Economic Strengthening for Vulnerable Children

FACILITATOR'S GUIDE

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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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Economic Strengthening for Vulnerable Children

Preface

The HIV pandemic has had a disastrous impact on children and their families. Over the past 30 years, approximately 17 million children have lost one or both parents to AIDS.[1] The HIV pandemic impacts the economic stability of vulnerable children and their families by disrupting families' abilities to earn income and depleting household assets. This depletion of household assets and income streams then contributes to increases in household vulnerability.

Household economic strengthening (HES) seeks to reduce the economic vulnerability of families and empower them to provide for the essential needs for the vulnerable children in their care. Household economic strengthening includes a wide range of interventions that are designed to help families meet their basic needs, match their income to expenses, and grow their income and better manage their expenses.

- **Consumption-support** activities help families meet their basic needs. Examples of consumption-support interventions include asset and cash transfers and food aid.
- **Money-management** activities help families to match their income to their expenses. Examples of money management interventions include savings group programming and insurance services.
- **Enterprise-development** activities help families grow their income and expenses. Examples of enterprise development activities include skills training, job creation and market linkages.

By thoughtfully integrating appropriate economic strengthening activities into their orphans and vulnerable children (OVC) portfolios, practitioners can reduce the vulnerability of the children and families they seek to serve.

With support from the USAID-supported Accelerating Strategies for Practical Innovation & Research in Economic Strengthening (ASPIRES) project, Grameen Foundation created two training modules designed for practitioners working in OVC programming:

- Economic Strengthening for Vulnerable Children
- Savings Groups: Designing for Impact

Both modules equip participants to design and implement economic strengthen programs that benefit OVC. *Economic Strengthening for Vulnerable Children* is a general overview of economic strengthening activities for OVC while *Savings Groups: Designing for Impact* takes a deeper dive into savings group programming.

[1] Joint United Nations Programme on HIV/AIDS (UNAIDS). (2010). *UNAIDS Report on the Global AIDS Epidemic 2010*. Geneva: UNAIDS.

The *Economic Strengthening for Vulnerable Children* Facilitator's Guide

Through the *Economic Strengthening for Vulnerable Children* workshop, participants explore the vulnerability levels of their target beneficiaries and how to match appropriate economic strengthening interventions to beneficiary vulnerability levels.

The *Economic Strengthening for Vulnerable Children* Facilitator's Guide provides a set of workshop activities to enable practitioners to design economic strengthening programming that benefits orphans and vulnerable children. The activities in the Facilitator's Guide contribute to this goal by enabling participants to achieve the following objectives:

- Equip participants to apply evidence to match economic-strengthening interventions to beneficiary profiles and contexts.
- Equip participants to design and plan economic-strengthening interventions that link with HIV/health and other interventions to maximize beneficiary well-being.
- Equip participants to integrate monitoring and evaluation activities into economic-strengthening project design to strengthen program implementation and build the evidence base.

This module contains 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 and/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 onto USB drives for distribution

during the training workshop. Depending on the needs of each group of participants, the facilitators may include additional resources.

How to use this guide

This guide provides complete guidance on how to plan for and deliver a 4-day training workshop on savings group programming for vulnerable populations.

There are a variety of features written into the text and embedded in the format of each activity in the Facilitator's Guide. The intention is to give the facilitator written signals that make the delivery of the activities easier. The following is a list of the features.

Features of the *Economic Strengthening for Vulnerable Children* 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
- Question (❓) = 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

Facilitation of the activities

The *Economic Strengthening for Vulnerable Children* training workshop is designed to be facilitated by two facilitators. Each facilitator should be knowledgeable in 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 they have knowledge 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/he responds. Waiting gives participants the time to think before speaking 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, allowing participants to learn from the rich experiences of their colleagues.
- **Summarizing.** The facilitator repeats the main ideas of a conversation. Summarizing reassures participants that their ideas have been heard and provides an opportunity for the facilitator to underscore key technical points.
- **Weaving.** The facilitator refers to a previous topic or 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. It is a question that invites the participants to draw upon their own life experiences and creativity. It invites dialogue. Open questions engage participants by requiring reflection and critical thinking. When facilitators ask open questions, they are demonstrating respect for the participants and honoring them as subjects of their own learning.

For closed questions the facilitator knows the answers. In contrast, when asking an open question, the facilitator is not seeking her own answer—allowing the learner to explore the meaning of what has been said and 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.

Adapting the activities

Each group of participants comes to the training room with their own particular context and learning needs. In planning the workshop, one job of the facilitator—or whoever is planning the training—is to understand the learning needs of the participants. Who needs what? How will they use the information back on the job? By understanding the participants' learning needs, the facilitators can indentify adaptations to the curriculum that may improve the participant learning experience.

Facilitators can understand participants' learning needs through a variety of methods, including: observing participants on the job, studying the programmatic context, and asking learners to define their learning needs. An example learning needs and resource assessment (LNRA) survey can be found in the Annex. This LNRA could be used as an online survey, or as a discussion guide with potential participants.

Ideally facilitators would spend time studying the local situation, observing learners in action and asking them to identify their learning needs. However, often all three—studying, observing, asking—may not be feasible. Nonetheless, we should find a way to ask learners to define their learning needs. Asking helps facilitators understand that, despite the fact that everyone registered for a course, participants' expectations and experiences concerning the topic may differ significantly.

In particular, there are two areas in which facilitators of *Economic Strengthening for Vulnerable Children* may want to explore their participants' needs and make adaptations to the training as needed:

- Specific target groups that are the focus of participants' current or future programming; and
- Participants experience levels with economic strengthening programming and evaluation of economic strengthening programming.

In the example LNRA found in the Annex, questions 7 and 8 identify participants current and future target groups. Once facilitators have identified participant target groups, they may make some changes to specific activities in which participants explore programming for specific groups.

Question 3 asks participants to self-report their experience level. While this question is helpful to understand where participants see themselves, and can also express their confidence level with the content, responses may vary because of the subjective nature of the question.

Questions 9 and 10 help understand participants' familiarity with the evaluation of economic strengthening programming. Some participants – particularly those who are more junior, those who have been involved in implementation but not M&E, or a combination of these factors – may have a weaker understanding of the types of evaluations and their varying level of vigor. Specifically, the more participants who answer question 10 with "I am not sure if my organization has conducted evaluation activities" or "My organization has conducted evaluation activities. I was not involved in their design and I am not familiar with the results," the more challenging activities 10, 22 and 23 will be. In this case, it is recommended that the facilitator

allow plenty of time in step 1 of activity 10, emphasizing the varying levels of rigor along the spectrum of evidence.

Finally, the resources cited and included in this guide are current as of publication. Over time, however, new resources will become available. It is recommended that facilitators review the suggested list of resource materials and update the list as needed.

The *Economic Strengthening for Vulnerable Children* Facilitator's Guide and other module materials provide all tools needed for facilitating the workshop activities. However, each group of participants will come to the training room with their own particular learning needs. While the materials included in this module provide complete guidance for facilitating the workshop, the facilitator(s) can adapt the activities, materials and resources as needed to provide a high-quality learning experience.

List of Preparations for Each Activity

Throughout the workshop, you will need the *Economic Strengthening for Vulnerable Children* MS PowerPoint slides, a projector and screen, the *Economic Strengthening for Vulnerable Children* Participant Workbook, blank flip chart paper, markers, and tape. Other specific preparations are listed below.

Activity	Handouts	Flip Charts	Other
Introduction of the Objectives and Participants		▪ Group Standards	▪ Facilitator's Participant List, prepared in advance
Review of Agenda, Learning Needs and Pre-test		▪ Before the activity begins, post the following half sheets of flip chart paper around the room, with equal space between each: ♦ Types of ES interventions ♦ Evidence and assessments ♦ Targeting ♦ Integration and linkages ♦ Scalability and sustainability ♦ Principles of ES program design ♦ Monitoring and evaluation	▪ Economic Strengthening for Vulnerable Children Resource Materials (1 per participant) ▪ Sticky notes (3 per participant) ▪ Economic Strengthening for Vulnerable Children Pre-Test (1 per participant) ▪ Number the Economic Strengthening for 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.
Activity 3: What is Economic Strengthening and Why Do It?			
Activity 4: Economic-Strengthening Project Objectives			

Activity	Handouts	Flip Charts	Other
Activity 5: Vulnerabilities, Assets and Targeting of Vulnerable Populations			
Activity 6: Levels of Economic Well-being		▪ Participants' Target Beneficiaries flip charts (posted in Activity 4)	
Activity 7: Types of Economic-Strengthening Interventions			▪ Before the activity, read "Facilitator Background: Examples of each intervention type"
Activity 8: The Economic-Strengthening Continuum			▪ Name tags or slips of paper (1 of each): ♦ In destitution ♦ Struggling to make ends meet ♦ Prepared to grow ▪ In black write (3 of each intervention type, or enough for all participants to have 1 name tag or slip of paper each): ♦ Asset/cash transfers ♦ Income-generating activities ♦ Savings groups ♦ Insurance services ♦ Job creation ♦ Market linkages ♦ Food aid ♦ Food security/nutrition ♦ Skills training ♦ Legal services ♦ Business loans

Activity	Handouts	Flip Charts	Other
Activity 10: What Is the Evidence?			
Activity 11: MERL—The Basics		▪ MERL	
Activity 12: Introduction to Assessments		▪ Market analysis can help understand . . . ▪ Costs that are often overlooked	
Activity 13: Review of an Assessment			
Activity 14: Using Assessments to Select Interventions	▪ Assessment Budget (6 copies, or 1 per group) ▪ Assessment Data Sheets (6 copies of each data sheet)		▪ A timer ▪ Red and green sticky dots
Activity 15: Models for Integrating Additional Services			Pairing Scenarios (4, or 1 per group)
Activity 16: Integrating Additional Services in Context			
Activity 17: Scalability			
Activity 18: Sustainability		▪ Challenges and Solutions	▪ Sticky notes (2 pads for each of 6 groups=12 pads)
Activity 19: Organizational Capacity and Partnerships		▪ With International Partners ▪ With Local/National Partners	

Activity	Handouts	Flip Charts	Other
Activity 20: MERL Data Needs		▪ Who? / What for?	
Activity 21: MERL Practice		▪	▪
Activity 22: Economic-Strengthening Evaluation Types		▪ Before the activity begins, post 5 flip charts with the purposes of different evaluation types around the room, with equal space between them, folding the bottom of the flip chart up so that the writing is not visible.	▪ Pieces of writing paper with the following evaluation types written on them: ♦ Formative evaluation ♦ Process / performance evaluation ♦ Outcome evaluation ♦ Impact evaluation ♦ Economic evaluation
Activity 23: Evaluating Economic-Strengthening Interventions		▪ Evaluations Must Be . . .	
Activity 24: Principles and Practices of Economic-Strengthening Program Design and Implementation		▪ Principles and Practices of Economic-Strengthening Jeopardy	
Activity 25: Prepare Presentations			
Activity 26: Individual Presentations and Team Action Plans			

Activity	Handouts	Flip Charts	Other
Activity 27: Review of Learning Needs, Test Results and Workshop Evaluation	▪ *Economic Strengthening for Vulnerable Children* Post-Test (1 per participant) ▪ *Economic Strengthening for Vulnerable Children* Pre-Test (completed in the Review of Agenda, Learning Needs, and Pre-Test activity) ▪ *Economic Strengthening for Vulnerable Children Test*—Answer Key (1 per participant) ▪ Workshop Evaluation (1 per participant)	▪ Have the flip-chart sheets with participants' questions from Day 1 (Activity 1) available on the wall. ▪ Matrix of test results and difficult questions	▪ *Economic Strengthening for Vulnerable Children* Certificates of Completion

Activity 1: Introduction of the Objectives, Participants and Group Norms

Objectives
By the end of this activity, participants will have:
1. Explained how the training's objectives relate to their economic strengthening programming for vulnerable children.
2. Introduced another participant to the larger group.
3. Listed group norms.

Preparation
- Flip charts
  - Group Norms
- Before the workshop begins, locate the bathrooms so that you can clearly explain their location to the participants.

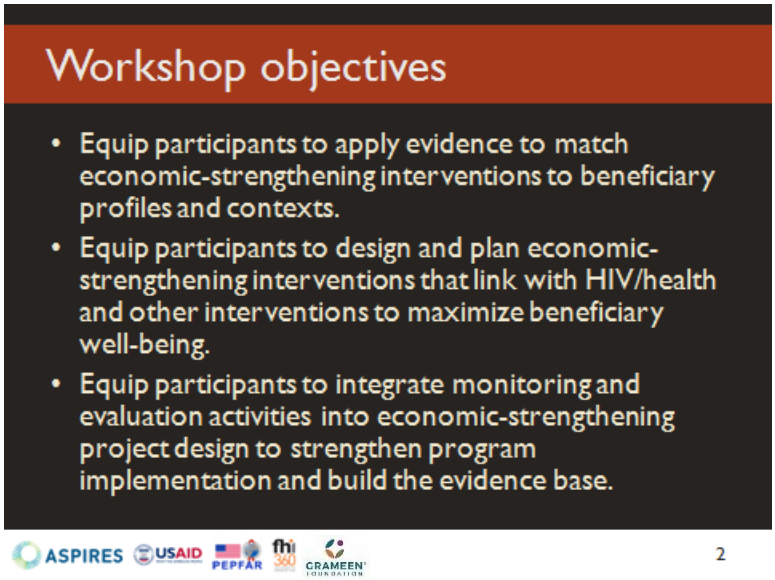
Time
1 hour

Steps

1. Introduce workshop objectives – 10 minutes

Show slide 1 and welcome participants to the workshop.

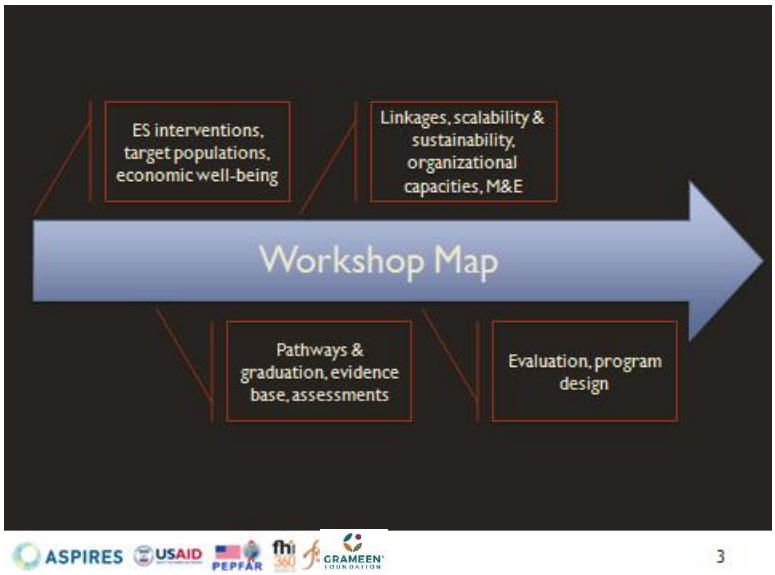
Show slide 2.



Explain the objectives of the workshop and then say:

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

Show slide 3, clicking through to show each text box.



As you click through the text boxes, say:

Over the next 4 days, we are gooing to explore the following areas.

- ES interventions, target populations, economic well-being
- Pathways & graduation, evidence base, assessments
- Linkages, scalability & sustainability, organizational capacities, M&E
- Evaluation, program design

After you have explained the Workshop Map, say:

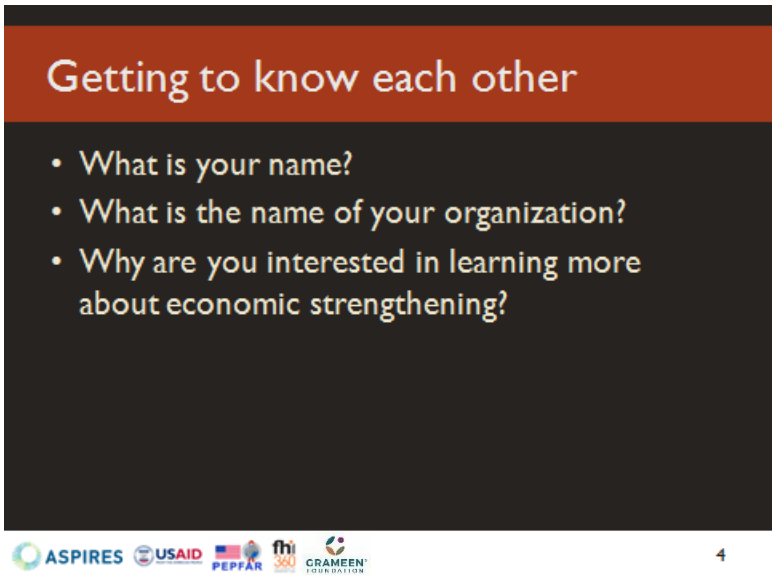
In a little bit, I will distribute the agenda.

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

Respond to questions.

2. Have the participants introduce themselves – 40 minutes

Show slide 4.



Say:

Before we begin, let us get to know each other by learning each other's name and place of work and sharing experiences with the topic.

Please find a partner that is someone who you do not already know and take 5 minutes to ask each other the 3 questions on the slide.

After participants have paired off, say:

You will have 5 minutes to share the answers with each other. After 5 minutes, you will introduce your partner to the rest of the group.

Keep slide 4 up until the end of the step. After 5 minutes, say:

Please introduce your partner to the rest of the group by answering the questions on the slide. You have 2 minutes.

After all the participants are introduced, say:

You will continue to work with each other in pairs and small groups throughout the workshop. I am distributing name tags. Please write your name on it and wear it for the next 4 days.

Distribute blank name tags, and markers to write, to the participants.

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]*.

❷ **What questions do you have about the logistics?**

Respond to questions. Then say:

It is my responsibility to make sure that we do all the activities on the workshop's agenda and to 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 be distracted from fulfilling my responsibilities. I am asking you to do the same.

Post the flip chart.

Group Norms

- Put your phone on silent mode.

Say:

Many of you participated in workshops before.

❷ **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: Review of Agenda, Learning Needs and Pre-test

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

Preparation
- *Economic Strengthening for Vulnerable Children* Pre-Test (1 per participant)
- Number the *Economic Strengthening for 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.
- *Economic Strengthening for Vulnerable Children* Resource Materials (1 per participant)
- Sticky notes (3 per participant)
- *Economic Strengthening for Vulnerable Children* Participant Workbook (1 per participant)
- Before the activity begins, post the following half sheets of flip-chart paper around the room, with equal space between each:
  - Types of ES interventions
  - Evidence and assessments
  - Targeting
  - Integration and linkages
  - Scalability and sustainability
  - Principles of ES program design
  - Monitoring and evaluation

Time
40 minutes

Steps

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

Before the session, post the half sheets of flip chart paper around the room, with equal space between each

Distribute 3 blank sticky notes to each participant and say:

Let us talk a bit about what most interests you about economic strengthening and what you hope to learn in this workshop. The sheets of paper on the wall list the topics we will discuss over the next 4 days. Read each of them and stand by the topic that most interests you. Please bring the sticky notes and a pen with you.

When each participant is standing by the topic that most interests him/her, 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.

After participants circulate and read all questions, say:

We will revisit your questions later in the workshop to see if they have been answered.

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

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

Distribute the participant workbook to each participant. Then say:

This is your participant workbook. Please turn to the agenda on page 1. These are all the workshop's activities.

❷ **What questions do you have about the agenda?**

Respond to questions. After responding to questions, distribute the Resource Materials USB key and say:

Throughout this workshop, we will refer to various documents. In this room, we will not have time to go in depth on most of these. However, everything that we reference is included in full on this USB key.

3. Administer the Pre-Test – 15 minutes

Turn the pre-numbered copies of the Economic Strengthening for Vulnerable Children Pre-Test handout face down and allow participants to select any copy. Then say:

We ask that you take this Pre-Test at the start of the workshop, and a Post-Test at the end. This is a test of the trainer, not of you. It also helps us know if the activities used during this workshop help you learn enough to achieve the objectives of the workshop.

Do not be concerned if you do not know all of the answers. All of the information on the Pre-Test is going to be covered in the workshop.

Notice the number written in the top right corner of your Pre-Test. Please remember your number 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. Test results will not be shared with anyone, unless you want to discuss your results with others.

You will have 10 minutes to take the Pre-Test. Feel free to ask for more information to clarify the questions or the methods used in the test questions.

❷ **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 or correct the test questions for the participants, since the correct answers will be provided during the workshop. Before collecting the Pre-Tests, remind participants again to make note of the number at the top of their Pre-Test.

Test Number: _____

Economic Strengthening Pre-Test

Please circle the best answer.

Questions	Answers	
1. The economic strengthening pathway is a model suggesting that households can move from destitution and distress towards…	a. Positive impacts b. Greater wealth c. Resilience and security d. Increased food security	
2. Cash transfers are most appropriate for households at which level of economic well-being?	a. Destitute b. Struggling to make ends meet c. Prepared to grow d. Not vulnerable	
3. Income-generating activities are generally most appropriate for households at which level of economic well-being?	a. Destitute b. Struggling to make ends meet c. Prepared to grow d. Not vulnerable	
4. Which type of economic strengthening intervention for OVC has the strongest evidence base?	a. Cash transfers b. Savings groups c. Income-generating activities d. Market linkages	
5. According to PEPFAR guidance, about how much funding should a program budget for M&E?	a. 10% of the program budget b. 7% of the program budget c. 7% of all mission funding d. There is no standard, because each project is different.	

6. A causal model is …	a. A model of how M&E fits into program activities. b. A theory about root causes of the problem to be addressed. c. A roadmap from project activities to desired impacts. d. None of the above	
7. All economic strengthening activities need …	a. Input / output monitoring b. An IGA c. An impact evaluation d. All of the above	
8. To design a skills-training program, you should start with a good …	a. M&E plan b. Detailed budget c. Market analysis d. None of the above	
9. True or false: Unified programming is a model where ES activities are connected, typically through referral/counter-referral mechanisms, to ES or non-ES programs operated by an external organization.	a. True b. False	
10. Fill in the blank: An important approach to overcome weaknesses is to _____ organizations that have strengths that your organization may lack.	a. form partnerships with b. apply for funding from c. share resources with d. create evaluation plans with	

Activity 3: What is Economic Strengthening and Why Do It?

Objectives
By the end of this activity, participants will have:
1. Defined "economic strengthening."

Preparation
- Other materials
  - *Economic Strengthening for Vulnerable Children* MS PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
35 minutes

Steps

1. Discuss what economic strengthening is – 20 minutes

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

❓ **What does economic strengthening mean to you?**
[Possible answers: ES seeks to improve child well-being, reduce vulnerability and build assets. ES intervention focus on families, households or children. Success is measured by a family's ability to invest in the education, nutrition, and health of its children.]

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

Let us look at some common definitions of economic strengthening. You also have these definitions on page 2 of your workbook.

Show and explain slide 5.

Ask:

❷ **How do these definitions relate to what economic strengthening means to you?**

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

You will notice that these definitions do not say anything about specific activities such as savings groups, skill building or cash transfers. The definitions focus on the changes that occur as a result of what we do.

Economic strengthening is change. If nothing changes, or if our M&E systems cannot measure a change, then we cannot say that economic strengthening occurred.

Ask:

❷ **What questions do you have?**

Depending on questions asked by participants, encourage them to respond. If no participants volunteer, respond as appropriate.

2. Discuss reasons for conducting economic strengthening – 15 minutes

Say:
If economic strengthening is change, what are we trying to change, and why?

Show slide 6 and ask:

❷ **Why do you want to conduct economic-strengthening activities?**

After a few participants have responded, thank them. Then say:

Since we know that economic strengthening is about change,

❷ **What are we trying to change?**
[Possible answers: Educational achievement, nutrition, risk of HIV infection, health outcomes, family's ability to support these objectives, psychosocial well-being.]

Say:
Let us take the example of health.

❷ **What kinds of changes might we be able to achieve through economic strengthening?**
[Possible answers: Better nutrition, clean water, better health care, better health information through education, stronger immune system, better environmental conditions (housing, hygiene, lower stress).]

After a few participants have responded, thank them. Then ask:

❷ **More specifically, if we take the example of HIV, how might economic strengthening help people affected by HIV?**
[Possible answers: Access to medical treatment, better treatment adherence, food supplements, social and financial safety nets to prevent high-risk behaviors; avoid prematurely engaging in exploitative labor or leaving school, etc.)

After a few participants have responded, thank them. Then say:

You have a summary of the connections between poverty and health on page 3 of your workbook.

Ask:

❓ **What questions do you have?**

Respond to questions.

Activity 4: Economic-Strengthening Project Objectives

Objectives
By the end of this activity, participants will have:
1. Matched ES outcomes with country program and PEPFAR objectives.
2. Formulated 3 possible ES project objectives that are relevant to their own portfolios.

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

Time
50 minutes

Steps

1. Conduct exercise identifying possible ES project objectives – 25 minutes

Say:
Let us look at some examples of changes, or project objectives, that economic strengthening may or may not help achieve.

Divide participants into groups of 6. Then say:

Open your workbooks to page 4. In your groups, review each objective and discuss in your group whether economic-strengthening interventions might contribute to achieving the objective.

