GOJOVEN
INTERNATIONAL™

GOJOVEN
TRAINING CURRICULUM

MODULE 2

TRAINING AGENDA: MODULE 2

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**	8 am **Breakfast**
8:30 am **Welcome** 9:30 am **Leadership & Ethics**	9 am **Daily Opening: Where Are We?** 9:30 am **SRHR and HIV/ AIDS**	9 am **Daily Opening** 9:30 am **Program Planning and Logical Framework**	9 am **Daily Opening** 9:30 am **Budgets and Financial Planning**	8:30 am **Daily Opening** 9 am **Experiential Leadership Outing**	9 am **Daily Opening** 9:30 am **Gender and Power**	9 am **Daily Opening** 9:30 am **Religion and SRHR**	9 am **Daily Opening** 9:30 am **Population and Environment** 11:30 am **LAP Teamwork**
1 pm **Lunch**	1 pm **Lunch**	1 pm **Lunch**	1 pm **Lunch**		1 pm **Lunch**	1 pm **Lunch**	1 pm **Lunch**
2:30 pm **Interculturalism**	2 pm **Leadership and Advocacy** 5:30 pm **Institutional Analysis Instructions**	2:30 pm **Program Planning and Logical Framework**	2:30 pm **Violence and SRH** 6 pm **Leadership Action Plan (LAP) Instructions**		2:30 pm **Gender and Power**	2 pm **Monitoring and Evaluation** 5 pm **Personal Development Peer Coaching**	2:30 pm **LAP Presentations** 4 pm **Module Evaluation** 4:30 pm **Next Steps**
6 pm **Daily Reflection & Closing**	6 pm **Daily Closing**	6 pm **Daily Closing**	6:30 pm **Daily Closing**	5 pm **Daily Closing**	6 pm **Daily Closing**	6 pm **Daily Closing**	5 pm **Module Closing**
7 pm **Welcome Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Dinner**	7 pm **Closing Dinner and Recognition Letters**
	8 pm **Country Team Review of Institutional Analyses**	8 pm **Cultural Night**	8 pm **Guided Work on LAPs**		8 pm **Feedback in Country Teams**	8 pm **LAP Teamwork**	

LEARNING OUTCOMES: MODULE 2

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

DAY 1

Welcome

- Understand the plan for the training week.

Leadership and Ethics

- Explain how ethics enter into the personal leadership equation.
- Reflect on personal experiences of ethical conflict and describe what impact these may have had on their lives.
- Commit to practicing ethical leadership in their personal and professional lives.

Interculturalism

- Define interculturalism and identify its value in their role as leaders.

Daily Reflection & Closing

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

DAY 2

Daily Opening: Where Are We?

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

Sexual and Reproductive Health and Rights & HIV/AIDS

- Recognize and speak about the impact of HIV/AIDS at a personal, community, and national level.
- Acquire technical knowledge of modes of transmission for HIV.

Leadership and Advocacy

- Define the stages of advocacy.
- Identify public policies and laws about SRHR in their countries.

Institutional Analysis Instructions

- Share the mission, goal, objectives, and main activities of their institutions with their team, in order to see their institution as a resource and beneficiary of their LAP.
- Analyze the common strengths and weaknesses of their institutions.

LEARNING OUTCOMES: MODULE 2

DAY 3

Program Planning and Logical Framework

- Use a problem and objectives tree in the planning of their LAP.
- Use the Logical Framework to define the goals, objectives, and main activities of the LAP.

Cultural Night

- Share and learn about the cultural richness of the GOJoven Regional team.

DAY 4

Budgets and Financial Planning

- Describe a basic method of budget development and name the main components of the LAP budget.

Violence and Sexual and Reproductive Health

- Explain the link between violence and SRH.
- Develop strategies to recognize and respond to violence at a community level within the SRHR context.

Leadership Action Plan Instructions

- Explain what tasks related to their LAP need to be completed by the end of the Module.

Guided Work on LAPs

- Have a concrete plan to strengthen their teamwork and their LAP.

DAY 5

Experiential Leadership Outing

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

DAY 6

Gender and Power

- Identify the different forms of discrimination and ways people resist inequalities.
- Recognize the different ways in which sexism and machismo affect the lives of women and men and their relationships.

Feedback in Country Teams

- Give and receive feedback with their LAP Team and with Resource Team members.

LEARNING OUTCOMES: MODULE 2

DAY 7

Religion and SRHR

- Develop a strategy to promote SRHR within a religious context.
- Respond to religious arguments against SRHR, and recognize the elements within religion that promote health.

Monitoring and Evaluation

- Connect project activities with project objectives, project indicators, and desired results.
- Explain how evaluation benefits the design and implementation of effective projects.

Personal Development Peer Coaching

- Identify concrete steps they have taken towards reaching their personal development objective.

DAY 8

Population and Environment

- Analyze the connections between population and environment.
- Understand strategies to educate youth about the importance of SRH and its impact on the environment.

LAP Presentations

- Name the strengths, resources, needs, and challenges related to their LAP.
- Give and receive feedback on the team LAP presentations.

Module Evaluation

- Provide their personal comments and feedback on the GOJoven training.
- Reflect on and provide feedback on the the quality of the GOJoven program, training sessions and trainers.

Next Steps

- Commit to completing assigned tasks and activities prior to the next training.

Module Closing

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

Session 1: Welcome

Learning Outcomes | Participants will be able to:

- Understand the plan for the training week.

TIME: 1 hour

SUPPLIES

- Flip chart and markers; Logistics box (a decorated box with a slot to put in feedback cards); Participant binders with resource articles and GOJoven program paperwork

TRAINING TOOLS

- Handout: Logistics Guide – *available in Module 1*
- Handout: GOJoven Regulations and Policies – *available in Module 1*
- Handout: The Art of Giving and Receiving Feedback

PREPARATION

Materials/Room:

- Write learning outcome and the agenda on flip chart.
- Prepare logistics box.

Trainer:

- Create and distribute participant binder with Module 2 training materials.

INSTRUCTIONS

PART 1: WELCOME AND ICEBREAKERS (20 min)

1 Welcome participants back to the training, explaining:

- We are very happy to have you here. We are going to take some time this morning to review the agenda and learning outcome. First, we are going to do a few icebreakers.

2 Introduce the icebreaker:

- Every person will introduce the person to their right and to their left to the whole group, and share with the group their fondest memory of the first training.

3 Allow time for each participant to speak, then reintroduce the GOJoven Resource Team and review these logistics:

- Travel reimbursements
- Information on training space: policies and safety
- Internet and telephone access
- Medical information sheet and contacts

PART 2: MODULE 2 PRESENTATION & ORIENTATION (40 min)

4 Introduce Module 2:

- During this portion of the training, we will spend a week learning additional skills as leaders and as program planners.
- This knowledge will complement what you learned in the first training, and will be used to support the work you have been doing on your LAPs.

5 Ask the group about what they learned from the first training that they have applied to their professional and personal lives since. Allow for a few people to share.

6 Distribute copies of the week's agenda, then:

- Review some main topics from the training, asking participants to relate them to the first training.

- Point out major events in this training: leadership outing, cultural night, LAP presentations, etc.
- Remind participants that the agenda is flexible.

7 Review the boxed list of topics from the agenda and provide a brief description of each:

Module 2 Training Topics:

- Leadership and Ethics
- Interculturalism
- SRHR and HIV/AIDS
- Leadership and Advocacy
- Institutional Analysis Instructions & Review in Country Teams
- Program Planning and Logical Framework
- Cultural Night
- Violence and SRH
- Budgets and Financial Planning
- Guided Work on Leadership Action Plans (LAPs)
- Experiential Leadership Outing
- Gender and Power
- Feedback in Country Teams
- Religion and SRHR
- Monitoring and Evaluation
- Personal Development Peer Coaching
- Population and Environment
- LAP Presentations

8 Read aloud the agenda and learning outcome for today.

9 Distribute the Regulations and Policies handout as well as The Art of Giving and Receiving Feedback handout. Ask participants to look at their folders, explaining:

- These materials add to what you will be learning this week.
- Take a few minutes to read the GOJoven policies, regulations, and the feedback handout and let me know if you have questions.

10 Point out documents to be completed, and arrange for participants to submit them by the end of the day.

11 Review training logistics: lodging, reimbursements, safety and health tips, the feedback cards/ logistics box, conserving natural resources (reusing water bottles and not asking for linens to be washed daily). Answer questions.

12 Explain that GOJoven uses the following methods to evaluate the program:

- A logistics box; Feedback cards; Informal feedback to trainers; Written evaluation forms

13 Tell the group they will brainstorm group agreements to maintain a respectful learning environment, saying:

- What worked in the last training, and what didn't?
- Considering this, what agreements should we add?
- Remember, feedback should be given in accordance to The Art of Giving and Receiving Feedback handout.

14 Write down the agreements on chart paper and leave them in a visible location throughout the training.

15 Close the session by reminding the group:

- This training will build on the first training and relate to the next training.
- Everyone brings knowledge that can add to what is taught.
- The more you participate, the richer, more dynamic, and more fun the experience becomes!

HANDOUT

The Art of Giving and Receiving Feedback

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

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

Feedback is:

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

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

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

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

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

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

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

And finally . . .

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

Session 2: Leadership and Ethics

Learning Outcomes | Participants will be able to:

- Explain how ethics enter into the personal leadership equation.
- Reflect on personal experiences of ethical conflict and describe what impact these may have had on their lives.
- Commit to practicing ethical leadership in their personal and professional lives.

TIME: 3.5 hours

SUPPLIES

- 2 large drawings of a person, taped to wall; Tape; Green/yellow paper; Flip chart; Markers; Participants' notebooks; Several old newspapers; Craft materials (scissors, glue, markers, crayons); Candy for prizes; Cards with either a person or a car drawn on them; Flip chart with columns for "Ethical Leader" and "Unethical Leader"; Stopwatch; Optional items: Fabric scraps, leaves, stones, etc.

TRAINING TOOLS

- Handout: Leadership and Ethics
- Handout: The Art of Giving and Receiving Feedback - *from prior session*
- Handout: Leading a Group: Activity List

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart and make copies of handouts.
- Set up the room with an obstacle course using chairs, tables, binders to create a path that can be navigated with some difficulty.
- Create one note card per participant, with either a person (can be a stick figure) or a car drawn on each card, and an equal number of persons and cars.

Trainer:

- None

INSTRUCTIONS

PART 1: ENERGIZER ACTIVITY: CAR & DRIVER (30 min)

Training Tip:

- ✓ It is best not to introduce this activity so participants' responses and actions are genuine.

1 Pair participants as they enter the room and give each person a card with a driver or car drawn on it.

2 Explain the following:

- You will each have a turn being the car and the driver.
- The driver will silently guide the car around the obstacle course as quickly as possible while avoiding crashing.
- The driver will use these signals to guide the car:
  - A tap mid-back means "walk".
  - Consecutive faster taps mean "walk faster".
  - A tap on the right shoulder means "turn right".
  - A tap on the left shoulder means "turn left".
  - A tap on the head means "stop".

3 After a few minutes, have the pairs change roles.

4 Lead a discussion using these sample questions:

- What was it like to have the responsibility to lead?
- What was is like to react to nonverbal instructions?
- What, if anything, made you nervous?
- What could make you more confident in either role?
- If you were the car first, did that experience affect how you led once you switched to driver?
- If you were the driver first, what were your thoughts about that role when you were the car?
- In your life, when do you feel more comfortable in one role or the other? Why?
- What are the responsibilities of the driver/leader? Are they greater than that of the car/follower?
- What responsibility does a leader have in considering the feelings/ethics of his/her followers?

5 Read the learning outcomes and ask participants how the energizer related to today's topic.

6 Explain the following leadership principles:

- Leadership requires awareness of our ethics and that we behave ethically.
- It requires awareness of how our ethics may or may not be congruent with those with whom we interact and/or lead.
- Congruence involves the alignment of our behaviors with our beliefs, values, or ethics.
- Ethical leadership results in positive outcomes.

PART 2: DEFINING ETHICS AND LEADERSHIP (30 min)

7 Introduce this activity, explaining:

- We will now develop definitions for the two key themes of our day: leadership and ethics.
- We will define them separately, and then look at how they work together to form the practice of ethical leadership.

8 Distribute the green paper and tell the group they will start by defining "leadership":

- Write your definition of leadership based on what you know and believe.
- When you are finished, post your definition on the giant person on the wall, which represents the group.
- When everyone is done, we will highlight the common elements and create a collaborative definition of leadership.

9 Facilitate a discussion about the group definition:

- Are there any ideas that appear in only a few definitions that you feel are crucial and need to be included? [*Probe for: ability to delegate, honesty, clear communication, fairness, compassion, positive thinking/attitude, confidence, and integrity.*]

Training Tips:

- ✓ Ask the group to identify key themes, and suggest unifying language.
- ✓ Circle repeating themes and group them under a few categories. Ask the group to suggest which phrases they like most for each theme.

10 Distribute the yellow paper and ask the group to define "ethics", posting their definition on the other poster.

11 Facilitate a discussion about the group definition by identifying key themes and asking:

- Who would like to start us off by sharing their definition?
- What aspects of other definitions are important?
- Are there parts of these definitions that do not apply?

- Trust, integrity, and honesty are key components to ethical behavior. How would lacking any of these qualities impact how a leader is viewed?

12 Distribute the Leadership and Ethics handout and ask participants to suggest how they would combine the concepts of leadership and ethics.

13 Propose the following definition of ethical leadership:

- Ethical leadership means creating relationships built on trust and respect.
- An ethical leader demonstrates fairness, justice, transparency, compassion, and integrity.

PART 3: EXAMPLES OF LEADERSHIP (30 min)

14 Introduce the activity, saying:

- We will now bring what we have explored with leadership to a more personal level by applying our findings to people we hold dear, and also to ourselves.
- Similarly to defining leadership and ethics, we will build the definition of an ethical leader in a collaborative way.

15 Distribute a paper and pen to each participant, saying:

- We will have ten minutes for this activity.
- Think of leaders you admire, for example, a community leader, a famous person, or a politician.
- Now, pick two or three of these people and write why you would describe them as ethical leaders.
- Given our definition of ethical leadership, identify 3 qualities in yourself which define you as an ethical leader.
- Now, think of unethical leaders, and write down 3 qualities that you think make these people unethical.
- When finished, copy the important qualities from your list under the corresponding columns on the flip chart.

16 Facilitate a discussion about what makes an ethical and unethical leader, using these sample questions:

- Did anything surprise you?
- Are there similarities between the qualities for being an ethical vs unethical leader?
- Do the people we do not admire have similar qualities to the ones we do admire?
- How can we avoid becoming unethical leaders?
- What can we do to become positive and ethical leaders?

17 Ask participants to reflect on the qualities of good and bad leaders identified by the group.

18 Ask the following questions, and have participants write their answers down and save them:

- What positive qualities do you believe you have?
- What positive qualities would you like to develop?
- What negative qualities would you like to control/eradicate?

19 Then, ask the group:

- Why is it possible that a person may see someone as an ethical leader and someone else may see him or her as an unethical leader?
- How do leaders demonstrate that they reflect the values and ethics of their followers?

Training Tips:

- ✓ It may be useful to point out that what is considered ethical is influenced by the belief system of a leader, their followers and/or culture. Therefore, what Hitler and his followers believed to be the ethical or correct thing to do was, to others, clearly unethical.
- ✓ Within any group, there will be varying shades of opinions regarding well-known leaders, especially political leaders.
- ✓ It is important to permit participants to speak in this discussion without being censored. Encourage respect for divergent views.
- ✓ Maintain the rules of positive feedback.

PART 4: GROUP LEADERSHIP ACTIVITIES (1.5 hours)

Training Tips:

- ✓ Monitor time closely for this activity, especially if there are more than 4 people in each group.
- ✓ Create a detailed time chart taking into account the number of groups, set up, time for skits, reflection, discussion, and feedback.
- ✓ Stick to the timeline as closely as possible and limit feedback for leaders to a maximum of 2 people providing feedback.
- ✓ It is possible that not everyone will be able to lead an activity.

20 Introduce the activity, explaining that it is a series of challenges that will give them the opportunity to lead and to follow. Distribute The Art of Giving and Receiving Feedback handout and remind them to follow the rules of feedback.

21 Distribute the handout Leading a Group: Activity List and divide participants into teams of 4, explaining:

- You will work on a series of challenges together, chosen from the handout.

22 Read the boxed information:

Activity Guidelines:

- You will each take a turn leading one of the activities.
- After each activity, I will award symbolic prizes to teams who successfully completed the activity in the time given.
- At the end of each 10 min activity, you will have 3 min to write an evaluation of the person who led the team.
- If time permits, you will also write an evaluation of yourself as leaders of a challenge, listing qualities that made you an effective leader and areas where you can improve.
- Keep your notes - feedback will be provided to each leader after all the challenges have been completed, and there will be a group discussion.

23 Allow a few minutes for the group to decide their first activity and choose their leader before starting the stopwatch.

24 When the challenges are finished, allow time for participants to provide feedback within groups:

- You have 15 minutes to give and receive feedback as leaders.
- Each leader should receive feedback from 2 participants.
- Be sure to mention the leader's positive characteristics, aspects that could be improved, their clarity in communication, and their passion and commitment.
- Listen to the feedback given to other leaders and think about how that will affect your leadership style.

25 Lead a group discussion using the following questions:

- What did you enjoy, and what difficulties did you face?
- What did you learn about yourselves as leaders?

- Do the qualities you applied to leading match the qualities you noted during the first activity? Why or why not?
- If you were not the first leader in your group, how did watching/being led by that person affect your leadership?
- How did the feedback given to those before you affect your leadership style?

26 Review these key points and ask participants to reflect:

- Sometimes leadership changes when we are talking about it in theory and when we are living it.
- What things did you do in this activity to keep people involved?
- What things did you do that you were unaware of until someone pointed it out?

PART 5: CONFRONTING ETHICAL DILEMMAS (30 min)

27 Introduce this activity, saying:

- As leaders we face situations that call upon us to act in ways that impact others.
- It's important to understand our values and ethics in how we exercise leadership.
- We'll now think about how our ethical considerations have affected some of our actions as leaders.

28 Tell participants they will have 10 minutes to reflect on a series of questions. Read aloud each question, giving them time to write it down:

- What do I value within my ethical conduct?
- When have I stood up for what I believe to be ethical? When have I not?
- How have all these events affected me as a leader?
- What do I believe to be the ethical issues within my experiences in GOJoven?

29 After 10 minutes have passed, explain that their answers are for their own reflection and they can choose what, if anything, they would like to share.

30 Divide participants into groups of 3-5 and explain:

- Each person will spend 2 minutes discussing an ethical dilemma that was part of your GOJoven experience.
- Or, you can discuss a time during GOJoven when you felt ambivalent about a choice you made.
- Be sure to consider the implications of the choice you made and the choice you did not make.

31 Ask each group to report back, using the following questions:

- What common themes, challenges, or emotions came up?
- How has hearing other people's stories affected how you think about the choices you may have to make?
- What was it like to share a story where you made a choice that was difficult or that you were unsure of?
- What do you think are the components of ethical leadership?
- How can being an ethical leader help you in ASRH?
- What obstacles to ethical leadership do you expect?
- What kinds of support will help you be an ethical leader in difficult circumstances?

Training Tips:

- ✓ The final discussion may run a few minutes into lunch.
- ✓ Be vigilant about keeping time and/or allow a time buffer between this session and the following one.
- ✓ The discussion may become charged and may require intervention.
- ✓ It is important to allow for peer support before interceding.

32 Review the following key points:

- Feel free to add your reflections on your ethics and leadership throughout your time in GOJoven.
- Leadership evolves over time and is shaped by our experiences (our successes and failures, the reactions of others, and unintended consequences of our actions.)
- The ways we lead are constantly changing because we are changing and growing.
- Our ethics and the social cultural, and spiritual beliefs that inform our ethics also change over time.
- Ethical dilemmas are easiest to analyze with the benefit of hindsight and points of view from other people.

WORKSHEET

Leadership and Ethics

TRAINING TOOL

Reflect on the following:

1. What are the things that I value about my ethical behavior?

2. When have I defended something that, in my opinion, is ethical?

3. When have I not defended something that, in my opinion, is ethical?

4. How do I feel after my reflection time?

5. What effect have these events had on me as a leader?

6. In my opinion, what are the ethical issues in my experiences with GOJoven?

HANDOUT

Leading a Group: Activity List

TRAINING TOOL

1. Create a product that will vastly improve the population's SRHR and a TV commercial for it.
2. Invent a name and flag for an imaginary country.
   - The players should be able to explain the meaning of each of the elements of the flag.
   - The motto of the country (written on its coins, etc.) is "We govern ethically".
3. Design and create a national costume for the imaginary country using old newspapers and available materials.
   - One player should wear it and act as model while the others explain its meaning to the group.
4. Write a tribute to this imaginary country's national hero, who is considered the most ethical person in the history of the country.
5. Write a Bill of Citizen's Rights for the country, or write and sing the national anthem.
6. Produce a 2-minute-long skit that ends with the line: "But was it the most ethical decision?"

MODULE 2

DAY 1

Session 3: Interculturalism

Learning Outcomes | Participants will be able to:

- Define interculturalism and identify its value in their role as leaders.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers

TRAINING TOOLS

- Handout: Two Cultures

PREPARATION

Materials/Room:

- Write learning outcome on flip chart; make copies of handout.
- For the "Two Cultures" activity, ensure that there is a space where the group can divide in two and meet such that neither group can see nor hear the other.

Trainer:

- This session addresses cultural (not ethnic or racial) differences, as well as the beliefs, communication styles, and customs that are reflected in culture.

INSTRUCTIONS

PART 1: OUR CULTURES (2 hours)

1 Welcome participants and review the learning outcomes. Then introduce the activity, explaining:

- Around the room we can see that there are a number of similarities and differences between us.
- Some differences are easy to name—some of us are taller and shorter, some younger, others older. We may share some of the same languages, dress, food, etc.
- Leadership requires that we be aware of what brings people together as well as what separates us and causes conflicts.
- In ASRH, we may see and experience the differences more intensely than the similarities. We need to be particularly aware of these so that we can build connections.

