



amantani

Annual Report

2016



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Reflections on 2016

If there's one expression that can sum up 2016, it's that it "exceeded our expectations". It all began in March, when in 48 hours our supporters donated the emergency funds we needed to allow eight new boys to enter our boarding houses. For many of the boys, Amantani represented their only opportunity to carry on with their education. This is just one example of the ways in which our supporters all around the world have made room in their busy schedules to help create opportunities for young people in Ccorca. In much the same way, our team has tirelessly gone above and beyond the call of duty – no one more so than Tania Farfan, the newly promoted Boarding Houses Director, who has risen to the challenge with dedication, empathy and humility.



The young people proved yet again why they shouldn't be underestimated—the way they took everything in stride was amazing! The Meet My World event formed just one part of an unforgettable trip to Lima, which included the young people's first time in the country's capital, on a plane and in the Pacific Ocean!

With Tania at the helm of the Boarding Houses, we have been able to stretch our work into the local communities. 159 children took part in additional residential learning courses, whilst 230 children attended our ICT Academy, delivered in conjunction with schools across the district.

This year, we have also been able to take our learning and experience beyond Ccorca, to the shores of lake Titicaca, where we have been helping the hotel Titilaka develop a foundation in order to support the local community. This is a new strand of consultancy that we hope to develop more in the future as part of our domestic fundraising and sustainability strategy.

“Exceeded our expectations” could well be an understatement when it comes to Meet My World, the participatory film project which has taken on a life of its own this year. In London, more than 800 people came along to learn from the children's films. Incredibly, within the space of eight minutes, over 150 of those people became monthly donors to enable 400 children to access our ICT Academy in 2017. In Lima, the event was particularly poignant because, with the support of LATAM Airlines, the young people themselves were there to present their films to the 500 audience members. The young people proved yet again why they shouldn't be underestimated—the way they took everything in stride was amazing! The Meet My World event formed

just one part of an unforgettable trip to Lima, which included the young people's first time in the country's capital, on a plane and in the Pacific Ocean!

Behind the scenes, we have also been making important developments to ensure our effectiveness and efficiency as an organisation. We are delighted to have invited Jonathan Palfreyman to be the Chairman of the Trustees, as well as to have appointed David Whitworth as our Head of Finance. We are already beginning to see their impact!

Thank you so much to everyone who has backed Amantani and the children in Ccorca this year. For many, your loyal support has been the backbone of Amantani and has enabled us to continue making the impact we have made in the past nine years. For others, it is your new support that has enabled us to exceed expectations, extending the impact of Amantani to more children from across Ccorca and beyond.

Fred Branson, Co-Director

The Year in Numbers

OUTREACH



:
:
:

349

CHILDREN UNDERWENT
EYE EXAMINATIONS

&

50

RECEIVED PRESCRIPTION
GLASSES

232

PRIMARY SCHOOL-AGED
CHILDREN TOOK PART IN

40 hours

OF TRAINING THROUGH OUR
ICT ACADEMY

24

YOUNG PEOPLE FROM THE LOCAL
SECONDARY SCHOOL, WHO ARE NOT REGULAR
BOARDING HOUSE STUDENTS, TOOK PART IN
psychological support sessions

130

CHILDREN ATTENDED
Amantani
Holiday Courses

29 young people

TOOK PART IN

115

HOURS OF EMPLOYMENT TRAINING
THROUGH OUR WEEKEND
EMPLOYMENT COURSES



1,548

bracelets were sold

GENERATING A PROFIT OF
\$4,596 (£1,122)

FOR PRODUCERS



BOARDING HOUSES



72 YOUNG PEOPLE AGES BETWEEN 9 & 20 YEARS OLD BENEFITED FROM AMANTANI'S BOARDING HOUSES

& 288

FAMILY MEMBERS ALSO BENEFITED



90%

OF THE CHILDREN REPORT THAT THEY ENJOY READING



71%

CHILDREN AVERAGE SCORE AT OUR ICT ACADEMY

22

YOUNG PEOPLE SET UP THEIR FIRST E-MAIL ADDRESS



5

YOUNG PEOPLE ACCEPTED FOR WORK INTERNSHIPS



72

CHILDREN WERE EVALUATED BY THE SPECIALIST PSYCHOLOGIST

32

CHILDREN UNDERWENT A COURSE OF INDIVIDUAL PSYCHOLOGICAL SUPPORT

CHILDREN SAVED AN AVERAGE OF

604 hours

OF WALKING



SOME CHILDREN SAVED

1,280 hours

OF WALKING



CHILDREN RECEIVED AN AVERAGE OF 6 tutor sessions



TUTORS MET WITH EACH CHILD'S SCHOOLTEACHER

5 times



TUTORS MET WITH EACH CHILD'S PARENTS AN AVERAGE OF

4 times



PARENTS CONTRIBUTED A TOTAL OF 63 gas cylinders TO THE BOARDING HOUSES (WORTH £552)



PARENTS CONTRIBUTED A TOTAL OF 3,531 kg of potatoes TO THE BOARDING HOUSES (WORTH £1,681)



CHILDREN ACCESSED UP TO



1,560 learning hours



THE % INCREASE OF HEALTHY, WELL-NOURISHED CHILDREN DURING THE YEAR

2016 Boarding Houses

From inaugurating our brand new Arts & Literacy Centre on campus to increasing the total number of children to 72, it is safe to say that in many ways 2016 was the busiest and most exciting year yet!



