

*Impact study of AXIS supported projects
implemented in Peru by:*

**Asociación Kallpa, Pachatusan
& Tarea**

Carried out for AXIS

First Draft

October, 2021

Anne Grue Nielsen

CONTENT

INTRODUCTION.....	3
AXIS' METHODOLOGY AND THEORY OF CHANGE.....	3
THE PROJECTS INCLUDED IN THE IMPACT STUDY.....	4
<i>Kallpa, phase I-II.....</i>	<i>4</i>
<i>Tarea, phase I-III.....</i>	<i>5</i>
<i>Andees Pachatusan, phase I-III.....</i>	<i>5</i>
RELEVANCE	5
PROJECT IMPACT.....	6
HEALTHY, PROGRESSIVE SCHOOLS WITH GREATER LEARNING OUTPUT.....	6
CONTEXTUALISED COMPREHENSIVE SEX EDUCATION INCLUDED IN TEACHING PRACTICE	8
STRENGTHENING YOUNG PEOPLE'S LEADERSHIP AND PARTICIPATION THROUGH CIVIC EDUCATION	9
TEACHERS' INCLUSION OF A PARTICIPATORY, INTERCULTURAL APPROACH.....	11
FEMALE EMPOWERMENT AND DECONSTRUCTION OF TRADITIONAL GENDER ROLES.....	11
ACTIVE CITIZENSHIP AND LEADERSHIP	12
INTEGRATION OF PROJECT ELEMENTS IN THE FORMAL SYSTEM	13
COMMUNAL SOCIAL AND ECONOMIC DEVELOPMENT	15
DEVELOPMENT OF PARTNER ORGANIZATIONS.....	16
SUSTAINABILITY	17
CONCLUSION.....	18
ABBREVIATIONS AND ACRONYMS.....	19

Annexes

Annex 1: Terms of reference for impact study of AXIS-projects in Ghana, Peru and Bolivia

Annex 2: List of informants

Introduction

AXIS is a Danish NGO founded in 1995, working with Quality Education for All. AXIS implements projects in partnership with local civil society organisations in Peru and Bolivia in Latin America and Ghana and Sierra Leone in Africa. This specific report analyses the impact of projects AXIS' projects implemented in Peru since 2004 with funds from CISU, Danida and Hempel Foundation:

- "Sexual rights and reproductive health of indigenous peoples" implemented the region of Ayacucho and Loreto with the local partner organisation Asociación Kallpa.
- "Student Democracy and Citizenship Among Young Leaders" implemented in the region of Ayacucho together with the partner Tarea.
- Projects focusing on "School gardens Moray" and "Quality education for indigenous children" implemented in the region of Cuzco implemented by Andees Pachatusan.

To date the Tarea and Pachatusan projects are still being implemented while the Kallpa project is completed. Kallpa still works with SRHR and sex education with AXIS, but in a different geographical area and a different target group. The Tarea project is to be phased out in the near future.

Impact refers to the long-term, long-lasting effect that will remain in place after the project has endedⁱ, i.e. durable changes in social, economic, or political systems, norms, and potential effects on people's wellbeing and human rights that last beyond the project period. Following the DAC Evaluations criteria, impact covers the question "What difference does the intervention make?"ⁱⁱ. Impact usually appear after several years of project implementation, thus can only be measured some years after the start of project implementation or after the project finalisation.

The specific objectives of this impact assessment is to evaluate to which extent the projects and the Theory of Change has contributed to:

- The improvement of the participants learning and especially their empowerment.
- The improvement of the involved teachers/promoters/change agents to deliver a dialogue and participatory education/service.
- The integration of element from the projects in the formal system (teachers universities, municipalities, regional and/or national educational systems).

This study was undertaken in September 2021. Data was collected in the regions of Ayacucho and Cusco through semi-structured personal interviews, focus group discussions, visits and observation in project sites and finally online interviews with informants located in different parts of Peru. A variety of stakeholders and project participants was included: primary target group of change agents, trained teachers, students, student leaders, province and education authorities, collaborating partners and other civil society organisations and project staff (see Annex 2 for a complete list of informants).

AXIS' methodology and theory of change

The backbone of AXIS' work is comprehensive, context-based and participatory education centred around the participants' often intercultural and bilingual reality. Education is a means

and an end or in other words both as a method and a goal. The thematic focus area is “Quality Education for All” based on equity, inclusion, and quality in education in accordance with SDG 4, working both with education as a specific human right and as an enabler of other rights.

The interventions work to counteract and improve significant gaps in the existing education system such as monocultural, discriminatory and inadequate teaching tradition and practices or other challenges in the context related to human rights such as non-existent or deficient sex education and gender inequality. This participatory educational model is applied and used in AXIS' various project topics such as sexual and reproductive health and rights, SRHR (Kallpa), intercultural citizenship & youth inclusion in decisions-making processes (Tarea) and Intercultural bilingual quality education structured around school gardens (Pachatusan).

As a core strategic tool in AXIS' project planning and intervention is the Change Triangle focusing on 1. Strategic service delivery, 2. Organisational capacity building and 3. Advocacy. Strategic service delivery consists in firstly the development, testing and validation of models and approaches to Quality Education, and finally documenting and disseminating of these. AXIS engage in long-term partnerships with locally-based civil society organisations founded on dialogue and reciprocity where both partners add value, the local partner is the implementing part and strengthening of the partner capacity is an intrinsic part of the project strategy. Sustainability and change at an institutional level are sought to be achieved through advocacy by influencing authorities.

