



GUIDELINES FOR TRAINING IN THE
youthbuild model

EMPOWERING THE TRANSFORMATION OF YOUTH



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Credits:

Developed by:

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I. Introduction

The YouthBuild (YB) program that Catholic Relief Services (CRS) implements in Central America is a leadership program for youth in adverse social contexts, that seeks the development of academic, social and vocational skills as a strategy for social inclusion and violence prevention. It is implemented through training in six components: life skills, job skills, formal studies, technical training, entrepreneurship and community service, with a central, cross-cutting theme of youth leadership.

After several stages and years of developing YB, the need arises to consolidate and standardize the training proposal with a common curricular document. These basic curriculum guidelines will give general orientations and guidelines to the different implementing partners and will be adapted to each context with flexibility.

This document has been developed through an inductive perspective, that is, moving from practical experience to generalization, based on the needs and experiences of implementing partners. First, a curriculum needs analysis was carried out, through a review of existing program documents, the YB evaluation, and visits to and interviews at several YB sites. Many elements of the curriculum were already defined, but lacking a generic structure to respond to needs of the sites; hence, these Guidelines for Training are based on the project's experience, taking into account real, precise needs for integral knowledge that the youth participants should achieve in the program, as established in the institutional framework.

This document outlines the purposes and describes the formative approach, the scope of the modular components, the methodological orientations and the assessment of competencies in the YB model.





II. WHAT IS THE PURPOSE OF THIS DOCUMENT?

Aims

Why is a curricular document needed in YB? “Guidelines for Training in the YouthBuild Model” is a curriculum, a guiding tool that clearly expresses the learning goals of the training program and proposes how they will be achieved. A curriculum defines the intentions of learning, the horizon and the objective of the training program. In this way, it guides the work of the facilitating, coordinating and leadership team at each YB site. Additionally, it guides the planning of daily classroom activities in the selection of methodologies y resources and the assessment of processes and results. It represents the minimum that each site should consider in the implementation of the training.

YOUTHBUILD CURRICULAR LEVELS



The curriculum emerges from several sources: the YB objectives, the youth's perspective, training needs, among others. As well, curriculum is established on different levels, each with its degree of specification and application. The YB program design offers general orientations for training on a macro level. Then, these Guidelines for Training provide orientation for the training aspects, structured systematically and broadly for all the implementing sites. Finally, each site and facilitating team will make necessary modifications and adjustments based on their context, in order to construct their work plan for the site and develop the daily sessions in each component.

In this sense, the "Guidelines for Training in the YouthBuild Model" is an orienting guide and general framework, but flexible, to be adapted to each site according to local needs. The teams at each site in their planning processes should analyze these guidelines and make collective decisions related to implementation. Moreover, review and

updating mechanisms will be established for these guidelines to incorporate the lessons learned through implementation.

THE OBJECTIVES OF THIS DOCUMENT ARE:

- To describe with a common language and expectations the training purposes of the YB model for all the implementation sites.
- To orient the flexible implementation of the training process for the program and lesson planning in each site.
- To guide the continuous and final assessment of the competencies to be developed with the purpose of unifying the processes of monitoring learning outcomes.

port city







II. HOW DO WE LEARN; HOW DO WE TEACH?

The training approach

For the training process, it is necessary to precisely define how we understand learning, and thus, how we are going to teach the YB beneficiaries, who are youth from social risk environments.

A theory or explanation of learning contributes clarity about what we believe in regards to youth training, in order to guide and effectively develop the program. The facilitating team should handle some common, basic ideas about how youth learn and thereby how to organize their teaching. In this section, we will develop four basic principles of learning (represented in the diagram).

YOUTHBUILD LEARNING PRINCIPLES



a) Learning is manifested in changes: in ways of thinking, feeling and doing.

It is commonly accepted that the purpose of any training process is to achieve change, which depends on many factors and manifests itself in distinct ways in different persons. Learning can be manifested in thoughts, feelings or actions, which are three important dimensions found in all human beings; each dimension influences in the others, according to social psychology. Our way of thinking affects our emotions and behavior; in the same way, feelings affect our thoughts and actions. Therefore, it is important to work on change from a holistic and integral perspective.

Finally, learning is not about earning a grade or passing a test as it is usually seen in school; learning is changing. Change is manifested not only in the moment, but also the constancy through time and in the capacity to transfer changes to other situations. For example, the leadership capacity

Thinking is a cognitive process, of the brain, that generates ideas and representations of reality.

Feeling is perceiving with the senses and related to emotions.

Doing is moving oneself to do a concrete action.

of youth to take changes to his or her family and community is evidence of learning, because the young person is transformed to transform his or her reality (Pichon Rivière, in Ritterstein.).

Changes can be individual, group or seen in the context, that is the environment that enfolds youth and influences in him or her. Therefore, spaces for learning in YB are collective and foster solidarity, generating new ways of thinking, feeling and doing according to the needs the youth feel in their environment. Learning is active and based on dialogue (Freire, in Ritterstein, P.), with the support of peers, engaging in thoughts, feelings and actions.

b) Learning: a process of constructing meaning in a specific context.

The changes that arise from learning are generated by a process in each person, based on what he or she already knows, seeks new meanings according to what is captured from the environment. This is a natural process that occurs in every moment and phase of life, in which social interactions are important for achieving new meaning. Youth actively involve themselves in learning and building new meanings about what they

already know. In this sense, the history of each person, of his or her family, community and sociocultural context are important to

- Meaning:** Ideas or concepts represented with words.
- Environment:** Characteristics and circumstances surrounding a person.
- Context:** Similar to environment.

achieve new meaning and generate change (Vygostky, in Shunk, 2012). Changes can be put into practice only if they have meaning for the person, who manages his or her own learning based on what is already known, felt and done (Giordan, 2012). In YB each person brings a personal history and works on constructing identity and social networks, impacting individual, family and community levels.

