



# Pathways To Success

Final Program Report  
April 1, 2018 – March 30, 2021



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FOUNDATION**  
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## INTERNATIONAL YOUTH FOUNDATION

### PATHWAYS TO SUCCESS

**Final Program Report (April 1, 2018 – March 30, 2021)**



## **I. GENERAL OVERVIEW**

The International Youth Foundation, with support from the PepsiCo Foundation, successfully implemented the Pathways to Success program in metropolitan Guadalajara within the state of Jalisco, Mexico from March 2018 until March 2021. The program's overall goal was to empower adolescent girls and young women to reach their full potential by providing them with quality education and employment opportunities. IYF can proudly state that the program's goals were achieved within three key objectives:

- 1) Engage and equip young women with skills to succeed in life and work.
- 2) Engage and equip young women and their families to make informed life decisions and improve their access to additional support services.
- 3) Raise awareness of the value of young women at the community and institutional levels.

In the following pages IYF will detail information on program context, goal, and outcome completion, as well as the challenges faced for program development.

As with other programs implemented by IYF, after March 2020, the Covid-19 pandemic brought several complications to Pathways to Success because of classes suspension and later migration to virtual environments; job loss, wage decrease or similar labor related phenomenon; infection and eventual deaths in families, teacher staff and school personnel; among other causes. Even though most of what was happening at the time was unknown and offered little information to forecast mid- and long-term consequences, let alone to understand possibilities of coming back to normal activities, many program teams within IYF understood that the only way to move forward was to offer our best efforts so that the youth populations we served could obtain the strongest benefits possible under the prevailing conditions.

## **II. PERFORMANCE AGAINST AGREED-UPON DELIVERABLES**

Particularly considering the ongoing effects of the pandemic, IYF made several adjustments in activities during 2020-2021 to meet the overall targets of benefitting 20,000 girls and young women and 22,000 young men.

From March 2018 through March 2021, Pathways has reached a total of 49,494 youth, divided between 23,585 young women and 25,997 young men, enrolled in 53 schools through in-school program interventions. These include, among others:

- Training schoolteachers and staff, as well as young women and men in socioemotional and career guidance skills, through Passport to Success™ (PTS) and *Descubre tu Vocación* (DTV) curricula, respectively.
- Enroll female and male students in technical curriculum for selected technical trajectories.
- Labor market training and registry in employment portal.
- Certification of Master Trainers in Passport to Success™ (PTS) curriculum.

- Upgraded training in three specialties or technical paths: Networking (Cisco CCNA Routing & Switching, applications design and development and Supply chain logistics).

Additional out of school interventions, such as parental engagement activities or the gender awareness campaign reached additional youth, parents, and decision-making influencers.

Pathways to Success detailed activities and results will be described in following pages.

## **OBJECTIVE 1: ENGAGE GIRLS AND YOUNG WOMEN WITH SKILLS TO SUCCEED IN LIFE AND WORK**

PTS and DTV Results		
Deliverable		Progress Achieved (March 2021)
<b>O U T P U T S</b>	13,100 female students participate in combined Passport to Success (PTS) life skills and gender-adapted career guidance curriculum, <i>Descubre tu Vocación</i> (DTV).	15,899 female students participated in combined PTS and DTV training (121% of goal met) <sup>1</sup> .
	At least 380 teachers and coaches trained and certified to deliver the PTS curriculum and methodology	340 teachers and coaches have been trained in the PTS life skills curriculum + DTV career guidance methodology (89.4% of goal met)
	At least 8 Master Trainers in schools trained and certified to train new teachers to deliver PTS	10 Master trainers certified (Goal met and exceeded by 25%).
	3 technical curricula adapted, validated by key industries in Guadalajara and integrated into the school subsystem	3 technical curricula successfully adapted, validated by key industries, and integrated into the school subsystem (100% of goal met)

### **1.1 Passport to Success (PTS) Life Skills Curriculum Training**

In Summer 2018, 196 teachers and administrative staff from Guadalajara's three technical upper-secondary education subsystems (CONALEP, CECYTE and COBAEJ), completed a 40-hour combined Training of Trainers (TOT) workshop in IYF's Passport to Success (PTS) life skills curriculum and in "*Descubre tu vocación*" (DTV), our gender-focused career guidance curriculum. Standard PTS TOT workshops have a duration of 4 days (32 hours), but to incorporate the DTV methodology, IYF added an additional training day, resulting in a 5-day workshop. Trainers who complete the 5-day TOT are prepared to deliver both PTS and DTV. Considering the curricular structure within the educational subsystems where Pathways would be implemented, and the finite number of teachers assigned to the modules where PTS and DTV is embedded, IYF aimed at achieving the maximum reach and coverage effectivity merging both trainings and deliveries without overstressing the schooling systems' capacity.

<sup>1</sup> Data is from CONALEP, CECYTEJ and COBAEJ secondary education subsystems as of March 2021.



In preparation for a first nine trainings delivery - three in each subsystem – IYF carried out intense negotiations with the technical education authorities, not only to secure permission for teachers to participate in the workshops, but to reach agreement about where to integrate and match 32 hours of PTS and 10 hours of Career Guidance into the current school curriculum. These negotiations granted Pathways to Success to successfully deploy its full capabilities for the 3 years to come.



In Summer 2019, a second cohort of 109 teachers and administrative staff, continued to build on the program's deployment capacities. By December 2019, Pathways counted a total of 305 teachers and administrative staff from Guadalajara's three upper secondary technical education subsystems, trained in IYF's PTS and DTV curriculum, achieving 80% of the program's goal for PTS teacher training and 89% of DTV's. Also, to this date, both PTS+DTV trainer cohorts had succeeded in transferring both curriculums to 21,548 youth, of which 10,201 were young women. This meant that

nearly 78% of the program's goal regarding youth trained in PTS-DTV was reached but under the prevailing COVID-19 condition, compliance was under significant risk.

After carefully weighing risk factors, analyzing pandemic evolution trends and consulting with federal and state health authorities, IYF requested authorization from the Jalisco Education Ministry to hold enough Training of Trainers (ToT) and Training of Master Trainers (ToMT) sessions to reach as many teachers as possible and administrative staff to reach training goals (teacher and youth). On late July 2020, IYF received authorization to start activities' planning, on the condition that strict sanitary and logistic measures should be enforced to minimize COVID-19 contagion risk in session's attendance. This involved holding session in open or ventilated spaces, programming groups no larger than 10 attendants, avoidance of public transportation, mandatory protective gear during all training, enhanced sanitary measures for food and beverage and no physical contact whatsoever.

Observing all the above measures, from August 26<sup>th</sup> to 28<sup>th</sup>, 16 schoolteachers selected from the best performing PTS+DTV facilitators that have been implementing the program since 2019 were selected to attend the 3-day training of master trainers (ToMT) workshop, where IYF would select 8 to 10 Master Trainer certification candidates. Two 8- participant workshops were successfully conducted by two local trainers each and full-time supervised by a lead senior master trainer based in Costa Rica. This supervision was held remotely due to travel restrictions enforced at the time.



The exercise was conducted adequately, and 10 teachers were selected as Master Trainer candidates to lead 5 Training of Trainers (ToT) workshops during the upcoming week. From August 31<sup>st</sup> to September 3<sup>rd</sup>, 35 schoolteachers and staff divided in 5 groups received a PTS+DTV ToT training from Master Trainer candidate pairs. Both training exercises developed as planned and finalized with 35 new facilitators and 10 Master Trainers.

This third and last wave of 35 trainers, joined previously trained staff to form a total of 340 PTS+DTV facilitators and tutors in Guadalajara's three upper secondary schooling subsystems. In September 2020, the full facilitator block was able to transfer PTS + DTV curriculums to 11,470 students, including 5,300 young girls, allowing Pathways to reach an overall goal of 33,846 students trained in both curriculums, of which 15,899 were young women.

The milestone of 380 teachers trained in PTS life skills curriculum was not met, achieving 89.4% with 340 teachers. However, this number represents the total of teachers available to cover life skills programs in the three considered educational subsystems. Additional teacher coverage was not feasible.

The following table reflects detailed cumulative progress in teacher and student training for the combined PTS-DTV training:

PTS + DTV training		Women	Men	Total	Teachers	Campuses
2018	CONALEP	1,109	1,301	2,410		
	COBAEJ	997	937	1,934		
	CECYTEJ	1,449	1,694	3,143		
	Subtotal	3,555	3,932	7,487	196	33
2019	CONALEP	1,294	2,002	3,296		
	COBAEJ	1,067	932	1,999		
	CECYTEJ	3,830	4,025	7,855		
	Subtotal	6,191	6,959	13,150	109	33
2020	CONALEP	1,620	2,356	3,976		
	CECYTEJ	3,485	3,807	7,292		
	Subtotal	5,105	6,163	11,268	35	43
2021	CECYTEJ	1,048	893	1,941		
	Subtotal	1,048	893	1,941		
Total		15,899	17,947	33,846	340	43

## **1.2 Gendered PTS**

During September and December 2018, IYF underwent the adaptation of several gender-focused PTS lessons to conduct a piloting exercise that would yield valuable intelligence for a broader inclusion of the Gendered version of PTS life skills curriculum.

