

The logo for 'yoquiero yopuedo' features the word 'yoquiero' in blue and 'yopuedo' in red, separated by a stylized human figure icon composed of green, blue, and red segments. The background of the top right corner is decorated with overlapping geometric shapes in blue, orange, and green.

yoquiero yopuedo

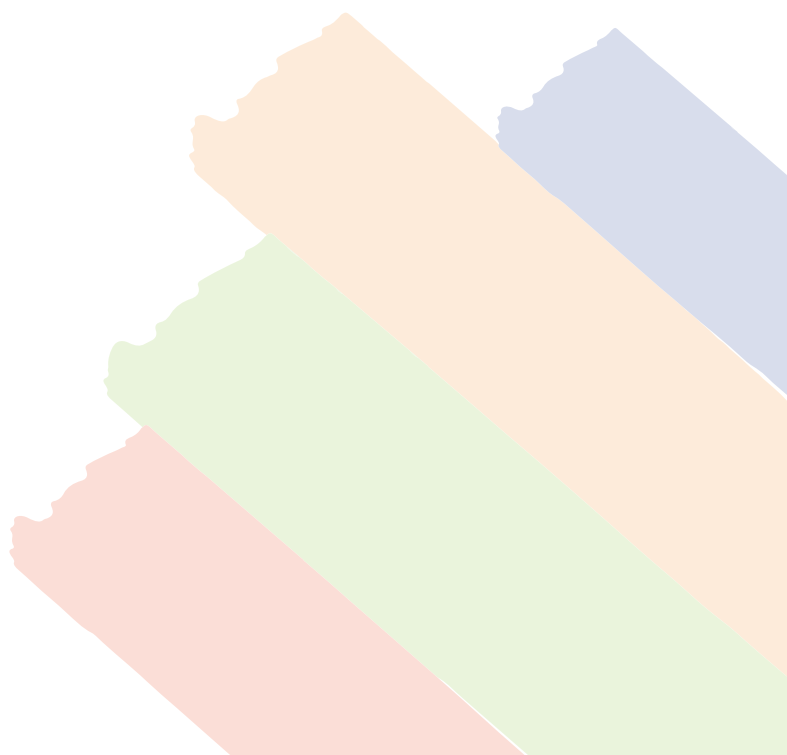
Facilitating human, social and economic development

A photograph of an elderly woman with dark hair, wearing a black and red patterned shawl over a red top. She has her hands clasped in front of her chest and is looking off to the side with a thoughtful expression. Other people are visible in the background, slightly out of focus.

More than 30 years of stories

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Letter from the Director Martha Givaudan

More than 20 million people of all ages, in indigenous, rural, and urban areas across Mexico have been part of Yo quiero Yo puedo, so have leaders of organizations from 16 different countries who have adapted our programs to fit their contexts. This, in a nutshell, is what we have achieved together in over 30 years of uninterrupted work. The story began in 1985 when Dr. Susan Pick, with great vision, had a goal that every day more people should be able to exercise their rights, care for their health, plan their lives, start their own business and enhance their skills beginning from childhood, ultimately reducing different types of poverty.



The mission of “facilitating human, social and economic development” has been consolidated over the life of Yo quiero Yo puedo (IMIFAP). Our trajectory gave rise to a model that provides a unique structure to our four areas of action: education, health, citizenship and productivity. Our programs in these four areas have the common base of strengthening the individual, facilitating life skills, personal agency and psychosocial barrier reduction as fundamental pieces to achieve empowerment and the behavior changes that enable sustainable development.

So many years of work with different communities and partners has enriched our learning and taught us to focus on the needs of each target group, while aiming for our results to support public policy.

In three decades, we have implemented more than 400 projects that have been rigorously evaluated thanks to the support of more than 250 national and international donors, from both the public and private sector, achieving the expansion of eight projects nationally in Mexico. Among these national Yo quiero Yo puedo programs are programs to: increase breastfeeding and prevent SIDS, to improve nutrition for the most impoverished households in Mexico, to educate students as ethical and engaged citizens, to prevent HIV/AIDS beginning in primary school and to improve the quality of care provided by medical students, the latter underway in 2018.

The evaluation results of our programs speak for themselves. To share a few: school dropout between primary and secondary school dropped by 28%, there was a 68% increase in the number of women getting pap smears, more than 300 small businesses have been created and the sale of girls and women into marriage has been banned in three communities in the mountains of Guerrero.

We are also honored by the more than 30 awards and certifications that we have received in our more than thirty years as an organization, among them being accredited at the highest levels of philanthropy, institutionality and transparency by the Mexican Center for Philanthropy, being awarded by Queen Silvia of Sweden and winning the Inter-American Development Bank’s Juscelino Kubitschek Prize for our impact in Latin America.

