

GRADUATION AND SOCIAL PROTECTION CONFERENCE

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Session	1.1
Title	Exit or developmental impact? The role of 'graduation' in social protection programmes
Authors	Michael Samson
Affiliation	Economic Policy Research Institute (EPRI), Cape Town, South Africa
Abstract	<p>The past ten years have seen developing countries around the world rapidly adopting a range of social protection programmes. Since the mid-1990s, many developing countries have consolidated social protection as a vital policy sector, focused on bringing innovative instruments to bear in tackling poverty, vulnerability and social exclusion. In Africa the number of social cash transfer programmes have increased ten-fold—from 25 in 2000 (in 9 countries) to 245 in 2012 (in 41 countries). Over the past several years, a number of policy-makers and programme implementers have searched for a path to what has been termed “graduation”—a remedy for the syndrome of dependency that some fear. Graduation means different things to various stakeholders—for some, it means exit from programmes that create a fiscal burden for the government, while to others graduation represents an opportunity to broaden social protection’s developmental impacts.</p> <p>This note briefly examines the various views on graduation emerging in different contexts, contrasting two approaches to exit strategies with an alternative developmental model. The analysis focuses on a framework that links both micro and macro strategies for deepening developmental impact, drawing on BRAC’s successful model and the development planning approach for social protection identified in a number of developing countries around the world.</p>

Session	1.2
Title	Enabling sustainable graduation from social protection programmes
Authors	Rachel Sabates-Wheeler (UNICEF) Stephen Devereux (IDS)
Affiliation	UNICEF, Rwanda; Institute of Development Studies (IDS), UK
Abstract	<p>One innovative and attractive feature of social protection, in contrast to ‘safety nets’, is that it has the potential to reduce the vulnerability of poor people to the extent that they can manage moderate risk without external support. This feature has led to an expansion of large-scale ‘productive safety net’ programmes. The process of reducing vulnerability so that people can move off social protection provision into more productive and resilient livelihoods is popularly termed ‘graduation’.</p> <p>These claims for the ‘livelihood promotion’ function of social protection lead an enquiring mind to ask, what is the theory of change behind this graduation vision and under what conditions will this theory of change lead to improved outcomes for the poor? At the centre of this vision is typically a focus on resource accumulation and household-level assets. Surprisingly, we see numerous programmes built on this concept, yet little analysis or understanding of the requirements and constraints to building sustainable pathways to graduation.</p> <p>The ambition of this paper is to map out the theory of change underpinning the notion of graduation and to set out, conceptually and empirically, the range of enabling and constraining factors that facilitate or undermine this change process. We distinguish ‘threshold’ graduation (an administrative benchmark that signals the point at which a beneficiary is no longer eligible for the programme) from ‘sustainable’ graduation (a state in which livelihoods have been fundamentally transformed through social protection interventions). Furthermore, in keeping with recent work by the authors and others (Dorward et al, 2006; Sabates-Wheeler, Devereux and Guenther, 2008), we emphasise the existence of multiple factors working at different levels, beyond the household, such as market conditions, community investment and scale effects that work to constrain or complement each other, and asset usage.</p> <p>The notion of development coordination (Dorward and Kydd, 2004) requires that these different levels and initiatives are not analysed in isolation from each other. Consider a livelihood package targeted at poor farmers. The farmers may all start producing tomatoes and this may bring them above a specified poverty threshold, however, if markets for tomatoes are thin and external demand is not accessed, the local markets will be swamped, causing a massive produce price collapse lead the majority of households to fall into poverty once again. So the <u>scale</u> of production alone, in this context, may mean that productivity gains are not translated into higher incomes. In other words, without development coordination (or some way of enabling sustainable graduation) the tendency is towards a stable low-productivity equilibrium at best. A related point is the scale of the programme – the size of the livelihood package and of the target group. Even if local markets function well and are able to absorb increases in production, if the livelihood package does not bring enough households above a critical threshold there will be negligible multiplier effects and farmers may be unable to take advantage of potential economies of scale (see Dercon, 2004). These considerations are central to this paper and to a full understanding of the process of graduation.</p>

Session	2.1
Title	An end in sight for ultra-poverty: scaling up BRAC's graduation model for the poorest
Authors	Wazedul Islam Pahlowan and Sadna Samaranayake
Affiliation	Ultra-Poor Programme, BRAC, Bangladesh; Ultra-Poor Programme, BRAC, USA
Abstract	<p>In April, World Bank President Jim Kim announced 2030 as the global target date to end extreme poverty; however, the ultra-poor traditionally do not benefit from market-based interventions such as microfinance and are unable to break free from poverty clutches despite their hardest efforts. BRAC's Targeting the Ultra Poor (TUP) program (founded in Bangladesh) contradicts this generalization and instead provides a path to graduate people out of ultra-poverty using an intensive, household-to-household methodology that gives them the confidence, skills and assets they need to reach the bottom rung of the economic ladder.</p> <p>The programme represents a unique success story in addressing ultra-poverty. A well planned longitudinal impact study on BRAC programme shows that poorest families graduate out of ultra poverty, and even 7 years later they show gradual improvement instead of sliding back into ultra poverty.</p> <p>BRAC's Targeting the Ultra Poor Graduation programme directly addresses a dilemma that is currently confronting emerging economies around the world; that is that despite the rise of a wealthy class within these economies, there has been limited improvement in terms of greater distribution of wealth and income equality. The TUP Graduation programme, developed in Bangladesh and adapted in Latin America, Africa, the Middle East and elsewhere in Asia, presents a scalable solution to extreme poverty. It represents an excellent opportunity to promote social integration and greater cohesion, and to meet post-2015 UN development goals.</p>

Session	2.2
Title	Livelihoods graduation in practice in Bangladesh: factors that enable, constrain, and sustain graduation
Authors	Matthew Pritchard
Affiliation	Chars Livelihoods Programme, Bangladesh
Abstract	<p>The Chars Livelihoods Programme Phase 2 – CLP2 – is a multi-component programme aimed at the extreme poor living on the chars (riverine islands) of north-west Bangladesh. It is funded by UKaid through DFID and Australian Aid through DFAT, and managed by Maxwell Stamp plc (see www.clp-bangladesh.org). It currently targets 67,000 extreme poor households in eight Districts for its core support, and also aims to benefit at least 1 million extremely poor people living in the chars.</p> <p>The chars in north-west Bangladesh present specific circumstances and challenges which need to be taken into account in both the programme’s design and implementation as well as the criteria and monitoring systems for tracking progress and, ultimately, graduation from extreme poverty.</p> <p>CLP’s approach to graduation went through multiple iterations, and resolved around the following principles:</p> <ul style="list-style-type: none"> • Graduation needs to take into account multiple perspectives – particularly those of the extreme poor themselves – and not be driven solely by managerial or technical requirements. • Extreme poverty is a complex and multi-faceted circumstance; graduation criteria therefore need to address this complexity while remaining simple enough to be measurable and understandable. • Simple income / expenditure measures do not adequately or appropriately capture the complexities faced by the chars population, or the multiple routes out of extreme poverty that can be followed. • Given that the chars context is dynamic, graduation criteria and guidelines need to clearly distinguish between ‘end-of-assistance graduation’ vs. ‘sustainability or direction-of-travel’. <p>CLP’s experience of developing and implementing guidelines and conditions for assessing graduation has given rise to learning around the factors that enable, constrain and sustain graduation in the context of the chars.</p> <p>The conference paper and presentation will explore these factors, covering: programme design and policy considerations; programme implementation and mechanics; the graduation criteria and guidelines; the chars environment and context; and factors at the level of households and individuals themselves.</p> <p>With at least two years-worth of census data now available, the potential for tracking and investigating in more detail these enabling, constraining and sustainability factors is becoming greater. Learnings from these analyses have been, and continue to be put into place in the programme’s operations, which will also be touched on in the conference paper. As more is learned in the last two years of CLP, the IML Division intends to produce a comprehensive set of longitudinal data and lessons learned, covering the successes and challenges of a graduation-focused livelihoods approach.</p>

