



CURRICULUM CONTENT TABLE PACT

Information table

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



PACT



Target groups	Competencies	
<p>Boy and girl adolescents of 15-17 years</p>	<p>First year</p> <ul style="list-style-type: none"> » Recognize a human rights and gender equality approach as tools for constructing a democratic, peaceful and inclusive society » Identify and analyze the problems that affect adolescents, youth and their families and community in different ways, utilizing logical critical and reflexive thinking and consciousness to get to the causes and potential solutions. <p>Second year</p> <ul style="list-style-type: none"> » Practice values, rights and inherent duties for all people without any distinction of gender, ethnicity or social standing, from the knowledge of human rights and gender equality as tools of constructing a democratic, peaceful and inclusive society » Recognize the strong and effective ways of individual and collective participation for change and advocacy, starting with democratic leadership 	<p>First year</p> <ul style="list-style-type: none"> » Apply self-knowledge and the basic life skills to channel their dreams and interests towards personal and dignified professional life projects. <p>Second year</p> <ul style="list-style-type: none"> » Show capacity and interest in entrepreneurship, in response to interests in personal and professional development, with a proactive and creative attitude, and ethical, financial and environmental responsibility.
	<p>Transversal through the two components and the two years:</p> <ul style="list-style-type: none"> » Life skills: social emotional, self-knowledge, empathy, assertive communication, interpersonal relationships, decision making, conflict resolution, creative thinking, critical thinking, consciousness, management of tension and stress, autonomy. » Cognitive skills: literacy, logical reasoning, digital (technology and internet) » Abilities: leadership, citizenship, organization, planning, team work, negotiation. 	

Continue

LIFE PLAN

PARTICIPATION AND LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND SAFE ENVIRONMENTS

DRR

MAGIC MOMENTS

METHODOLOGY



Target groups	Competencies	
<p>Young men and women 18-24 years</p>	<p>First year</p> <p>Practice values, rights and inherent duties for all people without any distinction of gender, ethnicity or social standing, from the knowledge of human rights and gender equality as tools of constructing a democratic, peaceful and inclusive society</p> <p>» Practice democratic and participatory leadership and free and responsible decision making in their daily lives.</p> <p>Second year</p> <ul style="list-style-type: none"> » Construct proposals for change to problems that directly affect them through democratic and participatory leadership and the construction of consensus. » Implement advocacy to transform identified social problems, applying leadership, citizenship, organization, planning, team work and negotiation skills. 	<p>First year</p> <ul style="list-style-type: none"> » Apply self-knowledge and the basic life skills to channel their dreams and interests towards personal and dignified professional life projects. <p>Second year</p> <ul style="list-style-type: none"> » Learn entrepreneurship, resolving the needs of professional and economic development with a proactive attitude in seeking employment or in having their own business and with ethical, financial and environmental responsibility.
	<p>Transversal through the two components and the two years:</p> <ul style="list-style-type: none"> » Life skills: social emotional, self-knowledge, empathy, assertive communication, interpersonal relationships, decision making, conflict resolution, creative thinking, critical thinking, consciousness, management of tension and stress, autonomy. » Cognitive skills: literacy, logical reasoning, digital (technology and internet) » Abilities: leadership, citizenship, organization, planning, team work, negotiation. 	
<p>Mothers, fathers, community leaders</p>	<p>First year</p> <ul style="list-style-type: none"> » Encourage and support adolescents and youth life plans, accompanying their work and professional decision making processes. » Recognize the risk factors that adolescents and youth are exposed to in the work and professional field. <p>Second year</p> <ul style="list-style-type: none"> » Actively promote and support the initiatives of participation and advocacy of adolescents and youth. » Accompany dignified and safe employment insertion of adolescents and youth. 	



LIFE PLAN

PARTICIPATION AND LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND SAFE ENVIRONMENTS

