



Road Mapping

towards self-reliance

A Step-by-Step guide for community development practitioners

ChildFund
New Zealand

Road Mapping: Towards self-reliance

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We welcome your feedback on the information contained in this handbook. Please contact Shona Jennings (shona@childfund.org.nz) with any suggestions you may have. The content in this publication may be updated from time to time.

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Road Mapping: Toward self-reliance is the product of many peoples' efforts.

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Executive Summary

In 2015, ChildFund New Zealand and our long-term Local Partners developed a community development planning tool, *the Road Maps*, to support their goal of becoming *self-reliant*¹. It was our Local Partners—community-based organisations (CBOs) in Kenya, Sri Lanka, Vietnam, and Zambia—who identified self-reliance as being vital to the development of their communities, and now they are leading their communities through the Road Mapping process. For ChildFund New Zealand, supporting CBOs and their communities to realise self-reliance is central to our programme philosophy which aims to strengthen and develop livelihoods, reduce vulnerabilities, and end long-term dependency on external interventions.

Today, our Local Partners' Road Maps act as strategic plans, support funding proposals, serve as communication tools, and have been demonstrably adopted by the communities who created them. The Road Map in Sri Lanka, for example, is referred to as the 'Mother Document', while communities in Zambia track their progress against these plans, and organise support and local contributions to achieve their objectives.

A key feature of the Road Mapping process is *Graduation*. This is the point at which the community has determined they will be self-reliant. Graduation is a significant milestone in the development of a CBO and their community. This event, therefore, must be owned and celebrated by the community because the stakeholders have achieved their long-term goal; which signifies that they are stronger, more united, and independent with the capabilities to plan and deliver their own development well into the future.

While developing an exit strategy is not new to community development practice, we believe it is important to document our experience in developing Road Maps for the following reasons.

First, the motivation of our partner communities to set their own goals and plan their development towards self-reliance shows that working towards independence is a valuable process to promote. Second, the Road Mapping process is true to community development principles because the communities drive this work, which supports empowerment, localisation, and sustainability. Third, our process consists of simple and logical steps that are achievable by a range of actors with varying levels of resources. Finally, development practitioners from community, national, and international spheres have expressed interest in, as well as a desire to, replicate our Road Mapping process.

In the same way that the Road Maps were designed by communities, representatives from our Local Partner organisations provided the content for this Guidebook. In 2018, a group of Road Map developers met in Malaysia to discuss the steps they had taken to design their Road Maps as well as their challenges and successes in implementing them. This Guidebook is the output of this meeting and a testament to our Local Partners' continuing commitment to building sustainable community development programmes and the realisation of their communities' goal of self-reliance.

From the design to implementation phase, Road Mapping is a continuous process towards Graduation which requires reflection and adjustments along the way. Our hope for this Guidebook, in addition to supporting communities achieve self-reliance, is that it will also contribute to community development thinking about empowerment, sustainability, and localisation, as well as provide development practitioners with a starting point, user guide and/or tools to support a range of communities to achieve a goal, whether it be self-reliance, or a sectoral/theme-based objective.

¹ We define 'self-reliance' as the economic and social ability of a community to meet its needs in a sustainable manner, with dignity.

Introduction

This Guidebook provides simple and logical step-by-step instructions on Road Mapping. In partnership, ChildFund New Zealand, ChildFund Country Offices, and our Local Partners² designed this Guidebook for a wide range of development practitioners, including CBOs, country offices, and international development organisations or funders. Using this manual, practitioners will be able to move through activities and processes in order to support a CBO and their community to realise a long-term goal, such as *self-reliance*³.

Road Mapping is a two-phased process, with each phase culminating in a milestone. The first milestone, *the creation of a Road Map*, is achieved through a design phase. This involves communities identifying their needs, priorities, and the solutions required to achieve their long-term goal. These agreed priorities and objectives are then collated and organised by sector or theme into a planning document: the Road Map.

The second phase is the implementation of the Road Map. This is completed when the community reaches *Graduation*. The implementation phase involves setting budgets, planning projects, building capabilities, and preparing for Graduation.

In what follows, the first section of the Guidebook discusses the inception and significance of Road Mapping, roles and responsibilities of those involved, as well as the meaning of Graduation. The second part of this book details each step of the process, from the Road Map design and implementation phases undertaken by our Local Partners, through to Graduation. With each step, examples and reflections of Local Partner experiences are provided together with templates and checklists.



² 'Local Partner' refers to the community-based organisation (CBO) that ChildFund New Zealand partners with to deliver community development programmes in Kenya, Zambia, Sri Lanka, and Vietnam.

³ We define 'self-reliance' as the economic and social ability of a community to meet its needs in a sustainable manner, with dignity. Our programme approach is committed to strengthening and developing livelihoods, reducing vulnerability, and ending long-term dependency on external interventions.

Background to Road Mapping

ChildFund New Zealand's programming approach

ChildFund New Zealand's programme approach involves working collaboratively with communities to determine shared, long-term development plans and joint-commitments to **end poverty** and to enable **children and youth to thrive**. Our Road Mapping process therefore integrates development principles and approaches, values, and a wide range of community development experiences and expertise. With Road Mapping, *how we do things* is equally as important as *what we do*. Through Road Mapping, ChildFund New Zealand aims to **empower communities to lead their own long-term development planning processes** and to bring other organisations and stakeholders into this work by making joint commitments and investments towards shared development goals.



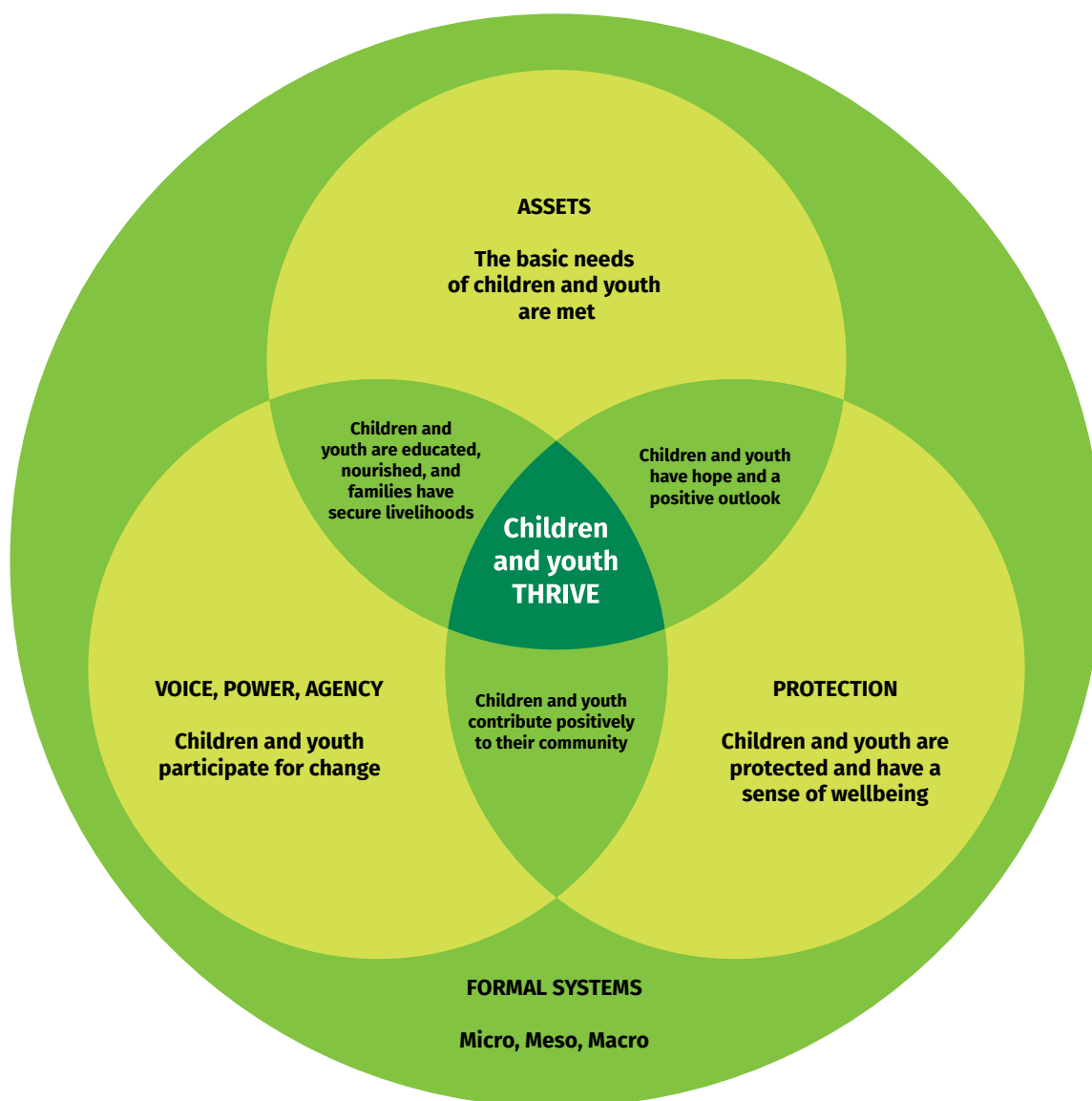
Partnerships and inclusiveness are therefore significant to our work. Helping to guide our organisational culture and values are the principles of **Tikanga Māori** (Māori customary practices or behaviours). ChildFund New Zealand is committed to these principles because we believe that the indigenous values of our own country, Aotearoa New Zealand, have a meaningful place in informing our work, and by promoting these values, we also consciously respect traditional views, values and ways of the communities we work with.

ChildFund New Zealand is also dedicated to preventing and responding to violence against children and youth, from government to grassroots, and from civil society to the private sector. In order to reduce violence against children, we utilise the World Health Organisation's **INSPIRE Strategies**⁴, which are a group of strategies based on the best available evidence to help countries and communities intensify their focus on prevention programmes and services.

“ HOW WE DO THINGS IS EQUALLY IMPORTANT AS WHAT WE DO ”

Our work is delivered through an **Adaptive Programming** approach which is a series of tools we have found to work effectively. Adaptive programming recognises that even the best-laid plans need constant review, and that often new information and change happens during a project's implementation that necessitates it being tweaked. This in turn may affect activities, budgets and timelines. Ultimately, the outcomes and our overarching goal of what we are setting out to achieve, remains constant. Adaptive Programming includes ensuring that activities are always **SAFE**: Sustainable, Appropriate, Feasible, and Empowering.

⁴ WHO INSPIRE: https://www.who.int/violence_injury_prevention/violence/inspire/en/



Enabling children and youth to thrive

As a child-focused organisation, ChildFund New Zealand’s Road Mapping process places children and youth at the centre. Each Road Map sets priority targets, identifies what is required, and what the contribution of each stakeholder will be towards achieving the results. During implementation of the Road Map, ChildFund New Zealand works with country offices and Local Partners to track and measure progress against the plan and indicators. The Road Mapping process centres on ChildFund New Zealand’s thematic and strategic priorities, outlined in the above diagram. Of particular interest to ChildFund New Zealand is how we address child protection and how to best support youth. Theories of change have been developed for these key areas of our work to help guide how we get from ‘A’ to point ‘B’.

Thematic & Strategic Priorities

This guide describes the Road Mapping process only. Further information on our Adaptive Programming Approach has been included in the appendices.

Overview

What is the purpose of Road Mapping?

Fundamental to Road Mapping is the end goal. This could be self-reliance, which marks the end of a long-term partnership between a CBO and a funder (which is the case for ChildFund New Zealand and our Local Partners⁵). Alternatively, it could be a strategic goal that a CBO is working to achieve, by itself or in collaboration with a country office. Setting up an 'exit strategy' may be daunting to funders, country offices, and CBOs, however, to genuinely support community empowerment and localisation, funding relationships must evolve so that dependency does not result from prolonged development aid. There are also many benefits that can be derived from Road Mapping, which include:

- Improved programme outcomes because goals are identified, plans are created, and progress can be tracked;
- The participatory process encourages commitment from a range of stakeholders (government, local institutions, and the community) to achieve goals;
- The process strengthens transparency and trust between a CBO and their community, which can support their relationship well beyond the end of the Road Mapping process;
- It helps to clarify roles and define responsibilities of CBOs, country offices, and international funders;
- The process is empowering; it gives voice to a range of stakeholders including young people, people of different genders, and persons with disabilities;
- It supports processes of localisation because CBOs have a tool with which they can attract and apply for funding directly, rather than through country offices or international partners;

- It can support an organisation's (local, national, or international) theory of change and/or programmatic approach; and
- Funding partners (country offices and international partners) can more effectively plan and adapt their programming and fundraising efforts as their partner communities move towards Graduation.

