World Vision®

child focus video series

A video-based reflection guide for integrated programming

Video 1 child focused programming

Video 2 the most vulnerable

Video 3 sponsorship
as a development asset

Video 4 mobilising local organisations

Video 5 building local partnerships

introduction

**What does child-focused programming look like?
How can the most vulnerable become central to our mission?
How can sponsorship contribute to transformational development?
How do we partner effectively for sustained well-being of children in
their families and communities?**

We know good programming practices that contribute to the well-being of children, including the most vulnerable, already exist within World Vision. We also work with partners to varying degrees.

This video series documents stories from the field that capture the heart of our programming standards that are part of the intergrated programming model (IPM). This facilitation guide allows staff members to discuss the core principles of these approaches, and the implications these have for their own work.

facilitator guidance

The videos can be used for training and awareness raising with staff members and donors. This simple guide provides options for different audiences. It can be used to initiate strategy planning and sector integration at a programme level, and enable staff across the World Vision to reach a deeper understanding of our approach to Christian, community-based and child-focused development, that includes partnering and sponsorship.

The exercises included for each video are flexible and can be adapted for different groups. The times listed for each exercise are suggestions that can be adjusted based on the group. For example, each exercise can be condensed and used during other workshops or meetings or they can be expanded for full-day reflections.

When adapting the exercises, select questions that are most pertinent to the audience and add questions that may be more appropriate. Try to keep the number of questions for group work to a maximum of three. Be sure to give time for the group to reflect deeply on the questions, identify implications and to develop practical ideas and suggestions that can help bring about a shift towards a more integrated, child focused approach.

objectives

By the end of the session, participants are able to:
1. Articulate an understanding of child focus.
2. Apply that understanding to their particular area of work.

preparation

NO or ADP staff:

If possible, each ADP or programme, in collaboration with national office technical and sponsorship staff, prepare and present a poster (a collage, drawing or artwork) representing a case when they have worked with partners in a child focused approach.

RO, SO, and GC staff:

Present project proposals or learning and innovation that reflects child-focused programming approaches.

Marketing and Communicators:

Bring examples of messaging and donor education that capture the current way of marketing or communicating with donors.

exercise #1
time: 1 to 2 hours

Ask each participant to write one or two key words that comes to mind when they think about 'child focus'. *Participants write their key words on sticky notes and stick them on a wall or flip chart.*

Present the 2007 Partnership Statement on Child Focus:

'Child focus prioritises the poorest and most vulnerable children, and empowers them together with their families and communities to improve child survival, development, protection, and participation. Children are the starting point of all World Vision's Christian community based relief, development and advocacy ministries. We intentionally integrate all programme sectors and ministry streams to contribute to children's well-being and the progressive fulfilment of children's rights at each stage of their lifecycle.'

Ask participants to find the links between their key words and the definition from the Partnership Statement. Facilitate group brainstorming and record suggested factors on flip chart paper.

Ask the participants to divide into small groups to discuss the following questions. *Each group should appoint a reporter and be prepared to feedback their findings to the group:*

Programming and Strategy:

▶ Which of the 15 child well-being outcomes do you already prioritise in your national office strategy?

▶ What programmes do you implement which address one or more outcomes?

▶ To what extent do these programmes or projects integrate to achieve these outcomes?

▶ To what extent do current LEAP aligned ADP plans focus on child well-being? Give examples.

▶ What do you understand child focus to mean? Give some examples of child-focused programming. Try to draw out the key principles.

video #1: child-focused programming

▶ What messages do we currently communicate to our donors about our work and approach to development? Use examples to illustrate these messages.

▶ What examples can you share of marketing or communications materials that effectively communicate our integrated focus? Explain what the messages are and what principles they are communicating.

exercise #2
time: 1 to 2 hours

Setting the context for the video
Read aloud: *Imagine that in a community the percentage of children suffering from chronic malnutrition reduced drastically from 66% to 39%. What do you think are some of the factors that could have led to this change?*

Discuss this question with the group. Allow several people to feed back ideas. Say that we will watch a video case study from a community where this happened, and explore the reasons for what made it possible.

Background to the video
Read to the participants: *The video we will be watching was recorded in an ADP in the Lamay district of Peru. Lamay is located in the sacred valley of the Incas and is comprised of 13 rural communities. Supported by World Vision Australia, the Lamay ADP is primarily implemented by a community-based organisation, Richarry-Ayllu Association (RAA) and has a total of 2,538 registered children. World Vision is planning to phase out of the area in 2011.*

Presentation of the child focus video
Ask the participants to reflect on the following questions as they watch the video. Tips for facilitator: *The questions can be put up on a flip chart or PowerPoint slide. Ask the group to divide into small groups to discuss the questions, and to write their answers on a flip chart. Each group should appoint a reporter for reporting back to the group.*

Programming and Strategy:

▶ What differences did the WV staff and community identify between the child focused approach and previous community development approaches used in the ADP?

