

# JÓVENES EN ACCIÓN



UNA ALIANZA BINACIONAL  
DE LIDERAZGO EN  
COMPROMISO SOCIAL

# Jóvenes en Acción

*Una Alianza Binacional de Liderazgo en Compromiso Social*



**AYUSA**  
GLOBAL YOUTH EXCHANGE

**YOUTH-ALIVE!**

**AMIGOS**



**Intrax**  
INTERNATIONAL INSTITUTE

2010

AYUSA International

# JÓVENES EN ACCIÓN

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## Executive Summary

AYUSA International established and implemented the inaugural Jóvenes en Acción Program for 50 non-elite Mexican youth from July 20 – August 20, 2010. Jointly sponsored by the U.S. Department of State, the Mexican Secretaría de Educación Pública and several Mexican private donors, Jóvenes en Acción was an initiative specifically tailored to address the concerns of today's Mexican youth. AYUSA developed a program leveraging our expertise in high school exchange and international leadership development and collaborated with partners with



subject specific expertise related to anti-violence awareness, community service involvement and intensive knowledge of issues related to Latin American populations. The program design incorporated community service projects, cultural

enrichment activities, global skills training, and other types of experiential individual and group learning focused on developing civic responsibility and commitment to communities as well as inspiring future leaders to be agents of positive change. Additionally, AYUSA aimed to equip participants to take action locally on issues of international importance and to empower, inspire and prepare them to work towards creating a peaceful local and international community.

Overall Objectives of the program were to:

- Empower participants with an increased sense of their own capacity to achieve personal success and to serve as leaders of their communities;
- Assist in developing strong ties between Mexican and American youth, thus contributing to mutual understanding among both countries;
- Give participants the tools to engage in meaningful dialogue about the benefits of cross-border partnership in a globalized economy;

- Provide Mexican youth a new perspective, inspiring them to act as agents of social change in their home communities through active civic engagement.

Weekly curricula were designed with partner organizations in conjunction with the Y-Plan road map and modules to provide the students with a path and strategy in developing community projects to be implemented in Mexico.

Overall, the program was a remarkable success. The students thoroughly enjoyed the program, returning home as strong community leaders incredibly confident in their ability to implement projects and create change. As active participants, the students themselves were important contributors to the success of the program.

AYUSA was honored to be chosen to implement this exciting new program. From all accounts, the program was a great success demonstrating tremendous potential for the future. The first Jóvenes en Acción group exemplified the Margaret Mead quote: “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.” AYUSA looks forward to the future endeavors of the first cohort and to being a part of the future of Jóvenes en Acción.

### **Program Partners included:**

Amigos de las Américas

Intrax International Institute

The University of California Center for Cities & Schools

World Savvy

Youth Alive

### **Program Components:**

#### **Jóvenes en Acción Youth Mentor Program**

American youth were incorporated into Jóvenes en Acción through a specialized mentoring program. Local high school and early university students were recruited to assist on a formal and informal basis in supplementing the program experience.

The specific responsibilities of the mentors were to:

- Participate in and provide leadership to Mexican students during workshop activities and classes.
- Attend the workshop for scheduled classes and/or activities.
- Share cultural experiences with students.
- Assist students in improving their conversational English.
- Help workshop staff to manage students during activities and field trips.



Twenty-five mentors from various high schools and universities throughout the Bay Area participated. They attended approximately twenty events and provided critical academic, linguistic and social support.

### **Jóvenes en Acción Staff**

Program staff consisted of one program director, one assistant program director and five resident assistants. Staff members all lived on campus with the students and traveled to Washington DC with the group.

The resident assistant responsibilities were as follows:

- Serve as academic coaches throughout the five-week project-based learning experience
- Provide general supervision in the dorms at UC Berkeley as well in Washington DC for a total of five weeks
- Provide overall support (academic, social, emotional, etc) for students attending the program
- Accompany students on field trips around the Bay Area (Stanford University, Berkeley City Hall, CA State Legislature, etc)
- Coordinate/run a series of evening and weekend social events

The seven staff consisted of five females and two males ranging in age from twenty to thirty-four. All were bilingual in Spanish and English with the exception of the Program Director. Experience with youth, passion for international exchange, appropriate academic background, etc. were all recruitment criteria.

## Week 1: July 20-25



Intrax International Institute provides international students with quality English language programs, along with background on U.S. culture and society. At

Intrax, students from around the world study English, improve their exam scores, gain valuable work experience, and develop professional knowledge and skills. Jóvenes en Acción students worked with Intrax with a customized curriculum preparing them for the workshops to follow in subsequent weeks (all held in English). The Intrax curriculum developed for Jóvenes en Acción also included a special component highlighting Latino contributions to American culture.

### Learning Goals:

1. Practical English language skills, with an emphasis on drugs/violence prevention vocabulary
2. Introduction to American culture
3. Latino contributions to United States society



### Project Development:



Outline and map the steps to refine and implement social action project proposals using the Y-PLAN roadmap tool (Provided by The University of California Center for Cities & Schools)

### The University of California Center for Cities and Schools and the Y-PLAN Tool

The UC Center for Cities and Schools engages young people in the transformation of their communities. These efforts revolve around the Center's award-winning educational methodology, Y-PLAN (Youth-Plan, Learn, Act, Now!).



Y-PLAN, a form of Social Enterprise for Learning, is a research-based methodology and set of tools that structures the meaningful engagement of young people in community revitalization and social change, in partnership with adult civic leaders, educators, and other community members. Y-PLAN provides an overarching

framework, methodology, and set of tools to guide the work of young leaders participating in the Jóvenes en Acción Program. The Y-PLAN methodology and tools have been adapted specifically for the Jóvenes en Acción Program integrating the unique strengths, distinct components, and contributions of each of the partnering organizations: Intrax, World Savvy, Youth Alive, and Amigos de las Américas.

