

A photograph of two young girls in a grassy field. The girl in the background is smiling and wearing a red vest over a pink shirt. The girl in the foreground is looking directly at the camera, wearing a white shirt with a cat graphic, pink pants, a headband, and a beaded necklace. The word 'Amanatani' is written in a white cursive font across the top of the image.

*Amanatani*

**Boarding Houses**  
**2014 Project Report**



# 2014 IN NUMBERS

**67** children

**3** Boarding Houses

**3** Boarding House Tutors

**6** Boarding House Teachers

**160** nights spent in the Boarding Houses

**2** hour average walk to school

**42,880** hours of walking saved

**73%** of children increased in academic marks

**0%** malnutrition

**81%** of children improved their self-esteem

**79%** of children improved their personal values

**53%** of children improved identification with their culture

**7** members of the Student Council elected

**236** family members reached

**143** family visits made

**3** *Escuela de Padres* workshops

**2** Parent Association Meetings

**16** staff training workshops



## COMBATTING DISTANCE: ensuring access to education

On average, the children in our Boarding Houses **live over 2 hours away** from their schools. Prior to the foundation of our Boarding Houses children were walking to school – up to a **maximum of 4 hours** each way. Unsurprisingly they arrived at school tired and unable to concentrate, often falling asleep. Many children chose not to attend school due to the distance, missing out on their education altogether.

After school each day the children return to our Boarding Houses where they participate in our Academic support classes, Personal Development Workshops as well as sports and crafts activities. We convert the time they save walking into productive and effective learning opportunities for the children.

In 2014 our Boarding Houses:

- accommodated a total of **67 girls and boys aged between 7 and 18** From across the 8 remote communities in Ccorca;
- saved **over 42,800 hours** of walking throughout the year, an average of **640 hours per child**;
- and provided over **560 hours of additional learning** to all 67 children through our Academic and Extracurricular Programmes.



Ccorca is located at an altitude of 3,600m in the Peruvian Andes. Quechua culture is full of colour – they are the indigenous ancestors of the Incas, from where their traditions and their language originate.

## COMBATting ILLITERACY: our academic support programme

*"The work of Amantani is extraordinary. I can see a marked difference in the children from the Boarding Houses - they are engaged, diligent and hard working."*

– Milagros, Secondary School Teacher

This year we have ran over **560 hours of classes**. Each afternoon from Monday to Thursday the children return to the Boarding Houses after school. Here they participate in our academic support programme, designed to complement their schoolwork and improve their academic achievements.

The children's academic learning is interwoven with their personal development through interactive, dynamic learning sessions in which children develop their social skills whilst gaining important skills and knowledge. Themes have included local history, family relations, the natural environment, national geography and nutrition. On many occasions this means leaving the classroom to explore the local area, visit sites of historical interest or interview local people.

- By the end of 2014 the children had increased their academic achievement by an average of 12% with 73% of children increasing their overall evaluation scores across the year.
- Over the course of 2014, children improved in their literacy and numeracy school marks by 6%.
- 33% of young people studying at secondary school achieved a distinction in their final mark.

### A Case Study of Increased Participation in Learning

This year, under the guidance of Dr Thilo Boeck (see p11 'Boarding House Management') we have put significant emphasis on student participation in designing the curriculum. In October 2014, two older groups worked together in a democratic way to choose what they wanted to learn. The first group wanted to learn how to make cakes, whilst the second was keen to learn more about Túpac Amaru's 16th Century rebellion in Perú. Based on these requests, our Director of Studies meticulously planned a series of workshops that would incorporate a wide range of learning including measurements, Spanish vocabulary, analysis, sequences, organisational skills, collaboration, tolerance, leadership and gender equality. The children were more motivated than ever knowing that they had worked together to choose the topic!

