

# Community-Led Projects Guidance

CCCM Cluster - Yemen



2023 – to be reviewed in the first quarter of 2024

# Content

Introduction .....	1
Community .....	1
Projects .....	1
Livelihood support through CLPs .....	2
Financing of CLPs .....	2
Coordination of CLPs .....	4
CLP implementation models .....	5
Risks to consider .....	8
Exclusion .....	8
Individual vs Community impact .....	9
Local authority’s disapproval .....	10
Environmental degradation .....	10
Availability of resources .....	11
CLP Handover .....	11
Annex 1: SOPs .....	13
Annex 2: CLP Status Report .....	15
Annex 3: CLP Results and Impact Report .....	16
Annex 4: CFW .....	17
Gender considerations .....	18
Considerations for persons with disabilities .....	18

## Introduction

Community-led projects (CLPs) are an empowering modality of humanitarian aid that hands over decision-making and ownership of the humanitarian process to the affected communities. CLPs are based on the solutions that the communities themselves identify, propose, and implement, using their own capacities and resources. CLPs also foster social cohesion, resilience, and dignity among displaced and host populations, and rely on the mobilization and participation of the community members, who can drive and sustain the solutions with minimal or no external assistance. The Camp Coordination and Camp Management (CCCM) partners are well-positioned to lead on this modality in IDP sites, as CCCM has the mandate and expertise to coordinate and facilitate the delivery of protection and services in communal settings, such as camps, informal settlements, and collective centers. The CCCM Cluster also works closely with the affected population to ensure representation, participation, and access to information. Additionally, CCCM has a cross-sectoral approach that allows for prioritization and integration of various needs and interventions in a holistic manner. CCCM partners support CLPs by providing training, material support, and other facilitation as needed, while respecting the community's autonomy and agency. The CCCM Cluster also ensures that CLPs are responsive to the needs and priorities of the site population, and that they are cross-sectoral in nature as much as possible, addressing various issues and interventions in a holistic manner.

CLPs should answer to the common interests of the community rather than the benefit of a few individuals. While community leadership in CLPs may occur through representatives, they should be accountable and inclusive of the diverse voices and needs within the community.

## Community

The community in a CLP is a group of people who share either:

1. **A geographical location** (community of place) where people live, work, hang out or spend a lot of their time. It can be any place that is specific to a certain area and that many people use, enjoy or visit often; or
2. **Common interests, identities, or characteristics** (community of interest/circumstance), which includes Muhamasheen, persons with disabilities, women, older persons, youth, or other groups with intersectional circumstances like marginalized women, children with disabilities, unaccompanied older persons, persons who are unemployed etc.

## Projects

CLPs should also contribute to at least one of the following outcomes that align with the CCCM objectives:

Outcome	Project examples (but not exclusively)
Mitigate a life-threatening risk	Flood mitigation, fire mitigation, disease mitigation...
Contribute to environmental wellness	Solar lighting, improved sanitation, protection of water sources, greening, recycling...
Contribute to social wellness and cohesion	Communal spaces, friendly spaces, community events...
Establish a communal service/facility	Construct water points, learning spaces...
Improve or restore an existing communal service/facility	Rehabilitate existing water points, learning spaces, clinics, complete an unfinished structure...

## Livelihood support through CLPs

Another outcome that CCCM CLPs can contribute to is livelihood support. Livelihood support refers to any assistance that can help the community improve their income and living conditions. CCCM CLPs can provide livelihood support in three ways:

1. **Temporary Cash for Work (CFW)**: This is the preferred modality of CLP implementation, where the community members are paid for their participation in the project activities, such as construction or maintenance.
2. **Provision of cooperative livelihood assets**: These are goods and equipment that can help restore or improve existing livelihoods for a community rather than a few individuals. For example, CCCM CLPs can provide livestock or agricultural inputs for communities working in farming, raw material for skilled weavers to produce shelter items for the wider community, or contract a local mill grinding service for communities working in recycling.
3. **Vocational training and marketing support**: These are services that can help the community develop new skills and access new markets for their products or services. However, these can only be provided by partners with technical expertise in the relevant fields. If CCCM agencies lack this technical expertise, they may identify partners who have it and can assist with such projects.

