



CURRICULUM CONTENT TABLE

SAFE AND PROTECTED CHILDREN

Information Table

Reference of target groups, competencies, subject matter, methodologies, and technical standards for the implementation of the model



**SAFE & PROTECTED
CHILDREN**



Target Groups	Competencies
<p>Boys, girls and adolescents, Age 6-14</p>	<p>First year:</p> <ul style="list-style-type: none"> » Recognize and value the importance of having respectful, inclusive and peaceful relationships with adults and their peers, absorbing the richness of differences in spaces of harmonious coexistence and interaction. » Identify and avoid situations that put themselves in risk and danger understanding their rights, becoming secure in themselves, and supporting themselves on the trust and affection of their parents and primary caregivers. <p>Second year:</p> <ul style="list-style-type: none"> » Manage positive, respectful, inclusive and free from violence relationships with their peers and adults in spaces of harmonious coexistence and interaction. » Avoid and decrease situations that put them at risk and in danger from their self-understanding of being subjects of rights, feeling secure in themselves and the trust and affection of their parents and caregivers. » Apply knowledge and abilities to construct collective proposals that promote safe, inclusive, protective and resilient environments. » Life skills to work on in two years: social-emotional, self-knowledge, empathy, assertive communication, interpersonal relationships, decision making, conflict resolution, creative thinking, critical thinking, stress and tension management and autonomy.
<p>Mothers, fathers and primary caregivers</p>	<p>First year:</p> <ul style="list-style-type: none"> » Incorporate in child-raising practices positive discipline recognizing the importance of mutual respect, assertive communication, security and confidence. <p>Second year:</p> <ul style="list-style-type: none"> » Manage positive, protective and free from violence relationships in the home with their children and with their partners. » Collaborate actively with other educational community actors to promote protective, inclusive, free from violence for children and adolescents.
<p>Education personnel/ community volunteers</p>	<p>First year:</p> <ul style="list-style-type: none"> » Incorporate in educational spaces positive discipline recognizing the importance of mutual respect, assertive communication, security and confidence. <p>Second year:</p> <ul style="list-style-type: none"> » Manage positive, protective and free from violence relationships in the home with their children and with their partners. » Collaborate actively with other educational community actors to promote protective, inclusive, free from
<p>Community leaders</p>	<p>First year:</p> <ul style="list-style-type: none"> » Promote and facilitate relationships of collaboration between distinct actors in the educational community acting in a coherent way from their formal and informal leadership roles, their capacity in advocacy and the knowledge of risk and protective factors of children. <p>Second year:</p> <ul style="list-style-type: none"> » Advocate in schools and the community to collectively strengthen safe, inclusive and peaceful spaces for boys, girls and adolescents, from their understanding and analysis of risk and protective factors, and their role in protection of child rights

