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Preparing Teen Girls to Enter the Workforce through a Job-Readiness Training Program in the Dominican Republic

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Preparing Teen Girls to Enter the Workforce through a Job-Readiness Training Program in the Dominican Republic

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PIM 72

Training Course-Linked Capstone: Training Design for Experiential Learning

A Capstone Paper submitted in partial fulfillment of the requirements for a Master
of Arts in Intercultural Service, Leadership and Management at the SIT Graduate
Institute
in Brattleboro, Vermont, USA

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Abstract

A recent shift has concentrated international community development efforts on women, many specifically aiming to work with adolescent women. This capstone explores the design, facilitation and potential developmental impact of a work-readiness training for teen girls in Cabarete, Dominican Republic. Such training comes with many challenges and possibilities for positive outcome. Methodologies and frameworks introduced through SIT courses aid in the examination of these challenges, the solutions used to transform them and possible preventative approaches. Tools gleaned from the spring SIT TDEL course, to which this capstone is linked, inspire the creation of the training. These tools are also used to document my personal growth as a trainer. Recommendations of possible future use of this training at the Mariposa Foundations and other like organizations offer and application of learnings, exploring possibilities for further community development.

I. Introduction

Background

There are an estimated 1.5 million non-government organizations (NGO's) operating in the US alone, and a growing number worldwide (US Department of State: Diplomacy in Action). Each of these organizations has its own focus, approach, vision, mission, and constituent groups. With a global interest in poverty alleviation and concern for basic human rights, these organizations, although they may follow the guidance of larger bilateral and governmental instructions such as the UN and USAID, can explore the impact of varied approaches to their work. The people or issues that organizations choose to focus on, and the approaches they use to do so, determine the intensity and longevity of their work and its impact.

Girls play an important role in development because their role in the family and community is uniquely influential. Although an increasing number of women are entering into the public sector, the salaries they earn do not account for the amount of unpaid work they do within the informal private sector (Green, 2012). Not only do women dedicate their unpaid time to the well-being of the community through work such as child care, education, elderly care, and home-keeping, but multiple World Bank studies have shown that women invest 90 percent of their earned income in their families. This can be compared to the 30-40 percent that men invest into their homes (US Department of State: Programs: Women's Fund). As caretakers, women form the future of their own children and the children they care for. They have the potential to heavily impact the thinking and lifestyles of their male partners and relatives through their choices. Their traditional roles as nurturers and emotional supporters make them educators

within their community. By investing in the personal and professional growth of adolescent girls, the community as a whole can reap the benefits that come from nurturing that potential.

One movement that has focused on the capacity girls hold for community development is the Girl Effect. This is a movement created by the Nike Foundation in collaboration with the United Nations Foundation and Coalition for Adolescent Girls (NoVo). Together with thousands of champions, they strive to leverage:

The unique potential of adolescent girls to end poverty for themselves, their families, their communities, their countries and the world. It's about making girls visible and changing their social and economic dynamics by providing them with specific, powerful and relevant resources (Girl Effect: About).

This, and other such campaigns, organizations, and movements, have made highly publicized efforts to call attention to the importance adolescent girls hold in global development and poverty alleviation and the barriers that keep them from reaching their potential.

The Mariposa Foundation

The Mariposa DR Foundation (MF) is a US and Dominican recognized non-profit operating in the beach town of Cabarete, Dominican Republic (DR). MF invests in girls and young women through the provision of health, educational, and emotional support. Under the guidance of The Girl Effect, MF programs aim to keep girls in school. MF participants have a safe, supportive environment to go to after school. There, girls can receive assistance that they may use to cross barriers such as medical issues, learning disabilities, cost of uniforms, and lack of community, which may otherwise keep them out of school. The longer a girl stays in school, the later she is likely to have children. She is also more likely to seek healthcare for herself and her child when and if she does become a parent (Girl Up: Learn).

MF participants, “Mariposas,” receive supplemental educational programs delivered through experiential learning approaches. These programs offer an opportunity to gain skills, knowledge, and awareness that they may not otherwise have access to. What the girls take from MF may later be used to obtain gainful employment, potentially investing that money back into their families and communities. The organization also hopes to deliver skills and knowledge that can be passed on to children, neighbors, and families and used to raise strong, healthy, well-educated children. By doing this, they reach their mission “to educate and empower girls to create sustainable solutions to end generational poverty” (Mariposa Foundation: Our Approach).

My Journey to SIT and Becoming a Trainer

I can thank a 60 Minutes episode on the mistreatment of girls in international orphanages for my interest in the global fight for the well-being of others, and respect of human rights. I was about 11 years old, and seeing footage of children suffering, for no reason other than their gender, launched me into a fit of interrogation of my mother. I wanted to know why it was happening, who else it happened to, and what I could do to change it when I grew up. She told me I could be a social worker, which I later pursued. When I learned how intricately social workers were woven into a system I was not sure I agreed with, I looked for a different route. I decided to study Social Justice. My awareness of global injustices, mistreatment, denial of human rights, and marginalization based on gender, age, and creed expanded tenfold. My first job out of college was an AmeriCorps position at The Literacy Network in Olympia, WA. There I began to learn how training can be used to promote community development and address the social injustices caused by the inefficiencies of the large mechanical system I had learned about.

I had spent a good portion of my senior year volunteering with The Literacy Network (TLN). I worked with a woman who had been a successful member of legislature and suffered an

aneurism which left her unable to read and barely able to speak. She could not get the help she needed from conventional educational options because she was not advanced enough for classes offered by the community college and was too old for tutoring offered by the school district. In my AmeriCorps position at TLN, I helped to recruit and train volunteers to become tutors and matched them with a fitting student. The trainings I assisted were led and designed by my supervisor, the Program Director and SIT alum. The adult and experiential learning approaches she used gave hundreds of generous volunteers the opportunity to gain competencies that could be used to serve learners who would otherwise fall to the sidelines. This showed me how an effective trainer can lend others the support they need to address issues that they and the trainer are passionate about. When TLN lost funding and closed during the last few months of my service term, I found comfort knowing that so many of the volunteer tutors would continue to use what they gained from the TLN trainings to serve a community that no longer had us as a resource.

With a peaked interest in education, I took the opportunity to spend the following year teaching English in Korea. Working and living in a culture so different than my own forced me to dramatically change my own cultural practices. This was uncomfortable at first, but my hard work did not go unrewarded. My students, friends, co-workers, and boss all made comments about how visible my adaption to the culture was. One neighborhood friend said, “you were the first person from the US I had ever talked to. Before I was too scared, and now you taught me that they can be nice and I want to talk to more.” (Personal conversation, 2008)

After teaching in Korea, and then Mexico, I felt that the little time I spent with the students I worked with was not enough to build significant relationships. I started my second term of AmeriCorps at a daytime drop-in center for homeless and street-dependent teens. As the

Resource Specialist, I was able to work with local service providers to set up educational workshops and support groups for the youth. I was eventually given the opportunity to design and facilitate my own workshops. The dramatic switch from working in a formal education system to a more participatory setting required a lot of personal reflection and adjustment. Learning from the facilitators of visiting service providers, I began to look at education as a form of empowerment where students could choose to participate.

I chose the SIT SLM degree because I wanted a program where I could incorporate and learn from all of my work experience and past education. I wanted to build international connections and learn what skills I needed to enter into a career that combined both my passion for education and for providing direct service to neglected communities. I had originally thought that the best way to do this was by going into NGO management and chose to focus on a concentration in Nonprofit Management. After the first semester I learned that with my skillset and interests, I would likely be more effective and satisfied if I continued working in direct service. Rather than management, leadership and administrative tasks, I chose to add a focus on training, looking at it as a tool of sustainable development. In interest of diversifying my coursework and settling on a manageable workload, I started by enrolling in the TDEL course to get a deeper handle on the basic foundations of training and Experiential Learning. Building my skills as a trainer would allow me to address the educational gap, which became so visible to me in my previous work.

Upon arriving at SIT, I began planning for the year to come, thinking right away about my practicum. During my first month at SIT, I found out about the Mariposa Foundation. The Dominican Republic was a place whose culture and history had always interested me. I loved MF's approach and welcomed the opportunity to work within a girl-centered organization. When

I contacted them, they sent me a job description requesting the design and implementation of a job-skills training for teen girls. I was surprised to find a practicum that so accurately combined my interests and previous experience. I chose my spring semester courses with my future at Mariposa in mind.

Influence of SIT Coursework

One SIT course that I found related most specifically to my career and interest in international development organizations and policies was the spring semester of Theory and Practice of Sustainable Development (TPSD). I felt this course was a great guide to anyone who hoped to work within non-profit and non-governmental organizations. Combining what was learned in this course with the content of the course Training Design for Experiential Learning (TDEL), I began to see how experiential and adult learning approaches could be highly effective tools for those working towards community development. These courses together guided my thoughts and practices during my work at my RPP site, including the design of the training my practicum entailed.

When enrolling for spring classes, my academic advisor suggested I take at least one theory and practice course. I chose TPSD because I felt it would reflect most on concepts that I would likely use in my future work. Sustainable development is, as defined by the 1987 Brundtland report, “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (as cited in Green, 2012, p. 455). During my undergraduate work, I was exposed to a lot of criticism of development programs. It was refreshing and hopeful to explore theories and approaches to development that aimed to resolve those criticisms and considered all possible outcomes of their work. One of the main concepts I took away was the need for constituent involvement in the design and implementation of

development programs. Programs that did not directly reflect the ideas and cultures of the communities they served were not sustainable and were compromising the ability of future generations to meet their own needs (Green, 2012). One approach learned in TDEL, the needs assessment, allows facilitators to include participant input, giving them a say in program design. Trainers learn the needs and expectations of the organization, and participants and can begin planning the details of the training (Barbazette, 2006).

I enrolled for the TDEL course knowing that I would be designing a training in my practicum. My goal was to be better prepared for my work in Cabarete, with a tool-belt of activities and approaches to pull from. The end result was an awareness of the amount of growth I still needed as a trainer. Readings, activities, and assignments that explored and practiced adult learning & experiential learning approaches gave me a much deeper concept of the skills and knowledge an effective trainer may possess. Through this new knowledge, my attitude towards training was also shifting into a place of growth.

I had the opportunity to use the coursework to guide my design of an original structured activity, preparation and facilitation of a training technique, and the deep analysis of our group design and facilitation of a three hour training. For the three hour final group training, I was fortunate enough to be paired with colleagues interested in designing a job skills training for teens. We based this training on the work I planned to do with MF and I was able to use much of what we designed in my actual training for MF. The course did not leave me feeling prepared to train professionally. It did, rather, allow me to understand how much growth I had ahead of me as a trainer, and an indication of some of the competency areas that required the most growth.

Description of Work at RPP Site

My position at MF was described as being responsible for the creation, implementation,

and monitoring & evaluation of a job skills training program which would be integral in ensuring the sustainability of the organization (Lawson & Suriel, 2013). Although my primary duty at MF was the design & implementation of the job skills training, my job beyond that has primarily entailed working with the oldest Mariposa participants. This was originally intended to be a partial case management position, which included updating files and lending support to the participants ages 14-18. Because constrictions such as my lack of knowledge of the Dominican educational system, I concentrated mostly on programming and technology, maintaining donated computers and instructing computer classes.

My work at the MF and analysis of that work has been driven by the coursework from the SIT TDEL course I took last spring. This paper will examine the intentions and influences behind my design and implementation of a job readiness training program for MF teen participants ages 14-19. Training design and facilitation methods will be analyzed using theoretical frameworks taken from course materials and research. Contributing environmental concepts will be explored through reflection of materials taken from other SIT courses and additional research. It will also include a broader analysis of how this training, in the future, if properly adjusted and developed, could be used as a tool for development in the Cabarete community and beyond.

II. Methodologies and Conceptual Frameworks

To use as tools in the analysis of the facilitation and design of the training, I chose four interrelated conceptual frameworks and methodologies. My choice in frameworks was inspired by the needs of the MF and my desire to put SIT coursework and my personal research into practice. Most importantly, they would guide me in reflecting on what I learned from the experience. This RPP is, after all, an example of how these frameworks can be used to give

students a positive and effective learning experience they will retain, apply to real life experience, and continue to learn from.

Experiential Learning

Most notable in the RPP process and perhaps one of the most up and coming terms in education is “experiential learning” or “experiential education.” Although these terms tend to be defined differently, depending on the environment, organization, or institution, they often center on the concept of hands-on, engaging activities in the classroom or learning environment, or field work experiences (Wurdinger, 2005). Of the many definitions of the term, I chose the following explanation to adhere to: “Experiential learning occurs when a person engages in an activity, looks back at the activity critically, draws a useful insight (or insights) from the analysis, and puts the result to work through a change in behavior” (Wurdinger, 2006, p. 8). Although a structured activity can be used as a primary experience to learn from, the experiential learning process requires reflection on that experience. An intentionally planned pattern of inquiry processes and analyzes the experience and identifies what was learned. Pfeiffer and Jones’ (1994) cycle uses five stages by which processing questions can be guided. These five stages are adapted from Kolb’s Experiential Learning Cycle model (1984), which is at the foundation of most experiential learning models (Wurdinger, 2005).

