Thriving Together

Dual-Generation Programmes in Emergencies

A Monitoring, Evaluation and Learning (MEL) Toolkit for ECD Practitioners

GLOBAL SCHOOLS FORUM

Children in Crossfire

Busara

FOREWORD

Young children and families around the world are facing multiple threats to their wellbeing - from conflict to climate to the lingering impact of COVID and intergenerational poverty. Yet amid these serious challenges, new ways of supporting children and families have emerged. One of the most promising of these strategies is the dual generation or multi generation approach. A dual generation strategy intentionally provides programmes and services to both children and the adults in their lives, building off one another with the goal of having a deeper and more sustained impact on both the children and the family.

In some ways this approach is not new, but rather it builds on the experiences and cultural traditions that value intergenerational connections which have grounded community-based efforts all over the world throughout history. Increasing evidence and common sense underscore the fact that what happens in the family, including the wellbeing of parents, directly impacts young children. COVID demonstrated this to the world; as material hardship and social isolation had an impact on families, thus directly and indirectly affecting child development.

Since that time, the number of emergencies and the dislocation of young children and families have increased dramatically, with many now sounding an alarm bell about the growing consequences of conflict and the changing climate on all involved. Families with young children need support - economic, social and emotional - during such events, particularly if the crises are protracted. Young children need a sense that life can still be "somewhat normal", they need a sense of routines to make them feel safe, they need access to health, nutrition and early learning experiences. Young children, so vulnerable to the impact of stress, are increasingly thrown into situations that are often unimaginable, threatening the family and community's ability to provide nurturing care.

FOREWORD

This toolkit provides a roadmap for how service providers and policymakers can support children and families together: in fragile contexts, during times of acute crisis, and when that emergency continues over time. It adopts dual goals; pairing outcomes for the wellbeing of children, including health and education, with support for poverty alleviation and the social and emotional needs of their parents. With these goals in mind, the toolkit defines key concepts, maps out indicators for measuring outcomes across generations, and provides practical guidance on how to adapt this strategy to multiple starting points and through partnerships among agencies.

The promise of this publication is not only to present a long overdue approach to service delivery, but to do it in a way that is grounded in real experiences of three important organisations, and to offer it as a much-needed response to children and families in crises.

The displacement that millions are now facing around the world calls for all of us to act, all of us to speak out, and all of us to continue to refine new strategies that provide hope in the face of adversity, and concrete ways to create a more sustainable future.

Joan Lombardi, Ph.D.

The Early Opportunities Initiative

EXECUTIVE SUMMARY

THE CHALLENGE:

The first years of life are the most important for a child's development, making young children vulnerable to emergencies. Caregivers are instrumental in safeguarding young children, but are often unable to provide nurturing support due to their own challenges like poor mental health, limited livelihood opportunities, poor access to public services etc.

As the wellbeing of young children and caregivers is interlinked, dual-generational (referred to as dual-gen hereon) programmes, which aim to simultaneously and intentionally address the needs of both children and their caregivers, becomes essential.

The past decade has seen a rise in global emergencies, impacting millions. Dual-gen programmes are even more relevant in this context. While the approach has gained prominence in the US, there is a lack of evidence of "what works" in emergency and low-resource contexts. A salient barrier, identified through interviews with practitioners, is the absence of appropriate measurement tools and guidance for programmes that are focusing (or want to focus) on both child and caregiver outcomes.

THE TOOLKIT:

Recognising this, the Global Schools Forum (GSF), Children in Crossfire, and the Busara Center for Behavioral Economics partnered to develop a monitoring, evaluation and learning (MEL) toolkit.

This resource aims to guide practitioners working in emergencies in developing and measuring dual-gen outcomes to inform programme design.

The tools and resources were piloted in the fragile context of Waliso that is characterised by ongoing ethnic tensions, political instability, frequent displacement due to conflict and violence, and limited access to essential services like education and healthcare. While the resources were piloted in a particular context, the toolkit remains relevant across the spectrum of emergencies, including protracted and acute emergencies as many underlying challenges - such as instability, limited resources, and disrupted services - remain similar across different settings. Practitioners in non-emergency low-resource contexts may also encounter similar characteristics and are therefore encouraged to also use this toolkit.

WHAT THIS TOOLKIT CONTAINS

Foundations of Dual-Gen

Key concepts, definitions, reflection exercises to assess and plan dual-gen programming in emergencies.

Measuring outcomes across generations

Outcome mapping for dual-gen programmes in emergencies and sample indicators.

Templates on Theory of Change and MEL

Ready-to-use templates for practitioners on Theory of Change (ToC) and MEL for dual-gen programmes with guidance on how to adapt to own programmes.

A case study on Waliso

A case study from Children in Crossfire's programme in Waliso to demonstrate how theory is translated in practice, with key lessons learned.

WHO WE DEVELOPED THIS TOOLKIT FOR

Early childhood programmes in emergencies that include/are looking to incorporate a caregiver component.

Caregiver programmes in emergencies considering evaluating child outcomes.
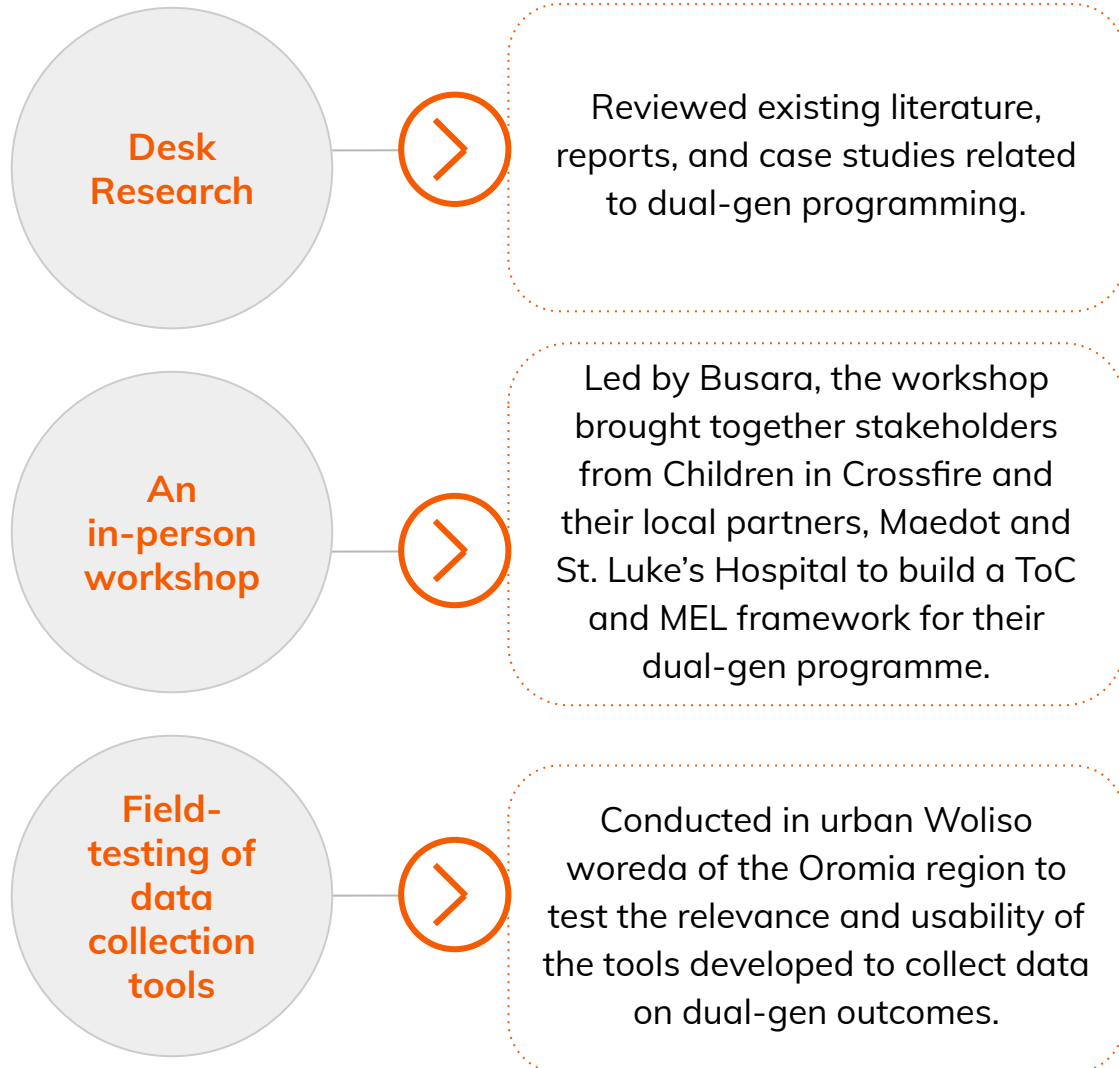
Dual-gen programmes in emergencies thinking about evaluating child and caregiver outcomes.

While this resource is primarily designed for practitioners in fragile and emergency settings, it can **also be valuable for practitioners who are working with early years in other low-resource contexts** implementing (or keen to adopt) a dual-gen approach in their programming.

HOW WE DEVELOPED THIS TOOLKIT

The toolkit was developed through a multi-phase approach:

Desk Research → Reviewed existing literature, reports, and case studies related to dual-gen programming.

An in-person workshop → Led by Busara, the workshop brought together stakeholders from Children in Crossfire and their local partners, Maedot and St. Luke's Hospital to build a ToC and MEL framework for their dual-gen programme.

Field-testing of data collection tools → Conducted in urban Woliso woreda of the Oromia region to test the relevance and usability of the tools developed to collect data on dual-gen outcomes.

The toolkit was developed collaboratively with various partners:

Children in Crossfire	Busara	GLOBAL SCHOOLS FORUM
Implementation Partner	Research Partner	Project Organiser

St. Luke's Hospital, a local partner, with experience in running therapeutic feeding units and **health and nutrition workshops** for parents.

Maedot, a local partner, with expertise in running ECD Centres, Village Savings and Loan Association (VSLAs), and responsive parenting workshops.

Addis Ababa University (AAU) supported with training, translation of tools, and data collection during the field testing phase.

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Click on the sections you want to jump to using this index bar.

HOW TO USE THIS TOOLKIT

CLICK THESE ICONS TO VIEW KEY RESOURCES.

The toolkit is primarily designed for **Monitoring, Evaluation, and Learning (MEL) officers and teams,** but we encourage you to assess your need and use this toolkit as it suits your purpose.

To answer the question, "What is dual- gen programming?"	Go to **DUAL-GEN PROGRAMMING**
If you're wondering why dual-gen programming is ideal for emergency contexts	Go to **DUAL-GEN IN EMERGENCIES**
To learn about measuring impact for dual- gen programmes	Go to **MEASURING OUTCOMES ACROSS GENERATIONS**
For instruction on how to design and monitor your programme from a dual-gen perspective	Go to **ToC & MEL FOR DUAL-GEN**
To read about a case study	Go to **LESSONS FROM WALISO**

The **TEMPLATES** section has downloadable versions of frameworks introduced in this toolkit.
The **APPENDIX** has supplementary and additional material for more detailed information.

KEY TERMS

CAREGIVER Any individual who looks after safety, development and ongoing care for the child. This role can be filled by family members, teachers, volunteers or professional health workers. Family members are referred to as primary caregivers.

