

Good Practices for Putting WV's Development Programmes into Action

Synthesis of Learning from the Field



Acknowledgements

This document is a compilation of the good practices from World Vision programme teams' work to find new and effective ways of improving child well-being in development programmes. These good practices have emerged from the innovations of teams at the local level. These teams, there are too many to list by name, have worked with their communities and partners, and with the WV technical teams to take the principles of the Integrated Programming Model and turn them into effective programming approaches in their local contexts.

We would like to acknowledge the hard work and dedication of those local level teams. We would also like to thank them for sharing their successes, challenges and learning with us, so that we could compile this document.

We would also like to thank all the other WV teams that have supported local level staff in so many ways through this process – including those in national offices, regional offices and in the support offices. The excellent support, inspiration and practical resources provided by the WV Global Centre technical teams have also been highly valuable in developing a fully integrated approach to development programmes.

We intend to continue to compile and share good practices through the Programme Effectiveness Community of Practice. We encourage field teams and others to continue to share their challenges and successes as we move forward.

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Introduction

▶ What is Good Practices for Putting Development Programmes into Action?

This document provides good practices on how to put World Vision’s (WV) development programmes into action at the local level. It helps WV staff work with communities and partners towards the sustained well-being of children, especially the most vulnerable.

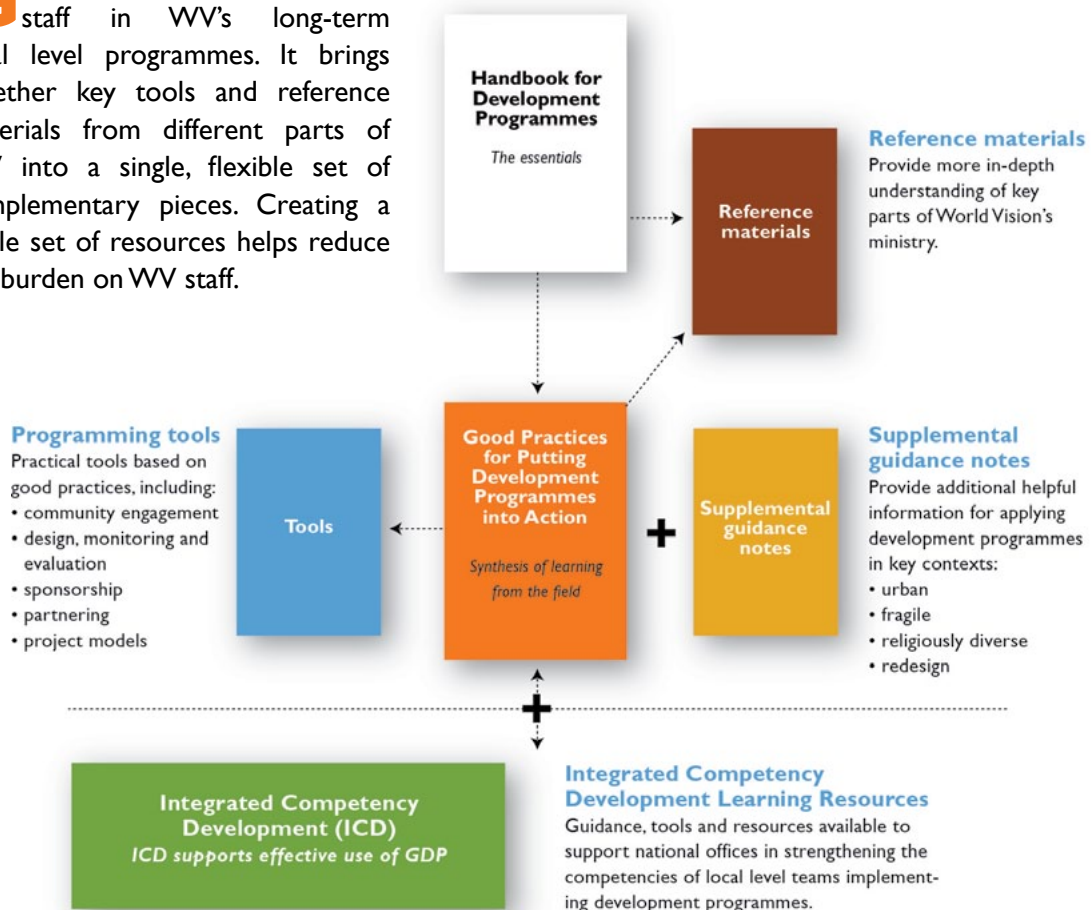
- ▶ It is designed **for use by World Vision local level programme staff**.
- ▶ It is a **compilation of learning and experiences** from frontline staff like you.
- ▶ It is built on the experience of more than 130 programmes from all seven regions.
- ▶ **Everything in this document can be adapted** for your context and your programme.
- ▶ It should be applied flexibly, based on your experience and learning.
- ▶ It can be used by programmes with and without sponsorship.

This document – *Good Practices for Putting Development Programmes into Action* – is a companion to the [Handbook for Development Programmes](#), which describes the essentials of WV’s approach to long-term local level programming. These documents are part of the Guidance for Development Programmes.

▶ What is Guidance for Development Programmes (GDP)?

GDP is a one-stop shop for staff in WV’s long-term local level programmes. It brings together key tools and reference materials from different parts of WV into a single, flexible set of complementary pieces. Creating a single set of resources helps reduce the burden on WV staff.

Figure 1. Guidance for Development Programmes



The parts of WV's ministry integrated in GDP include Learning through Evaluation with Accountability and Planning (LEAP), indicators for measuring child well-being, child sponsorship, Christian commitments, disaster management, local level advocacy, sectors and themes.

Guidance for Development Programmes is online at www.wvdevelopment.org

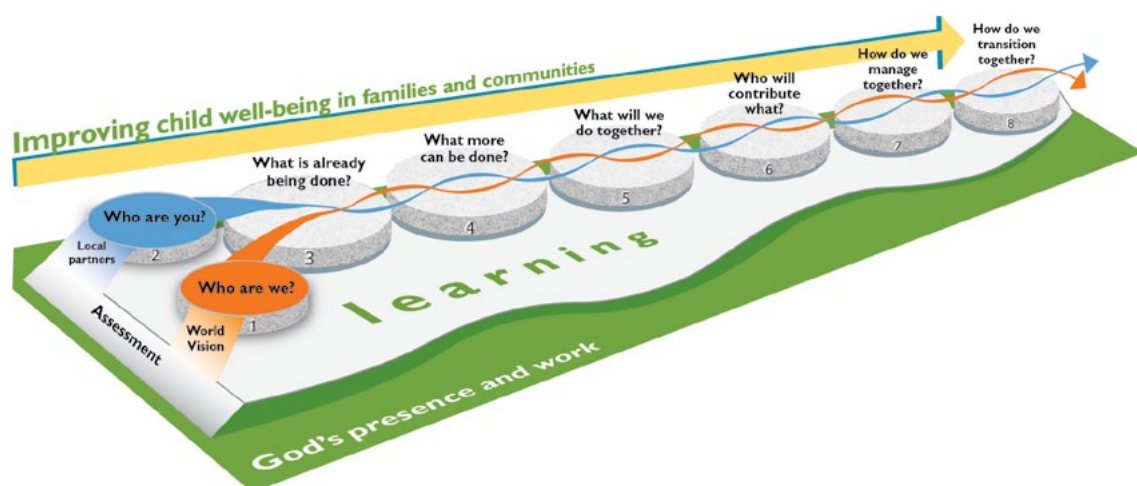
What is in this document?

Good Practices for Putting Development Programmes into Action is organised along the Critical Path. The Critical Path provides the backbone of the WV's development programme approach. The Critical Path is a series of eight simple questions that WV programme staff answer together with stakeholders and communities. The Critical Path is designed to help WV staff to work in a participatory, empowering way with local stakeholders and communities to promote the sustained well-being of children, especially the most vulnerable.

Based on learning and good practice from programmes across WV, it is designed to build on existing local efforts and enable local ownership from the beginning of a programme.

The Critical Path is an action learning process rather than a linear step-by-step process. Steps can be revisited as needed when new information becomes available or when the context changes.

Figure 2. The Critical Path



This document looks at each step of the Critical Path from Assessment through Step 8. Before the steps there is guidance provided for discerning and reflecting on God's presence and work throughout the Critical Path. Programmes may apply the steps of Critical Path to more than one level such as village, subdistrict and district levels. This enables programme staff to build relationships and collaborate with relevant stakeholders at each level.

Each step is organised in the same standard format:

The **overview** provides a brief summary of the purpose of each step.

The **guiding questions** provide key areas to think about when engaging with communities and stakeholders.

The **outcomes** describe the basic results that the WV team together with communities and stakeholders achieve by the end of the step.

The **suggested process** describes how the step can be carried out in practice. The suggested process and tools are based on learning from programme staff.

It is very important to remember that the Critical Path is a flexible framework that must be adapted to the local context. Programme staff may choose to use different tools that are more appropriate for their context. Any adapted tools and process need to **achieve the outcomes for each step**.

The image shows a page from a manual titled "STEP 1 Who are we?". The page is divided into several sections: "Overview", "Guiding questions", "Outcomes", and "Suggested process". At the top, there is a small diagram showing a process flow with boxes for "Define", "Explore", and "Communicate". The "Overview" section explains that Step 1 lays the foundations for World Vision's (WV) relationship with stakeholders and communities. It emphasizes the importance of programme staff having a clear understanding of WV's identity in the local area. The "Guiding questions" section lists three questions: "What are the key elements of WV's identity in this programme area?", "How do local stakeholders already perceive WV and other NGOs?", and "How can WV's identity be communicated most effectively to stakeholders and communities in this area?". The "Outcomes" section lists three outcomes: "Programme staff have a clear understanding of how WV's global identity, national office strategy, and programme assessment shape WV's local identity.", "A set of clear and concise messages that summarise WV's identity in this area.", and "A communication plan and materials for presenting WV's identity.". The "Suggested process" section includes a flowchart with three steps: "1.1 Defining WV's identity in the local context", "1.2 Exploring existing perceptions", and "1.3 Communicating WV's identity". A note below the flowchart states: "For programmes that have gone through this step, it has taken approximately two to three weeks." The page number "18" is visible in the bottom left corner, and the footer text "WORLD VISION'S GOOD PRACTICES FOR PUTTING DEVELOPMENT PROGRAMMES INTO ACTION" is at the bottom right.

Based on learning, each national office can develop a contextualised version of WV's Development Programme Approach, including the Critical Path. The national office version will apply WV's Programme Effectiveness Standards appropriately in context. The standards define the basic principles of WV's development programmes and serve as the basis for programme self-review and quality assurance.

Each step also contains tips, links to tools and relevant resources, and other special guidance:

Caution: Helpful words of warning from local level staff

Examples: Actual experiences from colleagues implementing development programmes

LEAP products: Points where programme staff document findings for LEAP products

Tips: Helpful advice from staff to enhance success

Tools: Specific tools that can be used to work with communities and stakeholders in an empowering and participatory way.

A note on engaging children and youth: Some programmes may find it challenging to engage with children and youth in meaningful ways. Throughout this document there is advice on ways to engage children and youth, either through tools that are used specifically with them or through special guidance in using tools that were developed for adults.

▶ What are supplemental guidance notes?

Supplemental guidance notes provide additional helpful information for programmes in specific challenging contexts. They help programme staff to apply the WV development programme approach in their context. They give additional guidance on how each step of the Critical Path can be achieved. Supplemental guidance notes are not stand-alone resources. They are designed to be used alongside *Good Practices for Putting Development Programmes into Action*. Supplemental guidance notes are available for programmes working in:

- urban contexts ([Supplemental Guidance Note for Urban Contexts](#))
- fragile contexts ([Supplemental Guidance Note for Fragile Contexts](#))
- religiously diverse contexts ([Supplemental Guidance Note for Religiously Diverse Contexts](#))
- redesign ([Supplemental Guidance Note for Programmes in Redesign](#)).

Learning along the Critical Path

Action learning is a structured reflection and learning process using actual experience as the source of learning.

The Critical Path provides an excellent opportunity for structured reflection and learning. By using personal experience as the starting point for reflection at the beginning of each step, continuous improvement can become a reality. This practice of systematic learning creates a space in which team members can share insights, observations, questions, concerns and ideas.

▶ Starting out

Team members are encouraged to spend time together as they begin this journey. How will the Critical Path unfold in the local programme area? What competencies will be needed for each step? What is exciting about the process? What challenges are apparent? How will those challenges be addressed? No one, of course, will have all the answers at the beginning. The best ways to proceed will often emerge as WV staff meet with community members and partners and listen to their counsel.



EXAMPLE FROM THE FIELD

Mentoring networks have been successful in WV Cambodia. Their action learning networks bring together programmes that are new, mature and transitioning. Staff from these programmes regularly share their experiences and work together towards the Programme Effectiveness Standards. Lessons from these networks are shared at a national office learning forum where WV's development programme approach is regularly reviewed and adapted for the Cambodia context.

▶ Moving forward

The *Learning and Discernment Resources* include suggestions for learning activities at key points along each step of the Critical Path. It also includes suggested activities for a team learning event at the end of each step. As working groups begin to form in Steps 5 and 6, activities are suggested that can be done with others. Learning together in this way will help to build strong relationships within the working groups. In addition, the *Learning and Discernment Resources* include suggested approaches for encouraging partners to incorporate systematic learning into their own development process.

The reflection questions included in the **Looking Back** and **Looking Forward** sections are important to consider as the WV team completes each step and prepares for the next. They demonstrate how the work on each step builds to the next. They encourage team members to appreciate all that has been accomplished. They also offer an opportunity to think together about the outcomes for each step and decide if anything more needs to be done before proceeding. Regular learning time together can be energising, interesting and stimulating. It is a perfect time to:

- appreciate how the community, programme team and others are growing and developing
- reflect on the challenges that emerge and find ways to respond
- share new insights
- plan together for the next steps
- pray for guidance and give thanks for all that has been accomplished.

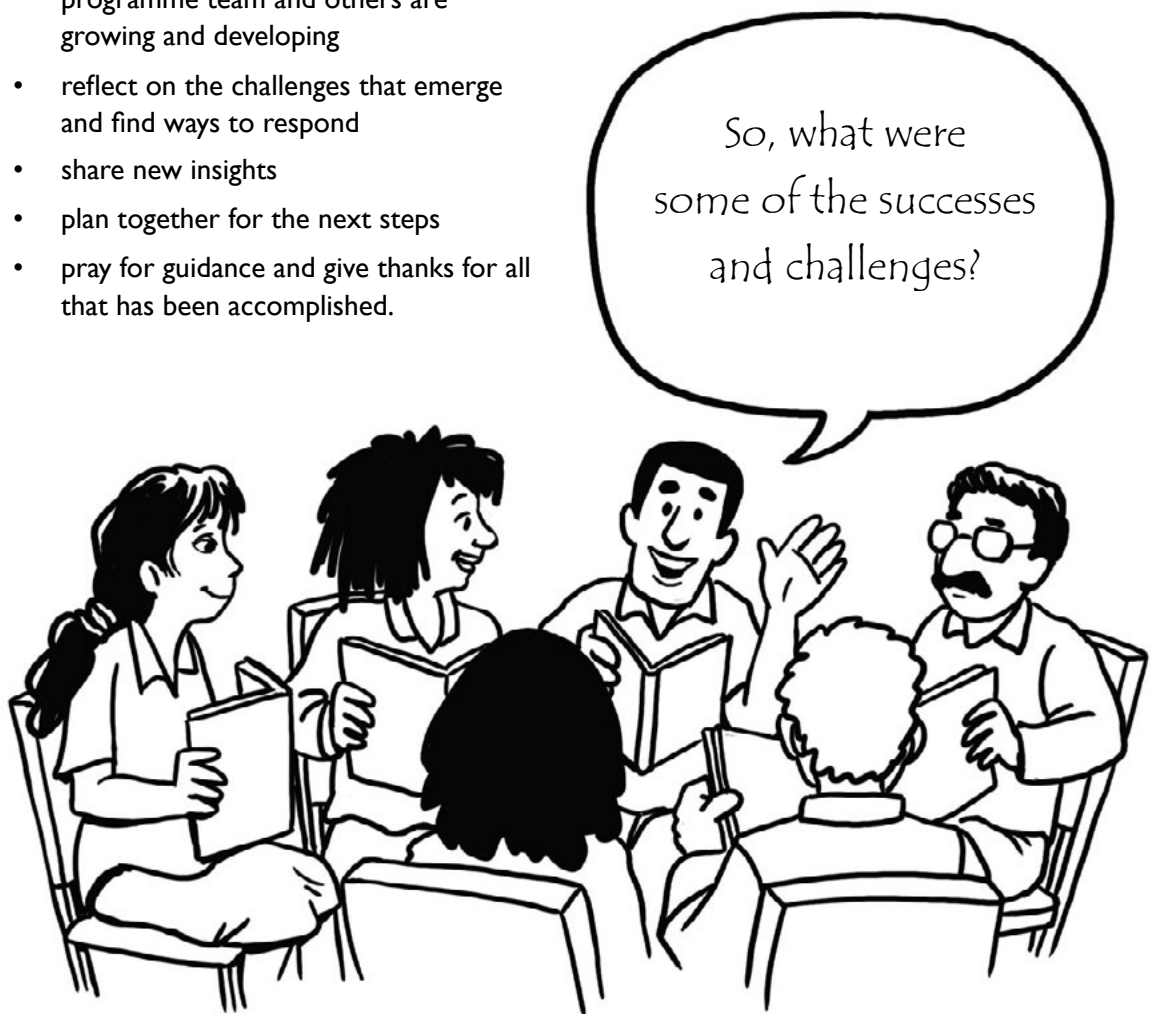


Illustration 1. Learning together

▶ Integrated Competency Development

Integrated Competency Development (ICD) is complementary to the Guidance for Development Programmes (GDP). The focus of GDP is on guidance for WV's local level development programmes; the focus of ICD is on building staff competency to implement this programme approach effectively.

At each step of the Critical Path, staff will need a combination of competencies. Some of these competencies will be particularly important for certain steps. The *ICD Learning Resources* are a source of guidance, tools and resources for supporting national offices as they strengthen the competencies of local level teams implementing development programmes.

Two concepts are central for understanding the overall construction and design of the *ICD Learning Resources*: **competency** and **learning**.

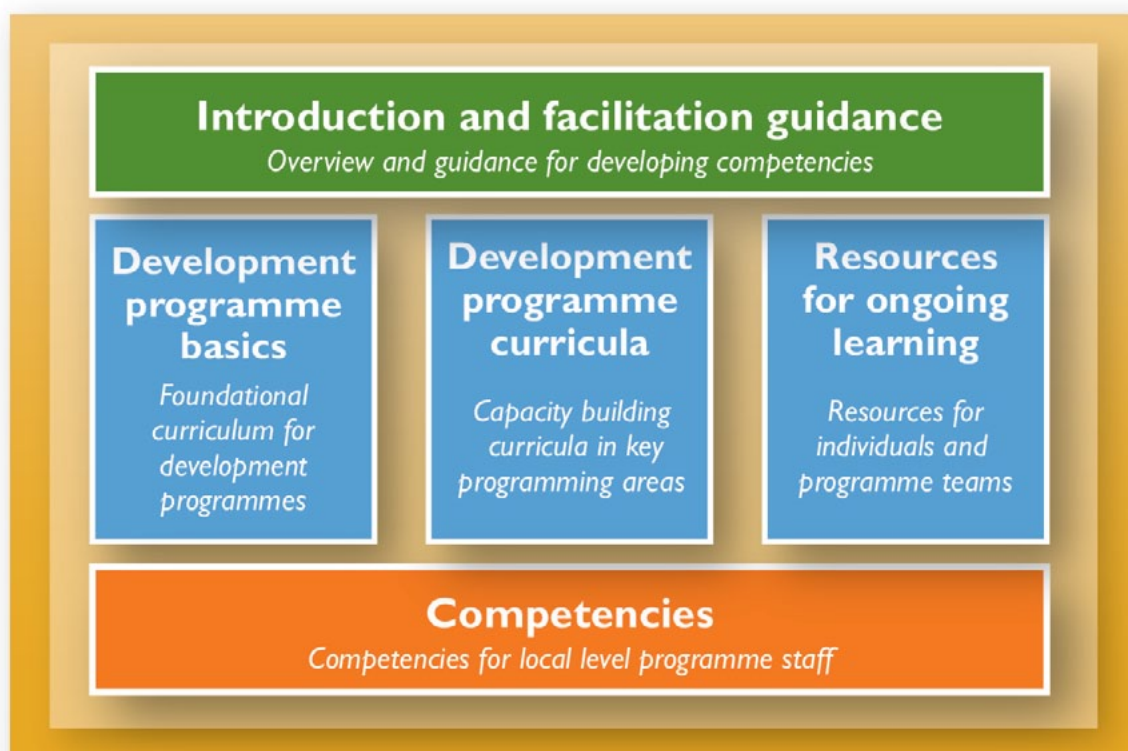
A competency is made up of a set of behaviours that one would expect to see in staff members who require a particular competency. Each set of behaviours is made up of the required skills, knowledge and attitudes. Competency development involves building those skills, knowledge and attitudes.

Learning is key to competency development as well as to individual, organisational and community transformation. Competency development requires a strong 'learning culture'. Individuals need to be lifelong learners. Teams need to create and sustain an environment in which staff can support one another's learning and development.

The *ICD Learning Resources* are outlined below and can be found on the GDP website:

www.wvdevelopment.org

Figure 3. *Integrated Competency Development Learning Resources*



God's presence and work

Overview



God is already present and working in the communities World Vision (WV) enters. WV staff seek to participate in God's work by seeking and relying on God's guidance in order to join humbly in the work God is already doing among the children, families and communities WV staff intend to serve.

In every step of the Critical Path it is important to take time to pray and reflect in order to discern and understand God's presence, work and will. Two resources support this prayer and reflection.

The *Biblical Framework for the Transformational Ministries of World Vision* resource helps staff to study and reflect on the scriptural foundation of WV's development programmes.



Illustration 2. Prayer

Scripture search modules have been developed for each step of the Critical Path to help programme staff to pray, to study the scriptures and to reflect as they work together. The modules confirm the integral role that scripture plays in WV's transformational ministry with children, families and communities. The scripture search modules are found in the *Learning and Discernment Resources*. Other approaches reflecting the different faith traditions of programme staff may be used together with or instead of scripture search.

This practice of personal and team discernment should shape the way WV staff work with partners and communities toward the sustained well-being of children and their families throughout the journey along the Critical Path.

