



Child Protection Advocacy

Effective interventions for strengthening the child protection system at the local level

PRIMARY TARGET GROUP

CPA is used for children of all ages vulnerable to abuse, exploitation, neglect, discrimination or other forms of violence

What is this approach?

Child Protection Advocacy (CPA) is a set of specific interventions that focus on strengthening the child protection system (both formal and informal elements) at the community level, thus empowering communities and local partners to strengthen the protection of children from abuse, neglect, exploitation and other forms of violence. The model strengthens both the protective environment for children, as well as children themselves, in order to improve their well-being and fulfil their rights to protection.

When would this project model be used?

CPA can be applied in any context (including fragile contexts) where child protection prevention efforts or effective local level responses (both formal and informal) are lacking. The project model is most appropriate where the local community has decided that child protection issues are a priority for the sustained well-being of children, especially the most vulnerable.

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Acronyms

ADAPT	Analysis Design and Planning Tool
CBCP	Community-based Child Protection
CBCPM	Community-based Child Protection Mechanisms
CBO	Community-based organisation
CP	Child Protection
CWBO	Child Well-being Outcome
DADD	Do, Assure, Don't Do
DAP	Development Assets Profile
DME	Design Monitoring and Evaluation
IPM	Integrated Programming Model
MVC	Most Vulnerable Children
OCB	Organisational Capacity Building
UNCRC	United Nations Convention on the Rights of the Child
VCA	Vulnerable Child Advocacy
WV	World Vision
WVI	World Vision International

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Child Protection and Advocacy project model

1. What is the Child Protection and Advocacy project model?

The *Child Protection and Advocacy (CPA)* project model is a set of specific interventions that focus on strengthening the child protection system (both formal and informal elements) at the community level, thus empowering local communities to strengthen the protection of children from abuse, neglect, exploitation and other forms of violence. The model strengthens both the protective environment for children, as well as children themselves, in order to improve their well-being and fulfil their rights to protection. The primary beneficiaries of the *CPA* project model are children who are at risk of, or currently suffering in situations of abuse, exploitation, neglect, discrimination or other forms of violence within families or communities.

The *CPA* project model was developed to provide a comprehensive framework for child protection work at the community level and to establish an evidence base for advocacy efforts at national, regional and global levels. It uses a systems strengthening approach¹ which emphasises prevention, protection and response, coordination between sectors and integrated responses that can benefit all children. This project model is accompanied by a toolkit which provides further guidance on implementation.

The project model incorporates the learning and experience from numerous community-based child protection (CBCP) projects and vulnerable child advocacy (VCA) projects, adapting rich experiences and practices from inside as well as outside World Vision (WV).

The *CPA* project model provides a guide, a starting point, rather than a prescriptive approach. It is a resource to enable local partners and WV programme staff to develop appropriate interventions within their context. *CPA* projects need to be based upon an in-depth analysis by partners (or with partners) of the root causes of child protection issues in the community, as well as the effectiveness and gaps in the current child protection system.² The Analysis, Design and Planning Tool (ADAPT) for child protection provides guidance for both national and local level child protection analysis and mapping. Local partners can then collaborate in using the *CPA* project model and toolkit to develop strategies on how best to strengthen the protection of children at the community level.

1.1. What issues and problems does this project model address?

The *CPA* project model was developed to address issues of child abuse, neglect, exploitation and other forms of violence against children. It can be applied in any context (including fragile contexts) where child protection prevention efforts or effective local level responses (both formal and informal) are lacking. The project model is most appropriate where the local community has decided that child protection issues are a priority for the sustained well-being of children, especially the most vulnerable. Some examples of local child protection issues which the *CPA* project model could address are:

¹ For a more detailed explanation of child protection systems and the implications of a systems approach to child protection, see Appendix C.

² *Analysis, Design and Planning tool for Child Protection*

domestic violence, trafficking, child labour, commercial sexual exploitation of children, neglect, early child marriage, violence between children, harmful traditional practices (such as female genital mutilation) or spiritual abuse. By ensuring that systemic factors are explored and stressing prevention alongside protection and restoration strategies, CPA projects can have lasting impact. By identifying and understanding the root causes of child protection risks and failures, programme staff and local partners are able to develop carefully targeted interventions.

The CPA project model will therefore assist communities to develop key strategies and actions to strengthen the child protection system at the community level, based on a detailed root cause and system analysis.

1.2. What are the main components of the model?

The CPA project model should be planned and implemented by a local CPA group. The project model includes four core components. These are interventions that impact child protection issues and child protection system gaps which are commonly found in numerous contexts. The CPA group should consider choosing one or more of these interventions based on the issues, gaps and opportunities identified through the ADAPT for child protection. The group or committee may also choose other interventions to supplement these core components, based on local opportunities and needs. Sometimes the CPA components can be combined with aspects of other project models based on findings in the ADAPT, creating an integrated project at the local level. In addition to establishing and strengthening a local CPA group, the four core components in the project model are: building community awareness and conscientisation, establishing and strengthening reporting and referral mechanisms, providing quality support to vulnerable families, and building life skills and resilience to protect children. Further details are provided in the table below.

TABLE 1: Summary of the core components of the CPA project model	
Core component	Expected impacts/outcomes of each component
<p>1. Building community awareness and conscientisation Conscientisation builds awareness of an issue and mobilises the desire to respond and take action, based on available resources. Awareness and conscientisation are developed in this project model through a sustained community dialogue that supports community members to transform their attitudes, challenge harmful social norms, strengthen positive actions for children, take action based on common solutions and use community resources.</p>	<ul style="list-style-type: none"> Transformed individual and community attitudes, which ensure that socio-cultural traditions and behaviour are more protective of children. Communities stop harmful traditional practices, replacing them with widely practiced positive protective practices.
<p>2. Establishing and strengthening reporting and referral mechanisms It is vital to establish and strengthen effective channels for reporting incidents of child abuse, neglect and exploitation. Reporting suspected child abuse, neglect or exploitation makes it possible for the child and family to get help. These reporting mechanisms should then ensure that the survivor and their families receive support, can access appropriate protective and responsive services, and receive any necessary restoration steps.</p>	<ul style="list-style-type: none"> Effective and safe mechanisms established for children or adults to report abuse, neglect or exploitation of children. The mechanisms should link informal and formal mechanisms appropriately. Referral and case management services established for children who have been abused, exploited or neglected. Local to national linkages strengthened through generating evidence for child protection advocacy to influence policy,

	planning, budgeting and delivery of services.
<p>3. Providing quality support to vulnerable families</p> <p>While all families may need some help, each community has families either with particularly complex needs or that are particularly vulnerable to abusive or exploitative situations. Effectively embedded early interventions at the household level can prevent abuse and exploitation, while promoting other positive outcomes for children and families at risk. Positive parenting supports can also create an environment that promotes a child's healthy physical, cognitive, social and emotional growth, providing them with critical protection in vulnerable situations.</p>	<ul style="list-style-type: none"> At-risk households are supported by early intervention and local support to prevent neglect, abuse and exploitation.
<p>4. Building life skills and resilience to protect children</p> <p>Children are a key part of the informal and sometimes formal elements of the system, and have a role to play in their own protection and the protection of others. Internal and external assets³ can be built which help youth to thrive and contribute to their communities. Life skills and spiritual development can build children's capacity to make good decisions, influence their peers and environment positively, and build resilience to difficult situations.</p>	<ul style="list-style-type: none"> Increased resilience of children, especially the most vulnerable. Vulnerable children's voices are credible and heard to influence policy and decisions that affect their well-being. Children, especially the most vulnerable, develop and apply skills to protect themselves.