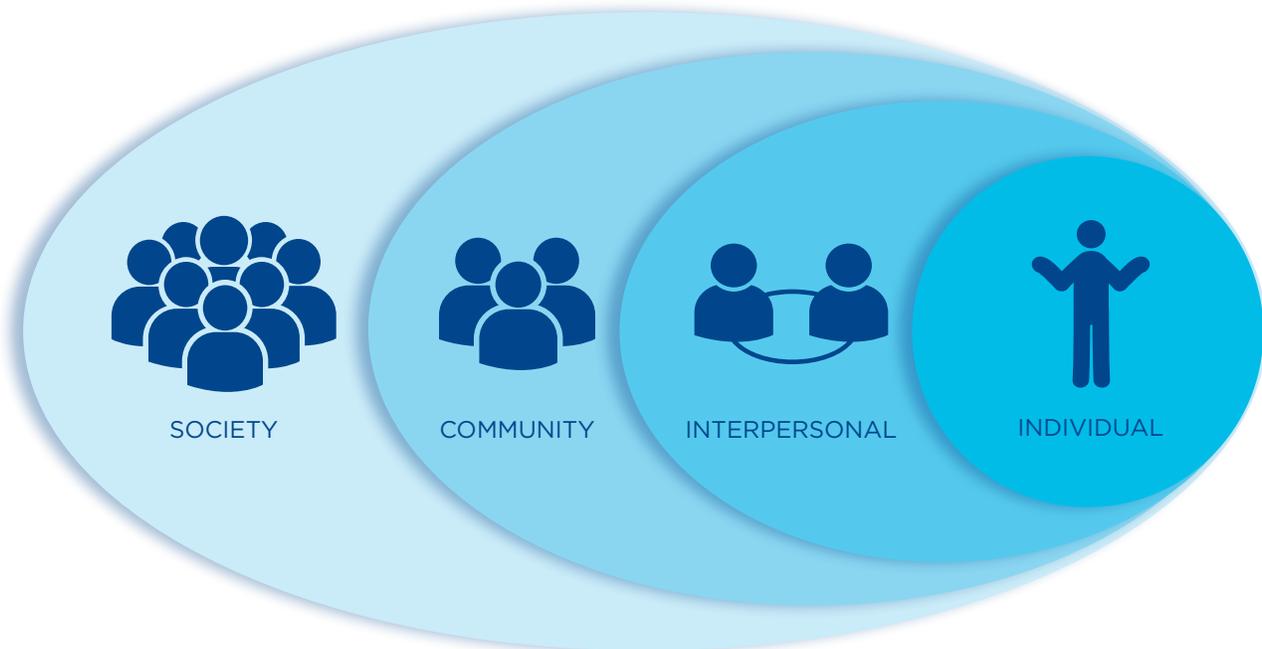
c) Learning happens in many ways: people learn through observation, personal or others' experiences and modeling.

Social norms and ways of thinking, feeling and doing are learned in a social context, in which many times the person is not aware of learning (Bandura, in Shunk,

2012). The senses capture and process symbols and messages from one's surroundings and are internalized by the youth if he or she finds meaning. This can happen through direct observation, reflection on a personal experience or when another person models a certain way to think, feel or act. Therefore, reflecting on what is observed and experienced is very important to find meaning and make conscience decisions about acting. Reflecting leads to meta-cognition, or self-awareness of one's own processes of thinking and learning.

If we take the ecological model (Bronfenbrenner) as a reference, it is not only the personal characteristics that determine learning, but also primary relationships with family, friends and school influence in individual and group behavior. Therefore, the close community and society in general shape learning, both in taking on positive norms and standards, as well as negative ones. In this sense, one of the YB mottoes has a lot of meaning. "We all know something. We all do not know something. That's why we always learn from one another"¹.

BRONFENBRENNER'S ECOLOGICAL MODEL



¹ CRS and YBI. Youth Participant Guide, March 2014, p. 16. Modified from Paolo Freire, Brazilian educator that promoted dialogue as a learning tool.

d) Learning is mediated by other persons.

Significant persons (that is, those who have influence) in the immediate surroundings mediate or facilitate learning (Vygotsky, in Shunk, 2012). In a training program, the facilitating team intentionally organizes moments focused on learning, not on teaching.

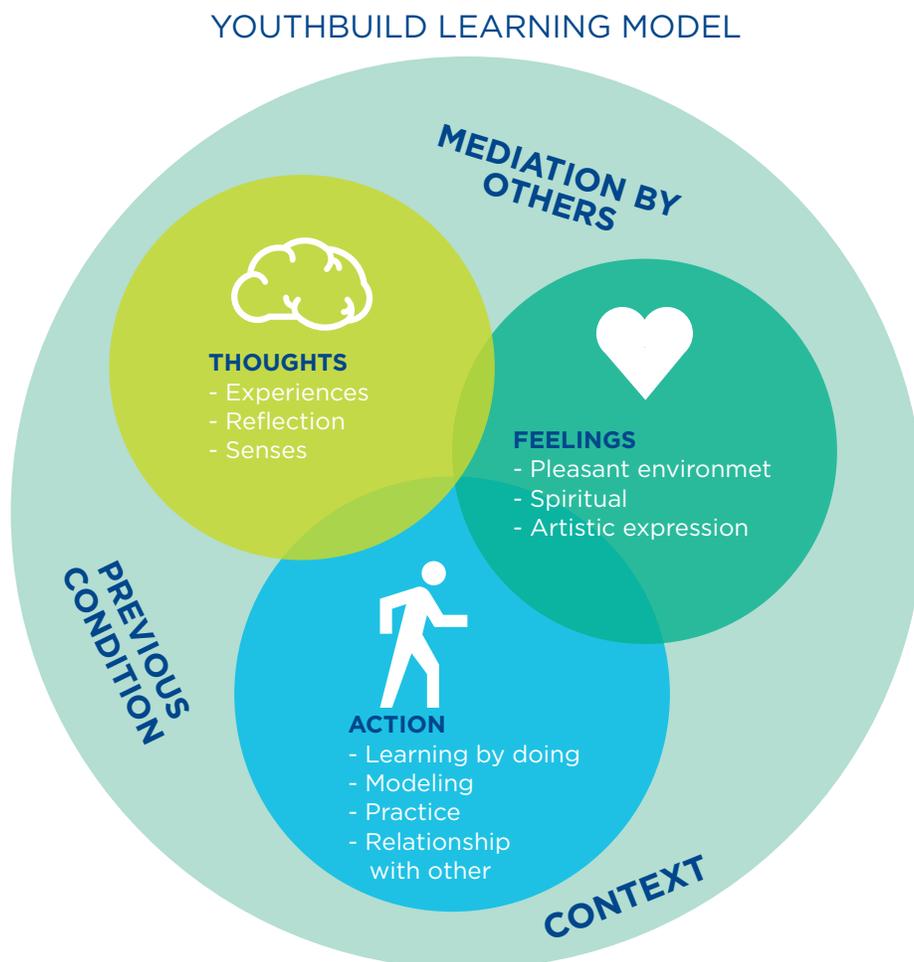
Pedagogical mediation means promoting and accompanying others in their task of learning, finding meaning and achieving changes, out of a concern for other persons and the pedagogical task, working as a team (Prieto Castillo).

