External Evaluation of
GOJoven Youth Leadership in
Sexual and Reproductive Health Program

FINAL REPORT APPENDICES

by
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APPENDIX A.
MAPS OF GOJOVEN COHORTS, 2004-2011
GOJoven Belize Map, Prepared by Nancy Leiva

Belize is divided into 6 districts. From north to south they are Corozal, Orange Walk, Belize, Cayo, Stann Creek and Toledo. GOJoven has had influence in all of the districts. The dots on the map and the corresponding key chart below indicate the areas where GOJoven Fellows are from according to their year in the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Corozal, Orange Walk, Belize</td>
<td>RED</td>
</tr>
<tr>
<td>2009</td>
<td>Corozal</td>
<td>GREEN</td>
</tr>
<tr>
<td>2008</td>
<td>Stann Creek</td>
<td>BLUE</td>
</tr>
<tr>
<td>2007</td>
<td>Stann Creek and Toledo</td>
<td>PURPLE</td>
</tr>
<tr>
<td>2006</td>
<td>San Ignacio</td>
<td>ORANGE</td>
</tr>
<tr>
<td>2005</td>
<td>Orange Walk, Corozal, Belize</td>
<td>PINK</td>
</tr>
<tr>
<td>2004</td>
<td>Cayo (Belmopan), Orange Walk</td>
<td>BROWN</td>
</tr>
</tbody>
</table>
MAPEO GOJOVEN GUATEMALA

Elaborado por Esther Barajas

Guatemala se encuentra organizada por 8 regiones y 22 departamentos. Clasificados de la siguiente manera:

Departamentos y Regiones.

<table>
<thead>
<tr>
<th>No.</th>
<th>DEPARTAMENTOS</th>
<th>No.</th>
<th>DEPARTAMENTOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alta Verapaz</td>
<td>12</td>
<td>Jalapa</td>
</tr>
<tr>
<td>2</td>
<td>Baja Verapaz</td>
<td>13</td>
<td>Jutiapa</td>
</tr>
<tr>
<td>3</td>
<td>Chimaltenango</td>
<td>14</td>
<td>Quetzaltenango</td>
</tr>
<tr>
<td>4</td>
<td>Chiquimula</td>
<td>15</td>
<td>Retalhuleu</td>
</tr>
<tr>
<td>5</td>
<td>Petén</td>
<td>16</td>
<td>Sacatepéquez</td>
</tr>
<tr>
<td>6</td>
<td>El Progreso</td>
<td>17</td>
<td>San Marcos</td>
</tr>
<tr>
<td>7</td>
<td>Quiché</td>
<td>18</td>
<td>Santa Rosa</td>
</tr>
<tr>
<td>8</td>
<td>Escuintla</td>
<td>19</td>
<td>Sololá</td>
</tr>
<tr>
<td>9</td>
<td>Guatemala</td>
<td>20</td>
<td>Suchitepequez</td>
</tr>
<tr>
<td>10</td>
<td>Huehuetenango</td>
<td>21</td>
<td>Totonicapán</td>
</tr>
<tr>
<td>11</td>
<td>Izabal</td>
<td>22</td>
<td>Zacapa</td>
</tr>
</tbody>
</table>

REGIONES

Región I o Metropolitana.
- Guatemala

Región II o Norte.
- Alta Verapaz
- Baja Verapaz

Región III o Nororiental
- Chiquimula
- El Progreso
- Izabal
- Zacapa

Región IV o Suroriental
- Jalapa
- Jutiapa
- Santa Rosa

Región V o Central
- Chimaltenango
- Escuintla
- Sacatepéquez

Región VI o Suroccidental
- Retalhuleu
- San Marcos
- Sololá
- Suchitepequez
- Totoncapán
- Quetzaltenango

Región VII o Noroccidental
- Huehuetenango
- Quiché.

Región VIII o Petén.
- Petén
El Programa GOJoven ha seleccionado becarias y becarios desde el 2004 hasta el 2011 en los siguientes departamentos:

<table>
<thead>
<tr>
<th>Year</th>
<th>Departamento</th>
<th>Región</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Guatemala</td>
<td>Región I/Metropolitana</td>
</tr>
<tr>
<td>2010</td>
<td>Alta Verapaz</td>
<td>Región II/Norte</td>
</tr>
<tr>
<td>2007</td>
<td>Izabal</td>
<td>Región III/Nororiental</td>
</tr>
<tr>
<td>2004</td>
<td>Chimaltenango</td>
<td>Región V/Central</td>
</tr>
<tr>
<td>2004</td>
<td>Escuintla</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Sacatepéquez</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Sololá</td>
<td>Región VI/Suroccidental</td>
</tr>
<tr>
<td>2009</td>
<td>Quetzaltenango</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Totonicapán</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Huehuetenango</td>
<td>Región VII/Noroccidental</td>
</tr>
<tr>
<td>2006</td>
<td>Petén</td>
<td>Región III</td>
</tr>
</tbody>
</table>

**CUERpas:**

- **Color = Año de intervención**
  - 2004
  - 2005
  - 2006
  - 2007
  - 2008
  - 2009
  - 2010
  - 2011

La imagen muestra un mapa de Guatemala con diferentes zonas coloridas que representan los años de intervención según el código de color.
Honduras está organizada en 18 departamentos, en 7 de los cuales tiene influencia el programa GO Joven.

<table>
<thead>
<tr>
<th>Departamento</th>
<th>Ciudad / Municipio/ Aldea</th>
<th>Generación GO Joven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cortes</td>
<td>San Pedro Sula</td>
<td>2004</td>
</tr>
<tr>
<td>Atlántida, Islas de la Bahía</td>
<td>Tela, Ceiba, Roatán, Sambo Creek</td>
<td>2005</td>
</tr>
<tr>
<td>Francisco Morazán</td>
<td>Tegucigalpa</td>
<td>2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2007</td>
</tr>
<tr>
<td>Cortes</td>
<td>Puerto Cortes, Masca, Bajamar, Cuyamel</td>
<td>2008</td>
</tr>
<tr>
<td>Colon</td>
<td>Tocoa, Santa Fe, Bonito Oriental, Trujillo</td>
<td>2009</td>
</tr>
<tr>
<td>Gracias a Dios</td>
<td>Puerto Lempira</td>
<td>2010</td>
</tr>
<tr>
<td>Santa Bárbara</td>
<td>Las Vegas, Ceguaca, Gualala, Santa Bárbara, Colinas</td>
<td>2011</td>
</tr>
</tbody>
</table>
Generaciones Gojoven por municipio

Generaciones
- 2004, 2005 y 2011
- 2006 y 2007
- 2008
- 2009
- 2010
- Sin becarios

Mapa elaborado por Justo Rojas López
Fuente: INEGI 2009
APPENDIX B.
GOJOVEN LOGIC MODEL (2010)
# Youth Leadership in Sexual and Reproductive Health

**Problem**

A paucity of innovative youth-friendly SRH policies, programs, and practices coupled with a lack of direct youth autonomy over their sexual and reproductive health rights.

**Assumptions**

- Individual leadership development leads to the strengthening of institutions and communities.
- Individual leadership development will result in long-term improvements in SRH.
- Investing in young people and helping them to develop innovative solutions to the challenges they face is one of the most effective strategies to promote sustainable social change.
- Civil society organizations in focus countries will recognize the value of the program and support its implementation. These same organizations will recognize the value of Summit Fellows and support their on-going work by hiring them, funding their projects, and participating as a part of a larger ARSH network.
- GOJoven concepts and model will prove valuable enough that organizations in each participating country will decide to adapt the program and replicate the effort to develop ARSH leaders on an ongoing basis.
- Building local capacity ensures ownership and long-term sustainability.

**Contextual**

- Unstable circumstances in Fellows’ personal and professional lives.
- Capacity of program participants and their organizations to secure funding and resources for SRH work.
- Political instability in focus countries.
- Conservative norms and organized resistance to adolescent sexual and reproductive health initiatives.

**Guiding Principles**

- Youth are important change agents integral to achieving social justice.
- Diversity is intentional and requires ongoing engagement.
- Sexual and reproductive health is a human right.
- Equality and equity: fair treatment, access, and opportunity.
- Social justice involves active social responsibility.
- Program participants are responsible for their own learning.
- People learn best by doing.
- Youth do the best outreach with other youth.
- Promoting multi-stakeholder relationships and collaboration among social partners is central to achieving sustainable social change.

**Strategy**

To advance adolescent sexual and reproductive health (ASRH) policies, programs, and services in the focus countries of Belize, Guatemala, Honduras, and Quintana Roo, Mexico, by developing an influential and engaged network of young leaders in the field of ASRH and by strengthening the institutional enabling environment for their work in focus countries.
## Leadership Development and SRH Training:
- Four one-week intensive Spanish-speaking regional trainings.

## Personal and Professional Development Plans:
- Each Fellow identifies his/her leadership skills and challenges.
- Each Fellow writes a personal and professional development plan.
- Individual coaching provided.

## Leadership Action Plans:
- Country teams design and implement an ASRH project.
- Seed grants provided to teams.

## Training of Trainers:
- Alumni selected for TOT to build country and regional training capacity.

## Professional Development:
- Opportunities and resources for Alumni to participate in conferences and trainings that position them as leaders and experts in ASRH.

## Alumni Participation in GOJoven:
- Alumni Fellows actively participate: in recruitment, selection, and orientation of new Fellows; in coaching and mentoring of new Fellows; as trainers and facilitators in Summit Fellowship trainings and regional encuentros.

## Networking, Collaboration, and Partnerships:
Fostering ongoing networking, collaboration, and partnerships among Fellows, their organizations, and other civil society organizations to promote youth leadership development and SRH policies, programs, and services and to foster an institutional enabling environment for this work: regional encuentros, national meetings, etc.

## IS Workshops:
- A series of workshops to build ongoing capacity among Summit Fellows, Alumni, and their organizations.

## IS Grants:
- Grants provided to Fellows and their organizations to support projects that improve organizational capacity in ASRH and youth leadership development.

## Ongoing Technical Assistance:
- Information on funding sources.
- Technical assistance on writing project proposals.

## Institutionalizing an English-speaking youth leadership and SRH program based on the GOJoven model with a government agency in Belize, with the possibility of scaling the initiative up to a Caribbean regional program.
Participation in GOJoven

- **Expanded perspectives and knowledge of ASRH:**
  - ASRH as a human right.
  - ASRH technical knowledge.
  - ASRH national, regional, and international laws and contexts.
  - Increased commitment to ASRH.
  - Increased awareness of national ASRH priorities and models.

- **Improved leadership skills:**
  - Self-awareness and self-confidence.
  - Ability to adapt to leadership situations and contexts.
  - Collaborative leadership and teamwork.
  - Diversity and cultural contexts.
  - Building relationships.
  - Public speaking and communication.

- **Enhanced professional networking and collaboration:**
  - Ability to network and collaborate with Summit Fellow colleagues and other ASRH and PH leaders.

**Short-Term Outcomes**

**Intermediate Outcomes**

- Sense of responsibility and aspiration to use new perspectives and models to improve ASRH.
- Increased innovative ASRH actions and projects in focus countries.
- Application of ASRH best practices.
- Remaining in the ASRH leadership field.
- Improved leadership performance.
- Increased application of leadership skills in ASRH contexts.
- Expanded leadership roles and responsibilities in organizations and communities at local, national and regional levels.
- Enhanced capacity to advocate for ASRH.
- Increased participation in professional service organizations and networks.
- Increased professional knowledge sharing.
- Expanded community, national and regional collaborations in the development and implementation of ASRH policies and programs.

**Long-Term Results**

- Enhanced ASRH programs, policies, laws, and services.
- Improved in-country individual and organizational leadership capacity.
- Increased mobilization and allocation of resources for ASRH.
- Improved ASRH outcomes for youth
- Increased public awareness and support for ASRH issues.

**Impact**

**System-Level Outcomes**

Youth Leadership in Sexual and Reproductive Health

**Individual Level Outcomes and Results**
Youth Leadership in Sexual and Reproductive Health
Organizational – Collective Level Outcomes and Results

**Participation in GOJoven**

- Increased organizational capacity in youth leadership development and ASRH.
- Increased collaboration among organizations and groups around ASRH issues.

