(DRAFT) Programme Transition Guidance

Introduction

What is transition?

Transition describes the process of World Vision (WV) ending its involvement in a programme or project. It is important that WV ends its involvement in a well-planned way, so that the benefits gained by communities and stakeholders can continue into the future, after WV has withdrawn.

Purpose of this document

This document describes how to plan and implement a successful programme transition. It covers WV's business processes, sponsorship operations and the community planning process.

This document is based on LEAP and the '**Guidelines for Programme Transition**' (2011) and supports their approaches. It brings together several different approaches to transition planning that have emerged over the past few years to form one integrated approach. This integrated approach has been developed and refined with representatives of all regions, a number of national offices (NOs), support offices (SOs) and community representatives. The tools recommended in this document have been tested in WV programmes in six regions. The tools are provided as examples, and NOs are encouraged to adapt these to their own context, or to use other tools that can achieve the same result.

Other key documents for programme transition:

- LEAP 2nd Edition, Chapter 6
- Guidelines for programme Transition (2011)
- Sponsorship Operations Guide for Transition
- Good Practices for Putting WV's Development Programmes into Action, Chapter 8

Who is this guidance for?

This guidance is provided for programmes that are nearing the final programme phase. It is written primarily for WV programme managers and NO DME staff. Other NO, SO and RO staff that support programmes will also find it useful.

Adapting the process and tools:

In East Africa, the process and tools have already been adapted by NO teams in Kenya and Tanzania. In Asia, Philippines, Thailand, India and Indonesia have adapted the tools to their context.

Each NO team is using the same approach, but adapt the tools.

Structure of this document

I. When to transition
II. National Office transition planning
III. Programme transition planning approach
IV. Programme transition planning process

I. When to transition?

WV's contribution to a community's development journey will always be temporary; it will have to come to an end at some point in time. Deciding on when to transition is critical, and there are a number of factors to consider.

Timeframe

The decision about when to move to final programme transition will be made at the end of a programme implementation phase. In the past, many WV programmes have moved to transition after the second five-year implementation phase. However, the decision to transition should not be based only on the age of the programme, but also on the factors described below.

NOs and SOs need to discuss the potential transition phase at least three to five years before the final programme closure. This will then allow enough time to manage community and sponsor expectations. A final decision about moving to transition can be made after the end of phase evaluation, when good information on the status of child well-being (CWB) and community capacity will be available.

The decision to move to a transition phase rests with the NO, but must be made in full consultation with the SO and community partners.

Deciding factors

The decision to move to a transition phase should be based on the following factors:

a. **The well-being of children based on the specific objectives of the programme, including relevant CWB targets**
   Can the programme demonstrate continued progress towards child well-being, using evidence from regular monitoring and evaluation findings?

b. **Community and partner capacities**
   Can the programme demonstrate that local communities and partners in the programme area (including government agencies, community organisations, churches and other institutions and networks) will be able to improve and sustain child well-being in their community after WV's engagement has ended.

c. **Changes in context**
   There may be other circumstances, such as changes to NO strategy, operational reality on the ground or changes in local government policy, which require an early or delayed programme transition.

d. **Discernment**
   It is important for decision makers to take time to consider how God may be leading in the situation. This will take many different forms, depending on the context and the approach of the NO.

II. National office transition planning

In order for transition to be successful at programme level, it will be necessary for NOs to have adequate capacity and a clear strategy for transition planning. The following issues should be considered:

i. What is the NO's current practice for managing transition programmes?
ii. How many programmes are entering transition in the next five years, or are already in transition?
iii. Has the end date for each programme been discussed and agreed between the NO, SO and other relevant stakeholders?
iv. What stage has each of the transitioning programmes reached? Programmes already in transition will require a different approach to those that have not yet entered the transition phase, and will need adequate time to plan for transition. The decision tree in Appendix 2 will help to plan an appropriate course of action.
v. What is the existing DME workload? How many programmes are in assessment and design, re-design, doing baselines, etc?
vi. Does the NO have a clear and realistic plan to access the support and capacity building inputs required for successful transitions?
vii. How will a shared understanding of transition be promoted across all NO departments (including operations, finance, personnel and sponsorship) so that all departments work together on a single, integrated process?

Examples from the field:

Good NO coordination can make a real difference to the success of programme transition. Some NOs have achieved this by:

- **Identifying a goal owner for transitions**, who will be responsible to coordinate all departments within the NO, liaise with RO and SO partners to gather the necessary capacity and support, and ensure that there is clear and consistent communication with all stakeholders.
- **Establishing an NO transition group**, which involves all the relevant departments, to help plan transitions within the NO.

III. Programme transition planning

Lessons learned from programmes in transition over the past few years have identified the following success factors:

1. **Challenging and changing attitudes about transition**

   Communities and staff sometimes see transition as a threat. Fear of loss or feelings of dependency can lead to people neglecting to prepare for transition. It is essential, at the outset of planning for transition, to identify and address these fears. If this is done well, it can create motivation, hope and commitment from staff and communities.

