

# **Supplemental Guidance Notes: Urban Contexts**

For Field Testing

*Guidance for Development Programmes*

# Contents

<b>Introduction</b> .....	<b>3</b>
<b>Rationale</b> .....	<b>4</b>
<b>Part I: The Big Picture</b> .....	<b>4</b>
<b>Understanding our contribution to child well-being</b> .....	<b>4</b>
<b>Collaboration and partnering</b> .....	<b>5</b>
<b>Staffing structure and roles</b> .....	<b>6</b>
<b>Basic programme parameters</b> .....	<b>7</b>
<b>The Critical Path</b> .....	<b>13</b>
<b>God’s presence and work</b> .....	<b>13</b>
<b>Assessment</b> .....	<b>13</b>
<b>Step 1</b> .....	<b>14</b>
<b>Step 2: Who are you?</b> .....	<b>15</b>
<b>Step 3: What is already being done?</b> .....	<b>16</b>
<b>Step 4: What more can be done?</b> .....	<b>17</b>
<b>Step 5: What will we do together?</b> .....	<b>17</b>
<b>Step 6: Who will contribute what?</b> .....	<b>18</b>
<b>Step 7: How will we manage together?</b> .....	<b>18</b>
<b>Step 8: How do we transition together?</b> .....	<b>19</b>
<b>Appendix I: Entry Project</b> .....	<b>20</b>

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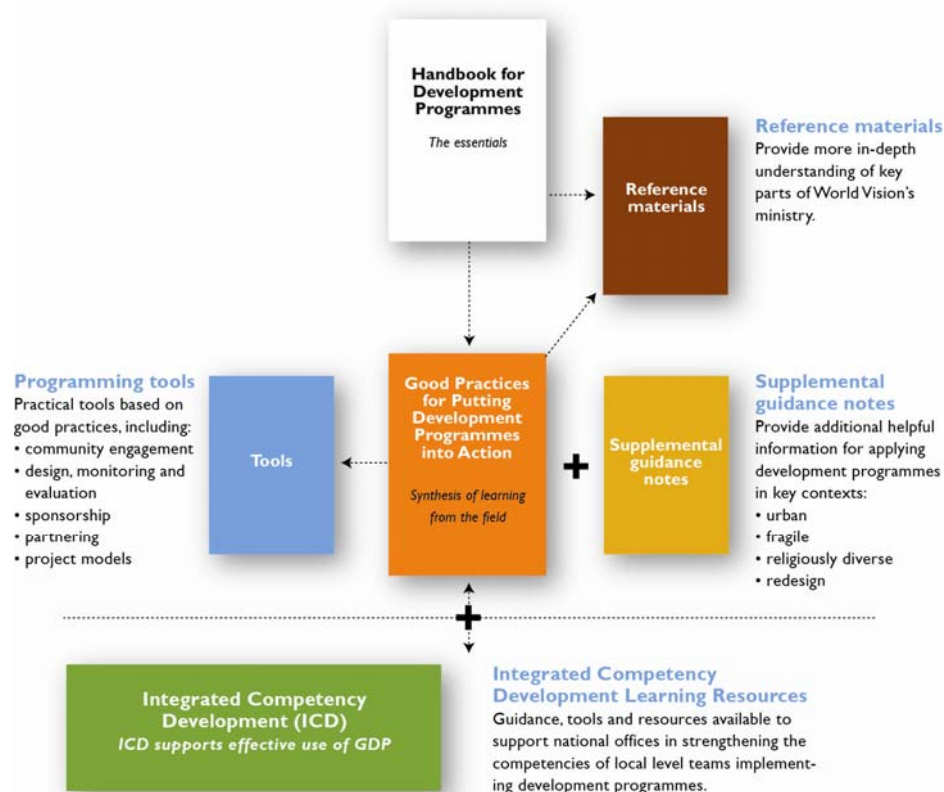
**Audience:** Urban practitioners  
**Purpose:** Step-by-step guidance on how World Vision’s Development Programme Approach (formerly IPM) can be applied in urban contexts; the ‘what’ and ‘how’ of implementing the Critical Path in an urban context.

## Introduction

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

SGNs follow the same structure as the *Good Practices for Putting Development Programmes Into Action*. Part 1 deals with the ‘bigger picture’, examining how each context is likely to impact on the four main aspects of the Development Programme Approach. Part 2 provides practical guidance on how each step of the Critical Path may need to be adapted to work effectively in the specific context. Tools can be found on the Guidance for Development Programmes site ([www.wvdevelopment.org](http://www.wvdevelopment.org)) and the Urban Learning Network site (<https://www.wvcentral.org/cop/pe/urban>)

**Figure 1: Overview of the Guidance for Development Programmes**



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

## Rationale

Urban growth is most rapid in the developing world, and the cities of the developing world have unique impacts upon children and communities. Current trends of urban population growth and poverty call for a better understanding of and response to the impacts of urbanisation on the world's poor. Currently, over one-third of World Vision programmes include an urban settlement, or are entirely located in an urban setting.

Urban contexts consist of many diverse forms of communities and also present different vulnerabilities, challenges and opportunities. All of this affects the way in which World Vision will respond and how it can effectively contribute to improving the well-being of urban children.

In urban contexts, it is often difficult to engage with urban residents during the initial phase of interaction due to factors such as:

- population density (for example, individual slums in Mumbai and Dhaka often have populations of over one million)
- high population mobility
- the lack of a sense of community due to the diverse backgrounds of urban dwellers
- the wide variety of issues that affect residents of different status (for example, 40% of the slum dwellers may have access to piped water whilst the rest do not due to their unregistered status).

It will be important to apply strategies that assist in identifying members of the community, local leaders, and other important stakeholders who can form the initial starter group to help commence World Vision's work with partners. Evidence from urban pilot projects suggests that an initial single issue-based entry project can provide an effective way of launching WV's Development Programme Approach in urban contexts.

## Part I: The Big Picture

Suggested adaptations to World Vision's Development Programme Approach in urban contexts.

### Understanding our contribution to child well-being

**Child poverty and vulnerability** – In urban areas, the informal status of children and their families is a factor which needs to be carefully assessed. If children and their families live in informal settlements, are employed in the informal sector, are unregistered, or lack citizenship or other official documents, there may be additional political implications on child poverty and vulnerability. For example, the lack of a registration card may mean that the child is not legally recognised, and therefore excluded from accessing basic health and education services.

