

Sector and Theme
Do-Assure-Don't Do
Frameworks
(DADDs).

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Do

- Implement the Health and Nutrition Analysis, Design and Planning Tool (ADAPT) in all analysis and design activities
- Implement programmes that explicitly and comprehensively address WV assessment findings
- Enhance organisational capacity of community-level MCHN Maternal and Newborn Child Health-facing groups/structures
- Enhance capacity of frontline and primary health care level workers, including volunteers
- Monitor core MCHN indicators in the areas where WV
- Partner with and strengthen MOH and related ministry policies, services and systems
- Strengthen health promotion and prevention services and advocate for free access to primary health care services in declared Emergency responses
- Mobilise local and national-level advocacy efforts on MCHN; promote primary health care in international advocacy campaigns
- Apply established minimum standards in MCHN programming
- Work with other sectors to improve health and nutrition (e.g. WASH, agriculture, food security, education and economic development)



Don't Do - Strategic

- Provide health services to sponsored children outside of the minimum standards
- Engage in reproductive health interventions abortive in nature: contravenes WV reproductive health policy
- Fund annual medical check-ups
- Acquire or distribute medical equipment and medications not aligned with the core focus and strategy
- Fund or accept unsolicited donations of Infant Formula without an infant and young child feeding needs assessment using established criteria

Don't Do – Poor practice

- Any activity not explicitly linked to assessment findings and prioritisation or that duplicates government services.



ASSURE – Internal

- All critical Trigger issues are appropriately addressed (e.g. Severe Acute Malnutrition levels)
- Children in sponsorship programmes have access to available services
- Child health and nutrition monitoring and emergency preparedness mechanisms are functioning
- Qualified technical vetting and standard quality assurance of all ADME and implementation processes and products
- Full technical participation and coordination with HN stakeholders
- Appropriate HN technical staffing levels for strategy and operational plans
- Programme reporting quality is sufficient for external audiences

ASSURE – External

- Equitable access to and quality of primary health care services for families and communities
- Access to essential MCHN services and commodities
- Establishment of early warning surveillance and response (EWARN) for Nutrition and Communicable Diseases
- MOH negotiation and approval of WV strategy and plans



Key WV sectors/theme dependencies:

- AJandC: strategy, policy and campaign development and implementation
- CC: theological guidance; church partnership
- Agriculture: sustainable, resilient, nutritious food availability and accessibility
- WASH: appropriate access to potable water and sanitation infrastructure and adoption of hygiene behaviours
- HIV: critically address vertical transmission and the needs of adults and children living with or affected by HIV and AIDS
- Education/Life Skills: ECCD; girls education; Value Based Life Skills; responsive parenting; peer ed. (esp. Reproductive Health)
- Economic Development: sustainable livelihood development; Health and Nutrition, and Education
- Disability: ensure full participation and service access among disabled
- HEA: adequate sector GRRT capacity; Prioritise health and nutrition sector and technical competency within HEA at all levels
- Child Protection: health workers play critical role in recognising and responding to signs of abuse and injuries caused by violence
- Gender equity: addressing gender-based violence



Exceptions

- Funding health teams to provide primary level health services
- Construction of health infrastructure
- Provision of secondary/tertiary health care and surgeries

Process for determining exceptions at National Office level:

- Emergency/Fragile State Context Assessment



Do

- **Provide training, information, community support and patient follow up to improve utilisation of quality PMTCT services** for all women of reproductive age by strengthening community health systems¹ and capacities, and integrating the four pillars of PMTCT into the HIV and AIDS and health models
- **Provide training, information and support for increased utilisation of early HIV diagnosis, initiation of treatment and follow-up care for infants and children** and their parents/care givers by strengthening community systems and capacities, integrated into HIV and AIDS and health project models
- Strengthen home and community-based care for children living with HIV, their caretakers and families, integrated with CCC and COH project models
- **Reduce new infections in children and youth** using behavioural communication involving children², parents, faith and community groups, people living with HIV, key populations at higher risk and WV staff, to promote safer behaviour; increase demand for services, and address epidemic drivers³, including:
 - life skills and peer education; sexual and reproductive health education for children and youth
 - Channels of Hope
 - Parent-child communication skills (ARK handbook)
 - Community CHANGE to transform gender norms and reduce gender-based violence
- **Accelerate reductions in stigma and discrimination** by mobilising and equipping the faith community, community leaders and decision makers.
- **Build capacity** of PLHIV associations and community-based organisations providing HIV and AIDS services.
- **Integrate** HIV and AIDS prevention, care and advocacy in all WV local programming (advocacy, Child Protection, education, disaster response, Christian commitments, gender, Nutrition, Food Security, Livelihoods, MCH, WASH)



Don't Do - Strategic

- Purchase ARVs, diagnostic equipment, infant formula milk or other hospital capital equipment.
- Act as an agent for international adoption.
- Promote, build or finance orphanages or other group homes for orphans.

Don't Do – Poor practice

- Discourage, advocate against, or obstruct access to services or commodities important to sexual and reproductive health, HIV prevention or HIV treatment, including male and female condoms.
- Procure, distribute or provide medicines, re-agents, remedies or services not approved by WHO and national government for the specific planned use.

¹ Community Systems strengthening involves a combination of advocating and implementing global standards of service delivery; training of community health workers and volunteers, initiating and strengthening facility-community linkages of referrals, monitoring, and supportive supervision; strengthening community-based institutions and civil society partnerships.

² Including children with Disability, and most at risk adolescents and youth (MARA)

³ 'Epidemic drivers' refers to contextual factors that increase the likelihood that members of a population will be exposed to HIV. May include cultural, religious and gender expectations on early marriage, early sexual debut, intergenerational sex, multiple concurrent partners, or that discourage protective behaviours such as condom use; gender equality; stigma and discrimination; poverty.



ASSURE – Internal

Advocacy at the local, national, regional and global levels (together with WV Advocacy including CHN, Child Protection Advocacy (CPA) and Citizen's Voice in Action (CVA)) to:

- prioritise children in HIV responses to ensure universal access for children to prevention, treatment, care and support
- enable non-discriminatory policy and legislative environment
- promote long-term HIV funding

Provision of care and social protection of orphans, other highly vulnerable girls and boys and family members living with HIV, through a community-based approach (CCC, OCB, CPA, Home visitors and other related project models led by Child Protection, supported by HIV and AIDS).

Sensitise, equip and mobilise faith-based organisations and community leadership for effective, compassionate prevention and care response to HIV without stigma or discrimination (Christian Commitments leads, HIV and AIDS supports).

Key WV sectors/theme dependencies:
Specific targeted sectors/themes indicated above in "brackets". There is also close co-operation with gender, nutrition, livelihoods, food security.

ASSURE – External

Access⁴ to effective, comprehensive, high-quality HIV prevention, care and treatment services – through health systems strengthening, referrals, community-facility linkages, transport, fee waivers or subsidies and staff training for HIV continuum of services.

Note: Access to services is normally assured through strong formal project linkages with other local or national health provision partners, primary care facilities, and district health authorities.

Types of Partners:

Local congregations and faith-based organisations, community-based organisations, NGOs and businesses providing complementary HIV services or commodities; government offices responsible for health, HIV and AIDS control, or child protection; primary care facilities; PLHIV networks.



Exceptions

- Direct provision of clinical services⁵: diagnosis, ART, OI/STI treatment, PMTCT
- Procurement of needles, syringes, approved essential medicines

Process for determining exceptions at National Office level:

- In emergencies and failed or highly unstable states with evidence of systemic failure of health services and supply chain AND
- A strategy is in place to enable safe cessation or transition of services and supplies at project closure without service interruption

4 Assuring access' means working with partners and health service providers to ensure that these essential commodities and services are available, of sufficient quality, and are accessible. It may involve internal and external advocacy as well as formal linkages and actions.

5 Direct provision' means situations in which World Vision is directly funding, managing, staffing or operating clinical services. It is distinct from 'establishing or strengthening' and from 'assuring access'



Notes on contextual issues:

The HIV epidemiology presents differently in different cultural and economic settings, and among different population groups, with wide variety, even at national and sub-national levels. The appropriate combination of HIV and AIDS programming models is highly related to context and must be preceded by local assessment that maps the health indicators, sexual behaviour, knowledge, values and beliefs of the local populations and sub-populations. Use Triggers for action to assist in identifying high priority contexts.

