ChildFund®
International

PROGRAM MODEL
PACT

Work to build a better world
More protection, less violence

PACT

Work to build a better world

More protection, less violence

Program Models

- PACT
- GROWING WITH YOU
- SAFE & PROTECTED CHILDREN
- LOVING & TAKING CARE OF MYSELF

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

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1. WHO IS CHILDFUND?

1.1 ChildFund International and the ChildFund Alliance

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

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

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

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

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

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

1.2 Funding sources

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

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

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

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

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

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

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

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1.3 Our approach to child development

1.3.1 Childfund's Change Theory

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

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

» Life **Stage 1: infants, girls and boys from 0 to 5 years of age**

» Life **Stage 2: girls, boys and adolescents from 6 to 14 years of age**

» Life **Stage 3: adolescents and youth from 15 to 24 years of age**

The objective of Life Stage 3 is to provide adolescents and youth with the means to become partners with skills, ready to be employed and civically committed, who can have enough confidence in themselves to access services, form positive relationships, maintain healthy behaviors and participate / actively lead in their communities and society.

The theories of change in each stage of life have **Domains**[1] and **Pathways**[2] that allow to group in a logical way the organizational hypothesis and the different areas that the organization has established that are needed to achieve a lasting change in the life of child and adolescence.

1 For ChildFund, Change Domains are areas in which change is essential to achieve a long-term impact goal. A domain of change can seek changes in any of the following ways: (1) interactions and power relations between individuals or groups of people; (2) changes in attitudes, values or behaviors, within an individual, family, community or society in general; (3) structures or policies that support these institutions. Global change domains are defined in the theories of change of the ChildFund Stages of Life. Life.

2 Pathways are like a road map-where you get an idea of the destination, but you have to experiment and learn to find an effective way to get there. Based on addressing the key challenges and problems, the trails are built on a set of assumptions and assumptions regarding (1) what types of activities are necessary to achieve the outcomes for which they are working, and (2) what must happen (for example, change in individuals, groups, families, communities, or society in general) so that social impact goals are achieved. The trails establish what is believed to be the most relevant and realistic means to achieve the change that is defined in the domains, based on evidence of what supports or hinders the development of child.

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The PACT model bases and focuses work in the following domains:

1. **Young employees with decent wages in jobs that do not exploit them**
2. **The Youth is an agent of change in the family and community; Of these domains, four out of nine pathways are prioritized, these reference manual rewards, which following the order by domain and pathway are:**

Pathway 3:	Pathway 6:	Pathway 7:	Pathway 8:	Pathway 9
Resilience, skills and decision making.	Communitary protection mechanisms against sexual exploitation and abuse.	Informed citizens actively participating.	Collective action of youth.	Inclusive environments.

In the graph below you will find the domain and pathway diagram, emphasizing in the pathways prioritized by the program model.

Young employees with decent wages and jobs that do not exploit them

Youth making decisions for a healthy reproductive life

SKILLFUL AND INVOLVED YOUNG ADULTS

Youth are agents of change in the family and community

Manual reference theory of change, life stage 3
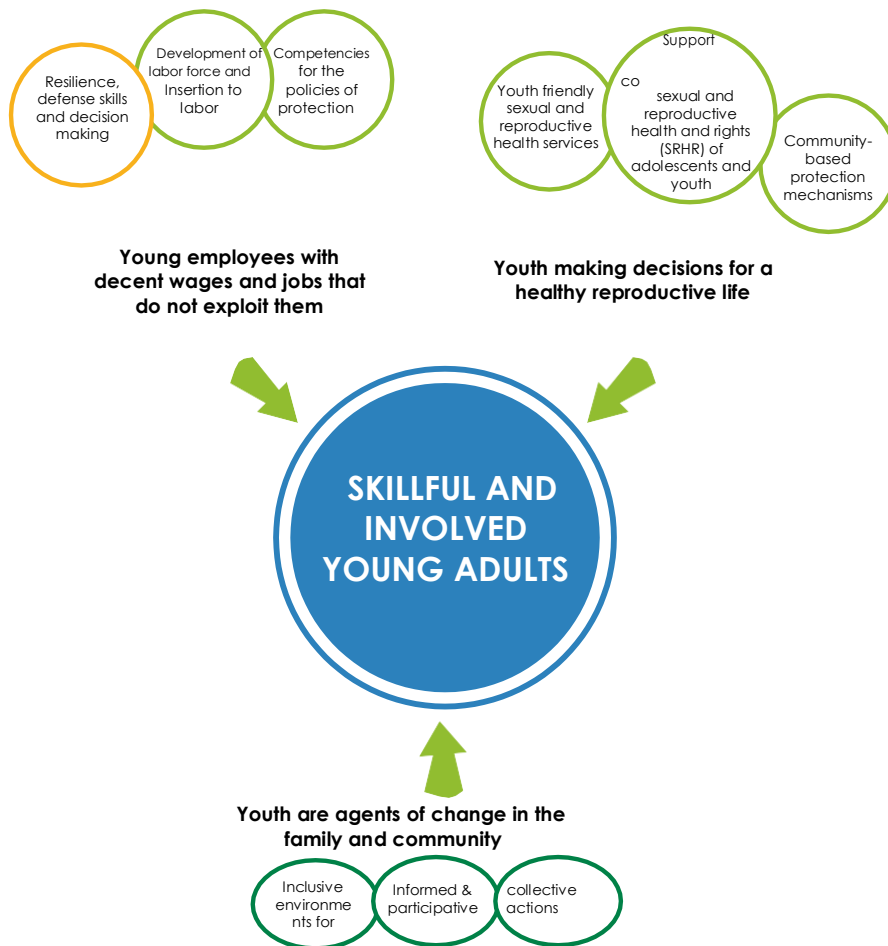
1.3.2 Approximation Based on Rights, Gender and Diversities

According to the Office of the United Nations High Commissioner for Human Rights[3] *"…human rights are Universal legal guarantees that protect individuals and groups against actions and omissions that interfere with the Freedoms and fundamental rights and human dignity "*, and have the following characteristics:

- They are universal, inalienable rights of all human beings (without any discrimination on grounds of race, color, sex, language, political or other opinion, national or social origin, economic position, birth or any other condition)
- They focus on the intrinsic dignity and equal worth of all human beings
- They are equal (economic, political, civil, cultural or social rights, have equal validity and importance), are indivisible and interdependent
- They can not be suspended or withdrawn
- They impose obligations of action and omission, particularly to states and agents of the states
- They have been guaranteed by the international community
- They are protected by law
- They protect individuals and, to some extent, groups
- You can not give them up

3 OHCHR, 2006

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

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

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

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

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

Rights holders:

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

Duty bearers:

Also known as duty holders, they are actors whom responsibilities and compliance with human rights can be demanded (obligation to respect, protect and enforce those rights in favor of those who are holders of rights.

What is human development and how is it measured?

Human development is a process that offers people greater opportunities and emphasizes the satisfaction of the rights of the human being to have health, education and enjoy dignified living conditions including political freedom and participation as well as other human rights. It seeks to sustain the gains made over time, to fight against the processes that impoverish people, and to stop oppression and structural injustice. The current human development framework is flexible, dynamic, empowering and focuses on people as its main concern[2]".

Equity

Sustainability

Respect for human rights

And other key bases:

Democratic governance

The rule of law

Peace and security

According to the UN, good governance[3] in total congruence with human rights by basing both on "basic principles of participation, accountability, transparency and State responsibility."
Currently, and since 1990, the United Nations Development Program

is the entity in charge of reporting to the world on the progress in human development of each country, under the implementation of several measurement tools. The Human Development Index (HDI), which included longevity, basic education and minimum income, has been added, as of 2010, the Human Development Index adjusted for inequality, the Gender Inequality Index and the Multidimensional poverty. In the future, indicators related to sustainability, empowerment and other fields of global relevance will possibly be generated.

Why development and rights together?

UNDP (2000) indicates that since the end of the Cold War[4], they have parallel paths and then converged to a common purpose: **"Guarantee freedom, welfare and dignity of every human being."** According to the Human Development Report 2000:

Human beings are an intrinsic part of developing

The development is a means to realize human rights

Human rights embody the principles of accountability and social justice in the process of human development

The fight for human rights is a common purpose between people

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4 PNUD, 2010 y 2000

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

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

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

What does development with a Rights Based Approach imply?

The OHCHR defines this approach as "a conceptual framework for the human development process that is based on international human rights standards and is aimed at the promotion and protection of human rights." The ultimate goal of all policies and programs of development is the fulfillment of human rights, based on the analysis of inequalities that give rise to development problems and incorporating "the correction of discriminatory practices and the unjust distribution of power". This is a field still under construction with characteristics such as:

- People are the most important thing
- Definition of who are the holders of rights and who are the Guarantors of Rights
- Strengthens the capacities of Guarantors of Rights to fulfill their responsibility to guarantee the rights of right holders
- People are catalysts for development; their effective and constructive action is consolidated by strengthening the development of capacities to claim their rights
- Emphasis on the achievement of results and the development of processes; both are monitored and evaluated
- Institutions, policies, processes, programs and plans with the greatest possible participation and coverage

- People are involved in the detection of possible negative effects
- Any aspect that generates exclusion is monitored

When human rights are not met, the responsibilities of the agents (accountability to the social system) are analyzed, which provides a broader perspective and scope than if only unmet needs and demands were met.
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All development project with a Rights-Based Approach, addresses the development of the duties holders 'abilities to fulfill their obligations and the rights holders' capacities to demand them.

The Rights Based Approach is a framework that integrates the norms, principles, standards and objectives of the international human rights system into development plans and processes[5]." Although human rights have an indivisibility character and have equal value, for practical reasons it is possible (necessary) to prioritize them. The NGOs, which have assumed a Rights Based Approach, fulfill a role of social change agents assuming the responsibility that falls to them as moral holders of duties promoting the satisfaction / guarantee of certain rights - often determined by their programmatic choice (for the Case of ChildFund is girls, boys, adolescents and youth GBAY).

7 Kirkemann & Martin, 2007

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Other elements that provide the opportunity of alignment with the ChildFund International strategies are:

- Application of the gender perspective to the different challenges faced by women and men

- Prioritization of children, adolescents and youth with greater exclusion and vulnerability

- Planning taking into account aspects related to youth in crisis (society in crisis that affects youth and / or youth in crisis that affects society), under observation and addressing the risk factors

- Adopt key processes and actions for the implementation of a framework to promote agency development in girls, boys, adolescents and youth and the implementation of the ChildFund strategy

- Scale the best practices assuming greater influence

Depending on whether girls, boys, adolescents and youth are taken into account as rights holders, various intervention components that can provide sustenance are broken down and provide some action indications with guarantors of rights:

1. Involve girls, boys, adolescents and youth in significant learning-action-involvement processes (opportunities to:
Develop character and attitude of overcoming personal and collective challenges; learn useful things by themselves; learn with and from others, sharing ideas, advances, problems and dreams; put into action or practice what you have learned while being useful to others; have fun while learning and acting).

