

MARY MACKILLOP

today

Evaluation report – Executive Summary
“Vocational Training for Women & Young People in
Rural Peru”
June 26th, 2023

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The organization Asociación Jesús Obrero (CCAIJO), in collaboration with Mary MacKillop Today (MMT), designed and implemented the project “**Vocational Training for Women & Young People in Rural Peru**” to address limited access to **training opportunities that improve employability and / or entrepreneurship skills** among young people and adults in the province.

Methodology

The proposal for the final evaluation of the project was based on a qualitative methodology, the purpose of which was to identify the achievements and impacts of the project based on the criteria of relevance, coherence, efficiency, effectiveness, impact, and sustainability. An active, participatory, and inclusive methodology was used to evaluate the intervention of the project's actions, based on a documentary analysis to provide the basis for field work, interviews and discussion groups with the target population and relevant agents in the project implementation process.

The evaluation used mainly qualitative measurement instruments, prioritizing the contrast of data to provide reliability and validity to the assessment and interpretation process. Three tools were used for data collection and subsequent qualitative analysis: document review and analysis, group dynamics (discussions) and semi-structured interviews. For data collection, tools were elaborated considering a participatory approach and the sociocultural context, with the purpose of producing sufficient data to make evaluative judgments. Information was collected orally, to create an environment of trust with the participants. Most of the interviews were conducted in Quechua.

To reach conclusions that guarantee replicability and scalability, a cross-cutting contrast was made with current regulations and with the regional context, so that actions can be planned that contribute to improving the quality of life of the target population in the project's intervention area, focusing on technical-productive education. The field work was carried out thanks to the coordination and support of the director and teachers of the CETPRO, as well as the accessibility to primary information sources provided by MMT.

Limitations of the evaluation

Among the limitations that were considered from the beginning for the development of the evaluation are the following:

- **Climatic and geographic conditions affected access to more remote communities.** During the field work, difficult weather conditions made it difficult for some of the participants to attend. However, it should be noted that the CETPRO teachers were very willing to find solutions in these cases.
- **Language: Spanish, English, Quechua (oral communication desirable).** For the field work, priority had to be given to oral communication with the beneficiaries, since most of them had a basic level of literacy. On the other hand, we had the support of a facilitator, who assisted with the interviews in Quechua.
The language and cultural context were also a difficulty at the beginning, since the dynamics of information gathering had to be rethought, prioritizing the oral format and individual semi-structured interviews. There was a first group session in Andahuaylillas, but the youth and adults felt more comfortable participating individually. Therefore, the group dynamics were reconsidered, and priority was given to collecting information on an individual basis.
- **Difficulty in making women's participation visible.** It is well known that the role of women in the Andean zone, such as Quispicanhis, carries a heavy burden of domestic and subsistence responsibilities. This workload was evident during the field visits, where many could not attend the interviews because of their work in the countryside, or their participation in other activities, in addition to caring for their children. This difficulty arose due to the limited time available to conduct

field interviews, and for this reason all participants from different communities were invited to attend on specific dates and communities, which made difficult for women to participate.

Although the annual reports report a significant participation of women in technical training (177 women compared to 117 men), during the data collection for this evaluation this participation was not significantly evident, since of the 58 people interviewed, 26 were women and 32 were men.

Conclusions

Based on the interviews and documentary review, the evaluation team concluded that the project "Vocational Training for Women & Young People in Rural Peru" has been an overall successful intervention, not only because of the subject matter addressed in a context that requires this type of intervention, but also because of the impact and results obtained.

- a. **Regarding the design of the intervention, the project under evaluation has been aligned with the institutional mission of the actors involved (MMT, CCAIJO and CETPRO Jesús Obrero). Its design has contemplated a rights-based, intercultural and gender approach.** This project stands out as very pertinent and relevant by focusing its actions on the risk factors that affect the vulnerable population of the province of Quispincanchis. In this sense, the project has developed training and assistance processes for the entrepreneurship of people in the communities with a cultural approach and respecting the context of the territory.

