Help a Child - internal mid-term reflection & planning CCCD

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Introduction

In year 5 of the CCCD project, an internal midterm assessment will be conducted. The purpose of this exercise is to assess, together with the communities, stakeholders and partner staff of the project, the following:

- What has been achieved during the start of the project?
- What is still needed to reach the goals in the coming 2 years?
- Is there something that needs to be adapted to reach the goals?

To do this, different tools can be used to collect the information and draw conclusions.

Organization	Tool	Chapter
By the Partner organisation	Community Tools	Chapter 1 Community tools
	Key stakeholder Interviews	Chapter 2 Key stakeholder interview
	Document and data review	Chapter 3 Partner staff and country office reflections
By the Country office	Discussion with partner about their views of the project	Chapter 3 Partner staff and country office reflections
	Document and data review	Chapter 3 Partner staff and country office reflections
By Partner & Country office	Bringing all information together: the input from community, stakeholders, monitoring visits, (bi)annual reports and Power BI data	Chapter 4 Reporting template
	Discuss a way forward and revise the MAPP	Chapter 5 Conclusion

Chapter 1 Community

The first part of this document is about 4 tools which will be used with the community. The tools are clearly described below. The main findings, summaries, and conclusions will be presented in the report. See chapter 4 for the reporting guidelines.

To get a representative view, it is important to:

- Select 3 clusters of villages in the project area.
    - For each cluster, form groups of:
        - Children (9 to 13 years)
        - Teenagers
        - Adults (both men and women)

- Each group has 7 to 10 participants.
    - Involve people from different villages. This means transport allowances should be included in the budget.
    - Include people from different groups.
    - Include people with disabilities.

- The groups can be facilitated by the project staff and/or community facilitators.

- It is possible to do 2 tools per group but make sure it doesn't take longer than 3 hours. For children's groups, the exercise should take a maximum of 2 hours. A snack and drink can be provided.

1.1 Tool 1: Historical timeline

Description:	Drawing a historical timeline helps to determine how the community arrived at where it is today due to the project. This tool helps to create an overview of the past few years of the project.
Goals of the tool:	To determine what has happened in the community from the start of the project till now and what has influenced the wellbeing of children in the community.
Target group:	Members of the community, both men, women and children. Groups can be mixed with 7-10 participants.
Preparation time:	15 minutes.
Duration:	30-60 minutes.
Materials:	Flipchart, pens, markers
Copyright:	Freely usable.

Process

A timeline is written on a flipchart (past 4-5 years since the start of the project). This timeline can also be drawn in the soil if other materials are not present. Ask the participants to share things that have been major happenings in the community due to the project that have impacted the wellbeing children and/or the development of the community. These can be both positive and negative elements. Draw roughly on the timeline when what has happened.

Reflection

What have been the positive contributions towards children's wellbeing? Who has contributed? What have been the negative factors? Has anything been done to alleviate them?

1.2 Tool 2: Measuring the progress

Description:	Measuring the Progress is an interactive tool for groups to decide how much progress has been made on project related topics. There are some general topics and others can be adjusted based on the specific goals of the project.
Goals of the tool:	To determine the progress made so far on topics related to the goals of the project. The progress is shown through measuring on a scale of 1 to 5.
Target group:	Members of the community: adults (both men and women); teenagers; and children. Groups can be 7-10 participants.
Preparation time:	30 minutes.
Duration:	30-60 minutes.
Materials:	Flipchart with drawing of the table below, small stones or beans (20 x the number of topics)
Copyright:	Freely usable.

	Topic	1 - very bad	2 - bad	3 - good	4 - very good
1	Safety for children				
2	Food situation				
3	Level of income				
4	Level of harmony in the homes				
5	Level of participation of community members				
6	Feeling of ownership				
7	Communication with the organization				

8	*To be decided per project*				
9	*To be decided per project*				

Process
The above table is drawn on a flipchart or drawn in the sand. Each participant has 8 stones (or the equivalent to the number of topics).

