

An External Participatory Evaluation of the Changing Gender Attitudes, Empowering Girls Initiative Guatemala, Honduras and Mexico November 2018

This report was produced by **GENDES** (*Género y Desarrollo A.C.*), a Mexican organization that GFC commissioned to develop and conduct an external evaluation process for GFC's initiative *Changing Gender Attitudes, Empowering Girls*. It has been translated from the original Spanish version. Portions of this report have been redacted to preserve the privacy of the organizations involved in the project.

Introduction

Over the last four years, **Global Fund for Children (GFC)** has collaborated with **Summit Foundation**, with additional support from **Hawk Rock Foundation** and **Girls Rights Project**, to develop educational and community intervention processes through the initiative *Changing Gender Attitudes, Empowering Girls*. The initiative aims to encourage boys, adolescents, and young men in Quintana Roo, Mexico, Guatemala, and Honduras to modify their attitudes and behaviors towards supporting the greater empowerment of girls, adolescent women, and young women in order to build equitable and healthy gender relations (Global Fund for Children, 2018b).

This project seeks to address the deep gender disparities present in Mexico and Central America. These disparities have resulted in numerous manifestations of violence each with its specific and localized character:

In Guatemala, gender inequalities combine with ethnic discrimination and domestic violence, relegating women to the roles of wives and mothers. In many parts of rural Guatemala, girls marry at ages as young as 12, and more than 4,000 girls aged 10 to 14 give birth each year. Most of these girls are denied the right to study and are only allowed to work in conditions of servitude, such as domestic work (UNWOMEN, 2017).

In Honduras, the deepening of violence associated with gangs and other criminal groups has had a particularly serious impact on girls and young women, who are vulnerable to sexual and gender-based violence within their homes and neighborhoods, and who have few hopes of receiving protection or justice from the state. Girls, many aged 15 or younger, are forced to become "brides" of gang members, and those who resist are victims of sexual violence and murder. Gender-based violence is the second leading cause of death among women of reproductive age in Honduras (Centro de Derechos Humanos Fray Matías de Córdova/KIND, 2017).

According to data from UNICEF, the Mexican Yucatan ranks first in teenage pregnancies among young people between the ages of 13 and 19, with a teenage fertility rate of 96.4 per thousand women. In this region, teenage pregnancy has become a public health concern that highlights and

intensifies multiple gender-based inequalities, such as school desertion and job insecurity. Similarly, Quintana Roo State ranks fifth in Mexico for HIV infections, which tripled in one year (2017-2018).

As a response to these situations, **GFC** developed an initiative sustained through partnerships with six local community organizations that work in the deconstruction of machismo and the reduction of gender-based violence through implementing innovative intervention methodologies relevant to their local, regional and national contexts. These community organizations are:

- *Asociación Generando Equidad, Liderazgo y Oportunidades (ASOGEN)*, located in Chimaltenango, Guatemala;
- *Centro Integral de Atención a las Mujeres (CIAM Cancún)*, located in Cancún, Mexico;
- *Cooperativa Mixta Juvenil Emprendedores Solidarios (CMJ)*, located in San Pedro Sula, Honduras;
- *México y Caribe Jóvenes A.C. (GOJoven Mx)*, located in Chetumal, Mexico;
- *Organización para el Empoderamiento de la Juventud (OYE)*, located in El Progreso, Honduras;
- *Red Posithiva: Asociación y Servicios Integrales VIH de Cancún Quintana Roo (Red Posithiva)*, located in Cancún, Mexico.

As part of these partnerships, GFC has provided these organizations with a series of grants aimed at institutional strengthening, as well as the implementation of programs focused on:

- Raising awareness among girls, boys, adolescents, young women, and young men on the importance of questioning gender norms and attitudes;
- Promoting positive, responsible, and nonviolent masculinity among boys, adolescents, and young men;
- Promoting equitable gender relations, particularly among adolescent girls and boys;
- Promoting the positive participation of young men in sexual and reproductive health, as well as in the upbringing of children;
- Stimulating debate at the socio-community, educational, and family levels to advance the questioning of traditional gender norms and roles through public actions and communication strategies;
- Promoting the recognition and protection of the rights of girls and women, improve sexual and reproductive health outcomes, and reduce the incidence of gender-based violence (Global Fund for Children, 2018a).

GFC entered into a collaborative agreement with the Mexican organization **GENDES** (*Género y Desarrollo A.C.*) to develop an evaluation process with the principle objective of uncovering learnings obtained during the first four years of the initiative to integrate them into the next stage. Additionally, this evaluation supports each partner organization's process of institutional capacity improvement, so that they can better integrate positive masculinity and gender equity strategies into the implementation of new projects aimed at children, adolescents and youth. Other specific purposes of this evaluation process are: to describe stakeholders and direct or indirect intermediaries who have strengthened, or complicated, the integrated roll-out of partners' projects; analyze the processes of planning and execution of the programs that have been supported, and identify the lessons learned from their implementation.

In the analysis of partners' programs, **GENDES** found that most of the participants in this initiative experienced very relevant changes in their envisioning and realization of their life plans. Such

transformations are mainly related to receiving sex education, gender training, therapeutic and/or sensitization processes, encouragement and accompaniment in communication and socialization spaces aimed at men, as well as accompaniment processes, both personal and in groups. These interventions, as a whole, enable adolescent women and men to reconsider their futures: the conditions in which they want to live and what they would like to do – for example, study for a university degree, have children or not, and make a life together as a couple. This results from encouraging a critical questioning of gender roles and contemplating the approach to masculinity; that is, questioning the veracity of the social norms that for many years have limited, oppressed, and favored certain groups. Furthermore, the initiative's programs encourage adolescents to develop strategies to reach their future goals, to value their own choices, and to make decisions about them. This view counters the customary view of a passive youth, which is thought and expressed by adult-centered cultures. At the same time, intervention spaces specifically aimed at teachers, parents, and the community in general have also been developed, as partners bet on achieving quantifiable and sustainable socio-community changes in the medium and long term.

GFC's initiative *Changing Gender Attitudes, Empowering Girls*, through the programs it supports, directly contributes to adolescent participants benefiting from these change processes and placing themselves as people with the capacity to change their own lives and promote the mutual development of their peers.

GENDES took note of various processes in which, following the interventions of partner organizations, adolescents took initiative to lead. Their efforts sought to create sustainability for the programs, to involve more young people, to promote in their spaces different ways of connecting, as well as being the catalysts and generators of (nonformal) community networks that work as a support to them and as a reinforcement to the changes that they bring about. Although each one of the programs has different methodologies and even different intervention spaces, the initiative has contributed to the achievement of changes at the community level. In school environments, for example, the rates of peer violence, adolescent pregnancy, school desertion, and dating violence have declined. Within families, organizations have detected cases in which adolescents, especially boys, are involved in the domestic space with greater responsibility and have a better relationship with their mothers, fathers, and family in general. In some cases, the interventions of the partner organizations have identified situations of violence within the home and have triggered processes to channel more specific interventions that respond to the need and priority of protecting the rights of children, teenagers, and women.

In addressing alternative masculinities, partner programs have managed to involve male adolescents in spaces where gender equality is discussed. This basic step is notable due to how the characteristics of dominant masculinity and its construction place males in a position of social privilege from which it is difficult to see the need to changes to ways of being men that contribute to gender equality. The themes that the initiative has managed to make visible are: gender stereotypes, the need to build healthy spaces where men can socialize and learn, co-responsibility in the care of sexual and reproductive health, the shared commitment in relation to domestic work, egalitarian practices, as well as dating violence or intimate partner violence. The results of the **GFC** initiative on masculinities are extremely varied by region and by partner; nevertheless, the programs have contributed to adolescent males reflecting on their practices of *machismo*, on their attitudes and behaviors that discount, devalue, or violate women, and has allowed them to contemplate the possibility of breaking with traditional masculinity roles.

The **GFC** initiative reflects as a promising practice the support for preventative work and work with young people in diverse contexts, considering the topic of masculinities, especially, as an element that contributes to the empowerment of girls, adolescents, and adult women, as well as to the community in general. The partner organizations have also mentioned that the initiative and their relationship with **GFC** have contributed significantly to their institutional development over the last few years. Not only due to the possibility of implementing actions that contribute to the growth and empowerment of children and adolescents, but also due to the services that **GFC** provides in terms of financing, training, regional meetings, institutional strengthening, and accompaniment in review and improvement processes for organizations.

GENDES identified that a strategic component of the initiative has been the decision to include training spaces aimed at the programming teams of partner organizations. The processes implemented in collaboration with the **Promundo** organization, and that were financed by **GFC**, that took place in Guatemala City between November 27 - December 1, 2017 and between August 20 - 24th, 2018, stand out. These meetings addressed issues such as equality and gender equity, sexual diversity, trafficking in persons, responsible paternity, as well as violence, sexual violence, and the consequences of both on the psyche of their victims. A very innovative aspect of these multiple learning spaces is that the participating organizations, in addition to getting to know each other from one workshop to the next, were able to follow up with each other on the implementation of their work plans framed within the initiative supported by **GFC**.

The evaluation found that one of the key challenges in designing programming that addresses masculinities is generating concrete spaces for work with men. It is important to note that this type of work with boys, adolescents, and young men must be promoted with the same level of priority as working with girls, adolescents, and young women. If the initiative supports projects and specific work interventions with an approach of alternative masculinities, this enhances the ability of couples to identify gender stereotypes and inequitable intimate partner relationships. It supports young women and men to together to address the root of the problem. In this way the initiative can enable a questioning of the patriarchal structures and *machismo* ideologies that lead to the construction of toxic and violent masculinities. The interventions of the **GFC** partner organizations should emphasize this dynamic as a social and structural problem.

Another main challenge of the initiative is to get participants to understand that masculinities are constructed every day, and that change is multifactorial and is part of a long process, where it is difficult to arrive at the goal or the "finishing line." If the structures of power remain patriarchal, even when men have egalitarian practices, socially, they will remain in a privileged position with respect to women.

In conclusion, the evaluators emphasize that the partners of the *Changing Gender Attitudes: Empowering Girls* initiative must be cautious when acting from a masculinities perspective, especially as they design and implement future stages. However, up to now, **GFC**'s partner organizations have taken important steps with their communities and have placed this theme and interventions in spaces where the context urgently demands it. For future interventions, it is necessary to think about how to strengthen public actions and the sensitization of those in positions of authority and of the community in general. This will allow for a positioning of the issue on the public agenda in communities where the work is being done.

Theoretical and Methodological Considerations

Gender

We understand gender to be the system of meanings, norms, practices, and representations, built socially and culturally, that are based on characteristics related to a person's sex. In other words, gender refers "to the cultural and historical fabrication of the feminine and the masculine, which is defined as a set of practices, ideas, and discourses related to femininity and masculinity, which determine the type of characteristics considered socially as masculine (assigned to men) and as feminine (assigned to women). This set of practices also determines a series of behaviors associated with such characteristics that result in social attributions imposed on each sex, involving relations of power and inequality" (Leñero Llaca, Hernández Gázquez, and Ramirez Arriola, 2011:18).