DRR

MAGIC MOMENTS

METHODOLOGY

LIFE PLAN AND MENTORING

MIC Key	Content	Recommended manuals
<p>Boy and Girl Adolescents 15-17 years</p> <p>APDV1-APDV8</p>	<p>Total 8 sessions Year 1: 5 sessions</p> <ol style="list-style-type: none"> 1. Topic 1: Where is my life going? What choices do I make for my life? How to discover my talents? What do I want to give to the world? 5 sessions 2. Transversal: work on life skills at the same time and applied in the conceptual content 3. Observation: Deliverable of life plan for each participant <p>Year 2: 3 sessions</p> <ol style="list-style-type: none"> 1. Topic 2: The transition to a healthy and productive adulthood: entering university; entering the labor market. Articulate with curriculum content from "I Love Myself, I Take Care of Myself" about decision making about wise sexual reproductive health decisions and planning for the future. 3 sessions 2. Transversal: work on life skills at the same time and applied in the conceptual content 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <p>Year 1</p> <ul style="list-style-type: none"> » "Tool Kit 2. Leadership for my participation in the Community." Guide for facilitators. ChildFund Bolivia. For topics: 1. » "Active Youth". ChildFund Guatemala. For topics: 1. » "Training of social-employment motivators". ChildFund Guatemala. For topics: 1 (pages 6-8) » "Discover Me. Leadership and Responsibility." Foundation Telefónica Ecuador. For topics: 1. » "Aflateen". For topics: 1. <p>Year 2</p> <ul style="list-style-type: none"> » "My Chance". Guatemala. Sessions 1 and 2 of the methodology. » Transversal competencies for life: "Read and Learn Guatemala. Competencies for Life Module 1."; "Active Youth". ChildFund Guatemala. (Session 4 pages 78 and 79 of the methodology)
<p>Youth men and women 18 to 24 years</p> <p>JPDV1-JPDV7</p>	<p>Total 7 sessions Year 1: 5 sessions</p> <ol style="list-style-type: none"> 1. Topic 1: Revisiting my life plan. Assessment of the personal reality. 1 session. 2 sessions with mentoring. 2. Topic 2: The pathway to my future. Planning work and professional objectives and goals. 2 sessions. 1 with mentoring. 3. Transversal: work on life skills at the same time and applied in the conceptual content <p>Year 2: 2 sessions</p> <ol style="list-style-type: none"> 1. Topic 2: The pathway to my future. The pathway to my future. Planning work and professional objectives and goals. 2 sessions with mentoring 2. Transversal: work on life skills at the same time and applied in the conceptual content 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <ul style="list-style-type: none"> » "Active Youth". ChildFund Guatemala. For topics: 1. » "Training of social-employment motivators". ChildFund Guatemala. For topics: 1, 2. » "My Chance". Guatemala. Sessions 1 and 2 » Transversal competencies for life: "I don't give up #11". Manual for the development of social emotional abilities in middle and higher education, Subsecretary of Middle and Higher Education– Government of MEXico. https://www.gob.mx/cms/uploads/attachment/file/708/yna_manual_11.pdf. Topics: Life skills; Read and Learn Guatemala. Competencies for Life Module 1.";
<p>Parents and community leaders</p> <p>CPDV1-CPDV3</p>	<p>Total 3 sessions / Year 1: 3 sessions</p> <ol style="list-style-type: none"> 1. Topic 1: Support the dreams and goals of adolescents and youth. <ul style="list-style-type: none"> » Prevention of risky behavior and the importance of support from the parents for decision making and the exercise of adolescents and youth rights. 3 sessions. 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <ul style="list-style-type: none"> » "Tool-kit. Accompanying children as change agents". Guide for Parents. ChildFund Bolivia.

LIFE PLAN

PARTICIPATION AND LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND SAFE ENVIRONMENTS