Please note that this Guidebook has been developed to assist a CBO's journey towards achieving a goal and *does not* provide instructions on how Road Mapping development partners (international development organisations and country offices) should plan internally throughout the process. It is recommended that Road Mapping development partners create their own operational plans, and ensure they are aligned with the steps and milestones in the Road Mapping process, including (but not limited to) communications, fundraising, and financial strategies.



⁵ It is possible that the donor may form a new funding relationship with Local Partners (CBOs) after the completion of the Road Maps. For instance, a new relationship will be based on a new funding model, such as stand-alone grants, and will need to be negotiated and agreed upon by all parties.

Is a Road Mapping Partnership right for you?

A central aspect of Road Mapping is the deep and collaborative relationship between organisations. For this reason, it is important for all organisations to consider if a Road Mapping Partnership is right for them.

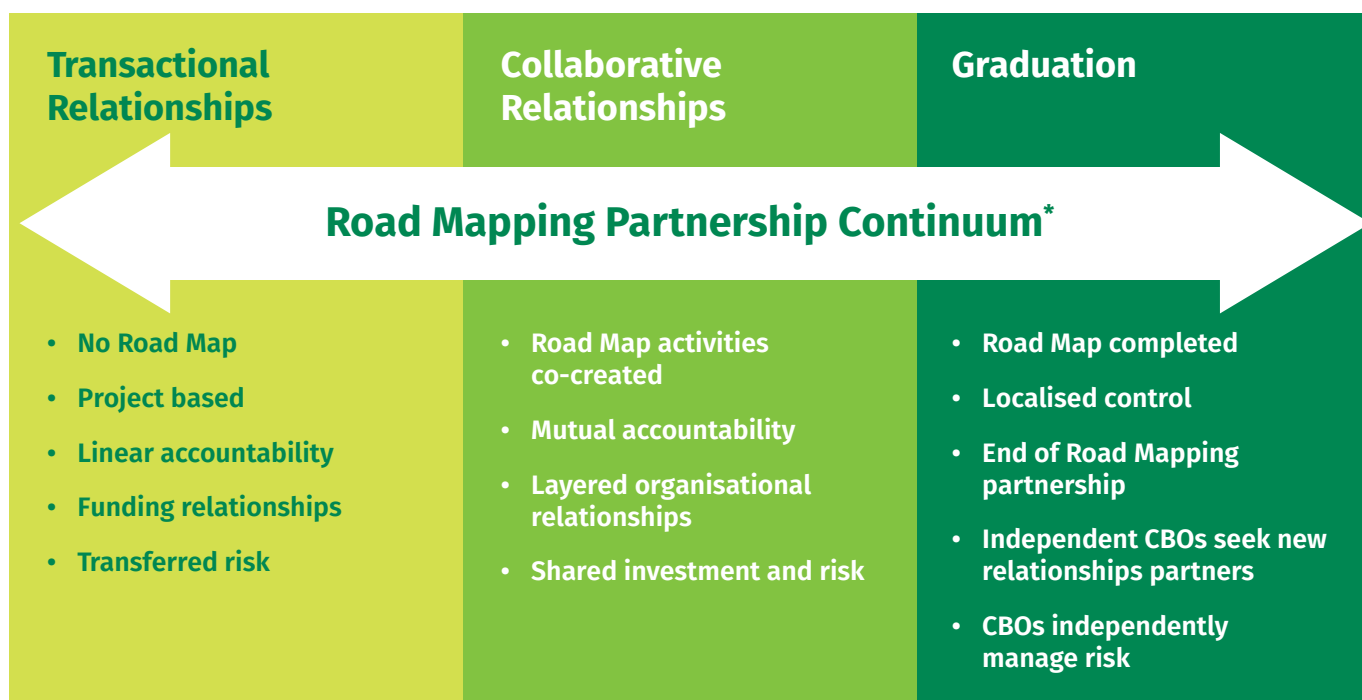
As demonstrated in the diagram below, the Road Mapping Partnership develops from a **transactional relationship**, where funding tends to be provided for standalone projects. Reporting is one-directional to the donor, and risk sits with the funding organisation. From a transactional relationship, undertaking a Road Mapping Partnership can be considered and negotiated.

For instance, ChildFund New Zealand recently upscaled its relationships with Pacific Island communities with the view of implementing the Road Mapping process. At commencement, the relationship between ChildFund New Zealand and the CBOs was not purely transactional, but yet to become wholly collaborative. Even so, ChildFund New Zealand's project design was conducted in the spirit of collaboration and partnership; still involving stakeholders, still taking a back seat with regard to voice, direction and decision-making. Trust, of course, cannot be turned on with a switch. It must be built. Time and shared purpose, and working together on a common project, will help determine if a Road Mapping Partnership is the right next step for those involved.

It is important to note that Road Mapping *may not* be the right step for a variety of reasons. It is, therefore, completely acceptable to stay on the transactional end of the Partnership Continuum.

If it is decided to undertake Road Mapping, then moving into a **collaborative relationship** involves the co-creation of a programme or projects; mutual accountability between organisations as well as communities; individual relationships strengthened between each organisation's staff (from CEOs to the project staff); and shared investments and risk. The Road Map document will determine the length that organisations stay in their collaborative relationship, as well as provide a plan for the Road Mapping partners shared investments, activities, and engagements.

As the goal of Road Mapping is eventual self-reliance, partners should adhere to the Road Map plan and be prepared for their relationship to change at the point of **Graduation**. When an organisation graduates, it will be strengthened and independent, capable of renegotiating the original relationship, as well as seeking a range of new partnerships.



*Adapted from Partnership Brokers Association's Partnership Continuum.

What is a Road Map?



HEALTH

There is a high prevalence of malnutrition among young children in Batticaloa.

Over 27% of children under five years are underweight and the rate of children with Severe Acute Malnutrition is double the national average. Malnutrition can affect their future growth and development. Many young girls and adolescent mothers in Batticaloa also suffer from problems relating to pregnancy.

Most parents are unaware of different malnutrition signs, such as the importance of milk, eggs and green leafy, and the importance of providing balanced meals. They are often unable to find home care solutions. The health education and support programmes can be designed to address the problem by linking the target population to the health services. Children often don't receive proper nutrition and they are sick, which increases the severity of disease.

Malnutrition is also linked to poverty, as a lack of money restricts their ability to buy quality. Parents are often left with no choice but to feed their children with low quality food. This leads to malnutrition. Malnutrition is not always recognised for what it is, but it is a hidden danger.

Four health services for infants and children in Batticaloa were established: child nutrition in Batticaloa. The core programme covers pregnant women and lactating mothers for accessing services. Child malnutrition also continues, with the intervention, community of Batticaloa being established by health workers. Public Health Monitor.

Who can help?
The special delivery of health services is responsible for providing essential health services through direct distribution of the medicines and at the community level. Services including health and family planning, school health services, health education and health promotion. Public Health Monitor and Health Support. Child and Adolescent Health Goals. Child and Adolescent Health Goals. Development Organisations have already implemented a number of programmes to improve the quality of health education.

How does this align with local plans?
This is closely aligned with the strategic direction of the Ministry of Health.

What we've already achieved

- Health workers established and families training in pregnancy and water management.
- Milk bank established in Batticaloa.
- Child health established and families training in malnutrition and malnutrition.
- Preventive awareness programs about child nutrition.

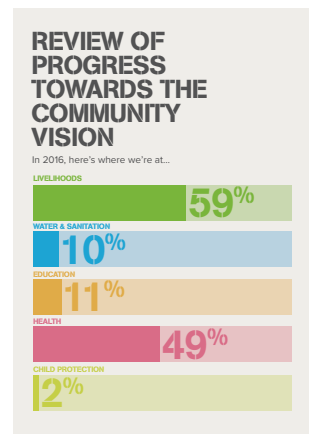
What still needs to be done

Outcome 1
Increased awareness for young parents and caregivers.
COST: \$292,220

Outcome 2
More support for home-grown or produce-based food products.
COST: \$255,692

Outcome 3
Working with government entities to advocate for health services and working with the community to make them aware of how to access existing services.
COST: \$182,638

Total cost for health services over 10 years
NZ\$730,550



A Road Map is a planning tool that is developed from the goals, priorities and outcomes agreed upon by a CBO and their community during the Road Mapping design phase. This plan is then made into a document and can have a title that is appropriate to its community's objectives. For instance, ChildFund New Zealand supported its Local Partners by collating the information produced from their Road Mapping design phase into books, which are organised into sectors, such as Water and Sanitation, Livelihoods, Child Protection, Education, and Health (see above right). Each section details past achievements, future objectives, approximate budgets required to deliver projects, and a visual tracking system.

ChildFund New Zealand recognises that in order for a Road Map to be endorsed by its community, it must be borne from a genuinely participatory and empowering design stage. We have seen firsthand the successful creation of Road Maps, which were led by our Local Partners and designed in partnership with their communities.

As a result of these participatory design stages, communities have invested in, are the owners of, and are the ones who will realise the goals of their Road Maps.

Once agreed upon and finalised, a *Road Map* then becomes a practical tool with which a CBO can implement their plans and goals. A Road Map can:

- Act as a strategic plan that can be shared with stakeholders, including government and local or national institutions, in order to collaborate to achieve community goals;
- Be used to attract funding opportunities because it shows that communities have a shared direction, are organised, and committed to realising their goals;
- Serve as a communication tool, where progress is tracked against objectives and disseminated to stakeholders; and
- Promote transparency and accountability throughout the CBO and the community it serves.

What is Graduation?

Planning for self-reliance

Graduation, or the end of the Road Mapping process, must be negotiated, defined, and agreed upon by all partners. The end goal of Road Mapping could be the completion of a programme, such as a youth programme operating at a national level where there are a series of outcomes sought. Alternatively, as in ChildFund New Zealand's experience thus far, Graduation is the point at which a CBO and their community have determined that they will be self-reliant, and that they will complete their long running partnership with our organisation. A new relationship may be negotiated which may or may not involve funding support. Note that ChildFund CBOs (our Local Partners) each operate in distinct geographic location and deliver a range of community development initiatives.

The Graduation of the CBO, therefore, does not signify the end of its operations. Rather, through this process the CBO will have deepened its relationship with its community, realised change, achieved development goals, and become stronger technically and organisationally. Furthermore, after completing the Road Mapping process, the CBO may go into partnership with different organisations, or instead undertake another Road Mapping exercise independently in order to achieve its own strategic goals.

Most importantly, Graduation is an achievement that must be celebrated by all Road Mapping stakeholders. It is a significant moment that marks the realisation of goals as well as a strengthened organisation that is experienced and prepared to take on challenges and seize opportunities.



“ **SELF-RELIANCE IS THE ECONOMIC AND SOCIAL ABILITY OF A COMMUNITY TO MEET ITS OWN NEEDS IN A SUSTAINABLE MANNER, WITH DIGNITY.** ”

Road Mapping

Facilitating a community-led shared vision and development plan

Road Mapping involves two clear phases, each culminating in a milestone. First, the design phase is where the CBO and community determine their development goals and priorities. This phase is completed with the creation of a Road Map. Second, the implementation phase carries out the plans and goals agreed upon in the Road Map. This phase's completion is marked by a community's Graduation.