STARTING THE YEAR EIGHT BEDS CAMPAIGN

We began the year facing one of the biggest challenges to date: accommodating an additional eight boys from the secondary school who urgently needed a place to stay in order to carry on with their education. At the time, we did not have the beds available or the funds to cover their needs for the entire school year, so we turned to our network of supporters in the UK and in Peru. For the first time, we launched an online fundraising campaign called 'Eight Beds.' The campaign hoped to raise enough funds to buy the eight beds needed to furnish a new space on campus that would become the older boys' dormitory.

After an overwhelming response, we reached our goal within the first 48 hours, and by the third day we had managed to raise enough funds to cover the boys' meals, educational materials and health costs for the entire year! This incredible wave of support led us to one of the most positive starts to the school year so far. Thanks to 60 generous donors from different corners of the world, eight young boys were given the chance to continue their education.

We are glad to report that they have made the most of this opportunity and have integrated well into the Boarding Houses.

We reached our goal within the first 48 hours, and by the third day we had managed to raise enough funds to cover the boys' meals, educational materials and health costs for the entire year!



ARTS & LITERACY CENTRE ON CAMPUS

Not long after the start of the school year, the Amantani team, children and community members from all over Ccorca came together to inaugurate a brand new Arts & Literacy Centre on the Boarding House's campus.

This multifunctional space has been designed to be used for group workshops, dance and theatre performances, film evenings and parent meetings. The second floor has also become home to our library and 'Libro Abierto' (Open Book) workshops. The Centre has also provided much needed office space for our psychologist to hold one-on-one sessions with the children.

Literacy

Based on a recent study carried out by the Ministry of Education, only 48.8% of primary school children in Cusco are able to understand what they read. This is a reflection of the low standard of education that is provided to them at an early age, as well as difficulties making the linguistic transition from their mother tongue Quechua to Spanish. In order to address these issues and help develop the children's literacy skills, we included Libro Abierto in our afternoon education programme.





LIBRO ABIERTO (OPEN BOOK)

The aim of Libro Abierto is to encourage children to develop a passion for reading, and as a result, increase their overall educational attainment. With a new library set up in the Arts & Literacy Centre and a successful pilot programme behind us, the Libro Abierto programme was introduced with full force at the beginning of the 2016 academic year.

All 72 children in the Boarding Houses have taken part in 280 hours of Libro Abierto workshops through which they have selected from a variety of reading materials, including novels, encyclopaedias, dictionaries, newspapers and magazines. They have spent time reading on their own, completing reading comprehension activities, reading in groups and producing drawings based on their interpretations of the books. Children would often choose to read outdoors and at home on the weekends with their families.

Carmen is one of the young girls who has greatly benefitted from Libro Abierto. When the programme first began, she was not comfortable reading aloud. This was also happening at school, where she did not feel confident to read in front of her classmates. By working in small groups, receiving individual attention from the teacher and improving her pronunciation, she has gained confidence and now reads aloud both at the Boarding House and at school.



ACCORDING TO OUR END-OF-YEAR EVALUATION

90% said they enjoyed reading

86% had improved social skills

74% had improved their levels of reading comprehension



MATHS

Last year, we welcomed a new Maths teacher to the afternoon education programme. Richard's focus was to work with the different age groups to identify the main weaknesses and to set out work plans and activities that could bolster their knowledge and enjoyment of maths.

The main objectives were for children to learn how to confidently add, subtract, multiply and solve basic equations. Classes were structured around group activities, encouraging the children to solve problems together, whilst using examples of their own that they could easily identify with. Alongside group work and individual attention from Richard, children became less intimidated by maths and quickly began to improve their grades at school.*

AT AN END-OF-YEAR SURVEY, CHILDREN SHARED
THEIR THOUGHTS ABOUT THE WORKSHOPS WITH RICHARD:

*"His love for maths
is contagious."*

*"I feel more confident with
adding and subtracting."*

*"He is one of the best
teachers I've ever had."*

*"He is patient and helps us
understand problems."*





Meet Miluzka

Miluzka is one of four young people who graduated at the end of 2016.

At first, she did not feel comfortable with maths homework as she felt she was not receiving the support she needed at school. After a few sessions with Richard, Miluzka began to gain confidence and spend more time on her homework.

