

## Quechua Girls Leadership Education Project

*Cultivating community leaders with the skills to create their own success*



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## **Project Description:**

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The Quechua Girls Leadership Project in Patacancha is a holistic program designed to promote economic independence and personal empowerment for indigenous Quechua-speaking adolescent girls. We believe that during these critical years of growth into adulthood, these girls have the opportunity to develop the qualities necessary to participate fully in processes of economic development in Peru and to become a new generation of leaders equipped to achieve a better future for their community. This project will focus on the broad set of skills, knowledge, values, and personal support that girls need to create their own success in a globalized world.

The program's design focuses on key women's issues and draws from the best practices of adolescent girls' programs as described in the Population Council's Girl-Centered Program Design Toolkit. To create skills for the girl's economic advancement, we aim to teach household budgeting, management of personal savings, and organizational leadership. We also aim to impart the knowledge and values needed for personal development as women leaders by teaching family planning, reproductive health, self-esteem, and women's rights education. As the first program of this kind that Awamaki is implementing, we will launch a pilot program with 5-7 girls with the aim of expanding the program in the future.

Using these target educational areas as a starting point, we will also use needs assessments and community input to shape our program design. Once information is collected from the girls and their families using needs assessment tools, we will create a program structure that ensures careful attention to these girls' particular circumstances and also make important adjustments in the program's educational content based on the most crucial areas of need that are identified.

After girls have completed the leadership program, Awamaki plans to contribute directly to these girls' future by launching a special internship program that creates real opportunities for professional experience. **This experience will directly empower girls to become leaders and organizers in their community,** while also providing career experience that can be applied to other jobs and business activities. Through this program, girls and young women will be able to assume leadership positions in Awamaki's community development programs and act as officers and coordinators for the women's weaving cooperatives that Awamaki partners with in their community. This, in addition to the general skills that participants in the program will learn, will ensure future independence and self-management for Awamaki's women's cooperatives, allowing women to assume leadership and decrease dependence on outside organizations for their economic success.



## **About Awamaki:**

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Awamaki is comprised of a Peruvian “Asociación Civil” and a U.S. 501(c)(3) Non-Profit Organization working closely together to promote community development in Ollantaytambo, Cusco, Peru. Awamaki was formed in early 2009. Our mission is to collaborate with the greater Ollantaytambo community to create economic opportunities and improve social well-being of community members. We work with women, families and the rural poor in Ollantaytambo and the surrounding high Andean communities through our programs in women's cooperatives, community education and sustainable tourism.

As Awamaki’s oldest and longest running project, we support indigenous Quechua women weavers to improve their skills and increase their access to the market, thereby revitalizing an endangered weaving tradition while affording Quechua women a reliable source of income. Awamaki specializes in women’s cooperative programs, which now include weaving, knitting, sewing, and Spanish teaching. Through our fair trade store and international sales, we ensure that these cooperatives continue to provide a reliable source of income. We view these cooperatives not only as an income-generating opportunity for disadvantaged women in Ollantaytambo, but also as a venue for supporting women’s skills, assets, and personal development in order to create self-sufficient leaders.

Our Sustainable Tourism program directly benefits community members by promoting culturally sensitive tourism for the many visitors passing through Ollantaytambo, granting foreigners with a unique insight into Quechua life and providing local families with an additional income source. In our Community Education program, we arrange for international volunteers to teach classes in English and IT/computing, and we work with staff, volunteers and external trainers to run capacity-building workshops that cover a variety of topics such as managing household finances or working with tourists. Through these classes and workshops, we aim to give community members the opportunity to build skills and access knowledge that will allow them to increase their incomes and quality of life.



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## **Current Situation of Rural Indigenous Women in Peru**

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In Peru, more than 1 in 2 individuals who speak an indigenous first language continue to live in poverty, while just over 1 in 4 Spanish speaking Peruvians live in poverty. For rural Peruvians who speak in indigenous first language, the situation is considerably worse with over 60% living in poverty and over 30% living in extreme poverty. The rate of poverty in the Ollantaytambo district, which is highly rural and indigenous, remains exceptionally high at over 73% as of 2009, demonstrating that many local people have not managed to reap the benefits of a thriving tourist and artisanal economy. Women continue to face significantly lower rates of education, with 28.8% of rural women remaining illiterate compared to only 9% of rural men.\* All of this reflects a culture in which indigenous people, and women especially, continue to face enormous barriers to success, and in which their skills and potential are undervalued.

Awamaki's weaving cooperative in Patacancha comprises over 40 rural Quechua women for whom textile sales provide a critical source of income in their households and families. In spite of the positive material impact of the cooperative in their lives, factors such as illiteracy, low levels of Spanish, a lack of leadership experience, and a lack of financial or organizational skills currently prevent the members from assuming administrative or management roles in the organization. Because of this the cooperative and its members remain deeply dependent on the management services that Awamaki provides and have not truly taken ownership of their organization.

Adolescent girls, with better access to educational opportunities than previous generations, have the opportunity to reverse this situation of dependence and strive for broader social, political and cultural empowerment. However, serious obstacles remain for their access to many basic economic opportunities in Spanish-speaking Peruvian society. Rigid gender roles, limited language ability, geographical and social isolation, and continuing discrimination against indigenous women are just some of the factors that challenge these women's ability to create a future without poverty for themselves and their children.

