

# Delivery Approach Report

## More Care for Young Children Project



Kementerian  
Kependudukan  
dan Pembangunan  
Keluarga/BKKBN



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# 1. Executive Summary

## Purpose and Scope

This Delivery Approach brief synthesizes how MORECare4YoungChildren (MC4YC) implemented parenting and responsive caregiving interventions in two contrasting settings—urban Depok City (West Java) and rural North Timor Tengah/TTU (East Nusa Tenggara)—from March to September 2025. Using the project’s reports, progress notes, and field logs already provided, it (i) describes what was delivered, by whom, and with what adaptations; (ii) compares urban–rural implementation patterns; (iii) summarizes verified outcomes and constraints; and (iv) proposes practical recommendations for scale and sustainability. *“Field accompaniment and periodic evaluation make delivery tidier over time,”* – PLKB Pancoran Mas, Depok.

## Key Findings and Highlights

**Coverage and session schedule.** MC4YC operated in 20 sites (10 Depok; 10 TTU); Depok completed Modules 1–6 by July 2025, while TTU continued delivery into August–September with regular accompaniment from PKB/PLKB, typically on a monthly schedule in TTU and twice-monthly/as planned in Depok, often paired with Posyandu to improve access. *“We used church and village meetings so families could join without extra travel,”* – Dedi Tahoni, Village Head, Oabikase (TTU).

**Workforce and capacity.** A total of 51 cadres were trained (20 Depok; 31 TTU) on the BKB EMAS package, and Depok added a one-day facilitator refresher on public speaking and communication that measurably improved delivery quality and cadre confidence in leading sessions. *“After the refresher, I felt more confident to lead—using songs, simple activities, and clearer task-sharing,”* – Sri Suyanti, BKB Cadre, Depok.

**Module completion and learning gains.** Learning sessions covered Modules 1–6, and in Depok’s first five modules 175 of 196 participants improved their scores on before-and-after checks, indicating strong knowledge gains linked to structured facilitation and practice-oriented activities.

MC4YC Delivery Snapshot (March-September 2025)

	Depok (urban)	TTU (rural)
20 sites	10	10
51 cadres trained	20	31
6 delivered	1-6 completed in July	Delivery continued into Aug-Sept
Participant learning	All: 175/196 improved scores (Depok) & Male participation remains low (<10 per sessions)	
Government signals	TTU villages showed APBDes intent	
Delivery adaptations	WA groups, online prep, refresher training	Bahasa Dawan, Posyandu bundling, church channels

**Father engagement remains the hardest shift.** Despite targeted outreach, Depok’s Module 5 sessions in August drew fewer than ten fathers on average, and TTU faced similar constraints driven by work patterns and social norms; where fathers did attend, they reported greater awareness and began sharing caregiving tasks at home. *“Patriarchal norms are strong, but change starts when messages use real-*

*life examples and religious values,”* – Local Government Informant, TTU.

**Government engagement shows early systems traction.** Depok sub-districts and Puskesmas provided venues and staff for sessions, while TTU village governments signaled intent to allocate dana desa (e.g., for PMT and transport) and began discussing APBDes 2026 budget lines—signals that now need conversion into formal RPJMDes/RKPDes entries and district technical guidance (Perbup/Juknis). *“We have instructed PLKB to advocate for village funds so BKB continues after the project,”* – Basilius Haumen, Head of Dinas P2KB, TTU. *“We plan to include BKB EMAS in next year’s kelurahan work plan,”* – Titin Sumarsih, Lurah Leuwinanggung, Depok.

**Documented reach within the reporting window (Indonesia).** Reported counts include 196 women and 28 men engaged in Depok’s Module 5 cohorts, 210 women and 36 men reached across early modules in TTU, and 51 workers trained (20 Depok; 31 TTU), with broader child/parent totals compiled in the cross-country annex.

**Adaptations that worked.** TTU localized materials into Bahasa Dawan and scheduled through church/community events, while Depok paired sessions with Posyandu and used simple snack/reward nudges; in addition, Depok’s refresher and short online prep meetings strengthened facilitation, and simple board-game-style prompts made Module 5 discussions more engaging for fathers where used. *“We set up WhatsApp groups for reminders and to share short videos—cadres from other RWs learned through the group,”* – BKB Cadre, Depok.

**Delivery risks and constraints.** Attendance and quality were most affected by fathers’ limited availability due to work hours, early variation in facilitation skill, rotation of local officials, thin operating budgets (e.g., BOKB not always covering a full six-module cycle), and connectivity gaps in rural sites that limited digital support and remote mentoring.

### Comparative Highlights: Urban vs Rural

Aspect	Urban - Depok City	Rural - TTU (NCT)
Session pacing	Completed Modules 1–6 by July; frequent online prep for cadres	Monthly session schedule; continued into Aug/Sept with ongoing continuity via PLKB/PKB; no online prep due to signal/device limits
Workforce enablement	Extra facilitator (public speaking) training; cadres reported higher confidence	Cadres improved with practice; localization to Bahasa Dawan; pre-session briefings with PLKB
Participant dynamics	Strong mother turnout; low father turnout in Module 5, despite weekend trials	Mothers dominant; fathers constrained by work and norms; incremental gains via church/community anchoring
Government supports	Sub-district venues, Puskesmas inputs; data collection and finishing cycles	Village-level verbal commitments toward APBDes 2026; need formalization into RPJMDes/RKPDes; Perbup/Juknis gap
Digital/Comms	Used WhatsApp groups and online cadre meetings; growing social media reach	Limited to offline coordination; rely on community, church, and village notices

## Practical Recommendations for Scale-Up

The following actions translate the pilots' delivery lessons into a concrete scale-up package that districts and villages can adopt without altering core content. They preserve fidelity (six-module cycle, supervision, father engagement) while adapting operations to urban digital workflows and rural offline realities.

