World Vision

The Development Programme Approach Handbook

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World Vision is a Christian relief, development, and advocacy organisation dedicated to working with children, families, and communities to overcome poverty and injustice.

As followers of Jesus, World Vision is dedicated to working with the world's most vulnerable people. World Vision serves all people regardless of religion, race, ethnicity, or gender.

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Acronyms

ADAPT . . . . .   Analysis, Design and Planning tool
AP . . . .   Area Programmes
CBO . . . .   Community-Based Organisation
CESP . . . .   Community Engagement and Sponsorship Plan
CMS. . . . .   Child Monitoring Standard
CSO . . . .   Civil Society Organisation
CWB . . . .   Child Well-Being
DF . . . .   Development Facilitator
DME . . . .   Design, Monitoring and Evaluation
FBO. . . . .   Faith-Based Organisation
FO . . . .   Field Office
GDP . . . .   Guidance for Development Programmes
ICD . . . .   Integrated Competency Development
LEAP . . . .   Learning through Evaluation with Accountability and Planning
MVC . . . .   Most Vulnerable Children
NGO. . . . . . .   Non-Governmental Organisation
PAF . . . .   Programme Accountability Framework
PFA . . . .   Primary Focus Area
PQA . . . .   Programme Quality Approach
PQ SRT . . . .   Programme Quality Self Review Tool
RC . . . .   Registered Children
R&R . . . .   Reporting and Referral
SDG . . . .   Sustainable Development Goals
TD . . . .   Transformational Development
TSO . . . .   Technical Support Office
WV . . . .   World Vision

PART 1
INTRODUCTION

▶ What is the Development Programme Approach?

The Development Programme Approach (DPA) describes World Vision's approach for implementing development programmes in a stable context. It embodies the principles of Transformational Development (TD) which we believe provide the essential foundations for good development practice, and which underpin World Vision's Programme Quality Standards. Through the use of the Critical Path, the DPA provides a step-by-step process of community engagement for including these principles and standards in the planning, implementation, reviewing, adaptation and transitioning of programmes. The approach also aligns with LEAP 3 by explaining how we lay the foundations for technical projects to address local priorities, and it works towards achieving the impacts outlined in the Global Impact Framework (GIF). Through the promotion of TD and the alignment with LEAP 3, the DPA also contributes towards the five strategic imperatives of Our Promise.[1] The DPA is typically used in programming funded by child sponsorship or Private Non-Sponsorship, but can be used in whole or in part in grant funded programmes.

▶ What is the Development Programme Approach Handbook?

This handbook provides a summary of the DPA for Field Office staff, technical specialists and programme staff and provides links to more detailed guidance. It is written in two parts. Part 1 focuses on the change that World Vision's development programmes are aiming to achieve, the principles that need to guide our programmes if we are to achieve it, and the key process we follow to ensure that our principles are embedded within programme design, implementation, monitoring and learning. Part 2 focuses on how we implement national strategy through technical interventions in local communities and neighbourhoods, and the approach we take in different contexts.

▶ What is the goal and vision of World Vision's development work?

The goal of World Vision's development work is to achieve the

Sustained well-being of children within families and communities, especially the most vulnerable[2].

This goal is derived from our vision for every child – that they will enjoy

life in all its fullness.

It is a vision which expresses our Christian values and is based on John 10:10: "*I have come that you might have life, life in all its fullness.*" This means girls and boys living abundant lives within transformed families, communities and societies, characterized by dignity, justice, peace and hope, as God intended.

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[1] 1) Deepening our commitment to the most vulnerable children, 2) Focusing our efforts, 3) Collaborating and advocating for broader impact, 4). Facilitating child sponsorship, and 5) Living out our faith with boldness and humility.

[2] Most Vulnerable Children are children whose quality of life and ability to fulfil their potential is most affected by extreme deprivation and violations of their rights. These children often live in catastrophic situations and relationships characterized by violence, abuse, neglect, exploitation, exclusion, and discrimination. A child is considered an MVC if s/he is affected by at least two vulnerability factors, or by one of the designated factors. We recognise that the more factors, the greater the intensity, and the longer the time that they are experienced, the more vulnerable a child becomes. For details see *Global Guidance on MVC Estimation*.

TRANSFORMATIONAL DEVELOPMENT

▶ What is Transformational Development?

Transformational Development is the *process* for achieving our ministry goal and working towards our vision for every child in every context. It is a journey of shared learning and change.

Improved child well-being .
We seek to improve child well-being using our technical programmes, which have proven evidence of being effective, utilising learning from our experience and from international best practice.

Sustained child well-being.
We include key drivers of sustainability, such as ensuring local ownership of the development process and building the capacity of local organizations and people, to sustain and further improve results.

Figure 1 : 3 layers of change

Deeper social and spiritual transformation.
We seek to transform the environment in which children are growing up by tackling structural and economic injustice and by addressing harmful beliefs and practices. Our Christian faith calls us to identify and challenge these root causes of poverty and vulnerability and to seek deeper spiritual and social transformation of families, communities and society.

▶ Transformational Development Principles

Figure 2. The TD Wheel

The transformational development wheel describes six key principles that underpin our work and enable it to be sustainable and transformational. By applying the TD principles, we seek to ensure that when WV's work with a community ends, those that remain 1) share an inspiring vision for all their children, 2) maintain and build on the gains made for children, and 3) can identify and adapt to new threats and opportunities for child well-being in the future.

LISTEN

We listen to God and recognize in humility that He is already at work in the lives of the people, communities and societies with which we work. Through study, reflection and prayer we seek to discern how to join in God's work. We acknowledge that unless the Lord builds the house, it's workers labour in vain[3], but that He is able to do immeasurably more than we can ask or imagine.[4]

We listen to the people we serve and humbly acknowledge we have a lot to learn :
- we use participatory information gathering so we can be informed by local knowledge and experience to help us identify the challenges to child well-being, identify vulnerabilities and understand their root causes,
- we find out the vision and priorities of local people, including children, so we can make sure we contribute towards shared goals,
- we make ourselves accountable to the people we serve to enable them to share feedback and complaints, and

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[3] Psalm 127 : 1
[4] Ephesians 3 : 20

- we use participatory reviews so our activities can be strengthened and respond to changing needs and circumstances.

INCLUDE

World Vision has made a commitment to reach and include the most vulnerable children. This means we take time to identify who the most vulnerable girls and boys are in each context, and to understand what is causing their vulnerability. World Vision is committed to working alongside community groups and partners to address vulnerability so that ultimately, the numbers of children considered the most vulnerable reduces. We express our commitment to the most vulnerable children by:

- prioritizing the most vulnerable children for inclusion in our programmes,
- designing special projects targeting their specific needs,
- measuring our contribution towards impact, and
- working to eliminate the underlying risk factors that cause vulnerability.

Some of the underlying risk factors have cultural and spiritual roots. We seek to understand these root causes and work to address behaviours and beliefs that can cause harm and prevent people from realizing their full potential.

EMPOWER

We create the conditions necessary for communities, families and children, especially the most vulnerable, to become empowered and to plan and manage their own process of transformation. We aim to act as a catalyst for sustainable development, inspiring local confidence and self-belief in a better future. We build local capacity and leadership to take increasing responsibility for their continued development, as WV's role diminishes over time. This commitment to local ownership is critical to sustaining improvements in child well-being.

We seek the full participation of girls and boys in the programme, believing in the importance of their opinions and their ability to increasingly make their own informed decisions about, and take action on, the issues that affect them. Through community engagement and the design of our programmes we promote the dignity of females and males as equal in the sight of God and we work to empower women and girls where they are marginalised or discriminated against.

CONNECT

A wide range of individuals, and groups affect children's lives, positively and negatively. One of WV's most valuable roles is to act as a catalyst and convenor, connecting stakeholders to broaden and deepen our impact. WV will help them come together to focus on local child well-being priorities, find forms of collaboration that make sense in context, and strengthen their capacities where necessary. Partnering enables our work to be more sustainable, effective and efficient. It builds legitimacy, it taps into local knowledge enhancing the relevance and efficiency of our activities, it leverages external resources, it enables co-operation, it reduces duplication and builds long-term ownership. We strive for relationships with and between other organisations that are characterised by Equity, Transparency and Mutual Benefit[5]. This enables the partners to address child well-being challenges effectively both in the near term and in the long term – well after WV's presence in an area ends. World Vision partners with the government (national, local and municipal), faith-based organisations (across all faiths), the private sector, local community-based organizations, and many others. We also connect community members and their organizations with governments, businesses, and others to form partnerships and develop access to resources to achieve sustainable change. WV especially recognises and affirms the essential role of churches as God's primary instrument to transform lives and address the spiritual causes of poverty and injustice. We also value and affirm the necessary contributions and role of faith communities from other beliefs.

CHALLENGE

WV recognises that God desires the transformation of systems and structures so they work for equity, justice and the well-being of children, especially the most vulnerable. We challenge the system where it perpetuates child poverty and vulnerability. We work with and strengthen governance systems, policies and structures at all levels, helping to make them more transparent, accountable and effective. At the local level, we equip stakeholders, including children, to engage in constructive dialogue through social accountability and other forms of advocacy to represent themselves with public sector service providers, local authorities and non-state actors to improve the quality of public services, especially for children. We also work at the national level to influence policies that affect children, using our valuable grassroots networks and evidence from our programming to

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[5] See Local Partnering for Development Programmes - Three Collaboration Principles

inform our advocacy.

ADAPT

The contexts where we work and the causes of child vulnerability are often very complex, and require humility, adaptability and active mutual learning, rooted in ongoing relationships. This means that our high quality, evidence-based technical interventions need to be adapted to fit the local context, and they also need to be ready to adapt to changing needs and circumstances. Wherever possible we build on local government and civil society plans and capabilities. We emphasise learning and adaptation of the programmes throughout implementation, using participatory action learning, informed by on-going consultations and feedback, to help us improve our work and increase our impact.

Most importantly we use our programmes and our community engagement processes to build the capacity of individuals, families and communities to adapt to changing conditions. This adaptive capacity is an essential ingredient of resilience.

▶ What is World Vision's integrated focus?

