**INTRODUCTION**

In 2019 Amnesty International Denmark (AIDK) was selected as Operations Dagsværk’ s (ODW) collaborative partner for ODW 2020, to support a project in Peru **‘A safe school life free from sexual violence’**. Due to the Covid-19 pandemic ODW 2020 has had tremendous challenges as the ODW concept relies on youth participation and mobilization of young people to engage in global injustice by focusing on a specific cause in the global South and donating one day’s work for the benefit of the cause. In other words, ODW rely on cross culture/country interaction, events and meetings which presently are impossible due to Covid-19.

The 2020 ODW day was planned to be held on November 11th, 2020 but due to Covid-19 restrictions it has been delayed several times, and it’s now being held on March 10th. Since last autumn students have been dropping out due to 1) restrictions by local school authorities, 2) employers canceling jobs and tasks, and 3) student losing their motivation. For this reason, the ODW organization and AIDK predict that less students than normal will complete the ODW workday leading to a severe decrease in income destined to the ODW project in the global South carefully chosen by Danish high school students on a democratic basis.

The ODW organization and AIDK made a joint mitigation strategy focusing on the following actions to try to increase the Danish students’ participation and engagement in ODW and to limit the decrease in income:

* Flexible date: Students are allowed to hold their local ODW day at a different time during March.
* Working from home: Students no longer need to be connected to a specific job on the day via the ODW database. But may also "just" work from home and possibly be paid by family.
* Online fundraising: ODW organization and AIDK are raising money digitally throughout March.
* Postcards sale: This year participation in the ODW day can be done through postcards sale.
* Network of organizations: The ODW organization appeals to all their past and present partner organizations to support the project.

The status on March 1st, 2021 is that less than 35% of the enrolled students are still committed to work on ODW day, and a further drop-out of participating students is to be expected. Based on these facts the ODW organization expects to collect a minimum DKK 1 million instead of the budgeted DKK 3.5 million. This significant budget change of course has wide-rage consequences for the project that was to be implemented in the global South and the beneficiaries linked to this project. Given this situation AIDK would like to apply to the CISU Development Intervention Funds to co-finance the planned project and enable it to take place as planned with local stakeholders in Peru.

The planned project, which focuses on combating sexual and gender-based violence in schools in three regions of Peru (Lima, Loreto and Cusco), will be implemented from July 2021-December 2023 in close collaboration with three local partner organizations. The intervention presented in this application is linked to AIDK’s strategic priorities as for both geography and thematical focus. In the global South AIDK focuses on interventions in 1) West Africa and 2) South America – and AIDK’ thematical focus is 1) Sexual and Gender Based Violence and Human Rights and 2) Indigenous People’s Rights. Presently, AIDK is receiving CISU Citizen Participation Intervention Funds for three projects; in Ghana, Nigeria, and Peru which are aligned with our long-term strategic priorities over the next 5-10 years in the global South focusing on developing three strong programs in the targeted countries. Additionally, AIDK has received CISU Engagement Funds for development of the online learning and engagement platform Act for Rights closely linked to the ODW project in Denmark.

The very basic premise of the intervention is that ‘no one should be left behind’ – not even when the world is turned upside down due to a devastating pandemic effecting people all over the world, hitting the most vulnerable and poorest groups in the world hardest. In addition, several specific SDGs are supported by the intervention: SDG 4, 5, 10, 16 and 17. Especially SDG 4 (4.a) and 5 (5.2) is central – as Amnesty International Global strongly believes a) that education is the foundation that both enables us to understand and do something about the world's problems and at the same time make life better for ourselves – and b) that ending all discrimination and violence against woman and girls is not only a basic human right, it is crucial for a sustainable future.

With the income from the ODW organization estimated at DKK 1 million, we would like to request a co-financing contribution for the project of DKK 2.5 million which are earmarked to cover costs directly linked to project implementation in Peru. But, as information work in Denmark is a most essential element of the ODW concept as well as an element that CISU encourages – AIDK would like to request additional funds (2%) covering costs linked to information work in Denmark, as well as the mandatory budget margin integrated in the CISU budget format (7%). The final income from ODW will be unofficially known at the end of March 2021 and officially published at the end of May 2021. Should the income exceed DKK 1 million AIDK would reduce accordingly the potential grant requested from the CISU Development Intervention Funds.

**1.** **OBJECTIVE AND RELEVANCE**

**Main purpose of the intervention**
In Peru, sexual and gender-based violence are commonplace in schools. From gender microaggressions which form part of everyday life for Peruvian high school students, through to sexual harassment and assault, it is destroying the self-esteem, educational success and long-term health and well-being of Peruvian girls and boys. In extreme cases, young girls and LGBTQI+ youth in particular are being pressured into providing sexual services to their teachers in exchange for better grades. They must bypass certain areas of the school that are 'hot-spots' for assault. Some drop out due to pregnancies as a result of assaults at the school. For young survivors of sexual abuse, there is often nowhere to turn for help. Adults rarely take young people’s stories seriously, and there are seldom clear procedures to report incidents or seek support. In this intervention AIDK, in close cooperation with high school students, parents, teachers, school authorities, communities, and local civil society organizations (CSOs), will work to defend the right of Peruvian girls and boys to an education in a safe environment.

**Overall goal:** High schools in Loreto, Cusco and Lima are transformed into increasingly safe and secure environments, free from sexual harassment and violence.

**Challenges that need to be addressed**
In 2018, Peru's Ministry of Education[[1]](#footnote-1) identified 1,048 cases of sexual violence in schools. 700 of the perpetrators were teachers or other staff in the schools. The other 348 were students. However, that figure is only the tip of the iceberg, because most incidents are never reported. This is mainly due to threats from perpetrators, distrust of the justice system or the fear of being humiliated and having to leave school. A poll carried out by Save the Children shows that 40% of Peruvian teenagers have felt harassed during the school year. More than a third rarely or never feel safe at school. And three out of four don't know how to ask for help if they feel harassed[[2]](#footnote-2).

Violence in schools reflects the alarmingly high level of gender-based discrimination and violence in Peruvian society. The violence is closely linked to the machismo culture, which is deeply rooted in society. The machismo culture normalizes gender-based violence and creates discrimination and inequality.

It all too often happens that teachers and educational authorities ignore and even hide acts of violence against students. Many schools have not put in place security measures to prevent the violence. There are rarely rules prohibiting sexual harassment, violence against students or sexual relations between teachers and students. When a case arises, action is rarely taken to protect the victim from further abuse. Reports of abuse are often not taken seriously, and the culprits are rarely prosecuted. Teachers and other school staff do not necessarily lose their jobs. And students who harass or commit assault receive no or only lenient sentences.

Therefore, countless young people in Peru suffer long-term damage to their mental and physical health when they have been subjected to abuse. Many are being bullied out of class, are increasingly absent or dropping out of school altogether due to mistrust or pregnancy as a result of assault. This means that they cannot finish their studies, and this has a major impact on their future. It creates a vicious spiral of poverty that is very hard to get out of. This is a particular problem for young people in the country's poor regions, where schooling is the only ticket to a better life.

**Extension of a previous intervention**
The intervention builds upon the outcomes of a previous, separate project. AIPE and MANTHOC worked together for 5 years in the project ‘It’s My Body’ (2016-2020) in which they empowered young people to learn about their sexual and reproductive rights and strengthened their capacities to claim their rights and train and inspire other young people through peer-to-peer education and community actions. This intervention was mainly placed outside of schools using non-formal education methodologies. As the project progressed and matured, the youth of the project started to focus more on addressing problems and root causes for human rights violations related to sexual and reproductive rights in the school community, for example by voicing their concerns on the lack of Comprehensive Sexual Education. Several local and national campaigns and actions down the line and upon doing participatory evaluations, the youth in ‘It’s My Body’ became increasingly concerned with, and interested in, tackling issues of school violence. The ‘It’s My Body’ project has had a great impact in empowering young people to express themselves and share experiences, and many experiences that came out of that project pertained to sexual violence and harassment in the school community. It became apparent that a whole school approach is needed to bring about systemic change in the school system. The new strategic approach (working directly with, in and through schools) and new target group (training of and collaboration with academic staff, parents and local authorities) in this new intervention is an answer to the challenges that surfaced. Bringing in Fe y Alegría as a partner as well as the collaboration with AIDK allows a good entry into the school arena and provides strong experiences and best practices in socio-cultural change in school systems.

