



Community engagement

A tool to facilitate community understanding of Child Sponsorship

Research confirms that a solid foundation of understanding about Child Sponsorship in the early stages of the programme leads to far better development outcomes. Poor understanding of sponsorship can compromise the community's engagement in development for many years to come.

Building stronger foundations

Child Sponsorship should be introduced carefully by the programme team on the ground as part of our commitment to the well-being of children, to smaller groups, over a longer period of time – well before registration of children. It is far more effective to introduce sponsorship to smaller groups of people who are already participating in the programme, even during design, because they understand how the programme will work.

In the past, Child Sponsorship was sometimes treated as separate from the rest of the programme, and was introduced quite late in the design process, quite rapidly, with very large meetings of interested parents. This often meant many families didn't understand sponsorship well, and this led to poor development outcomes.

Communicate Child Sponsorship as a means of bringing focus on the well-being of children – all children. It should not simply be presented as a fundraising mechanism. The sponsors are 'partners' who will contribute to the community's development, and through their relationship with the children, share in the joys of the community's progress.

“The communication about sponsorship seems to have been very clear even at those early stages. The role of sponsorship in community development was outlined, as were the roles, responsibilities and expectations of participation and selection in sponsorship... the idea that sponsorship is for the benefit of all in the community was established.”

IPM Sponsorship Research, Malawi (2008)

Follow these principles...

- Begin with the community engagement process of a better life for children.
- Communicate sponsorship throughout the design period, using a simple communication plan. It should not be approached as a two to three week add-on at the end.
- Define roles and responsibilities with partners.
- Commence sponsorship with children who are participating in activities as part of the Critical Path.
- Work with children first with fun design and development activities so that children and families have an experiential understanding of our development approach. Sponsorship is “this” – working with children, but also connecting some children with overseas partners.
- Use simple approaches to assess understanding of community and families at key points.
- Manage community engagement during the life of the programme.

Overview of community engagement process

STEP 1: Lay a foundation of basic sponsorship messages

A simple description of Child Sponsorship that all staff should know, including assessment team

STEP 2: Develop a communication plan

A simple plan for introducing sponsorship in detail to key partners and families with Registered Children, and ensuring all other key groups have a basic understanding

STEP 3: Introduce sponsorship to children and families

Approaches to introduce sponsorship to families with sufficient depth to build a solid foundation for future engagement

STEP 4: Manage ongoing community engagement

Community engagement in sponsorship is an ongoing process.

A celebration of childhood

Helping to bring a focus on children

Events, fun, games, activities for children

Participation

Giving children a voice

A safer place for children

Sponsors – more than donors – people who care; who want to contribute, share, and celebrate the progress.



1

Lay a foundation of basic sponsorship messages

Whenever World Vision enters a community, it is important that community expectations about Child Sponsorship are managed well. For this reason, every staff member or volunteer needs to give a consistent explanation about Child Sponsorship if they are asked.

What are basic sponsorship messages?

We need to make sure that every staff member, volunteer, and even partners can answer basic questions about Child Sponsorship in the same way, without creating wrong expectations. The basic messages here explain very simply how Child Sponsorship works. They present Child Sponsorship in the context of programmes that promote child well-being for all children. See Appendix A for a Frequently Asked Questions section for more information. This does not involve detailed community orientation to sponsorship. For more information, see Section 1.6, Part 1 of the Handbook for Integrated Programming.



TIP: See Appendix A for detailed suggestions for basic sponsorship messaging.

How do we use these messages?

When World Vision enters a community, we need to provide simple explanations about World Vision programmes and Child Sponsorship to community members or stakeholders. For this reason, basic Child Sponsorship messages should be used by all staff from the very outset of the programme whenever there is a possibility of Child Sponsorship funding. For IPM programmes, sponsorship messaging should be created in Step 1 using the **Message Box** tool. National offices should adapt these basic messages for their context and train all staff and volunteers to use them.