Section A: Defining Culture

2 Ask the group what comes to mind when they hear the word "culture", and why these things are important. Then, reflect on the following points:

- Culture can be defined as the collection of socially transmitted behaviors: art, institutions, and all other products of human work and thoughts.
- Culture is a form of identity—each social entity or group has a way of life that is unique to it.
- Culture serves as a tool for social cohesion and sustains the fabric of society. It is also a tool for national development.
- Culture is a basis of local laws and customs.
- We see culture in language; music and dance; popular culture like films or TV shows; dress and fashion; food; taboos; gatherings for holidays, weddings, and funerals.

Section B: Identifying Culture

3 Ask participants to break into groups based on their culture, or whom they feel they share cultural traits. When groups are formed, explain:

- List and discuss 3-5 key elements of your culture, writing them on flip chart paper.
- You will share with the group after five minutes.

4 After, give participants a few minutes to read their flip charts. Ask each group to share one element of their culture and to discuss the following:

- Why is it important?
- What information had an impact on you? Why?
- Are there elements that strike you as similar or different?
- How do these similarities or differences make you feel?

5 Once each group has shared, lead a group discussion:

- What did you learn that surprised you?
- How is understanding culture important to ASRH?
- What are some common cultural misunderstandings?
- How can these activities help you as a leader?
- What challenges come up for you in learning about this?
- How can we support each other in learning more?

Section C: Discussion

6 Tell participants to return to their cultural groups, then say:

- You will now decide how you would discuss these topics from your culture's point of view with others who are not part of your culture:
  - Religion
  - Rituals
  - Taboos
  - Conflict resolution
- Create a 30-second or 1 to 2-line message for each topic.
- You will have 20 minutes to brainstorm your answers.

7 Then, bring the group together and have each team share at least one 1 to 2-line message. Then, discuss:

- As leaders, why is it important to prepare these messages?
- Why does a leader need to understand these issues?
- In our daily lives, how do we receive messages about different cultures?
- Who develops these messages, and how are they transmitted? (i.e., the media, our parents/families, our neighbors, our teachers).

8 Close the activity by reviewing these key points:

- We often don't know how others perceive our own culture. Because we have insider knowledge of our own culture, it can be difficult to imagine why others might do, say, or believe things differently.
- We receive messages about other cultures from many sources that may or may not be accurate.
- Culture happens in a social, political, and historical context and changes over time.
- Culture is not always tied to a racial or ethnic identity.

Training Tips:

- ✓ Participants may opt to self-select into different cultures—for example, LGBTQ+ participants may opt to identify as such even though they may have different ethnicities.
- ✓ Cultural issues have historical contexts and may cause strong reactions. Remind participants of these historical contexts and that such contentions cannot be resolved in one session.
- ✓ Leadership means respecting and learning from different cultures.

PART 2: ENERGIZER (30 min)

9 If time permits, ask a participant to lead an energizer activity.

PART 3: INTERCULTURALISM/TWO CULTURES (1 hour)

10 Introduce this session, explaining that the group will now discuss the ways in which different cultures interact.

Section A: Defining Interculturalism

Training Tip:

- ✓ The terms "intercultural" and "multicultural" are not the same. Interculturalism refers to the dynamic interaction among cultures; multiculturalism refers to a static co-existence of cultures.

11 Ask participants to take 5 minutes to write their definition of "interculturalism" in their journals. Then, ask participants to read their definitions aloud and write key words on a flip chart. Ask what they liked about other definitions, and what key words were important for them.

12 Share the following key points about interculturalism:

- GOJoven's definition of interculturalism is the authentic interaction of people from different cultures, occurring in a way that demonstrates knowledge and understanding.
- Interculturalism refers to the respectful and non-hierarchical interaction between cultures. It promotes integration and coexistence among cultures, and values respect and diversity to mutually enrich all cultures. Conflicts are resolved with dialogue and active listening.
- The ways in which we incorporate culture into ASRH directly affects the ways in which these messages are received.
- The more we positively incorporate culture to our health messages, the better received those messages will be.
- Effective health services and strategies are often culturally based and culturally specific.

Section B: Two Cultures Activity

13 Introduce this activity, explaining that the group will now use their imagination and cultural understanding to better see others and themselves.

14 Distribute the "Two Cultures" handout, dividing the group in 2 teams with reasonable gender representation in each.

15 Share the "Community One" guidelines with the first group and "Community Two" guidelines with the second group, making sure the groups cannot overhear.

16 Give the group 10 minutes to develop costumes, symbols, regalia, etc. to give life to their community.

17 Then, bring both communities together so they can interact according to their "culture".

18 Stop the interaction after the time allotted, or sooner.

Training Tips:

- ✓ Although the groups are very different, there are possibilities for common ground (though participants may emphasize the differences).
- ✓ You will need two trainers for this activity: one for each of the groups.
- ✓ Observe, emphasize, and point out any specific act/event that the group omits from the discussion.
- ✓ Be prepared to ask, "Why would a leadership program ask that you participate in an activity such as this?".
- ✓ Support the group you are working without giving input into ideas.
- ✓ It might be a beneficial to place more boisterous group members in Community 1 and the more reserved in Community 2.

19 Lead a group discussion, using these sample questions:

- What did you learn from this activity?
- How do you feel when cultural norms vary from yours?
- How do you feel when you sense that you are not respecting the other culture?
- How do you feel when you sense that your culture is not being respected?
- What value does interculturalism have in your role as leader?
- What skills do you need to develop or improve to be a better leader in this context?
- Where did you get the information you needed to interpret the other culture in the activity?

20 End the session by having each participant answer the following questions in closed circle:

- What did I learn?
- What had the biggest impact on me in this session?
- This will help me as a member of my team because….
- What will I do to make this world better reflect interculturalism?

HANDOUT

Two Cultures

Divide the group into two communities. Share these guidelines with Community One:

Members of Community One:

A. Talk in a respectful and friendly manner, and in a low voice.

B. Do not use “bad” words.

C. Are shy to talk to strangers.

D. Prefer women to do the talking, and their expectation is that conversations will be among women.

E. Have very private lives.

F. Do not touch much in public, although they are friendly.

G. Have a spiritual leader that they all respect and protect—especially from strangers.

H. The men are the ones that accept all gifts in the family.

I. Are very formal when addressing others.

J. Like to sing.

HANDOUT

Two Cultures

TRAINING TOOL

Divide the group into two communities. Share these guidelines with Community Two:

Members of Community Two:

A. Speak in a joyful and active manner.

B. Like to use creative language.

C. Like to talk to everybody and meet new people.

D. Practice gender equality and both genders express their ideas and feelings with anybody.

E. Are open and share their lives with anybody.

F. Like to hug, kiss, and touch others as a display of friendship.

G. Treat everybody equally and don't like anybody to be "special".

H. Like to give away gifts.

I. Speak to everybody in an informal/colloquial language.

J. Like to sing.

Session 4: Daily Reflection & Closing

Learning Outcomes | Participants will be able to:

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

TIME: 30 minutes

SUPPLIES

- Pens; Feedback cards; Logistics box; Journals

TRAINING TOOLS

- Handout: Meditation Guide

PREPARATION

Materials/Room:

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

Trainer:

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

INSTRUCTIONS

PART 1: PREPARING FEEDBACK CARDS (15 min)

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

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

PART 2: MEDITATION AND REFLECTION JOURNALING (15 min)

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

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

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

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

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

HANDOUT

Meditation Guide

TRAINING TOOL

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

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

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

INSTRUCTIONS

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

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

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

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

Relax all your muscles.

Your body will continue to relax as you meditate.

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

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

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

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

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

HANDOUT

Meditation Guide

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

Notice the pauses between each breath.

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

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

(Pause)

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

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

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

Now as you inhale, count silently... one

As you exhale, count...one

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

Exhale...one

Inhale...one

Exhale...one

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

(Pause)

Notice now how your body feels.

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

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

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

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

Session 1: Daily Opening: Where Are We?

Learning Outcomes | Participants will be able to:

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

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

SUPPLIES

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

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

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

Trainer:

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

INSTRUCTIONS

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

2 Allow a few minutes. Then collect and read the comments (anonymously, unless a comment is signed). After reading the cards, ask the group:
   - Does anyone want to comment or elaborate?
   - Does anyone want to raise any new issues?

Training Tips:

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

Session 2: Sexual and Reproductive Health & Rights and HIV/AIDS

Learning Outcomes | Participants will be able to:

- Recognize and speak about the impact of HIV/AIDS at a personal, community, and national level.
- Acquire technical knowledge of modes of transmission for HIV.

TIME: 3.5 hours

SUPPLIES

- Colored sheets of paper; Markers; Black beans (for majority of participants); Red beans; Plastic bags; Condoms

TRAINING TOOLS

- PPT Presentation: Introduction to HIV/AIDS
- Handout: HIV Case Studies
- Handout: HIV Case Study Results

PREPARATION

Materials/Room:

- Write the learning outcomes on a flip chart; print the HIV Case Studies handout (do not print the results).

Trainer:

- Modify handout to fit the group; case studies about successful HIV programming/counseling may be more appropriate.
- If needed, modify the PowerPoint with current information (country stats, prevention strategies, health policies).
- Check the projector, ensuring the room is dark enough to make the slide presentation visible and that the sound is audible.
- Fill the plastic bags with black beans for the Fire Dynamic activity. There should be one bag per participant. The bags should have 40 black beans inside them, and 3 or 4 bags should have red beans. Number the bags as Group 1, 2, 3 or 4, with all the bags of red beans in Group 2 (make sure there are still some bags in Group 2 that only have black beans).

INSTRUCTIONS

PART 1: INTRODUCTION TO HIV/AIDS (30 min)

1 Welcome participants to the session, review the learning outcomes and answer any questions.

2 Present the PowerPoint: Introduction to HIV/AIDS, then emphasize the following points:

- What is HIV/AIDS?
- How is it transmitted, sexually and otherwise? How can transmission be prevented?

Training Tip:

✓ Research infection rates of other STIs in the population you are working with. Ex: chlamydia may be the most common STI among certain populations.

PART 2: HIV/AIDS MYTHS, TABOOS, AND PREJUDICES (1 hour)

3 Introduce this activity, explaining:

- HIV/AIDS is a health issue in many countries. Intolerance and a lack of information and resources has led to many communities not understanding the problem, its consequences, and the proper steps to address it properly.
- We will now focus on understanding and contextualizing these issues among the hardships that ASRH leaders face.

Training Tips:

- ✓ Before the next activity, ask the group to define the following words so everyone understands their meaning: "rumor", "belief", "myth", "fact".
- ✓ Correct any mistaken concept in a way that doesn't embarrass or shame; highlight it as a learning opportunity.

4 Divide participants into three groups and give each group flip chart paper, saying:

- You will have 10 minutes to write about the following:
  - Group 1: Myths and taboos about HIV/AIDS
  - Group 2: Frequently asked questions about HIV/AIDS
  - Group 3: How to address HIV/AIDS
- When finished, you will have 5 minutes to present your conclusions to the group.

5 Ask the following after Group 1 presents:

- Have you ever encountered any of these myths?
- What was your reaction?
- What impacted you most about this topic?

6 Ask the following after Group 2 presents:

- Why are these questions so prevalent?
- Have you addressed them in your work experience?
- What impacted you most about this topic?

7 Ask the following after Group 3 presents:

- Is there an effective program or project you know of to fight HIV/AIDS in your community?
- What impacted you most about this topic?

8 Review the following key points:

- We often believe something because we haven't had the opportunity to research the facts.
- Many people don't have the opportunity that we have to change our reality and increase our knowledge.

PART 3: FIRE DYNAMIC GAME (45 min)

Training Tips:

- ✓ Remember, you may have participants who are HIV positive, who engage in risky sexual behavior, and/or who have been involuntarily exposed to HIV through exposure in a work environment or through sexual violence.
- ✓ Remind the group that there is no way to tell if someone has HIV just by looking at them.
- ✓ This session requires sensitive facilitation, as participants may not wish to disclose their past experiences.

9 Introduce the game, explaining:

- We're now going to do an activity that will allow us to see HIV/AIDS through a personal lens.
- You will each be given a bag with beans (no peeking!)
- Your bags will have a group number. This will tell you which other groups you will meet with during the activity.
- Imagine you are at a night-club, drinking, dancing, and having a good time.
- You start to flirt and fool around. When you find someone from the right group, take turns to grab a handful of beans from their bag and put it into yours, without looking or showing them to your partner.
- These are the people you are "having sex" with; you will have sex with a different person each time.
- Here are the instructions for each group:
  - **Group 1** abstains: no changing beans with anyone.
  - **Group 2** will have sex 2 times, only with groups 3 and 4.
  - **Group 3** will have sex 3 times, only with groups 2 and 4.

- **Group 4** will have sex 4 times, only with groups 2 and 3.

10 Give participants 10 minutes and then tell them:

- The evening is over and it's time to wake up the next morning. Go ahead and open your bags.
- Exchanging beans was meant to signify the fluid exchange that happens between sexual partners.
- If you have two different color beans, you have been exposed to HIV.

11 Have the participants sit in a circle, and ask those with both red and black beans to raise their hand. Ask them how they feel and what they are going to do next. Then tell them:

- If you have two colors of beans, imagine that you are now going to a clinic to get tested for HIV.
- How do you think you would feel during the test?
- For those with only one color of beans in your bag, how do you feel?

12 Lead a group discussion, using the following questions:

- What did you learn from this activity?
- How can the exposure pattern be changed?
- Why were some of the people who engaged in high-risk activities not exposed?
- What prevention practices would you suggest?
- What factors complicate prevention in this situation?
- How would the outcome of this game change if you observed behavior over time?

13 Close the session by outlining the following key points:

- The risk of HIV exposure is based on a person's prior sexual practices and behavior, and potential exposure from their sexual partners.
- HIV exposure occurs when partners have engaged in risky sexual behaviors and HIV was present at some point in their sexual network.
- Factors like alcohol consumption can increase the risk of HIV exposure because they reduce the likelihood of taking preventive measures, such as using condoms.

PART 4: OUR COMMITMENT AS LEADERS (30 min)

14 Introduce this activity, explaining:

- We will now explore the role of leadership in addressing this issue.

15 Divide the group into pairs, and instruct them:

- Take the next 12 minutes to discuss the following points, spending 3 minutes on each topic. Take a minute to think about your answer and another minute to share it.
- Try to get to a brief answer for each question that conveys what you think.

16 Read the questions aloud one at a time, allowing 3 minutes for the pairs to think and discuss before moving to the next:

- How did you feel the first time you heard about HIV/AIDS?
- How do you feel now when you think about HIV/AIDS?
- What do we need to create a change in HIV/AIDS? Example: "I think we need condoms to be more available".
- As a leader, what can you do to promote HIV prevention? Example: "I can educate myself, my family and friends, and ask them to do the same".

17 Gather the group and invite them to share their ideas about the following questions:

- What was one of the interesting topics that you discussed?
- What can we do to help those living with HIV/AIDS?
- What can we do to promote HIV prevention?
- How would people from your community react to this type of activity?

18 Acknowledge that learning is the only way to combat myths.

Training Tips:

- ✓ Try to evaluate whether participants felt differently at the beginning of the session than at the end.
- ✓ Due to time constraints, emphasize brevity.

PART 5: HIV CASE STUDIES (45 min)

19 Explain that the group will now share their collective knowledge and analyze what others have done in this field.

20 Break the group into 5-7 teams and distribute the HIV Case Studies handout. Assign each group a case study, explaining:

- You will now look at a case study for an individual and reflect on the factors that put her/him at risk of HIV, and what s/he could do to protect her/himself from this risk.
- You will have 5 minutes to discuss and take note of the risk factors for this individual and what can be done to reduce their risk of HIV infection.
- I will then give each team fictional HIV test results for the individual you're discussing.

21 After 5 minutes, disclose the fictional results to the corresponding teams.

22 Ask teams to take 3 minutes to discuss what steps individuals can take to prevent HIV transmission, using the following sample questions:

- What are the behaviors that put this person at risk of contracting HIV?
- What could s/he do differently to reduce their risk?
- What can a person do once s/he finds out her/his HIV status? How might these results impact them?
- What action can be taken after receiving test results?

23 Lead the group in a 20-minute discussion about the risk factors affecting the individuals in the case studies and the courses of action they identified. Mention the following:

- A person may choose to do something differently than how others would do it.
- Many things influence our behavior - emotional reactions, in-the-moment decisions, and pressure and expectations from our peers, family and/or society.
- Make sure the group addresses the full spectrum of risk reduction. For example, a person who takes drugs may reduce their risk by not sharing needles, by being sober, or by smoking drugs instead of injecting them.

Training Tip:

- ✓ Be sure to highlight that the resources available to a person are a major factor in the decisions they make. For example, if they use drugs they might not have access to networks of support around their sobriety.

HANDOUT

HIV Case Studies

GO Oven International TRAINING TOOL

Scenario 1: Juan

Juan is 19 and is having an HIV test for the first time. Juan says he is heterosexual and currently has a girlfriend, but he has "experimented" with other guys a little. He says he uses condoms "sometimes," but he does not like them. He admits to drinking heavily a couple of times a week and sometimes using drugs.

Scenario 2: Angela

Angela is 14 and has recently become sexually active with her boyfriend. She says she "knows you can die from HIV" and that "you can get it from having sex," but she says she and her boyfriend use condoms. Angela says that her boyfriend is her only partner, but with a little more probing, she admits that one of her older cousins forced her to have sex with him a year ago.

Scenario 3: Luis

Luis is 16 and came to the clinic a year ago for treatment of chlamydia. He is back because he is having similar symptoms, but he is not aware of the new HIV testing services. Luis has had multiple partners with occasional condom use. He says he does not usually have money to buy condoms, and he is afraid to keep them around because he does not want his parents to find them.

Scenario 4: Ana

Ana is 20 and has been living on her own since she ran away from home at 15. Ana admits that she has used drugs and that she has used sex to get money to support herself. She is no longer living on the street and has her own apartment, but she does not know how much longer she can afford the rent. Ana explains that she has not been feeling well lately.

Scenario 5: Raquel

Raquel is 17 and wants to get an HIV test. She says that she has had sex with five people, but they have all been boyfriends, so they were always faithful. She says she did not usually use condoms with her past boyfriends because "they were not the type to have HIV," and she has been on the pill since she was 14. However, Raquel says she just broke up with her most recent boyfriend because he was cheating on her. She does not think that she could have HIV, but she thought she should get tested.

Scenario 6: Rosa

Rosa is 16, and her parents have brought her to a clinic for contraceptives and an HIV test after they "caught her messing around" with a boy. Rosa insists she has never had sex but reports that she has had oral and anal intercourse. Rosa says she does not think of oral and anal sex as "sex," and she does not use condoms because she "cannot get pregnant that way."

Scenario 7: José

José is 18 and comes to the clinic for the first time. As a truck driver, he spends a lot of time on the road, and his girlfriend at home recently became pregnant. Although he cares about his girlfriend, he admits to having unprotected sex with sex workers while on the road. He also says he used to inject drugs but that he does not "do that anymore." He says he wants to be a good father to his baby that is on the way.

HANDOUT

HIV Case Study Results

Juan: Negative

Angela: Negative

Luis: Positive

Ana: Positive

Raquel: Negative

Rosa: Negative

José: Positive

Session 3: Leadership and Advocacy

Learning Outcomes | Participants will be able to:

- Define the stages of advocacy.
- Identify public policies and laws about SRHR in their countries.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers; Note cards (one set per team); Flip charts with advocacy strategies

TRAINING TOOLS

- Handout: Advocacy Definitions
- Handout: Stages of Advocacy
- PPT Presentation: Introduction to Advocacy
- Worksheet: Power Map
- IPPF's *Handbook for Political Analysis and Mapping*

PREPARATION

Materials/Room:

- Write learning outcomes on a flip chart; make copies of handouts.
- Make note cards with advocacy phrases (one set per team, see instruction 5).

Trainer:

- Write the Advocacy Strategies from Part 5 on flip chart paper.
- Review the required technical knowledge for this session.
- For the PowerPoint, make sure that it's working properly and that the room can get dark enough.
- If needed, update the PowerPoint to reflect the needs of the group.

INSTRUCTIONS

PART 1: INTRODUCTION TO ADVOCACY (20 min)

1 Introduce this activity, explaining:

- Being a leader requires action, and one of the most effective leadership actions is advocacy. During the next couple hours, we will be exploring and learning about advocacy and how to implement it.

2 Tell the group to write the answers to the following questions in their notebook. After 5 minutes, ask the group to share their answers:

- What is advocacy?
- Where do we use advocacy?

Training Tip:

- ✓ When discussing the second question, probe for the following:
  - To demand collective and universal rights.
  - To participate in and advocate for what is in the public interest (health, education, etc.).
  - To give more power to citizens (change/create laws, eliminate restrictive policies such as family planning/parental leave).

3 Read the Advocacy Definitions. Then, share with the group that when an advocate sees an issue, no matter how big, they should assess the following:

- Who else would like to change it?
- How could we work together?
- What has been done in the past to address this issue?
- How can we build upon what has been achieved already?
- Where do we use advocacy? Probe for:
  - Schools, churches, businesses, funding agencies and community groups.
  - At many levels of government, such as local, state, national, and international.
  - With those who write about our efforts, in order to build public support for our causes and to reach our decision-makers through the media.

Training Tips:

- ✓ Other activities may be confused with advocacy, such as: community organizing, public relations; social marketing; fundraising; influencing decisions; and information, education, and communication (IEC).
- ✓ If they are mentioned during the discussion, review the target audience for each, and remind the group that because the target audience is not decision-makers or policymakers that activity is not itself advocacy.
- ✓ There may be different perspectives about these definitions.

PART 2: PHASES OF ADVOCACY (30 min)

4 Introduce the activity, explaining:

- Planning an advocacy strategy, just like program planning, involves specific stages of action taken in an ideal order.
- There is no exact way to plan an advocacy strategy, but there are some best practices, that we will now review.

5 Divide participants into groups of 5 (either regionally or randomly), and give each group a set of cards with the different advocacy stages written on them. Then say:

- In groups, put the cards in the order you think is correct.
- Prepare to share with the larger group why you chose that order and why.
- You will have ten minutes to put the cards in order – you can order them on the floor or tape the cards to a wall.

6 Ask each team to share the reasoning behind their ordering of the cards to the larger group. Discuss the differences that arise, and which steps can be done at the same time.

7 After all teams have presented, distribute the Stages of Advocacy handout and discuss how and why these stages exist, and why they are in that order. Ask:

- Why would it sometimes be necessary to modify the order?
- Who is the main audience for an advocacy plan? *[Probe for: Advocacy should always be directed toward policy- or decision-makers.]*
- What are the main goals of an advocacy plan? Advocacy should always result in a policy change through the positive response to our cause by a policymaker or decision-maker.