Students reviewed the Y-PLAN roadmap to outline social action project proposals, including time in Jóvenes en Acción (Activity 1).



In total there were 5 Y-Plan modules during the Jóvenes en Acción program:

1. Start Up
2. Making Sense of the City
3. Into Action
4. Going Public
5. Looking Forward & Back

**Additional Programming:**

Students attended a World Affairs Council event where Arturo Sarukhan, Mexican Ambassador to the United States, spoke. The focus of his presentation was “Opportunities, Challenges and the Future of the Mexico-US Relationship”. Students met briefly with the Ambassador.





## Week 2: July 26 – August 1



During the second week, World Savvy guided students through their community inquiry process. World Savvy is a global education nonprofit serving youth and educators by helping to educate and engage youth in community and world affairs, to prepare them to learn, work and live as responsible global citizens in the 21st century.

### Learning Goals

1. Personal identity and how that relates to their community and culture
2. Introduction to conflict resolution
3. History on the War on Drugs

### Project Development

1. Map and describe key community stakeholders and other leaders critical to the successful implementation of social action project
2. Place social action project proposals in a local, national, and international context, based on World Savvy workshops

### Y-PLAN Tool

1. Create a Y-PLAN cognitive map of your home community (Activities 2.1 and 2.2)



2. Create a Y-PLAN power map of the adult and youth stakeholders in the community that are important will influence my project proposal (Activities 2.1 and 2.2)

## Y-PLAN Inspiration



On Saturday, July 31, Jóvenes en Acción visited the Richmond Urban Greenway along with participants in AYUSA World Leaders to learn about youth-driven community service and development.

## World Savvy curriculum breakdown:

### Monday, July 26

Workshop 1 -  
Conociendo Culture.  
Warm-Up Theater Game  
Warm-Up introduction to components of whole week  
Value Line  
Beyond Borders: watch film about immigration and discuss  
Journaling: Who are you activity. Identity and stereotypes.  
*My People Are...* writing exercise  
*Don't Box Me In* art project  
Closing activity

### Tuesday, July 27

Fieldtrip 1 -  
Expressions of identity and community through art. Students broke into two groups and attended a mural tour around the Mission District with Josue Rojas and another guide. Students then participated in a discussion about murals, art and creativity in its role in community.



## Wednesday, July 28

### Workshop 2 -

#### Conociendo Community

- *Find Someone Who* warm-up
- *Defining Community*
- Communities in conflict
- Conflicts in the Bay
- Conflicts in Mexico
- Conflict Resolution techniques
- Media campaign/ Chalk murals on sidewalk around conflicts addressed by communities



## Thursday, July 29

### Fieldtrip 2 -

#### 1-5: Communities addressing youth conflict



Students met with two organizations, HOMEY and Conscious Youth Media Crew (CYMC). At CYMC students learned about the use of technology and training necessary to create quality media that represents their experiences, stimulates meaningful dialogue, and promotes social change. Geared specifically towards inner city youth, the students gained valuable technical and social skills.



At HOMEY students explored how HOMEY fulfills its mission in providing youth with educational resources, leadership development, financial literacy, community organizing, critical thinking skills, and cultural affirmation.

## Friday, July 30

### Workshop 3 -

#### 1-5: Deconstruyendo the War on Drugs

- What is the War on Drugs? Individual writing and pair share, who is involved?
- Panels Q&A sessions: Who does the War on Drugs effect on a personal, local and global level? Students heard from 1) Someone who has overcome substance abuse (from Project 90), 2) Someone who has overcome substance abuse through the model of

helping others (from Walden House), 3) Someone related to the law enforcement side of issues dealing with drug and alcohol abuse (from California Narcotic Officers' Association), 4) someone who has a sense of the international issues associated with the war on drugs (from LEAP). Panels addressed causes, impacts and solutions of the drug trade.

- Debrief panel. Closing activities
- Fill out evaluation
- Final closing activity!

### **Additional Programming:**

#### **Monday, July 26:**

Visit to Suitcase Clinic: The Suitcase Clinic is a humanitarian student organization and volunteer community offering free health and social services to underserved populations since 1989. Structured around the principles of public health, social welfare, community activism and empathy, the Suitcase Clinic currently operates three weekly multi-service drop-in centers in the city Berkeley: the General Clinic, the Women's Clinic and the Youth Clinic. In addition to providing services, the Suitcase Clinic strives to educate students, promote health care access, engage in community organization, and support public policy efforts that address homelessness and the needs of the underserved in the local community.

## Week 3: August 2-5



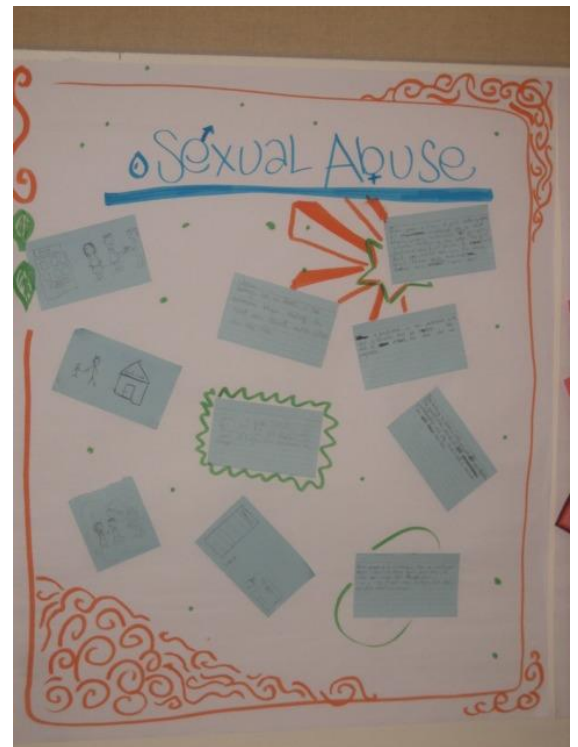
Youth ALIVE! is a non-profit public health agency founded in 1991 dedicated to preventing youth violence and generating youth leadership in California communities experiencing high rates of violence. Youth ALIVE! advocates for strategies to reduce violence, and runs two programs in Oakland and Los Angeles: “Caught in the Crossfire” and “Teens on Target.”