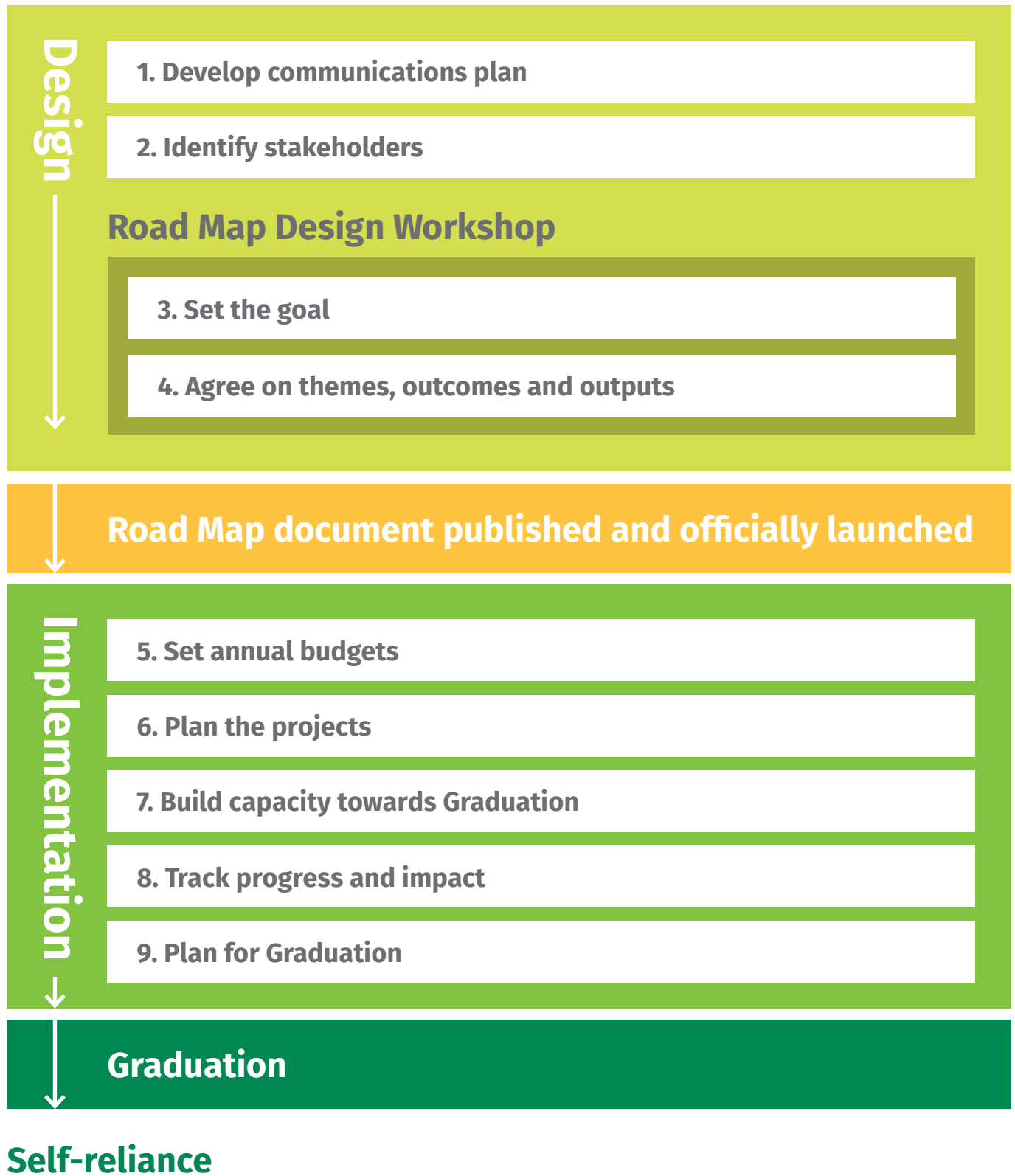
Both the design and implementation phases have clear and logical steps that are necessary to achieving each milestone. These steps were identified by our Local Partners, who have successfully created Road Maps and are now working towards Graduation. Details of each step are provided in the second section of this Guidebook with examples, templates, and reflections from our Local Partners.

How organisations undertake Road Mapping and move through these steps, in terms of timing and accuracy will, of course, differ depending on their goals, stakeholders, and socio-political contexts. Working through this entire process, however, means that communities will identify their long-term development priorities and will be empowered to be leaders of their own development.

How the process is facilitated and how investment decisions are made are key to the end results that will be achieved (the outcomes and outputs). This document will guide organisations on how to facilitate the Road Mapping process effectively.



Steps to completing the Road Mapping process



Who is involved in the process?

Community-based organisations, country offices, and international development organisations

There are no strict rules regarding the organisations that should be involved in Road Mapping, except that the community must be front and centre in all aspects of every step. Having communities significantly involved in designing the changes occurring in their world, ensures that the process is participatory and empowering. This process encourages communities to drive the changes they are seeking in such places as their schools, youth groups, and health centres, and sustain and build upon the positive outcomes well after the Road Mapping process is completed.

It is important to have roles and responsibilities articulated prior to beginning the Road Mapping process, which could be achieved by signing of a Memorandum of Understanding (MoU) or a Terms of Reference (ToR).

This Guidebook is designed to assist a CBO alone, or working together with a country office and/or international development agency, to undertake Road Mapping. ChildFund New Zealand's experience

was that all three agencies worked together throughout this process (CBO, country office, and ChildFund New Zealand). Working in partnership, our respective agencies undertook the following roles and responsibilities shown on page 13.

These roles are mutually beneficial and promote rewarding partnerships. As a CBO acts as the representative for the community, it is necessary that they are the Road Map Lead. However, there are myriad ways that the responsibilities can be divided. For instance, it is possible for a CBO to undertake this process alone in order to create their organisational strategic plans, but it would still need to fulfill all the responsibilities of each role. In the same way, the Road Mapping process may be undertaken with a CBO and just one other partner, or with multiple country offices and/or multiple international partners.

Roles and Responsibilities for each step are detailed in this step-by-step guide to the Road Mapping process.



Road Map Lead

The leader of the Road Mapping process is the CBO. In this role, the Road Map Lead must mobilise their communities; ensure that all stakeholders and groups are involved and heard; clearly communicate the process, goals, and outcomes; and document, consolidate, and fairly represent the intentions of their communities.

Once the Road Map has been produced, the Road Map Lead works with the community and their stakeholders to implement their stated objectives and track their progress. This will include liaising with the country office and/or international development partner to gain technical support and secure funding.

Community Development Technical Advisor

The Technical Advisor is the country office. The Technical Advisor supports the Road Map Lead by providing expertise in a range of areas, including but not limited to, community development sectors, such as water and sanitation, education, and health, as well as technical support in safeguarding, health and safety, procurement, budget oversight, and project management.

The Technical Advisor supports the Road Map Lead to build relationships with government and local and national institutions; to attract and apply for funding; and to deliver communication, monitoring, and reporting activities. The Technical Advisor also supports the capacity building of the CBO.

The Technical Advisor contributes resources, including staff, materials, and facilities; and may contribute funding.

Road Map Facilitator

The Road Map Facilitator is the international development partner. In this role, the Road Map Facilitator works with the Technical Advisor and Road Map Lead to move through the steps of the Road Map process. The Facilitator may provide technical expertise on each step of the process; help to develop materials and resources; support capacity building and learning exchanges; and provide oversight in managing the process.

The Road Map Facilitator may also provide funds to support the process and to create, disseminate, review, and regularly update the Road Map document.



What to expect from the Road Mapping Phases

Phase 1: The Road Map Design

Upon completing this phase of the Road Mapping process, a Road Map document will be produced that includes the following elements:

Key elements to cover in your Road Map

- Goal for the community
- A Graduation date and plan
- Priority sectors or thematic areas identified
- Objectives identified for each sector or theme
- An intervention and investment plan for each objective
- Results measurement system with targets
- Activities to achieve objectives, and sequencing of activities, where relevant

Key documents you will produce

- A Road Map design document
- Three-year programme budget by theme/project
- Phase 1 project designs (results frameworks, budget and detailed implementation plans)
- Annual detailed budget for projects
- Communications plan
- Capacity building plan
- Monitoring, evaluation & learning plan
- Beneficiary reach table

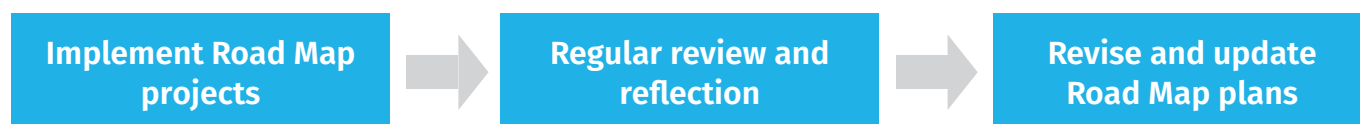
Once drafted, the Road Map can be turned into a published report that can be shared with stakeholders and used for fundraising. As a finished document, organisations have found this to be valuable as

strategic plans, to support funding proposals, or as a communication tool. Communities also feel a great sense of ownership over these documents and use them to track progress and plan future projects.

Phase 2: Implementation of the Road Map

The implementation phase is not just about delivering the plans set out in the Road Map. This is also a time of setting short-term plans, regular reviews and reflections, tracking progress, revisions, and building organisational strength and capacity, as CBOs move towards Graduation. This should be mapped out at the

beginning of the implementation phase. As Road Maps can span many years, it is necessary to review, reflect upon, and update these plans. For a ten-year Road Map, we suggest a three-year Road Mapping Programme Cycle, as seen in the diagram, below.



Three-Year Road Mapping Programme Cycle

The reviews and updates must also be led by the CBOs and involve the communities they serve. Messaging about achieving the Road Map plans and Graduation should be reiterated throughout the implementation phase to ensure that communities are celebrating their successes, planning for future projects, as well as getting ready for Graduation and the next phase of their development journey.

Graduation is a cause for celebration and all who participate in Road Mapping should take time to reflect, learn, as well as rejoice. But it is not the end of the community's journey or 'development', or even necessarily the relationship with the organisations involved. As this point, a CBO can restart the process with greater independence, confidence, and with renegotiated relationships.

Step-by-step Guide to Road Mapping

Phase 1: The Road Map Design

Introduction

The following section of the Road Mapping Guidebook will detail the four steps involved in Phase 1: The Road Map Design. Before embarking upon Step 1, it is expected that the Road Map Lead—a community-based organisation (CBO)—will have decided their purpose for Road Mapping, whether this is to achieve self-reliance, develop a strategic plan, or to fulfil the delivery of a non-geographic sectoral or thematic programme.

The following four steps are designed to be simple, logical and flexible so that they can be shaped to a community's unique context.

Some steps overlap or can be combined in a workshop and so a Suggested Timeline for each Phase has been provided to demonstrate how these activities can be organised over the course of the Road Mapping process.

This Guidebook also identifies the roles and responsibilities of organisations involved in each step (refer to pg. 15). Please remember that Road Mapping is to be led by CBOs because they are the representatives of their communities and their leadership in each step of the process ensures that change is meaningful, which improves sustainability.

The Road Map Design

| Suggested Timeline | Step | Activity summary |
|--------------------|---|---|
| Week 1 | <p>Step 1 Develop a communications plan &</p> <p>Step 2 Identify Stakeholders</p> | <p>Step 1</p> <ul style="list-style-type: none"> • Step 1 & 2 should be performed simultaneously because it is necessary to know who the stakeholders are when creating the communications plan. • Spend time as an organisation to determine the messages to be shared with stakeholders. Develop materials and documents that will support communications activities throughout the <i>entire</i> Road Mapping process. • Schedule and prepare for events, such as the Road Map Design workshop, the launch of the Road Map document, and quarterly and annual stakeholder meetings. <p>Step 2</p> <ul style="list-style-type: none"> • Identify stakeholders, including the communities, government, technical experts and civic and traditional leaders. • Visit stakeholders in person and let them know about the Road Mapping process, and workshop the outputs and outcomes. • Share the Road Mapping Guidebook and other relevant materials. • Collect all relevant community documents, including the CBO’s intersectional analysis, as well as Council plans, country plans, and your own organisational strategy and information documents. • Set up a Road Mapping Advisory Group. |
| | Week 2 | <p>Step 3-4 Design Workshop held over two-to-three-days</p> |



Step 1

Create a Communication Plan

Led by:

- Road Map Lead

Supported by:

- Technical Experts
- Road Mapping Facilitators

Create a Road Mapping Communication Plan

Plan for Road Mapping events and stakeholder meetings

Create materials and develop tools for sharing information

Ensure a wide-range of stakeholders receive communications

Guidance

Successful Road Mapping requires trust, which is strengthened through the effective, regular, and consistent communication of messages. How Road Mapping is communicated to stakeholders will 'make or break' this process and impact the success of a community's goals.

