



CCCD Manual

For partner organizations

February 2024

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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 the 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', 'Youth & Work' and 'Child Protection' and how these expertise areas relate to other thematic areas in the program. **Chapter 5** 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 6**, we give you an overview of the different phases of a CCCD project. **Chapter 7** is about how to prepare a CCCD project and describes all requirements for a good area selection. **Chapter 8** is about the Community Challenge, where community mobilization and participatory project design takes place. In **Chapter 9**, all other phases, from 'Getting started' to 'Phase out', are described. **Chapter 10** gives detailed information about our planning, monitoring and evaluation, accountability and learning processes and requirements. In **Chapter 11**, the same is done for reporting and communication.

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 Support team in the Netherlands.

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!

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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, DR Congo, 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 realized 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 program¹. 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 phasing of the project'. These and other recommendations have been taken along in this CCCD manual.

1.7 Our logo

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

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

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 warmheartedly 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, talking about their motivation to support the CCCD program.

Part II

Our Child Centered Community Development (CCCD) Program

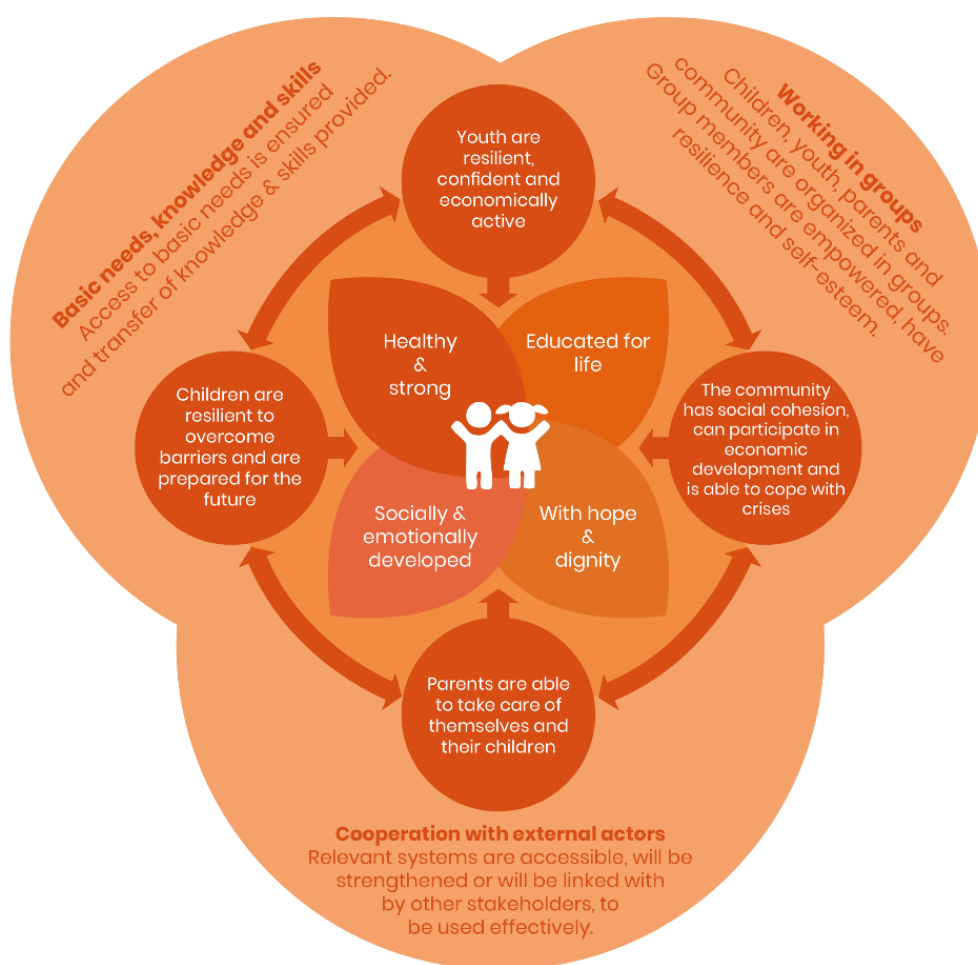
Chapter 2 The why and the what of CCCD

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, there is still a long way to go, in terms of education, food security and access to medical care and other public services, see for example [The State of the World's Children | UNICEF](#).

The underlying question beneath each CCCD project, 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 7).

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 3.6 and Chapter 8).

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 this 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 on 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 7-9) 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.
- 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.

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:

- 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.

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;
- 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:

- 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 within CCCD.

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), community empowerment (see 3.3) and child participation (see 3.5).

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. The following development stages can be distinguished: early childhood, childhood, teenagers, youth, and adulthood. In our CCCD, we use the following division:

Child development stage	Age
Early childhood	0-7
Childhood	8-12
Teenagers	13-15
Youth	15-35
Adults	>35

In each of these stages, children, teenagers and youth 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 30 children in the age of 8-15 and meet regularly (often once a week), together with at least two (adult) facilitators. 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, see the link.

3.2.4 Measuring child wellbeing: Child Status Index

Help a Child uses the Child Status Index and the Child Wellbeing Measurement Framework as tools to measure (the increase of) child wellbeing in the CCCD communities. See chapter 10 on Monitoring and Evaluation to find a more elaborate description of how these tools are used to monitor CCCD projects.

