

FINAL EVALUATION OF THE KEY RESULTS DETECTED IN PARTICIPANTS AND BENEFICIARIES OF *FORTALESIENDO JÓVENES*



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I. Introduction

Información y Diseños Educativos para Acciones Saludables, A.C. (IDEAS, Information and Healthy Educational Designs) is a Mexican civil society organization dedicated to the promotion of the well-being of individuals, in harmony with their different groups of origin and with care for the natural resources in their communities.

FortaleSiendo Jóvenes is a project that seeks to contribute to improvements in the sexual and reproductive health of indigenous adolescents, as well as their rights, in the regions of Los Altos, Selva Lacandona, and the southern border of the state of Chiapas, one of the three Mexican states with the greatest number of indigenous people in the country. The stage of the project included in this evaluation considers activities undertaken from 2014-2016.

At the end of 2013, Investigación en Salud y Demografía, S.C. (INSAD, Health and Demography Research) began offering support to IDEAS regarding monitoring and evaluation, as part of a project with The MacArthur Foundation. This support consisted in the provision of technical assistance for the participatory creation of a comprehensive monitoring and evaluation framework for *FortaleSiendo Jóvenes*. The support also included guidance for implementing the framework and the hiring of a consultant who provided support to the evaluation activities in Chiapas over the course of two years and the development of this final evaluation report based on information collected over the course of the project.

The evaluation process at times led, and at other times followed, the progress of the project itself and the methodology was flexible in order to respond to changing conditions and priorities. The evaluation framework that was developed at the beginning of the project was reviewed and modified several times throughout the course of the project; the results presented in this report reflect final objectives and indicators that were developed in 2016.

Evaluation progress reports were published in 2014 and 2015 where analysis was conducted on some process indicators, a few early results were described, changes to the original plan were described and some initial results presented. Those are attached to this report. Throughout the course of the project, instruments were adjusted in order to meet changing needs of the intervention. For example, with the revision of the manual, new instruments were developed in order to include the themes and definitions that were being promoted in the manual. The instruments used in this final evaluation are attached.

Due to the evolving educational curriculum, implementation timelines and evaluation framework,

the results presented in this report reflect an analysis of the final application of instruments with three distinct beneficiary populations of this project:

members of the Semillero team, youth who participated in the initiatives as part of this project, and youth in schools in Chiapas where the Ideas A.C. educational model has been or will be implemented.

The results discussed here relate primarily to objectives of the intervention having to do with the acquisition of knowledge and tools and shifting attitudes, related to the main themes of the intervention: decision making, emotional management, sexuality and gender and identity.

II. Methodology

This final evaluation is based on an analysis of three instruments applied with different groups affected by this project, at or towards the end of the project, in order to measure the levels of knowledge and shifts in attitudes among youth as a result of their participation in the project. The following table outlines the instruments, the respondents and the timing of application.

Table 1: Overview of the type and number of respondents to the different instruments used for this evaluation, applied at different moments

Instrument	Respondent group	# of respondents	Application date
Questionnaire	Semillero team	6	December 2016
Interview	Youth participants in initiatives	18 (14)	December 2016
Questionnaire	High school students in X communities	294	May 2016 October 2016 November 2016

Preliminary iterations of these instruments were applied at early moments of the project, and in some cases they are referenced here as a point of comparison. However, due to important shifts in the methodology brought on by the redesign of the educational manual and the rethinking of key themes of the project that accompanied that process, the information that was gathered at the early stages is distinct from the information gathered at the end. Therefore, the results presented here are based on the final data collection.

While IDEAS was responsible for the design and implementation of these instruments, Insad provided some feedback to the final design, after having been more heavily involved in earlier instrument development and data collection processes. The completed interviews and questionnaires were forwarded to Insad for the systematization and analysis presented here.

III. Limitations for the evaluation

Contextual and operational obstacles presented over the course of this project made consistent evaluation challenging. Difficulties developing a comprehensive monitoring and evaluation

framework, limited evaluation capacity and support and, related to the first two, challenges to gathering consistent information throughout the process, are all important limitations to consider when reviewing these results.

A. Issues with the monitoring and evaluation framework

The Director of IDEAS believes that the focus on evaluation during the entire project led to important moments of learning within the organization (see discussion). At the same time however, one important limitation for the evaluation of this project was that a clear and agreed framework was never finalized nor internalized fully by the IDEAS-team. Several exercises were undertaken to develop objectives and indicators for the project, and while this work reflected analytical processes by some in the team, and contributed to important strategy shifts and improvements, an evaluation framework with key objectives designed at an earlier phase of the project, perhaps even before project planning and initial implementation, could have contributed to a smoother process and more positive early outcomes. This is not to say that the framework would have had to have been inalterable; any innovative project and evaluation process must have room for adjustments and adaptations based on results detected throughout the process; this flexibility is certainly one of the strengths of this project. The instruments applied for the final evaluation allows for an analysis of some of the objective defined in the latest framework. The scope of this evaluation is therefore limited to measuring shifts in attitudes and knowledge of young people regarding the main themes of the project.

B. Limited evaluation capacity and support

The operations team and the educators in IDEAS have little experience in programming, monitoring, evaluation and learning issues, which is why Insad was hired to support the evaluation component of this project. The Semillero team required a lot of assistance in activities related to the project and its evaluation, such as the systematization of information, the evaluation of projects, the elaboration of reports and project proposals.

Additionally, Semillero team members have difficulties being concise and focusing on key points, a requirement of donors when they ask for grantee reports. According to the director of Ideas, this has to do with the origin of the team members; in Mayan culture, narration and detail are very important. She said it is important to have a person in IDEAS who works on M&E activities who understand both worlds, but finding such a person has been a continuous challenge. The local external consultant contracted to manage the monitoring and evaluation processes in this project turned out not to have this experience, and the level of accompaniment from Insad that needed to achieve all of the evaluation objectives far exceeded the commitment that Insad was able to make. Furthermore, the local consultant became quite ill in 2016 and was unable to continue collaborating.

C. Challenges related to consistent data collection

A challenge for the analysis of the results of the project was that the quantitative information of

the questionnaire applied to youth in schools was not always precise or comparable and the systematization of the results of the questionnaires that was provided was not clear. For some of the questions, the total sum of percentages of the different answer options did not always reach 100%. In some cases, this made a good comparison between different questions or between different classes that responded to the questionnaire difficult.