### Learning Goals

1. Prevention of gun violence, gang violence, and family and dating violence
2. Communication skills and how that translates to becoming a leader in one’s community
3. Team and trust building skills

### Y-PLAN Tool

1. Create a Y-PLAN poster telling the story of your time at Jóvenes en Acción, incorporating 1 tool, idea, lesson, or inspiration from each of the sessions with World Savvy, Richmond field trip, Youth Alive, and Regional field trip. (Activity 3)



### Monday, August 2: Sessions 1-3

The day began with the overall introduction of the Youth ALIVE! organization and its direct youth service programs, *Caught in the Crossfire* and *Teens on Target*.

#### Session 1

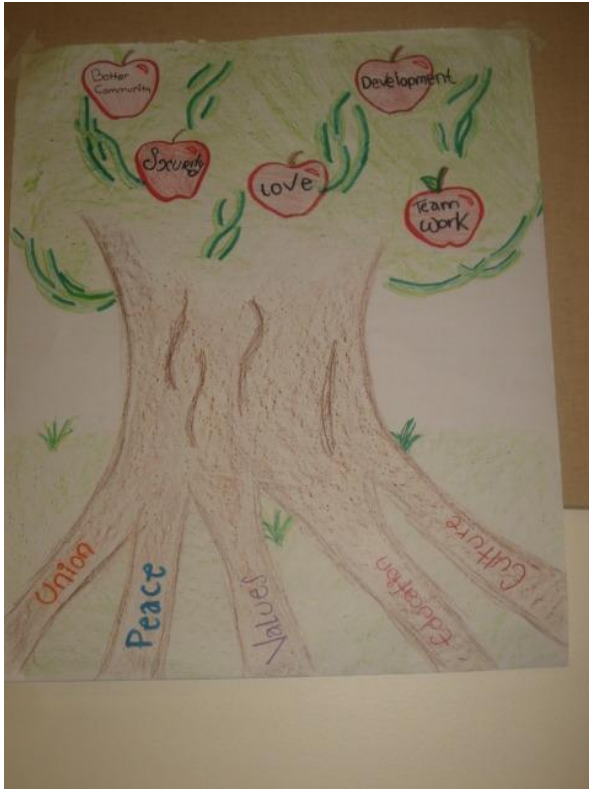
##### Introduction: Youth Preventing Violence

The first workshop introduced the *Teens on Target* (TNT) workshop series, the concept of violence prevention, and how youth can become advocates for preventing violence. Students explored the root causes of violence and the concept that violence *is* preventable. The focus was on ways in which youth can (and do) help to prevent violence in their own communities as well as other avenues for youth to reduce violence in their homes, in their schools, on their streets, and in their communities.

## Session 2

### Preventing Gun Violence

This workshop defined the problem of gun violence on both local and national level, exploring the causes and effects of gun violence, and identifying solutions. Students looked at the reasons why people (especially youth) carry or own guns. They discussed the myth of



protection of guns using personal experiences and statistics presented by youth to youth in a way that makes the numbers real. They discussed the possible consequences of carrying a gun and looked at strategies to feel safe without a gun. Role playing and other interactive exercises were used to allow students the opportunity to practice talking to their peers about the dangers of carrying a gun and the dangers of hanging out with friends that are known to carry guns or have “enemies” that may carry guns. Students were also divided into small groups and developed their own lists of solutions to gun violence on both a global and personal level.

## Session 3

### Preventing Gang/Turf Violence

This workshop defined the problem of gang and turf violence, identified positive alternatives to joining a gang, and identified solutions to prevent gang violence. Students discussed reasons why some youth join gangs and the peer educators’ helped students identify other safe places that youth can get this feeling of “family” and “protection” that many youth identify as major factors in joining gangs. Through role playing, students practiced talking to their peers about the danger of hanging out with people who are in a gang and the positive alternatives to joining a gang.

### Tuesday, August 3: Sessions 4-6

This day was a continuation of violence prevention workshops with a focus on family and dating violence along with peer pressure and enhancing ones violence prevention skills.

## Session 4

### Preventing Family & Dating Violence (Part 1)

This workshop defined the problem and causes of family and dating violence. The curriculum identified specific types of abuse, and explored the chain or cycle of violence that may occur in abusive family and dating relationships. The curriculum also explored the differences between parental discipline and abuse, and showed the prevalence of violence in teen and adult dating relationships. Through role playing and other interactive exercises, students learned about power and control as the root causes of family and dating violence, and learned healthier reactions to feeling powerless and out of control.

## Session 5

### Preventing Family & Dating Violence (Part 2)

This workshop identified reasons why people stay in abusive relationships through exploring the "cycle of violence". Through interactive activities, students learned the stages of abuse within a dating relationship, and how to spot some of the warning signs of a potentially abusive partner before any violence takes place. Students also identified community resources that provide assistance to individuals who are abusing, being abused, or know someone who is being abused or is abusing.