HIV in Emergencies: Refer to Emergency DADD for first 90 days of emergency



Do

For relief, development and advocacy emphasise that WASH is LIFE through the incorporation into every WASH project activities which:

- Leverage change: –foster behaviour change and address barriers to appropriate WASH behaviours.
- Result in improved facilities: promote the development of contextually appropriate water and sanitation facilities.
- Develop innovative solutions incorporating appropriate technology and microfinance options.
- Foster an enabling environment: facilitate a supportive local, national, and international environment for WASH, including regulatory and policy frameworks as well as sustainable community-based management.



Don't Do - Strategic

- Major urban water and sanitation infrastructure
- Support facilities and infrastructure such as Water Test Laboratories

Don't Do – Poor practice

- Provide infrastructure without community agreement and ownership
- Provide infrastructure prior to community commitment to meeting in full the ongoing operations and maintenance costs



ASSURE – Internal

- Effective and seamless (from community's point of view) integration with other sectors and themes

Key WV sectors/theme dependencies:

Sectors	Themes
Agriculture	Child Well-Being and Rights
Education and Life Skills	Disaster Risk Reduction
Environment	Faith-Based Issues
Food Security	Climate Change
Food Programming	Disabilities
Health	Gender
HIV/AIDS	Humanitarian Protection
Nutrition	
Peacebuilding	
Shelter/Infrastructure	

ASSURE – External

- Effective partnering with governments and other agencies
- Establishment of enabling environment for long term sustainability

Types of Partners:

- Government
- LNGOs
- INGOs
- International agencies
- Private sector



Exceptions (only list where very obvious exceptions exist)

- Emergency response to major emergencies; it may be appropriate to undertake or fund activities associated with major urban water/sewerage infrastructure

Process for determining exceptions at National Office level

Non applicable

Education and Life Skills



Do

- WV education programmes improve core skills and abilities across the child development cycle: strong foundational skills and abilities in early childhood; functional reading, basic math and essential life skills among primary age children; and applied life skills tailored to the most critical areas of daily life for adolescents. This also entails:
- **Equitable Access to Learning:** monitor access to learning by school catchment area.
- **Life Skills Education:** support local partner essential life skills education.
- **Literacy and Numeracy Education:** support global partner literacy/numeracy education.
- **Youth Entrepreneurship:** facilitate youth-led, ICT-assisted local development innovations.
- **Parent Sensitisation:** inform education-related community conversations.
- **School Committee (SMC) Capacity Building:** strengthen SMC and parent association planning processes.
- **Abundant Resource Materials:** ensure an abundance of locally relevant resource material
- **Community Educator Professional Development:** professionalise the work of volunteer tutors.

Complementary DOs embedded in the above include:

- Digital literacy and various forms of ICT4E that improve child learning outcomes
- Adult literacy for illiterate mothers
- Action that improves both child learning and related physical infrastructure, led by SMCs with collaborating stakeholders



Don't Do - Strategic

- Establish or run education institutions
- Manage scholarship programmes
- Education investments with no measurable impact on child learning outcomes
- Provide donor assistance that by-passes SMC/parent association planning processes

Don't Do – Poor practice

- Provide education assistance only to registered children, to the exclusion of other children of similar status in the active programme area



ASSURE – Internal

- All sectors and themes contribute content for modules of locally relevant life skills resource material
- All sectors and CCTs coordinate community conversations
- Education in emergencies links to broader education team and education strategy
- ICT4E is harnessed to improve child learning outcomes.
- School feeding engages the community and contributes to improved learning outcomes
- Sectors and CCTs with education goals cooperate through Education Business Group

Key WV sectors/theme dependencies:

- Agriculture, economic development, Vision Fund, ICT and life skills teams co-nurture best practices for youth entrepreneurship
- Social relationship and social responsibility life skills education contribute to spiritual nurture and protection of the environment
- Education and health sectors co-nurture early childhood parent education best practices for infants pre-natal to 2 years of age.
- Teaching and learning practices embed sound gender equity principles
- Structured participation in parent participation processes fosters inclusive education, including children with disabilities
- Learning outcome sampling methods are sensitive to 'most vulnerable' variables
- In programmes with sponsorship, children are included in local efforts to enable access to education and acquire functional reading, basic math and essential life skills. (See Child Monitoring Standard and Sponsorship Minimum Programming Standard).

ASSURE – External

- Improving literacy/numeracy requires support from external NGOs with track records delivering evidenced-based best practices.
- Strategy success depends on local partnerships with SMCs and parent associations
- Mandate for improving learning outcomes depends on links to MOEs and UNICEF through SMCs

Types of Partners:

- Other NGOs including Save the Children, International Reading Association, SIL, Pratham (India), Room to Read, Escuela Nueva, (LAC) CARE, Action Aid, Oxfam, as well as other global, national, and local education organisations contributing to improving child learning outcomes
- Global consortia including Shellbook Open Library Consortium, Global University for Lifelong Learning.
- Bilateral/multilateral agencies including USAID, AusAID, World Bank, UNICEF, UNESCO, IASC Education Cluster



Exceptions

- Scholarship programmes

Process for determining exceptions at National Office level:

- Programmes do not generate social antagonism by creating winners and losers and the NO has experienced capacity to effectively manage scholarship programmes.



Notes on contextual issues:

National data masks contexts that determine where variations in the Education DADD need to occur. Primary variations in the implementation of the Education DADD occur among indigenous populations, among displaced populations, in local contexts where there are significant numbers of orphans and other especially vulnerable children, and among largely Muslim underserved populations. Pockets of these populations are overlaid in multiple countries across the six national contexts of the MoM strategy.

- 1. Indigenous Populations:** Strategies for assuring functional levels of literacy vary dramatically for children from indigenous communities where literacy is taught in a national language that is not the indigenous language spoken in the home. For these populations, the Education DADD will seek partnerships with organisations skilled in language bridging methodologies in order to assure functional levels of literacy and numeracy for these children. Indigenous communities are distributed unevenly across all six MoM Contexts. To illustrate, even though most countries of Latin America fall into Context 4, the prevalence of indigenous communities varies considerably across these countries. Indigenous population figures for Latin American countries when compared to national populations vary from 1% to 45% of the national population. Indigenous populations at the lower end of the scale might seem insignificant in some national assessments but an indigenous overlay for Latin America overall yields a population of more than 45 million, approximately 18 million of whom are children. A similar cursory analysis can be done for each of the other contexts yielding a Global Overlay of Indigenous Populations that identifies perhaps the largest group of children denied functional literacy skills in the world.
- 2. Displaced Populations:** Displaced persons are similarly dispersed across most MoM Contexts. While Thailand is relatively stable with a fairly low physical need index, large migrant populations, many of them indigenous, drop out of school at an early age without attaining functional levels of literacy, numeracy, and essential life skills. Because of mobility, the Education DADD for many children among these populations will need to include Alternative Basic Education (ABE) opportunities in order for them to attain functional levels of literacy, basic math, and essential life skills. They are frequently older and engaged in some kind of income generation. ABE provides more flexible learning opportunities that might include night or weekend schooling. Again, a Global Overlay of Displaced Populations would reveal a significant category of marginalised children that might well go unnoticed without it.
- 3. Orphans and Other Vulnerable Children:** Teacher shortages, remote areas without government services, areas of on-going crisis, and areas with high concentrations of very poorly trained teachers all give rise to community-run alternative schools, often sanctioned by government ministries of education that recognise their inability to ensure a basic education for especially hard to reach populations or populations in protracted crisis. In these cases, the Education DADD will likely engage basic education partners especially skilled in providing lesson by lesson support for poorly trained literacy and math teachers. While there are high concentrations of these kinds of circumstances in MoM Contexts 1 and 2, they spill over into some countries of contexts 3, 4, and 5 as well, again raising the question of whether a Global Overlay of Crisis Populations might better define the context for this variation of the Education DADD.
- 4. Disadvantaged Muslim Girls:** Gender parity has gradually narrowed in many parts of the world but Muslim girls, especially in more disadvantaged communities, are still far less likely to attain functional levels of literacy, numeracy, and essential life skills than boys. The Education DADD will need to engage basic education partners particularly skilled in closing this gender parity gap. Here again, because the MoM Contexts are based on fragile state and physical need criteria they are not designed to draw out programming needs based on cultural or religious differences. A Global Overlay of Muslim Populations would probably prove more useful for this variation of the Education DADD. Other large groups of disadvantaged girls should be treated similarly.
- 5. Fragile and Emergency Contexts:** The focus for any context is to improve child learning. There is no restriction on infrastructure development in fragile, emergency, or any other context if plans for that infrastructure are part of wider local stakeholder learning improvement action plans. A conducive learning environment is important to children being able to learn. Psycho-social skills including resilience, coping mechanisms, emotional management, and keeping in focus “who you are and how you can contribute to the wider good” will necessarily receive more emphasis in fragile and emergency contexts as well.

