Introduction

The *Handbook for Development Programmes* provides the basic information that programme staff need to design and implement development programmes in the majority of long-term, local level development contexts where World Vision works. The *Good Practices for Putting Development Programmes Into Action* provides a synthesis of learning from field staff that have applied the Integrated Programming Model (IPM) to date. Supplementary Guidance Notes (SGNs) have been produced to provide additional guidance for programme staff working in exceptionally challenging contexts. Separate guidance is being produced for each of the challenging contexts that are significant for World Vision programmes.

SGNs follow the same structure as the *Good Practices for Putting Development Programmes Into Action*. Part 1 deals with the 'bigger picture', examining how each context is likely to impact on the four main aspects of the Development Programme Approach. Part 2 provides practical guidance on how each step of the Critical Path may need to be adapted to work effectively in the specific context. Links to all tools and documents referenced are available at the end of this document and on the Guidance for Development Programmes website (http://www.wvdevelopment.org).

Figure 1: Overview of the Guidance for Development Programmes

Part 2 of this SGN provides *suggestions rather than mandates* on how to successfully implement WV’s Development Programme Approach in fragile contexts. The national office, together with the local programme teams, will make the final decisions on how to adapt the approach within their specific local context.
Rationale

World Vision (WV) defines fragile contexts are those where ‘the government cannot, or will not, fulfil its responsibilities to protect and fulfil the rights of the majority of the population, particularly the poor’¹. This includes collapsed states; countries in conflict or recovering from conflict; and states where governments are weak or unwilling to commit to poverty reduction.

‘One-and-a-half billion people live in areas affected by fragility, conflict, or large-scale, organised criminal violence, and no low-income fragile or conflict-affected country has yet to achieve a single United Nations Millennium Development Goal (UN MDG).’

World Development Report 2011

Although there is no internationally agreed list of fragile states, WVI has developed the ‘Fragility Index’, based on internationally recognised indicators of instability, which can act as a good guide. Fragility is not only defined in relation to states. There are often highly fragile areas within more stable states, and there can be fragile areas that cross a number of state boundaries. For these reasons, World Vision refers to ‘fragile contexts’, rather than fragile states, emphasising the importance of the local context. Individual national offices and programmes should assess the degree of fragility within each particular context.

WV already commits a large proportion of its resources, financial and human, to programming in fragile states. For example, roughly 40% of WV total programming spend in the financial year 2009/10 was spent in the 20 most fragile states in which WV works (USD 753m). Non-sponsorship money accounted for 71% ($541m) of this funding ².

Part 1: The Big Picture

Suggested adaptations to WV’s Development Programme Approach in fragile contexts.

Important Principles

Do No Harm - WV must take all practical measures to avoid exposing people to further harm as a result of programming decisions. In order to do this, programmes should be based on a detailed assessment of the driving forces, main actor groups, and political economy in which WV activities take place at the national, programme and project level.

Local Capacities for Peace (LCP) analysis helps to identify how aid can avoid worsening conflict and support peace at the local level. At least 50% of programme staff in fragile contexts should be oriented to the basic framework of Do No Harm/Local Capacities for Peace (DNH/LCP). National offices working in fragile contexts should have 3-5 facilitators trained in Integrating Peacebuilding and Conflict-Sensitivity (I-PACS), who are able to conduct I-PACS field assessment training at any time. Details of upcoming training opportunities are available through the Peacebuilding Community of Practice on wvcentral (www.wvcentral.org).

¹ These responsibilities include:
- Territorial control and ensuring public safety and security
- Managing public resources
- Delivery of basic services
- Protecting and supporting the livelihoods of the poorest people
- Enabling political processes for interaction between the state and its citizens.

² Based on 2010 Failed States index and FY09/10 actual spend figures
Security - Staff must be aware of the security implications of actions both on WV staff and volunteers as well as the potential impacts on people with whom WV collaborates. Before programme implementation begins, the national office should complete a security risk assessment, have a security plan in place and be compliant with the Core Security Requirements. If projects require additional security resources, wherever possible these should be included in project grant proposals. National offices, security managers and programme managers need to receive security guidance on the risks of ‘incarnational living’ by staff in insecure environments.

All staff should receive security awareness training appropriate with the level of risk in country. Security training is provided through the Office of Corporate Security (OCS). Further information is available through the Office of Corporate Security’s section of wvcentral.

