GOJOVEN INTERNATIONAL™

GOJOVEN TRAINING CURRICULUM

YOUTH LEADERSHIP IN SEXUAL AND REPRODUCTIVE HEALTH PROGRAM

TRAINER'S MANUAL

The GOJoven Training Curriculum was developed over a 12-year period to support the implementation of an intensive and dynamic multi-year leadership training fellowship program – The Youth Leadership in Sexual and Reproductive Health Program (GOJoven) – run by GOJoven International (gojoven.org), a program of the Public Health Institute (phi.org). This curriculum and the program were generously supported through sustained partnership with The Summit Foundation (summitfdn.org).

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Many of the 64 young participants of GOJoven's Training of Trainers (TOT) process also provided invaluable local contributions to the curriculum development and implementation ensuring it is dynamic, experiential and youth-centered.

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In memory of

Four GOJoven Alumni Fellows whose lives were cut short due to violence and lack of services in the region

Glendis Marleny "Yenny" Gallardo Mendoza (1983-2008)
David Efren López López (1982-2010)
Luis Joel Rivera Perdomo (1983-2017)
Octaciano "Chano" Banegas Galeas (1989-2018)

and

Vicki Sant, Co-Founder of The Summit Foundation, visionary and steadfast ally of GOJoven, who passed away in 2018

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Introduction

The Youth Leadership in Sexual & Reproductive Health Program (GOJoven)—created and successfully implemented for over 15 years by GOJoven International at the Public Health Institute of Oakland, California, USA—was designed as a fellowship program that trains young leaders between the ages of 18 and 30 on a comprehensive set of information, skills, and competencies in the fields of Leadership, Program Design and Adolescent Sexual and Reproductive Health and Rights.

GOJoven International designed and ran the GOJoven Fellowship Program in Spanish from 2004 to 2012, graduating 192 Fellows from 9 cohorts in Belize, Guatemala, Honduras, and the state of Quintana Roo, Mexico. At the end of this period, GOJoven International supported the GOJoven Alumni Fellows to create their own, independently-run organizations that currently operate in their home countries. They are the GOJoven Belize Alumni Association, GOJoven Guatemala Association, GOJoven Honduras Association, and GOJoven México (Mexico y Caribe Jóvenes A.C.).

GOJoven International also implemented a rigorous Training of Trainer (TOT) process for GOJoven Alumni Fellows that graduated 34 program alumni as certified Advanced GOJoven Fellow Trainers. These advanced trainers became key allies to GOJoven International, helping to design and facilitate the training of successive cohorts of Fellows. GOJoven International trained an additional 30 Alumni Fellows in 2014 to specifically implement the GOJoven Training Curriculum. Many of the TOT graduates and other Alumni Fellows acting as trainers helped shape this GOJoven Training Curriculum. They are now adapting and replicating it in both Spanish and English to train larger cadres of youth and adolescents in their countries both within and outside of the independent GOJoven Alumni Associations. These GOJoven Alumni are available as certified in-country trainers to implement and adapt this Curriculum in English and Spanish in partnership with other local and international institutions.

The GOJoven Fellowship Program's goal is to improve adolescents' sexual and reproductive health (ASRH) outcomes by building the capacity of young leaders and their organizations to increase access to youth-friendly, evidence-based sexual and reproductive health and rights services, information, programs, and policies. Since its inception in 2004 and scale-up in 2012, GOJoven has created an influential network of hundreds of young leaders to advance adolescent sexual and reproductive health and rights (ASRHR) among their peers, their organizations, and their communities in Belize, Guatemala, Honduras, and Quintana Roo, Mexico.

GOJoven has based all aspects of the program on the following key leadership values:

- **Diversity.** GOJoven values, respects, and celebrates participants' diverse backgrounds—which include, but are not limited to, culture, ethnicity, language, religion, gender, sexuality, physical ability, age, marital status, work experience/training, job sector, economic and social status, geography, and education. GOJoven recognizes that diversity creates a stronger, more successful leadership team and recognizes the unique contributions of each individual.
- **Social Justice.** GOJoven believes that all people have the right to equitable treatment, support for their comprehensive human rights, dignity, and a fair allocation of community resources. GOJoven believes in equality regardless of gender, ethnicity, race, class, ability, or any other difference and believes in establishing equitable systems that reflect the different needs of individuals, especially those from marginalized communities.
- **Self-Actualization.** GOJoven believes that individuals are capable of using their potential to grow, change, and improve themselves beyond measure.
- **Solidarity.** GOJoven believes in reaching across differences to work towards the transformation of oppressive conditions. GOJoven believe that collective problem-solving can lead to lasting equitable solutions, and has a special commitment to engaging the most vulnerable and marginalized communities.
- **Empathy.** GOJoven believes that listening from inside another person's frame of reference is vital to meaningful and sustainable social change. Leaders who practice empathy and understand another person's paradigm can achieve a deep understanding of allies, opponents, and peers.

As a model capacity-building program for youth leadership development, GOJoven has generated significant impact at the individual, organizational, and community levels, as documented through internal and external evaluation processes (gojoven.org). The program focuses on the specific challenges facing youth, including high rates of unplanned adolescent births, adolescent maternal mortality, high levels of violence and addiction, low literacy rates, limited economic opportunities, high rates of HIV infection in a context of low risk awareness, and limited access to youth-friendly sexual and reproductive health services and policies. GOJoven has developed a cadre of young leaders in Belize, Guatemala, Honduras, and Quintana Roo, Mexico, with the commitment, vision, and skills necessary to address these issues.

The GOJoven Fellowship encompasses classroom-based learning, hands-on leadership training, implementation of team leadership action plans, coaching, and mentorship opportunities. Fellows develop a broad range of skills, knowledge, and enduring commitment in areas including personal and team leadership, adolescent rights, sexuality and reproductive health, advocacy and policy change, communication and negotiation, and additional skills critical to the design, management, implementation, and evaluation of effective and evidence-based ASRH initiatives.

A key component of GOJoven is knowledge acquisition and application. GOJoven participants learn concrete skills and apply them in their own work with young people, thereby strengthening their own leadership capacities and directly impacting adolescents in their communities. To that end, the GOJoven Model Curriculum includes three eight-day modules that take place approximately every four months during the course of a Fellowship year. Each module builds on the information and skills imparted during the preceding one. The training team based this design on its findings about the most effective methodologies for fostering youth leadership development. During each of the three modules, GOJoven participants develop new knowledge and skills that they apply to their own work. By spacing the three modules out over the course of a year, participants have the opportunity to apply their newly acquired knowledge and skills in the practical context of their organizations and community, come back together, share lessons learned, and benefit from coaching and ongoing mentorship with the GOJoven staff and training team (also called the GOJoven Resource Team).

Woven throughout the three modules are training sessions that focus on the three primary, critical themes that make up the foundation of the GOJoven Fellowship Program. Each session number and heading are color coded to enable easy identification of the theme, as follows:

- Sexual and reproductive health and rights (Green)
- Program planning, implementation, and evaluation, as well as fundraising (Blue)
- Leadership (Red)

This is clearly laid out in the GOJoven Training Matrix below:

MODULE 1	MODULE 2	MODULE 3
Theme: **SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS**		
Young People's Sexual and Reproductive Health	SRHR and HIV/AIDS	Evidence-based Sexuality Education
Young People's Sexual and Reproductive Rights	Violence and SRH	Abortion
Gender and Sexuality	Gender and Power	SRH Issues and Field Visit
Sexual Diversity	Religion and SRHR	
Sexual and Reproductive Anatomy and Contraception	Population and Environment	
Theme: **PROGRAM PLANNING**		
Introduction to Country SRHR Maps and SWOT Analysis	Institutional Analysis Instructions & Country Team Review of Institutional Analysis	Guided Work on LAPs
Program Planning	Program Planning and Logical Framework	Disseminating Results and Developing Abstracts
Introduction to Institutional Strengths Analysis	Budgets and Financial Planning	Developing Successful Proposals
Introduction to Leadership Action Plans (LAPs) & LAP Teamwork	LAP Instructions & Guided Work on LAPs	Guided Work on LAPs - Continued
Country SRHR Map Presentations	Monitoring and Evaluation	Final LAP Presentations
	LAP Presentations	
Theme: **LEADERSHIP**		
Team Strengths	Leadership and Ethics	Team Integration
Visionary Leadership	Interculturalism	Leadership and Self-Esteem
Introduction to Individual Leadership and Personal Development	Leadership and Advocacy	Advocacy and the Media
Experiential Leadership Outing	Experiential Leadership Outing	Effective Communication Using PowerPoint
Communication and Public Speaking	Feedback in Country Teams	Experiential Leadership Outing
Individual Leadership: Skills Profile	Personal Development Peer Coaching	Individual Personal Development Meetings
Personal Development		Training Techniques
Personal Development Coaching Sessions		

The structure of this curriculum includes the following components:

- **Overview Chapter:** Background, theory and structure of Training
- **Training Matrix:** Sessions across all modules color-coded by theme
- **Module Agendas:** Weekly agenda for each Module
- **Module Learning Outcomes:** Summary of Learning Outcomes
- **Daily Sessions:** Each Module includes sessions for Days 1-8
- **Training Tools:** Placed at the end of each session they support
- **Evaluation Tools:** Pre and post knowledge test, weekly written evaluation, and end-of-training evaluation and focus group

In preparation for each training module, GOJoven recommends creating and distributing copies of a participant binder, which includes the agendas, learning outcomes, handouts, and any supplementary readings selected by the trainer to support the learning of the participants.

Some of the training tools reference PowerPoint presentations and third-party publications that are not embedded in the publication. These are available directly through GOJoven International. Alternatively, trainers using this curriculum can create their own PowerPoint slides on the subject matter, in accordance with content laid out in the relevant session.

GOJoven's Resource Team of international and local trainers and TOT graduates has developed this comprehensive curriculum to provide young leaders with the skills, knowledge, and abilities needed to advance ASRHR. GOJoven International is excited to publish the English version of this unique curriculum and make it available for download and reproduction by other programs and institutions working to strengthen youth leadership to advance ASRHR around the world.

To access the supplementary training tools, or to learn more about the Spanish version of this curriculum, contact: programs@phi.org

Learning Theories of the GOJoven Curriculum

Several pedagogical learning theories—most important, Paulo Freire's critical pedagogy (1970)—inform the GOJoven methodology. GOJoven has developed a capacity-building model for community-based youth leaders based on the fundamental belief that our responsibility as critical educators is, like Freire's, "to empower the powerless and transform those conditions which perpetuate human injustice and inequity" (McLaren, 2016). Therefore, even though the GOJoven curriculum's technical content emphasizes sexual and reproductive health, program planning, and leadership, the ultimate goal of our capacity-building work is that participants will go on to do the difficult work of shifting worldviews and ideologies to achieve social justice. GOJoven Fellows are, ultimately, social change agents, and the GOJoven curriculum facilitates the participants' critical engagement with, and questioning of, the systems and ideologies shaped by multilayered structures of power, politics, history, language, and culture.

Other learning theories that most directly inform GOJoven's methodology are Gardner's multiple learning intelligences (1983) and Dale's cone of experience (1969). Gardner's theory identified the seven basic intelligences of learners. The GOJoven curriculum attempts to reflect these different "learning intelligences" through which participants integrate new knowledge, maximize recall, apply newly acquired skills to their work, and disseminate that knowledge to others. By varying the facilitation methods, GOJoven attempts to address participants' different learning intelligences and focus on experiential learning (the base of Dale's cone) to impart context and provide an emotional dimension to the curriculum's technical content.

David Kolb's experiential learning theory guides GOJoven's cyclical and holistic approach by combining experience, perception, cognition, and behavior. Kolb states that "learning is a process whereby knowledge is created through the transformation of experience" (Kolb, 1984). Kolb's four steps: 1) concrete experience (*do*); 2) reflective observation (*observe*); 3) abstract conceptualization (*think*); and 4) active experimentation (*plan*) inform many GOJoven training activities. Participants' training experiences are as experiential as possible. Each training day contains Kolb's components and engage participants in a process that leads to their Leadership Action Plan (LAP), which they design between workshops and implement after completing the training.

The LAP is a project designed by GOJoven participants and implemented in small teams throughout their Fellowship and with support from the GOJoven Resource Team as well as seed funding. Participants design and develop different components of the LAP during each training beginning with a needs assessment, moving through program design steps, and resulting in a final logical framework that details all the project components. Participants assume different roles within their LAP teams and implement the project in the 12 months following their graduation from the training.

The basic tenets of GOJoven's learning process include the following:

- **The heart of GOJoven's successful training rests in social justice values, human dignity, and emotional investment demonstrated by trainers and integrated into the learning process with participants.** Successful training activities are a transformational process that engage the knowledge and skills of all participants and channel them to achieve common and clearly stated objectives and goals. GOJoven participants, in turn, replicate these values in their LAPs and other trainings they conduct in the future.
- **Experiential learning is one of the most effective methodologies for use in training.** Experiential learning deeply connects participants to the issue at hand and provides opportunities for them to try out new skills and behaviors in safe settings where they can observe results and receive constructive feedback from peers and colleagues. In a context where mistakes are learning opportunities, few limits exist as to what can be taught and learned. This is particularly important in working with youth given that they are in the learning stage of discovery and intellectual and personal growth.
- **Context comes first, technical content follows.** GOJoven participants learn via training methodologies that maximize sustainable learning outcomes. Participants can then apply their learning to a number of different contexts and adapt it to a variety of technical content. This lets them replicate their knowledge and experiences to a large variety of topics based on the needs of the communities they serve.
- **The key to success is not what happens in the GOJoven program, it is what GOJoven participants do afterwards.** GOJoven ensures that participants leave each module of the training program with specific plans for future action and have ample opportunities to practice their newly acquired skills, knowledge, and strengthened commitment and to receive peer and trainer coaching and constructive feedback on their performance.

Curriculum Adaptation

GOJoven originally designed this curriculum as an 18-month Fellowship Program spanning initially four, and ultimately three, eight-day modules for youth leaders between the ages of 18 and 30 who had a basic understanding of and experience working in some area related to ASRHR. GOJoven's 192 graduated Fellows from Belize, Guatemala, Honduras, and Mexico reflect a diverse spectrum of ages, cultural backgrounds, professions, and expertise working on topics such as gender, advocacy, media, and youth-focused ASRHR programs.

GOJoven International has laid out its curriculum in the same sequence in which it was implemented over these three eight-day modules, as reflected in the training agendas (one per module) that are included in this curriculum. Trainers using this curriculum can choose to adapt the sessions to fit their specific training needs. With this in mind, it is important to note the following when adapting the training agenda.

Each Training Day is made up of multiple sessions covering each theme (Sexual and Reproductive Health and Rights; Program Planning, Implementation and Evaluation; Leadership). The Training Day is broken up into morning and afternoon sessions with a break for lunch. Sessions are between 30 minutes and four hours. The longer sessions have time built in for facilitation of energizer activities although these are not always listed in the session. The trainer should plan a 15 to 30-minute break after each 2-hour session. The trainer can ask a participant to facilitate an energizer activity for 10 minutes of that break to get people up and moving and to promote laughter and fun (hallmarks of the GOJoven training process).

The training agenda can be used as a road map and time keeper. It is intended to outline the tasks of the day and assist the trainer in accomplishing the given days' learning outcomes. It is also used to ensure that the participants understand how each session fits into the overall goals of the training modules. Thus, disparate sessions or activities can be viewed within the context of the whole.

It is imperative that trainers be aware that there is a profusion of possible events that can interrupt even the most exquisitely designed agenda. This implies that the trainer should always be attentive of the time available and of the flow of the on-going training and be prepared to address unexpected incidents in ways that cause the least disruption to the flow of the session. The significance of flow in the preparation and delivery of training sessions cannot be overstated. Session flow can be described as a progression of acts and activities that lead to the accomplishing of the stated objectives.

Not all the GOJoven trainers need to be experts in the field of ASRHR, but they all do need experience and training in managing groups (including dealing with individuals within the group setting) and in using varied training methodologies, and all must feel comfortable and knowledgeable in talking about sexuality and reproduction with youth. The trainers' job using the GOJoven curriculum is to facilitate and manage the group's learning based on participants' knowledge via small group and plenary discussions, as well as experiential learning activities and personal reflections. The trainers need a strong understanding of the information presented in the sessions, including the information in the training tools (i.e. handouts, worksheets, publications, PowerPoint slides, etc.), to answer participants' questions and doubts. This means that trainers must review all the materials and technical information in the sessions outlined in each GOJoven training module, as well as practice the instructions detailed in the sessions.

To best adapt the sessions to your training needs, consider the following:

- **What is the objective of the workshop?** Each session has specific learning outcomes. If, for example, the main objective of the workshop is to train teachers on how to give comprehensive sex education in a youth-positive way, then consider the session on Young People's Sexual and Reproductive Health (Module 1) as well as the session on Evidence-based Sexuality Education (Module 3) as the workshop's core session, and intersperse team-building activities throughout.
- **What are the participants' ages and cultural backgrounds?** The trainers may need to adapt the information presented in the PowerPoint presentations and in some of the handouts to reach different audiences.
- **How much time do the trainers have with participants?** If the module is to take place over the course of two days, the trainers may want to assign some pre-workshop assignments.

Components of Each GOJoven Training Program

This section outlines core components of each training module in the GOJoven Curriculum. These include: feedback, experiential leadership outings, leadership action plans, openings, closings, evaluation, and next steps.

I. FEEDBACK

In the GOJoven Program, feedback is an essential tool to help participants maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, identify actions that will help them improve as leaders, and allow them to contribute to the growth and learning of their peers and the trainers. Feedback is a dialogue that lets people know how their behavior, words, actions, and body language affect others. Feedback can create the opportunity for positive changes in attitude, behavior, approaches, and style.

In each of the training sessions, it is important to provide individual and group feedback and to solicit it from trainers. Feedback needs to be an ongoing process during training to enable participants to fully value, experience, and practice this communication strategy. In a workshop setting, the trainer may find that he/she needs to provide feedback to a number of participants regarding their personal participation, their written exercises, or their interpersonal relationships with their team members. When providing in-person individual feedback, follow all of the guidelines in the handout called "The Art of Giving and Receiving Feedback," which are reflected in the following suggestions:

- **Timing.** When providing feedback in person, it is especially important to select an appropriate time to provide feedback and to ask the participants if they would like to receive feedback about their work and/or participation. This creates a positive setting for communication and greatly increases the chance that the participants will receive the feedback well. If the feedback is regarding a person's participation in the workshop, it is especially important to offer the feedback in a private setting.
- **Highlight the positive.** Always begin with positive feedback about the participant's work. Select one or two things that the participant has done well, and elaborate on why you think that they were done well. Be sure to use "I" statements when providing this and any feedback to make it very clear that these are personal observations you are making as a trainer or a peer participant. "I" statements are an assertion about the feelings, beliefs, values, and so on of the person speaking—they reflect the speaker's perception. The statement begins with "I" to assert that what follows is the speaker's own per-

sonal viewpoint. In addition, the word "but" should not follow any positive feedback – this eliminates the possibility that the participants take this as an implication that whatever came before is not as valuable as that which follows. The use of the word "and" is preferred, because it allows the positive to be fully appreciated in its own right and then allows the speaker to transition to a new idea in which he/she can provide recommendations for change.

- **Be specific.** Offering feedback is a dialogue between the trainer and the participant or between two participants. A good strategy for beginning dialogue is to ask clarifying questions about the work. For example: "I see that you are interested in X, and I am not quite sure how it relates to your strategy Y. Could you tell me more about that?" These kinds of questions solicit the participant's thought on a specific issue and often, in the clarification, participants make the necessary connections verbally that may not come through in their written work.

Other questions that promote good dialogue include the following:

- Can you give me an example of that?
- Can you say more about that?
- How did you arrive at that conclusion?
- What do you think a solution to that problem could be?

Always use "The Art of Giving and Receiving Feedback" handout, included in each module, as an accompaniment to any introduction/reminder about feedback. When participants use feedback during any session, trainers must ensure that the feedback follows the guidelines in this handout. It is also important that the group agrees to give and receive feedback during each of the training sessions. This is a new skill and it requires a lot of practice to be of maximum value.

II. EXPERIENTIAL LEADERSHIP OUTING

The experiential leadership outing is a signature part of the GOJoven model, because it helps to build trust, friendship, and support among participants and trainers. It also allows for personal growth via the challenges that the outing may present. Perhaps the most important aspect of this activity is that it provides opportunities for bonding among individuals, small groups, and the large group. The opportunity, in a safe setting, to expose oneself to challenges and risks (often physical and outside of the classroom) and to see others do likewise is a supreme learning and leadership development experience. Given that leadership requires that one ask others to participate in and create change, leaders need to have opportunities to observe and be observed in dealing with challenging situations. The learning and change that can occur during an experiential leadership outing often provide the solid platform upon which a leader stands when asking others to take risks and engage new challenges.

As much as possible, leadership outings should explore nature and take place in locations that participants may not frequent. A striking natural setting lets participants get out of traditional training spaces and helps them reframe their mindsets, offering a number of learning opportunities for them outside of the ASRH topics that the GOJoven training formally offers. The trainer should encourage participants to take in the activity's details, to look beyond the immediate excitement and to take note of those things that are often overlooked. The trainer should have a variety of questions that encourage observation, wonder, and learning. Tubing down a river can be wonderful water and sky experience, but how many kinds of flowers are there along the shore? How many different kinds of birds fly by? Observation may be the most important tool in a trainer's toolkit.

Ideally, trainers should schedule the leadership outing midweek to allow time for participants to build an initial rapport with one another, while still allowing time post-outing for the positive benefits of the outing to impact the rest of the workshop sessions. Emotionally charged sessions, such as the session on Gender & Power (Module 2), can be more impactful if they are facilitated post-outing when the group feels more unified.

A successful leadership outing both asks participants to confront their personal fears and focus on personal achievements, while also allowing the group to interact in a way that promotes problem-solving, cooperation, goal-setting, and teamwork. An effective outing provides a safe space for positive risk-taking on an individual level, and also provides opportunities for participants to see their own leadership skills and acknowledge the leadership dynamics in the group. Striking a good balance between individual vs. group leadership is key to a successful leadership outing. There is no way to overstate the importance of this kind of learning when the participants consider that these challenges are in many ways similar to the challenges of learning and change that they will be taking to their communities. A personal experience of challenge and change reinforces leadership abilities and enables a personal context within which the participants can place what they bring to their work.

Some activities will present greater challenges to some of the participants than to others. The trainer must be prepared to gauge the participants' fear or hesitation and work with that person to find a way to provide him/her the opportunity to overcome the challenge by participating. This must be done in a way that allows for the participant to come to a decision and move on. It is critical that the trainer or others not use coercion or shame to get the participant to face the challenge. Rather, the focus should be on the persons' strengths, past fears that have been overcome, and willingness to eventually take the risk. The trainers cannot hurry this process.

The session designs for the Experiential Leadership Outings are included with each module. Each module has a distinct opening activity, and the trainer should select a different outing activity in each module.

III. LEADERSHIP ACTION PLANS

Through the Leadership Action Plans (LAPs), GOJoven Fellows have the opportunity to apply the concepts they have learned in training to a project they design and implement in their own communities to improve ASRH and strengthen their team-based and individual leadership skills. They gain direct experience and knowledge of the joys and challenges of program design, implementation, and evaluation. They have the opportunity to assess the strengths and resources of their institutions and include them and their co-workers in their LAP whenever possible. They practice problem-solving, negotiation, conflict resolution, and alliance building to advocate for change.

The LAP process is integrated into each of the three training modules. After assessing the status of ASRH in their country in the form of a country-level SRHR map (referred to in the curriculum as Country Map and SRHR Map) during the first module and assessing their organization in the form of Institutional Analysis in the second module, each team is tasked with designing and implementing a LAP to improve ARSH programs, services and/or policies. This is completed during the second and third modules. Implementation continues after the third module so that Fellows have time to fully implement and evaluate their strategies and activities to reach their LAP objectives.

The following table provides an overview of the process, as a guide to trainers implementing the GOJoven methodology.

LEADERSHIP ACTION PLAN PROCESS

Trainers and Fellows, as indicated below, are responsible for the following tasks throughout the 3-module training schedule.

During Module 1 (Trainers)

Task	Timeline for submission
Have the Country Teams complete, sign, and submit ***LAP team member roles*** worksheet (Training Tool available in Module 1).	Worksheet due by end of Module 1
Distribute initial LAP cash disbursement (suggested amount of $200) and have teams sign receipts.	During Training 1
Distribute electronic copy of updated ***LAP expenditure control sheet*** with instructions (Training Tool available in Module 2).	Distribute during Module 1, due by Module 2
Distribute ***Institutional Analysis worksheet*** with instructions (Training Tool available in Module 1).	Distribute during Module 1, due by Module 2
Distribute IPPF's ***Guide for Designing Results-Oriented Projects*** to Fellows (Training Tool referenced in each Module and available online).	During Module 1
Collect updated Country Map PowerPoint presentations.	Presentations due by end of Module 1

Before Module 2 (Trainers)

Task	Timeline for submission
Create LAP country folders for each team.	1 week after Module 1
Collect LAP team member roles worksheet and copies of first LAP payment receipts and file in LAP folders.	1 week after Module 1
Provide ongoing technical assistance to country teams on the development of their LAP proposal.	Ongoing

Before Module 2 (Fellows)

Task	Timeline for submission
Open team LAP bank account. It is suggested that it be in the name of treasurer and one other team member.	Prior to Module 2
Conduct institutional analysis and interview their organization's director (***Institutional Analysis worksheet*** available as a Training Tool in Module 1).	Worksheet due by Module 2
Review IPPF's ***Guide for Designing Results-Oriented Projects*** (Training Tool referenced in each Module and available online).	By Module 2
Meet as a team at least twice to work on the following: • Complete country map analysis (at least 2-pages long). • Identify a problem, a target population, and 2 to 4 potential objectives to address the problem using IPPF's "SMART" objective guidelines.	Due at Module 2
Track expenditures of the first LAP cash disbursement and prepare financial report with receipts before Module 2 (***LAP expenditure control sheet*** available as a Training Tool in Module 2).	Due at Module 2

During Module 2 (Fellows)

Task	Timeline for submission
Draft a LAP PowerPoint presentation that includes the following: • project introduction and justification; • SMART goal and objectives; • activities; • financial report highlighting use of first payment amount.	Due at end of Module 2
Complete and submit the completed ***LAP Action Plan: Initial Ideas worksheet*** (Training Tool available in Module 2) that contains potential target population, problem statement, 4 objectives and 2 strategies.	Due at end of Module 2

During Module 3 (Fellows)

Task	Timeline for submission
Submit copy of letter of intent developed during training (***Letters of Intent instructional PowerPoint*** available as a Training Tool in Module 3).	Due by end of Module 3
Submit copy of abstract developed during training (***Abstract writing instructional PowerPoint*** and ***Sample Abstract Template*** available as Training Tools in Module 3).	Due by end of Module 3

Post-Graduation (Fellows) – *to be completed after Module 3*

Task	Timeline for submission
Complete and submit final LAP to Trainers.	Due one month after Module 3

Post-Graduation (Trainers & Program Staff) – *to be completed after Module 3*

Task	Timeline for submission
Review final LAP narrative and budget and compile any concerns/suggestions/questions to country teams using track changes. Email feedback to teams with a summary of main concerns/questions and track change documents, giving them 1 week to respond.	Within one week of receiving final LAP
Review finalized LAP narrative and budget – if there are any further discrepancies have the country team address them.	Within one week of receiving finalized LAP from team
Develop a formal grant between the program and the country team, and process subsequent LAP payment, based on their approved budget. • Fill out & process required grant paperwork. • Grant award letter should outline grant terms, payment schedule, and reporting schedule. • Suggested payment schedule for a $3,400 LAP fund: $200 at Training 1; $300 at Training 2; $1,400 after submitting signed grant letter; and $1,500 final payment after submitting interim report. • Suggested reporting schedule: Interim Report due 6 months after grant letter was signed; Final Report due 6 months after Interim Report. • Create and fill out a LAP tracking sheet for each team, including due dates for interim and final reports.	Within one week of receiving finalized LAP from team

Provide country teams with technical support and conflict mediation throughout implementation of LAP.	Ongoing
Send out reminders to country teams when interim and final reports are due. • When sending the Interim Report reminder, attach a reporting format. • When sending the Final Report reminder, attach a reporting format and the team's completed interim report for reference.	2 weeks prior to due date
Collect reports, review and send teams feedback. • Interim Report: Review narrative and financial report and send team feedback; Once country team incorporates feedback and reports are approved, send final payment; Update LAP tracking sheet. • Final Report: Review narrative and financial report and send team feedback; Once country team incorporates feedback and reports are approved, notify the team and share any final reflections; Update LAP tracking sheet.	Within one week of receiving the report

IV. OPENINGS

Each day of a GOJoven module, excluding the opening day, begins with a look back at the preceding day to use the learnings and feedback to improve the day ahead. This is an important grounding tool for the training day, because it provides time to reflect and to connect previous activities to upcoming activities. This exercise lets participants comment on what worked well for them and what did not, thereby providing the trainer with useful information for what follows.

Given that learning styles differ, this exercise can sometimes provide contradictory reactions to the previous day's events, something that the trainer can use for emphasizing training techniques, the importance of preparation, and the need to avoid using just one approach to training. For example, kinetic learners may have negative feedback about a PowerPoint training technique, while visual and auditory learners might have enjoyed it. This exercise also provides an opportunity to review the training agreements made on the first training day to see if they are being met or if they need any additions or changes.

The "Daily Opening: Where Are We?" session is also a space to provide trainers with feedback and a chance to clear any miscommunications from the preceding day. The typical session consists of trainers soliciting written feedback from individuals on note cards. Trainers can read the note cards aloud and address any feedback or make any changes to the agenda for the day based on the written feedback from participants.

A session design for this daily opening is included at the beginning of each module.

V. CLOSINGS

This section covers the importance of activity closings, daily closings, and module closings.

a) Activity Closing

Closing an activity properly is key to a training's effectiveness. Often, the sessions contained in the GOJoven curriculum touch on very personal and difficult topics that may bring strong emotions to the surface. Topics like gender violence or self-esteem can bring up painful memories and experiences for participants. If trainers do not close the session and workshop day well, these emotions can weigh heavily on participants and can cause individuals to isolate themselves from the rest of the group.

Therefore, the closing activities outlined throughout the curriculum are designed to provide a positive and unifying note on which to end each training day and each module. Closings are an opportunity for participants to acknowledge their fellow participants and trainers in a positive and unifying way. Closings provide a way to validate self and others at this leg of the journey and to recognize both personal actions and those of others that impacted the given individual. This not only cements the activities that were used during the training in the participant's mind, but also creates opportunities for acknowledgement and bonding.

b) Daily Reflection & Closing

The end of the training day provides a space for much-needed personal reflection. Participant feedback has consistently shown the need to reflect and integrate the learnings on a daily basis. After the final activity of the day has closed, the trainers should provide a quiet time during which participants can write in their notebooks on what impacted them most in the activities of the day. The opportunity to think about the activities and write down their reactions and thoughts to the new material presented throughout the day provides them with the time to draw conclusions about the topics and to connect them to their work and lived experience. The participants' writing is usually not shared, but rather stays in their personal notebook and can serve as a kind of "diary" of the training for them to reference in the future. In some instances, the trainer may ask the participants if a few would like to share their reflections as a way of closing the day with their voices and thoughts. In general, this activity serves as a break between the learning/applying time of the day and personal time.

Establishing a separation between the previous training activity and the closing/reflection allows for a moment to clear the mind a bit—to leave behind modes of learning and enter a more reflective state. The trainer's guide below recommends a short, guided meditation to help participants relax and center their energy so that they can reflect more fully on the events of the day.

A session design for facilitating the "Daily Reflection & Closing" is included at the beginning of each module.

c) Training Module Closing

Closing the week-long module in an emotionally positive way is even more critical, because it allows participants to express gratitude towards their peers and creates a space to acknowledge their own growth and change in an intentional and focused way that may not be possible outside the training space.

The last training day of each module includes a session design for conducting a module closing. The design in Module 1 includes additional alternate activities.

VI. EVALUATION

GOJoven implements several evaluation tools, including daily feedback cards for each training day; a pre- and post-test to assess technical knowledge and personal attitudes towards different SRH topics; a written evaluation at the end of each workshop assessing the presentation of workshop topics, trainers, and skills that were developed; and a final set of questions spanning all three modules and a focus group at the end of the last training of the Fellowship year. All of these documents are included as training tools in the training modules. For each evaluation tool, GOJoven emphasizes that the evaluation is not directed at participants, but rather focuses on evaluating the program itself, and that the results will remain anonymous. Each evaluation tool is administered by staff that did not directly partake in implementing the training, such as administrative or temporary staff, in order to maintain objectivity, prevent a breach of confidentiality and preserve the anonymity of the results of the written evaluations.

At the end of each module day, the training staff reviews the feedback cards in detail in order to address any issue or interpersonal problem that is raised, and makes the necessary changes to adjust the following workshop days to resolve the issue(s). At the end of each module, a staff member collects responses from written evaluations to share with the program's training and administration staff. The staff thoroughly reviews the information collected to make necessary adjustments to staff, trainers, topics, and time to future workshops to be able to consider the feedback received. Responding to the different methods of evaluation in a concrete and detailed way is vital to ensuring a flexible program that continually improves in accordance with the participants' needs.

An evaluation implemented by external evaluators after several years of program implementation would be important to highlight the program's achievements and impacts at a broader level. This external evaluation could contain different components such as individual interviews with community leaders, staff from the organizations where GOJoven Fellows work, and focus groups with LAP beneficiaries. This more intensive evaluation requires dedicated funding beyond regular funding for program implementation. For instance, the GOJoven Program itself was evaluated by an external evaluator on two separate occasions during its first 12 years; results available through the Public Health Institute.

VII. NEXT STEPS

Trainers should plan this short session at the end of the last day of a module to provide a space to communicate expectations, deadlines, and concrete follow-up activities. The Next Steps session will depend on the scope and depth of the program and the learning outcomes of the training being implemented.

The last training day of each module includes a session design for conducting a review of next steps. The design in Module 1 includes a sample handout listing next steps to be completed before Module 2.

References:

Freire, Paulo (1970). *Pedagogy of the Oppressed*. New York: Bloomsbury.

McLaren, Peter (2016). *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education.* Sixth Edition. New York: Routledge.

Gardner, Howard (1983). *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books.

Dale, Edgar (1969). *Audiovisual Methods in Teaching.* New York: Dryden Press.

Kolb, David (1984). *Experiential Learning: Experience as the Source of Learning and Development.* New Jersey: Prentice Hall.

TRAINING MATRIX: SESSION THEMES

MODULE 1	MODULE 2	MODULE 3
Theme: **SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS**		
Young People's Sexual and Reproductive Health	SRHR and HIV/AIDS	Evidence-based Sexuality Education
Young People's Sexual and Reproductive Rights	Violence and SRH	Abortion
Gender and Sexuality	Gender and Power	SRH Issues and Field Visit
Sexual Diversity	Religion and SRHR	
Sexual and Reproductive Anatomy and Contraception	Population and Environment	
Theme: **PROGRAM PLANNING**		
Introduction to Country SRHR Maps and SWOT Analysis	Institutional Analysis Instructions & Country Team Review of Institutional Analysis	Guided Work on LAPs
Program Planning	Program Planning and Logical Framework	Disseminating Results and Developing Abstracts
Introduction to Institutional Strengths Analysis	Budgets and Financial Planning	Developing Successful Proposals
Introduction to Leadership Action Plans (LAPs) & LAP Teamwork	LAP Instructions & Guided Work on LAPs	Guided Work on LAPs - Continued
Country SRHR Map Presentations	Monitoring and Evaluation	Final LAP Presentations
	LAP Presentations	
Theme: **LEADERSHIP**		
Team Strengths	Leadership and Ethics	Team Integration
Visionary Leadership	Interculturalism	Leadership and Self-Esteem
Introduction to Individual Leadership and Personal Development	Leadership and Advocacy	Advocacy and the Media
Experiential Leadership Outing	Experiential Leadership Outing	Effective Communication Using PowerPoint
Communication and Public Speaking	Feedback in Country Teams	Experiential Leadership Outing
Individual Leadership: Skills Profile	Personal Development Peer Coaching	Individual Personal Development Meetings
Personal Development		Training Techniques
Personal Development Coaching Sessions		

*The sessions that do not have a specific theme, such as "Welcome", "Closing", and "Module Evaluation" sessions, among others, are not listed here.

GOJOVEN INTERNATIONAL™

GOJOVEN
TRAINING CURRICULUM

MODULE 1

TRAINING AGENDA: MODULE 1

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**
8:30 am **Welcome** 9:30 am **Pretest & Leadership Reflection** 10:15 am **Team Strengths**	9 am **Agreements and Feedback Process** 10 am **Young People's Sexual and Reproductive Health**	9 am **Daily Opening: Where Are We?** 9:30 am **Gender and Sexuality**	8:30 am **Daily Opening** 9 am **Experiential Leadership Outing**	9 am **Daily Opening** 9:30 am **Communication and Public Speaking**	9 am **Daily Opening** 9:30 am **Personal Development**	9 am **Daily Opening** 9:30 am **Introduction to Leadership Action Plans** **LAP Teamwork & Personal Development Coaching Sessions**	9 am **Daily Opening** 9:30 am **Personal Development Coaching Sessions and/or Work on Country SRHR Map Presentations** 11:30 am **Country SRHR Map Presentations**
1:30 pm **Lunch**	1 pm **Lunch**	12:30 pm **Lunch**		12:30 pm **Lunch**	12:30 pm **Lunch**	1 pm **Lunch**	1 pm **Lunch**
2:30 pm **Visionary Leadership**	2:30 pm **Young People's Sexual and Reproductive Rights** 5:30 pm **Intro to Individual Leadership and Personal Development** 6:15 pm **Scheduling Personal Development Meetings**	2:30 pm **Sexual Diversity**		2 pm **Individual Leadership: Skills Profile** 4:30 pm **Introduction to Country SRHR Maps and SWOT Analysis**	2:30 pm **Program Planning** 5:00 pm **Introduction to Institutional Strengths Analysis**	2:30 pm **Sexual and Reproductive Anatomy and Contraception**	2:30 pm **Module Evaluation** 3 pm **Next Steps**
6 pm **Daily Reflection & Closing**	6:30 pm **Daily Closing**	6 pm **Daily Closing**	5 pm **Daily Closing**	6 pm **Daily Closing**	5:30 pm **Daily Closing**	6 pm **Daily Closing**	4 pm **Module Closing**
7 pm **Welcome Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Closing Dinner and Recognition Letters**
	8 pm **Work on Skills Profile**			8 pm **Work on Country SRHR Maps**	8 pm **Work on Country SRHR Maps**	8 pm **Work on Country SRHR Maps**	

LEARNING OUTCOMES: MODULE 1

Following this training module, participants will be able to do the following:

DAY 1

Welcome

- Name the GOJoven program policies.
- Explain their commitment to the program and to their country team.

Pre-Test and Leadership Reflection

- Complete a pretest that provides a baseline for their knowledge of and attitude toward sexual and reproductive health.

Team Strengths

- Identify the diversity, capacity, and leadership of the team.

Visionary Leadership

- Recognize their own leadership within the context of their own experience and learning.
- Create a personal and group vision of adolescent sexual and reproductive health in their country or community.

Daily Reflection & Closing

- Provide feedback to improve the trainings.
- Reflect on their experience and what they have learned.

DAY 2

Agreements and Feedback Process

- Explain the importance of feedback.

Young People's Sexual and Reproductive Health

- Create 3 effective strategies to improve ASRH in their regions and/or communities.
- Explain 3 strategies to eliminate myths and taboos about ASRH.

Young People's Sexual and Reproductive Rights

- Identify 3 sexual and reproductive rights and a strategy to promote SRHR in their community.
- Name 3 ways in which SRR are violated and 3 structures intended to protect them.

Introduction to Individual Leadership and Personal Development

- Describe the possible outcomes of the personal development process.
- Explain the steps needed to complete the Skills for Career And Life Effectiveness (SCALE®) Profile.

Scheduling Personal Development Meetings

- Schedule a personal meeting for feedback on their personal development plan.

DAY 3

Daily Opening: Where Are We?

- Explain the importance of feedback, recognizing how it can improve the program and that their contributions will make it better for those who come after them.

Gender and Sexuality

- Define gender and sexuality.
- Describe how our opinions and beliefs about gender influence our experience of sexuality.

Sexual Diversity

- Define the basic concepts of sexual diversity, including different sexual orientations and identities.
- Explain and question – including through artistic expression – their opinions about diverse sexualities and sexual rights.

DAY 4

Experiential Leadership Outing

- Engage in physical activities that let them overcome their individual limits, offer support to their peers, and practice team leadership.

DAY 5

Communication and Public Speaking

- Understand and apply the 4 components of an effective presentation: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging.

Individual Leadership: Skills Profile

- Create a profile of leadership skills; identify their own leadership skill development needs.
- Prepare a personal development plan.

Introduction to Country SRHR Maps and SWOT Analysis

- Name the strengths, resources, needs, and challenges related to adolescent SRHR in their country.
- Identify the strengths, weaknesses, opportunities, and threats (SWOT) of the state of SRHR in their communities based on their research.
- Identify the internal strengths and weaknesses of their own Leadership Action Plan (LAP) groups.
- Identify the external threats and opportunities that exist for their LAP groups.

DAY 6

Personal Development

- Receive individual support and feedback on their personal development plan.
- Create a personal development plan using the Career Planning Workbook©.
- Process the necessary steps to complete their objectives and commit to completing them.

Program Planning

- Understand the basic elements of a planning cycle and a program plan.
- Apply the SMART model to the creation of an objective.

Introduction to Institutional Strengths Analysis

- Explain the steps needed to conduct an institutional strengths analysis in their organization.

DAY 7

Introduction to Leadership Action Plans

- Understand how the LAPs fit into the GOJoven Program.
- Plan the next steps to begin their LAPs as a team.

Personal Development Coaching Sessions

- Give and receive feedback in individual coaching sessions with trainers.
- Recognize what some of their strengths and skills as a leader are.

Sexual and Reproductive Anatomy & Contraception

- Identify the main parts of male and female reproductive systems.
- Understand how pregnancy occurs and the days of a woman's menstrual cycle during which she is more likely to get pregnant.
- Describe why sexually transmitted infections (STIs) are a serious problem facing many young people.
- Distinguish between barrier and non-barrier contraceptive methods

DAY 8

Country SRHR Map Presentations

- Name the strengths, resources, needs, and challenges related to SRHR in their communities.
- Give and receive feedback on the SRHR map presentations.

Module Evaluation

- Provide their personal comments and feedback on the GOJoven Training.
- Reflect on and provide feedback on the quality of the components of the GOJoven program, sessions, and facilitators.

Next Steps

- List the activities they must do before the second training.

Module Closing

- Express their mutual appreciation and reflect on what they have learned.

Session 1: Welcome

Learning Outcomes | Participants will be able to:

- Name the GOJoven program policies.
- Explain their commitment to the program and to their country team.

TIME: 1 hour

SUPPLIES

- Pens; Name tags; Flip charts; Markers; Feedback cards; Binders; Paperwork; Logistics box; Stickers for name tags so participants will know which of 4 groups they are in (for example: 4 different colors or animals; divide the total number of participants by 4 to know how many of each sticker to use).

TRAINING TOOLS

- Worksheet: Individual and Institutional Commitment Forms
- Handout: Logistics Guide (5 more than the number of participants)
- Handout: GOJoven Regulations and Policies

PREPARATION

Materials/Room:

- Prepare name tags/stickers.
- Write agenda, learning outcomes, and "Parking Lot" on flip charts.
- Prepare and put out the logistics box.
- Set up chairs and/or tables in a suitable configuration.

Trainer:

- Create and distribute participant binder to each participant, which includes: training matrix and agendas, handouts, supplementary readings and resources that you have identified on the training topics.
- Distribute markers, pens, and feedback cards for each participant.

INSTRUCTIONS

PART 1: WELCOME AND OBJECTIVE REVIEW (5 min)

1 Welcome participants to the session, explaining:
- The GOJoven program aims to develop your capacity as leaders to create positive changes in adolescent sexual and reproductive health and rights (ASRHR) in your region.
- You have each been selected because you bring a special talent to the team and to the program.

2 Describe the GOJoven Fellowship by reading the Mission and Objectives (boxed on the following page).

3 Introduce the training structure and process:
- There are three 8-day modules, delivered over a year.
- Each training module builds on the one before, so it is important to attend all of the trainings.
- Between trainings, participants will share what they learn with others, practice their leadership skills, and design and implement their Leadership Action Plans (LAPs).

Training Tip:

✓ Revise activities as needed if you are adapting it for another group.

GOJoven Mission:
GOJoven works to advance adolescent sexual and reproductive health and rights programs, policies, and outcomes by supporting the next generation of young leaders and building the capacity of local organizations.

GOJoven Objectives:
Through an Institutional Strengthening (IS) process, the Public Health Institute (PHI) increases the capacity of pivotal local organizations to support adolescent sexual and reproductive health and rights (ASRHR) and grow youth leadership. GOJoven provides local organizations with technical assistance, training, and institutional support to increase their effectiveness in advancing ASRHR and youth engagement in the region. Through the fellowship element of the program, GOJoven builds the capacity of young leaders to advance the field of ASRHR. Each year, PHI selects multi-disciplinary and multi-sectoral country teams of participants who have the vision, commitment, and leadership capacity to improve ASRHR programs, policies, and outcomes in their communities, countries, and throughout the region.

PART 2: ICEBREAKER (10 min)

4 Introduce the activity, explaining:

- Once again, welcome to GOJoven. During our training sessions we strive to create an atmosphere that is conducive to sharing, challenging, learning, and fun. We are aware that all of you bring a treasure trove of skills talents, and ideas and we hope that you will share them with all of us as we move through this training.

5 Divide the group into pairs, and give participants a few minutes to share their name and something interesting that happened on their way to the training.

6 After a few minutes, ask participants to switch so the other person can share.

PART 3: REVIEW PARTICIPANT MATERIALS (15 min)

7 Direct participants' attention to the participant binders, and guide them through each section explaining what each item is for and when they will use it:

- These materials will add to your learning. Try to read the articles in the binder before that day's session.

8 Read aloud the program policies, individual commitment form, and institutional commitment form. Then explain:

- Sign the individual commitment form after reading it.
- The institutional commitments are important - at least 1 year of training and 1 year of implementing the LAP.
- Answer questions and discuss any concerns.

PART 4: GROUP DISCUSSION AND AGREEMENTS (10 min)

9 Read the learning outcomes, answer questions, and introduce the activity:

- GOJoven is committed to creating a safe and comfortable space for learning and risk taking. This includes facilitating participant interactions and respectfully giving and receiving the group feedback from the logistics box (show the box and feedback cards).
- Let's brainstorm a list of agreements by which we will abide. *[Record their responses on a flip chart, and probe for the following: respect; listening; openness; punctuality; confidentiality; only use cell phones/computers during breaks; to feel safe; to learn.]*
- Agreements are an important aspect of group commitment and that we can revisit them as needed.

Training Tip:

✓ Revisit the agreements mid-week and keep the list on flip chart paper to repost and discuss at future trainings.

PART 5: LOGISTICS AND DAILY AGENDA (10 min)

10 Review logistics for the week concerning hotel accommodations, reimbursements and the logistics box.

11 Answer questions and explain the Parking Lot:

- When topics come up that we do not have time to address, I'll write them on the "Parking Lot" flip chart.
- I'll review the themes and modify the agenda daily to include, as possible, the topics you request we address.

PART 6: EVALUATION AND QUESTIONS (10 min)

12 Explain the GOJoven evaluation process to participants:

- We will use various methods to evaluate the program:
  - A suggestion box
  - Feedback cards
  - Informal feedback to trainers
  - Skill assessment tools like pre and post tests
  - Written evaluation forms
  - Focus groups

INDIVIDUAL LETTER OF COMMITMENT

Date

Name
Position
Organization
Address

Dear Sir or Madam:

Congratulations! We are pleased to communicate that you have been selected to participate as a fellow in the Youth Leadership in Sexual and Reproductive Health Program (GOJoven) implemented by the Public Health Institute and financed by the Summit Foundation. The GOJoven Program seeks to strengthen leadership in sexual and reproductive health, in Spanish, for young people from Belize, Guatemala, Honduras, and Quintana Roo, México.

Your work and performance as a young leader in your country have impressed the GOJoven interviewing team and the Selection Panel. Upon reviewing your application and your interview, we have noticed your leadership skills, your commitment to advancing positive changes in youth sexual and reproductive health, your openness to new ideas, and your initiative to launch new projects. This is why we believe that you will be an excellent member of our program.

This year we have invited 18 new young fellows to participate (6 from each Spanish speaking country), chosen because of their extensive experience in leadership and their commitment to sexual and reproductive health. As you may remember, the GOJoven fellowship consists of a series of trainings throughout the year, and the implementation of an Action Plan in coordination with your country team for approximately 18 months.

Please consider the following dates so you can start planning your participation in the different program activities (keep in mind some dates are subject to changes).

- Regional training no. 1, approximately from DATE TO DATE
- Regional training no. 2, approximately from DATE TO DATE
- Regional training no. 3, approximately from DATE TO DATE

WORKSHEET

Individual and Institutional Commitment Forms

TRAINING TOOL

During the first training, you will start to create a Leadership Action Plan (LAP) in youth sexual and reproductive health, which will be implemented together with the other five fellow leaders from your country in a period of 18 months.

Please confirm via email at **EMAIL** before **DATE, whether you agree or not to become a fellow** in the GOJoven Program, and if you will be able to fully attend the four trainings and a national gathering that will take place during the fellowship year.

Your participation requires both personal and organizational commitment, therefore we are including a personal commitment letter (annexed below) and a letter of commitment for your organization/institution. Please send both letters properly signed to: **Fax ####, addressed to NAME, TITLE,** or scan and send them to **EMAIL**, with a copy to **EMAIL**. Confirmation of your attendance to the program depends on you sending these two important documents **before Monday, DATE**.

Also, we want to let you know that GOJoven **YEAR** Fellows are organizing an orientation activity for you and the other members of your selected team, we hope you can participate. This orientation will be an important opportunity to learn more about the GOJoven Program and for your integration into the youth leaders' network. After your confirmation and your signed commitment letters are received, the **YEAR** Alumni Fellows will get directly in touch with you to let you know the details of the orientation activity.

Congratulations! We are sure that your participation in this program will add to your development as a leader and your professional success. Many thanks for your attention, and if you have any questions about the Program or the confirmation process, please reach **NAME** at **####** or by mail at **EMAIL**.

Sincerely,

Executive Director

Head of the Board

WORKSHEET

Individual and Institutional Commitment Forms

INDIVIDUAL LETTER OF COMMITMENT
Between

[ORGANIZATION]

AND

Full name (please emphasize your surnames)

As a GOJoven Fellow, I confirm my willingness and ability to commit to the following:

1. I commit myself to acknowledging and making the most of my own potential as a leader, and to achieving positive changes in the area of sexual and reproductive health of youth and adolescents in my country. To attain this goal, I will develop my leadership skills, learn all that I can about youth and adolescent sexual and reproductive health, and devote energy, passion, and time to the Youth Leadership in Sexual and Reproductive Health Program (GOJoven), as well as to my country's team. I will share my knowledge and skills with my team, the other teams in the Program, my organization, and with other young people in my community.
2. I have permission in writing and the support of my organization or school* to fully participate in all of the GOJoven Program trainings, and in the implementation of a Leadership Action Plan** for my country within at least 18 months.
3. I will attend all trainings, which will take place in the following approximate dates and countries in Central America (please note that some dates are subject to change):

   Regional training no. 1, approximately from DATE TO DATE
   Regional training no. 2, approximately from DATE TO DATE
   Regional training no. 3, approximately from DATE TO DATE

4. I will attend all the programmed sessions and activities, and I will stay in the hotels and training venues with the entire group of participants.

5. I commit myself to participating in my country's national GOJoven Fellows network, including my participation in network activities, communication and advocacy initiatives for youth sexual and reproductive health (SRH) and sexual and reproductive rights (SRR). I commit myself to create a regional support and communications network with GOJoven fellows from Guatemala, Honduras, Belize, and Quintana Roo, Mexico. I will use the Internet and participate in the communications network between GOJoven's staff and GOJoven Fellows during at least 18 months, and I will, with my own resources, keep an active email account, to communicate via Internet during the duration of the program.
6. I will plan, execute and evaluate, together with my country team, a Leadership Action Plan in sexual and reproductive health, for 18 months. I will work with my team to implement this Action Plan. I will organize and participate in my group meetings and will carry out monthly activities with the other team members to implement this Action Plan and improve the sexual and reproductive health of adolescents and youth in my country.
7. I accept that the GOJoven Program will pay my transportation expenses by air or land both ways, food, lodging, passport expenses, and other necessary expenses (excess baggage, communications, etc.) during trainings and other activities.
8. I will respectfully comply with the GOJoven Program policies and will behave appropriately and professionally in all the program activities.
9. I will send the GOJoven Resource Team a mid-fellowship reflection about my leadership in sexual and reproductive health. Together with my team, every six months I will send the Resource Team a summary of the activities we have carried out for the Leadership Action Plan. I will participate in the necessary activities to monitor, follow-up and evaluate the Program's success.
10. Every year I will support the orientation of new GOJoven Fellows, **before they start the GOJoven Program,** with yearly meetings with the chosen **candidates to become GOJoven Fellows.**
11. I will participate in the GOJoven Personal and Professional Development Process, which will be supported by a personal development fund, and I will send applications and report the results of my professional activities.

Date: ____

Applicant Name: ____

Applicant's Signature: ____

Supervisor's Name: ____

Supervisor's Position: ____

Direct Phone Number: ____

Email: ____

Supervisor's Signature: ____

* It is our expectation that your organization will provide you with your salary while you attend the three regional trainings during the fellowship year.

** **Leadership Action Plan** is a strategic plan of collaborative actions focused on the sexual and reproductive health of youth and adolescents, that each country's team will have created during the training process and implemented for 18 months. The team of Fellows will decide which results they want to achieve, the actions to achieve their goals, and the necessary evaluations to measure its effectiveness.

INSTITUTIONAL LETTER OF COMMITMENT

Date

Dear Sir or Madam:

Congratulations! After a competitive process, we are pleased to inform you that **NAME** and your organization were selected to participate in the Youth Leadership in Sexual and Reproductive Health Program (GOJoven), developed by the Public Health Institute and funded by the Summit Foundation.

This program focuses on training young leaders and strengthening local organizations in the area of sexual and reproductive health in Belize, Guatemala, Honduras, and Quintana Roo, Mexico, and has two main components:

1) Enhancing the vision, commitment, and leadership capacity of young leaders through a fellowship program.
2) Strengthening the capacity of local organizations to support young leaders in advancing positive changes in the short term in the areas of sexual and reproductive health.

It is mandatory for **NAME** to be able to participate, that (s)he has the support of the person who is authorized to approve of the fellow's leave, as well as that of the institution; the annexed letter of commitment must be signed and sent to us at **fax #### in the USA** addressed to **NAME**, **TITLE**, or scanned and sent to **EMAIL** before **DATE.**

Many thanks for your attention, and if you have any questions about the Program or the process, please reach the GOJoven Staff member, **NAME**, at **####** or by email at **EMAIL**. You may find further information about the Program on our web page.

Sincerely,

Executive Director   Head of the Board

WORKSHEET

Individual and Institutional Commitment Forms

INSTITUTIONAL LETTER OF COMMITMENT
Between

[ORGANIZATION]

AND

Name of the institution or organization

Since ______________________, who works for my institution, has been chosen as a GOJoven Fellow to participate in the Youth Leadership in Sexual and Reproductive Health Program (GOJoven), I hereby confirm my willingness and capacity as Director to commit to the following:

1. To give the fellow my full support as Director for his/her participation in the GOJoven Program, which includes 3 eight-day trainings in countries of Central America, team meetings to work on the Leadership Action Plan*, a one-day orientation, a personal and professional development process, and other activities concerning the GOJoven program; for 18 months.
2. To grant the necessary authorizations for the GOJoven Fellow to leave the organization or institution during the various program activities (keep in mind that some dates are subject to change).

   Regional Training no. 1, approximately from DATE to DATE
   Regional Training no. 2, approximately from DATE to DATE
   Regional Training no. 3, approximately from DATE to DATE

3. To recognize which representatives from my organizations have the opportunity to participate in the institutional strengthening process that GOJoven is implementing to improve my organization's capability to promote youth and adolescents sexual and reproductive health.

Date: ____

Supervisor's Name: ____

Supervisor's Position: ____

Telephone: ____

Email: ____

Supervisor's Signature: ____

HANDOUT

Logistics Guide

TRAINING TOOL

GOJoven Regional Workshop #[X], [Year]
[Location, Dates]

Welcome to this [year] **GOJoven Regional Workshop** #[X], organized by the GOJoven Program team! We are happy to share with you; we will do our best so that your experiences in this workshop are positive and memorable for your personal and professional growth.
This document has been created to inform you about the training and logistics during your stay in this workshop.

LOGISTICS BOX

In the training room, there will be a box available, labeled "LOGISTICS BOX", in which you may deposit:

1. The envelope with your reimbursement form, duly completed and with the corresponding receipts/invoices;
2. Questions and suggestions about the workshop;
3. The feedback cards; and
4. The medical sheet, duly completed, **"only in case you wish to update information"**.

REIMBURSEMENTS AND TRAVEL EXPENSES

[Note: Trainer to update according to their own policies]
To be able to reimburse your expenses, we kindly remind you to request, keep, and bring with you, all your original receipts or payment slips so we can reimburse your expenses. Please include all expenses made during your travel both ways (round trip).
Each fellow will receive USD$5.00 per effective workshop day, to cover his/her incidental or additional expenses (such as phone calls, Internet use, etc.).
Hotel stay includes breakfast, lunch, dinner, and snack/afternoon snack during training. All transportations and meals scheduled during the workshop are organized by the GOJoven Resource Team.
The deadline to present your reimbursement form (including your invoices, receipts, or payment slips), is [date], at [time]. For inquiries about your reimbursement, you can reach [name of facilitator and/or person in charge of logistics].
We have included several "Miscellaneous Receipts", to be used for expenses you make and for which you do not get an official invoice or receipt (for better backing, ask the service provider to sign the
receipt). For further information about your reimbursement, please read your **"Reimbursements Guide"** thoroughly.

DIFFERENT COMMUNICATION METHODS

Phone calls

- During the workshop days, if you need to make phone calls, use Internet, or make other communication expenses, you can pay it with the $5.00 dollars you will be given for incidentals.
- If you decide to make phone calls from the hotel, you will need to pay for them yourself.

Sending and receiving FAX

If you wish to send or receive a fax to/from your organization, you may do it at the hotel. The fax number is: [number], there is no charge for receiving; sending from the hotel will have a cost per minute according to the fees as described before **(charges must be paid by you).**

Scanned documents

If you need to scan a document, we will gladly help you with the process. We ask that you bring us the document and your USB memory to upload it.

Email and Internet

[Note: Trainer to update according to the hotel being used]

The hotel has Wi-Fi service, if you bring your laptop with Wi-Fi capability, you may use it free of charge in the training room. If you need the service in your room or in the lobby, the hotel has a $[XX] fee per day, which you will need to pay for yourself.

Communication in cases of Emergency

We recommend that you share this information with your family before traveling so that they can get in touch with you.

They can use the hotel number [phone number] 24 hours to leave you a message **(only in emergencies can they ask for you to be located in the training room).**

- They can also reach the facilitator and/or person in charge of logistics, [name], at [email] and [phone number].

HANDOUT

Logistics Guide

TRAINING TOOL

IDENTIFICATION DOCUMENTS (PASSPORTS OR CARDS)

It is essential that you bring with yourself your passport and identification documents, in case of an emergency.

LODGING

During the training, you will be staying at: [hotel name, address, phone number, email].
For further information, you may visit the webpage: [link to hotel website]

TRANSPORTATION SERVICES

For transportation, we try to have as much security as possible for the group. If you wish to travel to someplace not included by the organizing team, expenses will be paid by you and you must request permission from the GOJoven director.
If you have any questions about your transportation route and itinerary, you may directly ask the person in charge of logistics: [name and contact information].
It is mandatory that you attend all training sessions, and we ask that you be punctual.

MEDICAL EMERGENCIES

During the training, GOJoven has a basic medicine and emergency kit (Tylenol, gauze, ibuprofen, etc.) that you may ask the Resource Ream for. **Keep in mind that we do not have any kind of antibiotics since these must usually be prescribed by a medic.** If you suffer from any chronic ailment, **do not forget your medications** that you take to manage your condition usually.

OTHER RECOMMENDATIONS

1. Before traveling, you should share the logistics information with your country team and make sure the entire team has the same information.
2. Before traveling, you should share contact information for the training center with your family (including phone numbers and address).
3. Do not forget your travel documentation; most importantly, your **passport.**
4. You should have with you a printed copy of phone numbers for the bus line and your team, parking spot address; and if you bought your tickets beforehand, don't forget to bring your receipts.
5. We recommend that each country team designate a meeting point to start the trip.
6. The team must be at the airport at least 2 hours before the flight departure time; you must arrive punctually at the airport.

7. The team must be at the bus station at least half an hour before departure. This time is necessary to check your travel documents and luggage.

8. When going through Immigration, please make sure that all stamps and permission dates are included in your passports and corresponding authorizations.

9. Have some extra money with you in case of emergency. You can carry approximately USD$40 in case you need to pay airport taxes upon entering or leaving the country.

10. **The weather** where the workshop will take place is quite variable; usually, the temperature is around [X] degrees Celsius, and since it is [season], bring appropriate attire for the weather with you.

11. **We suggest that you bring, as additional clothes,** "tennis" or shoes fit for walking, swimming trunks, shorts, and/or a bathing suit. This will be particularly important to participate in the experiential leadership outing.

GOJoven Resource Team

HANDOUT

GOJoven Regulations & Policies

Participation in trainings

- GOJoven fellows must attend all trainings unless given prior official authorization by PHI.
- If a GOJoven Fellow misses more than one training, he/she will lose the opportunity to continue as a GOJoven Fellow, unless his/her absence is due to an emergency and has been authorized by PHI.
- PHI may grant permission for fellows to skip training sessions in cases of personal or immediate family medical emergency.
- If GOJoven Fellows skip a day of training without prior notice, PHI may ask for them to be removed from said training.
- If GOJoven Fellows need to leave training during a session or part of the day, they must request previous authorization from the Resource Team.
- If GOJoven Fellows wish to exit the training venue, they must do so in pairs or groups, for their safety.
- GOJoven Fellows must comply with the agreements that the GOJoven Fellows and the Resource Team develop.
- GOJoven Fellows must comply with the rules set by the training venue, as well as the laws of the country where the training is taking place.

Alcohol consumption by fellows and staff

- PHI will not provide alcoholic drinks to GOJoven Fellows or to the GOJoven Staff, save occasionally for some celebrations.
- If GOJoven Fellows or staff wish to drink alcohol, it must be done in a moderate and responsible way, and on their own account.
- If a GOJoven Fellow drinks too much alcohol and in consequence is unable to attend the activities or arrives late to a training, this could result in his/her/their removal from the program.

Bringing relatives and other external people to the course for staff and fellows

- It is not allowed for fellows or the Program staff to leave the training venue with external or unknown people, or to invite them into the hotel or hotel rooms.
- GOJoven Fellows are not allowed to bring their relatives to the training venues except in special and pre-approved circumstances and with agreement to cover all additional costs. PHI may grant permission to invite their relatives, bosses, or coworkers to participate only in special events.
- The Resource Team is allowed to bring their relatives only with prior authorization by PHI and all expenses will be covered by the staff member who requests said authorization.

Travel expenses and reimbursements for fellows and staff

- PHI is responsible for reimbursing GOJoven Fellows and staff all the necessary and valid expenses they made to participate in GOJoven. It is the responsibility of each GOJoven Fellow or staff member to provide official receipts and invoices to account for his or her expenses.

- They will receive an amount of USD $5.00 per training day for incidental expenses. Meals taken during travel will also be reimbursed and must be justified presenting receipts or invoices.
- All personal phone calls made by GOJoven Fellows and staff will be paid by themselves.

Relationships between staff and GOJoven Fellows

- No kind of romantic or sexual relationship between GOJoven Fellows and members of the GOJoven Resource Team is allowed (including independent consultants and local staff).
- Any romantic or sexual liaison between a member of the Resource Team and a GOJoven Fellow will result in the immediate dismissal from employment and the end of a consultant agreement and total termination of all benefits attached to GOJoven.
- The Resource Team will treat all GOJoven Fellows equally.
- There will be no meetings between any members of the Resource Team and less than two GOJoven Fellows at a time in a private space.

Policies of the Leadership Action Plans (LAP).

- All GOJoven Fellows must actively participate in all stages of the LAP (creation, implementation, evaluation, reporting).

Reasons for which GOJoven Fellows may be uninvited to participate in GOJoven include, among others:

- Possessing or being under the influence of illegal drugs during trainings or events related to GOJoven.
- Attending a GOJoven activity inebriated or arriving late to a session because he/she/they drank too much.
- Failing to fulfill the tasks concerning the country team's work, or in the program trainings.
- Missing one of the program trainings or arriving late to a training without notice or prior authorization.
- Failing to actively participate or do collaborative work in group during trainings or in he/she/they country team during the months between trainings.
- Having an intimate or sexual relationship with a member of the Resource Team.
- Participating in any action or situation which results in a major disagreement or disruption to the GOJoven program or the fellows cohort (for example, disrespecting another participant, a member of the Resource Team, or physically assaulting another person).
- Bringing an external person to the training into a hotel or hotel room.
- Disrespecting a facilitator, member of the Resource Team, another GOJoven Fellow, or the hotel staff.

Session 2: Pre-test and Leadership Reflection

Learning Outcomes | Participants will be able to:

- Complete a pretest that provides a baseline for their knowledge of and attitude toward sexual and reproductive health.

TIME: 45 minutes

SUPPLIES
- Pens/pencils for each participant

TRAINING TOOLS
- Worksheet: Pre-test
- Worksheet: Personal Definition of Leadership (Module 1)

PREPARATION

Materials/Room:
- Have copies of the pre-test forms ready, with one for each participant.
- Prepare the worksheet on personal definition of leadership (specific to Module 1), and bring one copy per participant.
- Write learning outcome on flip chart.

Trainer:
- Review the pre-test before the session to ensure you have basic knowledge of the questions.

INSTRUCTIONS

PART 1: PRE-TEST (35 min)

1 Read aloud the learning outcome and answer questions.

2 Distribute the pre-test and read aloud the following:

> The pretest is an instrument of evaluation that helps the GOJoven Program to measure how well we are fulfilling our learning objectives. To assess the value that the GOJoven program adds in terms of sexual and reproductive health knowledge, attitudes, and beliefs, we will ask you to complete a written pretest at the beginning of the fellowship year. At the end of the last training, we will ask you to complete a written post-test.
>
> This pretest is not graded in any way—we are not measuring your individual abilities or knowledge. We will not be able to match the answers of the pretest back to you as an individual. Answer the questions according to your knowledge and in the most complete manner possible, but do not worry if you do not know the answer. We will report back to you on the aggregated results when we get them, but there is no individual assessment of any kind resulting from this test. Thank you very much for your participation!

3 Explain how to label their pre-test anonymously:
- Write a symbol or fake name at the top of the page.
- Recall what you wrote so you can use it again on the post-test.

4 Then, inform the participants that:
- You now have 30 minutes to complete the pre-test.
- Someone will stay in the room to answer any questions that might come up during the test.

PART 2: LEADERSHIP REFLECTION (10 min)

5 Remind participants that leadership development is a central pillar of the GOJoven program, then read the following worksheet information:

- We would like to know how your understanding and interpretation of leadership will develop over the coming year through your participation in the program and trainings.
- We will ask you to write your personal definition of leadership in one or two short paragraphs.
- This exercise will not be scored.
- We ask for your name so that we can monitor how each Fellow's thinking on this topic develops; we will maintain confidentiality of individual responses.

6 Distribute the worksheet and thank them in advance for participating. Give them the remainder of this 10-minute period to complete the worksheet.

WORKSHEET

Pre-Test

Name: ___________________________________
Date: ____________________________________

Instructions: This instrument is a way for us to know your level of knowledge about the GOJoven topics, to create a program that meets your needs in regards to the information and knowledge that will help you become a powerful leader in sexual and reproductive health. There will be no individual assessment based on your performance. Please answer the questions based on your knowledge and in the most complete manner possible.

Thank you very much for your participation!

1. On a scale from 1 to 10 (in which 1 is the lowest and 10 the highest), rank your level of:

Self-esteem: 1 2 3 4 5 6 7 8 9 10

Leadership: 1 2 3 4 5 6 7 8 9 10

Communication skills: 1 2 3 4 5 6 7 8 9 10

Teamwork skills: 1 2 3 4 5 6 7 8 9 10

Group facilitation skills: 1 2 3 4 5 6 7 8 9 10

Ability to solve conflicts: 1 2 3 4 5 6 7 8 9 10

Participation in advocacy processes: 1 2 3 4 5 6 7 8 9 10

<u>I. True/False</u>
Please choose "true" or "false" for each statement.

1. A person who has never had intercourse can acquire HIV.
☐ True ☐ False

WORKSHEET

Pre-Test

2. Homosexuality is a mental illness.
   ☐ True ☐ False

3. Communities are responsible for making sure that their youth don't have sex before marriage.
   ☐ True ☐ False

4. The Intrauterine Device (IUD) is a barrier method of contraception.
   ☐ True ☐ False

5. A person who is biologically male can identify as female.
   ☐ True ☐ False

6. A homosexual person chooses his or her sexual orientation.
   ☐ True ☐ False

7. All contraceptive methods that protect you from sexually transmitted infections (STIs) have to be applied at the time of sexual intercourse.
   ☐ True ☐ False

8. *Machismo* is a social construct that can be prevented.
   ☐ True ☐ False

9. When a sexual act is voluntary, that means the person is consenting.
   ☐ True ☐ False

10. I have the ability to improve other people's self-esteem.
    ☐ True ☐ False

11. Unplanned pregnancy is one of the most preventable causes of maternal mortality.
    ☐ True ☐ False

12. Religious leaders are incapable of violating sexual and reproductive rights.
    ☐ True ☐ False

WORKSHEET

Pre-Test

II. Definitions

Briefly define each word.

13. What is HIV?

H ____

I____

V____

14. What is AIDS?

A____

I____

D____

S____

15. The definition of *ethics* is: ____

____

____.

III. Multiple choice

Circle the most correct answer.

16. The definition of culture includes all of the following *except*:

a) values
b) attitudes
c) a person's hair color
d) symbols
e) expectations

17. The function of the testicles is:

a) To produce sperm and some sexual hormones.
b) To store the urine after it goes through the bladder.

c) To store the semen before ejaculating.
d) To produce and store eggs.

18. A woman has the greatest likelihood of getting pregnant during:
    a) Days 1-7 of her menstrual cycle.
    b) Days 8-19 of her menstrual cycle.
    c) Days 20-28 of her menstrual cycle.
    d) The probability is the same throughout her entire menstrual cycle.

19. Fallopian tubes are:
    a) A woman's labia majora.
    b) The thin tubes that the egg goes through from the ovaries to the uterus.
    c) Afro-Cuban musical instruments.
    d) The ducts that connect a man's bladder with his urethra.

20. Typically, antiretroviral treatment is used for:
    a) Suppressing the virus that causes AIDS.
    b) Curing HIV/AIDS.
    c) Managing the symptoms of herpes simplex virus.
    d) Solving erectile dysfunction problems in men.

For the following questions, one or more answers may be selected.

21. Of the following contraceptive methods, circle all that are *barrier* methods:
    a) Female condoms
    b) The pill
    c) The intrauterine device (IUD)
    d) Vasectomy
    e) Implants
    f) Birth control injections
    g) Male condoms
    h) The diaphragm

WORKSHEET

Pre-Test

22. Circle *all* the possible ways of contracting HIV:
    a) Sharing injection needles with a person who is HIV positive.
    b) Drinking the breastmilk of a woman with HIV.
    c) French kissing with a person with HIV.
    d) During childbirth, a baby can contract HIV from a mother who has HIV.

23. Which of the following phrases is *not* a myth?
    a) Only commercial sex workers get HIV.
    b) Heterosexual people are never HIV positive.
    c) It's possible to be a virgin and be HIV positive.
    d) HIV can be cured by having sex with a virgin.

24. In general, on a global level, women that have the *least* access to safe abortion are:
    a) Women in developed countries.
    b) Women in countries where abortion is legal.
    c) Poor women.
    d) Women with a higher income level.

25. Circle below the criteria that are necessary for a well-written objective for a project:
    a) Specific
    b) Measurable
    c) Appropriate
    d) Realistic
    e) Affordable

26. You should conduct project/program evaluation:
    a) Before implementation begins.
    b) During project/program implementation.
    c) At the end of the implementation.
    d) Before, during and after the project implementation.