DRR

MAGIC MOMENTS

METHODOLOGY

PARTICIPATION AND LEADERSHIP		
MIC Key	Content	Recommended manuals
APL1-APL15	<p>Total 15 sessions Year 1: 7 sessions</p> <ol style="list-style-type: none"> Topic 1: Analysis of situations and problems that affect adolescents and youth and the community. 2 sessions. Topic 2: Economic, social, cultural and political rights of participation established in the Child Rights Convention, the Iberoamerican Convention of Youth and the Universal Declaration of Human Rights and the international and regional instruments that complement the specific rights of youth. Understanding of its scope and application in each local context. 2 sessions. Topic 3: How to construct, review and analyze relevant information to understand the reality. 1 session Topic 4: Safe and responsible use of ICTs and social networks. 2 sessions. Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content <p>Year 2: 8 sessions</p> <ol style="list-style-type: none"> Topic 5: The defense and demanding of rights: rights for all, as a road towards social change. Equality and no discrimination; gender equality; respect and recognition of diversity. 2 sessions. Topic 6: What is participation: Levels of participation (Hart's ladder). To be part of a community and an agent of change; being conscious of reality; participation in the diversity of all. 2 sessions. Topic 7: How to construct, review and analyze information relevant to active participation. 1 session Topic 8: Safe and responsible use of ICTs and social networks. 1 session. Topic 9: Creation of alternatives and building proposals for change: how to write a community project proposal. 2 sessions. Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <p>Year 1</p> <ul style="list-style-type: none"> » "Tool-kit 1. Citizenship and Change". Guide for Facilitators. ChildFund Bolivia. Para temas: 1, 2. » "Tool Kit 2. Leadership for my participation in the Community." Guide for facilitators. ChildFund Bolivia. For topics: 1, 4 » "Tool-kit 3. Getting to know my community". Guide for facilitators. ChildFund Bolivia. For topic: 2 » "Training manual for active citizenship". ChildFund Honduras. For topics: 1, 2, 4, 5. » "Trainings for Youth Leaders". ChildFund Guatemala. For topics: 4. » "Tool-kit 1. Photography to express myself in different ways. Guide for facilitators. ChildFund Bolivia. For topics: 3, 4, 7 <p>Year 2:</p> <ul style="list-style-type: none"> » "Active Youth". ChildFund Guatemala. Topics: 2, 5, 6, 8, 9, 11, 12 of the methodology » "Field manual and tool-kit accountability adapted to children. Modules 7, 8, 9, 10 y 16 of the methodology. » Transversal competencies for life: Read and Learn Guatemala. Competencies for Life Module 1."; Active Youth ChildFund Guatemala. ICT session 7, 8, 9, 10 of the methodology. "I don't give up #11". Manual for the development of social emotional abilities in middle and higher education, Sub-secretary of Middle and Higher Education– Government of Mexico. https://www.gob.mx/cms/uploads/attachment/file/708/yna_manual_11.pdf.

Continue

LIFE PLAN

PARTICIPATION AND LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND SAFE ENVIRONMENTS

DRR

MAGIC MOMENTS

METHODOLOGY

PARTICIPATION AND LEADERSHIP

Key MIC	Content	Recommended Manuals
JPL1- JPL12	<p>Total 12 sessions Year 1: 4 sessions</p> <ol style="list-style-type: none"> Topic 1. Critical analysis of the situation and the economic, social, cultural and political rights of participation of youth in the local context. Gender and diversity lens. 2 sessions Topic 2. Democracy and governance from the demanding of rights. Gender and diversity lens. 1 session Topic 3. Participation, empowerment, capacity of agency and collective action. Spaces and structures for participation available at a local level for adolescents and youth. 1 session <ul style="list-style-type: none"> » Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content <p>Year 2: 8 sessions</p> <ol style="list-style-type: none"> Topic 4. Creation of alternatives and building proposals for change: how to write a community project proposal. 2 sessions Topic 5. Creating consensus in diverse contexts: sex-gender, age, ethnicity, socio-economic class, political, religious views, etc. 1 session Topic 6. What is advocacy and how to reach positive changes in actors, environments, contexts, norms, politics, etc. 2 sessions Topic 7. Representation and direct involvement: make diverse voices of adolescents and youth heard. 1 session Topic 8. Collaborative and participatory civic participation and horizontal leadership for advocacy and social change. 1 session. Topic 9. Using ICTs and social networks for advocacy and social change. 1 session. <ul style="list-style-type: none"> » Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <ul style="list-style-type: none"> » "Tool-kit 1. Citizenship and Change". Guide for Facilitators. ChildFund Bolivia. Para temas: 1, 3, 4, 6, 8. » "Tool-kit 2. Leadership for my participation in the Community." Guide for facilitators. ChildFund Bolivia. For topics: 1, 8. » "Tool-kit 3. Getting to know my community". Guide for facilitators. ChildFund Bolivia. For topics: 1, 6 » "Tool-kit 4. Micro-projects for my Community". Guide for facilitators. ChildFund Bolivia. For topics: 4, 8 » "Active Youth". ChildFund Guatemala. Modules: 2, 5, 6, 8, 9, 11, 12 of the methodology. » "ABC of Political Advocacy. Adolescents and youth advocating in a public environment." UNICEF. Topics: 1, 4, 6. » "Field Manual and Tool-kit accountability mechanisms adapted to children. Modules 7, 8, 14, 15, 16, 17, 19 of the methodology. » "Training manual for active citizenship". ChildFund Honduras. For topics: 1, 2, 3, 4, 6, 8. » Transversal competencies for life: "I don't give up #11". Manual for the development of social emotional abilities in middle and higher education, Sub-secretary of Middle and Higher Education– Government of Mexico. https://www.gob.mx/cms/uploads/attachment/file/708/yna_manual_11.pdf.

