

PIP within CCD manual

A Participatory Integrated Planning approach for the wellbeing of children

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1. Introduction

Over the past decade Help a Child (HaC) has been working on the improvement of children's well-being through her Child Centered Community Development (CCCD) programs. Our organization has been able to address various needs for the well-being of children but has not yet found the most effective approach to contribute towards sufficient nutrition, food security and ultimately towards improved economic and social well-being of households and communities in rural areas.

In 2018, however HaC has started using the Participatory Integrated Planning approach (also called the PIP approach), which has been developed and tested by the Dutch Wageningen University & Research (WUR). Besides the PIP approach we do see more elements that we could group altogether under the umbrella of economic program with impact on children, since these elements are ultimately leading towards the wellbeing of children. In this document we only focus on the PIP approach and sometimes we will refer to other contributing approaches as; access to capital, access to information, formation of CLA's, value chain development etc.

Some additions to the original PIP approach have been made to tailor the PIP approach towards well-being of children. Therefore, this manual has been written as an addition to the [PIP modules](#) as developed by WUR Wageningen University and Research.

This manual consists of 7 chapters, discussing among others the why (problem statement), followed by the contribution of the PIP approach to CCCDs program. After that the Theory of Change (ToC) will be discussed, and the last few chapters will discuss more in depth the "how", Planning, Monitoring, Evaluation, Accountability and Learning (PMEAL). Training materials that accompany activities described in this manual can be found on the [knowledge portal](#) of HaC.

The CCCD manual lays the foundation for implementing the PIP approach well. Activities such as the Community Challenge, ought to be executed before continuing activities as described in this manual. This manual provides the framework HaC wants to apply the PIP approach in, namely with a focus on the well-being of children. After carefully reading and executing this manual, the more technical roll-out and training activities involved in the PIP approach can be found in the PIP modules as written by WUR. Thus, the correct order of applying each manual is the following:

1. CCCD manual by HaC
2. PIP manual PiP in CCCD (the one you are reading now)
3. PIP training modules made by Wageningen University: Kessler, van Reemst, & Nsabimana



2. Problem statement

Over the past decades, the well-being of children worldwide has received increased attention. However, there are still many children, especially in Africa and parts of Asia who live in extreme poverty. In Eastern and Southern Africa one in three children grow up malnourished, causing harm to their physical, as well as psychological development and under five mortality rate (death per 1000 live births) is still 57.¹ Also, the number of children lacking complete primary education and access to health care services remains high in these countries.

Help a Child is participating with families in rural communities in several African countries and India, where this is a pressing issue. These families often rely on subsistence agriculture as their main form of livelihood. However, land degradation caused by climate change and human mismanagement is putting pressure on food security². This has implications for the amount of food available per family member. Diet is also compromised because often a small variety of crops is grown, which do not contain all nutritional elements needed for a healthy diet. Because little to zero surplus is left to sell at the market, farmers are left with little possibility to turn their farm into an economically viable source. Farmers lose hope for future farming and become less motivated to invest in their farms. As a result, household resilience remains low, and households struggle to break through the cycle of poverty.

¹ UNICEF, reports, convention-rights-child-cross roads, 2019

² PIP Baseline Study, Help a Child, 2021



3. Contribution to CCCDs program

The PIP approach is a valuable asset for the CCCD program, most importantly because it contributes to the improvement of children's well-being living in rural areas where agriculture remains the most important form of livelihood. Benefits of PIP do not only translate in the form of improved basic nutritional needs, but also in the form of improved steady income that assists households in holistic needs such as health care, education, shelter, and social and spiritual well-being. Wageningen University & Research (WUR) has developed and tested the PIP approach. Combined with internal reports and focus group discussions with staff involved in the PIP approach during the pilot phase, 6 key elements of added value of PIP towards CCCDs program have been listed.