   Programmes have found it helpful to always emphasise positive messages when discussing transition with communities and partners. Instead of allowing the focus of transition to be on the 'end' of a programme, they have focused instead on the 'sustaining and continuing' of child well-being after WV's departure.

2. **Empowering communities and partners to plan and learn together**

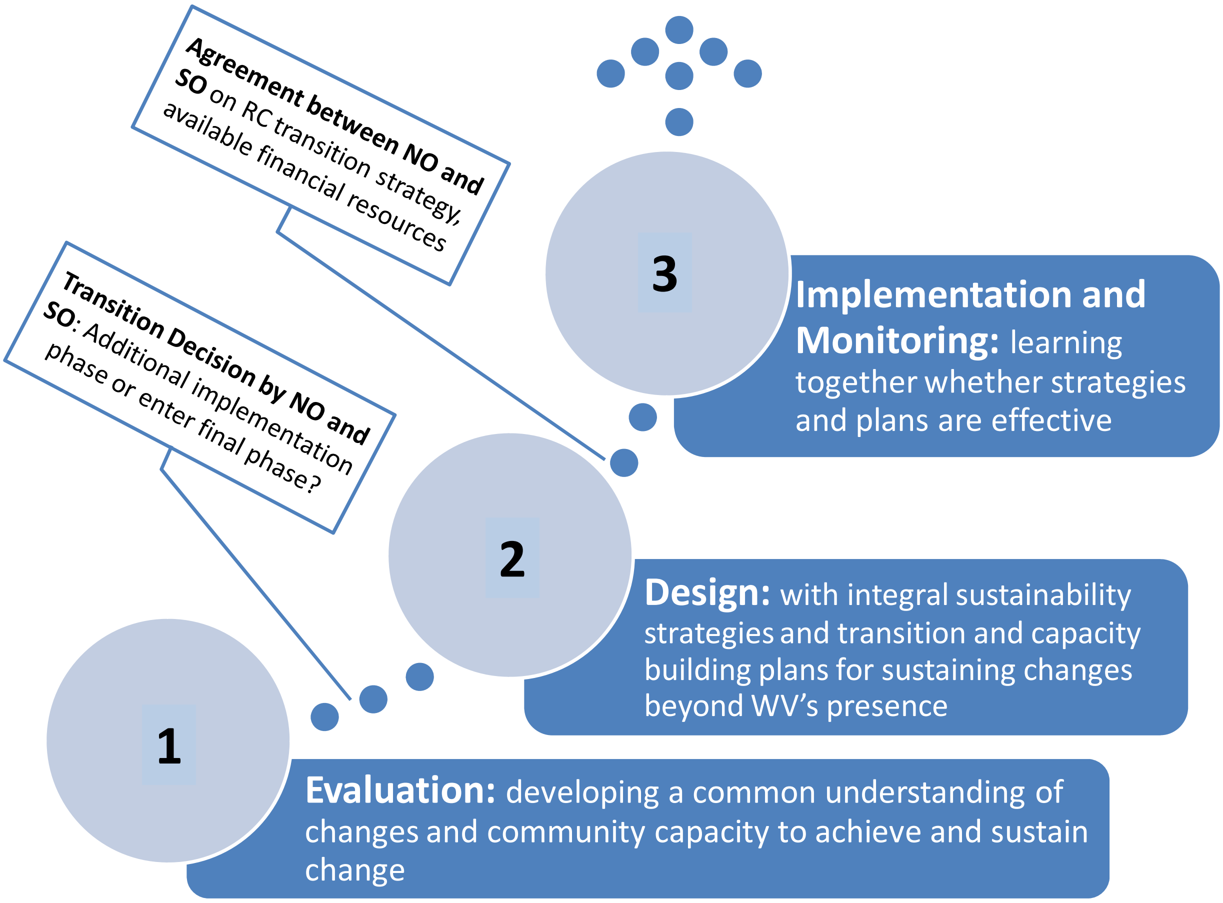
   The process of planning for sustainability, should be an empowering process. It is vital that the community and local partners are involved, that decisions reflect their priorities and perspectives and that they have strong ownership of the process and the decisions. A transparent, shared decision-making process should lead to realistic strategies and mutually agreed roles and responsibilities for all stakeholders. Appendix 3 outlines an approach that can be used to promote empowering and shared learning.

3. Adaptation to local context

Any transition process needs to be adapted to the unique local context of the WV programme as well as the respective NO. The steps outlined below are a suggested process. The tools are tested and recommended, but they are not mandatory. Programmes and NOs are encouraged to adapt these tools, or to use any others that have proved successful, to gain similar outcomes.

Key evaluation, planning and monitoring tools should be adapted so they can easily be used by the community and local partners. WV staff can coach and support the community and partners in using these tools as necessary.