Continue

LIFE PLAN

PARTICIPATION AND LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND SAFE ENVIRONMENTS

DRR

MAGIC MOMENTS

METHODOLOGY

LEADERSHIP & PARTICIPATION

Parents and Community Leaders

MIC Key	Content	Recommended manuals
CPL1 CPL6	<p>Total 6 sessions Year 1: 3 sessions</p> <ul style="list-style-type: none"> » Topic 1. How to motivate the civic commitment and participation of children, from the participation and commitment of parents and community leader adults. 2 sessions. » Topic 2. How to provide access to key information, safe and relevant for the training, creation of proposals, participation and advocacy of adolescents and youth (including safe and democratic access to ICTs and social media). 1 session. <p>Year 2: 3 sessions</p> <ul style="list-style-type: none"> » Topic 3. How to create alliances with adolescents and youth to strengthen their leadership and motivate their individual and collective participation. 1 session. » Topic 4. How to create and promote inclusive community spaces and opportunities for adolescents and youth, for: their individual, social, cultural economic, political and environmental development; construction of identity; reflection about learning and processes; exercising their rights, analyzing their needs and problems; and apply knowledge, skills and abilities. 2 sessions 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <ul style="list-style-type: none"> » "Tool-kit. Accompanying children as agents of change". Guide for Parents. ChildFund Bolivia. Topic 1. » "Field Manual and Tool-kit accountability mechanisms adapted to children." Modules: 2, 7 and 8 of the methodology.

LIFE PLAN

PARTICIPATION
AND
LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND
SAFE
ENVIRONMENTS

DRR

MAGIC
MOMENTS

METHODOLOGY

EMPLOYABILITY (EMPLOYMENT AND SELF EMPLOYMENT)

MIC Key	Content	Recommended manuals
AE1- AE10	<p>Total 10 sessions Year 1: 5 sessions</p> <ol style="list-style-type: none"> 1. Topic 1: Safe and responsible use of ICTs to support and get the most out of their professional and work life projects. 2 sessions 2. Topic 2: Savings and managing personal finances. 3 sessions <p>» Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content.</p> <p>Year 2: 5 sessions</p> <ol style="list-style-type: none"> 3. Topic 3. How to connect personal aspirations, personal capacities and training and work opportunities. 2 sessions 4. Topic 4. Preparation for employment. Accessing technical and vocational training opportunities, and to Access and keep a job (focus on adolescents 15 - 17 years). Rights, gender and diversity lens. 1 session 5. Topic 5. Characteristics of the entrepreneur lighting sparks of entrepreneurship. 3 sessions <p>» Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content</p>	<p><i>ChildFund proven methodologies (prioritize):</i></p> <p>Year 1</p> <ul style="list-style-type: none"> » "Learning Technology and Work" Manual 2, Intel México Pg. 73-91. For topics: 1 » "Aflateen". Money, Well-being and Learning about Savings. For Topics: 2, 3, 5 » "My Chance". ChildFund Guatemala. For topics: 3, 5. <p>Year 2 :</p> <ul style="list-style-type: none"> » Application of tool: "Personal Map of Employment" » "Producing business projects. Module 1- Lighting the Spark". ChildFund Guatemala. For topic: 5 » "Manual of Entrepreneurship". ChildFund Bolivia. For topics: 5 » Transversal competencies for life: Read and Learn Guatemala. Competencies for Life Module 1, L12 » Alliances with service providers for technical vocational training, connected to Topic 4.

LIFE PLAN

PARTICIPATION AND LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND SAFE ENVIRONMENTS

DRR

MAGIC MOMENTS

METHODOLOGY



EMPLOYABILITY (EMPLOYMENT AND SELF EMPLOYMENT)

MIC Key

Content

Recommended manuals

Total 13 sessions
Year 1: 6 sessions

1. Topic 1. Employment preparation. How to write a resume? How to do an interview? 2 sessions.
 2. Topic 2. Using ICTs for employment and self-employment. 1 session.
 3. Topic 3. Labor rights, principles and content: to work in fair and favorable conditions; social protection; freedom of association and collective negotiation; elimination of all forms of forced or obligatory labor; the elimination of discrimination in employment or occupation. 2 sessions.
 4. Topic 4. Demanding labor rights: who are the duty-bearers, the rights holders, mechanisms of demanding rights, norms and national policies that are valid in formal employment and of other nature. 1 session.
- » Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content

