



# Household Economic Strengthening Interventions in Programs to Reintegrate Children in Family Care and Prevent Family-Child Separation: A Brief Report on Responses to an Online Survey



# Household Economic Strengthening Interventions in Programs to Reintegrate Children in Family Care and Prevent Family-Child Separation: A Brief Report on Responses to an Online Survey

*March 2017*

Lisa Laumann, Emily Namey and Eunice Okumu, FHI 360

This report was produced under United States Agency for International Development (USAID) Cooperative Agreement No. AID-OAA-LA-13-00001 and was made possible by the generous support of the American people through the United States Department of State, USAID, and the United States President's Emergency Plan for AIDS Relief. The contents are the responsibility of FHI 360 and do not necessarily reflect the views of USAID or the United States Government.

## TABLE OF CONTENTS

|   |    |
|---|----|
| Introduction .....  | 1  |
| Method .....  | 1  |
| Who Participated .....  | 2  |
| Program Focus.....  | 3  |
| Assessing Family/Household Needs and Economic Situation .....   | 5  |
| Economic Interventions .....  | 6  |
| Learning, Tools, Resources and Support Needed .....   | 11 |
| Interests in ES Learning or Technical Assistance .....  | 11 |
| Discussion .....  | 12 |
| Online Resources Useful for Practitioners Using ES in Prevention of Separation<br>and Reintegration Programming ..... | 13 |
| Annex 1 Topics of Interest and Some Related Resources .....   | 15 |
| Annex 2 Theories of Change Reflected in Responses .....   | 26 |

## INTRODUCTION

Through the ASPIRES project, USAID's Displaced Children and Orphans Fund (DCOF) seeks to generate evidence and learning related to the role that household-level economic strengthening (ES) interventions can play in keeping families at risk of separation together and returning children to family care. Based on this learning, ASPIRES will develop guidance to help practitioners design appropriately targeted ES interventions and strategies for use in family reintegration and prevention of separation programming. Gathering lessons from colleagues in the field is an important part of this process.

In November 2015, ASPIRES launched an online survey of practitioners to identify potential sources of learning and to assess needs for improving the use of ES interventions in reintegration and prevention of separation programming. The survey aimed to:

- identify organizations that are currently implementing such activities;
- gather some basic information about these programs;
- gather basic information about information, tools, and support practitioners would find useful to improve economic components of reintegration and prevention of separation programs; and
- identify organizations willing to participate in subsequent surveys and/or interviews.

The survey was not intended as a formal research activity, but rather as a landscape analysis. Our primary interest was to identify current practices and needs to inform our thinking about future inquiry and guidance that could be useful to the field. A number of the survey respondents requested ASPIRES share the findings of the survey, which are summarized in this brief report. Additionally, at the conclusion of the report, we offer an annex with links to relevant existing economic strengthening technical resources that may be helpful for practitioners in the area of child protection.

## METHOD

We emailed an invitation to complete an online survey questionnaire to 197 people at organizations that work on or near the topic of family-child separation. The invitation asked recipients to respond if appropriate and/or to share the invitation with other relevant parties. We asked respondents to complete one survey per reintegration/prevention program per country (or

for multiple countries if the aims and activities were the same in all of the countries), allowing multiple survey entries if they had reintegration/prevention programs with different aims and activities.

The survey included several domains:

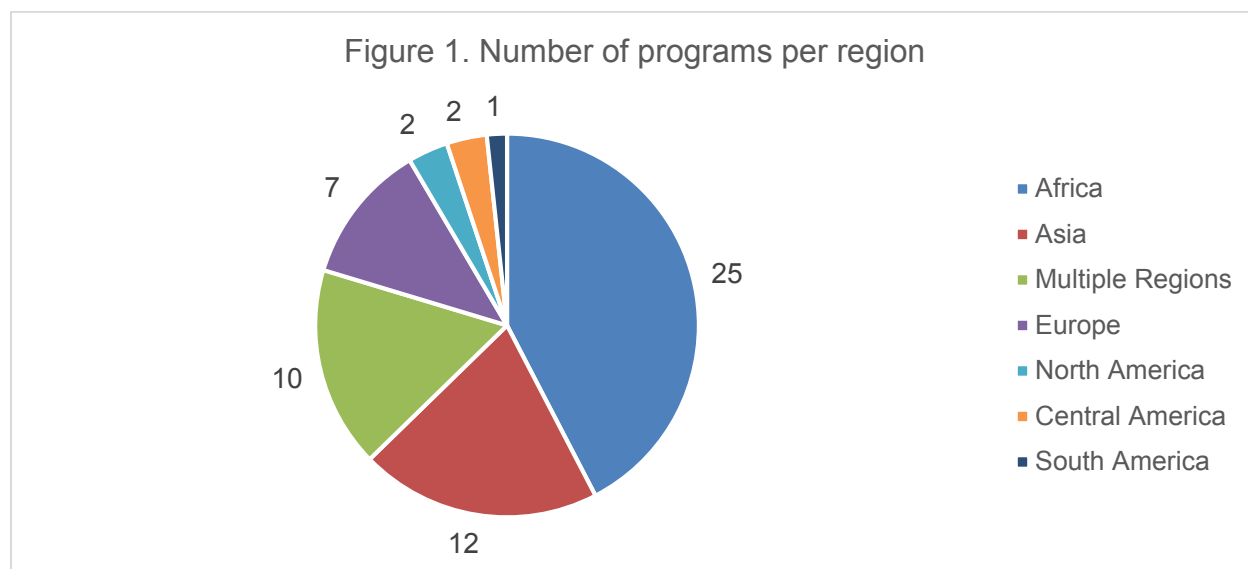
- **Basic identifier information** (organization; name of respondent; contact information; program name; country of program and whether or not the organization works with partner organizations; a question about interest in being interviewed and/or participating in future surveys)
- **Program focus** (children targeted and environments in which programs take place; how programs assess the situations of households/families reintegrating children or at risk of separation; whether and how they assess their economic situation)
- **Economic interventions** (which interventions are used in programs and whether respondents felt they were appropriate)
- **Perceived needs and gaps** (which economic strengthening interventions respondents would like to learn more about; what information they would find more useful; tools and other support they would find useful)

We have tabulated responses to questions as applicable and report descriptive summaries in this paper to give a sense of their relative frequencies. Responses to “other” and “tell us more” options to some questions prompted us to develop categorical codes for tabulation, which are also presented. Responses to open-ended questions were thematically coded and summarized. As noted above, the survey was not designed to enable detailed quantitative analysis, but rather to cover a relatively large number of questions addressing multiple domains of reintegration and economic strengthening to enhance our understanding of practice and needs. In some cases, this focus on range limited the comparability of the data. In addition, some overlap in responses exists; for quantitative purposes we have attempted not to double-count the same programs, but we have retained useful qualitative input provided from different sources on the same program. Note too that the denominators for most items vary, since not all respondents answered all questions.

## WHO PARTICIPATED

One hundred five respondents started the Qualtrix survey and 59 provided enough information for their responses to be included in this report (~ 30% response rate). Respondents included representatives of 21 large and small international NGOs that directly implement projects, 15 national/local organizations, three UN/international organization country missions, four information and technical assistance organizations and networks, and a university collaborating with a US state agency. A total of 44 organizations were represented by survey respondents, with nine organizations having duplicate respondents, and three organizations having three respondents.

Forty-nine responses described one or more projects in a single country. Ten responses described work in multiple countries, including two multiple-country responses from representatives of an organization that works in 132 countries. Responses reflected programming in Africa, Asia, Europe, North America, Central America and South America. As depicted in Figure 1, respondents most frequently cited Africa as a region in which programming takes place.



Eighty-five percent of respondents indicated they would or might be willing to participate in future surveys.

## PROGRAM FOCUS

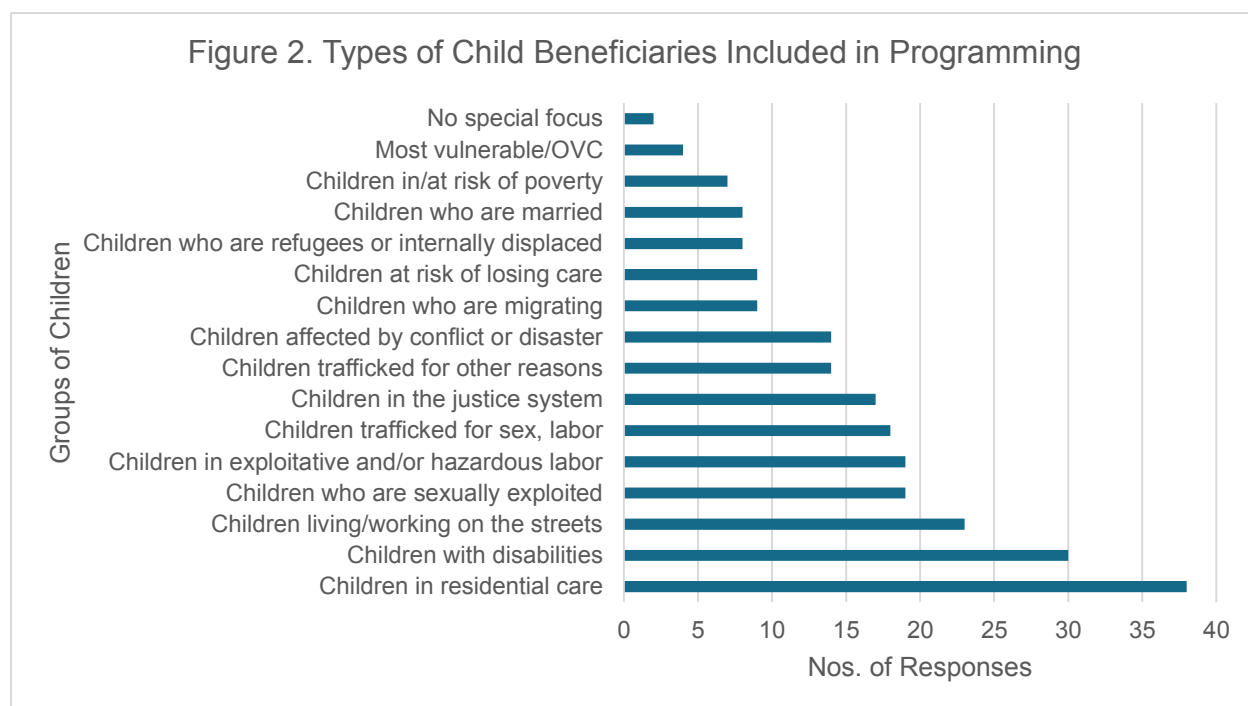
### Reintegration, prevention or both? (n=58)

A substantial majority (71%) of respondents indicated that their programs focus on both reintegration of children in family care and prevention of family-child separation; eight each reported a sole focus on reintegration or prevention of separation.

