



CAM Manual

**How to set up and manage the Community
Ambassador Model for CCCD projects**

Version: February 2024

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CCCD projects

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For all other annexes, such as templates, good examples, and guidelines on various topics, go to our **Partner Portal**.



Introduction

Dear partner,

This is the manual for all matters related to the Community Ambassador Model. The Child Centered Community Development Program of Help a Child, for an important part, is funded through this model.

This manual describes all requirements for preparing, implementing and phasing out the CAM model.

Before reading this manual, it is important to have a good understanding of the CCCD project set up. For this, we refer to the CCCD Manual, which can be found [here](#).

What is the Community Ambassador Model?

The main characteristic of the Community Ambassador model is that private CCCD supporters are linked with a child or family who represent the community as ambassadors. 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.

Individual ambassadors versus community support

It is important to note that the CAM model is a community funding model. Although individual children or families are linked to supporters, the financial support will benefit the whole community and not just this one child or family.

CAM specific requirements

The Community Ambassador Model is part of the project cycle from the start to the end of a CCCD project. CAM compliance is a crucial and rather specific requirement of our CCCD program. The implementing partner must be capable to implement the model well and to deliver the required administration and



communication, in compliance with the CAM manual and additional guidelines. Therefore, we advise you to take good notice of all information.

Structure of this document

This manual has 5 chapters. The first chapter is about CAM set-up, describing the CAM feasibility assessment, CAM selection procedures, and different types of documents that need to be developed. It also explains how child ambassadors are being linked to supporters.

The second chapter is about the care for child ambassadors and their households. What can ambassadors expect from the project, how are they being monitored, and what rights and responsibilities do they have? It also tells more about the protection of ambassadors and their private data.

Chapter 3 shows an overview of all communication deliverables in the various phases of the project. It explains more elaborately the annual and bi-annual communication deliverables that need to be arranged to inform the supporters about the progress of the project and the impact of the project on the ambassadors.

Chapter 4 is about handling correspondence and other communication coming from the side of the supporters. How to react to questions and complaints and what to do in case supporters want to visit the project area.

The fifth and last chapter is about how to phase out the Community Ambassador Model. Sometimes there are reasons to end the ambassadorship halfway through the project, for example in the case of migration. In this chapter, you can find guidelines on how to inform the supporters.

Private supporters and their motives

Help a Child has a large constituency, consisting of individuals, families, schools, churches and companies, who warmly support the CCCD program through the Community Ambassador Model (CAM). With their consent, we share the stories of three private supporters at the end of this manual to give you an idea of what the Community Ambassador Model looks like on their side of the medal.

In case any questions are left, please contact the Help a Child Country Office.

All the best!

The CAM support team

E-mail: jeanine.zwiggelaar@redeekind.nl



Chapter 1 CAM set-up

A sound Community Ambassador Model starts with a good preparation! An important element of the preparation is to check the willingness and the support of the community and its leaders when it comes to CAM requirements. Furthermore, is important to identify gaps in the capacity of the partner and/or the community in meeting the requirements. These and other elements are covered in the CAM feasibility assessment (see Chapter 1.1).

The first 300 introduction sheets of child ambassadors need to be submitted towards the end of the Community Challenge phase. It is important to wait with the production of introduction sheets and pictures until an official GO is given by Help a Child to start with further project implementation.

Nevertheless, the implementing partner can already start with a number of preparations, namely the identification/recruitment of a suitable CAM coordinator (see chapter 1.2), the identification and training of CAM facilitators (see chapter 1.3), and the identification and pre-selection of child ambassadors (see chapter 1.4).

In the last paragraphs of this chapter, we will describe requirements for child ambassador recruitment and related administration and requirements to store information in a safe way.

We end this chapter by explaining how the link between ambassadors and supporters is being made.

1.1 Area selection and CAM feasibility

The very first step in CAM preparation is done during the area selection. **The area selection criteria are described in paragraph 8.1 of the CCCD Manual.** Under point 5 (contextual factors), various criteria for CAM are included. These are:

As soon as the project area is approved, a CAM feasibility assessment needs to be carried out by the partner with the support of the Help a Child Country Office. The feasibility assessment is important to determine if the selected area is suitable for the application of CAM. It includes the approval of CAM by area key government officials who support this type of funding. CAM also needs to be supported by village leaders and community members. If other NGOs are currently active or have previously been active in the area, the partner needs to assess if this could

have a negative impact on the planned project. The CAM feasibility assessment report needs to be approved by the Country Office and Help a Child Netherlands before the project preparation phase can start. You can find the CAM feasibility assessment template [here](#) as part of the attachments for phase 2 (Preparation).

1.2 Identification/recruitment of a CAM coordinator

After the area selection report and CAM assessment are submitted and approved, the implementing can start with identifying and recruiting project staff, including a suitable CAM coordinator. The main responsibilities of the CAM coordinator are:

- to coordinate the selection, motivation, and monitoring of community ambassadors;
- to deliver the necessary introduction sheets and all following administration, correspondence, and reporting;
- to identify train, coordinate, and motivate the CAM facilitators.

1.3 Identification of CAM facilitators

The CAM coordinator, after training moment 1, can start to identify the first voluntary CAM facilitators. These facilitators need to be part of the communities that are selected for the first round of the Community Challenge.

CAM facilitators should be involved in the identification, and later on, the motivation and monitoring of community ambassadors, and the facilitating of the correspondence between community ambassadors and the supporters.

On average, one facilitator is able to take care of around 30 community ambassadors, meaning that initially, a number of 10 CAM facilitators are needed to take care of the first 300 community ambassadors.

