



CURRICULUM CONTENT TABLE

LOVING AND TAKING CARE OF MYSELF

Information Table

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





BEGINNING

Target Groups	Competencies
<p>Boys and girls Age 6 to 8</p>	<ul style="list-style-type: none"> » Get to know likes and interests, what is nice or not for one's self, enjoying pleasure of sexuality. » Can identify and express emotions and feelings in the context of intimate relationships. » Increase capacity of integrating knowledge, attitudes and practices to improve experience of sexuality according to their life stage and in a rights based approach. » Achieve identification of situations of risk, pain, worry, or disease, making decisions and proactively acting to solve them.
<p>Boys, girls and adolescents Age 9 to 12</p>	<ul style="list-style-type: none"> » Act in a responsible and respectful way with sexuality, making decisions based on adequate and accurate information and taking into account life plans. » Relate to others with the capacity of integrating gender, generational, diversity and intercultural perspectives, identifying themselves and forming part of each group depending on their individual characteristics. » Understand or have capacity of putting themselves in the shoes of others, be empathetic and have solidarity
<p>Adolescents and youth Age 13 to 19</p>	<ul style="list-style-type: none"> » Integrate rights perspective in daily life, promote a more just, inclusive and equitable society. » Be able to identify, integrate themselves, maintain and reach out to a social network of support more than just their close circle. <ul style="list-style-type: none"> » Have developed the capacity of knowing and understanding a positive way of relating with other people.
<p>Mothers, fathers and primary caregivers of children, adolescents and youth</p>	<ul style="list-style-type: none"> » Understand the reality of sexual reproductive health of boys, girls and adolescents and their environment, analyzing effects and possible transformative actions. » Advocate in family and institutional environments in communities to promote dialogue about sexual reproductive health and the realization of associated rights.
<p>Educational Personnel</p>	<ul style="list-style-type: none"> » Understand the reality of sexual reproductive health of boys, girls and adolescents and youth, of their environment, critically analyzing the causes, effects and possible transformative actions. » Advocate in family and institutional environments in communities to promote constructive and transformative dialogue about sexual reproductive health and the realization of associated rights.
<p>Community leaders and volunteers</p>	<ul style="list-style-type: none"> » Understand the reality of sexual reproductive health of boys, girls and adolescents and youth, of their environment, critically analyzing the causes, effects and possible transformative actions. » Advocate in family and institutional environments in communities to promote constructive and transformative dialogue about sexual reproductive health and the realization of associated rights.

SEXUALITY AND INTEGRAL HEALTH

Key MIC	Content	Recommended Manuals
<p>NS11-NS19</p> <p>NS10-NS11</p>	<p>Topics:</p> <ul style="list-style-type: none"> » Integral education in sexuality » The human body and its development » Sexuality and sexual behavior » Sexual and reproductive health <p>9 sessions and 2 community practices</p> <ol style="list-style-type: none"> 1. Introduction, integration of the group, coexistence norms, evaluation and presentation of program. 2. My body and I: getting to know the body, anatomy and physiology, (2 sessions) 3. Biological differences: the body of girls and boys is not the same... why? Biological differences, reproductive functions (2 sessions) 4. Getting to know one's self, self-esteem and self-care: adequate nutrition, self-care, personal hygiene. Image of own body: How do I see my body? What parts do I like and not like? How to take care of my body? (2 sessions) 5. Who can touch my body and in what context: doctor visits, cleaning, taking care of myself (2 sessions) 6. Community Practice (2 activities) 	<ul style="list-style-type: none"> » International Technical Orientations about Education in Sexuality (UNESCO, 2018) » My Body and I (Age 6-8) (ChildFund México, 2018) » Sexual Education of girls and boys ages 6-12, España. (Ministry of Education and Science & CIDE, 2006)

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SEXUALITY AND INTEGRAL HEALTH		
Key MIC	Content	Recommended Manuals
NASI1- NASI12	<p>10 sessions and 2 community practices</p> <ol style="list-style-type: none"> 1. Introduction, integration, coexistence norms defined by the group 2. My body and I: getting to know the body, anatomy and physiology 3. Biological differences: the body of girls and boys is not the same... why? Biological differences, reproductive functions. 4. Getting to know one's self and self-care: detection of diseases, adequate nutrition, self-care, personal hygiene. 5. Image of own body: How do I see my body? What parts do I like and don't like? 6. Sexuality and changes that the body experiences during puberty and adolescence (hormonal and physical changes: menstruation and care). 7. Who can touch your body and in what context: doctor visits, cleaning, taking care of myself 8. Sexual intercourse, sexual life cycle, sexual behaviors and responses. 9. Pregnancy and prevention of adolescent pregnancy 10. Care in risky situations, emergencies and humanitarian crisis: what health risks can children have, how to avoid abuse and sexual violence, how to respond when faced with abuse and sexual violence that has occurred, who and where to seek help 11. Sexually transmitted diseases (STDs) 12. Community Practice (2 activities) 	<ul style="list-style-type: none"> » S1 and S12: » International Technical Orientations about Education in Sexuality (UNESCO, 2018) » My Body and I (Age 6-8) (ChildFund México, 2018) » Sexual Education of girls and boys ages 6-12 . España. (Ministry of Education and Science & CIDE, 2006)

SEXUALITY AND INTEGRAL HEALTH

Key MIC	Content	Recommended Manuals
<p>AJSI1- AJSI12</p>	<p>12 sessions Introduction, integration, coexistence norms defined by the group</p> <ol style="list-style-type: none"> 1. My body and I: getting to know the body, anatomy and physiology 2. Sexuality and changes that the body experiences during puberty and adolescence (hormonal and physical changes: menstruation and care). 3. Getting to know one's self, self-esteem and self-care: adequate nutrition, self-care, personal hygiene. Image of own body: How do I see my body? What parts do I like and not like? How to take care of my body? Detection of diseases and nutritional disorders. 4. Sexual intercourse: myths and truths. What do you know about the sexual life cycle. 5. Sexual behavior and response, enjoying sexuality. 6. Risks of sexual intercourse: HIV and sexually transmitted diseases (what are they, how to identify them, how to prevent them, what to do in case of contracting). 7. Birth control: myths and truths. What methods of birth control exist? 8. Birth control methods: how and when to use/administer birth control, risks and benefits of its use, where to get it. 9. Pregnancy and adolescent pregnancy: how to identify a pregnancy (physical and emotional signs), what to do and what not to do to not put health at risk, who to go to, unsafe abortion and its risks. 10. What is violence and sexual abuse? Accompaniment in sexual abuse cases: medical check-ups and follow-up care, what to do and not do, with who and where to seek help, etc. 11. Community Practice (2 activities) <p>Recommendation: If during the sessions cases of adolescent pregnancies are identified you should refer and coordinate with the Growing with You model.</p>	<ul style="list-style-type: none"> » S1-S12: "I Love Myself, I Take Care of Myself". Childfund, Guatemala » S4, S6 - S9: "I Inform Myself and I Decide. Guide for facilitation with adolescent and youth women." - UNICEF y Paz jóven Guatemala » S1 - S3: My Body and I (Age 13-18) (ChildFund México, 2017) » International Technical Orientations about Education in Sexuality (UNESCO, 2018)