27. Circle *all* of the factors below which represent an obstacle to condom use
    a) Sexism
    b) Myths and taboos surrounding sexuality

c) Power differences within a couple
d) The portrayal of sexuality in the media

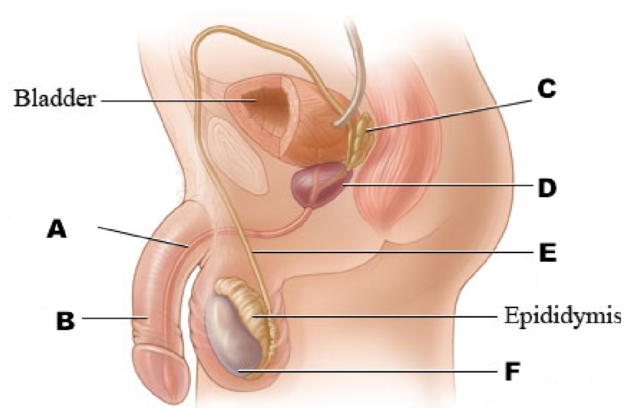
28. Circle the situation or situations in which a PowerPoint presentation would be appropriate:
   a) Discussion of forms of homophobia in your community with a small group of young students.
   b) A press conference about a new sexuality education program that's going to be implemented in all the schools in the municipality.
   c) A presentation to local clinic directors emphasizing the importance of screening for domestic violence.

29. Under what circumstances do you think abortion should be legal?
   a) Under no circumstance
   b) Only when the mother's life is at risk
   c) Before the third trimester
   d) It's a personal decision and there should be no restrictions.

IV. Labeling and matching

Label the diagrams or match the words according to the instructions.

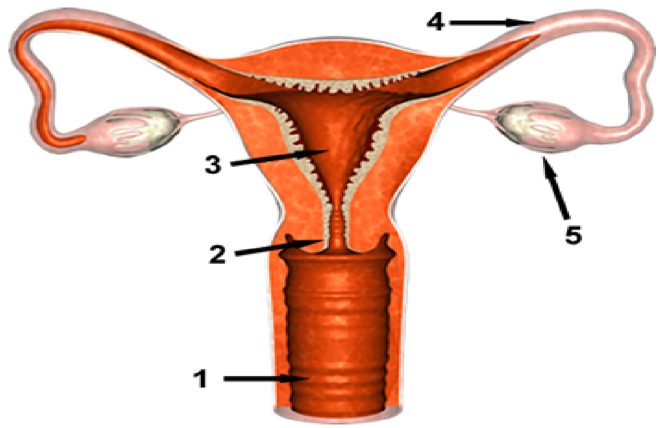
30. Label the parts of the male reproductive system *and* draw a star in the place where sperm is produced:



WORKSHEET

Pre-Test

31. Label the parts of the female reproductive system *and* draw a star in the place where a properly inserted IUD should go.



32. Please connect each part of a logical framework with its corresponding example:

Parts of the logical framework	**Examples**
Resources	A year from now, 80% of students in all schools in my municipality will know how to use a condom.
Activities	3 enthusiastic employees
Objectives	Employees will work with school principals to implement a comprehensive sexuality education program.
Goals	Teen pregnancy rate will decrease by 15% in the next five years in my municipality.

WORKSHEET

Pre-Test

33. Mark all the STIs for which there is not a cure:

- ☐ Syphilis
- ☐ Chancre sores (Chancroid)
- ☐ HPV: Human Papillomavirus
- ☐ Hepatitis B
- ☐ Genital Herpes
- ☐ Gonorrhea
- ☐ Chlamydia
- ☐ Trichomoniasis (protozoan infection)
- ☐ HIV/AIDS

V. Brief Responses

Briefly complete the following statements.

34. The window period for a person to know if they are reactive to HIV via an HIV test is _________ months.

35. The three most important elements to consider when preparing a training are:

1.____
2.____
3.____

36. One element in my culture that can harm some peoples' sexual and reproductive health (SRH) is:

____.

37. One element in my culture that can protect some peoples' SRH is:

____.

38. One public policy or law related to the SRH of youth in my country is:

____.

WORKSHEET

Pre-Test

39. In my country, ______________________ (write the name of your country), the rate of new HIV infections is around ________.

40. If I were teaching comprehensive sex education and a religious person criticized me, I would tell them:
"____
____".

41. Describe a strategy to debunk myths or taboos surrounding youth SRH in your country:
____
____.

42. What is sex, what is gender, and what is the difference between them?

Sex is:	**Gender is:**	**The difference is:**

43. Three components of effective communication are:
    1.____
    2.____
    3.____

44. The key steps in the planning cycle are:
    1. Assessing the needs
    2. Developing goals and objectives
    3. ____
    4. Activities
    5. ____

45. Name all the contraceptive methods that provide protection against STIs:

____
____
____
____
____

46. What are the three things you must keep in mind when planning the budget for a program?

1.____
2.____
3.____

47. Briefly describe a type of violence, its effect on the victim's and/or the aggressor's SRH, and a possible prevention strategy:

Description of violence	Its effect on the SRH of those involved	Prevention strategy

48. In one or two words, what do you value about yourself?

___________________________ _____________________________

49. I think that abortion is: ____.

50. Name three strategies for using the media to achieve SRH advocacy objectives:
    1.____
    2.____
    3.____

51. Who holds more responsibility regarding sexual and reproductive decisions: men, women, or both? Why?

52. What are the biggest obstacles that youth face regarding contraceptive use?

WORKSHEET

Personal Definition of Leadership (Module 1)

GOJoven INTERNATIONAL TRAINING TOOL

Dear GOJoven Fellow:

Leadership development is a central pillar of the GOJoven Program. We would like to know how your understanding and interpretation of leadership will develop over the coming year through your participation in the program and trainings. Please write your personal definition of leadership below, in one or two short paragraphs. We ask for your name so that we can monitor how each Fellow's thinking on this topic develops. The Resource Team will maintain the confidentiality of individual responses and we will not use individual names on any other activities.

Thank you for your effort and collaboration.

GOJoven Resource Team

Please write your personal definition of leadership in one or two short paragraphs:
What is leadership?

Please write your name: ___________________________________

Session 3: Team Strengths

Learning Outcomes | Participants will be able to:
- Identify the diversity, capacity, and leadership of the team.

TIME: 3 hours

SUPPLIES
- Note cards 3x5 inch (7.6x12.7 cm); Pens; Flip chart paper; Construction paper; Masking tape; Thick books (2 - 3 per team)

TRAINING TOOLS
- Handout: The Planning Cycle

PREPARATION

Materials/Room:
- Write learning outcome on flipchart and make copies of the handout.

Trainer:
- Inform the group that although they are working as teams, this is not a competition but rather an exercise that provides the opportunity for different approaches and ideas.

INSTRUCTIONS

PART 1: OPENING (25 min)

1 Open the session, explaining:
- You all have a lot to contribute and learn, and we need to recognize, respect, and use our talents.
- You all have diverse experiences such as different ethnicities, languages, studies, interests, abilities, and stories.
- As such, we want to emphasize the importance of safe risk-taking for personal growth and development.

PART 2: RESPECT AND CONGRUENCE (30 min)

2 Introduce the activity, saying:
- We use many terms in our work, family, and social lives and we may not stop to examine what they really mean for us.
- We are now going to take a look at two such words and see how they apply to what we are doing.

3 Pass notecards out to participants, and explain:
- You'll have five minutes to define "respect" on one side of this card and "congruence" on the other.

4 After five minutes, split participants into groups of five:
- Please share your definitions of each term with the group.
- Discuss these definitions and create a shared definition. Please write it on a flip chart. You'll have 10 minutes.

5 After 10 minutes, ask each group to present their definition and discuss the similarities, differences, and any questions.

6 Explain the of boxed concepts on the next page, asking:
- Why are respect and congruence important for leadership?
- What are some examples of both of these in personal leadership? *[Probe for: building a positive reputation, avoiding criticism, being a role model of ethical and transparent leadership.]*

Respect is:

- To admire (someone or something) deeply, as a result of their abilities, qualities, or achievements.
- To treat people as you expect to be treated.
- To show consideration for another's feelings and interests.
- An attitude demonstrating that you value another person.

Congruence is:

- Behaving in a way in which your values and your actions match.
- Honesty, authenticity, and integrity.
- Giving time and energy to things you say are important to you.
- Congruence between values and actions applies not just to what you do, but how you do it.

7 Build on participant's answers, mentioning:
- The importance of charisma in leadership
- The ways in which leadership can be positive (ex: Gandhi)
- The ways in which leadership can be negative (ex: Hitler)
- The role of values and ethics in leadership

8 End the session by referring back to the list of agreements brainstormed in today's first session.

PART 3: LEGACY (50 min)

9 Introduce this activity by saying:
- We will be learning about the group and ourselves by writing obituaries. An obituary is a notice or announcement of a person's death, often with a short account of their life. Obituaries often appear in newspapers.

10 Begin the activity by having participants to imagine that it is 70 years from now and they are going to die. Ask them:
- What would you like your obituary to look like?
- What would you like to be remembered for and what would you like to leave behind?

11 Give participants 10 minutes to write their obituary, answering the following questions:
- What have you accomplished in your life?
- What are your strengths?
- How will you be remembered?
- What is your legacy?

12 Then, split participants into groups of 3–4 to read aloud their obituary while the others practice active listening.

13 When finished, tell participants to post their obituaries on flip charts, and invite them to share with the group what they learned about themselves and/or their teammates.

PART 4: HUMAN KNOT (10 min)

14 Tell participants they will now play a game that will get them to move and work together. Have them form a circle and close their eyes, then instruct them:
- Stick your right hand in the circle and grab someone's hand.
- Stick your left hand in the circle and grab someone else's hand. *[Note: the same two people cannot be holding each other's hands, so make any necessary changes.]*

15 Now, ask them to open their eyes and unravel the knot without letting go of each other's hands.

16 Close the activity by asking participants what they learned about teamwork and communication.

17 Add to or expand on the following points:

- Some things look impossible, but they are not.
- Each person had a different opinion about how to unravel it.
- It took different strategies from different people to unravel.
- While easy for some, it took others the whole session.
- It is important to listen to different suggestions, and not to only follow the instructions of one person or small group.
- Everyone has something to contribute to problem solving.

PART 5: TEAM BUILDING (1 hour)

18 Ask the group to think about a team they admire—soccer, basketball, dance troupe, etc.

- What are some of the things you admire about the team?
- How do you think they accomplished these things?
- What are some important things to know about teamwork?

19 Split the group into country teams, explaining that they will have 10 minutes to use paper and tape to build a structure capable of supporting the weight of two heavy books.

20 Then, bring the full group together to discuss the process and learning (10 minutes):

- What did they notice?
- What was surprising?
- Were they successful?
- What did they learn from the process?
- How did they work as a group?
- Was everyone's voice heard?

21 Explain that GOJoven uses what is learned from evaluation to improve the process, so they will try this activity again. Have them return to their teams and take 20 minutes to repeat the activity, this time with one heavy book.

22 After 20 minutes, bring the group together and ask:

- How was this experience different?
- Was the second time easier? Why?
- How did changing the goal (1 book) affect it?
- Did having more time change the experience?
- What else did you notice?

23 Distribute the Planning Cycle handout and emphasize the importance of planning and having an achievable goal and the necessary resources.

24 Invite the teams to tour each other's structures, advising that one team member stay behind to explain: 1) what worked, 2) what was challenging, and 3) what they learned about collective leadership.

Training Tip:

✓ If you don't have time to make a second structure, ask: How do you think the following would impact what you built?

- Clear goal-setting,
- Advance planning,
- Having more time,
- Including additional resources

HANDOUT

The Planning Cycle

Session 4: Visionary Leadership

Learning Outcomes | Participants will be able to:

- Recognize their own leadership within the context of their own experience and learning.
- Create a personal and group vision of adolescent sexual and reproductive health in their country or community.

TIME: 3.5 hours

SUPPLIES

- Books; Flip chart; Markers; Note cards

TRAINING TOOLS

- Copies of articles on visionary leadership
- Book: The Seven Habits of Highly Effective People, by Stephen R. Covey, 1989.
- Handout: Active Listening

PREPARATION

Materials/Room:

- Write learning outcome on flip chart; make copies of the handout.

Trainer:

- Read articles on visionary leadership, ex: Visionary Leadership by Burt Nanus.
- Research culturally appropriate vision statements, ex: *Subcomandante Marcos* in the Mexican Zapatista movement.
- Research and select the most culturally appropriate vision statement for the group.

INSTRUCTIONS

PART 1: LEADERSHIP (35 min)

1 Introduce the activity, saying:
- We sometimes hear the word 'visionary' to describe people who are ahead of their time, or who imagine something that does not yet exist. Similarly, visionary leaders are able to communicate their vision very effectively to their followers.
- We will now explore different components of visionary leadership to see how we can apply them to ourselves.

2 Distribute note cards to participants, and explain:
- Take five minutes to reflect and write your answer to this question: What have I learned or heard about leadership?

3 After five minutes, divide the group into country teams and give each group a flip chart, then:
- Share the key points from your reflection, and make a list of what you believe leadership to be. List individual points or select the top 10 points as a group.
- Select one group member to share out.

4 After 15 minutes, bring the groups together and have the selected participants share their lists.

5 Close the activity, asking:
- What were your reactions to this process and to the lists?

6 Refer them to The Seven Habits book and articles on visionary leadership for further learning.

PART 2: VISION, PERSONAL HISTORY, & LEADERSHIP (30 min)

7 Introduce the activity, explaining:
- In order for us to learn, we need to take time to practice. This can involve many different activities.

8 Pass out index cards and ask participants to write their name on one side.
- We will now explore our personal leadership history.
- Please write an example, that you are willing to share, of leadership from a personal, work, or community event on the other side of the card. You'll have 10 minutes.

9 After 10 minutes, have the participants pass their note cards to the left.
- Please read this card, and underline the words you think describe the author as a leader.

10 Hang up two flip charts while the cards are being passed around. Once the cards have been passed around 4 or 5 times, return them to their author, explaining:
- Compile a brief list of words that define your style of leadership. One by one, come to the front to add your words to the flip charts.
- Take a moment to reflect on the words and note which words are repeated.

11 Ask participants:
- What makes leaders act? *[Probe for: leaders act because they see that something needs to change.]*
- This "seeing" is what we call "vision".

12 Ask the group to define "vision" and capture these ideas on the flip chart. If not mentioned, add:
- Ideas
- Positive change
- Improving things for self and for others
- Opportunity (right place, right time)
- A dream or direction that you share with others convince them to follow
- Reflected in your actions, beliefs, values and goals
- What you want to create for you and the world around you

13 Review the samples of vision statements that fit with the participants' cultural context (instructions included in Trainer Preparation).

PART 3: BRAINSTORMING VISIONARY LEADERS (40 min)

14 Introduce the activity, explaining:
- We will now explore visionary leaders by brainstorming in small groups. Brainstorming is a way to share a broad range of ideas on a theme. There is no right answer—the goal is to hear many perspectives in a short amount of time.

15 Divide participants into country teams to list visionary leaders in their countries on a flipchart, explaining:
- These can be globally recognized political and humanitarian leaders, or national or local leaders.
- Please include a few that work on SRHR, if you can.
- Next to each name, note how these people use visionary leadership and what lead them to take a leadership role.

16 After 10 minutes, bring the group together and ask (writing answers on a flipchart):

- Why is visionary leadership important to create long-lasting change in SRHR in their communities and countries, especially for adolescents?
- What characteristics make someone a visionary leader?

17 Review the responses as a group.

PART 4: CREATING PERSONAL AND GROUP VISIONS (1.5 hours)

18 Introduce the activity:

- After looking at the characteristics of our own leadership and the visionary leadership of people around us, we will now write down our personal vision and a group vision.

19 Read the following examples of a group vision:

- GOJoven: Our vision is young leaders promoting and protecting human rights everywhere.
- Public Health Institute (PHI): Healthy communities where individuals reach their highest potential.

20 Discuss how to write a personal vision statement:

- When writing a personal vision statement, ask yourself the following:
  - What is most important to you and why?
  - What kinds of changes would you like to see in the world around you?
  - How will these changes affect other people?
- This statement is written in the present tense and includes many themes (physical, intellectual, social, spiritual, emotional, career). It is a picture of how you see yourself.
- Similarly, a group vision statement is a picture of how the group sees itself, what it wants to achieve, and the larger impact it wants to have.
- The content of vision statements will vary based on your personal or organizational/group goals, and aspirations.

Section A: Creating Visions Independently (10 min)

21 Hand out index cards to participants, saying:

- For the next five minutes, write down one vision for yourself on one side of the card. After, we'll write one for your country team, on the other side of the card. Be sure to use the elements we identified.

22 After five minutes, remind them to switch themes/sides.

Section B: Active Listening to Visions (20 min)

23 Distribute the Active Listening handout, and say:

- Now you will share what you wrote with a partner using a method called active listening.
- Active listening involves one person listening to another and then responding using techniques such as paraphrasing.
- Paraphrasing occurs when the listener restates what has been said in order to show empathy and understanding.

24 Break the group into pairs, preferably with people outside of their country teams, and explain:

- Each person will spend three minutes sharing their personal vision, following these guidelines:
  - First, one person talks while the other actively listens without saying anything; you may make gestures, nod, or say "mhm", but do not ask questions or interrupt.
  - Then, the second person talks while the other listens.
  - When each speaker is finished, the listener will paraphrase what he or she has heard.

25 After three minutes, remind the teams to switch.

Training Tip:

- ✓ The challenge with not having others speak is that participants may not indicate when the 3 minutes is up—either the trainer has to say "switch" or the group has to be reminded/ empowered to do it.

26 Bring the full group together to share their experiences of the exercise, using these sample questions:

- How did it feel when you wrote your vision down and shared it with your colleagues?
- Is this different from the ways you normally listen or talk?
- How did it feel to listen to your partner without speaking?
- How does it feel to be listened to in this way?

27 Close the activity by reminding the group that a personal vision serves as a guide for helping people exercise their leadership skills and perceive what needs to be done to achieve their goals.

Section C: Sharing Visions with Country Groups (25 min)

28 Break participants into country groups, explaining:

- Using the active listening method, you will now share your personal and country visions.
- Each person has about 3 minutes to share both visions.

29 When finished, instruct each team to take 7-10 minutes to discuss the similarities and differences in their visions:

- Brainstorm to identify the elements/parts of the country visions that are most important to your team, and list these elements on a flip chart.

Section D: Creating a Country Team Vision (5 min)

30 Explain the two types of organizational or team visions:

- One type of team vision is based on the overall social goal that the team wants to achieve, such as "GOJoven envisions young leaders promoting and protecting human rights everywhere."
- The other type is based on the identity and image that the group wants to project, such as "GOJoven wants to be the most sought-after and renowned program for youth leadership development in SRHR in Latin America."

31 Instruct the teams to create a team vision that expresses their identity/public image, using these sample questions:

- What kind of a team do they want to be?
- How do they want to present themselves as a team?
- What is important to them as a team?
- What do they want to accomplish together as a team?

Section E: Creating a Regional Vision for Change (30 min)

32 Explain that each country team will now create a regional team vision:

- You will now create a regional team vision using the elements of your country team vision, for example, "GOJoven wants all adolescents in Belize, Honduras, Guatemala, and Mexico to be able to live a healthy life with equal opportunities and a high level of SRHR."

33 Ask these questions to help create their regional vision, instructing each team to write their answers on a flip chart:

- What social and health change do you want to effect over a 10-year period?

- How do you envision SRHR for adolescents in their countries in 10 years' time?

34 Close this section, advising participants that they will use these individual, team, and regional visions later to guide their work on their personal development and their Leadership Action Plan.

HANDOUT

Active Listening

In our active world of communication no one can afford to exclude the art of listening. As a leader, you must listen to your group members in order to be effective. You need to listen and correctly understand all messages.

Active listening differs from hearing. Hearing is the act of perceiving audible sounds with the ear and is a passive act. Listening, on the other hand, is the active pursuit of understanding what the other person is saying and feeling. In active listening, the receiver tries to understand what the sender is feeling and what the message means. The listener puts their understanding into their own words and reiterates it, as a way of providing feedback to verify what the sender is saying. It is important to feed back only what the listener feels the sender's message meant, nothing more, and nothing less. This creates an atmosphere of acceptance and understanding in which the sender can explore the problem and determine a solution. To listen actively and to understand is not a passive or simple activity.

The following are important characteristics of a "good listener":

Be There
Be present in heart, mind and spirit with the person. You need to hear what the sender has to say. If you don't have the time, or don't want to listen, wait until you do.

Accept
Accept the person as is without judgment, reservation or putting the person in a mental box/category, even if they may be very different from you.

Trust
Trust the person's ability to handle their own feelings, work through them, and find solutions to their own problems.

Listen
Don't plan what you are going to say. Don't think of how you can interrupt. Don't think of how to solve the problem, how to admonish, how to console, what the person "should" do. DON'T THINK TO STRUGGLE OR REACT . . . LISTEN!

Maintain distance
Keep out of the person's issues. Be objective. Don't intrude physically, verbally, or mentally. Don't say anything. Listen. For many this is very difficult.

Empathize
Put yourself in the other person's shoes. Don't become that person, but understand what they are feeling, saying, and thinking. Keep yourself separate enough to remain objective, yet involved enough to help them.

Adapted from: The Holden Leadership Center, University of Oregon: http://leadership.uoregon.edu/resources/exercises_tips/skills/active_listening

MODULE 1

DAY 1

Session 5: Daily Reflection & Closing

Learning Outcomes | Participants will be able to:

- Provide feedback to improve the trainings.
- Reflect on their experience and what they have learned.

TIME: 30 minutes

SUPPLIES

- Pens; Feedback cards; Logistics box; Journals

TRAINING TOOLS

- Handout: Meditation Guide

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Hand out markers, pens and feedback cards to each participant.

Trainer:

- Keep in mind the energy level and emotions in the group as the day comes to a close. If it has been a physically or emotionally tiring day, keep the closing of the last session as the final closing, postponing this session for the following morning.

INSTRUCTIONS

PART 1: PREPARING FEEDBACK CARDS (15 min)

1 Pass out notecards, inviting participants to write feedback [following "The Art of Giving and Receiving Feedback"] and place them in the logistics box. Feedback should be constructive and specific, and can be signed or anonymous.

2 Review the cards after the session so you can discuss the themes with your training team and make adjustments to the training plans as necessary.

PART 2: MEDITATION AND REFLECTION JOURNALING (15 min)

3 First, make any announcements about evening/next day logistics such as dinner time, what activities to prepare for or articles to read, what forms to fill out, etc.

4 Lead a 5-minute meditation following the "Meditation Guide".

5 After 5 minutes, ask them to open their eyes and silently write their thoughts down in their journal, reflecting on the day:

- What most impacted you during the day?
- What goals do you have for the week?
- What change do you want to make upon returning home?

6 Let participants know that, once they are done writing in their journals, they are free to leave for the day or stay and wait until everyone has finished and then discuss their reactions with the group.

HANDOUT

Meditation Guide

There are many ways to meditate. It can be done through a mantra like "Om," or by visualizing a specific landscape, or walking down some stairs until you reach a mental space of complete tranquility. You can meditate in complete silence or with some soft instrumental music in the background.

The meditation below focuses on breathing to calm the mind and relax the body.

There is no right or wrong way to meditate. Whatever you experience during this breathing meditation is right for you. Do not try to make anything happen, just observe.

INSTRUCTIONS

Begin by finding a comfortable position, but one in which you will not easily fall asleep. If you feel comfortable sitting on the floor with your legs crossed, or sitting in a chair, those are good positions to try.

Close your eyes or focus on one spot in the room.

Roll your shoulders slowly forward and then slowly back. Repeat this three times in each direction.

Lean your head from side to side, lowering your left ear toward your left shoulder, and then your right ear toward your right shoulder. Repeat this three times on each side.

Relax all your muscles.

Your body will continue to relax as you meditate.

Observe your breathing. Notice how your breath flows in during inhalation and out during exhalation. Make no effort to change your breathing in any way, simply notice how your body breathes. Your body knows how much air it needs.

Sit quietly, seeing in your mind's eye your breath flowing gently in and out of your body.

When your attention wanders, as it will, just focus back again on your breathing.

Notice any stray thoughts, but do not dwell on them. Simply let the thoughts pass through your mind—observe them and clear your mind of them, concentrating back on your breathing.

See how your breath continues to flow...deeply... calmly.

HANDOUT

Meditation Guide

GO Oven INTERNATIONAL TRAINING TOOL

Notice the stages of a complete breath... from the in breath... to the pause that follows... the exhale... and the pause before taking another breath...

Notice the pauses between each breath.

Feel the air entering through your nose...picture the breath entering and filling your lungs, sending oxygen to every part of your body, starting with your stomach, then to your arms, and your legs.

If any thoughts come up, observe them and let them go, and return your attention to your breathing.

(Pause)

See how the air flows into your body after you inhale, filling your body gently.

Notice how the space inside your lungs becomes smaller after you exhale and the air leaves your body.

Feel your chest and stomach gently rise and fall with each breath.

Now as you inhale, count silently... one

As you exhale, count...one

Wait for the next breath, and count again... one

Exhale...one

Inhale...one

Exhale...one

Continue to count each inhalation and exhalation as "one."

(Pause)

Notice now how your body feels.

Now it is time to gently reawaken your body and mind.

Keeping your eyes closed, notice the sounds around you. Slowly start to wiggle your fingers and toes. Shrug your shoulders. Open your eyes, and remain sitting for a few moments longer.

Gently straighten out your legs and arms, and open your diary to begin your daily reflection.

Adapted from *Inner Health Studio*: www.innerhealthstudio.com/breathing-meditation.html

Session 1: Agreements and Feedback Process

Learning Outcomes | Participants will be able to:

- Explain the importance of feedback.

TIME: 1 hour

SUPPLIES

- Note cards; Pens; Feedback cards (8x13cm); Logistics box; Flip charts

TRAINING TOOLS

- Handout: The Art of Giving and Receiving Feedback

PREPARATION

Materials/Room:

- Write the day's agenda on the flip chart.
- Prepare a "Parking Lot" flip chart paper posted on the wall.
- Prepare and put out the logistics box.
- Write the learning outcome on flip chart.
- Post agreements created on Day 1 of the training.

Trainer:

- Review participant binder materials and training tips for the day.
- Make copies of the handout.
- Plan a scenario/role-play with another trainer to demonstrate the 8 points outlined in the handout. For example, have the other trainer interrupt the session (Part 2) to provide a negative reaction to the situation that does not take feedback into account.
- Review the "Parking Lot" list to see where issues noted there might fit into the day's agenda. A "Parking Lot" is a specific place where you list issues or questions that arise during a discussion. These issues are important, but require more time for discussion. You list them in the "Parking Lot" so that everyone can keep them in mind and can address them at a later time.

INSTRUCTIONS

PART 1: WELCOME AND IMPLEMENTING AGREEMENTS (15 min)

1. Welcome everyone to the new day of training and introduce the Resource Team and any new staff or participants.
2. Review the day's agenda and emphasize that participants will begin exploring these key themes of the GOJoven program: 1) Building skills (giving feedback and reflection) 2) Sexual and Reproductive Health and Rights (SRHR) 3) Personal and team leadership development 4) Program planning and development. Then explain:
   - Parts of today's content may be familiar to some and new for others. It is OK to ask questions and discuss topics.
   - If there is not enough time in the moment, I will note any issue that arises in the Parking Lot for later discussion.
   - I have posted the agreements we made on the first day about respecting each other's experiences, opinions, knowledge, and a willingness to be vulnerable as you learn new ideas.
   - Treating each other well is important as we begin discussing SRHR. Many of us grew up in families, communities, cultures, and schools that didn't value discussing SRHR.
   - Part of leadership development is creating a space to expand what we understand and to make plans to share our new knowledge with others.

- We each have knowledge and opinions that should not inhibit us, but help us to learn from each other. Leadership implies a willingness to share, to risk, to teach, and to learn.
- Because listening and responding to each other is very important in GOJoven, we will start with a discussion of giving effective feedback.
- Are there any questions came up after the first day?

PART 2: THE ART OF GIVING AND RECEIVING FEEDBACK (20 min)

3 Distribute the handout and explain GOJoven's process for providing feedback by reading the following:

GOJoven is a program that is about you and for you. The Resource Team strives to make it a positive and transformative learning experience. For this reason, your feedback is indispensable! If we do not know what works, we cannot do more of it, and if we do not know what does not work, we cannot improve it. At the end of each day, you will have a few minutes to write down your comments and specific feedback (positive and negative) on activities, your reflections, the facilitators, logistics, team dynamics, etc. You will place the feedback cards in this logistics box, which will always be in a visible place in the room. You can sign your names or turn in the cards anonymously. Refer to "The Art of Giving and Receiving Feedback" for more guidance.

4 With the other resource team member, role-play the scenario illustrating the specific examples of each of the eight points.

5 Lead a discussion analyzing the feedback given, asking:
- How was the feedback given?
- How might the feedback have been given correctly?

6 Role-play the scenario again, following the rules of feedback to highlight the difference between the first second situation.

7 Emphasize that giving and receiving feedback is central to leadership development as it provides a positive learning environment.

8 Give participants a minute to reflect on Day 1 and provide verbal feedback.

9 As they provide feedback, respond to and correct the feedback tone and language as needed.

PART 3: DAILY MORNING FEEDBACK DISCUSSION (5-25 min)

10 Thank the group for the feedback they offered, then explain:
- You may write any new ideas on the blank cards on your tables. Please print or write clearly!
- Remember: Your feedback should be constructive and specific, and can be signed or anonymous.
- I'll collect your cards and summarize them if more than one card has a similar comment.

11 Allow a minute. Then collect and read the comments (anonymously, unless a comment is signed), asking:
- Does anyone want to elaborate?
- Does anyone want to raise any new issues?

Training Tips:

✓ Try to read the cards with interest and expression, and don't look at the person whom you think wrote it.

✓ Be prepared to respond to some questions immediately. If an immediate response or change is not possible, explain how you will handle it (for example, if you need to modify the agenda to address a concern).

✓ Keep in mind that this process can become boring if people only write general comments like, "Yesterday was great—I really liked everything."

✓ Be prepared to address such concerns as uneven engagement among: participants; personal friction among participants; lack of discussion time to resolve doubts; or need for more interactive learning methods.

HANDOUT

The Art of Giving and Receiving Feedback

TRAINING TOOL

Feedback: Feedback is a way of helping another person to consider changing his/her/their behavior. It is communication intended to give information to a person about how he/she/they affect others.

Why is Feedback Important? Feedback helps a trainer keep his/her/their behavior on target and, thus, increases effectiveness. By giving constructive feedback in an appropriate way, you can help another trainer improve his/her/their training skills.

Feedback is:

Descriptive, not evaluative. As observers, we cannot know another person's reasons—we can know only what we observe. By describing your observation and your reaction, you leave the trainer or participant free to use your feedback, and you reduce the likelihood of defensiveness on his/her/their part.

Specific rather than general. Your feedback will be most instructive if it provides specific examples of behaviors that a person might change, rather than general comments that reflect inadequate or poor performance.

Directed toward behavior that a person can change. Reminding a person of something he/she/they cannot control only increases his/her/their frustration.

Well timed. In general, feedback is most useful if you give it at the earliest opportunity after the behavior occurs.

Solicited rather than imposed. Feedback is most useful when the receiver asks for it. If the person does not solicit feedback, you can ask if he/she/they are willing to hear it.

Considerate of the needs of the person hearing the feedback. Feedback can be destructive if it fails to consider the needs of the person receiving the feedback.

Given in the spirit of help rather than judgment. The tone of our feedback is as important as the content. The person hearing feedback will be most responsive if he/she/they feel cared about, appreciated, and respected.

And finally . . .

Offered with positive observations about appropriate and effective behaviors. We all need to be recognized for what we do well. When giving constructive feedback, accompany it with appropriately positive feedback on what the trainer, presenter or person did well.

Session 2: Young People's Sexual and Reproductive Health

Learning Outcomes | Participants will be able to:

- Create 3 effective strategies to improve ASRH in their regions and/or communities.
- Explain 3 strategies to eliminate myths and taboos about ASRH.

TIME: 3 hours

SUPPLIES
- Flip charts; Markers; Post-its

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Write learning outcomes on flip chart.
- Hang up 3 posters with the titles: 1. Myths, 2. Taboos, 3. Facts.

Trainer:
- Review participant binder materials and training tips.
- As this is the first day that the group will explore SRHR together, allow time for building trust, exploring new ideas, and answering questions. Prepare to do so in the following ways:
  - Review SRHR information for youth and adolescents.
  - Prepare to share a current, culturally relevant reading on basic sexual health topics. Possible sources include: Advocates for Youth (advocatesforyouth.org) and the Guttmacher Institute (guttmacher.org).
  - If possible, share your selected reading with participants in advance to establish a base of knowledge.
  - Explore your own experiences and opinions on these topics and how they may influence your facilitation.
  - Practice the activities with colleagues or youth advocates to anticipate questions or challenges might come up.
  - Create options for adjusting the agenda if you need more time to discuss a question, concern, area of group tension, or recover and process if the session becomes difficult.

INSTRUCTIONS

PART 1: SEXUAL HEALTH MYTHS AND FACTS (2.5 hours)

Section A: Introduction and Ideas (30 min)

1. Welcome participants to their first GOJoven discussion about sexual health, and review the learning objectives for the session. Then explain:
   - We will be addressing this topic in four parts, each made up of a related activity or discussion.
   - This can be a sensitive topic. It is important that you are aware of your own feelings and remain respectful of other people's experiences and viewpoints.
2. Hand out post-it notes to participants to write three things they learned about sexuality and/or sexual practices and where they learned it. Tell them:
   - Write one idea per post-it, keeping in mind these sources of information: parents, family and friends, religion, teachers, music, radio/TV, the Internet, magazines, books, personal experience, and other sources like watching animals.
   - Think of specific topics such as puberty, oral sex, anal sex, and masturbation.
   - Consider beliefs and facts, for example: "Sex is bad outside of marriage" or "You can go blind from masturbating."

Training Tips:
- ✓ Use clear, direct language and share specific examples to help the group share more freely.
- ✓ Let participants know to ask you questions during or after the session.

3 Give them a few minutes to write, and clarify:

- This may feel natural or unusual, depending on your experiences. This is a safe space to have a direct discussion, but it is completely voluntary to share what you wrote.

Section B: Myths, Taboos, and Facts (30 min)

4 Refer to the three posters: 1. Myths 2. Taboos 3. Facts:

- Please place your post-its on the poster whose label matches what you wrote.
- Take a few minutes to read each other's post-its.

Training Tips:

- ✓ There may be post-its in the wrong category. This can fuel an interesting discussion of how we learn and unlearn sexual health information. It may also embarrass the writer; be sensitive and thoughtful so as to not single out the writer.
- ✓ Carefully facilitate and watch group dynamics. This could include:
  - Ask for volunteers to comment, but do not require people to talk about or claim their notes unless they wish to do so.
  - Note that in a culture of silence, myths about sexual health spread widely. This is why the work we do in GOJoven is so important. To change misperceptions, we can speak openly and replace myths with facts.
  - When appropriate, step into the conversation yourself to share some myths you once believed.
  - Be aware that you may not have all of the answers. Saying "I don't know, but we can look it up and discuss the answer at a later time" is part of being a responsible leader and facilitator.
  - Know the sources for evidence-based information on SRHR and direct the participants to these sources.
  - Participants may have learned their information from loved ones, or it may be grounded in deep-rooted cultural beliefs and practices. Be careful how you react to what participants share.
  - Ensure that all the myths and facts are placed under the correct category by the end of the activity.

5 Guide a discussion using the following sample questions:

- How did it feel to write your ideas?
- What did you realize about how you learned what you know?
- What were the best sources of information? Why?
- Who can you turn to with concerns or questions?
- What can help us clarify misperceptions?
- Does anyone have comments/questions about these ideas?
- Are there ideas you would place in a different category? Why?

6 Explain that learning about sexual health and rights is an ongoing process for all of us.

- Our knowledge grows, medical information changes, and our experiences with others shift our perception and opinions.
- The next activity explores how we, as leaders, can support a healthy learning process for our communities and ourselves.

Section C: Reducing Myths and Taboos (40 min)

7 Strategize ways to disseminate accurate information on sexuality and reproductive health in their communities.

- What are some credible and non-credible sources of information in your communities?
- What are some constructive and respectful ways to contradict and combat harmful myths and taboos related to sexuality and reproduction?

8 Capture their ideas on two pieces of chart paper, one each for credible and non-credible sources. Some of the ideas may apply to other communities and others will not. Explore these themes with the group when appropriate.

9 If time permits, ask the participants:

- What would it take to implement these ideas? *[ex: a new program, law, funding.]*
- What is your role in improving sexual health information?

- How can you support accurate sources of information in your personal and professional life?
- What can you do to improve your knowledge of SRH facts?
- What can we do as leaders to make this kind of SRH information more accessible and available to other youth?
- Why is this an important task?
- We will build on these ideas we design our projects.

Section D: Country Team Planning (45 min)

10 Break the group into teams by community/geographic area:

- You will have 30 minutes to analyze, discuss, and write down what you have learned.
- Devise possible strategies to improve young people's and adolescents' SRHR in your region, building on the ideas you previously shared.
- Pick one person to report back to the group.
- This is your first opportunity to think of strategies that will become your Leadership Action Plan. You can brainstorm a list of possible strategies or focus on a few specific ones.
- Discuss these questions: Who will need to be involved? What intermediate steps will need to happen at each stage? What barriers might they face?

11 After 20 minutes, bring the group together. Encourage the selected person to report back some of their strategies. Write them on flipchart paper and keep them posted for the session. If time permits:

- Encourage the group to give more specifics.
- Offer suggestions of factors to consider.
- Discuss common themes and approaches.
- Ask for comments and/or suggestions from the group.

PART 2: DEFINING THE TERMS "SEXUAL AND REPRODUCTIVE HEALTH" AND "YOUNG PEOPLE" (20 min)

12 Introduce the activity, explaining:

- We will spend the next 20 minutes defining and discussing the following terms: 1. Sexual and reproductive health and 2. Young people or adolescents.
- These two concepts define the basis of our entire program and underline what we will be learning as leaders.

13 Break participants into area groups based and take 10 minutes to define the following:

- Please pick someone to report back, and write your answers on flipchart paper.
- Define Sexual and Reproductive Health and Rights (SRHR).
- Who are considered youth? Who is considered an adolescent? What is the difference between these two terms?

14 Ask the reporters to present to the group and take 10 minutes to discuss the definitions together:

- What similarities and differences do you notice?
- What do you like about another group's definition?
- How would different definitions lead to different treatment of this topic or of young people?

Training Tips:

- ✓ Adapt these concepts based on your knowledge, goals, and group needs.
- ✓ This session may raise questions and requires familiarity with adolescent development.

15 Read the key SRHR points boxed on the following page.

- In 1975, the World Health Organization (WHO) described **sexual health** as “the integration of the somatic, emotional, intellectual, and social aspects of sexual being in ways that are positively enriching and that enhance personality, communication, and love”.
- The 1994 International Conference on Population and Development (ICPD) Programme of Action included sexual health as part of **reproductive health**. It defined reproductive health as: “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes. Reproductive health implies that people are able to have a satisfying and safe sex life and that they have the capacity to reproduce and the freedom to decide if, when and how often to do so. Implicit in this last condition are the right of men and women to be informed and to have access to safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility which are not against the law, and the right of access to appropriate health-care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant.”
- **Young people** are defined as being under the age of 30; an **adolescent** is defined as being between the ages of 10 and 19.

PART 3: DEVELOPMENTAL TASKS OF ADOLESCENCE (15 min)

16 Present the following key concepts on adolescent developmental tasks:

- The adolescent will adjust to a new physical sense of self: changes in height and weight, a more adult physical appearance, sexual development, a focus on his/her/their body.
- The adolescent will adjust to new intellectual abilities: thinking about their world using abstract concepts. Before, they may have needed concrete evidence to solve a problem.
- The adolescent will adjust to increased cognitive demands at school: these demands may be frustrating because not all adolescents achieve this ability at the same time.
- The adolescent will develop expanded verbal skills: as adolescents prepare for adult roles, they require new verbal skills to accommodate more complex concepts and tasks.
- The adolescent will develop a sense of identity: before, one's identity was an extension of one's parents; now he/she/they see him/her/themself as unique and has to answer the questions "Who am I?" "What does it mean to be me?”
- The adolescent will establish adult vocational goals: as part of the process of establishing a personal identity, the adolescent must focus on the questions "What do I want to do when I grow up?" “How do I want to achieve this?”
- The adolescent will establish emotional and psychological independence from his/her/their parents: understanding that being an adult requires independence and autonomy. This may makes them respond with a lack of cooperation or hostility.
- The adolescent will learn to manage her/his/their sexuality: values and morals first come from parents, and later from peers, requiring them to restructure their own values and morals.
- The adolescent must develop increased impulse control and behavioral maturity: taking risks is part of development.
- Early adolescence: associating with people of the same gender; rapid growth, and group belonging.
- Middle adolescence: identity, impulsivity, and control.
- Late adolescence: preparation for adult life.

Session 3: Young People's Sexual and Reproductive Rights

Learning Outcomes | Participants will be able to:

- Identify 3 sexual and reproductive rights and a strategy to promote SRHR in their community.
- Name 3 ways in which SRHR are violated and three structures intended to protect them.

TIME: 3 hours

SUPPLIES

- Flip chart with learning outcomes; Blank flip charts, paper, and notecards; Markers; Projector/computer; Crayons; Little pieces of paper with a sexual and/or reproductive right written on each one; Hat

TRAINING TOOLS

- PPT Presentation: Adolescent SRHR
- IPPF's *Sexual Rights: An IPPF Declaration*

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Make sure the room is dark enough for the PowerPoint to be visible and that the projector/system is audible.

Trainer:

- Review the list of young people's SRHR and conventions, treaties, and international laws protecting SRHR in the IPPF publication on Sexual Rights.
- Review participant binder materials and training tips.

INSTRUCTIONS

PART 1: INTRODUCTION (35 min)

1 Review the learning outcomes and keep them posted.

2 Introduce the activity:

- In the next three hours, we will talk about sexual and reproductive rights. The activities will take place in 5 parts.

3 Break participants into small groups to: 1) brainstorm the following questions, 2) write their answers on flip chart paper, and 3) pick one person to report back to the group:

- How would you define human rights?
- What are young people's and adolescents' human rights?
- How are they different from adults' human rights?

4 After 10 minutes, have each group present. Then, discuss the following sample questions:

- What did you learn? How did it make you feel?
- What did you realize hearing other definitions?
- What is misunderstood about adolescent rights?
- Why are human rights important for young people and adolescents?

5 Close this part, explaining:

- When we speak about rights we also consider their violation. It is understandable if some in the group have emotional reactions throughout this and the following activities. If you would like to speak privately or after the session, please let me know.

PART 2: ADOLESCENT SEXUAL AND REPRODUCTIVE RIGHTS (45 min)

6 Explain the following information about SRHR, referring to the IPPF Declaration as necessary:

- It is important to highlight SRHR because it is a basic human right, and is something not often spoken about.
- The rights in the following presentation are drawn from international treaties such as the Convention on the Rights of the Child (CRC) and the Convention to Eliminate All Forms of Discrimination Against Women (CEDAW), which establish sexual and human rights in relation to sexual orientation and gender identity.
- Sexual and reproductive rights are for everyone. They are especially fundamental for adolescents in building their sexual and reproductive lives. These are our rights:

  - The right to a pleasurable, valued sexuality, a basic vehicle for communication and love between people.
  - The right to bodily integrity and to making autonomous decisions about the control of one's body.
  - The right to a violence-free and coercion-free sexuality, within a equal, respectful, and fair relationships.
  - The right to a sexuality free of fear, shame, blame, false beliefs, and other inhibiting impediments.
  - The right to sexual and reproductive health, including access to safe information and services, in order to guarantee a sex life free of diseases and deficiencies.
  - The right to satisfaction, dreams, fantasies, and pleasure, and to enjoy eroticism.
  - The right to democracy in relationships, and to liberty and autonomy in the expression of one's sexuality.

7 Present the PowerPoint presentation: Adolescent SRHR.

Training Tip:

- ✓ Expect questions about what the terms mean; you may want to have these rights written and posted on a flipchart.

8 Divide the group into area teams and assign a right to each, explaining:

- We are now going to delve into a few of these rights.
- In 10 minutes, you will decide how to present the right you've been assigned in the most creative way possible.
- Each group will have 5 minutes to give your presentation or performance.

Training Tips:

- ✓ You can write the rights on paper or verbally assign them.
- ✓ Be sure you manage the time very closely and make decisions accordingly.

9 After the presentations, lead a discussion about the highlighted rights:

- What did you appreciate most about the presentations?
- How did they change your understanding of these rights?
- What questions do you still have about SRHR?
- What would you like to learn more about?
- What should others understand about these rights?
- Can you suggest other ways to present these rights?

PART 3: MY RIGHTS IN A PICTURE (40 min)

10 Make sure the pieces of paper with sexual/reproductive rights written down are cut out and folded in half. Place the papers in a hat and pass the hat around, asking each person to take one. Hand out blank flipchart paper, markers and crayons to each person.

- Draw a representation the human right that you pulled out of the hat. Don't worry if you are not a great artist!
- You can draw a denial of this right, access to it, or the defense of it. Do not name the right on the paper.

11 After 7 minutes, break participants into groups of 4-5 people.

- Each person will show their drawing to their group so they can guess which human right you picked.
- If no one guesses within one minute, explain what you were trying to show, then write it on the drawing and post it to the wall near your group.
- You have 15 minutes to discuss the rights, and whether everyone in your country, including young women, LGBT populations and people with disabilities, enjoy these rights. If not, discuss who is deprived of which rights.
- Choose someone to report back to the full group.

12 Give each team 5 minutes to present a summary of the main ideas they discussed. Then ask:

- Are there any questions about these rights?
- Did you notice any differences in how different populations enjoy these rights?
- Remember, these rights are universal. What does that mean to you?

Training Tips:

- ✓ During the group work and presentations, ensure that participants understand each of the rights presented.
- ✓ Take some time to discuss any rights that were not presented.

PART 4: GROUP WORK (40 min)

13 Break participants into groups of 4-5 people (either the same as before or different groups), making sure each person has their right and their drawing:

- As a group, take 10 minutes to decide which of the rights represented you want to work on.
- Devise a strategy to promote this right as a young leader.
- Explain what specific activities you want to do and the concrete steps you will take to make the plan a reality.
- Write your main ideas on the flip chart paper and decide who will make a 3-minute presentation to the large group.

14 After the presentations, ask the group:

- What did you learn during these activities?
- How can this inform your work with young people?
- Who needs to participate in your plan to make it successful?
- What will the results of these activities be?
- What obstacles to they see arising in the future? How can they address these obstacles?
- What else do they need to make their activities or ideas successful?

PART 5: CLOSING AND THANKS (20 min)

15 Invite the participants to sit in a circle and share one concrete action that they commit to taking after this session, for example a commitment to training their service providers about the impact of discrimination.

16 Close the training by thanking them for their participation, attention and energy during the session:

- We encourage you to write your commitments in your journals at the end of the day.
- Every commitment has potential to positively impact many young people.

Session 4: Introduction to Individual Leadership and Personal Development

Learning Outcomes | Participants will be able to:

- Describe the possible outcomes of the personal development process.
- Explain the steps needed to complete the Skills for Career And Life Effectiveness (SCALE®) assessment.

TIME: 45 minutes

SUPPLIES

- Projector and Screen; Flip charts

TRAINING TOOLS

- Skills for Career And Life Effectiveness (SCALE®) Assessment – *available online only, purchase through MMHA Catalogue*
- PPT Presentation: Personal Development Plan, slides 1-10
- Handout: Instructions to Complete the SCALE® Assessment

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Make sure the room is dark enough for the PowerPoint to be visible and that the projector/system is audible.

Trainer:

- Review the web links (see Trainer Note) and the PowerPoint to familiarize yourself with SCALE® and with the instructions for completing it.

Important Trainer Note on SCALE®

- ✓ The Skills for Career And Life Effectiveness® (SCALE®) assessment tool was originated and developed as the Personal Skills Map® (PSM®). SCALE® is an online tool that can be purchased here.
- ✓ During the GOJoven Program (2004-2012), trainers used the PSM®.
- ✓ The original PSM® tool was used successfully to teach affective skills in business and education settings for over 30 years, by The Managers' Mentors, Inc. (MMHA), the Emotional Intelligence Training and Research Institute (EITRI), and Emotional Intelligence Learning Systems. GOJoven International partnered closely with MMHA to integrate this tool into the personal and professional development component of the GOJoven Program.
- ✓ With recent additional research using data gathered from PSM® users in several countries, response items were reduced and coded for online response, thus adding to the validity and reliability of this unique skills assessment, now rebranded as SCALE®.
- ✓ In publishing this curriculum in 2020, PSM in English was no longer available, so it was replaced with SCALE® - a shorter, online version of PSM®. The sessions and training tools are adapted to reflect this updated tool.

INSTRUCTIONS

1 Review the objectives and introduce the SCALE® instrument, giving context to the GOJoven personal development process and how it relates to leadership. Then add:

- Personal development reflects professional development (education, skill-building, etc.) and interpersonal and personal growth (increasing self-esteem, communicating better with friends, family and colleagues).
- Planning and self-knowledge are key to effective personal development. The SCALE® assessment helps us know ourselves, and the Career Planning Workbook© helps us

to set goals based on our individual values, needs and interests.

2 **Show the first 10 slides of the PowerPoint presentation. Lead the exercise on Slide 5, resulting in a competencies list developed by the group:**

- Divide into country teams.
- Think about a leader you admire, and describe their knowledge, skills, experience and personal characteristics.
- Share with your country team and agree what leadership competencies your team will suggest to the larger group.
- Teams share their lists and create a competencies list developed for the group.

3 **Distribute the handout and explain:**

- The SCALE® assessment is a snapshot of your current skill level in the emotional intelligence skills essential for career and life effectiveness. It measures skills, which can change/improve over time. It is not based on innate strengths or qualities, but rather measures your level of practice and skill in several different areas.
- You should answer the questions with your first thought—do not overthink the questions—there are no right or wrong answers. Some questions may seem repetitive, but this is to establish consistency in your responses—that is why it's important to be honest—otherwise your results will not reflect your true self.
- Please complete this assessment tool and share your online profile results with the trainer by Day 4.

HANDOUT

Instructions to Complete the SCALE® Assessment

This program has been designed to provide information that can directly benefit its users, enhancing and improving their personal and professional effectiveness.

Follow the instructions in each section while completing the online assessment. At the end, the values for each of the assessment areas will be computed in your SCALE® profile and report.

INSTRUCTIONS

1 Time
Set aside about 20 minutes without interruptions.

2 Focus
Select the focus for your responses and stick with that through all the questions. This focus may be a current work environment, or home and family, or a group with whom you interact as a volunteer, etc.

3 Logging In and Getting Started
Navigate to the login page by clicking the button in the top right portion of the screen. Use the temporary login credentials supplied to you in order to gain initial access. Once logged in, provide a new UserID and Password that has personal meaning for you (avoid spaces and special characters). Provide the required demographic information and then begin the SCALE® assessment.

4 Responding to the Assessment Items
Respond to each question individually.
Respond to each item as you see yourself currently thinking, feeling, and behaving. Do not respond as you once thought, felt, or behaved.
Be totally objective as you decide whether each statement is Most Descriptive, Sometimes Descriptive or Least Descriptive of your current behavior.
Using your computer mouse, select the appropriate button for your response.
Once you have responded to all the items, your profile and basic report will be displayed on your computer screen. Within the basic report you will find links to .pdf files to lead you to more in-depth information about specific areas of interest. Return at any time for up to one year to review and print any of your SCALE® report or .pdf report elements.

Source: https://doscale.com/

Sessions 5 & 6: Scheduling Personal Development Meetings & Closing

Learning Outcomes | Participants will be able to:

- Schedule an individual coaching meeting for feedback on their personal development plan.

TIME: 15 minutes

SUPPLIES
- Pens

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Create a schedule chart for the personal development coaching meetings.

Trainer:
- None

INSTRUCTIONS

1 Introduce this activity, explaining:
- Now we will take time to schedule the personal development coaching meetings to take place later in the week.
- Please take a moment to sign up for a meeting.
- You will see that the schedule allows you to pick what time and the person with whom you would like to meet.
- Please be punctual for the meetings and bring your Career Planning Workbook© and a draft of your personal development plan.
- A copy of the annotated plan will be filed in the resource team's archives. The original copy will be returned to you.
- During the 45-minute sessions, the resource team will go over each of your plans, including:
  - Checking that the time frame is reasonable and achievable;
  - Discussing how you plan to use the GOJoven Personal Development Fund to achieve your goal; *[Remind them of the process for applying for these funds and the amount available.]*
  - Brainstorming the steps necessary to achieve your goal—for example, finding a mentor, securing financing, looking into study programs, estimating computer costs, etc.;
  - Agreeing on the next steps for the following 3 months and the results to discuss at the next training.

Session 6: Conduct Closing

[For a reminder, see Day 1, Session 5]

Session 1: Daily Opening: Where Are We?

Learning Outcomes | Participants will be able to:

- Explain the importance of feedback, recognizing how it can improve the program and that their contributions will make it better for those who come after them.

TIME: 30 min (may be less, depending on issues)

SUPPLIES

- Flip chart; Note cards; Pens; Markers; Logistics box

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Write the day's agenda and learning outcome on flip chart.
- Place the Agreements created on Day 1 and the "Ideas Parking Lot" in a visible place.
- Prepare and put out the logistics box.
- Distribute markers, pens and blank note cards for feedback (size 8x13 cm or larger) before the participants arrive.

Trainer:

- Review participant binder materials and training tips.
- Review the feedback cards that were received the day before and discuss any pending issues with the GOJoven team.
- Develop strategies to respond/change the day's agenda, as needed.

INSTRUCTIONS

1 Welcome everyone to the new day of training, explaining:

- Write any feedback from yesterday (clearly!) on the blank cards on your tables.
- Remember: your feedback should be constructive and specific, and can be signed or anonymous.
- I'll collect your cards and summarize if more than one card has a similar comment.

2 Allow a few minutes. Then collect and read the comments (anonymously, unless a comment is signed). After reading the cards, ask the group:

- Does anyone want to comment or elaborate?
- Does anyone want to raise any new issues?

Training Tips:

- ✓ Try to read the cards with interest and expression.
- ✓ When you read a card, do not look at the person whom you think wrote it. Only share who wrote a card if a name is written on it.
- ✓ Be prepared to respond to some questions immediately. If an immediate response or change is not possible, explain how you will handle the concern (for example, if you need to modify the agenda).
- ✓ This process can be become boring if people only write simple or general comments like, "Yesterday was great—I really liked everything."
- ✓ Be prepared to address such concerns as: uneven engagement or personal friction among participants; lack of discussion time to resolve doubts; or the need for more interactive learning methods.

Session 2: Gender and Sexuality

Learning Outcomes | Participants will be able to:

- Define gender and sexuality.
- Describe how our opinions and beliefs about gender influence our experience of sexuality.

TIME: 3 hours

SUPPLIES

- Markers; Poster paper

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Prepare the room so that there are chairs for participants to sit in small discussion groups—no tables are needed.
- Begin the session with everyone seated in chairs in one large circle, or on the floor in a circle where they can see each other.

Trainer:

- For activities that entail groups separating into M/F, anticipate whether any of your participants identify as non-binary and adapt appropriately.
- Remember to call for a 20-minute coffee break as needed and where most appropriate.

INSTRUCTIONS

PART 1: DEFINING SEXUALITY (40 min)

1. Open by explaining:
   - Today the group is going to be talking about sexuality.
   - When we begin exploring new concepts, it is good to first define what we mean so we have a common understanding for our discussion.
   - Take a minute to think about how to define 'sexuality.'
   - During the brainstorm, I will write down the key points.
2. Ask for definitions and write them down. If definitions are incorrect, ask the group to refine the definition. Ask:
   - How would you define sexuality?
   - When did you first hear that term?
   - Has your understanding changed since then?
   - What is often misunderstood about sexuality?
3. Continue until their definition aligns with the World Health Organization (WHO) definitions below.

DEFINING SEXUALITY – KEY POINTS

GOJoven uses the WHO definition of sexuality:

"Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles, and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious, and spiritual factors." (WHO, 2006)

Sexuality is . . .

More than just being anatomically or genetically male or female. It is defined differently by different cultures and at different times.

Diverse. Sexuality is not simply a person's sexual behavior; it also involves their sexual orientation and sexual identity.

Easier to understand if it is broken up into 3 parts:

Sexual orientation: The attraction a person has to other people

Sexual behavior: What a person does sexually; for example, a person may be involved in heterosexual behavior (sex with someone of the opposite sex) but feel their orientation is homosexual (sex with someone of the same sex).

Sexual identity: How people see themselves and how they present themselves to others.

Often fluid and dynamic. A person's sexuality is constantly changing and can vary throughout different periods of their lives.

We express our sexuality—as males and females, or as gender-fluid— in different ways, including through . . .

The way we talk, dress, and relate to others;

Our sexual orientation (heterosexual, homosexual, bisexual);

Our values, beliefs, and attitudes as they relate to being male and female;

Changes our bodies experience as we go through stages such as puberty, pregnancy, or menopause;

Whether and how we choose to have children;

The kind of friends we have;

The way we feel about how we look;

Who we are as a person;

The way we treat others.

It is important to understand that not everyone is the same. It is important to challenge labeling and pigeonholing of people's sexuality.

PART 2: DEFINING GENDER (2 hours)

Training Tip:
- ✓ Remember to adapt as needed if any participants identify as non-binary.

4 Explain that the group will shift attention to defining gender. Instruct participants to form groups: those who identify as women on one side of the room and those who identify as men on the other side (see training tip above). Tell them:
- You have 20 minutes to define gender with your group.
- Write your definition on a flip chart and select someone to share with the full group.

5 After 20 minutes, invite each group to read their definition aloud. Then facilitate a discussion, posing such question as:
- What was this experience like?
- What was challenging about defining gender?
- What do the 2 definitions have in common?
- Are there any important differences?
- Would you expect any differences in how men and women experience gender?
- What is often misunderstood about the idea of gender?
- How do these definitions work for people who consider themselves transgender, or who identify with a gender different from the one that they were assigned at birth? For someone who does not identify with either gender?
- What if we combined the definitions of both groups?

6 Explain that the terms ***sex*** and ***gender*** are often used interchangeably, but they are not the same thing. Review key points about sex and gender (see boxes).

Key Points about Sex

Sex has to do with biological and genetic matters.

In humans, male sex cells are called sperm and female sex cells are called ova or eggs. Male sperm can carry either an X or a Y chromosome. A female egg contains only the X chromosome.

When the sperm and egg join, the resulting "receives one sex chromosome from each parent cell. The sperm cell determines the baby's sex. If a sperm cell containing an X chromosome fertilizes an egg, the embryo is XX, or female. If the sperm cell fertilizing the egg contains a Y chromosome, the embryo is XY, or male.

These combinations of either XX (female) or XY (male) then determine the genital organs to be developed (penis, testicles, vagina, ovaries, uterus). They also determine what hormones eventually circulate in the body. A female (XX) eventually produces more estrogen; a male (XY) eventually produces more testosterone. Hormones also determine our ability to produce sperm or ova (eggs) and to give birth and breastfeed children.

Key Points about Gender

Gender refers to social/cultural ideas and expected roles and characteristics for women and men.

Gender relates to how we are perceived and expected to think and act as women and men because of the way our particular society is organized in a particular time, not because of our biological differences.

Gender norms vary across time and cultures. They reflect what is “supposed to be”—not necessarily what really is—according to cultural and societal norms, for example: Girls wear pink, boys blue; girls play with dolls, boys play sports; men are doctors, women are nurses; men wear pants, girls wear dresses.

Stereotypes of a person’s behavior or sexuality can be damaging because stereotypes tend to limit the full range of our human potential. If we accept stereotypes as guides for our own behavior, this can prevent us from determining our own unique interests, skills, and endeavors.

7 As a summary and transition discussion, ask the group for ideas on what gender and sexuality have to do with the topics we have been discussing, including leadership and sexual and reproductive health and rights. Then tell them:

- Take 15 minutes to write in your journals about how you participate in replicating gender stereotypes.
- Name 1-2 things you are going to do to reduce the power of harmful gender stereotypes and/or the use of harmful language relating to sexuality in your own community.
- Try to revisit your reflections and plans often in your daily life and see how they mesh with your realities.

Sessions 3 & 4: Sexual Diversity & Closing

Learning Outcomes | Participants will be able to:

- Define the basic concepts of sexual diversity, including different sexual orientations and identities.
- Explain and question—including through artistic expression—their opinions about diverse sexualities and sexual rights.

TIME: 3.5 hours

SUPPLIES

- Flip charts, including one with discussion questions on it; Printed cards in 2 colors (so everyone has a card of each color); Pens or pencils; Masking tape; Glue; Scissors; Sheets of colored felt or foam; 5 x 5 masking-tape grid of 25 squares on the floor; Copies of the human rights "alarms" written on cards.

TRAINING TOOLS

- Handout: Sexual Diversity
- PPT Presentation: Sexual Diversity
- Trainer's Answer Key: Alarm Game

PREPARATION

Materials/Room:

- Create a grid of 5 x 5 squares using masking tape, number each square 1-25 (see Alarm Game sheet for Part 5).
- Create 2 keys detailing "alarms" and facts on human rights.
- For Part 2, write selected terms in one color, definitions on another.

Trainer:

- Review definitions of sexual identities (e.g., between sexual *identity, behavior*, and *preference.)*
- Do not attempt to facilitate this activity if you are unclear or unsure about the definitions and/or realities of identity, behavior, and preference – get help.

INSTRUCTIONS

PART 1: DIVERSITIES (20 min)

1 Bring the group together and review the learning outcomes, answering any questions that may arise (5 min). Then explain:

- The next activity can help us to learn more about ourselves individually and as a group. We may cover some topics that some of us know nothing about. It is important to be transparent if we do not know something—it is OK to not know. Our participation here implies that we have enlisted to learn—this means that there are things that we do not know and that we are willing to learn. So let us begin with openness to new things.
- In this activity you will position yourselves in a line according to a series of categories. One end of the line will represent the *most*, and the other will represent the *least*.

Training Tip:

✓ Begin with something like height or lighter/darker hair (or age), so participants can try to line up without speaking. Sample categories are below, but use creativity to set parameters.
  - Age; Height; Number of times you have changed houses; Number of siblings you have.

2 Tell participants they have the right to ask people to change where they are standing—for example, opinions on skin color or height.

3 Name one category at a time, allowing them to move. After each time (or at the end of the activity), take 2-3 quick replies to questions like:
- Was that easy?
- How did you feel when you were asked to change where you were, etc.?

4 Gather the group back into a large circle and invite participants to share their experiences. Ask:
- How did you feel deciding where to stand?
- Which categories were easiest to decide for yourself?
- Which were most difficult?
- What was interesting about doing this with a group?
- Did anything happen that you did not expect?
- Were there any challenges for you?
- Are there topics that might make a group uncomfortable in an activity like this, such as: most masculine/feminine, sexiest?
- What can you conclude from this activity?

PART 2: SEXUAL DIVERSITY DEFINITIONS (20 min)

5 Introduce the activity, explaining:
- Building on our last diversity activity, we are now going to focus on defining terms related to sexual diversity. Some of this may be familiar, and some may take time to figure out. That is why we are here. It is one goal of this session.

Sample Terms and Phrases:

Before starting Part 2, decide how many and what terms to include, based on ideas or questions that have come up earlier. Below are sample terms and definitions:

Sexual Orientation: Expression of physical sexual attraction or sexual identity

Heterosexual: Sexual orientation in which a person is physically attracted to people of the opposite sex

Homosexual: Sexual orientation in which a person is physically attracted to people of the same sex

Gay: Homosexual (sometimes refers specifically to male homosexual)

Lesbian: Female homosexual

MSM: Men who have sexual relationships with other men but do not identify themselves as homosexual

Bisexual: Sexual orientation in which a person is physically attracted to people of both sexes

Transvestite: Person who dresses, uses cosmetics, and acts like a person of the opposite sex (also known as a *cross-dresser*)

Transsexual: Person who has taken measures to change his or her physical characteristics to completely resemble the sex to which he or she feels he or she belongs—for example, taking hormones and having surgery to have breasts removed/added, a penis removed or constructed

Transgender: Person whose identity and gender does not match the sex/gender they were assigned at birth, and who transition to the other gender. Some transgender people seek a bodily transition through medical assistance (hormones and/or surgery).

[Most of the above definitions are adapted from *Gender or Sex: who cares? Skills building resource pack on gender and reproductive health for adolescents and youth workers. Sexual Orientation and Identity.* Pg 27 (IPAS).]

- For this activity, please form a big circle, facing one another.

6 Pass out cards in 2 colors, asking participants to take one of each color. Explain:
- One card has a term on it, and the other a definition.
- Look at your cards but do not show them to others.
- Make sure that your term and definition do not match.
- If you are not sure whether they match, ask for help.
- Each of you must find the corresponding definition to the term listed on your term card.
- Go ahead and move around the room and approach people individually to try and find the corresponding definition for your term. And give out your term to the person with the corresponding definition.
- Remember that this is a learning exercise—if you do not know what your term means, we will figure it out together.

7 After participants find their matching cards, have them sit down. Facilitate discussion with such questions as:
- Which terms do you feel were the easiest to match?
- Are there any definitions you would change? How?
- Which terms do you hear least? Why?
- What terms do you think are most misunderstood?
- How would you explain these terms to other people more clearly?

8 Distribute and review the Sexual Diversity handout.

9 Review the boxed key points.

Key Points about Sexual Diversities

✓ Working in sexuality education, we will hear terms we are not familiar with—for example, new slang—so it is important to build a culture where asking questions is fine. For example, people will just use the word *trans* to refer to both transsexuals and transgendered people.

✓ We will also hear people misuse terms—such as confusing transsexual, transgender, and transvestite. It is important that as leaders we strengthen our skills to educate in a safe, nonjudgmental, culturally appropriate way. We are practicing that now, with many of our group discussions.

✓ It is important to learn to use the terms correctly, because we never know when we might be speaking to someone who identifies using one of these terms. The person next to you might have a brother, aunt, or parent who identifies with some of the terms we discussed, and if we use a term in a derogatory manner or use the wrong term, we run the risk of offending, hurting, and alienating this person.

✓ One of the biggest stereotypes when talking about sexual diversity is that you can somehow tell how someone identifies by how they look, act, or sound. Please remember that this is an easy way to alienate someone and that many times, our assumptions are just plain wrong.

PART 3: SEXUAL DIVERSITIES & ORIENTATIONS (20 min)

10 Show the PowerPoint: Sexual diversity, providing a brief history on sexual orientation in a human rights context.

PART 4: OPINIONS ABOUT SEXUAL DIVERSITY (30 min)

11 Explain that, building on understanding sexuality and sexual diversity, we will explore our personal opinions.

12 Have participants take a pen, and sit in a circle. Pass out cards, one to each participant. Explain:

- I will read a series of prompts. Finish each prompt on the card. Take only 10 seconds for each one—write your first thought, gut response for how to complete the sentence.
- What you write will be shared, but anonymously, so do not write your name on it. Please be honest. This is how our best learning and discussion happens.

13 Read several of the following prompts (choose the ones that are most appropriate). Allow 10 seconds after each.

Sample Prompts:

- If I found out my brother was homosexual, I would think . . .
- If I heard that my (male) coworker liked to dress as a woman at night, I would think . . .
- If my brother confessed to me that he was irresistibly sexually attracted to other men . . .
- If my friend confessed to me that her partner was not really a man but a woman, I would think . . .
- If I found out my friend enjoyed sadomasochism with his partners, I would see it as . . .
- If I knew that my father was obsessed with smelling and wearing women's underwear . . .
- For me, sexual diversity is . . .

14 After completing the prompts, collect the cards in a hat. Then deal them out randomly, so they are anonymous.

Training Tips:

- ✓ These prompts may pose challenges as people conjecture. If the conjecture leads to negative assumptions, reframe the prompt.
- ✓ Some negative judgments or harsh language may arise and affect group dynamics. Offer nonjudgmental responses that stay within the parameters of the learning outcomes for this session.
- ✓ Remind the group that as leaders: 1) it is important to respect others' opinions while also providing them new information that might modify their opinions, and 2) congruence is important.
- ✓ Possible ways to reduce personal risks or group tensions
  - Be aware of what information you are sure/unsure of. If you are unsure, say so.
  - Don't allow serious personal experiences to be the focus.
  - Be aware of who is not participating. Do not force people to participate if they are unwilling to do so. If you see that someone is uncomfortable, try to understand the discomfort and clarify whatever points you need to address.
  - If someone is truly disrespectful or hurtful, ask them to change their behavior or to leave. Talk to this person alone later on.

15 Ask participants to share some answers to each prompt, and to offer reactions. Then discuss such questions as:

- What do the responses have in common?
- What opinions do you hear a lot?
- Which statements difficult to hear? Why are they so?
- When you notice opinions that you disagree with, how do you react? How would you like to react?
- How can we support each other in exploring and expanding our perspectives? Those of others?

PART 5: ALARM GAME (20 min)

16 Tell the participants they will look at some legal and political realities facing people of sexually diverse realities. Have them go to the side of the room, where the masking tape is arranged in a 5 x 5 grid. Explain:

- Your goal is to cross the grid without sounding an alarm, and each of you will attempt this individually.
- Some squares are alarm-free, and others set off an alarm.
- If you step on an alarmed square, an alarm sounds, and we will hand you an alarm card.
- If you get an alarm card, read it aloud (it has a statistic regarding sexual diversity, sexual orientation, and human rights). You can then return to the beginning of the grid, and the next person attempts to cross the grid.
- If you step on a square that an earlier participant already triggered, you will re-read the alarm for that square.
- The game ends when someone makes it all the way across the grid without sounding an alarm, or when all the alarm statements are read, whichever happens first.

17 At the end, ask volunteers to read any remaining alarm cards. Then discuss, drawing from sample questions as:

- What are some of the reactions you had?
- What did you learn from this activity?
- Which alarms went off?
- Do these alarms exist in your country?
- Why do you think these alarms exist?
- What, in your opinion, needs to change, and how do you feel this change can be brought about?

18 Close by reviewing the following key points:

- Each community will have different "alarms" depending on culture, language, and history.
- These alarms change over time, and we impact them by our own efforts to advocate for changing legislation and policies.
- These alarms represent the lived realities of many people, some of whom you may know personally, and others whom you may only hear about on the news.

PART 6: REVIEW OF SEXUAL RIGHTS (40 min)

19 Introduce the activity, explaining:

- Sexuality is a central part of every human being. Its full development depends upon the satisfaction of basic human needs such as the desire for contact, intimacy, emotional expression, pleasure, tenderness, and love. Full development of sexuality is essential for individual, interpersonal, and societal well-being.
- We will now discuss sexual rights—universal human rights based on the inherent freedom, dignity, and equality of all persons. Since health is a fundamental human right, sexual health is also a basic human right.

20 Review the list of sexual rights, boxed on next page.

21 After reviewing the list, ask participants:

- How do you believe these rights are protected in your particular communities/countries?
- How do you believe these rights are violated in your particular communities/countries?
- Are there other places/countries in the world where you know these rights are not respected?

LIST OF SEXUAL RIGHTS

The Right to Sexual Freedom: Sexual freedom encompasses the possibility for individuals to express their full sexual potential. However, this excludes all forms of sexual coercion, exploitation, and abuse at any time and situations in life.

The Right to Sexual Autonomy, Sexual Integrity, and Safety of the Sexual Body: This right involves the ability to make autonomous decisions about one's sexual life within a context of one's own personal and social ethics. It also encompasses control and enjoyment of our own bodies free from torture, mutilation, and violence of any sort

The Right to Sexual Privacy: This involves the right for individual decisions and behaviors about intimacy as long as they do not intrude on the sexual rights of others.

The Right to Sexual Equity: This refers to freedom from all forms of discrimination regardless of sex, gender, sexual orientation, age, race, social class, religion, or physical and emotional disability.

The Right to Sexual Pleasure: Sexual pleasure, including auto-eroticism, is a source of physical, psychological, intellectual, and spiritual well-being.

The Right to Emotional Sexual Expression: Sexual expression is more than erotic pleasure or sexual acts. Individuals have a right to express their sexuality through communication, touch, emotional expression, and love.

The Right to Sexually Associate Freely: This means the possibility to marry or not, to divorce, and to establish other types of responsible sexual associations.

The Right to Make Free and Responsible Reproductive Choices: This encompasses the right to decide whether or not to have children, the number and spacing of children, and the right to full access to the means of fertility regulation.

The Right to Sexual Information Based Upon Scientific Inquiry: This right implies that sexual information should be generated through the process of unencumbered but scientifically ethical inquiry, and disseminated in appropriate ways at all societal levels.

The Right to Comprehensive Sexuality Education: This is a life-long process from birth throughout the lifecycle and should involve all social institutions.