The table below presents a brief outline for each component. More detailed processes on how to implement the components are captured in the CPA toolkit (see *Appendix C* for the CPA toolkit).

³ See <http://www.search-institute.org/developmental-assets> for more information.

TABLE 2: Core components of the project model

CPA components	Brief overview of recommended approach/methodology	Primary target groups	Primary child protection system elements that CPA components contribute to	Context consideration	Other relevant project models/ recommended materials to consider ⁴
Community awareness and conscientisation	<p>Members of a specific community, with all sub-groups represented, will discuss, debate, decide and reflect within their natural meeting places on issues affecting the well-being of children, focusing on their protection from abuse, exploitation, and neglect. The aim of this dialogue will be to catalyse action based on agreed solutions which use community resources.</p> <p>A team of trained facilitators from within the community will mobilise the wider community and facilitate further dialogue through the following methods: sharing public information, education and communication campaigns, using music, dance and drama performances for transferring messages, lobbying meetings and developing policy guidelines.</p>	<ul style="list-style-type: none"> • Traditional and faith leaders • Local government and duty bearers • Community members from all sub-groups, women, men, girls and boys (including the most vulnerable) 	<ul style="list-style-type: none"> • Laws, policies, standards and regulations (specifically application on the ground) • Accountability mechanisms (which ensure the system responds effectively to key child protection concerns) • Circles of care • Children’s resilience, life skills and participation 	<ul style="list-style-type: none"> • It is critical that community dialogue takes place in the natural meeting places, and that people reflect honestly on local beliefs and practices. • In all contexts it is important to engage with both formal (such as local government representatives) and informal (such as traditional) leaders. • Risk assessment should be undertaken to ensure that no one is put at risk through facilitating dialogue on what may be sensitive topics of discussion. 	<ul style="list-style-type: none"> • <i>Channels of Hope for Child Protection</i> • C-Change • CVA
Reporting and referral mechanisms	Community mechanisms must be established so that children and families can report abuse or exploitation, and to ensure adequate	<ul style="list-style-type: none"> • Professionals working with, and for, children • Community members, including children 	<ul style="list-style-type: none"> • Services and service delivery mechanisms which provide protection 	<ul style="list-style-type: none"> • Communities, including children, need to have basic information about available reporting and 	<ul style="list-style-type: none"> • Links to child monitoring and sponsorship

	<p>referral of reported cases to relevant protection services. Connections between informal and formal reporting and referral mechanisms should be established, with roles and responsibilities clearly defined and understood. The CPA toolkit provides detailed guidelines on how to:</p> <ul style="list-style-type: none"> • Explore the appropriate approaches to reporting, referring, follow-up and monitoring child protection issues. • Facilitate the use of inter-agency guiding principles and standards for child protection. • Build capacity for appropriate responses to child protection violations. • Identify the roles and responsibilities of key legal stakeholders in child protection. • Understand traditional child protection elements or structures, and how to link them to formal elements and relevant protection policies and services. 	<ul style="list-style-type: none"> • Civil society organisations • Traditional institutions and family members • Duty-bearers responding to reports of abuse or exploitation: such as police, legal counsel, judges, social workers and health workers 	<p>for children</p> <ul style="list-style-type: none"> • Cooperation, coordination and collaboration mechanisms • Capacities to provide and perform child protection services • Accountability mechanisms 	<p>referral mechanisms, and how to use them.</p> <ul style="list-style-type: none"> • They also need an environment where they feel safe to report abuse, exploitation or neglect. • Based on the context of the targeted community, relevant awareness raising approaches for reporting and referral mechanisms should be developed. • Risk assessment must be done to ensure that all work on reporting and referral mechanisms is in the best interests of children. 	
Support for vulnerable families	<p>The CPA toolkit provides guidance in the following areas:</p> <ul style="list-style-type: none"> • Capacity building and social supports for positive parenting and positive discipline. • Establishing and/or strengthening local mechanisms that ensure the early identification of at-risk 	<ul style="list-style-type: none"> • Especially vulnerable children and their families and households • Service providers and duty-bearers working with vulnerable families (such as social workers, case 	<ul style="list-style-type: none"> • Services and service delivery mechanisms which provide protection for children • Capacities to provide and perform the child 	<ul style="list-style-type: none"> • Child protection committees often develop a home visitor sub-group, which establishes a home visitor project for local vulnerable households. In other cases, positive parenting groups for 	<ul style="list-style-type: none"> • Home visitors • Savings groups • Understanding parents' perspective on parenting and the spiritual nurture of

	households that strengthen informal care to them, and provide support to help them access social and protective services.	managers) <ul style="list-style-type: none"> • Communities and community based organisations (CBOs) • Faith based organisations 	protection services <ul style="list-style-type: none"> • Circle of care 	vulnerable families can provide a critical support. <ul style="list-style-type: none"> • Context analysis needs to be done to identify the most vulnerable children and households. 	children <ul style="list-style-type: none"> • Links to child monitoring and sponsorship.
Developing children's life skills	The CPA project model focuses on: <ul style="list-style-type: none"> • mobilising the community for positive youth development. (Communities have an extraordinary capacity for asset building in youth and establishing supporting relationships [peer, friends and family], which contributes to the creation of a safe and protective environment for children). • developing specific life skills and assets to help children make safe choices to protect themselves and to build peaceful relationships with others. • promoting a more protective environment through applying the Peace Road curricula. 	<ul style="list-style-type: none"> • Children in the community, especially the most vulnerable • Communities who can build a supportive environment • Duty-bearers (such as schools) who can take responsibility for building children's capacity 	<ul style="list-style-type: none"> • Children's resilience, life skills and participation • Circle of care • Cooperation, coordination and collaboration mechanisms • Accountability mechanisms to ensure the system responds effectively to key child protection concerns 	<ul style="list-style-type: none"> • In any context great care must be taken to ensure that risks to children are assessed, and that children and their parents can make informed choices about how and why they participate. This is especially important when children engage in 'higher' forms of participation, such as the reporting of child rights violations and joining in advocacy initiatives against abuse. WV should not encourage participation that brings children into unacceptable levels of risk. 	<ul style="list-style-type: none"> • <i>Skills for Life</i> • <i>Credit With Education</i> • Positive Youth Development and 40 Developmental Assets

The core components and suggested approaches are the key starting points for protecting children and for strengthening the child protection system. It is possible to prioritise the components and begin by implementing one or two. Whatever the context, it is important to be fully aware that most communities already have some form of child protection mechanisms at the local level, whether government mandated or community driven. All of the recommended approaches included here will need to be adapted to existing mechanisms and to the context where they will be implemented.