SEXUALITY AND INTEGRAL HEALTH

Key MIC	Content	Recommended Manuals
<p>CS11- CS14</p>	<p>Topics:</p> <ul style="list-style-type: none"> » Integral education in sexuality » The human body and its development » Sexuality and sexual behavior » Sexual and reproductive health <p>4 sessions</p> <ol style="list-style-type: none"> 1. Sexuality and changes that the body experiences during puberty and adolescence (hormonal and physical changes: menstruation and care). 2. Sexual intercourse: myths and truths. What do you know about the sexual life cycle? Sexual behavior and response, enjoying sexuality. Risks of sexual intercourse: HIV and sexually transmitted diseases (what are they, how to identify them, how to prevent them, what to do in case of contracting). 3. Birth control: myths and truths. What methods of birth control exist? Birth control methods: how and when to use/administer birth control, risks and benefits of its use, where to get it. Pregnancy and adolescent pregnancy: how to identify a pregnancy (physical and emotional signs), what to do and what not to do to not put health at risk, who to go to, unsafe abortion and its risks. 4. What is violence and sexual abuse? Accompaniment in sexual abuse cases: medical check-ups and follow-up care, what to do and not do, with who and where to seek help, etc. 	<ul style="list-style-type: none"> » International Technical Orientations about Education in Sexuality (UNESCO, 2018) » CSI 1-4 Parents Manual EIS-ChildFund México

SEXUALITY AND INTEGRAL HEALTH

	Key MIC	Content	Recommended Manuals
Education personnel	PSI1-PSI4	<p>4 sessions</p> <ol style="list-style-type: none"> 1. Development of interactive tools and methodologies to approach topics like sexual education and sexual reproductive health in the classroom. 2. How to identify an unplanned pregnancy (physical and emotional signs), what to do and what not to do to not put health at risk, who to go to, unsafe abortion and its risks. 3. What is violence and sexual abuse? How to identify cases of harassment, abuse and or sexual violence in boys, girls, adolescents and youth (physical and emotional signs). 4. Accompaniment in sexual abuse cases: what to do and not do, with who and where to seek help, referral pathway/mechanisms and interinstitutional coordination from the school environment, etc. 	<p>» "Sexual abuse is intolerable. Use your six senses. Module 4. Tools for child sexual abuse prevention from a self-protection perspective." <i>Guide for educational and community members. Plan Internacional.</i> https://plan.org.co/sites/files/plan/modulo_4.pdf.</p> <p>» Integral Sexual Education. Training for Teachers in Basic Education. México. (SEP, 2012)</p>
Community leaders and volunteers	LSI1-LSI4	<p>4 sessions</p> <ol style="list-style-type: none"> 1. De-bunking myths about sexuality and sexual reproductive health: What do we refer to when we talk about sexuality? What do we talk about and not talk about in the community? Why? 2. What is violence and sexual abuse? How to identify cases of harassment, abuse and or sexual violence in boys, girls, adolescents and youth (physical and emotional signs)? What of these types of risks could the children, adolescents and youth be exposed to in the community? 3. How to establish referral pathways in health and interinstitutional coordination for sexual violence cases, unplanned pregnancies and spreading of sexually transmitted diseases. 4. Creation of a protocol/pathway/community action plan for how to prevent violence, sexual abuse and unplanned adolescent pregnancies. 	<p>» LSI 1-4: "Sexual abuse is intolerable. Use your six senses. Module 4. Tools for child sexual abuse prevention from a self-protection perspective." <i>Guide for educational and community members. Plan Internacional.</i> https://plan.org.co/sites/files/plan/modulo_4.pdf.</p> <p>» Scanner Program. Prevention of Child Sexual Abuse Manual. Mexico.(Foundation PAS, 2006).</p>

Children 6-8 years

PROMOTION OF GENDER EQUALITY		
Key MIC	Content	Recommended Manuals
NP11- NP18	<p>Topics Values, rights, culture and sexuality, gender</p> <p>6 sessions and 2 community practices</p> <ol style="list-style-type: none"> 1. Human rights and sexuality: children as subjects to rights, the right to know and decide about one’s body, health and sexuality, knowledge of one’s self and empathy (self-awareness and awareness of others), self-care. 2. Right to protection: right to live in a safe place and protected to preserve well-being and strengthen development at all levels, right to be protected from any form form of violence, mistreatment, discrimination and exploitation, particularly sexual. 3. Cultural constructions of the body and sexuality: How we talk about bodies in my context? (family, school, community)? What do we not talk about? Why to talk or not talk about certain things related to the body? 4. We are different... do we all have different rights and obligations? differences between sex and gender, gender roles (do we have different rights and responsibilities if we are boys vs. girls?) 5. Bodies and diversities: does everyone like and want the same thing? 6. Equality of rights and respecting diversity: the right to not be discriminated, scope and content (rights equality, to be respected not taking into account sex and gender). 7. Community Practice (2 activities) 	<ul style="list-style-type: none"> » Manual gender for preschoolers _National Institute of Women-San José » International Technical Orientations about Education in Sexuality (UNESCO, 2018) » https://www.youtube.com/watch?v=UT0VfBlw7Wk » https://www.youtube.com/watch?v=zHh0xCzgQeg » http://unesdoc.unesco.org/images/0023/002328/232800S.pdf

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PROMOTION OF GENDER EQUALITY