3.3 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, 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.

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 'Hardware and software programming'](#), which you can find [here](#).

3.3.1 Social-economic development of households

Poverty hinders peoples' 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 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.

3.3.2 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 8.5. 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.

SHGs are also a good starting point for raising awareness on disaster risk and how it can be lowered locally and how the community can advocate for DRR with relevant local stakeholders.

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.
- Both men and women can attend, depending on the context
- 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.

- NOTE: There may be other types of Saving & Loan groups. This is fine, it does not have to bite each other. The difference is mainly that many VSL groups run for 1 year. At the end of the year the money is returned, and they start afresh. SHGs will continue and thus build up more capital.

3.3.3 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.

3.3.4 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.

3.3.5 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.

3.3.6 Measuring community empowerment

Help a Child uses the Community Empowerment Scorecard and the Community Group Capacity Scorecard to measure (the increase of) community empowerment within CCCD communities. In Chapter 10 on PMEAL, you can read more information about the use of these scorecards.

3.4 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 Action plan is a set of common agreed actions and steps to take to better the situation of the community. It includes concrete steps, responsibilities and a timeframe for each action taken, as well as the preferred situation that is aimed at. The Community Challenge phase at the very start of a CCCD project (see Chapter 8) 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 stakeholders groups meet each other during various stages of the project to review and renew their action plans (also see chapter 10 on Planning, Monitoring, Evaluation,

Accountability and Learning (PMEAL)).

3.4.1 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 7.4, you can read more about selection and training of community facilitators.

3.5 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.

3.5.1 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 these or other participatory tools. If you come across any tools not mentioned in the participatory toolbox, we are happy to add them!

3.5.2 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. They have to consent.
- Ideally, have the facilitators work in pairs with the children (at least one of them can be an assisting 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).

More information can be found in the guidelines of HaC on [Child Participation](#).

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

3.6 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.

3.6.1 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 8 about the Community Challenge.

3.6.2 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 and 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 10 on Monitoring, Evaluation, Accountability and Learning.

Help a Child has developed guidelines which might be helpful on how to involve men in the different elements of the projects, you can find them [here](#).

3.6.3 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.

3.7 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. Help a Child adheres to the internationally recognized Integrity, Child Safeguarding & Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH) 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.

3.7.1 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). The Community Based Complaint & Feedback Mechanism (see paragraph 10.4) is one of the tools Help a Child uses to hear the voice of the community. Another tool which is important to use is the [Do No Harm Checklist](#), to check if the program causing any harm to the community (for example is it bringing people together or is it (unintentionally) dividing people).

3.7.2 Integrity & Child Safeguarding

Harm also can be done by our staff, interns, volunteers, consultants, of both Help a Child and the partners. It is our responsibility as an organization to ensure our staff will not contribute to harm. The Integrity Policy provides rules and regulations about the responsibility of all staff to prevent harm and to report any abuse they suspect or witness, within their organization or outside. Training of all staff and partners is important to ensure awareness. And the community should be aware that staff is never allowed to ask for favours (money, sexual favours) in return for services. More on this can be found in the Help a Child Integrity Policy. 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.

3.7.3. 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 centre 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 Disaster Risk Reduction (DRR)

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 in case of disaster. 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 increasing capacities of communities and involving stakeholders.

For a good implementation of Disaster Risk Reduction, projects need to have at last three years. For ongoing projects, specific implementation activities need to be developed by the partner, considering the phase projects are in.

An overview of Disaster Risk Reduction in Help a Child and the approach the organization takes generally and in each thematic area of the CCCD program can be found [here](#).

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](#).

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 three thematic areas, that therefore are a mandatory component of each CCCD project. These thematic expertise areas are Early Childhood Development (ECD) Youth & Work (Y&W) and Child Protection (CP).

Throughout the years HaC has gained expertise on the three expertise areas which enables the organisation to build knowledge and to create possibilities towards different donors. For the coming years we also want to continue building this expertise. The project elements of the three expertise areas are sometimes coordinated by Help a Child. Beside this, in some cases the country offices have their own implementation when it comes to ECD, Y&W and CP in order to gain more expertise on these areas.

Although Early Childhood Development, Youth and Work and Child Protection are expertise areas within Help a Child's 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 attention is given to children and youth in all stages of their development, CCCD programs are holistic programs, so attention is paid to all ages and to all different needed themes.

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, Trude & Richter et al., 2020). There is growing evidence that poverty and early childhood adversities can disrupt brain development and undermine children's cognitive, psychosocial, and physical development (World Bank, 2018; Black et al., 2017). Investing in young children, especially in Low and Middle Income Countries (LMICs), has therefore been recognized as critical to improve outcomes later in life, build human capital, to address inequality and to break the cycle of poverty (Devercelli & Beaton-Day, 2020; Bengtsson & Barakat, n.d.) 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, there are 5 interrelated elements important to ensure that children reach their full potential: Responsive Caregiving, Opportunities for early learning, Good Health, Adequate Nutrition and Security & Safety. In the CCCD program we have a strong focus on the first 2 elements: Responsive Caregiving and Opportunities for early learning. The last 3; Good Health, Adequate Nutrition and Security & Safety, are addressed through the Parenting Challenge intervention, through our child protection approach (see 4.3) and through lobby and linkages with other stakeholders like health clinics, local government departments and other NGOs.

