

God Will Provide



Children's Homes

Yermo

Care Model 2024



Centers of Social Assistance
Servants of the Sacred Heart of Jesus and of the Poor - SSCJP



■ ■ EDELVIVES



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Introduction

The Yermo Care Model is an instrument that enables us to organize, in an orderly and differentiated manner, the comprehensive and multidisciplinary services that the Congregation of Servants of the Sacred Heart of Jesus and of the Poor offers within its Children's Homes and/or Social Assistance Centers (as they are called in the Mexican government agencies).

This document lays the foundation of the procedures and specific goals in the care of the individuals that are served in these centers.

The Church, as a mother, accompanies and cares for her children, especially the most vulnerable in society, such as children and adolescents. Over the years, Catholics have carried out vast charitable initiatives aimed at the weakest and most needy of each period in history. Saint José María de Yermo y Parres exemplifies this, given that, he conceived the education of children as an act of love and preference for Christ himself since 1885. In this context, his daughters, the Servants of the Sacred Heart of Jesus and the Poor, with God's help, carry out the present-day living of their Founder's spirit in the service of the poorest, forming children's hearts since their early childhood.

This document starts by presenting a Legal Framework that is supported with the appropriate articles of the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and the Regulations that govern all Social Assistance Centers (*CAS for its initials in Spanish*).

In the Reference Framework, the educational ideal of Saint José María de Yermo y Parres is presented: *"To form true Christians and lead them to God."* The philosophy, mission, vision and characteristic values are also provided, as well as the guiding principles of the Yermo Care Model (*MAY for its initials in Spanish*). The stages of intervention are described: the Admission Process, the Stay Strategies for care and restitution of the rights of the Child, Adolescent and Young Person (ChAY), all based on a Strategic Plan that seeks a comprehensive formation in the physical, personal, spiritual, academic and sociocultural dimensions.

Finally, this document also includes a Management Framework in which the organization of the centers is detailed in its different fields, dimensions and tools, based on strategic planning that guarantees its operability.

Justification

Due to globalization, the reality of the countries in which we serve is constantly changing. The need then arose for us to review and update our educational practice in the Social Assistance Centers and Children's Homes; henceforth the creation of the Yermo Care Model (MAY). The present document revised and updated our previous document for Children's Homes, "MEY CASAS HOGAR 2015"; from the Reference Framework it conserved its essence: identity and part of the philosophy and thoughts of Saint José María de Yermo y Parres.

The importance of acquiring this Yermo Care Model is to better serve the children and adolescents by focusing on the following aspects:

- a) Protection of their human rights based on respect for their dignity.
- b) Application of the *Best Interest of the Child*, based on its triple aspect as: a substantive right, an interpretive legal principle and a rule of procedure.
- c) Adaptation of the MAY according to the intended audience of each country.
- d) Development of a Life Plan. The Stay phase must be aimed at developing a life plan for children and adolescents. Adolescents of working age, as defined by each country's law, can engage in employment, thereby fostering their developmental skills.

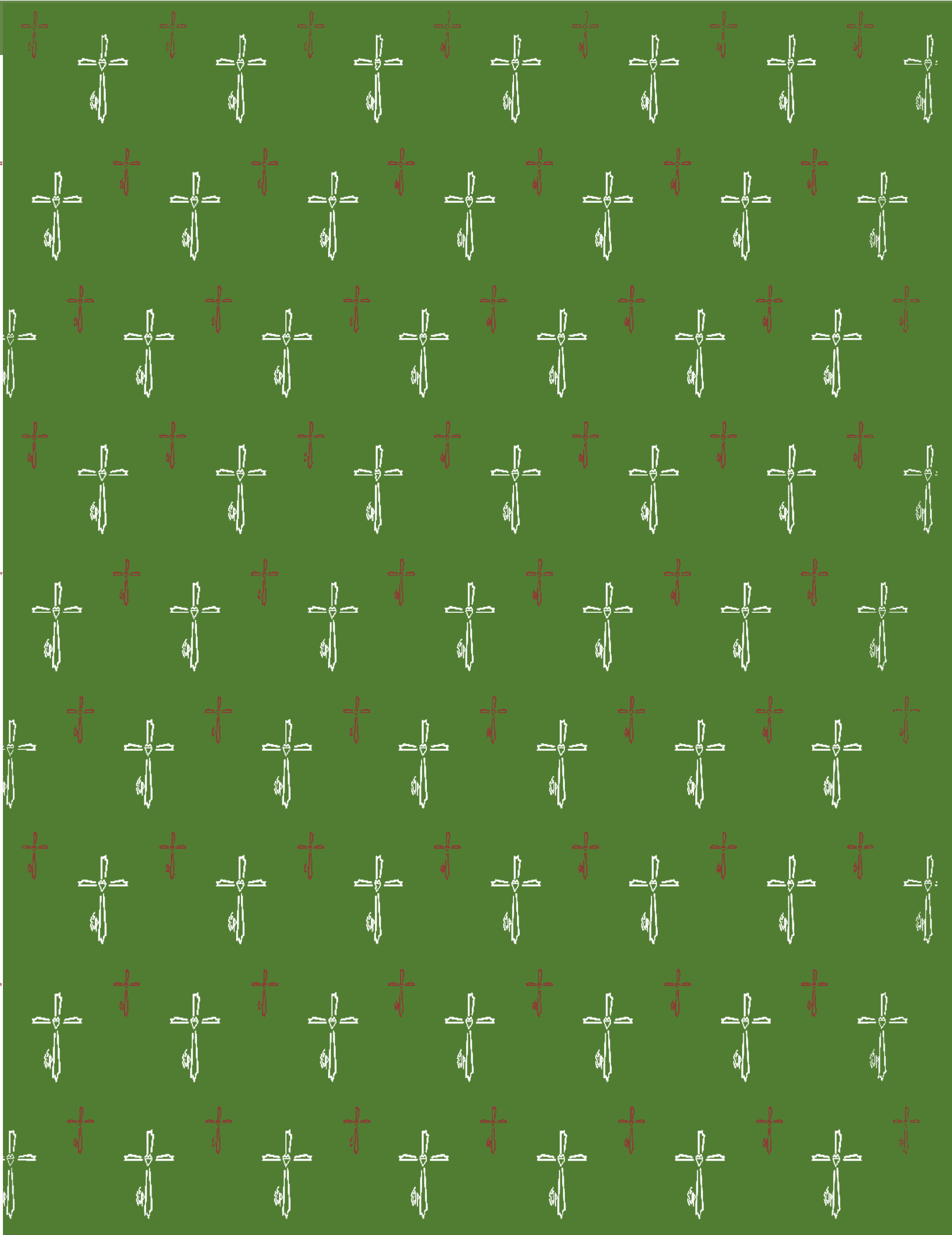
The Inter-American Commission on Human Rights (IACHR) recognizes and promotes the universal, individual, interpersonal and indivisible human rights of all persons under 18 years of age. It acknowledges an all-encompassing protection so that they can grow and develop fully and achieve a self-sustaining life in society.

Notwithstanding the legislative progression, currently, Child, Adolescents and Young People face unfavorable conditions on a daily basis, which hinder their physical, mental, social and emotional development and, in many cases, affect their life and dignity.

For this reason, the Congregation of "*Servants of the Sacred Heart of Jesus and the Poor*" addresses this problem by offering a holistic formation to the ChAY; following the charism that Saint José María de Yermo y Parres inherited them and his preference for

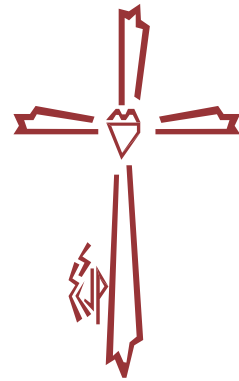
education as the main ministry of the Sisters, promoting the ChAY in a human and Christian manner.

Likewise, this Yermo Care Model (MAY) allows actions to be focused on specialized services for the benefit of poor children and adolescents, adapting care to the guidelines established in the Guidelines for the Alternative Care of Children (A/RES/64/142) of the United Nations General Assembly, as a document in relation with the provisions of Article 20 of the Convention on the Rights of a Child, which states that the placement of Children and Adolescents should be for the shortest possible time and as similar to a family environment in which their physical and emotional integrity is respected.



I

Legal Framework



The regulation process of Social Assistance Centers contributes to ensuring that the care and services provided from the inside are adequate and focused on the protection of the rights of Children and Adolescents who are in residential care without parental care, and is provided for in the articles 107 to 113 of the General Law on the Rights of Children and Adolescents in Mexico (LGDNNA); 41, 42, 57, 59 and 60 of the Regulations of the Law. These regulations are linked to article 20 of the Convention on the Rights of the Child, which provides that children temporarily or permanently deprived of their family environment, or whose superior interest demands that they not remain in that environment, will have the right to special protection and assistance from the State. Social Assistance Centers must know and specify their regulation process not only as a legal obligation, but as a moral duty to protect Children and Adolescents who, for various reasons, must remain in residential care. The legal regulations will be applied according to the country in which the Children's Home is located.

1. CHILDREN'S RIGHTS WITH FOCUS ON HUMAN RIGHTS AND AN ALL-ENCOMPASSING PROTECTION

The Convention on the Rights of the Child (CRC) is the first international, legally binding document for the protection of the Rights of the Child which is mandatory.

1.1 GUIDING PRINCIPLES OF INTERNATIONAL APPLICATION

The Convention establishes four guiding principles for action in the matter, which lay the foundation for the approval of policies, laws and actions from a comprehensive perspective, governed by said principles for effective protection of rights.

- a) **Equality and non-discrimination.** Children's rights must be upheld equally for all Children and Adolescents, with necessary protection measures available, regardless of race, skin color, sex, language, religion, political opinion, nationality, economic position, physical impediment or any other condition, ensuring no one is discriminated against.
- b) **Development and survival.** Children and Adolescents have the inherent right to life, and states must ensure their survival and development, regardless of their circumstances, nationally and internationally.
- c) **Participation.** Regarding children and adolescents' participation, it means that they have the right to express their opinions freely in all matters affecting them, with their views given due weight based on their age and maturity.
- d) **Best interest of the child.** It considers each Child and Adolescent as holder of rights, with their best interest as the primary consideration in all decisions affecting them, both legally and socially, ensuring the enjoyment of their human rights.

The Child's Best Interest (CBI) is based on Article 3, paragraph 1, of the CRC, which considers each child and adolescent as a subject of rights. The Committee on the Rights of the Child defines the CBI as a triple concept:

- **Substantive right.** Children (both as individuals and as a group) have a right to have their bests interests taken into account as the primary consideration in all decisions affecting them.
- **Fundamental principles of legal interpretation.** It implies the existence of a legal provision that admits more than one interpretation, that is, the one that best satisfies the CBI will be chosen.
- **Rule of procedure.** Requires that when making decisions affecting a child, a procedure must include an assessment of potential positive and negative consequences.