#### Efrain

**Age:** 12 years old

**School Grade:** Year 1 Secondary School

**Community:** Rumaray (1 hour walk)

**Joined the Boarding Houses:** March 2013

When Efrain first joined the Boarding Houses in 2013 he was drastically behind in his schoolwork, and his teachers were worried about his progress. Over the past 2 years he has gradually improved with the help of the Amantani teachers and tutors and has been singled out by his Tutor as an example of the change the Boarding Houses can have on the children - Efrain is happier and more confident, creative and curious. He works independently and never has trouble asking for help with his homework when he needs it. He has also improved his performance at school - he is now second in his class and says that next year he is aiming to be first!





## PERSONAL DEVELOPMENT: improving self-esteem and cultural identification

Although Quechua is Peru's second official language with almost 3 million native speakers, racism against these indigenous communities is widespread, predominantly due to their illiteracy and traditional way of life. In Peru's modern society Quechua people face economic domination, marginalization and social stigma. As a result, the children in Ccorca all too often grow up with little self-esteem or pride in their cultural heritage. The Boarding Houses are an environment where the children are happy and healthy while their cultural heritage is actively embraced alongside more modern teaching techniques.

In 2014 we held:

- **370 hours of individual tutor sessions:** Each week the 3 Boarding House tutors allocate time for 1 on 1 tutor sessions with each of the children. This is a space where the children can express themselves in their native tongue, Quechua, bringing up any concerns or issues they may have.
- **34 workshops with local NGO Pasa La Voz:** PLV, a local not-for-profit organisation, have been working with us since 2012. With a highly trained team who specialise in personal development training for disadvantaged children, they are the ideal support for our Boarding House team. Pasa La Voz kindly agreed to run their workshops with some of the most disadvantaged children on a pro bono basis. This year the PLV team ran 34 3-hour workshops with 13 of the older children in the Boarding Houses. This year their work has focused on creating presentations related to the care and protection of the environment, an important topic for Peru. The children have also been involved in the filming of a documentary by Pasa La Voz focusing on the topic of community education.

Each of our 3 Boarding Houses tutors has a special relationship with each child, and they use the time they spend together to assess changes and developments in their psychological and emotional wellbeing. In 2014 the Tutors observed the following:

- **81% improved their self-esteem levels;**
- **85% improved their independence;**
- **79% improved values;**
- **53% improved their cultural identification.**



Yuri interviews local people about their thoughts on caring for the natural environment.

### SPOTLIGHT ON: Miluska

Miluska was born in the community of Rumaray, in the district of Ccorca, but it is in the local city of Cuzco that she has spent her last few years. She came to us in October 2013, when her mother approached us, asking for help for her 15-year old daughter who had fallen into a gang in the city where she was surrounded by drugs, theft, violence and abuse. It seems that her need to be accepted by a group is linked to issues of domestic violence in her family home. Despite being a very charismatic and seemingly confident girl, she was crippled by low self-esteem and struggling with self-harm.

Over the 14 months, Miluska transformed into a real leader who is intelligent, articulate and has real initiative. This is shown by the fact that only 5 months after entering into the Boarding Houses, she was voted by her peers as the vice-president of the Student Council. As vice-president she has relished a newfound sense of responsibility, working to organise student gatherings, special occasions and even being involved in the recruitment process for our new psychologist. Her perceptive questions and insights during the interviews were absolutely staggering!

Miluska's school grades have also improved dramatically over the past 14 months. When she first arrived her teachers were worried she might not pass her exams, they now report that she is one of the most engaged children in the class and she has improved at an incredible rate.

She has developed a very close relationship with her tutor Marisol who has been exemplary in her dealings with often very sensitive issues. Marisol has helped Miluska to deal with her impulse for self-injury, guiding her through a process of being more up front with her parents whilst at the same time helping Miluska's parents to be prepared to deal with this issue with love and understanding. She is now fully open with her family about her past, and they are working together to heal themselves as a family.

