

# Understanding government contributions to child well-being

## What is this tool?

This tool helps programme staff to gather information about the local government structures, representatives, plans and budgets contributing towards child well-being in the programme impact area. This exercise builds on earlier analysis of government contributions to child well-being conducted at the national level.

### objective

- To identify government representatives in the programme impact area
- To understand government policies, programmes, and basic services at the local level that contribute to child well-being

### product

A completed table of government structures, stakeholders, plans, and budgets

### who facilitates

Team leader

### who participates

World Vision programme team

### time span

approximately 1 day

### materials

- flipchart paper or laptop
- national office assessment of government contributions

### note

The information gathered in this exercise will be used to identify stakeholders who may become members of the starter group or be involved in the community conversations. The information about the government contributions will be shared at one of the starter group meetings.

## Introduction

Government contributions towards child well-being are usually led by national governments, and then supported by lower levels of government. An assessment conducted by national office staff can provide information about the national government. This includes information related to governance structures, policies, and priorities for service delivery at the local level.

This process enables programme staff to contextualise the national-level government information in order to understand government contributions towards child well-being in the programme impact area.

Using flipchart paper or a computer laptop, create a table like the example below. Begin by using information from the national-level assessment to fill in information for the programme impact area. Additional information may also be found on public government websites or government reports.

For each outcome look for information about:

- What budgets and plans are in place?
- What government plans exist for the programme impact area?
- Are there plans for subgeographical areas?
- What budgets have been assigned to deliver public services?

Child Well-being Outcome	Local government structures	Government plans related to this outcome	Government budget related to this outcome

This exercise is intended to provide initial information that will be used to identify stakeholders and to share with members of the starter group.

After collecting the information discuss the following questions:

- What government structures exist here?
- What level of government operates in the area?
- What roles and responsibilities exist within the local government?
- Who holds positions of control and authority?
- Who holds positions of influence?
- Who are the local politicians who represent the people?

While recognising the interest in child well-being, also consider the delivery of public services in the area.

- What public services exist here?
- Who holds positions of authority and responsibility for each public service?
- Who works at the public service?
- What work is done by the staff?
- Are community-based volunteers involved in providing these services?

After completing the table and answering the questions, spend some time discussing what information is still needed. What pieces of information are missing? Where could the information be found? Who would have this information?