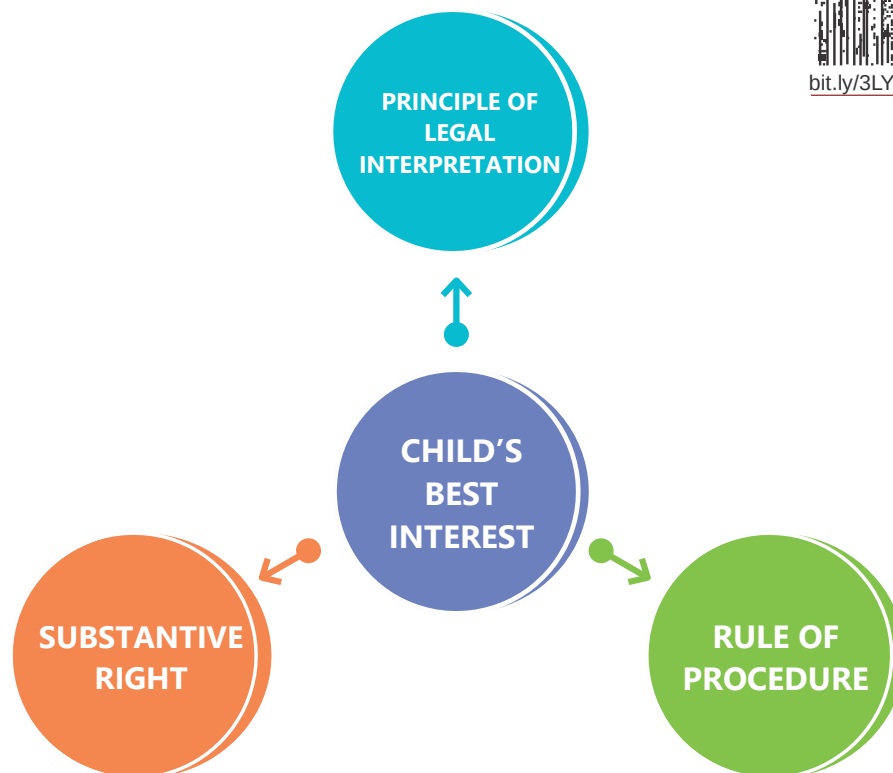


Illustration 1. Triple concept of CBI

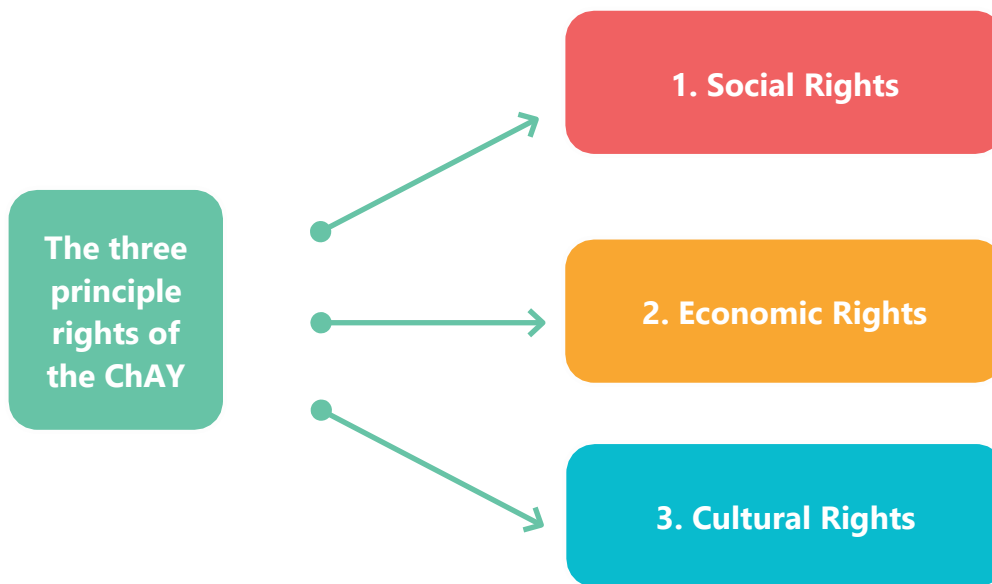


Illustration 2. Principle rights of the ChAY

1.2 GENERAL PRINCIPLES THAT GOVERN IN THE SUBJECT OF HUMAN RIGHTS ACCORDING TO THE MEXICAN CONSTITUTION, ARTICLE 1

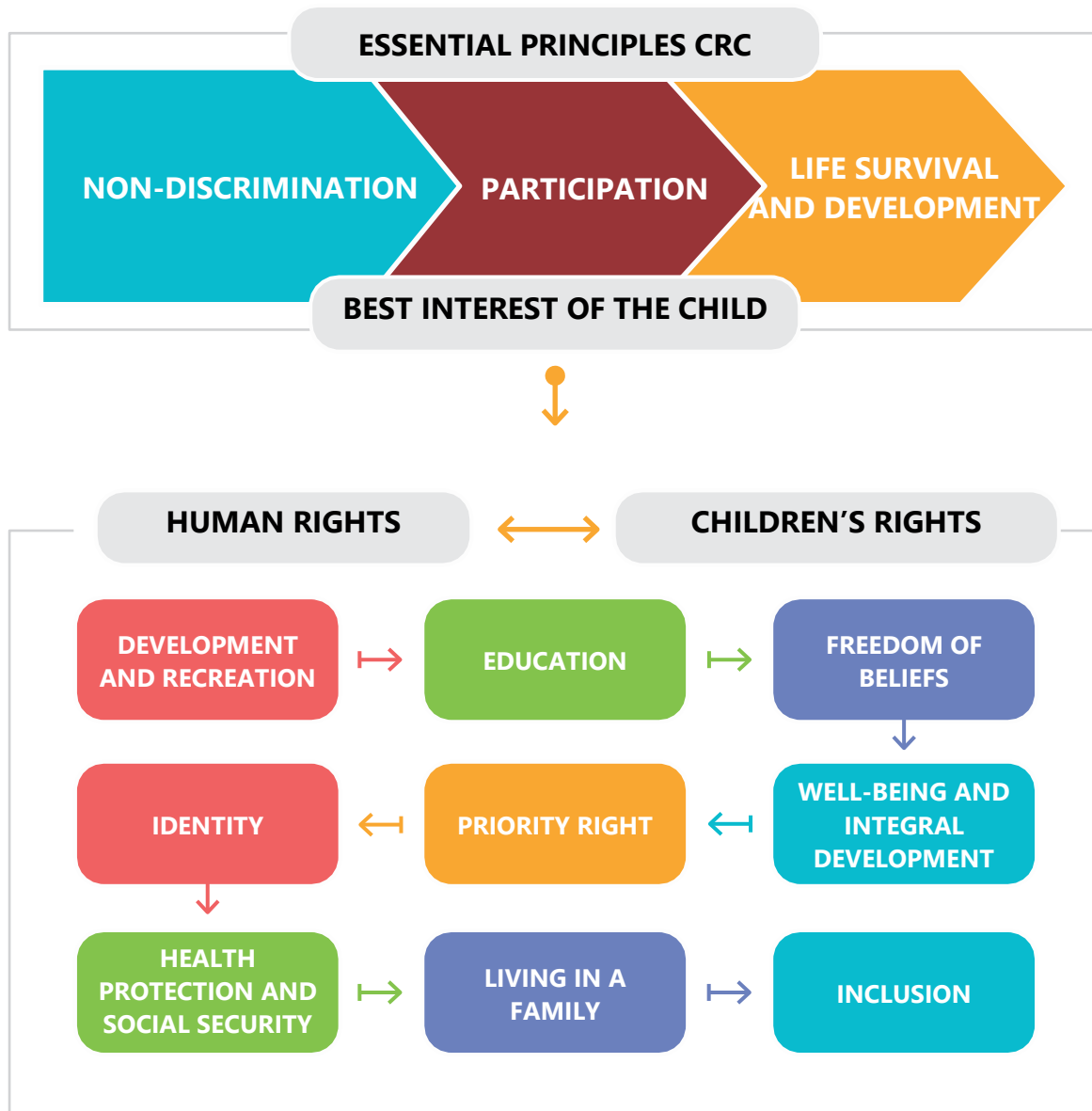
- a) **Universality.** This principle comes from the Universal Declaration of Human Rights and is the axis of the international community, which recognizes that human rights must protect every human being for the simple fact of existing, without distinction of race, nationality, creed, age, sex, preferences or any other discriminatory characteristic that violates their dignity.
- b) **Indivisibility.** This principle implies that they must be given equal attention and consideration at the time of their application, that is, they cannot be fragmented and must be guaranteed in their entirety.
- c) **Interdependence.** This principle guarantees that human rights must be interpreted as a whole and not as isolated elements, complementing, enhancing or reinforcing each other.

Protecting children's human rights requires all actors to safeguard, respect, protect, make effective, and enable children to claim their rights.

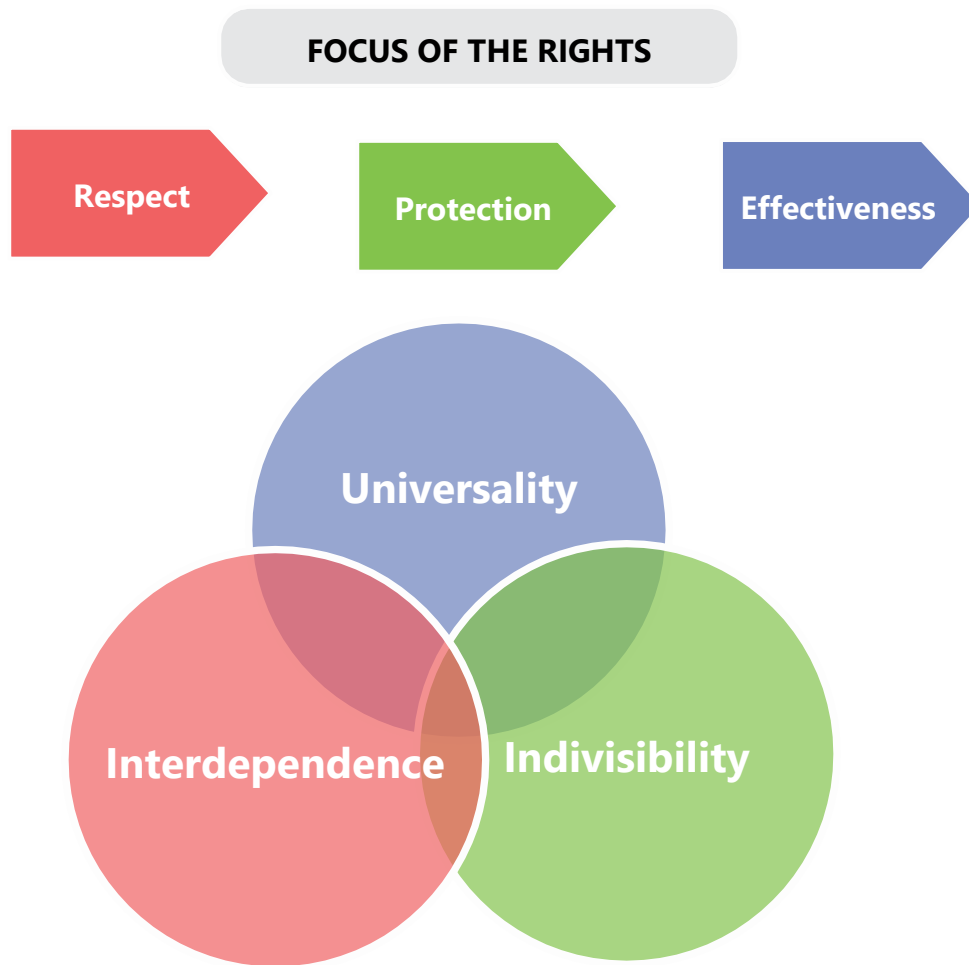
Leaving behind the welfare model, a comprehensive protection model emerges, being that children's rights must focus on recognizing children and adolescents as legitimate holders of rights; that is, subjects of law with respect from whom demands arise and obligations are imposed on the State and society.

Article 4, paragraph 9, of the Political Constitution of the United States of Mexico recognizes the obligation of the State to safeguard the principle of the best interest of the child, in regards to satisfying their needs for food, health, education and healthy recreation in order to ensure their comprehensive development.

2. COMPREHENSIVE PROTECTION OF CHILDREN'S RIGHTS¹



¹ Design by Lazcano A. Iliana, derived from the conclusion of the children's rights and regulations



3. OFFICIAL MEXICAN LAW NOM 032-SSA3-201, SOCIAL ASSISTANCE

Maki Esther Ortiz Domínguez, Undersecretary of Integration and Development of the Health Sector and President of the National Consultative Committee for Standardization of Innovation, Development, Technologies and Information in Health, based on articles 39 of the Organic Law of Federal Public Administration; 4th of the Federal Law of Administrative Procedure; 38th section II, 40th section III, XI and XIII, 41st, 43rd and 47th section IV of the Federal Law on Metrology and Standardization; 3rd section I and XX, 6th section III, 13th Paragraph A section I, 24th section III, 27th section X, 45th, 46th, 167th, 168th sections I and II and 171th of the General Health Law; 3rd, 4th section I, 7th, 10th, 11th, 12th sections I, sections a and b, and II, 13th, 48th and 52nd of the Social Assistance Law; 1st, 2nd, 3rd, 4th, 11th last paragraph and 17th of the Protection Law of the Rights of Children and Adolescents; 28th and 33rd of the Regulations of the Federal Law on Metrology and Standardization; 4th, 135th section I, 137th and 138th of the Regulations of the General

Health Law on the Provision of Medical Care Services, and 2nd Section A, section I, 8th section V and 9th section IV Bis, 15 of the Internal Regulations of the Ministry of Health, I allow myself to order the publication, in the Official Gazette of the Federation, of the Official Mexican Standard NOM-032-SSA3-2010, Social Assistance. Provision of social assistance services for children and adolescents in situations of risk and vulnerability.

The objective of this standard is to establish the minimum characteristics and requirements that must be observed in public and private establishments or spaces that provide social assistance services to Children and Adolescents in situations of risk and vulnerability, whatever its name and legal regime may be.

4. MAY INTERNAL REGULATION

4.1 TITLE ONE. GENERAL REGULATIONS

Article 1

This regulation is internal and will apply to all persons who directly or indirectly obtain support, benefit or attention from the Children's Homes (CH) of the SSCJP Congregation.

Article 2

For the purposes of this regulation, it will be understood as:

- a) **Children's Home:** Spaces intended for the comprehensive care of person's subject to social assistance who require temporary shelter and physical protection in places expressly established for them.
- b) **Child:** Any human being between the ages of 6 and 11, female or male, who are protected in accordance with the guidelines of federal and local laws and in general all programs in favor of children and adolescents.
- c) **Adolescent:** The World Health Organization defines adolescence as the period of growth that occurs after childhood and before adulthood, between 12 and 19 years of age. Regardless of the difficulty in establishing an exact age range, the adaptive, functional and decisive value of this stage is important.
- d) **Youth:** There is no universally accepted international definition of the age group that comprises the concept of youth. However, for statistical purposes, the United Nations, without prejudice to any other definition made by member states, defines youth as those persons between 15 and 24 years of age.

- e) **General Administrator of the Children's Home:** The person responsible for the management, the staff, the facilities and, in general, the maximum authority for the purpose of resolving incidents that arise at the Children's Home.
- f) **Primary Caregiver and Secondary caregiver:** Persons directly responsible for the care of children and adolescents.
- g) **Psychologist:** Professional responsible for the study, diagnosis and psycho-affective treatment of children and adolescents.
- h) **Social worker:** Professional in the study of the interaction between individuals and groups and their environment. It focuses on the process of analysis and detection of the needs of a socially and economically disadvantaged person or group, and on improving the quality of life, promoting change and social inclusion.
- i) **Doctor:** Professional responsible for the comprehensive health care of children and adolescents in the field of prevention, health promotion, care and rehabilitation.
- j) **Academic support personnel:** Teachers dedicated to the service of educating, who collaborate in the learning process, providing children and adolescents with support to carry out homework, strengthen fundamental learning and oversee remediation.