IV. Transition planning and management stages



STAGE 1: EVALUATION

Transition planning should be fully integrated into a programme's DME processes. The experience from a number of WV programmes has shown that an end of cycle evaluation is a good entry point to start preparing for transition. The WV ***Baseline and Evaluation Guidance*** provides full details of how to plan and manage an end of phase evaluation together with community and partners. It should be used as the basis for planning evaluations of any WV programmes. There are some additional factors that need to be considered when evaluating a programme prior to the transition phase. These factors are outlined in this stage, and additional tools are suggested.

RECOMENDED TIME SPENT: three - six months.

OUTCOMES required from a transition-orientated evaluation:

- **Most important changes and aspirations identified**: Community, partners and WV have a common understanding of the progress made on CWB and what the community sees as the most important changes. They understand any threats to these changes.
- **Understanding WV's contribution to these changes**: Community, partners and WV have identified how WV and other stakeholders are contributing to positive changes in CWB. They have identified how these contributions will need to change over time in order to make child well-being sustainable.
- **Community and partner capacities to sustain changes assessed**: Key community groups and organisations have developed their own capacity indicators and have their own capacity assessment and monitoring system in place.
- **Evidence for decision-making on transition available:** Evaluation results provide relevant information for decision-making. Key decisions include:
    - **a.** Whether to extend the programme or enter the final transition cycle
    - **b.** Recommendations on how to strengthen community capacities during the next programme cycle.

SUGGESTED PROCESS

The WV ***Baseline and Evaluation Guidance*** describes the key stages in planning and implementing WV's approach to evaluation. They involve working jointly with communities and partners to:

1. **Plan** a baseline or evaluation
2. **Do** data collection and check for quality
3. **Analyse** and reflect on findings
4. **Use** the findings to improve programme effectiveness, increase accountability and demonstrate results.

The evaluation should be designed as an empowering and capacity building exercise. WV staff and any external consultants should have the clear role of coaching and supporting local stakeholders in order that they can implement the evaluation themselves as much as possible. These roles should be written into the evaluation Terms of Reference.

1. Plan

Build consensus on the purpose and approach of the evaluation

For programmes that do not already have clear transition plans, a transition-focused evaluation will need to have extra emphasis on sustainability. It is especially important to encourage the active participation of all key stakeholders from the beginning of the evaluation planning process. This will build ownership, capacity and motivation and will improve the potential for sustainability. WV staff can use the ***Stakeholder Analysis*** matrix to identify the different groups and organisations that need to be actively drawn into planning the evaluation. This planning group can work together, using the ***Evaluation Scoping Workshop tool*** to:

- Build a common understanding of the purpose of the evaluation and the transition planning
- Understand how the information will be used and by whom
- Define the evaluation questions
- Identify the evaluation team who will facilitate the evaluation and transition planning
- Agree on how stakeholders will participate in the evaluation, their roles, responsibilities and contributions
- agree on the timeframe,

Evaluation Questions:

In addition to standard evaluation questions, a transition-focused evaluation should consider the following key issues:

- What are the **most important changes** over the life of the programme? How do these contribute to improved child well-being?
- Who are the **actors who have contributed** and what have they contributed?
- What is the community and partner **capacity to sustain** any important changes, and what are the threats to sustainability?
- What was **WV's contribution** to each of the important changes?
- Are there any emerging **common visions or priorities** that are owned by the wider community?

It will be important to get input from stakeholders not represented at the workshop, including SO, NO, marketing staff, supporters and any other key stakeholders. Their input will need to be considered when making decisions at the workshop.

The agreements made in the workshop can be drawn together into the ***Evaluation TOR***. The TOR gives an outline of the scope, key evaluation questions, methods, roles and responsibilities, timetable and budget for the evaluation.

Establish the evaluation team

During the discussions in the evaluation scoping workshop, the planning team will need to identify and establish the evaluation team. This is the team that will implement the evaluation and the redesign planning. It should include representatives from the community and local groups, depending on their capacity. This team can be sub-divided into smaller groups to focus on sector, thematic or geographic issues as necessary. It will be necessary to define the roles and responsibilities of each member of the team. The ***Stakeholder Participation Matrix*** can be used to guide the definition of roles and responsibilities.

Examples from the field:
People who participate fully in the evaluation team often become very committed to facilitating the transition process and ensuring sustainability. In Mali , as a result of co-leading the evaluation, partner and government representatives have agreed to gradually phase out the per-diems paid by WV for their participation. Before the evaluation, the programme staff used to call for meetings. Now it is the local leaders and partners who take the lead.

The role of the evaluation team will not end once the evaluation is completed. Ideally, this team will continue to plan and implement the redesign process in stage 2.

In programmes with child sponsorship, the ***Sponsorship Evaluation Guide*** provides valuable advice on how to integrate sponsorship issues into the evaluation. It provides suggestions of additional questions that can be included in a household survey, focus group or key informant interview guides.