Key MIC	Content	Recommended Manuals
NAPI1- NAPI8	<p>Topics Values, rights, culture and sexuality, gender</p> <p>6 sessions and 2 community practices</p> <ol style="list-style-type: none"> Human rights and sexuality: children as subjects to rights, the right to know and decide about one’s body, health and sexuality, knowledge of one’s self and empathy (self-awareness and awareness of others), self-care. Right to protection: right to live in a safe place and protected to preserve well-being and strengthen development at all levels, right to be protected from any form of violence, mistreatment, discrimination and exploitation, particularly sexual. Cultural constructions of the body and sexuality: How we talk about bodies in my context? (family, school, community)? What do we not talk about? Why to talk or not talk about certain things related to the body? We are different... do we all have different rights and obligations? differences between sex and gender, gender roles (do we have different rights and responsibilities if we are boys vs. girls?) Bodies and diversities: does everyone like and want the same thing? Equality of rights and respecting diversity: the right to not be discriminated, scope and content (rights equality, to be respected not taking into account sex and gender). Community Practice (2 activities) 	<ul style="list-style-type: none"> » Guide for working on gender equality - UNICEF Paraguay » International Technical Orientations about Education in Sexuality (UNESCO, 2018) » Sexual Education of girls and boys ages 6-12. España. (Ministry of Education and Science & CIDE, 2006)

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PROMOTION OF GENDER EQUALITY

Key MIC	Content	Recommended Manuals
<p>AJPI1- AJPI10</p>	<p>Topics Values, rights, culture and sexuality, gender</p> <p>8 sessions y 2 community practices</p> <ol style="list-style-type: none"> 1. Human rights and sexuality: children as subjects to rights, the right to know and decide about one’s body, health and sexuality, knowledge of one’s self and empathy (self-awareness and awareness of others), self-care. 2. Right to protection: right to live in a safe place and protected to preserve well-being and strengthen development at all levels, right to be protected from any form of violence, mistreatment, discrimination and exploitation, particularly sexual. 3. Cultural constructions of the body and sexuality: How we talk about bodies in my context? (family, school, community)? What do we not talk about? Why to talk or not talk about certain things related to the body? 4. We are different... do we all have different rights and obligations? differences between sex and gender, gender roles (do we have different rights and responsibilities if we are men vs. women?) how to construct equal relationships (in rights and in responsibilities). 5. Freedom and autonomy in decision making: life project, capitalizing on personal development, family planning: if they want to have children or not (when, how many and with who), if they want to get married or not (when and with who), men and women in equal opportunities to make decisions about their lives. 6. Freedom and autonomy in decision making about body and sexuality: knowing one’s self and empathy (self-awareness and awareness of others), self-care, making decisions about one’s body and future (capacity of deciding about sexual intercourse- when and with who). 7. Bodies and diversities: does everyone like and want the same thing? Diversity of sex-gender (gender identity, sexual orientation, biological sex, gender expression), how to prevent gender based violence. 8. Equality of rights and respecting diversity: the right to not be discriminated, scope and content (rights equality, to be respected not taking into account sex and gender). 9. Community Practice (2 activities) 	<ul style="list-style-type: none"> » Youth for Equality_ Government of Canary Islands » International Technical Orientations about Education in Sexuality (UNESCO, 2018) » Integral Sexual Education (ChildFund México, 2017)

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PROMOTION OF GENDER EQUALITY

Key MIC	Content	Recommended Manuals
<p>CPI1 CPI7</p>	<p>7 sesiones</p> <ol style="list-style-type: none"> 1. Human rights and sexuality: children as subjects to rights, the right to know and decide about one’s body, health and sexuality, knowledge of one’s self and empathy (self-awareness and awareness of others). 2. Right of children, adolescents and youth to protection: right to live in a safe place and protected to preserve well-being and strengthen development at all levels, right to be protected from any form of violence, mistreatment, discrimination and exploitation, particularly sexual. 3. Cultural constructions of the body and sexuality: How we talk about bodies in my context? (family, school, community)? What do we not talk about?, Why to talk or not talk about certain things related to the body? 4. We are different... do we all have different rights and obligations? What is gender? Gender roles and stereotypes. Confronting gender roles: socially assigned responsibilities based on gender (productive work vs. reproductive work), what do men dedicate time to vs. women, shared responsibility in child raising, care for the family and maintaining the household, recognizing cultural and gender norms that limit the freedom of decision making of adolescents and youth about their bodies, sexuality and futures. 5. Equality of rights and respecting diversity: do all of us like or want the same thing? Sexuality and diversity: bio, psycho and social spheres (gender identity, sexual orientation, biological sex, gender expression), principle of equality and no discrimination in the exercise of rights of children, adolescents and youth. 6. The importance of raising children in equality, of rights between men and women, respect to freedom and autonomy regarding their bodies and sexuality, understanding affective and emotional changes during adolescence and youth, making decisions about their bodies and futures (capacity to decide about sexual intercourse- when and with who), life projects, capitalizing on personal development, family planning: if they want to have children 	<ul style="list-style-type: none"> » Guide for working on gender equality - UNICEF Paraguay » International Technical Orientations about Education in Sexuality (UNESCO, 2018) » Scanner Program. Manual Child Sexual Abuse Prevention. México, Foundation PAS, 2006).

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PROMOTION OF GENDER EQUALITY

	Key MIC	Content	Recommended Manuals
Education personnel	PPI1	<p>Sessions</p> <ol style="list-style-type: none"> 1. Importance of the education in rights equality between men and women: techniques and pedagogical tools to work on gender equality, the recognition and valuing of diversity, with emphasis on sex-gender diversity. 	<ul style="list-style-type: none"> » Guide for working on gender equality - UNICEF Paraguay » "Put an end to violence in schools. Guide for teachers. unesco.org/images/0018/001841/184162s.pdf » Integral Sexual Education. Training for Teachers of Basic Education. México. (SEP, 2012) » Integral Sexual Education for Primary Education. Argentina. (Ministry of Education, 2009)
Community leaders and volunteers	LPI1 LPI5	<p>5 sessions</p> <ol style="list-style-type: none"> 1. Sexual and reproductive rights of children, adolescents and youth 2. What is gender? gender roles and stereotypes, socially assigned responsibilities based on gender (productive vs. reproductive work), and how cultural norms and gender norms determine the freedom of decision of adolescents and youth about their bodies. 3. Equality of rights and respecting diversity: the principle of equality and no discrimination in the exercise of rights of children, adolescents and youth. 4. How to strengthen gender equality between children, adolescents and youth at the community level: de-bunking taboos, communication campaigns, creation of cultural spaces for expression of diversity and gender equality, etc. 5. How to do advocacy in public policies and local and or national laws, for the promotion of sexual and reproductive rights, strengthen gender equality between children, adolescents and youth and the eradication of gender based violence. 	<ul style="list-style-type: none"> » "The Convention in your Hands". The rights of children and adolescents - UNICEF_ https://www.unicef.org/uruguay/spanish/uy_media_laConvencionentusmanos.pdf » Interactive gender tools to address the problem of gender based violence from a popular education perspective. (2013) » International Technical Orientations about Education in Sexuality (UNESCO, 2018)

