



**PROGRAM MODEL  
GROWING WITH YOU**

**Work to build a better world**  
More protection, less violence



**GROWING  
WITH YOU**

# Work to build a better world

More protection, less violence



*A world where children exercise their rights and reach their full potential.*

HOME



Each section is an active link, click on the title and you can navigate through the document.



## WHO IS CHILDFUND?

## PARTNERSHIP

## PROGRAM MODEL

## MONITORING

## LEARNING COMMUNITY

## ANNEXES

1.

1.1 ChildFund International and The ChildFund Alliance	4
1.2 Funding sources	5
1.3 Approach to child development	6
1.3.1 ChildFund's theory of change	6
1.3.2 Approach based in Gender Rights and Diversity	8
1.3.3 Protection focus	13
1.3.4 Participation of children and ChildFund's Area of excellence	16
1.3.5 Why Growing With You	17
?	

2.

2.1 How and with whom we We work?	19
2.2 Strong local partners and associates	20
2.3 Community mobilization	20
2.3.1 Community	20
2.4 Roles and responsibilities of	21
ChildFund's local partners	
2.4.1 Local partners	21
2.5 Advocacy and local partners	22
2.5.1. Political advocacy to ChildFund	22
2.5.2. Political advocacy In the Growing With You model	23
2.5.3 Government	24
2.6 Potential partners	25

3.

3.1 Generalities of the Model	27
3.2 Why Program Models?	28
3.3 Logical Framework	29
3.4 Child protection lens	31
3.5 Technical components	31
3.6 Support to child development milestones	35
3.7 Sponsorship and program	37
3.7.1 Integration	37
3.7.2 Magic moments in the program's articulation	37
3.7.3 Communications	39
3.8 Child participation	39
3.9 Curricular content, Method, and tools	40
3.10 Follow-up moments with caretakers	
3.11 Support and training	42
3.12 Risk analysis	43

4.

4.1 Partnership Agreements:	44
4.2 Disaster Risk and Emergency response	44
4.3 Sustainability strategy	
4.4 Monitoring, Evaluation and Learning (MEL)	45
4.4.1 How to know the quality and success?	45
4.4.2 ChildFund's approach To Monitoring, Evaluation and Learning (MEL)	45
	47
4.4.3 Quality assurance and continuous improvement	49
3.Caregiver follow-up moments	42
4.5 Budgeting	49
4.6 Theoretical framework and tools	50

People who have participated in the process of co-creation of the Growing With You program

44

49

42

49

50

6.

6.	54	<ul style="list-style-type: none"> <li>Partnership Matrix</li> <li>Potential partners</li> <li>Logical framework</li> <li>"Destination 2020"</li> <li>Reference manual for ChildFund's theories of change</li> <li>Theories of change analysis matrix for Program Models</li> <li>Content implementation map</li> </ul>	55
		<ul style="list-style-type: none"> <li>Detailed Curricular Content</li> <li>Methodologies that are part of the Program Model</li> <li>Knowledge survey, attitudes and practices – KAP</li> <li>Detailed budget guide</li> </ul>	



# I. WHO IS CHILDFUND?

## 1.1 ChildFund International and the ChildFund Alliance

ChildFund Alliance is a global network of child-centered development organizations, working in the poorest countries of the world, to create opportunities for disadvantaged children. The mission of each member of the ChildFund Alliance is to create long-term solutions that are sustainable and based on community development to face problems affecting children and their families. With the combined strength of 12 organizations that make up the alliance, ChildFund encompasses and expands the scope and reach of its members, to change the underlying conditions that prevent girls, children, adolescents and youth reach their full potential.

ChildFund International, a member of the ChildFund Alliance is an organization of independent development, with over 75 years of presence in the world, implementing sustainable development programs focused on children. ChildFund International has global presence in 25 countries around the world, implements its programs through 326 partner organizations influencing millions of children, adolescents and youth.

The **Vision** of ChildFund International is "a world in which infants, girls, children, adolescents and youth to exercise their rights and fulfill their potential."

The **Mission** of ChildFund International is "Helping infants, girls, children, adolescents and youth living in conditions of deprivation, exclusion and vulnerability to be able to improve their lives and the opportunity to become young adults, mothers, fathers and leaders who generate positive and lasting change in their communities. Promote societies whose individuals and institutions involved in the protection and promotion of value and rights of children. Enrich the lives of employees of ChildFund through their support to the organization's cause. "

In 2016 ChildFund, globally celebrated its achievements in the context of its overall strategic plan developed in 2010 whose objectives were aimed at developing strong core programs and have allowed evidence that the situation of life of infants, girls, children, adolescents and youth (INNAJ); families and communities has improved in terms of the exercise of children's rights at various levels. However, it was clear that the current challenges are multidimensional and that in order to overcome them requires social actors re-invent in order to accelerate the achievement of the desired impact.



ChildFund International in its 2017-2020 global strategy called "Destination 2020: Innovation, value and impact"; clearly describes the organizational priorities and mechanisms for measuring success that have been established for the purpose. The strategy for this period has identified strategic lines related to the emphasis Protection of Children in the programs implemented, generating a culture of innovation to achieve greater impact and a lasting relationship with donors. For which purpose, program models propose a comprehensive and coordinated view of the different organizational components, including the partnerships.

## 1.2 Funding Sources

ChildFund work is made possible by a wide range of funding sources, including ChildFund own funds, which come from individual donors, are an important source. These donors consistently contribute to support the implementation of programs to generate integral development of infants, children, adolescents and youth and at the same time impact on their community environment, with an ecological approach.

Organizing individual sponsorship has historically been the main source of funding for ChildFund. These funds from individual donors support the long-term presence, which simultaneously allows a direct link with the process of development of children, families and communities, with the understanding that sustainable development is an ongoing effort over time. With the funds pooled at the community level:

Children, adolescents, their families and communities have the ability to generate an active participation in local level interventions.

You can work with children throughout their child and design programs to create the best conditions for this target population in each life stage.

You can establish strong and lasting relationships with local partners. Besides being a best practice in global development, this aligns with funding trends as governments and individual donors increasingly direct their resources to local organizations

ChildFund International combines the possibility of having sponsorship funds with a business development strategy and generating new opportunities for donors over time in order to complement the existing model and support programs. The organizational goal in this sense is to nurture and cultivate existing relationships with current donors and sponsors while attracting new donors to join this network of contributions.

Within this resource diversification strategy, international donors add and grant resources to fund projects that contribute to program models, so the strategy incorporates the capture of resources of private enterprises and other organizations. This wide range of funding sources will contribute to reach the proposed goals and generate greater impact.



## 1.3 Approach to Child Development

### 1.3.1 ChildFund's Change Theory

The theory of organizational change hypothesizes how ChildFund expects change to happen in the world. The dual purpose or central goal is to help children and adolescents found in conditions of deprivation, exclusion and vulnerability to improve their lives and become young adults who bring positive change to their communities, and promote societies that value, protect and promote the value and rights of children.

Through the theory of organizational change, the results presented focus on the optimal development of children and adolescents in each stage of their lives. ChildFund works with and for girls, boys, adolescents and youth during their first decades of life. The organizational change theory approaches them in every stage of life to customize interventions and position them according to the child development milestones as they transform from children to young adults. Like this, the life stages are listed as follows:

- » Life Stage 1: Infants and children from 0 to 5 years
- » Life Stage 2: Children and adolescents aged 6 to 14 years
- » Life Stage 3: adolescents and youth aged 15 to 24 years

**The goal of life stage 1 is to support the safe and healthy development of infants and children from 0 to 5 years of age in communities with conditions of deprivation, exclusion and vulnerability.**

The goal of ChildFund is that infants and children develop their potential, that they be in good physical and mental health, and may live in stable families interact in non-violent ways and supportive communities.

Theories of change at each stage of life have **Domains**<sup>1</sup> and **Pathways**<sup>2</sup> that allow to group in a logical way the organizational hypothesis and the different areas that the organization has established that are required to achieve a lasting change in child and adolescence.

<sup>1</sup> For ChildFund, domains of change are areas where change is essential to achieve a goal of long-term impact. A domain change may seek changes in any of the following ways: (1) interactions and power relationships between individuals or groups of people; (2) changes in attitudes, values and behaviors within an individual, family, community or society in general; (3) structures or policies that support these institutions. Domains change globally defined in the change theories life stages ChildFund.

<sup>2</sup> Pathways are like a road-map where an idea of fate is done, but you have to experiment and learn how to find an effective way to get there. Based on addressing the challenges and key issues, the trails are built on a set of assumptions about (1) what types of activities are necessary to achieve the results for which they are working, (2) What should happen (e.g. change in individuals, groups, families, communities, or society in general) so that the goals of social impacts are met. Trails establish what is believed to be the most relevant and realistic means to achieve change as defined in the domains, based on evidence which supports or hinders the development of children.



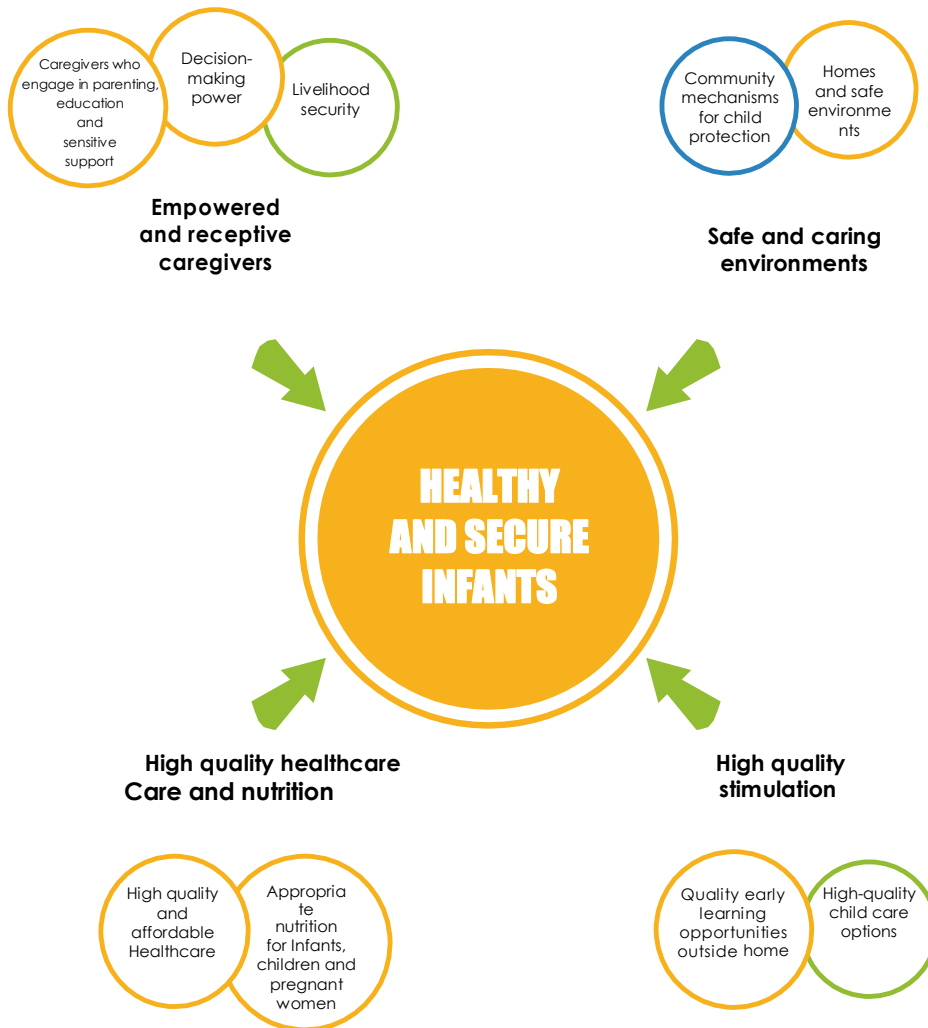
The Growing With You model bases and focuses on working in the following domains:

**a) Empowered and receptive caregivers**

**b) Quality healthcare and Nutrition**

**c) Safe and caring environments. Of these three domains, six paths described below must be prioritized.**

Pathway 1:	Pathway 2:	Pathway 3:	Pathway 4:	Pathway 5:	Pathway 6:
Decision-making and empowered caregivers of infants, children, children from 0 to 5 years old.	Children 0 to 5 years of age must have caregivers who are involved in parenting, education and sensitive support.	Effective community based mechanisms for child protection.	Safe homes and environments.	Accessible healthcare	Proper nutrition for children from 0 to 5 years of age and pregnant mothers.
Standard Pathway: primary caregivers significantly involved in decision-making by infants, children, children from 0 to 5 years of age.	Standard Pathway: All infants, girls, children from 0 to 5 years of age are cared for by primary caregivers who have access to parent education and support networks, and provide incentives for development.	Standard Pathway: Community members understand child protection, maintain, and use functional mechanisms to address cases of abuse, neglect and exploitation.	Standard Pathway: All infants, girls, boys from 0 to 5 years of age must be living in safe households and communities	Standard Pathway: All infants, girls, children from 0 to 5 years of age and pregnant women have access to quality medical services.	Standard Pathway: All infants, girls, children from 0 to 5 years of age and pregnant mothers must have enough nutritious food.



