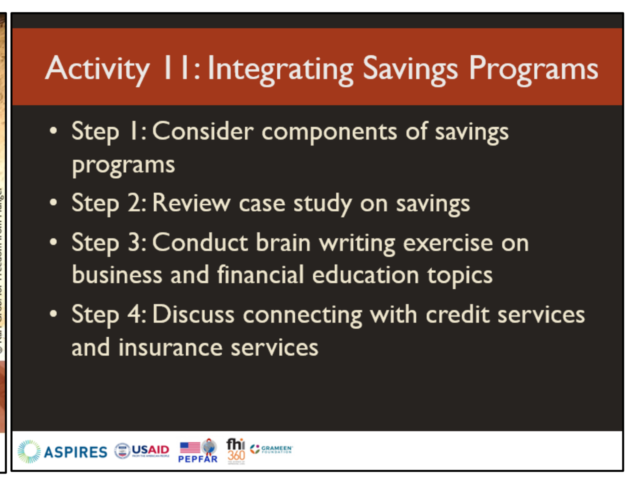
Preparation
- Flip charts
    - Savings Component Options
- Other materials
    - *Graduation Approach for OVC: Putting Together the Pieces* PowerPoint slides
    - Projector and screen
    - Participant Workbook (distributed in Activity 2)

Time
120 minutes (2 hours) If necessary, you may break up this session over the course of two days.

Steps

1. Consider components of savings programs – 60 minutes

Show the slide Integrating Savings Programs and the slide Activity 11:



Say:

Establishing a savings component to your Graduation Approach program will help your beneficiaries manage risks, reduce vulnerabilities, build resilience, and prevent them from selling their assets or turning to local money lenders when faced with stresses, shocks, or crises. It will also help teach your beneficiaries about financial responsibility, banking, credit, and insurance.

If your organization does not have direct experience with providing financial instruments or promoting, setting up, and training savings groups, you may want to work with another institution with that experience and with the mandate to help the same target group.

If you cannot find a formal savings institution such as a bank or microfinance institution with the same mandate, you might consider an informal savings option such as savings groups. Savings groups provide a great option for beneficiaries who elect to work together to pool their money and to loan out money when needed. These savings groups can remain active well after the beneficiaries have graduated from your program, and they can include participants other than your beneficiaries. For more on designing Savings Group programming, please come see me during the break or at the end of the day about the *Savings Groups: Designing for Impact* training workshop.

Ask:

When do you think programs should start their savings component?

[Answers:

- *You can start the savings component as soon as the beneficiaries receive money.*
- *If they will receive consumption support in the form of cash transfers, you can probably start the savings component at the same time.*
- *If the beneficiaries receive money for the first time during the asset transfer, then the savings component can start at that time.*
- *If you will provide both the consumption support and the asset as in-kind transfers and the beneficiaries will not receive money until they make their first sale, then you may want to wait until just before you and your organization determine that this first sale will occur.]*

Thank the respondents and include any of the above answers if not given. Then say:

You need to stay careful in these scenarios and not pressure beneficiaries into putting their cash into savings instead of using for consumption support or for a productive asset.

Now we will debate different merits and disadvantages behind different options one will need to decide on when designing the savings component to a Graduation Approach program.

Point to the hat or box holding 8 slips of paper.

I have eight slips of paper, and I will divide you into eight teams.

Divide the group into 8 teams.

In your teams, spend 15 minutes preparing a two-minute argument in support of your option and against the counter option.

Show the Savings Component Options flip chart and say:

I will keep track of the points you make for and against each option on this flip chart. You can record these same points in the Graduation Approach Pros and Cons of Savings Components table on page 32 of your workbook.

Savings Component Options

Options	Pros	Cons
Voluntary savings		
Compulsory savings		
Group accounts		
Individual accounts		
Formal savings		
Informal savings		
Digital transactions		
Cash transactions		

Cut along the dotted lines and place the slips of paper in a bag, box or hat. Make one slip of paper per team.

PRO: Formal Savings **CON: Informal Savings**	**PRO: Informal Savings** **CON: Formal Savings**
PRO: Voluntary Savings **CON: Compulsory Savings**	**PRO: Compulsory Savings** **CON: Voluntary Savings**
PRO: Group Accounts **CON: Individual Accounts**	**PRO: Individual Accounts** **CON: Group Accounts**
PRO: Cash Transactions **CON: Digital Transactions**	**PRO: Digital Transactions** **CON: Cash Transactions**

Please refer to these possible answers from the teams and use them to add to the participants' points at the end of their presentations while summarizing what they said:

Form of Savings	**Pros**	**Cons**
Formal Savings	Formal financial institutions such as banks and microfinance institutions (MFIs) offer more secure options than informal ones as well as privacy, interest earned on savings, documented histories of transactions, and loans for business activities.	Formal financial services often require formal identification, may not legally offer services to people under age 18, may request prohibitive fees, and the staff often seem unfriendly and uncooperative.
Informal Savings	Informal financial institutions such as savings groups, tontines, and sousous offer lower fees, proximity to where people live, and familiarity with service providers.	Informal financial institutions tend to lack privacy, have less flexible terms, and offer lower savings and loans amounts.
Voluntary Savings	With voluntary savings, you provide your beneficiaries with the means to save and you encourage them to save, but you do not require them to save a certain amount; this works well for people who have not had the ability to save in the past and who might not have any familiarity with savings options.	Voluntary savings programs might find it harder to get beneficiaries to begin saving and to keep saving if those beneficiaries have little experience with savings mechanisms.
Compulsory Savings	With compulsory savings, you require your beneficiaries to save a certain amount—either each period or over the life of the program. This helps build the habit of saving with people who may not have saved much before the program, as opposed to a voluntary program. These programs often work with participants to establish a goal, and some programs have found that they needed to	Compulsory savings options often require participants not to touch the savings except for emergencies, which sometimes places an undue burden on households that could use the funds for smoothing consumption during crises or for handling household needs.

Form of Savings	**Pros**	**Cons**
	require less than what participants had been saving before the restriction was put in place.	
Group Accounts	Group accounts can take many forms including formal village banks or informal savings groups. These accounts can help implementers with legal requirements since NGOs usually cannot accept savings deposits.	Group accounts often have less flexible terms, and offer lower savings and loans amounts.
Individual Accounts	Individual accounts usually do not occur in Graduation Approach programs unless a microfinance institution (MFI) or a bank makes up one of the project partners and initiates the accounts. These institutions offer more secure options than informal institutions and group accounts as well as privacy, interest earned on savings, documented histories of transactions, and loans for business activities.	Individual accounts usually do not occur in Graduation Approach programs unless a microfinance institution (MFI) or a bank makes up one of the project partners and initiates the accounts. Individual accounts often require formal identification, may not legally offer services to people under age 18, may request prohibitive fees, and the institution's staff often seem unfriendly and uncooperative
Cash Transactions	Cash transactions allow beneficiaries to handle money. Some vendors may not accept digital payments.	Cash transfers often come with graft and corruption, require travel and long wait times, and obtaining it can pose problems when needed during crises and emergencies.
Digital Transactions	Using digital transactions to send money to beneficiaries can reduce graft by middle men and can ensure money gets to the intended people. Digital financial payments products allow people to collect money from far-flung relatives and friends during times of crisis. It can also reduce travel and wait times.	Although more ultra-poor continue to obtain mobile phones, many still do not have one and getting a signal can still prove problematic.

Form of Savings	Pros	Cons
	Switching to digital payments saves beneficiaries the monetary amount of feeding a family of five for one day.	

Say:

You came up with some wonderful points! Remember these points when designing the savings component of your Graduation Approach programs. Also remember that you can include both of the options: you do not necessarily need to think of these options as either/or. You may find that you have times when you want to offer both informal and formal savings options, voluntary and compulsory options, group and individual accounts, and cash and in-kind savings. Many Graduation Approach programs have set up group accounts at formal financial institutions after those banks or MFIs have evaluated the group's operations, maturity, and capacity to absorb credit. The savings groups then lend the available capital to group members.

2. Review case study on savings – 15 minutes

Say:
Now you will have the opportunity to apply these concepts by reviewing a case study. In your current teams, please read the REST Savings Component case study on page 30 of your workbook. Discuss what you think the program did well and what they could have done differently. Select someone to take notes and select someone to represent the group. I will call on each group—please provide any answers that you came up with that the previous groups had not discussed. I will note your responses on this flip chart, and we will have the flip chart for reference for the remainder of this session.

Ask:

What questions do you have about the task?

Respond to questions. Then say:

You have 10 minutes.

After 10 minutes, ask:

What do you think REST did well and what could they have done better to serve their beneficiaries with the savings component of their program?
[Answers:
- *What they did well:*
    - *Established a culture and habit of savings*
    - *Provided multiple means of savings: an informal (savings group) method and a formal method*

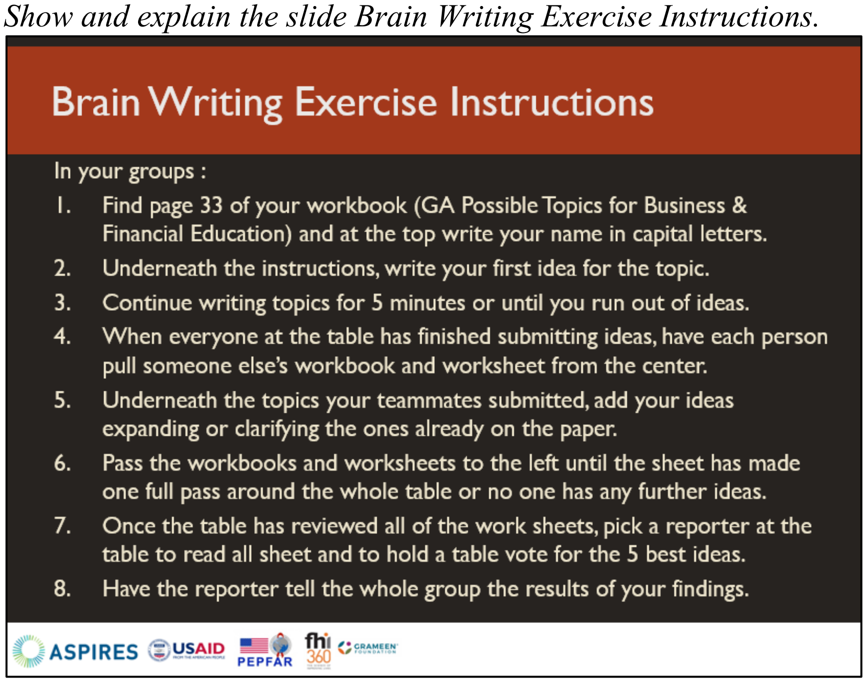
- *What they could have done better:*
    - *Provided easier access to savings, especially in times of need to build trust*
    - *Stressed security of savings—savings should always be there and be accessible*
    - *Made sure the withdrawal procedure did not take too much time or seem too cumbersome*
    - *Prevented savings from placing an undue burden thus hampering trust*
    - *Provided clear information on what the savings option is, how it works, and what is expected from the beneficiaries*
    - *Stressed quality and frequent training on savings*
    - *Given clear guidance to and from facilitators]*

Say:
You did a great job here! Remember the points you pulled out of this case study when designing the savings component of your Graduation Approach programs.

3. Conduct brain writing exercise on business and financial education topics–30 minutes

Say:
As you noticed in the case study, one of the most important parts of a successful savings component is the business and financial education piece. In this exercise, you will work in your teams to come up with business and financial education topics important to the PEPFAR OVC impact groups. Facilitators and field agents/case managers can cover these topics with beneficiaries both in a group setting and in the weekly one-on-one sessions at the household. Please note that the one-on-one session with the household can serve as a refresher course as well as an explainer and clarifier for any misunderstandings from the group session.

Show and explain the slide Brain Writing Exercise Instructions.



Ask:

What questions do you have about the task?

Respond to questions. Then say:

You have 20 minutes.

After 20 minutes, ask each table:

What business and financial education topics did your table decide to include?

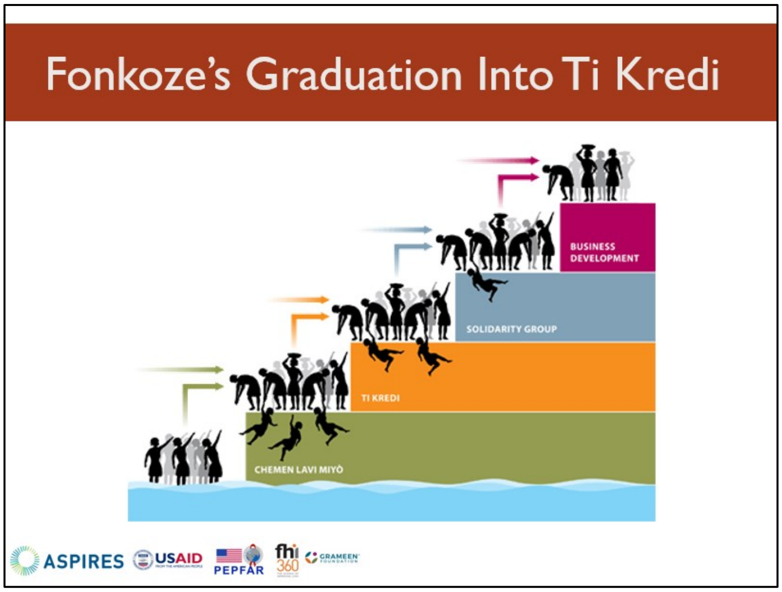
Say:
All of you did a great job here! Take note of the topics you heard here when working with project partners on designing the business and financial education portion of your Graduation Approach program. You have space on page 33 of your participant workbook to write down the topics that you find most relevant for your potential beneficiaries.

4. Lead discussion on connecting with credit services and insurance services–15 minutes

Say:
At the beginning of this activity, you discussed the pros and cons of informal and formal savings programs. Many of you may have decided to start with an informal program and then have successful beneficiaries graduate into formal services with banks or microfinance institutions.

You should also consider having your beneficiaries graduate into credit services and insurance services—perhaps with those same institutions. Although the case study from REST can provide some good ideas of how you might introduce credit to those in destitution (most vulnerable) or struggling to make ends meet (very vulnerable), you would normally only do so for those prepared to grow and graduate. These beneficiaries would now have the confidence to take on risks, the means to take on extra debt, and the ability to pay off that debt when the time comes.

Show the slide Fonkoze's Graduation Into Ti Kredi.