As a group, note 1 of the following responses for each project objective:
- ES interventions would be the primary strategy for achieving the objective.
- ES interventions would be a realistic contributing strategy for achieving the objective.
- ES interventions would not contribute to achieving the objective.

Ask:

❓ **What questions do you have?**

Respond to questions. Then say:

You have 10 minutes.

After 10 minutes, invite a group to explain its conclusion and reasoning for the first project objective. Ask the other groups whether they reached the same conclusion and, if not, to explain any differences.

***Note**: <u>There are no right or wrong answers</u>. The point of the exercise is to show that economic-strengthening interventions can conceivably contribute to a variety of objectives but may not always be the most appropriate—or the only—approach.*

Repeat the process for the remaining project objectives, making sure to rotate amongst groups. Once all the project objectives have been discussed, summarize the discussion. Then say:

There are no right or wrong answers. With creativity and good planning, economic-strengthening interventions can conceivably contribute to a variety of objectives. But they may not always be the most appropriate approach.

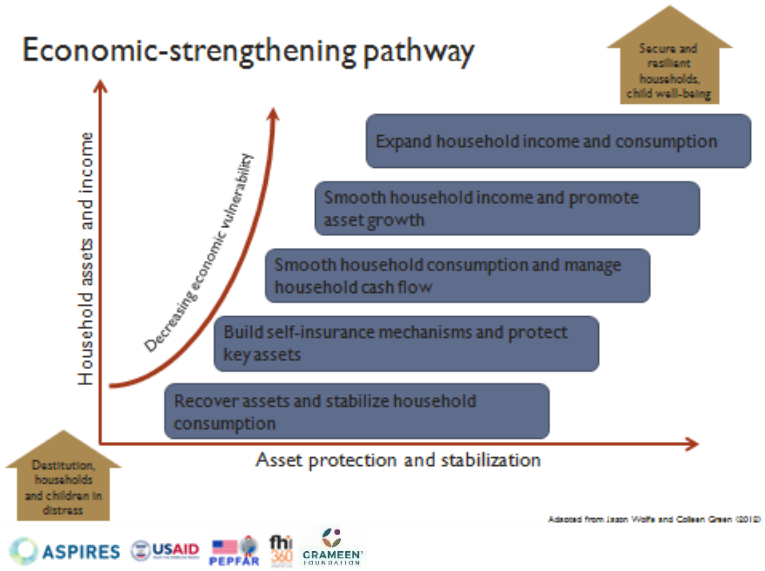
2. Present ES pathway toward resilience – 10 minutes

Say:

The changes we have talked about do not happen overnight. Economic strengthening is not an event—1 day a child is vulnerable and suddenly the next day she is not vulnerable—but rather a process or a <u>pathway</u> toward decreasing vulnerability and resilience.

Here is 1 way to visualize such a pathway.

Show slide 7.



Say:

You have a copy of this slide on page 5 of your workbook.

At the bottom left are households that are destitute, with children in distress—1 of our primary target populations. At the top right are households that are secure and resilient, with high levels of child well-being—the point we want all households to reach.

The pathway from bottom left to top right passes a number of milestones in terms of reduced vulnerability

Show each animation, reading the text as each box appears. Then say:

The pathway from bottom left to top right passes a number of milestones in terms of reduced vulnerability—recovering or protecting key assets, managing household cash flow, and so on. We will talk more about these later.

Of course, in real life, the path is rarely straight; it is usually more like a squiggly line, with ups and downs.

Ask:

❓ **What questions do you have?**

Respond to questions.

3. Have participants work on Task 1: Your Objectives – 15 minutes

Say:

As we have seen, economic strengthening is change that makes individuals and families less vulnerable and more resilient. You are going to have the opportunity to reflect in specific changes that you might consider in your own context.

Have participants sit in country, region or project teams, pairing any participants who do not have colleagues in groups of two.

Say:

In this activity and throughout the workshop, you will be doing exercises in which you apply our learning to your own context.

These are exercises. You will not be planning actual economic-strengthening programs, for 2 reasons:

1. The real planning process takes much more time, effort, data, consultation, etc., than is possible in this setting.

2. We are all aware of procurement-sensitivity issues that would preclude you from discussing actual plans in this setting.

Have participants open their workbooks to page 6. Then say:

Discuss with your group members and write one possible ES intervention project objectives that would be relevant for your country program. You do not need to identify specific ES interventions, just the objectives. Then note how these objectives relate to broader country/mission strategic objectives or goals.

Remember, at this point we are looking at the changes we wish to see, the project objectives, not yet at the specific interventions we will use to achieve these objectives.

After 10 minutes, invite a few participants to share their objectives. Then, thank them for participating.

Activity 5: Vulnerabilities, Assets and Targeting of Vulnerable Populations

Objectives
By the end of this activity, participants will have:
1. Differentiated between categories of individual and household vulnerability and asset characteristics.
2. Contrasted targeting approaches for PEPFAR-funded economic-strengthening interventions.
3. Identified 3 priority vulnerabilities, assets and target populations that are relevant for economic strengthening in their country programs.

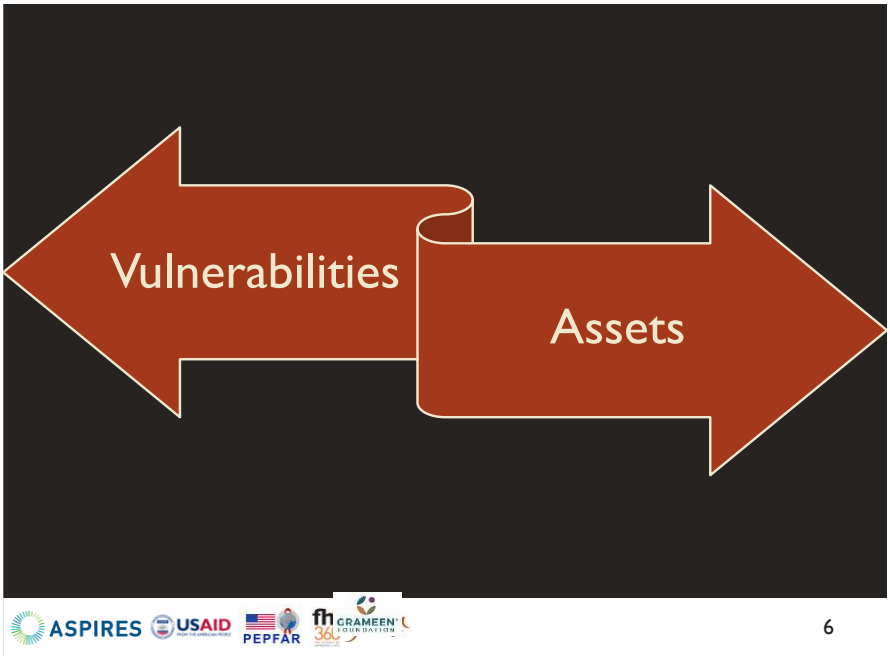
Preparation
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
1 hour

Steps

1. Facilitate brainstorming on vulnerabilities, shocks, and assets – 20 minutes

Show slide 8.



Say:

We have talked about some of the objectives that economic-strengthening interventions can help achieve. All of them have something in common—they all address certain kinds of vulnerabilities or needs in the target populations, and they all build on certain kinds of strengths or assets that the target populations possess.

Let us look a little more closely at these vulnerabilities and assets and how they can help us understand the households we want to strengthen.

Ask:

❓ **What are some of the vulnerabilities that might be relevant for economic-strengthening interventions?**
[Possible answers: Poverty, more expenses than income, HIV and other health problems, lack of health care, lack of education or job skills, lack of financial management skills, orphanhood, large number of siblings, inadequate housing, poor parenting skills.]

Say:

Imagine a household that has several of these vulnerabilities—and suddenly something bad happens. It experiences what is called a "shock." For a household that is already vulnerable, a shock might be devastating.

Ask:

❓ **What are some examples of shocks that could affect a vulnerable household?**
[Possible answers: Loss of a job, bad weather that destroys a crop, an HIV diagnosis or other illness, a death in the family, a car or tool that breaks down, etc.]

❓ **What can a household do to be <u>ready</u> to deal with shocks?**
[Possible answers: Build insurance mechanisms (e.g. savings, physical assets, social networks); diversify income activities (e.g. agricultural, trade, and wage labor) to ensure continuous income in case of a shock in 1 area; select low-risk economic activities to reduce the likelihood of a shock)]

Say:
All of these reduce the risk of a shock; they are called "risk-reduction strategies."

Ask:

❓ **What can a household do to <u>cope</u> with a shock when it occurs?**
[Possible answers: Sell assets, borrow, migrate for work, reduce spending or food consumption, draw on social assets, depend on charity, break up household, etc.]

Ask:

❷ **What are some of the household assets that economic-strengthening programs can build on?**
[Possible answers: Salary or other income, family, friends, community, good health, land for farming/gardening, job or job skills, knowledge/experience, creativity, insurance, faith.]

Thank participants for participating. Then say:

Our target populations for economic strengthening are characterized by a variety of vulnerabilities and assets. Let us talk now about targeting specific populations.

2. Facilitate small-group exercise on vulnerabilities and resources – 30 minutes

Say:
Those are some of the vulnerabilities and assets we can work with. But we do not really work with vulnerabilities and assets—we work with people. So let us look at people.

Put participants into groups of 3 and distribute flip chart paper and markers to each group.

Show slide 9.

Say:
In your groups, think of a child, or adult or household that is a beneficiary of an OVC program.

Your task is to give this child, adult or household a name, draw them and then describe your person or household by writing various vulnerabilities and assets and other characteristics on the sheet.

Ask:

❷ **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 charts to the wall and take 1 minute to present their beneficiary to the plenary. After all the groups present:

Ask:

❷ **What do you notice? What are some of the common characteristics among all the children?**

Listen to a few answers. Then say:

Our target populations for economic strengthening are characterized by a variety of vulnerabilities and assets. Let us talk now about targeting specific populations.

Leave the flip-chart sheets up on the wall though Activity 5.

3. Have participants analyze their target populations – 20 minutes

Say:

You are all working in programs that benefit vulnerable children. Many OVC programs that do economic strengthening, do not do ES with all program participants.

Once you have identified your OVC, you have to be intentional in how you target and select for ES activities from within these households.

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

Put participants into groups of 3, being sure that they have the opportunity to work with different peers than in the previous task activity. Then say:

Please open your workbooks to page 7.

In your groups, identify at least one population for ES interventions in your countries. Then discuss how these target populations align with possible project objectives.

As you work, you may review and revise the ES intervention objectives developed previously. Remember, these exercises applying key learning points to your country context are helping you to prepare for the brief presentation you will be asked to give on the last day of the workshop.

After 15 minutes, invite a few participants to share their priority target populations. Then, thank them for participating.

***Note**: If participants mention "HIV status" and/or "orphan status" immediately ask the questions below. If they do not mention them ask these questions to conclude this criteria question:*

❓ **What can happen if HIV/AIDS or orphan status is used as a targeting criterion?** *[Possible answer: Using HIV/AIDS or orphan status as targeting criteria can have stigmatizing and isolating effects.]*

***Note**: HIV/AIDS status and orphan status are NOT recommended as targeting criteria due to their stigmatizing and isolating effects.*

Activity 6: Levels of Economic Well-being

Objectives
By the end of this activity, participants will have:
1. Matched levels of economic well-being with economic-strengthening intervention categories and outcomes.

Preparation
- Flip charts
  - Participants' Target Beneficiaries flip charts (posted in Activity 4)
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
30 minutes

Steps

1. Present levels of well-being – 20 minutes

Say:

Our programs work with large groups of people and households. How can we use these individual and household vulnerabilities and assets that we have discussed to categorize and group people in order to make sure that they get the kind of support they really need? Let us look at 3 broad levels of economic well-being that are relevant for economic strengthening.

Show slide 10 and explain that there are 3 levels of economic well-being.

Ask:

- **What are some characteristics of families in destitution?**
  [Possible answers: Trouble paying for basic necessities (e.g., food), no predictable source of income; debt they cannot pay, very few liquid assets (e.g., cash savings, livestock, food/crop stores, personal belongings), extremely food-insecure.]

Ask:

- **What are some characteristics of families that are struggling to make ends meet?**
  [Possible answers: Usually paying for basic needs (e.g., food) but not for other needs (e.g., school fees), 1 or more predictable sources of income, some liquid assets, seasonal fluctuations in income/expenses (e.g., agricultural), moderately food-insecure.]

Ask:

- **And what about families that are prepared to grow?**
  [Possible answers: Paying for basic and other needs (e.g., schooling, basic health care), some liquid assets that fluctuate less than for struggling families, seasonal fluctuations in income/expenses not as dramatic as for struggling families, probably mildly food-insecure.]

Summarize the discussion and thank participants for their participation. Then say:

You have information regarding the levels of economic well-being on page 8 of your workbook.

Indicate the flip charts from Activity 4 and say:

Take a few moments to look over the levels of economic well-being. Think back to the beneficiaries that you described earlier.

After a few moments, ask:

❷ **How would you classify their level of economic well-being?**

After 3 or 4 responses, summarize and say:

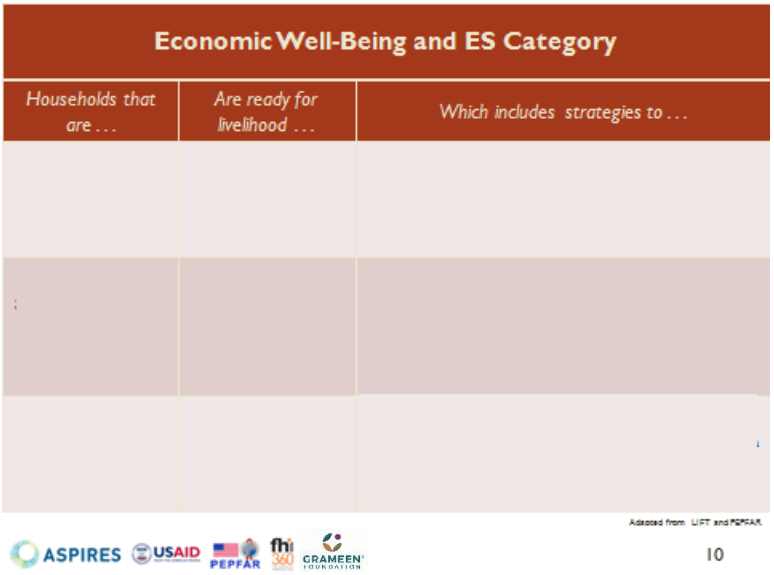
A family's level of economic well-being depends on financial vulnerabilities and assets, but also on other types of vulnerabilities and assets, such as health/HIV status, education/training, and so on. It may not always be clear-cut what makes a given family destitute vs. struggling vs. prepared to grow. It is a combination of characteristics and situations, and that combination is dynamic.

2. Link level of economic well-being to needed outcome – 10 minutes

Say:

It seems logical that a family that is destitute—cannot even afford to buy food—would need a different type of economic-strengthening approach than a family that is meeting its basic needs. The change that is needed would be different. Let us look at the kinds of changes or outcomes that might be needed at each level of economic well-being. We will be using a model developed by the USAID LIFT project.

Show slide 11 one row at a time, inviting a volunteer to read each row.



Then ask:

❷ **Why are the most vulnerable not ready for income generation or skills training?**
[Possible answer: Before they can be ready for these types of interventions, the household must advance to a more stable level.]

Ask:

❓ **What questions do you have?**

Respond to questions. Then say:

Certain characteristics differentiate the vulnerable from the more vulnerable and the most vulnerable. But these categories are fluid—characteristics are always evolving, and individuals and households often move from one level to another.

Each level of vulnerability requires a different kind of support to achieve a different outcome.

Understanding this dynamic is critical to designing the right type of economic-strengthening interventions for a given target population. We will talk more about this in our activities on assessments and on monitoring and evaluation.

Activity 7: Types of Economic-Strengthening Interventions

Objectives
By the end of this activity, participants will have:
1. Illustrated ES intervention types with examples from their own work
2. Examined advantages and risks of various ES intervention types.

Preparation
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)
- Before the activity, read "Facilitator Background: Examples of each intervention type"

Time
55 minutes

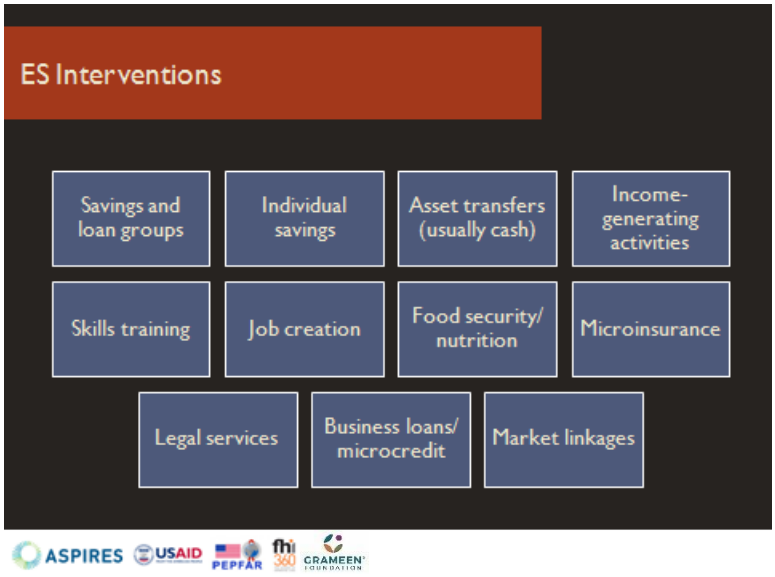
Steps

1. Present types of ES interventions – 10 minutes

Show slide 12.

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 types of economic-strengthening interventions and which levels of well-being they are best able to address.

Show slide 13, reading the interventions as they appear.



Say:

For your reference, you also have a summary of the various intervention types, with a description of each type, on page 9 of your Workbook.

❷ **What questions do you have?**

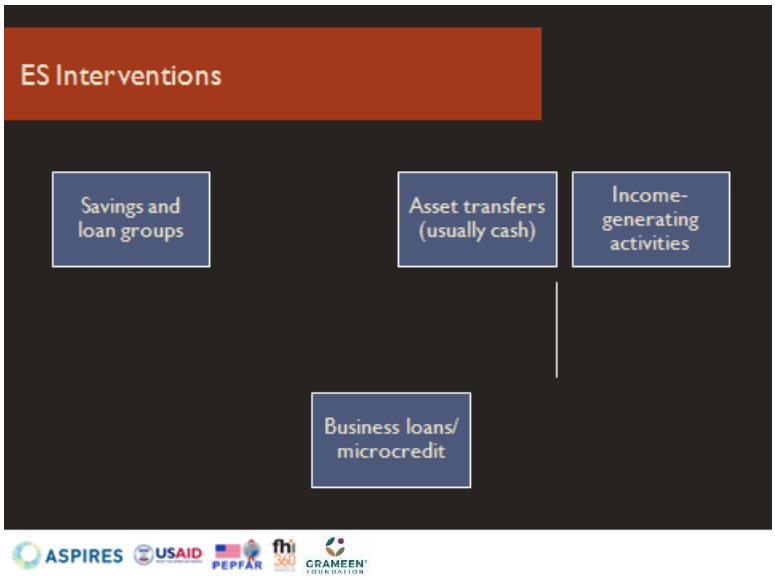
Respond to questions.

2. Invite participants to discuss advantages and risks of interventions – 20 minutes

Say:

Let us look at the major intervention types.

Show slide 14.



For each of the major intervention types, ask:

- **What are the benefits of this type of intervention?**
- **What are the risks for this type of intervention?**

Ask probing questions as necessary to help participants identify the benefits and risks for each of the 4 major intervention types. Use the table on the following page to help guide the conversation.

Repeat for each major intervention type. Then thank participants for participating.

Potential benefits	Potential risks/concerns
Savings groups	
▪ Increases capital available for smoothing consumption ▪ Interest paid on savings provides a return on investment ▪ Social capital, psychosocial well-being, confidence ▪ Group manages, determines savings and lending rates, collective bargaining and marketing	▪ Requires income stream to ensure that households have money to save ▪ Inflation decreases value of investment
Asset/cash transfers	

▪ Can prevent sale of productive assets
▪ Allows income to be used for other purposes (consumption and/or investment)
▪ May improve nutritional status, enabling productive activities
▪ Low administration fees (for ongoing cash transfers)
▪ For physical assets (livestock, seeds, tools):
▪ Can generate income
	▪ Unconditional transfers may be misused
	▪ Cash safety
	▪ Difficult to monitor spending
	▪ Lump sums may be overwhelming for beneficiaries
	▪ Few suppliers accept vouchers
	▪ Need to facilitate households to "graduate" from cash transfers
	▪ How to sustain cash-transfer funding and mechanisms after donor-funded projects end
	▪ For food transfers
	  ♦ Hoarding food
	  ♦ Sale of food items
	  ♦ Market impact
	  ♦ Administration and handling costs
	▪ For physical assets
	  ♦ Significant training or prior experience is needed

Business loans/microcredit	
▪ Can support the growth of new businesses	▪ Can be costly ▪ Requires significant technical expertise ▪ Ongoing access to finance is critical. Borrowers will generally want rising amounts and easy access ▪ Borrowers will often assume NGOs are providing loans as grants—working with a formal credit provider increases the chances that loans will be repaid ▪ Vulnerable households are not attractive to lenders ▪ Borrowers who are late with payments often will not attend other activities (such as trainings) that you provide

Activity 8: The Economic-Strengthening Continuum

Objectives
By the end of this activity, participants will have:
1. Matched ES intervention types with beneficiary needs and levels of economic well-being.

Preparation
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)
  - Name tags or slips of paper (1 of each):
    - In destitution
    - Struggling to make ends meet
    - Prepared to grow
- In black write (3 of each intervention type, or enough for all participants to have 1 name tag or slip of paper each):
    - Asset/cash transfers
    - Income-generating activities
    - Savings groups
    - Insurance services
    - Job creation
    - Market linkages
    - Food aid
    - Food security/nutrition
    - Skills training
    - Legal services
    - Business loans

Time
30 minutes

Steps

1. Lead participants in exercise to complete the ES continuum – 30 minutes

Show slides 15 and 16.

ASPIRES USAID PEPFAR fhi 360 GRAMEEN FOUNDATION

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** ▪Smooth income and promote asset growth ▪Smooth consumption and manage cash flow ▪Grow family income to enable more/larger investments
Struggling to make ends meet (very vulnerable)	**PROTECTION**	**Match income to expenses** ▪Protect key assets and build self-insurance mechanisms (e.g. savings, informal insurance) ▪Expand income and consumption ▪Strengthen family capacity to match income with expenses
In destitution (most vulnerable)	**PROVISION**	**Meet basic needs** ▪Recover assets and stabilize household consumption ▪(Re)build short-term capacity to pay for basic necessities

Adapted from LIFT and PEPFAR.

ASPIRES USAID PEPFAR fhi 360 GRAMEEN FOUNDATION 15

Say:
Earlier, we discussed types of ES interventions and levels of economic well-being. Let us bring these 2 together and see how this can help us align ES with beneficiary needs.

Give each participant 1 name tag with either a beneficiary or intervention type.

Say:
You each have a name tag with either a beneficiary or intervention type. Your task is to match up appropriately with each other: Beneficiaries should find ES interventions that will help them, and ES intervention types should find an appropriate beneficiary.

Both sides must agree that they belong together.

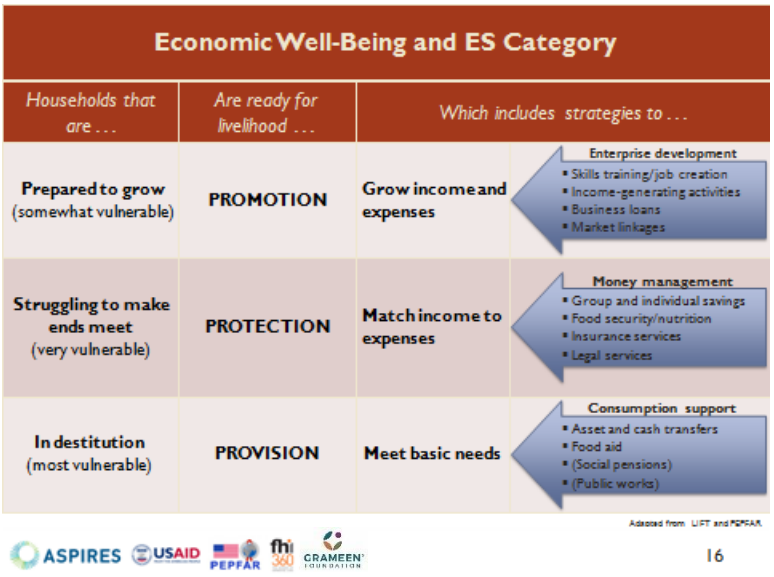
Since there are only 3 beneficiaries, each beneficiary can have multiple interventions. Once you make a match, link arms and continue looking for additional interventions.

After each participant is matched, invite beneficiaries to present their interventions and the rationale behind the groupings.

Thank participants for participating and have them return to their seats.

Say:
Let us look at how technical experts from PEPFAR and USAID align intervention and beneficiary types.

Show slide 17.