Note: During assessment and the first steps of the Critical Path, Child Sponsorship is shared very simply as one of the approaches World Vision takes to supporting programmes. Care must be taken to avoid creating expectations around resources or forms of service delivery, including handouts.



TIPS:

- ❑ **Central Message:** Child Sponsorship is part of the focus on the well-being of all children through our development programmes. The sponsors are partners who will contribute to the community's development, and through their relationship with the children, share in the joys of the community's progress.
- ❑ **Make sure you always present sponsorship in the context of a child-focused development programme:** Child Sponsorship should never be presented on its own. It operates within the context of a child-focused development programme. How will sponsorship help the children of the community? Through the programme. We need to avoid expectations of special handouts for sponsored children.
- ❑ **It's not just about fundraising; it's about partnership and the kindness of strangers:** Child Sponsorship should not be reduced to a 'fundraising mechanism'. These are a special kind of partner for the community, people who care.
- ❑ **All staff who enter the community should know these messages:** All staff who interact with community and stakeholders should be able to articulate the basic messages about Child Sponsorship. They should complete Sponsorship Basic Training (SBT) as well. The assessment team should also understand these basic messages.

2

Develop a communication plan

This tool is used to plan for communicating Child Sponsorship to the partners and community. The plan should cover initial communications during the design process, and ongoing communications through the life of the programme. It may be adapted and included in the Sponsorship Management Project.



TIP: Use this framework to build your plan

List stakeholders here	Analysis of stakeholder (What's important to them?)	What do they need to know? (communication objectives)	Key messages	When? (initial and ongoing)	Indicators (How will we know they've understood?)
1. Partners					
2. RC families					
3. Other community groups					
3.1 Other children					
3.2 Stakeholders					
3.3 Other groups					
Etc.					

1→ List the key stakeholders

Simply list all key stakeholders or groups involved in the programme. Some will be groups that require more details about Child Sponsorship. Many others simply need a basic awareness of Child Sponsorship.

Action: List the stakeholders in the first column.

2→ Analyse the key stakeholders

Relevance: To be relevant, programme staff need to understand what is important to each group, what concerns they might have, and show how our message relates to what is important to them. To do this, we need to first spend time listening to them. This is important, because it helps you to adapt the message to meet their needs, and capture their interest.

Action: In the second column, write a brief statement about who they are, what is important to them, and what their concerns might be.

3→ Define communication objectives for each stakeholder

What does each stakeholder need to know? Such as:

- Who has ownership of programme?
- Who are sponsors?
- What is WV's role and their role?
- What is WV's commitment to every child?
- What does it mean to be a sponsored child?

Stakeholders: There are certain things that all stakeholders and potential partners need to know. If there is a child-focused partner that may assist WV with Child Sponsorship management, they will need to be given a more detailed orientation.

RC families: This group needs to know many details about sponsorship, and misunderstandings can cause many problems later. You need to plan how to assess their understanding before they sign up.

Community groups: Most groups only need a basic understanding of the WV approach and the role of sponsorship within this community development process (See Appendix A for basic sponsorship messages.). There also may be concerns that need to be addressed in some groups. For example, families who aren't registered may feel jealous, there may be suspicion of photo taking, or the government may have specific concerns. Make sure you set objectives to address their concerns.

“Clear and consistent messaging is very important. Child sponsorship was introduced using a diagram illustrating the lifecycle of a child, from the womb to adulthood. It emphasised the impact that this generation of children will have on the future of the community.”

IPM Sponsorship Research, Peru (2008)

Action: In column 3, list the objectives for each audience.



TIP: Check the Sponsorship Risk Management matrix, from the **LEAP Assessment report**, for any issues that need to be managed through communication.

4→ Define key messages:

Most audiences simply need to understand ‘in a nutshell,’ a simple summary. They don't need all the details. Other groups, such as parents of RC, require significant detail. Yet even for these groups you should try to identify key messages you want them to understand.

Action: List the messages key groups need to hear in the next column.

Should you rename Child Sponsorship in the local language?

