



*Amantani*

The Transitions Project  
Impact Report 2016-2024

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# Introduction

Amantani's Transitions Project aims to promote the holistic development of young people from rural, Andean communities so they can access tertiary education and prepare personally and professionally for the future. Over the years, the programme has made a significant impact in the lives of many young people, their families and rural, Quechua families. These communities are characterised for their rich cultural and ancestral traditions, but they face many challenges in access to educational and economic opportunities.

At the end of 2024, the Transitions Project had been running for eight years in the Cusco region, eight in Ccorca and six in Huanquite. We carry out annual evaluations of the project and follow up with project finishers for two years after completion to assess how the project impacts the lives of participants. However, we decided it was time to conduct a more in-depth study to show

the long-term impact of the project, not only on the participants themselves, but on their families and communities as a whole.

This report presents a detailed evaluation of the project's impact, combining qualitative and quantitative data collected through our regular monitoring as well as in-depth interviews and surveys with project participants (past and present), their families, and the wider community. The purpose of the evaluation and this report was to deepen our understanding of the achievements, challenges, and opportunities that have arisen during the project.

Through this impact analysis, we also aimed to highlight areas of potential improvement, so that the Transitions Project can continue to create meaningful impact within rural, indigenous communities, throughout Peru.

# Why the Transitions Project?

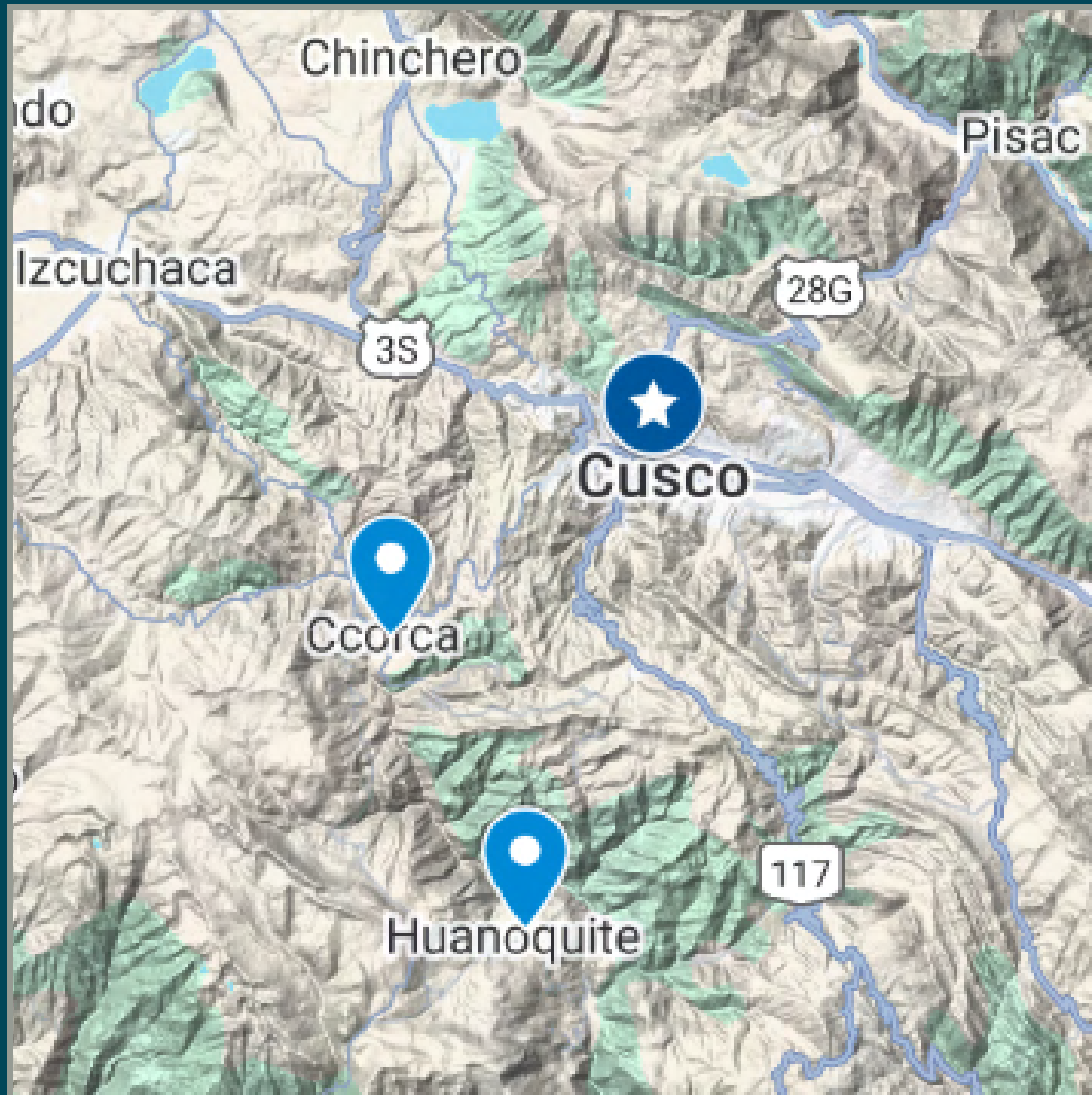
Despite advances in other areas, Peru's education system ranks consistently poorly on a global scale. This leaves many young people – especially from rural areas – without the knowledge and skills they need to access tertiary education or fair work after school. With restrictions on teacher time and training, there is little focus on the wider knowledge, personal capabilities, and interpersonal skills that are essential for young people to thrive after school.

The rural-urban divide in access to tertiary education is stark. In the Cusco region, rural residents are 75% less likely to study after school than their urban peers. National census data shows that tertiary education has a direct influence on earning potential: Cusqueños who continue to further education (non-university) earn 30% more than those who only complete secondary school, whilst university graduates earn over double (INEI, 2017). Additionally, over 70% of Peru's working population is employed in the informal sector (MTPE, 2024). Informal employment is problematic as workers are not protected by law, have no access to benefits like healthcare and pensions, and may be paid less.

Amantani started by running Boarding Houses in the rural District of Ccorca, to help children and young people from the surrounding communities to access and complete formal schooling. Alongside external developments (such as improved transport links) the project successfully increased secondary school completion rates. In 2007, Ccorca's secondary school had 35 students enrolled and only two graduates; in 2018, 225 students were enrolled and 40 graduated. This prompted local parents and community leaders to start looking towards what comes after school for their young people. In response, and alongside the communities, we developed our Transitions Project to support school leavers through this transition and open up opportunities for them.



# Socio-Geographical Context



## CCORCA

Ccorca is a rural district covering 190km<sup>2</sup> and is made up of a small town (of the same name) and 12 communities that surround it. Ccorca is only 20km from the city of Cusco, but until 2024, it was connected by a dirt road, so the journey took at least 1 hour. With the new, paved road finally open, the travel time is now 30-40 minutes. The population of the whole district was around 3,700 people in 2024.

## HUANOQUITE

Huanoquite is a much larger district, with a central town and 22 communities. It covers almost double the area of Ccorca (360 km<sup>2</sup>) and has nearly 7,000 residents. The main town is 52km from the city of Cusco, but because of the road conditions it takes over 1.5 hours to get there.

Both districts are characterised by social and economic inequality. According to the last National Census (2017), 97% of houses in Ccorca and Huanoquite were made of adobe (mudbricks), only 30% had access to running water, and 20% didn't have electricity. Additionally, 98% of people didn't have a computer or laptop at home.

# What is the Transitions Project?

The main aim of the Transitions Project is that indigenous young people from rural communities are prepared for life after school and can access tertiary education and fair employment. We believe that access to quality education and better job prospects lead to reduced poverty and help improve standards of living in rural communities.

The project is comprised of three main programmes that provide practical support to young people (aged 16 to 25) from situations of disadvantage. It helps them to prepare for life after school and access tertiary education and fair employment.

