



Moses Kasaine Lenolkulal, the Governor of Samburu County and Chair of the ASALs Committee

Achieving Graduation from Poverty at Scale **in Kenya**

Workshop Summary Report

November 2018



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Table of Contents

■	EXECUTIVE SUMMARY	03
■	SESSION 1: OPENING	05
■	SESSION 2: UNDERSTANDING GRADUATION FROM POVERTY	06
	• Graduation from Poverty in Kenya within Global & Africa Contexts	07
■	SESSION 3: UNDERSTANDING GRADUATION FROM POVERTY: NEW EVIDENCE THAT IT CAN WORK IN KENYA	08
	• Poverty Stories	08
■	MARKETPLACE OF NEW EVIDENCE & INITIATIVES	09
	• The Economics of Graduation in Kenya	09
	• Well Told Story: The Hustle MBA	10
	• Refugee Graduation in Kenya & the SCORE Programme	11
	• BRAC's PROFIT Programme	11
■	SESSION 4: WHAT COULD A COUNTRYWIDE GRADUATION SYSTEM LOOK LIKE?	12
	• Stakeholder Perspectives Presentation	12
	• Group Discussions	13
■	SESSION 5 (& 6): LEADERSHIP & POLICY PERSPECTIVES ON GRADUATION FROM POVERTY IN KENYA	15
■	SESSION 7: INNOVATIVE FINANCING	18
■	SESSION 8 & 9: ELEMENTS FOR SUCCESS - WHAT DO STAKEHOLDERS NEED TO DO DIFFERENTLY TO MAKE A NATIONAL GRADUATION SYSTEM A REALITY	19
■	SESSION 10: RECOMMENDATIONS & PRIORITY ACTIONS	20
■	SESSION 11: CONCLUSIONS & FINAL REMARKS	22

Executive Summary

The goal of this two-day workshop was to establish common understanding of the need for a collective response to the complex and enduring problem of extreme poverty in Kenya. It also aimed to set out how a collective response might begin to take shape. Within this, the content of discussions throughout the workshop were broadly directed towards: identifying who the stakeholders of these efforts are; how they might go about this work; and what evidence is out there to guide a common and effective approach.

The discussions at this important event covered a variety of issues and perspectives related to graduation from poverty ranging from organisations and agencies already implementing related programmes in the region and other specialists, to the Government of Kenya's leadership on policy and a new large programme, to the people that have benefitted from graduation from poverty programmes themselves. A variety of key takeaways emerged for participants and key stakeholders on the realities, needs and expectations for graduation from poverty work in Kenya, including the following:

Currently there are critical gaps or limits to the evidence available to inform on graduation from poverty at scale in Kenya.

Presenters in this workshop emphasised that future graduation from poverty work should be fully evidence-informed, and therefore a countrywide graduation system should consider introducing a central knowledge and learning hub to lead on and convene evidence gathering and learning from a range of stakeholders. This can be used to inform a range of different aspects of the system, including beneficiary targeting, context sensitivity, adaptation and scale up.

Stakeholders working on graduation from poverty in Kenya are not starting from scratch.

Participants stressed the importance of development partners and other stakeholders recognising that there are existing programmes, policy frameworks and administrative structures across the country that can be built up, shaped or scaled up in order to support the graduation from poverty agenda, and within which new graduation initiatives can be embedded within.

Graduation from poverty, while proven to be cost effective in existing work, remains unaffordable if scaled up in the same manner, according to analysis provided during the presentations.

It was suggested that stakeholders should consider innovative models for financing and resourcing programmes, as well as sustainable cost-sharing between development partners and governments.

As stakeholders look to expand the scope of activities and aims, as well as in geographic coverage, of graduation from poverty in Kenya, the inherent complex nature of such a system will increase.

Inevitably the number, diversity and driving interests of stakeholders will grow significantly, presenting major challenges around coordination and collaboration. Participants discussed the need for systems or structures to manage this coordination effort that can ensure the sum is greater than the parts.

As graduation from poverty programmes scale up in Kenya, the role of government needs to evolve.

The workshop explored a variety of roles that the government can play in a countrywide graduation system, with an emphasis on the need for government to play a central and leading role at all levels of implementation, not just a supportive or facilitative one. Within this, the respective responsibilities of Kenya's national government and county governments need to be harmonised and utilised effectively to maximise their respective resources, capacities and interests. The Government recognised the need for a national framework to guide efforts that can be diversified according to context at county and sub-county levels.

