



Amantani
2017 ANNUAL REPORT



CONTENTS

Chairman's Reflections 02
Strategic Framework 03

ACCESS TO EDUCATION

Boarding Houses 05
ICT Academy 11

ACCESS TO EMPLOYMENT

Transitions Project 14
Ethical Trade 20

FINANCE

Financial Summary 22
Sustainability 24

CHAIRMAN'S REFLECTIONS

During almost ten years working in Ccorca, every year has been one of progress and change, of successes and challenges, and this year has been no exception.

The highlight of the year, and no doubt a major turning point in the life of this young organisation, has been the official launch of our Transitions Project. A record-breaking 40 students graduated from Ccorca's secondary school in 2017 compared with just two in 2007 - when we first started working in Ccorca. In response to this growing need for transitional support for young school leavers in Ccorca and beyond, this project will become one of the cornerstones of our work in the coming years. Breaking down the barriers - especially those of discrimination - that these young people face, will remain our number one priority. We're particularly proud of all those who have already managed to overcome these barriers in order to access further education, many of whom are the first from their families to do so. Our exciting project is bringing much change for the youngsters in Ccorca and we are hugely grateful to all those generous new partnerships which have made that possible.

On the subject of generosity, those who attended Meet My World London in 2016 will remember the very special commitment that many of the guests

made that evening. It is quite remarkable to think that the support offered on a single evening - in the space of ten minutes – can unlock a chain of events that could continue to create ripples for many years to come. With the support of those new donors, this year has seen the growth of our ICT Academy into local schools where a total of 444 young students have been able to learn core computing skills.

Our work in Ccorca has not been without its challenges; the single biggest of which was a national teachers strike, which lasted over two months. On the 15th June, teachers from across the country left their posts in demand of better working conditions, including those from the local schools in Ccorca. This meant that our team had to put in many hours of extra work to ensure that standards did not slip amongst our young students.

For all those extra hours and for their consistent dedication, I must pay full tribute to our outstanding team in Peru - all 18 of them. They've all helped to shape the future direction of Amantani, and have adapted to their new roles seamlessly. Fred and Chris have worked wonders shaping the way forward, and our very strong and special team of trustees have always been there to guide them discreetly in the background, helping them to bring about the changes you'll read about in this report.

One of the amazing features of this unique charity is the whole-hearted support and involvement of the parents of our youngsters. These wonderful folks have embraced the work of Amantani and more than ever before, they play an active role in shaping the work in Ccorca. They have made significant sacrifices to ensure that their sons and daughters have every possible opportunity, and that Amantani's projects are fully integrated into the life of this special community. To them I send a sincere "añay y muchas gracias" for their selfless support.

Further afield, our outreach has spread wider than ever, with Meet My World making new friends and welcoming new donors in Berlin and New York, as well as our social media which continues to gather more, and more support.

To our donors large and small, new and old, to our entire team I extend a very warm note of thanks. You've seen us through some wonderful times, and there's promise of very exciting times ahead. It is most heart-warming to sign off this report knowing that we are in such good shape to face the future.



Jonathan Palfreyman, Chairman

STRATEGIC FRAMEWORK

OUR VISION: A Peru in which young people from all backgrounds have the capabilities to access equal opportunities.

OUR MISSION: Amantani works with young people from indigenous Quechua-speaking communities in the Andes of Peru, enabling them to access high quality education and opportunities of fair employment. Driven by a commitment to social justice, we work with young people and parents to create highly contextualised educational projects that enable young people to develop the capabilities they need to access equal opportunities.

WE ARE GUIDED BY OUR FOUR CORE VALUES:

Strength Perspective: we focus on individual talents of each young person.

Reciprocity: we create horizontal relationships with the young people and their parents.

Youth Participation: we ensure young people are heard & can make their own decisions.

Interculturality: we celebrate diversity and the young people's cultural heritage.

WE BELIEVE THAT YOUNG PEOPLE EXPERIENCE CHANGE THROUGH:

Positive People: relationships with people that are consistent, competent and caring.

Positive Places: places to learn which are stimulating, challenging and nurturing.

Positive Opportunities: opportunities to develop skills, knowledge and experience.

Positive Support: to overcome structural barriers, economic, social or otherwise.

OUR PROJECTS SUPPORT YOUNG PEOPLE WITH:

Social Capital: opportunities through our employment & education partners.

Cultural Capital: high quality education in a 'can do' environment.

Economic Capital: scholarships to allow young people to access further education.

Personal Coaching: one-to-one support every step of the way.



EACH YOUNG PERSON IS EMPOWERED TO:

- > Develop confidence, self-belief and motivation.
- > Make informed and considered decisions.
- > Learn core employability skills and earn the right qualifications.
- > Find and keep a good, safe and fair job.



ACCESS TO EDUCATION

BOARDING HOUSES

The Boarding Houses opened their doors during the second week of March and welcomed 60 children eager to return to school, see teachers and catch up with old friends. With government changes made to school timetables across the country - including an additional one and a half hours of classes - the afternoon education programme was reduced this year. However, the young people have still managed to make considerable progress, especially in literacy and numeracy.

LITERACY & NUMERACY

Since March, children have taken part in Libro Abierto workshops through which they are encouraged to develop a passion for reading and as a result increase their overall educational attainment. Additionally, children developed their writing skills, working in groups to write newspieces, stories and poems based on texts they have read in class.

As part of the afternoon education programme, children also took part in maths classes aimed to complement their academic syllabus. By doing so, 89% of children improved their ability to recognize and solve mathematical problems.



Pedro and Miguel take part in a Libro Abierto session.

“I discovered some of my favourite books. I have read some of them several times and when I go home, I tell my sister all about them. Now, we have both shared some of these stories and written summaries of them together.”

Aldair - 14 years old



1,002 hours of numeracy & literacy.

59% were in the top ten in their school class.

100% passed their end of year school exams.



231 HOURS reading in our 'Libro Abierto' workshops.

62% of children say they have developed a passion for reading.

63% of children improved their reading comprehension abilities.

74% felt that the new library encouraged them to read more.



“Watching some of our former students being accepted into university is a true testament to the quality of the education programme, as well as the resilience of the young people.”