Miluska is just one example of the kind of places the children in Ccorca come from, and problems they encounter. She is also testament to the Boarding Houses and the impact they can have on children in a relatively short space of time. We are thrilled at Miluska's progress and can't wait to see how she continues to develop!





## MEET MY WORLD 2014

In 2013, as part of our Meet My World project, we asked twelve of the children in our Boarding Houses to write and present films teaching traditional skills from their communities. The production took 18-months for the children to research their themes, plan how they were going to share their lesson, learn their script, work out what props they needed as well as who else will feature in their 4 minute film. This was a whole process of research, discovery and perhaps most importantly of all a chance for them to share their perspective, be heard and be proud of their indigenous roots. The final result is a collection of 12 short films available to view at [www.meetmyworld.org](http://www.meetmyworld.org). We launched the Meet My World films in London in May to an audience of 600 people as well as in Lima to 400 people. In June we finally brought the films back to Ccorca to show the children and their families for the first time. Over 100 community members from across Ccorca and the Boarding House children gathered to watch all 12 films. After all their hard work the children were, unsurprisingly, incredibly overwhelmed on seeing their films come to life. To date the films have been seen by over 20,000 people in 100 countries worldwide – an absolutely incredible feat!



Top left: Christina and Marleni on the filming set. Top right: Doris Sofia and Veronica after watching their films.  
Bottom: Parents enjoying the children's films!



## ENGAGING THE COMMUNITY: family outreach work

*"Before, we were so sad living in our homes, because our husbands didn't understand us and they even hit us and we hit our children. Then Amantani came along and changed our lives.*

*Now we live better with the guidance we receive, we understand each other better."*

- A mother following an *Escuela de Padres* workshop

Alongside academic support and personal development work we place significant focus on working with the children and their families. 64% of the children in our Boarding Houses come from backgrounds of domestic abuse and violence in the home, with 7% of these being extreme situations. Unsurprisingly, this results in complex and problematic relationships between family members as well as a lack of confidence and self-esteem amongst the children. We ensure the team in Peru dedicates time to family members through workshops and home visits. We work with families on parenting skills, good treatment of the children as well as including them in the management and decision making within the Boarding Houses. In 2014 we held:

- **3 Escuela de Padres workshops for 61 parents:** Our parent training workshops are especially important for Amantani as they offer a vital opportunity to work with parents, tackling important subjects such as the upbringing of their children and family wellbeing in general. This year our workshops focused on the importance of communication, the responsibility of parenthood and supporting children's aspirations. Our focus on increasing the number of male participants in the workshops has been a huge success with 43% male attendees.
- **143 Home Visits:** The *Escuela de Padres* workshops are supplemented by regular family visits undertaken by our Boarding House tutors. In 2014 the Amantani team made 143 family visits to 230 family members across the remote communities of Ccorca. These visits are not only vital in ensuring the strength of our relationships with these families, but they also give us a chance to witness and gather information about the impact our work is having on the children at home, their family relationships and behaviour.



Parents participate during an Escuela de Padres workshop in our new classroom



## **HOLIDAY COURSES: extra academic support**

This year, over the 2-month school holidays in Peru, we held a holiday course for 119 boys and girls from across Ccorca. School holidays can be a difficult time for the children of Ccorca – all too often they find themselves working in the local cities and many do not make it back to school. Other children come back to school after the two-month holiday having lost considerable ground in their studies and personal development. This makes holidays a fantastic opportunity for us to help children who are struggling with their studies and at risk of not returning to school.

Since 2009 we have been running our 15-day Holiday Courses, taking advantage of the otherwise empty Boarding Houses over the holiday period. These courses aim to work with the students to improve their academic achievement levels before they return for the new academic year in March. With the help of local teachers, the Amantani team use varied participatory and creative learning techniques to help the children reach the national standards for numeracy and literacy. This year, we worked with two groups of children. The first was made up of 65 primary school children from all 8 communities in the district of Ccorca. The second was solely focused on helping 56 children make the transition from primary to secondary - a critical moment for children who sometimes fall between the gap between the two schools. Both courses were an incredible reminder of what is possible in an intensive 15-day course.