EARLY CHILDHOOD DEVELOPMENT (ECD) Includes formal and informal learning, care, and nurturing of children from birth to when children enter primary school (roughly around ages 7 or 8). This includes childcare.

EMERGENCY Macro situations that affect the safety, security and wellbeing of a large number of populations stemming from armed conflict, generalised violence, natural disaster, pandemics/endemics and environmental degradation. It results in the movement of children and caregivers within their own countries or across international borders for safety and protection. This also includes children and caregivers from the affected host population.

FRAGILITY A state of vulnerability where a country faces weak institutions, poor governance, and limited capacity to provide basic services.

LIVELIHOODS The ability to meet basic needs and strengthen families' resilience to short-term stress and shocks, while also ensuring long-term wellbeing.

MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT (MHPSS) Any local or outside support to promote and respond to mental health and wellbeing of caregivers while also addressing social dimensions such as relationships, community networks, social values, and cultural practices.

PROTRACTED CRISES Crises which go on for long durations affecting significant populations and making them vulnerable and reliant on humanitarian assistance over a prolonged period.

VILLAGE SAVINGS AND LOAN ASSOCIATIONS (VSLAs) Locally-based financial groups that play a crucial role in empowering communities, especially women living in poverty, to increase their financial skills, gain access to and control over resources, and generate economic opportunities and income. These self-managed organisations provide their members with a secure platform for savings, access to small loans and basic social capital.

THRIVING TOGETHER

DUAL-GEN PROGRAMMING

THRIVING TOGETHER

DUAL-GEN PROGRAMMING

▶ **What is dual-gen?**
Dual- vs single-gen
Characteristics
Reflection

DUAL-GEN IN EMERGENCIES
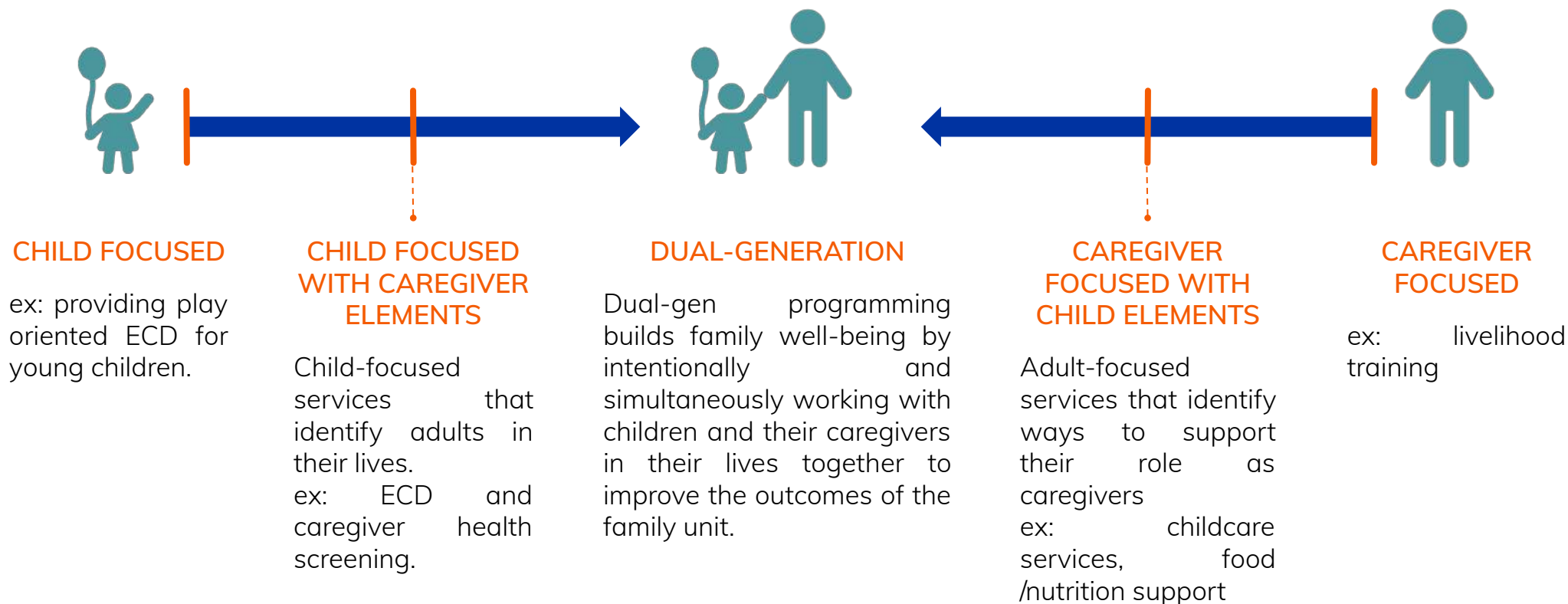
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DUAL-GEN PROGRAMMING PROVIDES INTENTIONAL SUPPORT TO CAREGIVERS & CHILDREN SIMULTANEOUSLY

READ MORE ABOUT DUAL-GEN HERE

Dual-gen programmes are those that **simultaneously** offer services to **both children and caregivers** from the **same family**. The goal is to address the collective needs of the family and mitigate the generational effects of poverty, which is often exacerbated in emergencies.

CHILD FOCUSED

ex: providing play oriented ECD for young children.

CHILD FOCUSED WITH CAREGIVER ELEMENTS

Child-focused services that identify adults in their lives.
ex: ECD and caregiver health screening.

DUAL-GENERATION

Dual-gen programming builds family well-being by intentionally and simultaneously working with children and their caregivers in their lives together to improve the outcomes of the family unit.

CAREGIVER FOCUSED WITH CHILD ELEMENTS

Adult-focused services that identify ways to support their role as caregivers
ex: childcare services, food /nutrition support

CAREGIVER FOCUSED

ex: livelihood training

DUAL-GEN FOCUSES ON THE FAMILY AS A UNIT ACROSS DIFFERENT SUPPORT STREAMS

READ MORE ABOUT SINGLE VS DUAL-GEN HERE.

	SINGLE-GEN PROGRAMMES *(also referred to as 'old thinking' under Nurturing Care)*	DUAL-GEN PROGRAMMES *(also referred to as the 'place-based approach' under Nurturing Care)*
Focus	Interventions focused on the caregiver or the child.	Interventions are holistic, focusing on child and family well-being.
Short-term outcomes	The focus is on improving children's outcomes alone.	The aim is to improve outcomes for both caregivers and children.
Integration of services	Generally one-off programmes that provide isolated services. (ex: play-based education).	Interventions include connected services provided to two generations in one family across sectors (ex: health and nutrition services for children in a school and their caregivers, play-based education, livelihoods for caregivers etc).
Long-term impact	Focus on single programme impact.	Focus on collective impact across programmes, where each programme contributes to an overarching goal.

SETTING UP FOR A SUCCESSFUL DUAL-GEN PROGRAMME

Successful dual-gen programmes have certain characteristics that make them fit for purpose and allow them to provide services across sectors.

Intentional Alignment of Services:
Services for children and caregivers need to be carefully coordinated and synchronised, accounting for contexts and needs of families, such as ensuring availability of childcare to facilitate participation of caregivers in workforce training programmes.

Effective Partnerships:
Collaboration across service providers is essential as it is often challenging for one implementing organisation to deliver both caregiver and child-facing programming across sectors and generations.

Timely and Frequent Engagement:
Regular engagement with children and caregivers is crucial as it allows for timely adjustments while building trust through sustained dialogue.

Responsive to the Context and Local Needs:
The intervention must consider context-specific requirements, such as geographical factors (urban vs. rural), local policies on ECD and workforce participation, language barriers, access to technology, amongst others.

Designed with a Long-term View:
The outcomes from a dual-gen programme take years to emerge which means that a longer-term view - both in practice and policies - is required when designing dual-gen programmes.
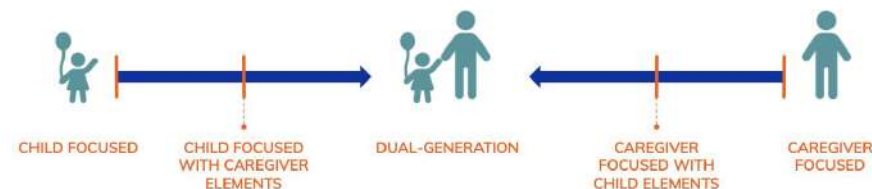
REFLECTION EXERCISE 1

Complete this series of exercises designed to help you think about the dual-gen aspects of your programme.

1 First, think about your programme: What are all the activities you conduct that are targeted at children, caregivers, or the family as a unit?

2 Where on the dual-gen spectrum does your programme fall?

CHILD FOCUSED — CHILD FOCUSED WITH CAREGIVER ELEMENTS — DUAL-GENERATION — CAREGIVER FOCUSED WITH CHILD ELEMENTS — CAREGIVER FOCUSED

3 Given where your programme is currently, what steps could strengthen your programme's dual-gen approach?

Refer to Appendix 1 for a checklist to guide you through this exercise.

THRIVING TOGETHER

DUAL-GEN IN EMERGENCIES

THRIVING TOGETHER

DUAL-GEN PROGRAMMING

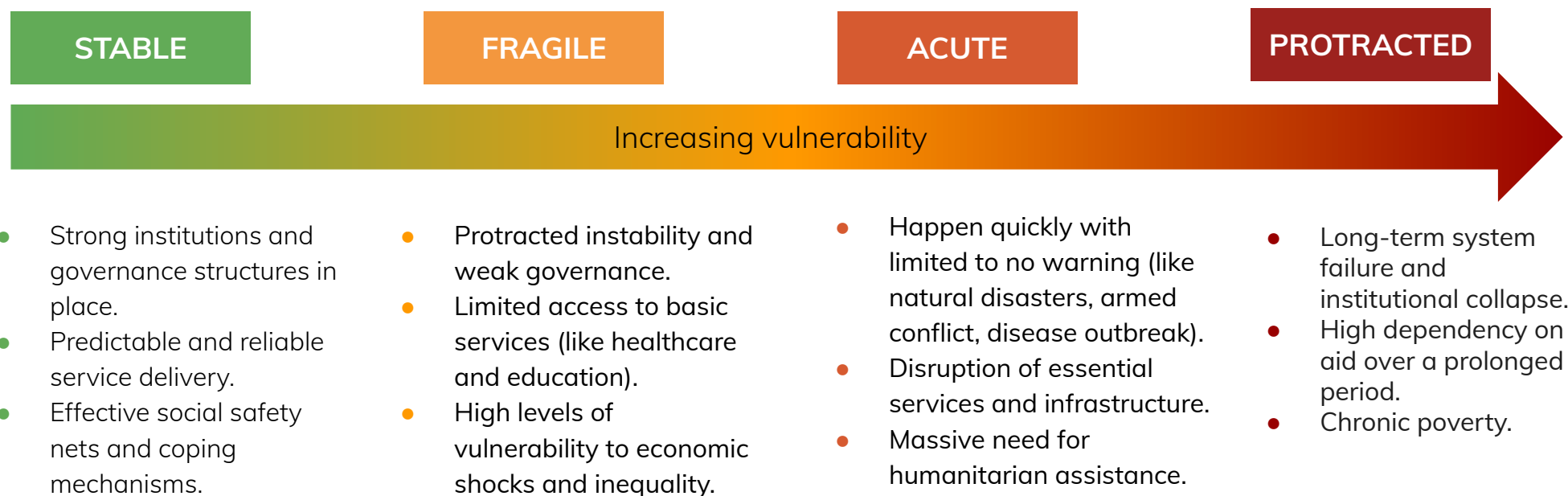**DUAL-GEN IN EMERGENCIES**

▶The emergency spectrum
Types of support
Scale of emergencies
Cycle of hardship
ECD in emergencies
Reflection

MEASURING OUTCOMES ACROSS GENERATIONS

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EMERGENCIES EXIST ON A SPECTRUM

In today's global landscape, emergencies range from fragile to protracted, all of which may negatively impact family wellbeing. This toolkit provides strategies for establishing MEL specifically for emergencies.