JE1-
JE13

Year 2: 7 Sessions

- 4b Topic 4b. Demanding labor rights: who are the duty-bearers, the rights holders, and mechanisms of demanding rights, norms and national policies that are valid in formal employment and of other nature. 1 session.
5. Topic 5. What does it mean to start out in self-employment and the world of entrepreneurship? 6 sessions; begin the process with a basic training on entrepreneurship, continues in year 3 to complete the process.
6. Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content.

Total 4 sessions
Year 1: 2 sessions

1. Topic 1. The transition to a healthy and productive adulthood: entering university; entering the labor market. Decision making about wise sexual reproductive health decisions and planning for the future. Roles of parents and community leaders. 2 sessions.

CE1
CE4

Year 2: 2 sessions

- ChildFund proven methodologies (prioritize):
- » "Training of social-employment motivators". ChildFund Guatemala. Module 2 For Topics: 1-5.
 - » "Learning Technology and Work" Manual 2, Intel México Pg. 73-91. For topics: 2.
 - » "Read and Learn Guatemala". Module 6, employment and entrepreneurship.
 - » "Manual of entrepreneurship". ChildFund Bolivia. For topic: 6.
 - » "Producing business projects. Module 1- Lighting the Spark". ChildFund Guatemala. For topic: 5
 - » Application of tool: "Personal Map of Employment" ChildFund Guatemala. For Topic: 1.
 - » Transversal Life Skills: "Basic training methodological guide for soft skills". (Reviewed by ChildFund Ecuador).
 - » Alliances with institutions specialized in training for entrepreneurship linked to Topic 6.
 - » For topics 3 and 4 each country should address it from their current labor laws for adolescents and youth. For example: "Training of social-employment motivators". Module 3.

2. Topic 2. How to accompany and support the job search process of youth from a respectful rights based approach. 2 sessions.

[Suggested method, meetings between parents, caregivers and children.]

LIFE PLAN

PARTICIPATION
AND
LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND
SAFE
ENVIRONMENTS

DRR

MAGIC
MOMENTS

METHODS

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SAFE AND INCLUSIVE ENVIRONMENTS

	Key MIC	Content	Recommended Manuals
Boy and Girl Adolescents 15-17 Youth men and women 18 to 24 years	AA1 AA2	<p>Year 2: 2 sessions</p> <p>2. Topic 2. What is and what does child and youth labor exploitation imply? Rights, gender and diversity lens. What individual and group factors and contexts expose adolescents and youth at risk of child labor or labor exploitation?</p> <p>» Observation: sessions of reinforcement on topics of rights and labor exploitation.</p>	<p><i>ChildFund proven methodologies (prioritize):</i></p> <p>» "Prevention and eradication of child labor and its worst forms. Work-book. OIT (http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_27375/lang-es/index.htm)</p>
	JA1 JA2	<p>Year 1: Total 2 sessions</p> <p>1. Topic 1: Forms of violence and violation of rights in employment: early and forced work, harassment at work, gender discrimination, exploitation, human trafficking with intention of labor exploitation and servitude, sexual harassment, labor intimidation and violence between equals. Protocols to inform and report violations of rights in work places. 1 session</p> <p>2. Topic 2: Appropriate behavior in employment places and context (rights and diversity lens). Gender norms in the employment place and context: expectations that weigh on women in the labor topic, access to opportunities for continuous learning and professional development, the vulnerability in facing sexual harassment and other, relationships between supervisors, employees and coworkers in the place of work. 1 session</p> <p>» Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content</p>	<p><i>ChildFund proven methodologies (prioritize):</i></p> <p>» "Prevention and eradication of child labor and its worst forms. Work-book. OIT (http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_27375/lang-es/index.htm) Topic 1.</p>

Continue

LIFE PLAN

PARTICIPATION AND LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND SAFE ENVIRONMENTS