Child Protection

The DADD expresses our core focus in child protection, providing guidance at every level for planning, programmes, capacity building, and resource development



Do

- Use a **systems approach**⁶ to strengthen child protection in communities to:
 - **Prevent** exploitation, abuse, neglect and other forms of violence against children
 - **Protect** 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
 - **Restore** children who have survived, been removed or escaped from exploitation, abuse, neglect or other forms of violence.
- **Implement** sponsorship in communities with the purpose of promoting and affirming the care and protection of children, especially the most vulnerable.



Don't Do - Strategic

- Undercover investigations for the police into situations of children in crisis
- Direct payments for the rescue of children from crisis situations
- Stand-alone psychosocial interventions; specialist clinical psychological or psychiatric service provision
- Creation of parallel child protection structures to those which could be addressed by existing government or non-governmental partners

Don't Do – Poor practice

- Support long-term institutional care for children deprived of parental care
- Facilitate adoptions for any party

⁶ For a more detailed explanation of Child Protection Systems and the implications of a systems-approach to child protection, see the paper entitled "A systems approach to child protection: a World Vision discussion paper".



ASSURE – Internal

- Assure World Vision is a child safe organisation that prevents and responds to risks that children might incur through programmes
- All possible steps are taken to assess and minimise risks to children from participation in activities.
- Spiritual nurture of staff and partners which equips them to promote our special priority on most vulnerable children and to work against sensitive child protection issues
- Promote appropriate follow-up for children in need of protection in local programmes (according to CP Incident Response Protocols and Sponsorship Minimum Programming Standards).
- Other sectors build assets in children and communities which help children to thrive and avoid risky behaviours.
- Equitable access to education and health services for all children, especially the most vulnerable
- Disaster preparedness plans include specific consideration of child protection issues, strengths and needs
- Health and education programmes strengthen the capacity of teachers and health workers to recognise and respond to signs of abuse, exploitation or neglect
- Early childhood development and life skills programmes include strong child protection components
- Livelihood projects address economic drivers for abuse, exploitation and neglect and do not cause an increase in child labour.
- Family strengthening, with a special focus on caring fathers, mothers and care-givers.
- Children's spiritual development nurtured within a safe, caring environment.

ASSURE – External

- Assure local partners are child safe organisations that prevent and respond to risks that children might incur through programmes
- Local partners are increasingly inclusive of most vulnerable children and households
- Children and youth safely and meaningfully participate in decisions which affect their lives.
- Effective national child protection and social services legislation, policies, plans and resource allocation.
- Commitment of duty-bearers to strengthening the Child Protection System, with a special focus on the most vulnerable children
- Affordable and accessible birth registration services at the local level
- Quality protective, education, health and social welfare services are accessible to respond to the needs of the most vulnerable
- Inter-agency family tracing and reunification efforts for unaccompanied or separated children in emergencies
- Social protection services for most vulnerable households are linked to social welfare and protective services



Exceptions

- Systematic monitoring of violations and abuses of human rights law and international humanitarian law.
- Short-term institutional care for children with mental illness or who are seriously traumatised or at high risk, while longer term community-based options can be identified.
- Intensive therapeutic interventions for child survivors of abuse, exploitation or crisis situations⁷

Process for determining exceptions at National Office level:

- Exception decisions are made in consultation with Regional Child Protection Advisors, based on capacity, strategy, context and resources.

⁷ In crisis situations, some children will require clinical and ongoing interventions to address their suffering and help restore their flow of development. These interventions should only be undertaken by professionals who have had sufficient, specialised training. They include one-on-one intensive counselling, play or art therapy, or other interventions to help children restore cognitive, emotional, physical, behavioural and social functioning. World Vision's preference is to build the local Child Protection System to provide these services, but in some exceptional cases WV's programmes might work with partners to directly provide them.

Introduction

Given the prevalence of disability, the connection between disability and poverty, and the fact that inclusion and equity for persons with disabilities is central to WV's Christian witness, disability is approached as a cross-cutting theme, not a sector⁸. Full, equal and meaningful participation of persons with disabilities is crucial for inclusive programming, as community members with disabilities and their families are the best advocates and partners to support WV's inclusive programming. Prevention of disabling barriers should also be a focus within WV programming. WV's initiatives in this area should be aimed at all community members, not only targeting those with disabilities. Disability is addressed in all WV programming through:

(1) Inclusive or non-discriminatory programming, and (2) Using the Most Vulnerable lens.

WV does not promote medical and charity models of disability that presume medical and charity interventions are the only way to support persons with disabilities. WV uses the social model⁹, rights-based approach to disability. This approach recognises that all persons have the same and equal rights, and understands that persons with disabilities are disabled, not by their individual physiological condition but by stigma and discrimination imposed on them by society¹⁰. WV understands that within WV's advocacy, relief and development programming, barriers¹¹ exist that prevent persons with disabilities from participating fully, equally and meaningfully. Inclusive programming is achieved when programming barriers are removed and better access and inclusiveness are integrated in all programming. This is best done with persons with disabilities living in the community, as the main problem faced by most persons with disabilities is poverty enforced by their lack of or inadequate access to opportunity.



Do

- **Disability awareness training** regularly conducted with Disabled Peoples Organisation (DPO) for WV staff and community stakeholders, including those with disabilities. Principles of inclusion, equal rights and equitable access, and vulnerabilities of children and adults with disabilities, especially girls and women, are understood. Include Disability awareness training in orientation package for all newly recruited NO and programme staff.
- **Non-discrimination:** Work with community members and leaders including those with disabilities to eradicate stigma and discrimination
- **Inclusion and Equal and Equitable Access:** Promote equal and equitable access for children and adults with disabilities to all services available for community members
- Promote community-or-home-based care and support as a part of **Inclusive Community-Based Development** and with community partners, strengthen volunteer capacity to meet specific needs of children and adults with disabilities,



Don't Do - Strategic

- Mass distribution of assistive devices (e.g. wheelchairs, hearing aids) without careful analysis of need, suitability and maintenance, and involving relevant specialists¹²
- Implement stand-alone disability projects that do not address disability inclusion in broader advocacy, relief and development programming
- Provide individualised assistance that creates dependency on WV.

Don't Do – Poor practice

- Support institutionalisation of children with disabilities.
- Centre-based rehabilitation.
- Use language or images in communications which undermine the rights and dignity of persons with disabilities.

8 See *Guiding Principles in WVI Guidelines on Inclusion of Persons with Disabilities*

9 See the three models of Disability on page 4 of the *WVI Disability Definition, Models and Mainstreaming Position Paper*.

10 Disability is a "result of the limitations imposed" on people with impairments by barriers that exist in the society. See *Disability definition on page 3 of the WVI Disability Definition, Models and Mainstreaming Position Paper*.

11 Barriers can be; attitudinal, architectural (e.g., buildings, WASH points), communication methods, transportation, road condition, or systems / structure.

12 Example: *WVI Wheelchair Position Paper*



ASSURE – Internal

- Disability focal person appointed to support inclusion and to link with the Partnership's local disability network.
- Identify organisations or groups of persons with disabilities that operate in WV supported communities and at national level.
- Learn how support networks for persons with disabilities function, including networks that support persons with disabilities in times of crisis.
- Promote and conduct disability survey and situational and needs analysis on inclusion with DPO.
- Assessment, design, monitoring and evaluation processes of all programmes and projects assure the participation of DPO partners and community members with disabilities.
- Mainstream disability issues in all WV supported programmes, facilities, services, and communications, by addressing barriers that prevent persons with disabilities from fully participating. Promote equitable access through local advocacy Project Models¹³
- Disability inclusion supported by senior leaders and embedded in WV's systems and structure, including sector/theme and programme strategies, policies, guidelines and other resources.

Key WV sectors/theme dependencies:

All sectors / themes and Lines of Ministries should strive to assure the inclusion of people with disabilities in WV's work. Priorities are:

- Sponsorship standards for recruitment of children with disabilities met, and surpassed to reflect WV's commitment to the most vulnerable.
- Vulnerabilities and risks of persons with disabilities including women with disabilities are understood and addressed in all WV's work, in particular; Child Protection mechanisms; Community Resilience, Reproductive Health and HIV/STI prevention.
- Children with disabilities have the opportunity to participate equally and inclusively in WV programmes and society.