Step 1: Give each participant 20 small stones or beans

Step 2: Ask the participants per topic, how they felt about that topic **at the beginning** of the project. the participants can think for a few minutes and then put 1 bean/stone on the score they feel is the best fit. (so, 1 bean per person). If they feel it was very bad they put a stone under 1. if it was bad in 2, good in 3 and very good in 4.

Step 3: Ask the participants how they would rate that topic **now**, in this phase of the project. Participants think a few minutes and then put a bean/stone of the score of their choice.

Step 4: Take a few minutes to reflect on the scores. Is there a difference between the scores in the beginning and now? How come? What changed? Note this down.

Step 5: Leave the stones there and go to the next topic: repeat step 2 till 4 with each topic.

Note: Repeat the scores and what it means each time till you are now convinced the group understands.

Report the numbers (or take a picture of the final table)

Reflection
In general, how do you rate the progress so far? Which areas are doing good? And where do we need more efforts in the coming few years?

1.3 Tool 3: Planning ahead

Description:	Planning ahead is a discussion tool for groups to indicate what is still needed in the development of the community to make it a success. Note that it should within the reach of the goals of the project.
Goals of the tool:	To determine the next steps of the project to ensure a fruitful development of the community.
Target group:	Members of the community: adults (both men and women); teenagers, and children. Groups can be 7-10 participants. If possible, all groups at the same time.

Preparation time:	30 minutes.
Duration:	45-75 minutes.
Materials:	Flipchart or notebook to write down the key points
Copyright:	Freely usable.

Process

Appoint 1 person in each of the different groups who will take the lead in the discussion, and a person to take notes.

Let the groups discuss the following questions:

- What have you liked so far on this project?
- Did you miss something in this project?
- What is still needed to reach the goals? Try to be specific: what should be the next steps of the project to reach fruitful development of your community?
- What do you want to keep for the coming final years of the project?
- What do you want to change for the coming final years of the project?

When done, let the groups share their views with the other groups.

Reflection

What is the common feeling of the group? Do they have similar views about the next steps in the project? Are there also different views or wishes from the groups?

1.4 Reflection Session on Data

Description:	The Reflection Session on data is an interactive exercise in which community members discuss the main findings from the project monitoring data. Participants reflect on the outcome results, on the challenges and successes, and jointly determine actions needed to strengthen project performance during the remaining implementation period.
Goals of the tool:	• To reflect on project progress using available monitoring data. • To identify factors contributing to success and challenges. • To agree on practical actions to strengthen project outcomes during the remaining project period.

Target group:	Members of the community: adults (both men and women) and teenagers. Groups can be 10–20 participants. Community representatives, local leaders, project staff, and other relevant stakeholders may also participate.
Preparation time:	90 minutes. Analyse the outcome data before the session, and select relevant findings to discuss with the community.
Duration:	60–90 minutes.
Materials:	• Outcome measurement results and scorecards. • Flipchart paper and markers. • Note-taking forms.

Process

Select outcome data you would like to discuss with the community. This can be an average score of a complete tool (e.g. the Parenting Statements, or the Group Capacity Scorecard) or a specific topic of a tool. You may select the most notable findings that are relevant for a discussion with the community.

Present the outcome data to the participants.

Discuss the following questions:

- How do you feel about these outcomes? Is it reflecting your own experience, or is it showing a different picture? Do you agree with the results?
- What factors may have contributed to the observed results? Why has the situation improved/worsened/stayed the same?
- What actions are needed during the remaining project period to strengthen project outcomes and increase impact?

When done, let the participants share their views and jointly identify priorities and actions for the remainder of the project.

Reflection

What are the main conclusions from the output and outcome data? Does the group believe the project is on track to achieve its objectives?

What explanations did participants provide for positive or negative trends? Are there common views regarding factors contributing to success or challenges?

Which priority actions were identified to improve project results during the remaining implementation period? Are there differing opinions about the most important next steps?