Some ADPs have used a different term in the local language to help to communicate that our approach is different to other styles of Child Sponsorship.

Questions to think about when developing key messages:

- **What are we trying to achieve and how will it make a difference for you?** Key objectives of the child-focused development programme in this community. How are children in the community assisted? Link this to specific outcomes relevant to the specific group you are sharing with.
- **What is sponsorship and how does it work?** WV Child Sponsorship is for every child in the community through child focused development. Certain children are selected as child partners, who are ‘ambassadors’ for the community. Sponsors see change in the community through the progress of the Registered Children.
- **Who are sponsors?** Sponsors are ‘overseas partners’ of the community who care for children, and can share the journey with the community. How are their contributions used? (help to fund WV’s contributions to the community); Who benefits from the sponsorship funding? (all children and families who participate in project activities).
- **Shared direct benefits:** What can Registered Children and other children expect? (give a concrete picture of the way all children and families can participate and benefit). Manage expectations of children and parents, especially if they have heard of other forms of Child Sponsorship.
- **How can we respond to the sponsors’ partnership in the community journey?** Ask participants to imagine they were helping a community they had never seen, and how difficult this might be. Explain how being a partner with one child can help them see the community changes. Introduce correspondence (e.g. reports, letters, or cards) as ways to keep them informed. Have samples. The longevity of the relationship between child and sponsor is highly desirable – hence children who are selected to participate need to have a stable address.
- **What are our responsibilities as ‘ambassadors’?** Serving as ‘ambassadors’ is an important role that requires families and children to represent the community, and will greatly assist the community to make changes for all children. Registered Children must be participators in the programme and willing to write to their sponsor. Walk them through detailed explanation of correspondence, ILs, Photos, APRs, Child History and updates. include detailed explanations of how photos and information will be used. Samples of these items make explanations more meaningful.
- **Monitoring: Learning about children in this community:** Introduce the monitoring of children as a way of
 - Keeping sponsors informed, and
 - Learning about the needs of children in this community, including special care for the most vulnerable.
- **Approach to child selection:** How should children be selected? What are the reasons behind it? Who should be involved? Refer to the **Child Selection** tool for details.

5 → Create a calendar

Plan for initial *and ongoing* communication processes for each group.

Listening: Remember, communication is two way. It is essential to use these opportunities to understand the concerns and perspective of all groups. Don't stand at the front and talk at them. Create dialogue. Use small groups or circles or other means.

Good examples include:

- Community meetings (Dialogue, don't 'lecture'. Break into groups and discuss. Let them come back with questions).
- Standard agenda item at certain meetings (Provide updates. Ensure community ownership and management of problems with sponsorship).
- Involvement in decisions (e.g. child selection criteria)
- Audio visual or printed materials (see appendices for suggestions), and
- Visits to other ADPs, or 'testimonies' from community members from other ADPs.

Action: List the how and when for each audience.

6 → Set indicators

How will you know that groups have understood the key messages? This is best stated as a behavioural objective, such as: 'Parents of registered children are able to describe the purpose of the sponsorship programme.'

Action: List indicators for each group. For the registered families, be very specific.

"Wema ADP have completely demolished the idea that RCs are the privileged few. From the start it is made clear to children, parents and the wider community alike that RCs are representatives of all children and their communities. ... Sponsorship is promoted as a way of focusing the attention of the programme on the well-being of all children."

IPM Sponsorship Research, Kenya (2008)

3

Introduce sponsorship to children and families

It is vital that children and families can visualise what to expect, what their roles are, and understand how child sponsorship will contribute to the big picture of children's well-being.

Child Sponsorship as a celebration of children

If you plan well, your Child Sponsorship activities can become integrated into other project activities in a way that creates excitement and a special focus on children within the community. It should reinforce the child participation and child focus of the programme, and (appropriately) promote children's voices, children's rights, and the protection of children. Think about how to build this kind of interest or excitement in the way you introduce Child Sponsorship to families.

