Introduction to Graduation for Persons of Concern

Rose Wilder
Livelihood and Resilience Sector Working Group

Wednesday, July 21, 2021
Objectives

• Provide an overview of the Graduation Approach and its main components

• Highlight key factors to consider when designing Graduation programming to serve refugees and other persons of concern

• Share some lessons learned/success factors from work with UNHCR and other implementing partners
Trickle Up, est. 1979

Background

Economic development with strong focus on families facing multiple levels of exclusion:

- People with disabilities
- Indigenous populations
- Scheduled castes
- Refugees and other persons of concern

Scaling Graduation with government and institutional partners:

- Municipal & National governments in Latin America
- State governments in India
- World Bank in West Africa
- UNHCR & INGOs, Global

Introduction to Graduation for Persons of Concern
Graduation Approach

A sequenced and time-bound intervention that aims to help people living in extreme poverty build resilience and engage in sustainable livelihoods.
Graduation Approach Sequence

Source: S. Hashemi, A. Montesquiou. Reaching the Poorest: Lessons from the Graduation Model, Focus Note No. 69, CGAP, Washington, DC, 2011, p. 3
Addressing Vulnerabilities Faced by PoCs

Graduation Approach

Vulnerabilities

- Lack legal and physical protection and access to basic services and assistance in health, nutrition, WASH, food, shelter, energy, and education
- Limited right to work
  - Livelihood opportunities often do not align with PoCs’ existing knowledge and skills
- Arrive in their country of asylum with little or no assets or savings
  - Often ineligible to access financial services due to legal restrictions and/or lack of documentation
  - Face informal barriers, including physical access (proximity) and discrimination
- Suffer from various forms of social disempowerment, including discrimination, isolation, and having little influence over programs that impact their lives

*Adapted from BRAC’s Foundational Graduation Pillars*
Graduation Approach: Components

**Graduation Components**

**1. Coaching**

**2. Referral Services & Linkages**

**3. Consumption Support**

**4. Savings**

**5. Network Engagement**

**6. Core Capacity Building**

**7. Technical Skills Training**

**8. Asset Transfer, Self Start**

**8. Job Support, Wage Midway**

**8. Refresher Trainings End**

There is often significant overlap between the pillars during implementation.
Why Graduation for PoCs?

- Increasing number of persons of concern & decreasing funding
  - Increasing length and number of protracted refugee situations
- Increase self-reliance and decrease dependence on short-term funding
  - Sustainable livelihoods approach
  - Improved well-being
- Innovations in various contexts
  - Wage and self-employment
  - Can be adapted to rural, urban, peri-urban or camp settings

- Development/humanitarian actors are already offering many components of the Graduation Approach
  - Reorient service delivery from a sectoral lens to a participant-centered lens
  - Right participants get the right services at the right time
  - Relative cost could be lower than traditional humanitarian programming, especially over time
Thank you

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Graduating to Resilience Activity
Activity Summary

• **Goal:** Extremely poor refugee and Ugandan HHs in Kamwenge district graduate from conditions of food insecurity and fragile livelihoods to self reliance and resilience

• **Budget:** $36.7 million from USAID Bureau for Humanitarian Assistance

• **Implementer:** AVSI with Trickle UP and IMPAQ International + External Evaluator – Innovations for Poverty Action (IPA) conducting an RCT

• **Period:** Oct 01, 2017 to Sept 30, 2024 (7 Years) in 2 cohorts + 1 year refinement

• **Target:** 13,200 HHs (50% host / 50% refugee)

• **Participants:** Women and youth as primary participants with their households

• **Cohort 1 Target:** 6,629 Participants and 37,585 members, Now 5,638 participants with 36,830 members active (15% drop out due to relocations)
Activity Sequencing

1. COACHING
2. LINKAGE AND REFERRALS
3. SAVINGS AND FINANCIAL INCLUSION
4. CONSUMPTION SUPPORT
5. LIVELIHOOD SKILLS TRAINING AND SUPPORT
6. ASSET TRANSFER

