

## Annex 21: Description Program Cycle Management

Because of the Child Centred programming and application of the Community Ambassador Model (CAM), the program cycle management of programmes supported by Red een Kind has particular characteristics. These characteristics are described in this document.

### 1. Programmes and thematic initiatives

Programmes are defined as an integrated development initiative that focuses on addressing the holistic needs of children in a particular geographical area that corresponds with government recognized boundaries over a period of 5-8 years. The development initiatives consist of (thematic) initiatives (project) that complement and reinforce each other and thus contribute towards maximized synergy. A program can consist of 3-5 thematic initiatives at the same time (figure 14). And thematic initiatives can take place one after the other. Both the program and initiatives are implemented along the program management cycle (see figure 1).

*Figure 1: Connection between overall program and thematic initiatives (projects)*



### 2 Geographical coverage and Target Group size

Programmes are implemented in selected target areas. A (rural) geographical area is selected based on secondary data and macro assessments on the vulnerability indicators of children in the area. Assuming that the most vulnerable groups will be selected. A geographical area is selected that corresponds with political boundaries of the government such as a district, commune, county, parish or ward. The target area of the program will normally consist of a number of villages within an area that together depend on services centrally planned (from an area capital) for this particular area. This will make it easier to coordinate and lobby for government services.

The size of the area will depend on access and the population density. The whole target area should be reachable within a reasonable time. The target population in the selected geographical area will depend on the context and available budget. The population size could range from 10.000 people in thinly populated area in fragile states such as DRC to 25.000 people in transition countries such as India where less direct service will need to be provided.

### 3 Timeframe of a program and its interventions

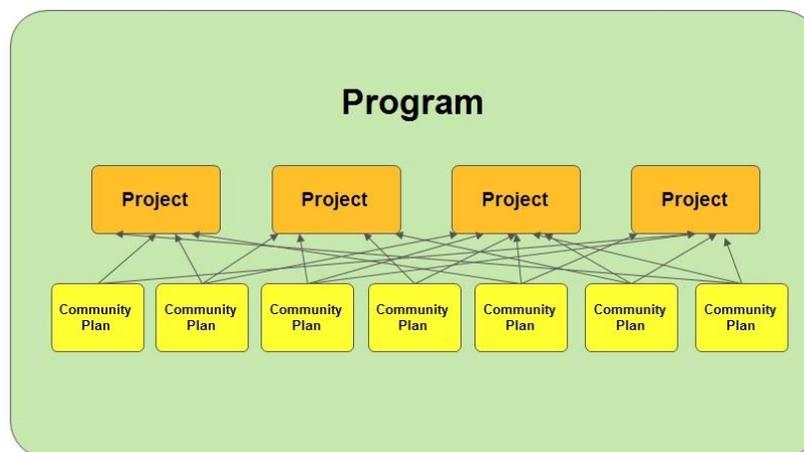
A program can last for 5-8 years. This timeframe is chosen to give sufficient time for sustainable development. At the same time it is limited to ensure a focus on the empowerment of local capacity for ongoing child well-being and development. The start-up phase can take up between 6 to 12 months. The implementation phase can take up to 5 years while partner organisations can take between 2-3 years to work on the phase out of the programme.

The life span of the thematic projects does not need to coincide with the life span of the programme. It is possible for a thematic project to have a life span of 2-3 years while the program takes twice as long. It is therefore possible that half way the life of the program a new set of projects is initiated with a different thematic focus.

### 4 Integrated programming

For effective integrated programming it is necessary to allow holistic needs assessment and planning to take place at community level and at meso level (target area, district level). Partner organisations are therefore expected to coordinate and collaborate with actors working in the same target area to ensure complementarity and harmonization of program initiatives. Effective integrated programming happens where multiple stakeholders at different levels (including community involvement) work together towards the well-being of children in the selected target area (see figure 2).

*Figure 2: Integration of plans at program and community level*



### 5 Implementing agencies

The focus of the programmes is the empowerment of children, families and communities to provide for the well-being of children. This assumes the involved partner organisations to have an enabling and facilitating role. In the support of communities a partner organisation can either be a coordination partner organisation or an associate partner organisation.