1.3. What are the expected benefits or impacts of this model?

The four components of the CPA project model contribute to strengthening various elements of the child protection system. The project can result in the prevention and reduction of patterns of abuse, neglect or exploitation of children, as well as improved care and protection of children who have experienced abuse, neglect or exploitation. The model contributes to these outcomes through a systems approach that will:

- Address child protection issues in a comprehensive and sustainable manner.
- Affirm the role of parents and caregivers as those with the primary responsibility for the care and protection of children.
- Affirm the responsibility of the state to guarantee the care and protection of children, through respecting, protecting and fulfilling children's protection rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC)⁵ and other international human rights instruments.
- Strengthen the protective environment for all children.

The project model has been developed through combining promising practices from various projects around the world into a new, comprehensive programming toolkit. One of the widely recognised challenges for community-based child protection mechanisms (CBCPM) is “the paucity of evidence regarding the effectiveness and sustainability of CBCPMs, the failure of many externally catalysed CBCPMs to build on already existing mechanisms and processes”⁶. Thus, the World Vision International (WVI) Child Protection Team will be facilitating a process of developing a more solid evidence base around the components of the project model. Please contact the WVI Child Protection Team (especially Kristine Mikhailidi, kristine_mikhailidi@wvi.org or Bill Forbes, bill_forbes@wvi.org) if your national office or programme team would like to be involved in research or action learning around this project model.

1.4. How does the project model contribute to WV's ministry goal and strategies, and meet specific child well-being outcomes?

The CPA project model contributes primarily to WV's child well-being aspiration, 'children are cared for, protected and participating.' However, abuse, neglect or exploitation can undermine children's development. Therefore, a CPA project can be foundational for progress in any of the child well-being outcomes. Adverse childhood experiences (such as abuse, exploitation and neglect) have long-term consequences, even into adulthood, on well-being and behaviour. These may include poor health, difficulties in gaining employment and challenges with interacting socially.⁷ There are a number of child well-being outcomes which directly relate to effective child protection:

- Children cared for in a loving, safe, family and community environment with safe places to play.
- Children celebrated and registered at birth.
- Children enjoy positive relationships with peers, family and community members.
- Children make good judgments, can protect themselves, manage emotions and communicate ideas.

This project model is aligned with WV's global child protection strategy and global child protection systems advocacy strategy, including the child protection 'Do, Assure, Don't Do' (DADD) framework, by contributing directly to the 'Do' of 'use a systems approach'⁸ to strengthen child protection in communities through:

- Preventing exploitation, abuse, neglect and other forms of violence against children.
- Protecting children in these difficult situations, either by helping them get out of harmful situations and access legal and protective services, or by reducing the risk to children living in dangerous situations.
- Restoring children who have survived, been removed or escaped from exploitation, abuse, neglect or other forms of violence.

WV's ministry goal has a special focus on the most vulnerable children (MVC). Though the CPA project model focuses on building a protective environment for all children in each community, the most vulnerable children are a special focus for inclusion and impact.

2. Who are the key target groups and beneficiaries of this model?

2.1. Life cycle stages to which the model contributes

Children develop rapidly through different life cycle stages. With each stage there are specific survival, growth and development issues that should be prioritised. A life cycle perspective within CPA gives attention to the special needs of girls and boys at each stage of development:

- CPA is relevant to all life cycle stages, although certain activities are focused towards specific life stages. For example, to ensure protection of young children, greater focus is put on building the capacities of caregivers and primary service providers.
- For youth aged 12-18, youth-led initiatives are suggested, both to build their life skills and to increase their participation in the community.
- An individual CPA project may decide to target one specific life cycle stage, or to impact all life stages more generally.
- Decisions to focus on specific life cycle stages should be based on the results of the child protection analysis and mapping, local partner capacity and interest, and on patterns of violence and exploitation (using the ADAPT for Child Protection).

2.2. How will the model include/impact the most vulnerable?

To be able to better target the MVC, it is important to understand what kinds of vulnerability exist, to identify children who are most vulnerable in the targeted area and to ensure they are included in the CPA project inputs. Their participation should be monitored, and the impact of the project on their lives should be evaluated. Mapping vulnerable groups in the targeted communities begins with the Critical Path as part of World Vision's Development Programme Approach (formerly called the integrated programming model (IPM)). To learn more please see the *Good Practices for Putting Development Programmes Into Action*. CPA starts with Critical Path Step 2 and continues with increasing depth through to Step 5, including exploration of vulnerability criteria, and maps the most vulnerable groups in their community (in Step 3).

After identifying the root causes of vulnerability related to exploitation and abuse, appropriate responses can be designed in a CPA project to address the root causes, ensuring that the most vulnerable are included at all stages of implementation.

- **Using a systems approach to reduce vulnerability:** A systems approach to child protection strengthens the protective environment and reduces the vulnerability of children. Strengthening the protective environment also enables children to get the help

they need when they have experienced abuse, neglect or exploitation. This happens through increasing the access of children to formal and informal care within their community, as well as to protective structures and mechanisms. It also builds the capacity of children to protect themselves and others. Increased community awareness around child protection issues and potential support mechanisms, can mobilise communities to take action that will reduce child vulnerability.

- **Community groups keep MVC in focus:** The CPA project model promotes the establishment of CPA groups. These groups must place a special priority on including and impacting the most vulnerable children. This should be built into the design, monitoring and evaluation of all interventions. The group will also consist of various stakeholders, who may include the most vulnerable and youth, helping to maintain and deepen this focus. Even if the physical presence of the most vulnerable groups cannot be achieved at certain stages of the CPA implementation, it is important to always ensure that the voice of the most vulnerable is heard and considered.
- **Reflection, monitoring and evaluation:** A CPA project should be very specific in measuring whether the most vulnerable children are participating in the project and the impact on their lives. This should include regular reflection questions such as:
 - Is there anyone who is not included or who has a different experience?
 - What about the most vulnerable?
 - Who are the CPA group listening to?
 - How can the process empower the most vulnerable?

A CPA project should also include specific sampling methods and other monitoring and evaluation approaches that will provide information to the CPA group (including WV) about inclusion and the impact on the most vulnerable children.

3. How does the project model work?

3.1. Overview of approach/methodology

A process of six phases is suggested for implementing the CPA project model at the community level. See *Appendix A* for a road map of the process. These phases correspond to the Steps 5 to 7 of the Critical Path and provide supplemental information, aimed specifically for a working group focused on child protection.