Examples from the field:
The experience from many WV programmes has shown that it is essential to make time to train the evaluation team in participatory facilitation skills. This will enable to the team to create an atmosphere where community members, and especially children, can share their perspectives and ideas with confidence.

Finalise the evaluation design

The ***Evaluation Design*** gives details of the joint learning process, including the methods, tools, activity plan, logistics and detailed budget. The evaluation team will need to discuss and agree the following details:

- Which tools will be used to collect each piece of information? It is advisable to use data from more than one source to answer the evaluation questions, so that conclusions can be validated.
- If a ***Caregiver Survey*** will be used, define how this can include relevant issues for transition and sustainability. The ***Survey Adaptation Tool*** can be used for this.
- Identify whether any of the local partners is already collecting the required information as part of their existing monitoring and evaluation procedures. How could this information be used?
- Data management:
    - Who will collect the information?
    - Where and from whom will the data be collected? (sampling methods)
    - How the data will be recorded and analysed for each individual tool?
    - How will data be separated for analysis? (e.g. sponsorship/non-sponsorship, gender)
    - How will data on the same issue, but collected with different tools, be analysed and validated?

Examples from the field:
In WV programme in Tanzania, the major strategy for sustainability had been to set up and support an umbrella CBO. The evaluation used different tools to assess whether this strategy had been successful:
- questions were added to the household survey
- a CBO capacity self-assessment was used
- questions were included in focus group discussions
- the 'Tree of Change' tool was used to identify the contribution of the umbrella CBO.

It is important that the Evaluation Design clearly shows why each tool has been selected and how the different tools work together to answer the evaluation questions.

An outline of the plan of the evaluation report should be included in the Evaluation Design. This will show how information will be communicated to different audiences. It should include interactive and appropriate ways of communicating with non-literate audiences, as well as the written report.

The key elements of the evaluation design can be summarised into a one-page ***Evaluation Matrix***.

WV business process
The evaluation TOR and the evaluation design should be discussed and agreed with the SO. This will include discussion and agreements on the budget for the evaluation, and any technical support to be provided by the SO.

Recommended tools
1. Stakeholder analysis
2. Evaluation TOR template
3. Sustainability discussion outline
4. Stakeholder participation matrix
5. Evaluation design template
6. Evaluation matrix
7. Sponsorship evaluation guide
8. Data presentation framework

2. Do

Test tools and train the team

Local ownership can be greatly strengthened by adapting tools for use by community members and partners, and by supporting local teams to co-facilitate the tools where possible. Training can equip community and partner representatives to use the tools, giving them enough understanding to work together with WV staff to adapt the tools.

Before data collection can begin, the tools will need to be translated and tested, and the teams trained in their use. The translated tools should be checked with representatives from the communities where the tools will be used, to ensure both that the tools can be clearly understood by respondents, and that they yield appropriate responses. If any issues arise, the tools can be further refined and improved.

The training can include role-plays and give community members the opportunity to practice using the tools in real community setting. Results gained during training won't be used in the evaluation, but it gives a good opportunity for the team to practice using the tools and for them to be refined further if needed.

Data collection

During data collection it is important that team leaders monitor:

- The ability of the facilitators to encourage different members of the community to participate
- The quality of data recording and entry
- The management of data.

The team leader will check these issues during the data collection process, and also at the end of each day.

Throughout the data collection process, evaluation team members should be encouraged to reflect on their experience daily. The team can use the ***Evaluation Reflection*** tool to document any key reflections, and to identify any action that may be necessary to improve the evaluation process.

Recommended Tools

Evaluation Reflection tool?

3. Analyse

Analysis means summarising all the data from the different tools to see what each tool is revealing about what has changed. If the data collection has been well planned and managed, this will make the analysis process easier.

Wherever possible, local stakeholders should be involved in the analysis of data, in ways that are meaningful and empowering to them.

The following is an example of a structured data analysis process that can involve local stakeholders:

1. **Initial summary for each tool**[MOU1]
   "What does data from the different tools say about the various outcomes?"
   The information from each tool can be summarised to show what the data from that tool reveals about changes in the project outcomes. This initial summary can be done in the field, as soon as the tool has been completed. A ***Summary Sheet*** can be created for each tool. This will contain statements like "the data from xx tool shows there is some improvement in malnutrition in every village. It also shows there was a reduction in school dropout rates in 60% of villages."

2. **Further summaries by outcome**
   "What do results from all the different tools say about any single outcome':
   The results of the initial summary above can then be re-organised around each project outcome. This will enable the evaluation team to compare what the results from different tools reveal about each of the outcomes, and to triangulate the results of each tool. This will produce statements grouped by outcome. For example: "The household survey showed a decrease in malnutrition. The focus group discussions with women in 80% of villages ranked malnutrition as their primary concern."

