CHILD SENSITIVE GRADUATION PROGRAMMING DESIGN

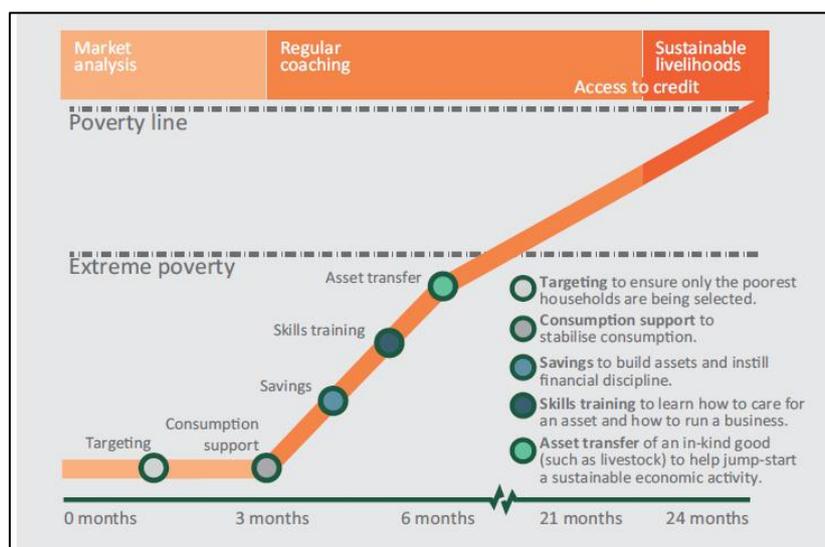## A Guidance Brief for Country Offices

I.   THE GRADUATION APPROACH: DEFINITION AND OUTCOMES

Definition: Graduation programmes consist of targeting poor households with a combination of layered and sequenced interventions, often over a defined period of time, in order to facilitate the achievement of strengthened and sustainable livelihoods. As CGAP explains in its 2016 Status of Graduation Programs,[1] these programmes can differ depending on context and objectives, but they share a number of common characteristics:

1. a household level intervention deliberately targeting the extreme poor, either those under the $1.90-per-day line and/or those identified as the poorest and most marginalised;
2. a holistic effort (combining social assistance, livelihoods and financial services) in order to address the multifaceted constraints of extreme poverty;
3. a "big push" based on the idea that a large investment to kick-start an economic activity will really make a meaningful change
4. an intervention that includes some form of mentoring to help participants overcome not only their economic constraints but also the many social barriers they face;
5. facilitated access to a wider social protection regime and continued access to financial services as a way to carry on building resilience and upward progress.

A standard graduation approach would be modelled as follows:

Figure 1. Key elements of the graduation model, adapted from CGAP (2011)

Market analysis | Regular coaching | Sustainable livelihoods
Access to credit
Poverty line
Extreme poverty

Asset transfer
Skills training
Savings
Consumption support
Targeting

Targeting to ensure only the poorest households are being selected.
Consumption support to stabilise consumption.
Savings to build assets and instill financial discipline.
Skills training to learn how to care for an asset and how to run a business.
Asset transfer of an in-kind good (such as livestock) to help jump-start a sustainable economic activity.

0 months   3 months   6 months   21 months   24 months

Graduation from poverty is strictly defined by its programmatic criteria:

To 'graduate', a household needs to meet a certain set of criteria (called the graduation threshold) that indicates their livelihood strategies can secure a level of income (determined at inception) sustainably, in addition to meeting a set of conditions that will protect their livelihoods from stresses that could result in a slippage back into poverty.

While graduation status is understood as the fulfilment of a set indicators, it is worth considering how many of these indicators a household would need to satisfy to be considered 'graduated'. Higher thresholds (i.e. households required to meet all the defined list of indicators) will obviously result in a smaller number of households achieving and sustaining graduation status, though they may indicate a higher level of progress and resilience to shocks.

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[1] Consultative Group to Assist the Poor (CGAP) (2016). *State of Graduation Programs 2016*. Retrieved from https://www.microfinancegateway.org/

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As of 2017, there were 57 graduation programmes implemented in nearly 40 countries.[2] A third are led by national governments, indicating a high degree of resonance among policymakers and the potential for influencing policy in a meaningful way. Graduation models are continuing to adapt to address the changing landscape of poverty and inequality.[3]

Global Graduation Footprint: While graduation programmes have predominately targeted rural households, there is an increasing trend in mixed programmes: operating in both rural and urban areas (7% to 31%), and purely urban areas (2% to 7%). This represents a fourfold increase in mixed and purely urban programmes since 2015.[4]

Common graduation programme objectives: While the reduction of extreme poverty is the overarching goal in most graduation programs, each pursues a range of objectives that reflects the multidimensionality of poverty and vulnerability in a given context. However, according to the latest graduation 'stocktake', most programmes share six objectives (see *Figure 2.*):

1. income increase (IGA);
2. income diversity;
3. food security;
4. financial education and savings;
5. women's empowerment;
6. resilience

There is a clear gap in terms of programs that explicitly aim to improve children's wellbeing within the household, with few programmes focusing on education (36%) and child health and nutrition (33%).[5] To note, there has been an increase in targeting youth – 43% of programmes up from 18% in 2016, which doesn't necessarily translate in better outcomes for children within the households.

Figure 2. Common objectives of graduation programmes, adapted from Arévalo et al., (2018)
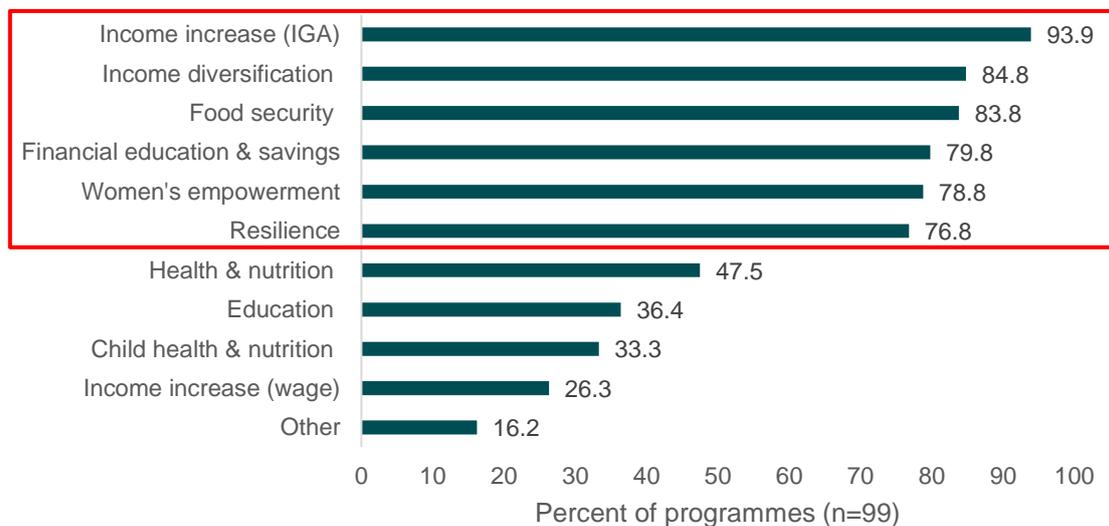
Context specificity: Graduation programmes are highly dependent on target groups and project goals. As such, it is advised to design programmes based on a thorough examination of the project area for its context-specific issues. Adopting a 'cookie-cutter' template will likely fail if the project goals do not fit with the issues faced by local households.

