# Sustained Child Well-being: How can World Vision best contribute?
# World Vision's Drivers of Sustainability

## Introduction

This paper presents World Vision's Drivers of Sustainability.  The purpose of the Drivers is to give WV the language and a simple, usable framework to enable the organisation to maximise our contribution to our Ministry Goal:  The **sustained** well-being of children within families and communities, especially the most vulnerable.  The development of the Drivers was informed by WV's Theory of Change and Ministry Framework  and the latest Resilience Theory of change.  The Drivers will inform WV's strategy and programming and will serve as the basis for a set of key indicators to measure progress toward sustainability.

## Background

WV's approach to sustainability is rooted in recognition that World Vision's contribution to a community's journey will always be temporary. What happens during the journey determines whether the impact of WV's contribution lasts or not. Yet, programme design documents are not always clear or specific about how World Vision's role will change over time and rarely define an exit strategy. Will child well-being gains be sustained in the face of changing risks? Will child well-being continue to improve? For the answer to these questions to be 'yes', World Vision programme approaches need a consistent and explicit focus on sustainability, promoting the development of different types of  capital[1], right from the beginning of WV's engagement in an area.

In LEAP, World Vision defines sustainability as 'the ability to maintain and improve upon the outcomes and goals achieved with external support after that support has ended'. The challenge of ensuring that the positive changes to child well-being achieved as a result of a World Vision programme are protected during the life of the programme and last beyond it, is always multi-faceted. In every context where World Vision works, **five key Drivers of Sustainability** need to be addressed in order to facilitate long-term change.

Sustainability is already at the core of World Vision's Ministry Goal: **The** <u>**sustained**</u> **well-being of children within families and communities, especially the most vulnerable.**  But sustainability is less visible in the Child Well-being Aspirations and Targets and resilience is often conceived as a standalone project on disaster risk reduction.

World Vision's Theory of Change also shows that child well-being requires concerted effort on the underlying drivers of well-being.

| Child Well-being Aspirations | Child Well-being Targets |
|---|---|
| 1.  Children enjoy good health | 1.  Children report an increased level of well-being |
| 2.  Children are educated for life | 2.  Increase in children who are well-nourished |
| 3.  Children experience the love of God and their neighbours | 3.  Increase in children protected from infection and disease |
| 4.  Children are cared for, protected and participating | 4.  Increase in children who can read by age 11 |

 As progress is made towards these aspirations and targets, will the gains be sustained beyond the life of World Vision's engagement and contribution in the face of future change?

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[1]Social, human, economic, political, and environmental capitals

Analysis of programme evaluations conducted by WV Australia and WVUS reveal that historically, sustainability has not been adequately addressed in the majority of the World Vision programmes. For example, the *WV Australia Annual Evaluation Review 2010* found that 90% of programmes evaluated did not effectively address sustainability. Of the reports that did assess sustainability, one had achieved sustainability, nine had partial success and three were found to have made no progress against sustainability indicators. Worryingly, two Area Development Programmes (ADPs) showed no evidence of progress against sustainability indicators after 15 years of implementation.

In the conclusion, the *WV Australia Review* states that: 'While WV projects are demonstrating positive outcomes, evidence that these outcomes are sustainable is not consistent.' It identifies three potential reasons for this gap:
1. Inadequate inclusion of fundamental requirements for sustainability into designs.
2. Lack of investment or support to ensure such requirements are met during implementation.
3. Insufficient effort to evaluate progress in this area.

## Sustaining child well-being: The levels and drivers

The Programme Effectiveness Standards and the contextualised versions of the Development Programme Approach (DPA) should ensure that all five drivers of sustainability are built into World Vision's programming across every sector at all levels of engagement. The levels of engagement and drivers of sustainability are summarised below:

In collaboration with communities and partners, World Vision works to improve and sustain child well-being by working across all **four levels** in a systematic and coordinated manner: children themselves as key actors in their own well-being and partners in development according to their level of maturity and evolving capacities; households and families; communities; and the broader enabling environment of systems and structures for child well-being. The four levels correspond to World Vision's Ministry Goal of contributing to sustained child well-being *within families and communities* and an ecological[2] understanding of child well-being

> **Children:** empowering children, especially the most vulnerable, with good health, spiritual nurture, and basic abilities and skills (including literacy, numeracy and essential life skills) that will enable them to be productive, contributing citizens and agents of change throughout their lives.