During the life of a CCCD project, the number of facilitators can increase up to 30 facilitators. The additional CAM facilitators can be identified best from phase 4 when self-help groups are active for some months. Self-help group members, who are early aware of the benefit of the project objectives and have shown enthusiasm to contribute, are best suited to serve as CAM facilitators.

1.3.1 CAM facilitator selection criteria

CAM facilitators need to be carefully selected. Facilitators should in the first place be motivated by a personal interest in the well-being of children. To allow facilitators to stay motivated, it is important that they feel recognized and appreciated for what they do. Their costs, for example for traveling, need to be covered. Also, facilitators need to be supported and trained and should be able to meet each other to learn from each other and discuss challenges.

Be aware that, apart from CAM facilitators, the project also needs the involvement

of community facilitators (see paragraph 3.5 of the CCCD manual). The role of community facilitators is to support the various community sessions during the Community Challenge and later on to train and coach the self-help groups, parenting groups, and other community groups.

Note: a CAM facilitator cannot be a community facilitator at the same time.

1.4 Context stories

Context stories need to be delivered at the start of the project. It is meant to familiarize private supporters with the project area, including cultural aspects, customs, and habits. The Country Office will contact you to ask for the context stories at the beginning of the project.

1.4.1 Guidelines for narrative

Please answer the questions in around 200 words or more.

- Describe the project area. For example: What does it look like? What is the climate like? What houses do people live in?
- Describe what the daily life of a family looks like. For example, what do they eat? What kind of work do the parents/caregivers do? What is the average size of one household? Describe what a day looks like: what activities do people do (fetch water, work on the field, prepare food)?
- Describe more specifically what the daily life of a child looks like. For example, what kind of games do they play? Do they go to school? Which tasks do they have at home?
- What kind of problems are children and their families facing in this community? For example, nutrition, difficulties accessing school or healthcare
- What kind of problems are affecting the community? For example, gender discrimination, poor health systems, heavy climate.



On our [Partner Portal](#) you can find a good example of context stories delivered by one of our partners. You can also find our [storytelling guidelines](#) there.

1.4.2 Guidelines for pictures

Add at least six pictures of good quality (minimum 2 MB) from the project area. These pictures should give the supporters an idea of what the project area looks like. Send the pictures to Help a Child Country Office in separate jpg-files to ensure good photo quality. The Country Office forwards these pictures to Help a Child Netherlands. Make sure the pictures capture the following:

- Daily life of the children/families (regular activities such as cooking, eating together)
- Scenery/landscape: what does the project area look like?
- Homesteads: where do the children/families live?
- Children's activities (playing together, helping their parents, going to school)
- Community activities: what activities is the community engaged in (farming activities, planting, harvesting)

See our [CAM Communication and protection Guidelines](#) for more information about consent, dignity and safety.

Consult your Country Office or send an e-mail to jeanine.zwiggelaar@redeenkind.nl for extra support.

1.5 Pre-selection of potential community ambassadors

Child ambassadors can only be selected from households that are self-help group members. Self-help groups are groups where members effectively benefit from the project through training, skills development, and the saving and loaning of funds. One of the initial activities in the Community Challenge Phase is to set up these self-help groups ([see paragraph 9.5 in the CCCD Manual](#)). In the Community Challenge Phase, at least 20-30 SHGs must be set up to make the identification of 300 community ambassadors possible. In relation to expectations management, it is very important to first set up the self-help groups and identify child ambassador households there, instead of working the other way around.

The number of SHGs will also increase in relation to the number of ambassadors recruited. During the first 2-3 years of the project, additional community ambassadors can be selected from the SHGs of the CCCD project to 600 or even 900 ambassadors, depending on the size of the project. The number of community ambassadors, that need to be selected each year is agreed upon with the Help a Child NL office.

1.5.1 Community ambassador selection criteria

In the pre-selection of child ambassadors, it is important to keep the following criteria in mind:



- Child ambassadors are a member of self-help group households.
- Half of the identified ambassadors should be girls and the other half boys.
- Identified ambassadors are preferably in the age of 4–7 years old (not older than 9 years old). This way they will be able to fulfil the role of ambassador for the entire duration of the project. Note: in some contexts this will be challenging. The Help a Child Country Office will advise you and if necessary extend the age range to 11 years old.
- Identified ambassadors should belong to the poorest SHG members, as these children will be able to reflect the biggest change in child well-being as a result of the project.
- The potential ambassadors and their parents/guardians agree and are able to participate in both CAM and project activities.
- The potential ambassador goes to school or is willing to go to school (except children that are still too young). This concerns formal or informal education (for example tuition or evening support classes, which can especially be the case in India).
- The potential ambassador has a permanent residence in the project area.
- Only one child from each SHG household can become an ambassador.
- Potential ambassadors are selected without any discrimination related to ethnic background, religious background or disability.
- Potential ambassadors who are already supported by another child sponsorship organization should not be considered for the child ambassador model.

Note: In the past, children living with a disability would be selected as CAM+ ambassadors. We no longer use this model. Children with a disability can be selected as ambassadors for CAM.

1.5.2 Information and management of expectations

During the pre-selection, it is important that children and their parents/caregivers are well aware of the child ambassador concept. For example that CAM is a funding model for the whole community, not just for child ambassadors and their households. This means that individual ambassadors will represent the whole project, and will not receive any form of individual support apart from the community project interventions.

Parents and children also need to be informed about picture-taking and correspondence, how it will be used, and for what purpose.

1.6 Recruitment of ambassadors

After an official 'go' is given by Help a Child to proceed with the project implementation, you can go ahead with the actual recruitment of ambassadors and the delivery of introduction sheets.



1.6.1 Parental consent

Parents of child ambassadors need to sign a parental consent form to declare that their child is allowed to participate as a child ambassador. With the form, they also confirm that they have a good understanding of the CAM concept and that they understand that they do not receive any extra benefits from the project in relation to CAM.