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[2] Consultative Group to Assist the Poor (CGAP) (2016). *State of Graduation Programs 2016*. Retrieved from https://www.microfinancegateway.org/

[3] See work by pioneers in graduation programming Trickle Up: Trickle Up (n.d). *Graduation 2.0*. Retrieved from https://trickleup.org/

[4] Montesquiou, A. and Hashemi, S. (2017). The Graduation Approach within social protection: opportunities for going to scale. Debating Graduation: International Policy Centre for Inclusive Growth. 14(2).

[5] Arévalo, I., Kaffenberger, M., Montesquiou, A. (2018). 2018 State of The Sector: Synthesis Report. The Partnership for Economic Inclusion (PEI).

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Further resources for an overview of graduation programming:

- World Vision (2018). Ultra-Poor Graduation Handbook.
- BRAC (2015). PROPEL Toolkit: An implementation Guide to the Ultra-Poor Graduation Approach.
- Arévalo, I., Kaffenberger, M., Montesquiou, A. (2018). 2018 State of The Sector: Synthesis Report. The Partnership for Economic Inclusion (PEI).
- Bandiera, O., Burgess, R., Das, N., Gulesci, S., Rasul, I., Sulaiman, M. (2016). Labor Markets and Poverty in Village Economies. London School of Economics, London, UK.
- Consultative Group to Assist the Poor (CGAP) (2016). State of Graduation Programs 2016. Retrieved from https://www.cgap.org/
- Consultative Group to Assist the Poor (CGAP) (2011). Reaching the Poorest: Lessons from the Graduation Model. Focus Note. No 69.
- Trickle Up (n.d.). Graduation Approach. Trickle Up Website. Retrieved from https://trickleup.org/

Criticisms of Graduation Approaches

Understanding the criticisms and concerns linked to graduation programming is essential when deciding whether the graduation approach is relevant in a given context, in addition to avoiding common pitfalls where possible. The following is a list of most commonly raised concerns and challenges. Section III. below includes guidance on how to address these challenges during the design of graduation programmes:

Cost: Graduation programmes can often be expensive. The poorer the beneficiary household, the greater the expense; bringing the poorest households to the point where their livelihoods are sustainable (e.g. through consumption support, asset transfers or investment grants) is often the most expensive component in these approaches

- CGAP's Status of Graduation Programs 2016 calculates that, on average, graduation programmes cost USD 550 per HH. However this cost is subject to significant variation: **programmes can cost USD 379 per HH in India to USD 2,865 in Peru.** Research from Concern Worldwide has revealed that the total cost per beneficiary household over a two to three year programme can range between USD 1,200 and USD 1,800.
- The cost factor can also lead to reluctance in government uptake. A lack of governmental mainstreaming can be due to the higher cost of graduation programming, especially when compared to other more 'traditional' livelihood strategies.

However it is worth noting that recent research[6] suggests that there is a substantial return on investments on these costs, when considering the benefits to households.

Sustainability of impacts: Questions are often raised regarding how long households are able to maintain 'graduated' status. Ideally, households would have exited extreme poverty completely at the end of a programme. However a myriad of contextual and situational forces can often pull households back into baseline status (i.e. 'falling back' into poverty). The challenge here is threefold:

- Firstly, ensuring that programmes are designed in such a way that they protect households from shocks;
- Secondly, addressing the underlying causes of poverty and vulnerability that risk undermining the gains made during the programme
- Lastly, continuing to measure the status of households after they have graduated and exited from the programme.

There needs to be significantly more research and practitioner effort into understanding the long-term impacts of graduation programmes. To date, the majority of measurement, reporting and analysis is short- and medium-term.

Insufficient focus on children: Most graduation programmes do not have child-focussed goals and consequently don't track impacts on children's wellbeing within the targeted HHs. Rather, they have a more generalised approach which, while potentially leading to positive child-outcomes, do not target children specifically. The exception here is nutrition which has been the focus of a few graduation programmes over the years.

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[6] Soares, F., and Orton, I. (2017). Debating Graduation. *International Policy Centre for Inclusive Growth.* 14(2).

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Differential impacts among target groups: It is currently not well understood why certain households and participants may be more likely to achieve and sustain graduation status, while others are not. However, trends and commonalities have been observed between 'failed' and 'successful' households in some graduation programmes. Save the Children's SHIREE programme[7] found that female headed households and households headed by a 'single' person (defined as unmarried, widowed or divorced/abandoned) were less likely to achieve and sustain graduation status than others. In each context, it is important to recognise that certain household characteristics may act as a more significant barrier to graduation compared to other households in the same target group.

A disproportionate focus on the household vs community and systems: A focus on the household level may neglect the wider drivers of poverty such as gender and social norms, failures in governance, service provision, markets and so forth.

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[7] Save the Children (2018). Graduating Out of Extreme Poverty: Who, why and how? Evidence from Save the Children's Shiree Programme in Bangladesh. Save the Children Resource Centre.

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II. GRADUATION PROGRAMMING IN SAVE THE CHILDREN

Past Experience (as of December 2018): Save the Children has been involved in graduation programming since 2009, implementing several graduation programmes in Africa and Asia with increasing donor and policymaker interest. Internal effort has been made to take stock of the graduation literature and its application as a means to better understand the model's role and relevance within Save the Children's mandate to tackle child poverty. Below is a summarised inventory of five key Save the Children graduation programmes. Links to respective programme summaries and papers are provided for reference. This is predominantly based on programme data from Save the Children UK, and therefore represents a snapshot of Save the Children's work on graduation rather than an exhaustive list.

Table 1: Save the Children programmes featuring the graduation model, to date.

Programme	Location	Timeframe	Goal	Programme Summary	Learning Paper / brief
Household Economic Strengthening (SHIREE)	Bangladesh	2009 – 2014	Graduate HH out of extreme poverty	SHIREE Programme Summary.docx	Link
Challenging Urban Poverty (CUP)	Myanmar	2016 –2018	Urban poverty	CUP Programme Summary.docx	CUP Myanmar Brief.pdf
Strengthening the resilience of communities in Puntland and Somaliland (RESTORE)	Somalia	2017 – 2020 (ongoing)	Strengthen resilience and bridge gap between emergency relief and rehabilitation	RESTORE Programme Summary	*Pending*
Ending the Cycle of Undernutrition in Bangladesh (Suchana)	Bangladesh	2015 – 2022 (ongoing	Nutrition	Suchana Programme Summary.docx	Link
Building resilience communities in Somalia (BRICS)	Somalia	2018 – 2022 (ongoing)	Strengthening the resilience and bridge the gap between emergency relief and rehabilitation	BRICS Programme Summary.docx	*Pending*

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Save the Children's child sensitive approach to graduation:

Save the Children definition of child sensitivity

Child-sensitive policies, programmes and interventions explicitly aim to maximize the benefits for children and minimize any harm. They do so by:

- Assessing and monitoring both positive and negative impacts for children, disaggregated by the age, gender and vulnerabilities of the child.
- Listening to and taking account of the voices and views of children in their planning, design, implementation and review.