Starter group approach

One of the best ways to introduce Child Sponsorship to children and families is to commence with a smaller group and build a solid understanding. Then it is much easier to go out to the broader community using voices from within the community. This work can commence during the design phase of the programme.

- **Start with programme participants:** Begin with a smaller group of children who are already participating in the programme. They might be a group that have participated in Critical Path activities, so that they have a strong understanding of the intent of the programme. Forming a children's club may be another way of starting the group. These children will typically be a little older. Not all of them are going to be registered.
- **Conduct some activities:** These children should participate in development activities that demonstrate shared direct benefits, as well as being fun! Why? This will help them understand what shared direct benefits really are. Obviously parents will be consulted.
- **Introduce Child Sponsorship:** Introduce Child Sponsorship to this group of children in detail, with much discussion.
- **Their project:** Give them a special project to introduce it to the rest of the community. They might use Shellbook, drama, sample picture folders, and other samples. Parallel meetings with their parents are very important.

A suite of ideas

There are many creative ways to introduce sponsorship to families. Here are some ideas to draw from:

- Shellbooks (a shellbook is a 'story book' put together by a group of children. There is a sponsorship shell book that you can use).
- Comics
- Flashcards or posters
- Drama or radio play (See Appendix B)
- Pamphlets or FAQs
- Face-to-face discussion groups
- Testimonies from children and families, and
- A children's guide to sponsorship that explains who are sponsors?

"WV should not try to work in all the villages of an ADP simultaneously, rather select a small number of villages per ADP phase (1 – 4 years) and take the time necessary to build relationships and lay developmental process foundations."

IPM Sponsorship Research, Mali (2008)

What's in it for me?

When you speak to any group of people, they are thinking, 'So what? How is this important to me?' This is where 'analysis of stakeholder' in your communication plan is really important. The more you understand what's important to them, the more they will listen – because it's *relevant*.

Instead of talking about what's important to World Vision – talk about what's important to them.

Begin by talking about their lives and the priorities they have identified to build a better life for children. Help them to see how the programme and Child Sponsorship will help them and their children. You need to help them understand why their participation is important (even though there are no handouts!)

Think about how you would shape your message from *their* perspective. And make it a dialogue, not just a presentation. Find out what they think is important.



TIP: How would your meetings change if you took one of these as your theme to explain Child Sponsorship?

Your children are your future...

Sponsors are your 'overseas partners'...

Our role is to empower you as parents...

Your children have dreams... Let's help them get there.

Every child is important...

A discussion in Uganda

The village group didn't seem interested in development; they only seemed interested in what we could give them. 'Why can't you give our children school lunches?'

*"Well, we could. It's not how we prefer to work, but we could, and it will help some children. Then after a few years we go away, and everything is the same – children stop going to school. Or we can use the same money to help develop the cash crops and the other things you said were important. That way you can pay for school lunches yourself, and things may begin to improve. "Where do **you** think we should put these limited resources?"*

Assess child and family understanding

We can enhance participation and prevent many problems by assessing family understanding of sponsorship. It is inadequate to assume that because someone attended a meeting that they understand the programme. No family should be registered in Child Sponsorship without a meeting to check their understanding.

1. **Question technique:** Family understanding is assessed by asking the family to describe, in their own words, their understanding of the programme and child sponsorship. Please refer to Sponsorship Basic Training.
2. **The child:** Children have a right to information and decision-making about their involvement in sponsorship. This will be appropriate to the level of maturity of the child.
3. **Community groups:** We need informal ways to check that partners, stakeholders, and other groups in the community understand the basics about child sponsorship. See Appendix C for examples.

“Sponsorship was approached with the Communaute Rurale leadership from a developmental perspective. WV sponsorship was introduced in villages in child well-being terms ... Child well-being and sponsorship were explicitly placed at the centre of the development process at the onset of WV’s introduction to community.”

IPM Sponsorship Research, Senegal (2008)

Family agreements

Each national office has clear requirements concerning family agreements and forms that must be completed.

