



Help a  
CHILD



# CCCD Manual

**For partner organizations**

December 2021

# CCCD Manual

For Partner Organizations

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All annexes, such as templates, guidelines and manual can be found on our [partner portal](#).



# Introduction

## Dear partner,

In this manual we take you through the ins and outs of our Child Centered Community Development (CCCD) program: its aim, the philosophy behind it, and our ambition to improve the wellbeing of children, youngsters, their parents and caregivers, as well as their community. On the practical side, we share our requirements for preparing, designing and implementing a well equipped CCCD project. Much attention is given to the phasing of the CCCD project. In our phasing roadmap, you can read more about objectives and milestones per phase in order to guide various community groups from vulnerability to resilience. We will refer to all necessary templates and in-depth guidelines, that are stored on our [Howto partner portal](#).

This CCCD manual links to the Community Ambassador Model (CAM) Manual, describing all requirements for setting up and implementing our private sponsorship model.

### Structure of this document

This CCCD manual, so far, is divided in three parts. The first part (**Chapter 1**) is about Help a Child and gives you the opportunity to learn more about the organization behind CCCD, its corporate story, identity, mission and vision.

The second part is about the 'WHY' of the Child Centered Community Development Program. **Chapter 2** explains the aim and the theory of change. **Chapter 3** highlights important key principles of the CCCD program. **Chapter 4** is about Help a Child's expertise areas 'Early Childhood Development' and 'Youth & Work' and how these expertise areas relate to other thematic areas in the program. **Chapter 5** glimpses into upcoming trends and developments within the CCCD program. **Chapter 6** is about the funding of CCCD projects.

The third part of this manual is focused on the phasing of the CCCD project. First, in **Chapter 7**, we give you an overview of the different phases of a CCCD project. **Chapter 8** is about how to prepare a CCCD project and describes all requirements for a good area selection. **Chapter 9** is about the Community Challenge, where community mobilization and participatory project design takes place. In **Chapter 10**, all other phases, from 'Getting



started' to 'Phase out', are described. **Chapter 11** gives detailed information about our monitoring and evaluation, accountability and learning processes and requirements. In **Chapter 12**, the same is done for communication and reporting.

If you have any questions based upon this program manual, please contact our Help a Child country staff. If needed, they will forward your question or suggestion to the CCCD development team.

We hope that you enjoy reading this manual and that it will equip you with the right information to prepare and implement the CCCD project within the targeted communities. We are looking forward to work together with you and to expand our joint mission to improve the wellbeing of children in need, their families and communities!

All the best,

The CCCD Support team



**Part I**  
**About Help a Child**

# Chapter 1 Our corporate identity

## 1.1 Help a Child in short

Help a Child (in Dutch: Red een Kind) is a Christian, international relief and development organization, founded in 1968 in the Netherlands. Help a Child provides a future for children in need, their family and their entire community. By empowering vulnerable communities, we help them to change their own living conditions and opportunities in a sustainable way. Help a Child works in areas with a high incidence of poverty or in places where children and families are extra vulnerable due to disasters or (imminent) conflicts. We work with international and local partners.

Help a Child works across India, Kenya, Malawi, Burundi, Rwanda, DRC, Uganda, Somalia, and South Sudan. In cooperation with knowledge organizations, capital funds and institutional donors like DFID, Ministry of Foreign Affairs of the Netherlands, and EU, Help a Child develops quality and innovating programs for development as well as humanitarian aid contexts. Help a Child is supported by a broad constituency of individual sponsors, churches, foundations, companies and schools.

## 1.2 Our mission

Help a Child provides a future for children in need, their family, and their entire community.

## 1.3 Our vision

As a Christian non-profit organization Help a Child wants every child – regardless of their social, political, religious, ethnic or economic background – to have a life in dignity, with love and with a promising future.

## 1.4 Our Christian identity

Help a Child supports children and families in need, because we follow Jesus Christ, who showed us God's love for mankind. The Bible teaches us to pass on God's love, to be merciful, to bring justice, to reconcile and to be good stewards. These Christian principles inspire us to give our best in all circumstances.

## 1.5 Our corporate values

Our corporate values are:

*We value every child*

We believe that every child is a unique gift from God, made in His image. We include all children, no matter their background, religion or abilities.



*We empower people*

We encourage children, youth, and adults to use their God-given abilities. We strengthen community structures and mobilize local resources.

*We are faithful*

We are trustworthy and accountable to the ones we support and the ones supporting us. We use our resources wisely, effectively, and efficiently.

*We embrace partnership*

We work with others based on equality and respect. We are loyal and honest and expect the same from our partners.

*We learn and adjust*

We are open-minded and eager to learn. We appreciate feedback and we learn from our mistakes.

**1.6 Our history**

After receiving a telegram from India, titled 'Orphans starving' in 1966, Mr. Hans Rookmaaker and his wife, Mrs. Anky Rookmaaker-Huitker, decided to raise awareness about the difficult situation of children in India. They published an article in the Dutch magazine 'Opbouw'. The response was overwhelming, and a lot of donations followed. This resulted in the establishment of Red een Kind (Help a Child in Dutch), on 28 March, 1968.

In the first decades of its existence, Help a Child supported various children's homes in India. This was done through a sponsorship model by which individual CCCD supporters gave a monthly contribution to an individual child in one of the homes. As the constituency of Red een Kind kept growing, involving many churches, schools, companies and private CCCD supporters, the support of Help a Child expanded to Kenya and other countries as well. Due to various developments and lessons learned, Help a Child understood that it should change its approach from individual and residence-based care to child centered community development. This was the start of the Child Centered Community Development Program in 2010, developed by Help a Child with support of various implementing partners. The first edition of this program was carried out in Bugesera, Rwanda, and many other CCCD projects followed.

In 2018, on the 50th jubilee of Help a Child, an independent synthesis evaluation was carried out to reflect on the results and impact of the CCCD program<sup>1</sup>. This report showed that CCCD projects contribute to the development of social resilience, social capital and empowerment of groups of people, even at region and/or district level. To further improve the impact of the CCCD program' a few recommendations were given as well, such as to 'make sustainability a leading concept from the start' and to 'guide partners in a clear

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<sup>1</sup> Wouter Rijneveldt, *When Social Capital Pays off*. See <https://www.helpachild.org/our-results/track-record/community-empowerment/>.

phasing of the project'. These and other recommendations have been taken along in this updated version of the program manual.

### 1.7 Our logo

Our logo stands for thousands of children who's lives have been changed and on the other hand, represents the many individuals and organizations who support our mission.

The red icon represents Help a Child's **vision**: A playful childhood and a bright future for every child.

The handwritten words 'Help a' in our logo refer to the alarming letter sent from India, which meant the **start** of Help a Child in 1968.



Children are at the **center** of Help a Child. This is why 'CHILD' is in capitals.

### 1.8 Our private supporters

Linking our programs for children in need to private CCCD supporters has been a key activity of Help a Child from the very first start of the organization in 1968. Help a Child has a large constituency, consisting of individuals, families, schools, churches, and companies, who warmly support our projects, in particular our CCCD program through the Community Ambassador Model (CAM). In our CAM Manual, you find all information needed to set up a community ambassador model for your CCCD project. In this manual you can also find examples of private supporters, telling about their motivation to support the CCCD program.

## **Part II**

# **Our Child Centered Community Development (CCCD) Program**



# Chapter 2 The why and the what of CCCD

## **A bright future for every child**

The goal of Help a Child is for all children to have a life in dignity, with love and with a promising future. Although many improvements have been made over the last years in the wellbeing of children, [Unicef data reports](#) show there is still a long way to go, for example in terms of education for all, food security and access to medical care and other public services. The underlying question beneath each CCCD project, funded by Help a Child, therefore is: how does this project contribute to the sustainable improvement of child wellbeing? Our Theory of Change (see next page) shows our rationale behind the CCCD program. That is why we will start this part with a summary of our Theory of Change.

## 2.1 Theory of Change



The Theory of Change shows Help a Child’s step-by-step logic behind our ultimate goal: to make sure that children can have a life in dignity, with love and with a promising future.

### *Step 1: Overall objective*



Our Theory of Change starts in the center with the above mentioned overall objective: to improve the wellbeing of children in need, enabling them to live their lives in dignity and to the fullest. Children and youth are literally at the center of our program!

*Step 2: Holistic Child Development*



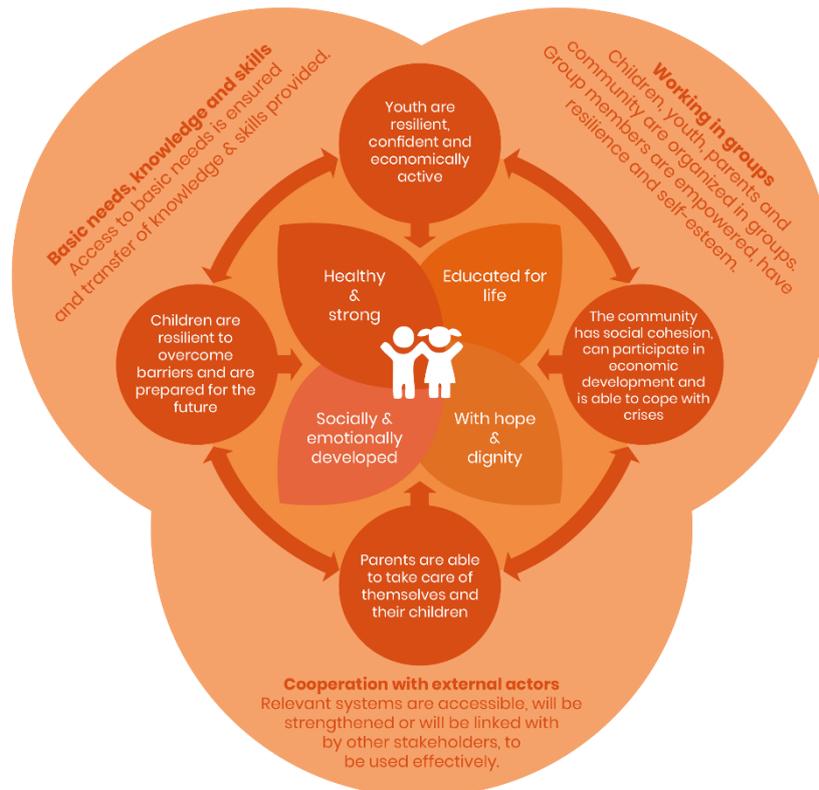
Help a Child has a vision for holistic child development. It means that we take in regard all four dimensions of child wellbeing: physically, mentally, emotionally and spiritually. These dimensions are interrelated in many ways and affect each other.

