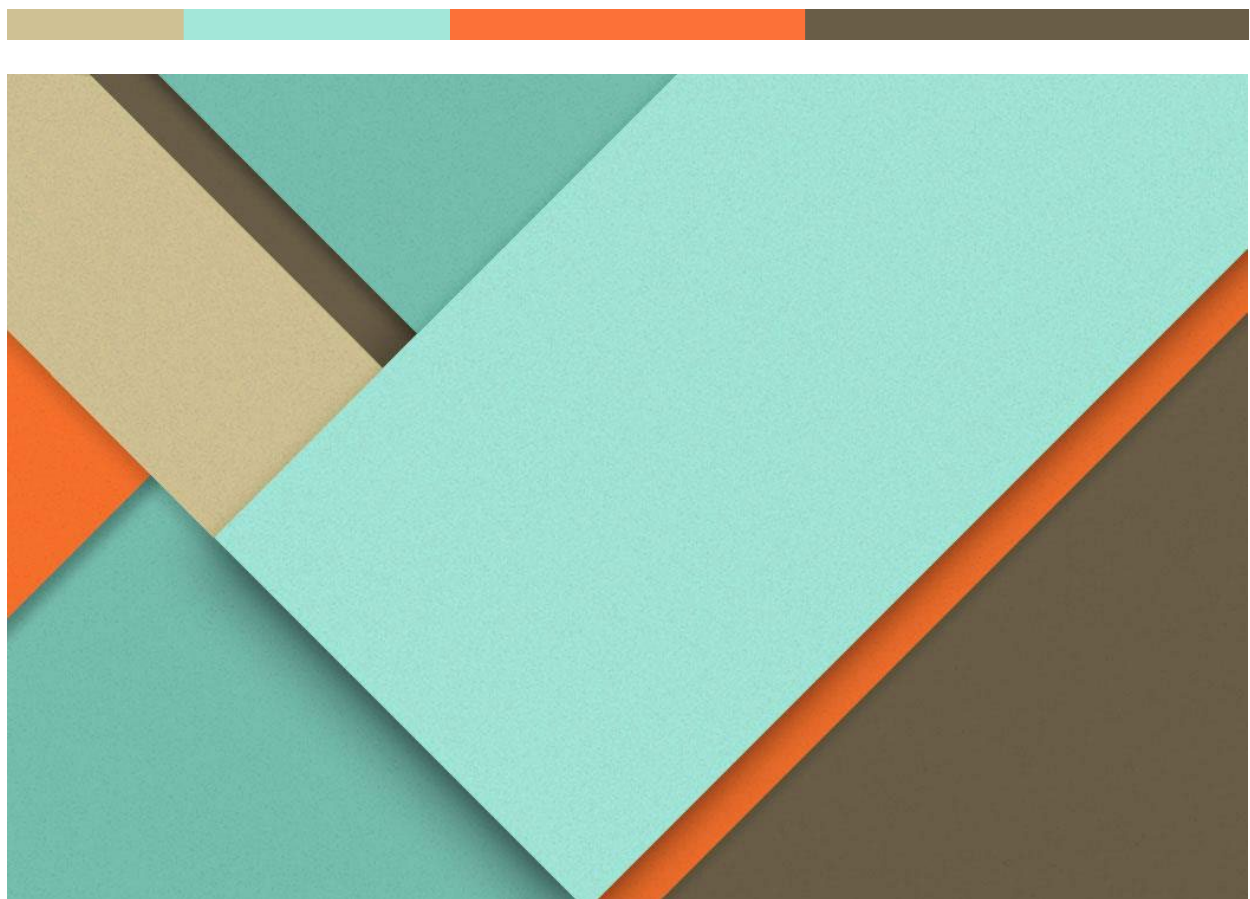




FINAL EXTERNAL EVALUATION

PROJECT *FORTALECIMIENTO DE CAPACIDADES PARA UNA ESCUELA CIUDADANA Y DEMOCRÁTICA*¹.

September 10, 2025

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¹ STUDENT LEADERSHIP AND CITIZENSHIP

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ACRONYMS AND ABBREVIATIONS

IE – *Institución Educativa* (School)

PEI – *Proyecto Educativo Institucional* (Institutional Educational Project)

PAT – *Programa Anual de Trabajo* (Annual Work Plan)

CAP – *Comunidad de Aprendizaje* (Learning Community)

DpCyC – *Desarrollo Personal, Ciudadanía y Cívica* (Personal Development, Citizenship, and Civics) – Secondary Education area

CCSS – *Ciencias Sociales* (Social Sciences) – Secondary Education area

PS – *Personal Social* (Personal and Social Development) – Primary Education area

MINEDU – *Ministerio de Educación (del Perú)* (Ministry of Education of Peru)

UGEL – *Unidad de Gestión Educativa Local* (Local Educational Management Unit)

1. Executive Summary

Background

The project *FORTALECIMIENTO DE CAPACIDADES PARA UNA ESCUELA CIUDADANA Y DEMOCRÁTICA*² arises in a national context characterized by persistent social, economic, and territorial divides, growing distrust of the state, and institutional weakening, compounded by corruption and citizen insecurity, which generate deep dissatisfaction with democracy. In this context, schools are seen as a strategic space for forming active and critical citizens, bringing together students, teachers, families, and the community around a common project. However, this potential is limited by the preeminence of practices focused on the transmission of content³, relegating citizenship education to a marginal or fragmented role.