Another core tool is the Theory and Change (ToC), an approach to planning, learning, reflecting, monitoring and documenting change with a focus on the desired change. Quality education is used applying the three aspects of the change triangle as a means to achieve active citizenship, that is to inform and empower confident and knowledgeable citizens who can and will influence the societies in which they live.

[The projects included in the impact study](#)

This study covers three projects implemented in Peru briefly described below.

[Kallpa, phase I-II](#)

Overall development goal: All children, young people and adults in Peru have their Sexual and Reproductive Rights fulfilled based on their own ethnicity, language and culture.

The project consisted of two phases: I (2005-2018) and II (2018-2019). The project's geographical focus area was two districts (Socos, Nauta) in 2 regions (Ayacucho, Loreto) in Peru. The primary target group consisted of teachers in secondary schools (147) and secondary school students (29.251).

The project focused on SRHR to address the lack of quality sex education in the public education system and contextual problems with lack of basic knowledge on SRHR, gender-based violence, unwanted adolescent pregnancies and sexually transmitted diseases. The project undertook a sociological study of young indigenous peoples' knowledge, attitudes and behaviour towards SRHR and developed a methodological guide to contextualized, participatory comprehensive sex education for secondary schools and advocated for the implementation of sex education with the regional and national education authorities.

Tarea, phase I-III

Overall development goal: Students aged 11-18 are educated in intercultural citizenship, exercise their rights and are recognized as social actors who actively participate in the development of policies that ensure the inclusion of young people in Peru.

The project consisted of three phases from 2011 with expected completion by the end of 2021. The project was implemented in 7 provinces (Huamanga, Huanta, La Mar, Cangallo, Sucre, Fajardo and VRAEM) in the region of Ayacucho. The primary target group is student leaders from the seven provinces (130), the so-called advisory teachers (35) and secondary students aged 11-18 years. The secondary target group consists of regional and district education authorities.

Efforts focus on spreading citizenship education in secondary school and increasing young people's influence on political decision-making through strengthening the student organization AARLE. The project addresses young people's limited political and societal participation.

Andees Pachatusan, phase I-III

Overall development goal: Bilingual Spanish- and Quechua-speaking children who live in a situation of poverty or extreme poverty in rural Peru receive a quality education that enables them to become active, creative and critical citizens.

The projects started in 2004 and continue to date. The project is implemented in 8 provinces in the region of Cusco. The primary target group consists of primary school students and teachers in selected project schools (to date: 42), parent groups and representatives of local communities. The secondary target group includes regional and district education authorities.

The project addresses the educational gap for children in rural areas with an indigenous background and the lack of teaching materials and methods for the practical implementation of intercultural bilingual teaching. The project establishes productive, didactic spaces such as vegetable gardens and animal husbandry under the auspices of the primary schools, which is used as a means of participatory and context-relevant teaching, personal and communal development, the so-called Moray Model. Teachers and especially the so-called DAC teacher¹ are trained in intercultural teaching methods.

Relevance

Both the direct target groups, other organisations, allies and authorities described the work of all three organisations as important and relevant. The Kallpa and Tarea projects are recognised for having contributed with useful didactic materials and methods for teaching SRHR and citizenship through student participation, respectively, and their incorporation of transversal themes such as democracy, interculturality and gender equality. Both teachings in SRHR and citizenship had been included in the curriculum by the national government, but teachers lacked didactic materials and capacity. Projects have thus contributed effective and

¹ Docente de Apoyo collegial – teacher responsible for support and supervision among colleagues

relevant means to address several issues in the context: authoritarian school system where students had little influence, school violence, gender-based violence, adolescent pregnancy and school dropout as a consequence. The Pachatusan project made practical proposals for context-based education, which were relevant for addressing gaps in the education system, including alienating and passivating teaching, lack of methods for intercultural bilingual teaching and general inadequate education for children in rural areas with indigenous backgrounds.

Project Impact

Healthy, progressive schools with greater learning output

In the Pachatusan projects, the teachers have adopted the Moray Model's participatory, contextualised teaching method using the practical "learning laboratories" such as greenhouses and small guinea pig farms. They demonstrate commitment to it and many subjects are now taught outside the classroom using these alternative spaces. The children demonstrated this in many different schools providing practical examples of how they use the gardens for several subjects: mathematics, biology, music, social sciences, history, language and communication. Implementing the Moray Model has become a personal and professional project for the interviewed DAC teachers. They are motivated, proactive and empowered by the approach. Below, two participating teachers describe the changes generated in teachers as well as students through the Moray Model:

"It has created a change in our teachers. They facilitate, and then the students build their learning. Now it is much more participatory. And the children learn better because they are practising what they learn. It is more dynamic because the teaching takes place in several spaces and more outdoors, and they are in contact with nature. In addition, the productive aspect makes it applicable at home, and the children are recognised in their families for their knowledge of animal husbandry and gardening. They have a better attitude towards school, and they feel ownership – of the ducks, guinea pigs and the vegetables they produce," principal and DAC-teacher.

"We are trained to teach in a very traditional way in a classroom, within four walls, from teacher to student. But these methodologies create meaningful learning in students because it is more participatory, practical and active. The greenhouse is the students' favourite place. With these new methodologies there are so many options, endless possibilities, we just have to use our imagination. The subjects are closer to the reality of the students because we deal with real problems," principal.