It is also important to ensure a thorough analysis of both macro-level and micro-level issues that relate to child vulnerability. This involves analysing both the macro, city-level systems and the micro, local community issues that affect urban poverty. This analysis will increase the potential to influence the systemic causes of urban poverty and strengthen the long-term impact of a programme.

**Measuring and reporting on child well-being** – Urban contexts are often characterised by frequent change and movement of people. Urban children and families may often move locations, making it difficult to measure change in the well-being of individual children. Indicators in project

logframes should therefore not only focus on measuring change with direct project participants (such as micro-level change), but should also be designed to measure change at the macro-level (such as policy changes - for example, education policies that allow street children to access the public school system) and strengthened networks for addressing child well-being (such as committees of teachers, parents and local government representatives addressing school drop-outs).

## Collaboration and partnering

**Mobilising stakeholders** - There are often many diverse stakeholders in urban settings, resulting in a complex environment for partnering. In the city, WV is often just one amongst many other organisations, including community-based, government, private, legal or illegal groups. It is essential for urban programmes to conduct a thorough analysis of all actors to help ensure that programmes actively seek and promote opportunities for coordination and collaboration. A thorough analysis of actors will also help identify any potential risks by revealing groups with agendas which may conflict with child well-being priorities. This analysis should be updated on a regular basis to reflect emerging new groups or groups which may no longer exist.

Urban staff must think more broadly than the geographic boundaries of a programme impact area when it comes to analysing and engaging with stakeholders. Stakeholders may be located outside the geographic boundaries of a programme impact area, but could still influence the issues within the programme area. For example, a local NGO with expertise in water management may not be located or working in the target area, but could have the potential to help address water issues in the target area. A political party may not have an office in the target area, but could create tensions through community members aligned to that political party

In new urban programming contexts WV may not be known by local stakeholders. Finding entry points and building up contacts with key stakeholders could be a difficult and long process. In addition, the urban poor who depend on a cash income cannot afford to take time away from earning their daily livelihoods, so their lack of availability for community meetings is an issue. The challenges involved in bringing together urban community members may result in less patience for extended processes of discussion, and a greater urgency for action and results-oriented meetings. It may therefore prove difficult to find an initial “community” to work with, and to form a starter group around child well-being during the design phase in urban areas.

One possible solution is to conduct an *Entry Project* following the Assessment phase. The *Entry Project* would involve the following:

- Based on the principle of starting small, select a key issue as a conversation starter to find interested people and groups to jointly develop and implement a small project together
- Provide a stronger incentive for potential partners to collaborate by starting with one key issue related to child well-being rather than a broad design process
- Facilitate relationship building with key stakeholders at the target site
- Deliver quick wins for participants
- Build trust and enthusiasm to enable further engagement in the Critical Path so the full design process can take place
- Enable WV to gain a better understanding of the complexity of a particular urban area, including government plans, gap analysis and opportunities to add value and to build

Further guidance on the *Entry Project* is outlined in the **Critical Path** section below.

**Working with government** - Urban areas are where government departments are located. Political activity, the creation of public policies and delivery of services is often concentrated in cities. However, the urban poor are often excluded from public processes and systems because they are not formally registered or recognised as citizens of the area. This has significant implications on their access to services.

Municipalities<sup>1</sup> have the primary responsibility for ensuring that the rights of children become reality<sup>2</sup>. However local governments cannot function effectively in isolation. They operate within the frameworks of higher levels of government and also need to interact with civil society and the private sector to ensure that basic social needs are met. WV can have a vital advocacy role in promoting dialogue, engagement and accountability between duty bearers and communities. When WV fails to do this in urban programmes, the urban poor may remain excluded from accessing services and from influencing decisions that may have profound impact on them.

Urban staff will need to engage with various levels of government –municipalities or local authorities and city-level governments. This will mean engaging not only with the local authorities responsible for the programme impact area, but also with higher level authorities who could have an influence on the focus issues identified by the programme, such as health, connection to city water systems, etc. Multi-level government engagement in an urban area is required to influence the various levels of decision-making processes that affect WV’s target communities, and the urban poor more broadly. Given that the municipality will often be the main government unit which an ADP will engage with, it is important for urban staff to understand the role, responsibilities, and planning processes of the municipality within their country context.

## Staffing structure and roles

**Urban staff skills** - Staff in urban programmes need to invest significant time in deepening their understanding of the urban context they work in. They need to be able to work in complex and dynamic urban environments. Political astuteness; the ability of staff to advocate and engage effectively with political players, both locally and at city-level, will have a very significant impact on the effectiveness of an urban programme. While these are skills that WV increasingly require for all its programmes; these skills are essential in urban programmes. Staff trained to work with stable, cohesive rural areas may have different skills to those required in volatile, fragmented urban contexts, and so may experience significant challenges when working in urban contexts.

**Social and ethnic composition of staff** - In urban settings of social and ethnic diversity, it is important to ensure that recruitment practices encourage the appropriate representation of various groups amongst programme staff. This will help the project team to build trust and to relate better to the diverse communities it is working with, whilst also influencing community perceptions about WV.

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<sup>1</sup> This may be a different term in your context. Here, a municipality refers to a local government.

<sup>2</sup> Bartlett, et al. *Cities for Children*, 1999, Earthscan, London.

**Staffing during A and D phase** - Urban programmes require at least one dedicated staff member to be in place from the beginning of the assessment through into the design and implementation phase. Keeping the same staff into the implementation phase is particularly valuable in urban areas where knowledge of complex issues and the web of relationships are both significant factors to delivering quality programming. This is particularly important in urban contexts where there is a low level of trust and community cohesion.

**Remuneration** – Remuneration of urban programme staff should take into account the incentives required to attract and retain staff with the level of competencies required. Salaries are likely to represent a significant proportion of urban programme budgets due to the increased emphasis on advocacy, facilitation and partnering elements that are essential in urban programmes. When reviewing programme budgets and comparing human resource costs versus other field costs (for example, ministry supplies), the ratios should be critically examined and modified where necessary for urban programmes.

**Working hours** – National office HR policies need to allow for flexible working hours for urban programme staff. It is unrealistic to expect urban programme staff to maintain standard working hours as staff will often need to work evenings and weekends - depending on the availability of community members and stakeholders.