**Short-Term Outcomes**

**Intermediate Outcomes**

- A cadre of influential and active ASRH leaders in focus countries.
- Critical mass of leaders and organizations actively engaged in addressing ASRH issues at local and national levels.

**Long-Term Results**

- Enhanced ASRH programs, policies, laws, and services.
- Improved in-country individual and organizational leadership capacity.
- Increased mobilization and allocation of resources for ASRH.
- Increased public awareness and support for ASRH issues.

**System-Level Outcomes**

- Increased organizational capacity and sustainability to advocate for ASRH policies, programs, and services.

**Improved ASRH outcomes for youth**

- Increased mobilization and allocation of resources for ASRH.
- Increased public awareness and support for ASRH issues.
APPENDIX C.
DETAILED EVALUATION METHODOLOGY
The external evaluation was carried out during the period late September 2011 to June 2012. Its approach was largely retrospective, focusing on the period 2004 to (February) 2012. The design included a mix of quantitative, qualitative, and participatory methods.

I. Research Questions

J. Solomon Consulting developed the principal evaluation research questions (shown in Table 1, below), based on the Summit Foundation’s request for proposals and subsequent input from Summit and PHI. The research questions reflect the three objectives of the evaluation (summarized above in Section I) and place particular focus on outcomes at the following levels:

- **Individual**: Fellows, both during the Fellowship year and subsequently as alumni.
- **Organizational**: In-country non-governmental organizations, government departments, schools, and other entities, particularly those where Fellows have studied or worked (for pay or as volunteers) and/or that have been affiliated with GOJoven through IS Projects, IS Workshops, and LAPs.
- **Community**: Youth, families, opinion leaders, media, political bodies, and other stakeholder groups in towns, municipalities, departments, districts, or other sub-national regions (sub-state regions, in the case of Quintana Roo) where Fellows live and/or work.
- **National/Regional**: Belize, Guatemala, Honduras, and Quintana Roo (Mexico), and the Mexico/Central America region as a whole.

It should be noted that the Summit Foundation also had interest to understand GOJoven’s outcomes among Fellows’ peers/family. While this level was not a principal focus of the evaluation, several of the data collection methodologies did include a focus on peer/family-related outcomes. Discussion of these outcomes has been grouped with the individual-level outcomes, since peer/family outcomes were mediated by and reported by Fellows.

GOJoven’s logic model, which was created in 2010 by PHI (see Appendix B), was used as the basis for identifying sub-questions and associated indicator categories under each research question (see Table 1). In brief, the model summarizes the principal problem that GOJoven is designed to address, the assumptions on which the program is based, the key contextual factors that are expected to influence program outputs and outcomes, and the program’s guiding principles and overarching strategy. It also identifies key GOJoven activities and shows their linkages to desired short-term and intermediate outcomes at the individual and organizational levels, and long-term results and impact at the system (community and national/regional) levels.

II. Use of In-Country Evaluation Consultants

As was indicated above, four GOJoven alumni (one from each GOJoven country) served as in-country evaluation consultants (ICCs) to the external evaluation. The use of ICCs was designed to help ensure that: (a) validity of evaluation methods and instruments would be maximized; (b) participation of Fellows, organizations, and other in-country stakeholders in the evaluation would be maximized; (c) the evaluation-related experience, skills, and capacities of ICC alumni would be enhanced; and (d) data collection costs would be minimized, without compromising quality.
Table 1. Research Questions, Subquestions, and Indicator Categories

<table>
<thead>
<tr>
<th>Level of Focus</th>
<th>Research Question</th>
<th>Indicator Categories</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>1. What knowledge, attitudes, and skills (KAS) have fellows gained through GOJoven?</td>
<td>Among fellows:</td>
<td>▪ Document review</td>
</tr>
<tr>
<td></td>
<td>a. What KAS has GOJoven sought to engender?</td>
<td>▪ Knowledge of ASRH and rights issues</td>
<td>▪ Surveys (alumni, organizations)</td>
</tr>
<tr>
<td></td>
<td>b. How has GOJoven sought to develop or increase these KAS?</td>
<td>▪ Knowledge of ASRH and rights best practices (for programming, advocacy)</td>
<td>▪ GOJoven staff interviews</td>
</tr>
<tr>
<td></td>
<td>c. What KAS have fellows gained?</td>
<td>▪ Commitment to ASRH and rights</td>
<td>▪ LAP focus groups</td>
</tr>
<tr>
<td></td>
<td>d. Are there differences in KAS acquisition by country or gender?</td>
<td>▪ Leadership skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Are there additional KAS that fellows need to help promote ASRH and rights?</td>
<td>▪ Teamwork skills</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>▪ Communication skills</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>▪ Training skills</td>
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<td></td>
<td></td>
<td>▪ Ability to network</td>
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<td></td>
<td></td>
<td>▪ Self-efficacy to apply the above knowledge/skills</td>
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<tr>
<td></td>
<td></td>
<td>▪ Self-awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. How have alumni applied their knowledge, attitudes, and skills (KAS) to improve ASRH and rights?</td>
<td>Among alumni:</td>
<td>▪ Document review</td>
</tr>
<tr>
<td></td>
<td>a. In what ASRH and rights leadership roles are alumni currently working?</td>
<td>▪ ASRH and rights leadership roles and responsibilities</td>
<td>▪ Surveys (alumni, organizations)</td>
</tr>
<tr>
<td></td>
<td>b. How have alumni’s ASRH leadership roles changed since they began their participation in GOJoven?</td>
<td>▪ Leadership performance</td>
<td>▪ GOJoven staff interviews</td>
</tr>
<tr>
<td></td>
<td>c. In what other work or activities related to promoting ASRH and rights are alumni engaged?</td>
<td>▪ Other ASRH and rights activities</td>
<td>▪ LAP focus groups</td>
</tr>
<tr>
<td></td>
<td>d. Are there differences in these roles and activities by country or gender?</td>
<td>▪ Application of ASRH and rights best practices (to programming, advocacy)</td>
<td>▪ Bellwether organization and opinion leader interviews</td>
</tr>
<tr>
<td></td>
<td>e. How have institutional, national, political, and/or cultural contexts affected alumni’s roles and application of KAS?</td>
<td>▪ Pursuit of additional education/training related to ASRH/rights (e.g., higher education degree, certificate course)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>▪ Networking/collaboration with other fellows, organizations, and sectors (to further ASRH and rights, youth leadership)</td>
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<td></td>
<td></td>
<td>▪ Career trajectory</td>
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<td></td>
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<td>▪ Recognition of alumni as leaders/key contributors in the ASRH and rights movement</td>
<td></td>
</tr>
<tr>
<td>Level of Focus</td>
<td>Research Question</td>
<td>Indicator Categories</td>
<td>Methods</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td>Organizational</td>
<td>3. How has GOJoven affected the capacity of organizations to address ASRH and rights?</td>
<td>Within organizations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. What organizational capacities has GOJoven sought to improve?</td>
<td>▪ Knowledge and skills:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. How has GOJoven sought to improve organizational capacity and sustainability?</td>
<td>o Technical knowledge of ASRH/rights issues (e.g., teen preg., STIs, HIV/AIDS, gender roles, sexual diversity, healthy relationships, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. What changes have taken place in organizational capacity and sustainability that might be associated with GOJoven?</td>
<td>o Ability to build alliances between adults &amp; youth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. How have outcomes differed by country or by type of organization (e.g., public vs. private sector)?</td>
<td>o Ability to understand youth perspective &amp; include it in program development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. How have institutional, political, and/or cultural contexts affected the types of capacity-building pursued and the outcomes achieved?</td>
<td>o Ability to provide culturally appropriate services to young people</td>
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<td></td>
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<td>o Program/project design skills</td>
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<td>o Organizational assessment skills</td>
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<td></td>
<td>o Collaborative leadership skills</td>
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<td>o Negotiation skills</td>
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<td></td>
<td>o Fundraising skills</td>
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<td></td>
<td>o Networking/collaboration skills</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>▪ Commitment to ASRH and rights work (e.g., addition or expansion of programming and advocacy work in this area)</td>
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<tr>
<td></td>
<td></td>
<td>▪ Application of gender perspective in youth work</td>
<td></td>
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<td></td>
<td></td>
<td>▪ Inclusion of youth perspective in ASRH and rights programming and advocacy work</td>
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<td></td>
<td></td>
<td>▪ Application of ASRH and rights best practices (to programming, advocacy)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>▪ External funding sources/amounts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Networking/collaboration with other organizations/sectors (to further ASRH and rights, youth leadership)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Influence of fellows, specifically, on organizational capacity and commitment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>▪ Document review</td>
<td></td>
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<td></td>
<td></td>
<td>▪ Survey (alumni, organizations)</td>
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<tr>
<td></td>
<td></td>
<td>▪ MSC stories</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ GOJoven staff interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ LAP focus groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ IS project focus groups and interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Bellwether organization and opinion leader interviews</td>
<td></td>
</tr>
<tr>
<td>Level of Focus</td>
<td>Research Question</td>
<td>Indicator Categories</td>
<td>Methods</td>
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<td>----------------</td>
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</tbody>
</table>
| Community (Subregion within Country) | 4. How has GOJoven affected ASRH and rights at the community level?  
   a. What community-level ASRH and rights-related activities have been implemented by alumni and GOJoven-linked organizations?  
   b. Who/what have been the specific targets of these activities?  
   c. What changes in ASRH and rights-related attitudes, actions, program/service availability, and policies have occurred at the community level that might be associated with GOJoven?  
   d. How do community-level activities and their outcomes vary by country or region?  
   e. What specific institutional, national, political, and/or cultural contexts have affected the community-level activities pursued and the outcomes documented? | Among community/subregion constituents:  
   - Support (i.e., expression of opinions, time, funding, in-kind contributions) for ASRH and rights issues, programs, and services  
   - Availability of ASRH and rights programs/services  
   - Media exposure for GOJoven and GOJoven-associated projects, programs, and initiatives  
   - ASRH and rights-related policy changes at the community level  
   - Networking/collaboration among community constituents | Document review  
   - Survey (alumni, organizations)  
   - MSC stories  
   - GOJoven staff interviews  
   - LAP focus groups  
   - IS project focus groups and interviews  
   - Bellwether organization and opinion leader interviews |
| Country/Regional | 5. How have alumni and GOJoven-linked organizations been involved in promoting ASRH and rights at the national or regional level?  
   a. How have alumni and GOJoven-linked organizations been involved in national or regional ASRH and rights-related program or policy initiatives?  
   b. How do these activities vary by country?  
   c. What have been the outcomes of these program or policy initiatives? How are they associated with GOJoven?  
   d. What specific institutional, political, and/or cultural contexts have affected involvement of alumni and GOJoven-linked organizations in national or regional program or policy initiatives, and the associated outcomes? | At the country/regional level:  
   - Alumni and organizational activities at national/international levels  
   - Support (i.e., expression of opinions, time, funding, in-kind contributions) for ASRH and rights issues, programs, and services  
   - Availability of ASRH and rights programs/services  
   - Media exposure for GOJoven and GOJoven-associated projects, programs, and initiatives  
   - ASRH and rights-related policy changes  
   - Networking/collaboration nationally and across international boundaries | Document review  
   - Survey alumni, organizations)  
   - MSC stories  
   - GOJoven staff interviews  
   - LAP focus groups  
   - IS project focus groups and interviews  
   - Opinion leader and bellwether organization interviews |
Table 1. Research Questions, Subquestions, and Indicator Categories – continued

<table>
<thead>
<tr>
<th>Level of Focus</th>
<th>Research Question</th>
<th>Indicator Categories</th>
<th>Methods</th>
</tr>
</thead>
</table>
| Cross-Cutting/Summative | 6. What are the key lessons learned for GOJoven and promising practices for the broader field?  
   a. What have been the principal challenges to and key strengths of GOJoven implementation?  
   b. Which key outcomes seem to have been most fully realized by GOJoven?  
   c. In light of the evidence, how (if at all) should the GOJoven theory of change be revised?  
   d. What promising practices can be identified with regard to planning and implementing sexual and reproductive health and rights youth leadership development programs?  
   e. How might GOJoven most fruitfully conduct internal evaluation moving forward, in order to best document its outcomes?  
   f. What additional external evaluation questions might be fruitfully addressed in a future study? | [No indicator categories]                      | ▪ All data sources noted above |
The ICCs were selected by the external evaluation director through a competitive application process in which 14 GOJoven alumni and in-country staff applied. Criteria for selection included degree and quality of GOJoven participation, connections with other in-country organizations working in ASRHR, experience and interest in evaluation, evidence of key skills (e.g., communication and organizational skills), and access to the technologies required to do the work. For the Belizean ICC, oral and written fluency in both English and Spanish were also required. Gender balance among the ICCs was also considered (i.e., the group should include at least one female and at least one male). The external evaluation director reviewed applications, obtained input from the GOJoven Director at PHI and the GOJoven Country Representatives, and interviewed finalist candidates by phone or Skype.