## Financing of CLPs

Unlike conventional projects, CLPs are guided by the needs and priorities of the targeted community at the CCCM monitoring stage. In many cases, especially when CLPs are embedded in CCCM projects, coordination of services by the camp manager can respond to some of these needs effectively and community priorities can change. Therefore, CLPs require flexibility in funding and budgeting, as the community-based solutions and action plans may change over time

depending on the context and feedback of the community members. This means that partners cannot prepare bills of quantities (BoQs) during proposal development, as they would not reflect the actual materials, parts and labor needed for the implementation of the CLPs. BoQs are documents that itemize the costs of construction or repair work for tendering purposes. However, in CLPs, the construction or repair work is not predetermined by the partners, but rather by the community itself through a participatory process. Therefore, donors who support CLPs should be aware of this difference and endorse CLP’s budget lines in CCCM projects based on this guidance.

The most common channels to finance CCCM CLPs in Yemen are:

1. **CCCM Minimum Activities:** CLPs are included in the minimum CCCM activities that all CCCM partners are expected to implement in the sites they manage. While costing may vary depending on available resources, size of the site, and other factors, on average a minimum planning cost of USD1,000 is used per project. The table below shows example costs from previously implemented projects.
2. **UNHCR Quick Impact Projects (QIPs):** QIPs are small-scale projects that support the protection and reintegration of refugees, returnees, and IDPs by addressing their immediate needs and enhancing their self-reliance. For example, a QIP under this channel could be the installation of solar panels, the rehabilitation of a school or the provision of vocational training by the community members. The available funding per QIP is capped at USD10,000 but in some instances more than one QIP can be requested for one CLP.

Example costs of projects implemented by CCCM partners:

Project area	Location	Beneficiaries (ind.)	Project/Support provided to the community	
Water-related projects	Rahabah, Marib	1,477 site residents + host community	Providing materials for well protection (metal cover, steel net for gabion wall) and cash for labor (installation, gabion wall construction)	\$1,895.00
			Providing integrated solar pump system	\$8,620.00
			Tank rehabilitation materials (concrete foundation, coating, steel ladder, overflow and drainage, control valves...)	\$1,457.00
			Pipe works (supply of pipes)	\$4,800.00
			Water point	\$1,800.00
Communal and recreational spaces	Sana'a	6,155	Community meeting space	\$1,037.74



	Taiz city, Taiz	100	Child-friendly space	\$1,820.00
Construction of shared latrines, and latrines for PWDs and older persons	Az Zuhra, Al Hodeidah	668	per single sitting latrines (total 15)	\$1,440.63 (total:21,609.45)
Outdoor lighting poles (10)	Aslam, Hajjah	1,300	Per single outdoor lighting pole (total 10)	\$500.00 (total:5,000)
Livelihood support	Dhubab, Taiz	60	Fishing boats	\$5,000.00
	Aslam, Hajjah	49	Supply and distribution of goats of the Baladi type, pregnant females, and that they are Tihami cattle (local breeds), provided that their age ranges between 18-24 months and their weight is not less than 15 kg. \$92 per unit. In addition, \$500 lumpsum for Veterinarian examination and vaccination	\$2,432.00
	Aslam, Hajjah	7	12-day training on sewing and tailoring, including one sewing machine	\$1,994.10

## Coordination of CLPs

Coordination of CLPs is essential to ensure that the projects are aligned with the overall humanitarian response and **do not duplicate or contradict** the efforts of other actors. CLPs can often be related to a technical sector, such as WASH, health, education, shelter, or protection. Therefore, partners must consult with the relevant sector coordinators and technical experts before implementing a CLP, to ensure that the project **meets the minimum standards** for that sector. As needed, partners should also coordinate with other CCCM actors and local authorities to avoid overlapping or conflicting CLPs in the same area or community. Coordination of CLPs can also facilitate information sharing, learning, and advocacy among different stakeholders.

If partners need support in liaising with the other sector coordinators, technical experts, or other stakeholders they can reach out to the subnational CCCM coordinators, who can facilitate the communication and collaboration among different actors. The subnational CCCM coordinators can also provide guidance and advice on the design and implementation of CLPs, as well as monitor on the progress and impact of the projects.