The children demonstrate knowledge of vegetables and their production, are very aware of the positive impact of vegetables on health and describe the nutritional benefits of the different vegetables. Parents and teachers describe that the children have developed healthier habits, eat more varied and more vegetables, have better nutrition, and are more environmentally aware. The interviewed parents greatly appreciate their children's learning through practical spaces and capacities and emphasize that their children learn better in a more relevant and relatable way.

Some schools testify that the children have improved their academic skills in the subjects mathematics, language and social sciences. Two teachers related the participatory and practical elements to this improvement:

“Students learn a lot because it is practical and they have fun. They are awake and more interested. They learn by watching, manipulating, observing, practising. And they are no longer repressed. They are not afraid to express themselves.”

“The students perform better now. With confidence and trust, they work better. They are no longer afraid of the teacher, so they participate more.”

There is evidence that both parents and children have appropriated their cultural, local identity. A father and very active president of the parents’ association, AMAPAFA, of the Ccolcca Bamba school explained:

“We don’t want our children to migrate to the city and be humiliated and discriminated against. We work so that they can stay here, that there are possibilities in their midst, and they can work here. We work together [with the school] and do our part because we see that it is important for our children”.

Parents have gradually become more involved in school issues. They provide labour regularly in the greenhouses, animal husbandry and participate in the construction and refraction of infrastructure.

“We are going to make the projects grow. We have many ideas. We give continuity to the work for the benefit of our children”, a father and representative of AMAPAFA from the Ccaccahuara school.

Both local and regional education authorities, UGEL and DREC, interviewed for this study recognize Pachatusan's work as having a positive effect on schools for their inherently practical learning methods and productive focus.

"The [Pachatusan] project generates significant learning in students apart from reading and writing, learning for life facing the needs of the context", Hernan Rodriguez, representative of the planning area of the Regional Authority of Education of Cusco, DREC.

The visited Moray schools demonstrate great initiative and commitment to improving the schools. Several new initiatives have emerged, and the schools are moving towards the project's goal of being "Healthy Schools" in a sustainable way. Schools have functioning gardens, beekeeping, various forms of small animal breeding such as ducks and guinea pigs. In addition, schools introduced the separation of waste, water purification, composting of organic waste, seed banks, planted fruit trees, the sale of surplus production of vegetables and animals. Also, schools include fresh vegetables in the meals, and many introduced more meals than what the national education standards establish. Some schools reinvested the earnings from sales of surplus production to improve the schools, e.g. one school were able to buy technical irrigation systems, another had built a dining hall for the students or expand the animal breeding premises.

Informants also express that principals and school administration, in general, have become less hierarchical and more consultative. The DAC teachers are responsible for the project's activities around support between colleagues, which aims to strengthen the teachers'

practice through supervision among colleagues. They express that over time it has been well received by colleagues. They describe that supervision in schools has always been associated with fear. Instead, the horizontal, collegial focus of the project's collegial support is associated with motivation and constructive support. A DAC teacher explained the approach:

"We do not tell them [the teachers] they made mistakes or give direct critique, we use strategies so that they realize it on their own, we initiate a reflection with them, we ask questions so that they become more conscious. It is not supervision that sounded vertical and authoritarian. We see it as support between equals. Now the teachers feel more secure and confident with the methodology."

Based on this study, it is not unequivocally clear whether it is fully implemented as an integral part of the schools' practice. There are indications that it has not been fully institutionalized in all schools yet, maybe because it presumably has not been carried out during the Covid pandemic.

Contextualised comprehensive sex education included in teaching practice

Kallpa achieved good results and even impact within a short period (2015-2019). Teachers and principals highlight that the Kallpa methods made it possible to break taboos and shame both among the teachers themselves, and then they managed to talk about SRHR with naturalness. The materials were concrete and contextualized and, therefore, relevant and interesting to the students. Also, that teachers became aware of the importance of SRHR education, which they had previously neglected. Lastly, they gained a more horizontal, relaxed and close relationship with the students. A teacher described the change the project has generated in her as a teacher, for the school and the students:

"I was afraid to talk to students and their parents about sex education. Not now. Now I say to them: *But that's the way it is*. The students knew the subjects perfectly, such as STIs, contraceptives etc. I am very grateful because I learned a lot. And many students took it seriously. [...] With Kallpa's intervention, the rate of adolescent pregnancy was lowered in my school. Before, we had 1 to 3 pregnancies a year, and they always dropped out of school. In 2018 and 2019, there were zero. Due to the pandemic, it has risen again because we have not had much contact and follow-up with them, but we try to ensure that they do not abandon their studies."

Teachers have paid particular attention to the prevention of teenage pregnancies. Several teachers and authorities testify that there have been fewer unwanted, unplanned teenage pregnancies in their schools. In addition, teachers expressed that they support and follow up on students who become pregnant unplanned so that they do not feel compelled to leave school. An example is one project school where three girls got pregnant within the same year, but all managed to graduate secondary school with the support of the teachers.

The three young women, former or current students, who were interviewed for this study, have different experiences of what difference the SRHR teaching has made in their lives.

For one young woman of 19 years, the Kallpa project has had a significant impact. It has empowered her as a young woman, given her the courage to create a clear life project pursuing higher education, and her perspective on relationships has changed. As a result of

the parent-school, that was part of the project, communication, trust, and internal support in her family have improved hugely.