This graph represents Domains and Paths of Life Stage 1.

- Orange are represented in the prioritized Paths in the Growing With You model.
- The blue Path represents the transversal approach to Children and community Protection mechanisms.

### 1.3.2 Approach based in Gender Rights and Diversity

According to the Office of the United Nations High Commissioner for Human Rights<sup>3</sup> "...human rights<sup>3</sup> are Universal legal guarantees that protect individuals and groups against actions and omissions that interfere with the freedoms and fundamental rights and human dignity", And have the following characteristics:

- They are universal, inalienable rights of all human beings (without discrimination on grounds of race, color, sex, language, political or other opinion, national or social origin, property, birth or other status)
- Focus on the intrinsic dignity and the equal value of all Humans
- They are the same (economic, political, cultural and social rights, civil, have equal validity and importance) are indivisible and interdependent
- They cannot be suspended or withdrawn
- Impose obligations of action and omission, particularly the states and state agents
- They have been guaranteed by the international community
- They are protected by law.
- They protect individuals and up to a certain point, groups.
- You cannot give them up





Since the promulgation of the Convention on the Rights of the Child (1989) legislation has been adapted to the principles covered in the Universal Declaration of Human Rights. Although legislation and the legal system of each country is usually different, almost all countries have been devoting special measures for their protection, at a legislative level and even constitutional rights.

**Children's rights** include the following:

- To life.
- To healthcare
- To rest, leisure, play, creativity and Recreational activities.
- To freedom of expression and to share their points of view with others
- To a name and a nationality.
- To a family.
- To protection during armed conflicts.
- To freedom of thought, conscience and religion.
- To protection against neglect or negligent treatment.
- To protection against child labor and economic exploitation in general.
- Education, which shall be free and compulsory, at least in the elementary stages.
- To protection against all kinds of sexual exploitation / or abuse

The practical application of human rights is sensitive to the culture or cultural context, under the concept that all cultures are changed over time by internal and external factors (UNHCHR, 2006). Cultural practices must be seen in the light of human rights; if they violate human rights, they are considered harmful practices that need to disappear or be changed (e.g. female genital mutilation / preventing girls from attending school).

In the context of human rights, there are two important terms:

#### Holders of rights:

"A person or groups of persons to whom the ownership, exercise and guarantees of rights are referred" (FONDGCAM); they have the right and the obligation to demand the compliance of human rights.

#### Duty bearers:

Also known as duty holders, they are actors whose responsibilities and compliance with human rights can be demanded (obligation to respect, protect and enforce those rights in favor of those who are holders of rights. Among them, is the state as the primary duty bearer, but there are also those that are called moral duty bearers, like organizations, businesses and individuals.



## What is human development and how it is measured?

Human development is a process that offers people greater opportunities and emphasizes the satisfaction of the rights of the human being to be in good health, to have education and enjoy dignified living conditions including political freedom and participation as well as other human rights. It seeks to sustain the gains made over time, to fight against the processes that impoverish people, and to stop oppression and structural injustice. The current human development framework is flexible, dynamic, empowering and focuses on people as its main concern<sup>4</sup>

- Equity
- Sustainability
- Respect for human rights

And other essential livelihoods:

- Democratic governance
- The rule of law
- Peace and security

According to the UN, good governance<sup>5</sup> in total congruence with human rights by basing both on "basic principles of participation, accountability, transparency and State responsibility."

<sup>4</sup> UNDP, 2010 and 2000

<sup>5</sup> Governance: A concept that emerged in the late 80s: "Governance refers to mechanisms, institutions and processes through which authority is exercised in the conduct of public affairs" (OHCHR, 2006: 17) .

Currently, and since 1990, the United Nations Development Program is the entity in charge of reporting to the world on the progress in human development of each country, under the implementation of several measurement tools.

## Why development and rights together?

UNDP (2000) indicates that since the end of the Cold War<sup>6</sup>, they have parallel paths and then converged to a common purpose: "**Guarantee freedom, welfare and dignity of every human being.**" According to the Human Development Report 2000:

Human rights are an intrinsic part of developing

Development is a means to make human rights a reality

Human rights incorporate the principles of responsibility and social justice into the process of human development.

The fight for human rights is a common purpose between people

<sup>6</sup> Cold War confrontation between the Western-capitalist blocs with US leadership and communist East under the leadership of the Soviet Union, which occurred since the end of World War II (1945) until the dissolution of the USSR (1991).



In 2005, during the UN World Summit, the focal point on the discussion table was putting human rights at the center of all the efforts of the organization. Since then, much progress has been made and the focus remains constant.

"The Rights Based Approach is a framework that integrates the norms, principles, standards and objectives of the international human rights system into development plans and processes<sup>7</sup>." Although human rights have an indivisibility character and have equal value, for practical reasons it is possible (necessary) to prioritize them. The NGOs, which have assumed a Rights Based Approach, fulfill a role of social change agents assuming the responsibility that falls to them as moral holders of duties promoting the satisfaction / guarantee of certain rights - often determined by their programmatic choice (in ChildFund's case: girls, boys, adolescents and youth)."

From inside of ChildFund, the application of the concept of human agency for social change where *Lorandi* explains that to give agency, requires the positive involvement and active participation of children and youth<sup>8</sup> Understood as processes gradually developed and improved. These processes must lead to meaningful learning and empowering experiences and, for this, creating the necessary conditions, means and spaces for GBAY to act on their own behalf and under their own terms and not under the direction of others.

<sup>7</sup> Kirkemann & Martin, 2007

<sup>8</sup> Although the paper focuses on adolescence and youth, for practical purposes, this also extends to child.

<sup>9</sup> Empowerment: attitudinal, structural and cultural process that allows them to increase the ability, authority and action for decision-making and significant changes in their own lives and the lives of others, including young adults (Vavrus & Fletcher, 2006 in Lorandi, 2009: 1)

Leading them to develop skills to create life choices, make informed decisions freely, act on those decisions and then accept responsibility for the consequences of their actions.

Other elements that provide the opportunity for alignment with ChildFund International's strategies are:

- Application of the gender perspective to the differences challenges faced by women and men.
- Prioritization of children and youth with greater exclusion and vulnerability.
- Planning taking into account aspects related to youth in crisis (society in crisis affecting youth and / or youth in crisis affecting society), Under compliance and addressing of risk factors.
- Adopt processes and key actions for the implementation of a framework to promote the development of "agency" in girls, boys, adolescents and youth and the implementation of the ChildFund's strategy.
- Scale up best practices by assuming greater influence.



In order for girls, boys, adolescents and youth to be taken into account as rights holders, various intervention components that can offer sustenance and also provide some indications of action with duty-bearers are broken down:

1. Involve girls, boys, adolescents and youth in meaningful learning-action-involvement processes.  
(Opportunities to: develop character and attitude of overcoming personal and collective challenges; learn useful things by themselves; learn with and from others, sharing ideas, advances, problems and dreams; put into action or practice what has been learned while being useful to others; have fun while learning and acting).
2. Facilitate methods and tools for meaningful and quality learning-action-engagement including:
  - a. The cycle of **psychosocial development** in areas of personal and social development such as self-esteem; motivation; knowing how to improve themselves and their context to make a difference; making the decision on whether or not to be different and how to achieve it; acting on their own behalf and on behalf of what surrounds them with their own plans of action.
  - b. The **Conflict transformation** through the learning and practice of non-violent behaviors based on the development of conflict transformation and peacebuilding skills and positive change-oriented attitudes and behaviors.
  - c. The **involvement** cycle: listen to them; validate their opinions with criticism, comments or feedback; trust their decisions and open them up to opportunities for action; mobilize them as active agents of change and leaders; reflect critically making them take responsibility for learning from their actions.
  - d. Participative **action-research, social entrepreneurship and leadership**.
  - e. **Strengthening analytical and strategic thinking** through context and advocacy analysis.
3. Promote supportive environments and relationships to improve quality learning-action-involvement processes:
  - a. **Protective and supportive environments** to foster their development and empowerment (agreements with duty-bearers) so that leadership can be developed
  - b. **Building influential relationships** to create their own protective fields so that they have a healthy development and transition to adulthood and opening spaces for positive involvement.
4. Build a solid foundation and stable operating infrastructure at all levels of the organization for effective engagement.
  - a. Outreach strategies for **effective engagement** (connecting with existing organizations, ensuring diversity in participation, rotating leaders to ensure continuity, etc.).
  - b. Establish adequate working facilities and environments (support system that provides them with work space in their own communities, office resources, etc.).



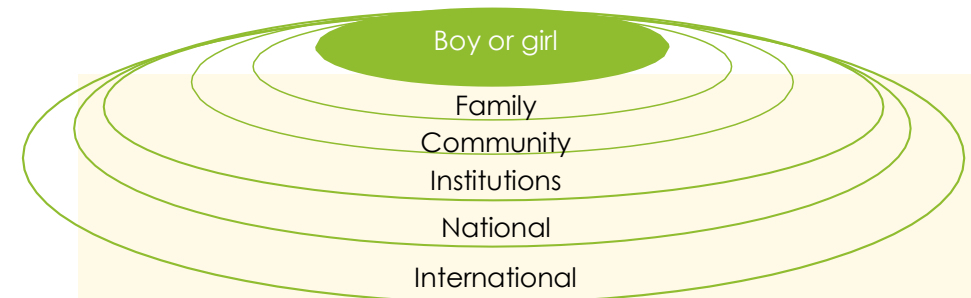
- c. Build common understanding and agreement among all stakeholders, internally and externally within the organization, about their **participation in change processes**.
- d. Involve them in **participatory processes of serious research** and analysis for the identification of issues and focal points for action.
- e. Create mixed work teams with their participation and that of adults to achieve common objectives.
- f. **Develop the capacity of** adult women and men to work with and support them effectively.
- g. Forge **opportunities for continued access and influence** that involves cultivating an audience and creating demand for the involvement of children and youth.

### 1.3.3 Protection Focus

The Protection Approach is framed in compliance with the Convention on the Rights of the Child in order to promote respect for children and adolescents. It is based on the observation and general consensus regarding the need to redouble efforts in assistance, special care and protection of children. The Convention on the Rights of the Child defines that children have "the right to the promotion of the best interests of the child, to protection from sexual exploitation, armed conflict, narcotics, abuse and neglect, and to rehabilitative care after neglect, exploitation or abuse".<sup>10</sup>

The ChildFund's approach to child protection takes into consideration that violations of the rights of children and adolescents are generally part of cumulative and interconnected disadvantages.

<sup>10</sup> "Children and adolescents 28 years of the Convention on the Rights of the Child", Module 1.



It therefore frames its child protection programmatic responses within the paradigm based on a holistic approach. It also focuses on ensuring children's right to protection through specific measures to prevent and respond to abuse, neglect, violence and exploitation. In this way, ChildFund is taking a systemic approach to child protection; its child protection initiative is integrated with other programs and also undertaken through specialized interventions to mitigate the specific risks and adversities that impact infants, children, adolescents and youth in conditions of deprivation, exclusion and vulnerability.<sup>11</sup>

ChildFund strengthens preventive and protective measures at local levels along with overall child protection and child welfare systems, ensuring that girls, boys, adolescents and youth are active agents in their own protection, based on their evolving capacity.

<sup>11</sup> Document Protection of children in ChildFund: 2017-2020 global initiative.