POSITIVE RELATIONSHIPS & PREVENTION OF SEXUAL VIOLENCE

Key MIC	Content	Recommended Manuals
<p>NVA1- NVA9</p>	<p>Topics Affective relationships Violence and prevention Skills for health and well-being 7 sessions and 2 community practices</p> <ol style="list-style-type: none"> 1. Social relationships and sexuality: in the family. What is my family like? How does my family interact (nuclear and extended)? What does this allow and not allow even though it's my family? 2. Social relationships and sexuality: in the school and in the community. How do I relate with my friends and people I know? What is ok and not ok in an affective relationship? In who do I trust? Secrets and violence/harassment/sexual abuse. 3. What are positive relationships and with whom can they talk if they feel uncomfortable in a relationship: identify what makes a relationship uncomfortable, risky relationships of abuse and or sexual violence. 4. What is violence, harassment and sexual abuse? in what situations do we talk about violence, harassment and sexual abuse? Have I felt in danger/ risk/ uncomfortable at any time (in what situation, with who, when, why?) 5. How can I relate in a positive way with the people around me? effective resolution of conflicts and disagreements, self-care and respect in the treatment of others- mutual respect, what to do when faced with intimidation, harassment, abuse and or sexual violence. 6. Life Skills I: Making decisions about the body, identification and communication of emotions, how to reject situations of violation of sexual and or reproductive rights. 7. Life Skills II: Reactions in situations of violence/abuse/harassment/sexual abuse, who and where to seek help and support, how to reclaim their sexual rights 8. Community Practice (2 activities) 	<ul style="list-style-type: none"> » Protective Environments, Affective Relationships, Colombia Government » My body is mine and no one else's, Behaviors of self-protection of children, Management Ecuador » Ale, Ale, May I? – Public Ministry of Education, México

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POSITIVE RELATIONSHIPS & PREVENTION OF SEXUAL VIOLENCE

Kev MIC	Content	Recommended Manuals
NAVA1-NAVA10	<p>Topics Affective relationships Violence & Protection Skills for health and well-being 8 sessions y 2 community practices</p> <ol style="list-style-type: none"> 1. Social relationships and sexuality: in the family. What is my family like? How does my family interact (nuclear and extended)? What does this allow and not allow even though it's my family? 2. Social relationships and sexuality: in the school and in the community. How do I relate with my friends and people I know? What is ok and not ok in an affective relationship? In who do I trust? Secrets and violence/harassment/sexual abuse. 3. What are positive relationships and with whom can they talk if they feel uncomfortable in a relationship: identify what makes a relationship uncomfortable, risky relationships of abuse and or sexual violence. 4. De-naturalization of sexual violence: intimate parts, privacy, consent (who can touch or not your body and in what context: medical check-ups, hygiene/cleaning, care, etc.) making decisions about your body, privacy and consent. 5. What are positive relationships and with whom can you talk if you feel uncomfortable in a relationship: identify what makes a relationship uncomfortable, risky relationships of abuse and or sexual violence. How can I relate in a positive way with those around me? 6. Life Skills I: Making decisions about the body, identification and communication of emotions, how to reject situations of violation of sexual and or reproductive rights. 7. Life Skills II: Reactions in situations of violence/abuse/harassment/sexual abuse, who and where to seek help and support, how to reclaim their sexual rights 8. Sexuality and safe use of ICTs and social media: privacy and self-care on social media, what to show, what not, implications, ICTs and safe use to prevent harassment, abuse and sexual violence. 9. Community Practice (2 activities) 	<ul style="list-style-type: none"> » Protective Environments, Affective Relationships, Colombia Government » My body is mine and no one else's, Behaviors of self-protection of children, Management Ecuador » Ale, Ale, May I? – Public Ministry of Education, México

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SEXUALITY & INTEGRAL HEALTH

PROMOTION OF GENDER EQUALITY

POSITIVE RELATIONSHIPS & PREVENTION OF

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MAGIC MOMENTS

METHODOLOGY

Key MIC

Content

Recommended Manuals

JVA1-
JVA12

10 sessions y 2 community practices

1. Social relationships and sexuality: in the family. What is my family like? How does my family interact (nuclear and extended)? What does this allow and not allow even though it's my family?
2. Social relationships and sexuality: in the school and in the community. How do I relate with my friends and people I know? What is ok and not ok in an affective relationship? In who do I trust? Secrets and violence/harassment/sexual abuse.
3. Social relationships and social constructions of sexuality: romantic relationships. How do you define "love"? How do I interact with my partner/how does my partner interact with me? What is ok and what is not ok in an affective or romantic relationship? Secrets and violence, harassment, sexual abuse.
4. What are positive relationships and with whom can you talk if you feel uncomfortable in a relationship: identify what makes a relationship uncomfortable, risky relationships of abuse and or sexual violence.
5. What is violence, harassment and sexual abuse? In what situations do we talk about violence, harassment and sexual abuse? Have I felt in danger/ risk/ uncomfortable at any time (in what situation, with who, when, why?)
Identification of situations of sexual violence: in what ways does violence, abuse, sexual harassment manifest itself (including gender based violence, intimate partner violence and intimidation between peers).
6. De-naturalization of sexual violence: intimate parts, privacy, consent (who can touch or not your body and in what context: medical check-ups, hygiene/cleaning, care, etc.) making decisions about your body, privacy and consent.
7. Tolerance, inclusion and respect: How can I relate in a positive way with the people around me? effective resolution of conflicts and disagreements, self-care and respect in the treatment of others- mutual respect, what to do when faced with intimidation, harassment, abuse and or sexual violence.
6. Life Skills I: Making decisions about the body, identification and communication of emotions, how to reject situations of violation of sexual and or reproductive rights.
7. Life Skills II: Reactions in situations of violence/abuse/harassment/sexual abuse, who and where to seek help and support, how to reclaim their sexual rights
8. Sexuality and safe use of ICTs and social media: privacy and self-care on social media, what to show, what not, implications, ICTs and safe use to prevent harassment, abuse and sexual violence.
9. Community Practice (2 activities)

- » "Safe Spaces", Secretary of Health- Honduras
- » I Love Myself, I Take Care of Yourself, ChildFund Guatemala
- » "Remember that your safety is first". Tips for self-protection from cyber sexual child harassment" - Save The Children.
<https://www.savethechildren.mx/sci-mx/files/24/248b87e5-41c2-40c7-ad35-c2eb396a10ca.pdf>