We use an **Integrated Focus** which means that in all places where WV works, staff appropriately express their Christian identity, prioritise children, and empower communities and partners who are rooted in the context. It is important that none of these focus areas are neglected because they are an outworking of World Vision's ministry goal, vision and values, and combine to give World Vision a distinctive identity.
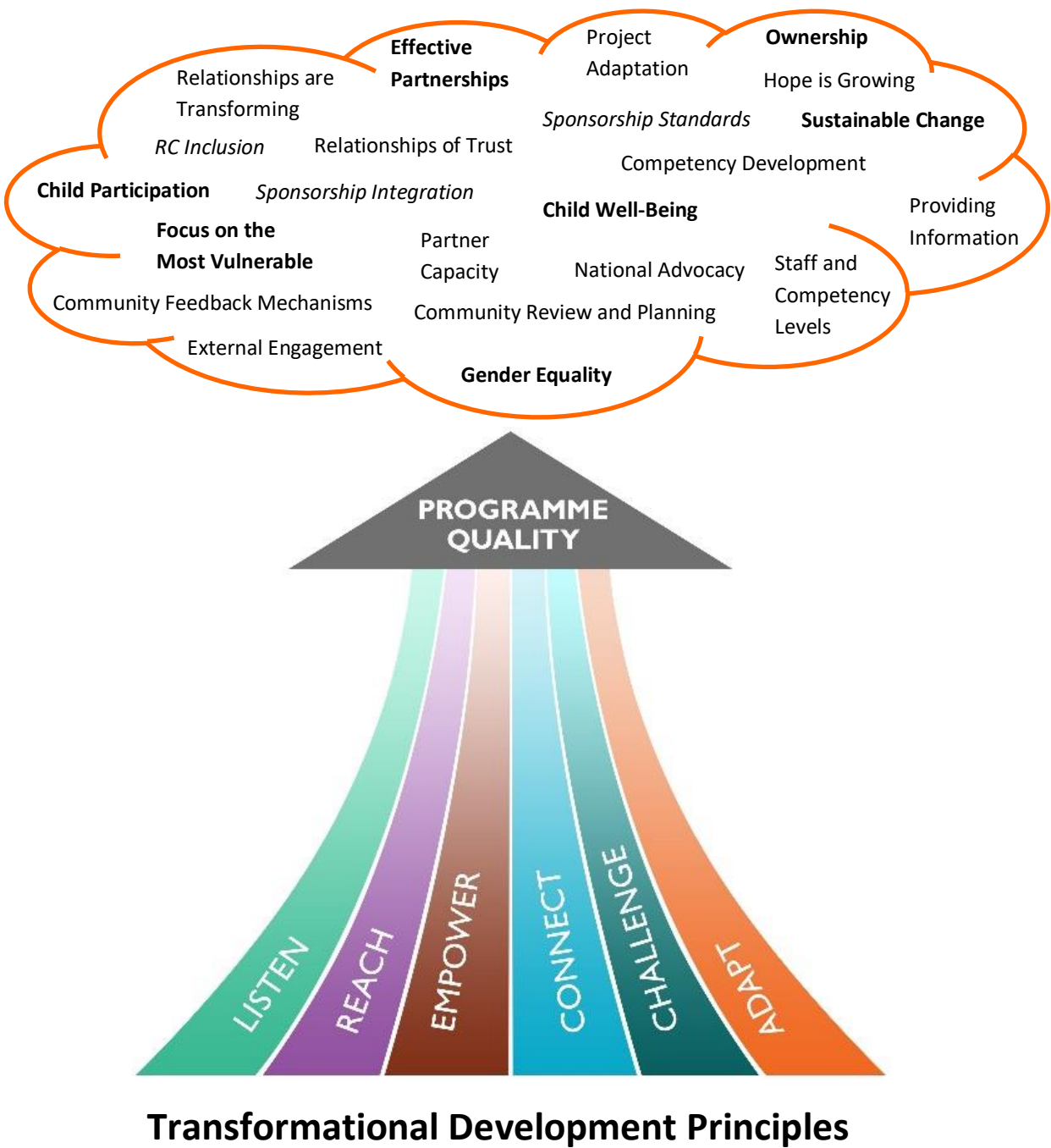
Figure 3. World Vision's Integrated Focus.

▶ Programme Quality Approach

The TD principles underpin WV's understanding of programme quality and give rise to a number of quality standards that are essential for WV's work to be sustainable and transformational. The standards are described in the Programme Quality Approach (PQA) and are measured annually using the Programme Quality Self Review Tool (PQSRT). The measurement exercise is conducted by programme staff and is based primarily on feedback, learning and information gathered through the annual review and planning process.

Figure 4 shows how the TD principles lead to the standards measured through the PQ SRT. Many of the quality standards are influenced by more than one principle, so there is not a neat one-to-one relationship between specific principles and specific quality standards. However, Appendix 1 contains a graphic and framework which provide an approximation of how individual standards derive from the TD principles.

Figure 4 – TD principles lead to PQ standards

Effective Partnerships

Project Adaptation

Ownership

Relationships are Transforming

Hope is Growing

Sponsorship Standards

Sustainable Change

RC Inclusion

Relationships of Trust

Competency Development

Child Participation

Sponsorship Integration

Providing Information

Focus on the Most Vulnerable

Child Well-Being

Partner Capacity

National Advocacy

Staff and Competency Levels

Community Feedback Mechanisms

Community Review and Planning

External Engagement

Gender Equality

PROGRAMME QUALITY

LISTEN REACH EMPOWER CONNECT CHALLENGE ADAPT

**Transformational Development Principles**

THE CRITICAL PATH

The Critical Path is a participatory process used to plan, implement, monitor, review, adapt and transition Area Programmes with children, partners and communities. It is also available to be used in grant-funded programmes where appropriate. The DPA uses this step-by-step process of community engagement as a practical way to outwork the TD principles of Listening, Reaching, Empowering, Connecting, Challenging and Adapting.

WV's primary roles along the Critical Path are to facilitate the community and local stakeholders to conduct a joint planning process and then to work with local partners to implement, manage, review and adapt shared projects. It intentionally focuses on starting well by building on what is there already and planning from the beginning for sustainable and transformational outcomes.

Figure 5. The Critical Path
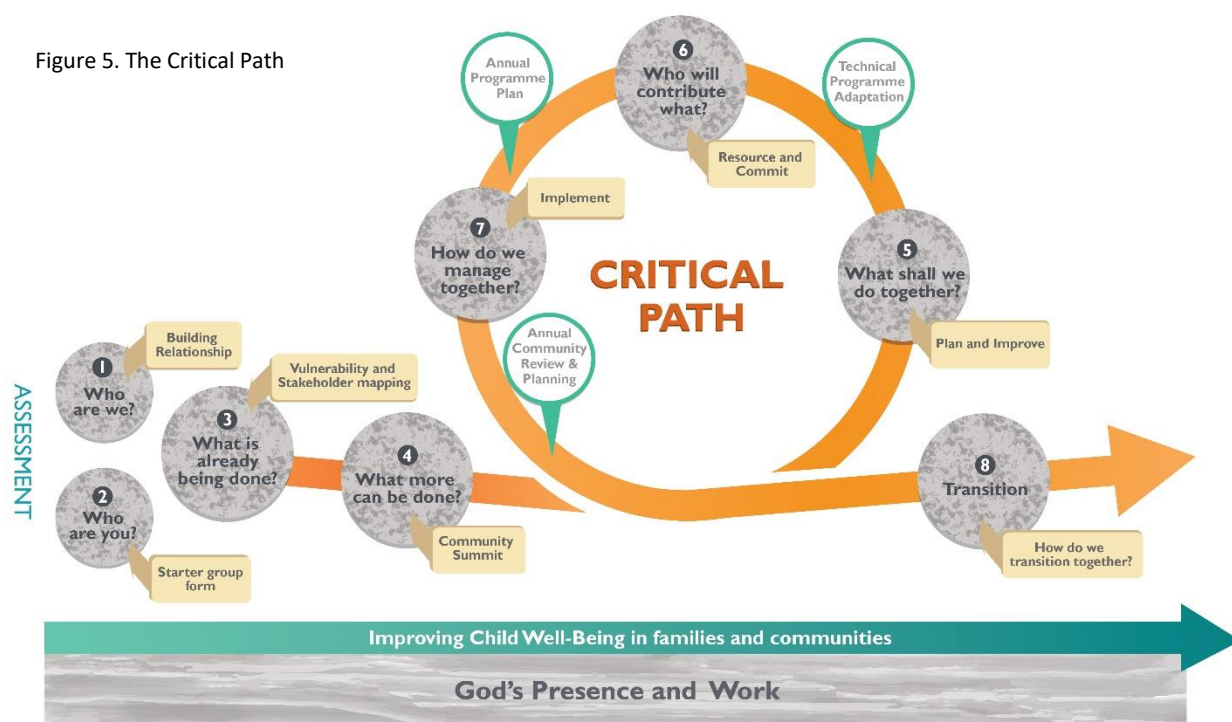
Applying the Critical Path

Prior to a new Area Programme being opened an assessment is undertaken to identify a suitable location and the feasibility of managing child sponsorship. Once the area has been confirmed to be feasible for an Area Programme, the Critical Path is used initially to plan the programme. It helps to identify the key issues such as the main obstacles to child well-being and their root causes, who the most vulnerable are, the local priorities, the work being done by others and the opportunities to collaborate for greater impact.

In its most basic form the Critical Path is a set of eight simple questions that can be asked throughout the programme lifespan. For each step in the Critical Path a set of guiding questions and basic outcomes has been developed, which is included in this Handbook. In the design phase the questions are discussed with a representative group of community members, known as the Starter Group. This might be a group which already exists in the community, or it might need to be brought together for this purpose. The questions can be asked at various times in the programming process, and in practice, field staff commonly move back and forth between the steps to build the outcomes, and they regularly revisit each step as part of the annual review and planning process. Field teams can adapt the process according to their needs, merging steps or adding steps to suit the context, providing they ensure strong community and partner engagement in the process.

There is no required length for assessment and planning. New guidance on AP life cycle and lifespan has maintained the current practice of spending 12 to 24 months for the assessment and planning of new Area Programmes. Assessment typically takes two to four months, and planning often takes eight to fifteen months. However, field teams can decide how long to spend on each step. If there are high levels of trust and cooperation, such as where WV has worked in an area before, it may be possible to gather the required information and agree the collaboration more quickly. The key issue is

to ensure that enough time is taken to build on local efforts and enable local ownership. The time spent on this exercise should not be thought of as a hurdle to be jumped over before the real work can begin. The community engagement and programme design steps are a crucial part of the development process – the Critical Path creates the space for co-discovery, envisioning, learning, collaboration and planning among local community members and partners that is essential for building ownership and sustainability. The initial planning period also provides the time necessary to introduce, explain and mobilise partners, volunteers and the wider community to child sponsorship.

WV seeks to engage with partners at all levels relevant to the programme (district, sub-district, zonal, regional, village, city, neighbourhood and so on). A programme may apply the Critical Path at more than one level to develop relationships and collaboration effectively with relevant stakeholders at each level.

Further details of how to set up a new Area Programme can be found in *Starting Well* – a guide to starting a new Area Programme.