**Geographical context**
The intervention will take place in three different regions in Peru:

**Andean region: Department of Cusco, including the city of Cusco.** The Andes is home to the majority of Peru's indigenous communities, which make up a quarter of the country’s population. There are 47 indigenous and native languages, the most important being Quechua and Aymara. Throughout history, this population has been excluded and marginalized by the country's Spanish-speaking elite. The area is characterized by a high incidence of poverty and poor opportunities for education.

**Amazonian region: Department of Loreto, including the city of Iquitos.** The AmazonJungle makes up 60% of the country’s territory and is one of the most biodiverse areas on earth. Peru has the second-largest part of the Amazon rainforest after Brazil. It is the least populated region of Peru with only 5% of the population. In this isolated region, there is a high incidence of sexual violence and teenage pregnancies. School attendance is low - especially in rural areas.

**Coastal region: Department of Lima, home of Peru’s capital city.** Lima is the capital of Peru, located on the Pacific coast. The city's slums house many migrants from other parts of the country, as well as refugees from other countries in the region - including Venezuela. In a recent study of the sexual harassment of young girls in major cities around the world, Peru's capital is the most dangerous.

**Human rights context**In Peru, women, girls and adolescents and LGBTQI+ people face serious levels of discrimination and violence due to culturally rooted prejudices and stereotypes. **Discrimination against women and gender inequality** is evident in almost all areas of life. This includes violation of the right to live free from violence; to enjoy the highest attainable standard of physical and mental health; to be educated; and to earn an equal wage. For women and girls living in marginalized communities, especially those who face intersecting and multiple discriminations, those rights are frequently unreachable; their agency is weakened by a system full of stereotypes and discrimination; their voices are not heard at the decision making level; and access to justice and remedies in cases of violations are extremely limited.

The Peruvian state fails to respond effectively to continuing high rates of **violence against women and girls**. According to the Peruvian police, 11,828 women were reported missing in 2020, 64% of the total missing persons last year[[3]](#footnote-3). The Ministry of Women received 128,709 calls to its gender-based violence hotline in 2020[[4]](#footnote-4), as opposed to 88,399 during the same period in 2019. 132 women were victims of feminicide in 2020, according to Peru’s Ombudsman[[5]](#footnote-5).

Discrimination in access to **sexual and reproductive health and rights** in Peru is one of the key barriers for the full enjoyment of these rights. Women and girls with low socio-economic resources have limited access to information about safe sex, how to avoid unwanted pregnancies and sexually transmitted diseases (STD); and access to modern contraceptives. Abortion is illegal except in case of a threat to the life or health of the woman, including in cases of rape. Adolescent pregnancy rates and the maternal mortality ratio due to preventable causes related to pregnancy and childbirth remain high. According to the 2018 ENDES survey, 13 out of 100 teenage girls aged between 15 and 19 had children or were pregnant for the first time[[6]](#footnote-6). The main consequences are maternal deaths and adolescents dropping out of school.

Amnesty International Global is concerned about the persistent **discrimination and social exclusion of LGBTQI+ people** in Peru due to their sexual orientation or gender identity. Prejudice, stigma and stereotypes fuel homophobia and transphobia which in turn create barriers to accessing comprehensive health services, education, work, housing and freedom of movement. LGBTQI+ people also suffer harassment and violence due to their sexual orientation or gender identity from within their own families as much as in public spaces and institutions.

In recent years, conservative and religious groups in Peru have been gaining a worrying degree of strength and political influence with their agenda of rolling back the limited gains made on gender equality and sexual and reproductive rights. These groups have come together to organize a powerful and coordinated attack against what they call the “**gender ideology**”, a term that has served as the basis for an effective narrative against issues such as gender equality, abortion, rights LGBTQI+ , sex education and more. Amnesty International Global are particularly concerned about its impact on the educational sector, which has been the object of some of the most implacable and strident campaigns by these groups, "Con Mis Hijos No Te Metas" (“Don’t Mess with My Children” in English), now spread across Latin America and seeking concrete setbacks in public and educational policies. The campaign began in Peru in 2016 when a group of demonstrators dressed in pink and blue met outside the education ministry to reject “gender ideology” in textbooks. In 2019, the Supreme Court of Justice dismissed a suit filed by anti-rights groups seeking to eliminate gender equality from the national educational curriculum[[7]](#footnote-7).

**Indigenous peoples** also suffer high levels of marginalization. Indigenous organizations and human rights organizations have expressed concern at the lack of intercultural dialogue, the lack of participation in decisions that affect them, particularly of women on equal terms with men, the lack of clarity in relation to the obligation by the government to carry out consultation with Indigenous Peoples.

**Covid-19 context**Peru has been one of the countries worst affected by the Covid-19 pandemic. As of 8th March 2021, there have been 1.36 million confirmed cases of Covid-19 with 47,681 deaths reported to the WHO[[8]](#footnote-8). With 147 deaths per 100,000 people, Peru has one of the highest death rates from Covid-19 in Latin America[[9]](#footnote-9).The pandemic has highlighted the fragility of the Peruvian health system, as well as inequality in the access to health care for marginalized groups. On February 19, 2021, the Government of Peru extended the COVID-19 health emergency for another 180 days, until September 2, 2021[[10]](#footnote-10). The spread of the coronavirus has aggravated and multiplied issues of fragility across Peru. It has contributed to mass unemployment, increased poverty, heightened inequalities, political unrest and rising gender-based violence.

Schools nationwide have been closed for a year now on account of the pandemic, with reopening expected to commence in phases from August 2021 onwards, based on local infection rates and the decision of individual schools. Teachers are scheduled to be included as part of phase 2 of Peru’s vaccination, together with older people, those with health conditions and indigenous communities, during 2021[[11]](#footnote-11). Children from poor families have been disproportionately affected, with limited access to online learning. Already high school dropout rates are on the increase, impacting the future opportunities of a generation of children.

**Nexus context**
Peru is not one of the 57 states and territories considered a fragile context by the OECD[[12]](#footnote-12). The country is ranked 97th out of 178 countries on the Fragile State Index[[13]](#footnote-13).

**Political fragility:** Peru experienced a **political and social crisis** after the impeachment of former President Martin Vizcarra in November 2020 due to allegations of corruption. A series of demonstrations took place around the country in protest at the actions of Congress, particularly in Lima. These heightened during the inauguration of the President of Congress, Manuel Merino, as President of the Republic and continued until his resignation 5 days later. 2 days later November Francisco Sagasti was sworn in as President of the Republic. The National Police responded to demonstrations related to the political crisis using **excessive and unnecessary force[[14]](#footnote-14)**, which resulted in the death of two young protesters and more than 200 people injured. **General elections** are scheduled for April 2021 to choose a successor to President Martín Vizcarra, who is stepping down. Following several years of gradual improvement on its political stability indicators, in 2020 the country experienced a concerning worsening on two key indicators: state legitimacy (7.1) and public services (6.4), according to the Fragile States Index[[15]](#footnote-15).

### **Social fragility:** The COVID-19 pandemic exposed shortcomings regarding access to the **right to health** in Peru. Inequality in access to an already fragmented and underfunded health system, coupled with a lack of protection for health workers, contributed to Peru being among the ten countries with the highest per capita death rate in the world throughout the year. People and communities exposed to toxic metals and other toxic substances continued to demand public policies to ensure medical care. The rights of **LGBTQI+ people, Indigenous peoples, and migrants and refugees** continue to be precarious in the country. The most concerning indicators on the Fragile States Index for Peru for 2020 are under the cohesion indicators (group grievance (8.3) and factionalized elites (7.4)), which have worsened in recent years.

### **Economic fragility:** Peru has historically been one of the poorest and most unequal countries in Latin America. The Covid-19 crisis had a significant economic impact in 2020. According to the World Bank, Peruvian households experienced one of the largest employment and income losses in Latin America[[16]](#footnote-16). According to the Central Reserve Bank, the percentage of the population living in **poverty** was set to rise from 20.2% to 27.4% in 2020[[17]](#footnote-17). According to the National Statistics Institute (INEI) the informal **employment** rate in Peru was 72.6% in 2020[[18]](#footnote-18). In this context, the mandatory social distancing measures imposed had a particularly strong impact on livelihoods.

### **Climate and environmental fragility:** Climate change are already having a catastrophic impact in Peru, affecting disproportionately the most disadvantaged people from the Pacific coastline to the high communities of the Andes to those living in the Amazon river basin, imperiling their access to water, land and food and threatening the survival of entire communities and cultures. Peru is highly exposed to disaster risks caused by natural hazards. The country is in an active earthquake zone, experiencing frequent tremors, and there are active volcanoes in the south of the country. It is also susceptible to floods, droughts, and landslides, influenced by the El Niño climate phenomena. Climate change is exacerbating the country’s exposure to these extreme weather events, affecting their magnitude, frequency and duration. In 2017, Peru was one of the 10 most affected countries by those disasters worldwide in terms of economic damages, estimated at USD 3.2 billion[[19]](#footnote-19). Combined with ongoing problems such as agricultural expansion, deforestation, illegal mining, and air and water pollution, these climate risks threaten recent advancements in Peru’s development, and disproportionately affect those communities living in poverty.