Chapter 2 Key stakeholders interview

2.1 Instructions

To gain deeper insight into the project's progress, interviews will be conducted with key stakeholders. The interview guide consists of 11 structured questions divided into two sections. The first section focuses on the period from the start of the project to the present, while the second section is about priorities, challenges, and opportunities for the remaining project period.

Detailed interview notes can be included in the annex, while the main findings, summaries, and conclusions will be presented in the report. See chapter 4 for the reporting guidelines.

The interviews may be divided among staff members according to the thematic areas for which they are responsible.

The following key stakeholders should be interviewed:

Kenya - sub-county departments/Ministries:

- Children's services
- Education
- Agriculture
- Health
- Gender and social services
- National Council of Persons with Disability (NCPWD)
- Water (for Kitui only)

Uganda:

- Development officer
- District Community Development officer
- District Education officer
- Sub-County Chief
- Town Clerk
- Agricultural officer
- Local Council Chair 1 & 2

Malawi - departments/Ministries:

- The District Social Welfare Officer for Rumphi District Council
- Child Protection Worker at community level in TA Mwalweni
- Agricultural extension planning area officers in TA Mwalweni
- The Community Development office in TA Mwalweni.
- Community Development Assistants at community level in TA Mwalweni.

2.1 Key stakeholder interview guidelines

See below the interview guidelines for key stakeholder interviews. The introduction text can be read to introduce Help a Child and the project. The interview questions are divided in two parts: review of the project and looking ahead.

Introduction for the stakeholder by the staff member.

Help a Child is a Christian international relief and development organization based in the Netherlands. Through its Child-Centred Community Development (CCCD) approach, the organization works to improve children's well-being by strengthening families, communities, and local systems holistically and sustainably.

The program aims to ensure that all children can live with dignity, care, and hope for the future. To achieve this, it focuses on strengthening community resilience, improving access to essential services, promoting positive parenting practices, protecting children, and empowering young people to contribute to positive change in their communities.

I would now like to ask you some questions about the project's achievements from your perspective.

Review of the project from the start until now

1. In your view, what has the project done over the past four years regarding the following topics?
   Only ask about topics relevant to the interviewee (ECD to education officer, etc.)
   - ECD
   - Parenting
   - Community empowerment, community resilience, community challenges
   - Child protection and child wellbeing
   - Economic development (PIP, SHG)

Focus on specific activities and interventions implemented by the project.

2. Which improvements have you seen over the past four years regarding the following topics?
   Only ask about topics relevant to the interviewee (ECD to education officer, etc.)
   - ECD
   - Parenting
   - Community empowerment, community resilience, community challenges
   - Child protection and child wellbeing
   - Economic development (PIP, SHG)

Focus on specific improvements that were achieved by project interventions.

3. Which project activities or approaches have been most useful or effective, and why?

4. Were there any project activities that were less effective or less relevant? Why?

5. Who has benefited most from the project, and are there any groups that have benefited less?

6. Have the project activities reached the people who needed them most? Why or why not?

7. Have there been any unexpected positive or negative effects of the project?

Looking ahead: priorities and expectations for the future

8. In which areas is further improvement still needed, or where should things be done differently to maximize the project's impact in the final two years?

Ask for specific areas related to the project.

9. What is needed to ensure the project can be sustainably phased out within two years and that the achieved changes are sustained over time?

Focus on elements that are within the scope of the project and can be achieved within two years.

10. To what extent are communities able to continue these activities without project support?

11. If the project had to focus on only a few priorities in the remaining two years, what should they be?

Chapter 3 Partner staff and country office reflections

In chapter 3, the Country Office and partner staff organise reflection sessions, which consist of:

- Reflection of the community tools and key stakeholder interviews
- A reflection of the MAPP, milestones (project phasing), together with the workplan and/or budget.
- A discussion, based on guiding questions.
- A reflection of output and outcome data.
- A separate part is a reflection of monitoring visits, done by the country office.

3.1 Reflection of the community tools and key stakeholder interviews

The partner's staff, together with the Country Office, reflect on the information gathered through the community tools (Chapter 1) and the key stakeholder interviews (Chapter 2).