It is a pleasure to witness how “Yo quiero, yo puedo” programs have gained more and more relevance in public conversation. Today, the Sustainable Development Goals (SDGs) emphasize the need to combat the structural causes of poverty. They recognize the importance of investing in children and youth to become agents of change and able to end poverty, and emphasize the need to improve health care and education quality as well as strengthen gender equality, reduce violence and encourage innovative and creative actions to boost productivity. Equally important is leveraging new technologies to anticipate the challenges of a world in constant transformation. To achieve this, it is essential we strengthen our partnerships with other nongovernmental organizations, with the government and with the private sector, to which we have devoted significant efforts over the past few years.

For many of the SDGs, we have answers embodied in proven programs; this has been achieved through the tireless work of an invaluable team of staff that has ensured that more than 20 million people in various regions of the world have not only become agents of change but have had fun in the process. This team is now part of an enormous community and every person who has been a part of Yo quiero Yo puedo continues to be an agent of change in our world, wherever he or she has ended up. To each and every one of them, my deepest appreciation.



Martha Gautam

A more than 30 year journey

SEX EDUCATION FOR ALL

We prove that providing teenagers with sex education does not advance the initiation of sexual relations and that the teens who participated in the "Planning Your Life" program were more likely to use contraceptives during their first sexual encounter.

INTERNATIONAL REACH

We expand our programs through training key staff of Latin American organizations.

RECOGNIZING LIFE SKILLS, WITH THE WHO

We (Martha Givaudan) participate in the World Health Organization's Mental Health Program, which recognizes and defines the scope and importance of life skills as protective factors for psychosocial risks.

1989

1985

IMIFAP IS FOUNDED

The Mexican Institute of Family and Population Research, A. C. (IMIFAP) is founded and the first applied research on teenage pregnancy prevention begins.

1991

NATIONAL COLLABORATION ON EDUCATION

Mexico's Ministry of Public Education supports a training for middle school teachers at the national level, in which we teach the "Planning your life" program with notable success.

1992

INFLUENCING EDUCATION POLICY

We present before a legislative committee the need for sex education in Mexico and we are successful in including a clause on this matter in Article 7 of Mexico's General Education Law.

1993

A NATIONAL EDUCATION PROGRAM

Our Civics and Ethics Training books are recognized by the Mexican Ministry of Public Education (SEP) as official textbooks at the national level, reaching more than 1.5 million high school students.

1995

1999

EARLY CHILDHOOD CARE

We launch an early childhood care program in rural communities, creating Child Development Centers to promote proper attachment, care and cognitive development. We ensure sustainability by training rural promoters in community spaces.

DIABETES PREVENTION AND DETECTION

We integrate a life skills approach into the Mexican Ministry of Health programs targeting obesity, diabetes and cardiovascular diseases prevention. The approach is applied in the border states in conjunction with the Alliance for a Healthy Border.

HEALTH IN THE POOREST HOUSEHOLDS

We design, implement and evaluate the national program on health, nutrition and social development in the 300,000 poorest households in Mexico, with the support of DICONSA.

2004

2006

2008

2002

2005

2007

2011

FIRST COMPREHENSIVE COMMUNITY DEVELOPMENT PROGRAM

We successfully implement a comprehensive model for marginalized communities where teachers, children and adults participate simultaneously in personal development, health and productivity workshops, all with a focus on gender and inter-institutional collaboration.

A PROGRAM FOR MIGRANT COMMUNITIES

We launch our first program aimed at migrant communities, which focuses on health issues and HIV/AIDS prevention. The program is carried out in Central America and in border states in southern Mexico.

WORKING HAND IN HAND WITH GOVERNMENT

We serve as advisers to the Mexican Congress on the issue of dating violence prevention. This same year, we develop a model on hygiene, personal agency and intrinsic empowerment for DICONSA and the Ministry of Social Development.

WE BECOME YO QUIERO YO PUEDO

In recognition of the current-day focus of our work, we change our name from IMIFAP to Yo quiero Yo puedo (meaning "I want to I can"), which is the name by which our programs are already known.

DISCOVERING TALENTS

We design a talent development program targeted to preventing school dropout. The program includes topics related to mathematical and scientific thinking and takes a comprehensive approach to life skills and intellectual curiosity.

CATALYZING YOUNG ENTREPRENEURS

We integrate our life skills model into international entrepreneurship strategies for youth ages 15 to 35. These youth go on to create sustainable businesses and provide jobs to break the poverty circle in vulnerable communities.

2015

2014

PRODUCTIVITY IN THE PRIVATE SECTOR

We apply our methodology to achieve sustainable changes within factories, training middle managers and employees to promote the overall well-being of staff and increase productivity.

2016

ENDING THE SALE OF WOMEN

Three communities of Mexico's fourth poorest municipality - Metlatónoc, Guerrero - decide to abolish the sale of women after participating in our program with Prospera. A radical change is achieved on violence and gender equality.

2017

yoquiero  yopuedo

Facilitating human, social and economic development

To know more about our journey, visit yoquieroyopuedo.org.mx/en/our-journey

1

CONTEXTUAL GROUNDING

We start with the real needs of the populations with which we work, identified through our diagnostic studies. We take into account the sociocultural norms and the educational, health, governmental and economic services that are present in the region.