2. Facilitate methods and tools for meaningful and quality learning-action-involvement including:

a. The cycle of **psychosocial development** in areas of personal and social development as self-esteem; motivation; knowledge of how to improve themselves and their context to make a difference; decision on whether or not you want to be different, on what and how it is achieved; act on their own behalf and in the name of what surrounds them with their own action projects
b. The **transformation of conflicts** with learning and the practice of non-violent behavior based on the development of conflict transformation and peace-building skills and attitudes and behaviors oriented towards positive change
c. The cycle of **involvement:** listen to them; validate your opinions with criticism, comments or feedback; trust in their decisions and open opportunities for action; mobilize them as active agents of change and leaders (those); reflect critically making them take responsibility for learning from their acts
d. Participatory research-action, social **entrepreneurship and leadership**
e. **Strengthening of analytical and strategic** thinking through the analysis of context and advocacy

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3. Promote supportive environments and relationships to improve learning-action-quality involvement processes

a. **Protective environments and support** for the promotion of their development and empowerment (agreements with the holders of duties) so that leadership can be developed

b. **Building influential relationships** to create their own protective fields so that they have a healthy development and transition to adulthood and open spaces for their positive involvement.

4. Build solid foundations and a stable infrastructure of operation at all levels of the organization to achieve effective involvement

a. Outreach strategies for effective involvement (connection with existing organizations, ensure diversity in participation, rotation of leaders to ensure continuity, etc.)

b. Establish adequate work environments and environments (support system that provides a work space in their own communities, office resources, etc.)

c. Build understanding and common agreement among all interested parties, internally and externally of the organization, about their **participation in processes of change**

d. Involve them in **participatory processes of serious research** and analysis to identify issues and focal points of action

e. Create mixed work teams with their participation and that of adults to achieve common objectives

f. **Train capable Adult** women and men to work with them and support them effectively

g. Forge **opportunities for continued access and influence** that involves cultivating an audience and creating demand for the involvement of children and youth

1.3.3 Protection focus

The Protection Approach is part of the compliance with the Convention on the Rights of the Child to promote respect for children and adolescents. It is based on the observation and the consensus regarding the need to redouble efforts in assistance, special care and protection of children. The Convention on the Rights of the child defines that boys and girls have "the right to the promotion of the best interests of the child, to protection against sexual exploitation, armed conflicts, narcotics, abuse and abandonment, and to the rehabilitation care after abandonment, exploitation or mistreatment[8]"

ChildFund's approach to child protection takes into consideration that violations of children's and adolescents' rights are generally part of accumulated and interconnected mishaps. Therefore, in its frame the programmatic responses for the protection of children are based on a general approach. It also focuses on ensuring the rights of girls and boys through protection, and through specific measures to prevent and respond to abuse, neglect, violence and exploitation. In this way, ChildFund is taking a systemic approach to child protection; its child protection initiative is integrated with other programs and also undertaken through specialized interventions to mitigate the specific risks and adversities that have an impact on infants, children, adolescents and youth in conditions of deprivation, exclusion and vulnerability [9].

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8 "Child and adolescence, 28 years after the child's rights convention ", Module

9 Document Child Protection in ChildFund: global initiative 2017-2020

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ChildFund strengthens preventive and protective measures at local levels together with the general systems of protection of child and well-being of children, ensuring that children, adolescents and youth are active agents in their own protection, based on their evolutive capacity.

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

1. Identify, prevent and respond to abuse, neglect, exploitation and all forms of violence against children.

2. Mobilize families and communities to better care for and protect children, deepen the knowledge of the communities in the protection of children and linking it with support services as well as improving the formal and informal structures that protect children.

3. Create opportunities for children, adolescents and youth to be heard and act for their own protection and the protection of their peers.

4. Mobilize formal government systems to carry out coordinated services for the protection and well-being of children, including alternative care where necessary.

5. Ensure that child protection systems and interventions are appropriate for children and youth.

6. Ensure a focus on child protection in response to emergency.

1.3.4 The participation of children and ChildFund's area of excellence

The participation of children throughout the model includes specific opportunities for the meaningful participation of adolescents and youth in activities, decision-making processes and monitoring activities throughout the program cycle. This includes how safe spaces will be developed for the participation of adolescents and youth and any risk related to protection that should be considered.

Adolescents and youth can be agents of change for the prevention and reduction of violence in their communities. Your meaningful and active participation will improve the results of the model and ensure greater

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sustainability. Participation must be voluntary, inclusive, appropriate for the age, supported by trained adults, respectful of the needs of children and adolescents and safe. For children to become fully involved, an evaluation and mapping exercise for children's participation must be carried out, which recognizes cultural and gender norms that promote submission and lack of participation. For example, gender norms that often teach girls from an early age that shyness and subordination are attractive feminine qualities, which often inhibits their active participation. With these considerations, it may be necessary to address social norms in the community through advocacy to open the door to children's participation and ensure safe spaces in the beginning of the implementation of the model.

Participation as a target group allows them to be recognized as active members of a group, considering the different moments, sessions or themes that the model establishes, as well as participation as senders and receivers throughout the implementation of the model, subjects of rights and as actors within the community in safe spaces.

1.3.5   Why PACT?

In the process of co-construction of the program model, the members of the learning community guided by minimum parameters to name the program model, responded to a series of surveys considering that the name is relevant for the impact group, allowing the connection to ideas and possible associations to the audience that may have the same. **The fundamental components that the model will address responds to the demand of adolescents and youth in the region, how they are recognized as holders of rights, the search to carry out projects, life plans, independence and at the same time how this allows them to achieve their goals, dreams, and objectives within their environment.**

Therefore, the name is an acronym **PACT**:

- Civic Participation
- Transformation and
- Opportunities

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2. PARTNERSHIP

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

According to "The Partnership Initiative[10]", the hypothesis behind the partnership approach is that only through comprehensive and comprehensive collaboration among all sectors can they ensure that sustainable development initiatives are sufficiently integrated and coherent so that they can contribute to face the most complex problems. Isolated work, sometimes with interventions that generate competition between actors, or duplication of efforts generate an inadequate use of resources. Additionally, the disarticulated work has sometimes influenced the reinforcement of a culture of signs where negligence and chaos are attributed to a third party as their fault. In this context, the partnerships promote an opportunity to manage development through the recognition of the competences and qualities of each sector and the possibilities of linking them for the common good.

Partnership **promotes** innovative approaches to face the challenges of development, contributes to generating facilitating mechanisms to share competencies and capacities in a way that allows common and complementary objectives to be achieved in a more efficient, legitimate and sustainable way than in cases where each actor operates separately. Additionally, partnerships **facilitate** access to diversify both human and technical resources, knowledge, physical and financial resources. Finally, partnerships help to boost **collaborative** networks and promote collective commitment in the community, as well as increasing the ability to influence the public agenda. These dimensions of the partnership are based on a greater understanding of the values and contributions of each actor, which favors the construction of more integrated and stable societies. By incorporating the partnership approach, it is essential to recognize that it poses key challenges that must be addressed effectively, while acknowledging that each actor raises its own priorities and may have difficulty accepting the priorities of other actors. However, the analysis of these conditions must be considered and their differences recognized in order to reach a common commitment. Members must be willing to work together based on **principles** of:

- Equity
- Transparency
- Mutual Benefit

10 *"The Partnering Toolbook"*, 2011, The Partnering Initiative.

Equity, guides the added value that each partner brings.

Transparency by virtue of its orientation towards trust, that is, that the members have the will to innovate and take risks together.

Mutual benefit, which becomes a commitment because it favors the construction and maintenance of the partnership in the long term.

These principles must be collectively constructed and promoted throughout the partnership cycle. It is necessary to promote joint exploration and open discussion of these principles among potential partners prior to the formalization of the relationship of partnership even when the values were modified in the future of the relationship under the agreement of the actors. The important thing is that each one of the partners accepts and agrees to adopt and adhere to these common values and principles.

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

Global Strategy "Destination 2020"
- Global Strategy local partner "Local Partner
- *Strategy* ", FY14-FY20
- Conceptual note for the Evaluation of Local Members *(Local Partner Assessment Concept Note)*
- Guide Review Local Partners (Local Partner *Assessment Guidance)*
- *Partnership Strategy (update January 2018*

2.1 How and with whom we work?

As established organizational Strategy Partnerships (Updated January 2018), the **aspiration** ChildFund is to become an international development organization that works with a portfolio of strategic and strong partners who are a powerful force, capable of delivering core programs focused on the development of children in the community. In addition, that at the same time contribute to broader advocacy efforts alongside and for children and adolescents in areas of development, rights and protection at the national, regional and global levels.

The partnership **strategy** additionally states that the consolidation of a strong partner portfolio is required. This, guided by a partners' strategy, puts forward a shared vision of the future, which allows as a competitive advantage in the partnership, an effective response to the challenges faced by the most marginalized and excluded population both in everyday conditions and in emergency situations. Thus, expanding the geographic scope of the interventions, generating joint innovation, legitimizing and deepening efforts in advocacy, increasing the economic value of the Program Models and positioning ChildFund in order to increase the financial income of local and international grants and donors.

Alignment with the institutional purpose requires the development and strengthening of strategic partnerships approach focused on compliance at different organizational levels. This approach should establish long-term program objectives, partnership decisions based on analysis of individual contributions towards a shared mission, goals and objectives linked to results and support the mission and values organizations.

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

2.2 Strong local partners

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

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

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

2.3 Community mobilization

A process of change in the participation of adolescents and youth undoubtedly requires an active mobilization of a large number of social actors, public, civic and private, since the combination of these three sectors is what will ensure that sustainable changes are achieved.

The **PACT** program model has the characteristic of promoting, in its broadest sense, the interaction of adolescents and youth with their social and community environment. Social mobilization must be promoted from partner organizations to generate horizontal relationships between adults and adolescents and youth. This social mobilization, therefore, must compromise and recognize the social actors of the same subjects of rights in leadership, the design of proposals and their corresponding implementation. The **role** of ChildFund and its local partners, in consistency with the area of excellence regarding the active participation of girls, boys, adolescents and youth; should progressively promote the priority of this as a leader of the processes, and make it easier for them to respond with the skills developed to generate proposals for protection against violence but also to respond to their daily problems. Intergenerational relationships and the participation of family and community leaders are fundamental, promoting the inclusion and effective participation of adolescents and youth in collective decision-making in their environments.

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2.3.1 Community

With priority, the mobilization of organized groups of adolescents and youth as the main partners of the program process is vital to harmonize a program design with the expected results. For this, youth participation requires being active from the design processes to the evaluation and accountability. It is necessary that both adolescents and youth are considered among the actors that organize each of the interventions. Likewise, the close participation of their families is vital to generate a sense of self-assertion against their own efforts and interests.

In **terms** of this learning community, mobility is particularly strong for purposes of advocacy, sensitization and change of limiting social paradigms. While the realities of adolescents and youth today have an important influence of new ruralities and urban cultures, the dynamics of social mobilization must respect and welcome with enthusiasm these different forms of youth expression as a basic and non-negotiable element of interventions, for which purpose, a deep respect for diversity should mark the development of all actions and initiatives.

