

**The Nyanga Process: Making  
Cash Work for, Child Protection  
– Redefining the HSCT Theory  
of Change in  
Zimbabwe**

# BACKGROUND

- The Zimbabwe Harmonized Social Cash Transfer (HSCT) Programme is a “cash plus” social protection programme
- It currently provides cash transfers to approximately 43,000 labour-constrained, food-poor households in 12 districts.
- The programme was initiated in January 2012 by the Ministry of Public Service, Labour, and Social Welfare (MoPSLSW) as part of the National Action Plan for Orphans and Vulnerable Children II (NAP II) and the Child Protection Fund (CPF)
- Its broad aims were to address income poverty, increase consumption expenditures, and improve child protection outcomes

# WORKSHOP 1

- UNICEF and the MoPSLSW arranged an initial workshop in Nyanga, Zimbabwe in March 2017
- The aim was to reflect on the structure and explore the role of “plus” components across the entire HSCT programme.
- The discussion revealed a disconnect between programme expected outcomes and the activity and process profile,.
- The workshop concluded that HSCT programme design was based on an assumption that providing cash alone – without a conscious effort to support transfers with “plus” programming – would change behaviours to improve child protection and welfare.

**The natural question to emerge was: *is the “plus” necessary to help the HSCT programme achieve its child protection goals?***

# WORKSHOP 2

- Based on these foundational observations, a second workshop was organised by MoPSLSW, Zimbabwe National Statistics (ZIMSTAT), and UNICEF Zimbabwe in Nyanga in May 2017.
- The goal was to re-conceptualize the “plus” elements of HSCT to maximize child protection benefits.
- The conclusion of the workshop marked a paradigm shift: **from “cash plus” programming to “protection plus” programming**, where the cash transfer process becomes the platform for a bundle of interventions (including cash transfers) designed to deliver specific child protection outcomes.