Session	2.3
Title	Managing diversity at scale: the role of real time monitoring in implementing a graduation targeted challenge fund
Authors	Colin Risner and Vishal Gadhavi
Affiliation	Shiree (Stimulating Household Improvements Resulting in Economic Empowerment), Bangladesh
Abstract	<p>The Economic Empowerment of the Poorest programme (known locally as <i>shiree</i> – meaning ‘steps’ in Bangla) is a challenge fund supported by DFID and SDC working with up to 300,000 extreme poor beneficiary households across 5 main regions of Bangladesh (see www.shiree.org).</p> <p>As a challenge fund the programme embraces a diversity of sub-project approaches, designed and owned by implementing NGO partners, suited to the variety of regional, economic and societal contexts faced by beneficiary clients. While approaches vary all beneficiaries are extreme poor and the objective of graduating them from this state, and being able to verify this transition, is common across the sub project portfolio.</p> <p>Hence the programme is a test bed for a broader objective achieving the rapid eradication of extreme poverty from Bangladesh – an objective promoted in the Manifesto for the Extreme Poor (the programme flagship advocacy initiative).</p> <p>The shiree Theory of Change responds to and tests the global extreme poverty eradication agenda – tackling the diversity of extreme poverty at scale.</p> <p>Imperatives arising from acceptance of this “no one left behind” agenda include:</p> <ul style="list-style-type: none"> - Knowing when someone is out of extreme poverty - Being able to monitor movement towards and beyond the extreme poverty threshold - Having a set of appropriate interventions that can be delivered to bring about this change - Being able to adjust, refine and enhance these interventions based on rapid feedback - Ability to find, target and monitor even the pockets of extreme poverty that are normally ignored - The ability to do all this at scale and in a complex and dynamic context (eg growing urban challenges) <p>This requires an information rich environment – based on continuous census monitoring at household level – principally as a management tool to guide the interventions rather than a traditional before and after impact study.</p> <p>Hence shiree has developed the change monitoring system to drive its graduation enhancement strategy constructed on 4 Pillars – 1- the dataset, 2- a visualisation tool, 3- appropriate interventions , 4- resources.</p> <p>The conference paper and presentation will explore the formulation, implementation and potential for the Change Monitoring System instrument (CMS2) that is at the heart of the graduation strategy. This mobile phone based tool is already monitoring over 100,000 households each month, with data translated instantly into tracking information.</p> <p>Given the disruptive nature of this technology, the challenges in rolling out the system have been as much organisational as technical. With over a year of high volume data now gathered the potential for data mining, discovering trends, segments and correlations that will enhance understanding of the dynamics of extreme poverty is increasing. The prospect of using data analysis tools for predictive modelling with regard to poverty risk factors is enticing, as is the potential to add new poverty analysis applications on to the smart phone platform.</p>

Session	3.1
Title	Evaluating graduation: insights from the Vision 2020 Umurenge Programme in Rwanda
Authors	Vincent Gahamanyi (Government of Rwanda) Justine Gatsinzi (Government of Rwanda) Renate Hartwig (Erasmus University and University of Passau)
Affiliation	Rural Local Development Support Fund (RLDSF), Government of Rwanda; Erasmus University, Netherlands
Abstract	<p>The Vision 2020 <i>Umurenge</i> Programme (VUP) is the flagship anti-poverty and social protection programme currently implemented in Rwanda. The programme comprises of three components public works, direct support and financial service.</p> <p>Previous research has shown that the VUP has a positive impact on food consumption and asset holdings of beneficiary households in the short-run. Qualitative evidence however suggests that these effects might be rather short-lived as households fear to fall back to their initial state after leaving the programme.</p> <p>In this paper we look at the sustainability and the medium-term effects of the VUP public works and direct support components. We follow both VUP beneficiary and non-beneficiary households over time using data from a three-round household panel conducted between 2009 and 2014. We look at graduation from three angles: the change in the households' poverty status (ie <i>Ubudehe</i> category), the asset level and perceived food security. Tracking successful households we also explore determinants of graduation.</p> <p>Preliminary results indicate higher graduation rates among public works households. The results further indicate that household composition plays an important role for graduation.</p> <p>* The research is part of part of an Impact Evaluation of the VUP funded by the World Bank. The financial support is gratefully acknowledged. The findings, interpretations and conclusions expressed in this paper are entirely those of the authors. They do not necessarily represent the views of the World Bank or the Rural Local Development Support Fund.</p>

Session	3.2
Title	Challenges of measuring graduation: building systems for appropriate identification of the poor and non-poor in Rwanda
Authors	Justine Gatsinzi (Government of Rwanda) Rachel Sabates-Wheeler (UNICEF) Sam Yates (DFID) Emily Wylde (independent consultant)
Affiliation	Rural Local Development Support Fund (RLDSF), Government of Rwanda; UNICEF, Rwanda; Department for International Development (DFID), Rwanda; independent
Abstract	<p>Rwanda provides a well-known and oft-cited example of how community consultation and participation is able to identify and rank its members according to social poverty and needs through the <i>ubudehe</i> process. This process draws on the tradition of <i>ubudehe</i>, which is considered a strength of Rwanda's social fabric. However with the <i>ubudehe</i> categorisation process now the basis for determining eligibility to a range of social benefits, such as health insurance, land taxation breaks, cash transfers, scholarship funds the process has come under some strain.</p> <p>This paper asks two related questions: first, how adequate is the traditional community based system for ranking households along a poor/non-poor spectrum? Second, can improvements for targeting benefits to the poor be made without undermining community ownership and what would these improvements look like?</p> <p>Answers to these questions are critical for policy makers in Rwanda as the new five-year development strategy (EDPRS2) places substantial weight in graduating poor households out of extreme poverty. Identification (and thus targeting) of the poorest/ poor/ non-poor is critical to how this graduation agenda evolves, especially with regard to measurement and indicators of success. We hope to encourage debate on areas of targeting methods and accuracy as well as the obvious correlation to graduation measurement.</p>

Session	3.3
Title	Evidence on graduation in practice: Concern Worldwide's Graduation Programme in Rwanda
Authors	Ricardo Sabates (University of Sussex) Stephen Devereux (IDS) <u>Q&A</u> : Odette Kampirwa Kweli (Concern) Alice Simington (Concern)
Affiliation	Institute of Development Studies (IDS), UK; University of Sussex, UK; Concern Worldwide, Rwanda
Abstract	<p>Concern Worldwide Rwanda is implementing a Graduation Programme called 'Enhancing the Productive Capacity of Extremely Poor People' in the Southern Province of Rwanda. Attached to this programme is a research component which seeks to fill the gap in evidence on graduation impacts of social protection programmes in an African context. The programme is building on the principles of the Government of Rwanda (GoR) national social protection scheme: the Vision 2020 Umurenge Programme (VUP 2020), as well as adapting the 'Graduation Model' which is based on an innovative approach that was developed by the CGAP-Ford Foundation, itself drawing on the successes of BRAC's well-known work in Bangladesh, to the Rwandan context.</p> <p>The model uses a multi-sectoral series of interventions, comprising 5 essential components applied in a sequential manner, each series of interventions building on the last: (1) a comprehensive Targeting exercise; (2) consumption support provided as a cash transfer; (3) skills training and regular coaching (4) exposure to microfinance and in particular savings; (5) asset transfer to help participants jump-start a sustainable and profitable economic activity.</p> <p>The research component comprises a series of surveys, both quantitative and qualitative, capturing the progress of 800 treatment (beneficiary) and 200 control (non-beneficiary) households, at key points in the sequencing of the programme (baseline; after 12 months of cash transfer; 18 months after the cash transfer has ended; and 30 months after the cash transfer has ended – in total, assessing progress over a 48-month period (4 years)). So far, the programme only has evidence on how the beneficiaries are doing 12 months after the initial cash transfer, relative to control group households.</p> <p>The aims of the research are to identify:</p> <ul style="list-style-type: none"> • Different pathways to graduation for different participating households; • Human and social indicators of graduation as well as income- or asset-based indicators; • Indicators of resilience and sustainability over time that go beyond reaching benchmarks or crossing thresholds at one point in time; • The enablers and constraints to graduation beyond the household or programme level, including markets, infrastructure, policies, complementary programmes and services. <p>This paper provides evidence on programme impacts after the second sequence of activities (consumption support), based on the relative difference on a number of indicators between beneficiaries and control group households over time. Our results show key information about the impact of the cash transfer on economic and social outcomes. In particular, we demonstrate relative improvements in consumption, reductions in deprivation, increased social participation, better health and education for children of beneficiaries relative to control group households. Our research so far sets the ground for continuing the investigation into the sustainability of the results over time.</p>