4

Manage ongoing community engagement

Community engagement is not an event; it is an ongoing journey and relationship. It is vital to continue to manage community groups' understanding, perspectives, satisfaction, complaints, questions, views, opinions, and involvement – throughout the life of the programme.

Ongoing community engagement – listening

Community groups or members need to feel that their concerns or perspectives are valued. Achieving this firstly means creating space for individuals or groups to express their views. It is equally about the way you **respond** to anything that is raised. These opportunities may occur in formal contexts or casual conversations. This kind of listening and responding will make a significant contribution to successful community engagement.

Regular meetings

Parents or caregivers of RC: It is important to have regular meetings to listen to parents carefully, allowing them opportunity to share concerns or highlights, keeping them informed, and helping them understand the contribution of sponsorship. Each programme needs to determine how regular the meetings should take place. It must at least include an annual review of the progress of the programme.

Children: Children – both sponsored and non-sponsored – also need opportunities to present their views about Child Sponsorship and how things can be improved. Build this into different child participation activities as well as monitoring and evaluation processes.

Other groups: Child Sponsorship should be on the agenda of every group at least annually, checking basic sponsorship understanding (membership of groups change) with some updates, or providing opportunities to ask questions.

Child monitoring

Child care workers should regularly report to the team any perspectives from the community, particularly concerns or confusion. They can also take out key messages about Child Sponsorship during their visits.

Use of MSC or annual review of impact of programme

Use of Most Significant Change (MSC) during Annual Progress Reports can transform down time for the programme into a meaningful activity for children, parents and programme. Market research

“You need to realise that communities have biannual amnesia...’ jokingly commented one of the ADP staff.

Essentially the staff realised that ongoing engagement and education on the scope, implication and other aspects of sponsorship in the context general programming is a critical success factor.

They undertake extensive community education engagements at least twice a year. This helps to continually inform community members of trends as well as allows for timely redress of any major issues.”

IPM Sponsorship Research, Peru (2008)

has confirmed that it can result in a much more effective APR for sponsors.¹ It is important that Most Significant Change (MSC) is integrated properly into the monitoring processes for the programme, and not simply used for APRs. One of the most powerful effects of MSC is that families hear stories of impact, and this helps them to see the value of sponsorship without expecting handouts.

¹ Volkhard, Michel, Results of Survey Regarding Changes in Annual Progress Reports, World Vision Germany, 2007.

APPENDIX A

Basic sponsorship messages

Key Messages in brief

1. Central message: a commitment to all children

- World Vision works together with children, families and community groups to build communities/neighbourhoods where children thrive and succeed. We partner with community groups, government and other resource providers who can contribute to achieving their goals. For example... (provide examples of our development work)

Alternative version:

- World Vision is a child-focused development organisation that helps communities work together to achieve their dreams of better lives for their children. We listen to children, their families and community groups about their concerns and dreams for children, and partner with them to achieve their goals.

2. Secondary message: What is child sponsorship?

- Child Sponsorship is a form of partnership with individuals who want to support a child and their community.
- The sponsors are (not governments or organisations, but) ordinary people and families in other countries who care enough to partner with your community to achieve better lives for you and your children. They support the programme not only financially but they also pray for the child/family/community and they also learn about the community.
- This is how it works: A community selects some of the children to be representatives or ambassadors of the community. Relationship is established between these child representatives and individuals committed to support the community programmes. Money given by the sponsors helps support the community programmes for these child representatives and all other children. The sponsor can see the changes in the community by seeing the changes in the life of the child they sponsor. Through reports about the child and the community, photos, stories and possibly even letters, the sponsor learns about how their partnership is helping this child and the whole community.
- The children selected for sponsorship have an important role as community 'ambassadors'. They have an opportunity to develop a friendship with the sponsor & represent their community through their reports about their progress, photos and sometimes letters.

Key messages in bullet form

The Programme

- World Vision partners with communities to build a better life for all vulnerable children
- Community-based approach, working with partners
- The money given by the sponsors is used to fund the programmes for the whole community. It is not given to individual families. Children and families are involved in identification of problems, prioritisation and they take part in the decision making process for solutions that impact their lives.

