



## Policy brief Climate interventions within HaC Programming 2025 – 2026

**Children are experiencing climate-related harm. Urgent adaptation to address these impacts is important. *What does this mean?***

“It means we need to enhance the climate resilience of services that are critical for children’s survival, development and health, including water, sanitation, health, education, nutrition and child and social protection services at all times.”

*(UNICEF Policy briefing for children & young people, SB60 & the expert dialogue on Children and Climate Change).*

### Introduction

In 2024 Help a Child executed a climate quick scan in order to understand what climatic challenges are faced by partners and communities we cooperate with. This policy brief will give direction how Help a Child want to streamline and embed climate related activities into our existing approaches with a focus on CCCD, but also applicable to other projects and programs. This document is based on the principle that we want to integrate and not create a new programmatic area which is stand-alone.

### MITIGATING EFFECTS OF CLIMATE CHANGE (as stated in our strategic plan 2025 – 2028)

We want to make sure that our efforts to reach impact for children are not damaged by other factors. We know that the negative impact of climate change can be huge for the areas that we work in. Therefore, we must **proactively mitigate the effects of climate change** in our project areas, whilst at the same time make sure that we stay a child focused organization. Strategic plan | **2025 – 2028** (p.22-23).

#### For the next 4 years this means

- In 2025 we will follow up on the outcomes of the project location quick scans and the carbon footprint baseline report of Climate Stewards, by implementing solutions for the location specific issues and by setting targets for our carbon reduction ambitions.
- Mainstream climate into all our concepts, mitigate or compensate the negative climate effects of our work.
- Develop innovative child-led climate adaptation concepts within our core concepts (e.g., green ECDs, green CFS).
- In 2026 we want to further establish our integrated climate interventions
- At the beginning of 2027 we want to evaluate our current climate interventions and present the lessons learned and adapt interventions where needed for the remaining years.
- In 2028 we further finetune and roll out the lessons learned of the early 2027 evaluation.

#### P.O. Box:

Postbus 40169  
8004 DD Zwolle

#### Visiting address:

Koggelaan 21  
8017 JN Zwolle

**t:** +31 (0)38 – 460 46 48

**e:** [info@redeenkind.nl](mailto:info@redeenkind.nl)

**w:** [www.redeenkind.nl](http://www.redeenkind.nl)

**IBAN:** NL77 ABNA 0377 3328 60



of most mentioned interventions needed to combat climate-change related challenges at community level as mentioned during the **Climate Quick** scan:

1. **Train** farmer households on **climate resilient agriculture practices** (agroecology), Good Agriculture Practises (GAP), soil fertility, drought resilient crops, sustainable agriculture and diversification of crops.
2. **Organise awareness raising** events or workshops and train communities to enhance their skills on climate change adaptation e.g. in establishment of nursery beds with forestry and agroforestry or fruit trees for reforestation and agroforestry.
3. Organise **training** and community **empowerment for better access to water** for drinking water and irrigation purposes. This can be done on individual farmer household level, or on the level of SHG/CLA and broader community level.
4. **Advocate and lobby for infrastructure** that is needed to combat climate related problems in the community. Most of the time these infrastructural problems are the responsibility of the local government and outside the mandate of Help a Child and its partners. Examples that are mentioned in the Quick Scan reports are: WASH facilities, roads, culverts, drainages, water storages etc.
5. **Protect the community environment** like riverbanks, forests, swamps and management of the entire ecosystem **by community awareness, community empowerment, community mobilization** and facilitation in finding the right stakeholders.

In short, activities for addressing climate change are summarised in:  
Training – Awareness – organisation – advocacy – lobby – facilitation –  
protection – innovation

### **How local partners of Help a Child can embed climate in the following existing approaches**

Most of the activities above can be integrated in the interventions and approaches partners already use in Help a Childs funded community programs, disaster response programming or institutional programs. Below we show activities that either build community awareness (5), community empowerment (5), support advocacy at different levels (4), stimulate awareness raising with farmers, and other community groups (2) or train on climate resilient agricultural practices (mainly through PIP and SHGs) (1).