By getting to know the youth in depth, the mediation or facilitation team connects with their needs and offers positive modeling in a pleasant and trusting environment to generate learning. The team plans different strategies with high, but reachable expectations, as in the proximal development zones (PDZ, Vygotsky, in Shunk, 2012), to guide the

achievement of new levels of learning. In this way, new thoughts, pleasant emotions and feelings, distinct ways of acting are roused through an intentional mediation strategy by significant persons. The personal relationship and communication with consistent messages are an important learning strategy, as well as the capacity for listening, in order to generate horizontal dialogue (Freire, in Ritterstein).

Learning model.

The following illustration shows the YB learning model, representing the relationship among thoughts, feelings and actions in the specific context where youth interact, through the mediation of other persons and considering previous conditions. Previous conditions are defined as personal and individual situations that condition learning, for example: desire to learn; trauma or grave problem that distracts attention; fears; learning styles, and others. These must be considered to achieve successful learning.









III. WHAT SHOULD BE ACHIEVED?

Competencies

The center of a curricular document is the definition of the learning that should be achieved. En In YB, the expected learning is based on the intervention program philosophy and the YB Heart, which defines the areas of macro incidence; that is, through the training process, youth will have a positive impact on their family, leadership, service and opportunities. YB is considered a family, as it develops a positive, trusting environment to strengthen youth's social networks and their leadership through service and opportunities.

According to the YB Heart, YouthBuild is a youth leadership program oriented towards community service, education and employability in order to overcome conditions of social inclusion and violence prevention in contexts of social risk. This illustration presents the logic of the YB training process in the light of challenges that youth face. In the face of the problematic situation of social exclusion related to education and work, fueled by a context of violence, three basic competencies for the achievement of youth leadership are prioritized.

THE YOUTHBUILD TRAINING PROCESS

PROBLEM

Social and economic exclusion / Violence



Leadership, understood as the development of resilience in the face of surrounding problems, means taking responsibility for what happens in life, in the family, the program, community and work. Youth become positive agents of change to build solutions to community problems, generate legal income and continue their formal education.

The training process has chosen a competency-based approach, contextualized to the youth's situation. Our competency approach is the acquisition of knowledge, both factual or declarative, procedures, skills, aptitudes, values and attitudes, that help youth achieve changes. This knowledge impacts and changes thoughts, feelings and actions; youth develop capacities for acting as youth leaders in their family and community, they get economic independence and continue their formal

education. The YB program works on key competencies that are relevant for all persons, not limited to a specific area or job; but also specific competencies related to studies, employment and income generation. The competency approach requires methodologies and assessment methods in concordance with complex and integral learning.

To achieve the above, 25 skills of different types are considered: cognitive and thinking skills, emotional and interpersonal skills and abilities and actions. All of them are interrelated, as some depend on others, in order to reflect integral changes. The 25 skills that lead to the achievement of the three principle competencies of success, opportunity and employability are defined as follows:

Table 1: Competencies and Skills in the YouthBuild Model

	Competency		
	Values for Success	Opportunity	Employability
Definition of the competency	Applying universal values to achieve personal objectives and goals.	Taking advantage of existing conditions and creating alliances to grow personally and professionally to achieve a better future.	The capacity to look for, obtain and maintain a decent job, self-employment or other lawful economic income.
Type of Skills	Skills		
Cognitive Skills (Thinking)	<p>I am responsible for what happens in my life.</p> <p>I learn from my mistakes.</p>	<p>I think critically, arriving at my own conclusions and decisions.</p> <p>I am focused on the moment.</p>	<p>I prepare and plan.</p> <p>I seek opportunities for my future.</p> <p>I recognize my skills and limitations.</p>
Emotional Skills (Feeling)	<p>I can put myself in someone else's shoes.</p> <p>I respect and value myself and others.</p>	<p>I am persistent: learning is hard work.</p> <p>I overcome my frustrations and anger.</p> <p>I leave my comfort zone, opening myself up to new experiences.</p>	<p>I attend ready and willing, with the appropriate attitude and clothing.</p> <p>I work with consistency to achieve quality.</p>
Abilities and Actions (Doing)	<p>I use impeccable words.</p> <p>I align my values and my actions with integrity.</p> <p>I practice solidarity.</p>	<p>I achieve goals and commitments.</p> <p>I solve thorny conflicts and problems.</p> <p>I am flexible and change strategies for better results.</p> <p>I practice level communication.</p>	<p>I attend punctually every day.</p> <p>I manage my finances responsibly.</p> <p>I implement my rights and duties in a balanced fashion.</p> <p>I work in a team, providing the group with my contribution.</p>

Source: Author's adaption from "Evaluating Competencies, Behaviors and Attitudes for Resilience in Jovenes Constructores", 2015.



IV. WHAT SHOULD BE LEARNED?

Organization of the curriculum

Through understanding the competencies to be developed, the components and contents are broken down for their achievement. There are six components that are integrated to achieve youth leadership, which is the cross-cutting competency of the whole program.

In each component, it is important to identify the objective and the broad topics to be developed in the suggested time frame. The 25 basic program skills identified in the previous section will be reflected integrally in the components.

MAIN COMPONENTS OF TRAINING





Component	Life Skills
Objective	To develop healthy behavior in physical, psychological and social spheres, so that youth can identify and achieve their aspirations, satisfy needs and face their surroundings, while overcoming their traumas.
Description	Life Skills focus on interpersonal relationships with family and peers, personal development, fostering values and other fundamental soft skills for success. Gender relationships, sexuality and masculinity related to violence are also examined. One of the curricula to be implemented is “Are you ready?” with a cognitive behavior approach. Additionally, family relationships are strengthened through the Strong Families methodology.
Time	From 60 to 80 hours
Skills/Competencies to develop	<p>I am responsible for what happens in my life. I think critically, arriving at my own conclusions and decisions.</p> <p>Emotional skills: I can put myself in someone else’s shoes. I respect and value myself and others. I overcome my frustrations and anger.</p> <p>Abilities and actions: I use impeccable words. I solve thorny conflicts and problems. I attend punctually every day. I implement my rights and duties in a balanced fashion.</p>