ASSURE – External

- Partners support WV's inclusive programming and address disability concerns and participation barriers in all DME phases, guided by the WVI Guidelines on Inclusion of Persons with Disabilities, and international standards¹⁴
- Where there is no DPO, work with community and national disability stakeholders to establish one that is owned and managed by the community with links to other DPOs.
- For specialised areas which WV does not support, identify and maintain linkages with specialist and resource agencies to enable disability inclusion in the community
- All public facilities, communication methods and services are inclusive of and accessible for people with disabilities¹⁵
- Enable specialist or social services for people with disabilities provided by national or international agencies to reach out to those in rural, remote and urban slum communities.
- Partner with NGOs including DPO and civil society to advocate for the implementation of the UN Convention on the Rights of Persons with Disabilities.¹⁶

Types of Partners:

- Community stakeholders
- Local, regional and national government and institutions
- CBO (including those of disabled peoples' organisations)
- International charities
- Specialists that support/work with disability issues

13 For example, *Citizen Voice in Action*, and *Child Protection Advocacy*

14 Example: (e.g., *UN CRPD*, *Sphere Handbook*).

15 e.g., *education system, health services, schools, public buildings, hospitals and other health facilities, loan services, medical services, refugees / IDP camps, transportation, road, etc.* This includes all WV supported facilities, communication methods and services, as well as all new WV offices including programme offices.

16 <http://www.un.org/disabilities/convention/conventionfull.shtml>



Exceptions

- Where the life of an individual is at risk, consider with community stakeholders ways to provide adequate health care including medical support for acute life-threatening or chronic disease or conditions.

Process for determining exceptions at National Office level:

- Emergency assessment
- Fragile state context assessment



Notes on contextual issues:

If the social safety net does not exist and/or cannot cope with the needs of people with disabilities (e.g. in fragile states or rapid onset emergencies due to massive displacement of population), WV may provide basic required services to people with disabilities for the period of emergency/crisis.



Do

- Develop and promote programmes that seek to transform women and men's consciousness in relation to gender norms and healthy gender relations.
- Empower communities to eliminate harmful traditional practices, exclusionary practices, and Gender Based Violence (GBV) and specifically promote engagement with men and boys as partners in transforming social norms and behaviours.
- Promote equitable participation of men, women, boys, and girls in development processes.
- Strengthen families, including fatherhood, as a critical component to improving child well-being, spiritual nurture and transforming relationships within families.



Don't Do - Strategic

- Focus exclusively on men, women, boys or girls without building a component of engagement with the larger community

Don't Do – Poor practice

- Approve or implement programmes that do not include gender analysis



ASSURE – Internal

- All WV entities have adequate capacity and political will to comply with the Gender and Development (GAD) policy, and an organisational culture that supports and affirms gender equality.
- Staff utilise gender analysis in each stage of project DME, including utilisation of gender analytical tools in assessments, designs, baselines, monitoring, and evaluations.
- Different needs and vulnerabilities of men, women, boys and girls are analysed and taken into consideration in development, advocacy and emergency response.
- GSA and Gender Analysis inform WV policies and strategies at the Global Centre, Regional and National levels.
- Research and document gender issues, best practices, and lessons learned to better inform strategies, and engage with local and international stakeholders in advocating for improved status and relations of women, men, girls and boys.
- Economic Development and Agriculture programmes address gender issues related to property rights, allocation and access to and control of information and resources (monetary, food).
- Child Protection programmes address different expectations from and vulnerabilities of boys and girls in communities, including harmful traditional practices that affect the development of children.
- Education programmes address equal enrolment and completion rates, safe environments, gender-sensitive curricula and the promotion of vocational opportunities for boys and girls that do not reinforce gender stereotypes.
- Early Childhood Development and family enrichment programming strengthens and transforms family relationships, fatherhood and children's spiritual nurture
- Food Security programmes consider different roles that men and women play in food production, consumption, food preparation, nutrition and coping skills in emergencies.

ASSURE – Internal

- Health programmes address harmful traditional norms and practices (GBV, FGM, early marriage and pregnancies, birth spacing, etc.) and their contribution to the health of men, women, boys and girls.
- WASH programmes ensure equal engagement and participation of men and women in management of and access to resources, and safe access to adequate and sanitary latrines.
- CC programmes that engage with churches and faith based organisations promote and reinforce equitable gender relations.
- Child Participation approaches facilitate the opportunities and capacity of boys and girls to participate equally in WV programmes.

ASSURE – External

- Partner with churches and other faith-based institutions to promote gender equality and sensitivity within their faith communities and their missions in communities.
- Advocate for the implementation of international, national and local level policies that promote gender equality.
- Support and partner with organisations that provide services for those affected by GBV.
- Collaborate with other agencies in advocating for the implementation and monitoring of CEDAW, National Actions Plans on Resolution 1325 and MDGs with special focus to MDG 2 and 3.
- Expand partnerships and networks with multilateral, UN agencies, civil society and with leading GAD organisations for promoting community-based gender equality mainstreaming.
- Promote education and awareness raising programmes for local governments on gender mainstreaming in partnership with UN agencies, NGO partners, civil society and the World Bank.

Economic Development

Introduction

Economic development is a process by which WV engages with various government, market, and community actors to improve household economic well-being.¹⁷ Economic development improves household economic well-being through improvements in economic productivity and economic justice.

Household economic well-being is the basis for household expenditures and investments that improve child well-being, from paying for vaccines to making shelter improvements. The higher a household's economic well-being, the greater the expenditures and investments can be on child well-being.

Household economic well-being is also the basis for taxation that funds public expenditures and investments that improve child well-being, from hiring more teachers to building water treatment plants. The higher the households' economic well-being, then the greater public expenditure and investment can be on child well-being.

Evidence shows that a family's level of income and assets strongly correlate with children's well-being across different time periods, between countries and within countries.¹⁸

WorldVision works in some contexts (e.g. North Korea) where family incomes, assets and economic rights will not improve for the foreseeable future. In such contexts, economic charity or direct service delivery – the gifting of cash, in-kind goods, and assets by WV – is an acceptable approach for moral reasons.



Do

- Mitigate and restore the loss of incomes and assets in households with children that are vulnerable to and affected by disasters and crises.
Project Models – Savings Group
- Facilitate access to wage- and self-employment, especially for youth (15-24 years).
Project Models – Savings Group / Local Value Chain Development / Business Facilitation
- Facilitate access to savings and credit, especially for mothers.
Project Models – Savings Group
- Facilitate access to markets and business development services for micro-entrepreneurs and smallholder farmers with children.
Project Models – Savings Group / Local Value Chain Development / Business Facilitation



Don't Do - Strategic

- Grow and develop medium and large businesses and commercial farms, except as a by-product of a wage-employment strategy linked to the private sector.
- Advocate at international levels.¹⁹

Don't Do – Poor practice

- Direct service delivery of economic goods or assets (e.g. animals, food, equipment, inventory, etc.) for free, except in contexts of acute or chronic loss of assets.
- Promote increased production without reasonable assurance of a market for the product, unless intended for home consumption.
- Encourage vulnerable families to assume debt if repayments exceed 20% of income.
- Any activity not explicitly linked to ADAPT findings.²⁰
- Any activity that substitutes for or provides parallel services to those of the government.
- Any activity that increases child labour.

¹⁷ Economic well-being is the state of income, assets and economic rights enjoyed by an individual, household, community, nation, and the world

¹⁸ Ctrl + Click here (must be online to follow this link). Push "play" button at bottom left corner of chart.

¹⁹ For the next few years until the Partnership decides to expand its international advocacy beyond Child Health Now and because the CoP does not have advocacy capacity and expertise.

²⁰ ADAPT – Analysis, Design and Planning Tool. Used in Step 5 of the IPM Critical Path.



ASSURE – Internal

- Communities have access to systems that provide effective child well-being services – education, health, protection, etc.
- Communities possess knowledge that improves child well-being – nutrition, agriculture production, sanitation, etc.
- Communities understand their economic vulnerabilities and opportunities.
- Programmes are well designed:
 - tackle causes of poor CWBOs
 - based on assessments and analysis
 - have positive return on investment
 - have simple impact measures
 - have simple monitoring and evaluation methods
 - economically viable
 - socially acceptable
 - environmentally sound
 - in the best interests of children
 - inclusive and focus on the most vulnerable
- Natural resources are sustainably managed.