The Children

- Children are representatives or ambassadors for the whole community.
- Improves lives of all children through the programme (whether they have sponsors or not)
- All children can be active participants in the programme
- We want to strengthen the role of parents & caregivers to care for their own children

The Sponsors

- Ordinary people who wish to have relationship with a child and partner with the community
- Are linked to one child in the community who can represent the needs, accomplishments or successful activities of the community
- Sponsors see the change in the community by seeing the change in the child's life. This is done through reports and letters showing the accomplishments/success of the community
- Have opportunity for relationship with the child, and exchange letters
- Not necessarily wealthy people
- Children have an important role as ambassadors for the community, and have opportunity to develop a friendship with the sponsor.

Frequently Asked Questions

It is important to develop frequently asked questions so that staff can address questions that community members or stakeholders might ask. Here is a sample of questions.

SPONSORS

Who are World Vision sponsors?

Child sponsors are individuals, usually in another country, who want to partner with communities to build a better life for children. They receive a photo and some information about one child. By following the progress of this child, it helps them to understand the progress for all children in the community. Many also want to develop a friendship and write to the child, and a few even visit the community. They are friends who care, and become partners of the community.

What motivates sponsors to sponsor a child through World Vision?

Sponsors want to build a better life for children. Many also want to build a relationship with the child, the child's family and their community.

Are sponsors very rich people?

Most sponsors fall in middle to lower income group in their country; most are not very rich people. Sponsors are ordinary people who want to help.

If you say World Vision Sponsors are not rich, how come they sponsor children?

Sponsors are motivated by the desire to help real people in need. They look for an opportunity to make a positive difference in someone's life, and some are compelled by their Christian conviction.

What do sponsors expect?

Sponsors expect information directly from and about their child. They want to know about the results and impact made through their contributions. To be recognized by name and affirmed.

MONEY

Where does the money come from?

Child Sponsors make small contributions every month to support the work of the community through World Vision.

What is done with the money?

The funds from the sponsors are pooled together to support programmes of World Vision and the community. The sponsors want to see the impact of the programmes on the children and families, and in particular the child who they sponsor.

BENEFITS

How do children benefit through child sponsorship?

The World Vision supported programme uses the Sponsor's funds to work with the community to achieve exciting changes for the children of the community through development activities. The programmes aim to help all children in the community, not just sponsored children.

The sponsored child and the family have the opportunity to enjoy a relationship with the sponsor. In this special relationship, child and family will learn about other cultures through correspondence. Most importantly, they will experience the love of God that helps a stranger to take an interest in their child's life and become a part of their community.

The benefits of sponsorship are not only material things, but also hope, and contentment in the results of World Vision interventions. The child and family have played an important role in contributing to development for the entire community.

What happens to children who aren't selected for sponsorship?

We care about all children. Children who are not selected for sponsorship have the same opportunity to participate in programme activities; there is no discrimination. Our programmes involve working with communities to address the problems that affect all children, particularly the poorest and most vulnerable.

Does World Vision pay school fees, health costs or give direct assistance? Will World Vision take care of all my child's needs?

World Vision is a community development organisation. World Vision doesn't want to take over the responsibility of parents, families and community. Our approach is to empower parents and families to provide better opportunities and care for their own children. We help parents and families to achieve this as they participate in the programme activities to improve their community.

If families don't get handouts, why should my child participate in Sponsorship? Do sponsored children have special responsibilities?

Sponsored children are 'representatives' or 'ambassadors' of the community, and this is something to be proud of. For this reason they have special responsibilities to respond to sponsor letters, and share their photo and story with the sponsor. They also have the opportunity to develop a friendship with someone from another country, and to learn about other cultures from their letters.

HOW DOES SPONSORSHIP WORK?

What does the community need to do?