Guiding questions

- ❓ What evidence do you see of God's presence and work already in the community (or communities) where WV seeks to partner?
- ❓ What do staff believe God is saying as the team prays and desires to discern his will for this community? What is it that God desires for the children in this context?
- ❓ What are the implications of this for our life and work with the community and local level partners?

Outcomes

1. Deepening awareness and understanding of God's presence and work in the communities through each step of the Critical Path.
2. Discernment practised as staff assess, design, implement, manage, evaluate and transition, and as staff engage communities and partner with groups and organisations to improve child well-being. This includes the spiritual perspective and strength required to implement the prophetic nature of WV's special focus on the most vulnerable.
3. Continuing spiritual formation of the staff and team building through the practices of spiritual disciplines such as prayer, reflection, scripture reading and study, and listening to the children and others in the community.



EXAMPLE FROM THE FIELD

WV Lebanon found out what the Koran and the Bible say about child well-being. They used this knowledge to help foster good relationships between different faith groups.

Suggested process

1. Programme staff begin the Critical Path process with personal and group study and reflection. This includes reflection using the *Biblical Framework for Transformational Ministries of World Vision* or use other materials as appropriate to the context.
2. Team members promote an environment of faith where everyone can express openness to God and dependence on the working of the Holy Spirit for the work ahead. Group studies should be done in a way that is meaningful to staff from different faith backgrounds.
3. Programme staff use the scripture search modules found in the *Discernment Resource* to guide preparations for each step of the Critical Path. They can also use these with partners where appropriate.
4. Programme staff may consider inviting churches or parishes to join them in prayer a few days before meetings with partners and communities take place. These times of prayer can focus on staff engagement with communities and on specific local issues that may affect their work. This practice of praying and reflecting on scripture should become an integrated part of team meetings. In addition, it may provide an encouraging witness both within and outside WV. Programme staff may integrate this practice in activities with church partners and also with other partners, as appropriate.

TOOLS

- *Discernment Resource*
- *Biblical Framework for Transformational Ministries of World Vision*



Overview

The assessment enables World Vision (WV) national and support offices to agree on whether to begin working in an area. The assessment is based mainly on secondary data. Where this is not available, or not reliable, limited primary data can be collected. It is important to manage the expectations of stakeholders during the assessment, because a decision has not yet been made to start a new programme. For this reason, community engagement should be kept to a minimum.

Guiding questions

- ❓ Is it feasible and appropriate for WV to begin working in this area?
- ❓ What are the key issues related to child well-being and vulnerability in this area? What are the major causes of these that need to be understood and addressed?
- ❓ How would the proposed programme be financed? How feasible is child sponsorship or grant funding for this programme?

Outcomes

1. An assessment report that identifies key issues that need further investigation during the design phase, including:
 - key issues of child well-being and vulnerability in the area
 - key context factors
 - an initial list of key stakeholders.
2. Analysis of sponsorship feasibility and risk management, where appropriate.
3. Analysis of grant or other funding options, where appropriate.
4. An agreement between national office and support offices on whether to proceed with the design component of the proposed programme (and by implication, with the programme itself). This includes agreements on how the design phase will be funded.



EXAMPLE FROM THE FIELD

At the beginning of a new programme, the WV Ethiopia national office team spend several days in the proposed programme area to pray and see how God speaks to them about their plans to work there.

There are two stages to the assessment process:

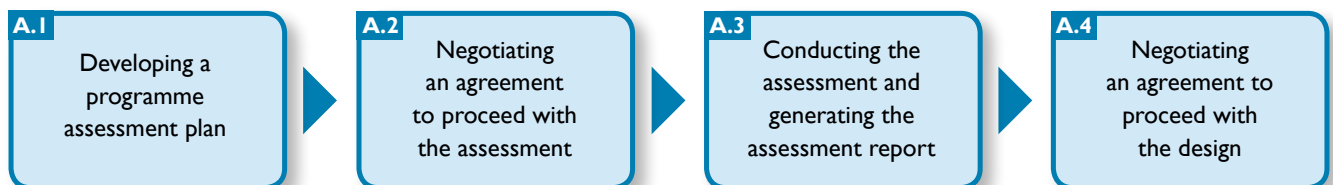
- **Assessment plan** – This gives the basic rationale for starting the proposed programme. Wherever possible, it is based entirely on secondary data and is usually compiled by national office staff. The assessment plan also describes how the assessment will be conducted and contains a budget for the assessment.
- **Assessment report** – This gives an initial analysis of the context and any key issues which relate to child well-being and vulnerability in the broad area where the proposed programme will operate. The assessment report also describes how the design process will be implemented and contains a budget for the design phase.

When sponsorship is proposed, WV staff conduct a sponsorship feasibility and risk management assessment as part of the overall assessment.

In programmes using grant funding the feasibility of grant or other funding sources needs to be carefully analysed.

Suggested process

The process and tools provided are optional. Programme staff may choose other tools that are more appropriate for their context that will also achieve the outcomes for this step.



For programmes that have gone through this step, it has taken approximately two to four months.

A.1

Developing a programme assessment plan

The concept for a new programme usually comes from the national office strategy-planning process. National office leaders discuss the concept with support offices to ensure there is adequate support for the proposed programme. Once these agreements have been reached, a new assessment can begin.

At this early stage it is important to ensure that the local and national governments are in agreement with the proposed new programme. National office staff will usually hold initial discussions with local and national government bodies to introduce WV, to encourage good collaboration and to collect basic data on child well-being and vulnerability.

National office operations or design, monitoring and evaluation (DME) staff develop the programme assessment plan. The plan should show:

- how the proposed programme responds to the national office strategy
- how it meets programme selection criteria as outlined in the national office strategy
- how it aligns with national office growth allocation plans agreed upon by the regional working group
- the viability of different funding sources for the programme
- detailed plans of how the assessment will be conducted, who will be involved and who will be consulted
- a budget to cover the costs of the assessment.

If sponsorship is proposed, the plan will give an initial analysis of the viability of sponsorship in the specific context, covering issues of economy of scale, long-term stability, population movement, sponsorship logistics and other sponsorship organisations operating in the area.

If grants or other funding sources are proposed, the plan will give an initial analysis of the viability of these sources, including the potential for engagement with local and international donors.

TOOLS

- LEAP Programme Assessment

A.2 Negotiating agreement to proceed with the assessment

WV staff hold initial discussions with key community leaders, local churches (where present) and local government representatives (who may act as gatekeepers and influence access to the community) to briefly introduce WV and to obtain their approval to perform the assessment. It may be appropriate for WV staff to share the draft assessment plan with these key stakeholders.

Once the assessment plan is finalised, it is submitted to the support office for review. The national office and support office discuss the assessment plan and budget. They make any needed adjustments and then agree whether or not to proceed with the assessment.

TOOLS

- LEAP Programme Assessment Plan Review

A.3 Conducting the assessment and generating the assessment report

Recruit the assessment team

Once the assessment plan is agreed upon and funds are in place, the national office can recruit an assessment team. This will usually be one or two dedicated staff members, one of whom will be designated the assessment team leader. Although funding is available only for the assessment process, it is very useful if the staff recruited for the assessment can eventually form part of the programme team.

The composition of the team conducting the assessment can have a big influence on the quality of the process. Make sure there is an appropriate gender and ethnic balance. Consider including staff from the sponsorship, grants, sectoral, advocacy and communications departments at appropriate points in the process, so that they can contribute their perspectives and develop a sense of commitment to the programme. It may also be appropriate to include staff from government departments in the assessment team. Some programmes have found it very effective to involve staff from more mature programmes in the assessment process.

In some cases it may be necessary to use consultants as part of the assessment team. If consultants are used, then they should:

- take a facilitation role
- build the capacity of the programme staff
- fully engage in the whole assessment process.

► **Orientation for the assessment team**

The assessment team, including any consultants, should receive a full orientation to WV and its development programme approach before starting the assessment. Because it is likely that the team will be engaging with government and other key stakeholders, they should be able to communicate confidently who WV is and its core approach as well as introduce the Critical Path. It may be useful to use a brief version of the *Who We Are Here* and the *Message Box* tools from Step 1 of the Critical Path to define the key messages.

► **Conduct the assessment**

The assessment should be based mainly on secondary data. The first task for the assessment team is to identify all the relevant sources of secondary data. These can come from government reports and plans, from other agencies, from local organisations or from previous WV experience in the area. The national office DME staff can help to identify secondary data.



EXAMPLE FROM THE FIELD

‘It is very important to use secondary data that potential partners may have – it is often the most recent and it also helps to build relationships.’

— WV Ethiopia IPM pilot

Once secondary data has been collected and analysed, the assessment team can identify the information gaps that still remain. Key informant interviews can be used to fill these remaining gaps. The interviews can be designed to focus on the specific information that is required and can target the most relevant sources. Information gathered from key informant interviews may also be used to verify information gathered through secondary sources. Technical specialists can help to design appropriate interview questions.

The assessment should involve potential local donors in order to investigate their level of interest in supporting the programme. This will include an assessment of whether donors might be willing to fund programme design stages, particular projects within a programme design or both.

▶ Write the assessment report

The assessment team leader takes the primary responsibility for writing the assessment report. The report should give a clear initial analysis of the context and issues relating to child well-being in the area. It should also contain an analysis of the situation of the most vulnerable children in the area. A clear explanation of why the programme is necessary and how it fits within the national strategy is needed.

The assessment report should contain a detailed description of how the design process will be conducted: who will participate, who will be consulted, what methods will be used and how data will be analysed. It will also contain a budget for the design process and details on how the design will be funded. Number of staff needed is based on the number of primary focus areas initially planned. Generally, there is one development facilitator (DF) for every primary focus area. If the programme is not to be funded through sponsorship, then a clear indication must be given of how grant or other funding sources can be raised to cover the costs of the design process.

TOOLS

- *LEAP Programme Assessment (and Sponsorship Feasibility and Risk Management)*
- *LEAP Programme Assessment Report Review*

A.4 Negotiating an agreement to proceed with the design

▶ National and support offices review the assessment report

The assessment team works with the national office to review and update the assessment report. Once the assessment report is finalised, it is submitted to the support office.

The support office reviews the assessment report. The national office and support office can discuss any issues raised through the review and can make any adjustments to the assessment report or the design plan as necessary. As part of the review the support office will consider the viability of sponsorship or of grant funding in the context.

▶ Support office agrees to proceed

The design process can be funded:

- as part of a sponsorship programme
- with private, non-sponsorship (PNS) funds
- by a donor grant, where the design process is as an integral part of a donor project. In this case the assessment report can be enhanced to create a concept paper or a full proposal, depending on the donor's requirements.

▶ Share the assessment report findings

When there is an agreement to proceed with the design process, the assessment team can share the assessment report findings and design plans with key community leaders and local government representatives. As appropriate, agreements should be sought from government and community leaders to proceed with the design and the WV programme.

Reflection and planning for the next step

Looking back

- What was discovered about the community, local stakeholders and child well-being that is interesting or surprising?
- What vulnerable groups exist in the area?
- Are any groups of children known to be in particularly difficult or vulnerable situations?
- What further information is needed regarding vulnerable groups, information that is often overlooked in secondary data?

This may be the first time for the WV staff involved to work as a team. The staff's ability to support one another will become increasingly important as the programme develops, so think about what worked well and what could be improved.

- Are programme staff open to dialogue and joint learning?
- Is it possible to ensure that all the right people are talking to one another?
- How might the assessment team work more effectively with the national office?

Look back and review the 'Outcomes' for the Assessment step. Reflect on the progress made during this step in achieving these outcomes. Are there any gaps? Are any additional actions needed before moving to the next step?

Refer to the [Learning and Discernment Resources](#) for additional questions and guidance on individual and group exercises to facilitate reflection and learning.

Looking forward

- How can these findings be used by the team and others in the shared planning process?
- As staff meet with local stakeholders, how will findings be shared in a respectful way?
- How will staff encourage the community and local stakeholders to share their own information and perspectives with the WV staff?
- If the programme is going to be reliant on donor grants for support, what are some of the conditions that the team will have to fulfil in order to comply with donor requirements? What sort of skills and resources will need to be included in the team to meet these requirements?

Moving into Step 1: Who are we?

The assessment findings help staff to understand how the programme's identity is formed by this specific context. Which findings will have the biggest influence on the programme's identity and the team's role?



LEAP products for this step

- The LEAP assessment plan and the LEAP assessment report are written, reviewed and agreed upon.



Overview

Step 1 lays the foundations for World Vision's (WV) relationship with the stakeholders and communities in the area. It is important from the beginning that programme staff have a clear and consistent understanding of WV's identity in the local area, and that they can communicate that identity meaningfully in the local context.

Developing a strong sense of identity will help the programme staff to work well as a team, and it will help stakeholders and WV to engage effectively with each other.

In this step programme staff clearly define the identity of this WV programme within the local context. They then determine the most effective ways to communicate WV's identity to the key stakeholder groups.

Guiding questions

- ❓ What are the key elements of WV's identity in this programme area?
- ❓ How do local stakeholders already perceive WV and other non-governmental organisations?
- ❓ How can WV's identity be communicated most effectively to stakeholders and communities in this area?

Outcomes

1. Programme staff have a clear understanding of how WV's global identity, national office strategy and programme assessment shape WV's local identity.
2. A set of clear and concise messages that summarise WV's identity in this area.
3. A communication plan and materials for presenting WV's identity.

Suggested process

The process and tools provided are optional. Programme staff may choose other tools that are more appropriate for their context that achieve the same outcomes for this step.



For programmes that have gone through this step, it has taken approximately two to three weeks.

Defining WV's identity in the local context

Programme staff need to be familiar with WV's global and national identity. Once they have a clear understanding of who WV is, they can work out how to make that identity relevant in the local context.

▶ Team leader facilitates a session with programme staff

The *Who We Are Here* tool can be used to help programme staff to think through how the global identity, the national office strategy and the programme assessment findings will influence how WV will work in this context.

Programme staff will need to take time to become familiar with the main features of these important documents before doing a *Who We Are Here* exercise:

- WV Ministry Framework
- WV Integrated Focus and Principle-Level Choices
- Programme assessment report
- National office strategy.

As part of the review, programme staff will consider the child well-being targets that are a part of the national office strategy and discuss the relevancy of these targets for the programme's context.

In order to promote meaningful integration, it may be valuable to invite members of other relevant national office teams to join the *Who We Are Here* exercise. These might include the advocacy, sectoral, sponsorship or communications teams.

If VisionFund (WV's microfinance subsidiary) operates in the programme impact area, include it as part of WV's local identity.

In programmes with sponsorship the *Sponsorship Community Engagement* tool can help staff to develop a common understanding of the basics of child sponsorship. This can then help staff to decide on the role of child sponsorship within the programme.

In programmes using grant funding reflect on how donor identities may influence WV's identity. How will donor visibility or branding expectations be managed?

▶ Team leader summarises and documents implications

At the end of the *Who We Are Here* session the team leader creates a short summary of the key issues discussed and agreements reached. This summary will be used later as the team develops key messages and a communication plan.

TIP
The programme team may need to invite someone from the national office to provide further input or clarity on WV's global identity and the national office strategy.

TOOLS

- *Who We Are Here*
- *Ministry Framework*
- *Integrated Focus and Principle-Level Choices*
- *Sponsorship Community Engagement*

1.2

Exploring existing perceptions

Before programme staff can communicate effectively with community stakeholders, they need to understand what perceptions already exist. Take time to find out what stakeholders already think about WV, other organisations and the community development process. Then modify any communication plans to deal with these existing perceptions. Messages might include an element of ‘unlearning’ about the role of WV, especially if WV has been working in the area before.

▶ Facilitator conducts an exercise with key community stakeholders

It is usually best to ask a non-WV person to find out about existing perceptions. If the facilitators are trusted members of the community, they will be more effective at encouraging stakeholders to be honest in expressing themselves. If no local facilitator can be identified, then the development facilitator (DF) may perform this role.

The DF, together with the facilitator, first needs to identify the key stakeholders and groups that need to be consulted. The facilitator can use the *Exploring Perceptions* tool to understand current perceptions and expectations.

In programmes with sponsorship explore any perceptions that may exist about child sponsorship. These may come from the community’s previous experiences with WV or other agencies’ sponsorship activities, either in the local area or further afield.

In programmes using grant funding reflect on how association with local or international donors may influence the way that WV is perceived.

▶ Facilitator summarises existing community perceptions

A summary of this exercise documenting the existing perceptions they have found will be very useful as the programme team begins to build key messages and a communications strategy.



TOOLS

- Exploring Perceptions



EXAMPLE FROM THE FIELD

On the right are some examples of community perceptions in a programme applying WV’s development programme approach during redesign.

Understanding these perceptions helped the programme team to develop effective and responsive messages.

— WV Ethiopia





EXAMPLE FROM THE FIELD

The Exploring Perceptions exercise was conducted by the Ministry of Social Affairs in Lebanon. In Ethiopia, WV asked respected community members to conduct the exercise.

Asking non-WV staff to do this made it easier for the communities to be honest in their comments.

1.3

Communicating WV's identity

▶ Team leader facilitates session with team and relevant staff

Team leaders can use the *Message Box* tool to create clear, consistent messages that communicate how WV will work in this area. This tool helps team leaders and their teams to:

- reflect on what has been learned about WV's global and local identity, and about existing community perceptions
- use this understanding to develop messages that communicate effectively in the local context.

Consider including advocacy or communications staff when developing the *Message Box*, so that advocacy can be integrated into the programme from this early point.

In programmes with sponsorship ensure that communication on child sponsorship is part of the overall message to the community. Appendix A of the *Message Box* tool can help the team create locally appropriate sponsorship messaging.

TOOL



- *Message Box*



Illustration 3. WV Cambodia presents a full-size Message Box.

▶ WV staff develop a draft communication plan and materials

A good communication plan is important to help WV provide the right information to the right people, at the right time, in a way that is understandable to them. It is likely that different stakeholders – children, government officials, community leaders or local organisations – will need different information, presented in different ways.

The team leader creates a communication plan that describes how and when the team will communicate the messages generated in the Message Box. The *Communication Plan* template can be used for this purpose. Use existing networks to get these messages out. If possible, engage groups and organisations where they meet, and try to get leaders to share these messages with their groups. The team leader should identify and create the media the team will use with each audience. Also, the team leader documents what feedback mechanisms will be used to ensure that the messages are being understood.

In programmes with sponsorship staff begin to develop sponsorship communications and map out the introduction of child sponsorship to the community. Sponsorship messages are integrated into the overall communication plan.

In programmes using grant funding the communication plan should include how to communicate effectively with donors.

The team leader updates and refines the communication plan and materials as the team learns more about how to communicate effectively in the local context.

▶ Team leader shares communication plan and materials with national office for review and agreement

It is important that the communication plan and materials developed by the programme are consistent with the standards of the national office. Before using the materials, the team leader will invite the national office to review and refine them.

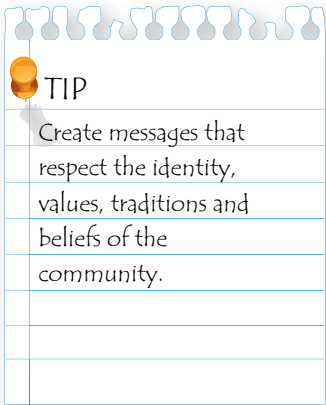
In some cases the plan and materials will be developed by a national office team, in which case, they should be reviewed and refined by the programme team to ensure they work well in the local context.

In order to ensure that the communication materials work well, they can be tested first in a small part of the community before they are widely used.



LEAP products for this step

- The Message Box contains a description of how the programme contributes to the national office strategy. This information can be used in the 'Programme Rationale' section of the *Programme Design Document* (PDD). The Message Box can also be attached as an appendix in the PDD.



TOOLS

- *Communication Plan*

CAUTION!

Avoid giving the impression that WV is coming to solve community problems. Instead, convey the message that WV seeks to work humbly with others.

Reflection and planning for the next step

Looking back

Reflect on the perceptions that emerged in the exercise with community members.

- What surprises were there?
- How do these perceptions influence the way staff will work in this programme area on a daily basis?
- How can staff preserve positive perceptions? How can staff address negative perceptions?
- How can WV core values as well as WV Vision and Mission statements contribute to teamwork and endurance when circumstances are difficult?
- Why is it important that programme teams reflect these in daily work?
- How will the team stay up to date on changes to national office strategy?
- Why is it important that the programme work is aligned to national office strategy?
- Are there any other groups that should be considered in the communications plan?
- How are vulnerable groups likely to respond to the Message Box?
- How are government representatives or community leaders likely to respond?
- Are the messages tailored to address unique needs and interests of boys and girls, women and men?

Look back and review the 'Outcomes' for Step 1. Reflect on the progress made during this step in achieving these outcomes. Are there any gaps? Are any additional actions needed before moving to the next step?

Refer to the [Learning and Discernment Resources](#) for additional questions and guidance on individual and group exercises to facilitate reflection and learning.

Looking forward

Step 1 equipped the team to engage the community and local stakeholders in a clear, confident and transparent way throughout the Critical Path. As staff proceed along the Critical Path, learning and experience will continue to shape their understanding and the work WV will do. The team will be sharing WV messages as well as listening carefully to what the community stakeholders are sharing about what they are currently doing. Step 2 is also an important foundational step for building relationships in the programme area.

- How can the team make sure they are actively listening and responding to the community's voice as they begin to work together?
- How will clear and appropriate messages build relationships with children and youth as staff proceed to Step 2?
- How can staff continue to improve and refine the communication plan as work continues on the Critical Path?

STEP 2

Who are you?



Overview

In Step 2, the World Vision (WV) programme staff begin their relationship with local stakeholders and communities. It is important to start this relationship well, laying the foundations for a long-term, empowering relationship that is built on transparency, trust and mutual respect.

Discernment and wisdom are vital in this early stage. Programme staff will be working with government and other key stakeholders to select the primary focus areas for the programme and to identify the key individuals and groups that can begin working towards the well-being of children. These must be identified in ways that are open and transparent and that will have a lasting impact on children, especially the most vulnerable.

Guiding questions

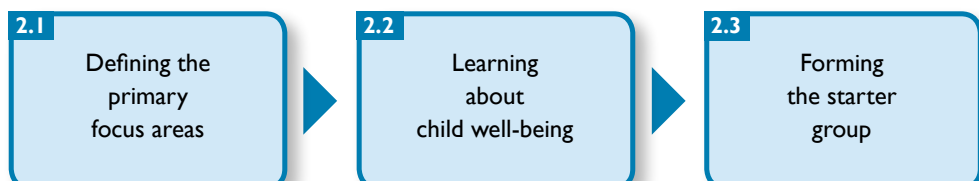
- ❓ How is the community organised (including social groups, vulnerable groups and formal/informal organisations)?
- ❓ Which stakeholders are already involved in working towards the well-being of children in this area? Which stakeholders are working with the most vulnerable children?
- ❓ Which potential stakeholders could be involved in working towards the well-being of children in this area?