8 Review the following key points with the group:

- The presented order is the one that has been effective in a variety of contexts.
- It is important to work with your allies to understand why and how things are done in a specific way.
- Activities may vary. This can make the definition of advocacy confusing, because an advocate could include IEC, public relations, influencing decisions, or community organizing as the key activities to achieve his/her goals.

PART 3: ADVOCACY: HOW & WHY? (20 min)

9 Introduce the PowerPoint presentation, explaining:

- In the last session, we talked about what we need to change the way communities respond to HIV/AIDS. Some of these changes require actions that involve other agencies, the government, etc. Advocacy is one of the tools that can be used in this context.

10 Present the PowerPoint: Introduction to Advocacy.

PART 4: ACTORS & AUDIENCES IN ADVOCACY (1.5 hours)

Section A: Identifying Actors (30 min)

11 Introduce this activity, reading the boxed text:

> Advocacy requires action, and, most of the time, actions must be coordinated and include several participants. Leaders must be aware of the actors that could impact the required activities for advocacy and know their level of interest in ASRH, their level of power and influence, as well as their level of power in decision-making. Often, we realize that we have assumed that entities or departments have certain power or participation in decision-making, but, with appropriate research, we find out that power is actually held within a different government body or institution. This is why it's important for advocates to make an audience analysis map that identifies the amount of power, commitment, and interest that each actor has in the ASRH issue that has been identified in our advocacy strategy.

12 Explain that one of the most important aspects of advocacy work is to clearly identify the target audience and the secondary audience, to make sure that we are focusing our advocacy message on the correct people:

- The "target audience" is the people we want to communicate our advocacy message to, who can intercede in favor of our proposal. They are directly involved in the decision-making process – e.g., a mayor or public official.
- The "secondary audience" is the people or institutions that may influence the decision-making process but are not directly linked to the process – e.g., a religious leader.

13 Distribute the Power Map worksheet and explain the different parts of the chart. Then, ask the group:

- What topics in ASRH would you like to advocate for?
- An example advocacy topic could be: Changing school policies to allow pregnant teenagers to continue attending.
- The more specific the advocacy topic is, the better. Simply writing "Teenage pregnancy" is not specific enough.

14 Give participants a few minutes to think, then divide the group into small groups based on the advocacy topics they have identified. Groups should have 3 to 5 people each.

- Each group will make a power map based on the advocacy topic you identified.
- If you aren't sure about the level of power or interest, make your best guess and then take note of it for future research.

15 Discuss the concept of "power" in their power map:

- What kind of power does this person or entity have over decisions that can be made on your advocacy topic?
- Use a scale from 1 to 3 to identify the amount of power they have: 1 (little power) up to 3 (a lot of power).

16 Next, discuss the position of the decision-makers:

- Is this person or entity completely in favor (+3), somewhat in favor (+1, +2), undecided (0), somewhat against (-1, -2), or completely against (-3) the advocacy topic?
- It's important to position the person or entity in relation to your advocacy topic. A person may be in favor of improving young people's health and their access to family planning, but against allocating municipal funds to do so.

17 Next, discuss "commitment":

- How interested is this person in investing and committing him/herself or his/her resources to support this?
- Or, how interested is this person in hindering the topic you have identified to work on?

18 Then, explain the following:

- You will have 20 minutes to complete the audience analysis in your groups. Please include, when possible, real names of people in power and their positions.
- You will then take 10 minutes to present your analysis. Be sure to include the following 1) the main topic and advocacy goal 2) How allies and opponents were identified 3) future research to be done 4) interesting discussions/challenging decisions made when creating your maps.

Section B: Presentation of the Audience Analysis (1 hour)

19 After the groups have finished the above activity, give each group 10 minutes to present and 5 minutes after for others to provide feedback.

20 Close the activity by reviewing these key points:

- The audience analysis is useful only if they take the time to do the corresponding research of the positions and levels of power in decision-making
- Review your audience map and make modifications as political elections can quickly change circumstances.
- Prepare for all the activities included in your advocacy plan.

Training Tips:

- ✓ As the groups present their maps, make concrete suggestions and ask for specificity using the names/positions they are familiar with.
- ✓ Review the steps for audience mapping in IPPF's Handbook for Political Analysis and Mapping.

PART 5: SPECIALIZED STRATEGIES (35 min)

Training Tip:

- ✓ When reviewing the strategies, individualize the feedback for the groups by relating the information to the individuals/entities they mentioned.

21 Introduce this activity, explaining:

- After identifying the key players on our advocacy topic, we need to identify how to create a strategy that 1) addresses those who might oppose what you're trying to achieve 2) engages those who are in your favor, and 3) convinces undecided groups.

22 Divide the group into their small advocacy teams and ask them to identify: 1) the people and groups that they would like to convince to join their effort; 2) those who should be involved; 3) those that need to be persuaded to take action;

4) those whose positions may need neutralizing; and 5) those who should be monitored.

23 Review the following strategies with the group, using the flip chart as a reference:

ADVOCACY STRATEGIES

Convince: For audiences with a high level of interest in your advocacy topic, but with an intermediate position, you need to increase their knowledge on the topic or issue and prove to them that the outcome is the right answer for it. For this strategy, it's very important to strengthen the integrity of your network or organization in the eyes of the audience. This strategy can include actions such as an expert seminar, forums, awareness-building workshops, the creation of specialized materials, private meetings, etc.

Engage: For audiences "somewhat in favor" or "completely in favor" and with a high level of interest, you must try to engage them in the project promoting the initiative. This inclusion could take many forms and does not necessarily need to be public or formal. The important thing is that this audience makes the cause their own. This strategy includes actions such as personal meetings, the creation of specialized spaces for this audience (like groups in Congress), training workshops, the creation of materials for them to use, consulting, etc.

Persuade: For audiences with a position in favor of your advocacy topic and with moderate interest, you need to prove that your cause has the support of the sectors of the population that they care about. Motivate them to go from words to action. This strategy can include actions such as public demonstrations and communication campaigns.

Neutralize: For audiences with a position categorized as "hardly favorable" or "completely against" your advocacy topic and with a high level of interest in it, you need to counter their strength. Although neutralization strategies are important, they should not become the focus of the advocacy project, because this would motivate negative actions instead of proactive ones. This strategy can include actions such as the creation of arguments and counterarguments; monitoring their public statements, support groups and funding sources for opposition groups; and the strategic repositioning and refocusing of your advocacy target so that it becomes a positive strategy.

Monitoring: For audiences with positions against but with little or moderate interest in your topic, you need to systematically observe their actions to identify any possible shifts toward other sectors of the audience map, especially an increase of their opposition to your topic. This strategy can include actions such as monitoring the media to make sure there are no groups organizing against you, and analyzing electoral records to make sure they aren't voting against the interests of your advocacy work.

24 After discussing the strategies, have the teams return to their audience analysis to identify which people or entities they would position under each category and to name at least one strategy representing their approach.

25 Close the session by reviewing these key points:

- Advocacy can take a lot of time, and it might be a while before the outcomes of an advocacy effort are evident.
- Success should be measured in terms of the contribution towards a goal, rather than the passing of a law or policy.
- Your allies should be as informed as you are about the aspects of the advocacy efforts that are important to them.
- Well-developed analyses, updated with well-defined strategies, are keys to successful advocacy strategy.

HANDOUT

Advocacy Definitions

"Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution. Advocacy is working with other people and organizations to make a difference."
CEDPA: Cairo, Beijing and Beyond: A Handbook on Advocacy for Women Leaders

"Advocacy is a process that involves a series of political actions conducted by organized citizens in order to transform power relations. The purpose of advocacy is to achieve specific changes that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame."
Fundación Arias (Arias Foundation)

"Advocacy refers to the planned process of organized citizens to influence public policy and programs."
Corporación PARTICIPA 2003

"Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity."
Advocates for Youth: Advocacy 101

"Advocacy is a set of targeted actions addressed to decision makers in support of a specific political cause."
Policy Project, 1999

"Advocacy is the deliberate process of influencing political decision makers."
Cooperative for Assistance and Relief Everywhere (CARE), 1999

"Advocacy is a set of political actions implemented according to a strategic plan and aiming to focus the attention of the community on a specific problem and guide decision makers toward a solution."
International Planned Parenthood Federation – Western Hemisphere Region

HANDOUT

Stages of Advocacy

GO)OVEN INTERNATIONAL
TRAINING TOOL

1. **Definition of the Problem**
   Identify the topic or problem that could be solved or improved through a specific political change.
2. **Definition of the Expected Advocacy Result**
   Clearly define the political change that will be promoted through the advocacy project, as well as the decision maker(s) that will be the target audience.
3. **Audience Analysis**
   Define the target and secondary audiences and assess the level of power, the position, and the interest they may have towards the achievement of the Expected Advocacy Result.
4. **Self-Assessment (SWOT)**
   Identify the strengths, weakness, opportunities, and threats your organization should consider in working towards achieving the Expected Advocacy Result.
5. **Analysis of Potential Allies**
   Identify the organizations, people, and institutions that may favor the achievement of the Expected Advocacy Result.
6. **Development of Advocacy Project**
   Define the basic elements of an advocacy project, which include: objectives, main actions, indicators, timeline, budget, and monitoring & evaluation plan.
7. **Information Gathering**
   Gather all the necessary information for advocacy planning and use it in the definition of each element of the project.
8. **Political Analysis**
   Conduct a thorough exploration in order to understand the political context in which the project will be implemented.

Adapted from: International Planned Parenthood Federation. *Handbook for Advocacy Planning.* Mexico City, January 2010.

WORKSHEET

Power Map

GO OVER INTERNATIONAL
TRAINING TOOL

Power Map: Preliminary Data from Latin America and the Caribbean

Name:
Country:
Date:

Instructions: Here you will find four themes with questions about SRHR and gender. Answer the questions by filling in the corresponding boxes. Be sure to give precise and specific answers exclusively about your own country context. This information will useful in creating a preliminary regional diagnosis about these topics, which will become a fundamental working tool in our workshop.

I. THE CONTEXT OF THE SEXUAL AND REPRODUCTIVE RIGHTS OF YOUTH IN LATIN AMERICA AND THE CARIBBEAN

	SEXUAL AND REPRODUCTIVE HEALTH	***SEXUALITY EDUCATION***	***SEXUAL AND REPRODUCTIVE RIGHTS***	***GENDER***
What are the youth-oriented public policies[1] in your country, regarding the topic of:				

[1] By public policies we mean programs, policies, or plans, actions that the local and national government apply.

WORKSHEET

Power Map

	SEXUAL AND REPRODUCTIVE HEALTH .	***SEXUALITY EDUCATION***	***SEXUAL AND REPRODUCTIVE RIGHTS***	***GENDER***
What are the most common youth-related issues in your country, regarding the topics of:				

WORKSHEET

Power Map

II. THE POLITICAL FORCES IN THE COUNTRIES OF LATIN AMERICA AND THE CARIBBEAN

Fill in the following table, answering the questions in each column according to the specification of the political force in each row.

	Who are the social actors[2] and civil society organizations that have the greatest political influence on issues of sexual and reproductive health and sexual and reproductive rights?	Who are the social actors and government and political party organizations who have the greatest political influence on these issues?	Who are the social actors and religious hierarchy organizations who have the greatest political influence on these issues?	Who are the social actors and media organizations who have the greatest political influence on these issues?
From conservative political forces:				
From progressive political forces:				

[2] Social actors are the people who actively and publicly take part in your country's public and political life.

WORKSHEET

Power Map

GO OVEN INTERNATIONAL TRAINING TOOL

III. GOVERNMENTAL AND NON-GOVERNMENTAL ORGANIZATIONS IN EACH COUNTRY IN CHARGE OF FOLLOW-UP ON ICPD AND BEIJING COMMITMENTS AND CONFERENCES

	YOUTH	SEXUAL AND REPRODUCTIVE RIGHTS	GENDER
Which government organization in your country is in charge of these topics?			
What actions are they developing?			
What non-governmental organization or organizations in your country are engaged in these issues?			
What actions are they developing?			

IV. OTHER MATTERS

a) Answer according to what you know or can find out/suggest:

	What exists in your country:	**In your opinion, what should they be:**
What are the strategies being developed so that men take their responsibility in the context of sexual and reproductive health, seriously?		
What policies are being applied to prevent the morbidity and mortality caused by abortion in risky conditions?		

SIGNATURE:

Sessions 4 & 5: Institutional Analysis Instructions & Closing

Learning Outcomes | Participants will be able to:

- Share the mission, goal, objectives, and main activities of their institutions with their team, in order to see their institution as a resource and beneficiary of their LAP.
- Analyze the common strengths and weaknesses of their institutions.

TIME: 30 minutes

SUPPLIES
- Flip chart paper

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Write learning outcomes on the flip chart.

Trainer:
- Participants should bring their completed Institutional Analysis worksheets.

INSTRUCTIONS

PART 1: INSTITUTIONAL ANALYSIS (20 min)

1 Welcome participants to the session and review the learning outcomes.

2 Remind participants that they have spoken with the head of their organizations about their mission, goals, objectives and main activities. Then ask:
- What surprised you?
- What new things have you learned about your institutions?
- Why do you think we do these analyses?
- How can they help us within our team?

3 After a few participants have shared, discuss the following reasons for doing an analysis:
- To inform your organizations about GOJoven.
- To create a relationship with your supervisors or directors about receiving their support or participation in GOJoven.
- To learn about your organization to be able to apply for higher-level positions in the future.
  To learn how to include your organizations as your allies, collaborators, or beneficiaries of your LAPs.

PART 2: INSTRUCTIONS FOR COUNTRY TEAM REVIEW OF INSTITUTIONAL ANALYSES (10 MIN INSTRUCTIONS; 60 MIN LATER IN THE EVENING)

4 Explain to participants that, this evening during the "Country Team Review of Institutional Analyses" session, they will have another hour to work on their homework with their teams. For the evening session, they shall follow these instructions:
- Institutional Analysis is important because it allows your team to think about how your organizations can contribute to and benefit from your LAPs.

- Each person will now have 8-10 minutes to give an overview of the main points of their institution's work to the team.
- Discuss what your organizations have in common, including strengths, weaknesses, and the areas in which they work.
- This information is key because then the team can think about how their institutions can contribute to, and also benefit from, the team's LAP.
- Take notes and bring them to tomorrow's Logical Framework session.

Session 5: Conduct Closing

[For a reminder, see Day 1, Session 4]

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Program Planning and Logical Framework

Learning Outcomes | Participants will be able to:

- Use a problem and objectives tree in the planning of their LAP.

TIME: 3.5 hours

SUPPLIES

- Large note cards in 4 colors; Flip charts; Markers; Masking tape

TRAINING TOOLS

- Worksheet: Leadership Action Plan: Initial Ideas (completed prior)
- PDF: Let's Learn the Logical Framework
- IPPF's *Guide for Designing Results-Oriented Projects and Writing Successful Proposals*

PREPARATION

Materials/Room:

- Write learning outcome on flip chart, and print training tools.
- Write the following on flip charts:
  - One "example problem tree" and cards to turn it into an objective tree (in "Let's Learn the Logical Framework")
  - Blank trees with branches, trunk, and roots, with the names of the participants' countries, one tree per country
  - SMART: Specific; Measurable; Appropriate; Realistic; Time-bound
  - Sample word list for writing specific objectives
  - Samples of outcome objectives (taken from the problem tree)
  - Strategy selection criteria (page 16, IPPF Guide)

Trainer:

- Review "Let's Learn the Logical Framework" and the IPPF Guide.

INSTRUCTIONS

PART 1: LEADERSHIP ACTION PLANS (2 hours)

1 Welcome participants to the session, explaining that the group will discuss how the following questions will help them, as leaders, accomplish their goals:
   - Why is planning an aspect of leadership?
   - What does planning create that leaders absolutely need?
   - How does planning benefit action?

2 Then, discuss their Leadership Action Plans, saying:
   - You should all have your 'Leadership Action Plan: Initial Ideas' worksheets that you completed prior to this training.
   - We are going to spend some discussing and building on what you've written, but first, we'll talk generally about the LAPs.

3 Ask participants to share why they think GOJoven includes the LAPs. Then, discuss these points:
   - Learning by doing is essential to leadership development.
   - By developing LAPs, we analyze issues in our community that impact sexual and reproductive health. We will complement community, municipal, or health service resources, not replace them.
   - By working on a small project, we are able to learn processes that we can apply to future projects.

MODULE 2

DAY 3

Section A: Definition of the Problem Tree (40 min)

4 Introduce this activity, explaining:

- The problem tree is a visual way of analyzing the interconnection between issues, problems, and solutions.
- We use the problem tree to break a problem up into manageable parts, which helps us explore the underlying issues that can contribute to different health problems.

5 Demonstrate the flip chart drawing of a problem tree, and discuss the following:

- The process for developing a problem tree includes identifying the following: 1) a central problem, 2) the causes, or roots of that problem, 3) the consequences, and 4) solutions.

6 Using the document "Let's Learn the Logical Framework", emphasize the difference between the central problem, the causes, and the effects or consequences:

- If our central problem is "adolescent pregnancy", we will write that on the trunk of the tree *[write it down]*.
- What are some causes? *[Wait for a few answers.]*
- What contributes to that initial cause? *[Wait for a few answers.]*
- Each cause is depicted as one of the roots of the tree, with the things that contribute to that cause, for example, social norms, as a sub-root. *[Write the causes and sub-roots.]*
- What are some consequences of adolescent pregnancy? *[Probe for: girls' high school dropout rates; maternal mortality; high-risk pregnancy.]*
- The consequences become the branches of the problem tree. *[Write the consequences as the branches.]*

Section B: Building a Problem Tree with Causes & Effects (40 min)

7 Tell each team to gather in a corner of the room where a problem tree has been posted on the wall, explaining:

- On three large notecards, you will write the three main ASRH problems in your community that you discovered during your Country SRHR Maps.
- You can refer to your "Action Plan: Initial Ideas" document.
- Select one of these problems to concentrate your collective efforts on via your LAP.
- Consider your team's capacity, interests, time and skills, as well as government priorities, donors, and your community.
- Stick the chosen problem card onto the center of the tree.

8 Distribute the large colored notecards to the teams, saying:

- Using these cards, write everything that occurs to you when you think about this main problem.
- Think of the causes (why does the problem happen?) and the effects (what are the consequences of this problem?)

9 After 10 minutes, ask them to stick their cards to their country trees, reminding them that the causes go on the roots and the effects/consequences go on the branches.

10 As needed, assist each team in correctly placing their cards.

Section C: Problem Tree Presentation (40 min)

11 Allow each group 5 minutes to present their work, and instruct them to focus on the following:

- Why they chose this problem?
- How they decided the causes and effects?
- Why their chosen solutions are best suited for the situation?

DAY 3

Training Tips:

- ✓ Let the groups know that it is not unusual to have a tough time thinking of approaches to address their issue.
- ✓ Some useful questions for the group may be:
  - o Does this tree represent the reality in your communities?
  - o What are the economic, political, and cultural aspects to the problem that you need to consider?
  - o Which causes and consequences are improving, which are not, and which are staying the same?

PART 2: ENERGIZER ACTIVITY (15 min)

12 Ask a volunteer to lead the group in an energizing activity.

PART 3: OBJECTIVE TREES (1 hour 15 min)

13 Explain how the example problem tree can become an objective tree by transforming the problem into a goal, the causes into objectives, and the effects into outcomes. Reference the PDF: "Let's Learn the Logical Framework."

14 Ask the group how they would turn the problem of "high rates of adolescent pregnancy" into a positive result.

15 After the group identifies "low rates of adolescent pregnancy", place the prepared notecard at the trunk.

16 Give each team 20 minutes to transform their problem into an objective tree as you discuss the following steps:

- I will now explain how to convert your problem trees into objective trees.
- You will have 5 minutes to complete each step as I go through it. A trainer will be available to answer questions and help you correctly classify and place your cards.

17 Step 1: Change the problem into something positive:

- This transforms it into a main objective or goal, which contributes to more impactful social change.
- This goal is not reached solely by your project's intervention; however, your project contributes to reaching your goal *[reference pg 13 of the IPPF guide for more information.]*

18 Step 2: Transform each cause into something positive:

- This turns each cause into an objective or outcome.
- Place the positive cards on top of their corresponding negative causes.

19 Step 3: Develop new objectives/outcomes if they are necessary to reach your goal.

20 Step 4. Change each effect into something positive

- This changes the negative effects into desired changes.
- Place the positive cards them on top of their corresponding negative effects.

21 When finished, give each team 5 minutes to present their problem tree to the group and answer questions:

- Be sure to describe the process questions or areas you are most interested in and how you arrived at your response.

22 Discuss the following sample questions and key points:

- How did this exercise clarify the LAP process?
- How will this tool help your team?
- You will use the information and ideas generated here to complete the LAP worksheets in the next session.
- What were the common causes and consequences identified by all the groups? Was this surprising? Why or why not?
- If you change the focus of your LAP, build a new problem tree.

WORKSHEET

Leadership Action Plan: Initial Ideas

Team: _____

Country: _____

1. TREASURER 1: _____

2. TREASURER 2: _____

3. SECRETARY: _____

4. OTHER: _____

Identification of the problem you plan to address:

_____

_____

_____

_____

_____

_____

_____

WORKSHEET

Leadership Action Plan: Initial Ideas

GO Oven International
TRAINING TOOL

Target population(s):

1. _____

2. _____

Four possible objectives for your LAP:

1. _____

2. _____

3. _____

4. _____

Two strategies you plan to apply to address the problem:

1. _____

2. _____

MODULE 2

DAY 3

Sessions 3 & 4: Program Planning and Logical Framework & Closing

Learning Outcomes | Participants will be able to:

- Use the logical framework to define the goal, objectives, and main activities of their LAP.

TIME: 3.5 hours

SUPPLIES

- See morning session

TRAINING TOOLS

- Handout: SMART Objectives
- Worksheet: LAP Logical Framework Format
- Worksheet: LAP Timeline Format
- Worksheet: Leadership Action Plan: Initial Ideas (*in morning session*)
- Worksheet: LAP Proposal Format (*available in Module 1 "Introduction to LAPs")*
- PDF: Let's Learn the Logical Framework

PREPARATION

Materials/Room:

- None

Trainer

- Take 2-3 objectives from the objective tree example and write them on flip chart paper as SMART objectives.