The selected ICCs included Nancy Leiva (2009 Fellow, Belize); Esther Barajas (2006 Fellow, Guatemala); Ivonne Díaz del Valle Oliva (2007 Fellow, Honduras); and Justo Rojas López (2009 Fellow, Mexico). The ICCs developed maps that showed the territorial subdivisions that the 2004-2011 cohorts hailed from (see Appendix A) and assisted with many aspects of protocol and instrument development, data collection, and data entry, described in further detail below. From the perspective of J. Solomon Consulting, ICC participation in the evaluation did enhance the evaluation processes and products as intended.

III. Data Collection Methods, Instruments, and Participants

As was noted above, the external evaluation research methods included a mix of quantitative, qualitative, and participatory approaches. The data collection methods and their associated instruments and participants are discussed in this section.

III.A. Systematic Document Review

The systematic document review, a qualitative evaluation approach, involved analysis of 204 documents created for purposes other than the external evaluation during the period January 2004 to February 2012. A breakdown of the categories of documents included and the number of documents in each category is provided in Table 2 (below). It should be noted that several other types of documents (e.g., PHI Fellow directories, PHI proposals to Summit) were used for additional evaluation purposes, such as identifying alumni and organizations to survey and tabulating PHI’s programmatic output targets for GOJoven, but were not part of the systematic qualitative analysis.

III.B. Collection of New Data

The external evaluation team also collected multiple types of new data, with ICC assistance. A summary of the participants (i.e., human subjects) in each data collection method is provided in Table 3 (below). Per standard human subjects protection procedures, all human subjects were told that their participation was voluntary, they could skip any question that they did not wish to answer, and their identities would be kept strictly confidential (i.e., no names or other uniquely identifying information would be associated with their responses in reports or presentations, without explicit permission). Audio recordings were made only with participants’ consent and were shared only with the external evaluation team.
Table 2. External Evaluation Systematic Document Review*

<table>
<thead>
<tr>
<th>Type of Document</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw data</td>
<td>Raw data collected prospectively through internal evaluation activities (e.g., alumni surveys, interviews with alumni’s organizations)</td>
<td>17</td>
</tr>
<tr>
<td>PHI reports</td>
<td>PHI annual and phase reports to Summit</td>
<td>45</td>
</tr>
<tr>
<td>LAP Reports</td>
<td>LAP Final reports were reviewed when available. When they were not available, interim reports were reviewed if available.</td>
<td>24</td>
</tr>
<tr>
<td>IS Project Reports</td>
<td>IS Project Final reports were reviewed when available. When they were not available, interim reports were reviewed if available.</td>
<td>40</td>
</tr>
<tr>
<td>Media Coverage</td>
<td>Available coverage of GOJoven, as well as ASRHR issues in which GOJoven Fellows were involved as authors, reporters, or interviewees.</td>
<td>66</td>
</tr>
<tr>
<td>Other documents</td>
<td>PHI newsletters, Sustainability Committee meeting minutes, internal evaluator’s analysis and report documents, overview of GOJoven’s peer mentoring program</td>
<td>12</td>
</tr>
</tbody>
</table>

**TOTAL:** 204

* This list includes only documents created for purposes other than the external evaluation.

Table 3. Participants (Human Subjects) Involved in New Data Collection

<table>
<thead>
<tr>
<th>Method</th>
<th>Participants per Country (N)</th>
<th>Total N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Belize</td>
<td>Guatemala</td>
</tr>
<tr>
<td>a. Alumni survey</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>b. Organizational survey</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>c. MSC stories</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>d. MSC large-group discussions</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>e. LAP team group interviews</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>f. LAP beneficiary interviews</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>g. IS Project interview participants</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h. In-country GOJoven staff interviews</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i. GOBelize Board focus group</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>j. Key opinion leader/bellwether organization interviews</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

* Due to challenging cohort dynamics, two members of the cohort opted to participate in a group interview and two additional members opted to briefly speak separately with the external evaluation director.

** One of these interviews was conducted via Skype with a KOL based in Mexico City.
III.B.1. Survey of Alumni Fellows

The external evaluation team developed a Spanish-language survey for alumni from the 2004-2010 cohorts\(^1\) that focused on key individual-level outcome indicators. The majority of the measures were grouped as follows (see Appendix D for the survey):

- Demographic and work profile (seven multiple choice and short-answer items)
- Leadership capacities (23 Likert-type items)
- Knowledge and skills in ASRHR (eight Likert-type items)
- Commitment to ASRHR (eight Likert-type items)
- Application of knowledge and skills to personal life (nine Likert-type items)
- Application of knowledge and skills to work and further education (18 Likert-type items)

At the end of the survey, several narrative questions asked participants to describe any (other) positive or negative effects of GOJoven on: their work or lives; organizations that they have worked for; and their communities. Respondents were also invited to indicate what GOJoven could do to have more positive effects on Fellows, organizations, and communities.

The external evaluation team developed the initial survey draft, which leveraged previous PHI internal evaluation surveys, and then obtained input from Summit, PHI, and the ICCs. The final survey was made available in two main formats. First, a *pen-and-paper version* was administered to alumni who attended the four GOJoven National Meetings held in January and February 2012. At each meeting, the ICC provided instructions and distributed and collected the surveys, according to a protocol developed by the external evaluation team.

The external evaluation team also programmed a *web-based version* of the survey through SurveyMonkey (http://www.surveymonkey.com) and developed an outreach cover email with ICC input. The ICCs sent the email to all living, non-expelled alumni who (a) still had permanent residency in their home country and (b) had not completed the pen-and-paper version of the survey. The web-based survey was made available during a four-week period. The evaluation team provided the ICCs with frequent updates on respondents so that they could follow up by email and phone with non-responders. In addition, the ICCs entered the pen-and-paper survey data into the online version of the survey, so that the data would be available for analysis by the external evaluation team.

Overall, attempts were made to survey 113 alumni; 88 submitted a survey, for a 77.9% response rate. Of the 88 surveys, 59 (67.0%) were completed via pen-and-paper and 28 (31.8%) were completed online; one additional survey (1.1%) was completed via email.\(^2\) Selected background characteristics of respondents are summarized in Table 4 (below). In brief, Belizeans comprised the smallest percentage of respondents (20.5%), which was not surprising given that Belize did not have a 2010 Fellow cohort. Mexico had the largest percentage of respondents (30.7%). More females than males completed the survey (54.0% vs. 44.8%). The 2004 cohort represented the smallest percentage of respondents (9.2%), and the 2009 cohort represented the largest percentage (19.5%). The distribution of the respondents (N=88) and the population from which they were drawn (N=113) are not statistically different by country, cohort, or gender (in all cases, \(p>0.76\)).

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\(^1\) Since Belize did not have a 2010 cohort, in Belize only the 2004-2009 cohorts were included in the alumni survey.

\(^2\) The sum of these percentages does not add up to exactly 100% because of rounding.
Table 4. Selected Background Characteristics Of Alumni Survey Respondents (N=88)*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Country</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belize</td>
<td>18</td>
<td>20.5</td>
</tr>
<tr>
<td>Guatemala</td>
<td>22</td>
<td>25.0</td>
</tr>
<tr>
<td>Honduras</td>
<td>21</td>
<td>23.9</td>
</tr>
<tr>
<td>Mexico</td>
<td>27</td>
<td>30.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>GOJoven Cohort</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>8</td>
<td>9.2</td>
</tr>
<tr>
<td>2005</td>
<td>13</td>
<td>14.9</td>
</tr>
<tr>
<td>2006</td>
<td>14</td>
<td>16.1</td>
</tr>
<tr>
<td>2007</td>
<td>11</td>
<td>12.6</td>
</tr>
<tr>
<td>2008</td>
<td>12</td>
<td>13.8</td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>19.5</td>
</tr>
<tr>
<td>2010</td>
<td>12</td>
<td>13.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td>54.0</td>
</tr>
<tr>
<td>Male</td>
<td>39</td>
<td>44.8</td>
</tr>
<tr>
<td>Transgender</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

* For each survey item, percentages may not add up to exactly 100% because of rounding.

III.B.2. Survey of GOJoven-linked Organizations

The external evaluation team also developed a web-based survey for organizations that met one or both of the following criteria:

1) At least one 2004-2010 cohort alumni had worked (for pay or as volunteers) or studied at the organization for at least one year after becoming a Fellow.³

2) The organization had implemented at least one IS Project, with a GOJoven IS Project grant, during the period 2006-2009.⁴

³ The team further specified that the (few) organizations whose only alumni fit the criteria but were now deceased would be included; however, the (few) organizations whose only alumni had been expelled from GOJoven would not be included, given sensitivities around the causes of the expulsions.

⁴ GOBelize received an IS Project grant in January 2011; it was not included in the IS survey but did participate in a focus group, per below. Organizations that received 2011 IS grants (and neither met inclusion criterion [a] nor had a previous IS Project grants) were not included in the organizational survey, as they had either not yet completed their projects or had just submitted their final reports.
The external evaluation team compiled a list of organizations eligible to participate in the survey and their key contact people, using PHI’s annual GOJoven directories. PHI staff reviewed the list and provided additional input.

The survey, made available in both Spanish and English, focused on indicators at multiple levels (primarily individual, organizational, community). The majority of the measures were grouped into the following survey sections (see Appendices E-F for the survey):

- Respondent background and organizational profile (five main multiple choice and short-answer items, some with sub-items)
- Effects of Fellow(s) on the organization’s capabilities or activities (ten Likert-type items and one narrative item) and on the communities or target populations served by the organization (six Likert-type items and one narrative item)
- Extent to which Fellow is seen as a leader locally, nationally, and internationally (four Likert-type items)
- Effects of IS Workshop(s) on the organization’s capabilities or activities (12 Likert-type items and one narrative item)
- Effects of IS Project(s) on the organization’s capabilities or activities (12 Likert-type items and one narrative item) and on the communities or target populations served by the organization (six Likert-type items and one narrative item)

At particular points in the survey, respondents were asked to indicate whether their organization had had at least one Fellow, whether any of their staff had participated in at least one IS Workshop, and whether their organization had ever implemented a GOJoven IS Project. Depending on the response to each question, the survey was programmed to present or skip the questions addressing the respective GOJoven component. At the end of the survey, several narrative questions asked participants to describe any other ways GOJoven has affected the respondent’s organization and community and to provide any other comments about GOJoven.

The external evaluation team developed the initial Spanish and English survey drafts and then obtained input from Summit, PHI, and the ICCs. The final versions were made available via SurveyMonkey during a six-week period. The external evaluation team provided the ICCs with a protocol for reaching out to each eligible organization by phone, to identify the one person (e.g., director of the organization, direct supervisor of a Fellow) who would be the most qualified to complete the survey on behalf of the organization (with input from colleagues, if desired). In the case of governmental agencies or universities that had had Fellows in different departments within the institution, one person from each applicable department was asked to complete a survey. In some cases, a person who no longer worked for the organization was deemed the best potential survey respondent, and that person was therefore contacted.

The ICCs sent a cover email with instructions and an individualized survey link to each potential survey respondent who agreed by phone to complete the survey. The external evaluation team provided the ICCs with frequent updates on respondents so that they could follow up by email and/or phone with non-responders. The ICCs made multiple attempts to contact each organization.