Furthermore, the way in which data was collected due to issues related to timing of activities, made the original PRE-POST evaluation plan more challenging. The original monitoring and evaluation system, as it was designed before the evaluation was implemented, considered data collection before and after interventions in order to unearth specific changes in attitudes and knowledge of the school-aged youth that participated in the workshops about gender, sexuality, emotional management and decision-making. This type of evaluation implies that the same questionnaire should be applied to the same groups of youth both before and after the workshops. Although a type of PRE-POST analysis is presented in this evaluation, it does not compare the same groups, but two different groups of classes in schools in Chiapas; the majority of the POST group of classes had already received some workshops with IDEAS and the majority of the PRE group had not. This limits the evaluation because the classes that are being analyzed in the POST might have had a different level of knowledge at the beginning of the project, but we do not have the data to know that. The analysis was further limited by the fact that the participation of the PRE-group in IDEAS workshops was around 10% (instead of 0%) and the participation in workshops of some classes in the POST-group did not surpass 60%.

A factor that hindered the fulfillment of a more complete analysis of the results of this project was that most questions in the evaluation instruments focused on the individual instead of on the communities as a collective. An analysis of results of a more collective character would have been interesting, since the project focused on transformation in the communities as a whole as well as individual changes. According to the Director of IDEAS, a lack of staff availability and time to conduct all originally planned aspects of the evaluation led to the decision to limit the evaluation to individual results. Finally, in four of the eighteen interviews with participants of the youth initiatives, the neutrality of the interviewers could not be fully assured. In these interviews, voices were audible providing answers or suggestions to the respondents, for a small number of questions. These four interviews are not included in this evaluation.

IV. Findings related to key objectives of the program

A. Results in the Semillero team

One of the main objectives of the project, throughout the different iterations of the monitoring and evaluation plan, was to strengthen a team of young indigenous educators who, through their own transformations, could lead similar transformative processes with other young people. Indicators designed to measure the results of the objective related to strengthening the team are:

- 1) Knowledge about the strategic themes of the project of the *Semillero* team;
- 2) Transformation of attitudes of the *Semillero* team regarding gender, sexual and

- reproductive health, decision making, emotional management;
- 3) Improvement of the abilities of the *Semillero* team to facilitate workshops;
 - 4) Improvement of the abilities of the *Semillero* team to work in teams.¹

A questionnaire that was applied after the end of the project to the *Semillero* team allows for the analysis of the first two indicators of this objective. Additionally, earlier questionnaires and interviews conducted with the team provide information that can help to understand the evolution or changes that have occurred over the course of the project. The following is a description of the key findings based on an analysis of those interviews.

A. The general knowledge of the *Semillero* team about the strategic themes of the project is significant, but still shows important gaps in terms of their knowledge and understanding of certain themes

An assessment done in 2015 about the team member's knowledge of the manuals showed that the team had only a "regular" grasp on the material when giving trainings, on average. At this point, they said they would like to have more regular trainings in order to have more knowledge on the subjects. From this moment, the manuals were modified, both responding to the observations made by the *Semillero* team as well as feedback and reflection from Insad and a team of external experts.

The results of the questionnaire applied for this final report in 2016 indicate that the *Semillero* team, in general terms, had gained a sufficient level of knowledge about the main project themes throughout their involvement. All six people interviewed responded correctly to seven of eight questions about the content of the program, the approach, its main principles and the relation between those. Only one question - about the principle of solidarity - was answered incorrectly by one of the respondents. According to the director of IDEAS, the *Semillero* team has appropriated the project as theirs much more over the past two years, and this observation is reflected in these results.

Of all of the strategic themes in the project, gender is most familiar to the *Semillero* team, since eleven of the thirteen questions regarding gender were answered correctly by all respondents. The questions about this topic tested the knowledge of the participants about gender identity, the differences in behavior between men and women, *machismo*, gender-violence and gender inequality. Two people responded incorrectly to the questions about the relation between self-care and gender roles and the construction of gender identities.

While the majority of questions were answered correctly for two of the three other topics - decision-making and sexual and reproductive health – the questionnaire exposed some remaining gaps in knowledge among the *Semillero* team members.

In the section about decision-making, which included questions about conscious decisions,

¹ Instruments were not developed or applied to respond to the final two indicators in this list.

negotiation and about the Mindfulness concepts of *deep gaze* and *wise mind*, six out of nine questions were answered correctly. Two questions that were not replied correctly by all respondents were related to the definitions of communication (one respondent responded incorrectly) and decision-making (two responded incorrectly). The last exercise, in which participants were asked to choose the right order of the different steps of decision-making, created great confusion among all respondents.

In the questions about *sexual and reproductive health*, all respondents responded correctly to eleven of the seventeen questions regarding sexual organs, puberty, sexually transmitted infections, pregnancy, safe sex, HIV and the effectiveness of condoms. The questions about the definitions of sex, protected sex, contraception and the causes of sexually transmitted infections, were answered incorrectly by all but one person. In the questions about the definition of AIDS and the use of the *morning after pill*, two out of the six Semillero team members responded with the incorrect answer.

The section of the instrument regarding emotions consisted of statements about management of anger and violence, communicative abilities, autonomy, personal responsibility, and openness to new learning. Participants had the chance to react to statements such as *I try to recognize my fears, anger and joys as part of the experience of human life* and *For me it is important to recognize and accept that we all have flaws and that nobody is perfect*, by indicating whether they did so “hardly ever”, “with little frequency”, “sometimes”, “very often” or “almost always”. The most “desirable” answer for all but one statement (*In the presence of unknown people or persons that seem different to me, I isolate myself and avoid relating to them*) was “almost always”. This answer would be the most desirable, because it would correspond to the positive attitude promoted by IDEAS in the manuals, which were the curricular basis of the workshops given by the Semilleros. The statement *When I am going through a difficult situation, I move away and criticize myself* was left out of the analysis, since it is ambivalent².

Although many differences existed in the reactions of the six respondents, the general tendency is that the great majority of the statements were given a desirable answer. Most desirable answers were given for the statements:

- *When I see someone who has a lot of suffering, I try to be attentive to that person* (very often: 4 persons, almost always: 2);
- *When I have a problem with someone, I calm down, clear my heart and then I speak directly with that person* (very often: 5 persons, almost always: 1);

The table below (Table 2) shows the number of people who gave the least desirable (“hardly ever”

² This statement does not make clear if being critical of oneself is desirable or undesirable in a difficult situation, as self-criticism can mean constructive reflection, which is desirable, but also self doubt, which may not be desirable depending on the situation. Because of the confusion about the desirability of this statement, the evaluators decided not to adopt this question in the evaluation.

or “with little frequency”), most desirable (“very often” or “almost always”) as well as the more neutral (“sometimes”) answers to each question. It shows that 66.7% of the answers of the six respondents is the most desirable, 4.5% the least desirable, and 28.8% is in between the two. The number of less desirable answers is relatively low and it is noteworthy that two thirds of the respondents give the most desirable answer across the board.