Adaptiveness was identified as a central factor in the success or failure of a graduation from poverty system in being impactful on Kenyan communities.

The cultural, economic and geographic heterogeneity of the country is vast and is prone to suffering shocks or disruptions over time. This underlines the importance of robust evidence and flexible management to tailor programmes according to geographies, livelihoods and environmental change.

Lastly, the term graduation from poverty did not comfortably sit with all stakeholders, though a conclusion of a good alternative was not reached.

Participants and key stakeholders in this workshop alike expressed their deep appreciation for being offered a space in which such a myriad of perspectives and rich experiences could be shared on a critical topic. The discussions raised many new questions, highlighting the importance of a structured dialogue and proactive collaboration going forward and building on the achievements of the workshop.



Session 1 | Opening



The workshop opened with remarks from the Government of Kenya's (GoK) Principal Secretary for Labour and Social Protection, **Mr Nelson Marwa**, followed by the Director of Technical Services for the National Disaster Management Authority (NDMA), **Mr Sunya Orre**. The two speakers outlined the importance of a growing collaboration on graduation from poverty within existing Kenyan government efforts related to poverty reduction and resilience, including in the Vision 2030 national development programme and the Hunger Safety Net Programme (HSNP) for northern Kenya.

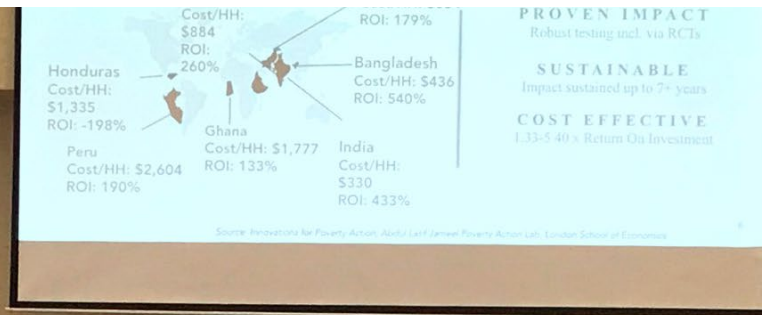
Underscoring the acute need for such initiatives, both speakers raised the ongoing problem of severe poverty faced by communities across Kenya, despite its recent categorisation as a middle-income country, and the cyclical threat of drought emergencies in relation to persistent poverty.

The Director of the NDMA concluded by commenting:

"I come from Marsabit county and I can tell you these programmes have made a great difference. And not only the ones who have received cash transfers - there are more beneficiaries. These programmes support markets. Many of these [positive] things cannot be documented, but they are there".



Session 2 | Understanding Graduation from Poverty



Kate McKee, Director of the World Bank's Partnership for Economic Inclusion (PEI) presented on the graduation from poverty work across different global contexts. The presentation unpacked the broad graduation approach applied in the earliest phase of the work around 12-15 years ago - so-called Graduation phase 1.0. This first phase took place in Southern Asia, as well as some parts of Africa and South America. It described a multi-sectoral package of measures delivered to households, including mentoring, seed capital/employment, skills training, access to financial services, and consumption support. Under Graduation phase 1.0, using robust research, PEI observed modest but positive impacts globally on income, savings, food security, health and happiness of beneficiaries, that is sustainable.

In subsequent versions of graduation from poverty programmes, practitioners have begun pursuing a wider range of benefits and aspirations within graduation packages, including job creation, women's empowerment and sustainable agriculture. While the first generation of graduation from poverty efforts focused on rural women, latterly it has expanded to target youth, people with disabilities, indigenous communities, displaced communities and the elderly. Another important emerging trend is an increasing adaptability to context within graduation from poverty programming, responsive to climate, state fragility, conflict and urban settings.

The graduation from poverty approach, especially in recent years, has become considerably more complex than just cash transfers. It therefore costs more. To maximise effectiveness programmes need to go closer to recipients, to identify what is needed, what already exists, and who can deliver. The greater the scale of programmes and the scope of government engagement in these, inevitably the need for coordination and collaboration between multiple institutions, agencies and departments, will remain highly challenging.