2.4 Roles and Responsibilities of Local Partners and ChildFund

2.4.1 Local Partners

ChildFund is responsible for making available to the country, families, communities and target groups of this program model, a portfolio of partners that interact at various levels; therefore, the country office, together with its local partners, is required to promote a broad dialogue for the identification of different levels of partnership,

both in terms of the implementation of the program model according to the proposed delivery model, as well as in terms of the identification of other levels of alliances and partners.

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

2.5 Advocacy and Local Partners

2.5.1. Advocacy for ChildFund

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

ChildFund is committed to supporting countries in meeting the **Sustainable Development Goals**, especially those goals that allow work to eradicate violence against children and adolescents, as is the case with **goal 16.1**: Significantly reduce all forms of violence and corresponding mortality rates worldwide and **16.2**: End abuse, exploitation, trafficking and all forms of violence and torture against children. For the PACT model, some of the most important goals have been selected and where a contribution is considered in the following:

- **4.3** By 2030, ensure equal access for all men and women to quality technical, professional and higher education, including university education.

- **4.4** By 2030, considerably increase the number of youth and adults who have the necessary skills, particularly technical and professional, to access employment, decent work and entrepreneurship

- **4.7** By 2030, ensure that all students acquire the theoretical and practical knowledge necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, world citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development.

- **5.5** Ensure the full and effective participation of women and equality of leadership opportunities at all decision-making levels in political, economic and public life.

- **5.6** Improve the use of instrumental technology, particularly information technology and communications, to promote the empowerment of women.

- **8.6** By 2020, considerably reduce the proportion of youth who are not employed and do not attend school or receive training.

- **8.7** Adopt immediate and effective measures to eradicate forced labor, put an end to contemporary forms

of slavery and trafficking in persons and ensure the prohibition and elimination of the worst forms of child labor, including the recruitment and use of child soldiers, and, by 2025, put an end to child labor in all its forms.

- **8.8** Protect labor rights and promote a safe and safe work environment for all workers, including migrant workers, particularly migrant women and people in precarious employment

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

ChildFund advocacy efforts should focus on changing or updating current policies (laws, regulations, etc.) and recommending policies when they do not exist (policy gap) or ensuring that an existing policy is implemented in a way that allows ChildFund impact groups (girls, boys and youth in conditions of deprivation, exclusion and vulnerability) benefit from the policy in question. At the local level, the partners will initially focus on providing access for girls and boys to existing public policies to make way for an analysis of the gaps in public policy or policies that must be updated according to an analysis of their implementation.

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The change in behavior is achieved at the **community level** through mass communication campaigns, although it is one of the strategies that can be used to position an organization or theme in the defense of the rights of children and adolescents, it is considered political advocacy.

2.5.2. Political advocacy in the model

The **PACT** model **has two defined work areas**:

1. **The First** one related to the civic participation of youth

2. **The Second** with their economic independence.

The final objective of the program is **"To contribute to the wellbeing of adolescents and youth so that they act as agents of change and positively influence the family, social and economic life of their community environments".**

Within the logical framework of the program, the importance of the participation of youth in different political advocacy processes and the need to identify strategies that allow the creation, updating or evaluation of local public policies for a sustained change in the reality of girls, children and adolescents in situations of deprivation, exclusion and vulnerability.

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

- The creation of official **participation mechanisms** that allow the civic participation of adolescents and youth as actors in the construction, updating or evaluation of public policy at the local level and develop their citizenship skills when consulted on local issues and issues of their interest.

- **Labor policies** that allow protection against child labor and labor exploitation of adolescents and youth as well as policies that facilitate labor insertion in non-exploitative activities and the possibility of self-employment and entrepreneurship

- The **problem of abuse, violence and sexual exploitation** as one of the recurring types of violence in adolescence and youth.

- Access to technology and the prevention, response and restitution of rights to the types of violence identified in Observation Number 13 of the Committee on the Rights of the Child typified as violence through information and communication technologies where includes: **a)** Sexual abuses committed against children to produce images and sound recordings of abuse of children through the Internet and other ICT; **b)** Taking, editing, allowing photographs, pseudo photographs and indecent videos of children to be taken, distributed, displayed, possessed or publicized, or in which a child or a class of children is mocked; **c)** The use of ICT by children: As recipients of information, children can be exposed to advertising, unwanted email, sponsorships, personal information and aggressive, violent, incitement to hatred, tendentious, racist, pornographic, unpleasant and / or deceptive that are or may be harmful; Children who maintain contact with other children through ICT can be intimidated,

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aggravated or harassed (using methods to lure children for sexual purposes) and / or coercion, being tricked or persuaded to personally cite strangers or being "caught" to engage in sexual activities and / or obtain personal information from them; As agents, children can intimidate or harass others, play games that negatively affect their psychological development, create and publish inappropriate sexual material, give wrong information or advice and / or perform pirate downloads and attacks and participate in games of random, financial scams and / or terrorist activities

- **Access to comprehensive sexual and reproductive health** services for teenagers and youth.

From this logic, the political advocacy within this programmatic model could include, the construction of care guides in sexual and reproductive health services with a focus on rights, gender and intergenerationality taking into account differentiated work according to the age of the people who come to these services; the articulation with the local protection systems for the response to cases of violence and sexual abuse; the construction of public policy to prevent and carry out an active search process in cases of online sexual exploitation, the active participation of youth in formal participation mechanisms at the local level, among others.

Within the model, the active participation of adolescents and youth in political advocacy initiatives is paramount, participation as a source of consultation, representation and shared leadership of initiatives that are undertaken at the local and national level for the creation, updating or public policy evaluation.

2.5.3 Government

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

2.6 Potential partners

A mapping of potential partners was carried out, taking into consideration state entities, international cooperation and other NGOs that are closely linked to the Pact model. See Annex No. 2.

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3. PROGRAM MODEL

3.1 Model Generalities

PACT is the programmatic model that promotes and develops leadership, citizen participation and economic independence of adolescents and youth from 15 to 24 years of age. Its **objective** of impact is to contribute to the wellbeing of adolescents and youth where they act as agents of change and positively influence the family, social and economic life of their community environments.

1. **In one of the results**, it is hoped that adolescents and youth between 15 and 24 years of age will participate actively and be agents of change in their communities, promoting protective, safe and inclusive environments (Leadership and citizen participation) through

1. Strengthening or developing a healthy self-esteem and identity and your life plan
2. The identification of problems in their environment or context and with a protective gaze
3. Practical experiences and contents that promote leadership behavior and solution of community problems on protection

4. Knowledge and implementation of community projects in favor of the protection and other self-interest of adolescents and youth
5. Significant learning about youth rights, protection, DRR, gender and interculturality, and how to get involved in community decision-making spaces
6. Knowledge and practices on social audit, DRR and advocacy
7. Involvement in formal decision-making spaces
8. An accompaniment system for youth and adolescents

2. **The other result** will contribute to adolescents and youth being prepared for life with entrepreneurship, employment, self-employment and skills that allow them to improve their living conditions (economic independence) and it is expected from them to do so through the following:

1. Strengthening or developing a healthy self-esteem and identity and a life plan
2. Strengthening or developing of competencies for life, such as: communication, teamwork, leadership, reading and writing, logical reasoning, problem solving, knowing how to look for a job, facing an interview and making your curriculum vitae.

3. Training for the development of entrepreneurial behavior and generation of business projects
4. Training in technical skills aimed at the labor market and niche markets for sustainable ventures
5. Training in the use of ICT
6. Links with various institutions (companies, government and NGOs) for training in technical skills, development of ventures with potential for sustainable business
7. Lessons on rights, exploitation and labor protection

The model has a temporality of five years and also incorporates the development of actions or activities for the protection of adolescents and youth and the management of risks and disasters.

3.2 Why programmatic models?

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

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

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3.3   Logical framework

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

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

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

The logical framework that has been proposed for the co-creation of the Program Model has the following **logical structure:**

FINAL RESULTS	Change of status (individual, family, community level), maximum level of long-term result.
INTERMEDIATE RESULTS	Changes in behaviors and practices, medium-term results
IMMEDIATE RESULTS	Change in access, capacity, knowledge and skills after the intervention
PRODUCTS	Processes consummated and consolidated in the target population as a consequence of the intervention
ACTIVITIES	Operation of the project. Series of actions to be carried out with the target population

For the PACT Program Model, the **Logical Framework** has been established, then the results and products proposed for this Program Model are presented.

Final Outcome Change of State (individual, family, community level)	**Contribute to the well-being of adolescents and youth who, as agents of change, positively influence the family, social, political and economic life of their community environments.**			
Final Outcome Change of State (individual, family, community level)	R1 Contribute to adolescents and youth from 15 to 24 years of age to participate actively and be agents of change in their communities, promoting safe and inclusive protective environments.		R2.Contribute that adolescents and youth have skills to enter the economy through entrepreneurship, employment and self-employment.	
Immediate results change in the access, capacity, knowledge, skills	1.1 Promote community environments where adolescents and youth present initiatives in favor of protection and agendas of their own interest.	1.2. Improve the ability and capacity of adolescents and youth for advocacy and participation in different areas of decision making.	2.1 Strengthen life skills and technical skills in adolescents and youth from 17 to 24 years of age.	2.2 Improve skills for employment and self-employment in youth from 17 to 24 years old.
Product	1.1.1 Adolescents and youth trained in leadership skills and presentation of proposals to improve their environments.	1.2.1 Adolescents and youth trained in leadership skills and Adolescents and youth aged 17 to 24 years trained in advocacy and civic participation. Proposals to improve their environments.	2.1.1 Adolescents and youth from 15 to 24 years old trained to develop life plans.	2.2.1 Youth from 17 to 24 years old who have competences for entrepreneurship and self-employment.
	1.1.2. Leaders, leaders, ladres and mothers of family sensitized in the promotion of spaces of political participation of adolescents and youth.	1.2.2 Adolescents and youth from 15 to 24 years old know specific rights of youth and have critical thinking about them.	2.1.2 youth from 15 to 24 years old involved in training activities for life skills.	2.2.2 Youth from 17 to 24 years old improve their skills for formal employment.
	1.1.3 Teens and youth trained as peer trainers in leadership and participation issues and others of their interest.	1.2.3. Community spaces identified by adolescents and youth as safe, friendly and functioning properly.	2.1.3 Adolescents and youth from 15 to 24 years old with improved skills in the use of ICT.	2.2.3 Youth aged 17 to 24 years trained in technical skills and abilities.
			2.1.4 Youth from 17 to 24 years old know about labor rights and non-employment activities.	2.2.4 Linkages with various institutions (NGO, Government and Private Initiative) for technical advice in ventures with potential for sustainable business.