Table Scale-Up

Recommendation	Key actions	Lead Actors
Institutionalize the financing pathway	Convert village and sub-district verbal commitments into written entries in RPJMDes/RKPDes, and issue a Perbup with Juknis that: (i) codifies the six-module BKB EMAS cycle per site, (ii) specifies eligible spending (venues, cadre refresher, father-friendly weekend/evening slots, printing/forms, small PMT when paired with Posyandu), and (iii) links allocations to BOKB and dana desa to fund sustained cycles.	District (Bappeda; Dinas P2KB/Health),  Sub-district/kelurahan, Village heads & BPD, PKB/PLKB
Standardize a "Cadre Boost Pack"	Scale the Depok-tested one-day facilitator/public-speaking refresher mid-cycle (after Modules 2-3) and pair it with localized scripts (Bahasa Indonesia for urban; bilingual including Bahasa Dawan for rural) plus printable job-aids (checklists, mini-cards) so delivery quality does not depend on thick manuals.	Dinas P2KB; PKB/PLKB; mentor cadres
Engineer father-friendly delivery	Set clear Module-5 standards: weekend/evening by default, couple invitations (husband-wife), short game-based prompts that fit 60-75 minutes, and explicit coordination with employers/village heads/churches to protect attendance; monitor a simple KPI of $\geq 15$ fathers per site for Module 5.	Village/kelurahan leaders; PKB/PLKB; cadres; employers/church/adat leaders
Codify low-connectivity operations	Provide offline kits (printed before-and-after forms, parenting calendars, laminated visuals) and a 15-30 minute pre-session huddle template for cadre+PLKB the day before rural sessions, while maintaining WhatsApp peer support where feasible.	PKB/PLKB; cadres; Puskesmas
Assure quality at scale	When expanding beyond the initial 20 sites, require: (i) completion of all six modules per site, (ii) before-and-after checks at minimum for Modules 1-4, (iii) a father-engagement micro-plan approved before Module 5, and (iv) monthly PLKB/PKB supervision using a concise 10-item fidelity checklist with rapid fixes tracked to closure.	Dinas P2KB/Health; PKB/PLKB; monitoring focal points

### At-a-glance: Urban vs Rural scale starter kit

Component	Urban (Depok-type)	Rural (TTU-type)
<b>Cadre support</b>	1-day Training Fasilitator + online prep/eval + mentor cadre	In-person huddles (pre/post), peer simulations, mentor cadre
<b>Coordination</b>	WA groups + Zoom debriefs	WA (if any) + village/church announcements
<b>Monitoring</b>	G-Forms or paper; online after-action reviews	Paper forms; in-person reviews with PKB/PLKB
<b>Father engagement</b>	Weekend/evening slots; couple invites; partnerships (e.g., GATI)	Written invitations via village head; weekend/evening slots
<b>Financing focus</b>	Refresher & mentoring; small prizes; venue co-funding	Dana desa for PMT, transport top-ups, printing/forms

Table Summary at-a-glance

Dimension	Evidence-backed snapshot
Geographic scope	20 locations (10 Depok; 10 TTU) across two provinces.
Workforce and training	51 cadres trained (20 Depok, 31 TTU) on BKB EMAS; 1 facilitator/public-speaking training in Depok; cadre confidence increased post-training.
Delivery session schedule	Depok completed Modules 1–6 (by July); TTU continued into Aug/Sept with continuity via PLKB/PKB; sessions commonly paired with Posyandu.
Participant learning	175/196 Depok participants showed knowledge gain (pre–post, Modules 1–4).
Father engagement	Persistent challenge: <10 fathers/session in Depok (Aug); TTU limited by work norms—incremental change via community/church anchors.
Government signals	Sub-districts provided venues/health staff; villages in TTU expressing APBDes 2026 commitments—require formalization (RPJMDes/RKPDes; Perbup/Juknis).

## 2. Introduction

### 2.1 Background and Rationale

Scaling *Bina Keluarga Balita Eliminasi Masalah Anak Stunting* (BKB EMAS) requires more than strong content; it depends on delivery approaches that can be replicated across diverse local systems. Documenting how the program was delivered in two contrasting contexts—urban Depok (West Java) and rural North Central Timor/TTU (Kefamenanu, East Nusa Tenggara)—creates an operational blueprint for future adopters. In both sites, the MC4YC pilot relied on community-based cadres, routine group learning using BKB EMAS Modules 1–6, and local-government accompaniment. Yet the “last-mile” mechanics differed: Depok leveraged digital coordination and online prep meetings; TTU leaned on face-to-face facilitation, sub-district/village backing, and door-to-door follow-up when attendance lagged. These variations—shaped by connectivity, device access, work patterns of fathers, and local authority support—are precisely the variables that national and subnational stakeholders must consider to scale with fidelity and equity.

Local leaders underscored this delivery reality. *“Parents’ roles are changing—we now see fathers at Posyandu bringing their toddlers. It should not be only mothers who are responsible,”* said the Village Head of Leuwinanggung (Depok). In TTU, field teams described a different constraint set: *“Internet signal is limited; not all cadres have Android phones... activities are done at Posyandu once a month, combined with nutrition counselling; parts of the module are explained in local language so families understand,”* noted a BKB cadre.

Evidence from the pilot also surfaces typical scale risks—declining attendance over time, uneven facilitation quality, and the fragility of male engagement—making it vital to record workable countermeasures (e.g., WhatsApp reminders, incentives, targeted Module 5 tactics, and sustained PKB/PLKB accompaniment). As one TTU project officer put it, *“Some cadres found the module too thick; after two meetings they became more used to facilitating... senior cadres now prepare in Bahasa Dawan,”* highlighting how simple localization can close capacity gaps.

A second rationale is system readiness. The pilot shows that delivery choices intersect with government processes—planning/budget cycles, village-fund (Dana Desa) allocations, and sub-district operating norms. Where government actors participated consistently, the pathway to embed BKB EMAS into routine services and budget lines became clearer; where participation or follow-up was weak, sustainability was uncertain. As reported by a TTU sub-district official, *“Village governments committed to allocate budgets for BKB activities... support was especially visible during Module 5 (fathers’ roles),”* signalling a bridge from demonstration to institutionalization.

Finally, the pilot foregrounds digital practicality. In Depok, cadres coordinated on WhatsApp and could join online briefings; in TTU, limited device ownership/signal and data package constrained online options, nudging the team toward in-person coaching and post-session information sharing. For national scale, this implies a tiered digital strategy: pair low-bandwidth coordination (e.g., WhatsApp, SMS), while keeping critical facilitation supports available offline.

## 2.2 Project Overview

Geography & targeting. MC4YC operated in 20 community locations across two districts: ten RWs in Depok City (Pancoran Mas and Tapos sub-districts) and ten BKB/Posyandu sites in TTU (Kota Kefamenanu and Insana Barat). Each site targeted ~25 beneficiaries (pregnant women and caregivers of 0–2-year-olds), supported by trained BKB EMAS cadres and local health/family-planning officers.