Before signing this form, project staff must make sure that the parent/guardian has had the opportunity to read this form and ask questions about it. If they cannot read, then project staff will make sure that somebody reads and explains the form to them. When possible, please provide parents/guardians with a consent form in their own language to make sure they fully understand what is expected from them. Discuss the form thoroughly and make sure the potential community ambassador agrees with their role. Only after both the parent/guardian and ambassador have agreed, the consent form can be signed. The consent form will be carefully stored in the community ambassador folder ([see chapter 2.4](#)).

1.7 Preparing introduction sheets

For monitoring and communication purposes, it is important to collect complete and accurate basic data of each community ambassador. The information provided will be used for the child or family introduction sheet that goes to the private supporter.

1.7.1 Basic information for the narrative

Please fill in the form as generated by Projected Connect and answer the questions. It is possible to specify or personalize certain answers in the 'other' field.

Make sure you check all the boxes and that the information is complete.

Red Xeen KIND

Hello, my name is **Benoit**

I live in **Burundi**

Correspondence code: **BI-FE-802-0079**

Project area: **Butaganzwa**

I live with my ☒ Parent(s) ☐ Grandparent(s)

I have ☒ 2 brother(s) ☐ 1 sister(s)

I am learning in ☐ Pre-school ☐ Primary school ☐ Secondary school ☒ Not yet in school

I dream of becoming a ☐ Doctor ☐ Nurse ☐ Teacher ☐ Police officer ☒ Soldier

My favorite subject in school is ☐ Maths ☐ English ☐ Reading ☐ Local language ☒ Not yet in school

My favorite food is ☐ Chicken ☐ Rice ☒ Beans ☐ Ugali ☐ Chocolate

The language I speak at home is **Kirundi**

My Favorite game or activity ☐ Dancing ☐ Football ☐ Volleyball ☐ Skipping rope ☒ Driving a car toy

My favorite color is **White**

16-04-2020

1.7.2 Ambassador photo

Along with the introduction information, a picture of the ambassador must be delivered. The quality of this picture is extremely important. Poor quality photos cannot be used. Ambassador pictures should always be...

- ... taken with a professional camera;
- ... delivered timely to make sure corrections can be made;
- ... taken according to our child protection and dignity guidelines.

PHOTO REQUIREMENTS

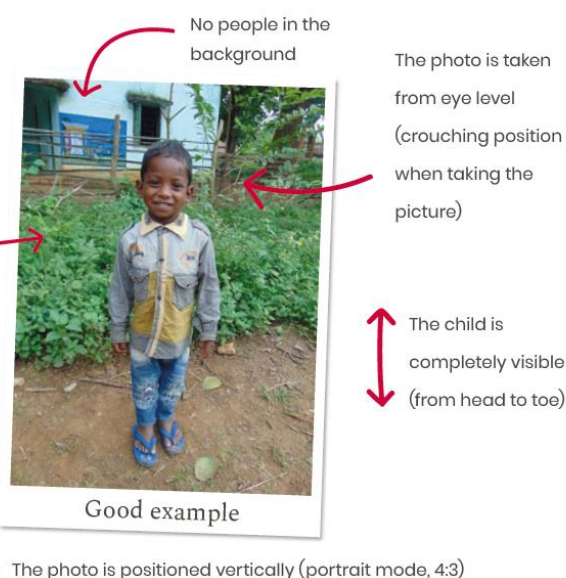
INTRODUCTIONSHEETS – CHILD AMBASSADOR

- The file size is at least 1 MB (MegaByte); make sure you use a good camera
- The child's face is clearly visible
- The lighting is good – avoid bright sunlight
- The photo is not blurry
- No dates or other text on the photo

Tips:

Comfort the child before taking a photo, a smile is always welcome! Be spontaneous and creative.

There is at least 1 cm space around the child



For more information, consult the [CAM Communication and Protection Guidelines](#) and request for training when needed.

In case of FAM, make sure as many family members as possible are present in the picture. If not all family members are present, you can specify this in the additional information box on the introduction sheet. This information cannot be longer than 1-2 lines. For example: "Father François is not in the photo: he was out working in a nearby village."

1.7.3 Digital submission: Project Connect

All introduction sheets and photos must be submitted digitally via Project Connect. Help a Child will provide a training about the use of Project Connect at the start of the project.

1.7.4 Requested number of introduction sheets

At first, a number of 25 introduction sheets and 25 photos should be submitted for a quality check. After approval of Help a Child NL, you can proceed with the delivery of the remaining introduction sheets and pictures. Not approved introduction sheets will be returned to you. The corrected sheets should be returned as soon as possible, within a maximum of 14 days.

The default number of introduction sheets to be delivered at the start of the project is 300 to ensure basic funding. The exact number, as well as the delivery timeline, are described in an agreement between Help a Child NL and the Help a Child Country Office in consultation with the implementing partner.

At the end of each year, the project staff will agree with Help a Child NL on the number of ambassadors and the provision of related documents to be selected during the following year. These numbers will be included in the annual agreement.

1.7.5 Ambassador codes

Because of the large numbers of ambassadors and supporters involved, ambassador codes are used to ensure the written documents of the ambassadors are sent to the agreed supporter and vice versa. Codes are agreed upon between the project CAM staff and the Help a Child NL sponsorship team, after which they will be automatically generated in Project Connect.

Each ambassador code (for example KE-AIC-B01-0001) consists of 1. a country code (such as KE for Kenya), 2. a partner code (such as AIC for AICCAD partner), 3. a location code (for example B01 for a particular project), 4. a follow-up number (starting at 0001, for the first ambassador in a particular project).