Responsive Care (Parenting)

Parents (everybody who takes care of a child, so biological or non-biological caregivers, grandparents or aunts/uncles etc) 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 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 method, called '[The Parenting Challenge](#)', which fits in most of the context Help a Child works and is focusing on the challenges parents face. This is an interactive method to improve the knowledge, and practice of parents with children 0 till 18 years. The progress of the parenting activities is monitored by the Parenting Statements, which are part of the PMEAL framework.

Early Childhood Education (ECE)

To ensure access to Early Childhood Education in the more remote and poorest rural communities we support communities to build or strengthen community based ECD centers and ECD model centers. Selection of the area for the ECD centers and collection of building materials takes place together with the community to increase ownership and to connect to local needs. Attention is given to providing ECD-structures that are inclusive to all children and multi-functional, integrating education, nutrition and health.

ECD management committees (with representatives of parents, early childhood education, primary education and government) are trained and coached in their process to mobilize and lobby for resources and to monitor the quality of the ECE. In this way communities are enabled to ensure that all children are able to access quality ECE in the community and thus protected, cared for and stimulated in their early learning. Help a Child always tries to work in close collaboration with the government and local and national stakeholders in training of ECE teachers and development of an ECD curriculum to realize a system change.

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 (age group between 15–35). 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
- PIP approach (see 4.2.3)
- Business skills development
- Life skills development

4.2.3 Participatory Intergrated Plan (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 'Participatory Intergrated Plan (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 or community. 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 how to integrate PIP in the CCCD program you can find [here](#).

4.2.4. Business skills development

We do see the need for more assistance to youth when it comes to business. A lot of business is not really profitable and has no or little impact. We therefore need to coach and guide

youth in a proper way. As Help a Child we have developed some modules regarding business. This helps youth to understand how business works, what you need to research before the start and how to make your business or IGA (Income Generating Activities) successful. Have a look at the tools we developed: 'Generate Your business' and 'Start your business' [here](#).

4.2.5 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 area 3: Child Protection

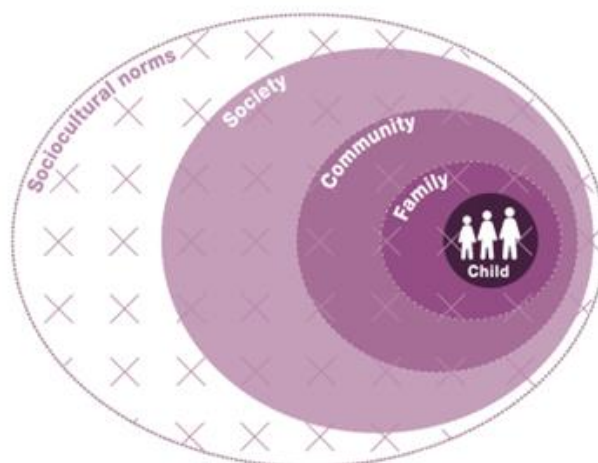
4.3.1 Why child protection?

When working with children it is important to realize children are vulnerable, still growing up and learning all kinds of behavior, so we do need to protect them from harm. In a community there are many risky places, think about the road where cars are speeding, or the cooking stove. Harm also can be caused by people, in the family, or at school or by outsiders. In case a child is hurt, we have to respond adequately and prevent further harm.

4.3.2 What do we mean by child protection?

Child protection is the prevention and response to abuse, neglect, exploitation and violence against children (Source: Alliance for Child protection in Humanitarian settings). Since Help a Child is working in and with communities, it is called community-based child protection. In protecting children several people have responsibilities, the Rings of Responsibilities.

Four levels of the child protection socio-ecological model



When working in child protection it is important to address all 4 entities, since they all have a responsibility in protecting children.

4.3.3 What is expected from implementing partners?

Partner organisations are the ones working in the communities. So they will be the first who will notice child protection issues. And that means they need to know what to do in terms of

prevention and response. In several countries the government also plays a key role in protection of children, so it is important to link to the appropriate government structures such as department of Family & Child welfare, probation office, community development office and Family unit of the Police.

4.3.4 Child Protection Guidelines

The Child Protection Guidelines of HaC describe the place of child protection in our programming, it answers the question on how child protection is placed in the overall Theory of Change, and what our focus areas are. In addition, it outlines our child protection approaches, activities and tools. Our Child Protection Guidelines are in line with the United Nations Convention on the Rights of the Child, the Core Humanitarian Standards (CHS) and the Child Protection Minimum Standards (CPMS).

In our Child Protection programming we use a socio-ecological approach, which means that both communities, families and children are supported to address, prevent and respond to child protection issues. Our Child Protection activities focus on the following four key areas: Community-based Child Protection, Family Strengthening, Sensitization and training of children on Child Protection and the strengthening of children's resilience.