FRIENDLY & SAFE ENVIRONMENTS

POSITIVE RELATIONSHIPS

PEACEBUILDING

DRR

MAGIC MOMENTS

METHODOLOGY

	Key MIC	Content	Recommended manuals
Children & Adolescents Age 6-14	NAA1-NAA15	<p>Total 12 sessions Topics: Child rights, peaceful and harmonious environments, communication, ICT, violence prevention, protection, life skills</p> <ol style="list-style-type: none"> 1. Rights yes, violence no 2. Zero violence 3. Get to know yourself and discover who you are 4. Because I love myself, I take care of myself 5. Share, decide and resolve 6. Say it, don't be quiet 7. As a Family, we are stronger 8. To have Friends is the best 9. Together we can do big things 10. Neither joke, nor game, bullying is serious 11. Use and don't abuse social media 12. The community as a protective listener <p>NAA13-15 Introduction sessions, practice activities, closing</p>	<ul style="list-style-type: none"> » "Grow up without violence. Workbook for youth from 6-8 years old". <i>ChildFund México. For topics 1 - 6.</i> » "Grow up without violence. Workbook for youth from 9-12 years old". <i>ChildFund México. For topics 1 - 6.</i> » "Grow up without violence. Workbook for youth from 13-18 years old". <i>ChildFund México. For topics 1 - 6.</i> » "Sexual abuse is intolerable. Use your six senses. Module 5. Tools for child sexual abuse prevention from a self-protection perspective." <i>Guide for educational and community members. Plan Internacional. https://plan.org.co/sites/files/plan/modulo_3.pdf. For topics 2 and 3 (support material for supporting and complementing sessions, according to the need)</i> » <i>Other suggested methodologies (by discretion of the country office):</i> Topic 6: "Remember your safety is always first". Tips for self-protection from child sexual cyber harassment. Save The Children. https://www.savethechildren.mx/sci-mx/files/24/248b87e5-41c2-40c7-ad35-c2eb396a10ca.pdf
Mothers, fathers and primary caregivers	CAA1-CAA13	<p>Child rights, violence prevention, communication, parenting and positive discipline</p> <ol style="list-style-type: none"> 1. Rights yes, violence no 2. Zero violence 3. I treat myself as they treat me 4. Share, decide and resolve 5. Say it, don't be quiet 6. As a Family, we are stronger, year 2 7. Remembering my childhood 8. Recognizing rights 9. I am a caretaker 10. Our family 	<ul style="list-style-type: none"> » "Grow up without violence. Parents manual". <i>ChildFund México. (Year 1)</i> » <i>Raising children with Love – Formative guide for families in Respectful child raising (Year 2)</i> » UNICEF – Bread and Love

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FRIENDLY AND SAFE ENVIRONMENTS

Key MIC	Content	Recommended manuals
<p>LAA1 LAA5</p>	<p>Total: 7 sessions First year: 3 sessions</p> <ol style="list-style-type: none"> 1. Topic 1. Rights of Protection: what do they imply, how far they reach and content. Roles y responsibilities of community protection mechanisms. 1 session. 2. Topic 2. De-naturalization of violence and integral prevention: what it is, why it happens, what consequences it has, dimensions and reach (including sexual abuse, gender based violence and intimidation between peers). 1 session 3. Topic 3. Recognize patterns of vulnerability and risk between boys, girls and adolescents (age, sex, social-cultural status, socio-economic situation, geographical location, state of health, sexual orientation, nationality, migratory condition, use of legal and illegal drugs, etc.) 1 session. <p>Second year: 2 sessions</p> <ol style="list-style-type: none"> 4. Topic 4. Organization of community based child protection groups: mobilization around prevention, protection and advocacy, based on risk and protection factor maps (community committees, local protection working groups, etc.) 2 sessions 5. Topic 5. Know referral protocols and pathways for reporting cases of abuse and violence. 2 sessions 	<p><i>Methodologies tested by ChildFund (prioritize):</i></p> <ul style="list-style-type: none"> » "Child protection mechanisms for children, adolescents and youth based in the community" <i>Guide for Facilitators. For topics 1, 4 y 5</i> » "Strengthening community child protection. Referral pathways". <i>A resource manual. For topics 1, 4 y 5</i> » "Sexual abuse is intolerable. Use your six senses. Modules 1, 2 and 3". <i>Guide for community and educational members. Plan Internacional. https://plan.org.co/sites/files/plan/modulo_3.pdf. For topics 3, 4, 5.</i>

Children & Adolescents Age
6 to 14

Mothers, fathers & primary
caregivers

POSITIVE RELATIONSHIPS		
Key MIC	Content	Recommended manuals
NARP1- NARP1 0.	<p>Topics:</p> <ul style="list-style-type: none"> » Social emotional skills in girls, boys and adolescents <ol style="list-style-type: none"> 1. I know myself and I control myself (8 sessions) 2. I know you and I relate with you (8 sessions) 3. I make decisions and responsibilities (8 sessions) 	<ul style="list-style-type: none"> » Educating hearts, inspiring minds; Social-emotional skills SEL Chile, for students according to age.
CRP1 CRP8	<p>Topics:</p> <ul style="list-style-type: none"> » Training families in the assertive development of boys and girls » Healthy and harmonious coexistence for girls, boys, and adolescents in different environments » Identification of types of violence, protection <ol style="list-style-type: none"> 1. Allies in the education of children 2. How to learn from our children? 3. How to grow in communication? 4. How to find solutions as a family? 5. How to motivate our children? 6. How to establish boundaries and consequences? 7. How to handle our emotions? 8. How to protect our children from risks? <ul style="list-style-type: none"> » Families and school, strengthened in favor of children and youth » Creating new learning expectations in school and at home » Finding solutions together 	<p><i>Methodologies tested by ChildFund (prioritize):</i></p> <ul style="list-style-type: none"> » "A Thousand Hands. Facilitation guide, family component. Notes and messages for parents". GIZ. For topics 1 and 8. » Facilitation guide for parents