The **ChildFund Protection Strategy outlines** identifies specific investments in capacity building, knowledge and actions at all levels of the organization and within its collaborations with local partners in order to:



1. Identify, prevent and respond to abuse, neglect, exploitation and all forms of violence against children.
2. Mobilize families and communities to better care for and protect children, deepen community knowledge of child protection and link it to support services, and improve formal and informal structures that protect children.
3. Create opportunities for girls, boys, adolescents and youth to be heard and act for their own protection and the protection of their peers.
4. Mobilize formal government systems to carry out coordinated services for the protection and well-being of children including alternative care where necessary.
5. Ensure that child protection systems and interventions are appropriate for children and youth.
6. Ensure a focus on child protection in emergency response.



Growing With You model program contributes significantly to the protection of children.

1. **First**, the model responds to the global demand for greater emphasis on child protection by addressing directly addresses protection issues such as discipline and family stress, and addresses them from the home context. Providing strong support to primary caregivers will ensure that infants and young children have more positive and less negative experiences during early child, experiences that research suggests may have lifelong consequences. Using a strengths-based approach, the Growing With You Model will support primary caregivers in caring for their children.
2. **Second**, the Growing With You Model focuses on the critical role and needs of primary caregivers. In this sense, this program model will support these caregivers to train them in how to care for themselves, to ensure that they are well enough to care for their families and their young children. Facing challenges, such as self-esteem and decision-making, the program model adopts a comprehensive protection perspective.
3. **Third**, the Growing With You Model has strong links to community based child, adolescent and youth protection mechanisms (MPBC). By linking caregivers to these mechanisms, making them aware of the functions that these protection mechanisms through the program model will enable them to take protection actions for their families. In addition, community based protection mechanisms play a key role, together with community facilitators, in identifying families with children at higher risk of violence, exploitation, neglect or abuse for follow-up through home visits. Community based protection mechanisms are a significant source of support for caregivers. infants.  
  
The model will specifically address **"Special Protection"** which will enable primary caregivers to be trained according to their involvement in preventing and responding to violence, abuse, exploitation and neglect, strengthening rights, gender and diversity approaches, as well as **"Positive Parenting"** which will aim to infuse protective factors into their children at an early age, raising them with discipline and care strategies but without violence. Finally, the model includes **"Self-Care"** that focuses on the importance of self-care in order to take care of your child.



### 1.3.4 Child participation and ChildFund's area of excellence

*The participation of Children throughout the program includes specific opportunities for the meaningful participation of infants, children, adolescents and youth in activities throughout the implementation of the program. This includes how safe spaces will be developed for their participation in actions related to the implementation of the Program Models, as well as the identification of any protection-related risks to be considered.*

There are several important protection considerations regarding the participation of infants, girls and boys in the Growing With You Model.

- Images of model materials should be positive as far as possible, because the children will be present for sessions and can be influenced by the images they see. If positive images are used and children are interested in them, this could represent a learning opportunity for them. Similarly, negative images or that place children in situations of victimization, or are not culturally relevant, can represent a harmful situation for infants, babies and young children.
- It is recommended not to use any representation that refers to different types of violence that denigrates or place people in situations of inferiority or that have the following characteristics: women and girls, indigenous children or Afro-descendant children, or children with disabilities, or of a different national origin. A careful examination of the nature of the graphic elements created for use with the model is necessary.
- The role of girls and boys should only be incorporated into appropriate activities and those in which they feel comfortable.
- Before the model is implemented, the facilitators should guide caregivers through dialogue with their infants, according to age, to assess whether they would like to be in a new group or a new communitarian facilitator/technician.
- In each session, facilitators should tell caregivers who ask their infants if they want to participate that day.
- Prior to the start of each session, the facilitator should warn the caregiver if any of the content is not appropriate for children. In those days, it does not include children in representations. In addition, regardless of content, children may be sick, tired or have no desire to participate in any session, their participation is not required
- Facilitators must ensure that caregivers understand that the needs of their infants are the most important aspect of the program.
- Periodic dialogues with infants throughout the program are important to understand aspects of the program that they like or dislike, at the appropriate age.
- Listening to young children to understand how the model is changing the relationship between infants and their caregivers ensures the model's adaptability and excellence.
- The conscientious participation of infants and youngsters in the Growing With You Model is very important for the infant's well-being.





### 1.3.5 Why GROWING WITH YOU?

The Growing With You name was proposed and selected by the members who were part of the process of co-creating the model program through the Learning Communities.

The name **Growing With You** is related to:

- Mothers, fathers and caregivers walking with their children to ensure their own growth and development and that they have all the necessary tools to provide their children with a protective environment and positive parenting.
- Indeed, the model emphasizes the work that mothers, fathers and caregivers need to do to learn and discover new ways of caring for and interacting with their children, as well as taking care of themselves. A parent or caregiver who learns and cares for himself or herself is better at providing this same growth and care for his or her children.



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WITH YOU**





## 2. PARTNERSHIP

The validity of the **Sustainable Development Goals** highlights the need to work in partnerships to achieve effective results and generate greater impacts in an efficient and sustainable manner. This global objective convenes and encourages organizations from different sectors to generate strategies that allow them to achieve their organizational objectives through partnerships and strategic alliances with organizations that share common visions and objectives.

According to The Partnership Initiative,<sup>12</sup> the hypothesis behind the partnership approach is that only through comprehensive and broad collaboration between all sectors can they ensure that sustainable development initiatives are sufficiently integrated and coherent so that they can contribute to tackling the most complex problems. Isolated work, sometimes with interventions that generate competition among actors, or duplication of efforts generate an inappropriate use of resources. In addition, disjointed work has sometimes influenced the reinforcement of a culture of signposting where negligence and chaos is attributed to a third party as their fault. In this context, the partners promote an opportunity to manage development through the recognition of the competencies and qualities of each sector and the possibilities of linking them for the common good.

Working in partnership promotes innovative approaches to face development challenges, contributes to generate facilitating mechanisms to share competencies and capacities in order to achieve common and complementary objectives in a more efficient, legitimate and sustainable way than in the cases in which each actor operates separately. In addition, the partners facilitate access to diversify human, technical, knowledge, physical and financial resources.

Finally, the partners contribute to the dynamism of collaborative networks and encourage collective commitment in the community, as well as increasing the capacity to influence the public agenda. These dimensions of the partnership are based on a greater understanding of the values and contributions of each actor, which favors the construction of more integrated and stable societies. When incorporating the partnership approach, it is essential to recognize that it poses key challenges that must be addressed effectively, while recognizing that each actor sets its own priorities and may have difficulty accepting the priorities of other actors. However, the analysis of these conditions must be considered and their differences recognized in order to reach a common commitment. In this sense, the partners must be willing to work together based on principles of equity, transparency and mutual benefit.

<sup>12</sup> "The Partnering Toolkit", 2011, The Partnering Initiative.



**Equity** guides the value added that each partner brings.

**Transparency** by virtue that it orients to the confidence, that is to say, that the partners have the will to innovate and to take risks together

**Mutual benefit**, becomes commitment because it favors the construction and maintenance of the partner in the long term.

These principles must be built collectively and promoted throughout the partnership cycle. It is necessary to promote joint exploration and open discussion of these principles among potential partners prior to the formalization of the partnership relationship even if the values were modified in the evolution of the relationship under the agreement of the actors. What is important is that each of the partners accept and agree to adopt and adhere to these common values and principles.

At the global level ChildFund has developed several documents that guide and contribute to promote, build and strengthen partnerships at different levels:

- Destination 2020 Global Strategy
- Local Partner Global Strategy "Strategy", FY14-FY20
- Concept Note for Local Partner Evaluation (Local Partner Assessment Concept Note)
- Local Partner Assessment Guidance
- Partnership Strategy (update January 2018)

## 2.1 How and with whom do we work?

As described in the **Organizational Partners Strategy** (updated January 2018), the aspiration is for ChildFund to become an international development organization working with a portfolio of strong strategic partners who constitute a powerful force, capable of delivering central programs focused on child development at the local-community level and that at the same time contribute to broader advocacy efforts with and for children and youth on aspects of their development, rights and protection at the national, regional and global levels.

The strategy of partners additionally states that it requires the consolidation of a portfolio of strong partners who, guided by a partnership strategy puts forward a shared vision of the future. This shared vision allows a competitive advantage in the partnership, an effective response to the challenges faced by the most marginalized and excluded population both in everyday conditions and in emergency situations. This will expand the geographical reach of interventions, generating joint innovation, legitimizing and deepening advocacy efforts, increasing the economic value of Program Models and positioning ChildFund to increase financial revenues from local and international grants and donors.

Alignment with the institutional purpose requires the development and strengthening of an approach of strategic partners oriented to its fulfillment in the different organizational levels. This approach should establish long-term programmatic objectives, partner decisions based on the analysis of individual contributions in pursuit of a shared mission, purposes and objectives linked to results and compatibility in mission and organizational values.



The portfolio of partners, according to the strategy of ChildFund, must, for its part, catalyze an institutional asset that based on strong and long-term partnerships generate credibility and external reputation. To this end, the actors in this partnership portfolio must play a clear role in meeting the strategic objectives and be able to achieve quality standards in the management and governance of programs, which in turn catapults strong partners, as well as the brand of the organization, to leverage their profiles and opportunities for growth and sustainability.

## 2.2 Strong local partners

Within the framework of developing a network of strong partners, ChildFund Country Offices need to clearly express their value proposition in the partnership, so that other actors clearly identify the differentiating elements that summon them in their nature as local or national organizations to form part of a collective effort that promotes and protects children and adolescents who experience situations of deprivation, exclusion and vulnerability. The value proposition therefore needs to become the starting point for the consolidation of partnerships with current partners, as well as in the process of incorporating new strong partners.

The Program Model allows the promotion of a portfolio of partners that facilitates the participation of adolescents, youth as leaders and defenders of rights in the political, social and economic spheres at the local and national levels. Likewise, the portfolio of partners should contribute to strengthening an organized civil society that leverages knowledge and resources in the development and implementation of best practices and in political advocacy as fundamental elements for the fulfillment of the rights of children and adolescents.

There are several ways of partnering to help generate greater impact in the communities where the Programs are implemented. In the following matrix you will find some of the ways in which this diversity of partners can be generated. **See Annex # 1**, Partner Dimension.

## 2.3 Community Mobilization

The Growing With You model recognizes communities as bodies that move together in the search for solutions and management of their own development; with this a scaffolding that will allow the sustainability of the implementation of the model, in turn that this body will allow spaces for consultation, dialogue, communication, agreements that benefit and advocate for children, as well as recognition of parents and caregivers as key actors in the process. Mobility for the purposes of political advocacy, awareness-raising and changing limiting social paradigms.

### 2.3.1 Community

It is here where diverse dynamics can be observed moved by actors who, by their decision, role or responsibility, will focus on actions and that, with the appropriation of the program model, will allow the organization and the concrete action that the model identifies. In this sense, three key actors are identified:

#### Volunteers and roles that can perform

- a. Mobilization of participating caregivers and the wider community, including community leaders and support for caregivers and the needs of infants and other program content. It also addresses a broad social context through stimulation of caregiver.



- b. Facilitation: Community facilitators learn the program with caregivers.
- Supervision: Community facilitator leaders supervise and support all community facilitators during regular and in-service sessions during work with caregivers.

### Community leaders and roles that they can perform

- Community mobilization within the concept of caregiver support and recruitment of trained community caregivers.
- Along with community facilitators, identifying households with infants at risk or vulnerability protection.

### Community mechanisms for the protection of children

1. Link caregivers to the Community Child Protection Mechanisms, making them aware of their roles.

2. Together with community facilitators, identify households with infants at risk or vulnerable for protection.

3. The roles and responsibilities of the actors of all the sectors include:

- a. Support sessions related to the area or sector
- b. Providing relevant services to caregivers

## 2.4 Roles and Responsibilities of Local Partners and ChildFund

### 2.4.1 Local Partners

ChildFund is responsible for making available to the country, families, communities and target groups of this program model, a portfolio of partners that interact at various levels; therefore, the country office, together with its local partners, is required to promote a broad dialogue for the identification of different levels of partner, both in terms of the implementation of the program model according to the proposed delivery model, as well as in terms of the identification of other levels of alliances and partners.

It is important that in this framework, in a participatory manner, public and private partnerships are defined that need to be developed to strengthen the spaces for participation, leadership development and inclusion of adolescents and youth in the economic and productive life of their communities and families.