Ask:

❓ **What are the appropriate interventions for those in destitution?**
[Possible answers: Asset and cash transfers, food aid, social pensions, public works.]

If a participant gives a correct answer, congratulate him or her. If a participant gives a wrong answer, thank them for participating and then either ask probing questions to encourage the correct answer or state the correct answer. Then show the "consumption support" animation.

❓ **What are the recommended interventions for those struggling to make ends meet?**
[Possible answers: Group and individual savings, food security/nutrition, insurance services, legal services.]

If a participant gives a correct answer, congratulate him or her. If a participant gives a wrong answer, thank them for participating and then either ask probing questions to encourage the correct answer or state the correct answer. Then show the "money management" animation.

❷ **What are the recommended interventions for those prepared to grow?**
[Possible answers: Skills training, job creation, income-generating activities, business loans, market linkages.]

If a participant gives a correct answer, congratulate him or her. If a participant gives a wrong answer, thank them for participating and then either ask probing questions to encourage the correct answer or state the correct answer. Then show the "enterprise development" animation.

Say:
You also have this slide on page 11 of your Workbook.

Then ask:

❷ **How do these recommendations align with or differ from the ways that you matched interventions with beneficiaries?**

Thank participants. Then say:

Some intervention types can go in more than 1 category. Families can also move from 1 category to another. Sometimes they move downward, especially after shocks, but if we are doing economic strengthening successfully, our families will be moving up along the pathway.

❷ **What questions do you have?**

Respond to questions. Then say:

Later in this workshop, we will look further at the evidence base for economic-strengthening interventions.

Activity 9: Pathways and Graduation

Objectives
By the end of this activity, participants will have:
1. Examined and assessed how they can use various ES pathway and graduation models in their own context.
2. Practiced applying intervention types, target populations, outcomes, and pathway and graduation models to their own portfolios.

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

Time
1 hour

Steps

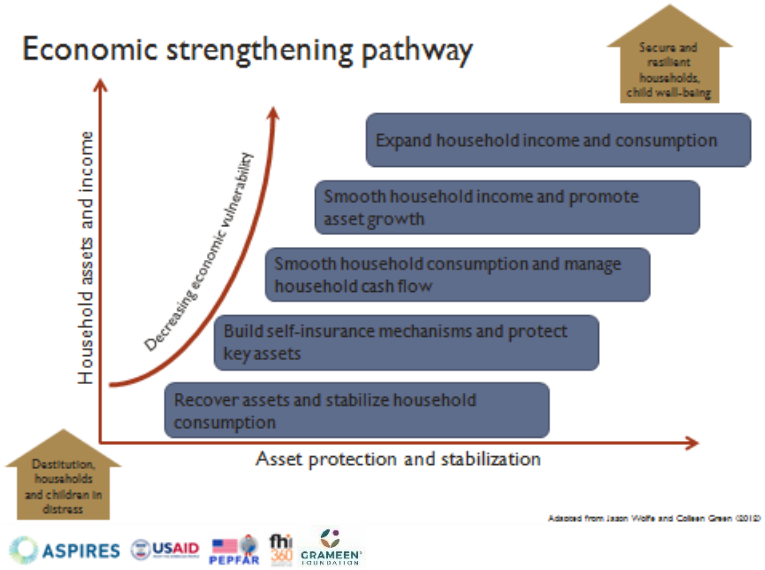
1. Introduce ES pathways & graduation models – 10 minutes

Show slide 18.

Say:
The economic-strengthening process is dynamic. Households move gradually toward security and resilience as they graduate from one level of economic well-being to the next. Each level has its own types of economic-strengthening interventions.

There are a number of ways to visualize this dynamic process. We have considered this model.

Show slide 19.



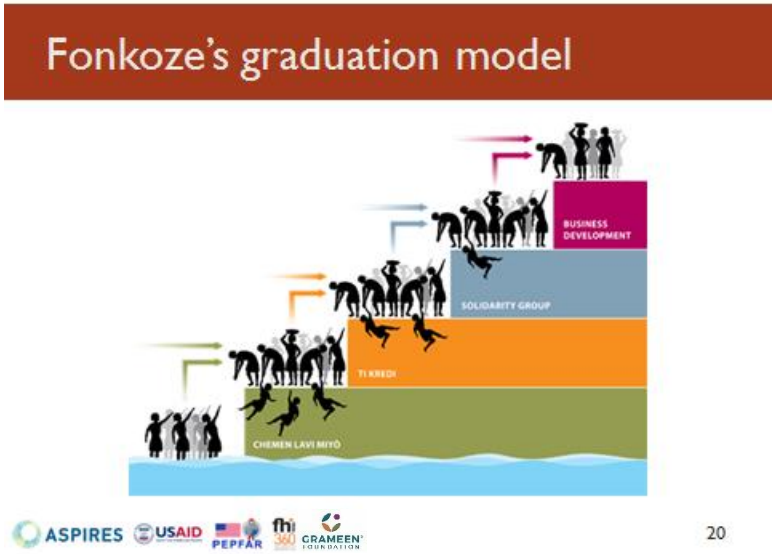
Say:
The PEPFAR pathway model moves from destitution at bottom left toward security and resilience at upper right.

Households enter the pathway at whichever level matches their vulnerabilities and resources. Different households will move at different speeds, depending on their capacities and motivation, as well as external factors.

Both "pathway" models and "graduation" models imply the idea of helping households move from one level of economic well-being to a higher level.

Show and explain slide 20.

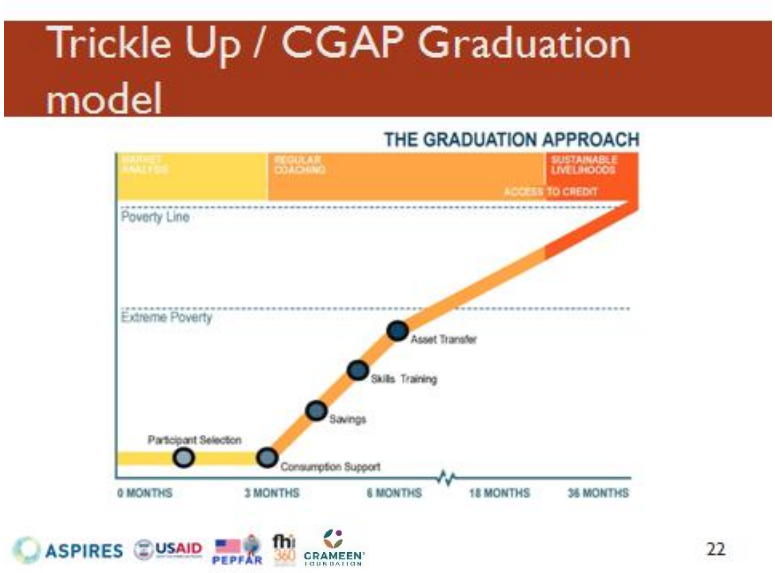
Show slide 21:



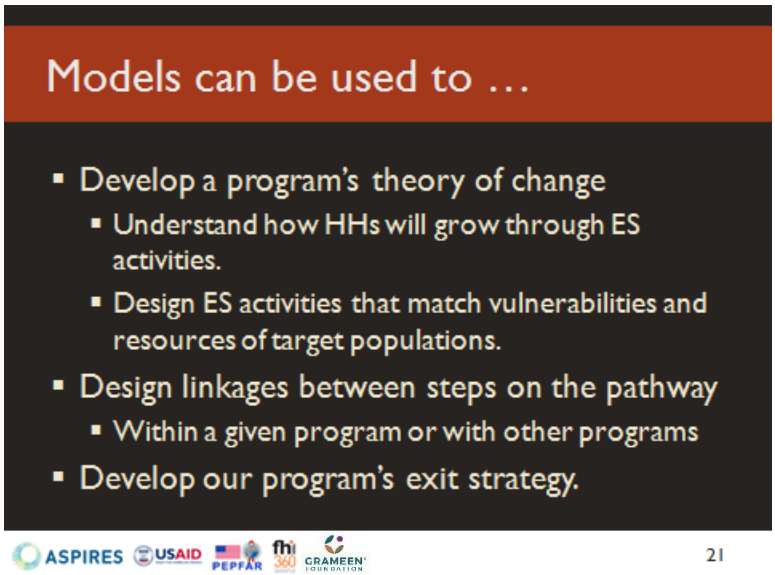
Say:

Fonkoze is an organization in Haiti that uses a graduation model to help people enter and move up a "staircase" toward prosperity and stability. Interventions, coaches, and other support mechanisms are built in at every level and designed to help clients graduate—when ready—to each successive level.

Show and explain slide 22.



Show and read aloud slide 23.



Say:
No matter how many levels or steps our program will have, it is essential to have a model that shows:

- How our activities will lead to the desired change
- How our activities fit into a projected pathway for our beneficiary households
- How our intervention will end, or our exit strategy.

Ask:

❓ **What questions do you have so far about the pathway models or the graduation models?**

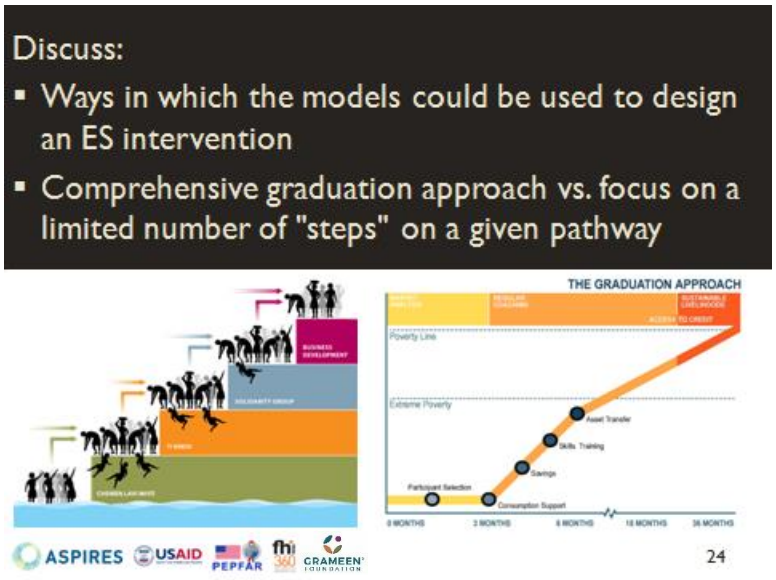
Encourage participants to respond to questions. If no participants volunteer, respond to questions.

2. Have pairs review the pathway and graduation models – 25 minutes

Put participants in pairs. Then say:

You have descriptions of 2 models on page 12 of your workbook. With your partner, discuss the following questions.

Show slide 24 and read the questions:



Ask:

❓ **What questions do you have?**

Respond to questions. Then say:

You have 15 minutes.

After 15 minutes, ask:

❓ **What model do you prefer?**

As participants respond, ask probing questions such as: Why do you prefer this model? How can you use it in your context? Then thank participants for participating.

3. Explain and facilitate Task 3 – 25 minutes

Say:

As we have seen, different types of interventions lend themselves to different target populations and to different types of outcomes. We would like to give you some time to think about economic-strengthening interventions and possible outcomes that might be relevant to your own country programs.

Put participants into groups of 3, being sure that they have the opportunity to work with different peers than in the previous task activity. Then say:

Please open your workbooks to page 14. Note this task goes through the next page.

Say:

In your groups:
1. Identify at least 2 ES intervention types that might be of interest to your country programs.
2. For each intervention type, select at least 1 possible target beneficiary group.
3. For each intervention type, identify at least 3 expected outcomes.
4. Take 1 of the 2 ES intervention types that you have identified and describe how this intervention might fit into a pathway model.

Remember to review how these interventions, target populations, and outcomes align with the objectives and target populations that you identified in Tasks 1 and 2.

Throughout the workshop, as you work through the tasks, you may go back to previous tasks to make changes.

After 20 minutes, say:

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

Ask:

❷ **Who would like to briefly share with us which interventions and target populations they are thinking about?**

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

Thank you for sharing! I really 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.

Activity 10: What Is the Evidence?

Objectives
By the end of this activity, participants will have:
1. Compared the evidence for each type of ES intervention to their own experience.
2. Analyzed how the evidence confirms or challenges ES interventions that are being implemented or considered.
3. Brainstormed ideas for how they can help strengthen the evidence base.

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

Time
50 minutes

Steps

1. Present summary of evidence for ES interventions – 20 minutes

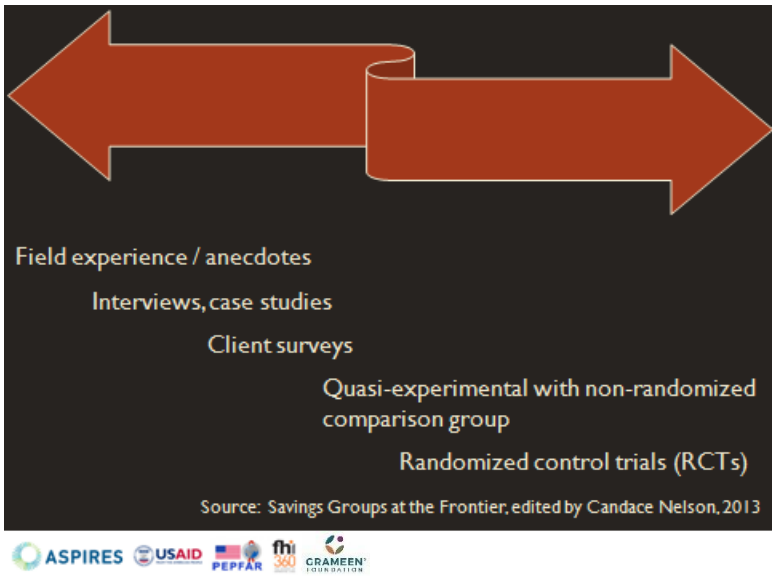
Show slide 25.

Say:
USG agencies have made it abundantly clear that any funded activity should be "evidence-based" in order to ensure that funds achieve the results they are intended to achieve.

Another way to say this is: Do the supported interventions lead to the desired outcomes or impacts?

Let us look at what we mean when we say "evidence."

Show slide 26.

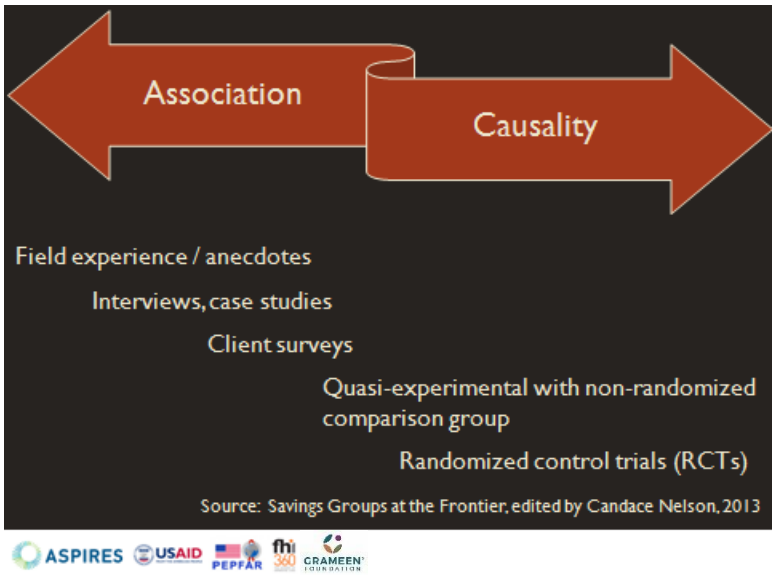


Say:

This is a diagram of the spectrum of evidence:
- Field experience/anecdotes
- Interviews, case studies
- Client surveys
- Quasi-experimental with non-randomized comparison group; and
- Randomized control trials (RCTs)

We can gather "evidence" from all of these sources, but some are more rigorous than others. The further to the right we move, the more confident we can be in the evidence.

Show slide 27.



Field experience and anecdotes may tell us that the intervention and the outcomes have an association—that they are occurring at the same time. But we do not know that the outcome or impact occurs because of the intervention.

As we move to the right, we begin to find evidence that demonstrates "causality"—meaning the interventions caused the outcomes and impacts.

❷ What questions do you have?

Respond to questions. Then say:

When USAID asks for "evidence-based programming," they are asking that we design programs that implement interventions that have demonstrated evidence that the interventions can cause the desired outcomes and impacts.

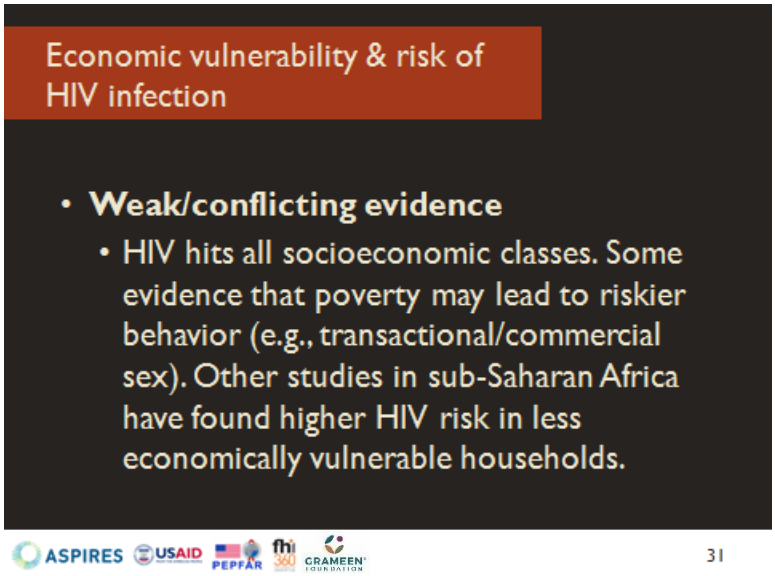
Let us look at some of the evidence for economic strengthening programming.

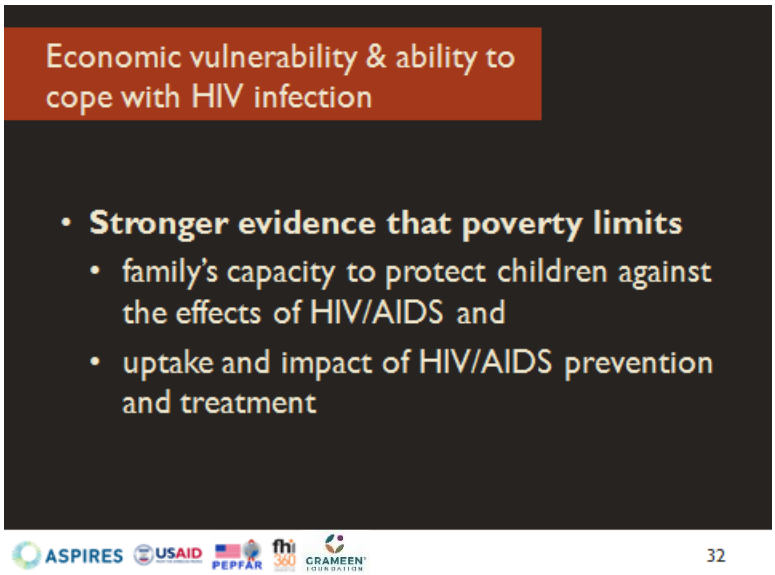
Show slides 28.

Say:
We also know there is strong evidence linking household economic status and child well-being.

Show and read aloud slides 29-30.

Show and read aloud slides 31-32.





Say:

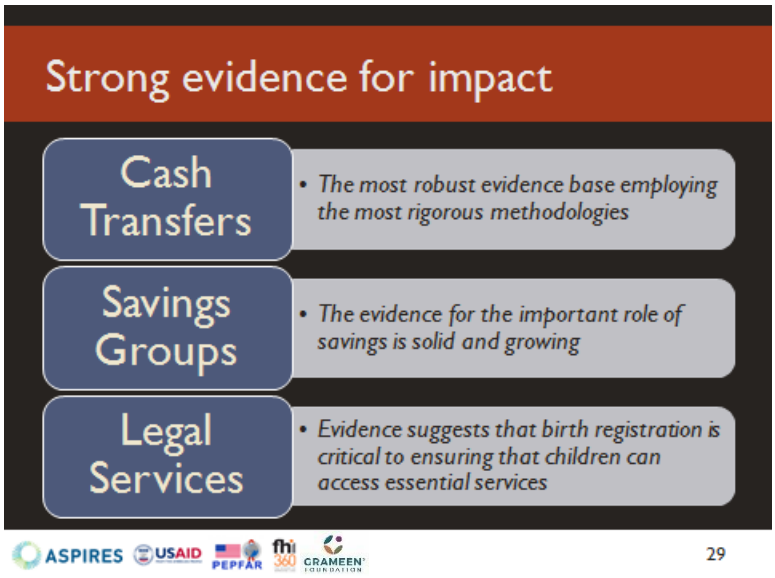
The evidence for the effectiveness of specific types of ES interventions is also quite mixed. Some types of interventions have very strong evidence, and some have weak or conflicting evidence.

Show the title of slide 33:

Cash transfers, savings groups, and legal services all have good evidence that supports these interventions. The strongest evidence we have is for cash transfers.

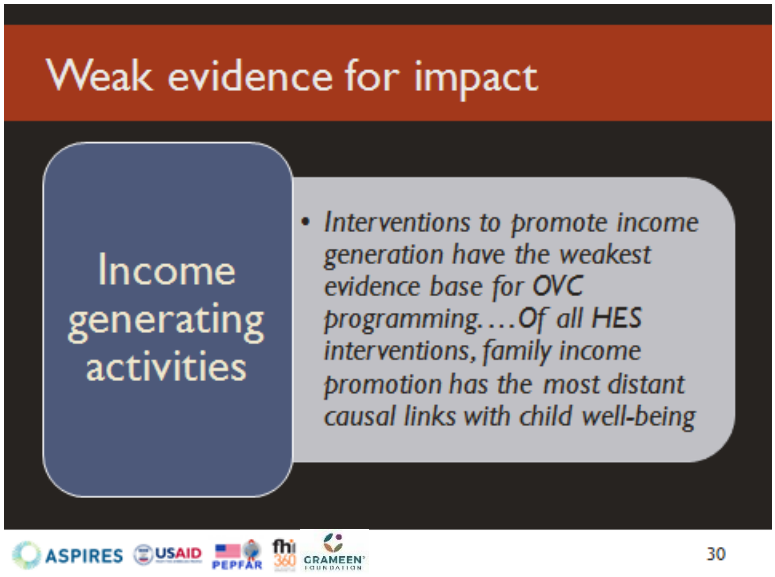
You have more detail on page 16 of your workbook.

Show animation, reading each text box as it appears.



Show slide 34 and say:

Income-generating activities are one of the most widely implemented types of ES interventions for vulnerable children, but they have the weakest evidence base.



Show slide 35 and say:

Most other types of ES interventions have mixed or inconclusive evidence. The main point is that there are no rigorous studies demonstrating impact.

Say:
As we have seen, while there is some good evidence for some ES interventions, it is not always clear. A few studies have even found that economic-strengthening interventions can sometimes have unintended negative effects.

Ask:

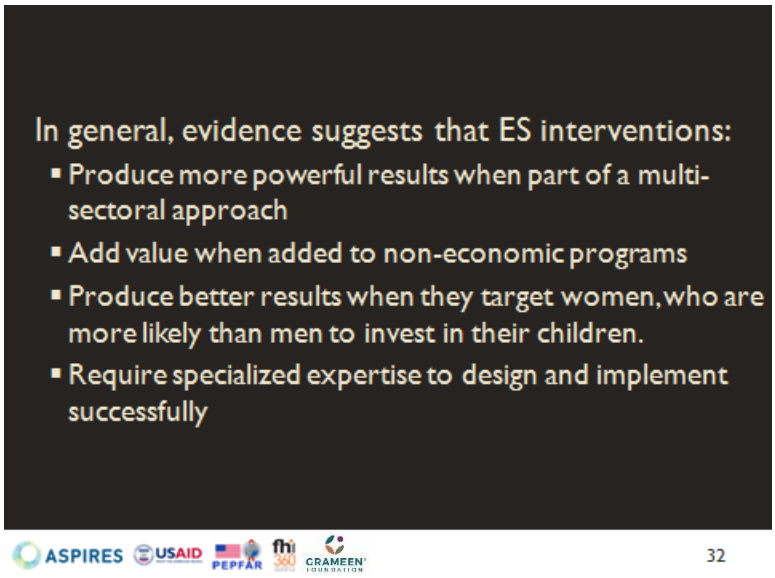
❷ **What might be some negative impacts of economic-strengthening interventions?**
[Possible answers: Increased child labor, reduced time under adult supervision, decreased school attendance as children help in caregivers' enterprises or care for siblings, increased exposure to gender-based violence (harassment, risks with increased decision-making agency or movement of girls/women within and beyond the community).]

Say:
Programs must monitor for negative consequences so they can make adjustments if necessary. The overriding principle is: Do no harm.

Ask:

❷ **What does "Do no harm" mean to you?**
[Possible answers: Target beneficiaries will not be made worse off by the interventions; Interventions do not increase people's vulnerabilities; interventions do not damage existing markets/structures.]

Thank participants for participating. Then, show and read aloud slide 36.



