

Quality education project for indigenous children in the regions of Ayacucho and Cusco, Peru



This Hempel-AXIS project consists of 2 interlinked project interventions – one in Ayacucho and one in Cuzco.

Both have the same overall focus: **the development of quality education opportunities for indigenous children in marginalized rural areas** and will work to assure that all the developed methods will influence both project interventions.

The overall development objective is defined as:

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.

A fundamental condition for quality education is that it is relevant for the learners for whom it is designed and planned. This means, among other things, that it takes account of learners' own language, culture and everyday life circumstances and works with their existing experience, knowledge, ideas and ambitions in order to build an education that prepares them for a life as adults who fulfil their potential in all possible ways and contribute actively to the society in which they live.

The project interventions build on this fundamental condition in different ways:

- In Ayacucho, the starting point is direct support for teachers implementing intercultural bilingual education in rural schools.
- In Cusco, focus is on the establishment and integration of learners' work with school gardens in regular school subjects.

In both cases, the focus is on developing relevant participatory teaching methods and materials and the training of teachers in the use of these, the establishment of self-supporting school networks through the use of collegial supervision and sharing of experiences, and the involvement of pupils' parents, the local community and local cultural leaders in the life of the school. These are all approaches which fulfil the above-mentioned conditions for the development of a quality education.

The close connections between the work done in the two project interventions mean that AXIS and our partner organisations Tarea and Pachatusan will collaborate during the implementation processes, supporting each other in their areas of expertise. Tarea will primarily support in the field of intercultural bilingual education and Pachatusan in the fields of collegial supervision and participatory methods.

Although the concluding conferences in the two project interventions will take place separately, both will involve participation and input from both regions.

Through AXIS' programme, but financed by AXIS/CISU, Tarea and Pachatusan will receive support for advocacy work, among other things funding for their participation in training activities on advocacy and communication (in 2020 75,000 DKK), and the participation of both organisations in coordinating partner meetings with all AXIS partners in Bolivia and Peru (in 2020 125,000 DKK), thereby capacity building their organizations and expanding the impact of the work done in the project activities. It is expected that a similar amount will be spent each year on capacity building during the project's remaining 3 years.

Partner	Region	Budget
Pachatusan	Cuzco	1,850,000 DKK
TAREA	Ayacucho	4,150,000 DKK
		Total: 6,000,000 DKK

Quality education for indigenous children in the region of Cuzco Peru

Country	Peru
Name of NGO	AXIS (Denmark) and PACHATUSAN (Peru)
Project period (date/month/year)	1.8.2020 – 30.7.2024
Total Budget DKK	1,850,000 DKK
Number of children benefitting directly from the project	3602



1. Executive summary

Country and region/district

Peru - Region of Cuzco

The overall education objective

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.

Immediate objectives

Objective 1

On the 1.8.2023, 3602 children at 25 primary DAC schools and 30 neighbour schools in the provinces of Cuzco, Anta, Quispicanchi, Urubamba, Paruro and Calca in the Cuzco region of Peru have improved their learning outcomes and personal strength through empowering participatory methods.

Objective 2

On the 1.8.2023, consolidated networks of teachers, based in the 25 schools from the provinces of Cuzco, Anta, Quispicanchi, Urubamba, Paruro and Calca, have extended the methodology to 30 schools in the 6 provinces.

Objective 3

On the 1.8.2024, regional education authorities of Cuzco support the developed methodology in the region of Cuzco and advocate for it on national level.

Number of children benefitting directly from the project. Plus identification and number of other beneficiaries benefitting from the project.

Beneficiaries from the 25 schools origins phase 1:

- 1652 pupils from the 25 DAC-schools
- 126 teachers from the 25 DAC-schools
- 125 parents schools delegates from the 25 DAC-schools
- 25 schools directors from the 25 DAC-schools
- 175 pupils school board member from the 25 DAC-schools
- 25 communities in 6 provinces in rural areas of the region of Cuzco

And from 30 neighbour schools:

- 1950 pupils from the 30 neighbor schools
- 150 teachers from the 30 neighbor schools
- 30 school directors from the 30 neighbor schools
- 150 parents-schools-delegates from the 30 neighbor schools
- 210 pupils school board members from the 30 neighbor schools
- 30 communities in 6 provinces in rural areas of the region of Cuzco

Summary of project (Max. 15 lines)

The project aims at improving the learning outcomes of marginalised Quechua-speaking children in rural indigenous areas of the region of Cuzco in central Peru, by developing a relevant intercultural and dialogue-based education that takes its point of departure in their local language, culture and life circumstances.

Project activities include consolidation of existing school-gardens, training of local teachers to implement participatory methodology, development of teaching materials that are based on the local language, culture and context and development of a manual for implementation of school-garden pedagogics in all rural schools.

The integration of teachers in self-supporting school networks for professional development ensures that the project not only trains individual teachers but all the directly involved institutions and additional schools located in the same geographical area. Finally, parents and local cultural leaders will be supported to be actively involved in the life of the school to ensure that it becomes a central community institution.

The inclusion of communities in the schools will end the isolation of schools that are normally seen as institutions imposed from outside. Contexts for learning will be created that are relevant for the local way of life, while at the same time making it more likely that a school education will be seen by local communities as an appropriate route to developing skills for a future life as active, democratic and critical citizens.

In the 4th and final year of the project, the project will work strictly on advocacy to follow up on and to assure the implementation of the innovative educational system in the schools.

The main project period will be three years, followed by a fourth year with activities which aim to: (1) monitor the extent to which the project's achievements, approaches, new methodologies and strategies from the project are integrated into the local and regional education plan, and ; (2) continue negotiations with local education authorities in order to influence public education and agreements with the local education ministry; and (3) convene meetings, debates and public fora with representatives from the main stakeholders (the education community and civil society).

2. Humanitarian situation in the country (Max. 25 lines)

The indigenous populations, from the upper Andes of Peru, have been marginalized for centuries, colonized, and assimilated to a culture characterized by Western norms and values. Peruvian society was regarded by the dominant group, descendant of the Spanish, as a monocultural society, ignoring the values and languages of indigenous peoples, resulting in an oppression of indigenous identity, identifying their self-esteem and confidence to fight for their own rights.

Indigenous peoples, who account for 43% of the Peruvian population, have tried to reverse this imbalance of power, through the school system - among other things - in order to achieve recognition of their culture and identity. For example, in 1993, Peru's Constitution was amended to ensure that all people are entitled to bilingual intercultural education.

However, despite the growth of the national PBN in recent years, several studies show that social and economic inequalities between urban and rural areas, particularly for the rural indigenous population, have persisted unchanged.

According to a study by Oxfam, "Latent Gaps: Rate of Progress Against Inequality in Peru 2017-2018", the fight against inequality in Peru has stalled in the last two years, and in many critical areas. In 2017, 400.000 Peruvians fell into poverty after more than a decade and a half of sustained decline. Thus, poverty grew on average from 20.7% in 2016 to 21.7% in 2017. (According to the National Statistical Institute, INEI, 44.4 is rural poverty and 15.1 urban poverty)"²

In Peru, indigenous girls suffer from a triple exclusion of society - being poor, indigenous and women. If a poor family must choose between sending their children or their daughters to school, they generally

choose to send their children. This is because of the general perception that men play a public role in society, while women occupy a domestic role at home, which does not require formal and expensive education; 41% of women living in rural areas have no income³

Another problem that maintains the circle of poverty and increases the inequality of the Andean and Amazonian peoples, is the low level of learning, because the state has difficulty advancing to implement the policy of quality EIB, and does not have teachers trained in EIB in the different languages.

In the coming years, Peru is committed to making the necessary efforts to fulfill the commitments to the 2030 Agenda, promoting sustained, inclusive, and sustainable economic growth and ending poverty, reducing inequality and fight against climate change.

In particular, this project responds to Sustainable Development Goal 4 - "Guarantee quality inclusive and equitable education and promote lifelong learning opportunities for all" and "By 2030, ensure that all girls and boys finish primary and secondary education, which must be free, fair and of quality, and produce relevant and effective learning outcomes".

In the national framework, the development of EIB, (bilingual, intercultural education), has evolved since 1972 when it was a bilingual education policy. In the 1980s, an intercultural perspective was incorporated, until 2016 with the participatory elaboration of the National Education Plan. Intercultural Bilingual by 2021 (PLANEIB), "as a management tool that guides the implementation of EIB public policy in the different educational instances". In the course, the foundations of the EIB national policy were developed:

"the pedagogical foundation: you learn best when education is in your own culture and language. The democratic foundation: it is an individual and collective right as part of an indigenous people"¹.

The norm for the recognition and registration of EIB schools was prepared in 2012, characterizing the EIB service and defining EIB with the quality criteria of "teachers who know the culture and master the language of the students, pedagogical proposal and materials".

However, reality is different from this, as noted in the evaluation report. In many cases even the ministry consultants i EIB who should support the quality in this area, sometimes not even speak quechua themselves.

An EIB school is, according to the Ministry of Education one that:

I) has teachers who know the culture and language of the students and manage EIB's pedagogical approaches and strategies.

II) implements a pedagogical proposal of EIB according to the form of attention that corresponds to it according to the sociocultural and linguistic scenario that characterizes it.

III) It has quality educational materials in native languages and Spanish and uses them appropriately.

IV) Develop modern and participatory management linked to a network.

Again – this is in general not existing in the schools in rural areas of Cuzco.

According to the evaluation report it is seen that the service of the Ministry of Education has not provided the skilled teachers, nor pedagogical proposal, educational materials in native language and finally not trained the teachers in participatory management.

3. Situation in the region/district

The quality of teaching in many schools in the Cuzco region, especially in rural areas, is well under the national average with many children not passing the annual tests.

Often, children leave school for extended periods of time, e.g. to work, and a smaller group does not attend school at all due to lack of access to public education in their area.

A great number of pupils must walk through the mountains up to 2 - 3 hours to attend school after a very limited breakfast consisting of a tee or a small soup. And then walk back another 2 - 3 hours.

The children living in these conditions often suffer from anaemia. In several the 25 project schools around 80% suffer from anaemia causing tiredness and thereby low learning.

Much of the culture they meet in school is often unknown to them and does not show the respect of their traditional culture leaving many pupils with low self-esteem.

¹ BURGA Elena

The Ministry of Education acknowledges the low quality and the poor results of education as the greatest challenge. The Ministry claims that incompetent school management, low quality of teacher education, lack of parental involvement and support of their children's schooling and insufficient resources as the most important reasons for the poor quality of education.

In the Cuzco region 17.6% live in poverty and 2.2% in extreme poverty and the Cuzco region is ranked 10th out of the 24 regions of Peru in economic terms with a high level of youth unemployment. There is a high percentage of informal employment (82.3%) in Cusco. Only 26.5% of the economically active population has at least higher education in Cuzco.

The external evaluation of phase 1 showed that the project contributes to the objectives "Teaching in the region, strengthened personally and professionally, develops knowledge and builds an intercultural pedagogy with autonomous, analytical and reflective practices, thus contributing to the development of the Region" and "An education that affirms and develops Andean and Amazon cultural identities, enriching them with an intercultural practice".

4. Problem identification.

The UN's Sustainable Development Goal 4 states the importance of:

"Ensuring inclusive equitable quality education and promote lifelong learning opportunities for all", while target 4.7 aims more specifically to "Ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development".