- What are the main findings from the community tools, and what are their implications for the project?
- What are the main findings from the key stakeholder interviews, and what are their implications for the project?

3.2 Reflection of the MAPP, workplan and/or budget

- Review the MAPP, milestones, workplan and/ or budget to assess:
    - Is the project on schedule?
    - Have all activities been completed that should be completed?
    - Have all groups been set up?
    - Etc.
- What needs to be done to get on schedule (if applicable)?
- What needs to be done in the remaining years, according to the MAPP?
- What needs to be revised in the project?

3.3 Discussion, based on guiding questions.

The following questions are discussed with the partner staff.

Review of the project from the start until now

1. Which improvements have you seen in the project area over the past four years regarding the following topics?
    - ECD
    - Parenting
    - Community empowerment, community resilience, community challenges
    - Child protection and child wellbeing
    - Economic development (PIP, SHG)
2. Which project activities or approaches have been most useful or effective, and why?
3. Were there any project activities that were less effective or less relevant? Why?
4. Have the project activities reached the people who needed them most? Why or why not?

5. Have there been any unexpected positive or negative effects of the project?

Looking ahead: priorities and expectations for the future

6. In which areas is further improvement still needed, or where should things be done differently to maximize the project's impact in the final two years?
7. What is needed to ensure the project can be sustainably phased out within two years and that the achieved changes are sustained over time?
8. To what extent are communities able to continue these activities without project support?

3.4 Output and outcome data (Power BI dashboard)

- Compare planned and actual output achievements for each project year.
- Where targets were not met, assess whether the partner was able to catch up in subsequent years and explain any significant gaps.
- Evaluate whether the project is on track in terms of reach and coverage (e.g., number of groups established, ECD centres supported, training conducted, and participants reached).
- Reflect on outcome-level results using the available outcome measurement tools. Reflect on the results of each tool by analysing both the overall average score and any notable outliers within specific thematic areas. Do the data show an upward trend over time? If not, what factors may explain the results, and what actions could be taken to improve outcomes during the remaining project period?

3.5 County office monitoring visits

The monitoring visit review should be conducted by the Country office. Review all monitoring visits carried out and identify key findings, both positive and negative. Highlight any trends observed over time, including areas of improvement as well as areas showing decline or persistent challenges. Based on these findings, conclude by identifying the key priorities for the partner during the remaining project period.

Chapter 4 Reporting template

This chapter guides the writing of an internal mid-term reflection and planning report based on the tools presented in Chapters 1–3.

4.1 Community Tools

4.1.1 General Information

Item	Description
Country	
Project name	
Location (district/community)	
Date of session	
Tool used	☐ Historical timeline ☐ Measuring progress ☐ Planning ahead
Group type	☐ Children ☐ Teenagers ☐ Adults
Number of participants	
Facilitator(s)	
Notes (logistics, observations)	

4.1.2 Key Findings (per tool)

Tool 1: Historical Timeline

Main events identified:

- Event 1:
- Event 2:
- Event 3:

Positive changes observed:

Negative factors/challenges:

Key contributors (who influenced changes):

Summary (max. 5–7 lines):

Tool 2: Measuring the Progress

Summary of scores (per topic):

Topic	Score at start	Score now	Change	Remarks
Safety for children				
Food situation				
Income				
Harmony in households				
Participation				
Ownership				
Communication				
Additional topic				

Main trends identified:

- Improvements:
- Declines:
- No change:

Explanation of changes (from discussion):

Summary (max. 5–7 lines):

Tool 3: Planning Ahead

What did participants appreciate:

What is missing / gaps identified:

Priorities for the coming years:

- Priority 1:
- Priority 2:
- Priority 3:

Suggested actions from the community:

Differences between groups (if relevant):

Summary (max. 5–7 lines):

Tool 4: Reflection session on data

Main conclusions from the discussion on output and outcome data.

Explanations of participants for positive or negative trends.

Priority actions to improve project results during the remaining implementation period.