We have added a special paragraph how Help a Child approaches Water-related interventions and why it is out of scope of our programmes to deeply invest in water.

### **Phase in moment for new programs (e.g. Community challenge)**

Under the community challenge (first phase of CCCD) Climate related challenges within the community can be incorporated in the community Action Plan. After recognizing what to do, the activities can be budgeted and planned under the approaches taken up in the budget and plan. For example, under PIP, or under SHG or under community mobilization or ECD. Also for starting Disaster response, Kids@Risk, seed fund, short term projects and Turakura programs it is good that the community incorporate a Climate Risk assessment and acknowledge the risks and possible mitigation and adaptation strategies. All formats for new projects have been adapted that communities take climate threads into account at the start of new projects.

#### **1. Climate related activities around ECD centres and Child Friendly Spaces**

Several activities can be undertaken to mainstream climate in ECD and CFS.

- Usage and utilization of kitchen garden which promotes healthy and nutritious food for the children. It is essential to create a conducive environment for the children enrolled in ECD centers by planting fruit trees or establishing a kitchen garden.
- Plants and trees contribute to the beautification of the ECD centre and the living environment of the children, teachers and other stakeholders around ECD centres.
- Start environmental child clubs. Integrate climate related topics into the ECD curriculum that can be used by the children and teachers. This will contribute to a higher sense of responsibility by the community for the conservation of their own environment. Embedding climate in the curriculum will lay a foundation for future generations to make climate-sensitive choices. There is a specific green curriculum made for primary schools as well. [Climate Smart Programming - Partner Portal Help a Child](#)
- Work on a clean environment by minimizing waste and good waste management. Waste pit, recycling of plastic bottles, by e.g. "From trash to cash" project.
- Clean cooking can be stimulated by using energy-saving stoves (mudbrick cookstove) and/or environment friendly charcoal (briquettes) to reduce the rate at which trees are being cut down for firewood at the community level.
- See what can be done on renewable energy sources, like solar panels.
- Reforestation: This is the process of replanting trees in areas affected by natural disturbances like wildfires and drought. We cut trees during the ECD construction.

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8004 DD Zwolle

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Koggelaan 21  
8017 JN Zwolle

**t:** +31 (0)38 - 460 46 48

**e:** [info@redeekind.nl](mailto:info@redeekind.nl)

**w:** [www.redeekind.nl](http://www.redeekind.nl)

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So, it makes sense to replace them by planting new trees.

- Incorporate analyses of the environmental and climate related effects of
  - proposed ECD interventions in ECD proposals and programming.
  - Awareness raising and capacity building of community members and parents about climate change concerns and related effects on mankind.
  - Encourage environmentally friendly actions among families and communities. Enlisting the whole family and communities in environmentally friendly practices conducted at the ECD centers can stimulate families and communities. For example, organize a cleanup day, or start recycling waste for cash or for upcycling to other products.

## **2. PIP approach**

The PIP approach in itself is already working on resilience towards climate shocks. Specific regional climatic challenges can be tackled by training and awareness towards farmer households under the PIP trainings. These trainings can be facilitated either by partner organisation or via Agri extension workers from the government or expert organisations. Specific Climate actions are for example:

- Train farmers on climate resilient agriculture practices (agroecology). Like drought resistant crops, diversification (risk spreading), Good agriculture practises (GAP), soil fertility, sustainable agriculture.
- Train and make farmer households aware of the importance of trees and train them on how to make nursery beds and the growing up of new (indigenous) tree and fruit tree seedlings.
- Organise awareness raising campaigns and train PIP communities to enhance their skills on climate change adaptation (contour lines, Zai pits, trenches, mulching, bio compost making etc.)
- Planting of Agro-forestry trees, grasses for animal feeds, fruits trees and wind breakers by farmer households, SHGs, schools, churches and other community bodies.
- Training and awareness around small-scale irrigation facilities and locally accepted water harvesting techniques.