Kenya has several important factors working in its favour: government commitment to graduation from poverty at all levels; dynamic financial inclusion and digital capacity; a strong base of safety net programmes; donor and development partner buy in; and diverse on the ground experience, providing a strong basis for learning and future collaboration. It is essential to leverage these opportunities and expertise in Kenya as much as possible in order to approach graduation from poverty at scale.

PANEL DISCUSSION

A panel discussion followed the PEI presentation. The panellists were as follows:

Winnie Mwasiaji	Deputy Director of Social Development, Ministry of Labour and Social Protection;
Jacqueline Mogeni	CEO, Council of Governors;
Kate McKee	Director, PEI;
Samburu Wa-Shiko	Senior Adviser at the Gates Foundation.

During the discussion a number of other important lessons on graduation from poverty were unpacked. Significantly, it was highlighted that right now, we do not really know whether large scale government-led graduation will achieve the same results as the smaller scale NGO led graduation programmes. A panellist noted that building an evidence base on this subject will not only help to guide future programming, but will also encourage the buy in and support of the government. Another panellist then raised the importance of obtaining buy in from Kenya's county governments as well as the national government, as these are the actors and departments that can create an enabling environment for programme implementers, and whom are already working on graduation-related issues with communities.



Session 3 | Understanding Graduation from Poverty: New evidence that it can work in Kenya



POVERTY STORIES

The session allowed participants to hear success stories directly from people in Kenya who have undergone graduation from extreme poverty. These included the experience of a woman called Kiambi from Kitui in eastern-central Kenya, who spoke of her experience on the **Care PROFIT programme**. Having been a single parent and caring for a family of seven, through the PROFIT programme, she was given a mobile phone, a consumption coupon through MPesa of 1500 KSh, and a cash injection to start a business. She was also given six goats, which have now multiplied to 12, and which produce milk that she sells. She spoke of how the assistance she was provided had enabled her to improve her living standards and confidence.



Marketplace of New Evidence & Initiatives



SARAH MONTGOMERY,
HEAD OF OFFICE DFID KENYA



The next session of the workshop was split into four different presentations by practitioners working on graduation (or graduation-related) from poverty programmes and research in the region.

THE ECONOMICS OF GRADUATION IN KENYA

A [presentation](#)¹ by Courtenay Cabot Venton and Catherine Fitzgibbon, explored the question: how much would it cost to achieve graduation from poverty in northern Kenya? They presented the findings of a study in which they evaluated the feasibility and likelihood of graduation for different livelihood zones and wealth groups encompassing 3 million people in Turkana, Garissa, Wajir and Mandera counties.

¹ <https://graduationfrompovertykenya.org/presentations/>

The headline findings across the four counties findings were as follows:

- 'Poor' household deficits are highly differentiated across livelihood zones and wealth groups, and also from year to year. Likewise, the concept of 'graduation' should not be treated as binary or linear - households flow in and out of different levels of poverty, and their resilience plays a fundamental role in ensuring that households can cope with changes without external assistance.
- Safety nets are fundamental to supporting household consumption needs and are preventing far greater impacts of disaster. However, they are insufficient to enable graduation from poverty. The size of a total investment required per household to support graduation from poverty ranged from under \$300 to between \$2-3,000 per household according to different counties/livelihood zones.
- They found significant variation between and within the counties: poorer pastoral areas were the least resilient and needed greater investment. Poor and very poor groups have 10 to 20 times fewer animals than the wealthier. This is highly related to the quality of the rains with erratic rainfall causing more poverty. Meanwhile agro-pastoral zones with high levels of investment in irrigation (such as Turkana) has resulted in relatively reliable yields. Urban zones on the other hand were found to be most resilient, as they have no reliance on rainfall/rain fed agriculture.
- To invest in graduation from poverty for the whole of Turkana, Mandera, Wajir and Garissa counties, \$1 billion dollars would be required for year 1.

WELL TOLD STORY: THE HUSTLA MBA

Well Told Story² presented³ their work with youth and entrepreneurship in Kenya through the Shujaaz project. While they do not label this work as a graduation from poverty programme, the core principles and many of its activities seek to reduce poverty for very poor people across Kenya.

Shujaaz recognises that 1.3 million Kenyan youths enter the job market every year, with only 10% finding formal jobs and less than 80% lacking qualifications for further education. At the same time, 36% of 15-24s own a smartphone. Within Shujaaz, the **Hustla MBA programme** was developed, it uses mobile technology and internet platforms to provide guidance and support to young Kenyans seeking to engage in the country's vast informal economy. The project follows young people with their own hustles (aka businesses), interviews them to unpack exactly how they've gone about this, and then uses this information to develop a course to coach others, available on a website accessible by smartphone.