In conjunction with Step 2, develop a thorough communications plan for sharing key messages about the *entire* Road Mapping process and the meaning of Graduation (template provided). Ensure that key activities are scheduled, such as the Road Mapping design workshop, publication of the Road Map document (hard copy and/or digital version), the Road Map launch event and quarterly Stakeholder Advisory Group meetings, and annual public review meetings.

WELL-PLANNED AND EFFECTIVE COMMUNICATION STRENGTHENS RELATIONSHIPS AND LOCAL OWNERSHIP

A major communications event is the **launch of the Road Map**. This will occur after STEP 4, once the stakeholders have agreed on their goals, themes, and outcomes. This event is a great opportunity to show stakeholders the Road Map they have designed and to update them, as well as re-energise their passion and commitment to achieve this plan.

Following this launch, annual progress meetings should be scheduled to update stakeholders about the achievements and challenges experienced during Phase 2 implementation of the Road Map. These annual events provide another opportunity to share information with stakeholders, which will also help to maintain their trust and engagement.

Expected Outputs from Step 1

- ✓ Road Mapping Communications Plan
- ✓ Schedule meetings to share information about Road Mapping with stakeholders, including the communities, government partners, and bilateral and multilateral donors

Checklist



- Have a clear communication strategy
- Have clear and consistent messaging around Road Mapping
- Consider different communication tools for different stakeholders, including technology and social media
- Develop information, education, and communication materials
- Schedule quarterly Stakeholder Advisory Group meetings, a launch event, and annual public review meetings
- Plan for annual reports to communicate progress and impact
- Plan to provide regular stories and photographs to show impact on the lives of communities and families
- Develop simple infographics for communicating key messages
- Be creative
- Present Road Mapping as a community owned process, not something belonging to one organisation

Remember to



- Ensure that all stakeholders receive the same messages and have the same understanding of Road Mapping
- Use appropriate media for different stakeholder groups
- Involve marginalised groups, such as children, women, and people with disabilities
- Stop individuals that dominate activities or discussions



[Click here for a template that can be used to help you complete the Communications Plan.](#)

Tips from the field

Zambia



Plan for a launch event

“The publication of the Road Map document was marked with a launch event. During the launch, district stakeholders, community and ChildFund gathered to participate and witness the launch and handover of the Road Map document to the district and community. The launch event was celebrated through traditional songs, dance and other forms of entertainment as a way of acknowledging and appreciating the fact that the Road Map was developed and led by the community. The event was attended by many participants and was a memorable day in the district as most office holders and community members including traditional leaders (chiefs) came on board. Stakeholders were reminded to communicate the process to their wider communities. The District Commissioner ensured that the Road Map document was shared with the Area Member of Parliament.”

Vietnam



Consider social media as a tool for community engagement

“Throughout the Road Mapping process, a Facebook account was created as a channel for communication with beneficiaries and partners. For example, in a health project, we set up a construction monitoring group to communicate the progress. In another youth project, youth shared their ideas/initiatives for start-ups on Facebook. This gave the participating youth a platform to connect, share and support one another.

By using Facebook, ChildFund also stays updated on the project progress quickly and efficiently (instead of travelling a few hours to the community).

The use of social media platforms such as Facebook increases ownership of the projects and also links participants, the community, partners and ChildFund in a simple and direct way. It also promotes transparency and accountability to and of stakeholders.”



Step 2

Identify the right people

Led by:

- Road Map Lead

Supported by:

- Technical Experts
- Road Mapping Facilitators

Community context analysis

Identify stakeholders

Engage stakeholders

Stakeholder Advisory Group formed

Guidance

It is vital to engage stakeholders throughout the entire Road Mapping process by using participatory approaches. This is because when stakeholders are empowered they will *own* and *lead* the changes in their communities. For this reason, Step 2 is essential to the success of the whole Road Mapping process. Start identifying stakeholders during the development of the communications plan, Step 1, and then spend time analysing and understanding the community's context, ensuring the right people are involved from the beginning.

To understand a community's context and to ensure alignment with other organisations in the area, draw on local, provincial, and national government plans and reports.

Understanding the community's context will also help to identify stakeholders. It is important to bring the right people and voices into the Road Mapping process, as well as ensuring that participants represent all levels and target groups in the community.

Identify and invite leaders from the stakeholder groups, which include (but are not limited to) participating communities, government ministries, local businesses, other non-governmental organisations, to form a **Stakeholder Advisory Group**. This group should have approximately 25-30 members who will act as representatives of their groups and will be involved in each step of the Road Mapping process.

Complete the attached template to document your analysis and decisions.

**ENSURE
STAKEHOLDERS
OWN AND LEAD THE
CHANGES IN THEIR
COMMUNITIES**

Expected Outputs from Step 2

- ✓ Community Context Analysis
- ✓ Stakeholder Advisory Group formed and terms of reference in place



Remember to



- Include women, men, LGBTQI community members; children and youth; people with disabilities; religious and ethnic minorities
- Support stakeholders to lead the decision-making
- Avoid making promises you cannot deliver
- Include the private sector
- Include 'nay-sayers' – find a way to involve them in the process



Click here for a template that can be used to help you complete the analysis required for Step 2.

Checklist



PREPARATION

- Perform thorough research and analysis of the community to understand community structures and power dynamics, and to help identify leaders

STAKEHOLDERS INCLUDE

- Participating or beneficiary community groups, local leaders, technical experts, local organisations working in similar sectors or thematic areas
- People or community groups who have the authority, power and responsibility to make change(s), such as officials at the district and national levels, civil servants, parliamentarians and ministers
- They may also include other power holders or “influencers,” such as celebrities, religious leaders, traditional leaders, the media, business leaders or First Ladies, who play a critical role in influencing the primary decision-maker

ENSURE STAKEHOLDERS UNDERSTAND

- What Road Mapping is *before* agreeing to participate
- That vulnerable groups must be given opportunities to speak and have a voice in all steps
- That Road Mapping will be mindful of and manage power dynamics among stakeholders during the process

FORMATION OF THE ROAD MAPPING ADVISORY GROUP

- Develop a criteria for selecting participants with local leaders
- Aim for 25-30 participants; do not exceed 50 (if greater, divide into smaller thematic groups) and ensure an equal gender mix
- Engage local traditional or civic leaders to identify the right people
- When you have a shortlist of those you wish to engage, check: they share common values and principles with your organisation and programme; they have a keen interest to participate

Tips from the field

Vietnam



Be clear with local authorities from the start

“ChildFund in Cao Bang works very closely with local leadership and commune structures. When embarking on the Road Mapping process, the introduction of what it is and what it is not needs to be clearly understood. The Road Map document is a shared plan achieved through team effort. It is not a promise that ChildFund will provide all the funding or do all the work. It is a guide providing a common understanding of what the community is striving towards, together, to enable children and youth to thrive. It does not replace the broader planning of government and communes, but should integrate with all other plans.”



Step 3

Set the goal

Led by:

- Road Map Lead
- Stakeholder Advisory Group

Supported by:

- Technical Experts
- Road Mapping Facilitators

Hold a workshop:
stakeholder
consultations
and mobilisation

Solutions
tree analysis

Set a
SMART goal

Communicate
the goal
effectively

Guidance

Now that the communications plan has been developed and stakeholders have been identified, and the purpose of Road Mapping has been explained, the next step is to facilitate a process where the Stakeholder Advisory Group can set their own Road Map goal.

This Guidebook suggests **holding a workshop** for two to three days, covering STEP 3 and STEP 4, in order to gather all views, perspectives, and ideas. During this workshop, ensure that all voices are represented and heard during the activities and discussions.

The goal of a Road Map is a high-level aspiration of the community. The goal will need to relate to the purpose of Road Mapping, the Road Map Lead's organisational mission⁷, as well as the timeframe the Road Map plan is set to cover. Below is an example of a Road Map goal created by community development organisation, Vavunathivu Development Organization, Batticaloa, Sri Lanka.

Deprived, excluded, and vulnerable communities have improved living conditions, and parents and caregivers have the skills and capabilities to support their children to be healthy and educated by 2026.

The first activity in this workshop must establish that the Stakeholder Advisory Group understands the purpose of Road Mapping and what Graduation means for them (refer to page 11).

The workshop must also provide the Advisory Group with the space, tools, and support to set their *own* goal for *their* communities.

While this is a bottom-up approach, setting a goal should also consider government plans. Stakeholders outside of the government, therefore, should give their inputs first followed by government representatives. Technical experts and the **Advisory Group** (formed in STEP 2) can guide and help formulate a SMART goal in an appropriate and realistic way. Also, consider participatory activities, such as a **Solutions Tree** (see template), to draw out community needs, gaps, and solutions.

Finally, the Advisory Group must agree that the goal is indeed SMART and will lead to irreversible and sustainable change for the target communities.

“
**STAKEHOLDERS
MUST SET
THEIR OWN
GOAL FOR THEIR
COMMUNITIES**”

Setting a SMART Goal

SMART goals ensure that they can be achieved, and progress can be measured along the way. Before finalising the goal, facilitate a discussion with the Stakeholder Advisory Group to review the goal against the SMART criteria. If one of the criteria is not met, make adjustments until all criteria are met.

Expected Outputs from Step 3

- ✓ Stakeholder Advisory Group workshop facilitated
- ✓ Solutions tree completed
- ✓ SMART goal set and documented

The SMART Criteria

Specific: A clearly defined statement that is understood by stakeholders

Measurable: The goal is attainable, stakeholders know the completion date, and know when they have achieved their goal

Achievable: All stakeholders agree on the goal and are prepared to support and contribute resources to achieve the goal

Realistic: The goal can be achieved with the available resources, capacity, and time

Timebound: Articulate a timeframe. Ensure there is sufficient time to achieve the goal but not too much time



Click here for a template that can be used to help you complete the analysis required for Step 3.

⁷ For instance, if the Road Map Lead's organisation is a water charity then the goal should relate to ensuring access to clean water and sanitation. The goals should stay within the remit of the organisation.

Checklist



PRIOR TO THE WORKSHOP

- Invite identified stakeholders to the workshop
- Prepare agenda including participatory and empowering activities

DURING THE GOAL SETTING DISCUSSION

- Explain the purpose of Road Mapping clearly
- Be open and transparent
- Foster inclusive participation, use appropriate language & tools
- Facilitate the discussion in a way that ensures everyone has an equal voice, and be sensitive to power dynamics in the room
- Stay focused and specific.
Ask probing questions to identify:
 - timeline
 - target population
 - location by specific geographic areas
 - key outcomes
- Ensure goal is guided by statistics, and local and national plans
- Guide people to discuss – actively listen
- Let participants identify their own roles and responsibilities in their goals

REVIEWING THE GOAL

- Check stakeholders understand the goal
- Check the goal is specific-enough or can be further refined
- Check it meets the SMART criteria
- Check the goal aligns with organisational strategies and local plans
- Facilitate focus group discussions with vulnerable groups to get their feedback and input before finalising
- Seek technical expert advice on the goal

Remember to



- Ensure the process is community-led
- Be realistic
- Ensure participation of all stakeholders by dividing them into peer groups
- Prevent individuals or groups from dominating
- Avoid imposing your ideas
- Include local plans – goals should relate to existing plans
- Be open and inclusive. Do not dismiss ideas or solutions



Tips from the field



Kenya

Importance of alignment with organisational strategy

“When we first drafted the Road Map we ensured it aligned with our organisational vision and mission. SMART goals must incorporate changes you want to see at individual, family and community level, bringing in the voices of all stakeholders into the process to make sure their experience is reflected.

Buy-in to the goal is important at all levels to ensure the goal will be achievable. Stakeholders must include local community members, but also national offices, if relevant.