Gender is a basic organizer of not only life but also of the relationships people have in different areas, spaces, and institutions. It imposes roles and models of how one should be and what one should do as a woman and as a man. To better understand how this ordering of social relations is made, as well as the effects it produces – such as violence – we will review four of the social bases of this gender order:

Gender Assignment: is the practice of making a first designation of a human being as "girl" or "boy", from the observation of their genital organs (mainly external), that is, to see the vulva or the scrotum and penis. This practice exceptionally encounters difficulties when presented with the dilemma of having to decide when faced with the arrival of a human being with mixed or ambiguous external genitalia.

Gender Stereotypes: are the result of social and cultural practices. They consist in the establishment of a system of attributes, characteristics, and social expectations considered as belonging to girls, boys, women, men, the feminine, and the masculine. Attributes are translated into fixed and obligatory rules, as a must be from the view of social conventions and, finally, in images or models (inherent, essential, immutable) assigned to women and men.

Such models also operate as parameters to impose prohibitions, permissions/privileges and obligations that must be fulfilled, it is supposed, in the behavior and personality of being a woman or of being a man. These models of what should be are both unequal and hierarchical, are reinforced and transmitted by the media, as well as by families, communities, schools, etc.

Gender Identity: is a mechanism of self-recognition that is constructed in the social context, one is not born with it, but one becomes a man or a woman through life experiences lived throughout the life cycle of the person. Identity is a process that is constantly transforming and implies a subjective experience; in other words, it is the condition in which one belongs to the gender they feel and assume, be it woman or man or another identity. Identity is constantly forming through the processes of sense-making from perception, self-perception, and the recognition of others in a social context.

Gender identity is also expressed through diverse practices and discourses including religious, scientific, political, media, public opinion, philosophical, theoretical, patriarchal, academic, social, cultural, and individual which produce and reproduce ideologies of what it means to be a woman

or a man. This is done through cultural codes such as beliefs, values, gender roles, roles and stereotypes, or prototypes of the feminine and masculine.

Gender Roles: are a set of functions and social and cultural prescriptions of what should be done and how one should act and behave according to what is considered feminine or masculine in a particular social context. Again, "these functions and roles are distributed in a hierarchical, unequal, and inequitable manner" (M. Leñero Llaca, 2010:23).

As can be observed, gender is an element of a performative nature, due to how it is translated into concrete practices and actions that generate identity ascriptions; it is interactive as it constructs and interprets patterns and models of socialization; and it is normative, due to how it derives from norms and social schemes that enable sanctions and violence.

Gender as a concept is very useful for the analysis of society; however, when it comes to social impact, it is more convenient to talk about a **gender perspective**. This can be understood, as the name states, as a perspective – that is, a characteristic view on a social phenomenon, a lens under which the reality that surrounds us is observed. Gender perspective is a scientific, analytical, and political vision of women and men. It aims to eliminate the causes of gender oppression such as inequality, injustice, and the hierarchy of people based on gender. It promotes gender equality through equity, and the advancement and well-being of women; it contributes to the construction of a society where women and men have equal value, equal rights, and equal opportunities to access economic resources, as well as equal political and social representation in decision-making areas (Art. 5, pt. IX, of the General Law for the Access of Women to a Life Free from Violence, Mexico).

Through a gender lens one can:

- Make women visible: their activities, their lives, their spaces, and the way they contribute to the creation of social reality;
- Show how and why each specific phenomenon is intersected by power relations and the inequality between genders – factors that characterize patriarchal systems (Serret, 2008:65);
- Analyze the social construction of masculinities and its role in the problem of gender violence among young people in the field of education.
- Make visible some of the gender components in the educational field, for example: if there are inequalities of treatment, access, and opportunities between young women and men.

Alternative Masculinities

For its part, **masculinity** is a "social construction referring to culturally accepted values of the practices and representations of being a man" (INMUJERES, 2007b: 99). This social construction among men is guided by the patriarchal culture, as is the social construction of femininity among women. We understand **patriarchy** thanks to the contributions of feminist scholars who agree that it is a form of social organization where members considered as male tend to dominate in positions of power and in decision-making; "the more powerful this position is, the more likely it is that a male member will retain it" (INMUJERES, 2007b: 101). When we allude to the patriarchal culture, we are referring to that ideology – which has a material basis, that is, unequal conditions for women – that promotes the elevation and the supremacy of men over women, and that is often expressed in violent acts and in the weakening of the

living conditions of women. The term patriarchy "is also used in male leadership systems in certain churches or religious bodies, for example, the Greek and Russian Orthodox churches" (INMUJERES, 2007b: 101), although this phenomenon can also be observed in the Catholic religion, which is predominant in the region where the initiative works.

The patriarchal culture represents violence by reinforcing inequality, and with it, the hierarchy among the members of a society. In this sense, following Marta Torres Falcón, the social imagery promotes certain forms of masculine violence to have a specific meaning: the lonely, violent and hardened hero continues to occupy a central place. Emphasis is placed on valor, courage, and intrepidity – highly praised qualities in the patriarchal culture – and the subsequent damage is minimized. Emphasis is placed on order and discipline and any possibility of dissent is unheard of. The authority of the head of the family, the man of the house, is promoted and the rights of the rest of the group are ignored (Torres Falcón, 2010, p. 60).

Methodological evaluation process

The purpose of the evaluation process facilitated by **GENDES** was to obtain information and knowledge that would allow a reflection process aimed at improving the programming supported by **GFC** as well as the community organizations that implement it.

The methodological framework from which the evaluation process of the initiative was developed included:

- Triangulation as a qualitative research method that facilitates the comparison of findings to provide them with higher levels of validity. Triangulation of information sources, of researchers, as well as of the institutional theoretical references of the programs (institutional analysis, logical framework of the programs, a focus on gender and alternative masculinities) were used;
- Participatory evaluation which refers to a methodological approach that integrates a multiplicity of perspectives that can provide complementary information on interventions. This measure allowed for each partner organization of GFC to analyze and gather information and perspectives from: their management and operational teams, the adolescents participating in their programs and projects, the relatives of the beneficiary population, as well as community actors with whom they have collaborated;
- Retrospective evaluation as an approach to reconstruct the reality of the design and the roll-out of the programs through participatory workshops in which there was a reflection on the daily practices of the organizations, tools were identified through which progress is regularly recorded and, in some cases, the wording of the general and specific objectives of the projects was re-considered or strengthened.

Partner Organizations

All the **GFC** partner organizations in this initiative have a predominant community-based character; each fully identifies with the places in which they are located, and they are positively recognized by the different populations with which they intervene. Likewise, most of these organizations had, before collaborating with **GFC**, interventions aimed at the promotion of sexual and reproductive rights as well as the rights of women to have a life free of violence. The above is important as it highlights that these are serious organizations that maintain a consistent operational focus.

All the partner organizations have chosen educational institutions as a strategic focal point for their projects; however, some have been innovative, influencing community spaces, such as mass media, or specific groups of professions and offices, such as public prosecutors or public transport drivers.

ASOGEN

Asociación Generando Equidad, Liderazgo y Oportunidades - **ASOGEN** (*Association Generating Equity, Leadership and Opportunities*) is an organization recognized regionally and nationally for the defense of women's rights, sexual and reproductive rights, as well as for the promotion of alternatives to the hegemonic model of masculinity. The nature of **ASOGEN** is to boost respect for the rights of women victims of violence; however, they realized that their efforts were limited if they did not involve men in prevention, which would have prevented a comprehensive and structural approach to gender violence.

The main institutional programs of **ASOGEN** are:

- Integral Support Center for Women Survivors of Violence (CAIMU) Chimaltenango: that works as a model of comprehensive attention to the problem of violence against women from a multidisciplinary perspective, with human warmth, professional ethics, and confidentiality. It includes not only a day center for the intake of cases, outpatient consultation of medical and psychological care, and the development of reconstruction workshops, but it also has a shelter project that, at the time of the visit, was about to begin operations.
- Training and empowerment program: through which workshops, forums, talks, self-help groups, and support of young women and adults from the department of Chimaltenango are carried out.
- Men's program: They work with men to promote women's rights and with relatives of survivors who wish to contribute to the prevention of violence against women.
- Political Advocacy: ASOGEN advocates in favor of policies and public agendas that promote women's human rights. They also participate in decision-making spaces and coordinate actions and initiatives with institutions and institutional mechanisms. It is also important to note that ASOGEN is the driving force behind the Men's Network of Guatemala.

A prominent aspect of **ASOGEN's** operation is the partnership it has established with local and regional lawyers' associations as well as institutions of higher education for the teaching of diploma courses and specialization courses that are widely valued by legal professionals, as well as by justice professionals of the department of Chimaltenango. The themes of these training spaces are generally associated with the human, sexual, and reproductive rights of women. It is a strategy that seeks to inform those who procure and impart justice on the aforementioned issues, but also to clarify their doubts so that they direct their work to the greatest possible protection of women's rights.

ASOGEN is an institutionally consolidated organization whose mission, vision, and institutional values are relevant, adequately defined, and internalized by all its personnel. It relies on a current strategic plan that starts from an analysis of the problems that gave rise to the organization and that support the following action items: prevention and comprehensive care, political advocacy, leadership and training, financial management, social research, as well as planning, formulation, and monitoring of projects. The organization has the facilities, equipment, and materials necessary to carry out its activities, and has published its intervention methodologies.

CIAM Cancún A.C.

The *Centro Integral de Atención a las Mujeres* **CIAM Cancún A.C.** (Integral Center of Attention to Women) was originally established to provide care, rescue, and shelter services to women children survivors of violence. However, starting in 2012, this organization reoriented its work towards the prevention of gender-based violence using the Education for Peace methodology. The efforts of **CIAM Cancún** are not only aimed at girls, adolescent females, and women, but also, for more than six years, they have directed boys, adolescent males, and men to internalize gender equity schemes in their daily relationships. **CIAM Cancún** has been recognized in Mexico by the National Council to Prevent Discrimination due to its trajectory for the defense of women's rights. It is currently a model for civil society organizations with strong credibility and impact on public policies at national and international levels.

CIAM Cancun operates various programs aimed at boys, girls, and adolescents:

- Peace Club: its goal is to empower – strengthening the emotional, creative, and civic potential of its members.
- Summer for Peace: aims to increase the skills, attitudes, abilities, and strategies of boys, girls and adolescents through recreation, sport, ecological, and cultural activities, so as to establish peaceful relationships and resolve conflicts in a nonviolent manner.
- Nursery, Mobile Play Center for Peace: has the dual purpose of rescuing spaces, means, and times to play, while recognizing the importance of play in human development.
- Empowered Youth: seeks to promote the development of knowledge, attitudes, and skills among adolescents so that, from a human rights perspective, they are agents of change within their community.
- Village Cinema: projects films to generate spaces for reflection and exchange of ideas.
- Communities of Peace: is aimed at mothers and fathers; it consists of giving workshops on parenting practices, conflict resolution, etc. The activity is carried out in parallel with Village Cinema.