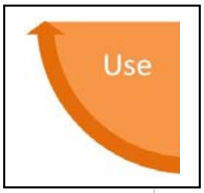
   If possible, allocate sub-teams to work on each project or CWB outcome as this will allow more time for in-depth analysis. Any findings should be validated by the other sub-teams before they are presented to a wider audience.

3. **Validation of initial conclusions**
   The findings are presented to a wider group of local partner and community representatives. This needs to be done in ways that are interactive and that communicate meaningfully with each different audience as it is important that they take 'ownership' and validate the findings. As part of the validation process, this wider group is asked to what extent the changes are dependent on WV capacities and resources. Their responses will reveal what issues will need to be dealt with in the re-design process. They can also help identify key stakeholders for each issue who should be involved in the redesign.

4. **Incorporate issues arising from validation**
   The evaluation team integrates feedback from the wider group into the data presentation framework, finishes the analysis and asks a group member to finalise the evaluation report and any other forms of data presentation that were agreed upon during the scoping workshop.

Further details of how to do the analysis and validation of findings are given in the ***Baseline and Evaluation Guidance***.

Recommended Tools
- Project/CWB Outcome Tree
- Data presentation framework



4. Use

The results of a transition-focused evaluation will be primarily used to:
- o decide if the programme is ready to proceed to transition
- o identify issues that should be included in the redesign for the transition phase.

The evaluation results should be presented in a way that meets the requirements of the different stakeholders. This will have been defined as part of the scoping workshop.[MOU2]

In most cases, the evaluation will lead into a redesign for the transition phase. In this case, the priorities identified by the community in the evaluation will become the main focus of the transition design. The transition phase will focus on strengthening the potential for sustainability by building on local assets and capacities identified by the evaluation. It will build local ownership for the CWB outcomes and will transfer responsibility to community groups and local partners.

WV business process

- Send evaluation report to SO to discuss how best to proceed
- Agree with the SO whether to proceed with a transition phase, or extend the implementation phase.

STAGE 2: REDESIGN – Preparing together for transition

Redesign is a continuation of the learning process started in the evaluation. The evaluation team will usually continue to take the lead in facilitating the joint reflection and redesign process for the transition phase. Lessons and priorities identified in the evaluation now become the basis for the shared action plans that are developed during redesign.

RECOMENDED TIME SPENT three to six months.

OUTCOMES for a redesign for transition:

- **A common vision and priorities for child well-being:** the community, WV and partners jointly agree a common vision for CWB and prioritise the outcomes that need to be sustained.
- **Clear and realistic sustainability strategies** for each priority outcome. WV, the community and partners have clear plans for how that outcome will be sustained after WV's involvement has ended. These strategies are included within the Programme Design Document (PDD).
- **Communication plans**[MOU3] **.**

SUGGESTED PROCESS

1. Identify priorities for action

2. Detailed action planning

3. Celebrate the way ahead

1. Identify priorities for action

Reflect on achievements

The redesign process can begin with community consultations to build consensus on:

a) The most important changes identified through the evaluation
b) An agreed vision for CWB and a set of priority outcomes for the future agreed by the community
c) Any additional issues that need to be addressed to fulfil the community's vision for CWB
d) Agreement on which of these priorities currently require significant input and support from WV.

Defining goals and aspirations

This consultation brings together community groups and partners to review the evaluation findings, to celebrate what has been achieved and to agree future goals and aspirations. The ***Sector Tree*** tool can be used to help visualize these issues, to stimulate discussion and to reach consensus. Reflection and celebration will be especially important if the evaluation was completed a long time before the start of the redesign process.

It is important that children, women and vulnerable groups are actively included in this process. It may be appropriate to run separate meetings with these groups, before bringing their results to the wider group.

Building commitment to sustainability

It is important to spend time at this stage discussing and building a shared understanding of sustainability, and ensuring people are committed to this, before proceeding with the detailed planning. Exercises like the ***Crossing the River*** role-play, or the ***Belly Image*** discussion starter can be used to challenge and change attitudes towards sustainability.

2. Detailed action planning

Forming working groups

The transition planning process will focus primarily on the issues that are priorities for the community, and that currently require significant support and input from WV[MOU4]. Once community priority issues have been identified, working groups can be formed for each different priority. The function of these working groups is to plan in detail how each priority will be addressed during the transition phase. The groups should include the key stakeholders who can contribute to planning and working on that priority, and who have adequate technical capacity for this task.

In programmes with child sponsorship, it is important to form a working group to work on issues about sponsorship. This group will:

- Be responsible for planning and preparing registered children and their families for transition
- Ensure sponsorship activities are planned in a way that build on community assets
- Integrate sponsorship meaningfully into other projects.

Where possible, the different working groups should be encouraged to work together towards a common goal or vision that is owned and shared by the community. In some cases, this may not be possible, for example, where the community is diverse or spread over a wide area. The ***Sector Tree*** can be adapted to identify common goals and vision.