Article 3

When the tasks that must be performed are mentioned in these regulations, it will be understood that the person responsible for carrying out the actions is precisely the one who, according to the definitions, is authorized to do so.

4.2 TITLE TWO. INCOME

1. Chapter I. Admission Profile

Article 4

The SSCJP Children's Home serve children and adolescents with a desire to improve themselves through their academic studies. The age range is between 3 and 25 years, depending on the capacity of each CH and the requirements of each country or state, with the following social characteristics:

- a) Voluntary Admission
- b) ChAY lacking economic resources, who want to continue studying
- c) Orphaned children and adolescents with a guardian or guardians

- d)** Children who live in the streets
- e)** Without any addictions
- f)** Without presenting severe psychomotor or neurological damage, intellectual disability, psychiatric illness, infectious diseases that endanger the internal population, or a very serious health condition that endangers their life.

2. Chapter II. Admission of Children, Adolescents and Youth

Article 5

The SSCJP Children's Homes and those that will open in the future, in accordance with the characteristics mentioned in the previous article, will serve the children and adolescents under the following procedures:

- a)** The admission of students corresponds to the Caregiver in coordination with the Superior, whose responsibility it is to discern and determine each particular case, with the support of the interdisciplinary team.
- b)** In countries or states, where they are placed by government organizations for Family and Child Protection, prior to the notification or reporting to the competent authority.
- c)** The admission process for our students is flexible according to the country or state. In general, the following process takes place:
 - Interview
 - Socioeconomic study
 - Medical exam
 - Submission of Documentation
 - Admission of the student
 - Welcome and reception
- d)** The periodic home visits will be determined by each Legal Entity according to the circumstances of each Children's Home, observing the following protocols:
 - Date and time of departure and return established by each Children's Home
 - Record book
 - Authorization of the person receiving and returning the ChAY (valid identification and signed authorization)
 - Dates of vacation and extraordinary outings, according to the school calendar of each country
 - Dates of visits or telephone calls, as established in each Children's Home

Article 6

In order to execute the admission process mentioned in the previous article, the persons designated by each of the corresponding instances must:

- a)** Submit the application for admission, specifying:
 - Estimated date of entry
 - Name of the person entering
 - Age
 - Cause of admission
 - Name of the institution or person sending the beneficiary
 - Letter of reference from the sending authority
- b)** Fill out and sign the admission form when presenting it at the Children's Home facilities

The schedule in which applications and interviews are to be processed will be according to what is established by each Children's Home, on the business days of each state or country. If admitting outside established hours or an urgent situation becomes necessary, the staff working at the Children's Home will grant access, contingent upon compliance with the admission requirements thereafter.

4.3 TITLE THREE. CARE AND TREATMENT

1. Chapter I. Areas of Attention

Article 8

Regarding the children and adolescents, the efforts of the Children's Home, corresponding to the area of Social Work, are the following:

- a)** Conduct a direct interview with the ChAY to be admitted according to the formats established in the current Procedure Manuals, which must contain:
 - A description of the version given by the incoming ChAY, regarding their reception at the Children's Home.
 - Interview about the data of the socio-family situation that prevailed in the environment of the ChAY before their admission.
 - Data of the location of family members or people who can provide information or support about the ChAY who is being admitted.
 - Photograph of the one being admitted.

- b)** Corroborate the data of the person responsible petitioning for admission and the person being admitted, establishing the relationship for proper follow-up.
- c)** Carry out the medical exam of the person being admitted by the assigned doctor, if this service is available at the Children's Home.
- d)** Manage the location for the diagnosis and treatment of the sheltered person in the internal areas of the Children's Home,
- e)** Carry out the induction process of the admitted children and adolescents into their stay and treatment; as well as, where appropriate, when family members or people linked to those admitted present themselves, carry out the interviews under the points provided and marked in sections "a" to "d" of this article.

Article 9

Once admitted, the area of Psychology must:

- a)** Conduct an interview and apply psychological batteries to rule out any organic or functional damage that could prevent their participation in their integral development within the Children's Home.
- b)** Carry out a diagnosis regarding the condition of the person admitted, in order to propose a treatment according to their personal situation, which must be made known to the different areas for proper planning of interdisciplinary activities.
- c)** If applicable, provide emergent care if a state of anxiety or crisis occurs at the time of admission that makes adaptation difficult.

Article 11

The Medical Care area must:

- a)** Prepare the complete clinical history and open a confidential medical file.
- b)** Perform a clinical diagnosis upon admission and, in the case of suspected pathology, use laboratory and cabinet studies to clarify clinical diagnostic presumptions.
- c)** Initiate or follow up on the vaccination and comprehensive health card for Children and Adolescents, enforced by the Health Secretary of each state.
- d)** Carry out a permanent health care program for healthy children.
- e)** Management and control of medications from the basic list of the health sector, particularly controlled medications.

2. Chapter II. Stay of the ChAY in the Children's Home

Article 12

During the time that the children and adolescents remain in the Home, the multidisciplinary areas must:

Social Work:

- a) Check the family and social networks that can be suggested as temporary cohabitation that benefit the social development of the children and adolescents.
- b) Manage the support of the various institutions that benefit the health, education, cultural development and recreation of the children and adolescents and that have been suggested in the care plan.

Academic Area:

- a) Execute the planning and programming of school activities for the children and adolescents admitted to the Home and who are directly cared for.
- b) Execute the activities indicated in the treatment plan in the areas of school, sports and leisure, under their strictest responsibility.
- c) Carry out the inherent actions, with permanent surveillance of physical, emotional and sexual integrity, and immediately report any incident that arises, explain the reason for it and the responsibility of the multidisciplinary areas of care, surveillance and treatment of children and adolescents for due care, and take measures aimed at modifying their behavior.
- d) Seek actions to ensure that educational and formation programs, as well as scheduled activities are fulfilled, under full responsibility, giving timely notice when, for reasons beyond their control, they have to be interrupted, and must be reestablished immediately when the cause of the interruption ceases.

Medical Area:

- a) Verify the physical condition of the children and adolescents at the time of their admission.
- b) Evaluate the health status of the newly admitted children and adolescents in order to carry out activities related to their care and ongoing attention.
- c) Promote treatments for comprehensive improvement in the health of those admitted through specific plans related to public health provisions.

4.4 TITLE FOUR. PARTICIPATION IN THE PROGRAM

1. Chapter I. Participation during Stay

Article 13

During their Stay, children and adolescents must observe the following guidelines.

During Admission:

- a) Provide all the information available at the time of the initial interview, as well as any information that may arise during the various stages of care for admission to the various areas.
- b) Maintain order and behave with respect in all areas and with all people with whom they interact, whether they are from the institution that refers them, the staff that works at the Home, the security staff or any other person who is accidentally or permanently in said place.
- c) Request a medical evaluation from the parent or guardian, if required, to provide follow-up or necessary treatment.
- d) The Internal Regulations, rights and duties of the ChAY during their stay at the Home will be made known.

During Stay at the Children's Home:

- a) Keep the place assigned to them within the Children's Home clean, respecting the spaces of others who enter this place.
- b) Actively participate in all the scheduled and assigned individual and group activities, that contribute to their growth and integral development, authorized by the Children's Home Management.
- c) Properly care for and use provided objects, ensuring their appropriate use and being accountable for their location, as they may be needed for review by designated personnel on duty.
- d) Obey the instructions given by the caregivers regarding the formal and recreational scheduled individual and group activities.
- e) Comply with the instructions regarding the consequences imposed for inappropriate behavior. Only in the event that they consider that the measure imposed was not just, they may request a reconsideration from the Management of the Children's Home to review the decision and make the necessary adjustments.

- g)** Serious disciplinary infractions will be considered directly by the Administrator of the Children's Home, who will determine the dismissal, change or reassignment of the children and adolescents to other institutions or departments that offer adequate treatment for their conduct, responsibility and needs.
- h)** In the event that the children and adolescents admitted to the Children's Home run away, it will be cause for permanent dismissal.

2. Chapter II. Personnel: Roles and Powers

Article 14

All workers assigned to the Children's Home must carry out their activities under the following guidelines:

Regarding their Schedule:

- a)** The worker must enter at the established time with the limits and tolerances referred to in the Collective Labor Agreement.
- b)** Since care for children and adolescents is a priority, the worker must notify the immediate supervisor of his absences, even when they arise unexpectedly, so that the Children's Home administration can make adjustments for the proper care of the ChAY.
- c)** The worker must be in permanent contact with the ChAY assigned to his area, being directly responsible for their care, assuming the measures and actions tending to the appropriate behavior of those admitted and, if necessary, notifying the Children's Home administration so that it takes the necessary measures.
- d)** Do a written report, without exception, in the Record book and personal log, any incident that arises in regards to the ChAY in his care, with his colleagues and the facilities.
- e)** Enforce the actions and consequences directed by the Children's Home administration with professionalism and responsibility, aiming at achieving the best possible outcome for the benefit of the ChAY.

Regarding their Behavior:

- a)** Must always behave with respect, firmness, authority and humanity, in respect to the obligations of applying the treatment plans and programs in their respective attributions; act with responsibility and professionalism, as well as comply with the instructions given by the Children's Home's administration.

- b)** Refrain from calling the ChAY with a name other than the one that corresponds to them; no use of nicknames, even when they highlight special conditions and are pleasant for the person referred to.
- c)** Demonstrate availability and solidarity, with respect to actions or adjustments that are carried out in an emergency situation, in order to safeguard the care of the ChAY in reciprocity to the support given by the Children's Home administration.
- d)** Participate in the training plans and programs, as well as in the incorporation of suggestions that, regarding the treatment of the ChAY, are generated in a multidisciplinary manner and authorized by the Children's Home administration.

Regarding their Responsibility:

- a)** During the time that the worker is available at any of the areas, they will be in charge of the comprehensive care of the children and adolescents, and must generate the corresponding reports on the conduct displayed during their participation in the respective activity. These notes must be entered into the general file, in the corresponding area, within a period of no more than 24 hours after the interaction or incident has occurred.
- b)** Incidents that are considered relevant or important will be immediately brought to the attention of the person in charge of the shift, so that they may dictate the necessary measures and, if applicable, immediately inform the Children's Home administration, so that they may take the corresponding actions.
- c)** All personnel, regardless of their category, must attend theoretical-practical courses and receive all the staff development that, in relation to their area, must be systematically provided by the administration.
- d)** Failure to report behavioral incidents in a timely manner and failure to carry out treatment documents will be considered contempt, in accordance with the provisions of the Collective Labor Agreement.
- e)** Notwithstanding the above, if the incident could be presumed to be an accident, the resolution with respect to responsibility will be determined by the internal control body, in all cases benefiting unforeseeable situations in favor of the worker.

3. Chapter III. Children and Adolescent Behavior

Article 15

Fundamental rights will be protected, taking as a basis for maintaining order and healthy coexistence the interrelation of caregivers, children and adolescents and, in general, all personnel working at the Children's Home, to promote the responsible exercise of freedom.

Article 16

Anything not provided for in this ordinance shall be resolved in all cases with the direct intervention of the Home Management in accordance with federal, state and municipal laws that seek the best interest of the child.

4. Chapter IV. Entry and Exit

Article 17

When the ChAY complete their studies corresponding to the academic levels offered by the Institution, the Children's Home administration must provide a transcript and the documents that accredit their completed studies.

Article 18

The Children's Home will have the power to allow the entry of visitors to the ChAY within the days, hours and optimal conditions for both the ChAY and their family members, based on its internal regulations.

Article 21

In the case of Children or Adolescents who were referred by other institutions or authorities, the Children's Home will only allow access to previously authorized persons, and when it considers that this affects the student, it will justify the reason for refusing the visit through a written report.