For example, Fonkoze offers a ladder between its Graduation Approach program called Chemen Lavi Miyo (CLM for short) and its main credit products through an introductory loan program called Ti Kredi. This program helps build familiarity and confidence with credit for its poorest clients. Fonkoze makes available Ti Kredi during the graduation ceremony for CLM. The Ti Kredi loan lasts for 6 months whereby participants repay $25 after the first month, then repay $35 after the second month, and finally repay $65 after the third month.

You do not have to base all of the savings mechanisms on cash. You can also consider animal banks or grain stores.

You should also consider putting in place insurance and credit services for graduates of your program who find themselves in the prepared to grow ES category and ready for promotion with strategies for growing income and expenses through enterprise development.

Ask:

What kind of insurance and credit services could you work with your partner organizations to include in your Graduation Approach program that you could leave in place after the end of the program?

[Possible answers:

- *Livestock*
- *Crop yields*
- *Weather*
- *Unemployment for formal laborers*
- *Health]*

Say:

You gave some great examples! Remember you can have insurance for livestock, crop yields, weather, unemployment for laborers, and health. Let us look at health for our next session!

Activity 12: Linking to Health and Related Services

Objectives
By the end of this activity, participants will have:
1. Named health services and health-related micro insurance services that they can link to Graduation Approach programs.
2. Presented specific topics for providing training, coaching, and mentoring on health, HIV/AIDS, hygiene, and nutrition.
3. Made considerations for incorporating nutritional, psychosocial-support, childhood-protection, legal, and educational supports.

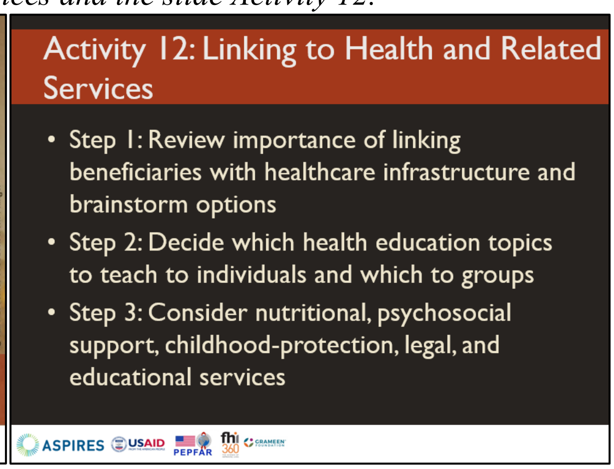
Preparation
- Flip chart: Objectives and Data Needs
- Other materials
    - *Graduation Approach for OVC: Putting Together the Pieces* PowerPoint slides
    - Projector and screen
    - Participant Workbook (distributed in Activity 2)

Time
60 minutes

Steps

1. Explain importance of linking beneficiaries with healthcare infrastructure and brainstorm options – 10 minutes

Show slide Linking to Health and Related Services and the slide Activity 12.



Say:

HIV-affected households and the poor lose what savings they have most commonly through health emergencies.

These emergencies can cause them to sell what little assets they have and to go into debt. Graduation Approach programs must link to the existing healthcare infrastructure—especially when beneficiaries do not or cannot access (for whatever reason) locally available healthcare. By pairing beneficiaries with healthcare options, you improve health outcomes, provide the necessary preconditions for beneficiaries to develop livelihoods or do their jobs, and build resilience to future stresses, shocks, and crises. As we discussed in the last session, you can build linkages to many services including healthcare via savings groups and micro-insurance.

Ask:

What health services can you link to Graduation Approach programs?

[Possible answers:

- *Mobile health services including immunizations*
- *Enrollment (including mobile enrollment) in wellness, health, and HIV/AIDS services offered by government agencies*
- *Government-supplied clinics, hospitals, medicines, and medical staff*
- *NGO-supplied clinics, hospitals, medicines, and medical staff]*

Wait for answers to come in and probe with any incomplete answers; summarize the answers and then ask:

What health-related micro-insurance services can you link to Graduation Approach programs?

[Possible answers:

- *Debit or credit cards dedicated strictly to health expenses*
- *Government-supplied insurance schemes*
- *NGO-supplied health insurance schemes]*

Summarize the conversation. Then, thank participants for participating.

2. Have participants decide which health education topics they can teach to groups and which topics they can teach to individuals – 40 minutes

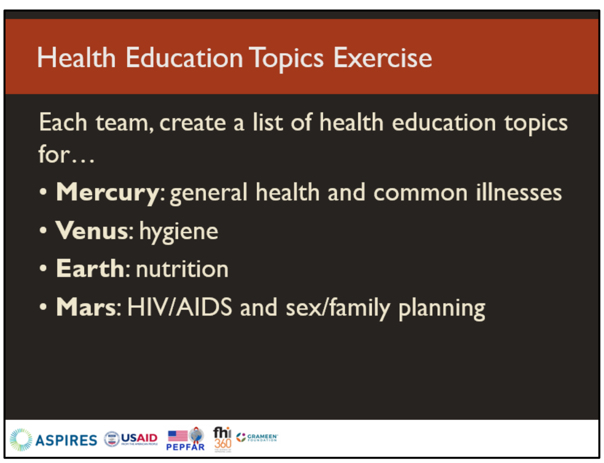
Say:
Most of the documented Graduation Approach pilots to date cite weekly household visits with one-on-one life-skills coaching as the most important factor contributing to the success of their pilot. In addition, the sessions helped build the confidence of beneficiaries and let them discuss intra-household issues such as conflicts and abuse.

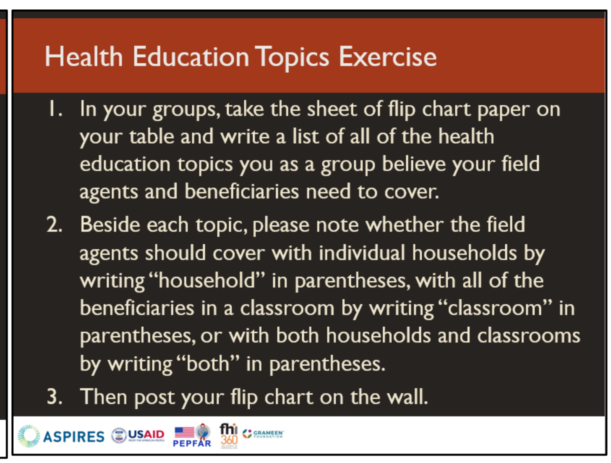
The majority of the topics covered during these life-skills coaching sessions centered on health issues and education. Classroom training with all of the beneficiaries in a village can also include health education as well as technical skills training on enterprises and financial training.

In this session, we will come up with a list of the most important health education topics your beneficiaries need to learn about and decide which ones you need to cover with individual households during the weekly visits by field staff and which ones you can cover during classroom sessions with all of the beneficiaries.

Please get back into your planet teams from a previous session.

Show the slides Health Education Topics Exercise.





Ask:

What questions do you have about the task?

Respond to questions. Then say:

You have 15 minutes. After 15 minutes, please have a representative present your findings. Use page 35 of your workbooks to write down your answers and the answers of the other tables.

After 15 minutes, ask:

What health education topics did your table decide to include?

[Possible answers include trainings and talks on:

- *General health & common illnesses: Remedies for common illnesses, de-worming*
- *Nutrition: daily food habits and vitamin consumption*
- *Hygiene: clean water, water borne diseases, and sanitation*
- *HIV/AIDS:ART and immunizations*
- *Sex: Family planning and practice and maternal health]*

Say:

You have put some quality thinking into these and on where and how best to teach them!

3. Have participants consider nutritional, psychosocial-support, childhood-protection, legal, and educational services for inclusion – 25 minutes

Say:

Back on the first day of this workshop, you came up with a list of objectives for a possible Graduation Approach program that you might begin designing when you get to your offices. Some of the objectives you listed may not fall easily into any of the common Graduation Approach categories but remain important and need inclusion in your programs. We would like you to take the time now to consider the nutritional, psychosocial-support, childhood-protection, legal, and educational services that you want to include in your Graduation Approach programming.

Show the page 36 in the workbooks with the Graduation Approach Planning Worksheet for Nutritional, Psychosocial-Support, Childhood-Protection, Legal, and Educational Services.

Please choose a colleague and work together on completing the worksheet on page 36 to the best of your knowledge. You should revisit this worksheet when you return to your offices.

Ask:

What questions do you have about the task?

Respond to questions. Then say:

You have 20 minutes.

After 20 minutes, say:

You have put some important work into this! In the next session, we will revisit the other objectives you created and discuss how best to have field agents/case managers monitor and evaluate your beneficiaries on their progress on all of these objectives.

Activity 13: Monitoring and Evaluating at the Household and Individual Levels

Objectives
By the end of this activity, participants will have:
1. Reviewed the objectives they set on day 1 for their example programs
2. Listed what data field staff should monitor and evaluate during weekly coaching visits as well as at the beginning (baseline), end (endline), midway (midline), and after graduation (post-program)
3. Begun a sample client monitoring system (CMS)

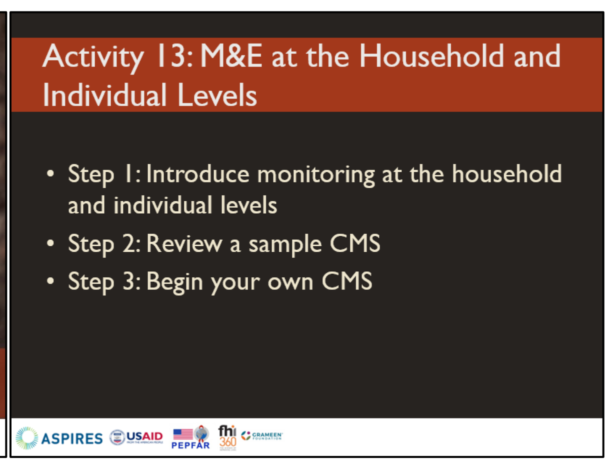
Preparation
- Other materials
  - *Graduation Approach for OVC: Putting Together the Pieces* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
90 minutes

Steps

1. Introduce monitoring and evaluating at the household and individual levels–30 minutes

Show the Monitoring and Evaluating at the Household and Individual Levels slide and the Activity 13 slide.



Say:

In previous sessions, you looked at the objectives you created for a possible Graduation Approach program with respect to the services and education that you want to provide for your future beneficiaries.

In this session, you will consider how you will have field agents/case managers monitor and evaluate for the outcomes you want to achieve with your beneficiaries.

You would have field agents/case managers monitor, measure, and evaluate your beneficiaries' and households' needs based on your Graduation Approach program's objectives and criteria.

Show the slide Monitoring and Evaluating at the Household Level: Data Needs for Health Outcomes.

Monitoring and Evaluating at the Household Level: Data Needs for Health Outcomes

Outcome	Data Needs (baseline, midline, endline, one year after)
Increased awareness of importance of health services	Household-level participation in health-awareness activities Data about individual's knowledge on key health issues Baseline and endline data about person's perceptions of health services
Increased use of health services	Clinic attendance data
Improved health for household members	Health status data

For example, from the previous session on health and related services, you might initiate these outcomes for a Graduation Approach program. Based on these, you might decide that you will need these sets of data to establish that beneficiaries met the outcomes. You started listing outcomes on page 12 of your workbook. You can use the remaining cells to insert more outcomes and needs.

- **What other outcomes and data needs do you think might go with the health portion of a Graduation Approach program?**

Thank participants and then say:

You brought up some great points! Let us take another look at the example outcomes from the BRAC and CGAP/Ford Foundation pilots.

Show the slide Outcome, Criteria for Reaching Outcome, Ways to Measure, Data Needs.

Objective: Get the impact group to the point where they have…	Criteria for Reaching Objective	Ways to Measure Reaching Objective	Data Needs (baseline, midline, endline, year after)
Food security	Household has no reported food deficit in the past year.	Survey households about access to 2 to 3 meals a day over a period of time; household owns 12 months food supply plus 3 months of reserves	Survey results Independent verification of food supply and reserves
Resilience in income	Household has multiple sources of income. Household has diversified into other incomes	Surveying and verifying multiple types of income; sale of various items; diversified IGAs	Completed logs and checklists from visits by field staff
Resilience in savings	Household has a savings account; the amount in savings exceeds 75% of the initial value of the assets transferred.	Monetary amounts in savings or estimates of monetary value of in-kind assets; acceptance into an MFI or into micro-credit	Statements from financial institution or verification from savings group; offers from or acceptance into an MFI or micro-credit
Decreased vulnerability and increased resilience to negative health effects including testing positive for HIV/AIDS	Household members have received health screenings and regularly attend local or mobile health clinics; those who have tested positive for HIV/AIDS receive regular treatments.	Surveys of households; attendance logs of local or mobile health clinics; medical records and records of taking lab tests	Results of surveys and attendance logs; medical records and results of lab tests

Say:
You will recall this table from back when we discussed establishing outcomes. In a little bit, we will revisit the outcomes you created at that time and consider the data needs you might have for them. First, let us consider what you will need to track the data.

Ask:

- **What would be the best way to collect and view data showing the beneficiaries' progress toward their goals?**

[Answer: an easy-to-use yet reliable and thorough client monitoring system]

Follow up on any unclear replies, summarize responses, and then ask:

Why would you want to aggregate the data from a client monitoring system?

[*Possible answers:*

- *You can use the data to compare households with each other.*
- *You can then use this information to note any variations in progress and make adjustments in program design and services.*
- *You can use the data to identify slow climbers and provide them with additional help.]*

Follow up on any unclear responses, summarize responses, and then move on to the next step.

2. Have participants review a sample Client Monitoring System (CMS)–20 minutes

Show the Client Monitoring System (CMS) page in the Participant Workbook.

On pages 47 through 50 of your participant workbooks, you have a sample Client Monitoring System (CMS) similar to the ones used by the CGAP/Ford Foundation pilots. You will notice that it consists of a series of questions similar to a survey that field agents/case managers can ask while visiting each household over the life of the program—especially during the baseline, midline, endline, and post-program markers.

With your colleague, please review the CMS and compare it against your objectives and criteria. Discuss what you would change for your own Graduation Approach program and why you would change it. Please mark up the sample with the changes you would make.

You have 15 minutes.

Ask:

What questions do you have about the task?

Respond to questions. After 15 minutes, ask:

Who would like to share what they changed in the sample CMS after their discussions?

Thank participants for participating.

3. Have participants begin their own Client Monitoring System (CMS)–40 minutes

Now you will revisit your outcomes and criteria in order to figure out what data needs you have and the questions you would use for your own CMS in order to get that information.