## CLP implementation models

In general, there are four common models for CLPs in Yemen, which reflect the different roles and responsibilities of the community and the partner in the design and implementation of the CLPs. These models are:

Model	Description	Examples	Advantages	Disadvantages
<b>Technical expert</b>	This model is used when a CLP requires technical or engineering expertise related to infrastructural improvement. Using unskilled or semi-skilled labor may result in safety issues. In this model, the partner hires a technical expert or a contractor who provides the materials, equipment and skilled labor for the CLP, while the community provides feedback, oversight and maintenance.	Water scheme installation and rehabilitation, solar power and electrical wiring, maintenance of health facilities, vocational training, etc.	It ensures quality and safety standards for the CLP.	It may limit the community participation and ownership of the CLP.
<b>Unskilled / semi-skilled labor</b>	This model is used when a CLP requires no or minimal technical expertise. In some cases, the community doing the labor may require basic training and supervision support. Generally, this model is selected when unskilled labor is unlikely to cause or increase safety issues. In this model, the partner provides the materials, equipment and training for the CLP, while the community provides the labor, feedback and maintenance.	Small repairs and upgrades of site facilities, recreational events, etc.	It enhances the community participation and ownership of the CLP.	It may compromise quality and safety standards for the CLP.

<p><b>Hybrid</b></p>	<p>In many instances, CLPs require technical expertise and supervised unskilled/semi-skilled labor. The hybrid model provides flexibility for the community and the partner to share more roles and responsibilities throughout the implementation of the CLP. In this model, the partner hires a technical expert or a contractor who provides some of the materials, equipment and skilled labor for the CLP, while the community provides some of the labor, feedback, oversight and maintenance.</p>	<p>Construction or rehabilitation of water points, communal spaces, leveling, road paving, maintenance of drainage channels, waste disposal pits, sandbags for flood mitigation, protection of water sources, etc.</p>	<p>It balances quality and safety standards with community participation and ownership for the CLP.</p>	<p>It may require more coordination and communication between the partner, the technical expert or contractor and the community.</p>
<p><b>Distribution</b></p>	<p>While other models may include procurement as an activity, this model has procurement at the center of the CLP. In this model, the partner supports the community with purchasing, distribution, and training on use and upkeep of the goods or services for the CLP. In this model, the community identifies their needs and preferences for the CLP, while the partner procures and delivers the goods or services to the community.</p>	<p>Distribution of portable solar lights, waste bins, maintenance toolkits, fire kits, first aid kits, household water tanks, etc.</p>	<p>It is quick and easy to implement and can address urgent or specific needs of the community.</p>	<p>It may create dependency or dissatisfaction among the community or other stakeholders.</p>



These four models are not mutually exclusive or fixed and can be adapted or combined depending on the situation and the feedback from the community and the partner. For example, a CLP that involves the construction of a community center could use a hybrid model for the building structure and a distribution model for the furniture and equipment. A CLP that involves the provision of vocational training could use a technical expert model for the trainers and a distribution model for the tools and materials. A CLP that involves the installation of solar panels could use a technical expert model for the installation and a unskilled/semi-skilled labor model for the maintenance.

The choice of the most appropriate model for a specific CLP should be based on a careful assessment of the context, the needs and the capacities of the community and the partner. Some of the criteria or guidance that can help in making this decision are:

- **The objective and scope of the CLP:** What is the main problem or need that the CLP aims to address? How big or complex is the CLP? What are the expected outputs and outcomes of the CLP?
- **The availability and quality of resources:** What are the resources (materials, equipment, labor, funding, etc.) that are required for the CLP? How available and accessible are these resources in the local market or context? How reliable and safe are these resources in terms of quality and durability?
- **The technical and managerial skills and experience:** What are the technical and managerial skills and experience that are required for the design and implementation of the CLP? How skilled and experienced are the community members and the partner staff in these aspects? How much training or supervision support do they need or can they provide?
- **The community participation and ownership:** How involved and interested are the community members in the CLP? How much input and feedback do they have or want to have in the CLP? How much responsibility and accountability do they have or want to have for the CLP?
- **The security and access situation:** How secure and stable is the area where the CLP is located or implemented? How easy or difficult is it to access the area or transport the resources for the CLP? How likely or unlikely are there to be threats or attacks on the CLP or its beneficiaries?
- **The cost-effectiveness and sustainability:** How much does it cost to implement the CLP using a certain model? How efficient and effective is the model in terms of achieving the desired results and impacts? How sustainable is the model in terms of ensuring the maintenance and continuity of the CLP?
- **The timeframe or urgency of the CLP:** How urgent or immediate is the problem or need that the CLP aims to address? How long or short is the duration of the CLP? What are the implications of delaying or accelerating the implementation of the CLP? The choice of the implementation model may affect the speed and efficiency of the CLP, as well as the quality and sustainability of the results. Some models may require more time and resources to mobilize and engage the community, while others may rely more on external contractors or partners. The trade-offs between different models should be carefully weighed and balanced according to the context and the objectives of the CLP.