Table 2: Response given by six members of the Semillero-team to 11 different statements about emotional management.

	“hardly ever” or “with little frequency”	“sometimes”	“very often” or “almost always”
I try to recognize my fears, anger and joys as part of the experience of human life	0	1	5
When I am experiencing a painful emotion, I pay attention to my breathing, to calm myself	0	4	2
When I am going through a difficult situation, I recognize and accept in my heart, the emotions I feel	0	2	4
When my emotions produce pain, I am able to give myself affection and tenderness	1	3	2
I pay careful attention when someone speaks to me	0	2	4
When I see someone who has a lot of suffering, I try to be attentive to that person	0	0	6
For me it is important to recognize and accept that we all have flaws and that nobody is perfect	0	0	6
I seek help when I need to solve any problems of mine, my family or community	1	1	4
I'd rather take time to calm myself down when I'm angry or upset	0	3	3
When I have a problem with someone, I calm down, clear my heart and then speak directly to that person	0	1	5
	“very often” or “almost always”	“sometimes”	“hardly ever” or “with little frequency”
In the presence of unknown people or persons that seem different to me, I isolate myself and avoid relating to them	1	2	3
Total	3 (4.5%)	19 (28.8%)	44 (66.7%)

B. Results in youth in the communities

Another consistent objective of the project was to strengthen the knowledge and to build positive attitudes in indigenous young people regarding decisive themes at this stage of their lives, including sexual and reproductive health and rights, indigenous and youth identity, gender, a life free of violence, emotional management and decision-making. It was expected that the tools and knowledge that youth would acquire in educational processes with the Semillero team through workshops at schools and participation in the youth initiatives, would enable them to strengthen their autonomy and self-care mechanisms; see themselves as subjects of human rights; carry out their sexual lives in a well-informed and responsible manner; recognize their status as youth in the community and understand how they can build equitable and nonviolent relationships amongst themselves.

Another important objective of this project involves the increased participation of the youth in communities. Apart from the workshops given by the Semillero team, the youth initiatives of the project had an important role in increasing the knowledge and abilities about themes that are important for young people in this stage of their lives as well as for their futures. The initiatives took place in the communities, because the assumption in the project was that young people need space for participation and expression of their ideas, needs, concerns, as well as coordination with other youth. The youth initiatives consisted of games, art and creative activities such as the production of a short video.

Indicators that were discussed and designed to help to measure the results of this objective regarding participation, strengthened knowledge, autonomy and self-care are:

- A positive attitude of young people about decisive themes in this stage of their lives;
- An improvement of capacities of young people to define a life plan according to their own wishes and interests;
- An improvement of capacities of young people to express their ideas, feelings and needs and discuss these with the persons they trust;
- An improvement of capacities of young people to help and inform others;
- An improvement of young people in their attitude towards self-protection;
- An improvement of sexual practices of young people, especially in the use of contraceptive methods and the prevention of sexually transmitted infections.

The sixth indicator about sexual practices was not measured as part of this evaluation, but it is still possible to measure the attitudes of young people concerning sexuality and sexual practices through interviews with open-ended questions that were applied with 18 participants in the youth initiatives

The principle findings relating to the changes detected in the youth affected by this project are described here.

1. Young people who participated in the youth initiatives understand the impact their decisions could have for their future, but do not mention a collective impact

The objective for the decision-making section of the curriculum in this project is: *Young people recognize the advantages of making decisions; they recognize the decisions they have made and the ones they will make in the immediate future; they recognize unforeseen situations that may occur in everyday life regarding their sexual and reproductive health and realize that the decisions that they make not only affect them individually but also collectively.*

One of the themes that stood central in the educational activities of the youth initiatives is the definition of a life plan. All youth interviewed agree that it is important to finish their studies and to prepare themselves for a professional career in order “to be somebody in life”. In personal terms, all of the youth interviewed stated that they have defined a life plan, although some of them have a clearer vision about their future than others: all of them want to continue studying –

one of them had a particular interest in studying in South-Korea - in order to develop a career, most of them in a job in which they could help other people or their communities. One of them mentioned that he would like to be a pedagogue; two others want to be a doctor or pediatrician, others want to be an engineer. Interestingly, two young people (one boy and one girl) mentioned that they would like to work independently, without a boss telling them what to do.

The family plays an important role in the decisions of the youth about their futures. One respondent said it would be important to get a job in order to help her parents financially in the future, since they do not have many financial resources and “because they helped me to enter the *preparatoria*, I want to pay them back for their help”. Two youngsters said it will be difficult to enter the university because of the economic restrictions of the family. One of them said that, despite of possible challenges that could arise as a consequence of entering the university - in terms of money or distance to the family - it is important “to overcome them if you do not want them to obstruct your future.”

Also when young people want to have information or orientation in order to achieve their goals or make good decisions, their families play an important role, and one girl mentioned that their parents continue to make decisions for her. Another person stated that she makes decisions based on the experiences in her family, stating that she would not repeat the things that she did not like, and she does not want to be like the people “that stay here suffering from so much violence that exists in life”. Two others stated that they cannot ask for help or orientation from their parents, because they do not have the financial resources to help them.

Other youth stated that would also ask for help in making decisions from their friends, teachers or from IDEAS (Table 3). Four mentioned they would like to continue IDEAS workshops, because they learned a lot and felt motivated by them. One of them said that, “sometimes we are too annoyed or excited in our lives that we do not think about the consequences”. The workshops helped this person to make decisions consciously and think things through before speaking.

A result that indicates a level of autonomy in this group of young people is that four of the students mention that though they might look for help from others to make their decisions, this help is not indispensable and they prefer to make decisions or to realize their dreams and goals on their own. One of them stated that he would resolve his own problems, also because he would not know who he could ask help. Another girl commented that “most of the decisions I have made have been mine. Let's say that I have not asked anyone's approval. They have been my own decisions. Yes, I have asked for advice, guidance, but the decisions are mine.” One girl said that it is important to be aware that decisions about when to marry or when to start to be sexually active could have consequences for one's life plan.