**Security** – Where relevant, national office HR policies need to include staff security procedures for urban programme staff. Safety issues related to working in the evenings and the violence and crime in urban areas need to be taken into account, so appropriate security measures and training can be put in place. It is recommended that staff work in pairs in urban programmes to address the issue of security.

**Field lessons on staffing:**

***U-STAR Project, Surabaya, Indonesia***

Recognising the difficulties in building trust and gaining acceptance from an ethnically diverse urban community, the team leader chose to involve the community in the hiring process of the Development Facilitator (DF). The involvement of the community helped them gain a greater level of ownership of the project and trust in WV, leading to a very positive relationship with the DF and easier coordination of project activities. WV Indonesia (WVIDN) and the DF gained a better understanding of the community's expectations of the role through their involvement in the interview process. They now have greater confidence in working with the community. Due to the inclusive hiring process, the head of the local authority became involved in finding the most suitable areas for the DF to work. This positioned the DF where the need was greatest and allowed him to quickly develop strong relationships with the vulnerable in the community.

## Basic programme parameters

**Levels of engagement and influence** - Every programme will have a geographic area selected as the *programme impact area*. However, advocacy activities, relationships and issue-based partnerships do not need to be restricted within a geographic boundary. Urban programme staff need to be aware of interdependencies between micro and macro issues. They should take opportunities to influence important systemic issues that affect their target communities at the local, the municipal and the metropolitan level. Urban programmes must engage with different administrative levels of government, at municipal or metropolitan level. They should identify influential and strategic power-holders and seek to engage with them as early as possible in the programme.

**Table 1. Examples of levels of engagement and influence**

<b>Level of engagement</b>	<b>Level of influence</b>
<b>City or Metropolitan area</b>	<ul style="list-style-type: none"> <li>– Metropolitan development and planning authorities</li> <li>– Utilities and service providers</li> <li>– Research institutions</li> <li>– Private corporations</li> <li>– Civil society networks and coalitions</li> </ul>
<b>Municipality<sup>3</sup></b> A defined district with a local government and administrative unit. [In WV programming context, the municipality contains a population large enough to potentially include more than one programme]	<ul style="list-style-type: none"> <li>– Municipal/council/sub-district government</li> <li>– Private enterprises</li> <li>– Local and international NGOs</li> </ul>
<b>Programme impact area</b> A target population within which a programme operates and can reasonably be expected to have an impact on child well-being.	<ul style="list-style-type: none"> <li>– Communities</li> <li>– Local officials</li> <li>– Private enterprises</li> <li>– Local NGOs</li> <li>– Local service providers</li> </ul>
<b>Primary focus areas</b> Specific themes, issues, groups or geographic areas within the programme impact area that are targeted by WV.	<ul style="list-style-type: none"> <li>– Household and individuals</li> <li>– Neighbourhoods</li> <li>– CBOs</li> <li>– Local leaders</li> <li>– Local service providers</li> <li>– Local businesses</li> </ul>

**Table 2. Sample: urban project logframe that incorporates various levels of engagement and influence**

<b>Project Goal</b>	<b>Improved safety and security of land tenure for the urban poor</b>
<b>Outcome 1</b>	Increased and improved effectiveness of dialogue between government and stakeholders on land issues for urban poor
<b>Output 1.1</b>	Civil society networks addressing land tenure security are supported
<b>Output 1.2</b>	Trust with local and city Government is established to develop dialogue on land issues
<b>Outcome 2</b>	Target communities are leading development and advocacy activities for increased land security
<b>Output 2.1</b>	Community capacity-building activities on advocacy and land security are delivered
<b>Output 2.2</b>	Participatory processes for community to organise, resource and implement actions that contribute to increased land security are facilitated
<b>Output 2.3</b>	Opportunities for community engagement in advocacy and policy dialogue with local and city Government are facilitated

<sup>3</sup> This may be a different term in your local context.



**Mobility of urban communities and primary focus areas** - The urban poor are highly mobile and likely to move residences more frequently than rural populations. This may be due to a variety of reasons such as increasing rent, better economic opportunities in another area or security concerns. Sometimes the most vulnerable people in urban contexts may also be the most mobile. Within any primary focus area in an urban context, there are likely to be individuals and families in different mobility categories – those who have lived in the area for many years (*stable*) and those who are more likely to move (*transient*).

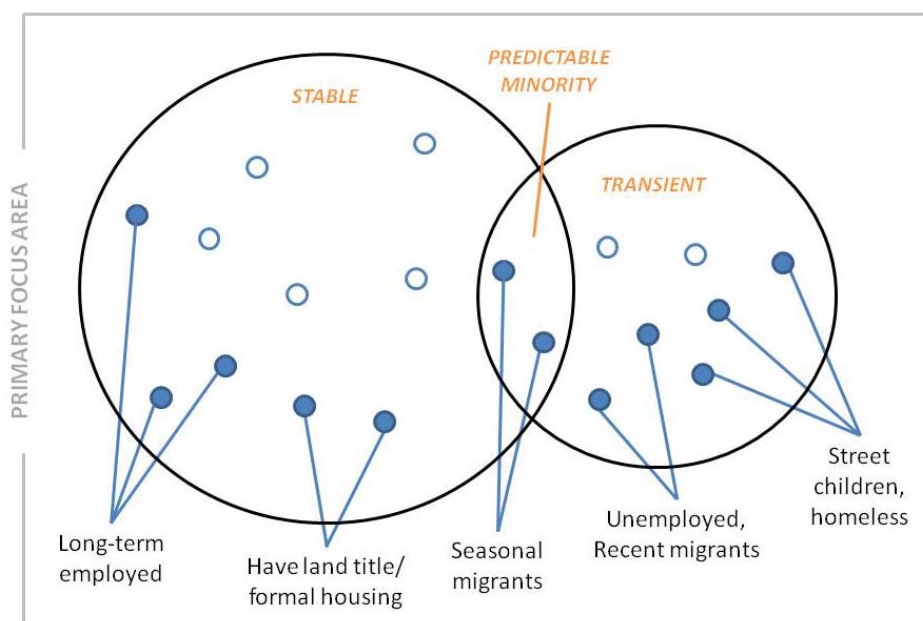
Programmes must understand the patterns of mobility and vulnerability within a primary focus area. A mix of programming approaches may be needed to respond to vulnerable groups of different mobility categories.