Component	Work/ Job Skills
Objetivo	To develop necessary competencies for employability, so that youth can identify, apply, obtain and maintain a job in an autonomous way.
Description	<p>Preparing for the world of employment facilitates tools for obtaining and maintaining a decent job. This component entails the development of certain competencies so that each young person takes on the search for paid employment and can satisfactorily fulfill it; in other words, he or she can create a route for obtaining a decent job and present good job performance.</p> <p>Implementing this curriculum should consist of theory but mostly practice in writing up resumes, interviews and taking the polygraph test. Each of the topics must provide an employment rights and gender approach.</p>
Time	From 60 to 80 hours
Skills/Competencies to develop	<p>Habilidades cognitivas:</p> <p>Cognitive skills:</p> <p>I am responsible for what happens in my life.</p> <p>I think critically, arriving at my own conclusions and decisions.</p> <p>Emotional skills:</p> <p>I can put myself in someone else´s shoes.</p> <p>I respect and value myself and others.</p> <p>I overcome my frustrations and anger.</p> <p>Abilities and actions:</p> <p>I use impeccable words.</p> <p>I solve thorny conflicts and problems.</p> <p>I attend punctually every day.</p> <p>I implement my rights and duties in a balanced fashion.</p>



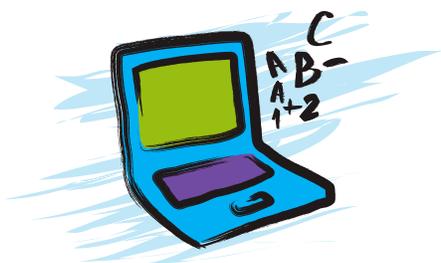
Component	Technical Training
Objective	Provide technical and vocational training that facilitates entering the labor market.
Description	This component consists of facilitating technical training for youth to have competencies and capacity for entering and performing in the job market. Training options are linked with existing jobs in partner companies that would be able to hire youth when they finish their training program. The training is developed according to the institutions that manage it.
Time	From 200 to 300 horas.
Skills/Competencies to develop	<p>Cognitive skills: I learn from my mistakes.</p> <p>Emotional skills: I am persistent: learning is hard work. I attend ready and willing, with the appropriate attitude and clothing. I work with consistency to achieve quality</p> <p>Abilities and actions: I am flexible and change strategies for better results. I practice level communication. I attend punctually every day.</p>



Component	Community Service/ Community Asset-building
Objective	Contribute to peaceful community relationships and leadership development of youth through the support of community needs and projects, putting into practice what has been learned in YB.
Description	<p>Practicing leadership through solidarity, service and other skills, in favor of generating concrete benefits for other and the environment.</p> <p>This component facilitates the space for recognizing community needs, approaching key actors and linking youth to the improvement or positive transformation of community relationships, emphasizing that each action can be shared and manifested through organization, resource distribution, integration and long-term sustainability.</p> <p>All the different activities carried out allow putting into practice each of the model's components and gaining work experience, integrated directly with the vocational and technical training.</p>
Time	From 100 to 150 hours, integrated with technical and vocational training.
Skills/Competencies to develop	<p>Cognitive skills:</p> <p>I prepare and plan.</p> <p>Emotional skills:</p> <p>I can put myself in someone else's shoes.</p> <p>I respect and value myself and others.</p> <p>I leave my comfort zone, opening myself up to new experiences.</p> <p>Abilities and actions:</p> <p>I align my values and my actions with integrity.</p> <p>I practice solidarity.</p> <p>I work in a team, providing the group with my contribution.</p>



Component	Entrepreneurship
Objective	To develop entrepreneurship competencies for the management of self-employment.
Description	<p>This component is implemented with all youth in a practical way, facilitating the experience of entrepreneurial challenges that generate reflection on the diverse steps and phases of entrepreneurship with the resources that each person has at his or her disposal.</p> <p>In seeking the positive practice of managing income, this component is linked to the Savings and Internal Lending Communities (SILC) methodology which allows each young person to save and generate income based on his or her entrepreneurship.</p>
Time	From 60 to 90 hours.
Skills/Competencies to develop	<p>Cognitive skills:</p> <ul style="list-style-type: none"> I learn from my mistakes. I am focused on the moment. I prepare and plan. I recognize my skills and limitations. <p>Emotional skills:</p> <ul style="list-style-type: none"> I leave my comfort zone, opening myself up to new experiences. <p>Abilities and actions:</p> <ul style="list-style-type: none"> I practice solidarity. I attend punctually every day. I manage my finances responsibly. I work in a team, providing the group with my contribution.



Component	ACADEMIC SKILLS FOR EMPLOYABILITY
Objective	<p>To strengthen reading, writing and logical math skills so that youth can be successful at work.</p> <p>To provide support and motivation for continuing formal education in different forms.</p>
Description	<p>This consists of support for returning to school and strengthening youth's basic education. It is particularly important to have solid math, reading and writing competencies, because experience has shown that success in other effective Job Skills depends on these. Specifically, number skills of adding, subtracting, dividing and multiplying must be developed as well as reading and writing skills linked to employment.</p> <p>Personal development is accompanied by an academic level improvement plan. It is important to obtain work experience and higher levels of preparation in formal studies related to the quality of employment and income that is expected.</p>
Time	From 20 to 200 hours.
Skills/Competencies to develop	<p>Cognitive skills:</p> <p>I think critically, arriving at my own conclusions and decisions.</p> <p>I seek opportunities for my future.</p> <p>I recognize my skills and limitations.</p> <p>Emotional skills:</p> <p>I am persistent: learning is hard work.</p> <p>I work with consistency to achieve quality.</p> <p>Abilities and actions:</p> <p>I use impeccable words.</p> <p>I am flexible and change strategies for better results.</p> <p>I attend punctually every day.</p>

The cross cutting theme of leadership is developed in each component with competencies and skills for taking on social transformation responsibilities. Leadership development orients youth to potential solutions or improvements in their personal life, family and community. They can come up with responses to situations such as economic need, gender inequality, and environmental destruction. The principle that each young person is a leader in training is promoted, and he or she should practice this leadership in his or her interpersonal relationships. Follow-up is given after the end of program con with advocacy activities and the Graduate Network.

Some of the strategies for strengthening leadership are:

- The use of leadership concepts and practices in different moments, with active participation of youth and development of autonomy.
- Keeping positive and reasonable expectations, through rituals and celebrating achievements.
- Promoting leadership skills in the community and family, willing attitudes and self-initiative.