Session	4.1
Title	The role of social protection for advancing women's empowerment: towards sustainable poverty reduction
Authors	Ana Paula de la O Campos
Affiliation	Food and Agricultural Organisation (FAO), Italy
Abstract	<p>Female-headed households are often targets of social protection programs and women are often the main transfer receivers, therefore, social protection has great scope to advancing rural women's economic empowerment. When social protection systems have gender equality objectives and are coordinated with development interventions and rural services, they reduce the gender gap in access to resources, enhance women's skills development, offer employment opportunities, and expand women's social networks not only fostering women's economic empowerment but also, reducing rural poverty and vulnerability more effectively.</p> <p>This paper makes the case for rural women's economic empowerment as a measure of sustainable graduation of social protection programs and takes stock on the contribution of different social protection schemes to the goal of rural women's economic empowerment. It concludes that no scheme can achieve the goal of women's empowerment in isolation. Therefore, a combination of different schemes, including social protection schemes, complementary programme services in addition to overall rural services and an enabling environment in rural areas is needed.</p> <p>The paper is composed by three main parts. The first part reviews five common social protection instruments from a gender perspective by taking into consideration two principles and ten key components required for rural women's economic empowerment. The goal is to conduct a mapping exercise of existing social protection schemes that can be aligned to the purpose of supporting women's economic empowerment in a sustainable manner as part of an integrated social protection system. The second part reflects on the necessary gender-sensitivity that needs to be put in place in all social protection interventions so that these include women (through participation) as well as enhance gender-related impacts (through objectives, targeting, design and implementation features). Finally, the third part is the conclusion and the way forward to support rural women's economic empowerment through social protection systems and as a measure of graduation at global and country levels.</p>

Session	4.2
Title	Children: the key to sustainable graduation
Authors	Keetie Roelen
Affiliation	Institute of Development Studies (IDS), UK
Abstract	<p>This presentation argues that children should be given greater weight in the debate about graduation and in programmes aiming to graduate the poor. The current lack of focus on children undermines both the process of graduation and the role of that children can play in that process (despite not directly participating in graduation programmes). Graduation programmes focus predominantly on able-bodied adults that are capable of taking part in livelihoods promotion or employment activities. They are the vector around which the process of graduation revolves, and are often the sole focus of graduation programmes. This narrow focus overlooks how the presence of other household members, including children, may alter conceptions of the appropriate graduation ‘threshold’ – the point over and above which households are deemed to sustain themselves without external support – and the role they can play in reaching those thresholds.</p> <p>This presentation argues that the process of graduation, and particularly social protection programmes focused on graduation, should focus more strongly on children for two reasons.</p> <p>Firstly, a greater focus on children and their needs will improve the effectiveness of programmes as graduation thresholds and pathways will be predicated on more realistic notions of when households are able to sustain themselves without external support. The number of children in a household and their different needs across different age groups (e.g. nutrition being critical for infants, education being important from 5 years of age) may alter the required graduation threshold for each household in terms of required consumption support, access to credit or assumptions about available labour within the household.</p> <p>Secondly, a greater focus on children and their potential contributions to future livelihoods will improve the sustainability of graduation programmes. It could be argued that the long-term vision required for ‘intergenerational graduation’ is well beyond the realm of graduation programmes that aim for positive outcomes in the short- and medium-term, and that few programmes cover such an extended timeframe. At the same time, it is widely acknowledged that investments in children are imperative for sustainable improvements in future livelihoods, as evidenced by the many resources allocated to schemes such as child grants and conditional cash transfers. Graduation can only be truly sustainable if it addresses intergenerational transmissions of poverty, making sure that sustainable livelihoods are passed on from adults to children. This requires investments in children at present. The presentation will build its argument against the backdrop of the concepts of ‘threshold graduation’ and ‘sustainable graduation’ by Sabates-Wheeler and Devereux (2011), ongoing research with Family for Every Child on linkages between social protection and children’s care and wider literature on the impact of social protection and graduation programmes on children.</p>

Session	4.3
Title	Graduation and social protection in Nigeria: a critical analysis of the COPE CCT programme
Authors	Olabanji Akinola
Affiliation	University of Guelph, Canada
Abstract	<p>Generally understood as policies and programmes designed to address the vulnerabilities and risks of extremely poor individuals, families, households, and communities, ‘social protection’ has resurfaced in the past two decades on the international development agenda. This rise also is partly due to the imperative of protecting the global ‘poor’ from incessant economic, political, social and environmental crises such as the recent food, fuel and financial crises. Hence, a combination of various social protection policies and programmes, including but not limited to conditional cash transfers (CCTS), social pensions and public works programmes amongst others, have proliferated globally. In particular, as programmes based on conditions that require poor households to make specific investments in the health and education needs of their children, CCTs are increasing being implemented in many countries across Asia, Africa and Latin America following their acclaimed successes in Mexico and Brazil where they were first implemented extensively in the late 1990s and early 2000s. Yet, despite their popularity, critical questions relating to the ‘graduation’ of beneficiaries from CCT programmes – especially in African countries such as Nigeria – remain largely unanswered. Thus, this paper seeks to critically examine the ‘graduation’ aspects of Nigeria’s ‘In Care of the People’ (COPE) CCT programme that commenced in 2007. The paper asks the question: <i>what are the factors that enable (or constrain) graduation in COPE?</i></p> <p>Using data collected through one-on-one interviews, household surveys, and archival works during field research on the COPE CCT programme in Nigeria between May and October 2013, this paper argues that several factors relating to the programme design, implementation and graduation/exit strategy of COPE militate against successful and/or sustainable graduation for participating/beneficiary individuals and households in Nigeria. This, the paper maintains, is not only connected to the poor capacity of the state in effectively providing the necessary socioeconomic environment that can enable programme beneficiaries successfully exit the programme, but also, is due to the lack of complementary infrastructure such as well equipped schools and hospitals that can contribute to the human capital development of individuals in the short, medium and long terms. Consequently, the paper asserts that while COPE was designed with a graduation/exit strategy involving financial grants for participating (beneficiary) households, achieving the programme’s primary objective of breaking intergenerational poverty within poor and vulnerable households has not materialised in light of empirical results reported in the paper. The paper therefore concludes that although Nigeria’s COPE CCT has been implemented nationwide since 2007/2008, fundamental changes to the programme design, not least its graduation strategy, is needed. In addition, improvements in the implementation, monitoring and evaluation of COPE are highly recommended in order to make progress towards successful and/or sustainable graduation from the programme in the short to medium term. Finally, both state and non – state actors and stakeholders in Nigeria should pay special attention to the structural causes of vulnerability and risks in poor households and communities within the Nigerian context if the goal of successfully graduating beneficiaries permanently from the programme is to be achieved.</p>