Building links between the state and its people - Within fragile contexts, the basic relationships of accountability between the state and its citizens are weak or broken. WV’s Development Programme Approach should aim to build and develop this relationship. This means whenever possible, programmes should seek to link up local people and groups with state structures and systems. This might be done, for example, by helping local people to become aware of their rights, encouraging them to access state provided or supported services and helping them to communicate more effectively with the state to ensure that it will fulfil its obligations. WV can also act as a broker between those in power and the dispossessed, by advocating on behalf of vulnerable people at the national and international levels.

Contributing to child well-being

Child participation - Programme staff should carefully assess the risks of increasing the participation of vulnerable groups, especially children, in programme activities, especially if those activities might be perceived as being political. Empowering Children in Peacebuilding (ECaP) activities in fragile contexts requires special scrutiny.

Measuring and reporting child well-being - Measuring programme success against child well-being aspirations can be particularly difficult in fragile contexts. Effective interventions can be difficult to identify in a context in which the overall well-being of children may be declining. It is important therefore that programme reporting should include a thorough context analysis, with a realistic assessment of potential programme impact and progress within the context.

Working with partners

Working with state actors - The state, or de facto state, has the primary responsibility for ensuring basic services are delivered and that the rights of its citizens are upheld. WV should find ways to encourage the state to fulfil these obligations. This may include working alongside state officials, building their ability to respond to community needs, assessing sources of conflict and linking up communities with relevant government departments. Citizen Voice and Action (CVA) is a project model that can help programmes to do this, by

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3 ‘Incarnational living’ is defined in the Ministry Framework. Each national office will decide how to apply this appropriately in context.

4 See ‘working with state actors’ below.
helping to build community empowerment to pursue advocacy. It is currently being adapted for use in fragile contexts.

Fragile contexts are often characterised by extremely low state capacity. Engaging with, and aligning with, the state can be very time-consuming and challenging. However, by-passing state structures, and creating parallel systems, will undermine longer term prospects for development.

There will be situations when it is not appropriate for WV to actively collaborate with state actors. These will include times when states actively deny or repress the rights of certain groups, or fail to demonstrate any political will to implement policies aimed at reducing poverty and vulnerability. In such situations WV's collaboration could inadvertently legitimise states that are not representative. In these contexts, national offices need to be very clear about the role WV should play in state building, and how that overlaps with humanitarian requirements for ‘neutrality’, ‘impartiality’ and ‘independence’.

Programmes should use the findings from Making Sense of Turbulent Context analysis (MSTC) as well as other context analyses, and consult with other key actors (such as INGOs, community groups and donors) to decide on appropriate strategies and levels of engagement with state actors. Whenever possible, programmes should seek to build the capacities of local people and organisations to engage constructively with the state to ensure their basic needs and rights are fulfilled. However, this needs to be done in a way that does not compromise the long-term safety of the community. LCP tools can be used to analyse the risk of such activities. The HISS-CAM tool may also help programmes work through these difficult decisions.

**Communicating with stakeholders** - In contexts where freedom of movement is restricted, programmes need to be very careful about how programme activities and impacts are communicated. Staff must be sure that communities have a realistic understanding of what WV is able to do in a community, and what WV cannot do. Failure to clearly communicate this before programme implementation, can lead to conflict at a later stage.

How programme staff communicate with government actors can also be sensitive. For example, some government actors may reject activities that label their state or region as ‘fragile’ or ‘conflict affected’. In other situations, reporting and community engagement can be perceived as spying or interfering in internal state matters. WV staff need to be very aware of these potential sensitivities, and manage them delicately.

**Working with civil society** - There can be major tensions (often hidden) between groups within a community, often along ethnic, religious or political lines. Civil society organisations may be explicitly or implicitly aligned with one or other actor in a conflict. These groups may seek to exploit a relationship with WV for their own political or economic gain.

In order to avoid compromising WV’s impartiality, and potentially increasing conflict, programmes must be aware of how potential partners in civil society are perceived by the community and the state. Programmes should strive to ensure that they work with a balanced and representative cross section of civil society in the communities in which we work. Local and national level context analysis (such as MSTC, I-PACS and LCP analyses) can help to identify these fault lines and perceptions.

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5 See the Red Cross Code of Conduct for definition and elaboration on neutrality, impartiality and independence.
WV is exceptionally well placed to work with local Christian and other faith-based organisations and leaders to help build peace within communities. Programmes should consider the potential opportunities to bring faith leaders together to discuss common challenges and help build understanding in conflict-affected communities. In fragile contexts with sizable and/or influential Islamic populations, national offices should consult WVI’s departments of Peacebuilding and Islamic Contexts.