1. Impact on children (0-6, 7-15) and youth (15-35)

PIP improves food security among farmer households. Families grow more diverse crops and increase their yield through sustainable farming. Improved diet and overall food security positively impacts children and youth. Furthermore, they learn about sustainable food production from an early age, which they can use in the future if they start their own farm. Youth are also less likely to migrate, because they can envision a future for themselves in rural areas, seeing how their family is now able to make the farm profitable.

PIP also improves household resilience in terms of economic stability, which enables children and youth to grow up in a safe environment. Furthermore, increased profit may be used for basic needs (health care, clothing, housing, etc.) and education. To ensure profits are indeed used for the benefit of children, the parenting course will be offered in between the community challenge and PI selection. For further elaboration see chapter 5.

2. Involvement of and benefits for the whole household

At the heart of the PIP approach lies the creation of the integrated farm plan. Or also called the PIP drawings. Through this joint household planning, collaboration and communication between household members is improved. Household members complement each other beyond the agricultural production; thus, PIP contributes to the holistic needs of all members of the family. This aligns well with the holistic set up of the CCCD program.

3. Enhanced land stewardship and ownership of land

PIP involves training farmers on sustainable new agricultural technology tailored per specific context, with use of already existing local knowledge. Improved food production and income opportunities for adults and youth as well as children have increased farmer households to value their resources. As a result, they are now intrinsically motivated to improve land stewardship and ownership. The dominant land ownership and heritage by men is replaced by improved collaborative planning, where wives and youngsters are involved as well.



4. Acceleration principles are applied

The PIP approach starts with a small group of innovative farmers, also called PIs (PI's: Paysan Innovatif in French). Once they have implemented their household plan, they will train other farmers in the community (trainer of trainers). Via this system, the PIP approach travels from households to communities and can further expand to landscape & watershed levels.

5. Possibility to link PIP with other CCCD approaches

PIP can provide a framework to glue together other CCCD approaches. Self Help-Groups (SHG) are already used for the selection of PIs. Furthermore, connecting the parenting course and Early Child Development (ECD) to PIP will ensure a focus on children's well-being. Youth & Work (Y&W) aligns perfectly with PIP as well. Through PIP youth become involved in agriculture already, but Y&W could complement this by providing trainings on other expertise areas.

6. Focus on climate smart agriculture

Technical trainings offered through PIP revolve around sustainable agriculture, i.e. increasing production without wearing out resources. Furthermore, they focus on combatting land degradation and other climate change and climate adaptation issues that farmers face.

Conclusion

Since the added value of PIP to CCCD's program could be evidenced at an early stage of the pilot as executed in Burundi, Rwanda, and Uganda, the management team of Help a Child has decided to make PIP an integrated part of the CCCD program. To tailor the approach to the CCCD program, and in particular towards the well-being of children, certain elements have been added. In the next chapter, the Theory of Change will be discussed for this newly tailored approach.



4. Theory of Change

The PIP approach for the well-being of children contributes towards the goal of children growing up with dignity, love and a promising future. Figure 1 shows the Theory of Change (ToC) that has been developed for PIP. Below an explanation of the ToC will follow.