DRR

MAGIC MOMENTS

METHODOLOGY

SAFE AND INCLUSIVE ENVIRONMENTS		
MIC Key	Content	Recommended manuals
CA1 CA12	<p>Total 12 sessions Year 1: 6 sessions</p> <ol style="list-style-type: none"> 1. Topic 1. What are the specific needs of adolescents and youth to be protected from violence, harassment, abuse, trafficking and exploitation in their transition to a remunerated job, formal or non-formal. Norms, behaviors and resources to guarantee the well-being and protection of youth. Protocols of reporting of infringement of rights in work environments. 4 sessions. 2. Topic 2. What is labor exploitation of children and youth and what does it imply? Gender, rights and diversity lens. What individual, group and contextual factors expose adolescents and youth at risk of child labor and labor exploitation? Identify and analyze the community and family norms and attitudes around child labor and youth labor exploitation. 2 sessions. <p>Year 2: 6 sessions</p> <ol style="list-style-type: none"> 3. Topic 3. Early detection of risks of labor exploitation of children and youth. What to do in cases of exploitation. 3 sessions 4. Topic 4. Protocols of attention and response when faced with child labor exploitation cases. 3 sessions <ul style="list-style-type: none"> » This strengthens the creation of community based child protection mechanisms MPBC. 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <ul style="list-style-type: none"> » "Thousands of Hands". Facilitation guide for school component (Prevention of violence in school or out of school education). GIZ, 2015. Honduras Methodology. For topic: 1. » "Prevention and eradication of child labor and its worst forms. Work-book. OIT (http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_27375/lang-es/index.htm) Topic 2. » "Resource Manual Strengthening community based child protection" Referral Pathways (Members of the Community based Child Protection Mechanisms). For topics: 3 and 4.

DISASTER RISK REDUCTION

MIC Key	Content	Recommended manuals
<p>ARD1-ARD3</p>	<p>Total 3 sessions Year 1: 2 sessions</p> <ol style="list-style-type: none"> 1. Topic 1. The role of adolescents in development and implementation of effective emergency preparation and evacuations and the reconstruction of the community. 1 session. 2. Topic 2. Youth advocacy with local authorities to ensure the incorporation of youth (their voices, needs and capacities) in local DRR strategies. 1 session <ul style="list-style-type: none"> » Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content. Management of emotions and stress during an emergencies or a disaster. » Psychosocial support and volunteer support in friendly spaces. <p>Year 2: 1 session-</p> <ol style="list-style-type: none"> 3. Topic 2b. Youth advocacy with local authorities to ensure the incorporation of youth (their voices, needs and capacities) in local DRR strategies. 1 session <ul style="list-style-type: none"> » Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content Management of emotions and stress during an emergencies or a disaster. » Psychosocial support and volunteer support in friendly spaces 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <ul style="list-style-type: none"> » "Guide for analysis of threats, vulnerabilities, and capacities, with child and adolescent participation". Plan International, based on "Community Education, Organization and Preparation for risk reduction". FICR. For topics: 1 » "Community team for reduction of risks and response to disasters" FICR » For transversal life skills: <p><i>ChildFund proven methodologies (prioritize):</i></p> <ul style="list-style-type: none"> » "Active Youth". ChildFund Guatemala. Also for Topic 2. » "My Chance". ChildFund Guatemala. Collection of tools for the incorporation of protection principles in integral risk management (9 notebooks or tools for different topics)

Continue

LIFE PLAN

PARTICIPATION AND LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND SAFE ENVIRONMENTS