Table 3: Number of people that support the youth when making decisions or that youth resort to when looking for information

Type of support	Number of respondents who mention each group
Parents	10
Friends (Boys and Girls)	7
Alone	4
IDEAS	4
Teachers	3
Uncle and Aunt	2
Siblings	2
Internet	2
Mother	1
Cousins	1
Health Center	1
Sister	1
Father	1
Aunt	1

The curricular objective for decision-making that was mentioned in the manual on this theme emphasizes the importance of being aware of the consequences of the decisions one makes and how they affect them individually but also collectively. Most of the answers given by the youth in their interviews do indicate an awareness of the consequences of making decisions about the future. At the same time, only one girl talked about the unforeseen situations that may occur in everyday life regarding their sexual and reproductive health, and none of them mentioned the impact of decisions that go beyond the individual. This might also have to do with the type of questions that were being asked in the interviews, since none of them explicitly asked for a reflection on the collective impact of individual choices.

2. Young people who participated in the youth initiatives have basic information regarding human sexuality and know to protect themselves

The curricular objective for the topic of sexual and reproductive health is: *Basic information on biological and psychosocial aspects of human sexuality; they are capable of recognizing their sexual organs and the changes that take place during puberty; they understand that sexuality entails risks to the health and well-being and know alternatives for taking care of their own health.*

The interviews with youth contained questions about self-protection, in and beyond sexual relationships. In general terms, the youth seem to have a correct idea about the meaning of self-care, since they associate the term with protecting themselves and their bodies from drugs, alcohol and infection from diseases such as HIV; one of the interviewees sees self-care as related to self-esteem.

All interviewees are aware of what self-protection in sexuality is and underline the importance of protecting themselves and their partners by using contraceptives, although some speak more openly about it than others. One said it is not good to get pregnant at a young age, since some

young girls die when giving birth. Others said it is important to look actively for information to protect themselves in their sexual relations. It was mentioned during the interviews that in a workshop given by IDEAS they learned how to use a condom in a correct manner, but none of the respondents related self-protection to exercising their rights or talked about gender inequality in sexuality. This might have to do with the fact that these factors were not explicitly asked for in the interview.

One girl expressed that she protects herself by not having sexual relations until she gets married and another girl stated the idea that getting a tattoo is an expression of “not loving my body”.

3. Young people in the communities who participated in the youth initiatives express their ideas, needs and feelings, strengthened their capacity to talk with others about key themes in this stage of their lives and to help others as a result of this project

The young people who participated in the youth initiatives learned that it is acceptable to be open to talk about the themes that were central in the project. They now ask their friends, cousins and brothers and sisters about important questions in their life. Thanks to the information they received during the IDEAS’ workshops about sexuality, for example, they could also give advice to others themselves. One young woman wants to continue to help others through workshops with IDEAS. In this way she can also contribute to the work of IDEAS and spread the word. Four of the ten young women and one of the young men interviewed said that it is not good for women to get pregnant at a young age and two of the girls have shared this notion with others. One girl said women should not accept being abused by their husbands when they get married, whereas others have tried to explain to their friends and families that it is important to finish studying in order to have a better life.

One young woman expressed that she has learned that it is also fine for them (as women) to have an opinion and to defend their rights. One said that her sister is the only person with whom she speaks about these themes: “She did not finish her studies; she is married and pregnant now. I always tell her about the workshops with Ideas, and that I am more conscious now about what could happen when I make the wrong decisions”.

One girl said that she needs to feel better prepared before giving advice to others, because otherwise she will not be believed.

The youth were also asked about the extent to which they express their ideas, needs and feelings to others. The majority of the interviewees expressed that they almost always or always talk about their feelings with their friends, parents and teachers. Interestingly, they also mentioned their aunts and sisters, but less often their uncles and brothers (Table 3). Only one person said that he does not talk about his feelings with anybody.

Most of the interviewees still express themselves, even if they have an opinion that is different than that of others, while they also listen to and respect the visions of others, because it could help them make the right decisions. The interviewees look for information to check if their opinion

is correct or not. One person said that he does not care if others do not agree with him and he makes decisions by himself. “It is my life, it is about what I think and if I do things or not”.

C. Observations regarding knowledge and attitudes of school aged youth, in general, in the communities

Throughout the project, IDEAS expressed a particular interest in detecting and tracking knowledge and attitudes of youth in the communities, in general. This both to give IDEAS the pulse of the youth in the community and also to detect changes and improvements over time, following their interventions with groups of these youth.

A questionnaire was designed by IDEAS and Insad and has been piloted with school classes three times over the course of the project, with a revision of the instrument after each application. In this report we will present the results of the applications of the questionnaire to seven different classes of school aged youth in different communities. The questionnaire was divided in four sections, which corresponds to the four different themes that were being taught in the workshops: emotional management, decision-making, gender and identity and sexuality. In four of the seven classes, the majority of the youth wrote that they had not participated in any of the workshops. The youth of the other three classes did state that they had participated in one or more of the IDEAS-workshops, but they did not necessarily take part in the same workshops across the board.

In this analysis of the results related to each of the four themes, the classes in which the majority of the youth did not take part in the workshops about the respective subject (PRE-group) will be compared with the classes in which the majority did participate (POST-group). The PRE-group and POST-group differ for every theme and will be identified for each of the four analysis.

The questionnaire was applied in two different moments. While the two applications are not directly comparable, both because they were applied with different classes and because the instrument was modified between the two applications, certain trends and lessons learned can be culled from the results that might bring greater understanding to IDEAS about beliefs and general knowledge of key themes in the youth populations where they work, as well as the areas where the Semillero team has had the most influence, and where they might need to make adjustments in order to better contribute to changes.

I. Emotional management: Youth improved their capacities to have empathy for others, but struggle to take care for themselves during difficult situations

For the questions about emotional management, the PRE-group consists of four school-classes; the POST-group of three (table 4).