Outcomes

1. Primary focus areas identified.
2. Key stakeholders in the primary focus area identified.
3. Programme staff have an initial understanding of how the government and other key stakeholders are contributing to sustained child well-being.
4. Starter group has begun to form.

Suggested process

The process and tools provided are optional. Programme staff may choose other tools that are more appropriate for their context that will achieve the same outcomes for this step.



For programmes that have gone through this step, it has taken approximately four to six weeks.

2.1 Defining the primary focus areas

A **primary focus area** is a smaller geographical area within the overall programme impact area.

Selecting primary focus areas enables efforts to start small and gradually increase the scope and scale. Each national office can develop context-appropriate guidance on the size of the primary focus areas to ensure that staff are able to:

- develop relationships at the local level
- understand stakeholder roles and local power dynamics
- identify local resources and assets
- understand how local culture and behaviour affects children
- understand vulnerability, including issues that may be hidden or ‘invisible’
- create effective partnerships.

▶ Key stakeholders define the primary focus areas

Building on the findings from the assessment, programme staff use the following criteria to identify the areas of greatest need within the programme impact area:

- areas where there are higher levels of need around child well-being
- areas where there are larger populations of most vulnerable children or vulnerable groups
- areas that are more vulnerable to environmental and climate hazards
- areas with geographical boundaries that correlate to local government structures
- areas that have the potential to enhance connectors and mitigate dividers
- areas where the levels of migration will not present a critical risk to the sustainability of the programme outcomes.

Aligning the primary focus areas to the existing local administrative boundaries can provide useful opportunities to integrate advocacy initiatives into the programme design. It is also important to consider both current and historical conflicts between different people groups.

In programmes with sponsorship WV must select primary focus areas with a sufficient population and enough children to be registered to cover the entire first phase of the programme – typically the first five years. The programme may require that work begin in a primary focus area prior to introducing sponsorship, so it is important to know that when registration begins (sometimes rapidly), there will be sufficient children to register (use of the *Registered Children (RC) Projection and Allocation* tool is advised). Check the registered children growth plan and budget for approximate numbers. When estimating numbers, only count children who are likely to be eligible for selection in sponsorship.

Based on their learning, the team leader and development facilitator (DF) meet with government representatives and other key stakeholders to select the primary focus areas. A joint, transparent decision-making process is key. The group can begin by reviewing the criteria from the list above and adding any others appropriate for their context.

CAUTION!

Local stakeholders may attempt to influence the choice of primary focus areas for their personal, tribal or other gain.

TOOL



- *RC Projection and Allocation*

TIP

Throughout the Critical Path, create a safe environment where there is space for open dialogue and disagreements are allowed.

Consider the human and financial resources available when selecting primary focus areas. The group may decide to identify all potential primary focus areas at this time and prioritise for growth and expansion. The group may agree to work initially in one, some, or all of the primary focus areas. If civil society is weak, there may be a need for more than one DF for a given primary focus area.

For WV, typically one DF serves each primary focus area. This may vary depending on geographic size, population density and other factors. If necessary, boundaries of the primary focus areas can be adjusted in later steps of the Critical Path.

In programmes using grant funding it is important to include donors in this discussion, to consider their perspectives and policies, and to keep them informed.

2.2 Learning about child well-being

▶ The DF learns from key stakeholders

In each primary focus area the DF begins informal discussions (key informant interviews) with stakeholders who are involved in improving, or have influence over, child well-being in the area. These stakeholders may have been identified during the assessment process. Through these discussions the DF learns about the primary focus area and about the work and goals of the stakeholders. The DF can also use the *Message Box* to share about WV.

The DF may choose to create an interview guide to use for the meetings with power holders, duty bearers and key stakeholders. Key questions to ask include:

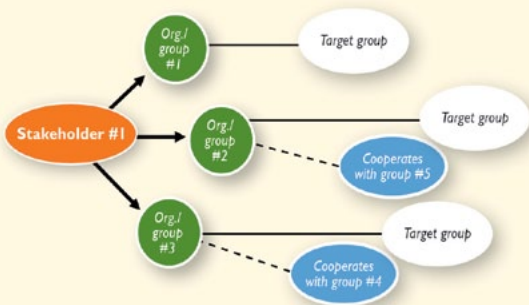
- What is currently happening in the area? Are there valuable, ongoing community efforts and existing assets?
- What are the social policies and public services that affect children? Are services available and accessible?
- Who is currently working with children and youth? Who is working with the most vulnerable children? What are the strengths and weaknesses of their work?
- Who are the most vulnerable children and most vulnerable families? Which of them have the most difficult lives?
- Who are the trusted and necessary actors in the community, including formal and informal leaders and duty bearers? Who are the power holders, opinion leaders and decision makers? (Power holders may include both formal and informal leaders.)
- Have there been recent significant events to indicate a change in the rural or urban contexts, such as migration or major construction projects?
- What disaster management plans or policies exist in the primary focus area? (These could be organised by either government or by civil society organisations.)

TIP

Ask the same questions of different people and compare answers from different sources to verify information.



EXAMPLE FROM THE FIELD:



This diagram shows the way that WV Albania maps information from each key stakeholder, including its learning about other organisations and groups working in the area.

— WV Albania and Kosovo

During these conversations the DF can use the *Stakeholder Analysis Table* to record the list of stakeholders. These may include government units, non-governmental organisations, community-based organisations, faith-based organisations (both churches and other faith groups), groups from the private sector and informal groups. The list of stakeholders involved in the programme will grow and change over time, and the table provides a way of tracking this information.

By establishing working relationships with the expanding list of stakeholders in the primary focus area the DF begins to understand:

- the priorities of participating groups and organisations
- the capacity of participating groups and organisations
- the perceptions of different groups, organisations and government units
- the credibility of participating groups and organisations.

It is also recommended that at this point the DF and the team leader use the *Decision Gate* tool. The findings from this tool help the team to understand key civil society issues and to develop an appropriate approach for effectively implementing WV’s development programming approach in their context. It will also inform their engagement with the local government. This tool will be used again in Step 5 with local level partners.

TOOLS



- *Stakeholder Analysis Table*
- *Decision Gate*

The DF learns about government perspectives and plans

The DF meets with government stakeholders to learn about the different government units functioning in the primary focus area and their current priorities and plans. The DF collects government information that affects child well-being, including:

- policies, laws, responsibilities and mandates
- ministries, departments and agencies
- structures, systems and processes of government at the local level
- representatives and leaders
- plans and budgets
- local level service delivery.

The DF can use the *Understanding Government Structures* tool or a similar tool to document the information collected. Some of the information can also be drawn from the national office strategy documents.

As the DF engages with different government representatives, she will also begin to identify power holders and legitimate duty bearers within the local government structure. This enhances the team’s understanding of existing obligations and contributions to child well-being.

CAUTION!

Take care not to appear critical of government performance, which can put future cooperation at risk.

TOOL



- *Understanding Government Structures*

► The DF listens to children

The DF intentionally engages children and youth, including the most vulnerable, in participatory activities to learn more about the stakeholders involved in child well-being. Children and youth often know best about who is doing what to impact the well-being of children (for good or bad), whom to trust and who are the most vulnerable children.

The DF recognises and works with existing 'gatekeepers' (people who control or influence access to children) and natural groups of children. The DF can use the *Spider Diagram* or a similar tool to understand whom children go to when they need help or support. The DF may also use a few of the guiding questions listed on page 24 with the key stakeholders.

Illustration 4. Children participate in the Spider Diagram exercise.



Before meeting with children, WV staff and any volunteers must first:

- receive basic orientation on child protection
- sign an agreement to observe the WVI Child Protection Behaviour Protocols
- obtain parental or guardian agreement for engaging children in this activity (when appropriate)
- complete any other child protection steps required by the national office or WVI Child Protection Standards (such as background checks).

Here and throughout the Critical Path, WV needs to take similar steps to ensure that children are safe. These steps should be implemented in a way that promotes awareness of and commitment to children's right to protection.

The programme team can add new stakeholders identified by the children and compare them with the stakeholders identified by the key stakeholders. Add the stakeholders identified by children to the *Stakeholder Analysis Table*.

TOOLS

- *Spider Diagram*
- *Stakeholder Analysis Table*

2.3 Forming the starter group

Starter group is a term that WVV uses to describe a group of key stakeholders in the primary focus area who perform the short-term role of catalysing community engagement to improve child well-being. Starter group members commit to designing and conducting an empowering dialogue with community groups to help them identify their vision and priorities for child well-being. The starter group ends after the community summit.

The DF meets with government representatives and other key stakeholders to explain the purpose of the starter group and identify potential starter group members. The group discusses and agrees together on criteria for selecting starter group members. Criteria may include:

- genuine care for and commitment to children
- understanding of policies, laws, responsibilities and mandates
- desire to work with others to improve child well-being, especially for the most vulnerable
- respect for, and a willingness to work with, a wide variety of other stakeholders, including children and the most vulnerable, without bias or prejudice
- leadership ability in youth community members
- ability to represent a cross section of agencies, from government, faith-based organisations, community-based organisations, the private sector and churches
- respect of the group they are representing
- ability to represent the diversity of the primary focus area – gender, ethnicity and social balance.

During this meeting the DF can share information about stakeholders identified through informal discussions and exercises conducted with children and youth. Using the agreed-upon criteria, a list of potential starter group members can be selected from the key stakeholders (about 8 to 15). These people will then be invited to begin the starter group. The DF may suggest including representatives from the most vulnerable groups, in age-appropriate ways. In contexts where the DF anticipates high turnover, additional key stakeholders may be invited to ensure there will be enough members through to the end of Step 4.

TIP


If the name 'starter group' does not work well in your context, use a better name, such as 'community facilitator group' or 'community planning team'.

What if a starter group already exists?

In some contexts a network, coalition or other entity with roles and responsibilities similar to a starter group already exists. The DF needs to consider how to engage with this existing entity and to share the Critical Path with them.

Together they can decide which outcomes from each step of the Critical Path have or have not been achieved to date. Only outcomes that have not yet been achieved or not achieved fully need to be covered.

The existing entity may already have priorities and goals. The DF works with the group to decide whether it is possible to make these goals more focused on the sustained well-being of children, especially the most vulnerable. This may include adding members to fill gaps based on the stakeholder selection criteria.

 TIP
When DFs live in the community it shows that they are committed to building relationships. It also helps DFs to understand community dynamics.

In forming the starter group the DF engages in local power dynamics. The status quo may be challenged and changed over the long term as a result of the starter group formation. This requires careful discernment as it may lead to opposition.

In some cases it is not possible to work entirely with an existing entity, for example, because of corruption or strong discrimination against the most vulnerable. In these cases the DF can facilitate the formation of a starter group and then work out the level of engagement with the existing entity.

In contexts where local leaders are perceived as unjust, corrupt or discriminatory, it may be preferable for the DF to invite stakeholders to the starter group directly, without the involvement of local leaders.

In some contexts the DF needs additional time before forming the starter group. To do this, the DF can invite key stakeholders to the meetings in Step 3.1 without calling it a starter group. This gives the DF and other stakeholders a chance to learn about one another.



Engaging children and youth

Child participation tools and resources that can be used with children and youth will be available on the [Guidance for Development Programmes](#) website.



EXAMPLE FROM THE FIELD

In some places, such as Albania, children were included in the adult starter group. In Armenia a children's starter group was formed. The children's starter group worked alongside and informed the adult starter group. In Lebanon the children's starter group actively included the most vulnerable children.

Children and youth starter groups can be an effective way of promoting child participation and raising awareness of children's perspectives. Children and youth can also play a dynamic part in introducing the basics of child sponsorship.



LEAP products for this step

- Programme staff briefly summarise the process used to select the primary focus areas and the important factors that influenced the selection. This summary will go into the 'Programme Rationale' section of the PDD.
- Programme staff begin to build a *Stakeholder Analysis Table* showing the key child well-being stakeholders, and the nature and level of their influence on child well-being. Staff continue to add to this table throughout the Critical Path. This table will form part of the civil society context analysis and the programme description sections of the PDD.

Reflection and planning for the next step

Looking back

Understanding of the community will unfold over time as staff engage with different stakeholders.

- How do the perspectives of each group differ regarding child well-being assets and challenges?
- What might cause some of those differences?
- Did children have different perspectives from the adults?
- Did children identify different stakeholders committed to child well-being from those the adults identified?
- Are there any voices missing?

Think about what is now known about vulnerable groups.

- What strategies will help to include them more fully in each step of the process?
- How can they be included not as passive victims but as uniquely resilient people with valuable personal skills and networks?
- How can the WV team encourage the starter group to value the contribution and perspectives of the most vulnerable?
- What government policies or practices at the local level affect child well-being?

Look back and review the 'Outcomes' for Step 2. Reflect on the progress made during this step in achieving these outcomes. Are there any gaps? Are any additional actions needed before moving to the next step?

Refer to the [Learning and Discernment Resources](#) for additional questions and guidance on individual and group exercises to facilitate reflection and learning.

Looking forward

- How will the composition of the starter group influence its understanding of child well-being?
- Are children and youth effectively represented?
- How about parents?
- What social norms will be important to respect as discussions become more in-depth?

STEP 3

What is already being done?



Overview

Step 3 is about enabling the starter group to better understand child well-being and vulnerability, and to begin to take action. Wherever possible, World Vision (WV) programme staff encourage and enable starter group members to take the lead in this exploring and planning process.

The starter group itself may grow and change throughout this process as more key stakeholders are identified who can contribute to child well-being. It is important that the group be open and inclusive, able to welcome new members and allow others to move on.

Once the starter group is ready, it begins to plan effective ways of engaging the community on child well-being issues, with support from programme staff. Emphasis is given to meaningful engagement of children and groups that are vulnerable and marginalised. The group focuses first on the assets and resources that already exist in the community and support the well-being of children, and then actively attempts to strengthen these assets.

Guiding questions

- ? How do starter group members view child well-being and vulnerability?
- ? What groups have the most influence on child well-being in the area?
- ? How can the starter group effectively engage the community in an empowering dialogue on child well-being?

Outcomes

1. Starter group members have a shared understanding of child well-being and vulnerability.
2. The starter group has identified what is currently being done to improve child well-being within the area, and the local assets that contribute to the well-being of children.
3. The starter group has developed a plan for engaging the community.
4. The starter group members have increased capacity to design and lead an effective, empowering community engagement process focused on child well-being.

Suggested process

The process and tools provided are optional. Programme staff may choose other tools that are more appropriate for their context that will achieve the same outcomes for this step.



For programmes that have gone through this step, it has taken approximately six to ten weeks.

3.1 Deepening understanding of child well-being

In Step 3.1 the starter group meets to deepen its understanding of child well-being and vulnerability and to identify all the stakeholders involved in improving child well-being, some of whom could become additional starter group members. Starter group members will also get opportunities to explore and better understand their context.

Step 3.1 is structured around three separate meetings. Each meeting has its own facilitation guide: *Exploring Our Context Part 1*, *Exploring Our Context Part 2*, and *Exploring Our Context Part 3*. However, the development facilitator (DF), together with the starter group, can decide how often and for how long to meet in order to work through the objectives in these facilitation guides. Staff from WV's development programmes have learned:

- Holding **too few** meetings may not provide enough time for the DF and starter group members to get to know one another well. This may weaken the group's commitment and ability to work together.
- Holding **too many** meetings may make it harder for starter group members to participate or may delay community engagement too long.

Recommendations for working with the starter group:

- Sustain participation by intentionally organising meeting times around people's availability. Consider time and day preferences, safety issues and potential loss of income.
- Select a neutral location for meetings to enable the participation of all starter group members.
- Provide a safe and welcoming environment for everyone to engage freely and have equal voice. There may have been little experience of this in the past, with power holders and leaders dominating decision-making processes.
- Connect starter group members with common interests in order to demonstrate the benefits of networking.
- Draw on the starter group members' facilitation skills at every opportunity. If some starter group members have the ability, ask them to help facilitate the meetings.
- Foster ongoing relationships with members by meeting them informally and getting to know them on a personal level. Learn about the groups and organisations to which they belong and the dynamics and relationships between them.
- Encourage the starter group to include and focus on the most vulnerable.
- Where possible, encourage the starter group to engage with local donors so that the donor relationship is not dependant on WV.



Engaging children and youth

If there are child and youth members in the starter group, or in a parallel group, there may be confusion about or resistance to their role from adults.

Where possible, suggestions and guidance for child participation in this step are included in the existing tools. In addition, there are suggestions for separate tools that can be used specifically with children and youth. These tools can be found under Step 3 on the [Guidance for Development Programmes](#) website.

▶ Exploring child well-being in context

▶ Starter group explores what child well-being means for their context

In the first meeting of the starter group, the DF shares about WV, using the *Message Box*. In programmes with sponsorship, the DF includes basic information about child sponsorship.

Exploring Our Context Part 1 can be used at this point, facilitated by the DF or by a starter group member. This tool helps the starter group members to begin exploring what child well-being means in their context, to identify existing resources and assets that create an environment where children thrive, and to identify additional stakeholders who are committed to the well-being of children in the primary focus area. New stakeholders can be added to the *Stakeholder Analysis Table*.

The starter group may choose to invite newly identified stakeholders to join the group. The DF can share the criteria for starter group members defined in Step 2, and the group can discuss and agree on criteria before selecting new members. At the end of each meeting, the group members record and summarise their learning.



TOOL

• *Exploring Our Context Part 1*



Illustration 5. The starter group participates in a balloon exercise to explore assets.

▶ Starter group explores who are the most vulnerable children

WV has a special focus on the most vulnerable. The DF can use *Exploring Our Context Part 2* with the starter group to begin to understand issues of vulnerability. The tool helps to identify the most vulnerable children, to determine where they are located, and to understand the social, environmental and economic factors that cause vulnerability.

The starter group then expands the list of stakeholders generated in the previous step and adds them to the *Stakeholder Analysis Table*. The group may wish to invite some of them to join the starter group.



TOOL

• *Exploring Our Context Part 2*



EXAMPLE FROM THE FIELD

“The ‘Take a Step’ exercise (found in *Exploring Our Context Part 2*) is a very effective way of increasing the involvement of the most vulnerable children. After conducting the exercise with children and adults, the starter groups realised that they had not included many of the most vulnerable children in their discussions. They then took deliberate steps to contact those vulnerable groups and include them in appropriate ways.”

— WV Armenia

▶ Starter group deepens their understanding of child well-being

The DF and starter group members can use *Exploring Our Context Part 3* to deepen their understanding of child well-being by looking at different aspects of child development. The group then reviews findings from the programme assessment and learns about local government commitments and plans. The starter group again reviews their list of stakeholders and adds any newly identified stakeholders to the *Stakeholder Analysis Table*.

Next, the starter group members discuss their interest in helping to facilitate a broader community engagement process and affirm their commitment to continue as part of the starter group. The DF can outline proposed activities for the starter group based on the Critical Path.

Finally, the starter group identifies stakeholders whom they need to consult and to keep informed of their plans and work.

TOOL



• *Exploring Our Context Part 3*

3.2

Planning for community engagement

▶ Starter group conducts Social Mapping exercise

Before planning broader community engagement, the starter group conducts a Social Mapping exercise to better understand how the primary focus area is organised. Where no appropriate mapping tool is available locally, the starter group can use the *Social Mapping* tool. This exercise helps the starter group members contribute their own experience and understanding of the primary focus area in order to:

- identify formal and informal social, ethnic, political and faith-based groups across all sectors of the community
- identify the most vulnerable individuals and groups
- identify natural or social hazards and risks that create vulnerability.

Based on the findings from the Social Mapping exercise, the starter group identifies who to engage in a broader community engagement process. The starter group identifies as many groups as possible, including children’s groups. Special effort should be made to ensure that the most vulnerable children and their caregivers are included.

TOOL



• *Social Mapping*

▶ Starter group discusses broader community engagement process

The DF and starter group members discuss and agree on the objectives of the broader community engagement process. There are four primary reasons for engaging:

1. to catalyse discussion around child well-being and to learn how different groups define well-being
2. to identify risks and hazards that children face, especially the most vulnerable, and begin to explore their underlying causes
3. to identify existing resources and assets that enable children to thrive in their community
4. to identify a common vision for child well-being and an initial set of priorities.

Before moving forward, the starter group may wish to form a planning team to co-facilitate the planning and preparations for community engagement.

▶ Starter group identifies, selects and adapts engagement tools

The DF and starter group members identify the methods that will be used for broader community engagement.

Starter group members can share their own methods, and the DF can also offer methods used by WV, such as the *Community Conversations* tool.

The group members select methods that are appropriate for their context and that will achieve the objectives of this engagement.

The DF encourages the starter group to select methods that reflect an approach that appreciates and builds on what is already happening in the community.

Another optional tool to consider is the *Identification of and Listening to the Most Vulnerable Children* tool, which provides a participatory process for listening to the most vulnerable children.

No matter what method is selected, it is important to use the same questions in each conversation so that the information collected can be synthesised. The DF and starter group select the methods and make any adaptations that are necessary for their context.

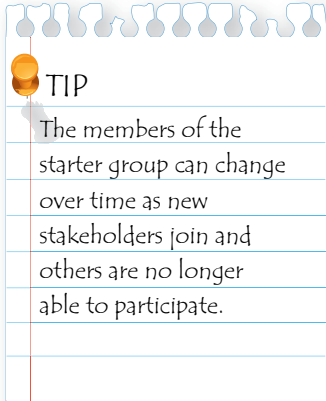
Community conversations bring together groups of individuals to engage in dialogue about their vision and priorities for improving child well-being in the area.

Participants share what they think and feel, and listen to what others think and feel.

The conversations are catalysed by a series of questions, along with visuals for each question to stimulate discussion and debate.

The *Community Conversations* tool can be used with groups of individuals of all ages, and the visuals can be adapted for each context.

(See pages 9 and 10 of the *Community Conversations* tool for a detailed explanation.)



TOOLS

- *Community Conversations*
- *Identification of and Listening to the Most Vulnerable Children*



Engaging children and youth

While the *Community Conversations* tool is appropriate for use with children and youth, the starter group may also choose to use other tools. Look on the [Guidance for Development Programmes](#) website under Step 3 for child participation tools that can be used with children and youth when engaging the community.