For the first part of this activity, please return to the page 12 in your workbook where you listed the outcomes for your possible Graduation Approach program. Please pair up with a colleague and discuss your outcomes and criteria and make any changes you believe necessary based on what you have learned so far in this workshop.

Then, with the same colleague, discuss the data you will need from your field agents/case managers during their home visits to verify that the OVC and the others in the households meet those criteria. After your discussions, add those data needs in the appropriate column and, in the same column or to the side, add the questions you would use in your CMS to get your field agents/case managers to obtain that information.

You have 30 minutes for the total activity.

Ask:

- **What questions do you have about the task?**

Respond to questions. After 30 minutes, ask:

- **Who would like to share what objectives changed after their discussions?**

Summarize and thank participants for participating. Then ask:

- **Who would like to share some of their data needs and CMS questions?**

Summarize points made and thank participants for participating.

Activity 14: Monitoring and Evaluating at the Program Level

Objectives
By the end of this activity, participants will have:
1. Determined why they should monitor and evaluate their Graduation Approach program and what else they can do to track performance.
2. Debated the pros and cons of performance/process evaluations and impact evaluations.
3. Reviewed principles and practices of program design based on common issues revealed in program evaluations.

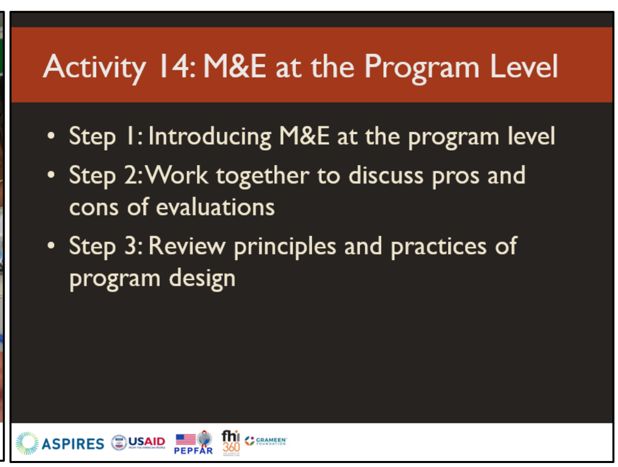
Preparation
- Flipcharts
  - Why would supervisors use monitoring data to observe performance and to make note of any operation questions?
  - In addition to periodic monitoring, what might your organization need to do?
- Other materials
  - *Graduation Approach for OVC: Putting Together the Pieces* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
90 minutes

Steps

1. Introduce monitoring and evaluating at the program level–30 minutes

Show the Monitoring and Evaluating at the Program Level slide and the Activity 14 slide.



Say:

You must monitor at the program level the quality of inputs, outputs, outcomes, staff engagement with beneficiaries, and beneficiaries' progress toward achieving their own goals.

You can aggregate the information collected from households to track the progress of program goals and to oversee operating issues.

Show and have volunteers read the content of the slides OVC Programs Have Often Lacked Robust Program Evaluations, Evaluation Supports Accountability, and Evaluation Supports Learning and Program Improvement, and then ask:

Why would an organization want weekly monitoring of the program through a Management Information System (MIS) while still running the program?

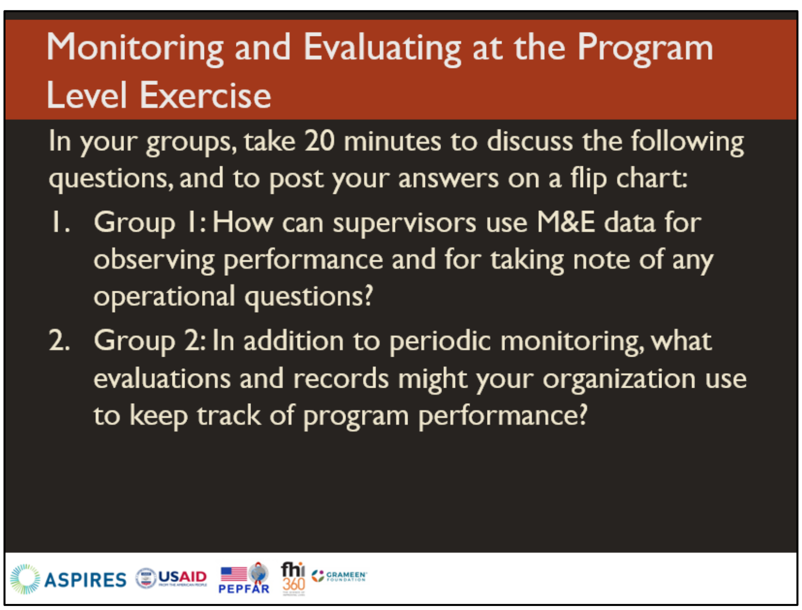
[Possible answers:

- *To respond to household and community needs as they arise*
- *To spot negative trends before they affect the entire program such as rumors that a program seeks to convert Muslims to Christianity or the untimely deaths of a species of chicken used in a livestock transfer]*

Thank participants for participating, summarize answers, and weave in any answers not given. Then say:

We will now break up into groups of two. Everyone in this half of the room, meet over here (*point to the area*). Everyone in that half of the room, sit over there (*point to the area*).

When everyone has finished moving to the designated side of the room, show the slide Monitoring and Evaluating at the Program Level Exercise.



Say:

After twenty minutes, we will call on both groups to present their findings. Please have a reporter ready to make a quick 5-minute presentation.

Ask:

What questions do you have about the task?

Respond to questions. After 20 minutes, ask:

Who will make the first presentation?

[Possible answers:

Question	Answers
How can supervisors use monitoring data to observe performance and to make note of any operation questions?	• To see if field agents/case managers visit households regularly and on schedule • To confirm that livestock remain healthy • To verify that IGAs yield projected returns • To validate that households save as intended • To differentiate beneficiary performance by field agent/manager, community, IGA • To see if the organizations need to make any program modifications • To track progress toward achieving goals and to suggest changes in program design and delivery if necessary
In addition to monitoring, what evaluations and records might your organization use to keep track of program performance?	• An **evaluation of the overall results** to give stakeholders an understanding of the nuances of the results • A **process evaluation** to focus on implementation including access to services, whether the services reach the intended population, delivery of services, client satisfaction, perceptions about needs, management practices, and an understanding of the contexts that affect implementation • An **outcome evaluation** to answer questions on the extent desired changes occur due to the program and just who benefits. • An **impact evaluation** to measure the change attributable to the intervention by comparing the actual impact to what would have happened had the

Question	Answers
	intervention not occurred (the counterfactual scenario) • An **economic evaluation** to apply analytical techniques in identifying, measuring, valuing, and comparing the costs and outcomes of alternative interventions • A record of the changes needed in monitoring and evaluation if scaling up the program

After 20 minutes, call on each group to present their findings. Ask the opposite group what questions they have about those findings and let them suggest other possibilities.

After both groups have presented and answered questions, thank participants for participating, summarize answers, and weave in any answers not given. Then say:

You have done some great work here! Next, we will use some of your discussions to debate the pros and cons of project evaluations.

2. Have participants work together to discuss pros and cons of evaluations–30 minutes

Say:
Since you want to ensure resiliency from stresses, shocks, and extreme poverty, you must continue to gather household data after the program ends for those households. If you cannot do this for all households in the cohort, you can still collect data on a sample of past households to see if the program continues to achieve its long-term objectives and any reasons why households that fall behind faced those challenges.

In reporting out your data collected after program completion, why would you want a strong evaluation?

[Possible answers:

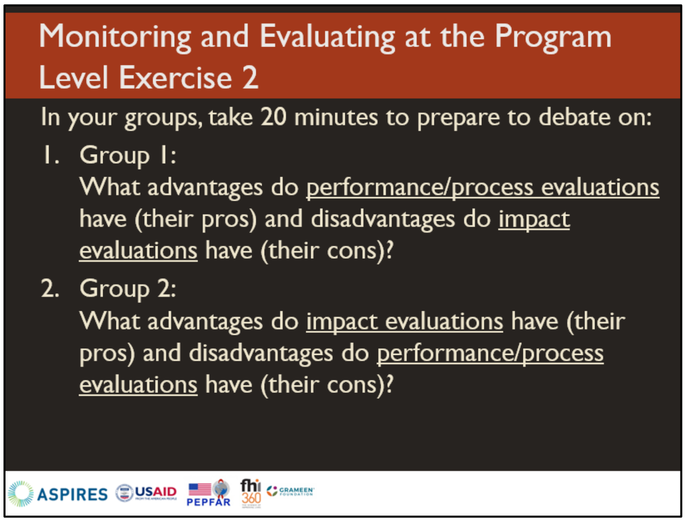
- *To show which outcomes continue past program cycles*
- *To build accountability by showing the effective use of funds*
- *To inform important stakeholders thinking about funding, adapting, or scaling up your program]*

Thank participants for participating, summarize answers, and weave in any answers not given. Then say:

In reporting out your data, you would use two different types of evaluations. You would use a **performance (or a process) evaluation** to monitor program delivery and an **impact evaluation** to show the overall cause and effect of the program (but have it conducted by a third party).

Please stay in your groups from before and work together to prepare for a debate.

Show the slide Monitoring and Evaluating at the Program Level Exercise 2.



You have 15 minutes to prepare and 5 minutes to present. At the end, we will have a lively discussion on what you found!

Use the table below to add any missing points and to summarize points made.

Evaluation	**Pros**	**Cons**
Performance/process evaluations	• They focus on implementation, inputs, outputs, and likely outcomes. • They can use quantitative, qualitative, or mixed methods. • You can use them to answer questions about your Graduation Approach program such as who did and did not benefit, what strengths and weaknesses existed, and what changes the beneficiaries experienced. • You can use them to check the program's performance against the norms/standards you established at the beginning	• They may contain bias on the part of the collectors or the organization. • Because of possible bias, they do not appear in published studies and do not add to the evidence base. • They may not help if you want to reach scalability.

Evaluation	Pros	Cons
	such as how many of the targeted OVC in the community did the program actually reach. • Performance evaluations cost less than impact evaluations, and you can more easily create them from the data you collected throughout the life of the intervention.	
Impact evaluations	• They show cause and effect relationships against what would have happened if the intervention had not taken place. • They provide a stronger, more rigorous, and more robust analysis than performance evaluations and can definitively show the impact of a Graduation Approach program. • By using external researchers, they eliminate the possibility of bias in evaluation. • They can prove helpful when insufficient evidence exists for your program's planned methodology or innovations to the existing Graduation Approach interventions. • They can help when you might scale the program across contexts or settings. • They can help inform key policy decisions at the national and global levels.	• They require extensive data collection and management during baseline, midline, endline, and post-program observations. • They can prove very expensive. • They create an ethical dilemma where the control groups do not receive an intervention that they may desperately need.

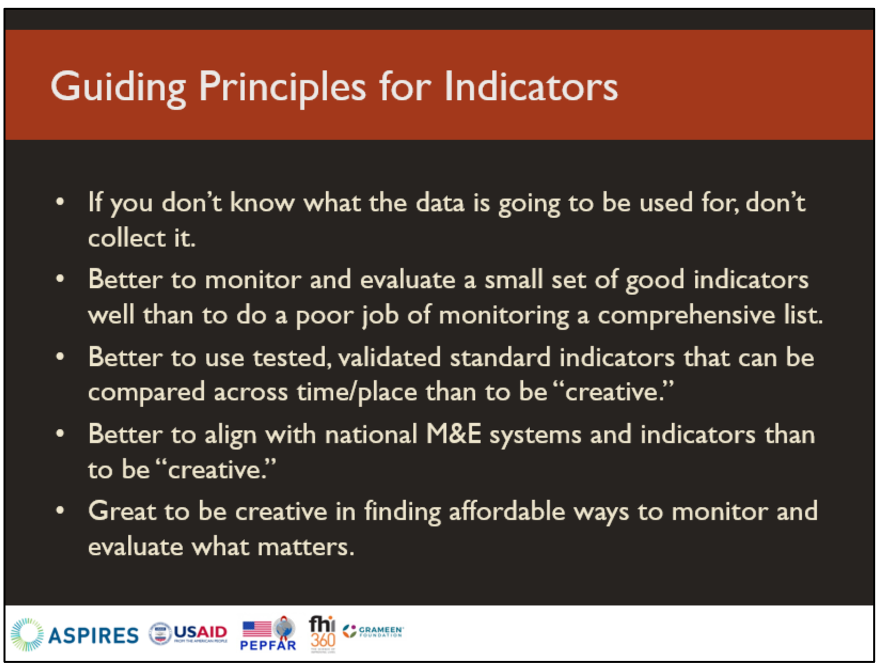
3. Have participants review the principles and practices of program design from common problems revealed in evaluations– 30 minutes

Say:
Thorough and well-conceived evaluations will reveal problems with your program design and the implementation of that design. If you want to avoid many common problems, you should begin looking at possible issues while still in the design phase.

Please begin reviewing the Principles and Practices of Program Design worksheet listed on page 86 of your participant workbook.

Follow the instructions and honestly answer the questions; you do not need to share the results with anyone if you do not want to do so.

End the session by having a different volunteer read each of the bullets from the slide Guiding Principles for Indicators and by asking participants about their experiences with the bullets listed.



Activity 15: Preparing for Graduation and Managing Risks of Slipping Back

Objectives
By the end of this activity, participants will have:
1. Considered what trainings and linkages to other programs they need to give to beneficiaries just before they graduate
2. Used the brain writing technique to come up with ways to help beneficiaries who cannot graduate or who may slip back due to stresses and shocks
3. Envisioned what their beneficiaries' lives will look like after graduation (as they may ask their beneficiaries to do) and compared to the pictures they drew of their beneficiaries on day 1 of the session.

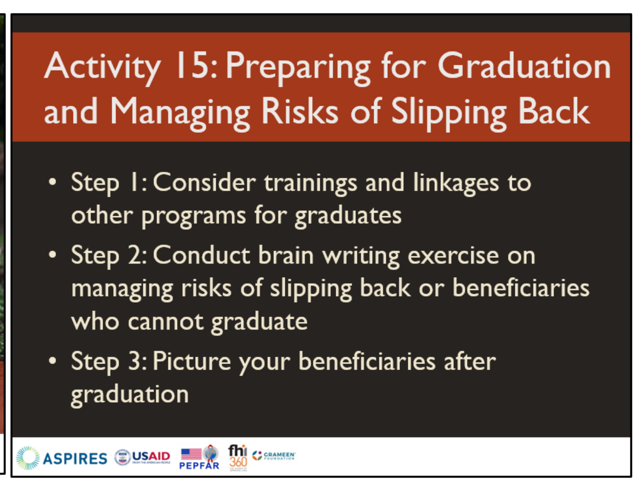
Preparation
- Other materials
  - *Graduation Approach for OVC: Putting Together the Pieces* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
90 minutes

Steps

1. Have participants consider trainings and linkages to other programs for beneficiaries about to graduate – 25 minutes

Show the Preparing for Graduation and Managing Risks of Slipping Back slide and the Activity 15 slide:



Say:

In the activity on monitoring and evaluating for individuals and households, you began to consider what you will need your beneficiaries to do and to have in place by the end of your program and for a period of time immediately afterward. In this activity, you will expand on that thinking as well as on how you would manage the risks of slipping back and of beneficiaries unable to meet the criteria for graduation. Let us start by considering what successful beneficiaries may need just before then.