For another girl now 23 years old, the Kallpa project was a determining factor in helping her complete her studies despite an unplanned pregnancy. When she joined the program, she was 15, pregnant and convinced that the pregnancy would mean she could not complete her education and was forced to drop out. Today her daughter is five years old. She finished high school during the project. Subsequently, she has completed a 2-year degree in accounting through a state scholarship, and she is determined to pursue a higher degree (Licenciatura) as an accountant:

“I had my baby when I was in my final year. My take-away from the Kallpa association is that it raised my self-esteem. Without these talks, I would not have finished my studies. Before, I felt that everything was impossible. I thought back then that I wouldn't be able to continue with my studies because I did not have the confidence in myself. I learned to have good self-esteem and carry on. If we love ourselves, we advance. [...] And my teachers supported and guided me: *You shouldn't give up*, they said. They allowed my baby in the classroom. They were very understandable. [...] Now I guide my little girl, and we have projects for ourselves.”

The last girl, who is 16 years old, still has enormous difficulty talking to her parents, teachers and health professionals about SRHR, but realised the importance of SRHR education, and her prior knowledge was limited. She learned "how to take care of ourselves, take responsibility for our decisions. If they don't talk to us about these things, we can fall into adolescent pregnancy. It has helped me understand this part. Before, I didn't think about this, but now I realised the risk."

There is probably still a lot of prejudice and shame around SRHR in the communities, a change that takes time and great effort, and it can still be difficult for many young people to talk to teachers and parents about this topic. However, it does suggest a big change from before and after the Kallpa-project. From knowing nothing or having non-accurate knowledge about SRHR, getting little or no SRHR information and education, and not having adults for consultation in case of doubt to implementing it is the teaching practice.

[Strengthening young people's leadership and participation through civic education](#)

In the Tarea project, the members of AARLE have gone through a personal transformation, and their empowerment as right holders, youth leaders, and citizens is evident. By current and former members, AARLE is described as “a space to grow”, “a friendly and inclusive space where you can express yourself”, “with mutual respect”, “constructive dialogue to know different points of view”, “opens perspective”, “for personality and leadership development”, “for opinion formation” and “for reflection” (excerpt from focus group discussions). They generally look back on their time in AARLE as a life event that has created significant change. Below are three representative testimonies about the change and learning process the youth leaders go through as a result of being part of AARLE:

“There is a before and an after AARLE. I believe that for all AARLE's there is a before and after. It is personal development. I was very scared to stand up and speak and very shy, but in AARLE I learned to socialize with people. I got to know myself and my abilities, and we learned through activism”, a former AARLE leader and now university student, 20 years old.

"It has made me the person that I am: I am more sensitive towards seeing a discriminated person or understanding a homosexual person, I now see the world from a gender perspective. The kids from the rural areas or poorer people did not exist to me before. I was a somewhat discriminatory person," a former AARLE leader, 16 years old.

"I did not speak much, but I learned to speak, and now I express myself more clearly. I also learned that it is okay for others to contradict me. I entered AARLE because I wanted to get involved with the students' issues and be part of the solution. AARLE changed my life. What we do [in AARLE], we apply it to everything - without even realizing it. For example, with my friends. I listen to them and advise them, and I have more empathy for them. Or with other students, who have problems, for example, during the pandemic where some students suffered and we made a solidarity campaign. [...] I have a life project. I want to continue studying and working. And I want to continue to influence peoples' lives. People need a little support to move forward and transform society," a current president of AARLE Fajardo, 16 years old.

The AARLE-project of Tarea succeeded in forming youth leaders with a high degree of political consciousness and leadership of empathy and solidarity with a focus on the collective benefit of the youth across culture, geography and class illustrated in this excerpt from testimonies collected during focus group discussions:

"We seek the well-being of our peers, and we make their voice heard", "I learned that my voice counts. That I can participate!", "AARLE make us come out of our bubble, meet people with other perspectives and realities and think about others", "In school, we were brats, we were not able to widen our perspective. It was something else at AARLE, it's not just you and your home and your school, there are bigger problems than me", "AARLE generates solidarity among students." "We learn to be empathetic and have abundance with others."

The so-called advisory teachers (*Profesores asesores*) who provide support to the student leaders and teachers in the subject tutoring (*tutoría*) which deals with citizenship, civic and personal development, were trained in participatory methodologies to citizenship. These also noted a transformation in the youth leaders:

"They have strengthened their participation as citizens. They do advocacy. It is a great satisfaction. We always talk about it, but it can be difficult to put participation into practice. It has given them [the students] the courage to lead. The AARLEs have learned to organize."

"I feel satisfied because we observe that our students have awakened the skills as leaders, they feel committed, they raise awareness among their peers about gender equality, discrimination and others. [...] Tarea created modules that were quite simple, dynamic and practical, very interesting strategies. We have strengthened these capacities as teachers. We put it into practice, and now we see the results in the student leaders - they're able to carry out meetings with authorities, expressing their opinions and perspectives, they are active and not passive, they support other students".

Camilo Cavero Ramos, vice director of UGEL Fajardo, recognised the project for having strengthened the tutoring subject generating socio-emotional skills and leadership in students and the role of the advisory teachers.