## 1) The Pathways Programme

Supports young people (15-18 years old) in the last two years of secondary school to prepare for life after secondary school, including for the challenges of studying away from home. Activities include vocational orientation, comprehensive sexuality education, personal development, cultural identity and environmental awareness workshops, psychosocial support, and parental involvement.

## 2) Scholarships Programme

Ensures students (18-25 years) from rural communities access and complete tertiary education courses. Activities include financial scholarships, academic and psychosocial support, personal development workshops and social activities at our youth hub, parent council and workshops.

## 3) Employability Programme

Provides tools to help project participants prepare for entry to the job market. Activities include careers guidance, workshops on CV writing and interview/job search skills, support to find work experience and jobs, and relationship building with local employers.

## Beca 18 Support Programme

In the past, we have supported young people to access government scholarships on an ad hoc basis. However, in 2024 we incorporated a structured Beca 18 Support Programme to help young people access the government's Beca 18 scholarships scheme. Activities include vocational orientation, academic reinforcement, support to enrol in the system and take the exams, and practical support for adapting to life in the city. This will now form an integral part of the Transitions Project, but since it is so new, it is not included in this impact report.





# Impact Study Methodology

To evaluate the medium- and long-term impact of the Transitions Project, we employed a mixed methods, participatory approach. We started by collecting ideas about the areas of project impact during parent general meetings in both districts. This information was used to create the surveys and interviews that were conducted with project graduates, parents, and community representatives. Interculturality was central to our approach, with interviews / surveys conducted in Quechua where participants felt more comfortable. The key themes that were highlighted included: economic impact, family unification, personal growth of the young people, family participation in education, community impact, and challenges faced.

The data collection methods that were used:

## 1. REGULARLY COLLECTED, QUANTITATIVE DATA

- Student numbers: active, graduates, drop-out rates
- Employment: no. employed, no. with formal contracts, salary information
- Participation by community

## 2. SURVEYS

- 44 current students: shared and collected via an online platform.
- 99 current parents: conducted verbally during group meetings.

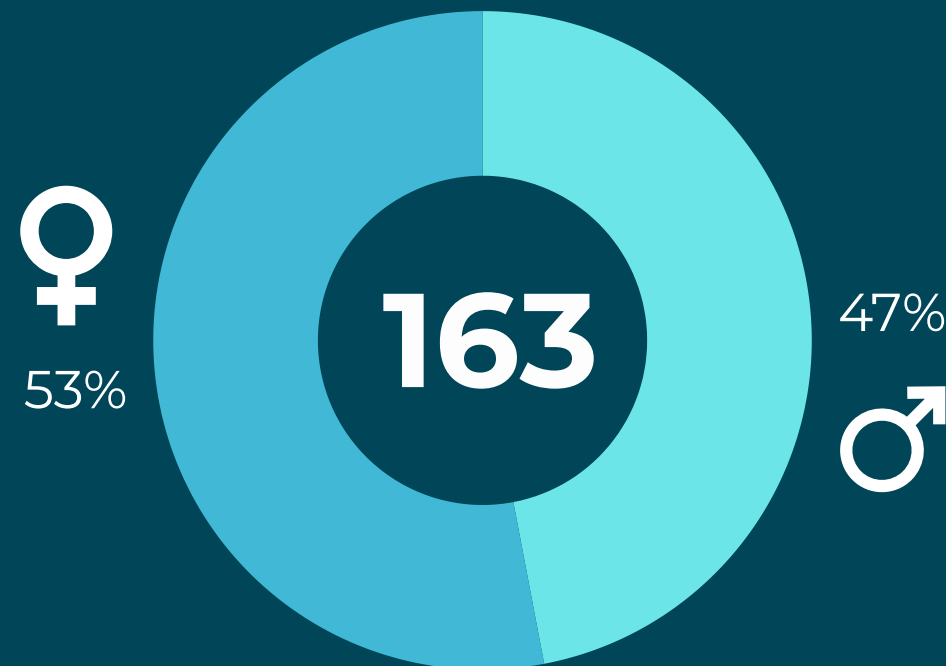
## 3. IN-DEPTH INTERVIEWS

- 16 project graduates: conducted face-to-face, individually.
- 4 parents of project graduates: conducted face-to-face, individually.
- 4 community representatives: conducted face-to-face, individually. Interviews collected opinions about Amantani's work, its relevance and room for improvement.

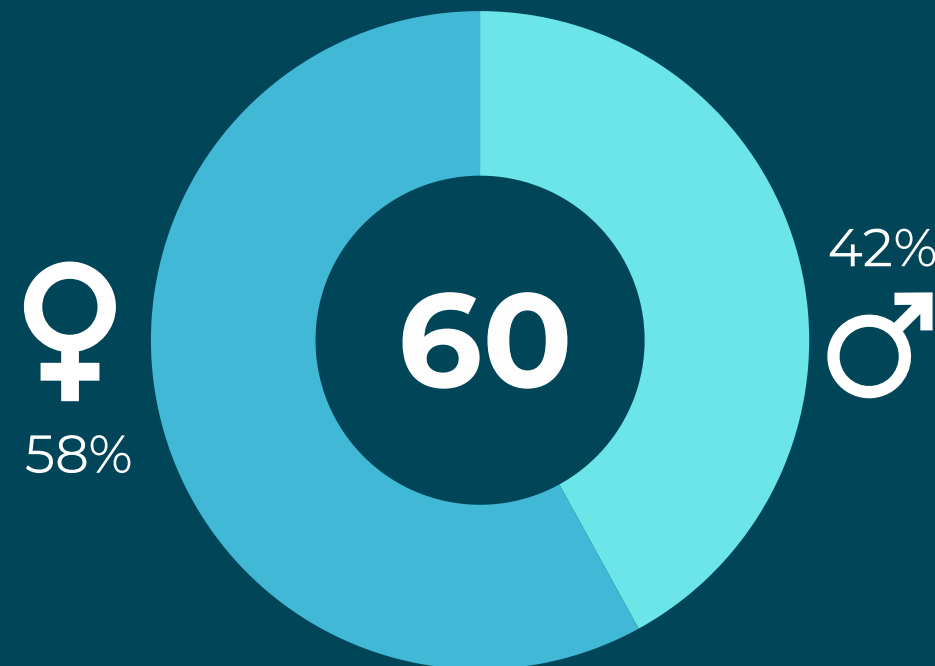
The qualitative and quantitative data were brought together to create a holistic view of the project impact, including the specific challenges of working in rural, Quechua-speaking contexts.