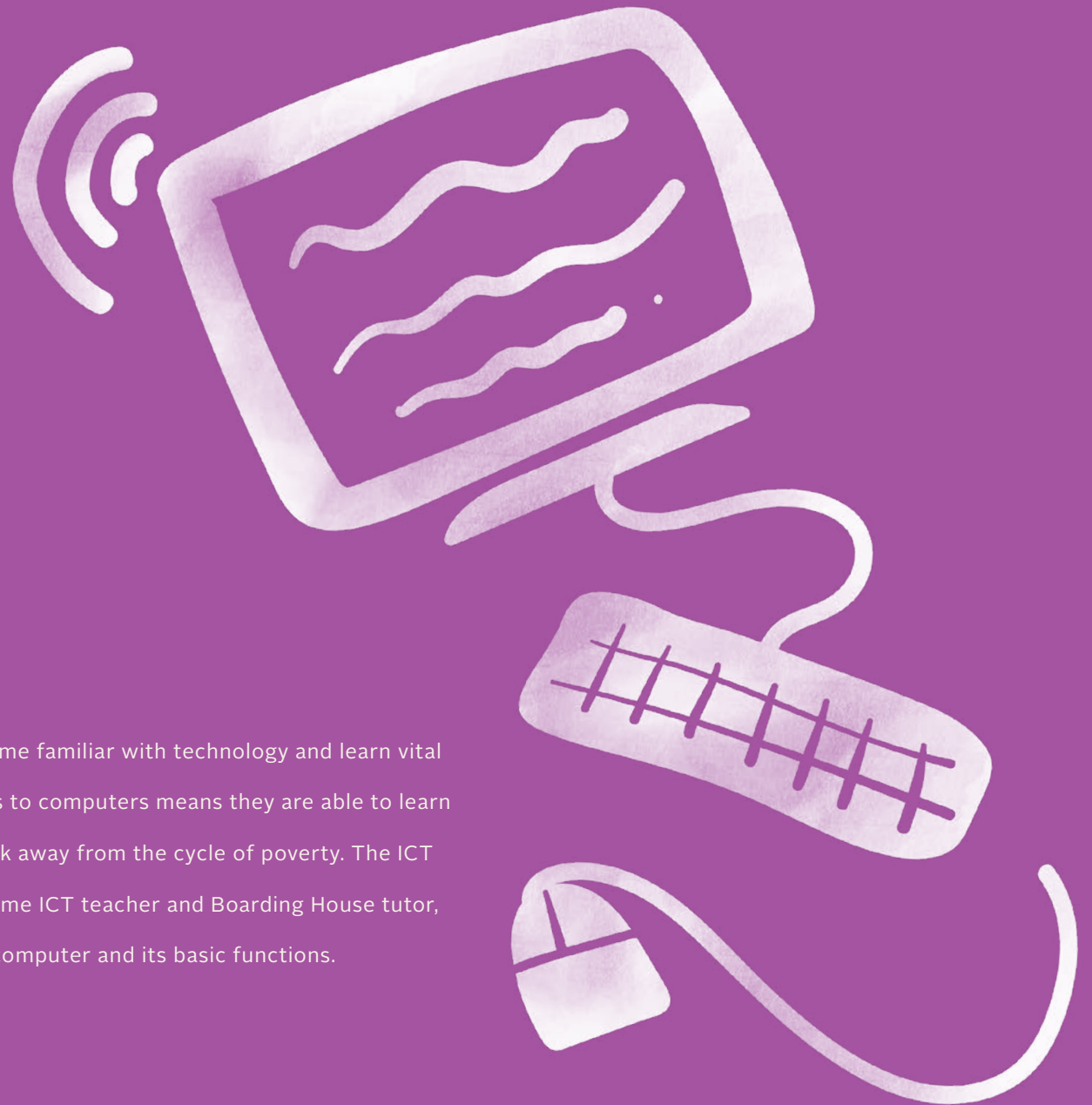
She quickly began to improve her grades, and by the end of the year she was working independently and getting top marks at school.



*Final grades are yet to be published by the local school, and will be shared as soon as they are made available.

ICT Academy

The ICT Academy is designed as a space where the children can become familiar with technology and learn vital skills to help them in their future. Providing young people with access to computers means they are able to learn a skill that will improve their future opportunities and help them break away from the cycle of poverty. The ICT Boarding House programme has been carefully designed by our full-time ICT teacher and Boarding House tutor, Gloria, with the main purpose of teaching children how to operate a computer and its basic functions.





THE FOLLOWING RESULTS SHOW THE AVERAGE SCORES MADE BY ALL 72 CHILDREN
BASED ON THREE MAIN OBJECTIVES OUTLINED AT THE START OF 2016:

72%

Young people can use hardware and software without help from the teacher.

75%

Young people use computers with confidence, including being able to explore TuxPaint, WordPad, Paint and Windows programmes. Depending on their age, they also explored Microsoft Office programmes including Word, Excel and PowerPoint.

67%

Young people have improved communication amongst themselves and developed friendships in class.



By December, these 29 children had improved in all three areas by an average of 41%.

Split into age groups every week, children took part in two hours of ICT training, aimed at developing their confidence and knowledge of software and programmes including Microsoft Office. Learning how to confidently operate Microsoft Word, PowerPoint and Excel has been a key focus of the ICT programme across the different age groups. The older groups have also experimented with programmes like Corel Draw and Photoshop, whereas the younger children have learned how to use programmes like Paint and WordPad.