Ask:

Besides any training options we have discussed previously, what trainings (either in groups or in each household) would you want to give your beneficiaries just before they will graduate?

[Possible answers include refresher trainings on:
- *Asset management*
- *Livelihoods*
- *Business management*
- *Advanced techniques in income-generating activities*
- *Confidence building*
- *Recognizing opportunities*
- *Awareness of rights and resources including how to seek government services*

Thank participants for their participation and add any of the above answers that they did not include. If participants ask questions put the question to the group before answering. Say:

That does not mean that you need to deliver training on all those topics. Every situation is different, and each organization needs to assess the most relevant topics for their beneficiaries to move towards the next step of the ladder. In some cases, you might better help your beneficiaries by delivering those trainings even earlier than close to graduation.

Then ask:

What linkages would you want to include for your beneficiaries just before they will graduate?

[Possible answers include linkages to:
- *Continuing education*
- *Health services through government and NGO offerings*
- *Insurance programs (for example, Trickle Up's bulk livestock insurance after excessive rainwater killed a lot of graduates' livestock)*
- *Finance programs including micro-credit and MFIs*
- *Legal rights and advocacy programs*
- *Community-based organizations (CBOs)*
- *Trade organizations and cooperatives]*

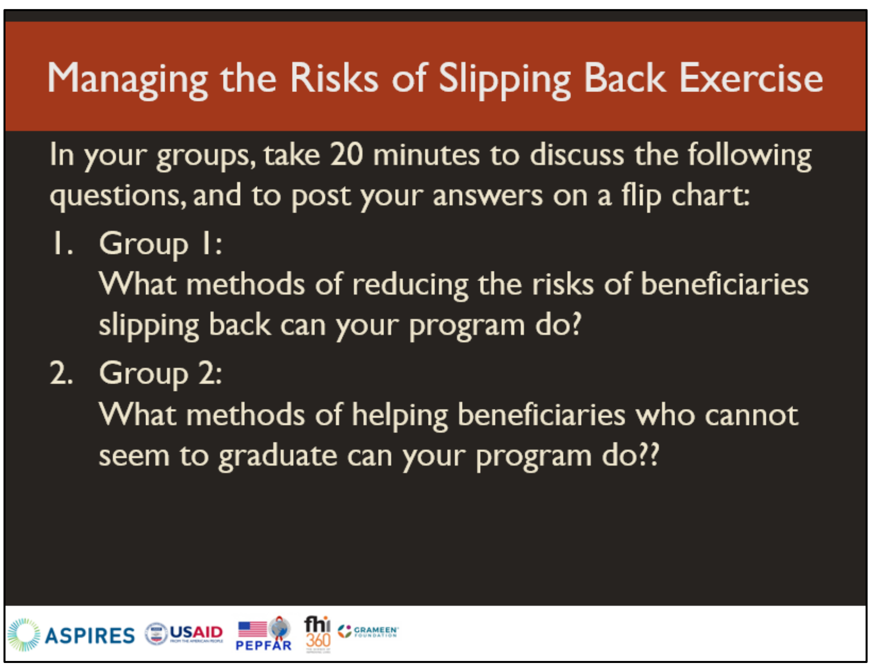
Thank participants for their participation and add any of the above answers that they did not include. If participants ask questions, put the question to the group before answering. Then say:

You came up with some great suggestions. Please begin the *Graduation Approach Planning for Post-Graduation Services* worksheet on page 51 of your workbook. You have 15 minutes. If you have any questions or need any assistance, please just let us know.

2. Conduct exercise on managing risks of slipping back and beneficiaries who cannot graduate–45 minutes

Say:
As you noticed in the SCORE case study, you will need to decide how to handle beneficiaries who either cannot seem to graduate or who may run the risk of slipping back into vulnerability. In this session, you will work in your teams to come up with methods for handling both factors.

Assign at random half of the groups the topic of handling beneficiaries who cannot graduate and the other half the topic of handling beneficiaries at risk of slipping back into vulnerability. Show the Managing the Risks of Slipping Back Exercise slide and read the instructions.



Ask:

What questions do you have about the task?

Respond to questions. Then say:

You have 30 minutes.

After 30 minutes, ask:

What methods of reducing the risks of slipping back and helping beneficiaries having trouble graduating did your table decide to include?

Say:

All of you did a great job here! Take note of the decisions you heard here when working with project partners on designing the post-program portion of your Graduation Approach program. You have space on page 52 of your participant workbook to write down the decisions that you find most relevant for your potential beneficiaries.

3. Have participants picture their beneficiaries after graduation – 20 minutes

Say:

At the beginning of this workshop, you created a picture and description of your beneficiaries to keep in mind throughout these sessions. Because their beneficiaries often cannot articulate how their lives might improve, many Graduation Approach programs ask the beneficiaries to draw a picture of the lives that they will lead after they graduate. These pictures often feature newly cultivated land with many livestock and happy and healthy family members.

Now we would like you to draw a picture of your beneficiaries as you might have them do in order to picture their improved lives. You have space on page 53 of your workbook. Please take 15 minutes to do this, and please share your picture if you feel comfortable enough with it.

After 15 minutes, ask:

Who would like to share their picture of their graduated beneficiaries?

Thank participants for participating.

Activity 16: Preparing and Giving Individual Presentations and Team Action Plans

Objectives
By the end of this activity, participants will have:

1. Debriefed about what they learned from the field trips.
2. Synthesized and applied key learning points to a Graduation Approach program relevant to their country portfolios.
3. Completed preparing 10-minute individual presentations summarizing how key learning points apply to an existing or hypothetical Graduation Approach intervention of interest.
4. Presented to colleagues a synthesis of key learning points applied to existing or hypothetical interventions.
5. Received and given constructive feedback on their application of key learning points.
6. Made a country action plan for how to use key learning in country programs.

Preparation
- Other materials
  - Participant Workbook (distributed in Activity 2)

Time
150 minutes (2 1/2 hours with a 15 minute break immediately afterward)

Steps

1. Debrief about field trip– 10 minutes

Say:
Soon you will prepare for a very brief, informal presentation to your colleagues that pulls together the work you have done during this workshop. Before we do that, however, let us talk about what you experienced yesterday on the field trip.

Ask:

- **What do you see or experience on the field trip that surprised you or differed from how you have pictured the Graduation Approach so far?**

Call on all willing participants and summarize their responses. Then ask:

- **How would you compare and contrast what you saw and heard yesterday with what you have considered for your Graduation Approach interventions?**

Call on all willing participants, summarize their responses, and thank them for their input.

2. Explain and facilitate task – 50 minutes

Say:
Soon you will give a very brief, informal presentation to your colleagues that pulls together the work you have done during this workshop.

***Note**: If a participant voices concerns about procurement sensitivity, remind them that this technical exercise uses hypothetical elements rather than actual planning. If the concern continues, offer to separate U.S. government from other (implementing partner or host government) staff during the presentations.*

Say:
You will have the next 45 minutes to prepare that presentation. Please open your workbooks to page 92.

So far you have assessed interventions appropriate to your context. In this next task, you will pull them together to serve as a template for your 10-minute presentation.

Please choose Option 1 or Option 2:
- Option 1. A **hypothetical** “intervention of interest” that would be relevant to your country program
- Option 2. An existing intervention in your country and any changes you might consider

Then consider the categories listed in the workbook relative to your intervention: objectives, intervention type, target population, and so on. You may not have an answer for every category at this point, but you can also just make notes of your current thinking. If you have not done so already, please refer to the case studies starting on page 37 of your workbook and use them in your thinking about your own Graduation Approach program.

Ask:

What questions do you have?

Respond to questions. Then say:

Consider these as exercises. You will not plan actual Graduation Approach programs for two reasons:
1. The real planning process takes much more time, effort, data, consultation, etc., than we have time for in this setting.
2. You have procurement-sensitivity issues that preclude you from discussing actual plans in this setting.

So let us keep in mind that this is a technical exercise: You are practicing skills that will be useful to you when you actually get down to the business of planning interventions in real life.

Have the participants prepare their presentations.

3. Facilitate participant presentations and discussions – 50 minutes

Say:
We have been looking forward to this final exercise, where we get to hear some of your thinking about how our learning points might be relevant to your country programs.

Form groups of 3. Then say:

In your groups, each person will have 10 minutes to share his or her presentation and then five (5) minutes for feedback and clarifying questions from the other group members.

Every 15 minutes, announce that the next presentation should begin.

4. Have participants make an action plan – 30 minutes

Say:
Now you will have the opportunity to apply these concepts to your own teams.

Instruct participants to gather in country teams and then break up by organization type—U.S. government separate from implementing partners and host-country representatives. Depending on numbers, you can group implementing partners and host-country representatives by country, region, or all together.

Say:
In your teams, discuss how you will apply what you have learned during this workshop. You will find some questions to help you get started on page 94 of your workbook. Then complete the action plan on the same page. You have 25 minutes.

5. Have teams present highlights of their action plans to the entire group – 10 minutes

Say:
We hope you have developed an action plan that will find useful—and actually put to use—when you return home. But before you do, we would like you to share with your colleagues from other countries and other organizations one item on your action plan that you would not have considered before participating in this workshop.

Ask:

What one item on your action plan had you not considered before participating in this workshop?

Thank participants for participating. Then say:

Thanks to all of you for allowing us to learn from each other during these past days. I encourage you to continue sharing your ideas, challenges, and successes with each other, to help us all move toward more effective Graduation Approach programming for vulnerable children.

Share information related to post-workshop follow-up with the participants.

Activity 17: Reviewing Learning Needs, Test Results, and Workshop Evaluation

Objectives
By the end of this activity, participants will have:
1. Confirmed whether their learning needs were addressed during the workshop.
2. Completed the Post-Test and Workshop Evaluation.

Preparation
- Flip charts
  - Have the flip charts with workshop topics and participants' questions from Day 1 (Review of Agenda, Learning Needs, and Pre-Test activity) available on the wall.
  - Matrix of test results and difficult questions
- Other materials
  - Graduation Approach for OVC: Putting Together the Pieces PowerPoint slides
  - Projector and screen
  - Graduation Approach for OVC Post-Test (1 per participant)
  - Graduation Approach for OVC Pre-Test (completed in the Review of Agenda, Learning Needs, and Pre-Test activity)
  - Graduation Approach for OVC Test—Answer Key (1 per participant)
  - Workshop Evaluation (1 per participant)
  - Graduation Approach for OVC Certificates of Completion

Time
60 minutes

Steps

1. Review and answer sticky-note questions – 15 minutes

Say:
At the beginning of this workshop, I asked you what questions you had about the topics of the workshop. Please look at the sticky-note questions you placed by the topics. Decide whether we answered your questions. If so, place a checkmark beside each answered question, if it does not already have a checkmark. You have 10 minutes.

After 10 minutes, ask:

Which questions remain unchecked?

For each unchecked or unanswered question, ask:

Who has an answer?

Confirm or correct participants' responses and answer any questions for which they do not have a response. If you cannot answer a question, commit to getting the answer and providing it to the participants.

2. Have participants complete the Post-Test and Workshop Evaluations – 20 minutes

Say:

At the beginning of this workshop, you completed a pre-test. I will distribute the same test again so you can measure your own progress. This test will help you see how much you learned in the past 4 days. It will also show us how we can improve content in each activity. You will have 10 minutes.

Place the workshop evaluations on a table at the front of the room. Then say:

Once you have completed your post-test, please place it face down on this table and take a workshop evaluation. This helps us gather feedback on what worked well during this workshop and what needs improvement. You will have an additional 10 minutes for the evaluation.

Ask:

What questions do you have?

Respond to questions. Then distribute the post-test handout to each participant. Ask the participants to write their designated number in the upper right-hand corner of the page. Allow participants 20 minutes to complete both the post-test and the workshop evaluation.

As participants place their post-tests on the table, review their responses, noting any trends in incorrect responses, and complete the flip chart used for Step 3. Match post-tests with pre-tests using the numbers in the upper-right hand corner of the pages.

After 20 minutes, collect the workshop evaluations and thank the participants.

3. Review the results of the post-test – 10 minutes

Return the completed pre- and post-tests to the participants—so that each participant has a pre-test and post-test with the same designated number. Then distribute the answer key handout to each participant.

Test results		
	Pre-test	**Post-test**
Minimum score		
Maximum score		
Average score		
Questions that seem difficult		

Read aloud any questions that seem difficult, one question at a time. For each question, ask:

- **What is the correct answer to this question?**
- **Why is this answer correct?**

Encourage participants to respond, and clarify as necessary.

***Note**: If, in your review, the pre- and post-tests identified remaining areas of confusion, make sure to clarify responses to these questions.*

4. Close the workshop – 15 minutes

Say:

On our first day, we asked: "Why should we use the Graduation Approach?" and we discussed the changes we hope to see in the lives of children and their families.

Show the next slide and allow a few moments of silence as participants reflect on what changes can happen if their organization applies what they have learned during this workshop.

Then ask:

What changes can happen if your organization applies what you have learned during this workshop?

After a few volunteers have shared, summarize and thank them for participating. Then share any information on post-workshop follow-up.

Ask:

What questions do you have?

Respond to questions. Then distribute the certificates of completion and close the workshop.