> **Households and families:** improving household resilience, sustainable livelihood capacity and caregiving capacity. Caregiving includes physical, psychosocial and spiritual care as well as issues of resource allocation and gender equity within households to ensure that increased income and assets lead to improved well-being for both girls and boys.

> **Community:** strengthening the resilience and capacity of communities and partners to respond to present and future challenges to child well-being, including violence and disasters.

> **Enabling environment:** working to ensure that systems, structures, policies, and practices (at local, national, regional and global levels) support and protect the well-being of children, especially the most vulnerable and enable meaningful participation of children.

World Vision has identified five key **Drivers of Sustainability** which should be built into the Development Programme Approach and associated Technical Programmes in order to increase the likelihood that improvements in children's well-being will continue beyond WV's involvement in a programme area. The Drivers are listed below:

1. **Local ownership:** The programme vision and priorities are developed with and owned by the community and local partners after an in-depth shared exploration of child well-being in their own context. There are

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[2] Bronfenbrenner, 1998.

clear plans for how local actors will continue mutually accountable dialogue and action on child well-being priorities after WV's engagement has ended

2. **Partnering:** Shared projects (including those linked to Technical Programmes) are developed and implemented by multi-stakeholder and cross sector working groups. Local groups and organisations are developing and using the skills to work effectively together for child well-being, balancing their priorities and interests. Governments, regulators, traditional structures the media and the private sector are engaged and play a role. Churches and other faith-based organisations are actively engaged, building on their sustainable presence and influence with their congregations and wider communities.

3. **Transformed relationships**: God calls WV and the Church into a ministry of reconciliation which is visible in transformed relationships. Men, women, girls and boys care for each other, for their community, for their environment, and the wider world. Relationships within households and communities are defined by trust, equitable gender relations, conflict prevention and resolution, voluntary sharing of time and resources, and the valuing and protecting of all children, especially the most vulnerable.

4. **Local and national advocacy**: On-going activities by citizens and local groups to hold government service providers accountable for the quality and quantity of services delivered for the community and children against plans and policies, based on regular assessments. Activities also focus on building collaborative dialogue between communities and decision makers at the local and national level, to press for wider systemic changes with impacts and reach beyond the borders of our programmes. National engagement will often be undertaken in collaboration with coalition partners who share our objectives.

5. **Household & Family Resilience**: Families and households develop resilience to changing shocks and stresses. They can prevent, prepare for, mitigate and recover from disasters, adapt to external factors and transform their wellbeing on a pathway of growth and progress out of poverty.

As World Vision plans its programmes in partnership, a key question to ask is whether this intervention will make the situation better, not just for today's children, but for their future children as well. Will they be as healthy and as literate as these children were, during World Vision's funded intervention?

## How do the Drivers enable sustainability?

1. **Ownership**
   A critical assumption behind World Vision's chosen approach to sustainability is that ownership of the process and outcomes of development work should rest with the local stakeholders from the beginning. By thoroughly exploring and fully understanding the underlying issues around child well-being in their community for themselves, local stakeholders are more likely to believe the outcomes towards which they are working are the right ones and to see themselves as mutually accountable for sustaining them. Local stakeholders are also more likely to: take responsibility for making key decisions, share learning with others and adapt the processes as necessary to respond to changes in the local environment if they have invested energy and resources in co-creating the design of interventions based on priorities they identify. This ownership extends through the initial problem analysis to project and programme design, implementation, monitoring and evaluation.

   WV's Development Programme Approach promotes active community engagement and decision making with the explicit aim of building such shared awareness and understanding of the critical issues influencing child well-being, especially for the most vulnerable, in their area. Ideally, all these exploratory activities are planned and managed by key community members with the support of WV staff. The information about child well-being that emerges from this process belongs to the community and should be summarised and presented in a way that is accessible to all. This knowledge is intended to enable community members to develop their own shared vision and priorities for child well-being and to make key project decisions alongside WV. In addition, regular public community reviews are held to review the activities of the multi-stakeholder working groups, and monitor overall progress towards the

community's shared vision.

> **Example**
> During an evaluation of Mugaya ADP in Burundi (2012), focus group discussions revealed how the process of building ownership was greatly appreciated; "*Local stakeholders spoke with glowing respect and even excitement… The greatest appreciation seemed to flow from… being truly consulted and involved in the process. One interviewee commented that many organisations had come and provided training, but that the training that World Vision offered was different: 'They draw out our perspective, and involve us in drawing up the programs and projects. We thank them so much for training us and encouraging us to give our point of view.'*" Dr. Barry Whatley (Development Associates International).