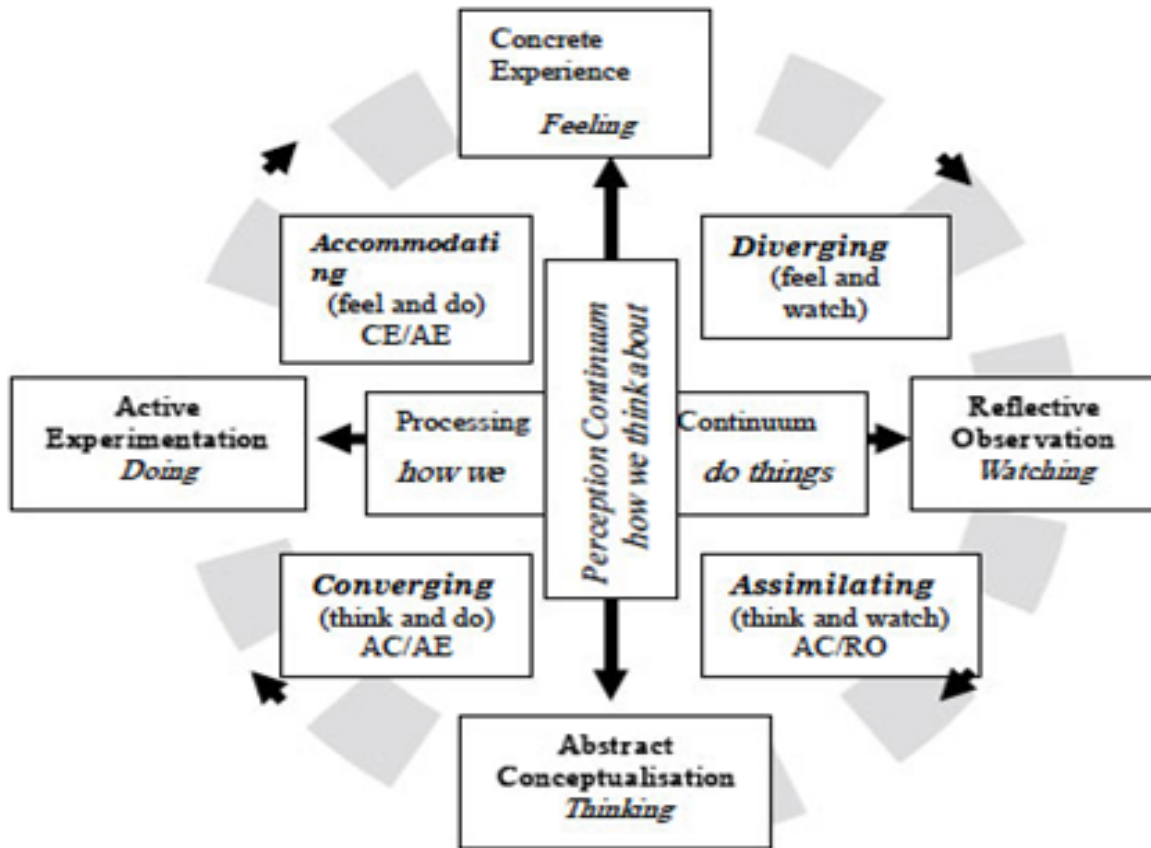


Figure 1. Kolb's Experiential Learning (Threton and Walter, 2009)

Kolb's model focuses on a cycle containing four learning modes. They are concrete experience, reflective observation, abstract conceptualization and active experimentation. Kolb then divides this cycle by drawing two linear dimensions. The first dimension, labeled the processing continuum by McCarthy (1980,1990,) represents how we experience. It runs horizontally and begins with the active experimentation of events on the far left and ends in reflective observation on the right. As demonstrated in Figure 1 above, the second, perception continuum, represents our thought process and runs vertically, moving from abstract conceptualization on the bottom to concrete experience at the top. When these two dimensions cross, four quadrants are formed; they expose Kolb's four learning styles: Diverger, Assimilator,

Converger and Accommodator.

The four learning styles describe the perception and processing of each type of learner according to the two dimensions. The Diverger, for example, interprets through concrete experience and processes through reflective observation while the Assimilator perceives through abstract conceptualization and process through reflective observation. McCarthy (1980,1990) later adapted these styles, calling them Imaginative, Analytic, Common Sense, and Dynamic Learners (as cited in Brooks-Harris and Stock-Ward, 1999). I find McCarthy's names to be more applicable to each style and easier to remember and separate from one another. For that reason, this paper will refer to the learning styles according to names given by McCarthy.

Motivation

A key element in keeping the Experiential Learning Cycle in motion is maintaining the level of motivation, particularly intrinsic motivation. To obtain intrinsic motivation – motivation generated by internal interests – a training, workshop or class must focus on the learners' perspectives. By creating a cohesive, harmonious training or workshop where all elements flow well together, the likelihood of evoking and maintaining intrinsic motivation increases. To reflect upon the motivational methods used in Mariposa's Job Skills Workshop, I will use the Motivational Framework for Culturally Responsive Teaching (Wlodkowski and Ginsberg, 1995). This framework adopts the notion that motivation and culture are interconnected and cannot be separated (Wlodkowski, 1997). A person's culture represents a way of thinking, feeling, and behaving, and is sprouted from deep values and symbols driven by a person's surroundings, the greater society's ideas, as well as that person's cultural group or social identity (Tirmizi, 2008). A person's social identity may include such dimensions as family, community, nationality, 'race,' ethnicity, age, religion, physical and mental ability, sexual orientation, socio-economic

class, educational level, and language & accent (Halverson, 2008).

Because emotions are socialized through culture, a learner may find an element of a workshop or training makes them uncomfortable or limits them based on their social identity. Such an occurrence will likely lower a learner's motivation and interfere with the effectiveness of the experiential learning process. Because the learners I am working with come from diverse social and cultural backgrounds, all different from my own, it is important to acknowledge student identities as an element of motivation. This can be done through the framework's four motivational conditions: establishing inclusion, developing attitude, enhancing meaning, and engendering competence (Wlodkowski, 1997). I will use these four conditions to examine how, during my training facilitation and design processes, motivation was generated and maintained.

Unfreezing/Refreezing

Once a learner is motivated and engaged in the content, individual or group change must be reached for content to be taken outside of the learning environment and applied to the participants' lives. Kurt Lewin's three step model (1947) offers insight on how individual, group, or organizational change can be engendered. His model is comprised of the following steps: *unfreezing*, *changing*, and *refreezing*. In order for information to be unlearned and new information stored in its place, the learner must first meet a catalyst that shakes their "equilibrium," or forces that determine their behavior (Burnes, 2004). This is the *unfreezing* stage, where a person experiences tension and feels the need to change. The learner then reaches the *changing* phase where Lewin explains the learners themselves feel the need or another person has told them to change (Golenbiewski, TDEL CP 2013). The *changing* phase is often also referred as the *moving* phase, noting that although *unfreezing* generates motivation, it "does not necessarily control or predict the direction" Schein, 1996 (as cited in Burnes, 2004). Learners

can move in either direction, moving towards change, or away from it. In the final, *refreezing* stage, the individual or group of learners is stabilized, having adopted new behaviors. To sustain this change, group norms and behavior must also be adapted within the context of the learning space (Burnes, 2004).

Competency Based Learning (KLAAS)

A critical goal of the experiential learning process is participant growth in one or more of the following competencies: knowledge, language, awareness, attitude and skills (KLAAS) (Pfeiffer, 1994). As suggested in the title, “Job Skills Training,” my intention was for participants to gain hard, physical skills such as accounting and food handling (although in the end, that was not the primary focus of the training). It was also an intention for participants to explore language associated with relevant job fields and the general pursuit and maintenance of employment. In my research I found that what would be a more important outcome of the training was an attitudinal change.

In a culture where many women work at home, as the *ama de casa* (housewife), I felt that it was necessary to measure and approach participants’ interest in working in the formal sector in general. More specifically, because of the desired outcomes indicated by MF administration, I sought to measure participant interest in working at MF. It was my intention that participants would leave the training feeling excited about future employment opportunities and the job seeking process.

III. Training Design

Training Philosophy

There are two elements that are of great importance to me as a trainer that best mark my training philosophy and chosen methods. The first is maintaining my role as a facilitator.

Facilitation is a critical component of the experiential learning process, as it is vital to both the creation of experience and the guidance of learners through the reflection of that experience (Wurdinger, 2005). While traditional education requires subject matter experts (SME), who share information they know well, experiential learning utilizes facilitators. “A workshop facilitator can stretch beyond the expert role by also encouraging learning between and among participants, as well as through participatory experience” (Brooks-Harris & Sock-Ward, 1999, p. 7). A facilitator’s job, stemming from the Latin root word *facile* (to make things easy), is to make it easy for learners to overcome challenges, seek causes, and propose & implement solutions (Wurdinger, 2005).

The second contributing component of my training philosophy is designing and conducting a training that holds purpose and significance to the participants and the organization they embody. Conducting and utilizing needs assessment is a critical part of this. Being open and responding to participant feedback also insures relevance in a workshop. My dedication to relevance and maintaining a role as a facilitator forms the values by which I have thought and behaved in both the design and implementation of the Mariposa Job Skills Training. Through this philosophy, I seek the emergence of dialogue and shift of roles, in which the training becomes a product of participants rather than the facilitator. Driven by a facilitation method that encourages independent thought and growth, I hope that participants move from a position of receivers of information to engaged teachers as their learning process develops.

Youth Development Approaches

Programs geared towards adolescents are typically designed by adults without direct youth input and hold a negative view of adolescents. In *The Rationale for Recreation Services for Youth: An Evidenced Based Approach* (2010), Witt and Caldwell point out that adolescent

and youth-g geared programs often seek to solve “problems” youth have. Witt and Caldwell categorize approaches using this outlook as following “deficit-based models” that focus on the conceptualization of problems, rather than support youth (Caldwell & Witt, 2010). In my experience working with youth, this model was evident in the way youth were referred to programs based on which problems they faced. Youth with legal problems, for example, went to one program while youth with behavioral issues were referred to another program. Those programs aimed to solve “problems” youth had, rather than utilize them as resources. Positive youth development is a term commonly used that is “based on the premise that youth are resources to be developed” (Ferrari, Arnette & Graham, 2008, p. 3). Youth are viewed as having their own knowledge to contribute and as experts on their own experiences. An important element of the training design and analysis was recognizing and adjusting my own view of adolescents and noting how the training reflected this view.

There were various aspects of the training design that enveloped core ideas of positive youth development. Experiential learning approaches, for example, recognize youth participants as resources, honoring their experiences by bringing them in the classroom to learn from. The recognition of youth potential was a major focus that behind the competencies highlighted in workshop purpose and goals. The intention was to identify interests and open youth participants to tools they may later use to pursue those interests and practice skills. Through the use of these approaches, the design avoided generalizations that view participants as being “at risk” of problems such as teen pregnancy, prostitution, and school “drop-outs.” It instead focused on methods and techniques used to recognize the youths’ skills and build on their potential to positively contribute to their community’s development and sustainability.

Incorporating youth experiences in conversations and activities, including youth feedback

in the training design process, and the use of experiential learning are all examples of positive youth development approaches used through the training design process. One specific example of this occurred during the second workshop section “Getting Started,” when participants were asked to share real life experiences of people in their lives who found work and explain the steps they took to get there. Participants got very excited to share and the level of participation rose. Valuing the experience and knowledge of youth as a resource in the training connected them to the content and generated motivation.

Historical Background

Relationship between the US and DR

Amalia Cabezas, Cuban American researcher, worked as a tour guide in the Caribbean to get a closer perspective to fuel her book, *Economy of Desire: Sex and Tourism in Cuba and the Dominican Republic* (2009), on the prostitution and sex tourism industry in the DR and Cuba. She introduces the general industry of tourism in the DR by examining the long-standing relationship between the DR and the US. Beginning in the early 20th century, when the DR entered into a receivership agreement with the US as repayment for a \$295 million dollar loan, the two countries have since held a dependent relationship where the Caribbean island state remains on the subordinate end. Soon after this agreement, Rafael Trujillo, a US trained Lieutenant, rose to power with US support, which gave the US a new dominance over Dominican affairs.

The primary crop connecting the DR economically to the US during at this time was sugar. Sugar crops soon became privatized and maintained by US firms. This marked the welcoming of the presence of US and multinational corporations, national debt, and general economic & political presence of US forces. It was those forces, along with the decline of the

sugar industry in the 1980's, that gave birth to the tourism industry. With the financial and logistical support of the World Bank and Inter-American Development bank, the DR sought to recover from debt through the development of the tourism industry. In 1997, half the country's total foreign exchange could be attributed to tourism (Cabeza, 2009). In 2010, the DR saw 4.2 billion dollars from tourism and the industry made up for 8.2 percent of the country's GDP (Bamrud, 2011).

Noting that US Americans have historically held roles controlling major programs, industries and changes within the DR in the interest of economic, political and personal gain for US colonizers, I was careful that my presence not follow this mold. In Marianne Gronemeyer's *Helping* (1992), she analyzes how development efforts and globalization have changed the idea of helping, describing a polarization of power, perpetuated through the use of words attached to the action of helping. The US's economic power over the DR throughout history lends itself to words such as "teaching", "providing" and "empowering" to create and us and them, rather than a single team working towards sustainable change.

Using approaches such as following carefully chosen methodology, frameworks, and design methods, I sought to design a training that remained participant centered. By using methods such as Experiential Learning, for example, I aimed to avoid *helping words* such as "teaching" that created a divide and perpetuated the historical relationship of colonization and US exploitation of the DR. I instead focused on words such as "facilitation" that recognized learners as valuable contributors to the learning process. By doing this, I hoped to avoid the development of a giver and receiver dynamic with participants and create a unified team where all members participated and moved towards community and organizational change.

Tourism as a Job Primary Job Market

Cabarete is not only home to beautiful beaches, but is also a popular destination for water sport athletes. Kitesurfing (or kiteboarding), which is growing in global popularity, attracts short-term tourists and long-term residents. Kiteboarding consists of surf-style boards that use high-flying kites to catch wind that carries them across calm waters. Kiteboarding is the most popular sport in Cabarete and provides many jobs, mostly to men and boys. Surfing and windsurfing also have highly active job markets here.

Most jobs in the Cabarete area that are not directly related to water sports are associated with tourism, hospitality, and related work. Due to a lack in educational resources, local community members often hold lower income generating jobs. These jobs are also dependent on the tourism industry, just like the others. Men unable to find more desirable jobs in hotels and restaurants, for example, often find work such as driving *moto-conchos* (motorcycle taxis) or working long hours as security guards. Women work as nannies, cleaning ladies in homes & businesses, and in small stores. Although Sosua – Cabarete’s neighbor to the West – is well-known in the DR for its sex-trade industry, the business also holds a visible presence in the town of Cabarete. In *What’s Love Got to Do with It?: Transnational Desires and Sex Tourism in the Dominican Republic* (2004), Denise Brennan explains how economic controls from outside forces such as the IMF left women who were acting as sole providers for dependents with limited options. Low paying wages mandated by structural adjustment policies (SAP’s) of the 1980’s and 1990’s did not offer enough income to support a family with. The tourism industry and foreigners brought in by it offered struggling women a more profitable resource (Brennan,2004).

Both Cabeza and Brennan found in their research that prostitution in the DR and much of the Caribbean exists on a vague spectrum. This spectrum includes the direct sale of sexual acts

for money as well as the engagement in casual or serious relationships with the intention of getting material or financial gains. These gains include money, payment of bills, gifts, or meals, or an entrance visa to a Northern or “developed” nation. As both these authors also point out, the business practice is so vague because it often involves sincere feelings and romantic attraction. In the Cabarete community, practices such as prostitution and engaging in romantic relationships in pursuit of financial gain are sources of income widely spoken about within the local community.

Visiting job sites during “Mobile Job Fair”, before the training began, I went with participants to a local female lawyer’s office. The girls all seemed very impressed with the stylish office and clothes of the lawyer and her employees. The question was asked if the lawyer had married a foreigner. She explained that she had, but her husband was terminally ill and if she had not had her own career and financial independence, she would be unable to support both herself and her husband during this hard time. The MF psychologist was present and used the opportunity to talk to the girls about the consequences of planning to “marry foreigners” as a primary source of income and the importance to have independent income.