Help a Child is working at the grassroots level to prevent and respond to child protection issues through community sensitization and the establishment and/or strengthening of child protection committees. Communities are seen as active participants in the protection of their children and are involved in identification, planning and implementation of child protection strategies, the development of child protection (by) laws and lobby and advocacy activities. Help a Child strengthens or establishes child protection committees. Since parents (or caregivers) are the most essential key players in improving the wellbeing and safety of children, Help a Child wants to be sure that they are equipped with positive parenting skills to provide a safe, nourishing, and stimulating home environment. In our support of parents, we integrate awareness raising with the support of a group dialogue to discuss issues around parenting and child protection. As Help a Child we see children themselves as active actors in addressing and preventing child protection issues. To empower children to know their rights and to include them in taking responsibility for the safety and security in their own community we use child right clubs and group-based interventions like What's Up Children. Resilience strengthening activities focus on access of all children to basic needs, strengthening of social cohesion and life skills and strengthening of children's agency through child participation. The HaC Child Protection Guidelines can be found [here](#).

4.4 Expertise areas in relation to other thematic areas

The three expertise areas should thus not necessarily 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	Self Implementation or Linking / Lobby	Approach
Child wellbeing	Self Implementation	The project must result in improved child wellbeing by combining relevant project elements, based on a Theory of Change .
Early Childhood development	Self Implementation	Parenting: Parenting Challenge modules. ECD Centers (Minimum requirements)
Child development	Self Implementation	Children's Clubs: own tools and/or 'Catch up!' modules and Parenting Challenge Modules .
Youth & Work	Self Implementation	AVET / Youth Groups: own tools. Business skills: Generate your Business and Start your Business packages. Life skills: own tools. TVET: own tools.
Community empowerment	Self Implementation	Mobilization, community participation, interactive approaches, working in groups. (Participatory Tools)
Social and economical empowerment of households	Self Implementation	Self-help groups and Cluster Level Associations. (e.g. Kindernothilfe Self-Help group manual)
Food security	Self Implementation	PiP-intergrated farm planning. (Help a Child PiP manual)
Protection	Self Implementation	Child Protection Committees, bylaws, Child's rights clubs, etc. (Childprotection guidelines)
Education	Self Implementation / Linking / Lobby	<ul style="list-style-type: none"> Linking to government schools. Supporting of schools where there are (training) gaps not covered by the government. Link with ECD and children groups (training of teachers involved in children groups). Training of PTAs. Mainstreaming (CP, ECD). Green curriculum.
Health	Linking / Lobby	Linking to government systems and health centers.
WASH	Linking / Lobby	Linking to government systems and lobby for infrastructure.
Economic development	Linking / lobby	Value chain development and linking to expertise partner.

Chapter 5 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.

5.1 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. 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.

5.2 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. The model needs to be supported by both the local government as well the selected communities. Therefore, a CAM feasibility assessment needs to be carried out.

The Community Ambassador Model is part of the project cycle from the start to the end. In Chapter 11 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](#).

5.3 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 7) 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.