The categories of *stable*, *transient* and *predictable minority* should be locally defined, as they may vary between urban contexts. Table 3 gives an example of how these categories may be described.

**Table 3. Stable, transient and predictable minority urban populations**

Category	Descriptions	Programme parameters
Stable	<ul style="list-style-type: none"> <li>– Have lived in the area for many years, or for several generations</li> <li>– Unlikely to move (for child sponsorship purposes, less than 5% migration)</li> <li>– Long-term and/or regular employment</li> <li>– Established social/community connections</li> <li>– Greater degree of control or autonomy over personal circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>– Families better suited for child sponsorship</li> <li>– Focus on children and youth-as these will provide a stable core for programming and sponsorship opportunities.</li> </ul>
Transient	<ul style="list-style-type: none"> <li>– Significant human movement (for child sponsorship purposes, more than 5% migration)</li> <li>– Unpredictable economic or family situations very little or no control over circumstances</li> <li>– Homeless or squatters, orphans, street children</li> <li>– Recent migrants without local language or social connections</li> <li>– Unemployed.</li> </ul>	<ul style="list-style-type: none"> <li>– High instability</li> <li>– Longer-term child well being aspirations are displaced by shorter-term needs</li> <li>– Fundamental immediate needs – such as food, shelter, protection</li> <li>– At risk and highly vulnerable.</li> </ul>
Predictable minority	<ul style="list-style-type: none"> <li>– Some degree of economic security and control over family situation</li> <li>– Some movement or seasonal migration (predictable)</li> <li>– Renting or in short-term living arrangements</li> <li>– Temporary or short-term employed.</li> </ul>	<ul style="list-style-type: none"> <li>– Short/medium-term stability</li> <li>– Potential for sponsorship with appropriate risk management</li> <li>– Linkages with rural areas.</li> </ul>

**Figure 2. Stable and transient groups in urban contexts**

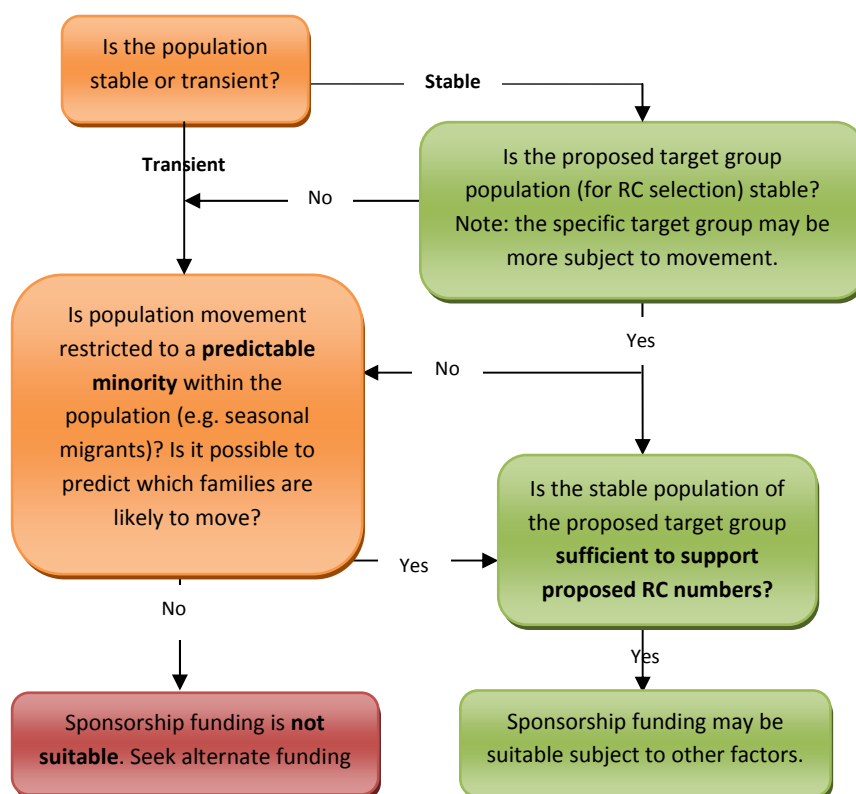


By identifying stable, transient and predictable minority groups within the urban primary focus areas, programme staff can:

- work with partners to design programmes that reach the most vulnerable
- determine if child sponsorship is feasible and sustainable in the chosen area.

**Sponsorship funding and programme design** - Registered children (RC) should be selected from the *stable* category. The flow diagram below (Figure 2) will help in deciding whether or not sponsorship is feasible (use this in conjunction with the [Sponsorship Feasibility and Risk Analysis tool](#)).

**Figure 3. Flow diagram for selecting urban registered children**



Where Child Sponsorship funding is suitable, WV's Development Programme Approach supports and enables the use of sponsorship funds to benefit registered children as well as those who are not registered. In urban areas, this means that all registered children (from the *stable* category) participate in the programme, and vulnerable children who are *transient*, can also be included and benefit from the programme even though they may not be registered.

Child Sponsorship funding can be applied to a mix of programming approaches, including responses to the most vulnerable and *transient*. Within an urban project design, one possibility would be to aim for one child well-being outcome at the project goal-level, while individual project outcomes areas target other community categories using different approaches and activities (see Table 4).

If a project design has the same outcomes and outputs for both RC and non-RC, it is helpful to separate these two groups for monitoring and evaluation purposes, to ensure that the programme intentionally includes the most vulnerable non-registered children.

**Table 4. Sample: urban project logframe addressing community segments with different mobility patterns**

Project Goal	Children and their caregivers can access essential health services
Outcome 1	Registered children and caregivers use municipal health facilities which are resourced by local government.
Output 1.1	Municipality is engaged in ensuring improved access to health services.
Output 1.2	Parents and caregivers receive relevant information on available health services.
Outcome 2	Street children access local shelter facilities for regular health check-ups and preventative treatment.
Output 2.1	Collaborative relationships between civil society and government established to improve street children's access to health services.
Output 2.2	Local shelter facilities are adequately staffed and resourced.
Output 2.3	Street children have improved information on the health and services currently available.

Targeting 'stable' RC

Most vulnerable, 'transient'

A phased and gradual increase of registered children is recommended in urban programmes given the potential challenges in building trust and mobilising stakeholders and communities. The [RC Allocation and Projection tool](#) should help with planning a phased approach to sponsorship.