INSTRUCTIONS

PART 1: PROJECT FORMULATION (1 hour)

1 Welcome participants to the session. Using the "Let's Learn the Logical Framework" document, define a specific objective and its importance in formulating and evaluating a project:

- Each team from the morning will create specific objectives from the objectives or outcomes of your objective tree.
- Let's review the methodology for how to write a specific objective using the SMART model.

2 Distribute the SMART Objectives handout and explain that a specific objective identifies the who, what, when, and how.

3 Then, review the boxed information:

SMART Objectives

- **Specific** to avoid differing interpretations
- **Measurable** to monitor and evaluate progress (preferably numerical)
- **Appropriate** to the problems, goal, and your organization
- **Realistic** in that they are achievable, yet challenging and meaningful
- **Time-bound** with a specific time for achieving them

4 Share the prepared objectives, relating them to the results on the tree. Answer any questions, then give the teams 15 minutes to develop their own specific objectives, explaining:

- Choose 2 objectives from your tree that you believe you can achieve with your team's resources, capacity, and time.
- Applying the SMART model, change these 2 objectives into specific objectives for your LAP.

- If you do not have good baseline information, don't include the percentage of change.
- Write each specific objective on flip chart paper.

PART 2: STRATEGIES TOWARD SPECIFIC OBJECTIVES (1 hour)

5 Introduce the concept of strategies, explaining:

- A strategy is a set of planned activities systematically carried out over the time it takes to achieve a set project goal.
- The GOJoven criteria for selecting strategies are as follows:
  - Human and financial resources
  - Time available
  - Geographical area
  - Capacity and ability
  - Interest and previous experience
  - Institutional and social support
- To achieve the project objectives, we must take certain steps—these are the activities.
- Activities show us how the project will develop, help us create a budget and timeline, and indicate the type of human resources and materials that we will need.

6 Select an objective from the objective tree. Using the criteria above, ask participants to select 2 or more strategies to apply to achieve this objective.

7 Distribute the Logical Framework Format worksheet and ask participants to create main activities, using their strategies and specific objectives

8 Close this activity by asking:

- How was it to apply this activity to your plan?

PART 3: ENERGIZER ACTIVITY (20 min)

9 Ask a volunteer to lead the group in an energizing activity.

PART 4: GOJOVEN LOGICAL FRAMEWORK FORMAT (30 min)

Training Tips:

- ✓ The logical framework may take more time to complete than allotted.
- ✓ Depending on the group's progress, you may need to extend this session by 20 minutes, postponing "Developing a timeline" to tomorrow's budgeting session.

10 Introduce this activity, explaining:

- The logical framework is a method for organizing your project graphically. How many of you have used a logical framework before?

11 Review the components of the Logical Framework Format:

- This will help you address the following components:
  - What problem you will contribute to solving (goal)
  - What you wish to achieve (objectives)
  - How you propose to do it (activities)
  - How you will show that you reached the objectives (results and process indicators)
  - Means of verification of indicators (data sources)
  - How often you will collect data (frequency)

12 Then, ask:

- What can you use a tool like the logical framework for? *[Probe for: Formulating a project, fundraising, monitoring, evaluation, feedback, communication with the community, media.]*

13 Give the teams 10 minutes to fill out their logical framework outline, and remind them:

- Place your ideas in the correct spots, including the general objective, the specific objectives, and the causes and effects.
- Review your logical framework when it's completed to see if anything is missing.
- Discuss whether you believe you can achieve your objective.

14 After 10 minutes, discuss the following questions:

- What was the most difficult part of the logical framework?
- Which parts will take the longest to finalize, and why?

15 Then, review these key points:

- Do not worry if the logical framework is not complete—you will refine and rework it throughout the training process.
- It is best to complete the logical framework before writing the proposal.
- You will turn in the final version of the logical framework with your final LAP proposal.

PART 5: DEVELOPING A TIMELINE (20 min)

16 Introduce this activity by asking how many participants have used a timeline before, and for what.

17 Then, say:

- A timeline focuses a project, ensuring that team members complete tasks for their project in conjunction with others. It provides a time-bound map of the strategy.
- The timeline format used here is also called a Gantt Chart, which is commonly used in project management.
- This format is a popular and useful way of showing activities, tasks, or events displayed in relation to time.

18 Distribute and review the "Timeline Format" worksheet and explain the following:

- On the left of the chart is a list of the activities, and along the top is the time scale.
- Each activity is represented by a bar. The position and length of the bar reflects the start date, duration, and end date of the activity.
- At a glance, you can identify:
  - What the various activities are
  - When each activity begins and ends
  - How long each activity is scheduled to last
  - Where activities overlap with other activities, and by how much
  - The start and end date of the whole project

19 Using one of the participants' LAPs as an example, demonstrate to the group how they would fill in an activity and show its duration by shading in the appropriate months on the row where they wrote the activity.

20 Guide participants in completing the standard timeline format, using their own LAPs.

21 Close the session by reviewing the following key points and answering any questions:

- Standards are constructed in 12-month periods.
- Timelines incorporate all implementation phases of the project, such as needs assessments and evaluation activities.
- They reflect reporting periods and allow most of the final month for compiling evaluation results and report writing.

PART 6: GROUP DISCUSSION AND CLOSING (20 min)

22 Remind participants to read pages 16 - 21 of the IPPF Guide before the evaluation session, then discuss the following:

- What new things did you learn?
- How could this be useful in your work?
- Why is it important for a leader to know how to identify a problem and create objectives and strategies for the project?

23 Remind participants to bring their LAP documents to tomorrow morning's session as well as their articles for Cultural Night.

Session 4: Conduct Closing [For a reminder, see Day 1, Session 4]

HANDOUT

SMART Objectives

TRAINING TOOL

SMART Objectives:

Specific to avoid differing interpretations
Measurable to monitor and evaluate progress (preferably numerical)
Appropriate to the problems, goal, and your organization
Realistic so as to be achievable, yet challenging and meaningful
Time-bound with a specific time for achieving them

Well-written objectives identify:

- *Who* will be reached
- *What* change will be achieved
- *In what time period* the change will be achieved
- *Where* (in what location) the change will be achieved

Appropriate verbs for objectives: Decrease; Increase; Strengthen; Improve; Enhance

Inappropriate verbs for objectives: Train; Provide; Produce; Establish; Create; Conduct

Sample of poor objective: Train 60 peer educators to promote the ability to practice safer sex.

Why is this objective poorly written?

- This objective refers to a strategy or activity, not a change sought among a focus population—Why does the organization want to train peer educators? What change is sought?
- This objective is not time-bound—In what time period is the change expected to occur?
- The focus population is not specified—Among whom and where will the change occur? For this project, is the change to be achieved among the peer educators or among the people the educators will reach?
- The terminology is not clear—What does the ability to practice safe sex mean for this organization? How will the organization recognize it when it occurs? For example, will it be that the focus population is abstaining, is having sex with one faithful partner only, or is using a condom correctly and consistently?

How can this objective be improved?

At the end of the 3-year project, increase condom use among sexually active young people (ages 15 to 24) in Community X.

WORKSHEET

LAP Logical Framework Format

GO OVEN INTERNATIONAL TRAINING TOOL

PROJECT NAME: When developing the project name, combine the following elements: 1. What are the outcomes that will be delivered? -What will be done? 2. Who or what is the object or subject that will receive the results? Who are the direct recipients? 3. Specific localization: In what institution and/or geographic area will the plan be implemented?
PROBLEM TO ADDRESS: The central problem we seek to solve is..... The causes of this problem are….. The effects this problem creates are.....
DIRECT AND INDIRECT BENEFICIARIES: Specify: Who are they? Where are they? How many are they? How will they benefit?
COUNTRY: **DURATION:**___months or weeks **START DATE:** **END DATE:** **COST:**
PROBABLE INSTITUTIONS TO BACK THE PROJECT:

WORKSHEET

LAP Logical Framework Format

PROJECT PREPARATION TEAM, BACKGROUND AND EXPERIENCE:

Logical Framework

Goal/General Objective:			
Specific Objective #1			
Indicators	**Verification Methods**	**Frequency**	**People in Charge**
Process			
Results			
Main Activities			

WORKSHEET

LAP Logical Framework Format

Specific Objective #2			
Indicators	**Verification Methods**	**Frequency**	**People in Charge**
Process			
Results			
Main Activities			

WORKSHEET

LAP Timeline Format

Organization Name:
Project Name:
Dates of Project Duration:
Today's Date:

Activities	Month #1				Month #2				Month #3				Month #4				Month #5				Month #6				Month #7			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Education																												
Workshop 1		x																										
Workshop 2					x																							
Camp																												
Specific Activity																												
Specific Activity																												
Evaluation																												
Survey	x																								X			
Visits				X				X				X																
Specific Activity																												
Strategy																												
Specific Activity																												
Specific Activity																												
Specific Activity																												
Specific Activity																												

Session 5: Cultural Night

Learning Outcomes | Participants will be able to:

- Share and learn about the cultural richness of the GOJoven Regional Team.

TIME: 2 hours

SUPPLIES

- Cultural objects, which may include music, instruments, clothing, food, art, gathered and brought to the training by the participants

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Hold Cultural Night in a large space, preferably a different space from the training room.

Trainer:

- Make sure you have reminded participants earlier in the afternoon to bring special elements of their culture, such as their music, dance, food, clothing, or any other cultural item they want to share (instructions included in Module 1 Day 8 "Next Steps").
- Give participants time to prepare the room before the session begins, laying out their offerings/music etc.

INSTRUCTIONS

1. Welcome participants to cultural night, letting them know this is an informal time for them to enjoy and learn about one another's culture.
2. Give the regional teams 20 minutes to meet and prepare the way in which they would like to present their culture to the larger group.
3. Remind them that they can discuss or demonstrate their music, dance, food, clothing or a cultural item they have brought to share.
4. Allow each regional team 15 minutes to present the special elements of their culture.
5. At the end of the presentations, informally discuss the presentations with the group, inviting them to share what they learned, or to ask further questions.

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Budgets and Financial Planning

Learning Outcomes | Participants will be able to:

- Describe a basic method of budget development and name the main components of the LAP budget.

TIME: 3.5 hours

SUPPLIES

- Tape; Flip chart titled "Budget Development"; Flip charts; Projector; Markers; Computers; Calculator; Pencils; Music player; Horns

TRAINING TOOLS

- Handout: Sample Budget (in digital format)
- Handout: LAP Policy for Electronic Equipment
- Worksheet: Sample Memorandum of Understanding
- Worksheet: Expenditure Control Sheet
- Handout: Hot Potato Instructions

PREPARATION

Materials/Room:

- Write the learning outcome on flip chart; print Training Tools.
- Write the budget steps (from Part 3) on the flip chart paper.
- Make a "hot potato" using instructions in the related Training Tool.
- Participants must bring these LAP documents: 1) Team Member Roles; 2) LAP Proposal Format; and 3) Checklist of Annexes; and Module 2 LAP Worksheet: Initial Ideas.
- Save the follow-up sheet, timeline, budget and electronic form on USB flash drive to share electronically with participants during the session.

Trainer:

- Review the Excel documents to make sure formulas are correct and function. Check Excel to anticipate questions on formulas.

INSTRUCTIONS

PART 1: FINANCIAL PLANNING (15 min)

1 Welcome participants and review the learning outcome.

2 Introduce the group discussion, explaining:

- It's difficult to carry out activities or programs without resources such as money, volunteers, or in-kind contributions.
- How we use resources and how the goals of our efforts are balanced within what we have available are just as important as obtaining resources.
- Now we'll devote some time to exploring the skills necessary to ensure that our available resources are used in an effective and productive way for our LAPs.

3 Divide the group into regional teams and ask them to take 5 minutes to answer the following questions:

- How did it go when you opened a bank account?
- What progress have you made creating your LAP budgets?
- Do think the funds available are enough to achieve your LAP results? Why? Why not?

4 After 5 minutes, ask for comments. Recognize the effort it takes to open a bank account, and let participants know how they'll be supported in opening an account.

PART 2: THEORETICAL ASPECTS OF BUDGETING (30 min)

5 Introduce this part, explaining:

- Most people are familiar with a budget or have administered money, no matter how much, at some point in our lives. Perhaps you saved money to buy something you really wanted, or were disappointed when you didn't have enough resources to achieve a goal.
- Without a planned budget, it's hard to develop a project. In this session we'll look at crucial aspects of budget planning.

6 Divide participants into 4 teams to analyze one of the following questions. Let them know they will have 10 minutes to answer the question and 5 minutes to present.

- Group 1: What is a budget?
- Group 2: Why is it necessary to have a budget?
- Group 3: What important elements must be part of the budget for our LAP?
- Group 4: Who must be part of the budgeting process?

7 After each group has presented, emphasize that a budget:

- Shows the amount of money needed to carry out activities.
- Forces us to firmly think about the consequences of activity planning. The reality of budgeting may force us to reconsider some action plans.
- Shows us at what times we will need certain amounts of money to carry out activities.
- Allows us to control income and expenses.
- Is a good base for accounting and financial transparency. When we know how much we have and how much we need to receive, we can ask questions if there are discrepancies.
- Is essential to request funds from donors, who use our budget to see if our request is reasonable. No funds can be requested from donors if there is no budget.

8 Read the following boxed points about budgeting:

WHAT TO INCLUDE IN YOUR BUDGET

Personnel: This item should not represent more than 50% of the budget, whether it is for staff members or consultants.

Administrative costs/Indirect costs: Indirect costs may include the rent, electricity and gas bills, administration, staff who are not part of the project (accountants or managers), and security expenditures. These costs are not directly related to a specific project, but they are necessary to keep the organization working. In general, administrative costs represent between 5 and 15% of the budget.

Your budgets may need a **"Budget justification",** which lists the details of the cost of each item. This is typically a different document and includes the costs of the main budget categories. Be sure to follow your funder's guidelines.

PART 3: BUDGETING STEPS (25 min)

9 Show the flip chart with the written budget steps, outlined in the box below, and one by one ask a participant to read each step aloud. After reading their step, ask them to

provide an example or question about that step (examples are written in italics):

BUDGET STEPS

- **Step 1:** Identify the resources needed: *[examples: Human resources, materials, space.]*
- **Step 2:** Research the cost of resources: *[examples: Get price quotes, do research.]*
- **Step 3:** List the costs according to the activity: *[examples: Justify/explain the cost, is it worth it for the activity?]*
- **Step 4:** Assign the resources needed: *[examples: Who will pay? The donor? The project? Another funding source?]*
- **Step 5:** Review the cost per budget category.

Training Tip:

✓ It may be useful to have an example of a budget that encompasses the budget steps.

10 Explain that budgets can include some other resources, not just money: in kind, etc.

PART 4: ENERGIZER ACTIVITY (10 min)

11 Ask the participants to conduct an energizer activity.

PART 5: BUDGET FUNDAMENTALS (80 min)

Section A: Sample Budget in Electronic Format (45 min)

12 Introduce this section by explaining that you will show the group a sample budget to help them create their LAP budget. Distribute the "Sample budget in electronic format" and let them know that you have the electronic version of these materials that they can ask you to send them if that would be useful:

- This budget has the sections required for your LAP budgets. Take a look at the following sections:
  - *Personnel* (the team can be paid for their work, especially as trainers for workshops, administration, etc.); voluntary work can be included as "in-kind", assign it an amount of money equivalent to its value.
  - *Evaluation* (consultants, production of necessary evaluation materials)
- Depending on your project design, there might be expenses in each category. Consider each of them carefully to achieve an accurate estimate.

13 Distribute the handout "LAP Policy for Electronic Equipment" and the "Sample Memorandum of Understanding" and review them with the group, saying:

- One of the budget items includes the purchase of necessary electronic equipment to complete your project. This expenditure area has very specific requirements, which is why it's important that we review this information.

Section B: Expenditure Control Sheet (15 min)

14 Distribute the "Expenditure control sheet", worksheet emphasizing that each cell represents an expense. Ask the group for example expenditures, assigning a cost to each.

15 Demonstrate how to add multiple cells (SUM function) and how to change the type of currency to USD.

Section C: Review LAP Timeline Format (20 min or less)

16 If participants did not finish their LAP timeline from yesterday, give them a few minutes here to do so, reminding them that the following points should be included:

- Main activities, along with their evaluation.
- People responsible for the implementation of each activity.
- Key activities to prepare for the event.
- Duration of each step, time and check-in dates to guarantee the activity is carried out on schedule.

17 Then, ask:

- Why is it important to have the timeline when drafting the budget? Probe for:
  - It tells us what we need to do, when, and how often.
  - Timelines are a standard part of the proposal –the standard timeline has a 12-month duration, but it can vary according to funding cycles.
  - A project will often have a more detailed internal timeline, which allows project staff to be familiar with other follow-up activities in greater detail.

PART 6: LAP BUDGETS (45 min)

18 Divide participants into area teams to develop their LAP budgets. Let participants know that they will be sent electronic copies of the forms by email as well. Explain:

- Pick a short activity from your LAP, then follow these steps:
  - Research what resources you will need
  - Find out where you'll get them
  - Calculate the related costs
  - Fill in the form
- Trainers will be available to offer help and answer questions.

PART 7: "HOT POTATO" (10 min)

19 Tell participants to form a circle, saying:

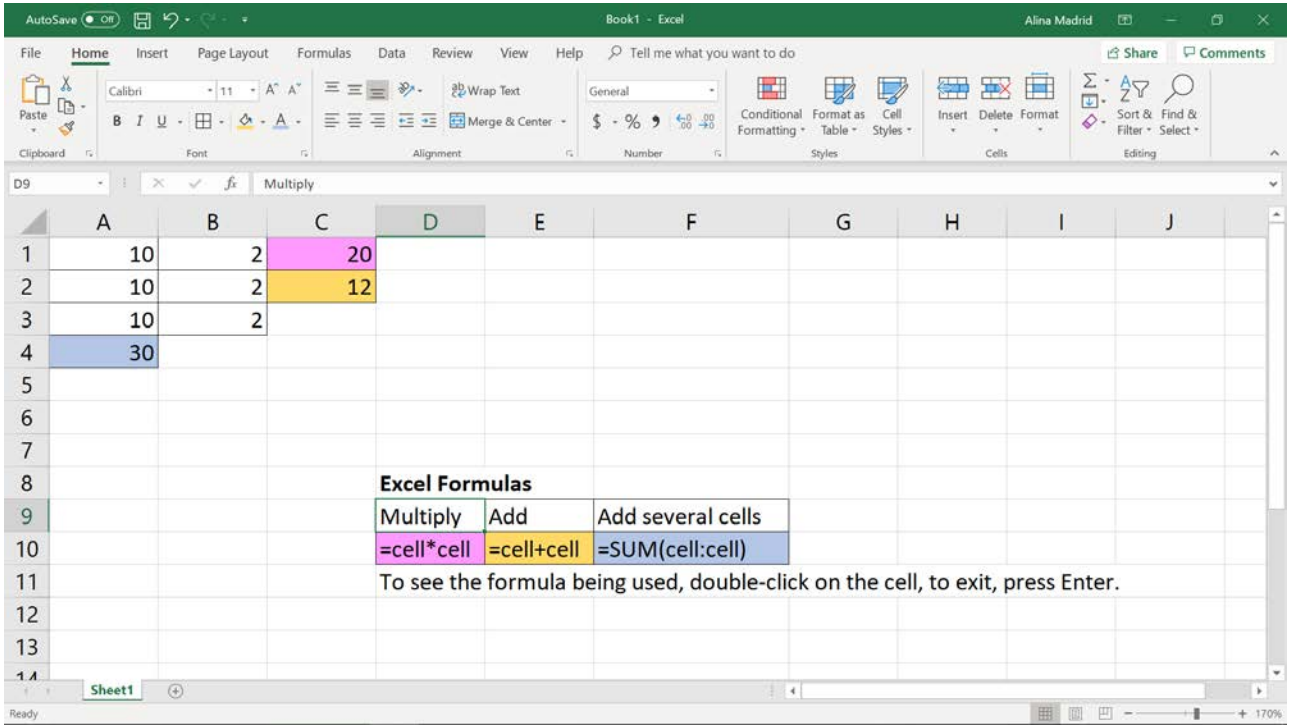
- Developing a budget is not always fun, but it is necessary. Let's do an activity to make this process more fun.
- We'll play music and pass around the "hot potato", this paper ball.
- When the music stops, the person holding the ball will peel off one sheet of the paper ball and answer the question about budgets written on the back.

20 Close the session by reminding participants about the following key commitments for their LAP budgets:

- Submit the budget along with your proposal and bank account information to request your LAP funds.
- Keep all receipts for all expenses.
- Use the budget to prepare the financial report.

HANDOUT

Sample Budget



HANDOUT

Sample Budget

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Budget
Project Name:
Organization:
Budget delivery date:
Project Time span:
Currency:

Where to capture the information? NOT in the *green color* parts.