The general situation is as follows:

- **Low quality of education:** Although a great number of the schools in the Cuzco region are recognized as bilingual schools, intercultural bilingual education is not implemented in all schools or done in a professional way. This means that children's education does not fulfil their cultural, social and linguistic rights and needs. The result is poor learning outcomes.
- **Inadequate teacher qualifications:** Most teachers tend to use traditional, authoritarian teaching methods that do not encourage children's active participation in their own learning processes.
- **Lack of relevant teaching materials:** The Ministry of Education does not provide schools with adequate relevant teaching materials and textbooks in quechua, materials that take their starting point in the context in which the children live, materials that integrate the children's culture into the national curriculum goals that they aim to achieve etc.
- **Lack of parental involvement:** Parents in the project area generally lack the skills and motivation to support their children's schooling. They have often had very little education themselves, preventing them from helping their children academically and do not see the school as an integral part of their local community, making collaboration difficult. They often do not understand the value of intercultural bilingual education, assuming that a Spanish-language and mainstream schooling is preferable.
- **Lack of parental organization:** Parents are often not organized to be able to influence school practice and support the local school. The combination of lack of skills and lack of effective organization makes it difficult for them to contribute their valuable experience and knowledge of the local cultural, social, and linguistic context to the development of a relevant education for their children.
- **Low nutrition:** To most of the pupils the problem of malnutrition is a major issue due to a combination of the general poverty and that families little have started a production of very few crops.

5. Theory of change

The project is a continuation of the HEMPEL project implemented during the last 3 years. In this 2nd phase, the project seeks to consolidate the strategies and interventions developed, improving the contents and methods used based on the learnings and findings of the external evaluation undertaken

in November 2019. Many of the project activities will be coordinated with the local Ministry of Education and municipal staff in the 6 provinces of Cuzco, Anta, Quispicanchi, Urubamba, Paruro, Calca in the region of Cusco.

During the first phase of this project, from 2016 to 2020, school gardens were implemented in 25 schools.

Teachers from the 25 schools were trained in using dialogue based intercultural teaching methods partly based in the concrete work in the gardens and met regularly in Cuzco for workshops, exchanging ideas and developing new approaches on teaching and involvement of the communities. The external evaluation executed at the end of 2019 showed significant results in the 25 schools:

- Higher academical results
- Significant production in the gardens
- Significant use of the gardens as concrete materials for the teaching.
- Active support from parents to the pedagogical approach in the schools and direct help to the implementation and maintenance of the gardens
- The vast majority of the 25 participating schools were achieving sustainability in the production area
- Dedicated teachers from the 25 schools
- Support from municipalities
- Gardens being implemented in private homes based on the experiences from the schools
- Development of a pedagogical guide for the planning of the teaching which is an essential instrument for the teachers.

From the recommendations in the external evaluation we take note of the following recommendations and having included this in phase 2.:

- Strengthen the network of teachers
- Strengthen the alliances with the local ministry of education
- Develop concrete pedagogical materials
- Support the use of collegiate accompaniment
- Assure that all teachers in each school use the methodology
- Systematization of experiences for the use in other schools
- Development of a manual of the feasibility of each production type in each geographical condition
- Support the relationship to parents (i.e. by giving seeds and guinea pigs for families – as a sign of mutual benefit and greater participation)

The Theory of Change is based on “The Change Triangle”, in cooperation with CSO partners, stakeholders, beneficiaries and rights-holders.

The three sides of the Change Triangle (Strategic service delivery, Capacity building, and Advocacy) are interlinked, mutually dependent and give a basis for supporting civil society while creating lasting impact.

Using the Change Triangle will ensure that interventions have a catalytic effect, as it guarantees that they do not take place in a vacuum but lead towards advocacy and sustainability. If the advocacy is successful, the models and approaches introduced in the intervention will become part of local, regional, or national education systems and policies. This will have the catalytic effect of reaching far beyond the original target groups.

Assumptions to make change happen:

We assume that **if** children and young people get a good quality education, **then** they are more likely to become active citizens.

We assume that **if** education is based on local language, traditions, culture etc., **then** children learn more and will be more engaged in education and in society in general later in life.

We assume that **if** local communities and authorities are engaged continuously and strategically, **then** they are more likely to take over ideas and practices at the end of the programme intervention period.

We assume that *if* solutions are well-documented and backed by local authorities, *then* regional and national level decision-makers will be interested in scaling the solutions up.

In the present project, we believe (documented in the evaluation) that strengthening the capacities of teachers and the use of new pedagogical methods and concrete resources in the learning process of girls and boys based on their mother tongue and culture, will improve the quality of both teaching and children's learning results and thus favor their further education process.

The involvement of parents in their children's schooling and the emotional support of the family are vital to improve the self-esteem of girls and boys and a condition for ensuring that they continue their education.

The project is based on the commitment of the local Ministries of Education at provincial and regional levels (UGEL and DREC) to incorporate the project strategies into their teacher in-service training activities to ensure the continuity of the project.

6. Stakeholders

Regional DREC and local UGEL – ministry of education.

The regional DREC and local UGEL education authorities in the provinces in Cuzco have a strong interest in the project. Support from these institutions is strategically important assuring the co-ownership.

Principals/headmasters.

The role of principals has, during the first phase of the project, shown its importance. It is essential, that the principals, who in general are stationed several years in the schools, understand and support the methodology and thereby guarantee that the project is implemented in all aspects of the school – teachers, subjects, pupils and parents. Through their central positions in the project, they can influence the project positively or negatively by generating either support for or resistance to its intentions and activities.

DAC-teachers

The DAC-teachers originating from phase 1 are essential for the development of the methodology, concrete teaching materials and of development of the schools as community development centres.

Pupils

The pupils are important stakeholders as being also the target group of the project and have shown big interest in the pedagogical and practical work in the gardens.

The provincial and municipal governments.

The governments have also considerable interest and role in the project as they are aware of the importance of improving learning outcomes for the children. Governments can influence teachers and parents positively by supporting community activities related to campaigns for quality education and for higher academic achievement in schools, as well as their role in expanding the methodology to other provinces of Cuzco.

AMAPAFAs

The parents' associations AMPAFAS are important being key partners for supporting improvements in the quality of the education that their children receive as well as supporting their concrete learning activities.

7. Project objectives and outputs

Overall education objective

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.

Immediate objectives

Objective 1

On the 1.8.2023, 3602 children at 25 primary DAC schools and 30 neighbor schools in the provinces of Cuzco, Anta, Quispicanchi, Urubamba, Paruro and Calca in the Cuzco region of Peru have improved their learning outcomes and personal strength through empowering participatory methods.

Objective 2

On the 1.8.2023, consolidated networks of teachers, based in the 25 schools from the provinces of Cuzco, Anta, Quispicanchi, Urubamba, Paruro and Calca, have extended the methodology to 30 schools in the 6 provinces.

Objective 3

On the 1.8.2024, regional education authorities of Cuzco support the developed methodology in the region of Cuzco and advocate for it on national level.

Outputs

Output 1.1

In the third year of the project, all teachers from the 55 schools are qualified to and use the methodologies of school gardens.

Output 1.2.

In the third year of the project, the pupils at the 55 schools are being taught in all subjects using materials based on the materials developed in the project.

Output 1.3

In the third year of the project educational materials for all subjects and grades have been developed

Output 1.4

In the third year of the project, a systematization of implementing school gardens has been developed.

Output 1.5

In the third year of the project, a report has been published about the health benefits in schools and communities of the school gardens

Output 1.6

Parents from the communities support actively the development of the methodology and practical necessities of running the school garden

Output 2.1

In the third year of the project, the DAC-teachers work as a regional network supporting the development of teaching materials and exchanging ideas between the local networks

Output 2.2

In the third year of the project, local networks of schools and teachers from the 25 project schools have been organized in each of the 5 provinces

Output 2.3

In the third year of the project, the local networks have reached out and expanded to neighbour schools in the provinces

Output 3.1.

In the third year of the project, DAC-teachers and principals have developed and executed an advocacy strategy targeting regional and national authorities

Output 3.2

In the fourth year of the project, local education authorities express their support to the methodology

Output 3.3

In the fourth year of the project, a national conference on quality education, based on the experiences from Cuzco, has been held with the participation of national education stakeholders

8. Indicators and baseline

	Indicator	Actual or anticipated baseline	End of project result
1	Children have improved learning outcomes in mathematics, communication, and science	<i>Baseline will be conducted during the 1st 3 months of the project</i>	80 % of the children in the schools covered by the project have improved their learning outcomes after 3 years of participation in the project
2	Children express self-confidence showing active participation in class	<i>Baseline will be conducted during the 1st 3 months of the project</i>	80% of children from project schools participate more actively in class than children in neighbour schools (not part of the project)
3	The 55 schools work in regional and local networks without external support	<i>Baseline will be conducted during the 1st 3 months of the project</i>	Representatives from the 55 schools meet every month in Cuzco and every 2 nd month locally
4	The methodology of the project is being used in 55 schools	<i>Baseline will be conducted during the 1st 3 months of the project</i>	80% of schools implement the methodology in minimum 2 subjects
5	Regional education authorities have publicly expressed their support for the methodology	<i>Baseline will be conducted during the 1st 3 months of the project</i>	Written testimony from regional education authorities
6	Regional stakeholders have advocated towards national education authorities for the use of the developed quality education methodology in schools		Minutes from the national conference and from meetings between regional and national stakeholders

9. Strategy

This new phase is built on the experiences of the previous. The impact of the previous phase is impressive in the existing schools. Phase 2 will seek to strengthen and enhance that work to ensure sustainability and finally secure the regional and national impact to educational education system.

The strategy of this phase is as follows:

Updated agreements will be established with the Regional Ministry of Education, the local Department of Education of the involved provinces, and the principals of the 25 schools involved facilitating the education authorities' participation in project activities.

As it is very likely that authorities will change over the project period the agreements will ensure the continuity of institutional commitments during all the years of the project.

A Base Line Study will be executed during the first 3 months. The format for the Base Line Study will be elaborated in a partnership between the project team and the AXIS-coordinators and give input and knowledge for concretizing the indicators.

A programme for the teachers training will be elaborated during the first months, including:

- participative education
- collegial supervision
- intercultural education

- use of school gardens in the themes and grades
- nutrition through school gardens
- involvement of AMAPAFAs

Teachers from the 25 DAC-schools will, each year, receive training. DAC-teachers from the 25 schools will meet in Cuzco regularly for coordination, workshops and planning of activities. After workshops the DAC-teachers will facilitate the testing of the methods in their schools on the different grades and subjects. These tests will serve as input for the continuous dialogue on the methods and the development of materials related to grades and subjects.

Once the DAC-work is on track, the DAC-teachers will initiate neighbour schools in their provinces to be part of a province-based network. In 6 local networks DAC-teachers will transfer experiences and knowledge on how to implement school gardens into the local conditions.

The 6 networks will serve as tool for the impact of the project and hereby serve for the advocacy during the 4th year on *“how to implement dialogue based intercultural quality education in rural conditions”*.

Local UGEL-experts will participate as much as possible to ensure their knowledge of the methodology and co-ownership.

All experiences will be validated and systematized into teaching materials for all grades in all major subjects.

Parents will be included in workshops and coordination meetings dealing with education, intercultural education, school garden, new crops benefitting the nutrition and the general cooperation between school and family.

The school gardens not only serve as a teaching tool and as an instrument to strengthen the intercultural aspects. During phase 1 it became increasingly clear that the gardens also serve as support to the breakfast and lunch served in school, hereby securing a better nutrition. A good nutrition is, of course a fundamental condition for learning.

The gardens have also shown to be experimental instruments for the communities – giving innovative ideas and tools to implement better crops with better nutrition and in some places also supporting the families to better economy through selling better crops on the markets.

The above mentioned will be presented in a conference, organized by PACHATUSAN with participants from national and regional educational authorities, pupils, parents, and local/regional educational authorities. The theme of the conference is: *“Quality Education in rural areas of Peru”*.

Both AXIS and AXIS' local network in Peru and Bolivia will contribute to the project's strategy, in areas of intercultural bilingual teaching, participatory methodology, collegial supervision and parental involvement in children's education and finally also on advocacy and communication. These elements will not be financed by Hempel but from AXIS' programme with CISU.

AXIS will develop pedagogical videos on dialogue-based education and school gardens. These videos will be financed by AXIS' CISU programme.

The above-mentioned strategy will be finished by the end of the 3rd year. During the spring of 2023, AXIS and partner will develop the concrete approach for the 4th year which has emphasis on advocacy to assure the implementation of the methods into local, regional and national context.