Listening to God

The journey along the Critical Path is more than building shared vision and effective collaboration. It is recognising, in humility, that God is already at work in a community. It is a process of seeking to discern what God is already doing, how we can join in God's work and how God can best use us in the local context. Prayer and reflection based on a study of scripture and listening to children, the poor and partners are key parts of this discernment. The *Discernment Resource* is a companion reference to this Handbook. It includes scripture-based devotions, spiritual reflections and prayer ideas to be used by WV programme staff as they move through the Critical Path.

Critical Path Guiding Questions and Outcomes

This section summarises the key questions, main activities and desired outcomes associated with each step of the Critical Path, and highlights the main considerations at each step for child sponsorship. Field Offices and programmes have full flexibility to develop locally appropriate processes to achieve these outcomes provided they remain faithful to the Programme Quality Standards.

STEP 1: WHO ARE WE?
During this step we assess the community's understanding of organizations generally and of World Vision specifically. We develop a concise message on World Vision in the country and in this community, and explain what WV does and how we work. We should ensure that WV's national strategic priorities are explained so that the parameters of WV's potential involvement are understood.

Child Sponsorship: Integrate sponsorship messages and communicate to others about WV.

Programme Accountability: Start as we mean to continue by being transparent, "providing information so children and communities can make informed decisions, knowing what to expect from World Vision".

Guiding Questions

For initial planning of new Area Programmes	
1.	What are the key elements of WV's identity and strategy in this programme?
2.	How do local stakeholders already perceive WV and other non-governmental organisations?
3.	How can WV's identity be communicated most effectively to stakeholders and communities in this area?
For existing Area Programmes	
1.	Have there been any major strategic or structural changes in WV that will affect our programming?
2.	If so, have these changes and their implications been discussed with local stakeholders?

Outcomes

For initial planning of new Area Programmes
1. Programme staff have a clear understanding of how WV's global identity, national strategy and programme assessment shape WV's local identity and the parameters of our potential contribution.
2. A communications plan, including a set of clear and concise messages that summarise WV's identity and strategy in this area.
3. Community stakeholders are provided with information about WV's identity and approach.
For Existing Area Programmes
1. Information is provided to local stakeholders about major changes in WV's strategy and structure.
2. Changes to WV's AP plan and the overall community plan have been discussed and agreed with local stakeholders.

STEP 2: WHO ARE YOU?

In this step we build rapport with the local community and develop a good understanding of local demographics, existing formal and informal organizational structures, power dynamics, governance structures, development actors, child well-being duty bearers and stakeholders, and child-related policies and their enactment. We assess local capacity for participation in exploration and design. We can consider 1) providing capacity building support to community members to ensure adequate participation, 2) running a micro-project to build relationships and credibility, 3) bringing together local churches and faith actors to explore their vision for social change and to inspire them, where necessary, to work towards improving the well-being of children, families and the wider community. We identify and engage an existing suitably representative local development committee or identify suitable members to form a new Starter Group (comprised of adults and children). The members should be motivated by a genuine desire to work with others to improve child well-being, should be drawn from a cross section of stakeholders, and should broadly represent the diversity of the primary focus area in terms of gender, ethnicity and social status. We determine the location of the primary focus areas based on the highest concentrations of poverty and child vulnerability.

Child Sponsorship: Align the selection of Primary Focus Areas with all the areas in which RC will be selected.

Guiding Questions

For initial planning of new Area Programmes
1. How is the community organized (including existing formal and informal organizational structures, power dynamics and governance structures)?
2. Is poverty and vulnerability particularly high in certain parts of the programme area?
3. 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?
4. Which stakeholders represent potential partners in working towards the well-being of children in this area?
5. Is there an existing suitably representative local development committee or are there suitable people to form a starter group?
6. What roles do churches and other faith groups play in promoting the well-being of children in their communities?
7. What does spiritual poverty look like in the area context and how does this affect child well-being and the practices of nurturing children?
For Existing Area Programmes
1. Have there been any major changes in the local context that affect programming?
2. If so, have these changes and their implications been discussed with local stakeholders?

Outcomes

For initial planning of new Area Programmes
1. Programme staff have an understanding of how those in authority and power can contribute towards or hinder child well-being.
2. Primary focus areas have been identified
3. Key stakeholders in the primary focus area have been identified.
4. Primary focus areas align the reach of projected interventions with required population for RC numbers (for sponsorship funded programmes).
5. Potential partners start to be identified.
6. Starter group begins to form.
7. Churches and faith groups have a vision for their role in promoting the well-being of children and the wider community.
For Existing Area Programmes
1. Major changes in the local context have been discussed with local stakeholders.
2. Changes to WV's AP plan and the overall community plan have been discussed and agreed with local stakeholders.

STEP 3: WHAT IS ALREADY BEING DONE?

In this step we train the Starter Group on how to plan and organize the community to explore their understanding of Child Well-Being in their context, how to research local CWB issues, how to develop a vision for CWB and how to identify priorities that will move them towards the realization of that vision in their

community. The Starter Group conducts vulnerability mapping[6] to identify the numbers and types of vulnerable children and the causes of their vulnerability and its factors. This should include an exploration of local child protection issues. The MVC mapping allows us to ensure that programme beneficiaries and registered children are selected from the list of most vulnerable and vulnerable children. The Starter Group explores existing assessment data and what has been done so far on CWB, filling in some of the assessment gaps. This should include a mapping of existing stakeholders involved in promoting CWB. The assessment should also consider the availability of local assets and resources that could be used by the community to address their priorities for CWB.

Guiding Questions

For initial planning of new Area Programmes
1.   How do starter group members view child well-being and vulnerability?
2.   What stakeholders have the most influence on child well-being in the area?
3.   How can the starter group effectively engage the community in an empowering dialogue on child well-being?
For Existing Area Programmes
1. Have there been any significant changes in child vulnerability or in the provision of services to children in the area?
2. If so, have these changes and their implications on programming, been discussed with local stakeholders?

Outcomes

For initial planning of new Area Programmes
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, by whom, and the local assets that contribute to the well-being of children, and has gained a better understanding of potential partners.
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.
For Existing Area Programmes
1. Major changes in vulnerability of children or in the provision of services and support to children have been discussed with local stakeholders.
2. Changes to WV's AP plan and the overall community plan have been discussed and agreed with local stakeholders.

STEP 4: WHAT MORE CAN BE DONE?

The Community Summit meeting takes place at **step 4.** During that meeting the community representatives and other key stakeholders analyse the data gathered during the community research process of step 3 and the secondary data available from WV's strategic planning. The community identify the priority issues affecting Child Well-Being, and the locations of Most Vulnerable Children, in the programme area and PFAs. It is advisable to verify this information by 1) checking with WV sector experts that the stated priorities are supported by the available evidence, 2) meeting with district or city level decision-makers to check alignment to the government plans and verify their support for the community's priorities.

Guiding Questions

For initial planning of new Area Programmes
1. What assets and resources already exist that enable children to thrive?
2. What are the gaps in children's well-being?
3. Who are the most vulnerable children? What are their key assets and their main challenges?
4. What are the community's vision and priorities for improving and sustaining the well-being of children, especially the most vulnerable? Are they verified by the evidence and in alignment with local government priorities?
5. Which groups and organisations in the local area can work together to address the community's vision and priorities for child well-being?
For Existing Area Programmes
1.   Have there been any significant changes in public sector strategy or priorities that affect Child Well-Being?
2.   Have there been any significant changes in the community's vision and priorities for Child Well-Being?
3.   Have any such changes been discussed with local stakeholders?

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[6] Using the MVC Mapping Data Management Tool.

Outcomes

For initial planning of new Area Programmes
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.
5. Potential partners are identified.
For Existing Programmes
1. Significant changes to local community vision and priorities or public sector strategy and priorities have been discussed with local stakeholders.
2. Changes to WV's AP plan and the overall community plan have been discussed and agreed with local stakeholders.

STEP 5: WHAT WILL WE DO TOGETHER?

During **step 5** working groups of potential partners in the PFAs start to explore what they can do together to address the issues and their root causes and to discuss the most appropriate forms of collaboration, including finding out which partners are already contributing or have scope to contribute to different objectives. The Starter Group may decide to disband at this stage if the planning is being taken over by the partner working groups. Some FOs have found it helpful to continue the Starter Groups and to help them evolve into Community Based Organisations (CBOs) that can sustain and build on the programme in the long term. Other FOs establish village or neighbourhood development committees to carry out the planning in steps 5 and 6 and these too might become CBOs.

Future interventions start to take shape. As potential partners carry out problem analysis they also share with each other their experiences and understanding of what works best to address the identified issues. World Vision focuses its planning on the strategic priorities that it shares with the local community and explains the technical programmes it could offer to contribute towards shared priorities. This allows for dialogue, adaptation and design of appropriate shared projects which meet the local needs and utilise some of the evidence based practices and project models WV has included in our Technical Programmes. Care is taken to consider how to sustain and build upon improvements in CWB after WV transitions out of the area.

> **Child Sponsorship**: Explore partnering and integration opportunities within: a) Community-led care and protection, and b) Children's participation and voice. Plan for RC participation: the programme must address the needs of the RC across the life cycle. Explore whether the Starter Group would make a suitable Child Well-Being committee. Use of *SiP Reflection tool* to plan or review sponsorship integration.

Guiding Questions

For initial planning of new Area Programmes
1. 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?
2. What are the root causes and the assets related to the community's child well-being priorities?
3. What approach should be used to address the root causes, and what project models could be applied?
4. How will the perspectives, priorities and needs of the most vulnerable be included in the planning process?
5. 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?
6. How will sponsorship management be implemented and integrated? Is it feasible for WV to work with partners on some or all aspects?
7. Have potential partners carried out capacity self-assessments, and are the stakeholders satisfied that each partner has the capacity to make its planned contribution?
8. How will improvements brought about by the programme be sustained after WV has ended our involvement?
For Existing Area Programmes

1. Do partners have the necessary capacity to meet their agreed contributions towards improving CWB?
2. Is the partnership effective and healthy?
3. Have there been significant gaps in RC participation that need to be addressed? How effectively has sponsorship been integrated into programme and community priorities?

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.
5.	Partners have carried out capacity self-assessments and are satisfied that each partner has the capacity to make their planned contribution.
6.	Partners identify the contribution they will make towards the overall shared plan. WV's contribution focuses on the priorities shared by the local community and the national strategy.
7.	Selected TPs and project models and scale of proposed programming address the needs of all projected RC across 0-18 years and across all AP locations.
For Existing Area Programmes	
1.	Regular partner capacity self assessments are being carried out and appropriate capacity building has been identified and agreed.
2.	Regular partner Health checks are being carried out and appropriate changes to the partnership have been discussed and agreed.

Outcomes

STEP 6: WHO WILL CONTRIBUTE WHAT?