Various assessments show segmentation and inequality in the education system, along with environments marked by violence and exclusion, which particularly affect children and adolescents. Although there are policies and programs that promote student rights and participation, their implementation faces obstacles: scarcity of resources, insufficient teacher training in democratic approaches, and weak school-community coordination. As a outcome, student participation tends to be formalistic, with limited real impact. These gaps are accentuated in rural and marginal urban contexts, where adverse conditions limit access to educational opportunities. The project seeks to respond to this reality with a comprehensive approach that combines capacity building, institutional strengthening, and local and regional education policies.

Against this backdrop, the project emerges as a cooperative effort between *Mary MacKillop Today* (MMT) and *Fe y Alegría del Perú* (FyA), closely aligned with the institutional policies of both organizations. Fe y Alegría has a long history of managing public schools in agreement with the Ministry of Education, prioritizing vulnerable populations in coastal, mountain, and jungle areas with an inclusive, participatory, and transformative approach. Its experience in vulnerable communities and its pedagogical innovations consolidate it as a strategic ally. Previous evaluations have shown progress in the creation of spaces for dialogue and participation, but also the persistence of vertical practices and low incidence of student spaces. On the MMT side, from its mission and Strategic Plan 2023–2028, it promotes inclusive and quality education, sustainable livelihoods, and community strengthening. The

² STUDENT LEADERSHIP AND CITIZENSHIP

³ In addition to this characteristic identified by FyA, it should be noted that citizenship is also seen as the sole responsibility of the Social Studies department in primary school and DPCYC (and to a very limited extent in CCSS) in secondary school. As we will see in the recommendations, the project must also take this characteristic into account as a prerequisite for setting the goal of mainstreaming.



project is aligned with the educational and community pillars, as well as with the strategic lines of inclusion, gender equity, and intercultural respect. In its strategy for Peru (2019–2023), MMT recognizes education as a driver of social change and proposes interventions to improve quality and reduce inequalities but identifies structural limitations such as low investment in rural areas, gender inequality, and low community participation in school management.

The FyA–MMT alliance has implemented previous experiences in teacher training, student leadership, and community participation, which have generated more democratic environments, but whose sustainability has depended on individual will and temporary projects. The current project seeks to institutionalize and consolidate these practices⁴.

The project is based on the premise that a citizen school is not built solely on individual changes in students and teachers, but also on institutional and community transformations that guarantee its sustainability. Its goal is to consolidate five Fe y Alegría public schools, located in rural and urban contexts in Peru (Puno, Junín, Amazonas, and Lima), as spaces for civic education, democratic participation, and the exercise of rights.

About the project

The overall objective is to design, implement, and validate a citizenship training program that develops socio-political skills in student leaders, teachers, and administrators, aimed at generating active citizenship committed to local and global realities, under the pillars of Popular Education.

A total of 2,177 students (5th grade to 5th year of secondary school), 75 teachers, and 11 members of management teams are participating. The intervention, conceived as a pilot experience, will subsequently be scaled up to other schools in the Fe y Alegría network.

The lines of action include:

- Design and implementation of differentiated training programs for administrators, teachers, and student leaders.
- Formation of intergenerational learning communities.
- Implementation of student-led civic actions.
- Continuous support for participating institutions.

The logical framework establishes three outcomes:

⁴ As we will see in the recommendations, this institutionalization and consolidation, involving cultural changes in schools, takes longer than the duration of this project.

1. Management teams promote a democratic culture in schools that facilitates civic engagement among members of the educational community.
2. Pedagogical innovation: teachers apply methodologies and strategies that promote citizenship based on local and global realities.
3. Student civic actions: students plan and implement initiatives that address issues of inequality and injustice in their environment.

In the general objective, socio-political capacities refer to the set of knowledge, attitudes, and actions that enable critical understanding of reality, the construction of critical subjectivities, and action to transform it. These are grouped into three dimensions: critical reading, construction of critical subjectivities, and skills for transformative action⁵.