Table 4: Youth participation (in percentages) in workshops about emotional management, divided by PRE-group and POST-group

PRE-group (Municipality / Village / Institution)	% participation in workshops	POST-group (Municipality / Village / Institution)	% participation in workshops
San Juan Cancuc / Chilolj COBACH 175 (1C)	12%	San Juan Cancuc / Nail Chen / Bachillerato	91%
San Juan Cancuc / Chilolj COBACH (1)	0%	Las Margaritas / Nuevo Huixtn / 00/01/1900	86%
San Juan Cancuc / Chilolj COBACH (2)	8%	La Trinataria / Linda Vista / 00/01/1900	69%
San Juan Cancuc / Chilolj CECTSJC 05 (1B)	13%		

The first twelve statements of the first section of the questionnaire focused on emotional management. Two of these statements are not considered in the analysis. For statement 5 (*When I am going through a difficult situation, I move away and criticize myself*) it is not possible to define the most desirable answer, while statement 10 (*I seek help when I need to solve any problems of mine, my family or community*) was not answered by most of the classes.

It is desired that, as a consequence of the workshops, the POST-groups would have fewer people providing the answers “hardly ever” or “with little frequency” than the PRE-groups; following the same logic, the youth of the POST-groups would score higher percentages for the answers “very often” and “almost always”. This logic would be the other way around for the statement *In the presence of people unknown or seem different to me, I isolate myself and avoid relating to them*, since the most desirable answer here would be “hardly ever” or “with little frequency”.

For three of the ten statements, a clear positive difference is visible between the PRE-group answers and POST-group answers (Table 5). The POST-group gives the undesirable answers “hardly ever” or “with little frequency” to the statements about the experience of human life (statement 1), attentiveness to people that suffer (statement 8) and recognition that nobody is perfect (statement 9), considerably less often than the POST-group. The differences between the two groups are so considerable that a relation with the participation in the workshops about emotional management seems clear.

This relation between participation in the workshops and a change in attitudes is much less clear for the statements about painful emotions (statement 2), the presence of unknown people (statement 6), paying attention when somebody speaks (statement 7) and clearing the heart when having problems (statement 12). The differences between the two groups are rather small and could be a coincidence.

For three of the statements, the results represent the opposite of what was expected. This means that for these statements the percentages of people that gave the desirable answer “very often”

or “almost always” is higher for the PRE-groups than for the POST-group³. This negative effect is small for all three statements.

As can be seen in table 5, the three statements for which there was a clear positive effect are related to empathy and trying to understand others; the three statements for which there was no or even a negative effect are related to self-care during difficult situations.

Table 5: Comparison of answers given (in percentages) by respondents on questions about emotional management, divided by PRE-group and POST-group

		Percentage of people who gave the answer:						Total difference
		“hardly ever” or “with little frequency”			“very often” or “almost always”			
		PRE	POST	Difference	PRE	POST	Difference	
Clear positive effect	9. For me it is important to recognize and accept that we all have flaws and that nobody is perfect	14.9	4.7	10.2	25.5	43.0	17.5	27.7
	1. I try to recognize my fears, anger and joys as part of the experience of human life	11.9	2.7	9.2	11.7	25.8	14.1	23.3
	8. When I see someone who has a lot of suffering, I try to be attentive to that person	8.4	5.7	2.7	24.5	36.3	11.8	14.5
Small positive effect	7. I pay careful attention when someone speaks to me	9.1	4.7	4.4	29	32.3	3.3	7.7
	2. When I am experiencing a painful emotion, I pay attention to my breathing, to calm myself	13.5	10.0	3.5	23.0	24.7	1.7	5.2
	12. When I have a problem with someone, I calm down, clear my heart and then speak directly to that person	16.9	15.2	1.7	15.9	19.0	3.1	4.8
No or negative effect	11. I'd rather take time to calm myself down when I'm angry or upset	13.4	7.8	5.6	22.9	20.3	-2.6	3.0
	3. When I am going through a difficult situation, I recognize and accept in my heart, the emotions I feel	12.6	10.9	1.7	25.3	21.7	-1.6	0.1
	4. When my emotions produce pain, I am able to give myself affection and tenderness	17.3	14.5	2.8	18.6	14.2	-4.4	-1.6
		“very often” or “almost always”			“hardly ever” or “with little frequency”			
		PRE	POST	Difference	PRE	POST	Difference	Total difference

³ As can be seen in the table, this negative effect is only visible for the answers “very often” or “almost always”, not for the others.

Small positive effect	6. In the presence of people unknown or seem different to me, I isolate myself and avoid relating to them	26.4	27.8	1.4	10.1	8.3	1.8	3.2
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II. Decision-making: Youth improved their capacity to make well-informed and well-thought decisions, but struggle to make decisions when others are affected

For the questions about emotional management, the PRE-group consists of four classes; the POST-group of three (Table 6).

Table 6: Youth participation (in percentages) in workshops about emotional management, divided by classes in PRE-group and POST-group

PRE-group (Municipality / Village / Institution)	% participation in workshops	POST-group (Municipality / Village / Institution)	% participation in workshops
San Juan Cancuc / Chiloljá/ COBACH 175 (1C)	14%	San Juan Cancuc / Nail Chen / Bachillerato	73%
San Juan Cancuc / Chiloljá/ COBACH (1)	14%	San Juan Cancuc / Chiloljá/ COBACH (2)	75%
San Juan Cancuc / Chiloljá/ CECTSJC 05 (1B)	19%	La Trinataria / Linda Vista / 00/01/1900	66%
Las Margaritas / Nuevo Huixtán / 00/01/1900	24%		

Questions 13-23 of the first section of the questionnaire focused on decision-making. Statement 21 (*I feel that studying right now is the best thing for my life*) was not considered in the analysis, because the data for this statement were not correctly processed in all questionnaires.

Furthermore, it was problematic to define the most desirable answer for statement 14 (*When I make decisions about my life, I do what my family says*). While doing what your family tells you to do is not directly desirable for youth, at the same time, it could be wise for school-aged youth to ask them for their opinions when making important decisions. It is noteworthy that the youth of the POST-group, when making decisions about their lives, do more often what their families say than the PRE-group.