## 2. Partnering

Many actors are involved in a child's well-being from birth to 18 years old. It is ultimately the responsibility of individuals, households, communities and the broader systems in which they function to ensure and sustain the well-being of children, whether WV is present or not. By placing partnering at the core of our development programme approach, World Vision can play contextually appropriate roles of facilitator, broker or intermediary, capacity builder, technical supporter and even service deliverer where necessary. WV's role should not take over the legitimate roles of the government or other stakeholders which are vital for sustainability. The partnering process enables local staff to work alongside existing community groups and organisations to build capacity and explore the kinds of relationships that are possible and meaningful between stakeholders. WV gives special emphasis to engaging churches and other faith-based organisations in local partnerships, recognising the unique reach and authority that many churches and other faith institutions have within their communities.

Through the Development Programme Approach, WV programme teams work to enable the development of inclusive local groups and organisations which are capable of building and sustaining child well-being in an ever changing environment. Partnering skills build the community members' capacity to jointly solve problems, by balancing and prioritising interests and working effectively together. Partnering also includes a recognition of the importance of working across sectors and choosing appropriate partners to coordinate various technical expertise. Even after WV's exit, the relationships that are built and the skills provided to local partners enable a systemic learning process that reinforces child well-being and the protection of rights.

> *Example*
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> *"This (partnering) approach is more fulfilling. It makes more sense, at the community level with all groups working for the same thing. When they come together and share, they can complement each other, building capacity to deliver even when we are not there. We are not supposed to lead every meeting or deliver every capacity building."*
> *Development Facilitator, Malawi*
>
> *"The local government in Senegal who used to ask for straightforward service delivery from WV has now taken a great step in working with others. WV's recent participation in building classrooms and health posts has decreased from 90% to 10%. This has happened as a direct result of the local government officers seeing more clearly that they do have something to contribute – in this case, technical expertise, buildings and local workforce."*
> *Local programme staff, Senegal.*
>
> *Quotes from the Brokering Local Collaboration Report (Partnership Brokers Association & World Vision 2013).*

3. **Transformed relationships**

Caring and trusting relationships between family members, husbands and wives, parents and children, and neighbours with other community members, can create a safe and healthy environment where children can thrive. Faith leaders, with their moral authority and influence, can destroy or facilitate relationships which demonstrate reconciliation and collaboration. World Vision seeks to build on and reinforce values and practices that support child well-being in households and communities, enabling children to become aware of and experience God's love. These values and practices include respect, trust, justice, love, hope and commitments to volunteer time and share knowledge and resources to help others in need. Strengthening these aspects can build collective efficacy and social cohesion.

In addition, WV works with partners to understand and address contextual and spiritual barriers to healthy relationships that contribute to the sustained well-being of children, especially the most vulnerable. Challenges and barriers could include:

- vulnerability factors of exploitation, abuse, neglect and serious discrimination
- marginalisation and exclusion of a race, gender or particular ethnic or religious group
- socio-cultural norms or harmful traditional and religious practices, often related to gender
- misuse of positional or relational power, unfair distribution of resources or unresolved conflict.

Each of these challenges can hinder a community's progress towards a thriving environment; however, they may also be entrenched or even unrecognisable by the local community. Sensitivity and discernment is critical in determining with local actors how to address identified barriers.

4. **Local and national advocacy**

After the family, the primary duty bearer for child well-being in any context is the State. The government plays an essential role in ensuring that child well-being improvements are sustained. As communities are informed and empowered, they build the skills and confidence to sustain dialogue with service providers and decision makers long after World Vision has left the Area Programme. In view of this, it is critical that there is ongoing meaningful dialogue between families, communities and the government. Local level advocacy helps to create the space for dialogue about delivery of services according to the promises made by government at the community level. Citizen Voice and Action is World Vision's premiere approach to local advocacy.

Through national level advocacy activities, World Vision seeks to ensure that children are prioritised and that there is a government plan for respecting, protecting and fulfilling their rights to survival, development, protection and participation which includes a commitment to identifying and prioritising support for the most vulnerable children. We also seek to ensure the promises that have been made to citizens regarding services for children and their well-being are kept and given adequate budget.