1.8 Storing ambassador data

For the security and privacy of the ambassadors, it is important that all data, both printed and digital data, is stored carefully. All folders are expected to be carefully stored in the project office to ensure the protection of private data. A data security assessment can be part of the CAM audit. If you have any questions on this topic, kindly reach out to our CAM support team.

More information about the protection of child ambassadors and their private data can be found in [paragraph 2.4](#).

1.9 Linking ambassadors to supporters

Help a Child Netherlands will now link the ambassadors to supporters, sharing the ambassador's information and photo, as well as a context information sheet containing information on the project area. The goal is to link each recruited ambassador to a supporter to ensure funding.

There is no guarantee that each ambassador will be linked to a supporter. And

although we encourage supporters to write letters, not all linked ambassadors will receive correspondence back. In these cases, it can be a challenge to motivate ambassadors to arrange the correspondence on their end. In the next chapter, we share tips and guidelines about how to encourage and motivate ambassadors.



Chapter 2 Ambassador care

This chapter is about the implications of the ambassador model for the ambassadors and their families. What can they expect of the project, how and when will they be monitored, and where do they need to go in case of questions, complaints, or feedback? Feel free to reach out in case you have any questions or concerns!

2.1 Well-being of child ambassadors

Our aim in the CCCD project is to empower the whole community to improve child well-being. Ambassadors have an important role and must fully benefit from the project, like all other children. The impact of the program must be apparent for them and should at least not be any less than in the case of the other children. Ambassadors receive a copy of their own photo, as well as a yearly thank you card. Apart from these things, it is important to stress that child ambassadors and their families should not benefit in different ways than others, for example through individual school fees.

CAM facilitators are involved in the monitoring of the child ambassadors. Each facilitator is entrusted with a maximum of 30 child ambassadors. CAM facilitators are expected to visit the child ambassador and its caregivers on a regular basis (at least once per quarter). During these visits, they are informed about the well-being of the child and the household. In case of any issues, the CAM facilitator can report these through the [child monitoring report template](#) and help the family in finding a solution. When necessary, CCCD facilitators or community development committees can step in. The facilitator should effectively discuss any issues with CAM staff to find a solution together. **In paragraph 2.2, you can read more about child ambassador monitoring.**

2.1.1 Access to education

During the first few years of the project, all child ambassadors are young enough to attend primary school. However, after a few years, children are old enough to finish primary and attend secondary school. Providing school fees to only the selected child ambassadors clearly does not fit with the approach of the CCCD program, in which we want to create access to secondary school for all

children in the community. School fees can never be provided for all children and therefore are only a temporary solution to the problem. The project, however, can provide the following alternatives:

- Awareness-raising activities among parents about the importance of secondary education for both boys and girls.
- Well-functioning self-help groups that contribute towards economic resilience of households to enable parents to financially support their children in secondary school.
- Lobby, advocacy and the involvement of local government and education officers, to arrange financial assistance for vulnerable children, better access, transport etc.
- Involving children, parents, community leaders, education officers and schools in looking at structural improvement of access to secondary education. Besides financial barriers and accessibility, there can be many other issues related to secondary education, such as: gender difference, child marriage or child protection issues when schools are far away. These issues will need to be addressed.

2.1.2 Access to health facilities

Help a Child as an organization cannot take responsibility for the medical costs of community ambassadors. At the same time, it is important that the project gives attention to prevention, awareness-raising, and creating access to healthcare. In some countries, there are insurance schemes for the poor. In this case, the project can raise awareness of the importance of such schemes and help people to get access. In other cases, the project might consider establishing a medical fund through community or self-help-group savings and loans systems. Such activities need to be an integral part of the project proposal and sustainability strategies. In case of severe health care issues, always inform the Help a Child Country Office.

2.2 Monitoring of child ambassadors

Child ambassadors are monitored to determine whether they are present in the project area, whether they are doing well and whether they benefit from the project. Parents/guardians of ambassadors are expected to be among the most active participants and are benefiting from the project as much as possible.

Parents/guardians are expected to join the project in the following:

- Participate in parenting course (both parents/guardians);
- Join SHGs;
- Contribute towards the holistic needs of the child (schooling, proper feeding, access to health services, child protection, and social well-being).

During quarterly monitoring of the ambassador and the guardians, the facilitator reviews how well the ambassador and family benefit from the project and will

describe this in a monitoring form.

2.2.1 Practical monitoring guidelines

- The facilitator meets with the child ambassador at least every quarter and fills out a monitoring form to hand over to the CAM coordinator.
- The monitoring form includes information about the presence and well-being of the child ambassador. In case an ambassador is absent for more than 3 months (90 days), a leaving form needs to be filled out. This form needs to be uploaded to Project Connect immediately.
- Each quarter, facilitators and project staff will discuss the results of the monitoring done. Where needed, possible actions can take place to improve the functioning and well-being of child ambassadors. These meetings also ensure that facilitators are motivated and that contributions are of good quality.
- Project staff maintains and stores all monitoring reports in a secure way (**see paragraph 2.4**).
- The information collected on the monitoring form can also be used to fill out the child progress report (**see paragraph 3.2.5**)
- Project staff reports on the progress of the CCCD project twice a year: in the annual and bi-annual reports. These reports include information on the status of child ambassadors in general.

2.3 Motivation of child ambassadors

Often the motivation of ambassadors and their parents/caregivers is influenced by how other organizations in the area motivate their ambassadors. Help a Child does not provide hand-outs to ambassadors. Community ambassadors, in general, are motivated as they learn through group participation, enjoy correspondence and of course, receive letters and cards.