Implementing the Growing With You Model will require a variety of strong partnerships. The first are strong local partners leading the implementation of the model program and establishing cooperative working relationships with partners. The second are partnerships with community representatives: volunteer facilitators, community leaders, Community Child Protection Mechanisms, and representatives from all sectors. Together with the community representatives provide direct support to the caregivers. Third are partnerships with the government. The government can and should support the Growing With You Model to ensure its sustainability Partnerships with clear functions will set the program model on its path to success.



## 2.5 Advocacy and Local Partners

### 2.5.1. Advocacy for ChildFund

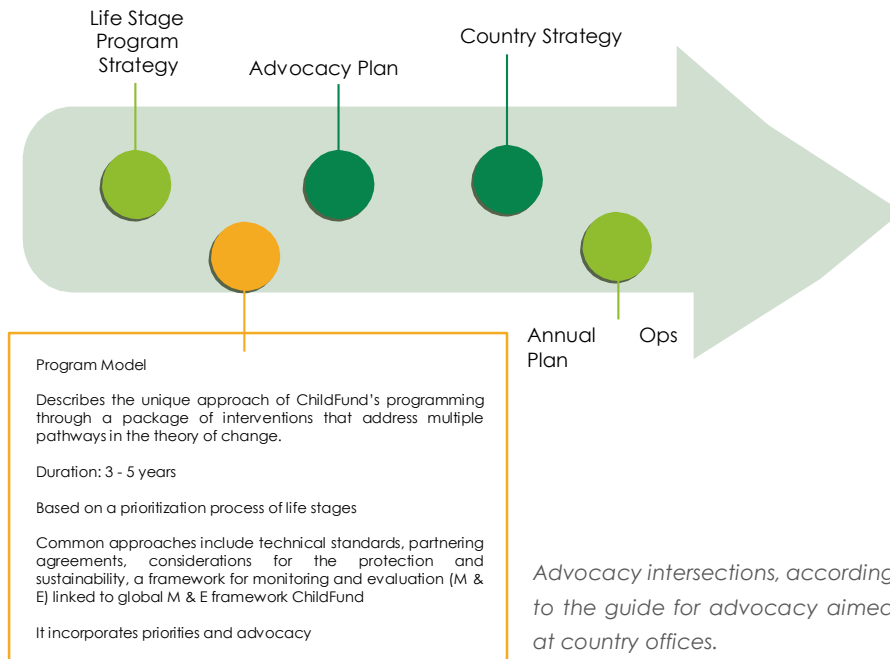
Political advocacy plays an important role in the fulfillment of ChildFund's mission and objectives in defending the rights of children and adolescents as it is the main tool for building sustainable change through the establishment and implementation of public policy, the active participation of children and adolescents to bring their voices closer to decision-makers, and the positioning of ChildFund as an organization that works jointly with government institutions in a changing global environment.

ChildFund is committed to supporting countries in meeting the **Sustainable Development Goals**, especially those goals that enable work to eradicate violence against children and adolescents, such as **goal 16.2**: End abuse, exploitation, trafficking, torture and all forms of violence against children; **4.1**: Eliminate all forms of violence against children and ensure that children have access to safe, inclusive and effective learning environments; **5.2**: Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other forms of exploitation; **5.3**: Eliminate all harmful practices such as child, early and forced marriage and female genital mutilation and **8.7**: Eradicate forced labor, contemporary forms of slavery, trafficking and the worst forms of child labor.

ChildFund's action in programs and projects within communities is leveraged at national and local levels through advocacy initiatives. ChildFund defines advocacy as the deliberate process of influencing decision-makers to support changes or implementation of evidence-based policies that contribute to ChildFund's mission of valuing, protecting and promoting the value and rights of children. In the case of ChildFund, advocacy must be planned, targeted at people who have the authority, power and responsibility to make the policy changes that ChildFund seeks and based on evidence of the existence of a problem.

ChildFund's advocacy efforts should focus on changing or updating existing policies (laws, regulations, etc.) and recommending policies where these do not exist (policy gap) or ensuring that an existing policy is implemented in a way that allows ChildFund's impact groups (children and youth in need, exclusion and vulnerability) to benefit from the policy in question

At the **local level**, advocacy will work on two important fronts: the creation of local public policy on the issues prioritized within each program model (ordinances, local development plans, etc.) as well as for the strengthening of local rights protection systems (protection routes, referral and counter-referral processes to public services, restitution of rights, etc.) and, on the other hand, work at the community level for rights holders to carry out rights enforceability exercises guaranteeing the accessibility and availability of public services as well as the fulfillment and landing of protocols and national public policy at the local level.



Communication and campaigns that generate change in social awareness and position child protection in the community's imaginary are not considered advocacy; however, when communications focus on influencing decision-makers to create wider impact, they will be part of the advocacy strategies used by the organization.

### 2.5.2. Advocacy in the Growing With You model.

The Growing With You model has as **its final objective** "To contribute to the achievement of the maximum potential of infants, girls, children under six years of age supported by committed and empowered caregivers, in harmonious family environments and protective communities, communities that facilitate and advocate for and for the well-being of infants, girls, children under 6 years of age, their caregivers and their families".

The program logical framework presents activities, outputs and outcomes that must be considered in local advocacy in order to achieve the objective of the program model. Within the activities, the importance of articulating actions with the institutions that guarantee rights at the national and local levels should be emphasized. The ultimate goal of joint work with governmental organizations is the creation, updating or evaluation of local public policies that allow for sustained change in the reality of children and adolescents in situations of lack, exclusion and vulnerability.

In terms of problems on which the model seeks to influence and strategies to be used, it should be taken into account that the prioritized issues for articulation with governments according to **the logical program design and implementation** include:

- The protection of girls and boys under 6 years of age in negligence issues, taking its identification from General Comment 13 of the Committee on the Rights of the Child, which defines negligence in four primary types:
  - a. Physical neglect that occurs when a child is not protected from harm, among other things, by not being watched over, or by neglecting basic needs, such as adequate food, shelter and clothing, and basic medical healthcare;



- b. Psychological neglect consisting of lack of emotional support and love, chronic neglect of the child, "psychological unavailability" of caregivers who do not take into account clues and signals issued by young children and exposure to violence and abuse of drugs or alcohol by the intimate partner;
  - c. Neglect of physical or mental health, which consists of failing to provide the child with the necessary medical care, ,
  - d. Educational neglect occurs when laws requiring caregivers to ensure the education of their children through school attendance or otherwise are violated. The recognition of neglect as a type of violence is closely linked to the provision of services by central and local governments, be it healthcare, childcare or early education.
- Recurrent physical punishment is a problem in the Americas Region and is directly related to the positive parenting approach defined as a work area of the program model and described as any punishment in which physical force is used and which is intended to cause some degree of pain or discomfort, even if it is mild. In most cases, it is a question of hitting children ("blows", "slaps", "beatings"), with the hand or with some object - slap, rod, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or pushing children, scratching them, pinching them, biting them, pulling their hair or ears, hitting them with a stick, forcing them into uncomfortable postures, causing burns, forcing them to eat boiling food or other products.

- Nutrition as one of the priorities to be fulfilled within ChildFund's theory of Change, as well as advocacy for the fulfilment of public policies around the fulfilment of the right to healthcare and access to childcare services that guarantee children access to services. .

From this logic, political advocacy within this programmatic model could include protocols to respond to cases of negligence in early child within the local systems for the protection of rights, influence on the construction of care guidelines in local health centers that have a gender approach and an intergenerational approach defining care models according to the age of the patient or community mobilization for the enforceability of access to maternal and child healthcare services in the community.

ChildFund's area of excellence is the promotion of the active participation of target groups in advocacy initiatives, as well as in formal mechanisms for participation and the enforceability of rights. In addition, advocacy initiatives should be evidence-based, as indicated in section IV.

### 2.5.3 Government

Close collaboration on the part of the government is essential for the Growing With You Model to build a network of support among local, regional and government agencies. Supporting the government's commitment to supportive oversight and other activities in practice creates a long-term acceptance model.





Government agencies are better placed than ChildFund to provide certain services that caregivers need. An important example for the Growing With You Model could be malnutrition tracking important services that infant caregivers depend on and often require in parenting support programming, but are services that ChildFund is not in the best position to provide. In these cases, intensive collaboration is needed to let the facilitators know about the services that partners provide.

The roles and responsibilities of the Government in the program model include:

- Promotion of the concept of caregiver support
- Participation in content training of Government partners on the content of the program model
- Participation in the supervision of community facilitator leaders on an ongoing basis both during regular meetings and in service during work with caregivers

## 2.6 Potential Partners

It presents a mapping of potential partners, government agencies, international cooperation and peer organizations that can be considered as potential partners to generate greater impact. See [Annex No. 2, Potential Partners](#).





### 3. PROGRAM MODEL

ChildFund has worked in early childhood development for a long time, in fact it has been their area of expertise in recent years and the organization has been recognized as a leader in the Americas in the field. So it's no surprise when the organization took a strategic turn toward a comprehensive approach to child protection, being the first program model to be launched "Growing with You"

This model is based on the **hypothesis** that if the caregiver takes care of himself, the child can also have greater care and protection, which strengthens and supports his development and adequate growth. The caregiver's growth is incremental to the child's growth, so when the caregiver cares and grows (emotionally, physically, and mentally), the child also has the opportunity to grow.

The **goal** of the model is that children develop their potential, enjoy good physical and mental health, and live in stable families that interact non-violently and in supportive communities.

The **objectives** are:

- To improve age-appropriate wellbeing (health and developmental status) for infants in a supportive and protective home environment;
- Enhanced protection and enabling environments in the community for infants and their caregivers;
- Improve the capacity of partners to support and foster protective environments for infants and their caregivers.

The **model's target group** is infants, girls and boys under 5 years of age who face multiple risks related to the environment, healthcare, nutrition, care or protection. A large part of the model works with the caregiver, or the adult responsible for meeting the needs of the infant or child. This person occupies most of the time with the child and establishes a special or particular bond with the child. So the model works with women, single mothers, male caregivers, adolescent girls/boys, children in charge of the household, caregivers of extended families, etc.

### 3.1 Model Generalities

#### Title: Program Model Growing With You

<p>Impact Group</p>	<p>Infants and small children Under 5 years of age who face multiple risks related to the environment, health, nutrition, care or protection.</p>	<p>Attention Group</p> <p>A caregiver is the adult responsible for meeting the needs of the infant or child. This person occupies most of the time with the child and establishes a special or particular bond with the child. Often there is more than one caregiver. Caregivers also rely on alternative caregivers to provide care when they are not available.</p> <p>Potential target for this program model groups include:</p> <ul style="list-style-type: none"> <li>• Female caregivers</li> <li>• Single mothers</li> <li>• Male caregivers</li> <li>• Single parents</li> <li>• Teenage girls</li> <li>• Teenage children</li> <li>• Children with responsibilities at home</li> <li>• Extended family caregivers</li> </ul>
<p>Final Result</p>	<p>That child develop their potential, enjoy good physical and mental health, and live in stable contexts that interact non-violently and in supportive communities.</p>	<p>Intermediate Results</p> <ol style="list-style-type: none"> <li>1. Improve the well-being according to age (health and development) to infants in a home environment conducive and protector.</li> <li>2 Enhanced protection and supportive community environments for infants and their caregivers.</li> <li>3. Improve the capacity of partners to support and foster a protective environment for infants and their caregivers.</li> </ol>
<p>Model Description</p>	<p>The Growing With You Model is a support program for caregivers. In this model, trained facilitators engage in community programs, adopting a strength-based approach to increase opportunities for caregivers to develop their knowledge and positive practices for themselves as caregivers and to provide care conducive to children from gestation to the age of 5 years, through support networks and home to visit families at risk. The model is comprehensive, addressing needs of infants and girls and young children as nutrition, healthcare, care, learning and protection.</p>	



### 3.2 Why Program Models?

Program models have been identified as a way in which ChildFund can maximize its programmatic and impact strength while standardizing programs and going beyond program implementation by providing all the elements necessary to plan, implement, monitor and follow up on the model during the program cycle, as well as ensuring cross-sectoral organizational priorities that are reflected through the model. They are also an opportunity to incorporate the child protection lens, rights, gender and diversity into the program and community protection mechanisms for children and adolescents and to include sponsorship management in programming.

Therefore, the Program Models are a way to make the region's programs more strategic, focused, more effective, more standardized to position the organization in the future with more valid, verifiable and strong data and measurement with the programs internally and externally. It strengthens the work with strong partners for the implementation of the models and improves the monitoring and evaluation system between different countries.