In many contexts where WV works, state systems and structures that should be ensuring children's well-being are weak, broken or non-existent. For sustainable improvements to child well-being in such situations, WV's task is to focus both on the immediate improvement of child well-being and on re-building the systems, structures, capacities, values and relationships that will sustain those outcomes in those communities over time. WV's Theory of Change states that this approach will result in; measurable improvements in child well-being outcomes; effective systems and structures that will sustain these improved outcomes; and accountable relationships between community, government and donors.

The community-led analysis of their context, culture, structures, processes and risks for child well-being that underpins the Development Programme Approach makes staff aware of the stakeholders, power dynamics and relationships that exist in the context, so that World Vision programming does not duplicate or undermine pre-

existing services, institutions, or structures for child well-being in the community. Local level advocacy project models like Citizen Voice and Action (CVA) and Child Protection and Advocacy (CPA) equip communities with tools that enable them to make sure that the state is keeping its promises around child well-being at the local level. These tools and approaches help citizens identify deep rooted discriminatory practices and understand the injustice in their community. They also enable them to establish a multi-stakeholder, multi-level dialogue that can shift power dynamics (as communities become more aware of their collective power and their ability to act independently and make their own choices). The intent is not for World Vision to lead these discussions, but rather to act as a catalyst and facilitator to create the space for the community and the government representatives to talk.

World Vision's local level advocacy project models like CVA also support the development of the local to national linkages required for higher level evidence-based policy dialogue that reinforce and sustain child well-being. This process enables communities to negotiate for the protection of rights and better services for children and families on an on-going basis, redefining the social contract with key stakeholders (from the government to other private actors) and transforming broken and unjust systems. Local advocacy also provides a way to monitor implementation of legislation at the local level, to safeguard children and communities against changing risks.

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**Example**

In 2012, four evaluation reports from WV Armenia found that CVA interventions had contributed significantly to improvements in systems and structures, including:

- improved staffing levels in schools and health clinics where CVA was undertaken
- patient waiting time substantially reduced and availability of medicines improved
- teacher absenteeism and student drop out rates decreased, resulting in improved educational outcomes.

'All interviewed project staff stressed that CVA is one of the most effective tools in which community participation processes and mechanisms can strengthen accountability and also affect service delivery outcomes.' CVA Evaluation Report, World Vision Armenia, 2012.

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5. **Household & Family Resilience:** In order to ensure that child well-being is sustained, it is necessary for a number of factors to be addressed at the family and household level to build resilience against changing shocks and stresses. Shocks and stresses should also be included in work on local ownership, partnering and transformed relationships. A resilient family / household should be able to:

- **Absorb** shocks and stresses. This requires people to effectively anticipate, prepare for and recover quickly after a disaster. Knowledge, skills and resources are needed to mitigate the impact and respond effectively to crises. In addition, social safety nets and risk transfer mechanisms (e.g. insurance) help limit how far families fall in the event of a major shock or stress.

- **Adapt** to a changing environment where changing weather patterns and other external factors like economic downturns and political instability, rising food prices, require information, knowledge of risks and adaptive capacities to manage and access natural resources, markets and livelihood opportunities.

- **Transform** risks into opportunities – Disaster risk and situations of adversity can often present opportunities for people to thrive and innovate. This resilience outcome requires a clear focus on a family's ability to provide financially enabling them to progress out of poverty and build up a range of financial and non-financial assets. In addition it requires people to become effective agents of change with the aim of influencing and transforming systems and structures that keep them poor and at risk.

**Specific conditions that contribute to the resilience of households are:**

1. Community **risk reduction / management systems** which include risk based early warning early action systems, a community disaster management committee that collaborates with local government and partners, local government emergency services, community safety nets and an effective community communication mechanism.
2. **Functional markets** including availability of diverse local livelihoods, links to national and international value chain distribution and market information, the opportunity to move from informal to formal markets and community access to financial services.
3. **Vibrant civil society.** Aspects of a healthy civil society are integrated into the other drivers, but for resilience, community organization of the natural resource base, waste management and environmental health are also necessary.
4. **Sound infrastructure and local governance systems,** including functional public services (schools, roads, bridges, hospitals, water, electricity) and forward looking, adaptive decision making and local conflict management.