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3.4 Child protection lens

The **PACT** model understands that the exercise of the right to participation has a positive influence on rights protection systems. It is understood that if levels of participation increase, vulnerability and risk levels decrease. Listening to and responding to the points of view of adolescents and youth about issues that affect them contributes to their protection and improves their chances of having a full life. The exercise of this right in adolescents and youth is a recognition of them as subjects of rights, since this implies that they are active agents in the promotion and vindication of what they have to be human beings; therefore, they can express their opinion on issues that directly affect them in the family, school and community, they also have the capacity to organize and propose solutions for these problems.

It should be noted that participation has been defined as an 'instrumental' right within the Convention on the Rights of the Child (CRC) is the way to access all other rights, including protection. Adolescents observe, perceive and communicate about their protection problems differently from adults and have often been excluded from decision-making processes and face barriers to participation.

The protection needs of adolescents and youth are intimately linked to situations of vulnerability and asymmetry of power before adults; these structural and cultural conditions have been made invisible, naturalized and often covered up by more serious situations of violation of the rights of children, adolescents and youth, as well as situations of violence that occur in family, educational and community spaces.

To achieve the full exercise of this right by adolescence and youth, the **PACT** model proposes alternative methods of participation specifically aimed at this segment of the population and address the difference in power between adolescents, youth and adults. To the extent that these methods achieve the strengthening of participation skills in adolescents and youth, they will become active subjects in various areas: family, community, state; these methods include adult world competencies that allow reflection, awareness, planning and collective action.

The **PACT model allows** adolescents and youth to comment and contribute on the institutions and systems that are part of their daily lives where there may be practices that threaten their well-being and their rights, generating communication mechanisms and competencies of self-protection and resilience in situations that threaten or violate their rights including abuse, sexual exploitation, trafficking in children, child labor and traditional practices such as forced marriage, collective action to acquire organizational skills and development of feelings of belonging to their communities, commitment and responsibility in issues that affect other groups, strengthening self-esteem and building self-respect and as a consequence the recognition of these strengths and potentials on the part of their families and communities.

Protection for this age group focuses on preventing and responding to social and sexual harm in peer relationships, physical maturity and choice of lifestyles, economic independence and their inclusion in the work force, civic participation and leadership. Strategies to protect against abuse, violence and exploitation include improving knowledge and reinforcing skills that create safe relationships and gender-equitable behaviors, and a tolerant, protective and supportive community and family environment.

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The model includes actions to prevent and respond to juvenile exploitation in the different domains in which they are susceptible: child / youth labor exploitation, harmful traditional practices, trafficking for work and sexual exploitation, sex trade, unwanted or forced pregnancies.

The model is also integrated into the consultation processes and participatory evaluations on the situation of the mechanisms of protection of children and adolescents based on the community, called **Mapping**, these processes are fundamental for the new intervention strategy that ChildFund proposes with emphasis on protection reflecting the idea that, in order to serve communities in all their diversity with programmatic interventions with a protective lens, it is essential to understand and seek the views of all, including children, adolescents and youth, using appropriate participatory data collection methods for each group. These processes of creative and interactive participation aim to develop in communities the ability to think and strengthen community protection mechanisms and see possibilities instead of just risks and problems.

In addition to the protection problems raised and the suggested solutions, the benefits of adolescent participation in these processes are clear: the participation of adolescents and youth in protection can affect the way they are seen by parents, staff and other members of the community. The recognition of child, adolescence and youth as possessing knowledge, skills and ideas to share contradicts stereotypes about this age group, often considered problematic.

With the protection **focus** and exercising of the right to participation, communities change, adolescence and youth no longer keep quiet when adults speak, but with them they express themselves, they express their opinions and their opinions are taken into account for the planning of a favorable environment that allows adolescents and youth to act as agents of change and positively influence the family, social and economic life of their community environments.

This is a space for an explanation of how the model uses a child protection lens, is related to the Community Based Protection Mechanisms (CBMF) and includes activities and approaches designed to increase the resilience of adolescents and youth, reduce the risks and increase the participation of the community in matters related to protection.

3.5 Technical components

At the level of the development of interventions contextualized in the PACT model, the inclusion of the following technical criteria (standards) is required:

3.5.1 Evaluation of gaps in the realization of Rights, Civic Participation, Leadership and Economic Independence of Adolescents and Youth

The program model must be based on a deep understanding of the context in which it will work, it is required as a step to have a clear understanding of the political, social and economic issues in which adolescents and youth coexist, so this evaluation process needs to be done in collaboration with the target group as the main actor, leader and facilitator.

3.5.2 Participation of Adolescents and Youth in the interventions of the program model

In addition to the participation of adolescents and youth in an evaluation of the situation, they must take a leading role in the design of the interventions that are part of the program model. At a minimum, youth should be consulted through the process of designing the annual operating plans and the specific strategies that contextualize the model, but it is also necessary to consider a youth committee that leads the process of designing the training programs. In this context, local partners and actors involved in the process need to consider the inclusion of youth steering committees for their youth projects (not only projects focused on civic participation) that cooperate throughout the life cycle of the project and they serve as a fundamental point of contact for facilitators, promoters and decision makers.

This standard will allow adolescents and youth to have the opportunity to reflect on their own participation and the way in which the experience of working together has contributed or not to internal and external changes in the social context. The participation of youth in community-based protection mechanisms will add relevance to the work of these mechanisms by providing a deep understanding of their local and community reality.

3.5.3 Adolescents and youth participate in formative processes with a holistic approach of Skills / Competencies for Life

It is important to take into account the needs, desires and assets of youth from a holistic perspective. Building competencies for life with a focus (for example, employability skills) can lead to positive short-term results, but ultimately ignores the complexity of a young person's life. According to UNICEF, the areas of training that comprehensively address an individual must include:

- **Cognitive:** critical thinking skills and problem solving for responsible decision making;

- **Staff:** skills for knowledge and awareness and desire and self-management

- **Interpersonal:** skills for communication, negotiation, cooperation and teamwork and for inclusion, empathy and promotion.

Training in life skills should include participatory delivery models (interactive learning activities that include debate, role plays, case studies, etc.). This range of activities is closely related to self-expression, promotion of emotional intelligence, empathy, interpersonal communication, cooperation, negotiation, examine or analyze different perspectives, constructive argument and problem solving.

Youth will need time to process information and participate in critical questioning. Therefore, the activities to be developed in this model must manage three moments:

1. Share and learn new information
2. Practice using the new skill
3. Self-reflection on the applicability of the skill for your daily life.

3.5.4 Adolescents and youth have opportunities for encountering with peer

In this particular program model, it is necessary to generate both the opportunity and the friendly space[11] (physical and/or virtual) so that adolescents and youth can meet and share their opinions, experiences, beliefs and ideas. It is demonstrated that when youth can exchange, deliberate, and reflect, they can in turn learn from each other, break down barriers between groups, and develop a unique and powerful voice. These meeting occasions should be inclusive, representing youth from a variety of disadvantaged groups,

[11] A youth-friendly space is defined as a physical or virtual place where youth can meet freely to share their experiences, discuss their opinions, reflect on their values and carry out activities

excluded and vulnerable including female adolescents, indigenous groups, youth with disabilities, LGBTI youth, etc. Care should be taken to ensure that interactions are carried out in safe spaces in order to promote harmonious meetings between groups that do not normally associate.

3.5.5 Adolescents and youth are partners of adults

The alliance between youth and adults is a critical component for the civic engagement and leadership of youth, as well as for their effective involvement in economic life. Adults' perceptions of youth and youth's perceptions of adults play an important role in the effectiveness of a young-adult alliance. It is important that these attitudes are evaluated at the beginning of the interventions of the program model.

Adults know what is best for youth and control situations where they are allowed to be involved.	**Young People as objects**	It is the responsibility of youth to take advantage of what adults have designed for them.
Adults retain control over most decisions by letting youth make trivial decisions because "it will be good for them."	**Young People as Receivers**	Youth have the responsibility to practice for when they become "real people".
Adults respect youth as people who have something significant to offer, supporting and encouraging their involvement.	**Young People as partners**	Youth are responsible for making important decisions and working as equal partners with adults.

Content adapted from the National Council 4-H (1997) Creating Youth / Adult Alliances: The training curriculum for youth, adults and youth / adult teams. Chevy Chase, MD: The advice.

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While the program model aims to articulate programmatic interventions at the individual, group, family and community levels, it is necessary to carefully observe the technical components proposed for this area. Therefore, the proposed intervention logic includes:

IMPACT GROUP

Adolescents aged 14 to 18 stigmatized with multi-social problems.
Youth from 19 to 24 years of age in paternity / premature maternity, precarious employment, insufficient income or unfinished education.

Rural and peripheral urban

Mestizos, indigenous,

In condition of disability

In a situation of negligence

Eating Disorders

With emotional health problems

En situación de pobreza y explotación

In situation of family problems

Migrants

In a situation of

Malnourishe

Rights protection systems

GAD

Pairs (oth. AJ)

Health sector

Educative community

Oth. ONGs

Family (parents; siblings; grandparents)

Young partners

Romantic partners

Other community base

Church

Other ministries

Local partner

Community leaders

TV/ Facebook/ redes sociales TICS

MINEDUC

Academy

Private sector

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3.5.6 Training sessions

Pedagogical terms need to be addressed according to the Content Implementation Map (MIC), they are part of a sequential process, that contains immediate learning objectives and that as a whole (all sessions) contribute to the development of skills and competences.