In January 2019, IYF convened three ToT workshops, one with 20 previously certified PTS Master Trainers and another two with 40 CONALEP Estado de México PTS facilitators, with the objective of testing the gendered version of the curriculum and planning its distribution. From August to November, the PTS gender curriculum was tested with approximately 2,000 students (60 groups approximately) who were scheduled to receive PTS on a regular basis. The testing in Estado de México (another state supported by the PepsiCo Foundation previously) instead of Guadalajara, was necessary, because of the vast 3 to 5 years' experience in delivering PTS these teachers possessed. Available trained teachers in Guadalajara had only delivered PTS+DTV during one semester and did not meet the required experience qualifications.

The intelligence obtained from the testing stage was positive and enriching. With this information, and in combination with a specialized consultant, IYF curated a catalog of improved lessons and the structure for a Gender PTS Refresher workshop that would be delivered to all PTS trained facilitators in Guadalajara, as well as incorporated into the new trainings. The Refresher, scheduled for April 2020, would cover 16 hours over 2 days, and would aim to deploy gender-oriented pedagogy and lessons. Unfortunately, the COVID-19 pandemic forced an abrupt closure of school activities on March 17<sup>th</sup>, 2020, which put plans for this workshop on hold. Due to the persistence of the pandemic and the restrictions imposed, IYF was forced to adapt the Refresher workshop to the virtual modality. Between July and August 2020, IYF worked on the adaptation of a new product in webinar modality, with a 12-hour duration, distributed in four, 3-hour sessions, where trainers and facilitators distributed synchronous and asynchronous activities through different platforms and integrating routines that would allow not only teacher training but also lesson delivery to students in virtual modality. The new webinar refresher was ready in September and IYF negotiated with educational authorities an extraordinary training period for facilitators between October and November 2020. The webinar was successfully delivered to 8 groups of 40 PTS facilitators each, reaching a total of 320 facilitators who, starting in February 2021 integrated the PTS gender-oriented curriculum into their regular lessons.

## **1.3 Digital skills training for life skills and technical teachers**

Since March 2020, COVID-19 had a significant impact on the delivery modality of all interventions. IYF developed additional training mechanisms to assist teachers to deploy virtual content while students remain in their homes, sharing relevant lessons found in PTS-Traveler, IYF's virtual PTS curriculum, to teachers to cover core content or curating additional information about online skills, tools, and strategies that teachers could use to motivate students to keep advancing in their courses. After agile consultations with teachers and authorities IYF offered teachers a 6-hour workshop on digital skills that, unlike most courses that emerged during 2020, did not focus on technological tools or platforms management alone, but also on developing pedagogical skills to adapt their classes to

the digital environment, as well as developing strategies for engagement with students, to counteract the challenges of class permanence.

From October 2020 to January 2021, 769 PTS+DTV, technical track, labor market workshop and general teachers from the three educational subsystems attended this training referring excellent results. Some of the attending teachers' reactions were:

*"Thank you very much. They are very important tools and strategies for the teaching practice" - Martha Tamayo*

*"Thank you very much, Excellent course, friendly, practical and easy to implement..." - Estela Gonzalez*

*"Excellent course, it opens a little more the panorama about activities and virtual work" -Emilia Diaz*

*"Thank you very much! For all the tips, a very enjoyable and innovative course." - Cecilia Esparza*

## **OBJECTIVE 2: ENGAGE AND EQUIP YOUNG WOMEN AND THEIR FAMILIES TO MAKE INFORMED LIFE DECISIONS AND IMPROVE THEIR ACCESS TO ADDITIONAL SUPPORT SERVICES**

Technical Training and Employment Database Registry Results		
Deliverable		Progress Achieved (March 2021)
<b>O U T P U T S</b>	13,100 female students receive career guidance with adapted gendered curriculum	Data reported in Objective 1 due to combined classroom delivery
	1,400 female students participate in technical training with the adapted technical curriculum for selected technical trajectories	2,506 female students enrolled and participating in 3, updated technical training courses (Goal met and exceeded by 79%).
	5,500 female students registered in the national employment database	5,180 female students have received labor market workshop.

### **2.1 Career Guidance**

IYF has taken measures to strengthen vocational orientation for young women by incorporating a gendered adaptation of IYF's career guidance curriculum, DTV (short for Descubre tu Vocación, Spanish for Discover your Vocation), and facilitating access and linkages to promising job opportunities. DTV is comprised of 10 lessons and is delivered through participatory, experimental teaching pedagogies, based on the PTS methodology. The DTV training is offered to students in Jalisco's three partnering education subsystems, CONALEP, CECYTEJ and COBAEJ. However, the



structure and regulations unique to each subsystem require a tailored deployment strategy so that both curriculums are taught together and reach the same beneficiary population.

As it happens with PTS, in each of the three subsystems, IYF negotiated and obtained authorization so that teachers who deliver both curriculums, must share specific implementation plans with IYF before the start of the school term and validate them at semester's end. This information is used by IYF to ensure high-quality training and compliance.

Between June 2018 and March 2021, DTV was delivered in combination with PTS to 15,899 young women and 17,947 young men enrolled in 43 CONALEP, CECYTEJ and COBAEJ campuses.

## 2.2 Technical Curricula

During 2018, IYF and CONALEP Jalisco reached an agreement to deploy three technical specialty courses linked to industries that offer promising employment opportunities to young women, such as information and communications technology (ICT) and logistics. Simultaneously, using counterpart funds from another project, IYF was able to incorporate one of the technical specialties (the CISCO Networking track) into a second subsystem, COBAEJ. In the summer of 2018 IYF held a workshop to train 18 COBAEJ teachers from the computer department in the Networking technical track and in January 2019, carried out another three in which 53 CONALEP teachers from the IT computing, accounting and administrative assistant careers were trained in the following specialties:

- **Coding**, validated by IT industry experts, provides students with the skills needed to design and develop interactive web portals and mobile applications.
- **Networking**, validated by the CISCO Networking Academy, provides students with the skills needed to manage procedures and communications related to routing and switching.
- **Logistics** and supply chain management, validated by industry experts, provides skills to manage logistics procedures, design network distribution and logistics projects.

These 71 teachers, regardless of their assigned technical specialty, initiated a 120-hour training journey broken down in three 40-hour blocks. This being the first block and the next two taking place in the following two vacation periods (January or July accordingly). Also, during the next training periods, additional teachers from both subsystems will join to reach, and likely exceed, the goal of 1,400 young women enrolled in technical specialties.



Logistics training



Networking training

In January 2020, an additional cohort of 10 CONALEP teachers began the three-part training to expand the number of students who will benefit from the upgraded curricula. In February 2020, teachers started technical curriculum instruction to a new cohort.

The following table details the Pathways to Success upgraded technical training in CONALEP and COBAEJ subsystems:

Technical Training			Women	Men	Total	Teachers		Campuses
2018	CONALEP	Logistics						
		Networking						
		Software						
	COBAEJ	Networking	262	260	522			
		<b>Subtotal</b>	<b>262</b>	<b>260</b>	<b>522</b>	<b>71</b>		<b>10</b>
2019	CONALEP	Logistics	168	95	263			
		Networking	68	143	211			
		Software	55	104	159			
	COBAEJ	Networking	495	449	944			
		<b>Subtotal</b>	<b>786</b>	<b>791</b>	<b>1,577</b>			
2020	CONALEP	Logistics	169	73	242			
		Networking	192	303	495			
		Software	41	85	126			
	COBAEJ	Networking	533	472	1,005			
		<b>Subtotal</b>	<b>935</b>	<b>933</b>	<b>1,868</b>	<b>10</b>		<b>13</b>
2021	CONALEP	Logistics	209	89	298			
		Networking	195	326	521			
		Software	29	103	132			
	COBAEJ	Networking	90	88	178			
		<b>Subtotal</b>	<b>523</b>	<b>606</b>	<b>1,129</b>	<b>81</b>		<b>13</b>
<b>Total</b>			<b>2,506</b>	<b>2,590</b>	<b>5,096</b>	<b>81</b>		<b>13</b>

## 2.3 Labor Market Training

Pathways aimed to have 5,500 female students trained in a labor market workshop and registered in the national employment database. To achieve this, in May 2019 IYF deployed a labor market workshop using the ToT methodology to 67 teachers in the three education subsystems. As a result of the ToT, 1,560 young women and 2,176 young boys, developed a skills-based resume, and learned techniques to navigate job placement portals. In part due to operational challenges related with the capacity of the National Employment Service since a new administration took office in 2018, as well as those related to the restrictions to deliver in person training in the post COVID-19 stage, IYF designed and launched a new job search workshop in the second half of 2020.