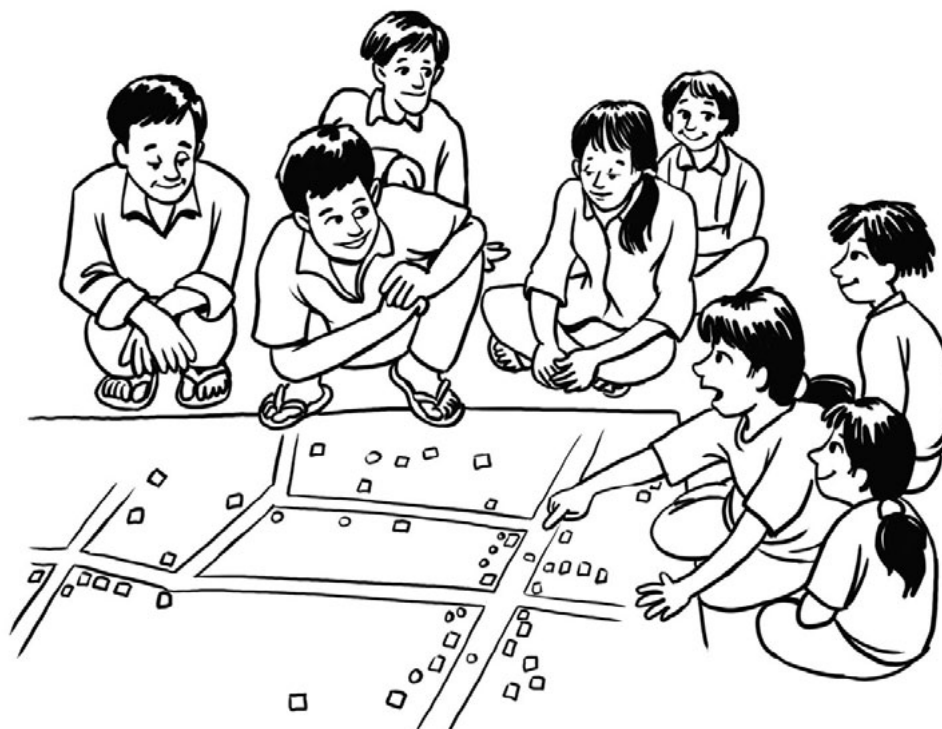


Illustration 6. The starter group listens to children during a mapping exercise.

▶ Starter group chooses facilitators and notetakers

As much as possible, use starter group members to serve as facilitators for the community engagement process. In addition, the starter group (or planning team) may want to consider others in the community that have experience in facilitating conversations. Staff members of local community-based organisations, leaders of youth groups, church leaders and local teachers are all potential facilitators.

When selecting facilitators, consider the groups already identified through the Social Mapping exercise and match them with facilitators who:

- are trusted and accepted by their assigned groups
- have the same language, ethnicity, gender and cultural background.

It is important to consider power dynamics when selecting facilitators. Vulnerable groups may require different approaches in terms of access, meeting place, language, culture and other factors.

The starter group should also identify notetakers who will assist the facilitators by documenting the meetings with each group.

▶ Starter group develops a community engagement plan

The DF and starter group (or planning team) can use the planning section of the *Community Conversations* tool to begin planning and preparing for community engagement. Although the method outlined in the tool is for 'community conversations', the planning process is relatively the same regardless of what methods are chosen.

The *Community Conversations* tool contains a session to help the starter group (or planning team) create a visual plan that maps out the groups, their assigned facilitators and notetakers, the methods to be used and the time and place for each meeting.

In developing the plan the starter group considers the breadth and depth of engagement necessary for a shared vision and priorities for child well-being to emerge. The number of groups involved will depend on the capacity of the starter group and facilitators. In some areas engagement may be extensive and take several weeks. In other areas it may be more limited and take a shorter time.

The primary output of the planning process is a detailed plan for engagement with groups in the primary focus area.

▶ Facilitators and notetakers receive training

The starter group and DF can use the *Facilitator Training Workshop* tool to build the capacity of facilitators and notetakers in preparation for the community engagement. This tool provides training for using *Community Conversations*. If other methods have been selected, modify this training or identify trainers who can provide training on the chosen methods.

Ensure that facilitators learn about the tools and methodologies chosen and adapted by the starter group and have an opportunity to practise using them. They will also learn how to engage and guide the groups successfully. This training also provides an effective way to refine the tools before using them in the broader community engagement.

The facilitators should engage as many voices as possible in the dialogues, being sure to listen to the most vulnerable children, youth and families or caregivers. This leads to greater understanding and awareness, ownership, commitment to the process and transparency.



LEAP products for this step

- Programme staff continue to build the *Stakeholder Analysis Table* by inserting information gathered from these starter group meetings. A summary of this table can be used in the civil society analysis and the programme description sections of the PDD.



TOOL

- *Community Conversations*



TIP

Ensure that facilitators understand that their primary role is one of listening and facilitating rather than guiding or leading.



TOOL

- *Facilitator Training Workshop*

Reflection and planning for the next step

Looking back

- How did the starter group members' understanding of child well-being grow during this step?
- What tensions arose among stakeholders in the meetings?
- Are there any conflicting interests around child well-being in the community that need to be addressed before the group moves forward?
- How are children's perspectives and contributions being included and valued in the process?
- How can the group dynamics be strengthened over time, especially those between children and adults in the starter group?
- How did the contributions of starter group members help to develop a deeper understanding of how local structures and systems impact on the well-being of children, especially the most vulnerable?
- How will this understanding affect future steps in the planning process?

It is important to have the right facilitators for the community engagement, so that community members feel comfortable and confident during the conversations. The more the community group members can identify with the starter group members or facilitators they engage with, the more comfortable they will feel.

- Reflect on the facilitators who were chosen. Were the right people selected to engage with different community groups?

Look back and review the 'Outcomes' for Step 3. Reflect on the progress made during this step in achieving these outcomes. Are any gaps? Are any additional actions needed before moving to the next step?

Refer to the [Learning and Discernment Resources](#) for additional questions and guidance on individual and group exercises to facilitate reflection and learning.

Looking forward

- How will the starter group strengthen the programme that emerges in the next stages?
- What can be done at this point to ensure that the group's enthusiasm for child well-being and inclusion of most vulnerable children is sustained?

The way in which starter group members and other facilitators engage with the community is as important as the information they communicate.

- Have they been prepared adequately and given the tools they need to engage the community fruitfully?

Genuine conversations require humility and respect on the part of the facilitator.

- How can facilitators be helped to create space for community groups to share their perspectives openly?
- Do they realise the great importance of their work?

STEP 4

What more can be done?



Overview

In Step 4 members of the starter group work with local community groups to develop a shared vision of child well-being and a set of initial priorities for action. This is a process that identifies, appreciates and builds on the strengths and resources that the stakeholders and communities already have.

It is important that this process identifies and includes the most vulnerable children and those that are often marginalised. Good facilitation skills are essential here, especially when engaging with children, particularly the most vulnerable.

WorldVision (WV) programme staff do not lead this process. Ideally, their role is to facilitate and support the starter group in conducting the community engagement. This will increase the likelihood of the process and the results being owned locally and therefore sustainable in the longer term.

Guiding questions

- ❓ What assets and resources already exist that enable children to thrive?
- ❓ What are the gaps in children's well-being?
- ❓ Who are the most vulnerable children? What are their key assets and their main challenges?
- ❓ What are the community's vision and priorities for improving and sustaining the well-being of children, especially the most vulnerable?
- ❓ Which groups and organisations in the local area can work together to address the community's vision and priorities for child well-being?

Outcomes

1. A growing number of people in the primary focus area care about the well-being of children and can explain what a good life for children could be in their community.
2. There is a growing awareness of the situation of the most vulnerable children in the community.
3. A growing number of individuals, groups and organisations are motivated and committed to improving the well-being of children, especially the most vulnerable.
4. An initial vision and key priorities for child well-being are developed and agreed upon by the community.

Suggested process

The process and tools provided are optional. Programme staff may choose other tools that are more appropriate for their context that will achieve the same outcomes for this step.



For programmes that have gone through this step, it has taken approximately six to ten weeks.

4.1 Conducting the community engagement

The facilitators (including the development facilitator (DF) and starter group members) facilitate the community engagement process planned in Step 3. The DF may want to accompany facilitators on their first one or two conversations to provide coaching and mentoring. The quality of the conversations can improve significantly by encouraging the facilitators to reflect on how they perform and adapt as necessary.



Illustration 7. A facilitator conducts community conversations.

It is also important during the engagement process to establish patterns of learning. Meeting together on a regular basis with the facilitators and starter group members can provide valuable opportunities to reflect on and learn from their experiences. This learning can then lead to improved performance. Use an action-reflection tool like the Plus Minus Interesting tool, for learning and reflection. The *Learning and Discernment Resources* provide these tools and a suggested process.

Be flexible in adapting the community engagement plan based on new information gathered from the conversations. For example, more vulnerable groups may be identified, and meeting times can be organised so that they also have the opportunity to participate.

Organise a system for compiling the information as it is being collected and for archiving the information in a way that will be accessible and meaningful to the community.



EXAMPLE FROM THE FIELD

“We wanted a visual way to share the findings from the community engagement, so we shared them in the form of a tree. The trunk and branches were priority areas that had been identified; the roots were concrete actions of things that could be done; and the fruit on the tree were the areas where child well-being would improve. During the summit, community members added a sun to symbolise the changes in behaviour that were needed and they also added raindrops to symbolise all the partners working together.”

— WV Armenia

▶ Starter group summarises community input

At the end of the community engagement process the DF, starter group members, facilitators and notetakers analyse their findings and summarise the priorities and assets. The group can use the *Community Engagement Summary* tool or a similar tool to summarise the priorities. The DF and starter group members prepare this summarised information to present in the next step.



TOOL

- *Community Engagement Summary*
- Action learning tools as part of *Learning and Discernment Resources*

4.2

Facilitating the community summit

▶ The DF and starter group co-facilitate the community summit

The starter group organises a summit in the primary focus area that brings together representatives from each of the community engagement groups to discuss outcomes from the group discussions. The DF co-facilitates the summit with the most experienced facilitators from the starter group. They first present the summarised findings and then, using the *Community Summit* tool, they facilitate a dialogue to achieve the following outcomes:

- to share summaries of community input about child well-being from all the different groups involved in the community engagement
- to build ownership through a shared process of selecting child well-being priorities
- to develop and agree to an overarching vision for child well-being in the primary focus area
- to develop a descriptive vision statement around each child well-being priority
- to begin to form working groups to work together on each of the agreed upon child well-being priorities.

It is possible that the community engagement process may not highlight existing critical gaps in health and education that were identified during the programme assessment. In this case the team leader and DF consider how to present and discuss these gaps as part of the community summit.

The starter group may wish to invite additional stakeholders to the summit. Engagement by new stakeholders can build their understanding of child well-being in the primary focus area and increase their involvement in the overall process.

In larger primary focus areas (in terms of geography or population) it may be appropriate to hold a number of separate summits for different portions of the primary focus area, possibly leading up to a single summit with representatives from the prior summits.



Engaging children and youth

There are opportunities at this stage for children and youth to display, report and share findings from the community engagement. Look on the [Guidance for Development Programmes](#) website under Step 4 for child participation tools that can be used with children and youth when holding the community summit.

Understand and apply the principles presented in the *Building Consensus* tool to help the summit participants arrive at a common vision and set of priorities. Be sure to document the discussions and any agreements reached. Keep and organise the records of conversations and meetings so that they can be used at later steps in the Critical Path.

In programmes with sponsorship at the end of the summit, the DF and sponsorship specialist should briefly introduce child sponsorship to the summit participants. They will explain how child sponsorship can contribute to the vision of child well-being and priorities identified by the communities. It is important to emphasise that the community is actively involved in selecting and monitoring registered children and in developing responses to registered children issues. This should begin to raise awareness among the wider community of how child sponsorship can help them to monitor the changes in children's lives, especially the most vulnerable. Use the team's Message Box, developed in Step 1, to communicate messages about child sponsorship.

In programmes using grant funding it is important that the starter group have realistic expectations of the potential benefits and the constraints of working with grant donors.

TOOLS



- *Community Summit*
- *Building Consensus*



LEAP products for this step

- The community engagement processes generate much information that will be useful when writing the programme section of the PDD. The context analysis, 'Child Well-being Status' and the 'Programme Rationale' sections of the PDD can all be written using information from the summaries of community engagement.
- Programme staff compile the summaries from each primary focus area within the programme impact area before putting this information in the PDD.
- Some of the information gathered from the community engagement may also be useful as a baseline measurement of some aspects of poverty or child well-being. Programme staff ensure this information is recorded and organised well so that they can refer back to it when they come to design the baseline study.



EXAMPLE FROM THE FIELD

In Lebanon, WV and the local partners faced a unique challenge. Not long after the community summit, a flood hit the area. The WV programme team wanted to respond in a way that would continue to empower and build the capacity of the local partners. The programme team worked with both the national office as well as these local partners to assess the situation, to consider programming options and to respond together. The collaborative effort proved to be a success.

► **The DF and select stakeholders assess the initial priorities for inclusion of the most vulnerable**

WV has a strong commitment to ensuring that the planned programme will have an impact on the most vulnerable children over time. The DF will now facilitate a carefully planned reflection on this special focus on the most vulnerable.

In many cases the starter group can participate in this reflection. In some cases the sensitivities and marginalisation of the most vulnerable children are so strong that there might be real resistance to a special focus on the most vulnerable children. In these situations the DF conducts the reflection with a few select local stakeholders who are sensitive to and understand the situation of the most vulnerable children.

The group works with the priorities that emerged from the community summit, checking these priorities to ensure that they:

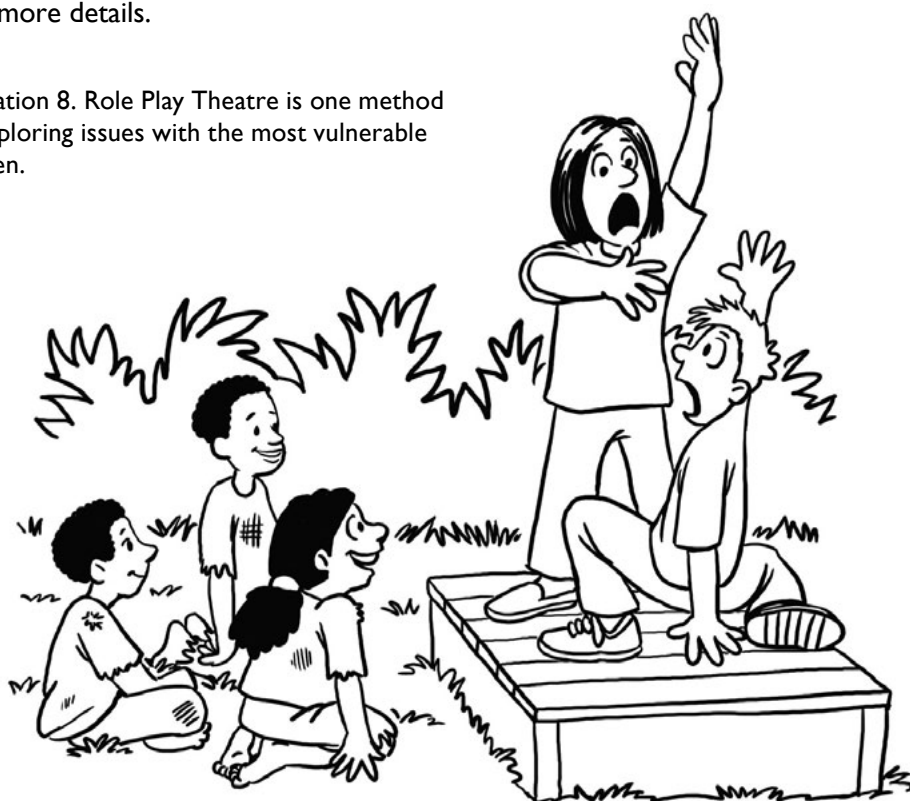
- include the most vulnerable
- build on the existing assets and resources of the most vulnerable
- address the social and environmental factors that cause vulnerability.

If there is concern that the most vulnerable children are not included or are not likely to benefit, the DF and select stakeholders can:

- use the *Identification of and Listening to the Most Vulnerable Children* tool to deepen their understanding about the most vulnerable.
- consider how to strengthen inclusion of the most vulnerable within the priorities for child well-being. There are several ways to do this:
 - by ensuring inclusion of the most vulnerable in the existing priorities
 - by establishing a new priority focused on the most vulnerable children.

If these are not possible, then WV may develop specific projects focused on the most vulnerable children. WV will work, when appropriate, with at least one local group or organisation in planning and implementing these special projects. See Step 5 for more details.

Illustration 8. Role Play Theatre is one method for exploring issues with the most vulnerable children.



TOOL



- *Identification of and Listening to the Most Vulnerable Children*



LEAP products for this step

- The reflections of the DF and the starter group on the status of the most vulnerable can be used in the ‘Child Well-being Status’ and the ‘Programme Approach’ sections of the PDD. The ‘Child Well-being Status’ section of the PDD contains a description of the status of the most vulnerable children. The ‘Programme Approach’ section contains a description of how the most vulnerable groups will be included and benefit from the programme.
- These reflections can be used to establish a baseline of the community’s attitude to vulnerable groups, and the ability of vulnerable groups to participate in community life. Programme staff should make a careful record of the status of the most vulnerable groups at this stage so that programme staff and the community can monitor how the status and participation of the most vulnerable groups change over time.

▶ **The DF, the starter group and community representatives discuss and agree on the way forward**

The community groups have developed the child well-being vision and priorities. Now the DF and starter group members meet together to discuss how to move forward together to address the community's child well-being priorities and make progress towards the community's vision.

The DF can introduce the concept of 'working groups'. Working groups are made up of groups and organisations, including local government units, who want to work together on a particular child well-being priority. Working groups may already exist in the primary focus area, and the DF will identify existing groups that can be joined and strengthened. The working groups will conduct root cause analysis for their child well-being priority. Then they will consider different approaches for addressing their priority.

If a network does not already exist in the area, then the DF may suggest forming a network for child well-being. A network for child well-being is an informal group of individuals, groups and organisations that gather with the purpose of promoting sharing, learning and collaborating among those working to improve child well-being. The network is not a partnership, but rather a space for individuals in the community working on different child well-being priorities to connect. A network of committed individuals can also ensure that progress is being made on the community vision for child well-being.

The DF also discusses the future roles for members of the starter group. The purpose and function of the starter group ends with the completion of the community summit. However, members of the starter group who represent a local group, organisation or local government unit may choose to join a particular working group focused on one of the child well-being priorities. Individuals who have participated in the starter group may choose to participate in a child well-being network.

▶ **Starter group shares child well-being vision and priorities with the wider community**

The starter group now feeds back to the wider community the agreed upon visions and priority areas, and the proposed way forward. Sharing these with the wider community and getting community-wide feedback and buy-in strengthen the community's commitment to work together to improve child well-being. Share in creative ways and make sure there are opportunities for the community to discuss and provide feedback.



Illustration 9. The programme team uses illustrations to discuss findings with the community.

In programmes with sponsorship these meetings with the wider community are a good opportunity for the DF and starter group members to introduce child sponsorship to stakeholders and community members. They can explain how child sponsorship can contribute to the community's child well-being vision and priorities. The DF can also explore how community members and the working groups can be involved in the management of sponsorship.

The meetings will continue to raise awareness among the wider community about how WV's approach to child sponsorship can help the community to help their children, especially the most vulnerable. The programme team can use the Message Box created in Step 1 to communicate sponsorship messages.

In programmes using grant funding a draft or concept programme design can be written at this stage. This document will be based on the input received from the community and other stakeholders during Steps 2 to 5. It can give a clear indication of the geographic and thematic areas that a programme will cover. This can then be shared with potential donors. Donors can be locally based or may be accessed through support offices.

▶ **The starter group celebrates efforts and solidarity**

The starter group members hold a celebration, appropriate for the cultural context, to celebrate their efforts and solidarity. This celebration marks the transition from the starter group's work to the next phase of analysis and planning.

▶ **The WV programme team discuss WV's likely contributions**

The WV programme team meets to discuss and decide on WV's likely contributions to the child well-being priorities in the primary focus area. WV may contribute to some or all of the priorities, and may contribute in a variety of ways. WV may focus on mobilising and organisational strengthening, or in some cases, WV may contribute only minimally, such as in a brokering role. Ensure that the support office is involved in this discussion.

A working group now forms around each child well-being priority. Each working group may have a different level of openness and desire to work with WV on a particular child well-being priority. In Step 5, open discussions about the kind of contributions WV can make, along with other members of the working group, will lead to fruitful collaboration. Ensure that the nature and scale of WV's contributions align with WV's identity (based on national strategy) and available resources (including technical capacity).



LEAP products for this step

- Programme staff document all the visions and priorities from the different primary focus areas and use these to begin to build a programme goal. This is a good opportunity to share the emerging priorities with the support office. The programme goal is finalised in Step 6.

Reflection and planning for the next step

Looking back

- What has been learned about how the variety of relationships within the community can help to support sustained improvements in child well-being?
- How can these relationships be strengthened and protected?

Think about stakeholders that are excluded from conversations about child well-being.

- Whose voice has not been heard? How important are their voices?
- How can these excluded groups be actively included in the future?
- Were the most vulnerable included in meaningful ways in the conversations and in the community summit?
- How can the engagement of the most vulnerable be maintained? What can be done to ensure their perspectives and contributions are valued?
- How has the starter group's engagement with the community influenced the vision of child well-being expressed in the community summit?

Look back and review the 'Outcomes' for Step 4. Reflect on the progress made during this step in achieving these outcomes. Are any gaps? Are any additional actions needed before moving to the next step?

Refer to the [Learning and Discernment Resources](#) for additional questions and guidance on individual and group exercises to facilitate reflection and learning.

Looking forward

- How can the programme team help the working groups to keep the community vision in mind while they are planning their shared projects?
- How will the programme team continue communicating with community groups?

STEP 5

What will we do together?



Overview

Step 5 is focused on facilitating an empowering, collaborative joint planning process. The result should be a plan of action that has been developed by local stakeholders and that is fully owned by the community and those who will be working together. It is likely that there will be a separate plan of action for each of the child well-being priorities identified by the community in Step 4. The planning process will be led by the local stakeholders, ideally, with facilitation and support from World Vision (WV) staff. This builds sustainability from the start by maximising the ownership of local stakeholders and communities.