Outcome 1, in accordance with the provisions of the project monitoring document and included in the evaluation matrix (P1), involves institutional and pedagogical management by managers, characterized by "the organic participation of each of the actors, where its members individually and collectively have the opportunity to express themselves, to listen to what others have to say, to engage in dialogue, to seek a group position, to take responsibility for an aspect of what has been decided, to evaluate the work done, to process conflicts, and to celebrate achievements and shared life" (Gordillo, 2023, p. 6). It also refers to "the existence of institutional structures, policies, and instruments that guarantee the participation of students, teachers, and families in school life" and to the "existence of management documents (PEI, PCI; internal regulations) that have incorporated the participation of students, teachers, and families in school life." (Gordillo, 2023, pp. 6-7). The following achievements are specifically established:

- (i) 20 administrators from 5 different teams demonstrate democratic attitudes in the institutional and pedagogical management of the school.
- (ii) Five participating schools have mechanisms and conditions in place for the participation of students, teachers, and families in school life.
- (iii) 05 participating schools have management documents that have incorporated the participation of different actors in the educational community (administrators, teachers, students, families, and representatives of the local community) in their development or updating.

⁵ Borja, B (2023).

For outcome 2, active methodologies must link the local and global, highlight power relations, and promote social justice. For teachers and administrators, this includes techniques for critically analyzing reality, vindicating community knowledge, and connecting educational practice with political and economic factors. Specifically, it is mentioned that at the end of the program, teachers: (i) know and incorporate information about the student's personal, family, and social context into their learning plans; (ii) have participated in the training process developed by the project team and have participated in all training activities and strategies; and (iii) have incorporated pedagogical methodologies and strategies into their teaching for student learning.

Outcome 3 involves student leaders carrying out civic actions based on a critical diagnosis of their context, responding to local and global issues. This means that students:

- (i) after critically analyzing situations or problems in their local and/or global context and identifying issues of interest to the general population related to human rights and collective well-being, plan and carry out actions that contribute to addressing these issues. For these actions, the adolescents organize themselves into work teams.
- (ii) have a service-learning project proposal or other projects developed collaboratively with classmates, as well as administrators, teachers, and the community.
- (iii) They have developed an operational plan or work plan for the service-learning project or other projects.
- (iv) They have a plan for monitoring and evaluating the implementation of the service-learning project or other projects.
- (v) There are no fewer than 20 students, and they have implemented the service-learning project or other projects from a stable organization.

Critical assumptions include⁶:

- At the objective level: support from local governments and Decentralized Education Units for innovative pedagogical experiences, and the validity of the Fe y Alegría-MINEDU agreement.
- At the outcome 1: appreciation by managers of activities that require time for the development of a democratic culture.
- At the outcome 2: high teacher motivation to reverse the negative impacts of the pandemic on learning and civic skills.
- At the outcome 3: openness among teachers to question practices that perpetuate inequality, especially towards girls and adolescents.

⁶ We believe that these critical assumptions can be reviewed based on baselines in schools—which will be seen in the recommendations—as it is essential to delve into what administrators value as democratic culture or what teachers understand by citizenship skills, or whether the questioning of practices also includes teaching practices.



Activities include virtual and face-to-face training programs, internships at model schools, experiential workshops, virtual courses, adaptation of materials, production of audiovisual resources, and public socialization events for civic actions.

Overall, the project combines training, support, and action to strengthen individual and institutional capacities that will enable the long-term sustainability of an education system that produces critical citizens committed to social transformation.

About the evaluation

The project evaluation was initially designed using a mixed approach, combining quantitative and qualitative tools to measure progress in terms of objectives and outcomes indicators in an objective and subjective manner. Quantitative techniques would make it possible to gauge the magnitude of the changes generated, while qualitative techniques—interviews and focus groups—would facilitate the integration of the various perspectives of the participating actors.

However, after a thorough analysis of the main project documents, especially the baseline reports, limitations were detected in the reliability and modification of the instruments, which compromised the comparability of the outcomes. Given this scenario, it was decided to reorient the evaluation toward a predominantly qualitative approach. This decision also responded to the complex nature of the changes sought: development of sociopolitical capacities, internalization of democratic values, strengthening of student leadership, and promotion of participatory spaces. Such transformations are difficult to capture in quantitative indicators without the risk of oversimplification.

The qualitative approach adopted offered flexibility, depth, and the possibility of more active participation by stakeholders in exploring the real effects of the project on schools, communities, and individuals.



The evaluation was organized around four objectives:

1. Analyze the impact of the project from the perspective of stakeholders.
2. Identify internal and external factors that favored or limited the development and achievements.
3. Determine conditions for the sustainability of the training program, considering the financial, individual, and organizational capacities of schools and local authorities, as well as the skills acquired by the beneficiaries.
4. Generate lessons learned to guide the scalability or replicability of the intervention⁷.