This revised workshop, included an enhanced digital oriented instructional design, youth agency elements and digital learning tools.

Workshop includes among other topics:

- Labor market context and current challenges for young people.
- Accompanying strategies for student's recognition of their skills and knowledge.
- Drafting and sharing their first résumé.
- Job search portals.
- Identifying industries and interest areas.

The workshop structure considered support tools for teachers' preparation and deployment routines as well as working material for students. Both websites housed: manuals, worksheets, support videos and links to job portals for graduate profiles' promotion. They can be found in the following links:

Workshop repository for teachers:

<https://sites.google.com/view/transicionalmercadolaboral/inicio>

Workshop repository for students: <https://sites.google.com/view/tmlestudiantes/inicio>

To strengthen the workshop's capabilities, IYF built the "Fuerza Técnica" job portal (<http://fuerzatecnica.mx/>) with the purpose of being a repository of technical talent, specifically aimed at gathering information on graduates, and to serve as a talent portfolio among the industries to which they are directed.

Registration in this portal was part of the workshop on transition to the labor market, as a practice of interaction with web portals, but also as the first specific action aimed at seeking employment or first job placement opportunities.

Parallel to design updates and while schools could resume regular activities after the pandemic, IYF increased research to understand likely changes to the talent demand structure, stakeholders' incentives as well as possible talent gap related issues.

A relevant conclusion was that ICT related activities, as well as the logistics industry, where our technical training was aimed, would probably experiment growth rates of around 30% (according to

Mc Kinsey and International Data Consultants) from increased digital activity in cross cutting processes within different industries in the post COVID-19 period.

Regardless of these optimistic possibilities, it was necessary to consider certain situations affecting schools and families, that could eventually jeopardize students' enrollment in the labor market workshop. Student and teacher fatigue from exceeded on-line activities, prioritization of regular course's activities completion, and even the perception of employment uncertainty due to COVID-19. IYF anticipated the prevailing risk and met repeatedly with school authorities to share labor market intelligence, conveying the importance of this training for increasing graduates' possibilities to access promising job opportunities. Support from authorities and teachers was decisive and even though the milestone for labor market training was not achieved in 100%, the deployment strategy was successful, reaching 94% of the projected milestone, with 10,552 youth, including 5,180 young women benefited.

In the following table, young women, and men, as well as teachers trained in the labor market workshop can be appreciated:

Labor Market Workshop and Registration		Women	Men	Total	Teachers	Campuses
2019	CONALEP	824	1,121	1,945	19	
	COBAEJ	736	1,055	1,791	26	
	CECYTEJ				22	
	<b>Subtotal</b>	<b>1,560</b>	<b>2,176</b>	<b>3,736</b>	<b>67</b>	<b>33</b>
2020	CONALEP	446	479	925	74	
	CECYTEJ	1,156	956	2,112	93	
	<b>Subtotal</b>	<b>1,602</b>	<b>1,435</b>	<b>3,037</b>	<b>167</b>	<b>10</b>
2021	CONALEP	421	430	851		
	CECYTEJ	1,597	1,331	2,928		
	<b>Subtotal</b>	<b>2,018</b>	<b>1,761</b>	<b>3,779</b>		
<b>Total</b>		<b>5,180</b>	<b>5,372</b>	<b>10,552</b>	<b>234</b>	<b>43</b>

## 2.4 Employability survey

The theory of change in Pathways is based on the inclusion of updated pedagogical content relevant to high value industries, would result in a significant improvement in the placement rate of graduates, in the level of income, as well as in the satisfaction of students regarding their learning experience, among other variables.

The following is a description of the main findings of the study conducted by a specialized consultant for the International Youth Foundation, for graduate students from both technical specialties in Guadalajara.

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It should be noted that the COVID-19 pandemic has had an unprecedented impact on labor markets, including the ITC and logistics. Although there is evidence around these markets' resilience, sanitary and mobility restrictions have limited the possibility of young graduates to actively participate in recruitment and selection processes in an adequate manner. However, despite these circumstances, the results are encouraging and above the committed milestones.

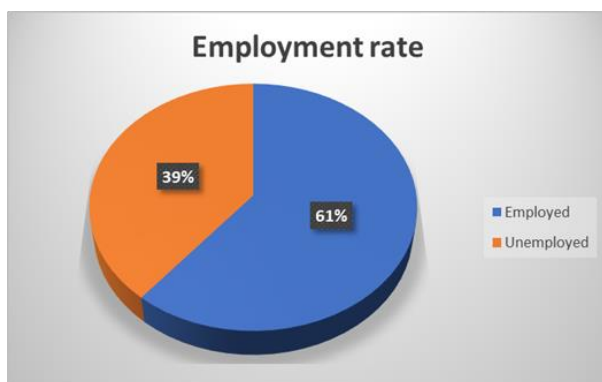
The main objective of the study was to know the employment situation reported by the technical courses graduates in a period of 3 to 4 months after completion. For its development, an independent provider with more than 20 years of experience developing social research in the state of Jalisco, as well as at the national level, was hired.

Between August and September 2020, an exit questionnaire was applied, via telephone, to 296 students who completed the 6th semester of the careers involved, and who had also studied any of the three specialties (logistics, networking or programming), in CONALEP or COBAEJ campuses. 148 (50%) were women and 148 (50%) were men. Their age range is mainly 19-20 years old. The sample represents 39.4% of the total graduating universe (752 students), conveying a statistical significance of over 95%.

Regarding their employment status, it was found that, at the time of answering the exit questionnaire, 20% reported that they were working. The average income of the group was MXN 3,139 (USD \$158.5)<sup>2</sup> per month, with a maximum of MXN 8,000 (USD \$404.1) per month.

After graduation, a period of 90 - 120 days was granted for telephone follow-up, with the objective of validating the employment status of the graduates. Between December 2020 and January 2021, the consultant placed 639 telephone calls contacting 229 subjects, representing 77.36% of the total number of graduates who responded to the exit questionnaire.

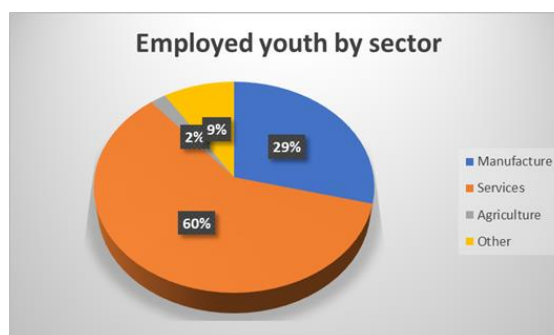
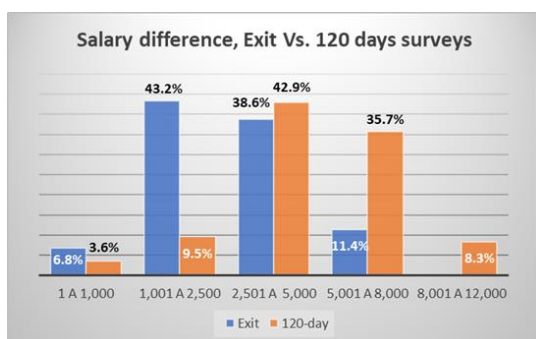
#### Relevant findings after 90-120 days of graduation:



- 61% of overall contacted graduates were employed with an average of 34 weekly hours worked.
- Employment rate for young women was 60% and for young men 61.4%.
- CONALEP graduates registered a higher employment rate with 62% against 54% in COBAEJ.

<sup>2</sup> Estimate based on exchange rate \$19.78 MXN per \$1 USD on January 15<sup>th</sup> 2021

- Average income was MXN \$4,905 (USD \$247.7), 56% higher than that recorded prior to graduation (MXN \$3,139 or USD \$158).
- The maximum salary recorded was MXN \$12,000 (USD \$606.1) per month, 50% higher than that recorded in August (MXN \$8,000 or USD \$404.1).
- The average salary for men was MXN \$5,170 (USD \$261.1) and for women MXN \$4,553 (USD \$230.0).



- 25% of the employed population combines their professional activity with studying.
- 40.6% of the total unemployed population are studying.
- 60% of the employed people work in services, 29% belong to manufacturing, 2% in agriculture and 9% in others.
- Regardless of activity sector, 31% of those employed report performing functions directly related to the technical disciplines of the specialty characteristic of the program.