### **Security fragility:** The lives of **human rights defenders** remained at serious risk due to lack of effective protection by the state and of successful criminal investigations into attacks and threats against them. Despite the existence of a Protocol to protect them, protection measures remained insufficient and human rights defenders continued to be attacked and killed. The Office of the Ombudsperson reported in September 2020 that five defenders of land, territory and the environment had been killed in the first nine months of the year[[20]](#footnote-20). **Local protests and demonstrations** are common and can lead to violence. These are often related to mining interests.

**Strengthen of civil society organizing to advance social justice**
At the core of this intervention is the capacity development of three Peruvian civil society organizations and increasing their collaboration to collectively amplify the voices of marginalized Peruvian youth and protect them from violence in schools. The three organizations come together to form this partnership from three different sectors, each with their own distinct and complementary expertise and contribution, to jointly achieve change: AIPE(a Peruvian human rights organization), MANTHOC (a Peruvian youth organization), and Fe y Alegria (an educational organization).

The intervention will also have a central focus on empowering marginalized young people to assume leadership roles and increase their participation in decision-making processes in their schools and communities. The intervention will apply the “three lens approach” to youth participation: (1) working for youth as beneficiaries; (2) engaging with youth as partners; and (3) supporting youth as leaders. This approach will pave the way for young people to become leaders and participate in all structures and decisions throughout the intervention, as well as increasing their participation in decision-making processes in their schools and communities. Throughout the intervention will ensure working with young people from diverse backgrounds and ensure balanced gender representation in the different project activities.

Finally, the intervention will encourage other members of the school community (teachers, principals, administrators, parents) to become active and meaningful participants in tackling injustice. Beyond the intervention, the initiative will support the promotion of human rights values and principles more broadly and building a global culture of human rights in Peru.

**Climate- and environmental conditions**The three project locations are prone to extreme weather events. The rainy season in Peru runs from November to April, and extreme rainfalls can lead to flooding and landslides. Snowstorms can affect communities high in the Andes mountains, and flooding has become part of life for parts of the River Amazon basin around Iquitos and the surrounding province of Loreto. During the rainy season, climatic conditions can cause disruption to travel, and interrupt planned activities. In 2017, about 1,390 schools were damaged and 14,000 schools affected by the worst landslides and flooding seen in the country for 30 years, leaving 2 million children temporarily out of school[[21]](#footnote-21).

The intervention will have a limited impact on climate and environment. AIDK will cooperate with AIPE, MANTHOC and Fe y Alegria to identify any opportunity for reducing carbon emissions. In addition, the number of flights will be kept to a minimum as virtual meetings will be prioritized when meaningful.

**2. THE PARTNERSHIP/COLLABORATORS**

**Experiences, capacities and resources of participant partners**AIPE and AIDK are two of the more than 70 national subdivisions that make up AI Global a worldwide, democratic membership organization. Both subdivisions are independent and have their own national boards and members. That is why AIPE is considered as a local and equal partner as the two other local partners. It is a great strength for the intervention that AIDK has such a close partner in the intervention-country. Both MANTHOC and Fe y Alegría have a strong local presence in the proposed project regions. They speak local languages and know the cultures and dynamics of each region well.

**El Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos (MANTHOC):** MANTHOC is a well-known nationwide youth movement that is led by and consists of children and youth, who chose their local and national delegates democratically at annual summits. MANTHOC was founded in 1976 and has more than 42 years of experience in fighting for children and youth rights. They have approximately 2,500 members that are children and youth from working-class families from 10 regions in Peru. MANTHOC works in local networks to impact local governing bodies together with other NGOs and INGOs such as Plan, TdH and Save the Children. Furthermore, they participate in multi-sectoral groups with local and national government representatives[[22]](#footnote-22).

**Fe y Alegría:** Fe y Alegría is a Peruvian organization founded in 1966 with more than 54 years of experience in public education in Peru. Fe y Alegría promotes education in poorer areas in Peru. Currently, more than 84,000 students are enrolled in the more than 150 public schools run by the organization in 20 regions. They are a voice that represent the country’s public school teachers, and they have a large capacity in regards to working with the educators. Since its founding, Fe Y Alegría has been progressive and challenged its schools with new initiatives such as education in gender, education in children’s rights, and climate change. One of Fe y Alegría’s current priorities is to work on developing protocols and procedures to prevent sexual violence against girls and young women in schools in collaboration with the Ministry of Education. Through the past five years, they have worked to integrate the gendered approach in all of their schools. Fe y Alegría currently have different projects that aim to protect the rights of young women.[[23]](#footnote-23)

**Amnesty International Peru (AIPE):** AIPE is part of the AI Global movement. AIPE was founded in 1970 and consists of more than 35,000 activists that promote human rights throughout the country. AIPE has substantial experience with Human Rights Education (HRE), campaigns and advocacy as well as youth projects, sexual rights and fighting sexual violence. Currently, AIPE is working with other local organizations to defend women’s rights to a life without violence. AIPE has a great amount of experience in working for women’s rights in coordination with feminist groups and nationwide organizations. AIPE is also deeply involved in working across Peru with young people on the promotion of sexual and reproductive
rights. AIPE is achieving its goals by developing campaigns and working closely with the rights-holders to ensure that they have knowledge on their rights and are able to demand justice.[[24]](#footnote-24)

**Amnesty International Denmark (AIDK):** AIDK was established in 1964 and has over 83,000 members. They have 15 years of experience with participatory methodologies for HRE campaigning and activism, deliver workshops for high schools and coordinate 50 youth activist groups in Denmark. AIDK has special expertise from work with advocacy within the areas of gender, including sexual violence, discrimination and LGBTQI+ and has been supporting the development of capacity for other AI Global sections and AI Global’s HRE work in the areas of HRE, participatory approaches and gender. Presently AIDK are starting HRE projects in partnership with Amnesty Ghana and with Amnesty Nigeria on Sexual Violence in Universities, in addition to two projects with AIPE.[[25]](#footnote-25)

**Previous acquaintance or cooperation between the partners**
MANTHOC and AIPE have previously collaborated successfully on other projects with Peruvian youth. Since 2016 MANTHOC has partaken in a project with AIPE on sexual and reproductive rights, and the protection of women’s right to a life without violence. AIPE has maintained a close and active collaboration with MANTHOC over the past years, most notably in the framework of a 5-year programme on Sexual and Reproductive Rights (2016-2020).

AIDK and AIPE are both part of the Amnesty International Global-movement. They cooperate with other Amnesty divisions on global projects and international solidarity efforts. They have had a specific partnership on the campaigns ‘I Welcome’ in 2017 and ‘Brave’ in 2018. AIDK and AIPE have worked closely together in the design of this intervention together with the partners and other local partner organizations and youth from Peru. The intervention draws on prior experience and learnings from Peru in their work with youth regarding sexual and reproductive rights, employing a participatory approach in which the youth play a role in designing the efforts from the beginning stages.

AIPE has also collaborated with Fe y Alegría in order to promote human rights in schools in Lima, Cusco, Iquitos and Piura widening the scope of their collaboration ever since 2016. Each year Fe y Alegría has participated in Amnesty International Globals letter writing campaign for human rights defenders called Write4Rights, incorporating the educational lesson plans for the campaign in their classrooms. In recent years AIPE and MANTHOC started working together with Fe y Alegría in the project `It’s My Body’ through initial training workshops for teachers on prevention and response to harassment.

The design of the intervention involved the three local organizations and the Danish organization on equal footing. In section 1 of this proposal as well as in section 3 it is described in more detail how this intervention came about based on previous experiences.

**Contributions, roles, and responsibilities of the partners and other actors**

**MANTHOC:** MANTHOC youth will be in charge of most of the intervention’s youth-led activities, including peer-to-peer training, activism and campaigns, both outside and within schools, involving educational communities and parents. They will also have a fundamental role in advocacy with local, regional and national authorities. In each region, MANTHOC will have a local (adult) coordinator and a regional (young) delegate, who will be responsible for coordinating the activities. At the national level, the National Collaborator (adult) and the National Delegates (youth) of the MANTHOC will be involved.