***Note**: An example of a multi-sectoral approach would be ES along with health, nutrition, social empowerment, etc. An example of adding value when added to non-economic programs could be enabling an HIV education program to better achieve safer sex outcomes.*

Whereas many programs have targeted women, there is increasing interest in the possible longer term benefits of men's tendency to reinvest earnings in business rather than in household needs.

Say:
On page 18 of your workbook, we have cited a few of the many gaps in the evidence base. You can look at those later, if you would like, to inspire your thinking about how your programs might help strengthen the evidence base.

Next, you are going to get a chance to discuss what this evidence means for your programs. Before we do that:

❷ **What questions do you have?**

Encourage participants to respond to questions. If no participants volunteer, respond to questions.

3. Have participants work in groups to discuss implications of the evidence base – 30 minutes

Say:
Now you will have the opportunity to apply these concepts to both activities currently on-going and then to other interventions you may like to try.

Have participants sit in country, region or project teams, pairing any participants who do not have colleagues in groups of two.

Please open your workbooks to page 19.

Say:
You are going to start with your existing ES interventions.

Discuss how to answer the following questions:
- Does the evidence base confirm the interventions for the target populations?
- Does the evidence base challenge the interventions for the target populations?
- Do you need to find out more before you can know whether the evidence base confirms or challenges the interventions?

After 10 minutes, you will do the same exercise for the possible ES interventions that you are considering implementing in your programs (identified in Task 3).

❷ What questions do you have?

Respond to questions. Then say:

You have 10 minutes to discuss your existing ES interventions.

After 10 minutes, say:

Now it is time to turn your workbooks to the next page and discuss what the evidence says about the possible ES interventions that you are considering implementing in your programs (identified in Task 3).

After 10 minutes, ask:

❷ What do you see differently now that you have considered the evidence base for ES interventions?

Thank participants for participating. Then say:

As you have seen, substantial gaps remain in our understanding of how economic-strengthening programs impact children, youth, caregivers, families, and people affected by HIV/AIDS. The

evidence base is constantly evolving, and as practitioners on the front lines of OVC programming, we have to make sure that we keep abreast of the evidence and that we help strengthen the evidence base when we are able.

Activity 11: MERL—The Basics

Objectives
By the end of this activity, participants will have:
1. Defined key elements of the MERL process
2. Sketched a causal model for an ES intervention

Preparation
- Flip charts
  - MERL
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
30 minutes

Steps

1. Introduce MERL – 10 minutes

Say:
Monitoring and evaluation is a cornerstone of successful interventions, but in many economic-strengthening programs in the past, it has not been a very solid cornerstone.

In the needs assessment that we conducted before designing this training workshop, M&E was cited as 1 of the weak spots in economic-strengthening programs.

In this workshop, we are going to focus on monitoring and evaluation, but I want us to note that in the development community, more and more people are talking about MERL and not just M&E.

Show the flip chart:

MERL
M
E
R
L

Ask:

❷ **What does MERL stand for?**
[Answer: MERL: Monitoring, Evaluation, Reporting, and Learning.]

Thank the volunteer and write the meaning on the flip chart:

MERL
Monitoring
Evaluation
Reporting
Learning

Say:
One reason that MERL has sometimes had a weak role in ES programs is that it is not always brought in at the very beginning of the planning process.

We have been talking about MERL from the beginning of this workshop, when we have considered:
- Why we want to do economic strengthening
- Which objectives we want to achieve
- Target populations
- Desired outcomes and how we might measure them

The MERL plan is developed in tandem with the program plan.

A first step in an MERL plan is a causal model. The causal model is a roadmap showing how we get from project activities to the impact we want to achieve. It embodies the "theory of change" underlying the intervention.

Let us look at the elements of a causal model.

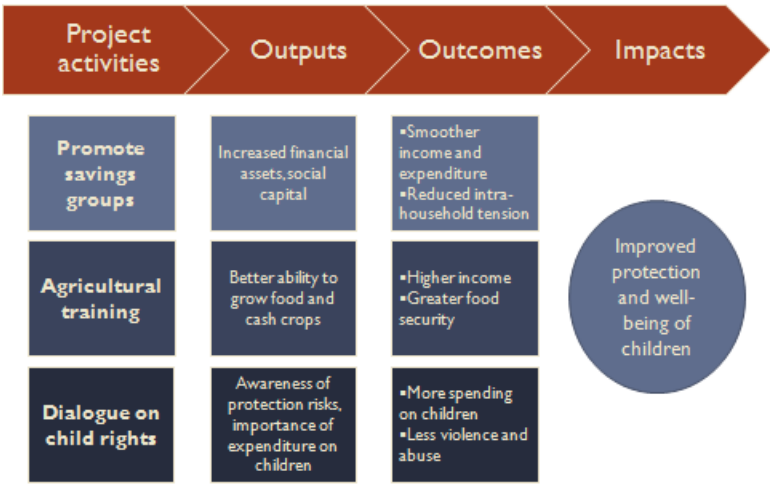
Show and explain slide 37.

Roadmap from project activities to desired impact

ASPIRES USAID PEPFAR fhi 360 CRAMEEN FOUNDATION 33

Say:
Now let us look at an example of a causal model with the desired impact to improved protection and well-being of children.

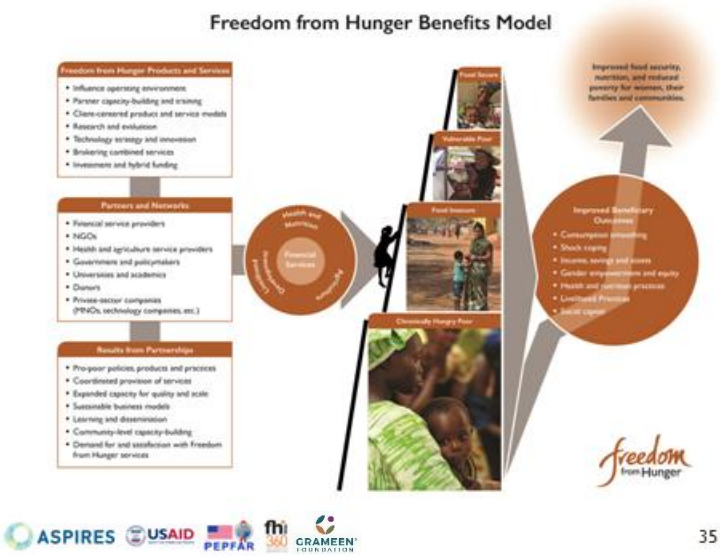
Click through slide 38, reading each text box as it appears.



ASPIRES USAID PEPFAR fhi 360 CRAMEEN FOUNDATION 34

Show slide 40.

Say:
Here is Freedom from Hunger's benefits model, or causal model.



Ask:

❓ **What questions do you have?**

Encourage participants to respond to questions. If no participants volunteer, respond to questions.

2. Have participants sketch a causal model – 20 minutes

Say:
Now you are going to have the opportunity to apply these concepts to your own portfolios. Please open your workbooks to page 22.

Look back at Task 3 and select one of the ES intervention types, along with the target population and outcomes. Then, sketch a causal model for the intervention.

You will not have time to develop a complete model. But you can begin sketching some illustrative activities, outputs, and outcomes, and the impact they would aim to achieve.

Ask:

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

Respond to questions. Then say:

You have 10 minutes.

After 10 minutes, ask:

❓ **Who would like to share their causal model?**

After a few volunteers have shared, thank them. Then ask:

❓ **How can a causal model help your ES programming?**
[Possible answers: It could help program design be more intentional; it could help ensure that interventions, target populations and desired outcomes are aligned.]

Thank participants for participating. Then say:

Once we have sketched our road map in a causal model, we can expand and refine it with intermediate results to produce a results framework, and then add indicators to produce a logical framework.

Most of you are probably familiar with these basic M&E tools. There are many models, and they use slightly different terminology, but they all serve the same general purpose: to help program designers think through the logical connections between program inputs and the results they are intended to achieve.

***Note**: Refer participants who would like more background on M&E to their Resource Materials, where they can find:*

- *A reference to a great resource for M&E and project design, the USAID Project Starter toolkit. It was developed by the Office of Trade and Regulatory Reform, so its examples all relate to trade, but it is relevant for all foreign assistance activities.*

Show slide 41.

Then say:

MERL costs money.

Show and read aloud slide 42.

Say:
The recommendation here is 10% for the M + E. That does not include the R + L.

❷ **What can contribute to the costs for R&L?**
[Possible answers: Translation, mailing, developing learning materials, hiring a learning expert, conference/site travel, webinars, any resources needed to put into action what is learned]

Thank participants for participating. Then say:

We will take a more in-depth look at evaluation and monitoring later in the workshop.

Activity 12: Introduction to Assessments

Objectives
By the end of this activity, participants will have:
1. Shared what they can learn from new assessments that have not previously used in their programming.

Preparation
- Flip charts
  - Market analysis can help understand . . .
  - Costs that are often overlooked
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
35 minutes

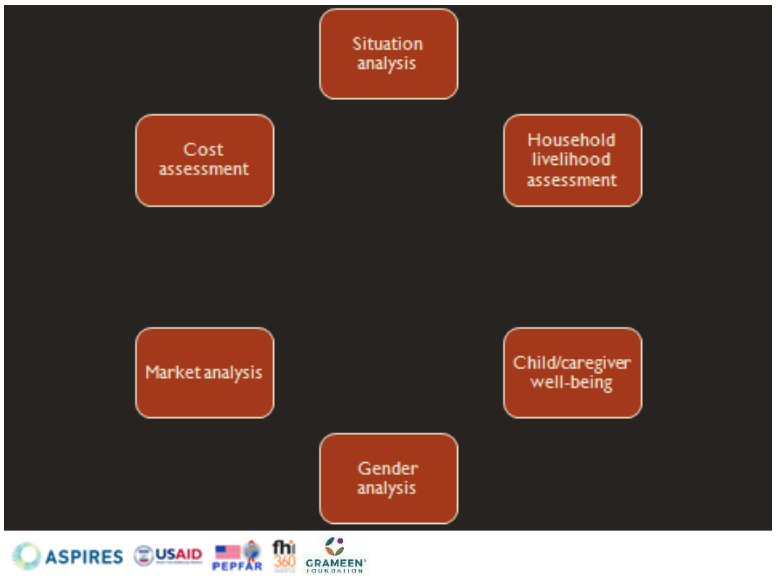
Steps

1. Introduce assessment types – 35 minutes

Show slide 43.

Say:
Every successful ES intervention is built on a good understanding of potential beneficiaries and their context. The main way to get that understanding is through assessments. We are going to look at 6 different kinds of assessments.

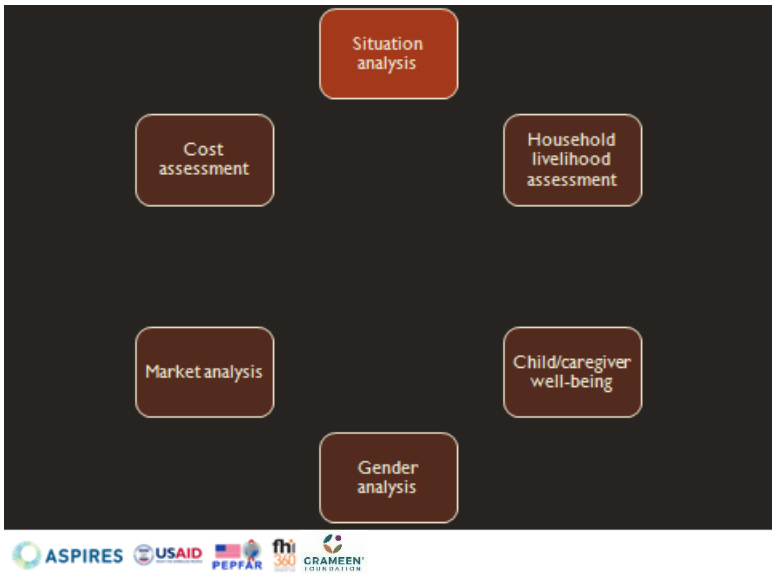
Show and read aloud slide 44.



Ask:

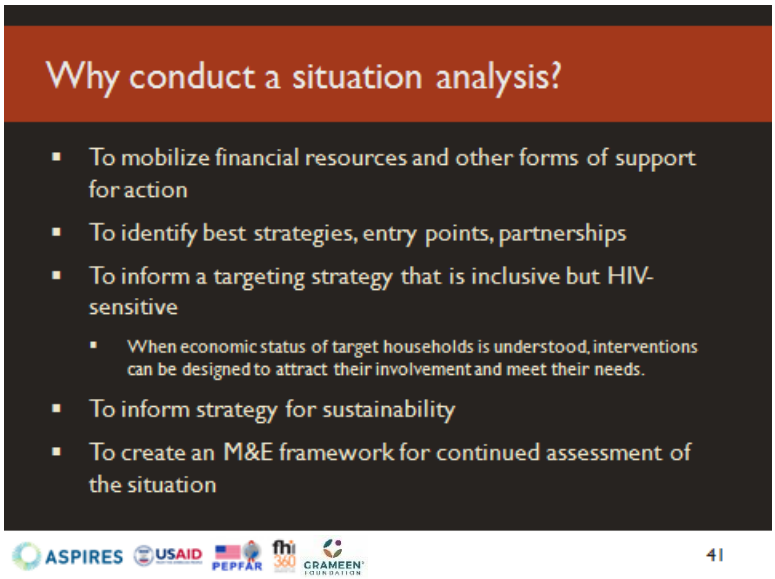
- **Which of these types of assessments have you used?**
- **What do you learn from them?**

Summarize the conversation. Then, thank participants for participating and show slide 45.



Say:
Let us start with situation analyses. A situational analysis highlights key characteristics of the program context before program design.

Show and read aloud slide 46.



Then say:

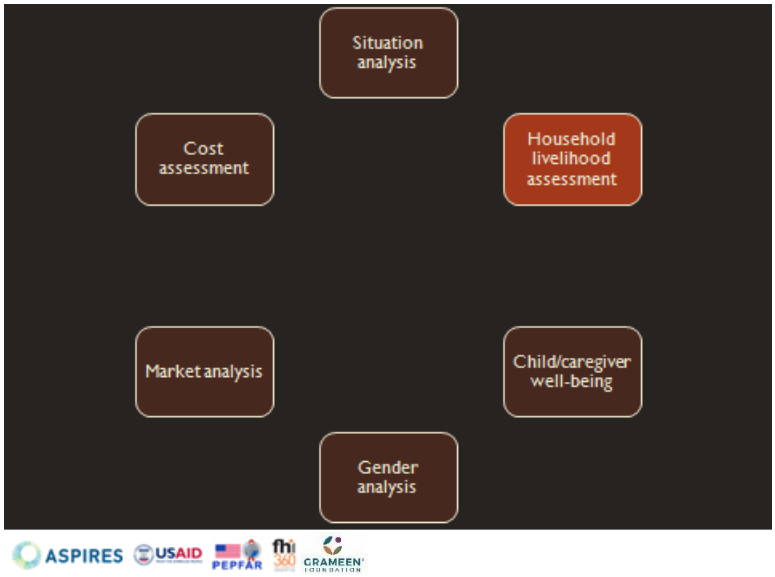
Situation analyses are conducted before program design.

Ask:

❓ **Why is it important to conduct a situation analysis before program design?**

[Possible answers: To learn about previous or existing ES interventions. To avoid duplication. To map community attitudes and practices, household vulnerabilities and coping strategies. To contextualize economic and social factors. To bring together stakeholders and build ownership through participative analysis process.]

Thank participants for participating. Then show slide 47.



Say:
Let us look at household livelihood assessments. These tools measure household and community assets, capabilities and liabilities, strengths and vulnerabilities.

Show slide 48.

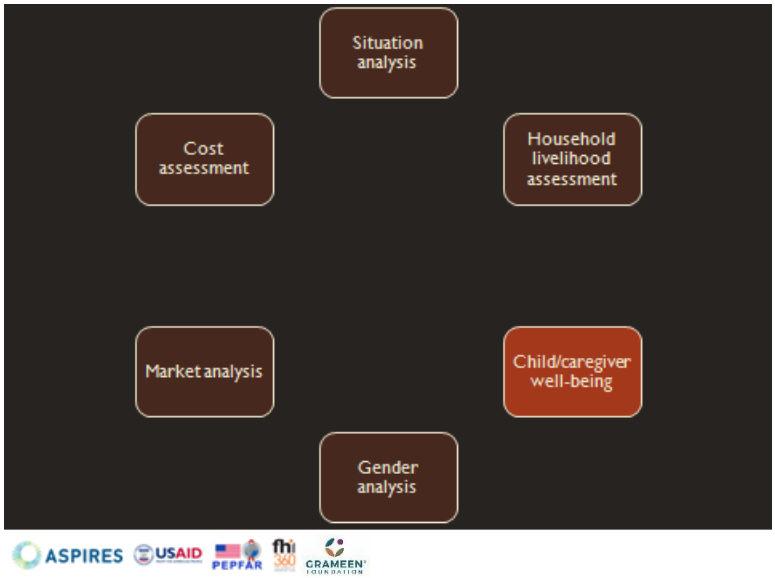
Then say:

The uses for household livelihood assessments include:

As you click through the text boxes, say:

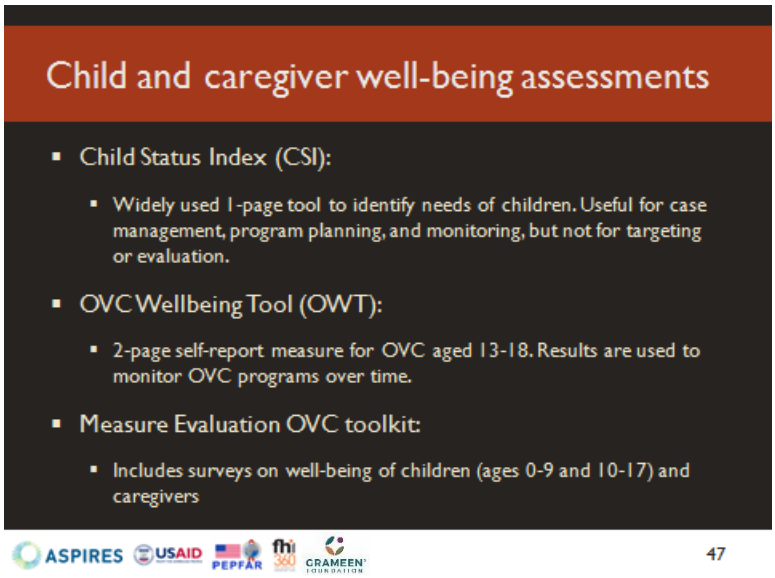
- Developing a holistic understanding of household and community livelihoods and well-being, including economic conditions, health, food security, political and environmental security.
- Determining household and community needs.
- Examining intra-household poverty and how it affects children and other household members differently.
- Understanding local opportunities and capabilities.
- Establishing a baseline from which to measure changes (positive and negative). This enables program course correction and assessment of program outcomes.

Show slide 49.



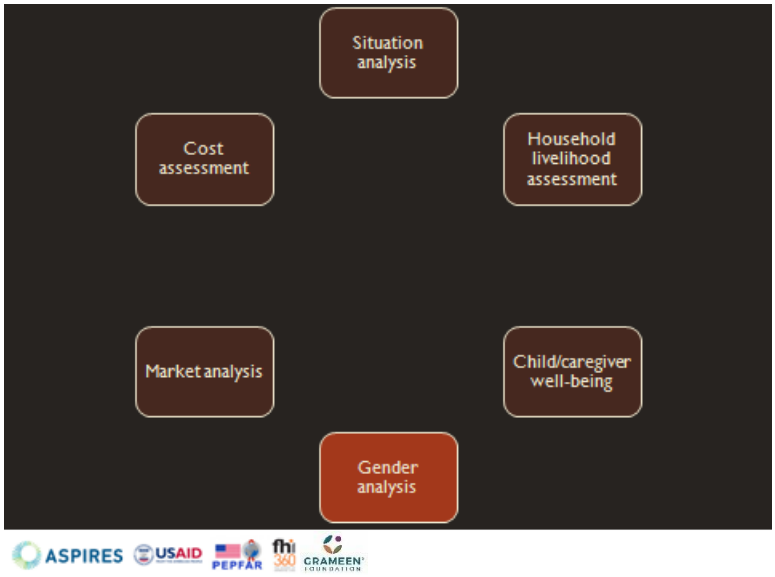
Say:
Let us look at child and caregiver well-being assessments.

Show slide 50.



Ask participants what kinds of assessments they use and why, noting that this is a rapidly evolving area.

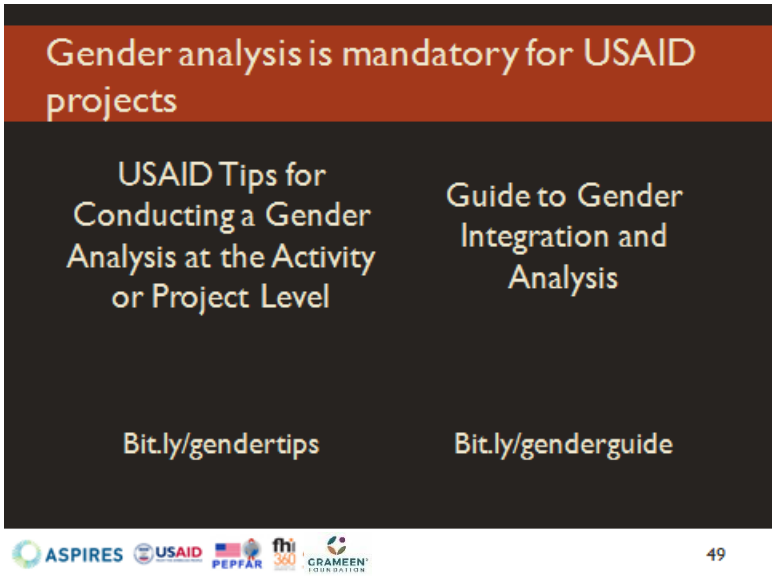
Show slide 51.



Say:
Let us look at gender assessments.

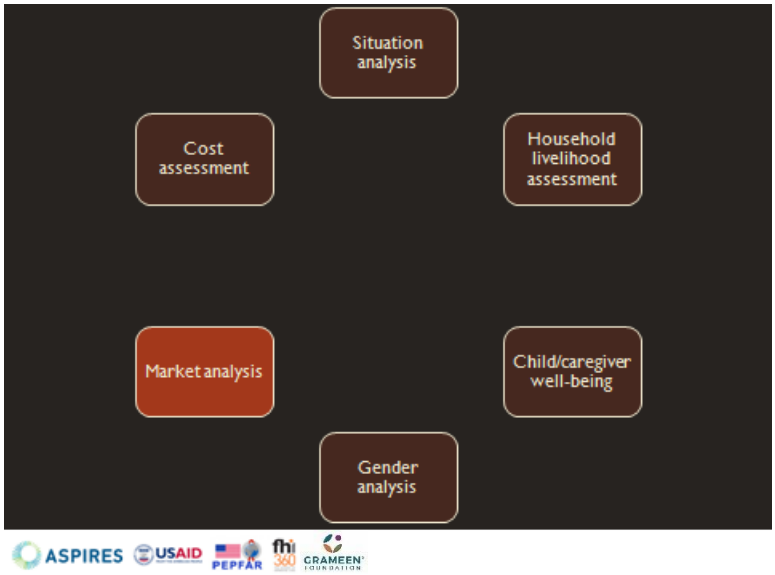
Show slide 52.

Show slide 53.



Say:
Although gender analysis is discretionary at the activity level and would likely not be required for an OVC award, it is mandatory for USAID projects (meaning USAID's portfolios of activities), and gender is an important project consideration. These are 2 resources on gender analysis – they are both in your resource materials.

Show slide 54.



Say:
Let us talk about market analysis. Sound market analyses are indispensable for successful ES interventions. Unfortunately, they are not always conducted when doing ES programming.

I am going to tell you a story about a good use of a market analysis.

Show slide 55.

Tell the story in the box below.

Market Analysis: A Success Story

- Market survey in Kenya identified an opportunity for mushroom production. Specialty vegetable markets, particularly in Nairobi, were searching for reliable suppliers of edible mushrooms.
- USAID/PEPFAR-funded project trained women from western Kenya in mushroom production, which requires minimal inputs and is highly accessible for people who can't do more labor-intensive farming.
- Proven market enabled several producers to continue sustainable agro-enterprises after the initial project phase.

After telling the story, ask:

❓ **What would have happened if the project had only considered crops that are less labor-intensive and not considered the vegetable markets?**
[Possible answers: The women would not have had a market for their crops; they would not have had much change in income; the activities may not have continued post-project.]

Thank participants for participating. Then, indicate the "Market analysis can help understand . . ." flip chart and ask:

❓ **What can market analysis help us understand?**

As participants respond, note their responses on the flip chart. Complete their responses with those in the table below if necessary.

Market analysis can help understand . . .