Other things we have found really important to successful Road Mapping include ensuring that children are heard during goal setting; that the goal addresses areas identified by communities; that capacity is built towards Graduation; that communication and messaging focuses on celebrating the Graduation milestone.”

Format for a stakeholder meeting

- Explain the meaning of setting a goal to the stakeholders
- Let them brainstorm about the future they want to see
- Let them imagine the change they want to see and provide paper so they can draw and diagram their vision
- Facilitate presentations and collate the information onto one big paper
- Ask guiding questions to ensure the goal is SMART
- Agree upon a validation process to report what you have captured
- Ensure everyone is in agreement





Step 4

Identify results

Led by:

- Road Map Lead
- Stakeholder advisory Group

Supported by:

- Technical Experts
- Road Mapping Facilitators

Workshop:
Identify themes

Develop problem
statements for
each theme

Identify &
prioritise outcomes
& outputs

Develop
results
diagram

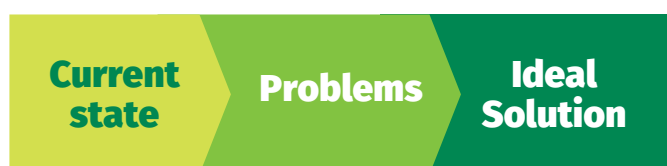
Guidance

Now that the Stakeholder Advisory Group has agreed on their goal, Step 4 focuses on detailing the underlying themes, outcomes, and outputs required to achieve this goal. As demonstrated in the Suggested Timeline (page 17), Step 3 & 4 can be performed in a two to three day workshop. Follow the steps below and use the template attached to identify the areas that need addressing to reach an 'ideal situation'.

Agree on priority themes and set problem statements

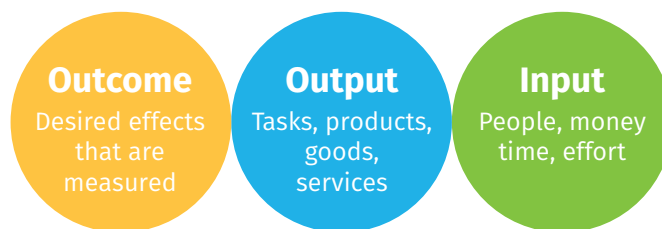
This step involves the Stakeholder Advisory Group working together to identify the priority themes or sectors under their goal, such as Health, Education, Water, Sanitation and Hygiene, Livelihoods or Child Protection. Make sure that these themes align with organisational priorities and local development plans. Encourage stakeholders to be courageous when prioritising and identifying the most critical themes from among their list. Although all items are important, choosing to do too much will affect available resources and reduce the likelihood of success.

Using the template attached, create **problem statements** for each theme. First, consider an ideal situation that will help to achieve the overall Road Map goal, such as *all schoolchildren are literate*. Then describe the problem using the five Ws - who, what, when, where, and why. With this information, a concise statement(s) can be formed that defines the specific problem(s).



Identify outcomes

Outcomes are clearly stated results that can be measured. A simple way to create outcomes is to take the problem statements and reverse the language, as shown in the template provided. Outcomes can then be ordered as long-, medium-, and short-term outcomes.



Priority outputs

Outputs are tangible; they are products and services delivered by a CBO in a project. Once the outcomes have been identified, brainstorm a range of possible projects that could help achieve each outcome. Start broad and explore different ideas before prioritising and selecting the final projects. Ask probing questions to stimulate ideas from the stakeholders. Once the list has been fully mapped out, work together to **prioritise** and reduce the number of proposed projects until there is a final list agreed under each theme.

This list must be realistically achievable and reflect the resources available to the CBO and stakeholders. At this point, it is important for the Road Map Lead to estimate the cost of outputs to ensure they do not over-promise or over-commit to delivering projects. Guesstimating a budget is a critical skill for CBOs to develop. At this point you won't have detailed plans, but you should be able to put together ball-park figures to guide discussions and planning, and to ensure you don't build unrealistic expectations.

Complete the results diagram in the template, attached, to show how the goal, outcomes, and outputs relate to each other.

Expected Outputs from Step 4

- ✓ Priority themes and problem statements
- ✓ Results diagram, including outcomes and outputs
- ✓ Broad estimate of output costs



Click here for a template that can be used to help you complete the analysis required for Step 4.

Remember to



- Avoid causing harm through proposed projects; consider risks carefully
- Manage expectations around available resources and funding; ensure the community sees the plan as their own
- Take time to communicate clearly with stakeholders and get their input and feedback
- Communicate that detailed budgeting comes later in the refinement process
- Prioritise projects. Stakeholders may have long lists so take time to identify key areas

Tips from the field

Zambia

Using focus groups to facilitate input

In Zambia, local traditional and civic leaders and others across the community were invited to a forum. They were divided into groups according to their interest around themes and were asked to envisage what the community of Luangwa could look like in 10 years, and then brainstorm the interventions needed to realise their goal. The facilitator explained the solutions tree process and groups used this approach to identify issues and potential solutions or projects that could address these.

Later in the day, the thematic groups presented feedback to the whole group and all participants were invited to respond. This process allowed Luangwa Child Development Agency (LCDA), to come out of the day with a set of objectives, projects/activities and strategies. Roles and responsibilities across the government, traditional leaders, LCDA and community were identified. A time-frame was also set.

Checklist



- Manage stakeholder expectations
- Promote stakeholder ownership
- Ensure the process is simple to understand
- Identify a leader (usually from the local civic leadership/government) to lead the discussions under each theme
- Beware of power dynamics. Are all voices included?
- Use different ways to engage stakeholder groups according to their capacities
- Brainstorm all the different ideas – listen to everybody's opinion so that all voices are heard
- As a group, work through a process of prioritising projects and outputs
- Ensure projects align with organisational and local development plans
- Include 'software' (e.g. capacity building) as well as 'hardware' (e.g. infrastructure)
- Ensure all outputs and outcomes contribute clearly to the Road Map goal
- Include people who can estimate project costs
- Check that cross-cutting issues such as the environment, gender, human rights, and climate change have been addressed

It is important to note that stakeholders can only plan for a few years at a time, then after this period, come back to plan the next phase.



Phase 2: Implementation of the Road Map

Introduction

The following section of the Road Mapping Guidebook details the five steps involved in Phase 2: Implementation of the Road Map. Before embarking upon this Phase, it is expected that Step 1-4 have been worked through and stakeholders have agreed on the Road Map plan, which includes the goal, themes, outcomes, and outputs. Once the Road Map has been published - whether it be online or as a hard copy - it is highly recommended that a Road Map **launch event** be held with all stakeholders, before commencing this Phase.

The following four steps are designed to be simple, logical and flexible so that they can be shaped to a community's unique context. Some steps overlap or can be combined in a workshop and so a Suggested Timeline for each Phase has been provided to demonstrate how these activities can be organised over the course of the Road Mapping process.

Please remember that Road Mapping is to be led by CBOs because they are the representatives of their communities and their leadership in each step of the process ensures that change is meaningful and sustainable. The Community Development Technical Advisor and Road Map Facilitator are there to offer support.

Implementation of the Road Map

| Suggested Timeline | Step | Activity summary |
|--------------------|--|---|
| Week 1 | Road Map Launch Event | <ul style="list-style-type: none"> • Design and publish the Road Map document. • Invite a wide-range of stakeholders, development partners, and potential donors to an event that recognises the hard work involved in creating a Road Map, as well as to celebrate the significance of embarking upon the Road Map implementation phase. • Send copies of the Road Map document to all stakeholders. Follow up with each group – ‘educate’ the stakeholder on the Road Map goal and plan, including information on the purpose and process of Road Mapping. • Post the Road Map on the CBO and development partner websites. Ensure a wide-range of stakeholders know about the Road Map and are able to support its implementation. |
| Week 2 | Step 5 Plan projects & Step 6 Set budgets Plan communications Stakeholder meeting | <p>Step 5</p> <ul style="list-style-type: none"> • The sequencing and timing of Road Map projects are crucial to achieving the agreed outcomes and goals. Appropriate planning will enable best use of resources, effective management of the budgets, and prepare stakeholders and development partners to engage and contribute to the implementation of projects. <p>Step 6</p> <ul style="list-style-type: none"> • This step is performed simultaneously with Step 5 because it further develops the Road Map annual and three-yearly project implementation plans. This Step involves listing the projects and mapping all the estimated costs. |
| Week 3 | Step 7 Capacity Assessments and plans | <p>Step 7</p> <ul style="list-style-type: none"> • This step involves performing an assessment of the CBO’s capacity and organisational strength. From this, a plan and resources will be developed to support capacity building and organisational strengthening activities as the CBO and their stakeholders move towards Graduation. |
| Week 4 | Step 8 Create a Results Measurement plan | <p>Step 8</p> <ul style="list-style-type: none"> • Creating a results measurement plan to track progress and impact is an essential component of the Road Mapping implementation phase. This is because it demonstrates what has been achieved with invested resources and helps support fundraising efforts. • Tracking progress is also essential for the Road Map Lead because this will help them make improvements and adjustments to the implementation plans. Results should be measured and regularly reflected on with stakeholders to jointly identify lessons learned. |

| Suggested Timeline | Step | Activity summary |
|---|--|--|
| Week 5 | Step 9 <i>Prepare for Graduation</i> | <ul style="list-style-type: none"> • To achieve sustainable change, stakeholders must be prepared for Graduation. This work must start at the beginning of the Road Map implementation and continue throughout this phase. • Preparation for Graduation includes strengthening communities by building up, or helping to establish new local committee mechanisms. Also, get communities ready for Graduation by developing a joint Graduation and Sustainability Plan (GSP). This plan should set out the terms and conditions necessary for achieving their Road Map Goal. • Ensure that project implementation plans, the capacity building and organisational strengthening plan, and the communication plan support the GSP. • Review communication plans to ensure that stakeholders are receiving clear messages about Graduation. Continue to provide information about Graduation during annual reflection and progress meetings with stakeholders. |
| Every Year | Review & Revise plans | <p>Implement projects according to the detailed annual project implementation plans. Review and revise:</p> <ul style="list-style-type: none"> • Communication plan • Project Implementation plan • Monitoring and Evaluation plan • Learning and reflection plan • Result Measurement Table |
| Every Three Years | Review & Plan next Road Map Period | <ul style="list-style-type: none"> • Review and evaluate the project implementation plan and result measurement tables. In each review of the Road Map, recognise challenges and successes, and celebrate achievements. • Plan for the next three-year period. Hold a launch event to share progress with stakeholders and share information about the next Road Map period. |
| 10 year End of the Road Map Plan | Graduation | <ul style="list-style-type: none"> • Invite a wide-range of stakeholders, development partners, and potential donors to an event that recognises the hard work involved in Road Mapping, and to celebrate the significance of achieving or making progress towards their goal. • Graduation is a cause for celebration for all who participated and supported the Road Mapping process. The CBO, stakeholders, and development partners, should take time to reflect, learn, as well as rejoice. • This milestone is not the end of the community's 'development' or even the relationship between a CBO and their development partners. At this point, a CBO might start another Road Mapping process with the same or different partners; create new plans or strategies with greater independence and confidence, and with renegotiated partnerships. |



Step 5

Planning the projects

Led by:

- Road Map Lead
- Stakeholder Advisory Group

Supported by:

- Technical Experts
- Road Mapping Facilitators

Develop Road Map sequencing plan (3-yearly project plans)

Create a detailed Annual Implementation Plan

Plan communications around the implementation phase

Guidance

Develop a Project Sequencing Plan

From the Road Mapping design phase, a list of projects have been identified that will be delivered throughout the Road Mapping implementation phase. The sequencing and timing of these projects are crucial to achieving the agreed outcomes and goals. Consider focusing each period on particular sectors or themes. In this way, the Road Map Lead, Technical Advisors, Facilitators, and stakeholders can focus their efforts and resources to achieve stronger results during each implementation period.

Invite each thematic sub-group of the **Stakeholder Advisory Group** (formed in Step 2) to assist with this step because appropriate project planning will enable coordination and collaboration, ensuring the best use of resources, effective management of the budgets, and prepare stakeholders and development partners to engage and contribute.