Accepted ways to increase the motivation of child ambassadors:

- Ambassadors must receive a copy of their ambassador picture with a thank you message. The Country Office will arrange these.
- All ambassadors must receive a motivational card annually. These cards will be forwarded to you by the Country Office.
- One of the first things to do is to discuss with other active child sponsorship organizations in the selected area how they motivate ambassadors and their parents/caregivers.
- Make ambassadors continuously aware of their role and manage their expectations carefully.
- Make sure the poorest families benefit from the project. Already at an early stage of the project, the poorest community members should notice that they are being empowered through the project. This involves the training of vulnerable community members.

- Parents/caregivers of child ambassadors need to feel appreciated and recognized by the community in the project. This might mean that parents of ambassadors receive training and are involved in project decision-making, contributing to community appreciation.
- The beneficiaries of the project really need to feel they are benefiting. Challenges in the communities, such as a lack of access to water or to agriculture technology, might decrease the impact of the project. These limitations need to be addressed, possibly in collaboration with other organizations in the area.

2.4 Protection of child ambassadors

We want to make sure that children in project areas funded by Help a Child are protected against harm. This includes of course all child ambassadors. **In chapter 3.3 of the CCCD manual, you can read more about our child protection guidelines.**

Two specific elements of child protection in relation to child ambassadors are dignified communication and protection of data. Partners are expected to apply the following:

- **All documents** related to the ambassador, such as child history, pictures, and photographs, can only be accessed by staff directly involved in the sponsorship management.
- **All communications** about the ambassadors, as well as other children in the project, should be in line with the Dignity & Protection Guidelines.
- **Any unacceptable content** in letters of supporters or ambassadors should be avoided. Think of victimization, power language, begging letters, questionable requests, or proposals. On the supporter side, Help a Child makes writers aware of the do's and don'ts. Implementing partners must do the same on the ambassador side. The project staff must encourage ambassadors to report doubtful content and forward this to Help a Child. Help a Child will do the same the other way around. Through this cooperation, we can jointly make sure that ambassadors and supporters are protected against harm.
- **A supporter and their ambassador** should never exchange personal media accounts, telephone numbers, or home addresses.

2.5 Handling feedback and complaints

In paragraph 3.8 of the CCCD manual, we describe how to set up a community-based feedback and complaints mechanism. This mechanism can be used for all kinds of feedback or complaints, including CAM-related issues. If ambassadors for example encounter inappropriate language or other unacceptable content in letters from supporters, they can directly involve the CAM facilitator or make use of other arranged complaints and feedback channels.

On the other hand, when a CAM facilitator hears about a serious complaint from

one of the ambassadors, he or she should make sure that the project staff is informed. The project staff on their return should report these complaints, to make sure that Help a Child can solve the issue.



Chapter 3 CAM

deliverables



From the set-up of CAM till phase-out, certain communication deliverables are needed to inform supporters about the progress of the project and the impact of the project on the life and well-being of the ambassador and their household. Below you see an overview of all deliverables in each stage of the project. Deliverables in the first column are described in Chapter 1. In Chapter 5, you find more information about what to do in case the ambassadorship of a child comes to an early end due to irregular circumstances, and what kind of communication is needed around the

phase-out of the CCCD project and CAM. Here, in Chapter 3, we explain more about the annual deliverables in the red column. These are the project newsletters, the correspondence, and the ambassador photos.

You can find our storytelling and picture guidelines here.

Do you need support or extra information? Do not hesitate to reach out to Help a Child NL via jeanine.zwiggelaar@redeekind.nl.

3.1 Monitoring, roles and responsibilities

Help a Child NL will monitor the implementation of CAM in the program. Every quarter an official sponsorship report will be sent out to all Country Directors. The correspondence numbers expected to be sent from ambassadors to supporters are carefully monitored, as well as the timely provision of all required CAM communication and administration. Quality of communication and correspondence will also be evaluated.

Eventually, Country Directors are responsible for the delivery of all CAM communication and administration. For you as partner, the Country Office is your first vocal point. Sponsorship coordinators and communication officers are regularly working together to ensure all objectives are achieved.

In case of delays, issues or questions, do not hesitate to reach out to your Country Office or via jeanine.zwiggelaar@redeekind.nl.

3.2 Annual project newsletter

Supporters will annually receive a project newsletter in the month of September. This newsletter will be written by the project staff, processed by the Country Office and translated by Help a Child. The newsletter will provide information on what has happened in the project in the last 12 months. The primary purpose is to inform supporters about the key project activities that have served the community in the past year and what changes have occurred in the lives of the ambassadors as a result. This keeps the supporters up to date on what is being done with their support.

3.1.1 Planning

The project newsletter needs to be delivered each year before the end of May. The Country Office will send you a reminder and briefing.

3.1.2 Quality requirements

- Describe the top 3 successful activities of last year and explain the effect of these 3 successes on the wellbeing of children in the project area (3-5 sentences for each success). For example. Success 1: we trained 15 teachers of early childhood development centres on how to make toys, using locally available materials. Now there is no longer a lack of learning materials and the children are developing by playing.
- Optional: if you have photos related to these successes, please attach them.
- Also describe the top 3 challenges from last year and how they affected the children or families. Mention which steps are taken to solve the challenge (3-5 sentences are enough for each challenge). For example. Challenge 1: The biggest challenge remains the lack of clean water. Therefore children are forced to drink unsafe water. Last year, 10 children died because of water-borne diseases. We continue to train parents on how to purify water before drinking and we will also lobby for water pumps.
- Optional: if you have photos related to these challenges, please attach them.
- Add two life stories of a child (or a family in case of Family Ambassador Model).
- Make sure the stories are from the perspective of children.
- Include three quality photos for each story (minimum 1 MB).
- Include at least three general photos of project activities with a short tagline describing what you see on the photo (minimum 1 MB).
- Make sure one of the successes, challenges, stories, or photos is about children with a disability.