Overall, attempts were made to survey 182 organizational representatives; 53 submitted a survey, for a 29.1% response rate. Despite the best efforts of the ICCs, a number of challenges precluded a higher response rate. The principal challenges included: (a) closure of organizations; (b) non-functional phone
numbers and email addresses (and no organizational website with updated contact information); (c) organizational staff turnover, resulting in no current staff with familiarity with GOJoven Fellows and/or IS Projects; and (d) lack of Internet access among organizations (a particular problem in eastern Honduras' Gracias a Dios Department). Staff turnover was also responsible for a relatively high rate of “don’t know” responses (10-20% or even higher) for some Likert-type questions and open-ended items.

Selected background characteristics of organizational survey respondents and the organizations they responded for are summarized in Table 5 (below). In brief, Honduras comprised the lowest percentage of respondents (20.8%) and Guatemala the highest (28.3%). Over four-fifths of respondents (88.7%) answered the survey on behalf of the organization at which they currently work, while 11.3% responded on behalf of an organization they used to work for. Secular NGOs operating in only one country and schools were the most common types of organizations that responded, at 35.8% and 28.3% of respondents, respectively. Other government organizations were the next most common type of organization to respond, at 11.3% of respondents. Only one of each of the following types of organizations responded: clinic/hospital, religious organization, and unincorporated organization/community group.

Table 5. Selected Characteristics of Organizational Survey Respondents (N=53)*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Country</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belize</td>
<td>14</td>
<td>26.4</td>
</tr>
<tr>
<td>Guatemala</td>
<td>15</td>
<td>28.3</td>
</tr>
<tr>
<td>Honduras</td>
<td>11</td>
<td>20.8</td>
</tr>
<tr>
<td>Mexico</td>
<td>13</td>
<td>24.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Organization for Which Completing Survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent’s current organization</td>
<td>47</td>
<td>88.7</td>
</tr>
<tr>
<td>Respondent’s former organization</td>
<td>6</td>
<td>11.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Type of Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>15</td>
<td>28.3</td>
</tr>
<tr>
<td>Clinic/hospital</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Other government entity</td>
<td>6</td>
<td>11.3</td>
</tr>
<tr>
<td>Secular NGO operating only in own country</td>
<td>19</td>
<td>35.8</td>
</tr>
<tr>
<td>International organization</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>Religious organization</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Unincorporated organization/community group</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Media organization**</td>
<td>4</td>
<td>7.5</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>7.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

* For each survey item, percentages may not add up to exactly 100% because of rounding.
** “Media organization” was not an answer option in the survey, but since four of the eight organizations that checked “other” wrote in that they were media organizations, this category has been included in the data presentation.
III.B.3. Collection and Discussion of Most Significant Change Stories

The Most Significant Change (MSC) technique involves the collection, validation, and systematic selection of “stories of change” to use in determining key program outcomes (Davies & Dart, 2005; Serrat, 2009). It creates space for program stakeholder discussion and reflection, and as such, is particularly useful for uncovering unexpected outcomes and identifying evocative examples of change. The external evaluation employed elements of the MSC technique—specifically, the collection and discussion of key stores of change involving GOJoven. With ICC input, the external evaluation team developed instructions for GOJoven Fellows and in-country staff to write and share brief narratives exemplifying key changes in which GOJoven played a part. The instructions asked respondents to think about changes at the individual (Fellow), peer/family, organizational, community, and national/regional levels, but to focus their written narratives at levels other than the individual. The ICCs emailed the instructions to Fellows and in-country staff in advance of their respective January or February 2012 National Meetings. Respondents were asked to email their narratives to their respective ICC prior to their National Meeting, but opportunities were also provided at the National Meetings for stories to be written and submitted.

Fifty-six responses were received. A breakdown of the levels addressed by the stories is shown in Table 6. Most focused at least in part on the individual level, despite the request that other levels be addressed.

Table 6. Levels Addressed by MSC Stories (N=56)*

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>56</td>
</tr>
<tr>
<td>Peer/family**</td>
<td>16</td>
</tr>
<tr>
<td>Organizational</td>
<td>15</td>
</tr>
<tr>
<td>Community</td>
<td>23</td>
</tr>
<tr>
<td>National/Regional</td>
<td>4</td>
</tr>
</tbody>
</table>

* Some submissions addressed more than one level.  
** Includes neighbors.

At each National Meeting, the ICC posted the narratives from the respective country for reading by all meeting participants. Meeting participants also had the opportunity to submit written comments on the narrative via a comment box. (Belize was the only country in which some participants submitted comments.) During each meeting, the ICC also facilitated a 1-1.5 hour large-group discussion about the MSC associated with GOJoven at the individual, peer/family, organizational, community, and national/regional levels. The discussion followed a protocol developed by the external evaluation team with ICC input. Collectively, the facilitated discussions included 88 Fellows and in-country GOJoven staff. The external evaluation director attended all four National Meetings and audio-recorded and took notes on these discussions. For story-writers who were present at the National Meetings, she gave each a wallet-sized “condom hot tips” card (in English or Spanish, as appropriate) as a thank-you for their contribution.5

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5 The cards were purchased from ETR Associates (http://www.etr.org), a well-respected publisher of health education materials.
III.B.4. Focus Groups and Interviews

The external evaluation director conducted, took notes, and audio-recorded the following one-hour focus groups and interviews during a four-week field visit to the GOJoven countries in January to February 2012:

- Four group interviews (one per country) with LAP teams that had already completed their LAPs; a total of 12 alumni participated in these groups.
- Four interviews (one per country) with non-Fellow collaborators or beneficiaries of the LAPs that participated in the LAP group interviews; a total of six people participated in these activities.
- Four interviews (one per country) with organizational IS Project representatives; a total of five people participated in these activities.
- Four interviews (one per country) with a total of five in-country GOJoven staff.
- One focus group with six GOJoven alumni Board members of GOBelize, the NGO that has recently assumed management of GOJoven Belize.
- Twenty-three interviews with a total of 28 key opinion leaders (KOLs) and representatives of ASRHR bellwether organizations (BOs) in the GOJoven countries. One additional interview was also conducted via Skype with one KOL/BO after the external evaluation director returned to the U.S. The KOL/BO interviews collectively represented NGOs, international NGOs, governmental agencies, United Nations subsidiary entities, and (in one case each) a school and a foreign entity.

The evaluation project director gave youth who participated in interviews or the focus group a World AIDS Day condom carrying case (with a Spanish/English bilingual condom use instructional insert) as a token of appreciation.7

The LAP teams and IS Projects that participated in interviews were selected by the external evaluation director, based on a review of LAP and IS Project final reports and input from the GOJoven internal evaluator, PHI, and Summit. The selected projects were not intended to be representative of all LAPs and IS Projects, but to be a convenience sample that had experienced diverse successes and challenges. LAP beneficiary interviewees were identified by ICCs through discussion with the respective LAP teams about who might be available and interested to participate in an interview.

KOLs and BOs also constituted a convenience sample selected with input from the GOJoven internal evaluator, PHI, and Summit. The mix of KOLs/BOs in each country was designed to reflect diverse types of organizations based in different geographic areas of the country (or state, in the case of Quintana Roo).

IV. Data Analysis Methods

The evaluation team conducted a variety of types of analyses, according to the data sources:

- Document Review and MSC stories: The external evaluation team developed a set of analytic codes that reflected the principal research questions and associated outcome indicators. The qualitative analysis software program NVivo was used to code information in the documents and stories to these categories and to run analytic queries that retrieve coded information at the intersection of categories

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6 An ASRHR bellwether organization (BO) leads or influences trends in ASRHR policy and/or programming in its country (or State, in the case of BOs in Quintana Roo).
7 The condom carrying cases with inserts were purchased from Total Access Group (http://www.totalaccessgroup.com/).
and by data source characteristics. These queries were used to identify and describe themes in the data, identify patterns of variation by country and subgroups, and support the development of hypotheses about promising practices.

- **Alumni and organizational surveys:** The external evaluation team used Excel to calculate frequency distributions and perform selected cross-tabulations. In these analyses, missing data were excluded from the denominators before the calculations were performed. For the alumni survey, the sample size and data distribution also permitted comparison of findings by country, gender, and cohort, and survey type (pen-and-paper vs. web-based). For scaled (numeric) survey questions, a Student’s t-test was conducted to assess whether various subgroups (e.g., males vs. females) were statistically equivalent. For questions with categorical answer choices, Pearson’s chi-squared test was used. Statistical significance was set at p<0.05. The open-ended survey items were analyzed qualitatively, using a thematic coding matrix.

- **MSC group discussions, interviews, and focus group:** The external evaluation team developed a set of coding matrices that reflected the research questions and then reviewed the audio recordings and notes taken by the evaluation project director and manually coded the data to the matrix cells.

The NVivo queries, Excel data tables, and thematic matrices were then used to develop thematic memos focused on the research questions. The memos triangulated multiple data sources to identify the principal findings best supported by the data; they also included author commentary, and specific examples, including quotes. At least two team members reviewed each memo, so that key patterns and themes could be identified iteratively, and differences of viewpoint among team members resolved. The memos served as the basis for the final report write-up.

**V. Study Limitations**

The evaluation design and methods had a number of important limitations. These include the following:

- The largely retrospective design precluded comprehensive pre/post assessments at the individual, organizational, community, and national/regional levels.

- The lack of a comparison group precluded assessment of outcomes in the absence of GOJoven. For example, we cannot say definitively whether, in the absence of GOJoven, Fellows and organizations would have engaged in behaviors similar to or different from those documented in the evaluation.

- Convenience sampling for interviews and focus group precluded generalization of findings to the larger populations from which the samples were drawn. For example, we cannot assume that the perspectives of the KOLs/BOs that were interviewed represent the perspectives of all KOLs/BOs in ASRHR in each GOJoven country or in the region as a whole.

- The organizational survey’s relatively low response rate and relatively high rate of “don’t know” responses precluded generalization of the organizational survey findings to the larger population of organization from which participants were drawn.

- Although the ICCs provided input to the alumni and organizational surveys, the lack of resources to conduct full pilots of the evaluation instruments prior to deploying them in the field may have resulted in question wording issues that affected the data in unknown ways.
An additional challenge for any evaluation in which respondents participate voluntarily is *self-selection bias*. It is possible that persons who chose to participate in the evaluation differed in important ways from those who did not. For example, those who agreed to participate may have had stronger positive or negative feelings about GOJoven than those who did not. (Given the relative paucity of strongly negative comments, the former is more likely than the latter.) Finally, any evaluation that includes self-report data has the potential challenge of *social desirability bias*, the tendency for evaluation participants to respond in a way that they believe will be pleasing to others—for example, exaggerating the positive aspects of a program to please program staff.

The evaluation team took steps to reduce potential self-selection and social desirability biases by using the ICCs to encourage high participation rates; by emphasizing (and having the ICCs emphasize) that all viewpoints were welcome and important; and by assuring confidentiality of the data (i.e., that participants’ names would not be associated with their responses).

In spite of the limitations noted above, the available data yielded multiple robust findings concerning outcomes, challenges, and promising practices. In particular, the opportunity to draw on multiple quantitative and qualitative data sources and triangulate findings was a strength of the methodology.
APPENDIX D.
ALUMNI SURVEY (SPANISH)
Cuestionario para Egresados/as de GOJoven, 2004-2010
Enero/Febrero 2012

El propósito de este cuestionario es ayudar al equipo de la evaluación externa, y a todos/as los/las que están afiliados/as con GOJoven, a entender los efectos del programa, según la perspectiva de los egresados/as. Las respuestas al cuestionario serán confidenciales—es decir, la información proveída nunca será reportada en una forma que pueda identificar al (o a la) encuestado/a.

Recuerda que estamos evaluando el Programa GOJoven y no a los/las participantes. Te pedimos que contestes las preguntas honestamente. Tus respuestas honestas nos ayudarán a documentar los efectos del programa y mejorar GOJoven para futuras generaciones. Te agradecemos por tu esfuerzo, retroalimentación, y cooperación.