Test Number: __________

Graduation Approach: Putting Together the Pieces Post-Test		
Questions	**Answers**	
1. What do BRAC, CGAP, Ford Foundation, USAID, UNHCR, and development NGOs mean when they refer to “graduation”?	a. A decline in benefits after a certain period of time or a time limit on how long the beneficiary remains in program—factors outside of the beneficiary’s influence b. A transfer of responsibility of prime implementing partners to local organizations instead of international partner organizations. c. A transfer of ownership/sponsorship of programs and positions to the local government and transitioning support to other areas/initiatives d. A beneficiary has reached a point where he/she (or household) does not need an existing service or a given program (intervention) anymore and will no longer receive it but can move on to other programs. The household or individual has graduated from the original service or intervention. e. A cessation of funding for external partners for activities such as PMTCT of HIV.	
2. Strategies provide an overall plan for meeting an objective. Tactics detail the specifics of how you will implement that strategy. In a theory of change, what parts make up the strategies and what parts make up the tactics?	a. Preconditions/outcomes make up the strategies and interventions make up the tactics. b. Impact groups make up the strategies and impact goals make up the tactics. c. Interventions make the strategies and preconditions/outcomes make up the tactics. d. Impact goals make up the strategies and impact groups make up the tactics. e. None of the above	
3. When targeting programming for OVC, what should you strive to do?	a. Target OVC in isolation b. Figure out how to attract people living with HIV to your program that serves a broader population—make your targeting HIV/AIDS-sensitive and inclusive rather than exclusive c. Further segment beneficiaries by their level of economic well-being or vulnerabilities d. Decide on targeting caregivers, households, adolescents/children, or a combination e. Conduct a situational analysis f. All of the above g. All of the above except A (and F)	

Graduation Approach: Putting Together the Pieces Post-Test		
Questions	**Answers**	
4. The original Graduation Approach programs targeted the most vulnerable ultra-poor in destitution, tried to increase the beneficiaries' consumption and asset holdings, and included five key components: consumption support, livelihood provisioning, asset transfer, life-skills coaching, and technical training. How might a Graduation Approach program targeted to OVC differ?	a. For its beneficiaries, it might include the very vulnerable struggling to make ends meet and the somewhat vulnerable prepared to grow their capabilities as well as the destitute in need of provisioning. b. For its components, it might include health components, psychosocial support, childhood-protection services, legal services, and education services in addition to the standard services offered. c. It might incorporate the six principles of responsible graduation described by the Institute of Development Studies (IDS). d. It might remove any of the five key components if any prove unnecessary. e. It might strive to improve the health of its beneficiaries as well as increase consumption and asset holdings. f. All of the above g. None of the above	
5. Fill in the blank: When you determine what you want your beneficiaries to accomplish, you establish ______ for your program. When you determine how you would measure if beneficiaries reach those items, you consider how you would monitor and evaluate your project and set possible graduation _____.	a. stipends; renewals b. outcomes, criteria c. target groups; maintenance d. livelihoods; assessments e. interventions; reporting	
6. Fill in the blank: For Graduation Approach programs, consumption support can take the form of ____, ____ or _____.	a. timing, amount, or duration b. sheep, chickens, or goats c. food, cash transfers, or both d. government, NGOs, or CBOs e. most vulnerable, very vulnerable, or somewhat vulnerable	
7. When selecting enterprises for livelihoods, which two analyses will help you determine the best options for your beneficiaries?	a. Value Chain Analysis and Market Analysis b. Situation Analysis and Gender Analysis c. Situation Analysis and Cost Assessment d. Cost Assessment and Value Chain Analysis e. Market Analysis and Gender Analysis	

Graduation Approach: Putting Together the Pieces Post-Test		
<u>Questions</u>	**<u>Answers</u>**	
8. For asset transfers, when would you want to provide in-kind assets instead of cash, mobile money, or loans?	a. When beneficiaries may not yet feel comfortable buying assets from vendors b. When vendors may attempt to rip off beneficiaries because of their lack of confidence, knowledge, or experience c. When participating organizations can purchase assets, store them, and transport them at less expense and more securely than beneficiaries can buy them and take them home d. A and B but not C from above e. A, B, and C from above	
9. When designing the savings component of a Graduation Approach program, what should you consider for your beneficiaries?	a. Formal versus informal savings b. Voluntary versus compulsory savings c. Group versus individual savings d. A, B, and C from above e. A and C but not B from above	
10. When designing the health component of a Graduation Approach program, what should you consider for your beneficiaries?	a. Mobile health services including immunizations b. Enrollment (including mobile enrollment) in wellness, health, and HIV/AIDS services offered by government agencies c. Government-supplied and NGO-supplied clinics, hospitals, medicines, and medical staff d. B and C but not A from above e. A, B, and C from above	

Workshop Evaluation

Please provide feedback on the workshop so that we can improve it for you and others in the future. For each statement, place a checkmark in 1 of the boxes to indicate whether you "strongly agree," "agree," "disagree" or "strongly disagree."

TRAINER

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1. The trainer of the workshop was well-prepared.				
2. The trainer was knowledgeable about the topics presented.				
3. The trainer presented the information and activities clearly.				
4. The trainer was effective in encouraging participation from the participants.				
5. The trainer encouraged us to apply our own experience and knowledge to the topics presented in the workshop.				
6. The trainer managed the time well.				

➢ **How could the trainer have been more effective?**

____

____

____

____

____

WORKSHOP CONTENT

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1. The workshop improved my understanding of the evidence base for the Graduation Approach.				
2. Because of this workshop, I feel more confident in my ability to:				
a. Match interventions to beneficiary profiles and contexts.				
b. Design and plan interventions that link with HIV/health and other interventions to maximize beneficiary well-being.				
c. Integrate monitoring and evaluation activities into project design to strengthen program implementation and build the evidence base.				
3. I gained practical information and skills that will help me in my job.				
4. The exercises in the Participant Workbook helped me apply the content to my own work.				
5. The Resource Materials (USB) contained a lot of useful information.				
6. The amount of time given to each topic was about right.				
7. The technical recommendations for program design and implementation were presented clearly.				

If you disagreed with any of the above items, please suggest what we could do differently.

LOGISTICS AND MATERIALS

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The training site was conveniently located to transportation, lodging and food.				
2. I could easily see and hear the trainer and visual aids.				
3. The training room had enough space to comfortably carry out the activities.				
4. The training room had the supplies and equipment required for the activities.				
5. The handouts were useful for the topics discussed.				
6. Accurate information about the workshop (e.g., dates, location and requirements) was provided early enough for me to make adequate preparations.				
7. The workshop lasted the appropriate length of time for the topics discussed.				
8. The workshop started and ended on time each day.				
9. Sufficient time was provided for breaks and lunch.				

- **How could we have improved the logistics of the training?**

____

____

____

____

OPEN QUESTIONS

1. **What did you like most about this workshop and why?**

____

____

____

2. **What did you like least about the workshop and why?**

____

____

____

3. **What was most valuable for you in the workshop and why?**

____

____

____

4. **What was least valuable for you in the workshop and why?**

____

____

____

5. **Would you recommend this workshop to your colleagues or partners? Why/why not?**

____

____

____

Thank you!

Graduation Approach: Putting Together the Pieces Pre-Test and Post-Test Answer Key		
Questions	**Answers**	
1. What do BRAC, CGAP, Ford Foundation, USAID, UNHCR, and development NGOs mean when they refer to "graduation"?	a. A decline in benefits after a certain period of time or a time limit on how long the beneficiary remains in program—factors outside of the beneficiary's influence b. A transfer of responsibility of prime implementing partners to local organizations instead of international partner organizations. c. A transfer of ownership/sponsorship of programs and positions to the local government and transitioning support to other areas/initiatives d. A beneficiary has reached a point where he/she (or household) does not need an existing service or a given program (intervention) anymore and will no longer receive it but can move on to other programs. The household or individual has graduated from the original service or intervention. e. A cessation of funding for external partners for activities such as PMTCT of HIV.	d
2. Strategies provide an overall plan for meeting an objective. Tactics detail the specifics of how you will implement that strategy. In a theory of change, what parts make up the strategies and what parts make up the tactics?	a. Preconditions/outcomes make up the strategies and interventions make up the tactics. b. Impact groups make up the strategies and impact goals make up the tactics. c. Interventions make the strategies and preconditions/outcomes make up the tactics. d. Impact goals make up the strategies and impact groups make up the tactics. e. None of the above	a
3. When targeting programming for OVC, what should you strive to do?	a. Target OVC in isolation b. Figure out how to attract people living with HIV to your program that serves a broader population—make your targeting HIV/AIDS-sensitive and inclusive rather than exclusive c. Further segment beneficiaries by their level of economic well-being or their vulnerabilities d. Decide on targeting caregivers, households, adolescents/children, or a combination e. Conduct a situational analysis f. All of the above g. All of the above except A (and F)	g

Graduation Approach: Putting Together the Pieces Pre-Test and Post-Test Answer Key		
Questions	**Answers**	
4. The original Graduation Approach programs targeted the most vulnerable ultra-poor in destitution, tried to increase the beneficiaries' consumption and asset holdings, and included five key components: consumption support, livelihood provisioning, asset transfer, life-skills coaching, and technical training. How might a Graduation Approach program targeted to OVC differ?	a. For its beneficiaries, it might include the very vulnerable struggling to make ends meet and the somewhat vulnerable prepared to grow their capabilities as well as the destitute in need of provisioning. b. For its components, it might include health components, psychosocial support, childhood-protection services, legal services, and education services in addition to the standard services offered. c. It might incorporate the six principles of responsible graduation described by the Institute of Development Studies (IDS). d. It might remove any of the five key components if any prove unnecessary. e. It might strive to improve the health of its beneficiaries as well as increase consumption and asset holdings. f. All of the above g. None of the above	f
5. Fill in the blank: When you determine what you want your beneficiaries to accomplish, you establish ______ for your program. When you determine how you would measure if beneficiaries reach those items, you consider how you would monitor and evaluate your project and set possible graduation _____.	a. stipends; renewals b. outcomes, criteria c. target groups; maintenance d. livelihoods; assessments e. interventions; reporting	b
6. Fill in the blank: For Graduation Approach programs, consumption support can take the form of ____, ____ or _____.	a. timing, amount, or duration b. sheep, chickens, or goats c. food, cash transfers, or both d. government, NGOs, or CBOs e. most vulnerable, very vulnerable, or somewhat vulnerable	c
7. When selecting enterprises for livelihoods, which two analyses will help you determine the best options for your beneficiaries?	a. Value Chain Analysis and Market Analysis b. Situation Analysis and Gender Analysis c. Situation Analysis and Cost Assessment d. Cost Assessment and Value Chain Analysis e. Market Analysis and Gender Analysis	a

Graduation Approach: Putting Together the Pieces Pre-Test and Post-Test Answer Key		
Questions	**Answers**	
8. For asset transfers, when would you want to provide in-kind assets instead of cash, mobile money, or loans?	a. When beneficiaries may not yet feel comfortable buying assets from vendors b. When vendors may attempt to rip off beneficiaries because of their lack of confidence, knowledge, or experience c. When participating organizations can purchase assets, store them, and transport them at less expense and more securely than beneficiaries can buy them and take them home d. A and B but not C from above e. A, B, and C from above	e
9. When designing the savings component of a Graduation Approach program, what should you consider for your beneficiaries?	a. Formal versus informal savings b. Voluntary versus compulsory savings c. Group versus individual savings d. A, B, and C from above e. A and C but not B from above	d
10. When designing the health component of a Graduation Approach program, what should you consider for your beneficiaries?	a. Mobile health services including immunizations b. Enrollment (including mobile enrollment) in wellness, health, and HIV/AIDS services offered by government agencies c. Government-supplied and NGO-supplied clinics, hospitals, medicines, and medical staff d. B and C but not A from above e. A, B, and C from above	e

Certificate of Completion

[Insert Name]

has successfully completed the workshop entitled:

Graduation Approach for Orphans & Vulnerable Children

In [Insert Location] on [Insert Workshop Dates]

Given with respect and affirmation on [Insert Date]

[Insert Facilitator 1 Name]
[Insert Facilitator 1 Job Title]

[Insert Facilitator 2 Name]
[Insert Facilitator 2 Job Title]

Mini-Workshop Evaluation 1: The 4 Shapes

Objectives
By the end of this activity, participants will have:
1. Completed a mini-evaluation of the workshop

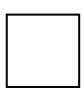
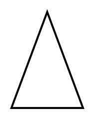
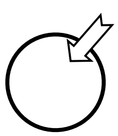
Preparation
- Flip charts
  - The 4 shapes
- Other materials
  - Sticky-notes

Time
15 minutes

Steps

1. Invite participants to evaluate the workshop – 15 minutes

Post the flip chart.

	What squared (agreed) with something you already knew?		What did you see from a new angle?
	What did you learn that was new – that completed a circle of knowledge?	?	What questions do you still have?

Distribute sticky notes and say:

Please reflect on what we have done so far and write on your sticky notes 1 thing that:
- agrees with something you already knew
- makes you see something from a new angle
- completes knowledge you already had
- leaves you with remaining questions.

When you have finished, please post your sticky notes on the appropriate space on the flip chart. Your responses will help us make sure the rest of the workshop meets your expectations as much as possible.

After all the participants have posted their sticky notes, thank them and remind them at what time the workshop will start again the next day.

Mini-Workshop Evaluation 2: Red Light, Green Light, Yellow Light

Objectives
By the end of this activity, participants will have:
1. Completed a mini-evaluation of the workshop

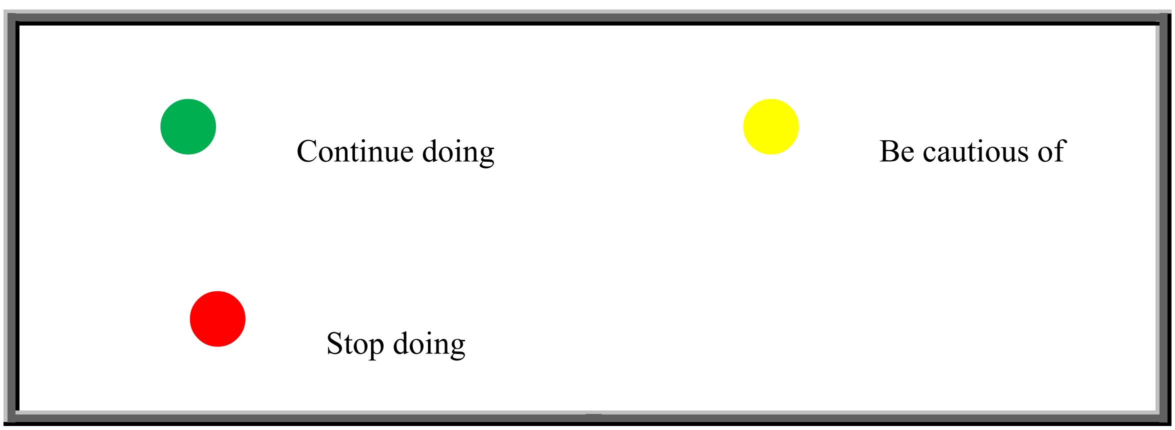
Preparation
- Flip charts
    - Red light, green light, yellow light
- Other materials
    - Sticky-notes

Time
15 minutes

Steps

1. Invite participants to evaluate the workshop – 15 minutes

Post the flip chart.