Rodrigo Bustos, Vice-Director of Access to Education

BOARDING HOUSES

EXTRACURRICULAR ACTIVITIES

Throughout 2017, children had the option to enrol in different extracurricular activities aimed at developing new skillsets and encouraging newfound interests in areas like cooking, sport and photography.



Cooking: 20 children took part in cooking classes during the year where they learnt to identify new cooking equipment, explore ingredients and get creative developing recipes.

66% of children felt confident to use online recipes.

62% of children learnt to use new equipment.



Photography: In the first semester, 15 children took part in 34 hours of photography where they learnt how to identify parts of a camera and learn about their functions.

74% were able to use a camera on their own and create their own photo stories.



Young people in our cooking classes make their first fruit salad.



Music: Children spent the first semester learning about musical instruments such as guitars and andean flutes. At the end of the term, they performed a musical piece for their teachers and family to show off their new musical talent.



Sport: In the second semester, 23 children signed up to sports activities, in which they enjoyed playing team sports such as football and volleyball as well as athletics.

BOARDING HOUSES

PSYCHOLOGICAL SUPPORT PROGRAMME

Ensuring the children's mental wellbeing and emotional needs are taken care of is a pivotal aspect of Amantani's work in Ccorca. After important progress made in the previous year, the 2017 psychological support programme continued working towards building stronger relationships between the children and their families as well as dealing with emotional issues on an individual level.

Throughout the year, psychologist Joni carried out individual diagnostics with all the children at the Boarding Houses and, based on these evaluations, was able to assess and develop strategies for the most urgent cases. In order to address the children's needs, the following actions were put into place:



One-to-one Sessions: Throughout the year, Joni carried out one-to-one sessions aiming to provide the individual support children need. By creating a comfortable and safe environment, they are able to share personal issues and concerns and get the professional guidance they need.



Parent Training Workshops:

Referred to as 'Tinkuys' in Quechua, these workshops enabled parents to discuss issues that directly affect their relationship with their children. Three Tinkuys were held that included themes of tolerance, better understanding in the home and changes experienced during adolescence.



Home Visits:

Over the course of the year, Joni and the tutors carried out regular home visits to check in with the children's parents and where necessary, offer support to ensure the progress made at the Boarding Houses was carried through to their home environment.



Personal Development Workshops:

During the first semester, children took part in group workshops aimed at helping them to develop social and communication skills. By encouraging children to recognise their unique qualities and skillsets, they also improved their overall self-esteem and confidence levels.



Working with Tutors:

Joni held weekly sessions with tutors to help them recognise signs of specific psychological difficulties, as well as demonstrating techniques to help address these issues.



227 hours of individual sessions with the psychologist.



3 parent workshops.



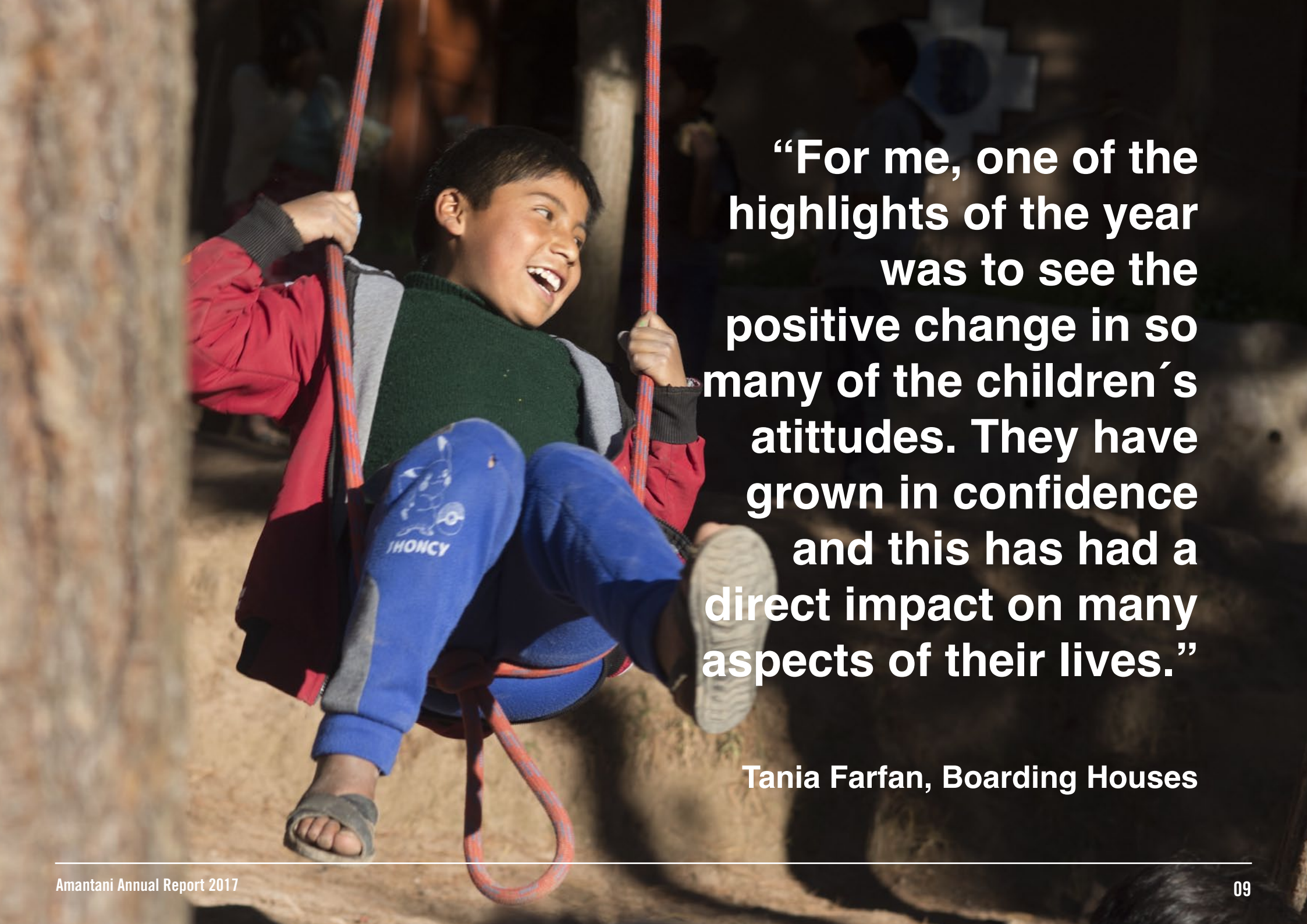
241 home visits by the Amantani team.