A. Tu Perfil

1. Por favor marca el año que fuiste aceptado/a como becario/a de GOJoven. (Marca una sola respuesta.)
   ___ 2004   ___ 2008
   ___ 2005   ___ 2009
   ___ 2006   ___ 2010
   ___ 2007

2. Por favor indica tu país. (Marca una sola respuesta.)
   ___ Belice   ___ Honduras
   ___ Guatemala   ___ (Quintana Roo) México

3. Por favor marca tu género:
   ___ Femenino
   ___ Masculino
   ___ Transgénero

4. Por favor indica tu etnia o cultura. (Puedes marcar más de una opción.)
   ___ Mestizo/a o Ladino/a
   ___ Indígena
   ___ Garífuna
   ___ Creole
   ___ Otra (escribe:__________________________)
   ___ Ninguna

5. Actualmente, ¿estás trabajando en temas relacionados con la salud y derechos sexuales y reproductivos (SDSR) de los/las jóvenes? (Puedes marcar más de una opción.)
   ___ Estoy trabajando directamente en la SDSR de los/las jóvenes, y recibo un sueldo/pago por este trabajo
   ___ Estoy trabajando en otro sector por un sueldo/pago, pero incorporo SDSR de los/las jóvenes en mi trabajo cuando es posible y apropiado
   ___ Estoy trabajando en plan voluntario (sin sueldo/pago) en algo relacionado con la SDSR de los/las jóvenes
   ___ Estoy buscando empleo que me permita trabajar en algo relacionado con la SDSR de los/las jóvenes
   ___ No estoy trabajando actualmente en nada relacionado con la SDSR de los/las jóvenes, ni estoy buscando empleo que me permita trabajar en algo relacionado con la SDSR de los/las jóvenes
   ___ Otro (escribe:_________________________________________________________________
Actualmente, ¿estás estudiando en algún programa o curso? (Marca una sola respuesta.)

___ Sí
___ No (Pasa a la pregunta 7)

6a. Si contestaste sí a la pregunta 6, ¿en qué tipo de programa o curso estás estudiando actualmente? (Por ejemplo, secundaria, preparatoria, carrera técnica, pregrado, licenciatura, maestría, certificado, etc.) Por favor escribe tu respuesta:

__________________________________________________________

7. ¿En cuáles de las siguientes actividades de GOJoven has participado? (Puedes marcar más de una opción.)

___ Implementación del Plan de Acción de Liderazgo (PAL) de tu generación
___ Proyecto de Fortalecimiento Institucional (con fondos por medio de GOJoven)
___ Capacitación de Capacitadores (CDC) (estás cursando la CDC ahora o eres egresado/a de la CDC)
___ Participación en el comité que selecciona becarios/as nuevos/as
___ Organización/Implementación de orientación para becarios/as nuevos/as
___ Facilitación de una capacitación de GOJoven (para becarios/as)
___ Mentoring para otros/as becarios/as
___ Creación de historias digitales de GOJoven
___ Beca Académica de GOJoven
___ Asistencia a una conferencia o congreso profesional, con gastos pagados en parte o en total por GOJoven
___ Presentación o ponencia en una conferencia o congreso profesional, con gastos pagados en parte o en total por GOJoven
___ Cargo de Representante de País

(Por favor pasa a la próxima página....)
Para las Secciones B-C, por favor marca el número de la respuesta más apropiada para cada frase para contestar la pregunta: ¿Qué tanto ha influído GOJoven en aumentar tu capacidad de liderazgo en las siguientes áreas? Las opciones de respuesta son: 1 = Nada; 2 = Un poco; 3 = Algo; 4 = Mucho.

### B. Capacidad de Liderazgo

<table>
<thead>
<tr>
<th>¿Qué tanto ha influido GOJoven en aumentar tu capacidad de liderazgo en las siguientes áreas?</th>
<th>Nada</th>
<th>Un poco</th>
<th>Algo</th>
<th>Mucho</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reconocer tus propias parcialidades y prejuicios</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Reconocer tus fortalezas y retos como líder / lideresa</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Tener auto-confianza en tus habilidades como líder / lideresa</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Desarrollar liderazgo en otros/as</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Entender el sistema socio-político de su comunidad y país y saber cómo trabajar en esos contextos para mejorar la salud y/o derechos sexuales y reproductivos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Comunicar al nivel interpersonal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Hacer oratoria pública</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Pensar estratégicamente y críticamente</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Negociar conflictos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Resolver problemas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Formar equipos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Trabajar en equipo</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Tomar en cuenta las opiniones e ideas de otros/as al tomar decisiones</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Contribuir tus ideas y opiniones a otros/as para influir en decisiones</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Dar retroalimentación a colegas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Recibir retroalimentación de colegas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Movilizar recursos humanos, financieros, y materiales para la implementación de programas y proyectos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. Desarrollar proyectos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. Gestionar fondos para proyectos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. Formar alianzas estratégicas con personas o grupos de diversos intereses, ideologías, o enfoques</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. Trabajar con los medios de comunicación masivos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. Valorar la diversidad cultural y étnica</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. Valorar la diversidad sexual</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
C. Salud y Derechos Sexuales y Reproductivos de los/las Jóvenes (SDSRJ)

<table>
<thead>
<tr>
<th>¿Qué tanto ha influido GOJoven en aumentar tu conocimiento y capacidad en SDSRJ, en las siguientes áreas?</th>
<th>Nada</th>
<th>Un poco</th>
<th>Algo</th>
<th>Mucho</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tener conocimiento de aspectos técnicos de la SDSRJ y la planificación familiar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Abrirte a perspectivas divergentes sobre SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Reconocer el importante papel del género en la SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Reconocer la importancia de la diversidad sexual en la SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Formar una visión sobre SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Comunicar con confianza tu visión sobre la salud y los derechos sexuales y reproductivos a los/las jóvenes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Comunicar con confianza tu visión sobre la SDSRJ a los/las directores de tu organización</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Tener conocimiento de las “mejores prácticas” (según la evidencia científica) en programas, servicios, y actividades para avanzar la SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Para las Secciones D-G, por favor marca la respuesta más apropiada para indicar qué tanto estás de acuerdo o en desacuerdo con cada frase. Las opciones de respuesta son: 1 = Muy en desacuerdo; 2 = Un poco en desacuerdo; 3 = Ni en desacuerdo ni de acuerdo; 4 = Un poco de acuerdo; 5 = Muy de acuerdo.

D. Compromiso con la Salud y los Derechos Sexuales y Reproductivos (SDSR)

<table>
<thead>
<tr>
<th></th>
<th>Muy en desacuerdo</th>
<th>Un poco en desacuerdo</th>
<th>Ni en desacuerdo ni de acuerdo</th>
<th>Un poco de acuerdo</th>
<th>Muy de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mi trabajo en SDSRJ está motivado en parte por mi deseo de devolver algo a la comunidad.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Trabajar en SDSRJ inspira el mejor rendimiento de mí.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Siento poca lealtad al trabajo en SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Aunque acutalmente mi trabajo/estudios en SDSRJ está(n) limitado(s), espero enfocarme más en SDSRJ en el futuro</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Entiendo cómo mi trabajo contribuye a mejorar la SDSRJ en mi país</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. La decisión a trabajar en SDSRJ fue un error de mi parte</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. No hay mucho que se puede obtener por trabajar en SDSRJ durante toda mi carrera laboral</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Para mí es importante trabajar en SDSRJ, independientemente de mi posición o empleador específico</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### E. Aplicación de Tus Conocimientos y Habilidades a Tu Vida Personal

<table>
<thead>
<tr>
<th></th>
<th>Muy en desacuerdo</th>
<th>Un poco en desacuerdo</th>
<th>Ni en desacuerdo ni de acuerdo</th>
<th>Un poco de acuerdo</th>
<th>Muy de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Debido a GOJoven, he dialogado con mi familia sobre la SDSRJ más a menudo.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Debido a GOJoven, mis diálogos con mi familia sobre la SDSRJ han sido más fructíferos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Por haber aplicado lo que he aprendido en GOJoven, mi relación con mis papás, hermanos/as, o abuelos/as se ha empeorado</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Debido a GOJoven, he dialogado con mis amigos/as sobre la SDSRJ más a menudo</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Debido a GOJoven, mis diálogos con mis amigos/as sobre la SDSRJ han sido más fructíferos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Por haber aplicado lo que he aprendido en GOJoven, mis relaciones con mis amigos/as se han empeorado</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. He aplicado nuevos conocimientos de la SDSRJ aprendidos en GOJoven a mi vida personal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Debido a GOJoven, me siento más cómodo/a con mi sexualidad</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Por haber aplicado lo que he aprendido en GOJoven, mi relación con mi novio/a o pareja se ha empeorado</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### F. Aplicación de Tus Conocimientos y Habilidades a Colaboraciones

<table>
<thead>
<tr>
<th></th>
<th>Muy en desacuerdo</th>
<th>Un poco en desacuerdo</th>
<th>Ni en desacuerdo ni de acuerdo</th>
<th>Un poco de acuerdo</th>
<th>Muy de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Debido a GOJoven, he participado en redes o colaboraciones entre organizaciones, a nivel local, para promover la SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Debido a GOJoven, he creado nuevas redes o colaboraciones entre organizaciones, a nivel nacional, para promover la SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Debido a GOJoven, he creado nuevas redes o colaboraciones entre organizaciones, a nivel internacional, para promover la SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Por mis experiencias en GOJoven, me siento desilusionado/a con las colaboraciones con otras organizaciones</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Por mis experiencias en GOJoven, prefiero hacer algo solo/a que trabajar en equipo</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
G. Aplicación de Tus Conocimientos y Habilidades a Tu Trabajo y a Tu Educación

<table>
<thead>
<tr>
<th></th>
<th>Muy en desacuerdo</th>
<th>Un poco en desacuerdo</th>
<th>Ni en desacuerdo ni de acuerdo</th>
<th>Un poco de acuerdo</th>
<th>Muy de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Debido a GOJoven, he hecho un análisis de los problemas de la SDSRJ en mi comunidad</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Debido a GOJoven, he desarrollado un plan estratégico relacionado con la SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Debido a GOJoven, he incrementado la aplicación de las “mejores prácticas” (según la evidencia científica) a mi trabajo en SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Por haber aplicado lo que he aprendido en GOJoven, mi relación con mi jefe/a (actual o anterior) se ha empeorado</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Debido a GOJoven, he encabezado, o ayudado a encabezar, la organización social en SDSRJ en mi comunidad</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Debido a GOJoven, he promovido la SDSRJ con los medios masivos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Por las oportunidades otorgadas por GOJoven, he capacitado a otros/as en SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Por las oportunidades otorgadas por GOJoven, soy mejor capacitador/a en SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Por haber aplicado lo que he aprendido en GOJoven, fui despedido/a de mi trabajo, porque no se valoraba lo que yo había aprendido</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Como beneficio de mi participación en GOJoven, he ascendido a cargos con mayor influencia o responsabilidad en una organización</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Como beneficio de mi participación en GOJoven, he conseguido trabajo en otra organización donde me han dado cargos con mayor influencia o responsabilidad</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Debido a GOJoven, he abogado por políticas a favor de SDSRJ a nivel local</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Debido a GOJoven, he abogado por políticas a favor de la SDSRJ a nivel nacional</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Debido a GOJoven, he abogado por políticas a favor de la SDSRJ a nivel internacional</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Por mis experiencias en GOJoven, he dejado mis esfuerzos de abogacía a favor de la SDSRJ, porque no han sido fructíferos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Por mis experiencias en GOJoven, decidí (o he decidido) hacer estudios relacionados con SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Por mis experiencias en GOJoven, he decidido explorar opciones laborales que no estén relacionadas con la SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. Debido a GOJoven, yo estoy más dedicado/a a la SDSRJ</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
H. Efectos de GOJoven a Múltiples Niveles y Recomendaciones para el Futuro

Si necesitas más espacio para escribir tus respuestas a las preguntas abajo, por favor usa la parte de atrás de esta hoja.