*National Training for Cadres – March 2025*

**Core delivery package.** Delivery centered on (i) cadre training (three-day format with role-plays for Modules 1–6), (ii) an early commitment-building meeting with local government, and (iii) six module sessions delivered by cadres, with PKB/PLKB accompaniment and periodic facilitator refreshing. Depok completed Modules 1–6 by July; TTU followed through August, with additional sessions thereafter. A Depok meeting record captured the collaborative operating style: *“The online prep meeting [17 April] gathered 30 people (PM, PO Depok, 20 cadres, 8 PKB/PLKB). Cadres presented site readiness; PKB/PLKB gave inputs; the team stressed task division and pre/post procedures.”*

**Local government and system linkages.** Sub-districts and villages contributed venues, in-kind incentives, and coordination; Puskesmas provided health inputs; sub-district and village heads signalled support; several villages in TTU pledged to allocate funds for BKB activities. In Depok, the Village Head of Leuwinanggung emphasized the shared responsibility approach: *“We involve community leaders so residents move together—RT and RW play roles too.”* These touchpoints are the levers for embedding BKB EMAS into routine services and budgets.

**Delivery contrasts: urban Depok vs rural TTU.** Depok used WhatsApp groups and online prep to coordinate sessions and stabilize attendance; TTU relied on in-person support, village/church channels, and localized materials to keep groups moving despite distance and signal limitations. *“Parents became more patient, started talking and playing with their children,”* a TTU interview extract noted, indicating that even offline-first delivery can shift home practices.



Two contrasting delivery context piloted under MC4YC

**Male engagement (Module 5).** Both contexts struggled to secure fathers' attendance due to work schedules and migration. Countermeasures included formal invitations via village/kelurahan and timing sessions on weekends/evenings. A TTU informant observed that *"fathers' presence is still low, but some began helping with play or preparing food when invited by their wives,"* underscoring the need for deliberate design, not assumption.

**Digital enablement.** In practice, the pilot's digital touchpoints were WhatsApp coordination, Google Forms for pre/post tests, and Zoom-based prep meetings—largely feasible in Depok and largely constrained in TTU, which defaulted to paper instruments and in-person briefings.

## 2.3 Purpose of Delivery Approach Report

This report explains how BKB EMAS was delivered under MC4YC and what it would take to scale it responsibly. It has three aims: (1) to present an evidence-based comparison of Depok (urban) and TTU/Kefamenanu (rural) covering cadre preparation, scheduling, mobilization, father engagement, logistics, and use of simple digital tools; (2) to distill feasible practices that can travel—role-play-intensive training, routine PKB/PLKB accompaniment, WhatsApp-based coordination where feasible, light incentives, and village budget advocacy—together with the context requirements that make replication work; and (3) to offer actionable steps to embed BKB EMAS into district and village routines such as codifying the six-module cycle, defining eligible spending lines, and standardizing supervision; so fidelity is protected in low-connectivity areas and blended (online + offline) coordination can be used where conditions allow. As one TTU sub-district official framed the system goal, *"Village governments committed to allocate budgets for BKB activities,"* a signal that delivery lessons are already informing institutional pathways.

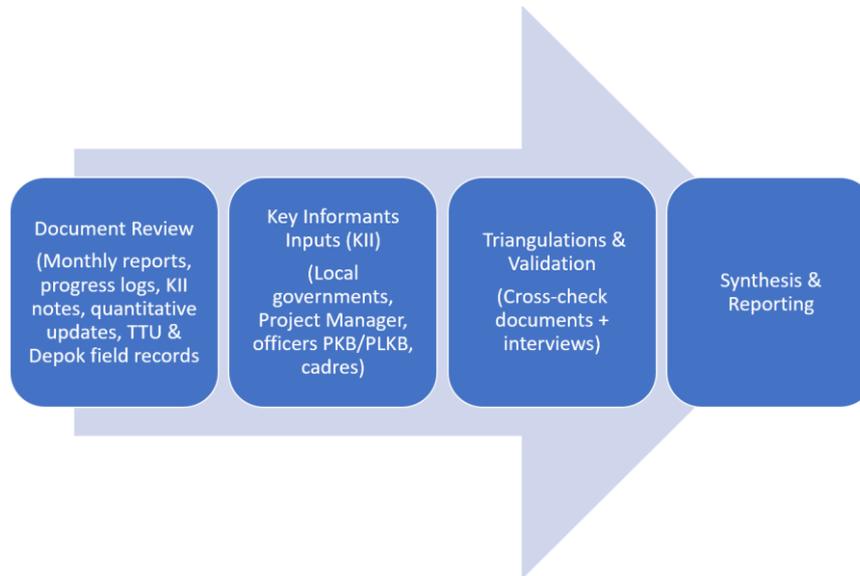
## 3. Methodology

### 3.1 Overall Design

We used a practical mixed-methods design focused on how delivery really worked in the field. The analysis combines what the team recorded month-to-month with short inputs from implementers and quick spot-checks during sessions. The goal is to explain how BKB EMAS ran in Depok (urban) and TTU/Kefamenanu (rural), and what it takes to scale with quality.

## 3.2 Data Sources and Methods

Project records (Mar–Sep 2025). Monthly narrative reports, quantitative progress logs, and internal notes for Depok and TTU covering sites, session schedules, online/offline coordination, cadre training, and government participation.



Key Informant Inputs (KIIs). Short updates and one-on-one discussions with the Program Manager, Project Officers, and PKB/PLKB to clarify bottlenecks and local adaptations. Coordination meetings / FGDs. Sub-district and village meetings (camat/lurah/kepala desa), Puskesmas, and PKB/PLKB used to confirm roles, in-kind support, and verbal budget intentions for continuation. Field observations. Monitoring visits to selected sessions (e.g., Depok Module 5; TTU Modules 4–6) documenting attendance, facilitation quality, and on-site problem-solving (kits, timing, invitations).

## 3.3 Analytical Framework

Urban and rural delivery were compared using a five-domain matrix::

- Access and connectivity (use of WhatsApp groups, feasibility of online preparation, offline workarounds).
- Workforce capacity (cadre profiles, initial training, refresher/public-speaking module, PKB/PLKB supervision).
- Government ownership (venues and in-kind support; verbal versus written budget commitments).
- Session delivery and quality (modules completed, schedule adherence, additional sessions, fixes for kits/invitations).
- Father engagement (Module-5 attendance, barriers, targeted invitations, weekend/evening scheduling).

Monthly reports, KIIs, and observation notes were triangulated to validate timelines, resolve inconsistencies, and map problems to mitigation actions (e.g., kit gaps was mitigated by borrowing/printing; low attendance was mitigated through weekend slots and formal letters).

### 3.4 Ethical Considerations

Only routine program data and anonymized testimonies contained in the project documents are used. No personal identifiers are reproduced, and any photo use follows consent protocols established by the project.

### 3.5 Limitations

- Documentation bias. Program records can under-capture non-events; even so, recurring issues (e.g., low father attendance) appear across months/sites and are treated as material.
- Replication beyond 20 sites. Some replication was reported but not systematically monitored; these cases are excluded from core comparisons.
- Attribution. Before-after gains are presented where measured; claims about behaviour change remain conservative.