274 tutoring sessions with children.



179 hours of personal development workshops.



“For me, one of the highlights of the year was to see the positive change in so many of the children’s attitudes. They have grown in confidence and this has had a direct impact on many aspects of their lives.”

Tania Farfan, Boarding Houses

BOARDING HOUSES



In March 2017, Lourdes was elected by her Boarding House peers to represent them as the President of the Student Council. Here we catch up with Lourdes to find out how her year has gone.

How have you felt being president of the student council? At first I felt sad because I didn't know where to begin but slowly things started going well. With time I could begin putting forward my ideas and proposals - that made me happy.

What motivates you in the role? What motivates me most is how positive everybody in the student council is and how good we are at working together.

What is the best part about having a student council? The best thing is that you're able to do something where people trust you and as a leader they give you a lot of confidence. This is why I feel happy to have been a leader in Amantani.

What would you change about the student council? That we all stick together and some people's attitudes change because if a leader is left without support, it is very difficult to fulfil their goals.

Do you feel that being student council president has given you more confidence for the future? Yes because now I know what it's like to be a leader and the importance of listening to your peers and identifying people's needs. Having people's trust makes you an even better leader.

What has been your highlight as student council president? That I was always supported by everybody and I was able to learn from my mistakes. To have the trust and friendship of so many people meant a lot to me and this has helped me develop the confidence to organise myself and be successful in whatever I put my mind to.

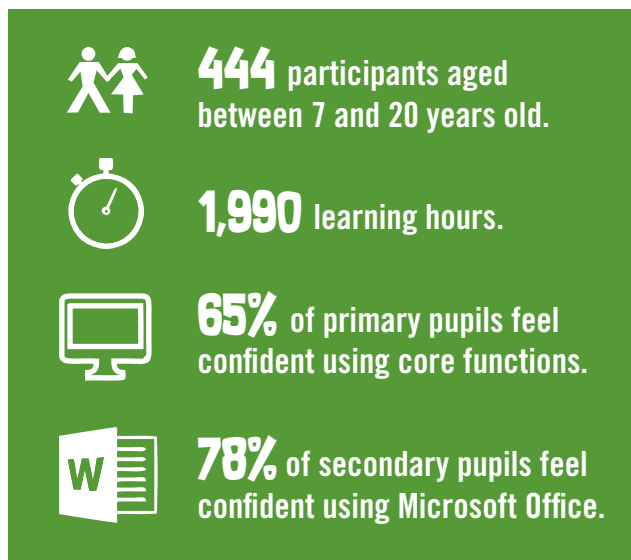


Lourdes addresses the Boarding Houses students as part of a weekly assembly organised by the Student Council.

ICT ACADEMY

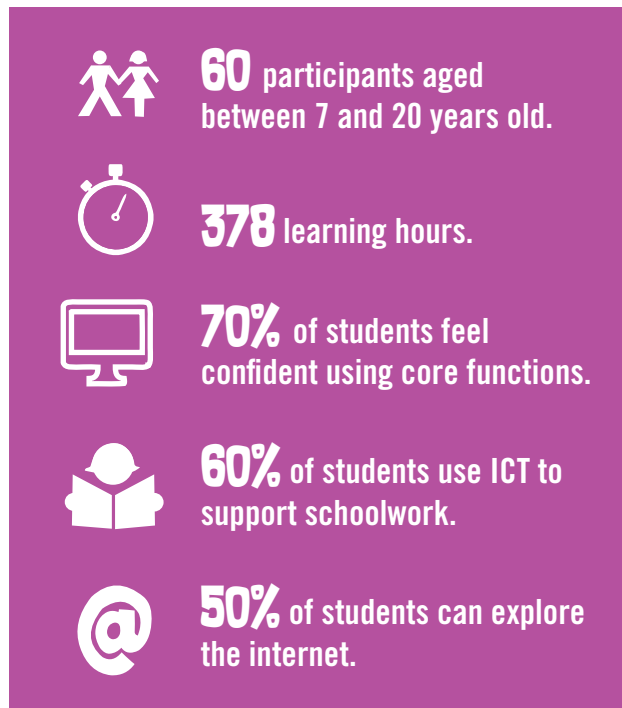
The overwhelming support received from the audience at Meet My World London enabled us to extend our ICT Academy to 444 children across Ccorca. With modules in local schools, as well as in our Boarding Houses and Holiday Courses, the main objective is to ensure that children and young people in Ccorca feel confident using computers as a complementary tool to their education.

SCHOOL COURSES



During 2017, young people from the local secondary school and children from three local primary schools took part in our ICT Academy. Children developed core ICT skills for academic purposes and learnt to confidently use Microsoft Office programmes.

BOARDING HOUSES




As part of the Boarding Houses programme, primary school-aged children learnt to identify and operate basic hardware, as well as to use ICT to support their homework. The focus with the secondary school students was for them to confidently use Microsoft Office programmes and responsibly learn how to navigate the internet. Activities included exploring the internet using search engines and social media networks and to work on homework and school projects using Excel and Power Point.

HOLIDAY COURSES

95 children took part in two months of residential holiday courses. An important part of the courses was delivering ICT lessons, through which children learnt how to recognise basic computer parts and develop basic ICT skills for academic purposes. After spending time using Office programmes like Wordpad, Paint and Power Point, 85% of children felt comfortable operating basic computer programmes.



Secondary school pupils take part in an ICT class.



“It has been a great year for the ICT Academy because for the first time we have been able to reach all the children across Ccorca and ensure they all have equal opportunities to learn about ICT.”

**Pilar Echevarria,
Director of Access to Education**



ACCESS TO EMPLOYMENT

THE TRANSITIONS PROJECT

In 2007, Ccorca’s local secondary school had just 35 pupils, including two young people who left as graduates at the end of the year. Fast-forward ten years, and there is now a burgeoning pupil body of 225, including 40 school graduates. However, there are still very few opportunities for school leavers from Ccorca, who receive very little support beyond that of their families.