Key MIC

Content

Recommended Manuals

NAVA1-
NAVA10

8 sessions

1. Social relationships and sexuality: in the family. What is my family like? How does my family interact (nuclear and extended)? What were we taught? Confronting learned patterns. What should and should not be allowed even with my family? Secrets and violence/harassment/sexual abuse. Roles y responsibilities of parents and caregivers.
2. Positive parenting in the home and prevention of abuse, harassment and sexual violence I: What is violence, harassment and sexual abuse? How to identify vulnerable situations or spaces facing abuse or sexual violence, how to prevent abuse and sexual violence against boys, girls, adolescents and youth in the family context.
3. De-naturalization of sexual violence: What is it and why does sexual violence happen, what consequences does it have, dimensions and scope. Debunking taboos about sexuality and sexual reproductive health, and family relationships that imply a risk for the integral development of boys and girls (incest, harassment, sexual abuse, intimidation), privacy and consent of children, adolescents and youth (intimate parts, who can touch or not your body and in what context: medical check-ups, hygiene/cleaning, care, etc.) making decisions about your body.
4. Life skills in parents and caregivers: how to create positive relationships with children, handling negative emotions, providing security and trust to prevent and accompany in situations of abuse and or sexual violence, privacy and consent of children and adolescents over their body, what to do when faced with situations of intimidation, harassment, abuse and or sexual violence in their children.
5. Strategies of identification and prevention of harassment, abuse and or sexual violence. How to respond and support children, getting to know support networks: what actors and institutions (formal and informal) exist locally to reach out to in cases of identifying situations of harassment, abuse, exploitation and or sexual violence.
6. How to create support networks of parents and caregivers to prevent and respond when faced with situations of harassment, abuse, exploitation, and or sexual violence identified in their children.
7. Safe use of ICTs for adolescents and youth: skills for participating and communicating with children and adolescents about safe technology, supervise safe Access to internet and the sharing of personal/private information that could put at risk physical and psychological well-being (in social media and other means of communication).

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- » "Let's Talk about Sexuality. Mothers and Fathers of Family. Implementation Manual" - ChildFund, Mexico
- » Without violence, you educate better, methodological guide for fathers, UNICEF Paraguay
- » Sexual abuse against boys, girls and adolescents, a guide for taking action and promoting rights. UNICEF Argentina

Key MIC	Content	Recommended Manuals
<p>PVA1- PVA2</p>	<p>Sessions</p> <ol style="list-style-type: none"> 1. Identify pathways, protocols and actors of support for attending cases of abuse and sexual violence. <p>Define a strategy and how to create support networks inside the educational community to prevent and respond to identified situations of harassment, abuse, exploitation and/or sexual violence.</p> <ol style="list-style-type: none"> 2. Educational strategies against the harassment, abuse, exploitation and/or sexual violence and creative techniques to support adolescents and youth to make free and independent decisions about their sexuality and reproductive health and that they convert into agents of change against all forms of harassment, abuse, exploitation and/or sexual violence. 	<ul style="list-style-type: none"> » Sexual abuse against boys, girls and adolescents, a guide for taking action and promoting rights. UNICEF Argentina » Putting an end to violence in school, Teacher Guide- UNESCO
	<p>5 sessions</p> <ol style="list-style-type: none"> 1. Right of children, adolescents and youth to protection: right to live in a safe place and protected to preserve well-being and strengthen development at all levels, right to be protected from any form of violence, mistreatment, discrimination and exploitation, particularly sexual. 2. De-naturalization of sexual violence: What is it and why does sexual violence happen, what consequences does it have, dimensions and scope, secrets and violence/harassment/sexual abuse. How to prevent sexual abuse of children, adolescents and youth. 3. Breaking the silence of sexual violence: how to create spaces and community mechanisms to prevent sexual violence at a local level, involving all community actors. 4. Identification of institutional mechanisms and pathways of action to prevent, attend to and restoration of rights in cases of abuse, harassment, exploitation and sexual violence. How to form and or strengthen support networks to promote the development of positive relationships at a community level that prevent violence, harassment, and sexual abuse against children, adolescents and youth. *Emphasize the identification of possible trafficking networks of children and youth at the local level for sexual exploitation. 5. How to get them to do advocacy in public policies and local and national laws, to eradicate harassment, abuse and/or sexual violence against children, adolescents and youth. 	<ul style="list-style-type: none"> » http://unesdoc.unesco.org/images/0023/002328/232800S.pdf » "Community based child, adolescent and youth". Guide for facilitators. » "Strengthening community based child protection. Referral pathways". A Reference Manual.

Children 6-8 years
Children and youth 9-12
Adolescents and youth 13-19 years

DISASTER RISK REDUCTION		
Key MIC	Content	Recommended Manuals
NAJDRR1 - NAJDRR2	<p>2 shared sessions</p> <ol style="list-style-type: none"> How to prevent situations of de abuse, harassment, exploitation and sexual violence in emergency contexts. Life skills applied to DRR: handling emotions and stress during an emergency or a disaster to prevent exposure to situations of high vulnerability, mechanisms of negotiation to receive support without compromising physical and emotional well-being. Taking care of one self in situations of risk, emergency or humanitarian crisis: what health risks do adolescents and youth face, how to avoid abuse and or sexual violence, identify situations of vulnerability and how to respond adequately when faced with them, how to respond to abuse and sexual violence that has already happened, and who and where to go to seek help. 	<ul style="list-style-type: none"> » “Research, construct and express yourself for a better world. Project Material: I tell you about DRR. ChildFund Guatemala. » “Reduction of risks before disasters. The Caravan of the Frog”- ChildFund Guatemala » Didactic participatory materials (Child Fund and SC); Participatory activity guide for risk prevention (Corporation Humor and Life) » Minimum norms for child protection in humanitarian action (NMPI). tps://reliefweb.int/sites/reliefweb.int/files/resources/Normas%20minimas%20para%20la%20proteccion%20de%20la%20infancia%20en%20la%20accion%20humanitaria.pdf » “Let’s learn to prevent disasters. Children also participate in reducing risks”. Brochure directed towards children and adolescents. EIRD, UNICEF. » “Guide for analyzing threats, vulnerabilities and capacities, “AVC”, with participation of children and adolescents in the urban context”. Plan International, Ecuador. » “Learning how to protect ourselves from the dangers that are around us. Pato Poc” - CONRED Guatemala

Continue

SEXUALITY & INTEGRAL HEALTH
PROMOTION OF GENDER EQUALITY
POSITIVE RELATIONSHIPS & PREVENTION OF
DRR
MAGIC MOMENTS
METHODOLOGY