FRIENDLY & SAFE ENVIRONMENTS

POSITIVE RELATIONSHIPS

PEACEBUILDING

DRR

MAGIC MOMENTS

METHODOLOGY

POSITIVE RELATIONSHIPS

	Key MIC	Content	Recommended Manuals
Education Personnel Community volunteers	DRP1- DRP10	<p>Topics:</p> <ul style="list-style-type: none"> » Violence prevention, school harmony and coexistence 1. Schools and families united for harmony and coexistence 2. Communication in school harmony and coexistence 3. Establishing shared expectations for school harmony and coexistence 4. Teaching the expectations of school harmony and coexistence 5. Positive recognition. How to motivate a harmonious coexistence 6. Positive discipline 7. Seeking solutions for a better harmony and coexistence 8. Handling emotions 9. Follow-up to a harmonious coexistence 10. Planning for a harmonious coexistence » Families and schools, strengthening in favor of children and youth » Create new learning expectations in the school and home » Finding solutions together » Evaluating our actions and planning for the future of “A 	<p><i>Methodologies tested by ChildFund (prioritize):</i></p> <ul style="list-style-type: none"> » “A Thousand Hands. Facilitation guide, school component. Support material and practical guide for teachers”. GIZ. For topics 1-10. » Facilitation guide for teachers
Teachers, parents, primary caregivers	CDRP1 - CDRP3	<p>3 sessions</p> <p>Year 1: 3 sessions</p> <ol style="list-style-type: none"> 1. Topic 1. Multiplier effect in the community of fathers, mothers, and caregivers trained in child protection 2. Topic 2. Assertive communication between school and community with practices and techniques to listen and speak clearly with boys, girls and adolescents. 3. Topic 3. Leaders trained in accompanying teachers in the development of a formative process of fathers, mothers and caregivers. 	<p><i>Methodologies tested by ChildFund (prioritize):</i></p> <ul style="list-style-type: none"> » “A Thousand Hands. Facilitation guide, school component. Support material and practical guide for teachers”. GIZ. For topics 1,2, and 3. » “The Good School. Toolkit for students and teachers”. Raising Voices Uganda. For topics 4 y 5. <p><i>Other suggested methodologies (that could be applied depending on each country office):</i></p> <ul style="list-style-type: none"> » Topic 2: “Put an End to Violence in Schools. Guide for Teachers”. UNESCO. http://unesdoc.unesco.org/images/0018/001841/184162s.pdf » Topics 1,3,4 y 5: “Who Loves You?” Guide for parents. How to use positive discipline. Save the Children, 2012.

PEACEBUILDING

Key MIC	Content	Recommended Manuals
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community Leaders</p> <p>LCP1-LCP6</p>	<p>Total 6 sessions Year 1: 3 sessions</p> <ol style="list-style-type: none"> 1. Topic 1. Peace culture and no violence: understanding peace as the absence of violence, not of conflict; prevent conflict and violence; resolve conflicts in a peaceful way; and create conditions that go towards peacebuilding. Respect of human rights as a base for a peace culture. 1 session. 2. Topic 2. Accountability and feedback mechanisms as a means to demand rights. 2 sessions. <p>Year 2: 3 sessions</p> <ol style="list-style-type: none"> 3. Topic 3. Build empowerment, trust and participation in boys, girls and adolescents: How to involve children and adolescents in decisions and activities in the classroom, the school and the community. 1 session. 4. Topic 4. Advocacy for achieving significant change: what it is, who to advocate; how to plan and implement advocacy actions. Coordinate with Curriculum Content of Civic Participation and Leadership. 2 sessions 	<p>» Educating hearts, inspiring minds; Social-emotional skills SEL Chile, for students according to age.</p>