## 4. Delivery Approaches in Depok (Urban Setting)

### 4.1 Context Overview

Depok is an urban satellite city with dense neighborhoods (kelurahan/RW), strong mobile coverage, and routine access to health and family-planning services through Puskesmas, PKB, and PLKB. The project leveraged this infrastructure via city- and site-level WhatsApp groups to

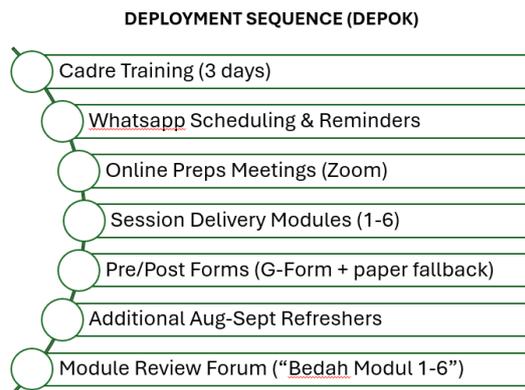


*Public speaking, co-facilitation, and interactive technique - Depok (March, 2025)*

coordinate schedules, issue reminders, and resolve logistics—crucial for securing venues, safety, and on-time starts. Caregiver access to services is generally good and BKB EMAS sessions are often paired with Posyandu activities, though not every mother owns a personal device, which limits fully digital workflows. “Access to Puskesmas and Posyandu is very good; activities are often synchronized. Digital access exists, but not all mothers have a personal phone,” — Sri Suyanti, BKB Cadre Cilangkap, Depok.

Digital coordination and short online prep/evaluation meetings were feasible in Depok, enabling fast feedback loops with cadres and sub-district officers (PKB/PLKB) before and after sessions. “We set up WhatsApp groups for reminders and to share videos; cadres from other RWs also learned through the group,” — Sri Suyanti, BKB Cadre (Depok).

## 4.2 Implementation Process



Signature features: Digital coordination, refresher training, strong linkage with sub-district & Puskesmas

Cadre training. Depok cadres completed the three-day BKB EMAS training on 5–7 March 2025 (Pancoran Mas Sub-district Office) to strengthen module mastery and standardize pre/post testing; a one-day facilitation refresher on 27 May 2025 then focused on public speaking, session flow, and role-play. *“After the refresher, I felt more confident to lead, using songs and simple activities to keep participants engaged,”* – Sri Suyanti, BKB Cadre, Depok.

Online preparation and evaluation. Short Zoom prep meetings clarified task-sharing (invitations, forms, demo lead) and helped troubleshoot Google Forms where feasible. In several sites, printed forms remained necessary because phones were shared within households. *“G-Forms were prepared, but some families share phones, so we provided paper forms to ensure everyone is recorded,”* – PLKB Pancoran Mas, Depok.



Facilitator/co-facilitator/on-duty at demonstration of hygiene & feeding.

Learning sessions (in person). Depok completed Modules 1–6 by July 2025, then ran short reminder sessions in August–September across ten RWs. Turnout varied by site and date; reminders went out a week before, a day before, and on the day, with targeted follow-ups. *“Participants who attended said the additional meetings were useful refreshers of earlier content,”* – Project Officer, Depok.

Male engagement (Module 5). Father-focused invitations were issued through kelurahan/RT-RW and via mothers’ groups, with weekend/evening pilots. Despite this, average father turnout remained modest due to work patterns and urban mobility. *“Many fathers find it easier to attend with their wives; weekdays are difficult,”* – PKB Depok (Sub-district Officer).

### 4.3 Strengths and Adaptations

Depok's delivery benefited from tight, low-cost coordination. WhatsApp groups at city and site levels handled scheduling and safety checks; brief online prep/evaluation meetings raised readiness to facilitate and solved practical issues early. *"We do a short practice before sessions so everyone's role is clear and nothing is missed,"* – Facilitator Cadre, Depok.

Service linkages were consistent. PKB/PLKB routinely accompanied sessions and helped refine flow and emphasis through end-of-cycle reviews. The 30 September 2025 "Bedah Modul 1–6" at Balai KB Pancoran Mas convened cadres and sub-district officers to reflect on methods and messages. *"Field accompaniment and periodic evaluation make delivery tidier over time,"* – PLKB Pancoran Mas, Depok.

Workforce strengthening was responsive to needs flagged in April such as speaking confidence, task-sharing, pacing; so cadres delivered more consistently. Caregivers reported practical use at home: better hygiene routines, calmer feeding, and more play. *"I used to force my child to eat; now I use a child's chair and follow hunger signals,"* – Mother, Tapos, Depok. *"I shared the session messages with my husband; now he takes our child to the Posyandu,"* – Mother, Tapos, Depok.

When attendance dipped, cadres followed up through home visits to complete forms and re-engage families, while WhatsApp reminders and targeted invitations served as standard catch-up tactics. *"Those who hadn't attended were visited at home to complete forms and check if they had moved,"* – BKB Cadre, Depok.

### 4.4 Challenges and Mitigation

Low father availability remained the main hurdle. Competing work hours and mobility constrained attendance in Module 5; formal letters via kelurahan, mother-mediated nudges, and weekend/evening slots helped, but average turnout in many RWs stayed below ten. *"Fathers are working; even weekends are family time, so attendance is still challenging,"* PKB Sub-district Officer, Depok.

Facilitation and role-sharing were uneven early on. A one-day refresher, practice simulations, and structured debriefs after each session clarified roles and boosted confidence. *"My confidence improved after facilitating several times and joining the refresher,"* – BKB Cadre, Depok.

Digital equity affected pre/post completion. Google Forms worked in some groups; elsewhere, shared devices required a paper fallback. *"Not everyone has a personal phone—so we still use paper to keep data complete,"* – PLKB Pancoran Mas (Depok).

Attendance fluctuated during additional sessions in August–September due to relocations and household health issues; cadres combined WA reminders with door-to-door follow-up to stabilize participation. *"Participants living far away were picked up; those with constraints were contacted again in the WhatsApp group,"* BKB Cadre, Depok.

## Summary Depok at a glance

Dimension	What delivery looked like in Depok
Setting	Dense urban RWs/kelurahan; strong access to Puskesmas and sub-district services; fast mobilization via neighborhood leadership.
Connectivity	High enough for WhatsApp groups and short Zoom prep/evaluation; paper forms still used where phones were shared.
Cadres & support	PKB/PLKB accompanied sessions; roles split (facilitator/co-facilitator/on-duty); one-day facilitation refresher (public speaking, session flow).
Session model	Modules 1–6 completed by July 2025; additional refresher sessions Aug–Sep across 10 RWs; some sessions paired with Posyandu.
Male engagement	Average <10 fathers/session; mitigations: formal letters via kelurahan, couple invitations, weekend/evening slots—participation improved in pockets but remained modest overall.
Sustainability	Ongoing venue/in-kind support from sub-districts/Puskesmas; needs formal inclusion in kelurahan/sub-district workplans and district technical notes (Perbup/Juknis) to secure small but essential budget lines (printing/forms, mentoring, PMT when bundled with Posyandu).