Item	No. of units	No. of times	Cost per Unit	Do not capture data Total	Donor (PHI)	Counterpart	Do not capture data Proof	Justification
Personal (Pay and Benefits)								
Project supervisor	12	1	100	$1,200.00	$ 1,044.00	$ 156.00		12 months x 1 person (Marian) x $100/month
Project assistant/accountant	12	1	100	$1,200.00	$600	$ 600.00		12 months x 1 person (Arturo) x $100/month (half the accountant's time will be donated)
subtotal:				$2,400.00	$ 1,644.00	$ 756.00	$ 2,400.00	
Technical Assistance								
Fees for technical assistant consultants	6	1	100	$600.00	$ 600.00			6 months x 1 person x $100/month
Staff travel & travel expenses				$0.00				
Consultants travel & travel expenses				$0.00				
subtotal:				$600.00	$ 600.00	$0.00	$ 600.00	
Equipment and other assets								
Vehicles				$0.00				
Audiovisual equipment				$0.00				
Office equipment				$0.00				
Medical equipment				$0.00				
Communications equipment				$0.00				
Computer equipment & software				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Training								
Training consultant fees				$0.00				
Training consultant travel & travel expenses				$0.00				
Training staff travel & travel expenses				$0.00				
Training general supplies & services				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Information, education, & communication								
Publications (print & design)				$0.00				
Production (T.V, radio, media)				$0.00				
Documentation (writing & revision)				$0.00				
Dissemination				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Operating expenses								
Rents and utilities				$0.00				
Repairs and maintenance				$0.00				
Postage and deliveries				$0.00				
Telecommunications				$0.00				
Professional fees, audit/legal				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Material and supplies								
Office supplies				$0.00				
Consultancy supplies				$0.00				
Basic products				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Team meetings								
Food	6	1	$2.00	$12.00	$12.00			1 coffee per person (6 people) x $2/coffee
Transportation	6	1	$5.00	$30.00		$30.00		1 round ticket per person (6 persons) x $5/ticket
Lodging				$0.00				
Communication				$0.00				
subtotal:				$42.00	$12.00	$30.00	$42.00	
Evaluation								
Evaluation staff/consultants time for:				$0.00				
Development of monitoring and evaluation p				$0.00				
Development of methodologic instruments a				$0.00				
Technical Assistance				$0.00				
Data processing				$0.00				
Data analysis				$0.00				
Implementation of training evaluation				$0.00				
Travel expenses				$0.00				
Photocopies or collection of instruments and				$0.00				
Training (lease of premises, equipment and				$0.00				
Fees and snacks for focal groups and intervi				$0.00				
Evaluation software				$0.00				
Data processing (if done elsewhere)				$0.00				
subtotal:				$0.00	$0.00	$0.00	$0.00	
Total operating costs				$3,000.00	$2,244.00	$756.00	$3,000.00	
Indirect costs (specify percentages, e.g. 10%)					$224.40			
Total Project Costs				$3,224.40				

HANDOUT

LAP Policy for Electronic Equipment

Country Teams may not spend more than 10% (US$340) of the total budget of their Leadership Action Plan (LAP) to buy or rent electronic equipment. Electronic equipment includes (but is not limited to): laptop computers, mobile phones, LCD projectors, scanners, and video/recording equipment.

Each Country Team must create a Memorandum of Understanding explaining where the electronic equipment will be stored during the implementation of the LAP; how each member of the country team will have access to the electronic equipment; how the will keep record of the electronic equipment's use; and what will happen to the electronic equipment after the LAP is competed (see the attached example of a memorandum of understanding). The memorandum of understanding must be delivered along with the LAP proposal and final budget, in addition to an invoice or price quote for the electronic equipment.

Unfortunately, GOJoven staff cannot acquire electronic equipment for the country teams or for individual beneficiaries, so please refrain from making such requests.

WORKSHEET

Sample Memorandum of Understanding

The purpose of this Memorandum of Understanding is to create a cooperative framework between the members of the team about the manner in which the electronic equipment purchased/leased for the implementation of the Leadership Action Plan (LAP) will be stored and accessed, how the record of its use will be kept, and what will happen to the equipment once the LAP is completed.

We, the Country Team of _____, acquired a/an
Country/Year

_____ for the implementation of our LAP. The cost of
Electronic Equipment

this device is US$_____ (the amount cannot be more than US$340 – please attach

an invoice or quote).

This equipment will be safely stored in the following neutral and accessible location:

_____

_____

The use of this equipment will be recorded as follows:

_____

_____

WORKSHEET

Sample Memorandum of Understanding

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If this device was bought, once the LAP is completed, members of the country team have agreed that:

_____

_____

The Members of the Team agree with the terms of this Memorandum of Understanding:

Date: _____ Name: _____

Date: _____ Name: _____

Date: _____ Name: _____

Date: _____ Name: _____

Date: _____ Name: _____

Date: _____ Name: _____

WORKSHEET

Expenditure Control Sheet

Exper.se Control									
Country:		Guatemala							
Currency:		**$USD**							
Activity:									
Each cell represents one expense (one receipt or invoice). Some examples are captured in blue.									
#receipt	**Date**	**Transportation**	**Food**	**Communication**	**Supplies**	**Fees**	**Others**	**Description**	
1	11/6/2007	$ 400.25						Transportation for Julian	
2			$ 80.45					Dinner for Julian	
3				$ 20.00				Communication expenses to	
4					$ 58.00			Flipcharts purchase	
5						$ 375.00		Julian's fees	
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20		$ 400.25	$ 80.45	$ 20.00	$ 58.00	$ 375.00	$ -	$ 933.70	total spent

HANDOUT

Hot Potato Instructions

Hot Potato *[For facilitator use]*

Facilitator Instructions:
Write the questions below on some pieces of paper. There should be a variety of sizes for the papers. Start to make a ball with the smaller pieces of paper: crumple the first paper, wrap the first with the second; continue wrapping each next paper with a larger one until you have used all the papers, and you have a question ball.
To read the questions, the ball must be peeled starting with the outermost layer and working towards its center.
Play music and pass the ball from one participant to another. Stop the music randomly. The participant with the ball in his/her hands must peel, read, and answer the first question. If he/she cannot answer, the group can help. After discussing the first question, play the music again and ask participants to continue passing the ball. Repeat until all questions have been answered.

<u>Questions to write on the papers, one by one (you can make more questions):</u>

What was the most difficult aspect you encountered while making your budget, and how did you solve it?

What would you improve for the next budget you have to create?

What is a main component of a LAP budget?

What is one reason to have a well-constructed budget?

What does the timeline have to do with the budget?

What is a counterpart and why do we estimate it?

What are indirect costs?

Session 3: Violence and Sexual & Reproductive Health

Learning Outcomes | Participants will be able to:

- Explain the link between violence and sexual and reproductive health (SRH).
- Develop strategies to recognize and respond to violence at a community level within the SRHR context.

TIME: 3.5 hours

SUPPLIES

- Flip chart with learning outcomes; Blank flip chart paper; Markers

TRAINING TOOLS

- AMAZE videos: Intimate Partner Violence (youtu.be/vK3RhRwMwIg) and Sexual Abuse Can Happen to Anyone (youtu.be/STyNOVjgxcM). AMAZE.org offers dozens of engaging sex education videos for young people. It is a project of Advocates for Youth, Answer, and YTH.
- GOJoven Digital Story: Licda "Footprints" (youtu.be/3ZrD32zb57k) and GOJoven Digital Stories Guide for Facilitators, from GOJoven International's Youth Leaders Speak Project (gojoven.org).

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Check the projector, ensuring the room is dark enough for the movie to be visible, and the sound quality is audible.

Trainer:

- Familiarize yourself with the short videos included as training tools. You can look for other videos to illustrate the topic, if desired. If the videos are shorter, give more time for discussion.

INSTRUCTIONS

PART 1: DEFINING HEALTH AND VIOLENCE (1 hour 20 min)

1 Welcome participants to the session and introduce the activity, explaining:

- In the last training we studied our human rights and our sexual and reproductive rights. One of them is the right to a life free of violence.
- Before talking about the link between health and violence, it is important to define both terms.

2 Ask participants how they would define "health", as in "sexual and reproductive health." After a few answers, say:

- The World Health Organization (WHO) defines health as "a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity".
- Health is a dynamic condition resulting from the constant adjustment and adaptation of the body to maintain internal balance, in response to stresses and environmental changes
- What elements should be present to determine the existence of health?

3 After a few answers, ask participants how they would define "violence."

TYPES OF VIOLENCE

Physical violence: Pushing or slapping, hitting or kicking, throwing objects at somebody, holding someone so another person can attack him/her, locking a person in a room or tying someone's hands or feet.

Sexual violence: The sexual abuse of an adult may include physical contact or sexual activity without consent, prolonged sexual contact after having asked to stop it, or forcing someone to perform unsafe and humiliating sexual acts.

Emotional/psychological violence: Preventing someone from seeing their friends and family, controlling how someone is dressed, where he/she goes, who he/she might see (in the case of adults); preventing someone from leaving, taking classes or working if desired (in the case of adults); threatening a person with deportation if he/she does not behave in a certain way; threatening someone with hurting someone else; destroying someone's belongings, injuring someone's pet or threatening to do it; or bullying someone: intimidating or humiliating someone (even on the Internet).

Verbal abuse: Constantly yelling, humiliating, and using nicknames or insults.

Economic abuse: Taking someone's money or property without authorization, retaining someone's money so he/she cannot pay his/her bills, forcing someone to sign documents to sell things he/she does not want to sell, forcing someone to modify his/her will, or preventing someone from accessing his/her family money to satisfy his/her basic needs or those of their children.

Abandon: Ceasing to provide adequate food, clothes, and a safe place to live; not providing adequate health care, medications, and personal hygiene; not safeguarding someone from physical harm or not guaranteeing adequate guardianship (if necessary).

Cultural violence: Using aspects of one's culture to justify violence.

Spiritual violence: Making fun of someone's faith or religion, preventing him/her from practicing it.

4 Then, read the boxed definitions of violence listed above (they may have identified some in their answers).

5 Then, ask participants to jointly make a list of the types of violence children, adolescent, young people, and adults may suffer from. For example: Children/adolescents may be vulnerable to violence because they depend on their families and institutions to be provided for.

6 Ask the following questions:

- How do these types of violence look in your community?
- How do these events affect people suffering from violence?

7 Based on the answers provided, read the following:

- Victims of violence suffer long-term trauma. They may have difficulties establishing relationships or may develop harmful habits such as drug and alcohol abuse.

- Children and adolescents may witness violent acts in their communities, such as robbery, assaults or shootings. While many times they aren't capable of processing events beyond their immediate environment, these are often aligned with the emotional response of their parents or guardians
- Violence in the media is another form of indirect exposure. Research has shown the link between aggressive behavior of children and the fact that they are exposed to violent programming.
- Children who have experienced violence may exhibit its effects in any of the following ways:
    - Frequent or constant crying; Depression
    - Constant desire to be hugged or tension when they are hugged
    - Aggressive behavior (i.e. hitting, biting or kicking)
    - Sleep and/or eating irregularities (difficulties falling asleep or nightmares)
    - Stuttering
    - Alteration of developmental functioning (i.e. bathroom habits)
    - Fear or concern about their security
    - Withdrawn personality or social avoidance
    - Psychosomatic symptoms (head/stomach aches)
    - Low self-esteem; Difficulty paying attention

PART 2: HOW VIOLENCE RELATES TO SRHR (40 min)

Training Tip:

✓ Keep the focus on defining the terms. Don't let this topic turn into a series of personal examples of violence, which may be hard to contain.

8 Introduce this part, saying:

- It's common to hear about violence and SRHR together. Why is that? Maybe if we take time to explore the factors and problems affecting these two topics we can think of ways to help our communities address them.
- Now we'll watch a few short videos: *"Intimate Partner Violence"* and *"Sexual Abuse Can Happen to Anyone"* from the AMAZE project and a personal story by GOJoven Fellow Licda called *"Footprints"*.

9 Show the videos, then discuss the following:

- What are the different types of violence shown?
- What are the different reactions to violence?
- Who is to blame for the violence?
- Is there something that could have been done to prevent this violent situation?
- What are the causes of violence according to the video?

Training Tip:

✓ These videos may cause an intense reaction among participants who have experienced violence. Make sure there are additional members of the resource team on hand for support. If someone is affected, ask a team member to speak to them outside of the training room.

10 Review these key points:

- Violence occurs at many levels —interpersonally and institutionally (i.e. in schools or within the legal system).
- It's often easier to blame the victim for violent situations, instead of addressing the root cause of the violence (i.e. "if she weren't drunk, she would not have been raped").

PART 3: THE ALLIGATOR RIVER STORY (45 min)

11 Introduce this activity, explaining:

- When we look at a problem or at how people face a problem, we have a reaction to it.
- It is important to understand how our reactions may affect the way in which others perceive us and also how our judgments may influence other people.
- I'm going to read a story that will help us explore reactions and judgments *[read story below]*.

THE ALLIGATOR RIVER STORY

Once upon a time there was a woman named Julieta who was in love with a man named David. David lived on the shore of a river. The river, which separated the two lovers, was teeming with dangerous alligators. Julieta wanted to cross the river to be with David. Unfortunately, the bridge had been washed out. So she went to ask Francisco, a riverboat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Carmen to explain her plight. Carmen did not want to be involved at all in the situation. Julieta felt her only alternative was to accept Francisco's terms. Francisco fulfilled his promise to Julieta and delivered her into the arms of David. When she told David about her escapade in order to cross the river, David cast her aside with disdain. Heartsick and dejected, Julieta turned to Luis with her tale of woe. Luis, feeling compassion for Julieta, sought out David and beat him brutally. Julieta was overjoyed at the sight of David getting his due. As the sun set on the horizon, we hear Julieta laughing at David.

12 Ask participants to grade each of the characters in the story, form most to least honorable. Then ask:

- How did you react when you heard the others graded the characters differently than you did?
- How do the actions of the characters in the story relate to actions you've seen or heard in your community?

Training Tip:

✓ Do not let the discussion to turn into a debate about who is right and who is wrong; instead, highlight that violence is seen from many perspectives.

PART 4: ROLE-PLAYS (35 min)

13 Introduce the role-plays, saying:

- As we've seen, violence has many forms.
- Now we'll see how violence appears and how we address it.

14 Break participants into 3 mixed-gender groups, explaining:

- You'll have 10 minutes to create a role-play on either your own experience or an experience of someone you know, related to violence and SRHR.
- Each team will have 5 minutes to present their role-play and analyze it with the group.

Training Tip:

✓ Intervene if the role-plays become graphic or if there are emotional reactions. You can ask participants to share experiences of people they know, or how we can address and prevent these experiences.

15 Close the session by inviting participants to reflect on the session and the issue of violence as it relates to SRHR.

MODULE 2

DAY 4

Sessions 4 & 5: Leadership Action Plan Instructions & Closing

Learning Outcomes | Participants will be able to:

- Explain what tasks related to their LAP need to be completed by the end of the Module.

TIME: 30 minutes

SUPPLIES

- Flip chart; Markers

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Write learning outcome on flip chart.
- Make sure the training space is private and comfortable.

Trainer:

- None

INSTRUCTIONS

PART 1: LAP INSTRUCTIONS (30 min)

1 Introduce the session, explaining:
   - The purpose of today's session is to review the progress you have made on your LAPs.
   - I will also explain what needs to be completed before the end of the training.
   - There will be more time for questions and targeted support in the 'Guided Work on LAPs' session later this evening.

2 Remind participants that they committed to the following before this second training:
   - Meeting as a team at least twice to complete your needs assessment in the form of a Country SRHR Map, which will inform your LAP:
     - The objective of the meetings was to identify the problem, the target population, and the strategies your group will use to influence the problem.
     - Your team should now have at least 4 prepared objectives and a 2-page assessment.
     - This will form the basis for justifying the problem and the intervention.
   - Opening a joint bank account (in the two treasurers' names) and obtaining bank wire details to receive LAP payments.
   - Keeping a record of how the initial payment was spent (receipts, invoices, other proofs of purchase in GOJoven's name).
   - Preparing and submitting an expense report to request more funds (due during this training week).

3 Remind participants that they need to continue filling out the following LAP worksheets given during the first training, and that they are due at the end of this week:
   - LAP Team Member Roles
   - LAP Proposal Format (Sections 1 & 2)
   - LAP: Initial Ideas *[Provided in Training 2 "Program Planning and Logical Frameworks" session]*.
   - LAP Logical Framework Format
   - LAP Timeline Format

4 Inform participants that, during the evening session, you will check in with them on their progress on the above items.

5 Notify the group that they will present their LAPs on the last day of this training. Explain:

- You will present your LAPs on the last day of this training.
- You will have 15 minutes to present and 5 minutes to receive feedback.
- For this presentation, you will need to create a PowerPoint which must include:
  - The name of the project
  - The problem or justification for the project with causes and effects
  - Capacity of the executive team
  - Goal/General objective
  - 1-2 Specific objectives
  - 2 Outcome indicators
  - 2 Strategies or main activities
  - 2 Process indicators
  - An Evaluation Plan with verification methods and frequency
  - Evaluation method
  - Budget with line items and amount spent to date
- You will have time to work on this later today, and throughout the training week.

6 Answer any questions and ensure participants understand these instructions.

Session 5: Conduct Closing [For a reminder, see Day 1, Session 4]

MODULE 2

DAY 4

Session 6: Guided Work on LAPs

Learning Outcomes | Participants will be able to:

- Have a concrete plan to strengthen their teamwork and their LAP.

TIME: 1 hour

SUPPLIES

- Flip chart

TRAINING TOOLS

- None

PREPARATION

Materials/Room

- Write learning outcome on flip chart.
- Set up the room in a suitable configuration for the session.
- Ask participants to bring their LAP worksheets.

Trainer

- This session involves review of LAP worksheets that participants began completing in Module 1 and earlier in Module 2.
- Per earlier instructions, participants will continue to complete the worksheets and prepare their LAP PPT presentation.

INSTRUCTIONS

PART 1: GUIDED TEAM MEETINGS (1 hour)

1 Explain that this session's purpose is for them to review their LAP progress, and have their questions answered regarding what they need to complete before the end of the week.

2 Explain the guided work process:

- The resource team will meet with each LAP team to review your progress on LAP activities between Modules 1 and 2, your worksheets, and to answer any questions.
- Refer back to your notes from earlier team meetings and write down any additional questions. Remember that guidance provided during this time will be limited.
- We will provide feedback to the entire LAP team. Please take notes and ask questions; we are here to support you.
- We know it is difficult to find time to meet in between trainings. Make the most of this time to get a good start on these tasks, and make sure all instructions and team member roles are clear.
- While you wait for your meeting, continue working with your group on your LAP worksheets:
  - LAP Team Member Roles *[From Module 1 "Introduction to LAPs" session.]*
  - LAP Proposal Format (Sections 1 & 2) *[Same as above.]*
  - LAP: Initial Ideas *[From Module 2 Sessions 3 & 4.]*
  - LAP Logical Framework Format *[From Module 2 Sessions 3 & 4.]*
  - LAP Timeline Format *[From Module 2 Sessions 3 & 4.]*
- After we have met with your group, you may have some additional time to continue working with your team. You will also have time later in the week to do this.
- Remember, the LAP is a key component of the GOJoven model and the opportunity for you to apply the leadership and SRHR knowledge you have developed.

3 Spend about 15 minutes with each team reviewing the process above.

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Experiential Leadership Outing

Learning Outcomes | Participants will be able to:

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

TIME: All day

SUPPLIES
- Stopwatch; Blindfolds; Objects to be used as obstacles

TRAINING TOOLS
- None

PREPARATION

Materials/Room:
- Write learning outcome on flip chart.
- Create enough space for participants to follow instructions.
- Set up obstacles in the open space.

Trainer:
- None

INSTRUCTIONS

PART 1: TRUST WALK (30 min)

1 Locate/create space with some obstacles, ideally outdoors.

2 Divide the group into pairs based on personalities (an outgoing participant with a quiet one, etc.) and decide which partner will be the guide and which will wear the blindfold.

3 Tell participants:
- When the blindfolded partner is ready, slowly spin them around so they do not know which direction they are facing.
- The guide is responsible for their partner's safety and will lead their partner to avoid the obstacles.

Training Tips:

✓ The trainers can set up different rules, including:
- Physically guiding their partners by hand and in silence.
- Asking guides to only rely on verbal instructions, for example, "About five steps ahead, there is a branch. Step over it slowly."
- Asking guides to touch their partners on one shoulder, leading from behind or to the side, using both verbal instructions and physical touch to guide them.

✓ During the group discussion, make sure that everyone speaks using "I" statements. For example, if participants begin sentences with, "We were all challenged," gently remind them to say, "I was challenged."

4 Ask participants to reflect upon and share their experiences.

DAY 5

5 Bring group members into a circle for a 15-minute discussion:

- What did you learn from this team building activity?
- What was the most challenging aspect of this activity?
- What was it like to be the guide? How did you feel?
- What was it like to be blindfolded? How did you feel?
- Did you have any difficulty trusting your partner while blindfolded? Why or why not?
- What did you notice about the ways that you had to communicate in this activity? Was it easy or difficult to communicate?

PART 2: OUTING (4-6 hours)

6 Tell participants:

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

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

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

Training Tips:

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

PART 3: CLOSING (20 min)

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

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

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Gender and Power*

Learning Outcomes | Participants will be able to:

- Identify the different forms of discrimination and the ways people resist inequalities.
- Recognize the different ways in which sexism and machismo affect the lives of women and men and their relationships.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Masking tape

TRAINING TOOLS

- Handout: Power Relationships Chart

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart and print handout.
- Prepare a room with no chair or tables at the center, and with enough space for the entire group to walk across the room on one side and chairs in two concentric circles on the other side.

Trainer:

- When discussing sexism and personal experiences, painful experiences may surface regarding people's own trauma. Maintain a confidential space during the sessions and have other people from the resource team available to support.

INSTRUCTIONS

PART 1: WELCOME AND AGREEMENTS (10 min)

1 Welcome participants to the session and remind them of the group agreements:

- To create an atmosphere of trust that allows us all to feel comfortable with each other, we will review the group agreements from the first day.

2 Ask someone to read them aloud, and ask if any should be modified, or a new agreement added.

3 Remind the group that the agreements were made to create a positive and safe learning environment. Say:

- The most important learning at the trainings happens among participants learning from their own experiences.
- Today's activities will be experiential, and it may cause emotional responses as we share personal experiences.
- We need to respect confidentiality. The experiences we share today must not be discussed outside the group.

Training Tip:

✓ Agreements about respect and confidentiality are especially important in today's session as you will discuss personal experiences, which have deeply impacted our lives.

PART 2: CO-LISTENING (20 min)

4 Introduce this activity by asking participants what elements of co-listening they remember from the first training.

5 To clarify the definition, ask a member of the resource team to role-play with you to help define co-listening. One trainer will talk briefly about an issue they're facing, while the other doesn't pay attention, interrupts with questions, and is distracted. Next, that trainer will talk again for a few minutes with the other person co-listens. Then, ask:

- What was the difference between the two role-plays?
- What is the value of knowing how to listen?

6 Review the following key points:

- When we interrupt with questions, we are thinking about how to reply, and not listening.
- The body language we show when listening is as important as what we say. Look directly at the person so they know you are paying attention.

Training Tip:

✓ Clarifying questions can be asked while co-listening when the person has finished saying what they want to say, or if they are asking for advice.

PART 3: MOVEMENT OF POWERS (45 min)

7 Introduce this exercise, saying:

- Please participate and pay attention to these instructions.

8 Read the following instructions carefully:

- Please form a circle. We will do this exercise in silence.
- I will read some statements aloud, and if you identify with them, and feel comfortable, take one step forward. You will then be asked to take a step back to your original place.
- After each statement notice who moved and who hasn't, and how you feel.