### Groups of vulnerable children assisted (n=57)

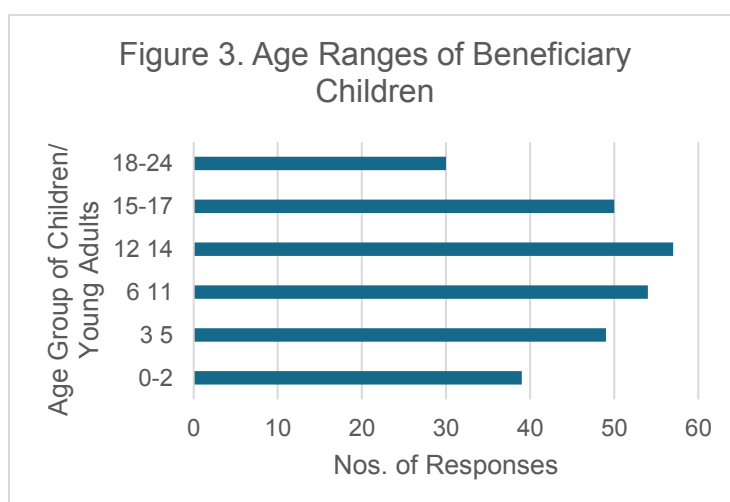
The survey asked respondents about the groups of children with which they work (e.g. children in residential care, street-connected children). Respondents could tick all groups that applied and name other groups, or indicate that their program had no special focus (see Figure 2). About half of the respondents indicated that their programs worked with between one and three groups of vulnerable children; the remainder reported working with a wider range of child beneficiaries. Sixty-seven percent of respondents said that their programs worked with children in residential care, and about half said they work with children with disabilities.

Figure 2. Types of Child Beneficiaries Included in Programming



### Age of beneficiary children (n=59)

We asked a series of questions about the age and gender of children and youth served by reintegration and prevention of family-child separation programs. Nearly all respondents indicated working with children in the 6-14 year-old ranges, with slightly smaller numbers of programs focusing on children and youth older and younger (Figure 3). Note that again response categories were not mutually exclusive and 85% of respondents reported working with children in four or more of the age ranges; only one respondent selected a single age range.



### Program contexts or environments (n=59)

Over 70% of respondents indicated that their programs take place in both rural and urban environments. Just over 40% of respondents identified one or more special external contexts in which their programming takes place, including financial crisis (25%), complex emergencies (24%), natural disasters (15%), and man-made emergencies (12%). Additionally, a few respondents added their own categories of special contexts, including political instability and disease-outbreaks.

## ASSESSING FAMILY/HOUSEHOLD NEEDS AND ECONOMIC SITUATION

### Household assessment (n=56)

Eighty-two percent of respondents (n=46) indicated that their programs use a tool to assess the situation of households reintegrating children or at risk of separation. Of those reporting that they do not use a tool (n=10), half indicated that household assessment takes place through family observation or the case management process. The other half had projects that were still under development, but planned to use a tool, or were not directly implementing household-level activities.

### Assessing the economic situation of households (n=58)

Eighty-three percent of respondents reported that their programs specifically assess the economic situation of the families they serve. A respondent from Cambodia said, “The assessment of the economic situation is part of the case management process for children to be reintegrated, but there is not yet a clear mechanism in place to assess the households at risk of separation.” Of the respondents who indicated that their programs do conduct economic assessment, 43 provided information about how they do this assessment and 42 provided information about how they use this information.

Over a third of the respondents to this question described gathering information related to family economic status as a part of the overall family assessment process. Respondents from five organizations with programs in Ethiopia, Tanzania, and Uganda made explicit references to tools, or modifications of tools, used in large-scale vulnerable children’s programs that allow them to assess the overall vulnerability of families based on household-level information in multiple domains. The domains in these household vulnerability assessment tools are substantially linked to the domains of the Child Status Index (CSI), a tool primarily intended for case management and which captures individual-child-level information, developed for US-Government-supported programs addressing the needs of children affected by HIV and AIDS.<sup>1</sup> These tools enable quantification and analysis of data at a program level. One organization that works in multiple countries indicated that it uses a combination of the CSI and the Progress Out of Poverty Index (PPI), a household-level poverty measure that has been adapted for use in many countries to assess the household economic situation. A few organizations made reference to using processes that look outside the household level, for example, “geographic mapping followed by participatory wealth ranking and household-level verification surveys” and “vulnerability and market assessments.”

Across the open-ended responses to these questions, respondents reported collecting information about income; expenses/ability to meet expenses; shelter; food; health care; children’s education access, participation and/or expenses; debt; the impact of additional

---

<sup>1</sup> The CSI assesses a child’s status in six domains, including food and nutrition, shelter and care, protection, health, psychosocial and education and skills training.



income generation activities; and social benefits. Many programs asked about a combination of these indicators. Most respondents did not provide information on who collects this information, although responses about the use of the information suggest that the collector is frequently a case worker of some sort.

### **How do programs use information on family economic situation? (n=42)**

In general, the responses to this question indicate that programs use information on family economic situation in case planning and management, for example, “to plan individualised plans for the ‘accompaniment’ of each child/family with the aim of improving the situation in the family, including the economic situation, reducing risks to the child and improving development outcomes for each child in the family.” About half of the responses did not make clear whether or how this information connects to specific economic interventions. Nine respondents indicated that they use this information in designing microfinance and targeting interventions to vulnerable households based on need and/or capacity. One stated, “[We’re] just beginning to use this, but it’s helping us to see the range of households in our self-help groups, which have been identified through a participatory method. We are working towards this helping us provide a range of ES options for both reint[egration] and prevention.” A respondent from a large program in Ethiopia said,

The findings of the CSI assessments are used primarily to design interventions for vulnerable households. Households are classified as destitute, struggling to grow or growing. Primarily, interventions for the three household vulnerability categories include highly subsidized provision activities such as direct assistance in the form of material and medical support; protective activities such as savings mobilization and financial literacy; productive activities focused at the household-level in gardening and small business/income generation; and more market oriented promotion activities that aim to grow enterprises and incomes through enhanced entrepreneurial specialization, business skills, and market engagement.

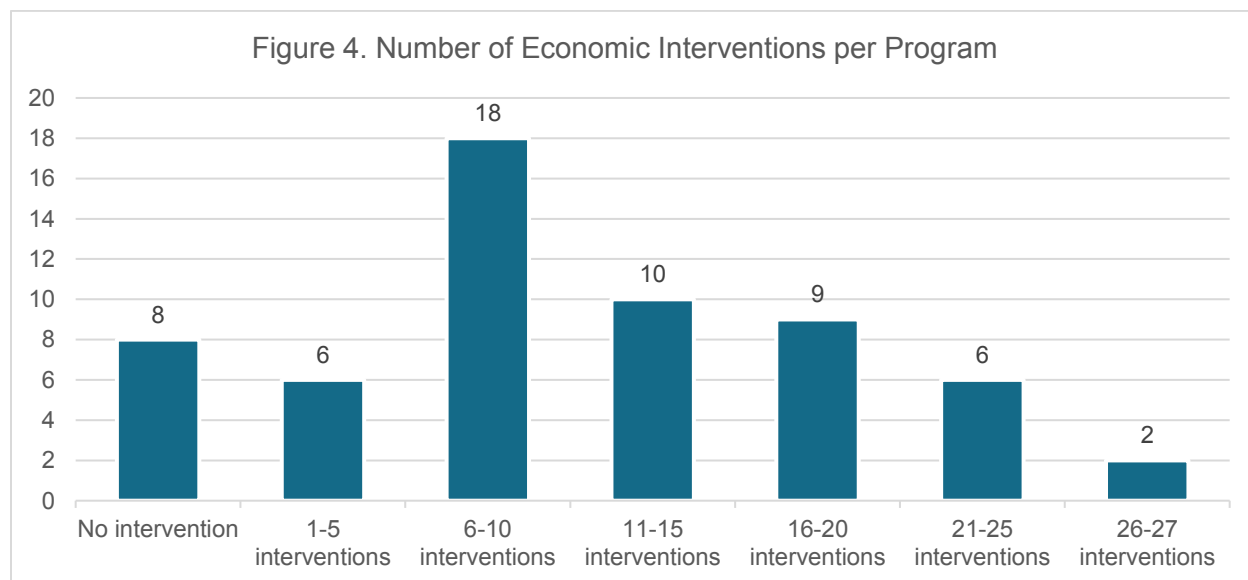
Other uses cited included making recommendations for welfare support, determining whether “direct” assistance (a reintegration package, other material assistance or medical assistance as described above) should be provided, assessing the “practicality” of reintegration or potential for re-separation, identifying families for support (for example, to “target the poorest households in poor communities, while ensuring community-level transparency about the targeting process”). Some broader uses for this type of information included providing information to donors and/or partner agencies, planning and budgeting, and fundraising.