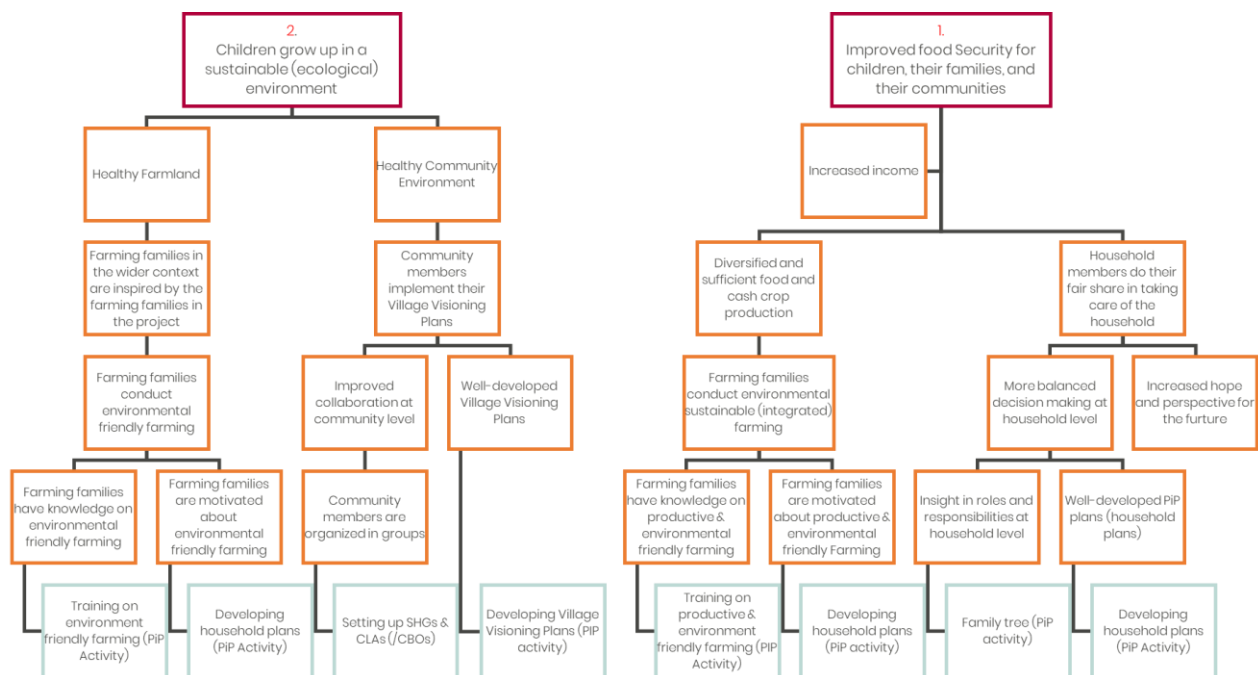


Figure 1. Theory of Change for PIP in CCCD

Outcomes and activities

The PIP approach used in CCCD projects has two main outcomes:

1. Improved food Security for children, their families, and their communities
2. Children grow up in a sustainable (ecological) environment

The following section elaborates on how to achieve the two main outcomes.

Outcome 1. Improved food security for children, their families, and their communities

Once innovative farmers are identified, they start developing the integrated farm plan together with their household which entails at the basis environmentally sustainable and productive farming. Trainings are provided in this area, and it is expected that since the whole family is involved in the planning and visioning stage, they will become motivated to be involved in environmentally friendly farming as well. Eventually improved food production and diversification of crops will lead to improved food security and income for children and their families.

The involvement of all household members in planning and visioning as well as the family tree exercise, are expected to contribute towards effective sharing of roles and



responsibilities at household level. The well-developed household plan is key in contributing towards increased hope and perspective for the future, which then leads to household members doing their fair share in taking care of the household.

Food security will initially be addressed through the integrated household plan, but eventually, the community as a whole will become important in achieving food security as well, because at community level decisions will be made regarding best crops to sell at the market, and access to value chain. These decisions can be taken up in the integrated PIP village visioning plan. On the other hand, community members can discuss with each other and learn from one another which crops are best to grow for nutritional value.

Outcome 2. Children grow up in a sustainable (ecological) environment

Key to having children grow up in a sustainable (ecological) environment is to have the identified innovative farmers (PI's) trained on environment friendly farming. It is expected that families will become motivated to apply such practices, because they see how they can benefit from healthy farmland in the long run. As explained under outcome 1, it is expected that through joint planning and visioning, all members of the household become motivated to apply environmentally friendly farming practices.

At community level this is further expanded by developing an integrated village vision and plan after a large number of innovative farmers from Self Help Groups (SHGs) have shared their knowledge and experience with other motivated and interested community members. SHGs organize themselves further into Cluster Level Associations (CLAs) and Community Based Organizations (CBOs), who will later on provide the link with other government extension services and value chain actors. Eventually, this level of collaboration does not only contribute towards a healthy community environment but also towards improved food security and income for children and their families.