The Right to Sexual Health Care: Sexual health care should be available for prevention and treatment of all sexual concerns, problems, and disorders

Adopted in Hong Kong at the 14th World Congress of Sexology, August 26, 1999

PART 7: RECOGNIZING RESPECT FOR SEXUAL DIVERSITY (40 min)

22 Explain that having explored sexual rights—what they are, how they are respected or violated around the world—we will take time to imagine how we can all respect sexual diversity and rights here in the training.

23 Have the group form four teams by counting off.

24 Once they are seated in teams, give each team 4 flip charts, foam boards, crayons, markers, giant markers, poster boards, scissors, glue, masking tape—plus any other resources you feel they need depending on how you direct the activity. Then tell them:

- Working as a team, you have 10 minutes to make a mini-mural representing sexual diversity on your 4 flip charts.
- You may use any symbols, drawings, or any kind of visual representation, but you cannot use words or phrases.

25 At the end, have each group put the 4 mini-murals together and display them along one wall of the room.

26 Once they finish the larger mural, discuss their impressions and the meaning of the drawings, asking:

- What symbols or drawings have you used to represent issues, and why?
- Are these symbols ones that anyone in your community would recognize?
- Now that we have discussed this, how might you change your mural?

27 Close with the following key points:

- We often do not recognize the ways in which we can violate another person's sexual rights through the comments we make at an individual level, policies we enforce at schools or workplaces at an institutional level, and laws we enforce at a national level.
- To ensure that human beings and societies develop healthy sexuality, all societies must recognize, promote, respect, and defend every person's sexual rights through all means.
- Sexual health is the result of an environment that recognizes, respects, and exercises these sexual rights.

Session 4: Conduct Closing

[For a reminder, see Day 1, Session 5]

HANDOUT

Sexual Diversity

TRAINING TOOL

As you read the following information, please keep in mind that there is much diversity among those who call themselves by these terms. For every statement that can be made about such issues, there is someone who will disagree with it.

Gender Identity vs. Sexual Identity vs. Sexual Orientation

- Gender identity, sexual identity and sexual orientations are independent of each other.
- Gender identity is how you see yourself socially: man, woman, in between, or a combination of both.
- Sexual identity is how you see yourself biologically: male, female, or in between.
- Sexual orientation is which sex you find erotically attractive.

A transgender person is someone whose identity and gender does not match the sex/gender they were assigned at birth, and who transitions to the other gender. Transgender people fall into several categories:

- Trans woman: born male but identifying as a woman.
- Trans man: born female but identifying as a man.
- Nonbinary or Gender-Fluid: not identifying as male or female
- Intersex: born with a combination of male and female physiology. [The term hermaphrodite is considered stigmatizing; 'intersex' is now viewed as more comprehensive and appropriate.]

Some common terms that apply to transgender people are:

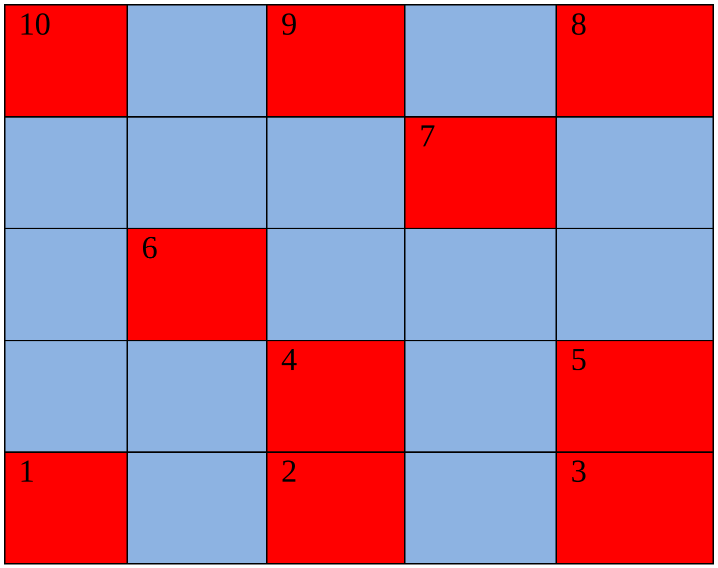
- A crossdresser or transvestite: someone who enjoys dressing as a member of the gender "opposite" from their birth gender, but is not choosing to change their sex permanently. For many, crossdressing behavior manifests itself from childhood and continues with time. For others it may be an occasional occurrence or a temporary one.
- Transsexuals: people who have taken measures — such as hormone therapy and/or sex-reassignment surgery — to change their physical characteristics to completely resemble the sex to which he or she feels he or she belongs. Transsexuals prefer to blend in as opposed to being conspicuous.

Gender variations are more common than most people suspect, because many people hide their true nature out of fear of being ridiculed and for their safety and security.

For additional information, check out the following web sites:
Basic Transgender, Transsexual, and Intersexual Information: http://ai.eecs.umich.edu/people/conway/TS/ES/TSES.html
Information about Coming Out of the Closet, Human Rights Campaign: https://www.hrc.org/explore/topic/coming-out

TRAINER'S ANSWER KEY

Alarm Game



1 In Latin America, cases exist where women have been raped because they were found to be lesbians and where adolescents have taken their own lives because they were rejected by society and their family.

2 In Mexico, 30% of people identifying as gay or lesbian suffered homophobic teasing and humiliation during their childhood and adolescence. 8% were victims of physical violence.

3 According to Amnesty International, globally, lesbian women are twice as likely to be raped compared to straight women.

4 In Mexico, there have been 876 murders due to homophobia in the last 9 years.

5 Teaching sex education without respecting sexual diversity means completely excluding 30% of boys and girls from safe practices.

6 For every homophobic hate crime that is reported, 3 go unreported because families think it is socially embarrassing to file a report.

7 Homosexuality remained a crime in Nicaragua up until 2008.

8 In some high schools, males must prove their masculinity by having sex with women to show they are not gay.

9 Even well into the 21st century, some gay adolescents are forced to undergo psychiatric and psychological treatments to "cure" their homosexuality, which include acts of torture that go against their dignity and their physical and mental well-being.

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 3 Session 1)

Session 2: Experiential Leadership Outing

Learning Outcomes | Participants will be able to:

- Engage in physical activities that let them overcome their individual limits, offer support to their peers, and practice team leadership.

TIME: All day

SUPPLIES
- Blindfolds, Pieces of bread

TRAINING TOOLS
- None

PREPARATION
Materials/Room:
- Write learning outcome on flip chart.
- Create enough space for participants to stand as instructed.
- Break bread into pieces, one for each participant.

INSTRUCTIONS

Training Tip:
- ✓ To eat bread with straight arms, participants will need to think creatively and cooperatively, and eat off someone else's hand.

PART 1: EAT THE BREAD (20 min)

1 Have participants form a long line, so their fingers touch when they stretch their arms to the side (~3 feet apart).

2 Hand each person a blindfold to put on. Assist those who need help.

3 Tell participants:
- You are not allowed to speak, even to ask questions. Put your arm straight and forward, palm up.
- I will put a piece of bread in your hand. Your goal is to eat the bread. *[Make sure you don't say "your".]*
- To repeat: straight arms, no peeking or talking.

4 After a few people figure out how to eat the bread, have everyone remove their blindfolds. Then ask the group:
- What happened?
- What did you do? *[Probe for different approaches.]*
- How did you feel?
- What does this activity have to do with leadership? What did you learn about yourself?
- Is there anything else you want to share?

5 Wrap up with the following (if not already mentioned):
- Leadership presents new challenges that come with their own rules—we need to be aware and be prepared to act.
- We may have go outside our comfort zone to achieve our goals. How can feeling discomfort interact with leadership?
- Cooperating in new ways can affect what we achieve.

Training Tips:

- ✓ This outing provides opportunities for individual challenge and growth and for team building. It allows most participants to experience an activity that makes them confront and engage beyond their normal comfort zone. But it may also cause feelings of insecurity, fear, or embarrassment, so include only participants who have been a part of the larger group training process.
- ✓ An ideal outing provides leadership opportunities for those with experience in the activity and has attainable goals for all.
- ✓ Consider potential hazards and/or barriers to individual participants and think creatively about how to motivate and coach them to address perceived or real limitations. Consider the physical capacity of all participants, and plan activities accordingly.
- ✓ Lead by example, and provide encouragement, instruction, and caring support. Try to speak beforehand, and during the activity, with anyone who may hesitate, to encourage them. Offer alternative forms of participation if needed.
- ✓ Ideally, participants partner with someone they know less well.
- ✓ Sample past outings include the following: Long hike with challenging terrain (steep mountainside); Snorkeling; Kayaking/canoeing; Ropes course; Rappelling or caving; Zip lining; Climbing a structure, e.g., pyramid ruins or staircase.
- ✓ Consider safety: Be sure to bring adequate food and water supplies; sunscreen; insect repellent; an approved first-aid kit. (Ideally, a staff person should have some knowledge of first aid.) Add outside resource people if needed to ensure safety, well-being, and successful completion of the activity.
- ✓ The trainer and other support personnel participate in analyzing and sharing the events of the day.

PART 2: OUTING (4-6 hours)

6 Tell participants:

- In this outing, you will engage in activities that you may not have done before. The aim is to challenge yourself, get to know each other, and grow as a team.
- You will pair up with another member of the team—it is important to get to know more about your partner. Depending on the activity, you may or may not stay paired. There may be times where we participate as a whole group.
- Your mission is to fully participate and challenge yourself to accomplish your goals for the activity.
- You will have X hours, which means returning at Y.
- Then we'll discuss, then do our feedback and reflection.

7 Form the partnerships (and any sub-teams), answer any questions, then give the group their instructions to begin.

8 Observe and support the participants as needed (see Training Tips).

PART 3: CLOSING (20 min)

9 At the end, bring the group back together. Depending on what fits the activity, ask such questions as:

- How did you feel about what you did today?
- What was most /least challenging for you, and why?
- What did you observe that impacted you about the team?
- What do you wish had been different for you? For the team?
- What did you learn that is new for you?
- How does what you did today relate to leadership?
- Does this change how you will approach your work?

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 3 Session 1)

Session 2: Communication and Public Speaking

Learning Outcomes | Participants will be able to:

- Understand and apply the four components of an effective presentation: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging.

TIME: 3 hours

SUPPLIES
- Markers; Flip chart; Index cards

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Write learning outcome on flip chart.
- List 4 components of a presentation on flip chart: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging).
- List types of staging on flip chart (theater, semi-circle, small groups, circle).
- Create or copy feedback sheets for presentations.

Trainer:
- Review participant binder materials and training tips.

INSTRUCTIONS

PART 1: PRESENTATION SKILLS (1 hour)

1 Introduce the activity, explaining:
- We're going to spend the next half hour talking about presentation skills, which are very important as you start making your case for change in your communities.
- The learning outcome for this session is to . . . *[Read them.]*
- We'll talk about four areas: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging.

2 Discuss these questions with the group:
- How do you feel when you present to the public?
- What are your strengths in public speaking? Your weaknesses?
- What is required for effective communication?

3 Chart responses to build a definition of effective communication. Then encourage participants, saying:
- Many people are afraid of public speaking, and others feel comfortable right away.
- Everyone can build on their skills to be most effective.
- With this list, we can start thinking of how to prepare
- Now we will look into the four key areas: 1) Crafting content. 2) Strengthening Style. 3) Practical planning. 4) Staging.

DAY 5

Review these Questions and Key Points on Communication:

- The important steps of preparing for a presentation are planning, practice, being flexible, and adapting to feedback.
- There must be congruence between our voice and body. If one's voice is excited, the body must also be excited to convey the same emotion.
- Some tics (such as clicking a pen, putting our hands in our pockets or playing with our hair) can distract and even bother our audience.
- People sometimes get nervous because they think there is only one effective presentation style.
- Often, people can build on their own personalities to develop an effective, unique, and authentic presentation style.
- Volume, tone and tempo are part of the vocal variety that help the listener understand the meaning behind the words we are saying.
- Presentation style includes facial expression, pauses, tone of voice, movement, posture, and clothing—these are all important aspects of what we will analyze in this session so we better understand the impact of each.
- It is important to know your audience, get participants to share their experiences and generate personal interest in the presentation.

Crafting Your Content: Define the content: the fundamental message, key points, proof, examples, opening, and closing. Here are some questions to ask yourself when deciding on the content of your presentations:

- Who is the group, and what do they already know?
- What do you want them to understand or do differently, as a result of your presentation?
- What is the best way to reach them with your message (which stories, language, facts, messengers, presentation style)?
- How much time do you have?
- Does the group have special needs? How diverse is the group and how can everyone be included?

Strengthening Your Style: Here are some questions to ask yourself when assessing your style:

- How would you describe your style of speaking in front of groups? Interactive, subdued, loud, quiet, serious, humorous?
- What do you think works best?
- How would you like to strengthen your skills?
- Styles can be subdued, strong, loud, serious, quiet, or humorous and depend on how we use our bodies and voices.

Voice: Voice is the trainer's main instrument. Emphasize the most important words or ideas. We will repeat the following sentences and analyze how the meaning changes when we vary our emphasis on different words:

- His grandmother passed away yesterday.
- I want a new car.

Tone: The tone of your voice suggests emotions (loud = excitement; quiet = force). Tempo is the speed (fast = excitement; slow = importance).

- Pauses bring attention to what is being said. They can give you time to think about how to move on to the next idea. They also give listeners time to process what you are saying.

Posture: Ask someone to go to the front of the room and model different posture styles that they have seen other presenters use, and to analyze how those postures affect the listener.

- To the extent possible, a presenter's posture should be open and utilize the space available. Crossing one's arms or hunching one's back can limit our message.
- Standing with erect shoulders and one's chin slightly raised helps create positive energy.

Training Tip:

- ✓ There is an excellent TED Talk by Amy Cuddy, about utilization of body language, found here (youtu.be/Ks-_Mh1QhMc).

Use of Space: We cannot always control the space, but to the extent possible, be sure you can see everyone in the audience.

- Different positions of the chairs create different environments in the room (school style is more impersonal compared to a circle, which is more interactive and intimate).
- Move around to use the space you have as much as possible.

Practical Planning: This refers to an organized flow of information that makes sense to the specific audience and fits within the allotted time. For example:

- In what order will I present information so that it flows clearly and easily?
- Who am I speaking to? Know something about who the audience will be.
- How much information can I present given the time allotted?
- What does my audience already know about this subject before hearing my presentation?

Use of PowerPoint presentations or other audiovisual aids: You need your audience to understand your content. Check that you have the necessary tools to ensure a fairly high volume and clear images that relate to your presentation.

Staging: How the room is staged impacts the types of learning that take place and the kinds of visual aids that you can use during a presentation. Consider the effects of each of the different types of staging and positioning of chairs, noting the positives and negatives of each and how each setup facilitates a different kind of learning, for example:

- Theater: Everyone is focused towards a "stage" and participants cannot see one another unless they are right next to each other.
- Semi-circle/U-shape: Participants can see one another as well as see a focal point in the middle, but the presenter may often have their back to certain people in the semi-circle.
- Cabaret style (small tables/groups): Presenter can move between small groups, but often participants can interact with those at their table only.
- Circle: All participants can see one another, but presenter must choose to either stand in the middle and always have their back to someone or join in as a member of the circle.

Optional Energizer Activity (15 min): If needed, the group can have an energizer activity at this point. This should be an activity that requires that the participants use their voices. In general, this session is lively and requires a lot of time, so if the group is ready, the energizer can be skipped.

PART 2: PRESENTATIONS (2 hours)

4 Explain the activity, using the following steps:
- Now that we have discussed the basics of presentation skills, each person will practice by giving a 3-minute presentation to the group.
- Ask the participants to list "hilarious or ridiculous" topics—things they have always wondered about (such as the size of the universe) or that are silly and ridiculous (such as the secret life of iguanas).

5 Write down each topic on one side of an index card, and number the card on the back from 1 to X, depending on the number of participants. When there are as many named topics as participants, write the numbers on small pieces of paper, folding the paper so that the number is not visible. Then mix the numbers up in a container and have the participants randomly pick a number.

6 Give the participants the topic that corresponds to the number they selected, and explain:
- You will give a 3-minute presentation on the topic you selected. The purpose of this activity is to hone your ability to speak in public. You can make up what you are going to say, but you must present it as if it were "real".
- You have 30 minutes to prepare your 3- minute talk.
- Consider the skills we have discussed, such as developing your personal style, the audience's learning needs, and the time available. Keep in mind your style, voice, visual aids.
- We will come around to answer any questions.

7 Allow 30 minutes for participants to prepare. During this time, calculate how many minutes you have for each presentation (including feedback), and allowing 10 minutes at the end for wrapping up key points. (Plan that each person gets about the same amount of feedback.)

8 After 30 minutes, bring the group back together, saying:
- I will let you know when you have 1 minute left, by holding up an index card with a 1 on it. When your time has finished, I will hold up a card with an X on it.

9 Facilitate the presentations. After each presentation, encourage feedback. Then ask the presenters:
- How did that feel?
- If you had more time to prepare, what would you do differently?

10 After each presentation, ask the large group:
- Did you learn anything new?
- What worked well in the presentation?
- What constructive changes would you suggest?
- What insights did you gain?

11 Gather the group together, asking:
- What is one presentation skill you became more aware of after this session?
- Remember: you can always learn by watching others present (announcers, friends, politicians).

Session 3: Individual Leadership: Skills Profile

Learning Outcomes | Participants will be able to:

- Create a profile of leadership skills; identify their own leadership skill development needs.
- Prepare a Personal Development Plan.

TIME: 2 hours

SUPPLIES

- Projector and screen

TRAINING TOOLS

- Skills for Career And Life Effectiveness (SCALE®) Assessment – *available online only, purchase through MMHA Catalogue.*
- Skills for Career And Life Effectiveness (SCALE®) Profile with results (generated online for each participant after they complete the assessment).
- PPT Presentation: Personal Development Plan, slides 9-18

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Arrange for projector and screen.

Trainer:

- Review SCALE® results of all participants (on Day 2 they were instructed to turn in their results by Day 4).
- Make sure the room is dark enough for the PowerPoint to be visible and that the projector/system is audible.

INSTRUCTIONS

1 Introduce the Skills for Career And Life Effectiveness (SCALE®) assessment, explaining:
- The SCALE® assessment is used to measure our current skill level in numerous areas, helping us to become effective leaders. There are very concrete things we can do to improve our skills. As a group, we will learn about each of these different skills areas and how they can impact our leadership.
- A "low" score does not mean that we aren't good at a particular skill, but rather that we have to develop it further.
- Your SCALE® profile and report reflect a snapshot of where we are in our current development, and may change over time depending on our current state of mind or experience. For example, our self-esteem will be very different after a break up with a partner than after having completed a Master's Degree.

2 Ask the participants:
- What other factors can influence our leadership at any time?
- Why is it important that we know our leadership skills?

3 Explain:
- Before analyzing our individual results in SCALE®, we should understand exactly what skills are being measured and why.

4 Form small groups of 3-4 people, then explain:

- You will present 2-3 different skills, found in the list of skills definitions in your SCALE® report. Read about each skill and discuss it to make sure everyone in the group understands. Share examples of how you use this skill in your life, and how you observe it in leaders you admire.
- Decide together how to present the skill to the group so everyone understands what it is and what it looks like in a leader or in each other. You can use any method you like to present the 2-3 skills you selected to the group: theater skit, formal presentation, debate, radio, talk show, etc. You have 15 minutes to prepare.
- Presentations should be 5 min. Include such points as:
  - What the skill is, how it is used, and how the application of the skill can be measured
  - What a high score means
  - What a low score means
  - How it relates to the other scales

5 Allow 15 minutes for the groups to prepare and 5 minutes for each group to present. After each presentation, facilitate a quick recap of the skills presented, making sure to answer any questions from the participants. As needed, take some time to explain the difference between assertion and aggression, and interpersonal deference, and how they relate to one another.

6 Transition to participants' own SCALE® profiles, explaining:

- Now that we have seen what each skill is, we will analyze our own individual assessment results to see which skills we have developed and which ones we need to develop more. *[If participants answered the SCALE® questionnaire honestly, they will have at least a couple of areas for development. If all areas are strengths / well developed, then consider retaking the assessment.]*
- Because individual results are personal, each person's individual results should only be shared with their consent.

7 Using slides 9-14 of the PowerPoint "Personal Development Plan," explain the location of each skill on the SCALE® profile. Then, tell participants:

- Your profile includes a colored map sheet with a line indicating where your skill comes out on the scale. *[Explain what the colors mean (develop, strengthen, enhance). Make it clear that the scales with scores in red are the ones that need to be developed via various activities, which they can learn about in their SCALE® report and the standalone learning modules in the report that provide more in-depth information.]*

8 After reviewing the slides 15-18 of the PowerPoint, facilitate a group reflection and discussion, as follows:

- Take a moment to reflect on your own personal scale. Do you agree with the rating of your skills? Is SCALE® a good "mirror" for them? Why or why not?
- Ask participants to gather with their country teams and take 5 minutes each to share two of their highest scoring skills.
- Ask participants how they think they can use their results for their own personal or team development, using the final slide.

Sessions 4 & 5: Introduction to Country SRHR Maps and SWOT Analysis & Closing

Learning Outcomes | Participants will be able to:

- Name the strengths, resources, needs, and challenges relating to adolescent SRHR in their country.
- Identify the strengths, weaknesses, opportunities, and threats (SWOT) of the state of SRHR in their communities.
- Identify the internal strengths and weaknesses of their own Leadership Action Plan (LAP) groups.
- Identify the external threats and opportunities that exist for their LAP groups.

TIME: 1.5 hours

SUPPLIES

- Large blank paper; Markers

TRAINING TOOLS

- Handout: Country SRHR Map Indicators

PREPARATION

Materials/Room.

- Write learning outcomes on flip chart.

Trainer:

- Review participant binder materials.

INSTRUCTIONS

PART 1: PRESENTATION/DISCUSSION (25 min)

1 Tell the group you are going to discuss the country SRHR maps, explaining:
  - You will work on these maps with your team all week.
  - You will have 15 minutes to present your SRHR map to the group at the end of the week. In the meantime, the GOJoven Resource team will check in with you to see how you are doing.
  - Knowing oneself is extremely important to strengthening our capacity as leaders, and it is equally important to do the research to learn about your context (community, region, country) to strengthen SRHR outcomes.
  - To influence and develop programs, policies and laws in support of SRHR in your country, you will need to have a good understanding of the SRHR context.

2 Ask the group to brainstorm what information they will need to develop good policies and programs that are fundable. Examples of such information include: ASRH statistics, policies, laws, programs, and organizations.

3 In teams, have participants draw a map of the region in which they will be working. Explain that:
  - Throughout the week, the teams will fill in that map with the kinds of information that they need to accurately describe the state of SRHR in that region, along with the possible sources for that information.
  - A team can draw the outline of a District or State, and write down maternal mortality rates (state census).
  - Examples of key statistics are: number of teen pregnancies; number of people with access to health services; rates of unmet contraceptive need; profile of population by ethnicity, gender, and language.

- Additional examples are listed in the Handout: Country SRHR Map Indicators. While preparing their Country SRHR Maps this week, the teams can do online research to collect as many relevant statistics as needed.

PART 2: MAPPING AND SWOT ANALYSIS (30 min)

4 Explain that SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, and that it is a tool that enables a person or group to prepare for action or set the stage for a program or process.

- Ask participants to take out the information that they have brought with them to the training based on their pre-training assignment. Now they will analyze the strengths and weaknesses/challenges that exist in SRHR in their specific region/area.
- By analyzing the statistics and state of their community/region/area, they can identify it as a strength, weakness, opportunity, or threat. For example, a lower rate of HIV infection can be a strength; a new law/policy can be an opportunity; increasing rates of maternal mortality can be a weakness; and a particularly conservative Congress/Parliament can be a threat.

5 Encourage participants to consider various dimensions of the situation in their SWOT analysis. *[See box.]*

Considerations to List in Your SWOT Analysis

Below are common factors, but you may consider others.

Describe the problem using SRH statistics:

- HIV prevalence among youth
- Teen pregnancy rate/fertility rate
- Maternal mortality rate overall/ among teens
- School drop-out rate due to pregnancy
- Abortion rates among youth
- Rates of gender-based violence

Institutional:

- Government—primary government agencies working on ASRH
- Primary international organizations working on ASRH
- Primary local organizations working on ASRH
- Existing programs
- Donors—Agencies that you know fund ARSH efforts

Cultural:

- Church—Primary churches and how they impact ASRH
- Social norms and taboos regarding ASRH
- School systems—How they treat ASRH

6 Reflect with the group on what they have learned in their explorations so far, asking:

- What areas do you feel need to be worked on? How would you improve what needs changing?
- Did you find that you had all of the information you wanted? Do you know how you can locate missing information? Cite potential resources if possible.
- These SRHR maps are always evolving. You may still need useful information regarding SRHR in your area.
- After you have these lists, you can develop an improvement plan.

PART 3: TEAM SWOT ANALYSIS (35 min)

7 As we know, a SWOT analysis enables us to prepare for action or set the stage for a program or process.

- Now that they have analyzed the strengths and weaknesses/challenges that exist in SRHR in their specific region/area, tell participants that they will now have the opportunity to analyze how *they* as a team can have an impact on this situation.

- By analyzing the SWOT of their LAP team, they can identify their own team strengths, weaknesses, opportunities, or threats in terms of the work they plan to do in their LAPs. For example: a strong technical knowledge of HIV can be a strength; a new health center or upcoming health fair already planned in the community can be an opportunity; an absent or non-communicative LAP team members can be a weakness; and the possibility of a team member losing their job at their organization may be a threat.
- Describe the issue(s) you will be addressing in your LAP:
    - HIV prevalence among youth
    - Teen pregnancy rate/fertility rate
    - Maternal mortality rate overall/maternal mortality rate among teens
    - School drop-out rate due to pregnancy
    - Abortion rates among youth
    - Rates of gender-based violence

8 Review the four elements of SWOT. *[See box.]*

SWOT: What Are the Four Elements?

- LAP team **strengths** are things that are working well. These could be the team's actions, approaches, mechanisms, skills, talents, work culture, or financial and human resources, which they must maintain and reinforce to achieve their LAP.
- LAP team **weaknesses** are things that are not working well, such as the team's personal conflicts, bad communication, actions, approaches, mechanisms, or resources, which they must change, improve, or resolve to achieve their LAP.
- LAP team **opportunities** are those that exist, now or in the future—*funding*, new organizations, favorable new laws/policies, new leadership in key organizations —that are worth pursuing and paying attention to achieve LAP results.
- LAP team **threats** are possible obstacles that exist—those things that now or in the future could make the team's LAP work together difficult. These can include team members' job security; availability to work on the LAP; or laws, policies, or religious tendencies that would make their work difficult.

9 Guide a discussion using the following questions:

- What have you learned from your explorations of SWOT?
- What areas do you feel need to be worked on? How would you improve what needs changing?
- What kinds of things can you as a team do to turn the weaknesses into strengths? To minimize the threats?
- Reminder: You and your country team are always evolving and changing. More strengths and weaknesses will become apparent as you keep working together.
- Opportunities and threats can change quickly!
- This is an ongoing process; you need to keep up with it.

Session 5: Conduct Closing

[For a reminder, see Day 1, Session 5]

HANDOUT

Country SRHR Map Indicators

Gather as much information as possible about sexual and reproductive health and rights in your country. Do not worry if you cannot find information about all the topics listed.

Topic	Indicators
General	• Number of inhabitants in the country • Number of young people (15-29 years of age) • Life expectancy at birth • Infant mortality rate (children under 1 year per 1,000 live births) • Development indicators (UNDP) • Marginalization index by region of your country • Percent of the population living in rural vs. urban areas, and percent of young people living in each of these categories • Percent of people living Under the poverty line
Sexual and Reproductive Health and Rights	• Main causes of morbidity for young people by five-year age groups (15-19, 20-24, 25-29) • Main causes of mortality for young people by five-year age groups (15-19, 20- 24, 25-29) • % of young people enrolled in the country's healthcare systems. % of young people without access to health services. • Maternal mortality rate for young women (number of deaths of women between 15 and 29 for every 100,000 women in that age group). • Adolescent fertility rate (number of births per 1,000 women ages 15 to 19) • Prevalence of use of contraceptive methods (% of women currently using, or whose sexual partner is currently using, at least one modern contraceptive method) • Prevalence of HIV/AIDS in young people ages 15 to 29 • Prevalence of other STIs in young people ages 15 to 29 • Number of abortions recorded in young people ages 15 to 29 (Frequency of abortion-related hospital morbidity in young women ages 15-29) • Status of legislation related to abortion in your country • % of national or local government budget for sexual and reproductive health programs for young people

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 3 Session 1)

Session 2: Personal Development

Learning Outcomes | Participants will be able to:

- Receive individual support and feedback on their personal development plan.
- Create a personal development plan using the Career Planning Workbook©.
- Process the necessary steps to complete their objectives and commit to completing them.

TIME: 2.5 hours

SUPPLIES

- Projector; Computer; Flip charts; Pens; Extra sheets of paper to formulate the plan.

TRAINING TOOLS

- PPT Presentation: Personal Development Plan, slides 19-24
- Worksheet: Self-assessment of Leadership Competencies
- Worksheet: Personal Development Plan (also available in the MMHA Career Planning Workbook©, p. 41)
- Career Planning Workbook© (MMHA) – *hard copies can be purchased from MMHA (price list here)*

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart, make copies of worksheets.

Trainer:

- Review Participant Binder materials and training tools.
- Check the projector, ensuring that the room is dark enough and the sound quality audible.
- Understand and be able to explain the meaning of competencies for session. Read and understand the materials.
- Review relevant sections of the Career Planning Workbook©, so you can answer questions.

INSTRUCTIONS

PART 1: ANALYSIS OF SKILLS (30 min)

1 Introduce this activity, explaining:

- We all have skills, and we all have areas where our skills need strengthening. To add to or strengthen our skills, we need to identify these and create a plan that will enable us to accomplish the tasks necessary to that end. Therefore, today we will be focusing on creating this plan.
- Now I will share a presentation on personal development planning, showing how our skills profiles guide us in identifying personal and professional goals.

2 Show PowerPoint slides 19-24. Then, lead a discussion on leadership development in SRHR, noting the answers on a flip chart. Sample questions:

- Who is responsible for our development as leaders?
- Why is it important to be concerned about our own development?
- Who has a personal development plan?
- Who or what can help me to accomplish my goals?

3 Review and explain the following concepts:

- Current skills/competencies and those developed in the future during career planning complement each other; planning is an especially important step. However, the implementation of the plan and ongoing feedback on the various aspects of the plan are even more important in helping us reach our goals.
- To complete the Career Planning Workbook©, read and follow the instructions, without skipping from one section to another. Complete it in chronological order. By the end of the session, participants need to have completed the Personal Development Planning worksheet on p. 41 of the workbook.
- Hand out the Self-assessment of Leadership Competencies worksheet, explaining that this leadership competency diagnostic tool will help them identify their own leadership skills, which will be useful in creating their personal development plan.

PART 2: CAREER PLANNING WORKBOOK© (2 hours)

4 Explain that the next 2 hours are for working individually to complete the Career Planning Workbook©. Add:

- The goal for this activity is to self-assess our own career path to date and create a personal development plan to implement over the next 9 months.
- We will be using a career planning workbook, developed by The Managers' Mentors, Inc. This tool helps you create and develop action plans for goals based on your career and life needs.
- The resource team will be available during this session and will come around to answer any questions you may have in the process. Take a minute to create a comfortable work place.

5 Distribute the Career Planning Workbook© and worksheet, and explain:

- Start on page 10 and ignore page 19, as you will not use that activity at this training.

6 Emphasize the importance of this exercise, stressing:

- We almost never have the opportunity to reflect on the path that our lives take. Sometimes we study a subject matter just to please our family or because it is most accessible, without questioning what we really value and are interested in.
- Give yourselves this gift of two hours to reflect!

Training Tips:

- ✓ Make sure to find time to meet individually with each participant sometime during the remainder of training module 1 to discuss their personal development plan. Refer back to the instructions in this session when you meet.
- ✓ It is very likely that the participants will want to sleep or distract themselves by watching television or listening to music while they complete this workbook. Encourage them to concentrate.
- ✓ If they want to leave the training room, ask that they let you know where they are going to be while they complete this exercise. Often, it is important to walk around among the participants and observe how the process is going.
- ✓ At the end of the two hours, they should at least be formulating their objectives—be they short, medium or long-term—to be able to create a concrete development plan that they can implement over the next 9 months.

WORKSHEET

Self-Assessment of Leadership Competencies

This information is for your personal use and will help you to build your leadership competencies development plan. Place a check in the box that best reflects your current situation, using the following scale:

1= I have an idea of what this skill is **2=** I have practiced this skill occasionally. **3=** I apply it often.
4= I can explain it to others. **5=** I apply this skill often. I can help others apply it and give them feedback about their performance.

No.	Skill / Characteristic	Scale				
1	Focus your actions as a leader on the principles of gender equity, social justice and human rights.	1	2	3	4	5
2	Clarification of values; the ability to know your own values and those of others when dealing with issues related to your work.	1	2	3	4	5
3	Develop skills as a visionary leader, including clearly articulating a vision of change.	1	2	3	4	5
4	Develop a collaborative vision.	1	2	3	4	5
5	The ability to develop leadership in others.	1	2	3	4	5
6	Self-assessment skills and the ability to continue developing as a leader.	1	2	3	4	5
7	Strategic thinking; Identify and analyze situations, causes, interventions and obstacles, especially for young people.	1	2	3	4	5
8	Recognize and take advantage of opportunities to make change.	1	2	3	4	5
9	Learn when and how to take risks, both personal and organizational.	1	2	3	4	5
10	Effectively communicate your message/agenda using the media.	1	2	3	4	5
11	Build and strengthen political will needed to address challenges in SRHR.	1	2	3	4	5
12	Build collaborative multi-sectoral relationships and networks by identifying common values.	1	2	3	4	5
13	Build and sustain teams with diverse members (ethnicity, religion, political affiliation, socioeconomic status, sexual identity, gender identity, etc.).	1	2	3	4	5
14	Negotiation skills; Use commonalities & points of conflict to overcome differences & reach agreements.	1	2	3	4	5
15	Learn and communicate effectively about contraception and SRHR, based on proven, evidence-based information and practices.	1	2	3	4	5
16	Identify and secure resources to support your actions and programming.	1	2	3	4	5
17	Develop results indicators and measurement/evaluation tools.	1	2	3	4	5

WORKSHEET

Personal Development Plan

For the individual coaching session on personal and professional development, it is important to list the following information. Several versions of this form can be completed, one for each specific development objective.

Name: ___________________________________ **Career goal:** *(Have XXX position by XXX date)*______________________________

Target date of completion: ________________ **Development Objective #** ____
(Have XXX certification by XXX date)

Note: In the table below, the first row under the headers is filled in as an example.

Action Steps	Target Dates	Required Resources	Comments and Notes
Example: Obtain the criteria for certification	DATE	Access to Internet and school web page	Print the criteria and start a file

Session 3: Program Planning

Learning Outcomes | Participants will be able to:

- Understand the basic elements of the planning cycle and a program plan.
- Apply the SMART model to the creation of an objective.

TIME: 2 hours

SUPPLIES

- Flip chart; Markers; Note cards; Sheets of paper; Pencils

TRAINING TOOLS

- Handout: Planning Cycle
- Handout: SMART Table
- Handout: List of Poorly Written Objectives
- IPPF's *Guide for Designing Results-Oriented Projects and Writing Successful Proposals*

PREPARATION

Materials/Room:

Prepare the following flip charts. Refer to the boxed text on the right.

- Learning outcomes for the session
- An illustration of the planning cycle
- Definition and criteria of SMART objectives
- Definitions of "goal" and "objective" *[then cover both sheets]*
- Well-written goal (top of sheet) and poorly written goal (bottom of sheet) *[Fold the sheet to show only the poorly written goal]*
- Repeat with a well-written objective and a poorly written one
- A list of poorly written objectives for the group to edit

Trainer:

- Review participant binder materials and training tips.
- Review pp. 16–29 of IPPF's Guide for Designing Results-Oriented Projects before conducting this session.
- Make copies of handouts.

Text for Preparing the Flip Charts

Goal: The desired result – a general long-term change – that you wish to see, such as a change in health behavior or public policy.

Objective: The intermediate changes that you would like to see in the focus population or environment. These are the desired results of your project in a specific location and time period.

Poorly written goal: "To increase awareness of HIV in Mexico"

Well-written goal: "To improve the lives of young people (ages 15-29) in Cancun by reducing the HIV infection rate."

Poorly written objective: "Train 60 peer educators to promote the ability to practice less risky sexual behaviors."

Well-written objective: "At the end of this 3-year project, increase condom use among sexually active young people (between the ages of 15 and 24) in X school."

INSTRUCTIONS

PART 1: THE PLANNING CYCLE (30 min)

1 Read aloud the objectives for this session and answer any questions from the participants.

2 Lead a discussion about what planning is and why it is important, using sample questions:
- What did you do the week before you came here?
- Which activities made it possible to come? Why?
- If you had more time/resources, what would you have liked to do to prepare for this training?

3 Review key points about planning, by explaining:
- We all plan. Sometimes for small things like an outing, other times for long term, complex projects like your leadership action plans.
- If we have one plan, Plan A, we also need to have a Plan B and Plan C. This helps us anticipate and adapt to changes.
- Plans let us look ahead so we can perform the necessary steps to achieve our goals and have time to prepare—for example, buying tickets for travel beforehand).
- A plan is a framework that allows us to achieve what we wish to do and improvise when necessary. Sometimes we need to revise and reconsider parts of our plan.

4 Distribute the Planning Cycle handout and introduce the three stages of the Planning Cycle:
- Stage 1: Identifying resources and needs
- Stage 2: Setting goals/objectives using the SMART method
- Stage 3: Monitoring and evaluation

5 Present Stage 1: Identifying Resources and Needs. Explain:
- The evaluation of resources and needs lets us find out what the situation is like in the community/population where we are going to be working.
- This must be within the context of what you hope to accomplish. Keep in mind that every activity or plan has its own unique set of needs.
- There are certain things to take into account when analyzing resources and needs (language, cultural practices/values, potential partners, infrastructure/space, political will, etc.).

6 Discuss Stage 1, using sample questions:
- What would you want to know before starting your plan?
- What would be important for someone to understand about your community?
- What resources are available that will impact your plan, and what is needed?
- How can you gather information from the community: surveys; focus groups; individual interviews, etc.?

7 Have participants create a chart including columns of what they hope to achieve, what resources they will need to achieve this, and what they need in order to begin.

8 Present Stage 2: Setting Goals and Objectives, saying:
- Goals and objectives describe the content of the project, and help us structure the activities we want to implement in order to achieve what we set out to do.

9 Define "goal", referring to the flip chart, and explain:

- A single project usually doesn't achieve the goal by itself, but will contribute to it. The goal is not typically measured during your project.
- *A goal should*:
  - Refer to the major issue addressed in your project
  - Refer to your specific population and location
  - Use clear terminology
- *A goal should not:*
  - Describe your activities (like training or services)
  - Use jargon or abbreviations

10 Refer to the "poorly written goal" flip chart, and ask:

- Is this goal well-written, or poorly written? Why?
- What would improve it? *[Guide them toward a goal similar to the "well-written goal," and discuss how it is improved.]*

11 Define "Objective", referring to the flip chart, and explain:

- The objectives need to be achievable and measurable within the existing time and project budget.
- Writing clear objectives at the start of a project helps you evaluate your progress later.

12 Distribute the SMART Table handout and introduce the SMART Method, explaining:

- Each of our objectives should meet the SMART criteria, which measures effectiveness:

S = Specific: Specify the population/environment
M = Measurable: To facilitate monitoring and evaluation
A = Appropriate: To your expertise and organization
R = Realistic: Achievable with available time and money
T = Time-bound: Within a specific time frame

13 Read the "poorly written objective" flip chart. Then assess if it fits SMART guidelines, asking:

- Is it Specific enough?
- Is it Measurable?
- Is it Appropriate?
- Is it Realistic?
- Is it Time-bound?

14 Ask the group to edit the objective so that it is SMART. *[Guide them toward an objective similar to the "well-written objective."]*

PART 2: WRITING SMART OBJECTIVES (40 min)

15 Distribute the list of poorly written objectives and explain that the group will revise the list of poorly written objectives [from the flip chart] into SMART objectives.

16 Review that well-written objectives should identify:

- Who the change will reach
- What change will occur
- When (in what time period) the change will occur
- Where (in what location) the change will occur

17 Review IPPF Guide for Writing Results-Oriented Proposals, especially the list of good/bad verbs used in writing objectives on pg. 14 of the Guide. Give example below:

- Objectives should use action verbs ("improve") to indicate change. Avoid verbs that refer to activities ("train").

Training Tips:

✓ Participants can do this activity individually, or the group can do 2 of the objectives together with participants complete the last 3 objectives individually, then review the results together as a group.
✓ Doing the activity this way allows participants to gauge privately how well they understand the concept of SMART objectives.

PART 3: MONITORING AND EVALUATION (20 min)

18 Explain that this session will provide a brief overview of monitoring and evaluation (M&E). A later session will provide detail on how to conduct M&E and how to write process and results indicators.

19 Ask what we already know about M&E:

- Why are monitoring and evaluation important?
- What types of M&E are you aware of?
- Which one measure process? Which measures results?
- How would you measure process and results in your project? How would you prove that the issues addressed in your project have improved/changed?
- Who are the best people to gather this information?
- How frequently should you gather evaluation data?

20 Review key points about monitoring and evaluation:

> **M&E ensures we are fulfilling the needs** of the population we are working with. The results of our M&E determine what to change or improve.
> **Monitoring** is an ongoing check. We monitor a project by checking several sources of data to see if we are on target for reaching our objectives within our timeframe.
> **Evaluations assess both the process of a project and the result** of that process (outcome).
> **A process indicator** provides evidence that the project is on the path to achieving an objective. It provides information about the activities being implemented.
> **A result indicator** determines if a desired change has occurred. The evaluation measures the indicators. Each objective should have both process and result indicators that you can monitor periodically.
> **A needs assessment** is a baseline to measure change.

PART 4: PLANNING THE PARTICIPANTS' VISIT (30 min)

21 Tell the participants that they will now show one another the different parts of a program model.

22 Divide them in 3 teams, explaining their options to show, rather than tell, their answers to the assigned questions:

- Develop a 3-minute skit to show the ups and downs of each element of a program.
- Use materials, drawings, or nearby items for visual aids.

23 Present each team with their questions:

- Team 1: What is planning? What are the elements of planning? Why is planning important?
- Team 2: What are the elements of both goals and objectives? How does a goal differ from an objective?
- Team 3: What is monitoring and evaluation? Why do we do them?

24 Allow each team 8 minutes to prepare before briefly presenting.

25 Revisit the learning outcomes, and summarize the importance of program planning.

Training Tips:

- ✓ If participants are unable to come up with activities, suggest that they model how an activity takes place without planning, and then what that same activity would look like with planning.
- ✓ For example, stage a skit about a family going on a picnic with no plans for the outing and the bad/funny results from that, and then stage a skit where the family takes time to plan their outing.

HANDOUT

The Planning Cycle

HANDOUT

SMART Table

TRAINING TOOL

S	Specific	Among sexually active people (ages 15-24)
M	Measurable	Increase knowledge . . .
A	Appropriate	About the correct and consistent use of the condom . . .
R	Realistic	Relevant to the context of *X* Community
T	Time-bound	At the end of the 3-year project . . .

HANDOUT

List of Poorly Written Objectives

TRAINING TOOL

Convert the poorly written objectives below into **SMART Objectives**:

1. Publish a sex education guide for teachers in Tocoa, Honduras.
2. Establish a Youth Council for young people ages 18 to 24 at Landivar University.
3. Provide emergency contraception in public clinics in Belmopan, Belize, by the end of 2015.
4. Increase condom use at the national level.
5. Include sexual diversity in the training manuals for health providers in the Gracias a Dios Department of Honduras.

Sessions 4 & 5: Introduction to Institutional Strengths Analysis & Closing

Learning Outcomes | Participants will be able to:

- Explain the steps needed to conduct an institutional strengths analysis in their organization

TIME: 30 minutes

SUPPLIES
- Flip charts; Markers

TRAINING TOOLS
- Worksheet: Institutional Analysis

PREPARATION

Materials/Room:
- Write learning outcome on flip chart.
- Make copies of worksheet.

Trainer:
- Review Participant Binder materials and training tips.

INSTRUCTIONS

1 Introduce the activity, explaining:
- Before the next training, each of you will carry out an institutional analysis to better understand your organization.

2 Describe what is meant by "institutional analysis" and how it can be used.

3 Explain how this analysis will help participants:
- Advance your professional growth as a leader in ASRH;
- Better support your organization's efforts; and
- Know how to integrate your LAP into your organization's goals and mission.

4 Review the process of the analysis, explaining:
- When you return to your organization, schedule a meeting with the director of the organization. Explain the purpose of the interview, and that it will take about 45 minutes. You may decide to share the questions in advance.
- During this meeting, first talk to the director about:
  - What you learned in the first GOJoven training.
  - Which capacities you are strengthening to better contribute to the organization's goals.
  - That you are doing an institutional analysis as part of your GOJoven training to better understand and strengthen the organization's work.
- Then, ask the questions on the institutional analysis sheet. You will receive an institutional analysis sheet via email and will need to complete and return it to GOJoven before the next training session.

5 Distribute the worksheet to review, saying:
- We are happy to answer any questions you might have.

Training Tip:

✓ Some participants may not have had direct contact with the director of their agency, so provide an opportunity for them to explore possible scenarios when they request the interview. This will give them the chance to talk about any concerns they may have about the assignment.

Session 5: Conduct Closing [For a reminder, see Day 1, Session 5]

WORKSHEET

Institutional Analysis

Name	Country
Organization	Date
The goal of my institution is….	**Our long-term vision is….**
The goal of my program is….	**The number of people that work in my institution is….**
The objective(s) that affect(s) me the most is/are….	**Our annual budget is….**
The activities that I participate in to achieve these objectives are….	**Our funds come from….**
The things we do well or that have been successful are….	**My future plans in my institution are….**
Our work impacts…	**What I can do to strengthen my institution is….**

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 3 Session 1)

Sessions 2a & 2b: Important Trainer Note

- ✓ This time slot includes two activities that take place simultaneously:
  - Session 2a is Introduction to the Leadership Action Plan (LAPs).
  - Session 2b is Personal Development Coaching Sessions.
- ✓ However, in the following pages the instructions for Session 2a precede the instructions for Session 2b.
- ✓ While groups are working on their LAPs, the trainer should signal one individual at a time leave their LAP group for their individual coaching session.
- ✓ Be sure you have arranged for adequate private space for the coaching sessions.

Session 2a: Introduction to Leadership Action Plans (LAPs)

Learning Outcomes | Participants will be able to:

- Understand how the LAPs fit into the GOJoven program.
- Plan the next steps to begin designing their LAPs as a team.

TIME: 3 hours

SUPPLIES

- Flip charts; Markers

TRAINING TOOLS

- Worksheet: LAP Team Member Roles
- Worksheet: LAP Proposal Format (Sections 1 & 2)

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.

Trainer:

- Review Participant Binder materials and training tip.
- Make copies of worksheets.

Training Tips:

- ✓ Make at least three rounds between teams during this session to offer advice, especially in terms of team communication and how to materialize the project so that it is manageable and can be implemented. This may mean that they will have to eliminate an objective or activity.
- ✓ It is better to have a LAP with one objective that is implemented rather than a LAP with three objectives that are never implemented. An activity does not have to be complicated to make an impact.
- ✓ Refer to the LAP Training Process section of the Curriculum Overview chapter for more information and to answer participant questions.

INSTRUCTIONS

PART 1: INTRODUCTION TO LAPs (30 min)

1 Introduce this activity, saying:

- The Leadership Action Plan, or LAP, is an integral part of the GOJoven training. It is an opportunity for each country team to practice leadership skills and the knowledge gained during the training sessions. It helps you practice what you have learned and what you believe needs to be done in your community.
- During the next three hours we will be discussing and working on your LAPs.

2 Explain the LAP:

- The LAP is an important part of your commitment to the GOJoven program and to improving the sexual and reproductive health of adolescents in your community.
- The LAP represents an opportunity to learn from successes and mistakes. Keep in mind that the lessons learned from mistakes can be more useful than those learned from successes.
- The LAP relates to a few specific GOJoven objectives, including: (a) available funding; and (b) opening a team bank account.

3 Clarify the LAP process:

- Before the next training, each of you will conduct your institutional analysis, then meet as a team to brainstorm possible LAPs.
- At this meeting, you will choose two team members to serve as treasurers who are responsible for the funds your team will receive to begin your LAP.
- This is only a starting point for your LAP. The LAP will likely evolve as time goes on.
- An important factor when implementing a LAP is to be realistic about the time and funds available for it. As leaders, we may have big and complex visions, but in this instance we need a grounded and concrete vision.

PART 2: LAP TEAMWORK (2.5 hours)

4 Distribute the worksheet and give instructions for teamwork:

- You will now have 2 ½ hours to work in your country teams. Please use this time to complete the Team Member Roles worksheet and start brainstorming for your LAP using the LAP Proposal Format worksheet. The resource team will check in with each team for 20-30 minutes to answer questions and support you.
- Do you have any questions?

WORKSHEET

LAP Team Member Roles

Year		
Country		
Treasurer(s)		
Secretary		
Other		
Other		
Other		
Communication Officer	Name:	
	Tel.:	
	Email:	

Method of communication between team members, in order of preference:

1 ____

2 ____

Select two meeting dates for the country team, before starting the second training:

1 ____

2 ____

WORKSHEET

LAP Proposal Format

GO JOVEN INTERNATIONAL
TRAINING TOOL

Section 1: Format for Leadership Action Plan Proposal

Use this format to create your official proposal for your country team's Leadership Action Plan (LAP). Please include all annexes listed at the end of this document.

Team Name	
Project Name	
Project Dates	
Date of Project Submission	

1 Justification and needs assessment:

2 Description of the implementing team's capacity:

3 LAP goal/general objective:

4 Specific objectives/activities/indicators [On the following page, flll out only as many objectives as you have.]

WORKSHEET

LAP Proposal Format

Specific Objective #1	
Activity 1 for Objective 1	
Activity 2 for Objective 1	
Process Indicators Include at least 2. These are related to the activities.	
Result Indicators Include at least 2. These are related to the objectives.	

GO Joven INTERNATIONAL
TRAINING TOOL

Specific Objective #2	
Activity 1 for Objective 2	
Activity 2 for Objective 2	
Process Indicators Include at least 2. These are related to the activities.	
Result Indicators Include at least 2. These are related to the objectives.	

Specific Objective #3	
Activity 1 for Objective 3	
Activity 2 for Objective 3	
Process Indicators Include at least 2. These are related to the activities.	
Result Indicators Include at least 2. These are related to the objectives.	

WORKSHEET

LAP Proposal Format

TRAINING TOOL

Section 2: Checklist of Annexes

Please include the following annexes with your LAP:

- ☐ Timeline
- ☐ Logical Framework (Please include the completed logical framework for your LAP)
- ☐ Total LAP budget (Please include a budget of $3,000 USD in Excel, attached to your LAP proposal)
- ☐ Funds used (expenditures) up to the date of the first two payments:

Balance Sheet – Leadership Action Plan		
Budget Line Item For example: coordination expenses, food, travel expenses, transportation, office supplies, materials, room rentals, communication expenses, salaries, etc.	**Expenditure Detail** For example: $100.00 in transportation for 10 people to attend a training; $100.00 in food for 10 people for 2 days; $25.00 in training materials, etc.	**Total Cost** Indicate the total cost for each budget line item.

- ☐ Bank account details (Please fill out the bank account document and take it to your bank to have it stamped.)
- ☐ Short biographies (one paragraph) of each team member. (Include your educational background, your organization and current job title, your experience, and the expertise that you possess that will help you complete the LAP.)

Session 2b: Personal Development Coaching Sessions

Learning Outcomes | Participants will be able to:

- Give and receive feedback in individual coaching sessions with trainers.
- Recognize what some of their strengths and skills as a leader are.

TIME: 2.5 hours total (30 minutes per coaching session)

SUPPLIES

- Pens; Blank paper; Completed Career Planning Workbook©

TRAINING TOOLS

- Worksheet: Personal Development Plan (also available in the MMHA Career Planning Workbook©, p. 41)
- Worksheet: Personal Development Fund Application
- Worksheet: Personal Development Fund Report Template

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Make copies of worksheet.

Trainer:

- Review Participant Binder materials and training tip.
- Check that each participant has signed up for a specific time slot.
- Discuss each participant with the resource team and prepare notes for the individual coaching sessions.

INSTRUCTIONS

1 Review the completed Career Planning Workbook© with the participant, focusing on their Personal Development Plan (PDP) that they will have filled out on page 41 of the workbook (or the matching worksheet). Inquire about how they completed it and if they had problems or discovered something new.

2 Ask for permission to see how far they got in completing their workbook and remind them that all the information discussed in this meeting is completely confidential.

3 In the actual session, start out by explaining why we do individual coaching: because we want to hear each participant's impressions of the program to improve GOJoven, and also to share our impressions of them to help their growth as leaders.

Training Tips:

- ✓ Refer back to Day 6, Session 2 on "Personal Development" to make sure you are familiar with the detailed instructions that the participants were given to complete their Career Planning Workbook© and Personal Development Plan worksheet.
- ✓ Remember that the session is a time to talk with each participant on a more personal level. It is important to have thought carefully about how to provide feedback to each participant. This may not be the most appropriate moment and, if that is the case, then switch the coaching session to another time.

4 Ask the participant:

- How do you feel in the program?
- How do you feel with your team?
- Do you have any problems with your team, trainers, etc.?
- What feedbak do you have for the program in general or any member of the resource team?

5 Give individual participants the feedback that the trainers discussed.

- Always start out with positive feedback: their potential as a leader, etc.
- Then give them feedback and guidance on areas for improvement, including listening, teamwork, more or less active participation, etc., with some concrete suggestions on ways to make this happen.

6 If the participant has not identified any objectives for the next nine months, talk with them to see what aspect of their career plan they would like to focus on in the next nine months. Often times, they wish to focus on completing some coursework or acquiring knowledge in a specific area that will help them with their career.

7 Use the time in the meeting to write at least one objective in the Personal Development Plan worksheet, complete with detailed steps and a timeline, and the career goal that it falls under. It is important that it be realistic and that the participant be committed to carrying out the steps to achieve it.

8 Inform the participant that they can request Personal Development Funds to support their PDP objectives.

- They can request up to $300 USD in funds by completing the Personal Development Fund Application worksheet.
- They will complete the Personal Development Fund Report Template worksheet after spending the funds.

9 Close by explaining the following:

- The Resource Team will keep the plan and make a copy of it.
- For the next training, we will revisit these steps together to see what progress the participant has made in achieving their objective.
- Sometimes, if a participant has made enough progress, they can have two or three objectives that they want to work on at the same time.

WORKSHEET

Personal Development Plan

For the individual coaching session on personal and professional development, it is important to list the following information. Several versions of this form can be completed, one for each specific development objective.

Name: ___________________________________ **Career goal:** *(Have XXX position by XXX date)*_____________________________

Target date of completion: ________________ **Development Objective #** ____ *(Have XXX certification by XXX date)*

Note: In the table below, the first row under the headers is filled in as an example.

Action Steps	Target Dates	Required Resources	Comments and Notes
Example: Obtain the criteria for certification	DATE	Access to Internet and school web page	Print the criteria and start a file

WORKSHEET

Personal Development Fund Application

TRAINING TOOL

This application should be accompanied by supporting documentation that confirms the cost of your desired personal development activity. (For example, price quote for a class, equipment/materials, or detailed budget of the costs for the proposed activity.) Without the price quote or budget, your application cannot be approved.

Name of GOJoven Fellow:

First Name ______________________ Last Name ______________________

Address:

____

City: ______________ State: ______________________ Zip Code: ______________________

Country Code: ________ Phone Number: ______________ Mobile Phone Number: ______________

Fax: ______________ Work Email: ______________ Personal Email: ______________

Timeline for Personal development activity implementation:
Amount Requested (in USD):

WORKSHEET

Personal Development Fund Application

TRAINING TOOL

1. Why are you requesting the GOJoven Personal Development Funds at this time?

2. What are the objectives for your personal development activity? How will it impact you in a positive manner?

3. How does this personal development activity fit in with the larger Personal Development Plan?

4. When will your personal development activity begin? When will it end? (Give a brief timeline.)

5. What is the total budget for your personal development activity? (Please attach a detailed budget in Excel with a price quote confirming the actual cost of the personal development activity.) If your total amount exceeds $200USD, how do you plan to cover the difference?

WORKSHEET

TRAINING TOOL

Personal Development Fund Report

Please attach all original relevant receipts (originals or copies) that equal the amount requested for your fund.

Name of GOJoven Fellow:

First Name ______________________ Last Name ______________________

Address:

____

City: ____________ State: ____________ Zip Code: ____________

Country Code: ______ Phone Number: ____________ Mobile Phone Number: ____________

Fax: ____________ Work Email: ____________ Personal Email: ____________

Date(s) on which you implemented your personal development plan:
Amount of Requested (in USD): Amount you spent (in USD): Additional funding sources (if there were any):

WORKSHEET

Personal Development Fund Report

TRAINING TOOL

1. Did you complete the main objective(s) for your personal development fund? Please explain how or why not.

2. How did this fund contribute to your advancing your larger personal development plan?

3. What do you think your next step is in your personal development plan?

4. If you did not have access to this Personal Development Plan, how would you have completed this activity?

5. If you had the opportunity to apply for further personal and professional development funds, how would you want to use them?

Sessions 3 & 4: Sexual and Reproductive Anatomy and Contraception & Closing

Learning Outcomes | Participants will be able to:

- Identify the main parts of male and female reproductive systems.
- Understand how pregnancy occurs and the days of a woman's menstrual cycle during which she is more likely to get pregnant.
- Describe why sexually transmitted infections (STIs) are a serious problem facing many young people.
- Distinguish between barrier and non-barrier contraceptive methods.

TIME: 3 hours

SUPPLIES

- Colored cards; Materials for model of the male/female reproductive systems (See Training Tips on this page); Contraceptives that participants bring to the training

TRAINING TOOLS

- PPT Presentation: Anatomy, Reproduction & Contraceptive Methods
- Contraceptive Methods Chart and other resources on fphandbook.org
- Handout: Questions for "Spin the Bottle" Game
- Handout: Contraceptive Situations List

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Cut out questions for "Spin the Bottle" game, and situations from the Contraceptive Situations List handout.

Trainer:

- Send participants reminders to bring contraceptives from their countries to explain at the training.
- Check the projector, ensuring that the room is dark enough to make the slide presentation visible and the sound quality audible.

Training Tips:

- ✓ Be creative with the materials for the reproductive system models. Participants can use plants, flowers, etc. that they find (usually with a caveat to not harm the environment). If these are not available, trainer must provide enough materials, e.g., cotton balls, rubber bands, colored yarn/string, construction paper, scissors, glue, paper cups/plates. If indoors, consider straws, toilet paper rolls, ping-pong balls, markers, etc.
- ✓ Consider having participants lead an icebreaker, like Fruit Salad (see box on next page) or another silly game that will energize the group.
- ✓ To answer questions regarding the reproductive system, use this resource by Hesperian Health Guides.
- ✓ For the Contraception activities, remember that not everyone is sexually active, and not everyone is heterosexual.
- ✓ This session can take a lot of time. Watch the clock, or edit the activit

Fruit Salad: An Icebreaker Activity (25 min)

The aim is to find a seat each time players move around. Rules:

- Participants form a circle of chairs that is one chair fewer than a total number of players.
- They nominate a player to be *"IN."* That player stands in the center of the circle.
- Divide all players into 3 groups by going around the circle and naming them an Apple, Orange, or Pear.
- The player who is *IN* calls the name of one of these fruits. Everyone who is that fruit must get up quickly and change places; players who are not that fruit remain seated. For example, if *IN* calls "Apples," all Apples must change places, while all Oranges and Pears remain seated.
- *IN* can also call "fruit salad," and everyone must change seats.
- Players cannot move to the seat directly beside the one they are in.
- The person who is *IN* tries to sit in an empty spot whenever players swap positions; the person left without a seat becomes the new *IN*.
- The game can finish whenever you like.

INSTRUCTIONS

PART 1: REPRODUCTIVE SYSTEMS (35 min)

1 Introduce the activity, explaining:
- We are going to spend the next 15 minutes creating models of the male and female reproductive systems.
- We have all seen charts of what the reproductive system looks like in our health and science classes, right? Now we will test our memory to see how well we remember it and how well we can recreate our own model in 3-D.
- Please do not use resource materials during this activity. The point of this exercise is to see how much of the reproductive systems we remember and how well we can depict the system for others. Each one of you will remember different things, and together you will come up with your 3-D model.

2 Tell participants that they should split into two groups, and to go to the group with which they most identify:
- If you identify as a man, go to Group 1. You will create a model of the female reproductive system.
- If you identify as a woman, go to Group 2. You will make a model of the male reproductive system.
- Your job is to collect the materials needed to create your assigned reproductive system, naming the different parts.

3 Give the groups 15 minutes to make their models. Each group will then show its model to the other group, and take questions and comments. Facilitate discussion and allow the groups to make changes.

4 Show slides 2-3 of PPT and clarify questions. Then explain:
- Take a few minutes to make corrections to your diagram to make them more closely resemble "official" diagrams.

5 Showing slide 4, invite participants to explain how each reproductive system works and how pregnancy occurs. Participants' knowledge base will vary greatly, so be prepared to clarify confusing or inaccurate information.

PART 2: KNOWLEDGE OF CONTRACEPTIVE METHODS (1 hour)

6 Present the remaining PPT slides to the group in order to provide a brief overview of the range of contraceptive methods, answering questions throughout.

7 Thank everyone for bringing sample contraceptive methods from their country. Tell them:

- We'll spend the next 25 minutes doing show-and-tell for each method you brought. We'll talk about points such as:
  - What type of method it is (barrier, hormonal)
  - Who uses it (men/women), and how it works
  - When it is used (in advance/at the time of sex)
  - How effective it is and what can impact that
  - The benefits/ barriers to using it
  - If it affects HIV transmission
  - Whether or how it is available in each country
  - Any questions or concerns about this method

8 Ask for volunteers to share the methods they brought (or know about), and answer questions. Be prepared that some of the questions asked may affect different people in unexpected ways and may need careful answers.

9 After discussing each method that participants brought, ask if there are other methods they would like to discuss, such as ones that are not available in their regions or ones that are considered traditional or religious.

10 Ask them how they might use knowledge about contraception in education/advocacy. Remind them:

- If you are not well informed, you may encounter difficulty in explaining your positions regarding sex education or services to young people.
- Sharing this information can be political —there is a lot of disagreement over sex education and the provision of services to adolescents.

11 Discuss factors that go into choosing what methods are right for a couple. For example:

- Are they monogamous, or having casual sex?
- Do they wish to prevent pregnancy?
- Will they want to get pregnant in the next year?
- Are they concerned about disease prevention?

12 Have participants sit in a circle close to one another, and guide them through a game of 'Spin the Bottle,' placing the pre-cut pieces of paper in the middle of the circle. Use the Answer Key on the next page to ensure responses are correct.

- We will now practice our contraceptive knowledge.
- We will take turns spinning the bottle in the middle of the circle. When the bottle stops, the person who it points to will take a question from the center.
- The person who gets the question can try answering, or can ask others in the group to help answer.
- The person who got the question then spins the bottle and so on, until all questions have been asked.

Answer Key: Spin the Bottle

Question	Answer
True or False: The contraceptive pill protects against HIV. Explain.	False—the pill is a hormonal method that does not block the exchange of bodily fluids that may contain the HIV virus.
Where is an IUD placed?	A medical practitioner inserts an IUD into the uterus.
On which days of the menstrual cycle is a woman most likely to get pregnant during sex?	Ovulation usually occurs on days 11–14 of a 28-day cycle. But each woman's cycle is different. The most likely time of the cycle to get pregnant is between days 7-20.
How long can sperm live in a woman's body after it is ejaculated?	Sperm can live inside a woman's body for up to 5 days.
How long is an egg viable once it is released?	A woman's egg is viable for no more than 12–24 hours after being released from the ovary.
What contraceptive method can be used to prevent pregnancy and HIV transmission?	The condom is the only contraceptive method that offers dual protection.

13 Discuss and clarify responses. Talk about any persisting misunderstanding and myths that came up.

14 Remind the group why these issues matter. Explain:

- Reproductive rights are human rights—including the right to control one's fertility.
- If you wish to create change, you need to be well versed on the reproductive system and on related topics such as contraceptives and their changing technologies.
- Perhaps the most powerful barrier we have in discussing this topic is that we have been taught that it is not "proper."
- As such, many of us are afraid to discuss our concerns.
- These exercises help us break these barriers and allow ourselves to address issues in ways that empower us to make healthy decisions regarding our sexuality and reproductive life.

PART 3: CONTRACEPTIVE DECISION-MAKING (50 min)

15 Explain that we will now talk about how people weigh their contraceptive options. Ask:

- What are some things that individuals and couples consider when making this decision? *[Probe for: Is it available? Affordable? Effective? Comfortable for them and partners? Does it make sense given their relationship dynamics or the circumstances in which they will be sexually active?]*

16 Explain that they will spend the next 25 minutes practicing these decisions in small groups. Have them form 4 groups. Explain that each group will have a different situation.

- Your goal will be to discuss what contraceptive method(s) might be the best choice, and why.
- After deciding the best method(s), each group will prepare a presentation of its scenario, decision, and reasoning to deliver to the group, not to exceed 5 minutes.

17 Give each group one of the pre-cut situations from the Contraception Situations List handout, and allow them 25 minutes to prepare their presentation.

18 After each group presents, ask for feedback and questions, or offer additional options, asking:

- What did you learn about contraceptive methods, and the methods adolescents can use?
- Why it is important in your roles as leaders in ASRH that you know contraceptive methods?
- What was the most relevant point of the session for you?

Training Tips:

- ✓ Participants may ask questions that you cannot answer. If so, refer them to resources, or follow up by looking up the information and sharing it with them. It is important to say "I don't know" and then offer correct information later.
- ✓ Here is good resource for information about contraception (fphandbook.org).

PART 4: SEXUALLY TRANSMITTED INFECTIONS (5 min)

19 Introduce the topics of sexually transmitted infections (STIs). Explain that we will discuss this in more detail in a future module. Then ask:

- What is an STI?
- Which STIs have you heard of? *[Probe for: HIV, which can lead to AIDS; HPV, which can lead to cervical, penile, and throat cancers; Chlamydia; Gonorrhea; Syphilis; and Trichomoniasis.]*
- Do you think STIs are a major, moderate, or minor health issue for adolescents in your country?
- What is the most effective way to prevent STIs for someone who is sexually active? *[Probe for: Condoms; In the case of HPV, mention HPV vaccine.]*
- We'll go further into these questions at a later point in time. As you leave today, reflect on how gender equality might impact someone's vulnerability to STIs.

Session 4: Conduct Closing

[For a reminder, see Day 1, Session 5]

Before closing, make a decision about the Day 8 morning schedule and let the group know. If you have not completed the Personal Development Coaching Sessions, you may need the full morning to do so. If you have completed them, you may want to start later, offer alternative activities, or use the time for something else.

HANDOUT

Questions for “Spin the Bottle” Game

Cut out each of the following questions on a separate slip of paper.

The oral contraceptive pill protects against HIV. True or false? Explain.

Where is an IUD placed?

On which days of the menstrual cycle is a woman most likely to get pregnant during sex?

How long can sperm live in a woman’s body after it is ejaculated?

How long is an egg viable once it is released?

What contraceptive method can be used to prevent pregnancy and HIV transmission?

HANDOUT

Contraceptive Situations List

Cut out each of the following questions on a separate slip of paper.

A middle-class, married couple of 10 years who has access to health centers

A young, low-income couple that has been dating for 6 months

A married couple in which the man does not like using condoms

A single woman who likes having several boyfriends at the same time

A low-income couple that lives in a rural community

A couple that usually uses condoms but is concerned that the condom broke 2 days ago

Session 1: Conduct "Daily Opening: Where Are We?" [For reminder, see Day 3, Session 1]

Session 2: Personal Development Coaching Sessions, continued [If needed]

Session 3: Country SRHR Map Presentations

Learning Outcomes | Participants will be able to:

- Name the strengths, resources, needs, and challenges related to SRHR in their communities.
- Give and receive feedback on the country SRHR map presentations.

TIME: 1.5 hours

SUPPLIES

- Computer; Projector and screen; Feedback cards; Colored cards with time reminders written on them (5 minutes, 1 minute)

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.

Trainer:

- None

INSTRUCTIONS

1 Introduce the activity, explaining:

- You've been working hard to prepare your SRHR maps. Now each team will have 15 minutes to present its map to us.
- Be sure to make the connection between the country SRHR map (diagnostic—what already exists) and how this information links up with your LAP (what you expect to change).
- Remember to take the recommendations you are given during the session with you.
- When your group reaches 10 minutes, I will hold up a card to let you know you have 5 minutes left to finish, and then a card when you have 1 minute left. *[Show card.]*
- Remember: The full group is your audience, and the goal is for presenters to help us understand the status of SRHR in your community so that we are moved to be your allies.

2 After each presentation, allow 5 minutes for questions and/or feedback to the presenting team. If there are comments after the 5 minutes, hand out blank feedback cards on which the audience can write their comments.

Session 4: Module Evaluation

Learning Outcomes | Participants will be able to:

- Provide their personal comments and feedback on the GOJoven training.
- Reflect on and provide feedback on the quality of the GOJoven program, training sessions and trainers.

TIME: 30 minutes (may be less, depending on issues)

SUPPLIES
- Pens; Flip chart

TRAINING TOOLS
- Worksheet: Written Evaluation (Module 1)

PREPARATION

Materials/Room:
- Quiet room with tables and chairs to complete evaluation.

Trainer:
- Review the feedback cards that were received the day before and discuss any pending issues with the GOJoven team.
- The main trainer should not be present in this activity to avoid influencing participants’ responses. Ideally, a neutral trainer should be trained on how to complete the evaluation. That trainer can explain the evaluation process and stay to answer questions and collect the completed evaluations.
- Write learning outcomes on a flip chart.
- Adapt the written evaluation worksheet to reflect the content and trainers present in the training sessions you are evaluating.
- Make copies of the evaluation.

INSTRUCTIONS

1 Introduce the activity by saying:
- We now ask for your written comments on this week of training. We will not associate responses with individuals. Someone who is not directly related to training will collect the answers. Your honesty and suggestions are important and will help us make this program better in the future.

2 Read the boxed text:

> GOJoven seeks to improve our work and activities. With this evaluation we ask you to evaluate the following:
> - To what extent did this training achieve its objectives and desired changes in knowledge, skills, behaviors, relationships and actions?
> - To what extent do you feel able to apply the concepts and skills to your work as ASRH leaders?
> - How was the quality of the training and facilitation?
>
> We want to hear your comments about this training on a personal and professional level so we can improve the program. We will use the responses to provide greater technical assistance to the organizations associated with the program. In addition, we will use the results to monitor our progress in the program.
>
> Remember that your responses are confidential and we are evaluating the GOJoven program and not you as a participant.

3 Distribute a hard copy of the written evaluation to each participant. *[Or, an electronic copy if participants can complete it on a laptop.]* Remind participants:

- You can come to me with any questions.
- Once you finish, you can continue working, or leave the room quietly so that others can continue their task.

4 Place evaluations in a designated envelope. Do not review them except to ensure that they are complete.

WORKSHEET

Written Evaluation (Module 1)

Dear GOJoven Fellow:

We are very pleased that you have participated in this Training of the Youth Leadership Program in Sexual and Reproductive Health (GOJoven). We hope that you learned new skills and that the workshop will be of benefit to your organization and to your work.

GOJoven would like to know your observations, experiences and perspectives on this training both personally and professionally so that we can improve the quality of our programming. With this questionnaire we are requesting the following information to assess:

1. To what degree this training achieved its desired objectives and changes in knowledge, skills, behaviors, relationships, activities, and actions;
2. The quality of the training and facilitation;
3. The applicability of the concepts and skills to your work and studies; and
4. The quality of the logistics support provided by the program.

We will use the responses to evaluate the workshop and improve our work as well as provide greater technical assistance to you as key participants of the Program. Please remember that individual responses are confidential and that we are evaluating the GOJoven Program and not you as a participant. Please do not write your name on this form.