▶ What was it about this approach that enabled sector integration? Give some examples.

▶ What implications are there for your context in changing to a child focused approach (at the national office, regional office, support office, programme and personal level)?

▶ Using the examples you have brought with you, describe the similarities and differences compared to the principles of child focus that are shown in the video.

▶ What implications are there for the way you approach your work and how you would review ADP proposals or grant related proposals?

video #1: child-focused programming

▶ What differences did WV staff and the community identify between the child focused approach and previous community development approaches used in the ADP?

▶ How do your current marketing and communication materials reflect the ideas represented in the video?

▶ Using the examples you have brought with you, describe the similarities and differences compared to the principles of child focus that are shown in the video.

going deeper
time: 2 hours

Consider using a case study to further explore and discuss a child focus. Case studies of national office experiences with child-focused programming can be used for additional exploration and reflection.

Divide into small groups (no more than five in each group). Read the case study individually or have someone read it out loud to the group. Appoint one person to record the responses of the group. Share your feedback to the whole group.

▶ What approaches to child-focused programming did the national office take?

▶ What did you like most about their approach?

▶ What questions do you have about what they learned and achieved as a result of their approach?

▶ Is this approach something that you could do in your own office?

▶ What are the opportunities and challenges involved in moving towards a child focus?

If your programme or national office has experienced learning from a child focused approach, consider writing up your experiences into a case study for other national offices to learn from.

resources

Find general resources and tools at: https://www.wvcentral.org/cwb

To learn more about child-focus, including child participation, child rights and child well-being and poverty literature, visit the Child Well-being and Rights Community of Practice website at: https://www.wvcentral.org/cop/cwbr

To become a member of the Child Well-being and Rights Community of Practice and access resources and support via the CoP website, please email Ruthi Hoffman Hanchett at: Ruthi_Hoffman@wvi.org.

the most vulnerable

objectives

By the end of the session, participants are able to:
1. Articulate an understanding of the most vulnerable.
2. Apply that understanding to their particular area of work.

preparation

NO or ADP staff:

If possible, each ADP or programme, in collaboration with national office technical and sponsorship staff, prepare and present a poster (a collage, drawing or artwork) representing who are the most vulnerable children in their programme, and why they are vulnerable.

RO, SO, and GC staff:

Present two types of project proposals:
1) A project or programme which has intentionally included most the vulnerable children (in design, implementation, monitoring, and evaluation)
2) A project which focuses primarily on the most vulnerable children as participants and beneficiaries.

Marketing and Communicators:

Bring examples of messaging and donor education that utilise information or images of the most vulnerable children.

exercise #1
time: 1 hour

Ask each participant to write key words or phrases that answer the questions: 'Who are the most vulnerable children that WV serves?' and 'What makes them vulnerable?' Participants write their key words on sticky notes and stick them on a wall or flip chart.

Present the following definition of most vulnerable children:

'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 characterised by violence, abuse, neglect, exploitation, exclusion, and discrimination.'

Ask the participants to divide into small groups to discuss the following questions. Each group should appoint a reporter and be prepared to feedback their findings to the group.

Programming and Strategy:

▶ Who are the most vulnerable children in your community? How are most vulnerable children distinct from those described as poorest children?

▶ What causes their vulnerability? What are the consequences of their vulnerability?

▶ Are there some children who are not included or not participating in WV activities because of their extreme vulnerability? Why? Or What are the challenges in including and impacting the most vulnerable children in ADPs?

▶ Give some examples of when WV programmes have done a good job or have not done a good job including and impacting the most vulnerable children. Try to draw out some key principles.

video #2: the most vulnerable

▶ How do you define the most vulnerable children? How are the most vulnerable children distinct from those described as poorest children?

▶ What messages do we currently communicate to our donors about our focus on the most vulnerable children? What implicit or explicit donor promises do we make about the most vulnerable children in target areas?

exercise #2
time: 2 hours

Setting the context for the video
Read aloud: *Imagine an ADP that has been working in a community for more than five years, with good progress in education and malnutrition outcomes. The ADP staff were uncomfortable, though, because they realised that certain groups of children were not benefiting from the programm: children affected by a very strong stigma against HIV and AIDS and children working in local coffee plantations. How and why do you think this exclusion happened? What do you think the ADP could do over the next five years to begin to impact those groups of children?*

Discuss this question with the group. Allow several people to feed back ideas. Say that we will watch a video case study from a community where this happened, and explore the reasons that made it possible.

Background to the video
Read to the participants: *The video we will be watching was recorded in an ADP in the Muranga district of Kenya. The Gakungu ADP is located in the central province, about 80 kilometers northeast of Nairobi. Gakungu has a population of approximately 30,000 people. The inhabitants are mainly Kamba and Kikuyu ethnic groups who have coexisted in harmony over the years.*

Presentation of the child-focus video
Ask the participants to reflect on the following questions as they watch the video.