Assumptions

- It is assumed that households and communities are intrinsically motivated to participate.
- That fathers, mothers, children and youth are made aware of what children need for their nutritional well-being.
- It is assumed that innovative farmers will be motivated to take along other farmers through a competitive process to improve their own farming system but ultimately also that of the whole community.
- It is assumed that farmers take up sustainable agricultural practices and invest in their farms which will contribute towards higher agricultural yields.
- It is assumed that at community level farmers who have organized themselves in CLAs will be able to lobby with the government and the private sector to contribute towards a more conducive environment (by improving the access to services and infrastructure) for improved food and cash crop production.
- It is assumed that the increased production from the farm will not only be sold, but also be used for household consumption.



- It is assumed that profit made after selling products and yields on the market will be used to improve the living conditions of the whole household and especially children.



5. Integration of PIP activities in CCCDs program

In this chapter an explanation will follow on how to integrate the PIP approach, into the regular CCCD program. To ensure correct implementation there are a few preconditions. A visual representation is presented in figure 1.

Firstly, the community challenge must have taken place to map out existing problems the community faces, followed by the creation of a first draft of community plan. This community plan will later be revised when village visioning and planning starts. Further elaboration on these steps can be found in the CCCD manual.

To ensure that the PIP approach is implemented with a focus on improving child well-being, the entrance point is focusing on the Parenting course and formation of SHGs. As it is stated in the CCCD manual: *“After the Community Action Plan has been made and has been approved by the community, it is time to start with the first initial activities. The most ideal way is to start with parenting groups. After the parenting basics course, consisting of [ten sessions](#), the establishment and/or strengthening of Self-Help Groups can begin. In the meantime, existing parenting groups may also decide to work on other modules of the Parenting Challenge. During the sessions of the parent groups and SHG’s more information about the design of the MAPP can be collected.”*

After the set-up of SHGs, awareness raising on the PIP approach, followed by the identification of innovative farmers (PIs) by the community. As soon as possible, the poorest of the poor will also be encouraged to join PIP after joining SHGs.

When the first rainy season has passed and PIs have implemented the first round of their household plans, the first scaling-up phase will start. In this phase all farmer families including those outside of SHGs, are welcome to join PIP.

It is important that during the process focus on child well-being is maintained, as well as participation of all household/community members. Project staff will monitor this, and if needed coach families/communities on this aspect to achieve the objectives for PIP. A bias can occur in the thinking of child participation in PIP. Involving children in the family farm visioning and planning does not mean that we allow or promote exploitation of children at the farm. Rather we promote that every child will be involved at the level of his abilities. So younger children will be involved more in a way to teach them agriculture and they could be given small light tasks on the farm, such as watering the kitchen garden, or taking care of a goat or rabbit. Youngsters of course can take up more responsibility, depending on age and intrinsic motivation, like getting responsibility for a part of the land or for milking some cows.

Further steps needed for the implementation of the integrated farm planning approach/PIP are described in the PIP modules made by Wageningen University (Kessler, Reest, et al.).



SHGs will later evolve into CLAs. CLAs too, unite themselves after they are mature and form a Federation or Civil Based Organization (CBO) (depending on the local context). To create a more conducive environment, CLAs/Federations/CBOs will improve access to services and infrastructure by forming a link with (extension) services from the government and private sector parties. For further elaboration on the creation process SHGs and CLAs/CBOs, see the CCCD manual.



Figure 1. Visual representation sequence of activities

Training activities

During implementation of PIP, several training activities will take place. Firstly, staff of HaC and partnering organization will be trained on the approach. These trainings will be a continuation and further elaboration of this manual. Trainings will be provided by HaC staff from Netherlands office and experienced staff from other HaC offices. Secondly, staff will be trained specifically on integrated farm planning activities. These trainings will be a continuation and elaboration of the PIP modules as provided by WUR.

As for the training of PIs and other beneficiaries, there are two types of training. The first is regarding the household/village PIP, including the family tree exercise, and the other is regarding the knowledge and use of sustainable agricultural practices. This is also explained in the PIP module II on page 31. These trainings will be tailored per context making use of local knowledge, since not every area calls for the same interventions. An important part of the technical training, which does overlap in all contexts, however, is the promotion of kitchen gardens. These are especially important for improving the nutritional value of diet for children. These trainings will be provided by country offices and implementing partners.