DISASTER RISK REDUCTION

	Key MIC	Content	Recommended Manuals
Children & Adolescents Age 6 a 14	NRD1- NRD4	<p>Total 4 sessions First year: 2 sessions</p> <ol style="list-style-type: none"> Topic 1. What you consider a disaster risk; what is a threat, what is a disaster, types of disasters and how they affect us (in the family, in the high-school, in the community); what is a risk; what is a vulnerability. 1 session. Topic 2. How to reduce the risk of disasters. 1 session » <i>Transversal: work on social-emotional skills alongside and apply to the conceptual content.</i> <p>Second year: 2 sessions</p> <ol style="list-style-type: none"> Topic 3. How to prepare yourself for an emergency and disasters: preparation and early warning, and mitigation of the effects and recuperation actions. 2 sessions. » <i>Transversal: work on social-emotional skills alongside and apply to the conceptual content.</i> 	<ul style="list-style-type: none"> » "Let's learn to prevent disasters. We boys and girls also participate in reducing risks". <i>Brochure directed towards children and adolescents. EIRD, UNICEF. For topics 1, 2 y 3.</i> » "Investigate, construct and express yourself for a better world Project Material "I Tell You about DRR". <i>ChildFund Guatemala. For topics 1, 2 y 3.</i> » "Guide for analyzing threats, vulnerabilities and capacities "AVC", with child and adolescent participation for the urban context. <i>Plan Internacional Ecuador. For topics 1,2 y 3.</i> <p><i>Suggestion of didactic and interactive materials:</i></p> <ul style="list-style-type: none"> » Topic 2: "Let's learn to protect ourselves from dangers around us. Pato Poc". <i>CONRED Guatemala.</i> » Topic 2: "Disaster Risk Reduction. The Caravan of the Frog". <i>ChildFund Guatemala.</i>
Mothers, fathers & primary caregivers	CRD1- CRD2	<p>First year: 2 sessions Connect with the content worked on by parents and caregivers about DRR and the preparation of a family emergency plan</p> <ol style="list-style-type: none"> Topic 1: How to do a risk mapping in the neighborhood/community and create an emergency school plan with participation of the children. 	<ul style="list-style-type: none"> » "Guide for analyzing threats, vulnerabilities and capacities "AVC", with child and adolescent participation for the urban context. <i>Plan Internacional Ecuador.</i> » "Methodological Guide training in emergencies Session 1. Session 2". <i>ChildFund Ecuador.</i> <p><i>Suggestion of didactic and interactive materials:</i></p> <ul style="list-style-type: none"> » Didactic and interactive materials (Child Fund y SC); <i>Guide of interactive materials for risk prevention (Corporación Humor y vida). These were suggested by ChildFund but it wasn't possible to review the content for not having access to them on Teams.)</i>

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DISASTER RISK REDUCTION

	Key MIC	Content	Recommended Manuals
Education Personnel Community volunteers	PRD1-PRD4	<p>Total 5 sessions First year: 3 sessions</p> <ol style="list-style-type: none"> 1. Topic 1. Promote the interest of the educational community in DRR. Basic concepts of risk management. 1 session 2. Topic 2. Analysis of Vulnerabilities and Capacities. 2 sessions 	<ul style="list-style-type: none"> » "It is better to prevent. Protected schools". FICR. For topics 1-4. » "Manual of Disaster Risk Reduction. Increasing participation and taking preventative action. Constructing Communities with strong capacity of recuperation focused on children and youth". <i>ChildFund</i>. For topics 1-2. » "Methodological Guide training in emergencies Session 1. Session 2". <i>ChildFund Ecuador</i>. For topics 1-2. <p>Suggestion of didactic and interactive materials:</p> <ul style="list-style-type: none"> » Didactic and interactive materials (ChildFund and SC); <i>Guide of interactive materials for risk prevention (Corporation Humor and Life)</i>.
Community leaders	LRD1-LRD8	<p>8 sessions First year: 3 sessions</p> <ol style="list-style-type: none"> 1. Topic 1. Reviewing the history of our community. 1 session. 2. Topic 2. Seasonal calendar. 1 session. 3. Topic 3. Understanding better our risk. 1 session. <p>Year two: 5 sessions</p> <ol style="list-style-type: none"> 4. Topic 4. Transforming vulnerabilities into capacities. 1 session. 5. Topic 5. Identifying prevention, preparation and mitigation actions. 2 sessions. 6. Topic 6. Community mapping: community organization, elaboration of a community plan. 2 sessions. 	<ul style="list-style-type: none"> » "Guide for analyzing threats, vulnerabilities and capacities "AVC", with child and adolescent participation for the urban context. <i>Plan Internacional Ecuador</i>. For topics 1 -6. » "Guide for analyzing threats, vulnerabilities and capacities "AVC", with child and adolescent participation" (<i>non-urban contexts</i>). <i>Plan Internacional Ecuador</i>. For topics 1 -6. » "Methodological Guide training in emergencies Session 1. Session 2". <i>ChildFund Ecuador</i>. For topics 3, 5. » "Manual of Disaster Risk Reduction. Increasing participation and taking preventative action. Constructing Communities with strong capacity of recuperation focused on children and youth". <i>ChildFund</i>. For topics 5 y 6. » "Community Risk Management Guide". <i>General Secretary of Risk Management, Ecuador</i>. For topics 1,2,3,5 y 6.