Finally, the program directly funded by **GFC**, "Empowerment and Prevention of Adolescent Pregnancy," has the following objectives:

- Promoting the development of a life plan that considers adolescents as sexual beings and allows them to make assertive decisions;
- Promoting awareness of the sexual rights of adolescents so that they can assume and exercise them responsibly;
- Identifying personal, family, partner, and social elements that represent a risk factor for their full development and, especially, for the exercise of their sexual and reproductive rights;
- Promoting the development of respectful and responsible relationships during courtship as well as promoting equal gender relations.

CIAM Cancún is a consolidated organization with congruent its values, which works from a gender and human rights approach. They have a high degree of internal collaboration, as well as a division of labor that is clearly established. Their institutional mission and vision are focused on the construction of gender equality in community contexts through the Education for Peace methodology, and they are guided by a current strategic plan. Likewise, during the visit, the **GENDES** team corroborated that this organization

has trained and experienced personnel in the aforementioned methodology and in other socio-affective techniques.

CMJ

The *Cooperativa Mixta Juvenil - CMJ* (Mixed Youth Cooperative) is a community organization that began its institutional work seeking the socio-economic reintegration of young people who had been linked to criminal gangs through, primarily, the development of productive projects.

Currently, **CMJ** carries out two operational projects:

- Teen Pregnancy Prevention Program: carried out in the elementary and middle schools of the city of San Pedro Sula and reviews, through informative talks, topics such as: dating, values, sexuality, prevention of teen pregnancies, sexual rights of boys and girls, transmission of sexual diseases, the proper use of condoms, and the elaboration of a life plan.
- Program for scavenger¹ children working in the landfills of San Pedro Sula, Honduras on teen pregnancy prevention, masculinity, and job security: Intervention oriented for the promotion of positive, responsible, and non-violent masculinity, as well as fair gender relations between children and adolescents who work as collectors of recyclable materials in landfills.

REDACTED

GOJoven Mx

GOJoven Mexico (formally named *México y Caribe Jóvenes AC*, Mexican and Caribbean Youth Civil Association, and abbreviated here as **GOJoven Mx**) is a community organization that seeks to promote the empowerment of adolescents and youth within the Mexican state of Quintana Roo so that they can achieve the right to exercise their human rights, particularly their sexual and reproductive rights. **GOJoven Mx** is an institution that was founded by young people who had been beneficiaries of the scholarship program that the **GOJoven International Foundation, Public Health Institute (PHI)**, and the **Summit Foundation** implemented primarily from 2004 to 2012 which sponsored, as part of its intervention model, the promotion of youth leadership in southeast Mexico and in Central America. **GOJoven Mx** has excelled in training young community promoters in Mayan locations to influence the prevention of adolescent pregnancies and the prevention of HIV and other sexually transmitted infections.

Some of the programs currently operated by **GOJoven Mx** are:

- J-Xiibal Collective: The collective is a space in which the objective is to develop life skills in adolescents through educational and recreational activities that contribute to the improvement of their life plan. The collective is coordinated by Carlos Can, who is a former director of the organization. The activities are carried out in the community of Chunhuhub, where they have been able to work on aspects related to sexuality, gender, masculinity, the development of psychosocial skills, and the creation of handicrafts.
- Masculinity workshops: During the last year, they have ventured into the facilitation of masculinity workshops with high school students. At the same time, they hope to take this methodology to other schools and incorporate work with men in criminal proceedings. This activity is

¹ Translator note: The colloquial term used in Spanish was “niños pepenadores(as)” which the translator translated to “scavenger” to keep with the colloquial meaning.

implemented to promote ways of living their masculinity that can be alternatives to the traditional model and is currently conducted sporadically.

- Scholarship Program: (program is currently inactive): This program is the core objective of **GOJoven Mx** and consists of the training of promoters who can undertake creative and sustainable processes that improve the well-being of young people in terms of sexual and reproductive rights and the environment. This project has not operated for the past 2 years in **GOJoven Mx**.

GOJoven Mx has a limited structure. When the **GENDES** team visited and did the interviews, we realized that their team is currently engaged in a process of institutional strengthening that seeks to structure the organization so as to consolidate it in the medium term. This has led **GOJoven Mx** to dedicate itself to the renewal and/or creation of valuable documents for the institution: institutional mission and vision, organizational chart, process manuals, organizational manuals, general policy documents, and strategic planning. However, this process of institutional strengthening has not yet had an operational impact on the organization and the team has not yet had the opportunity to appropriate this new institutional perspective.

An area of opportunity that still needs to be addressed by **GOJoven Mx** is the creation of a financial plan and the building of a fundraising and donor engagement system that allows them to have future sustainability for their programs and projects.

OYE

The Organizational for Youth Empowerment (**OYE**) is a community organization that seeks to support education and empower Honduran children and adolescents who face conditions of poverty and exclusion for them to lead changes in their homes, schools, and communities. A strategic initiative of this organization is that its beneficiaries have solid opportunities to study and work; and, in addition, **OYE** seeks to prevent adolescents from being victims of organized crime, being involved in illegal activities, becoming pregnant during adolescence, and/or getting involved in violent relationships and/or relationships without gender equity, in addition to other situations that may limit their present or future opportunities.

OYE began as an organization dedicated to supporting the educational and academic development of the children and adolescents of El Progreso, Honduras; thus, the organization provides its beneficiaries with permanent monthly financial allowances from the moment they are enrolled into a high school until they complete their university education. To accompany the medium- and long-term goals of this project, **OYE** determined that skill and leadership building among its beneficiaries would be strategic so that they would develop fully, strengthening their ability to make personal decisions, as well as outlining and executing a life plan.

OYE has the following permanent operational programs:

- "Adelante Jóvenes" ("Go Forward Youth") Scholarships: oriented towards teenagers with limited economic resources to complement their secondary studies until the completion of a bachelor's degrees or a higher-level engineering degree.
- Capacity building and leadership: a series of participatory workshops in which participants strengthen their decision-making processes and their life plans.

A strategic area of operational programs is grouped under the name of "Youth participation and social commitment." These are projects designed and implemented from a perspective of child and youth participation that strengthen psychosocial skills as well as resiliency skills.

- Street Art (Art): Promotes the creative expression of adolescents through different artistic disciplines.
- OYE Communicates (Communications): Adolescents gain knowledge and technical skills to learn how to communicate through mass media such as radio, television, cinema (short films), animation, etc.
- Diseño OYE (Graphic Design): Adolescents visually transmit ideas and concepts associated with the issues that the organization works with institutionally.
- Sports in Action (Sports): OYE promotes healthy lifestyles among adolescents, their families, and communities.

Another strategic area that includes various initiatives is called "Youth Leadership through Projects" which share the characteristic of having been financed by external partners of OYE and which, in general terms, coincide with the areas of interest of GFC:

- Comprehensive Sex Education: promotes the implementation of a comprehensive sexual education, which incorporates a gender-based and rights-based approach, for adolescents in basic public education centers.
- Empowerment and Advocacy of Girls: promotes the integral strengthening of skills girls, adolescents females, and young women have so that they can enjoy their rights while promoting and defending them by influencing public policy. Currently, OYE adolescents in the program promote the inclusion of sex education, as well as sexual and reproductive rights programs, in the curriculum of public schools in their region.
- Restorative Educational Communities: trains staff within educational communities to create a positive school culture and how to reduce violence through restorative practices.
- Gender and Masculinities (project financed by GFC): young leaders facilitate gender and masculinities workshops with students from eight educational institutions; they use dialogue circles and participatory methods to involve young people in the deconstruction and reconstruction of masculinities.

OYE is a widely consolidated organization that has a high degree of institutional development. Its mission and vision are defined, express the institutional rationale, and are socialized and internalized by the entire institutional team. Likewise, it has a strategic plan that is monitored annually; the plan considers the social issues that the organization works with, which also lay the foundation for its operational programs. Currently, they are looking for an external consultant/process to allow them to renew said strategic planning.

The OYE staff is adequately paid and trained. It is a very young operative team that is inspired by the success stories of their clients. The organization also has a large team of volunteer staff that consistently and adequately assumes operational tasks for the organization. They also have a property appropriate for the development of their activities as well as the equipment and materials necessary for it. In addition, OYE has a solidly integrated board of directors that strengthens its operation and financing; it should be highlighted that said governing body also includes ex-beneficiaries of the organization that are especially sensitive to the institutional tasks.

Red Posithiva

Red Posithiva: *Asociación y Servicios Integrales VIH* (HIV Integrative Services Association) in Cancún, Quintana Roo, is a civil society organization that cares for those who are facing possible HIV infection or who already live with a positive diagnosis, promoting their development and social welfare. **Red Posithiva** has also integrated prevention into its mission in order to ensure that adolescents and young people from the communities in which they intervene are part of integral prevention processes, through the free and informed exercise of their rights, particularly sexual and reproductive rights, by means of information, care, and advocacy actions. **Red Posithiva** operates the following programs:

- Community Center for Attention and Detection and Community Centers for the detection and prevention of HIV, syphilis, and other STIs in strategic areas: Strengthening the processes of detection, linking and systematizing diagnosed cases of HIV and other STIs in men who have sex with men and trans-women that are detected at the community centers and in testing campaigns, through the strengthening, continuity, and improvement of their services.
- Leadership training for LGBT youth in Quintana Roo: Training young people from the LGBT community between 18 and 35 years old, for the formation of community leadership in the state of Quintana Roo.
- Changing gender attitudes: Empowering girls (“Without Options there is no Choice”): Empowering gender in the student population, parents, and teachers about the advantages of delaying motherhood and fatherhood at an early age.

The project titled *Without Options there is no Choice*, which is partially financed by the **GFC**, is carried out under the umbrella of Integral Sexual Education and the methodology is derived from participatory action research, which fits the dynamic, participatory, inclusive, and constructivist style that **Red Posithiva** seeks to promote.

Red Posithiva builds its formal institutional structure with a board of directors, management, and two teams (Programs and Institutional Development). This structure in practice is unstable and limited. Administrative offices are formalized; however, in regards to the operational team, not all people have a clear position with defined tasks. Operationally there are two teams: those in charge of HIV care and related projects and those who work on gender issues. These teams do not collaborate with each other and are not aware of other organization-wide projects.

They have a documented institutional structure (organization chart, mission, vision, institutional values, objectives, job descriptions, and current strategic planning), however these documents are not completely consistent with the institutional reality. That is to say, the positions established within the organization chart are not exactly covered by the personnel, the institutional values are not known by all the people that make up the organization, and the projects are taken up within management and operations by the personnel and a team of volunteers, without being systematized and/or documented in the corresponding processes.

Work in Gender and Masculinities

As a central part of the evaluation process, **GENDES** found that most of the **GFC** partner organizations have incorporated into their projects and their institutional dynamics the perspectives of gender equity and the promotion of non-hegemonic masculinities. Most of the organizations promote these approaches

through models of popular education that involve children and adolescents as the protagonists to whom the interventions are directed.

The interventions of **GFC**'s partners begin by recognizing the attitudes and behaviors that are commonly present in their communities (mainly within educational institutions) and accompany their participants so that they can reflect on the meaning of their actions. The organizations generally accompany the adolescents in an analysis of these practices as well as in an exploration of how these practices can be gradually transformed into nonviolent forms of being a man and towards egalitarian dynamics within relationships between women and men.