All training materials will be available on the HaC knowledge portal. [The PIP modules](#) made by Wageningen University & Research (WUR) will be available here as well.

Timeline

Table 1, 2, and 3 show the yearly planning for the first three years of implementing PIP. For more detailed information on PIP activities, please consult the PIP modules of WUR. This planning is provided as a guideline but can and should be adjusted if the context calls for this.

Year 1 is meant to lay a steady foundation for the start. Implementing partners should take enough time to do the community challenge and set-up the SHGs. If the situation calls for it, this period can be prolonged. Implementation of PIP plans should be adjusted so that PIs can start implementing their household/PIP plans during the first growing season. This way they are able to attain direct results from trainings and workshops. This is a crucial step because it will motivate other farmers to join the PIP approach as well once they see the positive results PIs are gaining. This also means that other PIP competitions should be planned before a growing season, so that newly trained farmers can do the same. Furthermore, the implementation of PIP plans has been visualized as a continuous process, because it is important that after initial plans are implemented, households (review and revision their PIP plans. For the process of village visioning and planning the same applies.

Another point of attention is the set-up of SHGs in year 1. However, the set-up of CLAs and federations/CBOs is not planned until year 3, since it is important in the first 2 years to focus on correct implementation of PIP activities, as well as CCCD set-up related activities. A lesson learned over the first years is that it is better to bring Phase 5/step 3, village visioning and planning more towards the start of the program, mainly since it can be combined easily with the community challenge and its yearly follow-up.



Table 1. Planning Year 1

	YEAR 1											
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Phase 1: Laying the foundation												
STEP 1: CCCD awareness raising												
STEP 2: Community Challenge												
STEP 3: Creation of Community Plans												
Phase 2: Focus on child well-being												
STEP 1: Parents do Parenting Course Light												
Phase 3: Creation of SHGs												
STEP 1: SHGs are created												
STEP 2: SHGs evolve into CLAs												
STEP 3: CLAs evolve into federations/CBOs												
Phase 4: Setting up the PIP approach												
STEP 1: Raising awareness at community level												
STEP 2: Selection of PIs from SHGs												
STEP 3a: PIs receive training on PIP creation												
STEP 3b: PIs receive technical training												
STEP 4: PIs create PIP with household												
STEP 5: Implementation of PIP plans												
Phase 5: Scaling-up to community level												
STEP 1: Preparing first PIP competition												
STEP 2a: Undertaking first PIP competition												
STEP 2b: Implementing PIP plans												
STEP 3: Village visioning and planning												
STEP 4: Preparing second PIP competition												
STEP 5a: Undertaking second PIP competition												
STEP 5b: Implementation of PIP plans												
Phase 6: Scaling-up to adjacent communities												
STEP 1: Training of extension staff												
STEP 2: Preparing PIP trainers for adjacent communities												
STEP 3: Organization of the information day												
STEP 4a: Undertaking third PIP competition												
STEP 4b: Implementation PIP plans												
STEP 5a: Undertaking fourth PIP competition												
STEP 5b: Implementation of PIP plans												