1. Responsible for training youth from MANTHOC and Fe y Alegría in ‘training of trainers’-method
2. Responsible for conducting workshops on prevention of sexual violence in schools
3. In charge of leading local campaigns to prevent sexual violence in schools and local communities
4. Responsible for mobilizing parents to prevent sexual violence in schools and local communities
5. In charge of advocacy for the intervention with local governing bodies

MANTHOC’s youth-members in Lima, Cusco and Loreta constitute the core of the project participants. They will create dialogue and mobilize their peers in their schools in order to reach a larger and more diverse group of young people. MANTHOC also has a direct line of contact to families, teachers, educational authorities and the local communities in the intervention areas.

**Fe y Alegria:** Fe y Alegría will be in charge of teacher training and, through the involvement of the directors, ensure that schools become safe spaces free of violence and sexual harassment. They will be responsible for implementing and adapting protocols and internal procedures for prevention and attention of cases, as well as taking corrective measures if necessary. They will be an important interlocutor with the Ministry of Education both regionally and nationally, especially to transfer knowledge and skills to the Ministry.

1. Responsible for the education of councils, teachers and principals in the prevention of sexual violence in schools
2. Secure compliance with standards and protocols that contribute to transforming schools into safe, violence-free environments for young students
3. Sharing information and learnings from the intervention with other Fe y Alegría schools and other public schools
4. Sharing learning and project results with the Ministry of Education and the civil society

Fe y Alegría will work directly with educational authorities, teachers, school administrations, families, and the local communities in the intervention areas. Their schools will provide the location where the intervention’s youth participants can develop the different project activities.

**AIPE:** AIPE will be in charge of the management and coordination of the program at the national level and will be supporting dialogue between MANTHOC and youth from AIDK. AIPE will work in collaboration with the other local partners to monitor the project activities and goals, as well as any risks which may materialise, and ensure that the intervention take the necessary preventive and corrective measures so as not to affect the development and achievement of results.

In addition, AIPE will accompany MANTHOC in the training of nuclei of young people in schools, coordinate with Fe y Alegría and MANTHOC the creation of local networks of attention and support to cases of sexual violence, and will participate in the creation of materials and educational resources together with Fe y Alegría. Likewise, the campaigns undertaken by the intervention's youth in their schools and communities will be accompanied and coordinated with the AIPE Campaigns and Advocacy area, this will give greater visibility and impact to the initiatives undertaken by the youth.

1. Financial and administrative leadership of the intervention in Peru
2. Devising narrative and financial reports at the national level to AIDK
3. Monitoring, evaluating and executing the intervention in Peru
4. Transferral of funds to the two other partner organizations
5. Coordinating the conduct of project activities among the three partner organizations
6. Design and carry out educational training for youth from MANTHOC and Fe y Alegría to enable to prevent sexual violence in their schools and local communities
7. Train adults from MANTHOC and Fe y Alegría - who are in charge of the intervention - to accompany the youth from their institutions
8. Assist MANTHOC in advocacy work with local and national authorities
9. Assist youth from MANTHOC and Fe y Alegría in designing and implementing local campaigns to prevent sexual violence in their schools and local communities
10. Development of a safety network for youth victims of sexual violence

**AIDK:** AIDK will be coordinating the intervention at the international level. HRE staff from AIDK will be collaborating with and supporting AIPE on further capacity development and, and will be collecting knowledge, best-practices and learnings from the intervention, with the purpose of supporting capacity development for other international HRE projects and Amnesty international Global HRE network. Youth staff will be involved through the development of an exchange between young participants in Peru and Danish youth activists during the intervention with two purposes: 1. to build broader awareness among young people in Denmark about the issues faced by young people in Peru, in order to start an intercultural dialogue among young people in Denmark and Peru about sexual and gender-based violence as an issue that persists in both countries in spite of social and cultural differences, and with the aim of seeking solutions through dialogue; and 2. to support growth of the human rights movement and youth activism both in Peru and Denmark, through building relations and building awareness about human rights and their importance.

1. Coordination of contact and reporting to CISU
2. Transferal of funds from CISU to AIPE
3. Devising narrative and financial reports of the intervention at the international level to CISU
4. Assist AIPE with advisory work and capacity development on HRE methodologies, participatory approaches, and on gender
5. Development of and coordination of online collaboration opportunities for Youth in Peru and Denmark, using the Act for Rights platform and other communication channels mainstreaming
6. Assist Youth from AIDK, AIPE and MANTHOC in relation building and intercultural dialogue
7. Development of communication and educational activities in Denmark
8. Collection and sharing of knowledge, best practices and other learnings with other international HRE projects

**Development of relationship and collaboration between the partners**
The proposed intervention is the result of ongoing dialogues between the different partners and builds upon the strengths and competencies of each partner organization. The intervention has been designed in close collaboration with all partners, placing high importance on buy-in from the most local levels. The strong ties in the local communities, participatory and youth-led approaches and the organizational structure of national grassroots youth organization MANTHOC pairs well with the methodologies and approaches of Amnesty International Global. AIDK and AIPE brings in the rights-based development framework contributing through non-formal rights education while Fe y Alegría, running 150 schools in marginalized rural and urban areas and investing in teacher training is strong in the formal education domain.

All of the partners place high value in cross-cultural and horizontal learning, sharing of knowledge and best-practices, intergenerational organizing and empowering and amplifying the voices of rights holders and beneficiaries. The dynamics between all partners is as horizontal as possible, sharing ownership, equal distribution of power and comprehensive accountability on all fronts.

The foundation for the intervention will be strengthened by the creation of strong networks and alliances between the Peruvian young people and Danish high school students through the collaboration with AIDKs youth groups. Where, in the framework of this intervention, MANTHOC and Fe y Alegría are strongly rooted in local and regional communities, AIPE has strong ties with relevant national stakeholders and AIDK brings in the experience to tie local experiences to an international framework.

The initiative attaches great importance to youth-led organizing. The proposed methodology of empowering educational interventions leading to youth-led intervention strategies of direct action, peer-to-peer learning, campaigning and advocacy are actively supported by all partners. The process and the learning from this intervention will further strengthen the organizational capacities and strategic development of all partners involved and enhance the partnership, as all partners are committed to establishing longer-term collaborations and this initiative in itself is a culmination of the partners’ shared aspirations.

**Strengthening of the partners’ relations to other actors**
As part of the Amnesty International Global movement the learnings from the intervention will be shared with the global network of human rights educators and with other international projects. This intervention can strengthen other national Amnesty offices as sexual violence in schools and gender-based violence is a priority for many.

With the specific coalition of partners multiple fronts can be catered. The intervention seeks to establish a close connection to local service providers, institutions and authorities related to the Ministry of Women and Vulnerable Populations. It will target health centres, women’s emergency service centres and police departments tasked with attending Gender Based Violence cases. The intervention will allow for project participants to identify and approach institutions providing services to victims to establish dialogue and collaboration. The intervention will bring these multiple actors together, building links and raising awareness on both ends. For example, teachers are not aware of the specific services available or do not know how to engage with them to refer cases in the most effective way, while police stations and health centres need to be informed better and made aware of the particularities of school-based gendered violence in their communities, and youth seek to be involved in prevention, response and recovery.

On a municipal level activities will be directed towards local education management units related to the Ministry of Education. These units work on group, district or entity level and are tasked with tutoring and connecting in teacher training and quality of education. Working through and with them will allow the project partners to disseminate best practices, trainings and other educational resources on a larger scale with other Peruvian secondary schools, local and regional education authorities and the Ministry of Education. The project partners have good working relations with these secondary networks and alliances, which is conducive to achieving more impact.

Overall, the intervention is committed to networking and knowledge sharing between schools and regions and with other groups, organizations, and institutions working to eradicate school violence in Peru. Through sharing plans, educational resources, challenges and successes; and by amplifying and making more visible/evident the different voices, contexts, stories of impact and life stories of beneficiaries in the intervention, as a stimulus to improve their lives and contribute to the eradication of school violence with proper mechanisms and practices.

**3. TARGET GROUPS, OBJECTIVES, STRATEGY, AND EXPECTED RESULTS**

**Target groups**

 **Primary target group**

* 5,000 students aged between 12 and 17 from three different regions of Peru, who attend 17 Public High Schools: 1,500 students from 4 urban schools in Lima / 1,500 students from 4 urban schools and 500 students from 6 rural schools in Loreto / 1,500 students from 3 urban schools in Cusco
* 200 school staff including school principals, teachers, student counsellors and psychologists.
* 1,000 parents.

**Secondary target group**

* Another 25,000 young people and 11,200 adults who we will reach through online and offline activism and campaigning.
* 80,000 other children and adolescents who study in 150 Fe y Alegría schools in 20 regions of Peru and who will benefit from sharing of experiences and best practices from the intervention.
* Local and regional educational authorities, the Ministry of Education, and the Congress.
* Police, health services, social services, and local civil society organizations.