² <http://www.welltoldstory.com/>

³ <https://graduationfrompovertykenya.org/presentations/>

REFUGEE GRADUATION IN KENYA & THE SCORE PROGRAMME

AVSI⁴ (International Service Volunteer Association) **presented**⁵ their work on graduation from poverty in Uganda and Kenya. The presenter used the example of AVSI's SCORE project in Kenya, a child-centric programme for household graduation from poverty. They needed criteria to decide who to target, and to develop 'triggers' (indicators) for entry and exit of the programme, using robust qualitative measures and following a 'beneficiary flow chart'. The programme then developed a personalised household plan, comprising activities around economic strengthening, food security, child protection and legal services, and family strengthening.

AVSI had been running direct household support programmes in the region for several years, but since European donor funding has declined in recent years, sponsorship of many households has had to stop and therefore progress ceases. This underscores the need to make the changes brought about through graduation programmes sustainable, with beneficiaries having completed a graduation programme well before the programme period ends.

BRAC'S PROFIT PROGRAMME

BRAC⁴ **presented**⁵ their work as part of the PROFIT graduation programme, for which **CARE International** and the **BOMA Project** were the implementing organisations in Kenya. PROFIT focuses on financial access as a means for graduation, using a range of instruments. The programme targeted 2600 vulnerable women and youth in Samburu and Kitui counties. Its objectives were to: place vulnerable women and youth on an upward trajectory out of ultra-poverty; to strengthen resilience through food security, resistance to income erosion due to climate change, and increased access to financial services; and to inform national social protection programs targeted towards the extreme poor. PROFIT had four key programmatic pillars: social protection, livelihoods promotion, social empowerment, and financial inclusion. These pillars were united by the cross-cutting activity of coaching for beneficiaries, but this was applied differently in each context.

Some key successes were reported from the programme. In Kitui, where most participants were women, positive changes included changing social roles of women, intra household impacts (relationships with their husbands) and community empowerment (developing friendships with other women). Meanwhile in Samburu county, an increase in income and saving as well as diversified income sources was reported. Overall it was observed that, graduation work has high upfront costs, with asset transfer constitution over 50% of these, but nonetheless produces a more sustainable impact than other poverty alleviation approaches.

Through this programme a range of important lessons were learned, including: setting accurate expectations of stakeholders is crucial; programmes require strong inter-ministerial coordination and good partnerships with partner organisations; there exists immense heterogeneity in nature of poverty in Kenya, meaning programmes need to apply context specificity and flexibility; there is a need to innovate and build evidence of cost effectiveness on interventions; and there is a need for cohesive messaging across partners to ensure sound policy recommendations and learning.

⁴ <http://www.brac.net/>

⁵ <https://graduationfrompovertykenya.org/presentations/>

Session 4 | What could a countrywide Graduation System look like?



STAKEHOLDER PERSPECTIVES PRESENTATION

Clare Gardner presented the findings of a stakeholder engagement featuring 37 stakeholder interviews, ranging from GoK officials at the national and county levels, development partners, NGOs and researchers working on graduation from poverty.

Key messages from this presentation were as follows:

- Overall there is huge interest in graduation from poverty within Kenya, with commitment from development partners and the GoK to invest in initiatives.
- Success will only be achieved with coherent leadership by the national government ministries and the respective county governments working together.

- The complex and multi-sectoral nature of the work requires that robust structures at the national and county levels are developed in order to coordinate efforts and optimise impact.
- Recognising the existing gaps in knowledge, there is a need to build an evidence based approach, using a strong learning and knowledge hub/forum, and effective dissemination.
- We need to apply a flexible approach based on geography and population groups for beneficiaries selection and package provided.
- The use of emerging innovative financing models, using social impact investors, should be considered to fund this work.
- There exists a need to address/build (in)capacity for effective delivery by implementers.

GROUP DISCUSSIONS

Following this presentation, workshop participants were split into several breakout groups to discuss a range of issues, including the **meaning** of the term ‘graduation’ in a Kenyan context, the approaches for **targeting** beneficiaries, the **building blocks** for developing a countrywide graduation system, and the **principles and rules** by which the design of this system could be guided. The outcome of the group discussions was as follows:



1 | What is the meaning of “Graduation from Poverty”?