The community has the opportunity to help manage the needs of their donors, the sponsors. Some community members are expected to participate in helping community members to understand sponsorship, the selection of children to be sponsored, regular monitoring of the progress of the children, helping with letters and reports to the sponsor and educating the community on sponsorship issues.

Who selects children for sponsorship?

Children who are poor or vulnerable within the community are selected. Community groups can participate in selection to make sure that the process is fair.

How are children selected for the World Vision Child Sponsorship?

The community leaders participate with the Development Workers or in some cases the volunteers accountable to World Vision in the selection of children, as they know their communities better.

The community decides on the criteria for registering children into the World Vision programme, and World Vision has some criteria also to ensure that the community is fully represented. For example, equal numbers of girls and boys; and to give priority to the poorest and most vulnerable.

Why do we give priority to the poorest and most vulnerable?

The poorest and most vulnerable are good representatives of the community needs, and they need the relationship of hope with people from other places. They are a true reflection of the current situation. Monitoring these children will help the community and sponsors to understand the needs and how these children and their families have improved their lives through the self reliant projects.

APPENDIX B

Role play

This role play from Sponsorship Basic Training can be adapted used with groups to illustrate how sponsorship works. It also illustrates the use of questions to allow a community member to articulate in their own words what they understand, rather than simply be lectured by a World Vision worker.

- Family member: I'd like to enrol my son Ralph in the child sponsorship programme.
- Facilitator: Great! Did you attend the meetings where we explained Child Sponsorship? Do you understand how it works?
- Family member: Oh yes, wonderful meetings. Wonderful food. Where do we sign up?
- Facilitator: So you understand what sponsorship is about?
- Family member: Oh yes, I understand. Wonderful. I think Ralph is just the sort of child you're looking for.
- Facilitator: Ok, can you tell me your understanding of how the programme works?
- Family member: Well, you know... You take Ralph's picture... and stuff... And that's how it all happens really.
- Facilitator: That's how all WHAT happens?
- Family member: You know... umm... what was it again?
- Facilitator: Well you tell me...
- Family member: Well, we must get something or other; I just can't remember what it is. (Long pause) Money, I think.
- Facilitator: Do you remember we talked about children being representatives for all the other children?
- Family member: Yes. I did hear that. Wonderful. Wonderful meeting. Wonderful food.
- Facilitator: What do you think that means?
- Family member: umm... Sort of like one child who is sponsored for the others?
- Facilitator: That's a very good answer. So Ralph would be a representative. Why do you think some children are representatives?
- Family member: Because the others aren't as good looking like my Ralph!
- Facilitator: No, not really. We think all children are important.
- Family member: ...maybe so we can help all the children?
- Facilitator: Right! So how do you think we will help the children and their community?
- Family member: Well, I'm not sure exactly, but I was hoping it would involve money.
- Facilitator: You might remember that we've spent many months in the community dreaming about what this place could look like if we all worked together. Do you know about these meetings?
- Family member: Oh yes! But those meetings are with "the ADP". I thought you were "World Vision"?

- Facilitator: It's the same organisation. World Vision and the ADP. What do you remember about the ADP plans? What do the community hope to achieve?
- Family member: Oh, we're going to do lots of things. We're going to improve the water, form a cooperative so that we can get better market prices... Lots of things. Even the children will contribute. We're going to build a better community for us and for our children. We're planning a whole programme.
- Facilitator: Who's going to do this, do you think? World Vision or the community?
- Family member: ummm... both? Both of us working together.
- Facilitator: Exactly! So how do you think children will benefit from child sponsorship?
- Family member: Through the... programme?
- Facilitator: You've got it! And we'll visit Ralph regularly to see how he's going. And of course we'll have regular meetings with the parents.
- Family member: Oh that's wonderful. I like the meetings. I hope there's more food.