Key WV sectors/theme dependencies:

- Agriculture; Child Protection; Design, Monitoring, and Evaluation (DME)
- Disability; Disaster Risk Reduction (DRR)
- Education; Food Programming Management Group (FPMG)
- Gender; Global Knowledge Management (GKM)
- Health; Humanitarian Emergency Affairs (HEA)
- ICT4D; Integrated Programming Effectiveness (IPE)
- Natural Environment and Climate (NEC)
- Nutrition (N)
- Urban; Vision Fund International (VFI)
- Water and Sanitation (WASH);

ASSURE – External

- Communities value, prioritise and invest in child well-being.
- Communities have access to systems that provide effective child well-being services – education, health, protection, etc.
- Communities possess knowledge that improves child well-being – nutrition, agriculture production, sanitation, etc.
- Gender equality in household decision-making and cultural/legal environment
- Enabling legal environment and infrastructure for microenterprise development and job creation.
- Social protection safety nets in place for most vulnerable – single parents, youth parents, child-headed households.

Types of Partners:

- Agriculture extension service
- Chambers of commerce
- Rotary clubs
- Farmers
- Associations and Cooperatives
- Government financial regulatory agency
- Government health system
- Government education system
- Labour Unions
- Bank and non-bank financial institutions
- Other I/NGOs
- Multilaterals/Bilaterals/Universities/Research Institutes
- Village Savings and Loan Associates



Exceptions

- Economic charity (“Gifting” or direct service delivery) is acceptable when economic development cannot occur and economic charity is the only available option to support a family or community.

Process for determining exceptions at National Office level:

- Based on the ‘Enabling Environment Index’, which reports what countries have low probabilities of development in the foreseeable future.²¹

²¹ To be developed by the ED CoP, WVA, and a university in Australia.



Notes on contextual issues:

Development of DADD revealed little to no distinction between contexts 1 - 6. This may be because we work with the poorest in all six contexts, and the poorest have fewer distinctions between different contexts than the poor and the rich have in the same context.

Some distinction was seen in rural versus urban contexts and charity versus development contexts.



Do

- **Provide access to quality, integrated, sustainable microfinance services** for target clients (including credit and insurance).
- **Provide access to safe savings services** for target clients consistent with local legal requirements and as authorised by VFI.

These services will be provided with a focus on integration, quality and growth:

- **INTEGRATION:** Work in synergy and alignment with WV at the strategic, regional, national and operational levels for achievement of child well-being outcomes.
- **QUALITY:** Provide governance, line-management, risk management and technical support to all VFI microfinance operations.
- **GROWTH:** Engage investors and manage funding of all Micro Finance Institutions (MFIs) including Support Office donations and debt financing from VFI or third parties.



Don't Do - Strategic

- Provide revolving loan funds or WV microfinance managed outside of VF.
- Provide subsidised loans.
- Manage or fund in-kind lending operations (e.g. animal loans that are converted into cash),
- Capitalisation of ASCAs or savings groups.
- Intermediate client savings where illegal or not authorised by VFI,
- Provide microcredit to those without capacity to repay.



ASSURE (External)

Partnering decisions are considered where:

- Vision Fund does not currently operate and another MFI, with similar values and commitment to quality and integration, can provide financial services to WV target areas.
- WV does not currently operate in the country.



Key Partners for Core Focus

- World Vision at all levels to ensure strategic alignment, funding support and operational integration.
- Local MFIs and microfinance network organisations to provide financial services where WV chooses to operate through others.
- Local NGOs for integration with other sectors.
- Micro-insurance providers,
- Local and international banks and regulators.
- Microfinance rating and information agencies (e.g. Planet Rating, MicroRate, MIX,)
- Practitioner networks (e.g. SEEP Network, local networks) to share information and enhance learning.
- Investment funds and donors.
- External consultants, volunteers and technology providers.

ADDITIONS

Other complementary areas of work, if the Core Focus is being addressed. Additions are generally undertaken with partners, since these would not be WV core technical competencies.

- Represent VFI and leverage our experience within the industry to have a greater voice and impact for the children by sharing lessons learned.
- Remittances, technology



Exceptions

- Microfinance operations provided by separate WV programmes instead of MFIs.
- Negotiated terms and target groups.
- Operate humanitarian or economic assistance programming.

Criteria for Exception

- Legal restrictions to the registration of an MFI.
- Emergencies, highly unstable situations.
- Services in high demand and fees charged to clients cover related costs.

Introduction

Agricultural livelihood activities contribute to the ability of parents to provide for themselves and their children and by extension, attainment of CWB targets in nutrition, health and education. Household agricultural income (either in-kind as food produced for home consumption or as cash from the marketing of agricultural production) is necessary but not sufficient to achieve the CWBOs. The effective use of:

- (1) household production and/or income depends on
- (2) the knowledge and skills of household members and
- (3) the cultural values, norms and household priorities that influence decisions related to food production, use of household income and intrahousehold allocation of food and other resources. Integrated approaches are essential to achieving the sustained well-being of children.

Because of the highly context-specific nature of agriculture and the great variation in agricultural ecosystems, this strategic guidance cannot be prescriptive. Rather, it highlights some guiding principles to be considered when addressing agricultural production practices in order to (1) ensure that we encourage agricultural livelihood activities that are simultaneously productive, sustainable and resilient and (2) contribute to the priority CWB targets, especially, but not exclusively, the CWB target for nutrition. For this reason, the strategic guidance for agriculture cannot be considered in isolation from the strategic guidance for either Nutrition or Food Security.



Do

Promote productive, sustainable and resilient agricultural systems and supportive social networks including:

- Ensure that increases in agriculture production lead to corresponding improvements in the nutritional security and well-being of children.
- Build capacity of farmers and communities in appropriate technologies and practices
- A bottom-up participatory approach involving community members in the analysis, design and action, including farmers clubs to facilitate learning, exchange of information, experimentation, and sharing of resources and labour.
- A focus on capacity building of community members in agricultural methods, leadership, problem solving, and working together. This includes informal and formal feedback loops for farmers' response to context monitoring.
- Work towards agricultural systems which are adapted and resilient to climate variability and change.
- Promote and demonstrate:
 - Efficient and effective production technologies and systems (returns to labour/investment)
 - Best practices
 - Creative traditional and new storage and conservation technologies
 - Home gardens

Protect and/or restore healthy agro-ecosystems including:

- Sensitisation including NRM education
- Promote indigenous species and varieties
- Promote Integrated Pest Management (IPM) practices
- "Do No Harm" assessments
- Organic (non-chemical) farming where feasible and practical
- Facilitation of access to carbon credit opportunities

Support viable markets and smallholder agricultural enterprises including the following:

- Market assessments
- Value chain analysis
- Smallholder access to equipment, inputs and assets, information

Build smallholder household resilience and capacity to manage risk including the following:

- Mainstreaming of DRM including assessment, preparedness planning, sensitisation and capacity building
- Drought cycle management
- Farm diversification

Advocate for policies supportive of smallholder agricultural development including the following:

- Evidence-based advocacy
- Advocate for marginalized groups in order to restore their ability to plant and produce.
- Introduce behavioural change strategies to engage local and government structures and systems in order to promote and perpetuate smallholder farmers
- Fair trade advocacy



Don't Do - Strategic

- Emphasise working with large-scale commercial farmers.
- Promote production of crops which create dependence on WW for inputs or markets.

Don't Do – Poor practice

- Encourage activities that rely on child labour (as distinct from children helping out at home).
- Encourage the use of purchased, external inputs without concurrently ensuring the adoption of best practice in the area of soil and water conservation (stewardship principle).
- Encourage use of banned chemicals, or of toxic chemicals (especially Category I and II pesticides) without appropriate health and environmental safeguards.
- Facilitate access to credit without also ensuring the simultaneous provision of some form of protection against loss (i.e., index-based insurance).
- Provide direct remuneration or other incentives to farmers.
- “Gift” items – animals, equipment, inputs, etc. – without some form of repayment.



