



The phasing of CCCD projects

Guiding communities to envision and realize sustainable change

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Introduction

Clear project phasing towards sustainable change

Help a Child started working with Child Centered Community Development projects (CCCD) since 2010. Ever since Help a Child has been working to fine tune the CCCD approach to ensure highest impact for children in a sustainable way.

In 2018 a synthesis evaluation of 41 CCCD projects was done by an external evaluator. One of the key lessons that came out, is about improving the phase-in and phase-out of CCCD projects. In light of a better phase-out strategy, Help a Child presented a new policy document, focusing mainly on the general sustainability and phase-out of CCCD, called 'Sustainability guidelines'¹. In addition to these guidelines, in this document we zoom in on the first phases of a CCCD project to make sure the aim of each phase is clear. Throughout the phases of a CCCD project, the roles of community, partner organization and Help a Child are shifting. It is good to be aware of this, in order to guide communities in logic steps from A to B. A well description of these roles is a second reason to write this additional document.

A third reason is the wish for more community participation. Although in all projects a participatory process to determine the problems, needs and desires of a community (PICD), is taken into account when writing the program plan, it turned out that the time of this participatory approach was too short to bring the real root causes to the surface. Therefore, the Community Challenge phase was developed which will involve the whole target community in an active and participatory way and for a longer time. In a bit less than a year, the community will be challenged to look deeper and find the root-causes and their strength/assets. Several interventions will be used for this with several groups in the community, ensuring inclusion of all. It also helps to bring a logic sequence in the activities within the communities: starting with parenting to bring mothers and fathers together to discuss what is the best way to raise their children. While sharing, they will realize deeper challenges within their family to overcome. While being in the parenting group, these issues can be tackled. This 'harmony' in the family is needed for economic resilience (think of PIP or IGA) where families now start looking at sustaining and increasing their income. In the meantime Self Help Groups are formed for sharing, saving and loaning purposes. Children are also stimulated to form groups. In a group you learn from each other and you realize

¹ <https://howto.helpachild.org/our-standards/sustainable-programming>



you are not alone. Same for youth in their youth groups, focusing on skills, income and planning for a family.

With a clear phasing strategy, we foresee a stronger link between activities on household level and at community level. Of course there is a lot of ownership and decision making in the community; Help a Child is just providing the approaches.

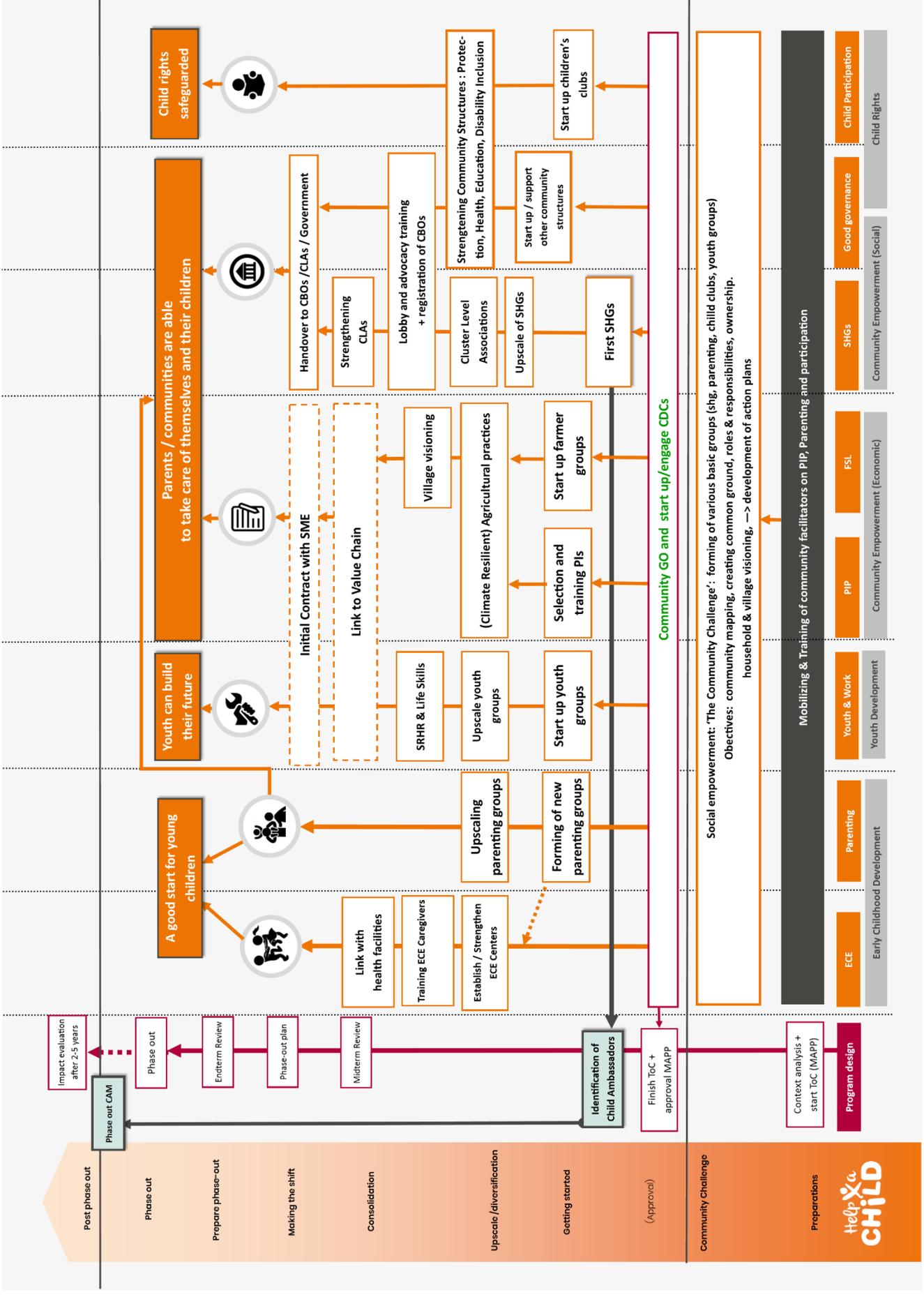
These reasons all together made Help a Child decide to provide a separate policy document which describes the different phases of a CCCD project from start to end. Because of lessons learnt from the syntheses evaluation and from our own observations and experiences over the last years, we present hereby a clear phasing strategy for the new to start CCCD programs for 2021 onwards.