How the five Drivers of Sustainability are applied in World Vision's programme areas needs to be carefully contextualised. For example, in urban contexts with highly mobile populations, or in fragile contexts, there are different risks and opportunities which influence the sustainability of child well-being. In such contexts, programme plans need to be conflict sensitive and adaptable for a changing environment while still focusing on the long-term goal of the sustained well-being of children.

## How can we operationalize the Drivers of Sustainability?

The drivers of sustainability that are built into the Development Programme Approach can be seen as the building blocks of sustainability in all types of programmes. In addition, we recommend that attention should be given to the economic and environmental aspects of resilience and reducing disaster risk during the design processes of long term programmes. Here are some practical ways in which the drivers can be used to support sustainability:

- Ensure national office strategy goals and objectives recognize the need for <u>sustained</u> and resilient improvement of child well-being across humanitarian action, development interventions and advocacy
- Reflect on the Drivers and ensure they are embedded in the national office's contextualised version of the Development Programme Approach
- Build appropriate partnerships and coordinate across stakeholders (community, government, academic, meteorological etc.) to ensure effective progress on outcomes.
- Reflect sustainability as an outcome when developing Technical Approaches and Pathways of Change models
- Build risk assessments into the early stages of all programmes through cross sectoral and functional groups (HEA, DME, advocacy).
- Build capacity of staff to operationalise the five drivers in programming.
- Include relevant aspects of the drivers in contextualised project models[4], so that sustainability can become an integral and normal part of planning discussions.
- Consider the drivers during the design phase, depending on the local vision and priorities for child well-being. Be intentional in building local to national and national to local linkages into the design.
- Consider the sequencing and phasing of programme interventions to ensure that the foundational drivers of sustainability are built into the early stages of implementation.
- Highlight plans for enabling sustainability through on-going activities.
- Include indicators for measuring sustainability in monitoring and evaluation (M&E) plans, using the sustainability indicators included in the *Compendium of Indicators for Child Well-being*.
- Plan for World Vision's 'exit' during the design process and monitor progress.

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[4] As World Vision promotes project models and technical programmes and approaches, a balance needs to be maintained between WV strategic priorities and the local ownership to ensure the drivers of sustainability are prioritised and maintained.

## How can we measure progress towards sustainability?

> **Example**
> 1. Focus group discussions with different stakeholders at various levels include questions where participants reflect back on changes at each of the four levels, since the programme began.
> 2. *Tree of Change* tools that measure which changes that have occurred are most valued by the community and children, who or what contributed to those changes and what might prevent those changes from being sustained.

Ultimately, the best way to measure sustainability is through ex post evaluations that are done after World Vision's presence in an area ends. However, progress towards sustainability at each of the four levels[5] can be measured as a part of regular programme monitoring and end of programme evaluation. There are many indicators already in the Compendium of Indicators which measure different aspects of the Sustainability Drivers. Certainly, indicators relating to the Drivers of Sustainability should be discussed and included in monitoring and evaluation plans. In order to make it easier for programme teams to track progress with sustainability, SMEs with expertise in the components within each Driver have recommended a small number of priority sustainability indicators and associated tools which, where possible, should be used for monitoring and evaluation. These indicators are in the Sustainability Indicator Matrix (see Appendix 1).

Regular monitoring meetings between partners provide an opportunity to review progress towards sustainability and adjust plans as necessary. Overall progress can be discussed at Annual Review meetings, which are public and provide an opportunity for the community members to share their perceptions on progress and discuss ideas on what needs to be changed.

Sustainability is a core part of outcome evaluations, and should be included in the scope. Appropriate qualitative tools can be used to understand changes valued by the community and how these are being sustained (or not) and triangulated with quantitative results from household surveys showing change. It is important that evaluation reports, whether written by an external consultant or internally prepared, include critical analysis on sustainability, using the different levels (child, household, community and enabling environment) as a framework to evaluate progress towards sustainability.

**Child Well-being Reports**: Using the five drivers as a framework, evidence of sustainability from programme monitoring and evaluation can be synthesised and summarised by national offices in the *Annual Summary Report on Child Well-being*. This section can be used to share innovation and learning about how the drivers of sustainability work in different contexts.

The diagram that follows, shows that the majority of sustainability measurement is an integral part of ongoing monitoring, in order to track progress with partners and communities, and decide on course correction where necessary. The Programme Effectiveness (PE) self review tool also provides a light measure of progress on **all five drivers**.