Table 7: Comparison of answers given (in percentages) by respondents on questions about decision-making, divided by PRE-group and POST-group

		Percentage of people who gave the answer:						Total difference
		“hardly ever” or “with little frequency”			“very often” or “almost always”			
		PRE	POST	Difference	PRE	POST	Difference	
Clear positive effect	17. I cultivate the seeds of <i>Buen Vivir</i> in my heart, to prepare myself to make good decisions for myself and my family	6.8	3.0	3.8	29.8	37.5	7.7	11.5
	22. When I need to make a decision, I ask for advice from the people I trust.	9.4	6.0	3.4	24.8	31.0	6.2	9.6
	13. When making important decisions, I listen to my heart and consider what is best for my life	9.1	6.5	2.6	26.8	32.5	5.7	8.3
Small positive effect	23. To make decisions I talk with trusted people and tell them what I wish for	10.4	7.8	2.6	26.4	29.7	3.3	5.9
	15. When making decisions I take into account what I want for my life.	10.5	7	3.5	31.6	33.0	1.4	4.9
	16. I make important decisions for my life even though I have little clarity in my heart	14.4	13.7	0.7	18.5	20.0	1.5	2.2
No or negative effect	18. I plan to have a child when I have the maturity to offer you what you need	13.9	16.5	-2.6	26.0	29.7	3.7	1.1
	20. I feel able to take / use a contraceptive, even though my boyfriend or girlfriend asks me not to	19.4	17.3	2.1	21.8	20.5	-1.3	0.8
	19. I feel able to make the decision not to marry now, even if my parents want it	16.3	22.8	-6.5	21.8	20.5	-1.3	-7.8

For three of the ten statements, a clear positive difference is visible between the PRE-group and POST-group (Table 7). The POST-group gives the undesirable answers “hardly ever” or “with little frequency” to the statements about the seeds of *Buen Vivir* (statement 17), asking for advice from trusted people (statements 22) and listening to the heart (statement 13) considerably less often

than the PRE-group. The differences between the two groups are significant and a relation with the participation in the workshops about decision-making seems probable.

This relation between participation in the workshops and a change in attitudes is much less clear for the statements about asking for advice from trusted people (statement 23)⁴, taking into account personal interests (statement 15) and having little clarity in the heart (statement 16). The differences between the two groups are rather small and could be a coincidence. An interesting fact is that one of the classes that has never received the IDEAS-workshops on decision-making showed extremely good results for statement 15, with not a single person that answered “hardly ever” or “with little frequency” on the statement *When making decisions I take into account what I want for my life*, indicating a high level of autonomy when making decisions.

For three of the statements, the results represent quite the opposite of what was expected. This means that for these statements the percentages of people that gave the desirable answer “very often” or “almost always” is higher for the PRE-groups than for the POST-group. This negative effect is small for two statements, but for the statement about the decision to marry now (statement 19), the class that took the workshops about decision-making indicate to be less inclined *to make the decision not to marry now, even if their parents want it*.

For this group of statements with no or negative results, it is noteworthy that they are mainly due to the answers of one class of the POST-group (The Bachillerato in Nail Chen, San Juan Cancuc). For the three statements together, the average percentage people that chose for the most desirable answer was only 9. This is much lower than the PRE-group. At the same time, this same group scored exceptionally well on statement 9, with not a single person that answered “hardly ever” or “with little frequency” on the statement *When I need to make a decision, I ask for advice from the people I trust*.

Compared to the results in the theme of emotional management, the positive effects in the case of decision-making are less clear as a result of participation in the IDEAS workshops, especially because the number of people of the PRE-group that gave desirables answer was much higher than in the case of emotional management (20.6 for emotional management; 27.1 for decision-making). This could be explained by a lack of clarity in the statements for either the questions about emotional management or decision-making; or by the fact that the youth in certain groups and communities have, even without the IDEAS workshops, much more understanding about decision-making than they have about emotional management.

The statements with the best results are the ones that are related to making well-considered and well-informed decisions, either or not with some advice of a trusted person. On the other hand, on statements that could have implications on the life of others, such as having children, getting married or using contraceptives, no positive or even a negative effect of having participated in the workshops is visible.

⁴ This statement is very similar to statement 22.

III. Gender and identity: Mixed results regarding youth's knowledge and attitudes about gender and identity, in general

For the questions about gender and identity the PRE-group consists of five classes in which the majority did not participate in the workshops about gender and identity, and the POST-group consists of two classes where the percentages of participation is not high: 42% and 64% (Table 8). These relatively low percentages of participation for the classes in the POST-group make the comparative analysis about gender and identity less clear than the ones about emotional management and decision-making. At the same time, in one of these two classes, all students participated in the youth initiatives, where they could have obtained knowledge about these themes.

Table 8: Youth participation (in percentages) in workshops about gender and identity, divided by classes in PRE-group and POST-group

PRE-group (Municipality / Village / Institution)		POST-group (Municipality / Village / Institution)	
San Juan Cancuc / Chiloljá/ COBACH 175 (1C)	5%	San Juan Cancuc / Nail Chen / Bachillerato	64%
San Juan Cancuc / Chiloljá/ COBACH (1)	14%	San Juan Cancuc / Chiloljá/ COBACH (2)	42%
San Juan Cancuc / Chiloljá/ CECTSJC 05 (1B)	11%		
Las Margaritas / Nuevo Huixtán / 00/01/1900	0%		
La Trinataria / Linda Vista / 00/01/1900	7%		

Table 9: Comparison of answers given (in percentages) by respondents on questions about emotional management, divided by PRE-group and POST-group

		PRE	POST	Difference
Positive effect	2. All people can have multiple identities ... (I should not discriminate against them because they deserve the same respect as I do)	72.2	85	12.8
	7. I think machismo ... (hurts men and women and we can all do something to change it)	50.2	61.0	10.8
	6. Machismo es... (the way of thinking in which men are superior and more powerful than women)	56.2	65.5	9.3
	12. I believe that inequality between men and women is ... (unfair because men and women have the same rights.	69.4	74.5	5.1
Small positive	5. Women and men ... (have different needs and the same rights)	53.4	56	2.6
	8. Violence against women ... (originates from machismo and can cost the life of women)	60.2	61.0	0.8
Negative effect	1. My identities are constituted by ... (the way of being that I learned in my family and the likes I share with my friends)	39.0	32.5	-6.5
	3. I think being a young indigenous person is ... (a reason to feel pride of the heritage of our ancestors)	70.6	61	-9.6
	4. The way of being and acting of women and men is different because ... (they learn from the family and from society to behave in a different way)	43.3	30	-13.3
	13. El Buen Vivir means that ... (men and women are in equality and in balance with Mother Earth.	77.8	62.0	-15.8

The first thirteen questions of the second section of the questionnaire focused on gender and identity. The respondents had to complete a phrase of which the first part was given, having the possibility to choose between three options to complete it; only one of them was correct. Three of the questions (number 9, 10 and 11) were not considered for this analysis. These questions focus on the type of behavior of men and women that is being seen as normal in the communities or the way in which women are being educated. Since the answers depend strongly on the situation in each of the communities and of each individual woman, the correct answer for each question is disputable.