# WHAT DOES A THEORY OF CHANGE DO?



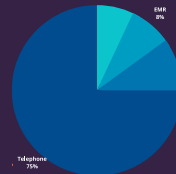
**DEVELOP  
STRATEGIC PLAN**



**EXPLAIN HOW THE  
PROGRAM WORKS**

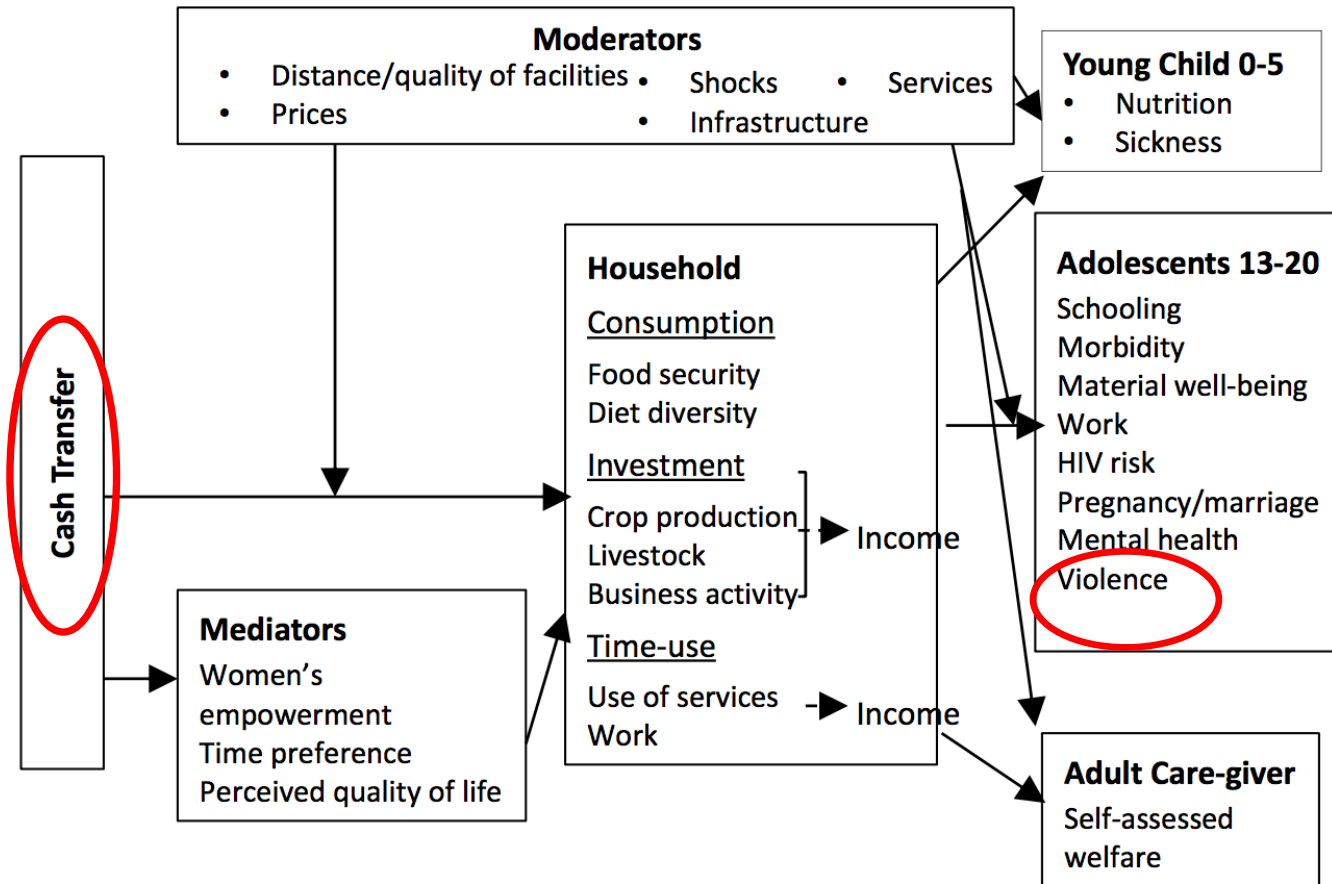


**GUIDE  
MONITORING AND  
ANALYSIS**



**PROVIDE A  
FRAMEWORK FOR  
REPORTING  
IMPACT**

# THE ORIGINAL HSCT THEORY OF CHANGE



PATHWAYS OF CASH → VAC PREVENTION?

# WHAT DID HSCT ACCOMPLISH IN CHILD PROTECTION?

## THE HSCT IMPACT EVALUATION

Concerns over the strength of the evidence linking Cash/HSCT and child protection impacts in general.

# DISRUPTION: REDEFINING THE HSCT THEORY OF CHANGE

What are we trying to achieve with this programme overall?

What are we trying to achieve with this programme in child protection?

What is the existing theory of change? How is child protection connected in the theory of change?

Did we achieve what we set out to achieve in child protection?

What are the most important protection issues facing children in our context?

What do our experiences tell us about how and why these child protection violations happen in our context?

What data do we have to support our observations and experiences of the pathways to child protection violations?

What kind of measurement strategy can we use to assess whether the theory of change is true?

What kind of programming might interrupt the pathways to child protection violations?

How can we organize those programme elements into a theory of change?





# LEARNING FROM EXPERIENCE: WHAT DO OUR EXPERIENCES TELL US ABOUT HOW AND WHY VIOLENCE HAPPENS?

- The goal was to describe pathways to violence in terms of specific factors that maximize risk.
- Next, the group spent time exploring each identified risk factor in more detail.
- The goal was to add layers of context for each risk factor that would help explain the mechanisms that link these factors to violence

Factors (Household type)	Issues/Pathways	Effects
Child headed household	<b>Absence or incapacity of parents</b>	Increased risk of exposure to all forms of violence
Unrelated head of household	Lack of protection from parents	Unable to attend school or participate in other protective community initiatives
Step parent household	Lack of supervision or positive parenting influence (e.g. sexual reproductive health, risky behaviors, coping mechanisms)	Lack of positive coping strategies
Single parent household	Other adults may attach to the household, to create household “indebtedness” and increase opportunities for violence	Poor access to community reporting mechanisms and services
Disabled head of household	Stigma, social isolation and lack of respect – healthy, adult head of household necessary in order to participate in society	Minimal community level awareness or support for vulnerable households
Gap generation household/Elderly head of household	Increased economic pressure – children must work in order to contribute to household income	
Polygamous household	Lack of emotional support from parents	
	<b>Unrelated or uninvested caregivers</b>	
	Favoritism of some children over other children	

# FROM EXPERIENCE TO EVIDENCE: WHAT DATA ARE AVAILABLE TO EXPLAIN PATHWAYS TO VIOLENCE?

- The purpose of this step was to connect “what is assumed” and “what is known”.
- This step also helped the group begin to identify data gaps