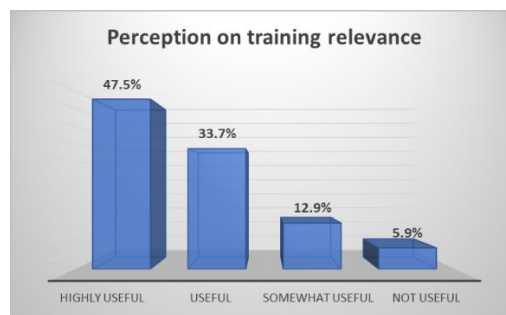
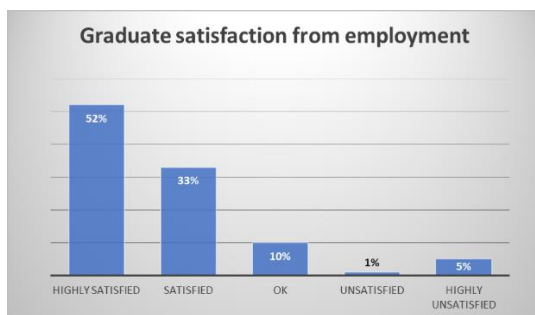
### Employment quality

82% of employed youth report being salaried employees, 40% have a signed contract (19% do not know their status) and 36% have benefits (19% do not know if they have a benefit). 25% of the population reporting benefits identified: paid time off, social security and Christmas bonus.

Regarding reported salary, 86.9% graduates have a monthly income above MXN \$5,000 (USD \$252.5) against 50% upon graduation. The following graph shows a significant increase in the population earning between \$5,001 and \$8,000 (USD \$404.1), to the detriment of those earning between \$1,000 and \$2,500 to \$5,200, also adding a block of income above \$8,000 that did not exist upon graduation.

A noteworthy finding is related to the graduates' satisfaction with their occupation, as well as the role attributed to the technical training received in the program.

- 85% of those employed say that they are "Very Satisfied" and "Satisfied" with their job.
- 81% say that the knowledge learned in the program is "Useful" and "Very Useful" for their current job.
- 66% say the frequency with which they use the knowledge derived from the program as "Always" and "Very Frequently".
- 49% consider that the contents of the program helped them to get a job.



## 2.5 Parental Engagement

IYF designed activities to stimulate families' active participation in young women's career decision-making processes. The parent engagement strategy was initially launched in August 2019, inviting parents from upper secondary schools to participate in focus groups discussions. With methodology extracted from previous team members experiences and information supported by the situational analysis conducted in 2017, the group sought to understand the type of involvement that young women's families have in their vocational decisions, as well as their expectations regarding the type of activities that would be attractive for them to increase involvement. Groups were divided in two cohorts depending on the young women's characteristics as follows:

### Focus groups with families of young women in the first semester of a technical career.

They were held in August 2019 and comprehended 70 parents divided in 5 groups of 14-15 each, from CECYTEJ upper secondary school. The discussion included questions such as:

- In what ways were you involved in deciding which technical career your daughter was studying?
- If at the end of the first semester, your daughter was no longer sure of their career choice, would you support her in making a change?
- What would be the schedules and types of activities that would be most interesting for you if invited to participate in some exercise with your daughter.

These were some of the most frequent answers:

- Mothers' interest in participating in extracurricular activities with their daughters was confirmed.
- Mothers feel inclined towards dynamic activities outside the school environment: contests, company visits or workshops.
- The most feasible time to attend are Saturday mornings.
- The mothers' interest in learning more about employment options related to the technical careers their daughters are studying, was confirmed. (Types of jobs or companies where they will work, salaries, etc.).

Focus groups with families of young girls in their last secondary schoolyear:

In collaboration with the Ministry for Equality, in August 2019 IYF met with 50 public secondary school parents, to understand what information they possessed to guide their daughters in their decision-making process towards their transition to upper secondary school, as well as the resources they lacked to provide their daughters with vocational accompaniment.



Based on both exercises results as well as the conclusions of the situational analysis, the following parental involvement activities were defined:

Curricular outreach activities:

In collaboration with CECYTEJ, and as part of the innovations derived from the irruption of COVID-19 within the implementation of Descubre tu Vocación, remote-learning based classroom exercises were designed to be completed by the students together with their families. These exercises included:

- Activities for the family to help identify the skills and talents of their daughter.
- Discussion guides to recognize family work history.
- Discussion guides following review of films containing prominent female roles.
- Joint mother-daughter worksheets, which were completed after they had taken 2 PTS Traveler virtual lessons together, aimed at raising gender awareness.



### After-school outreach activities

One of the main and consistent results of the focus groups, was the mothers and family's interest in looking for extracurricular learning and coexistence opportunities, so that they and their daughters could get to know feasible industries at an early age and thus understand the scope of their own careers.

With this input, IYF in collaboration with Instituto Jalisciense de Tecnologías de la Información (IJALTI) launched the “Estamos Conectadas” (We are connected) initiative, as an experience including technical training in fun and interesting ITC fields such as basic programming and 3D object design, along with mentoring and role modeling provided directly by IT women professionals.

This initiative was designed not only to provide an early approach of young women to the IT industry and its players, but also to provide a space in which this was achieved in conjunction with a member of their family environment, because it was clear to us that success would depend not only on the young woman identifying a certain professional interest, but also on enabling a support network within their family scenario.

Estamos Conectadas registered 3 editions: in November 2019, 52 young girls and their companions were received directly at the IJALTI Software Center, where the activities were developed in person; in November 2020, due to COVID-19 restrictions, the event moved to a hybrid experience, including online workshops and a day session for in-person mentoring with all the necessary sanitary measures. It was attended by 22 young girls and their mothers; and finally, a fully virtual version in March 2021 that integrated more than 60 young girls and their mothers both in technical workshops, mentoring sessions and the development of a final design or programming challenge.

Throughout its 3 editions, this initiative confirmed the families' need for more accurate information and discussion spaces about their daughters' vocational decisions, in addition to allowing the girls and their chaperones to spend quality time together, reconnect on a personal level, and turn the girls' vocational decisions into a reason for family conversation.



Some of the final reflections of the participating moms, are:

*"Just as the name says, this activity helped me reconnect with my daughter. I realized that I was still thinking of her as when she was a child, I no longer knew what her new interests were, not even what her favorite color was, let alone all that she is capable of doing"* – **Margarita López, mother of 2nd generation participant.**

*"I am very happy because I was able to see how she develops, how she participates, how she stands out, and maybe she is getting to know another part of me that she had not known before"* - **Rosa Lozano, mother of 2nd generation participant.**

*"We as mothers can realize the great potential that our daughters have and all that they can achieve"* - **Yadira Cornejo, mother of 2nd generation participant.**

## **2.6 Improve Linkages between Partners**

During the three years of work, the Pathways to Success program strengthened relationships with high-profile local actors, who contributed significantly to generating an ecosystem that promotes young people and particularly young women.

Among the relationships that were generated, it is worth highlighting the formation of the Pathways to Success Steering Committee made up of the most relevant local and national business chambers such as the American Chamber of Commerce and the Business Coordinating Council (Consejo Coordinador Empresarial), professional associations related to technology such as CANIETI, AMITI and MxTI as well as the Jalisco Institute of Information Technology, IJALTI. Also joining the Pathways committee were state government agencies such as the Ministry of Education of the State of Jalisco, the Ministry of Inclusion and the Ministry of Innovation, Science and Technology and, of course, the schools implementing the strategy, such as CONALEP, COBAEJ and CECYTEJ. NGO's such as Technovation, TechWo, TechQuiero, WeLoveIT, Geek Girls, Talent Woman, among others, as well as leading private companies Televisa, Cisco, Urrea, Cloe, Persistent, Apro, Qualtop, among others were also part of the Pathways steering committee. They supported numerous local events, forums and were decisive promoters of the Pathways Gender Awareness Campaign.