The six phases include:

- Phase 1: How will we work together? (Step 5.1): Exploring how to work together (using the Decision Gate tool).
- Phase 2: Analysing child protection (Step 5.2): The working group analyses the root causes underlying child protection issues and existing systems (using the ADAPT for Child Protection).
- Phase 3: What do we want to do? (Step 5.3): The working group agrees on shared vision, objectives and approach.
- Phase 4: Planning together (Steps 5.4 and 6): The working group finalises the collaborative structure, drafts a shared project plan and agrees who will contribute what.
- Phase 5: Getting started (Steps 7.1 and 7.2): Baseline, action plan implementation, monitoring and reflection, and building organisational capacity for the CPA group.
- Phase 6: Learning and evaluation (Steps 7.3 and 7.4): Evaluation, adjustment and celebrating success.

Phase 1: How will we work together? Phase 1 of the *CPA* project model aligns with Critical Path Step 5.1 where community members gain understanding of how to work together on the child protection issues that have been prioritised. The *Good Practices for Putting Development Programmes into Action* provides initial guidance to help communities analyse options and select the most suitable structure for partnering around child protection. This structure will be strengthened throughout the following phases. This structure will be known as the Child Protection and Advocacy (*CPA*) working group in this project model. However, the group can be given a different, culturally appropriate, name by the community.

Use the Decision Gate tool to guide the decision around the appropriate selection of 'collaborative form.' The 'collaborative form' is the way in which the working group will function moving forward.

Most communities already have some form of child protection groups at the local level, whether government mandated or community driven, or even both. Wherever these *CPA* groups exist, work should be done to strengthen them, rather than create new ones.

It is important to understand:

- whether established and fully functioning community-based *CPA* structures or groups already exist
- whether community-based *CPA* structures or groups exist, but are weak and not fully functional
- whether existing *CPA* structures or groups have been mandated by the government, the community or both
- the current ways in which children and families respond to cases of abuse, exploitation or neglect.

Where local level child protection committees or groups exist and are mandated by government, their capacity should be strengthened to enable them to be fully functional structures in ensuring the protection of children, especially the most vulnerable. (Please refer to the *CPA* Toolkit and Organisational Capacity Building (*OCB*) materials⁹ for approaches to strengthen and build the capacity of existing *CPA* structures).

The *CPA* working group leads the child protection related work in the community. Their primary focus will be to lead the implementation of key *CPA* interventions agreed by the community, following the analysis and exploration of the child well-being priorities. The *CPA* working group builds on existing community resources and practices to support child protection. The group also builds linkages and creates a platform to enable dialogue between the community level and the district, provincial and regional child protection welfare systems and structures.

The roles of the *CPA* group will vary according to their context and established government structures. These roles can include, but are not limited to:

- coordinating agreed shared projects
- developing stronger linkages and connections between child protection stakeholders
- Fostering ongoing learning and reflection on child protection systems and issues.

Phase 2: Analysing child protection: During Phase 2, the *CPA* group analyses child protection issues and the existing system. This process is explained in the ADAPT for Child Protection. ADAPT includes the analysis of the national child protection issues and systems, as well as the local level child protection issues and systems within the

community. This analysis is critical in enabling CPA group members to understand the root causes of child protection issues, as well as both the gaps and strengths of the existing child protection system within their area. The results of the analysis should be widely shared with community members, including children. Phase 2 of the CPA project model correlates with Step 5.2: Analysing root causes, assets and existing resources.

Phase 3: What do we want to do?: In Phase 3, (which correlates with Step 5.3) the CPA group gains understanding of the CPA project model. At this point the CPA group is not involved in detailed planning, but rather considers a number of possible interventions. Modules 1 and 2 of the CPA toolkit can provide support for the group during this phase. The relevance and feasibility of each of the core components of the CPA project model will be considered based on the results from the ADAPT. The group should choose one or more relevant core components to pursue in their community. They can also choose some interventions outside the four core components. As a result of this process, the CPA group will agree on a guiding vision and shared project objectives as well as on relevant approaches to address their child protection priority.

Phase 4: Planning together: Phase 4 of the CPA project model correlates with Step 5.4: Partners agree how to collaborate together and draft a shared project plan, and Step 6: Who will contribute what? During Phase 4 the structure of the CPA working group is finalised. This group, after initial work together on the ADAPT and developing a vision and general objectives, agrees on the most appropriate working structure for their context (for example, a network, coalition or partnership). The final CPA group should be comprised of members that are committed, able and willing to take responsibility to oversee and inspire ongoing efforts to strengthen the protection of children in their communities, especially the most vulnerable.

After choosing which components to focus on, and developing a shared vision, objectives and approach, the CPA group looks at each of the prioritised CPA components in more depth. Relevant modules in the CPA toolkit¹⁰ give detailed descriptions of how each of the suggested components can be implemented.

As the capacity of the CPA group is built around identified core components, the CPA group develops locally-appropriate shared project plans and agrees on the specific activities that should be implemented under the selected CPA components. Technical specialists from WV and partner organisations, including local government, should be involved and consulted over adapting and contextualising the key interventions suggested under each core component. The CPA group should identify the available resources required for potential interventions and agree on activities that will achieve the agreed objectives. The questions: what? when? who? where? and how? need to be answered. As a result the shared project plan can be created, with agreed commitments from partners on resource contributions and partnership roles. WV will also suggest its own role and contribution as an equal stakeholder and active player in the collaborative effort to strengthen the protection of children, especially the most vulnerable.

A risk assessment should be undertaken for all planned interventions, in order to consider any possible risks to children or vulnerable groups. Best Interests of the child should be prioritised throughout the implementation process. See *Appendix D* for a Risk Assessment tool can be used for this.

A key part of planning is to build community agreement around how the whole process will be monitored, and what signs will indicate change. Development of monitoring and evaluation approaches need to be part of the planning process. This will include agreeing on the indicators that need to be monitored as well as identifying which partner will undertake the measurement. Agreement will also be needed on how the impact of

interventions will be measured on targeted and often excluded groups, with an intentional focus on the most vulnerable.

By the end of this process, detailed plans which include a timeline should be available to share among partners, funders and local leaders.

In Phase 4 it is also important to prioritise a well-structured and planned organisational strengthening for the CPA working group. Ongoing capacity building and action learning will increase the capacity of the CPA group to achieve sustainable results in ensuring a protective environment for all children. Building the capacity and strengthening partners is described in Step 7.2.

A capacity gap assessment is recommended before planning capacity building for the CPA group. Plans should be tailored to the role and functions of the group within their particular community. The CPA toolkit and the organisational capacity building (OCB) materials¹¹ are both recommended as very helpful resources. Capacity building for the CPA group should be done through blended learning processes, such as face-to-face training, workshops (generally not exceeding five days), self-directed learning, video and audio resources, exchange visits, coaching, mentoring, role modelling, virtual learning, on-the-job training and learning labs. Members' capacity in collaborating and networking should be enhanced.