### 3.3 Logical framework

A results framework includes the goal of the model and the corresponding higher-level objectives, as well as the immediate results we want to achieve with the implementation of a Program Model as well as with the participating children and identified impact groups.

In coordination with the Program team of the ChildFund International Office, the Logical Framework tool has been selected to guide the design of the Program Models.

**The logical framework is the tool that facilitates the process of conceptualization, design, implementation and evaluation of the program, with the purpose of providing a structure to the planning process and communicating its scope in a logical way.** For the design of the Program Models of the Americas Region, a logical matrix with immediate and intermediate results has been considered in order to better monitor the advances of the model throughout its five years of implementation.

The logical framework that has been raised for the co-creation of the program model has the following **logical structure**:

FINAL RESULTS	Change of state (individual, family, community level), maximum level of long-term outcome.
INTERMEDIATE RESULTS	Changes in behaviors and practices, mid-term results
INSTANT RESULTS	Change in access, capacity, knowledge and skills after the intervention
PRODUCTS	Completed and consolidated processes in the target population as a result of the intervention
ACTIVITIES	Project operation. Series of actions carried out with the target population

The **Logical Framework** has been established for the Growing with You Program Model and is attached as an annex. Below are the results and products proposed for this Program Model

**Final Results**

**Contribute to achieving the full potential of infants and children under six years of age supported by committed and empowered caregivers in families, communities harmonious and protective environments**

**Intermediate Results**

1. Contribute to infants and children under 6 years reach their growth (physical) and development (cognitive, social-emotional, psychomotor, communication and language) according to their age and in an affectionate and protective environment

2. Strengthen protectors, facilitate and advocate for and welfare of infants and children under age 6, their caregivers, and their families' community settings.

**Immediate Results**

1.1 Strengthen the competencies and skills of primary caregivers for adequate and timely response to the growth and development of infants, girls and children under 6 years of age.

1.2 Improve the competencies and skills of primary caregivers for their social-emotional development and self-care

2.1 Promote protective environments through sensitizing families and communities on the importance of care and protection for infants, girls and children under the age of 6 in regular emergency contexts.

2.2 Improve the ability and capacity of communities to promote and advocate for the well-being of infants, girls and children under the age of 6 and their families.

**Products**

1.1.1 Mothers, fathers and primary caregivers trained for an adequate and timely response to the physical, cognitive, socio-emotional and psychomotor growth and development of infants, girls and boys under the age of 6.

1.2.1 Mothers, fathers and primary caregivers trained in social-emotional development and self-care.

2.1.1 Communities and families sensitized in relation to: healthcare, nutrition, development, positive upbringing, emergency management, self-help, through Fairs and other community actions.

2.2.1 Advocacy actions at local and national levels generated by community leaders in spaces and inter-institutional networks at different levels.

1.1.2 Infants, girls and boys children under 6 years of age to whom has been applied from the ChildFund Development Scale

2.1.2. Communities and families are informed regarding access to protection, education, stimulation, healthcare and nutrition services at the community level, especially for pregnant and nursing mothers, girls and boys under six years of age.

2.2.2. Participatory accountability processes at different levels.

### 3.4 Child Protection Lens

The program model will implement specific actions considering the alignment of protection and the relationship with community actions that emphasize and support community based protection mechanisms, children's resilience and risk and disaster reduction management.

### 3.5 Technical components

The Growing With You Model includes the following technical components, which are a combination of ChildFund's experience in training parents and caregivers, as well as what the evidence in this area indicates works. Note that all country offices will adopt the implementation guidelines to adapt them to the local context and impact group, specifically considering gender dynamics, disability and other factors of diversity.

**The basis of the model program is practiced in group sessions on a 45-minute to 1-hour program, with a maximum of 20 caregivers.** Sessions cover a variety of topics related to nutrition, healthcare, early learning, and protection for children from 0-5 years of age, pregnant or lactating mothers, in addition to sessions on caregivers' well-being, or what knowledge and skills they should take care of themselves and their children..

These sessions follow a **methodology** proven for adult learning:

STEP	DESCRIPTION
Welcome and last lesson reflection	What caregivers have tried at home, any changes in practices/how their children are learning and growing), any changes in how they are doing.
Discussion	The facilitator introduces the introductory topic, usually through a visual aid to show the model or possible situation, and facilitates discussion about what the practice is about, why it is important, how it relates to what caregivers already know and do, gender approaches, rights and diversities or other considerations (for example): can parents do this? Would punishment be different for a girl?  During the discussion the facilitator links the participants to services available in the community relevant to the issue. This can also be an opportunity to invite a community counsellor, such as a community clinic worker or child protection delegate, to share information on the issue and link it to services.  Keep going...



## STEP DESCRIPTION

## Practice

In small groups, participants practice topic-related activities they can do with their children or other caregivers.

The facilitator guides them based on content.

If children are present, they practice with their children. Otherwise, different caregivers take turns to play the role of caregiver and child.

In addition to group sessions, community facilitators work in conjunction with community based child protection mechanisms (CBCPMs) and leaders to develop and apply criteria to identify which households in the community have children from 0-5 years of age who may be at greater risk of abuse, neglect, violence and/or exploitation than others in the community, emphasizing gender considerations and diversities (cultural, ethnic, disabilities, etc.).

With the permission of the home caregivers, the community facilitator and possibly the community protection committee will visit these homes every 2 weeks for at least 30 minutes, depending on what they find in the home. The topics covered in the home visits are similar to those of the group and the methodology is different due to the individual needs of the caregivers and the children in each household. The steps of the visit include: reflection and follow-up on the last visit, including making commitments if the action was not taken; having a discussion about the state of the household; bringing program information based on the situation; simulation by the facilitator and practice; linking to services (where necessary); caregivers making commitments for the next two weeks. Parents/caregivers who are visited at home are also encouraged to participate in group sessions to reinforce their practice and establish support networks with other caregivers in the community.

## Prepare to apply

Review all the above steps for the session (what Was done first, second, third, key messages, etc.)

Afterwards, participants reflect on whether it is possible to try these activities/practices at home and make commitments for the next two weeks.

The session ends optimistically with a song or encouragement.

Community engagement promotes an enabling environment to strengthen parenting practices and access to available services. This can be done in a number of ways, including linking services to the community, reinforcing key messages and joint planning.





1. **First**, community actors in the areas of healthcare, child protection, social protection, nutrition and others, need to know about parenting and the content of sessions so they can consult with parenting caregivers, access other services, and even participate in sessions as support staff to share information about practices and services.
2. **Second**, when these actors and community leaders share simple key messages about the importance of the practices in this program, can reinforce those messages through community meetings, screenings, nutrition and other community events. The more caregivers listen to these key messages, the more open their attitudes will be to strengthening positive practices about healthcare, nutrition, early learning, positive care, child protection, and their own well-being.
3. **Third**, community facilitators must keep these community actors and the community leaders informed about what is happening in group sessions and home visits, including positive changes, challenges and upcoming activities. This is because the leadership can take steps to address the challenges and other community actors may have had similar experiences to share to support positive change.

Community **facilitator** refers to the person in the community who has all the prerequisites of literacy, communication skills, is a trusted member of the community, is motivated to support caregivers in raising children, is committed to participating in training courses, preparation and facilitation of group and home meetings.

The **community facilitator** is identified during community mobilization, which includes a transparent discussion of what the commitment is in terms of time and frequency (trainings, orientation, group meetings and in the home), as well as what the partner organization and ChildFund will support the community facilitators and other actors to succeed in their roles in achieving our common goals for children and families (training, job aids, orientation, incentives (material and non-material)).

A partner with ChildFund support trains the **facilitator** in the program. After participating in the 4-day minimum baseline training, the facilitator is supervised by partner staff on a monthly basis, through observation visits to the home or group meetings as well as reflection meetings for community facilitators, to improve, reinforce program content and methodologies, and exchange ideas and learning.

During the observation meetings, using the **MEL** tools to capture whether the sessions are running as planned in terms of frequency and methodology, who is participating, how the facilitators are relating to child protection, healthcare and other services; what are the changes in the family and community, what are the challenges, and what strategies the community uses to overcome those challenges, what additional support is needed to develop competencies. Learning these tools will support ChildFund's partner and country team in making decisions about any changes in strategy for delivery of the program model.

An attitude of collaboration and inter-sectoral approach to RDR and the protection of children should seek to reduce the risk of harm to children, to ensure that protective measures for children are also integrated and streamlined. This approach gives us the opportunity to work at different levels: developing public and community awareness; and engaging in the development and support of child protection systems. Child-centered DRR can mitigate psychosocial disorders through the direct participation of girls and boys and capacity building, which gives them confidence to cope with the dangers.

WHAT	WHO	WHEN	WHOM
<b>Parenting group sessions</b>	Determined by the impact group. Could be all or more specific groups of interested parents/caregivers with children from 0-5 years of age. There should be a maximum of 20 people.	Every 2 weeks for 45 minutes to 1 hour	Community facilitator
<b>Home visits</b>	Households with children aged from 0-5 years of age who may be at risk of abuse, neglect, violence and / or exploitation have been identified as by CBCPM conjunction with community facilitators and community leaders. These caregivers are encouraged to join the group meetings.	Every 2 weeks for 30-45 minutes	Community facilitator and / or member of CBCPM trained in the program.
<b>Community engagement</b>	All community members during community activities, including those above. Actors and community leaders at meetings.	At monthly community meetings to share key messages; at the monthly meetings of community leaders to report on progress, challenges and other activities for next month.	Community facilitator CBCPM, leaders and other community stakeholders.



Finally, the model includes a participatory, community-specific action component that will consist of quarterly sessions where caregivers from neighboring communities meet somewhere in between to participate in healthcare, nutrition, child-protection and early learning topics facilitated by community volunteers. In America this is known as "ferias" and will be implemented based on Guatemala's experience with this methodology.

There is more specific information regarding program content, recommended material, methodology and follow-up, including the following. There is more detailed information related to the curricular content and the content implementation map it includes:

- Modality
- Frequency
- Content
- Facilitator Profile
- Training and ongoing support

**Additional Technical Components:** In addition to the components described in section 1.3, country office teams may choose to include other components to the Growing With You Model..

Some **Ideas** are: more topics on how children's development and how caregivers can support each other (e.g. more demonstrations on nutrition; a savings component for group sessions as an added

incentive; or parenting sessions for different types of caregivers (e.g. teenage fathers). Teams should consider the added value of additional components to ensure that the community facilitator and partners are not overburdened and these components support the achievement of the objectives described in the logical framework.

### 3.6 Supporting Child Development Milestones:

In **Life Stage 1** The children reach milestones very fast. One example of a goal that children in life stage 1 achieve is learning to crawl.

As the Growing With You Model revolves around the relationship and bond between caregivers and their infants and young children, the model will support and celebrate the achievement of developmental goals as they present new opportunities for caregiver growth.

As the child begins to crawl the knowledge and skills of the caregiver will be tested and questioned. This is a unique opportunity **for celebration, reflection and questioning**. As a caregiver, it is exciting to see the infant and child grow and change. A goal can be motivating for a caregiver; it can feel like a victory for the caregiver as a result of their care.

While a child will change and grow at his or her own pace, and will go through hundreds of changes during his or her early years, the goals below, approximately fifteen, are examples of goals.



## CHILD DEVELOPMENT MILESTONES

## 1 month

OBJECTIVE:  
**Language and communication**  
- makes sounds  
Babbling

DESCRIPTION:  
A newborn baby can move his mouth, make some basic sounds and bubbles. These are the basis for subsequent communications.

## 2 months

OBJECTIVE: **Physical Movement/Development** - Can hold head upright and starts pushing up when he's lying on his stomach.

DESCRIPTION:  
Young children can begin to lift their heads when placed on their stomachs in a safe, clean space on the floor or on the bed. They can use their hands and feet for support because of the effort involved in lifting their heads.

## 4 months

OBJECTIVE:  
**Social and Emotional** - Smile spontaneously, especially with people

DESCRIPTION:  
Babies begin to connect with others around them at a very young age. They can smile at people, even if the other person does not smile first.

## 4 months

OBJECTIVE:  
**Cognitive (knowledge, thoughtfulness, problem solving)** - It allows them to know if they are sad or not.