**Humanitarian space** - Programmes must continually assess freedom of assembly and movement for staff and community members, and adjust programme approaches accordingly.

**Civil-military engagement** - Programmes in fragile contexts are likely to operate in close proximity to a range of military actors, including private armed groups, host governments and international peacekeepers. National offices and programmes need to conduct a thorough analysis of the potential impact of these groups on development objectives. If engagement with military actors is under consideration, or is requested or required by the state, then it should be done in a balanced way that limits any threats to both the reputation and the safety of the local population, the aid agencies and their employees and partners. The Civil-Military policy and HISS-CAM can help programmes negotiate these decisions. The WV ‘Civil-Military and Police Engagement Operations Manual’ provides further practical guidance for programme staff.

**Non-state armed actors** - Programmes may have to face difficult decisions about engaging with non-state armed actors, some of which may be seen as terrorist organisations by international donors. Staff need to be aware of the potential security implications of engagement as well as non-engagement. The potential impact on WV’s credibility at local, national and international levels must also be considered. The HISS-CAM tool can be used to help guide such decisions.

**HISS-CAM**

World Vision has devised the HISS-CAM tool to help staff think through the difficult operational and policy decisions they may face when interacting with key actors in fragile contexts. For example, it can be used to guide decision-making concerning when and how to engage military actors, police, government or any other specific groups.

HISS-CAM enables staff to assess a decision in the light of humanitarian principles, whilst balancing this against realistic considerations of the specific context. It is easy to use, can be used to make strategic policy and/or concrete operational decisions, and can be employed in any setting, with minimal preparation.

**Equipping local level staff**

**Social composition of staff** - It is important to reflect an appropriate ethnic, religious and gender balance within programme staff since this can impact both on how WV is perceived by communities and its ability to engage with certain groups. Context analysis can highlight organisational and staffing risk factors and suggest solutions that reduce tensions within teams, as well as with communities. Tools such as Building Inclusion and Trust in Diverse Teams can help programme staff to build strong teams.

**Developing skills** - All programme staff need to develop the right sets of skills in order to implement WV’s Development Programme Approach effectively. In some cases, this may mean ‘unlearning’ old ways of doing things in order to learn how to work in sustainable, child-focused programmes. Adequate training and support must be provided to all staff.
working in rapidly changing contexts, to ensure that they are able to implement and integrate a range of development and humanitarian approaches simultaneously.

Programmes should encourage the sharing of learning and skills from staff with differing backgrounds in long-term development, advocacy or humanitarian affairs (HEA) backgrounds. For example, this can be done through staff exchange programmes, practical learning workshops, professional development plans and coaching/mentoring relationships – all provide good ways of developing staff competencies.

The Integrated Competency Development resources provide support for staff in developing the skills necessary for implementing WV’s Development Programme Approach. These are available alongside the Guidance for Development Programmes (www.wvdevelopment.org).

**Basic programme parameters**

**Conflict sensitive programming** - Decisions on the programme’s geographic area, target population and primary focus areas should take into account underlying tensions within and between communities. Findings from both macro and local level context analyses (including MSTC and I-PACS) should be incorporated into all decisions relating to the basic programme parameters.

Programmes must be able to respond to rapidly changing contexts, and adapt implementation strategies accordingly. National offices will form Context Monitoring Groups (CMG) which will advise on how to ensure monitoring is done with sensitivity and according to Integrated Context Monitoring System Guidelines. National offices with well-functioning CMGs have well-developed early warning systems to anticipate most sources of sudden fragility and make appropriate programme adjustments.

**Act fast, but stay engaged** - In fragile contexts, it will normally be necessary to work through the steps of the Critical Path in a shorter timeframe. Programmes may choose to work through steps 1-6 of the Critical Path in less depth, in order to allow for implementation to begin sooner. In this case, it will be important to make sure that the conclusions drawn and the decisions made are reliable and accurate. This can be done by returning to steps 3-6 during the implementation process, to deepen community engagement and identify any ways in which programme plans need to be adapted. This can also be achieved by using ‘feedback and complaints’ systems to collect the perspectives of community members on the programme design and implementation. Information collected should be jointly analysed and used to improve programme plans. **Each programme must decide on how best to implement the Critical Path according to their context.**

**Service Delivery** - In some fragile contexts WV may be required to lead an intervention to improve child well-being either through the direct provision of services or by sub-contracting. This can be a legitimate WV response where few or no social groups exist, where social groups lack capacity, or where certain vulnerable groups of children or households are not yet able to participate effectively in partnerships.