- **No agreed definition yet**
- **Multi-dimensional outcomes** e.g. improved income, education, health, food security, savings, social capital, empowerment
- **Contextualised** – and a series of steps, most likely timebound
- **Not linear** – graduation/poverty is a ‘revolving door’ for some
- **‘Graduation’** as a term is problematic for some, but a good alternative is needed before we drop it
- **Not a replacement for social protection**, but a means to link social protection with interventions on social and economic advancement

2 | Principles & Rules of Graduation in Kenya



- **Kenya-led and Kenya-owned**
- **Common national framework**, with county level interpretation and delivery
- **Tailored** to context
- **Maximise** existing structures and resources where feasible and leveraging new resources
- **Transparent and accountable** on data, targeting and implementation
- Learning and **evidence building** across the system
- **'Do no harm'** principle followed, and conflict sensitive
- Seeking **value** for money / return on investment

3 | Targeting of Beneficiaries



- **Extreme poor with potential and desire** – (definition/criteria is required)
- Those extreme poor **not on social assistance programs**
- **Not targeting** those unable or unwilling to participate
- Emphasis on two categories: **youth and women**
- **Value** for money / return on investment
- Learning and **evidence building** across the system
- **Household vs individual:** leaning towards former (not consensus & could vary)
- Underpinned by national guidelines on targeting, with county and community interpretation and application

4 | Building Blocks of Graduation from Poverty in Kenya



- **Policy/strategic framework** (led by government, with consultation)
- **Coordination** platform/structure with communications platform (national and county dimensions)
- **Capacity** to manage and implement (across the system)
- **Financing**
- Learning, evidence, **knowledge management**
- **Technology**
- Package of **interventions** (context and infrastructure e.g. market linkages is key)

Session 5 (& 6) | Leadership and Policy Perspectives on Graduation from Poverty in Kenya



STEPHEN ODHIAMBO - CHIEF ECONOMIST
NATIONAL TREASURY



The first day of the workshop closed with comments from a set of high-level speakers from GoK and development partner leadership, that demonstrated the broad-based support at this level for the graduation from poverty agenda and in which all speakers explicitly committed themselves to support the initiative going forward.

Steven Odhiambo, Chief Economist in the National Treasury for GoK remarked that since Kenya's independence, the country has been working to address poverty. Now, through Vision 2030 and Sustainable Development Goals (SDGs) and the African Union vision for 2063, the GoK will apply a concerted effort to address socioeconomic development to improve livelihoods. The Chief Economist spoke of the crucial need to socialise this agenda at the cabinet level in order for it to maintain traction and momentum. He outlined his support for future efforts collaborating in support of a scaled up approach to graduation from poverty.

Then, **Sarah Montgomery**, Head of Office for DFID Kenya, commented that the graduation agenda is closely aligned with DFID’s wider global agenda on supporting people to live with dignity. She spoke of the importance of working on building partnerships and coordination with all levels of government and civil society, and mentioned that DFID has already been supporting versions of this work, for instance via the BOMA Project in Samburu and the Hunger Safety Net Programme across northern Kenya. She added that it was essential that graduation programmes build on existing systems/infrastructure at the national and county levels, such as the National Health Insurance Fund (NHIF).

USAID’s Director of the Resilience Centre, **Greg Collins**, followed by saying that the graduation approach, in being tailored, is much better suited to reach the poorest people – more so than traditional approaches. In particular, given that the key pillars under graduation are multi-sectoral and intersectional, this approach is one of the few that tackles this complexity head on, for instance through mentoring. He stressed the need to be able to ensure resilience for communities against day to day shocks and conflicts, not just major droughts, commenting:

“In northern Kenya, if the next drought sends people back into poverty, then this programme has not done its job.”

He went on to say that the lessons we are learning from Kenya and the work of the Kenyan government can, and indeed already are, being actively used used to inform other African countries and governments. Indeed, Kenya could potentially serve as a model on successful graduation for the continent.



PANEL OF VIP SPEAKERS FROM LEFT TO RIGHT:
HUBERT PERR; GREG COLLINS; MICAH PKOPUS POWON; SARAH MONTGOMERY; STEVEN ODHIAMBO; MOSES KASAINI LENOLKULAL.