ASOGEN

To develop their work with men, **ASOGEN** establishes ties and alliances with public officials, such as school directors as well as with community or sectoral leaders. During a presentational stage of the proposal, **ASOGEN** explains the advantage of working with men of all ages (children, adolescents, youth, and adults) to achieve transformational change in preventing teenage pregnancies, episodes of violence, as well as in promoting respect for women and their rights.

ASOGEN insists that participants be committed to a constant attendance during the pre-scheduled agreed upon sessions. The community organization addresses specific issues, such as: self-esteem; sex and gender; violence against women (what we see and what we do not see); body, sex and sexuality (sexual and reproductive rights); legal framework in favor of the prevention of violence against women (current Guatemalan legislation); and new masculinities (new ways of being men). The person in charge of the **ASOGEN**'s processes of Education and Empowerment, Francisco Luna, points out that in these processes a methodology of popular education is used. **GENDES** observed the positive impact on participants, not only in the questioning of roles and stereotypes, but also in the commitment to being agents of change in their communities.

ASOGEN's interventions have inspired the foundation and implementation of various community youth organizations that already develop their own projects on gender equity and defense of women's rights in their own regions and communities. The case of the Sololateca Organization for the Rights of Indigenous Young Women located in the city of Nahualá, Guatemala, stands out, as they develop projects for the empowerment of indigenous women in the region (especially young and adolescent girls). This organization, thanks to the accompaniment of **ASOGEN**, is already supported by foundations such as the Central American Women's Fund and is being considered by **GFC** and **Dubai Cares** for its next initiative called "Empowering Adolescent Girls." Considering the characteristics regarding gender agreement in the Spanish language, a good practice of **ASOGEN** is to conjugate in the feminine gender seeing that the majority of its members are women.

ASOGEN Focus Group Results and Feedback

"We were able to change the old masculinity to the new masculinity, because that was our strong point."

What does this new masculinity mean?

- That we not be sexist, women have the right to freedom;
- We question the custom that our fathers and mothers have imposed on us that what is of man has to be done only for the man; what is of the woman, must only be done as a woman would do it.
- I talk to friends and I tell them to respect women, to listen to them;
- In the streets, women are not valued, and for that fact they are whistled at, they are catcalled in ways that they should not be, told perverted things that are offensive to women. With new masculinities, that changes;
- Machismo means that men have more power than women; there is no equity;
- We cannot leave all the responsibility to change to women; since men are the ones who violate, we must also participate.

What motivated them to imagine a different masculinity?

- What struck me was that we all have the same rights;
- I liked working as a team. We did many activities and what I did not understand in the talks, I understood in the activities;
- What changed me the most is that men can wash, men can cook, that's what really impacted me. Women can do the same as us.

The young women pointed out:

- In the spaces we occupy, we do not have access to a space where men and women can relate;
- There are restraints that did not allow us to leave our environments: physical and psychological violence in our homes; racism; the catcalls and the perverted harassment on the part of Ladinos; the irresponsibility of parents; these are things that are tied to us closely and that we struggle to break through, but even so we are the future of change;
- We came with the purpose of achieving gender equality and new knowledge;
- By knowing about my rights, what was taught here, they gave me freedom;
- Through the workshops, through sharing time together, is how I gained confidence. As well as the experiences, new knowledge acquired;
- I learned techniques for talking with other women.

The young men expressed:

- When I started to come, my parents would always ask me when I returned "what did you go to learn?" and I would tell them "This is what I went to learn, this is what they talked to us about"; and, like, they were surprised, but now they do not tell me anything, because they saw how one can benefit from all the talks. To a specific question, he pointed out that his father had begun to change.
- I started talking to a co-worker and then there were two of them and I would tell them not to mistreat their wives. We have continued talking and little by little they have realized things that they are not doing well.

The results go further:

- We learned to be leaders.
- We learned to work as a team.
- We are reaching 90% equity for ourselves. There is already equity, here in this little group at least, maybe we have not achieved it outside, but here we already have it.
- We are sharing experiences with other organizations.

Focus group consisting of 22 men and women.
Young people and adolescents (between 16 and 22 years of age)
who participate in ASOGEN training workshops.
From the Municipality of Nahualá, Department of Sololá, Guatemala.
Wednesday August 8 from 8:00 a.m. to 4:00 p.m.

CIAM Cancún A.C.

Since its inception, **CIAM Cancún** has cultivated and developed its intersectional work through a gender perspective and human rights approach; however, its action points have evolved since 2012 when CIAM Cancún transitioned from a Victim Assistance Center to a space for the prevention of violence. It was from there that they began to work on sexual and reproductive rights with a middle school: the National School of Technical Professional Education (Colegio Nacional de Educación Profesional Técnica - CONALEP), which, in turn, had the need to address the problem of teenage pregnancy among its students.

After piloting this program, the opportunity to obtain financing from **GFC** was presented, which triggered a greater structuring of the program. Gender and human rights approaches are a cross-cutting part of each of the projects that CIAM Cancún operates through the Education for Peace methodology; this perspective emphasizes centering expression on the connections that are established within the group. That is to say, first, they work in fostering a safe and pleasant space for those who come in and that in this space there is respect, freedom of expression, and equal participation. Thus, even before theoretically entering into the subjects to be worked on, there is constant emphasis on forming relationships within the group, drawing attention to power relations, and, when needed, calling out violent relationships. Doing this incorporates the gender perspectives and elements of masculinities, without needing to name them as such in the sessions. It also helps to de-normalize intra- and inter-gender violence.

The content is programmed into two semesters of work: in the first semester interpersonal relationships, gender, and dating violence are explored, while in the second semester sexuality, sexual and reproductive rights, contraceptive methods, sexually transmitted infections, and adolescent fatherhood and motherhood are explored. Both semesters are conducted under principles of generating consensus and naming and discussing situations of violence. In all cases, the order and content of the syllabus are adapted to the characteristics of each group, so adjustments are constantly made to this program.

Although the methodology itself promotes egalitarian relationships as well as questions and reflections on sex/gender power structures for both men and women, it is normal for women to be more susceptible to perceiving these power differences at first. It should be noted that following the implementation of the project supported by this initiative, the CONALEP staff identified the need to create a space in which the school community can reflect on the violence caused by men against women and between the adolescent men themselves that may take place at school. This space, known as the "Council of Men," is being formed by the school authorities with the accompaniment of **CIAM Cancún**. This aspect of the project is important because it is necessary to define the purpose of promoting a questioning of traditional masculinity, especially if such reflection does not result in the concrete transformation of attitudes and behaviors. Among the risks of this work with men are the following:

- Talks are exclusively about "men's things" or things socially established for them as a way to dismantle gender stereotypes. This job, although it is important and necessary at first, is very limited and does not necessarily foster egalitarian relationships;
- Addresses only "male malaise" that refers to the consequences and affectations that are experienced by men due to traditional masculinity roles.

This issue is also relevant in certain other points of the process; however, it is very common for power relations to be made invisible for women and the affectations they experience, so again, it does not mean that it promotes better treatment for them.

GENDES, therefore, reiterates that in working with men it is important to approach masculinity from a perspective that mainly addresses male privilege, normalized violent practices, inter-gender relationships, an invitation to responsibility and the promotion of the advancement of women.

CMJ

REDACTED

GOJoven Mx

As good practices go, it is important to highlight that carrying out work on gender, masculinities, and sexual and reproductive rights under a community methodology with young people is an uncommon job in Mexico, but that in the case of the **J-Xiibal Collective**, they have managed to involve the adolescents of Chuhuhub in sustaining the collective and in the development of activities that positively impact the community. At **GENDES** we consider this experience as unique, given its specificity in addressing work on masculinities within communal, indigenous, and young men's environments. The approach focuses on the questioning of traditional masculine identity and the possibility of creating alternative forms of bonding among women and men that are respectful and equitable. The methodology is open and the coordinator introduces the themes of gender, masculinity, and sexuality while developing other activities such as the making of earrings and bracelets by men (a practice that in itself breaks masculine traditional beliefs), supporting the community, the participation of the collective in town festivities, camps, and some other activities.

On the other hand, **GENDES** considers it to be good practice that those within **GOJoven Mx** who operate projects and perform field work seek to incorporate the focus of masculinities in a meaningful and central way in all their interventions and train with specialists in the subject. **GOJoven Mx** mentioned receiving training with Douglas Mendoza in Nicaragua, training and close support from Hugo Huberman, a specialist organization in masculinities in Argentina, as well as training with **Promundo**. This last process is part of the aforementioned **GFC** strategy to strengthen the learning of its partner organizations within the framework of this initiative.

The work has addressed the needs derived from the community context of Chuhuhub, making it possible to discuss within the community issues such as women's empowerment, sexual and reproductive rights, and masculinity, as well as encouraging adolescents to question and take action within the spaces they have access to. In terms of gender, it stands out that they are constantly seeking and maintaining ways for men and women talk about issues of interest to them with the rest of the group, in conditions of equality. That is, space is provided for everyone to have the floor, discuss the problems of gender in their daily lives, develop activities, and strengthen leadership skills in with peers. With this, they are seeking to establish horizontal relationships, where the voices of men and women are heard, where there is respect, where they are not made vulnerable, and their rights are not violated. The **J-Xiibal Collective** has

become a space for dialogue, listening and respect for the young people of the community, and a place where traditional gender models are modified.

OYE

OYE began to develop interventions on sexual and reproductive rights, gender equality, and alternative masculinities because it is convinced that these aspects are fundamental for the comprehensive development of the adolescents with whom they work. **OYE's** work in these types of projects are carried out in some of the main secondary schools in the city of El Progreso and, therefore, it transcends its initial universe of adolescent with scholarships and expands it to the rest of the students of these educational centers. It should be noted that **OYE** has managed to establish formal collaboration mechanisms with the aforementioned educational institutions, a collaboration that provides continuity and follow-up to institutional efforts.

The initiative *Changing Gender Attitudes, Empowering Girls* was developed from foundational participatory tools that favor reflection and dialogue on the daily practices of the participants, and uses these tools to discuss how practices are determined by social mandates that discount women and normalize violence as a dominant way to establish relationships. It is important to highlight that **OYE**, in adopting the same name of the **GFC** initiative for its own operational project, shows that the organization bought into, at the highest level, the objectives of the initiative. These interventions complement and enhance the other projects that **OYE** has developed in the same schools, as well as benefiting from the foundations laid by this prior work.

One example is the "Girls Lead" initiative, through which **OYE** has worked with a group of girls and adolescent females who are leaders in public policy advocacy processes. Their advocacy is focused on the inclusion of sex education and gender equity content in the standard curriculum for both primary and secondary education in Honduras. **OYE** is already leading the development and implementation of comprehensive sexual and reproductive education programs that allow adolescent participants to be informed and sensitized about their sexual and reproductive rights, allowing them to integrate the sexual dimension of their lives harmoniously with other parts of their lives. This practical program is closely related to the empowerment of adolescent girls who benefit from **OYE**.