## Session 6

### Enhancing Skills in Violence Prevention

This workshop wrapped up the entire *TNT* workshop series. Students learned what peer pressure is and how to resist it through the STAR model (Stop, Think, Act, Review). Afterwards, they did a comprehensive review of the six workshops, and concluded by developing lists of things young people can do to prevent violence in their communities.

### Wednesday, August 4: Fort Miley Ropes Course

San Francisco's Fort Miley ropes course focused on alliance building and self—discovery.

A team of trained ropes course professionals led youth through a series of icebreakers and high ropes course activities. Such activities are designed to build teamwork, problem solving and individual resiliency as well as bringing unity



to the group of youth. Additionally, youth are encouraged to support one another emotionally and interpersonally. These skills are crucial elements for them to be effective, aware leaders and youth advocates.

### Thursday, August 5: Cisco



Cisco Systems, one of the private funders of the program, organized a full day of leadership and motivational speakers through a group of Mexican nationals currently working at the Cisco offices in San Jose, California. Students enjoyed listening to the speakers, including a video conference with members of the group based in Spain, and received a tour of the facilities.



### Additional programming:



On Saturday, August 7th, the Jóvenes en Acción program joined with Friends of Five Creeks for a community service project in Albany, CA. Friends of Five Creeks is an all-volunteer group working hands-on for clean water and healthy watersheds. They work to protect and restore natural areas that welcome both wildlife and people on the urbanized east side of San Francisco Bay. Students assisted in a range of activities including removing brush from the creek.



## Week 4: August 9-15



For the “Into Action!” module of the Y-PLAN, Amigos de las Américas helped students formulate individual community action plans and prepared students to present to the U.S. Department of State in Washington, DC. Amigos de las Américas (AMIGOS) is an international, non-profit organization that provides unparalleled leadership and community service opportunities for young people while concurrently contributing to the well-being of hundreds of communities throughout the Americas. Supported by a strong network of Pan-American chapters, high school and college students from diverse backgrounds work successfully with host communities and partner agencies to address health and education priorities.

### Learning Goals

1. Finalize team project proposals
2. Develop implementation plans for social action projects, identifying local networks and resources in Mexico
3. Practice and prepare for final presentations in Washington DC and Mexico City

### Project Development

1. Develop refined plans for local implementation
2. Identify Amigos resources and networks that can be leveraged in Mexico for successful implementation

### Y-PLAN Tools

1. Identify constraints and opportunities to realizing your social action project proposal using the Y-PLAN constraints analysis tool
2. Adapt and refine the social action implementation plan report template
3. Adapt the Y-PLAN PowerPoint presentation template to tell the story of your research and your social action project proposal for presentation to leaders in Washington, DC
4. Refine Y-PLAN Presentation Rubric (Activity 5)

### Y-PLAN Inspiration

On Tuesday, August 10, the group joined AYUSA World Leaders (AWL) on a trip to Sacramento to see AWL presentations to members of the California Legislature and tour the state capitol. At the Capitol, they met with State Senator Lou Correa of the California 34th District, who led an informal



discussion on the positions of Mexican Americans in California and in the state legislative system.

### **Overview of the Amigos de las Americas curriculum:**

#### **Monday, August 8**

*AM*

- Introduction to Amigos de las Américas
- Student Presentations
- Four Corners

*PM*

- Creating a timeline
- Sustainable Development and Community-Based Initiatives (CBIs)
- Community Assessment Tools

#### **Wednesday, August 11**

*AM*

- Resource Raising and Resourcefulness
- Grant Writing

*PM*

- Brainstorm on Problem Solving
- Moving Forward with Implementation Plan
- Refining Proposals
- Proposal Review

#### **Thursday, August 12**

*AM*

- Problem solving--Students think through some common implementation challenges and explored solutions.

*PM*

- Participatory Evaluations -- Evaluated Amigos curriculum while demonstrating to students the importance and structure of evaluation
- Work on Final Presentations
- Practice Presentation

## Week 5: August 15-20



For the “Going Public” module, the students presented to and received feedback from panelists at the United States Department of State. Keynote speakers included Alex Lee, Acting Deputy Assistant Secretary for North America, Bureau of Western Hemisphere Affairs, U.S. Department of State and Mabel Gomez-Oliver, Deputy Chief of Mission, Embassy of Mexico.

Alex Lee stayed for about half of the presentations and Mabel Gomez-Oliver stayed for the entire event.

Students presented to three panelists, two from the U.S. Department of State and one from the U.S. Department of Justice. They were:

Paula Uribe, Senior Public Diplomacy Advisor, Bureau of Western Hemisphere Affairs, U.S. Department of State

Blakeney Vasquez, Cultural Programs Coordinator, Bureau of Western Hemisphere Affairs, U.S. Department of State

Donnie LeBoeuf, Special Assistant to the Administrator, Office of Juvenile Justice and Delinquency Prevention, Department of Justice



Ann Stock in red

After the presentation, we moved to the Delegates Lounge for lunch where Ann Stock, the Assistant Secretary for the Bureau of Educational and Cultural Affairs, spent an informal hour with the students. Assistant Secretary Stock procured and distributed letters from Michelle Obama congratulating the students on their accomplishments. Each student received a copy and had a photo with the Assistant Secretary.

### Learning Goals:

1. Present social action project proposal to panel of U.S. and Mexican leaders using Y-PLAN assessment rubric
2. Receive feedback on the strengths and challenges social action project proposal
3. Consider how to leverage future resources and develop sustainable networks, among current participants and among additional youth in Mexico

### Journal Questions:

- . What are 3 things that went really well in our public presentation?
- . What are 3 things that I would change for the next presentation?