Some of our key stakeholders have expressed:

*"In the Undersecretariat we celebrate the collaboration agreement we have with IYF, which allows us to impact not only many students, but also teachers, administrative collaborators and parents. What we have achieved together, through the tools that you have provided us, offers a perfect combination for the development of new technical skills without neglecting the socio-emotional ones. We look forward to deepening this partnership and continuing to work together."*

**Mtro. Alejandro Luthe Rios, Undersecretary of Higher Secondary Education at the Jalisco Ministry of Education.**

*"IJALTI and the industry we represent greatly values the effort IYF is making in working with young people to bring them closer to science and technology. We recognize all your work and hope to have the opportunity to continue collaborating with you in a very close way, we see you as a strategic ally in the generation of talent and we believe we are a great partnership, you with the work you do directly with the institutions, and us offering information about the industry and the job opportunities it has for young people."*

**Ing. Arelly Chávez Nieto, Talent Development Manager at IJALTI**

*"For Conalep Jalisco, IYF has been a very adequate and timely harmonizer, particularly in the academic area and in working with teachers, we have found that the Foundation's products really enhance teaching capabilities, and they are pleased and very connected. Especially with PTS we have always obtained 100% approval and we know that this is then transferred to the students, who are our raison d'être. And with all the challenges that the pandemic has brought, I don't see Conalep going through the innovations alone, but relying more and more on IYF's expertise. We are truly grateful and have the highest respect for them."*

**José María Ceballos Cruz, Director of Technical Education and Training, Conalep Jalisco**

## **2.7 Institutional reference mapping**

To establish a reference system that school staff (mainly counsellors but also teachers) can use to direct young women and their families based on their specific attention needs, IYF with the support of Demoskópica and NGO consortium "Corporativa de Fundaciones" designed an institutional mapping exercise to register and classify the organizations that offer complementary services for young women and their families in the Guadalajara metropolitan area. The result is an updated services directory including 324 organizations that offer: health services, job training, childcare, violence prevention and relief, human development, psychological counseling, education, legal advice, project financing, job placement, business training, economic and in-kind support, and shelter for pregnant adolescents. This directory was validated and shared with educational counselors and school tutors.

The directory is available here: <https://www.demoskopicamexico.com.mx/test/IYF/>

**OBJECTIVE III: THE PROGRAM WILL RAISE AWARENESS OF THE VALUE OF YOUNG WOMEN AT THE COMMUNITY AND INSTITUTIONAL LEVELS**

Gender Awareness Campaign impact		
Deliverable		Progress Achieved (March 2021)
<b>O U T P U T S</b>	Awareness campaign developed and distributed through at least 3 different mechanisms such as videos at workplaces	<p>Campaign distributed between November 2020 and March 2021, impacting 2.5 million viewers nationwide. Impacted viewers in Guadalajara sum 716.7K, including 83.2K young women.</p> <p>Distribution channels included: social media postings, website content, workplaces and outdoors.</p>

### Gender Awareness Campaign

PepsiCo Foundation and IYF seek to raise awareness about gender biases among educational providers, potential employers, and young women's parents and families through a targeted communications campaign. Through the campaign, IYF disrupts gender stereotypes by ensuring that Pathways' beneficiaries have more detailed information on non-traditional professions, inspiring and empowering young women to choose the most valuable opportunity in terms of potential economic well-being and inclusion. IYF encourages young women to examine and potentially modify their beliefs and behaviors to promote equality and aims to change the perception and attitudes of family members and employers about stereotypes in the workplace and education.

Beneficiaries of the program are already marginalized due systemic factors, including their age and high levels of unemployment and informality. For young women, all of these are further complicated by a social context in which gender gaps and stereotypes are routinely found in the workplace, education systems and family dynamics.

#### 3.1 Research and planning

In August 2019 IYF started the screening process to hire a consultant with sufficient experience in strategic communication who could advise throughout the gender awareness communication campaign design and execution process.

After analyzing various specialized resumes, on October 2019 IYF found a consultant with the right balance for trajectory, experience and empathy with the project's core principles and hired her to accompany the project's next steps. Our consultant was able to understand in a sensitive and efficient way, what the communication needs of the program were, strategically analyzed the information we already had, in addition to complementing it with other information and benchmarks of the communication similar messages. Considering the concerns of the entire IYF team and developing the strategic basis of communication, we also developed a framework to choose our communication partner to identify the strategic audiences, define campaign guidelines



and restrictions and creating a powerful, inclusive message that would achieve empathy with targeted audiences.

#### Research stage

All available project documents were reviewed, particularly the report on the results of the situational analysis of the incorporation of young women into the labor market in Jalisco, funded by PepsiCo Foundation and developed by Demoskópica in 2017, which included documentary analysis, group sessions with adolescent girls and their mothers, and employer surveys.

Subsequently, desktop research was done on a variety of sources (INEGI, National Employment Survey; National Population Council, Mexico, Population Trends 2019; National Women's Institute, various documents; ILO, 2019 Employment Trends; PEW Research Center, Generation Z, among others) to learn more about adolescent girls and young women, the particular stage of their life and context influence to understand what motivations and constraints relate to their socialization skills, choice of education and transition to the labor field.

In addition, research was performed on various messages to which girls and general population are exposed, relating to education, work, and gender equity, to understand the communication codes to which they have been exposed, to develop an impactful, differentiated, and attractive message for them, their parents and influencing actors.

#### Communication strategy development stage:

Several working meetings and a strategic vision workshop were held with a multidisciplinary team; integrated by IYF staff from tactical and strategic levels, Pathways staff, other IYF programs' staff and communications experts so that the group could share the necessary information and develop a fresh vision to draft a strategic document to build a successful communications strategy.

With all the information gathered in the research phase and with the results of the strategic workshop, a strategic base document (SBD) was drafted. Its main goals were to define a shared vision and objectives for the gender awareness campaign and to develop a communication tool for an eventual brief with advertising agencies so they could build a working proposal.

#### Briefing stage of advertising agencies

Between December 2019 and January 2020, IYF along with our communications consultants, did exhaustive research on communications and advertising agencies' profiles. They all possessed excellent credentials and trajectories, with communication products made not only for brands but also for social causes and NGOs', with an outstanding strategic and creative capacity and a good reputation.

Meetings were held to present resumes and campaign proposals and finally an evaluation of the best option was made, choosing the one that best understood the project and developed the requested materials, Montalvo KD, responsible for some of the most successful campaigns in Mexico and Latin America.

### Creative stage

Several meetings were held to present communication concepts, until a powerful one that could bring to life an inclusive and proactive campaign and not a message that was "against", but "for". was chosen.

Based on our previous research, as well as on the consultant and the agency's experience, the team decided that the project needed a communications platform, rather than only a campaign with a gender equity approach. Built from empowerment and inspiration and not from confrontation between genders or professions, such platform would seek to communicate the core values but also the results and future aspirations of the Pathways to Success program intertwined with those of its beneficiaries.

Considering the previous, the communications team decided the campaign would have the following distinctive characteristics:

It would be called: "Vocation has no gender". It is a powerful concept; it is an unquestionable, inclusive, powerful, and inspiring truth that also goes hand in hand with the Pathways to Success program.

The campaign's strategic concept would be: We are challenging our history: by co-creating a present and a future state, through education and work, without gender stereotypes.

### Main characteristics

- a. Reach:
  - 20,000 young women, 22,500 young men
  - Largest number of school staff, employers, and parents/guardians of targeted youth.
- b. Communications objectives:
  - Inspire and empower young women to opt for higher value economic options in education and work; also, to embrace plurality and inclusion. Encourage them to examine and potentially modify their beliefs and behavior to exercise a decisive role in equality.
  - Change the perception and attitudes of family members and employers about stereotypes in the workplace and educational settings by encouraging new ways of thinking.
- c. Basic assumption: We are all born with the same seed to achieve our maximum potential, we only need support from our close environment to push us forward and support in the world of work to feel empowered and dare to change our history.
- d. Campaign execution sites:
  - Digital
    - Webpage (microsite) to host program and campaign information, audiovisual executions, invitations, results, partners, etc.
    - Social Networking

- Business networks (Capitalize on business, institutional and government partners).
- Feedback
- Campuses and public places
  - Printed and audiovisual material for young people.
  - Printed and audiovisual material for school staff (teachers, counselors, etc.).
  - Activities involving active communication, performances, etc.
- Companies and partners
  - Printed and audiovisual material for employers, collaborators, and personnel.
  - Gender and equality content, proposals, postures, challenges, etc.
- e. Basic directives:
  - A campaign of construction and not criticism. Preferred concepts, framed in favor and not against. (e.g.: instead of “the fight against cancer”, we would go for “In favor of health and life”).
  - A campaign with a gender equity approach.
  - A powerful and inspiring campaign.
  - Ideally, it should strengthen relationships and links between educators, employers, students, their families, and communities; not separate them.
  - It could address breaking down the idea that men are more "economically profitable" than women.
- f. Initial restrictions
  - Campaign should not have a feminist orientation. Its goal is not to confront.
  - Patronizing messages or arguments are to be avoided.
  - If motherhood is addressed, we want it to be seen as a condition that can go hand in hand with professional development, in balance and not "demonized".
  - The campaign should not exclude either careers, people or industries.
- g. Strategic alliances:

The campaign will have a strategic steering committee that would help validating proposed content as well as sharing insights and valuable intelligence on gender and inclusion best practices. It will be made up of allies who have previously accompanied both IYF and Pathways and will add new ones who will support the dissemination and adoption of campaign's messages.