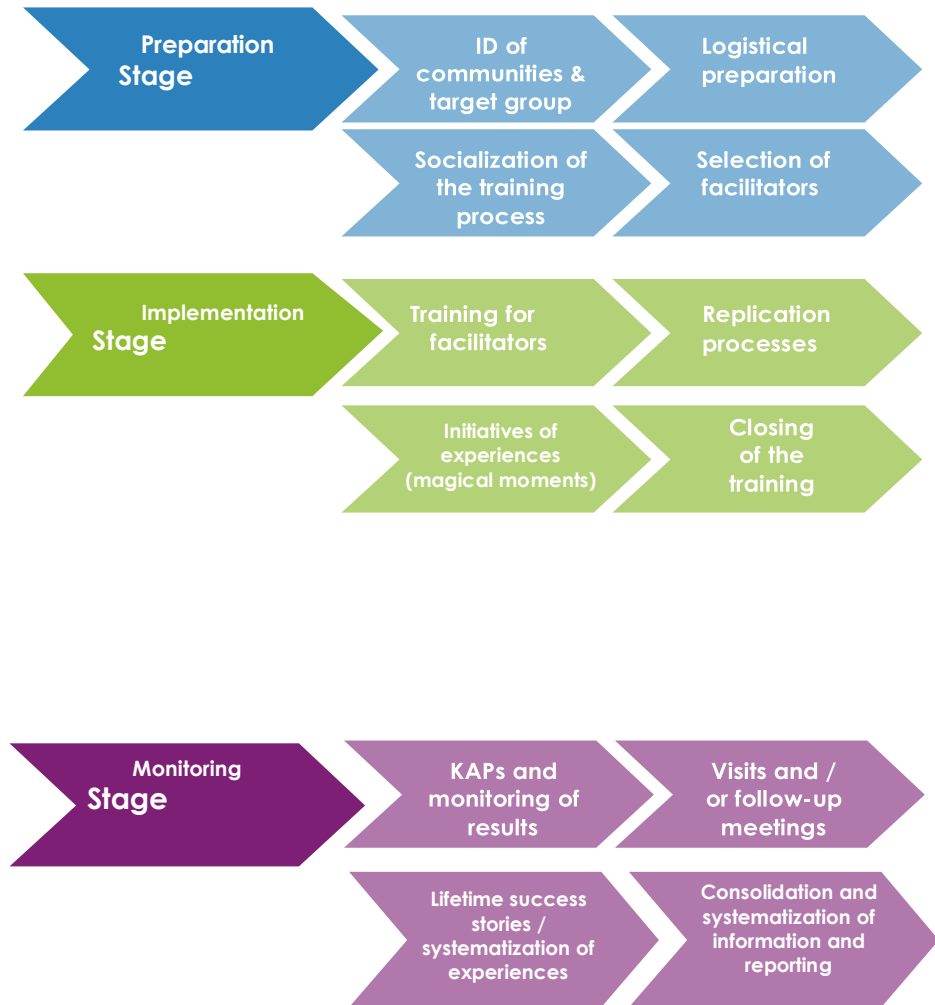They should be developed in group sessions with a limited number of participants (who need to be motivated to participate in the whole process (all sessions). The groups, depending on the methodology proposed for the development of the sessions, should not be more than 25 people. Therefore, in the case of community settings with broad target groups, it is necessary to establish subgroups of goals grouped either by common characteristics, by geographical proximity, affinity or age ranges.

The training sessions require compliance with the pedagogical and methodological standards proposed in the curricular contents and defined in the detailed session guides for each thematic alignment. They also require consideration of prior preparation processes both at the logistical level (materials for participants) and at the technical level (complementary training with reference bibliography).

As for the formative processes, these require following logic planning and implementation, for this we propose its development in three stages, which contain a sequence of programmatic milestones that are applicable to different formation processes.

Preparation Stage
- ID of communities & target group
- Logistical preparation
- Socialization of the training process
- Selection of facilitators

Implementation Stage
- Training for facilitators
- Replication processes
- Initiatives of experiences (magical moments)
- Closing of the training

Monitoring Stage
- KAPs and monitoring of results
- Visits and / or follow-up meetings
- Lifetime success stories / systematization of experiences
- Consolidation and systematization of information and reporting

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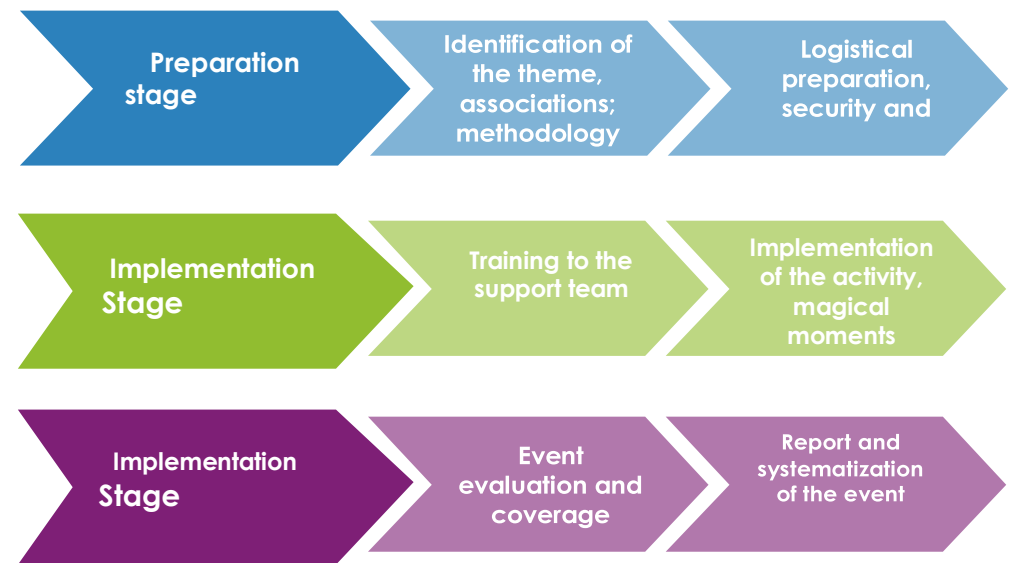MONITORING

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3.5.7 Awareness-raising interventions

These have an informative nature, are oriented to generate collective awareness in front of specific issues, in this case, the role of adolescents and youth in political, community and economic life. The program model promotes the development of fairs (massive activities) as a strategy to reinforce technical contents developed at the training level.

The characteristic of this work component lies in the possibility of massifying a message, for which the sensitization process requires a thorough preparation at the communicational level and clarity in the message, the purpose and the expected result. On the other hand, mass events for the purpose of raising awareness become ideal spaces for articulating the interventions of the programs, their target group, the community and service providers, other public and private actors.

The sense of community impregnated in these activities must be accompanied by adequate planning, with emphasis on the issues of child and adolescent protection and risk management. In as much as the spaces where these activities of massive character are developed require physical spaces that guarantee security and protection for the assistants. Finally, the logistics and communications aspects are vital in this process, both to achieve the objectives proposed in terms of meeting objectives, and to provide transformative experiences to the participants.

Preparation stage	Identification of the theme, associations; methodology	Logistical preparation, security and
Implementation Stage	Training to the support team	Implementation of the activity, magical moments
Implementation Stage	Event evaluation and coverage	Report and systematization of the event

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A sensitization process (massive activity) requires the observation of the following minimum standards:

3.5.8 Interventions of political advocacy

Described and contemplated in the section corresponding to advocacy, it is necessary to highlight that these interventions need to be aligned to advocacy plans, not only of the target group and its interests, but also those of the local partner in the context of the influence on public policy local and a desirable match with the ChildFund advocacy plan at the country level.

Advocacy plans will describe, according to the particular contexts, the most appropriate strategies to influence decision makers and the corresponding regulatory and regulatory frameworks. These advocacy processes are closely linked with communication plans that allow the consistency, clarity and relevance of messages, content and communication proposals.

3.5.9 The work preparation programs provide technical skills training and support related to real employment opportunities

The selection of employment options for youth and the design of accessible services should be based on information from a labor or employment market assessment which identifies where the opportunities and technical skills and competences for life are given specific needs that employers need.

3.5.10 Work preparation programs should provide business training and basic business principles where market analysis indicates that self-employment will be the most likely option for most

Training has to start with business education to help youth think through basic steps of planning to start and run a business. The training must specifically address the skills needed to identify a market for the product or service, work with customers and suppliers and continually evaluate the market for products and services as market opportunities change

3.6 Support for milestones in child development:

Adolescents and youth experience sudden physical and organic changes that cause profound changes at the psychological and social level. The **PACT model promotes** and enhances the existence of these changes, turning them into opportunities for youth to develop those social, cultural, economic, political and environmental skills at the local level.

This Model is aimed at working with adolescents and youth with a focus on **rights and protection**, giving them the opportunity to express their experiences as part of a social diversity. During this experience, teenagers and youth will have the opportunity to capture and share their experiences and achievements, turning them into unique events that will mark each stage of their development.

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Stages in adolescence and youth

1.

age

14 to 18 years of

- Strengthen and develop their skills and talents
- Begin to know about oratory and leadership
- They begin to participate actively in their educational unit
- Experiment the participate in group college work
- Start to participate in sports activities
- Experiment to get involved in cultural activities
- They undertake concrete actions on environmental care
- They develop their education in ethics and morals with privileges and rights
- Build and develop principles and values of life
- They strengthen their responsibility and tasks of the house
- Strengthen respect for city authorities
- They experience and value the care of their body
- Create awareness about alcohol and drugs
- Build self-control over their feelings
- Aware of their physical and psychological development
- Build trust and care for the little ones and helpless
- Initiate on the proper management of technology and its risks
- Learning to know a life plan
- Knowing your sexuality
- They develop abstract ideas as they are concepts of higher mathematics, logic
- They begin to promote concepts of responsibility and autonomy

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Stages in adolescence and youth

2. **19 to 24**
years of age

- Begin their integration into the university community
- They begin to participate in work environments
- Are involved in participating in the organization of their neighborhood
- Actively participate in cultural environments
- They are integrated in the promotion and defense of the environment
- Participate in academic activities -University
- Experience the development of a responsible and healthy sexuality
- Aware of the risk of alcoholism and drug addiction
- Appropriate management of technology and knowing its risks
- Are aware of the risks of gangs
- Know the laws of their country
- Strengthen the development of their self-esteem
- Experience lasting emotional relationships
- Start with ideas on implementation of public policies
- Strengthen your future projections
- Experience the management of their economy
- They have a decent job

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3.7 Sponsorship and Program Integration

3.7.1   Integration of Sponsorship and Programs

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

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

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

3.7.2   Magic Moments in the Articulation of Sponsorship and Programs

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

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

When a Magic Moment is shared, it is an invitation to audiences to enter the program session and get to know the reality and the development process that children, adolescents and youth (CAY) and other participants experience. This invitation tries to empower, engage the public with the development process of children and youth and their communities.

The content of Magic Moments that conveys emotions, achievements, impacts, realities and seeks to achieve connections can contribute to other purposes and audiences that the organization and partner organizations want to achieve. Magic Moments content can contribute to political advocacy, marketing, communication, partnerships, philanthropy, etc. Communications of today, with new technologies and social networks allow to easily connect with people and institutions to bring about positive changes in the lives of children, their families and communities. Magic moments allow us to innovate our way of communicating.

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

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

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

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implements in depth, as well as the results and changes that are to be achieved. With that awareness and their technical knowledge, partner organization staff should be aware of when a magic moment occurs, to capture and document it and then later share it.

3.7.1 Communications

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

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

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3.8 Youth participation

The **PACT model focuses** on citizen participation of adolescents and youth because it **recognizes that it is their right**; ChildFund together with its partner organizations will promote spaces so that youth can organize, train in skills that allow them to become agents of change for their family, community and country.

PACT will allow adolescents and youth to strengthen their civic and political identities before they become consolidated as adults. The perspective of citizen participation in this model does not only imply the presence of adolescence and youth in the areas that are currently the responsibility of adults, but also has implications for the distribution of power in communities, under this model the conception of youth in the communities change and the issues of conflict, power, life plan will be experienced by youth through their effective participation in the design, and implementation of individual and community projects. The selection of topics and problems to be addressed will be selected by children and youth, allowing communities to hear the voice of youth and also their proposals to address the problems identified.