Other local players as well as WV may also provide guidance and resources. For example, a local partner might be able to provide mentoring-based organisational capacity building strategies and curriculum.

Capacity building, learning and organisational strengthening should be an ongoing process for the CPA group, helping them become a successful, effective and efficient team that is able to meet the evolving child protection needs of their community.

Phase 5: Getting started: Throughout Phase 5 partners begin to implement their agreed CPA activities. This phase correlates with Step 7.1: Partners start shared project and measure baseline; and Step 7.2: Partners implement and monitor shared project. Please refer to *Good Practices for Putting Development Programmes into Action* for complete details.

During this phase, the CPA group should plan for, and conduct, baseline measurements that reflect their selected child protection priorities. After reflecting on the baseline findings, the CPA group should plan ongoing data collection and, if necessary, update their monitoring and evaluation plan, and adjust their approach and shared project plan. (Please refer to the CPA toolkit for specific monitoring and evaluation tools for each of the core components).

The CPA group will lead in coordinating and in implementing their agreed interventions. Members should help and coach each other. They should be united and focused on achieving their vision and objectives. Work plans for weekly, monthly and quarterly action and interventions should be developed and carefully followed to enable timely and quality implementation. Once implementation is underway, the CPA group should conduct dialogue meetings with other local authorities and duty-bearers who are not the members of the CPA working group. This is to discuss child protection issues and services, using various tools and methods.

Children's groups, such as children's parliaments, children's councils and committees, should actively implement their shared project plan as well as part of the larger CPA group. Partners may need to modify the project plan and activities if the context changes

(for example, a natural disaster may occur). Sometimes CPA groups will find it useful to organise smaller subgroups to coordinate specific elements of the project.

During implementation, there is a strong ongoing need to coordinate actors, examine progress, and address challenges. This can be achieved through regular review meetings among the CPA group members, as well as with other stakeholders, including children. Such meetings will help to ensure quality implementation and accountability to community members and stakeholders, including children. During implementation, the CPA group members will measure and report on the work being done (activities and outputs) and assess the immediate impact of their work, recognising the signs of change. Progress on agreed monitoring indicators can then be regularly reviewed.¹² Members will also find out quickly what works, explore what doesn't work and why, enabling them to make early adjustments.

The implementation process should be carefully documented using monitoring reports, case studies, photos and relevant updates. Systematic and accurate documentation of the process, activities and outcomes should be established and maintained. A unified database or storage method, documenting issues relating to vulnerable children will help ensure important information can be easily retrieved. Confidentiality and security issues need to be recognised as high priority. Regular analysis of the data will help both with monitoring of progress as well as the identification of future priority intervention areas.

The CPA group should provide regular reports on their performance and results to inform partner organisations and resource providers (for example, governments and donors) and to ensure accountability. Partners should share this information with community representatives to enhance transparency and accountability for their decisions and the results achieved.

Phase 6: Learning and evaluation: Phase 6 provides opportunity for analysing and reflecting on the shared project and the collaborative form. This correlates with Step 7.3. The reflections can be done through quarterly learning forums with the partners or through reflection meetings. In addition, an annual review is recommended with other working groups, key stakeholders and duty bearers as well as community members and their children.

Following good DME practice, the CPA group should periodically perform an in-depth evaluation of the performance and impact of their work. For WV, such an extensive evaluation of ongoing work typically occurs every three to five years and focuses on indicators that measure outcomes and goals. Evaluations require special planning because they are a significant undertaking. A description of WV's process for evaluation can be found in *Good Practices for Putting Development Programmes into Action*.

It is important to celebrate success and recognise achievements and collaborative efforts. This keeps local partners' spirit and motivation high. At the end of Phase 6, it is important to note that the project will either transition or will move to community reflection and redesign.

The working group members depend on the local context. A list of potential partners (members of the working group) is provided below. Local government representatives are essential members of the working group.

3.2. What potential partners could/should be involved?

TABLE 3: Recommended partners		
Potential partners	Priority for partnering	Partner role/s
<ul style="list-style-type: none"> Local authority (mayor's office) Ministry of Social Welfare Ministry of Education Child Protection Units Community social workers Service Providers (teachers, health workers, police and others) Universities or research institutes 	Essential	<ul style="list-style-type: none"> Allocate resources from local budgets for local CP initiatives. Incorporate these resources into local development plans. Ensure quality service provision is protective and restorative to children who have suffered abuse, exploitation or neglect. Conduct coordination, supervision and follow-ups on project progress. Update national guidelines to align with international standards. Engage in active referral of cases. Conduct research and cost benefit analyses on areas identified.
<ul style="list-style-type: none"> Non-governmental organisations Community-based organisations Faith-based organisations Churches 		<ul style="list-style-type: none"> Facilitate community mapping and baseline assessments. Facilitate community mobilisation and sensitisation. Communicate and promote CP awareness raising sessions, relevant training sessions. Share and validate results with community members. Provide training. Provide protective or restorative services to children who have suffered abuse, exploitation or neglect. Monitor children
<ul style="list-style-type: none"> Community groups Parents' groups Volunteers 		<ul style="list-style-type: none"> Implement CPA sessions as volunteers. Monitor children.

4. Project DME

4.1. What are the goals and outcomes that will be sustained as a result of this project model?

The goal of the CPA project model is to empower local communities to strengthen the protection of children from abuse, neglect, exploitation and other forms of violence within their families and communities.