Additionally, the **OYE** interventions in these schools include spaces for reflection on the traditional ways of being a man and how these have been internalized and made normal within their families and communities. During the workshops, adolescent males have managed to break down these types of hegemonic practices and perspectives, and are able to identify ways in which they hurt women and violate their rights. Likewise, through an alternative masculinities approach, they reorganize their relationships and dynamics to include equity in them.

Red Posithiva

Red Posithiva was initially created as an organization dedicated exclusively to addressing issues related to HIV, sexually transmitted infections, and sexual diversity, being strongly linked to LGBT collectives, until approximately 5 years ago when they realized that sex education could be a way to work on HIV, from a prevention perspective. This was translated into giving lectures and conferences, and the opening of small discussion spaces in schools, activities that contributed to raising **Red Posithiva's** profile as a primary expert in sexuality and HIV. Upon venturing into the field of prevention and work with young populations,

they found the need to incorporate issues of teen pregnancy and gender within their interventions, and they began meeting with other organizations that were involved in those issues. This is how the project supported by GFC came about, and with it, a greater structuring of the programs around gender issues; that is, this initiative was the stimulus needed to venture into these topics and diversify the work of **Red Posithiva**.

From that moment, comprehensive sexual education became the foundation for their work. They developed a syllabus that covers sexually transmitted infections and sexual diversity, as well as gender, teen pregnancy, life plans, and, recently, masculinities. It is important to note that the inclusion of the issue of masculinities emerged, as in other participating organizations, as a result of one of the trainings promoted by the **GFC** initiative in collaboration with **Promundo**.

Red Posithiva began as an organization formed mainly by men who identify as gay, bisexual, and trans; however, this has changed with the growth of the projects and the positioning of the organization as a benchmark in work on sexuality in Quintana Roo. The **Red Posithiva** team has grown considerably, and women with training in gender and feminism have been integrated as a necessary step for the organization to develop interventions with a gender perspective. The project funded by the **GFC** initiative, *Without Options there is no Choice*, is currently led and implemented by three young women. This team has some notable good practices; the team:

- promotes the practice that the whole institution be updated and trained in the area of gender and masculinities;
- creates a theoretical base for its interventions with a gender perspective, including an up-to-date specialized bibliography;
- incorporates volunteers as part of the team and involves them in training and development of new projects;
- has developed and strengthened ties with key stakeholders which facilitates better implementation of the operational projects of **Red Posithiva**;
- partners with other organizations to mutually strengthen one another, which is the case with the Specialized Group for the Prevention of Teenage Pregnancy of Quintana Roo and the Quintana Roo Network of Sexual and Reproductive Rights; and
- uses social media networks (Facebook, for example) to keep up with followers, clarify doubts, and disseminate information.

Proposal of indicators

During the field visits, **GENDES** developed – with most of the organizations – workshops to reflect on the institutional work. These spaces used a participatory methodology that included people at the management and program level. At first, they were asked to work in teams to identify the different achievements that they had witnessed, along the lines of the *Changing Gender Attitudes, Empowering Girls* initiative. Once the answers were agreed upon, the teams were asked to indicate how they were documenting those results and, based on both responses, the indicators that could more faithfully reflect such processes were identified, while retaining a consistent character across organizations whenever possible. Finally, when necessary, the objectives were redefined to better align to the indicators. The results of this aspect of the evaluation are presented below.

ASOGEN

Overall objective:

Promote that adolescent participants gradually modify their attitudes and behavior towards the construction of equitable gender relations.

Specific objectives:

1. Create a youth leadership program within **ASOGEN** that promotes young people to be active among their peers in the promotion of sexual and reproductive rights.
2. Promote capacity development among youth leadership to help them become actors of change in their spaces of interaction.

Indicators	Measured Aspect	Tool or instrument
1. Percentage of participants that increase their positive attitude towards gender equality.	Attitudes	Pre and post questionnaire of the project "Change of Gender Attitudes and Empowerment of Girls" (see Annex 1)
2. Percentage of people who increase behaviors associated with gender equality.	Behaviors	Inventory of project activities "Changing Gender Attitudes and Empowering Girls" (see Annex 2)
3. Percentage of people who increase their participation as agents of change for gender equality.	Behaviors	
4. Number of new users served in ASOGEN due to the trained agents of change	Behaviors	Initial assistance file for consultancies (see Annex 3) Initial care file for women victims (see Annex 4) Initial care file for children and adolescents (see Annex 5) Initial care file for collateral victims (see Annex 6)
5. Percentage of people who define their life plan towards gender equality.	Attitudes	Life Plan Format of the project "Empowerment and Prevention of Adolescent Pregnancy" (see Annex 7) Checklist of the elaboration of the Life Plan of the project "Empowerment and Prevention of Adolescent Pregnancy" (see Annex 8)

CIAM Cancún

Overall objective:

Empower adolescents in the exercise of their sexual and reproductive rights with a gender perspective, under the methodology of Education for Peace.

Specific objectives:

1. Increase knowledge, attitudes, and skills of high school adolescents about the exercise of their sexual and reproductive rights.
2. Increase the percentage of sexually active adolescents who report taking measures to prevent pregnancies.
3. Increase the identification of situations of dating violence and gender stereotypes by high school adolescents.
4. Increase in adolescent men knowledge, attitudes, and skills oriented towards the exercise of positive masculinities that contribute to equality.
5. Increase the effectiveness of support networks for adolescents to exercise their sexual and reproductive rights.

Indicators	Measured Aspect	Tool or instrument
1. Percentage of participants that modify their life plan towards gender equality (oriented towards the empowerment of women).	Attitudes	Life Plan Format of the project "Empowerment and Prevention of Adolescent Pregnancy" (see Annex 9) Checklist for the elaboration of a Life Plan of the project "Empowerment and Prevention of Adolescent Pregnancy" (see Annex 10)
2. Percentage of participants that modify their life plan towards gender equality (oriented to the experience of positive masculinities, for men).	Attitudes	
3. Percentage of sexually active program participants who reported taking measures to prevent pregnancy.	Behaviors	Initial survey of adolescents of the project "Empowerment and Prevention of Adolescent Pregnancy" (see Annex 11) Final survey of adolescents of the project "Empowerment and Prevention of Adolescent Pregnancy" (see Annex 12)
4. Percentage of decrease in cases of pregnancy in schools.	Behaviors	Information on the number of pregnant students during each school year will be requested semi-annually from CONALEP

CMJ

REDACTED

GOJoven Mx

Overall objective:

Build an orientation and recreation space for teenagers between 12 and 18 years old, to provide information and tools on topics that interest them in a practical and understandable manner, with a gender focus.

Specific objectives:

1. Empower 30 youth promoters for peer replication.
2. Increase the knowledge of 200 adolescents in comprehensive sexual education.
3. Create agreements to collaborate with the educational authorities of the community.
4. Provide three workshops a month, aimed at adolescents in junior high and high school in subjects related to youth.

As a collective work, the following indicators were prepared based on the work they do.

Indicators	Measured Aspect	Tool or instrument
1. Percentage of adolescents aged 13 to 17 years who increase their knowledge about sexual and reproductive rights.	Knowledge	Project pre - post questionnaire "Workshops on masculinities" (see Annex 13).
2. Percentage of adolescents aged 13 to 17 years who increased their knowledge about contraceptive methods.	Knowledge	
3. Number of male adolescents who recognize and share their emotions	Attitude	Observational record by the coordinator (see Annex 14). Development of focus groups with the adolescents of the collective (see Annex 15).
4. Number of adolescents who document and share their processes of change in the collective	Attitude and Behavior	
5. Percentage of egalitarian practices that adolescents recognize and maintain in their inter-gender relationships.	Attitude and Behavior	
6. Number of adolescents who report taking measures for the care of their sexual and reproductive health.	Behavior	

OYE

Overall objective:

Increase knowledge of healthy lifestyles (defined as gender equitable attitudes and behavior) of eighth and ninth grade students.

Specific objectives:

1. The participants will share situations involving violence, personal or other, to reflect on them.
2. The participants will put into practice at least one of the five anger control techniques taught in the workshops.
3. Participants will share an analysis of what is wrong within their dating relationship and what they hope to change for the better.
4. The participants will have a clear concept of equality and equity to put it into practice in the different environments in which they live.
5. The participants will shape their life plans with academic and personal goals.
6. The participants will identify *machismo* practices and reflect on how to counteract their effect on society.

Indicators	Measured Aspect	Tool or instrument
1. Adolescents visually, verbally, and physically respect women.	Behavior	Project pre-post questionnaire "Gender and Masculinities" (see Annex 16)
2. Adolescents choose their own ways of expressing themselves, relating to others, and dressing themselves without feeling pressured by traditional gender stereotypes.	Behavior	
3. Adolescents distribute tasks and responsibilities equally.	Behavior	
4. Adolescents talk uninhibitedly about sexual organs, their self-care, and about the use of condoms	Behavior	

Red Positiva

Overall objective:

Prevent unplanned pregnancy and early relationships through Comprehensive Sexual Education among teens in teleschools² in Cancún.

Specific objectives:

1. Contribute to participants identifying and modifying their attitudes towards gender.
2. Promote the exercise of sexual and reproductive rights of adolescents through updated scientific and secular information.
3. Provide tools for adolescents to incorporate sexual and reproductive health care to their life plan.

Indicators	Measured Aspect	Tool or instrument
1. Number of adolescent women that modify their beliefs regarding gender stereotypes.	Attitude	Project pre - post questionnaire "Empowerment and Prevention of Adolescent Pregnancy" (see Annex 17)
2. Number of adolescent males that modify their beliefs regarding gender stereotypes.	Attitude	
3. Percentage of adolescent women who identify elements of Sexual and Reproductive Health.	Knowledge	
4. Percentage of adolescent males who identify elements of Sexual and Reproductive Health.	Knowledge	

Main findings and results

² The teleschool is a model within the Mexican education system that aims to provide secondary education through television broadcasts in rural or hard to reach areas across the country.

The initiative has been able to obtain very significant learnings regarding the promotion of alternative masculinities; one of them being that male adolescents who become aware of this issue and internalize it in their attitudes and behaviors can pass through empowerment processes that allow them to transcend gender mandates and live as men with greater expressivity and commitment to equity.

The promotion of new masculinities by the partners of the *Changing Gender Attitudes, Empowering Girls* initiative has led to higher levels of co-responsible participation of adolescent boys and young men in domestic tasks or in sexual and reproductive health.

Most of the **GFC** partner organizations created community promoter training programs for the adolescent male participants that replicated workshops and spaces for reflection on non-hegemonic masculinities.

Additionally, the promotion of non-traditional masculinities has also strengthened and, in some cases, initiated the construction of social and community protection networks that defend girls, adolescent females, and young women in the face of street harassment and bullying in both public and private spaces.

Another favorable result of the initiative regarding masculinities is that some organizations have already begun the design and publication of their own specialized materials for the promotion of non-machismo attitudes and behaviors as well as of equitable personal relationships from a gender perspective.