We thank you for your effort, reflections, feedback, and cooperation. –**GOJoven Resource Team**

❖ ❖ ❖ ❖

Topics Covered in this Training: Welcome Session; Team Strengths; Visionary Leadership; Agreements and Feedback Process; Young People's Sexual and Reproductive Health; Young People's Sexual and Reproductive Rights; Introduction to Individual Leadership and Personal Development; Gender and Sexuality; Sexual Diversity; Experiential Leadership Outing; Communication and Public Speaking; Individual Leadership: Skills Profile; Introduction to Country SRHR Maps and SWOT Analysis; Personal Development; Program Planning; Introduction to Institutional Strengths Analysis; Introduction to Leadership Action Plans; Personal Development Coaching Sessions; Sexual and Reproductive Anatomy & Contraception; SRHR Map Presentations

Please write your gender: ______________________________

Please write your country: ___________________________________

WORKSHEET

Written Evaluation (Module 1)

Desired outcomes: We ask for this information to determine the extent to which the training achieved its purpose and the anticipated changes in behavior, relationships, activities and actions. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

As a result of this training, to what extent are you better able to:	**Very Little (1)**	**Some-what (2)**	**Satisfac-torily (3)**	**Very much (4)**	**Complete-ly (5)**
Name the GOJoven program policies.					
Explain your commitment to the program and to your country team.					
Identify the diversity, capacity, and leadership of the team.					
Recognize your own leadership within the context of your own experience and learning.					
Create a personal and group vision of adolescent sexual and reproductive health in your country or community.					
Explain the importance of feedback.					
Create 3 effective strategies to improve ASRH in your region and/or communities.					
Explain 3 strategies to eliminate myths and taboos about ASRH.					
Identify 3 sexual and reproductive rights and a strategy to promote SRHR in your community.					
Name 3 ways in which SRR are violated and 3 structures intended to protect them.					
Describe the possible outcomes of the personal development process.					

WORKSHEET

Written Evaluation (Module 1)

As a result of this training, to what extent are you better able to:	**Very Little (1)**	**Some-what (2)**	**Satisfac-torily (3)**	**Very much (4)**	**Complete-ly (5)**
Explain the steps needed to complete the Skills for Career And Life Effectiveness (SCALE®) Profile.					
Define gender and sexuality.					
Describe how our opinions and beliefs about gender influence our experience of sexuality.					
Define the basic concepts of sexual diversity, including different sexual orientations and identities.					
Explain and question – including through artistic expression – your opinions about diverse sexualities and sexual rights.					
Engage in physical activities that let you overcome your individual limits, offer support to your peers, and practice team leadership.					
Understand and apply the 4 components of an effective presentation: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging.					
Create a profile of leadership skills; identify your own leadership skill development needs.					
Prepare a personal development plan.					
Name the strengths, resources, needs, and challenges related ASRH in your country.					
Identify the strengths, weaknesses, opportunities, and threats (SWOT) of the state of SRHR in your community based on your research.					
Identify the internal strengths and weaknesses of your own Leadership Action Plan (LAP) group.					
Identify the external threats and opportunities that exist for your LAP group.					

WORKSHEET

Written Evaluation (Module 1)

As a result of this training, to what extent are you better able to:	**Very Little (1)**	**Some-what (2)**	**Satisfac-torily (3)**	**Very much (4)**	**Complete-ly (5)**
Receive individual support and feedback on your personal development plan.					
Create a personal development plan using the Career Planning Workbook©.					
Process the necessary steps to complete your objectives and commit to completing them.					
Understand the basic elements of a planning cycle and a program plan.					
Apply the SMART model to the creation of an objective.					
Explain the steps needed to conduct an institutional strengths analysis in your organization.					
Understand how the LAPs fit into the GOJoven Program.					
Plan the next steps to begin your LAP as a team.					
Give and receive feedback in individual coaching sessions with trainers.					
Recognize what some of your strengths and skills as a leader are.					
Identify the main parts of male and female reproductive systems.					
Understand how pregnancy occurs and the days of a woman's menstrual cycle during which she is more likely to get pregnant.					
Describe why sexually transmitted infections (STIs) are a serious problem facing many young people.					
Distinguish between barrier and non-barrier contraceptive methods.					
Name the strengths, resources, needs, and challenges related to SRHR in your communities.					
Give and receive feedback on the country SRHR map presentations.					
Express your mutual appreciation and reflect on what they have learned.					

WORKSHEET

Written Evaluation (Module 1)

Applicability: We would like to know your opinion on the applicability of the concepts and skills for your work and for your personal life. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

How would you evaluate the following?	**Low quality (1)**	**Not Satisfactory (2)**	**Satisfactory (3)**	**Good (4)**	**Excellent (5)**
Would you be able to apply the concepts and skills covered in this training in your current job?					
Would you be able to use the tools and knowledge included in this training in your personal life a din your family relationships?					

From this training, which topics and tools did you find most useful? Which will you use most in your work? Please provide a concrete example.

Please suggest at least 2 topics for future activities (as a part of this training or as a follow-up activity in your country).

WORKSHEET

Written Evaluation (Module 1)

Presentations and Training Sessions: We would appreciate knowing your opinions on the quality of the training and logistics. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

How would you evaluate the following?	**Low quality (1)**	**Not Satisfactory (2)**	**Satisfactory (3)**	**Good (4)**	**Excellent (5)**
The ability of the trainers to present concepts in a comprehensible manner.					
If the methodology and teaching used in the workshop were dynamic and participatory in nature.					
The usefulness of the workshop materials to you.					
If there was sufficient time allocated for group discussions.					
If the overall objectives, desires outcomes and expectations of the training were communicated clearly.					
If an appropriate learning atmosphere was created at the training venue and location.					
If the information provided before each activity was clear (for example, dates, times, locations).					

Please add any other suggestions for improving the presentations and training sessions for future GOJoven activities.

WORKSHEET

Written Evaluation (Module 1)

GOJoven INTERNATIONAL TRAINING TOOL

Trainers: We would appreciate your feedback on the teaching quality of the trainers. Please mark an "x" under the category that you think best applies to the workshop facilitator. Only mark one "x".

Facilitator / Trainer: **(First and Last Name)**	**Low quality** **(1)**	**Not satisfactory** **(2)**	**Satisfactory** **(3)**	**Good** **(4)**	**Excellent** **(5)**

Please add other comments or observations (positive or negative) about the GOJoven trainers or a specific trainer that you would like us to know.

Please share any other comments or observations about what you did or did not like about the Program. We thank you for your effort!

Session 5: Next Steps

Learning Outcomes | Participants will be able to:

- List the activities they must do before the second training.

TIME: 30 minutes

SUPPLIES

- Flip chart paper; Markers

TRAINING TOOLS

- Worksheet: Next Steps

PREPARATION

Materials/Room:

- Write important dates and assignments on a flip chart, including overall timeline of training program and next training.
- Write the contact information and roles of Resource Team members on a flip chart.

Trainer:

- This is the section of the training in which we cover the simultaneous components of the GOJoven program, including:
  - Personal development process and funds
  - Mentoring process
  - Academic scholarships
  - Leadership Action Plans
- Adapt the worksheet and make copies for participants.
- Review participant binder materials, as needed.

INSTRUCTIONS

1. Provide an overview of the various components of the GOJoven program, answering questions throughout.
2. Review and discuss next steps mentioned throughout the week. In particular, highlight what projects participants need to do prior to the next training and indicate due dates, including the following (if applicable):
   - Conducting their institutional analyses
   - Meeting as a team at least two times
   - Applying to use personal development funds
   - Any ASRHR follow-up reading or assignments
3. Distribute and review the Next Steps worksheet as a group. Highlight specific application forms and where to find them. For each item clarify the program staff responsible and the communication method (email/phone/Skype).

WORKSHEET

Next Steps

Use this checklist to guide your follow-up of steps to complete before the next training.

As Individuals:

- ☐ Complete institutional analysis interview with your organization's Directors.
- ☐ Make progress in your Personal Development Plan (Identify a skill you want to strengthen and find an advisor/mentor).
- ☐ Identify how you want to use your personal development funds according to your Personal Development Plan. You can request up to a maximum of $300 USD.
- ☐ Read "The Seven Habits" by Stephen Covey.
- ☐ Review resource books such as "Our Bodies Ourselves" and "Family Planning Handbook".
- ☐ Review the electronic version of IPPF's "Guide for Designing Results-Oriented Projects and Writing Successful Proposals", and familiarize yourself with the different components of a proposal.
- ☐ Stay in touch with your GOJoven program contacts and keep your contact information updated.
- ☐ Check and response to emails at least once a week.
- ☐ Review PPT presentations and support materials from Training Module 1.
- ☐ Begin to organize your logistics for the next training module.
- ☐ Obtain permission to attend the second training on [DATES] at [PLACE].

In Your Country Teams:

- ☐ Meet at least twice as a team to complete your Country SRHR Map (a needs assessment of youth and adolescents in your community) to provide input to your Leadership Action Plan. The objective of the meetings should be to identify the problem, the target population, and the strategies your group will use to influence the problem. Bring at least four objectives to the second training, as well as your full assessment, which should be at least 2 pages.
- ☐ Open a joint bank account (in the name of the two treasurers) and obtain your bank wire details to receive wire transfers of LAP funds. Bring this information to the next training.
- ☐ Maintain a report and balance sheet detailing the expenses against your first LAP payment (receipts, invoices, and other proof of expenditures made out to GOJoven), and prepare an expense report to request more funds in the second training.
- ☐ Coordinate with your GOJoven Program contact about their participation in your LAP planning process.

Session 6: Module Closing

Learning Outcomes | Participants will be able to:

- Express their mutual appreciation and reflect on what they have learned.

TIME: 1 hour 15 minutes

SUPPLIES

- o Markers; One piece of paper/person; One pen/person

TRAINING TOOLS

- o Recognition Letter template (Module 1)

PREPARATION

Materials/Room:

- o Quiet room with privacy.

Trainer:

- o Because this is an opportunity for the group to share some feelings that may be personal, only include those who have been with the group for a significant part of the training. This is an important event in the development of group identity and cohesion. Clarify that when someone says something to or about another person, the person mentioned must follow the rules of feedback and only respond with "thank you."
- o Review the following activity and the alternative activities to determine which is the most appropriate for the group.
- o Use the Module 1 recognition letter template to create a personalized recognition letter for each participant that will be given to them in the evening during the closing dinner.

INSTRUCTIONS

1 Begin to wrap up the week, saying:
- We have come to the end of the first portion of training. Now, let's come together to reminisce and share what this has personally meant to us.
- We set this time aside so that we can share our thoughts and feelings that may have gone unsaid.
- Let's come together in a large circle and take a few minutes to reflect on what we have shared during our time here, and what we did not share and would like to share now. Think also about what you have learned and what you have taught.
- As a trainer who has been with you during this time, what I would like to share first is: ______________________.
- Now take a few minutes to reflect on specific things you appreciate or learned from another team member.

2 Tell them to take a sheet of 8x10 paper and write their name in large letters on the top.

3 Have participants sit in the circle and pass their piece of paper to the person on their right. Explain:
- Please take one of the sheets being passed around, and write one thing you appreciate and/or learned from the person whose name is on the page.
- You'll have about a minute before passing the paper to the right so the next person can repeat the process.

4 After everyone has written on everyone else's report card, and has received their report card back, have them read the comments in silence.

5 Ask the group to stand in a circle in silence and silently look around. They may smile or nod.

6 In a gentle voice, ask:
- Does anyone, including resource team members, want to say something to someone else -- maybe an expression of appreciation, or an action that made an impression?

7 Allow time for participants to prepare what they will say.

8 When the individual comments are over, ask if there is anything that anyone would like to say to the whole group.

9 Thank everyone for sharing. Remind them:
- It's difficult to make ourselves vulnerable. This is part of being a leader, and in GOJoven we lead by example.
- Our adventure together has only just begun, as we look forward to being together soon at the next training!

Alternative Activities:
#1 *[The main purpose of this activity is to promote group cohesion and inclusivity].* Ask the participants to think about what they expected when they first knew that they were coming to this training. Ask them to focus on things that contained the most surprising differences between their expectations and their actual experiences at the training. Have them share one of these with the group. When the sharing stops, ask the group what they found most impactful about what they heard.

#2: Have the group form a circle, remaining silent. Tell them to look around the circle at their fellow trainees making eye contact, and silently reflecting on what each person has meant to them during the training. Allow time for individuals to make eye contact with as many people as they want. Inform the group that they are to maintain silence but that they may step out of the circle to go to someone else in the group if they wish to share something with them. Allow time for participants to return to their spot in the circle in case someone wants to approach them. When the sharing stops (or is stopped), return to a silent circle. Ask the group if there is anything they wish to share about this experience.

RECOGNITION LETTER (MODULE 1)

[LOGO]

Name of your organization
Address
Phone number

Name of co-implementing organization (if there is one)
Address
Phone number

Participant name
Position / Title
Organization
Address

[Date and Year]

Dear [participant name]:

On behalf of the Youth Leadership in Sexual and Reproductive Health Program (GOJoven International) team, we congratulate you for completing the **first regional** training in the GOJoven Fellowship. You participated in this training with [#] other GOJoven Fellows from Belize, Guatemala, Honduras and Mexico, increasing your skills in diverse topics relating to leadership and sexual and reproductive health and rights (SRHR).

This workshop was held in [City, Country], from the [date] to the [date] of [month, year], and included a total of [#] completed hours of training on the following topics:

- Pre-test and Leadership Reflection
- Team Strengths
- Visionary Leaedership
- Agreements and Feedback Process
- Young People's Sexual & Reproductive Health
- Young People's Sexual & Reproductive Rights
- Introduction to Individual Leadership & Personal Development
- Gender and Sexuality
- Sexual Diversity
- Experiential Leadership Outing
- Communication and Public Speaking
- Individual Leadership: Skills Profile
- Introduction to Country SRHR Maps & SWOT Analysis
- Personal Development
- Program Planning
- Intro to Institutional Strengths Analysis
- Intro to Leadership Action Plans
- Individual Personal Development Coaching
- Sexual & Reproductive Anatomy & Contraception
- Country SRHR Map Presentations

We have observed the development of your leadership and capacity during your participation in the GOJoven Program and we hope that your growth will increase your contributions to your own organization. We thank you for your valuable contributions to our program and your efforts for improving the sexual and reproductive health of youth and adolescents in your country and region.

Congratulations on completing the first training in the GOJoven Fellowship!

Sincerely,

[SIGNATURE]
[Name]
Program Director

[SIGNATURE]
[Name]
Training Coordinator

GOJOVEN
TRAINING CURRICULUM

MODULE 2

TRAINING AGENDA: MODULE 2

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**
8:30 am **Welcome** 9:30 am **Leadership & Ethics**	9 am **Daily Opening: Where Are We?** 9:30 am **SRHR and HIV/ AIDS**	9 am **Daily Opening** 9:30 am **Program Planning and Logical Framework**	9 am **Daily Opening** 9:30 am **Budgets and Financial Planning**	8:30 am **Daily Opening** 9 am **Experiential Leadership Outing**	9 am **Daily Opening** 9:30 am **Gender and Power**	9 am **Daily Opening** 9:30 am **Religion and SRHR**	9 am **Daily Opening** 9:30 am **Population and Environment** 11:30 am **LAP Teamwork**
1 pm **Lunch**	1 pm **Lunch**	1 pm **Lunch**	1 pm **Lunch**		1 pm **Lunch**	1 pm **Lunch**	1 pm **Lunch**
2:30 pm **Interculturalism**	2 pm **Leadership and Advocacy** 5:30 pm **Institutional Analysis Instructions**	2:30 pm **Program Planning and Logical Framework**	2:30 pm **Violence and SRH** 6 pm **Leadership Action Plan (LAP) Instructions**		2:30 pm **Gender and Power**	2 pm **Monitoring and Evaluation** 5 pm **Personal Development Peer Coaching**	2:30 pm **LAP Presentations** 4 pm **Module Evaluation** 4:30 pm **Next Steps**
6 pm **Daily Reflection & Closing**	6 pm **Daily Closing**	6 pm **Daily Closing**	6:30 pm **Daily Closing**	5 pm **Daily Closing**	6 pm **Daily Closing**	6 pm **Daily Closing**	5 pm **Module Closing**
7 pm **Welcome Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Closing Dinner and Recognition Letters**
	8 pm **Country Team Review of Institutional Analyses**	8 pm **Cultural Night**	8 pm **Guided Work on LAPs**		8 pm **Feedback in Country Teams**	8 pm **LAP Teamwork**	

Following this training module, participants will be able to do the following:

DAY 1

Welcome

- Understand the plan for the training week.

Leadership and Ethics

- Explain how ethics enter into the personal leadership equation.
- Reflect on personal experiences of ethical conflict and describe what impact these may have had on their lives.
- Commit to practicing ethical leadership in their personal and professional lives.

Interculturalism

- Define interculturalism and identify its value in their role as leaders.

Daily Reflection & Closing

- Provide feedback to improve the trainings.
- Reflect on their experience and what they learned.

DAY 2

Daily Opening: Where Are We?

- Explain the importance of feedback, recognizing how it can improve the program and that their contributions will make it better for those who come after them.

Sexual and Reproductive Health and Rights & HIV/AIDS

- Recognize and speak about the impact of HIV/AIDS at a personal, community, and national level.
- Acquire technical knowledge of modes of transmission for HIV.

Leadership and Advocacy

- Define the stages of advocacy.
- Identify public policies and laws about SRHR in their countries.

Institutional Analysis Instructions

- Share the mission, goal, objectives, and main activities of their institutions with their team, in order to see their institution as a resource and beneficiary of their LAP.
- Analyze the common strengths and weaknesses of their institutions.

DAY 3

Program Planning and Logical Framework

- Use a problem and objectives tree in the planning of their LAP.
- Use the Logical Framework to define the goals, objectives, and main activities of the LAP.

Cultural Night

- Share and learn about the cultural richness of the GOJoven Regional team.

DAY 4

Budgets and Financial Planning

- Describe a basic method of budget development and name the main components of the LAP budget.

Violence and Sexual and Reproductive Health

- Explain the link between violence and SRH.
- Develop strategies to recognize and respond to violence at a community level within the SRHR context.

Leadership Action Plan Instructions

- Explain what tasks related to their LAP need to be completed by the end of the Module.

Guided Work on LAPs

- Have a concrete plan to strengthen their teamwork and their LAP.

DAY 5

Experiential Leadership Outing

- Engage in physical activities that let them overcome their individual limits, offer support to their peers, and practice team leadership.

DAY 6

Gender and Power

- Identify the different forms of discrimination and ways people resist inequalities.
- Recognize the different ways in which sexism and machismo affect the lives of women and men and their relationships.

Feedback in Country Teams

- Give and receive feedback with their LAP Team and with Resource Team members.

DAY 7

Religion and SRHR
- Develop a strategy to promote SRHR within a religious context.
- Respond to religious arguments against SRHR, and recognize the elements within religion that promote health.

Monitoring and Evaluation
- Connect project activities with project objectives, project indicators, and desired results.
- Explain how evaluation benefits the design and implementation of effective projects.

Personal Development Peer Coaching
- Identify concrete steps they have taken towards reaching their personal development objective.

DAY 8

Population and Environment
- Analyze the connections between population and environment.
- Understand strategies to educate youth about the importance of SRH and its impact on the environment.

LAP Presentations
- Name the strengths, resources, needs, and challenges related to their LAP.
- Give and receive feedback on the team LAP presentations.

Module Evaluation
- Provide their personal comments and feedback on the GOJoven training.
- Reflect on and provide feedback on the the quality of the GOJoven program, training sessions and trainers.

Next Steps
- Commit to completing assigned tasks and activities prior to the next training.

Module Closing
- Express their mutual appreciation and reflect on what they have learned.

Session 1: Welcome

Learning Outcomes | Participants will be able to:

- Understand the plan for the training week.

TIME: 1 hour

SUPPLIES

- Flip chart and markers; Logistics box (a decorated box with a slot to put in feedback cards); Participant binders with resource articles and GOJoven program paperwork

TRAINING TOOLS

- Handout: Logistics Guide – *available in Module 1*
- Handout: GOJoven Regulations and Policies – *available in Module 1*
- Handout: The Art of Giving and Receiving Feedback

PREPARATION

Materials/Room:

- Write learning outcome and the agenda on flip chart.
- Prepare logistics box.

Trainer:

- Create and distribute participant binder with Module 2 training materials.

INSTRUCTIONS

PART 1: WELCOME AND ICEBREAKERS (20 min)

1 Welcome participants back to the training, explaining:
- We are very happy to have you here. We are going to take some time this morning to review the agenda and learning outcome. First, we are going to do a few icebreakers.

2 Introduce the icebreaker:
- Every person will introduce the person to their right and to their left to the whole group, and share with the group their fondest memory of the first training.

3 Allow time for each participant to speak, then reintroduce the GOJoven Resource Team and review these logistics:
- Travel reimbursements
- Information on training space: policies and safety
- Internet and telephone access
- Medical information sheet and contacts

PART 2: MODULE 2 PRESENTATION & ORIENTATION (40 min)

4 Introduce Module 2:
- During this portion of the training, we will spend a week learning additional skills as leaders and as program planners.
- This knowledge will complement what you learned in the first training, and will be used to support the work you have been doing on your LAPs.

5 Ask the group about what they learned from the first training that they have applied to their professional and personal lives since. Allow for a few people to share.

6 Distribute copies of the week's agenda, then:
- Review some main topics from the training, asking participants to relate them to the first training.

- Point out major events in this training: leadership outing, cultural night, LAP presentations, etc.
- Remind participants that the agenda is flexible.

7 Review the boxed list of topics from the agenda and provide a brief description of each:

Module 2 Training Topics:

- Leadership and Ethics
- Interculturalism
- SRHR and HIV/AIDS
- Leadership and Advocacy
- Institutional Analysis Instructions & Review in Country Teams
- Program Planning and Logical Framework
- Cultural Night
- Violence and SRH
- Budgets and Financial Planning
- Guided Work on Leadership Action Plans (LAPs)
- Experiential Leadership Outing
- Gender and Power
- Feedback in Country Teams
- Religion and SRHR
- Monitoring and Evaluation
- Personal Development Peer Coaching
- Population and Environment
- LAP Presentations

8 Read aloud the agenda and learning outcome for today.

9 Distribute the Regulations and Policies handout as well as The Art of Giving and Receiving Feedback handout. Ask participants to look at their folders, explaining:

- These materials add to what you will be learning this week.
- Take a few minutes to read the GOJoven policies, regulations, and the feedback handout and let me know if you have questions.

10 Point out documents to be completed, and arrange for participants to submit them by the end of the day.

11 Review training logistics: lodging, reimbursements, safety and health tips, the feedback cards/ logistics box, conserving natural resources (reusing water bottles and not asking for linens to be washed daily). Answer questions.

12 Explain that GOJoven uses the following methods to evaluate the program:

- A logistics box; Feedback cards; Informal feedback to trainers; Written evaluation forms

13 Tell the group they will brainstorm group agreements to maintain a respectful learning environment, saying:

- What worked in the last training, and what didn't?
- Considering this, what agreements should we add?
- Remember, feedback should be given in accordance to The Art of Giving and Receiving Feedback handout.

14 Write down the agreements on chart paper and leave them in a visible location throughout the training.

15 Close the session by reminding the group:

- This training will build on the first training and relate to the next training.
- Everyone brings knowledge that can add to what is taught.
- The more you participate, the richer, more dynamic, and more fun the experience becomes!

HANDOUT

The Art of Giving and Receiving Feedback

TRAINING TOOL

Feedback: Feedback is a way of helping another person to consider changing his/her/their behavior. It is communication intended to give information to a person about how he/she/they affect others.

Why is Feedback Important? Feedback helps a trainer keep his/her/their behavior on target and, thus, increases effectiveness. By giving constructive feedback in an appropriate way, you can help another trainer improve his/her/their training skills.

Feedback is:

Descriptive, not evaluative. As observers, we cannot know another person's reasons—we can know only what we observe. By describing your observation and your reaction, you leave the trainer or participant free to use your feedback, and you reduce the likelihood of defensiveness on his/her/their part.

Specific rather than general. Your feedback will be most instructive if it provides specific examples of behaviors that a person might change, rather than general comments that reflect inadequate or poor performance.

Directed toward behavior that a person can change. Reminding a person of something he/she/they cannot control only increases his/her/their frustration.

Well timed. In general, feedback is most useful if you give it at the earliest opportunity after the behavior occurs.

Solicited rather than imposed. Feedback is most useful when the receiver asks for it. If the person does not solicit feedback, you can ask if he/she/they are willing to hear it.

Considerate of the needs of the person hearing the feedback. Feedback can be destructive if it fails to consider the needs of the person receiving the feedback.

Given in the spirit of help rather than judgment. The tone of our feedback is as important as the content. The person hearing feedback will be most responsive if he/she/they feel cared about, appreciated, and respected.

And finally . . .

Offered with positive observations about appropriate and effective behaviors. We all need to be recognized for what we do well. When giving constructive feedback, accompany it with appropriately positive feedback on what the trainer, presenter, or person did well.

Session 2: Leadership and Ethics

Learning Outcomes | Participants will be able to:

- Explain how ethics enter into the personal leadership equation.
- Reflect on personal experiences of ethical conflict and describe what impact these may have had on their lives.
- Commit to practicing ethical leadership in their personal and professional lives.

TIME: 3.5 hours

SUPPLIES

- 2 large drawings of a person, taped to wall; Tape; Green/yellow paper; Flip chart; Markers; Participants' notebooks; Several old newspapers; Craft materials (scissors, glue, markers, crayons); Candy for prizes; Cards with either a person or a car drawn on them; Flip chart with columns for "Ethical Leader" and "Unethical Leader"; Stopwatch; Optional items: Fabric scraps, leaves, stones, etc.

TRAINING TOOLS

- Handout: Leadership and Ethics
- Handout: The Art of Giving and Receiving Feedback - *from prior session*
- Handout: Leading a Group: Activity List

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart and make copies of handouts.
- Set up the room with an obstacle course using chairs, tables, binders to create a path that can be navigated with some difficulty.
- Create one note card per participant, with either a person (can be a stick figure) or a car drawn on each card, and an equal number of persons and cars.

Trainer:

- None

INSTRUCTIONS

PART 1: ENERGIZER ACTIVITY: CAR & DRIVER (30 min)

Training Tip:

- ✓ It is best not to introduce this activity so participants' responses and actions are genuine.

1 Pair participants as they enter the room and give each person a card with a driver or car drawn on it.

2 Explain the following:

- You will each have a turn being the car and the driver.
- The driver will silently guide the car around the obstacle course as quickly as possible while avoiding crashing.
- The driver will use these signals to guide the car:
  - A tap mid-back means "walk".
  - Consecutive faster taps mean "walk faster".
  - A tap on the right shoulder means "turn right".
  - A tap on the left shoulder means "turn left".
  - A tap on the head means "stop".

3 After a few minutes, have the pairs change roles.

4 Lead a discussion using these sample questions:

- What was it like to have the responsibility to lead?
- What was is like to react to nonverbal instructions?
- What, if anything, made you nervous?
- What could make you more confident in either role?
- If you were the car first, did that experience affect how you led once you switched to driver?
- If you were the driver first, what were your thoughts about that role when you were the car?
- In your life, when do you feel more comfortable in one role or the other? Why?
- What are the responsibilities of the driver/leader? Are they greater than that of the car/follower?
- What responsibility does a leader have in considering the feelings/ethics of his/her followers?

5 Read the learning outcomes and ask participants how the energizer related to today's topic.

6 Explain the following leadership principles:

- Leadership requires awareness of our ethics and that we behave ethically.
- It requires awareness of how our ethics may or may not be congruent with those with whom we interact and/or lead.
- Congruence involves the alignment of our behaviors with our beliefs, values, or ethics.
- Ethical leadership results in positive outcomes.

PART 2: DEFINING ETHICS AND LEADERSHIP (30 min)

7 Introduce this activity, explaining:

- We will now develop definitions for the two key themes of our day: leadership and ethics.
- We will define them separately, and then look at how they work together to form the practice of ethical leadership.

8 Distribute the green paper and tell the group they will start by defining "leadership":

- Write your definition of leadership based on what you know and believe.
- When you are finished, post your definition on the giant person on the wall, which represents the group.
- When everyone is done, we will highlight the common elements and create a collaborative definition of leadership.

9 Facilitate a discussion about the group definition:

- Are there any ideas that appear in only a few definitions that you feel are crucial and need to be included? [*Probe for: ability to delegate, honesty, clear communication, fairness, compassion, positive thinking/attitude, confidence, and integrity.*]

Training Tips:

- ✓ Ask the group to identify key themes, and suggest unifying language.
- ✓ Circle repeating themes and group them under a few categories. Ask the group to suggest which phrases they like most for each theme.

10 Distribute the yellow paper and ask the group to define "ethics", posting their definition on the other poster.

11 Facilitate a discussion about the group definition by identifying key themes and asking:

- Who would like to start us off by sharing their definition?
- What aspects of other definitions are important?
- Are there parts of these definitions that do not apply?

- Trust, integrity, and honesty are key components to ethical behavior. How would lacking any of these qualities impact how a leader is viewed?

12 Distribute the Leadership and Ethics handout and ask participants to suggest how they would combine the concepts of leadership and ethics.

13 Propose the following definition of ethical leadership:
- Ethical leadership means creating relationships built on trust and respect.
- An ethical leader demonstrates fairness, justice, transparency, compassion, and integrity.

PART 3: EXAMPLES OF LEADERSHIP (30 min)

14 Introduce the activity, saying:
- We will now bring what we have explored with leadership to a more personal level by applying our findings to people we hold dear, and also to ourselves.
- Similarly to defining leadership and ethics, we will build the definition of an ethical leader in a collaborative way.

15 Distribute a paper and pen to each participant, saying:
- We will have ten minutes for this activity.
- Think of leaders you admire, for example, a community leader, a famous person, or a politician.
- Now, pick two or three of these people and write why you would describe them as ethical leaders.
- Given our definition of ethical leadership, identify 3 qualities in yourself which define you as an ethical leader.
- Now, think of unethical leaders, and write down 3 qualities that you think make these people unethical.
- When finished, copy the important qualities from your list under the corresponding columns on the flip chart.

16 Facilitate a discussion about what makes an ethical and unethical leader, using these sample questions:
- Did anything surprise you?
- Are there similarities between the qualities for being an ethical vs unethical leader?
- Do the people we do not admire have similar qualities to the ones we do admire?
- How can we avoid becoming unethical leaders?
- What can we do to become positive and ethical leaders?

17 Ask participants to reflect on the qualities of good and bad leaders identified by the group.

18 Ask the following questions, and have participants write their answers down and save them:
- What positive qualities do you believe you have?
- What positive qualities would you like to develop?
- What negative qualities would you like to control/eradicate?

19 Then, ask the group:
- Why is it possible that a person may see someone as an ethical leader and someone else may see him or her as an unethical leader?
- How do leaders demonstrate that they reflect the values and ethics of their followers?

Training Tips:

- ✓ It may be useful to point out that what is considered ethical is influenced by the belief system of a leader, their followers and/or culture. Therefore, what Hitler and his followers believed to be the ethical or correct thing to do was, to others, clearly unethical.
- ✓ Within any group, there will be varying shades of opinions regarding well-known leaders, especially political leaders.
- ✓ It is important to permit participants to speak in this discussion without being censored. Encourage respect for divergent views.
- ✓ Maintain the rules of positive feedback.

PART 4: GROUP LEADERSHIP ACTIVITIES (1.5 hours)

Training Tips:

- ✓ Monitor time closely for this activity, especially if there are more than 4 people in each group.
- ✓ Create a detailed time chart taking into account the number of groups, set up, time for skits, reflection, discussion, and feedback.
- ✓ Stick to the timeline as closely as possible and limit feedback for leaders to a maximum of 2 people providing feedback.
- ✓ It is possible that not everyone will be able to lead an activity.

20 Introduce the activity, explaining that it is a series of challenges that will give them the opportunity to lead and to follow. Distribute The Art of Giving and Receiving Feedback handout and remind them to follow the rules of feedback.

21 Distribute the handout Leading a Group: Activity List and divide participants into teams of 4, explaining:

- You will work on a series of challenges together, chosen from the handout.

22 Read the boxed information:

> **Activity Guidelines:**
>
> - You will each take a turn leading one of the activities.
> - After each activity, I will award symbolic prizes to teams who successfully completed the activity in the time given.
> - At the end of each 10 min activity, you will have 3 min to write an evaluation of the person who led the team.
> - If time permits, you will also write an evaluation of yourself as leaders of a challenge, listing qualities that made you an effective leader and areas where you can improve.
> - Keep your notes - feedback will be provided to each leader after all the challenges have been completed, and there will be a group discussion.

23 Allow a few minutes for the group to decide their first activity and choose their leader before starting the stopwatch.

24 When the challenges are finished, allow time for participants to provide feedback within groups:

- You have 15 minutes to give and receive feedback as leaders.
- Each leader should receive feedback from 2 participants.
- Be sure to mention the leader's positive characteristics, aspects that could be improved, their clarity in communication, and their passion and commitment.
- Listen to the feedback given to other leaders and think about how that will affect your leadership style.

25 Lead a group discussion using the following questions:

- What did you enjoy, and what difficulties did you face?
- What did you learn about yourselves as leaders?

- Do the qualities you applied to leading match the qualities you noted during the first activity? Why or why not?
- If you were not the first leader in your group, how did watching/being led by that person affect your leadership?
- How did the feedback given to those before you affect your leadership style?

26 Review these key points and ask participants to reflect:
- Sometimes leadership changes when we are talking about it in theory and when we are living it.
- What things did you do in this activity to keep people involved?
- What things did you do that you were unaware of until someone pointed it out?

PART 5: CONFRONTING ETHICAL DILEMMAS (30 min)

27 Introduce this activity, saying:
- As leaders we face situations that call upon us to act in ways that impact others.
- It's important to understand our values and ethics in how we exercise leadership.
- We'll now think about how our ethical considerations have affected some of our actions as leaders.

28 Tell participants they will have 10 minutes to reflect on a series of questions. Read aloud each question, giving them time to write it down:
- What do I value within my ethical conduct?
- When have I stood up for what I believe to be ethical? When have I not?
- How have all these events affected me as a leader?
- What do I believe to be the ethical issues within my experiences in GOJoven?

29 After 10 minutes have passed, explain that their answers are for their own reflection and they can choose what, if anything, they would like to share.

30 Divide participants into groups of 3-5 and explain:
- Each person will spend 2 minutes discussing an ethical dilemma that was part of your GOJoven experience.
- Or, you can discuss a time during GOJoven when you felt ambivalent about a choice you made.
- Be sure to consider the implications of the choice you made and the choice you did not make.

31 Ask each group to report back, using the following questions:
- What common themes, challenges, or emotions came up?
- How has hearing other people's stories affected how you think about the choices you may have to make?
- What was it like to share a story where you made a choice that was difficult or that you were unsure of?
- What do you think are the components of ethical leadership?
- How can being an ethical leader help you in ASRH?
- What obstacles to ethical leadership do you expect?
- What kinds of support will help you be an ethical leader in difficult circumstances?

Training Tips:
- ✓ The final discussion may run a few minutes into lunch.
- ✓ Be vigilant about keeping time and/or allow a time buffer between this session and the following one.
- ✓ The discussion may become charged and may require intervention.
- ✓ It is important to allow for peer support before interceding.

32 Review the following key points:

- Feel free to add your reflections on your ethics and leadership throughout your time in GOJoven.
- Leadership evolves over time and is shaped by our experiences (our successes and failures, the reactions of others, and unintended consequences of our actions.)
- The ways we lead are constantly changing because we are changing and growing.
- Our ethics and the social cultural, and spiritual beliefs that inform our ethics also change over time.
- Ethical dilemmas are easiest to analyze with the benefit of hindsight and points of view from other people.

WORKSHEET

Leadership and Ethics

Reflect on the following:

1. What are the things that I value about my ethical behavior?

2. When have I defended something that, in my opinion, is ethical?

3. When have I not defended something that, in my opinion, is ethical?

4. How do I feel after my reflection time?

5. What effect have these events had on me as a leader?

6. In my opinion, what are the ethical issues in my experiences with GOJoven?

HANDOUT

Leading a Group: Activity List

1. Create a product that will vastly improve the population's SRHR and a TV commercial for it.
2. Invent a name and flag for an imaginary country.
   - The players should be able to explain the meaning of each of the elements of the flag.
   - The motto of the country (written on its coins, etc.) is "We govern ethically".
3. Design and create a national costume for the imaginary country using old newspapers and available materials.
   - One player should wear it and act as model while the others explain its meaning to the group.
4. Write a tribute to this imaginary country's national hero, who is considered the most ethical person in the history of the country.
5. Write a Bill of Citizen's Rights for the country, or write and sing the national anthem.
6. Produce a 2-minute-long skit that ends with the line: "But was it the most ethical decision?"

MODULE **2**

DAY 1

Session 3: Interculturalism

Learning Outcomes | Participants will be able to:

- Define interculturalism and identify its value in their role as leaders.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers

TRAINING TOOLS

- Handout: Two Cultures

PREPARATION

Materials/Room:

- Write learning outcome on flip chart; make copies of handout.
- For the "Two Cultures" activity, ensure that there is a space where the group can divide in two and meet such that neither group can see nor hear the other.

Trainer:

- This session addresses cultural (not ethnic or racial) differences, as well as the beliefs, communication styles, and customs that are reflected in culture.

INSTRUCTIONS

PART 1: OUR CULTURES (2 hours)

1 Welcome participants and review the learning outcomes. Then introduce the activity, explaining:

- Around the room we can see that there are a number of similarities and differences between us.
- Some differences are easy to name—some of us are taller and shorter, some younger, others older. We may share some of the same languages, dress, food, etc.
- Leadership requires that we be aware of what brings people together as well as what separates us and causes conflicts.
- In ASRH, we may see and experience the differences more intensely than the similarities. We need to be particularly aware of these so that we can build connections.

Section A: Defining Culture

2 Ask the group what comes to mind when they hear the word "culture", and why these things are important. Then, reflect on the following points:

- Culture can be defined as the collection of socially transmitted behaviors: art, institutions, and all other products of human work and thoughts.
- Culture is a form of identity—each social entity or group has a way of life that is unique to it.
- Culture serves as a tool for social cohesion and sustains the fabric of society. It is also a tool for national development.
- Culture is a basis of local laws and customs.
- We see culture in language; music and dance; popular culture like films or TV shows; dress and fashion; food; taboos; gatherings for holidays, weddings, and funerals.

Section B: Identifying Culture

3 Ask participants to break into groups based on their culture, or whom they feel they share cultural traits. When groups are formed, explain:

- List and discuss 3-5 key elements of your culture, writing them on flip chart paper.
- You will share with the group after five minutes.

4 After, give participants a few minutes to read their flip charts. Ask each group to share one element of their culture and to discuss the following:

- Why is it important?
- What information had an impact on you? Why?
- Are there elements that strike you as similar or different?
- How do these similarities or differences make you feel?

5 Once each group has shared, lead a group discussion:

- What did you learn that surprised you?
- How is understanding culture important to ASRH?
- What are some common cultural misunderstandings?
- How can these activities help you as a leader?
- What challenges come up for you in learning about this?
- How can we support each other in learning more?

Section C: Discussion

6 Tell participants to return to their cultural groups, then say:

- You will now decide how you would discuss these topics from your culture's point of view with others who are not part of your culture:
  - Religion
  - Rituals
  - Taboos
  - Conflict resolution
- Create a 30-second or 1 to 2-line message for each topic.
- You will have 20 minutes to brainstorm your answers.

7 Then, bring the group together and have each team share at least one 1 to 2-line message. Then, discuss:

- As leaders, why is it important to prepare these messages?
- Why does a leader need to understand these issues?
- In our daily lives, how do we receive messages about different cultures?
- Who develops these messages, and how are they transmitted? (i.e., the media, our parents/families, our neighbors, our teachers).

8 Close the activity by reviewing these key points:

- We often don't know how others perceive our own culture. Because we have insider knowledge of our own culture, it can be difficult to imagine why others might do, say, or believe things differently.
- We receive messages about other cultures from many sources that may or may not be accurate.
- Culture happens in a social, political, and historical context and changes over time.
- Culture is not always tied to a racial or ethnic identity.

Training Tips:

- ✓ Participants may opt to self-select into different cultures—for example, LGBTQ+ participants may opt to identify as such even though they may have different ethnicities.
- ✓ Cultural issues have historical contexts and may cause strong reactions. Remind participants of these historical contexts and that such contentions cannot be resolved in one session.
- ✓ Leadership means respecting and learning from different cultures.

PART 2: ENERGIZER (30 min)

9 If time permits, ask a participant to lead an energizer activity.

PART 3: INTERCULTURALISM/TWO CULTURES (1 hour)

10 Introduce this session, explaining that the group will now discuss the ways in which different cultures interact.

Section A: Defining Interculturalism

Training Tip:

- ✓ The terms "intercultural" and "multicultural" are not the same. Interculturalism refers to the dynamic interaction among cultures; multiculturalism refers to a static co-existence of cultures.

11 Ask participants to take 5 minutes to write their definition of "interculturalism" in their journals. Then, ask participants to read their definitions aloud and write key words on a flip chart. Ask what they liked about other definitions, and what key words were important for them.

12 Share the following key points about interculturalism:

- GOJoven's definition of interculturalism is the authentic interaction of people from different cultures, occurring in a way that demonstrates knowledge and understanding.
- Interculturalism refers to the respectful and non-hierarchical interaction between cultures. It promotes integration and coexistence among cultures, and values respect and diversity to mutually enrich all cultures. Conflicts are resolved with dialogue and active listening.
- The ways in which we incorporate culture into ASRH directly affects the ways in which these messages are received.
- The more we positively incorporate culture to our health messages, the better received those messages will be.
- Effective health services and strategies are often culturally based and culturally specific.

Section B: Two Cultures Activity

13 Introduce this activity, explaining that the group will now use their imagination and cultural understanding to better see others and themselves.

14 Distribute the "Two Cultures" handout, dividing the group in 2 teams with reasonable gender representation in each.

15 Share the "Community One" guidelines with the first group and "Community Two" guidelines with the second group, making sure the groups cannot overhear.

16 Give the group 10 minutes to develop costumes, symbols, regalia, etc. to give life to their community.

17 Then, bring both communities together so they can interact according to their "culture".

18 Stop the interaction after the time allotted, or sooner.

Training Tips:

- ✓ Although the groups are very different, there are possibilities for common ground (though participants may emphasize the differences).
- ✓ You will need two trainers for this activity: one for each of the groups.
- ✓ Observe, emphasize, and point out any specific act/event that the group omits from the discussion.
- ✓ Be prepared to ask, "Why would a leadership program ask that you participate in an activity such as this?".
- ✓ Support the group you are working without giving input into ideas.
- ✓ It might be a beneficial to place more boisterous group members in Community 1 and the more reserved in Community 2.

19 Lead a group discussion, using these sample questions:

- What did you learn from this activity?
- How do you feel when cultural norms vary from yours?
- How do you feel when you sense that you are not respecting the other culture?
- How do you feel when you sense that your culture is not being respected?
- What value does interculturalism have in your role as leader?
- What skills do you need to develop or improve to be a better leader in this context?
- Where did you get the information you needed to interpret the other culture in the activity?

20 End the session by having each participant answer the following questions in closed circle:

- What did I learn?
- What had the biggest impact on me in this session?
- This will help me as a member of my team because….
- What will I do to make this world better reflect interculturalism?

HANDOUT

Two Cultures

Divide the group into two communities. Share these guidelines with Community One:

Members of Community One:

A. Talk in a respectful and friendly manner, and in a low voice.

B. Do not use “bad” words.

C. Are shy to talk to strangers.

D. Prefer women to do the talking, and their expectation is that conversations will be among women.

E. Have very private lives.

F. Do not touch much in public, although they are friendly.

G. Have a spiritual leader that they all respect and protect—especially from strangers.

H. The men are the ones that accept all gifts in the family.

I. Are very formal when addressing others.

J. Like to sing.

HANDOUT

Two Cultures

Divide the group into two communities. Share these guidelines with Community Two:

Members of Community Two:

A. Speak in a joyful and active manner.

B. Like to use creative language.

C. Like to talk to everybody and meet new people.

D. Practice gender equality and both genders express their ideas and feelings with anybody.

E. Are open and share their lives with anybody.

F. Like to hug, kiss, and touch others as a display of friendship.

G. Treat everybody equally and don’t like anybody to be “special”.

H. Like to give away gifts.

I. Speak to everybody in an informal/colloquial language.

J. Like to sing.

Session 4: Daily Reflection & Closing

Learning Outcomes | Participants will be able to:

- Provide feedback to improve the trainings.
- Reflect on their experience and what they have learned.

TIME: 30 minutes

SUPPLIES

- Pens; Feedback cards; Logistics box; Journals

TRAINING TOOLS

- Handout: Meditation Guide

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Hand out markers, pens and feedback cards to each participant.

Trainer:

- Keep in mind the energy level and emotions in the group as the day comes to a close. If it has been a physically or emotionally tiring day, keep the closing of the last session as the final closing, postponing this session for the following morning.

INSTRUCTIONS

PART 1: PREPARING FEEDBACK CARDS (15 min)

1 Pass out notecards, inviting participants to write feedback [following "The Art of Giving and Receiving Feedback"] and place them in the logistics box. Feedback should be constructive and specific, and can be signed or anonymous.

2 Review the cards after the session so you can discuss the themes with your training team and make adjustments to the training plans as necessary.

PART 2: MEDITATION AND REFLECTION JOURNALING (15 min)

3 Make any announcements about evening/next day logistics such as dinner time, what activities to prepare for or articles to read, what forms to fill out, etc.

4 Lead a 5-minute meditation following the "Meditation Guide".

5 After 5 minutes, ask them to open their eyes and silently write their thoughts down in their journal, reflecting on the day:

- What most impacted you during the day?
- What goals do you have for the week?
- What change do you want to make upon returning home?

6 Let participants know that, once they are done writing in their journals, they are free to leave for the day or stay and wait until everyone has finished and then discuss their reactions with the group.

HANDOUT

Meditation Guide

GO Oven International TRAINING TOOL

There are many ways to meditate. It can be done through a mantra like "Om," or by visualizing a specific landscape, or walking down some stairs until you reach a mental space of complete tranquility. You can meditate in complete silence or with some soft instrumental music in the background.

The meditation below focuses on breathing to calm the mind and relax the body.

There is no right or wrong way to meditate. Whatever you experience during this breathing meditation is right for you. Do not try to make anything happen, just observe.

INSTRUCTIONS

Begin by finding a comfortable position, but one in which you will not easily fall asleep. If you feel comfortable sitting on the floor with your legs crossed, or sitting in a chair, those are good positions to try.

Close your eyes or focus on one spot in the room.

Roll your shoulders slowly forward and then slowly back. Repeat this three times in each direction.

Lean your head from side to side, lowering your left ear toward your left shoulder, and then your right ear toward your right shoulder. Repeat this three times on each side.

Relax all your muscles.

Your body will continue to relax as you meditate.

Observe your breathing. Notice how your breath flows in during inhalation and out during exhalation. Make no effort to change your breathing in any way, simply notice how your body breathes. Your body knows how much air it needs.

Sit quietly, seeing in your mind's eye your breath flowing gently in and out of your body.

When your attention wanders, as it will, just focus back again on your breathing.

Notice any stray thoughts, but do not dwell on them. Simply let the thoughts pass through your mind—observe them and clear your mind of them, concentrating back on your breathing.

See how your breath continues to flow...deeply... calmly.

HANDOUT

Meditation Guide

Notice the stages of a complete breath... from the in breath... to the pause that follows... the exhale... and the pause before taking another breath...

Notice the pauses between each breath.

Feel the air entering through your nose...picture the breath entering and filling your lungs, sending oxygen to every part of your body, starting with your stomach, then to your arms, and your legs.

If any thoughts come up, observe them and let them go, and return your attention to your breathing.

(Pause)

See how the air flows into your body after you inhale, filling your body gently.

Notice how the space inside your lungs becomes smaller after you exhale and the air leaves your body.

Feel your chest and stomach gently rise and fall with each breath.

Now as you inhale, count silently... one

As you exhale, count...one

Wait for the next breath, and count again... one

Exhale...one

Inhale...one

Exhale...one

Continue to count each inhalation and exhalation as "one."

(Pause)

Notice now how your body feels.

Now it is time to gently reawaken your body and mind.

Keeping your eyes closed, notice the sounds around you. Slowly start to wiggle your fingers and toes. Shrug your shoulders. Open your eyes, and remain sitting for a few moments longer.

Gently straighten out your legs and arms, and open your diary to begin your daily reflection.

Adapted from *Inner Health Studio*: www.innerhealthstudio.com/breathing-meditation.html

Session 1: Daily Opening: Where Are We?

Learning Outcomes | Participants will be able to:

- Explain the importance of feedback, recognizing how it can improve the program and that their contributions will make it better for those who come after them.

TIME: 30 min (may be less, depending on issues)

SUPPLIES

- Flip chart; Note cards; Pens; Markers; Logistics box

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Write the day's agenda and learning outcome on flip chart.
- Place the Agreements created on Day 1 and the "Ideas Parking Lot" in a visible place.
- Prepare and put out the logistics box.
- Distribute markers, pens and blank note cards for feedback (size 8x13 cm or larger) before the participants arrive.

Trainer:

- Review participant binder materials and training tips.
- Review the feedback cards that were received the day before and discuss any pending issues with the GOJoven team.
- Develop strategies to respond/change the day's agenda, as needed.

INSTRUCTIONS

1. Welcome everyone to the new day of training, explaining:
   - Write any feedback from yesterday (clearly!) on the blank cards.
   - Remember: your feedback should be constructive and specific, and can be signed or anonymous.
   - I'll collect your cards and summarize if more than one card has a similar comment.
2. Allow a few minutes. Then collect and read the comments (anonymously, unless a comment is signed). After reading the cards, ask the group:
   - Does anyone want to comment or elaborate?
   - Does anyone want to raise any new issues?

Training Tips:

- ✓ Try to read the cards with interest and expression and don't look at the person whom you think wrote it, unless a name is written on it.
- ✓ Be prepared to respond to some questions immediately. If an immediate response is not possible, explain how you will handle the concern (for example, if you need to modify the agenda).
- ✓ This process can be get boring if people only write simple or general comments like, "Yesterday was great—I really liked everything."
- ✓ Be prepared to address such concerns as: uneven engagement or personal friction among participants; lack of discussion time to resolve doubts; or the need for more interactive learning methods.

Session 2: Sexual and Reproductive Health & Rights and HIV/AIDS

Learning Outcomes | Participants will be able to:

- Recognize and speak about the impact of HIV/AIDS at a personal, community, and national level.
- Acquire technical knowledge of modes of transmission for HIV.

TIME: 3.5 hours

SUPPLIES

- Colored sheets of paper; Markers; Black beans (for majority of participants); Red beans; Plastic bags; Condoms

TRAINING TOOLS

- PPT Presentation: Introduction to HIV/AIDS
- Handout: HIV Case Studies
- Handout: HIV Case Study Results

PREPARATION

Materials/Room:

- Write the learning outcomes on a flip chart; print the HIV Case Studies handout (do not print the results).

Trainer:

- Modify handout to fit the group; case studies about successful HIV programming/counseling may be more appropriate.
- If needed, modify the PowerPoint with current information (country stats, prevention strategies, health policies).
- Check the projector, ensuring the room is dark enough to make the slide presentation visible and that the sound is audible.
- Fill the plastic bags with black beans for the Fire Dynamic activity. There should be one bag per participant. The bags should have 40 black beans inside them, and 3 or 4 bags should have red beans. Number the bags as Group 1, 2, 3 or 4, with all the bags of red beans in Group 2 (make sure there are still some bags in Group 2 that only have black beans).

INSTRUCTIONS

PART 1: INTRODUCTION TO HIV/AIDS (30 min)

1 Welcome participants to the session, review the learning outcomes and answer any questions.

2 Present the PowerPoint: Introduction to HIV/AIDS, then emphasize the following points:
- What is HIV/AIDS?
- How is it transmitted, sexually and otherwise? How can transmission be prevented?

Training Tip:

✓ Research infection rates of other STIs in the population you are working with. Ex: chlamydia may be the most common STI among certain populations.

PART 2: HIV/AIDS MYTHS, TABOOS, AND PREJUDICES (1 hour)

3 Introduce this activity, explaining:
- HIV/AIDS is a health issue in many countries. Intolerance and a lack of information and resources has led to many communities not understanding the problem, its consequences, and the proper steps to address it properly.
- We will now focus on understanding and contextualizing these issues among the hardships that ASRH leaders face.

Training Tips:

- ✓ Before the next activity, ask the group to define the following words so everyone understands their meaning: "rumor", "belief", "myth", "fact".
- ✓ Correct any mistaken concept in a way that doesn't embarrass or shame; highlight it as a learning opportunity.

4 Divide participants into three groups and give each group flip chart paper, saying:

- You will have 10 minutes to write about the following:
  - Group 1: Myths and taboos about HIV/AIDS
  - Group 2: Frequently asked questions about HIV/AIDS
  - Group 3: How to address HIV/AIDS
- When finished, you will have 5 minutes to present your conclusions to the group.

5 Ask the following after Group 1 presents:

- Have you ever encountered any of these myths?
- What was your reaction?
- What impacted you most about this topic?

6 Ask the following after Group 2 presents:

- Why are these questions so prevalent?
- Have you addressed them in your work experience?
- What impacted you most about this topic?

7 Ask the following after Group 3 presents:

- Is there an effective program or project you know of to fight HIV/AIDS in your community?
- What impacted you most about this topic?

8 Review the following key points:

- We often believe something because we haven't had the opportunity to research the facts.
- Many people don't have the opportunity that we have to change our reality and increase our knowledge.

PART 3: FIRE DYNAMIC GAME (45 min)

Training Tips:

- ✓ Remember, you may have participants who are HIV positive, who engage in risky sexual behavior, and/or who have been involuntarily exposed to HIV through exposure in a work environment or through sexual violence.
- ✓ Remind the group that there is no way to tell if someone has HIV just by looking at them.
- ✓ This session requires sensitive facilitation, as participants may not wish to disclose their past experiences.

9 Introduce the game, explaining:

- We're now going to do an activity that will allow us to see HIV/AIDS through a personal lens.
- You will each be given a bag with beans (no peeking!)
- Your bags will have a group number. This will tell you which other groups you will meet with during the activity.
- Imagine you are at a night-club, drinking, dancing, and having a good time.
- You start to flirt and fool around. When you find someone from the right group, take turns to grab a handful of beans from their bag and put it into yours, without looking or showing them to your partner.
- These are the people you are "having sex" with; you will have sex with a different person each time.
- Here are the instructions for each group:
  - **Group 1** abstains: no changing beans with anyone.
  - **Group 2** will have sex 2 times, only with groups 3 and 4.
  - **Group 3** will have sex 3 times, only with groups 2 and 4.

- **Group 4** will have sex 4 times, only with groups 2 and 3.

10 Give participants 10 minutes and then tell them:

- The evening is over and it's time to wake up the next morning. Go ahead and open your bags.
- Exchanging beans was meant to signify the fluid exchange that happens between sexual partners.
- If you have two different color beans, you have been exposed to HIV.

11 Have the participants sit in a circle, and ask those with both red and black beans to raise their hand. Ask them how they feel and what they are going to do next. Then tell them:

- If you have two colors of beans, imagine that you are now going to a clinic to get tested for HIV.
- How do you think you would feel during the test?
- For those with only one color of beans in your bag, how do you feel?

12 Lead a group discussion, using the following questions:

- What did you learn from this activity?
- How can the exposure pattern be changed?
- Why were some of the people who engaged in high-risk activities not exposed?
- What prevention practices would you suggest?
- What factors complicate prevention in this situation?
- How would the outcome of this game change if you observed behavior over time?

13 Close the session by outlining the following key points:

- The risk of HIV exposure is based on a person's prior sexual practices and behavior, and potential exposure from their sexual partners.
- HIV exposure occurs when partners have engaged in risky sexual behaviors and HIV was present at some point in their sexual network.
- Factors like alcohol consumption can increase the risk of HIV exposure because they reduce the likelihood of taking preventive measures, such as using condoms.

PART 4: OUR COMMITMENT AS LEADERS (30 min)

14 Introduce this activity, explaining:

- We will now explore the role of leadership in addressing this issue.

15 Divide the group into pairs, and instruct them:

- Take the next 12 minutes to discuss the following points, spending 3 minutes on each topic. Take a minute to think about your answer and another minute to share it.
- Try to get to a brief answer for each question that conveys what you think.

16 Read the questions aloud one at a time, allowing 3 minutes for the pairs to think and discuss before moving to the next:

- How did you feel the first time you heard about HIV/AIDS?
- How do you feel now when you think about HIV/AIDS?
- What do we need to create a change in HIV/AIDS? Example: "I think we need condoms to be more available".
- As a leader, what can you do to promote HIV prevention? Example: "I can educate myself, my family and friends, and ask them to do the same".

17 Gather the group and invite them to share their ideas about the following questions:

- What was one of the interesting topics that you discussed?
- What can we do to help those living with HIV/AIDS?
- What can we do to promote HIV prevention?
- How would people from your community react to this type of activity?

18 Acknowledge that learning is the only way to combat myths.

Training Tips:

- ✓ Try to evaluate whether participants felt differently at the beginning of the session than at the end.
- ✓ Due to time constraints, emphasize brevity.

PART 5: HIV CASE STUDIES (45 min)

19 Explain that the group will now share their collective knowledge and analyze what others have done in this field.

20 Break the group into 5-7 teams and distribute the HIV Case Studies handout. Assign each group a case study, explaining:

- You will now look at a case study for an individual and reflect on the factors that put her/him at risk of HIV, and what s/he could do to protect her/himself from this risk.
- You will have 5 minutes to discuss and take note of the risk factors for this individual and what can be done to reduce their risk of HIV infection.
- I will then give each team fictional HIV test results for the individual you're discussing.

21 After 5 minutes, disclose the fictional results to the corresponding teams.

22 Ask teams to take 3 minutes to discuss what steps individuals can take to prevent HIV transmission, using the following sample questions:

- What are the behaviors that put this person at risk of contracting HIV?
- What could s/he do differently to reduce their risk?
- What can a person do once s/he finds out her/his HIV status? How might these results impact them?
- What action can be taken after receiving test results?

23 Lead the group in a 20-minute discussion about the risk factors affecting the individuals in the case studies and the courses of action they identified. Mention the following:

- A person may choose to do something differently than how others would do it.
- Many things influence our behavior - emotional reactions, in-the-moment decisions, and pressure and expectations from our peers, family and/or society.
- Make sure the group addresses the full spectrum of risk reduction. For example, a person who takes drugs may reduce their risk by not sharing needles, by being sober, or by smoking drugs instead of injecting them.

Training Tip:

- ✓ Be sure to highlight that the resources available to a person are a major factor in the decisions they make. For example, if they use drugs they might not have access to networks of support around their sobriety.

HANDOUT

HIV Case Studies

Scenario 1: Juan

Juan is 19 and is having an HIV test for the first time. Juan says he is heterosexual and currently has a girlfriend, but he has "experimented" with other guys a little. He says he uses condoms "sometimes," but he does not like them. He admits to drinking heavily a couple of times a week and sometimes using drugs.

Scenario 2: Angela

Angela is 14 and has recently become sexually active with her boyfriend. She says she "knows you can die from HIV" and that "you can get it from having sex," but she says she and her boyfriend use condoms. Angela says that her boyfriend is her only partner, but with a little more probing, she admits that one of her older cousins forced her to have sex with him a year ago.

Scenario 3: Luis

Luis is 16 and came to the clinic a year ago for treatment of chlamydia. He is back because he is having similar symptoms, but he is not aware of the new HIV testing services. Luis has had multiple partners with occasional condom use. He says he does not usually have money to buy condoms, and he is afraid to keep them around because he does not want his parents to find them.

Scenario 4: Ana

Ana is 20 and has been living on her own since she ran away from home at 15. Ana admits that she has used drugs and that she has used sex to get money to support herself. She is no longer living on the street and has her own apartment, but she does not know how much longer she can afford the rent. Ana explains that she has not been feeling well lately.

Scenario 5: Raquel

Raquel is 17 and wants to get an HIV test. She says that she has had sex with five people, but they have all been boyfriends, so they were always faithful. She says she did not usually use condoms with her past boyfriends because "they were not the type to have HIV," and she has been on the pill since she was 14. However, Raquel says she just broke up with her most recent boyfriend because he was cheating on her. She does not think that she could have HIV, but she thought she should get tested.

Scenario 6: Rosa

Rosa is 16, and her parents have brought her to a clinic for contraceptives and an HIV test after they "caught her messing around" with a boy. Rosa insists she has never had sex but reports that she has had oral and anal intercourse. Rosa says she does not think of oral and anal sex as "sex," and she does not use condoms because she "cannot get pregnant that way."

Scenario 7: José

José is 18 and comes to the clinic for the first time. As a truck driver, he spends a lot of time on the road, and his girlfriend at home recently became pregnant. Although he cares about his girlfriend, he admits to having unprotected sex with sex workers while on the road. He also says he used to inject drugs but that he does not "do that anymore." He says he wants to be a good father to his baby that is on the way.

HANDOUT

HIV Case Study Results

Juan: Negative

Angela: Negative

Luis: Positive

Ana: Positive

Raquel: Negative

Rosa: Negative

José: Positive

Session 3: Leadership and Advocacy

Learning Outcomes | Participants will be able to:

- Define the stages of advocacy.
- Identify public policies and laws about SRHR in their countries.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers; Note cards (one set per team); Flip charts with advocacy strategies

TRAINING TOOLS

- Handout: Advocacy Definitions
- Handout: Stages of Advocacy
- PPT Presentation: Introduction to Advocacy
- Worksheet: Power Map
- IPPF's *Handbook for Political Analysis and Mapping*

PREPARATION

Materials/Room:

- Write learning outcomes on a flip chart; make copies of handouts.
- Make note cards with advocacy phrases (one set per team, see instruction 5).

Trainer:

- Write the Advocacy Strategies from Part 5 on flip chart paper.
- Review the required technical knowledge for this session.
- For the PowerPoint, make sure that it's working properly and that the room can get dark enough.
- If needed, update the PowerPoint to reflect the needs of the group.

INSTRUCTIONS

PART 1: INTRODUCTION TO ADVOCACY (20 min)

1 Introduce this activity, explaining:

- Being a leader requires action, and one of the most effective leadership actions is advocacy. During the next couple hours, we will be exploring and learning about advocacy and how to implement it.

2 Tell the group to write the answers to the following questions in their notebook. After 5 minutes, ask the group to share their answers:

- What is advocacy?
- Where do we use advocacy?

Training Tip:

- ✓ When discussing the second question, probe for the following:
  - To demand collective and universal rights.
  - To participate in and advocate for what is in the public interest (health, education, etc.).
  - To give more power to citizens (change/create laws, eliminate restrictive policies such as family planning/parental leave).

3 Read the Advocacy Definitions. Then, share with the group that when an advocate sees an issue, no matter how big, they should assess the following:

- Who else would like to change it?
- How could we work together?
- What has been done in the past to address this issue?
- How can we build upon what has been achieved already?
- Where do we use advocacy? Probe for:
    - Schools, churches, businesses, funding agencies and community groups.
    - At many levels of government, such as local, state, national, and international.
    - With those who write about our efforts, in order to build public support for our causes and to reach our decision-makers through the media.

Training Tips:

- ✓ Other activities may be confused with advocacy, such as: community organizing, public relations; social marketing; fundraising; influencing decisions; and information, education, and communication (IEC).
- ✓ If they are mentioned during the discussion, review the target audience for each, and remind the group that because the target audience is not decision-makers or policymakers that activity is not itself advocacy.
- ✓ There may be different perspectives about these definitions.

PART 2: PHASES OF ADVOCACY (30 min)

4 Introduce the activity, explaining:

- Planning an advocacy strategy, just like program planning, involves specific stages of action taken in an ideal order.
- There is no exact way to plan an advocacy strategy, but there are some best practices, that we will now review.

5 Divide participants into groups of 5 (either regionally or randomly), and give each group a set of cards with the different advocacy stages written on them. Then say:

- In groups, put the cards in the order you think is correct.
- Prepare to share with the larger group why you chose that order and why.
- You will have ten minutes to put the cards in order – you can order them on the floor or tape the cards to a wall.

6 Ask each team to share the reasoning behind their ordering of the cards to the larger group. Discuss the differences that arise, and which steps can be done at the same time.

7 After all teams have presented, distribute the Stages of Advocacy handout and discuss how and why these stages exist, and why they are in that order. Ask:

- Why would it sometimes be necessary to modify the order?
- Who is the main audience for an advocacy plan? *[Probe for: Advocacy should always be directed toward policy- or decision-makers.]*
- What are the main goals of an advocacy plan? Advocacy should always result in a policy change through the positive response to our cause by a policymaker or decision-maker.

8 Review the following key points with the group:

- The presented order is the one that has been effective in a variety of contexts.
- It is important to work with your allies to understand why and how things are done in a specific way.
- Activities may vary. This can make the definition of advocacy confusing, because an advocate could include IEC, public relations, influencing decisions, or community organizing as the key activities to achieve his/her goals.

PART 3: ADVOCACY: HOW & WHY? (20 min)

9 Introduce the PowerPoint presentation, explaining:

- In the last session, we talked about what we need to change the way communities respond to HIV/AIDS. Some of these changes require actions that involve other agencies, the government, etc. Advocacy is one of the tools that can be used in this context.

10 Present the PowerPoint: Introduction to Advocacy.

PART 4: ACTORS & AUDIENCES IN ADVOCACY (1.5 hours)

Section A: Identifying Actors (30 min)

11 Introduce this activity, reading the boxed text:

> Advocacy requires action, and, most of the time, actions must be coordinated and include several participants. Leaders must be aware of the actors that could impact the required activities for advocacy and know their level of interest in ASRH, their level of power and influence, as well as their level of power in decision-making. Often, we realize that we have assumed that entities or departments have certain power or participation in decision-making, but, with appropriate research, we find out that power is actually held within a different government body or institution. This is why it's important for advocates to make an audience analysis map that identifies the amount of power, commitment, and interest that each actor has in the ASRH issue that has been identified in our advocacy strategy.

12 Explain that one of the most important aspects of advocacy work is to clearly identify the target audience and the secondary audience, to make sure that we are focusing our advocacy message on the correct people:

- The "target audience" is the people we want to communicate our advocacy message to, who can intercede in favor of our proposal. They are directly involved in the decision-making process – e.g., a mayor or public official.
- The "secondary audience" is the people or institutions that may influence the decision-making process but are not directly linked to the process – e.g., a religious leader.

13 Distribute the Power Map worksheet and explain the different parts of the chart. Then, ask the group:

- What topics in ASRH would you like to advocate for?
- An example advocacy topic could be: Changing school policies to allow pregnant teenagers to continue attending.
- The more specific the advocacy topic is, the better. Simply writing "Teenage pregnancy" is not specific enough.

14 Give participants a few minutes to think, then divide the group into small groups based on the advocacy topics they have identified. Groups should have 3 to 5 people each.

- Each group will make a power map based on the advocacy topic you identified.
- If you aren't sure about the level of power or interest, make your best guess and then take note of it for future research.

15 Discuss the concept of "power" in their power map:

- What kind of power does this person or entity have over decisions that can be made on your advocacy topic?
- Use a scale from 1 to 3 to identify the amount of power they have: 1 (little power) up to 3 (a lot of power).

16 Next, discuss the position of the decision-makers:

- Is this person or entity completely in favor (+3), somewhat in favor (+1, +2), undecided (0), somewhat against (-1, -2), or completely against (-3) the advocacy topic?
- It's important to position the person or entity in relation to your advocacy topic. A person may be in favor of improving young people's health and their access to family planning, but against allocating municipal funds to do so.

17 Next, discuss "commitment":

- How interested is this person in investing and committing him/herself or his/her resources to support this?
- Or, how interested is this person in hindering the topic you have identified to work on?

18 Then, explain the following:

- You will have 20 minutes to complete the audience analysis in your groups. Please include, when possible, real names of people in power and their positions.
- You will then take 10 minutes to present your analysis. Be sure to include the following 1) the main topic and advocacy goal 2) How allies and opponents were identified 3) future research to be done 4) interesting discussions/challenging decisions made when creating your maps.

Section B: Presentation of the Audience Analysis (1 hour)

19 After the groups have finished the above activity, give each group 10 minutes to present and 5 minutes after for others to provide feedback.

20 Close the activity by reviewing these key points:

- The audience analysis is useful only if they take the time to do the corresponding research of the positions and levels of power in decision-making
- Review your audience map and make modifications as political elections can quickly change circumstances.
- Prepare for all the activities included in your advocacy plan.

Training Tips:

✓ As the groups present their maps, make concrete suggestions and ask for specificity using the names/positions they are familiar with.
✓ Review the steps for audience mapping in IPPF's Handbook for Political Analysis and Mapping.

PART 5: SPECIALIZED STRATEGIES (35 min)

Training Tip:

✓ When reviewing the strategies, individualize the feedback for the groups by relating the information to the individuals/entities they mentioned.

21 Introduce this activity, explaining:

- After identifying the key players on our advocacy topic, we need to identify how to create a strategy that 1) addresses those who might oppose what you're trying to achieve 2) engages those who are in your favor, and 3) convinces undecided groups.

22 Divide the group into their small advocacy teams and ask them to identify: 1) the people and groups that they would like to convince to join their effort; 2) those who should be involved; 3) those that need to be persuaded to take action;

4) those whose positions may need neutralizing; and 5) those who should be monitored.

23 Review the following strategies with the group, using the flip chart as a reference:

ADVOCACY STRATEGIES

Convince: For audiences with a high level of interest in your advocacy topic, but with an intermediate position, you need to increase their knowledge on the topic or issue and prove to them that the outcome is the right answer for it. For this strategy, it's very important to strengthen the integrity of your network or organization in the eyes of the audience. This strategy can include actions such as an expert seminar, forums, awareness-building workshops, the creation of specialized materials, private meetings, etc.

Engage: For audiences "somewhat in favor" or "completely in favor" and with a high level of interest, you must try to engage them in the project promoting the initiative. This inclusion could take many forms and does not necessarily need to be public or formal. The important thing is that this audience makes the cause their own. This strategy includes actions such as personal meetings, the creation of specialized spaces for this audience (like groups in Congress), training workshops, the creation of materials for them to use, consulting, etc.

Persuade: For audiences with a position in favor of your advocacy topic and with moderate interest, you need to prove that your cause has the support of the sectors of the population that they care about. Motivate them to go from words to action. This strategy can include actions such as public demonstrations and communication campaigns.

Neutralize: For audiences with a position categorized as "hardly favorable" or "completely against" your advocacy topic and with a high level of interest in it, you need to counter their strength. Although neutralization strategies are important, they should not become the focus of the advocacy project, because this would motivate negative actions instead of proactive ones. This strategy can include actions such as the creation of arguments and counterarguments; monitoring their public statements, support groups and funding sources for opposition groups; and the strategic repositioning and refocusing of your advocacy target so that it becomes a positive strategy.

Monitoring: For audiences with positions against but with little or moderate interest in your topic, you need to systematically observe their actions to identify any possible shifts toward other sectors of the audience map, especially an increase of their opposition to your topic. This strategy can include actions such as monitoring the media to make sure there are no groups organizing against you, and analyzing electoral records to make sure they aren't voting against the interests of your advocacy work.

24 After discussing the strategies, have the teams return to their audience analysis to identify which people or entities they would position under each category and to name at least one strategy representing their approach.

25 Close the session by reviewing these key points:

- Advocacy can take a lot of time, and it might be a while before the outcomes of an advocacy effort are evident.
- Success should be measured in terms of the contribution towards a goal, rather than the passing of a law or policy.
- Your allies should be as informed as you are about the aspects of the advocacy efforts that are important to them.
- Well-developed analyses, updated with well-defined strategies, are keys to successful advocacy strategy.

HANDOUT

Advocacy Definitions

"Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution. Advocacy is working with other people and organizations to make a difference."
CEDPA: Cairo, Beijing and Beyond: A Handbook on Advocacy for Women Leaders

"Advocacy is a process that involves a series of political actions conducted by organized citizens in order to transform power relations. The purpose of advocacy is to achieve specific changes that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame."
Fundación Arias (Arias Foundation)

"Advocacy refers to the planned process of organized citizens to influence public policy and programs."
Corporación PARTICIPA 2003

"Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity."
Advocates for Youth: Advocacy 101

"Advocacy is a set of targeted actions addressed to decision makers in support of a specific political cause."
Policy Project, 1999

"Advocacy is the deliberate process of influencing political decision makers."
Cooperative for Assistance and Relief Everywhere (CARE), 1999

"Advocacy is a set of political actions implemented according to a strategic plan and aiming to focus the attention of the community on a specific problem and guide decision makers toward a solution."
International Planned Parenthood Federation – Western Hemisphere Region

HANDOUT

Stages of Advocacy

1. **Definition of the Problem**
   Identify the topic or problem that could be solved or improved through a specific political change.
2. **Definition of the Expected Advocacy Result**
   Clearly define the political change that will be promoted through the advocacy project, as well as the decision maker(s) that will be the target audience.
3. **Audience Analysis**
   Define the target and secondary audiences and assess the level of power, the position, and the interest they may have towards the achievement of the Expected Advocacy Result.
4. **Self-Assessment (SWOT)**
   Identify the strengths, weakness, opportunities, and threats your organization should consider in working towards achieving the Expected Advocacy Result.
5. **Analysis of Potential Allies**
   Identify the organizations, people, and institutions that may favor the achievement of the Expected Advocacy Result.
6. **Development of Advocacy Project**
   Define the basic elements of an advocacy project, which include: objectives, main actions, indicators, timeline, budget, and monitoring & evaluation plan.
7. **Information Gathering**
   Gather all the necessary information for advocacy planning and use it in the definition of each element of the project.
8. **Political Analysis**
   Conduct a thorough exploration in order to understand the political context in which the project will be implemented.