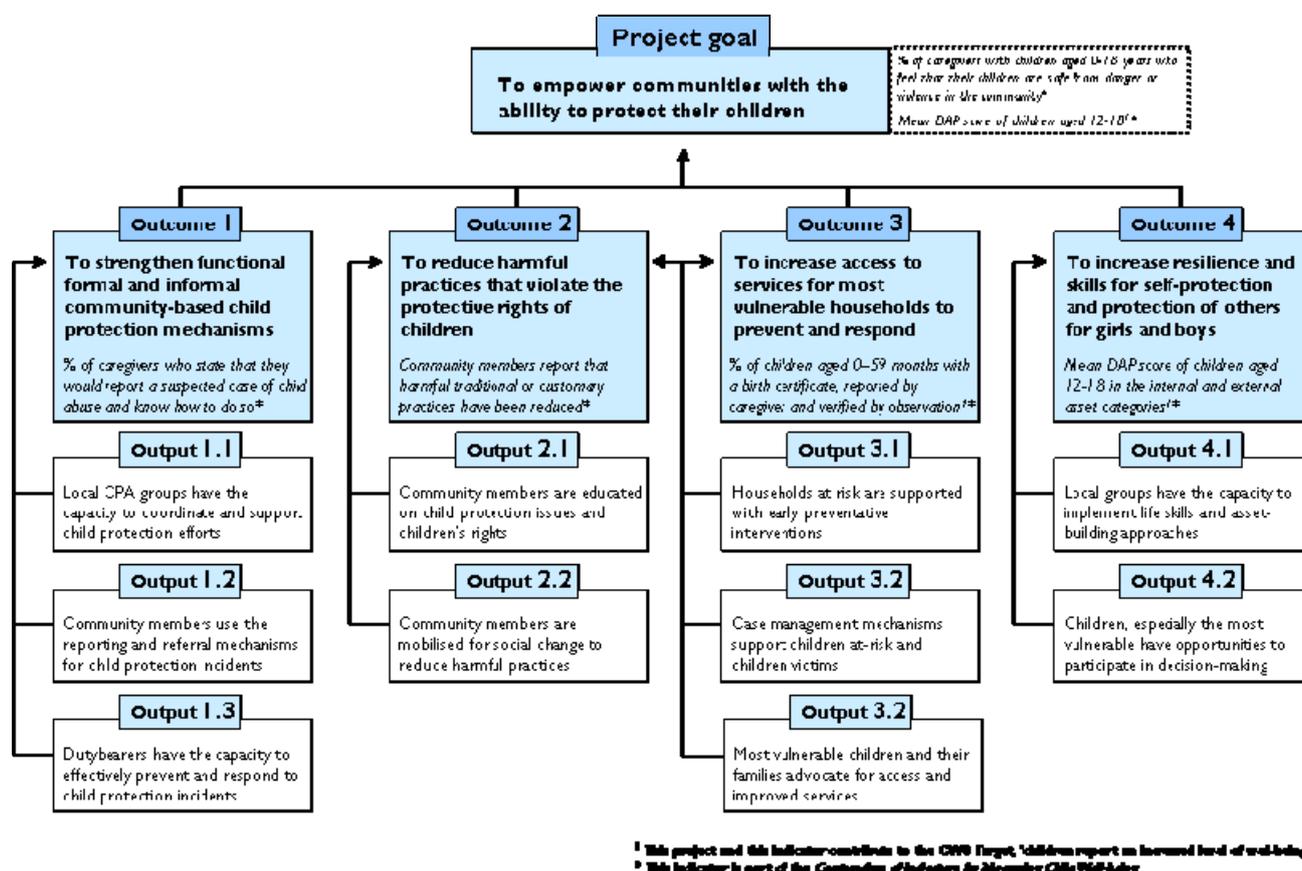
Objectives will be based on the specific components that the CPA group has selected and may include:

- Formal and informal community-based mechanisms for child protection strengthened in the targeted communities.
- Reduction in harmful practices, which violate the protective rights of children.
- Equitable access to formal and informal child protection services, especially for the most vulnerable.
- Girls and boys, especially the most vulnerable, have increased resilience, life skills and capacity for self-protection and protection of others from abuse, exploitation, violence and neglect.

In *Appendix B*, a generic logframe is provided as an example that must be contextualised and adapted to the local needs and priorities of each specific CPA project. A shared project plan is developed for the local CPA project by the CPA group for their own specific context and adapted for their own planning format.

4.2. Sample logframe for this project model

The diagram below shows the logic of the four core components of this project model. Not all of the outputs included here would be selected for every CPA project. The outputs selected would depend on the design of a local CPA shared project. The indicators shown below illustrate the types of indicators that can be used. An illustrative logframe including a range of potential indicators is provided in Appendix B.



4.3. Recommended monitoring methods

Monitoring and evaluation should measure change in the lives of children, as well as in specifically identified and targeted elements of the child protection system. Regular monitoring will help the CPA group to see the progress and make timely adjustments to the project as needed. As a starting point for the CPA project implementation, the baseline measurement should be undertaken. (Please refer to an example for a baseline survey attached in the Appendix G. This example should be considered as an illustration of a process which needs to be adapted to the local context and to a locally designed project). The overall goal for the baseline measurement is to understand the starting point of key elements of the work against which later progress can be produced. Data produced from the baseline should also inform the development and implementation of the work going forward. The accurate documentation throughout the process will help to easily see the progress, identify trends, collect evidence, and have a basis to communicate the process with wider community.

Ensure disaggregation of collected data by age, sex and vulnerability groups. It is important to consider the inclusion and sampling of the most vulnerable children when creating the shared project design and logframe. Indicators and approaches for monitoring and measuring the impact on the most vulnerable children should be included in the monitoring and evaluation plan. (See *Appendix F* for the examples of monitoring and evaluation sheets).

Where appropriate, the development assets profile (DAP) can be used to assess the development of core life skills competencies and youth assets. The DAP is a survey made up of 58 fixed statements that are correlated with developmental assets and can be used with adolescents from ages 11-18 years.

The DAP is an effective, cost-efficient and robust DME tool and is recommended for World Vision use because:

- The DAP provides a holistic view of thriving. The DAP helps staff to understand changes in children's lives in relation to specific child well-Being outcomes (CWBOs) as well as changes from a holistic view of children's well-being, across interdependent CWBOs.
- The DAP collects information on children's perspectives. The DAP provides a rigorous and systematic way of understanding children's opinions about their own well-being.
- The DAP is quantitatively rigorous. The tool has been rigorously tested. It has high validity and reliability and correlates positively with healthy behaviour and negatively with high-risk behaviour.
- The DAP is multi-purpose. The data that comes from using the DAP can be used for all phases of the DME cycle as well as community mobilisation and advocacy activities. The DAP can also be used for individual counseling.
- The DAP is user-friendly. Once the DAP has gone through a language versioning process, use of the tool and analysis is simple and can be used by local partners, teachers, youth leaders and youth.
- The DAP can correlate with other measures. The tool complements other measures, such as learning outcomes, life skills, and other behaviours.
- The developmental assets and the DAP have cross-cultural relevance. The DAP has now been used in more than 20 countries and analysis shows the validity of the assets across cultures.
- The DAP has multi-country applicability. The tool is valuable for World Vision because the same tool can be used in countries around the world.

4.4. Advocacy components

Advocacy is an integral and essential part of child protection programming. Advocacy components make a strong contribution to strengthening the child protection system. Through advocacy, the CPA group works to address the key structural and underlying root causes of vulnerability by changing the policies, systems, practices and attitudes of duty-bearers that maintain inequalities and deny justice and human rights. Advocacy includes all efforts that attempt to influence the formal parts of the child protection system to fulfill their responsibilities.