# General Results 2016-2024

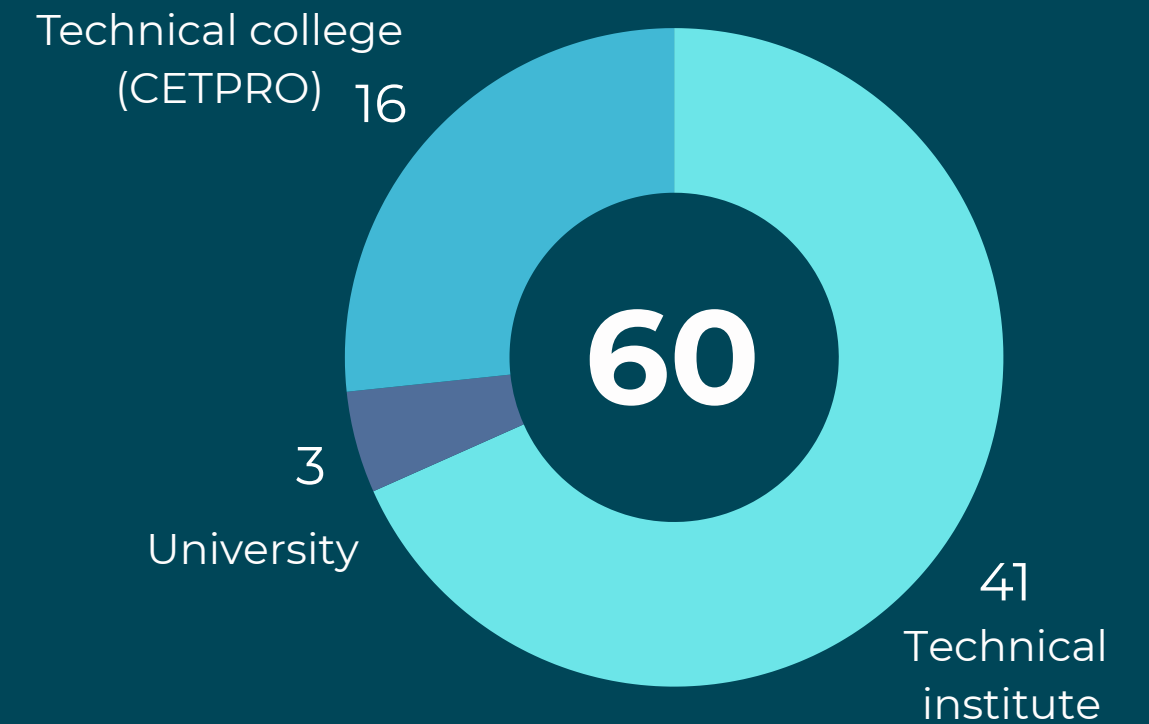
Number of young people with **access to tertiary education**



Number of young people **finishing with a professional qualification**



Type of educational institution project graduates studied at



Number of participants who **dropped out** of the project without completing their tertiary education (16.6%)



## Participant Numbers

When we started the Transitions Project in **CCORCA** in 2016, it was estimated that only seven of the district's residents had accessed tertiary education. Through the Transitions Project, **107** young people (57 women, 50 men) from Ccorca and its communities have accessed vocational programmes, technical training, and university degrees since 2017. **48** young people (30 women) have finished their courses with professional qualifications and **39** are still studying (20 women).

We started working in **HUANOQUITE** in 2018, so the number of participants is lower. This is partly due to a halt in taking on new students between 2020 and 2022 (inclusive), during the COVID-19 pandemic. As a direct result of the project, **56** young people (30 women, 26 men) have now had the opportunity to study after school. **12** young people (5 women) have completed the programme, with their professional qualifications, whilst **37** (22 women, 15 men) are still studying.

## Project Dropout

A total of **27** young people (10 women and 17 men) from the two districts have dropped out of the programme without completing their studies. Reasons have included unplanned pregnancies, lack of commitment to studies and the prioritisation of paid work. Although the overall project drop out rate is nearly **17%**, it's worth noting that **63%** of the dropouts were during 2021 and 2022, **during the aftermath of the COVID-19 pandemic**. Studies were suspended for most of 2020 and students only returned to in person classes in March 2022. During this prolonged period, many young people started working, and due to economic pressures, some decided to continue instead of returning to their studies. With hard work from our team, the participants, and their parents, **the dropout rate stabilised around 1-2%** (1-2 students) per year in 2023 and 2024. This clearly demonstrates the effectiveness of the holistic support that is an integral part of the project.



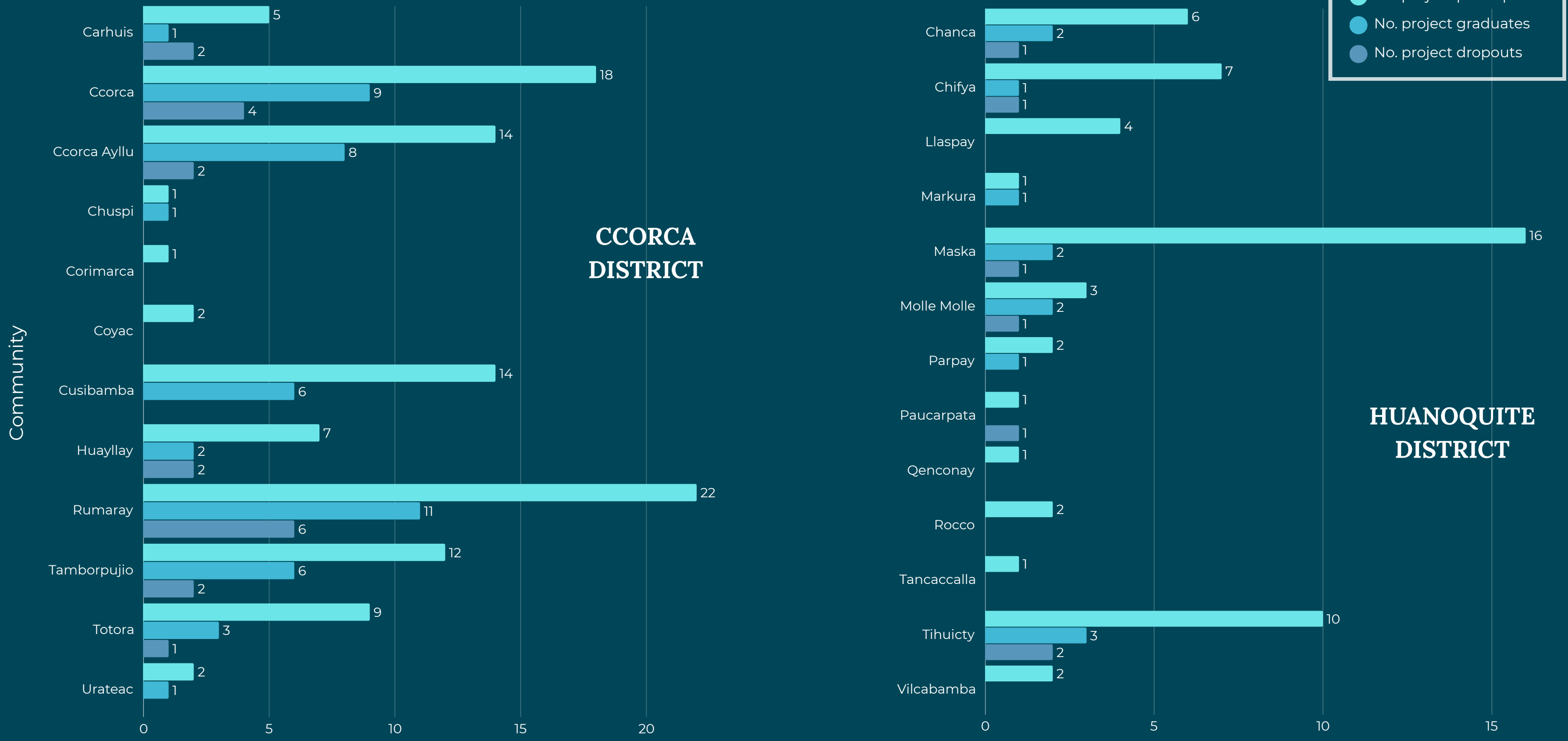
# Community Participation

**LEGEND**

- No. project participants
- No. project graduates
- No. project dropouts

## CCORCA DISTRICT

## HUANOQUITE DISTRICT



## Participation by Community

Six of Huanoque's communities and four of Ccorca's have only had one or two participants throughout the project. Reasons for this include:

- **Distance/isolation** of the communities affecting how much information they receive and how easy it is for young people to participate.
- **Small population**, especially of young people.
- **Cultural/social factors**, for example the importance given to tertiary education, which affect how likely young people are to participate.