## **ECONOMIC INTERVENTIONS**

### **What economic interventions are used in programs? (n=49)**

We provided a menu of 32 types of economic interventions and asked respondents to select all that they used in their programming. The number of activity types selected ranged from 0 to 27

interventions in their programming, with a mean of 10.8 and a median of 10 (Figure 4). While the highest number of activity types were reported by respondents describing programming in multiple countries, more than 20 single-country respondents reported that their programs use ten or more activity types, with one respondent selecting 23 types.



Respondents most frequently reported that their programs provide access to health care (73%), pay non-fee school related costs (69%), provide access to technical and vocational education (69%), provide productive assets (such as grants of animals, seeds, tools, and equipment) (67%), provide short-term food or material support for consumption (65%), and support income generating activities through training in productive skills and knowledge (61%) as economic interventions used in reintegration and prevention of separation programming. Thirty-one respondents (62%) also indicated they referred beneficiaries to other providers of economic support and services.

Table 1 shows the 31 interventions (minus referral) categorized according to livelihoods pathways models described by PEPFAR,<sup>2</sup> and the related LIFT<sup>3</sup> and IMARISHA<sup>4</sup> projects. These models suggest that households, with appropriate assistance, can progress along a pathway from food, income and asset vulnerability to resilience, although they acknowledge that progress may not always be linear, and that progress can support improved social, health and education outcomes for households.

<sup>2</sup> PEPFAR. 2012. Guidance for Orphans and Vulnerable Children Programming. Washington, DC: PEPFAR. Accessed at <http://www.pepfar.gov/documents/organization/195702.pdf>.

<sup>3</sup> Evans, Gareth, Margaret Richards, Candace Nelson, Mary McVay, Terrence Isert, Ntongi McFadyen, Malini Tolat, Waddington Chinogwenya, Reid Hamel, Karl Frey, Andrew Tulchin and Sunny Yi-Han Lin. 2013. Economic Strengthening for Vulnerable Children: Resource Guide. The LIFT Project. Accessed at <http://theliftproject.org/economic-strengthening-for-vulnerable-children-resource-guide/>.

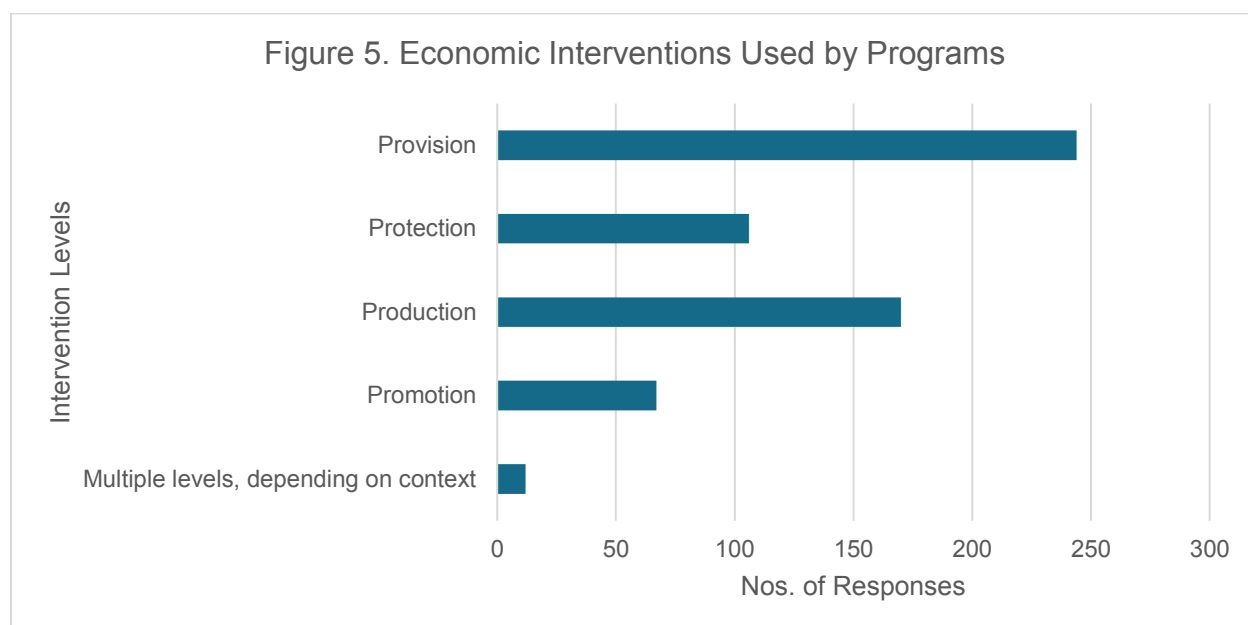
<sup>4</sup> USAID, IMARISHA and PEPFAR. 2014. Technical Note #1: The Livelihoods Pathway – A Model for Designing and Understanding Economic Strengthening.

**Table 1. Economic Strengthening Activities by Level of Intervention**

| Level of Intervention   | Type(s) of Intervention(s)  | Number of Responses |
|---|---|---------------------|
| <b>Provision</b><br>(for destitute households in distress, direct assistance)   | Provide access to health care (e.g., paying fees or insurance)                              | 36                  |
|   | Pay other school-related costs  | 34                  |
|   | Provide short-term food/material support for consumption                                    | 32                  |
|   | Pay school fees   | 27                  |
|   | Actively link with government conditional cash transfer program(s)                          | 25                  |
|   | Provide conditional cash transfer   | 19                  |
|   | Actively link with government unconditional cash transfer program(s)                        | 18                  |
|   | Provide short-term cash support for consumption   | 18                  |
|   | Provide health care   | 16                  |
|   | Provide unconditional cash transfer   | 8                   |
|   | Provide long-term food/material support for consumption                                     | 8                   |
|   | Provide long-term cash support for consumption  | 5                   |
| <b>Protection</b><br>(to help stabilize and protect assets)   | Provide productive assets (such as grants of animals, seeds, tools, equipment)              | 33                  |
|   | Provide financial literacy training/financial education                                     | 29                  |
|   | Provide community-based microfinance (group savings, village savings and loan associations) | 28                  |
|   | Provide cash-for-work opportunities   | 14                  |
|   | Provide food-for-work opportunities   | 4                   |
| <b>Production</b><br>(support household subsistence and earning, low-risk interventions)  | Provide/facilitate access to technical and vocational education and training                | 34                  |
|   | Support income generating activities through training in productive skills/knowledge        | 31                  |
|   | Support income generating activities through entrepreneurship training                      | 26                  |
|   | Provide job placement assistance  | 24                  |
|   | Support income generating activities through coaching                                       | 24                  |
|   | Provide apprenticeship opportunities  | 23                  |
|   | Provide mobile training opportunities <sup>5</sup>  | 11                  |
| <b>Promotion</b><br>(households are more food and economically secure, more resilient, grow enterprise and income, riskier interventions) | Provide/facilitate access to small grants for businesses                                    | 24                  |
|   | Provide/facilitate access to institutional savings  | 12                  |
|   | Provide/facilitate access to business loans   | 12                  |
|   | Develop/strengthen market linkages (value chain, local economic development)                | 11                  |
|   | Provide/facilitate access to micro franchising opportunities                                | 8                   |
| <b>Multiple levels</b><br>(depending, for example, on whether they support household subsistence or enterprise development or growth)     | Provide access to land  | 7                   |
|   | Provide vouchers (paper, tokens, electronic cards that can be exchanged for goods)          | 5                   |

<sup>5</sup> Chaffin and Kalyanpur describe mobile training as short training conducted in a village or neighborhood by visiting trainers in order to improve production technology or product quality. Chaffin, Josh and Anushka Kalyanpur. 2014. What Do We Know about Economic Strengthening for Family Reintegration of Separated Children?

If we look at these data aggregated and summarized by the type of economic support provided (Figure 5), provision-level activities were the most commonly cited, followed by production-, protection-, and then promotion-level activities.



**What areas of family or child well-being do ES interventions seek to address? In what ways are economic interventions effective in supporting reintegration of children in family care and preventing family-child separation? (n=52)**

Most respondents indicated that their economic interventions aim to address multiple areas of well-being. The most frequent theme across responses referenced child or family access to basic needs such as shelter, health care, food and nutrition. Many responses specifically mentioned children’s education and improved child protection outcomes, and a number referenced improved caregiving skills, other social and family relations and improved psychosocial well-being.

The second part of the question was intended to help us understand what respondents believe to be the mechanisms through which economic interventions have an effect on reintegration and prevention of separation. A common explanation was that these interventions addressed common drivers of separation—inability to pay for basic needs and access to services, especially education—which might lead to the departure of a child to relatives, a child care institution, domestic service or the streets. Some respondents described ES programs as strengthening self-reliance and improving coping skills and resilience. A number of responses highlighted the importance of simultaneously addressing economic, family strengthening and child protection needs, and some drew connections between these elements and well-being outcomes. A respondent from one program said, for example,

Specific areas targeted by our economic interventions are mainly: Increase the capacity of households to care for children and to meet their basic needs,

particularly access to education, access to health care and food security, in particular nutritional status of family members, as well as housing conditions improved through support for income-generating activities. Against the exploitation of young people by improving the employability of young. Improve the capacity of families to cope with poverty. Strengthen the resilience of families to economic shocks. All this with the aim of simply remov[ing] the threats that could lead to the emotional rift between children and families.

One respondent highlighted the importance of family members being emotionally ready to make good use of economic inputs:

We understand the economic situation these families are in, partly as a symptom, rather than the cause of the problem. Economic strengthening is important, but the critical factor is addressing the emotional and relational factors that have caused families to separate. This can be done by providing children and families with the experience of having a safe, consistent, non-judgmental, dependable relationship over an extended period. In turn this provides the space for the brain to re-process painful experiences in a healthier way and start to adjust the damaging behaviours and interactions in the home. Families are then better placed to take advantage of the economic inputs, which can and must be provided in a way that reinforces the safe, non-threatening relationship the family has with the project worker.