The CPA project model focuses particularly on local level advocacy, which is advocacy driven by communities, including children and youth. It targets the implementation of policies and practices that impact the daily lives of citizens in their communities. WV focuses on local level advocacy that empowers communities to work towards the

sustained well-being of children within families and communities, especially the most vulnerable. Like all advocacy, local level advocacy works to achieve the dual aims of policy change and citizen empowerment. Naturally, some structural and systemic injustices cannot be solved at the local level. Communities solve these broader problems by forming coalitions and reaching progressively higher levels of government. Local level advocacy contributes to brokering partnerships and improving dialogue among communities, civil society and government to further strengthen the collective voice of the poor and marginalised.¹³

Local level advocacy empowers civil society to provide evidence that can be used for policy dialogue at national, regional and international levels to support the care and protection of children. Local level advocacy also creates a platform for dialogue for civil society at the provincial and national level in order to influence and track the implementation of government policy and practices that support the well-being of children.

In the *CPA* model, local *CPA* groups will select issues with their communities according to the context, and the priorities identified through the *ADAPT* for Child Protection. The groups may then engage in advocacy for any of the following issues:

- Effective service delivery mechanisms, including reporting, referral, monitoring and complaints procedures.
- Reduction of stigma and discrimination in local practices and policies.
- Improved access to quality local services, including protective, education and health services, as well as social protection services.
- Local and sustainable budget allocations for child protection services and groups.
- Elimination of harmful traditional or religious practices, such as child marriage, female genital mutilation, sexual and ritual cleansing.
- Policy improvements and effective implementation of laws and child protection projects.
- Legal empowerment and support to enable families and children to understand local laws, services and their entitlements.
- Educating and informing people about child rights, laws and responsibilities and how to ensure these are enforced.
- Engaging with policy makers to formulate, monitor and change the policies and practices that impact on vulnerable children.
- Enabling children to take part in advocacy processes and decisions that affect their well-being.

Generally, advocacy work focuses on the formal elements of the child protection system, but the *CPA* project model is unusual in combining this with critical work on influencing the informal elements of child protection system so that one unified local level response for protecting children is developed at the community level. In addition the *CPA* project model lays a sound foundation by linking the evidence coming from community level with advocacy efforts at the national level for greater protection of children, especially the most vulnerable.

4.5. Sustainability

The *CPA* project model promotes empowerment and sustainability throughout its implementation.

Tackling root causes: By empowering CPA groups and the community to investigate the root causes that deny children their rights to protection, a CPA project can promote appropriate and targeted responses that result in strong formal and informal child protection systems resulting in sustainability.

Empowerment: Community members, groups and duty-bearers gain deeper understanding and awareness of child protection issues, child rights and entitlement, and the impact and costs of the harm caused. This empowers them to strengthen existing and effective parts of the system and to address gaps in the child protection system.

Community members are empowered to discuss sensitive issues regarding child protection, which may have been avoided or taboo in the past, and to advocate in addressing stigma, discrimination, violence, abuse, exploitation and neglect. This also enables community members and groups to promote changes within relevant laws and government mandated plans towards the best interests of vulnerable children.

Children gain confidence to make positive decisions to avoid risky behaviours, protect themselves and influence their environment to be more protective. This contributes to the increased resilience of children, strengthens their external and internal assets, and empowers them to become agents of change. Families are equipped to be more positive and caring, and to ensure a protective environment for children.

Capacity building: Local duty-bearers gain the capacity and skills to provide protective services. Local community-based child protection groups are equipped to coordinate and pursue initiatives to strengthen the protection of children.

Survivors of violence gain the confidence to contact responsive mechanisms for help. The capacity of these responsive mechanisms is strengthened. Local community-based organisations gain the capacity to proactively leverage their impact to improve the protection of children.

Networking and collaboration: The CPA project model relies on the involvement of local organisations and groups through stronger networking and lobbying efforts, and is coordinated by a multi-stakeholder CPA group. This creates solid ground for the growth of civil society and its role both in supporting and in lobbying government to fulfil its obligations on child rights, as well as in improving accountability mechanisms.

The CPA project model links local groups, children and other members with government services and the broader child protection system. These links ensure more efficient and sustainable child protection mechanisms at the community level.

5. Project Management

5.1. Guidelines for resources needed for project implementation

Child protection and advocacy cannot be seen in isolation. They require a multi-sectoral and multi-disciplinary approach which involves a wide range of stakeholders including government, multilateral agencies, donors, communities, caregivers, families and, most important, the children they want to reach. The variety of stakeholders involved requires a high level of coordination to maximise efforts and achieve greater results. Effective coordination between stakeholders at the community level, and community-based child protection services, is essential in preventing and responding to violence against children.

It is important to have at least one local level staff person, who will be coordinating the project from the WV side. (In WVI Child Protection Strategy document¹⁴, the child

protection staffing requirements provide an example of the qualifications and competencies required for this role). The role of the national office child protection technical lead is crucial in providing overall strategic management and technical support, as well as financial management and communications. The technical lead needs to provide overall guidance, technical advice, training and supervision to field staff. The national office support will also ensure that the project is properly integrated within other WV programming and DME processes. The links with the regional child protection coordinator or advisor are important for sharing learning and ongoing capacity building and mentoring of staff.

The resources and budget required for CPA can vary significantly depending on the context and activities prioritised by the community. The duration of CPA interventions will vary according to the context. However, a minimum of three years of funding is required in order to allow sufficient time for WV to support and invest in foundational elements required for the successful integration and sustainability of the child protection system (both formal and informal). In many cases, changes to behavior, which are prioritised by the core components of CPA, require long-term and consistent engagement, far beyond three years.

TABLE 4: Recommended project timeline		
Phases	Time allocation	Potential roles for WV
Formation of the CPA working group in communities or programmes that have prioritised addressing a CP issue	2 days	Facilitate the working group meetings, discussions.
CPA working group trained in ADAPT for CP	5 days	Conduct the training in ADAPT for CP.
CPA working group conducts root cause analysis using the ADAPT for CP	2-4 weeks	Participate as a member of the assessment group.
CPA working group is trained in CPA core components, and chooses interventions based on the ADAPT for CP findings	3 days	Conduct the training in CPA core interventions.
CPA working group is formalised	1 day	Represent WV as a member of the CPA group.
CPA working group designs interventions and agrees on a monitoring and evaluation plan	3-5 days	Facilitate the CPA group meetings, discussions.
Training of implementing partners in the interventions	5-10 days	Co-facilitate the training for implementing partners
CPA group conducts the baseline	2 weeks	Facilitate the baseline measurement. Participate as a member of the group. Producing data analyses.
Training of CPA group in organisational strengthening	Quarterly	Conduct the training in organisational strengthening.
Implementation and ongoing learning	Ongoing	Ensure quality implementation based on the agreed plan. Document and share the learning.
Evaluation and success celebration	2 months	Participate as a member of the evaluation team.

5.2. Critical success factors for the model

Local stakeholders and WV staff need to fully understand the strengths and gaps in the national child protection system, as well as the strengths and gaps within the child protection system at the local level (as a result of the ADAPT for Child Protection).