Regarding the design and formulation of the intervention, the project was developed based on a good knowledge of the context and the problems of the sector addressed, clearly identifying the central problem to be addressed and precisely identifying the beneficiary groups and participating entities. On the other hand, it clearly defined its implementation strategy and methodology.

Weak points, which could be improved in future formulations, are the horizontal logic of the elements of its Planning Matrix and the final planning of activities. In relation to its horizontal logic, there was hardly any analysis of hypotheses and risks, objective by objective and result by result, with strategies to be implemented to minimize the effects of these external factors should they occur. This may have been induced by the MMT form for the Planning Matrix, which lacks the hypothesis and/or external factors column.

- b. **The project's objectives are aligned with the objectives of the National Policy on Higher Technological and Technical Productive Education and meet a social need of vulnerable populations in the area of action.** The structure of general objective, specific objective, results, and activities shows an adequate coherence among them, with the latter contributing to achieve the goals set in the former. On the other hand, although the annual report documents and the project baseline reflect the soundness and progress of the intention, there is a lack of documents showing the progress in the field and the contents worked on as part of the technical training, which would allow contrasting the testimonies of the participants and teachers interviewed.
- c. **Regarding the intervention,** the implementation of the project started in a complex context, during an emergency caused by the COVID 19 pandemic, despite this, the activities were able to adjust to the context thanks to the joint adjustments made by the stakeholders. For example: "When the project was already being developed in the context of the pandemic, MMT set up a small fund to install satellite dishes so that students could connect here at the CETPRO premises". (CETPRO Director).

Regarding the planning of the activities, when an unforeseen external factor such as the pandemic occurred, the planning was altered; however, we must recognize the reformulation and pertinent adjustments that were made among the executing parties involved, so as not to affect the timing of the project.

- d. **Regarding the gender approach**, the project has a clear gender focus, and even its indicators emphasize prioritizing women's participation. This goal has been achieved through the larger number of female participants compared with their male counterpart. Another aspect that the project implemented to have a gender orientation is that according to the interviews, during the project implementation, the teachers have been training the students in their own communities to facilitate women's participation.

To further reinforce the gender approach and make women's participation in CETPRO's training offerings sustainable, it is recommended to implement specific actions that go hand in hand with the technical assistance provided by CETPRO after the training (see details in the recommendations). In this way, the presence of women in the different training offerings is strengthened and their more active participation in their communities is made visible.

- e. **Regarding the impact of the intervention, this project has generated positive effects**, mainly at the level of the beneficiaries. They have shown a substantial change in their personalities. They now have an economic income for themselves and their families and feel more self-confident. They now have better tools to work in their own community, without having to move away from their families.

In relation to the women who have participated in the project, of the total number of women interviewed, there is an increase in their self-esteem and future projection. They feel more secure in their family group and in their community. In relation to the adults who have participated in the project, this improvement is reflected and projected in their children and in the young members of the family, who already consider the training as an upcoming opportunity.

As for the teachers interviewed, they state that they feel institutionally supported, and see the good reception from the population. "Working in an institution that is recognized in the region makes it easier for you to reach the students. They already have a reference of our work and that gives us satisfaction. Having the support of the project gives us additional support by giving us a boost in the budget for our activities", (Coordinator of CCAIJO Ocongate branch).

Recommendations

- **Establish sectoral alliances.** Currently, CETPRO's training offerings in some occupational options are not found in the CNOF, which limits participants' graduation. On the other hand, a high percentage of students do not have completed high school. Considering both aspects, strategies with alliances at the sectoral level can be considered: From the MTPE¹, choose to create "occupational profiles" (there is a catalog of competencies for certification) linked to the supply of Technical and Further Education and authorize a center for evaluation and certification of competencies. MINEDU should opt to develop a productive analysis that includes the CETPRO² offer. On the other hand, we have the MIDAGRI program, "Rural Talent", which offers certification of productive competencies.
- **Build the capacity of CETPROs** to facilitate transitions to post-secondary education for their students. There is a high number of participants who do not have completed secondary school, therefore, it is recommended to create alliances with secondary education institutions to motivate and interest their students in the CETPRO's training offerings. This will increase the number of graduates and provide continuity to the educational trajectory of their students.
- **Regarding the gender approach**, it is recommended to develop specific actions to promote the participation of women in the communities of the province of Quispicanchis. This implies