Of the 72 children, 29 were new to the Boarding Houses. This presented a challenge for Gloria as she had to continue to support previous students whilst helping the newcomers begin their learning from the very start. Using the outlined indicators, evaluations were taken in March and December to highlight the main problem areas and overall improvements made by the end of the year. By December, these 29 children had improved in all three areas by an average of 41%. This result is a testament to Gloria's personalised working methods and also to the outstanding capabilities and willingness of these children to learn new skills.



Meet Pablo

Pablo is one of these new students who initially lacked confidence with computers.

When he first arrived in March, he demonstrated behavioural problems, wouldn't pay attention in class and would often disrupt others. In his initial evaluation, Pablo showed a 22% level of overall understanding.

As he began to discover aspects of ICT he enjoyed, along with the positive feedback he received from the teacher and classmates, he vastly improved his attitude and grades.

By the end of the year, he had improved his level of understanding to 66%.

He is also one of the first students to arrive in class and get stuck in with the day's activities!



LEARNING HOW TO NAVIGATE THE INTERNET

After installing internet in the Boarding Houses for the first time, our ICT teacher, Angela, designed an internet-based project for the older Boarding House students who are in their last two years of school. The purpose of the project was for the young people to learn how to responsibly use the internet and discover how it can benefit them for the future.

SOME OF THE ACTIVITIES INCLUDED:

using search engines

Young people learned how to research specific themes such as courses and degrees offered by local universities.

setting up e-mail accounts

Young people learned how to set up and use their own e-mail accounts.

accessing and using social media

Young people learned how to set up social media accounts they could use to communicate with people outside the Boarding Houses.

creating a group investigation project

The group chose to investigate the production and uses of compost. Using the internet, they carried out the necessary research to create their own compost and put it to good use in the Boarding House greenhouse.



Hospitality Academy

The purpose of our Hospitality Academy is to introduce the children to the culinary world by teaching them new recipes and how to be creative with food. For many, this was their chance to discover a hidden passion for cooking. Last year, the Boarding House kitchen was fitted with brand new materials, including a large work surface and an oven. These provided the children with the necessary tools to continue exploring their culinary education.





*The children welcomed special
chefs from La Lucha
&
Amantani trustee and
renowned Peruvian chef
Martin Morales*

A total of 36 children took part in learning new recipes and experimenting with local ingredients. One of the additional courses offered in 2016 was baking, where children made a variety of sweet and savoury breads. These have become so popular around the Boarding Houses, there are plans to sell them to local members of the community!

In June, the Hospitality Academy welcomed special chefs from La Lucha, a well-known restaurant in Lima, who shared a full day of cooking demonstrations. The children spent the day learning how to prepare some of Lima's most popular sandwich recipes, which they then shared with friends and staff around the Boarding Houses.

Similarly, Amantani trustee and renowned Peruvian chef Martin Morales travelled from London to pay the children a special visit and spent the day alongside them preparing some of their favourite dishes.

Meet My World

After the success of Meet My World in 2014, we could not pass up the opportunity to do it all over again! In October 2015, nine young people from the Boarding Houses spent two weeks filming in Ccorca, alongside returning film director Cristina Patiño Sheen. Frank, Soledad, Lucho, Roxana, Yuri, Eloy, Yeni, Juan de Dios and Leoncio had been preparing several months in advance by writing the scripts to their own films. The theme for the year was 'how to have fun without technology.' By September 2016, we were finally ready to launch the films with premieres set up in London, Lima and Ccorca.

www.meetmyworld.com





After sharing this powerful moment and learning more about the needs of children in Ccorca, the audience was inspired to donate the funds needed to cover ICT courses for over 400 children in Ccorca during 2017.

MEET MY WORLD LONDON

On the 13th of September, over 800 people sat down inside Islington's Union Chapel in North London, eagerly awaiting the launch of the 2016 Meet My World films. Whilst watching the films, guests enjoyed nine bites of Peruvian food carefully designed by the young people, with support from chef Martin Morales and his incredible team at the restaurant, Andina.

Almost two hours later, guests had laughed, cried and reflected upon the different messages shared by the children in each of their films. After sharing this powerful moment and learning more about the needs of children in Ccorca, the audience was inspired to donate the funds needed to cover ICT courses for over 400 children in Ccorca during 2017.



MEET MY WORLD LIMA

Over two nights in November, we hosted the 2016 edition of Meet My World at MALI (Lima's most prestigious art museum) to a packed audience of 500 people. For the first time in Lima, the edible cinema experience accompanied the films and, with the help of the renowned culinary school Le Cordon Bleu, each guest enjoyed nine delicious mini dishes to accompany the films.

This was a particularly special edition of Meet My World because, for the first time, the nine young people travelled to Lima and joined us at the launch of their films. The audience welcomed the young people with open arms and were keen to learn a thing or two from the experts, asking lots of questions after the screening!