Some of our previous allies are: Consejo Coordinador Empresarial, American Chamber of Commerce (National, and Guadalajara), Becalos Fundación Televisa, Nacional Monte de Piedad, IT Chambers CANIETI, AMITI and MxTI; IJALTI Jalisco Cluster Manager, Jalisco Education Ministry, Jalisco Inclusion and Equality Ministry, among others. Some of our new allies being, TechNovation, TEchWo, TechQuiero, WeLoveIT, Talent Woman, etc. along with other 15 recognized organizations.

### 3.2 Campaign development

On March 2020 COVID-19 outbreak made IYF and communications team stop design and planning efforts abruptly. As weeks passed, it became clear that we could not carry on with previously considered variables to deploy the campaign. As the possibility to execute components in physical places diminished, the team understood the need to reframe the whole deployment plan around a digitally centered environment.

After sorting out internal operative and financial challenges, during August and September 2020, IYF was able to regroup with the design team and steering committee to re-launch the campaign on a different array of content platforms but keeping the same core concepts and goals.

The campaign was set to launch on November 2<sup>nd</sup>, 2020 and would be based mainly on social media and web platforms. Physical executions would be contemplated only if sanitary and regulatory conditions allowed.

Please find a summary of campaign art in this document: [Campaign summary](#)

For the initial launch, upon expert recommendation, we started the campaign on social networks, mainly on Instagram, without disclosing the organizations that were behind, so that traction would come from the girls themselves and more people could join in a natural and organic way.

The first campaign segment, which stretched from November 2<sup>nd</sup> to 20<sup>th</sup> shared an inspirational icon, the #Mujeres261 (#Women261) concept, where we conveyed a message about recognition and inspiration. The concept was based on the number worn by Katherine Switzer, the first woman to run the Boston Marathon (against many odds) in 1967. For this stage, the agency produced a stunning video commercial (<https://youtu.be/XBZXyZT9o8U>) narrating the events as it began to spread her story on social networks and an invitation for more girls to self-nominate or nominate other women who have been pioneers or who in their lives and careers have had to overcome obstacles to reach their goals. This starting stage alone generated over 200K views in the first 15 days.

#### Campaign rollout

The campaign was aimed at mainly at inspiring young women girls, as the main audience, however very specific messages were created for parents and employers. With the use of social networks: Twitter, Facebook, Instagram, LinkedIn and YouTube, as well as a microsite [www.vocacionsingenero.org](http://www.vocacionsingenero.org) (vocation without gender) the campaign team produced over 250 social media posts addressing specific gender awareness concepts but also taking advantage of special dates and events. Such are the cases of the “International Day of Girls and Women in Science” “Nasa’s Perseverance robot landing on Mars” or “March 8<sup>th</sup>”. Many of these postings can be viewed in the links found below:

[www.vocacionsingenero.org](http://www.vocacionsingenero.org)

[www.facebook.com/LVNoTgenero](https://www.facebook.com/LVNoTgenero)





[www.twitter.com/LVNoTgenero](https://www.twitter.com/LVNoTgenero)

[www.instagram.com/lvnotgenero/](https://www.instagram.com/lvnotgenero/)

[www.youtube.com/channel/UC1TC4lmWjpT3pXd6jp72ncg](https://www.youtube.com/channel/UC1TC4lmWjpT3pXd6jp72ncg)

[www.linkedin.com/company/la-vocaci%C3%B3n-no-tiene-g%C3%A9nero/](https://www.linkedin.com/company/la-vocaci%C3%B3n-no-tiene-g%C3%A9nero/)

In addition to the postings, the communications team produced two 60-seconds audiovisuals: "Mujeres 261" (previously mentioned) and "Sueños" (Dreams) which were published in these networks, as well as in the campaign's YouTube channel. They can be found at this links:

Mujeres 261: <https://youtu.be/XBZXyZT9o8U>

Sueños: [https://youtu.be/V3V6-3\\_Y\\_U](https://youtu.be/V3V6-3_Y_U)

For many of the postings there were also 3 graphic options: outdoor advertising and alternative media.

The website [www.vocacionsingenero.org](http://www.vocacionsingenero.org) was specifically designed for the campaign considering images as well as look and feel directed at the main audiences. Photoshoot sessions were carefully designed to genuinely represent young women challenging stereotypes in a purposeful manner. The site was broken down into several sections, serving as an informative instrument for the campaign's objectives, but also to showcase campaign material, information on sponsors and partners and housing a #mujeres261 mural, as an inspirational space where women from different lifestyles and trajectories, identified with the concept, were presented.

A mobile app including a UX filter function were also developed to inspire girls visualizing a more inclusive future in the careers of computer science, logistics or robotics. As part of the campaign, they were invited to share with friends and colleagues a future vision.

As the pandemic evolved and conditions allowed to develop activities in the outdoors, two very powerful activities also took place: the decoration of 20 walls on major Guadalajara streets and an artistic intervention of a bus by three urban and digital graphic local artists. In both, the concept of #Mujeres261 and "La vocación no tiene género" was reflected, according to their vision and point of view. A "making of" video on this concept was made and can be accessed at this YouTube link: [https://youtu.be/aJ7tV\\_jz89U](https://youtu.be/aJ7tV_jz89U)

The decorated bus transited the streets of Guadalajara daily from October to December 2020 impacting an estimated of 940K of viewers and sharing the campaign's message.

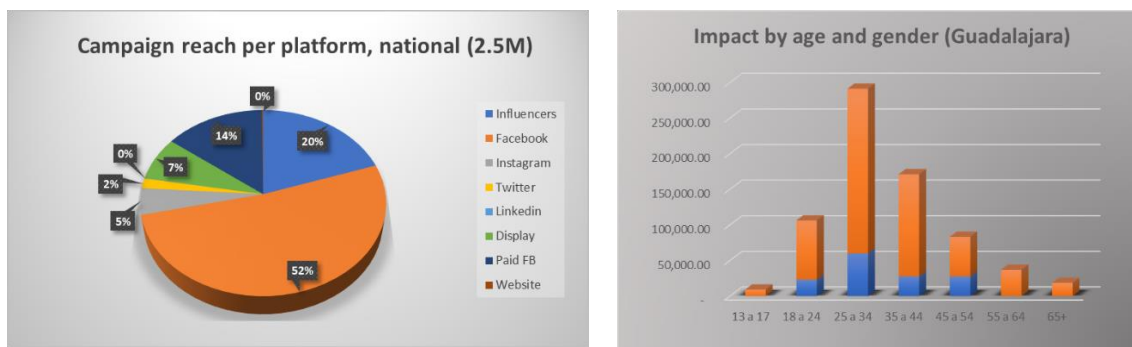
As a closing effort, a press conference was held where the most important media in Guadalajara as well as nationally were invited to inform them about Pathways to Success, the gender awareness campaign, and its scope, until January 2021. The conference included IYF's Country Director Jorge Barragán, and campaign spokeswomen Judith Hermosillo, also Pathways' Steering Committee members Rebeca de la Vega, Latin America CSR manager for Cisco Systems, and American Chamber of Commerce managing director Ana López Mestre. 34 local and national media outlets attended the conference with 26 broadcasting programs and event's content.

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### 3.3 Campaign results

The active campaign's lifespan that stretched between November 1<sup>st</sup> 2020 until March 31<sup>st</sup> 2021 achieved outstanding results, reaching 2.506 million views nationwide, through 4 major social networks: Facebook, Instagram, Twitter and LinkedIn, as well as through the campaign's web page. In the Guadalajara Metropolitan area we estimate to have reached 717,000 viewers of which approximately 83,200, were young women aged 18-24 and 23,100. were young men of the same age range.