### Y-PLAN Tools:

Jóvenes en Acción Program Educational Activity Plan 5

Poem written by one of the students who gave the closing remarks:

#### **Today is a Glorious Day!**

Today is a glorious day!  
Let's celebrate we have a lot to say  
Don't worry about the drinks  
Don't worry about the cake  
We're celebrating the action we're gonna take

Let's dance to the sound of peace  
Let's sing the song of liberty  
Let's stop the sadness of fear  
There's a whole world the needs to be led



Upon returning to Mexico City, students again presented at the closing ceremony which took place at the Secretaría de Educación Pública. Three groups were selected to present, while the remaining eleven groups shared their community projects through poster presentations.

## Two samples of student presentations are provided below:

### Presentation 1 – Phoenix group from Mexico City



**JOVENES EN ACCION**  
**PHOENIX**

August 19, 2010



**PHOENIX**

- Vision
  - We hope to reduce alcohol abuse among young people between the ages of 15-18 years old in Tmilpan.
- Team Members
  - Rosa Edith Muñoz Montero
  - Evelyn Izanamay García Camacho
  - Karina Morales Rivas
  - Adriana De La Cruz García



**PHOENIX**



TIMILPAN, ESTADO DE MEXICO, MEXICO

**PHOENIX**



**PHOENIX**



**PHOENIX**



**PHOENIX**

A	Workshop	• Arts and Crafts	All the workshops will include short speeches about alcoholism in relation to teenagers.
P	Workshop	• Dance Classes	
R	Workshop	• Theater	
I	Workshop	• Play an instrument	

**PHOENIX**



**PHOENIX**

**QUESTIONS:**

- What if our project does not work?
- Will teenagers want to participate in our project?
- Will our project realistically change the way that youth approach alcoholism?

**PHOENIX**

WAYS FOR YOUNG PEOPLE TO STAY INVOLVED AND ACCOUNTABLE

**PHOENIX**

THANK YOU!

Questions?

Activities are of interest for young participants, providing new solutions to solve the problem of alcoholism. Only through truly changing the way that alcoholism is perceived in our community can our project succeed.

# Presentation 2 - Youth for a Prosperous and Peaceful Border from Ciudad Juarez



**JOVENES EN ACCION**  
*Jóvenes por una frontera  
 hacia la prosperidad y la paz*  
 Youth for a prosperous and peaceful border

Final Presentation – August 19, 2010



## Who are we?

- Social Action Project Vision
    - Improve Ciudad Juarez little by little through youth leadership
  - Team Members names
- Ciudad Juarez:  
 Alma Alejandra Aveytia Camacho,  
 Juan Manuel Martínez Herrera,  
 Nancy Angelica Soto Rivera.



## Principal Problem...



## Homicides and Poverty in Ciudad Juarez



• There are 120,000 youth in Ciudad Juarez. 45% of those youth (ages 13-24 years old) do not have access to educational facilities and do not have access to viable work.

• In 2009, homicide was the number one cause of death among youth ages 15-29 years of age.

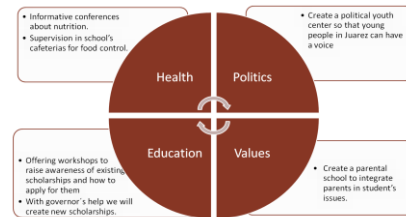
\*Data based on the first 6 months of 2010

## What is youth for a prosperous and peaceful border?

- **What is our project?**
  - We are developing a set of workshops on the topics of health, educational scholarships, family values, and political participation in order to decrease indirectly the violence in Ciudad Juarez
- **Why?**
  - We refuse to live in a city where:
    1. 10 homicides occur each day
    2. The violence is part of the daily routine
    3. Any moment we can be victims



## Implementation plan



## Timeline



## What are we going to do?

- Create a relationship with "Todos somos Juarez" program
- **Governor Cesar Duarte's role:**  
Gov. Duarte requested policy suggestions from youths. After presenting to his staff we were invited to present again upon our return to Mexico. We hope for further support from Duarte.
- Create a self-sufficient and sustainable project



## Any questions?



Thank you so much!

## Jóvenes en Acción Website

The University of California Center for Cities and Schools assisted in building a program website. This website provides a week by week breakdown of the program, as well as a central location for the students to report on their progress. Each group has an individual page giving them the ability to share information about their projects as well to upload videos, photos, etc. on an ongoing basis. Through December 2010, Jóvenes en Acción Program Director Menraj Sachdev will provide support to students in the implementation of their community projects.

Website address:

<http://jovenes.youthplan.org/>



# Daily Schedule

~ July 2010 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
	12 pm – Video Conference with Mexico  2-5pm – Mentor Orientation	Students Arrive Orientation 2-5pm (including Intrax language assessment)	Intrax workshop English language training  Eve – Scavenger Hunt Tour of UC Berkeley campus (Event with mentors)	Intrax workshop English language training  Eve - World Affairs Council – Attended talk given by His Excellency Arturo Sarukhan, Ambassador of Mexico to the United States	Intrax workshop AM - English language training  PM – Discussion on Latino contributions to the US  Eve - Activity with mentors	Intrax workshop which will include a trip to Golden Gate Park – Academy of Science and picnic  Eve - Activity with mentors / Descanso
25	26	27	28	29	30	31
AM – Descanso / Church  PM –Event with MEXCAL (UC Berkeley Mexican Student Organization) at Berkeley Marina  Eve – Descanso / RA meeting	AM – Intrax workshop  Attend a luncheon with all AYUSA programs (Senegalese program, World Leaders, Mexico Program)  PM - World Savvy workshop - <i>Conociendo Culture</i>  Eve – Activity with mentors)	AM – Intrax workshop in SF  Lunch in the Mission District  PM - World Savvy excursion to cultural/mural tour of the Mission District in San Francisco, followed by discussion about murals, art and creativity in its role in community.	AM – Intrax workshop  PM - World Savvy workshop – <i>Conociendo Community</i>  Eve – RA meeting / Descanso / Evening Activity with mentors	AM – Intrax workshop  PM - World Savvy excursion to youth organizations, HOMEY and Conscious Youth Media Crew (Event with mentor?)  Eve – Trip to Union Square in San Francisco	AM - World Savvy workshop – <i>Deconstruyendo the War on Drugs</i>  PM - Speaker – Mauricio from Farmacia Remedios (Latino Business Leaders in the Community)  Eve- RA meeting / Community Mapping exercise with the assistance of Mentors	All Day - Community Outreach Day/ Mobile Workshop in Richmond, CA with World Leaders Group  Evening – Ice Cream Social with Mentors