Important note

The intention of this document is to convey our philosophy on phasing; the crucial importance of starting a project with participation, inclusiveness, ownership and bring mindset change from the start.

It is not the intention of Help a Child to provide a blueprint that tells exactly what needs to happen when. After all: providing a blueprint would be exactly the opposite of that inclusive and participative philosophy.





Project phases overview

The visual at page 4 shows the various phases of a project. Each phase has a certain objective, that needs to be achieved before the next phase can start. It is important to be aware that throughout the phases, the roles and responsibilities of the involved stakeholders are constantly shifting. For the community: from co-designing the project to visioning change to take up leadership and eventually take full responsibility. For the partner's staff: from co-designing the project to implementing the activities to train and facilitate to eventually coach (and actively retreat). Help a Child staff need to have an adaptive attitude as well, to coach the partner in each phase of the CCCD project on the right set of skills.

Detailed information about shifting roles can be found in the Sustainability guidelines of Help a Child.

The phases of a CCCD project are:

1. New partner selection

The selection process for new strategic partner organizations to implement CCCD projects is explained.

2. Preparation of CCCD

These are all activities that need to be done before a CCCD project can start, including area selection

3. Community Challenge

The actual start of the CCCD project, where the community is actively engaged in the design of the project. This phase ends with an approved Multi-Annual Project Plan by Help a Child, partner organization and community. Identification of Community Ambassadors (to facilitate funding through private sponsorship) also starts during the Community Challenge phase.

4. Getting Started

This is the period of a project in which groups and structures are formed further and start functioning and first activities are taking place. A few Self-Help- and parenting groups have been formed under the Community Challenge phase, but now more groups will start, . The aim is now to bring the Multi-Annual Project Plan into action.

5. Upscale / diversification

During this phase, groups become more mature and cluster level groups are formed that can add another dimension to the structures and their link towards government and community. Diversification of (economic) activities increase.

6. Consolidation

All structures and activities, including cluster level structures, reach their maturity stage.

7. Making the shift

In this phase, the mid-term evaluation takes place. groups and structures must be capable to assist other community members in their development. Also clear links to external stakeholders are established. The role of the partner shifts more from implementation towards coaching.

8. Prepare phase-out

A phase-out plan for the remaining years is developed, based on the findings of the monitoring and midterm evaluation of the project.

9. Phase-out

The phase-out plan is implemented up to the end of the project. Remaining support by the partner organization comes to an end.

10. Post phase-out

The community is on its own again, able to run its own visioning and facilitation processes.

1. Strategic partner selection

1.1 Selection of strategic CCCD partners

(not for existing partners!)

Help a Child implements CCCD projects through strategic implementing partners. The criteria and process for selection of such partners are explained in this paragraph. It is important to note that partner selection and area selection go hand-in-hand, as not all partners can implement projects in all geographical locations.

1.1.1. Partner selection criteria

In line with Help a Child's partnership criteria, new strategic partners of Help a Child should have:

- a Christian identity and work from Biblical values
- a clear match with Help a Child's Theory of Change; ability to implement the Theory of Change of Help a Child or crucial parts of it
- motivation to support marginalized children, families and communities
- the ability and willingness to implement one or more sponsorship models: Child Ambassador Model (CAM), Family Ambassador Model (FAM) or CAM Plus (for children with a disability)
- the ability to contribute to (additional) institutional fundraising
- a local registration as an organization
- to implement projects in rural areas
- strong governance and structure of the internal organization, including child protection mechanisms
- the ability to link and work together with other partners (governments, churches, schools, companies, etc.)