Save the Children considers the following as essential for any graduation programme:

Targeting the most deprived and marginalised children: Save the Children will identify and work with the poorest households with underlying children and/or youth. While other models of graduation target poor households at large, programme goals within SC largely centre itself around child-level outcomes and impacts. This may lead to a more specific focus, such as households with children or youth of a particular age. The specific targeting approach will differ depending on context (including the political economy), nature of children's deprivations, budget allocation and scale. However, targeting should be conducted as transparently as possible, with multiple levels of verification, and an appropriate level of engagement with the community, other local stakeholders and government counterparts (when and where relevant).

Programme design for child-level outcomes: Graduation programmes should contribute to at least one of Save the Children's breakthrough objectives, namely that children Survive, Learn and are Protected.[8] The programme's theory of change and graduation model should clearly demonstrate incremental milestones at both at the household and child level, leading to improved child wellbeing. This will require quality analysis of what deprivations children face. Examples can include:

- malnutrition
- out-of-school
- engaged in harmful work
- susceptible to physical or psychological abuse
- early marriage
- without appropriate care
- trafficking and other forms of exploitation
- functional difficulty and disability

Integration with other sectors to ensure outcomes for children: A key component of child sensitivity involves integration with complementary interventions from sectors where impacts for children are sought, such as working with child protection groups, promoting behaviour change related to infant and young child feeding practices. Such interventions must be coherently integrated with the other graduation components of social protection, livelihoods promotion, financial inclusion, and social empowerment[9] so that the programme addresses child poverty.

Measuring impacts for children: The programme's monitoring and evaluation system must measure outcomes for children as well as for the household. It must assess and monitor both positive and unintended negative impacts for children (including adolescents), disaggregated by the age, gender and vulnerabilities. Save the Children has extensive guidance on monitoring such impacts.

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[8] Save the Children's strategic ambition is to inspire the following three specific breakthroughs for children by 2030: No child dies from preventable causes before their fifth birthday (Survive); All children learn from a quality basic education (Learn); and violence against children is no longer tolerated (Be Protected).

[9] This is a broad term but can include working with participating families and children/adolescents to build confidence, promote community inclusion and positive behaviour change.

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Child participation: Programmes should include mechanisms to listen to and take account of the voices and views of children and adolescents in the planning, design, implementation and review of the graduation approach. Please refer to the CSPA toolkit for resources on participation here.

Systemic engagement: The graduation approach must work at multiple levels to ensure the sustainability of outcomes. Interventions and advocacy must encompass the household, community and broader system, ensuring participating households are able to access social protection, other key government services such as health and nutrition, markets, and financial services. For Save the Children, the emphasis here is bridging access gaps between vulnerable children and these support systems, considered essential for the realisation of children's rights. The Suchana graduation scorecard for example (refer to *Table 9.* below), includes proxy indicators to measure households' increased and improved engagement with key systems related to nutrition.

Duration: The graduation implementation period (after participants have been selected) should be at least 18 months, and normally no more than 36 months. While timeframes can be limited by donor contracts, Save the Children should advocate for sufficient programme implementation time to be able to ensure the desired impacts for children. Reducing the prevalence of stunting for example is unlikely in a programme of less than three years. Achieving significant and lasting change at a systems level also requires a longer timeframe.

Gender equality: All aspects of the graduation approach must apply a gender equality lens at all stages of the programme cycle – assessment, design, planning, implementation and monitoring and evaluation stage. All new designs should be informed and assessed through the Save the Children Gender Equality Marker (GEM) and additional guidance on gender sensitivity can be found in Save the Children's Gender Equality Toolkit.

Further resources:

- Save the Children (2017). Child Sensitive Indicators for Poverty Alleviation Programming. *Save the Children Resource Centre.*
- Save the Children (2017). Child Sensitivity in Poverty Alleviation Programming: An Analytical Toolkit. *Save the Children Resource Centre.*).
- Save the Children (2018). Graduating Out of Extreme Poverty: Who, why and how?   Evidence from Save the Children's Shiree Programme in Bangladesh. *Save the Children Resource Centre.*

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III. TECHNICAL COMPONENTS OF CHILD SENSITIVE GRADUATION PROGRAMMING

For Save the Children, designing a graduation programme would involve examining each key component of the graduation model detailed below, and ensuring that they are (individually and collectively) designed in a way that it maximizes outcomes on children and minimizes any harm. The following section outlines the components of graduation programmes and how to ensure their child sensitivity:

A. Context Analysis

Ensuring proper assessments are conducted is an integral step in the design process. In the table below, there is a non-exhaustive list of potential assessment methods to conduct or consult.

These assessment tools will provide a rich data-set, which should be informed by the Child rights situation analysis (CRSA), and a child-sensitive analysis to determine the most appropriate child-sensitive interventions for the graduation approach.

Table 1: List of assessment processes useful for graduation approaches, *adapted from* **World Vision Ultra-Poor Graduation Handbook, 2018.**

Assessment method	Description

Child-Sensitive Context analysis / Child Rights Situation Analysis /Child Sensitive Assessment Matrix	Informs the overall political, social and environmental context and how they impact the livelihoods and opportunities of families and children. It should include the following analysis to understand the key child deprivations and what is driving them:
	
	 Identify child deprivations, aspirations, and context:
	 • Identifying and assessing issues that affect children's lives will help determine the extent to which graduation approaches can address children's problems and needs, support them in realizing their aspirations, and positively influence their economic situation and that of their households.
	
	 Identify Root Causes of Child Deprivations:
	
	 • *I*dentifying root causes of household level poverty and child deprivations is an important analytical step to identify the most effective modalities for child-sensitive graduation programming. Root causes may include:
	    - Inequalities in power relations
	    - Inequalities in control over resources
	    - Socio-cultural attitudes, norms and behaviours related to treatment of children
	    - Policy responses to childhood deprivations

Gender analysis	Examines differences in women's and men's lives which lead to social and economic inequity for women. This should examine the ways in which gender inequality, particularly linked to livelihoods and household time use, affects child wellbeing.
Vulnerability assessment	The objective is to understand the recurrent and ad-hoc stresses that households face, and the coping mechanisms commonly used by different households. This should particularly focus on how children are affected by shocks and by coping strategies employed, particularly linked to poverty and livelihoods.