11. Volunteering activities

During phase 1, a group of Hempel volunteers spent a week working in the project school of Lares getting a thorough impression of the project activities and impact.

AXIS will invite Danish students of Public Health to participate in the local teams' investigation of the nutrition challenges and impact of implementing school gardens in schools and communities.

AXIS is largely run by volunteers and much of the intervention will be managed by volunteers from Axis

with the support, expertise, and oversight by the Axis secretariat.

12. Risks and assumptions

Risks:

- Teachers resist active participation in training, collegial supervision, and school networks because of
 - a) temporary teaching contracts
 - b) lack of support from school leadership
 - c) local education authorities
 - d) long distances from school to meetings-points.
 - e) lack of motivation to carry out the extra work with involvement of parents and local cultural leaders,
- The Peruvian government restructures the education system and no longer prioritizes or finances the continued development and implementation of bilingual intercultural education
- Covid19 related school closures impact the impossibility for the work in schools

Assumptions:

- National and regional education policy concerning intercultural bilingual quality education continues is prioritized by the Peruvian government
- Local education authorities, including school leaders, support the project, in particular the initiative concerning the professional development of teachers through collegial supervision, school-gardens, and school networks
- Despite the annual rotation of many teachers to other schools in the school system (based on their scores in end-of-year tests), remaining school principals and teachers continue to develop and implement project activities. However, it must be developed furthermore to assure that the pedagogical approach is a general approach in the school and not only used by selected teachers

13. Monitoring and evaluation

The projects will begin with the development of a base line study done by the Pachatusan-teams in coordination with AXIS.

The project's general monitoring system will build on the practice that AXIS has developed over the year.

Pachatusan will be responsible for the day-to-day monitoring.

Every 4 months, AXIS will receive narrative and financial reports in a format agreed upon jointly by AXIS and Pachatusan. AXIS will use these documents as the basis for dialogue, planning and monitoring. At the end of every year, Pachatusan will produce a detailed year plan to access financing for the following year's programmed activities. This plan will be discussed with AXIS before approval.

AXIS' project coordinators, supported by the secretariat, will make yearly monitoring visits to ensure effective administrative and financial management of the project. This includes an initial visit in the start-up phase to make agreements concerning administrative procedures, contracts, an overall four-year plan and a detailed plan for the first year. From Denmark, the project coordinators will hold regular skype meetings to discuss the project's progress and challenges.

In addition, AXIS' secretariat will make inspection visits when the project starts and about halfway through the project period, to be able to give the best possible support to the Danish project coordinators' daily collaboration with Pachatusan.

The secretariat will also hold regular meetings with the coordinator group in Denmark.

The project's activity plan and strategy will be continually adjusted, depending on monitoring and evaluation processes.

An external evaluation will be carried out within the last three months of the project period.

Approaches to M&E can be both qualitative and quantitative and include methods such as problem and goal trees, focus group interviews, timelines, SWOT analysis and Most Significant Change.

14. The partner

Pachatusan is a Peruvian NGO established in 1999 with the objective to strengthen quality education in areas with the highest poverty. The core members of Pachatusan have up to 30 years of experience in education sector in Cuzco region and have worked in education of children and adults, developing curricular content, teaching materials and superior training to teachers, among others.

In collaboration with other local NGOs, it has carried out large literacy projects for adults, financed by the Peruvian government.

Pachatusan is a member of several local and regional educational networks.

Pachatusan has been an AXIS partner for almost 15 years.

15. Activity Plan

Obj.	Activity	2020	2021	2022	2023	2024
	Base Line Study					
Obj. 1	1.1.1 Moray Model conducts 3 workshops per year with DAC teachers on the importance of the work with green gardens, annual planning and evaluation of completed actions					
	1.1.2 2 workshops a year with DACs on strategies and methodologies for working in bio-gardens					
	1.1.3 Accompaniment to teachers in the implementation of methodologies					
	1.1.4 One workshop per school on the use of materials and the bio-garden is carried out with the participation of all the teachers from the 25 schools, DACs and specialists from the UGELs.					
	1.2.1 Organize, with DACs and UGEL specialists, how to produce a production of materials in the 4 fundamental areas and by grades.					
	1.2.2 Develop the organization of a materials production fund.					
	1.2.3 Validation of methodologies for each grade and each subject					
	1.2.4 One workshop per provincial network on material application in the 25 schools.					
	1.2.5 Monitoring and support in the 25 schools with the participation of specialists from the UGELS.					
	1.2.6 Regional network workshops in Cusco with DAC and UGEL specialists to evaluate materials.					
	1.2.7 Participation and presentation of materials in School markets in provinces and regions.					
	1.2.8 Implementation and accompaniment on the use of materials and bio-gardens.					
	1.2.9 Organization of a seed fund etc - for the 55 schools.					
	1.3.1 Elaboration of materials in the 4 fundamental subjects for the 25 schools.					
	1.3.2 Three workshops with DAC and specialists to formulate and elaborate materials.					
	1.3.3 Meetings concerning the printing of materials, virtual editions and books.					
	1.3.4 Implementation of a fund for production of educational materials.					
	1.3.5 Implementation of produced materials in each school					
	1.4.1 Systematization on the use of materials and bio-gardens as a pedagogical laboratory to improve learning, with the participation of DAC.					

	1.4.2	Presentation of the systematization to civil society according to the regional agreement with DREC.							
	1.5.1	Survey on student health in coordination with the corresponding institutions.							
	1.5.2	Workshops on nutrition and food benefits of products from school green gardens with the participation of teachers, pares and students.							
	1.6.1	Organization of parents at the level of classrooms and schools.							
	1.6.2	Workshops in schools on administration and sustainability of school bio-gardens for parents.							
	1.6.3	Family entrepreneurship workshops, aimed at parents (one workshop per school)							
	1.6.4	Workshops by TAREA on bilingual education							
			2020	2021	2021	2022	2022	2023	2023
									2024
Obj. 2	2.1.1	Organization and implementation of a network at the provincial level. (6 networks).							
	2.1.2	Internships and exchanges of experiences of inter-provincial networks - every three months.							
	2.2.1	Organization and recognition at the regional level of the 6 provincial networks, with the directorial resolution of the UGELs							
	2.2.2	DACs carry out monitoring, accompaniment and strengthening in their provincial network. (one every two months).							
	2.2.3	The networks prepare their work plan and regulations.							
	2.3.1	Installation of all 55 school gardens							
	2.3.2	Workshops (one per school) on the use of bio-gardens to improve learning							
	2.3.3	Implementation of materials in the new schools							
	Obj. 3	3.1.1	Network DACs formulate an advocacy strategy.						
3.1.2		The DACs networks and Pachatusan advocate to local authorities.							
3.2.1		The DACs networks and Pachatusan advocate to regional and national educational authorities							
3.3.1		Pachatusan and the DAC networks organize a national conference jointly with TAREA.							
Eval.									

16. Budget

Main budget items - DKK	Period 1 1.8.2020 - 31.12.2020	Period 2 1.1.2021- 31.12.2021	Period 3 1.1.2022- 31.12.2022	Period 4 1.1.2023- 30.7.2023	Period 5 1.8.2023- 30.7.2024	TOTAL DKK
Lump sum for 1.8.23-30.7.2024					131.354	131.354
Capital costs	5.125	0	0	0	0	5.125
Operational costs	13.325	33.620	26.650	33.620	36.970	144.185
Activities	29.930	123.205	112.955	124.230	0	390.320
Local personnel and administration	132.328	246.103	246.103	151.700	0	776.233
Monitoring & Evaluation	35.625	75.125	60.125	90.875	20.000	281.750
Total project costs	216.333	478.053	445.833	400.425	188.324	1.728.966
Administration in Denmark (7 %)	15.143	33.464	31.208	28.030	13.183	121.028
Grand total	231.476	511.516	477.041	428.455	201.506	1.849.994

Appendix 1

Budget in details

Currency: DKK	Period 1 1.8.2020 - 31.12.2020	Period 2 1.1.2021- 31.12.2021	Period 3 1.1.2022 - 31.12.2022	Period 4 1.1.2023- 30.7.2023	Period 5 1.8.2023- 30.7.2024	TOTAL DKK
Lump sum for 1.8.2023 - 30.07.2024					131.354	
Capital costs						
Projecter	4.100	-	-	-	-	4.100
Modem	1.025	-	-	-	-	1.025
Total capital costs	5.125	-	-	-	-	5.125
Operational costs						
Office Rent	9.840	19.680	19.680	19.680	-	68.880
Electricity, Water, Internet	1.845	3.690	3.690	3.690	-	12.915
Bank fees	1.640	3.280	3.280	3.280	-	11.480
Audit	-	6.970	-	6.970	6.970	20.910
Final audit (Denmark)					30.000	30.000
Total operational costs	13.325	33.620	26.650	33.620	36.970	144.185
Activity costs						
Objetive 1						
1.1.- In the third year of the project, all the teachers from the 55 schools are qualified to and use the methodologies of school gardens.						
1.1.1 Moray Model conducts 3 workshops per year with DAC teachers on the importance of the work with green gardens, annual planning and evaluation of completed actions (start, half year and	1.025	5.125	5.125	2.563	-	13.838

end)						
1.1.2 2 workshops a year with DACs on strategies and methodologies for working in bio-gardens	1.538	3.075	3.075	-	-	7.688
1.1.3 Accompaniment to teachers in the implementation of methodologies	-	-	-	-	-	-
1.1.4 One workshop per school on the use of materials and the bio-garden is carried out with the participation of all the teachers from the 25 schools, DACs and specialists from the UGELs.	-	8.200	8.200	8.200	-	24.600
1.2 In the third year of the project, the pupils at the 55 schools are being taught in all subjects using materials based on materials developed in the project.						
1.2.1 Organize, in coordination with DACs and UGEL specialists, how to produce a production of materials in the 4 fundamental areas and by grades.	-	2.050	2.050	-	-	4.100
1.2.2 Develop the organization of a materials production fund.	-	-	-	-	-	-
1.2.3 Validation of methodologies for each grade and each subject	-	1.025	1.025	1.025	-	3.075
1.2.4 One workshop per provincial network (total 6 workshops) on material application in the 25 schools.	-	5.125	5.125	5.125	-	15.375

1.2.5 Monitoring and support in the 25 schools with the participation of specialists from the UGELS.	1.025	1.025	1.025	1.025	-	4.100
1.2.6 Regional network workshops in Cusco with DAC and UGEL specialists to evaluate the use of materials.	4.100	4.100	4.100	-	-	12.300
1.2.7 Participation and presentation of materials based on school gardens in School markets in provinces and regions.	-	3.075	3.075	1.538	-	7.688
1.2.8 Implementation and accompaniment on the use of materials and bio-gardens.	-	-	-	-	-	-
1.2.9 Organization of a seed fund etc - for the 55 schools.	12.300	10.250	8.200	4.100	-	34.850
1.3.- In the third year of the project, educational materials for all subjects and grades have been developed						
1.3.1 Elaboration of materials in the 4 fundamental subjects for the 25 schools.	-	-	-	-	-	-
1.3.2 Three workshops with DAC and specialists to formulate and elaborate materials.	1.538	3.075	3.075	-	-	7.688
1.3.3 Meetings concerning the printing of materials, virtual editions and books.	-	1.025	1.025	-	-	2.050
1.3.4 Implementation of a fund for production of educational materials.	-	10.250	6.150	4.100	-	20.500
1.3.5 Implementation of produced materials in each school	-	2.050	2.050	2.050	-	6.150