**Are the economic interventions used appropriate to the target population? (n=51)**

This question was posed as above, and 67% responded “yes”, about 22% responded “maybe”, and 12% responded “no.” We provided an open-ended text box to allow respondents to explain their thinking (47 did so). Explanations of those who responded “yes” clustered in two main groups. One set of responses referenced evidence (through surveys, testimony, or observation) that the interventions were effective in changing economic status or successful in preventing separation. The other set of responses described their interventions as appropriate because they fit a theoretical model. These respondents referenced the nature of the intervention itself, for example, that it is evidence-based, tailored to the needs of the household or community, aimed at addressing conditions that are associated with separation, or that the approach is holistic.

Those who responded “maybe” referenced the challenges and complexity of their programming contexts, noting, for example, that large caseloads make it difficult to provide the level of service needed, that implementation timeframes are too short for assessment, or that some caregivers just lack interest. Those who responded “no” indicated that available interventions are limited and not evidence-based, that there are few organizational models to follow, and that national approaches and links to social protection are needed.

## LEARNING, TOOLS, RESOURCES AND SUPPORT NEEDED

### Interests in ES learning or technical assistance

We asked four open-ended questions about the economic strengthening interventions respondents would like to learn more about, and what information, tools and other support would be most useful to them and the practitioner community. The responses to these questions overlapped a great deal. We have consolidated them by topics of interest and, with respect to those topics, what information, tools, guidance and support respondents felt would be useful. The responses are summarized below and presented in full in Annex 1.

#### *Economic/strengthening activities*

With respect to economic strengthening activities, respondents expressed interest in learning more about:

- cash interventions,
- microfinance (particularly savings groups),
- financial literacy,
- microenterprise (business skills and related training/coaching, links to markets, value chain),
- graduation models/sequenced models,
- and economic strengthening for adolescents.

They highlighted a number of areas within the topic of economic strengthening for adolescents that they would like to know more about, including programming for girls, for demobilized young people, and for young people in contact with the law; vocational skills, employability skills, entrepreneurship skills, market access, financial literacy skills, and savings.

A few respondents expressed interest in learning more about and accessing tools related to implementing economic interventions ethically and in ways supporting the sustainability of their effects. Stratifications or targeting was another common theme: what works in urban contexts and in rural contexts, and what works with particular populations (e.g., geographically dispersed families, hard-to-reach families, commercial sex workers, grandmothers, demobilized youth). Other topics of interest included guidance around linking with government programs and on knowing when an intervention or strategy is not working.

#### *Assessment and measurement*

Another prevalent theme related to interest in household-level vulnerability assessment and identification of families at risk of separation, including tools to identify both families and children at risk of separation. Respondents also indicated they would like to know more about, and access tools to assist in, assessing changes at the household level, such as change in financial status, in the well-being of households more generally, and in the well-being of children. Relatedly, there was a request to know more about how to assess the success or durability of the reintegration of a child.

### *Shared learning and exposure to good practice*

A number of respondents said that they felt it would be useful to create opportunities for shared learning and exposure to good practice. Suggestions included:

- a community of practice;
- an online library of relevant documentation that includes evidence, case studies and examples of successful programs;
- interactive shared learning events such as webinars and study tours;
- opportunities for implementers to find and connect with others implementing successful programs;
- access to useful tools and materials in French and Spanish;
- technical support on evaluation and measurement approaches and techniques;
- technical support to improve programming, training and mentoring; and
- strengthened links between practitioners in the fields of economic strengthening and child protection.

### *Access to financial resources*

Respondents highlighted the importance of and need for a variety of financial resources: links to funders; support for networking with appropriate business institutions; financial support and resources for programming in general, and, more specifically, financial support for building organizational capacity to help program participants develop soft skills and for economic strengthening for adolescents and youth. A number of respondents also raised the need for investment in research on the effectiveness of interventions/approaches and on implementation processes.

## **DISCUSSION**

The majority of respondents to our survey reported that their work addresses both prevention of family-child separation and reintegration of children in family care, and most reported working with children with more than one type of vulnerability. Almost all respondents indicated their programs had a tool and/or structured process to assess family situation and needs, and over 80% indicated that their programs assess economic needs. Only half of the respondents gave a sense of how they connect this information to decision-making about which ES interventions to use in their programming. *It would be useful to understand more about how decisions about which economic interventions should be used in programming are made.*

Responses to a question about areas of family or child well-being targeted by ES interventions and ways in which they contribute to reintegration and prevention of family-child separation suggest a shared basic theory of change that ES interventions themselves mitigate two common drivers of separation: access to basic needs, including shelter, clothing, nutrition and health, and access to (good) education for children. A number of respondents also connected ES to stability and resilience and to improved capacity to protect children from abuse and

exploitation, improved relationships in the family, and improved psychosocial well-being, working in tandem with social and emotional support services. Annex 2 provides examples of how we understood theories of change reflected in some of the responses to these questions. Interestingly, 34% of respondents were either not sure that their economic interventions were effective or felt they were not, perhaps suggesting that *it would be useful for practitioners to further unpack, elaborate and investigate the specific mechanisms through which their programs, and component interventions, are intended to work.*

Respondents most often mentioned using interventions associated with the provision of basic needs; interestingly, they mentioned interventions associated with the next level on the continuum (the protection level) less frequently than interventions associated with the production level. *This is worth exploring further.* The protection category offered fewer options for respondents to tick, which may have affected response frequencies, but later questions also revealed clusters of interest in learning more about some of these interventions, suggesting that respondents may be less familiar with interventions at this level. This expression of interest is consistent with a lack of evidence on protection interventions found in a forthcoming ASPIRES comprehensive review on HES for HIV outcomes and reflects a general knowledge gap that has relevance to many households at risk of family-child separation.

Some respondents said they would like access to information, tools and how-to guidance on economic strengthening interventions, such as savings groups, for which guidance exists but may not be known or accessible to groups focused primarily on child protection rather than economic strengthening. A number of websites used by economic strengthening practitioners consolidate this type of information; sites familiar to the child care and protection community such as those of the Better Care Network and the CPC Learning Network do so on a more limited basis. The table below provides links to websites with relevant economic strengthening resources.

### Online Resources Useful for Practitioners Using ES in Prevention of Separation and Reintegration Programming

| Website  | Website address   |
|--|---|
| Better Care Network                                  | <a href="http://www.bettercarenetwork.org/">http://www.bettercarenetwork.org/</a>   |
| Cash Learning Partnership                            | <a href="http://www.cashlearning.org/english/home">http://www.cashlearning.org/english/home</a>                                       |
| CGAP   | <a href="http://www.cgap.org/">http://www.cgap.org/</a>   |
| Child Protection in Crisis – CPC Learning Network    | <a href="http://www.cpcnetwork.org/">http://www.cpcnetwork.org/</a>   |
| Microfinance Gateway                                 | <a href="http://www.microfinancegateway.org/">http://www.microfinancegateway.org/</a>   |
| Savings Revolution                                   | <a href="http://www.savings-revolution.org/">http://www.savings-revolution.org/</a>   |
| SEEP Network   | <a href="http://www.seepnetwork.org/">http://www.seepnetwork.org/</a>   |
| STRIVE Project resources on the SEEP Network website | <a href="http://www.seepnetwork.org/strive-resources-pages-20362.php">http://www.seepnetwork.org/strive-resources-pages-20362.php</a> |
| Youth Economic Opportunities                         | <a href="http://www.youtheconomicopportunities.org/">http://www.youtheconomicopportunities.org/</a>                                   |
| USAID Microlinks                                     | <a href="https://www.microlinks.org/">https://www.microlinks.org/</a>   |



In addition to consolidating responses related to information, tools, and resources that practitioners would find useful, Annex 1 provides some examples of the kinds of information of interest to respondents that can be found on these and other sites. *Practitioners may need assistance in understanding where and how to access this type of information, or it might be useful to consolidate it in an online library, as some respondents suggested.*

## ANNEX 1 TOPICS OF INTEREST AND SOME RELATED RESOURCES

(\*\* denotes clear interest by multiple respondents)

The tables below consolidate online survey responses to four open-ended questions about the economic strengthening interventions respondents would like to learn more about and what information, tools and other support would be most useful to their organizations and other practitioners to support the use of economic strengthening interventions in programs aimed at reintegration of children in family care and prevention of family-child separation. We reviewed the responses together and consolidated them by topics of interest and, with respect to those topics, what information, tools, guidance and support respondents felt would be useful. We also added some information about existing resources related to some of these topics.

| Topics of interest            | ...to know more about  | ...related tools/how-to   | ...and some existing resources that practitioners can access now   |
|-------------------------------|--|---|--|
| <b>Economic interventions</b> |  |   |  |
| Cash interventions**          | <ul style="list-style-type: none"> <li>• Cash transfers in general, including conditional and unconditional cash transfers</li> <li>• Promoting government cash transfers and national programs</li> <li>• Mobile money as a mechanism</li> <li>• Cash for work</li> </ul> | <ul style="list-style-type: none"> <li>• Tools to help determine right amount of a cash transfer</li> </ul> | <p>Tuzzolino, Yoann, Lene Hansen and Helene Juillard. 2016. Cash Transfer Resilience Tool. International Rescue Committee, SEEP Network, Citi Foundation.<br/> <a href="http://www.seepnetwork.org/filebin/CRTC-Handbook-Final-revision.pdf">http://www.seepnetwork.org/filebin/CRTC-Handbook-Final-revision.pdf</a></p> <p>Harvey, Paul. 2007. Cash-Based Responses in Emergencies. London: Overseas Development Institute Humanitarian Policy Group.<br/> <a href="https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/265.pdf">https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/265.pdf</a></p> <p>Mercy Corps. 2014. Cash Transfer Programming Toolkit.<br/> <a href="http://www.cashlearning.org/resources/library/725-cash-transfer-programming-toolkit">http://www.cashlearning.org/resources/library/725-cash-transfer-programming-toolkit</a></p> <p>Mercy Corps. 2007. Guide to Cash-for-Work Programming.<br/> <a href="http://www.mercycorps.org/files/file1179375619.pdf">http://www.mercycorps.org/files/file1179375619.pdf</a></p> |