Distribute sticky notes and say:

Help us to improve the rest of the workshop by giving some feedback. The green, yellow and red circles are like a traffic light. Use the sticky notes to tell us:
- What you want us to keep doing – green
- What you want us to be cautions of – yellow, and
- What you want us to stop doing – red

Write your suggestions on the sticky notes and place them on the appropriate flip charts.

After all the participants have posted their sticky notes, thank them and remind them at what time the workshop will start again the next day.

Mini-Workshop Evaluation 3: Sentences to Complete

Objectives
By the end of this activity, participants will have:
1. Completed a mini-evaluation of the workshop

Preparation
- Flip charts
  - Now I have a better understanding of . . .
  - I am still unsure about . . .
  - I will use today's learning to . . .
- Other materials
  - Sticky-notes

Time
15 minutes

Steps

1. Invite participants to evaluate the workshop – 15 minutes

Post the flip charts:

Now I have a better understanding of…	I am still unsure about…	I will use today's learning to…

Distribute sticky notes and say:

Help us to improve the rest of the workshop by giving some feedbacks. Use the sticky notes to complete these sentences:
- Now I have a better understanding of…
- I am still unsure about…
- I will use today's learning to…

Write your suggestions on the sticky notes and place them on the appropriate flip charts.

After all the participants have posted their sticky notes, thank them and remind them at what time the workshop will start again the next day.

Mini-Workshop Evaluation 4: Two Words

Objectives
By the end of this activity, participants will have:
1. Completed a mini-evaluation of the workshop

Preparation
- Flip charts
  - Have the flip charts with workshop topics and participants' questions from Day 1 (Review of Agenda, Learning Needs, and Pre-Test activity) available on the wall.

Time
15 minutes

Steps

1. Invite participants to evaluate the workshop – 15 minutes

Say:

At the beginning of this workshop, I asked you what questions you had about the topics of the workshop. Please look at the sticky-note questions you placed by the topics. Decide whether your questions were answered. If so, place a checkmark beside each question that was answered, if there is no checkmark there already. You have 10 minutes.

After 10 minutes, post the flip chart.

Two Word	
How do you feel?	What do we have left to do?

Say:

Before you leave today, I have two questions for you, and each question needs just one word as a response!

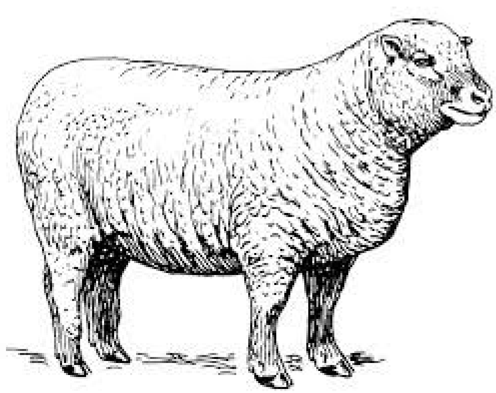
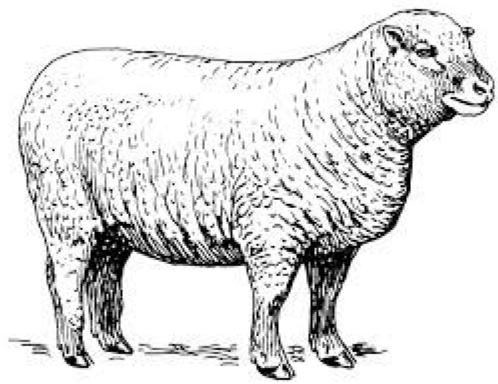
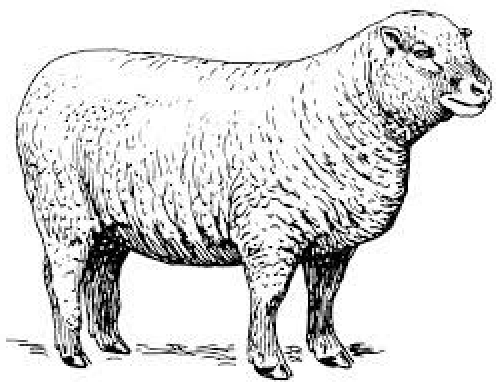
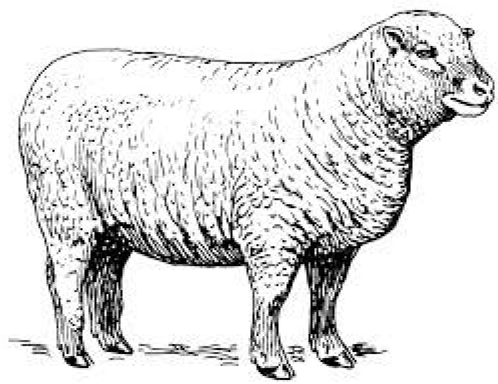
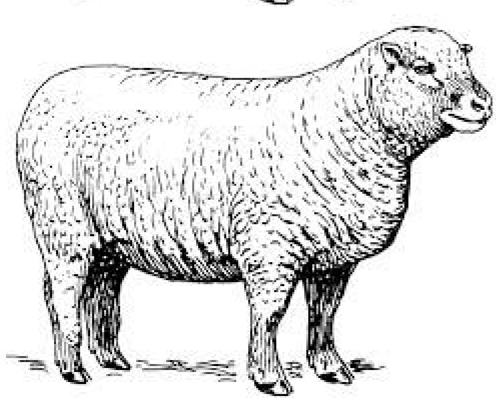
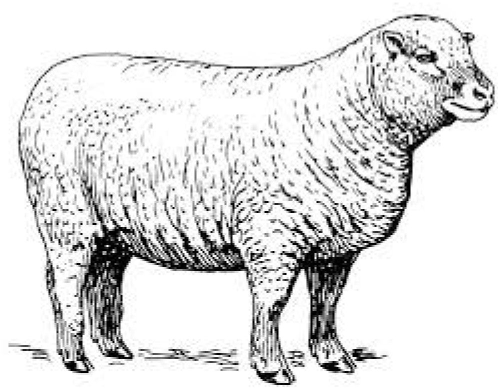
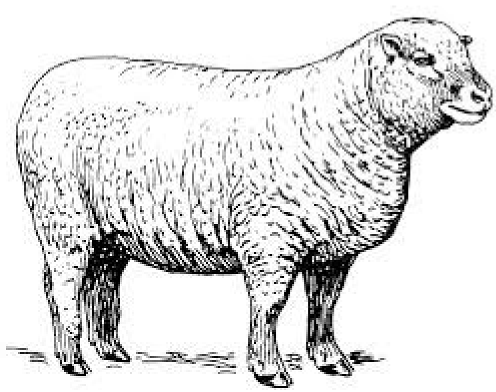
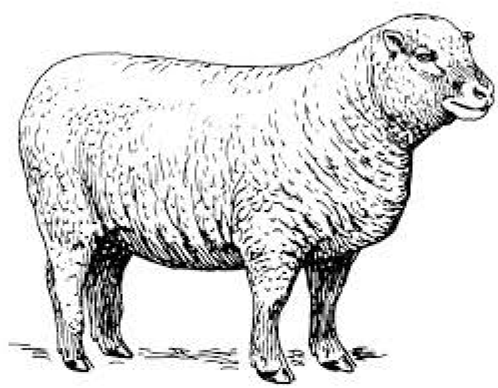
Ask:

- **Given where we are in the workshop, how do you feel?**
- **What do we have left to do?**

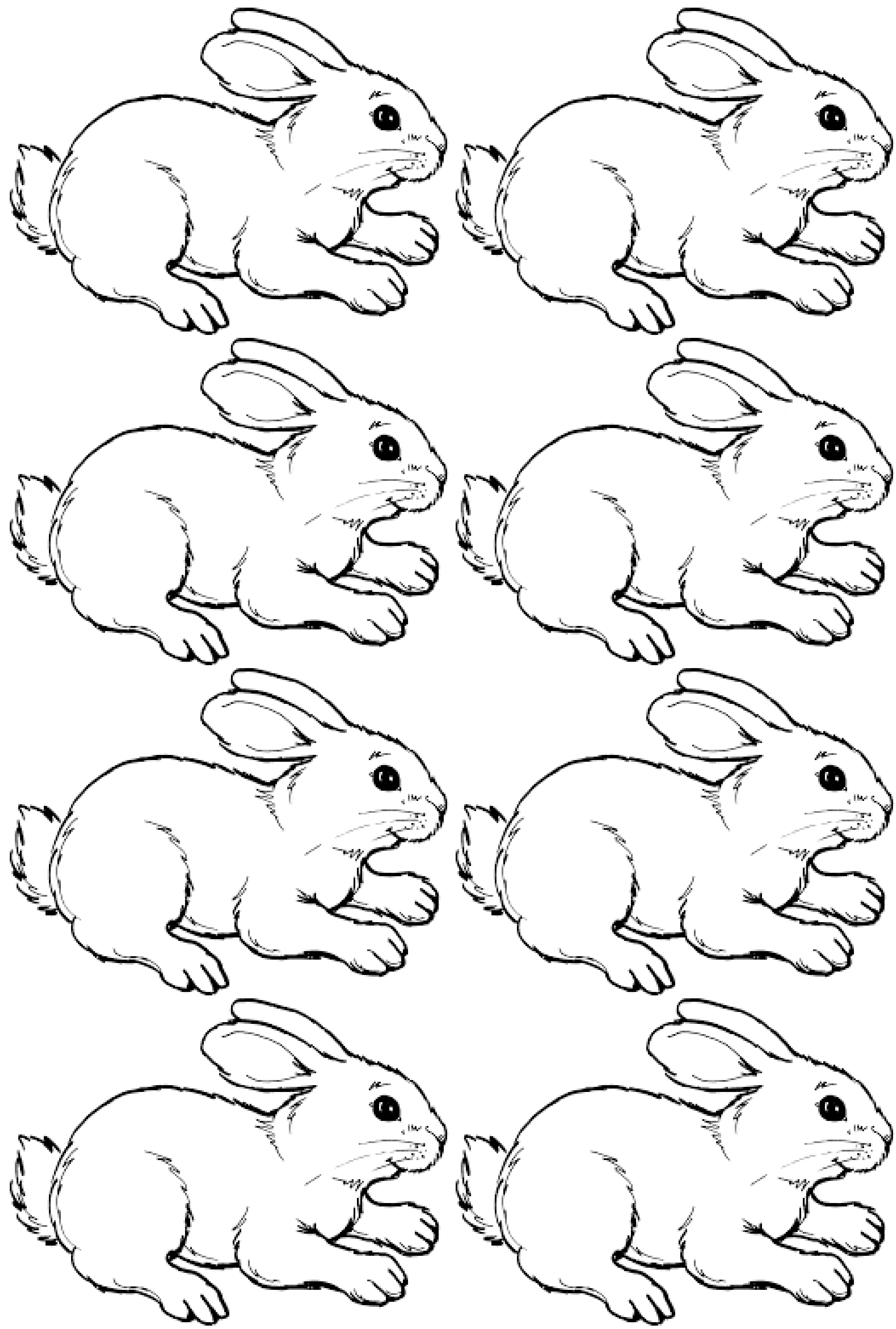
Encourage volunteers to answer the questions with just one word per response. Note their responses on the flip chart. After volunteers have shared, thank them and remind them at what time the workshop will start again the next day.

Annex A: Animals for Activities

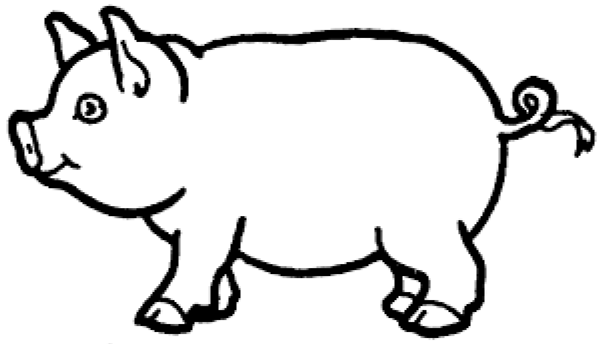
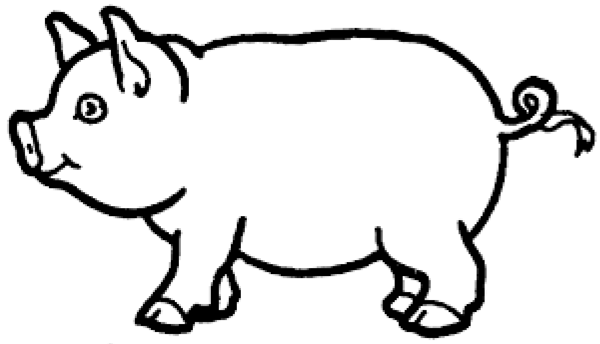
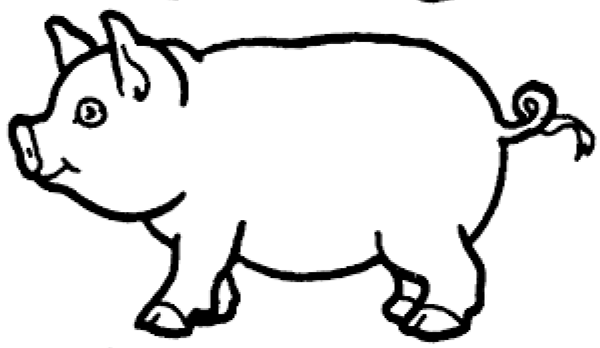
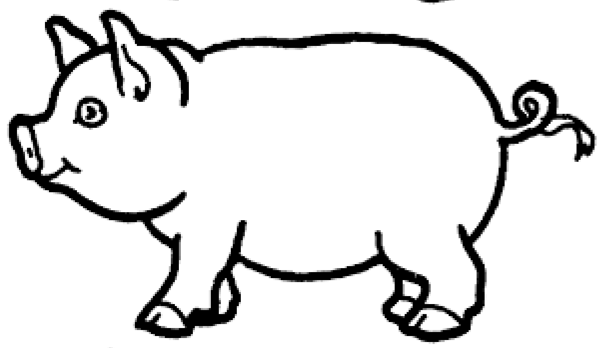
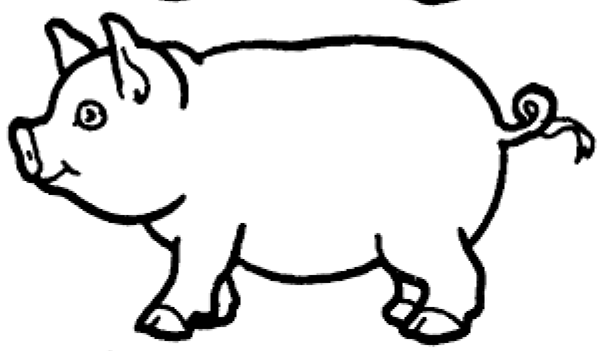
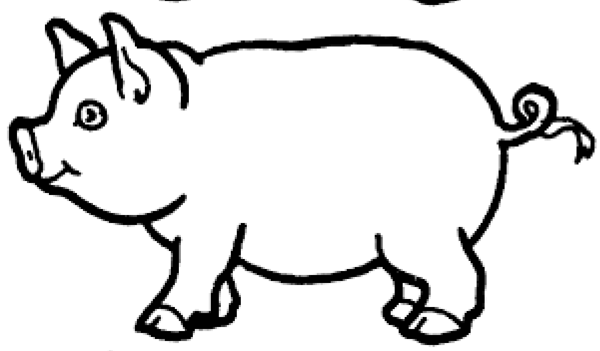
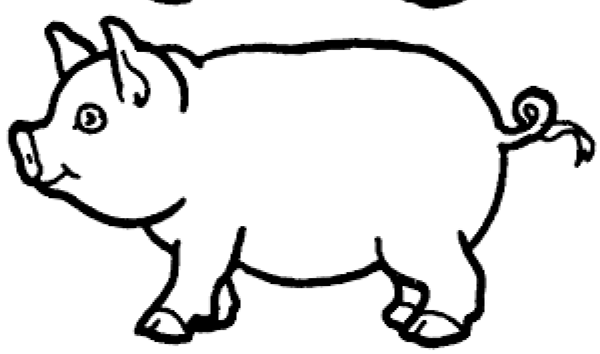
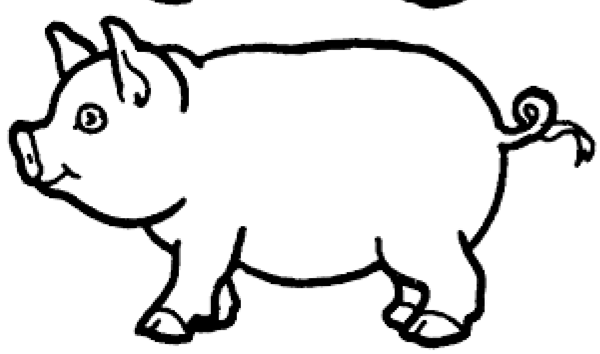
Sheep:

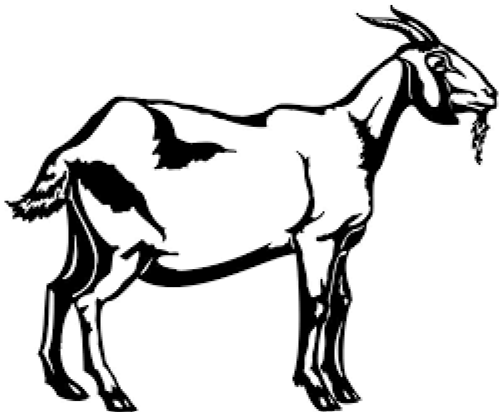
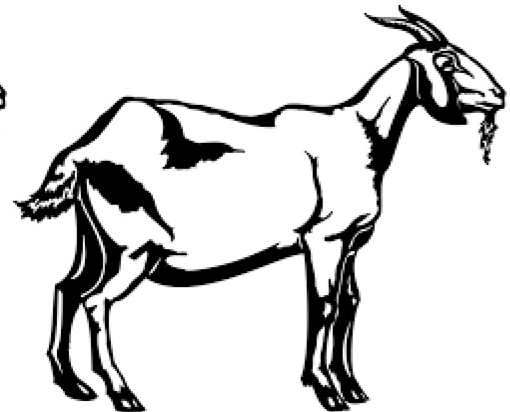
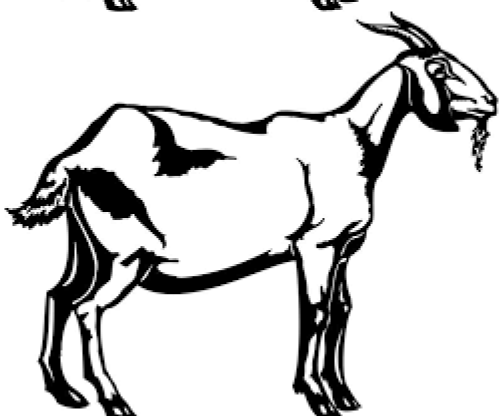
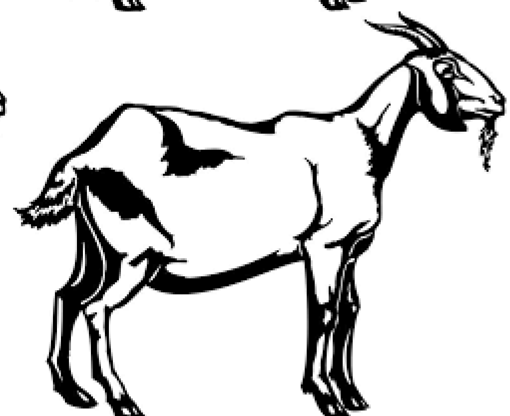
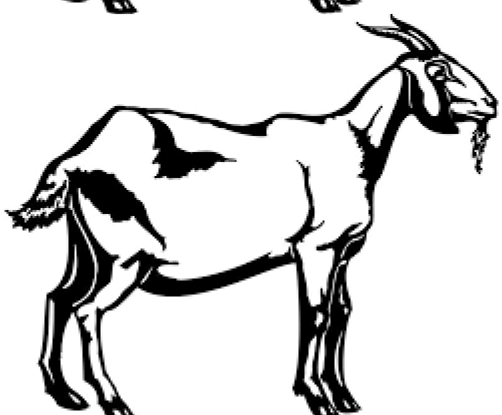
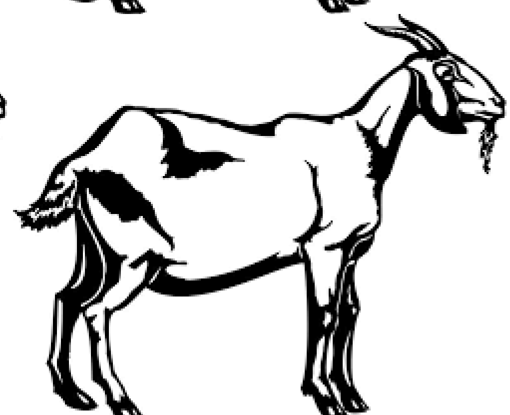
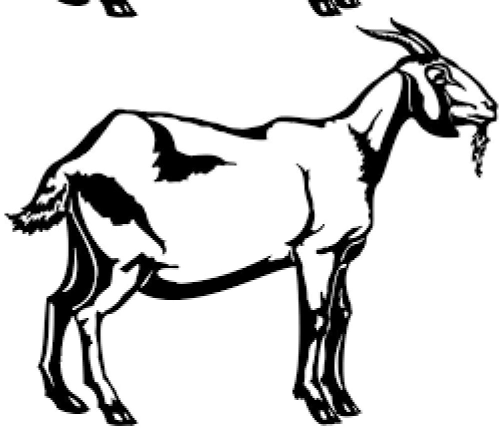
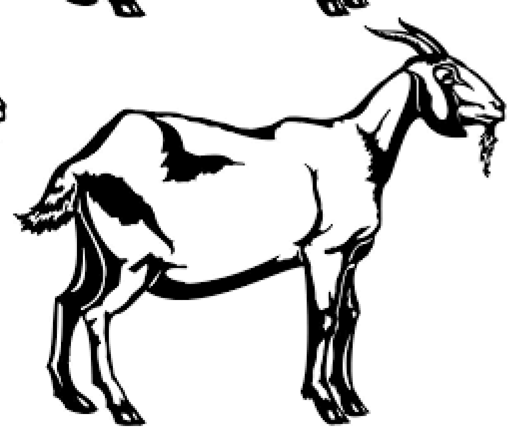
Rabbit:



Pig:

Goat:

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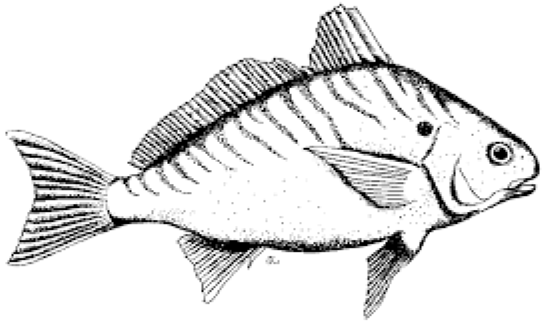
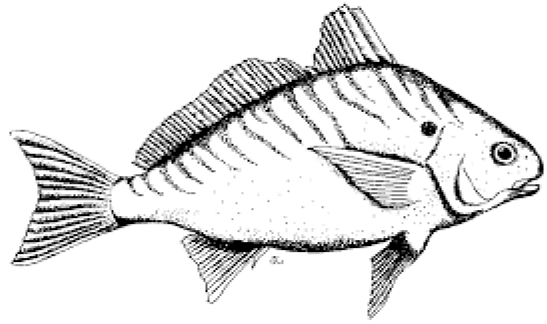
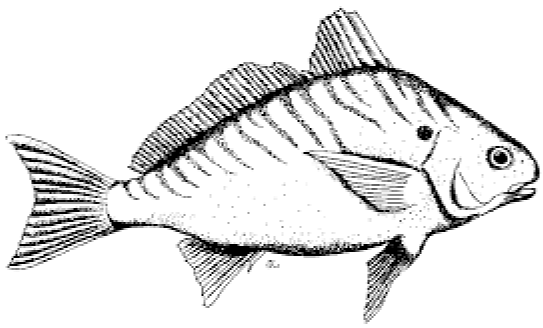
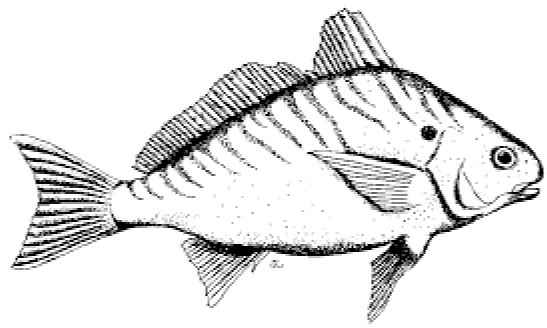
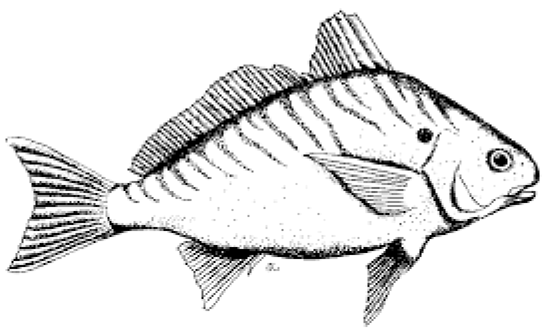
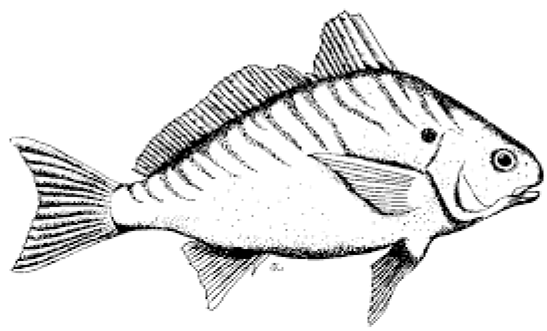
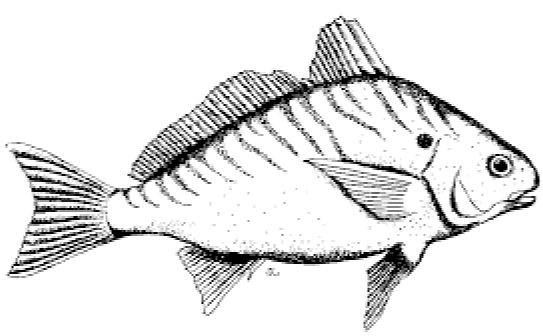
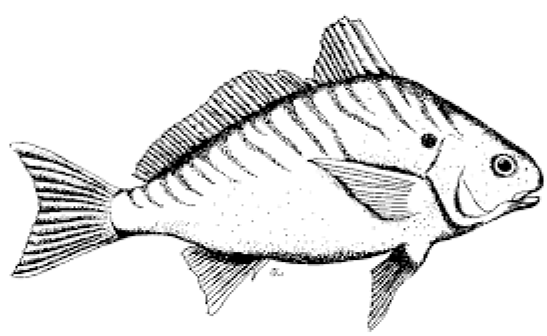