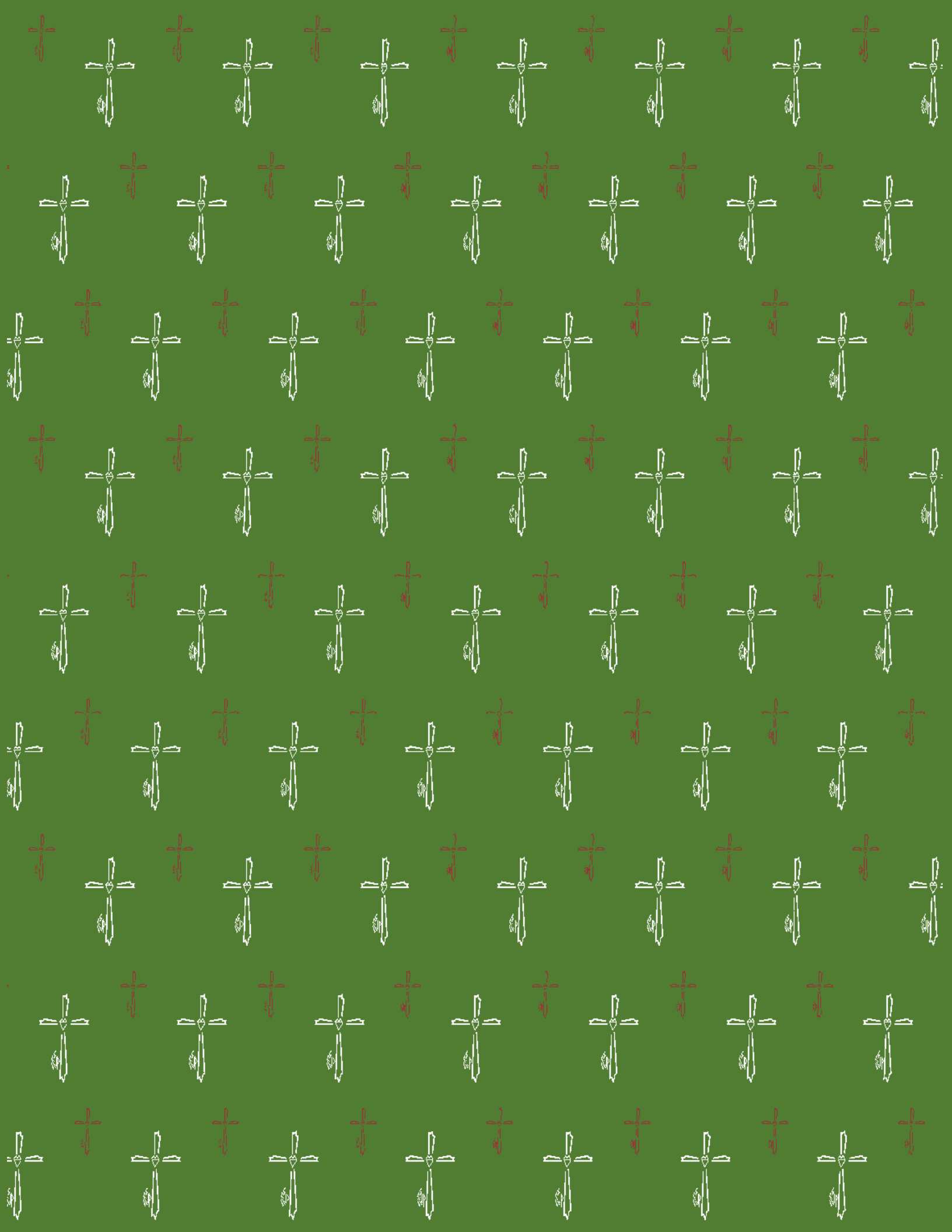
5. Chapter V. Provisional Departures for Family Gatherings

Article 22

The Children's Home may approve or deny temporary family cohabitation departures for children and adolescents based on their behavior and special circumstances, evaluated by the interdisciplinary team.

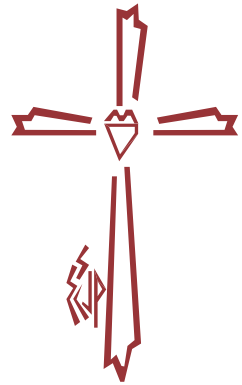
Transitory Articles

- a) **First.** The publication of this ordinance in the corresponding municipal newspaper is mandatory.
- b) **Second.** The agreements and provisions contained in other regulations that oppose this ordinance are declared void.
- c) **Third.** This ordinance will come into force on the following day of its publication in the municipal newspaper, having the same retroactive effect in favor of the municipal public administration and the citizenry in all legal acts carried out from the dates of internal approval of the regulations, and from the dates of reform, repeal and addition of the Internal Regulations of the System for the Integral Development of the Family of the municipality (Municipal DIF).
- d) **Fourth.** The conditions not considered in the Regulations of the Children's Home will be governed by the applicable provisions of International Treaties, the Social Assistance Code of the State, the Organic Law of the Social Attorney's Office, the Civil Code of Civil Procedures of the State, and other applicable laws.



II

Reference Framework



1. HISTORICAL ASPECT, FOUNDER OF THE CONGREGATION

The Founder of the Congregation of the Servants of the Sacred Heart of Jesus and of the Poor, Saint José María de Yermo y Parres, was born on November 10, 1851 on the Jalmolonga estate, in the State of Mexico. His parents were Don Manuel de Yermo y Soviñas and Doña Josefa Parres, a distinguished and deeply Catholic Christian family. Fifty days after his birth, he was orphaned of his mother. He was educated in Mexico City by his father and his aunt, Carmen de Yermo.

At the age of 16 he entered the Congregation of the Mission and, after a period of discernment, continued his priestly formation in the Diocese of León, where he was ordained a diocesan priest on August 24, 1879. As a means of Evangelization, he lived his priestly ministry in an exemplary manner, with a profound love and devotion to the Heart of Jesus, the Holy Eucharist and the Blessed Virgin Mary.

He experienced the glorious transition from life to death, and from death to eternal life, on September 20, 1904. He was beatified by Pope John Paul II on May 6, 1990 in the Basilica of Our Lady of Guadalupe in Mexico City. He was canonized in Rome on May 21, 2000.²

2. HISTORICAL OVERVIEW OF THE CONGREGATION OF SSCJP

The first Yermo Educational Community of the Congregation of the Servants of the Sacred Heart of Jesus and the Poor, was founded by Saint José María de Yermo y Parres, who narrates: *"The community was born on December 13, 1885, under the poorest and most inhumane conditions. But, with blind faith on the protection of the Sacred Heart of Jesus, under whose guardianship it had been placed, and not heeding the lack of support from the world, I proceeded with its establishment, confident that success would be obtained. Four sisters and sixty poor were installed at Calvary that day in which the seed of a tree was planted, and whose fruits we begin to contemplate this day".*³

These ministries arise as a response to the interpellation of history and the impoverished man at the end of the 19th century, in the nation's context of the Porfirian Era in which positivism reigned.

In order to make known the institutional growth that Father Yermo's work has had, the stages of the Congregation, its historical, religious and government events, are described below in chronological order, from its foundation to the current Superior General's governance.

² Cfr. Bertoglio, Guadalupe Lucia, *La fuerza de una entrega*, Rome, 1988, pp. 639 and 652

³ Yermo y Parres, José María, CC 22

At each stage, the most relevant events are highlighted, as well as the number of educational institutions that were founded throughout the history of the Congregation.⁴

2.1 1ST PHASE: 1885-1904 – FROM ITS FOUNDATIONS TO THE DEATH OF THE FOUNDING FATHER

Historically, this period was marked by the Porfirian dictatorship and the expulsion of religious men and women from Mexico. In the Congregation, the school began the day after its foundation. The Congregation was organized. Father Yermo appointed Mother Concepción G. de Quevedo as the first General Superior, ratifying her appointment at the First Assembly held in 1895. On August 18, 1902, the First General Chapter was held, the formation of the Sisters began and pontifical approval was obtained. In this phase, the Congregation had 13 houses and 138 sisters.

2.2 2ND PHASE: 1904-1917 – GENERAL SUPERIOR: MOTHER CONCEPCIÓN G. DE QUEVEDO

This period was marked by the Mexican Revolution of 1910. The most notable events in this second phase of the Congregation were the Pontifical Approval of the Institute by the *Decretum Laudis*, the II General Chapter where Mother Concepción G. de Quevedo was re-elected. The Definitive Approval of the Congregation was also received from the Holy See, which now had 23 houses and 244 sisters.

2.3 3RD PHASE: 1917-1930 – GENERAL SUPERIOR: MOTHER CATALINA CRUZ DE LA TORRE

The historical context is of the religious persecution that took place between 1926 and 1929. The Third General Chapter was held and Mother Maria Catalina Cruz de la Torre was elected General Superior, and was re-elected at the Fourth General Chapter. The Congregation established presence in Cuba and the United States. "La Misericordia Cristiana" was seized by the Mexican government. By 1930 the Congregation had 32 houses and 397 sisters.

2.4 4TH PHASE: 1930-1942 – GENERAL SUPERIOR: MOTHER MA. FRANCISCA JAVIER MARTÍNEZ

In the historical context, it is a time of persecution in the country where Catholic schools are oppressed and closed. The Congregation celebrates fifty years of its foundation. The V General Chapter was held, where Mother Ma. Francisca Javier Martínez was elected, and re-elected in the VI General Chapter. For two years, the General Government established itself in El Paso, Texas. The Congregation had 38 houses and 428 sisters.

⁴ Yermo y Parres, José María, *Mem. I*, p. 231

2.5 5TH PHASE: 1942-1954 – GENERAL SUPERIOR: MOTHER ÁNGELA DEL SAGRADO CORAZÓN RODRÍGUEZ

Period marked by the Second World War and Communism. The VII General Chapter was held. Mother Angela del Sagrado Corazón Rodríguez was elected General Superior and re-elected in the VIII General Chapter, a period of expansion for the Congregation and thriving of vocations. The first steps were taken to introduce the cause of beatification of our Founder. By 1954, there were 55 houses and 553 sisters.

2.6 6TH PHASE: 1954-1966 – GENERAL SUPERIOR: MOTHER MARÍA ELENA DE ALBA

In the historical context, the Second Vatican Council was held. There was a social revolution. In the educational field, greater impetus was given to education. All schools obtained official state validity. The IX General Chapter was held and Mother Maria Elena de Alba was elected, who was re-elected in the X General Chapter. Until 1966 the Congregation had 67 houses and 606 sisters.

2.7 7TH PHASE: 1966-1978 – GENERAL SUPERIORA: MOTHER GUADALUPE DE VELASCO CUETO

The historical context was marked by the post-conciliar crisis. Advances in technology began. The XI General Chapter was held; Mother Guadalupe de Velasco was elected General Superior and was re-elected at the XII General Chapter. In 1970, the grouping of houses by Regions began. An Extraordinary General Chapter was held in 1968. By 1978, the Congregation had 68 houses and 548 sisters.

2.8 8TH PHASE: 1978-1990 – GENERAL SUPERIOR: MOTHER MARGARITA FERNÁNDEZ SÁENZ

At the XIII General Chapter, Mother Margarita Fernández Sáenz was elected General Superior and re-elected at the XIV General Chapter. There was a great increase in vocations and greater participation in Diocesan and Parish Ministry. The beatification of our Founding Father was achieved. In 1990, the Congregation had 65 houses and 598 sisters.

2.9 9TH PHASE: 1990-2002 – GENERAL SUPERIOR: MOTHER GUADALUPE LUCÍA BERTOGLIO FAUSTINI

Historically, globalization was gaining ground. The Mexican Government recognized the Congregation as a Religious Association, and its ministries as a Civil Association. At the XV General Chapter, Mother Guadalupe Lucía Bertoglio Faustini was elected and re-elected at the XVI General Chapter. Our holy Founding Father was canonized. In 2002, the Congregation has 82 houses and 680 sisters.

2.10 10TH PHASE: 2002-2014 – GENERAL SUPERIOR: MOTHER MAGDALENA SOFÍA JUÁREZ NIETO

The XVII General Chapter was held, where Mother Magdalena Sofía Juárez Nieto was elected General Superior; she was re-elected at the XVIII General Chapter. On November 26, 2004, a 99-year agreement was signed for “La Joya Colonial”, for the reoccupation of the “La Misericordia Cristiana”, which houses the Museum of our Founding Father in Puebla. As of June 30, 2014, the Congregation had 81 houses and 657 sisters.

2.11 11TH PHASE: 2014-2021 – GENERAL SUPERIOR: MOTHER MA. GUADALUPE CORTEZ RUIZ

At the XIX General Chapter, Mother Ma. Guadalupe Cortés Ruiz was elected General Superior and was re-elected at the XX General Chapter. As of July 28, 2023, the Congregation had 84 houses and 612 sisters.

3. PHILOSOPHICAL ASPECT

The philosophy we follow is inspired by the thoughts of Saint José María de Yermo y Parres, who focused on charity and the promotion of the poor, taking as his guiding principle *“Forming the heart from the earliest childhood.”*⁵

Father Yermo’s central idea was that through Christian formation of women the renewal of society can be attained. The young woman educated in Christian values would form a Christian family, and then Christian families would form a Christian culture and society. It was vital for Father Yermo to promote the action of the poor, helpless and abandoned women. Through education, he intended to form an army of women capable of functioning as an element of social regeneration.

Contextualized in his time, Father Yermo’s idea of our Children’s Homes was initially only for females, he later expanded his vision to the education of young boys up to, but not including, the adolescent age. As he said: *“Our boarding schools should not receive adolescent boys because the sister alone is not capable of educating them, but they should be channeled to appropriate institutions.”*⁶

Our MAY seeks to achieve the highest level of quality of services that benefit the children and adolescents who are being care for in our Children’s Homes; far beyond welfare or paternalism, they should be transformed into effective standards of care that are appropriate to the needs and profiles of the students, focusing on the protection of

⁵ Yermo y Parres, José María, *Proyecto Hombre*, p. 16

⁶ Idem, p. 32

their rights and their dignity as people and children of the “King of Heaven”, as our Founding Father used to call them.⁷

4. FATHER YERMO'S EDUCATIONAL PROPOSAL

“For us, the ideal must be to educate true Christians and lead them to God. An integral education encompasses the spiritual, moral, intellectual, physical and social aspects of the human being. In all of these aspects, the school and children’s homes need to help our poor, so that they can take advantage of the few or many gifts that God has granted them. It is necessary to foster their good inclinations and correct the bad ones”.⁸

5. CHARISM OF THE SERVANTS OF THE SACRED HEART OF JESUS AND OF THE POOR

It is the configuration with Christ Servant and Merciful, which is manifested by the spirituality of love and reparation and in the evangelical service to the poor and needy.⁹

6. MISSION

To educate children and youth who suffer from economic or emotional poverty, or who do not fit into any place. This is achieved through merciful and professional accompaniment in their Christian and integral formation, making them aware of their dignity as children of God, so that they become honest people at the service of their brothers and sisters and commit to serving society.