*Step 3: Anticipated results*



There are four anticipated results that contribute to the improvement of holistic child wellbeing: one about children themselves, one about youth, one about parents and one about the surrounding communities.

### Step 4: Main strategies



Help a Child uses three main strategies to contribute to the envisioned impact: we set up and facilitate groups, we arrange access to basic needs and transfer of knowledge and skills, and we partner with external actors (such as governmental offices, service providers, churches and faith-based organization, companies etc.) as much as possible.

An elaborate explanation of our Theory of Change can be found [here](#).

## 2.2 Target groups and target areas of the CCCD program

In selected countries, Help a Child wants to reach the poorest children and their families. Selection of the poorest areas in each country, therefore, is an initial step to focus on this specific group (read more about area selection in Chapter 8).

Selecting the poorest areas though does not automatically mean that the poorest groups are indeed reached and impacted. The Community Challenge Phase of a CCCD project is specifically designed to mobilize all stakeholder groups in a community, including poorest of the poor and other vulnerable groups (also see paragraph 3.7.1 and Chapter 9).

Rural areas continue to be the areas with the lowest rates of access to services. This is the main reason for Help a Child to focus on vulnerable children and families in rural areas.

Farm visioning, diversification of economic activities, link to markets and job opportunities and entrepreneurship for youth are important topics in our CCCD program.

### **2.3 Sustainable impact**

It is our ambition to improve wellbeing of children in need *in a sustainable way*. We believe that a child centered community project of Help a Child is sustainable when the community is able to continuously provide for the needs of children after phase-out of the project. And even more: that the community proves to be successful in addressing the root causes of poverty and barriers for child wellbeing and child development. This means that:

- the community has a strong social cohesion and self-esteem;
- community structures should function well and are able to refresh themselves and adapt to change;
- the community and its members are able to continuously develop and adapt their knowledge, skills and practices to a changing context;
- the community as a whole and its individual members contribute to community transformation and child-wellbeing;
- community members know how to produce food in a responsible way and how to take care for the environment;
- the community is able to build a relationship with external actors and to advocate for its needs;
- the community is resilient, able to overcome setbacks and prepared for disasters.

We describe four points of attention for what partners can do to include them in their CCCD project:

1. To give attention to the process side (the 'slow' way) instead of the outcome side (the 'fast' way).
2. To make use of special coaching and facilitating skills, being aware that throughout the project, the roles of the project participants is shifting: from depending to being more and more in the driver's seat.
3. To keep in mind that financial sustainability should be the starting point from the very beginning of the project planning.
4. To be aware of the various phases of the project and to inform all stakeholders about that. In part III (Chapter 7-10) we will work out these attention points in detail.

### **2.4 CCCD and our corporate values**

To make sustainable impact with our CCCD project, it is very important that stakeholders at all levels understand and endorse the philosophy behind this approach. This philosophy is closely related to the corporate values of Help a Child. Therefore, let us repeat the corporate values here, translating these into starting points for our CCCD approach:



### **We value every child**

We believe that every child is a unique gift from God, made in His image. We include all children, no matter their background, religion or abilities.

For CCCD projects this means that:

- we see the improvement of the wellbeing of children as the ultimate goal of our projects and in the end, all activities should contribute to this ambition;
- we advocate for the rights and wellbeing of all children, no matter their background;
- we make effort to include children with a disability in project activities as well as in our Child Ambassador Model;
- where possible, we involve children in decision making, monitoring and evaluation of the project activities and results;
- Help a Child and its partners will do what is in their power to protect and safeguard children in and through the project, following the Help a Child Code of Conduct and Child Safeguarding Policy as part of our Integrity Policy.<sup>2</sup>

### **We empower people**

We encourage children, youth, and adults to use their God-given abilities. We strengthen community structures and mobilize local resources.

For CCCD projects this means that, according to the Asset Based Community Development methodology,<sup>3</sup>:

- we consider every person to have unique gifts and skills that can and should contribute to personal and community development;
- We enhance the ability of the poorest and most vulnerable people to join the development process.
- we take time to build the social cohesion of the community;
- we listen to ideas rather than giving the solution ourselves;
- we approach and activate community members as being actors instead of recipients or beneficiaries;
- we invite people to share their feedback and complaints.

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<sup>2</sup> <https://www.helpachild.org/explore-help-a-child/standards-and-quality-management/>

<sup>3</sup> [https://en.wikipedia.org/wiki/Asset-based\\_community\\_development](https://en.wikipedia.org/wiki/Asset-based_community_development)



### **We are faithful**

We are trustworthy and accountable to the ones we support and the ones supporting us. We use our resources wisely, effectively, and efficiently.

For CCCD projects this means that:

- we are transparent and approachable;
- we inform the community well about our way of working, the phasing of the project, the roles of various stakeholders and how they are interrelated;
- Help a Child and its partners adhere to the Help a Child Anti-Fraud and Corruption Policy as part of our Integrity Policy<sup>4</sup>;
- implementing partners deliver quality reports as well as quality administration and communication related to the Child (or Family) Ambassador Model, while Help a Child is dedicated to support its partners through clear and realistic requirements, assessment, capacity building, process support, and coordination.

### **We embrace partnership**

We work with others based on equality and respect. We are loyal and honest and expect the same from our partners.

For CCCD projects this means that:

- we listen to feedback and take time to understand each other;
- Help a Child facilitates capacity building for partner organizations and their field staff;
- Implementing partners inform Help a Child in case requirements are not clear or cannot be met;
- we insert regular feedback and consultation meetings as well as programmatic and organizational audits to evaluate our partnership and quality of cooperation, as well as to make clear what kind of partner support is needed;
- Wherever possible, we involve and link to external actors, such as government and private companies, in our project design and interventions.

### **We learn and adjust**

We are open-minded and eager to learn. We appreciate feedback and we learn from our mistakes.

For CCCD projects this means that:

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<sup>4</sup> <https://www.helpachild.org/explore-help-a-child/standards-and-quality-management/>

- Help a Child is happy to receive feedback from partners as an opportunity to learn and adjust our way of working.
- We set up and fully support an effective community-based feedback and complaints mechanism to take along the feedback of our project participants in our programming.
- We monitor and evaluate our project results through bi-annual monitoring, as well as midterm and end term evaluations according to our Project Monitoring, Evaluation, Accountability and Learning (PMEAL) framework.
- Help a Child encourages and supports problem-based innovation to make our program more effective and efficient.



# Chapter 3 Key principles

CCCD is a holistic child centered community development program, which means that any CCCD project should primarily focus on the wellbeing of children. The children should benefit through the care of their parents and their community. This includes education, health services, and care for the social and emotional development of children provided either at home or in the community.

Many key principles are embedded in the programmatic approach. We want to make sure that Help a Child and its partners talk about the same thing when referring to these issues. Below, we shortly point out Help a Child's vision on a number of key principles.

## 3.1 Child-centered

First and foremost, CCCD is a child-centered program, meaning that children and their wellbeing are the heart of our attention and that CCCD is primarily focused on impacting the wellbeing of children.

Child wellbeing can be defined as the realization of children's rights and the opportunity for every child to have a life in dignity, with love and with a promising future.

Important components of our child-centered program are to create an enabling environment for holistic child development (see 3.2), child protection (see 3.3) and child participation (see 3.6).

## 3.2 Child development

With child development, Help a Child refers to the biological, psychological, emotional, and spiritual changes that occur in human beings between birth and the end of adolescence, as the child grows from dependency to increasing autonomy.

### *3.2.1 Holistic Child Development*

In order for a child to grow into a mature and responsible individual, the development of different domains is important: physical, cognitive or mental, social and emotional, and spiritual. It is through a combined and balanced development of these four domains that a child comes to full development. These four interrelated domains of child development are reflected in Help a Child's Theory of Change (see 2.1).

### *3.2.2. Child development stages*

There are different stages in child development. Usually, three child development stages are distinguished: early childhood, childhood, and adolescence. In our CCCD, we use the following division:



Child development stage	Age
Early childhood	0-7
Childhood	8-15
Youth	16-25 (or till youngsters are married or become parents themselves)
Young parents	As early as youngsters become a parent

In each of these stages, children and youngsters must acquire specific skills and competences, within all four development domains. At the same time, children should fully benefit through the care of their parents and the community. This entails education, health services and activities to encourage social and emotional development. Sustainable development is needed for all the children in the age of 0-18 year. The precise definition of developments stages changes from context to context. Bottomline, the CCCD program seeks to ensure that all children in all ages obtain sustainable child-wellbeing, although based on project assessment, it is possible that some of the age groups require more attention than others because of certain gaps in care or services.

### *3.2.3 Children's groups*

One of the elements of the CCCD program are the children's groups. These groups exist of 10 to 20 children in the age of 8-15 and meet regularly (often once a week), together with a facilitator. Within these groups, children enjoy their time together by play and learning life skills. Besides, these children become aware and learn to lobby for their rights. Partners are free to use their own methodology for these groups. Help a Child has developed some modules for children's groups as well.

### *3.2.4 Measuring child wellbeing: Child Status Index*

Help a Child uses the Child Status Index as the tool to measure (the increase of) child wellbeing in the CCCD communities. See chapter 11 on Monitoring and Evaluation to find a more elaborate description of how this tool is used to monitor CCCD projects.

## **3.3 Child protection**

Help a Child refers to Child Protection as the prevention and response to abuse, neglect, exploitation and violence against children (source: Alliance for Child Protection in Humanitarian Settings).

Within CCCD projects, this can be done in many ways: from setting up and/or strengthening child protection committees and child rights clubs to supporting communities, to develop child protection (by)laws to link communities to government bodies involved in child protection, and many other forms, such as making communities and their leaders aware of cultural or traditional behavior that affects the wellbeing of children.

## **3.4 Community empowerment**

Help a Child wants communities and all its members to be in the driver seat for their own development process. We want to make sure that all project participants, in and through the groups they are involved in, are organized, that networks are formed, are cooperative and support each other and – ultimately – are influential.



It also means that community members, including the most vulnerable ones, are involved in the project design from the very first start (also see paragraph 3.5 about community mobilization and paragraph 3.7 about inclusion).

An important element of community empowerment is independency. Therefore, giving hand-outs in CCCD projects is limited to exceptional situations. For more information, see our [Guidelines on the use of hand-outs](#).

### *3.4.1 Social-economic development of households*

Poverty hinders people's access to resources and basic services such as education and health facilities. Poverty is also an important barrier for social, economic and political participation. An important focus within the CCCD program, therefore, is to boost the social and economic resilience of poor and vulnerable households.