Hubert Perr, the European Union Head of Development Cooperation posed the question to participants that, *given Kenya is now classified as a lower-middle income country, as development partners, what should our role be?* He added that, as development partners we want to support innovation and piloting, whereas scale up should be led by the government. He went on to mention the work of ECHO (EU Humanitarian Department), which is currently engaged with refugee communities in Kenya, noting that they too need to engage with the graduation from poverty agenda as part of the humanitarian-development nexus.

Micah Pkopus Powon, the Principal Secretary for Devolution and ASALs added that implementers can layer the coaching/mentoring component of graduation approaches over existing systems and infrastructures operating in Kenya. He mentioned that he had postponed another trip in order to attend the workshop, stressing his commitment to the agenda and underlining the importance of coordination in this pursuit.

The PS asked,

“Cash plus what might eliminate extreme poverty?”

and also questioned how to scale up graduation from poverty with existing government social protection systems.

Moses Kasaine Lenolkulal, the Governor of Samburu County and Chair of the ASALs Committee pointed out that Kenya is majority arid and majority pastoralist, and requires investment in livestock sector, for example through the livestock marketing board. Rangeland management in overgrazed pastoral areas is also required. He committed to taking forward graduation from poverty within Samburu and with his fellow governors on the ASALs Committee. The Governor also added that there are issues of radicalisation in the north of Kenya that result from poverty. He mentioned that the five-year county integrated development plans (CIDP) can incorporate a graduation from poverty approach, while emphasising the need for a joint implementation framework at national level. He also mentioned that county financial resources can help provide conditional grants to help alleviate pockets of poverty.



Session 7 | Innovative Financing



Day two of the workshop opened with a presentation from Instiglio and the **Wellspring Philanthropic Fund**, who have been applying a reconfigured version of the results based financing model called a development impact bond. The presentation described how traditionally, key development partners are: funders, implementers, evaluators and beneficiaries. According to this classic model, funds are paid out by the funder to the implementer at the outset of a project. However, with development impact bonds, implementers are paid by funders at the end of the cycle when impact has been achieved. In the meantime, external financiers provide the upfront financing to the implementer, with the funder then paying out to the financier upon successful completion of the project.

Development impact bonds have enormous potential for graduation from poverty programmes according to the presenters. It was proposed that one way to get development partners on board and normalise this relatively new approach could be through a dedicated trust fund / outcomes fund for funders to pool money into, which they pledge towards projects. When piloted in the **Village Enterprise** project in Kenya and Uganda, the project apparently received double the funding that it had previously received through the traditional routes. A number of other challenges would also need to be navigated: namely that results based payments necessitate that programmes are evaluated on very straightforward metrics, which may not capture the complexity of a large scale Kenyan graduation programme. Moreover, this approach could incentivise 'low hanging fruit' programmes, where successful implementation is already assumed to be very likely.



Session 8 & 9 | Elements for Success - What do stakeholders need to do differently to make a National Graduation System a reality?

The session enabled the main feedback from the previous day's group discussions (session 4). Following this, workshop participants further unpacked the roles that each different type of stakeholder could potentially play in a growing graduation from poverty system in Kenya. Groups discussed the potential roles of national government, county governments, development partners (funders), the private sector and social enterprises, NGOs and international agencies, academic and research institutions, and community beneficiaries.

The roles proposed by each group per stakeholder category included the following:

- ◆ **County Government:** data management; coordination with partners; providing some level of funding using investment funds where possible; working with counties as blocs rather than individual counties.
- ◆ **National Government:** developing/applying the policy and legal framework; managing monitoring, evaluation, learning and reporting; providing financing/resourcing; providing security where necessary; piloting of strategic interventions; sensitisation efforts; and the domestication of regional protocols relating to graduation (e.g. IGAD, AU, SDGs).
- ◆ **Private Sector and Social Enterprises:** supply chains and logistics; financial services; mentoring/coaching of graduates; skills training; quality assurance; data management.
- ◆ **Community Beneficiaries:** providing information and insight into their own context and priorities; generating demand within the community for graduation; validation of programme design and impact assessments; having a direct role in community-level research; ownership of community asset delivered by the programme; and direct programme roles such as peer to peer coaching, staffing and committee roles.
- ◆ **NGOs and International Agencies:** capacity strengthening of national and county government; ensuring complementarity of activities; innovation, testing and learning.
- ◆ **Academia and Research:** conducting and disseminating research; testing innovations; generating evidence; capturing beneficiary voices through anthropological and sociological approaches; establishing national research coordination function / secretariat; strategic communications for the wider development community and media.
- ◆ **Development partners:** providing funding for innovation; support to evidence generation and learning to inform scale up; resourcing the scale up itself; supporting systems and infrastructure such as National IDs, market linkages.