DRR

MAGIC MOMENTS

METHODOLOGY

DISASTER RISK REDUCTION

MIC Key	Content	Recommended manuals
<p>JRD1</p> <p>Total 3 sessions Year 1: 1 session</p> <ol style="list-style-type: none"> Topic 1. Youth advocacy with local authorities to ensure the incorporation of youth (their voices, needs and capacities) in local DRR strategies. 1 session <ul style="list-style-type: none"> » Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content Management of emotions and stress during an emergencies or a disaster. Psychosocial support and volunteer support in friendly spaces <p>Year 2: 2 sessions</p> <ol style="list-style-type: none"> Topic 2. Community action in emergencies led by youth: The role of youth in development and implementation of effective emergency preparation and evacuations and the reconstruction of the community. 1 session. Topic 3: How to manage DRR in employment spaces <ul style="list-style-type: none"> » Transversal: work on cognitive and skills based life skills at the same time and applied in the conceptual content. Management of emotions and stress during an emergencies or a disaster. Psychosocial support and volunteer support in friendly spaces 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <ul style="list-style-type: none"> » "Active Youth". ChildFund Guatemala. Also for Topic 2. » "Guide for analysis of threats, vulnerabilities, and capacities, with child and adolescent participation". Plan International, based on "Community Education, Organization and Preparation for risk reduction". FICR. For topics: 1. » "Community team for reduction of risks and response to disasters" FICR. » "My Chance". ChildFund Guatemala. Collection of tools for the incorporation of protection principles in integral risk management (9 notebooks or tools for different topics). For topic 3. 	
<p>Year 1: 1 session</p> <ol style="list-style-type: none"> Topic 1. How to support youth advocacy with local authorities to ensure the incorporation of youth (their voices, needs and capacities) in local DRR strategies <ul style="list-style-type: none"> » Transversal: Management of emotions and stress during an emergencies or a disaster. » Psychosocial support and volunteer support in friendly spaces 	<p><i>ChildFund proven methodologies (prioritize):</i></p> <ul style="list-style-type: none"> » "Guide for analysis of threats, vulnerabilities, and capacities, with child and adolescent participation". Plan International, based on "Community Education, Organization and Preparation for risk reduction". FICR. For topics: 1. » For transversal life skills: Collection of tools for the incorporation of protection principles in integral risk management (9 notebooks or tools for different topics). 	

Youth men and women
18 to 24 years

Parents and Community
Leaders

LIFE PLAN

PARTICIPATION
AND
LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND
SAFE
ENVIRONMENTS

DRR

NERVIC
INDICATORS

METHODOLOGY

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

LIFE PLAN

PARTICIPATION AND LEADERSHIP

EMPLOYABILITY

INCLUSIVE AND SAFE ENVIRONMENTS

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MAGIC MOMENTS

METHODOLOGY

METHODOLOGY

	Modality	Frequency	Duration	Suggestions of methods or methodologies
Boy and Girl Adolescents 15-17 years	<ul style="list-style-type: none"> Group sessions of 90 - 120 minutes of duration, with groups of 15-20 adolescents. Facilitation by an adult or young adult. Work in non-formal community spaces (or formal, if there is willingness of the educational authorities.) <p>Fairs:</p> <ul style="list-style-type: none"> From 2-3 hours of duration, divided in stations to address the different topics of the program model. Implementing in community spaces with the participation of the while community. Ensure that the activities are proposed by and even led by adolescents to address the topics and key messages during the sessions. 	<ul style="list-style-type: none"> 1 session each 15 days. (Except for month 2) <p>Fairs:</p> <ul style="list-style-type: none"> 3 in the Year 	<p>38 sessions in Years 1 and 2.</p> <p>Year 1:</p> <ul style="list-style-type: none"> 19 sessions, during 10 months. 1 month to evaluate, reflect and plan. <p>Year 2:</p> <ul style="list-style-type: none"> 19 sessions, during 10 months. 1 month to evaluate, reflect and plan. 	<ul style="list-style-type: none"> The application of participatory and experiential methodologies is recommended for example: Experiential method of Kolb (Concrete Experience, Reflexive Observation, Theorization, Application) Learning cycle ERCA (Experience, Reflection, Conceptualization and Application) Methodology CEFE (Economic Competencies and Entrepreneurship Training) Life based learning cycle (CAV) Popular Education methodology <p>Example of session:</p> <ol style="list-style-type: none"> Welcome, participatory activity (10 min). Exploration of previous concrete experience and existing knowledge- including connecting topics or topics addressed in previous sessions (10 min). Presentation of the topic based on an individual and group reflection (30 min). Concept construction together based on reflection. Key messages. (30 min). Practical activities and commitments (20-40 min) <ul style="list-style-type: none"> Internalization of the content could be supported by peer work or through exchange of experiences sessions, training and specific opportunities for reflection. <p>Fairs:</p> <ul style="list-style-type: none"> Socialize with the educational community the reflections and proposals of the 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 community.
Youth men and women 18 to 24 years	<ul style="list-style-type: none"> Group sessions of 90 - 120 minutes of duration, with groups of 15-20 youth. Facilitation by someone in the group when it is possible, or a young adult. Work in non-formal community spaces. <p>Fairs:</p> <ul style="list-style-type: none"> From 2-3 hours of duration, divided in stations to address the different topics of the program model. Implementing in community spaces with the participation of the while community. Ensure that the activities are proposed by led by youth to address the topics and key messages during the sessions. 	<ul style="list-style-type: none"> 1 session each 15 days. (Except for month 2) Ferías: 2 in a year, every 6 months. 	<p>37 sessions in Years 1 and 2</p> <p>Year 1:</p> <ul style="list-style-type: none"> 18 sessions, during 10 months. 1 month to evaluate, reflect and plan. <p>Year 2:</p> <ul style="list-style-type: none"> 19 sessions, during 10 months. 1 month to evaluate, reflect and plan. 	<p>Example of session:</p> <ol style="list-style-type: none"> Welcome, participatory activity (10 min). Exploration of previous concrete experience and existing knowledge- including connecting topics or topics addressed in previous sessions (10 min). Presentation of the topic based on an individual and group reflection (30 min). Concept construction together based on reflection. Key messages. (30 min). Practical activities and commitments (20-40 min) <ul style="list-style-type: none"> Internalization of the content could be supported by peer work or through exchange of experiences sessions, training and specific opportunities for reflection. <p>Fairs:</p> <ul style="list-style-type: none"> Socialize with the educational community the reflections and proposals of the 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 community.
Parents and Community Leaders	<ul style="list-style-type: none"> Group sessions of 2 hours, with 20-25 parents and community leaders. In the case of families with presence of a mother and father, both will be invited to participate to encourage the co-responsibility in the training process of supporting and protecting their children. 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 2-3 hours of duration, divided in stations to address the different topics of the program model. Implementing in community spaces with the participation of the while community. Ensure that the activities are proposed by and even led by adolescents to address the topics and key messages during the sessions. 	<ul style="list-style-type: none"> 1 session each 15 days. (Except for month 2) Ferías: 2 in a year, every 6 months. 	<p>26 sessions in Years 1 and 2</p> <p>Year 1:</p> <ul style="list-style-type: none"> 14 sessions, during 8 months. 1 month to evaluate, reflect and plan. <p>Year 2:</p> <ul style="list-style-type: none"> 12 sessions, during 5 months. 1 month to evaluate, reflect and plan. 	<p>Example of session:</p> <ol style="list-style-type: none"> Welcome, participatory activity (10 min). Exploration of previous concrete experience and existing knowledge- including connecting topics or topics addressed in previous sessions (10 min). Presentation of the topic based on an individual and group reflection (30 min). Concept construction together based on reflection. Key messages. (30 min). Practical activities and commitments (20-40 min) <ul style="list-style-type: none"> Internalization of the content could be supported by peer work or through exchange of experiences sessions, training and specific opportunities for reflection. <p>Fairs:</p> <ul style="list-style-type: none"> Socialize with the educational community the reflections and proposals of the 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 community.