7. VISION

The Children’s Homes for the Servants of the Sacred Heart of Jesus and the Poor, animated by the spirit of their Founder, Saint José María de Yermo y Parres, implement a well-rounded educational approach, contributing to the promotion of the poor, so that they are capable of building their own life project, allowing them to effectively insert themselves into society as Christians and honest citizens.

8. VALUES

These are the values promoted by the Yermo Educational Communities:

- a) **Love**, also merciful love, an expression of Charity, which requires a humble donation and sacrificed self-giving to remedy the needs of others in a careful,

⁷ Cfr. Ibidem

⁸ Yermo y Parres, José María, *Conferencia sobre amor, servicio y educación a los niños pobres*, Puebla, 8 de noviembre de 1890: APY, Doc. 4371, *Positio*, p. 488

⁹ Cfr. SSCJP, *Constitutions*, Puebla 2017, n. 2

delicate manner and according to their possibilities. *"May they not look with indifference at the sorrows and joys of others. Make them reflect on the sufferings of others, especially those that the girls may overlook due to their superficiality"*.¹⁰

- b) Liberty**, the inner strength that makes a person grow and choose what is right. *"You shall educate in obedience, subjecting them to a firm and gentle discipline that respects the initiative and liberty of the girls"*.¹¹
- c) Responsibility**, consists of taking ownership of one's actions and their consequences as a result of the decisions we make. *"They will be subject to your orders with diligence and punctuality, accommodating their behavior to it, and not undertaking anything that would prevent their faithful compliance to them"*.¹²
- d) Service**, implies discovering and intelligently sharing personal values with others for the good of the community. *"You will teach them that solid piety is not sad, rude or ridiculous. On the contrary, they will understand that love concurs with the simplicity and diligence of providing service to others. With due permission they will help and encourage others with their assistance and kind words"*.¹³
- e) Respect**, consists in recognizing one's own dignity, that of others and the attitudes based on this recognition. *"You shall treat them in a kind way showing goodness; you should avoid demonstrating behavior that is cold, unemotional, harsh or indifferent. Girls should always be spoken to in a benevolent, delicate and respectful manner trying diligently to help them in their needs"*.¹⁴

9. MAY GUIDING PRINCIPLES

- a) Christ-centered approach.** The first principle of the MAY is to project and transmit to students the present experience of the spirit of our Founding Father, which is the configuration with Christ Servant and Merciful, manifested in a spirituality of love and reparation to the Heart of Jesus.¹⁵
- b) Attention and good treatment.** The Sister caregiver, through her charity, tender loving care and fine manners, will know how to win the hearts of the students and the collaborators. This will greatly influence the positive outcomes that are hoped for.¹⁶

¹⁰ Yermo y Parres, José María, *Directorio para la educación de las niñas que están a cargo de las SSCJP*, II parte, Cap. 4, *"Del trato con sus compañeras"*

¹¹ Idem, *"Reglas de prudencia relativas a la libertad"*, Cap. 18, n. 3

¹² Idem, II Parte Introducción

¹³ Idem, II Parte Cap. 4, n. 5

¹⁴ Idem, Cap. 21, *De la Mansedumbre*, n. 2

¹⁵ Cfr. *Constituciones SSCJP*, 2017, n. 1

¹⁶ Cfr. Yermo y Parres, José María, *Proyecto Hombre*, p. 89

- c) **Human promotion.** The multidisciplinary team responsible for the education of students and who have great influence in this noble task, will take into consideration that each of the students they teach will later form a family; therefore, what they teach them now, in turn, will be transmitted to their families, thus prodigiously multiplying the work they currently perform.¹⁷
- d) **Comprehensive education.** The education of children in the Children's Home is more solid and complete, because as they live in the same house as the Sisters, it is much easier to care for them, to study their character in depth in order to combat bad inclinations instilling in them good principles, encouraging them to advance in good moral virtues and helping them to develop a consistent work ethic.¹⁸ They take better advantage of this privilege by taking into account that *"true education aims at the formation of the human person in the pursuit of his ultimate end and of the good of the societies of which, as man, he is a member, and in whose obligations, as an adult, he will share."*¹⁹
- e) **Evangelizing pedagogy.** The specific mission of the agents who participate in the formation of the students *"is not limited to that of simple teachers, but extends to that of true educators, who form their hearts,"*²⁰ thus achieving the educational ideal of our Founding Father: *"To form true Christians and lead them to God."*²¹
- f) **Family co-responsibility.** The family should be seen as the first and foremost educators.²² Parents should collaborate in union with the Caregiver, giving continuity to the religious education of their children; accompanying them in Sunday celebrations and in their sacramental life, where they experience and celebrate the faith they profess.²³

10. SYMBOLS

Symbols of our identity as Yermo Educational Communities:

a) Coat of arms of the House of Yermo or Heraldry

The coat of arms of the House of Yermo is made up of the following: a silver field with a green oak tree. At the foot of



¹⁷ Cfr. Yermo y Parres, José María, CC 323

¹⁸ Cfr. Yermo y Parres, José María, *Proyecto Hombre*, p. 57

¹⁹ Concilio Vaticano II, *Declaración sobre la educación cristiana Gravissimum educationis*, 28 de octubre de 1965, Proemio, n. 1

²⁰ Cfr. Yermo y Parres, José María, *Proyecto Hombre*, p. 49

²¹ Cfr. Idem, p. 29

²² Congregatio de Institutione Catholica, *Pacto Educativo Global*, 2019, p. 9. Disponible en bit.ly/3WCXkuy (Consultado el 17 de mayo de 2024)

²³ Cfr. Yermo y Parres, José María, *Proyecto Hombre*, p. 30

the tree, there is a black wolf in a walking attitude, a gold border and eight red blades.

The military insignia of the Morion or Zelada on the shield is adorned with burnished steel placed entirely in profile, looking to the right side as a sign of its legitimacy.

The open and raised visor has three visible grills nailed with gold borders and lined with gules of red color; medium lambrequins with dark shades, gold with brown shades, pink and darker shades of pink and gold with light brown shades.

They are illuminated and painted in the first quarter of the shield, which is the head of this amplification of weapons and can be seen in the escutcheon.

- The silver field manifests the purity of the lineage, for whoever uses it.
- The gold field signifies merit.
- The red blades signify victory.
- The oak symbolizes strength.
- The wolf represents boldness.

b) Logo of Father Yermo

A life to illuminate the world.

This logo was created in 1990, the year of Father Yermo's beatification. It contains elements that symbolically describe his life.



- The circle or sun, symbolizes Christ, light of the world, the transcendent, the union with God and with mankind. The horizontal sections symbolize a fragmented world, consequence of sin, hatred, war, poverty and misery. It is the world of the poor that suffer. It is a world in movement, rupture and reconciliation that the Sacred Heart of Jesus shares with Father Yermo in his work of merciful love in favor of the poor.
- The colors that oscillate from orange to yellow, symbolize the light of Christ, that through the holy life of Father Yermo is illuminating the world to the extent that the charism of humility and merciful love is made present.
- The wheat spike symbolizes the life of Father Yermo, life crushed with pain and suffering in the likeness of Christ to become bread for the poor. This pain and suffering are also expressed in the cross that forms the stem.

- The monogram located to the right side of the wheat spike are the initials of José María de Yermo y Parres.
- The phrase *"Giant of Charity"*, written in three languages, surrounds the circle. This title was given to Father Yermo during the flood of 1888, by the Governor of Leon, Guanajuato.

c) **Motto**

"To educate, one must love intensely"

d) **Father Yermo's Hymn**

**Let us sing a thousand hymns of glory,
in praise of the grand Servant of God
Let us exalt his remarkable victory
with accents of triumph and honor. (bis)**

Father Yermo, your blessed forehead, the eternal laurel wreath,
He who grants infinite bliss to the heroes that exalt the faith.

In the eternal mansion of heaven you now enjoy boundless glory.
We have seen our desire fulfilled to see you raised at the altar.

Father Yermo, the poor and humble in you, found their Shepherd.
A total surrender is not measurable, you gave them your life and love.

Father, you who loved the poor and children,
and knew how to give your life,
by surrounding with tenderness and love
those who had neither roof nor bread.

e) **Cross**

The cross was designed by the Founder. It is made of natural iron and burned to a black color. In the center is an engraved heart crowned with thorns. In the ceremony of the first vows, this cross is given to each newly-professed Sister.



11. JOB PROFILES AND DESCRIPTIONS

The *Family* that comprises the Children's Home is made up of various subgroups: the Religious community, Sister caregivers, students, parents or guardians, administrative and support personnel, and volunteers. They all share the task of evangelization and

promotion of students in an environment of effective solidarity, freedom and respect for people, creating an atmosphere of communion and participation.²⁴

- a) **Community of Sisters:** The driving force that supports and collaborates in the educational mission of the Home, enriched by the teachings and example of Father Yermo, who propels to evangelize and promote the poor. *"Consider the work of teaching poor girls as one of the most distinguished professions in Christian life, remembering how the Savior gave himself the title of Teacher, and encouraged the Apostles to teach the ignorant."*²⁵
- b) **Sister Caregiver:** The Sister Caregiver carries out a difficult but beautiful mission, which is why it is essential that, in addition to certain aptitudes and qualities, she possesses charity and self-denial, for she represents for the students the maternal love that they lack, be they orphans whose parents live far away.²⁶

The Sisters Caregiver should be:

- **Systematic:** Doing her work with equilibrium, respecting order, and being constant; all in order to avoid confusion in the students.
 - **Creative:** An important quality so that the students can apply it in their work, avoiding routine in the education.
 - **Perceptive:** Taking special care in getting to know her students so as not to fall into dogmatism or intolerance; in this way she can properly serve and guide their formative process.
 - **Sensitive:** Being capable of perceiving the needs of the students, avoiding all harshness in her way of respecting their feelings and treating them. They will lavish special care on the most miserable, those who lack talent and education, the sickly and those who, due to their physical and moral defects, inspire a certain antipathy, annoyance and even aversion.²⁷
- c) **Students:** They are poor children, adolescents and young people (ChAY), subject to the family, social, economic, religious, political and cultural problems of their environment and time. *"God called you for the poor and wanting to care for the rich is contrary to his will and a departure from the path he has marked out for society."*²⁸
- d) **Parents or tutors:** They are constituted by God as the first and foremost educators of their children. With their committed participation they collaborate in

²⁴ Cfr. PGP, p. 38

²⁵ Yermo y Parres, José María, CC 322

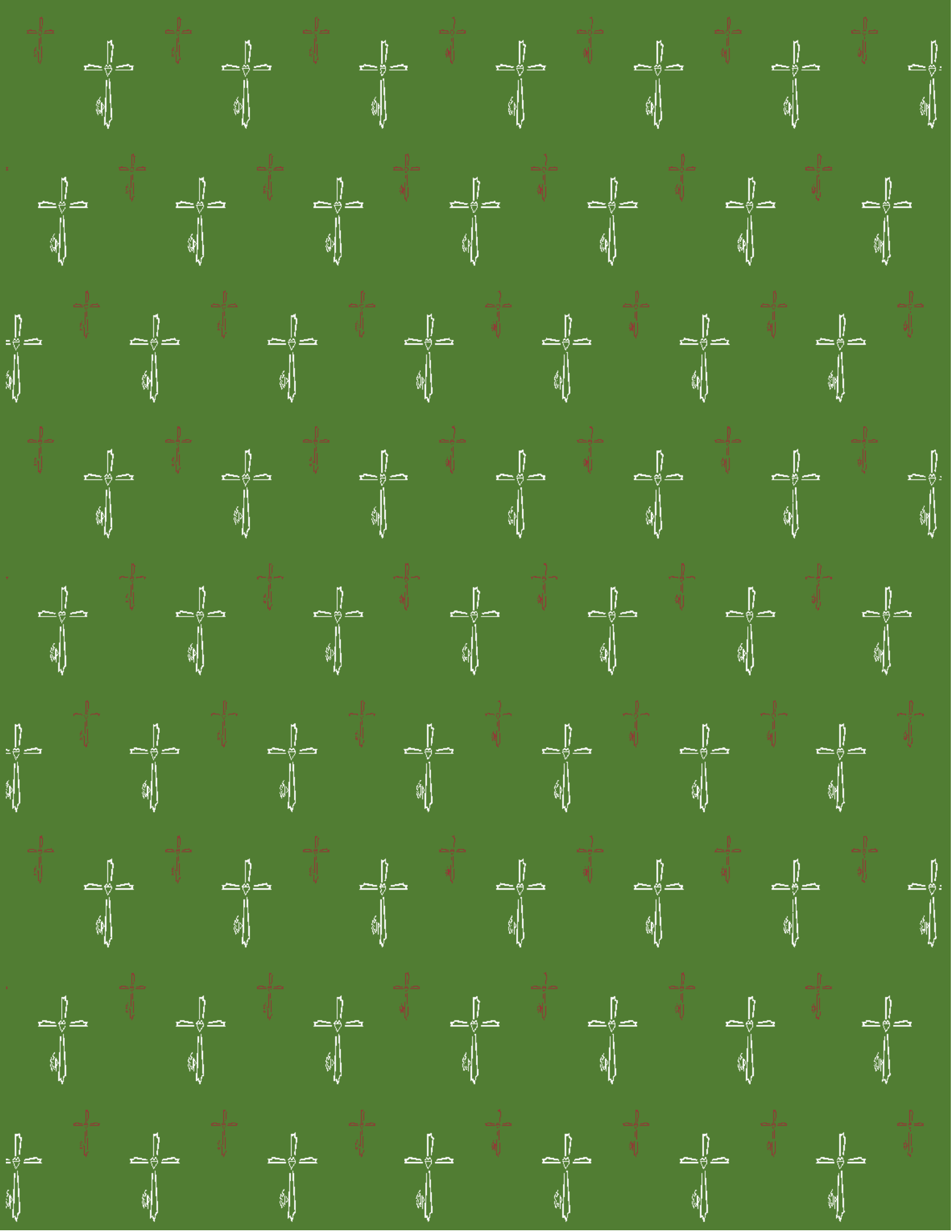
²⁶ Idem, 322

²⁷ Cfr. Yermo y Parres, José María, *Directorio Internados*, Cap. IV

²⁸ Yermo y Parres, José María, CC 337

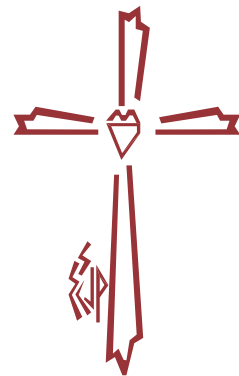
the integral formation of the students, providing them with the materials and resources within their reach, primarily witness and accompaniment.