1.4.-In the third year of the project, a systematization of implementation school gardens has been developed.						
1.4.1 Systematization on the use of materials and bio-gardens as a pedagogical laboratory to improve learning, with the participation of DAC.	-	4.100	4.100	-	-	8.200
1.4.2 Presentation of the systematization to civil society according to the regional agreement with DREC.	-	-	4.100	4.100	-	8.200
1.5 The third year of the project, a report has been published about the health benefits in schools and communities of school gardens.						
1.5.1 Survey on student health in coordination with the corresponding institutions.	-	6.150	-	-	-	6.150
1.5.2 Workshops on nutrition and food benefits of products from school green gardens with the participation of teachers, parents and students.	-	4.100	4.100	4.100	-	12.300
1.6 Parents from the communities support actively the development of the methodology and practical necessities of running the school garden.						
1.6.1 Organization of parents at the level of classrooms and schools.	410	410	410	410	-	1.640

1.6.2 Workshops in schools on administration and sustainability of school bio-gardens for parents	410	410	410	410	-	1.640
1.6.3 Family entrepreneurship workshops, aimed at parents (one workshop per school)	410	410	410	410	-	1.640
1.6.4 Workshops by TAREA on bilingual education	-	4.100	4.100	4.100	-	12.300
Total costs objective 1	22.755	79.130	70.930	43.255	-	216.070
Objective 2						
2.1 In the third year of the project, the DAC teachers work as a regional network supporting the development of teaching materials and exchanging ideas between the local networks.						
2.1.1. Organization and implementation of a network at the provincial level. (6 networks).	-	2.050	2.050	1.025	-	5.125
2.1.2 Internships and exchanges of experiences of inter-provincial networks - every three months.	-	6.150	6.150	3.075	-	15.375
2.2.- In the third year of the project, local networks of schools and teachers from the 25 schools of the project have been organized in each of the 6 provinces						
2.2.1 Organization and recognition at the regional level of the 6 provincial networks,	-	2.050	2.050	1.025	-	5.125

with the directorial resolution of the UGELs						
2.2.2 DACs carry out monitoring, accompaniment and strengthening in their provincial network. (one each two months).	-	1.025	1.025	513	-	2.563
2.2.3 The networks prepare their work plan and regulations.	-	1.025	1.025	513	-	2.563
2.3. In the third year of the project, the provincial networks have reached out and extended to neighbor schools in the provinces						
2.3.1 Installation of all 55 school gardens	6.150	20.500	16.400	6.150	-	49.200
2.3.2 Workshops (one per school) on the use of bio-gardens to improve learning	-	6.150	6.150	3.075	-	15.375
2.3.3 Implementation of materials in the new schools	-	-	3.075	2.050	-	5.125
Total cost objective 2	6.150	38.950	37.925	17.425	-	100.450
Objective 3						
3.1 In the third year of the project, DAC teachers and principals have developed and executed an advocacy strategy targeting regional and national authorities.						
3.1.1. Network DACs formulate an advocacy strategy.	1.025	1.025	-	-	-	2.050
3.1.2 The DACs networks and Pachatusan advocate to regional and national political authorities.	-	2.050	2.050	1.025	-	5.125

3.2 In the fourth year of the project, local education authorities express their support to the methodology						
3.2.1 The DACs networks and Pachatusan advocate to regional and national educational authorities	-	2.050	2.050	1.025	-	5.125
3.3 In the fourth year of the project, a national conference on quality education, based on the experiences from Cuzco, has been held, with the participation of national education stakeholders						
3.3.1 Pachatusan and the DAC networks organize a national conference jointly with TAREA.	-	-	-	61.500	-	61.500
Total cost objective 3	1.025	5.125	4.100	63.550	-	73.800
Total activity costs	29.930	123.205	112.955	124.230	-	390.320
Local Personnel and administration						
Project Manager (100%)	44.485	82.615	82.615	50.840	-	260.555
Project Coordinator/Educator (100%)	43.050	79.950	79.950	49.200	-	252.150
Administrator	9.328	17.323	17.323	10.660	-	54.633
Driver and transport, incl. Fuel and maintenance	33.005	61.295	61.295	37.720	-	193.315
Accident Insurance	2.460	4.920	4.920	3.280	-	15.580
Total local Personnel and administration	132.328	246.103	246.103	151.700	-	776.233
Monitoring & Evaluation						
Monitoring by implementing partner	5.125	5.125	5.125	5.125	-	20.500

External evaluation	-	-	-	30.750	-	30.750
Participation in partner conference in Denmark	20.500	-	-	-	-	20.500
Monitoring by AXIS projectcoordinators	-	30.000	30.000	30.000	-	90.000
Thematic support by AXIS	10.000	-	10.000	10.000	20.000	50.000
Workshop by AXIS	-	40.000	-	-	-	40.000
Financial monitoring by AXIS	-	-	15.000	15.000	-	30.000
Total Monitoring and Evaluation	35.625	75.125	60.125	90.875	20.000	281.750
Total project Costs:	216.333	478.053	445.833	400.425	188.324	1.728.966
Administration cost in Denmark/NGO fee						
AXIS administration 7%	15.143	33.464	31.208	28.030	13.183	121.028
Total administration cost in Denmark:	15.143	33.464	31.208	28.030	13.183	121.028

Grand total	231.476	511.516	477.041	428.455	201.506	1.849.994
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Total administrated in Denmark	25.143	103.464	86.208	83.030	63.183	361.028
Total administrated in Peru	206.333	408.053	390.833	345.425	138.324	1.488.966

Appendix 2

Project Log frame			
	Indicators	Means of verification	Risks / Assumptions
Overall education objective			
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.	80% of the children at project schools receive culturally relevant education from teachers trained in participatory methods 80% of the project schools have teachers trained in participatory methods and the use of relevant teaching materials	Observation in classrooms Information from the schools, principals and the local education authorities	No risks and assumptions shall be listed at this level
Immediate objectives			
Objective 1 On the 1.8.2023, 3602 children at 25 primary DAC schools and 30 neighbor schools in the provinces of Cuzco, Anta, Quispicanchi, Urubamba, Paruro and Calca in the Cuzco region of Peru have improved their learning outcomes and personal strength through empowering participatory methods.	80 % of the children in the schools covered by the project have improved their learning outcomes after 3 years of participation in the project. 80% of children from project schools participate more actively in class than children in neighbour schools (not part of the project)	Baseline report and evaluation data and tests at school and provincial level (UGEL data)	Assumption: The government and ministry of education continue to support the training of teachers. Risk: School principals and teachers are transferred to other schools outside the project area.
Objective 2 On the 1.8.2023, consolidated networks of teachers, based in the 25 schools from the provinces of Cuzco, Anta, Quispicanchi, Urubamba, Paruro and Calca, have extended the methodology to 30 schools in the 6 provinces.	The 55 schools work in regional and local networks without external support The methodology of the project is being used in 80% of the 30 neighbour schools The methodology of the project is being used in 55 neighbour schools in minimum 2 subjects in 80 of the schools	Interviews Photos Lesson plans	Assumption: Local education authorities and school principals support the project Risk: Some school principals and teachers might oppose the initiatives
Objective 3 On the 1.8.2024, regional education authorities of Cuzco have expressed their support for the methodology of the project and the methodology has been presented to national stakeholders.	Regional education authorities have publicly expressed their support to the methodology Regional stakeholders have advocated towards national education authorities for the	Baseline Written testimony from regional education authorities. List of participants from national and regional authorities (Min-	Assumption: Participation of authorities during the 4 years of the project.

	use of the developed quality education methodology in schools	istry of Education, local and regional authorities, etc.).	
Outputs risks	Indicators	Means of verification	Assumptions and
Output 1.1 In the third year of the project, all the teachers in the 55 schools are qualified and use the method of school green gardens	80% of the teachers use the methodology in a minimum of 2 subjects	Lesson plans Reports and information provided by the schools Classroom observation Interviews of directors, teachers and pupils.	Assumption: The expected approval of the official regional system of in-service teacher training will increase the probability of articulating the teacher training implemented by the project with the official one. Risk: Some teachers might restrict the use of the methods.
Output 1.2 In the third year of the project, students in the 55 schools receive instruction in all subjects using materials based on materials developed in the project.	80% of all students in the 55 schools receive teaching based on the methodology and school gardens.	Lesson plans Classroom observation Interviews of directors, teachers and pupils.	Assumption: Instruction materials are approved by the authorities Risk:
Output 1.3 In the third year of the project, educational materials have been developed for all subjects and grades (multi-grade).	Teaching materials published and transferred to all 55 schools.	Copies of materials	Assumption: Instruction materials are approved by the authorities Risk:
Output 1.4 In the third year of the project, a systematization of the implementation of school gardens has been developed	A manual of how to implement school gardens in different geographical conditions has been issued	Manual	Assumption: Risk:
Output 1.5 The third year of the project, a report has been published on the health benefits in schools and communities of school bio-gardens	A manual of health benefits of methodology is issued	Report	Assumption: Risk: The health benefits of the school gardens cannot be fully measured
Output 1.6 The parents of the communities actively support the development of the methodology and practical needs of managing the school garden	50 % of parents participate in activities that encourage the children's learning 40 local cultural leaders collaborate with the schools to enhance knowledge of local production and cultural practices	Interviews of parents and teachers Family visits Interviews of local cultural leaders Photos	Assumption: Parents support the school garden through work and words Risk: Parents do not have time or resources to support the school garden
Output 2.1 In the third year of the project, DAC teachers	80% of the DAC-teachers participate	List of participants	Assumption: Motivated teachers and support from principals

work as a regional network that supports the development of teaching materials and exchanges ideas between local networks	regularly in the coordination meetings in Cuzco	Interviews with teachers Photos	Risk: Resistance to changes among some teachers
Output 2.2 In the third year of the project, local networks of schools and teachers of the 25 schools of the project have been organized in each of the 6 provinces	80 % of teachers from the 25 schools participate regularly in the coordination meetings in the 6 provinces	List of participants Interviews with teachers Photos	Assumption: Motivated teachers and support from principals Risk: Resistance to changes among some teachers
Output 2.3 In the third year of the project the provincial networks have been extended to its neighboring schools	70% of teachers of the 30 schools participate regularly in coordination meetings and workshops	List of participants Interviews of teachers Photos	Assumption: Motivated teachers and support from principals Risk: Resistance to changes among some teachers
Output 3.1 In the third year of the project, DAC teachers and principals have developed and executed an advocacy strategy directed at regional and national authorities	A formal advocacy plan is developed 4 initiatives in each province to influence education authorities	Plan. Report from executed initiatives. Photos	Assumption: Motivated DAC teachers and principals Risk: The DAC teachers and principals do not wish to do advocacy
Output 3.2 In the fourth year of the project, local educational authorities express their support for the methodology	Written support from authorities in 6 provinces	Documents	Assumption: Continued political support for bilingual education in Peru Risk:
Output 3.3 In the fourth year of the project, a national conference on quality education has been held, based on the experiences of Ayacucho and Cuzco, with the participation of national stakeholders in education	Conference held	Documents from conference Photos.	Assumption: Continued political support for bilingual education in Peru Risk:

Appendix 3

Map



Quality education for indigenous children in Ayacucho, Peru

Country	Peru
Name of NGO	AXIS (Denmark) and TAREA (Peru)
Project period (date/month/year)	1.8.2020 to 31.7.2024
Total Budget DKK	4,150,000
Number of children benefitting directly from the project	2,000



1. Executive summary

Country and region/district

Peru - Region of Ayacucho

The overall education objective

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.

Immediate objectives

Objective 1

Children attending primary schools covered by the project in the provinces of Huamanga and Cangallo receive a quality intercultural bilingual education that enhances their competences and likelihood of continuing in secondary school.

Objective 2

Parents, local community leaders (Yachaq) and other community members facilitate the acquisition of local cultural knowledge at schools, and demand action from educational authorities and municipal governments in favour of intercultural bilingual education, improved awareness of the respectful, non-violent treatment of children and gender equality, both at school, in the family and in the community.

Objective 3

The educational community successfully exerts influence on the Ayacucho Regional Government's plans for intercultural bilingual education (IBE) and teacher education, thus increasing the probability of improving the quality of education and the learning achievements of indigenous children in the rural areas of Ayacucho.

Number of children benefitting directly from the project. Plus identification and number of other beneficiaries benefitting from the project.