In plenary several participants raised the importance of embedding the conversations concerning graduation from poverty within the context of existing programmes and strategies ongoing in Kenya, rather than treating the graduation from poverty approach as though it is an entirely new and distinct programme. Further, discussion over the contentious nature of the term 'graduation' itself also arose, with one participant noting that the term can imply successful exit from a programme, which is often what donors and government want to see, but this can obscure the real goal, of graduating a person from poverty. ■

Session 10 |

Recommendations & Priority Actions

The penultimate session of the workshop sought to develop some recommendations and key priorities, for short and medium-term next steps to be considered by decision-makers. Groups discussed these according to the a set of 'building blocks' (as set out below), including whether they should be considered short, medium or long term priorities.



Knowledge & Learning

Recommendations and/or Priority Actions:

- **Compile a landscape assessment** of existing interventions and evidence base (short term)
- **Design** contextualised targeting approaches (short term)
- **Develop** success metrics/indicators (short term)
- **Develop data collection platform**, feeding into a central knowledge and learning hub (short term)

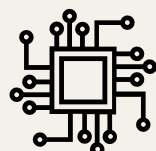


Intervention Package

Recommendations and/or Priority Actions:

Develop tentative packages, including for example:

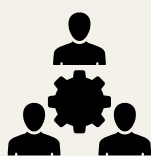
- Consumptions stipend
- Asset transfers
- Provide coaching/mentoring
- Provide finance/financial services access/savings support
- Facilitate linkages or referrals to other systems, such as health, markets, extensions services



Technology

Recommendations and/or Priority Actions:

- Improve the **National Social Registry** (long term)
- Leverage **existing** technology (short term)
- **Digitise** available data (medium term)
- Upscaling **OFICT** enabled services (medium term)



Capacity to Manage & Implement

Recommendations and/or Priority Actions:

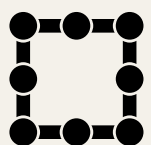
- Use **existing structures**, but build capacity where needed
- Recognise that **graduation is broader than social protection**, but avoid trying to 'reinvent the wheel'
- **Pilot in different areas** to guide scale up
- **Ensure robust learning** undertaken before scaling up from a pilot
- Increase **representation of county governments** and other ministries, like health, education in the implementation process



Coordination

Recommendations and/or Priority Actions:

- Form a **national graduation steering group** (CGSG) (short term/ASAP)
- Ensure **county coordination** via the CSGS
- Develop **communication strategy** for all stakeholders (short term)



Policy Framework

Recommendations and/or Priority Actions:

- Identification and implementation of **county coordination structures**
- Identify what **legal frameworks** already exist and what gaps remain
- Identify **existing structures** that can be linked to these efforts
- **Influence the FIDC** to adopt policy



Financing

Recommendations and/or Priority Actions:

- Mapping of **who is** currently financing graduation (short term)
- Map out **alternative potential funders** like philanthropic organisations (short term)
- Model **financing models** going forward, for scale up/roll out (short term)
- Develop **effective mechanism** for graduation from county to national level (long term)



Session 11 | Conclusions & Final Remarks

The workshop concluded with some final remarks by some key stakeholders.

Stefanie Bitengo of the SPS, highlighted that graduation from poverty is a key part of the Government's social protection agenda. While the Government's flagship KSEIP is a big priority that is driving design efforts on graduation from poverty, in several years' time, the KSEIP should be one of several examples providing evidence of graduation from poverty at scale in Kenya.

Sunya Orre of the NDMA observed that thanks to the diversity of participants in the workshop, everybody can draw a lot of new knowledge from the event. He commented that we have to accept that traditional development has not worked, and that we have seen a shift of the global burden of poverty from Asia to Africa, questioning, what is it that Asians have done that we have not done here? He suggested that the next steps should focus on further discussions and a mapping of stakeholders, including those considered outside of mainstream graduation from poverty programming.