A synthesis evaluation of the CCCD program in 2018 showed that a strong social cohesion in a community is an important condition for economic development. This relates to aspects such as self-confidence, cooperation, solidarity, conflict-resolution, linking and networking, and lobby and advocacy. Among other community groups and structures, Self-Help Groups and Cluster Level Associations play a key role in the strengthening of these aspects, while paying attention to economic resilience of vulnerable households at the same time.

### *3.4.2 Self-Help Groups (SHGs)*

The Self-Help Group (SHG) approach is a method to reduce poverty and give people access to loans and training. Help a Child embraces this approach as it empowers people to become self-reliant and it enables the parents to better provide in the basic needs of the children. Households are organized in groups, where they meet on a regular basis. Groups can be formed based on the groups of the Parenting Challenge during the Community Challenge. See for more information section 9.5. After the Community Challenge, the SHGs can form the basis for the PIP groups. Each SHG has around fifteen to twenty members. The members keep a group saving, through which individual members can access a loan, for example to set up income generating activities or to support family members. After an agreed period, the loan is paid back, and other members can take out a loan on their turn. Over time, the group's capital becomes larger. Gradually, SHG members are encouraged to take loans for investing in business rather than consuming.

Besides the economic aspect, Self-Help Groups are a very helpful structure for skills training and strengthening social cohesion. Self-Help Group members can discuss all kinds of (social) issues and challenges in (family) life and the wider community. Self-Help Groups are also linked with government services and market opportunities. Through the groups, members are made aware of child rights (such as proper health care, access to education, and protection) and learn to lobby for these rights.

Well-functioning and mature SHGs start to look beyond the needs of their own group members and should become role models for other community members.

To make Self-Help Groups work, they need to meet certain criteria, for example:



- The group must meet frequently.
- All members do attend and are committed.
- The group should save and loan (saving without loaning slows down the development process).
- The SHG is guided and trained by a Community Facilitator, who is trained by the implementing partner.

These and other guidelines can be found in the [Self-Help Group Manual](#), developed by [Kindernothilfe](#).

### *3.4.3 Cluster Level Associations (CLAs)*

As SHGs become mature, a Cluster Level Association (CLA) is formed out of eight to ten SHGs; each Self-Help Group delivers one or two representatives. The CLA does not participate in any saving or lending activities but initiates and coordinates development activities at community level. A CLA supports and strengthens SHGs and continues forming new SHGs after phase-out of the project. Therefore, mature SHGs need to be aware of the issues that are happening in the community and report those issues to the CLA. The CLA at higher level combines this information and informs the Federation/CBO. The CLAs are empowered in their ability to lobby for access to services by the implementing partner. During the end of the project, Federations or CBOs (see next paragraph) will take their role in capacity strengthening of CLAs.

### *3.4.4 Federations or Civil Based Organizations (CBOs)*

CLAs too, unite themselves after they are mature and form a Federation or Civil Based Organization (CBO). The role of a Federation or CBO is to make the voices of their communities heard at high(er) political and social levels.

### *3.4.5 Networking and lobby*

From the start of the project, community development processes need to be implemented in collaboration with local government institutions, service providers, civil society groups, business and market actors, community leaders, church leaders and existing committees and structures. The aim of this collaboration is to respect and involve key stakeholders, to be transparent, to create support for (future) action plans and to strengthen the capacity of these stakeholders to deliver their part in the improvement of child wellbeing. Crucial for the wellbeing of children is the access to and provision of public services. The main public services (including education, health care, water & sanitation, electricity, agricultural extension, and markets) are to be available to most (if not all) people. Public services need to be provided by the government or arranged in partnership with corporate players. In some cases, also children/youth are involved in lobby (for example children clubs in India) for the provision of services and necessary infrastructures.

SGHs, CLAs and eventually CBOs or Federations can play a very important role in sustainable social-economic development of households, communities and whole areas. A crucial condition is that these structures are well introduced. The opposite is also true:

incomprehension of these structures hampers development. Therefore, all involved stakeholders must understand the approach, the purpose and the conditions of SHGs and CLAs from the start of the project.

More information can be found in the [Self Help Group Manual of Kindernoithilfe](#).

### *3.4.6 Measuring community empowerment*

Help a Child uses the Community Empowerment Scorecard to measure (the increase of) community empowerment within CCCD communities. In Chapter 11 on Monitoring and Evaluation, you can read more information about the use of this scorecard.

## **3.5 Community mobilization**

When a problem or challenge impacts an entire community, addressing it requires the whole community as well. With community mobilization, we mean the process of bringing together various stakeholder groups to discuss challenges and opportunities in their community and to design and implement their community action plan(s.) The Community Challenge phase at the very start of a CCCD project (see Chapter 9) has a very strong focus on community mobilization. This statement, made at the start of the project, needs to resound in all other project phases as well. In the CCCD project design phase, several processes and guidelines are embedded to make sure that stakeholder groups meet each other during various stages of the project to review and renew their action plans (also see chapter 11 on Monitoring, Evaluation, Accountability and Learning).

### *3.5.1 The role of community facilitators*

To enhance local capacity and ownership, the involvement of community facilitators is very important. Community facilitators are community members, selected by the community itself, who assist in community mobilization and participative activities on a voluntary basis. We distinguish two different types of facilitators: group facilitators and CAM facilitators.

Group facilitators work together with staff on the establishment and empowerment of community groups such as Self-Help Groups (SHGs), Cluster Level Associations (CLA), youth groups or parenting groups.

CAM facilitators are in contact with the child and/or family ambassadors in a community to motivate, monitor and assist them in their correspondence with sponsors (also see [CAM Manual](#)).

In paragraph 8.4, you can read more about selection and training of community facilitators.

## **3.6 Participation**

Participation is key for community empowerment and a requirement for effectiveness and ownership. Because the CCCD project concerns the children and other community members, they need to be proactively involved and consulted regarding the content of the project. This is why the use of participatory tools is promoted.

### *3.6.1 Participatory tools*

In the 'Participatory Toolbox', Help a Child has brought together tools that have been developed to facilitate participation, or to bridge communication and literacy gaps, using drawings and diagrams. Implementing partners are free to use other participatory tools. If you come across any tools not mentioned in the participatory toolbox, we are happy to add them!

### *3.6.2 Child participation*

Child participation means that children are active participants in the project and are consulted in the design and monitoring of the project. It is therefore necessary that the facilitators know how to use participatory tools with children. A few key principles to be applied are:

- Consider protection issues when deciding on the time and location of the activity
- Inform parents, caregivers and/or authorities about your plans to work with children on a certain topic.
- Ideally, have the facilitators work in pairs with the children (at least one of them can be a parent).
- Establish boundaries and good practices before working with the children (for the facilitators and for the children).
- Apply genuine participation (full freedom to participate and allow children to voice their opinion).

Various toolsheets that are used for the Community Challenge include tips on how to involve children and make sessions child friendly.

## **3.7 Inclusion**

Help a Child aims for inclusive programming. This means that barriers need to be removed for vulnerable groups, like the poorest of the poor, women, people with disabilities, elderly people, and so on. These people should benefit from the project results like all other community members, and they need to be able to participate in plan making, monitoring, and project activities.

### *3.7.1 Poorest of the poor*

The poorest members of a community are often not visible, neglected and ignored, because they lack skills, knowledge and influence in the community. It is therefore important that from the beginning of a project, the poorest of the poor are identified and that they are given the opportunity to participate in the project activities. Involving the poorest of the poor in the project design and taking along their interest in the community action plan(s) is part of the Community Challenge, see chapter 9 about the Community Challenge.



### *3.7.2 Gender mainstreaming*

Within the CCCD project, we strive for gender equality: women and men, girls and boys should all enjoy the same rights, opportunities and protections. At the same time, it should be recognized that women and men have different needs. These needs must be identified and addressed, Help a Child encourages men and women to work together where possible, stimulates equal participation in its projects and strives for gender equality and gender equity. To assess and address specific gender-related needs, we do collect gender- and age disaggregated data. For more information, see Chapter 11 on Monitoring, Evaluation, Accountability and Learning.

### *3.7.3. Disability inclusion*

People with a disability belong to one of the most vulnerable groups in a community. The impact of discrimination against children with a disability can deny them access to education and health care, opportunities for play and family life, an adequate standard of living and the right to be heard. Beside this, children with a disability encounter a higher vulnerability to physical and sexual abuse and neglect. Help a Child has developed guidelines for Disability Inclusive Development. It is important that specific expertise within the implementing partner organization on disability inclusion is ensured. One of the possibilities is to link with an expertise organization to train staff and support them in inclusive project planning. After this training it might be good to appoint a focal person in the team for disability inclusion to make sure the expertise is embedded in the organization.

Within CCCD projects, children with a disability can also be selected as Child Ambassadors through the CAM Plus sponsor model. The model covers the extra costs of the inclusion of children with disabilities, for example for teacher training, awareness raising activities, networking and in some cases the costs for adaptive aids. More information about our Child Ambassador Model, including 'CAM Plus', can be found in Chapter 6.

## **3.8 Quality and Accountability**

Help a Child wants to deliver quality programs We want to be accountable to all our stakeholders, in particular our project participants. This intention is reflected in several principles and guidelines. Among other things, Help a Child adheres to the internationally recognized child safeguarding standards and aligns its work to the nine commitments of the Core Humanitarian Standards (CHS), and we expect from our implementing partners to do the same.

### *3.8.1 Do No Harm*

According to the Do No Harm principle, avoiding harm is our highest concern and priority. "Do No Harm" means to avoid exposing people to (additional) risks through our actions and focuses on the widespread negative impact on the wider context.

To minimize potential negative effects of our interventions and to improve our program, we critically reflect upon our work, asking input from our partners and the communities we serve. We want to design our projects in close engagement with communities, and we



desire to be trustful and transparent, as reflected in our corporate values (see paragraph 1.5).

Through training, our staff is aware of their responsibility to prevent harm and to report any abuse they suspect or witness, within their organization or outside. More on this can be found in the [Help a Child Integrity Policy](#).

### *3.8.2 Child Safeguarding*

The Child Safeguarding Policy of Help a Child, which is part of the [Integrity Policy](#), describes our procedures to minimize risks and how to respond to child protection concerns in our organization. This policy also provides guidelines for sponsorship, communication and ICT, (group) visits and other subjects in relation to child protection.

In 2021, Help a Child became full member of the [Keeping Children Safe Network](#): an independent not-for-profit, supporting us to have comprehensive child safeguarding measures in place.

### *3.8.3. Core Humanitarian Standards*

Help a Child adheres to the [Core Humanitarian Standard](#) (CHS). This standard is developed with humanitarian settings in mind but is also very applicable for working with vulnerable groups in general. The CHS, consisting of nine commitments to increase quality and accountability, places vulnerable communities and its members at the center of the intervention and is based on the principle that our actions should never harm the people that we assist. For CCCD projects this means among other things that we involve community members in the design, monitoring and evaluation of the project, that we portray the dignity of people instead of their vulnerability, and that we treat people fair and equally.