MOVEMENT OF POWERS STATEMENT

Please take a step forward if...

- You are a woman/girl/female*
- You are 20 years old or younger*
- You are 30 years old or younger*
- You or your family come from a rural background or live in a rural area*
- You are from a Caribbean country or your family comes from the coast*
- You are from a poor family or were raised in a low-income family*
- Someone in your family has a physical/mental disability or a mental illness*
- You have been made fun of because of your physical appearance*
- You have a physical or mental disability or difficulty*
- You are evangelical, you were raised in religious family, or you do not have a religion*
- You have a friend who is homosexual, lesbian, or bisexual*
- You are homosexual, lesbian, or bisexual*
- Your skin is brown or black*
- You belong to a black or indigenous group, such as Miskito, Creole, Garifuna, or any other ethnic minority*
- You know a woman/girl/female who has been abused by her partner*
- You know a woman/girl/female who has been rejected by her family or other people because she was pregnant outside of marriage*
- You know someone living with HIV or AIDS*
- Someone in your family has had an alcohol or drug addiction problem*
- You know someone who is a survivor of rape or sexual abuse*
- You had to work since you were a child to be able to study, or you had to drop out of school because you had to help support your family*
- You or your family were, at one time, forced to live and work in another country because of the political or economic circumstances in your own*
- You know someone who has been a sex worker*
- You were once a girl or a boy*

Wait 30 seconds, then say "You may take a step back now".

Training Tip:

✓ If you notice participants are upset during this exercise, check in with them to see if they want to participate in co-listening. If they do, try to pair them with someone who can be calmly supportive.

9 Break participants into pairs and have them take turns speaking and listening, giving the following instructions:

- With your partner, discuss the questions and the movements you made during the exercise. Keep in mind that this is your judgment-free space.
- Each person has 5 minutes to speak before switching, using the co-listening technique.
- What each person feels and thinks belongs to them; we will all maintain confidentiality. Do not talk about what is said during co-listening outside of co-listening time.

PART 4: POWER STATUES (30 min)

10 Introduce this activity, explaining:

- In this exercise, we will share ideas about power, and analyze the different kinds of power that are exerted in human relationships.

11 Choose 4 - 6 volunteers. Ask the first person to stand in the middle of the group and act like a statue showing their idea of power. Give them a minute to decide a stance.

12 Ask the second volunteer to act out a different statue, one that symbolizes something even more powerful than the first. Give them a minute to decide a stance.

13 Continue in the same manner with the remaining volunteers, asking each statue to represent even more power than the previous one.

14 Facilitate a group discussion with the following questions:

- Which of the statues seem to be the most powerful? Why?
- What are some common ways to exert power over others?
- What are the symbols of power in our society?
- Have you felt that you are smarter, more skilled, or a better person than someone else? Why did you feel that way?
- Have you felt that your morals are better than those of others? Why did you feel that way?
- Have you felt that you deserve a better life than other people? Why did you feel that way?
- Have you ever felt inferior? Why did you feel that way?
- Have you felt that you are less smart, less skilled, or of less value than others? That your morals are inferior to the morals of other people?

15 Review the following key points:

- Power is exerted in both subtle and obvious ways: physically, verbally, non-verbally, and via policies and laws that benefit some and leave out others.
- Aggression and violence are often easily recognized forms of power. This has negative consequences for communities.

PART 5: CO-LISTENING IN PAIRS (15 min)

16 Break participants into new pairs, and have them take turns speaking and listening, giving them these instructions:

- You each have 5 minutes to reflect on the exercise, what experiences it brought up, and what you learned.

DAY 6

PART 6: EMOTIONS AND REFLECTIONS (15 min)

17 Facilitate a group discussion, asking the following:

- What reflections would you like to share from this morning's activities? *[Write keywords on a flipchart.]*
- Which exercise affected you the most, and why?
- In the first exercise, which question impacted you the most?
- How have power relationships formed us as individuals? As communities? As countries?
- How do we exert power over other people? What forms of power do you have as young people?

PART 7: THE FOUR I'S OF OPPRESSION (60 min)

18 Introduce this part, explaining:

- These reflections are related to power relationships and experiences in oppression and discrimination.

19 Distribute the Power Relationships Chart and define "Dominant Group" and "Discriminated Group". Explain that this diagram does not demonstrate all power dynamics.

20 Explain the Four I's of Oppression:

Ideological: The intentional development of thought that the dominant group is better than the other. This is also known as "othering", and includes the development of "isms" (sexism, classism, racism).

Interpersonal: discrimination between two or more people in informal groups (for example, friend groups), which is reflected in exclusionary behaviors, racist names, stereotypes.

Institutionalized: discrimination at a societal level through institutions, governments, employment policies, laws, etc.

Internalized: discrimination that a person carries within oneself and against oneself that makes him/her feel inferior to others.

21 Ask the group:

- What are specific examples of each of the 'I's'?
- What are some definitions for "resistance" and "alliance"?

22 Allow time for participants to express their opinions, then ask the following:

- How do we partake in the four I's as individuals? In our families? At our workplaces? At our churches? As members of our community?
- How can we resist the various forms of repression that these different levels of power cause?
- How can we build alliances at the different power levels to support each other as leaders?

Training Tip:

✓ Review the *Puntos de Encuentro* curriculum about the three I's of sexism, racism, and heterosexism for examples of how to guide this session.

23 Review the following key points:

- Power is complicated. We may exert power in some situations and feel oppressed in others.
- We build alliances with other disempowered people to resist power systems. These alliances may change depending on our historical or social context. For example, churches may come together to exert power, or churches may be a symbol of the resistance.

**This session was originally facilitated in Spanish in collaboration with Puntos de Encuentro, and is adapted from their "Somos diferentes, somos iguales" training manuals, 2001.*

HANDOUT

Power Relationships Chart

This chart presents the general framework of power relationships that operate in society, based on control and domination. This information should be presented in a way that is interactive for participants.

DOMINANT GROUPS	DISCRIMINATED GROUPS	UNDERLYING SOCIAL CATEGORY	BRIEF DEFINITION OF THE CATEGORY
• Adults	• Girls, boys, young people, adolescents, elderly	• Adultism	Based on the belief and the practice that claims that adults are the model of what a person must be, and the firm conviction that, just because of their age, every adult person is mature, knows more and has more rights. Adultism tells us that those who are not adults are worth less, or that their only worth is that they will grow up; it tells us that young people are incomplete and less able, less knowledgeable, and are less important.
• Men	• Women	• Sexism	The division of people based on their sex. Sexism is the set of beliefs, values, attitudes, and practices that support and reproduce inequality, discrimination, exclusion and oppression of women.
• The Pacific coastal population • Whites and mestizos	• The Atlantic coastal population • Black and indigenous people	• Racism	Discrimination based on people's race, color, appearance, facial features, ethnicity. Racism causes a systematic disdain and mistreatment towards people with different skin color and different features, and towards those with a different culture, just for belonging to different ethnic or racial groups.
• People without disabilities	• People with disabilities	• Disability discrimination	This kind of discrimination includes the beliefs and practices that make us think that disabled people are incomplete, inferior, and dependent, and are therefore denied or limited in their rights and opportunities.
• Heterosexuals	• Gay, lesbian, bisexual, trans, intersex and	• Heterosexism	Discrimination against gay, lesbian, trans, intersex, and other non-gender confirming populations, by people identifying as heterosexual. This mistreatment can be expressed in many ways. Heterosexism is also based on homophobia, which is the

	other non-gender conforming populations		fear of homosexuality and people who are not heterosexual. Heterosexual people who hold this fear become accomplices to heterosexist discrimination.
• Wealthy people • People with a formal higher education • Urban populations	• Poor people • People with less formal education • Rural populations	• Classism	A form of oppression that maintains and justifies the unequal distribution of wealth and the existence of social classes, one of them being dominant and the rest oppressed; one having many opportunities and the rest having none.
• Catholic population	• People of other religions, or with no religion.	• Religious fundamentalism	Claims that a certain faith is the carrier of an absolute and unquestionable truth, precisely because they are strictly attached to the norms of their religion. It leads to intolerance, that is, a complete lack of ability to listen to "the other", to tolerate any differences, alternatives, or other ways of being. It is the exact opposite of dialogue. There are many factors that can generate fundamentalist attitudes, like a reaction against oppression, and the repression of a community's identity, its culture or its religion. [1]
• Nicaraguans	• People of other nationalities	• Xenophobia	Considered as hatred, disgust or hostility towards people of other nationalities.
• People who are not living with HIV/AIDS	• People living with HIV/AIDS	• Discrimination again people living with HIV/AIDS	The stigmatization and discrimination towards people living with HIV/AIDS is based on a lack of knowledge, myths about its transmission, prejudice, lack of access to treatment, social fear towards sexual behaviors and their relationship with HIV, as well as the social tendency to blaming others when a topic is not well understood or when it is associated with practices that are looked upon disapprovingly by a dominant group.

[1] Extract from the article *Religious Fanaticism and Fundamentalism* by Carlos Octavio. Page 2 of "*El Semanario"* (the weekly digest) of Guadalajara.

MODULE 2

DAY 6

Sessions 3 & 4: Gender and Power* & Closing

Learning Outcomes | Participants will be able to:

- Identify the different forms of discrimination and ways people resist inequalities.
- Recognize the different ways in which sexism and machismo affect the lives of women and men and their relationships.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Masking tape

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Prepare a room with no chairs or tables at the center, and with enough space for the entire group to walk across the room on one side and chairs in two concentric circles on the other side.
- Ensure a separate location is available for one of the groups, and there is another trainer available to lead the other group.

Trainer:

- These sessions may become emotionally charged. When discussing sexism and personal experiences, many painful experiences surface, especially regarding rape and sexual abuse. It is very important to have a support and confidentiality space during both sessions and have other people from the resource team at hand to support participants who may need it.
- Be prepared to offer referrals to mental health services for those who disclose having experienced or perpetrated violence. If there are disclosures, it may be necessary to spend additional time within the gender separated groups or in the larger group discussing how the participants and facilitators can all support each other in healing or seeking of additional outside support.

INSTRUCTIONS

PART 1: RISE ABOVE SEXISM (90 min)

1. Welcome participants to the session, explaining:
   - This is another experiential exercise in which we will be discussing our personal experiences.
   - The exercise is done respectfully and in total silence. Immediately after this exercise, women/girls/females will gather in one room, and men/boys/males in another place.
   - We will come back together later to discuss, but after the exercise let's all move directly to our new locations.
   - The activities in this session are voluntary and any participant is welcome to leave the room at any point if they feel they need to. If this happens, a trainer will provide additional support.
2. Divide the group by gender, letting participants identify themselves which gender group they prefer.
3. Ask the women/girls/females to take a seat on the chairs arranged in a small circle at the center of the room, and ask the men/boys/males to take a seat in the wider circle of chairs around them. Say:

- I am going to read some statements slowly, and ask that the women/girls/females stand up when they identify with a statement.
- I will repeat each statement once, then pause for 10 seconds so the female participants can decide if they want to stand up or not.
- Look around you to see who is standing and who is seated and notice how you feel.

4 Read the following statements slowly and clearly, starting each with "Please stand up in silence...":

- If you have ever felt you are less important than a man.
- If your parents have denied you permission to go somewhere but have let your brothers go.
- If you have had to do house chores while the men in your house are watching TV or resting.
- If you have waited for a man to speak before you speak.
- If you have been pressured to have sex.
- If you have told a man "yes" because you were afraid to say "no".
- If you have felt afraid of a man's anger and rage.
- If you have been mistreated by a man.
- If you know a woman who has been raped or sexually abused.
- If you have faced barriers to studying certain degrees or working in certain types of jobs because you are a woman.
- If you have been afraid to speak or have felt you're being ignored because men were dominating the conversation.
- If a man has lied to you to get something from you.
- If one or more men have harassed you or cat-called you in the street, in your school, or at your workplace.

PART 2: GROUP WORK BY GENDER (90 min)

Training Tips:

- ✓ Make sure participants go to their separate areas after the activity.
- ✓ Both groups will be led simultaneously.
- ✓ Instructions for the male group are after those for the female group.

5 Explain to the women/girls/females:

- It's important that we take time to reflect on the ways we have experienced sexism and machismo.
- This is a confidential space where we can express ourselves. Nothing we share about our opinions or experience will leave the group.

6 Ask participants to pair up for a co-listening exercise to discuss the following (each person has 5 min to talk):

- How did you feel doing the previous exercise?
- What memories did this exercise bring up for you?

7 Bring the group together, and ask them to share what impacted them most from this exercise.

8 Then, pass out pieces of paper and ask that each woman write her personal commitment to improving gendered power dynamics. It can be something with her family, her partner, her community, or her workplace.

9 Facilitate a group discussion with the following questions:

- How has sexism impacted us as individuals? As members of our families—as sisters or mothers?
- Why do these differences exist in the ways men and women treat each other and the way they are treated?

- Where does sexism come from?
- In what ways might we ourselves reproduce sexism, and how can we stop?

Training Tips:

- ✓ Allow for each person to share aloud at least once.
- ✓ Close discussion on a positive note, reminding the team that they are here as leaders, and their experiences as women in the world can bolster their effort to improve ASRH.
- ✓ It's important for participants to speak in the first person ("I"), and be as specific as they're comfortable being.

10 Explain to the men/boys/males:

- It's important that we take time to reflect on the ways we have experienced sexism and machismo.
- This is a confidential space where we can express ourselves. Nothing we share about our opinions or experience will leave the group.
- We need to be honest with ourselves in order for this exercise to work, so I ask you to not worry about what others might raise say or think.

11 Facilitate a group discussion with the following questions:

- How did you feel observing the women hands?
- What memories did this exercise bring up for you?

12 Gather them in circle and explain:

- You will now do the same exercise that the women just did.
- I am going to read some statements slowly, and ask that you stand when you identify with a statement.
- I will repeat each statement once, then pause for 10 seconds so you can decide if you want to stand or not.
- Take some time to observe who is standing and notice how you feel.

13 Read the following statement clearly, starting each with "Please stand silently..."

- If you have felt more important than a woman/girl/female.
- If your parents allowed you to go someplace but denied your sister(s) permission to go.
- If you have had to do house chores while the women/girls/females in your house are watching TV or resting.
- If you have ever given less importance to a woman's/girl's/female's opinion than to a man's opinion.
- If you have spoken before a woman, or not let her give her opinion.
- If a woman/girl/female has been afraid of your anger and rage.
- If you know a woman/girl/female who has been raped or sexually abused.
- If your sister or your partner has faced barriers in studying certain degrees or working certain types of jobs because she is a woman/girl/female.
- If you have lied to a woman/girl/female to get something from her.

14 Ask participants to pair up for a co-listening exercise to discuss the following (each person has 5 min to talk):

- How did you feel doing the previous exercise?
- What memories did this exercise bring up for you?

15 Bring the group together, and ask them to share what impacted them most from this exercise.

16 Then, pass out pieces of paper and ask that each man/boy/male to write his personal commitment to improving gendered power dynamics and reducing sexism. It can be something with his family, his partner, his community, or his workplace.

17 Facilitate a group discussion with the following questions:

- How has sexism impacted us as individuals? As members of our families—as brothers or fathers?
- Why do these differences exist in the ways men and women treat each other and the way they are treated?
- Where does sexism come from?
- In what ways might we ourselves reproduce sexism, and how can we stop?

Training Tips:

- ✓ Allow for each person to share aloud at least once.
- ✓ It's important for participants to speak in the first person ("I"), and be as specific as they're comfortable being.

PART 3: CLOSING (30 min)

18 Bring the groups back together and discuss the following:

- How did you feel during these exercises?
- What did you learn about each other?
- What did you learn about yourselves?

19 Ask the participants to share their commitments to counter sexism with the group, if they feel comfortable.

20 Remind participants that if something painful came up for them during the session, they can reach out to the trainer for additional support.

Session 5: Conduct Closing [For a reminder, see Day 1, Session 4]

**This session was originally facilitated in Spanish in collaboration with Puntos de Encuentro, and is adapted from their "Somos diferentes, somos iguales" training manuals, 2001.*

MODULE 2

DAY 6

Session 5: Feedback in Country Teams

Learning Outcomes | Participants will be able to:

- Give and receive feedback with their LAP Team and with Resource Team members.

TIME: 1 hour 15 min

SUPPLIES

- Flip chart

TRAINING TOOLS

- Handout: The Art of Giving and Receiving Feedback – *available in Module 2, Day 1*

PREPARATION

Materials/Room:

- Write learning outcome on flip chart; make copies of the handout.
- Ensure that the training space is private and comfortable.

Trainer:

- Print a copy of the discussion questions from Part 2 so you can take notes.

INSTRUCTIONS

PART 1: INTRODUCTION (15 min)

1 Introduce the session, explaining:

- Today's session is an opportunity to give and receive feedback among members of your country team.
- You will also provide feedback about the program itself.

2 Separate participants into their country teams with one trainer available per team. Each trainer asks their group: "Why is feedback useful to us?" Wait for a few answers, then distribute and review the handout, providing concrete examples.

PART 2: QUESTIONS (30 min)

3 Trainers tell their group:

- We strive to improve your GOJoven experience, strengthen your teamwork, and improve the program's quality.
- I will now ask a few questions.

4 Ask the following questions, taking notes as you facilitate a group discussion with each team:

- How do you feel as a team?
- Have you been able to give and receive feedback? How has this process worked for you?
- How is the collaboration on your LAP going?
- How do you feel as part of the regional team?
- Do you have any feedback for the program?
- Do you have any feedback for the Resource Team in general, or for one person in particular?
- Is there anything else you would like to share or say?

PART 3: FEEDBACK AS A TEAM (30 min)

5 In their country teams, invite each participant to provide feedback to another team member. Be sure to provide suggestions and moderate if necessary.

Training Tips:

- ✓ Depending on the group, this may take longer than 75 minutes.
- ✓ Give the group time to process feedback and to actively participate.

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Religion and SRHR

Learning Outcomes | Participants will be able to:

- Develop a strategy to promote SRHR within a religious context.
- Respond to religious arguments against SRHR, and recognize the elements within religion that promote health.

TIME: 3.5 hours

SUPPLIES

- Flip chart; Markers; Paper; Pencils

TRAINING TOOLS

- PPT Presentation: Religion and Sexual and Reproductive Health

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Because the last portion of the session asks participants to create a PowerPoint presentation in small groups, make sure each small group has a laptop available.

Trainer:

- Make sure that enough Resource Team members are present at the end of this session both to provide technical assistance in participants' creation of their PowerPoint presentations and to provide constructive feedback on the teams' presentations.
- Ensure that the PPt works and the room can get dark enough.

INSTRUCTIONS

PART 1: INTRODUCTION TO RELIGION AND SRHR (25 min)

1 Welcome participants to the session and review the learning outcomes.

2 Introduce the session, saying:

- Cultural and religious beliefs form our perceptions and attitudes. When looking at issues affecting people we, as advocates, may forget to account for cultural beliefs that play into people's decisions or attitudes about SRHR.
- One of the major challenges in improving the SRH of young people is the existence of conflicting cultural and religious beliefs.
- We're going to analyze religion's influence in our lives and how to incorporate it when addressing ASRH issues.

3 Write the following questions on flip chart paper, one question per sheet: 1) What is religion? 2) What is health? 3) What are rights?

4 Then, tell participants:

- Take 5 minutes to write down your answers to these questions in your journals.

5 After 5 minutes, lead a group discussion about the questions, writing key points on the corresponding flip charts. Then ask:

- How does religion influence our view of health?
- How does religion influence our view of rights?

6 Explain that "religion" is difficult to define, and the definition should include the following points:

- Belief in something sacred—for example, gods or other supernatural beings; Ritual acts focused on sacred objects; a moral code believed to have a sacred or supernatural basis.
- Characteristically religious feelings (awe, sense of mystery, sense of guilt, adoration), which tend to be aroused in the presence of sacred objects and during the practice of ritual.
- Prayer and other forms of communication with the supernatural.
- A world view or general picture of the world as a whole, and how the individual fits into it.
- A social group bound together by the above.

7 Then, explain that a common definition of "health" is that formalized by the World Health Organization (WHO):

- Health is a complete state of physical, mental and social well being, and not merely the absence of disease or infirmity.

8 Explain that the United Nations Office of the High Commissioner for Human Rights defines rights as:

- We are equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law.
- International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Training Tips:

- ✓ For more information on Human Rights from the OHCHR, see here.
- ✓ Participants may have strong feelings about how religion has influenced their own lives, and may have conservative and religious viewpoints on sexuality and sexual diversity.
- ✓ Remind everyone of the agreements that they made at the beginning of the training, particularly about respecting one another.

PART 2: THE PERSONAL RELIGIOUS EXPERIENCE (25 min)

9 Introduce this part, saying:

- Now we will reflect on and share our personal religious experience—first individually, then in pairs, and finally in our full group.

10 Give the group 5 minutes to journal about these questions:

- Do you have/belong to a religion?
- How does religion define your sexual practices?

11 Then, divide participants into pairs and have them co-listen to one another's responses for two minutes each, with two minutes after to ask questions or comment.

12 Then, gather the group to discuss the following (15 min):

- What religious groups exist in your community?
- How does religion impact the sexual practices in your community, either positively or negatively?
- Have you ever thought about how religion affects your life? Where? When? Why?

13 Review the following key points:

- Religion can be an underlying factor in our belief system and actions, even if we don't consider ourselves religious.
- Differences in religious opinions are expected, however, social problems occur when those differences translate into oppression and suppression of others.

Training Tips:

- ✓ Be aware of the sensitivity when discussing religion - even though a participant may not identify as being religious, they may come from a strong religious background with cultural ties.
- ✓ Remind participants, if necessary, about the training agreements, especially respect for alternate points of view.

PART 3: RELIGION AND SRHR (50 min)

14 Introduce this part, saying:

- We'll now take a step back and analyze how religion influences SRHR on a broader scale, and how health is reflected in religious beliefs.

15 Present slides 1–10 of the PowerPoint: Religion and Sexual and Reproductive Health, and discuss the questions posed with the group.