STABLE	FRAGILE	ACUTE	PROTRACTED

Increasing vulnerability

STABLE
- Strong institutions and governance structures in place.
- Predictable and reliable service delivery.
- Effective social safety nets and coping mechanisms.

FRAGILE
- Protracted instability and weak governance.
- Limited access to basic services (like healthcare and education).
- High levels of vulnerability to economic shocks and inequality.

ACUTE
- Happen quickly with limited to no warning (like natural disasters, armed conflict, disease outbreak).
- Disruption of essential services and infrastructure.
- Massive need for humanitarian assistance.

PROTRACTED
- Long-term system failure and institutional collapse.
- High dependency on aid over a prolonged period.
- Chronic poverty.

However, different forms of vulnerabilities exist for sub-populations even in stable contexts, in the form of poverty, gender-based violence etc. Families in stable contexts who face these challenges can also benefit from dual-gen approaches, making this toolkit relevant for those working in such complex environments.

ALL FAMILIES ACROSS THE SPECTRUM NEED SOME SUPPORT

INDICATED SUPPORT — Extra services and help to families or children with greater needs like young children without parents.

TARGETED SUPPORT — Services for families who are affected by risks such as poverty, undernutrition etc to strengthen capacity to cope.

UNIVERSAL SUPPORT — Services for everyone that provide information and resources tailored to the child's age and the family's circumstances.

Increasing vulnerability

STABLE   FRAGILE   ACUTE   PROTRACTED

In this toolkit, while we will focus on _targeted support_ , here are some important points to remember as we move forward:

- All families across the spectrum need support.

- The intensity and combination of support increases with vulnerability.

- The proportion of families receiving support grows in correlation with their level of vulnerability.

READ MORE ABOUT TYPES OF SUPPORT HERE

YOUNG FAMILIES ARE AT THE FOREFRONT OF EMERGENCIES

324 million people in the world live in emergency- affected contexts in extreme poverty. They account for almost half the world's extreme poor.

The 10 countries most affected by emergencies see a **30 to 68% drop in GDP*** .

Violence **negatively impacts mental health** of both children and caregivers during and long after they live in emergencies.

1/4 of the world's pre-primary-age population live in emergencies, but only **1 in 3 children** in those countries are enrolled in pre-school.
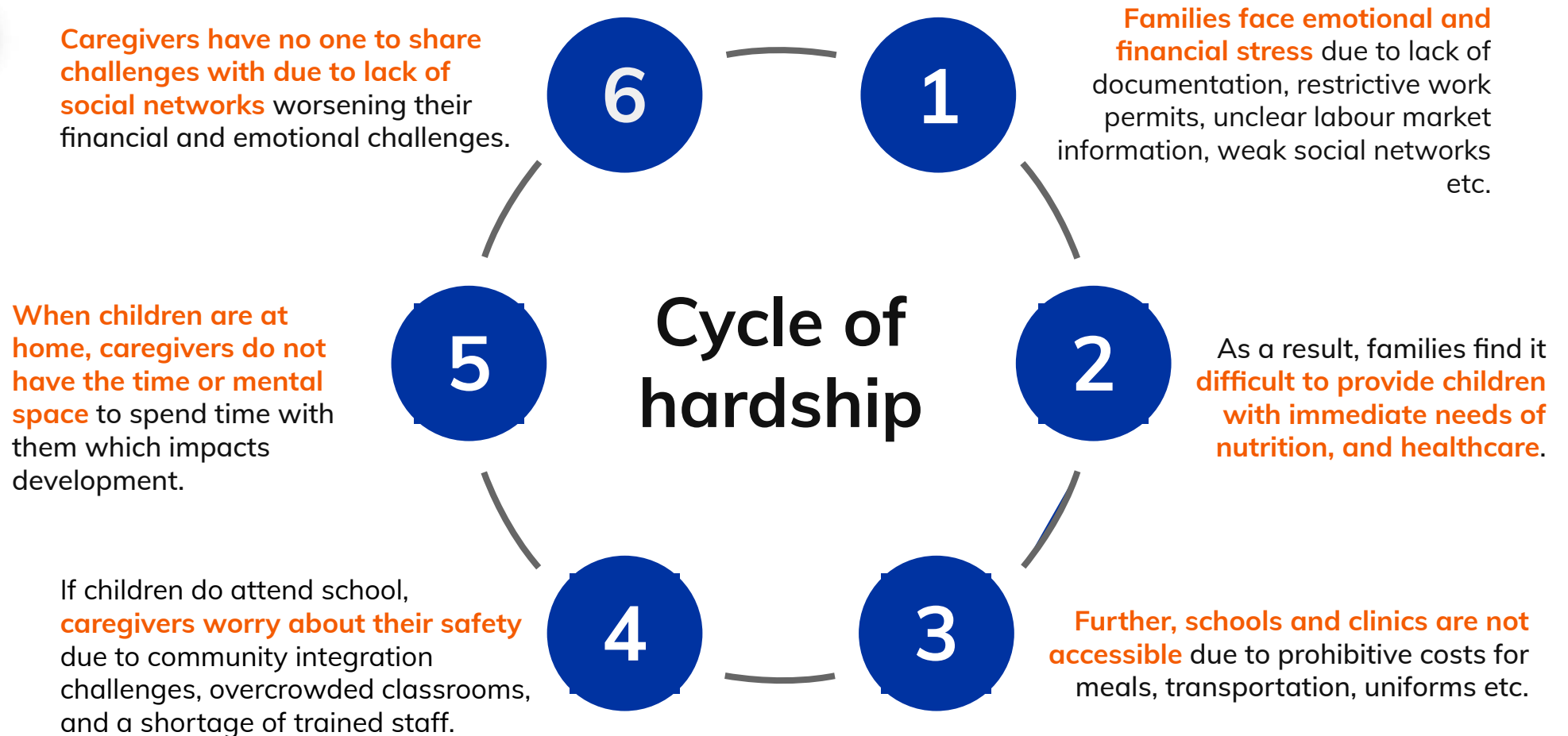
As of April 2018, only **9% of 26** humanitarian response plans emphasise early learning[+].

*Often, there is no comparable information about (un)employment in conflict. However, other macroeconomic changes in conflict-affected regions suggest that a fall in GDP is indicative of fewer formal sector jobs, pushing civilians – especially those who are marginalised and/or live in extreme poverty – to search for (often illegal) sources of wage labour.

[+]Only 0.5% of the total education aid is allocated to pre-primary schooling in conflict-affected countries. As a result, young children who are enrolled in pre-school do not have access to quality education: there are large student-teacher ratios, curriculums that do not focus on early learning and poor regulation, raising concerns of language barriers, child safety, and integration with the host community.

EMERGENCIES CREATE INTERRELATED AND CUMULATIVE HARDSHIP FOR FAMILIES

Families in emergencies are in a continuous loop of struggle, where each challenge exacerbates the next, making it increasingly difficult for families to achieve security and stability. An example is illustrated below:

Caregivers have no one to share challenges with due to lack of social networks worsening their financial and emotional challenges.

6

Families face emotional and financial stress due to lack of documentation, restrictive work permits, unclear labour market information, weak social networks etc.

1

Cycle of hardship

5

When children are at home, caregivers do not have the time or mental space to spend time with them which impacts development.

2

As a result, families find it **difficult to provide children with immediate needs of nutrition, and healthcare.**

4

If children do attend school, **caregivers worry about their safety** due to community integration challenges, overcrowded classrooms, and a shortage of trained staff.

3

Further, schools and clinics are not accessible due to prohibitive costs for meals, transportation, uniforms etc.

GOOD ECD PROGRAMMING IN EMERGENCIES NECESSITATES A DUAL-GEN APPROACH

The cycle of hardship is compounded by the fact that **children are the most vulnerable group affected by emergencies**. Young children, who need a stable and nurturing environment to develop typically, are severely disadvantaged by crises and left in a precarious position. In other words, young **children disproportionately suffer the impact of emergencies.**

Given this context, **ASK YOURSELF...**
How might we support the development and wellbeing of young children at risk living through emergencies?

What we know about ECD tells us that **children need a stable environment in which they receive nurturing care** from the adults in their lives. As we have discussed in this section, emergencies leave caregivers financially and/or psychologically unable to provide for their families.

This means that if we help and support caregivers, they'll be in a better position to care for their children. In other words, **good ECD in emergencies means dual-gen programming because unstable environments and violence make families increasingly vulnerable.**
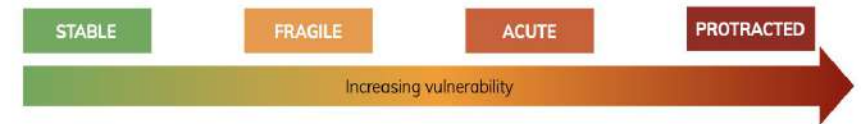
REFLECTION EXERCISE 2

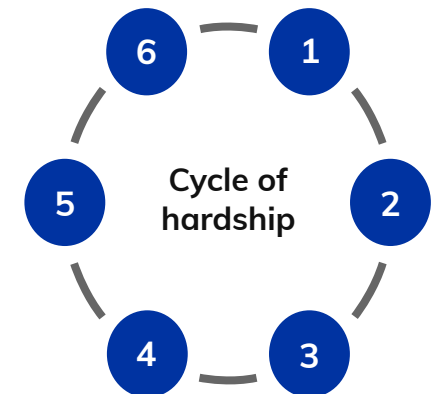**1** Describe the environment your target population lives in.

2 Where on the spectrum-from stability to fragility do you think your population lies?

STABLE   FRAGILE   ACUTE   PROTRACTED

Increasing vulnerability

3 What's one example of a cycle of hardship you've seen in the community you work in?

6 1
5   Cycle of hardship   2
4   3

THRIVING TOGETHER

MEASURING OUTCOMES ACROSS GENERATIONS

WE PRESENT A MEASUREMENT FRAMEWORK UNDERSCORED BY CHILDREN RECEIVING NURTURING CARE

As discussed in the previous section, the dual-gen approach can benefit families who live in different environments (emergency and non-emergency).

Existing research and practice tell us that children receive nurturing care when we see the following outcomes: ● **Good health** ● **Adequate nutrition** ● **Safety and security** ● **Opportunities for early learning** ● **Responsive care.**

We propose the following additions to this model:

> A dual-gen lens means adding key caregiver-focused outcomes to bolster the intergenerational impact of ECD :
> **Social capital**
> **Livelihood opportunities**
> **Psycho-social support for caregivers**
>
> Further contextualising the measurement framework for emergencies, we argue that the nature of outcomes – though fundamentally critical for ensuring family wellbeing – must take into account the specific vulnerabilities of affected families.