**Urban context monitoring** - Cities, slums and informal settlements are typically in a state of constant change. As well as monitoring progress against defined indicators, local-level staff need to regularly observe and monitor the changes taking place in the urban context. This will ensure that staff and partners are aware of, and prepared for, changes that will affect the outcomes of the project. Staff members who are politically aware and actively keep up with city developments and news, are well suited for urban work.

An [Urban Context Reflection tool](#) has been designed to assist programme staff.

**Programme and funding flexibility** - Urban programmes need to include flexible approaches to planning due to the rapid changes and new opportunities that can emerge in the urban environment. Some ideas for implementing an adaptive approach to planning include the following:

- Developing a ‘theory of change’ for the programme that is subject to revision based on learning and the fast changing environment of the city. The theory of change represents a macro-level plan that states the areas which the programme will contribute towards, and includes what partners commit to delivering.
- A logframe which reflects tentative planning and opportunities for considering alternative activities as required.
- Anticipation of mobilising government and private resources through partnerships which may result in less financial support being required from WV over time.

Where Child Sponsorship is not feasible in an urban area due to very high levels of mobility (majority ‘transient’), other funding streams may need to be considered. Because of the difficulty in planning long-term development projects in these areas, it is recommended that funding streams be highly flexible in terms of:

- **Timeframes** – projects may need to include a combination of activities that are planned on a monthly, semi-annual and annual basis. Plans will be regularly revised and updated. As a result, changes to multi-year budgets may result. Where relevant, shorter timeframes for project budgets should be designed to allow for regular updating according to the needs of the project.
- **Application** – funds may need to be used for a variety of purposes including direct benefits and support to community members, capacity-building, hiring short-term staff or consultancies, research, data collection and more.
- **Allocation** – short-term projects in urban areas may require a small amount of budget allocated for unplanned activities to respond to emerging opportunities and support the development of partnerships. Support offices should set aside funding for such purposes and it is important that finance teams in national offices understand the rationale for this type of funding allocation.

## The Critical Path

Suggested adaptations to the *Good Practices for Putting Development Programmes Into Action* in urban contexts.

### God's presence and work

Urban areas are often multi-faith contexts due to the mix of cultures, ethnicities and identities present. Therefore, the additional guiding questions should be considered by staff.

#### Additional guiding questions

- What are the different faith groups present in this target site?
- How does this community understand spirituality and God?
- How will WV connect with these different faith groups to contribute to child well-being aspirations?

#### Adaptations to the process steps and tools

Page 11 (Sub-step 4): Programme staff may consider inviting churches or parishes to focus on prayer for the well-being of children in the community and for the partners who are contributing towards this, rather than focusing prayer on World Vision and programme staff.

**Tool:** [Reflection on Urban Challenges and Opportunities](#) - to continue to motivate staff and partners working in complex urban environments [This is yet to be developed as input into the *Learning and Discernment Resources*].

### Assessment

#### Additional guiding questions

- What civil society networks (or networks beyond the proposed programme impact area) exist within the city which are relevant to the key issues of child well-being and vulnerability in this area?
- Who are the other agencies and organisations working in this area, and what is the focus of and motivation behind their work?

#### Adaptations to the process steps and tools

Page 14 (Sub-step A.3): When analysing secondary data, it is important to question the accuracy and relevance of the data, particularly in a fast changing urban context where programmes may be working with informal residents not always included in official statistics. It is also important to identify if any future plans and projections exist for the proposed programme impact area. Future plans of government and developers can have significant impact on child vulnerability, such as the redevelopment of public land where squatters currently live.

Valuable data or research from sources such as universities, research organisations, media and local NGOs may be more readily available for urban areas than for rural areas.

Observational data and informal street conversations can be used to help validate secondary data and fill in information gaps. This can also complement information collected through key informant interviews.

**Tool:** The [Walk & Talk exercise](#) can be used to collect observations and data from informal street conversations.

Page 14 (Sub-step A.3): If no coordinating body of organisations exists within the proposed programme impact area, consider facilitating an urban stakeholders meeting. This meeting should provide established agencies and organisations with an opportunity to map the extent of current urban programming and community change initiatives. It will enable them to collectively gain a sense of the gaps in response. Early stakeholder engagement will also assist in validating the secondary data collected.

An urban stakeholders meeting may also be useful in identifying a priority issue collectively, that can be used to gather or engage with a group of interested people and organisations (*community of interest*). This priority issue should be one that impacts upon child well-being and is considered by agencies and established organisations as an issue that has community interest, but currently lacks attention or response (for example, waste management).

If WV facilitates an urban stakeholders meeting, *it is extremely important that WV manages the expectations of stakeholders*. WV needs to communicate very clearly to stakeholders that final decisions about a programme and funding commitment will only occur at the end of the design phase.

**Tool** – The [Urban Stakeholders Meeting Guidance](#) can be used to facilitate the process described above.

Page 14 (Sub-step A.3): When conducting key informant interviews, consider a cross-section of local individuals and organisations already active in community development initiatives. Include representatives of both formal and informal groups such as municipality, authorities, representatives of marginalised groups (for example, child labourers), and informal but influential groups such as informal money-lenders and middle men.

## Step 1

Proceed with Step 1 as suggested in the *Good Practices for Putting Development Programmes into Action*.

\*\*\*\*\*

### Entry Project:

**This phase is optional but is strongly recommended** if one of the four factors apply to the programme impact area:

- It is a densely populated programme impact area, where it is difficult to identify a community to start WV programming.
- It is an area where there are weak or no existing relationships between WV and local stakeholders and where WV is not known by key stakeholders, particularly local government.
- When WV has not yet gained the credibility required to begin engaging with potential starter group members- as outlined in the Critical Path. (This may be the case either in a low civil society context or in a strong civil society context.)
- It is an area where social capital is low or where it is unusual for people to organise together for social change.

The Entry Project is designed to address a single issue that affects child well-being in the target urban area. Examples of such issues could include water, health, pollution management, safety and more. The Entry Project helps in drawing together an initial, issue-based group in a densely

populated slum or urban area. It also enables linkages with issue-based NGOs and local government.

If programme staff decide that an Entry Project is appropriate, the Entry Project should be conducted after Step 1 and **before continuing with the detailed design process of the Critical Path.**

Full details of the process for establishing an Entry Project are described in **Appendix I.**

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## Step 2: Who are you?