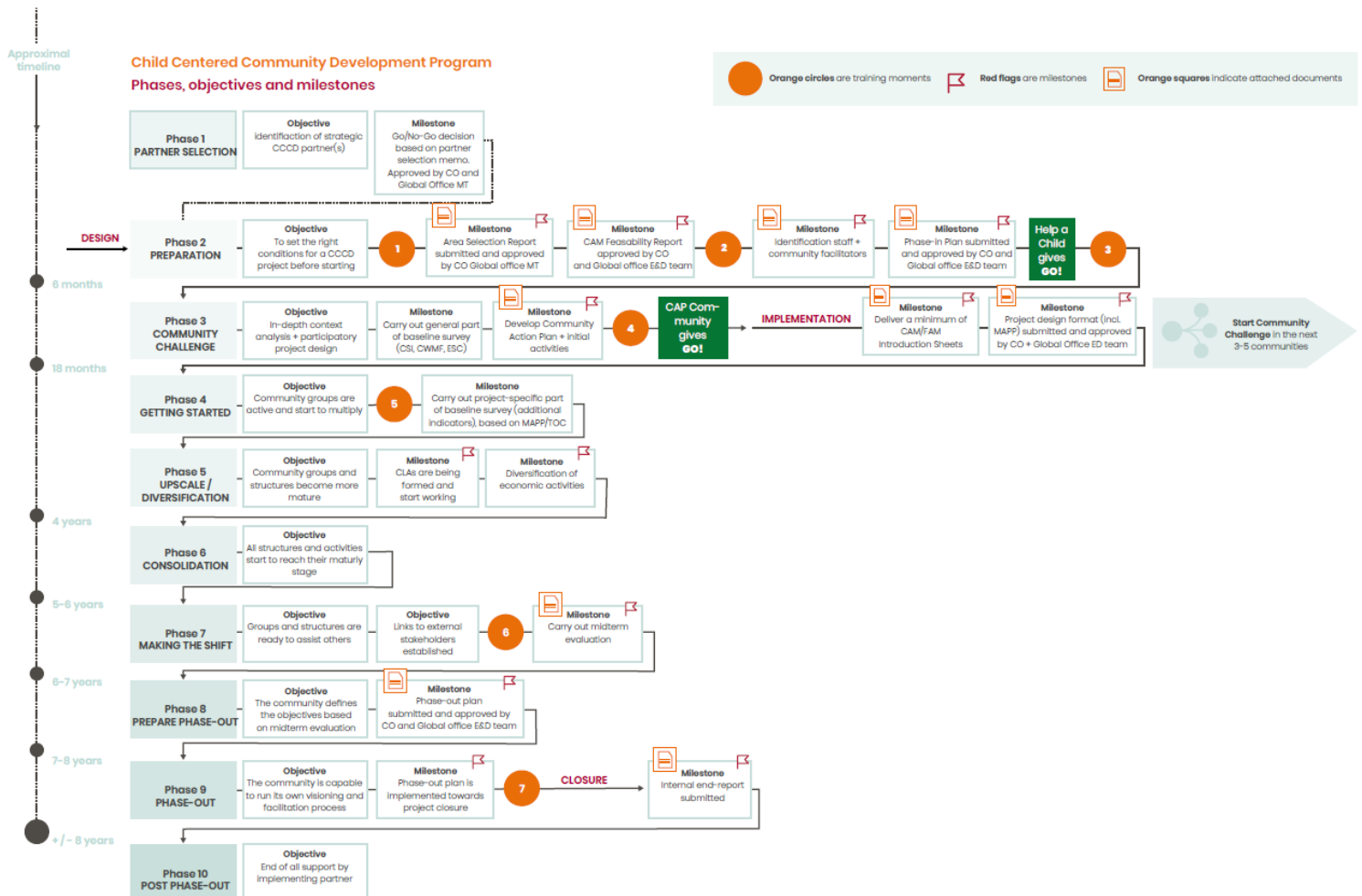
Part III

Preparing a CCCD Project

Chapter 6 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. You can also find the visual [here](#).



6.1 Short description per phase:

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

6.2 Training overview

Help a Child has developed a training overview which explains the available trainings per phase. You can find a link to this overview [here](#).

The number of training moments are linked to the orange circles in the phasing visual in paragraph 6.1.

6.3 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.

6.4 Detailed Workflow of CCCD

If you are interested in a more detailed workflow (including all important steps, training moments, roles, documentations etc.) from the CCCD programme, you can find it [here](#).

Chapter 7 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.

7.1 Partner selection phase

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 are described in a separate document, called [‘CCCD Pilot phase guidelines’](#).

7.2 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 and vulnerability.
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, Youth & Work and Child Protection interventions:** as Early Childhood Development, Youth & Work and Child Protection 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, and disaster risk reduction.
 - 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)
 - Disaster Risk in the area: occurrence of hazards and their impacts.
 - The size of the area should be manageable.
6. **Partner' preferences:** (existing offices, experience in particular area etc.)

7.2.1 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.
- Review of national disaster and disaster impact data
- Occurring hazards
- 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 of the Global office explaining the choice of the selected area.

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 ChildCentered Community Development projects are mainly funded through this funding model. Find [here](#) the CAM feasibility assessment template.

- Data are collected by the Help a Child 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 angles.
- 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 Global office, to be approved before the start of the CCCD project in the specific area.

7.3 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.

7.4 Selection of community facilitators

Another important focus in this phase is the selection of project staff and community facilitators. At least 2 full staff and 6 community facilitators are needed to run all activities in the Community Challenge phase. Community facilitators – both group facilitators and CAM facilitators (see 3.4.1) – 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.

7.5 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.

Help a Child has developed guidelines on Disability Inclusion, see [paragraph 3.6](#).

7.6 Phase-in Plan

The above steps will be captured in a Phase-in Plan, to be submitted to the Country office and the Global office 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](#).

Approval of the Phase-in Plan means that the implementing partner can proceed with the Community Challenge Phase.

Chapter 8 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 a Theory of Change and Multi-Annual Project Plan, approved by Help a Child and partner organization. Identification of Community Ambassadors (to facilitate funding through private sponsorship) also starts during the Community Challenge phase.

8.1 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 a 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 4.2.3](#).

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 (most ideal is to start with parenting groups). 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.

8.2 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 (that will give input for the Multi Annual Project 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.

8.3 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 8.6). 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 includes the assessment of local hazards and the vulnerabilities and capacities of a community and its members in relation to the identified hazards as well as structural causes of poverty and vulnerability. The context analysis is part of the CCCD Project Design template, which can be found [here](#). Help a Child has also developed a tool that will help you to map the Community & Protection Resources and Services, you can find the tool [here](#).

8.4 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 10.3.1](#)). Also in this phase, the members of the Community Development Committee will be selected and introduced.

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 8–15

Include people with a disability as well as the poorest people as early as possible.
At the end of this step the reality of the community is better understood, and community hazards are mapped and assessed using the hazard assessment and relevant tools.
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, Seasonal calendar)
2. Session 2.2: Who likes it where?
([Tools](#): Community mapping II and/or Child development and wellbeing 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 and which, if any, identified and assessed hazards the community faces. 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 community and the various groups within it. The community will meet again in the same stakeholder groups. The aim is to commonly discover the challenges within the community, the various causes of the

challenges as well as community strengths and capacities and come up with first ideas for possible interventions to tackle these.

“Challenges” may include but are not limited to community and structural weaknesses and vulnerabilities, lack of knowledge, hazards, and hazard impacts.

Important is to include the poorest of the poor, both male and female community members and people with a disability as well.

Underlying causes are looked at with the Pressure and Release Model. This is an assessment that can be used to identify different social, natural, physical, and political aspects contributing to the progression of vulnerability in relation to hazards identified in Steps 2 and 3.