1.1.2. Partner selection process

Whenever a new strategic partner needs to be selected Help a Child has identified some crucial steps for partner selection:

1. An open tender with advertisement for expression of interest is published.
2. Initial screening of these organization is done based on the partner selection criteria stated above. This will result into a shortlist of preferably 5 organizations

3. These pre-selected organizations are subjected to an Organizational Capacity Assessment (OCA)² tool by a team of at least 2 members of staff³. The OCA tool results of all organizations are gathered in one overview for decision making.
4. At least 3 organizations are selected for personal meeting at the office to better get to know each other and reflect on possible further collaboration.
5. **Milestone⁴**: the Country Office that conducted the above steps writes a memo to the Management Team of Help a Child, that thereafter approves and contracts the strategic partner.

1.2 Pilot phase with new strategic partner **(not for existing partners!)**

Whenever a new implementing partner is selected to implement a CCCD project for Help a Child a pilot phase of 6-12 months is needed in order to monitor and evaluate whether this partner is strong enough for further implementation of the CCCD project. A pilot will take place in the area selected for CCCD (see chapter two).

1.2.1 Quality criteria for a pilot phase

- The pilot is conducted in the area selected for CCCD, and prepares the community for further CCCD programming. The pilot is thereby not a stand-alone project.
- The pilot can already contain the full preparation phase and the first blocks of the community challenge phase.
- Duration: 6-12 months.
- Staff and involved communities have a good understanding and embrace the project objectives and applied CCCD approach.
- Activities consist of community awareness, capacity building, prioritization and planning, mobilisation and setting up key structures such as project management committees and Self-Help Groups.
- Basic data are collected (based on participatory tools) to allow the design of a comprehensive Multi Annual Project Plan (MAPP).
- Potential local community facilitators are identified.
- Budget: 20.000-40.000 euro.

1.2.2 Pilot process

² Organizational Capacity (helpachild.org).

- The pilot needs to be designed in line with the criteria above.⁵
- The pilot starts with the partner receiving green light from Help a Child focal points on their pilot plans.
- During the pilot phase, relevant activities of the preparation phase and the community challenge phase are started, but no children are yet linked to private sponsors in the Netherlands.

Milestone: After the first 6–12 months of the pilot, a go/no-go decision is made. A pilot report is written as memo to the Country Office and the Management Team of Help a Child in the Netherlands. Based on this report both MT and Country office decide if the pilot can change into a full project. If the answer is 'Yes', the partner can make a start with the Community Challenge phase. If the answer is 'No', the partner will finalize the pilot project. On the other hand, also a community themselves can decide to withdraw from a full development intervention when they do not see the relevance of our cooperation.

Note: Only after approval of the Country Office and Management Team on starting the CCCD project, child ambassadors can be linked with private sponsors in the Netherlands.

1.2.3. Go/No-Go Criteria:

- The partner shows it fits very well to all Help a Child's partner selection criteria
- The partner has implemented the pilot well and shown good quality and knowledge on CCCD project implementation
- The new partner is accepted by the community
- The new partner shows commitment and is communicating well with all relevant stakeholders
- The new partner is accountable regarding finance and in the way they reach out to the community

⁵ Currently, Help a Child is developing a portfolio of example projects, that will be available on request.

2. Preparation phase

In order to make sure the project is reaching the people who need support, it is important to select the right area, and the right communities. Local government and community leadership need to agree and accept and expectations are managed.

This phase is important for all stakeholders in order to manage expectations and search for the most suitable match between the mission(s) and vision(s) of Help a Child, local partner, Community and local government. The preparation phase of a CCCD project includes all activities that need to be done before a CCCD project can start, including area selection.

2.1 Area selection criteria

The following criteria are set for selection of a CCCD area:

- 1. Needs in the area:** needs in the area in relation to poverty and child well-being.
- 2. IF opportunities:** donor preferences in general, with special attention for priority areas of large IF donors, such as Dutch MoFA which can lead to scaling up the project in scope.
- 3. Early Childhood Development and Youth & Work:** ECD and Youth & Work are Help a Child's expertise areas in Development projects. These are the flagships of Help a Child, to which Help a Child can add value, and will built a profile of Help a Child in country.
- 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:

- a. Demographic characteristics
 - i. (sufficient # of children for sponsorship)
 - ii. Stability and movements related to (seasonal) migration (and associated risk of children leaving the program)
- b. Security
- c. Attitude of the (local) government and population towards NGOs in general and (possible) HaC-program in particular (support of empowerment approach/ voluntarism).
- d. Presence of other (sponsor) NGOs (aim to seek complementarity and avoid duplication)
- e. Accessibility and size of the area
 - i. Physical (e.g. roads)
 - ii. Communication (internet, phone, mail)
 - iii. the size of the area is manageable

- 6. Partner' preferences:** (e.g. existing offices, experience in particular area)

2.2 Area selection process

It is of importance that the geographical area is selected based on the pre-defined criteria set by Help a Child. In this paragraph the process of area selection are explained.

The area selection process consists of three steps:

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

Based on secondary statistical data (including poverty and child vulnerability data), the most likely CCCD target areas are selected. The following points of attention are applied:

- Review of national poverty and child vulnerability statistical data on province/ state and district/ county poverty ranking
- Determine if the HAC 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 to allow maximized complementarity and harmonization with government service providers.
- **Milestone:** An area selection report is written by Help a Child Country Office and approved by Help a Child Management Team in the Netherlands.