Although it was not my intention this training aim to directly prevent the engagement in prostitution, sex tourism, or relationships on this spectrum, this is one incident that contributed to the workshop’s focus on attitude as a primary competency. Knowing that marriage or engagement in intimate relations as a source of income may be a current or future consideration of participants; I felt it would be effective to focus on activities and approaches that shifted attitudes. Focusing on a positive youth development approach, I aimed to shine light on youth potential as resources for their communities, rather than focus on “prevention” of the “problem” of prostitution and financially gainful relationships.

The “A Day in the Future” guided imagery (Appendix B), for example, allowed participants the opportunity to imagine themselves as financially independent employees. By encouraging participants to see themselves as future employees or entrepreneurs, I hoped they would become more interested in the training material, not dismissing formal employment or business ownership as an option second to marriage. It was also a hope that by seeing themselves as employable people, participants may move towards feeling like they have more options of ways to earn a livable income. It was a hope that from this, participants would avoid feeling “forced” into marriage, relationships or prostitution due to a perceived lack of options.

Participant Description

Mariposas range from ages 8 to 19. Participants are first chosen based on neighborhood. Although some neighborhoods may have higher rates of poverty than others, this does not factor into the MF process of selecting whom to serve, as much as the connections the organization has with specific neighborhoods and the families in them does. The organization began in 2009 by connecting with a few girls, who then recommended sisters or friends. As the program got bigger, new girls with connections to the organization outside of other participants were invited. Mariposa found that girls who had family or neighbors in MF programs had higher attendance. When accepting new participants, they first accept the girls who are connected to the program, and then those whose parents put them on the MF waiting list. The psychologist then interviews family members to verify that applicants are within the correct age range and have a family that supports their attendance of MF programs.

MF also noticed that participants who started at a young age and grew while attending programs were more accepting to new participants, and less susceptible to racial (Dominican-Haitian) tension. For this reason, MF stopped accepting new participants past the age of 12. As a

result, participants in my training, for the most part, have been in the program and have known each other for a number of years. Most already had relationships with each other.

The Mariposa Foundation suggested I design and conduct my training for the oldest participants, beginning at age 14 and ending with their oldest, age 19. They gave me a list of names of the 25 oldest girls and said they would be my participants. The number quickly dropped to 21 before the start of the training. With a few girls opting in, and some opting out, the number stayed at 21 in total, with two 13 year old members added. The MF programs are divided into two sections, morning and afternoon, according to school schedules. Because most of the girls attended high school in the morning and MF programs in the afternoon, the morning group was much smaller with only three participants, which allowed for a more intimate training setting. The afternoon participants were divided into two groups: girls aged 14-15 and girls 15-18. One of the afternoon groups started with eleven participants and the other had seven. In the end, the younger group expanded to sixteen participants, including the two who were 13 years old, while the older group fell to only three as participants began working or stopped attending for other reasons.

One participant dynamic that greatly affected the training, specifically the attendance, was employment of participants. Many participants found employment during the training period or already had employment in jobs such as lottery ticket stands, hair and nail salons, and babysitting. Because of these jobs, some girls had to stop participating in MF programs. Other girls were connected to jobs and training programs within the organization and outside of it by myself or MF administration. Some of these girls, especially those working within the organization, were able to adjust their work schedule to work with me personally outside of the training and take part in a few other MF programs. Though jobs were the main reason for a drop

in participation, some participants were forced to move too far away to attend programs. This phenomenon pertained especially to a few girls who had been living in a community established in an abandoned building and were forced out by the bank who owned it.

Needs Assessment

According to Barbazette (2006), “a needs assessment is the process of collecting information about an implied or expressed organizational need that could be met by a training” (p. 5). Trainers typically conduct a needs assessment to answer basics about the training: why, who, what, where and when (Barbazette, 2006, p.5). I also planned to use the needs assessment as a means to get to know participants better. By asking questions about interests, skills, and personal goals, I was able to get a better idea of how individual participants may come together to form the group.

Of the four motivational frameworks for Culturally Responsive Teaching (1995) listed above in Section II of this paper, the needs assessment allowed me to achieve most specifically *establishing inclusion* and *developing attitude*. During the needs assessment, when I asked participants directly what their interests, goals and desired outcomes of the workshop were, I saw a growing interest in the training and its content. When I reminded participants throughout the training that their voice was considered in the design, dwindling participation visibly re-energized, even if it was by a small amount. The needs assessment guaranteed personal relevance, providing a jumping off point for *developing attitude*. The individual interviews also did this by giving me a chance to talk one-on-one with participants so that they could feel more comfortable with the training content and working with me. Considering participant input in the training design helped prove my respect for participants and commitment to their inclusion in the training direction, *establishing inclusion* (Wlodkowski, 1997).

The needs assessment process began during the design of my TDEL final group project, “Leaving the Cocoon: Preparing for Entering into the Workforce”. Since the training was based on my upcoming work with MF, we contacted both the Director and Associate Director who agreed to answer interview questions. The interview with the staff members at Mariposa explored some of the general needs and hopes of the current participants. Researching and considering historical and cultural background information was also a form of exploring local community needs. Being familiar with local context guided me in the design and facilitation of the needs assessment interview. I was, for example, aware of local dependency on jobs surrounding the tourism industry, and the potential for participants to be employed in this field. When asking what kinds of job opportunities they would like to pursue, I was able to offer participants ideas of options. Understanding the greater context of tourism and the level to which the country as a whole depends on it helped me to understand the need for introduction to jobs both within this industry, and those outside of it that may otherwise be overlooked. The next step of my needs assessment process was to conduct a formal needs assessment via oral interview with each participant in Spanish. Individual interviews offered a single option for all literacy levels. The form used for these interviews can be viewed in Appendix A.

How I used the Needs Assessment

Needs assessments are a three-phase way of collecting data including collection, analysis, and creation of the training plan (Barbazette, 2006). After collecting the information from participants and administration, I began to analyze the data. I was able to put data collected into charts and use them in a presentation (located in Appendix A) that I gave to staff and participants about a week before the training. The presentation familiarized the entire organization with the work I planned to do and was presented again in the first section of the training, as many of the participants did not attend the first presentation. I found the needs assessment to be vital in the

creation of the purpose, goals, objectives, and overall design of the training. I referred back to it many times during the training design. When making changes to the training, the assessment helped me stay on track, and reminded me what participants had indicated their skill levels, interests, and needs be. If I were ever asked to do a training again, I would feel very comfortable using a formal needs assessment.

Design Inspiration

My research and time in Cabarete before the training provided guidance in the design process. Combined with information gained from the needs assessment and conversations with MF administration and staff, I was able to identify some needs in the local community that could be met through the requested training. Preparing Mariposas for entering into the workforce, training them to be effective members of the staff team, and increasing organizational sustainability were some immediate focuses. Larger-scale focuses considered in training design were the inclusion of women in the greater job market as well as transitioning teens into roles as active members of the community.

From Poverty to Power (Green, 2012), the chosen text for last spring's Theory and Practice in Sustainable Development course examines the state of poverty faced by nations in the Global South and explores solutions to the unequal distribution of power that causes suffering. Green (2012) notes that the exclusion of women from jobs wastes the talent they hold. Through the job skills training, I hope to encourage young female participants to cultivate their talents and eventually open them to a job market where they can put those talents to use.

Though not attainable in a 7 week training, a long term outcome of a job skills training for Mariposa is the creation of a network of employable young women, known for the skills they acquired while at MF. Organizations like MF, working in small communities on a fairly large

scale, receive positive recognition for their work. If the training continues to be developed and adjusted, through time, MF's prestige can help the girls to be recognized for their skills as employees. Jobs will open for participants as they set higher expectations for themselves as well as other girls and women in the community.

Green (2012) also points out, "in developing countries with rapidly growing populations, new generations of youth are not being incorporated into the world of work" (p. 156). Even with a reduction in birth rates in recent years, the DR still sees a 1.28 percent population growth rate, which is notable considering its size and in comparison to the US at a .7 percent growth rate (World Bank; Population Growth). With a raised likelihood and pressure for Mariposas to enter the work world, I looked at the needs assessment to determine how I could offer a training that would best prepare them for the shift into employment. What I felt would be most effective was, as previously mentioned, the progress in attitude towards employment, job seeking, and the idea of earning an income.

Workshop Intentions: Purposes, goals, and objectives

By using the information gained from the Needs Assessment, I followed the *Competency Based Learning Framework* to determine the content to be covered and what competencies are intended to be gained by workshop participants. With this information I crafted purposes, goals, and objective for the workshop and individual sections. Below are the purpose, goals, and objectives for the overall workshop and the three sections from which this capstone is pulling data for its analysis.

Job Skills Training Workshop

Intended Outcomes

Purpose: To introduce teen Mariposa participants to knowledge, language and skills necessary to enter job fields available to them and generate positive attitudes towards the job-seeking process.

Goal 1: To increase awareness and enthusiasm about potential career options.

Objective: To develop students' confidence in their ability to find gainful employment within their community.

Goal 2: To expand basic knowledge and skills of job hunting

Objectives: To enhance useful language around job searching and potential employment fields

Section One: Introduction to Mariposa Job Skills Training program

Intended Outcomes

Purpose: To facilitate a space for teens to think about career fields and provide them with the language necessary to approach jobs in those fields.

Goal: Participants feel comfortable tackling subject matter around entering the job market.

Objective: Participants are enthusiastic about the workshop to come and familiar with material that will be covered throughout the training.

The intention of the first session of the workshop was primarily to generate comfort with the idea of talking about entering the job field and engaging in a seven week program on the topic. Attitude and comfort levels were important, as this can often be an intimidating topic for teens, causing them to put up a wall. For this reason, the *unfreezing* process was an important element in the workshop and a primary intention of the first session.

Section Two: Getting Started

Intended Outcomes

Purpose: To introduce participants to language necessary for finding a job and the processes needed to put that language to use.

Goal: Participants gain an understanding of the process needed to find a job and feel positive and excited about it.

Objective: To encourage participants to reflect on real life experiences and bring about awareness of how lesson vocabulary can be applied to find work in the Cabarete.

Section Ten: Teaching Tourists

Intended Outcomes

Purpose: To stimulate awareness of the availability of careers in the Cabarete community that allow participants to work in fields which interest them and use both athletic and academic skills while taking advantage of the community's prevalence of tourists.

Goal: To allow participants a chance to gain knowledge of what kinds of instructional jobs are available in their community, what work they entail, and what kind of people work in them.

Objective 1: Participants are exposed to information detailing the daily tasks and general work of jobs teaching and instructing tourists in the fields of both language and water sports.

Objective 2: Participants explore educational paths, skill development and preparation that could lead them to a career instructing tourists in Cabarete.

As seen in the presentation in Appendix A, one of the interests most commonly expressed in the needs assessment was English, or learning English. Other participants indicated their interests in instructed sports such as kiteboarding, surfing, and jujitsu and desire to study and work in education, language instruction and tourism. Several said they would like to teach classes to younger Mariposa participants in swimming, English and water sports. Considering the prevalence of and dependency on the tourism industry, I saw instruction to be a career that capitalized on the country's primary industry while offering positions relevant to interests

expressed by participants. Although many participants are aware of instruction opportunities in water sports, I thought they might be interested in learning more about those and other positions that involve teaching to tourists.

From the five of the competencies of the Competency Based Learning framework, I felt awareness and attitude would be the most beneficial areas for the workshop to address. By becoming aware of positions available and the background and processes needed to achieve them, participants would have a better idea of instructional jobs that are available to them in their community. Learning about these jobs could also develop participant attitudes by encouraging enthusiasm about working here in Cabarete and for MF in meaningful positions that fulfilled participants' professional and recreational interests. For that reason, I designed this section from the above intentions, developed from the two competency areas combined with information collected from the formal needs assessment. I also aspired to meet the goals indicated by the MF Director, such as preparing participants to be employed within the organization.

Designing Structured Activities

In the first and second sections of the training, structured activities were taken from the original TDEL group training designed in spring quarter. Together, these structured activities aim to meet the proposed purpose, goals and objectives for each section, providing learning experiences in each of the targeted competency areas. In crafting and preparing these activities, I was also thinking about the flow of the Experiential Learning Cycle, as well as evoking and maintaining motivation. A detailed description of, and instructions for, activities can be viewed in Appendix B. The Slide Show is visible in Appendix A. Outlines of each training section can be viewed in Appendix C.

Activity List

Section One: Introduction to Mariposa Job Skills Training Program

Ball Toss

Wlodkowski (1997) gives pointed advice in stating, “my experience is that it is wise at the beginning of a new workshop, even if the group is very cohesive, to provide the opportunity to feel their mutual respect. I cannot remember a single occasion where this pursuit has not worked to our advantage, either in learning outcomes, transfer, or solidarity” (p. 25). With this in mind, I chose to include this simple warm-up activity designed to give participants a chance to get to know each other, if they do not already, and the learning environment in general. One intention was to help them to feel comfortable sharing and participating in group activity later on in the training. I also thought that getting participants moving at the beginning of the training would generate energy.

Slide Show

Although many of the participants had already seen the presentation of the needs assessment results in the organizational presentation that I gave on the training prior to the start, I felt that it was vital in the beginning of the training. This made sure that all participants had a chance to see it, and reminded them of the purpose of the training and their inclusion in creating that purpose. It also gave participants a chance to respond to and reflect on the results of the needs assessment. In accordance with McCarthy’s Learning Styles (1980,190) described in the Experiential Learning approach in the Methodologies and Frameworks section of this paper, The data analysis aspect of the needs assessment also gave Analytical learners an appealing learning opportunity.

Creating Expectations

By knowing what to expect from each other and the trainer, participants are more prepared for the training. This activity was designed to pave the way by declaring expectations for the upcoming training. The student-centered focus is designed with the positive youth development approach in mind. It is aimed to put control of behavior in the hands of participants, hold participants accountable for their own actions and value their potential to hold others accountable. This was the first opportunity for significant verbal sharing and, for that reason, was designed to be done in groups so that participants feel safe throughout the sharing process. It also caused participants to think about their behavior and dedication to behaving the way other participants expect them to, which encouraged a shift in behavior and caused participants to move towards the first step of Lewin's model; *unfreezing* (Burnes, 2004).

Reflecting on "Mobile Job Fair"

Preceding the Job Skills workshop, I accompanied the psychologist, who was in charge of coordinating the "Mobile Job Fair", as she led the participants of my training to sites of jobs in the Cabarete community. It was suggested by MF Director and Program Coordinator that I be a part of this process as it fit well with my training topic. The psychologist and I both thought it would be helpful for the girls to complete a written report, documenting their favorite places visited. To bring that experience into the training room, I used the assignment to help guide participants in verbal reflection on their written answers and general experiences (Brooks-Harris & Stock-Ward, 1999).