Teachers' inclusion of a participatory, intercultural approach

A common feature of all three projects is that the teachers have gained an eye-opening insight into the benefits of participant-oriented, context-relevant teaching and, in many cases, also the inclusion of intercultural and gender sensitivity in their teaching practice. In the Tarea-project, teachers mentioned their application of a reflective, critical and constructivist approach. A teacher of the tutoring subject explained:

It has been very substantial learning - like to take a look into another context. I am from an urban context, and Tarea has taught me to have an intercultural gaze. To take care of the harmonious relationship with nature and maintaining the connection with culture. The methodology is very rich. As a teacher, I felt like a student. And it helps the students a lot. It has allowed me to strengthen my pedagogical practice and my relationship with my students.

Kallpa-teachers mentioned that besides SRHR they had incorporated into their general educational practice the thematic of gender equality and mutually respectful relationship and communication between teachers and students: "We learned not to get angry and insult, but to dialogue," one teacher said.

Female empowerment and deconstruction of traditional gender roles

Both the Kallpa and Tarea projects managed to empower and promote young female leadership as the majority of both "voceras" y AARLE leaders are girls and young women. In AARLE, the girls were at least as outspoken and participating as the boys, and they demonstrated strong leadership skills. In the Kallpa project, teachers emphasize that young girls have changed their behaviour and mentality as they are no longer submissive and passive, but have improved their self-confidence and gained more self-respect. The majority of the informants, especially teachers and education authorities, also highlight the gender perspective as a valuable contribution from both projects.

The young mainly female *voceras* of Kallpa have been empowered as female leaders: they describe having become more familiar and comfortable with their bodies, gaining more self-respect, trying to work towards gender equality in their love relationships and families, which they describe as a constant struggle and gives rise to constant reflection, that be better able to express boundaries, needs and feelings around their sexuality and have a far greater awareness of violations of SRHR. A 27-year-old *vocera* who is a trained social-worker describes the changes she has experienced in connection with becoming a *vocera*:

"I have gotten to know my body and that I decide about my body, to speak openly with my boyfriend about sexuality, about respect and limits. He respects me, but it has been a process and hard work to get there. [...] It [to be vocera] changed us, has given me sensitivity towards poor people without resources, people who are threatened, who are discriminated against. I do my work [as a social worker] from another perspective, more humane, without stereotypes and prejudices."

In the Pachatusan-project, teachers have been able to observe greater participation of the girls in the school. They are in the process of softening the traditional gender roles and work distribution – with both teachers themselves, boys and girls and their parents. During information gathering, it was clear that boys still participated more than girls, who were more shy and reticent and still hampered by structural constraints showing that it still requires an

effort to achieve equal participation in school between boys and girls. There are still more mothers than fathers, who get involved in their children's education due to a traditional gender work division.

Active citizenship

In all three projects, there are fine examples of how the participants, as a result of their education and empowerment, have gained the courage to be more active in their community - in different ways.

In the Pachatusan project, parents are increasingly involved in the school and committed to the quality of their children's education and conditions of the physical installations of the educational system. School leaders and teachers take more responsibility for the school's development as they engage and take a proactive role. An example is, that during the information gathering for this study, we could observe a parent group of about 30 people, mainly mothers, from one of the project schools demonstrate in front of the municipality for the resumption of an interrupted construction of premises at their school. There are also many examples of teachers trained in the project who are very actively involved in improving the conditions at the schools and in the surrounding local community. The schools visited that take part in the Pachatusan project are particularly proactive, which is attributable to Pachatusan's influence and motivational support. They no longer come to terms with the status quo but instead set goals and dream big - they want to improve the school's teaching methods, materials, the physical environment and sustainable finances. In collaboration with parents, the schools seek support from different sources for their micro, small or large productive projects or improvements of the school's facilities. Through advocacy, several schools achieved funding or support for improvements of their schools: such as the construction of new premises, loan of machinery, walls around the school for increased security and water purification system. The schools have also been mutually inspired by each other's results, and on this basis got new ideas and plans.

The most significant impact generated by the Tarea project is that the vast majority of AARLE members continue their leadership after concluding their time in AARLE. Former AARLE leaders are now active in student organisations in their universities, in feminist activism, are volunteers in different organisations or institutions or have initiated small humanitarian campaigns. They attribute their willingness to maintain their active citizenship to AARLE: "At AARLE we learn to fight for our rights", "we want to get involved in the development of society", "my current leadership is thanks to AARLE", the spirit of wanting to do something more remains in all the members of AARLE ", "It's like a spark that makes us ask: *What can I do for others?*". Also, the current leaders of AARLE express that they wish to continue to take an active part in societal development.

The Kallpa *voceras* and *voceros* (spokesperson) that could be called the activist, young branch of Kallpa are mainly women and generally university students within the social and humanistic area or recent graduates. They formed their independent organisation in 2015, Hatun Willakuqkuna, and they are in the process of getting it registered as a legal organisation. They demonstrate a strong commitment to the defence of victims of gender-based violence, CSE and the defence of women's rights. The *voceras* are committed young leaders and professionals that take on tasks, provide support, e.g. victims of violence and share

information beyond their work duties and working hours. A female *vocera* said: “we enact active citizenship wherever we are. We use our voice as civil society”.