2

TOOLS TO ADDRESS SITUATIONAL DEMANDS

We train replicators in educational, community or institutional environments through workshops which they then replicate with the target population, accompanied by our team. These workshops are experiential and formative, providing participants with life skills and knowledge about the program topics and reducing psychosocial barriers.

KNOWLEDGE

- Education
- Health
- Citizenship
- Productivity



LIFE SKILLS

- Self-awareness
- Expression & management of emotions
- Assertive communication
- Critical thinking
- Decision making
- Empathy



PSYCHOSOCIAL BARRIERS

- Shame
- Guilt
- Fear
- Resentments
- Prejudices



3

CHANGES IN KEY BEHAVIORS

Key behaviors are put into practice in everyday life, facilitating a process of change that moves through different phases: contemplation; preparation for action, action and maintenance of these behaviors, all with the support of our team.



4

PEOPLE AS AGENTS OF CHANGE

Now participants are empowered and convinced that they have made behavior changes to improve their lives. They feel they are able to make decisions and take responsibility for the consequences. They become agents of change in their families and communities.

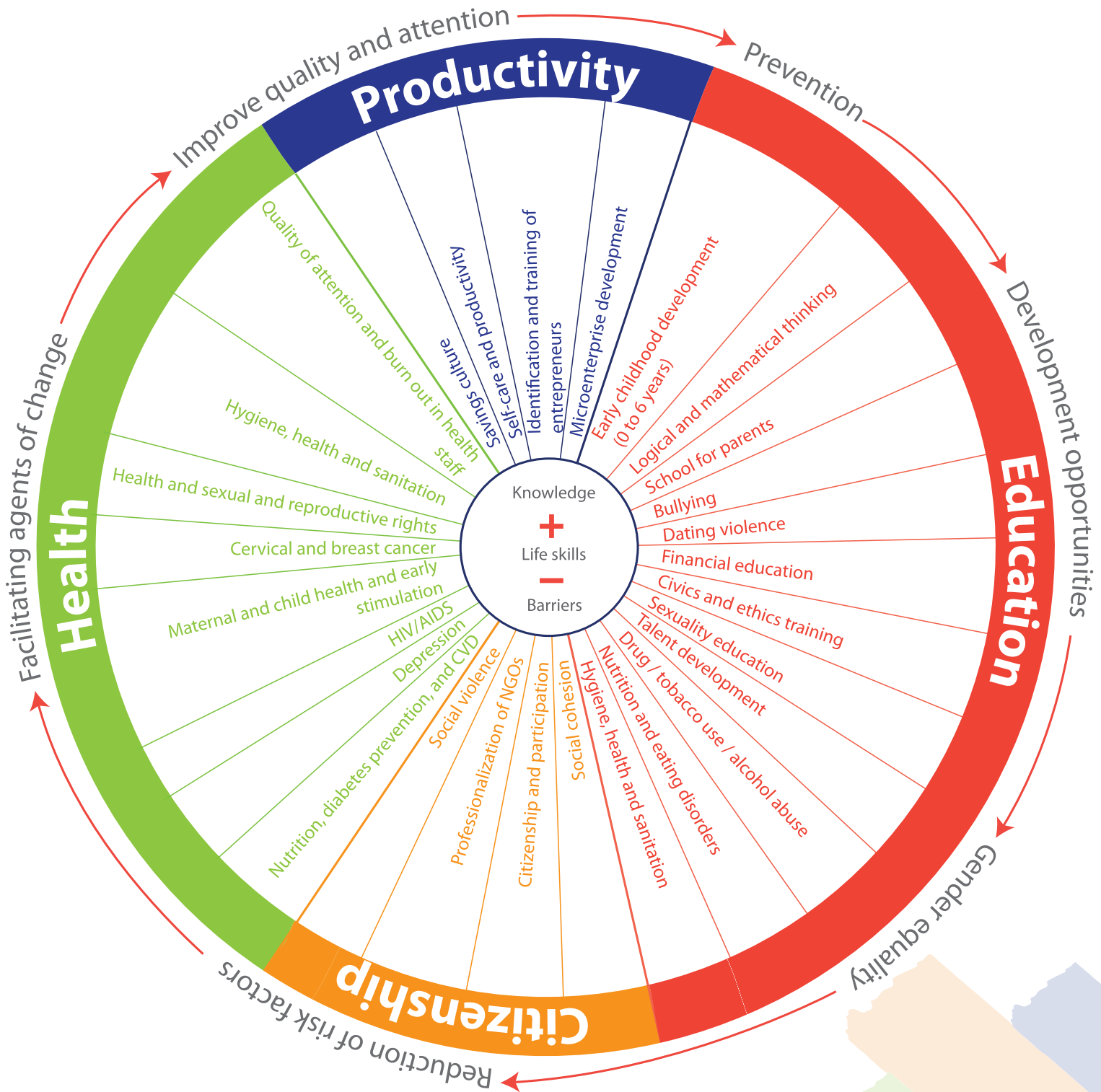


5

COMMUNITY DEVELOPMENT

The changes influence sociocultural norms in a way that takes into account the common good. Educators, community leaders and health personnel work together to achieve sustainable change through community participation and the intrinsic empowerment of each person.

