

Community Challenge Uganda 2025



1. Community Challenge Participatory Tools and Assessments

The Community Challenge contains a series of Participatory Tools and Assessments and has several objectives. The first objective of the Community Challenge is to get valuable input on the already developed ToC Pillars and the to-be-developed Multi Annual Project Plan. Secondly, the Community Challenge will also maximize ownership, common understanding, and participation of the community to sustain the impact of the project for the long term. Lastly, The Community Challenge will help the partner and Help a Child to understand the community better, for example, about its strengths and vulnerabilities (including root causes), and its barriers to empowerment. The Community Challenge Participatory Tools and Assessments ends with input for the further development of the ToC and the Multi Annual Project Plan through the Community Action Plan.

2. How to implement the Community Challenge Participatory Tools and Assessments?

The Community Challenge contains 8 steps and will need 6 days in total per area and is implemented by the partner organization (preferably not days in a row, but with some time in between).

Each area needs to schedule and organize community meetings for the 6 days, considering the availability of group members and obtaining authorization from local authorities.

Here you can find an estimation of the planning:

Step 1: 0.5 day

Step 2: 1 day

Step 3: 0.5 day

Step 4: 1 day

Step 5: 0.5 day

Step 6: 0,5 day

Step 7: 1 day

Step 8: 1 day

Total: 6 Days

The reporting will be conducted progressively, with the final report from the Community Challenge expected within two weeks following the conclusion of the last session. A template for this report is shared with you.

The following peer groups per area should be made, each group with max 6-15 people:

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- A group of local leaders
 - A group of community representatives
 - A group of parents
 - A group of parents with children (aged 0–8)
 - A group of children
 - A group of ECD caregivers at different levels
 - A group of prospective parents
 - A group of... Feel free to add.

A few points to consider before you start:

- The same groups will go through the whole Community Challenge. So, no need to form new groups per step.
- Every group needs its own facilitators, so make sure you have enough facilitators available.
- If possible, include people living with a disability as well as those most marginalized and affected by poverty.
- **When using the tools, make sure that you focus on what it will mean for the children, especially for the young ones (0–8 years).**

The Community Challenge contains a path of 8 steps to help the members of the community envision their current and desired situation and to be able, in the end, to give input on the ToC and the Multi-annual Project Plan.

The 8 steps are:

Step 1: Entrance meeting (plenary meeting)

Step 2: Exploring the community (peer group meetings)

Step 3: Sharing and Caring 1 (plenary meeting)

Step 4: Challenge for children (peer group meetings)

Step 5: Sharing and Caring 2 (plenary meeting)

Step 6: Our Dream (peer group meetings)

Step 7: Finding common ground (plenary meeting)

Step 8: Setting up the CBCFM system (peer group meetings)

The envisioning process takes place through a series of group sessions. In the various sessions, all kinds of participatory tools will be used. The mentioned tool sheets are shared with you via email. The tools can be translated into the local language if needed.

Please note that it's crucial that during EVERY step, the community is provided with crucial information about Help a Child, its partners, the values, CBCFM, and Whistle Blowing, the project goal, target population, duration, and the ToC itself. Also, the rationale of the

Community Challenge itself should be repeatedly explained. This information is cross-cutting and should be part of all the sessions.

3. The steps in detail

Step 1: Entrance meeting (0.5 day)

Who: the community leaders

Number of sessions: 1

How: Presentation and open dialogue

The first meeting is to inform the community leaders about the project and to join hands and explore the willingness to collectively improve the well-being of the (young) children in the target area. An introduction about the program will be given in this meeting with the crucial information as mentioned earlier: information about Help a Child, the partner, the values, CBCFM and Whistle Blowing, the project goal, target population, duration, and the ToC itself. Also, the rationale of the Community Challenge itself should be explained. Please note that this information needs to be repeated as cross-cutting throughout all the sessions, and not only in this first session.

Step 2: Exploring the community (1 day)

Who: various stakeholder groups (peer group meeting)

Number of sessions: 2

How: Use of participatory tools

After community leaders are informed, the next steps of the Community Challenge can follow. Step 2 is to explore the community.

What are the resources, and what are the challenges? This is done by a series of 2 sessions, and the aim of these sessions is to help the community members explore their situation and their strengths and challenges. At the end of this step, the reality of the community is better understood, and community hazards are mapped and assessed.