APPENDIX C: Sample communication plan

List stakeholders here	Analysis of stakeholder (what's important to them?)	What do they need to know? Key messages	When will we communicate? (initial & ongoing)	Indicators (how will we know they've understood?)
Ia. Partners				
List partners here	List anything about this partner's perspective which may be important in shaping what you share	WV's long-term commitment to registered children in Primary Focus Areas; Monitoring requirements; how sponsorship works; accountabilities.		Discussion held during meetings with participating stakeholders. Asking & addressing any concerns they may have
List partners here				
Ib. Key partner(s) for sponsorship management Group within the community that will take responsibility for management of Child Sponsorship. (Established community group or organisation; project committee, etc).		<ul style="list-style-type: none"> <input type="checkbox"/> Understand the purpose of programme and Child Sponsorship <input type="checkbox"/> Understand sponsorship basic messages <input type="checkbox"/> Community understands sponsorship requirements, roles & responsibilities <ul style="list-style-type: none"> <input type="checkbox"/> Child selection criteria <input type="checkbox"/> Child selection process <input type="checkbox"/> Monitoring <input type="checkbox"/> Correspondence & service operations <input type="checkbox"/> Responsibilities of RC families <input type="checkbox"/> Community understand how child information will be used, including Internet <input type="checkbox"/> SBT <input type="checkbox"/> MOU 		Meeting with Sponsorship Management Representation where they outline their understanding of Child Sponsorship <ul style="list-style-type: none"> ▪ Sponsorship Management Representation formed at community level that will represent the needs of various groups within the community ▪ Sponsorship Management Representation demonstrate understanding by participating in explanation of sponsorship to community ▪ Availability of suitable volunteers in appropriate numbers to meet community responsibilities Assurance of equality in child selection for sponsorship to meet standards
2. RC families	Think about any expectations they may have. Reflect on	Understand the purpose of programme and Child Sponsorship		Family interview: <ul style="list-style-type: none"> • Family express in own words how the programme benefits their children, family &

	how sponsorship will address things that are important to them	<p>Understand sponsorship basic messages</p> <p>Each family can articulate understanding of sponsorship, their expectations, their roles & responsibilities</p> <p>Each family understand how child's information & images will be used, including internet and their rights</p> <p>Each family agrees to terms and signs permission for participation</p>		<p>community</p> <ul style="list-style-type: none"> • Family express in own words how sponsorship works • Family express in own words their expectations, role & responsibilities • Able to articulate how images & information will be used • Family demonstrates willingness to participate and provide time and other resources to contribute to the development objectives. <p>Family sign agreement</p>
3. General community groups				
3.1 Other children	Can feel jealous; Why aren't they chosen? Can they participate?	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the purpose of programme and Child Sponsorship <input type="checkbox"/> Understand sponsorship basic messages 		Children express in own words their understanding of the programme and sponsorship.
3.2 Other community groups or stakeholders	Community members and participating community groups should understand key messages about sponsorship. ii. Community expectations need to be managed, particularly around service delivery, and there need to be indicators that they understand the nature of community	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the purpose of programme and Child Sponsorship <input type="checkbox"/> Understand key messages about roles of WV & community <input type="checkbox"/> Understand sponsorship basic messages <input type="checkbox"/> The community are willing to participate in sponsorship and the programme without expectation of handouts or welfare. <input type="checkbox"/> Some demonstration of readiness of the community to work for their own development and to work 		<p>Discussion held during meetings with all participating community groups.</p> <p>Community members can explain in their own words the role of World Vision and their own role.</p> <p>Community members can explain in own words the key goals of the programme as they relate to their perspective.</p> <p>Community members can explain in own words the key goals how sponsorship works, reflecting the Sponsorship Basic Messages.</p>

	participation.	together (including issues of community tensions)		Community demonstrate willingness to participate and provide time and other resources to contribute to the development objectives.
3.3 Key stakeholders		<ul style="list-style-type: none"> ❑ Government, local NGOs and other stakeholders should have a basic understanding of the sponsorship approach. ❑ Understand the purpose of programme and Child Sponsorship ❑ Understand sponsorship basic messages 		<p>Discussion held during meetings with participating stakeholders.</p> <p>Asking & addressing any concerns they may have</p>