Tips for facilitator: *The questions can be put up on a flip chart or PowerPoint slide. Ask the group to divide into small groups to discuss the questions, and to write their answers on a flip chart. Each group should appoint a reporter for reporting back to the group.*

Programming and Strategy:

Read aloud to the group or print out the following as a handout:

In the video, a member of the Area Advisory Council (a government mandated body for the protection of children, with both government and non-government members) said of child abuse:
  '*Some of these things, when they happened, people didn't want to speak about them, they just wanted to keep hush.*'

A caregiver later in the video said:
'Children were abused, used to traffic drugs, and because of fear of catching the disease (HIV and AIDS), we did not have courage to visit one another.'

video #2: the most vulnerable

Later in the video, people talked about huge changes that had occurred.
From the caregiver:

'Right now, because of education [we] have been given, and the heart is large enough – you feel you want to share with them…. some shoes just get finished…a lot of challenges. You are going to donate to others, and your houses don't have anything, so you need to be extra-active. You feel you want to give. Even those who are vulnerable also, they come to visit me - can I assist you in this, so the community is touched.'

From the ADP manager:
'[It] touches me that people are giving in their need. People are not giving out of plenty; they are giving in their need. They have had crop failure for three consecutive seasons but they are still able to go back to their pockets or even go and look for work to be able to help the orphans. For me that is really moving, it touches my heart also.'

Discuss the following questions:

▶ What caused the change in actions to care for the most vulnerable children in this community?

▶ What do you think is WV's role in changing attitudes and beliefs regarding the most vulnerable children?

▶ What were some the factors that might keep children in your community from receiving care and protection? How are they or can they be overcome?

Read aloud to the group or print out the following as a handout:
The ADP manager in the video said:
'Right now there are many vulnerable children. It's easy to exclude them. But you just have to ensure that the systems that are in place are always looking out for the most vulnerable ones. I think that you have to be intentional. ADPs have to be intentional to reach out to the most vulnerable children, the most vulnerable people in communities.'

She also said:
'When they start focusing on the most vulnerable, they attract more people to also start focusing on those children. Before long everyone is willing to help and everyone wants to do something to make a difference. Because caring for each other gets contagious.'

Discuss the following questions:

▶ Why have many WV projects not been intentional in trying to include and impact the most vulnerable children?

▶ What are some practical ways that WV projects can be more intentional about this?

▶ How can this intentional focus be supported through capacity building and spiritual nurture of staff; and project design, monitoring and evaluation?

Discuss the following questions:

▶ How did this program implement a special focus on the most vulnerable children?

▶ What challenges did they meet and how did they face these challenges?

▶ How do your current marketing and communications materials reflect the ideas represented in the video? How might they be improved in this regard?

video #2: the most vulnerable

Consider using a case study to further explore and discuss the most vulnerable. Case studies of national office experiences with programming for the most vulnerable can be used for additional exploration and reflection.

Divide into small groups (no more than five in each group). Read the case study individually or have someone read it out loud to the group. Appoint one person to record the responses of the group. Share your presentation to the whole group.

▶ What approaches and challenges to including and impacting the most vulnerable do you see in the case study?

▶ What questions do you have about their approach?

▶ What were some characteristics and competencies of the staff in the case study that helped them to include or impact the most vulnerable children?

▶ How could you apply insight from this case study in order to have a consistent special focus on the most vulnerable children?

▶ What barriers or challenges do you think your team will face in doing this?

If your programme or national office has experienced learning from working with the most vulnerable, consider writing your experiences into a case study for other national offices to learn from.

resources

Understanding vulnerability
- Plan International, *Each and Every Child,* http://plan-international.org/about-plan/resources/publications/participation/each-and-every-child
- World Vision International, *Child Protection in World Vision, Guidance Note*
- Viva, *Together for children,* http://www.viva.org

Tools for addressing vulnerability
- Vulnerable Children Advocacy
- Citizen Voice and Action Guidance Notes

Categories of vulnerable children
HIV and AIDS
- World Vision International, *Guide to Mobilising and Stregthening Community-Led Care for Orphans and Vulnerable Children*
Anti-trafficking
- World Vision, *Combating Trafficking in Persons: A WV Training Manual for Practitioners*
Street Children
- 180° Alliance, http://www.180degreesalliance.org.

Children without Parental Care
- World Vision International, *Because we Care: Programming Guidance for Children Deprived of Parental Care*
- Better Care Network, http://www.bcn.org.