The various groups will come together to discuss the following topics:

Session 2.1: What does the community look like?

Tools: Community Mapping I, Historical Timeline and Vulnerability Ranking.

Session 2.2: What are the vulnerabilities and capacities of the community and its different groups?

Tool: Vulnerability and Capacity Assessment tool (VCA)

Step 3: Sharing and caring I (0.5 day)

Who: the whole community (plenary meeting)

Number of sessions: 1

How: Presentations

In this step, all groups will come together and share what they have found in the challenges and strengths of the community's sessions.

From their own point of view, the groups share their thoughts about the following questions: What challenges do they identify for themselves? What challenges do they see for the other age groups? What role can they play in making change? Which hazard impacts do they see in the community and which vulnerabilities allow these impacts to happen? The community members are encouraged to think about how available resources can contribute to risk mitigation. Previously collected data and connections made between vulnerabilities, root causes, hazard impacts, and community strengths are presented and verified by the community. Respect, and listening to each other is key, since it takes all groups to develop the community.

Step 4: Challenges for (young) children (1 day)

Who: various stakeholder groups (peer group meeting)

Number of sessions: 3

How: Use of participatory tools

The community will meet again in the same stakeholder groups. In this step the community members are going to explore the different challenges when it comes to (young) children in their community.

The stakeholder groups come together to discuss the following topics:

Session 4.1: What makes (young) children happy? What makes (young) children unhappy?

Tool: Child wellbeing Matrix

Session 4.2: What are safe and risky places for children?

Tool: Community mapping II

Session 4.3 How does parenting look like in our community?

Tool: Parenting practices in the community.

Step 5: Sharing and caring II (0.5day)

Who: the whole community (plenary meeting)

Number of sessions: 1

How: presentations

During this session the groups will come together and discuss the different outcomes of

the tools from step 4. What do they see?
What are the main challenges for young children in the area?

Step 6: Our dream (1 day)

Who: peer groups

Number of sessions: 1

How: Use of participatory tools

In this step 6 the members will draft their dream for the young children

Session 6: What is our dream for young children (0-7 years) in our community? Tools:
Drafting the dream :

- Reminding the community on the outcomes of the former sessions (vulnerabilities, capacities, challenges etc)
- Request them to draw on a card the actual situation of child/family wellbeing using different colors (blue for what is good- they are satisfied with, red for what is bad- they wish an improvement).
- After explanation of their drawing, ask them to draw a dreamed situation- bringing the red to blue and adding the missing & wished services

Step 7: Finding common ground (1 day)

Who: (plenary meeting) Number of sessions: 3

How: Presentations and use of participatory tools

Session 7.1: Explain the overall ToC pillars

Session 7.2: List for each pathway the activities recommended by the community based on the vulnerabilities, capacities, challenges and Dream of the community, write down who is doing what and when.

. It is important to think about possible problems or negative impacts of the activity.

Questions to consider are:

- Would anyone be negatively affected by this activity?
- Will the activity benefit the poorest and most vulnerable people, including children?
- Would the activity have any negative impact on children?
- Would there be any damaging effect on the environment?
- How would the activity be affected by climate change?

Find ways to minimize negative side-effects. If there are no ways to reduce or remove negative impacts, the activity should be rejected.

Session 7.3: List what external linkages are needed to meet the needs of the community regarding the challenges for children that can't be covered by the project alone.

Step 8: Setting up the Community Based Complaints and Feedback Mechanism (CBCFM) (1 day)

Who: peer groups

Number of sessions: 1 with each group

How: having discussions with focus groups about how the community would like to see the CBCFM system to be set up, using chapter 1 of the CBCFM manual and annex 1 of the same manual (Community Consultations Moderator Guide).

This step is about setting up the Community Based Complaints and Feedback Mechanism (CBCFM). Help a Child wants the community members to make use of the CBCFM, and therefore the main aim of this session is to get clarity on the needs of community members about the CBCFM. Depending on the context, it might be advisable to have separate community consultations for both genders and the different age groups of people, to enable people to speak out in front of each other. Also, youth, children, the elderly, people with disabilities and other vulnerable groups should be included.

In Annex 1 of the CBCFM manual you will find guiding questions for this session.