## Risks to consider

Risks are uncertain events or conditions that may have a positive or negative effect on the project objectives if they occur. In the context of CCCM community-led projects, risks can be related to the security situation, the availability of resources, the participation and engagement of the affected population, the coordination with other actors, the environmental impact, and the sustainability of the project outcomes. Each project has its unique risks depending on the specific context, needs, and capacities of the site and the community. Therefore, it is important to foresee these risks and plan for them in advance in order to reduce their likelihood or impact, or to take advantage of their opportunities. Some risks to consider:

## Exclusion

Exclusion is the process or outcome of denying or limiting the access, participation or benefits of certain groups or individuals in CLPs. Exclusion can be caused by various factors, such as discrimination, marginalization, power imbalances, lack of awareness or representation, etc. Exclusion can have negative consequences for the quality and sustainability of CLPs, such as reducing their relevance, ownership and accountability, increasing their costs and risks, and undermining their social cohesion and empowerment. For example, in Yemen, women, youth, minorities and people with disabilities may face exclusion in CLPs due to cultural norms, social barriers or security threats.

Some possible ways to mitigate the risk exclusion in CLPs are<sup>1</sup>:

- Conduct a stakeholder analysis and a power mapping to identify the potential winners and losers of the projects, as well as their interests, expectations and influence. This can help to design and implement CLPs that are responsive to the needs and preferences of different groups or individuals, as well as to address any conflicts or tensions that may arise among them.
- Establish clear and transparent criteria and mechanisms for selecting and involving project participants and beneficiaries. This can help to ensure that CLPs are representative and inclusive of the diversity of the communities, as well as to avoid any bias or favoritism that may lead to exclusion.
- Use participatory methods and tools to facilitate dialogue, feedback and collaboration among project participants and beneficiaries. This can help to create safe and inclusive spaces for communication and consultation, as well as to encourage active and meaningful participation and contribution in CLPs. To ensure that the views and needs of different groups are adequately represented and addressed, organize separate discussion groups for men, women, older persons, youth, and other relevant groups to ensure their opinions are taken into account.

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<sup>1</sup> See also the specific [gender consideration](#) and [considerations for persons with disabilities](#) in the CFW annex

- Provide incentives and recognition for participation and contribution in CLPs. This can help to motivate and empower project participants and beneficiaries, as well as to acknowledge and appreciate their diversity and achievements in CLPs.
- To ensure that CLPs are inclusive and responsive to the needs and priorities of all groups and individuals in the site population, a quota or a certain number of projects dedicated to specific marginalized groups may be established. For example, in Yemen, a quota can be set for CLPs that are led by or benefit women, youth, minorities or people with disabilities. This can help to overcome the barriers and challenges that these groups may face in accessing, participating or benefiting from CLPs, and to enhance their representation, empowerment and protection. The quota can be based on the proportion and situation of the marginalized groups in the site population, and on the availability and feasibility of the projects. The quota can also be flexible and adaptable to the changing needs and contexts of the site population.

## Individual vs Community impact

Individual impact refers to the changes or benefits that CLPs bring to the project participants and beneficiaries at the individual level, such as improving their skills, capacities, well-being, income, etc. Community impact refers to the changes or benefits that CLPs bring to the project participants and beneficiaries at the community level, such as improving their infrastructure, services, environment, social cohesion, empowerment, etc. Individual and community impact are not mutually exclusive or contradictory, but rather interdependent and complementary. Individual impact can contribute to community impact by enhancing the skills, capacities and well-being of the project participants and beneficiaries, while community impact can contribute to individual impact by creating a supportive and enabling environment for the project participants and beneficiaries.