- *Local supply and demand of goods, commodities, services, and skills*
- *Accessibility of inputs, including commodities, capital or services, and sales outlets*
- *Poor households' connections to marketplaces in order to access goods and services and earn income*
- *How the environment (political, regulatory, etc.) shapes incentives and opportunities for households and enterprises to participate in the market*
- *Risks of ES interventions undermining existing markets*

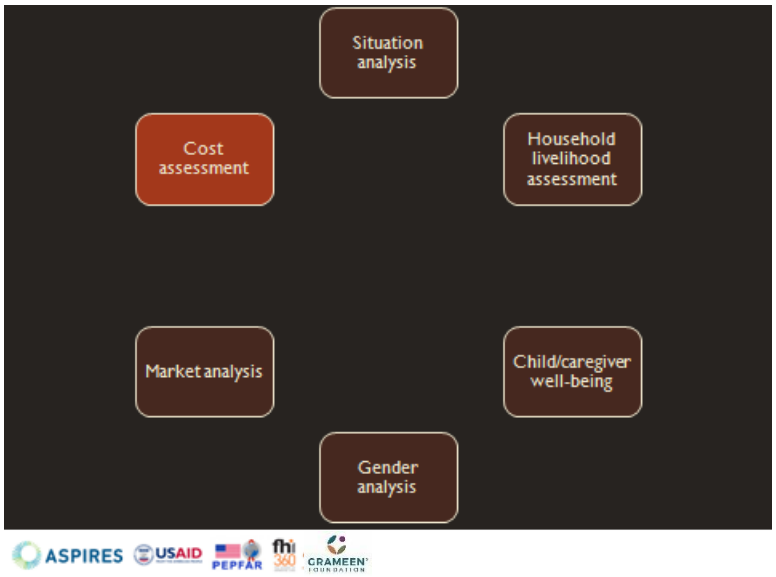
Thank participants for participating. Then ask:

❓ **What can donors do to encourage that ES activities take into account the market?**
[Possible answers: Require projects to conduct market studies; ensure that implementing partners have the capacity or partners to conduct market analyses.]

Thank participants for participating. Then say:

Market analyses do not have to be huge or expensive, but they should not be skipped.

Show slide 56.



Say:
Let us look at costs analyses. Often some costs are overlooked.

Indicate the "Costs that are often overlooked" flip chart and ask:

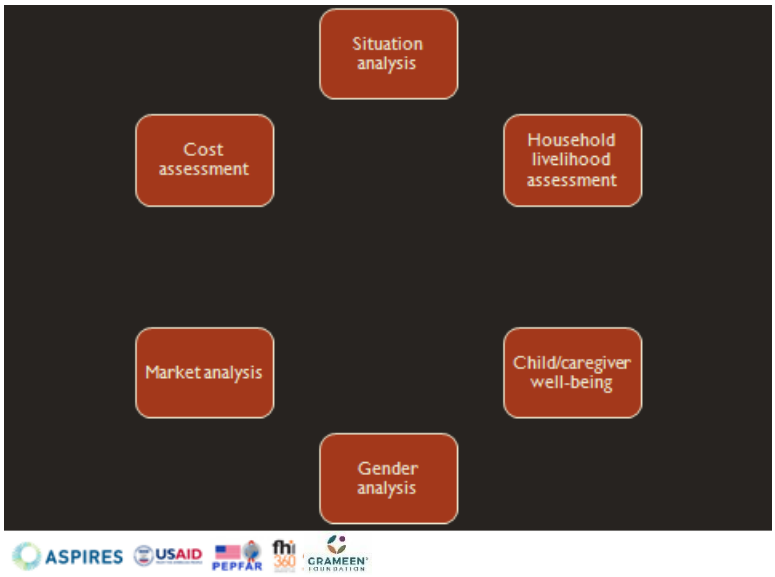
❷ **What costs can be overlooked?**

As participants respond, note their responses on the flip chart. Complete their responses with those in the table below if necessary.

Costs that are often overlooked

- *Market research to effectively design products and services for the target participant*
- *Community mobilization and marketing to introduce the project to the intended participants*
- *Development of market linkages to link supply chains or help producers gain access to better markets*
- *Mentoring and coaching of participants*
- *Monitoring to make good management decisions about the program*
- *Evaluations to ensure that proposed outcomes are achieved and that factors leading to successful and unsuccessful outcomes are understood*

Thank participants for participating. Show slide 57.



Then say:

We have reviewed 6 assessments. You may have used some of these assessments before, while others may be new to you.

❷ **Which of these assessments do you think you would like to try in your own programming? Why?**

❷ **What will you learn from this assessment that you do not learn from the assessments you have used previously?**

Thank participants for participating. Then say:

In the next activity, you are going to have a chance to review an assessment in depth. Before we do that:

Ask:

❷ **What questions do you have?**

Encourage participants to respond to questions. If no participants volunteer, respond to questions.

Activity 13: Review of an Assessment

Objectives
By the end of this activity, participants will have:
1. Analyzed 1 assessment tool.

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

Time
40 minutes

Steps

1. Have participants analyze a household livelihood assessment – 40 minutes

Indicate slide 57 and say:

We have reviewed 6 different kinds of assessments. You are now going to review 1 specific tool in depth.

Indicate 6 areas of the room, assigning each area 1 of the 6 kinds of assessments. Then say:

Please sit in the area for the assessment tool you would like to review, preferably a type of assessment that you are not familiar with.

Have participants sit in the area of the room for their assessments. If there are a large number of participants for an assessment, split the group into 2 smaller groups. It is ok if there are some tools with no participants.

For each of these 6 types of assessments, there are a large number of different kinds of tools. You have example assessments beginning on page 23 of your workbook.

Show slide 58.

Then say:

In your groups, review your example assessment and then discuss how to answer these questions.

Read the questions aloud. Then ask:

Ask:

❓ **What questions do you have?**

Respond to questions. Then say:

You have 15 minutes.

After 15 minutes, invite each group to share their discussion. After each group has shared, say:

Remember, these are just some of the tools available.

❓ **What are some other tools we did not discuss here that we should know about?**

If anyone volunteers to share about other tools, ask:

❓ **What can you learn from that tool?**

Thank participants for participating. Then say:

Now you have more tools in your toolbox. As for all tools, make sure that you pick the right one based on your context and your assessment objectives. Practice makes perfect! The more you use them in your programs the better you will become.

Activity 14: Using Assessments to Select Interventions

Objectives
By the end of this activity, participants will have:
1. Practiced prioritizing assessments for their ES interventions of interest.

Preparation
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)
  - Assessment Budget (1 per group)
  - Assessment Data Sheets (6 copies of each data sheet)
  - A timer
  - Red and green sticky dots

Time
2 hours

Steps

1. Have participants practice using assessments to select ES intervention – 1 hour 15 minutes

Show slide 59.

Then say:

Like MERL, assessments cost money. You are going to have a chance to practice prioritizing assessments for program planning.

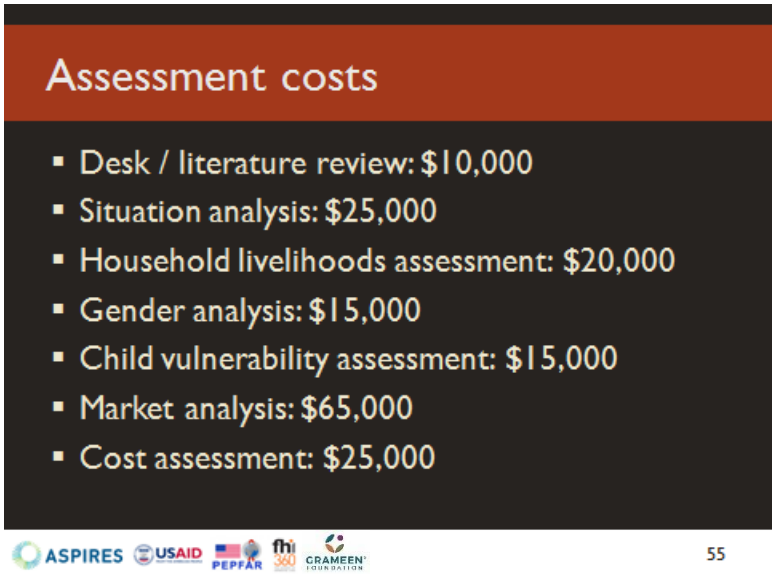
Form groups of 6 and give each group an Assessment Budget. Then say:

Please open your workbooks to page 32.

Invite a participant to read the background aloud. Then, invite a different participant to read the instructions aloud. Then, indicate the assessment data sheets and say:

I have the results of various assessments here.

Show slide 60.



Say:
Here is a list of available assessments, along with their cost. Of course, all numbers in this exercise—all costs as well as all data—are fictitious, like the Western Region of Cote Tanzibia.

Please decide as a group how you want to spend your $100,000 in assessment funds. Then come tell me which assessment or assessments you would like. Bring your assessment budget.

I will give you the data sheet for your assessment, which you can use to develop and justify your ES intervention.

Ask:

❓ **What questions do you have?**

Respond to questions. Then say:

You have 1 hour. Be ready to present and justify your project to the funding agency and to see whether your project is funded. Please write your project's name on a piece of flip-chart paper.

Procurement rules are strict—you will only have 5 minutes for your presentation!

***Note**: Do not allow participants to see assessment data before they decide to fund the assessment. They can, however, buy 1 assessment at a time if they wish. If groups come up with the idea to partner with other groups (i.e., split costs of assessments or simply share data with other groups) that should be allowed (and even rewarded during the "funding" part of the exercise below).*

After 1 hour, invite participants to post their flip charts with their project's name.

3. Have groups present their projects – 45 minutes

Say:
Now each group will have a chance to present and justify its project to the funding agency. As each group presents, the rest of you will play the role of the funding agency.

Remember, procurement rules are strict—you will only have 5 minutes for your presentation!

Invite a group to present, setting a timer for 5 minutes. After the group has presented, or after the timer has gone off, ask:

❓ **What clarifying questions does the funding agency have?**

After brief clarifying questions, repeat the process for the next group. After all groups have presented, distribute red and green sticky dots to all participants. Then say:

Now is your chance, as the funding agency, to vote on which projects to fund. Please place a green sticky dot on the projects you approve for funding and a red dot on the projects you do not approve for funding.

In line with good procurement practices, we discourage voting for your own project.

When all participants have voted, summarize the results. Then ask:

❓ **Thinking about how the various groups approached this task, which approaches or strategies did you think were especially strong?**

❓ **Which were less strong?**

***Note**: The intent is not to discuss specific "applications" but to identify strategies or elements that were particularly good. Thank participants for participating.*

Assessment Budget			
Assessment Type	Expenditure	Cumulative Expenditure	Balance
			$100,000
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Data Sheet: Literature review

Population	4,875,039
Population under 15 years of age	47%
Population age 60+	5%
Median age	16.7
Population living in urban areas	53%
Total fertility rate (per woman)	5.3
Life expectancy at birth m/f	48 / 49
Mother's mean age at first birth	17.8
Under-5 mortality rate (per 1,000 live births)	760
Maternal mortality ratio (per 100,000 live births)	388
Adult HIV prevalence	8.6%
Adults living with HIV	190,400
Women living with HIV	102,000
Children living with HIV	41,600
Orphans due to AIDS ages 0-17	92,500
Deaths due to HIV/AIDS (per 100,000 population)	162
Deaths due to malaria (per 100,000 pop)	101
Deaths due to TB among HIV-negative people (per 100,000 pop.)	54
Major infectious diseases, degree of risk	Very high Food or waterborne diseases: Bacterial diarrhea, hepatitis A and typhoid fever. Vector-borne diseases: Malaria, dengue fever and yellow fever.
Stunting prevalence in children	44%
Education expenditures (% of GDP)	3.1%
Literacy	Male: 51% Female: 29.5%
Child labor (ages 5-14)	35%
Gross national income per capita	$2,400
World Bank income classification	Lower
Population living below the poverty line	55%
Total expenditure on health per capita	$144
Total expenditure on health as % of GDP	7.1%
Drinking water source: Improved (urban/rural)	88%/54%
Sanitation: Improved (urban/rural)	31%/7%
Net migration rate	56 per 1,000 pop

Data Sheet: Situation analysis

Vulnerable children	
No. of vulnerable children	349,000
Under 5	121,000
5-9	98,000
10-14	86,000
15-17	44,000
School attendance rates ▪ **Primary** ▪ **Secondary**	 Girls: 78% Boys: 88% Girls: 34% Boys: 63%

Who else is working in the area?

- UNICEF: OVC policy work, support to local social welfare centers
- Save the Children: OVC care, including IGAs for caregivers
- About 25 local CBOs providing widely varying degrees of support for vulnerable children
- An international NGO did some financial management training but left during the political crisis without ever launching any other activities.

Focus-group discussion findings

- Women say that gender-based violence has always been a major problem in this area.
- Women say traditional chiefs are not open to listening to their problems.
- Men say that girls do not need to go to school beyond primary school; it is more important that they help around the house and in the fields and marry.
- Many young men and even young women are leaving for cities or going abroad because of a lack of employment opportunities.
- Men typically spend their time doing casual labor, livestock rearing and charcoal burning and very little on household- and family-related needs. They dedicate considerable time to leisure activities. As expected, household-related chores consume much of women's time with less spent on income generation. Women have no leisure time.
- Women's priorities for spending potential cash assistance are focused on basic family needs, particularly on food, clothes, education and health, while men are likely to prioritize livestock purchase alongside family needs. And men are more likely to invest in personal pleasures including alcohol, eating out or luxury items.
- Concerning the daily use of money, women are used to making independent decisions. They are in charge of purchasing household goods from markets. About 50% of women own mobile phones and use them for communication and money transfers.
- Some focus groups feared that economic assistance programs, especially cash transfers, would lead to increased domestic tensions (between men and women) and community tensions (jealousy from non-beneficiaries). About half of participants feared exclusion from traditional safety nets (i.e., in-kind support from the community).

Data Sheet: Household livelihood assessment (sample of 100)

	Average
Number of people living in household	6.3
Marital status of household head ▪ Single ▪ Married ▪ Divorced ▪ Widowed	 35% 30% 4% 31%
Number of household members who have never attended school	3.6
Number of rooms that household members occupy, not including bathrooms, toilets, storerooms, and garages?	2.4
The floor of the main dwelling is predominantly made of: ▪ Sand ▪ Smooth cement ▪ Tile ▪ Smoothed mud ▪ Wood ▪ Other	 11% 27% 12% 38% 5% 7%
What kind of toilet facility does your household use? ▪ Flush toilet ▪ Traditional latrine with roof ▪ Ventilated, improved latrine ▪ Traditional latrine without roof ▪ None	 5% 27% 18% 35% 16%
Electricity working in dwelling	23%
Household owns a bed	63%
Household owns an iron for pressing clothes	55%
Household owns a tape player, CD player, or HiFi	32%
Household owns a bicycle	23%
Someone in household cultivated a garden in past year	41%
Household member raised or owned livestock or poultry during past 12 months	24%
Household members raised goats during past 12 months	17%
How many goats does your household own at present?	2.4
Number of meals, on average, per day	1.9
Percentage of HHs living below national poverty line	69.3%

Data Sheet: Assessment and tracking of child/caregiver well-being

Child (sample of 100)	Average
1. Child frequently has less food to eat than needed, complains of hunger.	36%
2. Child has lower weight, looks shorter and/or is less energetic compared to others of same age in community.	41%
3. Child lives in a place that needs major repairs, is overcrowded, inadequate and/or does not protect him/her from weather.	29%
4. Child has no consistent adult in his/her life that provides love, attention, and support.	19%
5. Child is neglected, given inappropriate work for his/her age, or is clearly not treated well in household or institution.	21%
6. Child has no access to any legal protection services and may be at risk of exploitation.	25%
7. Child only sometimes or inconsistently receives needed health care services (treatment or preventive).	55%
8. Child is disobedient to adults and frequently does not interact well with peers, guardian or others at home or school.	24%
9. Child is learning and gaining skills poorly or is falling behind. Infant or preschool child is gaining skills more slowly than peers.	18%
10. Child enrolled in school or has a job but he/she rarely attends. Infant or preschool child is rarely played with.	15%

Caregiver (sample of 100)	Average
1. Sex of primary caregiver	F: 91%
2. Age of primary caregiver	49.3
3. Education level of primary caregiver	None: 32%; Primary: 59%; Secondary: 9%
4. Marital status	Single: 22%; Married: 44%; Divorced: 3%; Widowed: 31%
5. Employed outside the home	24%
6. Are you paid in cash or kind for this work or are you not paid at all?	Cash: 32%; In kind: 28%; Not at all: 40%
7. In the past 4 weeks, was there ever no food to eat of any kind in your household because of lack of resources to get food?	Yes: 42%
8. How many times did this happen?	Rarely 67%; Sometimes 24%; Often 19%
9. In the past 4 weeks, did you or any household member go to sleep at night hungry because there was not enough food?	Yes: 53%
10. How many times did this happen?	Rarely 72%; Sometimes 14%; Often 14%

Data Sheet: Gender assessment

The situation of women and girls in the Western Region is not encouraging. The total fertility rate of 6.3 is one of the highest in the world, especially among adolescents (over 147 births per 1,000 for girls ages 15-19). Contraceptive prevalence for women 15-49 is only 23.7%. Regarding nutrition, 38% of children under 5 are stunted; 16% are underweight; and 6% are wasted. Half of women and 75% of children under 5 years are anemic. In education, attendance rates in primary school are 88% for boys and 78% for girls, dropping to 63% and 34%, respectively, in secondary school.

Women make up only 31% of local government councilors. Women continue to be under-represented in public service, holding only 17.4% of the top civil-service ranks.

Domestic and gender-based violence (GBV) is common and often accepted as the norm by both men and women.

Women make up the bulk of the labor force in staple and horticultural crop production; 70% of all smallholder farmers are women, and women produce 90% of the region's total food production and 50% of total cash crop production.

The norm is for women to be involved in primary production and for men to be involved in marketing of the product, and subsequently control of income. Several key constraints impact women's productivity and profitability, such as access to land and credit, lack of supporting infrastructure, and the time burden experienced by women.

Men make up 88% of the formal labor force and out-earn women by a significant margin. Unemployment rate among women is higher than for men, and more than double that of men in urban areas. Women account for 80% of all unpaid workers. Female business owners face a difficult market, with several barriers to entry, including a complex and lengthy process of registration, poor access to credit, and challenges in access to land tenure and property rights.

The government has identified the following constraints on women's economic empowerment:

- Lack of access to and knowledge about credit
- Lack of rights to property
- Discriminatory or prejudicial attitudes toward women's entry into certain occupations
- Heavy workloads
- Lack of education, especially in management, business development and technology
- Lack of access to improved technologies

Opportunities to address these gender disparities could include promoting micro and small enterprises (including smallholder farms) and improving rural roads. Programs should place increased focus on the role of women in the household decision-making process, especially regarding the use and distribution of resources. One expected outcome could be to integrate vulnerable households into the modern economy and transition them from subsistence production, including improving household nutritional status via small livestock and vegetable gardens and connecting households to other service providers. Such efforts would change the gender dynamics and empower women.

Data Sheet: Market analysis

The Western Region of Cote Tanzibia is heavily dependent on agriculture and related activities, which engage roughly two-thirds of the population. The region is a significant producer of coffee and palm oil, much of it for the export market. GDP composition, by sector of origin:

- Agriculture: 55.9%
- Industry: 21.9%
- Services: 23.1%

- Agriculture products: Coffee, bananas, palm kernels, corn, rice, cassava (manioc, tapioca), sweet potatoes, sugar, cotton, rubber; timber
- Industries: Foodstuffs, beverages; wood products, truck and bus assembly, textiles, fertilizer, building materials, electricity
- Industrial production growth rate: 1.4%
- Labor force, by occupation:
  - Agriculture: 68%
  - Industry and services: 29%
- Unemployment rate: 45%
- Population below poverty line: 55%
- Airports with paved runways: 0
- Airports with unpaved runways: 4
- Roads: 6,996 km (754 km paved)

The Western Region has the lowest development indicators and the highest incidence of poverty in Cote Tanzibia. Poverty rates are highest among female-led households. The over-riding challenge is to ensure food security in drought-prone environments. Households that are not reliant on food-aid distributions spend as much as 70% of their income on food. Food availability in markets is highly seasonal and is dependent on both the seasonal production cycles and climatic conditions and transport conditions.

Access to credit is low (15%-20% of traders), which also hinders the capacity to increase supply.

Study findings indicate that cassava chips for animal feed is the sector with most potential for growth within the next 5 years. There is enormous demand potential. Challenges include weak organizational capacities of producers, lack of commercial skills, under-utilized value-added technologies, poor market linkages, and poor access to credit facilities.

There are two main platforms for social payments in the Western region: mobile money transfers and bank accounts supported by bank agents. Some 800,000 residents access mobile payments, and there are 1,500 mobile payment agents and 1,200 bank agents throughout the region. However, significant operating challenges still exist, including intermittent signal coverage, security, and liquidity management.

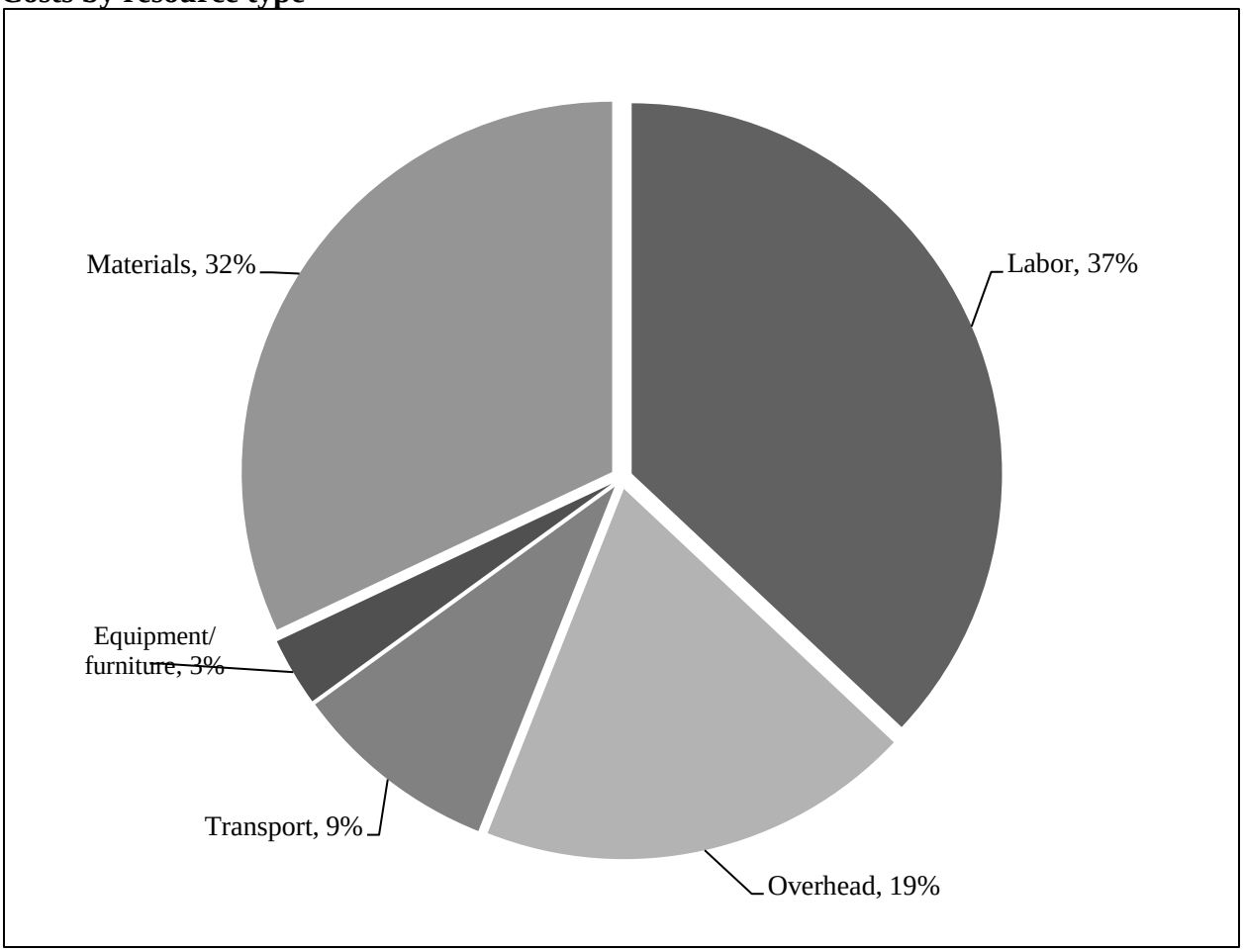
The need for credit is seasonal as households' peak expenditures are typically driven by school fees and intermittent medical expenses. There remains a culture of predominantly informal use of financial services; most residents have not yet interacted with any formal financial institution.

Focus-group participants want essential financial services nearby so they can both save and withdraw money.

Data Sheet: Cost analysis

Intervention	Minimum cost per beneficiary	Maximum cost per beneficiary
Savings and loan groups	$138	$185
Cash transfers	$115	$235
Food transfers	$89	$349
Income-generating activities	$24	$497
Skills training	$204	$628
Job creation	$188	$474
Food security/nutrition	$104	$302
Microinsurance	$153	$252
Legal services	$43	$175
Business loans/microcredit	$296	$1,103
Market linkages	$387	$704

Costs by resource type



Activity 15: Models for Integrating Additional Services

Objectives
By the end of this activity, participants will have:
1. Contrasted benefits and risks of mixed, complementary, integrated and linked ES interventions.
2. Explored ways to pair ES activities with health/HIV and other programming.