Step 2: Feasibility assessment

After selection of the larger target area the next step is full-fledged feasibility of the area. Using the CCCD & sponsorship feasibility assessment tool⁶, data is collected during a thorough target area visit resulting in a final feasibility report and go/no-go for the start of a CCCD project.

- Data are collected by the country office in collaboration with the involved partners to ensure the data collection is done through a broad perspective including thematic and sponsorship expertise.
- Besides various district/ county government officials also community leaders and community inhabitants are interviewed to get insight from various angels.
- Based on good understanding of the CCCD/CAM approach support of various stakeholders need to be received
- Data provided by government departments needs to be supported by official government/ study reports

⁶ See [CAM Annexes \(helpachild.org\)](http://helpachild.org). (This tool will be reviewed in 2021).

- **Milestone:** A final feasibility assessment report is written as memo submitted to the Country Office, that thereafter can approve start of the CCCD project in the specific area.

3. Community Challenge phase

In order to have a good understanding of the barriers for child development, the root causes and of the potential strength within the community, it is important to take time with the community to discuss and reflect: how can we as community ensure that our children can develop well? This is the Community Challenge. In order to stimulate more community participation HaC desires to not only sit with some members of the community but want to let them all participate to the full in order to maximize ownership, common understanding, participation, intrinsic motivation, and inclusion of the entire community.

The community challenge is divided in several blocks. The first 3 blocks are using participatory tools to assess the situation in the community. Normally people will first look at their challenges at the surface. It takes a bit of time to go deeper and find the root causes. Therefore from block 4 some interventions will start already, which will provide some direct and practical ideas for support of children. At the same time these interventions help to look deeper at the situation of children and causes hindering their development

In this 'Community Challenge' phase, the community is very much involved in creating an community action plan. After this action plan is approved by the community itself, the strategic partner and Help a Child, the Community Challenge will result in an approved Multi-Annual Plan.

3.1 Quality criteria and key principles for the Community Challenge phase

Main points of attention in the Community Challenge phase:

- Objective: digging deeper into issues in the community in order to come with a quality plan to improve the well-being of children.⁷
- Activities: community mobilization, participatory assessments and mapping, gender assessment and community visioning/planning, parenting, setting up SHG, and Selecting CAM/FAM, in all villages.

⁷ <https://catcomm.org/ladder-participation/>

- Staff: at least 2 staff needed to conduct all activities and write reports
- Community facilitators: at least 6 needed
- Budget will be determined in cooperation between partner and country office

- **Milestone 1:** After block 3 (see below), all the groups gather their ideas about what they think should be done. They make a GENERAL plan of action. Here the community can approve the plan, they can decide: do we see this happening? Are we willing to continue with this project?" At the same time the partner organisation also can see if this will work or not. Are there enough possibilities/willingness? A general plan will be shared with country office
- **Milestone 2:** At the end of this phase a Multi-Annual Project Plan (MAPP) is handed in and presented to the Country Office and the Management Team of Help a Child in the Netherlands for assessment and approval (by both).
- **Milestone 3:** After defining the Mapp, the partners and HAC Country office will give an induction-workshop on integrity. Help a Child country offices are expected to describe this in their annual plans and to take this into account when developing project workplans and budgets. The partner together with HaC office will have this workshop with the community to make clear what is expected from each other and what the community can do in case something is not in line with integrity issues.
- **Milestone 4:** CAM/FAM selection and connection to Dutch private sponsors (Intro sheets).

Key principles of this Community Challenge phase:

- Ownership
- Common understanding/ awareness & visioning
- Inclusion of all groups (especially those most vulnerable)
- Participation
- Focus on child wellbeing
- SHGs as basis for CAM selection
- Deeper root causes of barriers for development may not be mentioned in the beginning but will surface later through interventions like the Parenting Challenge

3.2 Role of the community and family

The role of the community and family is essential in the Community Challenge. Both families and communities must be able to determine their pace and their steps in further development. Therefore the community challenge tries to emphasize the importance of both family and community level interventions and focus.

Please note: with family we mean all members: adults and children that all have a role to play in their family vision.

3.3 Involvement all villages (instead of a sample)

In order to maximize ownership, participation and common understanding, we strive for the idea that the Community Challenge phase will be done in all villages, involving all members of these villages. Depending on the number of available staff and the size of the villages, we assume that the Community Challenge can take place in 4 to 6 communities at the same time. A similar process should be followed in the second (and third) round in the other villages. For the first group of communities which will undergo the Community Challenge phase, it is best to take a sample of those communities which represent and include the average setting of the chosen area. With these communities you also develop the MAPP. In the second and third round, you do the Community Challenge preferably with all other communities in the chosen area. Focus of the second and third round is maybe less on data gathering and program design (MAPP), but still desired for full participation, ownership, awareness raising and inclusion of all. Info of the 2nd and 3rd round can sharpen and or confirm the MAPP. This means all villages need to take this phase before they further dive into the subsequent project activities.⁸

Help a Child will closely monitor this process in the first projects that will start in 2021, to see how the Community Challenge can be applied in all villages in the most easy way, and therefore, what a realistic total number of villages within one CCCD project can be.⁹

Selection of CAM Ambassadors

We assume that in the first group of villages, around 300 CAM children and FAM families can be selected, in the second round another 300 and in the third also another 300, reaching a total of 900 Child Ambassadors. Help a Child will also closely follow this process.