1. Efectos en Ti

a. ¿Ha habido algún efecto o cambio (positivo o negativo) en tu trabajo o en tu vida, debido a tu participación en GOJoven?  (Marca una sola respuesta.)
   ___ Sí
   ___ No (Pasa a la pregunta 1c)

b. Si contestaste sí a la pregunta 1a, por favor describe en 1-2 frases qué cambio(s) o efecto(s) has experimentado.
   __________________________________________________________________________________________________________________________________
   __________________________________________________________________________________________________________________________________

   c. En 1-2 frases, por favor describe algo específico que GOJoven podría hacer—o hacer diferente—para tener más efectos positivos en ti y en los otros/as becarios/as.
   __________________________________________________________________________________________________________________________________
   __________________________________________________________________________________________________________________________________

2. Efectos en Organizaciones

a. ¿Ha habido algún efecto o cambio (positivo o negativo), debido a GOJoven, en alguna organización con la cual has trabajado?  (Un efecto o cambio podría tener que ver con los conocimientos o actitudes del personal, los servicios, las políticas, etc.)  (Marca una sola respuesta.)
   ___ Sí
   ___ No (Pasa a la pregunta 2c)

b. Si contestaste sí a la pregunta 2a, por favor describe en 1-2 frases qué cambio(s) o efecto(s) ha(n) habido el la organización (o las organizaciones), debido a GOJoven.
   __________________________________________________________________________________________________________________________________
   __________________________________________________________________________________________________________________________________
   __________________________________________________________________________________________________________________________________

   c. En 1-2 frases, por favor describe algo específico que GOJoven podría hacer—o hacer diferente—para tener más efectos positivos en las organizaciones vinculadas con el programa.
   __________________________________________________________________________________________________________________________________
   __________________________________________________________________________________________________________________________________
   __________________________________________________________________________________________________________________________________

3. Efectos en Comunidades

a. ¿Ha habido algún efecto o cambio (positivo o negativo) en tu comunidad, debido a GOJoven?  (Un efecto o cambio podría tener que ver con los servicios disponibles, los conocimientos o actitudes entre jóvenes o padres de familia, las políticas públicas, etc.)  (Marca una sola respuesta.)
   ___ Sí
   ___ No (Pasa a la pregunta 3d)
b. Si contestaste sí a la pregunta 3a, por favor describe en 1-2 frases qué cambio(s) o efecto(s) ha(n) habido en tu comunidad, debido a GOJoven.

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c. Por favor explica en 1-2 frases cómo sabes que GOJoven ha tenido este(os) efecto(s) — o sea, ¿qué evidencia o pruebas existen?

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d. En 1-2 frases, por favor describe algo específico que GOJoven podría hacer — o hacer diferente — para tener más efectos positivos en comunidades locales.

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¡Muchas gracias por haber completado el cuestionario y por tu participación en la evaluación de GOJoven!
APPENDIX E.
ORGANIZATIONAL SURVEY (SPANISH)
Cuestionario para organizaciones que han tenido una afiliación con GOJoven
[Programado en línea]

El propósito de este cuestionario es ayudarnos a entender los efectos de GOJoven. Su participación en el cuestionario es voluntaria. Puede optar a completarlo o no completarlo, y puede optar a completarlo pero no contestar cualquier pregunta que no quiera contestar.

Sus respuestas serán confidenciales. Solamente el equipo de la evaluación externa en los EE.UU. verá sus respuestas individuales. No las verá ni PHI, ni la Fundación Summit, ni nadie en su país. Los resultados serán reportados en su conjunto, sin identificar a ningún individuo u organización.

INSTRUCCIONES IMPORTANTES:

• Si desea, puede consultar con otras personas en su organización sobre las preguntas y contestar las preguntas en equipo. Sin embargo, si su organización tiene un/a o más de un/a becario/a de GOJoven, esa/s persona/s no debería/n se consultado/a/os/as en las preguntas sobre sí mismo/a/os/as.

• Si se le ha pedido completar este cuestionario en nombre de una organización a la que ya no trabaja, por favor conteste las preguntas en este cuestionario, como si Ud. todavía estuviera trabajando para esa organización.

• Cuando esté completando el cuestionario, algunas preguntas podrían ser omitidas automáticamente, dependiendo de sus respuestas a otras preguntas. Así que si ve un salto en la numeración de las preguntas, esto es apropiado y no indica un problema con el cuestionario.

• Por favor no use las teclas de avance y retroceso de su buscador para navegar en el cuestionario, sino usa los botones “Ant.” y “Sig.” que están dentro del cuestionario.

• Cada vez que hace clic en “Sig.” (“Siguiente”) para avanzar a la pantalla posterior, el sistema archivará sus respuestas automáticamente. Si no puede completar todo el cuestionario de una sola vez, haga clic en “Sig.” para que sus últimas respuestas sean archivadas. Entonces puede dejar o apagar su computadora y posteriormente, aún desde otra computadora, completar el cuestionario usando el mismo enlace.

Si tiene una pregunta sobre el cuestionario, por favor contacte al consultor/a en evaluación de su país o a la directora de la evaluación externa en los EE.UU.:

• Belice- Nancy Leiva (nancyleiva19@hotmail.com o nancyleiva23@yahoo.com)
• Guatemala- Esther Barajas (estherbarajas@gmail.com)
• Honduras- Ivonne Díaz del Valle (ivodiumelvalle@yahoo.com)
• México- Justo Rojas (rojasjusto@gmail.com)
• Directora de la evaluación en los EE.UU.- Julie Solomon (julie@jsolomonconsulting.com)

¡Le agradecemos por su participación en el cuestionario!
A. Antecedentes

Las primeras preguntas son acerca de su organización y su cargo en esa organización.

1. ¿Se le ha pedido completar este cuestionario en nombre de una organización a la que ya no trabaja?
   ___ Sí [programado en línea a pasar a las preguntas 1a-b con las instrucciones debajo de 1b, y después a la pregunta 2]
   ___ No [programado en línea a pasar a la pregunta 1c]

1a. ¿Cuál fue su último cargo en la organización por la cual está respondiendo? ________________________

1b. ¿En qué año dejó esa organización? _________

Por favor conteste las demás preguntas en este cuestionario, como si Ud. estuviera todavía trabajando en la organización por la cual está respondiendo.

1c. ¿Cuál de las siguientes opciones describe mejor su cargo actual en su organización? (Por favor seleccione una sola respuesta.)

   ___ Director General, Director Ejecutivo, o Presidente
   ___ Director Adjunto o Vicepresidente
   ___ Rector
   ___ Jefe de Departamento
   ___ Director de Programa, Gerente de Programa, o Coordinador de Proyecto
   ___ Maestro o Instructor
   ___ Consejero/a
   ___ Otro: ___________________________________________

2. ¿Dónde se encuentra su organización? (Si la organización tiene oficinas en varias ciudades/pueblos, indique el lugar donde está su oficina, o donde estaba su oficina si ya no trabaja para la organización.)
   a. Pueblo o ciudad: __________________________________
   b. País: ______________________________________

3. ¿Cuál de las siguientes opciones describe mejor su organización? (Por favor seleccione una sola respuesta.)

   ___ Escuela primaria
   ___ Escuela secundaria
   ___ Escuela técnica o bachillerato técnico
   ___ Preparatoria
   ___ Universidad
   ___ Clínica/hospital (público o privado)
   ___ Ministerio de Salud
   ___ Ministerio de Educación
   ___ Otra entidad gubernamental
   ___ Organización no gubernamental (secular), que opera únicamente en su país
   ___ Organización no gubernamental internacional (secular)
   ___ Entidad de las Naciones Unidas
   ___ Organización religiosa
   ___ Organización no incorporada/grupo de la comunidad
   ___ Otro (por favor especificar): _________________________________
4. ¿Cuál de las siguientes opciones describe mejor el enfoque de su organización? (Por favor seleccione todas las respuestas que apliquen.)

- Educación de adolescentes/jóvenes (edades 10-24 años)
- Educación de niños (menores de 10 años)
- Educación de adultos
- Atención básica o primaria de salud
- Salud mental
- Salud sexual y reproductiva
- Derechos sexuales y reproductivos
- Otros derechos humanos
- Prevenión/protección de violencia doméstica
- Aplicación de la ley
- Ayuda en asistencia jurídica
- Desarrollo de la juventud
- Desarrollo de la comunidad
- Ecología/medio ambiente
- Turismo
- Otro (por favor especificar): ____________________________

5. ¿Cuál es la principal población objetivo para el trabajo de su organización? (Por favor seleccione todas las respuestas que apliquen.)

- Las adolescentes/jóvenes (edades 10-24 años)
- Los adolescentes/jóvenes varones (edades 10-24 años)
- Los/las niños/as (menores de 10)
- Las mujeres adultas
- Los hombres adultos
- La comunidad LGBTQ (lesbiana, gay, bisexual, transgénero, y queer)
- Los pueblos indígenas
- Otro (por favor especificar): ____________________________

B. Becarios/as de GOJoven en la Organización

Esta sección trata de becarios/as de GOJoven que han trabajado, que han sido voluntarios/as, o que han sido alumnos/as en su organización.

1. ¿Hay al menos un/a becario/a de GOJoven que ha trabajado, que ha sido voluntario/a, o que ha sido alumno/a en su organización? (Por favor seleccione sólo una respuesta.)

- Sí [programado en línea a pasar a la pregunta 2]
- No [programado en línea a pasar a la Sección C]
- No sé [programado en línea a pasar a la Sección C]
2. ¿Qué efecto ha/n tenido becario/a/os/as de GOJoven que ha/n trabajado, servido de voluntario/a/os/as, o estudiado en su organización sobre las capacidades o actividades de su organización?

(Por cada afirmación letrada, seleccione la respuesta que mejor describa el efecto del becario/a/os/as.)

<table>
<thead>
<tr>
<th>Actividad</th>
<th>Efecto muy negativo</th>
<th>Efecto un poco negativo</th>
<th>Ningún efecto</th>
<th>Efecto un poco positivo</th>
<th>Efecto muy positivo</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. El conocimiento en mi organización de temas relacionados con la salud sexual y reproductiva de los/las adolescentes/jóvenes</td>
<td></td>
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<tr>
<td>b. El conocimiento en mi organización de temas relacionados con los derechos sexuales y reproductivos de los/las adolescentes/jóvenes</td>
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<tr>
<td>c. La capacidad en mi organización para interactuar eficazmente con los/las adolescentes/jóvenes</td>
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<tr>
<td>d. La inclusión de perspectivas de los/las adolescentes/jóvenes en proyectos y programas de mi organización</td>
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<tr>
<td>e. El apoyo para el liderazgo juvenil dentro de mi organización</td>
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<tr>
<td>f. La aplicación de mejores prácticas (basadas en la evidencia científica) en el trabajo de mi organización sobre la salud y los derechos sexuales y reproductivos de los/las adolescentes/jóvenes</td>
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<tr>
<td>g. La capacidad en mi organización para hacer frente a las cuestiones de diversidad (por ejemplo, equidad de género, diversidad sexual, diversidad étnica) en los programas y servicios</td>
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<tr>
<td>h. La capacidad en mi organización de abogar por la salud y los derechos sexuales y reproductivos de los/las adolescentes/jóvenes al nivel local o nacional</td>
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<tr>
<td>i. La capacidad en mi organización para recaudar fondos para apoyar los proyectos y/o la misión general de la organización</td>
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<tr>
<td>j. La habilidad en mi organización de hacer redes y colaborar con otras organizaciones</td>
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</tbody>
</table>
3. ¿Tiene algún otro comentario sobre cómo el/la/los/las becario/a/os/as de GOJoven ha/n afectado positiva o negativamente su organización?

__ Sí  
__ No

3a. En caso afirmativo, describa por favor: __________________________ ____________________________

4. ¿Qué efecto ha/n tenido becario/a/os/as de GOJoven que ha/n trabajado, servido de voluntario/a/os/as, o estudiado en su organización sobre las comunidades o poblaciones objetivo atendidas por la organización?

Por cada afirmación letrada, seleccione la respuesta que mejor describa el efecto del becario/a/os/as.