MAGIC MOMENTS		
Key MIC	Content	Recommended Manuals
MM1	Series of 04 -08 photographs with a direct phrase from the child, family, community or field and/or context description of the photo.	<ol style="list-style-type: none"> 1. Capture Guide of Magic Moments 2. Download and authorization of use of image and information form 3. Photography course 4. Photography workshop, ChildFund Honduras 5. 365 Tips for Taking Photos
MM2	Written story about the development target that has been identified to communicate with the sponsor. Accompanied with 02-04 photos that help tell the story.	<ol style="list-style-type: none"> 1. Capture Guide of Magic Moments 2. Download and authorization of use of image and information form 3. Photography course 4. Photography workshop, ChildFund Honduras 5. 365 Tips for Taking Photos
MM3	Written story about the development target that has been identified to communicate with the sponsor. Accompanied with 02-04 photos that help tell the story.	<ol style="list-style-type: none"> 1. Capture Guide of Magic Moments 2. Download and authorization of use of image and information form 3. Photography course 4. Photography workshop, ChildFund Honduras 5. 365 Tips for Taking Photos
MM4	Series of 04 -08 photographs with a direct phrase from the child, family, community or field and/or context description of the photo.	<ol style="list-style-type: none"> 1. Capture Guide of Magic Moments 2. Download and authorization of use of image and information form 3. Photography course 4. Photography workshop, ChildFund Honduras 5. 365 Tips for Taking Photos

	Modality	Frequency/Time	Duration Temporalidad
Children & Adolescents Age 6-14	<ul style="list-style-type: none"> » Sessions of 45 or 60 minutes (depending on the assigned time for an hour of class in schools) with the children in the classroom. 60 minute sessions for non-formal spaces. » When it is possible, maintain the group together. If it was very numerous, divide into two work groups (each one facilitated by an adult) » Work on life skills in function of evolutionary development of children and adolescents (work from 6 years old and go into more depth each year). Work on life skills as transversal areas that apply to thematic content. » Work by similar ages so that the cognitive and social maturity of children and adolescents (6-8; 9-11; 12-14 years old). Suggestion: the topic of ICT and social media begins at 10 years old. <p>Fairs:</p> <ul style="list-style-type: none"> » From two to three hours of duration, divided into stations to address the topics of different program models. To implement in community spaces with the participation of all of the community. Ensure that the activities are proposed and even led by the children and adolescents to address topics and key messages worked on during the sessions. 	<ul style="list-style-type: none"> » 2 sessions of 45 to 60 minutes per month (<i>except the month that the fair is done</i>) <p>Fairs:</p> <ul style="list-style-type: none"> » 3 in the year (<i>coordinate if in the place there is another program model being implemented</i>) 	<p>Year 1 and 2:</p> <ul style="list-style-type: none"> » 40 sessions, » One month to evaluate, reflect and plan
Mothers, fathers & primary caregivers	<ul style="list-style-type: none"> » Group sessions of 1 to 2 hours, with 20 to 25 mothers, fathers and primary caregivers. In the case of families with a mother and father present, both are invited to participate to promote the shared responsibility in the formative process rooted in positive parenting and protection of children. When it comes to sessions that are oriented towards caregiving, supporting children and their protection, the sessions will first be implemented with parents and caregivers and later the similar session with children and adolescents. This will be implemented in community and neighborhood spaces. Beforehand, the levels of literacy will be identified to prepare the activities and the teaching material; as well as the socio-cultural composition of the group to analyze the pertinence of language and applied approaches. <p>Fairs:</p> <ul style="list-style-type: none"> » From two to three hours of duration, divided into stations to address the topics of different program models. To implement in community spaces with the participation of all of the community. Ensure that the activities are proposed and even led by the children and adolescents to address topics and key messages worked on during the sessions. 	<ul style="list-style-type: none"> » According to the MIC 	<ul style="list-style-type: none"> » 26 sessions according to the MIC (<i>first 2 years</i>)