4.1.3 Cross-cutting Analysis
Main overall findings from all community tools.

Key priorities emerging from communities.

Recommendations for the project (based on community input).

4.1.4 Photos of tools (timeline/scoring table)
Upload photos of the completed tools and their outcomes here.

4.2 Key stakeholders – interview questions
In this paragraph, the interviews with key stakeholders are reported. A summary of each interview is given, and the full interview notes should be attached as an annex, with all responses reported under their corresponding interview questions. In 2.2, the conclusion from the interviews is outlined, following predefined paragraphs.

4.2.1 Overview of interviewed key stakeholders

- ...
- ...
-

4.2.2 Summary of interviews per key stakeholder

Interview key stakeholder 1	
Name	
Position	
Location	
Summary of *review of the project from the start until now*	
Summary of *looking ahead: priorities and*	

expectations for the future	

Interview key stakeholder 2	
Name	
Position	
Location	
Summary of *review of the project from the start until now*	
Summary of *looking ahead: priorities and expectations for the future*	

Interview key stakeholder 3	
Name	
Position	
Location	
Summary of *review of the project from the start until now*	
Summary of *looking ahead: priorities and expectations for the future*	

Interview key stakeholder 4	
Name	
Position	
Location	
Summary of *review of the project from the start until now*	
Summary of *looking ahead: priorities and*	

expectations for the future	

4.2.3 Conclusion from key stakeholder interviews
Following the interviews with the key stakeholders, write a conclusion of **max 2 pages**, following the paragraphs below:

- Achievements of the project and improvement in the community
- Useful and effective project activities
- Project activities that were less effective relevant (if applicable)
- Groups that have benefited most from the project and those that have benefited less, and whether project activities have reached the people who needed them most and why or why not?
- Unexpected positive or negative effects of the project
- Areas in which further improvement is still needed, or where things should be done differently to maximize the project's impact in the final two years.
-
- Things that are needed to ensure the project can be sustainably phased out within two years.
- The extent to which communities are able to continue activities without project support
- A few priorities that the project needs to focus on in the remaining two years

4.3 Partner staff and country office reflections

4.3.1 Reflection of the community tools and key stakeholder interviews
Review the information gathered through the community tools and key stakeholder interviews. Reflect on the main findings and assess their implications for the project.

Use a maximum of 1 page.

4.3.2 MAPP and output data
Review the MAPP and available output data to assess whether the project is on track to achieve its planned targets. Use the output data from the Power BI dashboard and refer to the findings and scores. Compare planned versus actual achievements and identify any indicators, outputs, or activities where targets have not been met.

Assess whether the project is behind schedule and, if so, analyze the underlying causes. Based on the remaining implementation period, outline the actions required to address any gaps to ensure that the project remains on track to achieve the objectives and targets set out in the MAPP by the end of the project phase.

Use a maximum of 1 page.

4.3.3 Monitoring visits of the country office

Mention how often projects were visited and give a reflection of the findings from the monitoring visits. Highlight the observed changes over the years and give an overview of the most important findings from monitoring visits.

Use a maximum of 1 page.

4.3.4 Outcome data (Power BI dashboard)

Analyse the outcome scores presented in the Power BI dashboard for each measurement tool. Highlight key findings, including areas with high or low scores, notable strengths, and areas requiring improvement. Where relevant, identify outliers and significant differences between themes, groups, or locations.

Examine trends over time by comparing scores since the start of the project. Assess whether outcomes are improving, stagnating, or declining, and provide possible explanations for these trends. Based on the findings, identify the priority areas that should receive additional attention during the remaining project years to strengthen outcomes and maximize the project's impact.

Use a maximum of 1 page.

Chapter 5 Conclusion

5.1 Overall conclusions

Write a conclusion of no more than two pages based on the findings presented in the previous chapters. Summarize the key findings, reflect on their implications for project performance and impact, and identify the main lessons learned.

5.2 Action points

List the follow-up actions in the table below as concise action points. Update the MAPP and budget accordingly, and provide a detailed description of each action in the MAPP.

Action Points