<table>
<thead>
<tr>
<th>Efecto muy negativo 1</th>
<th>Efecto un poco negativo 2</th>
<th>Ningún efecto 3</th>
<th>Efecto un poco positivo 4</th>
<th>Efecto muy positivo 5</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. La comprensión de las necesidades y temas en la salud y derechos sexuales y reproductivos de los/las adolescentes/jóvenes entre las comunidades/poblaciones objetivo que mi organización atiende</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Apoyo para derechos y servicios relacionados con la salud sexual y reproductiva de los/la adolescente/jóvenes, entre las comunidades/poblaciones objetivo que mi organización atiende</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. El número, tamaño, o ámbito de los programas y servicios en salud y derechos sexuales y reproductivos de los/las adolescentes/jóvenes para las comunidades/poblaciones objetivo que mi organización atiende</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. La exposición en los medios masivos de los temas, proyectos, e iniciativas en salud y derechos sexuales y reproductivos de los/las adolescentes/jóvenes, en las comunidades que mi organización atiende</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. La asociación de jóvenes y adultos/as para hacer frente a la salud y los derechos sexuales y reproductivos de los/las jóvenes, entre las comunidades/poblaciones objetivo de que mi organización atiende</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. El comportamiento más saludable o más seguro relacionado con la salud sexual o reproductiva entre los/las adolescentes/jóvenes en las comunidades/ poblaciones objetivo que mi organización atiende</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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</tbody>
</table>
5. ¿Tiene algún otro comentario sobre cómo el/la/los/las becario/a/os/as de GOJoven ha/n afectado positiva o negativamente a las comunidades o poblaciones objetivo que su organización atiende?

___ Sí
___ No

5a. En caso afirmativo, describa por favor: _______________________________________________________

6. Piense en un/a becario/a de GOJoven que ha trabajado, servido de voluntario/a, o estudiado en su organización. ¿Qué tan reconocido/a es actualmente como líder/lideresa en salud y/o derechos sexuales y reproductivos de los/las adolescentes/jóvenes (SDSRA) en los contextos siguientes? (Por cada contexto indicado abajo, seleccione la mejor respuesta.)

**NOTA:** Si múltiples becarios/as de GOJoven han trabajado, servido de voluntarios/as, o estudiado en su organización, por favor responda por el/la primer/a becario/a de GOJoven en su organización; sin embargo, si éste/ésta ha fallecido y su organización ha tenido otro/a becario/a, por favor responda por el/la segundo/a.

<table>
<thead>
<tr>
<th></th>
<th>Nada reconocido/a como líder/lideresa en SDSRA</th>
<th>Algo reconocido/a como líder/lideresa en SDSRA</th>
<th>Muy reconocido/a como líder/lideresa en SDSRA</th>
<th>No sé</th>
<th>Nuestro/a único/a becario/a ha fallecido</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. En la comunidad local del/de la becario/a</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. En el distrito o estado del/de la becario/a</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>c. A nivel nacional</td>
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<tr>
<td>d. A nivel internacional</td>
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</tbody>
</table>

**C. Talleres de FI de GOJoven**

**Esta sección trata sobre los Talleres de Fortalecimiento Institucional (FI) de GOJoven.** Estos talleres para personal de organizaciones gubernamentales y no gubernamentales abarcan temas como: la planificación estratégica, la gestión de fondos y el desarrollo de propuestas, el desarrollo de recursos humanos, la prevención de embarazos y el VIH entre jóvenes, el género y el poder, etc.

1. ¿Alguien en su organización ha asistido a por lo menos un Taller de Fortalecimiento Institucional (FI) de GOJoven (como participante, no como capacitador/a)?

___ Sí [programado en línea a pasar a la pregunta 2]
___ No [programado en línea a pasar a la Sección D]
___ No sé [programado en línea a pasar a la Sección D]
2. ¿Qué efecto ha tenido la participación del personal en uno o más Talleres de FI sobre las capacidades o actividades de su organización?

Por cada afirmación letreada, seleccione la respuesta que mejor describa el efecto del o de los Talleres de FI.

<table>
<thead>
<tr>
<th>Actividad</th>
<th>Efecto muy negativo 1</th>
<th>Efecto un poco negativo 2</th>
<th>Ningún efecto 3</th>
<th>Efecto un poco positivo 4</th>
<th>Efecto muy positivo 5</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. El conocimiento en mi organización de temas relacionados con la salud sexual y reproductiva de los/las adolescentes/jóvenes</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>b. El conocimiento en mi organización de temas relacionados con los derechos sexuales y reproductivos de los/las adolescentes/jóvenes</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>c. La capacidad en mi organización para interactuar eficazmente con los/las adolescentes/jóvenes</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>d. La inclusión de perspectivas de los/las adolescentes/jóvenes en proyectos y programas de mi organización</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>e. El apoyo para el liderazgo juvenil dentro de mi organización</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>f. La aplicación de mejores prácticas (basadas en la evidencia científica) en el trabajo de mi organización sobre la salud y los derechos sexuales y reproductivos de los/las adolescentes/jóvenes</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>g. La capacidad en mi organización para hacer frente a las cuestiones de diversidad (por ejemplo, equidad de género, diversidad sexual, diversidad étnica) en los programas y servicios</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>h. La capacidad en mi organización de abogar por la salud y los derechos sexuales y reproductivos de los/las adolescentes/jóvenes al nivel local o nacional</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>i. La capacidad en mi organización para evaluar nuestras necesidades de desarrollo organizacional</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>j. La capacidad en mi organización para planificar e implementar estrategias o proyectos de desarrollo organizacional</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>k. La capacidad en mi organización para recaudar fondos para apoyar los proyectos y/o la misión general de la organización</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>l. La habilidad en mi organización de hacer redes y colaborar con otras organizaciones</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
3. ¿Tiene algún otro comentario sobre cómo su organización ha sido afectada positiva o negativamente por la participación en los Talleres de FI?
   __ Sí
   __ No

3a. En caso afirmativo, describa por favor: ______________________________________________________

D. Proyectos de FI de GOJoven

Esta sección trata los Proyectos de Fortalecimiento Institucional (FI) de GOJoven.

1. ¿Su organización ha recibido una subvención para un proyecto de Fortalecimiento Institucional (FI) de GOJoven?
   __ Sí [programado en línea a pasar a la pregunta 2]
   __ No [programado en línea a pasar a la Sección E]
   __ No sé [programado en línea a pasar a la Sección E]

2. ¿Qué efecto ha tenido la implementación de un Proyecto de FI de GOJoven sobre las capacidades o actividades de su organización?

   Por cada afirmación letrada, seleccione la respuesta que mejor describa el efecto del (o de los) Proyecto(s) de FI.

<table>
<thead>
<tr>
<th>Actividad</th>
<th>Efecto muy negativo 1</th>
<th>Efecto poco negativo 2</th>
<th>Ningún efecto 3</th>
<th>Efecto poco positivo 4</th>
<th>Efecto muy positivo 5</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. El conocimiento en mi organización de temas relacionados con la salud sexual y reproductiva de los/las adolescentes/jóvenes</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>b. El conocimiento en mi organización de temas relacionados con los derechos sexuales y reproductivos de los/las adolescentes/jóvenes</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>c. La capacidad en mi organización para interactuar eficazmente con los/las adolescentes/jóvenes</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>d. La inclusión de perspectivas de los/las adolescentes/jóvenes en proyectos y programas de mi organización</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>e. El apoyo para el liderazgo juvenil dentro de mi organización</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>f. La aplicación de mejores prácticas (basadas en la evidencia científica) en el trabajo de mi organización sobre la salud y los derechos sexuales y reproductivos de los/las adolescentes/jóvenes</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
3. ¿Tiene algún otro comentario sobre cómo la implementación de un Proyecto de FI de GOJoven ha afectado positiva o negativamente su organización?

   __ Sí
   __ No

3a. En caso afirmativo, describa por favor: ___________________________________________________________
4. ¿Qué efecto ha tenido la implementación de un Proyecto de FI de GOJoven sobre las comunidades o poblaciones objetivo atendidas por su organización?

*Por cada afirmación letrada, seleccione la respuesta que mejor describa el efecto del (o de los) Proyecto(s) de FI.*

<table>
<thead>
<tr>
<th>Efecto muy negativo</th>
<th>Efecto un poco negativo</th>
<th>Ningún efecto</th>
<th>Efecto un poco positivo</th>
<th>Efecto muy positivo</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. La comprensión de las necesidades y temas en la salud y derechos sexuales y reproductivos de los/las adolescentes/jóvenes entre las comunidades/poblaciones objetivo que mi organización atiende</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>b. Apoyo para derechos y servicios relacionados con la salud sexual y reproductiva de los/las adolescentes/jóvenes, entre las comunidades/poblaciones objetivo que mi organización atiende</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>c. El número, tamaño, o ámbito de los programas y servicios en salud y derechos sexuales y reproductivos de los/las adolescentes/jóvenes para las comunidades/poblaciones objetivo que mi organización atiende</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>d. La exposición en los medios masivos de los temas, proyectos, e iniciativas en salud y derechos sexuales y reproductivos de los/las adolescentes/jóvenes, en las comunidades que mi organización atiende</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>e. La asociación de jóvenes y adultos/as para hacer frente a la salud y los derechos sexuales y reproductivos de los/las jóvenes, entre las comunidades/poblaciones objetivo que mi organización atiende</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>f. El comportamiento más saludable o más seguro relacionado con la salud sexual o reproductiva entre los/las adolescentes/jóvenes en las comunidades/ poblaciones objetivo que mi organización atiende</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

5. ¿Tiene algún otro comentario sobre cómo la implementación de un Proyecto de FI de GOJoven ha afectado positiva o negativamente a las comunidades o poblaciones objetivo que su organización atiende?

__ Sí  
__ No

5a. En caso afirmativo, describa por favor: __________________________________________
E. Sus insumos adicionales

1. ¿Hay otras maneras en que usted siente que GOJoven ha afectado positiva o negativamente su organización? Si su respuesta es afirmativa, por favor, descríbalas y provea un/os ejemplo/s específico/s.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. ¿Hay otras maneras en que usted siente que GOJoven ha afectado positiva o negativamente a su comunidad? Si su respuesta es afirmativa, por favor, descríbalas y provea un/os ejemplo/s específico/s.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Por favor haga cualquier otro comentario acerca de GOJoven:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

¡Muchas gracias por haber completado el cuestionario y por su participación en la evaluación de GOJoven!
APPENDIX F.
ORGANIZATIONAL SURVEY (ENGLISH)
Survey for Organizations that Have Had an Affiliation with GOJoven
[Programmed Online]

The purpose of this survey is to help us understand the effects of GOJoven. Your participation in this survey is voluntary. You can choose to complete or not complete it, and you can choose to complete it but skip any question that you do not wish to answer.

Your answers will be kept confidential. Only the external evaluation team in the United States will see your individual answers. Neither PHI, nor the Summit Foundation, nor anyone in Belize will see them. The results will be reported in the aggregate, without identifying any individual or organization.

IMPORTANT INSTRUCTIONS:

- If you wish, you may consult with others in your organization about the survey questions and answer the questions as a team. However, if your organization has one or more GOJoven fellows, they should not be consulted on the questions about themselves.
- If you have been asked to complete this survey on behalf of an organization at which you no longer work, please answer the questions as if you were still working for that organization.
- When you are completing the survey, some questions may be omitted automatically, depending on your responses to other questions. Thus, if you see a skip in the question numbering, this is appropriate and does not indicate a problem with the survey.
- Please do not use the forward and back buttons in your Internet browser to navigate through the survey. Instead, use the “Next” and “Prev” (“Previous”) buttons that are within the survey.
- Each time you click on “Next” to advance to the next survey screen, the system will archive your responses automatically. If you cannot complete the entire survey in one sitting, click on “Next” so that your most recent answers will be saved. Then you can leave or turn off your computer and complete the survey later, even from another computer, using the same link.

If you have a question about the survey, please contact the evaluation consultant in Belize or the director of the evaluation in the United States:

- Evaluation consultant in Belize- Nancy Leiva (nancyleiva19@hotmail.com or nancyleiva23@yahoo.com)
- Director of the external evaluation in the United States- Julie Solomon (julie@jsolomonconsulting.com)

Thank you for your participation in this survey!
A. Background

The first few questions are about your organization and your position in that organization.