~ August 2010 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p><b>1</b></p> <p>AM - Church</p> <p>PM - Tour of San Francisco with World Leaders Group</p> <p>Eve – RA meeting / Descanso</p>	<p><b>2</b></p> <p>All day - Youth Alive workshop, Peer education youth violence prevention</p> <p>Eve – RA meeting, Suitcase Clinic, substance abuse clinic tour (event with mentors)</p>	<p><b>3</b></p> <p>All day - Youth Alive workshop, Peer education youth violence prevention</p> <p>Eve – RA meeting, event with mentors</p>	<p><b>4</b></p> <p>All day - Youth Alive/Pacific Leadership Institute Ropes Course</p> <p>Eve – RA meeting, discussion questions</p>	<p><b>5</b></p> <p>All day - Cisco – day trip to meet with Conexion group and students received a demo of Cisco products</p>	<p><b>6</b></p> <p>AM –Start Dialogue workshop</p> <p>PM – Y-plan activity, create posters</p> <p>Eve – Dance (event with mentors)</p>	<p><b>7</b></p> <p>AM - Community Service with Friends of Five Creeks</p> <p>PM – Picnic</p> <p>Eve- RA meeting, poster preparations</p>
<p><b>8</b></p> <p>AM – Descanso / Church</p> <p>Excursion with World Leaders Group to Oakland A's game (event with mentors)</p> <p>Eve – Poster presentation</p>	<p><b>9</b></p> <p>All day Amigos workshop - foundations of Community Based Initiatives and student poster presentation</p> <p>Eve – RA meeting, discussion of presentation feedback</p>	<p><b>10</b></p> <p>All day Trip to Sacramento City, capitol of California, to visit the State Capitol and observe presentation by the World Leaders Group</p> <p>Eve – RA meeting, presentation preparation</p>	<p><b>11</b></p> <p>All day Amigos workshop – Community Assessment Mapping and Tools</p> <p>Eve – presentation preparation and then Talent Show (events with mentors)</p>	<p><b>12</b></p> <p>AM - Amigos workshop – Creating a plan and presentation preparation</p> <p>PM – Presentation practice with Amigo's and Y-plan individuals</p> <p>Eve- RA meeting, presentation preparation</p>	<p><b>13</b></p> <p>AM – Trip to Fisherman's Wharf</p> <p>PM – Presentation preparation</p> <p>Eve - Attend AYUSA World Leaders Graduation Ceremony</p>	<p><b>14</b></p> <p>AM – Presentation Preparation</p> <p>PM - BBQ with Mentors and Mexcal groups, as this is the last day</p> <p>Eve- RA meeting, Presentation Preparation and packed for flight to Washington DC</p>
<p><b>15</b></p> <p>Flight to Washington DC</p>	<p><b>16</b></p> <p>AM - Capitol Hill tour</p> <p>PM – Smithsonian Institute</p> <p>Eve – Presentation Preparation / Descanso</p>	<p><b>17</b></p> <p>AM - Mexican Cultural Institute visit</p> <p>PM – Workshop given by Latino Smithsonian Institute</p> <p>Eve – Hard Rock Café and Night Monument Tour</p>	<p><b>18</b></p> <p>All day – Presentation Preparation and created poster presentations for Mexico City / Descanso</p>	<p><b>19</b></p> <p>Presentations and Graduation Reception</p> <p>In attendance – members of the Mexican Embassy and Department of State and Undersecretary Ann Stock</p> <p>Afternoon/Eve- Bowling</p>	<p><b>20</b></p> <p>AM – Completed poster presentation</p> <p>PM - Students return back to Mexico</p>	<p><b>21</b></p> <p>Students present presentations in Mexico City.</p>
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>

## Summary of evaluations and implications for future programs

An overall evaluation was completed by the students at the end of the program.

Our overall objectives of the program were to:

- Empower participants with an increased sense of their own capacity to achieve personal success and to serve as leaders of their communities;
- Assist in developing strong ties between Mexican and American youth, thus contributing to mutual understanding among both countries;
- Give participants the tools to engage in meaningful dialogue about the benefits of cross-border partnership in a globalized economy;
- Provide Mexican youth a new perspective, inspiring them to act as agents of social change in their home communities through active civic engagement.

The results were overwhelmingly positive. The students thoroughly enjoyed the program as a whole, and they also felt they received a strong foundation in developing their community projects. Moreover, they felt well equipped with tools to implement the projects in their communities. Students responded with a **4.7** on a five point scale to the statement “I’m ready to implement my project when I return home.”

In addition to confidence in implementing their projects, students also felt they were returning to Mexico as stronger leaders. Overall student response was **4.7** to the statement “I have become a better leader as a result of this program.”

Regarding strong ties between Mexican and American youth and the contributions to mutual understanding between both countries, student response was **4.6** to the statement “I have a better understanding of America and American culture as a result of this program.” Additionally, students responded with **4.7** to the question “My perception of America has improved as a result of this program.” Students also stated they would like to have had more time with American youth on the program.