The Transitions Project was developed in response to this growing need. During 2016, we worked with the young people and their parents, across several planning workshops and focus groups to create Amantani’s Transitions Project. The project’s aim is to enable young people to overcome the continuing discrimination towards indigenous people to gain equal access to higher education and fair employment opportunities.

The project is divided into two separate programmes, the Pathways Programme and the Leavers Programme.



Young people take part in a personal development workshop as part of the Pathways Programme.

“In the Leavers Programme one of the highlights for me was to hear Ruth Karina had been offered a job and had decided to enrol in English lessons. When she began the programme, she was a shy and insecure young girl but has now blossomed into a mature and courageous young woman.”

Dr Thilo Boeck, Transitions Project Director

THE TRANSITIONS PROJECT

THE PATHWAYS PROGRAMME

During 2017, we worked with 26 young people in their final year at school to enable them to identify their chosen path on leaving school. Through 15 residential weekend courses co-ordinated by Amantani Co-Founder Rocio, young people took part in diverse workshops, enabling them to identify life goals, strengthen their academic proficiency and learn tools to enhance their emotional wellbeing.

Life Planning: As part of the programme, young people completed 'life plans', in which they recognised their individual strengths, identified career choices and higher education options. Over the course of 75 hours, young people learnt how to write their first CV and welcomed five special guests from local universities and businesses who shared their journeys to achieving their goals. On a visit to Cusco, they met with several professionals from different backgrounds, giving them first-hand knowledge and direct contact with a career of their choice.

Personal Development: Young people spent 70 hours in group workshops with the project's psychologist, discussing themes such as self-esteem, sexuality, relationships, as well as identifying personal and community strengths.



The participants of Pathways.

Academic Support: In order to prepare young people to apply for further education scholarships, the programme offered 102 hours of literacy, numeracy and ICT training in order to ensure young people are prepared to pass competitive admissions exams.

Parental Support: During the year, we held four meetings with the young people's parents in which they were updated on the progress of the programme and were able to work on important issues such as communication, respect and adolescence. Additionally, we carried out 15 home visits in order to coordinate the programme's efforts with the families' own support of their sons and daughters.

Health: Every participant underwent an initial diagnostic and a basic health evaluation including weight, height, dental and eye tests. As a result from this medical evaluation, young people received:

- 6 prescription glasses;
- 2 conjunctivitis treatments;
- 8 minor dental interventions;
- 2 serious dental interventions;
- 1 major nose surgery;
- 1 neurological intervention and a commitment to supplying 1 years' worth of treatment for Parkinson's disease.

Average maths result rose from

20% to 65%

Average communication result rose from

10% to 70%

100% of young people created their first CV.

100% of young people said they felt confident about their next steps.



“All my life I have felt like a little person but now I know that I can also be a great person. My dream is to study to be a vet and return to the communities to set up a clinic to help farmers with their animals.”.

Alicia, 20 years old

THE TRANSITIONS PROJECT

THE LEAVERS PROGRAMME

With just one extra year of formal education, an individual's earning capacity can be increased by 10%; a figure which can even reach 20% for women (UNESCO). The leavers programme focuses on helping young people to access high quality training opportunities and formal employment experience.

Higher Education: In January and February, young secondary school graduates began numeracy and literacy training in Cusco with some of the city's leading university professors. Through 264 hours of classes, young people were able to prepare for government scholarships, as well as university entrance exams. On the back of these classes, as well as individual coaching from the programme coordinator Angela, 11 young people went onto access higher education:

- > Veronica became the first young woman to gain a 'Beca 18' government scholarship to study Education at a local institute.
- > Héctor Raul is studying Environmental Engineering at UTEA - a university in Cusco.
- > Héctor has finished his second semester at the well-known SENATI institute, studying Textile Design.

- > Abel has finished his first semester studying the same course.
- > Carmen Rosa has finished her second semester studying Cooking at local institute Inca Educa.
- > Ruth Karina and Roxana have finished studying at Centro Tuyru Tupac and will continue studying Hotel Administration and Culinary Studies respectively.
- > Edgar and Yerson are studying at Quipu, a private institute studying Industrial Engineering and Business Administration respectively.
- > Susan is studying a Systems Analysis course at the UNSAAC Institute.
- > Sandra is now enrolled in English lessons at a local English institute.

Work Experience: Building on our network of Employer Partners, we provide the social capital that young people need to access meaningful work experience at reputable businesses. During 2017:

- > 5 young people have worked at local boutique hotel Andean Wings gaining experience in housekeeping, front desk and hospitality.
- > Yerson and Hector Raul are working part-time with Amantani as administrative assistants in the Transitions and Sustainability projects.
- > Ruth Karina is working at Kusi Place, a local

- business that organises events for children.
- > Sandra's passion for design led her to a work internship with Isaluna, one of Cusco's best known artisan designers.
- > Luis Brayan completed a three-month placement at Wakapunku hotel in Cusco. He then decided to move to Lima in March to start working at Atemporal, one of Lima's top boutique hotels where he spent nine months in the housekeeping department. He has now returned to Cusco to pursue further education.



11 young people accessed further education.