1. Have you been asked to complete the survey on behalf of an organization at which you no longer work?
   ___ Yes [programmed online to go to questions 1a-b with instruction below 1b, then to question 2]
   ___ No [programmed online to go to question 1c]

1a. What was your last position at the organization you are responding for? ______________

1b. What year did you leave that organization? __________

Please answer the remaining questions in this survey as if the organization you are responding for were still your organization.

1c. Which of the following best describes your current position in your organization? (Please select only one answer.)
   ___ CEO, Executive Director, or President
   ___ Assistant Director or Vice President
   ___ Principal
   ___ Department Head
   ___ Program Director, Program Manager, or Project Coordinator
   ___ Teacher or Instructor
   ___ Counselor
   ___ Other (please specify) ___________________________________________

2. Where is your organization located? (If the organization has offices in multiple towns/cities, indicate the location where your office is, or where your office was if you no longer work for the organization.)
   a. Town or city: __________________________________
   b. Country: ______________________________________

3. Which of the following best describes your organization? (Please select only one answer.)
   ___ Primary school
   ___ Secondary school
   ___ Junior college or university
   ___ Clinic/hospital (public or private)
   ___ Ministry of Health
   ___ Ministry of Education
   ___ Other governmental entity
   ___ Non-governmental organization (secular) that operates only in your country
   ___ International non-governmental organization (secular)
   ___ United Nations organization
   ___ Faith-based organization
   ___ Unincorporated organization/community group
   ___ Other (please specify) ____________________________

4. Which of the following best describes the focus of your organization? (Please select all that apply.)
   ___ Education of adolescents/youth (ages 10-24)
   ___ Education of children (under age 10)
   ___ Adult education
   ___ Basic or primary health care
   ___ Mental health
   ___ Sexual and reproductive health
   ___ Sexual and reproductive rights
   ___ Other human rights
   ___ Domestic violence prevention/protection
   ___ Law enforcement
   ___ Legal assistance/aid
   ___ Youth development
   ___ Community development
   ___ Ecology/environment
   ___ Tourism
   ___ Other (please specify) ____________________________
5. What is the main target population for the work of your organization? *(Please select all that apply)*

___ Female adolescents/youth (ages 10-24)
___ Male adolescents/youth (ages 10-24)
___ Children (under age 10)
___ Adult women
___ Adult men
___ LGBTQ (lesbian, gay, bisexual, transgender, and queer) community
___ Indigenous people
___ Other (please specify) _________________________________

B. GOJoven Fellows at the Organization

This section is about GOJoven fellow(s) who have worked, volunteered, or been (a) student(s) at your organization.

1. Has at least one GOJoven fellow worked, volunteered, or been a student at your organization? *(Select only one answer.)*

___ Yes *[programmed online to go to question 2]*
___ No *[programmed online to skip to Section C]*
___ I don’t know *[programmed online to skip to Section C]*
2. What effect has (or have) the GOJoven fellow(s) who has (or have) worked, volunteered, or studied at your organization had on your organization’s capabilities or activities?

For each lettered item, select the one answer that best describes the effect of the fellow(s).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very negative effect 1</th>
<th>Somewhat negative effect 2</th>
<th>No effect 3</th>
<th>Somewhat positive effect 4</th>
<th>Very positive effect 5</th>
<th>Don’t know</th>
<th>Activity not relevant to my organization’s mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Knowledge in my organization of adolescent/youth sexual and reproductive health issues</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Knowledge <strong>in my organization</strong> of adolescent/youth sexual and reproductive rights issues</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. Ability of my organization to interact effectively with adolescents/youth</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. Inclusion of adolescent/youth perspectives in my organization’s projects and programs</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e. Support for youth leadership within my organization</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>f. Application of best practices (based on scientific evidence) in the adolescent/youth sexual and reproductive health and rights work of my organization</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>g. Ability of my organization to address diversity issues (e.g., gender equity, sexual diversity, ethnic diversity) in programs and services</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>h. Ability of my organization to advocate for adolescent/youth sexual and reproductive health and rights at the local or national level</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>i. Ability of my organization to raise funds to support the organization’s projects and/or overall mission</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>j. Ability of my organization to network and collaborate with other organizations</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

3. Do you have other comments on how GOJoven fellow(s) has/have positively or negatively affected your organization?
   — Yes
   — No
   3a. If yes, please describe: __________________________________________________________


4. What effect has (or have) the GOJoven fellow(s) who has (or have) worked, volunteered, or studied at your organization had on the communities or target populations served by your organization?

For each lettered item, select the one answer that best describes the effect of the fellow(s).

<table>
<thead>
<tr>
<th></th>
<th>Very negative effect 1</th>
<th>Somewhat negative effect 2</th>
<th>No effect 3</th>
<th>Somewhat positive effect 4</th>
<th>Very positive effect 5</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understanding of adolescent/youth sexual and reproductive health and rights needs and issues among the communities/target populations that my organization serves</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>b. Support for adolescent/youth sexual and reproductive health services and rights among the communities/target populations that my organization serves</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>c. Number, size, or scope of adolescent/youth sexual and reproductive health and rights programs and/or services for the communities/target populations that my organization serves</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>d. Media exposure for adolescent/youth sexual and reproductive health and rights issues, projects, and initiatives in the communities that my organization serves</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>e. Youth-adult partnerships to address adolescent/youth sexual and reproductive health and rights among the communities/target populations that my organization serves</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>f. Healthy or safer sexual or reproductive health-related behaviors among young people in the communities/target populations my organization serves</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

5. Do you have any other comments on how GOJoven fellow(s) has/have positively or negatively affected the communities or target populations that your organization serves?
   __ Yes
   __ No

5a. If yes, please describe: ____________________________________________________________
6. Think about a GOJoven fellow who has worked, volunteered, or studied at your organization. To what extent is he or she currently seen as a leader in adolescent/youth sexual and reproductive health and/or rights (ASRHR) in the following contexts? (For each context indicated below, select the best answer.)

**NOTE:** If multiple GOJoven fellows have worked, volunteered, or studied at your organization, please answer for the first GOJoven fellow at your organization; however, if the first fellow is deceased and your organization has had a second fellow, please answer for the second fellow.

<table>
<thead>
<tr>
<th></th>
<th>Not seen as a leader in ASRHR 1</th>
<th>Somewhat seen as a leader in ASRHR 2</th>
<th>Very much seen as a leader in ASRHR 3</th>
<th>Don't know</th>
<th>Our only fellow is deceased</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In his/her local community</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. In his/her district</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. At the national level</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. At the international level</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**C. GOJoven IS Workshops**

This section is about GOJoven Institutional Strengthening (IS) Workshops. These workshops for governmental and non-governmental organization personnel address themes such as: strategic planning, fundraising and proposal development, human resource development, prevention of pregnancy and HIV among youth, gender and power, etc.

1. Has anyone at your organization attended at least one GOJoven Institutional Strengthening (IS) Workshop (as a participant, not as a trainer)?
   __ Yes [programmed online to go to question 2]
   __ No [programmed online to go to Section D]
   __ I don't know [programmed online to go to Section D]
2. What effect has **staff participation in one or more IS Workshops** had on **your organization's capabilities or activities**?

*For each lettered item, select the one answer that best describes the effect of the IS Workshop(s).*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very negative effect 1</th>
<th>Somewhat negative effect 2</th>
<th>No effect 3</th>
<th>Somewhat positive effect 4</th>
<th>Very positive effect 5</th>
<th>Don't know</th>
<th>Activity not relevant to my organization's mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Knowledge in my organization of adolescent/youth sexual and reproductive <strong>health</strong> issues</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>b. Knowledge in my organization of adolescent/youth sexual and reproductive <strong>rights</strong> issues</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>c. Ability of my organization to interact effectively with adolescents/youth</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>d. Inclusion of adolescent/youth perspectives in my organization's projects and programs</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>e. Support for youth leadership within my organization</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>f. Application of best practices (based on scientific evidence) in the adolescent/youth sexual and reproductive health and rights work of my organization</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>g. Ability of my organization to address diversity issues (e.g., gender equity, sexual diversity, ethnic diversity) in programs and services</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>h. Ability of my organization to advocate for adolescent/youth sexual and reproductive health and rights at the local or national level</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>i. Ability of my organization to assess our organizational development needs</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>j. Ability of my organization to plan and implement organizational development strategies or projects</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>k. Ability of my organization to raise funds to support the organization's projects and/or overall mission</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>l. Ability of my organization to network and collaborate with other organizations</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
3. Do you have any other comments on how IS Workshop participation has positively or negatively affected your organization?
   __ Yes
   __ No

3a. If yes, please describe: __________________________________________________________

D. GOJoven IS Projects

This section is about GOJoven Institutional Strengthening (IS) Projects.

1. Has your organization received a grant for a GOJoven Institutional Strengthening (IS) Project?
   __ Yes [programmed online to go to question 2]
   __ No [programmed online to go to Section E]
   __ I don't know [programmed online to go to Section E]
2. What effect has implementing a GOJoven IS Project had on your organization’s capabilities or activities?

For each lettered item, select the one answer that best describes the effect of the IS Project(s).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very negative effect 1</th>
<th>Somewhat negative effect 2</th>
<th>No effect 3</th>
<th>Somewhat positive effect 4</th>
<th>Very positive effect 5</th>
<th>Don’t know</th>
<th>Activity not relevant to my organization’s mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Knowledge in my organization of adolescent/youth sexual and reproductive health issues</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>b. Knowledge in my organization of adolescent/youth sexual and reproductive rights issues</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>c. Ability of my organization to interact effectively with adolescents/youth</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>d. Inclusion of adolescent/youth perspectives in my organization’s projects and programs</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>e. Support for youth leadership within my organization</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>f. Application of best practices (based on scientific evidence) in the adolescent/youth sexual and reproductive health and rights work of my organization</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>g. Ability of my organization to address diversity issues (e.g., gender equity, sexual diversity, ethnic diversity) in programs and services</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>h. Ability of my organization to advocate for adolescent/youth sexual and reproductive health and rights at the local or national level</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>i. Ability of my organization to assess our organizational development needs</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>j. Ability of my organization to plan and implement organizational development strategies or projects</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>k. Ability of my organization to raise funds to support the organization’s projects and/or overall mission</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>l. Ability of my organization to network and collaborate with other organizations</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
3. Do you have any other comments on how implementing a GOJoven IS Project has positively or negatively affected your organization?

___ Yes
___ No

3a. If yes, please describe: __________________________________________________________

4. What effect has implementing a GOJoven IS Project had on the communities or target populations served by your organization?

For each lettered item, select the one answer that best describes the effect of the IS Project(s).

<table>
<thead>
<tr>
<th>Effect Level</th>
<th>Very Negative Effect</th>
<th>Somewhat Negative Effect</th>
<th>No Effect</th>
<th>Somewhat Positive Effect</th>
<th>Very Positive Effect</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understanding of adolescent/youth sexual and reproductive health and rights needs and issues among the communities/target populations that my organization serves</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Support for adolescent/youth sexual and reproductive health services and rights among the communities/target populations that my organization serves</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. Number, size, or scope of adolescent/youth sexual and reproductive health and rights programs and/or services for the communities/target populations that my organization serves</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. Media exposure for adolescent/youth sexual and reproductive health and rights issues, projects, and initiatives in the communities that my organization serves</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e. Youth-adult partnerships to address adolescent/youth sexual and reproductive health and rights among the communities/target populations that my organization serves</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>f. Healthy or safer sexual or reproductive health-related behaviors among young people in the communities/target populations my organization serves</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

5. Do you have any other comments on how implementing a GOJoven IS Project has positively or negatively affected the communities or target populations that your organization serves?

___ Yes
___ No

5a. If yes, please describe: ____________________________________________________________________
E. Your Additional Feedback

1. Are there other ways you feel GOJoven has affected your organization? If so, please describe and provide a specific example(s).

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. Are there other ways you feel GOJoven has affected your community? If so, please describe and provide a specific example(s).

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. Please make any other comments about GOJoven:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Thank you very much for having completed the survey and for your participation in the evaluation of GOJoven!