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Livelihood, labour and market assessment	Understand market forces and existing and potential livelihoods strategies of extremely poor households with children.
Household Economy Analysis (HEA) /Cost of the Diet (CotD) / Cost Barriers Toolkit	The HEA is an approach to understanding household economy i.e. the economic decisions households make. Understanding how households live helps determine how they will respond and cope in the event of shocks. This analysis should focus particularly on women's livelihood opportunities and household decision making around child-related expenditure.
	CotD is a method and software to estimate the amount and combination of local foods that are needed to provide a typical family with a diet that meets their average needs for energy and their recommended intakes of protein, fat and micronutrients.
	Cost Barriers Toolkit – guidance on how to conduct rapid, participatory assessments of the financial barriers that prevent poor and vulnerable children to access essential education and health services
	In combination, these tools can help inform and set cash transfer/asset allocations and livelihood and nutrition-based training packages.
Stakeholder mapping	Identifies the key forces involved in projects/programmes regarding social protection, livelihoods and empowerment of extremely poor households with children.
Rapid environmental assessment	Useful particularly if the available sources of income depend on resources that are close to depletion or compromised. Examples of contexts where this might be necessary includes: fishing communities, coastal communities with soil salination, land degradation and areas affected by sea level rise.

B. Targeting

The targeting process can involve a combination of several methods to appropriately identify and involve vulnerable households and children. The World Vision Ultra-Poor Graduation Handbook identifies the following commonly used methods of targeting used in graduation approaches:

Table 3: Commonly used methods of targeting in graduation approaches, adapted from BRAC PROPEL Toolkit and the World Vision Ultra-Poor Graduation Handbook

Targeting method	Description
Geographic targeting	Identify locations with high concentration of poverty using national poverty data and data, followed by key consultation with local stakeholders.
Means testing	Target households below an income threshold using household income information
Proxy means testing (PMT)	Target households with children using easily-observed indicators associated with poverty, including demographic characteristics (age, size of household), housing condition (type of roof or floor), and productive assets (land or livestock).

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Participatory rural appraisal (PRA)	Target poorest households using local understandings of vulnerability and poverty. A host of participatory approaches is recommended.

The most child sensitive and inclusive policy decision is to take a categorical approach when selecting recipients. For example, making all households with children under five eligible for a child grant. This could be progressively phased-in by first selecting geographical areas with poor indices (stunting rates, remoteness etc.) and gradually expanding the coverage.

However, simply targeting children may not be enough for ensuring child poverty outcomes. When there is an explicit commitment to reduce child-specific vulnerabilities, social protection programmes are much better equipped to ensure greater impacts for children – for example, focusing on households with children facing one or more of the following deprivations:

- Malnutrition
- out-of-school
- engaged in harmful work
- susceptible to physical or psychological abuse
- early marriage
- without appropriate care
- trafficking and other forms of exploitation
- functional difficulty and disability.

Targeting must be a mixed-methods approach. The recommendation around graduation design suggests engaging geographic targeting to understand the general context of poverty, followed by a series of community-based targeting approaches. The Ultra-Poor Handbook suggests conducting proxy means tests followed by participatory rural appraisals as these community-based approaches. Figure 3 below details their respective advantages and disadvantages. It is recommended that programme developers go beyond these selected examples if their context calls for it.

Figure 3. Advantages and disadvantages of two community-based targeting approaches, adapted from World Vision Ultra-Poor Graduation Handbook (2018)

Following these targeting steps, a survey can be undertaken to verify households' eligibility set by the selection criteria has been fulfilled.

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Reaching the poorest and most deprived:

The fundamental drivers of poverty go beyond just a lack financial accessibility and income generation. The socially and systematically entrenched drivers are difficult to address completely in any poverty alleviation programme, however designers should always bear wider societal considerations in mind. Power dynamics (i.e. local structures of power) and negative social norms (i.e. discrimination of all kind: sexual, gender, racial) all play a fundamental role in driving and sustaining poverty. Reaching these households -despite these considerations – is no easy task. Programme designers are encouraged to consider the following points as common pitfalls when detailing targeting for graduation models:

- The greater the household poverty levels of targeted households, the more expensive it can be to reach them, as they will likely require higher up-front investment. This may mean either higher budgets or fewer programme participants;
- The very poorest households will take longer to reach a particular graduation threshold than less poor households. This may mean a longer programme duration is required ;
- The poorest households are likely to face multiple deprivations, as poverty is multi-dimensional. It is impossible to address all the drivers of poverty in a single programme. Programme designers must be realistic in their approach and focus on those which are considered most critical to achieving child-sensitive graduation.

C.   Selecting interventions

The above assessments should identify the key drivers of poverty and livelihood insecurity, and subsequent child deprivations. From this, the design team should determine which combination of the graduation components would be most appropriate and how they can be adapted to the context. The table below illustrates which components were selected to be included in previous Save the Children programmes.

Table 4: Interventions featured in SC graduation programmes.

Core Component	Intervention	SHIREE	CUP	BRICS	RESTORE	Suchana
Consumption Support	Home food production					■
	Cash transfer	■	■			
	Micronutrient supplementation					■
Asset transfer	Livelihood asset transfer	■	■	■	■	■
	Child grants			■	■	
	Group loans		■			■
Upskilling and training	Mentoring	■	■	■	■	■
	WASH courtyard sessions					■
	Homestead food production					■
	Group savings	■	■	■	■	■
	Financial literacy	■	■	■	■	■
	SBCC		■	■	■	■
	Nutrition activities		■			
Social Linkages	Community support groups	■				■
	Access to government social protection					■
	Creating access to nutrition-related services		■			■

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Selecting child-sensitive interventions: These interventions indeed have positive impacts for children, but not all of them are specifically child-focussed. As SC moves forward with graduation programming, both the assessment and intervention selection process must consider the impact and involvement of children during this design phase. The following questions should be addressed by the design team during their intervention selection:

- Will this intervention increase household income sufficiently to address the key child deprivation that this programme aims to achieve? E.g. is it enough to afford a nutritious diet; to send a child to school rather than work; to remove the need for risky migration?
- Will this intervention build household resilience to protect children from the impact of shocks?
- Will this intervention result in households increasing their investment in children (e.g. through education, food, books, healthcare, etc?)
- Will this intervention empower women to invest in their children?
- Will this intervention address the most significant structural/systematic drivers of child poverty?

Further guidance on these key interventions in child sensitive graduation programmes is given below:

1. Consumption support:

This involves ensuring the poorest households have sufficient resources (primarily through cash transfers[10]) to meet the short-term basic needs of children and caregivers and fill income gaps. This in-turn allows households to focus on long-term income-generating activities. The logic is that the very poorest households will not be in a position to invest in their livelihoods if they are not able to meet basic needs, in particular food. For graduation programmes, consumption support is therefore primarily intended for filling the essential food and nutritional needs of households. Example goals from SC projects include:

- To reduce the duration of food insecurity during the year
- To increase in average energy intake per person per day
- To introduce greater diversity of food groups in the diet

In many cases, consumption support will also support households to offset lost income while participants attend training. This is particularly important for adolescents who may attend various types of life and vocational skills trainings, including apprenticeship opportunities. As long-term income earning potential will take time to develop, such immediate consumption support could also help smooth the way for working children and adolescents to re-enrol in school.