**Target groups’ and relevant actors’ involvement and partners’ legitimacy to act**This intervention has been designed by and for Peruvian youth aged 13 – 17, ensuring youth leadership and applying participatory approaches throughout all phases. A total of 251 young people has been involved in the design of the intervention and the activities.

In the concept note phase, input was collected from 159 young people in different regions through interviews and focus groups at schools and youth centers. It was important to understand the most urgent problems the youth want to address with this intervention. Then, the main framework and problem statement for the intervention was designed by youth representatives of MANTHOC from different regions at a 4-day workshop in Lima.

Finally, to develop the full proposal, a delegation from the different partners travelled to the different regions and held one day workshops with young people to further develop the main ideas into concrete and more detailed activities and possible solutions. 92 young people were involved in this work. And in addition to this, the intervention talked to headmasters and teachers at four different schools to get their input and ideas, which was also very useful and an important way to ensure ownership.

**Intervention Strategy**
The specific target groups, objectives and results are captured and represented below. On the strategy of the intervention, a number of components on which it has been built can be distinguished.

**Local anchoring:** The proposed intervention has been designed by and for Peruvian youth aged 13 – 17, ensuring youth leadership and applying participatory approaches throughout all phases, as described in the previous section.

 **Youth agency and youth-led approaches:** By empowering youth and equipping them with the knowledge, capacities and behaviors needed to take action and stand up for their rights, they are in a position to break spaces open and openly discuss, and play a crucial role in addressing violence on macro- and microlevel, related to phases of prevention, response and recovery efforts. This includes how to adequately increase protection and reduce violence, and understand how to seek help should they or their peers be affected. In particular, the intervention advocates for strong youth agency as young people are strong stakeholders because of their characteristics and strengths in:

*-Replicating and sharing the message***:** Youth are pivotal in sharing and replicating the learnings, as young people are perceptive to peer-to-peer learning and in cases of (witnessing) intimate or gender-based violence might turn to their peers for support before anything else.

*-Acting as change makers:*Youth are strong agents of change and allies in helping parents, schools and communities respond positively to changing culture and practice and eradicating violence. Our youth-led approaches enable young people to pave the way to change in ways that correspond to needs and priorities emerging from their local contexts and lived experiences.

*-Bringing creativity:* Young people bring creative and resourceful ideas to our efforts.

**From learning to action: education and empowerment:**  Through human rights education girls and boys will empower themselves and others to develop the skills, knowledge and attitudes that will keep them safe at school and promote equality, dignity and respect in their school, community and society. This model allows for stronger levels of ownership and investment/connection of project beneficiaries, which in turns amplifies project impact and sustainability.

**Whole school approach / Engaging the school community:** Strengthening the capacities of educational authorities, teachers, student counsellors and psychologists to address violence and sexual harassment in schools is an essential component to achieve the impact and sustainability of the intervention. At the same time, the development of internal procedures and pedagogical material, and the inclusion of this issue into the schools’ curriculum, contributes to generating a culture of prevention and institutionalizes the fight against this type of violence. Another part focuses on providing support and guidance to parents, fostering active collaboration and safe spaces students, teachers, and parents leading to increased confidence, communication and responsiveness.

**Advocacy and campaigning:** The intervention will support Peruvian youth as agents to change in the educational community and to demand an end to sexual violence in schools and in their communities by raising their voices to those in power – educational authorities, politicians, and with the Ministry of Education. Student-led advocacy with authorities and policymakers will seek to influence the Peruvian State for more effective government action at local, regional and national level so that it better takes the experiences and needs of youth into account and takes immediate action to make schools safe for girls and boys.

**Combatting root causes:** Combating machismo will be at the heart of the intervention, with Peruvian youth taking steps to challenge discriminatory attitudes, stereotypes, and prejudice especially towards girls. These beliefs are deeply rooted in traditional attitudes and institutional practices within Peruvian society. It deprives girls of the opportunity to claim their rights on an equal footing with others and contributes to their being subjected to discrimination and violence. The intervention also addresses discrimination based on gender identity, sexual orientation, and affiliation with groups such as the indigenous population, migrants, or refugees, each of which also increases the risk of young Peruvians becoming victims of sexual harassment and violence.

**Balancing the Development Triangle**
The intervention has a major focus, and the partners strong methodological and practical experience, in the elements and connections deemed important in the Development Triangle.

Fe y Alegría holds the institutional structures and, as said above, is considered a model in the public school system, allowing for significant buy-in and leverage. Both Fe y Alegría and MANTHOC are instrumental in creating the right alliances and strengthening local networks for school safety and child protection. MANTHOC is key in youth-led participation and youth leadership. AIPE and AIDK are strong in strategic delivery of capacity development and training for human rights and peace, championing rights-based approaches and eradication of violence in all its forms and combining tactics of human rights education, advocacy and campaigns within learning environments.

1. **Organizational Capacity - Strategic Deliveries Axis:** The strengths of Amnesty International Global in its organizational capacities will be a positive influence to maximize the effectiveness and efficiency in strategic deliveries by all partners. AIPE will work in collaboration with the other local partners to monitor the project activities and goals, as well as any risks which may materialize, and ensure that the intervention take the necessary preventive and corrective measures so as not to affect the development and achievement of results. This will result in greater organizational capacities of partners in intervention and donor management.

Strong collaboration is sought between the different partners for the creation of the materials and educational resources for the interventions. By tapping into each other's strengths this will give greater legitimacy, visibility and ultimately greater impact to the initiatives undertaken in the intervention and by the youth.

1. **Strategic Deliveries - Advocacy Axis:** By weaving in advocacy, networking and knowledge sharing with authorities and institutions as a principal element it increases the buy-in of key stakeholders, their engagement with the project, and, ultimately, the impact and sustainability of project results.

The youth-led approaches and youth agency of the intervention enables greater visibility of the target group and contribute significantly to the inclusion of their voices and experiences in the political arena, as well as prepare young people and their allies to engage directly in advocacy work, contributing to creating a safer school environment on local, regional and national levels.

1. **Advocacy - Organizational Capacity Axis:** The organizational model of the intervention will provide the partners and the beneficiaries with the necessary tools and know-how to capture stories of impact and case studies, as well as other data, relevant to identify opportunities and engage in local, regional and national advocacy.

The advocacy efforts, the networking and alliances built through knowledge sharing, joint learning and facilitating dialogue and collaboration, will provide the project partners with more experience and skills in influencing the political arena, forging partnerships for future work, and establishing themselves as relevant stakeholders for local, regional and national authorities related to the Ministry of Education and the Ministry of Women and Vulnerable Populations.

**Objectives, activities, expected results and indicators**

**Outcomes and indicators**

1. **Education & Empowerment.** Peruvian high school students aged 12-17 years are trained and empowered to reduce sexual harassment and violence in all areas of school life.
	* *At least 60 students are trained to act as leaders / champions for the project*
	* *At least 5,000 further students are trained by their peers.*
	* *At least 17 school clubs have been established*

1. **Activism & Campaigning.** Awareness will have been raised locally and nationally through impactful and innovative activism and campaigning actions
	* *50 concrete student initiatives aiming at a secure schooling environment implemented*
	* *The project's activism and campaign activities have reached a total of 25,000 young people and 11,200 adults*
	* *70% of participating young people, teachers, headteachers and families have shifted their attitudes, knowledge and practices towards active support for education free from discrimination and sexual violence*
2. **Culture change - engaging the entire school community.** Entire school communities will have been engaged, changing attitudes and practices of teachers, principals, families and the community, to support education free from sexual harassment and violence
	* *20 initiatives taken by school principals, teachers and/or parents aiming at fostering an educational environment free of sexual harassment and violence*
	* *70% of participating young people, teachers, headteachers and families have shifted their attitudes, knowledge and practices towards active support for education free from discrimination and sexual violence*
3. **Advocacy.** Local and national education authorities, as well as well as organizations and institutions who support the needs of sexual assault survivors, are increasingly engaged and responsive to the problems in schools and take concrete action within their areas of responsibility
	* 3 *concrete* policy changes and other actions taken by responsible authorities in support of reduced sexual harassment and violence at high schools
	* *5,000 students with information on where to find help and support in case of sexual assault, how to report abuse and where to get psychological and medical treatment*
4. **Knowledge sharing, outreach and engagement.** Improved multi-stakeholder learning, networking and engagement between schools, authorities, and civil society to address sexual and gender-based violence in school communities at the local, regional and national level
	* *Educational resources and best practices shared with at least 150 other Peruvian schools and 70 other organizations and institutions working to eradicate school violence in Peru*
	* *Authorities show and active interest in adapting and taking action to eradicate SGBV violence, for example through allocating and increasing human and financial resources for a more effective operational system or through appropriating and incorporating educational resources in their teacher training plans and curricula*
	* *# principals or teachers or institutions who express concern about GBV in their schools and request information and resources from the project to address it*

**Outputs and indicators**

**Education & Empowerment:**

1.1 Student leaders are trained and equipped with tools to act as champions in their schools in combatting sexual harassment and violence

* *At least 60 youth leaders attend and complete training*
* *80% of students report passing threshold for satisfactory – high growth scores on learning, engagement and action elements during post training assessment*

1.2Student leaders act as multipliers, passing on their knowledge by establishing school clubs and reaching out and engaging with other students in their schools.