⁸ This is a main difference compared to CCCD projects (till 2020), where only a sample of the communities were involved in community assessments, mainly meant to collect data to develop a Multi-Annual Plan. The Community Challenge though, that will be applied in CCCD projects from 2021, is all about envisioning and facilitating social empowerment, ownership and engagement of the whole community, with data collection as an important 'bycatch'.

⁹ The pilot will be run by implementing partners WACRAD, BDS, NCCK, AICCAD and AEE Uganda

3.4 The Community Challenge in ten steps

Within the Community Challenge, 10 steps or blocks can be defined: Find below a description of each step. To help you getting an overview, we made a table below.

→ **1. Community entrance:** When the feasibility study is done and the right area is selected and approved, the Community Challenge phase can start. The first meeting about the Community Challenge (CC) is with the local leaders of the community. The Goal is to join hands and see if there is willingness to collectively improve the wellbeing of the children in the target area. Questions that need to be answered are: How do the community leaders themselves look at the mission of Help a Child and the way of working, our Theory of Change, focusing on the children, while including the whole community? What do they think of the willingness of the communities to cooperate to common goals (given in line with our ToC?)

This discussion includes already that we will not do everything, we have our mandate and we want specifically join hands and walk along side by side with the community . So what we do is participative.

If community leaders are positive and accept our method of working, the real CC can start. The Community Challenge is done with all members of the community, represented in groups of about 15 to 20 people per group. There will be a group of elders, group of women, group of men, group of male youth, female youth, children age 9 to 13. It is very important to try to include people with a disability and the poorest of the poor. If this is not possible in the beginning, make sure that with every step they will be included/mentioned.

There are in total 10 steps with sessions or activities to be taken.

→ **2. Exploring the community:** Exploring the community will be done in the several groups in 4 sessions. Per session we describe what we try to explore together with community members. At the end of each sessions, the peer or age groups present their findings to the whole group/community. Aim of these sessions is to help the community explore their own situation, their strength and their challenges, and make them aware how other groups in their community experience certain cultural norms and values.

2.1. Session 1: What does the community look like?

Which resources are in the community? What kind of specific age or peer groups are there in the community? Through community mapping we will find out more in-depth information about the community and its inhabitants.

2.2. Session 2: Who likes it where?

In this session we want to divide the community in peer or age groups. Each different group will first start looking at who likes it where? Who doesn't like it where? (the safe and risky places). And what is the reason for this?

2.3. Session 3: Culture now and in the past

During this session they explore or find common ground for their present cultural norms and compare them with what they know of their cultural practices in the past.

2.4. Session 4: Gender roles

In the 4th session, the participants explore who is doing what in the community. Via several methods it will become clear what the roles are of men and women, boys and girls in the community and how people feel about this.

The 4 sessions as described above will help us to understand the community and their people and behavior and cultural norms. From here we zoom in towards the problems and see if we can come to a common understanding to tackle these challenges. From here we go into a set of sessions that we call sharing and caring.

Sharing and Caring

all groups will come together and share what they have found in the 4 sessions. The groups can share from their own point of view how they look at their community, what they like and what not, how they see their culture and history and what they feel about the current gender division. Respect, and listening to each other is key, since it takes all groups to develop the community.

→ 3. What's the challenge?

During the third step, we will focus on the challenges of the several groups in the community. Aim is to commonly discover the challenges within the community and come up with possible interventions to tackle these. Important is to include the poorest of the poor of the communities as well in the Community Challenge. Organize in one of the coming sessions a good vulnerability assessment, in order to make sure we include the poorest of the poor and the most vulnerable. If not yet incorporated in the Challenge it is now time to include them.

Session 3.1

Peer groups will sit together again and discuss and write down together what is going well and what are real challenges for their age/gender group in the community.

Session 3.2

After having looked at challenges for the well-being of their own age group, they now look at what they think the needs/challenges are for the other age groups. E.g. parents will look at the challenges and needs for the children. The children will look at challenges and at what is needed for the parents. Youth will look at challenges and what is needed for the parents/elders and the elders will look to challenges and needs for the youth. All groups will present their findings to the whole community. When presentations are given, in the end also a vulnerability assessment can be done.

Session 3.3

Only for the youth and adult groups: they will think about their own childhood and compare it with the current childhood of their own children. What do they remember from their own

childhood? What are the good memories? What are the bad? And how is that now for their children? What are the challenges for them as parents to give their own children a good childhood? Write this down and add this on the collective challenge list.

Children and teenagers: They will start thinking already about what they feel needs to change. And what can they, as children /teenagers already do for that. What would be their dream community?

After these sessions it is more clear who is facing what kind of challenges and the groups have started to put themselves in the shoes of other groups in their community.

Sharing and Caring

all groups will come together and share what they have found in the 4 sessions. The groups can share from their own point of view.

→ 4. Finding common ground

Session 4.1.

The balance: knowing our strength. We know now all the challenges, there are many. People also can have individual problems, like loss of a loved one, or a disability or sickness etc. But we also have strength, as an individual and as a community. In this session we will identify these strengths.