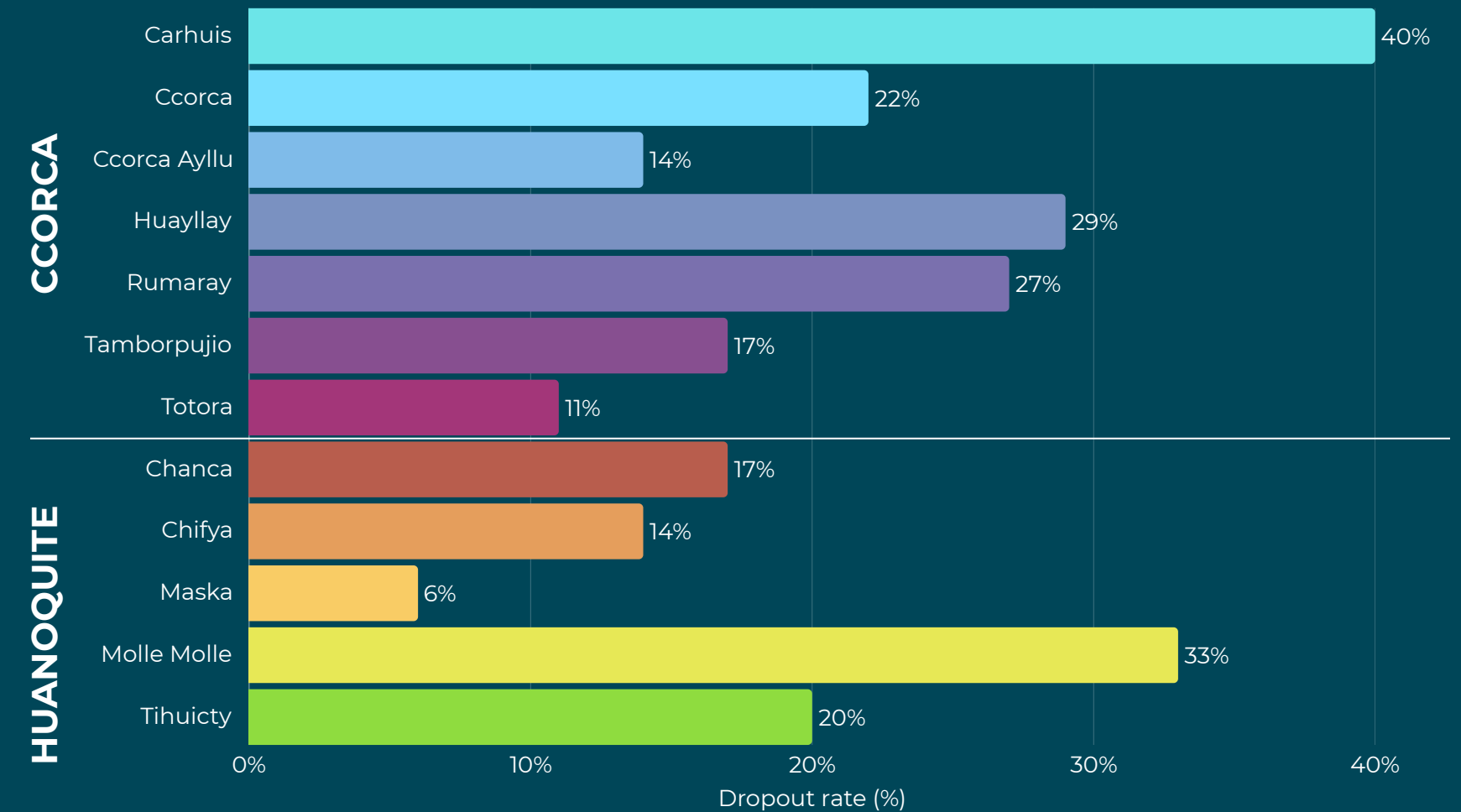
Higher participation in some communities, such as Rumaray and Maska, is likely influenced in some part by the participation of other young people from that community. Students from previous cohorts act as role models, making tertiary education seem more accessible to their younger peers.

## Project Graduates by Community

The number of project graduates\* varies greatly by community because it depends on the length of chosen course of study and when a student started it. At the beginning of the project more young people studied shorter vocational courses (1-2 years) at public technical colleges (CETPROs). We found that these courses led to limited employment opportunities, so since 2019 we have encouraged students to do 3-5 year technical courses or university level degrees; some young people still do a year at a CETPRO to level up if necessary. There are more project graduates in Ccorca than Huanoque (48 vs 12), because the project has been running for longer there. However, nothing in the current numbers indicates systemic differences; the participation and dropout numbers give a much better indicator if this.

\* Young people who have completed the project gaining a professional qualification

## Dropout Rate by Community



While the retention rate so far is 100% in 13 communities, others have varied drop out rates (shown in the chart above as a percentage of total participants). The highest is in Paucarpata at 100% (not shown), based on only one participant. Other communities with high dropout rates were Carhuis (40%), Huayllay, Rumaray and Molle Molle (~30%). With the exception of Huallay and Rumaray the number of participants from these communities was small (<5) which could skew the dropout rate.

Further investigation is necessary to find out if there are systemic reasons for the higher dropout rates in certain communities (e.g. specific economic or cultural pressures). If so, to improve student retention, we would need to **strengthen and tailor our support work to each community's needs.**

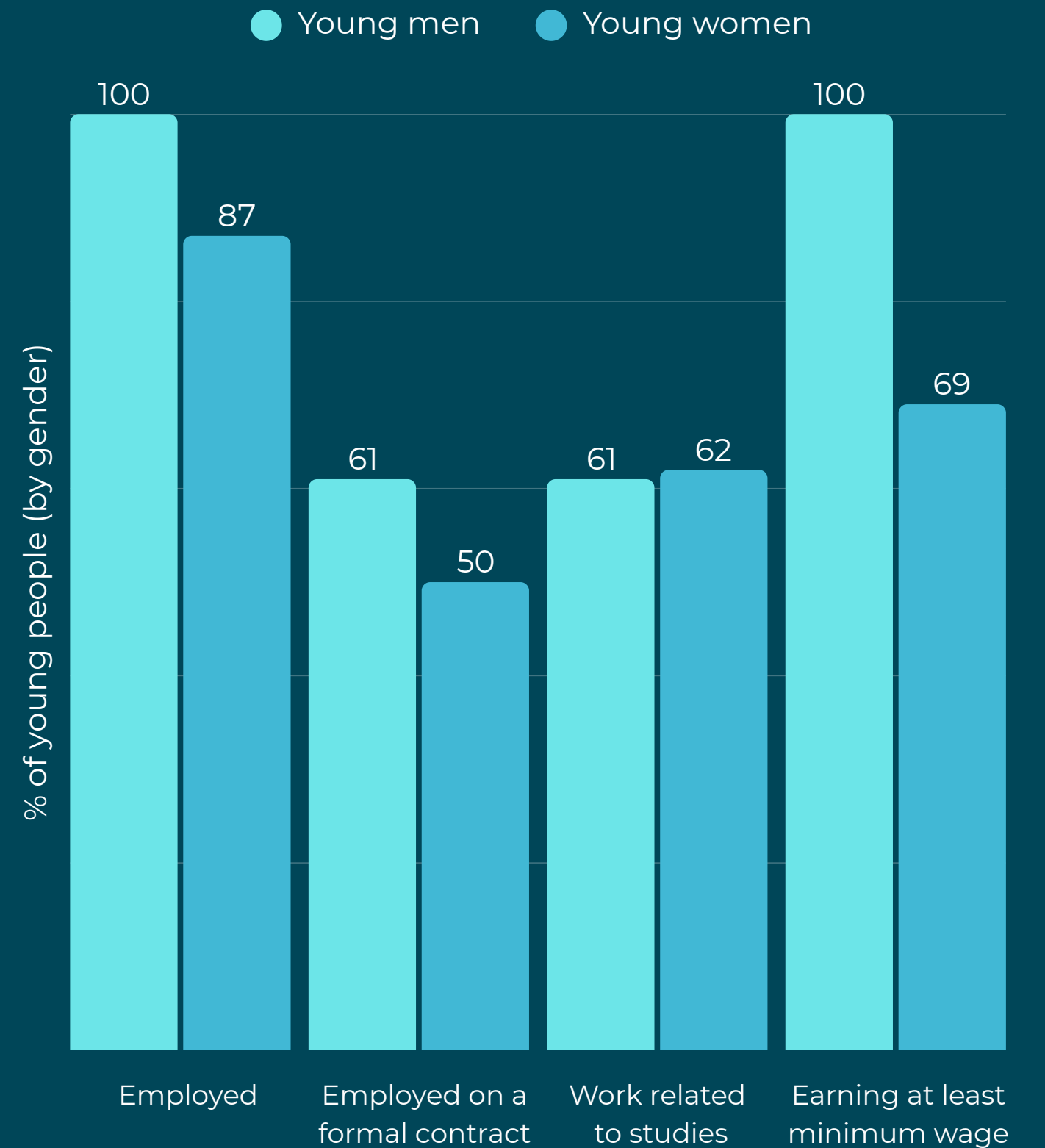
# Employability Statistics 2024

Employment status of participants who have completed the project and received professional qualifications