Preparation
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Pairing Scenarios (4, or 1 per group)

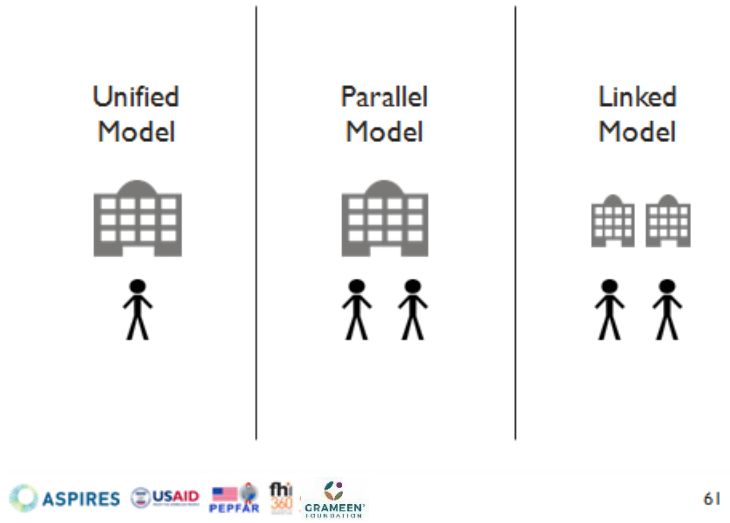
Time
45 minutes

1. Describe the 3 integration models – 15 minutes

Show and explain slide 61:

No ES intervention operates in a vacuum. Just as important as selecting and designing interventions is how your different interventions are integrated. There are different ways, or models, to integrate interventions. These integration models are grouped into 3 categories: unified, parallel and linked.

Show Slide 62.

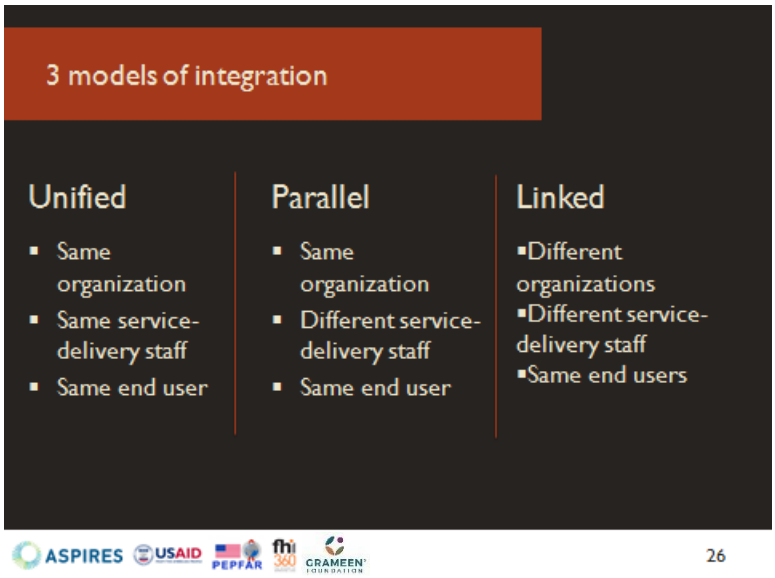


As you click through Slide 62, explain:

- **Unified Model.** One single organization forms savings groups and delivers additional services using the same personnel. No specialized staff required. The same person delivers both types of service—the savings group services and the additional services.
- **Parallel Model.** An organization has specialized staff that offer different types of services—e.g. savings groups and health services—to the same population. The organization may offer multiple products/services under different programs and health and/or other services delivered separately but coordinating its activities to provide nonfinancial services to savings group members. Alternatively, it may be an organization that hires staff that specializes in another type of service to provide savings group services at a local level. In this case, both services fall under the same management structure but are delivered by specialized staff.
- **Linked Model.** Two or more organizations working in the same geographical area coordinate their activities to provide savings group services and additional services to the same population. This model allows an organization to provide its savings group services, while another organization that specializes in another type of service provides additional services.

Of course, there can be "hybrids" of these models. Some organizations find that 1 strategy works well for certain services while a different strategy is needed to achieve their objectives for another type of service. In addition, a strategy may work well in some areas but not in others. We will look at each of these models in more detail later on.

Show slide 63.



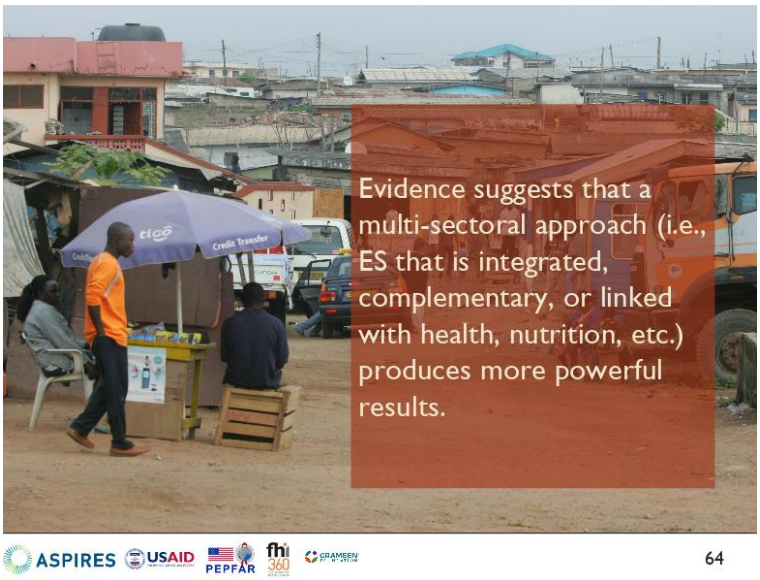
Ask:

❓ **What questions do you have on the basic differences of these three models?**

Respond to any questions.

Without linkages, there is no ES pathway or graduation ladder. Link different types of ES programs to build economic capacity and improve prospects for accessing services from formal financial institutions.

Show and explain Slide 64.

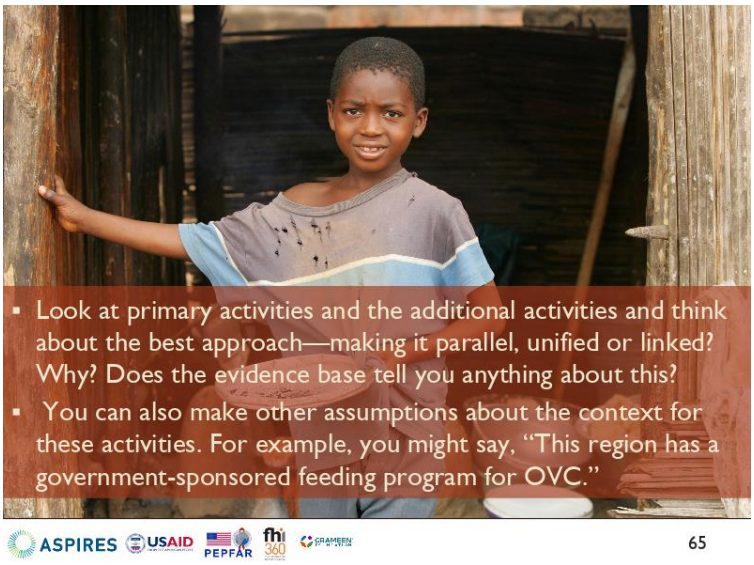


2. Have participants decide the most appropriate model for integrating additional services – 30 minutes

Put participants into 4 groups. Then say:

Please open your workbooks to page 34.

Assign each group 1 of the 4 scenarios. Then show and explain slide 65.



After explaining the task, say:

You have 10 minutes.

After 10 minutes, invite each group to share their discussion with the plenary. After all groups are finished, thank participants for their participation. Then say:

Later, you will have a chance to think about ways you might connect ES interventions with other programs in your country.

Activity 16: Integrating Additional Services in Context

Objectives
By the end of this activity, participants will have:
1. Explored ways to pair ES and other interventions in their country programs.

Preparation
- Other materials
  - *Advanced Savings Group Programming* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
30 minutes

Steps

1. Facilitate Task 6b: Models for Integrating Additional Services – 30 minutes

Say:
Earlier, we discussed models for integrating additional services. Now you are going to have the opportunity to apply these concepts to your own portfolios.

Put participants in groups of five. Then say:

Please open your workbooks to page 36.

Select an ES intervention type and target population and then discuss how you might connect such an intervention to:
- other ES interventions;
- social protection programs;
- HIV/AIDS clinical services;
- other HIV-related services; and
- other non-ES programs.

Please be as specific as you can in describing how the linkages would work, and for each linkage, note the expected benefits and risks.

After 25 minutes, invite a couple of volunteers to share their linkages ideas with the large group. Ask clarifying questions as necessary. Then, thank them for participating.

Activity 17: Scalability

Objectives
By the end of this activity, participants will have:
1. Proposed elements to consider in ES program design to enhance scalability.
2. Listed indicators to monitor and evaluate scalability.

Preparation
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Flip chart

Time
1 hour 5 minutes

Steps

1. Lead plenary discussion on scalability – 15 minutes

Show slide 66.

Say:

In the next sessions, we are going to talk about 2 important aspects of any intervention—scalability and sustainability. We will focus first on scalability.

Ask:

❓ **When we say that an intervention is scalable or not scalable, what does that mean to you?**
[Possible answer: Scalability is the extent to which an initiative can be expanded to reach a wider target population or achieve broader outcomes.]

Ask:

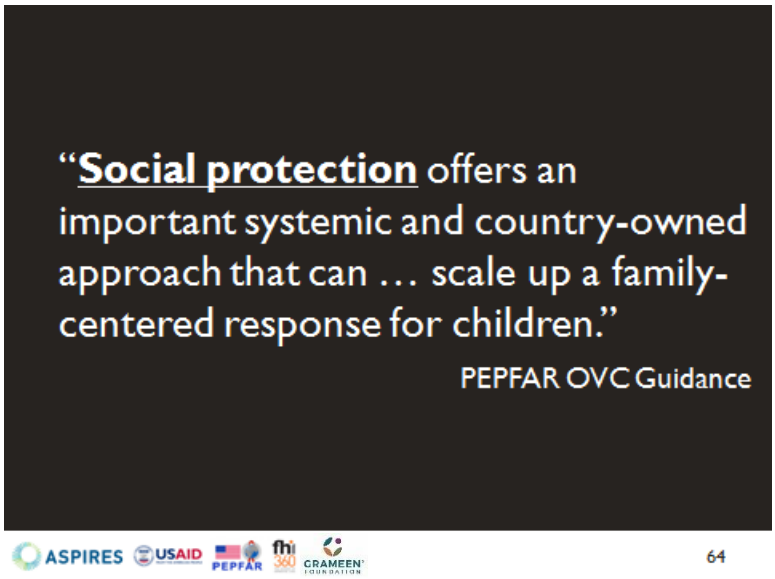
❓ **Why does scalability matter?**
[Possible answers: More beneficiaries can receive support; increases equity (rather than being limited to a particular project zone), lower unit cost.]

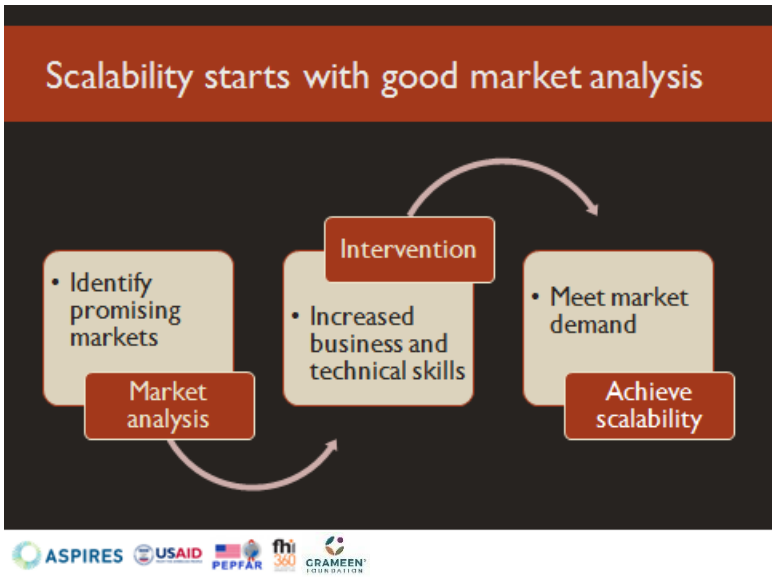
❓ **What factors promote scalability?**
[Possible answers: Cost efficiency, fit with market needs, integration with country-owned systems, government ownership.]

As participants cite factors that promote scalability, note their responses on a flip chart. Leave the flip chart up for Step 2. Then say:

For ES interventions that benefit OVC, two of the most important factors that can promote scalability are tying in to social protection or government programs and fit with the market.

Show and explain slides 67 and 68.





Say:
Scalability has to be built into projects from the start, during project design.

Ask:

What questions do you have about scalability?

Encourage participants to respond to questions. If no participants volunteer, respond to questions.

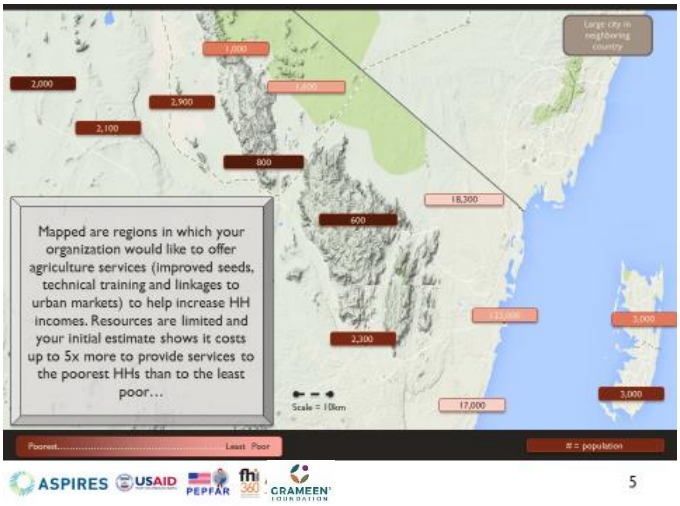
2. Lead small-group activity on program design for scalability – 50 minutes

Say:
Designing scalable programs is particularly challenging when 1 of our objectives is to work with vulnerable children and households. The most vulnerable can have the greatest and most numerous needs, require the most resources, and live in the least accessible environments.

We are going to work on selecting program design elements that maximize scalability while focusing on particular outreach goals.

Form 3 groups. Then assign:
- *1 group that will focus on reaching the largest number of beneficiaries*
- *1 group that will focus on reaching the poorest people*
- *1 group that will focus on balancing these 2 criteria*

Show and explain slide 69.



Say:
The map shows different populations with different average poverty levels. The numbers reflect the population size; the colors reflect the average poverty level. Note the different geographical features of each region: mountains, coast, island.

Your task, over the next 20 minutes, is to choose 1 or more ES interventions to implement, and to come up with a list of specific elements you can build into the program design to maximize scalability of your intervention, given your outreach targets; i.e., whether you are trying to reach the largest number of beneficiaries, the poorest people or a balance of both. When you share with the whole group, be ready to tell us about your program design elements and the assumptions you made.

After 20 minutes, ask each group to report to the plenary, starting with the group focused on reaching the largest number of beneficiaries, then the group focused on reaching the poorest people, then the "balance" group.

During the reporting, go back to the flip-chart list of scalability factors made in Step 2 and

- *circle factors that are referenced by the groups, using blue for "largest number of beneficiaries" group, red for "poorest people" group, and green for "balance of the 2 criteria" group and*
- *add (using the same color scheme) any factors that were not previously mentioned.*

After all groups have reported back, thank them.

Activity 18: Sustainability

Objectives
By the end of this activity, participants will have:
1. Articulated definitions of sustainability.
2. Formulated solutions to address sustainability challenges for different types of ES interventions.
3. Listed indicators to monitor and evaluate sustainability.

Preparation
- Flip chart
  - Challenges and Solutions
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)
  - Sticky notes (2 pads for each of 6 groups=12 pads)

Time
1 hour

Steps

1. Lead plenary discussion to define sustainability – 15 minutes

Say:

The term sustainable is used a lot in the development sector, but the question is:

❓ **What do we mean by "sustainable?"**
[Possible answers: Ensure continuation of activities / benefits after exit of USG assistance, leverage existing government programs and markets, build enabling environment/policy, build country ownership, increase USG efficiency, etc.]

❓ **Sustainable for whom? Do we mean sustainable for the child, or for the government, or for whom?**
[Possible answers: Sustainability can be defined differently at different levels:
- *Beneficiaries (OVC, caregiver, household)*
- *Community*
- *Local implementing partners*
- *Government/country]*

❓ **How do we know when something is sustainable? Is there a point where we can check the box and say, "OK, that is sustainable"?**

[Possible answers: Sustainability is not a certain point defined for all activities but a spectrum or range with milestones that can be defined for different activities.]

2. Lead small-group activity on identifying sustainability challenges, solutions, and indicators – 45 minutes

Say:
Let us look at some of the challenges to achieving sustainability. To do that, we are going to form 6 small groups. Each group is going to identify sustainability challenges and solutions for a different type of ES intervention.

Explain how to form the groups, then say:

Please open your workbook to page 38. I am going to tell you what your group needs to focus on. As I am naming the type of intervention for each group to focus on, write down your group's intervention type at the top of the worksheet.

- Group 1: Savings groups
- Group 2: Cash transfer
- Group 3: Skills training
- Group 4: IGAs
- Group 5: Food security/nutrition
- Group 6: Market linkages

In your group, please take 10 minutes to list about 5 challenges to achieving sustainability with the ES intervention type you were assigned. For each challenge, identify a possible solution that a USG intervention might be able to pursue.

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

Answer participants' questions. Clarify as necessary.

After 10 minutes, post the blank flip chart:

Sustainability Challenges and Possible Solutions	
Challenges	**Solutions**

Say:
Now it is time to present your sustainability challenge and solutions. I would like each group to name its assigned ES intervention type, 1 challenge, and a possible solution.

Ask:

❷ Which group would like to go first?

Let the first group present their assigned ES intervention type, 1 challenge, and solution. Note the challenge and the solution on the flip chart. Thank them and then say:

Other groups, please raise your hands if you have identified a different solution to address the same challenge.

If any groups raise their hands, ask:

❷ What is your possible solution for that challenge?

Note the new solution on the flip chart. If no group has identified a different solution to the same challenge, invite another group to present their ES intervention type, 1 challenge, and solution. Proceed the same way until all challenges/solutions have been shared.

After all groups have reported, say:

Again, if we want to actually make progress toward sustainability, we have to measure that progress. So let us spend a few minutes thinking about indicators we might use to track the solutions that we have identified.

Give each group 2 pads of sticky notes. Then say:

Please write possible indicators on these sticky notes—1 indicator per sticky note—and then stick it on the flip chart, next to the appropriate solution.

After 5 minutes, summarize the posted indicators.

Then say:

Two important points are:
- sustainability is defined differently at different levels, in different contexts and
- sustainability is not a yes/no checkbox but a path with milestones that need to be monitored.

We must define which levels and milestones of sustainability we intend to achieve with our interventions.

And again, as with scalability, 2 important considerations for building sustainability are how you connect with social protection or long-term government programs and how you connect with existing markets.

Activity 19: Organizational Capacity and Partnerships

Objectives
By the end of this activity, participants will have:
1. Assessed their organizational capacity to conduct ES activities.
2. Formulated common strengths, weaknesses, opportunities, and threats for organizations working with OVC to incorporate ES activities
3. Explored benefits and types of partnership that might be appropriate to help design and implement ES activities in their own or partner organization based on their SWOT analysis.

Preparation
- Flip Charts
  - With International Partners
  - With Local/National Partners
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
40 minutes

Steps

1. Introduce organizational capacity assessment tools and have participants assess their organizational capacity – 15 minutes

Show slide 70.

Say:
We have talked about many different ways to ensure that our ES interventions are successful, from choosing the right type of interventions for specific beneficiaries to promoting scalability and sustainability. All of these facets require expertise, some of which we may have, some of which we may not. So let us look at organizational capacity to implement ES activities.

There are many tools for assessing an organization's capacities. In this activity, we are going to focus only on an organizational capacity quiz and a SWOT Analysis.

The first is a quick quiz that may give you a hint as to your organizational capacity to conduct ES activities. Of course this does not take the place of a thorough analysis.

Please turn to the Organizational Capacity Quiz on page 39 of your Workbook. Take 5 minutes to complete it on your own, for your own organization.

After 5 minutes, ask:

❷ **What did you learn from this quiz?**

Listen to a few volunteers. Then say:

It is often challenging to do a self-assessment. If you want to use such tools, try to be as objective as possible so you can get the true picture. This quiz is a simple but powerful tool that can quickly inform of some areas that an organization might need help with.

2. Introduce SWOT analysis and brainstorm common SWOT for organizations working with OVC to incorporate ES activities – 10 minutes

Say:
SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. SWOT analysis is a simple and well-known tool that can be used to highlight the capacities or gaps of your own organization or a partner organization.

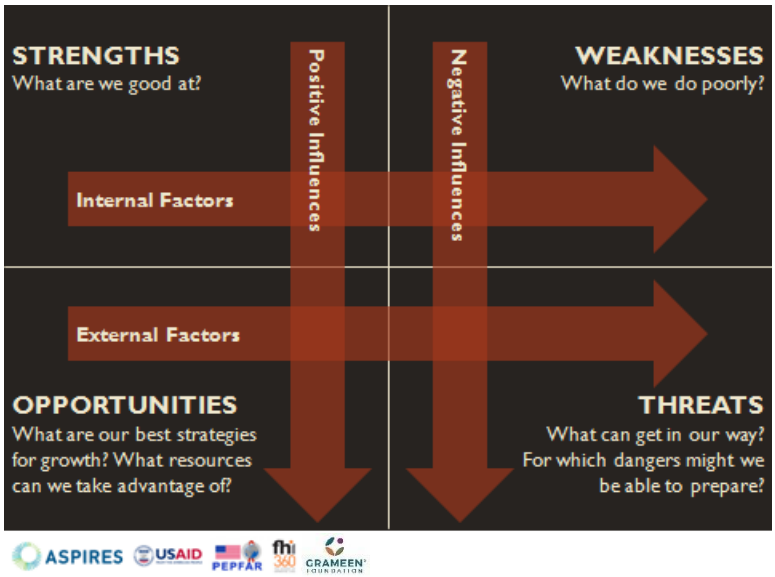
Show slide 71.

Ask:

❷ **What do you do with the strengths, opportunities, weaknesses, and threats that you identify?**

[Possible answers: Analyze how to take advantage of strengths and opportunities and how to avoid or mitigate weaknesses and threats.]

Show slide 72.



Say:

Strengths and opportunities are the positive factors that an organization can build on. Weaknesses and threats are the potentially negative factors that an organization should identify and work to avoid or mitigate.

Then ask:

❓ **Speaking in general terms, what are some strengths and opportunities of many organizations that work with OVC when they consider incorporating ES activities?**

[Possible answers:
- *Strengths: established target audience, trust built, strong knowledge of target audience and context.*
- *Opportunities: partnerships, funding availability, in-country expertise, training*

❓ **What are some common weaknesses and threats?**

[Possible answers:
- *Weaknesses: little or no technical capacity, perception of "needs" may be skewed, working with children presents challenges.*
- *Threats: changing market/context, competition.]*

Say:
It is helpful to be aware of our strengths and weaknesses, and it may be helpful to have an expert in economic strengthening participate in an assessment of an organization's capacities.

3. Have participants reflect benefits of partnership – 10 minutes

Say:
Weaknesses and threats can be addressed in different ways: additional training, additional staff, a different approach, etc. As you could see in the Organizational Capacity Quiz earlier, 1 important approach to overcome weaknesses is to form partnerships with organizations that have strengths that your organization may lack.

Post the "With International Partners" and "With Local/National Partners" flip charts. Then ask:

❓ **How can well-planned partnerships help address common weaknesses and/or threats?**

As participants respond, note their responses on the flip charts. Use the table below to complete any answers that may be missing.

With National/Local Partners	With International Partners
▪ Add expertise that your organization lacks ▪ Make you more competitive for funding ▪ Strengthen understanding of local context ▪ Improve beneficiary selection ▪ Build local capacity and community ownership ▪ Build sustainability	▪ Add expertise that your organization lacks ▪ Make you more competitive for funding ▪ Reduce your costs (cost sharing)

Thank participants for their participation.

4. Lead Task 7: Organizational capacity – 25 minutes

Have participants sit in country, region or project teams, pairing any participants who do not have colleagues in groups of two.

Open your workbooks to page 40.

Say:
Select one of the ES intervention types that you identified in previous Tasks and do a SWOT analysis of the capacity of either your own organization or a partner organization to carry out such an intervention.

Be as specific as possible, and identify and note how weaknesses and threats might be mitigated and what types of partnership might be appropriate (if necessary).

❷ **What questions do you have?**

Respond to questions. Then say:

You have 20 minutes.

After about 20 minutes, invite a few volunteers to share some of their thoughts.
Thank them and then say:

As you know, no organization is set up to do everything. Partnership may be an option that allows you to combine strengths and achieve better results together. In any case, the first step is to critically assess the capacities of your own and potential partner organizations.