At the beginning of their course, just 8 out of the children achieved an 'A' in their academic evaluation, whilst 62 got the lowest possible score of a 'C'. Within just 15 days, these results had shifted significantly. By the end, 52 children had reached an 'A': something that will put them in very good stead for the start to the new academic year. More than just simply focusing on academic levels, the children also stay with us in the Boarding Houses – here, we instil in them the importance of health, hygiene and cleanliness. We work on their confidence and self-esteem using key elements from their indigenous, Quechua heritage.

An important moment for the children is when they have the opportunity to present their work during the Holiday Course to their family members. At the end of the 2-weeks family members joined us in the Amantani Boarding Houses to watch the children present their work. It was clear how proud their parents are of them! Ensuring local families continue to show support for our work in Ccorca is vital to our impact on the children and we are so thrilled that they all love the Holiday Courses so much!



At the end of the Holiday Course the children proudly presented their work to their parents!



## SPOTLIGHT ON: Boarding House Graduate

We keep in contact with our students who graduate from the Boarding Houses as much as possible. Increasing our contact and support for them will be a significant focus for 2015. Here are two of our biggest success stories to date...

### MARLENI

Marleni has featured heavily in our reports and updates over the past 2 years – she was one of the first girls to join the Boarding Houses back in 2008 and graduated from Secondary School among the top of her class in 2012. Since then she was accepted onto a pre-University course and subsequently onto a full degree course at Cusco's state University! She is the first girl in Ccorca's history to attend University and is an incredible inspiration to all the children in the Boarding Houses. She has made regular visits back to Ccorca and has kept in close contact with the Amantani team, especially her Tutor Tania. During the launch of the Meet My World films in Lima this year she made her first journey on an aeroplane to speak with the guests and local press about her experiences with Amantani! We could not be prouder of everything Marleni has achieved since graduating from the Boarding Houses!

### ANGELICA

Angelica joined the Boarding Houses back in 2013. After experiencing long-term sexual abuse from a family member, she was determined to not let this affect her finishing school and so she joined the Las Tikas Boarding House. She was quick to settle in and soon emerged as one of the more academically capable students in her class. This natural intelligence combined with her impressive work ethic has helped her to access a scholarship to university to study Business Administration. We can't think of anyone who deserves this more than Angelica!



Left: Marleni with Amantani Tutor Tania at the opening of Meet My World in Lima  
Right: Angelica during the filming of her Meet My World film, 'How To: Cook Guinea Pig Stew'

*"Before [leaving school] I was afraid. Where will I go? What will I do? But now I'm prepared. Thanks to Amantani! I am proud to have entered University and to be one of the few who've done so in the district. I know the community is behind me! I'd advise my classmates in the Boarding Houses to make the most of it, so they can get ahead in life."*

- Marleni, 2012 Boarding House Graduate



## BOARDING HOUSE MANAGEMENT

### STUDENT COUNCIL

2014 was the second year of the *Junta Directiva*, our Student Council. It was begun last year with the objective of empowering young people to help them achieve a level of independence, confidence and security to lead on activities in the Boarding Houses as well as these activities benefitting from their input. This year the children voted in **7 members of the Council** who together have organised activities throughout the year, from excursions, performances and group meetings. It has been incredible to see how the Council has grown in confidence!

### PARENTS ASSOCIATIONS

The Parents' Association has been in place since the first Boarding House was opened in 2008. Since then we have met with the parents regularly at the Boarding Houses while the President of the Association sits on Amantani's bi-annual team planning meetings. This year we held our **2 annual Parents' Association meetings**: a meeting at the beginning of the school year to discuss the plans for the Boarding Houses and a second meeting towards the end of the year as a space to reflect on the activities and impact of the year while gathering feedback from all participants. We also ran 2 'parents working days' where a total of 50 parents came to the Boarding Houses to help with construction and repair work.