Youth represent an important group in all societies; without forgetting that they are diverse, by gender, ethnicity, class, sexual orientation, culture, religion, even age. They need the opportunity to reflect and explore their role in a wider social world. It is also important that they feel they have the capacity to make changes. For this, they will be supported by the model to formulate and answer the following questions as individuals: **What are my values? How do I relate to others? What is my situation? What is the situation of others? What can I do for my situation and the situation of others? What I want to do?**

Thinking about the similarities and differences of their lived experiences, adolescents and youth can be helped to form a pro-social orientation and encourage reflective action on identity, experiences and values.

Competencies for life alone do not help youth to be agents of change in a socio-political sense, it also requires knowledge of the laws of a country, political processes, historical movements and the application of instruments international legal instruments that help youth to be more effective agents of change. A broad civic education, including information and reflection on citizen, social and human rights; It will support youth for promotion before decision makers, while building the foundations for participation in adult life and the achievement of their life plan. **Through the PACT model, adolescents and youth will have the opportunity to practice these skills.**

As a group, youth have the potential to be an influential force for positive change and the development of their societies. They need the opportunity to meet, reflect on the problems that affect them, practice consensus building and have an open dialogue. When these actions are carried out, adolescents and youth are in an excellent position to develop a valuable opinion and work together to carry out an action.

Partnership is fundamental to this effort, so youth should come together through a virtual or physical forum and have the opportunity to work together. From a practical point of view, not all youth will be at the forefront of a process of change. For example, only a small number of youth will go to the authorities to advocate for policy change. However, it is crucial that the policy change advocated represents the interests of a broader group of youth in the community. **Youth leaders represent**

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the voice of their peers. Youth have the right to express their unique needs and interests, and leaders who represent others must be part of a feedback mechanism where actions are shared.
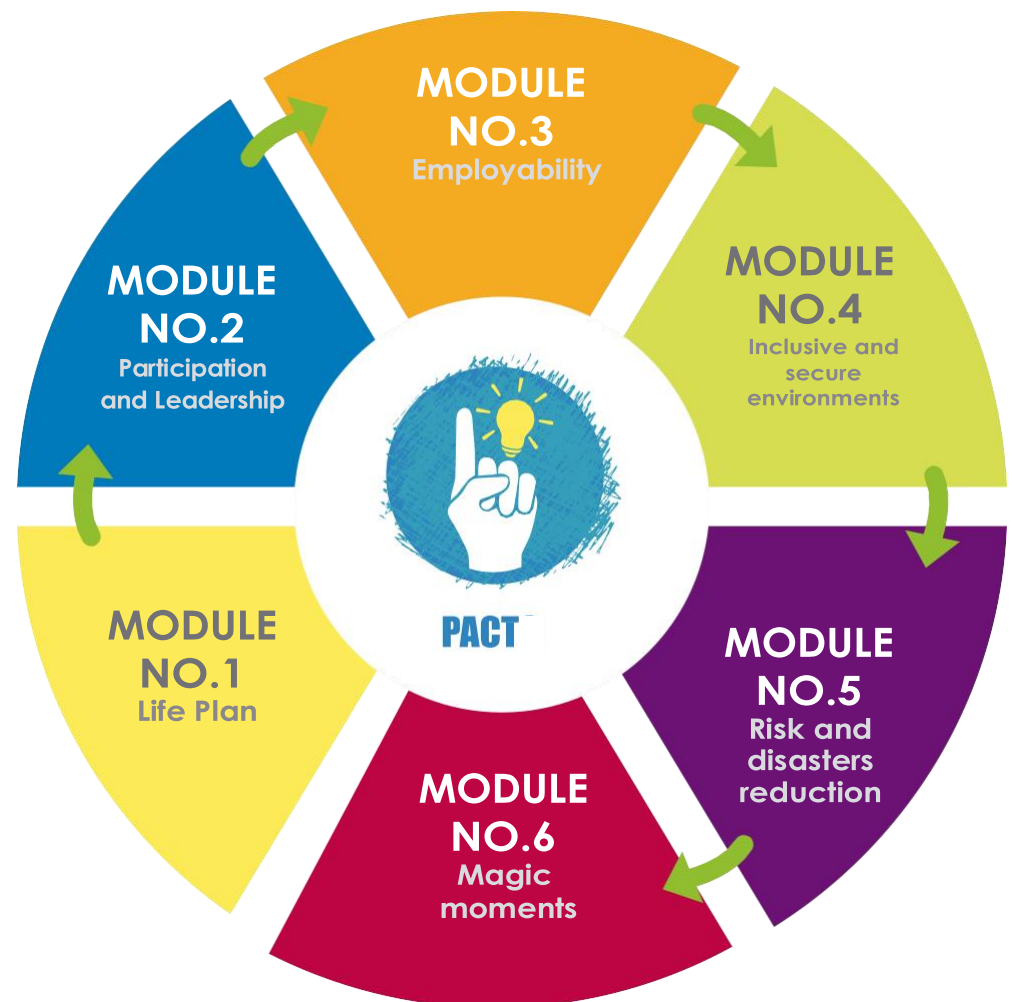
Equipped with knowledge and skills in a supportive environment, adolescents and youth can take action for their own benefit and that of their community. Youth action requires shared interest and cooperation. It has the support through strong social ties. At its best, youth action must be organic, designed, and inspired by adolescents and youth for adolescents and youth within an inclusive environment that values their own participation in daily life, however this is not something that can be achieved quickly or easily, an inclusive environment can be achieved in many years and only with the commitment of all the actors within a community.

3.9 The curricular content, the methodology and the tools

The **Curricular Content** tool is a matrix of information where information can be found in detail by reference to the attention groups, competencies, themes, and methodologies proposed for the implementation of the model, in addition to the technical standards for the implementation of the model.

In addition to the curricular content tool, there is the **Content Implementation Matrix CIM** is a planning tool where the modules, sessions and attention groups are located; it allows to clearly identify the operation of the model in a longitudinal way, that is, its implementation through the years. It consists of coding that make it possible to identify how the different modules within the Model are organized in each of the years.

In the PACT model, **modules** aimed at adolescents and youth will be implemented; mothers, fathers and caregivers and considers community leaders; organized and oriented in relation to content in the curricular content matrix and according to a timeline as described in the content Implementation map. See also the informative **brochure** of the program.

MODULE NO.3 Employability

MODULE NO.4 Inclusive and secure environments

MODULE NO.2 Participation and Leadership

MODULE NO.1 Life Plan

MODULE NO.5 Risk and disasters reduction

MODULE NO.6 Magic moments

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3.9.1 Module No. 1- Life Plan

Content related to the strengthening of self-esteem and self-perception will be developed. Self-reflection is part of this content where adolescents and youth will identify their strengths and points of improvement and then project their future in different areas that will allow the creation of a life plan.

Mothers, fathers and leaders are included in sessions where they see the importance of supporting the children, dreams and goals they want to achieve.

The module is developed through eight sessions for adolescents and youth from 15 to 17 years old, seven sessions for youth from 18 to 24 years old and three sessions for mothers, fathers and community leaders.

3.9.2 Module No. 2- Participation and leadership

This module includes activities and contents in which adolescents and youth will analyze situations and problems that affect them and this affects the community. They will know about their rights and the responsible application of ICT and social networks. Likewise, they will be involved in activities for the development of their leadership, understanding their role as responsible citizens and the levels where they can be linked. This is through community development proposals that will test their knowledge and skills for leadership, teamwork, problem solving and communication skills.

For mothers, fathers and leaders there are sessions where contents for mutual understanding between adults and youth are addressed and the development of trust to approach adult centrism. The

contents are also oriented to the understanding of democracy, governance and advocacy.

The module consists of 15 sessions for adolescents and youth from 15 to 17 years old, 12 sessions for youth from 18 to 24 years old and six sessions for mothers, fathers and community leaders.

3.9.3 Module No. 3- Employability

This module includes the continuity or revision of the life plan and how this is linked to the **entrepreneurial behavior** and what this means. The adolescents will apply the tool Personal Employment Map which facilitates the identification of information about their support networks for job search or improve their life plan. Likewise, they will know about the skills required for employment, self-employment and entrepreneurship. They will learn to do their curriculum vitae, attend an interview and know the strategies to look for a job. Through alliances or Grants support, youth from 17 to 24 years old will be involved in activities or training for the generation of business ideas and will receive training in technical skills. The development of competencies for life are transversal to the training process, as well as knowledge of current labor legislation in their countries, their labor rights and the implications of child labor exploitation. The sessions aimed at mothers, fathers and leaders are for support in the search for employment and technical training or training for adolescents and youth is valued.

The module is developed in 10 sessions for teenagers from 15 to 17, 13 sessions for youth from 17 to 24 and four sessions for mothers, fathers and leaders.

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3.9.4 Module No. 4- Inclusive and secure environments

This module emphasizes **content related to the identification, prevention and care of child labor.** Most sessions are aimed at mothers, fathers and leaders because these are the moral holders for protection. There are specific sessions for adolescents and youth aimed at self-protection for the reduction of occupational hazards. There are 12 sessions for mothers, fathers and leaders, two sessions for teenagers and two for youth.

3.9.5 Module No. 5- Risk and Disaster Reduction

In this module contents are developed so that adolescents and youth identify **their role in the development of preparation plans**, implementation of evacuations in emergencies and the reconstruction of the community (Resilience). Likewise, contents oriented to **youth advocacy** are developed with local authorities to ensure the voice of adolescents and youth and their needs regarding risk management and response plans. It is motivated to be protagonists leading or implementing initiatives that favor the reduction of risks and attention to emergencies.

There are three sessions for teenagers, three for youth and a session aimed at mothers, fathers and leaders where the authorities are sensitized to include the voices and needs of adolescents and youth.

3.9.6 Module No. 6- Magic moments

Magical Moments are those special moments in which development milestones in girls, boys and adolescents are reached during sessions in the implementation of the program. It can be something simple or something more heroic, but the important thing is the special feeling that was experienced. These Magical Moments occur naturally in each program session, the task is to document, share and celebrate them with the family, in the community, with sponsors and other audiences involved in the process.

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3.10 Training and continuous support

Programmatic models, as a structured alternative for the delivery of high-quality programs and impact towards target groups, demand an exercise of continuous improvement, since the development process is determined by a permanent evolution of the conditions faced by rights holders in the societies for the effective exercise of the same, being that these, are mediated by internal and external conditions.

The incorporation of a **sustained strategy** is necessary since the program model must be relevant in the context and in response to the particular needs of the impact groups. For this, both the continuous review of the association portfolio and the strengthening of the collective response at the thematic, institutional and community levels are adequate.

In this dimension, having the state of the art of the thematic alignment of the program model requires defining a review of the capacities of the actors, an agenda of continuous training. In the case of ChildFund and its staff, the online learning platform is available, while external training initiatives require prior identification that the approach and thematic approach is consistent with the principles and conceptual approaches of the organization. That is, both the country offices and local partners require clearly defined conceptual theories with which ChildFund as an organization identifies, promotes and supports. Without this conceptual approach, the inherent risk is the implementation of approved methodologies but based on conceptual bases or different paradigms.