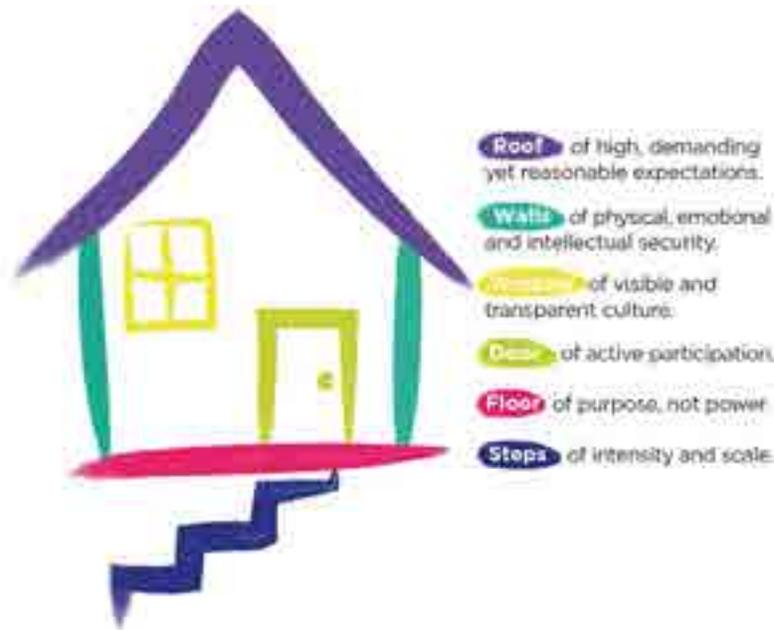


V. HOW TO MEDIATE?

Methodological Orientations

a. Pedagogical mediation. In consonance with the way we understand learning in the training process, the role and work of the facilitating team is very important in order to stimulate changes in youth. Facilitation is pedagogical mediation, in other words, providing support and guidance between what youth know and do not know. Mediation requires a permanent attitude of support and motivation, facilitation skills to guide learning, and positive and effective communication.

HOUSE OF RESILIENT CULTURE



The House of Resilient Culture represents six tools for mediating learning, as in ways that the facilitation or mediation gives support to youth, to achieve their goals in YB.

- 1. Purpose, not power or coercion:** Limits, rules and policies are set with clear purpose and a non-authoritarian leadership, rejecting the use of force as a mechanism to impose proposals on others.
- 2. Physical, emotional and mental security:** It is essential to ensure that the space for youth and program implementation staff guarantees their physical security, and at the same time, respects and creates an environment for intellectual or mental and emotional security.
- 3. High, demanding but reasonable expectations:** These must be clear and based on the aims of what is expected to be achieved in the youth, so that they can succeed at the beginning, during and after the program. Expectations should be linked to what participants will find in the employment world, so they can put their new habits and skills into practice.

4. Transparent and visible culture: This requires the adoption of a shared, and clear or transparent language, with symbols and images that help to create and project identity and a strong sense of belonging.

5. Active participation: All youth are invited to participate actively, so that their presence gives meaning to all aspects of the program.

6. Intensity and scale: The steps, the sequence and intensity from which culture, behaviors, skills, values and norms are created depend on the frequency (how often) and the scale (culture integration in the organizational and institutional hierarchy) from which all participate in the construction of all the components.

(Source: YB Implementation Manual, 2015).

b) Mediation/Facilitation Competencies. Mediating learning, therefore, requires a series of facilitation competencies, expressed in cognitive skills, feelings and ways of taking action. The following table presents the expected abilities for facilitators:

Table 2: Mediation/ Facilitation Competencies

 THINKING	 FEELING	 DOING
<ul style="list-style-type: none"> • Understanding of YB foundations. • Understanding of YB learning theory. • Critical context analysis. • Comprehension of the pedagogical mediator role. 	<ul style="list-style-type: none"> • Commitment to working with youth leaders. • Empathy, “feel with others”. • Respect. • Emotion management and self-esteem. • Persistence, motivation and consistency at work. 	<ul style="list-style-type: none"> • Mastery of active and constructivist methodologies. • Preparation and planning. • Effective communication skills in speaking and listening. • Strategies for meeting learners’ diverse needs. • Initiative for on-going training. • Personal leadership.

Source: Based on YB manuals.

c. General Methodological Guidelines. The way of understanding learning guides the methodology to be used in each component in order to achieve changes in thinking, feeling and doing. These methodological guidelines are based on popular education, the Mockingbird methodology and other learning approaches. Some of the key aspects to consider in facilitating YB learning is described as follows:

- **Motivation.** This a prerequisite for learning which can be fostered through attitudes, positive talk and the type of activities prepared by the facilitator. It is necessary to motivate throughout the whole session.
- **Previous knowledge.** This is also a previous condition for learning, so the activities should consider what youth already know, but also other knowledge that they can link with new knowledge.
- **Use of questions.** More than discourse, using questions is a way of motivating, generating previous

knowledge and building new knowledge. The key lies in not giving answers, rather eliciting answers from the group, using different kinds of questions. There are questions for basic comprehension, deepening understanding, generating and reflecting, closed and open questions. Good question management generates excellent results in constructing learning.

- **Reflection.** This is fundamental and occurs through questioning. Learning depends on reflection because it generates meaning and acquires commitment to change. Reflecting is a personal process, considered as deep thinking in order to understand something, and is motivated by surrounding persons and situations and encouraged by the facilitation.
- **Social and group spaces.** This is very important for learning; among other techniques, it is necessary

to organize the classroom to allow interaction and communication among all the participants. Group identity, sense of belonging and companionship must be worked on through the use of rituals. It is also important to work on equal gender relationships, in guaranteeing equal participation between men and women and re-orienting sexist jokes or comments.

- **Cognitive, meta-cognitive and socio-cognitive strategies from the Mockingbird methodology.**

These are designed to strengthen learning through academic, thinking and reasoning skills. Structure, external dialogue and cues are some of the strategies used.

- **Modeling and creation of experiences.** Each activity is an opportunity to model new ways of thinking, feeling and doing. Group games, case studies, dramas and skits, examples, short videos, discussions and many other techniques are spaces for experimenting and modeling, and with a well-directed reflection, generate learning. These are an intentional part of the methodology, not just for entertaining and making class more pleasant.

- **Autonomy.** Mediating generates autonomy and leadership in youth, as they take responsibility for their own learning and decision-making. The facilitator should not create dependency, that is, where the young person depends on someone else for his or her learning, doing homework and keeping goals.

- **A structured closing.** Active and reflective methodologies are very motivating and meaningful, but to complete learning, each session must reach a closing related to the objective of the session. The closing helps to form conclusions and consolidate meaning, which should be constructed by the whole group.

d. Planning Learning. To prepare for the training sessions, there are two basic planning instruments for learning: the global plan or schedule, and the daily plan. The global plan is necessary for determining topics in the available time slots and covering the skills in each component; it is drawn up by the team at each site. The daily plan is the detail of what is to be done in each session and it is written up by the facilitators. There are suggestions of formats in the appendices.