## 5. Delivery Approaches in Timor Tengah Utara/TTU (Rural Setting)

### 5.1 Context overview

Kefamenanu (North Central Timor/TTU) is predominantly agrarian, with dispersed villages, strong kinship ties, and high influence of church and adat leadership. Care work is largely carried by mothers; fathers' time is constrained by seasonal farm work or migration (Kupang, Bali, Kalimantan, Malaysia). Physical access to services can be distant; internet and device ownership are uneven, so delivery must assume low connectivity by default. Sessions frequently co-locate with Posyandu and use Bahasa Dawan for clarity. Local government, PKB/PLKB, and Puskesmas typically provide venues, mobilization, and on-site assistance, with villages signalling dana desa intentions that still need conversion into RPJMDes/RKPDes entries. *“Internet signal is limited; not all cadres have Android phones. Activities are done at Posyandu once a month, combined with nutrition counselling; parts of the module are explained in local language so families understand,”* – BKB Cadre, TTU.

## 5.2 Implementation process

Cadre training and role division. TTU cadres, PKB, and PLKB completed BKB EMAS cadre training on 18–20 March 2025 (Kota Kefamenanu Sub-district Office), targeting mastery of six strengthened modules and standardised before–after checks. Roles were divided into facilitator / co-facilitator / on-duty during sessions.

Session schedule and format. In August 2025, TTU delivered Modules 4–6 across ten locations. Sessions were monthly, often bundled with Posyandu, and ran safely; average father attendance remained modest.

Low-connectivity operations. Online prep/evaluation used in Depok was not feasible in TTU. Facilitation relied on in-person briefings the day before sessions, simplified materials, local examples in Bahasa Dawan, and community venues (church yards, homes).



*Session integrated with Posyandu*

### TTU Rural Delivery Model



Signature features: offline-first, cultural anchoring, church-based legitimacy, community mobilization

Government accompaniment. PKB/PLKB and village/sub-district officials mobilised participants, joined sessions, and supported logistics. Some village heads publicly stated their intention to include BKB EMAS in village plans and budgets. “We have instructed PLKB to advocate for village funds so that BKB continues after the project,” – Basilius Haumen, Head of Dinas P2KB (TTU). “We talk about parenting in church meetings. It’s easier for fathers to hear the message when it comes from cultural and religious leaders,” Dedi Tahoni, Village Head (Oabikase).

### 5.3 Strengths and adaptations

Delivery fit the local context. Cadres translated and localised content, growing more confident after initial sessions and using daily-life examples and simple activities to sustain engagement. *“Some cadres found the module too thick; after two meetings they became more used to facilitating with the module. Senior cadres, who used to ‘just talk’, now use the module and prepare in Bahasa Dawan,”* – Project Officer, TTU.

Community anchoring increased reach. Co-delivery with Posyandu, invitations via village and church channels, and use of church/community spaces helped when household schedules were tight.

Linkage to government created an institutional pathway. Visible presence of PKB/PLKB and village heads—along with public statements about future dana desa allocations—opened room to formalise Module 5 (fathers) within village planning.

Early behaviour signals emerged at home. Parents reported more patient interactions, more talk and play, handwashing before meals, and praise—evidence that simple, offline reinforcement can shift home practices. *“Parents became more patient, started talking and playing with their children”*.



*Cadres discuss to localize module language into Bahasa Dawan – TTU*

### 5.4 Challenges and Mitigation

Limited male participation. Average fathers per session—especially Module 5—stayed below ten, driven by work hours and out-migration. Teams used couple-oriented invitations, written invitations from village heads, and weekend/evening scheduling; participation improved in some posts but overall remained modest. *“Patriarchal norms remain strong. Change is starting because messages use real-life examples and religious values,”* – Local Government Informant, TTU.

Connectivity and digital literacy. With limited signal/devices, TTU could not mirror Depok’s online preparation. The team prioritised paper tools, local-language facilitation, and in-person briefings the day before sessions.

Cadre capacity and materials. Some cadres struggled with dense manuals and visuals; kit gaps (e.g., Parenting Calendar/KKA) limited home practice. Actions included summarising content, peer simulations, borrowing calendars across groups, and recommending complete kit procurement in the next cycle.

Participation volatility. Attendance fluctuated with planting/rainy seasons; cadres countered with personal outreach and announcements via church and village loudspeakers. Sustainability uncertainty. Several villages issued verbal pledges, but formal planning entries

were pending; district resource limits and staff rotation slowed follow-up. *“Written invitations from the village head were requested to reach fathers; incomplete kits limited home practice—teams borrowed calendars and proposed adequate procurement,”* August narrative, TTU.

### Summary TTU at a glance

Dimension	What delivery looked like in TTU
Setting	Dispersed rural villages; strong church/adat influence; mothers as primary carers; distances to services vary.
Connectivity	Low; no online prep; in-person briefings; materials simplified/localized (Bahasa Dawan).
Cadres & support	PKB/PLKB accompany; roles split (facilitator/co-facilitator/on-duty); peer practice and localized scripts.
Session model	Monthly; co-located with Posyandu; Modules 4–6 delivered Aug 2025 across 10 locations.
Male engagement	Average <10 fathers; migration & farm-work constraints; written invites from village heads and weekend timing piloted.

## 6. Comparative Analysis: Urban vs Rural

### 6.1 Common Elements Across Both Contexts

Nurturing care core and BKB EMAS package. Both Depok (urban) and TTU/Kefamenanu (rural) implemented the strengthened BKB EMAS curriculum through a sequence of cadre training and commitment building in six learning sessions, with pre/post checks available on paper or Google Forms. Sessions were facilitated by community cadres with accompaniment from PKB/PLKB and linkages to Posyandu.

Cadre-led facilitation and role-play pedagogy. The same national training agenda (role-plays, simulations) was run in both districts in March 2025, producing comparable facilitator role expectations and on-duty tasking at sessions.

Male engagement is a shared challenge. Module 5 (Fathers and Other Family Members) proved difficult in both places—TTU frequently recorded <10 fathers/session, and Depok’s add-on efforts still saw modest male turnout.