*Coordination partner organisation:* Partner organisations with which Red een Kind has a partnership agreement have the following mandate:

1. Has the responsibility for the overall coordination of the implementation of the programme.
2. Has particularly the responsibility to ensure the empowering process of the community and other actors is done well (this includes the facilitation of linking with external service providers)
3. Brings together the different stakeholders that are involved in addressing the well-being of children in the selected geographical area to ensure interventions complement and enhance each other.
4. Possibly also implements one or more projects within the programme.

*Associate partner organisations:* Coordination partner organisations are encouraged to work together with other organisations or entities (government departments) such as specialist partner organisations that have expertise in a certain thematic area and therefore take the responsibility for the execution of one or more identified projects of the programme. Those type of organisations are referred to as associate partner organisations. It is possible that these associate partner organisation are supported financially by Red een Kind or work with own generated funds.

*Alliances formation:* To effectively address the holistic needs of children the coordinating partner can consider the formation of an alliance of stakeholders that are committed to the improvement the well-being of the children in the selected target area. This alliance can consist of a network of organisations at macro, meso and micro level to achieve its objectives.

## **6 Program funding**

Because sponsorship funding is the most stable source of funding, programmes are, where possible, provided with a basic level of sponsorship funding during the lifespan of the program (5-8 years). Sponsorship funding will allow programmes to at least work on the community empowerment processes and where possible address key thematic issues. Besides the sponsorship funding, programmes can access additional funding to fund separate projects within the programme. These sources of funding can be institutional funding (governments), funding from businesses, investment funds or other. While funding these projects, the right fit will have to be sought to meet expectations of both the donors and the beneficiaries.

## **7 Program management cycle and the crucial path**

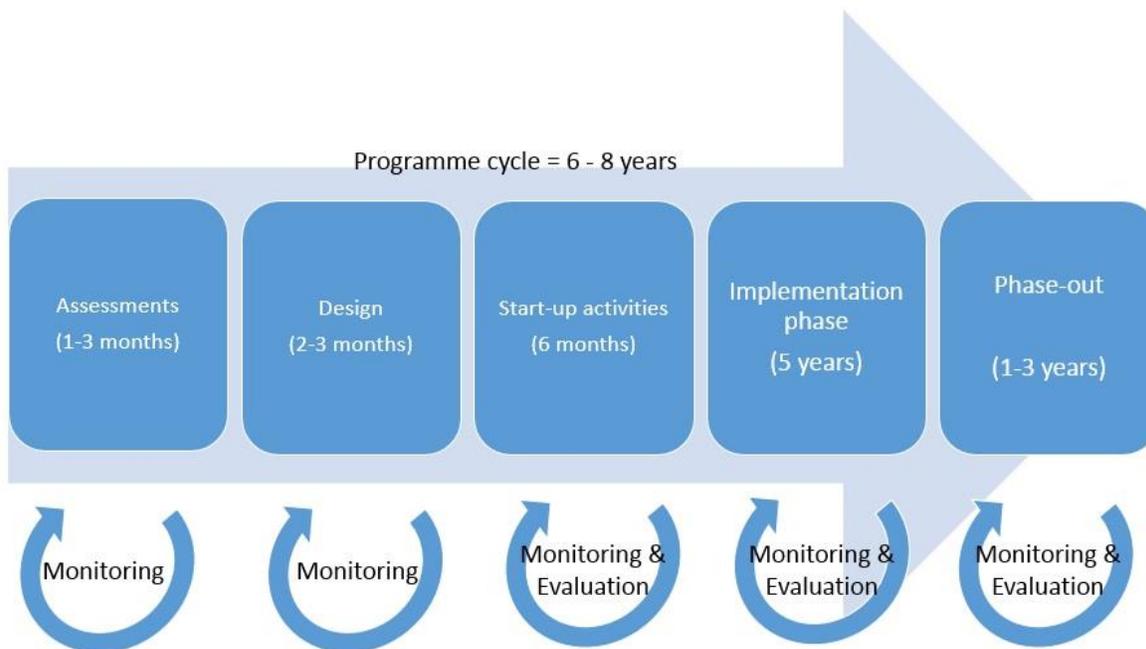
In the program the program management cycle is being applied. This means that a number of steps need to be followed to achieve the desired results. As shown in the figure below the program cycle consists of 4 phases:

1. Start-up phase which includes the assessment and design of the program and the start-up of the initial activities (6-12 months)
2. Implementation phase which involves the implementation of multiple thematic initiatives (project) and the monitoring of these initiatives and the program as a whole (up to 5 years)
3. Phase out; a mid-term evaluation and/or a 5-years evaluation can take place to inform Red een Kind and the partner organisation to continue implementation or start phase-out. A

phase-out is already taken into account from the beginning of the implementation, so to contribute to sustainability and independency of the community (2-3 years).