MEET MY WORLD CCORCA

The screening of the films in the community of Ccorca was the highlight of the whole Meet My World process. The community gathered in the local municipality to see the films for the first time, and learned lessons from their very own children! With over 150 audience members, the atmosphere was very special, and the children's films, knowledge and presentation skills were celebrated and loved by all. This really reinforced how important the Meet My World process is. Community members celebrated their culture and were incredibly proud knowing that these films have travelled the world.



THE YOUNG PEOPLE TRAVEL TO LIMA!

On the 21st of November, the nine young filmmakers behind Meet My World were dropped off at Cusco's airport by friends and family. Thanks to LATAM Airlines, the group travelled to Lima for the first time to attend the launch of Meet My World. For the next five days, it would be a packed itinerary of 'firsts,' including their first time flying, first time visiting Lima, first time swimming in the ocean and first time watching their films on the big screen.

Activities included visiting Lima's zoo, Mario Testino's museum, Peru's national congress and one of Lima's most important football stadiums, where they even met some of the players! However, the most exciting day of them all included their very first visit to the Pacific Ocean. They spent the day swimming, playing in the sand, going on boat rides and enjoying fresh fish dishes straight from the fishing boats to their plates!

For the next five days, it would be a packed itinerary of 'firsts' including their first time flying, first time visiting Lima, first time swimming in the ocean and first time watching their films on the big screen.





Psychological Support Programme

In 2016, we grew our team to include Joni, a specialist psychologist with experience supporting indigenous children from Andean communities. At the start of the year, Joni carried out diagnostic evaluations for early detection of psycho-emotional and/or psycho-social needs. These results also served to rule out any cognitive behavioural issues and learning difficulties. After this initial evaluation, a tailor-made strategy was created for individual children, in which their specific needs were addressed and a work plan was put into action. In some cases, this included the involvement of family members and/or health and school authorities. Once the work plan was in place, the psychologist and Amantani team members reviewed the impact it had on each child, adapting the strategy where necessary and evaluating the next steps of the intervention.





IN ORDER TO ADDRESS THE CHILDREN'S NEEDS, THE FOLLOWING ACTIONS WERE PUT IN PLACE:

Individual and group sessions

Based on the initial diagnostic, Joni was able to outline the need for individual and/or group psychological support sessions with each child. Individual sessions would allow children to become comfortable in a safe environment, where they could share personal information with the psychologist. Group sessions involved working on self-esteem issues, building confidence and implementing relaxation techniques.

Working with the tutors

The psychologist held group sessions with the Boarding House tutors to help them recognize signs of specific psychological difficulties, and demonstrate techniques to help address these issues.

Meeting with parents

Meetings were arranged between Joni and some of the children's parents, with the purpose of strengthening their relationship and understanding their child's mental health needs. Alongside the psychologist, parents discussed the importance of being positive role models to their children. This included tackling issues of abuse, domestic violence and understanding the family environment.

'Chaska Wawana' project

'Chaska Wawana' is a project designed by Joni to help track each child's behavioural problems. At the end of each day, stars are awarded to each child, based on how well they have completed the workshops and met the objectives set out at the start of the class. This way, children have been able to track their progress and are encouraged to keep up the good work.



BY THE END OF 2016

72

children had been carefully evaluated
by the specialist psychologist

32

children took part in 102 "interventions"
that included both individual and
group sessions

24

young people from the local
secondary school, who are not regular
Boarding House students, took part in
psychological support sessions over
five weekends as part of Amantani's
Weekend Courses programme

447

individual tutoring sessions with
children throughout the year

182

family visits to children's parents carried
out by tutors in the different
communities in Ccorca





Meet Sofia

Sofia arrived last year, having been referred to us by the local social services, who suggested both she and her brother were admitted into the Boarding Houses to avoid being sent to a home for abandoned children.

Growing up in a difficult family environment, Sofia was physically and mentally unable to develop like children her own age. In order to cater to Sofia's needs, Luis, a personalised tutor, was hired to closely work with her and her brother. He was hired to address their psychological issues, educational difficulties, and to involve the parents in their children's education.

After a year of individual attention, Sofia is now able to write her name without any help, identify numbers between 1 and 10 and stay inside shape lines when colouring. She has also improved her personal appearance and hygiene, and despite initially showing resistance to staying at the Boarding Houses, she has not missed a single day of afternoon workshops.

Her parents have also shown their support by walking their children to school at the start of each week, picking them up on Fridays and washing their bed clothes. They have also attended parent training workshops and meetings with the Boarding House psychologist.

In accordance with Amantani's child protection policy, the real name in the case study has been altered.

Health

When children arrive at the Boarding Houses in March of each year, they undergo a series of health evaluations that allow the Amantani team to rule out extreme health conditions. These evaluations include weighing each child, measuring their height and performing basic dental and eye check-ups.



A specialist from a centre in Cusco travelled to Ccorca to conduct thorough eye examinations on 349 children, and in a matter of days, 50 children had received prescription glasses.

GENERAL HEALTH

By the end of the year, the number of healthy well-nourished children increased by **47%** where:

- 10 children** passed from acceptably underweight to a healthy weight.
- 6 children** passed from moderately underweight to acceptably underweight.
- 1 child** passed from severely underweight to acceptably underweight.
- 2 children** passed from severely underweight to moderately underweight.