*Hybrid meeting on Cadres Preparation and Task Division*

## Delivery Key Differences: Depok (Urban) and TTU (Rural)

Dimension	Depok (Urban)	TTU (Rural)	Implications for Scale
Digital enablement	City/site WhatsApp groups; brief online prep/evaluation; G-Forms with paper fallback where phones are shared.	No online meetings; in-person briefings and post-session debriefs; information shared after sessions.	Maintain offline operability in all sites; layer WA/Zoom/G-Forms only where feasible (tiered enablement).
Cadre support	March training plus May one-day refresher (public speaking, facilitation, role-play); online prep improved readiness and role clarity.	March training; confidence grew through localization (Bahasa Dawan) and peer simulations; kit gaps handled pragmatically (borrowing/reprint).	Standardize a Cadre Boost Pack: mid-cycle refresher, localized scripts, and a kit-completeness checklist.
Session schedule	Core modules completed, followed by additional Aug-Sep refreshers; some attendance decline linked to relocation/health.	Modules 4–6 delivered across 10 locations in Aug; monthly sessions, often bundled with Posyandu.	Use short refreshers to stabilize recall in urban sites; keep monthly, Posyandu-linked delivery in rural sites.
Father engagement	Targeted Module-5 efforts with couple invites and weekend/evening pilots; turnout modest overall.	<10 fathers per session on average; work/migration constraints; weekend slots and written village invitations piloted.	Make weekend/evening + formal village letters the default for Module 5; monitor a simple KPI (e.g., ≥15 fathers/site).
Government linkage	Consistent sub-district/Puskesmas presence; PKB/PLKB advocated expansion and ran short top-up trainings with mentoring.	Village heads voiced budget commitments and applied dana desa (e.g., PMT); proposals for cadre transport top-ups.	Convert signals into RPJMDes/RKPDDes entries and issue Perbup/Juknis to formalize spend lines (venues, refresher, Module-5 slots, printing/forms).
Risks & constraints	Device sharing reduced G-Forms completion; early facilitation uneven; attendance volatility in extra sessions.	Connectivity gaps; incomplete kits; agricultural seasonality affecting attendance; replication beyond loci uneven.	Protect data quality with paper fallbacks; budget for kit completion; plan calendars around seasonality and staff rotation.

## 6.2 Innovations and context-specific practices

### Urban (Depok)

Depok's delivery model combined quick digital coordination with targeted skill-booster for cadres. City and site-level WhatsApp groups acted as the backbone for scheduling, safety checks, and reminders; short Zoom huddles before and after cycles tightened task division and solved before-after logistics so modules could run on time. *"We set up WhatsApp groups for reminders and to share videos; cadres from other RWs also learned through the group,"* – Sri Suyanti, BKB Cadre Depok. Quality improved further with a one-day Training Facilitator that used edutainment methods (public speaking, facilitation techniques, role-play) to build confidence and pacing. *"After the refresher, I felt more confident to lead, using songs and simple activities to keep participants engaged,"* – Sri Suyanti, BKB Cadre Depok.



*A cadre in Depok leading a BKB EMAS session using songs and interactive storytelling, illustrating structured and high-fidelity delivery.*

PKB/PLKB then used a mentored expansion approach: brief top-up sessions for new cadres followed by on-the-job accompaniment. The cycle closed with a simple review forum (e.g., the 30 Sept "Bedah Modul 1-6" at Balai KB Pancoran Mas) so facilitators could adjust flow, emphasize key messages, and agree on fixes for the next round. *"Field accompaniment and periodic evaluation make delivery tidier over time,"* – PLKB Pancoran Mas Depok. A cadence of micro-practice also helped: *"We do a short practice before sessions so everyone's role is clear and nothing is missed,"* – Facilitator Cadre, Depok. Together, these elements created a light, repeatable loop: coordinate digitally, rehearse briefly, deliver, review, and mentor.

### Rural (TTU/Kefamenanu)

In TTU, innovations centered on low-connectivity operations and cultural anchoring. Delivery assumed offline by default, with in-person briefings the day before sessions, paper tools for before-after checks, and Bahasa Dawan for clarity. *"Internet signal is limited; not all cadres have Android phones... activities are done at Posyandu once a month, combined with nutrition counselling; parts of the module are explained in local language so families understand,"* BKB Cadre, TTU. As cadres gained experience, they shifted from improvised talks to module-guided facilitation. *"Some cadres found the module too thick; after two meetings they became more used to facilitating with the module. Senior cadres, who used to 'just talk', now use the module and prepare in Bahasa Dawan,"* Project Officer, TTU.

Invitations moved through village and church channels, with Posyandu bundling to lower time and travel costs. Leadership signals strengthened institutional pathways: *“Village governments committed to allocate budgets for BKB activities... support was especially visible during Module 5 (fathers’ roles),”* – TTU Sub-district Official. Norms remain a barrier, but the message is gaining traction because it is framed in familiar values. *“Patriarchal norms remain strong... yet change is starting because BKB EMAS uses real-life examples and religious values. Church and adat leaders remind that affection and attention to children are shared responsibilities,”* – Local Government Informant, TTU.



Fathers Learning Through Play - TTU

Practical fixes kept fidelity intact despite kit gaps: teams borrowed Parenting Calendars across groups, reprinted damaged materials, and requested written invitations from village heads to reach fathers. *“Written invitations from the village head were requested to reach fathers; incomplete kits limited home practice—teams borrowed calendars across groups and recommended adequate procurement,”* – August narrative, TTU. Early household changes were visible even without digital supports: *“Parents became more patient, started talking and playing with their children,”* – KII extract, TTU; and while male participation stayed modest, *“some fathers began helping with play or preparing food when invited by their wives,”* – KII extract, TTU. In Oabikase, the village head positioned BKB EMAS alongside broader empowerment activities and used the church as a trusted channel: *“We talk about parenting in church meetings. It’s easier for fathers to hear the message when it comes from cultural and religious leaders,”* Dedi Tahoni, Village Head (Oabikase).

Dimension	Depok (Urban) – Practice	TTU (Rural) – Practice
Digital coordination	City/site WhatsApp groups; short Zoom prep/evaluation to clarify roles and pre-post logistics.	Offline by default; in-person briefings before sessions; info shared after sessions.
Facilitator booster	One-day Training Facilitator (public speaking, facilitation, role-play) raised confidence and pacing.	Confidence built via peer simulations; senior cadres shifted from “just talk” to module-guided delivery.
Localization	Bahasa Indonesia with urban examples; quick rehearsal before sessions.	Bahasa Dawan; church/village channels for invitations; local examples.
Session model	Modules 1–6 completed by July; Aug–Sep refreshers across 10 RWs; some sessions paired with Posyandu.	Monthly delivery; Posyandu bundling to cut travel/time cost; Modules 4–6 delivered in Aug (10 locations).
Father engagement (Module 5)	Couple invites, weekend/evening pilots; turnout improved in pockets but modest overall.	Weekend timing + written village letters; average <10 fathers due to work/migration.