| Topics of interest | ...to know more about   | ...related tools/how-to  | ...and some existing resources that practitioners can access now  |
|--------------------|---|--|---|
|                    |   |  | <p>UNHCR. No date. Guide for protection in cash-based interventions<br/> <a href="https://www.womensrefugeecommission.org/issue/s/livelihoods/research-and-resources/1280-protection-in-cash-based-interventions">https://www.womensrefugeecommission.org/issue/s/livelihoods/research-and-resources/1280-protection-in-cash-based-interventions</a></p> <p>ODI website on cash transfers:<br/> <a href="https://www.odi.org/publications/10505-cash-transfers-what-does-evidence-say-rigorous-review-impacts-and-role-design-and-implementation">https://www.odi.org/publications/10505-cash-transfers-what-does-evidence-say-rigorous-review-impacts-and-role-design-and-implementation</a></p> <p>Cash Learning Partnership website:<br/> <a href="http://www.cashlearning.org/resources/tools">http://www.cashlearning.org/resources/tools</a></p>  |
| Microfinance       | <ul style="list-style-type: none"> <li>• Savings groups**</li> <li>• Community-managed approaches for infrastructure development</li> </ul> | <ul style="list-style-type: none"> <li>• Microfinance tools</li> <li>• Guidance on how to manage microloans in specific contexts</li> <li>• Training materials/guidance on how to create and support savings groups</li> <li>• Simple guidelines for community-level facilitators</li> </ul> | <p>Nelson, Candace, ed. 2012 Savings Groups at the Frontier. Bourton on Dunsmore, Rugby: Practical Action Publishing.<br/> <a href="http://www.seepnetwork.org/savings-groups-at-the-frontier-resources-609.php">http://www.seepnetwork.org/savings-groups-at-the-frontier-resources-609.php</a>. Available on Amazon.</p> <p>SEEP Network Program Quality Guidelines for Savings Groups.<br/> <a href="http://www.seeplearning.org/sg-guidelines.html">http://www.seeplearning.org/sg-guidelines.html</a></p> <p>Vanmeenen, Guy and marc bavois. 2011. Saving and Internal Lending Communities (SILC) Field Agent Guide. Catholic Relief Services.</p> <p>bavois, marc. 2013. Private Service Provider Implementation Manual. Catholic Relief Services.<br/> <a href="http://www.crs.org/sites/default/files/tools-research/private-service-provider-implementation-manual.pdf">http://www.crs.org/sites/default/files/tools-research/private-service-provider-implementation-manual.pdf</a></p> <p>VSL Associates. 2009. VSLA Program Guide: Field Operations Manual.</p> |

| Topics of interest        | ...to know more about   | ...related tools/how-to  | ...and some existing resources that practitioners can access now   |
|---------------------------|---|--|--|
|                           |   |  | <p><a href="http://www.seepnetwork.org/vsla-programme-guide--field-operations-manual-resources-813.php">http://www.seepnetwork.org/vsla-programme-guide--field-operations-manual-resources-813.php</a>.</p> <p>Allen, Hugh. 2005. Village Savings and Loan Associations (VS&amp;LAs) in Africa: Training Manual 1. CARE and VSL Associates.<br/> <a href="http://edu.care.org/TechnicalGuidelines/VSLATrainingManualforLiterate.pdf">http://edu.care.org/TechnicalGuidelines/VSLATrainingManualforLiterate.pdf</a>.</p> <p>Savings Revolution website: <a href="http://www.savings-revolution.org">www.savings-revolution.org</a></p>  |
| Financial literacy**      | <ul style="list-style-type: none"> <li>• Financial literacy in general</li> <li>• For families and for people with low/no reading skills</li> </ul> | <ul style="list-style-type: none"> <li>• Training materials</li> <li>• Online tutorials</li> </ul> | <p>Financial education curriculum materials in booklets, adapted by Catholic Relief Services largely from materials developed for the Global Financial Education Project, directed by Microfinance Opportunities in partnership with Freedom from Hunger. See materials at <a href="http://www.crs.org/our-work-overseas/research-publications/financial-education">http://www.crs.org/our-work-overseas/research-publications/financial-education</a>.</p> <p>Care International 2011. Financial Education Manual for Village Savings and Loan Associations (VS&amp;LA) Field Officers/Trainers. The SCORE Project. <a href="http://score.or.ug/new/themencode-pdf-viewer/?file=http://score.or.ug/uploads/SCORE%20Financial%20Literacy%20Manual.pdf">http://score.or.ug/new/themencode-pdf-viewer/?file=http://score.or.ug/uploads/SCORE%20Financial Literacy Manual.pdf</a></p> <p>SEWA Bank, Freedom from Hunger, and Coady International Institute. 2003. Financial Education for SEWA Bank Members: A Facilitator's Guide. <a href="http://www.coady.stfx.ca/tinroom/assets/file/resources/abcd/SEWA%20Financial%20Literacy%20Manual.pdf">http://www.coady.stfx.ca/tinroom/assets/file/resources/abcd/SEWA%20Financial%20Literacy%20Manual.pdf</a></p> |
| Formal financial services | <ul style="list-style-type: none"> <li>• Access</li> <li>• Loans, grants</li> </ul>   |  | Care International. 2013. Connecting the World's Poorest People to the Global Economy: New   |

| Topics of interest                | ...to know more about   | ...related tools/how-to   | ...and some existing resources that practitioners can access now  |
|-----------------------------------|---|---|---|
|                                   | <ul style="list-style-type: none"> <li>Linking savings groups to financial institutions</li> </ul>  |   | <p>models for linking informal savings groups to formal financial services.<br/> <a href="http://www.care.org/sites/default/files/documents/ECON-2013-CARE-%20Connecting-the-worlds-poorest_0.pdf">http://www.care.org/sites/default/files/documents/ECON-2013-CARE-%20Connecting-the-worlds-poorest_0.pdf</a></p> <p>CGAP website: <a href="http://www.cgap.org/">http://www.cgap.org/</a></p> <p>Microfinance Gateway website: <a href="https://www.microfinancegateway.org/">https://www.microfinancegateway.org/</a></p>  |
| Local economic empowerment models | <ul style="list-style-type: none"> <li>Non-cash, livelihoods development</li> <li>Microentrepreneurship**</li> <li>Value chain**</li> <li>Marketing**</li> <li>Business cooperatives</li> <li>Off-farm activities</li> <li>IGA</li> <li>Models for community support</li> <li>Skills development—business plan/proposal development**, productive skills, training support**, coaching support**</li> </ul> | <ul style="list-style-type: none"> <li>Community mapping tools</li> <li>Simple guidelines for community-level facilitators</li> <li>Simple business skills training materials**</li> <li>Simple bookkeeping training materials</li> <li>Simple market survey tools/methods**</li> <li>Business survey tools</li> <li>Guidance on how to develop cooperatives in local context</li> <li>Information/guidance on creating off-farm activities and income-generating activities</li> <li>Tools and guides on community-level activities/support</li> </ul> | <p>Ignatieva, I. 2016. The Business Skills Training Guide. Concern Worldwide.<br/> <a href="http://www.microfinancegateway.org/library/business-skills-training-guide">http://www.microfinancegateway.org/library/business-skills-training-guide</a></p> <p>SCORE. 2010. IGA Selection, Planning and Management: A Training Course for the Participants who are Interested in Operating IGAs.<br/> <a href="http://score.or.ug/new/themencode-pdf-viewer/?file=http://score.or.ug/uploads/SCORE_SPM_MANUAL.pdf">http://score.or.ug/new/themencode-pdf-viewer/?file=http://score.or.ug/uploads/SCORE_SPM_MANUAL.pdf</a></p> <p>Women's Refugee Commission. 2011. Step-by-Step Introduction to the Market Assessment Toolkit for Vocational Training Providers.<br/> <a href="https://www.womensrefugeecommission.org/issue/livelihoods/research-and-resources/796-market-assessment-toolkit-user-guide">https://www.womensrefugeecommission.org/issue/livelihoods/research-and-resources/796-market-assessment-toolkit-user-guide</a></p> <p>School of International and Public Affairs Columbia University. 2013. Market Assessment Toolkit for Vocational Training Providers and Youth. Women's Refugee Commission.<br/> <a href="https://www.womensrefugeecommission.org/resources/document/463-market-assessment-toolkit-for-vocational-training-providers-and-youth">https://www.womensrefugeecommission.org/resources/document/463-market-assessment-toolkit-for-vocational-training-providers-and-youth</a></p> |
| Graduation/                       | <ul style="list-style-type: none"> <li>Range of options</li> </ul>  |   | Sheldon, Tony, Ed. 2016. Preserving the   |