Session	4.4
Title	Leveraging social protection and early childhood development as a catalyst for graduation for the next generation: the case of Rwanda
Authors	Tamsin Ayliffe (Independent consultant) Laura Rawlings (World Bank) Oliver Petrovic (UNICEF) Rachel Sabates-Wheeler (UNICEF)
Affiliation	Independent consultant; World Bank, Rwanda; UNICEF, Rwanda
Abstract	<p>In most countries, the social protection and welfare system is directly responsible for addressing issues of destitution, poverty, and risk management. Currently, an undesirable gap exists between traditional policies in social protection and the need to make specific provision for early childhood. In each of the three primary functions of social protection, there is an important role for establishing a strong nexus with early childhood development. In prevention, strategies that prevent household vulnerability to adverse events and external shocks have especially positive impacts on children's health and development, especially in the earliest years when they and their families are most vulnerable. In protection, there is a clear negative influence of poverty and low household consumption on health and development in early childhood, often with lasting consequences. In promotion, there are important opportunities to advance investments human capital development, asset accumulation and skills as key aspects to promoting productivity.</p> <p>In Rwanda, 44 percent of children suffer from malnutrition, 60 percent of young children live below the poverty line and many are exposed to multiple developmental risks: violence at home; lack of basic necessities (food, water and sanitation facilities) and limited access to basic social services. The underlying causes of the multiple deprivations children face can be summarized as follows: capacity of the poorest families to care for their children have been eroded by the compounded effects of the genocide, poverty, HIV and communities' lack human and financial resources to bring services to children.</p> <p>Fuelled by the latest findings in neuroscience, economic data and programme evaluation results, programmes that combine social assistance and holistic early childhood development are entering the limelight as one of the most promising approaches to socio-economic development. Combining income support and capacity building aimed at behavioural changes among caregivers can help break the inter-generational transmission of poverty by empowering parents and communities to provide a strong foundation for their children in the earliest years when the proper investments in the physical, cognitive, linguistic and socio-emotional development of children reap the greatest benefits -- and the lack thereof bring often irreversible consequences.</p> <p>Drawing on established evidence and a growing portfolio of program design options from around the world, the international community, government and civil society in Rwanda is mobilizing to create new solutions to old problems, by looking for strategies to help marginalized families and communities to access new services in social protection and early childhood development that were previously beyond their reach. This paper concludes by outlining some options drawn from international experience that may provide useful references for the Rwandan context.</p>

Session	5.1
Title	Operationalising graduation in Ethiopia's Productive Safety Net Programme
Authors	John Hoddinott
Affiliation	International Food Policy Research Institute (IFPRI), USA
Abstract	<p>Ethiopia's Productive Safety Net Programme (PSNP) is one of the largest social protection programmes in Africa. Graduation is seen as the long term objective for many beneficiaries of the program. The PSNP defines graduation as follows, "A household has graduated when, in the absence of receiving PSNP transfers, it can meet its food needs for all 12 months and is able to withstand modest shocks." This state is described as being 'food sufficient'." This presentation examines how graduation has been conceptualized within the PSNP and the challenges associated with its operationalisation. It notes that there are many desirable aspects of the design of the graduation process, including an emphasis on transparency, accountability and flexibility. While guidance is provided, local authorities are permitted substantial discretion in the implementation of these. This allows for the use of local knowledge in making graduation decisions while allowing graduation criteria to be tailored to local circumstances. However, this flexibility comes at some cost. In the presentation, we discuss the difficulties that arise with this implementation model including: uncertainty about the actual criteria being used; perceptions about pressures to graduate beneficiaries; and limited communication with prospective beneficiaries. We also assess whether better off households are graduated from the PSNP, finding that this does occur but that there are regional variations.</p>

Session	5.2
Title	Implementing social protection in agro-pastoralist and pastoralist areas: how local distribution structures moderate PSNP outcomes in Ethiopia
Authors	Rachel Sabates-Wheeler (UNICEF) Jeremy Lind (IDS) John Hoddinott (IFPRI)
Affiliation	UNICEF, Rwanda; Institute of Development Studies (IDS), UK; International Food Policy Research Institute (IFPRI), USA
Abstract	<p>Widespread poverty and vulnerability in pastoralist areas highlight the critical need to extend the provision of social protection to these populations. Using mixed methods we show that program designs predicated on experiences in agrarian areas, such as Ethiopia's Productive Safety Net Programme, cannot easily be transplanted into pastoral areas given the nature of their gendered distributional channels. We explore how two such channels modify the impact of the PSNP: practices of sharing within mutual support networks and, the role of informal authority structures in targeting and appeals decisions.</p> <p>Ethiopia is the first country in sub-Saharan Africa to extend a social protection instrument – the Productive Safety Nets Programme –to a pastoral population. The objective of the PSNP is “to provide transfers to the food insecure population in chronically food insecure woredas in a way that prevents asset depletion at the household level and creates assets at the community level” (GFDRE, 2004, 2009a, 2010). Unlike the annual emergency appeals that preceded it, it is a multi-year program intended to provide recipients with predictable and reliable transfers. While there are program-wide targeting criteria, task forces established at a local level choose beneficiaries. These task forces have discretion in how targeting criteria are to be applied. Most beneficiary households are employed on Public Works projects that build community assets. A much smaller proportion of beneficiaries receive unconditional transfers called Direct Support. In beneficiary households, all members are listed as clients of the program. This is called “full family targeting”. Underpinning this approach is the premise that if sufficient resources are provided to targeted beneficiaries, poor individuals and households will be able to build their asset base, thus building resilience to future shocks. Over time beneficiaries' lives and livelihoods will be transformed in a sustainable way, allowing them to support themselves so they are able to ‘graduate’ off external support. This theory of progression, which reflects the smallholder contexts in which large-scale ‘productive safety net’ programmes have been developed, assumes that their design and implementation is readily transferable. But is such an assumption warranted in the particular contexts of pastoral and agro-pastoral localities?</p> <p>Using data obtained from both quantitative and qualitative surveys, we address this issue in Ethiopia by examining two issues that are salient, though not necessarily unique, to pastoral localities. First, targeting processes for the PSNP are envisaged as essentially a technocratic exercise of using local knowledge to select beneficiaries. How well does such a process work in contexts where local status and clan-based structures regulate and broker the patterns of access to resources? Second, the practice of sharing food and other consumable resources between extended household and clan structures is endemic to survival and risk management within this lowland context, which implies that programme transfers are likely to be diluted. Does this occur, and if so, what does this imply for the graduation pathway proposed in the PSNP?</p>

Session	5.3
Title	Fostering sustainable graduation from social protection in Ethiopia with Vocational Education Programme
Authors	Ermias Altaseb and Meron Girma
Affiliation	Selam David Roeschili Technical and Vocational College, Ethiopia
Abstract	<p>Social protection programmes that are offered in isolation from skills training and entrepreneurial activities do not qualify for generating sustainable livelihood for poor, vulnerable and food insecure people. An effective social protection practice builds a sustainable graduation through directing income producing activities for the poor. Accordingly re-designing the policy of social protection system in thought of building the culture of livelihood production concept among the poor's as well as vulnerable groups is mandatory. For income generating activities vocational skills and entrepreneurship training plays a dynamic role, particularly in developing countries. Hence, this study provides a response on the question 'Is creating of entrepreneurial potential along with vocational skills training becoming an indicator for sustainable graduation through reducing vulnerability?'</p> <p>As the Ethiopian government is currently working on formal, informal and non-formal vocational education programmes in order to take citizens off from social protection provision into self-production, the main objective of this paper is to study social protection culture over vocational skills education in line with entrepreneurial activities for poor as well as vulnerable groups in Ethiopia, by testing the effectiveness of graduation model practice.</p> <p>The data is gathered from both quantitative and qualitative methods, in capturing two hundred vocational skills beneficiaries and one hundred service providers and policy-makers. Besides, different books, journal articles and current policy of social protection programmes are reviewed in relation to the issue of graduation model knowledge and practice. The data collected with a three month interval were presented and analysed using descriptive methods.</p> <p>The results strongly support that informal vocational skilled manpower production that ends with creation of their own job has more outcomes as an indication of effective social protection. Those findings imply that a sustainable graduation model should only be considered as an efficient and effective social protection programme when it is offered as part of a comprehensive portfolio. The suggested integrated portfolio graduation model consists of vocational skills training, team building for self-employment, social assistance, entrepreneurship training, in-kind material support as start-up capital, market access linkages and training and development of a business plan.</p> <p>In conclusion, the study analyses popular donors and governments experience on the effectiveness and efficiency of social protection programmes by considering expense and commitment of the poor as well as vulnerable people that ends with self-employment as an "exit strategy" and measures the effectiveness of the people's "value for money" and a "return on their investment" as a sustainable graduation. Thus sustainable graduation looks like a "win-win" programme as the vulnerable and poor get their own income and social protection. As a result the programme implementers and policy-makers hit their poverty reduction targets.</p>