### DR THILO BOECK

This year we have been lucky enough to work with internationally renowned youth worker and academic, Dr Thilo Boeck. He is undertaking the trip of a lifetime – travelling around South America working with small charities, like Amantani; to help improve their monitoring, evaluation, project planning, impact measurement and management structures. So far, Thilo has been with us for 6 months and already made a huge difference to our work!

### TEAM TRAINING

Local organisation Pasa La Voz has been training our team all year. They ran 9 workshops specifically focussing on aspects of children's personal development and incorporating social skills and values into the children's education. The team also undertook a 2-day IT training course run by a Professor from Lima University on incorporating IT technology into the classroom. They also took a 3-day course entitled 'Participation Theory & Practice' led by a specialist in participatory youth work from Nottingham University. The local Ministry of Education also ran 2 training workshops during the year addressing the theme of 'Intercultural Education'.



LEFT: Thilo shows the younger children photograph on his laptop. RIGHT: Thilo working with the Amantani team



## THE AMANTANI CAMPUS

This year we embarked on our most ambitious construction project to date. In February we began building on Amantani's plot of land in Ccorca to create our 'Amantani Campus'. One of our Boarding Houses is already on site and we have now constructed an additional, large Boarding House to accommodate the rest of the children, as well as a classroom block providing additional learning space! A particular highlight for the new classrooms is the new IT classroom that will be equipped with desktop computers, a printer and projector ready for our new and improved IT Academy launching in 2015.

The new building sits alongside the other Boarding Houses, which means that the children will now study on the Amantani Campus. This makes the day to day running of Houses much smoother and life on campus will be much more convivial for everyone there.

We could not be more thrilled with our new Campus and we could not be more grateful to our supporters that have made it all possible: the Children of Peru Foundation, Gulf for Good, the Shoe Zone Trust and The Moshi Foundation.



Left: The new Boarding House during construction. Right: the parents help out with some construction.



Left: The children celebrating the opening of the new buildings. Right: Parents having a tour of the new dormitories



## REFLECTIONS ON 2014 & LOOKING FORWARD TO 2015

### 2014 HIGHLIGHTS

- *Meet My World*

The second instalment of our *MMW* project was a huge undertaking for the children and team in Peru. From writing the scripts to making the films it has been an incredible journey for them. Having the opportunity to show the world what makes them proud to be indigenous had been a huge part of our work this year and it has been an unbelievable success!

- *Construction & IT Academy*

This year also saw the largest scale construction work we have ever undertaken in Ccorca. A long time in the making it has drastically revolutionised the Boarding Houses and the children love the new dormitory and classrooms.

- *Thilo & the Student Council*

Thilo has been an incredible asset to this year's work. Not only has he worked with the team to improve the way they work together, but he has also instilled an important ethos of participation across the project. Involving the children more directly into the project was identified as a significant focus for 2014 at the end of last year and we are so thrilled it has been such a success. The Student Council is now fully integrated into the project and the children are gaining in confidence, speaking out and learning that their opinions and ideas are important to us and the team.

### LOOKING FORWARD TO 2015

- *IT Academy*

With the support of Alquity, a UK-based ethical investment company, we will be launching our new IT Academy in March 2015! With the new IT classroom up and running we will be opening up the Academy to children from across Ccorca.

- *Local Psychologist*

This year we will be welcoming a new member of staff to the team in Ccorca – a child psychologist to work directly with the children and to help to tutors to ensure the children are having the emotional support they need. With so many of the children coming from difficult, and often abusive, homes we will be putting significant time and resources to ensuring we support them as much as possible.

- *Approach to children & young people*

Part of our increased participatory work with Thilo has highlighted the fact that we do not differentiate between the age groups with have in the Boarding Houses. We accommodate children from 8 – 18 and we will be working to improve our differentiation between the children and young people on our projects.