To begin planning, there are three important elements to be considered:

- **Determine the group's needs,** their characteristics, interests, motivations, previous experiences, etc. This information is collected in the YB enrollment process, the YB Challenge and is consolidated during the first days of program implementation. If there are youth who do not want to participate fully, they should not be obliged to do so, rather strategies applied to assist their adaptation.
- **Do a detailed analysis of the competencies and skills** to be achieved and the topics that must be presented, making decisions to modify and adjust them in and among the different components. It is better to do this analysis as a team, reflecting on the group's needs.
- **Take into account the conditions** of time, space and resources in planning. Facilitating 45- minute sessions is not the same as two-hour session, or in an open space versus a closed space or with large groups of participants. Co-facilitation can be used for large groups, for example.

The daily plan, in addition to defining objectives and contents for a session, should present a sequence of activities and how to assess learning. Sequence is important for the type of skills to be worked on and the

development of competencies, in accordance with how learning and the facilitator's role has been defined.

e. Teaching sequence. In planning, the teaching sequence or the order and type of activities are determined to assist learning. There are three basic moments established in the teaching sequence:

1. Experience: This is an initial process to activate previous knowledge, motivate and put learning in context. This can be done through a group dynamic, modeling, skit or another active activity that generates reflection as an experience in the moment or using previous experiences of the group. An essential part of working with experiences is reflecting and the use of questions and dialogue to process the topic.

2. Deepening learning: After experience, what follows is the presentation of the new content or skills to be learned. This can be through different ways, using cognitive, meta-cognitive and socio-cognitive strategies to fix learning. Deepening learning includes the key activity or development of a topic, as well as application or practice of an ability.

3. Consolidation: The final, closing stage seeks to consolidate and fix learning, building meaningful conclusions and giving structure to the new knowledge. It is the moment to summarize and visualize applying knowledge.

Upon finishing the session, the facilitator should take a few minutes to do a brief self-assessment reflection on processes and results to improve in the next session.





VI. HOW TO VERIFY LEARNING?

Learning assessment

What is learning assessment? Learning assessment is a complex concept with many approaches and ways to understand it. For YB, assessing learning in youth has specific characteristics upheld by the program goals and how learning is understood. Learning assessment is understood as:

- Valuing progress in acquiring competencies and their practice during the training process. This assessment can be qualitative or quantitative, providing significant value and recognizing changes that youth achieve.
- A continuous process in distinct moments – beginning, during and final – and with different purposes in each moment. At the beginning, assessment helps to know the group and their needs; during the process, a continuous evaluation provides information on improving the process; and the final assessment evaluates achievements.
- Assessment can be carried out by different agents; participants as well as facilitators make judgments on processes and achievements. Having distinct points of view allows to triangulate or establish veracity through coinciding view of several evaluators. Therefore, individual and collective reflection is very important in assessment.
- Assessment helps youth reorient their skills and facilitators to readjust their practice, incorporating changes in the program for better results. Without the aspect of improvement, assessment has very little meaning.

Planning assessment. As assessment is a complex process, it is very important to plan it in full detail. On a program level, there are specific moments for evaluating the core competencies; however, facilitators do constant assessment, at all times, of youth progress and the facilitation process. The basic elements to be defined in planning in regards to assessment are:

- What do I want to achieve, expressed in thinking, feeling and doing skills.

- How am I doing to observe learning or the type of activity that will help me witness the achievements.

Assessment will be carried out on two levels: in each component that makes up YB and on a general program level, with a final matrix that collects several inputs for a summative evaluation. This will be organized in three moments:

Table 3: YB Learning Assessment Moments

Moment	Program	Component
Initial	Co-assessment tool	Component rubric
During	Co- assessment tool or a consolidation of component rubrics. Interview, to review personal plan.	Formative process activities. Observation. Self-assessment.
Final	Final co- assessment tool. Triangulation of results. Assessment report.	Culminating activities. Component rubric.

Assessment tools. As described above, in YB learning is manifested in each person's thinking, feeling and doing, in his or her surroundings. The traditional ways of evaluating – such as written exams – are not relevant in YB, so here four ways to assess are described.

1. Global co-assessment tool. The competencies and expected achievements in the entire YB program are summarized in a tool that integrates all the input from each component to evaluate learning. It is called co-assessment because it considers the assessment of youth and facilitators, and a score of 80% must be achieved to pass the program. The tool evaluates the three core competencies and 25 skills that the YB program seeks to develop; they are assessed at the beginning of the program, at the halfway point and at the end.

It is important to pay attention to the way to apply the co-assessment. This can vary, but it is important to consider several general guidelines:

- Create a relaxed atmosphere, pleasant and with trust to apply the tool.
- Give clear instructions about the purpose and use of the tool.
- If possible, apply it in small groups or individually to properly support and accompany.

2. Component Rubric. A rubric will be developed for each component, which is correlated to the co-assessment tool. The rubrics will describe in detail the specific skills that will be strengthened in each component and broken down by domain (thinking, feeling, doing). These rubrics can be used as self-assessment and observation tools by the facilitators.

3. Formative process activities. There are other activities that provide input on the expected competency achievement at different moments of the training process. With these activities, the abilities of observation, dialogue and reflection with the youth are very important, to value each aspect.

- Written and oral activities in class give input for valuing the achievement of skills.
- Assigned tasks and practice.
- The Most Significant Change is a reflective group technique.
- The facilitator's observations, using an anecdotal record to document progress and difficulties.
- A structured interview with the family and/or community members to recognize achievements.
- An interview with the youth about his or her development in the component.
- Keeping a diary or journal, both youth and facilitators, on learning.

- Using portfolios or compiling evidences of learning in a folder or binder for assessment.

4. **Culminating activities.** Culminating activities are final integrated assessments to evaluate skills that are developed throughout the training program. They are organized in an integrated way among several components, in order to assess cognitive and emotional skills and actions that are found in the component rubrics.

Some examples of techniques are portfolios (a compilation of evidences of learning, like an album) or projects that are developed in several stages to present a final product. Additionally, expositions or oral defenses are an opportunity to demonstrate new skills. Discussion workshops and group reflections can also be a space for assessing achievements in the components.

Some examples of culminating activities and their relationship with the components are:

Table 4: Examples of Integrated Culminating Activities

Culminating Activities	Components to Asses
Portfolio, a compilation of evidences from the training process	A personal diary from Life Skills. Curriculum Vitae, presentation letter, etc. from Work/ Job Skills. A business plan or canvas from Entrepreneurship. Photographs, evidences and report on Community Service. And more....
Simulations or performance tests on the learned skills	The planning of different settings: applying for a job, starting a business, relating to others, etc., to carry out simulations or dramas for the correct development of each case.
Project and Demonstration Fairs	Business exhibits or vocational and technical skills with writing samples and use of reading, writing and math. Assessment of social-emotional skills in the exposition and defense of their work.
Final Integrated Project	The production in stages of a community service project with evidences of Life Skills, Work Skills, Education and other components.