### Additional guiding questions

- What types of communities exist in this area? (This may include communities of place, practice, resistance, culture, interest and more. See the [Urban Primer](#) for further information)

### Recommended time span

Depending on the number of key stakeholders involved in the programme impact area, and the diversity of communities within the area, a longer timeframe may be needed than the 4-6 weeks recommended.

### Adaptations to the process steps and tools

Page 25 (Sub-step 2.1): Defining primary focus areas

Staff can use additional site selection considerations for primary focus areas including:

- areas which have willing local leaders/champions to support development initiatives
- areas where there is an opportunity to contribute to ongoing work of stakeholders (for example, where there is a lack of LINGO/INGO investment, where there are clear gaps or where WV can bring technical expertise or coordination support to strengthen the existing work of others)
- areas with a low level of government funding and absence or exclusion from government development plans
- areas that have significant vulnerability to natural or man-made disasters.

If the Entry Project was implemented prior to Step 2, ensure that when WV meets with key stakeholders to select the primary focus areas, WV's identity is not primarily linked to its experience on the specific issue targeted in the previous phase. Acknowledge that there are other organisations that may have more experience and knowledge than WV, who WV can learn from and work with.

Page 26 (Sub-step 2.2): Staff can build upon the findings of the urban stakeholders workshop conducted during Assessment phase by following up with key informant interviews. As staff continue to learn about key stakeholders and any existing work contributing to child well-being in the area, they can develop a stakeholder analysis table, to help identify organisations with whom WV may explore partnering opportunities.

**Tool:** [Identifying Potential Urban Partners](#)

**Tool:** [Defining Urban Communities](#) can be used by programme staff to reflect on the different types of

communities within the primary focus area – communities which they are learning about from key stakeholders, government, and children.

If there are informal settlements or squatters in the area, programme staff should prioritise the collecting of information about government perceptions and plans regarding families and children who live in informal housing situations.

Page 29 (Sub-step 2.3): Urban starter groups should be based on existing networks, members of existing community-based groups and organisations focused on addressing particular issues identified during the assessment phase.

If the Entry Project has been used, programme staff should ensure that criteria used for identifying Starter Group members are broader than those used for the micro-project. The criteria for selecting the starter group members is particularly important, in order to ensure the appropriate representation of various authorities, vulnerable groups, and stakeholders. The criteria suggested in the Handbook provide a useful guide for consideration. It is also suggested that an urban focused social mapping tool be used at this stage, rather than at 3.2 as suggested in the Handbook.

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

#### Adaptations to the process steps and tools

Page 33 (Sub-step 3.1): Time, day and location are particularly significant factors to consider when arranging starter group meetings in an urban cash economy where people are likely to be working long hours and may not be regularly available.

When the starter group explores what child well-being means in their context, the development facilitator (DF), when appropriate, should prompt discussion on the vulnerabilities, assets and resources common in urban environments. These are included for consideration as part of the [Exploring our Context](#) and [Community Conversations](#) tools.

Another useful way to support the starter group in understanding more about urban vulnerability and child well-being in their context, is to facilitate reflection on their own observations on their urban environment and on information gained through informal conversations with community members.

**Tool:** [Walk and Talk exercise](#)

**In sponsorship programmes:** It is important for sponsorship programs to understand the mobility patterns of primary focus areas. Starter group members can be engaged in collecting indicative information that will help to inform the appropriate selection of registered children from the **stable** category. The *Mobility Mapping* tool can be used to help gather information on mobility patterns. This information will also help to inform the design of programmes which address the most vulnerable- those who maybe the most **transient**, and thus unlikely to be registered as part of a Sponsorship programme.

**Tool:** [Mobility mapping](#)



Page 35 (Sub-step 3.2): The DF may draw upon staff reflections captured using the *Defining Urban Communities* tool to help the starter group in identifying other groups to engage with during the broader community engagement process.

Starter group members can consider including the urban aspects of *Exploring our Context* and the *Walk and Talk* in their planning for the community engagement process.

## Step 4: What more can be done?

### Adaptations to the process steps and tools

Page 42 (Sub-step 4.2): **In sponsorship programmes:** In some urban communities which are fragmented, where trust and relationships may be very weak, child sponsorship may be introduced as a potential opportunity to help to develop a stronger culture of community care.

## Step 5: What will we do together?

### Adaptations to the process steps and tools

Page 51 (Sub-step 5.1): Working groups should consist not only of members who are committed to working together on a child well-being priority, but also of those who hold the power to influence action. It is critical that the relevant duty bearers are involved, as well as other key stakeholders who have influence on the child well-being priority. In contexts where it is difficult to involve relevant authorities or key influencers, the working group should prioritise the mapping of power relationships and plan an appropriate partnering strategy as part of the project approach. A clear communications strategy is also important to ensure the project is not seen to fulfil the responsibilities and replace the role of duty-bearers.

### Tool: [Urban Relationship and Influence Mapping](#)

Page 54 (Sub-step 5.2): When analysing assets and existing resources, the DF and working group should consider resources that exist outside the boundaries of the primary focus areas, but which could contribute towards the child well-being priority. These resources may be in the form of human capital and key actors, coalitions and networks, funding and more. The DF and working group should also remember to consider obstacles outside of the primary focus areas that could have a negative effect on the child well-being priority (for example, government policies and development plans of corporations).

Page 57 (Sub-step 5.3): Staff should ensure that mobile groups with particular vulnerabilities are targeted with appropriate project approaches. Staff should review the information gathered using the *Mobility Mapping* exercise and plan how the project will impact on both stable and transient populations within the primary focus areas.

Page 60 (Sub-step 5.4): When drafting a shared project plan, it can be useful to develop a 'theory of change' to help communicate the logic and the pathways required to bring change to the selected child well-being priority. This is particularly important in an urban context where there may be multiple stakeholders critical to achieving the outcomes. A theory of change will help reveal these interdependencies, such as outcomes related to the engagement between government and civil society. Depending on the types of partners, it may be useful to represent and communicate the theory of change in easily understood ways, for example using diagrams or pictures.