- *Boarding House Facilities*

With the new construction completed, we will now be looking towards other improvements we can make to the Amantani Campus. We have been speaking to the children and the team to assess what they would like to see us improve or introduce. We are still very much in the brainstorming stages but watch this space for news on exciting developments!



## BOARDING HOUSES FINANCIAL OVERVIEW

Our income is raised predominantly from the UK. Restricted income is raised from a range of sources including: regular donors (through monthly child sponsorship options); grants (from a range of grant-making trusts & foundations); corporate sponsorship; and events.

Each month the Amantani UK team transfers funds to Peru based on a previously agreed budget. The Amantani Peru team report back to the UK on the expenditure of these funds each month.

It is also worth noting that the parents in Ccorca contribute to the Boarding Houses through the provision of firewood and potatoes – resources they have in abundance in Ccorca. Their contribution in 2014 totalled £1,585 comprising of 3,858kg of firewood and 3,462kg of potatoes.

As you can see from the budget below, people are at the core of our work. All our work is designed around 'people-to-people' projects: the project staff members are at the core of everything we achieve in Ccorca and this is reflected in the project expenditure each year. We know that our projects are only as good as the people who run them and we invest significant resources in our staff on the ground.

The following figures include all 3 Boarding Houses:

BOARDING HOUSES EXPENDITURE 2014	£
EDUCATIONAL MATERIALS	£4,587
HEALTH, NUTRITION & HYGIENE	£11,211
COMMUNITY OUTREACH	£451
HOLIDAY COURSES	£5,072
ETHICAL TRADE	£296
BOARDING HOUSE STAFF TRAINING	£829
PROJECT TRAVEL COSTS	£2,982
PROJECT MONITORING & EVALUATION	£100
PROJECT STAFF COSTS	£44,390
PERU CORE COSTS*	£13,590
CONSTRUCTION COSTS	£50,767
<b>TOTAL</b>	<b>£134,276</b>

BOARDING HOUSES INCOME 2014	£
Restricted Monthly Donors	£15,000
Restricted Individual Donations	£38,216
Restricted Grants	£45,151
Construction Appeal	£40,430
<b>TOTAL</b>	<b>£138,797</b>

<b>RESTRICTED FUNDS CARRIED FORWARD**</b>	<b>£4,521</b>
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\* These costs represent a proportion of Amantani core costs allocated to the Boarding Houses as per Amantani's Full Cost Recovery Policy. Costs include: core staff salaries, office rental, office equipment & materials and bookkeeping.