As discussed in the previous section, vulnerabilities manifest differently across families. Consequently, **the outcomes framework we present in this section is not exhaustive.**

Our intention is to provide a research and practice-based foundation to help you think about your programme from a dual-gen lens (whether it operates in an emergency context or not).

READ ABOUT THE NURTURING CARE FRAMEWORK HERE

THRIVING TOGETHER

DUAL-GEN OUTCOMES FRAMEWORK

Guiding Principles

Intentional Alignment of Services

Effective partnerships

Timely and Frequent Engagement

Responsive to context and local needs

Designed with a long-term view

Child-focused

Caregiver-focused

Child and Caregiver-focused

EARLY LEARNING OPPORTUNITIES

LIVELIHOOD OPPORTUNITIES

RESPONSIVE CARE

SOCIAL CAPITAL

DUAL-GEN OUTCOMES

GOOD HEALTH & ADEQUATE NUTRITION

SAFETY AND SECURITY

Note: These outcomes are based on our experiences and are not necessarily exhaustive. Use this framework flexibly in a way that best suits your programme's scale and embeddedness in the context.

THRIVING TOGETHER

DUAL-GEN PROGRAMMING

DUAL-GEN IN EMERGENCIES

MEASURING OUTCOMES ACROSS GENERATIONS
About this section
▶Results framework
Interrelationships
Measure contextually

ToC & MEL FOR DUAL-GEN
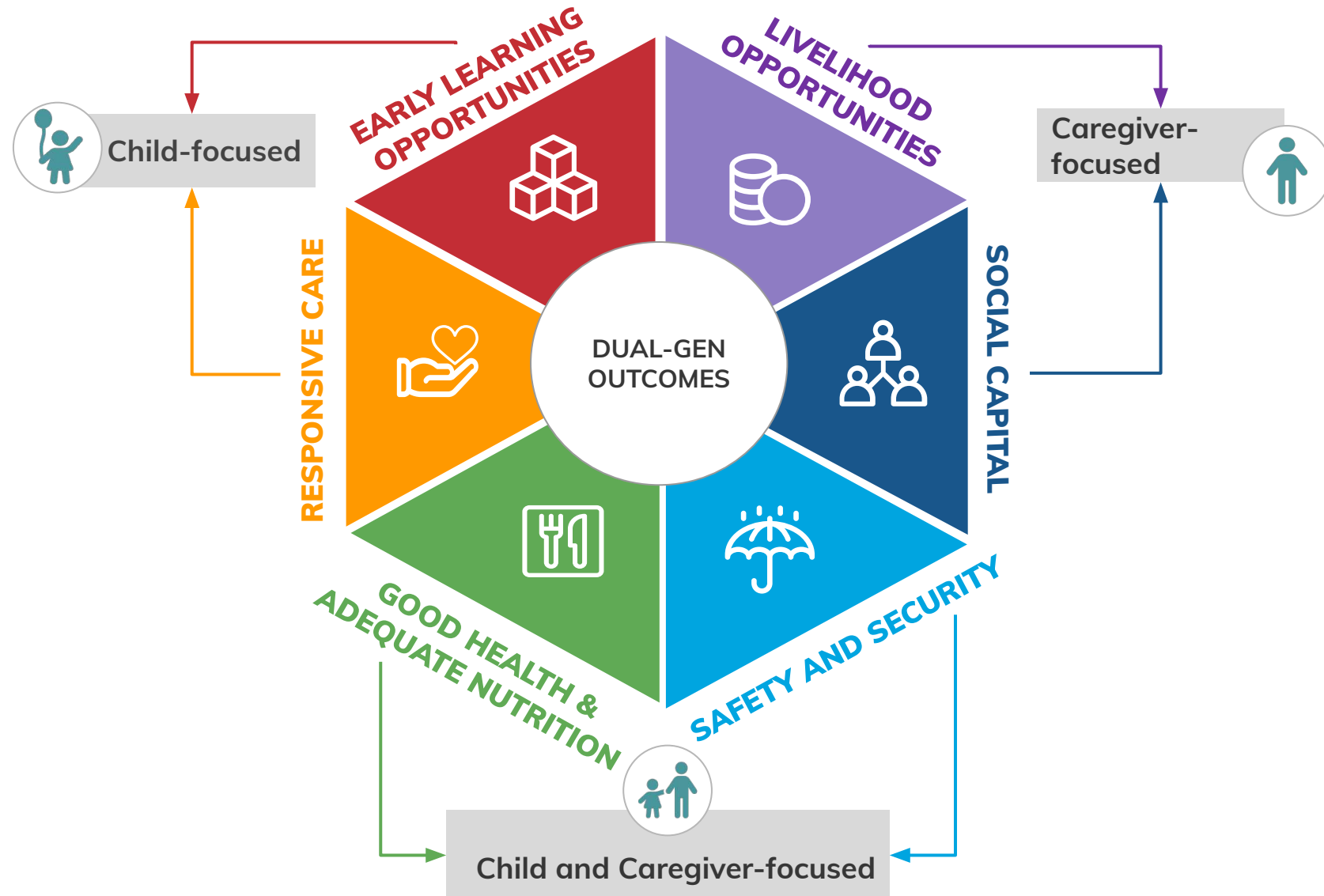
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DUAL-GEN OUTCOMES FOR EMERGENCIES REQUIRE ADDITIONAL NUANCE

In emergencies, focus needs to be on promoting **learning through play.**

In emergencies, jobs are scarce. Caregivers need **livelihood support** to help them secure income.

In emergencies, caregiving needs to be **trauma-informed.**

Protective social networks can help caregivers access basic services, which are restricted in emergencies.

Health and nutrition to survive and thrive allow families to overcome the heightened health risks of living in an emergency.

Emergencies impact mental health. **Mental health and psycho-social support** can build resilience among children and caregivers.

Though indicators might not vary between emergency and non-emergency contexts, **we recommend approaching measurement based on the context in which the programme operates**. Emergencies have implications for programme design and delivery, and shift the focus of the foundational pillars in the results framework.

CHILD-FOCUSED INDICATORS IN EMERGENCY AND NON-EMERGENCY SETTINGS

DUAL-GEN OUTCOMES

EARLY LEARNING OPPORTUNITIES

Refers to any opportunity for the baby, toddler or child to interact with a person, place, or object in their environment. Recognises that every interaction (positive or negative, or absence of an interaction) is contributing to the child's brain development and laying the foundation for later learning.

> Quality standards in formal/informal child care spaces, Age-appropriate interaction with household objects and people.

RESPONSIVE CARE

Refers to the ability of the parent/caregiver to notice, understand, and respond to their child's signals in a timely and appropriate manner. Considered the foundational component because responsive caregivers are better able to support the other five components.

> Caregivers respond to children (eye contact, smile, cuddle, praise), Time caregivers spend with children.

DUAL-GEN OUTCOMES IN EMERGENCIES

PLAY-LED ECD

For children in the early years who have been affected by emergencies, a safe ECD space is critical. It offers children opportunities to learn through play. Learning through play helps children develop social, emotional, creative, physical, and cognitive skills, and strengthens their brain connections essential for future development. Play also helps enable positive parent-child interactions, enhancing communication within families, and supporting caregivers and children in managing stress and trauma.

> Social-emotional skills, self-regulation, resilience to stress, social integration, relationship building, primary school readiness.

TRAUMA-INFORMED CARE

Trauma-informed care ensures that children's emotional needs are sensitively addressed, supporting those who have experienced adversity. It helps children process traumatic experiences, cope with stress and anxiety, and express difficult emotions in a safe and supportive environment.

> Incidence of violence against children, Typical development.

Note: All indicators in this section are indicative; all of them may not be present in your programme.

CAREGIVER-FOCUSED INDICATORS IN EMERGENCY AND NON-EMERGENCY SETTINGS

DUAL-GEN OUTCOMES

LIVELIHOOD OPPORTUNITIES

When families are financially stable, caregiver well being improves. As a result, they are able to cater to their child's emotional and developmental needs. Therefore, it is important to provide caregivers with opportunities for training, employment pathways, entrepreneurship or wage labour.

Individual employment, income trends.

SOCIAL CAPITAL

When caregivers have social capital, they are strongly tied to their communities through their relationships with other members. This promotes interpersonal trust and an overall sense of belonging. It is important that caregivers are fulfilled in their communities so they have better wellbeing, allowing them mental space to provide their children with responsive care.

Social emotional wellbeing, life satisfaction.

DUAL-GEN OUTCOMES IN EMERGENCIES

LIVELIHOOD SUPPORT

Enhancing income is crucial for improving families' financial security and meeting children's needs. Refugee parents struggle to find jobs in host countries due to limited opportunities, language barriers and lack of awareness among employers about refugee rights. It is important to promote income-generating activities such as business start-up training, seed capital for families, and savings associations.

Sustained economic independence, resilience, access to basic services, social integration, ECD, childcare.

PROTECTIVE SOCIAL NETWORKS

Social networks are vital support systems for refugee families navigating displacement. They facilitate access to basic services, offer mental health support, improve job opportunities, and help restore a sense of normalcy. These networks include peer support, connections with neighbours and involvement in community and faith-based organisations.

Individual knowledge or behaviour resulting from networks, access to group knowledge and resources, social cohesion.

CHILD- AND CAREGIVER-FOCUSED INDICATORS IN EMERGENCY AND NON-EMERGENCY SETTINGS

DUAL-GEN OUTCOMES

GOOD HEALTH AND ADEQUATE NUTRITION

This refers to the health and well-being of the children and their caregivers, and maternal and child nutrition.
Health: When caregivers are physically and mentally healthy their ability to care for their child improves.
Nutrition: the nutritional status of the mother during pregnancy affects her health and wellbeing and that of her unborn child. After birth, the mother's nutritional status affects her ability to breastfeed and provide adequate care.

> Children's growth on track, immunisation status, health-seeking behaviours, antenatal health visits, complementary/breastfeeding status.

SAFETY AND SECURITY

This refers to safe and secure environments for children and their families, where they are protected from physical dangers, emotional stress, environmental risks (ex: pollution), and have access to nutritious food and safe water.

> Birth registrations, safe spaces to play, food security, access to sanitation facilities.

DUAL-GEN OUTCOMES IN EMERGENCIES

HEALTH AND NUTRITION TO SURVIVE AND THRIVE

Refugee families often face heightened health risks due to displacement, trauma, and inadequate living conditions, making health services critical. Access to emergency health and nutrition services can help refugee families stabalise their lives, fostering better integration into host communities. Healthy caregivers are able to earn income, support their families and provide their children with responsive care.

> Access to immunisation, healthy births, maternal mortality, access to emergency medicines and trauma care, access to food and potable water.

PSYCHO-SOCIAL SUPPORT

When a caregiver's mental health is compromised, they may struggle to provide nurturing care, becoming a risk to their child's wellbeing. Supporting caregivers in managing their mental health and psychosocial challenges is essential. This support can include group or individual workshops/ resources and creating such community spaces.

> Social integration, self-esteem, life satisfaction, coping strategies, ID documents.

PILLARS IN THE DUAL-GEN RESULTS FRAMEWORK ARE INTERRELATED

The relationship between dual-generation programme outcomes is **unidirectional**, flowing from caregiver to child, and **varies from programme to programme**. Moreover, outcomes are **cumulative** – positive impact is accrued over time by the family as a unit.

Unidirectional flow: Child outcomes depend on caregiver outcomes.

A programme provides caregivers with business skills classes and start-up capital.