To complete Step 5, develop a timeline that shows the sequencing and timing of the projects to be delivered during the Road Map implementation phase. Divide the implementation phase into **periods**, three years in length. Prioritise projects that will provide a foundation for future projects. Then, build upon this work in the following periods to ensure the goals and outcomes of the Road Map are achieved.

Note that this Step 5 and Step 6 should be performed simultaneously.

Develop a detailed Annual Project Implementation Plan

Once sequencing plans for the Road Map periods are complete, break the plan into a more detailed *annual* implementation plan for the year ahead. This will help to ensure the projects are realistic and achievable. Use the template provided to complete the detailed annual implementation plan.

When developing annual plans, it is valuable to re-check a community's contextual analysis that occurred in the Road Mapping design phase. It is important to be aware of changing social, economic, and political landscapes, as well as the implications of climate change in a particular context, and understand how these issues will affect the implementation of projects in the years ahead.

Communication Plan for the Road Map Implementation Phase

Update the existing Road Map communications plan by scheduling events to share information about the Road Map project plans and budgets. It is crucial that stakeholders are aware of these plans and have an opportunity to provide input and feedback. The template provided supports the development of a communications plan for engaging stakeholders throughout the Road Map implementation phase.

As you work through the planned projects, remember it is important to schedule **stakeholder meetings** prior to the implementation of *each project*.

Expected Outputs from Step 5

- ✓ Road Map Project Sequencing Plan
- ✓ Detailed Annual Project Implementation Plan
- ✓ Communication Plan

Remember to



- ❑ Sequence and time projects to avoid stakeholder fatigue and frustration and to ensure alignment with partners and workload management
- ❑ Promote local ownership and buy-in by starting implementation promptly
- ❑ Schedule regular stakeholder meetings to reflect and revise the plans during the implementation phase
- ❑ Ensure that the projects remain responsive to changes in the environment
- ❑ Be curious, invite alternative ideas and do not dismiss suggestions too quickly



Click here for a template that can be used to help you complete the analysis required for Step 5.

Checklist



- When scheduling projects, remember that some activities will depend on completion of other projects
- Consider starting with projects that are not complex in order to build trust and good relationships with stakeholders
- Understand CBO staff and stakeholders' capabilities to implement projects and plan accordingly, ensuring alignment in timing
- Consider how cross-cutting issues (e.g. child protection, gender, environment) can be addressed throughout the whole implementation phase
- Create opportunities for stakeholders to give feedback on projects and plans (including anonymously)
- Communicate the Road Map timeline with stakeholders on a regular basis (annually)
- Identify challenges and propose solutions when planning

Tips from the field

Kenya

Starting the projects smartly can help increase results and impact

In Kenya, Emali Dedicated Children's Agency (EDCA) used the organisational strategies and area plans as a starting point. We looked at planned projects and how the Road Map could contribute to funding these. We found it was important to identify and describe planned projects well and understand what would be needed to implement them. Prioritising the projects was also important (the stakeholders used a scale of 1-5) and assigned each project with a proposed completion date.

EDCA went through a process of breaking down each activity and estimating costs, which they found valuable in order to plan. We also proposed a potential source of funds for each project. Full transparency is necessary at all stages.

- Water projects were prioritised during the first implementation period because they were identified as instrumental in laying the foundations and enabling other projects and initiatives to be achieved, such as irrigation, pasture demonstration and agricultural value chains
- Child protection and capacity building projects were factored throughout the period
- The project locations in both Maasai and Kamba communities were considered
- Project staff were consulted along with stakeholders
- Several planning meetings were organised





Step 6

Setting Annual Budgets

Led by:

- Road Map Lead
- Stakeholder Advisory Group

Supported by:

- Technical Experts
- Road Mapping Facilitators

Estimate costs

Identify stakeholder contributions

Prioritise until plans are within scope of resources

Communicate plans with stakeholders

Guidance

Confirm the project implementation plans by estimating costs

Step 6 helps to ensure that project plans are affordable and achievable. This step should be performed simultaneously with Step 5 because it further develops the Road Map project implementation plans. Continue to work with the Stakeholder Advisory Group, and now estimate project costs for the annual implementation plan, including management and support costs.

Then, after budgeting projects in the annual implementation plan, the costs of the first (or next) Road Map implementation period (three-years) can be estimated.

“ OWNERSHIP AND SUSTAINABILITY ARE STRENGTHENED WHEN THE COMMUNITY CONTRIBUTES RESOURCES TO THEIR DEVELOPMENT ”



Explore alternative sources of resources that could contribute towards implementing the plans

Ensure that budgets do not only consider funds or resources from one donor organisation, but also resources that stakeholders, government, or development partners can contribute (see template attached). When stakeholders make shared contributions such as labour, time or locally available materials, the ownership and likelihood of a project's success is strengthened.

Work with stakeholders to map out what they can contribute and what alternative sources can be explored, including resources that governments can contribute (trained teachers, monitoring systems, budget allocations etc.). Be creative and innovative in budgeting and look for a wide range of resource options to ensure the programme reaches the most vulnerable populations, which is often more costly.

Prioritise interventions

When resources are insufficient, projects must be prioritised. Select projects that are necessary to achieve the goal and provide the most impact. This prioritisation should be completed together with the community and stakeholders to ensure it is open and transparent. Look for projects that demonstrate effectiveness and efficiency with maximum reach.

Also, when moving into the implementation phase remember that a budget is simply an estimate at the time of design and will need to be reviewed and revised regularly.

Expected Outputs from Step 6

- ✓ Annual detailed project budget
- ✓ Three-yearly Road Map period budget



[Click here for a template that can be used to help you complete the analysis required for Step 6.](#)



Checklist



- Estimate costs for each project with the Road Map Advisory Group
- Calculate these costs for a three-year period
- Identify a wide range of community resources
- Re-check the sequencing and timing of activities; what is needed first and which project will be implemented when.
- Review which projects will reach the most vulnerable groups;
- Note that higher costs may be justified to reach vulnerable groups
- Establish a procurement or tender committee for purposes of transparency
- Ensure that budgeted items include enough for the implementation and management costs
- Consider foreign exchange risks and country fiscal policies
- Consider value for money
- Be open and transparent about the budget
- Schedule regular communication with stakeholders so they are aware of any changes

Remember to



- Prioritise effectively - do not try to do everything
- Spread funding equally across themes
- Create budgets based on community need
- Include costs for capacity building, monitoring, evaluation, and learning
- Avoid going into detailed inputs/output level at this stage



Step 7

Building Capacities

Led by:

- Road Map Lead
- Stakeholder Advisory Group

Supported by:

- Technical Experts
- Road Mapping Facilitators

Conduct a capacity assessment

Create a capacity building plan

Plan capacity building activities

Perform annual capacity assessments

Guidance

The purpose of Road Mapping is to work towards an agreed Graduation milestone. This milestone may be self-reliance or another strategic goal. Whatever the goal, efforts should be made to prepare for the completion of the Road Map. If it is agreed that a CBO is seeking self-reliance, then development partners must reduce their role while supporting the Road Map Lead's skills, leadership and responsibilities to grow.

For self-reliance to be achieved, community leaders and local partners require the capabilities to access funding, implement and monitor projects, and manage other partnerships independently and sustainably after Graduation. Capacity building and organisational strengthening activities, therefore, must be planned and incorporated throughout the Road Map implementation phase.

For this reason, Step 7 requires CBOs to develop plans for capacity building and organisational strengthening activities for their staff and stakeholders.

“ DEVELOPMENT PARTNERS MUST STEP BACK WHILE SUPPORTING THE ROAD MAP LEAD'S SKILLS, LEADERSHIP, AND RESPONSIBILITIES TO GROW ”

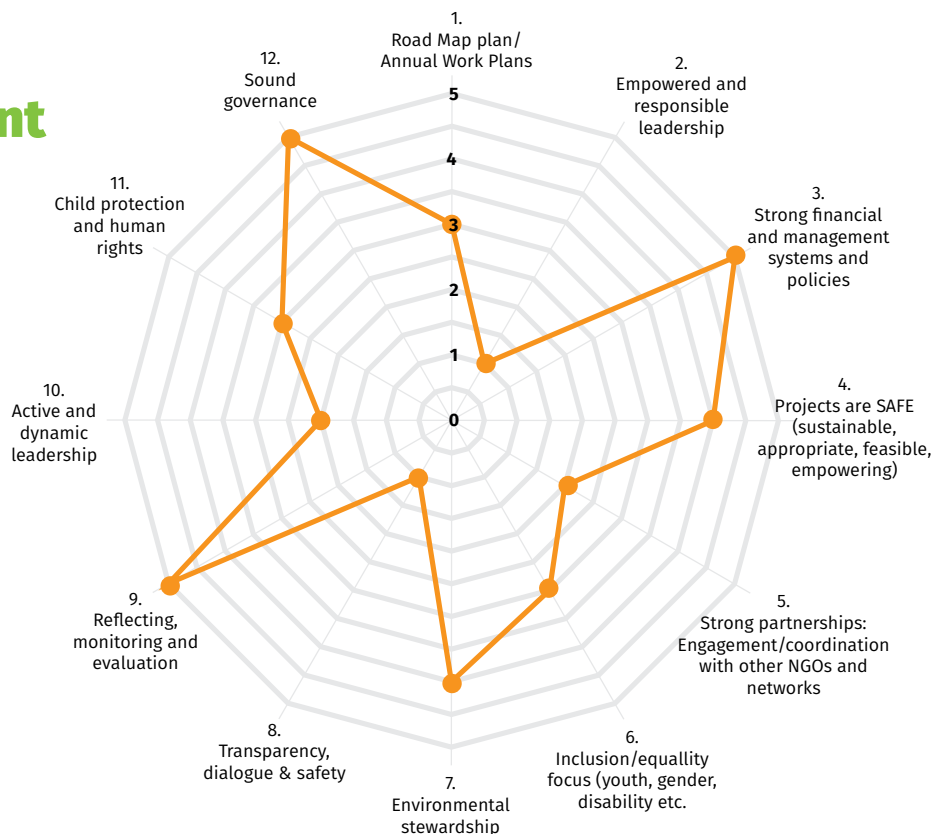
Capacity Assessments

Throughout the Road Map implementation phase, a CBO should be supported to implement and manage projects effectively in order to achieve the results identified by their stakeholders. To do this, CBOs should develop and perform **capacity assessments** with their staff and stakeholders to understand their organisations' strengths and weakness. From this assessment, specific capacity building plans can be created, which identify a range of activities that will build the skills and capabilities of their organisations and stakeholders.

The Guidebook recommends using a spider chart tool (pictured below) to assess organisational health.

This tool involves the surveying of CBO staff and stakeholders and then plotting the results. This tool can show where an organisation has gaps and can track progress over many years. CBOs should then perform annual capacity assessments in order to review how they are tracking. Donors should offer support to help CBOs achieve maximum scores on the spider chart tool.

Road Map Capacity Assessment



Expected Outputs from Step 7

- ✓ Capacity Assessment
- ✓ Capacity Building Plan
- ✓ Capacity building activities integrated into the Road Map Implementation Plans

Checklist

- Conduct capacity assessment (spider chart)
- Develop capacity building and organisational strengthening plan
- Conduct capacity building activities in parallel with projects
- Perform annual capacity assessment
- Regularly update stakeholders about the progress towards Graduation
- Organise cross-learning and exchange visits between other Road Mapping CBOs
- Ensure sufficient budget is set-aside for capacity building activities
- Organise ongoing mentorship and coaching activities
- Use cascading approaches to transfer knowledge and skills across an organisation
- Develop effective organisational policies and procedures, including financial, human resource, and child protection
- Recruit technical staff to support Road Mapping priorities, e.g. water engineer
- Plan for rotations of CBO board and staff members, as well as changes of stakeholder representatives. Ensure knowledge is transferred to new board/staff members and stakeholders on Road Mapping

Remember to



- Engage all CBO staff and stakeholders
- Celebrate successes along the way
- Focus on the organisation – do not focus on individuals
- Help a CBO to plan and guide their own capacity building. Do not take control of the process
- Take time – do not rush the process



Tips from the field

Zambia



Building capacity through existing structures

Section Level: A zonal committee of parents and volunteers discuss projects in their areas. Meet monthly and prepare reports.