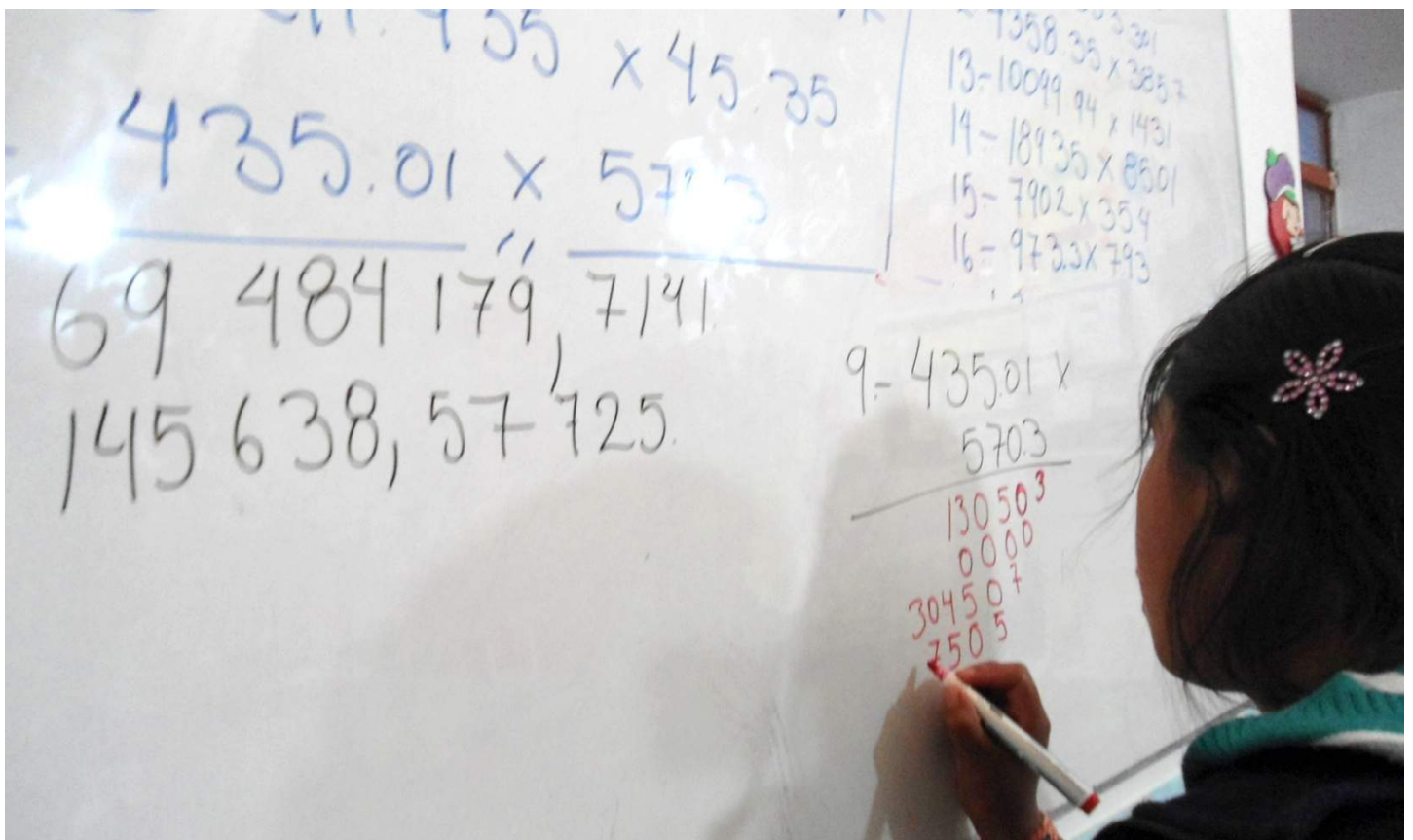
\*\* These restricted funds pertain to a specific grant for the psychological support project 'Abiyay'.

*For a more detailed analysis of Amantani's finances please see the 2014 Annual Report (to be published in May 2015)*





Ubaldina and Roxana during a science class in the Boarding Houses



Soledad practicing mathematics as part of the Boarding Houses education programme





amantani



Children during an IT class



Tutor Tania helps Ubaldina during an IT class





amantani



The children's parents visit the new IT classroom during the inauguration of the new Boarding House and classrooms



Children during a crafts workshop in a newly constructed classroom





Amantani



Yeni and Roxana during a cooking lesson in the Boarding House kitchen



Reynaldo places his vote in the Student Elections.





Amantani



Teacher Hermelinda and Flor Elisa choose a scenic spot for a tutor session



The children visit the Inca site of Sacsayhuamán





Amantani



Tutor Marisol with two of the younger Boarding House girls, Karen and Anita



Children having breakfast during our Holiday Courses in January





Amantani



Youth worker Thilo with some of Ccorca's primary school children



Emmy award winning musician Ben Howard visits the children in the Boarding Houses. He even played a small gig for them!





Parents during one of our *Escuela de Padre* workshops outside the Boys Boarding House



Parents during one of our *Escuela de Padre* workshops in the Boarding House classroom.





# Amantani

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