As a result of skilling, caregivers have the know-how to open their own small businesses. Together with the capital the programme provides, caregivers have new livelihood opportunities. The family is better off as a result of more income; caregivers have better mental wellbeing from reduced financial stress, spend more time caring with their children and can afford more nutritious food and healthcare.
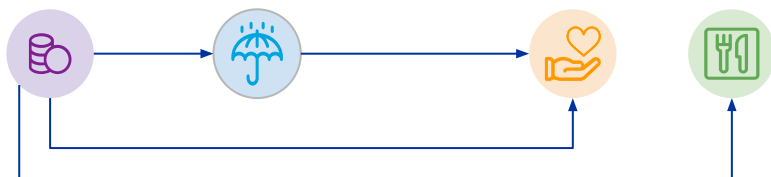
A programme provides group counselling for parents in refugee camps.

Caregivers gain social support from other parents in the group through an increased sense of belonging. They make friends and bond with other caregivers in similar situations as them. There is a flow of knowledge about responsive parenting, including education and nurturing young children. Caregivers may also help one another find employment, which, coupled with knowledge flow, improves nutrition and health outcomes for the family.
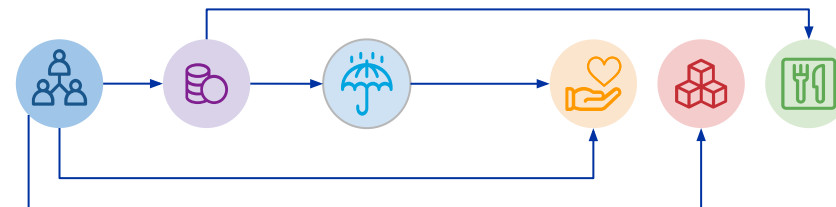
Variance: Relationships between outcome vary by programme.

WHAT YOU MEASURE IS CONTEXTUAL TO YOUR PROGRAMME

How you define your outcomes will depend on the communities you work with. Here we present some scenarios where contextualising outcomes become important.

1

Measuring livelihood support in the **growing digital economy**, where there is a demand for **green skills,** means providing, monitoring and evaluating support and opportunities in a fairly **nascent and often grey economy**. Moreover, many low and middle income countries have large **youth populations**. As a result, a programme operating in this context will require some foundational understanding of what young people consider fulfilling livelihood outcomes.

2

The **role of institutions** varies in emergencies. Historical context, administrative priorities and civil society, among a host of other **external factors, play a large role** in how policy and government align (or don't) with programme activities. What outcomes you measure, and how or whether you can measure them, will be guided by **where your programme is situation in the prevailing policy context**.

3

Remember - **outcomes and impact are cumulative in dual-gen programmes**. This means that services across sectors will take time to materialise at the family level. The time it takes to see an effect will vary based on the context your programme operates in. However, as a rule of thumb, **the more severely affected by emergencies, the longer it takes a family to rehabilitate and thrive**.

4

Families are their own environment. This means that the **dynamics between members**, and the members themselves, **dictate how lives are lived**. For example:
● In emergencies, caregivers may not always be parents to the children they're responsible for.
● Caregiving often falls to women, who are disproportionately affected by emergencies. Factors like mobility restrictions and financial scarcity impact how children receive care.

REFLECTION EXERCISE 3

1. In the outcomes framework presented in this chapter, we have indicated 6 outcomes. Based on our own experiences, can you think of any other outcome areas?

2. Think about activities that improve caregiver well being and list them out. The activities can be from your own programme or other programmes you know of. Now, use your experience to build hypotheses around how these activities may:
   a. Impact caregivers
   b. Impact children
   Use the table below to help you structure this exercise.

Caregiver-focused activity	Impact on caregiver	Impact on child	Hypotheses: Through what pathways does the activity impact caregivers and children?

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A ToC FOR DUAL-GEN PROGRAMMES IN AN EMERGENCY COMES WITH CONSIDERATIONS

READ MORE ABOUT ToCs HERE.

WHAT

The first step to developing a MEL framework is defining a clear Theory of Change (ToC) tailored to your interventions. A ToC guides planning, tracking, and understanding the changes your interventions aim to achieve.

For dual-gen programmes in emergency contexts, a ToC serves as a way to articulate and understand how intended change will come about in a complex setting involving multiple stakeholders and inter-sectoral services.

WHY

A ToC enhances evidence-based practice by clarifying assumptions, relationships, and measurement efforts, while fostering continuous learning, effective partnerships, transparency, and proactive risk management across your programme.

Dual-gen programmes involve multiple members of a family. As a result, activities and outcomes tend to overlap. Moreover, emergency contexts are unpredictable. A ToC helps map complex relationships and consider environmental uncertainties.
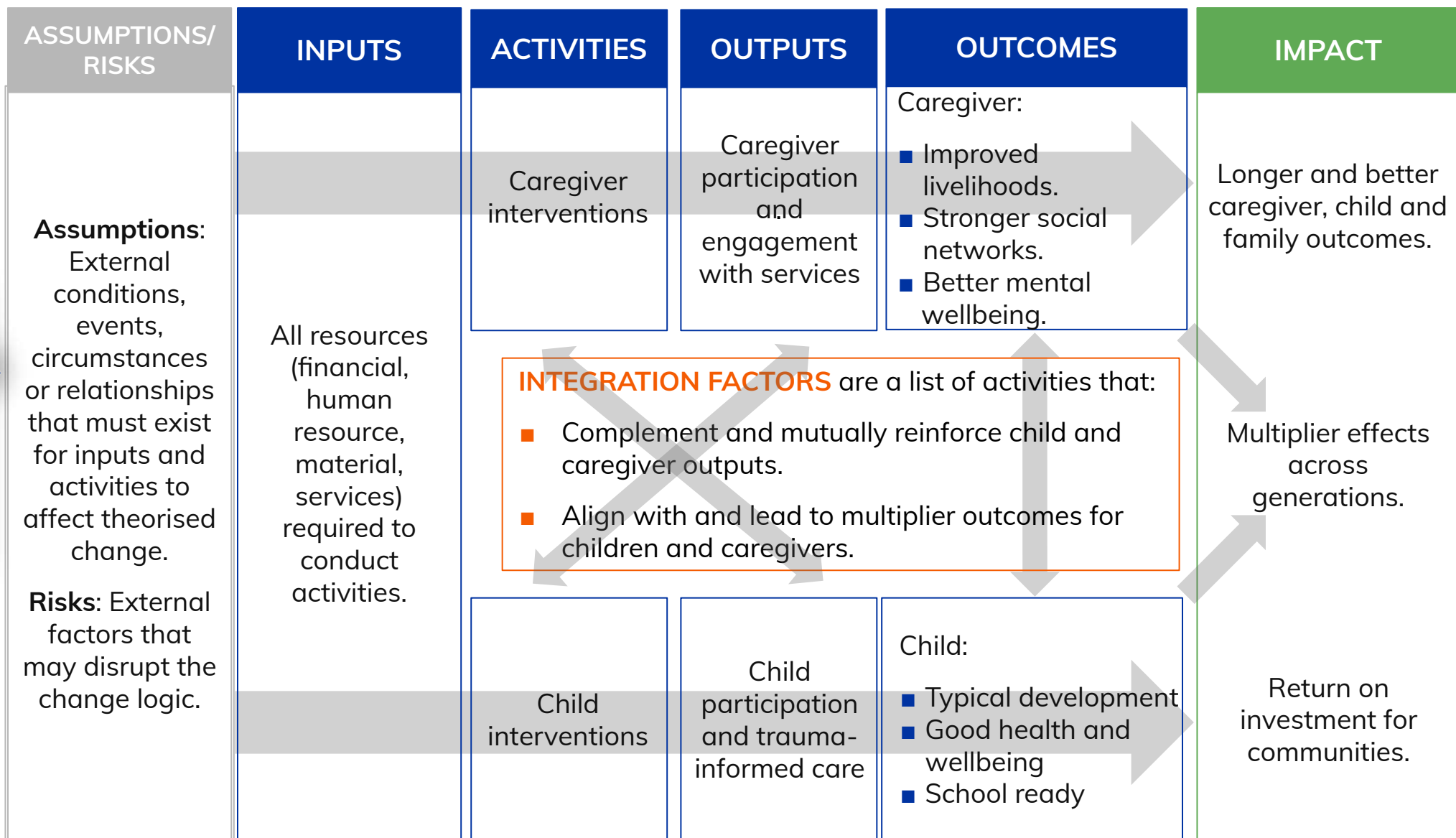
HOW

To build a ToC, engage stakeholders to explore assumptions about how change occurs, what the programme inputs are, and the expected changes.

Dual-gen programmes address both child care and the environment supporting children and caregivers. Involving stakeholders from each component ensures a shared understanding of change and leverages all available expertise.

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ToCs FOR DUAL-GEN PROGRAMMES HAVE INTERLINKED COMPONENTS

CLICK TO DOWNLOAD THIS TEMPLATE.

ASSUMPTIONS/ RISKS	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
Assumptions: External conditions, events, circumstances or relationships that must exist for inputs and activities to affect theorised change. **Risks**: External factors that may disrupt the change logic.	All resources (financial, human resource, material, services) required to conduct activities.	Caregiver interventions	Caregiver participation and engagement with services	Caregiver: ■ Improved livelihoods. ■ Stronger social networks. ■ Better mental wellbeing.	Longer and better caregiver, child and family outcomes.
		Child interventions	Child participation and trauma-informed care	Child: ■ Typical development ■ Good health and wellbeing ■ School ready	Multiplier effects across generations. Return on investment for communities.

INTEGRATION FACTORS are a list of activities that:

■ Complement and mutually reinforce child and caregiver outputs.

■ Align with and lead to multiplier outcomes for children and caregivers.

KEEP IN MIND THE CONTEXT OF YOUR PROGRAMME WHILE DESIGNING YOUR ToC

CLICK TO DOWNLOAD THIS TEMPLATE.

ASSUMPTIONS/ RISKS	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT

Emergencies are unpredictable. Make sure to account for all unintended outcomes/effects you can think of. This will help you prepare for the increased risk of emergencies.

Activities focusing on caregivers can lead to child outcomes and vice versa.

Even though activities may target different stakeholders, dual-gen programmes are designed to integrate these services to achieve a common impact.

INTEGRATION FACTORS

Make sure to consider host communities. They are a critical part of emergency environments.

THERE ARE DIFFERENT WAYS TO DESIGN A ToC BASED ON THE STAGE YOUR PROGRAMME IS AT

Forward Mapping: Start with detailing all inputs and activities you conduct as a part of your programme.

IDEAL IF YOU ARE ALREADY OPERATING A DUAL-GEN PROGRAMME IN AN EMERGENCY CONTEXT.

Backward Planning: Start by defining your impact statement and then working backwards to determine how you will reach your goal.

IDEAL IF YOU HAVE IDENTIFIED A NEED AND WANT TO BUILD OUT/FORMALISE A PROGRAMME TO ADDRESS IT.

Benefits
Utilises existing activities and inputs, making it easier to capitalise on established strengths and infrastructure.
Allows for the gradual development of the ToC by building on ongoing work and identifying improvements as necessary.
Provides a practical way to understand how current efforts contribute to achieving broader outcomes and impact.

Benefits
Ensures a clear end goal, helping align all activities and inputs towards achieving a specific impact.
Aids in designing interventions that are directly linked to the desired outcomes and impact.
Offers a streamlined approach by identifying the critical steps and resources required to reach the final goal.