Adapted from: International Planned Parenthood Federation. *Handbook for Advocacy Planning.* Mexico City, January 2010.

WORKSHEET

Power Map

Power Map: Preliminary Data from Latin America and the Caribbean

Name:
Country:
Date:

Instructions: Here you will find four themes with questions about SRHR and gender. Answer the questions by filling in the corresponding boxes. Be sure to give precise and specific answers exclusively about your own country context. This information will useful in creating a preliminary regional diagnosis about these topics, which will become a fundamental working tool in our workshop.

I. THE CONTEXT OF THE SEXUAL AND REPRODUCTIVE RIGHTS OF YOUTH IN LATIN AMERICA AND THE CARIBBEAN

	SEXUAL AND REPRODUCTIVE HEALTH .	*SEXUALITY EDUCATION*	*SEXUAL AND REPRODUCTIVE RIGHTS*	*GENDER*
What are the youth-oriented public policies[1] in your country, regarding the topic of:				

[1] By public policies we mean programs, policies, or plans, actions that the local and national government apply.

WORKSHEET

Power Map

	SEXUAL AND REPRODUCTIVE HEALTH .	*SEXUALITY EDUCATION*	*SEXUAL AND REPRODUCTIVE RIGHTS*	*GENDER*
What are the most common youth-related issues in your country, regarding the topics of:				

II. THE POLITICAL FORCES IN THE COUNTRIES OF LATIN AMERICA AND THE CARIBBEAN

Fill in the following table, answering the questions in each column according to the specification of the political force in each row.

	Who are the social actors[2] and civil society organizations that have the greatest political influence on issues of sexual and reproductive health and sexual and reproductive rights?	Who are the social actors and <u>government and political party</u> organizations who have the greatest political influence on these issues?	Who are the social actors and <u>religious hierarchy</u> organizations who have the greatest political influence on these issues?	Who are the social actors and <u>media</u> organizations who have the greatest political influence on these issues?
From conservative political forces:				
From progressive political forces:				

[2] Social actors are the people who actively and publicly take part in your country's public and political life.

WORKSHEET

Power Map

III. GOVERNMENTAL AND NON-GOVERNMENTAL ORGANIZATIONS IN EACH COUNTRY IN CHARGE OF FOLLOW-UP ON ICPD AND BEIJING COMMITMENTS AND CONFERENCES

	YOUTH	SEXUAL AND REPRODUCTIVE RIGHTS	GENDER
Which government organization in your country is in charge of these topics?			
What actions are they developing?			
What non-governmental organization or organizations in your country are engaged in these issues?			
What actions are they developing?			

WORKSHEET

Power Map

IV. OTHER MATTERS

a) Answer according to what you know or can find out/suggest:

	What exists in your country:	**In your opinion, what should they be:**
What are the strategies being developed so that men take their responsibility in the context of sexual and reproductive health, seriously?		
What policies are being applied to prevent the morbidity and mortality caused by abortion in risky conditions?		

SIGNATURE:

Sessions 4 & 5: Institutional Analysis Instructions & Closing

Learning Outcomes | Participants will be able to:

- Share the mission, goal, objectives, and main activities of their institutions with their team, in order to see their institution as a resource and beneficiary of their LAP.
- Analyze the common strengths and weaknesses of their institutions.

TIME: 30 minutes

SUPPLIES
- Flip chart paper

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Write learning outcomes on the flip chart.

Trainer:
- Participants should bring their completed Institutional Analysis worksheets.

INSTRUCTIONS

PART 1: INSTITUTIONAL ANALYSIS (20 min)

1. Welcome participants to the session and review the learning outcomes.
2. Remind participants that they have spoken with the head of their organizations about their mission, goals, objectives and main activities. Then ask:
   - What surprised you?
   - What new things have you learned about your institutions?
   - Why do you think we do these analyses?
   - How can they help us within our team?
3. After a few participants have shared, discuss the following reasons for doing an analysis:
   - To inform your organizations about GOJoven.
   - To create a relationship with your supervisors or directors about receiving their support or participation in GOJoven.
   - To learn about your organization to be able to apply for higher-level positions in the future.
     To learn how to include your organizations as your allies, collaborators, or beneficiaries of your LAPs.

PART 2: INSTRUCTIONS FOR COUNTRY TEAM REVIEW OF INSTITUTIONAL ANALYSES (10 MIN INSTRUCTIONS; 60 MIN LATER IN THE EVENING)

4. Explain to participants that, this evening during the "Country Team Review of Institutional Analyses" session, they will have another hour to work on their homework with their teams. For the evening session, they shall follow these instructions:
   - Institutional Analysis is important because it allows your team to think about how your organizations can contribute to and benefit from your LAPs.

- Each person will now have 8-10 minutes to give an overview of the main points of their institution's work to the team.
- Discuss what your organizations have in common, including strengths, weaknesses, and the areas in which they work.
- This information is key because then the team can think about how their institutions can contribute to, and also benefit from, the team's LAP.
- Take notes and bring them to tomorrow's Logical Framework session.

Session 5: Conduct Closing

[For a reminder, see Day 1, Session 4]

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Program Planning and Logical Framework

Learning Outcomes | Participants will be able to:

- Use a problem and objectives tree in the planning of their LAP.

TIME: 3.5 hours

SUPPLIES

- Large note cards in 4 colors; Flip charts; Markers; Masking tape

TRAINING TOOLS

- Worksheet: Leadership Action Plan: Initial Ideas (completed prior)
- PDF: Let's Learn the Logical Framework
- IPPF's *Guide for Designing Results-Oriented Projects and Writing Successful Proposals*

PREPARATION

Materials/Room:

- Write learning outcome on flip chart, and print training tools.
- Write the following on flip charts:
  - One "example problem tree" and cards to turn it into an objective tree (in "Let's Learn the Logical Framework")
  - Blank trees with branches, trunk, and roots, with the names of the participants' countries, one tree per country
  - SMART: Specific; Measurable; Appropriate; Realistic; Time-bound
  - Sample word list for writing specific objectives
  - Samples of outcome objectives (taken from the problem tree)
  - Strategy selection criteria (page 16, IPPF Guide)

Trainer:

- Review "Let's Learn the Logical Framework" and the IPPF Guide.

INSTRUCTIONS

PART 1: LEADERSHIP ACTION PLANS (2 hours)

1. Welcome participants to the session, explaining that the group will discuss how the following questions will help them, as leaders, accomplish their goals:
   - Why is planning an aspect of leadership?
   - What does planning create that leaders absolutely need?
   - How does planning benefit action?
2. Then, discuss their Leadership Action Plans, saying:
   - You should all have your 'Leadership Action Plan: Initial Ideas' worksheets that you completed prior to this training.
   - We are going to spend some discussing and building on what you've written, but first, we'll talk generally about the LAPs.
3. Ask participants to share why they think GOJoven includes the LAPs. Then, discuss these points:
   - Learning by doing is essential to leadership development.
   - By developing LAPs, we analyze issues in our community that impact sexual and reproductive health. We will complement community, municipal, or health service resources, not replace them.
   - By working on a small project, we are able to learn processes that we can apply to future projects.

Section A: Definition of the Problem Tree (40 min)

4 Introduce this activity, explaining:

- The problem tree is a visual way of analyzing the interconnection between issues, problems, and solutions.
- We use the problem tree to break a problem up into manageable parts, which helps us explore the underlying issues that can contribute to different health problems.

5 Demonstrate the flip chart drawing of a problem tree, and discuss the following:

- The process for developing a problem tree includes identifying the following: 1) a central problem, 2) the causes, or roots of that problem, 3) the consequences, and 4) solutions.

6 Using the document "Let's Learn the Logical Framework", emphasize the difference between the central problem, the causes, and the effects or consequences:

- If our central problem is "adolescent pregnancy", we will write that on the trunk of the tree *[write it down]*.
- What are some causes? *[Wait for a few answers.]*
- What contributes to that initial cause? *[Wait for a few answers.]*
- Each cause is depicted as one of the roots of the tree, with the things that contribute to that cause, for example, social norms, as a sub-root. *[Write the causes and sub-roots.]*
- What are some consequences of adolescent pregnancy? *[Probe for: girls' high school dropout rates; maternal mortality; high-risk pregnancy.]*
- The consequences become the branches of the problem tree. *[Write the consequences as the branches.]*

Section B: Building a Problem Tree with Causes & Effects (40 min)

7 Tell each team to gather in a corner of the room where a problem tree has been posted on the wall, explaining:

- On three large notecards, you will write the three main ASRH problems in your community that you discovered during your Country SRHR Maps.
- You can refer to your "Action Plan: Initial Ideas" document.
- Select one of these problems to concentrate your collective efforts on via your LAP.
- Consider your team's capacity, interests, time and skills, as well as government priorities, donors, and your community.
- Stick the chosen problem card onto the center of the tree.

8 Distribute the large colored notecards to the teams, saying:

- Using these cards, write everything that occurs to you when you think about this main problem.
- Think of the causes (why does the problem happen?) and the effects (what are the consequences of this problem?)

9 After 10 minutes, ask them to stick their cards to their country trees, reminding them that the causes go on the roots and the effects/consequences go on the branches.

10 As needed, assist each team in correctly placing their cards.

Section C: Problem Tree Presentation (40 min)

11 Allow each group 5 minutes to present their work, and instruct them to focus on the following:

- Why they chose this problem?
- How they decided the causes and effects?
- Why their chosen solutions are best suited for the situation?

Training Tips:

- ✓ Let the groups know that it is not unusual to have a tough time thinking of approaches to address their issue.
- ✓ Some useful questions for the group may be:
  - o Does this tree represent the reality in your communities?
  - o What are the economic, political, and cultural aspects to the problem that you need to consider?
  - o Which causes and consequences are improving, which are not, and which are staying the same?

PART 2: ENERGIZER ACTIVITY (15 min)

12 Ask a volunteer to lead the group in an energizing activity.

PART 3: OBJECTIVE TREES (1 hour 15 min)

13 Explain how the example problem tree can become an objective tree by transforming the problem into a goal, the causes into objectives, and the effects into outcomes. Reference the PDF: "Let's Learn the Logical Framework."

14 Ask the group how they would turn the problem of "high rates of adolescent pregnancy" into a positive result.

15 After the group identifies "low rates of adolescent pregnancy", place the prepared notecard at the trunk.

16 Give each team 20 minutes to transform their problem into an objective tree as you discuss the following steps:

- I will now explain how to convert your problem trees into objective trees.
- You will have 5 minutes to complete each step as I go through it. A trainer will be available to answer questions and help you correctly classify and place your cards.

17 Step 1: Change the problem into something positive:

- This transforms it into a main objective or goal, which contributes to more impactful social change.
- This goal is not reached solely by your project's intervention; however, your project contributes to reaching your goal *[reference pg 13 of the IPPF guide for more information.]*

18 Step 2: Transform each cause into something positive:

- This turns each cause into an objective or outcome.
- Place the positive cards on top of their corresponding negative causes.

19 Step 3: Develop new objectives/outcomes if they are necessary to reach your goal.

20 Step 4. Change each effect into something positive

- This changes the negative effects into desired changes.
- Place the positive cards them on top of their corresponding negative effects.

21 When finished, give each team 5 minutes to present their problem tree to the group and answer questions:

- Be sure to describe the process questions or areas you are most interested in and how you arrived at your response.

22 Discuss the following sample questions and key points:

- How did this exercise clarify the LAP process?
- How will this tool help your team?
- You will use the information and ideas generated here to complete the LAP worksheets in the next session.
- What were the common causes and consequences identified by all the groups? Was this surprising? Why or why not?
- If you change the focus of your LAP, build a new problem tree.

WORKSHEET

Leadership Action Plan: Initial Ideas

Team: ____

Country: ______________________________________

1. TREASURER 1: ____

2. TREASURER 2: ____

3. SECRETARY: ____

4. OTHER: ____

Identification of the problem you plan to address:

____

____

____

____

____

____

____

WORKSHEET

Leadership Action Plan: Initial Ideas

GO Joven INTERNATIONAL
TRAINING TOOL

Target population(s):

1. ____

2. ____

Four possible objectives for your LAP:

1. ____

2. ____

3. ____

4. ____

Two strategies you plan to apply to address the problem:

1. ____

2. ____

Sessions 3 & 4: Program Planning and Logical Framework & Closing

Learning Outcomes | Participants will be able to:

- Use the logical framework to define the goal, objectives, and main activities of their LAP.

TIME: 3.5 hours

SUPPLIES
- See morning session

TRAINING TOOLS
- Handout: SMART Objectives
- Worksheet: LAP Logical Framework Format
- Worksheet: LAP Timeline Format
- Worksheet: Leadership Action Plan: Initial Ideas (*in morning session*)
- Worksheet: LAP Proposal Format (*available in Module 1 "Introduction to LAPs"*)
- PDF: Let's Learn the Logical Framework

PREPARATION

Materials/Room:
- None

Trainer
- Take 2-3 objectives from the objective tree example and write them on flip chart paper as SMART objectives.

INSTRUCTIONS

PART 1: PROJECT FORMULATION (1 hour)

1 Welcome participants to the session. Using the "Let's Learn the Logical Framework" document, define a specific objective and its importance in formulating and evaluating a project:
- Each team from the morning will create specific objectives from the objectives or outcomes of your objective tree.
- Let's review the methodology for how to write a specific objective using the SMART model.

2 Distribute the SMART Objectives handout and explain that a specific objective identifies the who, what, when, and how.

3 Then, review the boxed information:

SMART Objectives
- **Specific** to avoid differing interpretations
- **Measurable** to monitor and evaluate progress (preferably numerical)
- **Appropriate** to the problems, goal, and your organization
- **Realistic** in that they are achievable, yet challenging and meaningful
- **Time-bound** with a specific time for achieving them

4 Share the prepared objectives, relating them to the results on the tree. Answer any questions, then give the teams 15 minutes to develop their own specific objectives, explaining:
- Choose 2 objectives from your tree that you believe you can achieve with your team's resources, capacity, and time.
- Applying the SMART model, change these 2 objectives into specific objectives for your LAP.

- If you do not have good baseline information, don't include the percentage of change.
- Write each specific objective on flip chart paper.

PART 2: STRATEGIES TOWARD SPECIFIC OBJECTIVES (1 hour)

5 Introduce the concept of strategies, explaining:

- A strategy is a set of planned activities systematically carried out over the time it takes to achieve a set project goal.
- The GOJoven criteria for selecting strategies are as follows:
    - Human and financial resources
    - Time available
    - Geographical area
    - Capacity and ability
    - Interest and previous experience
    - Institutional and social support
- To achieve the project objectives, we must take certain steps—these are the activities.
- Activities show us how the project will develop, help us create a budget and timeline, and indicate the type of human resources and materials that we will need.

6 Select an objective from the objective tree. Using the criteria above, ask participants to select 2 or more strategies to apply to achieve this objective.

7 Distribute the Logical Framework Format worksheet and ask participants to create main activities, using their strategies and specific objectives

8 Close this activity by asking:

- How was it to apply this activity to your plan?

PART 3: ENERGIZER ACTIVITY (20 min)

9 Ask a volunteer to lead the group in an energizing activity.

PART 4: GOJOVEN LOGICAL FRAMEWORK FORMAT (30 min)

Training Tips:

- ✓ The logical framework may take more time to complete than allotted.
- ✓ Depending on the group's progress, you may need to extend this session by 20 minutes, postponing "Developing a timeline" to tomorrow's budgeting session.

10 Introduce this activity, explaining:

- The logical framework is a method for organizing your project graphically. How many of you have used a logical framework before?

11 Review the components of the Logical Framework Format:

- This will help you address the following components:
    - What problem you will contribute to solving (goal)
    - What you wish to achieve (objectives)
    - How you propose to do it (activities)
    - How you will show that you reached the objectives (results and process indicators)
    - Means of verification of indicators (data sources)
    - How often you will collect data (frequency)

12 Then, ask:

- What can you use a tool like the logical framework for? *[Probe for: Formulating a project, fundraising, monitoring, evaluation, feedback, communication with the community, media.]*

13 Give the teams 10 minutes to fill out their logical framework outline, and remind them:

- Place your ideas in the correct spots, including the general objective, the specific objectives, and the causes and effects.
- Review your logical framework when it's completed to see if anything is missing.
- Discuss whether you believe you can achieve your objective.

14 After 10 minutes, discuss the following questions:

- What was the most difficult part of the logical framework?
- Which parts will take the longest to finalize, and why?

15 Then, review these key points:

- Do not worry if the logical framework is not complete—you will refine and rework it throughout the training process.
- It is best to complete the logical framework before writing the proposal.
- You will turn in the final version of the logical framework with your final LAP proposal.

PART 5: DEVELOPING A TIMELINE (20 min)

16 Introduce this activity by asking how many participants have used a timeline before, and for what.

17 Then, say:

- A timeline focuses a project, ensuring that team members complete tasks for their project in conjunction with others. It provides a time-bound map of the strategy.
- The timeline format used here is also called a Gantt Chart, which is commonly used in project management.
- This format is a popular and useful way of showing activities, tasks, or events displayed in relation to time.

18 Distribute and review the "Timeline Format" worksheet and explain the following:

- On the left of the chart is a list of the activities, and along the top is the time scale.
- Each activity is represented by a bar. The position and length of the bar reflects the start date, duration, and end date of the activity.
- At a glance, you can identify:
  - What the various activities are
  - When each activity begins and ends
  - How long each activity is scheduled to last
  - Where activities overlap with other activities, and by how much
  - The start and end date of the whole project

19 Using one of the participants' LAPs as an example, demonstrate to the group how they would fill in an activity and show its duration by shading in the appropriate months on the row where they wrote the activity.

20 Guide participants in completing the standard timeline format, using their own LAPs.

21 Close the session by reviewing the following key points and answering any questions:

- Standards are constructed in 12-month periods.
- Timelines incorporate all implementation phases of the project, such as needs assessments and evaluation activities.
- They reflect reporting periods and allow most of the final month for compiling evaluation results and report writing.

PART 6: GROUP DISCUSSION AND CLOSING (20 min)

22 Remind participants to read pages 16 - 21 of the IPPF Guide before the evaluation session, then discuss the following:

- What new things did you learn?
- How could this be useful in your work?
- Why is it important for a leader to know how to identify a problem and create objectives and strategies for the project?

23 Remind participants to bring their LAP documents to tomorrow morning's session as well as their articles for Cultural Night.

Session 4: Conduct Closing [For a reminder, see Day 1, Session 4]

HANDOUT

SMART Objectives

SMART Objectives:

Specific to avoid differing interpretations
Measurable to monitor and evaluate progress (preferably numerical)
Appropriate to the problems, goal, and your organization
Realistic so as to be achievable, yet challenging and meaningful
Time-bound with a specific time for achieving them

Well-written objectives identify:

- *Who* will be reached
- *What* change will be achieved
- *In what time period* the change will be achieved
- *Where* (in what location) the change will be achieved

Appropriate verbs for objectives: Decrease; Increase; Strengthen; Improve; Enhance

Inappropriate verbs for objectives: Train; Provide; Produce; Establish; Create; Conduct

Sample of poor objective: Train 60 peer educators to promote the ability to practice safer sex.

Why is this objective poorly written?

- This objective refers to a strategy or activity, not a change sought among a focus population—Why does the organization want to train peer educators? What change is sought?
- This objective is not time-bound—In what time period is the change expected to occur?
- The focus population is not specified—Among whom and where will the change occur? For this project, is the change to be achieved among the peer educators or among the people the educators will reach?
- The terminology is not clear—What does the ability to practice safe sex mean for this organization? How will the organization recognize it when it occurs? For example, will it be that the focus population is abstaining, is having sex with one faithful partner only, or is using a condom correctly and consistently?

How can this objective be improved?

At the end of the 3-year project, increase condom use among sexually active young people (ages 15 to 24) in Community X.

WORKSHEET

LAP Logical Framework Format

PROJECT NAME: When developing the project name, combine the following elements: 1. What are the outcomes that will be delivered? -What will be done? 2. Who or what is the object or subject that will receive the results? Who are the direct recipients? 3. Specific localization: In what institution and/or geographic area will the plan be implemented?
PROBLEM TO ADDRESS: The central problem we seek to solve is..... The causes of this problem are….. The effects this problem creates are.....
DIRECT AND INDIRECT BENEFICIARIES: Specify: Who are they? Where are they? How many are they? How will they benefit?
COUNTRY: **DURATION:**___months or weeks **START DATE:** **END DATE:** **COST:**
PROBABLE INSTITUTIONS TO BACK THE PROJECT:

WORKSHEET

LAP Logical Framework Format

TRAINING TOOL

PROJECT PREPARATION TEAM, BACKGROUND AND EXPERIENCE:

Logical Framework

Goal/General Objective:			
Specific Objective #1			
Indicators	**Verification Methods**	**Frequency**	**People in Charge**
Process			
Results			
Main Activities			

WORKSHEET

LAP Logical Framework Format

Specific Objective #2			
Indicators	**Verification Methods**	**Frequency**	**People in Charge**
Process			
Results			
Main Activities			

WORKSHEET

LAP Timeline Format

Organization Name:
Project Name:
Dates of Project Duration:
Today's Date:

Activities	Month #1				Month #2				Month #3				Month #4				Month #5				Month #6				Month #7			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Education																												
Workshop 1		x																										
Workshop 2					x																							
Camp																												
Specific Activity																												
Specific Activity																												
Evaluation																												
Survey	x																								X			
Visits				X				X				X																
Specific Activity																												
Strategy																												
Specific Activity																												
Specific Activity																												
Specific Activity																												
Specific Activity																												

Session 5: Cultural Night

Learning Outcomes | Participants will be able to:

- Share and learn about the cultural richness of the GOJoven Regional Team.

TIME: 2 hours

SUPPLIES

- Cultural objects, which may include music, instruments, clothing, food, art, gathered and brought to the training by the participants

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Hold Cultural Night in a large space, preferably a different space from the training room.

Trainer:

- Make sure you have reminded participants earlier in the afternoon to bring special elements of their culture, such as their music, dance, food, clothing, or any other cultural item they want to share (instructions included in Module 1 Day 8 “Next Steps”).
- Give participants time to prepare the room before the session begins, laying out their offerings/music etc.

INSTRUCTIONS

1. Welcome participants to cultural night, letting them know this is an informal time for them to enjoy and learn about one another’s culture.
2. Give the regional teams 20 minutes to meet and prepare the way in which they would like to present their culture to the larger group.
3. Remind them that they can discuss or demonstrate their music, dance, food, clothing or a cultural item they have brought to share.
4. Allow each regional team 15 minutes to present the special elements of their culture.
5. At the end of the presentations, informally discuss the presentations with the group, inviting them to share what they learned, or to ask further questions.

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Budgets and Financial Planning

Learning Outcomes | Participants will be able to:

- Describe a basic method of budget development and name the main components of the LAP budget.

TIME: 3.5 hours

SUPPLIES

- Tape; Flip chart titled "Budget Development"; Flip charts; Projector; Markers; Computers; Calculator; Pencils; Music player; Horns

TRAINING TOOLS

- Handout: Sample Budget (in digital format)
- Handout: LAP Policy for Electronic Equipment
- Worksheet: Sample Memorandum of Understanding
- Worksheet: Expenditure Control Sheet
- Handout: Hot Potato Instructions

PREPARATION

Materials/Room:

- Write the learning outcome on flip chart; print Training Tools.
- Write the budget steps (from Part 3) on the flip chart paper.
- Make a "hot potato" using instructions in the related Training Tool.
- Participants must bring these LAP documents: 1) Team Member Roles; 2) LAP Proposal Format; and 3) Checklist of Annexes; and Module 2 LAP Worksheet: Initial Ideas.
- Save the follow-up sheet, timeline, budget and electronic form on USB flash drive to share electronically with participants during the session.

Trainer:

- Review the Excel documents to make sure formulas are correct and function. Check Excel to anticipate questions on formulas.

INSTRUCTIONS

PART 1: FINANCIAL PLANNING (15 min)

1 Welcome participants and review the learning outcome.

2 Introduce the group discussion, explaining:
- It's difficult to carry out activities or programs without resources such as money, volunteers, or in-kind contributions.
- How we use resources and how the goals of our efforts are balanced within what we have available are just as important as obtaining resources.
- Now we'll devote some time to exploring the skills necessary to ensure that our available resources are used in an effective and productive way for our LAPs.

3 Divide the group into regional teams and ask them to take 5 minutes to answer the following questions:
- How did it go when you opened a bank account?
- What progress have you made creating your LAP budgets?
- Do think the funds available are enough to achieve your LAP results? Why? Why not?

4 After 5 minutes, ask for comments. Recognize the effort it takes to open a bank account, and let participants know how they'll be supported in opening an account.

PART 2: THEORETICAL ASPECTS OF BUDGETING (30 min)

5 Introduce this part, explaining:

- Most people are familiar with a budget or have administered money, no matter how much, at some point in our lives. Perhaps you saved money to buy something you really wanted, or were disappointed when you didn't have enough resources to achieve a goal.
- Without a planned budget, it's hard to develop a project. In this session we'll look at crucial aspects of budget planning.

6 Divide participants into 4 teams to analyze one of the following questions. Let them know they will have 10 minutes to answer the question and 5 minutes to present.

- Group 1: What is a budget?
- Group 2: Why is it necessary to have a budget?
- Group 3: What important elements must be part of the budget for our LAP?
- Group 4: Who must be part of the budgeting process?

7 After each group has presented, emphasize that a budget:

- Shows the amount of money needed to carry out activities.
- Forces us to firmly think about the consequences of activity planning. The reality of budgeting may force us to reconsider some action plans.
- Shows us at what times we will need certain amounts of money to carry out activities.
- Allows us to control income and expenses.
- Is a good base for accounting and financial transparency. When we know how much we have and how much we need to receive, we can ask questions if there are discrepancies.
- Is essential to request funds from donors, who use our budget to see if our request is reasonable. No funds can be requested from donors if there is no budget.

8 Read the following boxed points about budgeting:

WHAT TO INCLUDE IN YOUR BUDGET

Personnel: This item should not represent more than 50% of the budget, whether it is for staff members or consultants.

Administrative costs/Indirect costs: Indirect costs may include the rent, electricity and gas bills, administration, staff who are not part of the project (accountants or managers), and security expenditures. These costs are not directly related to a specific project, but they are necessary to keep the organization working. In general, administrative costs represent between 5 and 15% of the budget.

Your budgets may need a **"Budget justification",** which lists the details of the cost of each item. This is typically a different document and includes the costs of the main budget categories. Be sure to follow your funder's guidelines.

PART 3: BUDGETING STEPS (25 min)

9 Show the flip chart with the written budget steps, outlined in the box below, and one by one ask a participant to read each step aloud. After reading their step, ask them to

provide an example or question about that step (examples are written in italics):

BUDGET STEPS

- **Step 1:** Identify the resources needed: *[examples: Human resources, materials, space.]*
- **Step 2:** Research the cost of resources: *[examples: Get price quotes, do research.]*
- **Step 3:** List the costs according to the activity: *[examples: Justify/explain the cost, is it worth it for the activity?]*
- **Step 4:** Assign the resources needed: *[examples: Who will pay? The donor? The project? Another funding source?]*
- **Step 5:** Review the cost per budget category.

Training Tip:

✓ It may be useful to have an example of a budget that encompasses the budget steps.

10 Explain that budgets can include some other resources, not just money: in kind, etc.

PART 4: ENERGIZER ACTIVITY (10 min)

11 Ask the participants to conduct an energizer activity.

PART 5: BUDGET FUNDAMENTALS (80 min)

Section A: Sample Budget in Electronic Format (45 min)

12 Introduce this section by explaining that you will show the group a sample budget to help them create their LAP budget. Distribute the "Sample budget in electronic format" and let them know that you have the electronic version of these materials that they can ask you to send them if that would be useful:

- This budget has the sections required for your LAP budgets. Take a look at the following sections:
  - *Personnel* (the team can be paid for their work, especially as trainers for workshops, administration, etc.); voluntary work can be included as "in-kind", assign it an amount of money equivalent to its value.
  - *Evaluation* (consultants, production of necessary evaluation materials)
- Depending on your project design, there might be expenses in each category. Consider each of them carefully to achieve an accurate estimate.

13 Distribute the handout "LAP Policy for Electronic Equipment" and the "Sample Memorandum of Understanding" and review them with the group, saying:

- One of the budget items includes the purchase of necessary electronic equipment to complete your project. This expenditure area has very specific requirements, which is why it's important that we review this information.

Section B: Expenditure Control Sheet (15 min)

14 Distribute the "Expenditure control sheet", worksheet emphasizing that each cell represents an expense. Ask the group for example expenditures, assigning a cost to each.

15 Demonstrate how to add multiple cells (SUM function) and how to change the type of currency to USD.

Section C: Review LAP Timeline Format (20 min or less)

16 If participants did not finish their LAP timeline from yesterday, give them a few minutes here to do so, reminding them that the following points should be included:

- Main activities, along with their evaluation.
- People responsible for the implementation of each activity.
- Key activities to prepare for the event.
- Duration of each step, time and check-in dates to guarantee the activity is carried out on schedule.

17 Then, ask:

- Why is it important to have the timeline when drafting the budget? Probe for:
  - o It tells us what we need to do, when, and how often.
  - o Timelines are a standard part of the proposal –the standard timeline has a 12-month duration, but it can vary according to funding cycles.
  - o A project will often have a more detailed internal timeline, which allows project staff to be familiar with other follow-up activities in greater detail.

PART 6: LAP BUDGETS (45 min)

18 Divide participants into area teams to develop their LAP budgets. Let participants know that they will be sent electronic copies of the forms by email as well. Explain:

- Pick a short activity from your LAP, then follow these steps:
  - o Research what resources you will need
  - o Find out where you'll get them
  - o Calculate the related costs
  - o Fill in the form
- Trainers will be available to offer help and answer questions.

PART 7: "HOT POTATO" (10 min)

19 Tell participants to form a circle, saying:

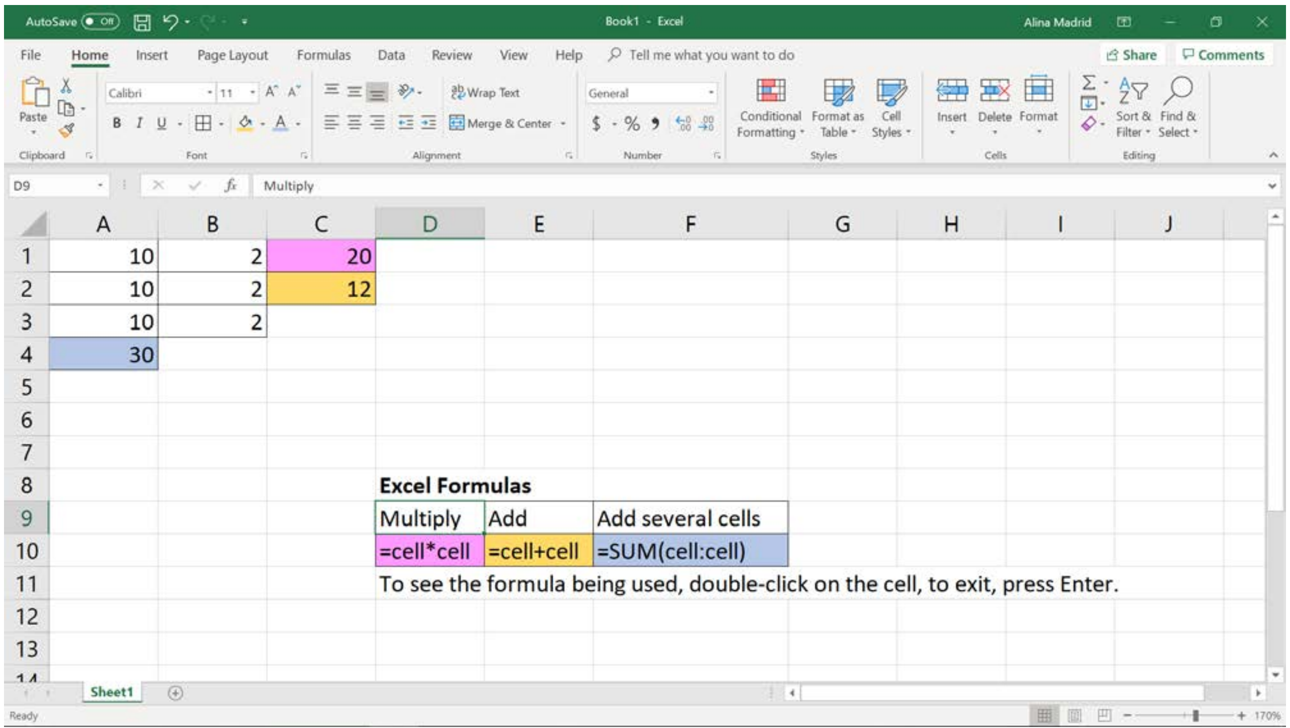
- Developing a budget is not always fun, but it is necessary. Let's do an activity to make this process more fun.
- We'll play music and pass around the "hot potato", this paper ball.
- When the music stops, the person holding the ball will peel off one sheet of the paper ball and answer the question about budgets written on the back.

20 Close the session by reminding participants about the following key commitments for their LAP budgets:

- Submit the budget along with your proposal and bank account information to request your LAP funds.
- Keep all receipts for all expenses.
- Use the budget to prepare the financial report.

HANDOUT

Sample Budget



HANDOUT

Sample Budget

TRAINING TOOL

Budget
Project Name:
Organization:
Budget delivery date:
Project Time span:
Currency:

Where to capture the information? NOT in the *green color* parts.

Item	No. of units	No. of times	Cost per Unit	Total (Do not capture data)	Donor (PHI)	Counterpart	Proof (Do not capture data)	Justification
Personal (Pay and Benefits)								
Project supervisor	12	1	100	$1,200.00	$ 1,044.00	$ 156.00		12 months x 1 person (Marian) x $100/month
Project assistant/accountant	12	1	100	$1,200.00	$600	$ 600.00		12 months x 1 person (Arturo) x $100/month (half the accountant's time will be donated)
subtotal:				$2,400.00	$ 1,644.00	$ 756.00	$ 2,400.00	
Technical Assistance								
Fees for technical assistant consultants	6	1	100	$600.00	$ 600.00			6 months x 1 person x $100/month
Staff travel & travel expenses				$0.00				
Consultants travel & travel expenses				$0.00				
subtotal:				$600.00	$ 600.00	$0.00	$ 600.00	
Equipment and other assets								
Vehicles				$0.00				
Audiovisual equipment				$0.00				
Office equipment				$0.00				
Medical equipment				$0.00				
Communications equipment				$0.00				
Computer equipment & software				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Training								
Training consultant fees				$0.00				
Training consultant travel & travel expenses				$0.00				
Training staff travel & travel expenses				$0.00				
Training general supplies & services				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Information, education, & communication								
Publications (print & design)				$0.00				
Production (T.V, radio, media)				$0.00				
Documentation (writing & revision)				$0.00				
Dissemination				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Operating expenses								
Rents and utilities				$0.00				
Repairs and maintenance				$0.00				
Postage and deliveries				$0.00				
Telecommunications				$0.00				
Professional fees, audit/legal				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Material and supplies								
Office supplies				$0.00				
Consultancy supplies				$0.00				
Basic products				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Team meetings								
Food	6	1	$2.00	$12.00	$12.00			1 coffee per person (6 people) x $2/coffee
Transportation	6	1	$5.00	$30.00		$30.00		1 round ticket per person (6 persons) x $5/ticket
Lodging				$0.00				
Communication				$0.00				
subtotal:				$42.00	$12.00	$30.00	$42.00	
Evaluation								
Evaluation staff/consultants time for:				$0.00				
Development of monitoring and evaluation p				$0.00				
Development of methodologic instruments a				$0.00				
Technical Assistance				$0.00				
Data processing				$0.00				
Data analysis				$0.00				
Implementation of training evaluation				$0.00				
Travel expenses				$0.00				
Photocopies or collection of instruments and				$0.00				
Training (lease of premises, equipment and				$0.00				
Fees and snacks for focal groups and intervi				$0.00				
Evaluation software				$0.00				
Data processing (if done elsewhere)				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Total operating costs				$3,000.00	$2,244.00	$756.00	$3,000.00	
Indirect costs (specify percentages, e.g. 10%)					$224.40			
Total Project Costs				$3,224.40				

HANDOUT

LAP Policy for Electronic Equipment

Country Teams may not spend more than 10% (US$340) of the total budget of their Leadership Action Plan (LAP) to buy or rent electronic equipment. Electronic equipment includes (but is not limited to): laptop computers, mobile phones, LCD projectors, scanners, and video/recording equipment.

Each Country Team must create a Memorandum of Understanding explaining where the electronic equipment will be stored during the implementation of the LAP; how each member of the country team will have access to the electronic equipment; how the will keep record of the electronic equipment's use; and what will happen to the electronic equipment after the LAP is competed (see the attached example of a memorandum of understanding). The memorandum of understanding must be delivered along with the LAP proposal and final budget, in addition to an invoice or price quote for the electronic equipment.

Unfortunately, GOJoven staff cannot acquire electronic equipment for the country teams or for individual beneficiaries, so please refrain from making such requests.

WORKSHEET

Sample Memorandum of Understanding

The purpose of this Memorandum of Understanding is to create a cooperative framework between the members of the team about the manner in which the electronic equipment purchased/leased for the implementation of the Leadership Action Plan (LAP) will be stored and accessed, how the record of its use will be kept, and what will happen to the equipment once the LAP is completed.

We, the Country Team of ____________________________, acquired a/an

Country/Year

_______________________________ for the implementation of our LAP. The cost of

Electronic Equipment

this device is US$__________ (the amount cannot be more than US$340 – please attach

an invoice or quote).

This equipment will be safely stored in the following neutral and accessible location:

____

____

The use of this equipment will be recorded as follows:

____

____

WORKSHEET

Sample Memorandum of Understanding

If this device was bought, once the LAP is completed, members of the country team have agreed that: ____

____

The Members of the Team agree with the terms of this Memorandum of Understanding:

Date: ______________ Name: ______________________________________

Date: ______________ Name: ______________________________________

Date: ______________ Name: ______________________________________

Date: ______________ Name: ______________________________________

Date: ______________ Name: ______________________________________

Date: ______________ Name: ______________________________________

WORKSHEET

Expenditure Control Sheet

Expense Control									
Country:		Guatemala							
Currency:		**$USD**							
Activity:									
Each cell represents one expense (one receipt or invoice). **Some examples are captured in blue.**									
#receipt	**Date**	**Transportation**	**Food**	**Communication**	**Supplies**	**Fees**	**Others**	**Description**	
1	11/6/2007	$ 400.25						**Transportation for Julian**	
2			$ 80.45					**Dinner for Julian**	
3				$ 20.00				**Communication expenses to**	
4					$ 58.00			**Flipcharts purchase**	
5						$ 375.00		**Julian's fees**	
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20		$ 400.25	$ 80.45	$ 20.00	$ 58.00	$ 375.00	$ -	$ 933.70	total spent

HANDOUT

Hot Potato Instructions

Hot Potato *[For facilitator use]*

Facilitator Instructions:
Write the questions below on some pieces of paper. There should be a variety of sizes for the papers. Start to make a ball with the smaller pieces of paper: crumple the first paper, wrap the first with the second; continue wrapping each next paper with a larger one until you have used all the papers, and you have a question ball.
To read the questions, the ball must be peeled starting with the outermost layer and working towards its center.
Play music and pass the ball from one participant to another. Stop the music randomly. The participant with the ball in his/her hands must peel, read, and answer the first question. If he/she cannot answer, the group can help. After discussing the first question, play the music again and ask participants to continue passing the ball. Repeat until all questions have been answered.

<u>Questions to write on the papers, one by one (you can make more questions):</u>

What was the most difficult aspect you encountered while making your budget, and how did you solve it?

What would you improve for the next budget you have to create?

What is a main component of a LAP budget?

What is one reason to have a well-constructed budget?

What does the timeline have to do with the budget?

What is a counterpart and why do we estimate it?

What are indirect costs?

Session 3: Violence and Sexual & Reproductive Health

Learning Outcomes | Participants will be able to:

- Explain the link between violence and sexual and reproductive health (SRH).
- Develop strategies to recognize and respond to violence at a community level within the SRHR context.

TIME: 3.5 hours

SUPPLIES

- Flip chart with learning outcomes; Blank flip chart paper; Markers

TRAINING TOOLS

- AMAZE videos: Intimate Partner Violence (youtu.be/vK3RhRwMwIg) and Sexual Abuse Can Happen to Anyone (youtu.be/STyNOVjgxcM). AMAZE.org offers dozens of engaging sex education videos for young people. It is a project of Advocates for Youth, Answer, and YTH.
- GOJoven Digital Story: Licda "Footprints" (youtu.be/3ZrD32zb57k) and GOJoven Digital Stories Guide for Facilitators, from GOJoven International's Youth Leaders Speak Project (gojoven.org).

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Check the projector, ensuring the room is dark enough for the movie to be visible, and the sound quality is audible.

Trainer:

- Familiarize yourself with the short videos included as training tools. You can look for other videos to illustrate the topic, if desired. If the videos are shorter, give more time for discussion.

INSTRUCTIONS

PART 1: DEFINING HEALTH AND VIOLENCE (1 hour 20 min)

1 Welcome participants to the session and introduce the activity, explaining:
- In the last training we studied our human rights and our sexual and reproductive rights. One of them is the right to a life free of violence.
- Before talking about the link between health and violence, it is important to define both terms.

2 Ask participants how they would define "health", as in "sexual and reproductive health." After a few answers, say:
- The World Health Organization (WHO) defines health as "a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity".
- Health is a dynamic condition resulting from the constant adjustment and adaptation of the body to maintain internal balance, in response to stresses and environmental changes
- What elements should be present to determine the existence of health?

3 After a few answers, ask participants how they would define "violence."

TYPES OF VIOLENCE

Physical violence: Pushing or slapping, hitting or kicking, throwing objects at somebody, holding someone so another person can attack him/her, locking a person in a room or tying someone's hands or feet.

Sexual violence: The sexual abuse of an adult may include physical contact or sexual activity without consent, prolonged sexual contact after having asked to stop it, or forcing someone to perform unsafe and humiliating sexual acts.

Emotional/psychological violence: Preventing someone from seeing their friends and family, controlling how someone is dressed, where he/she goes, who he/she might see (in the case of adults); preventing someone from leaving, taking classes or working if desired (in the case of adults); threatening a person with deportation if he/she does not behave in a certain way; threatening someone with hurting someone else; destroying someone's belongings, injuring someone's pet or threatening to do it; or bullying someone: intimidating or humiliating someone (even on the Internet).

Verbal abuse: Constantly yelling, humiliating, and using nicknames or insults.

Economic abuse: Taking someone's money or property without authorization, retaining someone's money so he/she cannot pay his/her bills, forcing someone to sign documents to sell things he/she does not want to sell, forcing someone to modify his/her will, or preventing someone from accessing his/her family money to satisfy his/her basic needs or those of their children.

Abandon: Ceasing to provide adequate food, clothes, and a safe place to live; not providing adequate health care, medications, and personal hygiene; not safeguarding someone from physical harm or not guaranteeing adequate guardianship (if necessary).

Cultural violence: Using aspects of one's culture to justify violence.

Spiritual violence: Making fun of someone's faith or religion, preventing him/her from practicing it.

4 Then, read the boxed definitions of violence listed above (they may have identified some in their answers).

5 Then, ask participants to jointly make a list of the types of violence children, adolescent, young people, and adults may suffer from. For example: Children/adolescents may be vulnerable to violence because they depend on their families and institutions to be provided for.

6 Ask the following questions:
- How do these types of violence look in your community?
- How do these events affect people suffering from violence?

7 Based on the answers provided, read the following:
- Victims of violence suffer long-term trauma. They may have difficulties establishing relationships or may develop harmful habits such as drug and alcohol abuse.

- Children and adolescents may witness violent acts in their communities, such as robbery, assaults or shootings. While many times they aren't capable of processing events beyond their immediate environment, these are often aligned with the emotional response of their parents or guardians
- Violence in the media is another form of indirect exposure. Research has shown the link between aggressive behavior of children and the fact that they are exposed to violent programming.
- Children who have experienced violence may exhibit its effects in any of the following ways:
    - Frequent or constant crying; Depression
    - Constant desire to be hugged or tension when they are hugged
    - Aggressive behavior (i.e. hitting, biting or kicking)
    - Sleep and/or eating irregularities (difficulties falling asleep or nightmares)
    - Stuttering
    - Alteration of developmental functioning (i.e. bathroom habits)
    - Fear or concern about their security
    - Withdrawn personality or social avoidance
    - Psychosomatic symptoms (head/stomach aches)
    - Low self-esteem; Difficulty paying attention

PART 2: HOW VIOLENCE RELATES TO SRHR (40 min)

Training Tip:

✓ Keep the focus on defining the terms. Don't let this topic turn into a series of personal examples of violence, which may be hard to contain.

8 Introduce this part, saying:

- It's common to hear about violence and SRHR together. Why is that? Maybe if we take time to explore the factors and problems affecting these two topics we can think of ways to help our communities address them.
- Now we'll watch a few short videos: *"Intimate Partner Violence"* and *"Sexual Abuse Can Happen to Anyone"* from the AMAZE project and a personal story by GOJoven Fellow Licda called *"Footprints"*.

9 Show the videos, then discuss the following:

- What are the different types of violence shown?
- What are the different reactions to violence?
- Who is to blame for the violence?
- Is there something that could have been done to prevent this violent situation?
- What are the causes of violence according to the video?

Training Tip:

✓ These videos may cause an intense reaction among participants who have experienced violence. Make sure there are additional members of the resource team on hand for support. If someone is affected, ask a team member to speak to them outside of the training room.

10 Review these key points:

- Violence occurs at many levels —interpersonally and institutionally (i.e. in schools or within the legal system).
- It's often easier to blame the victim for violent situations, instead of addressing the root cause of the violence (i.e. "if she weren't drunk, she would not have been raped").

PART 3: THE ALLIGATOR RIVER STORY (45 min)

11 Introduce this activity, explaining:

- When we look at a problem or at how people face a problem, we have a reaction to it.
- It is important to understand how our reactions may affect the way in which others perceive us and also how our judgments may influence other people.
- I'm going to read a story that will help us explore reactions and judgments *[read story below]*.

THE ALLIGATOR RIVER STORY

Once upon a time there was a woman named Julieta who was in love with a man named David. David lived on the shore of a river. The river, which separated the two lovers, was teeming with dangerous alligators. Julieta wanted to cross the river to be with David. Unfortunately, the bridge had been washed out. So she went to ask Francisco, a riverboat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Carmen to explain her plight. Carmen did not want to be involved at all in the situation. Julieta felt her only alternative was to accept Francisco's terms. Francisco fulfilled his promise to Julieta and delivered her into the arms of David. When she told David about her escapade in order to cross the river, David cast her aside with disdain. Heartsick and dejected, Julieta turned to Luis with her tale of woe. Luis, feeling compassion for Julieta, sought out David and beat him brutally. Julieta was overjoyed at the sight of David getting his due. As the sun set on the horizon, we hear Julieta laughing at David.

12 Ask participants to grade each of the characters in the story, form most to least honorable. Then ask:

- How did you react when you heard the others graded the characters differently than you did?
- How do the actions of the characters in the story relate to actions you've seen or heard in your community?

Training Tip:

✓ Do not let the discussion to turn into a debate about who is right and who is wrong; instead, highlight that violence is seen from many perspectives.

PART 4: ROLE-PLAYS (35 min)

13 Introduce the role-plays, saying:

- As we've seen, violence has many forms.
- Now we'll see how violence appears and how we address it.

14 Break participants into 3 mixed-gender groups, explaining:

- You'll have 10 minutes to create a role-play on either your own experience or an experience of someone you know, related to violence and SRHR.
- Each team will have 5 minutes to present their role-play and analyze it with the group.

Training Tip:

✓ Intervene if the role-plays become graphic or if there are emotional reactions. You can ask participants to share experiences of people they know, or how we can address and prevent these experiences.

15 Close the session by inviting participants to reflect on the session and the issue of violence as it relates to SRHR.

Sessions 4 & 5: Leadership Action Plan Instructions & Closing

Learning Outcomes | Participants will be able to:

- Explain what tasks related to their LAP need to be completed by the end of the Module.

TIME: 30 minutes

SUPPLIES
- Flip chart; Markers

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Write learning outcome on flip chart.
- Make sure the training space is private and comfortable.

Trainer:
- None

INSTRUCTIONS

PART 1: LAP INSTRUCTIONS (30 min)

1 Introduce the session, explaining:
- The purpose of today's session is to review the progress you have made on your LAPs.
- I will also explain what needs to be completed before the end of the training.
- There will be more time for questions and targeted support in the 'Guided Work on LAPs' session later this evening.

2 Remind participants that they committed to the following before this second training:
- Meeting as a team at least twice to complete your needs assessment in the form of a Country SRHR Map, which will inform your LAP:
  - The objective of the meetings was to identify the problem, the target population, and the strategies your group will use to influence the problem.
  - Your team should now have at least 4 prepared objectives and a 2-page assessment.
  - This will form the basis for justifying the problem and the intervention.
- Opening a joint bank account (in the two treasurers' names) and obtaining bank wire details to receive LAP payments.
- Keeping a record of how the initial payment was spent (receipts, invoices, other proofs of purchase in GOJoven's name).
- Preparing and submitting an expense report to request more funds (due during this training week).

3 Remind participants that they need to continue filling out the following LAP worksheets given during the first training, and that they are due at the end of this week:
- LAP Team Member Roles
- LAP Proposal Format (Sections 1 & 2)
- LAP: Initial Ideas *[Provided in Training 2 "Program Planning and Logical Frameworks" session]*.
- LAP Logical Framework Format
- LAP Timeline Format

4 Inform participants that, during the evening session, you will check in with them on their progress on the above items.

5 Notify the group that they will present their LAPs on the last day of this training. Explain:

- You will present your LAPs on the last day of this training.
- You will have 15 minutes to present and 5 minutes to receive feedback.
- For this presentation, you will need to create a PowerPoint which must include:
  - The name of the project
  - The problem or justification for the project with causes and effects
  - Capacity of the executive team
  - Goal/General objective
  - 1-2 Specific objectives
  - 2 Outcome indicators
  - 2 Strategies or main activities
  - 2 Process indicators
  - An Evaluation Plan with verification methods and frequency
  - Evaluation method
  - Budget with line items and amount spent to date
- You will have time to work on this later today, and throughout the training week.

6 Answer any questions and ensure participants understand these instructions.

Session 5: Conduct Closing [For a reminder, see Day 1, Session 4]

Session 6: Guided Work on LAPs

Learning Outcomes | Participants will be able to:

- Have a concrete plan to strengthen their teamwork and their LAP.

TIME: 1 hour

SUPPLIES

- Flip chart

TRAINING TOOLS

- None

PREPARATION

Materials/Room

- Write learning outcome on flip chart.
- Set up the room in a suitable configuration for the session.
- Ask participants to bring their LAP worksheets.

Trainer

- This session involves review of LAP worksheets that participants began completing in Module 1 and earlier in Module 2.
- Per earlier instructions, participants will continue to complete the worksheets and prepare their LAP PPT presentation.

INSTRUCTIONS

PART 1: GUIDED TEAM MEETINGS (1 hour)

1. Explain that this session's purpose is for them to review their LAP progress, and have their questions answered regarding what they need to complete before the end of the week.
2. Explain the guided work process:
   - The resource team will meet with each LAP team to review your progress on LAP activities between Modules 1 and 2, your worksheets, and to answer any questions.
   - Refer back to your notes from earlier team meetings and write down any additional questions. Remember that guidance provided during this time will be limited.
   - We will provide feedback to the entire LAP team. Please take notes and ask questions; we are here to support you.
   - We know it is difficult to find time to meet in between trainings. Make the most of this time to get a good start on these tasks, and make sure all instructions and team member roles are clear.
   - While you wait for your meeting, continue working with your group on your LAP worksheets:
     - LAP Team Member Roles *[From Module 1 "Introduction to LAPs" session.]*
     - LAP Proposal Format (Sections 1 & 2) *[Same as above.]*
     - LAP: Initial Ideas *[From Module 2 Sessions 3 & 4.]*
     - LAP Logical Framework Format *[From Module 2 Sessions 3 & 4.]*
     - LAP Timeline Format *[From Module 2 Sessions 3 & 4.]*
   - After we have met with your group, you may have some additional time to continue working with your team. You will also have time later in the week to do this.
   - Remember, the LAP is a key component of the GOJoven model and the opportunity for you to apply the leadership and SRHR knowledge you have developed.
3. Spend about 15 minutes with each team reviewing the process above.

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Experiential Leadership Outing

Learning Outcomes | Participants will be able to:

- Engage in physical activities that let them overcome their individual limits, offer support to their peers, and practice team leadership.

TIME: All day

SUPPLIES

- Stopwatch; Blindfolds; Objects to be used as obstacles

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Write learning outcome on flip chart.
- Create enough space for participants to follow instructions.
- Set up obstacles in the open space.

Trainer:

- None

INSTRUCTIONS

PART 1: TRUST WALK (30 min)

1. Locate/create space with some obstacles, ideally outdoors.
2. Divide the group into pairs based on personalities (an outgoing participant with a quiet one, etc.) and decide which partner will be the guide and which will wear the blindfold.
3. Tell participants:
   - When the blindfolded partner is ready, slowly spin them around so they do not know which direction they are facing.
   - The guide is responsible for their partner's safety and will lead their partner to avoid the obstacles.

Training Tips:

- ✓ The trainers can set up different rules, including:
  - Physically guiding their partners by hand and in silence.
  - Asking guides to only rely on verbal instructions, for example, "About five steps ahead, there is a branch. Step over it slowly."
  - Asking guides to touch their partners on one shoulder, leading from behind or to the side, using both verbal instructions and physical touch to guide them.
- ✓ During the group discussion, make sure that everyone speaks using "I" statements. For example, if participants begin sentences with, "We were all challenged," gently remind them to say, "I was challenged."

4. Ask participants to reflect upon and share their experiences.

5 **Bring group members into a circle for a 15-minute discussion:**
- What did you learn from this team building activity?
- What was the most challenging aspect of this activity?
- What was it like to be the guide? How did you feel?
- What was it like to be blindfolded? How did you feel?
- Did you have any difficulty trusting your partner while blindfolded? Why or why not?
- What did you notice about the ways that you had to communicate in this activity? Was it easy or difficult to communicate?

PART 2: OUTING (4-6 hours)

6 **Tell participants:**
- In this outing, you will engage in activities that you may not have done before. The aim is to challenge yourself, get to know each other, and grow as a team.
- You will pair up with another member of the team—it is important to get to know more about your partner. Depending on the activity, you may or may not stay paired. There may be times where we participate as a whole group.
- Your mission is to fully participate and challenge yourself to accomplish your goals for the activity.
- You will have X hours, which means returning at Y.
- Then we'll discuss, then do our feedback and reflection.

7 **Form the partnerships (and any sub-teams), answer any questions, then give the group their instructions to begin.**

8 **Observe and support the participants as needed (see Training Tips).**

Training Tips:

- ✓ This outing provides opportunities for individual challenges, growth and for team building. It allows participants to experience an activity that makes them confront and engage beyond their comfort zone. It may also cause feelings of insecurity, fear, or embarrassment. Only include participants who have been a part of the larger group training process.
- ✓ An ideal outing provides leadership opportunities for those with experience in the activity and has attainable goals.
- ✓ Consider potential hazards and/or barriers to individual participants and think creatively about how to motivate and coach them to address perceived or real limitations. Consider the physical capacity of all participants, and plan accordingly.
- ✓ Lead by example, and provide encouragement, instruction, and caring support. Try to speak beforehand, and during the activity, with anyone who may hesitate, to encourage them. Offer alternative forms of participation if needed.
- ✓ Ideally, participants partner with someone they know less well.
- ✓ Sample past outings include the following: Long hike with challenging terrain (steep mountainside); Snorkeling; Kayaking/canoeing; Ropes course; Rappelling or caving; Zip lining; Climbing a structure, e.g., pyramid ruins or staircase.
- ✓ Consider safety: Be sure to bring adequate food and water supplies; sunscreen; insect repellent; an approved first-aid kit. (Ideally, a staff person should have some knowledge of first aid.) Add outside resource people if needed to ensure safety, well-being, and successful completion of the activity.
- ✓ The trainer and other support personnel participate in analyzing and sharing the events of the day.

PART 3: CLOSING (20 min)

9 At the end, bring the group back together. Depending on what fits the activity, ask such questions as:

- How did you feel about what you did today?
- What was most/least challenging for you, and why?
- What did you observe about the team?
- What do you wish had been different for you? For the team?
- What did you learn that is new for you?
- How does what you did today relate to leadership?
- How does this change how you will approach your work?

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Gender and Power*

Learning Outcomes | Participants will be able to:

- Identify the different forms of discrimination and the ways people resist inequalities.
- Recognize the different ways in which sexism and machismo affect the lives of women and men and their relationships.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Masking tape

TRAINING TOOLS

- Handout: Power Relationships Chart

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart and print handout.
- Prepare a room with no chair or tables at the center, and with enough space for the entire group to walk across the room on one side and chairs in two concentric circles on the other side.

Trainer:

- When discussing sexism and personal experiences, painful experiences may surface regarding people's own trauma. Maintain a confidential space during the sessions and have other people from the resource team available to support.

INSTRUCTIONS

PART 1: WELCOME AND AGREEMENTS (10 min)

1 Welcome participants to the session and remind them of the group agreements:

- To create an atmosphere of trust that allows us all to feel comfortable with each other, we will review the group agreements from the first day.

2 Ask someone to read them aloud, and ask if any should be modified, or a new agreement added.

3 Remind the group that the agreements were made to create a positive and safe learning environment. Say:

- The most important learning at the trainings happens among participants learning from their own experiences.
- Today's activities will be experiential, and it may cause emotional responses as we share personal experiences.
- We need to respect confidentiality. The experiences we share today must not be discussed outside the group.

Training Tip:

✓ Agreements about respect and confidentiality are especially important in today's session as you will discuss personal experiences, which have deeply impacted our lives.

PART 2: CO-LISTENING (20 min)

4 Introduce this activity by asking participants what elements of co-listening they remember from the first training.

5 To clarify the definition, ask a member of the resource team to role-play with you to help define co-listening. One trainer will talk briefly about an issue they're facing, while the other doesn't pay attention, interrupts with questions, and is distracted. Next, that trainer will talk again for a few minutes with the other person co-listens. Then, ask:

- What was the difference between the two role-plays?
- What is the value of knowing how to listen?

6 Review the following key points:

- When we interrupt with questions, we are thinking about how to reply, and not listening.
- The body language we show when listening is as important as what we say. Look directly at the person so they know you are paying attention.

Training Tip:

✓ Clarifying questions can be asked while co-listening when the person has finished saying what they want to say, or if they are asking for advice.

PART 3: MOVEMENT OF POWERS (45 min)

7 Introduce this exercise, saying:

- Please participate and pay attention to these instructions.

8 Read the following instructions carefully:

- Please form a circle. We will do this exercise in silence.
- I will read some statements aloud, and if you identify with them, and feel comfortable, take one step forward. You will then be asked to take a step back to your original place.
- After each statement notice who moved and who hasn't, and how you feel.

MOVEMENT OF POWERS STATEMENT

Please take a step forward if...

- You are a woman/girl/female*
- You are 20 years old or younger*
- You are 30 years old or younger*
- You or your family come from a rural background or live in a rural area*
- You are from a Caribbean country or your family comes from the coast*
- You are from a poor family or were raised in a low-income family*
- Someone in your family has a physical/mental disability or a mental illness*
- You have been made fun of because of your physical appearance*
- You have a physical or mental disability or difficulty*
- You are evangelical, you were raised in religious family, or you do not have a religion*
- You have a friend who is homosexual, lesbian, or bisexual*
- You are homosexual, lesbian, or bisexual*
- Your skin is brown or black*
- You belong to a black or indigenous group, such as Miskito, Creole, Garifuna, or any other ethnic minority*
- You know a woman/girl/female who has been abused by her partner*
- You know a woman/girl/female who has been rejected by her family or other people because she was pregnant outside of marriage*
- You know someone living with HIV or AIDS*
- Someone in your family has had an alcohol or drug addiction problem*
- You know someone who is a survivor of rape or sexual abuse*
- You had to work since you were a child to be able to study, or you had to drop out of school because you had to help support your family*
- You or your family were, at one time, forced to live and work in another country because of the political or economic circumstances in your own*
- You know someone who has been a sex worker*
- You were once a girl or a boy*

Wait 30 seconds, then say "You may take a step back now".

Training Tip:

- ✓ If you notice participants are upset during this exercise, check in with them to see if they want to participate in co-listening. If they do, try to pair them with someone who can be calmly supportive.

9 Break participants into pairs and have them take turns speaking and listening, giving the following instructions:
- With your partner, discuss the questions and the movements you made during the exercise. Keep in mind that this is your judgment-free space.
- Each person has 5 minutes to speak before switching, using the co-listening technique.
- What each person feels and thinks belongs to them; we will all maintain confidentiality. Do not talk about what is said during co-listening outside of co-listening time.

PART 4: POWER STATUES (30 min)

10 Introduce this activity, explaining:
- In this exercise, we will share ideas about power, and analyze the different kinds of power that are exerted in human relationships.

11 Choose 4 - 6 volunteers. Ask the first person to stand in the middle of the group and act like a statue showing their idea of power. Give them a minute to decide a stance.

12 Ask the second volunteer to act out a different statue, one that symbolizes something even more powerful than the first. Give them a minute to decide a stance.

13 Continue in the same manner with the remaining volunteers, asking each statue to represent even more power than the previous one.

14 Facilitate a group discussion with the following questions:
- Which of the statues seem to be the most powerful? Why?
- What are some common ways to exert power over others?
- What are the symbols of power in our society?
- Have you felt that you are smarter, more skilled, or a better person than someone else? Why did you feel that way?
- Have you felt that your morals are better than those of others? Why did you feel that way?
- Have you felt that you deserve a better life than other people? Why did you feel that way?
- Have you ever felt inferior? Why did you feel that way?
- Have you felt that you are less smart, less skilled, or of less value than others? That your morals are inferior to the morals of other people?

15 Review the following key points:
- Power is exerted in both subtle and obvious ways: physically, verbally, non-verbally, and via policies and laws that benefit some and leave out others.
- Aggression and violence are often easily recognized forms of power. This has negative consequences for communities.

PART 5: CO-LISTENING IN PAIRS (15 min)

16 Break participants into new pairs, and have them take turns speaking and listening, giving them these instructions:
- You each have 5 minutes to reflect on the exercise, what experiences it brought up, and what you learned.

PART 6: EMOTIONS AND REFLECTIONS (15 min)

17 Facilitate a group discussion, asking the following:

- What reflections would you like to share from this morning's activities? *[Write keywords on a flipchart.]*
- Which exercise affected you the most, and why?
- In the first exercise, which question impacted you the most?
- How have power relationships formed us as individuals? As communities? As countries?
- How do we exert power over other people? What forms of power do you have as young people?

PART 7: THE FOUR I'S OF OPPRESSION (60 min)

18 Introduce this part, explaining:

- These reflections are related to power relationships and experiences in oppression and discrimination.

19 Distribute the Power Relationships Chart and define "Dominant Group" and "Discriminated Group". Explain that this diagram does not demonstrate all power dynamics.

20 Explain the Four I's of Oppression:

Ideological: The intentional development of thought that the dominant group is better than the other. This is also known as "othering", and includes the development of "isms" (sexism, classism, racism).

Interpersonal: discrimination between two or more people in informal groups (for example, friend groups), which is reflected in exclusionary behaviors, racist names, stereotypes.

Institutionalized: discrimination at a societal level through institutions, governments, employment policies, laws, etc.

Internalized: discrimination that a person carries within oneself and against oneself that makes him/her feel inferior to others.

21 Ask the group:

- What are specific examples of each of the 'I's'?
- What are some definitions for "resistance" and "alliance"?

22 Allow time for participants to express their opinions, then ask the following:

- How do we partake in the four I's as individuals? In our families? At our workplaces? At our churches? As members of our community?
- How can we resist the various forms of repression that these different levels of power cause?
- How can we build alliances at the different power levels to support each other as leaders?

Training Tip:

✓ Review the *Puntos de Encuentro* curriculum about the three I's of sexism, racism, and heterosexism for examples of how to guide this session.

23 Review the following key points:

- Power is complicated. We may exert power in some situations and feel oppressed in others.
- We build alliances with other disempowered people to resist power systems. These alliances may change depending on our historical or social context. For example, churches may come together to exert power, or churches may be a symbol of the resistance.

**This session was originally facilitated in Spanish in collaboration with Puntos de Encuentro, and is adapted from their "Somos diferentes, somos iguales" training manuals, 2001.*

HANDOUT

Power Relationships Chart

This chart presents the general framework of power relationships that operate in society, based on control and domination. This information should be presented in a way that is interactive for participants.

DOMINANT GROUPS	DISCRIMINATED GROUPS	UNDERLYING SOCIAL CATEGORY	BRIEF DEFINITION OF THE CATEGORY
• Adults	• Girls, boys, young people, adolescents, elderly	• Adultism	Based on the belief and the practice that claims that adults are the model of what a person must be, and the firm conviction that, just because of their age, every adult person is mature, knows more and has more rights. Adultism tells us that those who are not adults are worth less, or that their only worth is that they will grow up; it tells us that young people are incomplete and less able, less knowledgeable, and are less important.
• Men	• Women	• Sexism	The division of people based on their sex. Sexism is the set of beliefs, values, attitudes, and practices that support and reproduce inequality, discrimination, exclusion and oppression of women.
• The Pacific coastal population • Whites and mestizos	• The Atlantic coastal population • Black and indigenous people	• Racism	Discrimination based on people's race, color, appearance, facial features, ethnicity. Racism causes a systematic disdain and mistreatment towards people with different skin color and different features, and towards those with a different culture, just for belonging to different ethnic or racial groups.
• People without disabilities	• People with disabilities	• Disability discrimination	This kind of discrimination includes the beliefs and practices that make us think that disabled people are incomplete, inferior, and dependent, and are therefore denied or limited in their rights and opportunities.
• Heterosexuals	• Gay, lesbian, bisexual, trans, intersex and	• Heterosexism	Discrimination against gay, lesbian, trans, intersex, and other non-gender confirming populations, by people identifying as heterosexual. This mistreatment can be expressed in many ways. Heterosexism is also based on homophobia, which is the

HANDOUT

Power Relationships Chart

	other non-gender conforming populations		fear of homosexuality and people who are not heterosexual. Heterosexual people who hold this fear become accomplices to heterosexist discrimination.
• Wealthy people • People with a formal higher education • Urban populations	• Poor people • People with less formal education • Rural populations	• Classism	A form of oppression that maintains and justifies the unequal distribution of wealth and the existence of social classes, one of them being dominant and the rest oppressed; one having many opportunities and the rest having none.
• Catholic population	• People of other religions, or with no religion.	• Religious fundamentalism	Claims that a certain faith is the carrier of an absolute and unquestionable truth, precisely because they are strictly attached to the norms of their religion. It leads to intolerance, that is, a complete lack of ability to listen to “the other”, to tolerate any differences, alternatives, or other ways of being. It is the exact opposite of dialogue. There are many factors that can generate fundamentalist attitudes, like a reaction against oppression, and the repression of a community’s identity, its culture or its religion. [1]
• Nicaraguans	• People of other nationalities	• Xenophobia	Considered as hatred, disgust or hostility towards people of other nationalities.
• People who are not living with HIV/AIDS	• People living with HIV/AIDS	• Discrimination again people living with HIV/AIDS	The stigmatization and discrimination towards people living with HIV/AIDS is based on a lack of knowledge, myths about its transmission, prejudice, lack of access to treatment, social fear towards sexual behaviors and their relationship with HIV, as well as the social tendency to blaming others when a topic is not well understood or when it is associated with practices that are looked upon disapprovingly by a dominant group.

[1] Extract from the article *Religious Fanaticism and Fundamentalism* by Carlos Octavio. Page 2 of “*El Semanario”* (the weekly digest) of Guadalajara.

Sessions 3 & 4: Gender and Power* & Closing

Learning Outcomes | Participants will be able to:

- Identify the different forms of discrimination and ways people resist inequalities.
- Recognize the different ways in which sexism and machismo affect the lives of women and men and their relationships.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Masking tape

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Prepare a room with no chairs or tables at the center, and with enough space for the entire group to walk across the room on one side and chairs in two concentric circles on the other side.
- Ensure a separate location is available for one of the groups, and there is another trainer available to lead the other group.

Trainer:

- These sessions may become emotionally charged. When discussing sexism and personal experiences, many painful experiences surface, especially regarding rape and sexual abuse. It is very important to have a support and confidentiality space during both sessions and have other people from the resource team at hand to support participants who may need it.
- Be prepared to offer referrals to mental health services for those who disclose having experienced or perpetrated violence. If there are disclosures, it may be necessary to spend additional time within the gender separated groups or in the larger group discussing how the participants and facilitators can all support each other in healing or seeking of additional outside support.

INSTRUCTIONS

PART 1: RISE ABOVE SEXISM (90 min)

1. Welcome participants to the session, explaining:
   - This is another experiential exercise in which we will be discussing our personal experiences.
   - The exercise is done respectfully and in total silence. Immediately after this exercise, women/girls/females will gather in one room, and men/boys/males in another place.
   - We will come back together later to discuss, but after the exercise let's all move directly to our new locations.
   - The activities in this session are voluntary and any participant is welcome to leave the room at any point if they feel they need to. If this happens, a trainer will provide additional support.
2. Divide the group by gender, letting participants identify themselves which gender group they prefer.
3. Ask the women/girls/females to take a seat on the chairs arranged in a small circle at the center of the room, and ask the men/boys/males to take a seat in the wider circle of chairs around them. Say:

- I am going to read some statements slowly, and ask that the women/girls/females stand up when they identify with a statement.
- I will repeat each statement once, then pause for 10 seconds so the female participants can decide if they want to stand up or not.
- Look around you to see who is standing and who is seated and notice how you feel.

4 Read the following statements slowly and clearly, starting each with "Please stand up in silence...":

- If you have ever felt you are less important than a man.
- If your parents have denied you permission to go somewhere but have let your brothers go.
- If you have had to do house chores while the men in your house are watching TV or resting.
- If you have waited for a man to speak before you speak.
- If you have been pressured to have sex.
- If you have told a man "yes" because you were afraid to say "no".
- If you have felt afraid of a man's anger and rage.
- If you have been mistreated by a man.
- If you know a woman who has been raped or sexually abused.
- If you have faced barriers to studying certain degrees or working in certain types of jobs because you are a woman.
- If you have been afraid to speak or have felt you're being ignored because men were dominating the conversation.
- If a man has lied to you to get something from you.
- If one or more men have harassed you or cat-called you in the street, in your school, or at your workplace.

PART 2: GROUP WORK BY GENDER (90 min)

Training Tips:

- ✓ Make sure participants go to their separate areas after the activity.
- ✓ Both groups will be led simultaneously.
- ✓ Instructions for the male group are after those for the female group.

5 Explain to the women/girls/females:

- It's important that we take time to reflect on the ways we have experienced sexism and machismo.
- This is a confidential space where we can express ourselves. Nothing we share about our opinions or experience will leave the group.

6 Ask participants to pair up for a co-listening exercise to discuss the following (each person has 5 min to talk):

- How did you feel doing the previous exercise?
- What memories did this exercise bring up for you?

7 Bring the group together, and ask them to share what impacted them most from this exercise.

8 Then, pass out pieces of paper and ask that each woman write her personal commitment to improving gendered power dynamics. It can be something with her family, her partner, her community, or her workplace.

9 Facilitate a group discussion with the following questions:

- How has sexism impacted us as individuals? As members of our families—as sisters or mothers?
- Why do these differences exist in the ways men and women treat each other and the way they are treated?

- Where does sexism come from?
- In what ways might we ourselves reproduce sexism, and how can we stop?

Training Tips:

- ✓ Allow for each person to share aloud at least once.
- ✓ Close discussion on a positive note, reminding the team that they are here as leaders, and their experiences as women in the world can bolster their effort to improve ASRH.
- ✓ It's important for participants to speak in the first person ("I"), and be as specific as they're comfortable being.

10 Explain to the men/boys/males:

- It's important that we take time to reflect on the ways we have experienced sexism and machismo.
- This is a confidential space where we can express ourselves. Nothing we share about our opinions or experience will leave the group.
- We need to be honest with ourselves in order for this exercise to work, so I ask you to not worry about what others might raise say or think.

11 Facilitate a group discussion with the following questions:

- How did you feel observing the women hands?
- What memories did this exercise bring up for you?