**Tool:** [Theory of Change Workshop Process](#)

It is important that the shared project plan reflects the time and effort required to build the relationships and partnerships that contribute towards the child well-being priority. This includes ensuring that activities that build relationships and partnerships are visible, intentional and budgeted for within a programme design. Partnering activities should be regarded as ongoing priorities within an urban programme, rather than simply assumed or seen as one-off activities. If a logframe is used, consider reflecting partnering work at the outcome level.

Given the dynamic nature of the urban environment, urban programming should also reflect that partnering relationships may also be subject to change. Partnering approaches should take into account, and prepare for, the possibility of changes in priorities, roles, budgets or capacity of partners over time.

The shared project plan should include opportunities for considering alternative activities as required, in order to adapt to unknown changes and a changing urban environment.

The selection of indicators for monitoring and evaluating the shared project should consider measuring change at different levels of micro and macro influence. For example, policy level changes, strengthened associations or community networks, quality of interconnections between working group or network members and the availability and access to information for community members.

**In sponsorship programmes** - When designing the Child Sponsorship project, ensure that the child selection criteria is informed by the data and analysis of the *Mobility mapping* exercise.

## Step 6: Who will contribute what?

### **Adaptations to the process steps and tools**

It is important that WV internal systems and processes will support a variety of partnering arrangements and will have the ability to respond to fast changing urban environments and emerging opportunities. In addition to the recommendation of establishing appropriate funding mechanisms for working with local partners, project plans and designs should include tentative planning and revision of designs when required.

## Step 7: How will we manage together?

### **Additional guiding questions**

- How is the urban context changing and what are the implications for partners and project implementation?

### **Additional outcomes**

- Relevance and quality of the programme ensured through regular context monitoring and reflection.

### **Adaptations to the process steps and tools**

WV staff and partners should conduct regular urban context monitoring and reflection to ensure ongoing learning, and so they are well informed of any changes taking place that may affect the project or programme. Project plans should be reviewed regularly with partners to make any necessary adjustments and ongoing improvements to the programme.

**Tools:** [Urban Context Monitoring](#) and [Walk and Talk](#)

Due to the complexity of the urban context, staff should continue to identify gaps in their local knowledge, and develop plans to develop their learning in these areas. The [Known Unknowns](#) tool can help with this process.

## **Step 8: How do we transition together?**

### **Additional outcomes of sustainability**

- Municipal and government decision-making processes are influenced by community participation.
- Improved government policies which impact not only on the programme impact area but also on vulnerable groups in the wider city.
- Community gain a sense of security and confidence about their ability to work together to continue improving child well-being.

**Tool:** To be developed - [Checklist of Transition Signals](#) (including indicative questions) for urban programmes.

## Appendix I: Entry Project

This phase is optional but is strongly recommended in an urban context. The Entry Project is designed to address an issue that affects child well-being in the target urban area. Examples of such issues could include; water, health, pollution management, safety and more. The Entry Project helps in drawing together an initial issue-based community in a densely populated slum or urban area. It also enables linkages with issue-based NGOs and local government.

**If programmes do not see the need for the Entry Project, they should proceed with Step 2 of the Critical Path, and use the urban guidance in the next section.**

The Entry Project is particularly recommended for areas where one or more of the following factors apply:

- It is a densely populated programme impact area, where it is difficult to identify a community to start WV programming.
- It is an area where there are weak or no existing relationships between WV and local stakeholders and where WV is not known by key stakeholders, particularly local government.
- When WV has not yet gained the credibility required to begin engaging with potential starter group members- as outlined in the Critical Path. (This may be the case either in a low civil society context or in a strong civil society context).
- It is in areas where social capital is low or where it is unusual for people to organise together for social change.

Urban programmes may launch an Entry Project as one possible way of establishing contact and facilitating relationship building with key stakeholders. In urban areas there are often numerous stakeholders, multiple communities, high population densities and difficulties regarding the time availability of potential stakeholders. Given all these factors, an Entry Project can facilitate the introduction of WV to key stakeholders and engagement with urban communities in the target site.

The Entry Project uses the principle of ‘starting small’ to build or enhance the participation and cooperation of stakeholders by selecting one specific and high priority issue relevant to child well-being. It should contribute towards strengthening local capacities to address this priority issue.

The Entry Project can help to build the conditions required for implementing the Critical Path. The Entry Project below (Figure 3) is designed to take place following programme assessment and Step 1 of the Critical Path, and before the in-depth design process recommended by WV’s Development Programme Approach.

### Outcomes

- Trust and collaborative relationships established between WV and key stakeholders, including duty bearers such as government.
- Community-based issue Identified.
- Community of interest (based around the selected issue) formed within programme impact area.

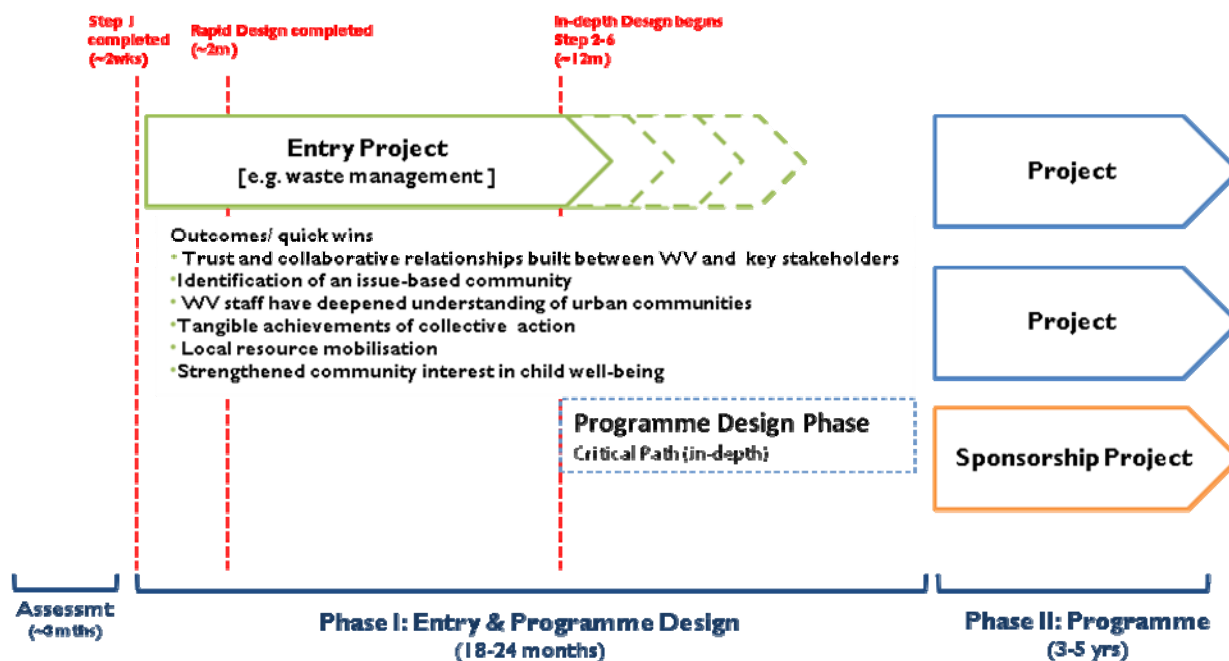
- WV staff have deepened understanding of the urban communities within the programme impact area, especially the most vulnerable.
- Collective action results in visible results, tangible achievements and positive experience
- Local resources mobilised.
- Increased community interest and capacity to address further priority issues which impact child well-being.