Value and duration of consumption support:

The value of support (i.e. cash amount) should be calculated using a wide range of contextual variables and linked to the overall objective of the programme (e.g. related to children's nutrition, education, etc). Some of the key variables include:

- Household size
- Household characteristics (i.e. number and gender of dependent children, pregnant women, elderly, disabled etc.)
- Current household income
- Household consumption and nutritional needs
- Other assistance provided to the household (i.e. government schemes, other NGO programmes, remittances) to children and households
- Seasonal considerations (i.e. periods when food production or employment opportunities are reduced)

Due to the short-term nature of consumption support (typically 3-6 months), it is important to calculate how long it would actually take for households to earn enough to cover their basic consumption needs when deciding the duration of support provided.

Analysis must consider if the nutritional needs of any pregnant or lactating women, and children less than 24 months of age are being met through existing government schemes. This critical window of the 'First 1,000 Days' (from conception until a child is 24 months of age) should be sufficiently resourced to ensure key health and nutrition outcomes are met. This allocation can be calculated using the Cost of the Diet (CotD), and factoring in relevant

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[10] Depending on context, this could include food and/or nutrition supplements for children or pregnant/lactating mothers. Particular attention should also be given if the household includes adolescent girls especially when at risk of early pregnancy. Please see here for more information.

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health costs. The duration should ideally cover the timeframe that any household member is pregnant, lactating and/or has children under 24 months of age.[11]

As mentioned above, for households with school-aged children, the loss of income from transitioning working children and adolescents into school, or the additional costs related to education (e.g. transport, books, fees, uniform, etc.) should also be factored-in to the allocation/duration calculation. Any income earned by children and adolescents should be discounted and will need to be covered in the short-term. This consideration may also extend to other activities that children and adolescents may undertake for the household (e.g. looking after siblings, running the family shop etc.). In many cases, when children and adolescents cover these responsibilities, parents and other adult household members can undertake other income earning activities which they would struggle to do otherwise.

2. Asset transfer or investment grant:

Asset transfers are typically provided to allow households to jumpstart economic activity. Typically, they take the form of a productive asset:

Productive asset:

A physical asset that is utilised to generate income and sustain livelihoods. Examples include livestock and/or poultry, technical or vocational equipment/supplies (e.g. sewing machines, building tools tools) or even stocks/investment in shops. Where possible, households should be supported to procure assets themselves (rather than an in-kind transfer from Save the Children) as this enables them to begin interacting with input suppliers in the market. Providing a simple asset transfer may not be sufficient on its own as many of these options require overhead and upkeep for sustained usage:

Overhead support: Cash/capital provided for maintaining a productive asset (i.e. living spaces for livestock)

Utilisation support: This is provided for households to utilise the productive asset in the long term. For livestock, an example of utilisation support would be fodder/food. This is particularly important aspect of the asset transfer component: households should be able to utilise the productive asset in the *long-term*. Without utilisation support, the productive asset might become neglected (or worse, a burden) if households could keep up with maintenance costs.

The combination of the initial grant/asset, overhead and utilisation support all make up the overall core component of the 'productive asset transfer'. This can be a rather costly aspect of graduation programming. Despite this, to (1) protect the asset and the livelihoods of the poorest households who are vulnerable to shocks and stresses, and (2) enable them to establish themselves as small businesses, it can be difficult to achieve 'graduated' outcomes without this component.

Child sensitivity considerations related to assets or investment grants are:

- Ensuring that the asset does not require excessive maintenance or time investments that could impact on child caring or feeding
- Ensuring that there is not an expectation within households that children will contribute significantly to the care and maintenance (e.g. fetching fodder or water) at the expense of education, rest or recreation time
- Ensuring that the asset does not pose a health risk to children (particularly regarding livestock or poultry) or any other risk (e.g. safety if care is required and requires children/adolescent girls to be left unattended)

3. Upskilling and training:

This component focuses on building skills and capacities of households to utilise productive grants and maintain sustainable livelihoods. This can include training for new and/or more effective production (e.g. crop management, livestock husbandry, aquaculture, tailoring, shop management, etc.), financial education and business management skills. This can be provided through the following channels:

- Community-level peer-to-peer learning networks (farmer field schools, producer groups, collective marketing groups etc.)
- Government or NGO-run training courses
- Private-based formal training institutions
- Apprenticeships that offer on-the-job training

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[11] For more information see Save the Children's Common Approach - Resourcing Families for Better Nutrition

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- Literacy and numeracy programmes

Within this component, in rural contexts the promotion of a household's ability to produce their own food can be an important factor in food security. Among SHIREE participants, there was found to be an association between engagement in **home food production** and graduation status. While home food production proved important in this context, this may be a result of a specific food security situation. The appropriateness of including this in other graduation models would need to be considered depending on a given context.

Child sensitivity considerations related to technical training such as this include:

- Ensuring that the duration, location and frequency of training does not impinge on carers' time for feeding, caring for and spending time with children. Trainings can include provisions for mothers to bring children, e.g. volunteers to look after children, quiet area for breastfeeding, snacks and toys for children.
- Ensuring that parents or carers are pursuing skills in sectors where there is likely to be a long-term earning potential, beyond the life of the programme (so that they can continue to meet children's needs)
- There are particular considerations for training that involves adolescents and youth (see below).

4. Life skills and economic empowerment for adolescents and youth:

If the graduation approach includes economic empowerment actions that directly target adolescents and youth (15+ years of age), training must be linked to appropriate market opportunities from the outset. A market and/or labour market survey should be carried out to identify areas where training is likely to lead to employment or self-employment. Any vocational training should be accompanied by linkages to market actors and/or employers.

It is imperative that facilitators and work-place mentors/supervisors are vetted to ensure requisite child safeguarding standards are in place. This should include safe spaces (e.g. keeping adolescents away from any activities or equipment that could cause harm), regular monitoring visits, and fit-for-purpose feedback mechanisms.

Complementing the technical skills development, adolescents should also be exposed to key transferable life skills for improving their socioeconomic outcomes: social skills, higher order thinking, self-control, positive self-concept, and effective communication. These packages are important for building confidence, employability, income earning potential, and contributing to delaying marriage and childbirth.[12]

5. Financial inclusion:

This involves a series of capacity building activities and interventions to establish good financial practices. There can be several ways to include financial inclusion in a graduation programme:

Financial education/training:

This is the basic method to building general skills and techniques for better financial practices. Promoting good savings practices is often a key focus for such education. In many contexts, many households live with critical levels of debt which renders sustainable livelihoods untenable (as was the case for many beneficiaries involved in the Challenging Urban Poverty programme in Myanmar). As such, promoting good savings practices can in-turn lead to better debt management.