EYE TESTS

Halfway through the year, Amantani received very special news from Indakana—a Spanish NGO that was interested in covering the necessary funds for all of the Boarding House and local secondary school children to receive eye examinations. A specialist from a centre in Cusco travelled to Ccorca to conduct thorough eye examinations on 349 children, and in a matter of days, 50 children had received prescription glasses.



THE FOLLOWING NUMBER OF HEALTH ISSUES WERE DIAGNOSED AND CORRECTED OR CONSIDERABLY IMPROVED THROUGHOUT THE YEAR.



Participation

Throughout 2016, we have continued working towards including a genuine sense of active participation amongst the children and their parents at the Boarding Houses.



Here is what some of the children had to say about being involved in the different participatory aspects of the Boarding House:

"It's great because we all get to take part"

"It's a good way of knowing what other people think and feel"

"It's a space where we can give our opinions about everything at the Boarding Houses"

"It helps us to be better organised and responsible"

STUDENT COUNCIL

The older students have played an important role in the Boarding House management. At the start of the year, through a democratic process, a group of students were peer-elected to form the Student Council. The council was in charge of sharing ideas for activities on behalf of their peers, organising events in the Boarding House and acting as Amantani tour guides for different groups of visitors arriving throughout the year.

COMMUNAL LABOR

Traditionally known as 'faenas,' the children's parents are invited to contribute towards the maintenance and improvement of the Boarding Houses' infrastructure. Parents took time out for eight days during the months of August and September. With an average of 12 family members on each day, parents were able to help prepare the materials and plaster the walls of the dining room, kitchen and girls' dormitory.

PARTICIPATORY EVALUATION

Young people were involved in two evaluations of the Boarding Houses at the beginning and end of the year. Additionally, in the first half of the year, several of the young people contributed during the interviewing process of two members of staff, raising questions and sharing their opinions.

PARENT'S COUNCIL

A group of parents were democratically elected by other parents to form the Parent's Council, working alongside the Amantani team to make important decisions with the Boarding Houses. Throughout the year, the council came together on seven occasions to discuss topics relating to the afternoon education programme as well as the day-to-day running of the Boarding Houses.

PARENT TRAINING

Referred to as 'Tinkuys' ('gathering' in Quechua), these meetings take place throughout the year in order to include the parents in their child's education and encourage them to take an active role both in and out of the Boarding Houses. Parents came together for specific workshops, covering themes such as adolescence, family relations and communication at home.

Outreach Programme

Throughout the year, ICT courses have been offered to 232 primary school children from the communities of Cusibamba, Titora and Ccorca. As most of these children had not come into contact with computers before, the lessons were carefully designed to ensure that children felt confident in using and understanding technology. Based on the programme pioneered within the Boarding Houses, the children have been learning how to identify basic computer functions and how to use Microsoft Office programmes.



	ENTRY EVALUATION (MAR 2016)	FINAL EVALUATION (DEC 2016)	AVERAGE IMPROVEMENT
1ST GRADE	35%	81%	46%
2ND GRADE	33%	89%	56%
3RD GRADE	35%	89%	54%
4TH GRADE	35%	90%	55%
5TH GRADE	35%	95%	60%
6TH GRADE	36%	91%	55%
AVERAGE	35%	89%	54%

By the end of 2016, 232 children from across Cusibamba, Totora and Ccorca received a total of 9,200 hours of ICT learning. When comparing the end-of-year evaluation to the baseline evaluation taken at the start of the school year, there was an average improvement of 54% observed across all 232 children.

Lessons have included:

- Turning computers on and off
- Using desktop icons for basic functions
- Learning about the main parts of a computer
- Using Paint
- Storing and saving documents on the desktop
- Learning how to use WordPad

Some of the older children also took part in more challenging activities:

- Microsoft Word: inserting graphs and images into documents
- PowerPoint: selecting text from Word documents and inserting it into slides; adding animated figures and shapes into presentations
- Excel: understanding the basic functions of an Excel spreadsheet

HOLIDAY COURSES

During the school holidays, children in Ccorca often work on farms with their families or travel to the city to find informal employment. This can be a hazardous time for children, and often sees them fall behind in their studies or abandon their education altogether. In the months of January, February and August, we opened up the (otherwise empty) Boarding Houses for 130 children from different communities in Ccorca, helping them stay engaged with their education and make improvements ahead of the next academic year. Children between the ages of 6 and 17 took part in workshops aimed at increasing their overall educational attainment, including ICT, Maths, Literacy, Arts & Crafts and Personal Development workshops.



Meet María

María is one of the younger first grade children from the community of Totorá.

She was born with a severe neurological disorder that means she is unable to walk on her own and has difficulty speaking.

When the ICT course first began, she was unable to pay attention and keep up with classmates. After individual attention from Angela, she began to respond positively in class and was able to complete activities on her own.

She has now learned the basic functions of a computer faster than other first graders in the class and shows great enthusiasm when it is time for her weekly ICT lesson.