Activity 20: MERL Data Needs

Objectives
By the end of this activity, participants will have:
1. Examined priority data needs and sources.

Preparation
- Flip Charts
  - Who? / What for?
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
40 minutes

Steps

1. Lead group discussions on burden of multiple data demands – 10 minutes

Say:
We said earlier that MERL is a cornerstone of economic-strengthening interventions.

Post the flip chart:

Who?	What for?

Ask:

❓ **Based on your experience, who needs all this data, and what do they need it for?**

Write responses on the flip chart. For each "who" that is mentioned, ask probing questions to elicit a response to: "what they need it for." Complete their responses with those in the table below if necessary.

Possible answers	
Who?	**What for?**
▪ Program planners ▪ Managers ▪ Implementers ▪ Host-country governments (national, regional, local) ▪ Donors ▪ Civil society ▪ Beneficiaries ▪ Journalists	▪ Understand potential target populations and their environment ▪ Design and budget effective ES interventions ▪ Monitor whether interventions are meeting targets; make program adjustments (L=learning) ▪ Evaluate whether interventions are having an impact ▪ Coordinate interventions ▪ Make policy ▪ Account to stakeholders, including donors (R=reporting) ▪ Build confidence in ES strategies ▪ Incorporate lessons learned into the next round of program design (L=learning) ▪ Ensure continued funding

Say:
Clearly, many different entities need this data, and they use the data for a variety of specific purposes.

However, at the same time that we need data, collecting data can be a burden in terms of budget and staff time. We should focus on collecting data that we will use.

2. Discuss which kinds of data are needed and where to get it – 30 minutes

Say:
Let us look at the kinds of data we need for an economic-strengthening program and where to get it.

❓ **Which kinds of data do we need?**

[Possible answers:
- *Data on context, beneficiaries, costs, etc., for program planning*
- *Inputs required for implementing activities, including operations/management*
- *Description of the activities themselves*
- *Outputs (immediate effects)*
- *Outcomes (intermediate effects)*
- *Impacts (long-term effects)]*

Ask:

❓ **What are some of the ways we can get the information we need?**

[Possible answers:
- *Routine project monitoring*
- *Beneficiary assessment*
- *Focus group discussion*
- *Key informant interview*
- *Knowledge, attitudes, and practices (KAP) or knowledge, attitudes, skills, and behaviors (KASB) survey*
- *Rapid assessment*
- *Special study, evaluation]*

Then ask:

❓ **Keeping in mind that our budgets are always tight, where might we be able to get useful data without collecting it ourselves?**

[Possible answers:
- *Align M&E plan with periodic national surveys (Demographic and Health Surveys (DHS), AIDS Indicator Surveys (AIS), Multiple Indicator Cluster Surveys (MICS))*
- *Partner with or piggy-back on other donors/implementers conducting studies*
- *Sharing information from local studies]*

Say:
Even with a variety of information-gathering methods at their disposal, most economic-strengthening programs rely on output indicators to measure project success, such as number of participants, amount of money saved or repaid, and so on. These are important, but they do not allow us to assess the effects of an intervention on a child's well-being.

❓ **Which type of indicators do we need to monitor these effects?**
[Answer: Outcome indicators.]

Note: *Impact indicators are another level above outcome indicators, and are generally monitored or evaluated as part of a project.*

Say:
As we saw in the activity on Evidence, outcome indicators are rarely reported. They are expensive to monitor, and it is hard to attribute observed outcomes to a specific intervention. Often this requires an outcome evaluation; we will talk more about evaluations tomorrow.

But despite these challenges, economic-strengthening interventions will not be telling their full story, and will not receive the full support they need and deserve, unless they are able to monitor and report on how they are improving the well-being of children.

❓ **Short of an outcome or impact evaluation, what are examples of child-level outcome indicators that economic-strengthening interventions might be able to monitor?**

[Possible answers:

- *% of children who are malnourished*
- *% of households able to access money to meet important family needs*
- *% of households that are food-insecure due to lack of resources % of children with a birth certificate/registration*
- *% of children enrolled in school, attending regularly, and progressing to next grade*
- *% of children tested for HIV and % of HIV-positive children on treatment% of children demonstrating attachment with a primary caregiver*
- *% of children with basic shelter]*

Say:
Monitoring these child-level outcomes will help you to show whether your intervention is producing the results that you want. A second category of indicators that is essential to monitor is unintended negative effects. Here it can be very valuable to engage community or family members (women, girls, boys, and men) in identifying and mitigating risks that need to be monitored.

❷ **What are examples of indicators for negative effects of an economic-strengthening intervention?**
[Possible answers: Indicators related to increased child labor, reduced time under adult supervision, decreased school attendance and/or performance, decreased playtime, increased exposure to gender-based violence (harassment, risks with increased decision-making agency or movement of girls/women), other security issues if cash is involved (e.g. cash transfers), how gender relations change due to evolving economic circumstances, community-level changes (stigma, market imbalances, soured relationships).]

Say:
Finally, we should remember that we work in the real world. Not all programs need to conduct all types of M&E activities and report on all types of indicators. An OVC project with a $600,000 income-generating activity component is not going to be able to afford to conduct an external impact evaluation.

Still, we can be resourceful about which data we can use and how we might obtain it. The main thing is to think about these issues ahead of time, during project planning, because that is our best chance to incorporate creative and less expensive MERL activities.

Activity 21: MERL Practice

Objectives
By the end of this activity, participants will have:
1. Reviewed sets of standard or illustrative ES-related indicators used or recommended by PEPFAR and other organizations.
2. Practiced developing a results framework and logical framework.

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

Time
1 hour 5 minutes

Steps

1. Review standard/illustrative indicators – 15 minutes

Say:
We have discussed data needs, data sources, and a few M&E tools. We want to return briefly to the basic building blocks of MERL—indicators. Without good indicators, you cannot accurately measure the changes that your economic-strengthening intervention is producing. M&E experts have devoted years to designing and testing indicators for all types of development assistance, and are working to develop affordable ways of assessing the impact of economic-strengthening programs on children and caregivers.

Most of you are familiar with the PEPFAR indicators for OVC programming, which are very limited process or output indicators. The PEPFAR OVC Technical Working Group has been working with Measure Evaluation to develop "Core Indicators for OVC Program Evaluation."

Turn to the "Indicators List" starting on page 42 of your Workbook. The list covers examples from a variety of sources.

Take 10 minutes to begin to look these over, paying attention to any that might be useful to you.

A little later we are going to ask you to draft a results framework and logical framework for 1 of the economic-strengthening intervention types that you are interested in.

After 10 minutes, ask:

❓ **What questions do you have about those indicators so far?**

Answer or invite some volunteers to answer participants' questions. Clarify as necessary.

2. Review good practices in MERL – 20 minutes

Show slide 73.

Say:
There are lots of materials out there that go into much greater depth about M&E, as well as R&L. We have mentioned the USAID Project Starter toolkit. UNAIDS and UNDP also have good materials on MERL. These are listed in the in your USB. Let's take some time to look at some guiding principles.

Please open your workbooks to page 54.

Take 10 minutes to look through the list of recommended MERL practices and circle the ones that are in your experience the most important.

Put an exclamation point next to ones that you think will be helpful to you in the future.

After 10 minutes, ask:

❓ **Which guiding principles and practices are the most important for you? Why?**

After 3 or 4 volunteers, thank participants and then ask:

❓ **What practices would you add to this list?**

Thank participants for their participation.

3. Have participants create a results frameworks – 30 minutes

Put participants into small groups, being sure that they have the opportunity to work with different peers than in the previous task activity. Then say:

Please open your workbooks to page 57. In your groups:

- Review the ES interventions and target population for which you sketched a causal model in Task 5.
- Select 1 intervention and develop a results framework for this intervention.
- Complete the "Indicators" column for your intermediate results in the logical framework template.

Ask:

❓ **What questions do you have about the tasks?**

Respond to questions and clarify as necessary. Then say:

You have 20 minutes.

After 20 minutes, say:

This exercise should be especially valuable when it comes time for you to prepare the brief presentation on the last day of the workshop. You have a blank results framework on page 58 of your workbook in case you would like to use it as you prepare for your presentation.

Activity 22: Economic-Strengthening Evaluation Types

Objectives
By the end of this activity, participants will have:
1. Matched evaluation types with purposes for the evaluation

Preparation
- Flip charts:
  - Before the activity begins, post 5 flip charts with the purposes of different evaluation types around the room, with equal space between them, folding the bottom of the flip chart up so that the writing is not visible.
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Pieces of writing paper with the following evaluation types written on them:
    - Formative evaluation
    - Process / performance evaluation
    - Outcome evaluation
    - Impact evaluation
    - Economic evaluation

Time
35 minutes

Steps

1. Facilitate participants' review of purposes, types, and methods of evaluations – 35 minutes

Show slide 74.

Say:
We have looked at some of the key elements of MERL for economic-strengthening interventions. Let us continue looking at evaluation.

Different types of evaluations serve different purposes. Let us look at the different types of evaluations.

Put participants into 5 groups. Give each group a piece of writing paper with a type of evaluation written on the paper. Then unfold the flip charts so that the purposes of the various evaluation types is visible.

Gain insight into the nature of a problem so you can design an intervention to address it	Assess program implementation and outputs	Determine to what extent an intervention achieved intended outcomes in order to adjust ongoing programs, assess partner performance, assess success of project
Measure change in an outcome that is attributable to a defined intervention by comparing actual impact to what would have happened in the absence of the intervention (the counterfactual scenario)	Identify, measure, value, and compare the costs and outcomes of alternative interventions	

Say:
Each group has 1 evaluation type on its piece of paper. The flip charts list the purposes of each evaluation type. As a group, decide which purpose goes with your evaluation type and post your paper next to your definition. There is 1 purpose per evaluation type.

Using the table below, check to see that the groups are matching the evaluation type with the correct definition. If there is confusion, ask probing questions to help groups identify the correct definition.

Purposes of Evaluation Types	
Evaluation Type	**Purpose**
Formative evaluation	▪ Gain insight into the nature of a problem so you can design an intervention to address it
Process / performance evaluation	▪ Assess program implementation and outputs
Outcome evaluation	▪ Determine to what extent an intervention achieved intended outcomes in order to adjust ongoing programs, assess partner performance, assess success of project
Impact evaluation	▪ Measure change in an outcome that is attributable to a defined intervention by comparing actual impact to what would have happened in the absence of the intervention (the counterfactual scenario)
Economic evaluation	▪ Identify, measure, value, and compare the costs and outcomes of alternative interventions

Say:
Formative and process or performance evaluations are relatively easy, inexpensive, and common—and very useful for program planning and management. Outcome, impact, and

economic evaluations are more complex, expensive, and rare—and sorely needed in the evidence base to demonstrate impact.

Now, let's listen to some of your own experiences with evaluations.

Ask:

❷ **Who would like to tell us about an evaluation that they have been involved in?**

Thank the volunteers and ask:

❷ **What was being evaluated? What were some of the results and challenges? How were the results used?**

After about 10 minutes, say:

Thanks to all of you for sharing your experience with us, and please continue to share with one another.

Activity 23: Evaluating Economic-Strengthening Interventions

Objectives
By the end of this activity, participants will have:
1. Identified purposes, types, methods, and key elements of evaluations.
2. Practiced selecting evaluation questions and indicators and defining key elements of an evaluation
3. Applied key elements of USG evaluation policies/guidance and the evidence base to their ES interventions of interest.

Preparation
- Flip charts:
  - Evaluations Must Be . . .
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
1 hour 10 minutes

Steps

1. Discuss guidance and factors to consider in an evaluation – 30 minutes

Let us continue discussing evaluation. Many of you have been involved in evaluations before.

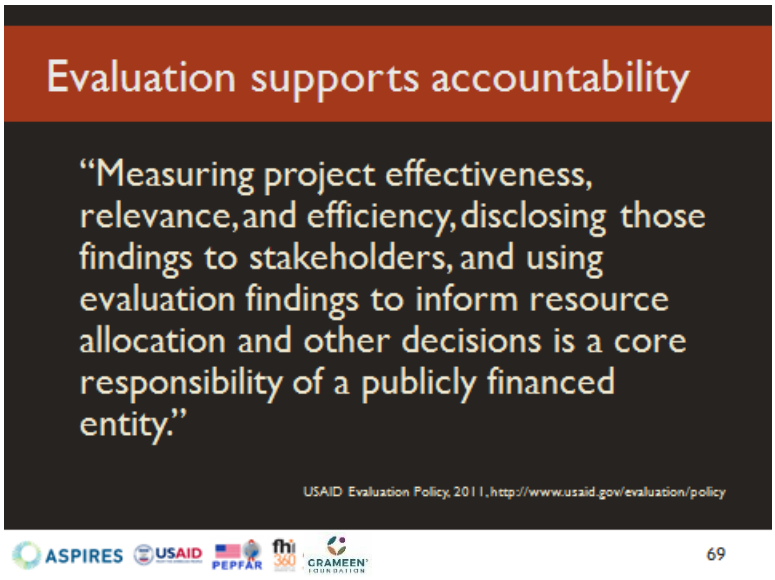
Ask:

❷ **What are the main purposes of a program evaluation?**

After participants have volunteered several purposes, say:

This is how the USAID Evaluation Guidance sums up the purposes of evaluation:

Show and read aloud Slides 75 and 76.



Indicate the "Evaluations Must Be . . ." flip chart and say:

The 2011 USAID Evaluation Policy gives us some good evaluation practices.

Evaluations Must Be . .

❷ **What are some good evaluation practices?**

As participants respond, note their responses on the flip chart. Complete their responses with those in the table below if necessary.

Evaluations must be . . .
▪ Integrated into project design.
▪ Unbiased in measurement and reporting
▪ Relevant
▪ Linking evaluation questions to future decisions to be made
▪ Based on the best methods
▪ Oriented toward building local capacity
▪ Transparent
▪ Shared widely, including searchable online within 3 months

Thank participants for participating. Then say:

Evaluation is useful only insofar as it provides evidence to inform real-world decision making.

USAID will devote about 3% of total program dollars to external performance and impact evaluation (in addition to resources dedicated to monitoring)

Ask:

❷ **What questions do you have?**

Respond to questions. Then say:

In response to evaluations and congressional stipulations, PEPFAR also released "Evaluation Standards of Practice" in order to achieve greater accountability and transparency and improve programming.

To put these standards into action, we have to consider and define a number of factors.

Present slides 77-79.

Purpose

- Why is the evaluation being conducted, and why now? What information is needed? Who will use the information, and how?

Objectives

- What are the objectives of the evaluation?

Evaluation question(s)

- Better to answer a few questions well than to answer more questions superficially.

Scope

- Unit of analysis, time period to be evaluated, geographic coverage.

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Evaluation criteria

- Standards against which the intervention will be assessed.

Relevance

- Is there a demand for the evaluation? Which future decisions will this evaluation inform?

Evaluation methods

- How will the evaluation collect and analyze data, interpret findings, and report results?

Indicators

- How will findings be measured?

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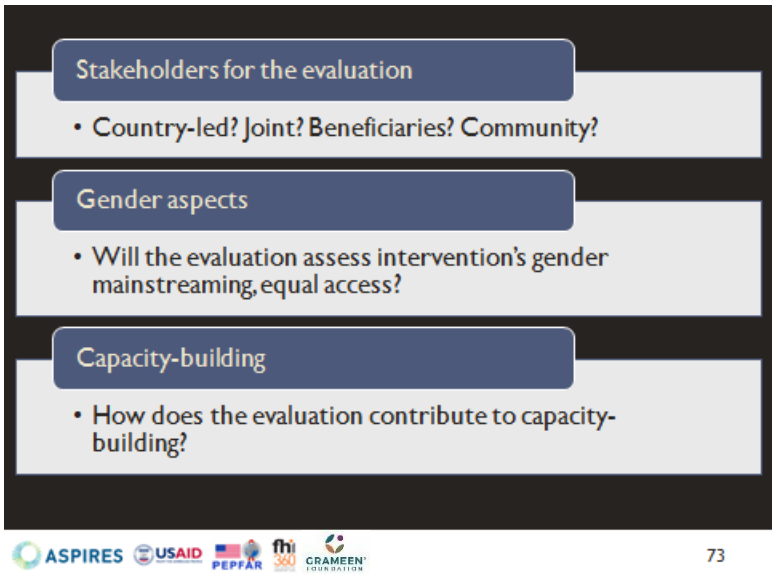


Ask:

❓ **For evaluations that you have been involved in, who were the stakeholders?**

❓ **What might be some of the gender aspects of an evaluation?**

❓ **For those of you who have done evaluations before, what kinds of capacity building did they include?**

Thank participants for participating. Then say:

There is so much we can learn from each other about these issues, and I would encourage you to continue sharing your experiences.

Show slide 80.

Say:

According to USAID, the purposes of evaluation are accountability and learning.

2. Lead individual exercise on evaluation – 40 minutes

Say:
Now you are going to have the opportunity to apply these concepts to your own portfolios.

Have participants sit in country, region or project teams, pairing any participants who do not have colleagues in groups of two.

Please open your workbooks to page 58.

Please review your notes on the evidence base for ES. Note any existing evaluations that might be relevant for

- current ongoing ES interventions in your country or
- the hypothetical intervention you have been developing in previous Tasks.

Next, identify evidence gaps relevant to your hypothetical intervention, and formulate 2 relevant evaluation questions.

For 1 of the evaluation questions, write the following:

- Purpose of the evaluation (including who would use the information and for what)
- Objectives of the evaluation
- Relevance of the evaluation
- Stakeholders for the evaluation
- Type of evaluation
- Possible evaluation designs/methods

- HIV-related aspects of the evaluation
- Gender aspects of the evaluation
- Capacity-building aspects of the evaluation

Ask:

❓ **What questions do you have?**

Respond to questions, and clarify as necessary. Then say:

You have 30 minutes.

After 30 minutes, invite a few participants to share their evaluation questions. After each has shared, invite those who had a similar question to raise their hands. Thank participants and say:

Evaluations require detailed planning, at the same time as you design your program and develop your MERL plan.

Activity 24: Principles and Practices of Economic-Strengthening Program Design and Implementation

Objectives
By the end of this activity, participants will have:
1. Demonstrated their knowledge of good practices covered in training.
2. Assessed their programs' ES practices against principles and good practices recommended by ES experts.

Preparation
- Flip chart
  - Principles and Practices of Economic-Strengthening Jeopardy
- Other materials
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - Participant Workbook (distributed in Activity 2)

Time
1 hour

Steps

1. Introduce and lead Quiz Game – 40 minutes

Say:
Over the past 3 days, we have discussed some of the principles and good practices for designing, implementing, and monitoring effective ES interventions. In this activity, we will review some of these and add a few others.

Show slide 81.

Form 4 teams. Then post the "Principles and Practices of Economic-Strengthening Jeopardy" flip chart.

Principles and Practices of Economic-Strengthening Jeopardy				
First Things First	Who & Whom	Do's and Don'ts	What do You Know?	First & Last
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400

Say:

- There are 5 categories, with 4 questions each.
- Each question is worth the stated number of points; the more points offered, the more difficult the question.
- To start the game, a volunteer selects a category and number of points.
- After the facilitator has finished reading the question, the teams can "buzz in" to respond. The first group to "buzz in" and be recognized by the facilitator must start answering the question within 5 seconds. [*Facilitator should start counting down if they do not begin immediately*.] Any team member may provide the answer.
- If the answer is correct, the team gains the allotted number of points. Incorrect answers lose the same number of points. Each team can attempt to answer only once per question.
- If the first response is incorrect, a different team can "buzz in" and respond.
- The team that answers correctly selects the next category and point value (i.e., the next question).

Note: *If there are 2 facilitators, 1 can keep track of teams' points on a flip chart. Otherwise, tell teams to keep track of their own points.*

Ask:

❓ **What questions do you have?**

Respond to questions. Then say:

Let us play!

Facilitate the game.

2. Facilitate Task 10 exercise – 20 minutes

Say:
Now you will have the opportunity to apply these concepts to your own portfolios. Please open your workbooks to page 59.

Say:
Working individually, review the recommended principles and practices of ES program design and decide whether:

- you already apply them;
- you can apply them better;
- you should start applying them; and/or
- you should find out more about them.

If some of the recommended principles and practices are not applicable, you can leave them blank.

Ask:

❓ **What questions do you have?**

Respond to questions. Then say:

You have 20 minutes.

After 20 minutes, ask:

❓ **What do you see differently after considering these principles and practices?**

Thank participants for participating.

Principles and Practices of Economic-Strengthening Jeopardy					
	First Things First	**Who & Whom**	**Do's and Don'ts**	**What Do You Know?**	**First & Last**
	100	**100**	**100**	**100**	**100**
Q	You should budget about _____ for M&E.	Target in a way that is HIV-_____, not HIV-exclusive.	With regard to the private sector, ES interventions should do ____ _____.	Identify robust _____to track performance and _____.	Consult _____ throughout the program cycle.
A	Budget about (10%) of program funds for M&E.	Target in a way that is HIV-_____ (sensitive), not HIV-exclusive.	With regard to the private sector, ES interventions should do _____ (no harm).	Identify robust (indicators) to track performance and _____ (outcomes).	Consult _____ (stakeholders, beneficiaries) throughout the program cycle.
	200	**200**	**200**	**200**	**200**
Q	Develop a _____ _____ as a road map from your activities to your desired outcome.	Know what you can do by yourself and build _____ to implement the rest.	Every PEPFAR-funded ES intervention should have linkages with _____ programs.	Which should be developed first, M&E plans or program plans?	Do not collect data if you do not know ____ ____ ____ ____ ____.
A	Develop a (causal model) as a road map from your activities to your desired outcome.	Know what you can do by yourself and build (partnerships) to implement the rest.	Every PEPFAR-funded ES intervention should have linkages with _____ programs. (HIV prevention, care, and treatment)	Which should be developed first, M&E plans or program plans? (Trick question: should be in tandem, at the same time)	Do not collect data if you do not know _____ (how it will be used).
	300	**300**	**300**	**300**	**300**
Q	Borrowing money and selling assets are _____ strategies used by some vulnerable families.	Avoid IGAs except for households that are at the_____ stage of economic well-being.	Do not start a skills-training program if you have not done a _____ _____.	Evaluations are "relevant" if they are linked to _____ _____ ____.	Work with governments to _____ cash transfers with social-protection frameworks over the long term.
A	Borrowing money and selling assets are ----- (coping) strategies used by some vulnerable families.	Avoid IGAs except for households at the (promotion or "prepared to grow") stage of economic well-being.	Don't start a skill-training program if you haven't done a ----- (market analysis).	Evaluations are "relevant" if they are linked to (future programming decisions).	Work with governments to (integrate) cash transfers with social protection frameworks over the long term.
	400	**400**	**400**	**400**	**400**
Q	To maximize scalability and sustainability of an ES intervention, be sure to conduct this type of assessment: _____ _____.	Cash transfers are most appropriate for households that are _____.	The ES intervention type with the weakest evidence base is _____.	Disaggregate all data by ____, _____ and _____ _____.	According to USAID, the purposes of evaluation are _____ and _____.
A	To maximize scalability and sustainability of an ES intervention, be sure to conduct this type of assessment: _____ (market analysis).	Cash transfers are most appropriate for households that are _____ (destitute).	The ES intervention type with the weakest evidence base is _____ (IGAs).	Disaggregate all data by ____ (sex, age, and socioeconomic status).	According to USAID, the purposes of evaluation are _____ (accountability) and _____ (learning).

Activity 25: Prepare Presentations

Objectives
By the end of this activity, participants will have:
1. Synthesized and applied key learning points to an ES intervention relevant to their county portfolios.
2. Completed preparing 10-minute individual presentations summarizing how key learning points apply to an existing or hypothetical ES intervention of interest.

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

Time
1 hour

Steps

1. Explain and facilitate Task 11 – 1 hour

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 is a technical exercise using hypothetical elements rather than actual planning. If the concern persists offer to separate U.S. government from other (implementing partner host government) staff during the presentations.*

Say:
You will have the next 45 minutes to prepare that presentation. Please open your workbooks to page 66.

You have been assessing ES interventions appropriate to your context. This next task 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** "ES intervention of interest" that would be relevant to your country program
- Option 2. An existing ES 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 what you are considering.

Ask:

❷ **What questions do you have?**

Respond to questions. Then say:

Remember, these are exercises. You are not planning actual economic-strengthening programs for 2 reasons:

1. The real planning process takes much more time, effort, data, consultation, etc., than is possible in this setting.
2. We are all aware of procurement-sensitivity issues that would 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 ES interventions in real life.

Have the participants prepare their presentations.

Activity 26: Individual Presentations and Team Action Plans

Objectives
By the end of this activity, participants will have:
1. Presented to colleagues a synthesis of key learning points applied to existing or hypothetical ES interventions.
2. Received and given constructive feedback on their application of key learning points.
3. Shared how they will apply the learning from the workshop.

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

Time
1 hour

Steps

1. 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 5 minutes for feedback and clarifying questions from the other group members.

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

2. Have participants make an action plan – 10 minutes

Say:

We are almost at the end of our workshop. Take a moment to think back over the time we have spent together and what you will apply from this workshop once you return back to work.