NOTE: Although we try to stay in touch with as many past participants as possible, we inevitably lose touch with some as time goes by. Because of this, our monitoring and evaluation policy is to follow up with project finishers for two years after they receive their qualifications. At the end of 2024, we didn't have information on 7 young people, so the numbers reported are based on the 53 project graduates (88% of the total) we could contact.

## Employment status by gender (percentage of each gender)





## Employment Figures

The unemployment rate in Peru during 2024 was around 6.5%, although that figure more than doubled to 14.4% for young people (14 to 24 years). With four young women not working, our unemployment rate in 2024 was **8%**. At 6 points lower than the national rate for this age range, we can conclude that the Transitions Project **makes a significant difference to employability** of participants. Additionally, **88%** of the project graduates interviewed felt that their **participation in the project facilitated access to job opportunities**.

**Over half** (55%) of project graduates were employed with formal contracts at the end of 2024. Compared to the national formality rate of **29%**, we consider this a significant achievement. See below for more details about the formal employment context in Peru.

Additionally, over **60%** of young people had jobs directly related to their studies. This demonstrates the efficacy of our vocational orientation and focus on employability from the outset, which promotes effective preparation for the workplace.

### Why do we consider a 50% formality rate a success?

In the context of high-income countries like the UK, where almost everyone is employed in the formal sector, the fact that only 55% of Transitions Project graduates have formal contracts does not seem like a massive success. But in the Peruvian context, where **less than 30% of workers are employed formally**, 55% is actually pretty good!

Because formal contracts are more expensive for the employer, they aren't available to everyone on the workforce. Also, take-home pay on a formal contact can be lower, due to deductions, especially for less experienced workers. People used to subsistence lifestyles often look to satisfy immediate needs with higher monthly wages, over seeing the long-term benefits of pensions and healthcare.

Obviously, we'd prefer that 100% of young people gain formal employment, because of the benefits and stability. However, we understand that some will still choose to work informally, so we help them understand what fair work looks like, even without a formal contract.

Until the government clamps down on informal employment, there is only so much we can do. **As long as our formality rate stays well above the national rate, we consider that a success!**

## Income After the Transitions Project

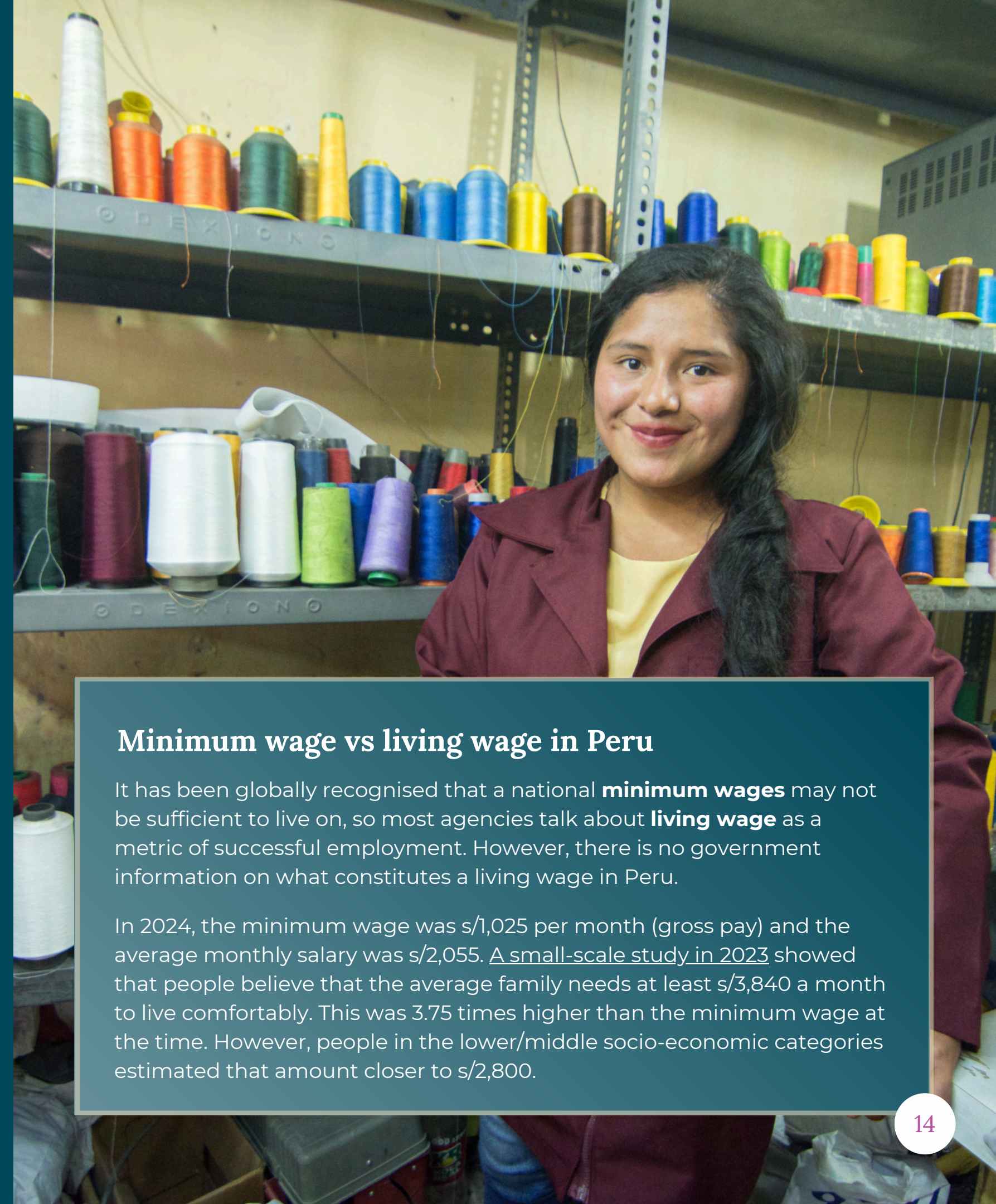
Of the young people who are working, 84% are earning minimum wage or higher. However, five of the eight young people who earn less than minimum wage, do so for part time work. It is possible that these young people *are* earning at least minimum wage, pro rata, but we do not have those details. Of those earning less than minimum wage for full time work, all are young women. At least one young women chose this situation for convenience (child-care included), whilst the others are assessing their options.

## Gender Focus

The data show that more young women participate in and complete the Transitions Project than young men. This has been a conscious effort on our part, to improve equity of access to tertiary education for women as they are still marginalised in Peruvian society. However, the systemic gender gap is obvious when we look at employment statistics.

The employment rate for male project graduates is 100%, but all four of the unemployed project graduates are young women. The formality rate is also significantly different: only 50% of female project graduates have obtained formal employment, compared to 61% of young men. And the pay gap is even more stark: only young women are earning below minimum wage, whilst all the young men are earning minimum wage or higher.