More than 30 years of “I want to, I can” programs



Our impacts over more than 30 years

Education

-28%



Reduction in school dropout from elementary to middle school

+22%



Increase in motivation and responsibility towards studies

+80%



Increase in parent-child communication about difficult subjects

89%



Participating teachers who feel that the I want to, I can program should be implemented nationwide



+150,000

Children and teachers who have participated in our school performance programs

Health

+46%



Increase in children and teenagers who say no to drugs

+56%



Increase in personal and community hygiene

+68%



Increase in number of women who get Pap smears

+66%



Teenagers who say no to unprotected sex



2.4 millions

Women and their children who have participated in our program to strengthen infant health

Citizenship

80%



Positive attitudes towards gender equality

+38%



Identification of healthy exercise of power

+46%



Rejection of different types of violence as a social norm

+55%



Increase in civic engagement

11.5 millones



Middle school students and their teachers across Mexico used the "Civics and Ethics Education: I Want to, I Can" textbook

Productivity

+49%



Increase in sustained savings habits

+300



Microenterprises created

+37%



Increase in job satisfaction

-60%



Number of garments produced with defects in the textile industry



+42,000

Jars of Tia Lore jam sold at Walmart and Superama

More than 30 years with projects in 17 countries and across Mexico





A look at some of our current programs





Yo quiero Yo puedo – A proven approach for education and empowerment of indigenous girls

▶ EXECUTIVE SUMMARY

During January 2016 to March 2018, Yo quiero Yo puedo carried out an education program in Acaxochitlán, Hidalgo, Mexico to empower indigenous girls and reduce the alarming rates of school drop-out. They worked with teachers, school authorities, parents, and girls and boys ages 10-14 to mitigate the risks that cause girls to drop out of school. Through teacher trainings and playful activities for kids build on a proven framework for enabling empowerment, the classroom environment changed: **girls felt safer and more comfortable in school and shared a desire and motivation to continue their studies.**

▾ PROBLEM

Forty-four percent of Mexicans live in poverty¹, facing social disadvantages and vulnerability. In addition, 32% of Mexicans are between the ages of 12 and 29. Despite being a generation with greater access to education, information and communication resources than previous generations, many young people continue to face a social and economic inequality that prevents their development. For example, although almost all Mexican children attend primary school, the dropout rates later on are extremely high. According to the Organization for Economic Co-operation and Development (OECD), in 2017, only 55% of the youth aged 25 and under graduated from secondary education, and only 23% of those aged 25-34 graduated from tertiary education.

In the state of Hidalgo, **18%** of girls between the ages of 12 and 14 do not attend school. This number rises dramatically, to **72%**, for girls between 15 and 19 years. Some of the causes include **marriage and cultural norms**: girls begin to get married at age 12 and a staggering 25% of girls between 15 and 19 years of age are married. A woman's worth is derived from marrying and having children and, many times, her parents arrange her marriage at a young age. **Teenage pregnancy** plays an important role in preventing girls from finishing school. In 2017, 18% of all the pregnancies in the state were to teenage mothers. This is compounded by a high rate of **violence, poverty and ethnic diversity** that limit their freedom to develop, El Grupo Estatal para la Prevención del Embarazo Adolescente of Hidalgo has identified: 32% of women have reported emotional violence, 25% economic violence, 10% physical violence and 6% sexual violence, with the last two figures being even higher in rural areas. **Language challenges** are also obstacles for the 37% of the girls aged 15 to 19 who are indigenous.



¹ Medición de la pobreza (CONEVAL, 2016). Retrieved from <https://www.coneval.org.mx/Medicion/Paginas/PobrezaInicio.aspx>

When women do not believe they can access a different future than the one at home, when they do not have a voice in the community or are forbidden to talk by their husbands, when they do not question this situation, women do not feel the need to study. As a consequence, girls often end up in poorly paid jobs where they earn, on average, **42%** of what men make.

Hidalgo, and Mexico, cannot grow if half its population- if women- is left behind. **Education plays a major role in addressing poverty, violence, and gender equality.** It enhances individuals' expectations and motivations to achieve better standards of living and well-being. Ensuring equal opportunities at all levels of education is an element of social change, not only for the benefit of women, but also for their children, their families, and the community at large.



Causes for school dropout in girls include: marriage, cultural norms, teenage pregnancies, violence, poverty and ethnic diversity.



Girls learning about reproductive health

➤ SOLUTION

From January 2016 until March 2017 Yo quiero Yo puedo worked with school communities in Acaxochitlán, Hidalgo to mitigate the risks that cause indigenous girls to drop out of school by supporting life skills development, gender equality and changes in the norms and societal expectations around girls' future.

The main objectives of the "I want to, I can... develop my talents and be successful" program were to:

- Raise **awareness** among educational authorities and community leaders about the risks of girls dropping out of school;
- Strengthen the **capacity of teachers** through participatory, experiential and playful workshops;
- Provide **didactic tools** with a gender perspective to be used across various school activities;
- Build **capacity** for sexual education;
- Change **attitudes** and develop **resilience** behaviors for coexistence and human development with gender equality;
- Increase **support networks** in the community to prevent girls from dropping out of school;
- Increase **enrollment and retention** of girls in middle schools.