Overall, **100%** responded positively to the statement “Would you recommend Jóvenes en Acción to a friend?” When asked why, students responded with the following sample answers -

- “It was a life-changing experience and an excellent opportunity to grow as a community leader.”
- “This is an experience that gave me tools to be a leader and better person and I enjoyed it a lot.”

- “I hope I can share this wonderful experience with not only my friends but also my family and community.”
- “Amazing experience, it is like a dream came true.”
- “Changed my life and my mind.”

Some other highlights of the program:

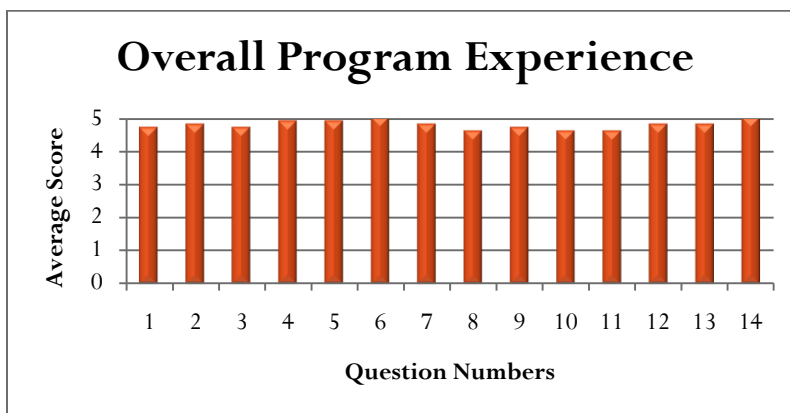
- I’m better prepared to create change in my community in Mexico – **4.9**
- I believe I will be more successful in the future because of this program – **4.9**
- I enjoyed meeting students from other countries (e.g., World Leaders) - **4.5**
- I enjoyed working with students from other parts of Mexico - **4.9**

Although not a specific goal, students commented on learning about Mexico and gaining a deeper cultural understanding of their own country. Many of the students have not had a chance to travel throughout Mexico, thus having the opportunity to meet individuals from all over Mexico was an incredible experience for all the students.

The summary evaluations are further broken down in the following categories:

- Overall Program Experience
- Skill Development and Program Content
- Workshops and Speakers
- Activities
- Program Elements

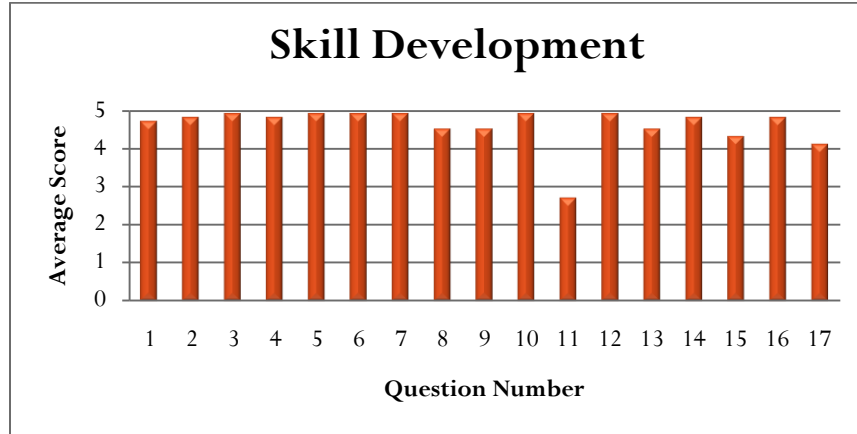
## Overall Program Experience:



Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

		Avg. Rating
1	I have become a better leader as a result of this program.	4.7
2	I developed and improved my project.	4.8
3	I'm ready to implement my project when I return home.	4.7
4	I'm better prepared to create change in my community in Mexico.	4.9
5	I believe I will be more successful in the future because of this program.	4.9
6	This program was a life-changing experience for me.	5.0
7	I am more optimistic about my ability to impact Mexico's future because of this program.	4.8
8	I have a better understanding of America and American culture as a result of this program.	4.6
9	My perception of America has improved as a result of this program.	4.7
10	I am more interested in returning to America to study in the future as a result of this program.	4.6
11	I am more interested in doing business with America in the future as a result of this program.	4.6
12	I am more interested in travelling to America again.	4.8
13	I see myself as a future leader in Mexico.	4.8
14	I would recommend Jóvenes en Acción to a friend.	5.0