For further information, go to the Child Protection Programming Interest Group as part of the Child Well-being and Rights Community of Practice at:

https://www.wvcentral.org/cop/cwbr.

video #3: sponsorship

sponsorship
as a development asset

objectives

By the end of the session, participants are able to:
1. Articulate an understanding of sponsorship as a development asset.
2. Apply that understanding to their particular area of work.

preparation

All staff:

If possible, each ADP or programme, in collaboration with national office technical and sponsorship staff, prepare a SWOT for child sponsorship, reflecting the perspective of both the community and sponsor. Try to identify where the community groups and sponsors are in harmony, and where they could create problems.

exercise #1
time: 30 minutes

Read to the participants: *Bodhi is an 11-year old orphan who lives with her uncle. But Bodhi is sponsored, so she receives school supports and has a health checkup every year. Bodhi is very grateful for the opportunity to attend school because none of her step-siblings are able to attend school. Like her, they are very small for their age because they all grew up with poor nourishment, a problem that continues to affect many children in the community.*

Her aunt resents that Bodhi attends school when she can't afford to send her own sons. She thinks that Bodhi should stay home and work like other girls her age, and when she turns twelve, she will be kept home from school to work. Her friends and siblings are also jealous when she receives letters and gifts from the sponsor. Bodhi doesn't know how to handle this, but loves to recieve the letters.

All staff:

Discuss the following questions in small groups:

▶ What are some of the strengths and weaknesses with traditional child sponsorship that are illustrated in this story?

▶ Does this form of child sponsorship address the root causes of problems facing children?

exercise #2
time: 1 hour

Setting the context for the video
Read aloud: *Traditional child sponsorship often relies on supports such as paying for school fees or providing school bags and medical checks. Do these kinds of supports address the root causes of challenges faced by children as they grow up? Consider challenges such as malnutrition, gender issues, economic problems, alcohol abuse or broken homes.*

Traditional child sponsorship focuses on some children and excludes others. What are the consequences of excluding some children?

Discuss these questions with the group. Allow several people to give ideas. Say that we will watch a video case study from a community where the approach to sponsorship changed, and explore the reasons for what made it possible.

Background to the video

Read to the participants: *The video we will be watching was recorded in an ADP in the Lamay district of Peru. Lamay is located in the sacred valley of the Incas and is comprised of 13 rural communities. Supported by World Vision Australia, the Lamay ADP is primarily implemented by a community-based organisation, Richarry-Ayllu Association (RAA) and has a total of 2,538 registered children. World Vision is planning to phase out of the area in 2011.*

Presentation of the child-focus video

Ask the participants to reflect on the following questions as they watch the video. Tips for facilitator: *The questions can be put up on a flip chart or PowerPoint slide. Ask the group to divide into small groups to discuss the questions, and to write their answers on a flip chart. Each group should appoint a reporter for reporting back to the group.*

Programming and Strategy:

▶ How is the approach to sponsorship in Lamay different to traditional child sponsorship?

▶ How can sponsorship be used to promote a focus on children?

▶ How did the Lamay ADP change sponsorship towards building the capacities of the community to care for children?

▶ How can child sponsorship bring a focus to individual children without being exclusive?

▶ How would you identify these sponsorship principles in a programme design document?

Marketing and Communicators:

▶ Do you think that sponsors would be more satisfied to see that a child received traditional child sponsorship supports such as school fees, or rather to see the kind of changes shown in this video?

▶ What is it that a sponsor really wants to achieve? Discuss your reasons.

▶ What are the implications for the kinds of communication that we send to sponsors in letters, annual progress reports or other?

resources

Find these resources and tools at:

http://www.transformational-development.org/integrated programming

• Child Sponsorship Messaging Guidelines
• Handbook for Integrated Programming
  Section 2.6 'Understanding Sponsorship Programming'
• Sponsorship Programming Standards and Guidelines.

Sponsorship programming tools

• Sponsorship Community Engagement Toolkit
• Child Sponsorship Monitoring Toolkit
• Child Selection tool.
Sponsorship Feasibility & Risk Management tool

going deeper

time: 1 hour

Consider using a case study to further explore and discuss sponsorship as a development asset. Case studies of national office experiences can be used for additional exploration and reflection.

Divide into small groups (no more than five in each group). Read the case study individually or have someone read it out loud to the group. Appoint one person to record the responses of the group. Share your presentation in plenary.

For each person:
▶ Briefly, what is most interesting to you about this case study?

▶ What are the success factors that are presented in this case study?

▶ How could the lessons in this case study be applied for better outcomes for children in the community?

▶ How could the lessons in this case study be applied for better outcomes for sponsors?

▶ What are the implications of these key learnings for your role in World Vision?

If your programme or national office has experienced learning from a child-focused approach, consider writing up your experiences into a case study for other national offices to learn from.

mobilising

objectives

By the end of the session, participants are able to:

1. Articulate an understanding of the different relationship and partnering options for World Vision and local organisations.
2. Articulate an understanding of how the example of mobilising local organisations in Armenia might apply elsewhere.

preparation

All staff:

Ask each participant to review WV's Principle Level Choice for 'empowerment':

Our work will recognise and further build on the social capital of communities including networks, trust relationships, shared values, access to resources, institutions, etc; we will not impose solutions, resources, interventions, and values on the communities, but share them as appropriate to encourage and support local development processes and initiatives; it requires the active participation and ownership of community members, as needed, in all aspects of their development, and reciprocal relationships, mutual accountability, shared decision-making, values and the development of capacity, critical awareness and community-based organisations (CBOs).