In all cases, direct service provision should be done in a way that mobilises and strengthens local resources, and that promotes long-term sustainability. Clear milestones should be built into service provision projects to ensure that responsibility for running and maintaining services are transferred to local partners (including government) at the earliest appropriate moment.

**Mainstreaming humanitarian protection** - Programmes must ensure that activities contribute to providing safety and dignity for all programme beneficiaries, whilst ensuring
that their human rights are protected. Partnership-wide protection standards (in
development) emphasise:

- beneficiary participation at all project stage
- inclusion of risk assessments during programme design and implementation
  coordination of programme activities
- complementarity of activities with those of the State and other protection actors;
  inclusion of advocacy response
- and support for the development of referral systems.

Programmes should comply with the *Minimum Agency Standards for Protection* (2008,
currently under review), and should include protection indicators in the programme design
documents.

In some contexts, it may be necessary for programmes to undertake a dedicated
humanitarian protection assessment and response (in addition to mainstreaming). The
Global Humanitarian Protection Sector Strategy (in draft) notes trigger points for
implementing such an assessment and response.

**Disaster risk reduction and management** - Fragile contexts are more vulnerable to
natural and man-made disasters than other contexts. Programming should include systematic
efforts to analyse and manage the root causes of disasters, through reducing exposure to
hazards, lessening the vulnerability of people and property, wise management of land and the
environment, and by improving preparedness for adverse events. Programmes should be
aware of, and feed into, national office standards for preparedness (released in April 2011).
Part Two: The Critical Path: Step by Step

Assessment

Additional guiding questions
- Has MSTC been carried out?
- How is fragility at national or regional level manifested at local level?
- What are the specific causes or factors that contribute to fragility at the local level?
- Have I-PACS assessments been carried out?
- Are national office staff equipped to do I-PACS assessments?
- What are the security implications of programming here?

Recommended time span
Can be conducted in a much shorter timeframe.

Adaptations to the Process Steps and tools

Page 13 (Sub-step A.1): Ensure the programme assessment plan is clearly linked to the results of MSTC, if conducted, and takes into account any regional and cross border issues that contribute to fragility.

Page 14 (Sub-step A.3): The composition of the assessment team should be carefully considered to ensure a suitable ethnic, social, religious and gender balance.

Page 14 (Sub-step A.3): Recognise that it can be difficult to access recent and reliable secondary data. Instead programme staff may need to conduct minimal community engagement, use other NGO data or use proxy indicators. Community engagement should however be limited to select key informant interviews and care must be taken to manage the expectations of communities, government and local agencies.

Page 14 (Sub-step A.3): Design process should include recommendations about:
- how to conduct steps 1-6 of the critical path,
- how to encourage adequate community engagement in the context,
- ensuring the timeframe is realistic
- how frequently context analysis should be reviewed.
All of these will depend on the stability of the context.

Step 1: who are we?

Additional guiding questions
- How do the findings of the MSTC influence WV’s identity in the programme area?
- How might previous INGO responses impact on how WV is perceived by the community, government or key stakeholders?
- Is WV (and INGOs in general) seen as being aligned with any of the conflict parties or particular ethnic or political groups?
- Is WV living up to the principles of neutrality and impartiality?

Additional outcomes
A clear understanding of how WV’s global identity, national office strategy, programme assessment and the results of MSTC will shape WV’s local identity.
Adaptations to the process steps and tools

Page 19 (Sub-step 1.1): Reflections on WV’s local identity should include the MSTC findings.

**Tool:** The *Who Are We Here* tool can be adapted to include any reflections on the MSTC findings (with a particular focus on the NGO timeline and actor mapping analysis tools).

Page 20 (Sub-step 1.2): Explore how INGOs in general, and World Vision specifically, are perceived by key actors in conflict situations. For example, if the conflict is along religious lines, does our Christian identity influence how we are perceived? It will be important to choose a good and neutral facilitator to explore perceptions of WV in these sensitive situations. It may be necessary to select a facilitator from outside of WV.