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Children & Adolescents Age 6-14
Mothers, fathers & primary caregivers

Methodology of session	Training for facilitators
<p>Sessions: Experiential method of Kolb (Concrete Experience, Reflexive Observation, Theorization, Application)</p> <ol style="list-style-type: none"> 1. Welcome, ice-breaker (5 min). 2. Exploration of previous concrete experience and existing knowledge-including connecting topics or topics addressed in previous sessions (5 min). 3. Presentation of the topic based on an individual and group reflection (15 min). 4. Concept construction together based on reflection. Key messages. (10 min). 5. Practical activities and commitments (15 min - 30 min.) <p>Fairs:</p> <ul style="list-style-type: none"> » Share with the educational community reflections and proposals of children and adolescents through key messages for the creation of safe and resilient spaces. Interactive, playful, artistic, experiential activities, with the participation of the educational and the rest of the community. 	<p>Sessions:</p> <ol style="list-style-type: none"> 1. School spaces: teachers/ educational personnel from the school (preferably the teachers of the children involved); adult with professional training in working with children and adolescents in classrooms. 2. Community spaces: technician and/or community volunteers 3. Facilitation and communication skills with diverse groups of children and adolescents 4. Knowledge of the topics to facilitate to respond to doubts and concerns of the children and adolescents. 5. Capacity of managing diversity and valuing non-traditional points of view 6. Skills to facilitate dialogue and delivering information in a very attractive way. 7. To be capable to talk about delicate subjects and recognize when it is necessary to divide the group between girls and boys. 8. Knowledge of the social, cultural and local history reality. <p>Fairs:</p> <ul style="list-style-type: none"> » Support team conformed of technicians, volunteers, community leaders, educational personnel, parents and caregivers.

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Sessions

Experiential Kolb Method (Concrete Experience, Reflexive Observation, Theorization, Application)

1. Welcome, ice-breaker (10 min).
2. Exploration of previous concrete experience and existing knowledge-including connecting topics or topics addressed in previous sessions (10 min).
3. Presentation of the topic based on an individual and group reflection (30 min).
4. Concept construction together based on reflection. Key messages. (20 min).
5. Practical activities and commitments (50 min.)

Fairs:

- » Share with the educational community reflections and proposals of children and adolescents through key messages for the creation of safe and resilient spaces. Interactive, playful, artistic, experiential activities, with the participation of the educational and the rest of the community.

Sessions:

1. A person from the community that knows the reality of the population, their problems and their needs.
2. Literacy skills to receive training and give training, in the local language of the community.
3. Social-emotional skills
4. Adult group facilitation skills
5. Interest and commitment
6. Recognition and valuing of diversity.

Fairs:

1. Co-led by a man and a woman, selected by the group.
2. Support team conformed by technicians, volunteers, community leaders and educational personnel.