Of the eight young women earning less than minimum wage, five are mothers, as are two of the young women who are unemployed. In these cases, it is likely that motherhood is the key reason that these young women are not working or work for less than minimum wage. Some may have to work part time to fit around childcare, while others may accept lower wages for other conveniences

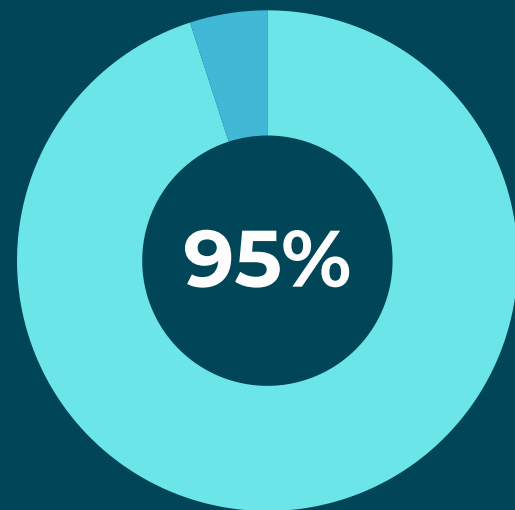


### Minimum wage vs living wage in Peru

It has been globally recognised that a national **minimum wages** may not be sufficient to live on, so most agencies talk about **living wage** as a metric of successful employment. However, there is no government information on what constitutes a living wage in Peru.

In 2024, the minimum wage was s/1,025 per month (gross pay) and the average monthly salary was s/2,055. A small-scale study in 2023 showed that people believe that the average family needs at least s/3,840 a month to live comfortably. This was 3.75 times higher than the minimum wage at the time. However, people in the lower/middle socio-economic categories estimated that amount closer to s/2,800.

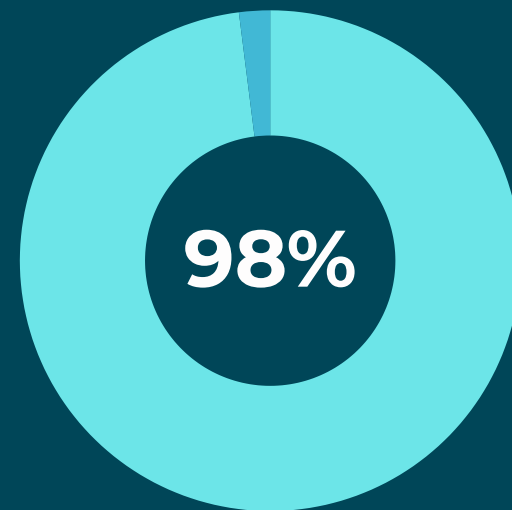
# Impact on Personal Development



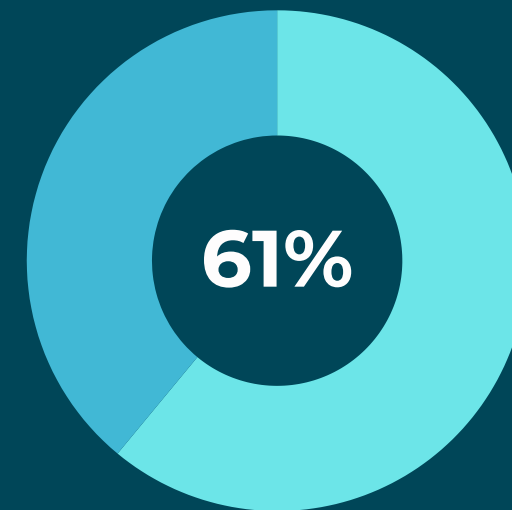
of parents report **improved confidence, social skills and adaptability** in their children



Focus on holistic development, rather than just academics, ensures young people are ready for the next stage of their lives.



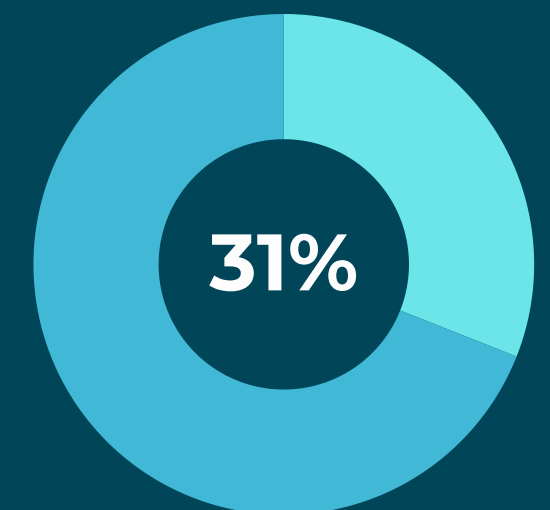
of current students are **more confident to express** their ideas and opinions



of project graduates have jobs directly related to their course of study



Vocational orientation/training prepares young people for work.



of project graduates have invested in further training / education since graduating



The project helps create an ethos of lifelong learning

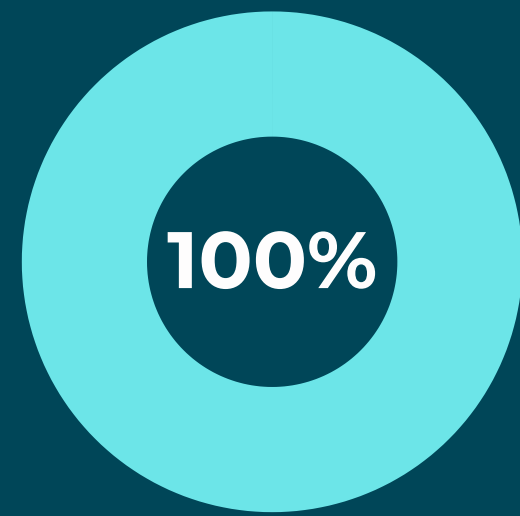
*"The personal skills workshops were very beneficial for my development. I feel I have a lot of security in life, which gives me more opportunities."*

Ruth Karina, project graduate


*"The individual tutoring sessions made me feel listened to and helped me face personal and academic problems. The emotional support was key to overcoming feelings of isolation and discrimination."*

Ana Gabriela, project graduate

# Impact on Financial Situation




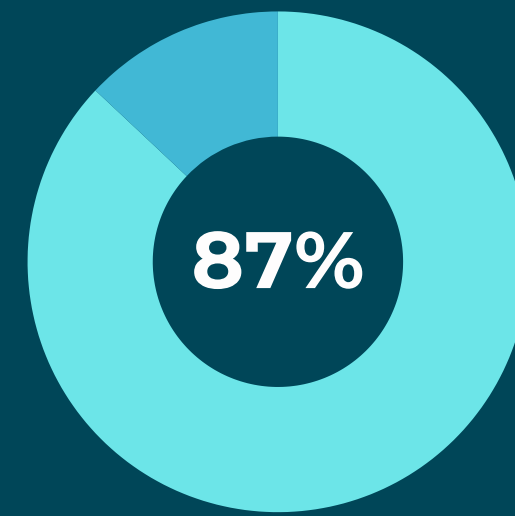
of project graduates have achieved **financial independence**

 Young people can live independently, freeing up family income for other priorities.




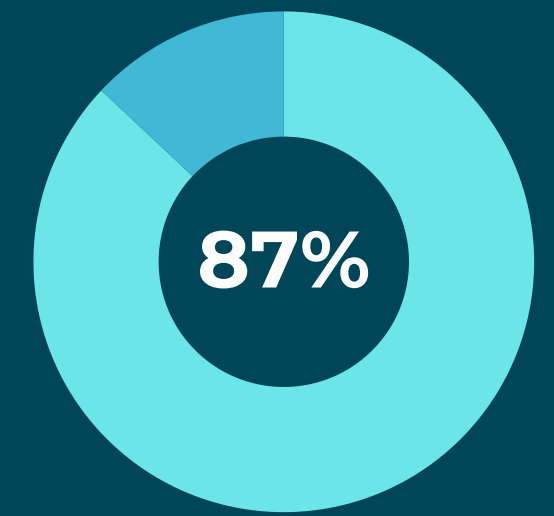
of project graduates **contribute financially** to their families

 Additional incomes empower families to improve their standards of living




of project graduates have increased income since they completed the project

 Tertiary education improves earning potential and economic well-being



of families have seen an **improvement in their financial** situations

 Families have improved economic stability and improved living conditions.