The other facet of the initiative, which promotes the empowerment of girls, adolescent females and young women has also made very important advancements and findings. Among these findings stands out the fact that many of the adolescent female and young women participants now feel ownership in making decisions about themselves, their bodies, and their life plan.

Most of the participants of the initiative's programs project life plans where traditional gender roles are strongly questioned. The teenage women and young women beneficiaries of the projects do not see themselves as simple housewives destined to marry, have children, and manage a house and a family. The participants, in their majority, plan their futures around pursuing professional studies that allow them scenarios of upward social mobility. Likewise, many of them see their erotic-romantic relationships as valid and as potential counterpoints to pregnancy at very young ages.

Finally, it should be noted that the **GFC** initiative has managed to strengthen the different community organizations in different institutional dimensions. One of these areas of growth has been the establishment of mutual collaboration activities with the schools with which the organizations work. The use of school statistics as an additional measurement instrument provides support to the tracking of interventions and, in some cases, has even begun to generate hard data about the perception of equity among young people within their personal relationships or the exercise of sexual and reproductive rights of adolescents with which the organizations work.

Another area that has been reinforced is the technical capacity to identify the impacts achieved by the programs supported by the initiative. In this regard, organizations have moved beyond the simple recall of learned content on gender equity to begin to record attitudinal transformations by adolescent participants.

ASOGEN

For this organization, the inclusion of an alternative masculinities approach has been a strategic complement to its work defending of women's rights. **ASOGEN** has found that breaking with traditional models of being a man requires also requires a process of empowerment for men.

Through its workshops on new masculinities, **ASOGEN** has promoted respect among male adolescents who are classmates in the school spaces where **ASOGEN** works; likewise, they have promoted the concept of co-responsibility in domestic tasks and the construction of life plans focused on equal participation between men and women. A story that stands out took place in the municipality of Chimaltenango among public transport drivers, who were targeted by **ASOGEN** for being a group that sexually harasses women. After the sessions had finished, one of the drivers catcalled a woman on the street, and the other drivers reprimanded his behavior and asked him if he did not remember what they had been taught by **ASOGEN**.

Another notable story that **GENDES** recorded is that of a community leader who, after hearing arguments in favor of equality and against gender roles, placed his machete on the table and asserted that in his community, things would not change. The group's reaction was to contain the possible episode of violence and to support **ASOGEN's** stance that problems can be solved peacefully. At the end of the sessions, the leader expressed that he felt satisfied that the process had continued to the end because he had learned important things.

Some of the young men who have participated in workshops to promote sexual and reproductive health, now attend counseling meetings on family planning, talks on birth control, and information sessions on vasectomies together with their wives. In the case of adolescents, the community organization has noted that they show greater interest in acquiring condoms. **ASOGEN** has encouraged the positive participation of men in the upbringing of their children, and to this end it, has promoted the publication of promotional materials on co-responsibility and participation of men in child raising.

An outstanding product of the collaboration between **GFC** and **ASOGEN** within the framework of this initiative has been the systematization and documentation of the interventions that this organization carries out for the promotion of alternative masculinities. In fact, **ASOGEN** has published two methodological guides that were institutionalized in order to implement the different processes of promotion of new masculinities and have served other organizations as sources of consultation and guidance in the work of masculinities. The names of these materials are:

- Methodological guide to transform gender roles and masculinities in young people and adolescents; and
- Methodological guide to transform gender roles and masculinities in adult men.

CIAM Cancún

The results perceived and expressed by the **CIAM Cancún** program team indicate that their beneficiaries, especially female adolescents, have absorbed new concepts: "they feel they own their decisions" and they say things like "I already know that I should not be forced to marry, I must not be forced to have children, I want to go to a university. "; "I know that I am responsible for my body, that I have to take care of myself, that if I do not want to have sexual relations, I should not feel obligated." They can also identify stereotypes and curb beliefs about romantic love; they have diminished the strength

of the belief that they need to marry to exercise their sexuality; they accept sexual diversity; they identify that it is not only men who make decisions about the use of contraceptives; and they believe women can also freely enjoy their sexuality.

As for male adolescents, they are able to speak about when they have used violence or when they have received violence from another man; they identify violence among peers; they increase their expressions of affection and emotion; and identify that child raising is the responsibility of men and women.

One of the greatest achievements for **CIAM Cancún**, as well as for the educational institutions with which it collaborates, has been to create spaces within the school environment where adolescents can communicate the problems they have and are listened to, where they can vent, and where the people around them can understand the problems they may go through. Through uncovering and de-normalizing violent dynamics within groups, the adolescents can now identify acts of violence inside and outside the school. Proof of this is that as the sessions progress, the adolescent boys and girls are the ones who begin to regulate respect for the agreements made and who request support when they identify violence in their daily lives. The Operational Director of Program Development, S. Naivi Cruz Mazariego, told the story of a student who shared in a group session that a teacher had been sending her harassing messages. She first spoke about it in a therapy session and the case then moved to the Vocational Counseling department, where it was detected that she was not the only student receiving these types of messages from that teacher.

CIAM Cancún's intervention has contributed to a reduction in teenage pregnancies on the CONALEP campus where they work. While the school recorded 35 pregnancies during first year of the intervention, during the first semester of 2018, only 4 pregnancies have been noted among their students.

The **CIAM Cancún** intervention has generated a virtuous cycle: the students found in the **CIAM Cancún** collaborators adults whom they could trust and talk to about their doubts and ideas for life plans that differ from the stereotypical path marriage, family, and dedicating oneself to "the home." The Coordinator of Vocational Counseling of CONALEP noted that the work that **CIAM Cancún** carries out in the school generates synergies between support networks for adolescents. One of these support networks that **CIAM Cancún** has continuously strengthened during the development of the project is of the faculty of CONALEP. Teachers receive training and updated information regarding sexual and reproductive rights of youth, which they can pass on as one of the sources of information and consultation for adolescents. One of these training spaces, carried out with the support of the initiative, is the Educational Diploma for Peace and Sexual and Reproductive Rights organized by **CIAM Cancún**.

This means that the students have a space of trust, respect, and equality where they can share their problems and/or situations that they would not share elsewhere, generating within the group a primary support and defense network. Additionally, having a place to identify situations of violence and be able to talk about them with teachers and/or counselors generates another safety network. Also, knowing that they can approach **CIAM Cancún** and have the possibility of psychological counselling also builds an institutional support network in addition to the previous ones. The fact that young people approach their mothers and/or fathers to talk about sexuality, about problems or what happens in school, contributes to the building of another support network within the family. This in itself empowers young people to feel

more secure and empowered, with support and backing from their peers and other people who are concerned about them.

Furthermore, the Vocational Counseling department of the school is able to better monitor the community in which CONALEP is located: a gang-controlled area with high rates of social violence. The counselors say that although the students still live in the same neighborhoods, the violence that had been present inside the school (fires, fights, threats to teachers) has diminished considerably, to such a degree that there are no longer clashes between gangs within the school. This is an achievement that exemplifies the work on masculinities, without needing to name it in such a way, taking into account that the confrontations between gangs usually involve men. In the context of social violence, being able to relate with one another in a non-violent way (at least as far as physical violence is concerned) is a way of beginning to shift towards other ways of expressing masculinity and of letting go of the characteristic risk-seeking of traditional masculinity.

CIAM Cancún as a team has been able to strengthen its organization and has learned about the importance of listening to the doubts and concerns of the young people and then structuring the sessions within the program based on both the needs of the youth and the needs of the school. That is to say, on the one hand, they have learned to meet the demands that are prioritized from the youth, and on the other, they have learned to cover the institutional demands, which ultimately, are those that make possible the access to the student population and therefore the development of the program.

Finally, the work of **CIAM Cancún** around the **GFC** initiative and regarding the issue of sexual and reproductive rights has strengthened its participation in specialized thematic collectives such as the Quintana Roo Network for Sexual and Reproductive Rights of the Youth and the State Group for Prevention of Teenage Pregnancy; it has also strengthened its collaborative ties with CONALEP and is now part of its Liaison Committee, with the intention of advising or accompanying the strategic decisions of the school. The success of this project has helped **CIAM Cancún** diversify its funding sources. The Quiera Foundation has awarded scholarships to 23 student beneficiaries of the project. The Fund for Youth of Central America and Mexico (*Fondo para Jóvenes de Centroamérica y México*) is also expected to grant them funds to work on the issue of sexual and reproductive rights of youth with the purpose of co-investing in the same project supported by **GFC**. These new funds will allow them to elaborate a municipal diagnostic baseline on the knowledge and practice of sexuality by adolescents (drawing from the surveys collected from this project) and possibly replicate the project on a second school campus.

CMJ

REDACTED

GOJoven Mx

The achievements and learnings of the initiative from **GOJoven Mx** have come from the work of the **Colectivo J-Xiibal**. The most relevant of these results is the questioning of traditional gender roles. Many of the adolescents and young women, for example, already conform to a perspective of life in which they do not study, they stay at home, have children, remain in the community, remain silent, and do not express their opinions. For their part, several of the young men and adolescent boys participating in the project have modified their attitudes and behaviors in their dating relationships. They have developed

emotional skills that allow them to talk about their feelings and their expressions are well received by the rest of the group. In the community environment in which **GOJoven Mx** works, it has been noted that adolescent males participating in the program have moved away from gangs and/or fighting groups. Likewise, the relationships that they establish within the **Colectivo J-Xiibal** are based more on dialogue and respectful listening. **GOJoven MX** promoters have identified that within the **Colectivo J-Xiibal**, men and women are equally integrated into tasks and jobs, without regard to gender. Also, adolescents talk to each other across genders in an open and respectful manner on topics related to sexuality. In the same way, the project participants recognize the importance of using contraceptive methods and of conducting their erotic-affectionate relationships with equity, respect, and reciprocity.

Furthermore, the **GENDES** team had the opportunity to talk with some of the mothers and fathers of the adolescents of the **Colectivo J-Xiibal**. From these conversations, some achievements that were not recognized by **GOJoven Mx** were noted. For example, the families of the adolescents disclosed that, in general, relationships within the families have improved and that, from the participation of their children in the project, avenues to talk about the topics that are discussed in the workshops have opened, including sexuality and the traditional roles of womanhood and manhood. Most family groups also perceive that adolescents have developed a greater level of responsibility for their contributions at home: their participation in the home and in the community, the care of their spaces, and their relationships. This nurtures families to have greater trust towards not only the adolescents in their families, but also encourages a positive perception in the community towards young people.

Likewise, fathers and mothers also report that the empowerment of their daughters and sons results in them confidently participating in peer activities, which includes receiving new members to the **J-Xiibal Collective** as well as sharing with them the knowledge they already have. A recurring expression of the participating adolescents makes evident the process of empowerment and the levels of growth in self-confidence and self-esteem. The young people say that they can "teach alongside their teachers." The participants report that this situation allows them to feel capable of doing more things for their peers and their environment; and this, in turn, helps them to have a more complete vision of their future: one in which they can study, contribute to their communities, and procure their well-being as well as that of their families. Participating adolescents not only design their own life plans, excluding stereotypes and pre-established gender roles, they also feel confident and capable of carrying them out.