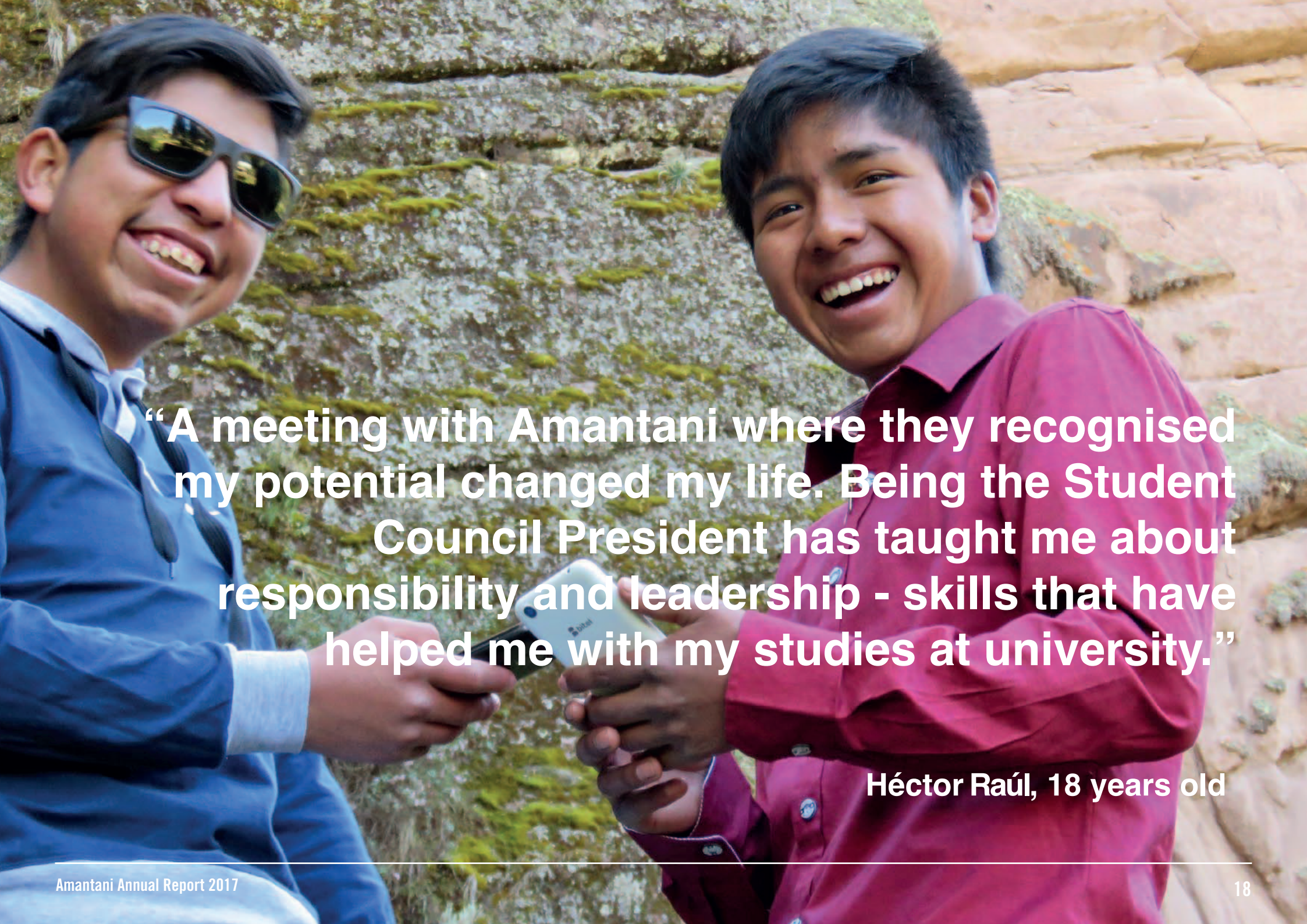
1 young girl accessed a government scholarship.



10 young people gained Amantani scholarships.



10 young people gained meaningful work experience.



“A meeting with Amantani where they recognised my potential changed my life. Being the Student Council President has taught me about responsibility and leadership - skills that have helped me with my studies at university.”

Héctor Raúl, 18 years old

THE TRANSITIONS PROJECT

Pakary Wayna Youth Hub: Pakary Wayna is a space in the city of Cusco where young people can feel at home, take part in study groups, have access to computers and socialize with their friends.

During 2017, the youth hub was in constant use as a place of study, by the young people from the programme, as well as their peers from their respective training institutes. Additionally, young people attended personal development workshops, covering themes such as gender and sexuality, self-esteem issues, techniques to confront criticism, the importance of being tolerant, and expressing themselves verbally and non-verbally.

The youth hub has also been a safe space where young people can discuss personal issues and receive the emotional support they need, through drop-in consultations with our dedicated youth worker.

Additionally, the youth hub provides the setting for the Student Council to meet monthly to discuss issues relevant to their participation in the Leavers Programme, as well as to organise student events such as cooking as a group, organising trips to the theatre and watching films.



Young people take part in a personal development workshop.

Parents Council: Through a Parent Council, Parent Workshops and regular family visits, we involve the parents in the choices their young people make, as well as the project as a whole. Over the course of the year, we organised three parent meetings, in addition to regular family visits. These combine to create a cohesive effort, ensuring that we are aligned in our support of the young people.

85 average visitors per month.

88 hours of personal development workshops.

269 hours of individual support with our Youth Worker.

64 hours of youth led activities in the youth hub.

12 Student Council meetings.

3 parent-teacher meetings.

ETHICAL TRADE

Ethical Trade has become an integral part of Amantani's sustainability initiatives. Fourteen women from across Ccorca have been producing unique handwoven bracelets that are sold in over 60 shops across Peru and the UK. In 2017, the women produced over 7,000 bracelets. The profits from these sales has allowed them to count on a reliable income source whilst also supporting our financial sustainability.

After 10 years with Amantani, former Boarding House tutor Marizol is the perfect person to lead the project. For the past year, she has worked closely with the women to create a comfortable working environment where they have perfected their craft and grown in self-confidence as they are able to financially contribute to their family. With the income, the women have been able to buy food for their children, pay school fees and give their children money for bus fares.