After a few moments, ask:

❷ **What will you apply from this workshop to your own work?**

Thank participants for their participation.

Activity 27: Review of 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
  - *Economic Strengthening for Vulnerable Children* PowerPoint slides
  - Projector and screen
  - *Economic Strengthening for Vulnerable Children* Post-Test (1 per participant)
  - *Economic Strengthening for Vulnerable Children* Pre-Test (completed in the Review of Agenda, Learning Needs, and Pre-Test activity)
  - *Economic Strengthening for Vulnerable Children Test*—Answer Key (1 per participant)
  - Workshop Evaluation (1 per participant)
  - *Economic Strengthening for Vulnerable Children* Certificates of Completion

Time
1 hour

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 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, ask:

❓ **Which questions are unchecked?**

For each question a participant says is unchecked—that is, not yet answered—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 did a Pre-Test about *Economic Strengthening for Vulnerable Children*. I am going to distribute the same test again so you can measure your own progress. The purpose of this test is to help you see how much you learned in the past 4 days. It will also show me if I need to improve how I present the most important 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 Economic Strengthening for Vulnerable Children 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 Economic Strengthening for Vulnerable Children 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 Economic Strengthening for Vulnerable Children Test—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, 1 question at a time. For each question, ask:

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

Encourage participants to respond, and clarify as necessary.

***Note**: If, in your review, the Pre- and Post-Tests identified remaining areas of confusion, be sure to clarify responses to these questions.*

4. Close the workshop – 15 minutes

Show slide 82.

Then say:

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

Show slide 83 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: _____

Economic Strengthening Post-Test

Please circle the best answer.

Questions	Answers	
1. The economic strengthening pathway is a model suggesting that households can move from destitution and distress towards…	a. Positive impacts b. Greater wealth c. Resilience and security d. Increased food security	
2. Cash transfers are most appropriate for households at which level of economic well-being?	a. Destitute b. Struggling to make ends meet c. Prepared to grow d. Not vulnerable	
3. Income-generating activities are generally most appropriate for households at which level of economic well-being?	a. Destitute b. Struggling to make ends meet c. Prepared to grow d. Not vulnerable	
4. Which type of economic strengthening intervention for OVC has the strongest evidence base?	a. Cash transfers b. Savings groups c. Income-generating activities d. Market linkages	
5. According to PEPFAR guidance, about how much funding should a program budget for M&E?	a. 10% of the program budget b. 7% of the program budget c. 7% of all mission funding d. There is no standard, because each project is different.	

6. A causal model is …	a. A model of how M&E fits into program activities. b. A theory about root causes of the problem to be addressed. c. A roadmap from project activities to desired impacts. d. None of the above	
7. All economic strengthening activities need …	a. Input / output monitoring b. An IGA c. An impact evaluation d. All of the above	
8. To design a skills-training program, you should start with a good …	a. M&E plan b. Detailed budget c. Market analysis d. None of the above	
9. True or false: Unified programming is a model where ES activities are connected, typically through referral/counter-referral mechanisms, to ES or non-ES programs operated by an external organization.	a. True b. False	
10. Fill in the blank: An important approach to overcome weaknesses is to _____ organizations that have strengths that your organization may lack.	a. form partnerships with b. apply for funding from c. share resources with d. create evaluation plans with	

Economic Strengthening—Answer Key

Questions	Answers	
1. The economic strengthening pathway is a model suggesting that households can move from destitution and distress towards…	c. Resilience and security	
2. Cash transfers are most appropriate for households at which level of economic well-being?	a. Destitute	
3. Income-generating activities are generally most appropriate for households at which level of economic well-being?	c. Prepared to grow	
4. Which type of economic strengthening intervention for OVC has the strongest evidence base?	a. Cash transfers	
5. According to PEPFAR guidance, about how much funding should a program budget for M&E?	a. 10% of the program budget	
6. A causal model is …	c. A roadmap from project activities to desired impacts.	
7. All economic strengthening activities need …	a. Input / output monitoring	
8. To design a skills-training program, you should start with a good …	c. Market analysis	
9. True or false: Unified programming is a model where ES activities are connected, typically through referral/counter-referral mechanisms, to ES or non-ES programs operated by an external organization.	b. False	
10. Fill in the blank: An important approach to overcome weaknesses is to _____ organizations that have strengths that your organization may lack.	a. form partnerships with	

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 ES.				
2. Because of this workshop, I feel more confident in my ability to:				
a. Match economic-strengthening interventions to beneficiary profiles and contexts.				
b. Design and plan economic-strengthening interventions that link with HIV/health and other interventions to maximize beneficiary well-being.				
c. Integrate monitoring and evaluation activities into economic-strengthening project design to strengthen program implementation and build the evidence base.				
3. I gained practical information and/or 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 ES 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!

End of Day Mini-Evaluations

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

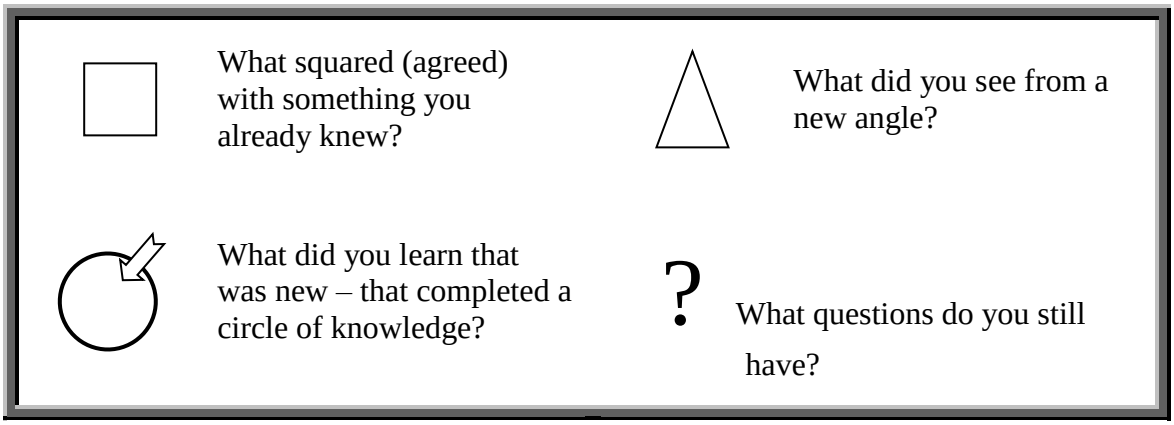
Preparation
- Flip charts
  - The 4 shapes
- Other materials
  - Sticky-notes

Time
15 minutes

Steps

1. Invite participants to evaluate the workshop – 15 minutes

Post the flip chart.



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

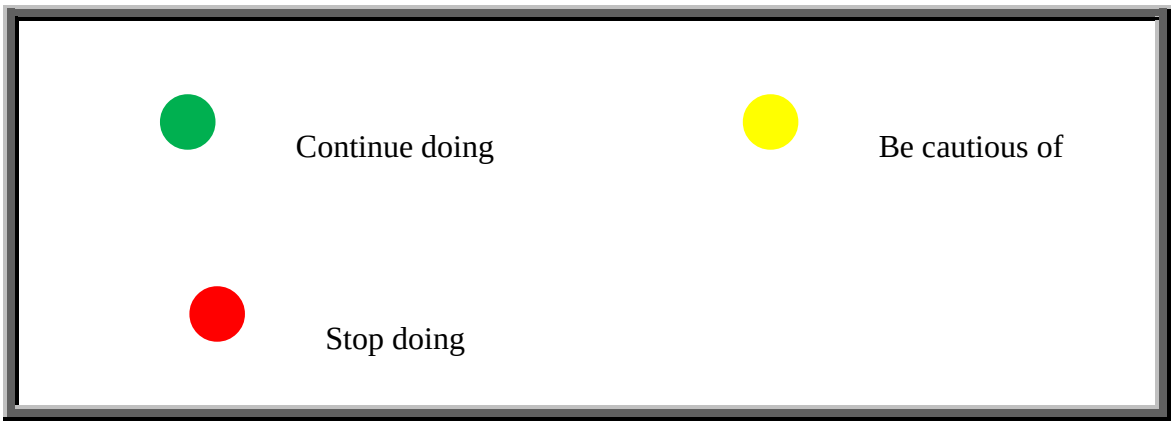
Preparation
- Flip charts
  - Red light, green light, yellow light
- Other materials
  - Sticky-notes

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.

Annexes

Suggested Resource Materials

- Akwara, Pricilla, Behzad Noubary, Patricia Ken, Keirsten Johnson, Rachel Yates, William Winfrey, Upjeet Chandan, Doreen Mulenga, Jimmy Kolker and Chewe Luo, "Who is the Vulnerable Child: Using Survey Data to Indetify Children at Risk in the Era of HIV and AIDS."
- Bauchet, Jonathan, Cristobal Marshall, Laura Starita, Jenette Thomas and Anna Yalouris, "Latest Finding from Randomized Evaluations of Microfinance."
- Chaffin, Josh, "The Impacts of Economic Strengthening Programs on Children."
- Chaffin, Josh and Natalie Rhoads, "Children and Economic Strengthening Programs: Maximizing Benefits & Minimizing Harm."
- DFID Policy Division, "Cash Transfers: Evidence Paper."
- Hageboeck, Molly, Stephanie Monschein and Dawn Sword, "Desktop Guide to the Projectstarter Toolkit."
- James-Wilson, David, Veronica Torres, Thierry van Bastelaer, Brenda Yamba, Lisa Parrot, Margie Brand and Ben Fowler, "Economic Strengthening for Vulnerable Children: Principles of Program Design and Technical Recommendations for Effective Field Interventions."
- Loupeda, Christian, "Show Me the Money: Costs and Revenues of Youth Savings and Financial Education Services Offered by Credit Unions in Mali and Ecuador."
- Nelson, Candice, *Savings Groups at the Frontier*.
- PEPFAR, "Guidance for Orphans and Vulnerable Children Programming."
- Stene, Angela and Taara Chandani, Aneesa Arur, Rebecca Patsika and Andrew Carmona, "Economic Strengthening Programs for HIV/AIDS Affected Communities: Evidence of Impact and Good Practice Guidelines."
- UNICEF ESARO, "Assessing the 'Orphan Effect' in Determining Development Outcomes for Children in 11 Eastern and Southern African Countries."
- USAID, "Guide to Gender Integration and Analysis."
- USAID, "Tips for Conducting a Gender Analysis at the Activity or Project Level."
- USAID Evaluation Policy Task Team, "Evaluation: Learning from Experience."
- Xiong, Khou, "Review of the Evidence: Linkages between Livelihood, Food Security, Economic Strengthening and HIV-Related Outcomes."

Example learning needs and resource assessment survey

1. What is your name?
2. What is your e-mail address?
3. What is your experience level with economic strengthening interventions on a scale of 1 (less experience) to 5 (more experience)?
4. How do you see the role of economic strengthening in OVC programming?
5. Do you consider yourself to be more of a specialist (for example, an expert in a single intervention area) or a generalist (for example, someone who covers multiple intervention areas)?
6. How much of your job is related to program design and how much is related to implementation?
    a. Please enter an estimate of the percentage of time that you spend on program design, program implementation and other tasks.
7. Who are the target groups for your <u>current</u> economic strengthening interventions?
    a. Youth
    b. Children
    c. Adolescent girls
    d. Primary caregivers of OVC
    e. Adolescent mothers
    f. Secondary caregivers of OVC
    g. Other (please specify)
8. Who are the target groups for your <u>future</u> economic strengthening interventions?
    a. Youth
    b. Children
    c. Adolescent girls
    d. Primary caregivers of OVC
    e. Adolescent mothers
    f. Secondary caregivers of OVC
    g. Other (please specify)
9. How familiar are you with the evidence base around economic strengthening interventions?
    a. Not at all familiar
    b. Somewhat familiar
    c. Very familiar
10. Many OVC programs conduct evaluation activities. Which of the follow best describes your situation:
    a. I am not sure if my organization has conducted evaluation activities.
    b. My organization has conducted evaluation activities. I was not involved in their design and I am not familiar with the results.
    c. Though I have not been involved in the design of my organization's evaluation activities I am familiar with the results.
    d. I have contributed to the design of evaluation activities and am familiar with the results.
11. What do you hope to get out of these trainings?
12. What other comments do you have about the upcoming trainings?

Suggested agenda

The *Economic Strengthening for Vulnerable Children* Facilitator's Guide includes a total of 26 hours of contact time. It is recommended that the activities be spread out over a 4-day workshop. In order to provide the flexibility for certain activities to run long or unforeseen conversations to occur, the suggested agenda allows for some extra time at the end of each day. Facilitators may also choose to conduct one of the short "Mini-Workshop Evaluations" to gauge participant satisfaction and needs part way through the workshop.

Suggested *Economic Strengthening for Vulnerable Children* Workshop Agenda				
Day 1				
1	Introduction of objectives and participants	1:00	8:30	9:30
2	Review of Agenda, Learning Needs and Pre-test	0:40	9:30	10:10
3	What is ES, and why do it?	0:35	10:10	10:45
	Break	0:15	10:45	11:00
4	Economic Strengthening Project Objectives	0:50	11:00	11:50
5	Vulnerabilities, Assets, and Targeting of Vulnerable Populations	1:00	11:50	12:50
	Lunch	1:00	12:50	13:50
6	Levels of Economic Well-Being	0:30	13:50	14:20
7	Types of ES interventions	0:55	14:20	15:15
	Break	0:15	15:15	15:30
8	The Economic Strengthening Continuum	0:30	15:30	16:00
Day 2				
9	Pathways and Graduation	1:00	8:30	9:30
10	What is the evidence?	0:50	9:30	10:20
	Break	0:15	10:20	10:35
11	MERL – The Basics	0:30	10:35	11:05
12	Introduction to Assessments	0:35	11:05	11:40
13	Review of an Assessment	0:40	11:40	12:20
	Lunch	1:00	12:20	13:20
14	Using Assessments to Select Interventions	2:00	13:20	15:20
15	Models for Integrating Additional Services	0:45	15:20	16:05
	Break	0:15	16:05	16:20

Suggested *Economic Strengthening for Vulnerable Children* Workshop Agenda				
Day 3				
16	Integrating Additional Services in Context	0:30	8:30	9:00
17	Scalability	1:05	9:00	10:05
18	Sustainability	1:00	10:05	11:05
	Break	0:15	11:05	11:20
19	Organizational Capacity and Partnerships	0:40	11:20	12:00
20	MERL Data Needs	0:40	12:00	12:40
	Lunch	1:00	12:40	13:40
21	MERL Practice	1:05	13:40	14:45
	Break	0:15	14:45	15:00
22	Economic Strengthening Evaluation Types	0:35	15:00	15:35
23	Evaluating Economic Strengthening Interventions	1:10	15:35	16:45
Day 4				
24	Principles and Practices of Economic Strengthening Program Design and Implementation	1:00	8:30	9:30
	Break	0:15	9:30	9:45
25	Prepare Presentations	1:00	9:45	10:45
26	Individual Presentations and Team Action Plans	1:00	10:45	11:45
27	Review of Learning Needs, Test Results and Workshop Evaluation	1:00	11:45	12:45

Facilitator Background: Examples of each intervention type

Intervention type	Examples
Savings and loan groups	**Care Int**. village savings and loan programs in many countries. Example: Zimbabwe. Targets vulnerable members of communities, mainly rural and women (85%). Scheme targeted a high HIV/AIDS prevalence area with a sister project that built capacity of HIV/AIDS support organizations. **TRY** (Tap and Reposition Youth) program in Nairobi, Kenya, targeted adolescent girls (ages 16-22) with savings groups combined with HIV/AIDS education. The economic activities of the **IFAD** (Institute for Training and Action for Sustainable Community Development) in Benin and **IPC** (Private Community Initiative) in Burkina Faso involve loans or loans and savings. These programs center on working through community-based groups. In both programs, persons living with AIDS (PLWAs) have access to loans, plus the IFAD program loans to HIV/AIDS widows. Both programs include training in financial and business management. IFAD supports business training for Associations of PLWA, income-generating activities, and services for the legal protection of assets of widows and children. In 2004, IFAD supported 8 committees representing about 90 people involved in group income-generating activities that benefited 541 children. These children benefited from medical costs being paid by the committee: 290 and 22 had their school or apprenticeship fees paid, respectively. In 2004, the participation of 550 people in the IPC program benefited 900 children.
Individual savings	**SUUBI** project in Uganda supported individual savings accounts for children to save for their secondary education. Both the guardian and child could contribute to the account, and the balance was matched to a maximum limit. **Child Development Savings Account and HIV/AIDS** education, career, and educational planning targeting OVC serves rural Uganda. Savings account receives contributions from the child's family and friends plus a 2:1 matching grant from the program. The account can only be used for income generation or school fees.

Intervention type	Examples
Asset transfers (usually cash transfers)	In Malawi, the **Social Cash Transfer** program provides direct payments of cash—on average, $13 a month—to families identified as ultra-poor and labor-constrained. Impact evaluation showed that recipient families had fewer missed meals, lower rates of underweight children; fewer reported sicknesses, higher school enrollment and fewer absences, better access to medicines and health care, and a reduction in instances of young children working to help support their families. Recipients used the money to buy food and medicine, to send children to school, to purchase livestock and farming supplies, and to travel to hospitals to obtain ARVs to treat HIV and AIDS. In Kenya, **UNICEF** tested conditional monthly cash disbursements. The conditions include: ▪ Immunization visits (for children ages 0-1) at the health facility ▪ Growth monitoring and vitamin A supplement (for children ages 1-5) visits at the health facility for ▪ Basic school institutions (for children ages 6-17) attendance ▪ Awareness sessions (caregiver receiving cash transfer) attendance The Kenya government implemented a parallel cash transfer system in other districts; these are not on a conditional basis. In Zambia, **Kalomo District Pilot Social** cash transfer scheme targeted the poor elderly and children ("generation gap households) with disbursements of US$7.50, $10, or $12 a month, depending on number of children). In Malawi, **DECT** (Doha Emergency Food Program) targeted women (in 11,000 female- and male-headed households) with transfers of $12/ month. The **SUUBI** project in Uganda provided cash transfers linked to child savings accounts. The project "matched" or paid into the savings fund for the child's secondary education an amount double that of the monthly savings deposit, up to a certain limit.

Intervention type	Examples
Income-generating activities (IGAs)	Interventions are focused primarily on production. Examples include a joint project in poultry keeping, operating a catering business with other group members, building a fishpond or farming a piece of land as a group, buying an asset such as a maize grinding machine to generate an income stream, etc. In the USAID-supported **AED** (Academy for Educational Development) program in Kenya, caregivers join support groups and each member contributes to a project of his/her choice. AED provides technical assistance to the projects. In 2004, 1,000 rural people were assisted with their income generating activities. In Mozambique, a basic principle of **FDC** (Foundation for Community Development) support for income generating activities is community contributions to match the resources placed in communities by FDC. In 2004, approximately 500 children benefited.
Skills training	**St. John's Community Centre**, a HACI partner in Kenya, focused on training a small group of individuals in an urban slum to make cloth sanitary pads that could be washed and re-used. With a vast potential market, they are working to reduce production costs to expand business opportunities. In the slums of Nairobi, **TechnoServe** works with groups of young girls on entrepreneurship training and partners them with business mentors. The group's business plan competitions have served as a forum to demonstrate participants' understanding of their training and develop successful entrepreneurs.
Job creation	**Lifeworks** project, a private-public partnership guided by USAID, includes component production for vehicles, a home interior factory in Mombasa, and large-scale farming for schools and sales in western Kenya. **PANPIRI** is a PEPFAR-supported sustainable farm that employs people from the community and also provides quality nutritious outputs for a community heavily affected by HIV. **Africare** Zimbabwe cites financial management as the main priority of its program for children affected by AIDS. It has initiated self-managed savings and lending groups (SLGs) among older rural children. In 2004, 500 children participated in the SLGs, and 400 grants were given for income generating activities that benefited approximately 4,000 children.

Intervention type	Examples
Food security/ nutrition intervention	In Ethiopia, the **PSNP** (Productive Safety Net Programme) targets chronically food-insecure households with a combination of cash and food transfers based on season and need. Vulnerable households receive 6 months of assistance annually to protect them from acute food insecurity. Able-bodied members of PSNP households must participate in productive activities that will build more resilient livelihoods, such as rehabilitating land and water resources and developing community infrastructure, including rural road rehabilitation and building schools and clinics. **Household Nutritional Gardens**, implemented by Development Alternatives,is the main intervention of the USAID LEAD Project in Zimbabwe centered on assisting AIDS affected households and helping vulnerable children with household-based nutritional gardens. These are 100 sq. meter plots irrigated by a low-cost micro-drip kit, which saves labor and water and improves yields. Of the nearly 25,000 households assisted over the life of the program, approximately 80% were either visibly affected by AIDS or are caring for orphans. The **Kitovu Mobile AIDS Home Care, Counseling and Orphans** program's agricultural based activity in Uganda involves informal farm schools that teach sustainable organic crop production, combined with market information and financial management training. The training activity targets teenagers (aged 13-19). Its other economic-strengthening activities include self-managed savings and loan groups and information on legal protection of assets. In 2004, 820 people were reached by the latter and 360 teenagers learned organic farming techniques.
Microinsurance	**Microcare Limited** in Uganda is an example of a private company focused on health insurance for the low-income market. Started in the late 1990s, it serves more than 20,000 beneficiaries. The company realizes that improving the current poor quality of many health institutions and increasing their efficiency is necessary for expansion into underserved areas. **Jamii Bora** in Kenya is a microfinance institution that offers its own health and life insurance scheme to members. It has developed strong ties to many mission hospitals and a complex computer-based system for payment tracking. It works with more than 100,000 participants, who are required to participate in the insurance program to guarantee a diverse risk pool.

Intervention type	Examples
Legal services	**GROOTS** is a Kenyan NGO that advocates for vulnerable children and women by assisting in processing documents, ensuring inheritance cases are treated fairly in court, and assisting children with legal services. <u>Wills for Specifying Distribution of Assets</u> Since widows risk loss of assets when their husbands die, which affects their ability to care for their children, the **LEAD Project** in Zimbabwe included attention to written wills for the most vulnerable. The original activity was structured around a co-pay voucher mechanism intended to create price competition among lawyers with the larger aim of facilitating the movement of the supply of legal services "down market" to poor people. Lawyers however accepted the voucher value and did not charge clients co-pay, giving little incentive for them to go down-market without the voucher. Moreover, most clients served did not own enough assets to warrant the cost of a lawyer. The redesigned program focused on rural outreach and used social workers (Will Counselors), from existing organizations involved in HIV/AIDS-support activities, who were trained in community outreach and simple will writing. In 2004, 3,558 wills were written. Chronic illness seemed to be the impetus for writing wills, which were accompanied by oral wills and an educational component to help with ensuring that the provisions in the wills are carried out.

Intervention type	Examples
Business loans, microcredit	In South Africa, **IMAGE** (Intervention with Microfinance for AIDS, Gender and Equity) provided microfinance services for poor females (ages 14-35) in 8 villages. Includes health education and intimate partner violence training components. In Zimbabwe, **SHAZ!** Project targeted adolescent girls (16-19 yrs, orphaned and poor) with integrated vocational training, life-skills training, and access to credit. In Namibia and northern Mozambique, **Project HOPE** provided microloans for small business activities for caregivers of OVC. **AMREF** in Kenya uses a community-based lending model (a community-appointed team approves loan disbursements to groups) and employs only1 staff member to monitor the portfolio for 1,200 participants served. **FAHIDA**, a K-Rep Development Agency project, found that many of its participants experienced periods of sickness (e.g., from HIV-related diseases). The foundation responded by helping them liquidate and restart their businesses to maintain good standing in the program through downturns. **TCBA** (Tanzania Capital Boosting Association), launched in late 2002, provides loans and comprehensive business training to microentrepreneurs, formed into groups of five. Seventy percent of its clients are women. Initial loan size ranges from US$50-$100. As of March 2005, TCBA had 294 active clients, with more than 50% past their first loan cycle. At that time, TCBA had $18,000 invested in the loan program. An impact assessment of a random sample of 60 clients found that nearly all reported benefits to children, mainly related to education and food in the household. TCBA's main donors are Global Alliance for Africa and MondoChallenge (U.K.) **FINCA Malawi** has a village bank loan program, as well as other products: working capital loan, payroll lending and agricultural loan. It also provides clients access to insurance to cover the loan balance in event of accidental death and loss of crop due to catastrophic events. FINCA also facilitates clients' access to formal banks. FINCA has recently initiated a joint project with the Center for Communications Programs of John Hopkins University. The project centers on training 400 of FINCA's village bank members as peer educators to deliver HIV/AIDS behavior changes messages through a network of 200 village banks

Intervention type	Examples
Market linkages	A **PEPFAR**-funded project operating in western Kenya began with a market survey of the demand for certain agricultural products, which revealed a need for mushroom production in the Kenyan market. Many specialty vegetable markets, particularly in Nairobi, were searching for reliable edible-mushroom growers. The project hired specialists to train women—particularly in households affected by HIV or with caregivers—on the production of mushrooms, which requires minimal input and is a highly accessible project for individuals unable to carry out more labor-intensive farming. The project provided specific training and start-up inputs through a financing arrangement.