The stakeholder groups come together four times to discuss the following topics:

1. Session 4.1: What are the challenges for the community and its different groups?
Information gathered during sessions 2.1–2.3 may inform the assessment here.
([Tools](#): Vulnerability and Capacity Assessment)
2. Session 4.2: What are the strengths of the community and its different groups?
Information gathered during sessions 2.1–2.3 may inform the assessment here.
([Tools](#): Vulnerability and Capacity Assessment)
3. Session 4.3: What are the underlying causes of the challenges?
([Tools](#): Cause and effect tree, PAR Model)
4. Session 4.4: What is the current status of child wellbeing in the community?
(Baseline survey – [Tools](#): [Child Status Index](#) and [Child Wellbeing Measurement Framework](#).)
5. Session 4.5: What is the current empowerment status of the community? (Baseline survey – [Tools](#): 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 Challenges and strengths of the community’ 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? Which hazard impacts do they see in the community and which vulnerabilities allow these impacts to happen?

Previously collected data and connections made between vulnerabilities, root causes, hazard impacts, and community strengths are presented and verified by the community. Respect, and listening to each other is key, since it takes all groups to develop the community. Here, the [Data Verification](#) and [Pairwise ranking](#) tools, may be used, too.

Step 6: Prioritizing action and finding common ground

Who: Community members (peer group meeting and plenary meeting).

Number of sessions: 3

How: Use of participatory tools

This step exists of three 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 second session is meant to share priorities for action. After this plenary session a community action plan including activities to reduce prevalent disaster risks will be worked out by the CDC members based on the input of the prior sessions. At last, a draft community action plan is presented to the whole community for approval. As a summary, a community action plan for the coming 5 years will be presented.

1. Session 6.1: Prioritize actions and check / make the link with child wellbeing + CDC member(s) selection.

([Tools](#): Pairwise ranking, Data Verification, Child wellbeing vision's matrix.)

2. Session 6.2 to share action priorities raised in the stakeholder groups

After this meeting, the CDC members will work out the Community Action Plan including disaster risk reducing activities.

([Tools](#): Community Action Plan)

3. Session 6.3 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 meetings. The aim is on 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.

Step 7: Setting up the Community Based Complaints and Feedback Mechanism (CBCFM)

Who: a sample of the whole community, different focus groups.

Number of sessions: 1 with each sampled group.

How: having discussions with focus groups about giving feedback, use the guiding questions of the three thematic areas mentioned in the Community Consultations Guide.

This step is about setting up the Community Based Complaints and Feedback Mechanism. Help a Child wants the community members to make use of the Community Based

Complaints and Feedback Mechanism, and therefore the CBCFM needs to be in line with the needs of the community members. Hence, the main aim of the community consultations is to get clarity on the needs of community members with regard to the CBCFM. Specific topics to get insight on are the following:

- The most appropriate complaint and feedback channel, which types of mechanism will be appropriate in this specific context;
- The location of physical reporting channels;
- Local perceptions on complaining in general, and on complaining to “outsiders” (is complaining seen as appropriate? Is there any fear of retaliation? Etc.);
- The types of concerns community members might want to report;
- The type of feedback they want to give;
- How the community wants to be informed and what information they want to receive (e.g. how to structure awareness-raising events).
- How to enable/support children to share their feedback.

It is important that all groups are included in the community consultations. Depending on the context, it might be advisable to have separate community consultations for both genders and the different age groups of people, in order to enable people to speak out in front of each other. Also youth, children, elderly, people with disabilities and other vulnerable groups should be included in the community consultations.

Three thematic areas should be discussed:

- Community Information Needs
- Handling Feedback, Concerns and Complaints
- Inclusion and Diversity

In the [Community Consultations Guidelines](#), guiding questions are available for each area. After the community consultations, the staff involved in the consultations write a short report that includes the main findings per thematic area. This report, together with the raw data/notes from the community consultations, should form the basis for the discussions with the Help a Child country office and global office to select the right feedback channels.

8.5 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.

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

8.6 Start of implementation: 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, the Community Challenge sessions, additional context analysis, and information you get from the parenting groups and SHG's. The Objective Tree from the PMEAL framework need to be used as foundation for your TOC. You can add more pathways if needed. Not all pathways need to be implemented by you as partner, some will be covered by other stakeholders.

After the MAPP and Theory of Change as part of the [Project Design Template](#), are submitted to the Help a Child Country office and Global office, and approval is given, the project has green light to start with full implementation.

8.7 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. The default number of introduction sheets to be delivered in this phase is 300. The exact number will be defined in the preparation phase.

Part IV

Project implementation and Requirements

Chapter 9 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.

9.1 The role of the implementing partner

As we mentioned in paragraph 6.3, 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').

9.2 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.

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

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

9.3 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. 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.

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 10.3.1](#).

9.4 Phase 5 (Upscale/diversification)

During this phase, groups become more mature, and Cluster Level Associations (see paragraph 3.3.3) 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.

9.5 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, the partner staff and community need to be prepared on the 5-years evaluation and making the shift from implementor towards coach.

9.6 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 evaluation takes place. More information about the process of this external evaluation can be found in [paragraph 10.3.3](#).

9.7 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 Global office. Templates for Phase-out Plan and Budget can be found [here](#).