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[5] Children, household, community and enabling environment
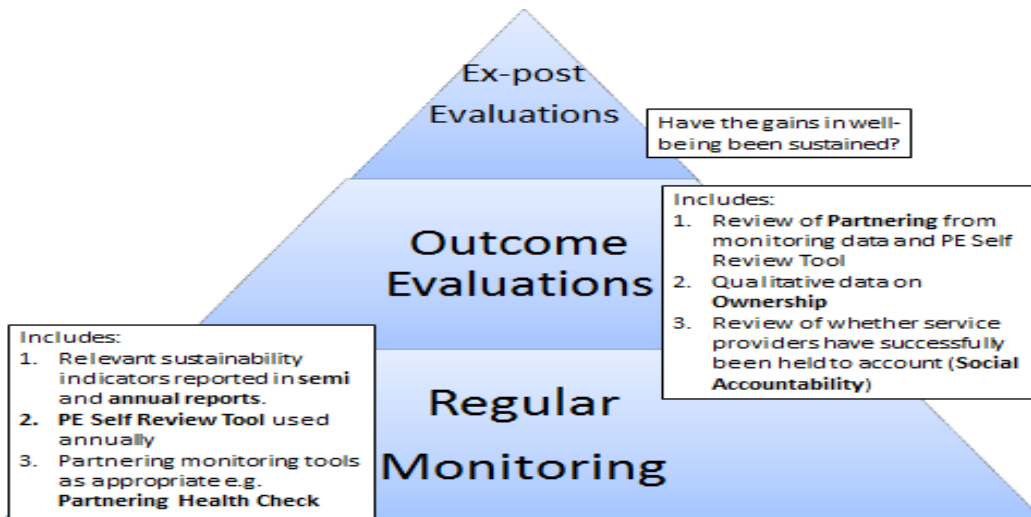
All outcome evaluations should include a focus on sustainability, measured using indicators for the relevant drivers. A few ex-post evaluations provide a more robust evidence base of the sustainability of outcomes, through World Vision's Development Programme Approach.

At the National Office level, the Global National Office Dashboard now includes an indicator reporting on the percentage of programmes which are supporting the community to advocate. A positive response on this indicator , gives an indication of  sustainability.

## How is sustainability interpreted differently in shorter-term programmes?

In World Vision's emergency responses and shorter cycle grant funded programmes, sustainability takes different forms. Not all drivers are applicable in the same way. Short term grant funded programmes will need to consider all the drivers, both social and non-social, to identify contextualised strategies that clearly and explicitly show how the intervention contributes to longer-term sustainability objectives.

Conflict, epidemics and environmental disasters put child well-being at risk at each of the four levels. Some disasters can systematically disrupt supportive mechanisms and may require concerted longer-term interventions to address, others may be a case of addressing a deficit in well-being until life returns to normal. Resilience and risk reduction are key here, but when a disaster upsets the environment, especially in an existing World Vision intervention area, some key questions need to be reflected on:

- How will changing hazards and trends (including natural and man-made) impact child well-being and our aims for sustainability?
- What are the things that need to happen, at which levels and what will we need to measure?
- Are any new interventions, partnerships or coordination required that were not planned for?
- What additional or different risks are present in urban contexts?

A disaster can sometimes provide a new opportunity for transformed relationships. For example, a community may need to work together in a response, across religious or ethnic group lines. In this case, attention needs to be given to how can World Vision use this new reality to catalyse and sustain transformed relationships as it builds back better for more  resilient development work. This process of HEA and long-term development and advocacy staff working and planning together, adapting plans as necessary, can work to ensure the sustained well-being of children.

The nature of a specific fragile context may require strong transparent connections with government officials and other actors. Any partnering in such contexts will include peacebuilding and conflict sensitivity components. In addition to the usual partnerships with non-state actors for service delivery, exploring the role that institutions and actors which work across a conflict can play for child well-being and understanding how to work collaboratively with them can be valuable.

Local government and the frontline responsiveness of the state is often an important part of wider political settlement processes. Making Sense of Turbulent Contexts (MSTC) analysis has frequently identified better, more transparent governance, peace and reconciliation, sustainable livelihoods, and citizen engagement as priorities in fragile contexts. Social accountability activities like CVA, when carefully applied in context, can play a vital role in creating safe spaces where citizens can come together for dialogue, building weak institutions and encouraging political will in addition to opening access to services for internally displaced persons and re-establishing service delivery systems that have been undermined. Furthermore, developing capacities at the local and community level to understand the risk of violence can go a long way to reduce the underlying risk factors of social hazards that impact the most vulnerable groups.

