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LEARNING OUTCOMES: MODULE 3

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.
LEARNING OUTCOMES: MODULE 3

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.
LEARNING OUTCOMES: MODULE 3

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.
MODULE 3
DAY 1

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!
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: TRUTH AND LIES (35 min)**

1. Review the learning outcome with participants, answer questions, then give 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.

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.

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.
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.
MODULE 3
DAY 1

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?
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.
MODULE 3
DAY 1

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.
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.
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.

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.
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.

Training Tip:

- 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?

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.

PART 3: IDENTIFYING NEWS SOURCES (30 min)

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.)?

Allow 10 minutes, then invite each group to share their findings.

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?

Training Tip:
- You can assign one press release to the entire group to review in 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)
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.

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.
Media Advocacy Strategy Questions

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?
10 Elements of a Successful Press Release

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.
HANDOUT

10 Elements of a Successful Press Release

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, STIs, and risky behavior.
   - Each group will have 10 minutes to develop the key points of their arguments either for and against.
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.

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).

After they have prepared, begin the debate.

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.
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:
- 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.

- 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

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?
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]
Best Practices for Comprehensive Sex Education

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.
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.

<table>
<thead>
<tr>
<th>Comprehensive Sex Education</th>
<th>Abstinence-Only-Until-Marriage Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaches that sexuality is a natural, normal, healthy part of life.</td>
<td>Teaches that sexual expression outside of marriage will have harmful social, psychological, and physical consequences.</td>
</tr>
<tr>
<td>Teaches that abstinence from sexual intercourse is the most effective method of preventing unintended pregnancy and sexually transmitted infections, including HIV.</td>
<td>Teaches that abstinence from sexual intercourse before marriage is the only acceptable behavior.</td>
</tr>
<tr>
<td>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.</td>
<td>Teaches only one set of values as morally correct for all students.</td>
</tr>
<tr>
<td>Includes a wide variety of sexuality related topics, such as human development, relationships, interpersonal skills, sexual expression, sexual health, and society and culture.</td>
<td>Limits topics to abstinence-only-until-marriage and to the negative consequences of pre-marital sexual activity.</td>
</tr>
<tr>
<td>Includes accurate, factual information on abortion, masturbation, and sexual orientation.</td>
<td>Omits controversial topics such as abortion, masturbation, and sexual orientation.</td>
</tr>
</tbody>
</table>
## HANDOUT

### Sex Education Programs: Definitions & Point-by-Point Comparison

<table>
<thead>
<tr>
<th>Provides positive messages about sexuality and sexual expression, including the benefits of abstinence.</th>
<th>Often uses fear tactics to promote abstinence and to limit sexual expression.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Discusses condoms only in terms of often exaggerated failure rates.</td>
</tr>
<tr>
<td>Teaches that consistent use of modern methods of contraception can greatly reduce the risk for unintended pregnancy.</td>
<td>Provides no information on forms of contraception other than failure rates.</td>
</tr>
<tr>
<td>Includes accurate medical information about STIs, including HIV; teaches that individuals can avoid STIs.</td>
<td>Often includes inaccurate medical information and exaggerated statistics regarding STIs, including HIV; suggests that STIs are an inevitable result of premarital sexual behavior.</td>
</tr>
<tr>
<td>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.</td>
<td>Often promotes specific religious values.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

*Transitions (ISSN 1097-1254) © 2001, is a quarterly publication of Advocates for Youth—Helping young people make safe and responsible decisions about sex.*
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 tape 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.
MODULE 3
DAY 3

- 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).
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]).

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.

- 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.
Module 3
Day 3

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.
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.

INSTRUCTIONS

PART 1: NAME GAME (20 min)

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.

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

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.
PART 2: OUTING (4-6 hours)

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.

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

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

PART 3: CLOSING (20 min)

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 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.]
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)

Tell the group:
- Before you disseminate results, you need to identify the results and what about them is important to share.

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.

Review slides 2 and 3 of the PPT: Demonstrating Impacts, saying:
- Write down 2 ways you can demonstrate evidence of your results.

Ask the group to brainstorm different ways to show their results.
MODULE 3
DAY 5

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.
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).

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?

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)

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.

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?

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.
<table>
<thead>
<tr>
<th>Title:</th>
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<tbody>
<tr>
<td>Learning objectives:</td>
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<tr>
<td>Description of the project/program:</td>
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<td>Methodology:</td>
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<td>Results/impact:</td>
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<td>Conclusions:</td>
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<td>Recommendations/lessons learned:</td>
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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.
**MODULE 3**

**DAY 5**

**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](https://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.
MODULE 3
DAY 5

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 right.
- Abortion is 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?

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.
Day 5

- 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 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 raise funds is to target a broader audience. We will explore some important ways to raise funds from different sources.
MODULE 3
DAY 6

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 the proposal?
- 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.

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.

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.
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]
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: ________________________________

Target date of completion: _______________

Career goal: (Have XXX position by XXX date)__________________________________________

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.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Target Dates</th>
<th>Required Resources</th>
<th>Comments and Notes</th>
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</thead>
<tbody>
<tr>
<td>Example: Obtain the criteria for</td>
<td>DATE</td>
<td>Access to Internet and school web page</td>
<td>Print the criteria and start a file</td>
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</table>
WORKSHEET

Personal Development Fund Application

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):
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

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):
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 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.

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?