Government linkage	Sub-district & Puskesmas present; PKB/PLKB mentored expansion and ran short top-ups.	Village heads signalled dana desa (e.g., PMT) and transport top-ups; church/adat leaders amplify messages.
Kit & materials	Paper fallback when G-Forms limited by shared devices.	Borrowed Parenting Calendars; reprinted damaged materials to protect fidelity.
Follow-up & retention	WA reminders (-7/-1/day-of) + home visits to complete forms and re-engage.	Personal outreach; announcements via church/village loudspeakers.
Review & QA loop	“Bedah Modul 1-6” forum (30 Sept) with PKB/PLKB and cadres to refine flow and emphasis.	Post-session debriefs with PKB/PLKB; simple checklists used informally.
Early behaviour signals	Caregivers report better feeding, hygiene, and play; some fathers start helping at Posyandu.	Parents more patient; more talk/play; handwashing; praise.

## 7. Barriers and Enablers

Evidence is drawn strictly from the provided MC4YC documents (Mar-Sep 2025) for Depok and TTU/Kefamenanu.

Domain	Barriers	Enablers
Cadres and Workforce	Early uneven facilitation and unclear division of labour; some TTU cadres needed time to internalize thick modules; confidence varied across new cadres.	Three-day role-play-based cadre training (Mar 2025) created a common facilitation baseline; one-day refresher in Depok (May) lifted public speaking, pacing, and task-sharing; quick pre-session huddles clarified roles.
Government and Systems	Budget pledges often verbal only; need conversion to RPJMDes/RKPDes; staff rotation and limited district resources slowed follow-up; written technical guidance (Perbup/Juknis) still pending.	Consistent PKB/PLKB field accompaniment; sub-district and village support for venues, mobilization, and on-site assistance; multiple TTU villages signalled dana desa for continuation; church/adat leaders legitimised messaging.
Community and Culture	Patriarchal norms and work patterns constrained male attendance; migration/seasonal labour limited availability; some families share phones, constraining digital participation.	Posyandu bundling reduced time/travel (TTU); urban neighbourhood structures enabled rapid mobilisation; church and adat channels worked well for outreach and credibility with fathers.

Digital and Tools	TTU faced low connectivity and device gaps; no online prep; information sharing done in person after sessions; data entry slower when relying solely on paper.	Depok used WhatsApp groups and brief online prep/evaluation; where feasible, G-Forms captured pre/post with paper fallback; photo logs and WA updates supported rapid coordination.
Logistics and Scheduling	Attendance volatility in Depok's Aug-Sep refreshers (relocations, illness); seasonality (planting/rainy) affected TTU turnout; last-minute venue changes occasionally disrupted start times.	Standard six-module cycle; targeted weekend/evening slots for Module 5; door-to-door follow-up and reminder cadence (-7/-1/day-of) stabilised participation; alignment with existing community events (Posyandu, church).
Male Participation (Module 5)	Typical turnout <10 fathers/session; shift work/migration reduce availability; limited habit of fathers joining parenting groups; short notice reduces attendance.	Couple-oriented invitations, village letters, and weekend/evening options; messaging framed with religious/cultural values resonated better with fathers.
Materials and Kits	Kit gaps (Parenting Calendar/KKA) slowed home practice; wear-and-tear on visuals; printing budget tight in some sites; dense manuals slowed facilitation for newer cadres.	Localization (e.g., Bahasa Dawan), simplified visuals, and everyday examples sustained engagement; borrowing/sharing Parenting Calendars across groups protected fidelity.
Monitoring and Quality Assurance	Device-sharing limited completion of G-Forms; irregular monitoring of replication outside the 20 loci means external spread is under-documented; action items from reviews not always tracked to closure.	Pre/post checks on paper or G-Forms; PKB/PLKB supervision notes; simple module-review forums (e.g., Bedah Modul 1-6 in Depok) created a feedback loop for continuous improvement.
Financing and Sustainability	Need formal budget entries (RPJMDes/RKPDDes); unclear eligible spend lines at district level; transport top-ups and small printing lines not consistently secured; reliance on verbal commitments risks drop-off.	Village budget signals (dana desa for PMT/transport); sub-district/Puskesmas in-kind support (venues, staff time); emerging interest to embed BKB EMAS in local plans.

## Heatmap – Barriers vs Enablers

BARRIERS	ENABLERS
<p>Limited male participation Staff rotation, inconsistent follow up Kit gaps (KKA, calendar) Digital constraints in TTU Seasonality affecting turnout</p> 	<p>Strong PKB/PLKB accompaniment Village head signals (TTU) WA Coordination (Depok) Localization (Bahasa Dawan) Posyandu bundling (TTU)</p> 

Evidence is high for digital coordination differences (WA/Zoom vs none), training/refresher agendas, Module-5 male participation patterns, and village budget signals; medium for the effectiveness of cadre mentoring and the retention effect of additional sessions (observed trends, not causal); and limited for replication quality beyond the 20 loci (monitoring sparse/irregular).

## 8. Lessons Learned



Module review with PKB/PLKB Cadres – Depok, Sept 2025

Delivery followed the context. Depok's reliable connectivity enabled a light digital layer such as WA groups, brief online prep/evaluation, and G-Forms with paper backup; that tightened roles and sped feedback; TTU performed best with offline-first routines: day-before huddles, paper pre/post, and localized explanations in Bahasa Dawan. Cadre quality rose when support was staged: the initial role-play training set a baseline, a short mid-cycle refresher after Modules 2–3 stabilized

facilitation, and peer simulations plus simple job-aids kept sessions on script when modules felt "thick." Community anchors mattered: Posyandu bundling in TTU reduced travel/time costs; urban neighborhood leadership in Depok kept mobilization quick; church/adat channels helped legitimise father outreach. Father engagement improved only when delivery fit families' schedules and norms—weekend/evening Module-5 slots, couple invitations, and written letters from village/kelurahan—paired with a simple participation tally (e.g.,  $\geq 15$  fathers/site). Financing must mirror operations: convert verbal pledges into RPJMDes/RKPDDes; in cities, budget small lines for refreshers/mentoring/printing; in villages, earmark dana desa for PMT and modest cadre transport so monthly cycles remain viable. A short Perbup/Juknis should normalise these spend items. Quality assurance can be light but firm: complete all six modules per site, run pre/post for Modules 1–4, hold a mid-cycle refresher, and document monthly PKB/PLKB supervision with a 10-item fidelity note—closing actions as they arise.