Before starting the joint planning process, check that all the relevant stakeholders have been invited to join the process. It is important to establish an open, transparent and supportive atmosphere throughout the process and to maintain a focus on children and the most vulnerable groups.

Programme staff and local stakeholders will need to discuss and agree on the best way of working together for the planning process and also for implementing the proposed projects. WV's role during planning and implementation should be decided jointly by all relevant stakeholders.

The draft project plans that emerge from this process should:

- focus on the priorities identified by the community
- address root causes, not just the symptoms
- build on and strengthen local resources and assets
- include the most vulnerable.

Guiding questions

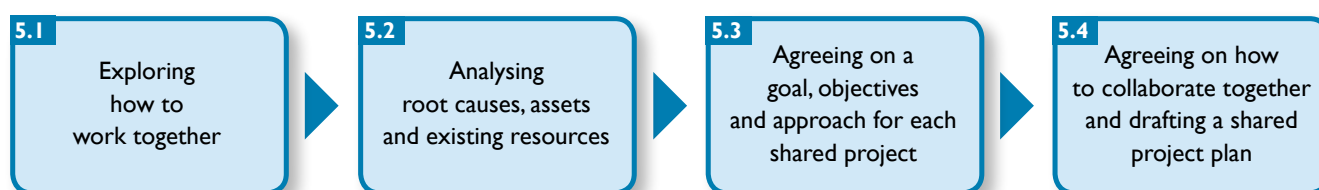
- ? Given the civil society context, what is the most appropriate role for WV in enabling local groups and organisations to work together effectively towards the community's vision for child well-being?
- ? What are the root causes and the assets related to the community's child well-being priorities?
- ? What approach should be used to address the root causes, and what local and global project models could be applied?
- ? How will the perspectives, priorities and needs of the most vulnerable be included in the planning process?
- ? What forms of collaboration or partnership are possible for the groups, organisations and duty bearers planning to work together on the community's child well-being priorities?
- ? How will sponsorship management be implemented and integrated? Is it feasible for WV to work with partners on some or all aspects?
- ? Is it feasible for WV to facilitate relationships between working groups and local donors?

Outcomes

1. Increased consultation, information exchange, cooperation and coordination among groups, organisations and duty bearers on issues of child well-being.
2. Working groups are established, focusing on specific child well-being priorities.
3. Working groups agree on appropriate structures for collaboration and have developed shared goals, objectives and approaches to address their child well-being priorities.
4. Working groups have begun to plan shared projects and to define principles and ground rules for working together.

Suggested process

The process and tools provided are optional. Programme staff may choose other tools that are more appropriate for their context that will achieve the same outcomes for this step.



For programmes that have gone through this step, it has taken approximately six to eight weeks.

Processes ongoing throughout Step 5:

- Network for child well-being in the primary focus area is strengthened or emerging.
- WV and working groups consult with key stakeholders and community leaders, and inform them of plans and progress.
- WV begins to plan sponsorship integration with the working groups.

5.1 Exploring how to work together

▶ Understanding the civil society context

▶ Each working group examines the civil society context for their priority

The development facilitator (DF), local groups and organisations, and local government units interested in each child well-being priority, now analyse the broader civil society context for their priority in the primary focus area. Using a tool like the *Decision Gate*, each working group can evaluate the current context. This tool will help the working group determine the best way of working together throughout the root cause analysis and planning of the shared project. The working group will not decide on appropriate collaborative forms for their group until later in Step 5.

Through a series of questions, the *Decision Gate* tool creates a score which roughly indicates the civil society context. The resulting score indicates one of the three following categories:

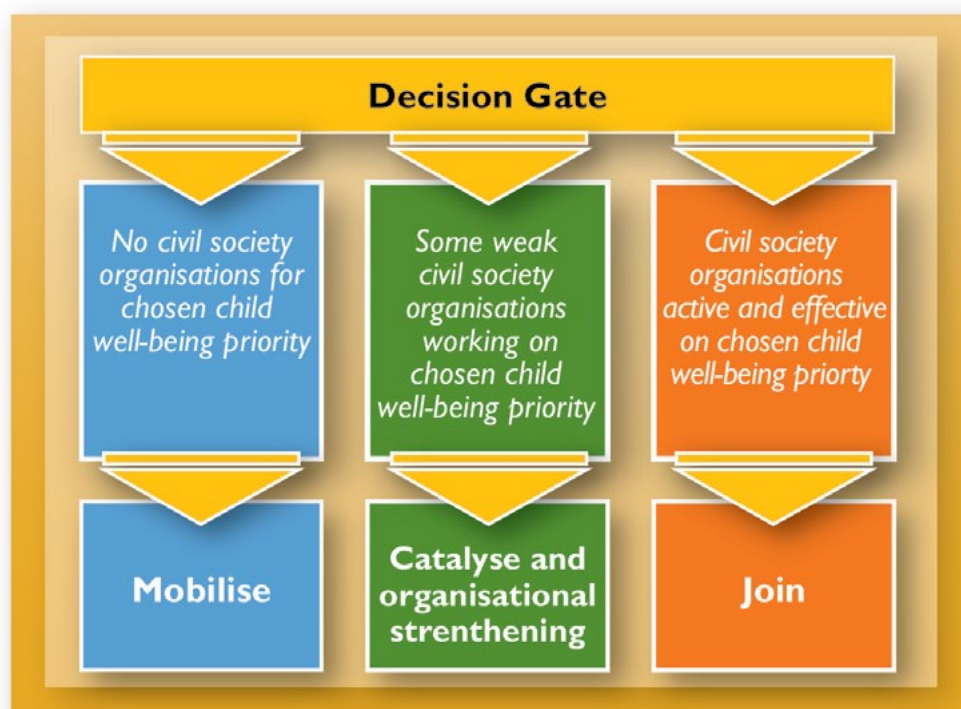
- **Mobilise:** In low civil society where there are weak or no civil society groups, local groups are mobilised to start action around the child well-being priority.
- **Catalyse and organisational strengthening:** If civil society has readiness and some capacity, existing groups come together to collaborate on the child well-being priority while strengthening the capacity of local groups.
- **Join:** Where civil society is stronger, existing partnerships that are already working on the child well-being priority can be joined and strengthened.

Each working group also uses the *Decision Gate* tool to consider the most appropriate role for WV. The *Local Partnering Primer* includes detailed information on the *Decision Gate* and WV's approach to organisational strengthening.

TOOLS

- *Decision Gate*
- *Local Partnering Primer*

Figure 4. The Decision Gate



▶ Forming a working group

A **working group** is made up of organisations and groups who are seeking ways to work together on one or more of the community's child well-being priorities.

▶ The working group identifies additional working group members

At this time the working group may not contain all the relevant key actors. The working group, with the DF's involvement, should identify additional relevant stakeholders who should join the group.

Consider the following factors when identifying potential working group members:

- Are they an informal or formal group or organisation working in the primary focus area?
- Is their work involved in contributing to the child well-being priority?
- Is their organisation willing and ready to collaborate?
- Are they safe for children?
- Do they have responsibility for contributing to the child well-being priority (such as local government units)?

Potential working group members may come from:

- civil society, including formal and informal groups, churches and other faith-based organisations
- public sector (government)
- private sector (business).

In contexts where there are few groups or organisations with whom to partner, try to involve recognised leaders or those already helping children. Working group members may also be interested in participating in a broader network for child well-being.

▶ **The working group members, the DF and the newly invited stakeholders meet to form a new working group**

At this point in the Critical Path each new working group goes through the process of forming new relationships, building consensus and establishing ownership. As a starting point, each working group meets together for the members to learn more about one another, review what has happened to date and discuss the next steps. The role of the DF in facilitating or co-facilitating this meeting will depend on the capacity of the working group members.

Suggested topics to cover include the following:

- Discuss the child well-being priority identified by the community. Review information that has been gathered through the previous steps related to the priority, including the work of the starter group to define child well-being and vulnerability. The priority may need to be refined or focused, depending on the capacity of the group.
- How can the priority contribute to the community’s vision for child well-being?
- Share about their organisations or the groups they are representing, including their priorities, current objectives and target groups. Consider using *The Onion* tool.
- Discuss organisational growth and capacity building goals.
- Identify any links that member have with local donors, or any experience of working with local donors.
- Map the relationships of the key actors involved in this child well-being priority. Consider using the *Network Relationship* tool.

Agree to proceed towards planning a shared project. This includes agreeing on:

- the tasks involved in the planning process
- the timeline for the planning process
- the roles, responsibilities, and resources needed for this planning process.

TIP

If VisionFund or other microfinance institutions operate in the area, consider them as potential members of the working group.

CAUTION!

Take care not to influence the formation of the working group with a promise of resources.

In programmes without sponsorship the working group will need to make a realistic assessment of their ability to work with, and win grants from, local donors. Consider which local donors might be interested in the working group's priority area, whether group members have experience of working with donors and whether any group members have current connections with local donors.

Depending on the capacity of the group, the DF may have a role in building the capacity of group members to help them engage directly with local donors.

Sponsorship considerations

At this stage, the programme team identifies and assesses who could work together on sponsorship management. This may include a sponsorship partner organisation. These are typically organisations who work with children and are seeking to enhance their contribution to the well-being of children. Selecting and monitoring children can strengthen a sponsorship partner's focus on, and response to, the most vulnerable children. The sponsorship specialist can use the *Sponsorship Guidance for Working with Partners* to assess potential partners' interest and capabilities.

TOOLS

- *The Onion*
- *Network Relationship*
- *Sponsorship Guidance for Working with Partners*

5.2 Analysing root causes, assets and existing resources

▶ Analysing root causes

Each working group thoroughly investigates its child well-being priority in order to understand the root causes for the issues identified in its priority.

First, the working group reviews the programme assessment data and other information gathered during the previous steps of the Critical Path. Other members may also have relevant information or data that can be shared with the working group.

A *Problem Tree* tool, *Mind Mapping* tool or similar tools can be used to conduct the root cause analysis. When natural or environmental risk factors, such as regular flooding or seasonal drought have been identified in Step 4, these factors should be thoroughly analysed.

Civil society context

If the context is one of mobilising or organisational strengthening, the working group and the DF analyse root causes and assets that relate to the child well-being priority as well as to the need for mobilising and capacity building. For example, they might investigate why there are so few strong groups and organisations in this primary focus area, or why strong groups and organisations emerged in other primary focus areas.

If there is an existing partnership, the working group and the DF review previous root cause and asset analyses. Depending on capacity, this analysis may or may not have been adequate. The working group can work with the partnership to perform an analysis for the first time, to improve the quality of any existing analyses, or to expand any analyses when the shared project scope increases.

When child well-being priorities related to child protection, education or health have been identified, the working group can use ADAPT, which stands for *Analysis, Design, and Planning Tool*. ADAPT is a resource document that WV staff can use with the working group to analyse root causes and look at potential programming options in order to address the causes identified. ADAPTs for other priority areas are under development.

Depending on capacity, the DF encourages working group members to facilitate or co-facilitate this process. The DF and working group members choose methods that match their capacity. This builds a shared project based on local knowledge and expertise, and increases local ownership. Consider involving WV technical specialists to provide technical assistance throughout this root cause investigation, particularly during the analysis.

The working group conducts this investigation with relevant organisations and community members. Engaging community stakeholders allows the community to develop a better understanding of its own situation and the solutions that can improve the well-being of children.



Engaging children and youth

If planning is being done by children and youth for activities they will implement themselves, the programme team can adapt the *Problem Tree* and the *Mind Mapping* tools for this purpose.

Also consider conducting a distinct root cause analysis among the most vulnerable children. The *Identification of and Listening to Most Vulnerable Children* tool provides guidance on engaging the most vulnerable children.

Before meeting with children, WV staff and any WV volunteers must first:

- receive a basic orientation to child protection
- sign an agreement to observe the WVI Child Protection Behaviour Protocols
- obtain parental or guardian agreement for engaging children in this activity (when appropriate)
- complete any other child protection steps required by the national office or WVI Child Protection Standards (such as background checks).

Here and throughout the Critical Path, WV needs to take similar steps to ensure that children are safe. These steps should be implemented in a way that promotes awareness of and commitment to children's rights to protection.

TOOLS

- *Problem Tree*
- *Mind Mapping*
- *ADAPT for Child Protection*
- *ADAPT for Education*
- *ADAPT for Health and Nutrition*
- *Identification of and Listening to the Most Vulnerable Children*



LEAP products for this step

- The root cause analysis forms a central part of the 'Project Rationale' section of the PDD. The DF provides a summary of the root cause analysis findings for each child well-being priority to the team leader. The team leader then brings together the relevant findings from each primary focus area to make a summary that can be used in the 'Project Rationale'.

▶ Reviewing existing assets and resources

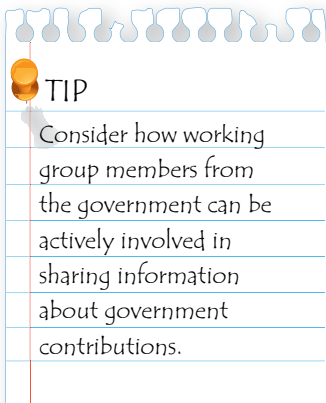
The working groups now review findings from the previous steps and other information regarding existing contributions, commitments and activities that contribute to the child well-being priority. The group ensures that all the key actors in the primary focus area and in surrounding areas have been identified. If more in-depth information is needed, working group members may choose to visit groups and organisations that perform work related to the group's child well-being priority, as well as the intended beneficiaries.

Each working group investigates the goals, scope, approaches, methods, quality and impact of all existing efforts which are contributing to child well-being, especially for the most vulnerable. The working group aims to find out which efforts have achieved the greatest impact, and why. This review will provide insights that the working group members can apply as they consider approaches and plan a shared project. Working group members should also review their target groups, in order to understand how some efforts may enhance other inputs, to prevent unnecessary duplication and to avoid any gaps.

Each working group can use the tool *Understanding Government Structures* to increase its understanding of the government structures that support a specific area of child well-being. WV staff may have used this tool earlier in Step 2 and can share their initial findings. Now, the working group will explore government structures in a deeper way in order to understand the specific government policies that support the group's child well-being priority. Some of these policies may have already been identified if the working group has used an ADAPT tool for conducting a root cause analysis. Each working group can also use the *Understanding Public Policies* tool to investigate specific policies related to child well-being.

During this process each working group should seek to affirm the role and contribution of local government and service providers. At the same time it is essential that the working groups consider whether the government is fulfilling its commitments and whether the government might improve its performance. Assessing the quality of services provides an opportunity to improve accountability and the delivery of basic services for child well-being.

Citizen Voice and Action (CVA) is a WV project model designed to increase dialogue between citizens and government in order to improve government accountability in its delivery of basic services, like health care and education. The analysis of public policy mentioned above will prepare a working group to implement CVA, should they choose to do so. CVA can be selected as one component of a shared project plan for a specific priority like health or education.



TIP

Consider how working group members from the government can be actively involved in sharing information about government contributions.

TOOLS

- *Understanding Government Structures*
- *Understanding Public Policies*
- *Citizen Voice and Action project model*

5.3 Agreeing on a goal, objectives and an approach for each shared project

▶ Creating a goal and objectives

Each working group discusses and agrees on a guiding goal and shared project objectives for its child well-being priority. The child well-being goal unites, inspires and guides the collaborative work of the working group. The goal should also align with the community's vision for child well-being. Shared project objectives define what the working group hopes to achieve. The *River of Life* tool, *Objective Tree* tool or similar tools can be used to facilitate agreement on a goal and objectives.

The DF should also prompt and ensure the inclusion of the most vulnerable if their voice and well-being are not already included.

Civil society context

If the context is one of mobilising or organisational strengthening, the DF and working group agree on a goal and objectives for mobilising, building capacity and improving child well-being.

If there is an existing partnership, the working group and the DF work alongside the partnership to review, revise as needed and agree on a goal and shared project objectives. Where requested, WV may contribute to the partnership by offering capacity building that will strengthen the member organisations' capacity and may also enable the partnership to address new needs, groups or geographical areas. Greater inclusion of the most vulnerable children and households can be a key contribution of WV to strengthen existing partnerships.

If the most vulnerable children are not likely to be impacted by the community vision, priorities and existing working groups, WV starts a distinct process to mobilise and build capacity among the most vulnerable. See the box below.

Special focus on the most vulnerable

WV staff ensure that the programme will address the priorities and needs of the most vulnerable children over time. This can happen a number of different ways.

Representation of the most vulnerable: Include the most vulnerable children and their family members at each point at which the community is engaged. This may happen through individuals and groups that represent the most vulnerable.

Targeting the most vulnerable: Include the most vulnerable as project beneficiaries or participants. Working groups identify the most vulnerable children and work with them and their families, groups and organisations as they analyse root causes and assets. This includes analysis of barriers to participation.

When appropriate, consider using *ADAPT for Child Protection* or the *Child Protection Advocacy* project model for project design.

Distinct projects focused on the most vulnerable children: If the community priorities do not focus on the most vulnerable children, or groups are not willing to include the most vulnerable children, WV can initiate an analysis and planning process. If possible, WV will work with at least one local group to develop and implement such special projects.

Community mobilisation around a sensitive issue: Sometimes the need exists for a shared project to sensitise, awaken or mobilise the community around an issue of violence, exploitation or exclusion.

TIP

As the goal and objectives are developed, ensure that the priorities of the community are not lost or compromised by the agenda of the different working group members.

TOOLS 

- *River of Life*
- *Objective Tree*
- *ADAPT for Child Protection*
- *Child Protection Advocacy project model*

▶ Selecting a project approach

▶ Working groups consider potential approaches and agree upon an approach to achieve their objectives

With goal and objectives agreed on, working group members now consider a range of potential approaches and agree on an integrated approach to achieve their objectives. They look for approaches that address root causes, build on existing assets and strengthen systems and structures for child well-being.

As much as possible, chosen approaches should:

- build on the existing work of working group members
- build upon successful, existing local approaches
- make use of local resources and assets
- build local capacity to address the issue
- draw on global good practice
- improve the well-being of children
- address the needs of the most vulnerable
- strengthen local service providers so they are more accessible and accountable
- transform structures and systems, by changing policies, systems, practices and attitudes that affect child well-being.

The DF and the relevant WV technical specialist can share with the working group about WV project models for project design. Other working group members can also share about potential approaches. These may include government-approved sectoral options.

WV project models bring together globally-recognised good practices for improving the well-being of children. They provide sectoral or intersectoral approaches for working group members to consider. These project options are distilled from the learning of WV and other organisations. However, WV project models are not required. Consider other working group members' project models and approaches, including government efforts.

The working group can use a tool like the *Backward Mapping* tool to share and compare potential approaches and consider how they align with the group's vision and objectives. The working group also takes into account the resources that are required and available.



Engaging children and youth

Look on the [Guidance for Development Programmes](#) website under Step 5 for project approaches that can be used with children and youth. Additional tools and approaches will be available.

CAUTION!
Be careful not to impose WV's approaches on the working group. Carefully consider locally developed approaches.

Discuss how any proposed approach can be sustained. Sustainability refers to the capacity of local civil society and the working group members to maintain and improve child well-being after WV ceases its participation.

One way to promote sustainability is to ensure that any underlying risk factors have been identified and addressed. Social, environmental and economic risk factors such as regular flooding or limited access to markets can easily undermine the benefits of the chosen project approach.

WV technical specialists can assist the working group in selecting and adapting appropriate approaches and can also share about promising practices and lessons learned. The involvement of a technical specialist also means that the DF will be able to support the facilitation of the working group since there is another WV staff person able to present WV's potential contributions. The technical specialist works in a way that empowers the local partners, recognising their varying levels of capacity.

If Vision Fund or other microfinance institutions are operating in the area, consider opportunities for collaboration. The [Guidance on Collaboration Between Microfinance Institutions, ADPs and National Offices](#) can be a useful resource for such collaboration.

TOOLS



- Backward Mapping
- WV project models

Sponsorship considerations

At this time the DF shares with the working groups the sponsorship requirements and considerations that arise from a long-term commitment to a group of children in a particular area. It is important that the working groups fully understand the strengths and constraints of child sponsorship because this will shape WV's participation and decisions. The *Sponsorship in Programming Design Guidance* is available to help this process. Key considerations include the following:

- WV needs to continue work in a primary focus area for at least seven to ten years if there are registered children.
- Child sponsorship selection and monitoring creates opportunities for partners and community groups to provide focus on children. Working group members may explore opportunities to be involved in selection, monitoring and the commitment to respond to the needs of children.
- The DF uses the *Child Selection* tool to ensure that children registered for sponsorship are selected from among the children benefiting from the shared projects. Children are not registered until the end of Step 6.

TOOL



- *Child Selection*
- *Sponsorship in Programming Design Guidance*

5.4

Agreeing on how to collaborate together and drafting a shared project plan

▶ Agreeing on the collaborative form(s)

▶ The DF and each working group agree on a collaborative form of how they will work together

The working group members assess their current context and capacity to help them determine what form or forms of collaboration are appropriate for their working group. (See the tables on the next page for definitions of common types of collaborative forms.)

The working group picks the best way to collaborate using the results of the *Decision Gate* tool, from Step 5.1. In addition, consider these four factors:

1. the specific outcomes desired
2. the readiness and willingness of the organisations to work together
3. the compatibility of the values of the the organisations involved
4. the timeframe available for working together.

In some environments the DF may play two distinct roles: a local partnering broker and a WV staff person representing WV's interests and perspective in the partnership or network. It is important for the DF to explain and identify these two roles clearly to local level partners.