Below (figure 3) the 3 phases are described in more detail: 1 start up phase (1.1 assessments, 1.2 program design, and 1.3 start- up activities), 2 program implementation phase, 3. phase out.

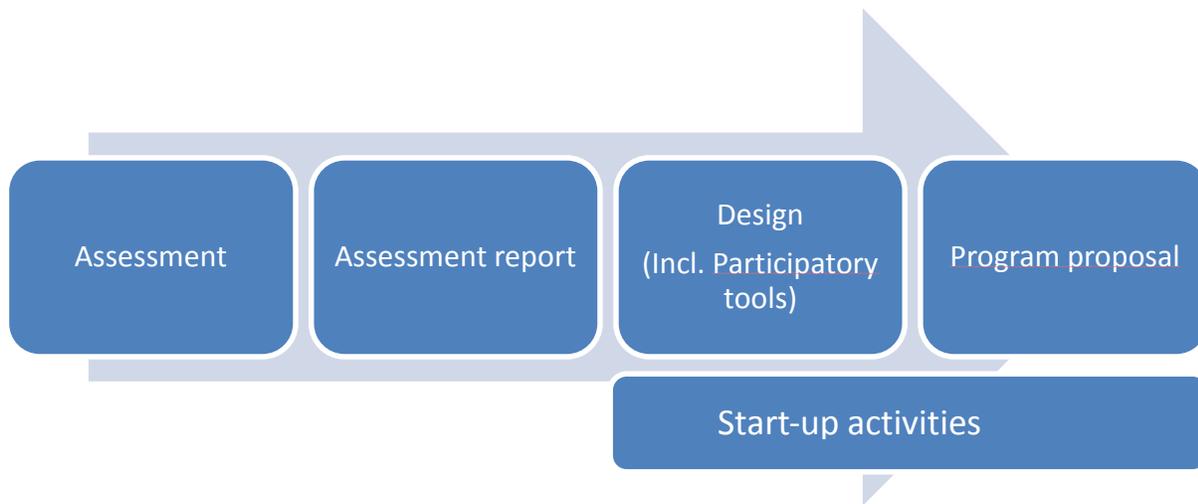
*Figure 3: Program cycle*



**1. Start-up phase (6-12 months)**

The start-up phase that includes the assessment, design and initial start-up activities (see figure 4 for overview) consists of the following steps:

*Figure 4: critical steps during the start-up phase*



### 1.1 Assessment

1. *Macro Assessment:* In this assessment, consisting of mainly secondary data, a target area and target group are selected. A geographical area is selected based on the comparison of statistics of different regions and consultations with key stakeholders in these regions.
2. *Meso assessment:* Once a geographical area has been selected a stakeholder analysis is done in the area determining which stakeholders are active in addressing the well-being of vulnerable groups. With these stakeholders a general assessment of the area is done. The meso assessment is complemented with 2 assessments at community level to verify the collected data (use of Participatory Toolbox).
3. *Sponsorship Feasibility & Risk assessments:* To allow sustainable sponsorship funding for the programme, it is crucial that there are no risks involved in implementing sponsorship. Therefore issues such as political stability, levels of migration are assessed.
4. *Assessment report:* In this paper a justification is given for the selected target area and the selected beneficiaries through the provision of macro and meso statistical and background information on the vulnerability of children in this area. Risk assessments give an indication of the possibility of implementing the program without many problems. With minimum information provided by the target group.
5. *Approval assessment report:* The assessment phase is completed after the assessment report has been approved and advice has been received for the next steps.