CHS standards are included in the audits of Help a Child towards implementing partners.

### *3.8.4 Community-Based Feedback and Complaints Mechanism*

As part of our CHS commitment, Help a Child wants community members to be able to easily share their ideas, concerns or complaints in relation to the CCCD implementation and staff behavior. Therefore, they should have easy access to channels that allow them to give their feedback. The [Community-Based Feedback and Complaints Mechanism Guide](#) explains how Help a Child wants to establish or strengthen an adequate mechanism that allows for good communication with communities. The CBCFM Guide helps partner organizations to get started and to facilitate community consultations to make sure that the mechanisms are established upon the preferences of the community and are well adjusted to the context.

# Chapter 4 Help a Child's expertise areas

Within a wide range of themes that are related to Child Centered Community Development, Help a Child has built specific expertise in two thematic areas, that therefore are a mandatory component of each CCCD project. These thematic expertise areas are Early Childhood Development (ECD) and Youth & Work (Y&W).

Although Early Childhood Development and Youth and Work are expertise areas within Help a Child's donor strategy, these areas are **not** necessarily supposed to get more focus in the CCCD project compared to other relevant themes. It is important to notice that we give attention to children and youth in all stages of their development, not only to the youngest children and to the youth. CCCD programs are holistic programs, so attention is paid to all ages and to all different needed themes.

But, as said before, the two expertise areas ECD and Y&W are mandatory elements of a CCCD project. The project elements of the two expertise areas are coordinated by Help a Child. Beside this, in some cases the country offices have their own implementation when it comes to ECD and Y&W in order to gain more expertise on these two areas.

## 4.1 Expertise area 1: Early Childhood Development

### 4.1.1 Why Early Childhood Development?

Brain research has shown that what happens in the first three years of a child's life, is crucial for his/her future health, education, and economic outcomes (source: [Early childhood development | UNICEF](#)). Therefore, to ensure children receive the stimulation and care they need to reach their full potential, Help a Child wants to intervene in these early years.

### 4.1.2 What do we mean with Early Childhood Development?

Help a Child defines Early Childhood Development as 'an integrated approach for children in the age of conception up to primary school entry to develop to their full potential'. Help a Child subscribes to the [International Nurturing Care Framework](#), developed by WHO and UNICEF, as it fits well with the holistic approach of Help a Child. According to the

Nurturing Care Framework, many elements are important in Early Childhood Development. For many elements of Early Childhood Development, Help a Child links with other stakeholders. Help a Child itself adds specific expertise on two elements: Responsive Care (or Parenting) and Early Childhood Education.

### **Responsive Care (Parenting)**

Parents (or caregivers) are the most essential key players in improving the wellbeing of children. Therefore, Help a Child wants to be sure that they are equipped with positive parenting skills to provide a safe, nourishing, and stimulating home environment. Minimum requirements for parenting activities are described on page 14 of the [Early Childhood Development Global Guidelines](#) of Help a Child.

Help a Child designed a needs-based method, called '[The Parenting Challenge](#)'. This is a method to improve the knowledge and skills of parents.

**Early Childhood Education (ECE):** Support communities to give children access to early childhood education to stimulate their early learning.

#### *4.1.3 What is expected from implementing partners?*

In the [Early Childhood Development global guidelines](#), the minimum requirements for both parenting and early childhood education are described. These will help the implementing partner to embed these components within the broader CCCD project.

## **4.2 Expertise area 2: Youth & Work**

### *4.2.1 Why Youth & Work?*

One of the four target groups within the Theory of Change is directly about youth. In the CCCD project, youngsters have a prominent place, being minors on the one hand and (future) parents on the other. As in many CCCD contexts, the local and national economy is not creating enough jobs to absorb the growing working age population, the focus on youth employment is very crucial. Therefore, Help a Child is dedicated to make sure that youth within our CCCD projects are resilient, confident and economically active.

### *4.2.2 What do we mean with Youth & Work?*

Youth & Work is about ensuring a smooth transition from education to work, whereby the youth are well-prepared to enter the world of work and able to earn a decent and sustainable income. Empowerment, however, should not only be seen in relation to (self)employment, but also in a wider sense, as a process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.

In particular, Help a Child wants to:

- support youth (groups) to improve their social and economic resilience;



- promote an enabling environment for youth to become economically active, such as access to land, finance, information and skills;
- develop general life skills, as these have a positive contribution to employment and self-employment opportunities of the youth.

Help a Child key approaches within the domain of Youth & Work are:

- Setting up and strengthening of youth Self-Help Groups
- Life skills development

#### *4.2.3 What is expected from implementing partners?*

The document '[Our vision on Youth & Work](#)', Help a Child describes the general framework and critical elements for setting up an adequate Youth & Work component within the broader CCCD project.

#### **4.3 Expertise areas in relation to other thematic areas**

Let's emphasize once more that the two expertise areas not necessarily should have more focus in the project implementation. Because the CCCD program is holistic, all kinds of thematic areas could be embedded within the project, depending on the needs in the area. In the following scheme, you can see what optional thematic areas can fit in a CCCD project, what kind of approach is allowed within those areas, and what areas are required or optional.

Sector	Help a Child or referral/lobby	Approach
Child wellbeing	Help a Child	The project must result in improved child wellbeing by combining relevant project elements, based on a <b>Theory of Change</b> .
Early Childhood Development	Help a Child	<b>Parenting:</b> Parenting Challenge modules  <b>ECD Centers</b> (Minimum requirements)
Child Development	Help a Child	<b>Children's Clubs:</b> own tools and/or <b>'Chatch Up!'</b> modules
Youth & Work	Help a Child	<b>TVET:</b> own tools <b>AVET/youth groups:</b> own tools <b>Business skills:</b> Generate your Business and Start your Business packages <b>Life skills:</b> own tools
Community empowerment	Help a Child	Mobilization, community participation, interactive approaches, working in groups ( <b>Participatory Tools</b> )
Social and economical empowerment of households	Help a Child	Self-help groups and Cluster Level Associations ( <b>Kindernothilfe Self-Help Group Manual</b> )
Food security	Help a Child	PiP / Integrated farm planning ( <b>Help a Child PiP manual</b> )
Protection	Referral/lobby	Child Protection Committees, bylaws, Child rights clubs etc.
Education	Referral/lobby	Linking to government schools
Health	Referral / lobby	Linking to government systems and health centers
WASH	Referral / lobby	Linking to government systems and lobby for infrastructure
Economic development	Referral / lobby	Value chain development and linking to expertise partner

# Chapter 5 Upcoming trends and activities

The CCCD program is always adjusting itself to new contexts and developments. The aim of this chapter is to share the latest developments within the CCCD programming, and to inform you about upcoming trends and adaptations.

*Latest update: December 2021*

## 5.1 Plan Integre du Paysan (PIP)

### *Why is this important?*

In the rural areas where CCCD is implemented, effective agriculture is key for the wellbeing of children and their families in terms of nutrition and income generation. Over the past years, Help a Child has identified the effectiveness of the integrated farm planning approach 'Plan Intégré du Paysan' (PIP), developed by the Dutch Wageningen University. In the CCCD program, we refer to PIP as 'sustainable integrated farm planning approach'. This approach contributes to climate smart agriculture and supports poor families to develop their potential, increase their productivity, while adopting to climate change. In the long term, the approach contributes to achieve global food security in terms of smallholder crop, livestock, fish and forest production.

### *What is it?*

The objective of the sustainable integrated farm planning approach is to foster resilient farming systems and landscapes and as such contributing to sustainable local development. The key tool of the approach is the integrated Farm Plan: a shared vision to establish sustainable agricultural livelihood, developed by all members of the farm family. This results in sufficient, nutritious and responsible produced food for all family members, including children.

*Learn more*

Help a Child has identified the Integrated Farm Planning Approach as a key element to contribute towards child wellbeing in the CCCD program. A Manual on PIP will be shared in 2022.

*Implementation time path (new CCCD projects)*

Pilot phase: September 2020–September 2021

Evaluation and approval: June 2021

Training of partners: From September 2021

Full implementation in all new project areas: From January 2022

*Implications for existing CCCD projects*

For a good implementation of PIP, projects need to have at least three years. For ongoing projects, specific implementation plans will be developed, considering the phase projects are in. If you want to know more about the implications for your project site, feel free to contact us.

**5.2 Disaster Risk Reduction (DRR)***Why is this important?*

Development efforts of years can be destroyed in seconds when disaster strikes. In the reality of global warming, disaster preparedness is needed more than ever. The CCCD program aims to boost people's resilience and lessen risk in case of disaster.

*What is it?*

By embedding Disaster Risk Reduction (DRR) elements, the CCCD program aims to boost the resilience of communities and make them disaster-smart and risk-informed. Disaster Risk Reduction is aimed at preventing new and reducing existing disaster risks and managing risks from natural hazards, all contributing to the achievement of sustainable development. DRR is also aimed at strengthening the economic, social, health and environmental resilience and increasing capacities of communities and involving all relevant stakeholders.

*Learn more*

Disaster Risk Reduction is part of Help a Child's Disaster Response Policy, published in 2021 to reflect on the work needed to coherently address people's vulnerability before, during and after crises in a changing world, where conflicts are increasingly protracted, and climate related shocks are more intense and frequent. The DR policy can be found [here](#).

In the coming time more information will be shared how the specific element of DRR can be addressed in CCCD programming.

*Implementation time path (new CCCD projects)*

Training of partners: 2022

Full implementation in all project areas: From 2023



*Implications for existing projects*

For a good implementation of Disaster Risk Reduction, projects need to have at least three years left in their project cycle. For ongoing projects, specific implementation activities need to be developed by the partner, considering the phase projects are in. If you want to know more about the implications for your project site, feel free to contact us.



# Chapter 6 Funding of CCCD projects

The CCCD program, for an important part, is funded through the Community Ambassador Model (CAM). In this chapter, we explain this model, which requirements are important to implement CAM, and what this means for the selection of partners and areas. Furthermore, this chapter describes additional funding opportunities for the CCCD project.

## 6.1 The Community Ambassador Model (CAM)

The main characteristic of the Community Ambassador model is that private CCCD supporters are linked with a child (first option) or family (second option) who represent the community as ambassadors. It's important to realize that this child or family will not benefit more from the program than any other community member, they are just representing the program. As a third option, a CCCD supporter can be linked with a child with a disability (CAM Plus). To ensure private funding during the life of the project, it is important that CCCD supporters feel informed about the progress of the project and how this impacts the life of the ambassador, representing the project. This is done through letters, pictures and reports.