	Training for the facilitators	Periodic Accompaniment
Children & Adolescents Age 6-14	<p>During the first year:</p> <ul style="list-style-type: none"> » Educational personnel/community volunteers will be trained by experts/ChildFund technicians in 3 hour sessions to guarantee that the training process is as complete as possible before beginning the training for children and adolescents. This requires previous review of material by the facilitators to train themselves. <p>During the next years:</p> <ul style="list-style-type: none"> » 2 days of 8 hours of effective training to update or reinforce content one time a year. <p>Results:</p> <ul style="list-style-type: none"> » Technicians trained by ChildFund. » Teachers and educational personnel/community volunteers trained by the technician. 	<p>To teachers/educational personnel/community volunteers:</p> <ul style="list-style-type: none"> » 1 monitoring observation in charge the technician, of the sessions, every 2 sessions. » 1 monthly update » 1 technician for 15 to 20 teachers/educational personnel/community volunteers. <p>From the technician to the:</p> <ul style="list-style-type: none"> » Coordinator or partner manager, one time per month technical analysis work and in community at least one time per trimester. <p>To the fair:</p> <ul style="list-style-type: none"> » Coordinator or partner manager accompanies the fair and gives follow-up to the technical objectives of the fair
Mothers, fathers & primary caregivers	<p>During the first year:</p> <ul style="list-style-type: none"> » Fathers, mothers and primary caregivers will be trained by community volunteers, under the training of trainers' methodology. Community volunteers will be trained by ChildFund technicians in intensive sessions of 2 days of 8 hours each, for each thematic area (total of 10 days de 80 effective hours of certified training. The ten days of training will be done in a lapse of time no more than one month. Include facilitation strategies for working with adults. This requires previous review of material by the facilitators to train themselves. <p>During the following years:</p> <ul style="list-style-type: none"> » 2 days of 8 hours of effective training to update or reinforce content one time a year. <p>Resultado:</p> <ul style="list-style-type: none"> » Community volunteers trained by ChildFund Technicians. » Mothers, fathers and caregivers trained by community volunteers (1 facilitator per each group of maximum 25 fathers, mothers and 	<p>From the technician to the:</p> <ul style="list-style-type: none"> » 1 monitoring observation of the sessions, every 2 sessions. Coordinator or partner manager, one time per month technical analysis work and in community at least one time per trimester. <p>To the fair:</p> <ul style="list-style-type: none"> » Coordinator or partner manager accompanies the fair and gives follow-up to the technical objectives of the fair

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	Modality	Frequency/Time	Duration Temporalidad
Educational personnel/ community volunteers	<ul style="list-style-type: none"> » Group sessions of 2 hours, with 20 to 25 members of teachers and community volunteers. » This will be done in school classrooms. Shared thematic sessions will be coordinated with community leaders and volunteers, in this case they will be formed by mixed groups (sex, target audience), there will be one facilitator per group. <p>Fairs:</p> <ul style="list-style-type: none"> » The role of educational personnel will be to support the planning, organization and active participation of children and adolescents, parents and caregivers. 	<ul style="list-style-type: none"> » According to the MIC 	<ul style="list-style-type: none"> » 12 sessions according to the MIC <i>(first 2 years)</i>
Community Leaders	<ul style="list-style-type: none"> » Group sessions of 2 hours, with 20 to 25 community leaders. Active participation and decision making of women will be promoted. This will be done in community and neighborhood spaces. Previously, levels of literacy will be identified to prepare activities and training material; this as well as the socio-cultural composition of the group to analyze the pertinence of language and strategy used. Sessions will be coordinated with common topics of the educational personnel, in which case will form mixed groups (sex, audience), there will be one facilitator per group. Each year, the process should be updated anticipating the change of authorities <p>Fairs:</p> <ul style="list-style-type: none"> » The role of community leaders and volunteers will be to support the initiatives of children, adolescents, parents and caregivers; promote the participation of all of the community and obtain public spaces for implementation in case there are none in the schools. Once a year, in a fair, there will be a feedback activity to promote accountability to the community. » In the first year the risk mapping and violence and risk prevention plan will be presented. Each year that follows the update will be presented. 	<ul style="list-style-type: none"> » According to the MIC 	<ul style="list-style-type: none"> » 11 sessions according to the MIC <i>(first 2 years)</i>