Session	5.4
Title	Graduation programmes in Ethiopia and Rwanda: stakeholder views on the PSNP and VUP
Authors	Stephen Devereux (IDS) Martina Ulrichs (independent)
Affiliation	Institute of Development Studies (IDS), UK; independent consultant, Canada
Abstract	<p>In both Ethiopia and Rwanda, variations exist on the 'graduation model' that was pioneered in Bangladesh. Cash or food transfers, delivered either for free ('Direct Support') or as payment for labour ('Public Works'), are intended to stabilise household consumption, while livelihood support, delivered as asset packages in Ethiopia or as micro-loans in Rwanda, are expected to raise household incomes sustainably by generating future income streams that will 'graduate' households out of extreme poverty or chronic food insecurity, and out of these programmes. However, how precisely graduation is defined, both conceptually (what does graduation mean?) and operationally (how is graduation implemented?), differs across the two countries.</p> <p>In order to understand some of the factors that constrain or enable graduation from the perspective of stakeholders involved in the PSNP and VUP, qualitative research was undertaken in Ethiopia and Rwanda with representatives from the government, donor agencies, local and international NGOs, and researchers. The research revealed the complexity of factors that are considered to enable or constrain graduation from both programmes. These are partly related to programme design, but also to implementation issues and the different regional economic, political and agro-ecological contexts in which they operate. The politicisation of graduation as a concept that makes investment in the safety net more attractive to donors, as well as more acceptable to the government is another issue that distorts the perception of how realistic sustainable graduation actually is for beneficiaries.</p> <p>This paper summarise key insights from the qualitative research, as well as drawing some general conclusions that can be drawn from the Ethiopian and Rwandan examples for the global debates around graduation and social protection.</p> <p><u>Keywords</u>: social protection, graduation, Ethiopia, Rwanda, safety nets</p>

Session	6.1
Title	Pathways to graduation: is graduation from social safety net support possible and why? Evidence from sub-Saharan Africa
Authors	Silvio Daidone (FAO) Luca Pellerano (OPM)
Affiliation	Food and Agricultural Organisation (FAO), Italy; Oxford Policy Management (OPM), UK
Abstract	<p>In the past decade social cash transfers (CTs) have become extremely popular in Sub-Saharan Africa (SSA), often portrayed not only as a safety net to protect and redistribute resources to the poor, but also as an instrument that can allow “graduation out of poverty”. The evidence on whether CTs have had actual effects on graduation is very limited. This is largely because most SSA programmes are relatively young and the majority of impact evaluations only measure short term effects (at most 3 years of participation in programmes), but also because a clear and consistent theory of ‘graduation’ is just emerging. Interestingly the graduation discourse has been applied to CTs in a blanket-way, without always acknowledging the importance of the context of operation and the design and implementation of different programmes: while sustainable graduation from poverty may be an attainable result for some, it seems a distant and unreachable objective for others.</p> <p>This paper conducts a cross-country analysis of the “early effects” of CTs on graduation, drawing from results of the HSNP programme in Kenya, the CGP in Zambia, and the CGP in Lesotho, and with a particular focus on the heterogeneity of such effects across implementation contexts and household types. First we analyse whether CTs had an impact on monetary poverty (measured by consumption expenditure) and the extent to which this varies according to starting conditions of beneficiary households. We argue that consumption expenditure is a measure of transient poverty and therefore not an appropriate measure of graduation as such (threshold graduation). We ask whether in fact there aren’t, despite the CTC support, significant movements in and out of poverty when this is defined in monetary terms.</p> <p>In the absence of a long term measure of graduation – we focus on the “likelihood of graduating” which we define as changes in livelihood strategies that show the household is on a pathway towards increasing its productivity, income diversification and resilience to shocks. We analyse whether the CTs have had an effect on this dimension, and under which conditions and for which groups. We ask whether the availability of residual labour capacity represents a barrier or opportunity for CT beneficiary households to get on such a “pathway to graduation”, and then further analyse some heterogeneity dimensions to try to understand the factors that make a “pathway towards graduation” more effective, such as: initial access to a core of productive assets, access to social networks, access to markets, and skills endowments.</p>

Session	6.2
Title	Possibility and limits of graduation within Tanzania's TASAF
Authors	Usha Mishra
Affiliation	UNICEF, Tanzania
Abstract	<p>Tanzania has been implementing 'Tanzania National Social Action Fund' (TASAF) since 2000, consisting of food and cash for work on community selected projects like roads, small irrigation schemes, ponds, etc. This served as safety net (SSN) for the poor during lean agricultural season and helped them procure food and stay afloat. Thus the programme ambition was largely protection rather than promotion or prevention. Gradually however this SSN has transformed over the years to include several new elements morphing into more of a social protection measure.</p> <p>There have been reported positive impacts for human capital; school attendance, completion and utilisation of health services improved significantly (WB 2013). Food security improved resulting in the attendant nutritional gains as well. Encouraged by such results and others (which this paper will explore) the government (supported by WB, DFID and now UNICEF and UNDP) embarked on an unprecedented ambitious roll out of the programme, set to cover 1.2 million households by 2015.</p> <p>TASAF appears to be unique as it combines several SSN and development programmes into one. In many ways the programme itself seems be a virtual laboratory for experimentation in the concept of graduation. Elements have been added after assessments/reviews, reflection and policy discussions, with the programme accreting layers and elements as it rolls along. As these elements have been rolled out in phases across the country, in theory, backed by information from the programme M&E system, the impacts of these elements can be isolated and examined. The contribution of the design features of TASAF to graduation or lack thereof will be central to this enquiry.</p> <p>This paper will examine the role of various elements of a TASAF- the cash component, the livelihoods and the savings components- on the wellbeing of the family and explore whether these gains have been sustainable over time and reduced vulnerability to help the family escape poverty. The paper will be based on an in-depth examination of the vast reports, reviews, baseline, end line and other surveys (from World Bank, DFID, the Government of Tanzania etc.) and will include a brief but a tight, in-depth field research to understand how the participation in the programme has helped unblock the way to the escape/ graduation.</p>