* *17 youth clubs established, including specific spaces for girls and boys*
* *5,000 students trained through youth-led, peer-to-peer education sessions*
* *% of students report passing threshold for satisfactory – high growth scores on learning, engagement and action elements during post training assessment*

**Activism & Campaigning**

2.1 Students have organized activities and actions in their schools and communities to tackle sexual harassment and violence, speaking to the issues that are most relevant in their daily lives.

* *70% of participating young people, teachers, headteachers and families have shifted their attitudes, knowledge and practices towards active support for education free from discrimination and sexual violence*
* *At least 60 actions organized and implemented*
* *At least 5,000 students reached indirectly*

2.2 A collaborative, national, youth-led campaign has been carried out, including innovative offline and digital elements, that challenge the status quo and demand change.

* *# student activists who have developed and implemented their own creative, impactful digital campaigns*
* *Young people from the project have participated in at least 5 key events and marches*
* *# audiences engaged through national campaign*

**Culture change - engaging the entire school community**

3.1 Headteachers, tutors, teachers and school psychologists have been trained to challenge harmful gender norms, and on how to prevent, detect and respond to sexual harassment and violence.

* *At least 18 trainings of headteachers, counsellors, teachers and school psychologists implemented*
* *200 headteachers, tutors, teachers and school psychologists trained*
* *80% of participants report passing threshold for satisfactory – high growth scores on learning, engagement and action elements during post training assessment*

3.2 Creation of clear guidelines on sexual harassment in schools and a safe and confidential system for reporting sexual violence

* *At least 11 schools have adopted and implemented better guidelines and systems to report, monitor and respond to sexual harassment and violence*

3.3 Creation of safe spaces involving parents to increase trust and communication between students, parents and teachers

* *60% of the students involved report that the project's activities and the establishment of safe spaces have provided active cooperation between students, teachers and parents. And that it has led to greater self-confidence, better communication between the partners and greater responsiveness.*
* *1,000 parents engaged in safe spaces and dialogue with students and teachers*

**Advocacy**

4.1 Local advocacy groups made up of high school students are established, trained, and supported to develop and implement their own advocacy plans with relevant local, regional and national authorities

* *6 advocacy groups set up, representing a diversity of high school students*
* *36 young people are trained to become advocates and have increased confidence to engage with decision makers*
* *At least 24 advocacy actions carried out to influence local, regional or national authorities*

4.2 Development of a referral network between the schools and local institutions and organizations that help young victims of sexual violence (e.g. police, health services and other social services)

* *70 local institutions and organizations participating in the referral networks*

**Knowledge sharing, outreach and engagement**

5.1 Creation of a national youth forum that connects pupils from different schools and regions so that they can exchange ideas and experiences

* *30 students participating in the youth forum*
* *Action plan/position paper developed and published as a result of the national youth forum*

5.2 Educational resources and best practices have been shared with other Peruvian schools, the regional education authorities and the Ministry of Education

* *# of online and offline events, dialogues and other sharing actions*
* *# of participants and institutions they represent who engage with the sessions and materials*

5.3 Stories, plans, challenges and successes from the project are successfully shared with other organizations and institutions working to eradicate school violence in Peru, and with the wider public

* *# of publications and resources developed and shared*
* *# of stories of impact gathered and published*
* *# of organizations and institutions reached*

**Activities:**

* + 1. Development of an educational toolkit including visual materials / infographics for young people on sexual harassment and violence, including information on human rights, gender, sexual and gender-based violence (SGBV), women’s rights, new masculinities, self-care and emotional first aid.
		2. Training of a core group of Peruvian students in each geographical location (Lima, Loreto, Cusco) to become youth leaders through creative and diverse participatory methods and tools, providing them with the skills to train others in a way that is relevant and practical to the local context.

1.2.1 Core group of youth leaders peer-to-peer train and mobilize other young people in schools on human rights, gender and SGBV.

1.2.2 Establishment of youth clubs that bring students together, including specific spaces where girls can talk freely about problems of harassment and abuse. We will also organize dedicated spaces for boys where they tackle the issue of machismo.

2.1.1 Establishment of a local activism framework / decentralized campaigning model that will build the power of students in their own schools and communities.

2.1.2 Students organized in the youth clubs design and carry out activities that are relevant to their local contexts, such as educational workshops, mini-campaigns, travelling theatre, video workshops, activism and art events.

2.2.1 A pool of students are trained in how to carry out participatory research, interview their peers and collect data showing what the reality is in schools and how young people live every day in fear of abuse and harassment.

2.2.2 Design and implementation of a national campaign against sexual harassment and violence in schools where students are in the driving seat.

2.2.3 Provision of funding, digital campaigning training and guidance for a series of sub-campaigns run by young people via social media platforms, and in traditional media such as newspapers and radio.

2.2.4 Mobilization of students in key events and marches, like International Women’s Day, Pride, and the International Day to Stop Violence Against Women.

3.1.1 Train school principals, counsellors and teachers to challenge harmful gender norms and provide guidance on how to prevent, detect and respond to sexual harassment and violence, using gender-sensitive and contextually relevant training content and learner-centered methodologies.

3.1.2 Implement a comprehensive process to evaluate existing protocols and policies, identify bottlenecks and opportunities, assess training and capacity buildings needs, and to review and adapt sexual harassment protocols and instruments in schools and mechanisms for reporting sexual violence safely and confidentially.

3.2.1 Create spaces with parents, build connections and integrate awareness training with ‘escuelas de familia’ to involve parents in order to increase confidence and communication between students, parents and teachers.

4.1.1 Establish local student advocacy groups and provide training to equip them with the tools and skills to educate and influence decision-makers on issues of sexual harassment and violence in schools.

4.1.2 Support student groups to develop and implement their own local advocacy plans, which represent a plurality of voices, needs and demands from their schools.

4.2.1 These student advocates will lobby with key institutions and policy makers, such as school authorities, local and regional educational authorities, the Ministry of Education, and the Congress, to demand an end to inaction in combatting sexual harassment and violence in schools across Peru

4.2.2 Identify local institutions and organizations providing services to young victims of sexual violence and develop referral networks between these providers and target schools (for example, police, health services, social services).

5.1.1 National youth forum to connect young students from different schools and regions to exchange experiences and share lessons learnt.

5.2.1 Document and systematize best practices and pedagogical resources for prevention of violence and sexual harassment.

5.2.3 Organize online and offline events to disseminate good practices and pedagogical resources to prevent and address violence and sexual harassment in schools with local and national educational authorities.

5.3.1 Share educational resources and best practices with at least 70 additional organizations and institutions working to eradicate school violence in Peru Share educational resources and best practices with at least 70 additional organizations and institutions working to eradicate school violence in Peru have shown an interest and received materials have shown an interest and received materials.

5.3.2 Disseminate educational resources to prevent and address violence and sexual harassment in schools through website and social networks of Amnesty, Fe y Alegría and MANTHOC.

**Sustainability strategy**
The sustainability strategy is based on the following elements, ensuring that the impact of the work will continue in a significant way beyond the timeframe of the intervention:

**Empowerment and capacity development of Peruvian youth:** The intervention will increase knowledge and skills and support changes in confidence and attitudes of the young people involved. These individual personal changes will remain after the end of the intervention, and it is expected that the majority of the youth leaders will continue to be motivated to take action for human rights and social justice after the end of the project, either individually, in the context of the organizations they belong to.

 **Ongoing presence of strengthened local partner organizations:** The three local partners (AIPE, MANTHOC and Fe & Alegria) will continue to work to empower and protect young people in the project areas after the end of the project. They will have greater experience, skills and expertise in GBV prevention and response, as well as the resources and tools developed by the project to draw on in their future work.