Overall, the results for this theme do not show any positive effect from the workshops (Table 9). Indeed, the PRE-group, where only a low percentage of the students had participated in IDEAS workshops, scores slightly better than the POST-group, where more students had participated, when taking into account all questions. Interestingly enough, the class in Las Margaritas, which was part of the PRE-group, had very good results for almost all questions, since they had in general the highest percentages of most desirable answers across the board; according to the questionnaire, not a single person from these communities had participated in the IDEAS workshops about sexuality. Also, the group in La Trinitaria, where only 7% of the young boys and girls had participated in a workshop about this theme, had relatively positive results for most of the questions.

The fact that the POST-group did not score better than the PRE-group overall does not mean that for certain questions the classes that received workshops from IDEAS scored better. This is especially true for the questions about multiple identities (question 2), machismo (questions 6 and 7) and gender inequality. The positive effect for the questions about needs and rights of women and men (question 5) and violence against women (question 8) is small and could be coincidence. For the question about violence against women it is striking that in five classes (three of the PRE-group and both classes of the POST-group) more than one-third of the youth answered that although “violence against women is not correct, there is nothing that we can do about it.”

For the questions about identities (question 1), indigenous youth (question 3), differences between the way of acting and being between men and women (question 4) and *Buen Vivir* (question 13) the group of students of which the big majority has never received any workshop show better results than the POST-group where some had received workshops. Specifically the results for the question about *Buen Vivir* of one of the classes that received training on mindfulness are low, since less than half of the respondents related the concept with equality between men and women and being in balance with Mother Earth.

IV. Sexuality: Strong results within groups that had not yet participated in IDEAS workshops; mixed results within groups that had

Regarding the questions about sexuality, the analysis also is less clear than the analysis about emotional management and decision-making. The PRE-group consists of five classes in which the majority did not take part in the workshops about gender and identity, and the percentages of participation of two classes considered in the POST-group are not high: 55% and 54% (Table 10).

At the same time, just as it was the case for gender and identity, in one of these two classes all students participated in the youth initiatives.

Table 10: Youth participation (in percentages) in workshops about sexuality, divided by classes in PRE-group and POST-group

PRE-group (Municipality / Village / Institution)	% participation in workshops	POST-group (Municipality / Village / Institution)	% participation in workshops
San Juan Cancuc / Chiloljá/ COBACH 175 (1C)	9%	San Juan Cancuc / Nail Chen / Bachillerato	55%
San Juan Cancuc / Chiloljá/ COBACH (1)	14%	San Juan Cancuc / Chiloljá/ COBACH (2)	54%
San Juan Cancuc / Chiloljá/ CECTSJC 05 (1B)	6%		
Las Margaritas / Nuevo Huixtán / 00/01/1900	0%		
La Trinataria / Linda Vista / 00/01/1900	7%		

The questions that focused on sexuality were numbers 14-24 of the second section of the questionnaire. The respondents had to complete a phrase of which the first part was given, having the possibility to choose between three options; only one of them was correct. One question (no. 23) is not being considered for this analysis, since it is not directly clear what the right answer is.

The answers for the questions about sexuality show mixed results (Table 11). Although the differences are not high, for five questions the respondents of the POST-group have better results than the PRE-group. This concerns the questions about sexually transmitted infections (question 21), sexual rights (questions 15 and 14), information about sexuality (question 19) and sexual organs (question 16). The effect for the question about talking about sexuality with another person (question 18) was almost null.

Twenty-four point seven percent (24.7%) of all respondents gave the non-desirable and partly wrong answer “Information about sexuality is very difficult to understand and it puts you at risk to know so much of the subject.” Although the answer has two components, part of the question focuses on the complexity of communication about sexuality. Additionally, in three classes (two in the PRE-group, the other on the POST-group) more than a quarter of the respondents think that it is a sexual right if the parents decide who will be the husbands of their daughters.

Similarly to the results of the questions about gender and identity, the POST-group scores lower than the PRE-group for a number of other questions. The most noteworthy negative result was that an average of 12.5% of all participating youth in the POST-group knew the right answer to the question about when a condom is most effective, against 38.4% in the PRE-group. At the same time, the way in which the question was formulated might have caused some confusion among the respondents.

A relatively large share of respondents replied that names of sexual organs should not be

mentioned in the native language of the classes because they are incorrect or dirty words. In two classes of the PRE-group, the question about the transmission of HIV/AIDS showed 61% of the youth thinking that the disease could be transmitted by sharing a plate or giving a hug to persons that have the virus.

The most positive, just as for the questions about gender and identity, were scored by the communities in Las Margaritas and La Trinitaria, two classes of the PRE-group. For the two questions about sexually transmitted infections (questions 20 and 21) and the one about the decision to get married and having children, their scores were almost perfect, with an average percentage of 98.5% of the respondents who gave the correct answer.

In three classes (two of the PRE-group, the other in the POST-group), more than 25% of the people think that the decision to marry and have children is an issue that should be resolved by the community. All three classes are part of schools in the municipality of San Juan Cancuc.

Table 11: Comparison of answers given (in percentages) by respondents on questions about sexuality, divided by PRE-group and POST-group

		PRE	POST	Difference
Positive effect	21. The best thing to do if I have a sexually transmitted infection is ... (to visit the health center to follow a medical treatment)	84.4	96.0	11.6
	15. Some of the sexual rights are... (receiving information about sexuality and taking care of my body)	77.4	72.0	10.8
	19. Information about sexuality ... (can be given in the mother tongue to make it more understandable)	50.4	59.0	8.6
	14. The sexual rights of youth are necessary to ... (inform myself, take care of my sex life and access health services.	73.6	80.5	6.9
	16. I think that calling the sexual organs by its name ... (is a first step to accept my body and learn to take care of it)	65.2	70.0	4.8
Small positive effect	18. When I talk about my sexuality with another person ... (I have the right to have that person respect me and keep secret what I told him)	67.6	68.0	0.4
No or negative effect	22. The decision to marry and have children is ... (an issue for which every person has the right to decide.	74.6	72.0	-2.6
	20. HIV and AIDS are transmitted mainly by ... having unprotected sexual relations.	68.8	65.5	-3.3
	17. The names of the sexual organs in my mother tongue are ... (correct names that I can use to communicate)	44.4	39.0	-5.4
	24. The condom is most effective when ... (it has not expired, is used with water lubricant, is carefully removed and when the wrapping is opened with the fingertips without using teeth or nails)	38.4	12.5	-25.9