9.8 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.

9.9 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.

9.10 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 can be done through a so-called Ex-Post Evaluation (see [paragraph 10.3.4](#))

Chapter 10 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 by 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.

10.1 Why PMEAL?

PMEAL stands for Planning, Monitoring, Evaluation, Accountability and Learning. All these aspects are important for Help a Child.

In terms of planning, the PMEAL results are used for planning purposes, and to adjust the projects if needed. Based on the results choices can be made about certain aspects of the project that need more attention. The implementing partner is also encouraged to plan for the outputs and to set a target for the number of people that will be reached and the number of groups that will be formed, among other outputs. The PMEAL CCCD Reporting Framework is used to monitor the progress of the projects and to measure the well-being of children and the empowerment in the community, among other things. Based on the results the project can be adjusted.

At the start of the project a baseline is conducted and in the fifth year of the project, a mid-term evaluation is conducted. With the information gathered in the mid-term, a phase-out plan is developed for the remaining project years. When the project is finished an end-line evaluation is conducted for learning purposes and to be accountable to the community and donors. The data that is collected during the course of the project will also be used for internal learning and reflection. This is done both on a project and program level. Monitoring data is collected on an annual basis. Some monitoring tools are administered every year and others every other year.

The implementing partners are encouraged to organize reflection sessions to discuss the monitoring data in the community and among the project staff. During these sessions, lessons learned (both positive and negative) 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 a programmatic level and improve policy making and programming.

Besides communities, implementing partners and Help a Child, donors and supporters are also interested in the outcomes of the CCCD projects. Therefore, another reason to invest in PMEAL is accountability. Help a Child wants transparently to inform our sponsors and donors on what has been done and achieved in the communities who are served.

10.2 PMEAL CCCD Reporting Framework

The [PMEAL CCCD Reporting Framework](#) is developed to monitor every CCCD project on output and outcome level. This framework includes the minimum output requirements and the data collection tools. Some tools are administered annually and other tools every two years (see table below). Every tool contains the instructions to the tools. A data reporting sheet is available for every tool, where the average scores are filled in. Besides the PMEAL Framework, also the raw data should be submitted.

A [PMEAL manual](#) is available with the guidelines of the framework. There are also manuals available per tool, you can find them [here](#).

Tools	Frequency
Child Status Index	Once every two years
Child Wellbeing Measurement Framework	Once every two years
Community Empowerment Scorecard	Every year
Community Group Capacity Scorecard	Every year
Parent Statements	Once every two years
Parenting Challenge Report	Every year
ECDC Scorecard	Every year
Farmer Family Statements (PIP)	Once every two years
Youth Statements	Once every two years
Child Protection Committee report	Every year
SHG Economics	Every year