Savings and loan mechanisms:

These mechanisms establish avenues for households to group together and build their financial skills, capacities and confidence. This can be individualised (at the household or personal level) or utilised in larger, group-based situations, such as through a village savings and loan association (VSLA) model. This also allows for financial services to be delivered more efficiently, as a group rather than at the individual level. The modality will depend on the context. Examples of savings and loan schemes are:

- Establishing/linking to microfinance institutions
- Links to banks for individual/household savings accounts
- Establishing community-based savings accounts
- Creating local loan groups

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[12] For more details and further content guidance, refer to Save the Children's Common Approach – Life Skills for Success: Supporting Young People to Succeed in Work and Life

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Ensuring child sensitivity of these activities can involve[13]:

- Ensuring that the duration, location and frequency of group saving activities does not impinge on carers' time for feeding, caring for and spending time with children. Group meetings can include provisions for mothers to bring children, e.g. volunteers to look after children, quiet area for breastfeeding, snacks and toys for children.
- Saving group meetings can often be used as a platform for addressing other social issues related to children. This can be a safe space for discussing more sensitive issues (e.g. child marriage, child labour), once the trust of the community and group members has already been established.
- Financial education can specifically include sessions on budgeting, saving and prioritising expenditure related to children's needs, such as school, healthcare, nutritious food, books, clothes, etc.

6. Social Behaviour Change Communication (SBCC):

Beyond technical training, facilitation and promotion of positive behaviours that relate to investing in the wellbeing of households – specifically children – is a key component of child-sensitive graduation programming. This can involve stimulating demand for existing services, and also influencing attitudes, behaviours and practices within the key decision-makers and influencers in a household. Examples from previous Save the Children approaches to SBCC include::

- Encouraging attendance of school for all school-aged children, particularly girls
- Encouraging access to child-related health services
- Promoting optimal infant and young child feeding practices

Nutrition outcomes are commonly part of graduation programmes and this is the area where Save the Children has significant experience in SBCC. In order to drive nutrition outcomes, pregnant women and mothers must have both the knowledge and means to make positive changes. To improve knowledge and practices, social and behaviour change communication (SBCC) should be considered for households with pregnant and breastfeeding mothers of children under 24 months of age, with sessions for adolescent girls, boys and other influential stakeholders involved in caregiving practices (particularly fathers and elder women in the household).[14]

SBCC linked to education and child protection have been less commonly featured in Save the Children's graduation programmes, but this is an important area where approaches should be tested. Close collaboration should take place between livelihoods colleagues and staff and partners other sectors to develop appropriate packages as part of graduation programmes.

7. Household coaching/mentoring:

Many graduation programmes involve regular one-to-one interfacing between programme/operational staff and beneficiary households. This support with setting and monitoring of goals is to do with livelihoods, budgeting and facilitating linkages to social protection and other government services. While this can be costly and cumbersome in terms of human resource requirements, it provides a mechanism for households to seek support, particularly in the event of shocks or stresses. For child-sensitive graduation programmes, this coaching should include aspects related to child wellbeing, for example reviewing expenditure or accessing services directly related to children's needs.

Child sensitive graduation programmes should also try to ensure that children and youth are listened to and engaged during these visits to address the individualised issues faced by children and youth in addition to reinforcing any life skills and training work of the programme. This requires training and support for livelihood staff who may not have interacted directly with children in their work previously.

8. Social linkages:

Sustainable livelihoods cannot exist in silos. Therefore it is important to link children and their households with wider support systems and mechanisms to ensure their exit from poverty is sustained. Analysis should be carried out to identify whether low uptake of services is linked to demand (lack of service seeking behaviour from the household) or supply (limited availability, poor quality or high cost of services). This can include the following types of services:

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[13] See also Tip Sheet, page 67 of Child Sensitivity Toolkit
[14] For more details and further content guidance, refer to Save the Children's Common Approach – Nourishing the Youngest

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Health and nutrition:

This involves supporting children and their families with accessing health services that may have been previously inaccessible (or difficult to access) due to reasons of expense, transportation and/or stigma (to name a few). Beyond fostering straight access, this can involve further health-related mechanisms such as the provision of support packages for specific health-related contexts (i.e. for lactating mothers, feminine hygiene products and contraception).

To improve access and utilisation of nutrition-specific and sensitive services, our graduation approaches will aim to strengthen the capacity and engagement of government frontline workers, while increasing household and community awareness of, and demand for, high quality nutrition-related services.

Education:

To ensure attendance of all school-aged children, this would involve identifying the constraints children face in accessing education. Where the issue is one of demand, this can be addressed through SBCC. Where families face other challenges in accessing education, the programme may advocate through community governance structures, parent/teacher associations, or local governance structures. The gendered element of this cannot be ignored: special focus must be placed for girls' access to education.

Social protection and other governmental support:

Graduation does not mean a household is on a constant upward path out of poverty. Consumption is highly dynamic and volatile – e.g. in Georgia, 64% of those in the poorest quintile in 2013 were not in the poorest quintile in 2009 (Kidd & Gelders, 2016),[15] and in Vietnam, 35% of those in the poorest quintile in 2010 had moved into more affluent quintiles by 2012 (Kidd et al, 2016). Without access to regular and predictable social transfers, beneficiaries of graduation programmes are just as exposed to risk as other households. It is for this reason, that graduation programmes should be complementary to a comprehensive social protection system, rather than as replacing the need for such a system. Graduation approaches should ensure they are promoting the following outcomes in terms of social protection:

- **Increased access to social protection benefits:** Conduct a Social Protection Access Study (SPAS) to determine levels of access to relevant schemes, and to document the types of barriers the poor experience in accessing their benefits. This research can build advocacy at both the national and local levels to engage relevant Ministries to strengthen accountability mechanisms, improve targeting approaches so they are more inclusive, and ensure delivery systems are effective.
- **Strengthening of existing local social protection schemes:** Save the Children partners and local government counterparts can be mobilised to share the eligibility criteria and information about social protection schemes with community members. Local government counterparts should be informed of vulnerable graduation beneficiaries who are eligible for social protection schemes, and supported to make these linkages. Graduation programmes can also support with the facilitation of open budgeting and social audits, working closely with Child Rights Governance colleagues.

These types of actions are embedded in the Suchana graduation programme in Bangladesh.

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[15] Kidd, S. and Gelders, B. (2016) *Child wellbeing and social security in Georgia: The case for moving to a more inclusive national social security system.* UNICEF. Georgia.

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Graduation is not a linear path: expect households to face shocks!

Resilience and contingency planning: Learning from Save the Children's SHIREE programme in Bangladesh highlighted that a household's journey to graduation is often not linear and shocks and stresses can set them back In the event of natural hazards (e.g. flooding, cyclones, droughts), productive assets can be lost or compromised in some way. In addition to this, a variety of other personal, economic or anthropogenic factors can result in the loss of programme assets, support or services.

Particularly in contexts of high vulnerability, programmes should prepare for this to ensure households are equipped with the means necessary to secure their livelihoods. While the programme cannot prevent the shock from happening, it can help to limit the impact felt by the household and the extent to and speed with which it can recover. Measures that can be employed to ensure a more resilient graduation pathway are:

- Access to savings and loans to act as a buffer during shocks (see CUP programme, Myanmar)
- Promoting climate resilient agriculture practices (see Suchana, Bangladesh)
- Replacing lost assets with a second round of asset transfers (see SHIREE, Bangladesh)
- Monitor household coping strategies, in particular hose which can harm children

It is important to note that this is not an exhaustive list and design teams should be prepared to innovate based on the needs identified in their context.