OYE

Adolescents participating in **OYE's** programs and projects recognize that the paradigms from which their gender roles and attitudes are constructed can be deconstructed and reconstructed. Females have empowered themselves on the exercise of their sexuality and have normalized the use of condoms to protect themselves from the spread of diseases and to prevent unwanted pregnancies. Furthermore, they have reconsidered their life plans so that their plan to become mothers is contingent upon the conclusion of their university studies, establishing themselves in their professions, and other personal goals. On the other hand, males have recognized their own acts of violence associated with episodes of harassment and control of their female partners. They have also expanded their participation in domestic tasks and have acknowledged their co-responsibility in teenage pregnancies by reflecting on the impact that these may have on the life plans of both members of the couple. In general terms, these are young people who have internalized a critical vision towards traditional gender paradigms and that relate in an equitable way with

their peers and their communities. In their community, they emphasize mutually supportive relationships and the exercise of a social commitment aimed at improving the living conditions of their localities.

OYE is emerging, at the regional and national levels, as a leading organization in issues related to the defense and promotion of sexual and reproductive rights, the transformation of gender relations and roles and, above all, the empowerment of teenagers (especially girls). The institution has a very positive influence on the school communities in which it intervenes and the members of these establishments recognize that the **OYE**'s contributions positively transform not only relationships between the students, but also foster more inclusive, tolerant, and equitable perspectives in mothers and fathers, as well as the administrative and teaching staff of the school.

One good practice of **OYE** is the establishment of agreements with public radio and television stations through which adolescents have transmission time in mass media that are used for institutional promotion but, above all, to summarize awareness on the themes of leadership, gender equality, sexual and reproductive rights, as well as alternative masculinities.

OYE promotes leadership by its beneficiaries and instills in them strong notions of commitment and social responsibility. Adolescents who participate in **OYE** activities come from communities that face high levels of social exclusion; however, thanks to their participation in the project of the initiative, they are able to identify the most pressing social issues. The continuity of the **GFC** initiative could allow adolescents to diagnose these problems in the near future and to design, develop, and implement innovative solutions from their youthful perspective. This would allow **OYE** and **GFC** to promote a new generation of youth-based social organizations that develop especially creative and relevant interventions.

Red Posithiva

With the project "Without Options there is no Choice," adolescents recognize and question gender stereotypes; for example, that a woman must act submissively, that men always have the role of provider, and that domestic work is distributed in one set way. A majority of the participants accept that they can break these stereotypes and express their personality through their dress, their tastes, or in the activities they decide to do. They are able to identify violent acts or language in their daily lives and generate new behaviors in the classroom based on respect.

A large number of adolescents now perceive the oppressive conditions that women in their communities have historically faced and recognize some of their concrete expressions, for example, the mandate to be mothers, the fact that people are judged by Western beauty patterns, and/or that only attitudes of submission or kindness are socially acceptable.

Something that was noted during the visit to the beneficiary population was the ability of **Red Posithiva** to call together the participating adolescents. Likewise, **GENDES** corroborated that there is a strong bond of collaboration between the facilitators of the organization and the teachers of the school in which **Red Posithiva** works.

During the work session that **GENDES** had with the group of participants, the importance and impact of working on their life plans with Red Posithiva was discussed. The adolescents perceive now that studying and having a life plan is something that can help them make a difference wherever they find themselves, as

they are aware that there are many people who do not study. Adolescents have also incorporated the subject of family planning into their life plans; most of them think that the decision to have or not to have children should depend on what living conditions are necessary to have them. The group reported that this activity was a very significant learning experience, as it focused on the issue of their sexuality, as well as provided an opportunity for them to think about the future, what they wanted, and how they would achieve it.

Another achievement identified by **Red Positiva**, and that has exceeded the original intention and structure of the project, is that there are some groups of adolescents who have expressed their interest in being promoters of sexual and reproductive health issues at school, and they have approached **Red Positiva** looking for training or accompaniment to be able to replicate what they initially learned. On one occasion, teens from the teleschool requested that **Red Positiva** work in their school on sexual and reproductive health issues and, in the face of operational and financial difficulties, the adolescents themselves covered their transportation to make the activity possible.

The **Red Positiva** team disclosed that their learnings have come from being able to trust each other, and in communicating better with the team that develops the sessions and that collaborates in the systematization. They have learned the importance of involving a gender perspective not only in projects, but within **Red Positiva** and to partner with organizations that work towards the same causes and with whom they can share and learn. The organization's team has identified the need to systematize and document their intervention processes.

Success Stories³

Juan

Juan is a young man of 22 who started attending the **ASOGEN** community workshops in 2017. When they invited him, he hesitated to attend because he did not know what he was getting into or what he could expect from the activity. However, in participating, the topics of the workshop activities have impacted him.

The first day he attended, they talked about new masculinities, and from there he felt a radical change in his life; he understood that as a man he should support women and that they should not be mistreated by men. What struck him most was knowing that women have rights and that they are equal to men; he realized that women have been enslaved for a long time.

The goal of **ASOGEN** was to motivate young people to generate community initiatives working with men; however, Juan began to talk with his coworkers at the Regional Hospital of Cuilapa Santa Rosa (located about 6 hours from Nahualá, where he is from).

It all started one day when I was talking with a co-worker and I asked him: - "You, as a man, would you let your wife out?" And he said: - "No, I would not even let her go out to the corner". I asked again - "Would you like it you had to be a slave to her and that your wife betray you as you do?"

³ In all the cases presented in this section of "Success Stories," the names of the people have been modified to safeguard the confidentiality of the participants.

He replied: - "I would never forgive her"; So then I asked him why he enslaved her and he answered: - "Out of jealousy."

It was a hot topic among the workers of the hospital. The days passed and we were no longer two, but three, four, and more. Finally, the first companion with whom I had spoken to told us: - "Being jealous is bad"; I replied: - "Being jealous is not bad, not letting the woman be free, that is bad."

Juan now manages a reflection group on masculinities with his co-workers and while he himself thinks that his contributions may be modest, he believes that the fact that other men are thinking about these issues and considering changing their behaviors makes it worthwhile; however minimal the impact may be, that motivates him to want to continue on this path.

When he has the opportunity, he participates in more **ASOGEN** workshops or communicates with Francisco Luna to resolve his doubts on a subject.

Amanda

Amanda is an 18-year-old woman who has been a direct beneficiary of the CIAM Cancún project and therapeutic accompaniment.

"... Before arriving at CIAM or before the arrival of the girls from CIAM, I was a very closed person, with very unbalanced moods, and after meeting them, I decided to ask for help and now, thanks to them, I am a different person. I have my moods well balanced. I have more trust in my mom, to tell her my things, not to hold on to what I feel or what I see. I even like to help people, [like] what CIAM does ..."

I remember a classmate who did not have the ability to pay for school. He said he was going to work to pay for school. He told me, and he even started crying, and I told him 'do not cry because you're going to make me cry,' because he was not going to continue with his studies. And I told him, 'What are you thinking of doing?' And he said, 'I'm going to work and pay for my university.' I told him 'that is better' ... My life plan was to only finish high school [12th grade] and then take a fashion design course and that was it. Now I aspire to do many things ..."

Amanda would like to study both fashion design and physical therapy; however, her family cannot afford the career in fashion design. She decided that she would study physical therapy at first and then work as a sports teacher, which would allow her to study fashion design in the future. She also thinks about her sister and that she, too, should be able to study and have what she needs for it. To this end, while studying physical therapy, she will help her parents to support her sister in continuing her studies. Amanda says that for a person to build a life plan it is necessary to know what they want, where they want to go and how they will achieve it. One must motivate oneself and surround oneself with people who support them to aspire to go beyond.

Jorge

Jorge is an 18-year-old boy who is a member of the Colectivo J-Xiibal and who, after passing through this group, has developed skills to replicate the learning processes he went through within the collective itself.

"Before arriving at the Colectivo J-Xiibal, I was a really closed off and problematic person who had no idea how large and extensive the topics I saw at school could be.

I found out about the activities and the dynamic work that the collective was doing in the community, and I really wanted to know more, learn more, have more opportunities in life, view society from a perspective different from that of a traditional education at school, so I allowed myself to learn and participate.

Thanks to that I am now a very sociable person and with a quite optimistic way of thinking. I have balanced moods now as the lessons have helped me to control anger, jealousy, frustrations and everything that before was difficult for me to identify and channel. I have learned to have the confidence to speak openly with my family and not to hold on to certain emotions or things that I see or feel. I really like to help other young people in my community, because just as I started, there are many of us young people in the community that are not aware of the different STIs and how difficult it is to fight them, of how harmful power relations can be and the consequences of gender violence. I have learned the value of respecting and being respected, and about human rights and sexual and reproductive rights. I could say that above all I have learned about things that are nowadays very rarely addressed as they are still considered taboo.

I discovered new possibilities for my life plan, as before knowing about the collective, my intention was to finish high school and go to work in the hotel zone of my state to earn my own money; and now, with all these new tools and knowledge I have acquired, I want to be an anthropologist in order to contribute to the development of other young people and bring the issues I have seen and I have learned to communities where they are aren't well known. "

Roberto

Roberto is a 27-year-old man who has been a beneficiary of **OYE** for 4 years and who later became a **GFC** Project Leader and coordinated the interventions of that institution to promote new masculinities in different schools in the city of Progreso, Honduras. He has participated in the training that **Promundo** has organized with the support of this initiative.

*From my experience in the trainings that I received thanks to the support of **GFC**, I was able to confront several situations that I felt were against the principles learned in childhood and that were taught to me at home.*

I was able to accept people of different sexual orientations without any discrimination. I was really impacted by hearing about the Muxes culture in a place in Mexico called Juchitán where, in their culture, it is common for a man to choose to take on feminine roles including clothing without being discriminated against. [I was also impacted by] learning about the trafficking of underage women in Central American countries as sexual objects.

All this roused in me the desire to collaborate with the empowerment of women and generate new expectations on how to achieve that goal. I feel that these trainings gave me the space for personal change and to accept lifestyles different from mine, to question without offending, and at the same time practice tolerance and equality with the people around me.

Rosario Sansores Tele-High School

The Rosario Sansores Tele-high school is located in a marginal neighborhood of Cancún, where drug dealing and crime abound and where vacant lots are often used to dump bodies. The rates of violence are so high that public transport hardly enters the area. A teacher at the school, who is also an educator for one of the beneficiary groups of the *Without Options, there is no Choice* program by **Red Posithiva**, gave the following testimony.

"At first I did not believe in the activities that they did here. I did not like them, I did not agree. I was very direct and showed my displeasure ... When Abigail came and invited me to be in the sessions, when I heard how she was talking to them and when I heard them talking in a way that they did not do before, I stayed. Now I trust blindly in Abigail; that's why we're here ... I want them to be better, to have better options, and here they've been taught the way to do it ... I know them; I know they do not open up easily, but if they find a leader, a good one, and they can follow them, they will be able to get out of here. "

This teacher has become an important ally for **Red Posithiva** and an agent of change within the school, at the same time he has witnessed the work of **Red Posithiva** and the process of change that the young people have experienced. His appreciation for Abigail and what he has achieved with his group is well known, as well as his willingness to support whatever they may need.