Firstly, the social and cultural characteristics of the school communities were identified and used to adapt and develop training material for the project. Educational authorities, as well as key persons in the communities, were onboarded to the project and its importance. Teachers participated on 40-hour workshops on different topics including life skills, gender equality, and prevention of violence and of risks related to sexual health.

Once teachers finished their training, they brought it into their classrooms. Yo quiero Yo puedo provided teachers with materials and games so that they could facilitate with their 10 to 14-year-old students such life skills as critical thinking, decision making and self-awareness. These teachers were accompanied by Yo quiero Yo puedo facilitators as they implemented their newly-learned skills and utilized the tools and materials. Through these activities, girls and boys learned about their rights, different types of violence, their bodies and how to take care of themselves. Some of the activities included sexuality education and gender rights. In workshops with parents, the same topics were addressed with a focus on building a deep understanding among both fathers and mothers on why it is so important to educate girls.



Students learning about peer respect

RESULTS

As a result, the **classroom became a friendlier space and a protective factor for girls**. Teachers changed the way they taught all contents and both boys and girls learned from their peers and to respect and get along with each other. They were **empowered** to make their own decisions about their future.

Yo quiero Yo puedo, with the support of Johnson & Johnson and the Resource Foundation, brought the program to over **1,300** children, **55** teachers and **700** parents in **17** communities.

After two years in the program, 10- and 11-year old girls and boys showed desire, confidence and motivation to continue studying until completing a university education that would allow them to practice a profession. They also showed an understanding of all types of violence.

Teachers indicated that the program had strengthened their personal skills and had given them practical tools to work with their students on a range of topics in the classroom. They observed that boys and girls in class were working together much more and much better and treated each other more respectfully; there was less violence amongst their pupils.

Parents indicated that they would like their daughters as well as their sons to continue studying to build a better future. They said they were now better informed on sexuality. They now saw violence as an undesirable practice that exists in their families, in school and in the community at large. They disapproved of the prevalent strict division of gender roles, and pointed to the need for men to collaborate more at home. Additionally, mothers expressed the need for women to access paid jobs. They perceived their children safer, more communicative and cooperative at home, and recognized that the program had made them see the importance of collaborating.



Girls share their learnings and experience in the program

Kids scored **90/100** in motivation for studying

*"This program taught me that **boys and girls can learn and play together** and that if I want to play with cars, that doesn't make me less of a girl. When I finish school, I want to study something related to math or science,"*
Denisse.

Parents increased **45%** their knowledge about gender equality

*One of the boys expressed: "**I learned that there are many types of violence** in school and at home. Bullying can happen in many ways: hitting, offending or with bad words."*

Teachers scored **92/100** in their attitudes towards gender equality

➤ CONCLUSIONS

The “I want to, I can” program was built on a framework for enabling empowerment, where knowledge is complemented by life skills and psychosocial barrier reduction to lead immediately to behavior change and a sense of personal agency. Not only do the program results show the importance of working with the entire school community, but **the program has positively impacted the knowledge of and the attitudes and practices towards complex issues influencing the early dropout of school rates.** Having received such a positive response from the school authorities themselves, “I want to, I can ... develop my talents and be successful” offers a high-impact program for the Ministries of Education in Mexico and beyond to address 21st century educational objectives and build social and economic equality that enables youth development.



↳ LESSONS LEARNED

The program had positive impact on children, parents, teachers and the community. This was due to several factors:

1. The I want to I can methodology offers a solution for the Mexican Ministry of Education: The program is in line with the policy of the Ministry of Education that intends to teach students competencies for life. Creating alliances provided a platform to incorporate the objectives of the program into the school curriculum. Besides, teachers and school authorities were so happy with the program, that they requested activities to implement in all school events, beyond the participating classes, which enhanced program impact.

2. Putting teachers and local leaders at the center best serves the needs of the community: Teachers and key persons in the communities know the context, the needs, the language and the way in which the communities are organized and, therefore, can adjust the program to best serve the needs of the communities. When teachers were made aware of the problem and the solution, they could roll out the program and work with their students.

3. Analyzing the needs of the community before the implementation of the program increased the effectiveness of the program: A participatory approach was carried out with teachers, children and parents to map out the needs of the communities. Afterwards, materials were developed according to those needs that would later be used by teachers to implement the program with the students in the classroom. For example, during the needs assessment it was discovered that the most present form of violence was the psychological one, through lack of respect or love. Besides, it became evident that there was a need to work on violence prevention not only in relationships, but, surprisingly, in classrooms as well. As a consequence, the materials were adapted to include topics on rights, bullying and respect to peers.

4. Play-based activities enable better assimilation of program concepts and peer learning: Teachers were provided with workbooks and games that contained theoretical information, exercises according to age group and themes of the program, as well as recreational and didactic support information. Introducing the concepts through playful activities allowed for a better reception and assimilation of the concepts and provided students with the opportunity to learn from each other and experience transformational learning through discovery rather than being "taught".