Note: You can use either forward mapping or backward planning to design your ToC, based on the nature of your programme. We have designed the template presented in this toolkit in such a way that it can be used with whichever approach you choose.

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AGAIN, KEEP IN MIND THE DUAL-GEN AND EMERGENCY CONTEXT OF EACH DESIGN

Forward Mapping for a programme in an emergency context

- Include inputs and activities for all child and caregiver-related activities.

- Consider how the emergency setting may affect access to inputs and subsequent activities.

- Based on your experience with the population and context, list out assumptions you're making about each activity and the risks associated with operating in an emergency context.

Backward Planning for a programme in an emergency context

- Be intentional when defining activities. Dual-gen programmes require that you target both children and caregivers.

- Consider the feasibility of each intended outcome, output, activity and input; be conservative in your projections and hypothesised relationships.

IMPORTANT: Dual-gen is all about collaboration. Click here to read more about engaging stakeholders while designing a ToC for your dual-gen programme.

REFLECTION EXERCISE 4

RESOURCES FOR REFERENCE

ToC TEMPLATE

CHILDREN IN CROSSFIRE'S COMPLETE TOC

ENGAGING STAKEHOLDERS

→ First, pick one activity for your programme and try to frame a Theory of Change for it.

→ Next, begin adding other activities in your programme to build your ToC using the ToC template.

→ During this process, note down observations about the following:
- ◆ Where do outputs and outcomes overlap?
- ◆ What differences do you see between the nature of outputs and outcomes?
- ◆ How are outputs and outcomes linked?

Hints to help you think through this exercise:

! Outputs are short term. Your list of outputs will likely be a direct result of your activities.

! Since outcomes are longer term, this is where your projections (i.e.: theories of how change will occur) come into play.

! Think clearly about your basis for these projections.

! Remember: it is critical to involve all stakeholders at this stage.

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AN MEL FRAMEWORK IS AN EXTENSION OF A ToC

READ MORE ABOUT MEL HERE.

A Theory of Change is only the first step in creating a monitoring, evaluation and learning framework for your programme.

Monitoring progress helps you keep an eye on how things are going and make sure we're staying on track.

Evaluating impact tells you whether and what kind of difference your programme is making.

Learning and adaptation lets you reflect on what works and what doesn't, allowing you to tweak things for better results.

A ToC outlines how to achieve desired outcomes, but it must be translated into measurable indicators and processes. Monitoring, Evaluation, and Learning (MEL) provides tools to track progress and verify the ToC in practice.

Theory of Change → Monitor + Evaluate → Reflect → Learn + Adapt

Loop from ToC to MEL
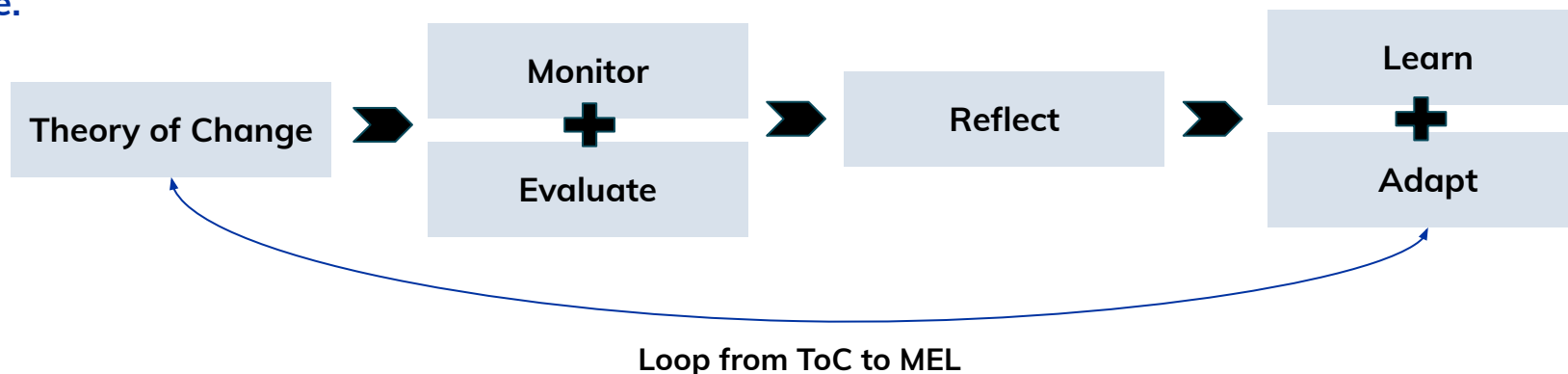
Emergencies present distinct challenges for MEL: they are highly politicised, pose a high risk of violence and complex with high interconnectivity amongst actors. A robust MEL framework plan for these highly dynamic, evolving, and unpredictable environments.
Remember to consider the uncertainties that emergency contexts give rise to throughout the MEL design process.

DUAL-GEN ADDS CONSIDERATIONS TO THE COMPONENTS IN AN MEL FRAMEWORK

CLICK TO DOWNLOAD THIS TEMPLATE.

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	Description	Indicator	Question	Means of Verification	Assumption/ Risk
INPUTS	Detail the inputs, activities, outputs and outcomes as per your Theory of Change.	Specific, measurable and relevant characteristics that show programme progress.	Frame questions to directly capture data for each indicator.	For each component, you must list out where you may find the evidence to verify whether the indicator has been achieved.	Similar to your ToC, you must list out all your assumptions and foreseeable risks. This will improve the reliability of you framework. Note: Again, remember to note down considerations about host communities.
ACTIVITIES					
OUTPUTS		In dual-gen programmes, a single indicator may suffice for more than one output, outcome or impact.	You can choose to collect data from secondary sources for long-term components.		
OUTCOMES					
IMPACT					

CLICK TO DOWNLOAD THE WALISO PROGRAMME'S QUESTIONNAIRE

While going through Children in Crossfire's questionnaire, note how each question is linked to an MEL indicator that represents a component in Children in Crossfire's ToC.

KEEP IN MIND THESE POINTERS WHILE DEVELOPING YOUR MEL FRAMEWORK

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CLICK TO DOWNLOAD THIS TEMPLATE.

	Description	Indicator	Question	Means of Verification	Assumption/Risk
INPUTS	**Collaborate**. If your expertise is in ECD, seek out partnerships with organisations on the other end of the dual-gen spectrum (i.e.: the caregiver side) and vice versa. Consult partners when describing different aspects of the MEL framework.	**Context is key**. Make sure you frame your indicators and questions around the environment you're working in. For example, it is difficult to gather data on children, especially those living in emergencies.			Consult with stakeholders about what you can and cannot do in an emergency context. While good MEL is important for programme success, it is equally important to be transparent about what your MEL framework is capable of telling you about your programme.
ACTIVITIES					
OUTPUTS					
OUTCOMES		Both child and caregiver-side programming have tried and tested approaches/rules of thumb for framing and collecting data on indicators.		You can use secondary resources (like official reports) to gather data on long-term outcomes/impact. However, be mindful of potentially biased data that may result from emergencies.	
IMPACT					

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REFLECTION EXERCISE 5

CLICK HERE FOR ALL MEL RESOURCES.

First, identify which group your dual-gen programme falls into:

1. **My programme is new**: It is at the conceptualisation stage/began operations within the past 2 years.
2. **My programme has over 2 years old:** Implementation has been ongoing for over 2 years.

If you chose (1):
List out your current MEL needs. Ask yourself:
- Why do you want to conduct MEL activities?
- What is your goal with designing an MEL framework?
- How do you think this goal might evolve over time?

If you chose (2):
1. Think back to when your programme was at its nascent stage. Ask yourself:
   a. What MEL-related information did you need?
2. In its current stage, what MEL information do you need now?
3. How do you think your current goal might evolve over time?

Hints to help you think through this exercise:
! Different programmes have different MEL needs. You need to choose one that is right for you.
   - For example, **newer programmes may not be ready or able to invest resources in an exhaustive MEL framework**.

! The best way to evaluate your need is to **put families at the centre of your enquiry**. Ask yourself:
   - How your programme is impacting your target beneficiaries;
   - Whether it is achieving its goals; and
   - How you can improve outcomes.

Choose to gather the amount of data that will help you answer these questions. You can always continue to build on your MEL framework as your programme continues to run.

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LESSONS FROM
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LIFE FOR A YOUNG FAMILY IN WALISO'S FRAGILITY

Parents have aspirations for their children.

Ayentu, 25, is a young mother of 3-year-old Meti. Ayentu and Meti live in Waliso, a town in Ethiopia that has since 2014 been affected by fragile crises resulting from civil tensions. When Ayentu thinks about the future, she thinks about Meti growing up in a safe home and leading a happy and healthy life. While Ayentu's aspirations for the future seem practical – achievable, even – the context in which she and Meti live makes her desires for the future anything but.

Emergencies are marked by uncertainty, disruption of public services, and severe inflation.

Ayentu owns a small stall where she sells vegetables that her husband harvests. However, due to the emergency, the people of Waliso do not receive institutional or economic support, such as subsidies on farming inputs, access to credit and market linkages to sell produce. Sometimes, Ayentu's husband has to travel to other Kebeles to obtain farm inputs. Travel is becoming increasingly difficult due to disrupted public transport systems, local riots and frequent unpredictable travel bans. Severe inflation makes it difficult to access basic needs even when Ayentu sells produce.

THE WALISO PROGRAMME OPERATES IN THIS FRAGILE ENVIRONMENT

Children in Crossfire's Waliso programme operates in this context. Together with key partnerships with a local NGO and hospital the Waliso programme includes four key activities.

DUAL-GEN OUTCOMES

LEARNING THROUGH PLAY

LIVELIHOOD SUPPORT

PROTECTIVE SOCIAL NETWORKS

PSYCHO-SOCIAL SUPPORT

HEALTH & NUTRITION TO SURVIVE & THRIVE

TRAUMA-INFORMED CARE

CLICK FOR THE DETAILED RESULTS FRAMEWORK

COFFEE CEREMONIES

Maedot hosts traditional coffee ceremonies for caregivers where they share knowledge on responsive parenting and St. Luke's offers health and nutrition workshops.

SKILLING & VSLAs

Maedot provides business skills training and establishes Village Savings and Loan Associations (VSLAs) for women and young mothers.

HEALTH & NUTRITION

St. Luke's Hospital operates a therapeutic feeding unit to treat severe and acute malnutrition in young children, and conducts maternal and child health and nutrition workshops for caregivers.

PLAY-BASED LEARNING IN SCHOOLS

Maedot partners with the government education system and schools, while Children in Crossfire offers training for supportive, play-based learning environments.