12 Gather them in circle and explain:

- You will now do the same exercise that the women just did.
- I am going to read some statements slowly, and ask that you stand when you identify with a statement.
- I will repeat each statement once, then pause for 10 seconds so you can decide if you want to stand or not.
- Take some time to observe who is standing and notice how you feel.

13 Read the following statement clearly, starting each with "Please stand silently..."

- If you have felt more important than a woman/girl/female.
- If your parents allowed you to go someplace but denied your sister(s) permission to go.
- If you have had to do house chores while the women/girls/females in your house are watching TV or resting.
- If you have ever given less importance to a woman's/girl's/female's opinion than to a man's opinion.
- If you have spoken before a woman, or not let her give her opinion.
- If a woman/girl/female has been afraid of your anger and rage.
- If you know a woman/girl/female who has been raped or sexually abused.
- If your sister or your partner has faced barriers in studying certain degrees or working certain types of jobs because she is a woman/girl/female.
- If you have lied to a woman/girl/female to get something from her.

14 Ask participants to pair up for a co-listening exercise to discuss the following (each person has 5 min to talk):

- How did you feel doing the previous exercise?
- What memories did this exercise bring up for you?

15 Bring the group together, and ask them to share what impacted them most from this exercise.

16 Then, pass out pieces of paper and ask that each man/boy/male to write his personal commitment to improving gendered power dynamics and reducing sexism. It can be something with his family, his partner, his community, or his workplace.

17 Facilitate a group discussion with the following questions:

- How has sexism impacted us as individuals? As members of our families—as brothers or fathers?
- Why do these differences exist in the ways men and women treat each other and the way they are treated?
- Where does sexism come from?
- In what ways might we ourselves reproduce sexism, and how can we stop?

Training Tips:

- ✓ Allow for each person to share aloud at least once.
- ✓ It's important for participants to speak in the first person ("I"), and be as specific as they're comfortable being.

PART 3: CLOSING (30 min)

18 Bring the groups back together and discuss the following:

- How did you feel during these exercises?
- What did you learn about each other?
- What did you learn about yourselves?

19 Ask the participants to share their commitments to counter sexism with the group, if they feel comfortable.

20 Remind participants that if something painful came up for them during the session, they can reach out to the trainer for additional support.

Session 5: Conduct Closing [For a reminder, see Day 1, Session 4]

**This session was originally facilitated in Spanish in collaboration with Puntos de Encuentro, and is adapted from their "Somos diferentes, somos iguales" training manuals, 2001.*

Session 5: Feedback in Country Teams

Learning Outcomes | Participants will be able to:

- Give and receive feedback with their LAP Team and with Resource Team members.

TIME: 1 hour 15 min

SUPPLIES
- Flip chart

TRAINING TOOLS
- Handout: The Art of Giving and Receiving Feedback – *available in Module 2, Day 1*

PREPARATION

Materials/Room:
- Write learning outcome on flip chart; make copies of the handout.
- Ensure that the training space is private and comfortable.

Trainer:
- Print a copy of the discussion questions from Part 2 so you can take notes.

INSTRUCTIONS

PART 1: INTRODUCTION (15 min)

1 Introduce the session, explaining:
- Today's session is an opportunity to give and receive feedback among members of your country team.
- You will also provide feedback about the program itself.

2 Separate participants into their country teams with one trainer available per team. Each trainer asks their group: "Why is feedback useful to us?" Wait for a few answers, then distribute and review the handout, providing concrete examples.

PART 2: QUESTIONS (30 min)

3 Trainers tell their group:
- We strive to improve your GOJoven experience, strengthen your teamwork, and improve the program's quality.
- I will now ask a few questions.

4 Ask the following questions, taking notes as you facilitate a group discussion with each team:
- How do you feel as a team?
- Have you been able to give and receive feedback? How has this process worked for you?
- How is the collaboration on your LAP going?
- How do you feel as part of the regional team?
- Do you have any feedback for the program?
- Do you have any feedback for the Resource Team in general, or for one person in particular?
- Is there anything else you would like to share or say?

PART 3: FEEDBACK AS A TEAM (30 min)

5 In their country teams, invite each participant to provide feedback to another team member. Be sure to provide suggestions and moderate if necessary.

Training Tips:
- ✓ Depending on the group, this may take longer than 75 minutes.
- ✓ Give the group time to process feedback and to actively participate.

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Religion and SRHR

Learning Outcomes | Participants will be able to:

- Develop a strategy to promote SRHR within a religious context.
- Respond to religious arguments against SRHR, and recognize the elements within religion that promote health.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers; Paper; Pencils

TRAINING TOOLS

- PPT Presentation: Religion and Sexual and Reproductive Health

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Because the last portion of the session asks participants to create a PowerPoint presentation in small groups, make sure each small group has a laptop available.

Trainer:

- Make sure that enough Resource Team members are present at the end of this session both to provide technical assistance in participants' creation of their PowerPoint presentations and to provide constructive feedback on the teams' presentations.
- Ensure that the PPt works and the room can get dark enough.

INSTRUCTIONS

PART 1: INTRODUCTION TO RELIGION AND SRHR (25 min)

1. Welcome participants to the session and review the learning outcomes.
2. Introduce the session, saying:
   - Cultural and religious beliefs form our perceptions and attitudes. When looking at issues affecting people we, as advocates, may forget to account for cultural beliefs that play into people's decisions or attitudes about SRHR.
   - One of the major challenges in improving the SRH of young people is the existence of conflicting cultural and religious beliefs.
   - We're going to analyze religion's influence in our lives and how to incorporate it when addressing ASRH issues.
3. Write the following questions on flip chart paper, one question per sheet: 1) What is religion? 2) What is health? 3) What are rights?
4. Then, tell participants:
   - Take 5 minutes to write down your answers to these questions in your journals.

5 After 5 minutes, lead a group discussion about the questions, writing key points on the corresponding flip charts. Then ask:

- How does religion influence our view of health?
- How does religion influence our view of rights?

6 Explain that "religion" is difficult to define, and the definition should include the following points:

- Belief in something sacred—for example, gods or other supernatural beings; Ritual acts focused on sacred objects; a moral code believed to have a sacred or supernatural basis.
- Characteristically religious feelings (awe, sense of mystery, sense of guilt, adoration), which tend to be aroused in the presence of sacred objects and during the practice of ritual.
- Prayer and other forms of communication with the supernatural.
- A world view or general picture of the world as a whole, and how the individual fits into it.
- A social group bound together by the above.

7 Then, explain that a common definition of "health" is that formalized by the World Health Organization (WHO):

- Health is a complete state of physical, mental and social well being, and not merely the absence of disease or infirmity.

8 Explain that the United Nations Office of the High Commissioner for Human Rights defines rights as:

- We are equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law.
- International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Training Tips:

- ✓ For more information on Human Rights from the OHCHR, see here.
- ✓ Participants may have strong feelings about how religion has influenced their own lives, and may have conservative and religious viewpoints on sexuality and sexual diversity.
- ✓ Remind everyone of the agreements that they made at the beginning of the training, particularly about respecting one another.

PART 2: THE PERSONAL RELIGIOUS EXPERIENCE (25 min)

9 Introduce this part, saying:

- Now we will reflect on and share our personal religious experience—first individually, then in pairs, and finally in our full group.

10 Give the group 5 minutes to journal about these questions:

- Do you have/belong to a religion?
- How does religion define your sexual practices?

11 Then, divide participants into pairs and have them co-listen to one another's responses for two minutes each, with two minutes after to ask questions or comment.

12 Then, gather the group to discuss the following (15 min):

- What religious groups exist in your community?
- How does religion impact the sexual practices in your community, either positively or negatively?
- Have you ever thought about how religion affects your life? Where? When? Why?

13 Review the following key points:

- Religion can be an underlying factor in our belief system and actions, even if we don't consider ourselves religious.
- Differences in religious opinions are expected, however, social problems occur when those differences translate into oppression and suppression of others.

Training Tips:

- ✓ Be aware of the sensitivity when discussing religion - even though a participant may not identify as being religious, they may come from a strong religious background with cultural ties.
- ✓ Remind participants, if necessary, about the training agreements, especially respect for alternate points of view.

PART 3: RELIGION AND SRHR (50 min)

14 Introduce this part, saying:

- We'll now take a step back and analyze how religion influences SRHR on a broader scale, and how health is reflected in religious beliefs.

15 Present slides 1–10 of the PowerPoint: Religion and Sexual and Reproductive Health, and discuss the questions posed with the group.

16 As the PowerPoint specifies on slides 11–13, divide participants into pairs to discuss the questions posed.

17 As specified on slides 17–19, divide the participants into small groups of 3–4 to address the questions posed.

18 Highlight the impacts that religion has had on women and human sexuality, pointing out that religions shape individual, social, and cultural values. Then review the following key points:

- Religious leaders and their communities have the power to influence government policy through their involvement in political processes and through the religious beliefs of political leaders, policy makers, and civil servants.
- Religion's influence is pervasive—from the national government to small villages.
- Religions celebrate the dignity of each human being and of all life as valuable parts of a sacred whole. They can inspire compassion and justice, and provide a framework of meaning for people all over the world.
- Young people may believe that if they and their partner are religiously devout, their relationship is considered risk-free.
- Often, behavior that goes against religious moralities is perceived in terms of sins rather than as health risks.

Training Tip:

- ✓ Review the belief systems and sacred texts of the major religions represented by the participants to ensure some familiarity with them.

PART 4: RELIGIOUS CONTEXT IN THE WORKPLACE (30 min)

19 Introduce this part, saying:

- We will continue exploring the relationship between SRHR and religion by working in groups to create a dramatization that demonstrates the religious context of your own communities, focusing specifically on ASRH.

20 Divide group into regional teams of 4-5 participants each.

21 Tell the groups that they will have 10 minutes to create a 3-minute skit to dramatize the religious context in their community, focusing specifically on SRHR. Skits should include the following:

- How religion values (or doesn't) health, and the structures or practices in place to protect a person's health.
- Any gender-based values reflected in religious practices.
- Both positive and negative powers and influences that religion has on personal, community, and political levels.

Training Tips:

- ✓ As groups are developing their skits, make sure to go around to each group as they develop their skit to provide feedback as needed
- ✓ If a particular group is being cast in a completely negative way in the skit, remind the group to be respectful and ask them to consider how they might react to seeing their own religious group portrayed in that way.

22 After the teams have presented, discuss the themes represented in each skit, asking:

- How can religious beliefs be a source of strength and guidance to young people and a positive influence on their health and behavior?
- How can religious beliefs and practices be a destructive or oppressive force in the lives of young people?
- What are some openings you can see for building alliances with religious groups around SRHR issues? Which SRHR issues lend themselves most to this line of work, which ones are most difficult and why?

23 Review the following key points:

- Just as no two people have the same lived experiences, no two people experience religion the same way—even if it is a shared religion.
- Beliefs and religious systems impact us differently because of our psychological differences as well as other differences (gender, race, sexual orientation, age, class, ethnicity, etc.)
- What may have been true for the people in their skit may not be true for everyone. It is only natural that you or others you know have had a different experience with the same religious group(s) as represented in the skits.

PART 5: SEEKING ALLIES IN SRHR PROMOTION (80 min)

24 Explain that attaining SRHR for young people requires building relationships with potential allies. Divide participants into groups of 3-5 people, explaining:

- Your goal is to create and deliver a PowerPoint presentation showing the characteristics of religious groups that encourage health promotion in your community, along with ways to create and seek alliances with them.
- You will have 20 minutes to discuss the potential alliances and issues, and then create the PowerPoint presentation to be shared with the group.
- The presentation should take no more than 15 minutes to present, and should contain at least 5 slides.
- After each presentation, the audience will have 5 minutes to offer feedback and reflect on the quality of the presentation and the plausibility of the strategies described.
- Keep your presentations simple and effective, and let a trainer or resource team member know if you need computer help.

25 After each group has presented, lead a 10-minute group discussion on the theme of creating partnerships in religion/SRHR, asking:

- What ideas were similar in all of the presentations?
- Which partnerships seemed the most poised for success, and why?
- How feasible is it to reach out to faith leaders in your communities?

26 Close the session by reviewing the following key points:

- Relationships with faith-based organizations (FBOs) are essential to community-based health work, but can be difficult to forge.
- Some religious traditions reject the use of contraception. Others may accept family planning within marriage, but do not feel condoms should be distributed to young unmarried people. Advocates need to be conscious of the faith's tenants surrounding their particular approach to SRHR before approaching religious leaders.
- Because religious leaders hold the trust of their communities, SRHR messages from them (via sermons, community events, etc.) are taken more seriously and have greater impact.
- Religious leaders may be initially opposed to limiting family size, or the use of condoms outside of marriage, but after discussions about the benefits of family planning and the realities of the HIV epidemic, faith leaders can come to accept SRHR as a need in their community. Their opposition may be based on basic misinformation and a lack of training on SRHR issues.

Training Tips:

- ✓ Some case studies/examples of successful partnerships in the participants' communities might help to make this more concrete.
- ✓ Pathfinder International and USAID have created a number of good case studies regarding work with religious leaders in Muslim communities, but not many are from a Latin American context.
- ✓ As much as possible prior to the session, ask participants for examples that they have seen in their communities and do your own research.

Session 3: Monitoring and Evaluation

Learning Outcomes | Participants will be able to:

- Connect project activities with project objectives, project indicators, and desired results.
- Explain how evaluation benefits the design and implementation of effective projects.

TIME: 3 hours

SUPPLIES

- Markers; Flip charts; 3x5 notecards; Pens

TRAINING TOOLS

- IPPF's *Guide for Designing Results-Oriented Projects and Writing Successful Proposals*
- Handout: Evaluation Basics and Planning Cycle
- Handout: Results Mapping
- Handout: Developing Objectives, Activities, Indicators and Results
- Handout: Evaluation Plan Results Matrix

PREPARATION

Materials/Room:

- Write the learning outcomes on a flip chart and print training tools.
- Prepare flip charts with the necessary texts and evaluation diagrams to post at appropriate times during the workshop.
- Bring different data collection tools used in evaluating projects: feedback cards, survey results, questionnaire results, interview transcripts, focus group transcripts, video of project trainings, pictures of project activities and beneficiaries, activity sign in sheets, digital audio recorder, etc. Put them all in a box.

Trainer:

- Review handouts closely and be able to explain them in detail.

INSTRUCTIONS

PART 1: BRAINSTORMING EVALUATION (15 min)

1. Introduce this activity, explaining:
   - Evaluation, like planning, is something that we do everyday.
   - For example, when cooking, we evaluate how much we like the recipe, and think about what to do differently next time. Does it need more salt? Does it need to cook longer?
   - It's the same thing that we do in this training, giving each other feedback and using written evaluations to strengthen and improve the training for the next group of participants.
   - And, it's the same thing we do as leaders when we ask for constructive feedback from our peers to improve our leadership and communication.
2. Distribute pens and notecards, and give participants one minute to write or draw the first word or image that comes to mind when they think of the word "evaluation."
3. Collect the notecards and tape them to a flip chart, and review any emerging patterns with the group (ex: positive, neutral, or negative responses.)
4. Facilitate a group discussion using the following questions and capture responses, as needed, on flip charts.
   - How do the words make you feel?

- Do you find the words surprising?
- What characteristics of evaluation would you like to include in your work and which ones would you like to avoid?

5 Ask participants what evaluation means and how would they define evaluation within a program or project setting? Write down the responses on a new flip chart paper.

6 Review the following key points:
- All of us have preconceived ideas and attitudes about evaluation – some positive, some negative.
- Some of you may be fearful of the process, or view evaluation as having limited utility – something we only do at the end of a project or something we do to make donors happy. It is important to be aware of and respond to these perceptions throughout the workshop.

PART 2: WHAT IS EVALUATION? (1 hour)

7 Introduce this part by explaining that there are three central ideas to understanding the concept of evaluation.

Training Tip:

✓ To make this part more engaging, tape the flip charts under certain chairs before the session. Invite those sitting in those chairs to read the points and stick them on the wall.

8 Review the prepared flip charts with the following steps:
- Evaluation is about asking questions, observing, and collecting and using quantitative (evidential and numerical) and qualitative (evocative and more nuanced) information to inform our decision-making and actions.
- Evaluation is about understanding and capturing both positive and negative changes in peoples' lives as a result of participating in a project's activities.
- Evaluation is cyclical, not linear, in process and execution.

9 When reviewing each statement, ask the following:
- What does this statement mean to you?
- Can you give an example of how you have done this from your experience or your own work?

10 Show the Basic Evaluation Diagram and review each section. Then ask:
- In what ways would we be able to measure these changes?
- When would we need to take measurements to be able to 'prove' these changes?
- What tools might we use?

11 Using the IPPF Guide, review process and results indicators (p 17-19). Let participants know there are many ways to measure progress, including:
- Pre and post-tests, final evaluation, logic models, budget line items and staff for gathering and analyzing evaluation information, and project reports.

12 Show the Planning Cycle and discuss each phase.

13 Review the following key points:

- We should regularly seek information and use it to help us make decisions about what to do and what actions to take.
- Precise and timely information allows us to understand the experiences of our actions and those of others; identify and capitalize on opportunities; and avoid costly mistakes and high risks.
- The ability to acquire and deploy relevant information is critical to any NGO and its development projects.
- Evaluation is an integral activity during the planning, design and implementation of a project. It is a form of constant feedback, which helps assess how well the project, and its activities are going.
- Include monitoring and evaluation as an ongoing activity throughout the project and avoid the pitfall of thinking of evaluation as the final step.
- Evaluation helps address what is *not* working in the project and builds on what is successful: from assessing community needs prior to designing a project, to making connections between project activities and intended outcomes, to making mid-course changes in program design, to providing evidence to funders that your project is worth supporting.

PART 3: ENERGIZER ACTIVITY (15 min)

14 If needed, choose a participant to lead an energizer activity. If the group is ready to move on, this can be skipped.

PART 4: RESULTS MAP (45 min)

15 Introduce this session by reading the following boxed text about results mapping:

> Teams often get bogged down in writing elaborate scripts and narratives about what they want to focus on and achieve in a project. In the planning of a project, often the first step is to draft a proposal and action plan that describes the problem being addressed, outlines and describes the project's goal, objectives, and major activities, and describes the target population, indicators, and the results to be achieved by implementing the project.
>
> A useful technique to assist teams with elaborating their proposal is "results mapping" – diagramming and mapping the overall logic and rationale of the project. A results map is a visual map by which a team can communicate the objectives, activities, and desired results of its project and how these elements are interrelated. The results map is a quick way to visualize a team's "theory of change". This forms the basis for establishing evaluation indicators, which are needed to assess if the project achieved what it planned to achieve.

16 Discuss the Results Map drawn on the flip chart, reinforcing the direct links between the objectives of a project, its activities, and the desired results.

17 Divide participants into their LAP groups, explaining that they are going to make their own results map:

- You will have 30 minutes to draw a picture of the results you want to produce in your project and the activities that will lead to those results.
- Use words and descriptions that would communicate to someone not familiar with your project or areas of work.
- After, each team will have 3-5 minutes to present their map.

DAY 7

18 After 30 minutes, have each group present.

19 Be sure to highlight and reinforce the following key monitoring and evaluation guidelines:

- Identify the problem you want to address in your work, and your project's target population.
- Establish clear connections between the project's objectives, activities, and the desired results. These form the basis for establishing indicators needed to evaluate the project.
- Understand the local context and environment in which the project will be implemented and how it will influence the development and success of the project.
- Scale the size of your project to your needs and resources (time, money, and personnel).

20 Then, reinforce these key points about results mapping:

- Funders and supporters often struggle to understand what a given program does. Drawing a results map can help you communicate what you do more effectively.
- It is better to implement a small project well than try to implement an ambitious project with "high" level impacts and do it badly.

PART 5: APPLYING EVALUATION BASICS (30 min)

21 Ask participants to sit in a circle, and place the box with the evaluation tools in the center.

22 Divide participants into pairs and ask them to take an item from the box and examine it for at least 3 minutes.

23 When each pair has examined an item, ask the group:

- What can these materials/objects tell us about collecting information?
- What are the sources for this information? Are any important sources missing?
- Can you detect any patterns in the information (i.e. different responses between men and women if the survey results are disaggregated by gender)?
- Based on the evaluation source that you reviewed, what might you conclude about how this project is going? What other questions might you ask?
- What kinds of findings and results might you expect based on the evaluation tool that you reviewed?

24 Then, review the following key points:

- We collect different types of information: quantitative (evidential and numerical) and qualitative (evocative and more nuanced).
- We employ different methods or techniques for collecting information: questionnaires, surveys, interviews, focus groups, pre-and post-tests, site visits, feedback cards, etc.
- We can collect disaggregated data: gender, ethnicity, age, country, etc.
- We have diverse sources of information: project participants, resource staff, the team, partner organizations, community members, etc.
- It's important to distinguish between activities and results. Objectives → activities (inputs) → results (outputs).
- Evaluation helps us share results and lessons learned about the project: what worked and what did not.
- A good analysis of evaluation results will help us make recommendations for future action and future work.

PART 6: THE VALUE OF EVALUATION (15 min)

25 Lead a brainstorm with the group to identify reasons why evaluation is important for their projects and how they can apply evaluation to their current work. Capture ideas on chart paper, and compare and contrast their responses to the opening exercise. Review the learning outcomes to demonstrate how they have been fulfilled, and highlight any of the following key points that have not been mentioned.

EVALUATION DATA/INFORMATION CAN:

- Find out what works and how well it works.
- Ensure that you hear directly from clients about what they like and dislike and can help you document their needs.
- Identify unanticipated results and unanticipated problems.
- Provide information in order to recruit and retain talented staff, volunteers, participants, and collaborators.
- Provide data to help you gain support for innovative efforts and gain public recognition.
- Respond to funder and public calls with evidence of outcomes and outcomes-based management.
- Monitor and manage implementation.
- Monitor and increase service effectiveness.
- Better allocate resources and retain or increase funding.
- Show the real value of the project.
- Demonstrate where to improve future activities and projects.
- Justify the funds expended.
- Help make rational decisions about future funding or sponsorship.
- Recognize lessons learned in order to improve the quality of program results – in other words, provide insight into the factors that contribute to a program's success or failure and to learn from those results.
- Improve the design of future program initiatives.
- Demonstrate the merits of the program – to measure the program against its original objectives.
- Strengthen and build upon the project's successes.
- Motivate staff and participants of the program in enhancing pride and commitment to their work.
- Achieve credibility with donors and funders.

HANDOUT

Evaluation Basics and Planning Cycle

Basic Evaluation: What does it do?

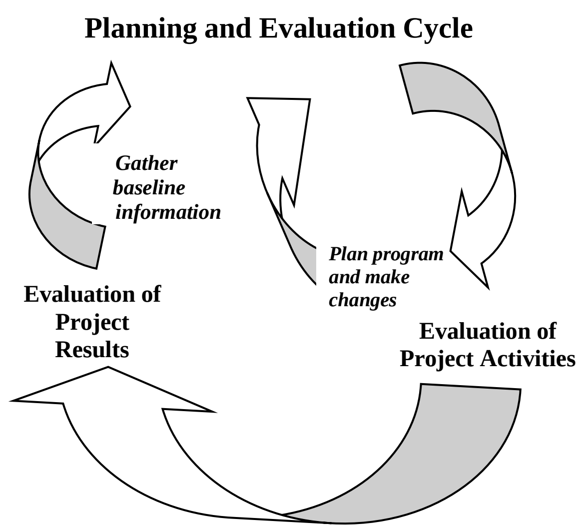
BEFORE THIS WORKSHOP:
Workshop participants have limited understanding and experience with project evaluation.

→→→→→

AFTER THIS WORKSHOP:
Workshop participants know what evaluation is, how to apply it to their projects, and they integrate it throughout their project planning process.

INDICATORS:
What is the change as a result of the proposed activity/intervention?

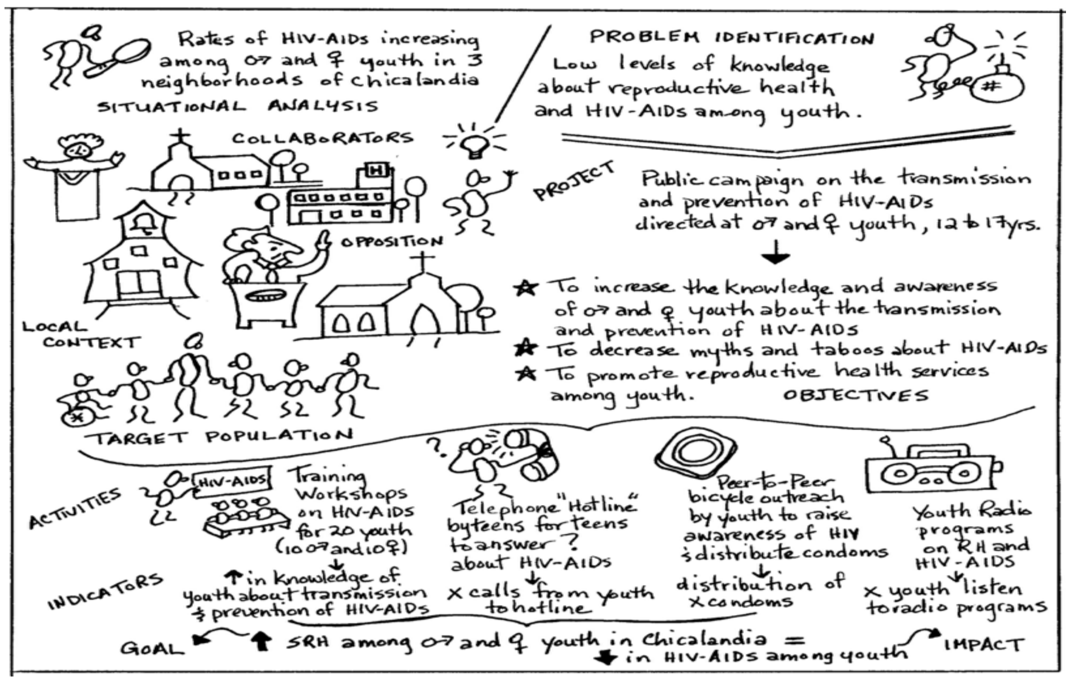
- Knowledge/skill levels of participants
- Attitudes towards evaluation;
- Incorporation of evaluation activities into projects;
- Ability to demonstrate project results.


Planning and Evaluation Cycle
Gather baseline information
Plan program and make changes
Evaluation of Project Results
Evaluation of Project Activities

Results Mapping

In the planning of a population and reproductive health project, often the first step is to draft a proposal and action plan that describes the problem being addressed, outlines and describes the project's goal, objectives, and major activities, describes the target population, and the results to be achieved by implementing the project. A useful technique to assist teams with elaborating their proposal is "results mapping" – diagramming and mapping the overall logic and rationale of the project.

Youth and HIV Prevention



Developing Objectives, Activities, Indicators and Results:

- Objectives, activities, indicators and expected results are the critical components that form the base of your evaluation plan.
- There are often several problematic tendencies in the elaboration of objectives, activities, and indicators in proposals and evaluation plans.
- In most cases there is a lack of detailed, concise, and clear information in the objectives and indicators/desired results.
- For example: many programs say that they are going to conduct workshops with youth. Workshops are an activity, and this does not provide information about the purpose of the activity, its importance, nor the beneficiaries.
- There is often confusion between what is an activity and what is a result. Many projects think that an activity is a result.

Objectives:

- Definition: Objectives are results expressed as measurable declarations. Objectives refer to the changes desired in the target population of a program and describe desired results.
- In order to write a specific objective that is well elaborated, clear and concise it must include: a description of the target population, the desired change in the target population, the location or place, and the timeframe for achieving the objective.
- It is important that the objective be quantifiable – measurable so that you can monitor and evaluate it.
- Use action verbs to indicate the change: increase, decrease, reduce, improve, and strengthen, for example.

Activities:

- Definition: An activity, event or intervention designed to change the condition and status of the people participating in the activity.
- There is link between an activity and the specific objective. By employing what activities will we achieve the objectives?
- Activities explain the mechanism or the intervention used to achieve the objective. Activities support the achievement of the objective.

Indicators:

- Definition: A measurable declaration of the program objectives and activities. Indicators can be expressed qualitatively or quantitatively.
- The principal types of indicators are: process and results indicators.

Process Indicators:

- Process indicators provide information and data about the implementation of the activities.
- For example: What activities? How many activities? And who will participate in these activities.
- Process indicators are important because they help us monitor the project and let us know if an activity is functioning or not.

Developing Objectives, Activities, Indicators and Results

GO JOVEN INTERNATIONAL
TRAINING TOOL

Results Indicators:

- Results indicators help determine whether the program has accomplished the desired changes sought in the target population.
- Results indicators measure the changes that the activities are trying to produce in the target population.
- Result indicators (both quantitative and qualitative) should be included with each objective. A strong relationship exists between results indicators and objectives.

Results:

- Definition: The quantitative and qualitative changes that a project aspires to achieve – changes in knowledge, behavior, attitudes, skills, and actions of project participants.

HANDOUT

Evaluation Plan Results Matrix

Project Objective #1: From Aug to Dec 2006, increase the knowledge and skills of 100 youth (50% men and 50% women aged 12 to 15) in 3 schools from Chimaltenango regarding transmission and prevention of HIV/AIDS, including condom use.

(Objective definition: Results, expressed as measurable declarations).

Key Activities	Indicators	Expected Results
Definition: An activity designed to change the condition of involved participants.	Definition: A measurable declaration of the project's objectives and activities. It can express the indicators in numerical and non-numerical terms (quantitative or qualitative factors).	Definition: The changes the project is expected to produce, often related to changes in the knowledge, abilities, attitudes, and actions of the project participants. The quantitative and qualitative changes the project aspires to achieve.
Examples: Conduct five 4-hour long workshops with 20 young participants each, about the transmission and prevention of HIV/AIDS and the correct use of condoms in 3 schools of Chimaltenango.	Examples: <u>Process Indicators:</u> • # of 4-hour long workshops conducted. • # of young women and men aged 12 to 15 who participate in each workshop. • # of schools where the workshops were conducted. <u>Result Indicators:</u> • % of young women/men who know the 3 modes of transmission of HIV. • % of young women/men who can demonstrate the correct use of a condom.	Examples: • Five 4-hour long workshops in 3 schools of Chimaltenango. • 100 young women and men (50/50) aged 12 to 15 trained about the transmission and prevention of HIV/AIDS and the correct use of condoms. • 100% of young participants from the workshops know the 3 modes of transmission of HIV. • 100% of young participants can demonstrate the correct way to use a condom.

Sessions 4 & 5: Personal Development Peer Coaching & Closing

Learning Outcomes | Participants will be able to:

- Identify concrete steps they have taken toward reaching their personal development objective, including finding a possible use for their PD funds.

TIME: 1 hour

SUPPLIES

- Pens

TRAINING TOOLS

- Worksheet: Following Up on the Personal Development Plan

PREPARATION

Materials/Room:

- Write the learning outcome on flipchart; print the worksheet.

Trainer:

- Remind participants in advance to bring copies of the "Personal Development Planning Worksheet" completed in Module 1 (either the printout or the version included in the MMHA workbook).

INSTRUCTIONS

PART 1: INTRODUCTION (10 min)

1 Introduce this session, explaining:

- In the last training module, we began a personal development plan.
- You had an individual coaching meeting with staff and identified an objective you want to focus on this year.

2 Then, review the Personal Development Funds process. Outline next steps in the process and review fund eligibility.

3 Instruct the participants to select a partner, then tell them:

- You will each have 20 minutes to share progress on your objective with another participant, using the worksheet as a guide.

4 Distribute and review the worksheet, answering any questions.

5 Explain:

- You may go outside with your partner if you wish, but please stay in the general training area.
- Be sure to take the worksheet, a pen, your Personal Development Plan (PDP), and a writing surface.
- Using active listening, one person will ask the questions on the worksheet and take notes. Be sure to capture as much information as you can, and to ask clarifying questions.
- Be specific and detailed when answering questions, especially if you have deviated from your original plan, which is fine.
- I will monitor your time; you each have 20 minutes to share.

PART 2: PEER COACHING INTERVIEWS (40 min)

6 After 15 minutes, announce that there are 5 minutes left.

7 After 20 minutes, announce that it is time to switch.

Training Tip:

✓ Monitor that instructions are being followed, and check if the pairs have questions as they proceed.

PART 3: GROUP DISCUSSION (10 min)

Training Tip:

✓ Remind them about the group agreements, especially confidentiality.

8 Bring the group together and ask the following:

- How did it feel to be the interviewer?
- How did it feel to be interviewed?
- What did they learn?
- How do you think you would be able to use this methodology with other youth you work with?

Session 5: Conduct Closing

[For a reminder, see Day 1, Session 4]

WORKSHEET

Following Up on the Personal Development Plan

Fellow's Name and Country: ____

Interviewer: ____

Date: ________________________

Received personal development fund: ☐ **Yes** **Date:** ___________ **Use:** ___________________________

☐ **No** **How do you plan to use these funds?** ____

1. Which aspects of your Personal Development Plan have you worked on since the first module?

2. What have you noticed in your personal growth and development? Has your work, field of study, or position changed?

3. What do you consider to be the next step in your Personal Development Plan?

4. How has the process of personal development impacted your individual leadership?

5. How can the resource team support you in your continued professional development?

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Population and Environment

Learning Outcomes | Participants will be able to:

- Analyze the connections between population and the environment.
- Understand strategies to educate youth about the importance of SRH and its impact on the environment.

TIME: 2 hours

SUPPLIES

- Flip chart; 4 pairs of chopsticks; 1 large bowl; 50 fish-shaped cookies/candies; 4 cups/mugs; Markers; Projector; Computer

TRAINING TOOLS

- PPT Presentation: Population and Environment
- PPT Video: Letter from 2070

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Arrange room so the group can stand around a table and observe the fishing activity.
- Update the PPT with contextually relevant statistics such as: Literacy rates, fertility rates, population, examples of population change within the country, evidence of climate change.

Trainer:

- Review the reference materials to become familiar with the technical knowledge of this session.
- Ensure that the PPT works and the room can get dark enough.

INSTRUCTIONS

PART 1: FISHING ACTIVITY (45 min)

1 Welcome participants, and select four people to be the "head of household." Explain the following activity rules:
   - Each head of household chooses who is in their family, until each participant is in a group.
   - This activity has five 2-minute rounds, each round representing 1 year. Each year you will switch who will be the head of household, and that person will be the one fishing.
   - Decide now who will be the head of household for each year.
   - This activity will be done in complete silence. Those who aren't fishing must keep a record of how many fish the head of household catches.
   - Your family is hungry, and in order for them to survive the fisher must use chopsticks to catch fish. There is a small lake with only 16 fish, and the family fishes once per year.
   - If you catch 1 fish your family will go hungry; 2 fish and they'll survive, and 3 or more fish means you can sell the fish for profit.
   - Cross your chopsticks on the table when you have finished.

- The fish that remain in the lake after each year will double (i.e. if there are 5 fish at the end of the first round, there will be 10 fish for the second round, capping at 16 fish.)
- Families must keep the fish they catch in the cups you have – cover the cups if you wish to hide their number of fish.
- If a family only catches 1 fish, you cannot fish next year!
- Remain silent and track how many fish you catch each year.
- When I give the signal, you may begin.

Training Tips:

- ✓ Remind participants to follow the instructions as they conduct the activity.
- ✓ Keep in mind the participants' level of attention and remind them to switch who is head of the family at the end of each round.

2 After fishing for 5 rounds (or after the fish become extinct, whichever occurs first), discuss the following:

- Did any of the families catch too many fish? What was the consequence of that? How did you feel when you saw that somebody was taking too many fish?
- Did all the families decide to take the largest amount possible? Why, or why not?
- Did anybody sacrifice the number of fish they caught for the benefit of the community? Why, or why not?
- How does society reward people who sacrifice and those who earn more?
- If you could play again, how would you change your strategy?
- Is it possible to maximize the number of fish captured per person and the number of fish that remain in the lake? Explain how.
- Think of some familiar "common" places (i.e., parking lots, public restrooms, parks, highways). Do any similar situations arise? Explain.
- How can these equity problems be solved? Be specific!
- What are some natural resources that we share? Are they being used wisely? Explain.
- What can we do to use these resources more wisely?
- How would the exercise have been different if the heads of each family were able to speak with one another?

3 Then, review the following key points:

- In real life, the needs of every family are dictated by the number of members that it has – that is, a family of 3 will need fewer fish to survive than a family of 8.
- It is often unknown how many resources other people are using or how much they are using for profit – transparency helps us remain accountable for the impact of our actions.
- How would the activity would change if every family had different fishing tools – for example, if one kept the chopsticks while another used a spoon and another used a vacuum?

PART 2: POWERPOINT PRESENTATION (45 min)

4 Introduce the PowerPoint by explaining that there are many topics related to population and environment, including:

- Demographics: the study of population structure and dynamics within a geographic area
- Migration
- Fertility and mortality rates
- Access to family planning
- Natural resources, such as water

- Deforestation
- Pollution (amount of waste and forms of waste treatment)
- Climate change

5 Begin the presentation. On slide 3, discuss with the group how the images relate to one another (10 minutes).

6 Continue the presentation. Have the group guess the answers for slide 4. You must click to show the answer to each question on the slide (10 minutes).

7 Review the updated statistics for demographics and fertility rates on slides 5 and 6.

8 Discuss the key issues shown on slides 8-13, including: waste, air, toxic waste, climate change, water shortage, etc.

9 Talk about possible solutions and at what levels they can be made – i.e., changes at the individual level vs. changes at the global policy level.

10 In slides 14-21, review the actions that participants can take at different levels, asking the group for examples and ideas.

Training Tips:

- ✓ Make the PPT session as interactive as possible, discussing with participants when possible and asking for examples.
- ✓ In some countries, environmental activists are at risk of violence. Acknowledge and discuss the political contexts generating this

11 Review the following key point:

- Mention advocacy as a way to achieve changes in policies and laws that regulate industrial practices, water quality, pollution, and other key areas for the environment.

PART 3: LETTER FROM 2070 (30 min)

12 Introduce the PPT Video, saying:

- This video is the imaginary diary of a young person explaining water access in the year 2070.

13 While the PPT moves automatically between slides, it may be helpful to narrate the "Letter".

14 After the presentation, discuss the following points:

- How did you feel?
- Why do you think the presentation focuses on water?
- Do you see this reality as a possibility? Why or why not?
- What do you think could be done to prevent this from becoming a reality?

15 Then, ask participants to write their own letter from 2070:

- Write 1 or 2 paragraphs about how you think 2070 will be in relation to population and environmental issues.
- Focus on what you did at a personal level to impact the 2070 reality. What actions did you take, and why?

16 When finished, ask participants to share their letters with the group.

Session 3: LAP Presentations

Learning Outcomes | Participants will be able to:

- Name the strengths, resources, needs, and challenges related to their LAP.
- Give and receive feedback on the LAP presentations.

TIME: 1.5 hours

SUPPLIES
- Computer; Projector and screen; Feedback cards; Colored cards with time reminders written on them (5 minutes, 1 minute)

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Write learning outcomes on flip chart.
- Make sure the room is dark enough for the groups' PowerPoint presentations to be visible.

Trainer:
- Remind participants ahead of time that they will need to bring their LAP PowerPoint presentations on a USB drive.

INSTRUCTIONS

1 Introduce the activity, explaining:
- You've been working hard on your LAPs. Now each team will have 15 minutes to present their LAP to us.
- Be sure to make the connection between the country SRHR map (diagnostic—what already exists) and how this information links up with your LAP (what you expect to change).
- Remember to take the recommendations you are given during the session with you.
- When your group reaches 10-minutes, I will hold up a card to let you know you have 5 minutes left to finish, then another when you have 1 minute left. *[Show cards.]*
- Remember: The full group is your audience, and the goal is for presenters to help us understand the status of SRHR in your community so that we are moved to be your allies.

2 After each presentation, allow 5 minutes for questions and/or feedback to the presenting team. If there are comments after the 5 minutes, hand out cards on which the audience can write their comments.

Session 4: Module Evaluation

Learning Outcomes | Participants will be able to:

- Provide their personal comments and feedback on the GOJoven training.
- Reflect on and provide feedback on the quality of the GOJoven program, training sessions and trainers.

TIME: 30 minutes (may be less, depending on issues)

SUPPLIES

- Pens; Flip chart

TRAINING TOOLS

- Worksheet: Written Evaluation (Module 2)

PREPARATION

Materials/Room:

- Quiet room with tables and chairs to complete evaluation.

Trainer:

- Review the feedback cards that were received the day before and discuss any pending issues with the GOJoven team.
- The main trainer should not be present in this activity to avoid influencing participants' responses. Ideally, a neutral trainer should be trained on how to complete the evaluation. That trainer can explain the evaluation process and stay to answer questions and collect the completed evaluations.
- Write learning outcomes on a flip chart.
- Adapt the written evaluation worksheet to reflect the content and trainers present in the training sessions you are evaluating.
- Make copies of the evaluation.

INSTRUCTIONS

1 Introduce the activity by saying:

- We now ask for your written comments on this week of training. We will not associate responses with individuals. Someone who is not directly related to the training will collect the answers. Your honesty and suggestions are important and will help us make this program better in the future.

2 Read the boxed text:

> GOJoven seeks to improve our work and activities. With this evaluation we ask you to evaluate the following:
>
> - To what extent did this training achieve its objectives and desired changes in knowledge, skills, behaviors, relationships and actions?
> - To what extent do you feel able to apply the concepts and skills to your work as ASRH leaders?
> - How was the quality of the training and facilitation?
>
> We want to hear your comments about this training on a personal and professional level so we can improve the program. We will use the responses to provide greater technical assistance to the organizations associated with the program. In addition, we will use the results to monitor our progress in the program.
>
> Remember that your responses are confidential and we are evaluating the GOJoven program and not you as a participant.

3 Distribute a hard copy of the written evaluation to each participant. *[Or, an electronic copy if participants can complete it on a laptop.]* Remind participants:

- You can come to me with any questions.
- Once you finish, you can continue working, or leave the room quietly so that others can continue their task.

4 Place evaluations in a designated envelope. Do not review them except to ensure that they are complete.

WORKSHEET

Written Evaluation (Module 2)

Dear GOJoven Fellow:

We are very pleased that you have participated in this Training of the Youth Leadership Program in Sexual and Reproductive Health (GOJoven). We hope that you learned new skills and that the workshop will be of benefit to your organization and to your work.

GOJoven would like to know your observations, experiences and perspectives on this training both personally and professionally so that we can improve the quality of our programming. With this questionnaire we are requesting the following information to assess:

1. To what degree this training achieved its desired objectives and changes in knowledge, skills, behaviors, relationships, activities, and actions;
2. The quality of the training and facilitation;
3. The applicability of the concepts and skills to your work and studies; and
4. The quality of the logistics support provided by the program.

We will use the responses to evaluate the workshop and improve our work as well as to provide greater technical assistance to you as key participants of the Program. Please remember that individual responses are confidential and that we are evaluating the GOJoven Program and not you as a participant. Please do not write your name on this form.

We thank you for your effort, reflections, feedback, and cooperation. –**GOJoven Resource Team**

❖ ❖ ❖ ❖

Topics Covered in this Training: Leadership & Ethics; Interculturalism; Sexual and Reproductive Health and Rights & HIV/AIDS; Leadership and Advocacy; Institutional Analysis Instructions; Program Planning and Logical Framework; Cultural Evening; Budgets and Financial Planning; Violence and Sexual and Reproductive Health; Guided Work on LAPs; Experiential Leadership Outing; Gender and Power; Religion and SRHR; Monitoring and Evaluation; Personal Development Peer Coaching; Population and Environment; LAP Presentations.

Please write your gender: _______________________________

Please write your country: ____________________________________

WORKSHEET

Written Evaluation (Module 2)

Desired outcomes: We ask for this information to determine the extent to which the training achieved its purpose and the anticipated changes in behavior, relationships, activities and actions. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

As a result of this training, to what extent are you better able to:	**Very Little (1)**	**Some-what (2)**	**Satisfac-torily (3)**	**Very much (4)**	**Complete-ly (5)**
Explain how ethics enter into the personal leadership equation.					
Reflect on personal experiences of ethical conflict and describe what impact these may have had on your life.					
Commit to practicing ethical leadership in your personal and professional life.					
Define interculturalism and identify its value in your role as a leader.					
Recognize and speak about the impact of HIV/AIDS at a personal, community, and national level.					
Acquire technical knowledge of modes of transmission for HIV.					
Define the stages of advocacy.					
Identify public policies and laws about SRHR in your country.					
Share the mission, goal, objectives, and main activities of your institution with their team, in order to see your institution as a resource and beneficiary of your LAP.					
Analyze the common strengths and weaknesses of the team's institutions.					
Use a problem and objectives tree in the planning of your LAP.					
Use the Logical Framework to define the goals, objectives, and main activities of your LAP.					
Share and learn about the cultural richness of the GOJoven Regional team.					

WORKSHEET

Written Evaluation (Module 2)

As a result of this training, to what extent are you better able to:	Very Little (1)	Some-what (2)	Satisfac-torily (3)	Very much (4)	Complete-ly (5)
Describe a basic method of budget development and name the main components of the LAP budget.					
Explain the link between violence and SRH.					
Develop strategies to recognize and respond to violence at a community level within the SRHR context.					
Explain which tasks related to your LAP need to be completed by the end of the Module.					
Have a concrete plan to strengthen their teamwork and their LAP.					
Engage in physical activities that let you overcome your individual limits, offer support to your peers, and practice team leadership.					
Identify the different forms of discrimination and ways people resist inequalities.					
Recognize the different ways in which sexism and machismo affect the lives of women and men and their relationships.					
Give and receive feedback with your LAP team and with Resource Team members.					
Develop a strategy to promote SRHR within a religious context.					
Respond to religious arguments against SRHR, and recognize the elements within religion that promote health.					
Connect project activities with project objectives, project indicators, and desired results.					
Explain how evaluation benefits the design and implementation of effective projects.					
Identify concrete steps you have taken towards reaching your personal development objective, including finding a possible use for their PD funds.					
Analyze the connections between population and environment.					
Understand strategies to educate youth about the importance of SRH and its impact on the environment.					

WORKSHEET

Written Evaluation (Module 2)

Applicability: We would like to know your opinion on the applicability of the concepts and skills for your work and for your personal life. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

How would you evaluate the following?	**Low quality (1)**	**Not Satisfactory (2)**	**Satisfactory (3)**	**Good (4)**	**Excellent (5)**
Would you be able to apply the concepts and skills covered in this training in your current job?					
Would you be able to use the tools and knowledge included in this training in your personal life and in your family relationships?					

From this training, which topics and tools did you find most useful? Which will you use most in your work? Please provide a concrete example.

Please suggest at least 2 topics for future activities (as a part of this training or as a follow-up activity in your country).

WORKSHEET

Written Evaluation (Module 2)

Presentations and Training Sessions: We would appreciate knowing your opinions on the quality of the training and logistics. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

How would you evaluate the following?	**Low quality (1)**	**Not Satisfactory (2)**	**Satisfactory (3)**	**Good (4)**	**Excellent (5)**
The ability of the trainers to present concepts in a comprehensible manner.					
If the methodology and teaching used in the workshop were dynamic and participatory in nature.					
The usefulness of the workshop materials to you.					
If there was sufficient time allocated for group discussions.					
If the overall objectives, desires outcomes and expectations of the training were communicated clearly.					
If an appropriate learning atmosphere was created at the training venue and location.					
If the information provided before each activity was clear (for example, dates, times, locations).					

Please add any other suggestions for improving the presentations and training sessions for future GOJoven activities.

WORKSHEET

Written Evaluation (Module 2)

Trainers: We would appreciate your feedback on the teaching quality of the trainers. Please mark an "x" under the category that you think best applies to the workshop facilitator. Only mark one "x".

Facilitator / Trainer: **(First and Last Name)**	**Low quality** **(1)**	**Not satisfactory** **(2)**	**Satisfactory** **(3)**	**Good** **(4)**	**Excellent** **(5)**

Please add other comments or observations (positive or negative) about the GOJoven trainers or a specific trainer that you would like us to know.

Please share any other comments or observations about what you did or did not like about the Program. Thank you for your effort!

Session 5: Next Steps

Learning Outcomes | Participants will be able to:

- Commit to completing assigned tasks and activities prior to the next training.

TIME: 30 minutes

SUPPLIES
- Flip Chart paper; Markers

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Write important dates and assignments on a flip chart, including overall timeline of training program and next training.
- Write the contact information and roles of Resource Team members on a flip chart.

Trainer:
- This is the section of the training in which we cover the simultaneous components of the GOJoven program, including:
  - Personal development process and funds
  - Mentoring process
  - Academic scholarships
  - Leadership Action Plans
- If possible, include all the Next Step items into a checklist worksheet; make copies of the worksheet if you create one.
- Review participant binder materials, as needed.

INSTRUCTIONS

1. Provide an overview of the various components of the GOJoven program, answering questions throughout.
2. Review and discuss next steps mentioned throughout the week. In particular, highlight what projects participants need to do prior to the next training and indicate due dates, including the following (if applicable):
   - Meeting as a team at least two times to incorporate LAP feedback
   - Applying to use personal development funds
   - Any ASRHR follow-up reading or assignments
3. If you included all the Next Step items into a worksheet, review it with the group. Highlight specific application forms and where to find them. For each item clarify the program staff responsible and the communication method (email/phone/Skype).

Session 6: Module Closing

Learning Outcomes | Participants will be able to:

- Express their mutual appreciation and reflect on what they have learned.

TIME: 1 hour 15 minutes

SUPPLIES

- Markers; One piece of paper/person; One pen/person

TRAINING TOOLS

- Recognition Letter template (Module 2)

PREPARATION

Materials/Room:

- Quiet room with privacy.

Trainer:

- Because this is an opportunity for the group to share some feelings that may be personal, only include those who have been with the group for a significant part of the training. This is an important event in the development of group identity and cohesion. Clarify that when someone says something to or about another person, the person mentioned must follow the rules of feedback and only respond with “thank you.”
- Use the Module 2 recognition letter template to create a personalized recognition letter for each participant that will be given to them in the evening during the closing dinner.

INSTRUCTIONS

1. Begin to wrap up the week, saying:
   - We have come to the end of the second portion of training. Now, let’s come together to reminisce and share what this has personally meant to us.
   - We set this time aside so that we can share our thoughts and feelings that may have gone unsaid.
   - Let’s come together in a large circle and take a few minutes to reflect on what we have shared during our time here, and what we did not share and would like to share now. Think also about what you have learned and what you have taught.
   - As a trainer who has been with you during this time, what I would like to share first is: ______________________.
   - Now take a few minutes to reflect on specific things you appreciate or learned from another team member.
2. Then explain:
   - Divide into pairs. You will have 30 seconds to tell your partner one thing you like about their appearance and one thing you like about their personality.
   - Switch after 30 seconds.
3. Bring the group together, asking:
   - Is there anything that anyone would like to say to the group, or to a particular individual?

4 Share any reflections that you would like. Then say:

- I would like to close this circle by thanking you for all you have shared today.
- It can sometimes be difficult to reveal our feelings and be vulnerable. This is part of being a leader, and in GOJoven we lead by example.
- Remember, the adventure has just begun. In a few months we will be back together to begin the third and final training!

TEMPLATE

RECOGNITION LETTER (MODULE 2)

[LOGO]

Name of your organization Address Phone number	Name of co-implementing organization (if there is one) Address Phone number

---

Participant name Position / Title Organization Address	[Date and Year]

Dear [participant name]:

On behalf of the Youth Leadership in Sexual and Reproductive Health Program (GOJoven International) team, we congratulate you for completing the **second regional** training in the GOJoven Fellowship. You participated in this training with [#] other GOJoven Fellows from Belize, Guatemala, Honduras and Mexico, increasing your skills in diverse topics relating to leadership and sexual and reproductive health and rights (SRHR).

This workshop was held in [City, Country], from the [date] to the [date] of [month, year], and included a total of [#] completed hours of training on the following topics:

- Leadership and Ethics
- Interculturalism
- SRHR and HIV/AIDS
- Leadership and Advocacy
- Institutional Strengths Analysis
- Program Planning & Logical Framework
- Cultural Night
- Budgets and Financial Planning
- Violence and Sexual & Reproductive Health
- Guided Work on Leadership Action Plans
- Experiential Leadership Outing
- Gender and Power
- Feedback in Country Teams
- Religion and SRHR
- Monitoring and Evaluation
- Personal Development Peer Coaching
- Population and Environment
- Leadership Action Plan Presentations

We have observed the development of your leadership and capacity during your participation in the GOJoven Program and we hope that your growth will increase your contributions to your own organization. We thank you for your valuable contributions to our program and your efforts for improving the sexual and reproductive health of youth and adolescents in your country and region.

Congratulations on completing the second training in the GOJoven Fellowship!

Sincerely,

[SIGNATURE] [Name] Program Director	[SIGNATURE] [Name] Training Coordinator

GOJOVEN INTERNATIONAL

GOJOVEN
TRAINING CURRICULUM

MODULE 3

TRAINING AGENDA: MODULE 3

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**
8:30 am **Welcome** 9:30 am **Team Integration**	9 am **Daily Opening: Where Are We?** 9:30 am **Advocacy and the Media**	9 am **Daily Opening** 9:30 am **Effective Communication Using PowerPoint**	8:30 am **Daily Opening** 9 am **Experiential Leadership Outing**	9 am **Daily Opening** 9:30 am **Disseminating Results and Developing Abstracts**	9 am **Daily Opening** 9:30 am **Developing Successful Proposals**	9 am **Daily Opening** 9:30 am **Training Techniques**	9 am **Daily Opening** 9:30 am **Post-Test and Leadership Reflection** 10:30 am **Focus Groups**
1:30 pm **Lunch**	1 pm **Lunch**	1 pm **Lunch**		1 pm **Lunch**	1 pm **Lunch**	1 pm **Lunch**	12 pm **Lunch**
2:30 pm **Leadership and Self-Esteem**	2:30 pm **Evidence-based Sexuality Education**	2:30 pm **Guided Work on LAPs**		2:30 pm **Abortion**	2:30 pm **Guided Work on LAPs** 4 pm **Individual Personal Development Meetings**	2:30 pm **SRHR Issues and Field Visit**	2 pm **Final LAP Presentations** 3:30 pm **Module Evaluation** 4:30 pm **Next Steps**
6:30 pm **Daily Reflection & Closing**	6 pm **Daily Closing**	6 pm **Daily Closing**	5 pm **Daily Closing**	6 pm **Daily Closing**	6 pm **Daily Closing**	6 pm **Daily Closing**	**5 pm** **Final Closing**
7 pm **Welcome Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	**7 pm** **Closing Dinner and Diploma Ceremony**
					8 pm **Personal Development Meetings / LAP Teamwork**	8 pm **LAP Teamwork**	

Following this training module, participants will be able to do the following:

DAY 1

Welcome

- Understand the plan and the agreements for the training week.

Team Integration

- Identify how relationships have been strengthened between country teams and share experiences as part of the larger GOJoven Team.
- Prepare an activity that brings people together as a team, teaches how to solve a leadership challenge and unites diverse people.

Leadership and Self-Esteem

- Identify their self-esteem, talents, and personal challenges.
- Commit to specific actions to improve their self-esteem or that of others.

Daily Feedback & Closing

- Provide feedback to improve the trainings.
- Reflect on their experiences and what they have learned.

DAY 2

Daily Opening: Where Are We?

- Explain the importance of feedback, recognizing how it can improve the program and that their contributions will make it better for those who come after them.

Advocacy and the Media

- Name 3 techniques for using the media to achieve advocacy objectives in the ASRH field.
- Develop 2 strategies to strengthen their approach and relationship to their country's media.

Evidence-based Sexuality Education

- Identify ways to promote evidence-based comprehensive sexuality education (CSE) in their countries.
- Develop evidence-based strategies for responding to opponents of CSE.

DAY 3

Effective Communication Using PowerPoint

- Describe 3 situations where using PowerPoint would be appropriate.
- Name three key elements of an effective slide and create a PowerPoint presentation.

Guided Work on LAPs

- Form a concrete plan with their team and receive support and feedback as they continue their LAP.

DAY 4

Experiential Leadership Outing

- Engage in physical activities that let them overcome their individual limits, offer support to their peers, and practice team leadership.

DAY 5

Disseminating Results and Developing Abstracts

- Identify 2 mechanisms for disseminating their LAP results.
- Name at least 1 of the components of an abstract.

Abortion

- Understand their own values and beliefs regarding abortion and understand those of their communities and families.
- Describe how abortion impacts ASRH in their region.

DAY 6

Developing Successful Proposals

- Name 3 donors who could help fund ASRH programs and 3 strategies to manage funds.
- Name 5 components of an effective proposal.

Guided Work on LAPs

- Form a concrete plan with their team and receive support and feedback to finalize the design of their LAP.

Individual Personal Development Meetings

- Create goals toward their 5-10 year personal and professional development.

DAY 7

Training Techniques
- Understand 3 elements of public speaking and 2 elements of a successful training.
- Design and facilitate a dynamic activity.

SRH Issues and Field Visit
- Name 3 strategies for providing comprehensive SRHR services to adolescents.
- Describe the work of a local institution working in the SRHR field.

DAY 8

Post-Test and Leadership Reflection
- Answer a post-test regarding their level of knowledge and their attitude towards ASRH.

Focus Groups
- Articulate the most valuable impacts of GOJoven and offer constructive commentary to improve the program.

Final LAP Presentations
- Describe the key components of their LAP proposals, including the goals, objectives, strategies, and main activities of their projects.
- Provide and receive feedback about the team LAPs.

Module Evaluation
- Provide their personal comments and feedback on the GOJoven training.
- Reflect on and provide feedback on the quality of the GOJoven program, training sessions and trainers.

Next Steps
- Understand the resources available to them and the steps to be taken after submitting their LAP proposals.

Final Closing
- Express gratitude and reflect on what they have learned.

Session 1: Welcome

Learning Outcomes | Participants will be able to:

- Understand the plan and make agreements for the training week.

TIME: 1 hour

SUPPLIES
- Flip chart; Markers; Logistics box; Participant binders

TRAINING TOOLS
- Handout: Logistics Guide (shared prior to training) – *available in Module 1*
- Handout: GOJoven Regulations and Policies – *available in Module 1*
- Handout: The Art of Giving and Receiving Feedback

PREPARATION

Materials / Room:
- Write learning outcomes and agenda on flip chart and prepare logistics box.

Trainer:
- Review participant binder materials, make copies of the Training Tools and agenda.
- Remind participants during this session that they will need to submit their draft LAP proposals by Day 2, in preparation for the "Guided Work on LAPs" session on Day 3.

INSTRUCTIONS

PART 1: WELCOME AND ICEBREAKERS (20 min)

1 Welcome participants back, saying:
- We are very happy to have you here. We are going to take some time this morning to review the agenda and learning outcomes. First, we'll do a few ice breakers.

2 Introduce the icebreaker:
- Every person will introduce the person to their right and to their left to the group, sharing with the group their fondest memory of the second training.

3 Allow time for each participant to speak, then reintroduce the GOJoven Resource Team and review these logistics:
- Travel reimbursements
- Information on training space: policies, extra costs, and safety
- Internet and telephone access
- Medical information sheet and contacts

PART 2: ORIENTATION PRESENTATION (40 min)

4 Introduce Module 3:
- During this portion of the training, we will spend a week learning additional skills as leaders and program planners.
- This knowledge will complement what you learned in the first two modules, and will be used to support the work you have been doing on your LAPs.

5 Ask the group about what they have learned from the second training that they have been able to apply to their personal and professional lives. Allow for a few people to share.

6 Distribute copies of the week's agenda, then:
- Review some main topics from the training, asking participants to relate them to the prior trainings.

- Point out major events in this training: leadership outing, final evaluation, and LAP presentations.
- Remind participants to submit their draft LAP proposals by Day 2, so that the trainers can provide feedback to the teams during the "Guided Work on LAPs" session on Day 3.
- Remind participants that the agenda is flexible.

7 Review the list of topics for the training and provide a brief description of each, answering any questions:
- Team Integration
- Leadership and Self-Esteem
- Advocacy and the Media
- Evidence-based Sexuality Education
- Effective Communication Using PowerPoint
- Guided Work on LAPs
- Experiential Leadership Outing
- Disseminating Results and Developing Abstracts
- Abortion
- Developing Successful Proposals
- Individual Personal Development Meetings
- Training Techniques
- SRHR Issues and Field Visit
- Post-test and Leadership Reflection
- Focus Groups and Final Evaluation
- Final LAP Presentations

8 Read aloud the agenda and learning outcome for today.

9 Distribute the Regulations and Policies handout as well as the Art of Giving and Receiving Feedback. Ask participants to look at their folders, explaining:
- These materials add to what you will be learning this week.
- Take a few minutes to read the GOJoven policies, regulations, and the Feedback handout and let me know if you have any questions.

10 Point out any documents that need to be completed, and arrange for participants to complete these forms by the end of the day.

11 Review training logistics: lodging, reimbursement, safety and health tips, the feedback cards/logistics box, conserving natural resources (reusing water bottle and not asking for linens to be washed daily). Answer questions.

12 Explain that GOJoven uses the following methods to evaluate the program:
- A logistics box
- Feedback cards
- Informal feedback to trainers
- Written evaluation forms

13 Tell the group they will brainstorm group agreements to maintain a respectful learning environment, saying:
- What worked in the last training, and what didn't?
- Considering this, what agreements should we add?
- Remember, feedback should be giving in accordance to the Art of Giving and Receiving Feedback handout.

14 Write down the agreements on chart paper and leave them in a visible location throughout the training.

15 Close the session by reminding the group:
- This training will build on the first and second trainings.
- Everyone brings knowledge that adds to what is being taught.
- The more you participate the richer, more dynamic, and more fun the experience becomes!

HANDOUT

The Art of Giving and Receiving Feedback

GO OVEN INTERNATIONAL TRAINING TOOL

Feedback: Feedback is a way of helping another person to consider changing his/her/their behavior. It is communication intended to give information to a person about how he/she/they affect others.

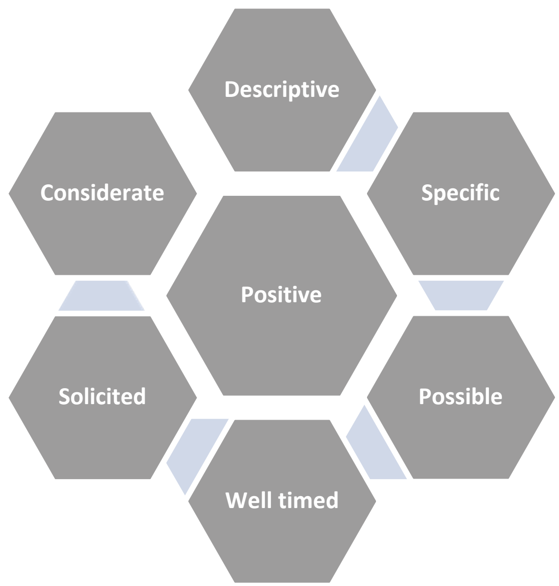
Why is Feedback Important? Feedback helps a trainer keep his/her/their behavior on target and, thus, increases effectiveness. By giving constructive feedback in an appropriate way, you can help another trainer improve his/her/their training skills.

Feedback is:

Descriptive, not evaluative. As observers, we cannot know another person's reasons—we can know only what we observe. By describing your observation and your reaction, you leave the trainer or participant free to use your feedback, and you reduce the likelihood of defensiveness on his/her/their part.

Specific rather than general. Your feedback will be most instructive if it provides specific examples of behaviors that a person might change, rather than general comments that reflect inadequate or poor performance.

Directed toward behavior that a person can change. Reminding a person of something he/she/they cannot control only increases his/her/their frustration.



Well timed. In general, feedback is most useful if you give it at the earliest opportunity after the behavior occurs.

Solicited rather than imposed. Feedback is most useful when the receiver asks for it. If the person does not solicit feedback, you can ask if he/she/they are willing to hear it.

Considerate of the needs of the person hearing the feedback. Feedback can be destructive if it fails to consider the needs of the person receiving the feedback.

Given in the spirit of help rather than judgment. The tone of our feedback is as important as the content. The person hearing feedback will be most responsive if he/she/they feel cared about, appreciated, and respected.

And finally . . .

Offered with positive observations about appropriate and effective behaviors. We all need to be recognized for what we do well. When giving constructive feedback, accompany it with appropriately positive feedback on what the trainer, presenter, or person did well.

Session 2: Team Integration

Learning Outcomes | Participants will be able to:

- Identify how relationships have been strengthened between country teams and share experiences as part of the larger GOJoven team.
- Prepare an activity that brings people together as a team, teaches how to solve a leadership challenge and unites diverse people.

TIME: 3.5 hours

SUPPLIES
- Flip chart; Markers; Pens; Small note cards

TRAINING TOOLS
- None

PREPARATION

Materials / Room:
- Write learning outcome on flip chart paper.
- Set up the room in a suitable configuration for the activities.

Trainer:
- Review reference materials on the technical knowledge needed for this session.

INSTRUCTIONS

PART 1: INTRODUCTION (35 min)

1. Review the learning outcome with participants, answer questions, then give the them a warm welcome to the next step of their GOJoven adventure.
2. Ask participants to think about the most interesting and positive thing to happen in their personal life since they last met. Then, instruct:
   - Look for a partner with whom you have not previously shared much.
   - Answer the question, practicing active listening for 2 minutes.
   - Switch so the second person talks while the first person listens.
   - When finished, find a new partner and share again.
3. Gather the whole group together:
   - Ask 2 or 3 people to share something they learned about their partner.
   - Then, ask participants to think about what they remember best from the last training.
   - Ask 4 or 5 people to share with the whole group.

Training Tip:
- ✓ Keep an eye on time and, if necessary, ask participants to keep comments brief.

PART 2: PERSONAL REFLECTION (30 min)

4. Distribute note cards and ask participants to write down what the biggest change in their life has been in the last year. Then, instruct:
   - Look for a partner with whom you have not shared much before.
   - Answer the question, practicing active listening for 2 minutes.
   - Switch so the second person talks while the first person listens.
   - When finished, find a new partner and share again.
5. Gather the whole group together:
   - Ask 2 or 3 people to share something positive that they learned about their partner.

- Then ask participants to think about something that made them laugh most during their time at the last training.
- Ask 4 or 5 people to share with the whole group.

PART 3: TEAM COLLABORATION (60 min)

6 Introduce this activity by explaining that each participant will have the opportunity to facilitate an activity for everyone, using their imagination and items found in the room.

7 Divide participants into groups of 4-5, and say:

- Prepare an activity that brings everyone together as a team and teaches us how to solve a leadership challenge or how to unite different people.
- You have 15 minutes to prepare your activity in your group. You'll then have 10 minutes to implement the activity with the entire group.

Training Tips:

- ✓ Be mindful of the time.
- ✓ If a group is having problems deciding on an idea, offer a couple suggestions: team activities, obstacle courses, activities where every person has to contribute a small piece of a larger image or narrative, etc.
- ✓ Rotate around the training room to see that participants are respecting their 15-minute prep period and that their activities are not so elaborate or complex that they will take too much time to implement. Encourage creativity and simplicity.

8 After every group has implemented their activity, ask:

- What did you learn from these activities?
- What most surprised you?
- What was the most difficult part, and why?
- What do these activities have to do with the team's integration?

PART 4: TEAM LEADERSHIP (45 min)

9 Remind participants that in the last training, they discussed the meaning of ethical leadership, visionary leadership, and their own individual leadership skills.

10 Distribute note cards and explain:

- On one side, write down what you have learned about leadership.
- On the back of the same card, write down what you have learned about team leadership.
- Take 5 minutes to write as much as you would like on the card.

11 Then, divide participants into their LAP teams so they can share key points of their reflections. Instruct each team to list their key points on flip chart paper.

12 Bring the groups together and have each team share their list. Then, ask the following:

- What does this information tell us about leadership?
- What are some common themes and ideas that we saw among the teams?
- Did you have ideas on your individual cards that aren't reflected here?

13 Review the following key points:

- Individual leadership and team leadership have many common attributes such as vision, change orientation, commitment, etc.
- Some things require a team effort; leaders cannot do everything alone.
- Sharing leadership with team members can be difficult and time consuming, but it can produce better and long-lasting results because each team member takes responsibility for the outcome.

Training Tip:

- ✓ This exercise builds on the previous learning on leadership. Review previous sessions in advance and prepare questions that will help the group in their learning.

PART 5: INDIVIDUAL LEADERSHIP (30 min)

14 Introduce this activity, saying:

- You are all here because you are leaders in your community, in your schools, in your churches, and in your jobs. You will now get a glimpse of what leadership experience each of you brings to GOJoven.
- You will have 10 minutes to prepare a 2-minute-long presentation about an event in your lives that is an example of your leadership.
- Events can be personal, professional, or occurring in your community.

15 After 10 minutes, divide participants into their LAP groups to present, telling them to add 1 minute after each presentation for questions.

16 As a whole group, ask the participants to briefly share what they heard in their country teams. Then ask:

- What did you learn from your colleagues?
- What do these examples of leadership mean to you?

17 Ask the participants to take 10 minutes to write in their folders about their plan to show their individual leadership in the future.

18 To close, review the following key points:

- The objective is not to compare our own leadership to that of others, but rather to learn about aspects of each other's individual leadership that we may not know about already.
- True leadership can show itself in smaller, consistent ways and does not necessarily involve standing in front of a microphone giving a speech or accepting awards.

Training Tips:

- ✓ Make sure each team can spread out throughout the training space so they can make presentations in their small groups without talking over one another.
- ✓ Rotate through the groups to listen to at least a couple of people in each group so you can tie in concrete examples during the discussion as needed.

Session 3: Leadership and Self-Esteem

Learning Outcomes | Participants will be able to:

- Identify their self-esteem, talents, and personal challenges.
- Commit to specific actions to improve their self-esteem and that of others.

TIME: 3.5 hours

SUPPLIES
- Flip chart paper for each participant (long enough for participants to lie down and draw an outline of their bodies); Markers; Pens; Small note cards; Timer

TRAINING TOOLS
- None

PREPARATION

Materials / Room:
- Write learning outcomes on flip chart.

Trainer:
- Set up the room in a suitable configuration for the activities.

INSTRUCTIONS

PART 1: INTRODUCTION (30 min)

1 Review the learning outcomes and answer any questions.

2 Explain that today's session focuses on the importance of self-esteem, as it affects us personally and as leaders. They will also discuss how they can impact each other's self-esteem. Then ask:
- What is self-esteem?
- How does self-esteem relate to leadership?
- How can you learn about your self-esteem?

3 Ask participants to define what self-esteem means to them and how it relates to leadership, writing key words on the flip chart. Keep them up throughout the discussion.

4 Review the following key points during the discussion:
- Self-esteem describes a person's overall sense of self-worth or personal value. It is often seen as part of someone's personality.
- Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions, and behaviors. As these are changeable, a person's self-esteem can fluctuate depending on circumstances.
- Positive self-esteem is a mix of being comfortable with ourselves, believing in ourselves, understanding and demonstrating our value, and showing confidence in what we do.
- Good self-esteem enables us to build healthy relationships and approach what we do with positive energy.
- A leader with high self-esteem does not feel threatened by others' ideas, nor do they take issue with letting their subordinates be empowered to accomplish great things. High self-esteem makes the leader want to see the best in others as they see in themselves.
- A leader with low self-esteem will feel threatened by ideas and empowered employees. They will tend to control people. They are often afraid that if they do not control people that they will lose their leadership role, and may try to hire people below their own ability so as not to feel threatened.

Training Tip:

✓ Prepare examples in which a person's self-esteem, or lack thereof, had an impact on a specific aspect of their life.

PART 2: MY SELF-ESTEEM (25 min)

5 Explain that the concept of self-esteem will be further explored through today's activities, which will assist in thinking about what self-esteem is, how we perceive it, and what impacts it has on us or others.

6 Divide participants into pairs, and say:

- Using active listening, describe what you see as elements of your own self-esteem.
- Each partner will take turns speaking for two minutes about things or conditions, past or present, which have affected their self-esteem.

7 Then bring the group together and ask the following:

- What are the external things that most affect our self- esteem and our belief in our own abilities? What are the internal things?

Training Tips:

- ✓ If any participants seem to have particularly low self-esteem or have a hard time recognizing and sharing positive attributes about themselves, approach them after the session and offer to talk in private.
- ✓ Help these participants identify positive characteristics about themselves and how they approach life, work, relationships, etc.

PART 3: IMAGE (60 min)

8 Distribute at least 2 pieces of flip chart paper, masking tape, and markers to participants. Then explain:

- You will have 15 minutes to draw an outline of your body — you can draw it from scratch, or you can ask for help in tracing your body outline on the flip chart paper. Write your name somewhere on your flip chart papers.
- Inside of the image, use pictures or words to describe what you see as your talents or strong points. They can be single words or phrases, or images of qualities you like about yourself. For example, you might draw a pair of eyes if you really like your own eyes, or a picture of your heart if you value that.
- On the outside, write or draw your qualities or characteristics or areas of your lives you would like to improve.