However, there may be situations where some individuals or groups may try to profit from CLPs at the expense of others or of the whole community. This may result in unequal or unfair distribution of resources, opportunities or benefits among the project participants and beneficiaries, as well as in conflicts or tensions among them.

Some possible ways to mitigate the risk of individual vs community impact in CLPs are:

- Establishing clear and transparent criteria for selecting and approving CLPs, based on this guidance, as well as on the specific context and needs of each site. The criteria should ensure that the CLPs have a clear community benefit and do not favor certain groups or individuals over others.
- Ensuring diverse and inclusive participation of the site residents in all stages of the CLP cycle, from identification to evaluation, through effective communication, consultation and feedback mechanisms. The participation should reflect the diversity of the site population, including gender, age, disability, ethnicity, religion and other factors that may affect their access and influence.

- Ensure documentation of the consultation rounds conducted to demonstrate the consultative process and community needs.

## Local authority's disapproval

Local authorities, such as ExU or SCMCHA, education, and health authorities, may have different priorities for CLP activities than those identified by the CCCM partner and community. This may result in delays, disruptions, or cancellations of the CLP activities, affecting the quality and timeliness of the projects and potentially exposing the partners and the affected communities to risks.

Some possible ways to mitigate the risk of local authority's disapproval of CLPs are:

- Engage with relevant local authorities at different levels from the onset of the CLP process and maintain regular communication and coordination throughout. Involve ExU/SCMCHA focal point at the site/district level at least during the planning stage of the CLP activities.
- Ensure that the CLP activities are aligned with the CCCM Cluster strategy and are well coordinated with relevant stakeholders including respective technical sectors if relevant.
- Advocate for the participation and empowerment of the affected communities in the CLP process and highlight the benefits of the CLP activities for both the IDPs and the host communities.
- Document and report any challenges or incidents related to local authority's refusal or non-acceptance of the CLP activities to the CCCM Cluster coordination team and seek their support and guidance as needed.

## Environmental degradation

CLPs can play a role in addressing environmental challenges and promoting sustainable practices. However, CLPs must consider the potential environmental impacts of their activities and avoid causing further harm to the natural resources.

Some possible ways to avoid environmental degradation as a result of community-led projects in Yemen are:

- Identify potential risks and opportunities for environmental protection and improvement
- Adopt environmentally friendly practices such as using renewable energy sources, reducing waste generation, recycling materials, conserving water and soil, and restoring vegetation
- Monitor and evaluate the environmental outcomes of the project and make adjustments as needed based on learning and feedback
- Consider nature-based solutions (NBS) that use natural or semi-natural features like rainwater harvesting systems, community gardens, solar-powered water pumps... etc

## Availability of resources

The humanitarian response in Yemen is severely underfunded and faces shortages of supplies, equipment and staff. The partner supporting CLPs should ensure that they have adequate resources to implement their CLPs and that they do not create unrealistic expectations or dependencies among the communities.

Some possible ways to ensure the availability of resources for CLPs are:

- Seeking additional funding from various sources, such as donors, YHF, UNHCR QIPs, private sector, and foundations. The partner should also explore opportunities for co-funding or cost-sharing with other partners or sectors.
- Using local resources and capacities as much as possible, such as materials, labor, skills, and knowledge. The partner should also promote the use of recycled or reused materials, as well as the maintenance and repair of existing facilities and equipment.
- Planning and budgeting realistically and transparently, based on the actual needs and priorities of the communities, as well as on the available resources and capacities. The partner should also monitor and report on the use of resources and the progress of the CLPs regularly and accurately.

## CLP Handover

The CCCM CLP handover<sup>2</sup> is the process of transferring the management and ownership of the community-led projects (CLPs) to the community and relevant stakeholders after the completion of the project implementation. The handover aims to ensure the sustainability and functionality of the CLPs and to foster a sense of ownership and responsibility among the beneficiaries. The following are some of the key aspects to consider for a successful CCCM CLP handover:

- The roles of CCCM partners, the community, relevant stakeholders, such as ExU, SCMCHA, GARWSP, health facility or school management. The CCCM partners, community, and relevant stakeholders should clearly define and agree on the roles and responsibilities of each party involved in the handover process, such as who will be in charge of monitoring, reporting, maintenance, operation, coordination, etc. at the earlier stage of project design. The community should be consulted and engaged throughout the process and their feedback and suggestions should be incorporated into the handover plan. The community should also be aware of the time commitment needed from them to participate in the handover process and to sustain the project outcomes after the handover. This is an essential part of expectation management and community ownership.