DESCRIPTION:  
A baby cry or make motions to indicate that he or she has a need, or sad. For example, If a baby is wet, feels cold or hungry, the baby will cry.

## 6 months

OBJECTIVE: **Movement / Physical Development**  
begins to sit without support.

DESCRIPTION: A baby can start sitting alone after six months. The baby can do this in a safe space, on a clean floor, or in a bed. Baby can enjoy resting together with family members or siblings, but you can also use the strength of your body to sit alone, but close to family members.

## 9 months

OBJECTIVE:  
**Social and emotional** - May have fear of strangers

DESCRIPTION:  
An older baby won't be able to enjoy being around people he doesn't know or who aren't part of his routine. He may cry if people he doesn't know get too close.

## 1 year old

OBJECTIVE:  
**Language/communication** - tries to repeat words you say

DESCRIPTION:  
A one-year-old will try to repeat the sounds and words he or she hears. In particular, the child will repeat what you say. The child may or may not be able to produce the sound of the word clearly, but will try to do so.

## 18 months old

OBJECTIVE:  
**Cognitive (knowledge, thoughtfulness, problem solving)** - knows what common objects are, such as a telephone, brush, spoon, etc.

DESCRIPTION:  
An older child will begin to understand the meaning of ordinary objects around him or her and they will enjoy pretending to use these objects. For example, a child can enjoy pretend that uses a spoon as a member of the family kitchen.

## 2 years old

OBJECTIVE:  
**Movement / Physical Development**- kicking a ball

DESCRIPTION:  
A 2 year old can kick a ball! A child of this age, loves to play and use his body to move and manipulate objects in different game types.

2 years old

**OBJECTIVE:**  
**Social and emotional** - gets excited when he or she is with other children

**DESCRIPTION:**  
 A 2-year-old is happy to see, play, and spend time with other children. He or she can identify other children and experience positive feelings when other children are around him or her. .

3 years old

**OBJECTIVE: Language / communication** - Follows 2 or 3 steps instruction

**DESCRIPTION:**  
 A young child is able to listen to the directions of a trusted caregiver or another person who is part of his or her environment. These may include two or three steps. .

3 years old

**OBJECTIVE:**  
**Cognitive (knowledge, thoughtfulness, problem solving)** - solve 3 or 4 pieces puzzles

**DESCRIPTION:**  
 A young child enjoys playing with several large pieces of puzzles. He or she can understand the object of a puzzle and has the ability to manipulate the pieces

4 years old

**OBJECTIVE: Physical movement/development** - Pours liquids, cuts with supervision and crushes foods.

**DESCRIPTION:**  
 A four-year-old can do some of the tasks necessary to eat his or her own food. With help, he or she may be able to feed himself or herself.

4 years old

**OBJECTIVE:**  
**Social and emotional** - More creative with imaginative games

**DESCRIPTION:**  
 A four-year-old boy engages in creative play. This means imagining yourself as a parent, as a teacher, or in another adult role that is familiar to the child. The child will pretend and play the pretend game for an extended period of time.

5 years old

**OBJECTIVE:**  
**Language/communication** - use future time; for example, "Grandma will come."

**DESCRIPTION:**  
 A five-year-old has strong communication skills and is able to make statements about future events.



### 3.7 Sponsorship and Program Integration:

#### 3.7.1 Integration of Sponsorship and Programs

Integrating Programs and Sponsorship involves the understanding that sponsorship is a vehicle for development. Furthermore it includes recognizing that sponsorship allows for resources to implement long-term programs; through communication, connections are created between sponsors and children and a greater understanding by the sponsors is achieved regarding: the reality in which children and adolescents live; the elements necessary to transform that reality and what a development organization like ChildFund, together with its partner organizations, is doing to achieve this transformation. Thus the organization creates not only friendships, but solidarity, exchange of cultures and the realities of girls, children, adolescents, young people and sponsors, and potentially helps to construct a network of volunteers at the global level that seek making a difference in the lives of children and adolescents.

Integration also includes ensuring that the communication and interaction occurs in the same spaces where program activities are implemented; that way operational efficiency is achieved, but above all we transmit in sponsorship communications the emotions, satisfaction, joy, and achievement, that our interventions gave children, adolescents and young people and their parents and others in the community, which helps connect the sponsor and other audiences with the children and with their community and with the development process that goes with it.

To achieve integration between programs and sponsorship requires a comprehensive approach work at all levels in the organization from the strategic to the operational, and with it the intention to put into practice and work in that way. If the approach of our work is complete, the connections between these two areas are visible and if we add the

intention, we make it possible.

#### 3.7.2 Magic Moments in the Articulation of Sponsorship and Programs

Magic Moments is a strategy of integration between programs and sponsorship that allows us to capture emotions and achievements to transmit through sponsorship communications and other ways to the sponsor and others and contribute to achieve bonds of solidarity and development.

These are called Magic Moments, or the special or significant moments in the life of the population participating in our program interventions, which are captured in contexts where programs are implemented and shared with different audiences through photos, testimonials, stories, interviews and other means of communication to connect the population participating in programmatic actions with; sponsors, authorities and others concerned with local realities in which ChildFund and its partner organizations seek to impact and transform.

When a Magic Moment is shared, it is an invitation to audiences to enter the program session and get to know the reality and the development process that children, adolescents and youth (CAY) and other participants experience. This invitation tries to empower, engage the public with the development process of children and youth and their communities. The content of Magic Moments that conveys emotions, achievements, impacts, realities and seeks to achieve connections can contribute to other purposes and audiences that the organization and partner organizations want to achieve. Magic Moments content can contribute to political advocacy, marketing, communication, partnerships, philanthropy, etc. Communications of today, with new technologies and social networks allow to easily connect with people and institutions to bring about positive changes in the lives of children, their families and communities. Magic moments allow us to innovate our way of communicating.

Magic moments promote the celebration of developmental milestones of children and adolescents achieved in the implementation of program models and capture those moments to share with different audiences, donors, sponsors, local authorities, other organizations, and communities in general, etc.



The developmental milestones that are celebrated are events, behaviors, skills achieved by children that are shared through communication pieces: written, verbal, and graphic images that can be shared and socialized at different levels. The bet, is that, through the evidence of Magic Moments, audiences are invited to be part of the development process of children and their commitment to this process is strengthened.

Magic Moments can also capture other moments, other "magic" that happens in everyday life and captures feelings, changes in knowledge, practices, behaviors the program models seek to achieve; the magic moments can also capture the magic of closing a process, the completion or fulfillment of a goal. It is vitally important that the local partner organizations' staff understand, on the one hand, its role as an agent of change, is committed to the development process that it is part of and; that it is sensitive to the reality of childhood and adolescence. It is important to know the proposed program that it implements in depth, as well as the results and changes that are to be achieved. With that awareness and their technical knowledge, partner organization staff should be aware of when a magic moment occurs, to capture and document it and then later share it.

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### 3.7.3 Communications

The sponsorship model through communications allows and promotes long-term relationships and is a link that is being built and allows for the sharing of different realities; therefore, with the protection approach in the program model and the logic in its implementation, in combination with the communications that sponsorship allows the different donors and sponsors to know the experience from an individual perspective and thus also to get to know the context of the community.

The program model identifies that in this target group, infants together with their caregivers, will emerge a series of individual communications, which will allow from the individual perspective to share specific content from **the experience told by the voice of them and them**, as well as evidencing specific changes in the skills that the program model focuses. The magic moments will be the route that the letters, reports and/or communications follow.

### 3.8 The participation of children

Specifically, the participation of children in the program model is identified in two moments, **the first** as parts in the promotion of the it, they are the ones who attend and they are the central piece to carry out a session, the direct participants to whom the methodologies recognize the **second** as a group of attention.



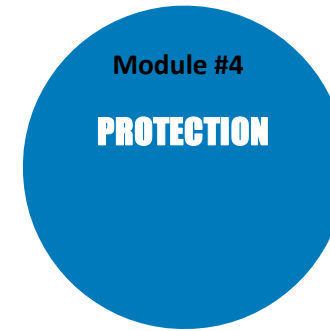
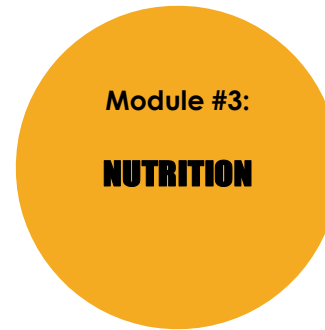
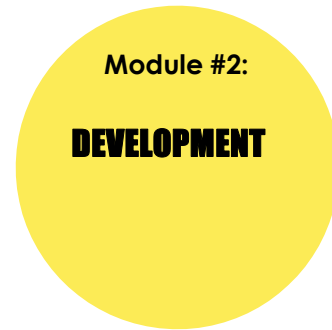
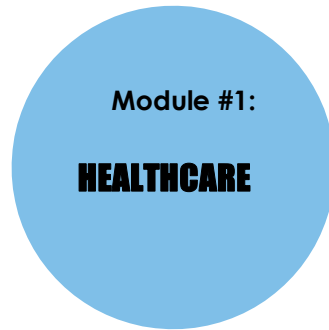
### 3.9 Curricular content, methodology and tools

The [Curricular content](#) tool is a matrix where the information can be found in detail, making reference to attention groups, competences, themes, methodologies and technical standards for the implementation of the model.

As a complement to the curricular content tool, the [Content Implementation Map -CIM-](#) is a planning tool where modules, sessions and attention groups are located; it allows for a clear identification of the model's operation in a longitudinal manner, that is, its implementation over the years. It consists of codifications that allow to identify how the different modules within the Model are organized in each one of the years. See also the informative [brochure](#) of the program.

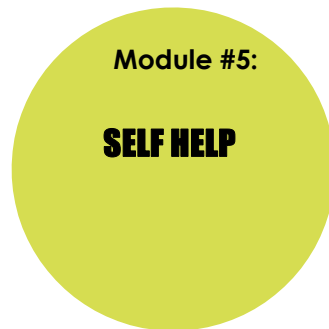






In the **Growing With You** model, modules will be implemented that are specifically aimed at infants, organized and oriented in relation to content in the curriculum content matrix and according to a timeline as described in the content implementation map.

With regard to training for caregivers, mothers and fathers, four modules have been identified, which will be developed in specific sessions and also at the community level.



### 3.10 Caregiver Follow-up moments

The curriculum content map describes the level of involvement of caregivers, as well as the frequency and delivery of content to them.

### 3.11 Training and continuous support

As indicated above, the clear roles and responsibilities and the strong partnership between ChildFund, local partners, community organizations and the government will promote the Growing With You Model

The analysis of the situation and the tools of the community action cycle can provide additional information in support of these partnerships, as necessary. Ensuring that these functions and responsibilities are established from the beginning is essential. Next, the program model develops knowledge and skills through a series of trainings for ChildFund teams, community partners and government agencies.

The knowledge and skills are practiced and reinforced in periodic meetings, with the support of supervisors. Each step of this learning process engages ChildFund teams, the community and government partners, developing leadership in key areas, laying the foundation for sustainability. ChildFund is collecting evidence in various contexts to show that governments are willing to incorporate programs for parents as part of their existing programs for the development and protection of children given their effectiveness and demand from the community.



### 3.12 Risk Analysis

The model identifies six elements of risk that are categorized by level of importance, which are classified as follows:

Identifies Risk Factors	Relevance level	Alternatives
1. Family Migration	Medium	Strengthen networks and family involvement with parent leadership
2. Male chauvinism	Medium	Nurture and create communication spaces.
3. Citizen insecurity	Medium	Promote child protection networks run by parents.
4. Citizen insecurity	Medium	Promote communication and dialogue spaces
5. Low income	Low	Create work-family awareness where the limitation of the search for economic resources does not create social-family instability.
6. Limited family time	High	Create work-family awareness where the limitation of the search for economic resources does not create social-family instability.



## 4. MONITORING, LEARNING AND ADVOCACY IN THE EVIDENCE

The model allows a direct monitoring of the interventions and a reflection of the annual and long-term programmatic effectiveness and impact that are linked to future advocacy processes.

### 4.1 Partnership Agreements:

The partnership agreements will allow for the implementation and monitoring of this model and will be negotiated with the country office after having been selected to work together for the implementation of the program model.

### 4.2 Disaster Risk and Emergency Response

The Growing With You Model represents an important opportunity for incorporation into **Disaster Risk Management and Emergency Response**. As mentioned above, caregivers can have a greater influence on outcomes for infants and young children, and the same is true in emergency and disaster contexts.