\* Statistical information is taken from INEI, the Peruvian Instituto Nacional de Estadística e Informática. (National Institute of Statistics and Information) This reflects the most recent information available, based on 2010 when not stated otherwise. For more information see <http://www.inei.gob.pe/> and <http://www.inei.gob.pe/biblioineipub/bancopub/Est/Lib0952/index.htm>

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### **Profile of Patacancha Girls:**

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We plan to enroll 5-7 Quechua girls from the Patacancha community including girls who are either members of the women's weaving cooperative or daughters of members. These girls all speak Quechua as their primary language with varying levels of Spanish. Weaving on an Andean backstrap loom is an ancient craft passed down between generations of Quechua women, and nearly all girls in the community learn to become expert textile makers.

Patacancha is located at approximately 3,900 meters or 12,600 feet above sea level. Having received basic services such as schools and roads within the past 15 years, this community is just beginning its integration into the regional economy and the Spanish-speaking world. The economy remains heavily agricultural with families producing potatoes and other crops that grow at these altitudes for subsistence. They also raise llamas, alpacas, sheep, and other livestock. From an extremely early age and throughout adolescence, children are given very large responsibilities such as farming and taking the animals to pasture hundreds of meters higher up in the mountains.

Awamaki works hard to provide alternative sources of income including textile sales and sustainable community tourism. As Patacancha integrates into the market economy and the modern world, girls and women continue to value traditional activities such as weaving as a crucial source of income.





### Project Objectives:

- Help girls develop into independent, economically successful women
- Create women's empowerment by teaching values such as self-esteem and rights education
- Promote autonomy and self-management for the Patacancha women's weaving cooperative
- Provide mentorship and supportive social networks to foster the girls' personal development
- Support educated, empowered choices in family planning and reproductive health
- Employ Participatory Methodologies so that participants are not only empowered through the content of the program, but also by playing an active role in the design and implementation of the program itself

### Project Timeline:

Timeframe	Activity
Month 1	<b>Preliminary Curriculum Development</b> Gather materials and information on selected topics: <ul style="list-style-type: none"><li>○ Economic independence and financial literacy</li><li>○ Family planning and reproductive health</li><li>○ Self Esteem</li><li>○ Women's empowerment</li><li>○ Organizational leadership</li></ul>
Week 1	<b>Community Consent</b> Coordinate program with Community <ul style="list-style-type: none"><li>○ Communicate with parents, arrange Parent Meeting</li><li>○ Communicate with relevant community organizations (weaving cooperative, school)</li></ul>



Weeks 1-2	<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>○ Find girls by communicating through word of mouth via parents, through weaving cooperative, and through school</li> <li>○ Administer sign up of girls</li> <li>○ Create general profile of participants: (age, level of education, family situation, language situation, health situation)</li> </ul>
Weeks 3-4	<p><b>Program Structure Needs Assessment</b></p> <ul style="list-style-type: none"> <li>○ Arrange meeting to perform needs assessment activities</li> <li>○ Adapt Girl-Centered Program Design needs assessment tools ( Coverage Exercise, Safety Scan, Community Safety Mapping, adult influence ranking tool, cash flow tool)</li> <li>○ Ascertain most convenient and safe meeting place and time</li> <li>○ Determine appropriate number of hours per week for program activities</li> <li>○ Determine involvement of adults in the community</li> </ul>
Month 2	<p><b>Program Content Needs Assessment</b></p> <ul style="list-style-type: none"> <li>○ Adapt and employ Girl-centered program design needs assessment tools</li> <li>○ Assess common problems and challenges that girls face</li> <li>○ Assess girls' preference for program content</li> <li>○ Assess gaps in information and services that girls are currently receiving</li> <li>○ Use girls' input to establish ground rules for meetings</li> </ul>
Month 2	<p><b>Curriculum Development</b></p> <ul style="list-style-type: none"> <li>○ Modify/expand on selected topics based on needs assessment results</li> <li>○ Add additional materials as necessary</li> <li>○ Develop materials,</li> <li>○ Create Schedule</li> <li>○ Find guest speakers</li> </ul>



Months 2-7	<p><b>Launch Girl's Leadership Program</b></p> <p>6 Months of Weekly meetings with 1 month of recess</p> <p><i>Services and Activities:</i></p> <ul style="list-style-type: none"> <li>• Network building</li> <li>• Trust-building activities</li> <li>• Mentorship program</li> <li>• Parent events and workshops</li> <li>• Guest speakers</li> </ul> <p><i>Proposed Educational Content:</i></p> <ul style="list-style-type: none"> <li>• Financial literacy: savings and budgeting</li> <li>• Economic independence</li> <li>• Business development training/Entrepreneurship</li> <li>• Health education, reproductive health</li> <li>• Family planning</li> <li>• Self Esteem</li> <li>• Women's rights and empowerment</li> <li>• Organizational leadership</li> <li>• Asset building, vocational skills</li> </ul>
Month 8	<p><b>Launch Internship Program</b></p> <ul style="list-style-type: none"> <li>• Receive applications for internship program</li> <li>• Select girls for certain offices in Awamaki and the Weaving cooperative</li> <li>• Arrange meetings with volunteer coordinator and weaving project coordinator for intern orientation</li> </ul>
Ongoing	<p><b>Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Record information about girl's participation</li> <li>• Keep detailed documentation about program activities with photographs</li> <li>• Administer questionnaires and discussion groups every 2 months for feedback and quality evaluation</li> </ul>





### Approximate Program Costs:

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Item	Monthly Cost in Soles	Monthly Cost in Dollars	6-month Cost in Soles	6-month Cost in Dollars
Transportation	600	240	3,600	1,440
Payment for Training Personnel	800	320	4,800	1,920
Educational Materials	300	120	1,800	720
Food and Refreshment	480	192	2,880	1,152
Safe Space Rental	80	32	480	192
Total	s/. 2,260	\$904	s/. 13,560	\$5,424

\* Projected Exchange Rate for 2013: 2.5 soles/dollar