- e) **Administrative and Support Personnel:** They are qualified people in their area and identify with the philosophy of the Children's Home. With their work, service and testimony, they contribute to the smooth running of the activities.
- f) **Volunteers:** They are people of good will who, with their material resources, services and time, collaborate, free of charge, in the development of activities for the educational mission of the Children's Home.



III

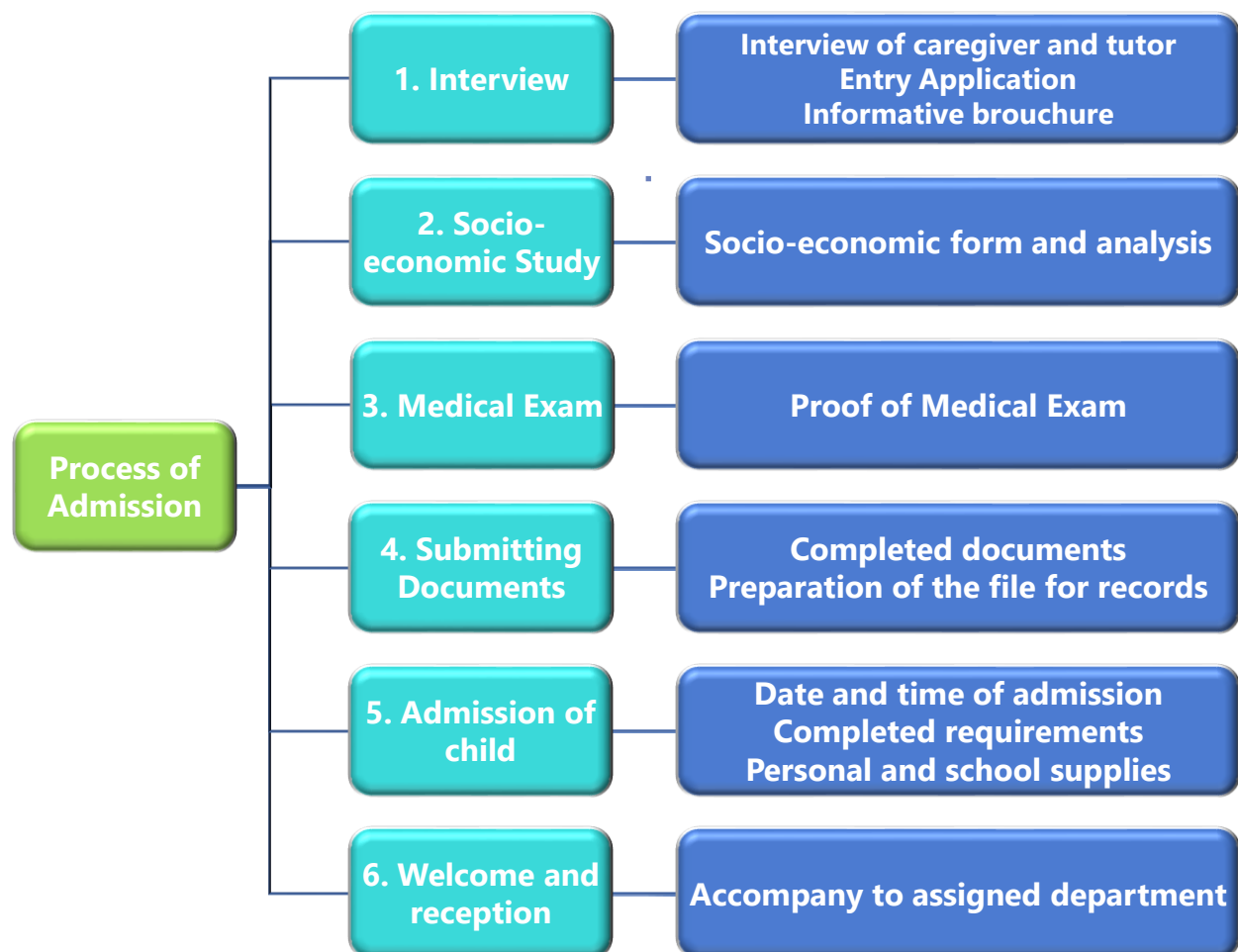
MAY Intervention Stages



This section breaks down each stage of the model that, enunciated, infers the process of transformation of the person based on the intervention of the different areas of the center, in accordance with the needs and desires of the student cared for.

1. STAGE I. ADMISSION

The admission process is accomplished with the intervention of an interdisciplinary team; information is collected and the student's record file is prepared, based on an interview, filling out of forms and the studies carried out.²⁹



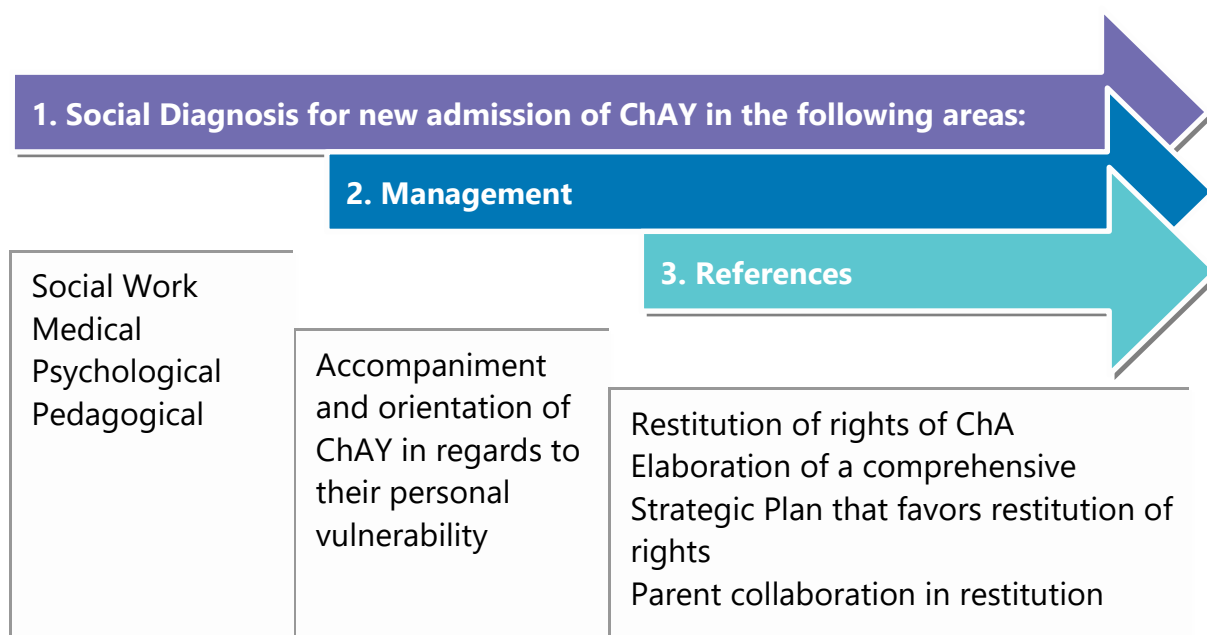
²⁹ Lazcano A. Iliana, field study

2. STAGE II. STAY: CARE AND RESTITUTION

In this stage of the model, the formation of children and adolescents is undertaken and, subsequently, the restitution of the rights of which they were deprived is brought about progressively. In order to achieve restitution, a personalized care plan is needed until access to their rights is attained.

In restitution, the aim is to formulate a plan in order to restore the child to the normal state of protection they had before their rights were violated and denied.

It is precisely in the absence of said protection that the Social Assistance Centers (CAS) come into play.³⁰



- **Social diagnosis.** With the support of a social worker professional, when students are admitted and attending to their personal needs, a study is carried out that takes into account the social context from which they come. Likewise, the corresponding and necessary studies are carried out to address the psycho-pedagogical area.
- **Management.** Students are provided with the necessary support regarding the vulnerable situation they present and in accordance with the protocols established in the CAS.
- **References.** In all the Children's Home, a comprehensive Strategic Plan is designed that favors the restitution of the rights of children and adolescents; also, collaborative work is carried out with parents in the restitution of their rights.

³⁰ Cfr. Barrera, Laura; Naime, Jesús; Guerra, Luis Enrique y Domínguez, María Concepción (2018), *Modelo tipo de atención y protección integral de centros de asistencia social para NNA*, p. 50. Design: Iliana Lazcano

2.1 COMPREHENSIVE STRATEGIC PLAN

Beginning with the Congregation's General Plan (PGC) and grounded on the MAY, Entities implement plans and projects adapting them to the reality of each local community, and thus generating the Children's Home Plan, safeguarding its unification and application to attain an effective comprehensive formation of all its students. To prepare this Comprehensive Strategic Plan and fully capitalize on it, the Sister Caregiver must know the way of life and the needs of the students. When teaching, it is important to prioritize skills and knowledge that will be most relevant and practical for their social class, and ensuring as much as possible, that they receive a well-rounded education.³¹

a) General Objective

To provide a welcoming stay, in which children and adolescents are guaranteed a comprehensive formation, taking care of the restitution of their human rights through a merciful and professional service, provided by trained personnel who engage in continuous professional growth and are sensitive to their problems. The purpose is to help them attain a better quality of life so they can become agents of transformation.

b) Specific Objective

To contribute to the human promotion of the poor children and adolescents through quality Christian education in order to lead them to God.

c) Assessment and diagnoses according to the different multidisciplinary areas of care:

- **Social Work.** Its actions take into consideration the family conditions, the social environment, the context and their support network. To do this, they can use home visits, phone calls, and various other strategies.
- **Psychological.** It does specialized work in relation to the emotions and disorders presented by the children or adolescents at the center, which are a product of the violation of their rights.
- **Health.** Addresses disparities in vaccination schedules and physical conditions; coordinates aspects of nutrition, hygiene, control and supply of medications. Likewise, it works on restoring general health and promoting preventive health.
- **Legal.** Provides legal representation for children and adolescents, carries out extemporaneous records, trials for the protection of rights and for restitution.
- **Pedagogical or educational.** It focuses on regulating and enhancing the stages of childhood development with its skills and tools. It is responsible for seeking remediation and leveling educational development when an infant or adolescent is behind in school.

³¹ Cfr. Yermo y Parres, José María, *Proyecto Hombre*, p. 44

- **Nutrition.** It aims for a child-centered nutrition, which focuses on providing a diet tailored specifically to a child's age, physical development, local climate, available foods and unique nutritional requirements to ensure optimal growth and protect their health.

2.2 CONTENT

In response to the world's realities, the proposed approach centers on evangelization and comprehensive promotion of the poor, encompassing the development of values, catechesis and liturgical life to foster a more just and compassionate society. The process ensues according to the needs and level of education of the students, through the support and accompaniment in their school activities, the implementation of workshops and psychological attention, as required. The purpose is to develop skills, aptitudes and creativity, which can become an alternative means of obtaining resources for them. These contents are preferably adapted to those most vulnerable or impoverished, in the different environments where the religious Congregation works, which allows for the continuation of the mission that the Founder inherited to it in the charism.

The development of the contents and activities takes into account the integral formation of the students in its different dimensions: physical, personal, spiritual, sociocultural and academic, with the intervention of the interdisciplinary team and other members who collaborate in the Children's Home:

- Physical Dimension.** The Sister Caregiver ensures the physical care of the girls. Likewise, she teaches them self-care through a balanced diet, physical exercise with the practice of a sport, grooming, personal hygiene and appropriate rest. It includes formation in healthy behaviors and health promotion. *"The Sisters and Little Sisters will ensure that their food is well cooked, varied, healthy and nutritious; and at the same time simple and abundant."*³²
- Personal Dimension.** The aim is to provide students with all the tools that contribute to their growth and personal improvement, instilling in them good habits and manners, through workshops, conferences and personal dialogue. Each workshop is planned to help develop skills and aptitudes, promote creativity, form the will and manifest values.³³ Among those taught are self-esteem, human values, integration, music, sewing, baking, and others.
- Spiritual Dimension.** In the Children's Home an appropriate environment is provided in order to favor a personal encounter with God, illustrating their intelligence with the truths of the faith and helping them to value the life of grace.