9 When finished:

- Have participants silently visit each other's outlines and write or draw positive characteristics they see in that person, adding them to the inside area of the outline, and taking care not to repeat what is already there.
- Invite participants to add at least one item for each person.

10 After about 15 minutes, bring the group together and ask:

- How did you feel when writing about yourself? What was most difficult?
- How did you feel about what others added to your image?
- How would it have felt if someone added something on the outside of the image (something they felt you need to work on)?

Training Tip:

- ✓ Make sure that all participants' images are being written on.

PART 4: REFLECTION (10 min)

11 Ask participants to silently look at their own outline. Let them know that they can add or change anything they would like. Then ask:

- What impacts does self-esteem have on leadership?
- How did this activity impact your perception of your strengths?
- How was it useful in understanding the areas that you want to change?

Training Tip:

- ✓ Be alert for individuals who may not find sufficient strong points to put in their image and be prepared to point out things they may have overlooked.

PART 5: PERSONAL ANALYSIS (40 min)

12 Explain to the group that they will now take some time to reflect on the relationship between their self-esteem and their leadership.

13 Distribute note cards to each participant and ask them to spend 10 minutes writing their answers to the following:

- How does your self-esteem affect your leadership?
- What are your talents, and what are your challenges?
- What steps can you take to increase or reinforce your self-esteem, and how would that improve your leadership?

14 After, have them share their answers with a partner (preferably a different one than earlier) for 2 minutes using active listening, and then switch.

15 After the partners have shared their answers with each other, ask them to do the following with their partner:

- Take 10 minutes to discuss what steps they can take to improve their self-esteem and leadership.
- Commit to taking 3 actions at an individual level, and have them write these down on their cards.

16 Bring the group together and discuss the following:

- How was this portion of the activity for you?
- What did you learn about yourself?
- What kinds of things can we do to improve our self-esteem and leadership?

17 Then review these key points:

- Analyzing our self-esteem and leadership abilities makes us strong leaders.
- Allowing ourselves to be vulnerable and share with others increases the quality of our relationships, which increases our self-esteem.
- All leaders experience challenges that threaten their self-esteem.
- The important thing is to recognize that believing in ourselves will make us stronger leaders.

PART 6: SELF-ESTEEM AND COMMUNITY (25 min)

18 Break participants into their LAP groups and ask them to describe how they perceive young people's self-esteem in their communities. Ask them to answer these questions on flip chart paper:

- How does young people's self-esteem affect their decisions about intimate relationships, and the use (or not) of protection against unwanted pregnancies and STIs?
- How can our efforts positively impact the self-esteem of those we work with?
- What factors contribute to the self-esteem of a group of people, like youth, in our communities?

19 Then, review the following:

- Young people often suffer from low self-esteem at some point through their adolescence. This can lead them to make choices that end up harming them, such as not using contraceptives or not talking with adults about their questions regarding sexuality or reproduction.
- Helping young people to have high self-esteem will increase their self-protective behaviors around their sexuality, partner choice, and reproduction.

PART 7: CLOSING (20 min)

20 In closing, explain that the group will look at the concrete steps they can each take to improve self-esteem in themselves and in those around them.

21 Ask participants to share, if they're comfortable, the steps they identified to improve their own self-esteem and/or improve the self-esteem of other young people with whom they work.

22 Invite them to share options or opinions that may not have been presented in the earlier sharing and reiterate that committing to improving their own self-esteem and the self-esteem of others will make them stronger leaders.

Session 4: Daily Reflection & Closing

Learning Outcomes | Participants will be able to:

- Provide feedback to improve the trainings.
- Reflect on their experience and what they have learned.

TIME: 30 minutes

SUPPLIES

- Pens; Feedback cards; Logistics box; Journals

TRAINING TOOLS

- Handout: Meditation Guide

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Hand out markers, pens and feedback cards to each participant.

Trainer:

- Keep in mind the energy level and emotions in the group as the day comes to a close. If it has been a physically or emotionally tiring day, keep the closing of the last session as the final closing, postponing this session for the following morning.

INSTRUCTIONS

PART 1: PREPARING FEEDBACK CARDS (15 min)

1 Pass out notecards, inviting participants to write feedback [following "The Art of Giving and Receiving Feedback"] and place them in the logistics box. Feedback should be constructive and specific, and can be signed or anonymous.

2 Review the cards after the session so you can discuss the themes with your training team and make adjustments to the training plans as necessary.

PART 2: MEDITATION AND REFLECTION JOURNALING (15 min)

3 Make any announcements about evening/next day logistics such as dinner time, what activities to prepare for or articles to read, what forms to fill out, etc.

4 Lead a 5-minute meditation following the "Meditation Guide".

5 After 5 minutes, ask them to open their eyes and silently write their thoughts down in their journal, reflecting on the day:

- What most impacted you during the day?
- What goals do you have for the week?
- What change do you want to make upon returning home?

6 Let participants know that, once they are done writing in their journals, they are free to leave for the day or stay and wait until everyone has finished and then discuss their reactions with the group.

Meditation Guide

There are many ways to meditate. It can be done through a mantra like "Om," or by visualizing a specific landscape, or walking down some stairs until you reach a mental space of complete tranquility. You can meditate in complete silence or with some soft instrumental music in the background.

The meditation below focuses on breathing to calm the mind and relax the body.

There is no right or wrong way to meditate. Whatever you experience during this breathing meditation is right for you. Do not try to make anything happen, just observe.

INSTRUCTIONS

Begin by finding a comfortable position, but one in which you will not easily fall asleep. If you feel comfortable sitting on the floor with your legs crossed, or sitting in a chair, those are good positions to try.

Close your eyes or focus on one spot in the room.

Roll your shoulders slowly forward and then slowly back. Repeat this three times in each direction.

Lean your head from side to side, lowering your left ear toward your left shoulder, and then your right ear toward your right shoulder. Repeat this three times on each side.

Relax all your muscles.

Your body will continue to relax as you meditate.

Observe your breathing. Notice how your breath flows in during inhalation and out during exhalation. Make no effort to change your breathing in any way, simply notice how your body breathes. Your body knows how much air it needs.

Sit quietly, seeing in your mind's eye your breath flowing gently in and out of your body.

When your attention wanders, as it will, just focus back again on your breathing.

Notice any stray thoughts, but do not dwell on them. Simply let the thoughts pass through your mind—observe them and clear your mind of them, concentrating back on your breathing.

See how your breath continues to flow...deeply... calmly.

Meditation Guide

Notice the stages of a complete breath... from the in breath... to the pause that follows... the exhale... and the pause before taking another breath...

Notice the pauses between each breath.

Feel the air entering through your nose...picture the breath entering and filling your lungs, sending oxygen to every part of your body, starting with your stomach, then to your arms, and your legs.

If any thoughts come up, observe them and let them go, and return your attention to your breathing.

(Pause)

See how the air flows into your body after you inhale, filling your body gently.

Notice how the space inside your lungs becomes smaller after you exhale and the air leaves your body.

Feel your chest and stomach gently rise and fall with each breath.

Now as you inhale, count silently... one

As you exhale, count...one

Wait for the next breath, and count again... one

Exhale...one

Inhale...one

Exhale...one

Continue to count each inhalation and exhalation as "one."

(Pause)

Notice now how your body feels.

Now it is time to gently reawaken your body and mind.

Keeping your eyes closed, notice the sounds around you. Slowly start to wiggle your fingers and toes. Shrug your shoulders. Open your eyes, and remain sitting for a few moments longer.

Gently straighten out your legs and arms, and open your diary to begin your daily reflection.

Adapted from *Inner Health Studio*: www.innerhealthstudio.com/breathing-meditation.html

Session 1: Daily Opening: Where Are We?

Learning Outcomes | Participants will be able to:

- Explain the importance of feedback, recognizing how it can improve the program and that their contributions will make it better for those who come after them.

TIME: 30 min (may be less, depending on issues)

SUPPLIES

- Flip chart; Note cards; Pens; Markers; Logistics box

TRAINING TOOLS

- None

PREPARATION

Materials / Room:

- Write the day's agenda and learning outcomes on flip chart.
- Place the Agreements created on Day 1 and the "Ideas Parking Lot" in a visible place.
- Prepare and put out the logistics box.
- Distribute markers, pens, and blank note cards for feedback (size 8x13 cm or larger) before the participants arrive.

Trainer:

- Review participant binder materials and training tips.
- Review the feedback cards that were received the day before and discuss any pending issues with the GOJoven team.
- Develop strategies to respond/change the day's agenda, as needed.

INSTRUCTIONS

1 Welcome everyone to the new day of training, explaining:

- Write any feedback from yesterday (clearly!) on the blank cards on your tables.
- Remember: your feedback should be constructive and specific, and can be signed or anonymous.
- I'll collect your cards and summarize if more than one card has similar content.

2 Allow a few minutes. Then collect and read the comments (anonymously, unless a comment is signed). After reading the cards, ask the group:

- Does anyone want to comment or elaborate?
- Does anyone want to raise any new issues?

Training Tips:

- ✓ Try to read the cards with interest and expression.
- ✓ When you read a card, do not look at the person whom you think wrote it. Only share who wrote a card if a name is written on it.
- ✓ Be prepared to respond to some questions immediately. If an immediate response or change is not possible, explain how you will handle the concern (for example, if you need to modify the agenda to address a concern).
- ✓ This process can be become boring if people only write simple or general comments like, "Yesterday was great—I really liked everything."
- ✓ Be prepared to address such concerns as: uneven engagement or personal friction among participants; lack of discussion time to resolve doubts; or the need for more interactive learning methods.

Session 2: Advocacy and the Media

Learning Outcomes | Participants will be able to:

- Name 3 techniques for using the media to achieve advocacy objectives in the ASRHR field.
- Develop 2 strategies to strengthen their approach and relationship with their country's media.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers; Ball; Projector

TRAINING TOOLS

- PPT Presentation: Using the Media Effectively
- Handout: Media Advocacy Strategy Questions
- Handout: 10 Elements of a Successful Press Release

PREPARATION

Materials / Room:

- Write the learning outcomes and the Media Advocacy Strategy Questions on a flip chart; print Training Tools.
- Set up chairs and tables in a suitable configuration for the session's activities.

Trainer:

- Before this session, instruct participants to bring their LAP outlines.
- Review reference materials for the session.
- Research and select a few short, illustrative media advocacy videos and press releases on relevant ASRHR issues to use during this session.
- Check the projector, ensuring the room is dark enough to make the slide presentation visible and the sound is audible.

INSTRUCTIONS

PART 1: TRUTH AND LIES (20 min)

1 Review the learning outcomes, and answer any questions. Then, give the following definition of media advocacy:

- According to the Berkeley Media Studies Group, media advocacy is: The strategic use of mass media to support community organizers' efforts to advance social or public health policies. The purpose of media advocacy is to put pressure on policymakers by mobilizing community groups and improving news coverage of health issues. It is not an attempt to overhaul mass media but rather to change specific health policies. Unlike other forms of health communications, media advocacy focuses on the environmental context for health outcomes and views policy as the mechanism for changing them. Most health communicators target individuals with information on what they can do to avoid illness or injury or treat a problem they already have. Media advocates target policymakers and those who can be mobilized to influence them since they control the environments that either promote health or foster disease.

2 Explain communication as a key element in leadership:

- Much of communication is influenced by the media. Therefore, today we will focus on ways in which we can have an impact on the messages that media conveys regarding our community and regional issues.

3 Explain that you will now demonstrate the Truth and Lies game.

- Take the ball and say 3 things about yourself (2 of them should be true, and 1 of them a lie).
- Then ask .participants to write down and hold up the number of the statement they believe to be a lie.

- Pass the ball to a participant who guessed correctly so they may take a turn, playing until everyone has taken a turn.

4 Then, ask the following questions:

- Was it easy or difficult to differentiate between the truths and the lies? Why or why not?
- What would have made it easier?
- Have you ever read something in media that you later discovered was not true? What did the media outlet do to correct the information? How harmful would it be to have a lie about us or our cause published?
- How can we as leaders avoid having lies about us published in the media?

5 Review the following boxed points:

- The effectiveness of media advocacy depends on how media savvy we are. The targets of our media advocacy are decision-makers and policy-makers who directly influence laws and policies affecting ASRHR.
- Media advocacy allows you to frame the issues that directly affect you. Understanding how an issue is framed can help you anticipate what people think about the issue and what they'll need to do to help people see the issue differently. This is especially important when policies are being considered. Be aware that people can hold multiple or contradictory perspectives. The most repeated perspective often has a better chance of influencing people's interpretation.
- Before developing an advocacy message for the media, we, as advocates, must define what it is that we want to change, why it is important that we change it, and how we hope to improve it by enacting a specific legal/policy change.
- The advocacy message must be rooted in policy goals aimed at structural or environmental changes. But, communicating those goals using detailed policy language is almost sure to lose audiences. To connect with our audiences, we need to establish their shared values and link those back to the policy changes needed. The story should highlight the systemic or structural nature of the issue and include anecdotes to help readers connect to the story.

Training Tip:

✓ Have one or two recent case studies of effective or ineffective media advocacy and messaging available for the group to discuss. Make sure that the cases are culturally relevant and relatable. An example would be recent media campaigns to implement legal changes in public health issues that may be more visible to a wider audience.

PART 2: VIDEO (45 min)

6 Choose 3 or 4 YouTube videos, or this webinar (sfa.frameworksinstitute.org), between 3-5 minutes long that contain media messaging regarding any pertinent ASRHR issue, project, program.

7 Introduce each video by explaining that the group will now analyze one media message's effectiveness as an advocacy tool.

8 After each video, ask the following questions:

- Who do you think the intended audience is for this video? How can you tell? Is there more than one intended audience?
- What is the main message? Does it have more than one message?
- Does the video convey its message effectively to the intended audience? If not, what message did the video convey? Be specific as to what tools (language, images, music) it uses to convey its message.

9 After all the videos have been viewed, ask:

- Can you imagine a way to use video in your own work?
- What are some traditional methods of media advocacy (press release, press conference, radio interviews, etc.)? How is newer media, such as social media and cell phones, different from the traditional methods?
- Why is it important to communicate with policymakers about the problems we are tackling via the media?
- How does media advocacy help the public frame important policy issues?
- What kinds of gaps exist between the people creating the videos/ads and those receiving it? (e.g.: language and jargon used, images that connote race/ethnicity and particular histories, etc.)
- Who watches and shapes the news (elected officials at all levels of government, policy makers, lawmakers, judges, colleagues, educators, taxpayers)? This is important because often public pressure from constituents can make a difference in a policy maker's vote. Media advocacy can be a tool to educate and thank elected officials.
- Are you satisfied with the given definition of media advocacy, or should we alter it?

10 Review the following key points:

- While policy and decision makers are the intended targets of media advocacy, the general public should also be kept in mind.
- New media allows individuals to broadcast information to their personal networks and receive information at the same time. Using new media, a person can participate in a wide range of activities; social networking, gaming, blogging, downloading articles/data and uploading images and memes to share with others.

Training Tip:

✓ Depending on the level of experience or interests in the group, participants may want to discuss how ads are effective and how they target (or don't) the public on an emotional level. Commercials for large international development organizations, such as Save the Children, are especially effective.

PART 3: IDENTIFYING NEWS SOURCES (30 min)

11 Introduce this activity, explaining that the group will analyze the news outlets existing in their communities. Emphasize the importance of considering both who creates the content and who the audience is. Then divide participants into regional groups, giving the following instructions:

- Brainstorm media sources and outlets that influence popular opinion in your communities. Compile the following information on flip chart paper for each:
  1) Specify the type of media it is (TV, news, radio);
  2) The reach of the media source (local, national, international);
  3) Who runs the source and created content (conservative journalists, the Catholic Church, liberal journalists, bloggers, etc.)?;
  4) Who is the biggest audience for that news source (people under the age of 30, the general public, activists, etc.)?

12 Allow 10 minutes, then invite each group to share their findings.

13 As a large group, take note of the most influential regional media groups, asking the following:

- Who has the most pull with local lawmakers and why? Who has more influence with national lawmakers?
- Are there particular journalists who have more recognition and power than others? Who are they and what makes them influential?
- Of the media sources listed, where do participants have contacts?

14 Review the following key points:

- It's important to think of the media as one of our biggest allies. While some media sources may have a specific agenda against SRHR, the media can be a helpful tool for reaching lawmakers and policymakers.
- Make yourselves available to media as experts in the field of SRHR and be ready to provide a resource, quote, opinion or interview on key SRHR issues in your communities.
- Be prepared to proactively suggest stories or items to a reporter or editor to ensure positive coverage of SRHR issues in your communities. For example, have a press conference or forum on timely SRHR issues.

Training Tip:

- ✓ Remind participants that in brainstorming no idea is excluded – the clearing up takes place after the brainstorm.

PART 4: CRITIQUING A PRESS RELEASE (15 min)

15 Distribute the "10 Elements of a Successful Press Release" handout and tell participants they will review an actual press release to see how effective it is at informing media about an important SRHR issue.

- Divide participants into small groups
- Give them 10 minutes to evaluate any of the press releases found here (reproductiverights.org/press-room/press-releases) with a grade of 10 (excellent) to 1 (worst).

16 Bring the group together and ask the following:

- What aspect of the 10 elements did the press release do best?
- Which aspects could be improved and how?
- Can you tell what kind of news media this press release was intended for?

17 Review the following key points:

- Send a press release for an event at least 3 days before the event and again on the morning of the event. A copy of the press release should be distributed at the event and emailed to journalists who are not present.
- We often think press releases need to sound official, and they end up using a lot of jargon and passive voice, which is not compelling. Keep press releases simple and engaging.

Training Tip:

- ✓ You can assign one press release to the entire group to review iin plenary, or you can assign different press releases to small groups and then highlight the differences in a plenary discussion.

PART 5: WRITING YOUR OWN PRESS RELEASE (30 min)

18 Tell the group they will now write a press release for their own project:

- Take the next 20 minutes to draft a press release relating to your LAP.
- Consider the objectives and activities of your LAP, and keep in mind what we have learned about press releases and effective media advocacy.
- The press release might be for a planned activity, or to report results or outcomes from that activity.

19 After 20 minutes, discuss the following in plenary:

- What was it like to write a press release from scratch?
- What was most difficult about this exercise?
- What was most enjoyable?

20 Review the following key points:

- Good press releases include additional resources—not just websites, but also additional people that journalists can call for more information or additional quotes.
- Once the press release is out, it's important to make yourself available to reporters and return calls immediately to make sure your insight is reflected in the story.
- Within your LAP group, or in your organization, it's important to establish protocols for interacting with the media and establish who is the ideal person to provide interviews and quotes.
- Remember that sometimes, no response is the best response, especially when dealing with breaking news in which you have very little context.

Training Tip:

✓ Emphasize that the expectation is not to have a fully complete press release after this exercise—but to get a feel for how it is to write one. Good press releases often take hours to complete and are edited several times before being finalized.

PART 6: MESSAGING AND THE MEDIA (35 min)

21 Present the PowerPoint "Using the Media Effectively". Review how to formulate positive messaging and how to spin messages to prioritize your goals and to be better understood and received by the target audience.

22 Ask the group to complete the activity on Slide 14 of the presentation, inviting them to answer the questions as they relate to the videos they reviewed in the previous activity, or use this video by Amnesty International as an example (youtu.be/GO9NdVx7jAM).

23 Review the following key points:

- When quoting statistics, be sure to use the portion of the statistic that you want to prioritize and be ready to combat the opposition's statistics with your own sources.
- A lot of SRH information is underreported (for example, HIV infection cases, and gender violence cases). For this reason, it's important to stress that the statistics are only of reported cases.

Training Tip:

✓ Make the presentation interactive by posing questions to the group or inviting comments and discussion throughout the presentation. Avoid reading the presentation and use it only to highlight the most important points.

PART 7: MEDIA MESSAGING STRATEGIES (35 min)

24 Introduce this activity, explaining:

- Who we send the press release to is often just as important, if not more important, than what the press release says. We'll return to our media maps that we created earlier to strategize further on which media outlets we want to have as allies, which we seek to engage, and which ones to be wary of and hope to neutralize.

25 Distribute the Media Advocacy Strategy Questions, and divide participants into small groups of 3-4 people per group, then explain:

- Using the list created during your brainstorm of media in your community, and the tips learned from the previous activity on media messaging, you will have 10 minutes to design a strategy for using a specific media channel for media advocacy in relation to your LAP.

- Be sure to use the Media Advocacy Strategy Questions, written on flip chart paper.
- You will then have 5 minutes to present your strategy to the group and receive feedback.

26 Allow 10 minutes for them to plan a media strategy.

27 After, give each group 5 minutes to present their media strategy and 2 minutes for questions and feedback.

28 Then, tell the group:

- Think about the main goal of your LAPs. Ask yourselves what is the main message that you want to have the media portray regarding your goal.
- Be strategic about who will be your speaker in the media strategy and what receivers of the message will be expected to do.
- If possible, identify the specific decision-makers that you are targeting with your message.

29 Review the following key points:

- As with all media advocacy, the main audience of the media message are decision makers — make sure you clearly define which decision makers you are trying to reach and how your strategy reflects the values and points of view of those decision makers.
- Since media is also released to the general public and impacts them as well as the targeted decision-makers, how can you incorporate a message or action for the public as well?
- The terminology and vocabulary used in a media message are critical. Generally speaking, media messages should be aimed at a sixth-grade level. However, if your ultimate intended audience requires specific or more sophisticated language, specify this in your presentation.

Training Tip:

✓ Provide feedback using the general GOJoven guidelines and facilitate questions or feedback in a way that ensures constructive feedback for the presenting group.

HANDOUT

Media Advocacy Strategy Questions

TRAINING TOOL

1. Which are the most strategic media outlets to have as allies?
2. What has to happen as a result of the communication?
3. Who has the power to make that happen?
4. What story do they need to hear to take that action?
5. Who should they hear it from?
6. How can we deliver the message?

HANDOUT

10 Elements of a Successful Press Release

GO Oven INTERNATIONAL
TRAINING TOOL

1. It must be newsworthy.
Before you write a press release, ask yourself, "Why would people care about this information?" If you can't answer that question, then it might be a good idea to hold off on the press release.

2. It must be timely.
Conventional wisdom says that you don't send out a press release on a Monday. You don't send out a press release on a Friday or during the weekend. You don't send out a press release at 4:00 pm. Do you know how wisdom gets the conventional tag? Because it's true. The most productive time to send out a press release is on a Tuesday or Wednesday before 10:00 am. Another aspect of timeliness is being aware of what other news is competing for journalists' attention. If your biggest competitor is releasing something that's a really big deal, then unless you have something even bigger, it's probably not a good idea to send out a less earth-shaking press release at the same time because your competitor's story will get all the eyeballs.

3. It must have quotes.
Your press release must include at least one quote. Preferably your release will have a couple of quotes for the journalist to pick and choose from. Quotes are important because they are readable, they help convey the information in a press release in a less formal manner and they add a human element to a story that might be very data or information heavy.

4. It must have a vibrant or eye-catching headline.
Your headline determines whether or not your press release even gets acknowledged. Journalists receive dozens and dozens of press releases every day. They can't possibly read all of them in their entirety, so the headline is how you get your foot in the door. A good headline is succinct and tells the reader the essence of your story. Good headlines are catchy, specific, quantifiable, and tell the reader exactly what the press release is about.

5. Avoid jargon.
When writing great press releases remember to minimize technical or industry jargon. Although relevant for certain professionals or groups, jargon will confuse your audience and turn them off to your message. Write for a broader audience and keep it simple.

6. Provide resources.
Include photos, videos, links to source material and any other in-depth resources, giving your readers the assets they need to fully report the news you are providing them with. A complete "package" of supporting resources makes your story that much more appealing to a reporter looking for something great to cover. Be sure these resources are web-ready and in the correct formats for web publication. The easiest way to do this is to use accessible cloud-based services like YouTube, Instagram, and others that allow visitors to download content. The easier you make it for a reporter or editor to publish your story, the more likely they are to pick up on your message.

7. Proofread carefully.

Errors in grammar and spelling can ruin and take away from your overall message. Write your release in a word processing document with a spell-checker instead of a text file or online submission form. When you have it drafted, print it out and proofread your writing. Correct and rewrite, then proofread again. Investing additional time before submission is what separates a professional press release from a clumsy, amateurish effort.

8. Share your news with relevant publisher sites.

Be strategic about keywords and share your press release with news outlets that you know are politically and socially relevant to your news topic.

9. Include your contact information.

Whether you or someone else at the company is the point of contact, don't forget to include an email address and phone number on the release (preferably at the top of the page) so that a news reporter can follow up with any questions or clarification.

10. One page is best – and two is the maximum.

Shorter is usually better. Limit yourself to one page, though two pages is acceptable. This will also force you to condense your information into a more readable document.

Sessions 3 & 4: Evidence-based Sexuality Education & Closing

Learning Outcomes | Participants will be able to:

- Identify ways to promote evidence-based sexuality education in their countries.
- Develop evidence-based strategies for responding to opponents of sexuality education.

TIME: 3.5 hours

SUPPLIES
- Flip chart; Markers; Tape; Computer; Projector; Note cards

TRAINING TOOLS
- Ministerial Declaration "Preventing through Education"
- Handout: Best practices in Comprehensive Sex Education
- Handout: Sex Education Programs: Definitions & Point-by-Point Comparison

PREPARATION

Materials / Room:
- Write learning outcomes on a flip chart and print training tools.
- Set up the room in a suitable configuration for the session's activities.
- Color 7 note cards blue, and 7 red (adjust to fit the number of participants). Write each of the following words on individual note cards, ensuring that at least one word is present in both the blue and red note cards (some will be repeats):
    - Parent; Teacher; Doctor; Religious Person; Legislator; Youth
- Reserve at least 2 neutral-colored cards with "media representative" written on them.
- Use tape to fasten one note card under each participant's chair.

Trainer:
- Prior to the session, select the three participants most knowledgeable about Comprehensive Sexuality Education (CSE) to be judges.
- Review reference materials.

INSTRUCTIONS

PART 1: RESPONDING TO THE OPPOSITION (65 min)

1. Review the learning outcomes and answer any questions. Then say:
    - There are varying shades of opinion regarding sexuality education. Some believe that this is the role of parents, others think that it belongs in schools, and some believe it is a subject that needs to be left out because it causes harm to young people.
    - Our activity today will allow us to take a look at how we perceive these issues in our communities.
2. Tell participants they will be enacting a debate in which they will take on the roles of teachers, doctors, religious figures, parents, young people, and politicians both for and against Comprehensive Sexuality Education (CSE). Explain:
    - Under your chairs there are cards with your roles written on them. If your card is red, you are against CSE, if it's blue, you are in favor of it. Form groups based on the colors of your note card. If your card says "media representative" on it, you will hear your instructions shortly.
    - Those who are against it can be in favor of abstinence-only sexual education, which promotes completely abstaining from sexual activity to eliminate the risk of pregnancy, STI's, and risky behavior.
    - Each group will have 10 minutes to develop the key points of their arguments either for and against.

3 Before they begin, read the following boxed rules of the debate:

> First, the Red Group will have 3 minutes to discuss a point. Then the Blue Group will have 3 minutes to respond. The Red Group will then respond to the argument and sum up their argument for 1 minute, after which the Blue Group can do the same. There will be four rounds in this debate, each focusing on a different key point. Some of you may have cards that read "media representative". Your role is to listen to the debates and ask questions to the two groups. Be sure to think about which headlines you would develop for your news stories, and ask for clarifying questions or quotes. You will have a few minutes after each round to do this. You can take on the role of a popular TV anchor or news reporter who has weighed in on the issue if you'd like. Lastly, I have pre-selected three judges who will take notes, discuss the merits of the arguments and decide which group has won each round. They will have a few minutes after each round to ask questions and explain their decision.

4 After they have prepared, begin the debate.

Training Tips:

- ✓ Provide technical assistance as needed to each group.
- ✓ Encourage the groups to take notes and respond to specific points in their rebuttal.
- ✓ As much as possible, the groups should make use of real statistics and should keep in mind the media messaging tips, since the media will be listening.
- ✓ One media rep could be more in favor, and the other more against CSE, in order to make the debate more interesting.
- ✓ This activity requires that there be close timing of each element, so have a stopwatch available (or appoint a time keeper).

PART 2: INTRODUCTION TO THE TOPIC (40 min)

5 Explain that sexuality education is subject to social trends, public health concerns, and politics. Different controversies have at different times and in different ways, affected the substance and teaching of sexuality education.

6 Divide participants into 3 groups and give them 10 minutes to define CSE, its components, and why those components should be included in the definition.

7 Then, give each group 3 minutes to present their definitions.

8 Facilitate a group discussion using the following questions:

- How are CSE and abstinence-based education different?
- Describe some of the sexuality education classes you have taken. What are your opinions of the different sexuality programs? How are these a positive or negative influence in your communities?

9 Distribute the Handout Sex Education Programs: Definitions & Point-by-Point Comparison and review any missing information regarding CSE.

10 Review these key points:

- Opponents have argued that schools should not teach young people about personal matters that should be taught by families and churches.
- They have also argued that sexuality education encourages early sexual activity and that schools are encroaching on parental rights and authority. Research has disproved this idea.
- Increasing HIV infections have increased calls for sexuality education, and advocates and educators used this momentum to push for policy changes, training, and resources.

Training Tip:

- ✓ Some participants may believe in abstinence as the best sexuality education solution. It's important to speak of CSE as expanding upon abstinence-based education. While abstinence is the only behavior that 100% guarantees pregnancy and STI prevention, the reality is that few people practice it.

PART 3: PREVENTING THROUGH EDUCATION (30 min)

11 Read the following information:

- The Ministerial Declaration "Preventing through Education", was approved in Mexico City in 2008 in the framework of the 1st Meeting of Health and Education Ministers to Stop HIV in Latin America and the Caribbean. During this meeting, 30 Ministries of Health and 26 Ministries of Education committed to promoting prevention via education as the main strategy to respond to HIV and AIDS in an effective way.

12 Share the fundamental principles of the declaration and the most recently updated evaluations that report on national achievements in this area. Inform participants that the target date for this declaration was 2015.

13 Provide at least 5 minutes for the group to review the information. Then, discuss the most important aspects of the document.

14 Divide participants into country groups and ask them to create a list of the sexuality education programs currently existing in their communities with examples of their content.

15 Then, facilitate a group discussion on how well governments have met the declaration's guidelines using the following:

- To meet these goals and to ensure CSE and the promotion of sexual and reproductive health among youth and adolescents, the Declaration emphasizes the need for a strategic alliance between the health and education sectors. How well have you seen these two sectors collaborate in your community, state, or country?
- What kinds of new CSE materials have you seen in schools? Do these reflect the values described in the *Preventing Through Education* document?

16 Read the below information:

> The Declaration maintains that "Comprehensive sexuality education will have a broad perspective that is based on human rights and respects the values of a democratic, pluralistic society where families and communities thrive. It will include ethical, biological, emotional, social, cultural, and gender aspects as well as topics related to the diversity of sexual orientations and identities, in accordance with the legal framework of each country, to promote respect for differences, reject any form of discrimination, and foster responsible and informed decision-making among youth. Before the end of the year 2010, the Ministries of Education will update the contents and didactic methods of their curricula to include comprehensive sexuality education, in collaboration with the Ministries of Health. This update will be guided by the best scientific evidence available, recognized by the relevant international organizations, in consultation with experts, and taking into account the views of civil society and communities, including children, adolescents, youth, teachers, and parents."

Training Tip:

- ✓ Depending on the energy level and the literacy level of the group, another method to cover this same information might be to create either a PPT or handout that covers the main points of the Declaration.

PART 4: PROMISING PRACTICES IN SEXUALITY EDUCATION (40 min)

17 Introduce this activity, reading:

- Decades of research have identified dozens of programs that are effective in helping young people reduce their risk for unplanned pregnancy, HIV, and STIs. These evidence-based programs utilize strategies that include the provision of accurate information about abstinence as well as contraception and serve as the foundation for CSE.

18 Divide the participants into small groups of 4-5 people. Let them know they will have 30 minutes to complete one of the following activities:

> **Activity Option 1:** Review a list of best practices in sexuality education—there is a great list at Advocates for Youth (available in English only) that provides information about where to find evidence-based curricula, promising programs, and supplemental lesson plans for use in classroom and community settings. Here is another useful link.
> **Activity Option 2:** Review a list of key components of an evidence-based sexuality education program.
> If you choose Option 1 or 2, identify what the key components might look like in the curriculum. For example, what activities would be helpful to students learning about STIs.
> **Activity Option 3:** Review some evidence-based sexuality education curricula and evaluate them according to the list of components. Focus on evaluating one or two lessons only. Some good sexuality education curricula are: The Population Council's It's All One Curriculum which comes in two volumes (Volume 1: Guidelines and Volume 2: Activities) and Ipas's gender-based violence curriculum called Gender or Sex: Who Cares?
> For this option, consider how the lessons you reviewed would be implemented in your communities. Detail the pros and cons of the lessons you reviewed. How would you adapt this lesson to implement it in an indigenous community?

19 Close the session by reinforcing that in order for CSE to be effective, it must be taught in a safe, confidential environment that reflects and respects young people.

Training Tip:

✓ Carefully review the materials for this section and be ready to recommend the specific lessons for each group to review in Option 3.

PART 5: CLOSING (15 min)

20 Reinforce the idea that CSE is a positive and needed element in our communities and ask participants to think about how they can best prepare to deliver and defend this message.

21 Ask participants to stand, if they can, and form a tight circle. Invite each participant to share their response to the following questions, if they are comfortable doing so, and encourage them to speak with "I" statements. Allow them at least 3 minutes to reflect:

- If you could tell someone 1 thing about CSE, who would it be?
- What would you say and why?

22 Then, review the following key points:

- Each person in this room values different components of CSE, and we all agree that it is vital to our education.
- We must be prepared to defend the right of young people to have access to information about SRHR in the most scientifically-based and non-judgmental forms possible regardless of our own belief systems.

Training Tip:

- ✓ Create a confidential space so each person feels they can share, as this can be an emotional conversation.

Session 4: Conduct Closing [For a reminder, see Day 1 Session 4]

HANDOUT

Best Practices for Comprehensive Sex Education

TRAINING TOOL

1. **Provide information about human sexuality**, including human development, relationships, personal skills, sexual behavior, sexual health, and society and culture.
2. **Provide an opportunity to question, explore, and assess sexual attitudes** in order to develop values, increase self-esteem, create insights concerning relationships with members of both genders, and understand obligations and responsibilities to others.
3. **Help develop interpersonal skills**, including communication, decision-making, assertiveness, and peer refusal skills, and help to create satisfying relationships.
4. **Help create responsibility regarding sexual relationships**, including addressing abstinence, resisting pressure to become prematurely involved in sexual intercourse, practicing mutual consent, and encouraging the use of contraception and other sexual health measures.

Illustrative guidelines for sexuality education in the U.S. provided by SIECUS (1996) and Kirby (2001) enumerate ten characteristics that successful SRHR education programs in the U.S. share:

1. Focus on reducing one or more sexual behaviors that lead to unintended pregnancy, STIs/HIV;
2. Design based on theoretical approaches demonstrated to effectively influence health-related risky behaviors;
3. Clear messages about sexual activity and condom/contraceptive use and continual reinforcement of those messages;
4. Basic, accurate information about the risks of adolescent sexual activity and about methods of avoiding intercourse and using protection against pregnancy and STIs;
5. Activities addressing social pressures that influence sexual behavior;
6. Provide role modeling and practice communication skills;
7. Varied, participatory teaching methods that encourage participants to personalize the information, for example via seminars, drama events, or musical presentations;
8. Incorporate behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students;
9. Sufficient duration to cover key topics and complete important activities; and
10. Teachers and/or peer leaders who believe in the program and are adequately trained.

HANDOUT

Sex Education Programs: Definitions & Point-by-Point Comparison

TRAINING TOOL

By **Advocates for Youth**
Published at: https://advocatesforyouth.org/resources/fact-sheets/sex-education-programs-definitions-and-point-by-point-comparison/

Abstinence-Only-Until-Marriage Programs, sometimes called Sexual Risk Avoidance Programs, teach abstinence as the only morally correct option for sexual expression. They usually censor information about contraception and condoms for the prevention of sexually transmitted infections (STIs) and unintended pregnancy. Abstinence-Centered Education is another term used to mean abstinence-only programs. Comprehensive Sex Education (CSE) teaches about abstinence as the best method for avoiding STIs and unintended pregnancy, but also teaches about condoms and contraception to reduce the risk of unintended pregnancy and STI/HIV infection. It teaches interpersonal and communication skills and helps young people explore their own values, goals, and options. Abstinence-Plus Education programs include information about contraception and condoms in the context of strong abstinence messages.

Comprehensive Sex Education	Abstinence-Only-Until-Marriage Education
Teaches that sexuality is a natural, normal, healthy part of life.	Teaches that sexual expression outside of marriage will have harmful social, psychological, and physical consequences.
Teaches that abstinence from sexual intercourse is the most effective method of preventing unintended pregnancy and sexually transmitted infections, including HIV.	Teaches that abstinence from sexual intercourse before marriage is the only acceptable behavior.
Provides values-based education and offers students the opportunity to explore and define their individual values as well as the values of their families and communities.	Teaches only one set of values as morally correct for all students.
Includes a wide variety of sexuality related topics, such as human development, relationships, interpersonal skills, sexual expression, sexual health, and society and culture.	Limits topics to abstinence-only-until-marriage and to the negative consequences of pre-marital sexual activity.
Includes accurate, factual information on abortion, masturbation, and sexual orientation.	Omits controversial topics such as abortion, masturbation, and sexual orientation.

HANDOUT

Sex Education Programs: Definitions & Point-by-Point Comparison

GO Oven International TRAINING TOOL

Provides positive messages about sexuality and sexual expression, including the benefits of abstinence.	Often uses fear tactics to promote abstinence and to limit sexual expression.
Teaches that proper use of latex condoms, along with water-based lubricants, can greatly reduce, but not eliminate, the risk of unintended pregnancy and of infection with sexually transmitted infections (STIs) including HIV.	Discusses condoms only in terms of often exaggerated failure rates.
Teaches that consistent use of modern methods of contraception can greatly reduce the risk for unintended pregnancy.	Provides no information on forms of contraception other than failure rates.
Includes accurate medical information about STIs, including HIV; teaches that individuals can avoid STIs.	Often includes inaccurate medical information and exaggerated statistics regarding STIs, including HIV; suggests that STIs are an inevitable result of premarital sexual behavior.
Teaches that religious values can play an important role in an individual's decisions about sexual expression; offers students the opportunity to explore their own and their family's religious values.	Often promotes specific religious values.
Teaches that a woman faced with an unintended pregnancy has options: carrying the pregnancy to term and raising the baby, carrying the pregnancy to term and placing the baby for adoption, or ending the pregnancy with an abortion.	Teaches that carrying the pregnancy to term and raising the baby or placing the baby for adoption is the only morally correct option for pregnant women.

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Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Effective Communication Using PowerPoint

Learning Outcomes | Participants will be able to:

- Describe three situations where using PowerPoint would be appropriate.
- Name three key elements of an effective slide and create a PowerPoint presentation.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers; Computer; Projector; WiFi; Laptops for at least half of the participants; USBs; Speakers or microphone; Recording of a popular dance song; Broom; Small fish tank, bucket, or bowl; Cut-out fish with questions; 3-4 sticks with a string and a wad of masking take at the end ("fishing pole"); An optional prize for 1-2 participants

TRAINING TOOLS

- PPT Presentation: Key Points to Make a Successful Presentation

PREPARATION

Materials / Room:

- Write learning outcomes on flip chart.
- Set up chairs and/or tables in a configuration most suitable for the session.
- Set up and test the audio equipment.
- Ensure there are enough outlets for the extra computers.
- Prepare cut-out fish with questions written on them from Part 6.

Trainer:

- Review materials and ensure that the PPT works and the room can get dark enough.

INSTRUCTIONS

PART 1: NARRATING WITH POWERPOINT (20 min)

1 Introduce the session by explaining that using PowerPoint (PPT) presentations is an effective way to present information and that today they will learn about the positive experiences and challenges that come along with PPT. Discuss:
- Brainstorm different situations where PPT is effective, and a few where it is not. Consider factors like space, topic complexity, audience, equipment, and time.
- Give some specific examples of when you saw a PPT being used effectively and when you saw it being used ineffectively.

2 Ask the group to specify situations in which PPT is an effective communication tool. *[Probe for: Formal business or corporate settings; conferences; panels; adequately equipped training spaces; used for captivating graphics or photographs that bring an experience to life; use of video or social media to demonstrate an idea; useful facts and figures that can be used later by the audience.]*

3 Then, ask the group to specify situations in which PPT is not effective. *[Probe for: Informal settings: training spaces with unreliable electricity; when an audience is low-energy; when graphics/images are low resolution; when the text is small or blurry; when the presenter faces the screen or reads directly from it and doesn't engage the audience.]*

4 Review the following key points:
- A PPT is an audiovisual aid and should contain only the main points the presenter wants to highlight. Each slide should have notes with talking points.

- Slides should not be read aloud to the audience unless there is someone with visual impairment.
- PPT is not effective if the viewer cannot read or see the image clearly. Lighting and the graphics size/quality are important.
- The main tool in a PPT is the presenter's voice, not the slide content.
- PPT can easily lend itself to passive learning and only reaches those who learn via visual or auditory styles, leaving out kinetic, natural, and other types of learners.

PART 2: PPT PRESENTATION (35 min)

5 Introduce the presentation, saying:

- We have given some examples of the effective and ineffective aspects of using PPT. Now we will talk about the available tools to make and effective PPT. Remember that PPT is one of many training tools and should not be the only one you rely on.
- We will now explore the main steps for creating effective slides.
- Remember: voice is your main instrument as a facilitator. Be sure you look at the audience while presenting. You may print out your notes or use note cards for talking points. Always bring a printed copy of your PPT presentation with you.

6 Turn on the PPT presentation "Key Points to Make a Successful Presentation", and review the steps to preparing a PPT presentation on **slide 2.**

7 Then, review the content in the PPT presentation using the slides as guidance, making the presentation as interactive as possible, and not reading directly off the screen.

8 On **slide 3**, review how to assess the objectives of a presentation.

9 On **slides 4-6**, review the audience questions and address important issues such as literacy level, the different ways of approaching SRH with men and with women, in mixed groups, or with sexual minorities or with sexually diverse groups.

10 Following the questions on slide 13, note that slide 15 is more engaging as it requests audience feedback.

11 After the presentation, ask the participants to point out the techniques you used and how they worked to engage them as the audience.

12 Review the following boxed points, if not already mentioned:

- PPTs are effective tools for presenting technical information or providing an overview, but that they must integrate some kind of discussion or activity.
- The audience is the key to deciding which information to present, which words to use, and how the presentation will look visually.
- Data can be broken down in many ways. For example: 33% of women vs. 1 in 3 women. To say 1 in 3 is more concrete and easily internalized than a percentage. Both are correct, but one is more meaningful.
- Making a picture larger and incorporating questions or audience activities can make the presentation more interactive.
- Your voice and body are the main tools for an effective presentation.
- Modulate the tone of your voice, and vary the volume and pitch. Even if a podium restricts body movement, your voice should be fluid and give the impression of movement.
- Refer to the screen using a pointer or other object. Avoid speaking to the audience while looking at the screen as this can lower your voice.
- Move around to vary your engagement with the audience. Make sure that you can connect with both sides of the room.
- When sharing statistics, make sure to research the most updated information and statistics, and provide a brief source (i.e. UNFPA, date).

Training Tip:

- ✓ Be prepared provide information on creating a basic PPT, and be ready to demonstrate the different functions of PPT, including slide formatting, animation, inserting pictures, creating graphics, etc.

PART 3: ENERGIZER ACTIVITY (10 min)

13 Lead the group in the following brief energizer activity. Be sure the group is an odd number; if not, a facilitator may need to join.

14 Form a large circle, and instruct everyone to find a partner. Give the stick or broom to the person without a partner.

15 Explain that you will play some music for them to dance in partners. When the music turns off, each of them will move to find a different partner to dance with. Whoever remains dances with the broom.

16 Play the music for a few seconds before turning it off or lowering the volume, making sure participants switch partners. Repeat 4 or 5 times.

PART 4: PPT SLIDE DEVELOPMENT (30 min)

17 Begin this activity by telling participants that they will pretend to give a 20-minute PPT presentation on any aspect of SRHR to a group of young women in school, aged 17-18.

18 Divide participants into groups of 2-3 people with 1 laptop and 1 USB for each group. Ideally there would be no more than 5 groups. Explain:

- Using the key points previously shown in the presentation, work together to develop a short PPT presentation of 3-5 slides.
- Slide 9 will remain up on the screen as a reminder of the AIDA Model *[**A** - attract your audience's Attention; **I** - spike your audience's Interest; **D** - create Desire; **A** - stimulate an Action or Agreement]*.
- Each team member should create at least 1 slide for the presentation.
- Sometimes content is not as important as the look and verbal presentation of the PPT. For the purpose of this exercise, the most current statistics are not important.

19 After 10 minutes, briefly interrupt participants to remind to do the following:

- Add notes to the presentation using the note feature and to decide who will present each slide.
- Each participant should present at least one slide.

20 After 15 more minutes, gather all the PPT presentations on USBs.

Training Tips:

- ✓ Be available to answer questions and to provide technical assistance.
- ✓ Make sure that each participant has an opportunity to design 1 slide. If one person is doing a lot of the designing, suggest that they share in the process.
- ✓ The number of groups may be limited by the number of available laptops; each group should have one.

PART 5: PRESENTATIONS (60 min)

21 Tell participants they will now listen to each groups' presentations and provide feedback. Remind them that:

- Each group will present for 10 minutes, with 2 minutes for feedback and questions.
- Each group should use the presentation techniques covered in previous sections.

22 Ask the audience to pay attention to and provide feedback on the presentation quality and content after each group has finished.

Training Tips:

- ✓ If feedback is limited, model good feedback by making concrete observations on how the participants integrated the knowledge from the prior training section.
- ✓ Or, ask the audience what the group did well, what they remember, how well the visual and verbal portions interacted, and what was useful about the presentation.

23 Remind participants of the following:

- Not every presentation is well-suited for using PPT.
- Every presenter has their own style and, for some, using another presentation method other than PPT may be more freeing.
- PPT is a useful method, as long as the visual PPT slides and the verbal presentation interact and strengthen one another.
- PPT can be a good way to leave the audience with a copy of the information you presented, if you'd like.

PART 6: FISHING FOR ANSWERS (20 min)

24 Introduce the fishing game by explaining it will help them review the topics discussed earlier. Place the cut-out fish in a box/bowl and divide participants into 3-4 teams, each with a fishing pole. Explain:

- Each team will use a fishing pole to catch a fish and answer the question on the fish you caught. If the question is answered correctly, you can keep the fish. If not, then pass the fish to someone else on your team who may be able to answer it. The team with the most fish wins a small prize!

Questions for Fishing for Answers:

1 What is the 8x8 rule?
2 A graphic should be: ______________________________
3 What does AIDA stand for?
4 When should PPT NOT be used?
5 Where should you face when giving a PPT?
6 How should you use your voice when giving a PPT?
7 What can you do to a PPT presentation to make it more interesting?
8 What should you know about your audience before beginning a PPT?
9 What kinds of animations are there for text on a PPT?
10 What is the difference between pitch and volume in a person's voice?

Training Tip:

- ✓ Clarify answers to any questions that remain unclear, and make sure at least one person from each team participates.

PART 7: CLOSING (5 min)

25 To close, review the following points with the group:

- PPTs are often most useful for presenting projects, new ideas, and research results. They are meant to be supplementary, with the main focus on the facilitator and their audience.
- PPT slides should never simply be read aloud. The PPT presentation should be a guide to help you present the information and make it come alive for the audience.
- Use the notes feature to input your talking points and practice your presentation in advance a few times.
- Always bring a printed copy of your PPT with notes to your presentation in case the technology fails.

Sessions 3 & 4: Guided Work on LAPs & Closing

Learning Outcomes | Participants will be able to:

- Form a concrete plan with their team and receive support and feedback as they continue designing their LAP.

TIME: 4 hours

SUPPLIES
- Flip chart; Markers; Projector; Computer; Printer

TRAINING TOOLS
- None

PREPARATION

Materials / Room:
- Write learning outcome on flip chart.
- Set up the room in a suitable configuration for the session's activities.
- Ask participants to bring their LAP project proposal to the session.

Trainer:
- This session involves significant review of the most current draft of participants' LAPs. Based on instructions provided on Day 1, participants should have submitted their most current LAP by Day 2.
- Before the session begins, the Resource Team should meet for 30 min to review the progress of each LAP and identify their coaching strategy, times, expectations, and any forms that each team needs to fill out and turn in.

INSTRUCTIONS

PART 1: GUIDED TEAM MEETINGS (1 hour)

1 Explain the format of this session, saying:
- The Resource Team met earlier to review the most current draft of your LAPs and to get a clear sense of what forms each of you need to fill out.
- We will now take some time to meet with each LAP team to review your draft LAP proposal or your draft LAP PowerPoint presentation with you, provide feedback for your team, and go over a list of questions that will guide you to making the project SMART.
- We know it is difficult to find time to meet in between trainings, so let's make the most of this time to develop a SMART LAP. Remember, the LAP is a key component of the GOJoven model and the opportunity for you to apply the leadership and SRHR knowledge you have developed.
- While you wait for a member of the resource team to meet with you, continue working with your group on your LAP.
- Our activity today will allow us to take a look at how we perceive these issues in our communities.

2 Explain the feedback process:
- We will provide feedback to the entire group, not just individuals. Please take notes and ask questions; we are here to support you in this process.
- After we have met with your group, you will have 3 hours with your team to implement some of the feedback we have provided.
- We can also review and provide feedback for the final PowerPoint presentations you are creating for Day 8.

3 As you meet with the groups, keep the following in mind:

When reviewing, begin with the long-term goal/impact and move through each portion of the proposal, including objectives, activities, indicators, and evaluation plan. Hold each component against the SMART model outlined in IPPF's *Guide for Designing Results-Oriented Projects and Writing Successful Proposals.*

Ask participants specific questions to guide them towards making their proposals as SMART as possible. Make sure that the project has result indicators as well as process indicators. Some sample questions are:

- What do you expect the participants of your project to do differently as a result of your activities?
- What kinds of changes do you realistically expect to see in your project participants after your project is completed? Are these behavior or knowledge changes?
- How will you know that you have succeeded?
- How do you plan to measure success? Who will do it? When?
- How will this intervention or activity help reach your objective?
- How realistic is this activity considering the time and funds available?
- What kinds of additional fundraising will you need to complete this activity? How will you adjust your proposal if additional funds are not available?

Answer the group's questions. If you are not certain of the answer, let them know that you will consult with other Resource Team members or resources to confirm the answer.

Offer concrete suggestions about how they might strengthen their LAP, such as ways to measure different components of the LAP, or group communication tips.

Training Tips:

- ✓ Often by this stage, patterns in team dynamics have emerged. If needed, offer communication strategies or offer to facilitate a team feedback session outside of training hours.
- ✓ If you see one or two people doing most of the work, make an effort to include those who are participating less by asking them for their input.
- ✓ Remind the group that everyone is different and that some people need more time to process ideas and reflect on their thoughts before offering their opinion.
- ✓ While it is important to allow the team time to answer the questions and respond to your feedback, it is also important to be proactive in checking in on their progress throughout the session.
- ✓ As much as possible, remain within earshot of the group.

PART 2: LAP TEAMWORK (3 hours)

4 Instruct the participants to use the next few hours to work in their LAP teams and implement the changes discussed. Remind them:

- Make best use of this time, you will only have two other opportunities later in the week to work together in person.
- Refer back to your notes from the earlier guided team meetings and write down any additional questions. Remember that guidance provided during this time will be limited.

Session 4: Conduct Closing

[For a reminder, see Day 1 Session 4]

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Experiential Leadership Outing

Learning Outcomes | Participants will be able to:

- Engage in physical activities that let them overcome their individual limits, offer support to their peers, and practice team leadership.

TIME: All day

SUPPLIES
- Index cards; Tape

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Write learning outcome on flip chart.
- Set up the room so participants can be interactive/move around.
- Create name cards (see Training Tips).

Trainer:
- None

INSTRUCTIONS

PART 1: NAME GAME (20 min)

Training Tip:

✓ Determine in advance how to write the names on the cards. Themes can be famous people, work colleagues, the participants themselves (this one requires sensitive facilitation). Options include:
- You decide the theme and prepare the cards in advance.
- You determine the theme and participants create the cards.
- Participants determine the theme and create the cards.

1 Introduce the activity based on how you've written the cards. Explain:
- This activity involves guessing the name written on an index card by asking "yes" or "no" questions.
- The theme of the cards is: _______________.

2 Gather the cards and tape one card to each participant's forehead with the name facing outward. Participants should not be able to see the name on their own card.

3 Tell participants:
- One by one, each participant will ask the group "yes" or "no" questions to guess the name written on their card.

Training Tip:

✓ This activity aims to strengthen bonds between participants and provide ways for them to interact and move around. Encourage participants to be as interactive as possible.

PART 2: OUTING (4-6 hours)

4 Tell participants:

- In this outing, you will engage in activities that you may not have done before. The aim is to challenge yourself, get to know each other, and grow as a team.
- You will pair up with another member of the team—it is important to get to know more about your partner. Depending on the activity, you may or may not stay paired. There may be times where we participate as a whole group.
- Your mission is to fully participate and challenge yourself to accomplish your goals for the activity.
- You will have [#] hours, which means returning at [X].
- Then we'll discuss and do our feedback and reflection.

5 Form the partnerships (and any sub-teams), answer any questions, then give the group their instructions to begin.

6 Observe and support the participants as needed (see Training Tips).

PART 3: CLOSING (20 min)

7 At the end, bring the group back together. Depending on what fits the activity, ask such questions as:

- How did you feel about what you did today?
- What was most /least challenging for you, and why?
- What did you observe that impacted you about the team?
- What do you wish had been different for you? For the team?
- What did you learn that is new for you?
- How does what you did today relate to leadership?
- Does this change how you will approach your work?

Training Tips:

- ✓ This outing provides opportunities for individual challenge and growth and for team building. It allows most participants to experience an activity that makes them confront and engage beyond their normal comfort zone. But it may also cause feelings of insecurity, fear, or embarrassment, so include only participants who have been a part of the larger group training process.
- ✓ An ideal outing provides leadership opportunities for those with experience in the activity and has attainable goals for all.
- ✓ Consider potential hazards and/or barriers to individual participants and think creatively about how to motivate and coach them to address perceived or real limitations. Consider the physical capacity of all participants, and plan activities accordingly.
- ✓ Lead by example, and provide encouragement, instruction, and caring support. Try to speak beforehand, and during the activity, with anyone who may hesitate, to encourage them. Offer alternative forms of participation if needed.
- ✓ Ideally, participants partner with someone they know less well.
- ✓ Sample past outings include the following: Long hike with challenging terrain (steep mountainside); Snorkeling; Kayaking/canoeing; Ropes course; Rappelling or caving; Zip lining; Climbing a structure, e.g., pyramid ruins or staircase.
- ✓ Consider safety: Be sure to bring adequate food and water supplies; sunscreen; insect repellent; an approved first-aid kit. (Ideally, a staff person should have some knowledge of first aid.) Add outside resource people if needed to ensure safety, well-being, and successful completion of the activity.
- ✓ The trainer and other support personnel participate in analyzing and sharing the events of the day.

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Disseminating Results and Developing Abstracts

Learning Outcomes | Participants will be able to:

- Identify 2 mechanisms for disseminating their LAP results.
- Name at least one. of the components of an abstract.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers; Projector; Computer with Internet; Laptops and USBs for each country team; Note cards; Printer and paper.

TRAINING TOOLS

- PPT Presentation: Demonstrating Impacts: Results Dissemination and Abstract Development
- IPPF's *Guide for Designing Results-Oriented Projects and Writing Successful Proposals*
- Handout: Sample Abstract Template
- Handout: Sample of a Successful Abstract

PREPARATION

Materials / Room:

- Write learning outcomes on flip chart and print handouts.
- Configure room in a way most suitable for the session's activities.
- Prepare and review a list of upcoming conferences related to SRHR and write them on the flip chart; prepare a list of conference websites to share.
- Ask participants to bring their LAP designs to the session, and print 1 copy per LAP team.

Trainer:

- Review reference materials for session.

INSTRUCTIONS

PART 1: INTRODUCTION (10 min)

1 Review the learning outcomes and answer any questions. Then say:

- Becoming community and ASRHR leaders means becoming part of a larger community of leaders who are working toward the same goals.
- It is important to learn from these leaders about efforts being made in the field, what works, and what doesn't.
- It is our responsibility to share our work and successes with other ASRHR leaders.

2 Ask participants the following, writing their answers on a flip chart:

- How can you share your LAP results? *[Probe for: Presentations; Articles in newspapers, magazines, blogs, journals, websites, and newsletters; Conferences.]*
- Why is it important to share the results of your work? *[Probe for: To contribute to knowledge on effective, evidence-based ASRHR strategies.]*
- What is the best way to get invited to conferences and to give presentations? *[Probe for: Word of mouth; Personal invitations; Submitting abstracts via calls for abstracts.]*

3 Review the following key points:

- Sharing knowledge or experiences about your work is called dissemination in the ASRHR field.
- Funders will want to know your plans for disseminating the results of the projects that they fund.
- Be sure you know the different events and publications for dissemination.
- Attending conferences is a key way to stay updated on ASRHR, meet new people, build your professional networks, and meet potential funders.

Training Tip:

✓ Look for upcoming conferences and professional meetings and focus on those with open calls for abstracts.

PART 2: EVALUATING PROJECT RESULTS (30 min)

4 Tell the group:

- Before you disseminate results, you need to identify the results and what about them is important to share.

5 Lead a discussion on what results are and why they are important. Remind participants of the different types of results, using the boxed key points as a guide:

- **Qualitative results** are descriptive and can be in the form of a story. Usually, this is the type of result we have from our LAP.
- **Quantitative results** are scientific and involve comparing outcomes from a control group, or group without the programming or project, with a group who experienced the program or project.
- **Process results** are seen throughout the process of an intervention or project. For example, the number of participants in a survey or focus group (the result) can tell you about the community's interest in your project.
- **Product result** is an output produced during your project, such as a manual or flyer. These might be worth sharing because of their content or design.
- **Impact results** are the larger-scale, longer-lasting results of your project on the intended population. For example, a change in behavior such as increased condom use or lowered STI rates. Doing an impact evaluation takes time and money, and you may not be able to complete one during your LAP.
- **Case studies** are a good way to contribute to the field and to delve deeper into a specific project. They can take time to write.
- Sometimes failure is the most important result to share with others, along with an analysis of what failed, why, and future recommendations.

Training Tip:

✓ Review IPPF's *Guide for Designing Results-Oriented Projects and Writing Successful Proposals* for results and process indicators to ensure that the language used is consistent with the language used in LAP development.

6 Review slides 2 and 3 of the PPT: Demonstrating Impacts, saying:

- Write down 2 ways you can demonstrate evidence of your results.

7 Ask the group to brainstorm different ways to show their results.

8 Present slides 4 and 5 of the PPT.

9 In plenary, ask the following:

- How do we use evaluation to identify our project results?
- What are different ways that we can show evidence of our results to others?

PART 3: WHERE TO DISSEMINATE RESULTS? (20 min)

10 Review the conferences participants have listed prior and add any others.

11 Share your list of conference websites, focusing on an example of an open call for abstracts. Visit the registration portal and highlight any scholarship opportunities.

12 Ask the group:

- What do these conferences have in common (language limitations, deadlines, cost, different locations every year)?
- How does this help us strategize which ones to apply for?

13 Provide the following key points about conferences:

- Often conferences have a youth program for participants under 30.
- Conferences may offer scholarships which could cover airfare and lodging.
- Each conference has a different format for abstract submission.
- Conference themes change yearly and the abstract must fit that theme in order to be selected.

PART 4: PROJECT ABSTRACTS (20 min)

14 Introduce the section, saying:

- Sometimes the only way to attend a conference is to be invited to speak.
- Most conferences have calls for abstracts. Conference organizers select abstracts to be part of a panel or a poster presentation.
- It is more difficult to be selected to a panel presentation than a poster presentation.

15 Lead a 5-minute discussion with the group, using these prompts:

- What is an abstract?
- Have you ever written one?
- Where have you seen them?
- Who do you know that has developed them for your organization?

16 Go through the rest of the PPT: Demonstrating Impacts, starting with slide 6. Take time to invite questions and examples of each component. Leave the last slide up on the screen for reference in Part 5.

17 Remind participants:

- Abstracts have specific sections to develop and each conference may have a different format.
- Often, calls for abstracts are not released until a short time before they are due, so it is helpful to have one prepared about your project results that you can easily adapt and submit.

PART 5: ABSTRACT WRITING GUIDE (20 min)

18 Distribute the 2 handouts, explaining:

- We will now see what an abstract looks like.
- Take 5 minutes to look at the two handouts with an abstract template and a sample abstract.
- Identify a few ways in which the sample abstract follows the template, and a few ways in which it does not.

19 After 5 minutes, lead a group discussion about how the abstracts do or do not follow the template and the "4 Cs of Abstract Writing" (last slide of PPT).

20 Then, ask the group to give concrete examples from the abstract as they answer the following:

- What did the writers of this abstract do well?
- Does the presentation sound innovative?
- What parts of the abstract are least developed? What would the writers need to do to improve these sections?
- Overall, does the abstract follow the 4 Cs? Which need to be improved?

21 Review the following key points:

- Abstracts are brief summaries and there may be word or character limits. Write concisely.
- Describing a complex yearlong project in one paragraph is difficult.
- Explaining the project and the results to a group that does not share a context for the work is challenging. This is why it takes time to develop a well-written abstract.

Training Tip:

✓ Review past GOJoven abstracts or use your own as examples. Sample abstracts should have some strong sections, as well as some less strong sections for critique.

PART 6: ENERGIZER ACTIVITY (15 min)

22 Arrange the group in a single line and tell them to remain silent throughout this activity. Then, read the boxed instructions:

1 The participant at one end of the line will think of an important message about SRHR and write it down on a note card. It can be a message about how to put on a condom or how to get tested for HIV, for example.
2 The message should be one complete sentence with between 10-20 words.
3 After the participant writes the message, they will whisper it to the person next to them.
4 The receiver of the message cannot ask questions nor ask for the message to be repeated. They will then turn to the person on their other side and repeat the message they just heard.
5 The next person repeats the message again, and so on down the line.
6 The final person in the line repeats the message out loud for the group.
7 The first person in the group who made up the message reads their original message out loud for the group.
8 The group debriefs the activity with a discussion.

23 Lead a group discussion using the following questions:

- What happened in the activity?
- How close was the original message to the final one? What do you think accounts for the difference?
- Why was this activity difficult?
- How does this activity relate to disseminating results?

24 Review the following key points:

- This activity shows how information can become distorted when not communicated clearly.
- When disseminating results, we need to write down our evidence and demonstrate it. Verbal communication is not always enough.

- Part of communicating is ensuring that what we have tried to communicate has been clearly received and understood.
- There are many ways of doing this, through pre- and post-tests, answering questions, journal entries, application of concepts in a project, etc.

Training Tip:

✓ Work with the teams to answer questions and review their achievements. Make sure everyone is participating.

PART 7: WRITING AN ABSTRACT ABOUT THE LAPs (70 min)

25 Divide the group into their LAP teams and explain that they will write their own abstract. Give each team a laptop and a copy of their LAP. Say:

- Use the Abstract Template to write an abstract about the results of your LAP. Imagine that the LAP is completed and you are sharing the results.
- Think about the lessons you expect to learn and the results you hope to see.
- Use a different part of the training room. Organize your writing as you see fit, either dividing sections among the team or completing it all together.
- You have 25 minutes to write a draft of the abstract. I will let you know when 5 minutes are remaining so you can wrap up.
- Save your draft on a USB or flash drive.
- Remember, this is only a draft. Focus on drafting content that makes sense, don't worry too much about editing.

PART 8: DISCUSSION AND REFLECTION (15 min)

26 Bring the group together and discuss the following:

- What was the easiest thing about writing an abstract?
- What was hardest?
- What did you learn from this activity?
- What leadership skills can you strengthen by writing abstracts and taking part in conferences?

27 Explain the following:

- Writing in a group can be challenging. It is much easier to share drafts of the text and take turns editing.
- Having different people read and edit the abstract will make it stronger.

PART 9: CLOSING (5 min)

28 Review the learning outcomes of the session and encourage the participants to write abstracts for conferences.

29 Mention that the GOJoven Personal Development Fund can help cover costs if an abstract is accepted to a conference:

- GOJoven supports participation as a keynote speaker or panelist.
- Often a participant can cover costs from different sources (a full or partial scholarship, or support from employers or other sources).
- There are international conferences that don't provide Spanish translation. Although we advocate to change this, we think that English language skills are a major asset, for those for whom it is not their first language.

HANDOUT

Sample Abstract Template

Title:
Learning objectives:
Description of the project/program:
Methodology:
Results/impact:
Conclusions:
Recommendations/lessons learned:

HANDOUT

Sample of a Successful Abstract

Conference: Annual Meeting of the American Public Health Association, 2014

Title: Youth Leaders Advocate for Comprehensive Sexuality Education in Honduras

Abstract:

The Asociación GOJoven Honduras is a youth-lead NGO recently formed in Tegucigalpa, Honduras by graduates of the Public Health Institute's Youth Leadership in Sexual and Reproductive Health Program (GOJoven). Evaluation data show that, over a 10-year period, 44 youth leaders built their leadership, program development and sexual and reproductive health skills and knowledge through their participation in GOJoven. Teams of youth leaders from eight regions in Honduras implemented leadership action plans in their communities resulting in measurable improvements in programs and access to sexual health education and services for youth and adolescents. GOJoven alumni joined together to legalize GOJoven Honduras as a registered youth-serving organization in late 2013 and have implemented strategic and advocacy planning focused on increasing the engagement and influence of youth in advocating for youth friendly sexual and reproductive health services. The organization is active in national and regional efforts to advocate for Honduras' implementation of the International Conference on Population and Development (ICPD) Programme of Action in the wake of the 20-year anniversary of ICPD. GOJoven Honduras is the chair of the National Advocacy Coalition for Sexual and Reproductive Rights for Adolescents and has formed a Youth Platform to provide the youth voice and youth action within the Coalition. The organization is advocating for government accountability to the Ministerial Declaration "Preventing through Education" that they signed at the International AIDS Conference in Mexico City in 2008, which calls for comprehensive sexuality education and HIV education in schools throughout Honduras by 2015.

Learning objectives:

- Explain how youth leadership development can improve youth engagement and advocacy.
- Describe outcomes of engaging youth in national, regional, and international advocacy efforts.

Sessions 3 & 4: Abortion & Closing

Learning Outcomes | Participants will be able to:

- Understand their own values and beliefs regarding abortion and understand those of their communities and families.
- Describe how abortion impacts ASRHR in their region.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers; Projector; Computer with Internet; Audio equipment (for the video); Note cards (at least 3 per participant); Paper and pens.

TRAINING TOOLS

- Handout: Quotes Activity
- PPT Presentation: Safe Abortion: Saving Lives, Protecting Rights
- GOJoven Digital Story: Elisa “Options” (youtu.be/YGRwf7_1Urw)

PREPARATION

Materials / Room:

- Write the learning outcomes on a flip chart.
- Arrange the chairs in a circle, without tables.
- Write the words “Agree”, “Unsure”, and “Disagree” on paper and tape them to the floor with at least 2 meters of space between them.
- Write the following prompt on a flip chart: “In my family and my community, abortion is considered…”
- Write the quotes from the Training Tool handout on flip chart paper (one quote per sheet) and place them on the walls around the room.
- Download Elisa’s Digital Story: “Options”.
- Review and edit the PPT to 30 slides/60-minute presentation (original has 100+ slides).

Trainer:

- Review reference materials and the training agreements from Day 1 so you can remind participants of these agreements.
- Ensure that the PPT works and the room can get dark enough.

INSTRUCTIONS

PART 1: VALUES CONTINUUM (45 min)

1 Review the learning outcomes and answer any questions. Then introduce this session, explaining:
   - Abortion is a difficult and complex issue, and we all have opinions about it based on our own values and experiences.
   - This exercise will help us think about and express our attitudes and opinions regarding pregnancy and abortion.

2 Remind participants about the Training Agreements from Day 1, particularly those agreements regarding respecting differing opinions.

3 Ask everyone to gather on one side of the room, facing the papers that read “agree”, “disagree” and “unsure”. Then explain:
   - After I read each of the following statements, please move silently towards the paper on the floor that best describes your beliefs.
   - I will repeat each statement once.
   - After you all have moved, I will ask each group to explain why they chose to stand there.
   - Then I’ll ask if anyone would like to change their place and, if so, why.

4 Read a practice statement: “The best ice cream flavor is vanilla”, making sure participants move near one of the three pieces of paper. Ask participants why they chose a specific place, and then ask if anyone would like to change their place.

5 Ask everyone to return to one side of the room and read the following statements, giving time between each one for a brief discussion:

- A 15-year-old girl who has been raped should have access to an abortion.
- A 24-year-old woman who had sex with her boyfriend and got pregnant by accident should have access to have an abortion.
- A woman's partner should have the right to voice their opinion about whether the woman has an abortion or not.
- Abortion is a sin.
- Abortion is a sexual right and a reproductive right.
- Abortion should only be legal in the first trimester.
- Married women should not have abortions.
- Abortion should be allowed only when the life of a woman is at risk due to the pregnancy.
- If abortion is legalized, many women will want to have one.
- It is a woman's right to decide if she has an abortion or not, because it's the woman's body that is pregnant.

6 Bring the group together, and ask the following:

- How did you feel during this exercise?
- Which statement did you find to be the most difficult?
- Did the movements of other people in the group influence you own? Did you feel pressured to stand in a specific location at some point?
- If you had to stand alone somewhere, how did you feel?
- Were there any surprises regarding the answers to some of these statements?
- What reasons for abortion make you feel uncomfortable, and what is the source of your discomfort?
- How do your values influence that discomfort?
- How much does your discomfort have to do with the marital status of the woman in the statement? What about her age?

7 Explain that, while some of our core values remain unchanged, other values and beliefs change and grow with us through time.

Training Tips:

- ✓ Edit the statements to better reflect the background of the participants.
- ✓ Some participants may have strong or emotional reactions with this topic. If possible, have several Resource Team members available for support.

PART 2: A WORD ABOUT ABORTION (20 min)

8 Ask participants to sit on the floor, and distribute note cards and pens. Say:

- Write down the first word that comes to mind when you hear the word "abortion".
- Your answers are anonymous, and should be kept to yourselves.

9 Collect and mix up the cards. Arrange them face-up on the chairs forming a circle. Allow participants 5-10 minutes to walk around and read the cards.

10 Bring the group together and ask:

- How did you feel when you read these answers?
- Did any of the answers surprise you? If so, which one(s), and why?
- Are there any repeated answers? What does this tell us?
- Was it hard to choose a single word? Why?

11 Then, review these key points:

- We have different opinions about abortion, and this exercise allows us to know more about these differences.

- But, it doesn't tell us much about what in our lives shaped our opinions.
- We know that context is important for communication. If some of these words surprise us, keep in mind the lack of context in this exercise.

PART 3: ESSAY (25 min)

12 Distribute participants' notebooks and pens, explaining that they will take some time to analyze their opinions about abortion. Then say:

- I'm going to read you a prompt, and ask that you write non-stop for five minutes, trying to keep your pens moving.
- The prompt is "In my family and my community, abortion is considered…"

13 Keep time, and notify participants when there is one minute left. Invite participants to share what they wrote, and guide a group discussion:

- What attitudes about abortion do we see in our families and communities?
- Are there other families and communities that have different attitudes? Why do these differences exist?
- How does our own comfort level with the reasons young women choose to have an abortion impact our work in ASRHR, specifically abortion services?
- How might these women perceive our comfort level?
- How does this impact the quality of health services they receive?

14 Then, review the following boxed points:

- Abortion stigma discredits people that we associate with abortion. This stigma affects women who have had abortions, people who work in facilities that provide abortions, and people who support women who have had abortions, including their partners, relatives, and friends, as well as researchers, activists, and advocates for abortion rights.
- Different communities and families can have different attitudes towards abortion, depending on their access to safe abortion services. Generally speaking, communities with access to safe abortion have a more open attitude towards abortion.

Training Tip:

✓ Remind participants that they should speak from an "I" perspective and be concrete when presenting their opinions.

PART 4: QUOTES ACTIVITY (20 min)

15 Tape the flip charts with the quotes from the handout on the wall/floor around the room. Ask participants to copy the quote(s) that most impact(s) them on a note card.

16 Facilitate a group discussion with the following:

- How do these quotes make you feel?
- What did you notice about these quotes?
- How do the meanings of these quotes relate to the situation of a woman or girl who decides to terminate her pregnancy?
- Observe that the majority of the quotes are by men. We'll review how public discourse (elements of cultural beliefs, values, norms, expectations, and policies) around abortion could be different if men got pregnant.
- One side effect of judgment is shame. People respond to shame in many different ways: depression, suicide, isolation, and low self-esteem.