## 6.2 CAM implementation and requirements

CAM compliance is a crucial and rather specific requirement of our CCCD program. The implementing partner must be capable to implement the model well and to deliver the required administration and communication, in compliance with the CAM manual and additional guidelines. The model needs to be supported by both the local government as well the selected communities. Therefore, a CAM feasibility assessment is needed to be carried out.

The Community Ambassador Model is part of the project cycle from the start to the end. In Chapter 12 of this manual, an overview can be found of all communication and reporting requirements. For more information, we refer to the [CAM manual and additional guidelines](#).

## 6.3 Additional funding opportunities

The Community Ambassador Model is the largest and most important source of funding for CCCD. The model attracts many private supporters, that are often willing to support the implementation of activities for the full duration of the project. Ideally, this model lays the foundation for additional funding and upscaling opportunities, linked to specific (thematic) interest of institutional donors. Therefore, it is important to take along preferences of large IF donors in the feasibility study (see chapter 8) and the design of the CCCD project.

In a later stage of the project, additional funding can be attracted from organizations and companies that are interested to fund specific activities that have been addressed in the



Multi-Annual Project Plan, in order to achieve more impact and/or increase the reach of these activities.

To receive funding from these organizations and companies, the implementing partner must be willing and able to comply with specific requirements of the involved donors. Think of requirements such as good and timely reporting and achieving project objectives as agreed upon with the involved company or organization. Where needed, Help a Child will support implementing partners in seeking donors and lobby for funding.



# **Part III**

## **Preparing a CCCD Project**



# Chapter 7 Phases of a CCCD Project

## **Guiding communities to envision and realize sustainable change**

The visual on the next page shows the various phases of a CCCD project for guiding communities to envision and realize sustainable change. Each phase has one or a few objective(s), that needs to be achieved before the next phase can start. Most phases have specific milestones that need to be completed before the project can move to the next phase.

A larger version of the phases overview is available at our [partner portal](#).



## 7.1 Short description of the project phases

### *Phase 1: Partner selection*

**Objective:** to select the right strategic CCCD partner(s).

## PROJECT DESIGN (2 PHASES)

### *Phase 2: Preparation*

**Objective:** to set the right conditions for a CCCD project

### *Phase 3: Community Challenge*

**Objective:** in-depth context analysis and participatory project design

## PROJECT IMPLEMENTATION (6 PHASES)

### *Phase 4: Getting Started*

**Objective:** Community groups are active and start to multiply

### *Phase 5: Upscale / diversification*

**Objective:** Community groups and structures become more mature

### *Phase 6: Consolidation*

**Objective:** All structures and activities start to reach their maturity stage.

### *Phase 7: Making the shift*

**Objective 1:** Community groups and structures are ready to assist others

**Objective 2:** Links to external stakeholders are established

### *Phase 8 Prepare phase-out*

**Objective:** The community defines its objectives based on the midterm evaluation

### *Phase 9: Phase-out Phase*

**Objective:** The community is capable to run its own visioning and facilitation processes

## PROJECT CLOSURE (1 PHASE)

### *10: Post Phase-out*

**Objective:** End of all support by partner organization



## 7.2 Shifting roles

It is important to be aware that throughout the phases, the roles and responsibilities of the involved stakeholders are shifting. For the community: from co-designing the project to envisioning change to take up leadership and eventually take full responsibility. For partner organizations: from co-designing the project to implementing the activities to train, and coach, and eventually actively retreat. Also see paragraph 10.1 about the role of the implementing partner.

## 7.3 Detailed guidelines for the various phases

The partner selection phase is for new partners only. After recruiting and selecting a new partner, a pilot project needs to be done to 'test' our partner relation and to see if and how we can move to implementing a full CCCD project. Our partner selection criteria, partner selection process and pilot guidelines will be described in a separate document, called 'CCCD Pilot phase guidelines' (to be published in 2022).



# Chapter 8 Preparation phase

The preparation phase is important for all stakeholders to search for the most suitable match between the missions and visions of Help a Child, implementing partner(s), community and government, and to manage expectations. The preparation phase of a CCCD project includes all activities that need to be done before a CCCD project can start, including area selection.

## 8.1 Area selection criteria

CCCD project areas are being selected based on:

1. **Needs in the area:** needs in the area in relation to poverty and child well-being.
2. **IF opportunities:** donor preferences in general, with special attention for priority areas of large IF donors, such as Dutch MoFA which can lead to scaling up the project in scope.
3. **The need for Early Childhood Development and Youth & Work interventions:** as Early Childhood Development and Youth & Work are Help a Child's expertise areas, Help a Child is looking for opportunities to add value on these thematic fields.
4. **Economic needs & opportunities:** The possibility to link with other funds and/or NGOs/companies that can contribute to economic development of the area.
5. **Contextual factors:**
  - Demographic characteristics
  - Number of children/families suitable for the Child and/or Family Ambassador Model
  - Stability and movements related to (seasonal) migration (and associated risk of children leaving the project area)
  - Stability of the area (in relation to CAM)
  - Attitude of the (local) government and population towards NGOs in general, Help a Child in particular, community empowerment approach and Community Ambassador Model.
  - Presence of other (sponsor-based) NGOs (aim to seek complementarity and avoid duplication)
  - Accessibility and size of the area
  - The availability of relevant actors and service providers who can complement in essential expertise areas outside the scope of Help a Child (WASH, disability inclusion, health, economic development etc.)



- Physical (roads, distances)
- Communication (internet, phone, mail)
- The size of the area should be manageable
- 6. **Partner' preferences:** (existing offices, experience in particular area etc.)

## 8.2 Area selection process

The area selection process consists of two steps:

### *Step 1: Selection of 3-5 areas on state/province level*

Based on secondary statistical data on poverty, health status of children, education, and nutritional status of children on district /area level), the most likely CCCD target areas are selected by the Help a Child Country Office in consultation with the partner. Based on the following points of attention, the winning area or areas are being chosen:

- Review of national poverty and child vulnerability statistical data on province/ state and district/ county poverty ranking.
- Determine if the Help a Child CCCD approach can make a significant impact in the identified province/ state/ district/ county (considering characteristics such as physical, political and social stability, accessibility and government strategic priorities) based on secondary data.
- Review secondary data on the presence and type of contribution of other child centred development agents.
- Review whether the selected geographical area corresponds with political boundaries of the government such as a district, commune, county, parish or ward o allow maximized complementarity and harmonization with government service providers.
- **Milestone:** An area selection memo is written by the Help a Child Country Office, covering all criteria above, and approved by Help a Child Management Team in the Netherlands.

### *Step 2: CAM Feasibility assessment*

After selection of the target area, the next step is to carry out a feasibility assessment to check whether or not a selected project area is suitable to set up a Community Ambassador Model (CAM). It is a crucial check since Child-Centered Community Development projects are 100% funded through this funding model. Find the CAM feasibility assessment template.

- Data are collected by the country office in collaboration with the involved partners to ensure the data collection is done through a broad perspective including thematic and sponsorship expertise.
- Besides various district/ county government officials, also community leaders and community inhabitants are interviewed to get insight from various angels.



- Good understanding of the CAM approach is needed to get the support of various stakeholders throughout the project.
- Data provided by government departments needs to be supported by official government/ study reports.
- **Milestone:** A final Feasibility Assessment Report is submitted to the Country Office and to the Help a Child head office, to be approved before the start of the CCCD project in the specific area.

### **8.3 Selection of communities for Community Challenge round 1**

As soon as the project location is clear and a feasibility study is carried out, the partner organization can make a start with the identification of the communities for the first round of the Community Challenge. The first round can cover 3–5 communities, depending on the size of these communities and the capacity of partner staff. A few important selection criteria for the first are:

- The communities represent the wider target area well when it comes to vulnerability of the households, needs for children and youth, percentage of people with a disability and poorest of the poor, etc.
- There are sufficient households available to deliver 300 CAM/FAM sheets in the Community Challenge phase.
- The communities need to be easy to access and should not be too far from each other.
- Communities and leaders are supportive and agree with the selection of these communities.

### **8.4 Selection of community facilitators**

Another important focus in this phase is the selection of project staff and community facilitators. We estimate that at least 2 full staff and 6 community facilitators are needed to run all activities in the Community Challenge phase. After evaluation of the Community Challenge pilot, we will adjust these numbers if needed.

Community facilitators - both group facilitators and CAM facilitators (see 3.5.1) - are the engine of the project. Therefore, it is important to select people (both men and women), that are accepted by the community, have social skills, and are intrinsically motivated to contribute to the improvement of child wellbeing and the development of their community. Selected community facilitators should have a good reputation.

Community facilitators contribute a lot of their time and energy to the project. Therefore, make sure that they feel recognized, appreciated and supported. Although volunteers do not receive any form of salary, make sure that costs (for example travel costs) are covered. Also, community facilitators might need some incentives to stay motivated, such as regularly training, appreciation and support from the staff.

### **8.5 Ensuring knowledge on disability inclusion**

Finally, in this phase, it is important to ensure sufficient knowledge and expertise on disability inclusion. This can either be a trained focal person in the organization or a link with an expert partner on disability inclusion. The Help a Child country office can support in this. The focal point or expert organization can assist in the following:

- support the implementing partner to map the prevalence and types of disabilities in the area, as well as people's perceptions around children and adults with disabilities
- support the implementing partner in mapping available services and government policies, Disabled Person's Organizations (DPOs) and advocacy platforms.
- train and coach partner staff in disability inclusion attitude and interventions;
- give advice on how to involve people with a disability during the participatory project design in the Community Challenge Phase;
- advice partner staff on how to develop an inclusive multi-annual plan.
- if during the Community Challenge Phase any questions pop up about the selection of CAM Plus ambassadors, the expert or focal point can give advice on this.

### **8.6 Phase-in Plan**

The above steps will be captured in a Phase-in Plan, to be submitted to the Country Office and the HQ E&D team. Elements of this plan are:

- Selected communities for the first round of the Community Challenge
- Targeted project participants during phase-in (number of households, children, youth)
- Number of project staff needed
- Estimated costs for CAM/FAM selection (see Community Challenge phase)

The Phase-in template can be found [here](#).

### **8.7 Training moment 1**

Approval of the Phase-in Plan means that the implementing partner can proceed with the Community Challenge Phase. In preparation to this phase, Help a Child will facilitate a partner capacity training. The main objective of this training is to equip partner staff and community facilitators in facilitating all Community Challenge sessions and activities. Other elements of this training are inclusion of marginalized groups, context analysis and use of scorecards for the baseline survey.