MATHS AND LITERACY

In Maths, children learned:

- Geometry: identifying shapes, sizes, colours and materials
- Decimals and fractions: understanding the uses of decimal points and fractions

In Literacy, children learned how to:

- increase their vocabulary and overall Spanish fluency
- improve writing skills and grammar
- include reading as part of their daily routine

PERSONAL DEVELOPMENT

Children were able to express, reflect upon, analyse and question their feelings through different topics covered in the workshops including:

Teamwork: strengthening communication amongst peers and developing social skills.

Self-knowledge: discovering and acknowledging positive aspects of their personality, building on self-esteem and respecting differences amongst each other.

Emotions: understanding and expressing different emotions, learning how to be tolerant towards others and dealing with feelings of frustration.

Sexuality: identifying differences between men and women and learning to protect and respect their body.

ARTS & CRAFTS

Children took part in carpentry workshops for the first time, creating decorative pieces using wood, glass and cloth.

ICT

After taking part in the holiday courses, children were able to:

- confidently identify basic parts of a computer and desktop functions
- create shapes and experiment with different colours using Paint
- complete basic exercises on Microsoft Word and PowerPoint

Transitions Project

In 2017, we will launch Amantani's Transitions Project aimed at helping young people from indigenous communities in the Andes access appropriate employment. In line with Target 1B of the Millennium Development Goals, our vision is "full and productive employment and decent work for all, including women and young people." We aim to achieve this through education, social capital and microfinance.





The Transitions Project will focus on helping 65 secondary school graduates take the next step into future education and employment opportunities.

Over the next three years, the Transitions Project will focus on helping 65 secondary school graduates take the next step into future education and employment opportunities. We will achieve this goal through three interrelated programmes:

PRE-TRANSITION PROGRAMME

As young people enter their final grades of secondary school, we will work with them to make plans for their life beyond school, preparing them for transition into further education and employment. Young people will also be encouraged to take part in work experience over the summer holidays.

TRAINING PROGRAMME

Upon their graduation from secondary school, we will assist young people in accessing high-quality training opportunities, whilst providing the technical and emotional support they need to make the most of their instruction.

EMPLOYMENT & MICROFINANCE PROGRAMME

This programme aims to help young people enter the employment market on their own terms. For some young people, this may be establishing their own business in their home community or in a local city, whilst for others this will mean applying for decent work.

PILOT PHASE OF THE TRANSITIONS PROJECT

In 2016, young people, including 2015 and 2016 graduates took part in the pilot phase of the Pre-Transition and Training programmes.

PRE-TRANSITION PROGRAMME

Throughout 2016, the older groups of boys and girls from the Boarding Houses spent time researching and preparing for the next step ahead.

Through Plan de Vida (Life Plan) workshops and weekend excursions to the city of Cusco, they have been focusing on their academic and employment goals and working towards achieving them. Through Plan de Vida, objectives included ensuring that young people are able to recognize their personal dreams and projects, helping them plan towards achieving their future goals and preparing them to become participating members of society.

A range of activities like defining timelines, learning how to write a CV and practicing and experiencing real life job interviews meant that young people were encouraged to think about their future and actively pursue their dreams. By the end of the year, 100% of young people were able to identify life goals, personal strengths and weaknesses and write a CV. Additionally, 90% identified their skill sets, 54% applied for work and 18% were accepted into job placements over the summer.

Weekend excursions to the city of Cusco were an integral part of the Plan de Vida workshops, where 25 young people were encouraged to develop social skills and learn about basic services offered in the city of Cusco and how these can benefit them upon leaving school.



After a total of 18 excursions, they learned how to manage bank accounts, find employment centres and locate hospitals, institutes and government offices that they may need in the future. As a result, they now feel confident to navigate around Cusco alone and were particularly motivated after engaging with local staff from banks, hospitals and artisan markets who shared their personal stories.

Young people also had the opportunity to take part in a variety of skill-building workshops to encourage them to become active citizens in society. These skills will also be useful in choosing a future career path once they leave school. These included arts and crafts, hairdressing, bakery, a first-aid course and learning about electrics. Lucho and Sandra are two of the young people who applied for job interviews as part of the Plan de Vida workshop, and have been the first to be selected to do summer internships. Sandra will be working with one of Cusco's top designers until mid-February and is currently taking English lessons every weekend. Lucho will learn from the world of hotel management for another two months in an exclusive boutique hotel in the city. Alongside previous graduates, they are both also preparing to take an entry exam for university, where they are hoping to follow in the footsteps of their mentors by taking on a fashion design and a hotel management course.

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Upon leaving the course, the young people shared what they had learned and how they felt it would help them in the next stage of their lives.