PART 5: LEGAL CONTEXT OF ABORTION AND ITS IMPACT ON SRHR (60 min)

17 Introduce the presentation by explaining that the group will now examine the current legal framework for abortion.

18 Present the PPT: Abortion, and review the most up-to-date legal status for abortion worldwide, found here (reproductiverights.org/worldabortionlaws). Allow time for questions throughout the presentation.

19 During the presentation, consult relevant resources about the medical aspects of abortion, found on Planned Parenthood's website (plannedparenthood.org), Ipas' website (ipas.org), or this longer reference manual from Ipas.

20 Review the following boxed key points:

- Women may wish to terminate wanted or unwanted pregnancies. Even if a woman does want to continue her pregnancy, she might feel the need to terminate her pregnancy because her or the pregnancy's health is at risk. Or, she may feel pressured by shame, stigma, disapproval from her partner, family or community, or current governmental policies.
- Women may not want to be pregnant for many reasons, including: health or socio-economic considerations; cultural reasons; the desire to have children at another time; issues with their partner; or pregnancy as a result of rape or family sexual abuse.
- The World Health Organization has noted that "When done by qualified providers using the correct drugs and medical techniques and in hygienic conditions, abortion is a very safe medical procedure" (WHO, Safe abortion: Technical and policy guidance for health systems, second edition, 2012).
- "Unsafe abortion" is a procedure for terminating a pregnancy carried out either by persons lacking the necessary skills or in an environment that does not conform to minimal medical standards, or both (WHO, 2012).

Training Tip:

✓ When editing the presentation, try to focus on the context of abortion and the technical aspects of abortion, to demystify the procedure.

PART 6: DIGITAL STORY: *OPTIONS* (25 min)

21 Introduce the video "Options":

- We're going to watch a video produced by a GOJoven Fellow in 2010.
- Looking at an individual experience with abortion can help us think through its complexities.

22 Show the video. Some groups may ask to see the story twice. Then facilitate a group discussion with the following questions:

- Elisa got pregnant at 17. What are some of the possible reasons why she had an unsafe abortion?
- How would her story have been different if she had access to a safe abortion?
- How did Elisa's experience impact her?
- What other options did Elisa have and what could have been the consequences of these different options?
- How did Elisa's family's beliefs about sexuality influence her, and where did these beliefs come from?

23 Review the following boxed key points:

- Elisa did not want to marry as was expected of young women in her situation. Her family's beliefs that sex education occur at home and not in school may have made her feel ashamed about her own sexual feelings. This may have prevented her from accessing contraceptives.
- Complications like the ones Elisa suffered were the consequences of an unsafe abortion, and it was this procedure that caused her infertility problem. Abortions performed in a safe clinical environment rarely produce fertility problems.
- Had Elisa known about medication abortion in the first trimester, she could have had terminated her pregnancy without physical intervention.

Training Tip:

✓ Make sure the group understands that the tragedy in Elisa's story is that she had to resort to an unsafe abortion without medical support, and that she lacked access to CSE.

PART 7: CLOSING ACTIVITY (15 min)

24 Close the session by asserting that it's important for our opinions to be research-based and evidence-informed.

25 Ask participants to stand or sit in a close circle. Distribute note cards and pens, and ask participants to write down their answers to these questions:

- What did you believe about abortion before this session?
- What do you believe now?

26 Ask participants to share their answers aloud. Then ask them to comment on what impacted them the most in today's session.

Training Tip:

✓ If there were differences of opinion, ask participants to approach someone they disagreed with and verbally recognize the respect they feel for the person.

Session 4: Conduct Closing

[For a reminder, see Day 1 Session 4]

HANDOUT

Quotes Activity

1 "When you judge another, you do not define them, you define yourself." – *Wayne Dyer.*

2 "We can never judge the lives of others, because each person knows only their own pain and renunciation. It's one thing to feel that you are on the right path, but it's another to think that yours is the only path." – *Paulo Coelho.*

3 "Remember that I'm human. Before you judge me or decide how you'll deal with me, walk awhile in my shoes. If you do, I think you'll find that with more understanding we can meet in the middle and walk the rest of the way together." – *Eric Harvey and Steve Ventura*

4 "I should love to satisfy all, if I possibly can; but in trying to satisfy all, I may be able to satisfy none. I have, therefore, arrived at the conclusion that the best course is to satisfy one's own conscience and leave the world to form its own judgment, favorable or otherwise." – *Mohandas K. Gandhi*

5 "Shame needs three things to exponentially grow in our lives: secrecy, silence, and judgment." – *Brené Brown*

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Developing Successful Proposals

Learning Outcomes | Participants will be able to:

- Name 3 donors who could help fund ASRHR programs and 3 strategies to manage funds.
- Name 5 components of an effective proposal.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers; Projector; Computer with internet

TRAINING TOOLS

- PPT Presentation: Proposal Development: Key components of an effective proposal
- IPPF's *Guide for Designing Results-Oriented Projects and Writing Successful Proposals*
- PPT Presentation: Letters of Intent
- PPT Presentation: Fundraising

PREPARATION

Materials / Room:

- Write learning outcomes on flip chart.
- Set up chairs and/or tables in a suitable configuration for the activities.
- Ask participants to bring their draft LAP proposals to the session.
- Write the boxed criteria from Part 5 on flip chart paper.

Trainer:

- Review reference materials.

INSTRUCTIONS

PART 1: INTRODUCTION TO PROPOSAL WRITING (60 min)

1. Introduce this session, saying:
   - Writing proposals requires practice. The more you do it, the better you will be at it.
   - Today we will cover some tips for proposal development.
2. Show slides 1-6 of the PPT: Proposal Development and maintain dialogue throughout.
3. For the group activity on slide 7, allow 5 minutes for participants to list potential funders for their LAP or work-related projects. Ask:
   - What are the different priorities for these funders?
   - What experiences have you had with proposal writing?
4. Continue with the remainder of the PPT presentation, then review the section of the IPPF Guide on writing proposals. Say:
   - Remember, you have already learned about writing goals, objectives, and indicators.
   - The budget format you were given is based on the one in this document.
   - Use this guide when you are developing a proposal and check your objectives and indicators against the wording and guidelines offered here.
   - Use clear and simple language when developing proposals. Avoid writing in the passive voice as that weakens your proposal.
   - When possible, include concrete, specific, and relevant data and examples.

5 Review the following key points:

- Every funder is different, and no two proposal requirements or funding priorities are alike.
- Be aware of specific proposal requirements outlined in the donor's Request for Proposals (RFP).
- Donors change their strategic funding focus every few years. Check donor websites or contact them directly to discover changing priorities.
- People who work at donor organizations often move from one to another, so it is important to build strong relationships as a grantee.

Training Tips:

- ✓ Break up the PPT presentation with participant discussion and take a brief stretch break after 30 minutes.
- ✓ Be aware of participants' attention level and engagement during the presentation.

PART 2: LETTERS OF INTENT (70 min)

6 Introduce this activity, saying:

- A letter of intent (LOI) or concept note is often the first step in presenting a project idea to the donor.
- Donors may require an LOI before reviewing a full proposal.
- In this session, we will cover the basic components of an LOI, and then you will produce a draft LOI and present it to potential donors.

7 Take a few minutes to form a team of "donors" made up of Resource Team members. Review their roles as donors for this exercise, explaining:

- You will read an LOI drafted by the participants in order to recommend the LOI for funding or for a full proposal.
- Base your decision on the following: 1) feasibility of project; 2) compelling need; 3) potential for success and innovation.

8 Take 20 minutes to present slides 2-7 of the PPT: Letters of Intent.

9 Divide participants into their country teams to draft an LOI about their LAP to present to potential donors. Explain:

- You will only have 45 minutes to do this.
- Try to complete at least the introduction and description of need, including an overview of your methodology.
- The Resource Team and I are available to provide feedback and assistance.

10 Instruct participants to submit their drafts to the donor team. Later in this session, the team will take a few minutes to assess the LOIs and to make a decision on which LOIs were the strongest and why.

11 Review the following key points:

- LOIs or concept notes are your first opportunity to get the funder to fall in love with your project or idea.
- LOIs can be harder to write than a full proposal due to the limited amount of space; it is often harder to write less instead of more!

Training Tips:

- ✓ Some participants may not be strong writers and may require extra time; provide technical assistance as needed.
- ✓ Ideally, participants will have access to a computer or laptop to type out their LOIs.

PART 3: FUNDRAISING 101 (25 min)

12 Introduce this activity, saying:

- Writing LOIs and grant proposals is one way to get funding for your projects.
- Another important way to fundraise is to target a broader audience. We will explore some important ways to raise funds from different sources.

13 Present the PPT: Fundraising, spending about 3 minutes on each slide, covering the following topics:

- Necessary Resources for Project Implementation
- Identify the Resources Your Organization Needs
- Fundamental Principles
- Requirements for Successful Fundraising
- Types of Fundraising
- Know Your Donor

14 Use the laptop with internet and the projector to search a donor's website, for example the NoVo Foundation (novofoundation.org). Review the site with the group, looking for the answer to the questions on the "Know Your Donor" slide of the PPT.

15 Discuss the following:

- What fundraising activities have been successful for you, and why?
- What fundraising activities have not been successful, and why?

16 Review these key points:

- Cultivating donors is hard and depends on keeping your work publicized so that when funding becomes available, they think of you first.
- Meet with potential funders, even when there is no open call for proposals. Sometimes funders have money they must give away in a short time, and you want to be on their call list.
- Develop concept notes that address 2–3 of your ideal projects and have them ready to submit or edit under a tight deadline.

Training Tip:

✓ Keep the discussion as lively as possible by inviting participation, comments, and examples of each of the different fundraising techniques that you discuss.

PART 4: BRAINSTORM POSSIBLE DONORS (20 min)

17 Introduce this activity, saying:

- We often forget that our greatest resources are usually sitting right next to us.
- Let's pool our collective knowledge about donors and fundraising strategies that we know work well for us or for our colleagues.

18 Divide the participants into their country teams. You may wish to combine teams whose LAP proposals are similar. Distribute flip chart paper and markers to each group, and explain:

- You will spend the next 15 minutes brainstorming names of potential donors for your LAP. Be sure to include:
  - Foundations
  - Government agencies
  - Individual donors (philanthropists)
  - Private businesses (who can give funds or in-kind donations)
- As you list donors, look them up and research if they have any open calls for proposals or LOIs, noting specific deadlines.
- Write down as much information about the donor as possible, including information about any contact that group members may have had with them.

19 After they have completed their lists on flip chart paper, ask them to share their key results with the group. Then ask:

- Which donors seem the most promising, and why?
- Are there any open calls for proposals?
- What is the range in amounts that you think you can fundraise from these donors?
- What documents do you need in order to request funding from your listed sources (proposals, donation letter, LOI/ concept note, etc.)?

20 Review the following key points:

- Often large donors do not accept unsolicited proposals. If they do, the donor usually approaches a specific organization to apply for funding.
- That's why it's important to meet with donors on a regular basis.

Training Tips:

- ✓ This session works better if you have Internet connection so participants can look up prospective donors.
- ✓ Look at a specific call for proposals that you might already know of and offer a few specific suggestions for follow-up as an example.

PART 5: LOI PRESENTATIONS TO DONOR TEAM (35 min)

21 Introduce this activity, saying:

- Each LAP team will practice presenting their LOI to a group of donors. As with everything, practice is important to become a great fundraiser!
- We understand that your LOIs may not be finished, but it is important to share the key points and the parts that have been completed.

22 Then explain the following:

- Each team has 5 minutes to select spokespeople and present their concept note/LOI to the team of donors.
- The presentation can consist of reading a portion of your letter or summarizing its key parts.
- The donors will listen to each presentation and then take the letter from the presenter to review it more closely.
- The panel will evaluate each presentation on the following criteria, also written on flip chart paper:

- **Impact:** What is the proposal's potential to advance ASRH in your communities?
- **Feasibility:** How feasible is the proposed strategy, given time and resource constraints? Does the project focus on one specific issue affecting youth (i.e. pregnancy), or does it seek to address youth human rights more broadly (i.e. education, health, etc.)?
- **Budget:** How will the proposed project benefit youth in the short and long term, given the proposed budget?
- **Bonus:** Is there anything especially unique or valuable about theproposal?

- After each presentation, the donors will take 5 minutes to ask questions to the team that presented.

23 After all the presentations are over, give the donor team 10 minutes to rank the LOIs, making written comments if needed.

24 Then, ask the donor team to announce and explain their decision of whom to finance.

25 Discuss the following as a group:

- Were you surprised by the donors' decision?
- What would you do differently next time?
- What was the most interesting project idea that you heard, and what made it interesting to you?

26 Review these key points with the whole group:

- What we communicate verbally doesn't always come through in an LOI.
- Although an LOI or concept note is short, it should motivate and excite the donor as to the potential impacts and uniqueness of your project.

- Like any other part of fundraising, writing LOIs takes time and practice.
- This exercise offered a short turnaround time to produce high-quality work.
- The goal is to have you leave with a solid basis for writing LOIs that you can further develop in the future.

Training Tips:

- ✓ You will need help from other Resource Team members to print copies of the LOIs.
- ✓ If possible, allow time after the session for the donor team to provide concrete written feedback for the LOIs before returning the hard copies to the participants.

Session 3: Guided Work on LAPs

Learning Outcomes | Participants will be able to:

- Form a concrete plan with their team and receive support and feedback to finalize the design of their LAP.

TIME: 1 hour

SUPPLIES
- None

TRAINING TOOLS
- None

PREPARATION

Materials/Room
- Write learning outcome on flip chart.
- Set up the room in a suitable configuration for the session.
- Ask participants to bring their LAP project proposal and draft LAP PPT presentations to the session.

Trainer:
- This session involves additional review of the most current draft of participants' LAP designs.
- Review instructions and training tips from the Day 3 "Guided Work on LAPs" session, since this is a follow-up to that session.

INSTRUCTIONS

PART 1: GUIDED TEAM MEETINGS (1 hour)

1 Explain that this session's purpose is to give participants another opportunity to meet with and obtain guidance from the GOJoven Resource Team while finalizing their LAP designs and drafting their final LAP PowerPoint presentations for Day 8.

2 Explain that the format will be similar to what they did on the Day 3 "Guided Work on LAPs" session, and that:
- The resource team will meet with each LAP team to review progress toward what needs to be completed by Day 8 of this training.
- Refer back to your notes from earlier team meetings and write down any additional questions. Remember that guidance provided during this time will be limited.
- While you wait for a member of the resource team to meet with you, continue working with your group on your LAP.
- After we have met with your group, you may have some additional time to continue working with your team. You will also have time the next two evenings for your team to work independently in preparation for your final LAP presentations on Day 8.
- Remember, the LAP is a key component of the GOJoven model and the opportunity for you to apply the leadership and SRHR knowledge you have developed.

3 Spend about 15 minutes with each team reviewing the process above.

Sessions 4 & 5: Individual Personal Development Meetings & Closing

Learning Outcomes | Participants will be able to:

- Create goals toward their 5-10 year professional and personal development.

TIME: 30 minutes

SUPPLIES
- Pens; Paper; Calendar; Computer with internet; Copier

TRAINING TOOLS
- MMHA Career Planning Workbook© (completed in Module 1)
- Worksheet: Personal Development Plan
- Worksheet: Personal Development Fund Application
- Worksheet: Personal Development Fund Report Template

PREPARATION

Materials / Room:
- Write learning outcomes on flip chart, and print training tools.
- Select a space for individual meetings that is accessible, private, and comfortable.
- Ask participants to bring the "Personal Development Plan" and the "Following Up on the Personal Development Plan" worksheets from Modules 1 and 2, and their completed MMHA Career Planning Workbook© from Module 1.
- If needed, consult with the Resource Team to set deadlines for submitting a Personal Development Fund (PDF) application.

Trainer:
- To create consistency, each Resource Team member should meet with the same individuals with whom they met in Module 1.
- Review the Career Planning Workbook©, especially the Personal Development Plan worksheet.

INSTRUCTIONS

PART 1: INDIVIDUAL COACHING (30 min)

1. Introduce this coaching session, explaining:
   - This is a unique opportunity to give undivided attention to your personal and professional development plans for the coming year.
   - Please be completely honest about the level of progress you have made toward your goals.
   - The goal of this session is to have a specific plan to accomplish your goals within the next year.
   - Myself and the other Resource Team members will spend 30 minutes with each of you to review your Personal Development Plan worksheet.
2. Then explain to the participant:
   - Similar to a project proposal, a Personal Development Plan must be SMART to be successful. This means being concrete and specific.
   - Let's review your completed Personal Development Plan worksheet and Career Planning Workbook©.
3. Take a few minutes to review these, asking clarifying questions. Make sure to ask:
   - What steps have you taken towards reaching the short-term goals you set during previous coaching sessions? Please be honest.

4 If they have not received Personal Development Funds (PDF) but have submitted an application, review their application, asking how this will help them reach their goals. Note the boxed information:

- If they are requesting support for an item or activity that costs significantly more than the funds available, ask if they have the additional funds to pay for it and how they plan to secure those funds.
- If they *have not* submitted a PDF application, help them think of different practical ways they can use their PD funds.
- Encourage them to fill out the application during the training so that you can review it, and give them a deadline to submit it.
- It is helpful to provide them with the PDF report template ahead of time as well, so they know what they will need to report on after using their funds.

5 Using their existing Personal Development Plan worksheet, or a new blank copy, tell the participant to:
- Write down goals that you are still working on or any new goals you have for the next year.
- Establish a clear timeline so the goals can be realistic and achievable.

6 If needed, commit to providing resources for the participant (i.e. scholarship opportunities, introductions to mentors, book recommendations, referral to another Resource Team member).

7 Review the participant's final Personal Development Plan worksheet and ask them if there is anything they would like to add or change. Make a copy of the sheet for the participant, and keep the original.

8 If the participant has not made significant progress toward their goals, ask:
- Are these goals in line with your values and your long-term goal?
- How can I help you make progress?
- Once you leave the training, to whom could you go for help?
- Imagine that we are sitting down here together a year from now—what will you tell me you have been doing?
- How might your life have changed because of this Personal Development Plan that we developed?

Training Tips:

✓ If a participant's goal is related to their educational goals or to a degree program, spend some session time researching the course or degree together.

✓ Participants should use pen to fill out their Personal Development Plan worksheet.

Session 4: Conduct Closing

[For a reminder, see Day 1 Session 4]

WORKSHEET

Personal Development Plan

GO OVEN INTERNATIONAL
TRAINING TOOL

For the individual coaching session on personal and professional development, it is important to list the following information. Several versions of this form can be completed, one for each specific development objective.

Name: ___________________________________ **Career goal:** *(Have XXX position by XXX date)*______________________________

Target date of completion: ________________ **Development Objective #** ____
(Have XXX certification by XXX date)

Note: In the table below, the first row under the headers is filled in as an example.

Action Steps	Target Dates	Required Resources	Comments and Notes
Example: Obtain the criteria for certification	DATE	Access to Internet and school web page	Print the criteria and start a file

WORKSHEET

Personal Development Fund Application

TRAINING TOOL

This application should be accompanied by supporting documentation that confirms the cost of your desired personal development activity. (For example, price quote for a class, equipment/materials, or detailed budget of the costs for the proposed activity.) Without the price quote or budget, your application cannot be approved.

Name of GOJoven Fellow:

First Name ______________________ Last Name ______________________

Address:

____

City: ____________ State: ____________ Zip Code: ____________

Country Code: ______ Phone Number: ____________ Mobile Phone Number: ____________

Fax: ____________ Work Email: ____________ Personal Email: ____________

Timeline for Personal development activity implementation:
Amount Requested (in USD):

WORKSHEET

Personal Development Fund Application

TRAINING TOOL

1. Why are you requesting the GOJoven Personal Development Funds at this time?

2. What are the objectives for your personal development activity? How will it impact you in a positive manner?

3. How does this personal development activity fit in with the larger Personal Development Plan?

4. When will your personal development activity begin? When will it end? (Give a brief timeline.)

5. What is the total budget for your personal development activity? (Please attach a detailed budget in Excel with a price quote confirming the actual cost of the personal development activity.) If your total amount exceeds $200USD, how do you plan to cover the difference?

TRAINING TOOL

WORKSHEET

Personal Development Fund Report

Please attach all original relevant receipts (originals or copies) that equal the amount requested for your fund.

Name of GOJoven Fellow:

First Name ______________________ Last Name ______________________

Address:

____

City: ____________ State: ____________ Zip Code: ____________

Country Code: ________ Phone Number: ____________ Mobile Phone Number: ____________

Fax: ____________ Work Email: ____________ Personal Email: ____________

Date(s) on which you implemented your personal development plan:
Amount of Requested (in USD): Amount you spent (in USD): Additional funding sources (if there were any):

WORKSHEET

Personal Development Fund Report

GO Oven INTERNATIONAL TRAINING TOOL

1. Did you complete the main objective (s) for your personal development fund? Please explain how or why not.

2. How did this fund contribute to your advancing your larger personal development plan?

3. What do you think your next step is in your personal development plan?

4. If you did not have access to this Personal Development Plan, how would you have completed this activity?

5. If you had the opportunity to apply for further personal and professional development funds, how would you want to use them?

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Training Techniques

Learning Outcomes | Participants will be able to:

- Understand 3 elements of public speaking and 2 elements of a successful training.
- Design and facilitate a dynamic activity.

TIME: 3.5 hours

SUPPLIES

- Flip chart paper; Markers; Notecards; Construction paper; Pens; Pipe cleaners and other art supplies; 5 pairs of scissors; Laptop/ internet; Printer; Stopwatch

TRAINING TOOLS

- Worksheet: Training Design Format
- Handout: Cone of Experience

PREPARATION

Materials / Room:

- Write learning outcomes on flip chart; make copies of Training Tools.
- Notecards with "3 minutes" and "1 minute" written on them.

Trainer:

- Review Module 1, Day 5 Session 2 "Communication and Public Speaking".
- Prepare training topics for Part 3, such as self-esteem, human rights, conflict resolution, collaborative leadership, proposal development, and fundraising.
- Review Bloom's taxonomy for ideas on best verbs to use for learning outcomes.

INSTRUCTIONS

PART 1: PUBLIC SPEAKING (45 min)

1 Review the learning outcomes, and answer any questions. Then, introduce this session, explaining:

- The ingredients for a successful training include detailed yet flexible planning, creativity, and practiced facilitation.
- In this session, we hope to address all of these factors. First, we'll talk about presentation style.
- You may remember the Communications and Public Speaking session from Module 1.
- What do you recall as important things to remember when preparing for a public speaking event? *[Probe for: crafting content, defining style, and practical planning.]*

2 Divide the participants into 4 groups and provide them with markers and flip chart paper. Say:

- Each group will define the "do's and don'ts" of one of the following: 1) Voice; 2) Body; 3) Space; 4) Audiovisual methodology.
- You'll have 15 minutes in your group to discuss how to use each element. Highlight things to avoid.
- Write down your key points to present them in a 5-minute presentation to the larger group, demonstrating specific examples.

- After each presentation, we will discuss the element for 5 additional minutes so the larger group can provide examples and share experiences.
- Each of these elements needs to be strong for a presentation to be strong. If a presenter has a great command of space but poor use of voice, the presentation will lose its effectiveness.
- When presenting, your emotional state ultimately determines what gets communicated. Breathe, meditate, and be practiced and prepared.

3 Allow the groups 15 minutes to prepare their presentations, then have each group present. After each presentation, lead a group discussion:

- What are some ways you can overuse this element?
- How can you tailor this element to your specific audience?
- What feedback can you look for from your audience and how can you adjust your presentation - for example, if the audience is squinting to see a visual?

4 Read the following:

Presentations require three main elements:

- **Content:** Fundamental message, key points, proof, examples, opening, and closing.
- **Style:** Interactive, subdued, loud, quiet, serious, humorous, etc.
- **Practical planning:** Orderly flow of information that makes sense to a specific audience and stays within the time allotted.

Public speaking requires:

- **Voice:** Volume, pitch and tempo are all part of the vocal variety that help the listener understand the presentation.
  - Emphasize the most important words or ideas by highlighting them vocally (with volume, etc.)
  - Dropping volume can create suspense or bring energy down, depending on need.
  - Pitch (high vs. low voice) can reflect feelings (high - excitement and low - strength).
  - Tempo is speed (high speed - excitement, and slow - importance).
  - Pauses bring focus to what you are saying and allow time to move on to the next thought. They also allow the listener time to process what you said.
- **Body:** Posture should be open and command the space available.
  - Closing in (folding arms, hunching, etc.) can inhibit your message.
  - Standing with shoulders back and chin slightly elevated can create positive energy.
  - Certain tics (clicking a pencil, putting our hands in pockets, or playing with our hair) can distract and even annoy your audience.
  - There should be congruence between the voice and the body – if the voice is excited, the body should be also!
- **Space:** Sometimes space is out of your control, but as much as possible, you should be able to see all members of the audience.
  - Different seating configurations create different ambience in the room. For example, school style is more impersonal and passive, while a circle is more interactive.
  - Use space and move around in it as much as possible.
- **Audiovisual:** Should be easy to understand for your specific audience

Training Tip:

✓ Use these TED Talks for learning about different aspects of presentations: Peter Myers on emotional and mental state (vimeo.com/90291006); Amy Cuddy on body language (youtu.be/Ks-_Mh1QhMc).

PART 2: FIRST STEPS IN DESIGNING A TRAINING (45 min)

5 Explain that the group will now determine good presentation content and look at the basic elements of planning a training. Say:

- Take a minute to write down 2 important things to consider when planning a training.

6 Brainstorm with the group for 5 minutes about these considerations. *[Probe for: Audience: Age, ethnicity, language; Objectives: What do I want them to know and do differently after this training?; Group context: How much does the audience already know about the topic? How well do they know each other? Are there any special needs in the group?; How much time you have; Space considerations: electricity, Internet, lighting.]*

7 Then say:

- The 2 main things that shape the session are who you are talking to and what you want them to learn.
- The audience determines the methodology (language, activities, etc.), and the objectives determine the actual content of the session.
- Each session should have 2-3 learning outcomes.
- Remember, just like proposal objectives, learning outcomes need to be Specific, Measurable, Attainable, Realistic, and Time-bound (SMART).

8 Distribute and review the Training Design Format worksheet, stressing the need for specificity. Say:

- Trainers or co-trainers should use this design as a guide for conducting the training.
- Make sure it contains step-by step instructions on how to facilitate the session so alternate trainers can step in if there's an absence.

9 Explain that training evaluation methods are ways in which the trainer verifies that participants are absorbing the information. Ask the group:

- What are some examples of training evaluation methods?

10 Review the following methods if they aren't mentioned:

- Responses to a brainstorm session
- Written results/ideas on flip charts
- Written work (such as completed worksheet, etc.)
- Presentation or role play results
- Pre- and post-test
- Written evaluation
- Observable behavior changes

11 Divide participants into small groups and say:

- Discuss the different methodologies that you have seen trainers use in GOJoven.
- Write your responses on the flip chart, ranking the most memorable.

12 Then tell the group they will have 3 minutes to present their list describing the most memorable session. Be sure they include the following:

- What, specifically, made that session memorable?
- What did you learn?
- What do you most recall from that session?
- Why do you think that this session impacted you so much?
- What has changed in you as a result of this session?

13 Then discuss the common themes in the groups' presentations. Distribute the Cone of Experience handout and highlight the verbs that appear next to the pyramid.

14 Close the session by conducting a group discussion on the effectiveness of GOJoven's methodology. Ask:

- What makes GOJoven's methodology effective? Why?
- What kinds of strategies do we tend to use (experiential activities, dynamic games, etc.)?
- What kinds of sessions lend themselves to these strategies most easily?
- Which topics are difficult to do in this way, and why?

15 Review the following key points:

- Learning outcomes focus on what participants will be able to do and know by the end of the training session, and what they might do differently as a result of your training.
- They should be realistic to the time available for the session. Participants will not master a skill in 1 hour. The learning outcomes for a 1-hour session will likely be in the top half of the Cone of Experience.
- The Training Design Format breaks down the training. It should detail the discussion questions and provide examples of expected responses from the group so trainers can evaluate how well they are communicating and rephrase questions to get desired answers.
- One of the best answers you can give is, "I don't know, but I will look it up!" Never give out information you are unsure about.

PART 3: PREPARATION (40 min)

16 Introduce this activity, saying:

- The most memorable learning experiences we have are those requiring us to apply our learning.
- You'll now have the opportunity to design a short activity to help you apply the components we have just discussed.

17 Divide the group into teams of 3 - 4 people. Assign each group 1 training topic, repeating a topic if necessary. Explain:

- Each group will prepare a 1-hour training on their topic and develop an overall training design, using the worksheet.
- The audience for the training designs are young people, aged 18-24, from your community.
- It typically takes about 2 hours to design a 1-hour training, so your design may not be very detailed.
- Sketch out the whole training, and focus in on one 15-minute activity you will fully design. You will present this activity to the group.
- The activity should contribute toward 1 of your specific learning outcomes, and cannot be an icebreaker or a game.
- It needs to contain some content and should get participants closer to the learning outcomes.
- You can use laptops to look things up or to download and print images, and I will provide assistance as needed.

Training Tips:

- ✓ Time management is important in this session.
- ✓ Make sure that groups do not spend too much time creating elaborate visuals or activities, and that each person is contributing ideas.

PART 4: PRESENTATIONS (1 hour)

18 Allow each group 15 minutes to implement their training designs. Tell participants to ask questions and participate as much as they want to.

19 After each presentation, facilitate a 3-minute feedback session, prompting participants to provide feedback first.

20 Then ask team members to describe their process and the roles they took in the session design.

21 Review these key points:

- Communication among facilitators is key.
- An activity is only useful if participants have time to debrief about it and make necessary connections.
- It takes time and practice to become a good facilitator. With more time, everyone would have been able to plan a better session!

Training Tips:

- ✓ Time management is important in this session. Use a stopwatch to time the presentations, and provide the team with 3-minute and 1-minute warning cards.
- ✓ When the 15 minutes are up, interrupt and stop the presentation.

PART 5: CLOSING (10 min)

22 Close the session by telling the group they will debrief about their experiences as trainers and as participants. Discuss the following:

- What were the most difficult aspects of this session, and why?
- What are some things we could do differently to make this process easier?
- What is 1 thing you learned about yourself as a trainer (either positive or negative) that you did not know before?
- How are you going to apply this in your life and/or work?

23 Review these boxed points:

- Training takes time and practice to improve, and there are many aspects to training: planning appropriately, practicing, and adjusting one's voice/body/state as needed.
- There are always elements out of our control when we train – electricity goes out unexpectedly, or there can be rainstorms that makes hearing difficult in some training spaces. It's important to have alternative plans to make adjustments.
- Adapting a training to fit the needs of a group is key. Be prepared to move on to a different activity if the group is not participating, or stay longer with an activity that is fruitful or important for the learning process.

WORKSHEET

Training Design Format

GO Joven INTERNATIONAL TRAINING TOOL

Workshop Title: ______________________________

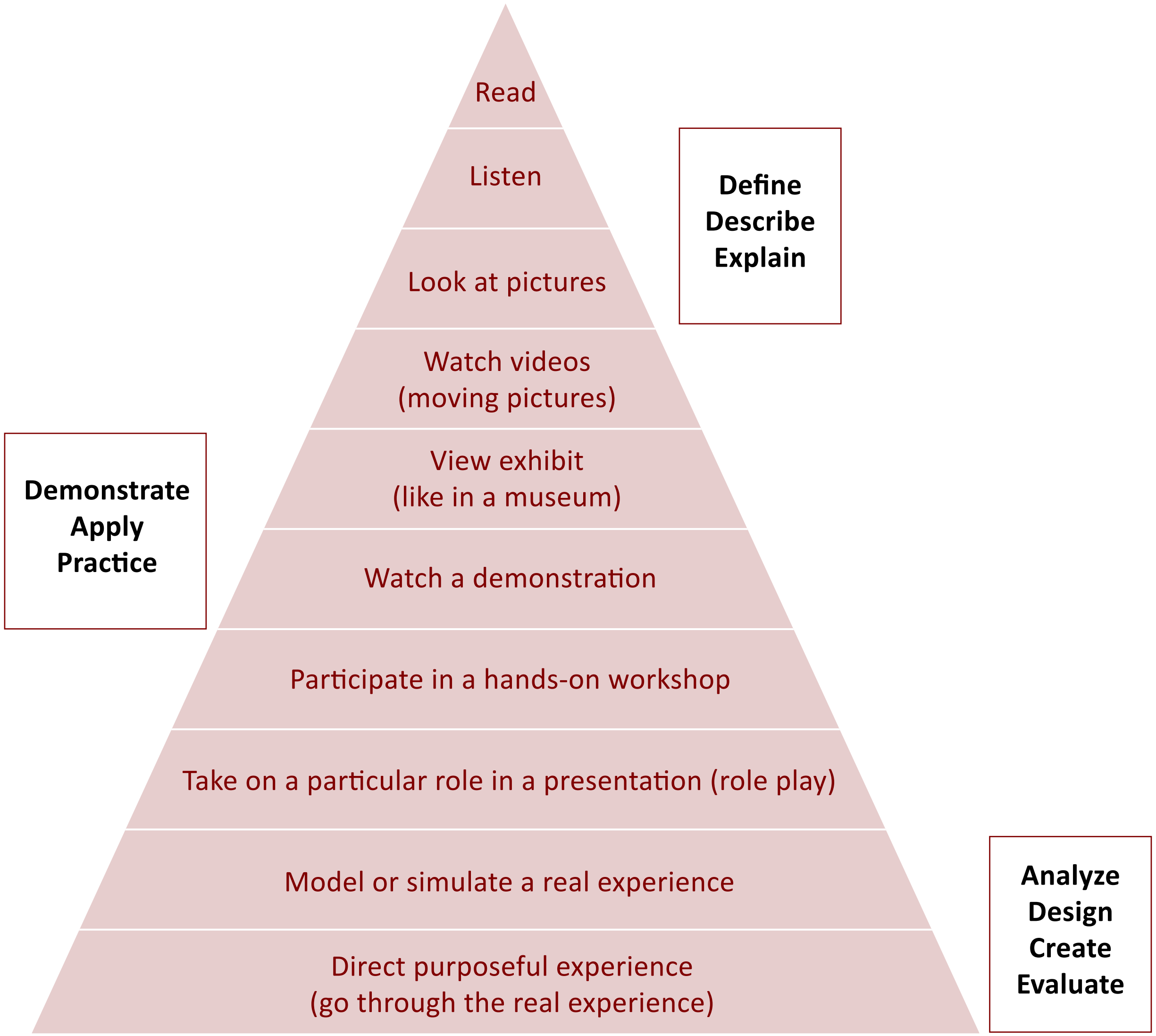
Date: ______________________________

Trainer(s): ______________________________

Session Goal:				
Session Learning Outcomes for Participants: 1. 2.				
Time	**Topic**	**Activities**	**Materials**	**Evaluation Method**

HANDOUT

Cone of Experience



The Cone of Experience

People remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say and write
- 90% of what they perform as a task

Adapted from: E. Dale, Audiovisual Methods in Teaching, 1969, NY: Dryden Press

Sessions 3 & 4: SRHR Issues and Field Visit & Closing

Learning Outcomes | Participants will be able to:

- Name 3 strategies for providing comprehensive SRHR services to adolescents.
- Describe the work of a local institution working in the SRHR field.

TIME: variable, depending on venue

SUPPLIES
- Transportation to field site; Notebooks and pens for participants; Camera

TRAINING TOOLS
- None

PREPARATION

Materials / Room:
- None

Trainer:
- Research local organizations and opportunities available for a site visit, for example: a youth clinic, hospital, youth development center, ASRH advocacy organization, or an HIV testing/treatment center.
- Select a site based on group interests and the work being done.
- Provide the site with the group context and learning outcomes so they can tailor the presentation and tour.
- Carefully plan transport to and from.

INSTRUCTIONS

PART 1: FIELD VISIT (Variable, but at least 1–2 hours)

1 Explain the site visit objectives, provide background on the site, and review any restrictions with the group before departing.

2 Encourage participants to be engaged, ask questions, and observe the following during the site visit if applicable:
- How, when, and what type of services and programming are provided?
- What medical supplies are offered and how?
- What population is served?
- Who is providing these services and what are their roles?
- How is quality controlled or managed?
- What is the accessibility of services (hours, location, etc.)?
- What languages are used with service beneficiaries?
- What is the design of the physical space in which services are provided?

3 Try to spend most of the time speaking with one or two people at the site to allow participants to ask questions.

4 After the site visit, ask the following to the group:
- What was the most impressive thing that you saw at the site today?
- What was 1 thing that you think could use improvement?
- How were their services specifically tailored to serve adolescents? If they were not, then how could they be changed to reach adolescents?
- What were some of the innovative things you observed?

Session 4: Conduct Closing

[For a reminder, see Day 1 Session 4]

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Post-test and Leadership Reflection

Learning Outcomes | Participants will be able to:

- Answer a post-test regarding their level of knowledge and their attitude towards ASRHR.

TIME: 45 minutes

SUPPLIES
- Pens/pencils for each participant

TRAINING TOOLS
- Worksheet: Post-test
- Worksheet: Personal Definition of Leadership (Module 3)

PREPARATION

Materials / Room:
- Prepare the post-tests, and bring one copy for each participant. They are the same as the pre-test used in Module 1.
- Prepare the worksheet on personal definition of leadership (specific to Module 3), and bring one copy for each participant.
- Write learning outcome on flip chart

Trainer:
- Review the post-test so you can help participants understand the questions.

INSTRUCTIONS

PART 1: POST-TEST (35 min)

1 Review the learning outcome and answer any questions.

2 Read the following post-test information aloud:

> The post-test is an evaluation tool that helps GOJoven measure the learning outcomes. In order to evaluate what GOJoven provides in terms of knowledge, attitudes, and beliefs about ASRHR we asked you to answer a pre-test at the beginning of the training. Now that you are at the end of your training, we ask you to answer a post-test. It is the same as the pre-test so we can measure the change in your knowledge and attitudes from the beginning of the training to now.
>
> Similar to the first pre-test, this is in no way scored; we are not measuring your skills or knowledge, and we will not be able to identify the answers to the test as yours. Answer the questions according to what you know and in the most comprehensive way possible, but don't worry if you don't know the answers. We will inform you of the overall results when we have them.

3 Distribute the post-test, then tell participants:

- On the upper margin, write the same fake name or symbol you used in the pretest as an anonymous identifier, or try your best to recall something similar.
- You now have 30 minutes to complete the post-test.
- At least one trainer will stay in the room to answer questions.

PART 2: LEADERSHIP REFLECTION (10 min)

4 Remind participants that leadership development is a central pillar of the GOJoven program, then tell them:

- Think back to the leadership reflection they did at the beginning of the GOJoven program, when they wrote down their personal definition of leadership.
- Now it's time to revisit this exercise and reflect again on your personal definition of leadership, having completed the training program.

5 Read the following worksheet information:

> This is the same question about leadership from the beginning of the GOJoven program. We'll use it to track how your thinking on this topic has developed over the course of the program. Similar to the first time you completed this form:
>
> - this will not be scored;
> - we ask for your name so that we can monitor how each Fellow's thinking on this topic develops; we will maintain confidentiality of individual responses.

6 Distribute the worksheet and thank them in advance for participating. Give them the remainder of this 10-minute period to complete the worksheet.

WORKSHEET

Post-Test

TRAINING TOOL

Name: ______________________________________

Date: _______________________________________

Instructions: This instrument is a way for us to know your level of knowledge about the GOJoven topics, to create a program that meets your needs in regards to the information and knowledge that will help you become a powerful leader in sexual and reproductive health. There will be no individual assessment based on your performance. Please answer the questions based on your knowledge and in the most complete manner possible.

Thank you very much for your participation!

1. On a scale from 1 to 10 (in which 1 is the lowest and 10 the highest), rank your level of:

Self-esteem: 1 2 3 4 5 6 7 8 9 10

Leadership: 1 2 3 4 5 6 7 8 9 10

Communication skills: 1 2 3 4 5 6 7 8 9 10

Teamwork skills: 1 2 3 4 5 6 7 8 9 10

Group facilitation skills: 1 2 3 4 5 6 7 8 9 10

Ability to solve conflicts: 1 2 3 4 5 6 7 8 9 10

Participation in advocacy processes: 1 2 3 4 5 6 7 8 9 10

I. True/False

Please choose "true" or "false" for each statement.

1. A person who has never had intercourse can acquire HIV.

☐ True ☐ False

2. Homosexuality is a mental illness.

 True False

3. Communities are responsible for making sure that their youth don't have sex before marriage.

 True False

4. The Intrauterine Device (IUD) is a barrier method of contraception.

 True False

5. A person who is biologically male can identify as female.

 True False

6. A homosexual person chooses his or her sexual orientation.

☐ True ☐ False

7. All contraceptive methods that protect you from sexually transmitted infections (STIs) have to be applied at the time of sexual intercourse.

☐ True ☐ False

8. *Machismo* is a social construct that can be prevented.

☐ True ☐ False

9. When a sexual act is voluntary, that means the person is consenting.

☐ True ☐ False

10. I have the ability to improve other people's self-esteem.

☐ True ☐ False

11. Unplanned pregnancy is one of the most preventable causes of maternal mortality.

☐ True ☐ False

12. Religious leaders are incapable of violating sexual and reproductive rights.

☐ True ☐ False

II. Definitions

Briefly define each word.

13. What is HIV?

H ____

I____

V____

14. What is AIDS?

A____

I____

D____

S____

15. The definition of *ethics* is: ____

____

____.

III. Multiple choice

Circle the most correct answer.

16. The definition of culture includes all of the following *except*:

a) values
b) attitudes
c) a person's hair color
d) symbols
e) expectations

17. The function of the testicles is:

a) To produce sperm and some sexual hormones.
b) To store the urine after it goes through the bladder.

c) To store the semen before ejaculating.
d) To produce and store eggs.

18. A woman has the greatest likelihood of getting pregnant during:
    a) Days 1-7 of her menstrual cycle.
    b) Days 8-19 of her menstrual cycle.
    c) Days 20-28 of her menstrual cycle.
    d) The probability is the same throughout her entire menstrual cycle.

19. Fallopian tubes are:
    a) A woman's labia majora.
    b) The thin tubes that the egg goes through from the ovaries to the uterus.
    c) Afro-Cuban musical instruments.
    d) The ducts that connect a man's bladder with his urethra.

20. Typically, antiretroviral treatment is used for:
    a) Suppressing the virus that causes AIDS.
    b) Curing HIV/AIDS.
    c) Managing the symptoms of herpes simplex virus.
    d) Solving erectile dysfunction problems in men.

For the following questions, one or more answers may be selected.

21. Of the following contraceptive methods, circle all that are *barrier* methods:
    a) Female condoms
    b) The pill
    c) The intrauterine device (IUD)
    d) Vasectomy
    e) Implants
    f) Birth control injections
    g) Male condoms
    h) The diaphragm

22. Circle *all* the possible ways of contracting HIV:
    a) Sharing injection needles with a person who is HIV positive.
    b) Drinking the breastmilk of a woman with HIV.
    c) French kissing with a person with HIV.
    d) During childbirth, a baby can contract HIV from a mother who has HIV.

23. Which of the following phrases is *not* a myth?
    a) Only commercial sex workers get HIV.
    b) Heterosexual people are never HIV positive.
    c) It's possible to be a virgin and be HIV positive.
    d) HIV can be cured by having sex with a virgin.

24. In general, on a global level, women that have the *least* access to safe abortion are:
    a) Women in developed countries.
    b) Women in countries where abortion is legal.
    c) Poor women.
    d) Women with a higher income level.

25. Circle below the criteria that are necessary for a well-written objective for a project:
    a) Specific
    b) Measurable
    c) Appropriate
    d) Realistic
    e) Affordable

26. You should conduct project/program evaluation:
    a) Before implementation begins.
    b) During project/program implementation.
    c) At the end of the implementation.
    d) Before, during and after the project implementation.

27. Circle *all* of the factors below which represent an obstacle to condom use
    a) Sexism
    b) Myths and taboos surrounding sexuality

c) Power differences within a couple
d) The portrayal of sexuality in the media

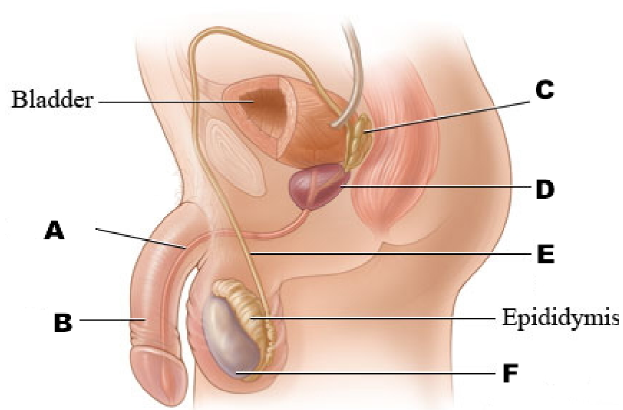
28. Circle the situation or situations in which a PowerPoint presentation would be appropriate:
a) Discussion of forms of homophobia in your community with a small group of young students.
b) A press conference about a new sexuality education program that's going to be implemented in all the schools in the municipality.
c) A presentation to local clinic directors emphasizing the importance of screening for domestic violence.

29. Under what circumstances do you think abortion should be legal?
a) Under no circumstance
b) Only when the mother's life is at risk
c) Before the third trimester
d) It's a personal decision and there should be no restrictions.

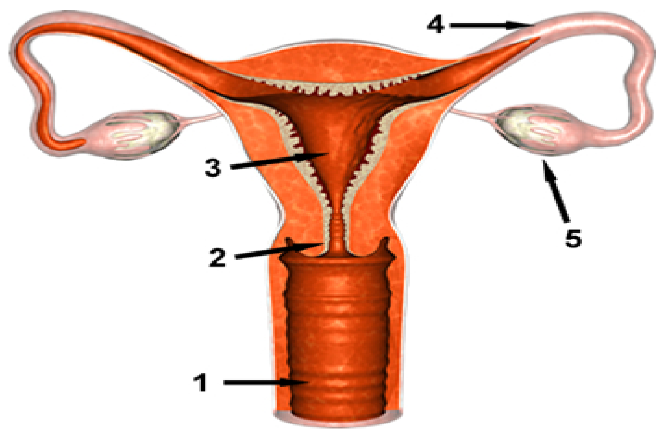
IV. Labeling and matching

Label the diagrams or match the words according to the instructions.

30. Label the parts of the male reproductive system *and* draw a star in the place where sperm is produced:



31. Label the parts of the female reproductive system *and* draw a star in the place where a properly inserted IUD should go.



32. Please connect each part of a logical framework with its corresponding example:

Parts of the logical framework	**Examples**
Resources	A year from now, 80% of students in all schools in my municipality will know how to use a condom.
Activities	3 enthusiastic employees
Objectives	Employees will work with school principals to implement a comprehensive sexuality education program.
Goals	Teen pregnancy rate will decrease by 15% in the next five years in my municipality.

33. Mark all the STIs for which there is not a cure:

- ☐ Syphilis
- ☐ Chancre sores (Chancroid)
- ☐ HPV: Human Papillomavirus
- ☐ Hepatitis B
- ☐ Genital Herpes
- ☐ Gonorrhea
- ☐ Chlamydia
- ☐ Trichomoniasis (protozoan infection)
- ☐ HIV/AIDS

V. Brief Responses

Briefly complete the following statements.

34. The window period for a person to know if they are reactive to HIV via an HIV test is _________ months.

35. The three most important elements to consider when preparing a training are:

1.____
2.____
3.____

36. One element in my culture that can harm some peoples' sexual and reproductive health (SRH) is:

____.

37. One element in my culture that can protect some peoples' SRH is:

____.

38. One public policy or law related to the SRH of youth in my country is:

____.

39. In my country, ______________________ (write the name of your country), the rate of new HIV infections is around ________.

40. If I were teaching comprehensive sex education and a religious person criticized me, I would tell them:
"____
____".

41. Describe a strategy to debunk myths or taboos surrounding youth SRH in your country:
____
____.

42. What is sex, what is gender, and what is the difference between them?

Sex is:	Gender is:	The difference is:

43. Three components of effective communication are:
1.____
2.____
3.____

44. The key steps in the planning cycle are:
1. Assessing the needs
2. Developing goals and objectives
3. ____
4. Activities
5. ____

45. Name all the contraceptive methods that provide protection against STIs:

    ____
    ____
    ____
    ____
    ____

46. What are the three things you must keep in mind when planning the budget for a program?
    1.____
    2.____
    3.____

47. Briefly describe a type of violence, its effect on the victim's and/or the aggressor's SRH, and a possible prevention strategy:

Description of violence	**Its effect on the SRH of those involved**	**Prevention strategy**

48. In one or two words, what do you value about yourself?

    __________________________ ____________________________

49. I think that abortion is: ____.

50. Name three strategies for using the media to achieve SRH advocacy objectives:

    1.____
    2.____
    3.____

51. Who holds more responsibility regarding sexual and reproductive decisions: men, women, or both? Why?

52. What are the biggest obstacles that youth face regarding contraceptive use?

WORKSHEET

Personal Definition of Leadership (Module 3)

GOJoven INTERNATIONAL
TRAINING TOOL

Dear GOJoven Fellow:

Leadership development is a central pillar of the GOJoven Program. We would like to know how your understanding and interpretation of leadership has developed over the past year through your participation in the program and trainings. Please write your personal definition of leadership below, in one or two short paragraphs. We ask for your name so that we can monitor how each Fellow's thinking on this topic develops. The Resource Team will maintain the confidentiality of individual responses and we will not use individual names on any other activities.

Thank you for your effort and collaboration.

GOJoven Resource Team

Please write your personal definition of leadership in one or two short paragraphs:
What is leadership?

Please write your name: ___________________________________

Session 3: Focus Groups

Learning Outcomes | Participants will be able to:

- Articulate the most valuable impacts of GOJoven and offer constructive commentary to improve the program.

TIME: 1.5 hours

SUPPLIES

- Voice recorders; Private rooms; Facilitator and a note taker for each focus group

TRAINING TOOLS

- Handout: Focus Group Guide and Text

PREPARATION

Materials / Room:

- Choose a large enough room for the participants, note taker, and facilitator.
- Test the voice recorder.

Trainer:

- For confidentiality, focus group facilitators and note takers **should not** be the same trainers who led the program. Choose facilitators who are familiar with the program but aren't closely connected.
- Facilitators should be familiar with the focal group text.
- Note takers must take notes on a laptop, noting anonymous verbatim quotes when possible, and using the voice recorder to complete missing parts.

INSTRUCTIONS

PART 1: FOCUS GROUPS (1.5 hours)

1. Divide participants into groups of 5, ensuring each group is diverse in terms background and personality. Assign a facilitator to each group.

2. In each small group, explain the focus group process based on the information in the first section of the Focus Group Guide and Text handout, called Trainer's Guide. Emphasize confidentiality, with the following points:
   - GOJoven trainers will not have access to the recordings and the note taker will only use the voice recorder to complete notes
   - Verbatim quotes will be anonymously noted.
   - The idea is to collect your opinions, and we only have a specific amount of time. Please be brief and descriptive.
   - Facilitators will guide the discussion so it stays on track and will aim to keep it natural.
   - We encourage everyone to participate.
   - It's important to observe any differences in opinion.
   - Remember we are here to reflect and share our experiences.

3. Allow the facilitator of each small group to spend 90 minutes maximum conducting their focus group using the second part of the Focus Group Guide and Text handout, called Trainer's Text.

4. Close the session in each small group by thanking the participants for their contributions.

HANDOUT

Focus Group Guide and Text

TRAINING TOOL

Trainers' Guide:

1. Offer participants a warm welcome. The trainer and the notetaker introduce themselves to the participants. The Fellows already know each other and they know that they will participate in a focus group to evaluate the GOJoven leadership training program. Explain that we are not individually evaluating fellows, just the program so we can improve it. The trainer's role is to guide the session by asking them a series of questions and keeping the focus group flowing.

2. Explain the role of the notetaker and the methodology for taking notes. The notetaker will write down the fellows' comments, observations, and recommendations without noting their names. This is an evaluation of the Program, not of the participants. The participants' names are confidential. Explain that we would like to record the session and ask for the group's permission to do so. If anybody strongly opposes, do not record the session.

3. Review the session's objective with participants. The GOJoven Resource Team has made listening to the opinions and experiences of the GOJoven Program participants one of its core objectives to improve the program's design and implementation. To us, our Fellows are the most important source of information to make these changes. This is why, during the next ninety minutes, each participant will be a part of the team responsible for improving the GOJoven program for future participants. *We want to hear your opinions about the entire year of the program's duration, not just the last training we had.* **<u>It's important for the trainer to stress this because we don't want participants to focus only on the last module of the program.</u>**

4. Ask questions to the focus group. Before starting the questions, ask that all Fellows take part equally in the discussion, and to please avoid interrupting the person who is speaking. If anybody has something to add, he/she/they should please wait for the speaker to finish, or raise his/her/their hand to let the trainer know they want to say something. Remind participants that one agreement they all made was autoregulation and that the trainer will step in when he/she/they considers that a Fellow is taking too much time for his/her/their intervention.

Start the questions. After the last question, and if there is enough time, ask participants if they wish to add more comments.

5. Close the focus group session. Please thank participants for their time and feedback.

HANDOUT

Focus Group Guide and Text

Trainer's Text:

The allotted time for focus group sessions is one hour and 30 minutes (90 minutes maximum). Please read the following questions along with the recommended time for each area of discussion.

a) The GOJoven Leadership Training Program (approximately 45 minutes)
Now, let's talk about the leadership training program in which you participated during the past year. You have participated in a series of three regional trainings. This document has been created to inform you about the training and logistics during your stay in this workshop.

- **Organization of content, topics, and facilitation of trainings:**
  - Where you satisfied with the topics covered, the organization and the flow of the trainings in the different locations?
  - Generally speaking, what do you think about the facilitation of the trainings?
  - Do you have any suggestions or recommendations about how we can improve the organization and facilitation?
  - Was there any trainer who you found to be excellent, or too weak?
  - What are your suggestions?

- **Methodologies applied during trainings:**
  - What are your opinions and experiences regarding the methodologies we used during the trainings, for example, experience-based, participatory, or academic methodologies?
  - Was the learning participatory and experience-based?
  - Were the presentations relevant?
  - Was there enough or too much information?

- **Content of the training program:**
  - What were the most important topics seen in the trainings?
  - Which activities, components, and topics should we keep for next year?
  - Which activities, components, and topics should we not include next year?
  - Are there any other topics or components that you think it's important to add to the program?

- **Knowledge and tools:**
  - What results did you get that went beyond your expectations (academic, personal, professional and other)?
  - Which were the most useful (to you) knowledge and tools?
  - Which of those have you used or applied in your professional work?

  - How have you applied them?
  - What do you know about leadership now that you didn't know before you started the GOJoven Program?
  - What do you know about your own leadership – as individual leaders – that you didn't know before participating in the program?
  - How has this program impacted you on a personal level?

- **Leadership Action Plans (LAPs):**
  - What were your experiences in the planning and development of your leadership action plans?
  - Is there something that can be improved, and how would you improve it?
  - How was/is the communication within the country team?
  - Were/are there any obstacles?
  - What do you suggest/recommend to overcome them?
  - What do you think about the role and support of the GOJoven Resource Team for the Action Plans?

b) Role of Fellows in the GOJoven Program (approximately 15 minutes): We want to know your opinions and thoughts about the role that Fellows could take on in the development and implementation of the GOJoven Program.

  - How did the Resource Team engage you in the process of planning and implementing the program?
  - Were your priorities and needs considered?
  - How would you like to be involved as Fellows in the continuous implementation and design of the program?
  - What could Fellows contribute to or bring into the program?
  - With a brief and quick statement, how do you describe or characterize your own experience in the GOJoven Program this year?

c) Communication (approximately 10 minutes): We want to know your opinions and experiences regarding communications.

  - Throughout the year, how was the communication between the GOJoven Resource Team and you?
  - Is there something that can be improved, and how would you improve it?

d) The Logistics for the Training Program (approximately 10 minutes): Please take a minute to reflect on your experiences with the logistics arrangements made by GOJoven before your arrival at regional trainings.

  - How were the logistics arrangements handled? For example, notifications, announcements, transportation, lodging, food, and facilities?
  - Were there any complications?
  - How would you improve the logistics?

Do you have any suggestions or comments you wish to share and that you haven't shared in the previous questions?
Do you have any other comments?

Session 4: Final LAP Presentations

Learning Outcomes | Participants will be able to:

- Describe the key components of their LAP proposals, including the goals, objectives, strategies, and main activities of their projects.
- Provide and receive feedback about the team LAPs.

TIME: 1.5 hours

SUPPLIES

- Computer; Projector and screen; 5-minute warning card; Feedback cards

TRAINING TOOLS

- None

PREPARATION

Materials / Room:

- Write learning outcomes on flip chart.
- Ensure the projector works and the room can get dark enough.

Trainer:

- Remind participants ahead of time that they will need to bring their LAP PowerPoint presentations on a USB drive.

INSTRUCTIONS

1 Introduce the session, saying:

- In each Module throughout the Fellowship year, we introduced different components of program planning.
- This is the last time you will receive feedback about your LAP before submitting your written proposal for funding.
- Remember, we are your audience, and we want to understand what you are proposing so we can be your allies.

2 Explain the presentation format:

- Each team will have 15 minutes to present their proposals.
- After 10 minutes, I will raise a warning card to let you know that you have 5 minutes remaining.
- After your presentation, the audience will have 5 minutes to ask questions and/or provide feedback.
- I will distribute distribute feedback cards for any remaining commentary.

3 Before the presentations, remind the group:

- Follow the guidelines for giving feedback and remember the main goal is to improve the quality and impact of our LAPs.
- We understand that the LAPs are still in draft form.
- Remember that "I don't know" is an acceptable answer and preferred over providing misinformation.
- During your presentation, establish the connection between your country SRHR map (what currently exists) and the information in your LAP (what you want to change).
- We would like to hear from all the members of each LAP team during your presentations.
- Take notes when receiving feedback and incorporate them into your final LAP.

Training Tip:

✓ Invite as many Resource Team members as possible to the session to ask questions and guide comments, as participants are often nervous and unfocused.

Session 5: Module Evaluation

Learning Outcomes | Participants will be able to:

- Provide their personal comments and feedback on the GOJoven training.
- Reflect on and provide feedback on the quality of the GOJoven program, training sessions and trainers.

TIME: 30 minutes (may be less, depending on issues)

SUPPLIES

- Pens; Flip chart

TRAINING TOOLS

- Worksheet: Written Evaluation (Module 3)

PREPARATION

Materials/Room:

- Quiet room with tables and chairs to complete evaluation.

Trainer:

- Review the feedback cards that were received the day before and discuss any pending issues with the GOJoven team.
- The main trainer should not be present in this activity to avoid influencing participants' responses. Ideally, a neutral trainer should be trained on how to complete the evaluation. That trainer can explain the evaluation process and stay to answer questions and collect the completed evaluations.
- Write learning outcomes on a flip chart.
- Adapt the written evaluation worksheet to reflect the content and trainers present in the training sessions you are evaluating.
- Make copies of the evaluation.

INSTRUCTIONS

1 Introduce the activity by saying:

- We now ask for your written comments on this week of training. We will not associate responses with individuals. Someone who is not directly related to training will collect the answers. Your honesty and suggestions are important and will help us make this program better in the future.

2 Read the boxed text:

> GOJoven seeks to improve our work and activities. With this evaluation we ask you to evaluate the following:
>
> - To what extent did this training achieve its objectives and desired changes in knowledge, skills, behaviors, relationships and actions?
> - To what extent do you feel able to apply the concepts and skills to your work as ASRH leaders?
> - How was the quality of the training and facilitation?
>
> We want to hear your comments about this training on a personal and professional level so we can improve the program. We will use the responses to provide greater technical assistance to the organizations associated with the program. In addition, we will use the results to monitor our progress in the program.
>
> Remember that your responses are confidential and we are evaluating the GOJoven program and not you as a participant.

3 Distribute a hard copy of the written evaluation to each participant. *[Or, an electronic copy if participants can complete it on a laptop.]* Remind participants:

- You can come to me with any questions.
- Once you finish, you can continue working, or leave the room quietly so that others can continue their task.

4 Place evaluations in a designated envelope. Do not review them except to ensure that they are complete.

WORKSHEET

Written Evaluation (Module 3)

Dear GOJoven Fellow:

We are very pleased that you have participated in this Training of the Youth Leadership Program in Sexual and Reproductive Health (GOJoven). We hope that you learned new skills and that the workshop will be of benefit to your organization and to your work.

GOJoven would like to know your observations, experiences and perspectives on this training both personally and professionally so that we can improve the quality of our programming. With this questionnaire we are requesting the following information to assess:

1. To what degree this training achieved its desired objectives and changes in knowledge, skills, behaviors, relationships, activities, and actions;
2. The quality of the training and facilitation;
3. The applicability of the concepts and skills to your work and studies; and
4. The quality of the logistics support provided by the program.

We will use the responses to evaluate the workshop and improve our work as well as provide greater technical assistance to you as key participants of the Program. Please remember that individual responses are confidential and that we are evaluating the GOJoven Program and not you as a participant. Please do not write your name on this form.

We thank you for your effort, reflections, feedback, and cooperation. –**GOJoven Resource Team**

❖ ❖ ❖ ❖

Topics Covered in this Training: Team Integration; Leadership and Self-Esteem; Advocacy and the Media; Evidence-based Sexuality Education; Effective Communication Using PowerPoint; Guided Work on LAPs; Experiential Leadership Outing; Disseminating Results and Developing Abstracts; Abortion; Developing Successful Proposals; Individual Personal Development Meetings; Training Techniques; SRHR Issues and Field Visit; Post-Test and Leadership Reflection; LAP Presentations

Please write your gender: ______________________________

Please write your country: ___________________________________

WORKSHEET

Written Evaluation (Module 3)

Desired outcomes: We ask for this information to determine the extent to which the training achieved its purpose and the anticipated changes in behavior, relationships, activities and actions. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

As a result of this training, to what extent are you better able to:	**Very Little (1)**	**Some-what (2)**	**Satisfac-torily (3)**	**Very much (4)**	**Complete-ly (5)**
Identify how relationships have been strengthened between country teams and share experiences as part of the larger GOJoven Team.					
Prepare an activity that brings people together as a team, teaches how to solve a leadership challenge and unites diverse people.					
Identify your self-esteem, talents, and personal challenges.					
Commit to specific actions to improve your self-esteem or that of others.					
Name 3 techniques for using the media to achieve advocacy objectives in the ASRH field.					
Develop 2 strategies to strengthen your approach and relationship to your country's media.					
Identify ways to promote evidence-based comprehensive sexuality education (CSE) in your countries.					
Develop evidence-based strategies for responding to opponents of CSE.					
Describe 3 situations where using PowerPoint would be appropriate.					
Name three key elements of an effective slide and create a PowerPoint presentation.					

WORKSHEET

Written Evaluation (Module 3)

As a result of this training, to what extent are you better able to:	Very Little (1)	Some-what (2)	Satisfac-torily (3)	Very much (4)	Complete-ly (5)
Form a concrete plan with your team and receive support and feedback as you continue your LAP.					
Engage in physical activities that let you overcome your individual limits, offer support to your peers, and practice team leadership.					
Identify 2 mechanisms for disseminating your LAP results.					
Name at least 1 of the components of an abstract.					
Understand your own values and beliefs regarding abortion and understand those of your community and families.					
Describe how abortion impacts ASRH in your region.					
Name 3 donors who could help fund ASRH programs and 3 strategies to manage funds.					
Name 5 components of an effective proposal.					
Create goals toward your 5-10 year personal and professional development.					
Understand 3 elements of public speaking and 2 elements of a successful training.					
Design and facilitate a dynamic activity.					
Name 3 strategies for providing comprehensive SRHR services to adolescents.					
Describe the work of a local institution working in the SRHR field.					
Describe the key components of your LAP proposal, including the goal, objectives, strategies and main activities of your project.					
Provide and receive feedback about the team LAPs.					

WORKSHEET

Written Evaluation (Module 3)

Applicability: We would like to know your opinion on the applicability of the concepts and skills for your work and for your personal life. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

How would you evaluate the following?	**Low quality (1)**	**Not Satisfactory (2)**	**Satisfactory (3)**	**Good (4)**	**Excellent (5)**
Would you be able to apply the concepts and skills covered in this training in your current job?					
Would you be able to use the tools and knowledge included in this training in your personal life and in your family relationships?					

From this training, which topics and tools did you find most useful? Which will you use most in your work? Please provide a concrete example.

Please suggest at least 2 topics for future activities (as a part of this training or as a follow-up activity in your country).

WORKSHEET

Written Evaluation (Module 3)

GOJoven INTERNATIONAL TRAINING TOOL

Presentations and Training Sessions: We would appreciate knowing your opinions on the quality of the training and logistics. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

How would you evaluate the following?	**Low quality (1)**	**Not Satisfactory (2)**	**Satisfactory (3)**	**Good (4)**	**Excellent (5)**
The ability of the trainers to present concepts in a comprehensible manner.					
If the methodology and teaching used in the workshop were dynamic and participatory in nature.					
The usefulness of the workshop materials to you.					
If there was sufficient time allocated for group discussions.					
If the overall objectives, desires outcomes and expectations of the training were communicated clearly.					
If an appropriate learning atmosphere was created at the training venue and location.					
If the information provided before each activity was clear (for example, dates, times, locations).					

Please add any other suggestions for improving the presentations and training sessions for future GOJoven activities.

WORKSHEET

Written Evaluation (Module 3)

<u>Trainers</u>: We would appreciate your feedback on the teaching quality of the trainers. Please mark an "x" under the category that you think best applies to the workshop facilitator. Only mark one "x".

Facilitator / Trainer: (First and Last Name)	**Low quality (1)**	**Not satisfactory (2)**	**Satisfactory (3)**	**Good (4)**	**Excellent (5)**

Please add other comments or observations (positive or negative) about the GOJoven trainers or a specific trainer that you would like us to know.

Please share any other comments or observations about what you did or did not like about the program.

WORKSHEET

Written Evaluation (Module 3)

Considering your overall experience with the GOJoven Program, please answer the following questions:

1. What changes did you notice in your personal values or attitudes during the year you participated in the GOJoven Program?

2. Briefly describe what the most important leadership concepts and practices are that you learned or applied this year?

3. What aspect of the GOJoven Program impacted you most? How did it impact you?

4. What innovations or ideas do you hope to implement in your organization to improve the sexual and reproductive health of young people?

5. What innovations or ideas do you hope to implement in your community and/or country to improve the sexual and reproductive health of young people?

6. Do you feel like a full member of your GOJoven Country Team? Please explain why or why not.

7. Do you feel like a member of the GOJoven family and its network of Young leaders (GOJoven Fellows)? Please explain why or why not. If you do not, what can GOJoven do to support you in feeling like a member of the GOJoven family?

8. What are your next steps and commitments to stay involved in GOJoven?

Please add any other comments that you would like to share. We thank you for your effort and collaboration!

Session 6: Next Steps

Learning Outcomes | Participants will be able to:

- Understand the resources available to them and the steps to be taken after submitting their LAP proposals.

TIME: 30 minutes

SUPPLIES
- Flip chart; Markers; Projector and internet as needed

TRAINING TOOLS
- None

PREPARATION

Materials / Room:
- Write the contact information and roles of resource team members on a flip chart.
- Instruct participants to bring their calendars to the session so they can incorporate deadlines directly in them.

Trainer:
- Be prepared to share specific links and/or deadlines for submitting work and applications for professional development, trainings, and future scholarship opportunities. If needed, prepare a list ahead of time to email to participants.
- Review the participant binder materials, as needed.
- Ensure the projector works and the room can get dark enough.

INSTRUCTIONS

1 Introduce this session, explaining:
- Even though the GOJoven training has ended, we will be in contact with all of you to follow up on your LAP activities.
- We will continue to support your growth as leaders and professionals.

2 Share the prepared information and application deadlines for personal and professional development opportunities. Answer questions and invite participants to take notes in their calendars.

3 Review the boxed information:

LAP:
- Deadline to submit their final LAP proposal.
- Grant letter
- Wire transfer
- In 6 months, submit the interim report.
- Final report will be due 6 months after the interim report.

Personal development funds:
- Application and deadline to request funds.
- Funds for: conferences, meetings, diplomas, and positions.
- These funds are limited and cannot cover 100% of the cost. You must contribute a portion, as we want to give others opportunities to solicit funds.
- Everybody must submit a report and a receipt once they receive their funds.

Training of Trainers (TOT):
- Formal application
- Team diversity
- Completed LAP
- The goal of becoming a good trainer

Requirements for the TOT and personal development funds:

- To be eligible, each participant must actively partake in his/ her country team's effort to plan and implement their LAP.

Other opportunities: Describe other funding and personal development opportunities, including scholarships, conferences, or trainings, for example:

- Sierra Club
- PROMUNDO
- Catholics for Choice
- Clinton Global Initiative

Orientation of New Fellows:

- Recruitment and selection
- The role of the Alumni Team
- Orientation dates and funding

Session 7: Final Closing

Learning Outcomes | Participants will be able to:

- Express gratitude and reflect on what they have learned.

TIME: 1 hour

SUPPLIES
- Markers; 20x25cm card paper for each participant; Pens

TRAINING TOOLS
- Recognition Letter template (Module 3)

PREPARATION

Materials / Room:
- Find a quiet room and create a relaxed and safe environment for this session.

Trainer:
- Use the Module 3 recognition letter template to create a personalized recognition letter for each participant that will be given to them in the evening during the closing dinner.

INSTRUCTIONS

PART 1: CLOSING (30 min)

1 Read the boxed introduction:

> Today is our last day of training, and the beginning of your journey as leaders. You will spend some time to silently contemplate the people who have been your companions on this journey and reflect on how every person in this room has impacted your life. You'll also reflect on how your participation has contributed to the lives of your training companions. You'll think about the impact of opportunities you have benefitted from and the opportunities you may have missed. I ask that you be open and engaged throughout this session.

2 Invite participants to form a close circle.

3 Remind them about what they have learned in GOJoven, highlighting events, sessions, and activities that may be important for them. Then say:
- Take a few minutes to reflect on what you learned and appreciated about other members of your team.
- Please share these with the group. You can address your comments to individuals or teams of people, and please be specific.

Training Tips:

- ✓ Provide emotional support as needed.
- ✓ If the group does not wish to share, invite them to say one thing they will remember from the group, or one thing they hope they have contributed.
- ✓ Remind them to use "I" statements.
- ✓ Don't end the activity until all participants have spoken at least once.

PART 2: NOTE CARDS (30 min)

4 Begin by explaining that this is a gratitude activity that requires taking time to share from the heart.

5 Distribute the card paper, asking participants to write their name at the top.

6 Ask participants to sit in a wide circle, and pass their card to the the person sitting on their right. Then explain:

- These are your GOJoven yearbooks.
- Hold the card you received and think about the person it belongs to.
- Write a short note about something you learned from this person.
- Continue passing the cards until everyone has written on all of them.

7 Once everyone has written on the cards, allow participants a few minutes to read their yearbooks in silence.

[LOGO]

Name of your organization
Address
Phone number

Name of co-implementing organization (if there is one)
Address
Phone number

Participant name
Position / Title
Organization
Address

[Date and Year]

Dear [participant name]:

On behalf of the Youth Leadership in Sexual and Reproductive Health Program (GOJoven) team, we congratulate you for completing the **third and final regional** training in the GOJoven Fellowship. You participated in this training with [#] other GOJoven Fellows from Belize, Guatemala, Honduras and Mexico, increasing your skills in diverse topics relating to leadership, program planning, and sexual and reproductive health and rights (SRHR).

This workshop was held in [City, Country], from [date] to [date] of [month, year], and included a total of [#] completed hours of training on the following topics:

- Team Integration
- Leadership and Self-Esteem
- Advocacy and the Media
- Evidence-based Sexuality Education
- Effective Communication Using PowerPoint
- Guided Work on Leadership Action Plans
- Leadership Action Plan Teamwork
- Experiential Leadership Outing
- Disseminating Results and Developing Abstracts
- Abortion
- Developing Successful Proposals
- Individual Personal Development Meetings
- Training Techniques
- SRHR Issues and Field Visit
- Post-test and Leadership Reflection
- Focus Groups
- Leadership Action Plan Presentations

We have observed the development of your leadership and capacity during your participation in the GOJoven Program and we hope that your growth will increase your contributions to your own organization. We thank you for your valuable contributions to our program and your efforts for improving the sexual and reproductive health of youth and adolescents in your country and region.

Congratulations on completing the third and final training in the GOJoven Fellowship!

Sincerely,

[SIGNATURE]
[Name]
Program Director

[SIGNATURE]
[Name]
Training Coordinator

GOJoven International and this GOJoven Training Curriculum were generously supported through sustained partnership with The Summit Foundation.

THE SUMMIT FOUNDATION

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