5. The other half of the population must also be engaged for the development of girls: Change can only happen when all actors are working together. Including teachers, parents and boys in the implementation guaranteed the success of the program. Through their training, teachers changed their teaching methods and their attitudes towards gender equality and violence, making it easier to teach these concepts to their students. Parents, the ultimate decision-makers on whether a girl goes to school or not, participated in conferences and changed their attitudes towards violence and gender equality.

6. There is an expressed need for starting programming earlier and providing support through secondary school. School authorities shared with Yo quiero Yo puedo their desire to bring this programming to girls even earlier, before kids mold their perceptions of gender, rights and opportunities for the future, so that the impact can be even greater and deeper. On the flip side, authorities were also concerned that as girls continued on to secondary school, they would face unsupportive teachers who had neither the perspective nor the ability to provide the follow-on support for these girls to face the growing pressures of marriage and pregnancy.



“I want to, I can...take care of myself and improve my productivity”

SUMMARY

Between 2014 and 2016, C&A and C&A Foundation partnered with Yo quiero Yo puedo, to implement a program to improve working conditions in the Mexican apparel industry. An independent evaluation found that the program brought about positive outcomes in **employees’ relationships, job satisfaction and productivity, gender equality and health and self-care.**

The results obtained by the program are consistent evidence to expand to more companies with the aim of contributing to the improvement of working conditions in the textile and fashion industry in Mexico. In order to continue with the program and extend it to new factories, C&A and C&A Foundation in collaboration with Yo quiero Yo puedo consider the **construction of alliances and implementation networks** where the different actors of this industry participate to achieve greater impact and continuity of the programs with positive results. Our initiative seeks to involve the federal government and state governments where this industry has a significant weight; to the business chambers of the textile and clothing industry interested in new approaches to the corporate social responsibility system; and to civil society organizations and international organizations that seek effective compliance with labor rights and continuous improvement of working conditions in the textile and clothing industry.

The context and current dynamics in our society demand the **involvement of different actors** in the solution of public problems. In recent years it has been understood that public problems are increasingly less restricted to the state sphere, which requires the construction of alliances and collaborations for decision-making. The cooperation between the different sectors that make up the society helps the resources and knowledge generated by each actor to contribute to a better definition of actions, design and implementation of programs, and evaluation of their results. C&A, C&A Foundation and Yo quiero Yo puedo understand the processes of governance and creation of alliances that allow extending the benefits achieved with its program to promote the development of the textile and fashion industry, and of the workers that make it up.

This industry accounts for **4.7%** of the country's manufacturing GDP and includes 8,613 registered companies





▶ BACKGROUND

Over the last few years, the textile and apparel industry in Mexico has become a major source of revenue and employment. It accounts for 4.7% of the country's manufacturing GDP and includes 8,613 registered companies. A total of approximately **450,000** people, representing **11.1%** of the manufacturing sector, work in the industry¹. **70%** of them are women. It plays a significant role in the export sector, with Mexico being the fifth largest apparel provider to the United States.

The industry, however, also presents a number of challenges. An estimated **60%** of large manufacturers outsource their activities to smaller factories and numerous **clandestine workshops** have popped up over the last decade. The working conditions are often poor and unsafe and employees face labor rights abuses. In February 2017, a highly anticipated Constitutional Reform to Mexico's labour justice system became law.

The evidence-based program was based on a life skills training that has been implemented successfully by Yo quiero Yo puedo. It induces behavioral changes that eventually enable people to gain control over their lives, take responsibility of their own actions and lead to intrinsic empowerment. This results in sustainable changes, not only at the individual level but also at the family and community levels. This framework seeks to generate changes in 4 areas:

1. Lifeskills: decision making, stress control, empathy;
2. Acquisition of relevant knowledge: health, self-care, well-being, positive work environment and labor rights;
3. Reduction of psychological barriers: fear, guilt, grief.
4. Strengthen changes in behavior to transform the social order in the search for integral well-being.



Main objective:

Promote the comprehensive wellbeing of workers, leading to increased productivity. To achieve this goal, the program has 4 components:

1. Conferences of sensitization with leaders and managers of textile maquiladoras to be part of the program.
2. Training workshops of 40 and 56 hours for supervisors on topics of life skills, work environment and productivity.



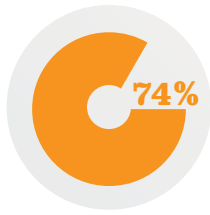
3. Replication workshops that the supervisors carried out with their operators in 15-minute daily sessions for 18 weeks.
4. Accompanying visits and feedback sessions of the program implementation team (IEP) with the supervisors during the implementation of the replication workshops.