The assessment of learning. All assessment activities should be documented and the results analyzed in the facilitating team to arrive at a final assessment. In this way, triangulation will be done to complete the assessment report, which will be filled out and reflected in the co-assessment tool. Triangulation consists in using different viewpoints to arrive at a global and accurate assessment of the youth’s achievements. In this case, the viewpoints should be the facilitators, the young person, and even his or her family, if it is possible to obtain their assessment.

The co-assessment, with input from each component, allows crossing and comparing different results to arrive at a global assessment. The final evaluation

report is based on the co-assessment tool plus the component rubrics, valuing each ability from different perspectives and with evidence from each component and the facilitators’ observations.

For special cases (youth who do not achieve the program’s approval score), it is important to recognize that not all the participants begin with the same possibilities for success due to their previous experiences and education. Therefore, each case should be analyzed carefully by the facilitator team with the young person to determine a final assessment of his or her achievements. But more important is to take timely measures to help him or her and overcome difficulties.

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Appendix

Appendix 1: Suggested Planning Formats

The format for planning is flexible, according to each facilitator’s preferences and style, but should have some common essential elements to reflect the YB learning approach, as described as follows:

Objective: Expresses the aims of the session in terms of learning (thinking, feeling, doing); it is not a description of what the facilitator will do. For example:

- Explain the resume format and use. (This is incorrect, because it expresses what the facilitator will do.
- Upon finishing the session, the young person will be able to identify and write up the different elements that should be included in his or her resume. (Correct, because it expresses what youth will learn).

Achievement Indicator: This is the observable part of learning and what is hoped to achieve in the session or activity, related to the objective. It reflects thoughts, feelings and actions that the participant should achieve. For example:

- The participant expresses expectations and fears about the job interview.
- The participant identifies steps for writing up his or her resume.
- The participant speaks clearly in a job interview.

Stage: This responds to the way learning is understood and where experience, deepening learning and consolidation activities are described.

Activity: The teaching sequence of the session or day is described, with the detail of all the activities to be done. To the side, resources, times, and persons in charge are provided.

Here are two suggestions of formats that contain these essential elements.

General Information				
Component:	Facilitator:			Date:
Objective/Achievement Indicators:				Time:
Development:				
Stage	Aims	Activity	Resources/ Person in charge	Time
Experience				
Deepening				
Consolidation				
Facilitator Self-assessment				
Achievements observed:				
Aspects to improve:				

General Information				
Component:		Facilitator:		Date:
Objective/Achievement Indicators:				Time:
Stage Development:				
Experience				
Achievement Indicator	Time	Activity	Resources	Person in Charge
Deepening				
Achievement Indicator	Time	Activity	Resources	Person in Charge
Consolidation				
Achievement Indicator	Time	Activity	Resources	Person in Charge
Facilitator Self-assessment				
Achievements observed:				
Aspects to Improve				

Appendix 2: Learning Communities

A learning community is a collaborative and dialectical approach to learning, in which each person learns from others. In the community aspect, learning happens among peers and horizontally, in a common physical space and/or with digital, on-line tools. In the learning aspect, there are no specific topics or syllabus, instead learning happens according to the community member's needs and experiences, with mutual support.

In YB, the learning community is made up of all the implementing associates and facilitators for mutual learning and knowledge management regarding the model's implementation. All experiences are valuable and can help others. As far as the facilitation of the curriculum, it is recommended to share:

- Relevant resources for implementation of each training component.
- Lesson plans that have been particularly successful.
- Specific experiences that demonstrate the program's achievement.
- Suggestions and comments to improve the curricular documents and process.

A tool, Edmodo (www.edmodo.com) is available as an on-line space for learning and sharing suggestions. In this site, each participant can register and request joining the YouthBuild group. It is important to dedicate time to become familiar with the on-line resources and share experiences and ideas through this digital media.

Appendix 3: The Monitoring and Validation Plan

A curriculum is a dynamic and flexible document, not a straightjacket. Therefore, it must be periodically reviewed and updated, according to the needs of the sites, to achieve better results.

Monitoring is understood as continuous support for verifying successful implementation and making adjustments on the way, while validation seeks to find curricular relevance and impact upon finishing the implementation of each stage. Both processes have formative aims, that is, for improving.

Moment	Time	Objective	Participants	Methodology
Initial Monitoring	During the first month of implementation	To support the beginning of the training and guide decision-making for successful implementation.	Site coordinators and facilitators. CRS technical assistants.	Visitas a la sede con una guía de seguimiento. Observación de sesiones y conversaciones reflexivas, tipo coaching.
Intermediate Monitoring	Halfway through implementation	To evaluate partial progress and make decisions for improvement.	Site coordinators and facilitators. CRS technical assistants.	Meetings to review the process at each site with a monitoring guide. Reflection, evaluation and decision-making.
Final Validation On-Site	At the end of each promotion	To evaluate YB training relevance and impact and agree on implementation improvements.	Site coordinators and facilitators. CRS technical assistants.	Validation workshop at each site based on specific criteria.
Group Validation	Each semester	To evaluate the relevance and impact of the YB training and improve its implementation and the curricular document framework.	Representatives from each site; CRS personnel.	Validation workshop among different sites based on specific criteria.

Appendix 4: Matrix of Competencies by Component

		COMPETENCIES				
		 VALUES FOR SUCCESS	 THE STEPS FOR OPPORTUNITY	 THE TOOLS FOR EMPLOYABILITY	 TECHNICAL/VOCATIONAL TRAINING	
		Applying universal values to achieve personal objectives and goals.	Taking advantage of existing conditions and creating alliances to grow personally and professionally to achieve a better future.	The capacity to look for, obtain and maintain a decent job, self-employment or other lawful economic income.	Gaining sufficient competencies and abilities in the area of technical training to enter the work force.	
 Cognitive Skills (Thinking)	I am responsible for what happens in my life.					
	I learn from my mistakes.					
		I think critically, arriving at my own conclusions and decisions.				
		I am focused on the moment.				
			I prepare and plan.			
			I seek opportunities for my future. I recognize my skills and limitations.			
 Emotional Skills (Feeling)	I can to put myself in someone else's shoes.					
	I respect and value myself and others.					
		I am persistent: learning is hard work.				
		I overcome my frustrations and anger.				
		I leave my comfort zone, opening myself up to new experiences.				
			I attend ready and willing, with the appropriate attitude and clothing. I work with consistency to achieve quality.			
 Abilities and Actions (Doing)	I practice solidarity.					
	I align my values and my actions with integrity.					
	I practice solidarity.					
		I achieve goals and commitments.				
		I solve thorny conflicts and problems.				
		I am flexible and change strategies for better results.				
		I practice level communication.				
			I attend punctually every day.			
			I manage my finances responsibly.			
		I implement my rights and duties in a balanced fashion. I work in a team, providing the group with my contribution.				