You can find our [Storytelling](#) and [Communication](#) guidelines here.

3.2 Correspondence from ambassadors to supporters

Once a year, all ambassadors send a Christmas card to their supporters. The aim of the correspondence is to inform supporters about the progress of the project and how it benefits the ambassador and their household. It is also an important encouragement for supporters to stay committed; it underlines that their financial support is making a difference.

3.2.1 Planning and type of documents

The following documents need to be delivered for all supporters linked to an ambassador:

Timeline	Deliverable
February – April	Thank you card + progress report
October – November	Christmas card + photo

3.2.2 Organizing the writing process

Writing Christmas cards can best take place in a group setting, for example as an activity in the children's groups or in one of the regular meetings with the community facilitators.

Writing a card to your supporter can be very enjoyable. Can you imagine getting to know somebody from the other part of the world? Ambassadors can ask questions to get to know the other person and his or her family. Ambassadors can get to know another culture and there is much more to discover.

To make writing enjoyable, questions can help the child ambassadors in getting to know the other person. If children describe what they personally like, what is going on in their family, it makes it easier to communicate. Supporters get to discover their culture and the child as a unique person.

3.2.3 Correspondence quality standards

- When cards are written in local language, the project staff will translate the cards to English. Please translate the text accurately and do not polish or standardize the story.
- Cards should not contain any requests for money, gifts or favors. Do not include any contact details of the child.
- Project staff is advised to take notes of the supporter's questions. In chapter 4.2 you can find more information about this process.
- Explain and involve parents and community in the process. Communication moments can be excellent moments to stress the importance of CAM for the project and address the questions supporters might have.

*Child ambassador example letter**Dear supporter,**I am writing this letter to let you know how I am doing. I am 10 years old now. My little brother is 3. He is going to a school for small children. I am going to a school for big children! My favorite subject is English and I love playing hide and seek. I have two friends, one friend is in my class.**My mother is a member of a self-help group. We have more food now. I did not always have something to eat before. My favorite food is maize and beans. My father is in South Africa. He is looking for work. He has been gone a very long time, but I think he will come back.**My mother says she is really happy that I am an ambassador, because she can go to the self-help group and things are better in our village now. She is also happy that my brother can go to school and we have more food to eat!**Grandmother and grandfather live in our house too. We live near a water pump and also near Zambia. When I cross the road behind my house I am in another country.**Thank you for the cards you sent me. I like the blue card the most, because there is snow on it. We do not have snow here. What does your house look like? I am curious to know. I hope you are healthy. I will pray for you and your family.**Best regards,**Anna***3.2.4 Logistics**

The Country Office will provide you with barcoded envelopes for each ambassador. All correspondence should be sent to the Country Office. The Country Office will scan the barcode and add the right address label. Correspondence documents must meet the following quality requirements:

- All letters should be on A4 paper with partner letterhead.
- All cards should fit inside the envelope.
- Ambassador photos should not be attached or glued to the card or letter but should be put in the envelope separately.
- The envelopes should not be sealed closed.



3.2.5 Child progress report quality standards

Once a year, the child progress report is part of the correspondence. The correspondence round is an important moment to monitor the number of children in the project. If any deviations occur, please inform the Country Office as soon as possible.

Many supporters pay close attention to their child or family's annual report and compare it to last year's report or to other information they have received about the child. Explain if there are significant changes in status that the supporter may wonder about. The annual report must be accurate and consistent with the last report or introduction sheet.

Most of the information requested for the child progress report is identical to the information collected for the child monitoring report. You can use the same data for both reports.



Child Annual Progress Report

For the year:

1. Name of the child:

2. Number of the child:

3. Is the child present in the program? Yes ☐ No ☐

4. Is the child active in the program? Yes ☐ No ☐

5. If the child is active, in which way and how often?

Frequency	Once per week	Every two weeks	Once per month	Once every 6 months	Once per year
Activities					
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Is the family active in the program? Yes ☐ No ☐

7. If the child is active, in which way and how often?

Frequency	Once per week	Every two weeks	Once per month	Once every 6 months	Once per year
Activities					
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Help a Child

3.2.6 Updated ambassador photo quality standards

Annually, the supporters will receive an updated picture of the child ambassador. For meeting the quality standards, please carefully study **paragraph 1.7.2** as well as the CAM communication guidelines.

3.2.7 Quality check and support by Help a Child

Before each correspondence round, sponsorship partner staff will meet online with the sponsorship coordinators for the Country Office and Help a Child NL. It is an opportunity to ask any questions you might have, discuss and evaluate the previous correspondence round, and learn from each other. Your Country Office will initiate this meeting.

During the correspondence process, the Country Office will provide Help a Child NL with a sample of five cards, letters, or photos from each project. You will then receive feedback from the Help a Child NL office in order to improve correspondence in the next round.

3.2.8 Correspondence overview

After each correspondence round, the Country Office will send an overview to Help a Child NL of which ambassadors delivered their correspondence and which did not. This way we can keep track of which supporter has or has not received correspondence.



Chapter 4 Handling correspondence and supporter requests

Supporters will not only receive information, but will send information in return as well. Some supporters are very committed to sending letters and cards. Others are not. Some supporters have questions or complaints. This chapter is about how to react to the various supporter initiatives.

4.1 Correspondence check and distribution

Letters from supporters will be bundled in The Netherlands and will regularly be sent to the Country Office. The Country Office will forward the correspondence to the project team. Before distribution, the project staff is expected to check the acceptability of the supporter's letter. They must check the content and need to delete any home addresses or included gifts before handing it out. The reason for this is to protect the child and the supporter so that the child cannot write directly to the supporter, bypassing the project.