³² Yermo y Parres, José María, *Directorio Internados*, Cap. VI, 1ss

³³ Cfr. PGP, p. 19

Formative activities are carried out, such as catechism of Christian initiation, Sacraments, Catholic Christian values, moral principles, preparation of Eucharistic ministers. As for catechesis, it is planned according to the grade level of the students and following the requirements of each diocese. *"It inspires them with the pleasure and frequent use of prayer, making them accustomed to turning to God in the various circumstances of their life."*³⁴ Liturgical activities are carried out to nourish and invigorate in the students the spirituality of the Yermo Family inserted in the Catholic Church. Meditations, liturgical instruments, holy hours, rosaries, pious practices, stations of the cross, penitential acts, spiritual retreats are favored...

- d) Sociocultural Dimension.** Cultural, sports and social activities are carried out for the socio-emotional growth of the students and for them to foster interpersonal relationships, dialogue and positively influence the society in which they live;³⁵ among these are: outings to museums, sports complexes, water parks, movie theaters, circuses, birthday celebrations, visits from benefactors, graduations, community gatherings, participation in sports tournaments, field trips... *"What the Institute aims to do is the true well-being of the girls; for this reason, since teaching is the exercise of a work of charity, they will seek not appearance and exteriority, but rather what serves for their salvation, so that in the future they will be useful for themselves, for their families and for the society in which they will live in."*³⁶

For the members of the Children's Home family, human and Christian education is a mission that integrally liberates, favoring the living of their faith in order to become authentic Christians and form just and fraternal societies. Therefore, the following aspects must be taken into account, as they impact the educational activity:

- Formation of the will with the capacity for choice and decision.
- Formation of hygiene, work, study and collaboration.
- Acceptance, appreciation and education of one's own sex.
- Development of physical, artistic and creative abilities.
- Formation of judgment and discernment regarding human and Christian values.
- Cultivation of the values of silence, contemplation, prayer, aesthetic sensitivity and openness to the transcendent.

³⁴ Yermo y Parres, José María, *Directorio Internados*, Cap. XV, n. 11

³⁵ Cfr. CEM, *Educación para una nueva sociedad*, p. 19

³⁶ Yermo y Parres, José María, CC 329

- e) **Academic Dimension.** The Sisters are committed to safeguarding the process of academic and formative development of the students in their care. They are assisted by qualified personnel in providing advice on extracurricular activities. They verify compliance with said school activities and work, as well as due adherence to the provisions of the school that the students attend, instilling respect and adherence to the educational authorities. *"The Sisters will always speak with respect to the girls, about their classes, and will ensure that this respect extends even to the place where they are taught, teaching the girls not to chat or play in such places, even when it is during recreation hours."*³⁷

2.3 LEARNING PROCESS

Education is conceived as a global and integral process where the student is the protagonist of his own learning, through actions, essay writing and discovery, where intelligence is capable of constructing and reconstructing, and not only of receiving knowledge.

It is open to several possibilities, mainly to a practical and constructivist pedagogy, which develops in students the knowledge, skills and attitudes to relate theory and the events that happen in their environment, transforming the reality of their individual and social environment based on the four pillars of education:

- a) **Learning to Know.** It guides the student so that he is able to develop all his abilities, awaken his intellectual curiosity and his critical thinking, being open to a constant process of formation.
- b) **Learning to Do.** It is based on putting knowledge into practice, positively influencing the environment and adapting education to the future, acquiring knowledge, skills and attitudes to face a large number of situations, and working as a team, within the framework of different social experiences.
- c) **Learning to Live together.** Teaching from a young age that there are differences between people and that they must be respected. Learning to share and work by exchanging ideas, generating common projects, preparing them to face conflicts and stimulating mutual understanding.
- d) **Learning to Be.** It is intended that each person develops in an integral manner, not only with respect to knowledge, but also in body and mind, intelligence, sensitivity, individual responsibility, spirituality, from the beginning of life to the end of it.

³⁷ Yermo y Parres, José María, *Directorio Internados*, Cap. VIII, n. 1

The pedagogical action of the Caregiver consists of creating working conditions that allow students to develop their abilities and skills, to effectively strengthen them in meaningful learning that is reflected in their social performance within the environment in which they operate.

2.4 METHODOLOGY AND DIDACTIC

All educational action is developed through a systematic process that determines pedagogical strategies. *"The education of children is important for the child himself, for the parents and for society."*³⁸ Therefore, the Yermo Care Model considers three elements that interact in said process:

1) Personal, Family and Social Knowledge

This is achieved by actively engaging with the poor through open communication and interpersonal relationships, in order *"to gain a deeper understanding of their character while respecting their unique individuality"*.³⁹ The role of family involvement in their child's education is crucial, therefore, the Children's Home actively communicates with parents and dynamically supports them in their primary responsibility of educating their children, aiming to foster a positive home learning environment, empowering parents to own up to their mission as educators.

Concerning the socio-cultural context of the students, the school assumes *"as the initial step of the process, the condition and necessities of our poor, involving ourselves in their way of living"*⁴⁰. Avoiding paternalism, our pastoral pedagogical effort is aimed at an educational service embodied in their own reality that promotes them integrally.

2) Formation of the heart and educational self-management

This process implies a promotion and evangelization that drives the Children's Home to a commitment of educating the student in a teleological and axiological formation so that they are able to project their actions with freedom and responsibility. *"Dedicate yourselves, my daughters, with all your efforts, to cultivating the tender hearts of children, because of their age they are well disposed to receive the good seed that you deposit in their souls, pristine soil."*⁴¹

³⁸ PACE 233

³⁹ Yermo y Parres, José María, CC 336

⁴⁰ Yermo y Parres, José María, CC 329

⁴¹ Yermo Y Parres, José María, *"Conferencia sobre amor, servicio y educación a los niños pobres"*, Puebla, 8 de noviembre de 1890, *Positio*, p. 490

Inspired by the words of our Founding Father, we insist on the development of the following skills:

- Recognizing their own dignity as children of God.
- Loving God and neighbor.
- Acquiring a healthy emotional balance.
- Interacting and interrelating freely in their environment.

3) Personal, environmental and community transformation

Once the personal, family and social understanding is acquired, it becomes necessary, through the Values Formation Program, to put it into practice what allows the students to be transformed into persons who assume a loving commitment to serve Jesus Son of God, their community, their country, and Christ's Church, as well as contributing to the improvement of their environment. *"Everything has an impact on society, which can be more or less positive depending on the education given to the child who is the man of the future. Those who aspire to change society work in the field of education for children."*⁴²

2.5 PEDAGOGICAL STRATEGIES

The three elements considered in the method denote the formulation of a series of strategies that make the educational objectives a reality; so, the Yermo Care Model proposes integrating the students into their environment, where they find values and anti-values that need to be constantly discerned in the light of the Gospel.

*"...some means needed to be implemented in order to obtain the fruit God our Father expects. The first is to confidently place all the students' souls in the paternal hands of God, guaranteeing that for Him all things are possible; always prayer, charity, patience, perseverance, and justice; harshness only serves to instill hatred towards the authority. The poor should be treated as children of the King of Heaven. The unity and support among yourselves are crucial".*⁴³

Following the teachings of our Founding Father, the following is prioritized:⁴⁴

- a) Dialogue that establishes permanent contact with students, parents or guardians and staff in general.
- b) Home visits.
- c) School for parents and spiritual accompaniment.

⁴² Yermo y Parres, José María, *Proyecto Hombre*, p. 11

⁴³ Idem, pp. 39-40

⁴⁴ Cfr. PGP, p. 95

- d) Participation in various events, ceremonies and recreation.
- e) Study, deepening and clarification of values.
- f) Formation of a critical conscience.
- g) Delegating responsibilities.
- h) Motivated discipline.
- i) Leadership formation.

2.6 FORMATION EVALUATION

- a) **Diagnostic Evaluation.** It refers to the admission profile of students. It allows the identification of the causes and possible solutions to the problems they may present, as well as detecting their qualities. To do this, interviews are used with precise data (physical, religious, family and economic situation, which are recorded in the admission application) and, where needed, a psychological assessment is performed.
- b) **Formative Evaluation.** It is carried out during the ongoing process to make an intermediate assessment. In this phase, a serious reflection permits identifying the progress of the planned actions and the limitations that hinder the achievement of the objectives, in order to help reorient the tasks. The ideal instrument is a follow-up form (a curriculum vita containing data on academic progress, medical history, human, spiritual and social development).
- c) **Final Evaluation.** It records the achievement of the initial objectives, as set out in the Strategic Plan, in order to collectively analyze the relevance of the Children's Home intervention. For this stage, tangible evidence supports the carrying out of the activities and their achievements.

*"In the field of educational, the route and the end are often confused, with the consequent difficulty in determining the parameters by which the quality of both can be defined."*⁴⁵

2.7 GENERAL EVALUATION OF THE CHILDREN'S HOME

Active participation has been ideal for carrying out the general evaluation of the Children's Home within the MAY, since it allows:

- a) To carry out critical self-reflection and knowledge development by all participants.
- b) To have as fundamental criteria for evaluation the achievement of promotion and shared management.

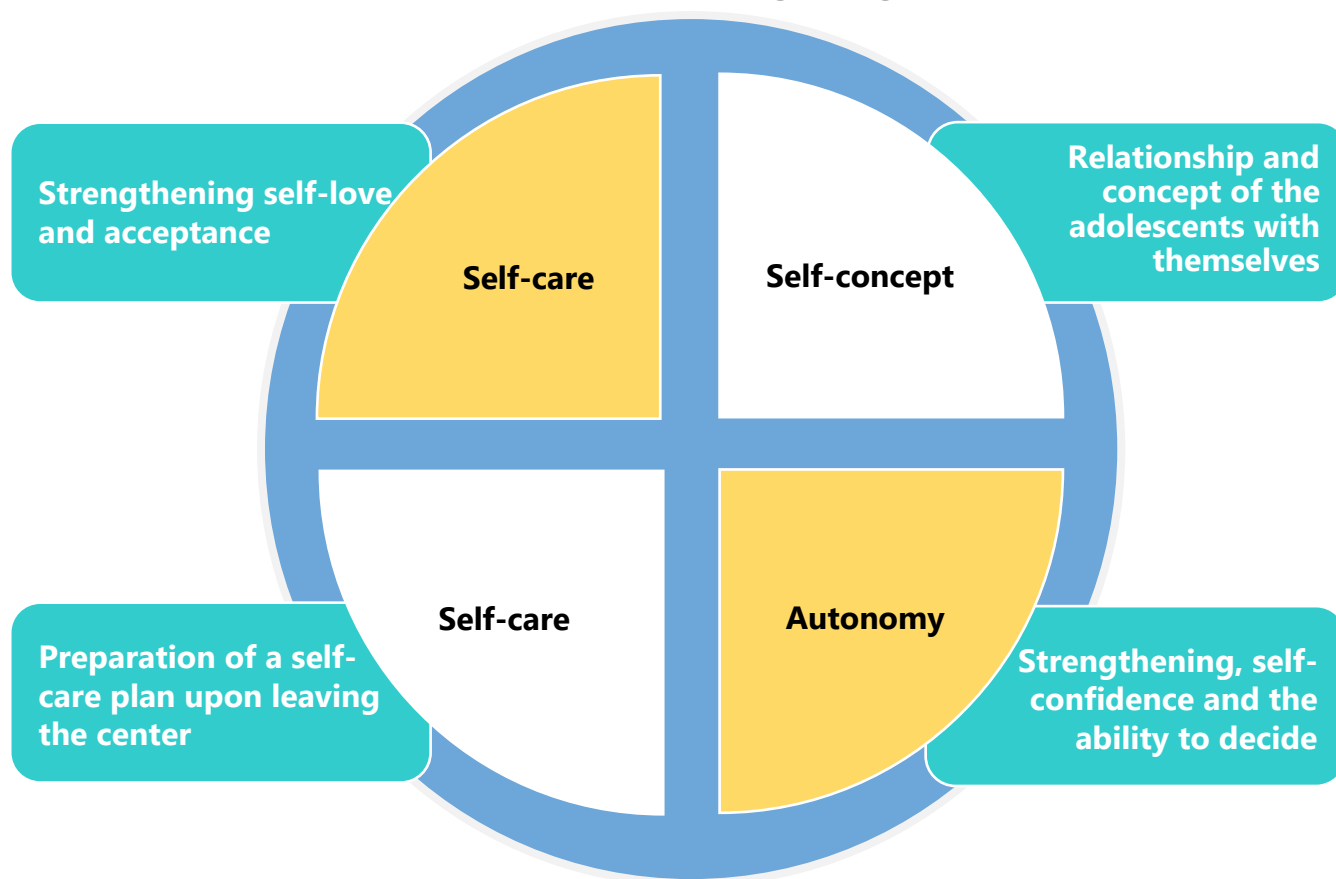
⁴⁵ B. Luis, *Reflexiones en torno a la calidad de la educación*, Puebla, 1994

- c) To locate the method, fundamentally it being reflection-action-reflection.⁴⁶
- d) Refocus the evaluation on the students as the main actors in the educational process.

3. STAGE III. DISCHARGE

In this step, the results of the implementation of the Model are evaluated when the departure of the child, adolescent or young person from the Children's Home is imminent. Upon discharge, there are several reasons why they depart: **a)** Completion of the highest academic level that the Children's Home has, **b)** Reaching the maximum age of care according to the Children's Home regulations, **c)** Other personal situations. The preparation involves life skills: self-esteem, self-concept, self-care and autonomy. In this manner, upon discharge, the student will have achieved a certain profile that allows for personal fulfillment as well as to function adequately in society.