Appendix 5: Example of Component Rubric
Component Rubric
Life Skills

		This describes me always	This describes me most of the time	This describes me sometimes	Comments
Cognitive Skills (Thinking)	I am responsible for what happens in my life.	I reflect on the consequences before making a decision.	I make a decision and then think of the consequences.	I make decisions without thinking of the consequences for me or for others.	
	I take charge and take responsibility for what happens in my life, that of my family, the program, my community and job/business/school. I take action whenever necessary, before it is required of me, or circumstances obligate me to do so.	I value time and effort to involve others in collective decisions.	I know the purpose is important, but effort makes things easier.	Impose my opinion on others is easier than asking for opinions.	
		I can create vision for the future.	Sometimes I know what I want but have difficulty putting it into words.	It is too difficult to think long-term.	
	I think critically, arriving at my own conclusions and decisions.	I think about my actions before blaming others or luck when things turn out bad or good.	Sometimes I forget that I should act so things turn out like I want.	Others are the cause of what happens to me, luck helps things to turn out well.	
	Analizo experiencias e información y soy capaz de llegar a mis propias conclusiones, aun frente a la presión. Escucho opiniones de mis amigos o mi familia.	I learn from my experiences.	I want to be here, but I have good excuses not to attend.	Others are the cause of what happens to me, luck helps things to turn out well.	
		I listen to several versions before drawing conclusions about something.	Sometimes I listen to other versions but do not try to process information.	I draw conclusions before listening to all versions.	
Emotional Skills (Feeling)	I can put myself in someone else's shoes.	I can imagine and feel how the world is from another person's perspective.	I know others have feelings, but I don't pay attention to them.	I am only interested in satisfying my own desires and conveniences.	
	I can understand the world from someone else's point of view. I can put myself in someone else's shoes, even with people I do not agree with.	I interpret well others' reactions, emotions and opinions.	I know I should pay attention to body language, to words, tone of voices, posture, facial expression, etc.	It appears to me that others are annoyed with me, on a personal level.	
		I am capable of respecting others despite the differences we may have.	I know others thinking differently than I, but I'm still bothered by different opinions.	I don't like anyone who thinks differently than I.	
	I respect and value myself and others.	I recognize my weaknesses.	My weaknesses are a limitation but I don't identify them well.	Everyone around me only sees my weaknesses.	

		This describes me always	This describes me most of the time	This describes me sometimes	Comments
Emotional Skills (Feeling)	have an adequate self-esteem and esteem for others: I am confident in myself, and identify my qualities and achievements easily. Likewise, I respect others, even when the way they think is different than the way I do.	I respect my origins.	I respect my origins, but I'm embarrassed about where I'm from.	I don't know my personal history, it embarrasses me.	
		I identify changes or improvements that I need to make to achieve my goals.	It is difficult for me to identify changes or improvements that I need to make to achieve my goals.	If I need to change something in myself, I feel badly.	
	I overcome my frustrations and anger.	I find healthy ways to eliminate or overcome stress.	I identify sources of tension and stress in daily life.	Change scares me, but the only way I can express it is through anger.	
	I manage my anger, frustration, disappointment or other reactions of displeasure with others or society in a moderate or constructive way. I look for ways of expressing my emotions without hurting myself or others. I do not get stuck in my frustration, and I do not give-in to anger.	I seek to balance time for laughing, exercise, my family and other interests.	I know I should talk with someone, but sometimes I hide my feelings.	I feel like everything is out of control, but I don't ask for help.	
		I find healthy ways to relax my body and my mind.	I want to learn to relax. I know I cause damage to others when I can control myself.	I'm an angry person and I can be violent when I get angry.	
Abilities and Actions (Doing)	I use impeccable words	Others recognize how respectful I am.	My gestures and body show respect only when I'm in agreement.	When something bothers me, I act threatening and disrespectful.	
	My words are impeccable. My words have strength, and I must think about what I say and how I say it. I avoid backbiting. I watch for my words to have a good purpose, and not to damage others. I express my opinions, feelings, and needs with appropriate and respectful language, listening respectfully to others.	I give feedback to others about what they tell me.	I hear what others say, but I don't pay attention.	I don't listen to what others say.	
		I help to foster space for sharing doubts.	I don't start gossip but I contribute to it.	disclose information that I'm not sure about. I invent things.	

		This describes me always	This describes me most of the time	This describes me sometimes	Comments
Abilities and Actions (Doing)	I solve thorny conflicts and problems.	I take different viewpoints into account. I suggest options.	I wait to see how I am told to solve something.	I don't think it's important to solve anything, I can run from problems.	
	I develop strategies and tools that enable me to handle conflicts and problems in a positive, creative and flexible way, protecting myself and others. Facing conflict can be thorny and difficult, but it is necessary, and with the right strategies and tools, I can solve conflicts and problems with others.	I apply steps that allow me to navigate through different obstacles.	I sometimes repeat what I know doesn't work.	If I fail once, I don't try again.	
		I feel it is important to keep on trying.	I think it is important to learn from my mistakes.	Everything bad happens to me, I don't think I can have success.	
	I attend punctually every day.	I give notice if I'll be late due to unforeseen circumstances, I try to make up the time lost.	I have other priorities, but I try to be early.	I never tell anyone if I'm delayed.	
	I understand and meet the high expectations concerning attendance and punctuality. Arriving on time and every day is an important habit for any job, and shows respect for others. I have been on time for at least 80% of the time.	I sign my attendance responsibly before the hour.	I sign my attendance but after the agreed time.	I arrive late and forget to sign the attendance list.	
		Upon finishing recess, I collaborate with others so we can be ready.	I enter class after recess, but late.	Sometimes I don't come back to class after recess.	
	I implement my rights and duties in a balanced fashion.	I know what I should do and I try to fulfill it.	I have a good idea about my duties but it is difficult for me to meet them.	I'm not interesting in meeting my duties.	
	In my family, the program, and at work. I know my rights and duties in the program and the workplace; I know how to meet them, and exercise them correctly.	I have clarity about my rights and I know how to demand they are kept.	I know I have rights, but it isn't easy to demand them.	I don't believe I have rights that I can demand.	
		I try to fulfill obligations with family, work and school and do as I should.	It is good to keep obligations everywhere, but it's not always possible.	I cannot meet my duties everywhere.	



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