Integration of project elements in the formal system

The local and regional education authorities recognise that **Pachatusan** has made the education authorities realise the need for skills beyond math and reading and the benefits of integrating skills with the productive and practical part. Their benevolence has not yet been translated into tangible results: education authorities do not show a willingness to take ownership and give continuity to what was started by Pachatusan. However, Elias Melendes, Director of UGEL Province Paruru, confirmed that he would be willing to get more involved in the dissemination of the Moray Model if Pachatusan put more effort into systematising the results, good practices and experiences so that the model or parts of it could be included in public policies and ensure the sustainability of the project. The DREC representative had a similar position. Much indicates that the project has yet to achieve that local and regional education authorities take over responsibility for MM, including implementing all or part of the model with public funds and extending the model to other areas outside the project's direct implementation area, for example, the whole Cusco region.

A number of the elements of MM have later on been promoted by the Ministry of Education - including intercultural focus, participatory methodology, productive projects and horizontal supervision of teachers. This development can probably not be directly attributed to the project as advocacy has not focused on the national level but experiences from Pachatusan's work and other similar projects may have influenced it. For example, when the DAC teachers promote MM with colleagues and education authorities. The MM schools are recognised and referred to by education authorities: on several occasions, they got awarded by the ministry of education, ministers have chosen to visit precisely these schools and authorities highlight and recommend the implementation of productive units in schools and the use of school gardens and outdoor areas as a means of teaching. In addition, Pachatusan's methodological guide was included in the National Library, which is a national recognition of the publication but is yet to be promoted by authorities.

The Tarea-project succeeded in putting the importance of young people's voice and their participation in decision-making processes on the agenda as well as influencing local, provincial and regional authorities to be responsive to the inputs, demands and needs of young citizens. **AARLE** is recognized as the representative voice of the students in the region of Ayacucho by various authorities, among others the Regional Directorate of Education Ayacucho, the Ombudsman and the mayor of the municipality of Fajardo. AARLE is recognized, among other things, for generating young leadership, for their high level of activity in activism and advocacy and as a watchdog towards authorities. Vice director of UGEL Fajardo, Cavero Ramos, also confirmed that youth leadership positioned itself in decision-making spaces in Fajardo that were previously very hierarchical and adult-centric where young people were previously absent.

"AARLE is one of the most representative associations in all of Peru. They work not for a small group, but for all their peers, for the whole region of Ayacucho, they make demands for the benefit of all students. They think a lot about the need of their peers. They are very active and

are young people with very good values, ideas, they're respectful. They are warriors. They have always made us [the authorities] see the needs, which sometimes we didn't see or realise", Terese Quisoe Sulca, Tutoring Specialist at the Regional Directorate of Education Ayacucho, DREA.

"We realised that young people can contribute. It has been something new. It happened with the school leaders as they learned what citizenship is and their duties within a community. Shy young people can now participate in meetings. The authorities have been surprised. Before they were seen as children who could not participate. There has been some reluctance from some adults: *What are they supposed to do here?*, but by strengthening AARLE they have shown that young people can participate," César Martí Palomino Cárdena, mayor of the province of Fajardo.

"Organisations are growing in Ayacucho with a clearer focus on rights that defend the most vulnerable, which is something new. It marks a leadership pattern of which AARLE is part," José Coronel Aguirre, Political Analyst

The youth leaders of AARLE have advocated for several topics: reinforcement of the subject of tutoring [tutorial], bullying and school violence, teenage pregnancy, street harassment, the precariousness of rural infrastructure, alcoholism, violence against girls and adolescents. In addition, they have had quite impressive results with their advocacy and activism for youth rights. Among the advocacy results achieved by AARLE are a regulation, which increases the number of hours in the subject of tutoring from one to two hours per week in all 11 provinces in the Ayacucho region. In addition, a regional regulation on the prevention of violence and bullying in schools was approved, which subsequently resulted in the hiring of a psychologist in each province of Ayacucho financed by the Ministry of Education. Before there were very few psychologists and generally only in the regional capital, Huamanga. A regional regulation for the prevention of teenage pregnancies was approved, which subsequently resulted in a regional action plan, which was advocated for by Tarea, AARLE, Kallpa and Hatun Willakuqkuna in coordination with other organisations and institutions.

For both Tarea and Kallpa (and thereby AARLE and Hatun Willakuqkuna), an advocacy strength is that they participate in multi-sector spaces and alliances with other organisations and public institutions, which allows them to gain access to decision-makers and achieve their advocacy goals. Another strength is that both AARLE and Hatun Willakuqkuna document the limitations in the implementation of laws on health and education issues, especially in the most marginalised and poor areas and neighbourhoods making their advocacy both legitimate and evidence-based.

Camilo Cavero Ramos, the vice-director of UGEL Fajardo, acknowledged that **Tarea** strengthened the tutoring subject (tutoría) in schools by providing didactic, practical and useful materials for teachers. The tutoring subject was previously neglected, lacked concrete pedagogical methods and by teachers and principals not given much importance. The regional education authorities, DREA, validated the educational material on intercultural citizenship elaborated by Tarea, which authorities and teachers describe as "practical, useful and easy to apply" and "with games and practical examples to facilitate understanding of theoretical concepts". Also, this material was shared widely by authorities.