ASSURE – Internal

- All agricultural programming is preceded by a thorough context and systems analysis by an integrated assessment team in order to determine the critical constraints to improvements in household livelihood outcomes (well-being)
- Include an analysis as to whether one or more of:
 - (1) household resources,
 - (2) knowledge and skills of household members and/or
 - (3) cultural values, norms and household priorities are at the root of the observed problems.
- The following CWB criteria are met when considering projects to undertake:
 1. Are they contributing to the ability of parents to provide for their children (especially to meet their health, nutrition and educational needs)?
 2. Are they contributing to reducing the nutrition food gaps of children and families (either through production of a diversity of nutritional foods for home consumption or generation of additional income to be used for the same purposes)?
- The following sustainability criteria are applied when considering what projects to undertake :
 1. Are they economically viable?
 2. Are they ecologically/environmentally sound?
 3. Are they socially acceptable?
 4. What sort of community engagement is presumed in the project design?
- Agriculture projects and strategies will eliminate or at least not increase the incidence of child labour

Key WV sectors/theme dependencies:

- Community Resilience
- Economic Development
- Education and life skills
- FMPG
- Gender
- Natural Environment and Climate Issues
- Nutrition
- Vision Fund
- WASH

ASSURE – External

- Potential partners are up-to-date in terms of best-practice. Alternatively, consider how they might be brought up to date.

Types of Partners:

- Food and Agriculture Organisation of the UN (FAO).
- National and international agricultural research centres, including the CGIAR centres.
- Agricultural extension services and other government ministries relevant to agriculture, natural resource management, soil and water conservation, environment.
- Other NGOs with specialised experience in agriculture-related areas such as watershed management, conservation agriculture, landscape analysis, eco-agriculture, pastoralism, livestock and veterinary services.
- Local civil society organisations and farmer's associations or cooperatives.



Exceptions

- Use Food or Cash for Assets (FFA/CFA) approaches to provide support to farmers when adopting or experimenting with new agricultural practices
- Infrastructure development (roads, bridges, electric power)
- Free distribution (“gifting”) of agricultural inputs and assets.

Process for determining exceptions at National Office level

- In some cases, farmers might be constrained from making the necessary labour investment in adopting new agricultural practices because they need to work as labourers in some form of off-farm employment in order to provide for their families. FFA/CFA programming can help overcome this obstacle to adoption
- Where farming households are in need of assistance to feed their families in an emergency context, FFA/CFA programming can be used to encourage farmers and communities to invest in activities which are targeted at addressing some of the underlying issues related to their extreme vulnerability to slow-onset emergencies
- Minor roads, bridges where these improve economic and social access to isolated communities
- Loss due to disaster; but only when a small component of an integrated project agricultural recovery project.



Notes on contextual issues:

Contextual issues are relevant where they limit options available for reasons of climate, political stability, etc. In some circumstances, a slow-onset emergency where people need short-term assistance in order to deal with food insecurity, this assistance might be provided in such a way as to help overcome obstacles to the adoption of more productive, sustainable and resilient agricultural practices.

Food Security

Introduction

This set of DADDs is for Food Security, which is more a state of being than a technical sector such as Agriculture or Nutrition. It is recognized that agricultural production is a key component of food security, as are nutrition, economic development, DRR, and environment. This DADD focuses on the aspects that link the various sectors together and contribute jointly to food security and child well-being, especially CWBO for nutrition.

It is useful to start with a widely accepted definition of food security (FAO, 2002, 2003):

“**Food security** exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food, which meets their dietary needs and food preferences for an active and healthy life. Household food security is the application of this concept to the family level, with individuals within households as the focus of concern.

Food insecurity exists when people do not have adequate physical, social or economic access to food as defined above.”

Food security involves four necessary conditions (based on McCalla, 2010):

1. availability of sufficient supplies of food (via own production or in local markets);
2. access to food (via some combination of own production, earned income or by safety nets);
3. nutritional wholeness (access to a complete and healthy diet);
4. Stability of access to sufficient food at all times.

For a state of food security, all conditions are necessary. However, a food-secure household, while necessary for the adequate nourishment of children, is no guarantee that the household decision-makers will make the right decisions for this to occur. Those decisions are influenced by cultural norms, values and priorities; e.g. the household allocation of available food, as well as by the knowledge and skills of parents in the household; e.g., the choice of crops to produce and food preparation. For this reason, the strategic guidance for Food Security cannot be considered in isolation from the strategic guidance for either Nutrition or Agriculture.



Do

- Participate in country-level, regional and global early-warning/early-action networks and inter-agency working groups that monitor and assess food security.
- Monitor food security so that situations of transitory food insecurity are addressed in a timely and appropriate manner.
- Programming targets the underlying causes of chronic food insecurity;
- Advocate at all levels (local, national, regional, international and World Vision-internal) for policies, legal/regulatory and institutional environments supportive of the productive, sustainable and resilient livelihood strategies necessary for household food security as well as appropriate reactive and proactive approaches to intervention where crises are likely to occur.
- Where food assistance is provided to those in need, use it to encourage farmers and communities to invest in activities which address the underlying issues related to their extreme vulnerability to slow-onset emergencies or to overcome obstacles to the adoption of more sustainable and resilient agricultural practices.



ASSURE – Internal

- All food security programming is preceded by a thorough context and systems analysis by an integrated assessment team in order to determine the critical constraints to improvements in household livelihood outcomes
- Include an analysis as to whether one or more of:
 - (1) household resources,
 - (2) knowledge and skills of household members and/or
 - (3) cultural values, norms and household priorities are at the root of the observed problems.
- For programmes with sponsorship, RC are included in community surveillance in food insecure areas, and in programmes which address food insecurity.
- The following CWB criteria are met when considering projects to undertake:
 1. Are they contributing to the ability of parents to provide for their children (especially to meet their health, nutrition and educational needs)?
 2. Are they contributing to reducing food gaps in nutrition of children and families (either through production of a diversity of nutritional foods for home consumption or generation of additional income to be used for the same purposes)?
- The following sustainability criteria are applied when considering projects to undertake:
 1. Are they economically viable?
 2. Are they environmentally sound?
 3. Are they socially acceptable?
 4. What sort of community engagement is presumed in the project design?

Key WV sectors/theme dependencies:

- Agriculture
- Community Resilience
- Economic Development
- FMPG
- Gender
- Natural Environment and Climate Issues
- Nutrition
- WASH

ASSURE – External

- Potential partners are up-to-date in terms of best-practice. Alternatively, consider how they might be brought up to date
- Participation in joint assessment and vulnerability analyses.

Types of Partners:

- Food and Agriculture Organisation of the UN (FAO)
- World Food Program (WFP)
- International Food Policy Research Institute (IFPRI)
- Government ministries relevant to agriculture, nutrition and health, disaster management;
- Other NGOs with specialized experience in various food security-related areas
- Local civil society organisations.

Food Assistance

Food Assistance aims at improving access to food and nutritional well-being for the food insecure. Food Assistance is needs driven in its approach and tailored to context. FPMG as the lead in Food Assistance will work collaboratively, efficiently, and will be an accountable partner to key stakeholders. Working with appropriate individuals and entities, FPMG will speak authoritatively on causes of food insecurity and advocate for a change at policy level to ensure improved resilience of vulnerable children, their families and communities.



Do

General Food Distribution

- Free food distributed to the whole population affected by a disaster following appropriate assessment (fragile/chronic emergency contexts only).
- Prioritise saving of lives in the short term.

Vulnerable Group Feeding

- Distribute free food to vulnerable groups determined by food insecurity and malnutrition levels following appropriate assessment and accompanied by continuous monitoring, and determine exit strategy to reduce relapse.
- Provide free nutritious food to people suffering from chronic illnesses in order to ensure adherence to treatment (through Food By Prescription, etc.).
- Work with community-based Maternal/ Child Health— a preventive life-cycle approach to comprehensive multi-sectoral MCHN which includes prevention of key communicable diseases (based on context, prevalence) to use food for attainment of nutrition outcomes, and particular focus on under-five children, also PM2A.
- Provide food at subsidised prices through the markets where the vulnerable group has some buying power and the market infrastructure exists but is undersupplied.

Integrated School Feeding

- Conduct school feeding in primary school through community engagement to achieve educational outcomes (this includes emergency education).
- Ensure school feeding targets the under fives and those in pre-primary school and primary school.

Food for Work/Assets

- Provide food to meet immediate needs in exchange for labour/work in order to protect or facilitate recovery of livelihoods, while preventing the sale of assets.
- Ensure that only able-bodied representatives of food insecure households participate in FFW/A that provides community assets.