The following graphics show campaign impact distribution by media platform, as well as by age segment:



### OUTCOMES' SUMMARY

Relevant outcomes are part of Pathways to Success Monitoring and Evaluation components, and they are related to behavioral changes in students, parents, and teachers. We have dedicated an independent section to inform upon their completion, as follows:

**Objective II, Outcome 1: At least 60% of students surveyed who complete gendered career guidance activities report increased awareness of career and promising employment opportunities in Guadalajara metropolitan area.**

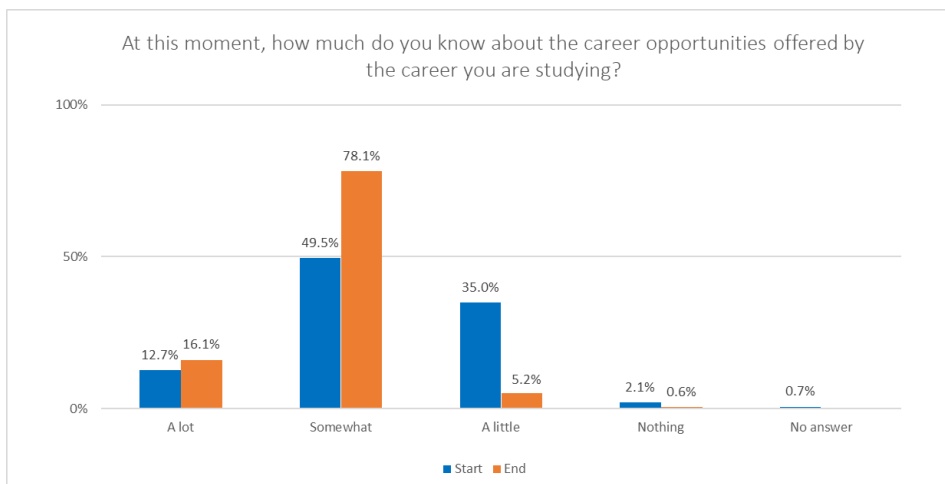
**Objective III, Outcome 2: At least 60% of students who complete gendered career guidance and/or gendered PTS report increased awareness of gender differences and dynamics**

#### DTV and how it helps improve career and gender awareness: students

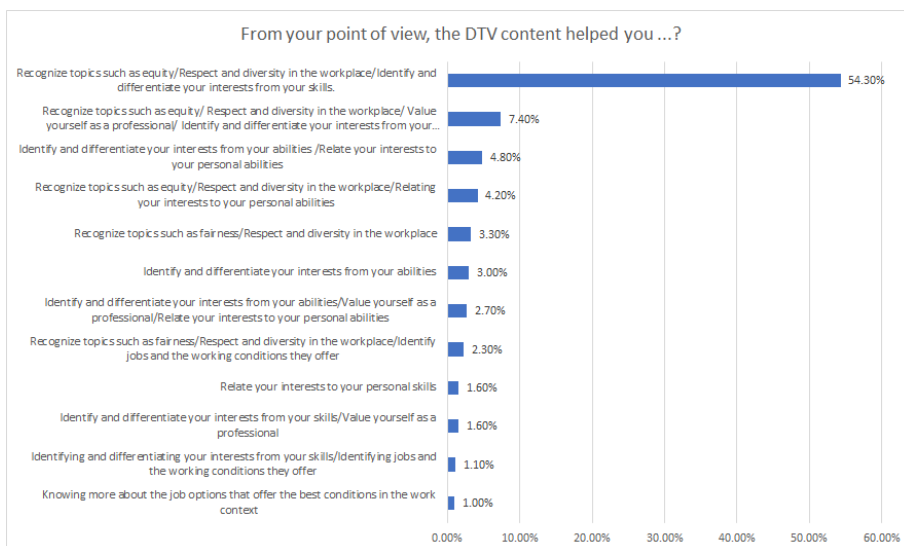
In the case of students who took DTV at CECYTEJ during the spring 2020 semester, results were obtained for the two mentioned Objectives/Outcomes combination, since DTV curriculum seeks to increase perception in gender dynamics, as well as in career trajectories. It is important to mention that two instruments were applied, a survey prior to the beginning of the course and another one at the end.

In the case of job opportunities and the knowledge of those in their context, we obtained a rate of change of 61.42% on how much they know about the job opportunities offered by the career they

are studying comparing before and after the course. This shows that awareness of career and promising employment opportunities in Guadalajara metropolitan area did increase in at least 60% in students surveyed who complete gendered career guidance activities. Although 1,734 students answered at the beginning and 1,201 students answered at the end, to make exact comparisons in this outcome, we used 677 responses that were repeated at the beginning and at the end.



With the exit survey, we wanted to analyze whether there was a change in gender differences and dynamics. To achieve this, the survey sought to find out which DTV contents the students acquired. We obtained 88.9% of the total number of responses that included several selected contents, with 71.5% of those combinations considering two main topics: recognizing issues such as equity, and respect and diversity in the workplace. Even though there were 5 different combinations of those two learnings plus others, they were the two most repeated learnings in all combinations. This shows that the lessons that dealt with gender-related topics were the most mentioned learned topics during the course. So at least 60% of students who completed gender career guidance, reported an increased awareness of gender differences and dynamics, thanks to some of the DTV lessons.

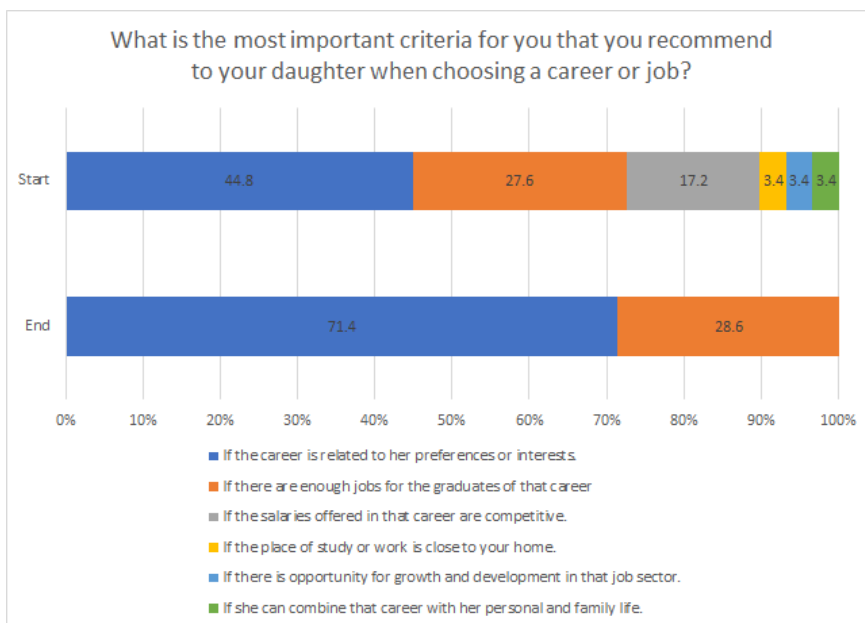


## **Objective II, Outcome 2: At least 40% of parents in targeted schools who attend workshops indicate more support of their daughter's entering career programs in promising industries**

### **Support of their daughter's entering career programs: Estamos Conectadas**

The *Estamos Conectadas* initiative was created to support young women, raise awareness of diversity in their early career paths, and address the importance of parental involvement in their process. During the first generation, from November 6 to December 2, 2020, three different instruments were applied to mothers or guardians. Two surveys were applied, one exploratory before and another after the intervention, to 15 respondents to know their opinions and expectations about the professional development of their daughters. In addition to the surveys, a focus group was gathered on November 21, 2020, with 15 attendees.

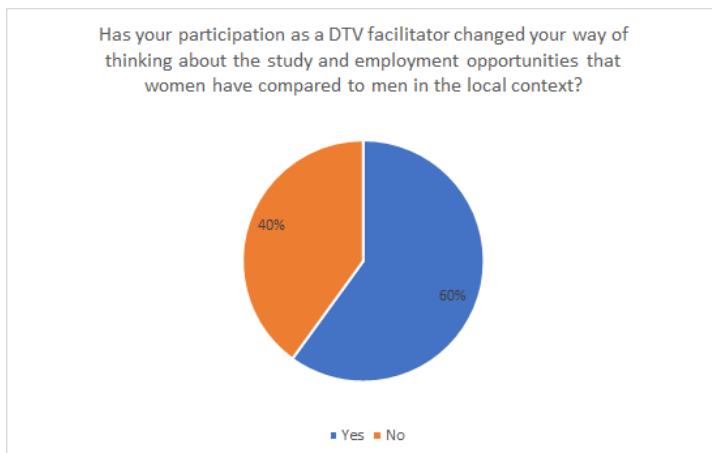
Parents recognized that their daughters' choice of a career or job is related to their own preferences and interests, as well as other factors such as the opportunity for growth, salary, or proximity of the job to the home. That support was reflected in a change rate of 59.37%, which showed an increase between the initial and final survey. Also, the information found in the focus group, showed that parents acknowledge different careers paths as feasible, and they were willing to understand the current labor market reality. In that way, more than 40% of parents from the targeted schools attending the workshops indicated more support from their daughters entering the career programs.



### Change in Awareness of gender dynamics: professors.

In the case of teachers, to review a change in awareness of gender dynamics, two evaluation moments were carried out.

The first was conducted with 15 CECYTEJ teachers who implemented DTV during the spring 2020 semester, through a focus group and an online survey on January 31, 2020. This was made to find out their opinions about the course and content. The relevant question was whether "Has your participation as a DTV facilitator changed your way of thinking about the study and work opportunities that women have compared to men in the local context?", to which exactly 60% of them answered positively and explained their reasons.



