



About Amantani

“My father told me I wouldn’t be able to go to university because I’m a girl. With Amantani’s support, I graduated as a teacher last year and now teach at a secondary school.”

Marleni, Transitions Project Graduate

Our Purpose

Established in 2008, Amantani works to defend the rights of indigenous young people in the rural areas of Peru. We enable young people from marginalised families to access education, stimulating social development. Our intercultural approach promotes social inclusion, helping young people gain skills to negotiate Peru’s modern society, whilst encouraging autonomy and cultural pride.

Vision

A fair, inclusive Peru with equal opportunities for all.

Mission

Promote inclusion and equality for rural Peruvians through opportunities in education, employment, and fair trade.

Strategic Objectives

- **Strengthen** young people's emotional and social skills
- **Support** the academic transition to further education
- **Promote access** to fair and inclusive work environments
- **Implement** organisational, financial & operational strategies for maximal impact



A student learning cooking techniques at a local technical college.



A workshop about electoral processes at our Youth Hub

Our History

We started by running boarding houses for children who otherwise had to walk long distances to get to school. This project helped improve secondary school completion rates, so the needs identified by the communities shifted towards further education/employment. Our Transitions Project has been running in the Cusco region since 2016 and facilitates access to high-quality further education and fair employment. During 2022 we adapted our work to rural communities in the Amazon rainforest in northern Peru, creating our Amazon Youth Project. We also run an **Ethical Trade Project** that helps Quechua women to build financial independence. Our talented artisans hand-weave beautiful products, for which we help them find avenues of sales, in Peru and the UK.

The Transitions Project

Our Transitions Project was developed in response to the growing need for transitional support for school leavers in Ccorca and Huanoquite. The programme provides practical help to access and complete further and higher education. The project has three phases that help prepare young people for further education, support them throughout their further education and access fair and formal employment after education.

Phase	1	2	3
Programme	PATHWAYS	SCHOLARSHIPS	EMPLOYABILITY
Participants	30	93	93
Age and Stage	15-18 year olds During last year of secondary school	18-25 year olds Studying at technical colleges, further education institutes and universities	18-25 year olds During studies (work experience) & after graduation
Focus	Capacity Building	Access to Opportunity	Fair Employment
Activities	<ul style="list-style-type: none"> • Vocational Orientation: Articulate aspirations, create a Life Plan, write first CV. • Sexual Health Workshops: teach about sexual health, rights, and responsibilities. • Environmental Awareness: Raising awareness of our roles in protecting the environment. • Academic Reinforcement: Improvement of literacy, numeracy and ICT skills • Psychological Support: Helping to identify and manage emotions. • Personal Development: Develop personal & inter-personal skills, strengthen cultural identity & pride. • Parental Involvement: Parents and guardians are involved through workshops and the parents' council. 	<ul style="list-style-type: none"> • Financial Scholarships: Cover academic fees, transport, connectivity, materials, and a daily meal. • Academic Support: Identification of problematic areas and who can help, liaison with further education institutions. • Psychosocial Support: Help participants deal with life as a student far from home. • Youth Hub: A safe place to study, use computers and socialise with other students. • ICT Workshops: Promoting computer literacy, a pre-requisite for graduation • Student Council: Elected representatives take an active role in supporting peers and making decisions with the Amantani team. • Parent Council & Workshops: Parents contribute to living costs and are involved in their children's education. 	<ul style="list-style-type: none"> • Individual careers guidance and group vocational sessions. • Workshops supporting CV writing, interview and job search skills. • Support to find work experience, part time work and jobs on graduation. • Relationship forming with local employers and employment agencies.
Direct Result	At least 24 (80%) young people pass entrance exams and access further education.	At least 84 (90%) young people successfully complete their academic year.	All participants have CVs, job search & interview skills and support to find work.



One of Amantani's students studying clothing production

Projected Outcomes

- Young people are supported financially, psychologically and academically to access and complete further education.
- Through further education, young people have greater access to fair work and better pay.
- Young people have improved self-esteem and broader visions of their futures.
- Parents actively participate in and support their children's learning journeys.

Where We Work

The young people who participate in the Transitions Project are from the districts of Ccorca and Huanquite, near Cusco, Peru. Project work takes place in Ccorca and Cusco.

These districts are rural and predominantly Quehuca-speaking, located in the mountains surrounding the city. Each is made up of several small communities, and both experience high levels of socio-economic inequality. According to the last National Census (2017), 97% of houses in Ccorca and Huanquite are made of adobe, only 30% have access to running water for an average of three days per week, and 20% don't have electricity. Additionally, 98% of people don't have a computer or laptop at home.



Young women showing off a section of the Inca steps in Ccorca

The Need

In 2020, over 75% of Peru's working population was employed in the informal sector (INEI, 2021). In rural areas, the rate of informal work increased to 96%. Informal employment is problematic as workers are not protected by law, have no access to benefits like healthcare and pensions, and are generally paid less. The 2017 national census showed that just over 30% of working age residents in the Cusco region had completed further education, a little lower than the national average (33.3%). However, the rural-urban divide was stark: 43% of urban residents completed further education, compared to 10% of rural residents. The data also showed that people who continued to further education (non-university) earned 30% more than those who only completed secondary school, whilst university graduates earned well over double. A government survey in 2020 showed that 33% of women and 17% of men in Peru didn't have their own income streams. It also showed that the average monthly salary in urban areas of Peru was almost double that of rural areas (£309 vs. £160).