# Chapter 9 The Community Challenge

The community challenge is the actual start-up phase of the CCCD project, where the community is actively engaged in the design of the project. The ultimate objective of the Community Challenge is to maximize ownership, common understanding, participation, intrinsic motivation and inclusion of the entire community to sustain the impact of the project for the long term. All project participants should be given the opportunity to determine their action plan for change. This is done at community level (resulting in a community action plan), group level, and eventually at household level. Therefore, it is important to take time with various community groups to discuss and reflect.

At the same time, for the partner and Help a Child this phase is about getting a good understanding of the community, its strengths and vulnerabilities, including root causes, and its barriers for empowerment and child development. This Community Challenge phase ends with an approved Theory of Change and Multi-Annual Project Plan by Help a Child and partner organization. Identification of Community Ambassadors (to facilitate funding through private sponsorship) also starts during the Community Challenge phase (see [CAM manual](#)).

## **9.1 Start of Community Challenge Phase: envisioning at group and community level**

During the CCCD project, the members of the communities should be involved on three levels: within the group or groups they belong to, at community level and within their own household. On each level the project participants can determine their desired situation, the steps to get there, the benefits to join the project and their pace in relation to the projects' objectives. First, we make a start with envisioning on group and community level, resulting in an Community Action Plan. Right after this, a start will be made with involvement and envisioning at household level. This is done through the establishment and/or strengthening of parenting and self-help groups. In the Getting Started Phase (phase 4 after the Community Challenge, the envisioning on household level will intensify through Integrated Farm Planning (PIP), see paragraph 5.1.



For a good family and income plan, all household members should be involved, including (young) children. Help a Child uses and promotes various tools to make this work. In the Community Challenge phase, the first parenting groups and self-help groups will be established. These groups together make a strong basis for other activities that will follow in the 'Getting Started' phase, such as Integrated farm planning (PiP), youth and farmer groups, children clubs and other activities.

## **9.2 Involvement of all communities**

The Community Challenge is an extensive journey, that can only take place in 4-6 communities at the same time. This means that the Community Challenge takes place in two or even three rounds after each other. The general community action plan will be based on the first round. Therefore, it is important that the communities that join the first round, represent and include the average setting of the chosen area well.

Although findings gathered in the second and third round can be used to sharpen the community action plan, the focus of the second and third round will be less on data gathering, but equally on participation, ownership and envisioning.

## **9.3 In-depth context analysis**

The Community Challenge sessions, as described in the next paragraph, hit two birds with one stone. Besides boosting community mobilization and ownership, the community sessions will also generate a lot of useful input for the Multi-Annual Project Plan or MAPP (see 9.6). Input of the community through the Community Challenge sessions should be the primary, yet not the only source for, designing the MAPP. It is important to carry out an in-depth context analysis to 'check' and complement the input of the stakeholder groups. The context analysis is part of the CCCD Project Design template, which can be found [here](#).

## **9.4 The first seven steps of the Community Challenge**

The Community Challenge starts with a path of seven steps to help the members of the community to envision their current and desired situation and to shape their action plan to go from A to B. The visioning process takes place at group and community level through a series of group and plenary sessions. In the various sessions, all kinds of participatory tools will be used. The mentioned tool sheets are available at the [Howto Partner Portal](#). To be able to compare data from the very first start of the project, a baseline survey is embedded in the sessions (also see paragraph 11.3.1). Also in this phase, the members of the Community Development Committee will be selected and introduced (see step 6 and 7 in this paragraph).

In the explanation of the steps below, we will share the link to specific tool sheets and scorecards to be used.

### **Step 1: Entrance meeting**

Who: community leaders

Number of sessions: 1

How: Presentation and open dialogue



The first meeting about the Community Challenge is with the leaders of the communities. The goal is to join hands and explore the willingness to collectively improve the wellbeing of the children in the target area.

### Step 2: Exploring the community

Who: various stakeholder groups (peer group meeting)

Number of sessions: 4

How: Use of participatory tools

After green light is given by the community leaders, the next steps of the Community Challenge can follow. Step 2 is to explore the community. This is done by a series of 4 sessions in peer or stakeholder groups. Aim of these sessions is to help the community explore their situation, their strengths and challenges, and to make them aware how other groups in their community experience certain cultural norms and values.

Make the following peer groups, each group with a number of 15–20 people:

- 2 groups of elders
- 2 groups of men
- 2 groups of women
- 2 groups of male youth
- 2 groups of female youth
- 2 groups of children in the age 9–13

Include people with a disability as well as the poorest people as early as possible. If they cannot join from the very first moment, make at least sure that they will be included and/or mentioned.

The various groups will come together to discuss the following topics:

1. Session 2.1: What does the community look like?  
(Tools: [Community mapping I](#) and [Venn diagram I](#))
2. Session 2.2: Who likes it where?  
(Tools: [Community mapping II](#) and/or [Children's wellbeing/development matrix](#))
3. Session 2.3: Culture now and in the past  
(Tools: [Historical timeline](#))
4. Session 2.4: Gender roles  
(Tools: [24-hour schedule](#), [Take a step](#), [Venn diagram I](#))

### Step 3: Sharing and caring I

Who: the whole community (plenary meeting)

Number of sessions: 1

How: Presentations



In this step, all groups will come together and share what they have found in the 'Explore the community' sessions. From their own point of view, the groups share their thoughts about the four topics: how they vision their community, their likes and dislikes, the highs and lows of their culture and how they feel about gender division. Respect, and listening to each other is key, since it takes all groups to develop the community.

#### Step 4: What's the challenge?

Who: various stakeholder groups (peer group meeting)

Number of sessions: 4

How: Use of participatory tools

During this step, we will focus on the challenges of the several groups in the community. The community will meet again in the same stakeholder groups. The aim is to commonly discover the challenges within the community and come up with possible interventions to tackle these. Important is to include the poorest of the poor and people with a disability as well. The stakeholder groups come together four times to discuss the following topics:

5. Session 4.1: What are the challenges for our peer group?  
(Tools: Vulnerability ranking)
6. Session 4.2: What are the challenges for other age groups?  
(Tools: Vulnerability ranking - to be filled out for other stakeholder groups)
7. Session 4.3: What is the current status of child wellbeing in the community?  
(Baseline survey – Tool: Child Status Index)
8. Session 4.4: What is the current status of the community in terms of Resilience, Self-esteem and Ownership amongst others?  
(Baseline survey – Tool: Community Empowerment Scorecard)

#### Step 5: Sharing and caring II

Who: the whole community (plenary meeting)

Number of sessions: 1

How: presentations

In this step, all groups will come together and share what they have found in the 'What is the challenge' sessions. From their own point of view, the groups share their thoughts about the four topics: What challenges do they identify for themselves? What challenges do they see for the other age groups? What are specific challenges for parents and caregivers? And how do children vision their community? What role can they play in making change? Respect, and listening to each other is key, since it takes all groups to develop the community.

#### Step 6: Knowing our strength

Who: various stakeholder groups (peer group meeting)



Number of sessions: 2

How: Use of participatory tools

This step exists of two recap sessions in the various stakeholder groups. The first session is meant to identify individual and community strengths and to fill out a cause-and-effect tree. The second session is meant to prioritize actions and to make or check the link with child wellbeing. Also, in this second meeting, in each stakeholder group 2 members are selected to become part of the Community Development Committee (CDC). The task of this committee is to steer the communication between the various stakeholder groups and the staff lead / community leaders. The CDC consist of different age group representatives (2 out of each age group) and should be gender equal: 50% male and 50% female. The CDC will officially be established during the next plenary community meeting (see session 7.1).

9. Session 6.1: Individual and community strengths + case and effect tree  
(Tools: [Resource bag](#), [Cause and effect tree](#))
10. Session 6.2: Prioritize actions and check / make the link with child wellbeing + CDC member(s) selection  
(Tools: [Pairwise ranking](#), [Child wellbeing vision's matrix](#))

### Step 7: Finding common ground

Who: the whole community (plenary meeting)

Number of sessions: 2

How: Presentations and use of participatory tools

This step is about setting the vision and designing the framework of the project. The community will come together and out of each stakeholder group, two CDC members will be introduced. This means two elderly people, two female, two men, two youth and two children = 10 CDC members in total with a 50% male and 50% female balance. The various stakeholder groups in a plenary session what priorities have been raised in their group meetings. After the first plenary session, the CDC members will come together to produce an action plan, based on the input of this session. In the next and final plenary session, they will present the draft community action plan to be approved by the community.

As a summary, a community action plan for the coming 5 years will be presented.

11. Session 7.1: to share priorities raised in the stakeholder groups  
(After this meeting, the CDC members will work out the Community Action Plan)
12. Session 7.2: to present the draft community action plan for community approval  
(Tools: [Community Action Plan](#))

To understand the priorities of the community and in order to manage expectations, it is important that Help a Child Country office staff is invited during these two meetings. The aim is on the one hand to align the Community Action Plan with the vision of the CCCD program and on the other hand to see what external linkages are needed to meet the



needs of the community. As a third, introduction of Help a Child towards the community (and vice versa) is a very important element in this final step of the Community Challenge.

### **9.5 Initial activities**

After the Community Action Plan has been made and has been approved by the community, it is time to start with the first initial activities. The most ideal way is to start with parenting groups. After the parenting basics course, consisting of ten sessions (see [Parenting Challenge](#)), the establishment and/or strengthening of Self-Help Groups can begin. In the meanwhile, existing parenting groups may also decide to work on other modules of the Parenting Challenge. During the sessions of the parent groups and SHG's more information for the design of the MAPP can be collected.

Other activities, like ECD, PIP, youth and/or children's groups will follow as soon as the Multi-Annual Project Plan is submitted and approved (also see paragraph 10.3).

The initial activities mark the end of the design phase of the project.

### **9.6 Start of implementation: Training 2, MAPP and Theory of Change**

With the first activities taking place, the project now reaches the implementation stage. All information collected during the Community Challenge Phase can be used as input for the Multi-Annual Project Plan (MAPP) and the design of a Theory of Change. Think of all information collected during the baseline survey (see 11.3.1), the Community Challenge sessions, additional context analysis, and information you get from the parenting groups and SHG's. In a special workshop (training moment 2), Help a Child will train the partner in how to shape the Multi-Annual Project Plan and the Theory of Change, a visualization of the rationale behind the project. After the MAPP and Theory of Change as part of the [MAPP and Theory of Change](#), are submitted to the Help a Child country Office and Head Office, and approval is given, the project has green light to start with full implementation.

### **9.7 Delivery of first CAM introduction sheets**

Parallel to the Multi-Annual Project Plan and Theory of Change design, the first batch of Community Ambassador introduction sheets need to be delivered. To help the implementing partner get started, this CAM requirement will be part of Training 2. The default number of introduction sheets to be delivered in this phase is 300. The exact number will be defined in the preparation phase. More information on this requirement can be found in the [CAM Manual](#).