**Tool:** *Exploring Perceptions* (LCP version).

**Step 2: Who are you?**

**Additional guiding questions**

- Who do staff need to collaborate with in order to address the drivers of fragility?
- What key factors divide or unite the community, and what are the implications of these on the programme?
- Are there any indications that the community is becoming dependant on aid? How will the programme address this?

**Additional outcomes**

Detailed understanding of connectors and dividers for peace

Adaptations to the process steps and tools:

Page 25 (Sub-step 2.1): Programme staff and key stakeholders will undertake a rapid I-PACS assessment. The findings will help to identify the factors that divide or unite communities within the programme impact area.

**Note:** Before selecting key stakeholders, carefully consider the findings from the assessment step, as well as the national level context analysis (findings from the Actor Mapping exercise in MSTC may be particularly useful).

Page 25 (Sub-step 2.1): Programme staff and key stakeholders will conduct an initial assessment of the security risks that may arise in a programme based in the area.

Page 25 (Sub-step 2.1): Primary focus areas will be selected based on discussions with key stakeholders, I-PACS analysis and on the findings from the security assessment.

**Tool:** *Security Assessment* from the Security Management Manual

**Tool:** *Rapid I-PACS Analysis and Power Mapping*

Page 26 (Sub-step 2.2): In some cases there may be no government presence in the programme area. If there are other actors taking the role of the government in the local area, the programme will need to think carefully about if, and how, they should be engaged. The results of the LCP analysis should help in making this decision. An adapted HISS-CAM assessment can also help the programme and other stakeholders to analyse the issues. WV should be wary of conferring legitimacy onto unrepresentative groups that are taking the place of the government at the local level.
**Tool: HISS-CAM Assessment**

Page 29 (Sub-step 2.3): Programme staff will conduct a child protection risk assessment before engaging with children directly.

Page 29 (Sub-step 2.3): Selection of starter group members should incorporate findings from I-PACS, to ensure that the selection process does not create conflict within the community. It is critical that the process of selecting starter group members is transparent. In some settings, it may be that vulnerable groups/individuals are willing to be consulted and contribute, but not to be part of a more formal, established group. Provision should be made to ensure that these groups can participate without putting them at risk.

Starter groups may be very influential in fragile contexts, when programmes may have less time for community engagement. It is particularly important therefore that starter groups should be representative of the community, especially of vulnerable and marginalised groups.

**Note:** In some contexts, the development of a starter group is not always possible. If the programme design needs to be completed in a very limited time span, or if the formation of a starter group runs the risk of increasing tensions or reinforcing vulnerabilities, then programmes must have flexibility to initiate other ways of engaging the population in programme design.

**Tool: LCP Tool 4: Improving Targeting and Selection**

**Tool: Child Participation Risk Assessment** [this tool is yet to be developed]

**Step 3: What is already being done?**

**Overview**

Completing Step 3 in a shorter time may result in staff being unable to develop in-depth understanding of the community context. During step 7, programme staff can return to this step to deepen their understanding of the context and adapt implementation plans accordingly. It will be important to have effective feedback and complaints mechanism during implementation to ensure that decisions made at step 3 can be challenged and refined by communities later on.

**Recommended time span**
Can be completed in shorter timeframe.

**Adaptations to the process steps and tools**

Page 35 (Sub-step 3.2): Assess any security risks that might be associated with community engagement, and propose mitigation activities.

Page 35 (Sub-step 3.2): Ensure that there is a good ethnic and social balance within the team of facilitators.

Page 35 (Sub-step 3.2): In contexts where the capacities of local organisations and citizens are very low, and where it is vital to complete steps 1-6 of the Critical Path in a rapid timeframe, it may be necessary to use programme staff as facilitators instead of community members. However, the facilitation training of local groups and organisations should continue as a strand throughout project implementation stages.

**Tool:** Security Assessment from Security Management Manual
Step 4: What more can be done?

**Recommended time span**
Can be completed in shorter timeframe.

**Additional outcomes**
- A detailed understanding of the drivers of fragility at the local level.
- Potential triggers of violent conflict at the local level identified.

**Adaptations to the process steps and tools**

Page 41 (Sub-step 4.1): In restrictive contexts (in which freedom of movement is restricted) it may be important to get explicit agreement from government officials to allow facilitators to gather community views.

Page 41 (Sub-step 4.1): Facilitators or programme staff will try to identify drivers the underlying causes of fragility and potential flashpoints or triggers for conflict in the community.