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](https://vimeo.com/90291006)); Amy Cuddy on body language ([youtu.be/Ks-Mh1QhM4c](https://youtu.be/Ks-Mh1QhM4c)).
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?
MODULE 3
DAY 7

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.

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!

- 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 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

Workshop Title: ______________________________________
Date: ________________________________________________
Trainer(s): __________________________________________

Session Goal:

Session Learning Outcomes for Participants:
1. 
2. 

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activities</th>
<th>Materials</th>
<th>Evaluation Method</th>
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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

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 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.

**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

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:

\[\text{Diagram of male reproductive system with labels for Bladder, A, B, C, D, E, and F.}\]
31. Label the parts of the female reproductive system and draw a star in the place where a properly inserted IUD should go.

![Female Reproductive System Diagram]

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

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

<table>
<thead>
<tr>
<th>Sex is:</th>
<th>Gender is:</th>
<th>The difference is:</th>
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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:

<table>
<thead>
<tr>
<th>Description of violence</th>
<th>Its effect on the SRH of those involved</th>
<th>Prevention strategy</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

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?
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.
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.* 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.

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.
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?
HANDOUT
Focus Group Guide and Text

- 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 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.

**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: Our Context; 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.

<table>
<thead>
<tr>
<th></th>
<th>Very Little (1)</th>
<th>Somewhat (2)</th>
<th>Satisfactorily (3)</th>
<th>Very much (4)</th>
<th>Completely (5)</th>
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</thead>
<tbody>
<tr>
<td>Identify how relationships have been strengthened between country teams and share experiences as part of the larger GOJoven Team.</td>
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<td>Prepare an activity that brings people together as a team, teaches how to solve a leadership challenge and unites diverse people.</td>
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<td>Identify your self-esteem, talents, and personal challenges.</td>
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<td>Commit to specific actions to improve your self-esteem or that of others.</td>
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<tr>
<td>Name 3 techniques for using the media to achieve advocacy objectives in the ASRH field.</td>
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<td>Develop 2 strategies to strengthen your approach and relationship to your country’s media.</td>
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<td>Identify ways to promote evidence-based comprehensive sexuality education (CSE) in your countries.</td>
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<td>Develop evidence-based strategies for responding to opponents of CSE.</td>
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<td>Describe 3 situations where using PowerPoint would be appropriate.</td>
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<tr>
<td>Name three key elements of an effective slide and create a PowerPoint presentation.</td>
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</table>
## WORKSHEET
### Written Evaluation (Module 3)

<table>
<thead>
<tr>
<th>As a result of this training, to what extent are you better able to:</th>
<th>Very Little (1)</th>
<th>Somewhat (2)</th>
<th>Satisfactorily (3)</th>
<th>Very Much (4)</th>
<th>Completely (5)</th>
</tr>
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<tbody>
<tr>
<td>Form a concrete plan with your team and receive support and feedback as you continue your LAP.</td>
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<td>Engage in physical activities that let you overcome your individual limits, offer support to your peers, and practice team leadership.</td>
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<td>Identify 2 mechanisms for disseminating your LAP results.</td>
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<td>Name at least 1 of the components of an abstract.</td>
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<tr>
<td>Understand your own values and beliefs regarding abortion and understand those of your community and families.</td>
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<tr>
<td>Describe how abortion impacts ASRH in your region.</td>
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<td>Name 3 donors who could help fund ASRH programs and 3 strategies to manage funds.</td>
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<tr>
<td>Name 5 components of an effective proposal.</td>
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<tr>
<td>Create goals toward your 5-10 year personal and professional development.</td>
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<td>Understand 3 elements of public speaking and 2 elements of a successful training.</td>
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<td>Design and facilitate a dynamic activity.</td>
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<tr>
<td>Name 3 strategies for providing comprehensive SRHR services to adolescents.</td>
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<tr>
<td>Describe the work of a local institution working in the SRHR field.</td>
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<tr>
<td>Describe the key components of your LAP proposal, including the goal, objectives, strategies and main activities of your project.</td>
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<tr>
<td>Provide and receive feedback about the team LAPs.</td>
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</table>
**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.

<table>
<thead>
<tr>
<th>How would you evaluate the following?</th>
<th>Low quality (1)</th>
<th>Not Satisfactory (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
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<td>Would you be able to apply the concepts and skills covered in this training in your current job?</td>
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<td>Would you be able to use the tools and knowledge included in this training in your personal life and in your family relationships?</td>
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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)

**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.

<table>
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<tr>
<th>How would you evaluate the following?</th>
<th>Low quality (1)</th>
<th>Not Satisfactory (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
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<td>The ability of the trainers to present concepts in a comprehensible manner.</td>
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<td>If the methodology and teaching used in the workshop were dynamic and participatory in nature.</td>
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<td>The usefulness of the workshop materials to you.</td>
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<td>If there was sufficient time allocated for group discussions.</td>
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<td>If the overall objectives, desires outcomes and expectations of the training were communicated clearly.</td>
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<td>If an appropriate learning atmosphere was created at the training venue and location.</td>
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<td>If the information provided before each activity was clear (for example, dates, times, locations.)</td>
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Please add any other suggestions for improving the presentations and training sessions for future GOJoven activities.
WORKSHEET
Written Evaluation (Module 3)

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)

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<tr>
<th>Low quality (1)</th>
<th>Not satisfactory (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
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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?
WORKSHEET
Written Evaluation (Module 3)

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.

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 15 minutes

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 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.
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: Our Contact
- 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