In Step 6 programme interventions and shared projects are agreed among the various actors, and target groups are defined. The contributions of partners in the programme are agreed along with the forms of collaboration between them and WV. This is the step when WV staff develop their Area Programme plans and budgets, including application and adaptation of Technical Programmes and the national CESP that are agreed as relevant and aligned with local priorities. It is important to maintain the essential elements of the Technical Programme designs when developing Technical Project designs, while also adapting to the local context. Plans should be co-created with local partners to enable greater impact, learning and efficiencies and to complement their plans, efforts and resources. There should be agreement on how information will be shared to enable the impact of this collaborative work to be measured and reported. Care is taken to ensure that Most Vulnerable Children are involved in and benefiting from projects in one or more ways. Child Protection should be promoted either through a technical programme or as a minimum package of CP activities.

Guiding Questions

For initial planning of new Area Programmes	
1.	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?
2.	What can each working group member (including WV) commit to contributing to the shared projects?
3.	Which of WV's technical programmes and project models would be appropriate? How should they be adapted to the local context?
4.	How do all the shared projects fit together into an integrated programme for the sustained well-being of children?
For Existing Area Programmes	
1.	Is the AP plan and overall community plan still relevant and the most effective means for improving CWB?
2.	Are the most vulnerable children being meaningfully included in programme activities, and benefiting from technical project interventions?

Outcomes

For initial planning of new Area Programmes
1. Shared project plans are finalised.
2. Working relationships are agreed and partnering agreements are signed for each working group.
3. The resources needed to implement shared projects are identified and acquired.

4.	Sponsorship integration across TPs analysed, and contribution to CESP finalised; roles and responsibilities of community, WV and others are agreed.
5.	WV Area Programme Plan is completed, submitted and agreed upon.
6.	Stakeholders have agreed an overarching plan, towards which the WV AP plan contributes.
7.	Children are registered for child sponsorship, and child histories are sent to the support office.

For Existing Area Programmes	
1.	The aims and objectives of the AP plan and community plan have been discussed with local stakeholders and deemed to still be relevant and desirable.
2.	The Most Vulnerable Children are being meaningfully included in programme activities, and benefiting from the technical projects.

STEP 7: HOW DO WE MANAGE TOGETHER?

The final stage includes the implementation and eventual transition of shared projects and the programme. During step 7 joint project implementation takes place, and participatory monitoring and learning systems are established that can be led by the communities and stakeholders. These systems, such as the annual community review and planning meetings and the community feedback and response system, allow the steps of the Critical Path to be regularly revisited to account for any changes since the design phase, and allow lessons to be learned from the experience of programme implementation, which can lead to necessary adjustments to programme plans. During implementation WV invests time in building the capacity of its partners, and the health of its partnerships, to enable them to strengthen their efforts to improve CWB and to promote the sustainability of their activities after transition.

Child Sponsorship: Use Annual planning tool. Conduct child selection and monitoring with partners.

Programme Accountability: Use the 'Community Feedback and Response System' field guide and integrate in any accountability assessments so we know how communities want us to provide information and collect and act on their feedback and complaints.

Guiding Questions

For initial planning of new Area Programmes	
1.	How can WV staff strengthen local groups and organisations and support appropriate forms of collaboration and partnering throughout project implementation?
2.	How will the shared projects be monitored and evaluated jointly?
3.	How can each project ensure context-appropriate and effective child protection?
4.	How can continual learning and improvement be ensured throughout shared project implementation (in particular how do communities want World Vision to provide information, and collect and act on their feedback and complaints)?
5.	How do WV and partners support communities to plan for and recover from disasters if and when they occur?

For Existing Area Programmes	
1.	Have the progress of the technical projects and CESP activities been reviewed and discussed with local stakeholders?
2.	Are communities satisfied with the information World Vision provides about its activities, and are the feedback and complaints mechanisms being used by a range of community members?
3.	Has the programme quality been reviewed and have appropriate actions been identified to strengthen it?
4.	Do the partners have the required capacity to ensure the sustainability of the activities after transition?
5.	Have the AP plan and community plan been reviewed with local stakeholders and adapted to strengthen their effectiveness and efficiency?

Outcomes

For initial planning of new Area Programmes	
1.	Shared projects are implemented successfully, resulting in tangible and lasting improvements in the lives of children, especially the most vulnerable.
2.	Communities are informed about how World Vision works, including staff behavior protocols, so communities can hold us to account and report incidents when staff or partners fall short of those standards.
3.	Monitoring, reflection and evaluation are conducted jointly with communities and partners (with feedback and complaints considered at senior management meetings). They focus on the change in children's well-being and lead to improvements in project implementation.
4.	In programmes with sponsorship, sponsorship systems are successfully adapted and implemented to meet standards and contribute to local protection and participation efforts. Registered children participate in and benefit from shared projects along with the other children. Communication with sponsors is meaningful for all

involved.
5. The community and stakeholders have clear plans for managing and mitigating disaster risks.

For Existing Area Programmes
1. The progress of the technical projects and CESP activities have been reviewed and discussed with local stakeholders.
2. The AP plan and community plan have been reviewed with local stakeholders and adapted where necessary to strengthen their effectiveness and efficiency.
3. Programme Quality has been reviewed and appropriate actions have been identified and taken to strengthen it.
4. WV has provided capacity building support to local partners to help them sustain and improve their work after transition.

STEP 8: HOW DO WE TRANSITION TOGETHER?

Transition refers to the ending of WV's involvement in a shared project or programme. It is important for WV to end its involvement in a way that enables communities and stakeholders to sustain the benefits of the programme in the lives of children, their families and their communities.

Guiding Questions

For initial planning of new Area Programmes
1. 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?
2. How can communities continue to mitigate and manage major threats to sustainability – for example, natural disasters, conflicts or pandemics?
3. How does WV prepare to transition in a way that builds local capacities to continue working towards the sustained well-being of children?
4. How does the transition need to be communicated to local stakeholders?
For Existing Area Programmes
1. Have there been any changes in the plans or the capacity of the community and local stakeholders to sustain the improvements in CWB after transition?
2. Has WV's contribution towards the overall community plan declined while the contribution of local stakeholders has increased?
For the final transition of the Area Programme
1. Are local communities and partners in the AP positively engaging in the transition process and demonstrating ownership of their future development?

Outcomes

For initial planning of new Area Programmes
1. The expected transition date has been communicated to, and a sustainability plan has been agreed with, local stakeholders.
For Existing Area Programmes
1. Any changes to the context or the capacity of local stakeholders to sustain the improvements have been discussed with local stakeholders and the programme has been adapted to try to safeguard the improvements and aim for their sustainability.
2. WV's contribution towards shared projects and the overall community plan has declined whilst the contribution of local stakeholders has increased.
For the final transition of the Area Programme
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. A clear communication plan is prepared and implemented with stakeholders.
6. Clear plans are in place for the transfer of assets and responsibilities to local stakeholders once WV's contribution has come to an end.
7. Learning has been documented and shared.

Further details about how to work through each of these steps can be found in the Field Guide to the Critical Path[7]. It intentionally brings together good practices in child-focused development work, local advocacy, DME, accountability and learning – as well as sponsorship in programmes with sponsorship. This document also includes links to tools that have been tested and found useful by WV programme staff who have implemented WV's Development Programme Approach, as well as tips, cautions and examples. It is available as a reference for field offices and programmes to consult as they develop their own approach.

▶ ## Action Learning

Action learning is a structured reflection and learning process using actual experience as the source of the learning. Action learning takes place in each and every step of the Critical Path. It starts during the planning phase and is carried on during project implementation. In the early steps of the planning phase action learning makes teams aware of the issues and of their gravity or scale. It reveals power dynamics and identifies the capacity and reputation of potential partners.

In the later steps of the Critical Path, during project implementation, action learning is embedded in the joint implementation and participatory monitoring activities, the Annual Community Review and Planning meetings, and the feedback and complaints systems. These allow community members, partners, local stakeholders and WV staff to review the progress and quality of the project implementation and the effectiveness of the partnership. They revisit key questions from Steps 1 to 3 to take account of significant changes, they re-check local priorities (Step 4), they reflect on and learn from the progress of the technical projects and the CESP activities, and they adjust, where necessary, their objectives, the contributions made by each partner and the design of the projects (steps 5 to 7). At the same time they keep an eye on their preparedness for WV's withdrawal (step 8).

Action Learning enables the staff and partners to critically examine their joint project work and identify better and more effective ways to collaborate and address issues together by adapting their actions along the way. Action learning helps everyone grow in the capacity to implement, learn and adjust as well as in their capacity to relate to others. It gives children and local communities practical experience of reviewing development work and of using their experience to adapt and improve the design and implementation of that work. It recognizes each person's observations, and values their ideas and suggestions. As such it can result in increased capacity, stronger ownership, higher impact and greater sustainability. It also enables programme staff to both learn from others and to share their expertise with others.

▶ ### Community Feedback and Response System (including the children's feedback mechanism)

Learning and adaptation is driven by systematically listening to the children and communities that we serve and so each Area Programme will need to have a Community Feedback and Response System. This will consist of a number of feedback and complaints mechanisms, selected by and appropriate for the community, that is part of a national office wide system that ensures we learn from programmatic feedback and respond appropriately, particularly when there are complaints related to World Vision staff, or partner, misconduct.

Collecting feedback from children is likely to require specific activities, and the Children's Feedback Mechanism includes a simple approach to doing that at the programme level. Using a similar approach to the Citizen Voice and Action project model, it introduces an activity in which children participate in defining the expectations they have of World Vision programmes, and the ways that staff behave, and then rate World Vision on how well we are doing.

The mechanism also introduces a way in which feedback given by children at the programme level will be consolidated and elevated to the National level once a year. Select children's groups will analyse the aggregated feedback from children across all programmes, and use that, along with their own observations, to rate their World Vision office as a whole on the five Children's Triennial Council Recommendations - five recommendations given to World Vision by a representative group of children at the 2013 Triennial Council event. These select children's groups will then present this to National Office senior leaders, so that children's voices are a greater part of our strategic decision making.

▶ ### Annual Community Review and Planning

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[7] This is the new name for the Good Practices for putting WV's Development Programmes into Action (currently being revised)

The Community Review and Planning meetings[8] are a way to enable local stakeholders to gather together all monitoring information, reflect on it, and make use of it. The process empowers local stakeholders to review the progress they are making towards their own child well-being vision and priorities, and adjust projects so that they can achieve the desired results. This more adaptive approach to community development is a central theme in LEAP3 and the DPA.