DISASTER RISK REDUCTION

	Key MIC	Content	Recommended Manuals
Mothers, fathers and primary caregivers of	CDRR1 CDRR2	<ol style="list-style-type: none"> How to prevent situations of de abuse, harassment, exploitation and sexual violence in emergency contexts. Life skills applied to DRR: handling emotions and stress during an emergency or a disaster to prevent exposure to situations of more vulnerability, mechanisms of negotiation to receive support without compromising physical and emotional well-being. Taking care of one self in situations of risk, emergency or humanitarian crisis: what health risks do adolescents and youth face, how to avoid abuse and or sexual violence, identify situations of vulnerability and how to respond adequately when faced with them, how to respond to abuse and sexual violence that has already happened, and who and where to go to seek help. 	<ul style="list-style-type: none"> » S1 y S2: “Manual of disaster risk management. Increasing the participation and taking actions constructing communities with strong capacity of recuperation focused exclusively on children and young adults”- ChildFund » “Reduction of risks before disasters. The Caravan of the Frog”- ChildFund Guatemala » Didactic participatory materials (Child Fund and SC); Participatory activity guide for risk prevention (Corporation Humor and Life) » Minimum norms for child protection in humanitarian action (NMPI). tps://reliefweb.int/sites/reliefweb.int/files/resources/Normas%20minimas%20para%20la%20proteccion%20de%20la%20infancia%20
Education personnel	PDRR1 PDRR2	<p>2 shared sessions</p> <ol style="list-style-type: none"> How to prevent situations of abuse, harassment, exploitation and sexual violence in emergency contexts: identification of risks, vulnerabilities and capacities in the population, preparation and early alert before an emergency, who to trust and who to ask help for in cases of harassment, abuse, exploitation and/or sexual violence in emergency contexts. Life skills applied to DRR: handling emotions and stress during an emergency or a disaster to prevent exposure to situations of high vulnerability, mechanisms of negotiation to receive support without compromising physical and emotional well-being. 	<ul style="list-style-type: none"> » “Manual of disaster risk management. Increasing the participation and taking actions constructing communities with strong capacity of recuperation focused exclusively on children and young adults”- ChildFund » “Guide for analyzing threats, vulnerabilities and capacities, “AVC”, with participation of children and adolescents in the urban context”. Plan International, Ecuador. » “Guide for analyzing threats, vulnerabilities and capacities, “AVC”, with participation of children and adolescents in the non-urban context”. Plan International, Ecuador. » “Methodological guide for training in emergencies” - ChildFund Ecuador

Continue

DISASTER RISK REDUCTION

Key MIC	Content	Recommended Manuals
<p>LDRR1 LDRR2</p>	<p>2 sessions</p> <ol style="list-style-type: none"> 1. Risk mapping: identification of vulnerability and capacities of the population at the local level in emergency situations to guarantee the physical well-being of children, adolescents and youth. 2. Definition of community strategies to protect children, adolescents and youth from sexual violence during an emergency. How to create a community plan with the participation of children, adolescents and youth: a plan for prevention of violence/DRR for the neighborhood or community. *Coordinate with MIC of Civic Participation and Leadership. 	<ul style="list-style-type: none"> » S1: "Guide for analyzing threats, vulnerabilities and capacities, "AVC", with participation of children and adolescents in the urban context." Plan International, Ecuador. » "Protecting children and adolescents in emergencies or disasters. Tool 7"- Project "Protecting vulnerable groups in Central America through the incorporation of principles of protection in preparation and response." » S1 y S2: "Community guide for risk management". General Secretary of Risk Management- Ecuador » S2: "Manual of disaster risk management. Increasing the participation and taking actions constructing communities with strong capacity of recuperation focused exclusively on children and young adults"- ChildFund » "Community education, organization and preparation for the reduction of risks" - FCR » "Methodological guide for training in emergencies" - ChildFund Ecuador » "Community guide for risk management". General Secretary of Risk Management- Ecuador

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

METHODOLOGY

	Modality	Frequency/Time	Duration
Children 6-8 years Children and adolescents 9-12 years Adolescents and youth 13-19 years	<ul style="list-style-type: none"> » *To talk about physical and emotional changes during puberty and adolescence, one can do part of the session in separate groups (men and women), to favor being open to and trusting to speak about these topics. But afterwards the group should return to be together (men and women), to discuss and reflect between all the topics previously worked on. » Work on life skills in function of development stages of adolescents and youth (go more in-depth each year.) <p>Fairs:</p> <ul style="list-style-type: none"> » From two to three hours of duration, in educational and or community spaces, with the participation of all the educational community (children, adolescents, parents and or caregivers, teachers and support or administrative personnel from the school. Activities proposed and led by children and adolescents to address the key messages and topics worked on during the sessions. The topics of the fairs will be defined by the children, with support from Education personnel, parents and community leaders. 	<ul style="list-style-type: none"> » 2 sessions per month with children, adolescents and youth » Teachers, caregivers, parents 1 time a month during 10 months a year <p>Fairs:</p> <ul style="list-style-type: none"> » 3 a year, according to previously established planning. 	<ul style="list-style-type: none"> » 10 months in the first two years
Mothers, fathers and primary caregivers of	<p>Group sessions of 2 hours, with 20 to 25 parents and primary caregivers.</p> <ul style="list-style-type: none"> » In the case of families with fathers and mothers, both are invited to participate to promote the co-responsibility in the formative process that is part of the positive parenting and protection of their children. When they are sessions oriented towards the parenting and support to children and their protection, the sessions will be done first with mothers, fathers and caregivers, and later the corresponding session with children, adolescents and youth. These will be done in community and neighborhood spaces. Previously the levels of literacy will be identified to prepare the activities and training material; as well as the social-cultural composition of the group to analyze the pertinence of the language and focus used. <p>Fairs:</p> <ul style="list-style-type: none"> » From two to three hours of duration, in the educational and community spaces, with the participation of all the educational community. Ensure that the activities are proposed and led by parents and caregivers to address the topics and key messages worked on during the sessions. The topics of the fairs will be defined by the parents and caregivers. The active participation of children in the proposed activities will be encouraged. 		<ul style="list-style-type: none"> » 10 months in the first two years

Continue

Children 6-8 years

Children and adolescents 9-12

Adolescents and youth 13-19 years

Mothers, fathers and primary caregivers of children, adolescents and youth

METHODOLOGY of

Recommended profile of the facilitator

Session

- » Experiential method of Kolb (Concrete Experience, Reflexive Observation, Theorization, Application) or significant learning method (Ausubel), to reach a restructuring of knowledge, through contrasting between previous information and knowledge and new information and knowledge.
- » *If it is the first time that the participants get together, designate half of the first session to integration and getting to know one another in the group. This will make it easier to address the upcoming topics to work on during the sessions.
 1. Welcome, ice-breaker (10 min).
 2. Exploration of previous concrete experience and existing knowledge-including connecting topics or topics addressed in previous sessions (15 min).
 3. Presentation of the topic based on an individual and group reflection (20 min).
 4. Questions/answers and concept construction together based on reflection. Key messages. (20 min).
 5. Practical activities and commitments (25 min - 35 min.)