TOOL

• *Decision Gate*

Figure 5. Options for collaboration

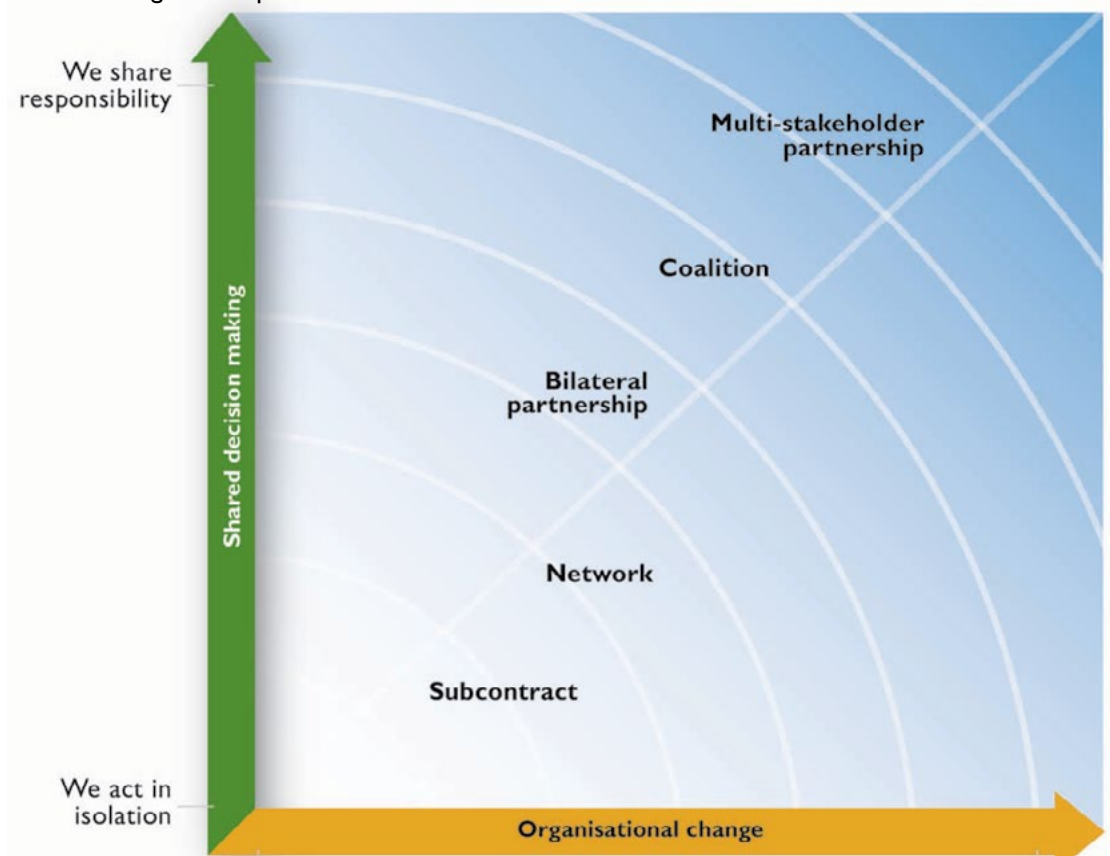


Table 1. Collaborative forms for multiple groups (for three or more groups)

FORM	DEFINITION	TYPICAL PURPOSE
NETWORK	Any group of individuals or organisations who, on a voluntary basis, exchange information, to some extent coordinate actions and organise themselves in such a way that their individual autonomy remains intact.	The strength and nature of the relationships in networks can vary a great deal. However, organisations generally link in a network to share information and promising practices, to coordinate activities, to establish standards and to seek a common voice on specific advocacy issues.
COALITION	An active relationship among organisations to enhance each organisation's contribution to a common or complementary mission. Will often include coordination of activities and plans, and cooperation (which can include sharing resources and expertise). Some level of informal agreement is made to ensure benefits and risks are shared.	Response to a need for coordination and cooperation. Collaboration is seen as a way of gaining trust which could lead to a more integrated partnership in the future.
PARTNERSHIP	An active relationship among organisations which has reached a defined stage of cooperation. This is outlined and governed by an informal or formal agreement to combine their resources and expertise to carry out a specific set of activities. Both benefits and risks are shared among partners in what is often a process of co-creation.	Programme implementation using innovative, jointly planned approaches. Partnerships can be used for advocacy purposes and can be cross-sectoral.

Table 2. Collaborative forms for two groups

FORM	DEFINITION	TYPICAL PURPOSE
SUBCONTRACTOR RELATIONSHIP	A tightly defined contract-based relationship in which payment is normally made for a service or product.	Contracted-out service or product provision. Implementation normally made under a sub-contract, possibly in the context of a mentoring-based capacity building process.
BILATERAL PARTNERSHIP	An active relationship between two organisations which has reached a defined stage of cooperation. This is outlined and governed by an informal or formal agreement, to combine their resources and expertise to carry out a specific set of activities. Benefits and risks are shared between both partners in what is often a process of co-creation.	As with a multi-member partnership, this is focused on a project or programme delivery seeking innovative, co-creation approaches and influence. The transformational nature is likely to be less than with a multi-member partnership because of the lack of different perspectives and capacities.

Drafting a shared project plan

Civil society context

Each working group drafts a shared project plan which is appropriate for its collaborative forms. The shared project includes both the objectives for addressing the child well-being priority and plans for organisational strengthening for members of the working group. While a logframe is not required, the plan should clearly show how activities and outputs contribute to the working group's goal and objectives.

In programmes with sponsorship

the DF shares WV's sponsorship approach and explains its high-level requirements and implications. This information enables each working group to plan shared projects that address the needs and opportunities of children that they prioritise, understanding that some of these children may be registered for child sponsorship.

If the context is one of mobilising or organisational strengthening

the DF and working group can draft an integrated plan that includes mobilising, capacity building and improving child well-being. The DF may need to work with participating individuals, groups and organisations in forms that are useful to them, such as storyboards rather than a formal document. **See the box below to learn more about one approach for mobilising and building the capacity of local groups.**

If there is an existing partnership the working group and the DF may work with them to revise their existing project plan.

In programmes using grant funding the working groups need to ensure that the shared plans take into account any donor requirements, expectations and strategies. In some cases local donors may have their own templates that should be used to present the shared plan. It will be necessary for the group first to become familiar with these requirements and templates.

Starting a shared project to mobilise and build capacity

Where there are only weak or no local groups or organisations for a particular child well-being priority, WV and members of the working group can start a shared project to mobilise new groups and build the capacity of weak groups and organisations.

The *Community Mobilisation* project model is one option that can be used to develop a shared project for mobilising and building local capacity.

TOOL

- *Community Mobilisation project model*

CAUTION!

Take care not to influence development of the plan with the promise of resources.

Each working group creates a shared project plan

The plan includes the following elements:

- background, importance and context of this child well-being priority
- project goal and objectives
- analysis of root causes and assets, including existing efforts
- logic for the chosen approach
- activity plan
- monitoring and evaluation plan
- risk management plan (including a disaster mitigation and management plan and a child protection plan)
- complaints and response mechanism (especially in regard to reporting inappropriate behaviour towards children by staff, volunteers or visitors)
- tentative budget and proposed sources of funding and other resources

- possible resource contributions
- how the collaborations within this working group will relate with other groups, organisations and partnerships working on child well-being
- sustainability plans that show how WV's role will change over time and how local systems and structures will be able to sustain the benefits of the project.

The shared project plan will also include working agreements. This is covered in Step 6.3.

LEAP tools are used for WV's project and programme documentation. Although these templates may provide helpful guidance for completing the project plan, they should not be required or imposed on the working groups. Other working group members may have their own design, monitoring and evaluation approaches and tools. Working groups together should decide which templates are best suited for their purposes.

Working group members may choose at this time to measure the capacity of their group and their individual organisational capacity using a tool such as the *Capacity Self-Assessment*. These tools assess the capacities necessary to fulfil agreed upon roles and responsibilities in the working group. Self-assessment findings inform the capacity-building plan, and they provide or help to prepare for a baseline measurement of organisational capacity.

TOOL

- *Capacity Self-Assessment*

Each working group agrees on how its shared project will be monitored and evaluated

Once the shared project has been designed, the working group selects specific indicators for monitoring and evaluating the approach. Potential indicators can be selected from government or other organisations' recommended indicators. The DF can also share relevant indicators from the *Compendium of Indicators for Measuring Child Well-being*. When relevant to the project design, indicators for measuring the child well-being targets also should be included.

Also include measurements that allow the working group to monitor and evaluate the impact on the most vulnerable children. Indicators for measuring sustainability should be included. These could demonstrate the ways in which WV's role is changing over the life of the project or the ways in which local stakeholders are increasingly able to take initiative.

The working group may choose to include a few indicators to monitor the health and maturity of the working group members themselves and their collaborative relationship, for example, indicators that measure the increasing maturity of the partners and partnership towards operating effectively without WV involvement.

TOOLS

- *WV project models*
- *Compendium of Indicators for Measuring Child Well-being*

World Vision reviews its contribution

The DF ensures that WV's contributions to the shared project objectives align with national office strategy. This strategy reflects DADDs (Do, Assure and Don't Do) and sectoral priorities that guide WV's work. The DF also assesses the child protection risks associated with project plans, including potential risks from working group members, volunteers, locations of activities, and the like. The DF may need to recommend training on child protection issues for working group members.



LEAP products for this step

- Programme staff summarise information about each working group member and the features of the working group's collaborative arrangement (network or partnership) in the 'Programme Approach' section of the PDD. Programme staff should include a full risk assessment of each collaborative arrangement (including all partnerships, where they exist) as part of the relevant project description in the PDD.
- If WV provides capacity building support to working group members, then measure the impact of this support over time. Self-assessment helps working group members decide which capacity issues to work on, how to monitor progress and how to set baseline measurements of capacity. Describe in the PDD any capacity building support provided by WV. Put the agreed upon outcomes and indicators in the logframe and the monitoring and evaluation plan.

TOOLS

- *Sponsorship Integration Project Guidance*
- *Sponsorship Feasibility and Risk Management*
- *Child Selection*
- *RC Projection and Allocation*
- *Child Sponsorship Monitoring*
- *Sponsorship Minimum Programming Standards*

Reflection and planning for the next step

Looking back

Take time to consider the root causes that working group members have identified.

- How can the community continue to be engaged in developing and refining a clear understanding of the root causes identified in this step?
- Are they expressed in a way that community members can clearly understand and engage with?

Review the project plans and think about other stakeholders who should be consulted.

- Are all the right people and groups involved?
- Do the plans align with community's vision for child well-being?
- How can the working groups continue to ensure that the most vulnerable are listened to and engaged with in the future?
- How can the working groups integrate sponsorship management roles within their shared project plans?

Consider the relationships within the working groups:

- Are there any tensions in relationships that need to be addressed?
- What can WV do to strengthen relationships within the working groups?
- How can WV's timeframes be adjusted to enable good collaboration with other groups and organisations?

Look back and review the 'Outcomes' for Step 5. Reflect on the progress made during this step in achieving these outcomes. Are there any gaps? Are any additional actions needed before moving to the next step?

Refer to the [Learning and Discernment Resources](#) for additional questions and guidance on individual and group exercises to facilitate reflection and learning.

Looking forward

Do not focus only on the material contributions that are made to the shared projects. It is equally important to recognise the spiritual, personal and social values that different groups have to bring.

- Which groups or individuals may be able to bring strength, wisdom or hope to the working groups? How can these groups be given opportunities to bring these gifts?

Take time to consider the contributions WV can make to each of the planned projects.

- Is WV considering contributions that would be more effective if they came from working group members, partners or other groups and institutions?
- Are proposed contributions sustainable? Are they realistic?
- Are expected volunteer contributions taking into consideration the time constraints of community members?
- Who does the programme team need to communicate with in WV regarding WV's contributions?
- How will technical specialists continue to be informed and involved as shared projects are refined?
- How will daily prayer contribute to the success of both WV's plans and partners' plans?

STEP 6

Who will contribute what?



Overview

Step 6 is about identifying the resources required to implement the shared project plans that were developed in Step 5. Resources come in a wide variety of forms, including physical, technical, spiritual and financial assets, as well as human and organisational relationships. Identifying resources is a joint process involving all local stakeholders and duty bearers. It is important that the shared projects do not become too dependent on World Vision (WV) resources, and wherever possible, resources that are available locally should be used. This will help to increase local ownership and capacity, and will make the shared projects more sustainable.

Before discussing and agreeing on the resources required, the shared project plans need to be finalised. In practise, developing shared project plans and acquiring resources is not a linear process. The working groups are likely to cycle through Step 5 and Step 6 as they refine their plans and find the resources. The members of the working groups need to make sure that their own group or organisation understands and agrees to the roles it will play in the shared projects. At the same time, WV programme staff use the shared project plans to develop the *Programme Design Document (PDD)*. This is used to negotiate agreements with funding offices.

Guiding questions

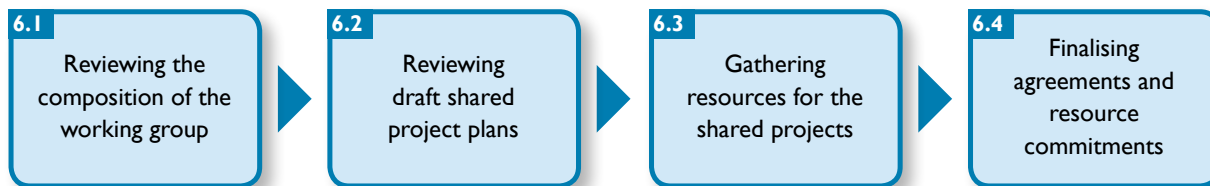
- ? In what ways can the resources of local community groups, organisations, households and duty bearers become the primary assets for each shared project, rather than relying mainly on external resources?
- ? What can each working group member (including WV) commit to contributing to the shared projects?
- ? How do all the shared projects fit together into an integrated programme for the sustained well-being of children?

Outcomes

1. Shared project plans are finalised.
2. Working relationships are agreed and finalised for each working group.
3. The resources needed to implement shared projects are identified and acquired.
4. Sponsorship integration project plans are finalised; roles and responsibilities of community, WV and others are agreed.
5. WV Programme Design Document is completed, submitted and agreed upon.
6. Children are registered for child sponsorship, and child histories are sent to the support office.

Suggested process:

The process and tools provided are optional. Programme staff may choose other tools that are more appropriate for their context that will achieve the same outcomes for this step.



For programmes that have gone through this step, it has taken approximately six to eight weeks.

6.1 Reviewing the composition of the working group

A **working group** is made up of organisations and groups who are seeking ways to work together on one or more of the community's child well-being priorities.

Once the working groups have drafted their shared project plans and have decided on appropriate collaborative forms, they need to check that they have all the right stakeholders involved. Once it becomes clear what the working groups will do, and how they will work together, some members may find that they need to reduce or withdraw their involvement. At the same time, other stakeholders may join the working group.

In Step 5 the working groups can be quite informal because members are only committing to explore and design together. It is important to recognise that by the end of Step 6, the relationships in the working groups may need to change. This is because a greater level of commitment is required in order to work effectively together. Guidance on forming and building working relationships can be found in the *Local Partnering Primer*.

TOOL 
• *Local Partnering Primer*


6.2 Reviewing draft shared project plans

▶ Working groups review draft shared project plans

Working group members need to be sure that their respective organisation or group fully supports the shared project it is involved with. This level of commitment is vital to ensure the success of the shared project.

Working group members share and review the draft project plan within their own organisations in order to:

- Ensure that the plan aligns with their organisation's own strategies, plans, resources and commitments.
- Get initial agreement on the plans, including proposed collaboration and resources to be contributed.

 **TIP**

The criteria that each organisation apply in reviewing the shared project can be agreed with the working group before the review process begins. This will help to build transparency and trust.

▶ Working groups encourage other stakeholders to review the draft shared project plans

There will usually be more than one working group in each primary focus area, working on different shared projects. The impact of these projects will be greatly increased if the different working groups are able to share and cooperate together. This sharing and cooperation can be promoted through a network for child well-being, such as the one established in Step 4.3.

The working groups can also encourage other key stakeholders to review the draft shared project plans. These may include relevant local government departments, community leaders, community members and other community groups that are not directly involved in the shared projects. This will increase the level of awareness and ownership across the community.

Working groups also need to ensure that they have any necessary approval from local government to proceed with the shared project.

▶ WorldVision programme staff review the draft shared project plan

The team leader, development facilitators (DFs) and technical specialists review the draft shared project plan and provide constructive feedback. It may be appropriate to conduct this review together with the working group, because this can help to promote transparency, trust and a more collaborative relationship.

WV's contribution to the shared project will depend on the extent to which the project:

- clearly contributes to child well-being and effectively involves children and youth, especially the most vulnerable
- is appropriate to the civil society context, reflecting the insights gained from the *Decision Gate* tool used in Step 5
- fosters equitable collaboration with local organisations
- integrates with other shared project plans
- builds local capacity wherever possible
- prepares for WV's transition out of the shared project or programme
- contributes, together with other shared projects, to achieving the community's vision of child well-being.

The team leader ensures that WV's contribution to the shared project:

- aligns with the WV programme goal and the national office strategy
- meets *LEAP, Sponsorship Minimum Programming Standards* and other WV standards, values and commitments.

The team leader works with the national office finance department to establish funding mechanisms for various levels and types of disbursement among local partners and coalition. The *LEAP Finance and Budget Standards* and *Guidance for Financial Partnering* provide guidance for this.

The team leader assesses if all the shared project plans together address identified critical gaps in health, nutrition and education. If these gaps are not addressed, and the working groups cannot be encouraged to address them, WV may need to lead a direct intervention to address them.

CAUTION!

If WV needs to lead an intervention to address gaps, do this in a way that does not undermine the community's priorities and shared project plans.

TOOLS

- *Decision Gate*
- *Sponsorship Minimum Programming Standards*
- *LEAP Finance and Budget Standards*
- *Guidance for Financial Partnering*

▶ Strengthening the network for child well-being

Each primary focus area will need a way to keep connected to its overall shared vision for child well-being that was agreed upon at the community summit. While the working groups work towards their shared project outcomes, it will be important to maintain dialogue among the groups so they can see how they are all working together towards the shared vision. This can be achieved by strengthening the network for child well-being that was established at the end of the community summit in Step 4.3.

Working group members and other stakeholders can engage in and strengthen the network in order to:

- maintain a focus on and dialogue around the overall vision for child well-being
- provide a forum of monitoring and reviewing the progress towards the overall vision
- enable meaningful communication and accountability between the working groups and the wider community
- include stakeholders who are not involved in any working groups
- promote sharing, coordination and collaboration among the shared projects
- identify and address any child protection or other child well-being issues that arise as the working groups implement their shared projects.

▶ The role of the network

A meeting is convened of the network for child well-being once all the shared projects have been reviewed by the working groups. This meeting establishes the role of the network and decides how regularly it should meet. For example, the network may choose to meet once a year to review the progress of the shared projects. Or it may decide to meet quarterly to monitor any child protection issues, as well as monitoring the progress of the shared projects. At the meeting all shared project plans are reviewed to ensure good coordination and to remove duplication.

During the meeting the network can explore appropriate ways of identifying and responding to child protection issues and gaps in child well-being. It may be necessary to form a small group within the network to focus on monitoring child well-being. The role of this group is to collect and use learning from the shared projects and information from sponsorship monitoring. This information is used to monitor the larger picture of children's progress.

▶ Shared management of child sponsorship

In programmes with sponsorship it will be necessary to develop a sponsorship integration project. Where possible, the responsibility for managing child sponsorship can be shared among WV, sponsorship partners, working groups and volunteers. This shared responsibility can be discussed and agreed as part of the network meeting mentioned above. In some contexts a group may be formed to develop this project.

▶ WorldVision programme staff review the draft shared project plan

Use the *Sponsorship Integration Project Guidance* to:

- Find appropriate ways of integrating sponsorship activities and sponsorship monitoring into the shared project plans of the different working groups.
- Explore ways in which the community can contribute to the management of child sponsorship. This may include shared activities with children or providing a venue for regular children and youth meetings.
- Assess child protection risks associated with sponsorship at the community level. This may include risks from partners, volunteers or locations of activities.
- Verify the resources and personnel required for effective shared management of child sponsorship. This will include making a capacity building plan.

The *Sponsorship Guidance for Working with Partners* can be used to define the scope and role of those who are working together on sponsorship management.

▶ Working groups refine and finalise their shared project plans

Working groups meet together to discuss the issues raised during the review process and any amendments arising from the role of the network and child sponsorship monitoring. The recommended changes to the draft plans need to be discussed and agreed upon. If amendments to the draft plans are significant, it may be necessary for working groups to agree to the changes with their organisations.



LEAP products for this step

- **Child well-being outcomes:** The team leader may wish to hold a workshop with programme staff to map objectives of the shared projects onto child well-being outcomes. This workshop will help programme staff to better understand how the shared projects can work together as a programme, and how they contribute to the national office strategy, including any child well-being targets. This workshop can form part of the review of the shared project plans.
- **Support office involvement:** The team leader keeps the support office involved as the shared project plans develop. Support offices can be encouraged to become actively involved at this point in the Critical Path. If possible, send the draft project plans to the support office and ask for feedback. Early support office involvement typically leads to faster review and approval of the final PDD, because the support office will have a better understanding of the context within which the projects are being developed.
- **Risk analysis:** The team leader, together with each working group, identifies potential risks of the proposed shared project plans and the intended collaborations. Risks can include political, environmental, child protection or sponsorship factors. There are risks associated with collaborating on shared projects. The *Local Partnering Primer* gives guidance on handling those risks. Actions need to be identified to manage and mitigate these risks. This analysis feeds into the risk assessment and the risk management plan in the PDD and the assumptions in the logframe.

TOOLS

- *Sponsorship Integration Project Guidance*
- *Sponsorship Guidance for Working with Partners*

6.3 Gathering resources for the shared projects

Once the shared project plans are agreed upon, the working groups, with support from the DF, can identify and gather the resources that will be required for their projects. Resources are not only financial. They may include people's time and expertise, local knowledge, goods and services, equipment, personal influence or access to key leaders or decision makers.

Working groups should identify and mobilise local resources wherever possible. A shared project will be more effective and more sustainable in the long term if it uses local resources. This will increase local ownership and build local capacities. This makes it possible for communities and stakeholders to continue the project and sustain its benefits even when external support is not available, or when it comes to an end.

The *Resource Mapping* tool can be used to help identify what resources and competencies may be required, what resources are already available and what resources still need to be found.

▶ Working groups identify community resources

The working group can use the *Resource Mapping* tool to engage communities and local stakeholders to identify any resources that they may be able to contribute. This can be done in the form of a primary focus area workshop, bringing together all working groups and all potential local sources of support.

Remember to identify and pursue resources that may be available from local private sector organisations or from local government.

Carefully explore the resources of the most vulnerable. If it does not pose an excessive burden on them, their contribution of time, knowledge and other resources can help to build up their confidence, skills and abilities for improving child well-being.

The working group then discusses and confirms any resource commitments with community leaders.



EXAMPLE FROM THE FIELD

World Vision in Senegal works very closely with the government's local planning cycle. This cycle is well established and involves many local groups. WV Senegal has adjusted its programme planning to fit the local government timeframe.

TOOL



• *Resource Mapping*

▶ Working groups gather resources from members

Each working group can continue to use the *Resource Mapping* tool to identify resources that each member can contribute to the shared project. This will include discussing and agreeing upon how WV can best contribute to the shared project. This step can be done at the same workshop where community resources are identified, if appropriate.