## 9. Recommendations for Scaling and Replication

### 9.1 Urban vs Rural scale starter kit

Component	Urban (Depok-type)	Rural (TTU-type)
Cadre support	1-day Training Fasilitator + online prep/eval + mentor cadre	In-person huddles (pre/post), peer simulations, mentor cadre
Coordination	WA groups + Zoom debriefs	WA (if any) + village/church announcements
Monitoring	G-Forms or paper; online after-action reviews	Paper forms; in-person reviews with PKB/PLKB
Father engagement	Weekend/evening slots; couple invites; partnerships (e.g., GATI)	Written invitations via village head; weekend/evening slots
Financing focus	Refresher & mentoring; small prizes; venue co-funding	Dana desa for PMT, transport top-ups, printing/forms

Scaling should lock in a minimum delivery standard at every village/RW: complete the six-module BKB EMAS cycle; run before–after knowledge checks for at least Modules 1–4 using the format that fits (paper or G-Forms); ensure monthly accompaniment by PKB/PLKB; and capture fixes through a short after-action review every two modules. These anchors reflect what worked in Depok and TTU and keep expansion tied to observable practice rather than aspirational design.

A two-track operating plan is needed within one national playbook. Urban sites should keep a light digital layer that includes WhatsApp scheduling, short online preparation and evaluation meetings, and rapid peer mentoring. Rural sites should operate offline by default, with day-before in-person huddles, localized scripts, delivery alongside Posyandu services, and protected budget lines for printing and transport.

Convert verbal commitments into written entries in village and sub-district plans, then issue a district regulation with an implementing guideline that codifies the six-module cycle per site, lists eligible spending such as venues, refresher training, weekend or evening slots for Module 5, printing and forms, and simple nutritious snacks when sessions are conducted together with Posyandu, and links allocations to relevant district and village funding sources.

For Module 5, make weekend or evening timing the default, invite couples, use short game-based prompts that fit 60 to 75 minutes, and coordinate with employers, village heads, and churches to protect attendance. Track a basic target of at least fifteen fathers per site.

Provide offline kits that include printed before-and-after forms, parenting calendars, and laminated visuals, and run a 15 to 30 minute pre-session huddle with cadres and family planning field officers the day before rural sessions. Maintain WhatsApp peer support where connectivity allows.

When expanding beyond the initial sites, require completion of all six modules per location, before-and-after checks for at least Modules 1 to 4, a father-engagement micro-plan approved before Module 5, and monthly supervision by family planning field officers using a concise ten-item fidelity checklist, with fixes tracked to closure.

For policy and budgeting, support the drafting of district regulations and village planning entries through brief, focused technical assistance so that verbal pledges become funded lines in the annual plans..

Quality assurance must be light but firm. Use a 10-item fidelity check during PKB/PLKB supervisory visits (materials ready, roles assigned, time kept, activity demonstrated, pre/post administered). Where connectivity allows, add short Zoom/WA debriefs; elsewhere, log in-person huddles after sessions. At the same time, align budgets and policy so operations are repeatable: convert verbal commitments into RPJMDes/RKPDDes entries; in cities, reserve small lines for refreshers, mentoring, and printing; in villages, earmark dana desa for PMT when sessions are bundled with Posyandu and for modest cadre transport. A concise Perbup/Juknis should formalize these spend categories and minimum standards (six modules, pre/post checks, supervision notes, father-friendly scheduling).

For donors and partners, investments with the highest leverage and lowest cost are clear: fund the Training Facilitator refreshers and mentor networks; underwrite Module-5 weekend scheduling and printed couple invitations; guarantee kit completeness (Parenting Calendar, KKA, key visuals, pre/post and attendance forms); and provide light policy technicalTA so districts and villages move from statements to budget lines. Sequence support pragmatically across the year—co-design SOPs and budget templates in Quarter 1; expand to new loci with mentor cadres and a Module-5 push in Quarters 2–3; and consolidate in Quarter 4 through module reviews (e.g., Depok’s “Bedah Modul”) and finalized Perbup/Juknis plus RPJMDes/RKPDDes entries

### Roadmap Scale-Up 2026–2028



Outcome: scalable, low-cost, system-ready BKB EMAS delivery model

## 10. Conclusion

The MC4YC pilots in Depok (urban) and Kefamenanu/TTU (rural) show that BKB EMAS can be run with fidelity in very different settings when operations follow local realities. By tracking how sessions were prepared, facilitated, supervised, and financed, the pilots yielded three tangible assets. First, a practical delivery playbook: a clear minimum standard (six modules per site, pre–post checks for Modules 1–4, monthly PKB/PLKB accompaniment, brief after-action reviews) and two workable variants—urban, digitally enabled (WhatsApp scheduling, short online prep/evaluation, micro-mentoring) and rural, offline-first (local language, Posyandu bundling,

church/village channels, in-person huddles). Second, an institutional pathway: routine involvement of sub-districts, villages, PKB/PLKB, and Puskesmas provides the scaffolding to embed BKB EMAS into RPJMD/Renja OPD and RPJMDes/RKPDes, then normalize spend items and supervision checklists via Perbup/Juknis. Third, a focused agenda for father engagement: Module 5 works when treated as a mini-campaign—weekend/evening slots, couple invitations, letters from local leaders—and tracked against a simple target (e.g., ≥15 fathers per site).

For scale-up, three moves matter most. Mandate offline operability everywhere and add G-Forms/Zoom/WA only where feasible. Keep quality assurance light but firm through a 10-item supervision checklist, a mid-cycle facilitation refresher after Modules 2–3, and monthly debriefs (online or in person). Protect small but decisive budget lines such as printing/forms, modest cadre transport in rural areas, refresher/mentoring in cities, and snacks/PMT when paired with Posyandu; so that fidelity holds during expansion.

For ARNEC, the Indonesia pilots offer portable lessons: a context-sensitive delivery typology (urban vs rural) that preserves core content, a governance-first integration approach anchored in primary-health and village planning routines, and an evidence-led design for engaging fathers as a program component rather than a by-product. In short, the pilots move BKB EMAS from “curriculum available” to “system-ready delivery.” With minimal, well-targeted supports and clear operating standards, districts can replicate at pace while maintaining quality to advancing Indonesia’s nurturing care agenda and providing a usable pattern for the wider region.

### Three-Pillar Impact Graph

THREE DELIVERY ASSTES FROM MC4YC PILOT		
<p><b>1. A Practical Delivery Playbook</b> <i>(6-module cycle, pre-post checks, digital/offline variants)</i></p>	<p><b>2. An institutional Pathway</b> <i>(Sub-district, village, Puskesmas involvement; pathway to RPJMD)</i></p>	<p><b>3. A Father Engagement Mini-Campaign</b> <i>(weekend/evening slots, couple invites, formal letters)</i></p>