Finally, the **partnership portfolio** should include nationally, intense dialogues with academy partners and thought

that facilitate horizontal learning spaces, share best practices and promote knowledge management as elements for the vivification of the program model, its permanent updating and fundamentally the concrete response to the felt needs of the target groups according to the contexts, the elements of socio-cultural influence and the deconstruction of patterns, stereotypes and gender paradigms.

Both the **strategy of training** in conceptual levels -thematic, methodological and pedagogical approaches, and analysis of anthropological and ethnographic contexts must be complemented by a process of incorporating a systematic practice of innovation, incorporation of technology and generation of spaces for the reflection and theorization through citizen laboratories. As spaces of co construction, learning and feedback of the models implemented.

Inter-institutional alliances are vital, always considering the specific benefits of information linked to national and global trends in politics and social movements, considering the advance of technology for communication, forums and public spaces with the business world and coalitions that benefit the development of new markets for either employment or entrepreneurship.

3.11 Risk analysis

For the youth in Latin American countries who live in urban spaces and also in rural areas, daily life takes place in a situation characterized by the lack of access to education, formal employment, health services, entertainment; preventing access to a better quality of life and, therefore, of an aspiration to a true active citizenship. In turn, this context ends up involving many youth in situations of violence, and all that

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it represents. However, this context of exclusion / marginalization in some areas of the daily life of youth finds its counterweight in the inclusion / participation in several spaces where they participate and interact, in such a way that they get involved in creative projects and activities, which allows to create and reformulate the vision of the world that surrounds them and in which they interact.

Information on sexual and reproductive health, dignified employment, participation in political and social decisions, fight against poverty, violence and alcoholism are the main needs of youth. According to UNDP, 39% of youth in the region live in poverty, while 20% do not study or work.

In order to effectively influence decision makers and public opinion, the investigation and collection of information is essential since evidence of all requests and arguments presented must be presented, information can be collected in various ways such as for example in statistical documents studies of the organization.

The most relevant criteria to define the quality of the data that will be presented is the validity and reliability, the variables to be taken into account on the data that are available are the representativeness of the data and the stability of the data collection in different data collection processes.

The evidence presented in advocacy processes may include: statistical data on the problem, data that provide extra information to support the case presented, comparison of cases and events with different conditions to identify tactics or policies that have already been successful, practical examples of the people affected by the problem, opinions of experts, among others.

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

The **main need** is access to information on sexual and reproductive health as prevention of teenage pregnancies, a situation that is increasing, mainly these pregnancies that were not planned and were due to lack of information, poverty or sexual violence. Youth between the ages of 19 and 28 face the difficulty of getting a decent job: "If they get a working space, it has no benefits and they often stop studying because they have to respond and bring an income to their home. It is another of the needs of youth. "Participation in political decisions of this sector of the population is also an issue to be promoted. They have political participation but their voices remain there, they are not collected to transform them into policies and laws that are applied to improve their living conditions. Poverty is another aspect, this problem leads to discrimination and becomes an obstacle to overcome youth. There is also the problem of alcoholism and violence, and this requires policies that respond to the needs.

Among the **main risks** identified in the implementation of programs aimed at youth we have:

- Risks with high levels of affectation. **(1)**. The geographical environment prevents assistance to programs implemented by local partners, **(2)**. community organizations do not recognize youth's voice **(3)**. the economic situation of the communities of intervention, causes that the youth when culminating the baccalaureate must work to generate income of immediate way, this limits its participation in programs, **(4)**. Risk of politicization in the implementation of programs and projects.

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- Medium affectation levels: There is no specialized staff for the implementation of economic independence programs.

Mitigation actions or strategies, for the identified risk:

- Make agreements with schools, government institutions, NGOs to sectorize services in the implementation of programs and projects.

- Develop distance education material to reach youth with irregular assistance.

- Establish virtual modalities of work with adolescents and youth residing outside their communities due to the effects of employment opportunities

- Include sensitization processes with traditional adult structures in the communities
- Promote the inclusion of youth in community structures

- In educational units with a technical baccalaureate, develop a curriculum of economic independence that can be articulated to their classroom plans and implemented in the educational units.

- Incorporate the private sector (companies) that responds to labor supply and demand

- Promote the development of initiatives for self-employment or entrepreneurship.

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4. MONITORING, LEARNING AND EVIDENCE-BASED ADVOCACY

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

4.1 Partnership Agreements:

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

4.2 Disaster risk and emergency response

4.2.1 Youth participation

This model is based on the **participation of youth and adolescents** within the community and organizational structures closest to them (municipalities, youth networks, etc.). Recognized the potential, dynamism and strength of youth to explore, learn and as an agent of change, it is necessary to provide youth with a leadership role in carrying out community risk reduction activities. Utilizing their capacities and potentials, youth are empowered in preparedness and response activities, and at the same time acquire skills and knowledge, actively participating or advocating local administration units for disaster risk management activities.

This approach provides a robust platform for active youth participation in capacity building of its environment, environmental protection, risk mitigation, disaster awareness and response. This will also promote youth to a leadership role within their communities in the perception of a friendly and resilient youth community. The approach will include the organization of youth groups, capacity-building programs for youth on disaster risk management and for individual life skills.

Similarly, it is linked to the generation of significant opportunities for youth and can also be a support mechanism for youth organizations that produce income that generates the activities. Youth organizations can be linked to local administration units as well as formal systems of protection and risk management. At the municipal level, the youth organization will be empowered and will aim to have representations within the structures and systems of disaster risk reduction, both operational and after decision making. This can be extensive or used as a gateway for other community and municipal participation and decision-making structures. Achieving the active participation of the youth in the functioning of the community through their own means, or at least of their advocacy and advocacy, of the topics that concern and interest them.

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4.3 Sustainability strategy:

The PACT model is guiding all its interventions based on the documents and laws of child and youth in each country as legal frameworks to establish binding obligations for governments.

Within the **sustainability strategies** are considered:

- Conduct the socialization of the PACT model looking for opportunities to partner with all the guarantors and strategic associations at the local, regional and national levels.
- The fact that adolescents and youth are partners and protagonists will allow them to channel their advocacy actions so that alliances with local governments are generated so that as guarantors of the processes they ensure their sustainability. This may be, the inclusion of one or two PACT activities within the annual plans of local governments.
- Make initial investments in the peer methodology for the strengthening or training of social capital. From this account, the youth trained continue to replicate processes for their peers and establish a generational change strategy.
- Develop evidence of learning and impact and generate sales processes with the private initiative.

4.4 Monitoring, Evaluation and Learning (MEL)

4.4.1 How do you know about quality and success

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

Monitoring, evaluation and learning provide timely feedback on the progress of the programs in order to make appropriate decisions about how to proceed. The information that is collected and analyzed helps to provide standardized, accurate and timely data on the activities, products and results of the program. This, in turn, allows to know about the quality and success of the program.

Monitoring, evaluation and learning serves as a tool for accountability both internally and externally. It provides evidence of progress and achievements that can be shared at different levels and that allows supporting Advocacy and Advocacy actions at different levels, based on evidence.

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

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To determine if the programs implemented in the territory are quality programs and have had the expected success **ChildFund has a Monitoring, Evaluation and Learning System whose focus is based on the Program Management cycle.**

For ChildFund, monitoring, evaluation and learning is a systematic process that includes the phases of design, planning, compilation, analysis, communication, rendering of accounts and continuous improvement related to the progress and results of the Programs that are implemented in the territory; that is, it is a fundamental piece that provides the basis for managing the programs in a structured, standardized and timely manner.
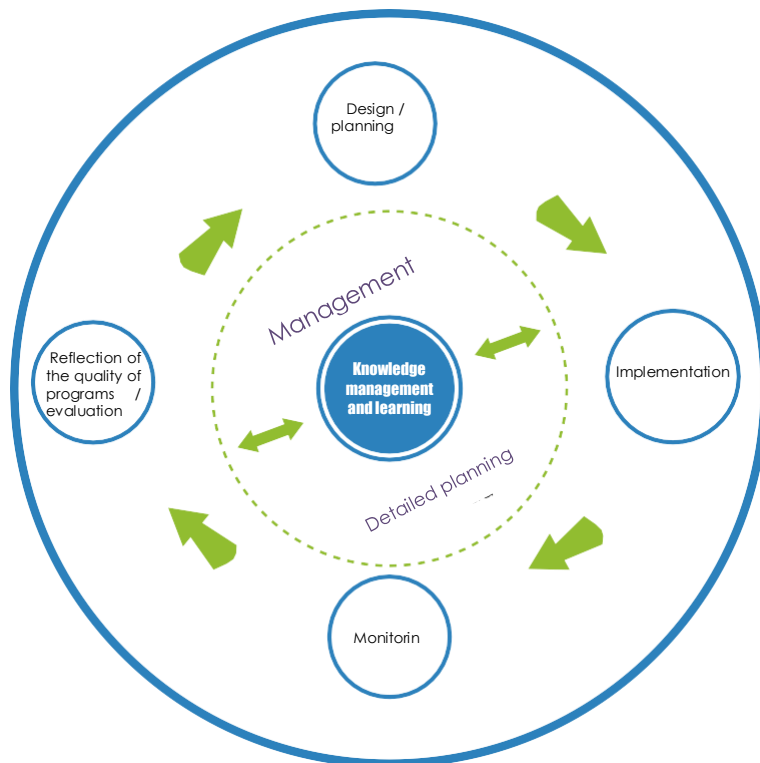
Through this approach to monitoring it is possible to have information and inputs to support the quality and success of the Programs, hence the importance of these processes as it allows both partner organizations and ChildFund:

- Providing inputs at various levels for timely decision making;
- Generate sufficient and timely information for comprehensive monitoring, thus avoiding duplication of processes;
- Analyze the relevance between expenditure, activity and participating population, determining the cost efficiency of the actions implemented;
- Have results based on evidence;
- Promote knowledge management and learning that allows ChildFund and its partner portfolio to interact and generate knowledge in the short, medium and long term.

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

In order to demonstrate the impact of ChildFund at a global, national and local level, the organization has defined a series of monitoring and evaluation standards at different levels:

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

These standards are directly related to each other and allow the generation of evidence on a permanent basis through the implementation of the programs. This information is organized in 3 levels of Monitoring and Evaluation that allows to better identify lessons learned and elements of continuous improvement.

- **M&E level 1**

It is the basic level of monitoring; It allows gathering information on accountability related to the progress of execution of planned activities, the target population actually reached; collect information on participation, presence and relevant information on education and health of children and adolescents. It also allows to have information about the investment actually made in the programs.