Session	6.3
Title	Evidence on graduation in Uganda's social assistance grants for empowerment (SAGE) scheme and the feasibility of promoting sustainable livelihoods for labour constrained households through a linkages approach
Authors	Jane Namuddu, Stephen Barrett, Augustine Wandera, Beatrice Okillan, Stephen Kasaija
Affiliation	Expanding Social Protection Programme, Ministry of Gender, Labour & Social Development, Uganda
Abstract	<p><u>Background</u></p> <p>Since July 2010 the Ugandan Ministry of Gender, Labour and Social Development has, with the support of DFID, Irish Aid, UNICEF and Maxwell Stamp Plc, implemented a Direct Income Support scheme in 15 districts (see www.socialprotection.go.ug). The programme comprises a Senior Citizen Grant (SCG) for older people aged 65 years and above and a vulnerability-targeted Vulnerable Family Grant (VFG). Beneficiaries receive Uganda shillings 50,000 (USD 20) every two months. 105,836 direct beneficiaries have been enrolled and over USD14.9 million has been disbursed through the MTN Mobile Money service. As a result of institutional capacity and funding constraints, the SAGE programme is unable to deliver a package of benefits as is typically associated with programmes focused on graduation. Instead, the SAGE programme is pursuing a potentially more sustainable graduation strategy based on the establishment of linkages with a range of governmental and non-governmental livelihoods initiatives.</p> <p><u>Methods</u></p> <p>Meta-analysis was used to combine results from a range of studies to assess the feasibility of pursuing a linkages approach to the promotion of sustainable livelihoods. Studies conducted so far from the various districts include: exploring opportunities for linking SAGE beneficiaries to existing services and programs; Gender situational analysis of the SAGE program; Flow-on effects of the senior citizens grants among Kiboga and Kyenjojo districts; Views and Perceptions of the SAGE beneficiaries on the program; Client exit survey on the use of grants among beneficiaries; Assessment of efficiency, effectiveness and appropriateness of targeting. Details of the studies and findings will be clarified in the paper.</p> <p><u>Results</u></p> <p>Research findings indicate</p> <ol style="list-style-type: none"> I. Despite its simple approach to targeting, the pilot is reaching many of the poorest and most vulnerable households. II. Some of the beneficiaries are independently pursuing sustainable livelihoods through investment in agricultural production and the establishment of small enterprises. This has often been facilitated by savings and loans groups established independently by beneficiaries. III. Proactive linkage of the pilot with a formal Village Savings and Loan scheme has resulted in increased access to credit among programme beneficiaries. This has facilitated increased investment in higher-risk, higher productivity livelihood strategies. IV. A range of opportunities exist for establishing linkages with livelihoods initiatives such as: National Agricultural Advisory Services scheme and Community Driven Development programme, although with barriers to access. V. Uptake of livelihood opportunities amongst poor households is mainly limited by lack of information as well as investment requirements. Direct Income Support programmes not only provide access to required investment funds but also provide a rare opportunity for mass awareness-raising amongst vulnerable

households.

VI. Establishment of further linkages between Direct Income Support and livelihoods programmes will be dependent on: improved cross-sectoral coordination; improved strategic focus within Social Care and Support Services; increased commitment to inclusion of the most vulnerable in livelihoods programmes.

VII. The programme has successfully protected and promoted the self-esteem of SAGE beneficiaries, particularly women. This has been critical to beneficiaries' social and economic empowerment.

Conclusion

A proactive linkages strategy offers a realistic alternative to 'benefit packages' in contexts where resources and institutional capacity are limited.

Session	6.4
Title	Passage out of poverty? Initial outcomes of a graduation pilot project in South Africa
Authors	Matsidiso Motsoeneng, Brian Mathebula and Isobel Frye
Affiliation	Studies in Poverty and Inequality Institute (SPII), South Africa
Abstract	<p>In her 2012 paper Huda (2012), states that a critical component to successful graduation models is assured access to social security for poor and vulnerable people. In South Africa, the social grant system of direct monthly transfers forms one pillar of the state's social security system. Social security, including social assistance, is a justiciable socio-economic Constitutional right contained in section 27 of the South African Constitution. Social assistance forms an important component of the social protection package or social wage, delivered by the state. In their book 'Just Give Money to the Poor', Barrientos and Hulme (2010) argue that countries such as Brazil, India, South Africa and Colombia have achieved greater impact on addressing destitution due to their social assistance programmes that enable the poor to address poverty, marginalisation, disempowerment, sustain livelihoods and moderate economic shocks such as loss of employment.</p> <p>The principal objective of this paper is to demonstrate the theoretical assumptions of the graduation model within the South African context. Our pilot project is testing to what extent social protection is necessary to sustain the graduation achievement. Proponents of the transformative graduation model argue that graduation might be possible for some households but not others. Certain households may graduate but still need to access some form of social protection scheme such as households with people who require disability grants or old age grants-i.e. people who are not able to participate in the labour market for certain reasons.</p> <p>The sustainability of graduation is critical and raises the question of impact, and how durable the transformative impact of graduation is. The success of graduation programs can only be measured by the long-term effects of its intervention strategies and the resilience to post- graduation shocks.</p> <p>The Studies in Poverty and Inequality Institute (SPII), a Johannesburg- based not-for profit (NPO) organisation is currently undertaking a 24 month graduation pilot project in Evaton, south of Johannesburg. The pilot links the means- tested Child Support Grant (CSG) and Local Economic Development (LED) by targeting small, micro and survivalist enterprises in the informal economy that have a recipient of the CSG within the household. The graduation threshold in this pilot project is that small, micro- and survivalist enterprises graduate from their survivalist nature into resilient enterprises, and their incomes exceed the means-test threshold. The means test of the CSG is an indication of economic vulnerability.</p> <p>It is envisaged that after 24 months, participants will graduate from the survivalist nature of their enterprises. The aim of the project is not to graduate people from their CSG's, but to increase income at a household level, with the hope that the CSG will be able to perform its stated developmental role for the child.</p> <p>This pilot is of international interest as it tests an adaptation of the BRAC model to a peri-urban community with high levels of cash-dependency rather than own production. Enterprise development is the asset that is transferred rather than livestock.</p>

Session	8.1
Title	Transformational savings: the Haitian Sòl and the Path to a Better Life
Authors	Steven Werlin
Affiliation	Fondasyon Kole Zepòl (Fonkoze), Haiti
Abstract	<p><u>Fonkoze and CLM</u></p> <p>Fonkoze is Haiti's largest microfinance institution, with about 60,000 borrowers and almost 300,000 savings accounts. Since 2007, it has been serving the ultra poor through its <i>Chemen Lavi Miyò</i> (CLM) program, an adaptation of BRAC's CFPR--TUP. Approximately 2,700 families have graduated from the program thus far, with over 1,000 currently being served.</p> <p>CLM members receive enterprise training and the assets they need to develop new livelihoods. The program also provides assistance with housing repair and latrine construction, a water filter, facilitated access to free health care from Partners in Health, and increased social capital through integration into local organizations.</p> <p>Most importantly, we provide 18 months of weekly visits from case managers who help members face the range of challenges they must overcome in order to take the first steps forward out of extreme poverty.</p> <p>Members consistently increase their wealth over the course of the program. They graduate with at least two sources of income and \$200 in productive assets. But the key to graduation is the way they transform themselves. As they enter the program, they tend to think of little but how they will find food for their children for a day. By the end of the program, they are forward-looking, planning ways to invest their assets to secure a graduation that they can sustain.</p> <p>This paper will look at one strategy that is proving useful in facilitating this transformation.</p> <p><u>The Income Replacement Stipend and the Sòl</u></p> <p>For their first six months in the program, members receive a small cash stipend, equivalent to approximately \$1 per day. The original reason for the stipend was to help members protect their new assets before they are earning income by enabling them to start eating better. Without such a stipend, it was felt that members would lack the time to care for their new assets, that they might even succumb to the pressure to liquidate them quickly to buy food. Members would also take a small amount out of their weekly stipend to deposit into the savings account that the program would open for them.</p> <p>But case managers increasingly found that members wanted to do something more with their money as well. They wanted to organize <i>sòl</i>.</p> <p>A <i>sòl</i> is a kind of savings club very common in Haiti, as it is elsewhere under different names. Participants make specified, regular contributions. Each time they contribute, one member takes home the whole pot. It is a means of accumulating larger sums of money than regular savings usually would.</p> <p><u>The Sòl as a Tool towards Transformation</u></p> <p>This paper will use the story of Guilène Joizin, a CLM member from Pòsab, in southern Mirebalais, to show how participating in a savings club can do more than facilitate savings for investment. It can help a woman take her first steps as she learns to plan her future. That new attitude is critical for women who are struggling to overcome extreme poverty.</p>