This definition includes a mandate for working with local partners. Ask participants to create a slogan or a newspaper headline that would communicate our approach of working with local partners (for example; 'WV Rebrands Itself Invisible' or 'WV's Next Generation: Power to Local Partners').

All staff:

Ask participants to think about a local programming area they are familiar with, along the urban-rural continuum, and about the wide range of formal and informal groups, organisations and institutions that can be found there. Ask participants to reflect on children under five years old in that area and to create a list of all of the groups, organisations and institutions that are touching the lives of these children. These lists will be used in exercise #1.

exercise #1

time: 1 to 2 hours
All staff:

Why partner?

Read aloud: *We're going to explore why child well-being depends on healthy societies, where the organisations in each sector function well, interdependently and with accountability. This often depends on effective partnerships between local stakeholders, which WV can help build, broker and support. In this way, the critical roles of dutybearers, caregivers and local service providers can be strengthened and empowered, not weakened or displaced by international non-governmental organisations.*

Draw a large version (large enough for the number of participants) of the diagram below on several flip charts or a whiteboard.
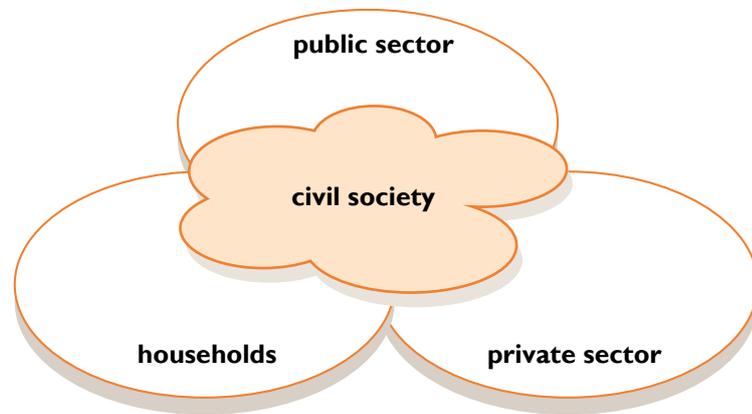
Check the group's understanding of who represent these sectors of society – households, civil society, public, and private. Ask participants to define and describe each sector – brainstorm for two to three minutes.

Divide the participants into three sector groups: public sector, private sector and civil society. Using their lists from the preparation exercise, ask each group to name and agree on at least ten organisations, groups or institutions in their sector (one organisation per sticky note) that touch on the health of children under five years old in a local setting. Ask participants to post the sticky notes on the appropriate sector of the diagram.

Ask the participants to describe what they see and conclude when viewing all of the sticky notes posted on the diagram.

▶ What is the significance of this for the effective, sustained improvement of child well-being through local partnering?

▶ Add a coloured label 'caregivers' to households, 'dutybearers' to the public sector, and three 'service providers' labels – one for each sector.

▶ How does development through local partnering strengthen these different legitimate roles?

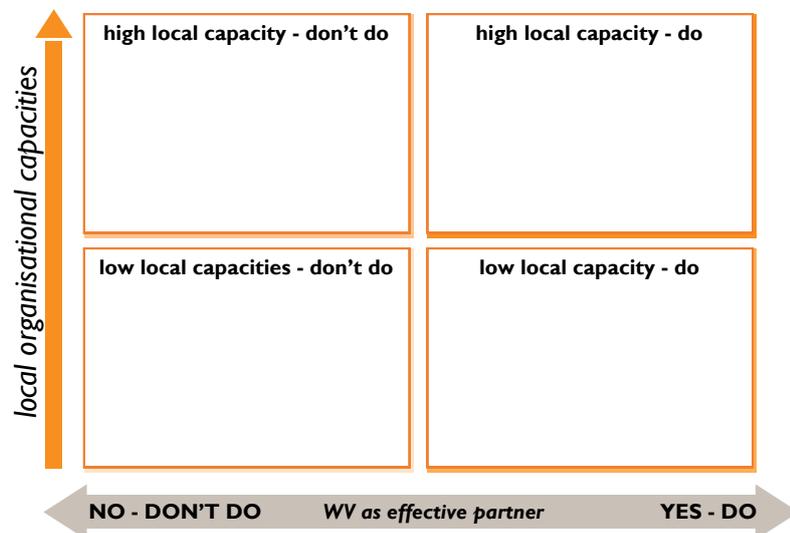▶ How might an international non-governmental organisation like World Vision weaken, disempower or damage these local players?

Setting the context for the video

Read aloud: *How can World Vision move from direct delivery of services and project implementation into working through effective local partnerships? How can WV and local organisations work together to improve the sustained well-being of children, in ways that always empower local organisations?*

Divide participants into small groups. Give each group a prepared flip chart with the quadrant diagram from below or have each group copy the diagram onto a flip chart.