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<sup>2</sup> Some CLPs do not require handover due to their nature, such as cash for work, vocational training, income-generating activities, etc. These CLPs are designed to provide short-term or one-time benefits to the beneficiaries and do not involve any physical assets or infrastructure that need to be transferred or maintained. However, the CCCM partners should still ensure that these CLPs are implemented in a participatory and transparent manner and that they adhere to the quality standards and accountability principles.

For example, the community may need to allocate time and resources to attend meetings, trainings, or inspections related to the handover process. They may also need to take on responsibilities such as upkeeping or repairing facilities, operating equipment, or liaising with authorities after the handover. The CCCM partners should communicate these expectations clearly and transparently with the community and ensure that the community, or certain focal points from the community, have the capacity and willingness to fulfill them. The relevant stakeholders should be informed and involved in the handover process and their support and endorsement should be secured.

- Ensure involved community members are trained on how to use and run CLPs properly. Some activities include water standpoints, site maintenance kits, community centers, friendly spaces. The CCCM partners should provide comprehensive and participatory training sessions to the community members who will be directly involved in managing and using the CLPs. The training should cover topics such as how to operate, maintain, repair, report, coordinate, mobilize resources, etc. The training should also include practical exercises and simulations to enhance the skills and confidence of the participants. The CCCM partners should also provide relevant tools and materials to support the community members in their tasks, such as manuals, checklists, forms, etc.

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## Annex 1: SOPs

<p><b>Consult</b></p>	<ol style="list-style-type: none"> <li>1. Identify the community-led projects with the community and other stakeholders             <ol style="list-style-type: none"> <li>a. Use participatory methods such as FGDs, surveys, mapping exercises or other methods to collect data and feedback.</li> <li>b. Establishing a project selection committee (including CCCM agency staff, community members, local authorities if appropriate, host community if appropriate, and others depending on context to analyze and rank the needs according to their urgency, feasibility, impact, and available funding.</li> </ol> </li> </ol>
<p><b>Design</b></p>	<ol style="list-style-type: none"> <li>2. After selecting the priority need, the community shall identify the best solution(s) to meet the need. In this step, clarify:             <ol style="list-style-type: none"> <li>a. Community’s contribution. This refers to the resources and capacities that the community can mobilize and provide for the implementation of the solution, such as labor, skills, materials, tools, funds, etc. For example, if the solution is to build a water point, the community can contribute by digging ditches for the pipes, providing pipes or bricks, building the base for the water stands, etc.</li> <li>b. Contribution from other stakeholders, such as local authorities, landowners, other NGOs, private sector, etc. They can support with resources or capacities for the implementation of the solution, such as permits, land, services, equipment, funds, etc. Using the example of the water point solution, other stakeholders can contribute by granting access to water sources, providing water quality testing or maintenance services, donating pumps or tanks, etc.</li> <li>c. Support needed from the CCCM partner, such as technical guidance, training, monitoring, advocacy, materials, tools, funds, etc. For example, if the solution is to build a water point, the CCCM partner can support by facilitating technical guidance on design and construction standards, training on operation and management, monitoring on quality and functionality, support with coordination gaps, providing materials or tools that are not available or affordable by the community or other stakeholders, etc.</li> <li>d. Cost effectiveness. This refers to the comparison of the costs and benefits of the solution or different possible solutions to meet the same need, considering factors such as feasibility, sustainability, efficiency, impact, etc. The community should identify and compare these costs and benefits for each solution and select the one that is most cost effective according to their criteria and preferences.</li> </ol> </li> <li>3. Support the community in developing a simple project proposal that outlines the objectives, activities, budget and BOQs, key indicators and roles and responsibilities of each entity involved in the project.             <ol style="list-style-type: none"> <li>a. Ensure that the project is <a href="#">coordinated</a> with the relevant technical sector.</li> </ol> </li> </ol>
<p><b>Implement</b></p>	<ol style="list-style-type: none"> <li>4. Carry out the project activities according to the agreed plan. Ensure that all activities are conducted in a participatory manner with active involvement</li> </ol>