A Day in The Future: A Guided Imagery

This activity was in the original TDEL group training project. I adjusted the content and translated it into Spanish. I thought it was an effective activity to use to close the first session of the training. It allowed students to reflect on their own feelings of the job seeking and working, and to process them in a non-threatening environment so that this intimidating topic could be

approached safely. It was my intention that this would *un-freeze* participants so they felt ready and unblocked for training sections to come. It was also my hope that the activity would give an opportunity for imaginative learners to think through their ideas, create hypotheses and exercise their imaginative abilities (Brooks-Harris & Stock-Ward, 1999).

Section Two: Getting Started

Color-Coded Candy Game

This short game was designed to encourage participants to reflect on vocabulary words (list included in Appendix B) and their meanings. Dynamic learners had an opportunity to actively use new learning while common sense learners had a chance to solve problems by answering questions (Brooks-Harris & Stock-Ward, 1999). The activity was also geared to raise energy levels so that participants would be ready for Stepping Stones, which I expected would require considerable energy and enthusiasm.

Stepping Stones

Stepping stones is a two part activity. The first part offers common sense learners direct involvement and imaginative learners interpersonal interaction as participants work together to cross a path of paper squares while one is blindfolded. Once all participants have crossed, they lift up the papers to reveal words from the vocabulary list written on the bottom. They then tape those words on the wall, in order of process, discussing what each process involves. This part of the activity gets common sense learners involved by allowing them to participate in problem solving.

Section Ten: Teaching Tourist

Hi-Lo Check-in

This activity was designed to give participants a chance to warm-up before guests

arrived. This was an optional activity that I planned to use if guests arrived later than exact time scheduled, which is to be expected as it is a notable cultural aspect of Cabarete. In this activity, I asked each girl to state the highest and lowest points in their week. At this point in the training, girls have gotten to know each other and, for the most part, are likely to feel comfortable sharing. This individual attention, which is often limited, eases the tension of waiting for guests and gives participants a chance to speak before they will be asked to listen for a long periods of times.

Guest Speaker/ Lecturette

I scheduled two guest speakers. I emailed them each general instructions, explaining information hoped to be gained from their presence. Each speaker was to speak to the information and answer questions. I introduced the guest, and invited participants to introduce themselves. During question time, I gave participants a chance to ask questions. I also asked questions I had previously prepared, intending to guide the processing of the experience.

Role Play

The girls have a chance to put the information obtained through the lecturette into practice by reading and acting out role-plays depicting situations that may happen in each of the speakers' careers.

Considerations and Challenges

Flexibility in Design

Because of the scheduled time gap between each session, I had a lot of flexibility and was able to rearrange and change elements of the training before the next section began. For example, I changed the order of training a number of times depending on available resources, speakers, and time. I was also able to adjust specific activities after needed adjustments were made visible through the facilitation of the first training group. The smaller, single group in the morning also

acted as my “testers.” If there was something that did not flow as well as it could have, it was easy to fix in such a small group, and I could adjust the training for the next two groups. Many times the girls would come up with ideas of examples, which I was then able to use with the other groups.

This flexibility was a particularly helpful tool in the prevention of distracted behavior and generation of participant interest. Distractions were a delicate balance. If one person remained distracted for too long the others shortly followed, making it difficult to get the group back on track. Careful planning with this in mind caused a significant rise of participant interest. I found participants to be particularly stimulated by guest speakers and highly interactive activities such as Stepping Stones (Section One).

I was also able to calculate the amount of time that attention spans lasted. It was notably difficult to generate interest during the second half of the training. During the first few trainings, if I had a scheduled reflection at the end of the period, I would completely lose participation about 20 minutes early. For this reason, when guest speakers came, I would try to invite them for the second section. This also helped keep participants from dropping out of the last stretch and prevented speakers from talking longer than I had planned for, affecting other planned activities. I shortly found that this had to be changed, as students lost interest during guest visits, causing embarrassment for myself and discomfort for the guests. I then developed a useful formula. I planned for guests a longer, highly participatory, activity for the first 30 minutes, a short reflection discussion, and a game or role play that guided participants through the processing section. It was opportunity to repeat the training with different groups, and the time between each training that led me to this formula and other methods of adaption of the training design.

Planning for guest speakers

Guest speakers were difficult to plan for as there were three different groups, and all were at different times and days. It was difficult to get one person who could make all three trainings. Inviting guests to come in the morning was particularly tricky because there were only three participants, even during full attendance. If one or two were absent, I worried the guest would be disappointed. In the end, I chose to book guests for afternoon classes and work one-on-one with the smaller group in subjects of their individual interests. For example, I helped one participant make a college prep plan.

Evaluation

Brook-Harris and Stock-Ward (1999) elect that, “when anyone of us sets out to accomplish a goal, we use an evaluation process to determine if our goal has been accomplished” (p. 143). My goal for my training was outlined through the overall purpose, goals and objectives. Brook-Harris and Stock-Ward compare and contrast different evaluation strategies. Formative evaluations are done before the end of the training and aim to aid the trainer in making improvement for the next training period. Summative evaluations are done at the end of the workshop and are meant to determine overall impact of training. Quantitative evaluations measure outcomes based on numerical data while qualitative evaluations offer analysis through descriptive information.

I chose two evaluation processes. The first was a series of evaluations and can be, according to Brook-Harris and Stock-Ward, described as formative, informal, and qualitative. These evaluations were done throughout each section and not at the end of the entire training as formative evaluation would do. They consisted of planned structured activities and guided discussion, which were informal evaluations that asked participants to demonstrate growth in

competency areas outline in section objectives. In Section 10, Teaching Tourists, for example, the Role Play activity offered me an opportunity to evaluate competencies participants gained from their time with the guest speakers. By acting out how they would handle the tricky situations described, participants both cultivated and demonstrated skills around instructing tourists. Their willingness to participate, according to their personal character and learning style, could be viewed as indicators of their attitude towards the content. The data generated from this exercise was informational, rather than numerical. This qualitative strategy allowed me to observe the language, concepts, and skills participants used and helped me to determine how well the workshop met its original intentions.

The second evaluation method was originally a plan to conduct a summative evaluation consisting of a formal, semi-structured interview with each participant outside of training times. As schedules changed and I was given an additional program to design, I ran out of time to conduct the evaluations as I had originally planned. Instead, I felt it would be more effective for me to have non-formal conversations with as many participants as I could get to engage. I also thought this informal, qualitative and summative evaluation method offered a more sincere, less forced opportunity for participants to express the personal impacts left by the training as well as provide an indicator as to how well I met workshop intentions. Questions guiding these conversations were based on those from the original interview to assure they had been approved by my faculty advisor prior and had not been done outside the visibility of the Human Subject Review board. Highlighted responses can be seen in Appendix D.

IV. Facilitation

Clarifying Roles and Expectations

A significant part of establishing roles was making my role as trainer clear through my

presence. This meant coming prepared, being confident and remaining calm (Pricken & Blitzer, 1992). Because I was working with teens and not adults, “classroom management” was an element of my training. By maintaining my professionalism, I was able to make it clear who was in control of the training environment, without adopting an authoritarian presence and compromising my role as a facilitator. I was often, for example, able to calm rowdy or inappropriate behavior with a simple facial expression. Without raising my voice or giving a punishment, I successfully expressed to participants how I felt about the behavior in a way that proved to be effective.

The hardest part of maintaining clarity with my role was my lack of language fluency. When students corrected my Spanish or were unable to understand me, I felt as if my role as the trainer was becoming less clear as participants lost confidence in my ability. The best way for me to address this was head-on. I chose to acknowledge myself as a language learner. In the “Setting Expectations” activity in the first section of the training, students were asked to explain things that people do in school, at MF or at home that bother them. The group was then asked to make a statement on how to prevent such behavior during this training, put it into their own words, and write it on butcher paper. That butcher paper would later be displayed on a wall and referred to throughout the training as a guideline.

I used this activity as an opportunity to express my own expectations concerning my language ability. I explained that I welcomed participants to request clarity as they deserved to understand all training content, but that it was unacceptable for them to do so through yelling or rude words. The participants thought about how they could make one expectation that included my request and wrote on the butcher paper, “Respect facilitator and classmates and help them in a respectful manner.” After that, if I was corrected by a participant in a manner I found

disrespectful, I reminded them of the expectation, and asked them to help me in a more respectful manner. After the third or fourth section, my language skills were no longer as notable of an element of the training. I contribute this change to be rooted in a combination of gained respect, a presence of accountability, and participants' acclamation to my language skills and the training environment.

Creating an Effective Training Environment

Although the creation of an effective training environment is typically an element of the design process, for me it became a part of the facilitation process. One factor that challenged the setting up process was a lack of resources. With multiple MF programs in session at the same time, construction in progress, and lack of materials such as fans, tables, chairs, and white boards, training room set-up as a task that took a significant amount of time and energy. The MF center was an unpredictable environment and set up was a task that often required the involvement and input of participants. Often times, after the training environment had been established, an outside force such as noise or another program needing the space called for the training to be moved to a different place. The heat made the originally assigned space unbearable. It hindered participants' ability to concentrate and was embarrassing for me as a trainer because I could not maintain a professional appearance. Most days, the training was given outside, if the space was available.

Unfreezing/ Moving/ Refreezing

Attitudinal change was a significant driver in the facilitation process, particularly at the start of the training. Most other Mariposa programs, such as water sports and crafts, have either been popularly requested by participants or were chosen based on their interests. Although all MF programs have the same aim of providing the girls with the tools they can use to end

generational poverty, some initially have more of a direct relevance to participant's interests. Kiteboarding and English, for example, are skills girls can directly go out and practice and are also commonly valued throughout the community. Entrance into the workforce, however, was not an area of interest indicated by many of the participants. The value of the competencies to be gained through the course are not as easily applied or as commonly talked about. For that reason, at the beginning workshop, most of the *unfreezing* process involved encouraging a shift in attitude towards the workshop topic as a whole. This meant encouraging the girls to think about their futures and understand the relevance and value of the growth such a workshop offers.

In his three-step framework, Lewin (1947) stresses the term "group dynamics" which maintains the importance of a group in shaping individual behavior (as cited in Burnes, 2004). This was visible when, as the group began to understand the relevance of the training, I saw behavioral change of the group. When, for example, during the Color Coded Candy (seen in Appendix B) one participant was very interested by the question I asked her, she continued talking about the topic even after she had won her candy. Seeing her enthusiasm, others began to join in the conversation, starting more conversations after each question. The attitude shifted from a focus on candy to a focus on content. This trend continued on and off throughout the training as individual interest waxed and waned, moving girls further away from their original disinterest in, and apprehension toward, the training subject.

The second step of Lewin's model (1947), *change*, was represented through the movement that began to occur. The more individual participants became interested in work-readiness preparation, the more the group moved towards seeing themselves as potential employees, acquiring competencies that they will one day apply in the real world. Once they are capable of applying those competencies, the *refreezing* stage has been reached, as they illustrate

a sustained change in behavior (Burnes, 2004). Once they are capable of applying those competencies, the *refreezing* stage has been reached, as they illustrate a sustained change in behavior (Burnes, 2004).

To create an environment that cultivated the behavioral change I aspired to, I focused on maintaining a cohesive group. Ensuring group members were respectful of one another was crucial in this. Settling disputes appropriately and with minimal disruption through calm and professional conversation helped to keep the group working as one. There were very few conflicts and none that were not easily solved by this method. Another manner in which I encouraged group cohesion through facilitation was by creating an element of safety in every activity. By providing warm-up activities, especially at the beginning sections of the training, carefully sequencing activities, and setting clear expectations, I aimed to give participants a chance to adapt to the environment. It could have been this effort, as well as the raise in comfort level it inspired, which led the group to become a more solid unit. Throughout the training, I observed strong bonds being formed between participants. By working to change the behavior of the group as a whole, I could see individual change of participants. I noted throughout the training that when one participant became more interested in the training, others often followed. Reflecting on my training through the lens of Lewin's (1947) model, I can now see how group dynamics played a vital role in *unfreezing* and *moving* into the attitudinal change I had aspired to encourage.

Multicultural Training Environment

A critical component of facilitation was first identifying my own cultural identity, and then considering how that would affect my role as a trainer. During the Foundations 1 course, the term *iceberg* was used to draw an analogy that described how there is a small part of culture that

is seen by others that includes behaviors and artifacts, but a larger part that is unseen such as values and assumptions. There were many parts of Dominican culture that I quickly noticed were different from my own; some of which I could predict having an effect on my training by clashing with my own cultural behavior, so I was able to prepare myself. For example, the facial expressions and body language many Dominicans used openly were what I would, in my own culture, consider to be rude. Communication styles such as tone and volume of voice, words used, and way of saying things were also aspects I had to adjust to. My co-workers addressing me as “beautiful” and “my love,” were also surprising to me as those are words I rarely use to address people, especially within a work environment. I made an effort to adjust myself to be more accepting of these cultural components and recognized some of them as being part of the DR’s high context culture that often involves what I consider to be “dramatic hand gesture and loud voices” (Halverson, 2013, p. 32). Under the “iceberg,” I identified deeper aspects of the culture that I noted were different from my own, such as the differences in roles of instructors in learning systems that I learned of during the training.

One indicator of differences between the role of a Dominican learner and the role of the US American learner I am familiar with was made visible during many activities where personal creativity was involved. Many participants were excellent storytellers and loved role playing activities, but when creative writing and visual art were involved I often ended up with 11 versions of one sentence or one drawing because the students typically waited for one person to write or draw so they could copy them. There could be many roots to this repeated behavior. One possibility I noticed is that the students were accustomed the Freirian *banking* system of education. This analogy explains how those who prescribe information received from a book or formal authority to be then processed and “deposited” to students’ minds. Students then save the

information by memorizing it, as would be done by putting money in a bank (Freire, 1970).

Rather than encouraged to creatively expressed themselves, it was possible these participants had been taught to absorb and repeat information.

In the same manner in which positive youth development approaches honor youth participants as having credible experiences, critical pedagogy seeks to bring the culture and history of each student into the classroom. The training and time spent working with the participants before it gave me a chance to get to know participants and discover ways to bring their personal experiences into the classrooms. For example, by discovering that most participants' preferred creative outlet was drama and storytelling, I was able to incorporate more activities that involved those forms of expression.