**partnering for child well-being:
dos and don'ts for WV's local role**

| *local organisational capacities* ↑ | **high local capacity - don't do** | **high local capacity - do** |
| | **low local capacities - don't do** | **low local capacity - do** |

← NO - DON'T DO   *WV as effective partner*   YES - DO →

Read aloud or provide the following directions and questions on PowerPoint or a flip chart: *Compare two local programming contexts. In the first context, the local organisations (civil society organisaitons, and the public and private sectors) have generally high capacities and maturity, and in the second context they have low capacities and maturity. Given the wide range of strengths and capacities in these two different contexts:*

▶ What should World Vision do in a context with high local organisational capacities in order to work and partner effectively with local organisations for the most effective and empowering outcomes?

▶ What should WV do in a context with low local organisational capacities?

▶ What should WV not do in a context with high local organisational capacities in order to work with local organisations for the most effective and empowering outcomes and in order not to disempower local organisations?

▶ What should WV not do in a context with low local organisational capacities?

Return and discuss these questions with the whole group.

Background to the video
Read to the participants: *The video we will be watching was recorded in an ADP in Yerevan, the capital city of Armenia. The Yerevan ADP started in 2008 as an IPM pilot programme in an urban context. The programme focuses on improving the well-being of children and reducing urban poverty through community mobilisation and citizen empowerment.*

Presentation of the mobilising local organisations video
Ask the participants to reflect on the following questions as they watch the video. Tips for facilitator: *The questions can be put up on a flip chart or PowerPoint slide. Ask the group to divide into small groups to discuss the questions, and to write their answers on a flip chart. Each group should appoint a reporter for reporting back to the group.*

▶ What indicators did you see or hear in the video that described the capacities of local organisations and groups?

▶ How generally would you rate the local capacities in this setting?

▶ As the development facilitator in this setting, what other information would you want to know in order to understand civil society, public and private sector capacities?

▶ In the video story, local organisations have begun to network together and consider developing partnerships. What would you say are the essential capacities of those organisations required first, before they begin to broker partnerships?

going deeper
time: 2 hours

Provide the participants with the summary on page 17 and the Decision Gate handout on page 18. Divide the participants into four Decision Gate groups:
    1 - mobilise and conscientise
    2 - build organisational capacity
    3 - catalyse and broker
    4 - join, strengthen, and support

Read aloud: *Each group represents a gathering of local organisational representatives that exhibit the level of capacities, strengths and maturity that match their Decision Gate category. They are all situated in the local setting described by the Armenia video. Members discuss, agree and present to the other groups five key characteristics that explain why they have each decided to accept the local development facilitator's offer to work with them in this category.*

Large group discussion questions:

▶ What are the wider implications of the Decision Gate for WV development facilitators?

▶ Why is understanding the local context and organisations so critical to accurate use of the Decision Gate?

▶ What might be the risks of attempting to partner with organisations that are not ready?

mobilising local organisations

World Vision's commitment, as outlined in the integrated programming model, to local partnering requires a new kind of development facilitator. One who can constantly discern and understand her local environment, the strengths and capacities of local organisations, and is able to dialogue openly with local stakeholders and potential partners about the best role for WV in that setting. At several places along the Critical Path, but especially in Step 5, the development facilitator and potential partners together choose appropriate approaches of working together. If several local organisations are ready to build a common partnership, they can then begin to draft plans together for addressing the child well-being priorities identified. Some local groups and organisations may not be ready for partnership. Those at an early phase may want the development facilitator's expertise to help them mobilise, form and conscientise. Those further along the organisational path may be ready for organisational capacity building.

As in the case of the Armenia video story, it may be harder to find potential partners that are ready to form partnerships or coalitions to improve child well-being in situations where:

- there are limited, politically-controlled or undeveloped civil society organisations
- local organisational relationships are fragile, for example in post-conflict or fragile states
- strong stigma or other socio-political barriers exist to working with the most vulnerable children
- civil society organisations and the public and private sectors have weak or conflictive relationships.