Session 4.2

Setting the vision/designing the framework: what can be done in cooperation with HaC/ or the affiliate partner organization? It needs to be clear what can be done with our help and what not. Of course during the 7 years that we are cooperating with each other, we want to stimulate community development activities what they will take up themselves. Explain that each age group has its own “ wish list” and stakes, but that in the community challenge all stakeholders need to benefit equally from their community developments. It’s good to stimulate that every family decides themselves what their vision for their household is. Some families will be ready for integrated farming, others more for SHGs. Ensure that on family level discussion can take place on their joint family vision.

As a summary a common plan for the coming years will be presented. This can be a plan on headlines for the coming 5–7 years (community plan) and a first year plan already in more detail. The plans are ready now and realized in a participatory way. As outcome a high intrinsic motivation is expected of the community to take their own development at hand.

Session 4.3.

The community selects a community development committee (CDC), including representatives from all age groups and gender/ vulnerability in the community.

Their task is to steer the communication between the community members and the lead staff/community leader. Other tasks of the community development committee can be:

reflection board of the ongoing of the activities; Community Complaint mechanism; Representative towards government and other third parties. Community development committee member team exist out of different age group representatives and is gender equal. 50% man and 50% women.

→ 5. Starting the parenting challenge

The first visible intervention is the start of the parenting challenge. Parents groups are formed and the first 10 sessions are focusing on parenting and the challenges that parents experience. Best is to bring parents together from a certain section of the community, so distance is not an obstacle. Have in mind that the formatted parent groups will eventually become Self Help Groups. Involve men directly from the beginning of the parenting challenge. It might be they are more interested in the economical part, but this will come after the 10 first lessons, as the parenting group will start more activities: SHG, making kitchen-gardens, improve homesteads in terms of hygiene etc.

→ 6. Starting Children's Groups

The children who participated in the 1st blocks, together with community facilitators or teachers, can start a children's group. A short introduction training on child participation and child rights will be conducted. The children will reach out to other children in the community. Activities can start with cleaning the environment, involving other children, improving or establishing a playground and with play activities. Expansion of activities will take place in the next phase. and will be directed towards life-skills, including child rights. Childprotection will be a topic in the groups, but will get more attention in the following years of the project.

→ 7. Starting Self Help Groups (adults, youth)

Out of the parenting course SHGs can start. It will not be the only SHG in the community. Also Youth SHG and other SHG will start. Based on the family decisions members of the family can join in a SHG. SHGs normally compose of 20-25 persons. In some cases/local contexts it can be better to split a parenting group into 2 SHG's and add other community members to it. It's the role of the community facilitators in cooperation with community leaders that strong and workable SHGs will be formed in the community. The SHG approach in collaboration with the community development committee (CDC) and Cluster Level Associations (CLA) is the driving force to organize development in the community. You can use the SHG manual that is available from Help a Child.

When SHGs or VSLAs are already established, you can try to find ways to engage these groups. It is not the intention to create new structures. It's the intention to ensure sustainable impact can be achieved.

→ 8. Starting socio-economic activities

Based on the family decisions members of the family can join socio-economic activities. After the SHG are formed we can start with activities like farmer group activities, making

kitchen gardens and learn from each other and share best practices of growing vegetables in order to improve nutritious states for the children and other community members. Also saving within the SHG can start. Other options are to explain the Integrated Farm planning (PIP) and first trainings on PIP can start now. Or youth can start with Skills training, and other strategic themes like Sexual Reproductive Health information sharing and/or other relevant topics per SHG.

When farmer groups or associations are already established, you can try to find ways to engage these groups. It is not the intention to create new structures. It's the intention to ensure sustainable impact can be achieved.

Sharing and Caring: all groups will come together, and share what they have found in the 4 sessions. The groups can share from their own point of view. Together with the Community Development Committee, the partner organization will explain that in order to keep on developing, funds are required. Help a Child is willing to provide part of those funds. Best system in the Netherlands to trigger people to donate is by giving the project 'a face'. Children in the community are important, they are the future. And at the same time it helps potential donors to connect through children. That is why HaC came up with the idea of Child Ambassadors. It is not good that only a few children benefit and others do not benefit. So the Child Ambassadors are representing the other children, in fact the whole community, of course supported by their families. So initially the first 300 children will be selected to represent and communicate with the people donating funds for the project.

→ 9. CAM selection from village/SHG

Now activities are started and the project is taking off, it is time to start the CAM / CAM+ and or FAM selection. Because if the community wants to develop themselves like this, funds are needed. And best way to get funds in the Netherlands is through CAM/CAM+/FAM. People in the Netherlands (NL) have a 'soft spot' for children and are willing to support financially. Not sponsoring of children directly, because we want to develop the community, for all children, not just for a few. So the children are ambassadors. And it will be great when children from the community can inform those sponsors in the NL about what is happening in the community, so that the people in the NL get to know the community (and keep on paying for the project activities). Ideally we do the selection of the first 300 CAM between the 5th and 7th months of the first year.