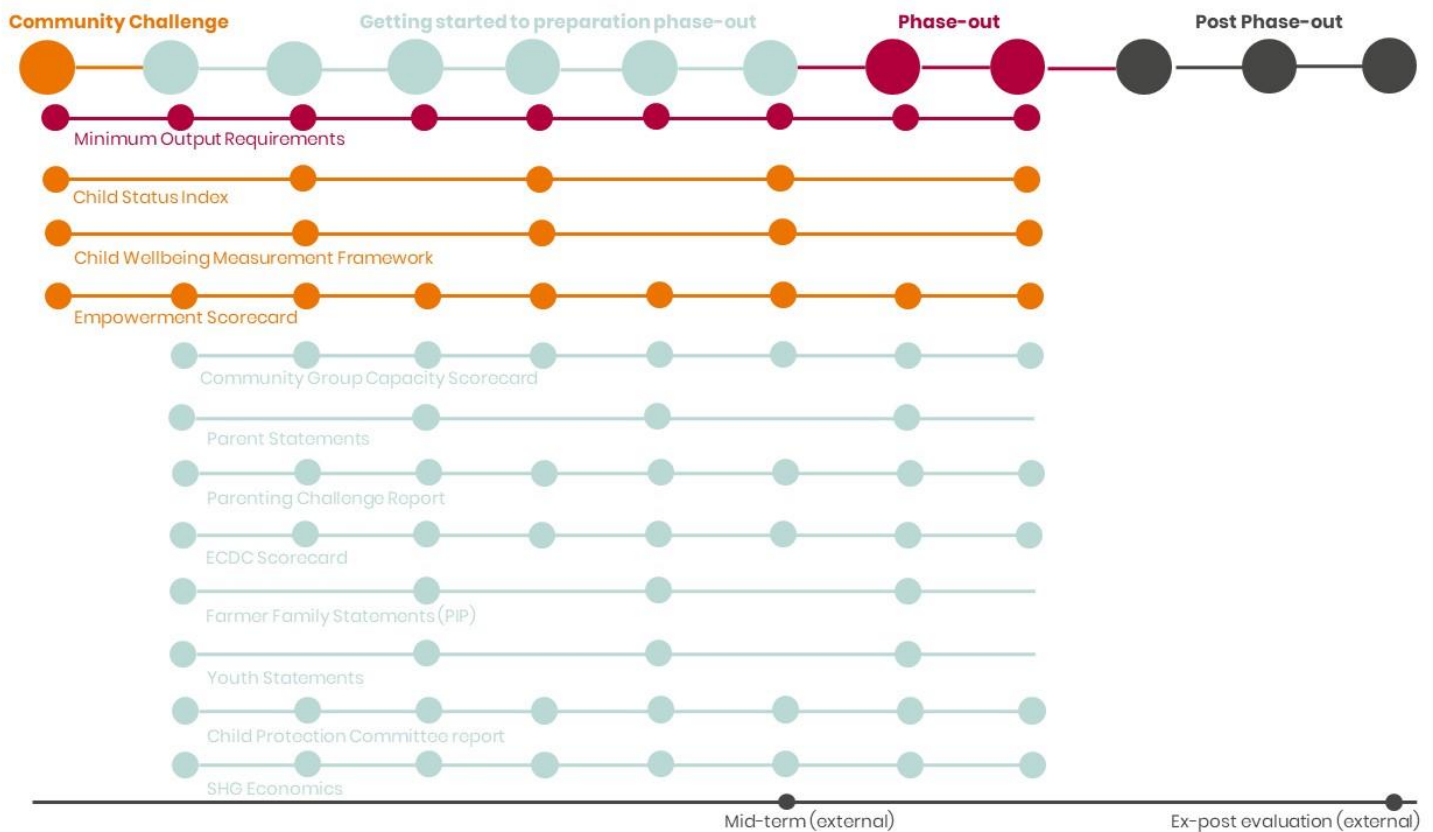
Minimum output requirements

A reporting tool that is obligatory for all projects is the minimum output requirements. This report gives insight in the number of people supported in our work. The data is disaggregated by age, gender and (dis)ability. Besides the data on actuals, also data on the number of each planned can be reported. Partners are free to add other categories relevant for their own administration and learning.

10.3 PMEAL timeline

The image below shows the PMEAL timeline throughout the whole project phase. Starting with the Community Challenge and ending with the phase-out. The dots show the frequency of the tools. As said before, some tools are conducted every year, others every other year. In the fifth year an external mid-term evaluation is done, and at the end of a project an internal evaluation is conducted. Two year after the project has phased out an external ex-post

evaluation can be done. This last evaluation is optional and is initiated by the Help a Child Global office.



10.3.1 Baseline

A baseline is conducted in the Community Challenge phase for the Child Status Index, the Empowerments Scorecard and the Child Wellbeing Measurement Framework. The collected information is key in further developing the community action plan and the MAPP in a participatory manner.

After developing the MAPP, the community, the implementing partner and Help a Child agree on the themes for the project. For the corresponding tools of these themes a baseline is conducted as well. This will usually be in the year following the Community Challenge. For example, parenting is selected as one of the project themes during the Community Challenge, a baseline of the Parenting Statements is done after the community challenge.

10.3.2 Annual Monitoring

Each project has its own PMEAL Reporting Framework, that will be used during annual reporting. The implementing partner conducts the data collecting preferably in August or September to use the results for the annual plan of the following year. Every project has its own PMEAL reporting framework where the averages get reported. Reporting of the framework, including the outputs and SHG data needs to be done in January over the previous year (see [Chapter 11.2](#)).

10.3.3 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 Global office, the country office and the implementing partner, and is supposed to make use of the available monitoring data, and additionally collect own quantitative and qualitative data. The evaluation should give information on the relevance, effectiveness, efficiency, impact and sustainability of our project. 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 evaluator 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.

10.3.4 Ex-post Evaluation

To measure the impact and sustainability of the project, an ex-post evaluation can be conducted two years after phase-out. This is not standard procedure for every completed project, but it is initiated by Help a Child Global office. The aim is to do the ex-post evaluation once every few years, for a selection of projects as a synthesis evaluation. 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. The aim of these evaluations is to learn more on how to boost the sustainability of the CCCD program.

10.4 Community Based Complaints and Feedback Mechanism

Within Help a Child we strive to develop a Community Based Complaints and Feedback Mechanism (CBCFM) for every project. Only if the community is fully involved in the mechanism's design, implementation and evaluation, it qualifies as 'community based'. As Help a Child, we believe that only then will the system be effective, and therefore valuable to the community as well as to the Help a Child/Partner staff members to improve the quality of the projects. A guide on CBCFM will be developed soon. This guide will explain how Help a Child wants to establish or strengthen an adequate mechanism that allows for good communication with communities.

During the Community Challenge, the Community Consultations (step 7) are administered to set up the feedback channels (see paragraph 8.4 step 7) The Community Consultations are the starting point for setting up the complaints and feedback mechanisms.

All the complaints and feedback from the community should be registered in the data reporting sheet, on project level. The data is to be submitted to the Country office, bi-annually. The Country office collects and reviews the data and submits it to the Global office. The data will be entered into the global database, for analysis and learning purposes.

Chapter 11 (Bi-) Annual Reporting and Communication Requirements

As we shared in chapter 10 about PMEAL, 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.

11.1. 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. The submission deadline is October 31st.

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

11.2 Bi-annual reports

In Q2 and Q4, a progress report needs to be submitted. The templates are available in [this](#) section of the Howto Partner Portal. The deadlines are: 31st of July (Q2) and 31st of January (Q4) of each year.

11.3 CAM reporting

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

11.4 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
AVET	Agricultural Vocational Education and Training
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
ESC	Empowerment Scorecard
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