Recommendations

The evaluation process indicates that it is strategic to continue the initiative and that, eventually, it could lead to the development of new specialized initiatives for the empowerment of girls and women as well as the promotion of alternative masculinities. In the same way, it is suggested that the initiative support action research and systematization processes that could allow for the publication of some of the intervention methodologies of the **GFC** partner organizations.

Also, a strategic challenge of the initiative is the deepening and specialization of partner personnel in masculinity and gender equity issues. Although there are solid levels of awareness and internalizing of knowledge, organizations still need to analyze with a gender and masculinity lens the relevance of their interventions, the differentiation of their didactic and reflection tools, as well as their strategies to promote the modification of attitudes and behaviors in the daily lives of the participating children and adolescents.

It is very important that issues of gender equality and positive masculinities are not limited to the domain of certain academics or specialized organizations and that they be perceived as an issue of interest and impact in the daily lives of people. That is why the initiative could develop, together with its community partners, communication strategies that promote more aggressively the dissemination and awareness to wider sectors of the population in which they operate.

Finally, another observable challenge of the initiative is the need for **GFC** partner organizations to generate their own situational diagnoses that allow them to construct hard data regarding gender equity and new masculinities in the communities and regions in which they operate.

ASOGEN

It is not common for a feminist organization whose main purpose is the comprehensive care of women victims of violence to also work with men. Although there is good coordination between the areas and

the personnel of the organization, it would seem that, in practice, the activities of promoting alternative masculinities to replace *machismo* are disconnected from the work of the rest of the organization. In practice, work with men only falls within the area of Training, which makes it difficult to consider more ambitious goals in this area; however, the financial situation of the organization makes an alternative arrangement difficult in the short term.

Although indicators help to visualize the achievements of **ASOGEN** in the construction of new masculinities and empowerment of women, it is also important that the organization systematize the various results it is obtaining in order to investigate the personal histories of those who are making more definitive changes. This is not only to document concrete results, but also to identify what generates those changes in people and their environments, where these changes are being directed – that is, what are the perspectives – and what limitations they present. This would provide valuable information not only for **ASOGEN**, but for the various organizations that work on the subject of masculinities.

ASOGEN has published important guides that it uses for its work with young people and adults on the subject of masculinities; however, it should be complemented with the systematization of the methodology used, so that whoever wants to replicate the guides also has the larger methodological elements to facilitate interaction within the group.

ASOGEN is currently experiencing a severe financial crisis due to the government's failure to transfer funds for the salaries of the personnel assigned to the CAIMU. It is suggested that – if possible – **GFC** allocate emergency funding that would allow **ASOGEN** to overcome this obstacle.

CIAM Cancún

CIAM Cancún's indicators reflect overall results that the organization can track systematically; however, the organization is contributing to more profound impacts on the lives of the adolescents with whom they work, as well as on the institutional work of CONALEP. Therefore, it would be worthwhile to carry out a systematization and research project that can document the many different impacts that **CIAM Cancún** has had. The purpose of this would be to identify what the organization does (in methodological terms, but also in attitudinal and behavioral change) and how it interrelates with the context to achieve deeper changes relative to those established in its immediate objectives.

Despite having strategies to diversify their sources of income, they have not achieved a level of financial sustainability that allows them to be self-sufficient, so the *Empowerment and Prevention of Teenage Pregnancy* project requires continued funding by **GFC**.

The work carried out by **CIAM Cancún** is providing observable results, so it is possible that in the short or medium term they propose to extend the intervention to other school spaces. Due to this, it would be desirable to systematize their experience to make it replicable. However, it is important to consider that the activities developed by the organization –which is the easiest part to document – may not produce the desired results if those who replicate them do not have a solid preparation in the Education for Peace methodology that is at the core of their work.

GOJoven Mx

The project of the **Colectivo J-Xiibal** is undoubtedly an initiative considered in itself as a good practice, with impact on the community and with great potential. To strengthen its process and achieve sustainability, it is suggested that **GOJoven Mx**, the organization on which it depends, be strengthened in its institutional, financial, and resource management aspects. It is also strongly recommended to strengthen leadership within the organization with project management and monitoring capabilities, as well as reaching set goals and decision-making.

A training in systematization processes would support the consolidation of the community experience of the **Colectivo J-Xiibal**, which could even be thought of as a practice to be implemented in other communities.

An all-team reinforcement training on gender, empowerment of women, masculinities, and work with violence is suggested, as it would strengthen the interventions that they carry out with young people.

CMJ

REDACTED

OYE

Although **OYE** is an institutionally consolidated and relatively stable organization in financial terms, it would be very favorable for it to be strengthened in its management of resources by putting it in contact with various second-tier foundations that seek to support processes of youth empowerment and gender equity.

Likewise, the evaluators suggest that some members of the **OYE** operative team carry out an internship in **GENDES** that would allow them to be trained as facilitators for groups of men who are working to recognize and eradicate their violent tendencies. The implementation of these types of groups in the community in which **OYE** works would qualitatively strengthen their intervention processes.

Red Posithiva

It is recommended that **Red Posithiva** initiate processes of internal sensitization regarding alternative masculinities, gender equity, and the empowerment of girls and adolescent women, keeping in mind the growth of the personnel and the demand of projects that incorporate these perspectives.

On the other hand, an evaluation of their the current internal structure is recommended to improve their communication processes and sharing of results as well as the involvement of the rest of the team in the projects that are being developed. This type of evaluation would also improve the organizational climate and the institutional foundations of **Red Posithiva**, since, currently, not all the team members know one another, do not know what functions or activities other co-workers perform, and there is no space that allows them to cross-fertilize the work that is done. It is important for them to develop and institutional developmental and consolidation policies.

Finally, the evaluators suggest that gender perspectives and focus on masculinities be incorporated into the work that is carried out by the **Red Posithiva** Care and Detection Center; especially in the activities

directed for the prevention of HIV and sexually transmitted infections and the work that is done with groups and people of the LGBTQ community.

Conclusions

The initiative **Changing Gender Attitudes, Empowering Girls** has been successful in promoting significant changes among its beneficiaries, especially around the ideas that adolescents have regarding being men and women. A majority of them have learned to question their traditional gender roles and have managed to rethink their relationships in more equitable ways.

Many of the male adolescents have begun, from a masculinities approach, to identify the series of privileges that they had normalized as part of their daily life and that allow them to establish power relations with women. Many of them now have higher levels of participation in domestic tasks, a greater level of awareness of their responsibility in the prevention of teenage pregnancies, and more skills and greater willingness to express their emotions and feelings. Similarly, a majority of male adolescent participants identify with greater understanding the violent behavior they used to exercise against women and now seek to gradually transform street harassment; control of time, space, and relationships; obsessive jealousy; and even some other manifestations of economic, physical, and sexual violence. However, elements driven by peer pressure, such as sexist jokes, still pop up.

In the same way, the cases of women who have achieved higher levels of empowerment within highly conservative societies stand out. One aspect in which this change becomes visible is that many have begun to pursue university careers that were traditionally reserved for men. Likewise, the participating female adolescents now talk comfortably about concepts such as: sexuality, genitalia, pregnancy prevention, empowerment, and the use of condoms and contraceptives. Clear examples of both trends were registered among the beneficiaries of **OYE** and **ASOGEN**.

Another significant impact is that the beneficiaries have received greater support and acceptance from their families when they have modified their life plans to depart from those idealized by traditional gender roles. The process that they have passed through within the partner organizations has diminished, to a certain extent, the violent or *machismo* behaviors within their families that exercised strong controls on girls and female adolescents, and which discount their abilities.

At the school level, teachers were noted to have modified their speech and reactions related to school violence. More teachers recognize, from their participation in the projects of the initiative, that the authoritarian approach to episodes of school violence only causes higher levels of conflict and aggression. For **CIAM Cancún, Red Posithiva, ASOGEN** and **OYE**, the initiative has raised awareness in school communities about the need to work continuously to reduce violent institutional behavior against students, since these behaviors do not favor the learning or the full development of the student community. Likewise, the schools report that there has been a significant decrease in unplanned teenage pregnancies, episodes of violence between peers, and cases of harassment against women.

At the community level, the interventions facilitated by **GFC**'s partners have inspired participants to make greater commitments to causes that seek to solve the problems that are found in their communities, while always keeping in mind gender equality.

Thus, **GENDES** has been able to verify that the results of this initiative highlight that the involvement of boys, adolescent males, and young men in the promotion of gender equality is highly favorable. This allows them, from very early ages, to begin to deconstruct traditional gender roles, so that they do not fully internalize traditional gender roles, nor homophobic and misogynistic views. In this way, violent or imposing behavior on the part of young men is reduced, and in the future they can become conscious adults that are sensitive to women's rights.

Also, starting the process at an early age allows them to reach a greater depth of awareness regarding the situation of inequality that women live and how to build masculinities that allow them to be happier and live with others in a more harmonious way.

Similarly, **GENDES** has verified that the design of the programs implemented by the **GFC** partner organizations allows for the fulfillment of the objectives of the initiative Changing Gender Attitudes, Empowering Girls, given that they are distinguished institutions that access funding based on best fulfilling their own missions and institutional objectives. This has allowed the strengthening of organizational structures that incorporate gender equality and non-hegemonic masculinity approaches in a cross-cutting manner, not only in their interventions but also in their internal dynamics.

GENDES has observed different practices that are evidently giving good results and therefore recommends as a necessity the task of consistently systematizing the methodologies and results linked to these practices. Consequently, there is a series of positive actions in working with men for the transformation of roles to generate equitable relationships.

The strengthening and specializing of program personnel in masculinity and gender issues is recognized as a strategic challenge. In the case of masculinities, there are different approaches or priorities that can position at the center of the work the promotion of egalitarian relationships through the transformation of behaviors, and secondarily, as a result of this, diminish the violence. However, only through recognizing and working on violence exercised by men in a *machismo* context, is it possible to access egalitarian relationships. Technical specialization in direct interventions for the detection and prevention of the exercise of masculine violence could give greater strength to the partner organizations in their work with men. In this way, the development of internships is suggested so that the personnel of the **GFC** partner organizations can be trained in practical approaches against male violence, with specialized institutional support.

The results of the initiative Changing Gender Attitudes, Empowering Girls reduce violent or imposing behaviors by young men, who in the future will be adults that are aware and sensitive of women's rights, and promotes the construction of life plans in which young women imagine their potential without the limitations of traditional gender roles. Similarly, the initiative has demonstrated the benefit of, on the one hand, the involvement of boys, adolescent males, and young men in the promotion of gender equality and, on the other hand, the empowerment of girls and adolescent women. Both strategies allow that, from very early ages, girls and boys begin to deconstruct traditional gender roles and do not completely internalize traditional gender roles, nor homophobic and misogynistic ideas. For both boys and girls, starting from an early age with these processes allows them to reach deeper awareness of the situation of inequality that women live and build masculinities and relationships of equity that allow them to be happier and to live with others in a more harmonious way.

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