Daniel Lesiagor from the Samburu County Government commented that he will take back to his county the learning that there is political goodwill towards this work. He emphasised that we need to organise a forum to share information and learning, and that county governments need to talk to implementing NGOs and partners in the national government. He told participants that in the **Samburu County Integrated Development Plan (CIDP)** they have already identified efforts for poverty alleviation, but have not used the term graduation from poverty and should therefore revisit this to see what graduation could mean within a CIDP.



MICAH PKOPUS POWON - PRINCIPAL SECRETARY, STATEMENT DEPARTMENT FOR ARID AND SEMI-ARID LANDS, MINISTRY OF DEVOLUTION AND ASAL



Selected feedback from participants on what actions they will take away following this workshop:

“[I will] seek to learn more on the various financial graduation initiatives as I work on expanding scaling up my programme.”

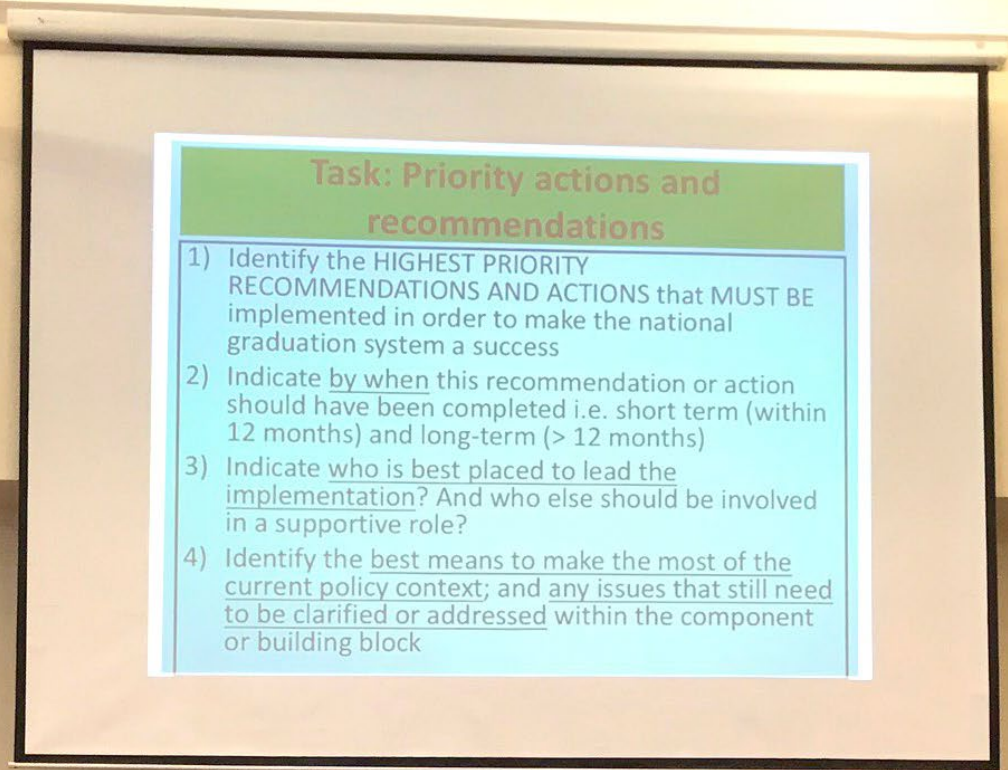
“It was great having so many diverse stakeholders in the room. I have questions about how everyone will be kept in the loop with next steps but good start.”

“[I will start] working with other donors and GoK. Thinking more about demand-driven options for graduation, [and] thinking more about how to embed new programming into existing structures”

“[I want to] sensitise the policy/leadership of government to embrace the graduation approach to poverty, planning and budgeting framework... to integrate the graduation approach to add learning in efforts to advance the SDGs agenda forward.....to learn, re-learn aspects of the graduation approach...and to champion the cause within and without government.”

“[I will] work more closely with the government (Social Protection Secretariat), think about how to use data to target graduation-related programming better.”

Overall from 34 responses to the questionnaire provided at the end of the workshop, 25 rated it 8/10 or above.



SPEAKERS FROM THE LEFT TO THE RIGHT:
FIONA NAPIER (FACILITATOR); STEFANIE BITENGO (SPS); SUNYA ORRE (NDMA); DANIEL LESAIGOR (SAMBURU COUNTY GOVERNMENT); TIM WAITES (DFID)