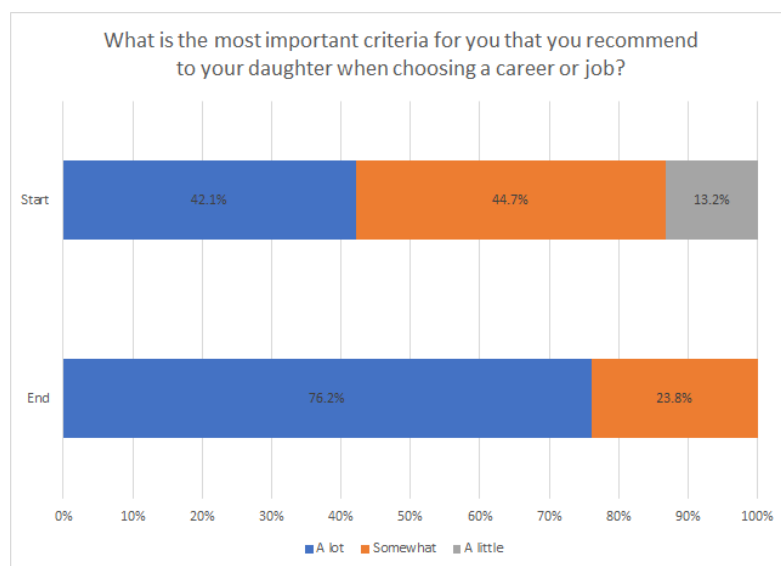


Some reasons explained by the professors:

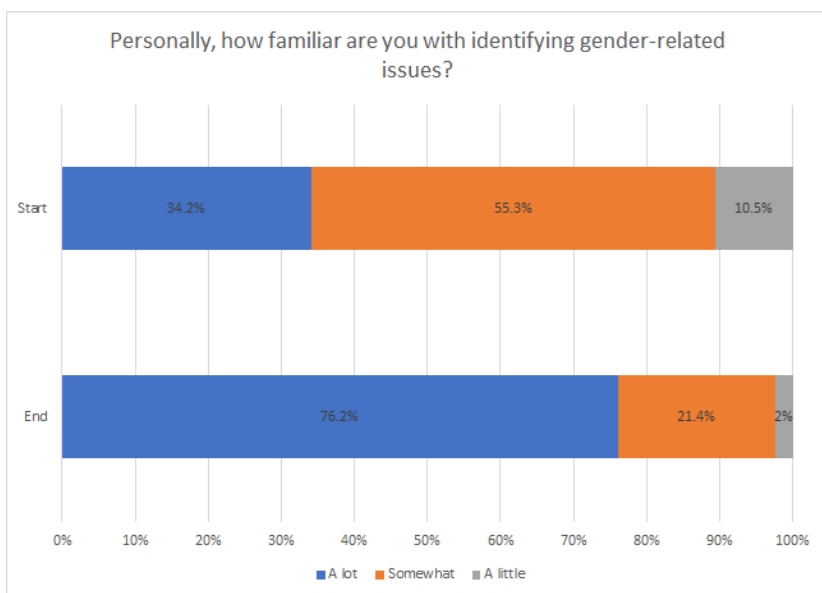
- *"My knowledge was updated."*
- *"I did not see it in depth "*
- *"It raises awareness about the gender gap that women face."*
- *"As the opportunities change in the labor market context in which the students live, it clarifies where they have more opportunities."*
- *"Because it is analyzed in a more contextualized way."*
- *"It is real, these are everyday issues, and we see them as normal and we do not pay attention to them. But with the DTV workshop we realize that they exist and that there are alternatives to look for better employment opportunities for the male and female students"*
- *"Because of the various examples and readings that complement the lessons."*
- *"Because they should have the same opportunities"*
- *"The information is very clear and enjoyable"*

The second evaluation was during the PTS-Gender refresher training in November 2020. An update of the PTS curriculum with a gender approach was given to both subsystems. And the findings of the evaluation of 42 CECYTEJ teachers are mentioned. Two surveys were applied: one before and one after the implementation of the workshops, with a duration from November 2 to 14, 2020. High rates of change in perception were found in terms of knowledge and gender awareness. It was important to understand basic concepts, so when implementing the lessons, the correct approach would be taught.

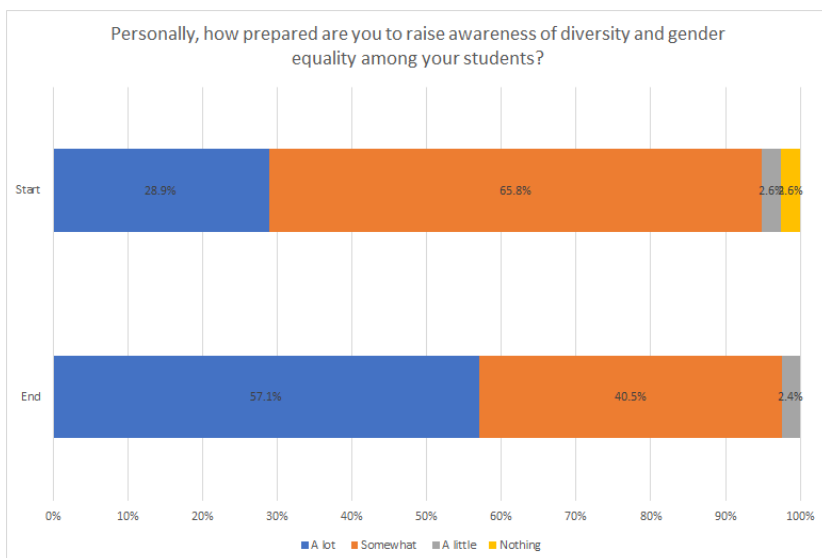
- In the case of familiarity with the concept of gender, there was an 80.99% rate of change from the beginning of the workshop to its conclusion.



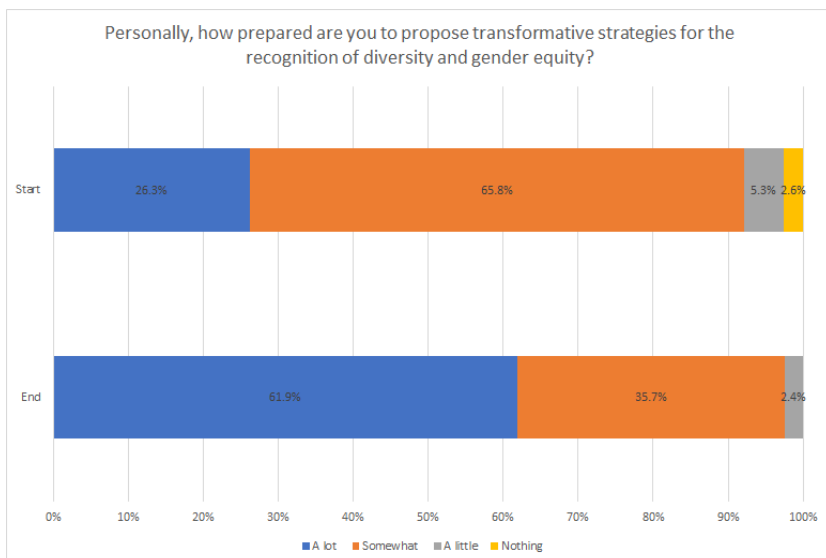
- Similarly, the facilitators' perception of their sensitivity to identifying gender-related issues increased significantly after the STP-Gender course. It increased by 122.80% from the beginning to the end of the workshop.



- In terms of their competence in raising students' awareness of gender diversity and equality, the rate of change was 97.57% from the beginning to the end of the workshop.



- Finally, the facilitators' perception of their competence to come up with transformative strategies to enable the recognition of gender diversity and equity also changed. The rate of increase was 135.36% from the beginning to the end of the workshop.



So in the case of teachers, at least 60% of teachers or career guidance counselors, who receive training, report a change in awareness of gender dynamics. In addition, their gender awareness increased at high rates at the end of the workshops.

### **III. SIGNIFICANT INFORMATION THAT IMPACTED PERFORMANCE AGAINST DELIVERABLES**

The emergence of COVID-19 posed several challenges to the continuity and launch of several activities. The Mexican education system made several key decisions impacting the original design of the program, chiefly the initial closure of schools on March 20, with the intention that students return to instruction on April 20. Nevertheless, as the pandemic evolved this date was extended through 2020 and then through 2021. At program conclusion's date, schools remain closed.

IYF executed vast and different contingency plans to reduce the negative impact on program goals. As described throughout the report, some activities, such as trainings, surveys deployed to students have been adapted for the virtual context. Other in-person activities were delayed or definitively suspended, however, in none of the program's interventions these events caused a decrease in projected goals.