Not all ambassadors will receive correspondence. To ensure that no ambassador is left out, the Country Office will annually forward motivational cards to each partner. These cards are written on behalf of all supporters and should be handed out to all ambassadors.

4.2 Responding to supporters' questions

Please make sure that questions are responded to in a next letter. Some examples of questions supporters ask are: "Why did I not receive a response to my questions? How can I be sure my letter has arrived? How are things in school? Is participation in the project making a change?" Ambassadors that receive correspondence from their supporter will be encouraged to respond. Receiving correspondence can happen any time throughout the year. It is appreciated by supporters to receive an answer to their questions, or to receive acknowledgement that their letter has been received.

To reply to any supporters' questions, the card might not have enough space on it to write. If that is the case, it is okay to add an extra (folded) sheet to the card or progress report. This way, there will be more space to write. It depends on the ambassador whether they like to write. Be creative!

4.3 Handling enquiries and complaints

Sometimes, supporters contact Help a Child to ask a question or make a complaint, for example about missing correspondence or a mixed-up picture. Help a Child will forward these questions and complaints to the project staff by e-mail. Please make sure that questions are handled urgently and are answered or followed up within two weeks.

4.4 Messages directed to the implementing partner

In exceptional cases, supporters might contact the partner organization directly to ask questions, make a complaint or share an idea. In that case, please inform your Help a Child Country Office. In your e-mail, mention the name and number of the child that is connected to the supporter.

Chapter 5 Leavings and CAM phase-out

Towards the end of a CCCD project, the Community Ambassador Model also needs to be phased out. In most cases, this happens one year before the project is being closed. For all stakeholders, it is important to be aware of the planned phase-out of CAM. This is around the same time as when the phase-out plan is being made (**see paragraph 10.7 of the CCCD Manual**). The exact CAM phase-out date will be defined in consultation between Help a child Netherlands, the Help a Child country Office, and the implementing partner. Ambassadors and their families need to be informed one year in advance.

5.1 Success stories

To tell supporters about the impact of the project when a project is coming to an end, we will ask you to provide 'success stories'. These are the stories of families and children in the project. We use these stories to inform supporters, what has been achieved with their financial support. This way, the supporters get an impression of the impact of their donation.



5.1.1 Planning

The success stories need to be delivered at the end of the project. The Country Office will get in touch to ask for a number of success stories at the end of the project.

5.1.2 Quality requirements

- Present five stories (about 200–300 words each) related to the goals of the project.

- A story should be an example of the impact of the project on families and children. Make sure the story is written from the perspective of a child or their family.
- Basic information that must be included in the story:
 - First name and age of the person
 - Regular daily activity (type of work, school, etc.)
 - How has their life changed and because of what?
 - What is their dream for the future?
 - Use of one or more 'quotes'.
 - Try to highlight the changes in the community as a result of the project.
- Attach for each story at least 3 high quality photos of the person(s) mentioned in the narrative.

For guidelines on storytelling and photography, please consult our [CAM Communication Guidelines](#) and the [5 golden rules of storytelling](#).

5.2 Thank you letter from the project manager

To thank the supporters for their support, the project manager writes a general thank you letter, addressing all supporters. This is a personal way of describing the impact of the project, accomplishments, challenges overcome and goals achieved. Make sure the letter expresses the hope that the supporters will continue their support to other children and communities. Please deliver the thank you letter to your Country Office through e-mail.

5.3 Thank you letter and picture from the ambassador

Upload a recent picture of each ambassador and a thank you letter addressed to the supporter to Project Connect.

In case of an early end to a child's ambassadorship, please include a specific thank you letter for each child. These letters can be uploaded to Project Connect. For more information, consult chapter 5.4.

5.4 Communication in case of an early end of the ambassadorship

In some cases, the ambassadorship of children comes to an early end. In this case, the supporters should receive a letter from the project manager, explaining the irregular circumstances. Supporters have certain expectations with regards to the improvement of the community ambassador's well-being. Therefore, whenever an ambassador leaves the project, the reporting should be accurate and precise. Below, we give some communication guidelines for various circumstances. We close this paragraph with showing a good example of a thank you letter

concerning a child ambassador who migrated to another town.

5.4.1 Migration

When the family of the child moved out of the project area, do not write: "I am sorry that the child has left". Focus on the positive, or describe facts about what has happened. For example: "The family has left the area in search of better employment opportunities elsewhere," or "Thanks to your support, the family has been able to start a business in another area."

5.4.2 No participation in project activities

Explain why the child and their family are no longer participating. Did they decide not to participate, despite the efforts of the project to reach them? If the family was expecting direct benefits, do explain this issue in the letter.

5.4.3 The economic status of the family has improved

This is of course great news! Make sure to emphasize that. "Thanks to the support of the project, the family was able to buy a bigger piece of land in another province," for example.

5.4.4 The child ambassador has gotten married

In this case, the child can be actively encouraged to finish school and to continue to participate in the activities, but it can no longer be the ambassador of the project. Please describe in the manager's letter the practice of child marriage, what the project does to prevent child marriage and what the project will do to continue to encourage the child to finish its education. Do not include a picture of the child (bride) in the leaving documents.

5.4.5 The child ambassador has passed away

Please be very accurate in explaining the circumstances of the death, as a supporter may be shocked by this news and would like to pray for the family and the community. Please inform Help a Child Netherlands within one week through e-mail in case a child passes away.

Greetings from Koraput Child Development Project, Odisha, India.

We are very happy to inform about your beloved sponsor child Muralidhar Jani. He completed Middle School with your prayer and generous support. He is transformed into a hardworking and discipline child and he is keeping a good academic record. He is an active member of the Child Leadership Team. He along with other team members participated in the project activities.