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[8] For guidance and tools on the ACRP process see https://www.wvcentral.org/community/pe/Pages/Annual-Community-Review-and-Planning.aspx

PART 2
ALIGNING STRATEGY AND PROGRAMMING

▶ The DPA Garden

The Development Programme Approach is a framework which contains the different elements required for WV and communities to work together to achieve the sustained well-being of children, especially the most vulnerable. The Transformational Development principles are the seedbed. The soil has been enriched and made fertile by our community engagement work, such as addressing root causes of poverty, identifying local priorities for child well-being, building local ownership of the development journey, including the most vulnerable, addressing discrimination and harmful practices, partnering with others, and building local resilience and adaptive capacity.

Figure 6. The TD Seedbed

The DPA plants our technical interventions into this rich seedbed. The process of DPA ensures that interventions contain the elements to bring about sustained and transformative improvements in child well-being. WV acts as a catalyst, mobilizing children, families, community members, local government, public sector workers, civil society, faith groups and others with a duty of care towards children to work together to improve their well-being and future opportunities. WV's technical interventions and CESP activities are part of these wider efforts. The community engagement process is facilitated by local stakeholders with the support from AP team members to ensure that the process is locally owned and led by the community rather than driven by WV. Our technical programmes are implemented mainly with local partners using locally adapted versions of WV's core project models and other relevant actions. They address issues that have been identified as priorities both by the local community and by WV's national strategy (which is based on data collected during the landscaping and assessment processes). They are carefully chosen to integrate and complement each other so that everything planted can grow and thrive together,

sharing nutrients. The result is holistic child well-being which specifically targets the most vulnerable and reaches sufficiently deeply into hearts, minds, spirituality, systems and structures to be sustained.

Implementing National Strategy through the DPA

National Strategy

OurPromise requires that Field Office (FO) strategies select up to four of WV's eight Child Well-being Objectives, including at least one of the two CWB Objectives under the CWB Aspiration 'Experience the love of God and neighbours.'[9]. The objectives are addressed through Technical Programmes (TPs), which must be sufficiently integrated to address WV's 5 priority sectors - Child Protection, Health & Nutrition, WASH, Education and Livelihoods. TPs may cover one or more than one national strategic objective. They may be implemented across all Area Programmes in a country, or in a cluster of Area Programmes, or in certain types of Area Programmes (for example, all urban programmes or those located in conflict-affected areas). The TPs adapt project models according to the national context and take into account the contributions being made by partners and other stakeholders. The TPs are then implemented through technical projects, which are further adapted to fit the local context.For example, an Education TP might be implemented through two or three different types of education projects, tackling different educational needs.

World Vision has a number of Core Project Models (CPMs) which are expected to make up the majority of our work in stable communities. Our Promise stipulates that 80% of World Vision's mass funding should be spent on CPMs and on community engagement processes described in the DPA[10]. This would include a maximum of 5% that could be spent on short-term micro-projects[11]. The remaining 20% is available to be on all other costs, including administration and WV's additional project models or other external innovations and good practices. The CPMs are adapted and included in Technical Programmes at the national level, becoming technical projects. The technical projects are then further contextualized at the local level, taking local priorities and capacity into account. Selected TPs and projects, and the scale of proposed programming, will need to address the needs of all projected RC across 0-18 years and across all AP locations. There is no requirement for the use of project models in programmes funded by grants or major donors, although the use of project models in these programmes is encouraged when appropriate.

Focus on Shared Priorities

LEAP 3 brings a stronger emphasis on the link between FO strategy and programming. Its aim is to ensure that all programmes can show a clear contribution to national strategic objectives and targets. This is a change from the past where local programming was more driven by local priorities, with the result that it was difficult to assess the impact that the patchwork of different projects was having at a national level. The Development Programme Approach helps to balance the move towards more joined up programming with the continuing commitment to encourage a local vision and priorities for child well-being. It does this by ensuring that local programming addresses priorities shared by both national strategy and by the local community.

> The community and partner engagement process that takes place during the design phase of a new Area Programme will result in a community-owned vision and local priorities for child well-being. The Area Programme plan should focus on the child well-being priorities that are shared by both the WV national strategy and the local community.

- [9] Children report an increased awareness of God's love *
- Increase in children who have positive and peaceful relationships in their families and communities *
- Increase in girls and boys protected from violence
- Children ages 12-18 report an increased level of well-being
- Increase in children who are well nourished (ages 0-5)
- Increase in children protected from infection and disease (ages 0-5)
- Increase in primary school children who can read
- Increase in adolescents' education and life skill

[10] The community engagement activities are generally implemented through the Community Engagement and Sponsorship Plan.
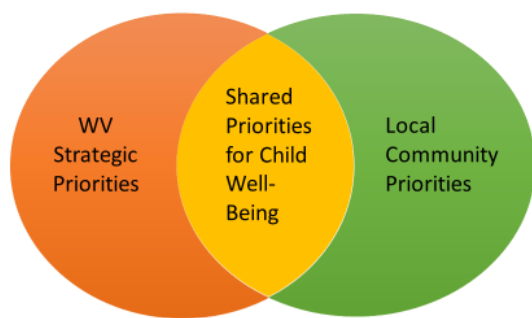[11] Micro-Project Guidance

Figure 7 : The alignment of strategy and programming

▶ Designing the Area Programme Plan

WV's local programming is managed in geographical locations known as Area Programmes (APs). The selection of an AP depends upon a number of factors including the population size and density, the number and age of children that meet the FO selection criteria, political boundaries and travel times. APs are often grouped into clusters or zones where technical staff serving the APs are based.

When an AP is being designed or re-designed, WV follows the Critical Path to explore the key obstacles to child well-being and their root causes, the local priorities, the existing work done by others and the opportunities for partnering. Through dialogue with potential partners locally appropriate solutions are designed that allow WV and partners to choose their contribution in alignment with their respective strategic priorities, skills and capabilities. WV focuses its contributions on the priorities it shares with the local community. WV works with partners and communities to determine what Technical Programmes (comprised of technical projects) to use in a programme area. The technical projects are adapted to the local context, being careful to retain the key components which are required for the model to be effective.

Careful attention is given to build on and strengthen existing efforts by the government and other organisations in the area. This avoids duplication and encourages coordination with those already working for child well-being. In this way, ongoing work is enhanced rather than undermined, and capacities are built. The result of this participatory design process is the Area Programme Plan. It describes the work that World Vision and its partners will do in the AP, as part of wider efforts to improve child well-being. Those wider efforts would include the activities of the community members themselves, the local government, the public sector (such as schools and health clinics), the private sector (such as private kindergartens), and local community-based organisations.

In sponsorship-funded programmes, care should be taken to ensure that the technical projects provide relevant programming across all RC age groups (0-18 years) and are operating in enough PFAs to ensure that all RCs benefit in tangible ways from the programme.

▶ Life span and lifecycle

Start With the End in Mind

The AP staff should always have the end of WV's involvement in mind. They should be pro-actively using the period of our involvement to build the capacity of community members and local partners to sustain and develop the improvements in child well-being after WV has transitioned out. Accordingly throughout the life of the AP, WV's contribution should be carefully planned to decline while the overall local partners' and community

Lifespan - New guidelines on Area Programme (AP) lifespan and lifecycle were approved in December 2018. These stipulate that a typical AP lifespan will be within the range of eight to twelve years, with ten years as the norm. This is a reduction in the previous average of 15 years, so field staff will need to ensure from the beginning of the programme that they are working towards sustainable improvements in CWB and enhancing the capacity of other actors to build on those improvements after we have left.

Two years before the planned end of the AP lifespan, the FO and local communities will work together to confirm that the AP can end as planned based on progress towards the agreed child well-being goals and the capacity of local communities to sustain the improvements. However, extensions to an AP lifespan would be rare, usually agreed only when there has been a significant disruption in the programme area (e.g. natural disaster or violent conflict). The current periods of 12 to 24 months for AP assessment and design (A&D) and 1-3 years for child registration will be maintained. The new guidelines have reduced the typical period for AP transition from 2-5 years to a period of 1-2 years. An FO will have the flexibility to set the period of A&D and programme transition within these ranges, in consultation with the SO.

Lifecycle – a technical programme typically goes through a LEAP cycle every three to five years, with evaluation conducted at the end of each cycle. There is no set number of cycles for a TP's life span, although with AP lifespan typically limited to about 10 years most TPs would only go through two or three cycles. Where possible, it is often convenient to align programme cycles with strategy cycles.

Staffing Capacity and Competency

Having a sufficient number of the right staff and volunteers in place with the competency to fulfil their responsibilities is essential for effective application of WV's Development Programme Approach. Details of the staffing structure and roles, competency development, and requirements for working with volunteers and partners is contained in Appendix 4.

Child Protection and Safeguarding

The protection of children from violence and abuse is critical to their well-being. Field Office strategies will consider how best to promote child protection in their context. It will typically be through a Child Protection technical programme or through a minimum package of activities implemented through the Community Engagement and Sponsorship Plan. Further details can be found in Appendix 3 – Child Protection and Safeguarding.

Community Engagement and Sponsorship Plan

Many of the principles of transformational development described in the DPA are embedded into the technical projects so that the elements of DPA and technical projects work seamlessly together. For example, most projects would be implemented with local partners, and all projects would be expected to focus on the needs of the most vulnerable, to promote gender equality and social inclusion, to provide community feedback and complaints mechanisms and to include advocacy. But some other activities, such as the community engagement processes and the management of child sponsorship are managed alongside the technical projects. These supportive and complementary activities take place through the Community Engagement and Sponsorship Plan (CESP), and must be implemented in APs funded through child sponsorship. The CESP integrates community engagement, child sponsorship and a minimum package of child protection interventions, where required. There is a national CESP which has the status of a technical programme, and it is contextualised at the local level through inclusion in the Area Programme plan.

Programmes with Child Sponsorship

Child sponsorship builds relationships among children, their families, sponsors and WV staff. Each person in this relationship improves life for the others by sharing resources, hope and experiences. Sponsorship enhances the focus on the most vulnerable children and enables families and communities with local partners to provide and care

contributions increase.

for children. And sponsors contribute to children's well-being by funding vital programme work. In WV's Development Programme Approach sponsorship has been intentionally integrated as part of overall programming in order to enable:

- strengthening of community efforts towards children's well-being
- promotion of excellence in sponsorship within programming
- adoption of participatory approaches for working with children and effective communications with sponsors
- development of community ownership of sponsorship processes with appropriate engagement of volunteers and local partners.

1. Programme focus and RC participation (including sponsorship positioning)	2. Feasibility & Risk management	3. Two SiP Essentials • Community-led Care & Protection • Children's Participation & Voice (including supporter engagement)
Principle: Each AP addresses i) critical needs of children, and ii) ensures RC of all ages and geographic locations directly benefit from programme interventions.	**Principle**: Each AP identifies contextual challenges to determine sponsorship feasibility and manages critical risks for effective sponsorship operations and improved supporter experience.	**Principle**: Child Sponsorship in each AP contributes directly to community efforts for promoting child protection & participation, and also reduces administration costs and lays the foundation for transformed supporter experience.