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### **3. SHG approach/CLA's**

SHGs can be used to sensitize members on environmental challenges within the community and to discuss bylaws that will work and abide by all the SHG members. Via SHGs a start can be made to mobilize the community for practical climate interventions like clean-up days, working on a plan how to lobby and do advocacy towards local leaders and or local governments bodies. CLA's can have specific Lobby and advocacy agenda related to climate. Examples of lobby and advocacy activities by CLAs are Lobby and advocate for access to clean water withing the community. Lobby and advocate for a new, or renovated or upgraded health facility, a bridge, access to electricity. A worn-out feeder road to be renovated, etc. All these examples are NOT included in the intervention strategy and focus of Help a Child. So, when needed the community itself is responsible to lobby and advocate for these.

### **4. Disaster Risk Management**

Although not an approach in itself, but there is a strong link between climate challenges and Disaster Risk Reduction, mitigation and response after a disaster within our community setting. Help a Child advocates for a holistic approach whereby we do not separate them, but work hand in hand on Climate and DRM, so the interventions and activities contribute to both interventions. Examples of Disaster Risk Reduction climate related are community awareness on climate related risks in the community. Making community action plans to mitigate natural disasters, like making and agreeing on bylaws regarding grazing of livestock or usage of riverbanks and other water resources. Planting of trees in order to mitigate soil erosion. Investing as community in culverts, to channel water overflows, etc. are examples of what can be done. In case a cyclone have hit the community and ECD, in cooperation with the disaster response team it can be agreed how to respond to affected children and their families. The following link explains how DRR connect to Early Child Development. [Starting Points for DRR in ECD.docx](#)

### **5. Help a Child and access to clean water**

For Help a Child, assisting in access to clean water is not our expertise area. We therefor always will stimulate partners and communities to do lobby and advocacy for access to water at the responsible (local) governmental bodies and or WASH related NGO's. Of course, some simple and low-cost solutions (less than a few thousand dollar) for better access to water can be explained and trained in existing project group structures.



For example, organizing sensitisation and awareness session within the group structures around water & local environmental issues. In PIP there can be training on water harvesting and irrigation methods. At ECD centres a water tank can be proposed within the building budget. In summary Help a Child will not finance water infrastructures like boreholes, drilling, water distribution and irrigation equipment, etc.

### **How do we finance Climate activities?**

Within Help a Child there is no special fund that will cover costs for Climate related activities. So costs for climate interventions are at the costs of the total budget sum that is available. Since climate activities are incorporated in several approaches, interventions therefore can be budgeted for under these particular approaches, preferably in a separate budget line. For example: in CCCD budget template: 2.1 PIP approach, *2.1.4. Training of farmers on climate resilient agricultural practises*. Or for example community awareness of climate resilience under the community challenge. In line with what is stated above we want to un-silo climate and let it be intertwined with other activities.

It is important to highlight under which budget lines the climate integration activities will take place. E.g. when PIP training or Community mobilisation is mentioned in the budget line, add in the description how you will improve/increase the budget line to incorporate climate change mitigation activities.

### **Fundraising & Climate**

The strategy for fundraising is that we never go for climate calls solely. Always must the child be at the focus of our interventions. Especially for IF, climate calls will not work for us. What could be possible though, are smaller amounts around climate intervention, often by well-wishers and or smaller foundations that donate for specific climate interventions that easily can be integrated or can fund already existing climate related budget lines in programs and projects without losing focus on the child.

### **PMEAL and Climate**

We have our standard PMEAL framework with Child Status Index and measuring child wellbeing and community empowerment etc, which do measure indirectly how well communities could cope with climate resilience.

Together with the PMEAL team Netherlands a new set of more climate related indicators will be developed in the PMEAL frameworks we use, instead of some Y&W related ones. So, grosso modo the burden of measuring indicators will not increase.

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