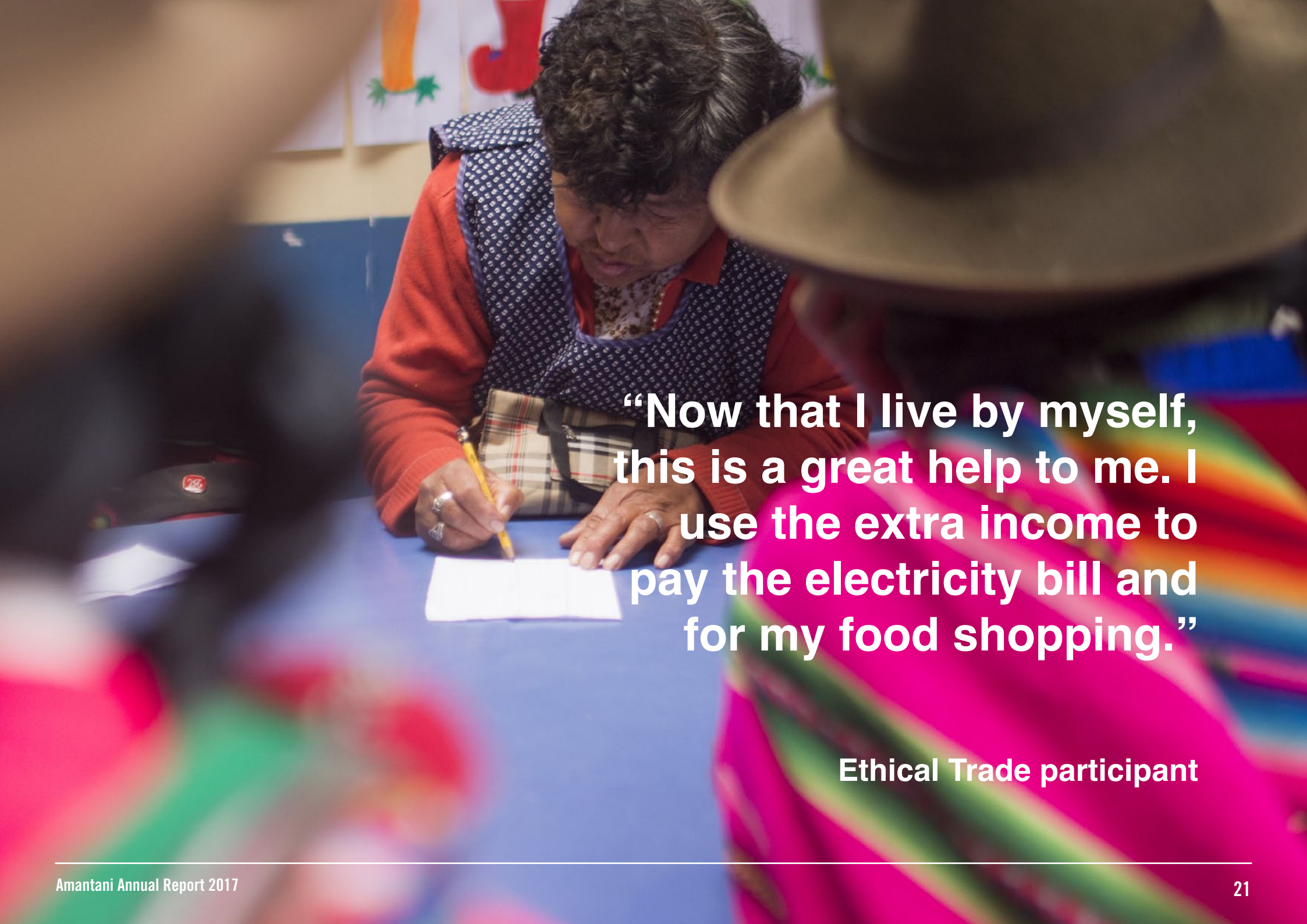
The 14 women gather on the first Tuesday of every month to hand in their bracelets.

“It is so satisfying to watch the women become more engaged in the project. For them, it is an opportunity to improve their quality of life and they have been so appreciative of the income. This has encouraged me to work with them to create even better bracelets and increase our sales.”

Marizol, Ethical Trade Coordinator

7,021 bracelets produced during 2017

£5,400 generated for local women

A woman with short, curly dark hair is seated at a blue table, focused on writing in a small, open notebook with a yellow pencil. She is wearing a red long-sleeved sweater under a blue and white patterned vest. A plaid bag is slung over her shoulder. The background is slightly blurred, showing colorful decorations and the back of another person's head wearing a wide-brimmed hat. The overall scene suggests a community or educational setting.

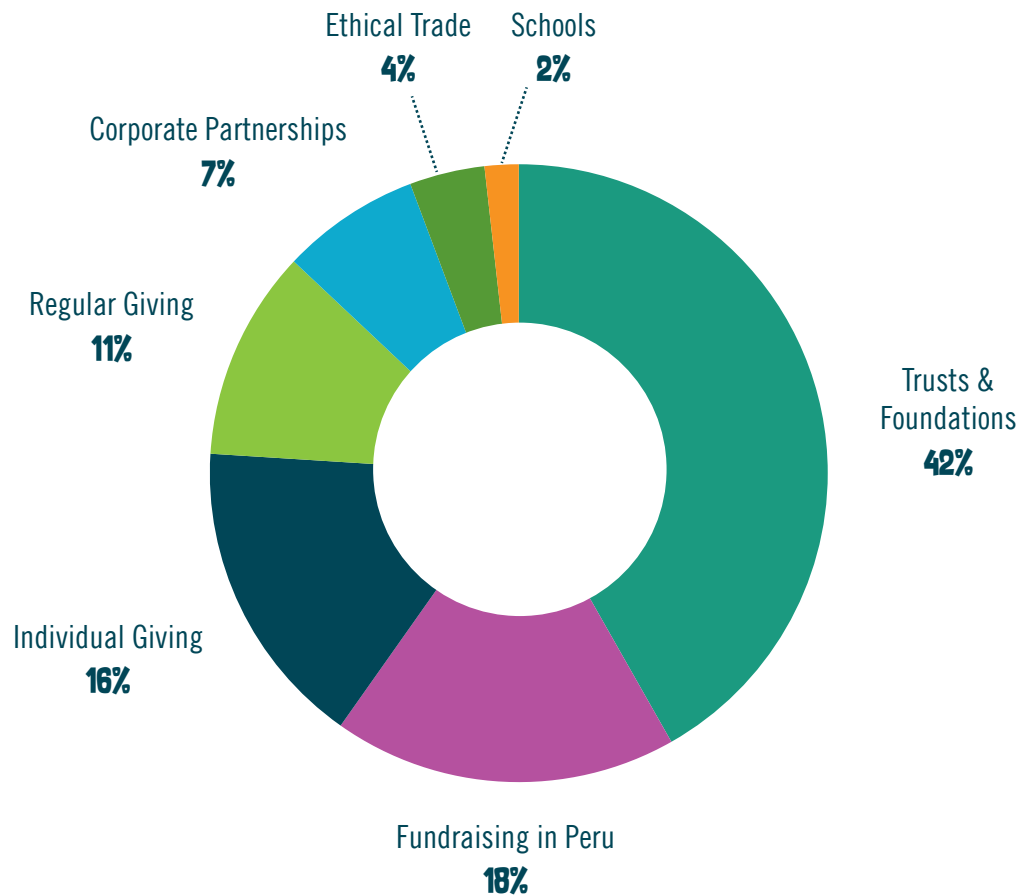
**“Now that I live by myself,
this is a great help to me. I
use the extra income to
pay the electricity bill and
for my food shopping.”**

Ethical Trade participant

FINANCIAL SUMMARY

These are a summary of the consolidated accounts of Amantani UK and Amantani Peru. The statutory accounts for Amantani UK will be independently examined by a Chartered Accountant and approved by the trustees before being submitted to the Charity Commission. These can be downloaded from the Charity Commission website, from April 2018 onwards.