V. Discussion regarding findings

While this evaluation has limited scope, the key conclusions that can be drawn regarding the findings are the following:

- A. **The transfer of knowledge was relatively successful for emotional management and decision-making...** Thanks to the professional attitudes of the Semillero team members and their knowledge of the educational manual and the Mindfulness approach, youth in the communities displayed improved capacity in having empathy for others and showed greater autonomy in making decisions about the future or in defining a life plan.
- B. **...but more problematic for sexuality and gender.** The results for two of the other strategic themes in the project were less positive than expected, across beneficiaries and participants.
- C. **The limited knowledge of the youth about sexuality might be related to the complexity of the language used in the educational model and the gaps in knowledge of the Semillero-team about this theme.** Almost a quarter of the respondents agreed that they have difficulties understanding concepts of sexuality education. This is reflected in the low percentage of people that responded correctly to the questions about how to use a condom and the transmission of HIV/AIDS. The Semillero team that gave the training about these subjects displayed mixed results regarding their level of knowledge around these subjects, as did the youth who received trainings. While other factors may have contributed to these results at both levels, it is clearly a thematic area that could use revision in the future.
- D. **Some communities seem to have a higher baseline of knowledge and information about some of the key themes explored in this project, from even before IDEAS' intervention.** In particular, in Las Margaritas and La Trinitaria, students showed high levels of understanding about sexuality and gender and identity. Perhaps other organizations have intervened in these communities, or local health centers have implemented programs with students here.
- E. **The focus on evaluation inspired an appropriation of a culture of learning in the IDEAS-team.** The Director of IDEAS believes that the assistance of INSAD led to concrete changes in the implementation of the project. Thanks to the openness of the IDEAS staff to the learning process, essential changes were made, especially to the educational manuals and the evaluation instruments. "The lessons that were learned during the entire project thanks to the focus on monitoring and evaluation really led to a transformation of the educational manuals and the evaluation instruments, and those lessons will also be implemented by the IDEAS staff in future projects."

VI. Key Recommendations

- A. **A more defined focus in the project and particularly in the educational manuals is needed to fully prepare the Semillero team for their work with other youth**

In the design of the project, it was decided that the educational manuals would be the basis for the knowledge to be transferred by the Semillero team to the young people in the communities.

Since the Semillero team would be responsible for this transfer of knowledge and the promotion of positive practices in emotional management, sexuality and making a life plan, it would be expected that they would have higher level of knowledge on all project themes. If the educational manuals were important for acquiring knowledge about the project themes, the conclusion that the lack of full clarity of educators about the topics is related to the manual is not far-fetched. With more clearly defined objectives and a clearer curricular framework (with a closer connection between the learning goals and the project objectives) the manual could contribute more concretely to the training and knowledge development of the Semillero team and therefore, to the education of the young people in the communities. Specifically, given the results of this evaluation, more emphasis is needed in training the team around sexuality and gender issues, as those were the areas with weaker results across the different groups.

Mindfulness was the key concept in the strategy chosen to incentivize change in this project. The relation between individual mindfulness on the one hand, and the collective change of young indigenous people pursued on the other hand, is not entirely clear in the manuals.

At the same time, since the mid-term evaluation of 2015, important changes were made to the manuals. The increase in knowledge that was presented in the first finding here, could also be related to the improvements made in the educational materials. In the most recent version for example, the manuals describe the main responsibilities of the Semillero team members in a clear way.

B. Design and implement more personal training activities for the Semillero team to make them comfortable with the training material

The Semillero team was the main source of information for the youth who participated in the project. A challenging feature of the program however, was the fact that the Semillero team itself needed strong training on the main project themes in the project. From the results of the project it is clear that the team improved their general knowledge about sexuality, gender, decision-making and emotional management, but that there are still important gaps. A longer period of strategically organized and implemented training for the Semillero team before they start to train the youth about these themes could lead to more positive outcomes in the youth who participate in the activities. After the training phase of the Semilleros, their knowledge should be tested, in order to guarantee that they have the necessary instruments and knowledge to start working with youth.

C. Design and socialize, from the project planning phase, a guiding, strategic and flexible monitoring, evaluation and learning framework for the project.

Having such a framework allows for a continuous process of learning throughout the project, and also to comprehensively evaluate the results of the project and to make evidence-based decisions about the strategies to use to reach the objectives of the project.

D. Inquire about the noteworthy outliers or interesting results that are described in this analysis.

Some classes scored relatively low on certain questions in the questionnaire, while others show excellent results on others. Discovering the reasons for these outliers might bring up interesting results and could make visible the need for a more tailor-made approach for certain communities or a shift of focus away from themes on which they already have a high level of knowledge towards themes on which they have less desirable results. Also, in order to understand the dynamic in communities where the youth display knowledge about certain themes before IDEAS' interventions, it might be useful to include a question on the questionnaire regarding whether they have participated in any other workshops or programs related to these themes.

E. Make training materials and evaluation instruments more tailor-made to the current needs, knowledge and attitudes in the diverse communities.

According to the Director of IDEAS, las Margaritas and la Trinitaria are communities with different characteristics than San Juan Cancuc, and this was also confirmed by the results of the evaluation. A first step in future work with diverse localities would be to do an integral assessment of the current needs, knowledges and attitudes in each municipality, in order to understand the differences between communities. This assessment could be done using the questionnaire applied in this evaluation. The next step would be to modify the focus in the training material and the questions in the instruments used to evaluate key changes in the youth, in line with these differences.

F. Discuss the results of the evaluation with the youth, especially about the themes for which they show unexpected results.

For these questions, it could be interesting to find out why a relatively big group of youth gave some answers that are not in line with the messages presented in the educative manual. An example is the class in Nail Chen, where only a small group of people gave the most desirable answer on the statements on decision-making. Talking about their personal or collective beliefs and motivations could break stereotypes that some students might have about these themes.

G. Make the information that is being shared throughout the project more accessible and comprehensible for the youth in the communities.

Both during the interviews with participants in the youth initiatives and from the questionnaire it became clear that the language used throughout the project is not always easily understandable for the youth, especially about sexuality. Although most of them are perfectly able to express themselves during the interviews, others seem to struggle much more with finding the right words to express their thoughts. A revision of the material and a participative evaluation of the youth could contribute to identify the concepts that the youth in these communities struggle with and adapt the curricular material to their needs and characteristics.