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Coordinating Comprehensive Care for Children

**Learning from the past to inform the future:
establishing definitions, tools and guidance to
promote responsible graduation of children and
households within OVC
programming**

Kelley Bunkers, Carrie Miller, Aften Beeler and Tapfuma Murove

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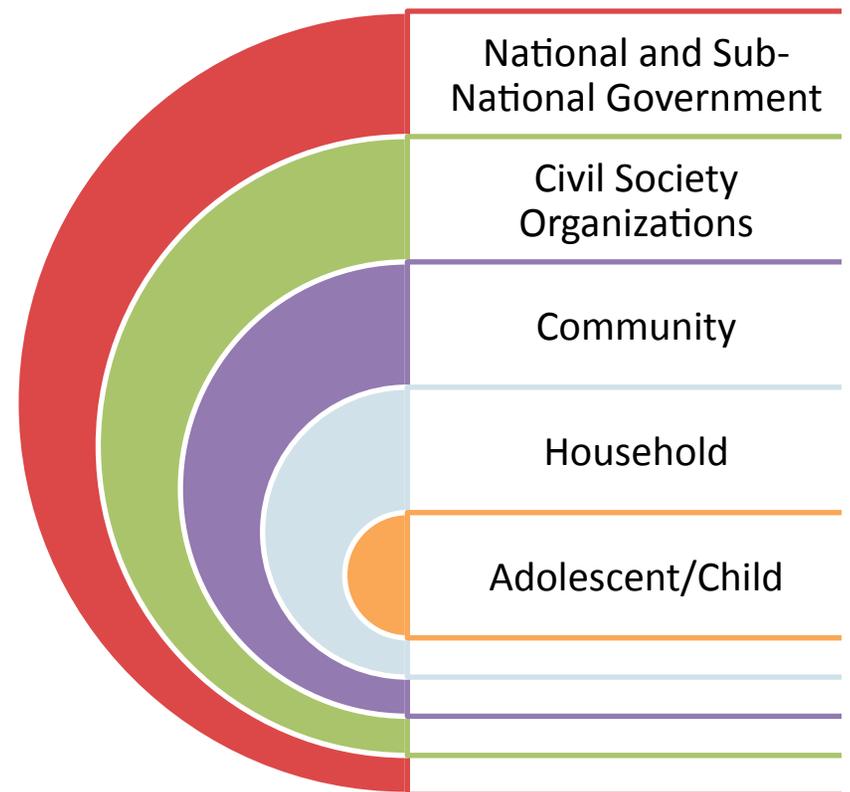
Context



- PEPFAR 3.0 focuses on HIV epidemic control and prioritizes areas of high HIV prevalence
- PEPFAR OVC implementing partners increasingly focused on graduation
- 4Children conducted a literature review and key informant interviews

Literature review and key informant interviews

- Conducted between March and June 2016
- Analyzed over 70 documents published between 2005 and 2016 pertaining to low resource settings
- Conducted 15 key informant interviews representing 5 countries and 8 programs



What is graduation?

- No commonly agreed upon definition
- Practitioner definitions informed by their discipline (e.g., social work v. poverty alleviation)

“People moving forward through a series of vulnerability domains that are marked by household competencies and resources that indicate where people are along that pathway.”

Pathways out of OVC programming



ONGOING MONITORING OF THE CASE



GRADUATION PATH **TRANSFER PATH** **ATTRITION PATH**

Assessing graduation readiness



- No standard methodology exists
- Score card appealing due to ease of use and perceived objectivity e.g., SCORE Uganda
- Subjective and objective measures likely needed
- Include domains/measures a project can influence

Domains considered by existing graduation readiness assessment tools

Domain	Protection	Food Security	Economic Strengthening	Health/ HIV Education & Prevention	Psychosocial Support	Shelter	Education	Impression	Points Allocated for Scorer's
SCORE's Vulnerability Assessment Tool	✓	✓	✓						✓
Yekokeb Berhan's Child Support Index	✓	✓	✓	✓	✓	✓	✓		
BRAC's Graduation Checklist		✓	✓	✓		✓	✓		

Emerging practices in graduation



- Home visits and a case management approach used to build/reinforce household capacities
- Staff training and capacity is critical
- Household engaged in pre-graduation planning
- On-going monitoring of the household and assessment prior to and after graduation
- Convergence of domains for graduation readiness assessment (e.g., food security and health)
- Public graduation ceremony recognizes households' accomplishments

Questions for consideration...



- What should the definition of graduation be? Is graduation an approach or result?
- What elements of the CGAP-Ford Foundation graduation approach should be included or adapted for OVC programs?
- What percentage of households and children can reasonably be expected to graduate and over what period of time?
- Should certain types of support be time bound?
- Should there be a minimum threshold for graduation?
- How long should households be monitored post-graduation?
- What level of “backsliding” should be expected and what should be done about it?
- In the transition to local ownership, what elements of the system need to be strengthening most to support graduation?



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Contact information:

Aften Beeler

Coordinator, 4Children

aften.beeler@crs.org

Subscribe to:

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