## Skill Development and Program Content:

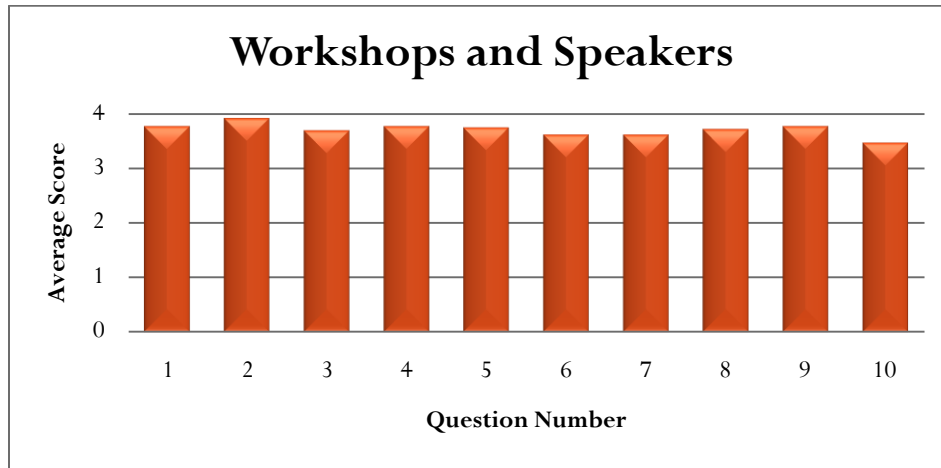


Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

### Avg. Rating

1	My English Language skills improved.	4.7
2	I learned about working effectively in groups.	4.8
3	I understand more about leadership and how to be a leader.	4.9
4	I met role models who are good leaders.	4.8
5	I enjoyed the program and had fun.	4.9
6	I worked hard on this program.	4.9
7	I felt supported academically.	4.9
8	The speakers were interesting.	4.5
9	The curriculum was challenging.	4.5
10	I enjoyed working with students from other parts of Mexico.	4.9
11	It was hard to work with students from other parts of Mexico.	2.7
12	I enjoyed meeting students from the United States.	4.9
13	I enjoyed meeting students from other countries (e.g., World Leaders)	4.5
14	The coursework was interesting.	4.8
15	The readings complimented the course/program.	4.3
16	I felt supported emotionally.	4.8
17	The amount of homework was manageable for the length of the program.	4.1

## Workshops and Speakers:

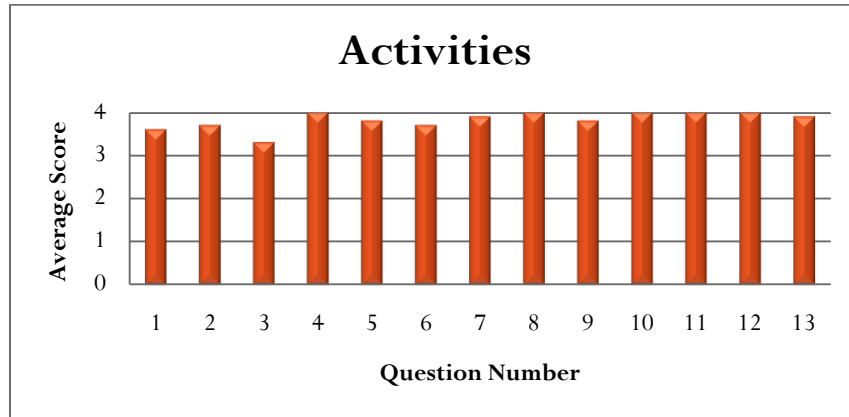


Poor	OK	Good	Excellent
1	2	3	4

### Avg. Rating

1	Intrax: English training and culture	3.7
2	World Savvy: Understanding culture, identity, and community	3.9
3	Youth Alive: Violence prevention and education	3.7
4	Amigos de Las Américas: Project development and Implementation	3.7
5	Berkeley Center for Cities and Schools (CCS&S): The Y-Plan and project development	3.7
6	Mauricio Simbeck: CEO of Farmacia Remedios	3.6
7	Tara Fleming: Leadership Exploration (animal leaders, artists and sculptures)	3.6
8	Gabriel Gutierrez (Immigration talk)	3.7
9	Mexican Cultural Institute (Washington DC)	3.7
10	Emily Key (Latino Smithsonian Institute/DC)	3.5

**Activities:**

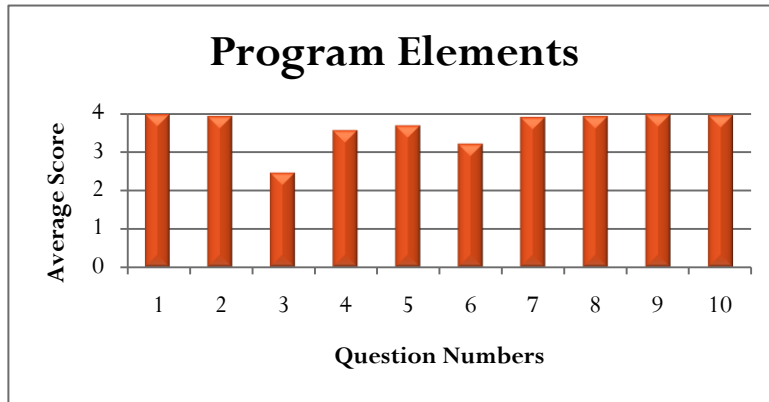


Poor	OK	Good	Excellent
1	2	3	4

**Avg. Rating**

1	Time with Mentors	3.6
2	Albany Creek Community Service	3.7
3	Richmond Trip with World Leaders	3.3
4	Cisco trip	4.0
5	Sacramento trip	3.8
6	Academy of Science	3.7
7	Oakland A's game	3.9
8	Evening Activities (Talent show, scavenger hunt, etc)	4.0
9	Event with MEXCAL	3.8
10	San Francisco Tour	4.0
11	Ropes Course	4.0
12	Washington DC Night Trolley Tour	4.0
13	Bowling	3.9

**Program Elements:**



Poor	OK	Good	Excellent
1	2	3	4

**Avg. Rating**

1	UC Berkeley Campus	4
2	Housing (Berkeley)	3.9
3	Food (Berkeley)	2.4
4	Classroom space (Berkeley)	3.5
5	Housing (Washington DC)	3.7
6	Food (Washington DC)	3.2
7	RA Staff	3.9
8	Assistant Director (Annie Holder)	3.9
9	Program Director (Menraj Sachdev)	4
10	Instructors	3.9



## **Supporters**

### **Government of the United States**

Fund for Innovation, Office of the Under Secretary for Public Diplomacy

Office of Public Diplomacy, Bureau of Western Hemisphere Affairs

U.S. Embassy Mexico City

### **Government of Mexico**

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### **Private Sector**

Banker's Association of Mexico

BBVA Bancomer

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