RESULTS

An independent evaluation, conducted by Bath Social & Development Research Ltd., confirmed the positive impact of the program. It brought about significant positive outcomes in employees' relationships, job satisfaction & productivity, gender equality, and health & self-care. The evaluation also endorsed the relevance of the program. Its objectives and strategies were found to be aligned with the C&A Foundation's key principles of amplifying workers' voice and participation, advocating people's rights and empowerment and fostering collaboration between different stakeholders of the textile and apparel industry. The program reached more cities than originally planned but did not penetrate to companies with 'precarious working conditions' due to their lack of interest.

The results presented were classified in the areas of social and work relations, workplace satisfaction, gender equity, and health and wellbeing in workers.

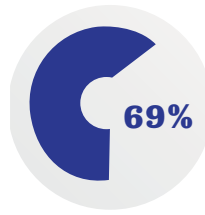
Percentage of workers that presented changes and improvements after their participation in the program



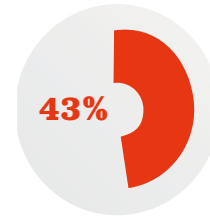
In social relations



In workplace satisfaction and productivity



In gender equity



In health and self-care



In general wellbeing



1. Social relations

The greatest impact of the program was improving the environment and labor relations between supervisors and operators. The program also improved the sense of **teamwork** among workers. Finally, **life skills** were developed, these skills enabling individuals to establish **positive and equitable social relationships** that foment **holistic well-being**.

One of the greatest benefits of the program is that the practices and experiences can be replicated by the workers in their families and environments beyond the workplace, further extending impact.

2. Workplace satisfaction and productivity

Improved **sense of development and personal fulfillment**, and greater **job satisfaction**. This had a positive impact on increasing the productivity of companies. Job satisfaction was also impacted through an improvement in **accident prevention, responsibility and working conditions**. The program was also linked to greater knowledge of and compliance with labor rights.

*"The workshops helped me to better **connect with my family**. I came to see clearly that we should leave the problems of work at work, they should not reach our homes, and also our family problems need not come to work "*

"We try to be more united as a team because sometimes we do not work as a team. I try to build shared visión so we are all going in the same direction to achieve a goal. We understand and respect each other ... "





"I was a very stressed person, now I am better because I learned in the program that being stressed is bad for my health every time I got stressed, my stomach hurt more and I had acid reflux, and I developed esophagitis. Now I'm better ... I learned that I should take care of myself "

"... they respect each other more. We just received a workshop on gender equity [...] we need to learn how to treat each person at work. Watching them, they're trying to get along better. These changes are the result, in part, of the activities on gender equity "

3. Gender equity

The program's training on gender equity, effective communication and professional relationships brought an increase in **respect, empathy, equity and labor rights**. Improvements in gender equity were also reflected in a **better workplace climate and relations**.

4. Health and self-care

The supervisors and operators perceive that they have improved their physical health and self-care in recent years. They also see that this had a positive impact on their well-being.

In a broader sense and related to the workplace, the program contributed to **stronger accident prevention, responsibility and working conditions**.



The evidence generated with the evaluation of the "I want to, I can" program allows to confirm the benefits that can be generated with this type of actions. Benefits that are directly related to the objectives of the organization I want I can and the C&A Foundation: develop life skills that help empowerment that leads them to be agents of change for their lives and communities, and transform the industry of fashion to make it a force of good.

▾ POLICY CONSIDERATIONS

The program has succeeded in positively changing the wellbeing of the employees involved in the program. In order for the outcomes to be sustainable and for the program to expand and, thus, further the momentum of change in the industry, increased cooperation and coordination of stakeholders at all levels is indispensable.

Micro level: Dissemination of the positive results of the program will help to increase interest in the initiative and enhance the willingness to participate. Commitment of senior managers and directors will allow employees to devote time to the program and will create a sense of ownership.

Meso level: cooperation of factories, chambers of commerce and larger and international companies will aid the development of leadership that facilitates factories' access to the program.

Macro level: strengthened relationships between foundations, NGOs, think tanks, governments, chambers of commerce and academia will positively influence policy-making, funding, and capacity-building initiatives.





Comprehensive Community Development Program

▶ BACKGROUND

For 3 years (2015-2017), we implemented a program of Integral Community Development in the 4th poorest municipality in Mexico (Metlatónoc, Guerrero), with the support of PROSPERA and SEDESOL.

Throughout these years, we have been able to promote healthy behaviors, including habits of personal hygiene and waste management in the community; as well as strengthening actions within communities to promote human rights and avoid actions such as the sale of women and forced marriages.



Addiction prevention with youth in Ecatepec, Mexico

▶ BACKGROUND

The program "I want, I can ... prevent addictions", was funded by Fundación Río Arronte, during 2016 and 2017.

The objective of the program was to train young agents of change in Ecatepec, State of Mexico, an area of the country that lives high rates of violence and delinquency, school dropouts, teenage pregnancies and has few employment opportunities.

Opportunities for Mexico today

THE CHALLENGE: OBESITY AND DIABETES

Excess weight and obesity are risk factors for diabetes and cardiovascular diseases and are associated with high mortality rates. The state of Chihuahua, for example, has particularly high consumption of sugary drinks and lack of physical exercise among its population. Parents need new tools to adopt and promote such habits.