Cash/voucher based Programming (including Cash for Work)

- Provide income to meet basic food and non-food needs and income support, rebuild community assets, and stimulate the local economy in order to protect or facilitate recovery of livelihoods, while preventing the sale of assets (livelihood protection and promotion).
- Support social safety nets through complementary measures, e.g. prioritised local/regional procurement of commodities based on sound market and context assessment (using EMMA, MIFIRA tools).



Don't Do - Strategic

- Implement School Feeding programs with duration less than 6 months
- Undermine local community's control over available food production²² (e.g. industrial crops biofuel, etc.) at the expense of HHs ability to produce its own food

Don't Do – Poor practice

- Distort local commodity²³ or labor markets (e.g. inappropriate wage rate or food value in FFW/A, inappropriate transfer value in cash transfers or cash transfers potentially fuelling inflation)
- Allow the participation of vulnerable groups such as children, people living with disability, the chronically ill, the aged to participate in FFW/A – but support through targeted free food distribution
- Do VGF – in particular PM2A - without appropriate food rations, conditional on participation in the above complementary interventions, with distribution to: all PLM and children 6-24 months (and their mothers), and all HH with mothers and children to reduce dilution of child and mother food rations to other family members

22 See WVI position on GMOs (e.g. WV-WFP guidebook, p. 23) and WVI Food Aid Management Policy

23 See also WV documents: Food Aid Management Policy, LRP Policy/Guidelines, Monetization Policy



ASSURE – Internal

- Complementary activities in school feeding projects e.g. deworming, micro nutrient supplementation, WASH, educational materials, school gardens as a life skills activity
- Support CMAM, PM2A health interventions
- Integration of protection and accountability mechanisms in our projects
- In sponsorship programs—assure that equitable access to food assistance includes registered children.
- Coordinated engagement with Agriculture and Food Security as well as DRR/NECI units to enhance food security outcomes, e.g. through FFW/A and Conservation Agriculture (CA) and Farmer Managed Natural Regeneration (FMNR)
- Linkages and transition between cash/ voucher based programming and micro-finance/ economic development programmes for protection and promotion of basic needs and livelihoods
- Intentional use of existing knowledge and systems, based on demonstrated impact
- Include/ assist in market assessment in the assessment activity and priority in sourcing the food locally instead of importation.
- Design food programming with development team to allow appropriate exit strategy and not undermine the development principle

Key WV sectors/theme dependencies:

- Coordinated synergy through cross-sector/cluster/ cross-line ministry engagement (FS/L cluster units (FS/Agric., NECI, DRR, ED, VF)), Health/HIV/WASH Cluster units, HEA, TD, Education, PandA, cross-cutting themes) at GC/RC/NO levels
- National, Regional Offices
- LoMs – with focus on HEA, Aandj

ASSURE – External

- Food assistance coordinated with and aligned to national policies, ministries and activities that affect communities – special linkage with food security, agriculture initiatives by respective Government entities
- Strengthening of existing donor relationships and enhanced donor diversification
- Educate and empower world vision staff and donors to promote utilisation of food assistance to further well-being and livelihoods of most vulnerable population
- Coordinated synergy with major external stakeholders (WFP, FAO, UNDP, IFAD, EC/ECHO USAID-FFP, USDA, UNICEF regional networks and private sector initiatives)
- Maintenance and utilisation of agreements off/for created assets, through FFW/A, are reached with relevant authorities and stakeholders prior to the start of the programmes
- Integrated research and promotion of innovation for effective food programming and impact-based evidence

Types of Partners:

- Government entities responsible for food security/health/nutrition/disaster response and vulnerable groups and policy makers
- Food Security, Health, Nutrition, WASH, Protection, child protection and education clusters at national and hub level
- Other INGO and local groups including businesses and media; civil society (e.g. faith-based groups)
- Schools, disability support groups
- Donors (private and international governments) – e.g. UN-WFP, (UNICEF, FAO, UNHCR), IFAD, USAID, USDA, EC/ECHO, etc
- Academic/ research institutions, e.g. FANRPAN



Exceptions

- Work with or allow the military – esp. UN-forces to be involved in any food distribution – as determined by the security situation
- Providing immediate relief in life threatening situations where full assessments have yet to be carried out

Process for determining exceptions at National Office level

- All exceptions will be based on WV procedures (e.g. HISS-CAM)



Notes on contextual issues

Food Assistance in 90 days rapid onset context – pl. see specific DADDs
FPMG in emergency responses will be:

In urban vs. rural contexts

- Conduct sound context, market and needs analysis distilling appropriate intervention based on need regarding access, availability, and/ or utilisation impacting on food insecurity/ malnutrition

In all contexts, but particularly in fragile states/ different religious contexts

- Needs-driven in our approach, based on humanitarian accountability and protection principles; using Do-No-Harm analysis (in all contexts but in particular in conflict settings and different religious contexts)
- Partnership-based-engagement, both internally to WVI as well as externally in the broader development community, including children
- Enhancing technical competency - Provision of FPMG food programming experts and continuous professional capacity building and learning as part of quality assurance.

Natural Environment and Climate Issues (NECI)

Introduction

The Natural Environment and Climate Issues sector is responsible for strategic and technical guidance of World Vision's work in addressing the impacts of the natural environment and climate on children's well-being. These include addressing environmental degradation through environmental protection of healthy ecosystems, rehabilitating degraded environments, and addressing the drivers of climate change. (Note: for consistency: Climate Change Adaptation issues are found in the Resilient Development Practice Strategy DADD).

Specifically NECI work addresses the fundamental ways in which the health or degradation of the natural world influence a community's ability to remain healthy, develop well, provide for and protect their children, and increase their children's ability to succeed in the future. NECI programming and analysis often addresses root causes of poverty and vulnerability. Proper stewardship of God's creation has implications for "how" we do programming in most sectors, especially health, nutrition, agriculture, and economic development.



Do

- At the earliest stage possible in an ADP lifecycle, assess and understand the state of the local environment (how and why it is changing, where it is vulnerable, how it affects child and community well-being) and create a baseline of the state of health of the natural environment
- Set goals and create the plan with the community for environmental protection, restoration and use that supports child well-being.
- Monitor implementation of the plan and change against the baseline over time
- Harness innovative funding and financing mechanisms for required programming
- At all levels, understand and monitor WV's own impact on the environment and climate.



Don't Do - Strategic

- Create dependence on WV or other unsustainable external resources

Don't Do – Poor practice

- Promote unsustainable agricultural or natural resource management practices
- Promote food displacing biofuel production or use
- Undermine the protection, restoration or management of the community's natural resource and economic base
- Undermine the ability of future generations to sustain and profit from the use of their natural resources
- Use banned or toxic chemicals



ASSURE – Internal

- WV interventions support the protection and restoration of the natural resource base
- Sustainable programming that reduces negative impacts and promotes the restoration and protection of natural systems
- Address environmental and climate hazards and vulnerabilities to build resilience and sustainable well-being
- Advocate at all levels to address critical problems of environmental degradation and climate change, externally using the lens of children's food security and nutrition, and household energy

Key WV sectors/theme dependencies:

- Food and Livelihood Security Cluster
- Health, Nutrition and WASH Cluster
- Education and Life Skills
- Gender
- Humanitarian and Emergency Affairs
- Advocacy and Justice for Children
- Marketing and Fundraising
- Supply Chain Management

ASSURE – External

- Access to appropriate methodology and management techniques for:
 - Soil and water conservation and quality
 - Agroforestry and trees
 - Forest, pasture and grassland, and watershed management, protection and rehabilitation
 - Air quality – indoor and outdoor
 - Biodiversity
 - Fishing and aquaculture
 - Sustainable sources of energy

Types of Partners:

- Children and their communities
- Local schools and ministries of education
- Donors
- Innovative market mechanisms (e.g. carbon offset markets)
- UN and other multilateral and international bodies.
- Relevant community and national government departments or ministries
- Private sector
- Peer and specialist NGOs and civil society organisations
- Universities and international research institutions



Notes on contextual issues:

It is critical that urban environmental needs are not unintentionally neglected in WV's approach to natural environment programming.

Resilient Development Practice (RDP)

Introduction

The RDP strategy governs WV's work in Climate Change Adaptation, Community Resilience and Disaster Risk Reduction. At its heart, the RDP strategy is simple; WV assists communities to reduce risk and vulnerability and to build resilience, so that development gains are sustained over successive generations. This necessarily involves some organisational change, including how WV addresses the fundamental issues which undermine the drivers of well-being, how effectively we use our resources, including funding, whether we preserve and build natural resources for the coming generations, and how we partner with communities, especially children. The RDP strategy ensures that development gains are not lost due to external shocks and emerging trends in climate and the natural environment.