¹ <https://mtpе.trabajo.gob.pe/certificatuscompetencias/>

² MINEDU is preparing an amendment to the Regulations of the General Education Law, which includes transitory articles to facilitate the expansion of supply.

highlighting the benefits of technical training, including opportunities for self-employment, skills development and increased economic autonomy. Specific actions may include:

- Ensure that technical training programs are inclusive and relevant to women in Quispicanchis communities. This implies considering their specific needs, such as flexible schedules for those with family responsibilities, incorporating topics related to the needs of their community.
 - Promote alliances and collaborations with local organizations to develop joint programs that promote the participation of women in CETPRO's educational offerings.
 - Encourage the creation of support networks among women participating in technical training, both during and after the training process. These networks can provide a safe space for the exchange of experiences, continuous learning, and mutual support in professional development.
- **Share experiences.** In rural areas, access to educational programs is limited. Many times, they must leave their communities or districts if they want to access training. This lack of training increases over time. Young people stop studying, and as they grow older, they do not have the skills to find a job, or even have a sustainable self-employment. Technical and Further Education and open access CETPROs represent a valuable alternative to post-secondary studies for students who do not complete their secondary education, but the number of enrollees is still quite small in relation to the needs. Given the good results, it is recommended to look for spaces to exchange experiences and to value the work being done by the CETPRO in Quispicanchis. There is a network of rural CETPROs, and other spaces should be sought to make these achievements visible for replication in other rural contexts.
- **Strengthen the cross-cutting contents in the educational offer for adults.** As a concrete action, it is recommended that training contents include cross-cutting contents such as interculturality and socioemotional skills (improving communication and leadership skills, for example). In this way, technical training and the possible enterprises that arise from it will have a better sustainability³.
- **Strengthen and expand vocational guidance services.** Students do not have adequate information about opportunities in Technical and Further Education and about the cost and employability offered by their programs of study. In other words, in most cases they are unaware of the offerings and opportunities provided by the CETPROs. It is concluded that the lack of information and adequate vocational orientation contributes to the low take-up of Technical and Further Education. Lack of knowledge about job opportunities and the benefits of technical training can limit motivation and interest in seeking this type of education. Here again, this is a work that should be done in coordination with the IIEEs of the province.
- **Continue to strengthen teachers.** One of the added values of CETPRO Jesús Obrero is in its teaching staff. They are in the communities and teach "in situ". They are teachers who have experience in the subject and knowledge of the region. For this reason, it is important to keep teachers updated, with this intercultural perspective, and that they can also implement pedagogical methodologies for "learning by doing".
- **Regarding the design and formulation of the intervention,** it is recommended in the formulation stage to analyze and rethink the threats and risks, both internal and therefore manageable by the intervention itself, and external, to which adaptive responses must be defined, if possible. It is recommended to adjust the template of the Planning Matrix and to add, at the end, a column to describe the hypotheses and external factors that are established for each structural element of the matrix (specific objective and results). In the complete document, you will find an input for the adjustment of the Planning Matrix.

³ In terms of expanding opportunities for adults to access technical training, we can set SMART (Specific, Measurable, Achievable, Relevant and Time-bound) objectives to make these achievements and changes in the target population more visible. For example: Increase by 20% the number of rural adults enrolled in technical training programs in the next two years, establish partnerships with at least community associations or centers in the intervention area to provide affordable technical training programs to adults in those communities, measure the satisfaction rate of adults who have completed technical training programs to have a periodic quality indicator.