Milestone: The community and selected ambassadors are aware of the ambassador model and CAM intro sheets have been sent to HaC Country Office

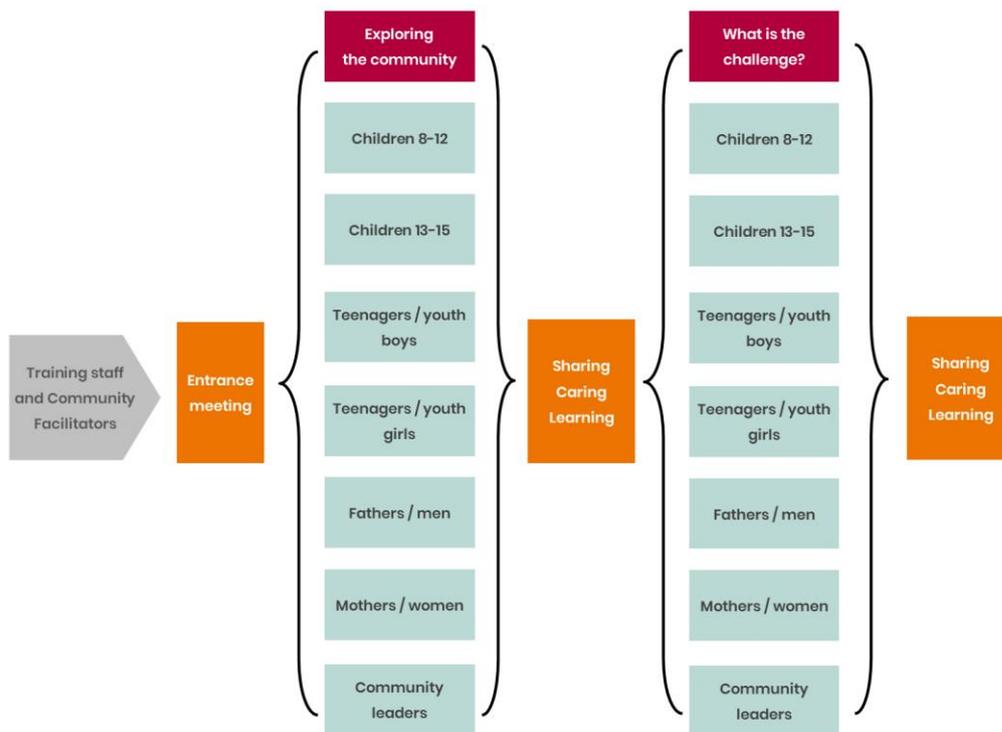
Milestone: The MAPP has been developed, based on all information from all groups, and together with the Community Development Committee. This will need to be approved by Country Office and Management Team of Help a Child.

→10. Community Challenge Day (annually)

To evaluate the progress but also to stimulate the community it can help to organize a special Community Challenge Day. During this meeting progress will be demonstrated. Good results will be celebrated. Lessons learned will be shared. The plans for the coming year will be presented. Communities will be encouraged and sensitized to take their own development at hand. It is suggested to celebrate this Community Challenge Day every year till the closing ceremony day of the project.

3.5 Participatory approach and tools

To make sure that the Community Challenge takes place in a participatory manner, it is advised to make use of tools that are especially developed for this aim. Below, we have listed some tools that are available in Help a Child’s Community Participation Toolbox.¹⁰ If you have other usable tools available, feel free to use these instead!



¹⁰ <https://howto.helpachild.org/our-standards/toolbox-community-participation>

Overview of available tools in Help a Child's Community Participation Toolbox:

Step	Key Topic	Sub topics	who	# of sessions	Tools (see also Manual of Toolbox)
1	Community Entrance	Explain purpose of project	Community leaders (CL)		Presentation and Open dialogue
2	Exploring the community	2.1.What does the community look like? Which resources? What kind of groups?	Separate Groups of Men, women, youth male, youth female, teenagers, children	1	Community Mapping, Venn diagram I
		2.2.Per age group: who likes it where? Who doesn't like it where?	Separate groups	1	Community Mapping and or Children's wellbeing/development matrix
		2.3.Culture in past and now	Separate groups	1	History line
		2.4.Who is doing what? Gender roles	Separate groups	1	24 hour schedule Step forward, Venn diagram I
Sharing & Caring		Presentation of all groups of the above	All groups together	1	presentations
3	What's the challenge?	3.1.All problems in your own age group	Separate groups	1	Mind map exercise Problem tree
		3.2.Problems of the others	Separate groups	1	Same, but then the problems of others
		3.3.Vulnerability assessment	Separate groups		Vulnerability ranking

	Past, present, future	3.4.Session: Parents will think about the past and now and what are the differences? Session: children /teens are thinking about their future	Youth /adults Children /teens	1	Helps to understand better, to see what is normal for each child and what is because of context (tool: Childhood past & now)
Sharing & Caring		Presentation of all groups of the above	All groups	1	Presentations
4	Finding common ground	4.1.The Balance: our strength	Separate groups	1	The Balance, Cause and impact tree Pairwise ranking Children's Wellbeing Visioning Matrix
		4.2.Setting the vision /designing the plan 4.3.Organizing community development committee	All groups	1	The children will attend this meeting as well, so also the children are aware of their role as ambassadors of the community project.
<p>Mile-Stone 1: Send report to Management team of Help a Child. GO/NO GO decision</p>					
5	Starting Parenting challenge	Involve men directly from the start! The parenting group will become most likely also a SHG at a later stage.	All fathers and mothers (those taking care of children)	10 + 20	after 10 sessions start creating SHG. The other 20 sessions can be divided over the rest of the year. (depending on other locally important topics as well.)