- **M&E level 2**

It offers a broad picture of the context of the communities; It allows having broad data linked to the conditions experienced by children in the areas in which the Programs are implemented. It is focused on the analysis, reflection and improvement of the programs; It is part of the process of consolidating a Strong Core Program.
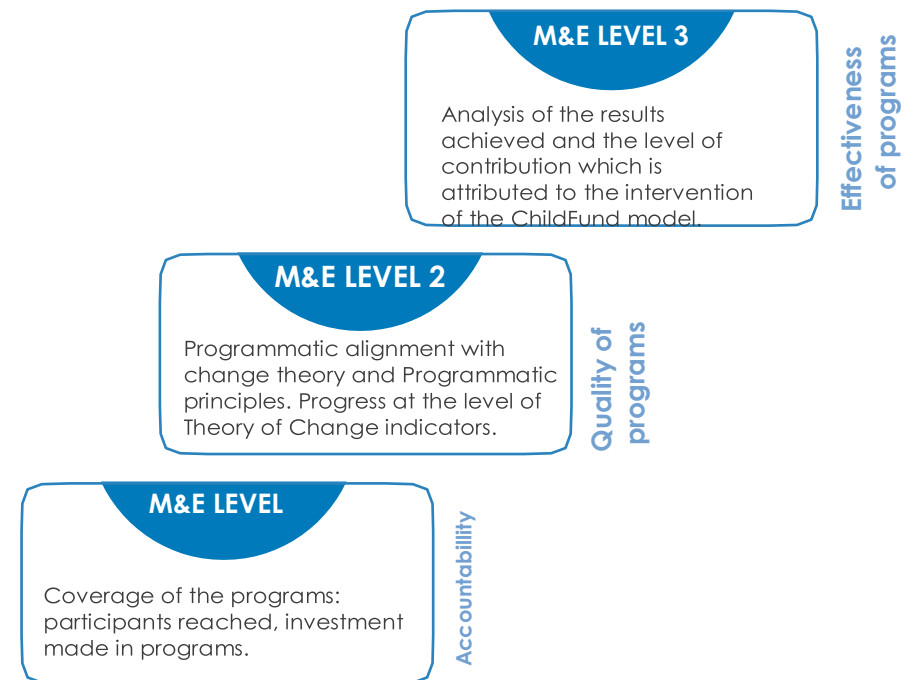
At this level, we analyze:

- **Program Results:** to answer questions such as: Are the results for infants, children, adolescents and youth raised in Life Theory of Change being achieved?

- **Program Quality:** to answer questions such as: Are the Organizational Program Principles[12] and the alignment with the Theories of Change being maintained?

- **M&E level 3**

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

M&E LEVEL 3

Analysis of the results achieved and the level of contribution which is attributed to the intervention of the ChildFund model.

Effectiveness of programs

M&E LEVEL 2

Programmatic alignment with change theory and Programmatic principles. Progress at the level of Theory of Change indicators.

Quality of programs

M&E LEVEL

Coverage of the programs: participants reached, investment made in programs.

Accountability

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12 The ChildFund Program Principles are: Children's Rights, Root Causes, Evidence-Based, Agents of Change, Partnership and Sustainability Relations.

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In order to make the ChildFund Monitoring and Evaluation approach functional, there is a series of tools that allow both ChildFund and partner organizations to effectively manage the programs implemented in the territory.

The tools that allow managing the planning, implementation and monitoring of the Program Models have been defined, adjusted and standardized in a participatory manner. These tools are part of the Regional Platform for Program Management and Monitoring and Evaluation, a technological solution that allows the collection of information from the field and facilitates the tracking of progress in real time.

Briefly described the main tools that are available.

- Logical Framework of the Program Model that includes indicators and means of verification
- Monitoring and Evaluation Plan
- Detailed Planning of the Program Model to plan goals at the level of number of activities or actions to be implemented in a period; Goal at the level of the target population to reach in a period and budget or investment to be made in a given period.
- Registration of participation in the activities that are part of the Program Model
- Forms of registration and registration of participants

- Surveys and forms that are part of Monitoring and Evaluation levels 1 and 2; and that include organizational processes such as the collection of information on the verification of the registered population (known as CVS), surveys to monitor the quality of programs and progress reports.
- KAP Surveys
- Budget execution reports
- Narrative progress reports
- Managerial dashboards, among others.

4.4.3 Quality assessment and continuous improvement

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

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

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4.5 Budgeting

For the detailed planning of the Program Model, it is necessary to take into account goals at the level of coverage in relation to the number of actions to be carried out, the target population that will participate in the different actions and the budget that will be allocated for the implementation of the model.

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

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

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

ChildFund has determined a series of **expenses eligible** for the costs that are applicable to the nature of the programmatic model and also that they are reasonable, that is, that their nature and amount do not exceed a prudential framework.

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In this section a brief description of the categories of **expenditures required** for the budgeting of the different activities of the Program Model is made; in the **annex of financial guides of association** you can find more detail and guidance as well as information on the levels that should be considered for the coding of the activities of the Program Model.

Expense category

TECHNICAL STAFF

All compensations for services rendered by the personnel hired for the execution of the activities of the program model (full-time, part-time or temporary)

Eligible expenses are	Ineligible expenses are
• Salaries, exclusively of the personnel approved in the Annual Operative Planning (AOP) • Social benefits provided they are contemplated by law • The salary increases approved in the AOP, therefore, must be identified for review and approval • Those contemplated and clearly described in the AOP will be recognized as eligible expenses.	• Fines or costs associated with non-compliance with labor laws in the country. • Salaries and benefits that are outside of those detailed in the approved AOP and budget • New or temporary staff that has not been previously approved

PROGRAMMATIC SESSIONS

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

Eligible expenses are:	Ineligible expenses are
• Food and transport exclusively for participants to the sessions described in the CIM • Materials needed and eventually, • Facilitator fees as long as they were external facilitators	• Food and transportation for people who do not participate in the programmatic actions • Feeding and refreshment expenses that are not included in the institution's policy • Activities outside the intervention area that do not have prior authorization

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HIRED SERVICES

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

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

Ineligible expenses are
- Costs associated with negligence in the application of different types of contracts.

MATERIALS

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

TRANSPORTE

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

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

INCENTIVES

Materials that motivate volunteering skills that contribute to the implementation of the Program Model, based on an incentive plan attached to the Annual Operational Planning (AOP) for ChildFund approval

Eligible expenses are
- Expenses related to Incentives for volunteers once a year, based on a proposal approved by ChildFund, which includes the list of volunteers.

Ineligible expenses are
- Expenses for incentives not approved in the AOP

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For the Management of the Program Model that includes but is not limited to planning and budgeting ChildFund has an M & E platform that is part of its Monitoring, Evaluation, Knowledge Management and Learning System in which the Annual Operating Plans will be prepared detailed (AOP).

As mentioned earlier for budgeting, the budget and investment that will be planned in:

- One or more Program Models
- Transversal component:
    a. Community Mechanisms for the Protection of Children
    b. Sponsorship Process Management
- Program Support - Administrative Management

- Administrative expenses

SUPPORT

CROSSCUTTING

PROGRAM MODELS

- Mechanisms
of Community-based Protection

- Sponsorship Management
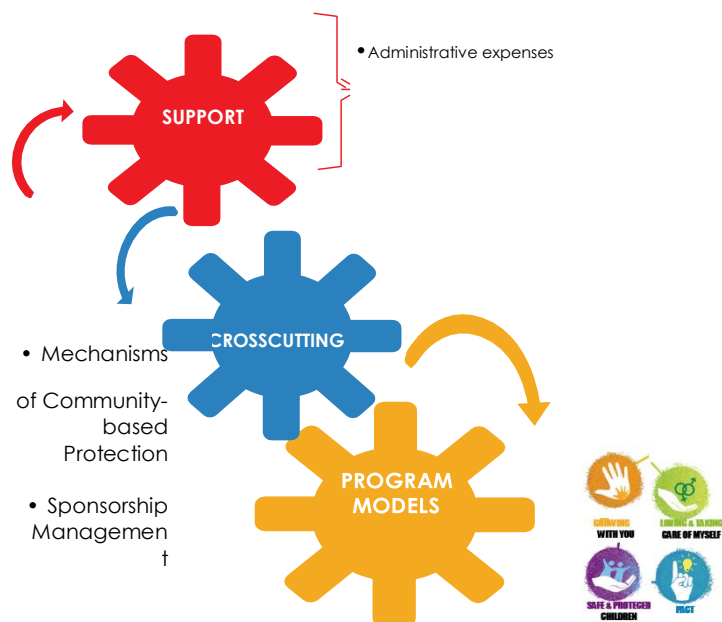
As part of a process of knowledge management and documentation of organizational learning once you have information on the investment made in the first year of implementation of the Program Model, you can determine the costs associated with its implementation in different contexts of the Region of the Americas.

4.6 Theoretical frameworks and instruments

As mentioned above, there is a series of tools that will allow monitoring the progress towards the results proposed in the PACT Model.

The following is a tool to measure the quality of the program: Survey of Knowledge, Attitudes and Practices - KAP

KAP Survey - Knowledge, Attitudes and Practices:

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

- **Entry Survey:** will be applied **at the beginning of the implementation of the curriculum content of the Model**. The objective of its application is to establish a baseline (or baseline) of the knowledge, attitudes and practices existing in each target group, of the communities in which ChildFund will execute the Program Model.

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

These **advances should be measured according to the goals and reference values set for the indicators** that ChildFund has determined for the results of the logical framework matrix of the Program Model. If considered appropriate, ChildFund could use the data collected by the **Exit Survey as a baseline for the second year of implementation.** In this way, at the end of the second year of implementation, the tool could be applied again, to measure progress against the baseline of year 2, and thus at the end of each year of implementation, the same process should be carried out until the end of the fifth year of implementation of the Model.

The objectives of the **KAP Survey** for the "PACT" Model have been established based on the results of the model's logical framework matrix.

In addition to the objectives set specifically for this tool, it is considered appropriate to state that the CAP survey can mean an opportunity for ChildFund to raise information not only about the impact of its actions, but also about the local context, as well as to identify cases of abuse/ harassment / violence. Therefore, the importance of establishing the mechanisms / path of action to proceed in case of identifying these situations. It is also important that the information collected through the survey strengthen the actions of monitoring, evaluation, accountability and knowledge management of ChildFund, so that it contributes to the analysis of the historical evolution of their work, and therefore, of the generated advocacy.

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5. MEMBERS OF THE LEARNING COMMUNITY

The people who have participated in the co-creation process of the PACT Program Model are:

Members Community of Learning: Ana Handrez, Daniela Naranjo, Guillermo Leverman, Javier Alvarado, Juan Pablo Andrade, Mariela Jurado, Mónica Núñez, Ruth Bautista, Silvia Herrera and Wilson Jiménez,

Collaboration: Paul Bode, Mario Lima, Shelby French, Katharine Susman, Veronica Burbano, Brenda Chávez, Ligia Cajas and Luis Cocon.

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- Annex No. 1 Partnership Matrix
- Annex No. 2 Potential Partners
- Annex No. 3 Logical Framework
- Annex No. 4 Strategy document 2020
- Annex No. 5 Theory of change reference manual
- Annex No. 6 Analysis of methodologies
- Annex No. 7 Matrix curricular content
- Annex No. 8 Map implementation contents
- Annex No. 9 Methodologies
- Annex No. 10 KAP Survey
- Annex No. 11 Magical moments
- Annex No. 12 Financial Guide for Partnership Pact

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