It may have also been helpful if I had gained more cultural perspective around logistical details during the design process rather than through the facilitation process. During section two, Getting Started, no participants were familiar with the terms curriculum vitae or resume. At the end of the Stepping Stone activity, I asked if there were any steps to add to the job seeking process that had not been mentioned in the training. Several participants responded "recommendation letters," including an adult staff member observing the class who was also unfamiliar with a resume. When he said this, I realized that it may not be the youth culture in which the terms resume and curriculum vitae were un-used, but the local culture. I asked friends and co-workers and several told me that here in Cabarete, and much of the country, references are the first thing most employers request, not resumes or applications as they do in my own culture. I do credit my effort to take culture into consideration and add references as one of the vocabulary words posted on the wall. I can say, however, that if I had talked with more local adults casually before the training, I may have been able to offer participants the opportunity to

acquire more language that was appropriate to the local cultural context.

Addressing Safety

My first concern in the process of generating involvement among participants was, as mentioned previously, creating a safe environment where all felt comfortable and invited to participate. While writing on the Motivational Framework for Culturally Responsive Teaching, Wlodkowski (1997) explains how participants will only be involved in planned activities when they feel safe. This means that when trainers have taken measure to do so “there is little risk of the participants suffering any form of personal embarrassment from lack of knowledge, personal self-disclosure, or a hostile or arrogant social environment” (p. 25). The inclusion of warm-up activities and sequences in which activities were planned were designed with the element of safety in mind. Designing with inclusion of safety was easier than actually achieving it as the design process can be formulaic. I found the facilitation process to be less predictable. Culture was an element of the challenge as it was sometimes difficult to tell if participants were adjusting to me, the training itself & content it encompassed, or each other. Being less privy to Dominican and teen social cues and cultural norms put me at a disadvantage as a trainer. If a participant indicated she was uninterested or uncomfortable, it was difficult for me to see the root of her discomfort without directly asking, which may call unwanted attention to the issue.

While reflecting on this training, I see that while focusing on creating a safe learning environment by encouraging, through facilitation, participants to feel comfortable with each other, I paid unequal attention to participants feeling comfortable with me. Because the participants had all known each other prior as neighbors and/or fellow Mariposas, further action beyond introducing myself should have been made to invite participants to feel comfortable sharing in front of me. Had I made an effort to apply critical pedagogy throughout the facilitation

process, I may have incorporated deeper aspects of the local culture, acknowledging participants as being part of a high-context culture. Noting that those from high-context cultures tend to build relationships slowly based on trust, dismissing people as “outsiders” (Havlverson, 2013), I could have provided more self-disclosure, especially at the start of the training. Considering this in my facilitation may have made participants feel more comfortable, and raised the overall level of engagement in the training.

Resistance and Disengagement

As mentioned above in the Creating and Effective Training Environment section of this paper, the heat combined with noises from outside made for many distractions. Maintaining my role as a facilitator, I often guided participants back to training content by regenerating interest and engaging distracted participants. This was done several times by asking participants a question that reengaged them in the topic. When this was not effective, I would switch training style and encourage participation through the role of a coach. Pickren (1992) describes a coach as being one who draws on participants’ knowledge and talents to engage them in activities. By reminding participants of their strengths and encouraging them to demonstrate them through participation and engagement, I was able to re-engage some distracted participants. I found this method to be particularly helpful with a few specific participants.

Knowing which method of addressing distraction worked for which particular participants also helped the group move quickly through distractions, although it was not a proven formula. Learning how to guide participants to stay focused on training material was a challenge that required a learning curve. Understanding that there was no sure way to do this and that some days participants may be more easily distracted than others was important to me as a trainer. Without reminding myself of this, I would have likely lost my temper and the training

would no longer be enjoyable for me, or participants.

Some days, participants went beyond simply being distracted and clearly indicated boredom. They would do this by putting their heads down, leaving multiple times to go to the bathroom, and saying directly that they want to go home. This was a difficult experience as a trainer and was made more challenging by the mix between formal and informal environment held by MF. Outside of a formal school setting, there was no risk of bad grades, detention, or expulsion. The non-formal environment of the MF center established by the lack of formal structure as well as inclusion of hands-on activities separated my training and other MF from the traditional “school” setting. The non-traditional topic of work-readiness added to this informal atmosphere. The lack of “structure” and traditional instructional rules and roles offered me freedom to use more diverse learning approaches and took away the feeling of forced participation, giving students a more participatory role in the learning experience. It also, however, took away the controls that formal educational settings offer, making it difficult to address such behavior efficiently. I initially interpreted the blatant apathy displayed by participants to be a part of Dominican culture because they are, compared to my own culture, an informal culture. As programs progressed, however, it became a common topic among MF staff.

This apathy was a problem in one particular incident where a local restaurant owner came to speak as a guest and a participant began sleeping during the visit. I asked the participant multiple times to sit-up but she was unresponsive. Knowing this participant had a tendency to flare up, I was nervous to send her out of the training, fearing she may yell and offend the visitor even more. She was also one of only three participants. The visitor told me not to worry. Later, a co-worker brought the incident up at a staff meeting and I was reminded by other staff and administration the importance of creating a good image for community members. I felt

embarrassed and decided I would focus on preventing this from happening again. I continued to invite guests to trainings.

The following training session, I spoke with all groups about guests. I had witnessed them behaving politely and respectfully in public during the job site visits in summer camp, and was certain they understood the importance of it. I asked participants to explain how they should act during sessions where guests were present, and they were all very responsive, some even quoting from the training expectation list they had made. I requested they re-read expectations aloud. When scheduling new guests, I was sure to leave extra time before their arrival to ask students to reiterate the expected behaviors during guests' visits.

Although I felt the process seemed a bit controlled and put me in an authoritarian role or "teacher" position, rather than a facilitator, I also felt it was an appropriate time to define expectations and roles of participants. In *A Positive Approach to Resistance* (1988), Karp explains, "the reality is that there are no inherently negative reactions. Every reaction has the potential to be expressed in an appropriate manner" (p. 339). When I asked participants why they were sleeping or hanging their heads, they usually responded that they were tired or bored. The third answer was often that they were sick, in which case, I asked if they wanted to visit the infirmary. By demonstrating an appropriate manner of reacting to boredom to participants, and creating an environment where participants felt safe expressing themselves this way, I may have been able to avoid the incident altogether.

Training Style

In *How to Escape your Training Horrors*, Betsy Pickren and Roy J. Blitzer (1992) explain Mary Howard's four training styles. The article also depicts possible challenging situations a facilitator may face in a training and offers useful solutions. Throughout my training

facilitation, I can note how I moved from each of Howard's four training styles; Director, Listener, Interpreter, and Coach.

At the start of the training, in the first and second sections, I took on more of a Director role. I was sticking to planned schedules and focusing on explaining workshop basics with limited participant input at many points. At the beginning, I was also often acting as an Interpreter, familiarizing participants with terminology related to job-search and work-readiness. This was especially notable through the presentation of workshop purpose, goals and objectives, as I facilitated the breakdown of terms and understanding of the greater concepts which they outlined. Later on, I began to identify learner strengths and address them to encourage participation from each learner, as Howard indicates Coaches do. I also focused more on participant input and reactions and worked hard to give learners the floor and encourage them to engage in meaningful dialogue, which allowed me to train as a Listener.

I believe that to improve as a trainer, based on my own training philosophy, the style I should work to embrace most is the Listener. In order to maintain a non-interfering role as a facilitator and evoke dialogue amongst students, it is necessary to learn how to be a good listener. To work on this, I believe it may be helpful for me to keep a notebook and pencil during trainings. This would allow me to take notes on what it is I want to say next, including considerations of participant statements, so that I can stay on track with my training plan without interrupting learning conversations.

V. Personal Reflection

A significant component of my desired outcomes from my experience at MF was my personal growth as a trainer. I was able to achieve this by learning my personal strengths as a trainer and using them to foster my competencies. Training is something I hope to do again,

preferably on a regular basis, in my career to come. During future trainings, I plan to focus on my strengths, weaknesses and areas of growth as a trainer so that I may continue to develop. In reflection, I realize that having taken additional training courses while at SIT would have offered a lot of growth in my competency areas. For this reason, I plan to seek out and review literature used in other SIT training courses I did not have a chance to take while on campus. In addition, if continual educational opportunities such as training workshops arise, I intend to take advantage of them as they may offer further development of my training competencies. It is my hope that this capstone and what is has helped me achieve will only be the start of my journey as a trainer.

Trainer Strengths

Creativity and Flexibility

My creativity was vital in developing structured activities that met proposed training goals and objectives. Using a mix of experience, research, and personal creativity in activity design, I was able to meet desired outcomes and create activities applicable and interesting for participants. I was also able to assure participants had not done these activities in other events or programs, to prevent boredom.

My creativity and flexibility were both useful during challenges, especially those involving lack of resources. There were many situations where I was able to quickly think of a solution so that I could continue the training with minimal interruption. I believe this quality was also helpful for colleagues, as a lack of materials affected all staff facilitating programs. I was often, for example, able to adapt my activities so they did not need a whiteboard so another instructor could use mine on days when a whiteboard had gone missing.

Self-confidence

During the TDEL course, I found my lack of self-confidence to be a hindrance in my final training, which caused a lot of self-doubt throughout the facilitation process. Contrary low confidence I experienced during the TDEL final training, in the context of my training at MF, I found my confidence level to be very high. It was an important attribute that I was able use towards building competencies as a trainer. I felt very comfortable leading activities & group discussions and attending to situations in which participants were resistant or distracted. I credit the different confidence levels with regards to my comfort level in working with teen learners being much stronger than that I held while working among peer graduate students.

Growth in Trainer Competency Areas

The TDEL Trainer Self-Assessment (TSA) proved to be an effective tool in measuring my growth in trainer competency areas throughout the design and facilitation processes of the MF Job Skills workshop. The TSA was given to TDEL course participants to be filled out three times throughout the training process to compare responses indicating growth of knowledge, attitudes and skills. Reading through each competency area helped me to recognize both the areas where significant growth occurred as well as those that remained stagnant or still required additional development. For example, although I felt like I was a knowledgeable trainer, I could strengthen this competency area by increasing knowledge around training specific concepts. Continuing reading around experiential learning methods and adult learning approaches could increase my knowledge on concepts such as learning styles, the communication process and the adult learning process. A deeper understanding in these areas could greatly contribute to my overall competence as a trainer.

Attitudes and Awareness

Although awareness was not specifically labeled in the TSA, it was addressed in many

aspects of the Attitude section. It is my opinion that self-awareness is an ever growing element of every learner, trainer and human. Therefore I plan to continually strive for a better understanding of self. Through a deeper exploration of myself as a trainer I can strengthen my presence in a training room through self-awareness as well as acknowledgement of, and attention to weaknesses. I could do this by concentrating on aspects such as my personal training style, clarification of my own value system and training philosophy, as well as awareness of my own cultural assumptions and the impacts they have on others. Awareness of how culture forms who I am is vital to my role as a trainer. Becoming aware of how culture formed my view of the job seeking process, for example, would have allowed me to provide a training that offered language and skills that were more applicable to participants. In future trainings, I plan to research specific training content as it pertains to the local culture so that I may design training applicable to all participants. To do this, I would start by engaging in conversations around planned training content with members of the culture within which I will be training.

Skills

Although I still have a lot of skills to develop further, reflecting on the TSA has reminded me the immense growth of skills I have accomplished through the process of designing and implementing the MF job skills training. For example, designing and conducting an effective needs assessment is a complicated process that involves many skills. They include the careful crafting of questions that are culturally appropriated and can successfully draw out vital information such as participant needs, skill level and interests. Interviewing participants is a skill that requires careful planning and consideration. Using the information as one tool in creating training goals and objectives, as well as presenting information to participants, are also important skills involved in the needs assessment process which I have gained through my practicum work.

Designing/Facilitating Training Meeting Goals and Objectives

Using information gathered from MF and putting it into goals and objectives was a challenge in itself and was one that I was nervous about. When I presented the final purpose, goals and objectives to the MF director, she reacted very positively to them. I felt a sense of accomplishment knowing that the training was heading in the right direction in addressing the needs she saw being a priority. I was left hoping the participants would be able to understand and relate to them and that I would be able to carry them out through the structured activities planned. When I presented these desired outcomes to participants and broke them down word for word, I was pleased to see how responsive they were. Participants asked many questions, bringing in real life examples and indicating that the purpose, goals, and objectives were ones they could relate to. Looking back over the training, and going through each objective and all the activities involved in the three sections of the training which was the focus of this capstone, I can confidently say that they reflected the original intentions I had created.

Presenting information/directions clearly

One thing I have always struggled with as an educator in general has been delivering clear instructions. This was made even more difficult by giving the training in a language I am still in the process of learning. I felt that I improved on this through the training, remembering to first explain activities thoroughly and then give step-by-step instructions. I feel it may possibly be my eager personality and lack of attention span that often drives me to “speed through” instructions, leaving participants confused and unmotivated to participate in activities. By reminding myself that it is more important participants understand how to do an activity rather than jumping into that activity unprepared, could help me maintain focus while giving instructions. Observing other trainers and teachers could also be a good way for me to get an idea

of the many forms clear instruction can take.

Facilitating group discussions

During my time working with youth in varied capacities, I have noticed a lack of participation in engaging conversations and have wanted to enhance my ability to generate meaningful participant conversations. The facilitation of group discussion is one skill I sought to develop through my practicum experience. My ability to pose effective guiding questions and step back from participant discussions still needs to be developed further. Designing thoughtful processing questions is something that I have improved on throughout my time in the TDEL course and MF practicum. One issue lies in my commitment to the questions I have originally written and planned for.

For the most part, I have no problem using my training plan as a guide throughout the training facilitation process, adding to it when need be, without straying. However, I find it difficult to refer to my plan while posing processing questions. My reliance on the printed training plan hinders me as I am unable to come up with effective questions that follow the five stages of the Experiential Learning Cycle on my own (Pfeiffer, 1994). Referring to my training guide through the question posing process feels unnatural and creates the impression that I am unprepared.

Through my pursuit of growth as a trainer, I plan to emphasize the design and implementation of processing questions. One effective way to do this is by becoming more familiar with the Experiential Learning Cycle and purpose of questions by reading additional material on adult training theories. I can improve my facilitation by experimenting and practicing different methods. For example, I could use color-coded note cards with some ideas of questions I can pose through each phase of the cycle.

I have also lacked commitment with regards to taking a more objective role in facilitated conversations. This is especially important with teen participants. By adhering to positive youth development approaches, I adopt the idea that adolescents need to establish autonomy and learn to be self-directed and independent (Witt and Caldwell, 2010). My eagerness often drives me to adopt a Director training style, and take over group discussions to give information. By doing this, I am taking away an opportunity for youth participants to learn to think independently through practicing the articulation of independently driven ideas. I also deprive them of the opportunity to build relationships amongst each other to achieve Multidimensional Sharing. “*Multidimensional sharing* occurs on those occasions, from introduction exercises to social activities, when people have a better chance to see one another as complete and evolving human beings who have mutual needs, emotions, and experiences” (Wlodkowski, 1997, p. 19).