How We Know Our Approach Is Working

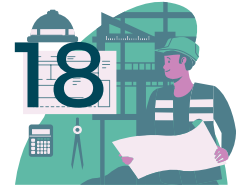
Project Impact so Far



Young people currently enrolled in further education



Students have completed further education courses of at least one year



Graduates employed; 11 with formal contracts & 9 in jobs related studies

Theory of Change



From Student to Teacher - Marleni's Story

Marleni is 27 years old, from the rural community of Carhuis, in the district of Ccorca. Marleni has three older brothers, and her father always told her she wouldn't continue to further education, because she is a girl. However, with Amantani's support, she was the first in her family - and the first girl in her community - to go to university. In June 2021, she graduated with a degree in Education, specialised in Science and the Environment. When the academic year started in March 2022, she received a government contract to teach at the secondary school in the town at the base of Machu Picchu. She currently earns s/2,500 per month (more than double the national minimum wage), and has access to healthcare and a pension through her contract. Her interest in the environment will be especially useful in this tourist honeypot, to help the next generation be equipped to ensure the future sustainable development of the area.



Monitoring and Evaluation

Our monitoring framework seeks evidence of change against a project baseline. We collect data about key indicators on a monthly basis, and conduct interviews, surveys, and case studies. Changes in these indicators are compared to defined objectives, outcomes and outputs, to evaluate the success of the programme. We involve our stakeholders in the monitoring process, helping to create a full picture of the need for, effectiveness, and relevance of our projects to our communities.

	Description	Indicators	Means of Verification	Impact
Objectives	Young people have the support and capabilities they need to access and complete further education.	<ul style="list-style-type: none"> 80% of participants pass entrance exams & pursue further education 80% of participants complete further education courses 80% of participants feel supported by parents and Amantani 	<ul style="list-style-type: none"> Offer letters, academic reports, mid-term exam results. Final exam and thesis results, graduation certificates. Records of parental communications / workshop attendance; surveys / interviews with students 	Young people become the first generation of professionals in their districts and have the capacity to break the poverty cycle for their families.
	Young people have the capabilities they need to access fair and formal employment.	<ul style="list-style-type: none"> 80% of participants show good interview and job search skills 100% of participants have CVs 80% of participants feel ready to enter the job market 	<ul style="list-style-type: none"> Tutor observations of workshops and practice interviews Copies of CVs on file Interviews / surveys 	Better education levels/personal skills give young people access to better jobs and salaries.
Outcomes	Participants show improved academic achievement during their learning journeys.	<ul style="list-style-type: none"> 25% increase in literacy and numeracy test results compared to baselines 80% of participants pass exams 	<ul style="list-style-type: none"> Literacy and numeracy test results Results of entrance/mid-term exams 	Better academic skills increase chances at completing further education.
	Young people recognise their personal/community strengths and celebrate cultural identity.	<ul style="list-style-type: none"> 80% of young people feel confident with their identity and celebrate their personal and community strengths 	<ul style="list-style-type: none"> Results of psychological diagnostic evaluations. Tutor observations / evaluations 	Cultural pride & identity help young people feel they belong & have confidence in who they are.
	Young people are aware of environmental issues and their roles in mitigating them.	<ul style="list-style-type: none"> 80% of participants can identify key environmental issues, potential solutions and individual actions 	<ul style="list-style-type: none"> A written commitment and monitoring throughout the programme 	Young people become agents of change to work towards environmental sustainability.
	Young people have improved personal skills, self-esteem and feel confident moving forward with their studies.	<ul style="list-style-type: none"> 90% of young people participate and feel listened to during individual tutoring sessions and meetings with older peers from the Scholarships Programme 	<ul style="list-style-type: none"> Feedback and surveys / mentoring session logs Feedback from student council and peer mentoring sessions 	Young people have the capacity to face challenges and ask for help, improving likelihood of completion of studies & insertion in workforce.
	Young people have access to computers/the internet and strengthen ICT skills.	<ul style="list-style-type: none"> 100% of young people have laptops and access to the internet. 90% of young people improve knowledge of ICT & use it to support studies 	<ul style="list-style-type: none"> Survey and individual feedback. Attending online tutorials on tools and programmes to support their studies 	Young people are proficient in the use of ICT, supporting academics and improving employment prospects.
	Parents actively participate and support the learning journeys of their children.	<ul style="list-style-type: none"> 90% of young people feel supported and maintain strong relationships with their parents 	<ul style="list-style-type: none"> Feedback during tutoring sessions and regular communication with parents. Feedback from Parent 's Council 	Students are more likely to successfully complete further education with support from their families.
Outputs	Young people have improved literacy and numeracy skills	<ul style="list-style-type: none"> 25% increase in literacy and numeracy test results compared to baselines 	<ul style="list-style-type: none"> Literacy and numeracy test results 	Students can compete with peers for places at further education institutes.
	Young people have completed CVs and 'Life Plans'	<ul style="list-style-type: none"> 100% of young people who have completed CVs and 'Life Plans' 	<ul style="list-style-type: none"> Recorded copies of CVs and 'Life Plans' 	Participants identify their strengths, interest, goals and how to achieve them.
	Young people identify most suitable subject areas to study.	<ul style="list-style-type: none"> 80% of young people can identify their potential career paths 	<ul style="list-style-type: none"> Interview/questionnaire following vocational education workshops 	Choice of study based on interests/strengths/goals increases probability of completion of studies.
	Young people have improved knowledge about sexual health, rights and responsibilities.	<ul style="list-style-type: none"> 75% of young people demonstrate knowledge about reproduction and sexual health 	<ul style="list-style-type: none"> Interview/questionnaire following sexual health workshops 	Young people have the tools they need to make responsible decisions in sexual relationships.
	Young people develop skills that improve chances of employment inc CV-writing, job searching & interview skills.	<ul style="list-style-type: none"> 90% of participants complete CVs 80% participate in practice interviews 80% of participants can use common job searching platforms 	<ul style="list-style-type: none"> Copies of CVs Workshop attendance registers Workshop observation logs 	Young people become competitive in the job market.