Excellence in sponsorship within programming

- Sponsorship programmes focus on the critical needs of children and prioritise contributions towards World Vision's child well-being objectives. The sponsorship processes themselves enhance the focus on children and the improvement of their well-being. In programmes with child sponsorship either the local efforts or World Vision's programming in collaboration with local partners help registered children and other vulnerable children in their community to:
  - ➢ Enjoy good health: Children are included in local efforts to improve their health and nutrition, contributing to the reduction of under-5 years and maternal mortality. Malnutrition indicators and immunisation coverage for children 0-59 months are measured and gaps are addressed. Children have access to community-based emergency health and nutrition support.
  - ➢ Be educated for life: Children are included in local efforts to develop core cognitive, emotional, social, and essential life skills, as well as basic literacy and numeracy skills for children in primary level education.
  - ➢ Be protected and participating: Local systems and actions are strengthened to protect children from harm, abuse, neglect, and exploitation and to empower children to participate in decisions that affect their lives. Children have legal identity that enables them to access basic services.
  - ➢ Experience the love of God and their neighbours: Community-based care and spiritual nurture of children is fostered with families and in partnership with local churches or faith groups, according to approved, contextualised national policies and strategies.

The *Child Sponsorship and LEAP 3 Overview and Checklist*[12] provides a high level guide to key processes and tools. The following measures all make critical contributions to excellence in sponsorship within programming:

- **Programme focus & Community engagement** – TPs and the national CESP are reviewed together to ensure they can fulfill the Sponsorship Promise[13] for all registered children. Child Sponsorship messaging forms part of the overall community engagement. Sponsorship messaging enables the community to understand sponsorship well and leads to greater ownership of programme.

- **Registered Children Participation** – Programmes ensure all RCs are participating in, and benefiting from, programme activities.

- **Feasibility and risk assessment** –*Sponsorship Feasibility and Risk Management analysis* during assessment enables the programme to identify and manage risks in different contexts. Risk management strategies applied and reviewed regularly.

- **Child selection and monitoring supports community-led care and protection** – Child selection,

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child monitoring and responses are integrated with local protection efforts, the Child Protection TP (where present) and Child Protection minimum requirements. Contact with children occurs where possible during project activities with children in groups or through local protection efforts to promote efficiency. The *Child Sponsorship Monitoring* tool helps staff to integrate monitoring and facilitate community-based responses to children's needs. Data from child monitoring also helps WV to report on contributions to WV's child well-being targets. The *Child Selection* tool equips programme staff to work with communities to develop and apply appropriate selection criteria with inclusion of the most vulnerable children.

- **Phased registration of children** – Phased registration of children, preferably over a two-to-three-year period to reach the optimal level of registered children planned for a programme. This is based on a) community readiness for child sponsorship and b) programming reach. The number of registered children should never exceed the pace of programming intervention rollout, to ensure participation of all registered children and their families. *RC Projection and Allocation tool* is employed to provide evidence-base for appropriate RC growth, as RC cannot be selected unless there is evidence they will benefit from programme activities.

- **Sponsorship processes promote child participation and voice -** Sponsorship interaction with children should be rights-based, fun and meaningful for children, build child participation and voice, and should provide meaningful communications to sponsors. Child-focused activities are planned as part of other projects where possible, with community processes for monitoring children and meeting sponsorship requirements.

▶ Sponsorship activities in the community: working with volunteers and partners

Working with partners in child sponsorship should be integrated into the Critical Path wherever possible.

Key pointers include:

- Partnership principles of Equity, Transparency and Mutual Benefit should apply. Make sure that implementing sponsorship activities contributes to any local partner's own mission and capabilities, and that both of these are measured.
- Seek value-creating opportunities for partnership in sponsorship, for example build sponsorship into monitoring of school attendance.
- If sub-contracting make sure to be clear about the motivations and drivers of the local organisation.
- Where the local partner provides volunteers, make sure to recognise that the volunteers are not World Vision's volunteers. Use World Vision's volunteer training resources to equip, support and build in recognition for the volunteers so that their work in their own organisation is strengthened.
- When negotiating sponsorship activities with partners, always make sure to consider all of the costs and risks that they will take on. This means that their motivation to do their best will be strengthened.
- Negotiate the application of World Vision's safeguarding standards appropriately. Again, this should benefit the partner because they become leading safeguarding organisations in their own area and
- context.
- Use World Vision's Organisational Capacity Building approach and resources to support regular capacity self-assessments, and then budget for enough time and resource to help partners with their own organisational development.
- As a general principle, WV will always work with local groups and organisations that are already present in preference to starting and incubating new ones.

Where World Vision recruits volunteers from the community directly:

WV recommends context-appropriate adoption of *Sponsorship Volunteer Empowerment Approach* principles (FY20). Community volunteers are often the people who get the most training by WV, and the people who spend the most time with children within WV's programming influence. This should be viewed as an investment in community change agents. Never consider them as cheap or unpaid labour. Where volunteers have the leadership and opportunity to self-organise this can be encouraged till they are able to achieve registration as a local organisation.

In all cases WV retains responsibility for ensuring that all relevant standards are met.

SPECIFIC CONTEXTS

► Fragile Contexts

World Vision defines fragile contexts as places where "children suffer extreme levels of violence, exploitation, abuse, and neglect. These are called 'fragile contexts' because political and social pressure make them vulnerable to conflict and have fractured the institutions that should protect children." By 2030, more than 80% of the world's extremely poor people are predicted to be living in fragile and conflict affected contexts. These are the most dangerous places in the world to be a child. Children face rapid and unpredictable change, extreme levels of abuse, exploitation, deprivation, hunger and violence and they are nearly three times more likely to be out of primary school than in other low-income countries.

Through Our Promise World Vision has stated its intention to focus more of our work in fragile contexts. Strategic Initiative 1.1 of Our Promise, calls World Vision to deepen our commitment to the world's most vulnerable children.

Working in fragile contexts requires World Vision to adopt a more flexible approach to programming to allow it to adapt to rapidly changing conditions and to pro-actively manage partner relationships. The Fragile Context Programme Approach (FCPA) was developed in response to these requirements. The FCPA describes how FOs in fragile countries can monitor the conditions and adapt their programming to be relevant to the needs. It helps them to not only work 'in' fragile areas, but to work 'on' the causes of fragility.

World Vision works in 29 countries[14] that are considered fragile. Ten of them are considered to be fragile throughout the whole country, and a further 19 have fragile areas within them. Programmes in fragile countries and fragile areas should use the FCPA rather than the DPA. There are other countries which fall outside this list, but which have some communities that are subject to significant, frequent and unpredictable changes. In such cases it is advisable for the field staff to be trained in both approaches, and for them to make use of the FCPA to carry out scenario and contingency planning, to monitor the triggers, and to create more flexibility in programming.

Details of the FCPA can be found in the FCPA Starter Kit.

► Urban Contexts

By 2030, the global urban population is expected to grow to 4.9 billion, reaching two-thirds of the global population. This growth is largely due to migration of people from rural areas seeking better opportunities for employment, education and public services. However, the reality is that many people end up living in informal settlements where public services are poor and where child well-being indicators are low. World Vision is committed to reaching the growing populations of vulnerable and marginalized people living in urban areas, and recognizes that it needs to adapt its work to take account of the specific characteristics of urban populations, such as diversity, density, dynamism and mobility.

To guide our programming in cities and other urban environments[15] World Vision has produced an Urban Ministry Model (UMM)[16] which includes a programming component known as the Urban Programming Approach (UPA)[17]. The UMM was designed for generating sustainable social impact in cities, focusing on inclusion of the most vulnerable, especially children. The UMM proposes four **Strategic Pillars** and four **Enablers of Change** common across the five UPA's programming areas (*Domains of Change*).

Table 1 UMM Pillars and Enablers

Strategic Pillars *address the distinct common issues in all urban environments resulting from the dynamic nature of dense and diverse city settings to ensure impact in cities*	Enablers of Change *use urban advantages to support efficient scaling of programs in dense and diverse urban environments*

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[14] Definition of Fragile Contexts
[15] Urban environments include cities, towns, urban settlements (formal or informal) and slums and urban refugee camps among other dense human settlements. https://www.wvi.org/sites/default/files/Defining%20urban%20contexts%2012.11.17.pdf
[16] Also known as the Citywide Self-Sustaining model
[17] Also knowns as the Cities for Children framework

Social cohesion: Building social cohesion amongst diverse communities and promoting inclusion of marginalized and vulnerable groups.

Urban governance: Strengthening the quality of urban governance at all levels, promoting community engagement with decision making processes, local-led advocacy in order to achieve citywide effective policy impact.

Knowledge building: Supporting knowledge building through enhancing the accessibility, representation, accuracy of data and information to leverage and advocate for inclusion and transformational change.

Built environment, public space and services: Improving the quality of the built environment, shared public space and service delivery for safety, security and well-being of children and their communities.

Partnerships: Establishing citywide partnerships with diverse city actors and strengthening capacities of all key stakeholders to promote collective action and collaboration for quality, scale and impact

Technology: Utilizing existing and new technological capacity and innovations to assist in designing smart and inclusive cities

Urban Planning and Design: Ensuring urban planning and design is inclusive, participatory and responsive to the needs and solutions of the most vulnerable groups, especially children in urban settings

Urban Policy: Ensuring that urban policy at all tiers of the city, from neighbourhood to city and national level, promotes equity and advocates for sustainable development

The UPA addresses children's vulnerabilities in cities driven by diversity, density, dynamism and mobility. It is anchored in WV's Child Wellbeing Aspirations and links with tested urban programming approaches. It consists of five inter-related programming areas (*Domains of Change*) that are essential to the wellbeing of urban children: healthy, prosperous, safer, resilient and just cities.

When considering the UPA programming area(s), the *Strategic Pillars* and *Enablers of Change* need to be intentionally considered for maximizing impact in the urban context. Cities and other urban environments provide opportunities that might not be so available in rural contexts. These should be taken into consideration during programme design.

Figure 9 : Cities for Children framework

If your Area Programme is based in a large city or includes large towns and urban settlements (formal or informal) the DPA would still apply, but you should use the Urban Programming Approach to help you adapt it to meet your needs.

Adapting the DPA for an Urban Context

Due to the distinctive features of an urban environment the DPA will need to be adapted at three stages:

- Assessment stage – when a new Area Programme is being considered the size and demographic of the built environment is far more compact and diverse than in a typical rural setting. It might not be appropriate to structure the AP in the same way as in a more rural environment, with a number of primary focus areas. Different urban operating models are suggested depending upon city size and other characteristics. The assessment can make use of the City-Wide Assessment tool to identify a suitable geographical focus area and to identify citywide systems, policies and actors that need to be influenced / engaged through the programme. In urban contexts, 'segmenting' has also proved to be helpful in the assessment. Segmenting is the process of dividing a programming area (primary focus area) into segments, according to categories of needs of a slum or urban settlement. These characteristics include:

  1. levels of mobility
  2. economic and social status
  3. tenure, land rights and housing
  4. migration patterns

  If the population is quite transient and mobile this could also prove an obstacle to managing a child sponsorship programme so it will be important that the sponsorship feasibility study takes this into account.