Transfer of responsibilities

The working groups plan in detail how each priority [MOU5]will be implemented during the transition phase. In priorities that currently have significant input from WV, the main focus of this planning is to decide how WV will reduce its involvement over time, and how local stakeholders will eventually take over. Agreements need to be made on:

- What actions, including advocacy actions, need to be taken to achieve the priorities?
- What resources are required, including community assets, as well as outside resources?
- Who will contribute what, and when?
- How will WV's involvement reduce over time, and who will take over these responsibilities?

The ***Sustainability and Transition planning and monitoring*** tool can be used to guide PROGRAMME staff, community and partners in developing realistic strategies and plans for each project. This tool includes an ***Asset Mapping*** resource - the ***Thread Game*** which can help to identify the resources that can be made available for each working group. It also contains the ***Contributions Matrix*** which can be used by working groups to identify who is contributing what now, and who will be contributing what by the time WV's involvement ends at the end of the programme phase.

Because the emphasis is on sustainability after WV withdraws, it will be necessary to identify the capacity-building needs of the participating community groups and organisations. This planning can be based on the results of the evaluation, and needs to clearly show what inputs are required and where they will come from.

Once each working group (WG) has agreed an action plan, and who will contribute what, it may be necessary for each working group member to discuss and agree these contributions within their organisations. Often, the WG members do not have authority to make these decisions on their own. Allow time for this discussion, and plan for a final agreement of the working group plans once all the contributions have been approved. Depending on the way the WG work together, the agreements could be written up as Memorandums of Understanding (MoUs) or partnering agreements.

3. Celebrating the way ahead

It can be very valuable to bring the wider community together to celebrate the plans that have been made, and to acknowledge all the work done by the working groups. This can be a good opportunity to validate the plans and to strengthen a sense of ownership and commitment for the future. The ***Planning the Future*** tool can be used to help structure this celebration.

WV business processes

The contributions that WV will make to the project plans should be written up in the PDD. This should include a summary of detailed plans in the logframe and a budget. The contributions of other agencies can be included as an appendix in the PDD. Include the shared project plan if appropriate.

Programme staff, with support from NO specialists, will need to develop plans for asset-disposal, staff re-deployment and sponsorship close-out. These plans should be based on the project plans that were developed by the different working groups. Where necessary, these plans should be included in the PDD & logframe.

Programme staff will also need to develop a clear communication plan for conveying the timescale and the close-out plans to registered children, their families and sponsors. This will need to be developed in cooperation with the NO and SO sponsorship teams. The ***Sponsorship Operations Transition Guide*** has full details on how to prepare for the transition of child sponsorship.

STAGE 3: Implementing and monitoring

The ***Programme Monitoring Guidance*** give details of how to set up a participatory, community led monitoring system. Additional issues and tools are described here that are relevant to the transition phase. The monitoring process during the transition implementation phase is designed as a continuation of the learning process which has started with the evaluation and continued throughout the redesign process. In this phase, community, partners and WV learn together about whether their strategies and plans for sustainability and transition are working out. The process allows them to continuously learn and be able to refine strategies and plans where required, so that the community will be well prepared on the departure day of WV.

RECOMENDED TIME SPENT: 3 to 5 years, depending on the length of the transition phase.

OUTCOMES

- **Monitoring results that show progress towards sustainability:** communities, partners and WV are able to monitor and observe progress towards sustainability, including improvements in partner capacity.
- **Refined strategies and plans:** Systematic monitoring enables stakeholders to learn about the effectiveness of their work, and any changes in the context. This knowledge can be used to improve and refine programme plans.
- **Reflection and farewell celebration:** During the final year stakeholders organize a systematic reflection process to learn about their journey together and to plan for the time beyond WV's presence. They prepare a farewell celebration to appreciate this joint journey, their relationships and achievements.

SUGGESTED PROCESS

1. Regular community led monitoring

2. End of programme review

1. Regular community led monitoring and learning

The working groups will have decided what to monitor and how to monitor it. During the implementation phase, the working groups carry out regular monitoring as planned.

Project reviews

It is important for working groups to allocate regular time to reflect on their monitoring information. This will enable them to check if they are achieving the desired results, or if any adjustments need to be made to project plans. These reviews can happen every one to three months, depending on the context and the need. The reviews should cover the following learning questions:

- Are projects proceeding according to the plans, are results being achieved?
- Are different stakeholders contributing as planned?
- How well are the capacities of local groups developing?

- Are the roles and responsibilities of different stakeholders (including WV) changing as expected?
- What adjustments are necessary to project plans?

The ***Capacity Self-assessment and Monitoring*** tool and the ***Sustainability and Transition Planning and Monitoring*** tools that were used during the transition planning process, can both be used as monitoring tools.