Each working group member may have different templates for proposals and budgets and may have different timeframes for considering resource commitments. Time should be given for each member to create the documentation that their organisation requires. Adequate time and flexibility will be needed for each organisation to consider and commit any resources.

The team leader and the DF discuss and tentatively agree on WV resource commitments to the shared project. At this time the team leader refines the funding estimates with the national office.

 **TOOL**
• *Resource Mapping*

Sponsorship considerations


Where partner organisations are contributing to sponsorship in the child well-being committee or other sponsorship roles, programme staff work with the organisations to verify the resources and personnel they may require. WV sponsorship staff work with others to plan for any capacity building and to identify and mitigate risks in sponsorship management. The *Sponsorship Guidance for Working with Partners* provides guidance on these topics.

▶ Working groups gather external resources

If the community and the working group cannot raise all the resources required for the shared project, it will be necessary to look to external sources to fill any gaps. External resources can come from any source outside of the community and the working groups. This can include government, private sector and local and international donors.

Where necessary and possible, WV may support working group members to identify and approach local donors with funding proposals.

The *Citizen Voice and Action (CVA)* project model can be used with the community to enable them to track service provision for child well-being and advocate for the government to fulfil its plans and mandates that relate to child well-being, to be transparent and to be accountable to the community for its use of resources. This may include accessing contributions that have already been committed, as well as the provision of additional contributions.

 **TOOL**
• *Citizen Voice and Action project model*

▶ Programme staff gather WV resources

The team leader guides programme and design, monitoring and evaluation (DME) staff to draft the *LEAP Programme Design Document (PDD)*. The team leader may hold a programme design workshop to integrate the shared projects from all primary focus areas into a WV programme. Programme staff summarise WV's activities and outputs in the logframe, showing a clear link between outputs, outcomes and goals. The contributions of other groups are described in the narrative PDD, and can be summarised in the logframe assumptions. One source of indicators for the programme and projects is the *Compendium of Indicators for Measuring Child Well-being*. This provides standardised indicators for measuring child well-being outcomes. Indicators that are not in the compendium can also be used where appropriate and necessary. Indicators that were generated by the community during Step 5 should also be included.

Consider inviting national and support office representatives who work with the programme to participate in the workshop (possibly by phone if an in-person visit is not possible). This will give support office staff a much deeper understanding of the shared projects and how they integrate into a programme.

The team leader ensures that the programme outcomes in the PDD reflect the community's priorities and the objectives of the shared projects.

The team leader submits the draft PDD to the national office for review. As national office staff review the PDD, using the *LEAP PDD Review* tool, the team leader works with programme staff to make needed changes based on the feedback.

The team leader obtains national office agreement on the PDD and ensures that it is submitted to the support office for review and agreement. Support offices also use the same *LEAP PDD Review* tool to provide feedback to the programme team. Further refinement to the PDD may be necessary based on support office review.

TOOLS

- *LEAP Programme Design Document (PDD)*
- *LEAP PDD Review*
- *LEAP Budget Template and Review*

6.4

Finalising agreements and resource commitments

In this final step working group members bring back the final agreements from their organisations. If there have been changes, they work through these together. They make any additional modifications to shared plans and agreements.

Where appropriate, working arrangements and agreements are formalised. These need to be appropriate to the collaborative form of each working group. This may include writing up and signing a contract agreement, or a memorandum of understanding. Where this type of formal arrangement is not necessary or appropriate, it will still be important to have some type of informal agreement between partners in the working groups so that expectations are managed well.

The working agreements include:

- project goal and objectives
- principles and ground rules for the shared project work
- a reflection and learning process for the working group
- processes, organisational structure and governance of the working group's collaborative arrangement, including financial procedures, accountability structures and learning processes
- roles and responsibilities of the working group members
- job descriptions for key individuals in the working group
- plans for orientating and building the capacity of new staff, volunteers or working group members
- a capacity building plan appropriate for the working group members and the collaborative arrangement, including capacity building on child protection where necessary.

At this stage the working group will need to make sure it has the correct levels of approval from local or national government.

Working groups may like to affirm and celebrate their commitment to working together. Sharing the commitments and plans of the working groups with the wider community can be a great cause for celebration and can build momentum for the start of the shared projects.

► Children are registered for sponsorship

Child registration may begin only after the PDD has been submitted to the national office for review and WV and any sponsorship partners have signed an agreement, such as a memorandum of understanding (MoU). Prior to registering children, those working together on sponsorship select volunteers, form a child well-being monitoring committee, which may include network members, and conduct initial capacity building. The training the volunteers receive prior to child registration includes sponsorship basic training (SBT) and content on child protection.

Use the *Child Selection* tool and *Sponsorship Community Engagement* tool to ensure that communities and families have a good understanding of sponsorship. When recruiting registered children, the following principles are important:

- Children are selected by a representative community group.
- Sponsorship is communicated to families and children in the context of the overall programme. Key messages are covered in a way that manages family and children's expectations. Roles are clearly defined. Communication with children is appropriate to their age.
- Creative approaches are considered to communicate child sponsorship, such as group discussions, drama or pamphlets.
- The understanding of each family is checked prior to signing family consent and filling out the child histories.
- Ideally, children participate in some programme activities before they are formally registered. This requires a slower introduction of sponsorship and is not possible in all programmes.

After the PDD has been agreed to by the support office, the national office sends the child histories to the support office.



TOOLS

- *Sponsorship Guidance for Working with Partners*
- *Child Selection*
- *Sponsorship Community Engagement*

Reflection and planning for the next step

Looking back

Review the plans that have been made with the working groups.

- What has been learned about the diverse sources of contributions to the shared plans?
- How can the working groups remain open and responsive to others joining or leaving?

Monitoring contributions

- How can contributions be monitored over the lifetime of the projects?
- How can these contributions be acknowledged and celebrated? Which contributions are likely to go unacknowledged?

Sponsorship

- How can child sponsorship make a valued contribution to the shared project goals?

Look back and review the 'Outcomes' for Step 6. Reflect on the progress made during this step in achieving these outcomes. Are there any gaps? Are any additional actions needed before moving to the next step?

Refer to the [Learning and Discernment Resources](#) for additional questions and guidance on individual and group exercises to facilitate reflection and learning.

Looking forward

As you think about implementing, consider these reflection questions:

Capacity building

- How will working group members and community members contribute to the capacity building of the WV team?
- How will the WV team contribute to the capacity building of others? Why is it important for capacity building to be a mutual process?
- How can the WV team help build the capacity of partners in a way that also builds relationships? How will humility and transparency help?
- What role does prayer and discernment have in this process?

Registered children

- Can WV staff commit to praying regularly for both the registered children and their sponsors?
- How will WV staff and working group members be able to model respectful behaviour towards registered children, especially the most vulnerable?

Monitoring

- How will staying open and alert to both positive and negative changes make the team more effective? How will regular team learning times contribute to team effectiveness during implementation?
- How can the team encourage the effective use of indicators with working group members?
- How will the team work together to allocate work flow and responsibilities during implementation to ensure that projects are effectively monitored and problems quickly identified and resolved? How can effective monitoring increase project momentum and engagement of both working group members and community members?

STEP 7

How do we manage together?



Overview

Step 7 covers the implementation and management of the shared projects. The emphasis of this step is on *impact* – managing the shared project in a way that creates real improvements in the lives of children. Impact happens by having good plans, regularly checking to make sure the project is producing the desired results, and adapting project plans as necessary along the way.

It is critical that each working group is able to learn from its experience. Learning happens best in an atmosphere of trust and openness, where failures and challenges can be discussed constructively, and where there is enough time dedicated to reflection and learning activities. Working group members will need to put time and energy into creating effective learning systems and a strong culture of learning from the beginning of each shared project. The baseline, monitoring system and evaluation all form part of this learning system.

Throughout Step 7, World Vision (WV) staff operate in a way that promotes sustainability. WV will not be in the community for the long term, so it is vital that staff, communities and stakeholders have a clear idea of how the benefits of the programme will be sustained beyond WV's involvement. Key sustainability strategies will have been developed in Step 5.4 and can include:

- building the capacity of local groups at every opportunity
- building the commitment and capacity of legitimate duty bearers to provide for children and vulnerable groups
- empowering local groups to take increasing responsibility for planning and managing the shared projects, and for ongoing dialogue with government on child well-being issues
- strengthening relationships between local groups and networks
- making clear plans for how WV will transition out of the programme area at the end of the programme.

Guiding questions

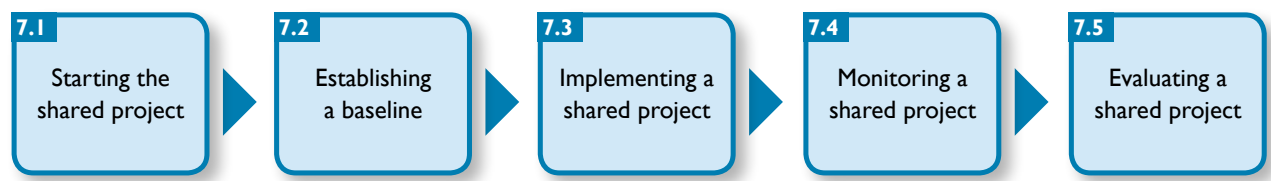
- ? How can WV staff strengthen local groups and organisations and support appropriate forms of collaboration and partnering throughout project implementation?
- ? How will the shared projects be monitored and evaluated jointly?
- ? How can each project ensure context-appropriate and effective child protection?
- ? How can continual learning and improvement be ensured throughout shared project implementation?
- ? How do WV and partners support communities to plan for and recover from disasters if and when they occur?

Outcomes

1. Shared projects are implemented successfully, resulting in tangible and lasting improvements in the lives of children, especially the most vulnerable.
2. Monitoring, reflection and evaluation are conducted jointly with communities and partners. They focus on the change in children’s well-being and lead to improvements in project implementation.
3. In programmes with sponsorship, sponsorship systems are successfully adapted and implemented. Registered children participate in and benefit from shared projects along with the other children. Communication with sponsors is meaningful for all involved.
4. The community and stakeholders have clear plans for managing and mitigating disaster risks.

Suggested process

The process and tools provided are optional. Programme staff may choose other tools that are more appropriate for their context that will achieve the same outcomes for this step.



7.1 Starting the shared project

The working group, together with the development facilitator (DF), starts the shared project following the agreed upon design, resource commitments and collaborative form. This may involve organising (or reassigning from partner organisations) a management team and appointing other key members to the shared project team, such as technical specialists.

The team leader adopts and adapts appropriate WV financial management processes and policies. These include funding mechanisms for various levels and types of disbursement among local partners, budget control, levels of authorisation to spend, financial reporting and target start date. The *LEAP Finance and Budget Standards* and the *Guidance for Financial Partnering* provide guidance for this.

Programme staff and partners begin to raise awareness among community members (especially among participating children and their parents) regarding appropriate and inappropriate behaviour towards children. Before meeting with children, WV staff and any volunteers must first:

- receive basic orientation on child protection
- sign an agreement to observe the WVI Child Protection Behaviour Protocols
- obtain parental or guardian agreement for engaging children in this activity (when appropriate)
- complete any other child protection steps required by the national office or WVI Child Protection Standards (such as background checks).

Throughout implementation, WV and partners need to take similar steps to ensure that children are safe. These steps should be implemented in a way that promotes awareness of and commitment to children's right to protection.

The working groups also develop a *Complaints and Response Mechanism* that can be used by children, parents and other adults to report any concerns about the behaviour of WV staff, volunteers or partners towards children. The working groups also establish appropriate methods for communicating information about the shared projects to target groups and the wider community. 'Providing information' and 'collecting and acting on feedback' are two ways that WV is accountable to children and communities.

Accountability to children and communities

The *WV Programme Accountability Framework* defines minimum accountability standards for WV's contribution to shared programmes. Accountability means that WV respects the needs, concerns and capacities of those with whom it works and answers for their actions and decisions. WV works with partners to promote the principles of the *Programme Accountability Framework* in all joint work together. This includes how WV and partners:

provide information: WV commits to ensuring that relevant programme information is made available and intentionally provided to communities in a timely, accessible and accurate manner.

consult with partners and communities: WV commits to the principle of informed consent and ensuring that communities actively participate in, are aware of, understand and can debate key decisions relating to any interventions.

promote participation: WV is devoted to purposely empowering partners, communities and children, building their capacity to participate meaningfully in all stages of programme planning and implementation.

collect and act on feedback and complaints: WV undertakes to implement community feedback and complaints procedures that are accessible, safe and effective.

The framework's self-assessment tool is incorporated into the *Programme Effectiveness Self-review* tool. It is recommended that this tool be reviewed on an annual basis; it can be conducted as part of the annual self-review.

Learning systems need to be agreed upon among the working groups at the beginning of the shared projects. The working group members need to agree on how they will capture and share learning, and how this will be used to improve performance. The *Learning and Discernment Resources* give practical advice on setting up learning systems.

TOOLS

- *LEAP Finance and Budget Standards*
- *Guidance for Financial Partnering*
- *Complaints and Response Mechanism*
- *Learning and Discernment Resources*
- *WV Programme Accountability Framework*
- *Programme Effectiveness Self-review*

7.2

Establishing a baseline

A baseline measurement provides:

- a starting point to measure change over time
- a basis for accountability
- a rich source of information that helps the working groups to grow in their understanding of the current context, issues and causes around child well-being (Shared project plans may need to be revised as a result of this deepened understanding.)
- information that shows how the shared programme is contributing to any WV child well-being targets that are relevant to the programme.

A baseline measurement for all outcome and goal indicators should be conducted as early as possible after the start of the programme, but definitely within one year of beginning implementation.

Integrated programme baseline

The baseline measurement is conducted one time across all the primary focus areas where WV is working and across all projects within the programme. This is an integrated programme baseline. Each working group member may have different organisational requirements for monitoring and evaluation. As far as possible, these requirements need to be integrated into one manageable baseline.

▶ Planning the baseline measurement

The process of planning and conducting the baseline measurement needs to be as participatory as possible, involving working group members, the local government and other duty bearers, as well as the broader community. The *Programme Baseline and Evaluation Guidance* provides detailed guidance on planning for measurement, collecting data, analysing data and using the findings.

Use a *Basic Information Sheet* or similar template to plan the baseline measurement. The *Basic Information Sheet* captures important information such as the objectives of the data collection; the sampling units, methods and size; the measurement tools; the schedule for enumerator training and data analysis; and plans for sharing the findings with working groups, duty bearers, the broader community and other key stakeholders.

▶ Measuring what matters

The monitoring and evaluation (M&E) plan from each shared project and in the PDD describes which outcome and goal indicators will be measured during baseline. Review the indicators identified in the indicator tracking tables. Use the *Compendium of Indicators for Measuring Child Well-being* for guidance on appropriate tools for measuring each indicator. Where reliable and recent data is already available for an indicator, and if methods used to collect the data are comparable, this data can be used as a baseline measurement for that indicator. For example, some information already collected during Steps 4 and 5 of the Critical Path can be used as baseline data. Relevant secondary data may also be available, for example from the local government, clinics or schools.

In programmes with sponsorship all baseline measurements must be disaggregated by registered children. This will make it easy to produce monitoring information on the progress of registered children without having to treat them differently from other children in the community.

▶ **Measuring the impact on the most vulnerable**

WV has a special focus on the most vulnerable children. It will be necessary for working groups to measure how shared projects are impacting vulnerable children. This can be done in two ways:

- selecting specific indicators that measure the impact on most vulnerable children (for example, number of home visits to vulnerable households)
- disaggregating other indicators by types vulnerability (such as disability, orphan status, gender or ethnicity).

▶ **Measuring capacity of working group members**

If it has not yet been done, the working group members may also measure relevant aspects of their organisational capacity using a self-assessment tool. Self-assessment findings also inform their capacity-building plan. Working group members may conduct the self-assessment again as part of the three- to five-year evaluation to show progress, inform further capacity building plans, and identify new capacities available for future shared projects.

▶ **Empowering, participatory process**

A baseline planning team can coordinate and facilitate the baseline measurement. Members of the planning team can come from working groups, WV DME staff and local government. Depending on the capacity of the working group and its members, WV staff should encourage and support local groups to take as much responsibility as possible in planning and managing the baseline. Identify a lead for the baseline measurement team. A WV DME specialist (or a skilled consultant, if a DME specialist is not available) can provide technical assistance by facilitating and supporting the entire baseline process. Relevant technical specialists from the national office – for example from health, child protection or education – can also provide support.

Ensure that working groups are actively involved from planning to reporting. As always, the DF adapts the process to the capacity of each working group and the local context. The DF also supports the baseline planning team members and their engagement with the working groups.

▶ **Analysing, documenting and using the findings**

The baseline planning team guides the working groups as they analyse, document and reflect on the findings and their implications. This is also a good opportunity for the working groups to meet and reflect together on the implications of the findings.

TOOLS

- *Programme Baseline and Evaluation Guidance*
- *Basic Information Sheet*
- *Compendium of Indicators for Measuring Child Well-being*

▶ **Accountability and feedback**

Using focus group discussions or other qualitative methods, the working groups share findings and provide opportunities for reflection and dialogue with the community to ensure that the data has been interpreted correctly. It may be appropriate to convene the child well-being network to share this information. Ensure that an evaluation of this information-sharing process is included, so that staff and partners can learn how communities, including children, like to receive information and how they feel about this process.

▶ **Adjusting shared project plans**

Action learning is key to the success of any project. Therefore, the working groups allow time to reflect on the baseline findings and the implications for their shared project plans. They also update the monitoring and evaluation plan.

▶ **Communicating the findings**

The working groups document the results and the implications of the baseline study. They share these with partner organisations (including the national office and support office for WV), other key stakeholders, the local government and the broader community. It is important to communicate to different stakeholders in ways that are appropriate and meaningful.



LEAP products for this step

- The team leader guides programme staff as they integrate and reflect on findings, update programme design documents (especially the monitoring and evaluation plan, indicator tracking table and logframe) and submit the final PDD to the national office and support office. The team leader and DME specialist also ensure that the baseline findings and implications are uploaded to Horizon.

7.3

Implementing a shared project

Implementing together means that working group members perform the roles they agreed upon in the shared project plan.

▶ **Factors affecting implementation**

The working group may need to adjust the shared project plan and activities due to changes in the community. For example, if a natural disaster strikes in the area, immediate assistance may be needed while shared project plans are put on hold. Also, if one of the working group members is unable to follow through on his commitments, the shared project plan may need to be reviewed and revised. Positive changes in the context may occur, which the shared projects will also need to respond to.

► Disaster risk management

If the community does not have a community-based disaster risk management plan in place, WV works with local stakeholders to raise awareness of the value of disaster risk reduction. WV can facilitate the development of a community-owned plan where there is adequate local ownership and interest. One or all of the working groups in the primary focus area can work together, along with the appropriate local government representative.

► Organisational strengthening of working group members

The shared project plan includes organisational strengthening activities that build the capacity of working group members. As organisations are strengthened they can take on increasing roles and responsibilities in the shared project. Any organisational strengthening activities should be well planned, and the impacts should be measured.

Examples of organisational capacities:

- governance
- financial management
- child protection
- resources and capacities for child-focused programming
- external relationships
- staff capacity and well-being.

Initial organisational capacity assessments will have been conducted as part of Step 5, and capacity building plans will have been developed at that stage. It is important to review these assessments and plans regularly, because capacities of local groups may change over time. Organisational strengthening can be provided by capable local groups, including WV. Existing systems that support civil society should be identified and mapped, so that, where appropriate, their services can be included in the overall capacity building plan for the working groups.

The DF intentionally focuses on organisational strengthening. This is accomplished through:

- modelling and promoting good partnering principles in day-to-day operations and relationships
- coaching on specific aspects of partnering or organisational strengthening
- ensuring good governance and accountability with the community
- ensuring that organisations understand and minimise risk to children
- promoting good relationships among working group members
- ongoing capacity building through training and mentoring based on the organisational needs identified through ongoing organisational capacity self-assessment. WV may require capacity building itself, or it may provide guidance and serve as a capacity building resource.

The steps of the Critical Path are not linear; they are cyclical. This means that each working group can go through steps 5, 6 and 7 more than one time depending on the group's capacity and the size and scope of the shared project. They will also need to cycle through these steps when changes in the local context mean that shared project plans need to be significantly altered.

For local groups and organisations that are just getting started, small is good. Small shared projects that are feasible and doable are effective in building the capacity of working group members. The working group members, after successfully implementing a shared project while building their own capacity, are then ready for a project with a bigger scope.

7.4 Monitoring a shared project

The task of monitoring the shared project is shared by all working group members. Information on the achievement of activities and outputs is regularly collected and analysed by the working group. Shared project plans can be altered as a result of the monitoring findings so that the desired impact is achieved.

▶ Action learning

Project success depends on action learning. The DF encourages and coaches the working groups to reflect regularly on what is going well, as well as what challenges are emerging. The working groups can use these reflections to adjust their shared plans if necessary.

▶ Monitoring the relationships of the working group

The working groups can be greatly strengthened by setting aside regular time to review the quality and effectiveness of their working relationships. Discussion can focus on these issues:

- accomplishment of activities and outputs versus plan
- actual expenses versus planned budget
- actual contributions of partners versus planned contributions
- progress towards project outcomes
- internal and external influences that affected performance and results
- commitment, transparency, power dynamics and trust among the partners
- participation of different partners in project implementation
- inclusion or representation of the most vulnerable in the partnership.

This reflection will help the working groups to revise and improve their working relationships where necessary.

Participatory Monitoring tools will be developed to help this review process.

▶ Participatory monitoring with the community

Monitoring the shared project provides an opportunity for the working group to discuss the progress of the project with the community, especially those who are directly involved. The community, including children, can be involved in collecting, analysing and reflecting on important information. Learning together and communicating about the progress of the project ensures that the working group and WV are accountable to the communities they serve.

▶ Regular community review of the shared programme

A regular review of the shared programme gives an opportunity for the community, stakeholders and working groups to reflect on progress made towards their child well-being vision, to celebrate success and to make any necessary adjustments to plans. The review is organised by the community and local stakeholders; they decide how frequently the review happens and what form it takes. It may be appropriate for the child well-being network to take on this role. The benefits of the review are for the local stakeholders, strengthening their commitment to their child well-being vision and making sure that the working group plans are achieving the desired results.

Working groups will need to prepare for the review by analysing and summarising the monitoring information that they have collected. They can use creative ways of presenting what has been achieved, what challenges were encountered and what changes are necessary to their plans. It is important not only to make a list of completed activities or outputs but also to show how these have contributed to the child well-being vision of the communities served. This should lead to an open dialogue on how the shared projects are progressing. Outcome indicators that show change over a short period of time are very useful here, for example, improved educational attainment or increased uptake of health services.