Setting up community-based accountability systems and ensuring local ownership are central to disaster risk assessment and design processes, and certain approaches to strengthening resilience can be integrated with post-emergency responses and grant funded work. Further research is required in collaboration with key staff leading design, monitoring and evaluation (DME) in disaster management and grants to identify appropriate approaches of addressing sustainability in shorter-term programmes.

## What is World Vision already doing?

Sustainability is at the heart of World Vision's Development Programme Approach. The Critical Path, which lies at the centre of the Approach, is carefully designed to build an enabling environment for sustainability, creating space for processes which allow the development of ownership, multi-stakeholder partnerships, transformed relationships and social accountability throughout the life of WV's long-term development programmes.

Lessons learned from transitioning ADPs on the importance of sustainability, how to measure it and how to proactively plan for it are currently being documented and applied. These lessons are resulting in the development, testing and refinement of principles and tools across all regions.

### How can we contribute?

Any World Vision office interested in sharing learning on sustainability or in testing one of the tools or indicators for measuring progress towards sustainability is encouraged to contact Camilla Symes of the Development and Programme Effectiveness team and Richard Rumsey of the Resilience Community of Practice. It is a priority for us to learn together about how best to contribute to and measure sustainability.

### How was this paper developed?

This paper was developed on the basis of a year of research and discussion around sustainability and World Vision's Development Programme Approach led by the Child Development and Programme Effectiveness Team (CDPE) and the Global Knowledge Management Team.

*For more information and to share comments, please contact Camilla Symes by email: camilla_symes@wvi.org.*

# Appendix I
## Sustainability Indicator Matrix (Draft)

| Local Ownership | | | |
|---|---|---|---|
| **Domain of Change** | **Indicators** | **Tools** | **MorE** |
| Community Ownership | *Example: Programme vision and priorities are developed with and owned by the community and local partners* | Programme Effectiveness Self-Review tool <br><br> PE SRT final.docx | M |
| Social cohesion, Effective leadership, Collective efficacy, Types of leadership, Conflict management, Participation | *Example: Changes in community capacity…* | Community Capacities Tool (JHU) as a part of the Caregiver survey <br><br> *(TBD: recommend subset of the tool that are priority questions)* | E |
| **Partnering** | | | |
| Collaboration capacity | Partnering relationships for CWB reflect the principles of equity, transparency and mutual benefit. | Partnership health check - Spider in health check: Collaborative advantage <br><br> DPA partnership health check - 10 key | M&E |
| Process | Relationships & facilitation show equity and transparency and are integrated into the partnering capacities of the community. | Partnership health check (monitoring) Spider in health check: Collaborative advantage <br><br> (DPA Partnership health check see above) | M&E |
| Partner capacity | Partner responsibility and capacity increases in all domains, including their ability to monitor child well-being, and respond to new needs and issues. | Partner capacity can be measured using an Organisation Capacity Self Assessment tool <br><br> OCB self assessment light weight.docx | M |
| Collaboration Space[6] | Increased quality, diversity, engagement and number of relationships and networks between partners. | Collaboration space mapping <br><br> Collaboration space - LP in Practice 23 July- <br><br> Decision gate (Civil society context) <br><br> DPA Decision_gate_tool N | E |

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[6] WV is no longer the mediator