| Topics of interest | ...to know more about   | ...related tools/how-to | ...and some existing resources that practitioners can access now   |
|--------------------|---|-------------------------|--|
| sequenced models   | <p>included</p> <ul style="list-style-type: none"> <li>• What combinations work</li> <li>• Case management approach</li> <li>• Moving through levels</li> </ul> |                         | <p>Essence, Adapting for Reach: Early Lessons from Large-Scale Implementations of the Graduation Approach—Four Case Studies and Synthesis Analysis. Ford Foundation.<br/> <a href="https://trickleup.org/wp-content/uploads/2016/12/2016_Ford_Foundation_Early_Lessons_Graduation.pdf">https://trickleup.org/wp-content/uploads/2016/12/2016_Ford_Foundation_Early_Lessons_Graduation.pdf</a></p> <p>Hashemi, Syed M. and Aude de Montesquiou, with Katharine McKee. 2016. Graduation Pathways: Increasing Income and Resilience for the Extreme Poor. CGAP.<br/> <a href="http://www.cgap.org/sites/default/files/Brief-Graduation-Pathways-Dec-2016.pdf">http://www.cgap.org/sites/default/files/Brief-Graduation-Pathways-Dec-2016.pdf</a></p> <p>Dharmadasa, Harshani, Syed M. Hashemi, Sadna Samaranayake, Lauren Whitehead. 2016. Propel Toolkit: An Implementation Guide to the Ultra-Poor Graduation Approach. BRAC.<br/> <a href="http://trickleup.org/wp-content/uploads/2016/05/2015_BRAC_PROPEL_Toolkit_compressed.pdf">http://trickleup.org/wp-content/uploads/2016/05/2015_BRAC_PROPEL_Toolkit_compressed.pdf</a></p> <p>de Montesquiou, Aude and Tony Sheldon with Frank F. DeGiovanni and Syed M. Hashemi. 2014. From Extreme Poverty to Sustainable Livelihoods: A Technical Guide to the Graduation Approach. CGAP and Ford Foundation.<br/> <a href="http://www.cgap.org/publications/extreme-poverty-sustainable-livelihoods">http://www.cgap.org/publications/extreme-poverty-sustainable-livelihoods</a></p> <p>Evans, Gareth, Margaret Richards, Candace Nelson, Mary McVay, Terrence Isert, Ntongi McFadyen, Malini Tolat, Waddington Chinogwenya, Reid Hamel, Karl Frey, Andrew Tulchin and Sunny Yi-Han Lin. 2013. Economic Strengthening for Vulnerable Children: Resource Guide.</p> |

| Topics of interest                     | ...to know more about   | ...related tools/how-to   | ...and some existing resources that practitioners can access now  |
|--|---|---|---|
|  |   |   | <a href="http://theliftproject.org/economic-strengthening-for-vulnerable-children-resource-guide/">http://theliftproject.org/economic-strengthening-for-vulnerable-children-resource-guide/</a>   |
| Economic strengthening for adolescents | <ul style="list-style-type: none"> <li>• Programming for girls</li> <li>• Programming for demobilized young people and young people in contact with the law— what/how to/training for implementers</li> <li>• Financial literacy</li> <li>• Training/vocational training/employability skills</li> <li>• Linking young people with limited education and literacy to jobs</li> <li>• Income generating skills that are both interesting and bigger income generators</li> <li>• Entrepreneurship/job creation</li> <li>• Decent work</li> <li>• Market access for young people</li> <li>• Programming for young savers</li> </ul> | <ul style="list-style-type: none"> <li>• Tools and guides related to community-based reintegration of discharged youth</li> <li>• Resources on how to work with parents of children at risk</li> <li>• Tools and guides on vocational training</li> <li>• Tools and guides on employability training</li> </ul> | <p>Population Council. Adolescent Girls Programming: Community of Practice. <a href="http://www.popcouncil.org/research/adolescent-girls-programming-community-of-practice">http://www.popcouncil.org/research/adolescent-girls-programming-community-of-practice</a><br/> <a href="http://www.popcouncil.org/girl-centered-program-resources/webinars">http://www.popcouncil.org/girl-centered-program-resources/webinars</a></p> <p>Child Protection in Crisis (CPC) Learning Network, Women’s Refugee Commission and UNICEF. 2014. Empowered and Safe: Economic Strengthening for Girls in Emergencies – Theory of Change. <a href="https://www.womensrefugeecommission.org/youth/resources/download/1151">https://www.womensrefugeecommission.org/youth/resources/download/1151</a></p> <p>IPEC and Sophie de Conick. 2011. Economic reintegration of children formerly associated with armed forces and armed groups – Background paper - A contribution to the 2011 EFA Global Monitoring Report. Geneva: International Labour Organization, International Programme on the Elimination of Child Labour (IPEC). <a href="http://unesdoc.unesco.org/images/0019/001907/190780e.pdf">http://unesdoc.unesco.org/images/0019/001907/190780e.pdf</a></p> <p>EcoVentures, International. 2008. Sustainable Employment and Enterprise: Opportunities for Out-of-School Youth in Haiti. <a href="http://www.youtheconomicopportunities.org/sites/default/files/uploads/resource/EVI%20IDEJEN%20report.pdf">http://www.youtheconomicopportunities.org/sites/default/files/uploads/resource/EVI%20IDEJEN%20report.pdf</a></p> |
| Implementing economic interventions    | <ul style="list-style-type: none"> <li>• Cost-benefit of interventions, implementation costs,</li> </ul>  | <p>Guidance/tools related to how to:</p> <ul style="list-style-type: none"> <li>• Do economic strengthening and know you are not harming</li> </ul>   | <p>Collection of FHI 360 STRIVE project resources <a href="https://www.microlinks.org/category/kdid-project/field-support/strive">https://www.microlinks.org/category/kdid-project/field-support/strive</a></p>   |

| Topics of interest   | ...to know more about   | ...related tools/how-to   | ...and some existing resources that practitioners can access now  |
|----------------------|---|---|---|
| responsibly and well | <p>social return on investment</p> <ul style="list-style-type: none"> <li>• Effective models for urban areas</li> <li>• Effective models for rural areas</li> <li>• Effective approaches for working with hard to reach families</li> <li>• With dispersed families</li> <li>• With commercial sex workers</li> <li>• With grandmothers</li> <li>• With discharged/demobilized youth</li> <li>• In countries like Bulgaria</li> </ul> | <p>children</p> <ul style="list-style-type: none"> <li>• Do economic strengthening ethically</li> <li>• Do economic strengthening sustainably</li> <li>• Link/integrate economic strengthening interventions and government programs</li> <li>• Know when an approach is not working and to try something else</li> </ul> | <p>Cohort Livelihood and Risk Analysis (CLARA) guidance and tools on the Women’s Refugee Commission website at <a href="https://www.womensrefugeecommission.org/empower/resources/1231-clara-tool">https://www.womensrefugeecommission.org/empower/resources/1231-clara-tool</a>.</p> <p>Rutherford, Diana, Jennine Carmichael, and Kaaren Christopherson. 2015. Magnify Your Project’s Impact: How to Incorporate Child-Level M&amp;E in Economic Development. FHI 360. <a href="https://www.microlinks.org/library/magnify-your-projects-impact-how-incorporate-child-level-me-economic-development">https://www.microlinks.org/library/magnify-your-projects-impact-how-incorporate-child-level-me-economic-development</a></p> <p>Chaffin, Josh, Natalie Rhoads and Jennine Carmichael. 2013. Children and Economic Strengthening: Maximizing Benefits and Minimizing Harm. FHI 360. <a href="https://www.microlinks.org/library/children-and-economic-strengthening-programs-maximizing-benefits-and-minimizing-harm">https://www.microlinks.org/library/children-and-economic-strengthening-programs-maximizing-benefits-and-minimizing-harm</a></p> <p>SEEP. 2017. Minimum Economic Recovery Standards, Third Edition, Washington D.C., the SEEP Network and Rugby, UK, Practical Action Publishing. <a href="http://dx.doi.org/10.3362/9781780446707">http://dx.doi.org/10.3362/9781780446707</a> <a href="http://www.mershandbook.org/">http://www.mershandbook.org/</a><br/>(While intended as a resource for programming in crisis contexts, this document has elements of broader interest.)</p> <p>Women’s Refugee Commission. 2014. A Double-edged Sword: Livelihoods in Emergencies - Guidance and Tools for Improved Programming. <a href="https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/1046-a-double-edged-sword-livelihoods-in-emergencies">https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/1046-a-double-edged-sword-livelihoods-in-emergencies</a></p> |



| Topics of interest   | ...to know more about | ...related tools/how-to   | ...and some existing resources that practitioners can access now  |
|--|-----------------------|---|---|
| <b>Topics related to case identification, case management, reintegration/prevention of separation programming and measuring change</b> |                       |   |   |
| Vulnerability assessment   |                       | <ul style="list-style-type: none"> <li>Assessment tools that support case management, including understanding which interventions/combinations of interventions are most appropriate to the specific family and location**</li> </ul> | <p>Moret, Whitney. 2016. Review of Vulnerability Assessment Methods for Reintegration and Prevention of Child Separation. FHI 360. <a href="https://www.microlinks.org/library/review-vulnerability-assessment-methods-reintegration-and-prevention-child-separation">https://www.microlinks.org/library/review-vulnerability-assessment-methods-reintegration-and-prevention-child-separation</a></p>  |
| Identification of households at risk of separation**   |                       | <ul style="list-style-type: none"> <li>Tools to identify households at risk of separation</li> <li>Tools to identify children at risk of separation</li> </ul>  | <p>Some SPIRES-funded projects in Uganda are using modifications of government tools to identify and include families in prevention programming. These tools include additional questions related to violence in the home, abusive care, neglect, drug use in the home, child labor and children already separated.</p> <p>For their Family Resilience (FARE) project, AVSI and Retrak have used adapted versions of Ugandan government vulnerability pre-screening tool and Household Vulnerability Prioritization Tool (HVPT) to identify families at risk of separation. Once identified, they use an adapted version of the government's Household Vulnerability Assessment Tool (HVAT) to collect household data and track changes over time. View the FARE tools at <a href="http://www.avsi-usa.org/fare.html">http://www.avsi-usa.org/fare.html</a>.</p> <p>For its Economic Strengthening to Keep and Reintegrate Children in Families (ESFAM) project, ChildFund Uganda has used community-level participatory rapid appraisal processes to identify families perceived to be at risk of separation. It follows with the Family Status Vulnerability Index (FSVI) tool to collect household data and track changes over time. For more information, contact</p> |