The **sequencing** and **timing** of programme interventions is crucial for successful implementation and outcomes. Consumption support should be instigated from the very start of the programme and ideally should be provided on a monthly basis for a minimum of 6 months. The full training package should be planned out for the whole timeframe and phased-in over the first few months. It is advisable that financial education, business and technical trainings are provided before a productive asset/grant is given. This sequence ensures that households are well equipped to maintain the asset and sustain its use long-term. In areas where households experience high levels of debt, the programme may need to consider front-loading a lump-sum to help alleviate the debt-re-payment schedule that can often cripple any positive incremental changes attributed to the programme. This was a major issue in the Challenging Urban Poverty programme, where most households had substantive debt at the outset, and struggled to fully capitalise on the benefits from the programme.

Further resources for technical components for graduation programming:

- World Vision (2018). Ultra-Poor Graduation Handbook.
- Save the Children (2017). Child Sensitivity in Poverty Alleviation Programming: An Analytical Toolkit.
- BRAC (2015). PROPEL Toolkit: An implementation Guide to the Ultra-Poor Graduation Approach.
- Save the Children (2018). Graduating Out of Extreme Poverty: Who, why and how? Evidence from Save the Children's Shiree Programme in Bangladesh. Save the Children Resource Centre.
- Bandiera, O., Burgess, R., Das, N., Gulesci, S., Rasul, I., Sulaiman, M. (2016). Labor Markets and Poverty in Village Economies. London School of Economics, London, UK.
- Consultative Group to Assist the Poor (CGAP). (2016). State of Graduation Programs 2016. CGAP Microfinance Gateway website. Accessed 15 November 2018.

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IV. MEAL

The importance of a proper MEAL process is essential to this approach. As graduation itself is fundamentally defined by reaching of a threshold of indicators, the MEAL process is integral in understanding and appraising the success household graduation and the success of the overall programme. Consider these key MEAL components:

A.   Selecting graduation outcomes

Graduation outcomes are changes at household, child and system level that the programme hopes to achieve. Drawing from Save the Children's child sensitivity toolkit and World Vision's Ultra-Poor Graduation Handbook, Table 5 provides a list of example outcomes for children under the previously suggested themes, that could serve as graduation thresholds.

Table 5: List of example outcomes and their corresponding themes and graduation component

Child-Sensitive Themes	Graduation outcomes	Core Component
Education	• Increased school enrolment/completion • Increased basic school readiness • Increased regular school attendance	• Social linkages
Health	• Improved access by children to health services/facilitates • Improved timeliness for seeking health care interventions for children	• Social linkages
WASH	• Improved water sources for drinking by children and HHs • Improved positive hygiene practices for children and HHs	• Consumption support • Upskilling and training
Nutrition	• Decreased stunting • Increased mean dietary diversity score of children and infants • Increased number/proportion of children eating X meals/day with Y types of nutritious food	• Consumption Support • Asset transfer • Upskilling and training

Depending on the context and how thresholds are determined, projects need to select a range of outcomes resembling (but not limited to) those above. A range of 10-15 outcomes are often selected to adequately cover and crosscut the various components of graduation.
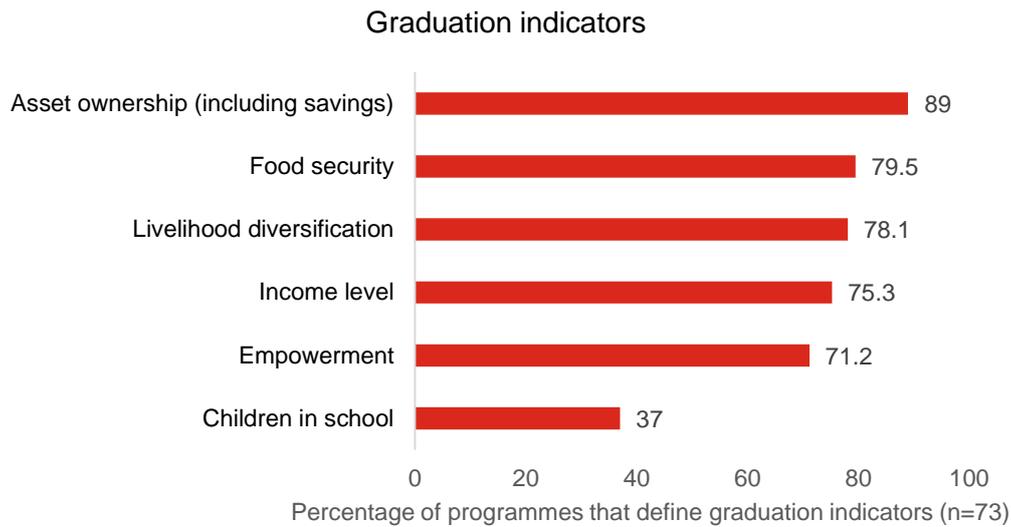
B.   Selecting & Measuring Outcome Indicators/Milestones

In order to know whether a household has achieved a certain outcome, it is necessary for there to be a clear indicator which can be objectively measured with a binary yes/no response. In graduation programming these are often referred to as milestones. Examples include:

• Meeting a certain numeric target (such as income, meals per day, HH savings total, production/productivity output)
• Adopting a behaviour/practice, or not
• Access to certain services, or not
• Demonstrating a certain skill or activity (related to income-generation or livelihood security), or at least reporting a confidence to do so

Nearly all programs defining graduation criteria use multiple indicators, often combining qualitative and quantitative measures.

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Figure 4. Number of graduation indicators in 73 programmes, adapted from Arévalo et al., 2018

Graduation indicators

Asset ownership (including savings)	89
Food security	79.5
Livelihood diversification	78.1
Income level	75.3
Empowerment	71.2
Children in school	37

Percentage of programmes that define graduation indicators (n=73)

For child-focused indicators, a specific list must be developed to measure their outcomes. Below are examples of child-focused outcomes for the consumption support component and the indicators that could be used to measure them.

Table 6: Examples of indicators measuring a nutrition outcome, under the consumption support component

Core component	Outcome	Indicator(s)
Consumption Support	Better nutrition for children their households	• Children's dietary diversity scores (IDDS) • Percentage of households with sustained ability to provide nutritious food • Minimum meals per day by children

For a comprehensive list of child-focused indicators, how to measure their impact and further references, please consult the Child Sensitive Indicators for Poverty Alleviation Programming Manual

The method and frequency of the measurement of these milestones/indicators should depend on the operational and financial feasibility identified by the MEAL team. It is recommended that the measurement take place for all households, so that programmes can easily state the amount of households that 'graduated'. However, this may not be possible for large programmes covering many participants. The Suchana programme faces this challenge and therefore conducts surveys to collect data to determine graduation thresholds through a representative sample. The MEAL team could therefore consider monitoring a representative sample which is stratified to consider heterogeneity, representing the different types of populations targeted by the programme.

C.   Measurement Methods

Depending on the reach and scale of the programme, the method of choice for most graduation programmes is a set questionnaire done at the household level. In graduation programming, these questionnaires are generally called score-cards. The intervals vary from programme to programme, however learning from other MEAL approaches suggest a six month interval is a good general approach.