Session	8.2
Title	Village Savings & Loan Associations (VSLA): effective tool to graduate from social protection in Rwanda
Authors	Glycerie Niyibizi
Affiliation	CARE, Rwanda
Abstract	<p><u>Background</u></p> <p>EICV 3 shows that levels of extreme poverty in Rwanda fell from 40% in 2000/01; to 36% in 2005/06; and to 24% in 2010/11. However, poverty is still prevalent with levels of inequality on the rise. The Government of Rwanda (GoR) response has been SP programming aimed at reducing vulnerability, protecting the poor from shocks, and having them contribute to economic growth. Unfortunately, the jury is still out on the ability of SP beneficiaries to sustain wealth after graduation. This paper discusses the extent to which the main pillars of the current SP strategy in Rwanda allow or not, SP beneficiaries to sustain the graduation phase.</p> <p><u>Problem statement</u></p> <p>The GoR SP strategy is built around a comprehensive system of cash transfers that includes VUP Direct Support, grants for vulnerable groups, and Public Works Programme. The cash transfer program responds to the target groups' problem of not having enough liquid cash to participate in economic activities.</p> <p>Unfortunately, the FinCap Survey administered in 2012 reveals a disconnect between Rwandans' knowledge of cash management practices and their behaviour to effectively benefit from SP. SP schemes often lack financial management capacity building for beneficiaries – the latter if provided, will address the financial-literacy gaps that undermine the sustainability of SP graduation, especially cash-grants.</p> <p>Over years of adaptation by CARE to the financial literacy needs of the very poor, the VSLA methodology has proven itself to be an effective tool for financial education that SP might consider integrating in its interventions.</p> <p>Value addition of CARE's VSLA methodology to SP sustainability:</p> <p>CARE's well tested VSLA+ methodology shall provide much needed sustainability that has up to now eluded SP interventions in Rwanda. The process below briefly outlines the main stages of the VSLA+ methodology:</p> <p>Step 1: Financial education where poorest people with no or limited levels of education are brought to save, invest, get loans with extremely good repayment rates.</p> <p>Step 2: Business skills development – VSLA members are taken through a tailor made business development training package, which includes basic bookkeeping, business development, and marketing.</p> <p>Step 3: As appropriate, access to formal financial services with pro-poor finance products and market linkages.</p> <p><u>Conclusion</u></p> <p>The SP schemes in Rwanda do not build a strong foundation for financial literacy amongst beneficiaries, despite their heavy reliance on cash-grants. This has resulted in sustainability challenges for SP interventions, especially in cases where cash-grants and income-generating activities are involved. CARE's well tested VSLA+ program initiative focusing on financial literacy, inclusion, and enterprise promotion, is an effective exit strategy from SP to economic self reliance.</p>

Session	8.3
Title	Assets, asset-ness and graduation
Authors	Sung Kyu Kim and James Sumberg
Affiliation	Institute of Development Studies (IDS), UK
Abstract	<p>Asset-based approaches – usually involving asset transfer and/or asset building – are increasingly central to thinking about poverty alleviation, social protection, graduation and livelihood resilience. Although the notion of assets is well established in the literature, the meanings of and relationships between asset(s), livelihood capital(s), risks(s), welfare and wellbeing, and graduation need further deconstruction and synthesis.</p> <p>In this paper, we examine various issues arising from asset-based approaches to growth and poverty reduction. The main contribution of this paper is in introducing the idea of ‘asset-ness’ – referring to the qualities and characteristics of different assets – which to date have received little attention from those designing asset-based social protection programmes. We argue that asset-ness provides a key to understanding differences in the expected and actual impacts of asset-based social protection and associated processes and complex dynamics of graduation. As such the paper addresses the conference objective to advance understanding of graduation theory.</p> <p>We develop this argument with particular reference to domestic livestock, which are commonly distributed to poor people as part of asset-based poverty alleviation and social protection programmes.</p>

Session	8.4
Title	Transforming employment: can social protection support improved labour market outcomes for the working age poor?
Authors	Anna McCord (ODI) Rachel Slater (ODI) Tom Tanhchareun (DFAT) Lisa Hannigan (DFAT)
Affiliation	Overseas Development Institute (ODI), UK; Department of Foreign Affairs and Trade (DFAT), Australia
Abstract	The predominant focus on graduation from social protection programmes has been on the direct ways in which cash transfers, coupled with access to complementary interventions such as micro-credit or extension and training, can help households in the agriculture sector improve their livelihoods. In this paper, the focus is on an aspect of graduation to which far less attention has been paid: jobs. The evidence about the ways in which social protection can contribute to (successful) job seeking is explored with a focus on the ways in which social protection provides increased human capital, makes cash available to fund job seeking, changes demand for labour through spillover effects and, potentially, helps to tackle entry barriers to those who are excluded on the basis of gender and other social identities. The paper is based on work carried out by ODI in partnership with the Australian Aid Programme.

Session	9.1
Title	Impact of the Graduation Model
Authors	Nathanael Goldberg and Dean Karlan
Affiliation	Innovations for Poverty Action (IPA), USA
Abstract	<p>Graduation programs—holistic livelihood development programs for the ultra poor – are attracting much attention from the social protection community as a policy option for improving the welfare and reducing the vulnerability of the poorest households. Graduation programs typically include consumption support, savings services, skills training and coaching, and the transfer of a productive asset (often livestock). Randomized evaluations of graduation programs in six countries show substantial gains in per capita consumption and assets as well as reductions in extreme poverty in three sites, moderate improvements in two sites, and no change in one site. Most gains are maintained a year after program completion. There is little evidence for impacts beyond the scope of the program, such as women’s empowerment, children’s education, or health expenditures. The results suggest the graduation model can be a powerful tool for extreme poverty alleviation but more work remains to be done to learn which factors drive impact.</p>

Session	9.2
Title	Sustaining graduation: a review of the CLM programme in Haiti
Authors	Alain Descieux (Concern) Hebert Artus (Fonkoze)
Affiliation	Concern Worldwide, Haiti; Fondasyon Kole Zepòl (Fonkoze), Haiti
Abstract	<p><u>Introduction</u></p> <p>The <i>Chemin Lavi Miyo</i> (Pathway to a Better Life) program was designed as an adaptation of BRAC’s TUP graduation program. It is an attempt to tackle extreme poverty in Haiti at household level. It is built around five core elements: targeting, enterprise training, asset transfer, essential healthcare, and social development. It is a multi-pronged livelihood protection and promotion scheme, in line with the “graduation model”. The CLM program was piloted by Concern and <i>Fonkoze</i> over an two-year period from December 2006 to December 2008, in three locations in Haiti. In the final quarter of 2012, a sample of the beneficiaries included in the pilot phase of the exercise was visited to see how sustainable the benefits received at graduation had proven to be.</p> <p><u>Methodology</u></p> <p>The results are based on specific pieces of quantitative data collection. The set of data was collected first in June 2007 (baseline), two years later in June 2009 (six month after graduation) and in October 2012 (almost four years after graduation).</p> <p><u>Results</u></p> <p>The “average” level of household assets has increased considerably between the baseline and the survey carried out four years after graduation (see Figure 1): 96% of women included in the programme had a higher score. This is most notable in the area of housing, with less impressive results seen in the area of livestock holding. The small “average” level of decline from six months after graduation to almost three and a half years later suggests that the benefits have been sustainable.</p> <p>Figure 1. Household Poverty Scores</p> <p>However, behind these figures is the reality that while almost a third of the beneficiaries have continued to improve their asset holding after graduation and a further 39% have been able to maintain their improved standard of living (or have slipped back slightly), a further 30% have slipped back considerably. The analysis shows that those who have managed to sustain the increases made during the program are in general older and have fewer children under five. Understanding what happened to the group who have slipped back considerably needs more careful examination.</p>

Conclusions

This exercise represents a brief attempt to assess the longer term sustainability of benefits from a Graduation program.

Selected household assets, taken as a proxy for household income or expenditure and observed to be closely correlated with poverty status, were used to assess progress and sustainability. Using these tools, the study suggests that the benefits of the program may be sustainable over a longer time frame, years after graduation.

