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 de-

velop 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 individ-

ual 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 reflec-

tions 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 administra-

tion 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.