*"I support my brothers and sisters in their studies and can help my father as well. I bought a piece of land in Arequipa and built a small house where we can live."*

Yessica, project graduate

*"Since my daughter has graduated, our financial situation has improved. I have been able to feed my family better and invest in the education of my other children"*

Balvina, mother of a project graduate



## Yessica's Story

Yessica, now 23, leads a small team in a Lima restaurant that prepares the cold seafood dishes, like Peru's signature ceviches and makis (Peruvian sushi). If you'd asked her when she was living in the tiny Andean community of Totorá, perhaps this is not the future she would have imagined for herself.

The biggest challenge for Yessica was **balancing her studies against working** to support herself and her siblings. Without the scholarship from Amantani, she wouldn't have been able to study, but she still struggled to cover her living costs. Despite these hardships, the unwavering support from the project staff gave her the confidence she needed to persevere.

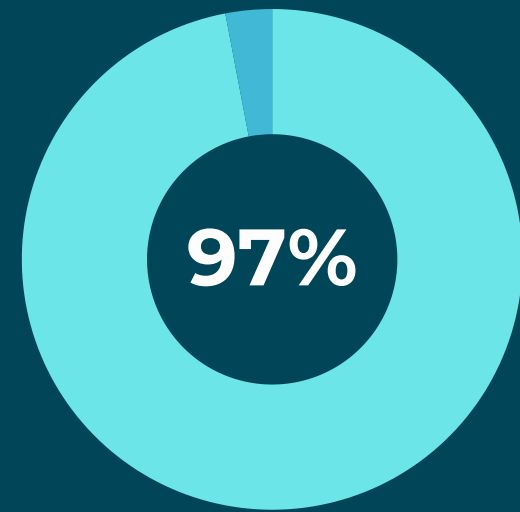
Yessica's journey has been marked by **growth and self-discovery**. She learned to overcome her fears, become more responsible, and embrace independence. Her three-year course in gastronomy opened many doors for Yessica. Since graduating in the first half of 2023, she has lived in several cities, met people from different cultures, and learned to cook varied cuisines.

Yessica says that the Transitions Project has had a **much wider impact** than just on individual scholarship students. She has noticed changes in her community: seeing her success and that of her peers, her neighbours invest more in their children's continuing education and little by little are improving their standards of living.


Since graduating, **Yessica has seen her income increase significantly**. She now earns double the minimum wage and can help support her siblings who are also studying. She even purchased a piece of land in Arequipa and built a small house.

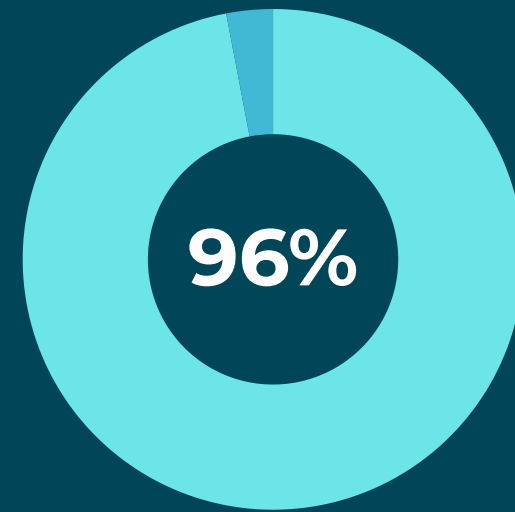
Yessica's story is a powerful example of how **educational support can transform lives**. The Transitions Project helped her achieve her academic goals and empowered her to build a successful career. Her advice to current and future participants is to make the most of this opportunity. **She says it will help them become better people, break the poverty cycle, and dream big!**

# Impact on Family Dynamics




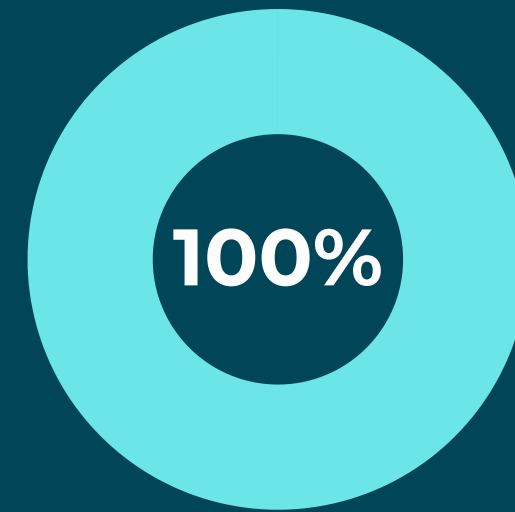
of families **value tertiary education more and invest** in education

 More young people are encouraged to study after school, improving their future prospects.




of families report **stronger relationships and better communication**

 Healthier family environments promote confidence, self esteem and empathy, helping young people thrive.




of parents feel **more involved in the education** of their sons and daughters

 Young people who have parental support are more likely to succeed both in education and employment.



of families see **more motivation to study after school** in their other children/relatives

 Higher levels of education improve earning potential, helping families to break the poverty cycle.

*“My daughter studying has opened doors for her younger siblings and created a healthy competition among them”*

Parent of a current scholarships recipient

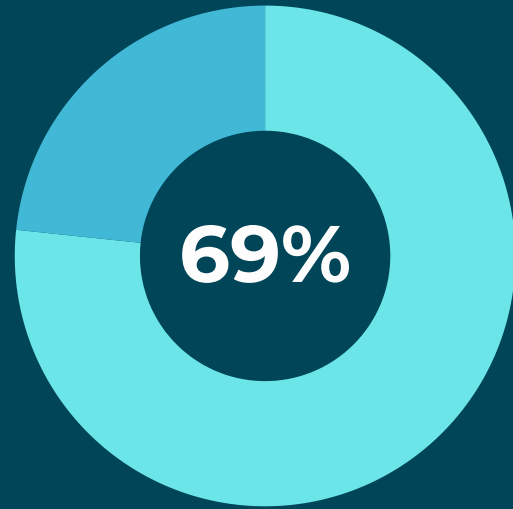
*“The tinkuys\* have improved how we treat each other as a family and gave me ideas of how to raise and support my children.”*

Rufino, father of a project graduate

*“Our children share their experiences from Amantani’s programmes, creating an environment of shared learning at home.”*