Fairs:

- » Socialize with the educational community the reflections and proposals of the children and adolescents through key messages, for the construction of safe and resilient spaces and environments. Interactive, participatory, artistic, life based activities with the participation of the educational community.

Sessions in room:

- » Popular education methodologies for adults and or integrated community therapy, considering the local context (mother tongue, literacy skills, etc.)
 1. Welcome, participatory activity (10 min).
- » *If it is the first time that the participants get together, designate half of the first session to integration and getting to know one another in the group. This will make it easier to address the upcoming topics to work on during the sessions.
 2. Exploration of previous concrete experience and existing knowledge-including connecting topics or topics addressed in previous sessions (20 min).
 3. Presentation of the topic based on an individual and group reflection (20 min).
 4. Questions/answers and concept construction together based on reflection. Key messages. (20 min).
 5. Practical activities and commitments (50 min.)

Fairs:

- » Socialize with the educational community the reflections and proposals of the children and adolescents through key messages, for the construction of safe and resilient spaces and environments. Interactive, participatory, artistic, life based activities with the participation of the educational community.

Sessions:

1. Group management skills
2. Skills for facilitating and communicating with diverse groups of children.
3. Knowledge of topics to make it easy to respond to doubts and worries of the children.
4. Skills for managing and resolving conflict.
5. Sensitivity and commitment to address the human rights environment of children, adolescents and youth.
6. Capacity to manage diversity and create a human rights and no discrimination approach.
 - » *When it is possible, it is recommended to have trainers with technical training in pedagogy, infant care, social work, psychology, etc. Depending on the availability of these in each location.
 - » **If it is feasible, it is recommended to have a lead trainer, that directs the workshop and an additional support person for facilitation, managing required material, documentation/systematization of reflections and or commitments.

Fairs:

- » 1. Co-led by child or youth selected by the group; with an adult facilitator that has accompanied the planning process of the activities.
- » 2. Team of support conformed by technicians, volunteers, community leaders, education personnel, parents and caregivers.

Sessions

1. Person from the community that knows the reality of the population, their problems and needs and has the trust of those that are going to be trained.
2. Literacy skills to receive training and to give trainings, in their own language.
3. Social emotional skills and management of conflict resolution.
4. Facilitation skills with groups of adults.
5. Interest, sensitivity and commitment to address the human rights environment of children, adolescents and youth.
6. Recognizes and values diversity, capacity to manage diversity and create a human rights and no discrimination approach.
7. Knowledge of topics to facilitate to respond to doubts and worries when they are presented.
 - » *When it is possible, it is recommended to have trainers with technical training in pedagogy, infant care, social work, psychology, etc. Depending on the availability of these in each location.
 - » **If it is feasible, it is recommended to have a lead trainer, that directs the workshop and an additional support person for facilitation, managing required material, documentation/systematization of reflections and or commitments.

Fairs:

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

Continue

Children 6-8 years
Children and youth 9-12 years
Adolescents and youth 13-19 years
Mothers, fathers and primary caregivers of children, adolescents and youth
Fundamentals training for facilitator
Periodic Accompaniment
During the first year:

- » 05 days of 8 effective hours of certified training, distributed for each one of the topics to train, in a lapse of time no more than one month. Includes facilitation techniques for working with children and adolescents. This requires previous review of material by the facilitators to train themselves.
- » *It is key to take into consideration, that besides the evaluations and the application of the KAP survey, in addressing the topics put forth in the sessions, cases of harassment, abuse and or sexual violence will be identified. For this reason, the person that is going to train should know in-depth the methodologies and tools designed by ChildFund to manage these types of situations.

During the following years:

- » 2 days of 8 hours of effective training to update or reinforce content one time a year.
- » Technicians trained by ChildFund.
- » Teachers and educational personnel/community volunteers trained by the technician.
- » Children trained by teachers and education personnel (1 facilitator per each group with a maximum of 30 children and adolescents)

During the first year:

- » 05 days of 8 effective hours of certified training, distributed for each one of the topics to train, (see curriculum content for education personnel - 30 topics. The 10 days of the training will be given in a lapse of time of no more than one month. Includes facilitation techniques for working with adults. This requires previous review of material by the facilitators to train themselves.
- » *It is key to take into consideration, that besides the evaluations and the application of the KAP survey, in addressing the topics put forth in the sessions, cases of harassment, abuse and or sexual violence will be identified. For this reason, the person that is going to train should know in-depth the methodologies and tools designed by ChildFund to manage these types of situations.

During the next years:

- » 2 days of 8 hours of effective training to update or reinforce content one time a year.
- » Technicians trained by ChildFund.
- » Parents and caregivers trained by technicians (1 facilitator for each group maximum 25 parents and caregivers).

To teachers/education personnel:

- » 1 monitoring observation by the technician, of the sessions, every 2 sessions.
- » 1 monthly refresher
- » 1 technician for 15 to 20 teachers/Education personnel.

To the technician:

- » Coordinator or partner manager, one time per month technical analysis work and in community at least one time per trimester.

To the fair:

- » Coordinator or partner manager accompanies the fair and gives follow-up to the technical objectives of the fair.

To the technician:

- » 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.
- » *Emphasize the importance of giving special protection to children in situations of higher vulnerability because of disability, extreme poverty, lack of integration in the local community (immigrants for example), etc.

To the fair:

- » Coordinator or partner manager accompanies the fair and gives follow-up to the technical objectives of the fair.