The diagram of the Decision Gate, on page 18, shows some possible approaches to local relationships and partnering. Mobilising and building the capacity of local organisations are 'non-partnering' or 'pre-partnering' approaches.
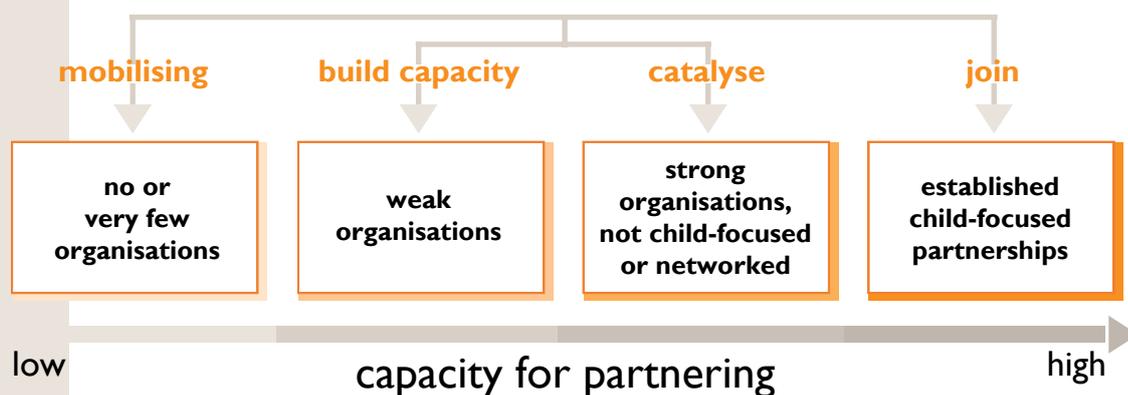
resources

Find these resources and tools at:
- The Partnering Initative: http://thepartneringinitiative.org/
  The Partnering Toolbook
  The Brokering Guidebook

- The Guidance for Integrated Programming at:
http://www.transformational-development.org/integratedprogramming

Additional resources will be provided through two Communities of Practice (CoPs), the Programme Effectiveness CoP and the Partnering CoP.

Decision Gate:

Four context-sensitive approaches to local organisations

The Decision Gate provides a moment of discernment and guidance to help the development facilitator and local organisations together choose the most appropriate approaches to working together.

mobilising	build capacity	catalyse	join
no or very few organisations	weak organisations	strong organisations, not child-focused or networked	established child-focused partnerships

low   capacity for partnering   high

mobilise

Mobilise and conscientise: the development facilitator and local stakeholders or local informal groups, taking their first steps, work together to build their identity and shape their understanding of the situation. The group begins to conscientise around its needs, its lack of access to resources, and the reasons for its status. The development facilitator encourages the group to begin to find its purpose in the child well-being priorities important to its members.

build capacity

Build organisational capacity: the development facilitator works with local groups that have assessed their own capacities and choose to begin building their strengths as organisations. As part of their capacity building, these groups and organisations may participate in micro-projects to improve child well-being, with mentoring support. As these organisations mature over time, they may be able to enter more fully into partnership with others to address child well-being.

catalyse

Catalyse and broker: the development facilitator is welcomed by a collection of potential partners with adequate organisational capacity to help them broker a multi-stakeholder partnership together, in order to plan and reach agreement on how to work together on their identified child well-being priorities.

join

Join, strengthen, and support: the development facilitator and existing local partnerships examine opportunities for World Vision to join in and contribute in a meaningful way to the ongoing work of the partnership. The development facilitator also encourages these existing local partnerships to prioritise and address the needs of the most vulnerable, if they do not already do this.

building

objectives

By the end of the session, participants are able to:

1. Articulate an understanding of local partnering as described by the integrated programming model (IPM).
2. Apply that understanding to their particular area of work.

preparation

Local partnering is central to IPM and helps to achieve wider, more sustained household and local capacity to care and provide for children. Local partnership means more than simply networking, one-off activities and events, or meeting an agreed upon contract to deliver certain services. World Vision's definition of 'local partnership' is when:

> An active relationship between organisations or groups reaches a mature, defined stage of cooperation that is outlined and governed by an informal or formal agreement, to combine their resources and expertise to carry out a specific set of activities towards the well-being of children and for mutual benefit.

Local partnerships for sustained child well-being are designed to develop a strategic collaboration between different parties – sometimes, but not always, from different sectors of society – where each contribute resources and competencies, shares risks as well as benefits, and work towards a common goal.

Partnering does not mean that World Vision sub-contracts as simply a funder of other groups, nor that WV works only *through* other partners. Rather, in local partnerships WV works *with* local organisations – public, private and civil society – towards the well-being of children, based on those organisations' roles and capacities.

All staff:

Ask participants to reflect on some of their previous experiences of working with other organisations at the local level.

▶ Which of these experiences match the IPM definition of partnering?

▶ Which of these would not qualify as 'partnering'?

▶ What were the pros and cons of the different experiences and approaches?

▶ Who facilitated or brokered these organisational relationships? How were they brokered or facilitated?

Ask participants to record their reflections and bring them to the session.

exercise #1

time: 1 hour
All staff:

Read aloud: *Building on the preparation exercise, and referring to your notes, sit in a pair facing one other person. One person plays the role of interviewer and the other the interviewee. After ten minutes, reverse roles for another ten minutes, so that each person has told their story.*

Provide the following interview guide to each participant. (*The text could be provided as a handout, on a PowerPoint slide or written on flip chart paper.*)

Interview guide

1. Tell me a story of your best personal or professional experience working collaboratively with other organisations at the local level. Describe what happened. Who were the partners? What was going on? When and where did it happen?