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Youth men and women 18 to 24 years

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Profile of Facilitator

Minimum Requirements:

1. Community leaders, volunteers or graduated youth from the program.
2. Facilitation and communication skills with diverse groups of adolescents and youth.
3. Strong knowledge and understanding of topics to make it easier to respond to doubts and worries of the adolescents.
4. Abilities of management of conflict resolution.
5. Capacity to promote diversity and value non-traditional perspectives.
6. Ability to facilitate dialogue, and deliver information in an attractive way.
7. Be able to talk about delicate topics and recognize when it is necessary to divide the group between men, women and LGBTI people.
8. Be recognized as a role-model, be empathetic and a good listener.
9. Ability to maintain the confidentiality of information.
10. Work with adolescents in a more fluid and less didactic way, and be open to changes along the way and the adaptation of tools and focus depending on what is desired by the adolescents.
11. Be conscious of adult centrism and trust in the potential of adolescents and youth.
12. Local language fluency

1. Person from the community that knows the reality of the population, their problems and needs.
2. Literacy skills to receive training and to give trainings, in the local language.
3. Social emotional skills
4. Facilitation skills with groups of adults.
5. Interest and commitment
6. Recognizes and values diversity

Training fundamentals for facilitator

During the first year:

- » Adolescents will be trained by personnel who have been trained by local partners. These people will be trained by technical personnel that ChildFund does in intensive sessions (40 hrs) at the beginning of the implementation of the model.

In the following years:

- » 2 days of 8 effective hours of training to reinforce the content one time a year.

Result:

- » Technicians trained by ChildFund.
- » Community volunteers trained by the technician.
- » Adolescents trained by community volunteers (1 facilitator per each group of maximum 30 adolescents)

Periodic Accompaniment

To the facilitators:

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

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 facilitators:

- » 1 monitoring observation by the technician, of the sessions, every 2 sessions.
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