	Step	Content	Time frame	Tools /Formats
1	Macro assessment	Statistical data for the justification of selection of target area and group	1 month	Macro assessment tool
2	Meso assessment	Stakeholder assessment and analysis of their involved in the area. Verification of data with community assessment	3 months	Stakeholder analysis and Participatory Toolbox
3	Feasibility assessment	Sponsorship feasibility assessment	2 weeks	Sponsorship risk assessment tool
4	Assessment report	Initial justification selected of target area and target groups	1 month	Concept paper format
5	Approval process concept paper	Go or no go advise provided	1 month	Concept paper assessment tool

## 1.2 Program Design

6. Participatory Toolbox applied *in additional communities*: A number of communities are selected in which the program is expected to be started and where the CAM will be implemented.
7. *Vulnerability analysis*: a more detailed vulnerability assessment is done to determine the factors contributing towards the vulnerability of the target group (part of Participatory Toolbox)
8. *More detailed thematic assessment*: Based on this vulnerability more detailed thematic needs assessments and prioritisation takes place. In this analysis connections are made between the macro and meso (situation and policy context) and the micro level needs and priorities.
9. *Partner collaboration*: Together with stakeholders active in the target area an inventory is carried out to map which partner organisations are interested to participate in the program and thus contribute towards the well-being of the children. A distinction will be made between what are most likely to be community responsibilities, what is the mandate of the government and what are key specialist partner organisations necessary to address the vulnerability of the

target groups.

10. 6 t/m. 9 = 10 *Development philosophy*: Together with participating stakeholders a development philosophy is developed, based on the preparatory inquiries mentioned above, in which the pre- conditions for change are defined.
11. *Strategic Program Proposal (SPP) writing*: The coordinating partner will draft a SPP for a period of 5 years. This proposal will build on the information provided in the concept paper and the constructed Theory of Change and describes how the identified needs will be addressed and what process will be followed to contribute towards the empowerment of children, families and communities. The proposal presents the thematic initiatives to be implemented and multi-stakeholder approach. The format of the SPP can be found in the PMEL annexes.

	<b>Step</b>	<b>Content</b>	<b>Time frame</b>	<b>Tools /Formats</b>
6	Participatory Toolbox <i>applied in additional communities</i>	Initial empowerment process of the community	Ongoing	Participatory Toolbox
7	<i>Vulnerability analysis and holistic child analysis</i>	Ensuring the inclusion and empowerment of the most vulnerable groups	1 month	Participatory Toolbox
8	<i>More detailed Thematic assessment</i>	Assessing what are the key thematic issues and how with whom to be addressed	1 month	Holistic child well-being assessment tool
9	<i>Partner collaboration</i>	Determining how stakeholders at meso level best can collaborate to achieve an integrated program with complementarity and synergy	1 month	Tool box stakeholder collaboration
10	<i>Development philosophy</i>	Analyse the steps and pre-conditions for change for that context	Appr. 1-2 months	Guideline
11	<i>Program proposal writing</i>	Describe how the program will be implemented (including CAM or FAM)	Appr. 1-2 months	Program proposal format

12	<i>Approval process program proposal</i>	RED EEN KIND office reviews SPP and provides feedback	2 months before the end of start-up year	Assessment tool
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**1.3 Start-up activities (second half of year 1 after concept paper has been approved)**

- 12. *Community preparation for CAM:* Communities will be made aware about the CAM and community facilitators will be selected that will assist with the selection of community representatives.
- 13. *Community Development Committee (CDC):* This representation of people of the vulnerable groups of the community could play a role in the coordination of the implementation of plans that were developed during the Participatory Toolbox. The CDC comes together to monitor the progress of activities; contribute towards awareness raising and behavioural change and the planning of new activities.
- 14. *Groups (for adults):* The partner organisation can also choose to facilitate the set-up of SHG’s or alike as platform for community development and the selection of community representatives.
- 15. *Children Self Help Groups children Associations of clubs:* Because of our focus on children participation of children is crucial. This can be supported through the set-up of children’s clubs-associations or children’s Self Help Groups
- 16. *Selection of community representatives and the preparation of introductory sheets:* children will be asked to represent the community towards sponsors in the communications. Ideally these are children that represent the vulnerable children of the community who at the same time have the interest and ability to communicate with sponsors on their own well/being and that of the community.
- 17. *Baseline:* After the SPP has been completed, including the development of a M&E framework, a baseline study is done. This baseline includes the collection of data on the current status of key indicators. The baseline includes the non-negotiable indicators of Red een Kind donor. See section 3.7 on PMEL policy and practice in the plain text.