Nevertheless, as such a program impacts on many areas of the extreme poor's lives, the use of these tools needs to be questioned. The attention given to developing a poverty score underlines the need to identify a scale that also measures others parameters i.e. acceptability, empowerment, food consumption, etc. to track changes over time.

See full article:

<http://graduation.cgap.org/wp-content/uploads/2014/02/Haiti-CLM-Learning-Brief-final.pdf>

Session	9.3
Title	Confidence, capacity-building, and cash: how a holistic programme for ultra-poor women in Rwanda and the Democratic Republic of Congo yielded sustained impact for graduates
Authors	Kassie McIlvaine and Corey Oser
Affiliation	Women for Women International (WfWI), Kenya
Abstract	<p>WfWI provided ultra-poor labour-constrained women in eight countries, including Rwanda and the eastern Democratic Republic of Congo (DRC), with tools, skills and resources to achieve four outcomes: sustain an income, maintain well-being, make decisions in the home and community, and establish safety nets. The intervention consisted of three components: A) a 12 month life skills training program covering issues related to the four outcomes. Women attended classes twice a month in groups of 25. They also received business skills training and vocational training. Numeracy classes were offered to qualified participants. B) a cash transfer of \$10 per month conditional upon participation in the training courses, and C) links to savings opportunities, micro-credit, and health services.</p> <p>This study demonstrates that the gains in income and savings are sustained at least 24 months after the intervention ends and women “graduate” from the program. Data were collected from all women who enrolled in 2009 and 2010 and graduated in 2010 and 2011. Data were collected from a sample of women one year after their graduation (2011) and two years after their graduation (2012). (Data from a similar study covering women enrolled in 2010/2011 and graduation in 2012/2013 will be included in the paper if they are ready by the mid-April submission deadline. WfWI is currently preparing this data for review and analysis.)</p> <p>In both countries, the daily earnings at least doubled between enrolment and 24 months post-graduation. In DRC, earnings rose from \$.65 at enrolment to \$1.81 24 months post-graduation, with a small dip one year after the program finished. In Rwanda, earnings also demonstrated a small dip one year after completion. Overall, Rwandan women’s earnings were below those of women in DRC (starting at \$.32, rising to \$.77 at graduation, dropping to \$.57 one year after completion and rising to \$.60 24 months after completion of the training program/cash transfer). Social aspects of the women’s lives (nutrition, family planning, stopping violence, and community participation) improved as well.</p> <p>These findings demonstrate that labour-constrained ultra-poor populations are able to sustain income gains up to at least 24 months after completion of a training/cash transfer program. Future research could focus on whether gains are sustained beyond 24 months and on understanding the extent to which social connections and skills contribute to the ability to become financially self-sufficient. In addition, our previous analyses have also revealed lower income among Rwandan women, compared to women in DRC. Future research should examine factors leading to the unexpected difference in income between the two countries.</p>

Session	10.1
Title	Balancing act? Maintaining high quality in social protection programmes and simultaneously achieving graduation
Authors	Rachel Slater, Anna McCord and Nicholas Mathers
Affiliation	Overseas Development Institute (ODI), UK
Abstract	<p>Graduation is defined in numerous ways by different actors: from exiting social protection programmes; to achieving specified levels of consumption and households assets; to moving into more sustainable livelihoods with the ability to withstand shocks. Achieving any of these types of graduation in practice is easier said than done and requires us to tackle a number of challenges and policy choices. In this paper we identify a set of policy, design and implementation trade-offs that those working in social protection programmes will face. The trade-offs include: thresholds for entry to and exit from programmes; making choices between different target groups; and finding the right balance between coverage and benefit levels. The paper will draw on examples from existing social protection programmes and provide guidance for programmers to help them navigate these trade-offs.</p>

Session	10.2
Title	The Graduation Project: sustainable livelihoods for the reduction of extreme poverty
Authors	Yves Moury
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Abstract	<p>Founded in 2009, Fundación Capital – FundaK – is a pioneer in inclusive finance and a testing ground for innovation in asset-building, working to eliminate poverty by expanding access to training, capital and productive opportunities. Our mission is to reduce poverty via the design and implementation of innovative initiatives aimed at generating the conditions that will allow low-income people to build, improve and strengthen their assets. Under this framework, one of the various initiatives led by Fundación Capital is The Graduation Project, which seeks to create mechanisms that instil the proper conditions under which markets can be leveraged for a sustainable exit from poverty. In practice, The Graduation Project has two objectives: directly supporting governments in strengthening and implementing innovative policies to overcome extreme poverty, and managing knowledge and influencing public policy agendas to incorporate innovative strategies that combat extreme poverty.</p> <p>The term “graduation” has various meanings within the realm of social policy, ranging from an administrative cut-off point, to passing a threshold at which participants are believed to no longer need assistance to be able to progress economically, to a progression through interlinked social programs in a robust social protection strategy. The Graduation Project at Fundación Capital was born out of the necessity to find innovative, sustainable and scalable strategies so that people living in poverty and those living in extreme poverty can stabilise themselves socioeconomically, increase their resilience to shocks, exercise their full citizenship, and continue on the path to development through accumulating productive, financial, human and social assets. The goal is to equip participants who have the ability to work with the necessary tools to enable them to participate more actively in productive activities and to be able to protect their assets (especially via financial instruments) so that self-sustained and self-propelled growth in virtuous cycles of development is likely.</p> <p>In order to reverse poverty and inequality, large-scale and well-designed solutions led by governments are needed; hence the focus of The Graduation Project on public policies implementation and improvement. In the first part of this paper we argue that it is necessary to link graduation with the main social policy in Latin America: the conditional cash transfers (CCT) programmes, and create synergies between them. In the second part of this paper, we explain why graduation should be considered broadly, as part of transformative social protection, since there are several factors that are not directly related to households that facilitate or constrain graduation. Finally, we address that in order to work on large-scale graduation it is necessary to incorporate innovations in social policy such as the introduction of cash instead of in-kind asset transfers that helps to support a demand-focused approach, and the use of information and communication technologies (ICTs). Latin America and Africa can benefit from South-South cooperation and learning from one another in order to face a similar challenge: the eradication of extreme poverty.</p>

Session	10.3
Title	Can rights-based social protection approaches help the poor? Challenges of graduation from poverty in India
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Abstract	<p>India, in the recent years, has adopted rights based approach in providing social protection measures to poor and marginalized people. However, critics point out that this is not an effective approach to benefit a real poor. Rights based approach, notionally, does not allow to make exclusive choices in providing benefits only to the poor or poorest of the poor. Under the rights based approach, benefits should also be extended to those who are on the fringe of the poverty line and non-poor. The potent examples of the right based social protection approach are the National Rural Guarantee Scheme 2005 that extends benefits to non-poor and the Right to Food Bill 2013 that proposes benefits to more than 63 percent of the total Indian population, while the official poverty estimation is only 21.9 percent. The right based social protection initiatives are shifting the policy attention from poor to non-poor. Expansion of the scope of social protection measures, though, can provide a help to those who are not identified as poor but they are living on the fringes of poverty. However, the right based approach also puts financial constraints before the government to divert the financial resources from poor to non-poor and that can deter the process of graduation. Following this context, the paper proposes to answer a couple of specific questions:</p> <ol style="list-style-type: none"> 1. What is the policy rationale of right based social protection approach? Is the rationale to prevent more people falling into poverty trap, or to graduate poor people out of deep poverty? 2. Is right based approach of social protection in India is a financially viable approach for graduation in poverty? 3. Would the right based approach of social protection, due to the expansion of the scope of social protection under the right based approach, impede the administrative capacities of public delivery and monitoring mechanism that is necessarily needed for helping poor to be graduated out of poverty? <p>Answers to these questions would reflect on the competence of the right based approach of social protection in alleviating poverty. The findings of the paper are expected to provide a few potential prescriptions to the existing social policy framework in India that, in principle, is committed to alleviate the poverty.</p>