	<p>of the community members. Provide regular updates on progress, challenges and achievements to the CCCM cluster coordination team and other stakeholders. Manage any changes or risks that may affect the project delivery or quality.</p>
<b>Monitor</b>	<p>5. Monitor the project performance using quantitative and qualitative methods such as observation, interviews, surveys, feedback mechanisms or other tools. Collect and analyze data on outputs, outcomes and impact of the project activities using predefined indicators and targets. Where possible, take corrective actions to resolve any issues or deviations from the plan.</p>
<b>Hand over</b>	<p>6. Ensure proper <a href="#">handover of the project</a> as per the guidance above.</p>
<b>Evaluate</b>	<p>7. Upon completion, report the CLP on ActivityInfo, attaching the Status Report (annex 2). Involve the community and other stakeholders in assessing the project achievements, challenges, and recommendations.</p> <p>8. Three months after completion of the CLP, conduct an impact evaluation to assess its relevance, effectiveness, efficiency, and impact. Document and share lessons learned, best practices and recommendations for future improvement or replication. Submit the Results and Impact Report (annex 3) in ActivityInfo. <i>Both reports in annexes 2 and 3 will be compiled and shared anonymously with Cluster partners to exchange lessons learned and best practices that will help them in their planning CLPs.</i></p>

## Annex 2: CLP Status Report

to be reported in ActivityInfo upon completion of the CLP

<b>Project location:</b>		<b>Project duration:</b>	DD/MM/YYYY - DD/MM/YYYY
<b>Project objectives:</b>	•		
<b>Progress:</b> <ul style="list-style-type: none"> <li>• Provide a brief overview of the main achievements of the project</li> <li>• Highlight the key indicators and outcomes that show the impact of the project on the community</li> <li>• Mention any changes or deviations from the original plan and explain the reasons and implications</li> </ul>	•		
<b>Challenges:</b> <ul style="list-style-type: none"> <li>• Identify the main difficulties or obstacles that hindered or delayed the project implementation or results</li> <li>• Analyze the root causes and effects of these challenges on the project and the community</li> <li>• Suggest possible solutions or mitigation measures to overcome these challenges</li> </ul>	•		
<b>Recommendation:</b> <ul style="list-style-type: none"> <li>• Provide clear and realistic recommendations to improve the implementation for partners who are interested in implementing a similar project</li> <li>• Where applicable, provide clear and realistic recommendations to sustain the project performance after handover, specify who is responsible for implementing these recommendations and by when, and indicate any resources or support needed to implement such recommendations</li> </ul>	•		
<b>Annexes:</b> <ul style="list-style-type: none"> <li>• Attach any relevant documents or evidence that support or illustrate the project completion, such as photos, graphs, tables, surveys, testimonials, etc.</li> </ul>	•		

## Annex 3: CLP Results and Impact Report

To be reported in ActivityInfo at least 2-3 months after completion of the project, if possible

<b>Project location:</b>		<b>Report date:</b>	DD/MM/YYYY
<b>Methodology:</b> <ul style="list-style-type: none"> <li>How did you measure CLP's results and impact? How did you involve CLP participants and the general site community in the feedback process?</li> <li>Please mention any limitations or ethical considerations of your data collection or analysis</li> </ul>		<i>(ex: quantitative assessment, qualitative data through interviews/observation/FDG.. etc)</i>	
<b>Results:</b> Summarize your quantitative and/or qualitative data that shows what outputs and outcomes achieved with the CLP. You may use tables, charts, graphs or other visual aids. You may also include testimonials or case studies from the community or other stakeholders to highlight their feedback.			
<b>Impact:</b> Analyze how the CLP has contributed to short or medium changes in the lives of the community or other stakeholders. You may use indicators such as well-being, resilience, empowerment, social cohesion or other methods to demonstrate the CLP's impact. You may also compare your results with baseline data or counterfactual scenarios to show what would have happened without the CLP.			
<b>Challenges:</b> Discuss any difficulties or obstacles the community and stakeholders encountered to maintain the project in the last months. Include any anticipated challenges in the short and medium term. You may also mention how they have been addressed.			
<b>Lessons learned:</b> Reflect on what worked well and what did not work well in the CLP. You may also share any best practices or recommendations for future improvement or replication of the CLP.			