Community reviews
Where there is adequate capacity and interest, a regular community review can be a very powerful way of building capacity and ownership for child well-being. The community review would be an opportunity for each of the working groups to:

- Present their progress and the lessons learned to the wider community
- Receive input from the wider community
- Plan together how to improve their projects and increase sustainability
- Celebrate together the progress made.

Community reviews could be conducted once every six or twelve months. They should be planned and run by community members wherever possible, with WV staff providing a coaching and supporting role.

WV business processes
Data from the project reviews and the community reviews can be used to complete the programme's LEAP programme management reports, including the ITTs[MOU6].

WV programme staff should carry out the closing-out procedures for registered children and their families in a sensitive and caring manner. Details of these processes are contained in the ***Sponsorship Operations Transition Guide***.

2. **End of programme review and celebration**

At the end of the transition phase it will be necessary to conduct a participatory review to understand:

- What changes were achieved during the transition phase?
- How well prepared the community and partners are for WVs involvement to end?
- Is any additional support required to ensure sustainability of important results?

This review should be conducted in the last six to twelve months of the transition phase. It should be planned and implemented jointly with the community and partners. Wherever possible, local stakeholders should plan the lead role, with WV staff providing a coaching and supporting role.

The **Baseline and Evaluation Guide** gives details of how to plan and run a participatory end of programme review.

The review can end with a celebration both of all that has already been achieved, and for the community's plans for the future. The celebration can be a good opportunity for local stakeholders to build ownership and commitment to future shared goals.

Appendix 1: Transition planning in different scenarios

The process and tools for planning and managing programme transitions need to be adapted to each programme context. The steps followed, and the tools used, will depend on where the programme has reached in its lifecycle. For example, if a programme is entering the transition phase, but has already completed an evaluation, there is no need to repeat the evaluation step.

Four scenarios have been described below, to help programmes identify where they have reached in the transition planning process. The decision tree below can then be used to help guide choices on how the planning process may be adapted for each scenario:

Scenario 1:

The programme is approaching redesign (after two or three implementation cycles), and an evaluation of the previous phase has NOT been completed

Action: Follow the full process as described in this guidance, starting with the evaluation.

Scenario 2:

The programme is approaching redesign (after two or three implementation cycles), and an evaluation of previous phase HAS been completed.

Action 1: Review the evaluation results

Even if an evaluation has been conducted, many programmes find that the evaluation results are missing key information which is required for good sustainability and transition planning. Programme staff can usefully review the evaluation process and results to:

- Identify the most important **changes in child wellbeing** in the community over the lifetime of the programme:
  - Who are the contributors to those changes and what are their contributions?
  - How dependant are each of the changes on input from WV?
  - Which of these changes will require further planning to ensure sustainability?
- What are the **community's and partner's capacities** to sustain important changes and to continue improving child wellbeing?
  - Have partners carried out a capacity self-assessment that will allow a realistic capacity-building plan to be developed for the next phase?
  - Are local stakeholders able to make realistic commitments to shared plans after WV's departure?

Action 2: Collect any missing data

If the review shows that important data is missing, then the tools listed below can be used to collect the missing data:

- Community tree of change
- Partner capacity self-assessment tool
- Project tree

Action 3: Now continue from stage 2 of this guidance (Redesign)

Scenario 3:

The programme is already in the transition phase, and a transition design has been completed, but the plan is not owned by the community, or it lacks clear and realistic sustainability and transition strategies.

Even if a transition design has been prepared, many programmes find that these plans are not owned by the communities and partners, or that the plans do not have strong sustainability strategies for each priority.[MOU7]

Action 1: Review the transition plans with the community

Programme staff can use the questions below as a guide for reviewing the transition plans with the community and stakeholders:

- Who was involved in preparing the transition plans?
- Are the transition plans addressing the priorities of the community?
- Are there clear plans about how local stakeholders will take over responsibility to sustaining the project outcomes?
- Are the WV business processes providing adequate support?[MOU8]
- Do the community and partners have any alternative strategies for improving and sustaining child well-being beyond the presence of WV?
- Are the community and local actors willing and capable of taking over responsibilities to sustain changes in the future?

Action 2: Revise the programme plans to strengthen sustainability and transition

Successful plans for a transition phase need to be jointly owned by the community. The result of this revision step should be to develop a plan that is genuinely owned by the community and partners, clearly showing their roles and contributions. Tools from Stage 2 can be used for this.

In order to make a shared plan for the transition phase, it may be necessary to first build consensus on the important changes that need to be sustained, and the capacity of community and partners to sustain these results. The steps and tools in Scenario 2 can be used for this.