Operational staff should assess households by **talking** with beneficiaries and **observing** households doing routine programme activities. A questionnaire should be filled during these assessments Consider the template below.

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Table 7: Sample graduation checklist, implemented in Suchana

	Graduation target	☺	☺	☹	Add ☑ Comments
1	Using improved livelihood technologies				

From here, each question is weighted and summed to determine the total score for each household. There are two approaches for **weighting:**

1. Weighting each indicator equally and calculating graduation threshold by a percentage of targets met.

This was used in Suchana with the checklist *(Table 7 above)* and the following criteria:

- **Scoring:** Green=2 points; Orange=1 point; Red=0 (indicated above with white, grey, and black, respectively)
- **Household Score:**
  a) Maximum points for that HH (2X number of questions asked)
  b) Add up all the points BHH achieved
  c) Divide (b) by (a) and multiply by 100= XXX%
- **To Graduate:** Households with a score over 75%

Or:

2. Weighting indicators differently on a scale based on project priorities, goals and outcomes. Refer to the SHIREE and CUP socioeconomic indexes (In *Table 9* below) as an example.

The checklists/scorecards are then used to populate a MEAL matrix. Below is a template for a MEAL matrix utilised in Suchana[16]:

Table 8: MEAL Matrix implemented in Suchana, Save the Children

HH outcome	Logframe indicator	HH graduation milestone	Explanation	Time expected achieved	Target HH	Graduation checklist question	White: Graduated	Grey: on way	Black: Failed
*	*	*	*	*	*	*	*	*	*

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[16] The original matrix used a green-orange-red colour scale which we have changed to greyscale (i.e., white, grey, and black.). These are not c508 compliant (or colour-blind friendly) hence the greyscale.

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For full scorecards, checklists and MEAL matrices, please see below:

Table 9: References for checklists, scorecards and MEAL matrix from previous SC graduation projects

Checklist/Scorecards	File
Suchana graduation scorecard	Suchana Graduation Scorecard.docx
Suchana graduation checklist	Suchana Graduation Checklist.docx
SHIREE socioeconomic index	SHIREE Socioeconomic Index.
CUP socioeconomic index	CUP Socioeconomic index.docx
Suchana graduation milestones (MEAL matrix)	Suchana Graduation Milestones.xlsx

D.   Selecting & Measuring Graduation Thresholds (Graduation Analysis)

Graduation thresholds refer to the level of progress or improvement that a household is expected to achieve before it can be considered to be graduated. The idea for setting and achieving clear and measurable thresholds is the crux of graduation programming and part of what distinguishes it from other livelihood programmes. Thresholds are often aggregated to come up with a single, composite graduation threshold, based on different ways of analysing monitoring data against the programme objectives. It is up to the design team to decide how they wish to aggregate their outcome monitoring data in order to define a graduation threshold. Options include:

1. A household has to meet all the criteria of outcomes by the end of the phase/programme duration to graduate. This is the most straightforward approach, though may result in a low number of households achieving graduation status since many may not achieve all of the objectives.

2. A household has to meet a certain percentage of the total number of criteria to graduate. This allows households some flexibility in the way that they achieve graduation, since some may find certain interventions more critical than others.

3. A household has to achieve certain indicators that are considered foundational (or 'core'), and achieve a certain addition percentage of points from others to graduate. In order to emphasise the child sensitivity of a graduation approach, the design team may decide that a household cannot be considered graduated if it does not meet certain child-focused outcomes. Or, if certain outcomes such as a minimum level of savings or assets, are considered critical to protecting the household from future shocks (and therefore from slipping back into poverty), these may be considered essential.

E.   Measuring Sustainability of Impacts

The lack of data of longer-term impacts from graduation programmes prompts questions around how sustainable graduation-status is for involved households and participants. This is of particular importance to MEAL. The MEAL strategy for the programme should seek to answer some of the following questions:

- Does the MEAL process examine the likelihood of HHs to revert to their baseline status (i.e. employment?)

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- If so, how many years following project completion (or graduation attainment) should MEAL continue?
- To what extent does HH's status at baseline (i.e. employment, education, assets) affect their chances for graduation?
- How has the wellbeing of children changed (improved or worsened) after the end of the programme?

There are of course financial and logistical challenges related to this sort of approach. Continuing to monitor household level outcomes after the end of a programme can be difficult: there is no longer regular contact with households; staff may have moved on; and the programme budget may have closed. The design team should think creatively about how to address these challenges. In the SHIREE programme, separate funding was identified to conduct an external evaluation two years after the programme. The participant database had been well-maintained so that many households were still contactable.

Further resources for Graduation MEAL:

- World Vision (2018). Ultra-Poor Graduation Handbook.
- Save the Children (2017). Child Sensitivity in Poverty Alleviation Programming: An Analytical Toolkit.
- BRAC (2015). PROPEL Toolkit: An implementation Guide to the Ultra-Poor Graduation Approach.
- Raza, W., Das, N., and Misha, F. (2012) Can ultra poverty be sustainably improved? Evidence from BRAC in Bangladesh. *Journal of Development Effectiveness 4*(2): 257–276.

F.   Research and evidence agenda:

From the outset, the graduation programme should seek to contribute to sector-wide knowledge. A synthesis of existing work across the sector on graduation by the Partnership for Economic Inclusion includes some of the following questions where knowledge gaps have been identified include:

1) How can the graduation approach be designed to maximise benefits and drive cost-effectiveness in different contexts and for different people (women, men, girls and boys)?

- How to adapt the approach to address highly varied contexts – rural, urban, fragile and conflict-affected, vulnerable to climate change?
- How to effectively drive equitable wellbeing outcomes for both girls and boys (nutritional and health status, regular school attendance, protection, confidence etc.)?
- How can the model be enhanced to increase impact such as through cash vs. in-kind assets; links to wage employment vs. self-employment; increasing productivity over time; incorporating meso-level interventions; or incorporating explicit risk-mitigation strategies?
- Testing dosage of different interventions to determine how costs can be reduced while maintaining impact, such as through streamlining coaching; group delivery of services; or digitization of services?
- How can targeting be optimized to identify households with the highly vulnerable and marginalised children and adolescents?

2) How can governments and other key stakeholders effectively scale-up the approach?

- What is the most appropriate package for scaling-up a child-sensitive graduation approach
- How can graduation approaches be incorporated into existing social protection systems and other key services (education, health, nutrition etc.)?
- What are the key barriers to scaling-up the graduation approach – e.g., fiscal and political economy issues that need to be considered.
- How can other stakeholders be effectively used to facilitate implementation and scale-up?

3) In what ways can there be more contribution to the knowledge base of graduation programming?

- How can the model be enhanced to have a more tailored focus on children and their needs?
- What are the key barriers in designing child-sensitive models?
- Can this model be developed further to include child outcomes that go beyond nutrition and health? (for instance, outcomes relating to child protection and governance?)
- Can there be MEAL toolkits developed specifically for this model?

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