	<b>Step</b>	<b>Content</b>	<b>Time frame</b>	<b>Tools /Formats</b>
12	<i>Community preparation for CAM</i>	Communities will be made aware about the CAM and community facilitators will be selected that will assist with the selection of community representatives	2 months (month 7-8)	Program communication manual
13	<i>Participatory Toolbox &amp; Community development committee</i>	Communities are empowered through awareness, in assessment, planning and monitoring	Ongoing	Participatory Toolbox manual
14	<i>Groups for adults</i>	Organisations are established that provide a platform for community empowerment	Ongoing (from month 7 onwards)	SHG manual
15	<i>Children Self Help Groups/ children association/ clubs</i>	Children are organized to allow for out of school child empowerment	Ongoing (from month 7 onwards)	Child participation manual
16	<i>Selection of community representatives: Associations of clubs</i>	Community representatives are selected who will communicate with sponsors	1 month (Month 9)	Program communication manual

## 2. Program implementation phase (year 2-5)

During the implementation phase key issues that affect the well/being of the children in the target area are being addressed (various thematic areas). At the same time an ongoing process of community empowerment takes place.

18. *Ongoing* use of Participatory Toolbox: It is meant to use Participatory Toolbox as an ongoing process of community awareness and behavioural change and empowerment towards issues related child participation, protection and provision. Some Participatory Tools are also part of the M&E framework. At community level once certain issues have been addressed a new assessment and

- planning cycle can take place with planning and implementation.
19. *Civil Society Building*: One can build on existing community structures in the process of organizing the community to provide for the well-being of children. These could be community development committees, SHG's, or other structures such as producer groups, village health committees and children's clubs.
  20. *Lobby & Advocacy*: To access external services lobby capacity strengthening can be needed. Part of this process could be the linking of communities at district level through cluster level associations.
  21. *Project implementation*: Together with other stakeholders thematic initiatives (projects) are implemented in the target area. A focus will be on local ownership. To what extent is the community able to address issues? Secondly the community might recognize the government as the main responsible actor to address certain issues and thirdly other Non- Government Organisations might be the able to address certain thematic areas. The empowerment of children to participate and communities to protect and provide for the well-being of children will be an ongoing area of attention. In regards to the support of the provision for the well-being of children the focus will especially be on early childhood care and development, and the preparation of youngsters for life through agriculture based training and life skills development.
  22. *Ongoing sponsor communications*: The sponsor communications is intended to be integrated in the programming as much as possible and contribute towards mutual appreciation and solidarity of people in the south and the north and awareness raising and behavioural change in communities through communications of youth and children.
  23. *Linking & Networking*: The communities are empowered to link and develop networks. Meso level support structures are encourages to link and network for increased programming capacity and effectiveness
  24. *Ongoing program monitoring and adaptation sessions (for example once a year)*. Program design is changed based on lessons learnt and a change in the environment in which the program is implemented. The Theory of Change will be reflected upon and can be changed during the lifetime of the programme.
  25. *Midterm evaluation*: This evaluation will include similar elements as the baseline survey such the non-negotiable Red een Kind indicators, as well as other indicators fitting the ToC of the partner. See 3.7 - PMEL.

	Step	Content	Time frame	Tools /Formats
17	Participatory Toolbox	Community awareness, assessment, planning and monitoring process	Year 2-7 of the programme	Participatory Toolbox manual
18	Civil Society Strengthening	Community organized to provide for the well-being of children	Year 2-7 of the programme	Self Help Group manual
19	Lobby & Advocacy	Community empowered to demand for their rights	Year 2-7 of the programme	L&A training manual
20	Project implementation	Key thematic areas are addressed	Year 2-7 of the programme	
21	Ongoing sponsor communication	Management and monitoring of	Year 1-8 of the programme	Sponsor Relations Communications Manual
22	Linking and networking	Community groups empowered to link with key service providers	Year 2-7 of the programme	Position papers
23	<i>Ongoing program monitoring and adaptation sessions</i>	Reflection and learning on achievements and process	Annually	PMEL guidelines in § 3.7 of the programming manual
24	Midterm evaluation	Program Outcome measurement	Free to partner to decide	PMEL guidelines in § 3.7 of the programming manual

### 3. Program phase out (year 6-8)

26. *Partner role*: Reduction of facilitation of communities by the partner organisation. Focus on strengthening of processes and structures in the community.
27. *Finance*: Gradual reduced financial support during final years (no replacement of sponsors). Focus on the local financial support and ability to lobby for support.
28. *Network*: Gradual reduced involvement in local network alliance to allow

ongoing effective local coordination at meso level.

29. *End of program evaluation*: Comparison of data of year 5 and the final year (year 8).