Direct beneficiaries:

- 2,000 Quechua-speaking children at primary school level
- 162 teachers
- 11 teachers from a network of 11 multi-grade single-teacher schools
- 23 head teachers/school principals
- 48 members of parent associations and 1,600 parents
- 60 local community leaders (Yachaq)
- 6 educational specialists from UGEL and DREA (authorities and municipal governments)

Indirect beneficiaries:

- The population of the communities to which the schools belong
- 400 teachers
- Local educational authorities
- 5,000 mothers and fathers.

Summary of project

This second phase of the project will continue to work in rural indigenous areas of Huamanga and Cangallo provinces in Ayacucho region in central Peru. It aims both to consolidate and expand at primary school level the achievements of the first phase, and to ensure the sustainability of the project approach by supporting the education community at local, municipal and provincial levels in exerting influence on official bilingual education policies.

At the 13 original primary schools (from the project's first phase), teachers have already built up knowledge and experience in intercultural bilingual education and will, in the second phase, work to achieve additional competences as facilitators of the in-service education of teachers at 10 new primary schools. Furthermore, a network of 11 remote multi-grade, single-teacher primary schools will take part in the second phase, where the project approach will be tested in especially challenging circumstances.

In particular, the methodology of collegial supervision and participatory approaches to intercultural bilingual teaching will be consolidated and further adapted to varying school circumstances in Ayacucho region, among other things taking account of new features in the national school curriculum.

School principals as a group will receive specific attention in the second phase. The establishment of sustainable intercultural bilingual education practices in school classrooms is dependent on strong school leadership. Principals will be trained in the management of intercultural bilingual schools and will be expected to have an active role in the development of a quality bilingual education at their schools, and the establishment of schools as important actors in indigenous communities in Ayacucho region.

As in the first phase of the project, parents and local communities will have a central role in the second phase. Not only will they be encouraged to take active part in their children's education, for example through use of the classroom libraries and the participation of local cultural leaders in classroom activities, thereby integrating the school as institution into the life of the local community; in this second phase, they will also learn to demand action from education authorities and municipal government in terms of the implementation of relevant policies in favour of a quality intercultural bilingual school education for children in indigenous communities.

Joint actions will be coordinated between the local education authorities (UGELs) of both provinces and the regional authorities (DREA) to involve them in the activities of the project's second phase. Coordinated actions with IBE authorities and specialists will both help instil in them the approaches and strategies developed in the project and disseminate their achievements in other schools in the region. Likewise, we will seek to guarantee an institutional agreement of continuity of the main actions and strategies of the project, especially those strategies that have impacted on the improvement of children's learning.

The main project period will be three years, followed by a fourth year with activities which aim to: (1) monitor the extent to which the project's achievements, approaches, new methodologies and strategies are integrated into the local IBE education plan and into public education in the region; (2) continue negotiations with local education authorities in order to influence public education and agreements between TAREA and the local education ministry (MINEDU); and (3) convene meetings, debates and public fora with representatives from the main stakeholders (the education community and civil society).

2. Humanitarian situation in the country

The indigenous populations of the high Andes of Peru have been marginalized for centuries, colonized

and assimilated into a culture characterized by Western norms and values. Peruvian society was considered by the dominant group (descendants of the Spaniards) as a monocultural society. The values and languages of the indigenous peoples were ignored, which resulted in the oppression of indigenous identities, damaging their self-esteem and confidence to fight for their own rights.

Indigenous people, who represent 43% of the Peruvian population, have tried to reverse this imbalance of power, for example through the school system, in order to achieve recognition of their culture and identity. For example, in 1993, the Political Constitution of Peru was modified to ensure that the entire population has the right to an intercultural bilingual education.

However, despite the growth of the national GNP in recent years, several studies show that social and economic inequalities between urban and rural areas, particularly where the rural indigenous population is concerned, have persisted unchanged.

According to an Oxfam study, "Latent gaps: progress rate against inequality in Peru 2017-2018", the fight against inequality in Peru has stagnated over the last two years and, in many critical areas, it has regressed. *"In 2016, Oxfam presented the first version of the Commitment to Reducing Inequality Index, after the end in 2013 of a growth cycle in the Peruvian economy due to the high prices of raw materials. In 2017, 400,000 Peruvians fell into poverty after more than a decade and a half of sustained decline. Thus, poverty grew on average from 20.7% in 2016 to 21.7% in 2017. (According to the National Institute for Statistics and Informatics, INEI, the poverty rate in rural areas was 44.4% and in urban areas 15.1%)"*².

In Peru, indigenous girls suffer a triple exclusion from society: for being poor, indigenous and female. If a poor family has a choice between sending their sons or daughters to school, they generally choose to send their sons. This occurs due to the general perception that men occupy a public role in society, while women occupy a domestic role in the home which does not require formal and expensive education. 41% of women living in rural areas have no income³.

Other problems that maintain the cycle of poverty and increase the inequality of the position of the Andean and Amazon peoples are their low learning achievements, due the lack of progress of the State in implementing IBE policy, and the lack of teachers trained in IBE in the different indigenous languages. See below the 2018 national learning averages:

National Results Average. 4th grade test in reading comprehension in the indigenous language 2018

Indigenous language	Level of achievement in the indigenous language		
	Beginner	In process	Acceptable level
Aimara	63,1	36,9 %	00,0%
Quechua Cusco-Collao	33,0 %	48,1%	18,9 %
Quechua chanka ⁴	37,5 %	59,4 %	3,1 %
Shipibo-konibo	80,0 %	10,0 %	10,1 %
Awajun	53,8 %	27,2 %	18,9 %
Asháninka	56,7 %	40,3 %	2,9 %

SOURCE: <http://umc.minedu.gob.pe/informes-pedagogicos-eib-de-la-ece-2018/>

Peru is a multicultural and multilingual country, where 55 Andean and Amazon peoples speak 48 indigenous languages, Quechua being the most widely spoken indigenous language. Language is associated with culture, worldview and relationship with nature, constituting a wealth that must be addressed by different sectors of the State, such as health, justice and education. Peru has an

² Social inequality increased in Peru – COPROFAM <https://coprofam.org> » CCP (PE)

³ Gender gaps, 2019 INEI

⁴ In Ayacucho región, Quechua Chanca is spoken.

Intercultural Bilingual Education policy⁵, an IBE National Education Plan, and a broad set of regulations and strategies for its implementation, which have been incorporated as sectorial policies during the last 15 years.

However, implementation is still very weak. This is due partially to factors external to the education sector, such as cultural discrimination, poverty⁶ and adverse development models for Andean and Amazon communities which do not take the environment into account. It is also partially due to internal factors in education, such as the centralisation of decision-making at the national level and of educational programs in the national government without much dialogue with regional and local governments, the absence of professionals in local educational management institutions and in the implementation of politics in schools, poor pre-service teacher education in IBE, insufficient innovative pedagogical initiatives for children to learn in two languages, and the absence of a systematization of local knowledge for intercultural dialogue with other cultural knowledge at national and global levels.

In 2020, the recommendations of the Ombudsman Report No. 174 of 2016, an essential State policy for the development of indigenous peoples, are still in force: *"Increase the opportunity for teacher training in Intercultural Bilingual Education to address the linguistic and cultural diversity of indigenous peoples. As a priority measure, reactivate and / or create institutions that offer an IBE education in the regions that need it."* *"Execute sustained and decentralized training programs aimed at Intercultural Bilingual Education specialists from the Local Educational Management Units, the Regional Directorates of Education and the Ministry of Education, in order to improve their technical pedagogical performance."*

3. Situation in the region/district

The project will take place in the Huamanga and Cangallo provinces, Ayacucho region, where the majority of the population belong to the Quechua indigenous people. The Ayacucho region is one of the poorest and least developed regions in Peru. Approximately 60% of the population lives in poverty, particularly families living in rural areas. The per capita family income is \$103 per month, approximately half of the per capita national income.

According to the 2019 IBE National Registry of Educational Institutions, in Ayacucho there are 3,132 schools registered as IBE schools. In the 2018 Intercultural Bilingual Education Assessment in Spanish as a second language, only just under 22% understood what they read. This result is worrying because, according to data from the National Institute for Statistics and Informatics (INEI Instituto Nacional de Estadística e Informática), 70% of schools in Ayacucho are recognized as having IBE characteristics. The gaps between urban and rural schools are getting bigger; for example, while in the urban areas, only 42.8% of students understand what they read, in the rural area the result is even lower, 14.6% (a gap of 27.6%). Results in secondary education are also of concern, since of every 100 students in Science, Technology and Environment, only 8 achieve the expected learning, in Mathematics 9, in Reading 10 and in Social Sciences 7.

Cangallo province has 214 IBE schools, with a total staff of 805 teachers. There are 6 districts: Cangallo, Chuschi, Los Morochucos, María Parado de Bellido, Paras and Totos, and 594 population centres. In the INEI census of 2017, 30,443 inhabitants were identified, of whom 4,630 were illiterate; the population claimed to have learned to speak Quechua in childhood; 91.87% identified as Quechua, and 4.67% as mestizos. Families are engaged in animal husbandry, livestock and agriculture on small plots; in some districts such as Chuschi, they are engaged in weaving and hat making, and a good part of the population of Pomabamba work as laborers on company land.

In the province of Huamanga there are 821 IBE schools, with a staff of 4,514 teachers. There are 16

⁵ Approved in June 2016, through the Decreto Supremo No. 006-2016-MINEDU "Política Sectorial de Educación Intercultural y Educación Intercultural Bilingüe".

⁶ IBE policy is on its own not sufficient to ensure that indigenous students receive a quality education. The implementation of intergovernmental and intersectoral policies which attend holistically to the needs of indigenous children, adolescents and young people is necessary. Currently, 60.4% of indigenous communities still live in poverty. Ombudsman's report N° 174 del 2016.

districts: Acocro, Acos Vinchos, Andrés Avelino Cáceres Dorregaray, Carmen Alto, San Juan Bautista, Ocros, Ayacucho, Vinchos, Socos, Santiago de Pischa, Chiara, Pacaycasa, Quinua, Tambillo, San José de Ticllas and Jesús Nazareno; and 716 population centres. According to the 2017 census, the population is 305,781 inhabitants, 127,507 of whom recognize Quechua as their mother tongue and 178,274 who identify themselves as Quechua. The population living in rural areas have various productive activities, such as agriculture, livestock, brickwork and commerce, where men migrate seasonally to seek employment in the cities.

We will work in 2 provinces and 11 districts: In the province of Cangallo, in the districts of Cangallo, Chuschi, Los Morochucos and María Parado de Bellido; in the province of Huamanga, in the districts of Acos Vinchos, Ayacucho, Pacaycasa, Quinua, Tambillo, Vinchos and Chiara. They are all districts with monetary poverty, which prevents their population from meeting their basic needs for food, health, and housing⁷.

4. Problem identification

Inequality in learning between rural and urban areas: Children in the Andean regions who live in poverty and discrimination, and who attend public bilingual pre- and primary schools, do not learn in their native language and culture, thereby increasing the inequality in learning achievements between those who study in rural areas and those who study in urban areas. For example, in the 2018 National Census Assessment of Learning Achievements in reading in fourth grade of primary school, only 13.0% of students in rural areas reached the satisfactory level, while in urban areas the number was 37.8%; in mathematics, the satisfactory level was 13% in the rural area and 33.1% in the urban area⁸.

Low teacher competences in intercultural bilingual education (IBE): We consider the following as basic conditions to close learning gaps: school principals who are qualified to run IBE schools, and teachers trained in IBE and with linguistic skills in both the indigenous language and Spanish. At the national level, only 48.3% of teachers have an advanced-level oral command of a native language and 19.2% of the written language; likewise, there is little command of the new national competence-based curriculum, of process evaluation nor of the use of relevant materials in the indigenous language and in Spanish.