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ToC & MEL FOR DUAL-GEN
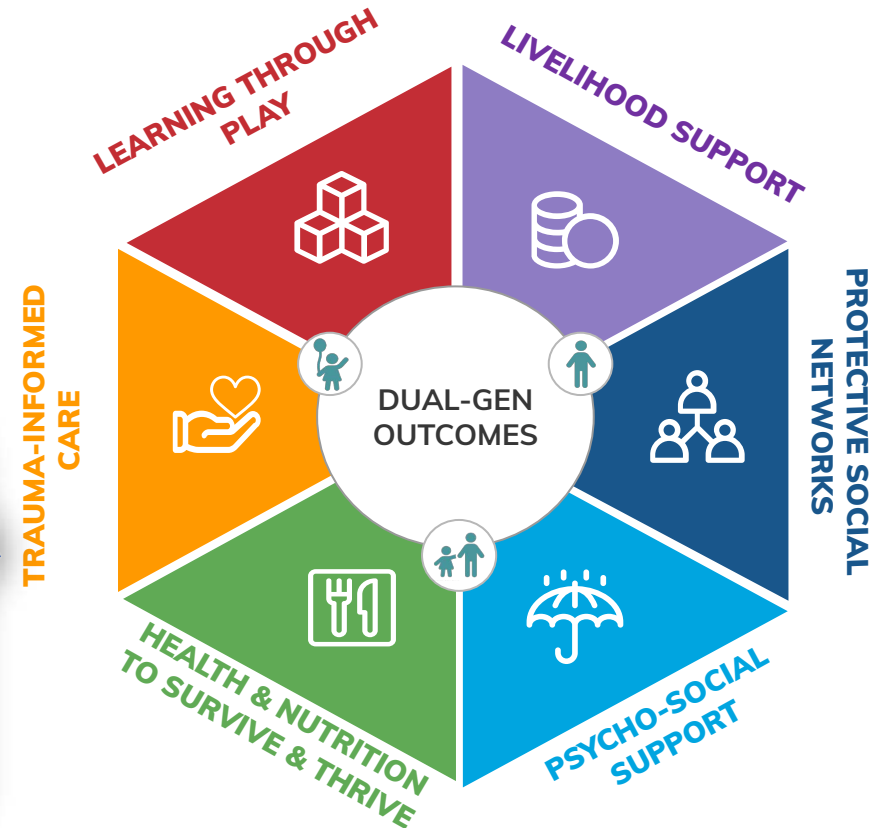
LESSONS FROM WALISO: A CASE STUDY

Life in Waliso
▶The Waliso Programme
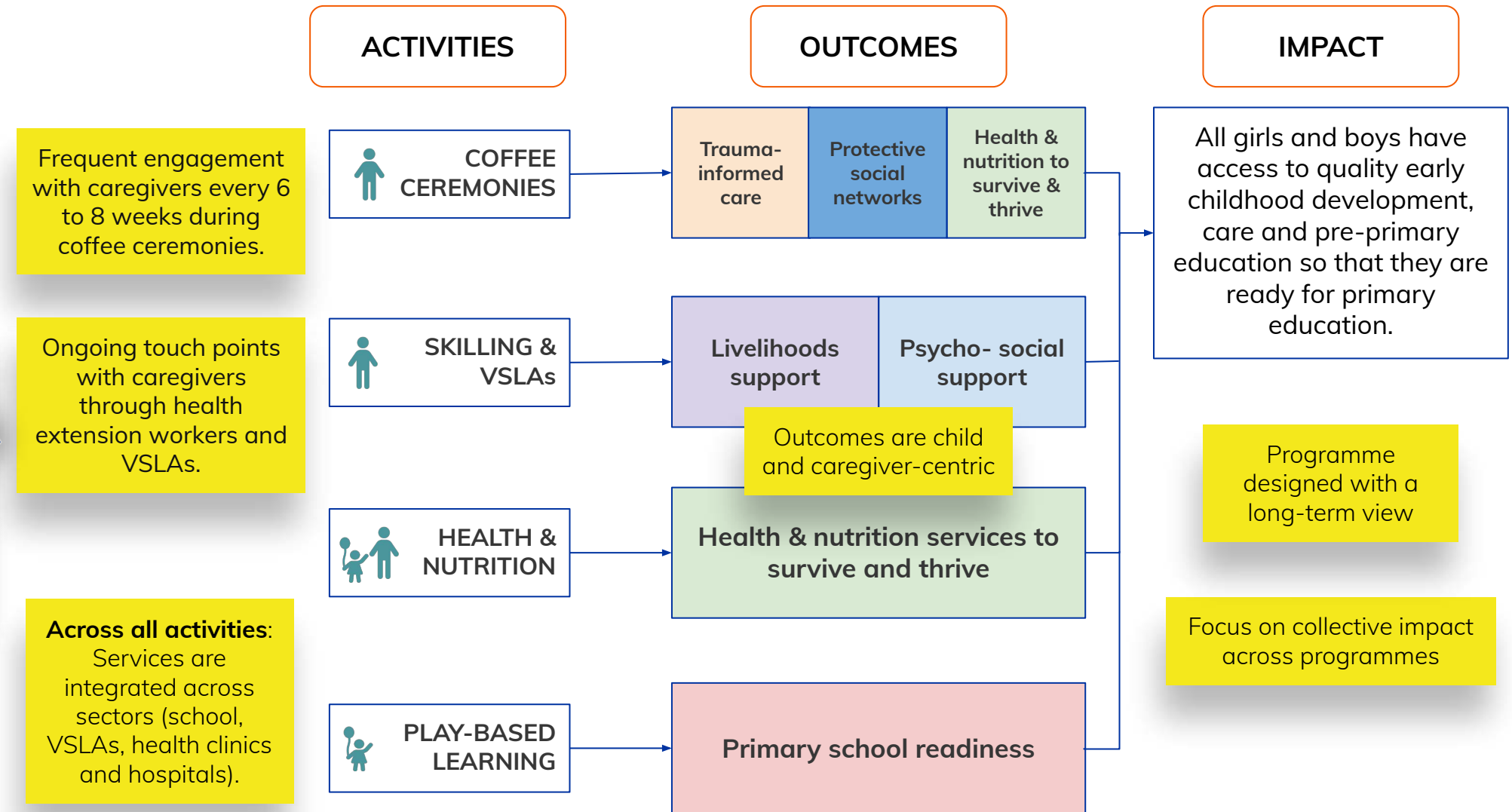Dual-gen journey
Partnerships
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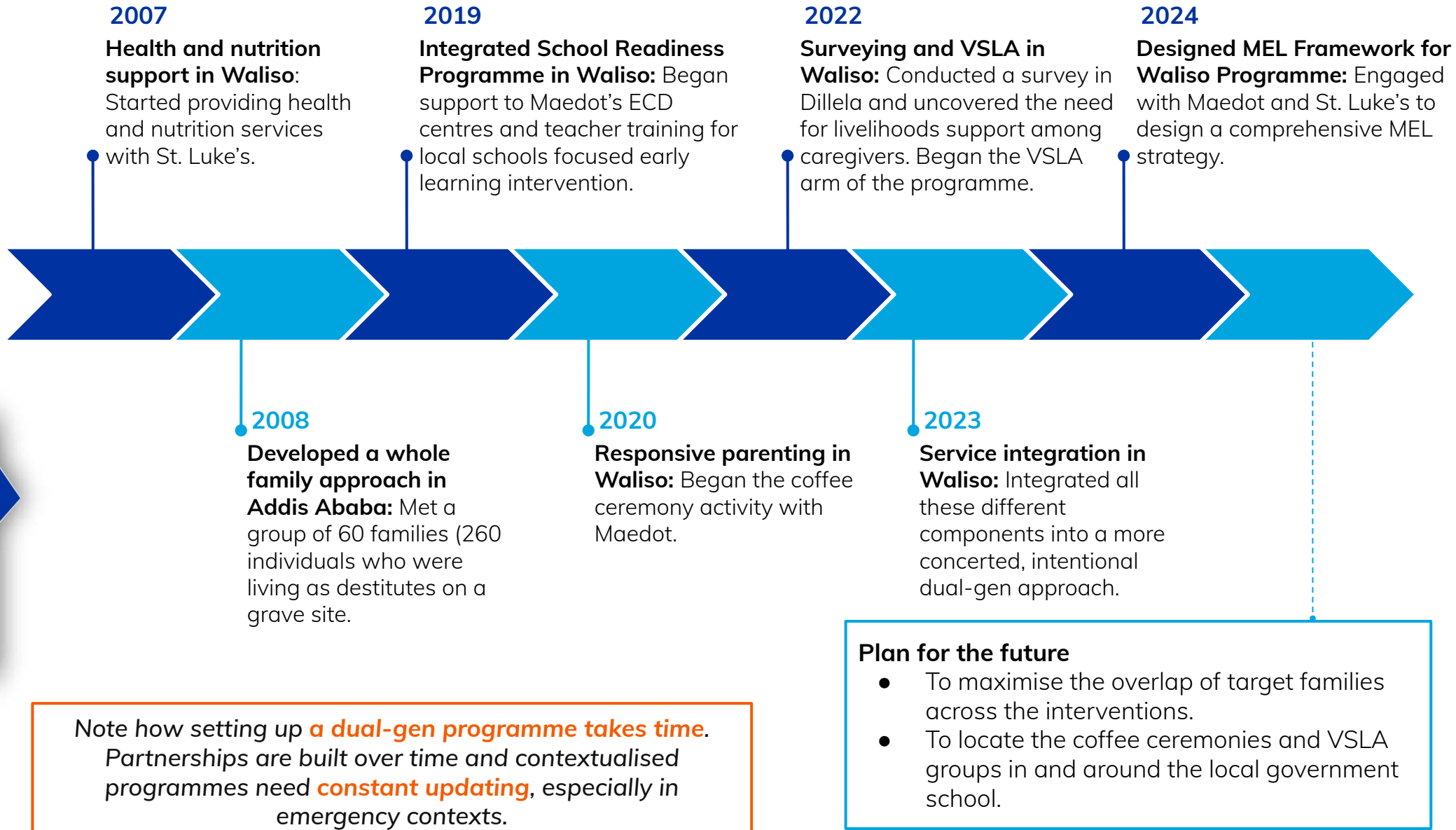# THE WALISO PROGRAMME EXEMPLIFIES DUAL-GEN PROGRAMMING IN EMERGENCIES

Here we present the structure of the Waliso programme intended to illustrate how it approaches ECD using the dual-gen approach in an emergency context. This flowchart is not the entire ToC. **The complete ToC is linked at the top.**

CLICK TO DOWNLOAD THE WALISO PROGRAMME'S ToC.

ACTIVITIES

OUTCOMES

IMPACT

Frequent engagement with caregivers every 6 to 8 weeks during coffee ceremonies.

COFFEE CEREMONIES

Trauma-informed care | Protective social networks | Health & nutrition to survive & thrive

Ongoing touch points with caregivers through health extension workers and VSLAs.

SKILLING & VSLAs

Livelihoods support | Psycho-social support

All girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Outcomes are child and caregiver-centric

HEALTH & NUTRITION

Health & nutrition services to survive and thrive

Programme designed with a long-term view

Across all activities: Services are integrated across sectors (school, VSLAs, health clinics and hospitals).

PLAY-BASED LEARNING

Primary school readiness

Focus on collective impact across programmes

CHILDREN IN CROSSFIRE'S DUAL-GEN JOURNEY

2007
Health and nutrition support in Waliso: Started providing health and nutrition services with St. Luke's.

2019
Integrated School Readiness Programme in Waliso: Began support to Maedot's ECD centres and teacher training for local schools focused early learning intervention.

2022
Surveying and VSLA in Waliso: Conducted a survey in Dillela and uncovered the need for livelihoods support among caregivers. Began the VSLA arm of the programme.

2024
Designed MEL Framework for Waliso Programme: Engaged with Maedot and St. Luke's to design a comprehensive MEL strategy.

2008
Developed a whole family approach in Addis Ababa: Met a group of 60 families (260 individuals who were living as destitutes on a grave site.