## Annex 4: CFW

The following guidelines were adopted from the Sep 2022 *Technical Guidelines for Livelihood Conditional Cash Transfer (CCT) Programmes for unskilled labor in Yemen*. Adjustments may be made by partners based on the labor market unskilled labor rates.

1. The CFW rates per working day are<sup>3</sup>:
  - a. In IRG areas of control: YER 9,300 (*based on a monthly rate of YER 139,000, 15 days of work/month*)
  - b. In DFA areas of control: YER 5,200 (*based on a monthly rate of YER 77,500, 15 days of work/month*)
2. Six working hours should be considered as maximum working hours / day.
3. In the event of a depreciation of the YER, it is envisaged that partners will make savings due to the conversion from USD to YER. Savings can be utilized to engage new participants to complete the ongoing activities, or provide more work days to the same beneficiaries.
4. Before undertaking a CCT programme, it is critical to verify the following:
  - a. The average daily Local Market Unskilled Labor Rate (LMULR) at Governorate level. CCCM Subnational Cluster Coordinators can support by verifying with the FSAC coordinator in the hub
  - b. Markets are functioning
  - c. Assets to be built or rehabilitated will meet the basic needs of the community
5. When selecting the time and duration of a CFW activity, partners must consider that communities may already be engaged in other livelihood and productive activities. For example, if a CFW project is targeting a community whose employment is primarily in agriculture, it is best to start it during the off-season.
6. Work during the hot summer season when temperatures reach upward of 40 °C should be delayed, or alternative working arrangements put in place.
7. All CFW activities should adopt a “do no harm” approach through a preliminary assessment to ensure that assets created will not trigger conflicts within the community through unintended marginalization or discrimination of certain groups and should ensure equal access to the planned CFW opportunities to men, women, persons with disabilities and persons from marginalized groups.

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<sup>3</sup> Some activities can be implemented on a lump sum or unit basis, such as painting, building, plastering, and tiles. In this case, the CFW rates per working day may not apply. Instead, unskilled or skilled laborers receive their wages either once they complete the agreed activity or in installments, depending on the contract terms and conditions. Partners should ensure that the wages paid for these activities are in line with the prevailing market rates and do not create distortions or disincentives for other livelihood opportunities.

## Gender considerations

8. In many situations, the participation of women in public CFW activities is conditioned by local socio-economic and cultural circumstances. In communities with few work opportunities and where wage work is traditionally reserved for men, women face many obstacles in seeking work in CFW activities. Furthermore, public works programmes should consider that women are often already occupied with domestic and other tasks.
9. To encourage women to participate in these activities, it is important to determine the gendered division of labor in the HHs and the time available to women for conditional cash programmes activities.
10. Designing CFW activities for women should take into consideration the following:
  - a. Cultural acceptability - teams composed of men and women might generate disapproval for religious/cultural reasons. Different tasks could be proposed in different sites and teams should be set up per gender when needed.
  - b. Women's potential time commitment to domestic tasks and childcare means programming for targeting women should be tailored and take this into account with measures such as shorter working days, different timing arrangements, childcare arrangement and appropriate tasks. Substitution of other HH members is acceptable. It is important to discuss these needed arrangements with potential beneficiaries of CFW programming as each personal situation is specific and actors should refrain from considering all women under a monolithic category.

## Considerations for persons with disabilities

11. In many situations, the participation of persons with disabilities (PwD) in CFW activities is limited. PwD faces many obstacles to accessing livelihood opportunities.
12. To encourage PwD to participate and benefit economically from these activities, and avoid their structural marginalization, it is important to determine specific activities that can be performed by persons with disabilities in this location interested to participate in CFW program.
13. Designing CFW activities for PwD should take into consideration the following:
  - a. Diversity and inclusion - teams should be trained to be sensitive to disabilities and treat beneficiaries with respect. Different tasks could be proposed in different sites depending on the capacities of the beneficiaries.
  - b. Program teams should support tailoring the activities with measures such as shorter working days, different timing arrangements, appropriate tasks, provision of protective equipment, etc. It is important to discuss these needed arrangements with potential beneficiaries of CFW programming as each personal situation is specific and actors should refrain from considering all PwD under a monolithic category and as a group unable to conduct manual or physical work.