The ability of caregivers to protect infants from harm and to appropriately shift the complexity of their infants' circumstances will greatly influence understanding and positive interaction with their environment. ChildFund also works with caregivers to establish safe spaces for children and create opportunities where children can be children and caregivers can be supported.

ChildFund has additional experience incorporating **DRR** and **emergency response** into infant programs that is important to the Growing With You Model. The program model represents an opportunity to engage in safe physical environments for disaster and emergency situations, to improve caregivers' and children's perception of safety precautions and emergency actions. Together, caregivers and infants, as appropriate to age, can make contingency plans to make the home more disaster-resistant, conduct emergency drills.

The model can also respond to emergency situations, if necessary, as contextually relevant messages can be used in emergency situations. For example, in an emergency distribution, messages can be shared with larger groups that gather to collect items from the distribution point.

The Growing With You Model presents significant opportunities for addressing disaster risk management and emergency response. It is important to consider that programming on disaster risk reduction and emergency response should also include rights, gender and diversity approaches to identify prevention, care, monitoring and other actions that respond to the specific needs of children; as well as the situations of risk and vulnerability to which they may be exposed because of their gender identity, socio-economic status, ethnic status, and disability, mainly in emergency contexts.



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- a. the preparation and response to ensure the safety and security of children in emergency and crisis situations; and
- b. Ensuring adequate nutrition and provision of access to children's basic needs through diversification and subsistence and that they have the skills and abilities to cope with hazardous phenomena and events.

This approach is directly linked to the **priority 3** (Invest in disaster risk reduction for resilience) and **priority 4** (Improve disaster preparedness for effective response) of **Sendai framework for Disaster Reduction 2015 - 2030**. In addition, the implementation of activities is in line with the ChildFund child protection policy, the minimum standards for the protection of children in humanitarian action.

### 4.3 Sustainability Strategy:

Once again the Theory of Change in the Life Stage reference manuals refers to sustainability, it is arrived at when the program is well integrated with local systems, programs and policies to enhance local capacities, protect natural and human resources during operations with a long-term approach and scope. Sustainable programs for girls, boys are undertaken together with local leaders and community actors.

The program model, Growing with You, is designed under **the five main elements that are the foundations for Early Childhood**, therefore, in the implementation of the modules there is a strong relationship and connection to the guarantors of rights added to the advocacy processes and the direct intervention of the community, thus allowing the transfer of capacity to the communities.

### 4.4 Monitoring, Evaluation and Learning (MEL)

#### 4.4.1 How to know about quality and success?

Monitoring, Evaluation and Learning are essential for the good design and management of Programs, and not only at the beginning and end of the process, but at all times. Monitoring, evaluation and learning provide the basis from which the results of a program can be identified, measured and evaluated in a structured, standardized and timely way.

Monitoring, evaluation and learning provide timely feedback on the progress of programs in order to make appropriate decisions on how to proceed. Information collected and analyzed helps provide standardized, accurate, and timely data on program activities, outputs, and outcomes. This, in turn, provides insight into the quality and success of the program.

Monitoring, evaluation and learning serves as a tool for internal and external accountability. It provides evidence of progress and achievements that can be shared at different levels and that can support law and advocacy actions at different levels, based on evidence.

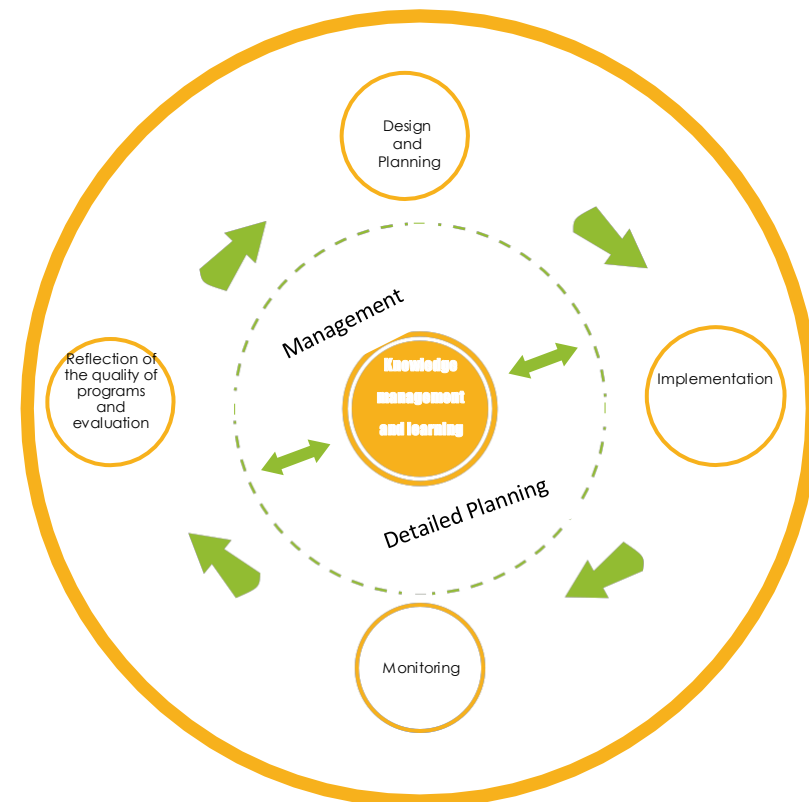
There are many ways to manage programs and projects ChildFund International has adjusted and adapted existing design, planning and monitoring tools that have been used over the years in the development world, therefore, ChildFund's Monitoring, Evaluation, Knowledge Management and Learning System does not re-invent the wheel, but has compiled and adjusted tools to generate evidence at the different levels of Monitoring and Evaluation that have been defined as an organization.

In order to determine whether the programs implemented in the territory are quality programs and have had the expected success, ChildFund has a Monitoring, Evaluation and Learning System whose approach is based on the Program Management cycle.

For ChildFund, monitoring, evaluation and learning is a systematic process that includes the phases of design, planning, collection, analysis, communication, accountability and continuous improvement related to the progress and results of the programs implemented in the territory; in other words, it is a fundamental piece that provides the basis for managing the programs in a structured, standardized and timely way.

Through this approach to monitoring, information and inputs are available to sustain the quality and success of the programs, and hence the importance of these processes since they enable both partner organizations and ChildFund to:

- Provide inputs at various levels for timely and relevant decision making
- Create sufficient and timely information for an integral follow-up, in order to avoid duplicating processes.
- Analyze the relevance between expenditure, activity and participating population, determining the cost-effectiveness of the implemented actions.
- To have results based on evidence.
- Promote knowledge management and learning that allows ChildFund and its portfolio of partners to interact and create knowledge in the short, medium and long term.



#### 4.4.2 ChildFund's Approach to Monitoring, Evaluation and Learning (MEL)

To demonstrate the impact of ChildFund a global, national and local level, the organization has defined a set of standards for monitoring and evaluation at different levels:

1. Accountability standards
2. Quality Standards Program
3. Program Effectiveness standards.

These standards are directly related to each other and allow evidence to be generated on an ongoing basis through program implementation. This information is organized in 3 levels of Monitoring and Evaluation that allows better identification of lessons learned and elements of continuous improvement.

- **M & E Level 1**

The basic level of monitoring makes it possible to collect accountability information related to the progress made in carrying out planned activities, the target population effectively reached; to collect information on participation, presence and relevant information on the children's and adolescents' education and healthcare. It also provides information on actual investment in programs.

- **M & E Level 2**

It offers a wide picture of the context of the communities; it allows to have vast data linked to the conditions experienced by children in the areas where the Programs are implemented. It is focused on the analysis, reflection and improvement of programs; it is part of the process of consolidating a Strong Core Program.

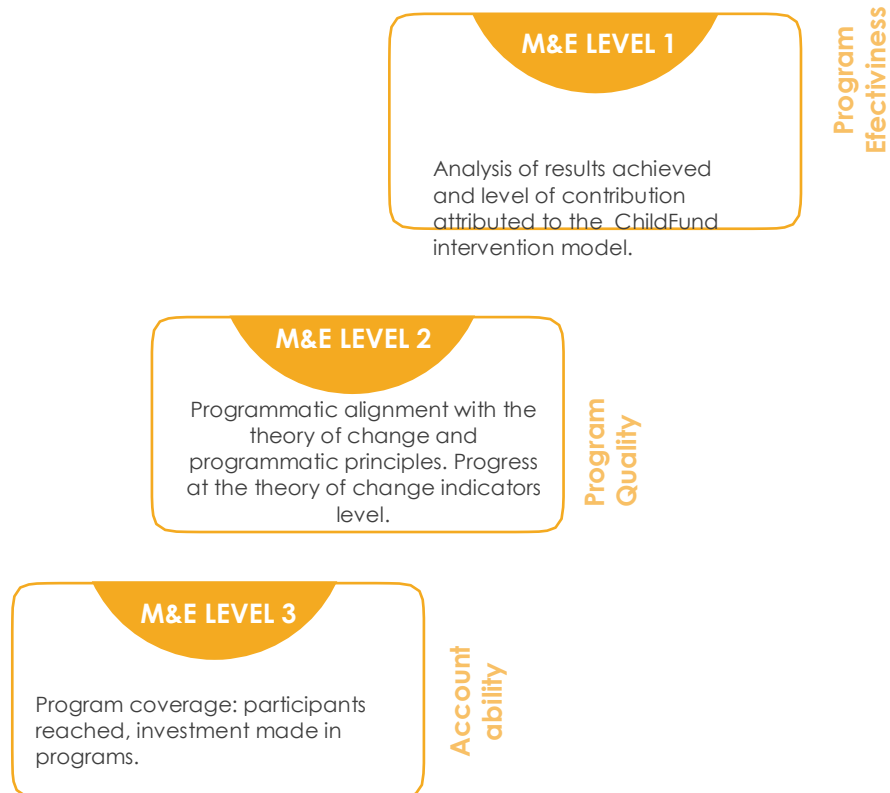
This level analyzes:

- **Program Results:** to answer questions such as: are the results for infants, children, adolescents and youth set out in the Theories of Life Stage Change being achieved?
- **Program Quality:** to answer questions such as: are the organizational Program Principles and alignment with the Theories of Change being maintained?

- **M & E Level 3**

It is the one that allows to focus on the effectiveness of a specific Program Model and its results from an ecosystem approach and not necessarily from management. It aims to show the attribution of achievements and the attribution of these to what ChildFund did. It is intended to contribute evidence to knowledge management and learning in the development industry.

<sup>13</sup> Principles ChildFund Program are: Rights of the Child, Root Causes, Evidence-Based Agents of Change and Sustainability partner relationships.



Briefly, the main tools available will be described.

solution that allows information to be gathered from the field and facilitates the monitoring of progress in real time.

- Logical Framework of the Program Model that includes indicators and means of verification
- Monitoring and Evaluation Plan
- Detailed planning of the Program Model to plan goals at the level of number of activities or actions to be implemented in a period; goal at the level of target population to be reached in a period and budget or investment to be made in a given period.
- Record of participation in the activities that are part of the Program Model
- Registration forms and registration of participants
- Surveys and forms that are part of the Monitoring and Evaluation of levels 1 and 2; and that include organizational processes such as the gathering of information from the verification of the registered population (known as CVS), surveys to monitor the quality of programs and progress reports.
- KAP
- Budget execution reports
- Narrative progress reports
- Dashboards management, among others.

In order to make ChildFund's Monitoring and Evaluation approach operational, a series of tools are available that enable both ChildFund and partner organisations to effectively manage the programs implemented in the territory.

The tools to manage the planning, implementation and monitoring of Program Models have been defined, adjusted and standardized in a participatory manner. These tools are part of the Regional Platform for Program Management and Monitoring and Evaluation, a technological



#### 4.4.3 Quality assessment and continuous improvement

In the Growing with You Program Model, there are tools that allow us to support and are evidence of the quality and improvement of the program. In order to know the progress towards the results proposed in the Program Model, there are several tools that will allow us to know about these advances and have elements that allow us to evaluate the quality of the program and improve permanently. There are key tools in the Growing with You Program Model, such as the **Development Scale and the Knowledge, Attitudes and Practices Surveys - KAP** that will allow monitoring changes in the development of infants, children and adolescents and monitoring change in relation to levels of knowledge, attitudes and practices of mothers, fathers and primary caregivers.