**Tool:** Community Based Conflict Analysis Handbook

Page 46 (Sub-step 4.3): DF and starter group will assess core security requirements, agree upon security approach and agree a security plan.

Step 5: What will we do together?

**Additional guiding questions**
- How can WV enable the state to fulfil its obligations to provide for its citizens?
- How and when will WV collaborate or coordinate with armed actors (such as militias, armies or UN forces)? When will WV avoid collaboration or coordination?
- How representative of different groups in the community are the selected partners?
- Will working with these groups help to strengthen connectors and weaken dividers for peace?

**Additional outcomes**
- Strategy for working with military actors.
- Strategy for minimising potential conflicts within community.

**Adaptations to the process steps and tools**

Page 51 (Sub-step 5.1): DF and starter group conduct a HISS-CAM analysis. This will help inform an engagement strategy for military and armed actors.

Page 51 (Sub-step 5.1): DF and programme staff conduct a risk assessment of the implications of embarking into collaboration with particular groups. This should always include an evaluation of the impact of working with the government in the programme area. This assessment will include a security risk assessment and LCP analysis.

**Tool:** Security Risk Assessment tool from Security Management Manual

**Note:** WV can often not wait until full partnerships have been formed to address child well-being needs. In some cases, partnership relationships are unlikely to be possible due to conflicts, differences in values and differences in organisational capacity. In these situations,
mobilisation, organisational strengthening and catalysing activities will be run in parallel with
direct service delivery activities.

Direct service provision should be implemented in a way that does not undermine the
legitimate role or capacity of local government. In addition, where local groups and
organisations are involved in service provision activities, they should be involved in activities
that are clearly aligned with their organisational purpose and which do not undermine their
future sustainability. All collaboration with local groups and organisations can be, and should
be, implemented in line with the partnering principles of equity, transparency and mutual
benefit.

**Step 6: Who will contribute what?**

**Additional guiding questions**
- To what extent is the shared project plan, conflict sensitive?
- Does it strengthen local connectors for peace, and mitigate dividers?

**Process steps and tools**

Page 67 (Sub-step 6.1): Implementation plan reviewed from an I-PACS perspective

**Tool:** Step 7 ‘Test Programming Options’ from FPMG DNH Handbook

**Step 7: How will we manage together?**

**Additional guiding questions**
- How frequently do the underlying drivers of fragility need to be monitored?

**Process steps and tools**

Page 77 (Sub-step 7.1): Projects include mechanisms that allow for regular analysis of local
patterns of fragility. This analysis can be used by programmes and national office teams both
for planning and advocacy purposes.

Page 79 (Sub-step 7.2): Feedback and complaints mechanism should be established in each
primary focus area.

Page 79 (Sub-step 7.2): Security policy is continually reviewed. HISS-CAM, LCP and context
analyses are reviewed periodically (how often will depend on the context).

**Tool:** Good Enough Guide Tool 12: How to set up a complaints and response mechanism and
HISS-CAM

Page 81 (Sub-step 7.3): A loop-back mechanism is introduced. Once programme
implementation has begun, DF and programme staff can return to Step 3 of the Critical Path
to renew community engagement and deepen understanding of the context. Programme and
project designs can be updated, allowing them to respond to rapidly changing contexts. The
programme goal should not be changed, but outputs can be adapted if necessary, whilst
activities and context should be updated. Updated context analysis will be shared with
advocacy staff and local trends identified.

**Step 8: How will we transition together?**

No changes suggested.
Appendix 1: References and tools included in the Guidance for Development Programmes

Fragile Contexts
- Defining Fragile Contexts Draft (Fragile Context Business Model)
- IPM in Programmes without Child Sponsorship Interim Report

Important Principles
- The Fragile States Principles
- Red Cross Code of Conduct
- SPHERE Handbook

Do No Harm
- DNH Pocket Handbook (FPMG)
- I-PACS materials – [https://www.wvcentral.org/cop/peacebuilding/Pages/I-PACS.aspx]
- Conflict Analysis Handbook
- Fragility Index [http://tinyurl.com/WVFragilityIndex]

Security
- Security Risk Assessments on wvcentral.org
- Core security requirements
- WVI Security Policy

Child well-being
(Pending)

Collaboration and partnering
(Pending)

Civil-Military
- HISS-CAM
- Civil-Military engagement policy

Staff skills and structures
- Social and ethnic composition of teams
- Building trust in diverse teams.

Basic programme parameters