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	Methodology of session	Training for the facilitator
Educational personnel/ community volunteers	<p>Sessions: Experiential Kolb Method (Concrete Experience, Reflexive Observation, Theorization, Application)</p> <ol style="list-style-type: none"> 1. Welcome, ice-breaker (10 min). 2. Exploration of previous concrete experience and existing knowledge-including connecting topics or topics addressed in previous sessions (10 min). 3. Presentation of the topic based on an individual and group reflection (30 min). 4. Concept construction together based on reflection. Key messages. (20 min). 5. Practical activities and commitments (50 min.) 	<p>Sessions:</p> <ol style="list-style-type: none"> 1. A person from the community that knows the reality of the population, their problems and their needs. 2. Literacy skills to receive training and give training, in the local language of the community. 3. Social-emotional skills 4. Adult group facilitation skills 5. Interest and commitment 6. Recognition and valuing of diversity. <p>Fairs:</p> <ol style="list-style-type: none"> 1. Co-led by a man and a woman, selected by the group. 2. Support team conformed by technicians, volunteers, community leaders and educational personnel.
Community Leaders	<p>Sessions: Experiential Kolb Method (Concrete Experience, Reflexive Observation, Theorization, Application)</p> <ol style="list-style-type: none"> 1. Welcome, ice-breaker (10 min). 2. Exploration of previous concrete experience and existing knowledge-including connecting topics or topics addressed in previous sessions (10 min). 3. Presentation of the topic based on an individual and group reflection (30 min). 4. Concept construction together based on reflection. Key messages. (20 min). 5. Practical activities and commitments (50 min.) 	<p>Sessions:</p> <ol style="list-style-type: none"> 1. A person from the community that knows the reality of the population, their problems and their needs. 2. Literacy skills to receive training and give training, in the local language of the community. 3. Social-emotional skills 4. Adult group facilitation skills 5. Interest and commitment 6. Recognition and valuing of diversity. <p>Fairs:</p> <ol style="list-style-type: none"> 1. Co-led by a man and a woman, selected by the group. 2. Support team conformed by technicians, volunteers, community leaders and educational personnel.

Continued

	Training for facilitators	Periodic Accompaniment
Educational personnel/ community volunteers	<p>During the first year:</p> <ul style="list-style-type: none"> » Educational personnel/community volunteers will be trained by experts/technicians of ChildFund in sessions of 3 hours to guarantee that the training process is completed as soon as possible before beginning the training of children and adolescents. As well, it is expected that educational personnel and community volunteers are prepared with anticipation to attend and solve any doubts that children and adolescents can have in the sessions and accompany the process of the children with the proper training. Facilitation strategies to work with children and adolescents to work on life skills will be included. This requires previous review of material by the facilitators that will be training. <p>During the next years:</p> <ul style="list-style-type: none"> » 2 days of 8 hours of effective training to update or reinforce content one time a year. <p>Results:</p> <ul style="list-style-type: none"> » Teachers and community volunteers trained by technicians (1 facilitator per group maximum 25 parents and caregivers) 	<p>To teachers/educational personnel:</p> <ul style="list-style-type: none"> » 1 monitoring observation in charge the technician, of the sessions, every 2 sessions. » 1 monthly update » 1 technician for 15 to 20 teachers/educational personnel/community volunteers. <p>From the technician to the:</p> <ul style="list-style-type: none"> » Coordinator or partner manager, one time per month technical analysis work and in community at least one time per trimester.
Community Leaders	<p>During the first year:</p> <ul style="list-style-type: none"> » The same facilitators that train parents and primary caregivers (trained by experts/technicians of ChildFund) can be community leader facilitators, as long as the foundation of the content is the same and could train the facilitators with an integral perspective of the thematic areas, to be able to address the needs of both target groups. The intensive sessions will be 2 days of 8 hours each, one on a weekend per thematic area, during the first year (total of 10 days of 80 effective hours of certified training). Adult facilitation techniques will be included. Previous review of material by facilitators that will be trained will be required. <p>During the next years:</p> <ul style="list-style-type: none"> » 2 days of 8 hours of effective training to update or reinforce content one time a year. <p>Results:</p> <ul style="list-style-type: none"> » Community volunteers trained by ChildFund technicians. » Community leaders trained by community volunteers (1 facilitator per group maximum 25 parents and caregivers). 	<p>With community leaders:</p> <ul style="list-style-type: none"> » Coordinator or partner manager, one time per month technical analysis work. Reflection of community leaders about their actions in favor of children. <p>To the community:</p> <ul style="list-style-type: none"> » Monitoring with community members for accountability measures and feedback from population with authorities and groups of leaders (communities' opinions towards authorities).