THE CHALLENGE: SCHOOL DROPOUT

In Mexico, out of every 100 children who enter 1st grade, only 77 go on to middle school and 57 to high school, at which point only 50% graduate. Less than 40% of sixth grade students in indigenous schools learn what is expected. Only 1% of students reach the highest levels (5 and 6) in science, reading and mathematics in the PISA educational quality assessment test, a test in which Mexico ranks below average.



THE CHALLENGE: ENTREPRENEURSHIP

Today, the way to generate jobs in an economy is through entrepreneurship: entrepreneurs generate employment. In Mexico, 99.8% of businesses are micro, small and medium-sized enterprises that generate 52% of the Gross Domestic Product and 72% of the country's employment.

THE CHALLENGE: VIOLENCE

Prejudices and social norms exacerbate inequality between people and generate different types of violence. Too often, social norms accept violence and invalidate the fulfillment of individual's rights.

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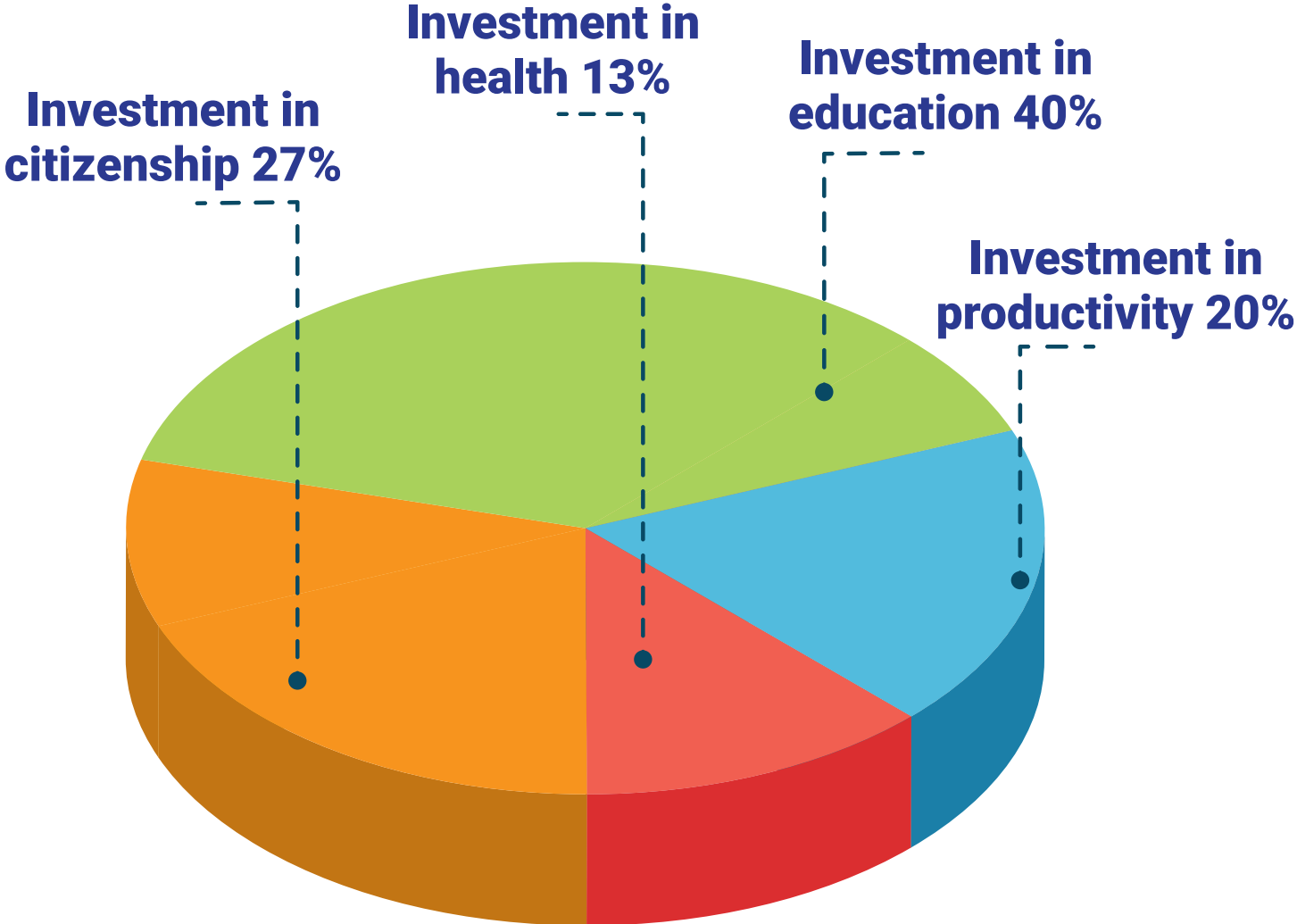


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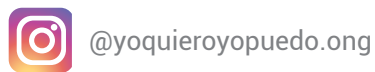
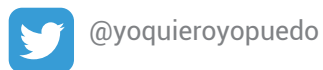
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