2. Who inspired, facilitated, or brokered the partnership? How were the relationships and the progress maintained and managed?

3. Describe the success of this local collaboration. What actions by each partner made the success real? How did the actions of the partnership facilitator/broker contribute to the success?

4. How were the threats overcome?

5. How closely does this collaboration fit with the IPM definition of partnering?

After each participant has been interviewed, ask participants, in pairs, to agree together on at least one answer for each of the following and to write their answers on sticky notes:

• Most important benefit of partnering
• Biggest challenge to partnering
• Single most critical success factor for local partnering in WV.

Make three separate flip charts; one for each of the bullet points above. Ask participants to post their sticky notes on the appropriate flip chart. Discuss the results in plenary, considering the commonalities, patterns, and distinctives.

The 'principles of partnership'
Building on this input from the participants, ask them to return to their pairs and join up with another pair, forming a group of four. Ask participants to discuss and agree upon three key principles for effective partnering. Ask them to write these principles on sticky notes and post them on another flip chart titled 'Partnering Principles'. Discuss the principles identified in the large group. Compare the principles identified with the Principles of Partnership outlined in Part 1, page 18 of the Handbook for Integrated Programming. The Handbook can be downloaded at http://ww.transformational-development.org/integratedprogramming.

Setting the context for the video
Read aloud: *Having explored the role of the partnering broker from your experience, you are now going to watch a video which explores WV Indonesia's approach to local level partnering.*

Background to the video
Read to the participants: *The video we will be watching was recorded in an ADP in the Central Sulawesi region of Indonesia. The region is rich in natural resources as well as ethnic and religious diversity, which has contributed to the vulnerability of long-term communal conflict. This is especially true in the Poso district, where peacebuilding and child protection have been identified as cornerstones to the success of the Poso ADP. The ADP is working especially to improve the quality of basic education, and through the Education Harmony project hopes to mainstream and strengthen peacebuilding and child protection issues in the region's education system.*

Presentation of the building local partnerships video
The following exercise builds on participant's understanding of the Decision Gate which was introduced in the Armenia video story and found on page 18 of this guide. Introduce or review the Decision Gate as needed.

Divide the participants into groups of four. Ask participants to discuss and list out the essential competencies of a local development facilitator who effectively catalyses local organisations into partnerships, and is acting in the role of a partnering broker. Tips for facilitator: *If the groups are slow in getting started, it may be helpful to provide prompts or even review the Decision Gate.*

Draw the groups back together and on a flip chart list out what the groups feel are the most important competencies of a partnering broker. Ask each group for one competency at a time, building around the circle.

Follow-up question (if not already raised in the previous discussions): The person who acts as a local partnership broker must be seen by potential partners as a neutral facilitator. A partnership broker may be the local development facilitator and an employee of an organisation like WV.

What will be the consequences during the exploration or implementation phase of a local level partnership if the broker/facilitator is perceived to be pushing the agenda of, or favouring one of the partners?

What if the partnership broker is seen to be partial to her/his employer, for example World Vision?

Note to the facilitator: *This issue of the partnering broker's neutrality is an important factor in many local situations. Within the Critical Path, for example, the partnering broker may also be a World Vision development facilitator.*

going deeper
time: 2 hours

Read aloud: *Another critical success factor in local partnering is how the partnering broker and each organisation exercises power and control. Effective local partnering requires the intentional commitment to and exercise of equity, power sharing, and mutual accountability, regardless of the size or reach of each potential partner. Every local partnership must be jointly 'owned' by the partners and not by one individual organisation.*

Divide the participants into groups of three or four. (*The following questions can be provided as a handout, on a PowerPoint slide, or written on flip chart paper.*)

Ask participants to select one of the following questions related to the dynamics of power and control:

LEAP (Learning for Evaluation with Accountability and Planning) is WV's design, monitoring and evaluation (DME) framework, built to support programme management needs, and requires higher levels of expertise and education than available among many local partners.

▶ What levels and types of DME practices and tools are appropriate for use by local organisations in their partnerships?

▶ How might the DME practices of a local child well-being partnership be linked in a helpful way to WV's LEAP system without disempowering that partnership's own planning and learning practices?

▶ Within the dynamics of local power and control, discuss whether and how WV's project models might be introduced appropriately to a local level partnership. (For more information, read Part 1, Section 1.5 of the Handbook for Integrated Programming.)

▶ What new decision-making rights does a WV local programme, zonal or national office team need in order to enable effective local-level partnering?

▶ What other WV systems may need to be re-assessed in adopting a local partnering approach?

resources

Find these resources and tools at:
• The Partnering Initative: http://thepartneringinitiative.org/
   The Partnering Toolbook
   The Brokering Guidebook

• The Guidance for Integrated Programming at:
http://ww.transformational-development.org/integratedprogramming.

Additional resources will be provided through two Communities of Practice (CoPs), the Programme Effectiveness CoP and the Partnering CoP.