16 As the PowerPoint specifies on slides 11–13, divide participants into pairs to discuss the questions posed.

17 As specified on slides 17–19, divide the participants into small groups of 3–4 to address the questions posed.

18 Highlight the impacts that religion has had on women and human sexuality, pointing out that religions shape individual, social, and cultural values. Then review the following key points:

- Religious leaders and their communities have the power to influence government policy through their involvement in political processes and through the religious beliefs of political leaders, policy makers, and civil servants.
- Religion's influence is pervasive—from the national government to small villages.
- Religions celebrate the dignity of each human being and of all life as valuable parts of a sacred whole. They can inspire compassion and justice, and provide a framework of meaning for people all over the world.
- Young people may believe that if they and their partner are religiously devout, their relationship is considered risk-free.
- Often, behavior that goes against religious moralities is perceived in terms of sins rather than as health risks.

Training Tip:

- ✓ Review the belief systems and sacred texts of the major religions represented by the participants to ensure some familiarity with them.

PART 4: RELIGIOUS CONTEXT IN THE WORKPLACE (30 min)

19 Introduce this part, saying:

- We will continue exploring the relationship between SRHR and religion by working in groups to create a dramatization that demonstrates the religious context of your own communities, focusing specifically on ASRH.

20 Divide group into regional teams of 4-5 participants each.

21 Tell the groups that they will have 10 minutes to create a 3-minute skit to dramatize the religious context in their community, focusing specifically on SRHR. Skits should include the following:

- How religion values (or doesn't) health, and the structures or practices in place to protect a person's health.
- Any gender-based values reflected in religious practices.
- Both positive and negative powers and influences that religion has on personal, community, and political levels.

Training Tips:

- ✓ As groups are developing their skits, make sure to go around to each group as they develop their skit to provide feedback as needed
- ✓ If a particular group is being cast in a completely negative way in the skit, remind the group to be respectful and ask them to consider how they might react to seeing their own religious group portrayed in that way.

22 After the teams have presented, discuss the themes represented in each skit, asking:

- How can religious beliefs be a source of strength and guidance to young people and a positive influence on their health and behavior?
- How can religious beliefs and practices be a destructive or oppressive force in the lives of young people?
- What are some openings you can see for building alliances with religious groups around SRHR issues? Which SRHR issues lend themselves most to this line of work, which ones are most difficult and why?

23 Review the following key points:

- Just as no two people have the same lived experiences, no two people experience religion the same way—even if it is a shared religion.
- Beliefs and religious systems impact us differently because of our psychological differences as well as other differences (gender, race, sexual orientation, age, class, ethnicity, etc.)
- What may have been true for the people in their skit may not be true for everyone. It is only natural that you or others you know have had a different experience with the same religious group(s) as represented in the skits.

PART 5: SEEKING ALLIES IN SRHR PROMOTION (80 min)

24 Explain that attaining SRHR for young people requires building relationships with potential allies. Divide participants into groups of 3-5 people, explaining:

- Your goal is to create and deliver a PowerPoint presentation showing the characteristics of religious groups that encourage health promotion in your community, along with ways to create and seek alliances with them.
- You will have 20 minutes to discuss the potential alliances and issues, and then create the PowerPoint presentation to be shared with the group.
- The presentation should take no more than 15 minutes to present, and should contain at least 5 slides.
- After each presentation, the audience will have 5 minutes to offer feedback and reflect on the quality of the presentation and the plausibility of the strategies described.
- Keep your presentations simple and effective, and let a trainer or resource team member know if you need computer help.

25 After each group has presented, lead a 10-minute group discussion on the theme of creating partnerships in religion/SRHR, asking:

- What ideas were similar in all of the presentations?
- Which partnerships seemed the most poised for success, and why?
- How feasible is it to reach out to faith leaders in your communities?

26 Close the session by reviewing the following key points:

- Relationships with faith-based organizations (FBOs) are essential to community-based health work, but can be difficult to forge.
- Some religious traditions reject the use of contraception. Others may accept family planning within marriage, but do not feel condoms should be distributed to young unmarried people. Advocates need to be conscious of the faith's tenants surrounding their particular approach to SRHR before approaching religious leaders.
- Because religious leaders hold the trust of their communities, SRHR messages from them (via sermons, community events, etc.) are taken more seriously and have greater impact.
- Religious leaders may be initially opposed to limiting family size, or the use of condoms outside of marriage, but after discussions about the benefits of family planning and the realities of the HIV epidemic, faith leaders can come to accept SRHR as a need in their community. Their opposition may be based on basic misinformation and a lack of training on SRHR issues.

Training Tips:

- ✓ Some case studies/examples of successful partnerships in the participants' communities might help to make this more concrete.
- ✓ Pathfinder International and USAID have created a number of good case studies regarding work with religious leaders in Muslim communities, but not many are from a Latin American context.
- ✓ As much as possible prior to the session, ask participants for examples that they have seen in their communities and do your own research.

MODULE 2

DAY 7

Session 3: Monitoring and Evaluation

Learning Outcomes | Participants will be able to:

- Connect project activities with project objectives, project indicators, and desired results.
- Explain how evaluation benefits the design and implementation of effective projects.

TIME: 3 hours

SUPPLIES

- Markers; Flip charts; 3x5 notecards; Pens

TRAINING TOOLS

- IPPF's *Guide for Designing Results-Oriented Projects and Writing Successful Proposals*
- Handout: Evaluation Basics and Planning Cycle
- Handout: Results Mapping
- Handout: Developing Objectives, Activities, Indicators and Results
- Handout: Evaluation Plan Results Matrix

PREPARATION

Materials/Room:

- Write the learning outcomes on a flip chart and print training tools.
- Prepare flip charts with the necessary texts and evaluation diagrams to post at appropriate times during the workshop.
- Bring different data collection tools used in evaluating projects: feedback cards, survey results, questionnaire results, interview transcripts, focus group transcripts, video of project trainings, pictures of project activities and beneficiaries, activity sign in sheets, digital audio recorder, etc. Put them all in a box.

Trainer:

- Review handouts closely and be able to explain them in detail.

INSTRUCTIONS

PART 1: BRAINSTORMING EVALUATION (15 min)

1. Introduce this activity, explaining:
   - Evaluation, like planning, is something that we do everyday.
   - For example, when cooking, we evaluate how much we like the recipe, and think about what to do differently next time. Does it need more salt? Does it need to cook longer?
   - It's the same thing that we do in this training, giving each other feedback and using written evaluations to strengthen and improve the training for the next group of participants.
   - And, it's the same thing we do as leaders when we ask for constructive feedback from our peers to improve our leadership and communication.
2. Distribute pens and notecards, and give participants one minute to write or draw the first word or image that comes to mind when they think of the word "evaluation."
3. Collect the notecards and tape them to a flip chart, and review any emerging patterns with the group (ex: positive, neutral, or negative responses.)
4. Facilitate a group discussion using the following questions and capture responses, as needed, on flip charts.
   - How do the words make you feel?

- Do you find the words surprising?
- What characteristics of evaluation would you like to include in your work and which ones would you like to avoid?

5 Ask participants what evaluation means and how would they define evaluation within a program or project setting? Write down the responses on a new flip chart paper.

6 Review the following key points:

- All of us have preconceived ideas and attitudes about evaluation – some positive, some negative.
- Some of you may be fearful of the process, or view evaluation as having limited utility – something we only do at the end of a project or something we do to make donors happy. It is important to be aware of and respond to these perceptions throughout the workshop.

PART 2: WHAT IS EVALUATION? (1 hour)

7 Introduce this part by explaining that there are three central ideas to understanding the concept of evaluation.

Training Tip:

✓ To make this part more engaging, tape the flip charts under certain chairs before the session. Invite those sitting in those chairs to read the points and stick them on the wall.

8 Review the prepared flip charts with the following steps:

- Evaluation is about asking questions, observing, and collecting and using quantitative (evidential and numerical) and qualitative (evocative and more nuanced) information to inform our decision-making and actions.
- Evaluation is about understanding and capturing both positive and negative changes in peoples' lives as a result of participating in a project's activities.
- Evaluation is cyclical, not linear, in process and execution.

9 When reviewing each statement, ask the following:

- What does this statement mean to you?
- Can you give an example of how you have done this from your experience or your own work?

10 Show the Basic Evaluation Diagram and review each section. Then ask:

- In what ways would we be able to measure these changes?
- When would we need to take measurements to be able to 'prove' these changes?
- What tools might we use?

11 Using the IPPF Guide, review process and results indicators (p 17-19). Let participants know there are many ways to measure progress, including:

- Pre and post-tests, final evaluation, logic models, budget line items and staff for gathering and analyzing evaluation information, and project reports.

12 Show the Planning Cycle and discuss each phase.

13 Review the following key points:

- We should regularly seek information and use it to help us make decisions about what to do and what actions to take.
- Precise and timely information allows us to understand the experiences of our actions and those of others; identify and capitalize on opportunities; and avoid costly mistakes and high risks.
- The ability to acquire and deploy relevant information is critical to any NGO and its development projects.
- Evaluation is an integral activity during the planning, design and implementation of a project. It is a form of constant feedback, which helps assess how well the project, and its activities are going.
- Include monitoring and evaluation as an ongoing activity throughout the project and avoid the pitfall of thinking of evaluation as the final step.
- Evaluation helps address what is *not* working in the project and builds on what is successful: from assessing community needs prior to designing a project, to making connections between project activities and intended outcomes, to making mid-course changes in program design, to providing evidence to funders that your project is worth supporting.

PART 3: ENERGIZER ACTIVITY (15 min)

14 If needed, choose a participant to lead an energizer activity. If the group is ready to move on, this can be skipped.

PART 4: RESULTS MAP (45 min)

15 Introduce this session by reading the following boxed text about results mapping:

> Teams often get bogged down in writing elaborate scripts and narratives about what they want to focus on and achieve in a project. In the planning of a project, often the first step is to draft a proposal and action plan that describes the problem being addressed, outlines and describes the project's goal, objectives, and major activities, and describes the target population, indicators, and the results to be achieved by implementing the project.
>
> A useful technique to assist teams with elaborating their proposal is "results mapping" – diagramming and mapping the overall logic and rationale of the project. A results map is a visual map by which a team can communicate the objectives, activities, and desired results of its project and how these elements are interrelated. The results map is a quick way to visualize a team's "theory of change". This forms the basis for establishing evaluation indicators, which are needed to assess if the project achieved what it planned to achieve.

16 Discuss the Results Map drawn on the flip chart, reinforcing the direct links between the objectives of a project, its activities, and the desired results.

17 Divide participants into their LAP groups, explaining that they are going to make their own results map:

- You will have 30 minutes to draw a picture of the results you want to produce in your project and the activities that will lead to those results.
- Use words and descriptions that would communicate to someone not familiar with your project or areas of work.
- After, each team will have 3-5 minutes to present their map.

18 After 30 minutes, have each group present.

19 Be sure to highlight and reinforce the following key monitoring and evaluation guidelines:

- Identify the problem you want to address in your work, and your project's target population.
- Establish clear connections between the project's objectives, activities, and the desired results. These form the basis for establishing indicators needed to evaluate the project.
- Understand the local context and environment in which the project will be implemented and how it will influence the development and success of the project.
- Scale the size of your project to your needs and resources (time, money, and personnel).

20 Then, reinforce these key points about results mapping:

- Funders and supporters often struggle to understand what a given program does. Drawing a results map can help you communicate what you do more effectively.
- It is better to implement a small project well than try to implement an ambitious project with "high" level impacts and do it badly.

PART 5: APPLYING EVALUATION BASICS (30 min)

21 Ask participants to sit in a circle, and place the box with the evaluation tools in the center.

22 Divide participants into pairs and ask them to take an item from the box and examine it for at least 3 minutes.

23 When each pair has examined an item, ask the group:

- What can these materials/objects tell us about collecting information?
- What are the sources for this information? Are any important sources missing?
- Can you detect any patterns in the information (i.e. different responses between men and women if the survey results are disaggregated by gender)?
- Based on the evaluation source that you reviewed, what might you conclude about how this project is going? What other questions might you ask?
- What kinds of findings and results might you expect based on the evaluation tool that you reviewed?

24 Then, review the following key points:

- We collect different types of information: quantitative (evidential and numerical) and qualitative (evocative and more nuanced).
- We employ different methods or techniques for collecting information: questionnaires, surveys, interviews, focus groups, pre-and post-tests, site visits, feedback cards, etc.
- We can collect disaggregated data: gender, ethnicity, age, country, etc.
- We have diverse sources of information: project participants, resource staff, the team, partner organizations, community members, etc.
- It's important to distinguish between activities and results. Objectives → activities (inputs) → results (outputs).
- Evaluation helps us share results and lessons learned about the project: what worked and what did not.
- A good analysis of evaluation results will help us make recommendations for future action and future work.

PART 6: THE VALUE OF EVALUATION (15 min)

25 Lead a brainstorm with the group to identify reasons why evaluation is important for their projects and how they can apply evaluation to their current work. Capture ideas on chart paper, and compare and contrast their responses to the opening exercise. Review the learning outcomes to demonstrate how they have been fulfilled, and highlight any of the following key points that have not been mentioned.

EVALUATION DATA/INFORMATION CAN:

- Find out what works and how well it works.
- Ensure that you hear directly from clients about what they like and dislike and can help you document their needs.
- Identify unanticipated results and unanticipated problems.
- Provide information in order to recruit and retain talented staff, volunteers, participants, and collaborators.
- Provide data to help you gain support for innovative efforts and gain public recognition.
- Respond to funder and public calls with evidence of outcomes and outcomes-based management.
- Monitor and manage implementation.
- Monitor and increase service effectiveness.
- Better allocate resources and retain or increase funding.
- Show the real value of the project.
- Demonstrate where to improve future activities and projects.
- Justify the funds expended.
- Help make rational decisions about future funding or sponsorship.
- Recognize lessons learned in order to improve the quality of program results – in other words, provide insight into the factors that contribute to a program's success or failure and to learn from those results.
- Improve the design of future program initiatives.
- Demonstrate the merits of the program – to measure the program against its original objectives.
- Strengthen and build upon the project's successes.
- Motivate staff and participants of the program in enhancing pride and commitment to their work.
- Achieve credibility with donors and funders.

HANDOUT

Evaluation Basics and Planning Cycle

GO OVEN INTERNATIONAL TRAINING TOOL

Basic Evaluation: What does it do?

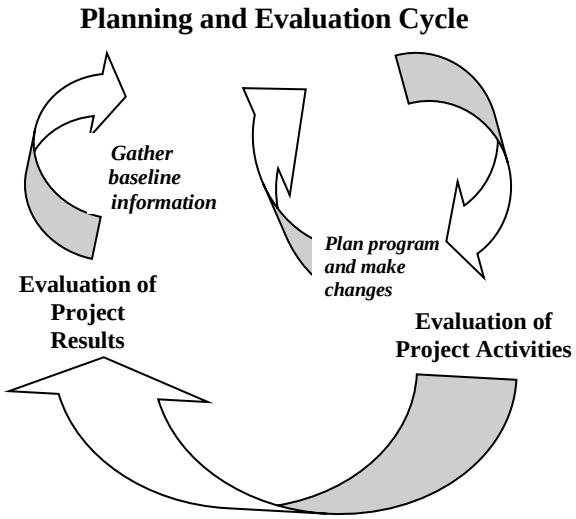
BEFORE THIS WORKSHOP:
Workshop participants have limited understanding and experience with project evaluation.

→→→→→

AFTER THIS WORKSHOP:
Workshop participants know what evaluation is, how to apply it to their projects, and they integrate it throughout their project planning process.

INDICATORS:
What is the change as a result of the proposed activity/intervention?

- Knowledge/skill levels of participants
- Attitudes towards evaluation;
- Incorporation of evaluation activities into projects;
- Ability to demonstrate project results.


Planning and Evaluation Cycle
Gather baseline information
Plan program and make changes
Evaluation of Project Activities
Evaluation of Project Results

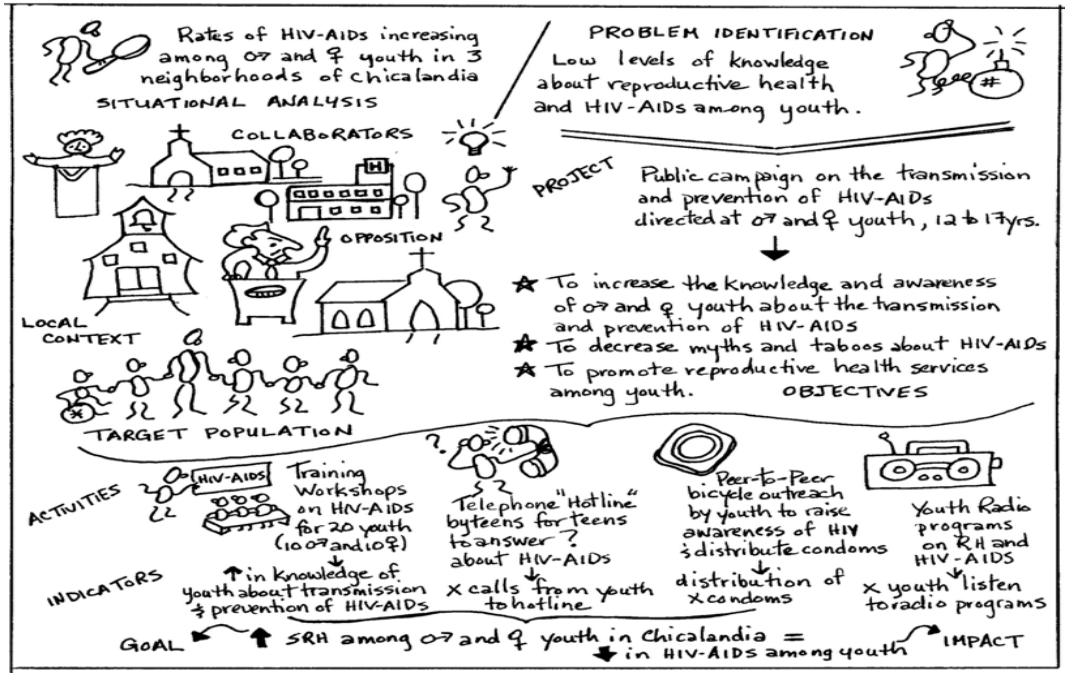
HANDOUT

Results Mapping

Results Mapping

In the planning of a population and reproductive health project, often the first step is to draft a proposal and action plan that describes the problem being addressed, outlines and describes the project's goal, objectives, and major activities, describes the target population, and the results to be achieved by implementing the project. A useful technique to assist teams with elaborating their proposal is "results mapping" – diagramming and mapping the overall logic and rationale of the project.

Youth and HIV Prevention



HANDOUT

Developing Objectives, Activities, Indicators and Results

GO OVEN INTERNATIONAL
TRAINING TOOL

Developing Objectives, Activities, Indicators and Results:

- Objectives, activities, indicators and expected results are the critical components that form the base of your evaluation plan.
- There are often several problematic tendencies in the elaboration of objectives, activities, and indicators in proposals and evaluation plans.
- In most cases there is a lack of detailed, concise, and clear information in the objectives and indicators/desired results.
- For example: many programs say that they are going to conduct workshops with youth. Workshops are an activity, and this does not provide information about the purpose of the activity, its importance, nor the beneficiaries.
- There is often confusion between what is an activity and what is a result. Many projects think that an activity is a result.

Objectives:

- Definition: Objectives are results expressed as measurable declarations. Objectives refer to the changes desired in the target population of a program and describe desired results.
- In order to write a specific objective that is well elaborated, clear and concise it must include: a description of the target population, the desired change in the target population, the location or place, and the timeframe for achieving the objective.
- It is important that the objective be quantifiable – measurable so that you can monitor and evaluate it.
- Use action verbs to indicate the change: increase, decrease, reduce, improve, and strengthen, for example.

Activities:

- Definition: An activity, event or intervention designed to change the condition and status of the people participating in the activity.
- There is link between an activity and the specific objective. By employing what activities will we achieve the objectives?
- Activities explain the mechanism or the intervention used to achieve the objective. Activities support the achievement of the objective.

Indicators:

- Definition: A measurable declaration of the program objectives and activities. Indicators can be expressed qualitatively or quantitatively.
- The principal types of indicators are: process and results indicators.

Process Indicators:

- Process indicators provide information and data about the implementation of the activities.
- For example: What activities? How many activities? And who will participate in these activities.
- Process indicators are important because they help us monitor the project and let us know if an activity is functioning or not.

HANDOUT

Developing Objectives, Activities, Indicators and Results

TRAINING TOOL

Results Indicators:

- Results indicators help determine whether the program has accomplished the desired changes sought in the target population.
- Results indicators measure the changes that the activities are trying to produce in the target population.
- Result indicators (both quantitative and qualitative) should be included with each objective. A strong relationship exists between results indicators and objectives.

Results:

- Definition: The quantitative and qualitative changes that a project aspires to achieve – changes in knowledge, behavior, attitudes, skills, and actions of project participants.

HANDOUT

Evaluation Plan Results Matrix

GO OVEN INTERNATIONAL TRAINING TOOL

Project Objective #1: From Aug to Dec 2006, increase the knowledge and skills of 100 youth (50% men and 50% women aged 12 to 15) in 3 schools from Chimaltenango regarding transmission and prevention of HIV/AIDS, including condom use.

(Objective definition: Results, expressed as measurable declarations).

Key Activities	Indicators	Expected Results
Definition: An activity designed to change the condition of involved participants.	**Definition:** A measurable declaration of the project's objectives and activities. It can express the indicators in numerical and non-numerical terms (quantitative or qualitative factors).	**Definition:** The changes the project is expected to produce, often related to changes in the knowledge, abilities, attitudes, and actions of the project participants. The quantitative and qualitative changes the project aspires to achieve.
Examples: Conduct five 4-hour long workshops with 20 young participants each, about the transmission and prevention of HIV/AIDS and the correct use of condoms in 3 schools of Chimaltenango.	**Examples:** <u>Process Indicators:</u> • # of 4-hour long workshops conducted. • # of young women and men aged 12 to 15 who participate in each workshop. • # of schools where the workshops were conducted. <u>Result Indicators:</u> • % of young women/men who know the 3 modes of transmission of HIV. • % of young women/men who can demonstrate the correct use of a condom.	**Examples:** • Five 4-hour long workshops in 3 schools of Chimaltenango. • 100 young women and men (50/50) aged 12 to 15 trained about the transmission and prevention of HIV/AIDS and the correct use of condoms. • 100% of young participants from the workshops know the 3 modes of transmission of HIV. • 100% of young participants can demonstrate the correct way to use a condom.