Learning with little relevance to local culture: Local knowledge is not systematized in a way that allows an interaction between knowledge of local culture, western knowledge and world cultures. Education authorities do not give teachers conditions in which to develop teaching materials suitable for intercultural bilingual education, such as materials which encourage in-depth local knowledge; for example, there are no books that promote relevant learning in relation to festivals, symbols, or nature for the care of crops and the environment.

Living in an environment of violence and abuse: The parents of children in rural areas, including those participating in the project, have a low level of formal education, often have experience of family violence and have not developed tools for solving conflicts. This affects communication and self-esteem within the family. Likewise, they lack education opportunities and spaces for dialogue on their children's learning.

Authorities with little autonomy to lead strategies to improve the quality of Intercultural Bilingual Education: Regional (DREA) and local (UGEL) educational authorities face challenges in ensuring regular in-service training of teachers and do not have sufficient and qualified human resources in IBE. This means that they cannot guarantee the implementation of IBE education policy. They need more experience and the support of professionals to guide them in the in-service training of teachers in IBE, and the systematization of local knowledge and pedagogical proposals that support change in classroom practice.

Lack of qualified demand for the monitoring and implementation of IBE policy: The lack of an

⁷ INEI. Map of poverty at provincial and district levels

⁸ Evaluation of Learning Achievements 2018

informed demand from parents and the population in general for the monitoring of the provision of a relevant and high-quality state IBE educational policy means that at present: (1) monolingual teachers work in IBE schools; (2) teaching does not consider the local culture; and (3) old-fashioned teaching/learning methodologies are being applied. It is necessary to strengthen the demand for informed monitoring by an organized society, where collectives, grassroots organizations and others, from different spaces and forms of participation, can advocate for IBE.

5. Theory of change

The project is committed to a theory of change which empowers teachers and school principals in pedagogical and institutional management. These are key actors in the educational system in order to ensure the fulfilling of intercultural bilingual education (IBE) policies and plans, both in the local community, at school and in the classroom.

The empowerment of school principals and teachers means that they will take ownership of the IBE approach, think critically, and readjust their pedagogical resources and institutional management. They will continue to learn new teaching approaches, methodologies and techniques that favour children's teaching-learning process.

The project's theory of change seeks to empower schools to deliver quality education. If the school's educational community is committed to improving children's learning, we will have a better chance of closing learning gaps between rural and urban areas. While the individual empowerment of teachers and school principals is important, empowerment must also occur in the school's broader educational community, i.e. among parents and students. This will allow the identification of and action in relation to the factors that influence learning, both at school, in the family and in the community.

The project focuses on the development of an education that takes the local indigenous language and culture as its starting point. The theory of change is based on the fact that an education that grows out of the students' own lives and language will not only benefit indigenous children's learning, it will also improve their self-esteem, confidence and opportunities for the future.

6. Stakeholders

The stakeholders are people and institutions that will participate directly in the project, and those institutions which will have a connection to the project implementation process. The stakeholders are divided into duty bearers and rights holders:

Duty-bearers (obligation)

Officials of the Regional Government, Management of Education Development, Regional Directorate of Education of Ayacucho (DREA), for the project particularly the Regional Director of Education, the Director of Pedagogical Management and the IBE specialist. The Regional Directorate for Education (DREA) has the following functions: to formulate, approve, execute, evaluate and administer regional policies on education, culture, science and technology, and sport and recreation in the region, and promote a culture of rights, peace and equal opportunities for everyone. DREA has the possibility of incorporating good initiatives as a regional policy, and of persuading the Ministry of Education to prioritize national educational programs in the region. As a limitation in practice, DREA has little leadership power in the region, is very busy with national educational programs, and spends a lot of time on bureaucratic management. Their relationship with the project will be through a cooperation agreement to strengthen IBE policy, to promote discussion forums, and to assess progress and good IBE practices.

Officials of the Local Educational Unit, UGEL: The directors of the UGEL of Huamanga and Cangallo, the directors of pedagogical management and IBE specialist. The function of the UGEL is, among other things, to manage and monitor education policy in the province, evaluate and hire teachers, and design local education policy. The relationship with the UGELs is key, because it will give institutional backing to the project. The UGELs have the power to incorporate the project's

achievements into the IBE Local Educational Plan (Plan Educativo Local). Its limitation is that the majority of its budget, and actions in the field, are directed by the central headquarters of the Ministry of Education, and there is only one specialist for IBE schools. We will sign an agreement with the UGEL for the development of the project and for the IBE specialist to participate in and monitor the activities in the schools. We will also agree on joint actions to develop teacher training activities, aimed at teachers who are not participating in the project.

Municipal Authorities: The mayor and education councillors share with the national and regional governments competences and functions such as: *“Design, execute and evaluate the education project of their jurisdiction, in coordination with the Regional Directorate of Education (DREA) and the Educational Management Units (UGEL) as appropriate, contributing to regional and national educational policy through an intersectoral approach and action. Promote curricular diversification, incorporating significant elements of sociocultural, economic, productive and ecological reality.”*⁹ As a potential advantage, municipalities have the capacity to organize civil society, to participate in the development and monitoring of the Local Educational Project (Proyecto Educativo Local) and to promote intersectoral actions to support education at school. As a limitation, they have limited resources for fulfilling their functions in education, and little leadership in the education sector, and they believe that their main responsibility is to build schools. Their relationship with the project will be: in the permission to use public spaces to carry out activities with the community, in the organization of debates on IBE, in participation in the campaign for the “Good Start to the School Year” (“Buen Inicio del Año Escolar) and in participation in workshops with women leaders.

Duty bearers (responsibility)

School principals who have the responsibility of managing IBE schools. Their potential is that, if they want to, they can exercise strong institutional and pedagogical leadership, and they can make important changes in schools to improve children’s learning. Their weakness is that they spend a lot of time on administrative management and some of them also teach a class. Their role in the project will be to participate in decisions relating to content and teaching methodologies, to strengthen school leadership, and to manage changes in institutional and pedagogical plans for the school and for teaching, in order to improve the school’s IBE identity.

Organization of Indigenous Women of Ayacucho, leaders of women's organizations, whose objective is to promote compliance with ILO Convention 169, such as the *“Right to non-discrimination in the fulfilment of human rights and fundamental freedoms. Right to their own institutions and to the conservation of the environment. Right to recognition and protection of their social values and practices. Right to political participation as indigenous peoples”*. Their potential is that they have the organizational capacity to reach more than 200 organized women and to advocate on behalf of IBE. Their main weakness is that they do not have the funds to train and carry out activities in support of IBE. Their relationship with the project will include participation in the workshops that we will organize to strengthen their organization and leadership, support of the training activities for IBE within their grassroots organizations, and advocacy actions in support of IBE in the region. .

Representatives of civil society, such as the Coordination Forum for the Fight against Poverty (Mesa de Concertación de Lucha contra la Pobreza), the Local Educational Participation Council (Consejo de Participación Educativa Local), the Parents’ Association, the Ombudsman's Office, the Regional Association of Intercultural Bilingual Teachers (ARMEIBA), and NGOs. The function of all of these is to promote debates on educational issues and to carry out citizen monitoring of the implementation of the IBE policy. Their potential is the political will and ability of some of them to convene meetings and to debate with educational authorities what is necessary in order to advance. Their weakness is that they do not have the technical resources to follow up on IBE education policy. Their relationship with the project will be technical support in debates on IBE, and citizen monitoring of the implementation of IBE policy.

University, with experience of IBE teacher training, with the authority to award study certificates. Its

⁹ Ley orgánica de Municipalidades LAW No. 27972

potential is in the theoretical contribution it can make to IBE and the gender approach, and in university certification. University certification will help school principals and teachers on temporary contracts (contratados) to accumulate the necessary points advance in the public teaching career system (la Carrera Pública Magisterial), and teachers on fixed contracts (nombrados) to access a new paygrade, which means recognition by the Ministry of Education and improvements in their wages.

The role of the university in the project will be, in collaboration with TAREA, teachers and school principals, to develop a curriculum for teacher training, develop training activities and certify teachers and school principals.

Teacher Training Colleges have the function of training teachers to work in regular basic education. In the province of Huamanga, we will collaborate with the "Virgen de Ludes" Teacher Training College and in the province of Cangallo, with the "Benigno Ayala Esquivel" Teacher Training College. Their potential is that they train teachers in IBE, and that most of their graduates stay to work in the province and the region. Their weakness is that the curriculum does not keep pace with changes and innovations in educational policies, and that, despite the effort they make to train teachers in IBE, the teacher trainers themselves do not have this qualification. Their role in the project will be to develop a joint strategy for the student teachers to do their teaching practice periods in the project schools, and to engage students and teachers in debates on initial IBE teacher training.

Rights holders

Children from the schools that will participate in the project will benefit from the training their teachers receive, from the participatory classes they will attend, from culturally relevant learning, from the learning sessions with community leaders (Yachaq), from the activities associated with the community calendar, from traditional games, and from the classroom library. They will benefit from the materials developed by their teachers in training workshops and in inter-learning workshops and from an environment of respect and non-violence at school and in the family.

Parents of children who attend the project schools will benefit from training workshops on the following topics: children's rights, implementation of Intercultural Bilingual Education (IBE) policy, gender equality, and non-violent treatment of children. Some of the parents will participate as Yachaq, to share their knowledge at schools. They will also participate in the marking out of traditional games in school yards, in the elaboration of slogans and the creation of murals to promote local culture, and in the cultural knowledge fair.

Teachers from the project schools will benefit from the IBE workshops, the teaching diploma in IBE and gender, the elaboration of teaching/learning materials, the systematization of local knowledge, and internships with work experiences related to classroom practice and institutional management. The potential advantage is that there is an interest among teachers to train in IBE, given that they have agreed to participate in the project. The weakness is that 20% of teachers who work in the project school are contracted for one year at a time only and may change schools every year.

7. Project objectives and outputs

Overall education objective (1 objective)

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.

Immediate objectives (3 objectives)

Objective1

Children attending primary schools covered by the project in the provinces of Huamanga and Cangallo receive a quality intercultural bilingual education that enhances their competences and likelihood of continuing in secondary school.

Objective 2

Parents, local community leaders (Yachaq) and other community members facilitate the acquisition of local cultural knowledge at schools, and demand action from educational authorities and municipal governments in favour of intercultural bilingual education, improved awareness of the respectful, non-violent treatment of children and gender equality, both at school, in the family and in the community.

Objective 3

The educational community successfully exerts influence on the Ayacucho Regional Government's plans for intercultural bilingual education (IBE) and teacher education, thus increasing the probability of improving the quality of education and the learning achievements of indigenous children in the rural areas of Ayacucho.

Outputs

Output 1.1

Teachers have achieved higher levels of pedagogical competence through the actions of the project and implement the IBE competencies curriculum with quality, improving student learning.

Output 1.2

In the third year of the project, a nucleus of teachers who participate as teacher trainers in the new schools and in the activities promoted by TAREA and the local education authorities (UGEL) has been strengthened.

Output 1.3

The principals of the schools participating in the project exercise with commitment the institutional and educational management of IBE with a focus on gender and an intercultural approach.

Output 1.4

The strategy of collegial supervision has been perfected, adapted and validated and has been applied in other schools and in teacher training actions in the region in coordination with the local education authorities (UGEL)

Output 2.1

Parents from the 23 project schools are sensitized and trained through the actions of the project, support their children's learning and reading in school and family, and promote the respectful treatment of children

Output 2.2

Parents' organizations (AMAPAFAS) and women's organizations are strengthened and have carried out campaigns and advocacy actions in favour of the educational quality of IBE, respectful treatment in the family, the fight against violence, and promotion of reading at school and in the family.

Output 2.3

Local leaders (Yachaq) strengthened in their local cultural and social knowledge and in their organization, share their knowledge in the educational institutions supported by the project

Output 3.1

The IBE specialists from local (UGEL) and regional (DREA) education authorities have taken on the main pedagogical strategies developed and validated by the project and support their dissemination and application in other schools in the two provinces

Output 3.2

Members of the education sector, civil society and municipal authorities have agreed to and carried out coordinated actions to monitor and influence IBE plans and policies to improve quality of education.