Continue

	Modality	Frequency/Time	Duration
Education personnel	<ul style="list-style-type: none"> » Group sessions of 2 hours, with up to 20 teachers. These will be done in classrooms of the school. The sessions that have shared topics will be coordinated with community leaders and volunteers, in this case they will form mixed groups (sex, audience), there will be one facilitator per group. » *In the case of personnel that has already been trained in sessions about children, they can help support the facilitator of the sessions with adolescents and youth. You must take into consideration that the number of sessions that the education personnel work with children is not the same amount that work with adolescents and youth, so those that have been trained to work with children, doesn't exempt them from participating in the training about adolescents and youth. <p>Fairs:</p> <ul style="list-style-type: none"> » The role of the Education personnel will be to support planning, organization and active participation of children, adolescents, parents and caregivers. 	<p>Fairs:</p> <ul style="list-style-type: none"> » 3 in the year, according to previous planning. 	<ul style="list-style-type: none"> » 10 months in the first two years
Community leaders and volunteers	<ul style="list-style-type: none"> » Group sessions of 2 to 3 hours, with up to 20 community leaders and volunteers. The active participation and decision making by women will be encouraged. These will be done in community and neighborhood spaces. Previously the levels of literacy will be identified to prepare the activities and training material; as well as the social-cultural composition of the group to analyze the pertinence of the language and focus used. The sessions that have shared topics will be coordinated with education personnel, in this case they will form mixed groups (sex, audience), there will be one facilitator per group. » *Each year, the process will be updated taking into account the change of authorities. <p>Fairs:</p> <ul style="list-style-type: none"> » The role of the community leaders and volunteers will be to support the initiatives of children, adolescents, youth, parents and caregivers; promote the participation of all the community and acquire public spaces in the case of not having access to spaces in schools. One time a year, in a fair, there will be an accountability feedback meeting to the community. » In the first year a risk mapping and the violence and risk prevention plan will be presented. Each following year the update will be presented. 	<ul style="list-style-type: none"> » Sessions distributed throughout the 12 months. » Each year there will be a reinforcement based on agreements and plans 	<ul style="list-style-type: none"> » Annual reinforcements

Continue

METHODOLOGY

	METHODOLOGY of	Recommended profile of the facilitator
Education personnel	<p>Sessions:</p> <ul style="list-style-type: none"> » Experiential method of Kolb (Concrete Experience, Reflexive Observation, Theorization, Application) or significant learning method (Ausubel), to reach a restructuring of knowledge, through contrasting between previous information and knowledge and new information and knowledge. » *If it is the first time that the participants get together, designate half of the first session to integration and getting to know one another in the group. This will make it easier to address the upcoming topics to work on during the sessions. <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 (20 min). 3. Presentation of the topic based on an individual and group reflection (20 min). 4. Questions/answers and 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. Person from the community that knows the reality of the population, their problems and needs and has the trust of those that are going to be trained. 2. Literacy skills to receive training and to give trainings, in their own language. 3. Social emotional skills and management of conflict resolution. 4. Facilitation skills with groups of adults. 5. Interest, sensitivity and commitment to address the human rights environment of children, adolescents and youth. 6. Recognizes and values diversity, capacity to manage diversity and create a human rights and no discrimination approach. 7. Knowledge of topics to facilitate to respond to doubts and worries when they are presented. <ul style="list-style-type: none"> » *When it is possible, it is recommended to have trainers with technical training in pedagogy, infant care, social work, psychology, etc. Depending on the availability of these in each location. » **If it is feasible, it is recommended to have a lead trainer, that directs the workshop and an additional support person for facilitation, managing required material, documentation/systematization of reflections and or commitments.
Community leaders and volunteers	<p>Seiones:</p> <ul style="list-style-type: none"> » Popular education methodologies for adults <ol style="list-style-type: none"> 1. Welcome, participatory activity (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. Questions/answers and concept construction together based on reflection. Key messages. (20 min). 5. Practical activities and commitments (50 min.) <p>Sessions guide</p> <ul style="list-style-type: none"> » Invitation of attendees » Material for the session » Objective of the session » Use of techniques for participatory methodologies, reflections, reflexive, experiential and life-based » Agenda of a sample session: » Activities 1,2,3 of the session » Closing » Agreements 	<p>Sessions</p> <ol style="list-style-type: none"> 1. Person from the community that knows the reality of the population, their problems and needs and has the trust of those that are going to be trained. 2. Literacy skills to receive training and to give trainings, in their own language. 3. Social emotional skills and management of conflict resolution. 4. Facilitation skills with groups of adults. 5. Interest, sensitivity and commitment to address the human rights environment of children, adolescents and youth. 6. Recognizes and values diversity, capacity to manage diversity and create a human rights and no discrimination approach. 7. Knowledge of topics to facilitate to respond to doubts and worries when they are presented. <ul style="list-style-type: none"> » *When it is possible, it is recommended to have trainers with technical training in pedagogy, infant care, social work, psychology, etc. Depending on the availability of these in each location. » **If it is feasible, it is recommended to have a lead trainer, that directs the workshop and an additional support person for facilitation, managing required material, documentation/systematization of reflections and or commitments.

Continue

METHODOLOGY	
Fundamental training for facilitator	Periodic Accompaniment
<p>During the first year:</p> <ul style="list-style-type: none"> » 05 days of 8 effective hours of certified training, distributed for each one of the topics to train, (see curriculum content for education personnel - 30 topics. The 5 days of the training will be given in a lapse of time of no more than one month. Includes facilitation techniques for working with adults. This requires previous review of material by the facilitators to train themselves. » *It is key to take into consideration, that besides the evaluations and the application of the KAP survey, in addressing the topics put forth in the sessions, cases of harassment, abuse and or sexual violence will be identified. For this reason, the person that is going to train should know in-depth the methodologies and tools designed by ChildFund to manage these types of situations. <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. »Technicians trained by ChildFund. »Teachers and educational personnel/community volunteers trained by the technician. »Children trained by teachers and education personnel (1 facilitator per each group with a maximum of 30 children and adolescents) 	<p>To teachers/education personnel:</p> <ul style="list-style-type: none"> » 1 monitoring observation by the technician, of the sessions, every 2 sessions. » 1 monthly refresher » 1 technician for 15 to 20 teachers/Education personnel. <p>To the technician:</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>During the first year:</p> <ul style="list-style-type: none"> »05 days of 8 effective hours of certified training, distributed for each one of the topics to train, in a lapse of time no more than one month. Includes facilitation techniques for working with children and adolescents. 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. »Technicians trained by ChildFund. » Community leaders and volunteers trained by technician. 	<p>With community leaders:</p> <ul style="list-style-type: none"> » Coordinator or partner management, one time per month work of technical analysis. Reflection of community leaders about actions in favor of children. <p>To the community:</p> <ul style="list-style-type: none"> » Monitoring with participants of population to hold authorities accountable and groups of leaders (opinion of the community towards the authorities). <p>Accompaniment to the facilitator</p> <ul style="list-style-type: none"> » Coordinator or partner management, one time per month work of technical analysis and in community at least once a trimester. <p>Facilitator to the community</p> <ul style="list-style-type: none"> » Monitoring with participants of population to hold authorities accountable and groups of leaders » Accountability feedback from authorities to communities: » Reflection of participants about their actions in favor of children » Community scorecard grading by the community towards the authorities