INCOME - £313,314



5:1
For every £1 we invest in fundraising,
we generate £5 for our projects.

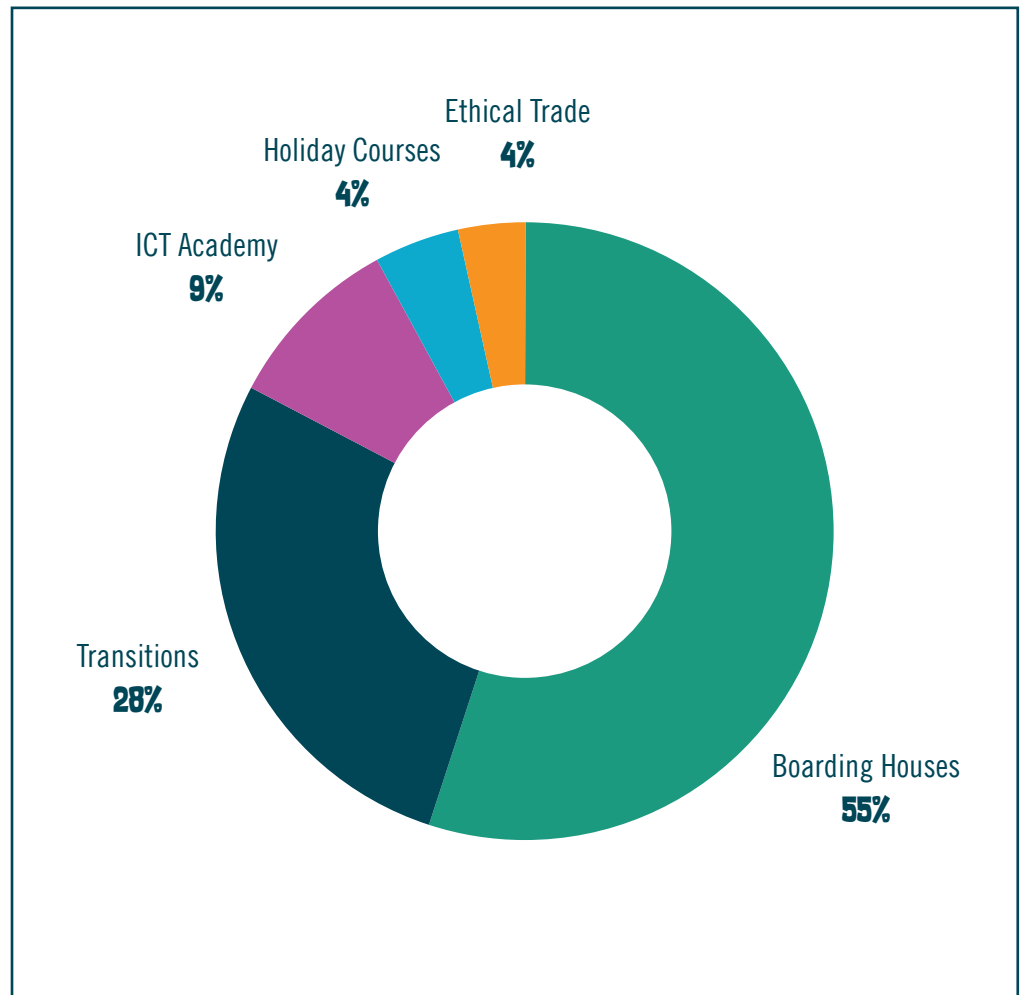
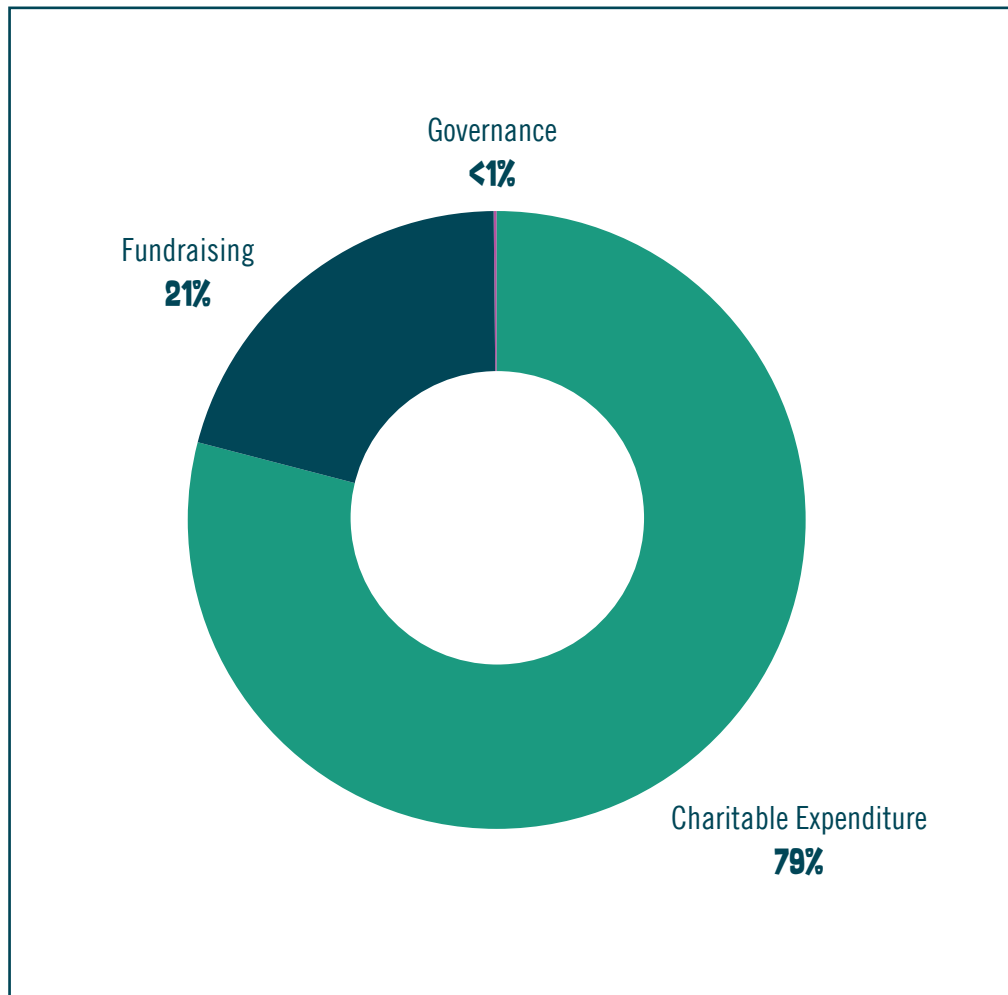
18%
Nearly one fifth of our income is
generated in Peru itself.