Although it is important that participants have a chance to build a relationship with the trainer and that conversations are intentionally guided, it is equally important that they are not hindered from engaging in meaningful conversations with each other. Educating and preparing myself for guiding discussions and taking a secondary role in group discussions will allow me to reap the multitudes of benefits as well as rich dynamics, which successful group discussions have to offer to trainings I will implement in the future.

Designing and Implementing Training Evaluations

The understanding of the value of evaluations is something I feel I did not reach during the MF Job Skills Training. Evaluations are a vital tool for many reasons. Formative evaluations allow trainers to help participants according to their individual needs, evaluate the impact of training programs, and measure performance as a trainer. While concentrating on other aspects of the training such as design, recruitment of guests, and set-up I missed the chance to put the

needed attention on the evaluation process.

I was able to embellish my skills in informal formative evaluations. By evaluating participants throughout planned activities I was able to enhance my ability to gauge participant growth throughout workshop. With a lack of formal and summative evaluations, however, I was unable to grow my skills in these practices. In the future, I would like to establish my own “to-do” list for every training, which will document tasks to be done and areas to concentrate on during planning. By making the evaluation process a valued notation on this list, I would not neglect its importance in the future.

VI. Conclusions

It is my hope that the Mariposa Jobs Skills Training Program continues to be implemented and grows. Participants would be able to explore their potential as skilled employers, which is not something typically done by young women in the DR. They would have the opportunity to develop useful skills in a nurturing environment, expanding their employability potential through networking, support, and the provision of meaningful jobs. An increase in employment levels among young women has the potential to lead the Cabarete community to a higher quality of life. Likely long term outcomes, such as reduced rate of unexpected pregnancies, reduced entrance of women into sex trade, and increased salaries would indicate success of MF’s mission to end generational poverty. The program could be replicated by other organizations worldwide, carrying out MF’s vision of becoming a world model in the fight to end generational poverty.

A seven week training period is too short to achieve the overall impacts indicated by MF administration. It was, however, sufficient in achieving the goals and objectives articulated during the training design process. The attainment of the purpose “To introduce teen Mariposa

participants to knowledge, language and skills necessary to enter job fields available to them and generate positive attitudes towards the job- seeking process” was measured partly by the analysis of the facilitation of the training. The training was successful in introducing basic concepts of the local employment opportunities and the job-seeking process. Although the generation of positive attitudes is hard to measure without a formal evaluation, it was clearly indicated by high participation levels in many parts of the training.

It was also evident that the training worked towards the empowerment of adolescent girls by linking them to the working world. If extended and continually grown, such a training could meet MF’s and my own intention of cultivating participants’ competencies, giving them the ability to find meaningful work that uses and expands on their personal skills and allows them to do work that excites them. They would also be prepared to work within the MF organization. Jobs within MF provide the organization with staff that is more likely to be dedicated to the mission and vision and a supportive learning environment for youth.

I found this project to be a personal success, providing a journey of self-discovery and growth beyond what I could have expected. I feel I have indicated my strengths and development as a trainer and designed a useful training program that adheres to my core philosophy and beliefs. I look forward to maintaining a relationship with MF so that I may see the progress they make in building job skills for their adolescent participants.

VII. Recommendations and Applications

Recommended Techniques for Development of the Mariposa Job Skills Training Program:

- ❖ Separate program into two age categories
- ❖ Participant-run onsite business
- ❖ Shorter training on higher education topics
- ❖ Implementation of a work-based learning program

Relevance to Age Span of Participants

Because the prospect of attaining a job was so distant for younger participants, it became obvious through lower participation levels and comments made that they did not find the information relevant to them. During job site visits, the majority of business indicated they only hired employees of the age of 16 and older, and in many cases 18 was the minimum age. Participant focus seemed to be in education rather than generating income, as that was the step to personal development that is available to them at this point in their lives. I recommend a shorter training on higher education including topics such as living away from home, scholarships, the importance of extracurricular activities, and volunteering. MF is in the process of building a small shop where girls can make smoothies and juices to sell to community members. A program that involves younger participants in this project offers a bridge for girls who are not ready to enter the public sector. They would be able to get hands-on experience that develops critical skills they will one day need as employees and offers the supportive environment of MF.

Work-Based Learning Approach

Extension, a program at an urban 4-H education center, created the Job Experience and Training (JET) program. JET was conducted over a six month period and

culminated in an eight week internship in positions provided through a partnership with the local parks department. The training used a PYD (positive youth development) approach to provide curriculum to cultivate skills needed in the workplace, typically lacking in teens, such as interpersonal skills. The curriculum focused on work-based learning – which they described as being a structured experience – which includes meaningful work experience providing a service, evaluated performance, a work experience transformed into a learning experience, and one that is (paid or unpaid) viewed as “real work”. During the internship period, teens were required to fill out forms evaluating their performances while site supervisors did the same (Ferrari, Arnett and Cochran, 2008).

By creating an onsite business, MF could expand on their current job skills training following a similar work-based learning approach as that used by JET. Participants would have access to on-site work experience and evaluations could be regularly conducted by MF staff. Mariposas would still receive a comprehensive job-skills training and would have the opportunity to directly apply skills through actual work. It is my hope that through the implementation of the participant-run Mariposa snack shop, participants will also be opened to the field of entrepreneurship. The ownership and operation of business by Cabarete locals is too seldom in this community. By experiencing what it is like to run a small business, barriers that girls face could be torn down. Girls are left feeling confident in pursuing careers that allow them to use skills, fulfill interests, contribute to the community, and hold gainful employment that allows them to live within their community.

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APPENDIX A : NEEDS ASSESSMENT

Job Skills Training Needs Assessment

I. Answer the following questions in a few words or short sentences

Name:

Age:

Grade:

What are your interests?

What kind of work do your parents do?

Who motivates you to work?

a) Mother

b) Father

c) Sibling

d) Others: _____

What Kind of work do you want to do in the future?

One day, would you like to volunteer with Mariposa?

If you said yes, what kind of work would you like to do at Mariposa?

What type of work would you look for, for yourself?

What are some reasons why you would want to or not want to work?

Have you applied for any jobs?

Do you want to apply for jobs? If you said yes, what kind of Jobs would you like to apply for?

Have you had an interview?

Have you received career counseling (training)?

a) If you said yes, what kind of job, education or other path did they recommend to you?

Do you know what a resume (CV) is used for??

What subjects would you like to see taught a job skills workshop?

If we go visit businesses, what type of businesses would you like to visit?

- a) Bars
- b) Restaurants
- c) Hotels
- d) Private Schools
- e) Public Schools
- f) Others

II. Rate the following on a scale from 1 to 4. 1 being the lowest level and 4 the highest

Describe your skill level in the following:

Computers

1 2 3 4

The program Microsoft Word

1 2 3 4

The program Microsoft Excel

1 2 3 4

Checking email

1 2 3 4

Answering the phone professionally

1 2 3 4

How do you feel when speaking with clients?

Describe your level of tolerance when speaking with angry clients

1 2 3 4

What would you like to study in University?

Evaluación para Taller de Habilidades para Trabajar

I. Contesta las siguientes preguntas de forma breve o con oraciones cortas:

Nombre: Edad: Grado escolar:

¿Cuáles son tus intereses?

¿En qué trabajan tus padres?

¿Quién te anima a trabajar?

a) madre

b) padre

c) hermana

d) otros: _____

¿Quieres trabajar en el futuro?

¿Algún día, deseas ser voluntaria para Mariposa?

¿Si contestaste que sí, sabes que te gustaría hacer para Mariposa?

¿Qué tipo de trabajo buscarías para ti?

¿Cuáles son las razones por las que quieres o no quieres trabajar?

¿Has solicitado trabajo en algún lugar?

¿Quieres solicitar trabajo? ¿Si contestaste que sí, qué tipo de trabajo quieres encontrar?

¿Has tenido alguna entrevista?

¿Recibiste algún entrenamiento para trabajar?

a) ¿Si contestaste que sí, para qué tipo de trabajo, educación u otras acciones te entrenaron?

¿Sabes para qué se utiliza un currículum vitae?

¿Qué temas te gustaría que se tratarán en un taller de habilidades del trabajo?

¿Si vamos a visitar negocios para buscar posibles trabajos, qué tipo de negocios querrías ver?

a) bares

- b) restaurantes
- c) hoteles
- d) colegios
- e) escuelas Publicas
- f) otros:

II. Puntúa del 1 a 4. Uno es el menor, y cuatro es perfecto.

Describe tu nivel de desempeño en las tareas que se describen a continuación:

Uso de computadoras

1 2 3 4

Del programa Microsoft Word

1 2 3 4

Del programa Microsoft Excel

1 2 3 4

Del correo electrónico

1 2 3 4

Contestar el teléfono profesionalmente

1 2 3 4

¿Cómo te sientes hablando con clientes? Describe tu desempeño de tolerancia hablando con clientes enojados o disgustados.

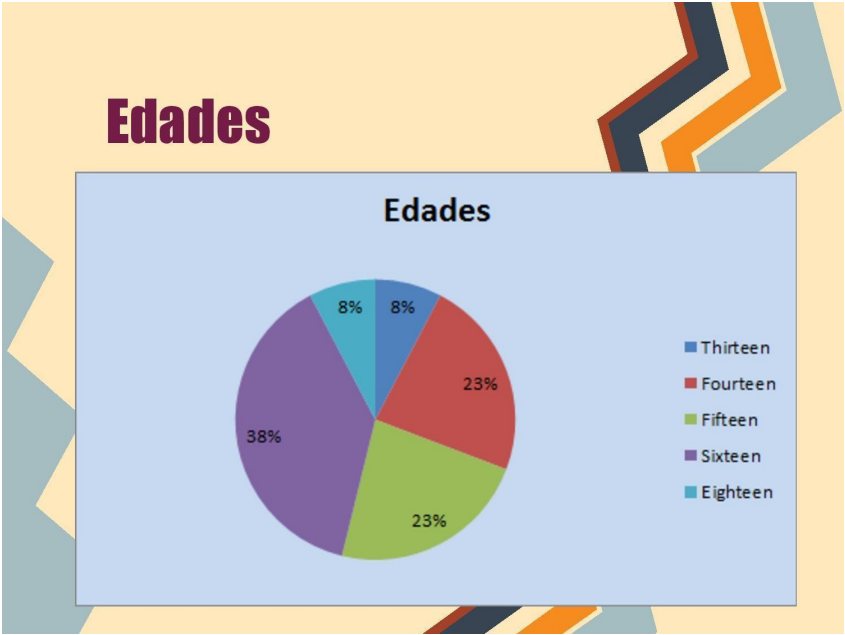
1 2 3 4

¿Qué quieres estudiar en universidad?

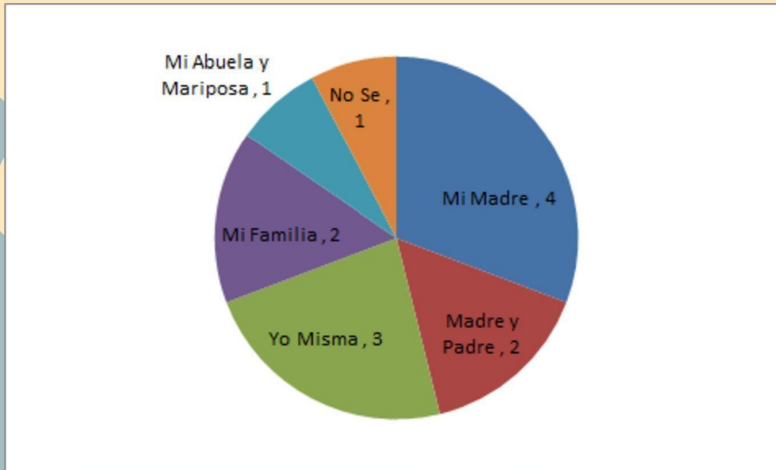
Needs Assessment PowerPoint Presentation

Habilidades del Trabajo

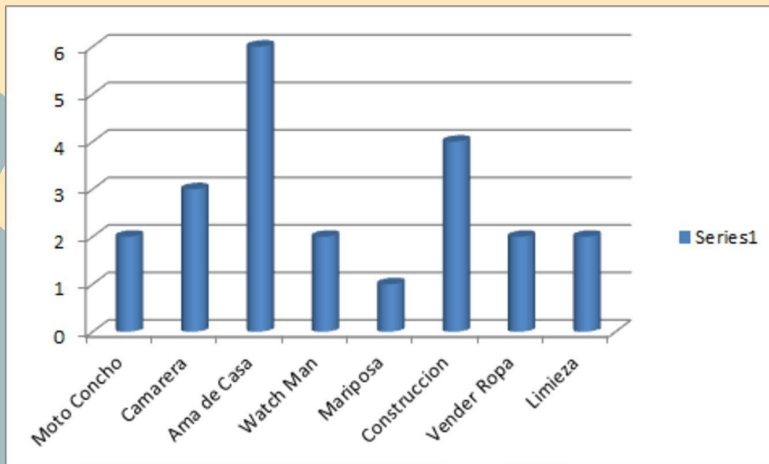
Diseño del Taller y Programa de Apoyo Individualizado



¿Quién te motiva para trabajar?



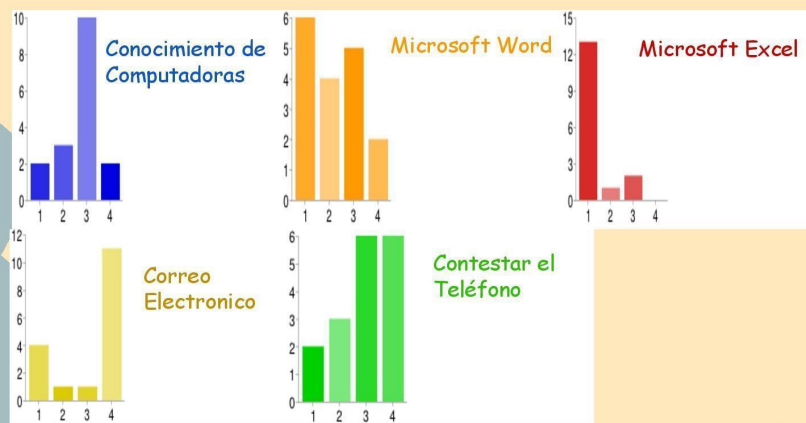
Trabajos más comunes dentro de la familia



Intereses

estudiar inglés **////** **////** **////** surfear // circo
windsurf // natación **///** bailar **////** aprender
ginecología ayudar a mi mamá limpiar **///**
estudiar **///** me gustaría graduarme cocinar
hacer deporte **///** vóleibol // manualidades
baseball **///** **Jiu-jitsu** decorar la casa
deportes acuáticos lectura **kite-surf** kayak
dibujar

Habilidades



Temas del primer semestre

- Solicitar Trabajo
- Servicio al Cliente
- Hostelería
- Cómo seguir en el camino para estudiar educación
- Cómo seguir en el camino para estudiar medicina
- Contabilidad

Posibles Oradores Invitados

- Jefes que buscan empleados
- Encargados de restaurantes
- Profesionales de ciencias como médicos o biólogos

APPENDIX B: DETAILED STRUCTURED ACTIVITIES

Mariposa Job Skills Training Structure Activities:

Some of these activities, especially those with significant amount of trainer instruction, are described in English with instructions provided in both English and Spanish. These activities may be used for a training facilitated in English, Spanish, or a bilingual training environment. All activities are adapted to specifically fit the culture of the Dominican Republic but may be appropriate for many cultures.