Group comment from current parents

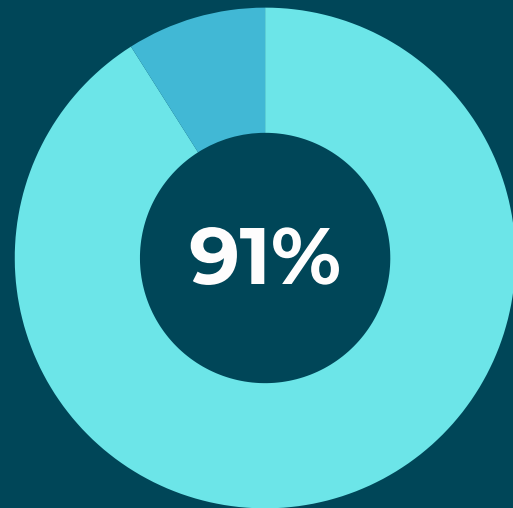
\* “Tinkuy” is a Quechua name for the group meetings and workshops offered to parents of Scholarships Programme participants



of project graduates are **contributing to development of their communities**



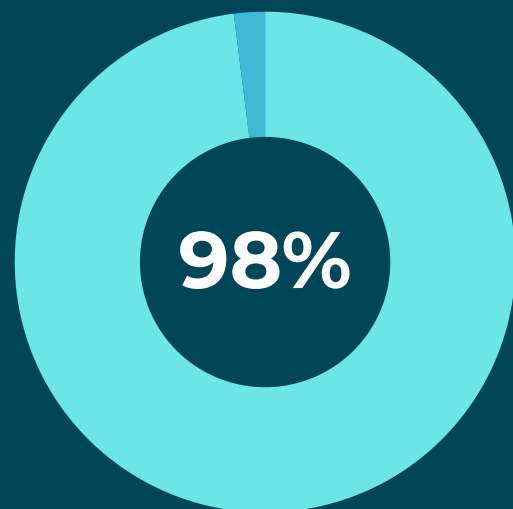
Young people use their qualifications to improve living standards in their communities.



of young people **share their skills and knowledge** with their parents and neighbours



Learnings from the project are transmitted into the community, rather than staying with one individual.



of parents and 95% of students feel the project has **increased community appreciation of tertiary education**



Prioritising tertiary education will increase average education level, supporting community development.

## Impact in the Community

Elvis, *ex-subprefect of the municipality*, recognises Amantani's **positive impact on young people's education and personal development**. He suggests improving the use of the campus and that Amantani could support the municipality to develop local tourism.

Waulberto, the municipality's *social development manager*, highlights that **conflicting community priorities create a cultural challenge**. Whilst Amantani is covering an essential necessity, some people still value infrastructure over tertiary education.

José Luis, *justice of the peace*, felt that Amantani's work had stagnated, but this may be due to **lack of effective communication** about Amantani's achievements. However, he values the educational development Amantani provides as well as the support offered to families.

Ronald, *ex-president of Ccorca community*, recognises Amantani as the **only organisation promoting education in the district**.

# Summary of Results

The data presented in this report clearly demonstrate that Amantani's Transitions Project has had a significant, positive impact on the personal development of young people in rural Andean communities, and their access to education and work opportunities. The analysis identified six key areas of impact:

## 1) Access to Tertiary Education

Since the project started in Ccorca in 2016, there has been a fifteenfold increase in access to tertiary education, directly resulting from the project activities. There has also been an indirect multiplying effect: many families report other children and relatives continue studying after secondary school, influenced by the success of siblings and peers who have been involved in the Transitions Project. Whilst we don't have baseline numbers for Huanquite, anecdotal evidence reflects a similar trend. Not only has the Transitions Project directly facilitated access to tertiary education for over 160 young people from the two districts, it has also promoted tertiary education as a realistic option for other young people from the same communities.

## 2) Access to Fair Employment

It is difficult to obtain accurate baseline information about income and employment in rural communities. However, conversations with the participants and their families reveal that most women work in the home and subsistence farming, whilst men add on occasional work in construction and agriculture. The employment figures reported here show that the project has created much more variation in employment options for project graduates. This is reflected in that fact that 84% of project graduates earn over minimum wage, and 55% are employed with formal contracts. Project graduates are employed in a variety of settings including hotels, construction companies, restaurants and food production plants, and their local municipalities.





### 3) Personal Development

Young people, their parents, and community representatives all recognise a positive impact of the programme on the personal development of the participants. Increased self-confidence, social skills and cultural pride, as well as improved ability to face fears and express ideas, were commonly mentioned during interviews and in surveys. This demonstrates that the project goes further than just equipping young people with technical skills, it empowers them to overcome obstacles and dream of better futures.

### 4) Financial Situation

Project participants and their parents comment that the project has helped improve their financial situations. 100% of project graduates interviewed have achieved financial independence and most have seen their income grow since finishing. Most families report improved financial situations through Amantani's support, in part because their children are able to contribute financially. This investment has a multiplying effect, as younger siblings are able to continue studying as well. When more family members have better earning potential, families have an increased capacity to break the cycle of poverty.

### 5) Family

Perhaps the most interesting knock-on effect of the project is how it has affected family dynamics. All of the parents reported that they are more involved in their children's education and almost all said their relationships were stronger and intra-family communication more effective. The work with parents has transformed how they raise their children, creating more positive and hopeful family environments.

### 6) Community

The project has prompted a big shift in how tertiary education is valued in the communities. Previously, a secondary education was seen as sufficient, but seeing the success of project graduates, many more people now recognise the benefits of professional qualifications. Young people with better earning potential and socio-emotional skills help to build a more cohesive social fabric. Participants become role models, inspiring others to pursue their educational and professional goals. In the long term, young people who value their education as well as their cultural roots, contribute to the sustainable economic development of the communities.

# Recommendations

## 1. Maintain and Build on Core Sites

- Continue working with young people in Corca and Huanquite through the Transitions Project, including a new Pathways Programme cohort in 2025/26 and the Beca 18 Support Programme.
- Strengthen the Ccorca Campus as a hub not only for Pathways, but also Beca 18 preparation, vocational training, and community events.

## 2. Improve Community Support for Underrepresented Areas

- Identify which communities remain underrepresented and work with them to identify specific barriers.
- Collaborate with local schools and the Student and Parent Councils and to identify areas we have not yet reached.
- Phase out scholarships in communities that have received a high number, to ensure more equitable distribution, whilst offering support in other ways (e.g. Beca 18 Support).

## 3. Boost Retention and Student Wellbeing

- Strengthen the existing early-alert system (tracking attendance, grades, and psychosocial indicators) to respond rapidly when issues arise.
- Investigate the causes of high dropout rates in certain communities.

## 4. Increase Participation of Young Women

- Create mentoring circles for young women, led by female graduates.
- Implement support circles for participants (especially young women) who are parents, and their families.

- Provide flexible options for young women who become pregnant to rejoin the programme after maternity leave.

## 5. Improve Access to Decent Work

- Partner with local businesses and the Cusco Chamber of Commerce to create practical training and job placement opportunities aligned with the dual education model.
- Host quarterly “enterprise workshops” to teach young people about starting their own businesses and foster entrepreneurial spirit.
- Through the corporate volunteering programme, continue to build relationships with companies that can offer fair employment opportunities to graduates and educate young people to recognise companies that offer decent working conditions.

## 6. Visibility and Impact

- Track results and share them with communities through local meetings, WhatsApp, and Facebook.
- Send regular briefs to local authorities to highlight achievements and our advocacy efforts, in order to strengthen community impact reports.

## 7. Strengthen Graduate Networks

- Launch a dedicated Facebook group and micro-site for graduates to exchange job opportunities, news, and small grant opportunities.
- Provide seed funding (S/2,000) for at least one business venture led by project graduates each year.



# Conclusions

Amantani is in a unique position to transform the educational and social panorama in rural communities of Peru. The Transitions Project has had a profound impact in multiple dimensions. It offers an effective pathways for families to break the poverty cycle and has promoted a cultural change in community perceptions of the importance of continuing education.

A commitment to inclusion, equity, and collaboration is essential to build a future where all young people from Quechua-speaking, Andean communities have the opportunity to achieve their full potential. The benefits are seen not only in the families of the young people, but also in the sustainable development of the communities.

However, the sustainability and expansion of the project depends on Amantani's ability to adapt to the local dynamics, strengthen communication and visibility, and diversify its contributions.

The holistic approach of the project balances the need for short-term results with the creation of a long-term legacy that not only empowers project participants, but also their families and the young people who follow in their footsteps. The stories of personal and collective transformation that emerge from the project are not only testament to its success, but are also a call to continue innovating and leading in the field of educational development.

**Amantani doesn't just offer scholarships. It cultivates hope, promotes social justice, and builds bridges to a more equitable and sustainable future.**