## Data available

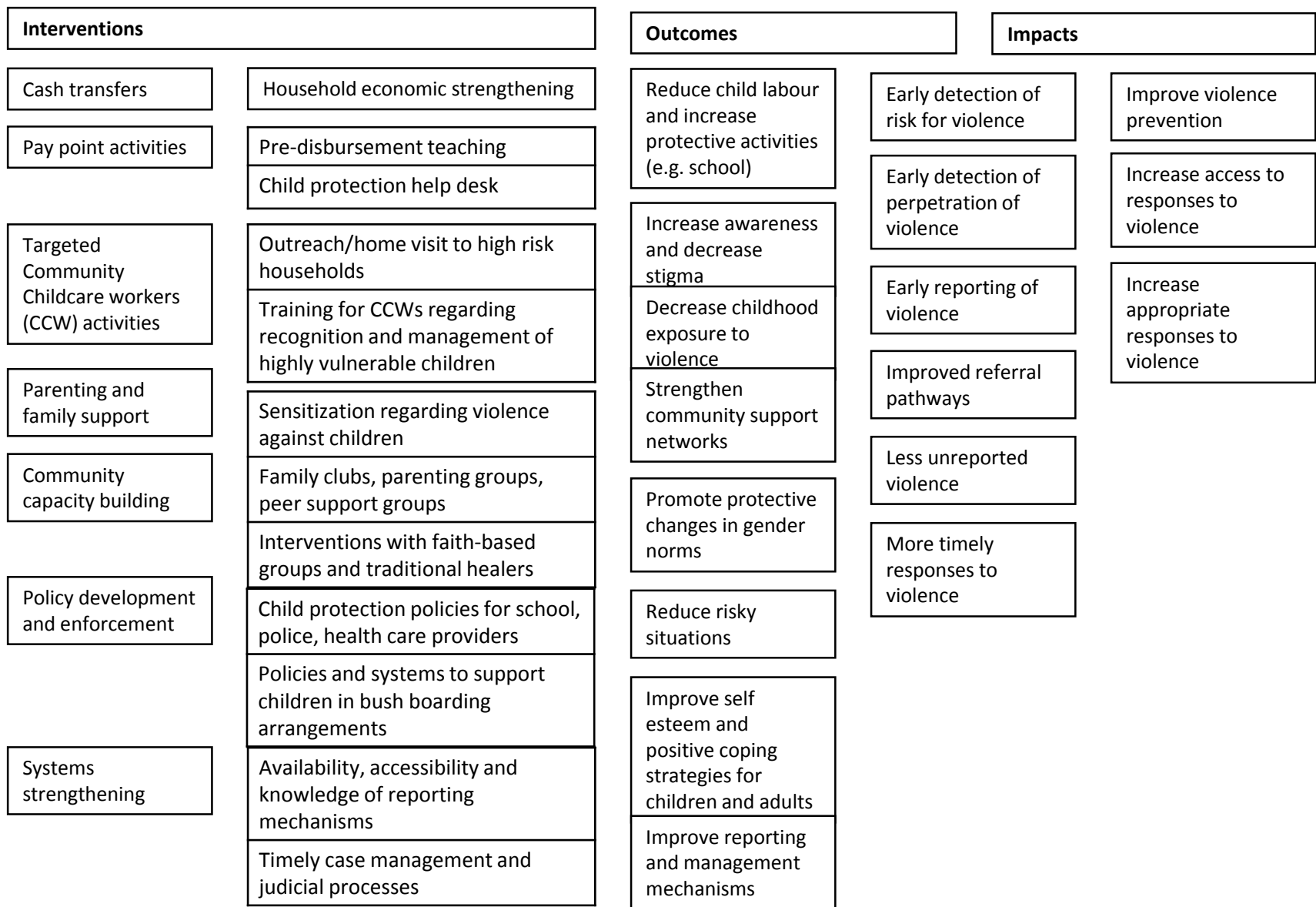
- National Baseline Survey of the Life Experiences of Adolescents (NBSLEA)
- Secondary analysis of the NBSLEA
- A study of the social norms that underpin violence against children in Zimbabwe,
- Analysis of referral pathways data from Childline Zimbabwe

# FROM EXPERIENCE TO INTERVENTION: HOW CAN WE MITIGATE THESE RISKS WITH CASH AND OTHER PROGRAMMING?

- With the pathways to violence now explored and described, the group approached the issues from a new angle, seeking to define a set of interventions to address violence prevention and improve responses.
- Interventions were not necessarily contingent on utilizing the existing cash transfer system.
- The term “**protection plus**” emerged as a way to describe the evolving concept of the HSCT programme. In order to achieve child protection outcomes, a bundle of protection interventions – plus cash transfers – would be the thrust of the work.

# FROM INTERVENTION TO CHANGE: DRAFTING A THEORY OF CHANGE

Finally, we used our matrix of risks, pathways, and interventions to draft a theory of change.



# FROM CHANGE TO IMPROVEMENT: USING MEASUREMENT TO DRIVE BETTER PROGRAMMING

- We used our draft theory of change as a starting point for developing a measurement approach that was specifically designed to address the child protection impact of this programme.
- A separate and more in-depth study with young people ages 13 to 24 was required to serve as a new baseline for measuring the impact of the 'protection plus' programme.
- A comprehensive qualitative study will also be undertaken to unpack the 'how', 'for whom' and 'in what circumstances' that the 'protection plus cash' activities impact on violence prevention & reduction pathways.
- This mixed methods approach will be essential for enhancing programming.

# SHIFTING FROM “CASH PLUS” TO “PROTECTION PLUS” PROGRAMMING

- Programme leadership should encourage stakeholders to challenge assumptions about the effects of cash alone on child protection outcomes.
- The pathways leading to violence against children are complex and contextual.
- Measurement experts have a critical role in programme design and should be involved from early in the planning process.
- The theory of change is a dynamic concept and should be continuously reviewed.