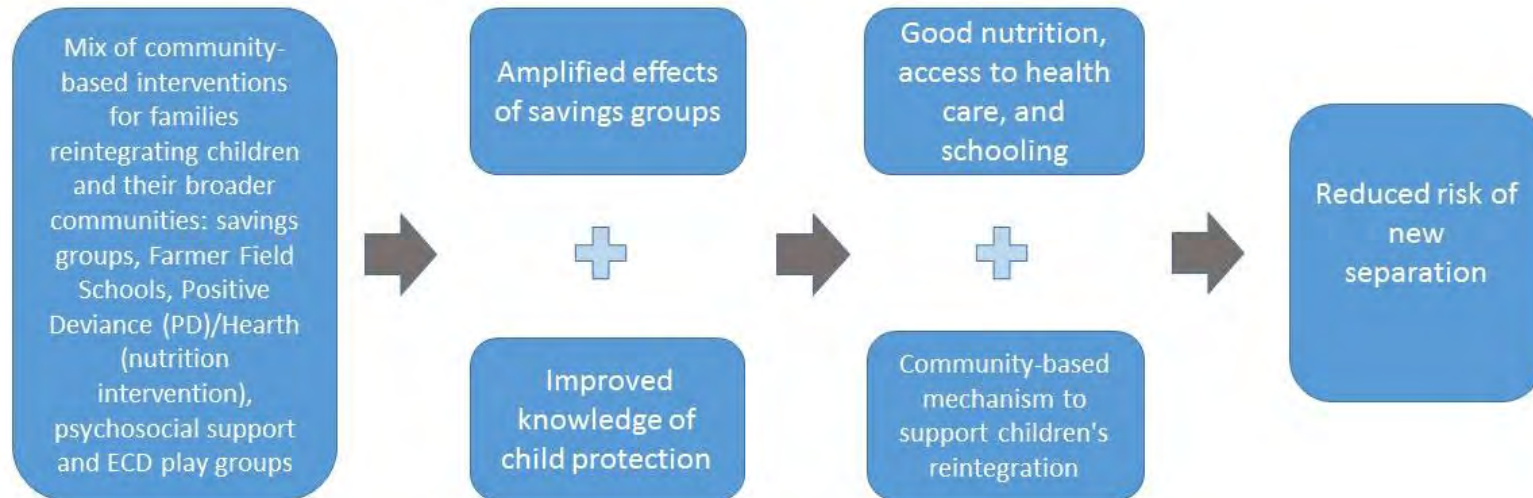
| Topics of interest   | ...to know more about   | ...related tools/how-to  | ...and some existing resources that practitioners can access now  |
|--|---|--|---|
|  |   |  | Fred Mutenyo at <a href="mailto:fmutenyo@uganda.childfund.org">fmutenyo@uganda.childfund.org</a> .  |
| Measurement of change at household level   | <ul style="list-style-type: none"> <li>• Measurement techniques/evaluation</li> <li>• Impact of child-led microfinance on the household</li> </ul>  | <ul style="list-style-type: none"> <li>• Tools to measure household well-being</li> <li>• Tools to measure changes at household level</li> <li>• Tools to measure changing financial circumstances</li> </ul>  | <p>Chapman, Jenifer, Karen Foreit, Mari Hickman, and Lisa Parker. 2013. Child, Caregiver &amp; Household Well-being and Survey Tools for Orphans and Vulnerable Children Programs: Manual. Measure Evaluation. <a href="https://www.measureevaluation.org/resources/publications/ms-13-62">https://www.measureevaluation.org/resources/publications/ms-13-62</a></p> <p>Moret, Whitney. 2017. Vulnerability Assessment Handbook. FHI 360. <a href="https://www.microlinks.org/library/aspires-vulnerability-assessment-handbook-economic-strengthening-projects">https://www.microlinks.org/library/aspires-vulnerability-assessment-handbook-economic-strengthening-projects</a></p> |
| Assessing reintegration success  | Measurement techniques/evaluation   | <ul style="list-style-type: none"> <li>• Tools to assess effective reintegration/durability of reintegration</li> </ul>  | <p>RISE Learning Network. 2016. Monitoring and Evaluation of Reintegration Toolkit, Working Draft 2016. (The draft is made available for use during the Rise Learning Network learning project on M&amp;E of reintegration. The aim is for agencies to use the toolkit and provide feedback on the RISE Learning Network website.) <a href="https://riselearningnetwork.org/wp-content/uploads/2016/05/RISE-ME-of-Reintegration-Toolkit-working-draft-2016-V2.pdf">https://riselearningnetwork.org/wp-content/uploads/2016/05/RISE-ME-of-Reintegration-Toolkit-working-draft-2016-V2.pdf</a></p>  |
| Case management planning and connecting reintegration and prevention of separation with economic interventions | <ul style="list-style-type: none"> <li>• International best practices related to economic strengthening and family-child separation</li> <li>• Integration of child protection and social protection</li> <li>• Information on child-sensitive social protection</li> </ul> | <ul style="list-style-type: none"> <li>• Tools to assess beneficiary capacity and effects of interventions on capacity</li> <li>• Guidance on how to identify economic strengthening support options appropriate to households</li> <li>• Guidance on how to provide economic strengthening support options</li> </ul> | <p>Roelen, Keetie. 2016. Cash for Care: Making Social Protection Work for Children's Care and Well-being. Family for Every Child. <a href="http://www.familyforeverychild.org/wp-content/uploads/2016/07/Cash4Care_Digital.pdf">http://www.familyforeverychild.org/wp-content/uploads/2016/07/Cash4Care_Digital.pdf</a></p>   |

| Topics of interest                                     | ...to know more about  | ...related tools/how-to   | ...and some existing resources that practitioners can access now  |
|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>• How do community-based structures, programs and government interrelate? How can they integrate?</li> <li>• What impact do conditional cash transfers for vulnerable families have on child well-being and developmental outcomes?</li> <li>• What roles do psychological and family counseling and coaching play in increasing family resilience, including motivation/commitment to improve economic status/well-being?</li> <li>• Combinations of interventions—what are interventions/combinations of interventions that should be tested?</li> <li>• What economic drivers seem to have a relationship with family-child separation/prevention of family-child separation?</li> </ul> | <ul style="list-style-type: none"> <li>• Guidance on monitoring</li> <li>• Guide on mobility maps and examples of how they can be used</li> </ul> |   |
| Prevention of separation and reintegration programming | <ul style="list-style-type: none"> <li>• Prevention of separation programming in different contexts</li> <li>• Prevention of separation and family strengthening when alcohol</li> </ul>   |   | <p>Laumann, Lisa. 2015. Household Economic Strengthening in Support of Prevention of Family-Child Separation and Children’s Reintegration in Family Care. FHI 360.<br/> <a href="https://www.microlinks.org/library/household-economic-strengthening-support-prevention-">https://www.microlinks.org/library/household-economic-strengthening-support-prevention-</a></p> |

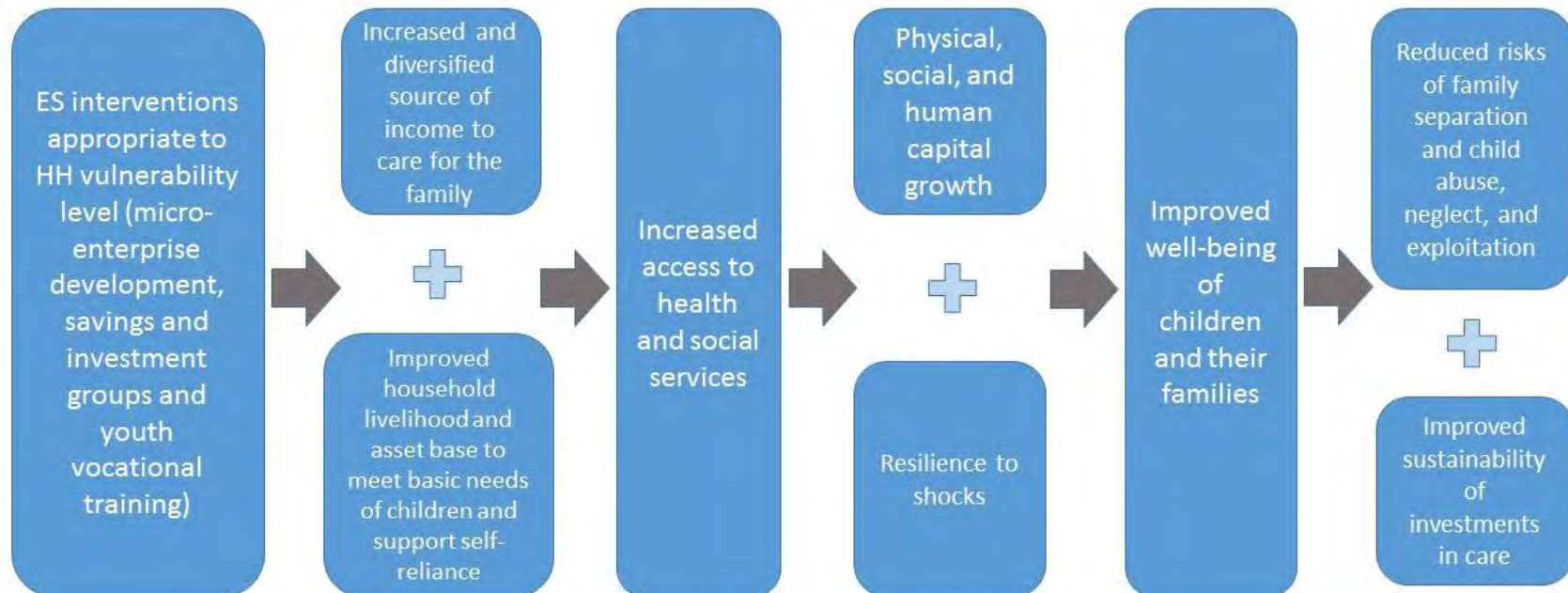
| Topics of interest                      | ...to know more about  | ...related tools/how-to  | ...and some existing resources that practitioners can access now   |
|---|--|--|--|
|   | <p>dependence is present</p> <ul style="list-style-type: none"> <li>Community-wide support for prevention of separation and reintegration</li> </ul> |  | <p><a href="#">family-child-separation-and-children%E2%80%99s-r</a></p>  |
| <p>Dispersed/hard to reach caseload</p> |  | <ul style="list-style-type: none"> <li>Guidance/resources on strategies to use to reach dispersed caseload</li> <li>Guidance/resources on strategies to use to reach other hard-to-reach caseload</li> </ul> | <p>Coalition for Adolescent Girls. 2015. Partners and Allies: A Toolkits for Meaningful Adolescent Girl Engagement.<br/> <a href="http://coalitionforadolescentgirls.org/wp-content/uploads/2015/12/CAGPartnersandAlliesToolKit_10.compressed.pdf">http://coalitionforadolescentgirls.org/wp-content/uploads/2015/12/CAGPartnersandAlliesToolKit_10.compressed.pdf</a></p> |