Other NGOs and public institutions recognised that **Kallpa** put the importance of SRHR on the political agenda – firmly and decisively. Kallpa and their allies have come a long way in terms of softening taboos and prejudices about SRHR, although there is still a long way to go due to a conservative and patriarchal society and authorities where the promotion of women's rights is a long-term struggle. By the regional education authorities, Kallpa is seen as an important ally and resource of expertise that has contributed to effective methodologies to address SRHR education. Among the most important results of advocacy are the aforementioned directive and regional plan on the prevention of teenage pregnancy. In addition, a regional directive for comprehensive sex education (CSE), which subsequently brought about guidelines for CSE and a monitoring plan, which allows the local education authorities, UGEL, to monitor the implementation and quality of CSE in the classroom. Finally, a regional directive that applies to more than 1000 schools in the region of Ayacucho establishes that each teacher must include an average of five CSE sessions within their annual plan and two SRHR workshops for parents. This has had a practical effect in schools:

"The modules are very well elaborated, they have a lot of contextualized and updated information. It is now part of the DREA library by DREA resolution. The material has helped us to reach other provinces. It was distributed in all 11 provinces and is a resource for the teachers. Much has changed and improved: teachers show greater disposition, earlier nobody cared about this [sex education], but now the teachers are beginning to incorporate it voluntarily, they realized it was a necessity. The region has improved in terms of the rate of teenage pregnancy. Also, it seems that more are staying in school [if they get pregnant]. This would not have been possible without our allies. Kallpa knows how to approach the subject. Relying on Kallpa we began to work with it in the region. And we learned from them. Not even the ministry knew how to do this," Terese Quisoe Sulca, Tutoring Specialist at the Regional Directorate of Education Ayacucho, DREA

The Kallpa "voceros" y "voceras" are also recognised in Ayacucho. They carry out advocacy activities: surveillance and social pressure on authorities for breaches of laws or rights, for delays in judicial processes, lack of justice, carry out information campaigns on SRHR and do marches and street activism in defence of women's rights and CSE. Melisa Sánchez Dávila, responsible for the multisectoral alliance, Mesa Temática Mujer, commented on the very positive contribution of the "voceras" to the alliance and their ability to influence decision-makers: "They have contributed a lot. The authorities recognise them and listen to them. It is a super-powerful voice. They are an important part of the alliance. [...] They are role models for others. They motivate girls from rural areas, the Andean zone and the jungle".

Communal social and economic development

An unplanned but very positive effect of the Pachatusan project is that the MM schools in several locations served as inspiration and catalysator for development in their local area. The various production units implemented in the schools (greenhouses for vegetable gardens, trout and guinea pig farming) have spread to families and the local community. In the Ccorao district, before the project, there was no production in greenhouses but today this district is full of greenhouses where they have specialised in flower and strawberry production. According to the school director, this created great economic development with social improvement as a result. One boy explained that his family has six greenhouses where they produce strawberries, which constitutes the family's livelihood. The construction of the greenhouses in the Ccorao community is supported by the municipality, and it is fair to

assume that the authorities found inspiration in the school. In the district of Arahua, all 13 families with children in the small school installed trout farming following the example of the school. Pachatusan assisted with technical assistance, but no financial support was provided. The trout are in presence both used for family consumption and sold at the markets of major cities. One boy indicated that his family currently had several hundred trout in several basins. According to the school's female director, trout farming has had a diminishing effect on the usual migratory trends to seek temporary high-risk work in the jungle areas. In the Ccacahuara district, guinea pig farming always existed to some extent but has been technically qualified and expanded. A mother explained:

“We have 250 guinea pigs at home. I take care of them mainly, but with the help of my son. Before we raised guinea pigs experimentally and in the ancestral way. Now it is more technical. The children encouraged their parents to breed guinea pigs and shared what they learned in school at home”.

Several teachers from the project also implemented in their private homes vegetable gardens, beekeeping and guinea pig breeding inspired by the project.

Development of partner organisations

The nature of the long-term, horizontal partnership between the implementing local partners and AXIS had a positive effect on the quality of the projects, including constructive dialogue, experience and expertise exchange. Among other things are the qualification of pedagogical methods and project design. AXIS staff and volunteers coordinators have contributed with technical assistance concerning participant-oriented and context-based didactic methods, which have been implemented in the projects and institutionally and additionally assisted in qualifying the projects' staff. Partners also highlight a greater focus on the intercultural approach as a lesson learned from the AXIS projects, which has been transferred to and continued in other projects.

Pachatusan described that their service delivery has become more strategic with the inclusion of sustainability strategies and advocacy. In the past, their service delivery was based on donations that created dependence and paternalization, whereas in the past decade they have worked more strategically concerning services and material donations. Their advocacy approach has been strengthened, especially concerning training and motivation of the target group to do advocacy with local authorities and using media. The partners generally express that they have improved their advocacy work significantly, which is especially evident for Kallpa and Pachatusan.

Kallpa incorporated an institutional focus on advocacy throughout the project cycle and incorporate advocacy efforts at all administrative levels - local, provincial, regional and national - where the organisation previously has been more likely to incorporate advocacy in the final stages of the project cycle with a focus on the local level. Also, a lesson learnt from the previous project is to use investigations as an efficient evidence-based strategic tool in advocacy. Kallpa achieved good results and even impact within a short period. This, in part, was facilitated due to the transferal of experience and lessons learnt from similar AXIS projects and experiences in Ghana, Bolivia and Denmark, so they have been able to skip several steps or perform them much faster.

Sustainability

As two out of three projects are still being implemented, conclusions about sustainability will be based on assessments.