Experience shows that individual stand-alone projects that address specific issues related to child protection often fall short of adequately protecting children. Even a significant scaling up of law reform and care and rehabilitation projects is unlikely to make an adequate difference in the incidence of abuse, exploitation and neglect. Thus, a systems approach to child protection is required.

Build on existing resources: Recognise what structures and groups already exist in the community and stimulate the development of local partners. The information gathered through local level child protection system mapping will help with this process.

A gradual and sustained period of mobilisation is vital to allow communities to build ownership of child protection issues. Isolated or short-term mobilisation activities are found to be less effective.

Stimulate community ownership: WV must promote collective responsibility for addressing locally-defined child protection issues and encourage a sense of ownership in the CPA group as they implement the project. Key determinants of community ownership include:

- acceptance of collective responsibility
- patient cultivation of ownership over time
- use of facilitation approaches that enable community dialogue, mutual learning and collective decision making
- a community sense of ownership towards their project
- spirit of voluntary action motivated by the desire to help address a collective problem
- mobilisation of community resources.

Take a dialogue-oriented and respectful approach to child protection work at the community level: In place of the top-down approaches that are often used in addressing sensitive issues, it is essential to enable genuine dialogue and critical reflection on difficult issues, to listen and learn from communities, to build on local assets and cultural practices, and to introduce child rights concepts without imposing outside approaches. It is also beneficial to get support from informal and formal leaders if they are not part of the CPA working group, such as traditional leaders, elected community officials, religious leaders and respected elders. Such support is vital to enabling effective work by child protection groups since it builds trust and legitimacy and provides positive role modelling within the community.

Linkages: In order for community-based child protection groups to be effective and sustainable, wherever possible, they should link into local and national government structures. CPA groups are one actor of the child protection system, linking with other actors such as health services, social work services, education services and police.

Staff capacity: Ensure that staff involved in mobilising communities around child protection are themselves well trained and know how to promote community empowerment towards child protection. It is also important to ensure regular staff capacity building in how to strengthen the capacity of local partners.

Volunteers: It is vital to carry out child protection background checks on all volunteers involved, whether through a formal criminal records system or an approved alternative consultation with community leaders, other community members and children.

Ensure meaningful and safe child participation: In general, it is not easy to have deep, real and meaningful participation of children. Although children are often members of child-focused community groups, their participation in many cases is either tokenistic or is limited by the tendency of adults to dominate meetings and decision making. The following principles should be applied to ensure that child participation is safe:

- Child participation is initiated only with clear objectives and careful planning to facilitate genuine engagement with children to avoid tokenism or exploitation of children.
- Everything possible is done to minimise any risk of harm or negative consequences for children as a result of their participation in activities.
- Careful assessment of risks associated with children's participation in activities, is undertaken before children are encouraged to participate in project activities. In high risk or volatile areas or when sensitive issues are being discussed, programme staff should undertake careful and ongoing assessments of the likely risks and consequences associated with child participation. They should do this in collaboration with children. Children and participating adults living in high risk contexts should be trained in risk assessment, and on how to respond safely to issues of abuse, exploitation or neglect.
- Before engaging in child participation activities, children and their caregivers must give informed consent which is filed safely in lockable and secure facilities. Informed consent involves, but is not limited to, making those involved fully aware of the purpose and intended use of data, and of any potential risks and consequences of being involved in the process. Systems should be in place to ensure confidentiality.
- Child participation must be voluntary and inclusive (especially for the most vulnerable children), and children and parents must make informed decisions to participate.
- It is important to use appropriate methods for children to be able to effectively participate. This includes age appropriate methods as well as other considerations, such as for children with disabilities to be able to equally participate.

Regular dialogue and consultation: Regular consultation with children will help the CPA group and other stakeholders gain understanding about the performance of community structures and committees, and about how adults in the community can meet their responsibilities to protect the best interests of children.

Encourage awareness of existing child protection mechanisms, and avoid creating parallel systems and inappropriate targeting of specific groups of at-risk children.

Make systematic evaluation and project learning high priorities: Document the implementation process. Regularly conduct ethically-appropriate evaluations of how the actions of child-focused community groups are influencing children's protection and well-being. Prioritise and ensure accurate documentation of the findings.

6. Linkages and Integration

6.1. Child Sponsorship

Sponsorship can be actively used as child protection supporting mechanisms. The sponsorship monitoring for example allows keeping in focus vulnerable children and their families and seeing how they are progressing and how the communities are supported to create a protective environment around those children. The approaches suggested by CPA

project model linked to sponsorship can further promote and affirm the care and protection of children, especially the most vulnerable. Regular contacts with children and families during child sponsorship monitoring or group gatherings can be used to reinforce key messages identified around protection of children from abuse, exploitation, and neglect. Child sponsorship can be a platform to raise awareness about child protection, its importance, and how the community can create and support the protective environment around children.

6.2. Enabling project models

CPA largely acts as an enabling project model for other, sector specific models. For example, it can serve as a basis for start up the *Saving Groups* project model to strengthen the human, social and financial assets of the most vulnerable families involved in CPA. It will help further improve the resilience of these families to economic shocks, helping them to cope with emergencies and develop income generating activities. Linkages with the *Home Visitors* project model will contribute to building the social safety nets around vulnerable families. CPA also significantly contributes to the *Skills for Life* project model. See also specific links mentioned to the project models in the table on page 5.

In contexts where lack of income has been identified as a root problem, the CPA group can recommend an economic development project. Three WV economic development project models have been developed to address this root problem and can be considered:

- The *Savings Groups* project model seeks to reach people who often do not meet the lending criteria of microfinance institutions and who do not have access to basic financial services, including those living in extremely poor and remote areas. This is done through savings groups, which are groups of people who save together and take small loans from those savings on flexible terms, for investment, consumption, and emergency purposes. The group's savings can be lent as credit to earn additional income, kept in a safe place for emergencies, or both. Savings group projects are low cost (requiring only facilitation staff and a small operating budget). They are community led and therefore, sustainable.
- The *Local Value Chain Development* project model aims to help people generate more sustainable income that allows them to provide for the needs of their families and their children. Producers increase their wealth through better engagement with markets and by building relationships with critical service providers that can help them overcome market barriers. The broad objective of the *Local Value Chain Development* project model is to improve access to profitable markets for smallholder farmers and producers.
- The *Business Facilitation* project model is an approach to increase the income of people who are poor through business or enterprise development. Business Facilitation is community-led approach with the core community partner being a group of community members who are motivated to improve their own economic situation and assist others in their community do the same. WV will work with an existing group, or assist in mobilising a new group to form a Community Business Council (CBC). The Community Business Council (CBC) will be central in undertaking the work to create a good business environment within the community.

Appendices

Appendix A - CPA project model road map

Appendix B - Sample detailed logframe for the four core CPA components

Appendix C - Child protection system

Appendix D - Guidance sheets

Appendix E - Additional resources

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