2020
Responsive parenting in Waliso: Began the coffee ceremony activity with Maedot.

2023
Service integration in Waliso: Integrated all these different components into a more concerted, intentional dual-gen approach.

Plan for the future
- To maximise the overlap of target families across the interventions.
- To locate the coffee ceremonies and VSLA groups in and around the local government school.

*Note how setting up **a dual-gen programme takes time**. Partnerships are built over time and contextualised programmes need **constant updating**, especially in emergency contexts.*

CHILDREN IN CROSSFIRE'S PARTNERSHIPS

Partnerships with strong and embedded local NGOs has been critical to developing and delivering a dual-gen approach. It is also important to build partnerships with organisations that complement each other. Strategic partnerships allow for shared learning over time, and close ties with the community and local government.

Maedot has been running education programmes in Woliso since 2007. In 2019 they started the only free ECD centres in the area. They also have rich experience in community support programmes such as VSLA.

St. Luke's hospital was established in 2001. It was the first major multi-speciality hospital in the South West Shoa zone, with a strong public health and outreach programme.

Maedot and St. Luke's work closely with local government to support government policies and current priorities. The strength of these partnerships made it easier to Children in Crossfire to take a joined up approach in developing a sustainable dual-gen programme.

CLICK TO VISIT WEBSITES:

MAEDOT

LEARNINGS FROM THE WALISO PROGRAMME

LEARNING	EXPLANATION	FIELD EXPERIENCE IN WALISO
Strong partnerships are good-to-haves in regular programming. In emergencies, they are a necessity.	Partnerships between local authorities, civil society, and families in the region need to be built on shared experiences, trust and respect. This gives all stakeholders a sense of confidence in the programme and ensures the safety of everyone involved.	Maedot and St. Luke's are embedded in local government (for example, St. Luke's supports government-appointed healthcare workers) and well-known to families in Waliso. • **Local authorities are open to dialogue** with programme personnel and see the value of their efforts. • **Families receive services that are tailored to their needs** and **prioritise their wellbeing**. • **MEL efforts** leverage **reliable data and access** to the region. MEL activities are **facilitated by local government supervisors and administrative staff**, who frequently work closely with the programme teams from Maedot and St.Luke's.
Personal backgrounds of programme personnel are important.	Conducting MEL in emergency contexts means that access to the region is often restricted, even to people from the same country. It is important first to understand the root of the emergency situation before staffing the project. This is a key factor as the safety of programme staff and participants are at stake.	For the Waliso programme, Children in Crossfire approached the **Center for Early Childhood Care and Education at Addis Ababa University (AAU)** because • AAU are **experts in ECD and the Ethiopian context**. • AAU **recruited PhD researchers and Masters students from the Oromia region** who spoke the local language and understood the nature of the emergency to travel to Waliso to pilot the instruments. • Field officers were **able to travel safely in and out of Waliso** without contention from local groups.

LEARNINGS FROM THE WALISO PROGRAMME

LEARNING	EXPLANATION	FIELD EXPERIENCE IN WALISO
There should be a common understanding around data collection efforts.	Identifying and collecting the correct information is not always easy in emergency contexts. It is important to identify what information is available at the outset and judge whether it suits your purpose.	All partners were included in the MEL effort from the outset: • Though **Kebele-level (ward-level) data on education outcomes would be ideal**, there is no reliable source for data at this level. Therefore, partners agreed that the **next best alternative was to use Woreda-level (district-level) education data**. • Since all partners were a part of the MEL effort from the beginning, **it was clear to everyone what the purpose of the data collection effort was**. This made the feedback on instruments, logistics and overall piloting very **relevant and easy to act on**.
Context must be at the heart of programming and MEL.	The emergency context must be front and centre in programme design, implementation and MEL activities. Partner interactions should be intentionally dedicated to identifying relevant outcomes and defining contextual indicators	Activities that form the Waliso programme are contextually relevant. • **Coffee ceremonies are a culturally embedded social practice** - it allows for sharing knowledge and skills, builds strong networks and gives caregivers a social space in which to interact stress-free. • Nutrition workshops **focus on food that is easily and locally accessible** to low-income households. • **VSLAs** were chosen as a support mechanism for livelihoods because of the **existing oversight structures and regulation in place by the government**. In addition, Children in Crossfire identify that **frequent risk assessments** are essential at every stage and must account for dynamic on-ground situation. As such, all programming and MEL efforts revolve around the safety and well-being of programme staff and families in Waliso.

RECOMMENDATIONS FOR THE FUTURE

As evidenced in this section, MEL design and implementation for the Waliso programme was a multi-party, coordinated effort to get to the root of what works and what doesn't. That is to say, we are still learning. Here we present a list of outstanding questions and areas to explore as we continue working in the dual-gen space:

PROGRAMME-LEVEL RECOMMENDATIONS

Increased focus on gender parity | Women's welfare is underrepresented in policy and social structures. As a result, they are on the back foot to begin with. Emergencies only exacerbate this hierarchy. Programming efforts need to focus more intentionally on improving services for women.

Normalising MHPSS | Mental health and psychosocial support is often ignored or stigmatised. Programme design needs to make a concerted effort to address the barriers to MHPSS and provide avenues for caregivers to seek and access such support.

Cost-effectiveness | Given that there is so little evidence in this space, we are yet to understand the cost-effectiveness of MEL systems for dual-gen programmes in emergencies. There is a need for more documentation and evidence in this space.

SYSTEM-LEVEL RECOMMENDATIONS

There is a need for:

An enabling system that that supports dual-gen programming in emergencies. For example, it may be beneficial for ●Donors to shift away from short-term funding to long-term support ●Research in this area to have a longitudinal lens ●Advocacy efforts to focus on inter-sectoral policies.

Documentation of innovation for dual-gen programmes in emergencies. While putting this toolkit together, we would have benefitted from case studies, programme design approaches and evidence of causal links between caregiver and child outcomes. Moreover, there is a need to intentionally build on each other's research and experiences as a sector.

IMAGES FROM THE FIELD

CLICK HERE FOR ALL CHILDREN IN CROSSFIRE'S RESOURCES

A nutrition workshop at St. Luke's

Outdoor play

Growth monitoring

Home visit by a health extension worker

TEMPLATES

LIST OF DOWNLOADABLE TEMPLATES

TOPIC	DESCRIPTIONS AND LINKS
THEORY OF CHANGE	● ToC Template (Blank): Link ● ToC Template (With definitions): Link ● ToC Template (With dual-gen pointers): Link ● ToC Example (The Waliso Programme): Link
MEL	● MEL Template (Blank): Link ● MEL Template (With definitions): Link ● MEL Template (With dual-gen pointers): Link ● MEL Example (The Waliso Programme): Link
THE WALISO PROGRAMME	● Questionnaire used for MEL in the Waliso programme: Link

APPENDIX

APPENDIX 1: REFLECTION ACTIVITY 1

Incorporating a dual-gen approach: An indicative checklist

Intentional Alignment of Services:

- ❏ We have interventions reach children and caregivers ACROSS sectors.
- ❏ The interventions are integrated where child programmes directly complement caregiver programmes and vice versa.

Designed with a long-term view:

- ❏ We have a clear programme goals for both short and long terms.
- ❏ We have measurable indicators and tools for both short and long term goals.
- ❏ We aim to establish a research partnership to understand impact in the long term.

Responsive to the context and local needs:

- ❏ We assess key local factors while developing the programme.
- ❏ We adapt programme delivery methods based on local factors and available resources.
- ❏ We leverage local policies where possible.

Effective Partnerships:

- ❏ We have key partners who can deliver services across generations and sectors.
- ❏ We have clear roles, responsibilities, and communication systems between partners.

Timely and Frequent Engagement:

- ❏ We have defined minimum touch points for both children and caregivers.
- ❏ We have a reliable communication system for families to share issues or concerns.

APPENDIX 2: ENGAGING WITH STAKEHOLDERS TO DESIGN A ToC

There is no 'right way' to engage stakeholders while building out your ToC. **Especially for programmes operating in emergency contexts, it is important to consider when and in what capacity stakeholders may be engaged, and create a plan accordingly**.
In this section, we lay out the key activities you may want to consider conducting in order to gain detailed feedback and buy-in from stakeholders.

	Stakeholder mapping	Visioning	Scenario planning	Indicator development
WHAT	Create a comprehensive map of all relevant stakeholders, identify their roles and how they interact with each other.	Facilitate discussion with stakeholders to arrive at common language for the impact statement.	Develop different scenarios based on potential risks and assumptions.	Collaborate to define specific, measurable indicators for tracking progress and outcomes.
WHO	Programme designers	All stakeholders identified during stakeholder mapping.		
OUTCOME	A list of stakeholders who are involved in all activities (caregiver and child-related) to invite to workshops.	All stakeholders are aligned on a shared vision and unified goals for the programme, and a clear direction for the ToC.	Introduce robustness into the ToC by ensuring it remains flexible and adaptable to potential challenges and uncertainties.	Establish clear metrics for evaluating the success of the ToC and ensure accountability throughout the process.

APPENDIX 3: THIS TOOLKIT RELIES ON EXISTING RESEARCH:

Ascend Aspen Institute: Resources *here*.

Child Development Perspectives. A Global Call for Two- Generation Approaches to Child Development and Caregivers' Livelihoods

Communications Medicine - Nature: Real-time sensing of war's effects on wellbeing with smartphones and smartwatches

Institute for Economics & Peace: Measuring the Global Economic Impact of Violence and Conflict

Mathematica: Strengthening Two-Generation Initiatives That Support Child Development and Improve Family Economic Security

Moving Minds Alliance: Born Learning: Expanding learning opportunities for the youngest children in crisis settings

Nurturing Care for Early Childhood Development: Nurturing Care Handbook: Focus on family and communities; Nurturing Care Handbook: Start here

Play Matters: Learning Through Play- A review of evidence related to play for children's education and development in humanitarian and low-resource contexts

Theirworld: Ensuring Quality Early Childhood Education for Refugee Children: A New Approach to Teacher Professional Development

UNESCO: Early Childhood Care and Education in Emergencies ; Education in Emergencies

UNICEF: Childcare in Humanitarian Crises

World Bank Group: The Great Reversal ; Poverty Overview

CREDITS

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Finally, thanks to you—the reader. We hope you found this toolkit engaging and adaptable, and that it advances your journey in rehabilitating families affected by crises.

ABOUT US

GLOBAL SCHOOLS FORUM

Global Schools Forum is a collaborative community, innovation accelerator, and partnership builder for non-state organisations working to improve education at scale for underserved children in low- and middle-income countries. GSF is currently a community of 148 education organisations working across 64 countries in South and Southeast Asia, Africa and Latin America.

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Children in Crossfire

Children in Crossfire is an international development NGO headquartered in Northern Ireland. With a key strategic focus on Early Childhood Development. Children in Crossfire works with local partners in Tanzania and Ethiopia to deliver early years' education, healthcare, nutrition and safe, clean water for the most vulnerable children and their families, in the most disadvantaged communities.

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Busara

Busara is a behavioural science organisation in the Global South working with partners to design solutions in the pursuit of poverty alleviation. To innovate for users and beneficiaries, Busara keeps them front and center to create solutions that accelerate impact, with sectoral expertise spanning education, workforce participation, health, inclusive finance, agriculture, climate change resilience and preparedness.

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