6	Starting Children's Groups	Goal is to play, to clean, to involve other children and share what they discussed in the first 3 blocks	Children who participated in first blocks, other children can be added	ongoing	The tools for children's groups can be used
7	Starting SHG formation	Starting with SHG and savings	Women and men, either together or in separate groups	ongoing	The SHG manual should be used
8	Starting socio economic activities like PiP, farmer groups, and Y&W skills training etc.	Start forming youth groups Start forming farmers groups	Youth SHG groups, farmers groups. Selection of PI farmers.	ongoing	See Youth & work policy and Pip manual
Sharing & Caring		Update what is happening in the groups Explain CAM	All groups	1	
9	CAM selection from village/SHG	Select the 300 ambassadors, based on the criteria in CAM manual	All groups		300 Intro sheets to be send to HaC Netherlands
10	The Community Challenge Day	To evaluate, discuss, share and plan for the next year	All groups, lead by Community Development Committee	annually	Change Tracking Most significant change Empowerment scorecards for groups Short report including lots of pictures to be send to HaC Netherlands
Partner organization		MAPP to be finalized and send to Help a Child Netherlands			

4. From getting started to phase-out

After the community challenge an approved Multi-Annual Project Plan is developed and after approval of the MAPP the project can fully continue the next steps within the CCCD program. During these years Help a Child distinguishes different key phases.

4. First activities phase: This is the period of a project in which groups and structures are formed further and start functioning and first activities are taking place. SHG groups and parenting groups could also been formed under the Community Challenge phase, but their aim is now to bring the plan (MAPP) into action.

5. Upscale/diversification phase: during this phase groups become more mature and cluster level groups are formed that can add another dimension to the structures and their link towards government and community. Diversification of (economic) activities increase during this phase with the aim communities embrace and own their development to make them resilient and stronger and prepare them for sustainable change.

6. Consolidation phase: all structures and activities reach their maturity stage, inclusive cluster level structures.

7. Making the shift: in this phase the mid-term evaluation takes place, groups and structures must be mature and capable to assist other community members in their development. Also a clear link to external stakeholders are established.

8. Prepare phase-out: after the mid-term evaluation a phase-out plan for the remaining years is developed based on the findings of the monitoring and evaluation of the project.

9. Phase-out: in this phase the phase-out plan is implemented up to the end of the project and phase-out of all support by the partner organization.

Help a Child has described these phases in the Programming Manual¹¹ and the Sustainability Guidelines.¹² Important aspects of these phases are also:

¹¹ <https://howto.helpachild.org/our-standards/program-manual-2#available-files-wrap>

¹²

- Ownership: the community challenge is repeated in the following years, including time for reflection on the implemented plans as well as the planning of new activities. Initial guided by the facilitators and gradually fully owned by the CDCs.
- Enhanced inclusion: initially the most vulnerable and poor members of the community might not be able or not willing to participate in the community challenge. As the project proceeds more vulnerable and poorer community members join and benefit from the project.

Milestones:

- Number of CAM/FAM between 600-900
- Budget varies per year, based on number of CAM/FAM and the intensity of the phase
- A PMEL plan is developed with support from HaC on how to monitor and evaluate the MAPP. This is approved by Country Office and Management Team of Help a Child.
- A baseline on the approved PMEL plan is conducted in first part of year 1
- Bi-annual and annual reporting takes place every 6 months.
- After 5 years an external mid-term evaluation is conducted that informs the phase-out plan
- The Phase-out plan is developed and approved after mid-term evaluation
- An internal end-term review is written on the basis of the monitoring data, the external evaluation, the plans, the reports and other relevant sources.
- A closure ceremony for the community is organised to officially close down the project

5. Post Phase-out

After official closure of the CCD project the post phase-out starts. This phase consists of two elements a post-phase-out evaluation that can assess the sustainability and impact of the project and secondly follow-up coaching of the structures and groups from distance.

5.1 Post phase-out coaching

After a CCCD project is phased-out the staff will also leave and offices of partner organisations close down. Some partner organisation will remain close and can easily visit the 'old' area for some small scale follow-up coaching. Other partner organisations will be far away and can't visit anymore without any budget.

Help a Child wants to discuss with partner organisations that are phasing-out how we can ensure some follow-up coaching of groups is still possible. Groups and structures must be mature, but now and then having a good discussion how to tackle a problem or embrace an opportunity can be needed. Help a Child is open to any agile ideas how to tackle this and encourages partners to raise this issue during phase-out. Help a Child did not yet develop any guidelines for this.

5.2 Post phase-out evaluation

The ultimate test for the sustainability of a project is to see what remains after phase-out. Help a Child wants to invest in getting insight in the sustainability of phased-out projects and therefore conducts external post phase-out evaluations at each 'old' CCCD location, two years after final activities. The evaluation is managed from the Netherlands and is done with one pre-determined methodology.