His parents also participate actively in our programmes like awareness programmes and training programmes. Through our programme they have improved parenting skills and their economic condition and have continued supporting their son's education. Currently he is continuing Secondary School in another town and can no longer participate in the programme therefore the child is reported as leaving.

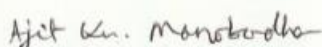
Due to corona virus threat there was complete lockdown which caused hardships to the community and children. Many migrant workers have returned to the district and the district administration is tracking them and keeping them in quarantine centres for a minimum of 14 days. And some are kept under home quarantine. The suspected people are being tested for Corona virus. However, the project provided awareness, dry ration and psychosocial support to the child and parent.

We are very thankful for your generous support and prayer to Muralidhar Jani this many years. We request you to kindly continue your support to Red een Kind so that other poor children will be able to get a fair opportunity to build a better future.

It is our sincere prayer to the Lord God Almighty that His grace and mercy shall always cover you and your family.

Thanking you,

With best regards,



Ajit Kumar Manobadha,
Project Coordination,
Koraput CDP,
Help A Child Of India.

5.5 Planning of phase-in and phase-out

While preparing phase-out in one project area, an implementing partner might at the same time be busy with selecting the next project area. In this case, it is important to strategically plan phase-out and phase-in in such a way that supporters can make a smooth switch from one to the next project area. In a practical sense, this means that the phase-out of the 'old' project can be communicated as soon as the 'new' project. At all times, make sure that the implementing partner, the Help a Child Country Office and the Help a Child sponsorship team in the Netherlands are all involved timely in the planning and communication of this transfer.

Annex

Supporter stories

With their consent, we share the stories of three private supporters to give you an idea of what the Community Ambassador Model looks like on their end. Get acquainted with our supporter base and learn more about the motives for private supporters to be involved in the CCCD program via the Community Ambassador Model.



Supporter 1

Family Geerling



For Niek and Mienke Geerling, farming is their pride and joy. They keep sheep, cows, goats, pigeons, a pony, a dog, and a cat. They raise three children. They decided to support Help a Child and were linked to Rahul, a child ambassador in one of our CCCD project areas in India.

Niek: "For me, it is hard to understand what it means to live on a daily wage, or to walk a long distance to fetch water. We live in a very different situation. I feel so blessed and I am truly pleased that we can share some of our means with another family. Th Bible says that God is not interested in our offerings, but in our mercy. Everything we own is received from God. That is why we want to share our wealth in love."

Nienke: "We value the approach of Help a Child, because we think it is much better than supporting one individual child. In the CCCD program, our contribution is spent for the benefit of the whole community. Th next generation can build on this as well. We want to make sure that our support makes a difference. That is why we support Help a Child."

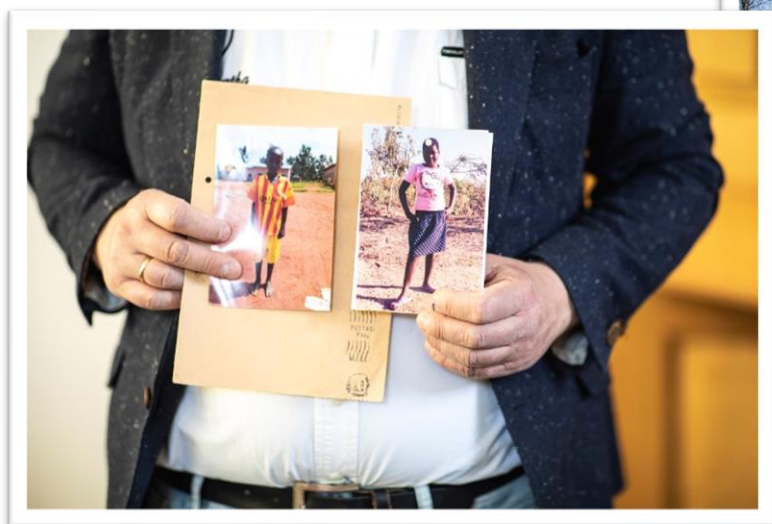
**" Everything we own is
received from God.
That is why we want to share
our wealth in love."**

Supporter 2

Church of the Cross, Daarlerveen

Sometimes, a CCCD supporter, is not an individual or a family, but a whole congregation. That is the case for the Kruiskerk (Church of the Cross) in Daarlerveen, the Netherlands. The 150 members of this church decided to support two projects in Burundi and in Malawi. They were linked to four child ambassadors in total: Niyongabo and Violette from Burundi and Bella and Tinas from Malawi. Pastor Henk Jan Visser: "I am used to pray for our child ambassadors, we well as for their wider community. Together with the youth, we sometimes write them a card or letter. This connection through letters and pictures is important for me. It helps us to feel connected with the people in the projects that we support. At the same time, it is strengthening the social cohesion of the members in my church as well. They feel connected because they support the same project. They write letters together and pray for the people in Malawi and Burundi together. So, this project brings blessings on both sides of the border."

" It is strengthening the social cohesion of the members in my church as well."



Supporter 3

Family De Jong



"We are just a small link in a wider context."



Child ambassador Niyonkuru from Burundi is linked to family De Jong in the Netherlands. "Helping other people is a natural thing to do. It is just part of life," says Marinda de Jong. As a family, we pray for children who are hungry or are not able to go to school. We do this daily. We are aware, and we teach our children, that God has given us the responsibility to help other people who are in need. Through our sponsorship, we can share what we have received from God. From the letters, we learned that Niyonkuru has been very sick. We read that she went to hospital and received the care that she needed. That made us very thankful. We are just a small link in a wider context. We simply hope that supporting Niyonkuru and her family will affect the wider community. Being aware of this means a lot to us."