- Entry Project - In fluid and volatile urban contexts, it has been found helpful to use an entry project as a step between assessment and design. Entry Projects help to demonstrate WV's value proposition to local government and community members, and help to assess local capacity for partnering.

- Planning stage - the programme design will need to take account of the distinctive challenges posed by the urban environment and the design process will need to include appropriate questions to highlight these challenges. The design should connect the programme to multiple tiers of the city to be able to ensure a sustained impact (by influencing policies at municipal, district and city levels). The design process should include careful stakeholders mapping. Urban actors can be very different from actors in rural areas. Nontraditional actors (non-state actors, private sector, media, academia) sometimes have a very strong presence and role in urban contexts and it is important to ensure they are included. The design process might also provide an opportunity to start addressing some of the challenges, such as the lack of a sense of community. The steps of the Critical path can be used to build social cohesion.

- Implementation stage - the TPs and project models will need to be adapted to suit the urban context. For example, if the population is quite transient a health project might use a mobile clinic rather than a static one. The UPA provides guidance on how to adapt technical programmes and projects for urban contexts, and further advice can be sought from the Global Centre Urban Team, the technical sectors and TSO. Ways should be found to mainstream urban considerations into TPs. The programme design might also require specific projects to deal with specific issues. If these projects are not among the Core Project Models, such as is the case with peacebuilding, there might be budgetary considerations. If the AP is being funded from child sponsorship this would mean that these non-core projects would be limited to spending 20% of the budget. But if grant funding is being used there would be no such restriction.

APPENDIX 1 Transformational Development Programme Standards

This figure and the framework below provide a rough approximation of the relationship between the TD principles and the PQ Self-Review Tool standards. However, it should be noted that several of the standards are derived from, and give expression to, more than one of the principles. For example, ownership is an expression of Listening, because it derives from the participation of local people in planning and decision-making. But ownership is also a feature of Empowerment, because it reflects the local leadership of the on-going development process. So there is not necessarily a neat one-to-one relationship between specific principles and specific standards. For the sake of simplicity this appendix does not attempt to map all of those connections. It merely shows, arguably, the most obvious ones.

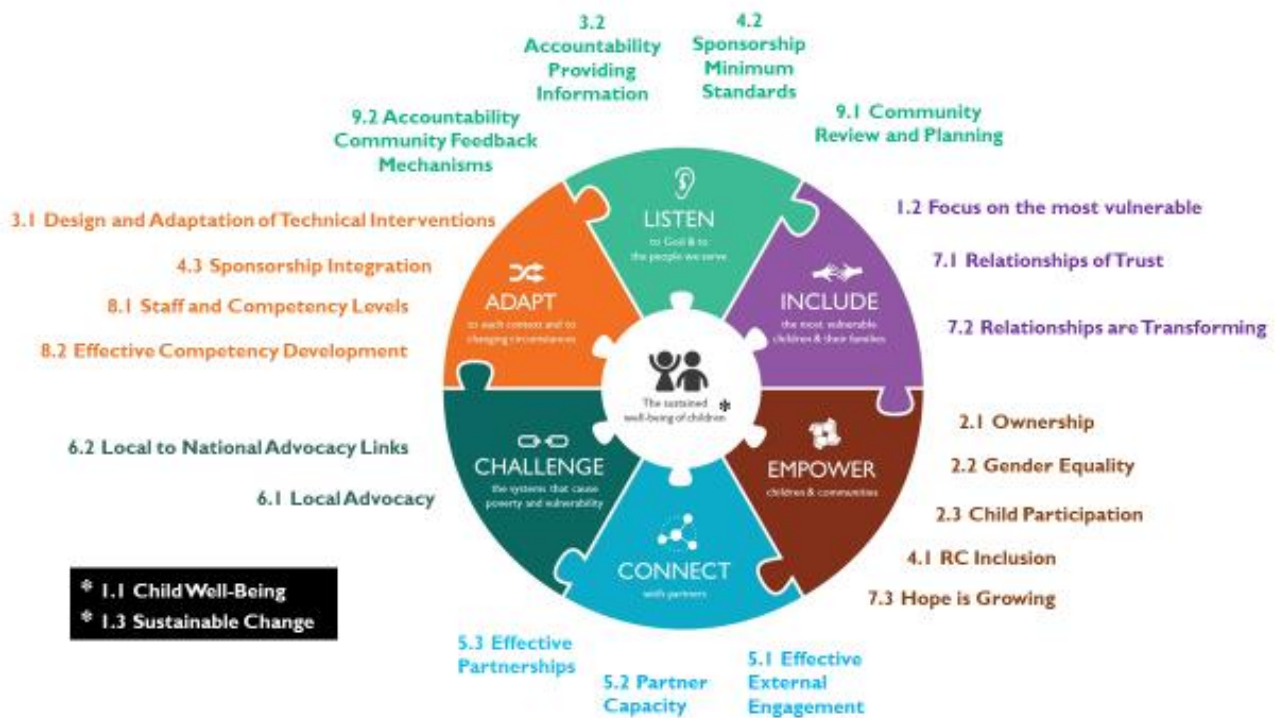Figure 10 : The TD principles link to the PQ standards

Table 1 : Transformational Development Programme Standards

Transformational Development Programme Standards		
TD Principle	**PQ Self Review Tool**	**PQ SRT Description of a Maturing Level (If a programme is consistently meeting this criterion)**
LISTEN	**3.2 Accountability - Information**	The technical interventions are designed and adapted based on thorough understanding of community priorities for child well-being, gained from in-depth engagements with communities. Indicators and monitoring tools are negotiated and mutually agreed with local partners.
	4.2 Child Sponsorship Minimum Standards	Programmes prioritise critical needs of children (health, education, protection). These needs are met either through programme, partner or community activities.
	9.2 Accountability - Community Feedback Mechanisms	There are clear, safe and accessible mechanisms in place for community members, including children, to provide feedback to WV and partners. Feedback is received, processed and leads to appropriate action.
	9.1 Community Review and Planning	Annual community review and planning meetings are planned and managed by local duty bearers, and are used to improve project plans. Review and planning events are easily accessible to all abilities and sexes.
REACH	**1.2 Focus on the Most Vulnerable**	Staff, community and partners have a clear understanding of who the most vulnerable in the programme are, and the root causes of vulnerability. The programme shows evidence of how the most vulnerable are included and impacted.
	7.1 Relationships of Trust	The programme team are present in the communities for sufficient time to build strong relationships with leaders, families and children. Programme staff are trusted by community members and partners because of their respect and commitment.
	7.2 Relationships are Transforming	Trust and respect within families and communities is improving. The root causes of conflict, stigma and discrimination are well understood and are being addressed.
EMPOWER	**2.1 Ownership**	Plans and activities are mainly developed and managed by the community and partners.
	2.2 Gender Equality	The programme is planned and implemented after systematic analysis of the perspectives, issues and needs of girls, women, boys and men. Monitoring data is routinely disaggregated by sex to show how the programme impacts on genders differently.
	2.3 Child Participation	Staff, community and partners routinely empower children, build their capacity and create opportunities for them to participate in age-appropriate ways in the design, implementation and monitoring of activities that affect their lives.
	4.1 RC Inclusion	All RC in all age groups and all geographic areas are actively participating in and benefitting from programme activities.
	7.3 Hope is Growing	Individuals and families have greater hope for the future and are able to make realistic plans. They have confidence in their ability to influence the future.
CONNECT	**5.1 Effective External Engagement**	The programme team has a comprehensive stakeholder map which is regularly reviewed and updated. They have clarity on WV's role and participate effectively in appropriate co-ordination mechanisms, networks for child well-being, and platforms for partnership, including government led initiatives.
	5.2 Partner Capacity	WV has a clear role to enable partner capacity building through mentoring and appropriate support, addressing technical, organisational and external capabilities. Partners are measurably increasing their capacities.
	5.3 Effective Partnerships	WV is collaborating effectively with appropriate partners from (where possible), government, the private sector, faith communities and civil society, and other NGOs. Organisations regularly measure the health and performance of their partnership and plan and implement ways to improve.
CHALLENGE	**6.1 Local Advocacy**	The programme has advocacy related outcomes and activities in its core and advocacy efforts enable partners and communities to engage in dialogue for bringing the desired changes.
	6.2 Local to national Advocacy Links	Advocacy information generated at the local level is routinely made available to be used in higher level advocacy actions. Local partners are connected to national coalitions and influence jointly for change.
ADAPT	**3.1 Design and Adaptation of Technical programmes**	The technical interventions are designed and adapted based on thorough understanding of community priorities for child well-being, gained from in-depth engagements with communities. Indicators and monitoring tools are negotiated and mutually agreed with local partners.
	4.3 Sponsorship Integration	Sponsorship activities, including RC monitoring & communications are planned and implemented as part of technical projects where possible. Sponsorship activities make clear contributions to CWB priorities. RC monitoring strengthens the community capacity for child protection.
	8.1 Staff and Competency Levels	Programme staff consistently demonstrate competency in all areas of their work, and are able to lead or coach other staff. They may occasionally need support and direction.
	8.2 Effective Competency Development	Competency development within the programme team has a good blend of targeted training and a range of well-planned on-the-job individual and team-based learning activities.
	TBC Resilience	*Programme designs intentionally build the capacity of children, families and communities to prepare for and adapt to changing circumstances.*

Child Protection

In all area programmes with child sponsorship, WV's goal is to grow the scope and quality of child protection efforts. This endeavor aims to:

- Accelerate the realisation of OurPromise by enhancing the inclusion of the most vulnerable children and strengthening collaboration and advocacy through scaling a core project model;
- Strengthen RC inclusion and child sponsorship (including business processes and systems) contributions to child well-being;
- Strengthen the fulfillment of our commitment to child safeguarding; and
- Build on and reinforce WV's Development Programme Approach, enhancing empowerment of children and communities.

To achieve this goal, field offices determine how child protection efforts will be achieved through their strategic objectives. Based on the CP ADAPT, field offices identify root causes of child protection issues, enabling the design of Pathways of Change that prevent, respond, and protect children, especially the most vulnerable children.

The decision for field offices about how to grow the scope and quality of child protection depends on several factors: the severity and root causes of child protection issues; the type of vulnerability markers affecting the most vulnerable children; and the campaign priority pursued by the field office. Depending upon these factors and the strategic objectives, the field office might design a child protection technical programme, normally adapting the Child Protection and Advocacy project model.