47%
Our income in Peru grew
significantly in 2017.

159%
Our Ethical Trade income more
than doubled from 2016.

FINANCIAL SUMMARY

EXPENDITURE- £309,481



SUSTAINABILITY

During 2017, we have worked hard to diversify our income streams further still, and have been justly rewarded, with fantastic results in our Ethical Trade project, as well as another year of generous backing from supporters in Peru. The Leavers have also actively sought opportunities to generate income for the project, in particular Yerson - the Student Council Treasurer.

DOMESTIC FUNDRAISING

With generous support from individuals, businesses and schools, and led by our Lima Fundraising Manager Sara Mitchell, we have been able to continue developing domestic fundraising as an important income stream, now representing 18% of the organisation's total income. Thank you to everyone in Peru!

ETHICAL TRADE

Thanks to significant partnerships with Shoe Zone, Paddington, Tom's Shoes, Britt and Epicerie Dasso, the bracelets are now being sold in over 60 shops across the UK and Peru. Over the course of the year, we worked with 14 young people and community members to produce 7,000 bracelets, generating a revenue three times greater than 2016's.



The ethical trade producers gather to hand in their bracelets.

PARENT CONTRIBUTIONS

Young people's parents make regular contributions to Amantani's projects. In 2017, they contributed £748 worth of potatoes in addition to £999 for gas and material expenses. 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.

CONSULTANCY

We built on our existing consultancy work with the Titilaka Hotel on the shores of Lake Titicaca, initiating an English Academy in the secondary school most local to the hotel, as well as working to train local teachers and school administration staff.

THANK YOU TO ALL OUR SUPPORTERS

UK TRUSTEES

Ben Beavan
Georgie Fienberg
Jonathan Palfreyman
Karen Jankel
Martin Morales
Mike Branson

PERU BOARD

Fred Branson
Pilar Echevarría
Rocío Zuñiga
Ignacio Masias
Juan Carlos Verme

AMBASSADORS

Brian Olof
Caroline Roberts
Caroline Trotter
Cristina Patiño Sheen
David Bateman
Nick de Wet
Nick Johnson
Noelia Galarce
Sally Paterson
Tom Hurst
Victoria Foord

TEAM MEMBERS

Ángela Pacheco
Chris Palfreyman
David Whitworth
Dominga Herrera
Elizabeth Cárdenas
Fred Branson
Gloria Cruz
Jhonatan Flores
Joni Muñoz
Juan Carlos Pacheco
Karina Reyes
Manuel Lechuga
Marizol Arotaype
Marleny Quispe
Marleny Rivas
Pilar Echevarría
Rocío Zuñiga
Rodrigo Bustos
Rosario Barrueto
Sara Mitchell
Saturnina Cachahualpa
Tania Farfán
Thilo Böck
Yllai Terry

BOARDING HOUSES STUDENT COUNCIL

Lourdes Tapia
Nélida Chavez
Soledad Huamani
Cesar Abel Hancoo
Henry Quispe
Elmer Gómez

BOARDING HOUSES PARENT COUNCIL

Dolores Quispe
Deonicio Leiva
Paula Quispe
Nicolasa Hancoo

TRANSITIONS STUDENT COUNCIL

Hector Raúl Amache
Yerson David Qquecho
Merlisa Susan Quispe

TRANSITIONS PARENT COUNCIL

Juana Quispe
Paola Quispe
Emeterio Huillcas

ETHICAL TRADE PARTNERS

Britt
Epicerie Dasso
Paddington Bear
Shoe Zone
Tom's Shoes

TRUSTS & FOUNDATIONS

Asociación IndaKana
Bazar International de Luxembourg
Children of Peru Foundation
Educational and General Charitable Trust
La Vida
Open Gate Trust
Paul Lunn-Rockliffe Charitable Trust
Sheila Whitley Trust
Shoe Zone Trust
Sir John Eastwood Foundation
Souter Charitable Trust
St. James's Place Foundation
The A&E Trust
The Brian Murtagh Charitable Trust
The British and Foreign Schools Society
The Clara E. Burgess Charity
The Cottingham Trust
The Evan Cornish Foundation
The Fulmer Charitable Trust
The Herrod Foundation
The Lujenna Educational Trust
The Oakdale Trust
The Old Dart Foundation
The Oso Foundation
Those that wish to remain anonymous

FURTHER EDUCATION PARTNERS

CETPRO Inca Garcilaso de la Vega
CETPRO Juan Tomas Tuyru Tupac
Instituto Superior Khipu

EMPLOYMENT PARTNERS

Andean Wings
Atemporal
Isa Luna
Wakapunku

CORPORATE PARTNERS

Alquity Investment Management
Bain Cares Fund
Ceviche & Andina
El Mercado
Interloom
MRI Trading
Paddington
Pearlfisher
Peru Empire Co

INDIVIDUALS

Each and everyone of our Monthly Donors
Aruna Bhagwan
Cecilia Nasarre & Dominic
Daniela Weber-Rey
Fanny Suarez
Jim & Donna Meinecke
Josefina Llavallol
Mariano Vivanco & Junietsy de Marcos
Miller Reisen
Natalia James
Thomas Faller & Nicole Beissler
Veronica Saenz

A special thanks to Carlos Diaz for his superb photographs featured in this report, and to Brian Olof for his spotless proofreading.



Amantani

www.amantani.org.uk