### Recommended time span

12 months – the Entry Project should be short enough to be a small project, and long enough to establish the outcomes mentioned above. It is recommended that the design of the micro-project should be completed with interested people and groups within the first two months. This is to ensure that the project builds on the initial momentum generated, and that implementation and subsequent results follow on soon after.

<b>Entry Project examples from the field</b>	
<p><b><i>Bolivia – Youth Engagement</i></b></p> <p>A short-term project supported by World Vision Bolivia addressed youth participation and development. The project included a range of youth-led activities, including the formation of a local stakeholders’ committee to provide youth with a forum for engaging with local government and other organisations.</p> <p>Youth were also trained to be facilitators – they used a ‘walk and talk’ method in the community which was led by a youth ‘brigade’. This enabled staff and volunteers to see new priorities and expectations in the community.</p> <p>Finally, the youth created their own social group, with its own agenda and identity. Youth group activities included a local football championship to help children get to know each other, and the publication of a newsletter to communicate with the rest of the community.</p> <p>The youth participation and development activities built the foundation for a robust assessment and design process. The youth initiatives were eventually mainstreamed across three ADP projects.</p>	<p><b><i>Bangladesh, Dhaka – Pollution Mitigation</i></b></p> <p>In this urban ADP, a short-term project focused on improving environmental conditions through pollution mitigation. The project was started in partnership with the local government and included the provision of energy saving light bulbs, garbage management vehicles, gloves and dustbin distributions.</p> <p>A key component of this project is networking and collaboration with other stakeholders, by forming ward and union level committees and supporting the ‘pressure groups’ made up of community, local leaders and civil society.</p> <p>This short-term project will be integrated in to the ongoing health project.</p>

Figure 3. Entry Project and possible timing



### Suggested process and tools

**Selection of priority issue** - The urban stakeholders meeting held during the Assessment Step should help the programming team gain awareness of appropriate priority issues. The selected issue can then be used to gather together interested people and groups (for forming a community of interest see the [Urban Primer](#)) to act together or to engage with a community of interest where this already exists.

**Engaging with stakeholders** - Where there is a low level of social capital and capacity for community organising, the selected issue is used to gather and **mobilise** interested stakeholders, duty-bearers and community members.

Where there may be a higher degree of social capital and existing groups or networks, it may be possible to **catalyse** interested stakeholders and duty-bearers to address the priority issue. Alternatively if there are existing initiatives within the programme impact area already addressing the priority issue selected, it may be possible to **join, strengthen and support** these partnerships.

The selected issue is used as a focus for implementing a compressed version of the Critical Path to design a small project. Where possible, WV should build on existing community relationships established by other organisations, requesting organisations with credible experience to facilitate introductions to relevant community representatives in the programme impact area. This can be helpful in identifying initial community members who might form a working group to address the selected issue.

Optional guiding questions and the tools provided below may be used to facilitate or support community action around a selected issue.

- **Step 1: Who are we?** Building on Step 1, WV develops its communication plan by articulating its concern about how the selected issue impacts upon child well-being, any previous organisational experience in addressing this issue, and any communication messages required to manage community expectations.
- **Step 2: Who are you?** Which stakeholders are already involved with addressing this selected issue? How does the issue affect children and who are the most vulnerable? Which areas are most affected by this issue and should be considered target areas for a micro-project? Who are the main influencers of this issue and what kind of relationships already exist? Who is interested in this issue? Who should be involved in a working group to mobilise others in the community to collectively address this issue?

**Tool:** The [Urban Coalitions Guide](#) may be useful in helping to explore existing relationships between the various stakeholders influencing the selected issue.

**Tool:** [Identifying Potential Urban Partners](#) may be useful in identifying appropriate organisations/groups with a potential interest in involvement in a working group.

**Tool:** The [Urban Relationships and Influence Mapping](#) tool can be used to guide discussion on the levels of power and strength of connections between stakeholders influencing the issue.

- **Step 3: What is already being done?** What has previously been done or is currently being done to address this issue? How can WV build on this? How can the working group promote more active community engagement and contribution towards addressing this issue?
- **Steps 4-7: What more can be done? What will we do together? Who will contribute what? How do we manage together?** What existing local resources and networks can be mobilised to respond to this issue? What approach will the micro-project take to address the root causes of the issue? Are there conflicting approaches in addressing the issue? How will community groups, members and agencies work together in response? What risks need to be managed (consider the types of groups and the number of people involved in the response)? How can WV staff monitor the response, learn and continue to improve the way WV addresses this issue?
- **Step 8: How do we transition together from the small project to a broader programme?** How will progress made on the issue be maintained? Are there sufficient local resources and adequate systems in place? Is there a need for scale up of the response in other areas or is the community ready to address other priority issues related to child well-being? How will the Entry Project lead into the more detailed design process of the Critical Path? How will the Critical Path build on the achievements of the entry project?

### **Building on the Entry Project and moving into the next phase**

When the outcomes of the Entry Project have been achieved, urban programmes may consider proceeding with Steps 1-8 of the Critical Path, and engaging with the community in a broader discussion about child well-being and a programme design phase.

The Entry Project could be extended to continue through the programme design phase. This depends on its impact upon stakeholder engagement, and the future resources available. This is an option that may be considered by the programme staff and negotiated with the support office.