Zonal level: Leaders of the zones meet monthly to share the projects in terms of progress and challenges.

Community Association Board (CAB): Zonal leaders meet quarterly to discuss challenges and progress in their zones and propose modifications to implementation plans.

Federation Boards: This board governs and makes policies. The CAB regularly updates the board with information collected, highlighting progress, suggestions, perspectives, and challenges encountered. The board meets quarterly to make necessary decisions.

Vietnam



Track capacity of stakeholders

- Attribution workshops provide a good opportunity to track capacity of stakeholders towards Graduation
- Community attribution workshops are held every three years to measure changes in the community
- Stakeholders are invited, including children, and youth
- Challenges and opportunities to build capacity are identified
- Suggestions on what and how implementation can be done differently in the next stage



Step 8

Track progress and impact

Led by:

- Road Map Lead
- Stakeholder Advisory Group

Supported by:

- Technical Experts
- Road Mapping Facilitators

Create a results measurement table

Create monitoring, evaluation and learning plans

Review progress annually

Adapt plans annually

Evaluate results to inform the next Road Map

Guidance

Tracking progress and impact is an essential component of the Road Mapping implementation phase because it demonstrates what has been achieved with invested resources and helps support fundraising efforts. Tracking progress is also essential for the Road Map Lead because this will help them make improvements and adjustments to the implementation plans. Results should be measured and regularly reflected on with the Stakeholder Advisory Group to jointly identify lessons learned. To support reflection exercises, consider using the SAFE (Sustainable, Appropriate, Feasible and Empowering) model detailed in the Annexed section on Adaptive Programming Approach (pg. 56).

MEASURE AND COMMUNICATE RESULTS REGULARLY THROUGHOUT IMPLEMENTATION, AND ADJUST IMPLEMENTATION PLANS ACCORDINGLY

Part A: Set indicators and targets

The first requirement of Step 8 is to create a **results measurement table (RMT)** for the first three-year Road Map period by developing indicators and targets. Use the results diagram template created in Step 4: Identify Results, to start this work. Look at the proposed projects for the next three-year period and develop the outputs and identify the outcome(s) that these projects will address. Then create one or two indicators for the goal.

Ensure that the indicators are a good measure of change. At the goal level, the indicator should show impact-level change such as decline in the number of children with diarrhoea or waterborne disease. At the outcome level, indicators should show change in behaviours – such as improvement in number of people practicing handwashing practices or number of people accessing a health centre. At the output level, the indicators should show change in levels of knowledge or skills of the community, or goods and services available to the community – such as improved knowledge of hygiene/handwashing practices.

Ensure that the indicators capture both the ‘hardware’ and the ‘software’ components of the project. Hardware relates to tangible facilities or items; software relates to behaviour, skills, knowledge and social norms. Both components are essential to effective development and should not be implemented in isolation.

Following completion of the RMT, calculate and document the expected **total beneficiary reach** for the Road Map period, as well as for each project planned for the following (template provided). Specify beneficiaries by age and gender, and set targets for each.

Part B: Develop monitoring, evaluation and learning (MEL) plans

Once indicators are selected, develop MEL plans using the template provided to identify how the results data will be collected, measured, and reported. Also, develop a plan for how these results will be communicated back to stakeholders, and plan learning activities that will strengthen community ownership and sustainability (see page 53, Adaptive Planning). Ensure that the MEL plan includes a schedule to revisit and adapt plans for the overall Road Map – especially at the end of a project or period in the Road Map. Consider how to facilitate cross learning and sharing experiences with local or regional organisations that have been not involved in this Road Mapping process.

Expected Outputs from Step 8

- ✓ Results Measurement Table (RMT)
- ✓ Beneficiary Reach Table (BRT)
- ✓ Monitoring, Evaluation and Learning (MEL) plans



Click here for a template that can be used to help you complete the analysis required for Step 8.



Checklist



- Keep results measurement clear and simple, and track beneficiary age, gender and disability
- Create a map of the community to visually represent and track progress – make this appropriate and relevant for each group – e.g. consider how the progress map will relate to children
- Allocate at least 5% of the budget to M&E each year
- Measure outputs annually and outcomes at least three-yearly
- Consider how technology can be used to collect information (e.g. Kobo Toolbox) and communicate with stakeholders and donors (e.g. through social media platforms)
- Consider including children and youth in the monitoring process
- Facilitate regular reflection exercises with stakeholders to promote joint learning and accountability for the results
- Ensure that events or meetings to share results are scheduled into the communication plan

Remember to



- Use the existing systems and mechanisms for monitoring progress – do not create new or parallel systems
- Select indicators that are possible and not costly to measure



Step 9

Plan for Graduation

Led by:

- Road Map Lead
- Stakeholder Advisory Group

Supported by:

- Technical Experts
- Road Mapping Facilitators

Regularly share information about Graduation during stakeholder meetings

Develop community Graduation & Sustainability Plan (GSP)

Integrate GSP into capacity building, communications & implementation plans

At completion of the Road Map, facilitate a participatory Graduation process

Guidance

To achieve sustainable change, all stakeholders must be prepared for Graduation. In addition to building CBO capacity and organisational strength (Step 7), preparation activities should also include strengthening local systems, leadership, and the mechanisms for development work to continue after Graduation.

Community strengthening must start at the beginning of the Road Map implementation phase and continue up to, and beyond Graduation. Firstly, ensure there is sufficient budget in the implementation plans to support community strengthening.

Then, during the implementation phase, projects should include activities that establish, train, mentor, and support locally elected committees.

“COMMUNICATE THE PLAN FOR GRADUATION AND PREPARE THE COMMUNITY TO SUSTAIN THE CHANGES THEY HAVE MADE”

Develop a Graduation and Sustainability Plan (GSP)

The Road Map Lead should work with the Stakeholder Advisory Group to develop a joint plan for Graduation. This plan should set out the terms and conditions necessary for achieving their Road Map goal. To create this plan, facilitate a participatory process that places marginalised and vulnerable groups at the centre.

Incorporate **the five Cs**: capacity, capability, concepts, connections, and confidence into GSP. CBOs can use the five Cs regularly to help reflect upon any gaps, areas for improvement, as well as successes.



Integrate the GSP into project implementation plans, Capacity Building and Communication plans

Ensure that project implementation plans, the capacity building and organisational strengthening plan, and the communication plan support the GSP. For example, review the project implementation plans and examine how they could better support Road Map Graduation and community sustainability.

Communication plans should also be reviewed to ensure that all stakeholders are receiving clear messages about Graduation. Continue to provide information about Graduation during annual reflection and progress meetings with stakeholders.



Expected Outputs from Step 9

- ✓ Community Graduation and Sustainability Plan (GSP) developed
- ✓ Incorporate the five Cs into reflection and review exercises
- ✓ GSP should be integrated into implementation plans, capacity building and organisational strengthening plans and the communication plan

Checklist



- Plan for Graduation from day one. Ensure the stakeholders are not surprised by Graduation when the time comes
- Make the process transparent
- Explain the full meaning of Graduation to stakeholders; be very clear and reinforce messages regularly
- Use the spider chart tool to demonstrate capacity readiness
- Always communicate Graduation as a positive sign of success for the community
- Turn Graduated communities into learning centres
- Make sure capacity building continues after Graduation
- Address any worries or concerns about the Graduation process
- Celebrate the Graduation handover
- Encourage certain stakeholder groups to Graduate along the way if they are willing and ready
- Handover projects and assets to stakeholders
- Document the Graduation process

Remember to



- Ensure all stakeholders, especially the most vulnerable are ready to Graduate
- Use positive language about Graduation – do not make Graduation a negative incentive for communities
- Plan for activities, projects and events after Graduation
- Advise stakeholders that Graduation is not the end of CBO operations but rather the beginning of a new phase for the community

Tips from the field

Zambia



Graduating parts of the Road Map along the way

Graduating a community involves certain groups that may graduate along the way. For example, in Luangwa, Zambia, Luangwa Child Development Agency (LCDA) supported the goat restocking women of the community of Chikondwelelo. This group of women expressed on their own that they no longer needed LCDA's support and were ready to go on their own. It is important to not force any type of Graduation or ending of support.

Give those ready to graduate your full support and encouragement. Hold them up as role models to others. Make sure that they have all the skills and inputs needed to continue on their own. Make sure they are not discouraged by criticisms from other stakeholders.

Tips from the field

Kenya



Advice from a recent project close-out experience – what worked well

- Have a project close-out/transition strategy
- Conduct a final financial audit
- Review pending advances, accruals
- Ensure key personnel are retained at least three months past transition date to prepare final handover notes (financial, narrative and asset)
- Terminate all active contracts – staff, rent, services
- Inform government departments of the intended closure and organise a close-out meeting with all partners and beneficiaries
- Prepare a presentation outlining key achievements, challenges, lessons and recommendations
- Prepare a donation letter for all assets to be handed over to the CBO
- Ensure financial records are preserved according to local law

Vietnam



Ensuring full ownership and responsibility at the last stage of the Road Mapping process

In Vietnam we examined the last implemented Road Map project to ‘test’ and ensure that CBOs and their stakeholders are ready to be self-reliant. We asked the stakeholders to be proactive in setting up a project with minimal involvement from ChildFund, and contribute a large percentage of the resources and implement the project with minimal involvement from ChildFund.

This gives the CBO the opportunity to take responsibility with the support of ChildFund. Several evaluations are conducted in the community before the official Graduation is organised. We take these opportunities to communicate again about the Graduation to stakeholders. Talk about the achievements they have made. Ask them how they will maintain project results. Help them to feel proud of the Graduation and get ready and prepared for a celebration!

Approaches & Tools

Organisations using this guide may already have preferred approaches and tools, including ways of working and thinking about development that shape how they work. The following approaches and tools are used by ChildFund New Zealand.

ChildFund New Zealand's Adaptive Programming Approach

ChildFund New Zealand supports a practice approach called 'adaptive programming'. We strive to use this approach in our project work, and in the implementation of our Road Maps, which we work on in partnership with our overseas partners and communities. Adaptive programming recognises that even the best-laid plans need constant review, and that often new information and change happens during a project's implementation that necessitates it being tweaked. This in turn may affect activities, budgets and timelines. Ultimately, the outcomes and our overarching goal of what we are setting out to achieve, remain constant.

Description

For ChildFund New Zealand, adaptive programming means:

- Spending more time planning and analysing projects at the start;
- Setting a clear plan for how the chosen actions will lead to change;
- Developing the measures and tools to determine success;
- Being agile – able to flex and adapt as the project progresses to respond to changing priorities and contexts;
- Stimulating advocacy from within communities to promote change across systems;
- Ensuring staff are trained for the job at hand and have the right tools for the job;
- Ensuring systems and structures, policies and procedures are in place; resources are sufficient; and the work produced is of a high standard.

Implementation, monitoring, learning and adaptation all happen in a regular and habitual ebb and flow, rather than in the staged sequencing of the traditional project cycle. Adaptive programming is about regularly asking over the life of a project: "What are we trying to do? How should we do it? And how might we do it better?" These check-ins are both scheduled (e.g. quarterly) and unscheduled (as a problem or new insight comes to hand). They may involve a deep-dive into progress against the monitoring framework, or more discriminating check-in approaches depending on the issue identified. Throughout this process, ChildFund New Zealand acknowledges a unique set of concepts our own indigenous people have embedded within New Zealand culture that transcend conventional translation. These concepts include the spirit of manaakitanga: recognising the value and importance of all those we work with, and by acting with aroha: generosity of spirit and mutual respect.



How ChildFund New Zealand uses Adaptive Programming

ChildFund New Zealand uses a SAFE framework in its adaptive programming. SAFE stands for Sustainable, Appropriate, Feasible and Empowering. Each aspect should be regularly considered from formal (theoretical), informal (local common knowledge) and perceptive (local intuition) levels. So at project start-up and at those times throughout the project when adaptive programming or reflection is scheduled, these aspects and questions should also be reviewed.