Now at month 31 - cohort 1 ended
## Components Across Treatment Arms

<table>
<thead>
<tr>
<th>PROGRAM COMPONENT</th>
<th>ARM 1 STANDARD GRADUATION</th>
<th>ARM 2 GROUP COACHING</th>
<th>ARM 3 EMPOWERMENT MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumption Support</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Livelihood Skills Training and Support</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Savings and Financial Inclusion</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Asset Transfer</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Coaching</td>
<td>INDIVIDUAL</td>
<td>GROUP</td>
<td>INDIVIDUAL</td>
</tr>
<tr>
<td>Linkage and Referrals</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>
Current Graduation Results

Graduation Progress Over Time

<table>
<thead>
<tr>
<th>#</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the last 1 month, was there a time when you (or a member of your household) reduced meal size or skipped a meal because of lack of money or other resources?</td>
</tr>
<tr>
<td>2</td>
<td>In the last week, did all your household’s meals contain foods from the 3 food groups GO, GRO, and GLO?</td>
</tr>
<tr>
<td>3</td>
<td>How many sources of income does your HH have?</td>
</tr>
<tr>
<td>4</td>
<td>Do you live in an improved structure?</td>
</tr>
<tr>
<td>5</td>
<td>Are your school-aged children are going to school?</td>
</tr>
<tr>
<td>6</td>
<td>In the last 3 months, were you able to get healthcare services for you and your household when you needed them?</td>
</tr>
<tr>
<td>7</td>
<td>How often does your household drink safe water?</td>
</tr>
<tr>
<td>8</td>
<td>Do you have access to a hand washing facility and is there soap and water at the hand washing facility?</td>
</tr>
<tr>
<td>9</td>
<td>How much do you have in savings?</td>
</tr>
<tr>
<td>10</td>
<td>If you or a member of your household had a problem that your household cannot solve on its own, who could you turn to for support?</td>
</tr>
<tr>
<td>11</td>
<td>I can set goals to improve the well-being of my household and achieve them.</td>
</tr>
</tbody>
</table>
# Graduation Results by treatment arm

<table>
<thead>
<tr>
<th>Stage</th>
<th>Definition</th>
<th>Host</th>
<th>Refugee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># HHs</td>
<td>% HHs</td>
<td># HHs</td>
</tr>
<tr>
<td>Graduation</td>
<td>Met the criteria at least three times consecutively</td>
<td>1531</td>
<td>62%</td>
<td>1332</td>
</tr>
<tr>
<td>Progression</td>
<td>Household is working towards graduation but has yet to meet all criteria three times consecutively.</td>
<td>800</td>
<td>33%</td>
<td>968</td>
</tr>
<tr>
<td>Never Met</td>
<td>Never met grad criteria</td>
<td>124</td>
<td>5%</td>
<td>103</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>2,455</td>
<td>100%</td>
<td>2,403</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-Stage</th>
<th>Definition</th>
<th>Arm 1</th>
<th>Arm 2</th>
<th>Arm 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># HHs</td>
<td>% HHs</td>
<td># HHs</td>
<td>% HHs</td>
</tr>
<tr>
<td>Graduation</td>
<td>Met the criteria at least three times consecutively</td>
<td>1053</td>
<td>64%</td>
<td>981</td>
<td>61%</td>
</tr>
<tr>
<td>Progression</td>
<td>Household is working towards graduation but has yet to meet all criteria three times consecutively.</td>
<td>505</td>
<td>31%</td>
<td>587</td>
<td>36%</td>
</tr>
<tr>
<td>Never Met</td>
<td>Never met grad criteria</td>
<td>78</td>
<td>5%</td>
<td>51</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1636</td>
<td>100%</td>
<td>1619</td>
<td>100%</td>
</tr>
</tbody>
</table>
Questions
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