Section One: Introduction to Mariposa Job Skills Training Program Ball Toss (5-10 min)

Materials: 1-3 tennis balls or hacky sack (this trainer used 3 tennis balls)

Objectives:

1. Participants and trainer get to know one another and learn each other's names
2. To create a comfortable learning environment where participants feel comfortable during workshop activities to come

This activity is designed to be used at the beginning of a training to warm-up participants. It was adapted from Ball Toss found in Icebreakers and Name Games (EIU). This adaptation was designed for a training environment where most participants already knew each other's names. The Dominican Culture was also a consideration in the adaption as it is common for people to be named for one or both of their parents or a family member.

Instructions:

- Participants stand in a circle. Each person introduces herself stating
 - 1) Her name and
 - 2) How she got her name

- After everyone has stated her name and its origin, the facilitator calls a name and tosses the ball to that person.
- The recipient must then call someone else's name and toss the ball to that person.
- Repeat until everyone in the circle has been tossed the ball once.
- Participants remember to whom they threw the ball.
- Guide participants to start again, tossing the ball to the same person they did before.
- Repeat this, asking participants to throw the ball faster, a few times or until participants can go through the entire sequence without dropping the ball

Advanced:

- The group toss the ball around the circle in the original order again. Make sure people throw the ball to the same person they did the first time around, continuing to state that person's name.
- Add a second ball and third ball so more than one ball is being thrown at a time.
- Throw the ball in reverse order. Start with the last person and go backwards.
- Rearrange the circle. Have the students stand somewhere different in the circle, but continue to toss the ball in the same order.

Trainers Notes:

To add additional reflection, a trainer may ask participants to test their memory by repeating all participants' names. This is especially useful for new groups. If a participant does not have a story behind their name, they can say a parent, family member, or friend's name

Creating Expectations (30 min)

Materials: White board, dry erase marker, butcher paper, permanent marker

Objectives:

1. To create expectations for behavior and treatment of others to be followed and referred to throughout workshop duration

2. Participants understand what is expected of them and have an opportunity to express what they expect of their fellow participants during the training
3. Participants begin the process of holding themselves and each other accountable for their actions and behavior during the workshop

Participants begin to create an environment of safety where they feel comfortable participating in workshop activities.

Instructions:

- Now that we know each other a little better and know what we can expect to learn from this workshop, we are going to write down the conduct we can expect from one another.
- With someone close to you, talk for a minute about what some things are that people do in class at school, at the Mariposa Foundation, or when you are doing group work that you do not like.
- Please share some of your partners' answers.
- Trainer writes answers on one side of white board
- Now, with the same person, talk for a minute about the things that people do in class, Mariposa, or in groups that you like.
- Now we are going to share these answers with the group.
- Trainer write answers on other side of white board and titles the first section “positive” and the second “negative”
- How can we make sure that the items on the positive list happen throughout this workshop?
- How can we prevent the behaviors from the negative list happening during the workshop?

- Trainer puts the butcher paper on a large table or tapes it on the wall

What are some things that we are going to do or not do during the workshop? What are some things that we do not ever want to happen during the workshop?

- Trainer asks one participant who likes writing to write answers on butcher paper, in the form of an expectation or “norm”. Answers should be written in clear statements that can be referred to throughout workshop entirety.
- Is this list completely clear for everyone? Are there any questions or comments?
- Is everyone in agreement with the list of things that describe how we are going to behave and treat each other during the workshop?
- We are going to keep this list to remember the expectations throughout this workshop.

Trainer puts tapes list in a convenient place where it is visible throughout the workshop

Reflecting on “Mobile Job Fair” (30 minutes)

This activity was designed to reflect on the Mariposa Foundation’s Mobile Job Fair. Participants visited multiple places of businesses in their community and were given the opportunity to ask questions to proprietors and employees. They were then asked to write a small report on their experiences. This activity reflects on both the experience and the written report.

Materials: Reflective papers with trainer comments, whiteboard, dry erase marker

Objectives:

1. Participants reflect on “Mobile Job Fair” activity
2. To bring learnings from “Mobile Job Fair” into the workshop environment so that may later be applied to training content

Instructions:

- Trainer begins by passing reports written on “Mobile Job Fair” back to participants with trainer comments
- Explain that these papers and the activity will be reflected on during this activity
- Participants should have enough time to read reports and comments
- Trainer asks for participants to mention sites visited
- Trainer writes names of sites on white board
- Trainer asks participants what kind of jobs each site has
- Write those jobs below each site’s name
- Have participants take turns answering each of the following questions:
 1. Of the Jobs each workplace has, which are your favorites?
 2. What are the daily tasks of these positions?
 3. How do you think each person got that job?
 4. What skills are needed for each of these jobs?
- Call on participants to answer the following questions until all who wanted to speak have had a chance
 1. Choose one of the jobs on the board. What can you do right now if some day you would like to have that job?
 2. Are there any more comments or questions about the job site visits?

A Day in The Future: A Guided Imagery (30 Minutes)

This activity was adapted from that used in the final group training project in the spring TDEL course.

Materials:

Pillows, blanket, soft music and anything desired to create a comfortable, safe environment

Objectives:

Participants reflect on their ideal future careers in a non-threatening environment

Instructions:

For the next few minutes, I will bring you to your future and read you some statements, prompts, and questions. As I read this, you have a few options. You can stay in your seat, or move to the floor if you will be more comfortable there. You may close your eyes and listen or use the paper that you are about to receive for drawing or writing or mind mapping or anything else you want. I will be speaking for just a few minutes, so get comfortable and remember that you are free to do with it what you like.

<u>Guided Imagery script</u>
<p>Today is Monday, April 29th, 2013. Your calendar is sitting in front of you, laying open to today's date. You look down and see the various meetings and things to do. As you are looking ahead to tomorrow's plan the page turns. The pages start to fly by leaving 2013 behind. You pass 2014, 2015, 2016, 2017, and begin to slow as you enter the year 2018. The last page turns and you are at April 29th, five years from now.</p> <p>You turn over in your bed and see that it's time to get up. Regardless, it's time to get up and start the day. You get up and start your morning routine. Do you pull make you bed yourself or leave it for your mother, spouse or maid to do?. You go to the bathroom and</p>

take a quick shower. Then you go to your wardrobe and find your outfit. Is it fancy? Or more casual? What do you expect your work environment to be like? After getting dressed and finishing getting ready, you go into your kitchen.

Do you prepare your breakfast, grab something to go, or simply check for your wallet so that you can buy something on your way to work. Now it's time to depart. When you walk outside, where are you? Are you about to get into your car or scooter, share a ride with your neighbor, or catch public transportation? As you are on your way to work you think

about your day. Do you have meetings? Are you going to an office or out to the field?

What will consume the majority of your day? Working with numbers? Working with people? Will you be planning or organizing meetings, trainings, courses? Will you be working with charts and pictures or writing formal reports? Will you be selling things or fixing things? Are you carrying anything with you that you'll be using at work?

When you arrive at your workplace, who do you see? Children, adults, the elderly, or are you alone? Do you have your own private office, just a desk, or are you and your briefcase all you require? Will you be sitting at a desk most of the day, or moving around?

You arrive at your workplace. Are you outside, inside? Is it quiet and peaceful, or loud and busy? Are there other people you will be working alongside, or working with?

Are you in government, a teacher, an engineer or nurse? How about a technician, a lawyer, the manager of a firm or restaurant, a researcher or editor. Or are you in broadcasting or podcasting. Are you a consultant or something else?

You look back and remember your journey here. Did you go to school or volunteer or intern? Did you see the guidance of a mentor? Step-by-step you were able to make it. You look down at your calendar and see the date. Today is April 29th, 2013. You have many

years ahead and they don't expect you to jump in today. You will get there step-by-step. Now if your eyes have been closed you can have your final thoughts and open your eyes. If you were writing or drawing, put down your final ideas. If you are out of your seat please come back to your seat.

- In the same seating, or in a small circle on the floor, guide a group discussion using the following questions.

1. How did this activity make you feel?
2. Is there anything you found difficult about this?
3. Can you name what career you imagined or other details associated with this? (Specific title of your career)
4. What similarities did you notice about people's answers?
5. What did you learn from this activity?
6. How can you use what things you imagined to move forward?

Section Two: Getting Started

Work-Readiness Vocabulary List (The following two activities reflect on this vocabulary list)

<p>Contactos Profesionales: hacer contactos. Quizás una tía de una amiga trabaja en una oficina. Ella puede darte una recomendación. Esta es una buena razón para conocer a adultos y mantener el contacto con amigos que ya tienen trabajo. Puedes conseguir contactos haciendo trabajo voluntario, en la iglesia, a través de tu familia, o realizando actividades extracurriculares, como tomar clases de Jiu Jitsu. Debes decirles a tus amigos que buscas trabajo. Si los amigos que haces en estos lugares saben que buscas trabajo, te van a ayudar.</p>	<p>Professional Connections: Make contacts. Maybe you have an aunt that works in a factory. She can give you a recommendation to get a job. This is a good reason to get to know some adults and keep in contact with friends who are employed. You can also make good connections doing volunteer work, going to church, or through extracurricular activities like Jiu Jitsu. Tell your friends that you are looking for work. If your friends and family know you are looking for work, they will help you.</p>
<p>Medios de Comunicación Social: Las personas encargadas de buscar empleados suelen usar páginas de</p>	<p>Social Networks: a website to build connections among people who are connected through academic</p>

<p>internet como LinkedIn e incluso Facebook para buscar candidatas. También pueden usar las redes sociales para comprobar si parece una persona responsable y profesional. Entonces, cuando estás buscando trabajo, tienes que asegurarte de que no haya nada comprometido en tus páginas públicas. Para buscar trabajo en estos sitios, es una buena idea que investigues donde trabajan tus amigos. Quizás allá busquen otros empleados.</p>	<p>courses, work experience, or shared interests. It is useful, per se, if you are looking for a job in a certain field and see that your classmate from school now works in that field, you can ask if he/she is aware of any job openings.</p>
<p>Llamada: Puedes llamar a negocios para comprobar si están buscando empleados. Intenta recordar si en algún lugar están buscando empleados o quizás puedes llamar directamente a un negocio en el que estés interesada.</p>	<p>Cold Call: You can also call businesses to check if they are hiring. If you think a business might be hiring or would like to work for them, you can call them directly.</p>
<p>Ascensos: Muchas veces, las empresas solo ascienden a gente que ya forma parte del personal del negocio. Por ejemplo, si un restaurante necesita un mesero nuevo, antes de poner un anuncio de trabajo, intentan cubrir la vacante con alguno de los ayudantes de camarero que ya trabajan en el establecimiento. Es muy común que el encargado de una empresa haya ido escalando profesionalmente durante su carrera en la misma empresa.</p>	<p>Career Ladder: Often when a business has a position open, they hire within their staff by promoting someone who works for them in a lower position. For example, a waitressing position may open in a restaurant and before placing an ad, the employers may consider promoting a host or table busser to the position.</p>
<p>Carta de presentación laboral: El currículum vitae debe estar acompañado por una carta de presentación, es de vital importancia. Con esto se pretende atraer la atención de la persona que la lee, de manera que considere, en esta primera impresión, que la candidata del currículum que acompaña la carta puede ser la persona idónea para cubrir el puesto de trabajo que se ofrece.</p>	<p>Cover letter: a letter of introduction usually sent with a résumé or curriculum vitae. This typically describes qualitatively why the person is a strong candidate for the job. Also called a letter of motivation, intent, or interest.</p>
<p>Currículo Vitae: El currículum vitae es una recopilación de todos los datos académicos y experiencia profesional de una persona a lo largo de su vida, independientemente del puesto de trabajo al cual se opta en el proceso de selección. El currículum vitae cumple una triple función:</p> <ul style="list-style-type: none"> ● Presentarte a tu futuro jefe. ● Concentrar la atención durante la primera entrevista en los aspectos más importantes de tu personalidad y de tu recorrido académico y laboral. ● Sirve de recordatorio posterior a la entrevista de tus datos más representativos. 	<p>Résumé: a document used to present a person's academic and professional experience and skills and is given to potential employers who are hiring. A résumé serves three purposes:</p> <ul style="list-style-type: none"> ● An introduction to Employers ● Focuses attention during the first interview on important aspects like academic and work history ● Employers can use the resume after the interview to review and remember important details about you as they choose an employee
<p>Entrevista: Consiste en obtener datos relativos al puesto que se desea cubrir por medio de un contacto directo y verbal por parte de la persona encargada de contratar a un</p>	<p>Interview: A potential employee is called in for a meeting with the employer. Through conversation and questions, he/she is evaluated by the employer</p>

nuevo empleado con los candidatos.	for prospective employment in their company, organization, or firm. First impressions count! In some situations, you may be called back for a second interview.
Descripción de puestos de trabajo: Muestra las áreas, obligaciones y responsabilidades del puesto .	Job Description: Shows potential employees areas of focus, duties and responsibilities of available position.
Periodo de prueba y entrenamiento: Los primeros tres meses tu nuevo jefe y tus nuevos compañeros te están observando. Significa que tienes el trabajo, pero, el negocio todavía está decidiendo si eres buena para el negocio. Esta es tu oportunidad para dar una buena impresión.	Cover letter: a letter of introduction usually sent with a résumé or curriculum vitae. This typically describes qualitatively why the person is a strong candidate for the job. Also called a letter of motivation, intent, or interest.
“Conexiones Profesionales”: Hacer contactos. Quizás una tía de una amiga trabaja en una oficina. Ella puede darte una recomendación. Esta es una buena razón para conocer a adultos y mantener el contacto con amigos que ya tienen trabajo. Puedes conseguir contactos haciendo trabajo voluntario, en la iglesia, a través de tu familia, o realizando actividades extracurriculares, como tomar clases de jiu-jitsu. Debes decirles a tus amigos que buscas trabajo. Si los amigos que haces en estos lugares saben que buscas trabajo, te van a ayudar.	Professional Connections: Make contacts. Maybe you have a friend or aunt that works in an office. She can help by giving you a recommendation or telling you when there is an opening at her work. This is a good reason to get to know some adults and make friends that already have jobs. You can make professional connects through work, church, and extracurricular activities.