Where this is not currently feasible, field offices will implement a child protection minimum package through their Community Engagement and Sponsorship plan. Implementing the minimum package is not sufficient to reduce the prevalence of violence but can be part of a longer-term effort to strengthen field office capability to implement a CP technical programme. Programming for adolescent RCs may be implemented across TPs and the CESP.

The minimum package of CP activities includes:

1. Local level context analysis: A modified local level context analysis conducted with local partners used to strengthen activities that address root causes of vulnerability and CP issues across sectoral technical projects.

2. Reporting and referral mechanisms: A set of activities conducted with local partners to strengthen reporting and referral mechanisms, including the use of child sponsorship monitoring data. Note: the R&R mechanism, established by local actors, is for children and adults to report all child protection issues. It can also be part of a community feedback and response system, where they can report safeguarding concerns (as part of the Programme Accountability Framework).

3. Interventions for adolescents: Guided by national office strategy, interventions that directly strengthen the well-being of all adolescent RCs (aged 12 to 18) will be designed as part of national office technical programmes and/or CESP. Interventions that strengthen life skills and protective skills are prioritized and used to the extent that it is feasible. The new adolescent programming model, IMPACT+, will be one resource that national offices can use to strengthen life skills

Safeguarding

World Vision's Partnership Policy on Child and Adult Safeguarding protects all children everywhere, and adult beneficiaries, from abuse, exploitation, and other types of harm committed by World Vision staff and affiliates (such as volunteers, contractors, partners, and others). All our programmes must first seek to 'Do No Harm' and therefore, area programmes must prepare for the following activities in order to ensure that children and the community are safe in their interactions with World Vision:

1. Training and Policy Acceptance by staff and affiliates: All staff and affiliates, including volunteers,

partners, and contractors, must sign the national, contextualised Child and Adult Safeguarding Policy, available from the national office. They then need to have a minimum of one hour of training on the policy and behaviours to ensure they understand their role. Some types of affiliates (e.g. child monitors) may need a deeper level of training given the nature of their position and activities.

2. Complaints Mechanisms: s part of the wider Community Feedback and Response system (see page 17), there must be mechanisms in place so that anyone can safely report incidents of staff or affiliates abusing, exploitating or causing any harm to children or vulnerable adults.

These complaints mechanisms should be contextualized (i.e. child-friendly, gender-sensitive, and inclusive of those with low levels of literacy or those with disabilities)

Children, their families and the community need to be informed about 1) what behaviour they can expect from World Vision staff and volunteers and 2) how they can report violations of these behaviour protocols.

More information about the requirements around consent, child travel, risk assessments and more can be found in the Child and Adult Safeguarding Implementation Guidelines from your Safeguarding Focal Point or on wvcentral here

APPENDIX 3 – STAFFING CAPACITY AND COMPETENCY

One of the most important success factors for WV's development programmes is the capacity of the programme staff. Having a sufficient number of the right staff and volunteers in place with the competency to fulfil their responsibilities is essential for effective application of WV's Development Programme Approach. Aligning staff and community volunteer roles is crucial to the effective and efficient programming, child and sponsor engagement. This section discusses the recommended programme staffing structure and roles, staff competency development and support systems.

▶ Staffing structure and roles

All Field Offices should aim to appoint a **national technical lead** for the DPA. Ideally, this person would also be the Technical Programme Manager for CESP. Evidence from our Field Offices has shown that the appointment of a technical lead for the DPA in the country head office is an important factor in the successful implementation of the DPA at the AP level.

The programme **team leader** leads the WV staff in the Area Programme area, building a team of members who support one another and continually learn together. The team leader works extensively with stakeholders at the community and district levels, supporting effective collaboration towards child well-being. The team leader has overall responsibility for overall development efforts of WV in the area including staff security, care, performance management, financial management and reporting. The team leader reports to a WV supervisor, who is typically based at a cluster level, supporting multiple programmes. In programmes with child sponsorship, the team leader ensures the integration of child sponsorship within the programme and that standards are met.

The **development facilitators** (DFs) work through an incarnational approach within communities to enable mutual transformation – in the lives of children, families, communities, supporters and WV staff themselves. In common with other WV staff, effective DFs are deeply dedicated, humble and respectful of everyone they work with. They serve as the primary link between the WV programme team and local stakeholders and communities. DFs focus primarily on working with local groups and organisations to contribute towards child well-being priorities in the area. DFs help them build on their existing strengths and assets. DFs also facilitate links to technical support and funding from WV and other sources. In programmes with child sponsorship, the DF in close coordination with the sponsorship specialist works with community partners to ensure that child sponsorship standards are met.

Staffing levels should be planned based on local programme needs and should be adequate for successful performance. The number of Development Facilitators needed will depend on several factors including geographical area; location size and settlement patterns, population density; number of households; number of geographical units; registered children numbers; government administrative structures; role of partners, year/phase of implementation, and number of technical projects.

Studies on optimal functioning Area Programmes indicate that an RC ratio of 500 to 750 RCs to a DF is a good "general rule of thumb" to ensure effectiveness in implementing AP goals where there is appropriate local volunteer or partner support. For example, in an average AP of 3,000 RCs there would need to be about four to five DFs. Working together with volunteers, this ratio would potentially allow DFs to balance their time use between various activities that they have such as : community and local partner engagement and working with RC and programme implementation in an integrated manner. However, there are contexts where going over or below the ratio could be viable. For more information refer to the Community Engagement and Sponsorship Plan guidance.

Technical specialists may be located at the programme level, cluster level, or national level. They specialise in a particular technical discipline aligned with national office strategy and local needs – such as nutrition, health, education or DME. Technical specialists help staff and community partners analyse and address the root causes of problems that undermine child well-being. They may suggest project models and help local partners adapt these to design a project. They often build capacity of local partners and WV programme staff to implement the project. They work closely with government staff and other relevant technical service providers in the area they serve to leverage local capacity and avoid duplication. It is expected that DFs promote integration between various Technical Programmes being implemented, ensure integration of child sponsorship into programme activities and provide clarity of

communication and engagement to local partners.

In programmes with sponsorship, the **sponsorship specialist** provides technical guidance and coordination for sponsorship service operations at the programme or cluster level. The sponsorship specialist supports the programme team leader to ensure that sponsorship standards are met. The sponsorship specialist works closely with Development Facilitators to support the monitoring of registered children and ensure appropriate follow-up and responses.

Competency development and support systems

It is essential that programme teams have the right level of staffing and mix of competencies to deliver on their commitments. Not every team member needs to have every competency; team members can complement one another's gifts, skills and experience. The *Integrated Competency Development (ICD)* Learning Resources are available to support team leaders and national offices in designing and implementing effective competency development for programme teams. Using a blended learning approach, these resources include a range of materials that can be combined flexibly for training, coaching, team learning and self-study. All DFs have core competencies in DPA and Community Engagement and Sponsorship Plan. They are trained in specific Technical Programmes/Core Project Models that are part of the Area Programme portfolio. Number of DF may need to be adjusted based on the requirements of Core Project Models being used in the Technical Programmes that are implemented in the Area Programme.

Because of the challenging nature of their work, it is important that local level staff are supported in ways that promote and maintain their well-being and motivate them to perform their best. It is important to ensure that there are enabling policies and practices around recruitment, security, staff care and well-being, staff travel and working hours, and support for staff families, such as access to a quality education for their children.

Programmes have increased dependency on working through community volunteers, particularly in Child Sponsorship, where children often engage more with volunteers than with WV staff. The *Volunteer Empowerment Approach for Child Sponsorship* has been developed as a resource to invest in the lives of volunteers as change agents within their community, and to improve both retention and the quality of their work.

APPENDIX 4 - Tools and resources

List of Tools

Accountability	Programme Accountability Framework Field Guide to Community Feedback and Response Mechanisms Children's Feedback Mechanism
Annual Community Review and Planning	Annual Community Review and Planning Tool
Local Advocacy	Social Accountability
National Advocacy	Advocacy
Area Programmes	Starting Well Guide to starting new APs Area Programme Plan template
Bible studies and spiritual reflections	Discernment Resource
CESP	CESP Detailed Guidance CESP National Template and Guidelines CESP Design Quality Assurance Framework
Child Sponsorship	Sponsorship in Programming Walking with volunteers Child Sponsorship Standards
Critical Path	Good Practices Guide to Development Programming[18] Critical Path Tools
Fragile Contexts	FCPA Starter Kit
Gender	Gender and Development
LEAP 3	Programme Quality and LEAP 3
Partnership	Local Partnering for Development Programmes, Partner Health Check Tool
Programme Quality	PQ Approach PQ Self Review Tool
Project Models	Core and Additional Project Models Micro Project Guidance
Staff Competency and Capacity	ICD Competency Framework
Transformational Development	Transformational Development
Urban Contexts	Urban Programming Approach Urban Ministry Model
Vulnerability	Global Guidance on Estimating Numbers of MVC Most Vulnerable Children Tools Field Office MVC Tools

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[18] This is being revised as the Critical Path Field Guide

World Vision

WVI Offices

Executive Office
6-9 The Square
Stockley Park
Uxbridge, Middlesex
UB11 1FW
United Kingdom

World Vision International
800 West Chestnut Avenue
Monrovia, CA 91016-3198
USA
wvi.org

International Liaison Office
Chemin de Balexert 7-9
Case Postale 545
CH-1219 Châtelaine
Switzerland

European Union Liaison Office
33 Rue Livingstone
1000 Brussels
Belgium
wveurope.org

United Nations Liaison Office
216 East 49th Street, 4th floor
New York, NY 10017
USA

WVI Regional Offices

East Africa Office
Karen Road, Off Ngong Road
P.O. Box 133 - 00502 Karen
Nairobi
Kenya

Southern Africa Office
P.O. Box 5903
Weltevredenpark, 1715
South Africa

West Africa Office
Hann Maristes
Scat Urbam n° R21
BP: 25857 - Dakar Fann
Dakar
Senegal

East Asia Office
Bangkok Business Centre
13th Floor, 29 Sukhumvit 63 (Soi Ekamai)
Klongton Nua, Wattana, Bangkok 10110
Thailand

South Asia & Pacific Office
750B Chai Chee Road #03-02
Technopark @ Chai Chee
Singapore 469002

Latin America and Caribbean Regional Office
P.O. Box:133-2300
Edificio Torres Del Campo, Torre 1, piso 1
Frente al Centro Comercial El Pueblo
Barrio Tournón
San José Costa
Rica
visionmundial.org

Middle East and Eastern Europe Regional Office
P.O Box 28979
2084 Nicosia Cyprus
meero.worldvision.org