| Transformed Relationships | | | |
|---|---|---|---|
| Social cohesion and conflict resolution | Community members care for each other, trust each other, go to each other for support and assistance and are able to resolve conflicts. | Community Capacities Tool (JHU) as a part of the Caregiver survey (Measured as part of *Community Ownership*)<br><br>*(TBD: recommend subset of the tool that are priority questions)* | E |
| Peacebuilding capacity | Children report reduced levels of communal or inter-group violence Project activities build on connectors | Field Assessments at community level using the Integrating Peacebuilding and Conflict Sensitivity (I-PACS) tool (includes "Do No Harm/Local Capacities for Peace") | M |
| | Children empowered with life skills, peace skills, and mobilization | Empowering Children as Peacebuilders (ECaP) project model | E |
| | NGOs dialogue at national level regarding their macro-conflict analysis | Making Sense of Turbulent Contexts (MSTC) analysis exercise | E |
| Abuse, exploitation and harmful practices (from adult's perspectives) | Prevalence of harmful, abusive, exploitative or discriminatory practices affecting child well-being. | Caregiver Survey. Contextually-appropriate and relevant quantitative indicators are selected from a menu of options. (Further indicators to be developed) http://www.wvi.org/publication/caregiver-survey<br><br>Cared for, protected and participating Focus Group Discussion: Harmful Traditional Practices (Adult) http://www.wvi.org/publication/CPP-FDG-guides<br><br>Key informant interviews | E |
| Abuse, exploitation and harmful practices (from children's perspectives) | Prevalence of harmful, abusive, exploitative or discriminatory practices affecting child well-being. | Youth Healthy Behaviour Survey http://www.wvi.org/publication/youth-healthy-survey or other Child Survey. Contextually-appropriate and relevant quantitative indicators are selected from a menu of options.<br><br>Cared for, protected and participating Focus Group Discussion: Harmful Traditional Practices (Child) http://www.wvi.org/publication/CPP-FDG-guides | E |
| Assets in the ecology of the child | The strengths of the assets and the contexts in which youth live, learn and work as reported by youth 12-18 years of age | Development Assets Profile (DAP)<br><br>Can also be measured annually where there is sufficient budget and a desire to do so. | E |
| Local and national advocacy | | | |
| **Communities are Empowered** | Citizens and community groups are aware of their rights and responsibilities and are networked with service providers and government. | CVA "Essential Elements". Compilation of Advocacy Indicators (please add link) | M |
| **Communities are Engaged with government/decision makers** | Citizens and civil society groups monitor government performance and hold government accountable for its commitments | CVA "Essential Elements" and "Influence and Engagement Matrix". Programme Management Annual Report Section 4.4 Integration into the programme Compilation of Advocacy Indicators | M |
| Collective action | Government and community can solve collective action problems without WV intervention | Programme Management Annual Report Section 4.4 Integration into the programme and "CVA Indicators", "Influence and Engagement Matrix", | M&E |

| | | and ""dichotomous voluntary contribution mechanism" game (DVCM)". Link to Compilation | |
|---|---|---|---|
| **Communities are Influencing Practice & Policy** | Community capacity to systematically collect data to influence policy implementation and formation<br>Enhanced linkages between local and National Advocacy Initiatives | Systematic generation and usage of evidence data (CVA database)<br>CHN tools?<br>Link to Compilation of Advocacy Indicators | M&E |

| **Household and Family Resilience[7]** | | | |
|---|---|---|---|
| Families / households **Absorb** shocks & stresses | Proportion of parents or caregivers who faced a disaster but were able to recover and now live at the level they did before | Caregiver Survey (during post-disaster evaluation)<br>http://www.wvi.org/publication/caregiver-survey | E |
| | Proportion of parents or caregivers who could demonstrate the application of DRR or positive coping strategies that anticipate and mitigate risk | Caregiver Survey (during post-disaster evaluation)<br>http://www.wvi.org/publication/caregiver-survey | E |
| | Proportion of children who missed school due to a shock or disaster | Caregiver Survey (during post-disaster evaluation)<br>http://www.wvi.org/publication/caregiver-survey | E |
| Families / households **Adapt** to a changing environment | Number of people engaged in sustainable management and utilisation of natural resources | Monitoring tool – recommended for annual monitoring as a % households where one or more adult is engaged in… | M |
| | Proportion of households engaging in productive and diversified livelihoods[8] | Caregiver survey – questions to be refined | E |
| | Leadership and community members are aware of hazards and risk information is utilized for decision making | Key informant interview and FGD (to be developed) | E |
| Families / households **Transform** risks into opportunities | Proportion of households progressing out of poverty | Progress out of Poverty Index (PPI) used annually with households to track status against the Economic Ladder (target provisionally 150% or 200% above the National Poverty line). | M&E |
| | Proportion of parents or caregivers that were able pay for children's health costs without assistance | Caregiver Survey<br>http://www.wvi.org/publication/caregiver-survey | E |
| | Proportion of households with zero hungry months | Caregiver Survey<br>http://www.wvi.org/publication/caregiver-survey | E |
| | Proportion of children who missed school due to work duties | Caregiver Survey<br>http://www.wvi.org/publication/caregiver-survey | E |

[7] The Household and Family Resilience indicators shown here are still under discussion.
[8] Analyse also the transition from subsistence agriculture in rural areas to other forms of productive livelihood.