# **Part IV**

## **Project implementation and Requirements**



# Chapter 10

## From getting started to phase-out

The Community Challenge Phase results in an approved Multi-Annual Project Plan (MAPP). After approval of the MAPP, the CCCD project can be fully implemented. The implementation of the project is divided in six phases. The common thread in all these phases – from 'Getting started' to 'Phase-Out' – is to guide the various community groups in taking up their role in sustainable community development. The six implementation phases are building on each other. This means that each phase has one or a few objective(s), that needs to be achieved before the next phase can start. This way, the role of Help a Child and the implementing partner will gradually diminish, while the community through various groups takes more and more control and leadership. When the community is fully capable to run its own visioning and facilitation processes, it is time to phase out the project.

### 10.1 The role of the implementing partner

As we mentioned in paragraph 7.2, implementing partners need to be aware that their role is shifting throughout the project. From facilitating the visioning process of the community ('Community Challenge' phase) to coordinating the implementation of activities ('Getting started' and 'Upscale and diversification' phase) to actively hand-over activities to the community groups ('Consolidation' and 'Making the shift' phase) and finally retreat and 'test' the communities' independence ('Prepare phase-out and Phase-out phase'). Since implementing partners are very much involved in the community development process, it can be hard to change their approach during the phases. Help a Child will support the implementing partner by coaching the staff at crucial moments in the project to adapt their way of working in the different phases of the project.

### 10.2 Indicators to measure change

For the six implementation phases of CCCD, Help a Child has defined indicators to help the community and various community groups to decide if they are ready for

the next project phase. In the next table you find the objective(s) per implementation phase and some (suggestions for) indicators to 'measure' the progress.

<b>Phase 4</b>	<b>Getting started</b>
<b>Objective</b>	<b>Community groups are active and start to multiply</b>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Number of Self-Help Groups, youth groups, farmer groups, children's groups (below 8 years) and adolescent teenager groups is increasing</li> <li>• Number of members in all these groups is increasing</li> </ul>
<b>Phase 5</b>	<b>Upscale / diversification</b>
<b>Objective</b>	<b>Community groups and structures become more mature</b>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Average score on 'Maturity of the structures' is improving (Community Group Capacity Scorecard or CGCS)</li> <li>• Average score on 'Resilience' is improving (CGCS)</li> <li>• Average score on 'Participation' is improving (CGCS)</li> <li>• Number of CBOs (CLAs and other)</li> <li>• Total number of member groups in supported CBOs</li> </ul>
<b>Phase 6</b>	<b>Consolidation</b>
<b>Objective</b>	<b>All structures and activities start to reach their maturity stage</b>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Average score on 'Maturity of the structures' is a 3 or higher (CGCS)</li> <li>• Average score on resilience is a 3 or higher (CGCS)</li> <li>• Average score on participation is a 3 or higher (CGCS)</li> </ul>
<b>Phase 7</b>	<b>Making the shift</b>
<b>Objective 1</b>	<b>Community groups and structures are ready to assist others</b>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Average score on social support (CGCS)</li> <li>• Number of case studies that illustrate actions undertaken by community members and other social groups/structures to support other community members (through reflection meetings)</li> </ul>

<b>Phase 7</b>	<b>Making the shift (continuation)</b>
<b>Objective 2</b>	<b>Links to external stakeholders are established</b>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Average score on "Networks and partnerships" (CGCS)</li> </ul>
<b>Phase 8</b>	<b>Prepare phase-out</b>
<b>Objective</b>	<b>The community defines its objectives based on the 5 years evaluation</b>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Number of activities planned and initiated by CBOs (GCSC)</li> </ul>
<b>Phase 9</b>	<b>Phase-out</b>
<b>Objective</b>	<b>The community is capable to run its own visioning and facilitation processes.</b>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Average score on 'Independence' must be at least a 3.</li> </ul>

### 10.3 Phase 4 (Getting started)

A few self-help-groups and parenting groups have been formed during the 'Community Challenge' phase, but now more groups and activities will start. Think of Early Childhood Development activities, the start-up and/or strengthening of youth and farmer groups and Early Childhood Development activities. The exact activities depend on the Multi-Annual Project Plan. Another important element in this phase is the start of Integrated Farm Planning (PiP). Out of the self-help groups, the first farmers and farmer households are selected to be involved in PiP. Therefore, training moment 3 is focused on PiP implementation, while other activities can also be taken along in this training. In the Getting Started phase, the project-specific part of the baseline survey is carried out as well. Tools and scorecards for this survey depend on the Multi-Annual Project Plan. For more information, [see paragraph 11.3.1](#).

### 10.4 Phase 5 (Upscale/diversification)

During this phase, groups become more mature, and Cluster Level Associations ([see paragraph 3.4.3](#)) are formed, that can add another dimension to the community structures and their link towards government institutions and services as well as potential markets. The diversification of (economic) activities starts to increase.

### 10.5 Phase 6 (Consolidation)

In the consolidation phase, all structures, including cluster level structures, should function well and (almost) independently.



At the end of this phase, training moment 4 takes place to prepare partner staff and community on the 5-years evaluation and support partner staff in making the shift from implementor towards coach.

### **10.6 Phase 7 (Making the shift)**

In this phase, groups and structures must be capable to assist other community members in their development. Links to external stakeholders, such as SMEs or public services, are being established. The role of the partner shifts from implementation towards coaching. In this phase, the five-years valuation takes place. More information about the process of this external evaluation can be found in paragraph 11.3.3.

### **10.7 Phase 8 (Prepare phase-out)**

The community, with some coaching of the implementing partner, will now design a phase-out plan for the remaining years, based on the findings of the monitoring and five-years evaluation. The phase-out plan needs to be submitted to the Help a Child Country Office and the E&D team of the Help a Child head office. Templates for Phase-out Plan and Budget can be found .

### **10.8 Phase 9 (Phase-out)**

In this phase, the phase-out plan is implemented up to the end of the project. The implementation of the planned activities in this phase should ideally be done by the community itself. CLAs and other community groups play an important role in the coordination of these activities. Remaining support by the partner organization comes to an end.

### **10.9 How to close a CCCD project**

At the end of the Phase-out phase, the actual project closure takes place. Towards this moment, the partner needs to deliver an internal end-term review, based on the monitoring data, the 5-years evaluation, plans, reports and other relevant sources.

Secondly, a closure ceremony for the community and external stakeholders needs to be organized. The aim is to celebrate the empowerment of the community and to acknowledge key stakeholders.

### **10.10 After Phase-out**

After the closure event, the community is on its own again, able to run its own visioning and facilitation processes.

The ultimate test for the sustainability of a project is to see what remains after phase-out. This test is done through a so-called Ex-Post Evaluation ([see paragraph 11.3.4](#)).

# Chapter 11

## Planning, Monitoring, Evaluation, Accountability and Learning

For learning and program improvement purposes, Help a Child wants to reflect on the work done in our CCCD projects, and its results and effects. Although the CCCD projects supported by Help a Child are unique and context-specific, there are some general principles for monitoring and evaluation, that need to be applied. The main principle is that Help a Child wants communities to be in the driver seat of their development. Monitoring and evaluation therefore should not be extractive, but participatory in nature, meaning that we want community members to participate in the data collection and data analysis.

These and other principles should be incorporated in the tailor-made Planning, Monitoring, Evaluation, Accountability and Learning (PMEAL) design of each individual CCCD project. In this chapter, we share more guidelines on how to develop a sound PMEAL framework for CCCD projects. The planning part of the PMEAL framework has largely been addressed in the previous chapters. In this chapter, we focus mainly on monitoring, evaluation, accountability and learning. We share information on planning, reporting and evaluation requirements and available tools to monitor the progress on various aspects of the project.



## 11.1 Why PMEAL?

### *11.1.1 Community ownership and empowerment*

The first and most important reason to invest in PMEAL is to give communities control over their development process. During the community challenge phase of the project, community members identify problems and root causes in their community and agree on an action plan to tackle these challenges (planning). To boost community empowerment and ownership to the max, community members and groups should also participate in the design of the Monitoring & Evaluation framework: together they envision the positive change that they want to achieve and formulate the desired results as steppingstones to get there. This is the foundation for the Theory of Change, to be developed by the implementing partner (**see paragraph 9.6**). Also, they give input on possible indicators, as well as ideas on how to collect data and track the progress. In the community action plan, the community, the partner and Help a Child agree on the expected results, the indicators and data collection tools (log frame). This plan, combined with other information, results in the Multi-Annual Project Plan (MAPP), that is finalized at the end of the Community Challenge Phase (**see paragraph 9.6**).

After the design phase, community members must also be involved in the regular monitoring of the project, the analysis of data collected and have a say in the adjustments and revision of the project. Help a Child therefore encourages the use of participatory PMEAL tools (see next paragraphs).

### *11.1.2 Learning and reflection*

A second reason for Help a Child to invest time and efforts in Monitoring and Evaluation, is internal learning and reflection. This is done both on project and program level. Monitoring data is collected on an annual basis. We encourage our partners to organize reflection sessions to discuss the monitoring data both in the community and among the project staff. During these sessions, lessons learned (both highs and lows) are being identified. Partner organizations are asked to report these lessons in their bi-annual reports.

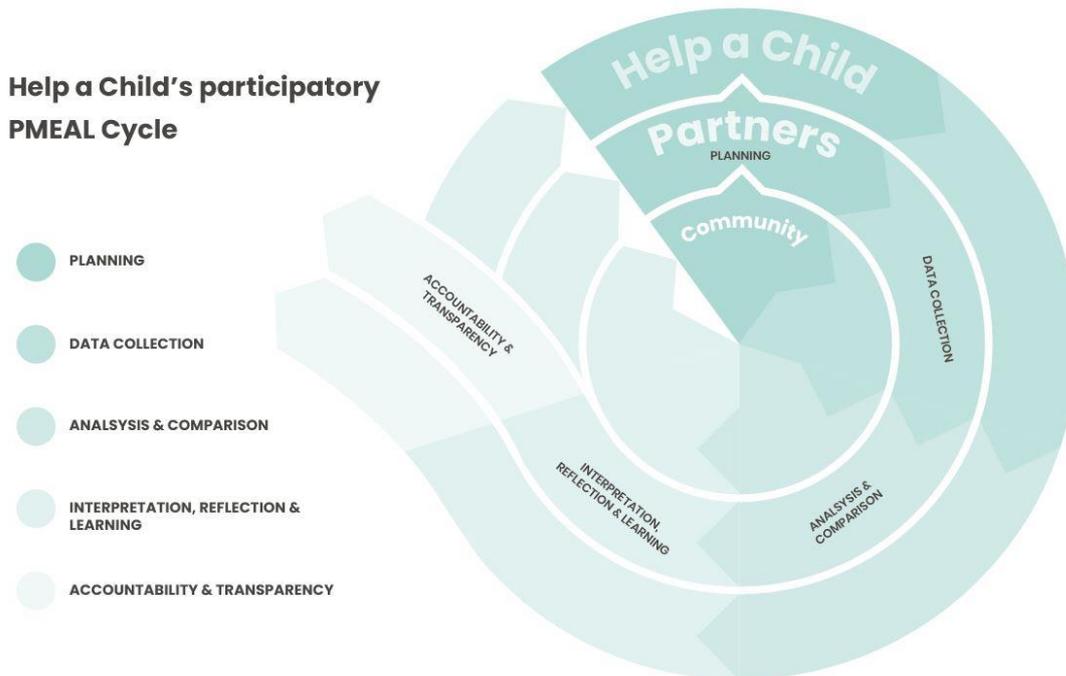
Help a Child uses the data from all CCCD projects to make annual analyses at programmatic level (e.g. impact level). Lessons learned from these analyses are shared with all partners and country offices and used for improved policy making and other purposes. Feel free to share any points of attention at all times, as this is valuable input to reflect on our approach and the design of the CCCD program.