SUSTAINABLE: ChildFund New Zealand supports projects that will have lasting benefits for people. We strive to build resilience and people's ability to cope with life's stresses and strains, including for future generations. We acknowledge the climate emergency and threats to biodiversity, and the impact it has on people's lives – problems that are only likely to increase in the future, and we have a role in helping people adapt to this. We embrace our responsibility to 'do no harm' to the environment and foster the concept of *kaitiakitanga*. In adaptive programming, this means scheduling checks to ask:

- Are we stewarding this project to have sustainable benefits and/or continue on once ChildFund support ends?
- Are we ensuring we are 'doing no harm' – socially? Environmentally?

APPROPRIATE: ChildFund New Zealand understands there are different solutions for any given problem. Our role is to work with the community to support the solution they propose as the 'right' one. Throughout this process, we remain aware of the social and economic groupings and dynamics in any different context, and seek to understand power dynamics and the different needs, rights and patterns of discrimination. These can be due to such things as location, gender, disability, ethnicity, religion, sexuality, age etc. While these might be culturally influenced, we stand first and foremost for child and human rights. ChildFund will also ensure interventions do not displace or undermine local capacity, or impose long-term financial burdens on people. In adaptive programming, we ask:

- Is this the right thing to do, for this place, at this time (technically and socially)?
- Whose voice are we listening to in determining this? Are the most marginalised (including children and youth, women and the disabled) participating and benefitting?
- Have we appropriately factored in gender, disability, ethnicity, religion, sexuality and age considerations?
- Is there any long-term negative impact we have not accounted for?

FEASIBLE: ChildFund New Zealand understands we can't do everything. We are just one contributor to the work that needs to take place in order to enable children and youth to thrive. There are influencers and barriers to a project's success, and we need to be aware of these before committing to a project; and aware that these may change over the life of the project. We need to be strategic with our engagement with the influencers and barriers, and deliberate in considering how to get the best quality for the best price to make the most tangible difference to people's lives. Partnerships – *rangapū* – are key to achieving this. In adaptive programming, we ask:

- What are the influencers to success?
- What are the barriers to success?
- How do we engage with these most effectively to ensure efficiency, effectiveness and value for money?

EMPOWERING: ChildFund New Zealand believes that the people benefitting from our work – including children – have *rangatiratanga* or the ultimate authority over how they shape their future. ChildFund New Zealand's Road Mapping process is the means by which communities set and share their direction over a projected time frame. At the end of that period, our goal is for the community to have the basic resources and skills to continue the development journey, without ChildFund's support. Empowerment includes a set of attributes which both ChildFund and the communities strive to develop, identified as the 5Cs: concepts, connections, capacity, capability and confidence. Empowerment also means challenging unequal power relations and social exclusion, and actively seeking to address human rights and address safeguarding risks. In adaptive programming, we ask:

- How does this fit within the Road Mapping process – which is our guide to where the community wishes to head?
- How does what we're doing actively build the 5Cs?
- How does the project promote human rights, including a commitment to promoting gender equality?
- Are all safeguarding (environmental, child protection, health and safety) steps being taken?
- How are we building the agency and voice of the most disempowered, including children and youth?

How do we measure our own performance in using this approach?

ChildFund New Zealand acknowledges it is a key partner, but not the lead partner, in the communities where it works. In most countries, ChildFund International and ChildFund Australia are the key implementers of projects, while ChildFund New Zealand plays a significant support role. The Road Mapping process has been developed to give guidance to the expectations of the community, and ChildFund New Zealand's role within that, during the time span ChildFund New Zealand has committed to. Our ability to apply adaptive programming is therefore limited to the work ChildFund New Zealand funds.

Performance of this approach will be measured using ChildFund's MEL framework, which lists a number of success indicators under Education, Child Protection, Health, Disaster Risk Reduction, Social and Emotional Wellbeing and Livelihoods.

Overall, these contribute to access to assets and building voice, power and agency; protection; and strengthening the accessibility, quality and responsiveness of formal systems.

Māori Concept translation

| | |
|-----------------------|--|
| Aroha | Aroha is often translated as love, but it is larger than this. It connotes generosity of spirit and selfless giving to others, without thought or expectation of reward. |
| Manaakitanga | ChildFund commits to acting in the spirit of manaakitanga – of recognising the value and importance of all those we work with, by acting with aroha and mutual respect. |
| Kaitiakitanga | Kaitiaki is a term used for the Māori concept of guardianship, for the sky, the sea, and the land. A kaitiaki is a guardian, and the process and practices of protecting and looking after the environment are referred to as <u>kaitiakitanga</u> . |
| Whanaungatanga | Whanaungatanga refers to relationship, kinship, sense of family connection, a relationship through shared experiences and working together which provides people with a sense of belonging. It develops as a result of kinship rights and obligations, which also serve to strengthen each member of the kin group. |
| Rangapū | Rangapū or partnership is a key principle of Te Tiriti o Waitangi. To ChildFund, partnership means listening, respecting, promoting mutual trust, and committing to a relationship over the long term where we work towards a shared goal. |
| Rangatiratanga | Rangatiratanga recognises the authority of the communities ChildFund serves and their right to self-determination over their destiny. |

Inclusion

In all our work, ChildFund seeks to empower the most vulnerable, and to ensure that no one is left behind in the development process. This means using participatory processes throughout the Road Mapping process to ensure that all people are able to equally participate and contribute to decisions about the projects that are designed.

The most vulnerable in the community are often not able to participate equally or speak up during community meetings. This requires us to understand the barriers that the most vulnerable face, and make special efforts to ensure their voices are heard throughout the Road Mapping process. Focus Group Discussions are one tool that you can use to hear the voices of vulnerable groups. At the outset of your Road Mapping process, conduct a thorough analysis of the most vulnerable groups, and the social and power dynamics within the community; ensure your communication, participation and consultation plans are sensitive to these dynamics and work to promote inclusion, participation and empowerment of the most vulnerable groups, including children and youth.

ChildFund places children and youth at the centre of all of its work. In line with this value, community consultations throughout the Road Mapping process should ensure that the voices of children and youth are heard, and importantly that they inform the decisions made. ChildFund country offices will need to maximise opportunities throughout consultations, project design processes, and implementation to empower youth and children as active citizens and future leaders. The chosen goal, outcomes, outputs and projects resulting from Road Mapping process should be designed specifically to engage and achieve results that will benefit children and youth.

Youth are defined as the period of transition from the dependence of childhood to the independence and awareness of adulthood. ChildFund New Zealand typically defines youth as people aged 15-24 years old. Child and youth participation is the genuine and willing involvement of all young people in any matter concerning them, either directly or indirectly. Participation includes children and youth sharing ideas, thinking for themselves and expressing their views effectively. It also includes playing a role in planning, prioritising, decision-making, and implementation, in regard to issues affecting their lives and the future of their communities.



Managing child safeguarding risks throughout the Road Mapping process

Child safeguarding should always be top of mind. No project takes place without an assessment of the risks to children, accompanied by action plans to eradicate or minimise the risk. This must be part of each project plan and conducted throughout the Road Mapping process.

Country Offices are encouraged to train local partners in child safeguarding and to develop Child Safeguarding risk assessments and risk management plans, including Health and Safety plans.

Development partners are required to understand and comply with ChildFund's Child Safeguarding Policy and behaviour protocols, as well as Prevention of Sexual Abuse and Harassment. These policies are available on www.childfund.org.nz.

An example of a safeguarding plan

| Risk/Hazard | Who is at risk? | ACTION REQUIRED: How could the risk be eliminated, controlled or minimised | Responsibility to manage risk |
|---|---------------------------------------|--|----------------------------------|
| Workers and labourers on school grounds during the construction | Preschool and primary school children | ChildFund Child protection policies will be followed and all workers will be trained in safeguarding and asked to sign the code of conduct. This includes never being alone with a child. | Local Partner |
| Local partner staff performing monitoring visits during the building | Preschool and primary school children | All staff, including country office and local partner staff involved in the project must sign the 'Ethical Behaviour Towards Children' code of conduct and the 'Sexual Exploitation and Abuse' policy and must adhere to ChildFund's Child Safeguarding Policy, PSEAH Policy, and have training in these policies. | Country Office and Local Partner |
| Construction materials and infrastructure | Preschool and primary school children | A health a safety risk register will be created and followed, and the child protection policy will be adhered to. Children will be kept away from the site. | Local Partner |
| Safety and security of the new building | Preschool and primary school children | The plans for the new building are approved by the Ministry of Education and adhere to national building standards. | Local Partner |
| Ability for children to safely report incidents of concern and provide feedback | Preschool and primary school children | Child Friendly complaint mechanism will be promoted at the school. This will be monitored by a Child Safeguarding Point Person who will follow agreed whistleblowing protocols should any complaint be received | Country Office and Local Partner |

Localisation

ChildFund New Zealand has joined the global movement and made public commitments to support 'localisation' by increasing localising the way that it supports the development process. Localisation means to put more power into the hands of recipient communities and countries and to use and strengthen local systems for the delivery of aid. This global movement includes increasing the proportion of global development resources that reach and go directly to target communities. Localisation is important for sustainability and promoting long term solutions by building the capacity of local systems and actors.

In practice, for the Road Mapping process, ChildFund's commitment to localisation means that **local partners** are expected and supported to lead in the Road Map design and implementation process, while the ChildFund Country Office and New Zealand office provide a supporting and capacity building role. It also means that local stakeholders are expected and encouraged to participate actively in the Road Mapping process, and to be key partners in decisions made around how ChildFund resources are invested into the community alongside local resources. The Local Partners must act with transparency and accountability, but they are primarily accountable to their community.

Questions to guide your thinking:

- Has the Local Partner performed a capacity assessment?
- Did the capacity assessment give a full picture of the organisations health?
- What other kinds of questions should be included in the assessment to fully understand the capacities to be built?
- Is there a plan in place to regularly assess capacity?
- Is the Local Partner leading the capacity assessment? Are they surprised by the results?
- How does the Local Partner plan to address the gaps identified?
- What trainings or strengthening activities can build sustainable capacity?
- Is the Local Partner truly representative of the community, thereby providing genuine, intuitive and nuanced insights into what and how development ought to progress in their community?



Glossary

Community-based organisation (CBO)

A not-for-profit organisation that represents a community or a significant segment of a community, has demonstrated expertise and effectiveness in community work, and seeks to improve the lives of the community.

Country Offices

Sometimes named a national office, a country office is an international development organisation's headquarters in a country where they are providing aid, delivering development work, and/or working with CBOs. They may be locally registered and staffed.

International partners

International development organisations that are based outside of the country where development work is being implemented, and who are working with, or who have a partnership with, country offices and CBOs.

Local Partners

CBOs that have created a partnership with a country office and/or an international development organisation.

Localisation

The process of putting more power into the hands of local partners and the increasing use and strengthening of local systems for the delivery of aid.

Road Map

A planning tool in the form of a document, which is developed from the goals, priorities, and outcomes agreed upon by a CBO and their community during the Road Mapping design phase.

Road Mapping

A two-phased process that is performed to create development plans, a Road Map document and guide implementation.

Road Mapping development partners

Organisations that are involved in the Road Mapping process. The CBO is a mandatory lead partner, and other organisations may include international organisations and/or country offices.

Road Mapping period

A determined number of years (usually three years) within the Road Mapping implementation phase. Before a Road Mapping period, community projects are prioritised and planned for that period. At the end of the period, projects, activities and plans are reviewed and reflected on.

Road Mapping Phase

There are two distinct phases in Road Mapping, the design phase and the implementation phase.

Self-reliance

The economic and social ability of a community to meet its needs in a sustainable manner, with dignity.

Stakeholder advisory group

Leaders from the stakeholder groups who act as representatives for their groups throughout the Road Mapping process.

Stakeholders

A group of individuals or organisations that have an interest, investment, or role in the delivery or outcome of a project, activity, or output, and are not only affected by, but can also directly affect the result of such work. Stakeholder groups include (but not limited to) the participating communities, government ministries, local businesses, other non-governmental organisations.

Tikanga Māori

Behaviour guidelines for daily life and interaction within the Māori culture. Such guidelines are based on experience and learning that has been passed down through generations. Tikanga is based on logic and common sense related to the Māori worldview.