Table 2. Planning Year 2

	YEAR 2											
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Phase 1: Laying the foundation												
STEP 1: CCCD awareness raising												
STEP 2: Community Challenge												
STEP 3: Creation of Community Plans												
Phase 2: Focus on child well-being												
STEP 1: Parents do Parenting Course Light												
Phase 3: Creation of SHGs												
STEP 1: SHGs are created												
STEP 2: SHGs evolve into CLAs												
STEP 3: CLAs evolve into federations/CBOs												
Phase 4: Setting up the PIP approach												
STEP 1: Raising awareness at community level												
STEP 2: Selection of PIs from SHGs												
STEP 3a: PIs receive training on PIP creation												
STEP 3b: PIs receive technical training												
STEP 4: PIs create PIP with household												
STEP 5: Implementation of PIP plans												
Phase 5: Scaling-up to community level												
STEP 1: Preparing first PIP competition												
STEP 2a: Undertaking first PIP competition												
STEP 2b: Implementing PIP plans												
STEP 3: Village visioning and planning												
STEP 4: Preparing second PIP competition												
STEP 5a: Undertaking second PIP competition												
STEP 5b: Implementation of PIP plans												
Phase 6: Scaling-up to adjacent communities												
STEP 1: Training of extension staff												
STEP 2: Preparing PIP trainers for adjacent communities												
STEP 3: Organization of the information day												
STEP 4a: Undertaking third PIP competition												
STEP 4b: Implementation PIP plans												
STEP 5a: Undertaking fourth PIP competition												
STEP 5b: Implementation of PIP plans												



Table 3. Planning Year 3

	YEAR 3											
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Phase 1: Laying the foundation												
STEP 1: CCCD awareness raising												
STEP 2: Community Challenge												
STEP 3: Creation of Community Plans												
Phase 2: Focus on child well-being												
STEP 1: Parents do Parenting Course Light												
Phase 3: Creation of SHGs												
STEP 1: SHGs are created												
STEP 2: SHGs evolve into CLAs												
STEP 3: CLAs evolve into federations/CBOs												
Phase 4: Setting up the PIP approach												
STEP 1: Raising awareness at community level												
STEP 2: Selection of PIs from SHGs												
STEP 3a: PIs receive training on PIP creation												
STEP 3b: PIs receive technical training												
STEP 4: PIs create PIP with household												
STEP 5: Implementation of PIP plans												
Phase 5: Scaling-up to community level												
STEP 1: Preparing first PIP competition												
STEP 2a: Undertaking first PIP competition												
STEP 2b: Implementing PIP plans												
STEP 3: Village visioning and planning												
STEP 4: Preparing second PIP competition												
STEP 5a: Undertaking second PIP competition												
STEP 5b: Implementation of PIP plans												
Phase 6: Scaling-up to adjacent communities												
STEP 1: Training of extension staff												
STEP 2: Preparing PIP trainers for adjacent communities												
STEP 3: Organization of the information day												
STEP 4a: Undertaking third PIP competition												
STEP 4b: Implementation PIP plans												
STEP 5a: Undertaking fourth PIP competition												
STEP 5b: Implementation of PIP plans												

What is next?

PIP is still under evaluation and finetuned. Updated modules will be presented at HaC’s [howto](#) portal. Besides the PIP approach, which is already approved, we currently test access to capital (revolving fund) and some value chains. Ultimately, the program can optionally grow with more approaches to ensure growth in child wellbeing.



6. Planning, Monitoring, Evaluation, Accountability and Learning (PMEAL)

In this chapter the PMEAL strategy for PIP will be discussed. Some PIP indicators are now integrated in the new PMEAL CCCD Reporting Framework which will be used from 2024 onwards. For more information on HaC strategy for PMEAL, see the CCCD manual and the PMEAL CCCD Reporting Framework Manual.

For the PMEAL of the PIP pilot, an extensive questionnaire was used. For partners and country offices who wish to have more insight into this particular part of the CCCD project, this questionnaire is available and can be requested at HaC Global office. Also, at the Dutch PIP platform (where all Dutch NGOs using PIP are assembled), a log frame, indicators and tools are developed to monitor PIP. In case partners or country offices want to use this, it can also be requested at HaC Zwolle.

[A PIP approach Self-Assessment tool](#) is available for partners and Country offices. This tool can help you to see if your actual interventions are in line with the PIP approach as developed.



7. Budgeting, Year Planning, and Reporting

In this chapter budgeting, year planning, and reporting strategies are discussed. From 2022 onwards the PIP approach is an integrated part of the CCCD program. This means that it also needs to be integrated in CCCD budgeting, planning, and reporting.

[A PIP annual workplan template](#) for planning of PIP activities can be handy.