Do

- Understand the level of risk, vulnerability and capacity, and establish baseline with local and national stakeholders.
- Set goals and create plans with communities for reducing risk and building resilience.
- Monitor change against baseline and implementation of plans.
- Integrate risk analysis into the design phase of all community-level programme interventions.
- Carry out regular context monitoring / early warning analysis with communities and other local stakeholders.
- Develop community-owned interagency disaster preparedness plans for effective relief response.
- Prioritise core and ADP funding, seek innovative funding and financing mechanisms for required risk mitigation programming.
- Carry out a seasonal and geographical mapping exercise to establish where and when cyclical natural hazards occur.
- Identify the potential impacts of natural hazards on livelihoods and design programmes to mitigate impact.
- Strengthen collaborative risk reduction interventions with local government and civil society to enhance local ownership.
- Develop livelihood interventions that promote the enhanced productivity of land and other assets and that do not inadvertently exploit the natural resource base of the community
- Design all disaster relief and rehabilitation programmes to contribute to developmental aims and to reduce future disaster risk.
- Understand and monitor organisational impact on the risk, capacity and vulnerability of the community and environment (e.g., growing maize on degraded hillsides, income generation causing deforestation).
- Develop and apply research and learning activities.
- Advocate at all levels to address critical problems of risk reduction and resilience



Don't Do - Strategic

- Plan ADPs without doing context and risk assessment
- Create dependence on WV or unsustainable external resources

Don't Do – Poor practice

- Undermine resilience through WV interventions
- Undermine the community's coping capacities



ASSURE – Internal

- Development interventions do not inadvertently increase vulnerability to disaster in all sectors: social, physical, economic and environment
- Development interventions do not inadvertently exacerbate conflict within communities, thus increasing vulnerability.
- Sectoral interventions incorporate resilience and adaptation
- Tools, frameworks, models, dynamic monitoring systems are integrated into IPM processes; capacities are there to use them
- Required funding is in place
- Dynamic context monitoring and disaster risk information management systems are in place and utilised
- Standards for safety and health which directly affect children (building codes, water quality, etc.) are in place and utilised
- Advocacy and education involves children in resilience and adaptation processes and promoting their role as agents of change
- DRR and environment and climate resilience component of all education curricula in WV programme areas
- Ongoing communication and education with internal stakeholders

Key WV sectors/theme dependencies:

- Advocacy and Justice for Children
- Children in Ministry Cluster
- Humanitarian and Emergency Affairs
- Food and Livelihood Security Cluster
- Health and WASH Cluster
- Peacebuilding

ASSURE – External

- Strong enabling environment for risk reduction
- Technical interventions
- Access to innovative funding streams
- Research partners are engaged
- Policy environment is in place to support reducing risk and building resilience
- Partners for implementation of global agreements are in place (local and national)

Types of Partners:

- Relevant government departments or ministries, or specialist NGOs
- Research institutions
- Local and national governments
- UNISDR, UNICEF, UNFCCC, UNEP, UNDP
- Civil society
- Children of community
- Private sector; donors, investors



Notes on contextual issues:

- More focus on protection, security issues in fragile contexts involving children.
- Need for integration of resilience and adaptation (including DRR) with conflict management and other issues.

Peacebuilding and Conflict-Sensitivity

Introduction

World Vision "seeks peace and pursues it" (Psalm 34:13) because we are Christian, community-based, and child-focused. Violence and conflict affect thousands of communities where World Vision works, and jeopardise sustained child well-being. No conflict-affected country has yet to achieve a single Millennium Development Goal (World Bank, World Development Report 2011). World Vision's peacebuilding seeks to protect children from violence and empower them to participate in promoting peace and loving their neighbour. WV's Peacebuilding ministry is both a cross-cutting theme and a technical sector of its own.

The NGO sector has demonstrated that sound conflict analysis informing conflict-sensitive programming is the best way to prevent unintended harm from aid work in fragile contexts and conflict-affected communities. Conflict-sensitive programming and advocacy starts by analysing underlying conflict issues (at a national or community level) and then designing or re-designing aid and advocacy interventions appropriately.

Peacebuilding programming seeks to weave a fabric of resilience throughout a community, so that its members can resolve their own conflicts, heal broken relationships, and nourish more just systems and structures to prevent conflict. Empowering children as peacebuilders protects them from violence and empowers them to participate in creating shalom – the presence of justice, equity, prosperity, and peace - not simply in the reduction of overt conflict.



Do

- Carry out "Making Sense of Turbulent Contexts" (MSTC) workshops with WV Offices in fragile contexts including national partners.²⁴
- Carry out "Integrating Peacebuilding and Conflict-Sensitivity" (I-PACS) field assessments in ADPs or projects affected by conflict.
- Design and implement peacebuilding projects – with a focus on empowering children as peacebuilders - that address underlying causes of violence in communities affected by conflict.
- Support youth peace movements through mentoring, training, financial support, and WV's 'convening authority'.
- Enhance the resilience of communities where WV works against violence and conflict.
- Partner with other peacebuilding institutions in order to contribute appropriately toward peace in the country as a whole or in conflict-affected areas within the country.
- Advocate for conflict prevention by promoting inclusive good governance, civic empowerment, sustainable economic development, and national peace and reconciliation efforts.



Don't Do - Strategic

- Position WV as a peacemaking agency or seek to mediate in destructive civil conflicts.
- Develop formal peace education and peace curricula without securing resources and expertise from WV Education and Life Skills experts and national government education ministries.

Don't Do – Poor practice

External

- Partner with groups who are direct parties in destructive conflicts or who benefit directly from destructive conflicts.

Internal

- Mediate inter-personal conflicts of staff.
- Mediate institutional conflicts within WV.
- Mediate to resolve other partner agency internal disputes.

24 MSTC analyses are carried out according to the Minimum Standards for Context Analysis in the Fragile Contexts Business Model, in order to inform National Office strategy and planning.



ASSURE – Internal

- NOs and WV leaders have access to substantive and easy-to-use context analysis and monitoring tools.
- WV national-level relief, development, and advocacy staff have access to training in I-PACS or ECAP frameworks and participate in MSTC workshops
- WV's Peacebuilding Community of Practice (PaxNet) offers dynamic, interactive peer learning through world-class communications materials and knowledge management.
- WV Peacebuilding tools and frameworks compare well with external equivalents in terms of effectiveness.
- Peacebuilding and Conflict-sensitivity is integrated across other WV programmes, projects and lines of ministry.
- When designing a project that integrates peacebuilding and other sectors/themes, appropriate technical assistance from the other sectors/themes is provided.²⁵

ASSURE – External

- Partner with relevant external peacebuilding partners to contribute to collective peacebuilding efforts at a national level ('peace writ large'). Types of Partners include:
 - local community leaders and government officials working to improve governance in fragile contexts.
 - Churches and Christian organisations dedicated to training others in peace and justice.
- Learning consortia and advocacy networks, including:
 - Multi-mandate NGOs (e.g. CARE, Save the Children) documenting best practice on peacebuilding DMandE
 - Conflict prevention advocacy NGOs (e.g. International Crisis Group, CrisisAction)



Exceptions

- Criteria for WV engagement in community-based and initiated peacemaking. This can be appropriate where WV:
 - Has an extended history, credibility and experience that has equipped WV for mediation or peacemaking facilitation;
 - Has national staff who understand the culture, language and context of conflict.
 - Is viewed by the community as a neutral party who can be entrusted by the parties in the conflict to serve in a mediating role or as process manager to assist in resolving the conflict.
 - NO and/or RO senior management judge that the benefits to the community and WV outweigh potential risks that cannot be mitigated.
 - Has the necessary additional funding commitments to bring an open-ended peacemaking engagement to conclusion; and
 - Expects results that will contribute toward a more just and peaceful community, the well being of children and hope for sustainable development

Process for determining exceptions at National Office level:

- Consult the Peacebuilding Director to proceed with an exception if the proposed exception meets the exception criteria.

25 Typical appropriate sectors include: Christian-Muslim relations, Urban Programming, Local-Level Partnering and Advocacy, Global Advocacy and Justice for Children, Citizen Voice and Action, Child Protection and Child Well-Being, Education, Mental Health and Psycho-Social Support