Output 3.3

The strategies, models and results of the project have been documented and widely disseminated at the regional level so that they can be replicated in other contexts.

8. Indicators and baseline

	Indicator	Actual or anticipated baseline	End of project result
1	The schools that participate in the project are managed with an IBE, intercultural and gender focus, thus improving students learning	<i>Baseline will be conducted during the first 4 months of the project</i>	80% of the school principals and teachers participating in the project ensure the application of the of IBE strategies and curriculum according to the characteristics of their schools.
2	Children attending the project schools complete their primary school education with improved learning results		90 % of the children in the schools covered by the project complete their primary school education with improved learning results.
3	Children attending the project schools enrol in secondary education after completing primary school		80% of the children in the schools covered by the project continue in secondary education.
4	Parents support and participate in activities that encourage their children's learning		50% of the parents from the project schools support their children's learning and reading in school and the family.
5	The education community presents agreed proposals for influence on quality education and the implementation of IBE in the region of Ayacucho.		From the second year, the organized civil society presents two proposals on IBE validated by the project to the regional government in Ayacucho.
6	Pedagogical strategies and models developed by the project to improve education quality are known and applied by new schools and the education authorities		In the last year of the project period the strategies and models developed and applied by the project are known at 40 new schools and partially integrated in the actions of local and regional education authorities.

9. Strategy

Intercultural Bilingual Education, gender equality and citizen participation approaches will guide the strategy of the second phase of the project. We will build on the first phase, including the strategies that have influenced children's learning, and that have been accepted by teachers and education authorities, and we will incorporate outstanding teachers from the first phase as trainers of new teachers. We will incorporate and address the challenges that we have identified, such as: improvement of teaching in two languages, promotion of interculturality based on dialogue of knowledge, and pedagogical innovation. We will develop actions to improve coexistence at school and in the family and will coordinate with authorities and organized civil society to prepare proposals for improving IBE.

The project will seek to improve children's learning, and to reduce the inequality in levels of learning between rural and urban areas. We will empower different actors in the education community, so that they themselves can make the necessary educational changes. We will work with school principals to influence schools and education management. We will continue our work with teachers, parents and Yachaq to improve teaching in the classroom, incorporate local culture in schools, and attend to positive coexistence in schools and in the family. We will arrange with civil society organizations that they participate in informed monitoring. We will make educational sector authorities and municipalities aware of the results of the project and commit them to its continuity.

In this phase, we are going to work only with the primary level schools because this is where inequalities in learning and the lack of future opportunities are reinforced. Primary schools need the most support; children are at this level for 6 years, a period in which they must learn to read, write, and learn to think critically about local cultural codes and globalization. It is also a period where they strengthen their identity, learn values, develop study and reading habits, and prepare to embark on a constructive period of secondary education.

We will continue working in the provinces of Huamanga and Cangallo, with the 13 primary schools from the first phase of the project, which will allow us to reinforce and systematize the pedagogical strategies already developed. We will strengthen the capacities of the teachers of the 13 schools, so that they participate as facilitators in the training of new teachers. We will engage 10 new schools, and a network of 11 multi-grade single-teacher schools. With the network of schools, we will develop pedagogical ideas to strengthen the learning of children who are in different grades and attend only one classroom. We will develop training activities in IBE and recreative meetings so that teachers do not feel alone and can learn from each other. With the 10 new schools, we will validate the proposals that we developed in the first phase of the project, and we will try out new pedagogical and institutional management strategies.

Pedagogical practices will form the core of changes made so that children receive a quality education with cultural relevance, and so that teachers' capacities in the areas of pedagogy and educational innovation are strengthened. We will develop a differentiated training strategy¹⁰ to serve both teachers from the first phase and teachers from the new schools, which will give us the opportunity to support and enhance the levels of experience and knowledge of IBE teachers, and strengthen their commitment to the changes proposed by the project.

The school will be central to change. We will work with school principals through an intercultural management training program, which will be carried out by the TAREA team. We will also seek the participation of a university, so that participants receive certification (a diploma) for participating in training activities, which will allow school principals to accumulate the necessary points to advance in the public teaching career system, thereby strengthening their commitment. We will consolidate the strategy of collegial supervision, as it is valued by the teachers¹¹, focusing observation on the evaluation of the teacher in the classroom through the national curriculum rubrics. We will work on the instruments of institutional management, giving schools a greater IBE identity and gender focus.

¹⁰ The programme of differentiated training was praised in the final project evaluation because "it permits the differentiation of different levels of achievement and allows adequate time and strategies for each level".

¹¹ A finding of the final project evaluation, page 34

The project evaluation concluded that the classroom libraries are one of the greatest achievements of the first phase of the project. We will continue this strategy, along with the promotion of reading both in the classroom and in the family. The classroom libraries have been praised for being a tangible product used by children, teachers and parents, and for giving visible results in the form of improved learning. The strategy was also of interest to the educational authorities, as it is linked to an improved reading result in the ECE Student Census Assessment.

We will systematize the pedagogical experiences of the first phase of the project with the participation of teachers, focusing on elements such as collegial supervision, participatory learning sessions and local cultural knowledge. In the systematization of local cultural knowledge, a pedagogical proposal will be elaborated that promotes intercultural dialogue between Andean culture and global culture, to be developed through teaching/learning sessions.

To promote meaningful and relevant learning in children, the presence of local culture in schools will be encouraged through the Yachaq; through workshops and the exchange of experiences, we will strengthen their organization, their communication skills and their self-esteem. We will seek recognition from the community, supporting public event where the Yachaq demonstrate their knowledge. In the same way, we will work with the Yachaq to obtain the recognition of the education authorities for their support in working with the local culture in schools.

In order for parents of children at the schools participating in the project to become aware of intercultural bilingual education and to commit to their children's learning, workshops will be held with their participation. These workshops will include topics of local culture, interculturality, non-violent treatment of children, and the active participation of parents in school affairs, so that their children have a better learning environment. Materials that help parents to support their children's learning on such subjects as child upbringing, gender equality, reading in the family, and interculturality will be reprinted and produced.

Gender equality is one of the approaches that will permeate all the actions of the project. It will be present in planning, monitoring, elaboration of materials, learning sessions, creativity workshops and political advocacy. The gender perspective implies: a) recognizing the power relations that exist between men and women, which are usually favourable to men and discriminatory towards women; b) bearing in mind that these relations have been integrated and learned in social processes, and have become constitutive features of relationships for both men and women; c) recognizing that these relationships of inequality intersect with other relationships in areas of religion, age, sexual orientation, class, ethnicity, etc.; d) that schools have the potential to become spaces for transformation of conventional models.

We will develop advocacy activities to monitor the implementation of IBE educational policy, promoting debates, forums, and the exchange of experiences. To do this, we will work with the Forum for the Coordination of the Struggle against Poverty (Mesa de Concertación de Lucha contra la Pobreza), the education networks of the Regional Association of Intercultural Bilingual Education Teachers (ARMEIBA), parents' organizations (AMAPAFAS), women's organizations, and members of municipal governments. Advocacy actions will allow us to build a current of opinion and a common language on what needs to be done in IBE policy to improve quality.

We will develop a coordinated form of working between the local education authorities (UGELs) of both provinces and the regional authorities (DREA) to involve them in the actions of the project's second phase, which will allow us to arrange joint actions. Coordinated actions with IBE authorities and specialists will allow us to instil in them the approaches and strategies developed in the project, as well as to disseminate their achievements in other schools in the region. Likewise, we will seek to guarantee an institutional agreement of continuity of the main actions and strategies of the project, especially those strategies that have impacted on the improvement of children's learning.

All project activities will be implemented during the first three years of the four-year period. The fourth year will have the role of following up on the results achieved through the fulfilment of the immediate project objectives. The adoption of the project's approaches, methodologies and strategies in local education plans and in classroom practice will be monitored, and fora for the continued negotiation with education authorities and for the education community and civil society to exert influence will be ensured.

In the second phase of the project, AXIS will continue to participate with professional support in, for example, the fields of teacher education and training, participatory pedagogy, collegial supervision, intercultural bilingual education and the development of best practices. The support will be planned and implemented in direct collaboration between AXIS and the project team in TAREA, through virtual and physical meetings, and workshops jointly facilitated by professionals from the two organizations. In this way, it is ensured that the support provided by AXIS always corresponds to the context of the project participants.

10. Sustainability and exit strategy

One of the conditions for the promotion of educational quality in urban and rural public schools is the existence of well-trained teachers and principals with creative pedagogical strategies for promoting children's meaningful learning and running IBE schools. The project aims to empower autonomy and critical thinking in teachers and principals who will, also after the project period has ended, be able to continue developing their pedagogical practice and managing schools with an IBE approach.

Citizenship in education is exercised by civil society, in this case made up of local actors in Ayacucho, who strengthen public opinion in favour of IBE and gender equality, and develop actions to influence the decisions of the authorities on education policies. For this reason, we will strengthen the capacity of civil society in the areas of citizen advocacy and monitoring, incorporating in education policy proposals the achievements and positive experiences of the project. The civil society institutions with which we will work during the project activity are: the Coordination Forum for the Fight Against Poverty (la Mesa de Concertación de Lucha Contra la Pobreza), the Federation of Indigenous Women of Ayacucho (la Federación de Mujeres Indígenas de Ayacucho), the Parents' Association (la Asociación de Madres y Padres de Familia), the Ombudsman's Office (Defensoría del Pueblo) and the Regional Association of IBE Teachers (ARMEIBA).

An important component of the project's sustainability and exit strategy is the incorporation of the project strategies into local education policies and the annual work plan of the local (UGELs) and regional (DREA) education authorities. It is currently difficult for the UGELs and DREA to incorporate project proposals because their institutional structure is weak. They have little capacity for autonomy, with only one IBE specialist each, and most of the education policies that they implement are initiated by the central Ministry of Education. The aim of the project is for the IBE specialists to assimilate the intentions of the project's pedagogical and management strategies, so that they incorporate them in teacher training in other schools in the region.

Given the weak institutional structure of local and regional education authorities, the fourth year of the project period is designed to function as an important element of the project's exit strategy. Once the immediate project objectives have been achieved after three years, this final year will work to monitor the extent to which project methodologies and strategies are being adopted in local education plans and implemented in practice, to continue negotiations with local education authorities in order to influence public education, and to establish fora in which the education community and civil society can influence school policy.

The other component of the project's sustainability and exit strategy is the presence of TAREA in the region. TAREA will continue working in Ayacucho after the project period ends, taking on the role of technical advisor to monitor the project's achievements. They will ensure that the progress of the project and the possibility of it being replicated in other regions of the country will be on the agenda of the IBE National Coordination Forum (la Mesa de Concertación Nacional de EIB).

11. Volunteering activities

AXIS is largely run by volunteers and much of the intervention will be managed by AXIS volunteers in Denmark in coordination with the administrative support and expertise of the AXIS secretariat.

The project will look forward to receiving a visit from the Hempel volunteers. This visit could take place over just one day or over several days. An introductory meeting with project workers in Huamanga would serve to prepare visits to one or more of the project schools. School visits would normally involve a whole-day programme. The Hempel volunteers would meet the students who receive support from the project and their teachers, take part in different teaching activities implemented by the project (play and learning) and meet local authorities. This will allow them to reflect on the progress of the project's work.

TAREA and AXIS can organise all details concerning the visit: transport from Lima to Huamanga, accommodation and food, and transport to the project schools to be visited. Both TAREA and AXIS have many years' experience with the organisation of group visits to their projects.

12. Risks and assumptions

Assumptions:

The main pre-condition for achieving the expected results and changes in the education system is that the regional government (DREA) and local education authorities (UGEL) continue to prioritize national IBE policy, encourage the improvement of education quality and support the regular in-service training of teachers, and maintain their commitment to coordinating activities and new initiatives with TAREA .