Color Coded Candy Game (Eastern Illinois University) (20 min)

This activity was adapted to be used to process terms covered during the introduction of vocabulary from the list presented above.

Materials:

Starbursts or other candy that has different colors and is individually wrapped
Dominoes.

Objectives:

1. To reflect on information learned from vocabulary introduction
2. To language learned to real world experience

Instructions:

- Before the activity:
 1. Separate candies by color and put each color in a small clear bowl or a plate (I used small white plates).
 2. On a sheet of paper list review questions. Assign each question a color, but do not let the students see this list prior to selecting their candy.
- Invite participants to pick dominoes. The lowest domino goes first.
- Explain that the color they choose corresponds to a question. Have P's pick a color and ask Q according to that color. After they have answered, they may eat the candy.

Questions
<p><u>Red</u> What are three ways to find businesses that are hiring? What two things should be given to a potential employer before an interview?</p> <p><u>Pink</u> Name three things that can be put on a résumé? What does a</p> <p><u>Yellow</u> What do employers typically look for in an interview? What are two things you should remember during an interview?</p> <p><u>Orange</u> What is a good way to find work in a small town like Cabarete? What is a good way to find work in a big city like Santo Domingo?</p>

Stepping Stones (Adapted from TDEL Final Training) (40 min)

Materials: Two blindfolds, duct tape, 8-12 squares of construction paper, chairs should be available

Objectives:

1. Participants reflect on awareness gained from workshop activities
2. To apply language introduced through Work-readiness vocabulary list to real life

Description:

This activity can be used to demonstrate support in crossing a difficult path, or support in finding the correct path. In the case of this Job Skills workshop, the activity is representative of the steps needed to find, obtain and keep a job and the support needed to take these steps. For this training, the path is made of papers taped to the ground. When turned over, these papers have vocabulary terms from the vocabulary list above in the “work-readiness” vocabulary list.

Instructions:

Set-up:

- Use duct tape to stick 8-12 pieces of construction paper (depending on group size and time allowance). For this training, 10 pieces of paper were used for groups of 6-10 participants.

Directing Participants:

- If more than 16 participants, divide into two groups, one for each separate set of “stepping stones.” One blindfold for each group and 10 stepping stones for each group.
- Within the group (or groups), divide the participants into pairs, attempting to assign them to people they don’t know, such as a younger person with a more experienced person.
 - Trainer explains the following:
- One partner will be blindfolded. The blindfolded partner has the ability to talk and ask questions. The non-blind person may only answer yes or no. *** details to TBD
- Both participants must make it across blocks safely
- Instruct participants with the following directions

1. Now we are going to do an activity called Stepping Stones. This activity should take about 40 minutes. In the back of the room we have two sets of stepping stones between the start and the finish. These stones are on the ground in duct tape (or carpet squares).
2. To get from the start to the finish, you have to cross without touching the surrounding lava. We will divide into pairs. The person in the pair who will be crossing the lava will be blindfolded. This person can speak freely or ask any questions. The other partner will guide them across the stepping stones without touching the lava. However, this participant can say only YES or NO. This cannot speak freely or give instructions or touch the person. They may only lead their partner to the first stepping stone.
 - If you step outside a stepping stone, you need to step back one stone. This is not a competition.

Reflection:

- After the activity, the entire group can sit together in a circle on the floor. If someone will feel more comfortable on a chair, they can bring one from the chairs stacked on the side of the room.
- Facilitate a group discussion by guiding participants with the following questions:
 1. Did you feel you successfully crossed lava
 2. How did you feel when you had to step back one box? And if you did not step back, how did you feel knowing that you had to step back if you step out box?
 3. Did you feel that your partner helped you to cross lava? And if you were guiding your partner, did you feel your partner listened to you?
 4. While you were watching other pairs crossing lava, did you notice any trends/patterns among your group?

5. Did you think that this activity was related to today's training? If so, why did you think so, and if not, why not?
6. How do you know what next step would be?
7. These step stones were indeed steps for getting a job. Please think about our previous activity about language. Can you name each step for yourself?

Section Ten: Teaching Tourists

Hi-Lo Check-in (10 min)

Materials: None

Objectives:

1. To allow participants the opportunity to share and become comfortable in the learning environment

Instructions:

To begin Hi-Lo Checking, the trainer explains that we are going to go around the room and take turns sharing the following:

1. The lowest point of participants' week or day
2. The highest point of participants' week or day

Role Play (45 min)

Materials: Role Play scenarios, printed out with each character's situation cut separately

Objectives:

1. Participants apply learnings through practice
2. To allow trainer an opportunity to evaluate participant learnings from guest speakers

- Explain that group is going to participate in a role play activity where they will have a chance to act out some situations that instructors may face when working with tourists. Participants are encouraged to bring in any insight they gained from guest speakers or from personal experience.
- Ask for two participants to volunteer to go first. Give one a “student” scenario and the other an “instructor” scenario with the corresponding number
- Trainers may give a time limit for role play if they feel necessary. It was not necessary in this particular training
- When Participants finish, ask other group members what they thought about how situations were handled, and what they may do if put in the same situation.
- Invite insight from guest speakers (if present and interested). In this training, one guest speaker took the “instructor” role and reenacted some of the scenarios, explaining other options of
- Follow activity with discussion guided by a series of processing questions.

Surfing:

#1 Instructor: You are a surf instructor and you have a client with a physical disability. The client cannot stand up or walk very well, but they can swim.

#1 Student: You want to take surf lessons but you have a physical disability. You can swim just fine, and you really want to try surfing

#2 Instructor: You have a surf student that is very afraid of the water. The client thinks that surfing can help them get over their fear. They look very nervous and when it is time to get in the water, the student begins to say they are really scared. You do not want to lose your client, but you also do not want to make them do something they do not want to do.

#2 Student: You are very afraid of water. You think that if you take a surf lesson, it will help you with your fear. You are very nervous during the lesson, but when it is time to get into the water, you do not know if you can do it.

Teaching Spanish:

#1 Instructor: You are giving French classes to tourists. You have an adult student that is here in Cabarete for a long time. You have class with her for three weeks and she almost never does her homework.

1 Student: You are taking a French class during your one month vacation. The instructor always gives you homework, but you almost never do it. You want to learn French, but you want to get all the work done in class. You prefer to spend your free time relaxing on the beach or doing water sports.

#2 Instructor: You have a student that has been taking Spanish lessons for you for a long time but her Spanish is not really getting any better. She always comes with her completed homework, but she still speaks at the same level as she did when she first started the class.

#2 Student: You came to Cabarete to learn Spanish and kitesurfing. You have a lot of time here and you are staying in a hotel where they offer classes in both Spanish and Kitesurfing. It is very important to you to be able to speak Spanish by the end of your vacation, but you hardly get a chance to practice it outside of Spanish class.

APPENDIX C – Outlines of Training Sessions

Section One: Introduction to Mariposa Job Skills Training program

Purpose: To facilitate a space for teens to think about career fields and provide them with the language necessary to approach jobs in those fields.

Goal: Participants feel comfortable tackling subject matter around entering the job market.

Objective: Participants are enthusiastic about workshop to come and familiar with material that will be covered throughout the training.

- I. Introduction
 1. Workshop duration, length and logistical Details
 2. Introduction and explanation of workshop purpose, objective, goal
 3. Needs Assessment: powerpoint presentation
 4. Ball Toss: name game
- II. Setting Expectations
- III. Processing Job Site visits
- IV. Guided Imagery

Section Two: Getting Started

Purpose: To introduce participants to language necessary for finding a job and the processes needed to put that language to use.

Goal: Participants gain an understanding of the process needed to find a job and feel positive and excited about it.

Objective: To encourage participants to reflect on real life experiences and bring about awareness of how lesson vocabulary can be applied to find work in the Cabarete.

- I. Introduction

1. Material to be covered
 2. Outline of the day's agenda
- II. Language
1. Introduction of vocabulary
 2. Color Coded Candy game
- III. Stepping Stones
1. Stepping Stone activity
 2. Review of "steps" to finding and keeping employment
- IV. Closing

Section Ten: Teaching Tourists

Purpose: To stimulate awareness of the availability of careers in the Cabarete community that allow participants to work in fields that interest them and use both athletic and academic skills while taking advantage of the community's prevalence of tourists.

Goal: To allow participants a chance to gain knowledge of what kinds of instructional jobs are available in their community, what work they entail, and what kind of people work in them.

Objective 1: Participants are exposed to information detailing the daily tasks and general work of jobs teaching and instructing tourists in the fields of both language and water sports.

Objective 2: Participants explore educational paths, skill development and preparation that could lead them to a career instructing tourists in Cabarete.

- I. Hi-Lo Check-in (if guests arrive late)
- II. Introduction
 1. Overview of agenda
 2. Introduction of guests

- III. Guest Speakers
- IV. Question and answer time
- V. Role Play
- VI. Closing

APPENDIX D - Responses from Summative Evaluations

Responses to Informal Summative Evaluations (English translations of responses from participants of Mariposa Job Skills training)
I want to be a Mariposa Volunteer! It is really good to show girls what I do to do well and be to like me, and how to make something of themselves and get out of poverty.
I want to volunteer because it is a way to show other girls what we learned.
I really liked your class, Genevieve.
I really learned a lot when we played games with candy!
I liked the game with the papers! The one where we had to step on papers on the floor and also the one where we has to find the papers with the clues.
I learned about ...stress? The pressure of bosses and waking up early.
I liked the dream of the future (A Day in The Future guided imagery)!!
(If I could get a job right now) I would like to work in a hospital or a school
We learned (in the workshop) how to have good hygiene in the kitchen
(I learned that) People who prepare food have to wash their hands well before and cannot have nail polish
(I used what I learned in class) When I am working in the kitchen at Mariposa

APPENDIX E – INVITATION TO PARTICIPATE AND INFORMED CONSENT and ASSENT FORM

**Mariposa Foundation
Letter of Invitation to Research Participants**

Dear Participants and Parents,

The purpose of this study is to learn to design effective experiential trainings for teens. I will learn this by creating a Job Skills training program useful to the Mariposa Foundation. It is my hope that Mariposas who participate in my study by attending the Job Skills training program will gain skills that they will be able to use throughout their lives.

Mariposa teens participating in the Job Skills program will be asked to participate in an interview before the training begins. They will then be asked to attend all 15 of the 90 minute Job Skills training periods which will be taking place during the first 7 weeks of fall semester. Participants will also be asked to participate in an interview after the trainings.

It is not my intention that any Mariposas participating in this training will feel they are taking any physical or psychological risk. Participants will not be asked to do anything that could hurt them.

If participants or their parents have any questions before, during, or after the trainings, please contact the researcher, Genevieve Corrin by email at genevieve.corrin@mail.sit.edu.

Mariposas participating in the Job Skills program are free to decide not to participate in workshop activities at any time. You have the right to refuse to answer any questions that make you feel uncomfortable during the needs assessment and follow-up interview. You may choose to continue or discontinue participation. This will not affect your status with the Mariposa

Foundation, nor will it have any negative consequences. If you or your child choose to withdraw information, even after the research has been done, you are free to do so.

All information retrieved from the training, design, and research process will be kept safely in secure Mariposa folders and online filing system, or with my research. No names will be mentioned in my research. If I use personal statements, a pseudonym will be used, unless otherwise requested.

Name: _____ Date: ____/____/____

I have read the above and I understand its contents and I agree to that my child, who is under 18 years old, may participate in the Job Skills Training program, including the design and research process.

Name: _____ Date: ____/____/____

I am under the age of 18. I have read the above and I understand its contents and I agree to participate in the Job Skills Training program, including the design and research process.

Name: _____ Date: ____/____/____

Mariposa Foundation

Carta de Invitación para Participar en Investigación Académica

Estimados participantes y padres,

El propósito de mi estudio es aprender como diseñar un taller experiencial eficaz para jóvenes. Yo aprenderé esta de desarrollar un Taller enfocado en desarrollar Habilidades laborales para la Mariposa Foundation. Espero que las jóvenes que participen en el estudio adquieran habilidades que puedan usar durante todas sus vidas tras asistir el taller. Es mi intención que el conocimiento y habilidades aprendidas en el taller tengan una influencia positiva en sus futuros empleos y puedan favorece a la comunidad de Cabarete.

A las participantes de Mariposas que participen en este Taller, se les pedirá que realicen una entrevista antes de que el taller empiece. Después de la entrevista, se les pedirá que asistan a todos de las sesiones de la formación durante 7 semanas y cada sesión tendrá una duración de 90 minutos. También existe la posibilidad de que se les pida que participen en una entrevista más, al finalizar el taller.

No es mi intención que ninguna de las participantes sienta que están tomando un riesgo físico ni psicológico, ni se les pedirá nada que pudiera hacerles daño. Si tiene alguna pregunta antes, durante, o después del estudio, por favor, contacte con la investigadora, Genevieve Corrin a su correo electrónico genevieve.corrin@mail.sit.edu.

Como un participante o padres de participante, puede retirar y cancelar su participación, o la participación de su hija en cualquier momento. No afectará el estado de la participante en ninguno de los programas o beneficios de la Mariposa Foundation ni tendrá consecuencias negativas.

Sus datos serán confidenciales durante y después de la investigación. Una vez finalizada, esta información será destruida. Toda información proporcionada en el entrenamiento formará parte de la base de datos del Mariposa Foundation o de la investigación. Para preservar la identidad de los participantes, si se usa alguna información personal en la investigación, se usará un pseudónimo o no se usará si se solicita lo contrario.

Yo he leído esta información y entiendo su contenido y acepto participar en el estudio.

Confirmando que yo tengo 18 años o más.

Nombre: _____

Fecha:

____/____/____

Yo he leído esta información y yo entiendo su contenido. Acepto que mi hija, quien tiene menos de 18 años, participe en el estudio

Nombre: _____

Fecha:

____/____/____

Yo tengo menos que 18 años o más. Yo he leído la de arriba y yo entiendo sus contenidos y yo estoy de acuerdo participar en el estudio.

Nombre: _____

Fecha:

____/____/____