### *11.1.3 Accountability and transparency*

Besides communities, implementing partners and the Help a Child organization, donors and supporters are also interested in the outcomes of the CCCD project. A third motivation to invest in PMEAL therefore is accountability. Help a Child wants to transparently inform our sponsors and back donors on what has been done and achieved in the communities that we serve. The MAPP with the determined expected results is used as a measuring tape to



report back to our supporters, back donors and other stakeholders.



## 11.2 Monitoring and Evaluation Tools

We encourage partners to select their own tools that they think fit best in the design of the project and the vision of the community. For internal learning and comparison though, it is important that CCCD projects also share some similar tools. Below, these obligatory tools are explained.

### 11.2.1 Empowerment scorecard

With the Empowerment Scorecard, progress in different domains related to community empowerment can be measured. Since 2021, we will be focussing on 5 areas of empowerment which are:

- Enabling environment
- Resilience
- Self-esteem
- Ownership
- Access to public services

In addition to these five domains, we do also have two specific topics that focus on the inclusion of people with disabilities:

- Participation of people and children living with a disability
- Access by people and children living with a disability to products, devices and services

The tool itself is participatory in nature, as groups of people meet each other, discuss the different topics, give a score (1-4), and explain the reasoning behind the score. Each session, the scores are compared with the scores of the year before. Additionally, members also come up with ideas to improve the situation in the coming year. This is how group members play an active role in data collection, analysis, sensemaking and planning for the next steps.

Based on the desires of the community and the character of the projects, other topics can be added to the Empowerment Scorecard. There is a powerpoint presentation available about how to facilitate Empowerment Scorecard monitoring sessions (see [here](#)).

### *11.2.2 Child Status Index*

The Child Status Index is closely related to Help a Child's overall goal: improved wellbeing for all children. The Child Status Index measures the wellbeing of children on the physical, social-emotional and cognitive domain. Within our CCCD projects, the Child Status Index is used as a group-based tool, meaning that groups of children and adults sit together to discuss and score the different themes, which are:

- Food Security
- Nutrition
- Health Care Services
- Wellness
- Performance
- Education and Work
- Shelter
- Care
- Abuse and Exploitation
- Emotional Health
- Social Behaviour

Group members decide individually what score (1-4) to give after which an average is calculated. Later on, group members discuss on the scores given, compare it with the scores that were given during earlier data collection, and agree on what can be done in order to (further) improve the scores.

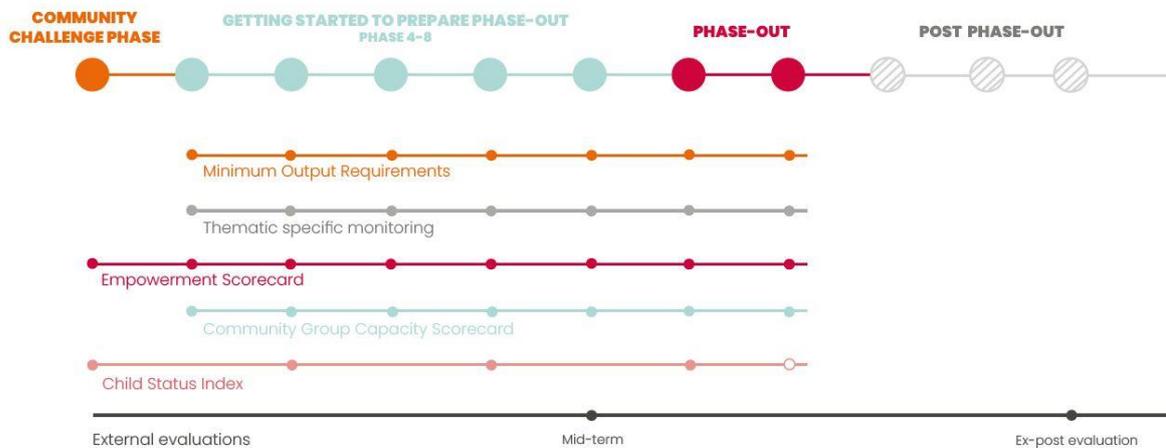
### *11.2.3 Minimum output requirements*

A third, less comprehensive but obligatory reporting tool are the minimum output requirements to give insight in the number of people supported in our work. The data is disaggregated by age, gender and (dis)ability. Partners are free to add other categories relevant for their own administration and learning.

Besides the mentioned obligatory tools, we will also develop tools that will be highly recommended for the different thematic pathways of our projects (like ECD, youth & work, etc.)



### 11.3 PMEAL timeline



#### 11.3.1 Baseline

To be able to compare data from baseline, the Empowerment Scorecard and the Child Status Index, implementing partners should start using these tools as early as in the Community Challenge Phase. The collected information on Community Empowerment and Child Wellbeing (the CSI), is key in further developing the community action plan and the MAPP in a participatory manner.

After developing the MAPP, the community, implementing partner and Help a Child can agree upon additional tools to use in baseline measurement as well.

#### 11.3.2 Annual Monitoring

Based on the action plan and the MAPP and with support of Help a Child, a project-specific database will be created, that will be used during annual reporting. The implementing partner fills it out annually to use it for its own reflection meetings (anytime you want), reporting to the Help a Child country office and reporting to the Help a Child head office (annually). Reporting needs to be done in January over the previous year (see Chapter 12.2).

#### 11.3.3 Five-year Evaluation

After five years of implementation, an external evaluator will be recruited by the Country Office to conduct an evaluation. The evaluator is supported by the Help a Child Head Office, the country office and the implementing partner, and is supposed to make use of the available monitoring data, and additionally collect his or her own quantitative and qualitative data. The evaluation should give information on the relevance, effectiveness, efficiency, impact and sustainability of our program. This information will be a starting point for designing the phase-out plan of the project, as it will give insights in the strengths and

weaknesses of the project, and what needs to be done to ensure a sustainable phase-out of the project in the area.

It is important to take time for the recruitment process of the evaluator. The recruitment process takes about two months. This entails publishing a Terms of Reference, assessing the Expressions of Interests, having interviews with potential evaluators, and preparing the assigned valuator for the job.

Furthermore, it's important to set ample time aside for the review of the evaluation reports. The whole evaluation process takes approximately 5 months, including the recruitment process, the actual data collection, and the review of the evaluation report.

To ensure the involvement of the community and their ownership in the whole phase-out phase, it is important that a sensemaking meeting is organized in which the findings of the evaluation will be shared with the community members. During this sensemaking meeting, community members can give their input in how the phase-out phase should look like. It is up to the partner to ensure that the community's perspective is included in the phase-out plan. For more information about the phase-out plan, see paragraph 10.8.

#### *11.3.4 Ex-post Evaluation*

To measure the impact and sustainability of the project, an ex-post evaluation will be conducted two years after phase-out. This evaluation is focused on gaining more insight on the lasting effects of the project, in particular on how community members and groups take up their role in further development of the community. We hope that through these evaluations, we can learn more on how to boost the sustainability of our CCCD program.



# Chapter 12 (Bi-) Annual Reporting and Communication Requirements

As we shared in chapter 11 about Monitoring, Evaluation, Accountability and Learning, reporting about the progress of the project is done bi-annually. In this chapter, we share an overview of these requirements and the associated templates.

## 12.1. Annual plan and budget

Each year, an annual project plan needs to be submitted, based on the MAPP. Through email, Help a Child will invite partners to upload their annual plans and budgets in Project Connect. The submission deadline is October 31<sup>st</sup>.

The annual planning templates can be found [here](#).

A manual about the use of Project Connect can be found [here](#).

## 12.2 Bi-annual reports

In Q2 and Q4, a progress report needs to be submitted in Project Connect. The templates are available in [this](#) section of the Howto Partner Portal.

## 12.3 CAM reporting

The Community Ambassador Model has its own administration and reporting requirements. For these requirements, please consult the [CAM manual](#).

## 12.4 Guidelines on storytelling including photography

For annual reporting as well as for CAM reporting, case and success stories need to be delivered annually. In [this](#) section of the Howto Partner Portal you can find our requirements for storytelling and photography. At this moment, Help a Child is working on a review of these documents.

Case and success stories are used to motivate and attract new (private) CCCD supporters



to make sustainable funding of our CCCD program possible. To give our partners a bit of understanding of the audience of these stories, we share a few interviews with current supporters about their motivation to support the CCCD program. You can find their stories at the end of this chapter.

### **12.5 Branding and co-branding**

In our [branding and visibility guidelines](#), you can find our branding and co-branding requirements that need to be consulted for the design of road signages, office branding, co-branded items and branded events.



# Abbreviations

ABCD	Asset Based Community Development
CAM	Community Ambassador Model
CAP	Community Action Plan
CBFCM	Community Based Feedback and Complaints Mechanism
CBO	Civil Based Organisation
CC	Community Challenge
CCCD	Child Centred Community Development
CDC	Community Development Committee
CEC	Community Empowerment Scorecard
CHS	Core Humanitarian Standards
CLA	Cluster Level Associations
CSI	Child Status Index
CO	Country Office
DPO	Disabled Persons Organisation
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
ECE	Early Childhood Education
E&D	Expertise and Development
FAM	Family Ambassador Model
MAPP	Multi Annual Project Plan
MT	Management Team
PIP	Plan Integre du Paysan (integrated farm planning)
PMEAL	Project Monitoring, Evaluation, Accountability and Learning
SHG	Self Help Groups
TOC	Theory of Change
Y&W	Youth and Work