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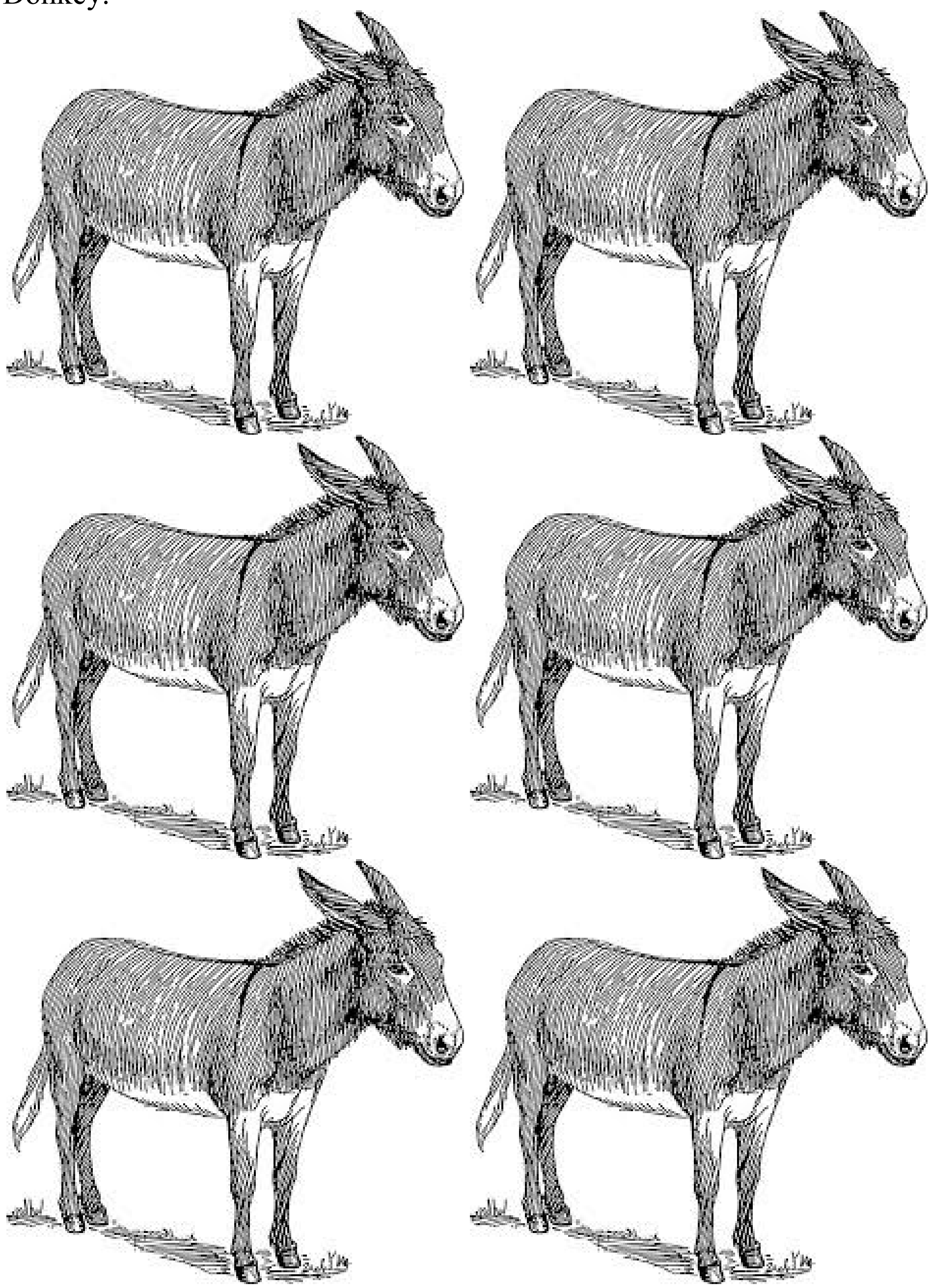

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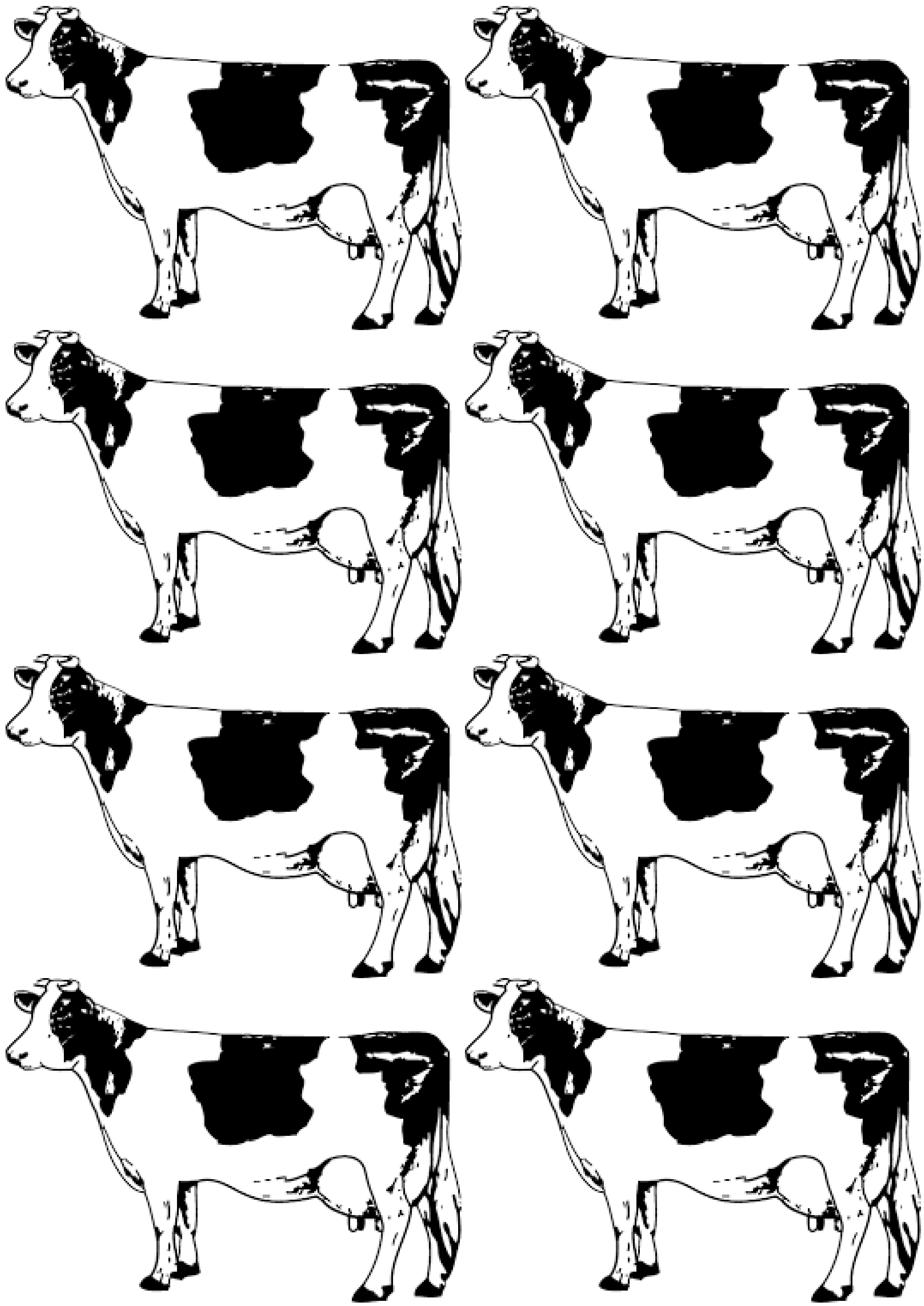

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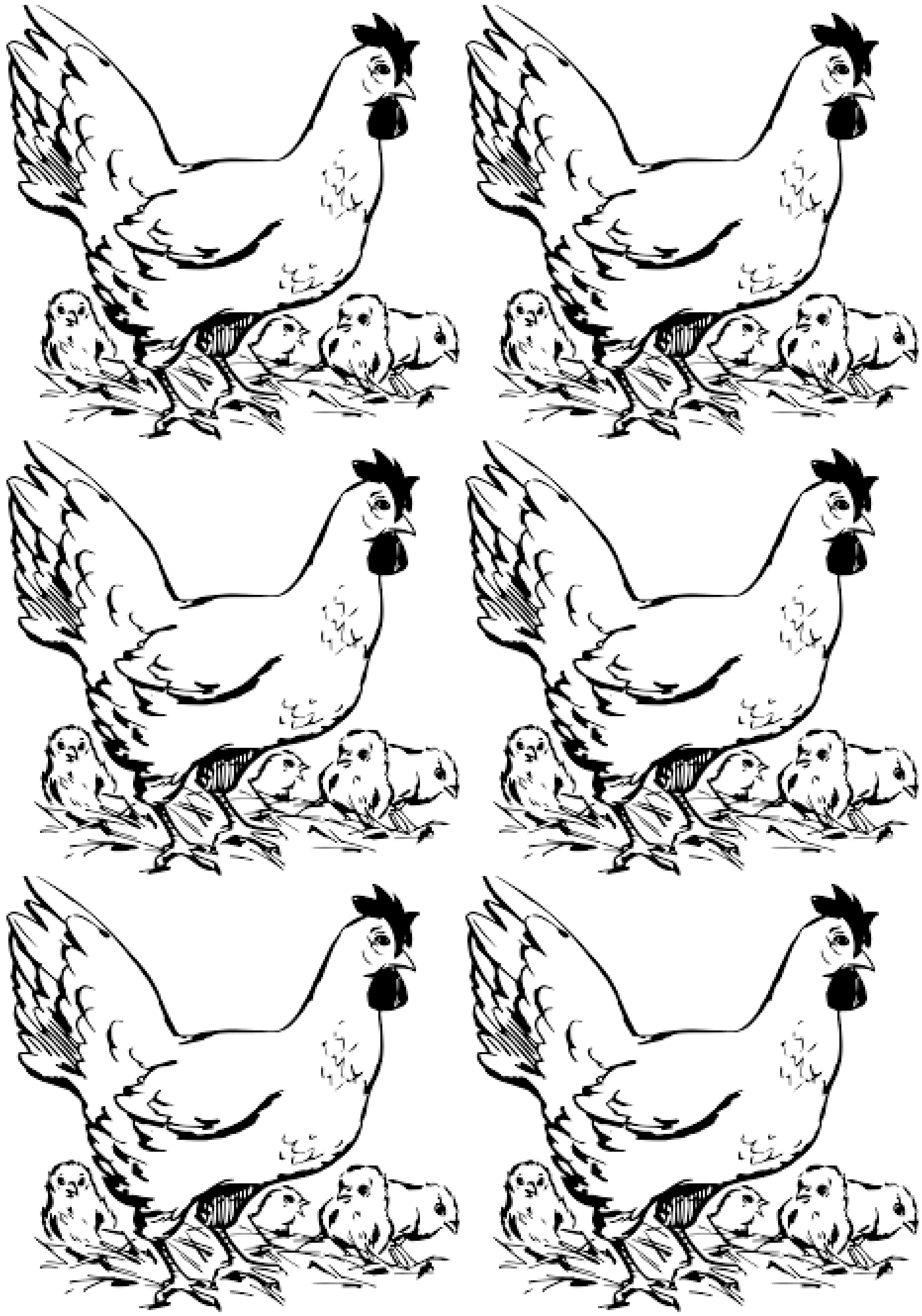
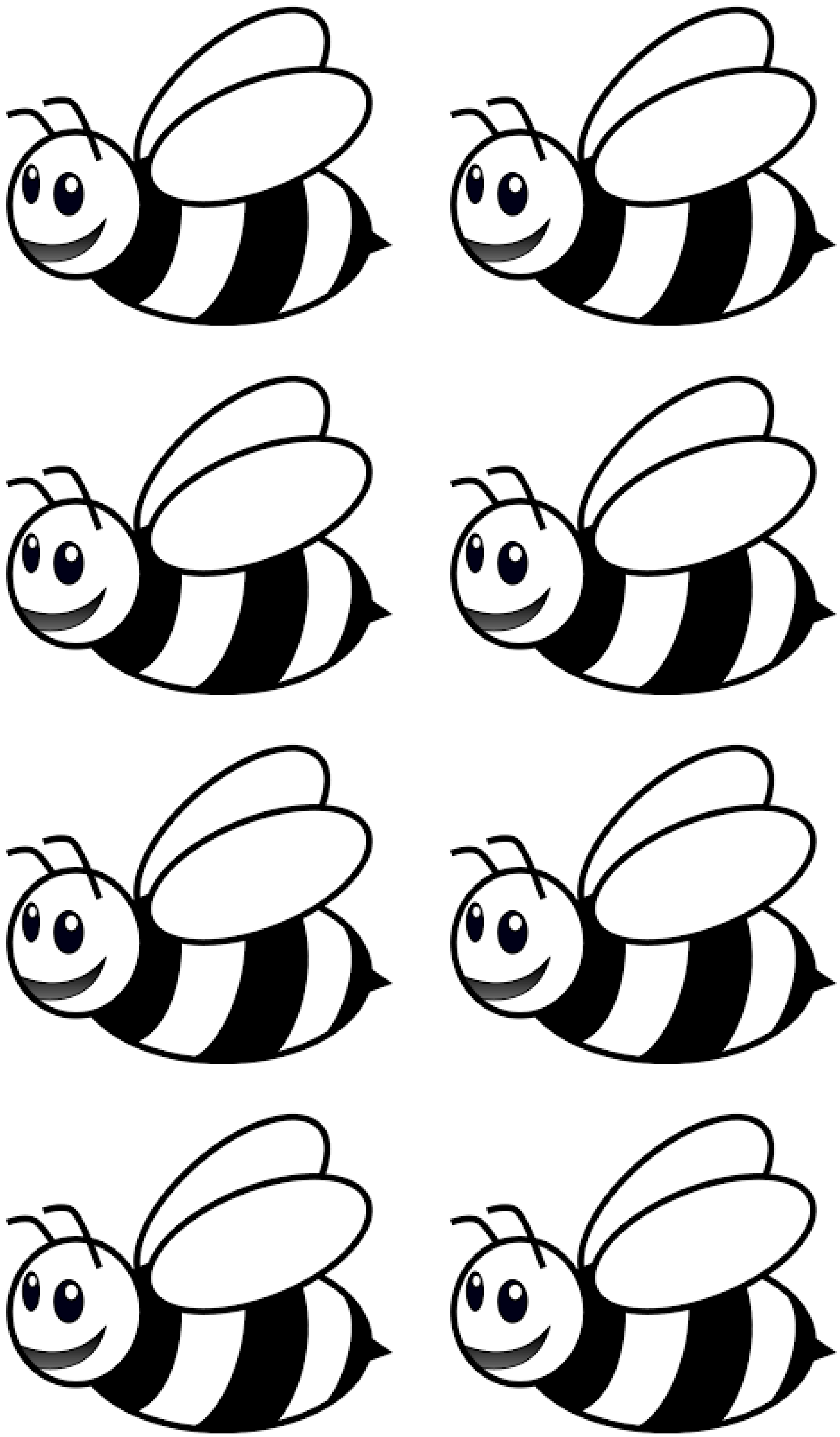


Bee:



Annex B: Cut-outs for Savings Component Activity

Cut along the dotted lines and place the slips of paper in a bag, box or hat. Make one slip of paper per team.

PRO: Formal Savings **CON: Informal Savings**	**PRO: Informal Savings** **CON: Formal Savings**
PRO: Voluntary Savings **CON: Compulsory Savings**	**PRO: Compulsory Savings** **CON: Voluntary Savings**
PRO: Group Accounts **CON: Individual Accounts**	**PRO: Individual Accounts** **CON: Group Accounts**
PRO: Cash Transactions **CON: Digital Transactions**	**PRO: Digital Transactions** **CON: Cash Transactions**