TIP
Members may join or leave the working group over time.
These changes are significant in the life of a working group.
Celebrate the contributions of those that leave, and actively welcome and orientate those that join.



Illustration 10. Community members discuss the progress of the shared programme.

The annual review is also a way in which the working groups can remain accountable to the communities they serve. It can be an opportunity for community members and other stakeholders to provide feedback to the working groups on their performance. If appropriate, working groups can share how they have used the shared project resources to achieve the results.

An *Annual Community Review* tool will be available to provide guidance on this process.

▶ Reporting on the shared project

The working group also reports on the progress of the shared project. These reports inform partner organisations and resource providers (for example, governments, donors and child sponsors) to ensure accountability. The working group also shares information with the community and other stakeholders to enhance transparency and accountability for decisions made, resources used and progress to date.



LEAP products for this step

- Monitoring information from the shared project is used by the WV team leader to develop the six-monthly *LEAP Programme Management Report*. WV reports its contribution to the shared project activities and outputs as well as progress towards the outcomes and goal. It is important that the community monitoring process is not seen as a task that has to be done to meet donor requirements. Monitoring should be promoted as a valuable opportunity for the working group and communities to reflect on progress to date and to alter plans to make them more effective.

Sponsorship considerations

World Vision, together with others who are involved in sponsorship, implements, monitors and manages the sponsorship integration project. They ensure that child sponsorship standards and other requirements are met using the *Child Sponsorship Monitoring* tool. This will involve:

- ongoing community engagement and understanding of child sponsorship
- identifying and responding appropriately to child protection risks and incidents
- children's participation and special events
- child monitoring
- ongoing child selection
- transformational engagement in ways that are meaningful for children and sponsors.

TOOLS



- *LEAP Programme Management Report*
- *Child Sponsorship Monitoring*
- *Participatory Monitoring*
- *Annual Community Review*

7.5

Evaluating a shared project

An evaluation provides an objective way of assessing the relevance, performance and success of the shared projects and the broader programme. A programme evaluation is conducted every three to five years, at least at the end of every LEAP phase. The evaluation, like the baseline, is conducted as one integrated measurement across all of the primary focus areas where WV is working and for all the projects in the programme. To measure change in child well-being over time, the same tools and sampling methodology used for the baseline measurements should be used in evaluations (both mid-term and final evaluations).

▶ Planning the evaluation

Like the baseline measurement, the process of planning and conducting the evaluation needs to be as participatory as possible, involving working group members and the local government as well as the broader community. The *Programme Baseline and Evaluation Guidance* provides detailed guidance on planning for measurement, collecting data, analysing data and using the findings.

An evaluation planning team can coordinate and facilitate the evaluation. Members of the planning team can come from working groups, WV DME staff and local government. Identify a lead for the evaluation planning team. A WV DME specialist, or a skilled consultant, can provide technical assistance by facilitating and supporting the entire evaluation process.

The first step of the evaluation planning is to develop the objectives and key questions the team members want to explore as part of the evaluation. The evaluation will assess the performance of the shared projects and the changes in the well-being of children. Examples of potential questions the team may want to explore in the broader programme include:

- **collaborative space:** How has the collaborative space changed in the primary focus areas, including relationships and networks? How healthy are those relationships?
- **partner capacity:** What are the changes in the capacity of local groups and organisations?
- **most vulnerable:** How have the most vulnerable children and their families been included and impacted?
- **advocacy:** How have government policies, systems and structures been changed to support the well-being of children more effectively?
- **sponsorship:** How has sponsorship contributed to child well-being? Has sponsorship monitoring been valuable in improving programme performance? How do the community and other stakeholders view sponsorship?

The indicators from the shared project M&E plans and the PDD are used for the evaluation. The PDD includes indicators from the *Compendium of Indicators for Measuring Child Well-being* as well as any relevant indicators for measuring the child well-being targets. Evaluations are usually based on the same framework and indicators as the original baseline assessment, but these may need some modification. However, partners strive to minimise changes from the baseline, because changes cause loss of continuity in measurements (because comparisons to the baseline are not possible for changed indicators).

The evaluation planning team creates a detailed plan to collect, analyse and use the findings. The *Evaluation Matrix* or similar tool can be used to outline the objectives and key questions for the evaluation, the data and information to be collected (and by whom), the quantitative and qualitative methods and tools to use, the schedule of activities and any necessary changes made from the baseline survey.

Ensure that the working groups are actively involved from planning to reporting. As always, the DF adapts the process to the capacity of each working group and the local context. The DF also supports the evaluation planning team and its engagement with the working groups.

▶ Collect, analyse and reflect on data

The evaluation planning team guides programme staff and partners as they analyse, document and reflect on the findings and their implications. Reflecting and thinking critically about the findings help to reveal what the findings really indicate and what actors or factors contributed to this. Programme staff and partners share findings and reflection with the community to ensure that the data have been interpreted correctly. Action learning is key to the success of any project. Therefore, the DME specialist, any relevant technical specialists and the DF encourage and coach the partners to reflect deeply on the findings and the implications for their work and plans, and to make appropriate adjustments.

WV and partners document the results and share them with partner organisations (including the national office and support office for WV), other key stakeholders and the community, as appropriate. They will use this evidence in the following step of redesign.

TOOLS

- *Programme Baseline and Evaluation Guidance*
- *Evaluation Matrix*
- *Compendium of Indicators for Measuring Child Well-being*



LEAP products for this step

- To the extent possible, WV adapts its programme evaluation process to accommodate partnerships that evaluate their projects at different times.

▶ Redesign

The working group redesigns the shared project and the collaborative form based on the evaluation findings. The process of adjusting follows the general flow of Step 5: 'What will we do together?' and Step 6: 'Who will contribute what?'

Redesign includes WV handing over greater roles and responsibilities to partners in a partnership and bringing new groups and organisations into the partnership. Redesign provides an excellent opportunity for a mobilising and capacity building shared project to include groups and organisations with strengthened capacity in the adjustment process.

When redesign involves a transition, follow guidance from Step 8: 'How do we transition together?'

The *Supplemental Guidance Note for Programmes in Redesign* offers further advice and guidance on the issues involved. This guidance will be developed.



TOOL

- *Supplemental Guidance Note for Programmes in Redesign*

Reflection and planning for the next step

Looking back

Learning

- How did the working group learn together as shared projects were implemented? How might learning be improved in the future?
- What role did intentional learning play in the sustainability of the shared projects?

Working together

- How were challenges addressed?
- What contributed to building strong relationships among working group members?
- What were the surprising moments in the implementation process?
- How were community members kept involved and informed?
- How did the team build the capacity needed to implement its plans?

The most vulnerable children

- How were the most vulnerable affected?
- How did intentional engagement with the most vulnerable contribute to the quality and success of plans and impact?

Risk mitigation and resilience

- Were the plans to mitigate risks effective? What created resilience?

Child well-being

- How has child well-being in the programme area improved?
- Do community members sense this improvement?

Look back and review the 'Outcomes' for Step 7. Reflect on the progress made during this step in achieving these outcomes. Are there any gaps? Are any additional actions needed before moving to the next step?

Refer to the [Learning and Discernment Resources](#) for additional questions and guidance on individual and group exercises to facilitate reflection and learning.

Looking forward

- How is the project preparing for WV's transition?
- How has the process and relationship building throughout the life of the programme contributed to readiness? Is there a climate of hope and optimism?

Partners and community members

- Do partners and community members sense that the plans and future goals of both partners and community members will be moving forward ?
- Are the partners committed to continued work together?
- Do community members share both knowledge of and a commitment to monitoring agreed-upon child well-being indicators?
- Are community members committed to working with vulnerable groups?

Most vulnerable

- Are the most vulnerable empowered to move forward on a path of continuous improvement of circumstances?
- Has sponsorship monitoring strengthened community safety nets?

STEP 8

How do we transition together?



Overview

Transition means the process of World Vision (WV) ending its involvement in a shared project or programme. It is important that WV ends its involvement in a well-planned way, so that the benefits gained by communities and stakeholders can be continued into the future, after WV has withdrawn. In order to end well, WV, communities and stakeholders need to begin programmes with the end in mind. A plan needs to be in place from the beginning of the programme, showing how WV will phase out of the shared programme in a way that promotes sustainability.

There are two aspects to transition:

1. **WV business processes:** how WV ends its involvement in the project or programme. This includes transferring assets, reassigning staff, reporting to donors and ending sponsorship relationships.
2. **Community sustainability:** how to ensure that local stakeholders have the capacity and willingness to continue working towards child well-being. This involves being clear about the necessary roles and responsibilities and building the capacity of local groups and networks.

Transition and sustainability are built in at the start of each programme and project. Even in Step 1 of the Critical Path, WV staff consider how they will communicate to communities and stakeholders that WV's role is temporary. Throughout the rest of the Critical Path, WV's role is to strengthen and empower local stakeholders and communities to take on increasing responsibility in planning and managing shared projects. In this way, transition of roles and responsibilities is not something that happens at the end of a programme but is an integral part of WV's approach to working at the local level.

Guiding questions

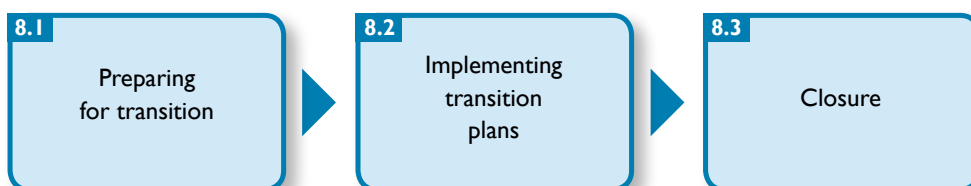
- ? How will families, communities, government and other stakeholders sustain and build on the gains made in child well-being once the shared projects come to an end?
- ? How can communities continue to mitigate and manage major threats to sustainability – for example, natural disasters, conflicts or pandemics?
- ? How does WV prepare to transition in a way that builds local capacities to continue working towards the sustained well-being of children?

Outcomes

1. Local stakeholders and communities are able to work together effectively towards a common vision of child well-being without ongoing support from WV.
2. Local stakeholders have an increased capacity to analyse and respond to changes in the local context.
3. Local stakeholders are able to mobilise their own resources and acquire needed resources from external sources.
4. Local stakeholders have an increased capacity to mitigate and manage disaster risk.
5. Clear plans are in place for the transfer of assets and responsibilities to local stakeholders once WV's contribution has come to an end.
6. Learning has been documented and shared.

Suggested process

The process and tools provided are optional. Programme staff may choose other tools that are more appropriate for their context that will achieve the same outcomes for this step.



For programmes that have gone through this step, it has taken approximately three to five years.

▶ WV's approach to the 'sustained' well-being of children

WV contributes to the sustained well-being of children by working at four levels:

- **children:** empowering children, especially the most vulnerable, with good health, spiritual nurture, and basic abilities and skills (including literacy, numeracy and essential life skills) that will enable them to be productive, contributing citizens and agents of change throughout their lives.
- **households and families:** improving household resilience, livelihood capacity and caregiving capacity. Caregiving includes physical, psychosocial and spiritual care as well as issues of resource allocation and gender equity within households to ensure that increased income and assets lead to improved child well-being for both boys and girls.
- **community:** strengthening the resilience and capacity of communities and partners to respond to present and future challenges to child well-being, including disasters.
- **enabling environment:** working to ensure that systems, structures, policies and practices (at local, national, regional and global levels) support and protect the well-being of children, especially the most vulnerable, and enable meaningful participation of children.

8.1 Preparing for transition

It is vital that programmes prepare for transition from the beginning. The steps described below should be integrated as part of the design and ongoing monitoring of a shared programme.

▶ Working groups agree on a timeframe for transition

The decision on when to end a shared programme or project is a complex one. An initial decision will have been made when the programme or project was first designed. That decision needs to be reviewed regularly through the life of the programme to make sure that sustainability is possible. Working groups will need to consider five key factors when deciding on an appropriate end date for the programme. These factors will need to be regularly reviewed through programme monitoring:

1. What capacities will the community and stakeholders need to develop in order to sustain the benefits of the shared programme once WV withdraws?
2. What will be required for the programme's objectives to be achieved, and child well-being to be improved? How will networking, dialogue and monitoring of child well-being continue?
3. How do existing commitments to donors, sponsors and other stakeholders influence the decision? (In many programmes, a clear timeframe may have already been agreed upon.)
4. How do changes in the context of the programme area affect the decision?
5. Is it possible to discern God's leading in the situation?

The primary consideration should be the community's and local stakeholders' ability to sustain the results of the programme and to continue networking, dialogue and action on their shared vision for child well-being. Without community capacity for sustainability, gains made in improved well-being will be short lived.

Great care should be taken when using well-being indicators as a factor to decide the right time to transition. Only indicators that WV has a significant influence over should be used.

If transition targets are set at the beginning of a shared project, the targets should contain a balance of community capacity indicators and well-being indicators. Transition targets should be set at the programme or project level and not at the national level; they must be realistic and relevant to the context.

Timing of transition planning

Transition strategies are drafted as an integral part of the design process for each project and programme. In the early stages of a project or programme it may not be possible to make detailed transition plans, particularly if civil society is weak. However, as the project or programme develops relationships with partners, it is critical that all stakeholders have a clear idea of how the benefits of the programme will be sustained.

Long-term development programmes will review their detailed transition plans as part of the redesign process for the final programme phase. Transition plans should be fully integrated into the *Programme Design Document (PDD)* and detailed plans of the final phase. Transition planning should draw on the evaluation of the previous phase, showing how the results and lessons learned will be sustained once WV support has ended.

Programmes with child sponsorship need to make the decision to transition early enough to allow for all sponsorship operations to be completed. It is usually necessary for the programme and the support office to reach an agreement on transition at least five years before the end date of the programme.

Shorter-term programmes and projects should develop transition plans as part of the annual planning process for the final years.

▶ Working groups refine transition plans for each shared project

Working groups work continually with all relevant stakeholder groups, including children and most vulnerable groups, to refine the detailed transition plans for each shared project. These plans show:

- which benefits of the shared project are most valued by the different stakeholders groups
- how dependent each of these benefits is on WV support
- how WV's role in sustaining these benefits will transfer to local stakeholders during the life of the project; the plan must show how WV's role will reduce, as community role increases
- how progress towards sustainability can be measured during the life of the shared project.

Development facilitators (DFs) and the working groups can use the *Participatory Transition Planning* tool to facilitate this process with local stakeholders. The result should be a transition plan that is jointly owned by all relevant local stakeholders.

TOOL



- *Participatory Transition Planning*

▶ Working groups review and agree on transition plans for shared projects

All working group members need to be sure that their organisations and groups are fully supportive of the transition plans. This level of commitment is vital to ensure the success of each shared project.

Working group members share and review the draft transition plans within their own organisations in order to ensure that:

- the plans align with their organisations' strategies, plans, resources and commitments
- the process for transferring responsibilities to their own groups or organisations is realistic and appropriate
- the organisation agrees with any commitments made in the transition plans.

At this point WV also reviews the draft transition plans. Regional and support office staff can add value by reviewing transition plans and checking that sustainability concerns are adequately addressed.

Working groups then meet together again to discuss any issues raised during the review process. Any recommended changes to the draft transition plans need to be discussed and agreed upon. If amendments to the draft transition plans are significant, it may be necessary for working group members to review and agree to the changes with their organisations.

▶ WV prepares programme transition plan

Once a decision has been made to end a programme, the team leader, with support from the relevant national office departments, ensures that all the WV business processes are taken care of. This will involve:

- **donor preparation:** Any local or international donors need to be involved as key stakeholders in the decision-making process. It will be necessary to identify and fulfil any specific donor reporting, communication or close-out requirements.
- **human resource management:** Programme staff and volunteers need to be handled with sensitivity during the transition phase. The team leader, together with the national office People & Culture department, can begin to make plans to redeploy staff where possible or to handle potential redundancies.
- **asset disposal:** The team leader, with support from the national office finance and operations departments, needs to make a plan for the disposal of all programme assets. This plan should be developed in consultation with all key stakeholders and should be communicated openly. Asset-disposal plans should be developed in a way that promotes sustainability at the local level.
- **financial preparation:** As the programme draws to a close, it may be necessary to reduce the budget over the final phase or to focus expenditure on programme activities that will promote sustainability. It may also be necessary to arrange for end-of-programme financial audits, depending on donor requirements and national or support office policies.

- **Sponsorship preparation:** The team leader, with support from the sponsorship specialist and the national office sponsorship department, makes preparations to close the sponsorship operations. Doing so includes preparing a detailed Sponsorship Phase-out Plan. The plan needs to be negotiated and agreed upon with the support office as part of the redesign process. All those involved in sponsorship must be involved in planning and managing sponsorship transition. The *Sponsorship Operations Transition Guidance* provides further details on the necessary steps.
- **Programme Design Document:** The team leader prepares a PDD for the transition phase that contains details on all the transition plans. These are fully integrated into the PDD logframes.

▶ Working groups communicate plans to all relevant stakeholders

Once transition plans are made, it is important that all relevant stakeholders are aware of them. Transparent communication at this stage can help to avoid misunderstandings or false expectations later in the transition process. Transition plans may need to be communicated to:

- local and national government bodies
- local community members, groups and organisations
- registered children and their families
- support offices and regional offices
- donors and sponsors.

Communication methods and messages need to be adapted to meet the needs of different audiences.

TOOL



- *Sponsorship Operations Transition Guidance*

8.2

Implementing transition plans

During the transition phase of a shared project or programme, the normal project activities can continue alongside any specific transition activities. It is likely that the budget from WV may be reduced gradually during the transition phase so that there is not an abrupt end to funding and WV-supported activities.

Working groups continue to be the main bodies that implement and manage activities. In addition, the team leader ensures that all WV programme phase-out plans are managed in ways that build trust, build capacity and promote transparency and accountability.

Monitoring and evaluation of the transition phase are important to ensure that progress is made towards sustainability. This means that a baseline measurement will be necessary for the transition phase. Much of the information for the baseline may be drawn from the evaluation data, but it may also be necessary to collect additional data through additional baseline research. Follow the steps in Step 7.2 to set up and manage a baseline study.

▶ **Monitoring sustainability indicators**

Monitoring in the transition phase should be conducted as usual, following the guidance in Step 7.3. Participatory approaches should be used to empower the community to track its progress towards outputs and outcomes. This process should include monitoring of progress towards sustainability. Indicators should be developed with the community that show how the potential for sustainability is being built. Examples of sustainability indicators are:

- increased capacity of local groups to plan and manage projects
- reduction in the level of WV support to project outputs
- increased evidence of innovation by local groups.

DFs, team leaders and the working groups can use the *Participatory Transition Planning* tool to develop jointly owned sustainability indicators.

The monitoring process can include an annual participatory community review, where progress towards sustainability and lessons learned can be reviewed and celebrated.

Information from monitoring can be used in donor or sponsor communications.



TOOL

- *Participatory Transition Planning*

▶ **Application of learning**

DFs and the working groups can find creative ways of generating learning from the monitoring process, including the annual review. The learning can be used to amend and improve the shared project plans for the transition phase. This often can be done as part of the annual review process.

▶ **Final evaluation**

The transition phase PDD includes provision for a final evaluation. This final evaluation can review the effectiveness of the programme across its entire lifespan as well as the transition phase itself. It may be efficient to combine the end-of-programme evaluation with the end-of-phase evaluation.

The evaluation, like the baseline, is conducted as one integrated measurement across all of the primary focus areas where WV is working and for all the projects in the programme.

Both end-of-programme and end-of-phase evaluations should be planned and managed jointly with the working groups, the communities and other key stakeholders. The evaluations should focus on relevance, effectiveness and eventual impact of the programme and its projects.

The end-of-phase evaluation can follow the guidance in Step 7.6. The *Programme Baseline and Evaluation Guidance* can be used to prepare and manage the end-of-phase evaluation.



TOOL

- *Programme Baseline and Evaluation Guidance*

8.3 Closure

▶ Celebration

At the end of a shared project or programme it may be valuable to hold a celebration for all the stakeholder groups. Those who have worked together over the life of the project may want to celebrate:

- relationships that have been built
- successful shared projects
- increases in capacity of local groups and organisations
- improvements in child well-being.

Celebrations can be formal or informal. They should be organised jointly by WV and the working groups along with the communities and other key stakeholders. It may be necessary to hold a number of celebrations for different groups.

A celebration can be an opportunity to:

- give credit for the good work that has been done by different groups
- raise the awareness of government and other duty bearers of the benefits of the programme
- affirm the abilities and capacities of local groups to continue working towards the well-being of their children.

▶ Continuing relationship

The end of the programme does not have to be the end of WV's relationship with the community and stakeholders. It may be valuable for WV to continue to be involved with the community even after the programme has ended. WV may continue to be connected to community groups and local organisations through coalitions or networks. Or WV may be able to provide ongoing coaching, mentoring and capacity building to local groups as part of a different programme. This type of ongoing input can increase the long-term sustainability of joint projects.

Reflection and planning for the next step

Looking back

- What has WV learned about its role in partnering in this context?
- In what ways has WV become a better partner?
- How has the shared programme strengthened the resilience of the community and other stakeholders?
- What threats to sustainability still exist? How are these threats to be dealt with in the future?
- How has the learning process contributed to the sustainability of programme outcomes?
- As World Vision transitions out of the programme area, what are the most important contributions it is leaving behind? Why? How do these contributions lead to sustained improvements in child well-being?

Look back and review the 'Outcomes' for Step 8' Reflect on the progress made during this step in achieving these outcomes. Are there any gaps? Are any additional actions needed before moving to the next step?

Refer to the [Learning and Discernment Resources](#) for additional questions and guidance on individual and group exercises to facilitate reflection and learning.

Looking forward

- The programme team can make time to share insights and experience with the national office and other agencies. This can help to improve the effectiveness of the programme approach across the national office. Sharing with other agencies can influence them to improve their programme approach.
- How has the programme team grown and developed over the life of the programme? What has helped or hindered the team to be able to work together well?
- What approaches, lessons and tools will programme staff use in the future as they continue working with communities toward child well-being?
- Take time to help the community groups and stakeholders acknowledge and document their accomplishments over the life of the programme. How will this process contribute to their own way forward as they continue working toward the well-being of their children?
- In some cases, it may be appropriate for WV to remain involved in the programme area in some ways, even after WV's contribution has formally ended. Are there ways in which WV can continue to strengthen the sustainability of child well-being outcomes in the programme area after transition?

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