What I have learned:

"How to relate to others"

"To be more confident"

"To feel less afraid about planning my future"

"To use the internet and create an e-mail account"

"To respect other opinions and make myself heard"

"To enjoy cooking"

How it will help me:

"To work with other people"

"To find something I enjoy doing"

"To be confident"

"To be a better person"

"To trust my future choices"

"To improve my grades at school"

WEEKEND EMPLOYMENT COURSES

Over the course of five weekends in 2016, 29 young people between the ages of 16 and 18 from across Ccorca received 115 hours of academic and skill-building training. The purpose of these courses was to help young people from Ccorca to prepare for life after finishing school. By learning how to write their own CV, to practice for job interviews and to listen to people working in different careers, they will be better prepared to meet the demands and challenges of everyday life. Workshops were carefully designed to approach issues such as the importance of self-esteem, critical thinking, conflict resolution, violence, drugs and sexual health.

The young people also took part in a total of 30 hours of ICT learning aimed at increasing their confidence with computers, learning how to navigate the internet, creating their own e-mail account, as well as carrying out activities using Microsoft Office programmes, including Word, PowerPoint and Excel.

By welcoming special visitors, the weekend courses also encouraged the development of intercultural values and positive role models, both of which are an integral part of their educational development. Throughout the year, ten guests visited the Weekend Project to share their stories and information about their profession and line of work. Amongst them was Dr. Maria Rochas, one of the coordinators for a local university in Cusco, and Chef Marco Arosilla, the owner of a well-known fish restaurant in Cusco.

TRAINING PROGRAMME

Following their secondary school graduation in December 2015, Roxana and Heidy started their first training internship with the Almeria Solidaria greenhouse and farm project near Izcuchaca. There, they learned about germination, cross-pollination, guinea pig rearing, as well as honey and yoghurt production.

Veronica, another 2015 graduate, spent a month working in Ccorca's nursery school, where she learned about the different aspects involved in working with small children. She is now convinced that she wants to become a teacher, and alongside Roxana and recent graduates, Veronica is currently preparing for a government scholarship exam to start university in March.

2013 graduate Marleni Quispe has also been working with the Amantani team for the whole year. She has been supporting with administrative work on a part-time basis, while she continues with university. With this income, she has been able to sustain her studies and focus on the next step, specializing in becoming a chemistry teacher.

Sustainability

During 2017, we have made considerable progress in terms of the organisation's financial sustainability.

We have focused on domestic fundraising and income generation from sustainable sources, which has combined to generate over £60,000 for our work in Peru.





DOMESTIC FUNDRAISING

Our Peruvian fundraising grew by over 110% in 2016. Spurred on by Meet My World Lima, as well as Co-Founder Fred Branson's talk at TEDxTukuy in Lima, we have been able to reach out to more people from across Peru. Combined with the continued and generous support of businesses, schools and individuals in Lima, we have been able to maintain some strong relationships and start several new ones. Continuing to share news about the projects and carrying on these growing relationships have become an integral part of our fundraising in Peru.

ETHICAL TRADE

Borne out of our Arts & Crafts workshops, Amantani's bracelets have become an important source of income for many people across Ccorca. In 2016, we worked with 25 young people and community members who produced bracelets on a monthly basis. These bracelets are sold in Peru and in the UK, where they contribute to Amantani's financial sustainability. In 2016, we sold 1,548 bracelets, making a revenue of £4,628.

PARENTS' CONTRIBUTIONS

The childrens' parents make regular contributions to the running costs of the Boarding Houses. Last year they contributed 3,531 kg of potatoes (worth £1,681) and a total of 63 gas cylinders (worth £552). They also provided a combined total of 90 full working days (worth £1,286) in order to help with building maintenance in the Boarding Houses. These contributions reflect the level of involvement and support by the parents, and allow them to take on an active role in their children's education.

In 2016, we provided paid and unpaid consultancy to two charities and one business.



CONSULTANCY

In a bid to share our learning and expertise with other organisations, whilst contributing to Amantani's financial sustainability, we have begun offering our consultancy to NGOs and businesses in Peru. In 2016, we provided paid and unpaid consultancy to two charities and one business.

RESTAURANT

In April 2016, following thorough investigations into the restaurant market in Cusco, we made the decision to halt plans for an Amantani restaurant in the city. The restaurant was conceived as a social enterprise, which would generate funds for our educational programmes, whilst providing employment. However, having conducted extensive research and analysis, we became aware of the increasing competition and the high level of risk associated with the venture.

Spotlight on Titilaka



We are particularly proud of our consultancy work with the hotel Titilaka, located on the shores of Lake Titicaca. The hotel requested our support in helping to develop their CSR strategy and their work to support the communities local to the hotel. We began work in

April 2016, meeting with the community on several occasions in order to listen to their needs and help them identify their strengths.

As a result of this participatory process, the community defined the principal areas of priority as being: a) Education; b) Handicrafts; and c) Agriculture. In coordination with the community, we then developed a strategy within each of these three areas, and began implementing small-scale pilot projects.

With support from local teachers, we organised for local secondary school pupils to visit the hotel for the first time, which included a tour of the facilities, as well as the chance to quiz hotel employees about their careers. We also worked to organise an educational visit to a local trout farm, which proved to be of great interest to the young people as a potential future career path. Additionally, in partnership with the ethical trade social enterprise Klaud, we have begun working with 53 artisans, providing training, designs and equipment to help the women create desirable designs of the highest quality.





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