**Enhanced institutional capacity of schools**: Strengthening the capacities of school principals, teachers, student counsellors and psychologists to address violence and sexual harassment in schools is an essential component to achieve the sustainability of the intervention. These teachers will accompany and train new generations of students in the fight against violence and sexual harassment in their schools and communities and will take these new skills and attitudes with them if they change jobs to work at other schools. At the same time, the development of internal procedures and pedagogical material, and the inclusion of this issue into the schools’ curriculum, contributes to generate a culture of prevention and institutionalizes the fight against this type of violence.

**Planning for scale up:** The resources and good practices developed by the intervention will be rolled-out and shared with Fe y Alegria’s nationwide network of over 150 schools, influencing positive change in a sustainable way for many thousands more students in the future. Furthermore, as Fe y Alegria schools are considered models in Peru, it is expected that other public schools will be interested in following their example and replicating elements of the intervention.

**More effective government action:** Student-led advocacy with authorities and policymakers will seek to influence the Peruvian State so that it better takes the experiences and needs of youth into account and takes immediate action to make schools safe for girls and boys.

**Risks and Mitigation Strategies**

|  |  |
| --- | --- |
| **Covid-19 related risks:** | **Mitigation:** |
| Peru continues to be severely affected by the Covid-19 pandemic. Challenges in supply, rolling out the vaccine, the emergence of new variants, and anti-vaccine campaigning, could slow the return to “normality”. This implies a risk of project activities being delayed or cancelled due to ongoing or new Covid-19 related restrictions. | The project will place the safety of the students, school employees and communities, AIDK and local partner staff front and center. If Covid-19 continues to pose a public health risk at project inception, the project will consult with the project partners and communities to establish appropriate precautions and contingency plans, which take all the necessary measures to avoid infection. Public health directives have been constantly shifting and AIDK and the other partners would ensure compliance with guidelines and best practice at the moment of implementing. |
| Schools have been closed for approximately one year now and are not scheduled to start re-opening in a phased way until August 2021. This will be in line with the infection rate in each locality and the decisions of individual schools. Cusco currently has a low Covid-19 infection rate however Loreto and Lima are at present suffering from high rates of Covid-19. Teachers are due to be vaccinated during 2021, however this could be delayed for the reasons outlined above. It will be easier to open schools where teachers come from local communities. | The project start-up period will not include work directly in schools but will focus on preparatory activities by the three local implementing partners (AIPE, Manthoc and Fe y Alegria). In the event of continued temporary Covid-19 induced school closures in regions, in-school activities could commence in those schools which are ready to open. Change in schools for inclusion in the project could be considered if requested by local stakeholders. If schools across the country are unable to reopen, educational activities will be designed based on distance learning, offering resources and technical support to move face-to-face activities online using accessible tools such as Amnesty International Globals low-bandwidth Academy app, individual coaching, published materials etc. Fe y Alegria has been working online since March 2020 and their teachers have the necessary resources and training to support this. If conditions permit, face-to-face activities could also take place in outside spaces in local communities. |
| Risk of AIPE, partner staff, consultants or educators being infected as a result of project activities. Enhanced risk of adult community members being infected due to project activities such as workshops, educational and community gatherings. Students may not have access to vaccines and are often transmitters to at-risk groups, especially within inter-generational households. | Constant monitoring of epidemiological reports and the vaccination status of target communities. Safety protocols for field visits by staff, mobilizers and consultants will be established, which may include Covid-19 testing pre- and post-field visits, outdoor activities, social distancing (6 feet) and use of personal protective equipment. Teachers and mobilizers come from local communities, and travel to other communities will be limited. If necessary, remote working strategies will be established during the project start-up phase. Meetings will be held virtually, or through the identification and close digital accompaniment of key local stakeholders in each school and community to serve as focal points. |
| **External risks:**  | **Mitigation:** |
| In 2021, there will be national elections in Peru, and regional elections in 2022 and 2023. It will be difficult to carry out campaigning and advocacy during that period. There is a risk of a change in the political climate in Peru, which could make the project difficult to implement. This is especially so if the Conservatives are given more power, as they are critical of Amnesty International Global because of the organization’s position on safe and legal abortion. | AIDK and the implementing partners are constantly monitoring developments in the country. In planning the advocacy work, the project take into account the election campaigns in Peru. The project fine-tune the strategies and activities so that those factors affect the project as little as possible. Incidentally, our one partner Fe y Alegría itself is religiously based, and this may open up a positive dialogue with some of the more conservative religious organization’s in the country. |
| **Programmatic risks:** | **Mitigation:** |
| Wellbeing and mental health of students is affected as a result of being exposed to second-hand trauma, as well as the stress of combining activism with schoolwork, or being faced with discrimination based on age, ethnicity or gender identity | Focused support on resilience and wellbeing of young people participating in the project, through training, support networks and referral to professional psychological support if needed. AIPE and Manthoc have experience building local care and protection networks, in cases of violation of sexual and reproductive rights through the ‘It’s My Body’ Project, especially in Lima and Loreto. Through thorough training, we will ensure that the young people who are responsible for peer-to-peer education will be able to handle the emotions and stories they will face. Psychologists will be available so that young people can have professional support on an ongoing basis if they encounter particularly difficult situations or dilemmas. Use of Amnesty International Globals well-being workbook for youth activists: “Staying Resilient while trying to save the world”[[26]](#footnote-26)..Adaptation of Amnesty International Global’s “emotional first aid kit” developed for LGBTQI+ project staff and youth activists. This resource supports youth leaders to manage emotionally complex situations that can arise in the context of meetings, workshops and other interactions with other youth as a result of their experiences of discrimination or violence. These can include dealing with emotional difficulties, suicide, loneliness, and inadequate behavior. |
| As the project raises awareness and empowers young people to raise their voices to report cases of violence, young victims / survivors come forward to disclose stories of abuse, relating to their school life but also in other spaces such as the family, or with their partners | Breaking the silence is critical in tackling sexual violence. Disclosure is critical as it is the only way to intervene in ongoing abuse and an important way that victims / survivors can be referred to support services. The projekt will establish a robust referral system so that any cases of sexual violence can be responded to by the appropriate authorities or specialized NGOs with whom the project will build alliances (e.g. women’s organizations specialized in working with survivors of gender-based violence) with care and support specific to the needs of adolescents. This will include: providing easily-accessibly, child-sensitive and confidential reporting mechanisms; providing counselling and support; and referral to law enforcement and healthcare services. The psychologist will have a training role for prevention and emotional containment and case management. As part of the training, the psychologist will participate in the preparation of the project material aimed at students and teachers, to identify and prevent cases of sexual violence. The psychologist can help identify suspicious behaviors that may involve cases of sexual violence, develop capacities for emotional restraint with teachers and student leaders. He/she will be responsible for guiding the school authorities in the procedures to follow when a case is presented, as well as the victims. |
| Schools and relevant authorities do not take effective action in response to a report of sexual violence. | Fe y Alegría have a clear commitment to deal with cases of sexual violence and to follow the procedures indicated so that young people can access justice. Working with teachers is essential, so that they ensure that schools gradually become spaces in which students feel safe to complain and know that they will be heard and attended in a respectful and confidential way. On the possibility that complaints are not addressed by the competent authorities, one of the components of the project is mobilization, so they are the same young people, together with local implementing partners and AIDK, will mobilize to demand that local and national authorities have an effective and quick response to complaints. |
| The project revictimizes survivors of abuse. | In order not to revictimize the victims, there are Ministry of Education protocols from the “Si Se Ve” (“Yes Its Seen” in English) programme in which special care is taken when collecting testimonies in schools. Unfortunately, once the process has been taken outside the educational institution, it is difficult to ensure that there is no revictimization, but care will be taken that does not occur in school. Outside of school, when establishing local protection networks, we will emphasize the need not to revictimize young people who file a complaint with the local authorities. Confidentiality will also be ensured in any reported cases of sexual violence, to avoid any potential gossip or bullying by other students.  |
| Some teachers do not understand the need for the project's activities and refuse to recognize that sexual harassment and abuse is taking place in their schools | Fe y Alegría manages the schools in which the project is carried out and is in fact the teachers' employer. This ensures that teachers participate actively in the project – because the desire for the effort comes precisely from the senior management of the schools and teachers. Fe y Alegría is responsible for teaching the teachers. |
| Conservative, religious and “parent” groups in Peru, including “Con Mis Hijos No Te Metas”, (“Don’t Mess With My Children” in English) gain further strength in their attack on so called “gender ideology”, targeting gender equality, sex education in schools and LGBTIQ+ issues, amongst others, including spreading disinformation and counter-protests. Parents prevent their children from participating in some project activities. | Ensure the project is embedded in school structures and the Ministry of Education. Work proactively with families and parents. Communication strategy remains positive, engaging in constructive dialogue with those opposing the project.  |
| **Institutional risks:**  | **Mitigation:** |
| Diversity in organizational culture and ways of working amongst project partners (AIDK, AIPE, MANTHOC and Fe y Alegria) along lines of principles and values, religion, adult- vs youth- centric working, attitudes towards specific issues such as abortion etc. poses a threat to effective collaboration.  | Sensitive facilitation approaches, with focus on sensitization and appreciative enquiry, will be applied during workshops, meetings, decision making and implementation in order to recognize differences and find common ground. |
| Abuse of children and young people by AIDK or local partner staff or anyone engaging in activities with children and young people in the framework of the project. | Amnesty International Global is committed to ensuring the safety of children and young people participating in the project. A specific child safeguarding policy and response mechanism, tailored towards the specific context, needs and assessments, will be established for the project, based on national and international best practice on child protection and Amnesty International Global and Fe y Alegria’s internal guidelines. |
| Challenges of financial management in informal and remote contexts. | Establishment of appropriate financial management systems. External audit to ensure transparencies around the use of funds. Amnesty International Global has a zero-tolerance policy on financial mismanagement and global financial risk management measures and protocols that will apply to Amnesty International Global teams and external partners. |