Outline of the discharge stage:⁴⁷



⁴⁶ *Íbidem*

⁴⁷ Barrera, Laura; Naime, Jesús; Guerra, Luis Enrique; Dominguez, María Concepción (2018), *Modelo tipo de atención y protección integral de centros de asistencia social para NNA*, p. 60

3.1 MAY GRADUATION PROFILE

Upon graduation, the students:

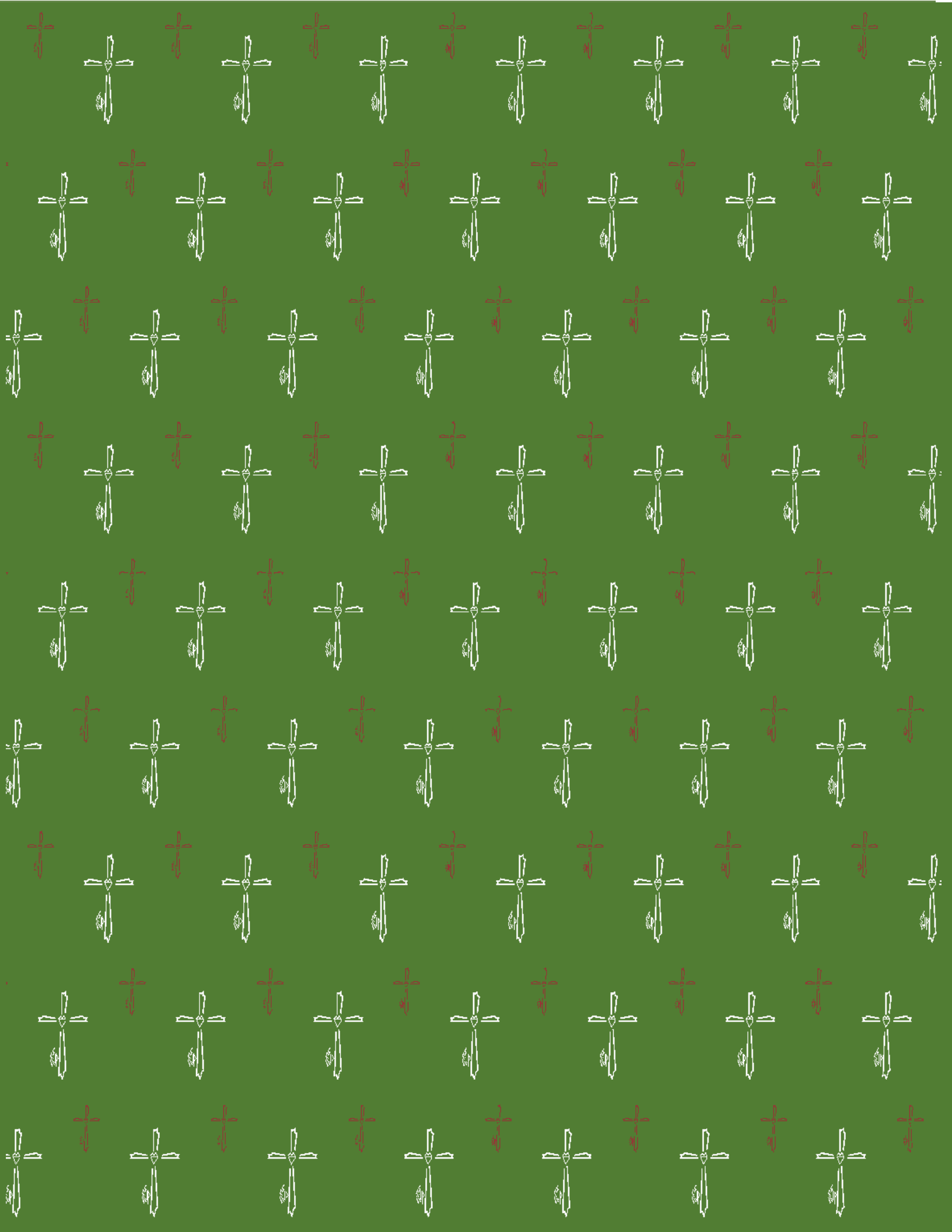
- a) Will recognize their dignity as children of God through self-knowledge and healthy self-esteem, which will allow them to act with inner freedom in order to choose the good.
- b) Will be able to understand and live the Christian values of the Catholic religion, as well as to promote the spirituality of the Sacred Heart of Jesus in a creative and active way, within the environment in which they develop.
- c) Will have solid academic skills, with openness to innovation in science, for the construction of their own life project. This will allow them to be agents of change in favor of a more just and fraternal society.
- d) Will be able to establish respectful relationships through dialogue, which favor a peaceful coexistence according to the values of the Gospel.
- e) Will value life from its conception to its end, according to the nature of the beginning and end of the human being.
- f) Will be committed to the care of their physical, emotional, spiritual and social health, as well as to the protection of the environment, taking as a principle the procurement of the Common House.
- g) Will be distinguished by service, intelligently placing personal values at the disposal of others for the common good.
- h) Will be responsible when making commitments and assuming their own actions with their consequences, as a result of the decisions made.
- i) Will express charity through humble donation and sacrificial delivery to remedy the needs of others according to their possibilities.

3.2 PROCESS FOR THE WITHDRAWAL OF CHILDREN, ADOLESCENTS, YOUTH

This work relates different areas of attention: educational, psychological, legal, social work and health. Each has a role to play in strengthening the children and adolescents upon their withdrawal.

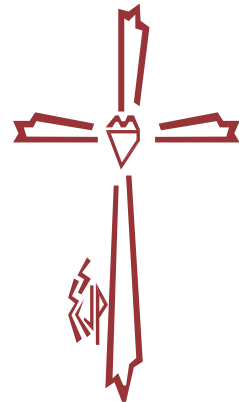
- a) **Educational.** Reinforcement of life skills and economic development in the case of adolescents.
- b) **Psychological.** Support in the development of their autonomy for adaptation at the time of leaving the center and during the next steps in their life.
- c) **Health.** Strengthening hygiene habits, healthy lifestyles and preventive health according to the age and development of the ChAY concerned.

- d) Social work.** Completion of discharge forms, measurements and results of home visits, or of social management.
- e) Evaluation.** Assessment of the quality of services, of the care and attention process in the Children's Home, as well as the discharge profile of each student.



IV

Management Framework



The Management Framework is a set of actions carried out within the Children's Home to guide the institutional dynamics and that allow the fulfillment of the mission and vision with which the collaborative work is projected in the development of the actions of each area. It consists of the formulation of some basic criteria that help the members of the Children's Home to execute the various actions and to make the necessary evaluation for decision-making and efficiency. This is done through three large fields: pedagogical, educational-evangelizing, and organizational. Each of these fields has its respective dimensions, as well as certain corresponding tools for the operation of this model.

1. MAY: PEDAGOGICAL FIELD

A long-term General Congregational Plan of SSCJP is drawn up, from which the plans for the Legal Entities derive. These are adapted to each local community and, stemming from them, each Children's Home makes its own Annual Strategic Plan, taking into account the general objectives, in attention to the formative dimension of the students.

For the elaboration of said Plans, the methodology and organization agreed upon in the Legal Entities are followed.

It is convenient that each action indicated in the Strategic Plan of the Children's Home be reflected upon from an analysis of the reality, in accordance with the mission and vision, defining its goals, strategic objectives, priorities, actions, those responsible, timeline and evaluation. It must ensure that the expected results are measurable with valid instruments for institutional evaluation.

The Strategic Plan of the Children's Home *"...will be arranged in each place taking into account the particular circumstances of each population, because charity, as the Apostle says, accommodates everyone to win them all to Jesus Christ."*⁴⁸

2. MAY: EDUCATIONAL-EVANGELIZING FIELD

It is based on the values of Christian humanism; however, it is not closed to the values of other cultures, nor to the positive advances of modern science and technology. It seeks to develop the human and Christian dimensions of all members of the Children's Home in order to achieve their total fulfillment. It covers two dimensions:

- a) **Human Dimension.** The aim is to achieve the harmonious development of all members of the Children's Home, of their physical, intellectual and moral capacities, in order to form renewed people, capable of influencing their environment.

⁴⁸ Yermo y Parres, José María, CC 328

The aim is to ensure that the students acquire habits of physical, mental, moral and spiritual hygiene, and that they live the discipline with freedom and respect for the person. Actions are established in the institution that guide the person towards the sustainable and permanent development of their being and their environment. The formation of a conscience capable of acting for the common good is sought.

- c) Christian Dimension.** It is crucial that all members of the Children's Home to grow and mature in their Christian life and become missionary disciples.

The students, especially women, are harmoniously promoted in their physical, moral, spiritual and intellectual capacities for the service and growth of their community. Evangelization is done from the perspective of communion with the Catholic Church and its pastors. Education is to form people committed to evangelical values. Wisdom and science to educate the poor is sought in the Divine source. The model is Christ the Merciful Servant and Mary the model of a faithful educator, who is attentive and ready to serve.

3. MAY: ORGANIZATIONAL FIELD

It constitutes the sustenance and defines the logistics that enables the development of all areas to articulate its operation. It is made effective in the responsible action of all members of the educational community through the Strategic Plan of the Children's Home. It guides and allows a coherent and adequate response to the diverse sociocultural realities of its student.

It is constituted by the Operative Administrative, Financial and Social Participation dimensions. These dimensions indicate the correct use of the Children's Home's resources, both human and material as well as economic. For this purpose, an organization and procedures manual are designed, which contain the organizational chart, as well as the profiles and the job descriptions of each of the members of the institution, the flow charts and the procedures in the performance of their responsibility.

Likewise, this area includes the files of all staff, regulations, agreements with official and private agencies, as the case may be, inventories, instruction manuals and all types of documents that facilitate the operation of the Children's Home and access to the information required in various circumstances.

- a) Human Resources Budget.** Budget that indicates what is needed in terms of personnel, but is not limited to the recruitment and retention of the latter, but extends to the need to train, educate and integrate people into the Children's Home. In this way, they will be led to improve their quality of life and, where appropriate, their work capacity.

The basic budget consists of determining the number of members of the Children's Home according to their roles: students, caregivers, support staff, etc., for each year.

- b) Material and Financial Budget.** Operations and resources plan formulated in order to achieve the objectives planned for a given time; it is expressed in monetary terms. In the area of operation, all aspects to be addressed must be taken into account: material resources, facilities, recreation, accidents, illnesses, etc. In the economic aspect, the income and expenses anticipated in the short and medium term must be noted. It is important to review and update it periodically.
- c) Social Participation.** Process in which one acts together with the other members of the Children's Home's family, through rights and duties that lead to achieving the institutional objectives, for which it is necessary to establish the criteria that govern the organization:
- Dedicate time to work in the Children's Home.
 - Have a space to meet with others.
 - Conceive education in the Children's Home as a common task.
 - Distribute tasks and diversify work.
 - Provide support and backing for initiatives.
 - Resolve conflicts, make decisions and carry out projects.

Yermo Care Model

	FIELD	DIMENSION	TOOLS
SERVANTS OF THE SACRED HEART OF JESUS AND OF THE POOR	Pedagogical	Formative	General Congregational Plan Entity's Plan Local Strategic Plan Tools for: • Formative Evaluation • Institutional Evaluation
	Educational- Evangelizing	Human Christian	Workshop Planning Schedules Liturgical Celebration Outlines Children's Home Directory
	Organizational	Operative Administrative Financial Social Participation	Organizational Chart Timeline General and Departmental Calendars Manuals for: • Profiles and job descriptions • Procedures • Guides and protocols • Instruction Manuals Manual for procedures Projects Budgets for material and financial resources Infrastructure Plan Agreements Handbook

Abbreviations

ABBREVIATION	MEANING
APY	Father Yermo's Personal Notes (<i>Apuntes personales del Padre Yermo</i>)
Cap.	Chapter (<i>Capítulo</i>)
CAS	Centro de Asistencia Social (<i>Social Assistance Centers</i>)
CBI	Child's Best Interest
CC	Circular Letters from Father Yermo to the Sisters (<i>Cartas Circulares</i>)
CEM	Mexican Conference of Bishops (<i>Conferencia del Episcopado Mexicano</i>)
Cfr.	Confront
ChAY	Children, Adolescents and Young People
CRC	Convention on the Rights of the Child
DIF	Integral Development of the Family (<i>Desarrollo Integral de la Familia</i>)
Doc.	Document
IACHR	Inter-American Commission on Human Rights
Ibidem	Citation exactly as the one before it
Idem	Same source citation
LGDNNA	General Law for Children, Adolescents and Young People (<i>Ley General de Niñas, Niños, Adolescentes y Jóvenes</i>)
MAY	Yermo Care Model (<i>Modelo de Atención Yermista</i>)
Mem.	Memories of the SSCJP (<i>Memorias</i>)
MEY	Yermo Educational Model (<i>Model Educativo Yermista</i>)
n.	Number
p.	Page
pp.	Pages
PACE	Programa de Atención Integral para Personas de la Tercera Edad
PGC	Congregation's General Education Plan
PGP	General Plan of Education Ministry (<i>Plan General de Pastoral Educativa</i>)
SSCJP	Servants of the Sacred Heart of Jesus and of the Poor

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