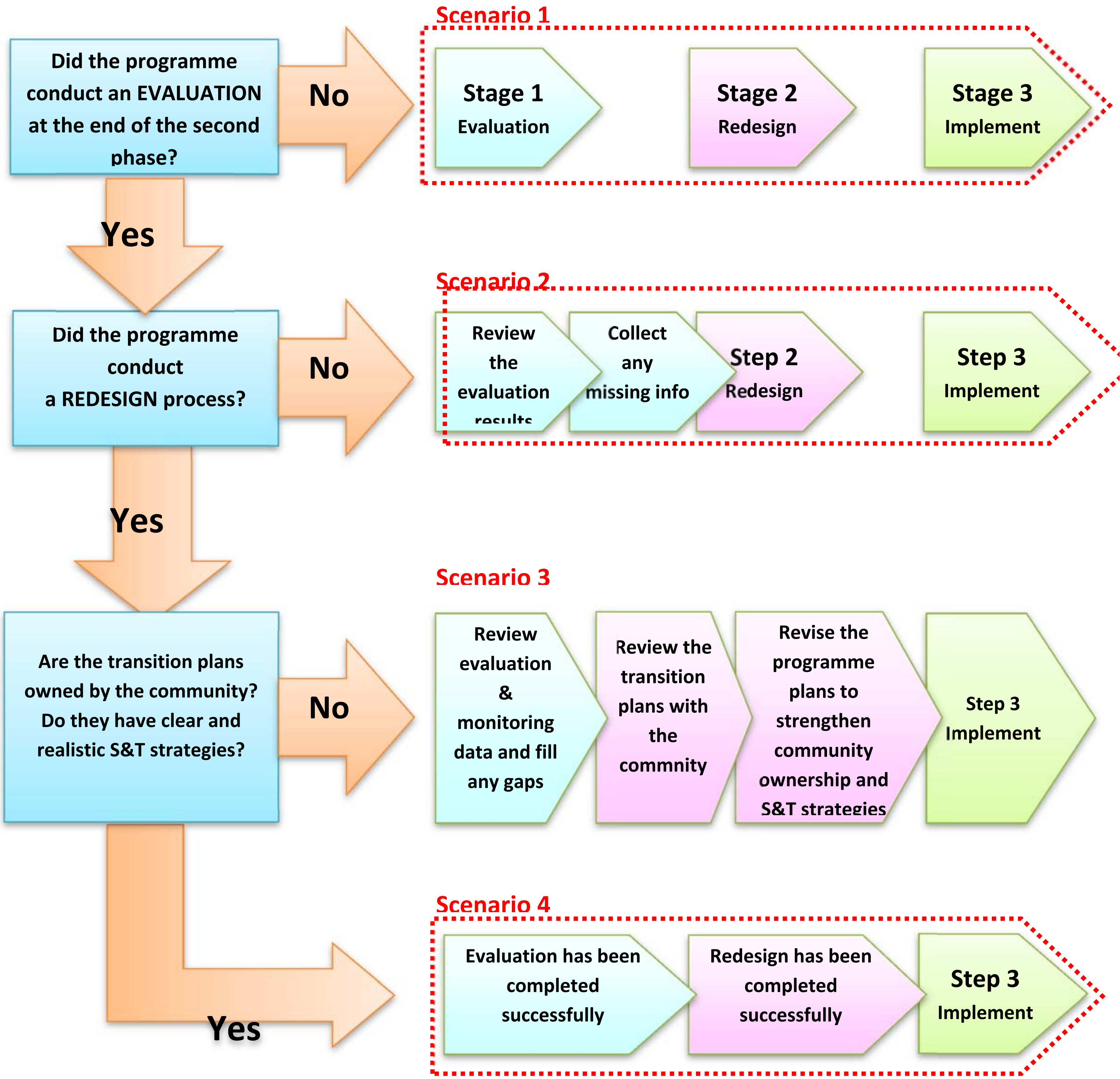
Action 3: Now continue with Stage 3 of this guide.

Scenario 4:

The programme is already in the transition phase, and an adequate transition design has been completed.

Action 1: Now continue with Stage 3 of this guide.

Appendix 2: **The Decision Tree -** transition planning in the different scenarios Change all steps to stage (I can't alter them all. Use S&T in full or introduce acronym above



Appendix 3: An empowering and joint learning process

Learning process	**Details**	**LEAP Cycle**
Seeing together – creating a common understanding	• Identifying the **most important changes** to child well-being that the **community** wants to sustain • Understanding to what extent these changes **depend on WV** • Understanding local actors' **capacities to sustain** and improve these changes.	Evaluation
Reflecting together	• Reflect on strategies needed to sustain changes using the local actors' and communities' capacities and resources • Reflect on the strategic support required from WV during the transition phase (e.g. capacity building)	Redesign
Deciding together	• Key local actors and communities decide on their strategies and their roles and responsibilities • Agreement with WV on support for the final phase	
Implementing and systematically **Monitoring** progress towards sustainability	• Are the strategies working? • Are key actors growing in the capacity areas required for sustaining changes? • Are actors taking over responsibilities as agreed upon?	Implementation and monitoring