Sessions 4 & 5: Personal Development Peer Coaching & Closing

Learning Outcomes | Participants will be able to:

- Identify concrete steps they have taken toward reaching their personal development objective, including finding a possible use for their PD funds.

TIME: 1 hour

SUPPLIES
- Pens

TRAINING TOOLS
- Worksheet: Following Up on the Personal Development Plan

PREPARATION

Materials/Room:
- Write the learning outcome on flipchart; print the worksheet.

Trainer:
- Remind participants in advance to bring copies of the "Personal Development Planning Worksheet" completed in Module 1 (either the printout or the version included in the MMHA workbook).

INSTRUCTIONS

PART 1: INTRODUCTION (10 min)

1 Introduce this session, explaining:
- In the last training module, we began a personal development plan.
- You had an individual coaching meeting with staff and identified an objective you want to focus on this year.

2 Then, review the Personal Development Funds process. Outline next steps in the process and review fund eligibility.

3 Instruct the participants to select a partner, then tell them:
- You will each have 20 minutes to share progress on your objective with another participant, using the worksheet as a guide.

4 Distribute and review the worksheet, answering any questions.

5 Explain:
- You may go outside with your partner if you wish, but please stay in the general training area.
- Be sure to take the worksheet, a pen, your Personal Development Plan (PDP), and a writing surface.
- Using active listening, one person will ask the questions on the worksheet and take notes. Be sure to capture as much information as you can, and to ask clarifying questions.
- Be specific and detailed when answering questions, especially if you have deviated from your original plan, which is fine.
- I will monitor your time; you each have 20 minutes to share.

PART 2: PEER COACHING INTERVIEWS (40 min)

6 After 15 minutes, announce that there are 5 minutes left.

7 After 20 minutes, announce that it is time to switch.

Training Tip:

- ✓ Monitor that instructions are being followed, and check if the pairs have questions as they proceed.

PART 3: GROUP DISCUSSION (10 min)

Training Tip:

- ✓ Remind them about the group agreements, especially confidentiality.

8 Bring the group together and ask the following:

- How did it feel to be the interviewer?
- How did it feel to be interviewed?
- What did they learn?
- How do you think you would be able to use this methodology with other youth you work with?

Session 5: Conduct Closing [For a reminder, see Day 1, Session 4]

WORKSHEET

Following Up on the Personal Development Plan

Fellow's Name and Country: _____

Interviewer: _____

Date: _____

Received personal development fund: ☐ Yes Date: _____ Use: _____

☐ No How do you plan to use these funds? _____

1. Which aspects of your Personal Development Plan have you worked on since the first module?

2. What have you noticed in your personal growth and development? Has your work, field of study, or position changed?

3. What do you consider to be the next step in your Personal Development Plan?

4. How has the process of personal development impacted your individual leadership?

5. How can the resource team support you in your continued professional development?

Session 1: Conduct "Daily Opening: Where Are We?" Activity (For reminder, see Day 2 Session 1)

Session 2: Population and Environment

Learning Outcomes | Participants will be able to:

- Analyze the connections between population and the environment.
- Understand strategies to educate youth about the importance of SRH and its impact on the environment.

TIME: 2 hours

SUPPLIES

- Flip chart; 4 pairs of chopsticks; 1 large bowl; 50 fish-shaped cookies/candies; 4 cups/mugs; Markers; Projector; Computer

TRAINING TOOLS

- PPT Presentation: Population and Environment
- PPT Video: Letter from 2070

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Arrange room so the group can stand around a table and observe the fishing activity.
- Update the PPT with contextually relevant statistics such as: Literacy rates, fertility rates, population, examples of population change within the country, evidence of climate change.

Trainer:

- Review the reference materials to become familiar with the technical knowledge of this session.
- Ensure that the PPT works and the room can get dark enough.

INSTRUCTIONS

PART 1: FISHING ACTIVITY (45 min)

1 Welcome participants, and select four people to be the "head of household." Explain the following activity rules:

- Each head of household chooses who is in their family, until each participant is in a group.
- This activity has five 2-minute rounds, each round representing 1 year. Each year you will switch who will be the head of household, and that person will be the one fishing.
- Decide now who will be the head of household for each year.
- This activity will be done in complete silence. Those who aren't fishing must keep a record of how many fish the head of household catches.
- Your family is hungry, and in order for them to survive the fisher must use chopsticks to catch fish. There is a small lake with only 16 fish, and the family fishes once per year.
- If you catch 1 fish your family will go hungry; 2 fish and they'll survive, and 3 or more fish means you can sell the fish for profit.
- Cross your chopsticks on the table when you have finished.

- The fish that remain in the lake after each year will double (i.e. if there are 5 fish at the end of the first round, there will be 10 fish for the second round, capping at 16 fish.)
- Families must keep the fish they catch in the cups you have – cover the cups if you wish to hide their number of fish.
- If a family only catches 1 fish, you cannot fish next year!
- Remain silent and track how many fish you catch each year.
- When I give the signal, you may begin.

Training Tips:

- ✓ Remind participants to follow the instructions as they conduct the activity.
- ✓ Keep in mind the participants' level of attention and remind them to switch who is head of the family at the end of each round.

2 After fishing for 5 rounds (or after the fish become extinct, whichever occurs first), discuss the following:

- Did any of the families catch too many fish? What was the consequence of that? How did you feel when you saw that somebody was taking too many fish?
- Did all the families decide to take the largest amount possible? Why, or why not?
- Did anybody sacrifice the number of fish they caught for the benefit of the community? Why, or why not?
- How does society reward people who sacrifice and those who earn more?
- If you could play again, how would you change your strategy?
- Is it possible to maximize the number of fish captured per person and the number of fish that remain in the lake? Explain how.
- Think of some familiar "common" places (i.e., parking lots, public restrooms, parks, highways). Do any similar situations arise? Explain.
- How can these equity problems be solved? Be specific!
- What are some natural resources that we share? Are they being used wisely? Explain.
- What can we do to use these resources more wisely?
- How would the exercise have been different if the heads of each family were able to speak with one another?

3 Then, review the following key points:

- In real life, the needs of every family are dictated by the number of members that it has – that is, a family of 3 will need fewer fish to survive than a family of 8.
- It is often unknown how many resources other people are using or how much they are using for profit – transparency helps us remain accountable for the impact of our actions.
- How would the activity would change if every family had different fishing tools – for example, if one kept the chopsticks while another used a spoon and another used a vacuum?

PART 2: POWERPOINT PRESENTATION (45 min)

4 Introduce the PowerPoint by explaining that there are many topics related to population and environment, including:

- Demographics: the study of population structure and dynamics within a geographic area
- Migration
- Fertility and mortality rates
- Access to family planning
- Natural resources, such as water

- Deforestation
- Pollution (amount of waste and forms of waste treatment)
- Climate change

5 Begin the presentation. On slide 3, discuss with the group how the images relate to one another (10 minutes).

6 Continue the presentation. Have the group guess the answers for slide 4. You must click to show the answer to each question on the slide (10 minutes).

7 Review the updated statistics for demographics and fertility rates on slides 5 and 6.

8 Discuss the key issues shown on slides 8-13, including: waste, air, toxic waste, climate change, water shortage, etc.

9 Talk about possible solutions and at what levels they can be made – i.e., changes at the individual level vs. changes at the global policy level.

10 In slides 14-21, review the actions that participants can take at different levels, asking the group for examples and ideas.

Training Tips:

- ✓ Make the PPT session as interactive as possible, discussing with participants when possible and asking for examples.
- ✓ In some countries, environmental activists are at risk of violence. Acknowledge and discuss the political contexts generating this

11 Review the following key point:

- Mention advocacy as a way to achieve changes in policies and laws that regulate industrial practices, water quality, pollution, and other key areas for the environment.

PART 3: LETTER FROM 2070 (30 min)

12 Introduce the PPT Video, saying:

- This video is the imaginary diary of a young person explaining water access in the year 2070.

13 While the PPT moves automatically between slides, it may be helpful to narrate the "Letter".

14 After the presentation, discuss the following points:

- How did you feel?
- Why do you think the presentation focuses on water?
- Do you see this reality as a possibility? Why or why not?
- What do you think could be done to prevent this from becoming a reality?

15 Then, ask participants to write their own letter from 2070:

- Write 1 or 2 paragraphs about how you think 2070 will be in relation to population and environmental issues.
- Focus on what you did at a personal level to impact the 2070 reality. What actions did you take, and why?

16 When finished, ask participants to share their letters with the group.

MODULE 2

DAY 8

Session 3: LAP Presentations

Learning Outcomes | Participants will be able to:

- Name the strengths, resources, needs, and challenges related to their LAP.
- Give and receive feedback on the LAP presentations.

TIME: 1.5 hours

SUPPLIES

- Computer; Projector and screen; Feedback cards; Colored cards with time reminders written on them (5 minutes, 1 minute)

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Write learning outcomes on flip chart.
- Make sure the room is dark enough for the groups' PowerPoint presentations to be visible.

Trainer:

- Remind participants ahead of time that they will need to bring their LAP PowerPoint presentations on a USB drive.

INSTRUCTIONS

1 Introduce the activity, explaining:

- You've been working hard on your LAPs. Now each team will have 15 minutes to present their LAP to us.
- Be sure to make the connection between the country SRHR map (diagnostic—what already exists) and how this information links up with your LAP (what you expect to change).
- Remember to take the recommendations you are given during the session with you.
- When your group reaches 10-minutes, I will hold up a card to let you know you have 5 minutes left to finish, then another when you have 1 minute left. *[Show cards.]*
- Remember: The full group is your audience, and the goal is for presenters to help us understand the status of SRHR in your community so that we are moved to be your allies.

2 After each presentation, allow 5 minutes for questions and/or feedback to the presenting team. If there are comments after the 5 minutes, hand out cards on which the audience can write their comments.

Session 4: Module Evaluation

Learning Outcomes | Participants will be able to:

- Provide their personal comments and feedback on the GOJoven training.
- Reflect on and provide feedback on the quality of the GOJoven program, training sessions and trainers.

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

SUPPLIES

- Pens; Flip chart

TRAINING TOOLS

- Worksheet: Written Evaluation (Module 2)

PREPARATION

Materials/Room:

- Quiet room with tables and chairs to complete evaluation.

Trainer:

- Review the feedback cards that were received the day before and discuss any pending issues with the GOJoven team.
- The main trainer should not be present in this activity to avoid influencing participants' responses. Ideally, a neutral trainer should be trained on how to complete the evaluation. That trainer can explain the evaluation process and stay to answer questions and collect the completed evaluations.
- Write learning outcomes on a flip chart.
- Adapt the written evaluation worksheet to reflect the content and trainers present in the training sessions you are evaluating.
- Make copies of the evaluation.

INSTRUCTIONS

1 Introduce the activity by saying:

- We now ask for your written comments on this week of training. We will not associate responses with individuals. Someone who is not directly related to the training will collect the answers. Your honesty and suggestions are important and will help us make this program better in the future.

2 Read the boxed text:

GOJoven seeks to improve our work and activities. With this evaluation we ask you to evaluate the following:

- To what extent did this training achieve its objectives and desired changes in knowledge, skills, behaviors, relationships and actions?
- To what extent do you feel able to apply the concepts and skills to your work as ASRH leaders?
- How was the quality of the training and facilitation?

We want to hear your comments about this training on a personal and professional level so we can improve the program. We will use the responses to provide greater technical assistance to the organizations associated with the program. In addition, we will use the results to monitor our progress in the program.

Remember that your responses are confidential and we are evaluating the GOJoven program and not you as a participant.

3 Distribute a hard copy of the written evaluation to each participant. *[Or, an electronic copy if participants can complete it on a laptop.]* Remind participants:
   - You can come to me with any questions.
   - Once you finish, you can continue working, or leave the room quietly so that others can continue their task.

4 Place evaluations in a designated envelope. Do not review them except to ensure that they are complete.

WORKSHEET

Written Evaluation (Module 2)

Dear GOJoven Fellow:

We are very pleased that you have participated in this Training of the Youth Leadership Program in Sexual and Reproductive Health (GOJoven). We hope that you learned new skills and that the workshop will be of benefit to your organization and to your work.

GOJoven would like to know your observations, experiences and perspectives on this training both personally and professionally so that we can improve the quality of our programming. With this questionnaire we are requesting the following information to assess:

1. To what degree this training achieved its desired objectives and changes in knowledge, skills, behaviors, relationships, activities, and actions;
2. The quality of the training and facilitation;
3. The applicability of the concepts and skills to your work and studies; and
4. The quality of the logistics support provided by the program.

We will use the responses to evaluate the workshop and improve our work as well as to provide greater technical assistance to you as key participants of the Program. Please remember that individual responses are confidential and that we are evaluating the GOJoven Program and not you as a participant. Please do not write your name on this form.

We thank you for your effort, reflections, feedback, and cooperation. –**GOJoven Resource Team**

❖ ❖ ❖ ❖

Topics Covered in this Training: Leadership & Ethics; Interculturalism; Sexual and Reproductive Health and Rights & HIV/AIDS; Leadership and Advocacy; Institutional Analysis Instructions; Program Planning and Logical Framework; Cultural Evening; Budgets and Financial Planning; Violence and Sexual and Reproductive Health; Guided Work on LAPs; Experiential Leadership Outing; Gender and Power; Religion and SRHR; Monitoring and Evaluation; Personal Development Peer Coaching; Population and Environment; LAP Presentations.

Please write your gender: _____

Please write your country: _____

WORKSHEET

Written Evaluation (Module 2)

Desired outcomes: We ask for this information to determine the extent to which the training achieved its purpose and the anticipated changes in behavior, relationships, activities and actions. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

As a result of this training, to what extent are you better able to:	**Very Little (1)**	**Some-what (2)**	**Satisfac-torily (3)**	**Very much (4)**	**Complete-ly (5)**
Explain how ethics enter into the personal leadership equation.					
Reflect on personal experiences of ethical conflict and describe what impact these may have had on your life.					
Commit to practicing ethical leadership in your personal and professional life.					
Define interculturalism and identify its value in your role as a leader.					
Recognize and speak about the impact of HIV/AIDS at a personal, community, and national level.					
Acquire technical knowledge of modes of transmission for HIV.					
Define the stages of advocacy.					
Identify public policies and laws about SRHR in your country.					
Share the mission, goal, objectives, and main activities of your institution with their team, in order to see your institution as a resource and beneficiary of your LAP.					
Analyze the common strengths and weaknesses of the team's institutions.					
Use a problem and objectives tree in the planning of your LAP.					
Use the Logical Framework to define the goals, objectives, and main activities of your LAP.					
Share and learn about the cultural richness of the GOJoven Regional team.					

WORKSHEET

Written Evaluation (Module 2)

As a result of this training, to what extent are you better able to:	Very Little (1)	Some-what (2)	Satisfac-torily (3)	Very much (4)	Complete-ly (5)
Describe a basic method of budget development and name the main components of the LAP budget.					
Explain the link between violence and SRH.					
Develop strategies to recognize and respond to violence at a community level within the SRHR context.					
Explain which tasks related to your LAP need to be completed by the end of the Module.					
Have a concrete plan to strengthen their teamwork and their LAP.					
Engage in physical activities that let you overcome your individual limits, offer support to your peers, and practice team leadership.					
Identify the different forms of discrimination and ways people resist inequalities.					
Recognize the different ways in which sexism and machismo affect the lives of women and men and their relationships.					
Give and receive feedback with your LAP team and with Resource Team members.					
Develop a strategy to promote SRHR within a religious context.					
Respond to religious arguments against SRHR, and recognize the elements within religion that promote health.					
Connect project activities with project objectives, project indicators, and desired results.					
Explain how evaluation benefits the design and implementation of effective projects.					
Identify concrete steps you have taken towards reaching your personal development objective, including finding a possible use for their PD funds.					
Analyze the connections between population and environment.					
Understand strategies to educate youth about the importance of SRH and its impact on the environment.					

WORKSHEET

Written Evaluation (Module 2)

Applicability: We would like to know your opinion on the applicability of the concepts and skills for your work and for your personal life. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

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

From this training, which topics and tools did you find most useful? Which will you use most in your work? Please provide a concrete example.

Please suggest at least 2 topics for future activities (as a part of this training or as a follow-up activity in your country).

WORKSHEET

Written Evaluation (Module 2)

Presentations and Training Sessions: We would appreciate knowing your opinions on the quality of the training and logistics. Please mark an "x" under the category that you think best applies to each statement. Only mark one "x" for each statement.

How would you evaluate the following?	Low quality (1)	Not Satisfactory (2)	Satisfactory (3)	Good (4)	Excellent (5)
The ability of the trainers to present concepts in a comprehensible manner.					
If the methodology and teaching used in the workshop were dynamic and participatory in nature.					
The usefulness of the workshop materials to you.					
If there was sufficient time allocated for group discussions.					
If the overall objectives, desires outcomes and expectations of the training were communicated clearly.					
If an appropriate learning atmosphere was created at the training venue and location.					
If the information provided before each activity was clear (for example, dates, times, locations).					

Please add any other suggestions for improving the presentations and training sessions for future GOJoven activities.

WORKSHEET

Written Evaluation (Module 2)

Trainers: We would appreciate your feedback on the teaching quality of the trainers. Please mark an "x" under the category that you think best applies to the workshop facilitator. Only mark one "x".

Facilitator / Trainer: (First and Last Name)	Low quality (1)	Not satisfactory (2)	Satisfactory (3)	Good (4)	Excellent (5)

Please add other comments or observations (positive or negative) about the GOJoven trainers or a specific trainer that you would like us to know.

Please share any other comments or observations about what you did or did not like about the Program. Thank you for your effort!

Session 5: Next Steps

Learning Outcomes | Participants will be able to:

- Commit to completing assigned tasks and activities prior to the next training.

TIME: 30 minutes

SUPPLIES

- Flip Chart paper; Markers

TRAINING TOOLS

- None

PREPARATION

Materials/Room:

- Write important dates and assignments on a flip chart, including overall timeline of training program and next training.
- Write the contact information and roles of Resource Team members on a flip chart.

Trainer:

- This is the section of the training in which we cover the simultaneous components of the GOJoven program, including:
  - Personal development process and funds
  - Mentoring process
  - Academic scholarships
  - Leadership Action Plans
- If possible, include all the Next Step items into a checklist worksheet; make copies of the worksheet if you create one.
- Review participant binder materials, as needed.

INSTRUCTIONS

1 Provide an overview of the various components of the GOJoven program, answering questions throughout.

2 Review and discuss next steps mentioned throughout the week. In particular, highlight what projects participants need to do prior to the next training and indicate due dates, including the following (if applicable):

- Meeting as a team at least two times to incorporate LAP feedback
- Applying to use personal development funds
- Any ASRHR follow-up reading or assignments

3 If you included all the Next Step items into a worksheet, review it with the group. Highlight specific application forms and where to find them. For each item clarify the program staff responsible and the communication method (email/phone/Skype).

Session 6: Module Closing

Learning Outcomes | Participants will be able to:

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

TIME: 1 hour 15 minutes

SUPPLIES

- Markers; One piece of paper/person; One pen/person

TRAINING TOOLS

- Recognition Letter template (Module 2)

PREPARATION

Materials/Room:

- Quiet room with privacy.

Trainer:

- Because this is an opportunity for the group to share some feelings that may be personal, only include those who have been with the group for a significant part of the training. This is an important event in the development of group identity and cohesion. Clarify that when someone says something to or about another person, the person mentioned must follow the rules of feedback and only respond with "thank you."
- Use the Module 2 recognition letter template to create a personalized recognition letter for each participant that will be given to them in the evening during the closing dinner.

INSTRUCTIONS

1 Begin to wrap up the week, saying:
   - We have come to the end of the second portion of training. Now, let's come together to reminisce and share what this has personally meant to us.
   - We set this time aside so that we can share our thoughts and feelings that may have gone unsaid.
   - Let's come together in a large circle and take a few minutes to reflect on what we have shared during our time here, and what we did not share and would like to share now. Think also about what you have learned and what you have taught.
   - As a trainer who has been with you during this time, what I would like to share first is: _____.
   - Now take a few minutes to reflect on specific things you appreciate or learned from another team member.

2 Then explain:
   - Divide into pairs. You will have 30 seconds to tell your partner one thing you like about their appearance and one thing you like about their personality.
   - Switch after 30 seconds.

3 Bring the group together, asking:
   - Is there anything that anyone would like to say to the group, or to a particular individual?

4 Share any reflections that you would like. Then say:

- I would like to close this circle by thanking you for all you have shared today.
- It can sometimes be difficult to reveal our feelings and be vulnerable. This is part of being a leader, and in GOJoven we lead by example.
- Remember, the adventure has just begun. In a few months we will be back together to begin the third and final training!

TEMPLATE

RECOGNITION LETTER (MODULE 2)

TRAINING TOOL

[LOGO]

Name of your organization
Address
Phone number

Name of co-implementing organization (if there is one)
Address
Phone number

Participant name
Position / Title
Organization
Address

[Date and Year]

Dear [participant name]:

On behalf of the Youth Leadership in Sexual and Reproductive Health Program (GOJoven International) team, we congratulate you for completing the **second regional** training in the GOJoven Fellowship. You participated in this training with [#] other GOJoven Fellows from Belize, Guatemala, Honduras and Mexico, increasing your skills in diverse topics relating to leadership and sexual and reproductive health and rights (SRHR).

This workshop was held in [City, Country], from the [date] to the [date] of [month, year], and included a total of [#] completed hours of training on the following topics:

- Leadership and Ethics
- Interculturalism
- SRHR and HIV/AIDS
- Leadership and Advocacy
- Institutional Strengths Analysis
- Program Planning & Logical Framework
- Cultural Night
- Budgets and Financial Planning
- Violence and Sexual & Reproductive Health
- Guided Work on Leadership Action Plans
- Experiential Leadership Outing
- Gender and Power
- Feedback in Country Teams
- Religion and SRHR
- Monitoring and Evaluation
- Personal Development Peer Coaching
- Population and Environment
- Leadership Action Plan Presentations

We have observed the development of your leadership and capacity during your participation in the GOJoven Program and we hope that your growth will increase your contributions to your own organization. We thank you for your valuable contributions to our program and your efforts for improving the sexual and reproductive health of youth and adolescents in your country and region.

Congratulations on completing the second training in the GOJoven Fellowship!

Sincerely,

[SIGNATURE]
[Name]
Program Director

[SIGNATURE]
[Name]
Training Coordinator