In the Pachatusan project, the general operation of the production units is considered sustainable. However, the schools have a challenge with maintaining the infrastructure, e.g. greenhouses, which require larger investments but it is considered potentially possible to obtain support for these via the municipalities as many MM schools have already approached authorities and carry out advocacy activities. During the COVID-19 pandemic and the long-term lockdown, the schools managed to a large extent to ensure continuity in the production, which is a good sign for the future sustainability of the project's initiatives as the schools independently consider sustainability strategies. It is considered realistic that the trained teachers are adequately trained in the project's methods and convinced of its results that they will to some extent continue to use them after the end of the project and if they change institution or position.

The Kallpa project is the only concluded project. The trained, interviewed teachers express that they continue to use both the materials and the methods. However, with less intensity and frequency as "Kallpa is no longer there to follow-up and motivate them". Some have taken the methodology to new, non-project schools, which in some cases work, and in others, the new ideas and approaches meet resistance despite the goodwill of the trained teachers to share experiences. The current young leaders and "SRHR-advocates" of Hatun Willakuqkuna will most likely continue their advocacy for SRHR when they end up in different jobs and geographical areas. Concerning the organisation Hatun Willakuqkuna, renovating leadership and upgrading their skills that are currently relatively dependent on Kallpa's support may be a challenge.

In the case of Tarea and Kallpa, the regional education authorities have taken a great deal of ownership of the project's methods and developed teaching materials, which provides favourable conditions for sustainability.

In the Tarea project, the young people who have been part of AARLE have undergone a democratic formation, and it is likely they take with them this leadership into their future personal and professional lives. Concerning the AARLE organisational branches, it is estimated that, despite the support of the so-called advisory teachers (profesores asesores), as part of the sustainability strategy is based on, they are quite dependent on Tarea financially and organisationally. The role of the advisory teachers is to orient and guide AARLE in their democratic processes and advocacy, a task most often performed voluntarily. A responsibility they assume, but they also indicate that it takes up a lot of time and energy. A challenge is to institutionalise and mainstream the focus on youth participation and citizenship generally in the schools. A female tutoring and advisory teacher reflected on sustainability:

"We can continue without Tarea. Tarea has strengthened the organisation of students, but we are committed to continuing. The learning remains with us, but it would be up to us to keep informing ourselves, organize ourselves and generate support among

ourselves", [but the challenge is to] "involve all teachers and directors, not just a few committed ones or those of tutoring. That citizenship is a cross-cutting theme in all subjects and that it matters to all teachers".

Without Tarea's support, AARLE will probably continue to exist to some extent, as the provincial governments and schools are likely to support with a limited budget of materials and transport, but the continuous support for qualifying democratic education and qualified non-partisan advocacy like Tarea at present contributes will probably be absent or diminished. It is an organization that has a relatively short organizational life cycle that challenges the continuity of organizational capacity and memory. At the start of the project, there were four AARLE provincial branches out of Ayacucho's 11 provinces, which today have increased to five functioning branches, for a period there have been seven, but two are currently not active.

Conclusion

This study was able to identify a number of positive impacts - in particular in the directly involved target groups of school institutions, teachers and students, and even to a certain extent in favour of larger target groups outside the direct target group due to results achieved through strategic advocacy or inspiration. A shared impact generated by all the projects across different themes and age groups of students is that teachers have included in their teaching practice more focus on student participation, playful methods and co-construction with the student of learning outputs. The students have gone from having a very passive position with insecurity about expressing themselves to become more participatory and active. The teachers have to a sufficient extent taken ownership of the projects' methods and use them in practice in their teaching - in SRHR, citizenship and general teaching through vegetable gardens and animal farms, respectively. Also, there are good chances that they will continue applying these after project completion. The education and empowerment of the projects have been effective as catalysing effect for active citizenship and female empowerment in various ways, which is in line with AXIS' theory of change. In the Kallpa and Tarea project, the education authorities have to a large degree made use of the projects' teaching materials and methods, and to a certain extent spread them to provinces outside the project's interventions area. In Pachatusan, the spread of the methods is more informal, and this project had a positive impact on community development. To secure authority ownership and upscaling to more schools will require further efforts.

Abbreviations and acronyms

AARLE	Asociacion de Alcaldes Regidores y Lideres Estudiantiles – Association of Mayors, Councilors and Student Leaders
CBE	Context-Based Education
CISU	Civil Society in Development
CSE	Comprehensive sex education
CSO	Civil Society Organisations
DAC	Docente de apoyo collegial – teacher responsible for support among colleagues
DANIDA	Danish development cooperation
DRE	Dirección Regional de Educación – Regional Directorate of Education, education authority at regional level
ESFM	Escuela de Formación de Maestros – Training schools for teachers
ESI	Educación Sexual Integral – integrated sexual education
GBV	Gender-Based Violence
INGO	International Non-Governmental Organisations
MM	Modelo Moray – Moray Model
NGO	Non-Governmental Organisation
SDG	Sustainable Development Goal
SRHR	Sexual and Reproductive Health and Rights
STI	Sexually transmitted infection
TOC	Theory of Change
UGEL	Unidad de Gestión Educativa –Education Authority at province level
UN	United Nations
UNFPA	United Nations Population Fund

ⁱ Disabled People’s Organisations Denmark, DPOD (2009): Monitoring and Evaluation Manual.

ⁱⁱ OECD Library: <https://www.oecd-ilibrary.org/>