**Monitoring, Evaluation, Accountability and Learning (MEAL)**
The intervention will be monitored on an ongoing basis to ensure that activities are on track, risks are identified, and any necessary adjustments to the project plan are agreed. The Project Coordinator, based in AIPE in Lima, will be responsible for project monitoring, in close coordination with the other project partners. A Project Management Team comprising representatives of all of the partners will meet at least once every three months to review progress and address any challenges that have arisen. The perspectives and feedback from Peruvian youth will be ensured through the establishment of a Youth Advisory Group (YAG) comprising 6-10 students from the different project regions.

Mechanisms will be established for receiving, managing and reporting general feedback and comments from a wider group of project beneficiaries and other stakeholders. There will also be a safe and accessible mechanism set up for formal complaints. A strategic start-up workshop will be held during the inception phase of the project to precise tactics, targets and interventions, build trust and confidence among different stakeholders, align priorities and expectations on roles and responsibilities and increase ownership of the project. This space will also be used to design and adopt a gender sensitive and participatory approach to the planning, monitoring and evaluation of this project, including the establishment of specific project indicators.

Six monthly narrative and financial reports will be prepared for ODW and CISU, with input from the different partners and the YAG. These reports will highlight progress in the implementation of activities, achievement of results, as well as any difficulties encountered, and lessons learned.

**Mid Term Evaluation:** A mid-term evaluation will be carried out to reflect on progress and challenges and to make adjustments to the project strategy as needed. It will include a participatory consultation with the local partner organizations, students from the three project regions, as well as other stakeholders such as school principals, teachers, parents and educational authorities.

**Final Evaluation:** An external final evaluation will be conducted using a participatory approach at the end of the project to assess its impact. As part of this participatory approach, field visits, focus groups, interviews and a final workshop will be organized with various stakeholders. Previously drafted and submitted reports and outputs from the monitoring phase will be consulted and re-examined. The project will also capture stories of change related to particularly significant or innovative outcomes. The evaluation phase will focus on both quantitative and qualitative results, lessons learned, sustainability and impact.

**4. INTERVENTION-RELATED INFORMATION IN DENMARK**

**The purpose of the information work**

**Lever for knowledge about own and others’ human rights:** The goal of the awareness raising campaign about the project in Denmark is primarily to communicate about the development of the project and continuously report on the partial results to the broader Danish population. Across AIDK’s and ODWs platforms, AIDKs Danish members, activists and other parts of the Danish population have met the youth from Peru. It is therefore important to ensure a continuing facilitation of the Peruvian youth’s fight for change in the upcoming years, throughout the duration of the project.

AIDK will utilize the awareness raising efforts in Denmark relating to the intervention as a lever to show the Danish audience how results can be achieved in the world. The story of the youth forging change from within is universal and eternally relevant - and it is an important message to broadcast in Denmark. The project in Peru is closely related to AIDKs larger strategic focus on equality, gender, and sexual and reproductive rights.

**Lever for knowledge on and rights to better sexual health education:** The secondary goal of the awareness raising efforts in Denmark is to shine light on the need for better sexual health education in the Danish school system. This subject is at the same time a large strategic area of focus for AIDK— and an area in which we have directly involved youth in both Peru and Denmark. This work has entailed direct contact and concrete meetings between youth in Peru and youth in Denmark, where they have been able to share experiences and thoughts. The cooperation and collaboration between Danish and Peruvian youth will continue to be facilitated throughout the duration of the project.

Even though the situation for the students in Peru is more grave in regard to daily exposure to sexual misconduct, it has been important for the youth in Denmark to shed light on the fact that it is not just an issue that merits attention in Peru, but that it is also an issue that deserves attention in Danish schools. AIDK will use the project as a background case in our narration of the work with consent and sexual health education in Denmark.

**The target groups of the information work**

* **The direct audience** is AIDKs members and stakeholders (approx. 324,800 people)
* **The secondary audience** is Danish youth in the ages 15 to 20 (students in middle and high school)

**The means of communication to be used**Together with ODW, AIDK has developed a campaign narrative that puts the story of the Peruvian youth from the project into play, in order to further knowledge on how Danish development work helps secure human rights for people both locally and globally. The campaign narrative uses a concrete case to generate insight and understanding of AIDKs work in a broader context and portrays the importance of educating children and youth in understanding and using their rights – you can demand that your rights are respected, only when you understand them yourself.

To support the campaign narrative and to ensure the highest quality possible in the awareness raising efforts, AIDK will collaborate with the three local partners (AIPE, MANTHOC, and Fe y Alegría) throughout the project period in developing new, updated cases, stories, videos, photo materials, and articles that will help to maintain the relevance for a Danish audience. At the same time, the materials will continuously shed light on the development of the project.

The campaign narrative and materials will be published through the following medias:

* AIDK’s webpage (~30,000 unique visitors monthly)
* AIDK’s newsletters (~80,000 recipients)
* AIDK’s membership magazine (~68,000 recipients)
* AIDK’s social media platforms (Instagram ~14k; Facebook ~123k; LinkedIn ~2,6k; Twitter ~7,2k)

In addition to this, AIDK will work to promote the project in Danish media when possible and relevant.

**Other communication efforts**
-AIDK will have a particular focus on Danish students at tmiddle and high school level, for whom them aim is not only to build their knowledge on the project in Peru, but where the aim is also to enable them to reflect upon the project and relate it to a Danish context. Especially in relation to the importance of mutual consent in sexual relationships and of a better sexual health education in the Danish School system.
-AIDK has volunteer groups (Amnesty Youth) at 50 Danish high schools. AIDK will work to build ties between the youth who are involved from Peru and the youth of the Danish volunteer groups, and to educate the volunteers to be able to hold presentations on the subject drawing on real life cases from the Peru project. For this purpose, the online learning and engagement platform Act for Rights, developed with support from CISU, will be used to exchange stories and experiences between the youth, as well as for online meetings and presentations.
-Amnesty Youth-groups will present at schools, associations and companies across the country as part of the work to implement a better sexual education in the Danish school system.

 **5. SUPPLEMENTARY FINANCING**

As stated in the introduction, this intervention relies on supplementary funding from ODW 2020. Before Covid-19, the estimated revenue from ODW for this intervention was DKK 3.5 million - but due to Covid-19, the estimated revenue has been reduced to a minimum of DKK 1 million. DKK 3.5 million is the amount needed to realize the entire project implementation in Peru. The secured revenue from ODW will be known at the end of March 2021 and officially published at the end of May 2021. According to ODW’s calculations 1 million is to be secured. If the revenue should exceed DKK 1 million, AIDK will reverse the budget resulting in a reduction of the potential grant from CISU.

The project implementation budget with specifications for costs covered by ODW and costs potentially covered by CISU has been submitted to CISU (see CISU budget format). The supplementary funding from ODW is mandatory for realizing the described intervention and reaching the expected results. If funds cannot be secured from CISU, the intervention will be downscaled as AIDK is not in a financial position due to Covid-19 allowing the organization to top up the DKK 1 million to DKK 3.5 million.

AIDK has added costs covering information work in Denmark (2%) and costs covering the budget margin (7%) to the budget. The reason for this is 1) that the information work in Denmark is an important element of the ODW concept as well as a project element encouraged by CISU, and 2) the budget margin is mandatory in the CISU budget format.

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