## ANNEX 2 THEORIES OF CHANGE REFLECTED IN RESPONSES

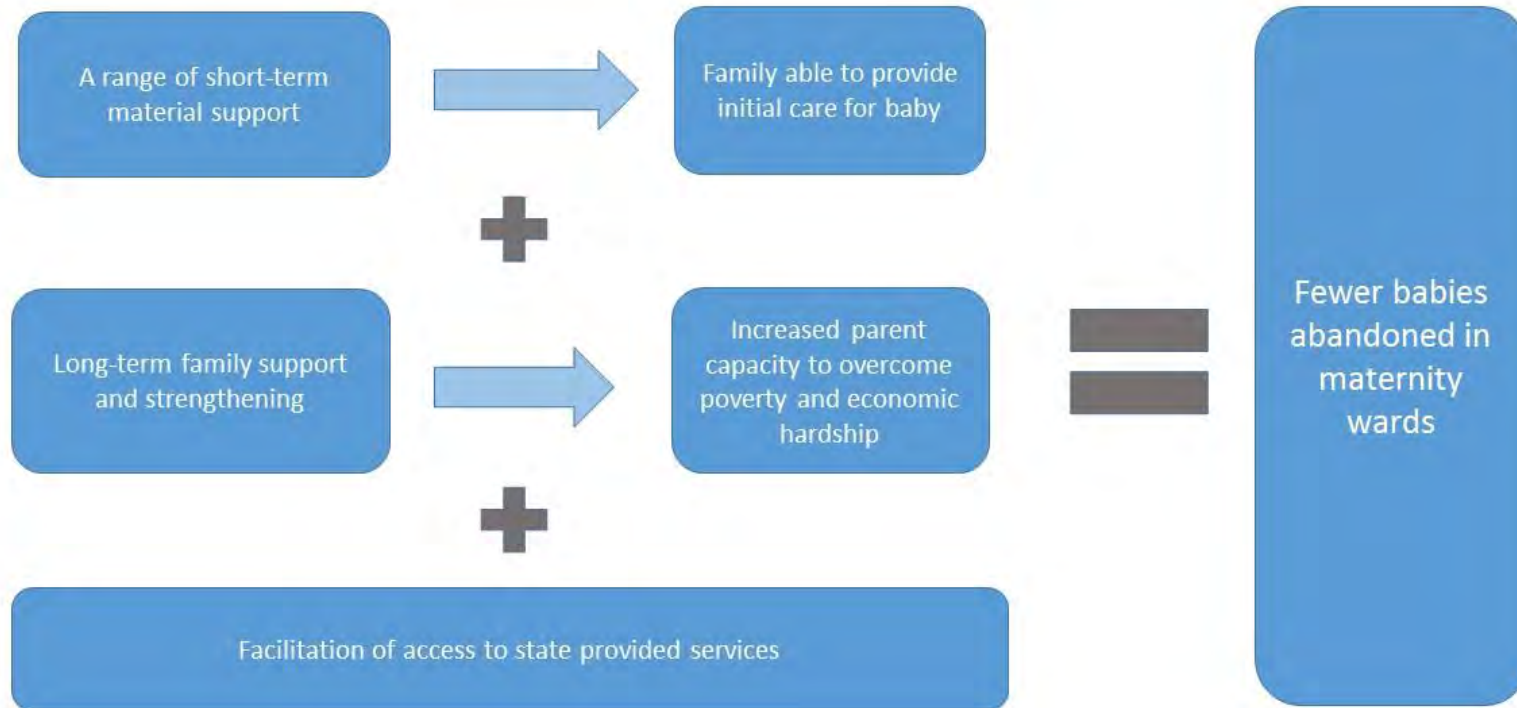
### Theory of change reflected in a response about a deinstitutionalization program



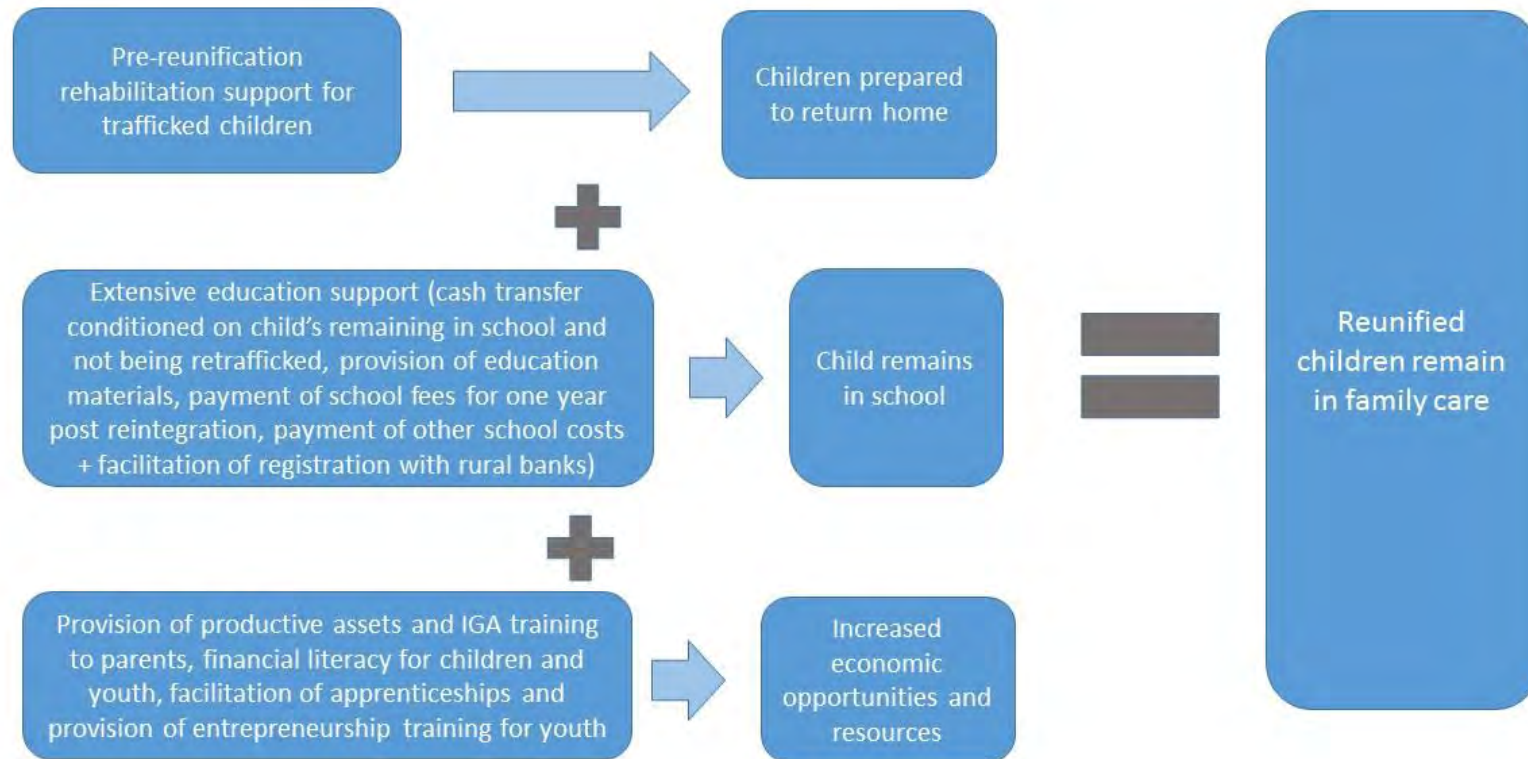
## Theory of change reflected in a response about an OVC program



## Theory of change reflected in a prevention of infant abandonment program



## Theory of change reflected in a program to reduce trafficking of children into hazardous labor





A decorative graphic at the top of the page consists of a large circle formed by many small, stylized human figures. Each figure is a simple outline with a rounded head and a rectangular body, arranged in a circular pattern. The figures are colored in a gradient from light blue to light green. The text below is positioned to the left of the center of this circle.

### **Mission Statement**

*ASPIRES accelerates evidence-based practice in economic strengthening for vulnerable populations through research and technical assistance.*

### **Statement of Purpose**

*ASPIRES is a PEPFAR- and USAID-funded economic strengthening (ES) project focused on vulnerable populations, especially those affected by HIV. We aim to promote evidence-based practice by providing technical assistance (TA) for integrated ES programming most consistent with positive livelihood, health, and well-being outcomes. At the same time, we strengthen the evidentiary record through rigorous research so that future programming efforts have stronger foundations.*

*Research is at the heart of the ASPIRES identity, and all of our projects begin with a systematic interrogation of the existing evidence base in relevant program areas. We make major investments in original evaluation research of the highest possible rigor, both for course correction in implementation and to add to the evidence base. We share our findings on best practices with partners, the broader development community, policymakers, and other key constituents, and we offer TA to support programs that seek to replicate those practices.*

*ASPIRES provides limited direct implementation. Instead, we focus on providing existing USAID-funded projects with TA and research related to ES. This allows us to balance the collaboration necessary for in-depth research with independence from program operations. In this manner, we generate findings that contribute to identifying a core set of pathways to greater resilience for vulnerable households, and that provide insight into effective, efficient, and scalable interventions to achieve the desired impacts.*

*ASPIRES has no single theory of change; we are not a single-model or one-size-fits-all project. We are open to all manner of integrated ES interventions of interest to our USAID and PEPFAR stakeholders, with the ultimate aim to shape interventions around the best evidence available.*