Other important pre-conditions are that the:

- main stakeholders and members of the education community support the project and fulfil their responsibility of promoting quality education
- project has the commitment of school principals and teachers who are motivated to improve educational quality
- authorities and education sector facilitate spaces for the dissemination of experiences and best practices
- atmosphere surrounding the actors from the education community in favour of IBE is favourable.

Risks:

Risks associated with the project activity are:

- The Covid-19 pandemic continues for a longer period than expected, affecting the normal development of the education system in the country and region
- A lack of political will and economic capacity to incorporate the results of the project into education plans in the future
- Lack of time or the prioritization of other activities by the UGEL and DREA makes the expected participation of specialists difficult
- Agreements between TAREA and local education authorities (UGEL) are not prioritized by local government and authorities
- Coordination between civil society and members of the education community is difficult due to political situation in the region – lack of political space and room for advocacy actions in favour of IBE
- Teachers' resistance to changes that question traditional routines and pedagogical practices in the classroom

- Parents' work hours in their communities intensify due to the economic situation after the Covid-19 pandemic, reducing the time they can spend with their children.

13. Monitoring and evaluation

The process of monitoring and evaluating the project in Ayacucho has, for TAREA, the following direct responsibilities: 1) The Board of Directors (CD), a body of institutional management, made up of 2 female and 1 male directors, responsible for ensuring a team of professionals for the implementation of the project and for guaranteeing the quality of the intervention. 2) The Ayacucho Regional Coordinator and the person responsible for the project, who is in charge of ensuring the achievement of the results with the assigned resources.

The planned monitoring and evaluation activities are:

Baseline: During the first months of the project, a Baseline will be drawn up to find out the current status of the project indicators, which will allow the development of monitoring instruments and guidance as to how to use them to collect information related to the indicators, as well as to assess and analyse the progress of the project each year.

Project team meetings: The team is the nucleus of activities and practical decisions are taken at these meetings. The result of their analyses allows future decision-making and the generation of knowledge. Taking the operational plan as a reference, the team meets to: 1) Schedule activities (monthly) and render accounts of the actions carried out during the month; 2) Identify factors of success and difficulty; 3) Establish links between the work of the different lines of action of the proposal; and 4) Reflect on what has been done, anticipating courses of action for the future. Team meetings will be led by the Project Coordinator.

Record of the actions of the professionals participating in the project: A form is prepared so that each person records information on the activity for which they are responsible, considering factors of gender, level of participation, and an assessment of the difficulties and achievements experienced. The registration of activities will allow monitoring of the project result indicators and an evaluation every month, to be shared at the monthly team meetings. The information on the forms will also be used to produce the project report.

Field visits: This activity allows contact with the project target groups and their assessments of work that has been done. It also allows observation of the processes of the team in situ, to be able to reorient direction or observe valuable initiatives at work. The Project Coordinator will be in permanent contact with the activities in the field and will use a field notebook as an instrument to collect information. Furthermore, photographs and / or recordings will be made. The members of the Board of Directors will make at least two visits a year to the project area, participating in the programmed activities.

Mid-term evaluation: The regional manager and the project coordinator will coordinate with AXIS professionals to carry out an external mid-term evaluation, which will be done after the first 18 months of the project. This evaluation will allow us to see the status of the indicators, to specify and direct strategies in an improved manner, and think of new activities for the final two years of the project, and make the necessary adjustments to the budget.

Financial control: This task and its coherence with technical execution of the project will be the responsibility of the regional and national administration along with the Project Coordinator. TAREA's accounting department is in Lima, so the team plans activities and expenses monthly, and passes its request for funds to Lima. Through transfer to a bank account, this money is made available in Ayacucho. Every month, the project team will report on the activities carried out and the expenses incurred, and will send the invoices which, after being supervised according to the criteria of the funder, will be entered in the accounting system and in the project report.

The beneficiaries of the project: We will involve the target group, the rights holders, in the evaluation and planning actions that will be carried out every year, and that are designed precisely so that they can assess the process they have taken part in and participate in the design of the following year.

Preparation of reports: The reports must gather all the activities, the sources of verification and the

expenses incurred. The reports will allow us to assess the implementation process of the project actions, analyse the progress of the results, and identify problems and risks, and their possible solutions. The reporting frequency will be every four months: January to April, May to August and September to December. The last report must be for the whole year, which must include an analysis of the local context and situation from the educational, political, social, and cultural points of view, and how this positively or negatively influences the development of the project. Likewise, it should include an analysis / assessment of the indicators and the learning of the TAREA team and, if necessary, make adjustments to the project. The reports will be prepared by TAREA and submitted to AXIS for analysis and feedback.

Final evaluation of the project: At the end of the project's 3rd year, an external evaluation will be carried out that globally assesses the fulfilment of the objectives, results and indicators expressed in the project matrix, with a particular interest in making the qualitative elements of the project visible, identifying the main lessons learned that can serve as a reference for the elaboration of future education policies and interventions.

The evaluation will include the review and analysis of the various sources of information generated throughout the implementation of the project. The evaluation will be carried out by an independent professional team, expert in IBE, with previous experience in evaluating international technical cooperation projects and with knowledge of the area of intervention. The hiring of this professional or team of professionals will be done through a public call. For this purpose, terms of reference will be formulated, in which the various conditions of the contract and objectives and deadlines will be specified.

The final evaluation will feed directly into the fourth year of the project activity's work. During this fourth year, the extent to which the project activity's approaches, methodologies and strategies are integrated into local, public IBE education plans and implementation will be monitored. Furthermore, negotiations with local education authorities will continue to ensure that the project's achievements have an increased and continued influence on public education.

AXIS' project monitoring will be carried out by the (Danish) Coordination Team with the support of AXIS' secretariat. The coordinators will maintain a dialogue with and continuous support of TAREA and the team participating in the project. The narrative and financial reports will be reviewed by the AXIS coordinators, who will then, in writing, share with TAREA their observations and suggestions, to be discussed subsequently in Skype meetings.

The AXIS coordinators will carry out monitoring visits to the project at least once a year, to collect information on site and assess the development and progress of the project together with TAREA. These visits can be used to provide professional support and advice on issues of pedagogical practice and methodology, or on general planning and administration issues, according to the needs identified by TAREA and AXIS.

14. The partner

TAREA, founded in 1974, is one of Peru's leading non-profit civil society organisations and is particularly respected for its work in the area of bilingual, intercultural and democratic education. The organisation focuses on vulnerable groups in Ayacucho, Cusco and Lima, and their rights to quality education, political and social participation and knowledge of their rights in general.

TAREA's work in Ayacucho includes the in-service training of teachers in participatory intercultural bilingual education, for which they have developed a training programme for teachers and produced a wide range of teaching materials for intercultural bilingual teaching.

TAREA is an important participant in regional, national and Latin American networks for the long-term development of education systems that take account of cultural rights in a multicultural context. Furthermore, TAREA is a member of the National Council for Education. In Ayacucho, TAREA is actively involved – together with other civil society organisations and networks – in influencing regional education plans on IBE and in securing quality education opportunities for the poorest and most

marginalised children and youth.

Axis and TAREA have collaborated closely in the elaboration of the present second phase of the project. Extensive previous collaboration in Danida-supported projects has meant that the two organisations already have well-established methods of collaboration and communication that have also been put to good use in the preparation of the current project phase.

15. Activity Plan

Objectives and outputs	Activities	2020 2q	2021 1q	2021 2q	2022 1q	2022 2q	2023 1q	2023 2q	2024 1q
		Main project period to achieve the 3 immediate objectives and outputs						4 th year for follow up	
Immediate objective 1:									
Children attending primary schools covered by the project in the provinces of Huamanga and Cangallo receive a quality intercultural bilingual education that enhances their competences and likelihood of continuing in secondary school.									
Output 1.1	1.1.1 Two annual decentralized workshops on IBE, innovation, creativity and pedagogical proposal for classroom								
	1.1.2 Training of 40 teachers in Quechua oral and written competences								
	1.1.3 Visit to other projects / exchange of experiences with other teachers								
	1.1.4 Pedagogical counselling of and support to teachers practices in classroom (pedagogical practice and use of Quechua and Spanish)								
	1.1.5 Implementation of libraries/ bookshelves in the new schools								
	1.1.6 Supply of books, games, and other teaching materials to all schools								
Output 1.2	1.2.1 Certificated training (diploma) of teacher trainers in coordination with the university								
	1.2.2 Two annual workshops with teacher trainers to produce materials for the teacher training								
	1.2.3 Systematization and publication of experiences of local knowledge – one in each province								
	1.2.4 Support and monitoring of the activities realized by the group of teacher trainers								

Output 1.3	1.3.1 Certificated training (diploma) by the university in IBE school management for 23 principals								
	1.3.2 Support to the realization of inter-learning meetings at school level or network of schools								
	1.3.3 Support to principals on development and application of school management instruments								
Output 1.4	1.4.1 Annual workshops on the application of the collegial supervision strategy with 30 participants								
	1.4.2 Work sessions at school level with principals (2 per year)								
	1.4.3 Adapted version of the strategy of collegial supervision (adapted to curriculum rubrics)								
	1.4.4 Support from Pachatusan / exchange of experience on the strategy of collegial supervision								
	1.4.5 Systematization of the pedagogical strategies for dissemination and advocacy								
Immediate objective 2: Parents, local community leaders (Yachaq) and other community members facilitate the acquisition of local cultural knowledge at schools, and demand action from educational authorities and municipal governments in favour of intercultural bilingual education, improved awareness of the respectful, non-violent treatment of children and gender equality, both at school, in the family and in the community.									
Output 2.1	2.1.1 Workshops with parents from 23 schools – 2 per year with approx. 1.500 participants								
	2.1.2 Support to education actions in school and the family								
	2.1.3 Development of 1 training material for parents on gender issues and interculturality								
	2.1.4 Reprint of the materials elaborated during the first phase								
Output 2.2	2.2.1 Workshops with members of parent's								

	organizations AMA-PAFAS (2 per year)								
	2.2.2 Workshops with members om women's organiza-tions on IBE, gender issues, advocacy (ap-prox. 50 participants)								
	2.2.3 Meetings with members of the mu-nicipal governments and key staff to plan agreed actions								
	2.2.4 Advocacy ac-tions, through the me-dia, and preparation of proposal to be sub-mitted to the authori-ties								
Output 2.3	2.3.1 Work sessions with Yachaqs to sup-port their sharing of knowledge in class-room								
	2.3.2 Adjustments and further develop-ment of the work of the Yachaq on local culture								
Immediate objective 3:									
The educational community successfully exerts influence on the Ayacucho Regional Government's plans for intercultural bilingual education (IBE) and teacher education, thus increasing the probability of improving the quality of education and the learning achievements of indigenous children in the rural areas of Ayacucho.									
Output 3.1	3.1.1 Work sessions with IBE specialists to plan joint and agreed actions to spread the strategies to other schools								
	3.1.2 Workshops on project themes jointly implemented by UGEL and TAREA in other schools (ap-prox. 40 schools)								
	3.1.3 Systematization of local knowledge with the participation of UGEL specialists and teachers								
Output 3.2	3.2.1 Coordination meetings with the Co-ordination Forum for the Fight Against Poverty (MCLCP).								
	3.2.2 Support to Re-gional Association of Teachers in Intercul-tural Bilingual Educa-tion ARMEIBA and								

	their actions to promote the project strategies								
Output 3.3	3.3.1 Systematization of two project experiences and dissemination at regional and national level								
	3.3.2 Preparation and dissemination of good practices through communication media / videos								
	3.3.3 Participation in national events to present proposals and experiences from the project								
	3.3.4 Regional seminar to present and debate results and experiences of the project								
Monitoring and evaluation	Baseline study								
	Mid-term evaluation - after 18 months								
	Final evaluation								
	TAREA monitoring								
	AXIS monitoring and support								
Follow up activities 4th year	Follow up on changes and project achievements, dialog with education sector, debates with main stakeholders etc. and advocacy activities to be defined during 2023 as part of or after the evaluation of the main project period								

Appendix 1

Map

Map of country with indication of project location