These tools, articulated and triangulated with the **Program Quality Reflection process**, which is part of **M & E Level 2** as well as with all the information generated as a result of Program implementation, will allow the identification of key elements of progress as well as good practices and opportunities for continuous improvement.

#### 4.5 Budgeting

For detailed planning of the program model it is necessary to take into account coverage level goals regarding number of shares, target population to participate in the various actions and the budget to be allocated for the implementation of the model will be made.

Important elements to consider for budgeting are the technical standards and methodological guidelines specified in the Curricular Implementation Map (CIM), Detailed Curricular Content as well as in the manuals and methodologies to facilitate the sessions and the different activities.

It is also necessary to take into account the guides on Magic Moments, which describe the type of actions to be taken to capture the experience of the project, including but not limited to taking photographs, success stories and short videos, among others. In this sense, it is important to distinguish the expenses derived from the activities of the Magic Moments, which must be included in the budget of the program model, from the Sponsorship Management activities of the partner organization, which must be considered in the Transversal Axis of Sponsorship.

Similarly, for the integral management of this Program Model with other models proposed by ChildFund, and its adequate management in the territory, the investment and specific actions related to Community Protection Mechanisms should be budgeted in a transversal manner and taking into account the dynamics and context of the territory.

ChildFund has determined a series of **eligible expenses** that are applicable to the nature of the programmatic model and are also reasonable, i.e., their nature and amount do not exceed a framework of prudence.



This section provides a brief description of the **expenditure categories** required for the budgeting of the different activities of the Program Model; further detail and guidance, as well as information on the levels to be considered for the codification of the Program Model activities, can be found in the annex of the partners **financial guides**.

## Expense category

### TECHNICAL STAFF

All compensation for services rendered by the contractor for carrying out the activities of the program model (full time, part time or temporary) staff

#### Eligible expenses are

- Salaries, exclusively for staff approved in the Annual Operational Planning (AOP)
- Social benefits as long as they are provided by law
- Salary increases approved in the AOP should therefore be identified for review and probation
- Eligible expenditure shall be recognized if it is clearly identified and described in the AOP.

#### Ineligible expenses are

- Fines or costs associated with non-compliance with the country's labor laws.
- Salaries and benefits outside those detailed in the approved AOP and budget.
- New or temporary staff who has not been previously approved

### PROGRAM SESSIONS

Expenses related to programmatic actions to develop and strengthen the competencies of different groups of participants, such as:

#### Eligible expenses include:

- Food and transport exclusively for the participants to the sessions described in the MIC.
- Materials needed and eventually,
- Facilitators fees provided they were external facilitators

#### Ineligible expenses are

- Food and transportation for people who are not involved in programmatic actions
- Cost of food and refreshments that do not fall under the policy of the institution
- Activities outside the intervention area that do not have prior authorization

## HIRED SERVICES

Expenses related to hiring consultants to provide advice and / or specific services, which are directly related to the achievement of the objectives

### Eligible expenses are

- Services generally short-term and provided by independent contractors. The personnel providing these services are not an employee of the Partner Organization and are not eligible for employee benefits.
- The AOP must attach a summary of planned hires for the year, including the specific hiring objective and time required.

### Ineligible expenses are

- Costs associated with negligence in the application of the various types of contracts.

## MATERIALS

All expenditures on inputs and materials required for the implementation of the activities of the Program model. For example, educational materials, supplies, stationery. This category also includes all minor equipment expenses, that is, all those that by their nature are consumable and do not last over time, and therefore are not subject to depreciation or accounting activation

## TRANSPORT

### Eligible expenses are

- Expenses incurred by staff during the course of implementation / management / monitoring of projects. These expenses must be reasonable and must respond to a local partner strategy to optimize costs

### Ineligible expenses are

- Taxis from office to home or vice versa for staff and members of the Board of Directors, except when they have extended meetings.
- Taxis or contracted mobilization on routes where there is a public service and security conditions allow its use.

## INCENTIVES

Materials that motivate the skills of the volunteer who contributes to the implementation of the Program Model, based on an incentive plan attached to the annual Operational Planning (AOP) for ChildFund approval.

### Eligible expenses are

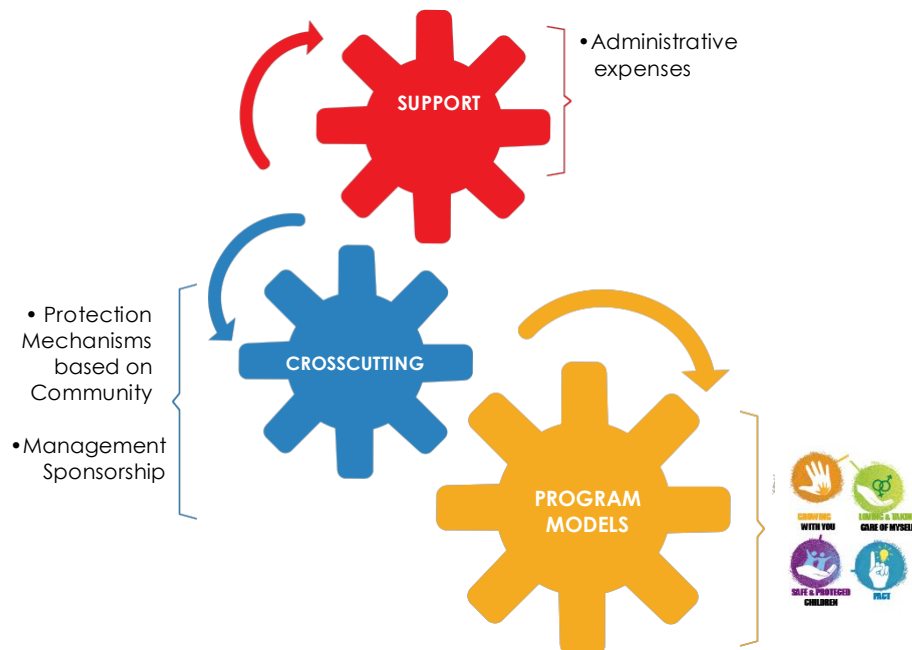
- Incentives expenses related to volunteer once a year, based on a proposal approved by ChildFund, including the list of volunteers.

### Ineligible expenses are

- Incentives expenses not approved in the AOP

The Program Model Management includes but is not limited to planning and budgeting ChildFund has an M&E platform that is part of its Monitoring, Evaluation, Knowledge Management and Learning System in which detailed Annual Operational Plans (AOPs) will be developed. As mentioned above for budgeting, the budget and investment to be planned in can be considered:

- One or more Program Models
- Transversal component:
  - a. Community Child Protection Mechanisms
  - b. Sponsorship Process Management
- Programs Support - Administrative Management



As part of a process of knowledge management and documentation of organizational learning, once information on the investment made in the first year of implementation of the Program Model is available, it will be possible to determine the costs associated with its implementation in the different contexts of the Americas Region

#### 4.6 Theoretical framework and instruments

As mentioned above, there are a number of tools that will allow us to monitor progress and results from the Growing With You Program Model.

Two tools that will allow measuring the quality of the program are described below:

- I. The Development Scale
- II. The survey of knowledge, attitudes and practices - KAP.



## I. The Development Scale:

The Developmental Scale is a comprehensible and standardized instrument for monitoring the development of children under five years of age that facilitates the definition, design and implementation of appropriate and effective programs for their age and needs for stimulation, care and attention. .

The scale applied in ChildFund programs is characterized by having only the most relevant indicators of previously selected development areas or competencies. Indicators should be observable and show the onset or consolidation of functions and/or the achievement of socially and culturally relevant learning.

The use of this scale allows for economic savings, encourages community participation and identifies the needs of individuals and a broad group of children. This is possible because it lowers the cost of assessing children or a program when implemented by trained community workers, requires minimal implementation time, uses materials for everyday use, low cost or easily accessible and can be applied in a center or in the home of children

### Scale Design

The developmental milestones or indicators can be organized in sequences according to age ranges, broad enough to differentiate the speed or pace of maturation of each child. It is then constituted as a scale or test to observe the achievement of competencies in boys and girls.

### Development indicators

Each indicator is a signal showing a child's competence or lack of maturity caused by internal (child's health) or external risk factors (family relationships, few opportunities for learning and experience)

The following **criteria** are used to select them:

- Recognition of their importance in specialized research.
- Its repeated use in different existing scales.
- The relevance attributed to the corresponding area in the different programs developed by ChildFund.
- Ease of application by non-specialists.
- Indicators showing the development process of children with relative independence from different cultures or living conditions.
- Adaptability to the local culture through the material, language and examiners.

The 150 indicators are organized according to the 11 age ranges identified, the sequence in which the maturation process of infants, girls and boys occurs.

## II. KAP - Knowledge, Attitudes and Practices:

The purpose of this KAP survey is to have an evaluation and monitoring tool that allows the measurement of **the achievements and the progress towards the achievements of the competencies established for each target group** with which the MCC of the "Growing with You" Program Model will work. The data expected to be obtained through the application of the Entry and Exit surveys may be compared with each other in order to measure changes over time and/or among population groups that may be associated with program activities. The tools for the Entry and Exit surveys are the same for comparison purposes.

### • Entry Survey:

It will be applied **at the beginning of the implementation of the curricular content of the Model**. The objective of its application is to establish a baseline of the knowledge, attitudes and practices existing in each target group of the communities in which ChildFund will implement the Program Model.

### • Exit Survey:

It will be applied **at the end of the first year of implementation**. The objective of its application is to collect data on the knowledge, attitudes and practices that people in each target group have acquired after having participated in the training sessions foreseen in the curricular implementation map. **By comparing the data from the Exit Survey with the data from the Entry Survey (baseline), it will be possible to measure the progress of each target group towards the achievement of the competencies established** in the Program Model.

Such progress should be measured against the goals and benchmarks set for the indicators ChildFund has determined for the results of the Program Model Logical Framework Matrix. If appropriate, ChildFund could use the data from the Exit Survey as a baseline for the second year of implementation. Thus, at the end of the second year of implementation, the tool could be reapplied to measure progress against the year 2 baseline, and so at the end of each year of implementation, the same process should be carried out until the end of the fifth year of implementation of the Model.

The objectives of the **KAP survey** for the "Growing with You" have been established based on the results of the logical framework matrix model. The objectives are:

1. Measure changes in knowledge, attitudes and practices of parents and primary caregivers in order to respond adequately and in a timely manner to the physical, cognitive, socio-emotional and psychomotor growth and development of infants, girls and boys under the age of 6 in the communities where ChildFund has implemented the Growing with You Program Model.
2. To measure changes in the knowledge, attitudes and practices acquired by parents and primary caregivers to promote their own social-emotional development and self-care in the communities where ChildFund has implemented the Growing With You program.
3. To measure changes in knowledge, attitudes and practices acquired by families and the community to promote protective environments in regular and emergency contexts, where ChildFund has implemented the Growing With You Program Model.



In addition to the objectives specifically set for this tool, it is considered appropriate to state that the KAP survey may provide an opportunity for ChildFund to gather information not only on the impact of its actions, but also on the local context, as well as to identify cases of abuse/harassment/violence. This is why it is important to establish the mechanisms/route of action to proceed in case these situations are identified.

It is also important that the information collected through the survey strengthens ChildFund's monitoring, evaluation, accountability and knowledge management actions, so that it contributes to the analysis of the historical evolution of its work and, therefore, of the advocacy generated.





## 5. LEARNING COMMUNITY

People who have participated in the process of co-creation model Growing With You Program are:

**Learning Community Members:** Sheila Maldonado, Wilma Lopez, Luis Miguel Gutierrez, Jose Maria Cabrera, Mauricio Ramirez.

**Collaboration:** Paul Bode, Mario Lima, Mellisa Kelly, Katharine Susman, Magda Palacios, Federico Diaz, Veronica Burbano, Brenda Chavez, Ligia Boxes, Yil Felipe, Daniela Naranjo, Javier Alvarado and Luis Cocon.





## 6. ANNEXES



1. Associate matrix
2. Potential partners
3. Logic frame
4. Strategy Paper "Destination 2020"
5. Reference Manual theories change ChildFund
6. Analysis Matrix Theory of Change for Models programs
7. Curricular Content Matrix
8. Methodologies that are part of the program model
9. Map of implementation\_CC
10. KAP\_Survey
11. Magic Moments Capture Guide

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