Data collection was carried out through interviews and focus groups with students, teachers, administrators, and the technical team (project design and management) of Fe y Alegría. The information was processed in matrices and systematized in reports by school. These findings were contrasted with the documentary analysis of key reports and documents, which allowed for the development of general conclusions and recommendations. The instruments used are presented in the annex.

Evaluation findings

a) Regarding the objective and its outcomes

Overall, the project opened up spaces for developing socio-political capacities and promoting active citizenship: critical reading of reality, collaborative work, and skills for action. Meaningful experiences and visible outcomes were observed; however, progress was uneven and coverage was limited. Initiatives were concentrated on student leaders or certain teachers, which limited the project's reach at the institutional level. On the other hand, the support provided by teachers to students was often directive, so student autonomy was limited and is still in the process of development. Furthermore, some non-inclusive or discriminatory practices persisted in certain student contexts, suggesting that the construction of critical subjectivities has not yet been consolidated across the board.

At the institutional and pedagogical level, participation mechanisms were activated and active methodologies were promoted (projects, service learning, integration of some areas in some schools) that linked teaching with environmental issues. When clear procedures and participation routines were in place, the democratic experience was strengthened; where schedules, responsibilities, and stable criteria were lacking, participation became sporadic

⁷ The lessons learned will also lead to recommendations on the design of the program itself and some adjustments that we consider essential.



or inconsistent. Support materials and sessions were valued but required adaptations to the context and school schedules; in addition, workload and logistical difficulties limited attendance and the extension of innovation to the teaching staff.

Regarding the citizen actions, there were initiatives with concrete impact and coordination with external actors; however, community outreach was intermittent, and sustainability depended on institutionalization and the permanence of actors. Many actions remained within the school environment, even though the project sought to have a greater impact on the community.

We consider the overall balance to be positive, although challenges remain in expanding coverage, strengthening student autonomy, and coordinating more with the community environment and face-to-face support mechanisms, in addition to virtual ones. The project generated valuable and inspiring capacities and examples and has increased interest and concern for the development of citizenship in schools, highlighting the need for its continuity.

b) Factors that influenced the outcomes

Among the facilitating factors, the following stand out: the commitment of administrators and some teachers (who were highly involved) to improving citizenship education; the existence of prior working networks between FyA and other institutions; and sustained technical support. The flexibility to adapt content to local contexts and the participatory approach of the project facilitated the appropriation of the proposals.

Limitations identified include: teacher workload overload, turnover of administrators and teachers, time constraints for collaborative work, and a school culture characterized by teaching practices that limit students' real autonomy. In some cases, socioeconomic conditions and violence in the environment restricted the participation of students and families. The pandemic left gaps in civic competencies and community cohesion, requiring additional efforts to reactivate participatory processes.

c) Conditions for sustainability

To ensure continuity, it is essential to institutionalize democratic practices in school policies and regulations, as well as to integrate educational content into the curriculum and annual work plans. Sustainability also depends on the continuous training of teaching and



management staff—training that should not only focus on knowledge, but also on reflecting on school culture and teaching practices, and on induction mechanisms that ensure the transfer of knowledge in the event of staff changes. Another element is the strengthening of partnerships with local authorities and community actors, which provide political support and resources to sustain initiatives. The active participation of families and their understanding of the value of citizenship education are conditions that need to be consolidated. Without these components, progress risks being diluted after the project ends.

d) Lessons learned

Experience shows that strengthening civic capacities requires long-term processes and the coordination of actions at the personal, institutional, and community levels. Meaningful student participation does not arise spontaneously, but must be built with support, concrete opportunities, and recognition from the school community. It is also evident that sustainability is enhanced when initiatives are integrated into institutional and curricular planning and management, and when collaborative networks with other actors are established. It is also necessary to link the development of socio-political capacities to the development of social science skills. The popular education approach, adapted to local contexts, has proven effective in linking learning to social reality and promoting the transformation of practices. However, the challenge remains to overcome top-down practices and ensure that student participation has a real impact on school and community decisions.

e) Recommendations

Regarding the overall objective: Develop socio-political capacities and active citizenship. It is recommended to strengthen the pedagogical capacities of teachers and administrators so that they can lead the approach beyond formal spaces for student participation, incorporating support networks and continuing education. It is essential to expand coverage to all students, ensuring that they develop critical and civic action skills, and to involve all areas, i.e., mainstream civic education throughout the school, both inside and outside the classroom. Issues such as gender equality and interculturality should be integrated across the board, and actions should be more closely linked to the community environment and even to deliberation on national and global issues. It is also advisable to move towards student autonomy in the planning and management of initiatives, through progressive transfer strategies and institutional commitment to their sustainability.



Outcome 1: Strengthen democratic culture and institutional participation. The proposal is to institutionalize spaces for participation in school management instruments, coordinating with pedagogical practices and avoiding formalities. It is essential to expand participation to the entire educational community, including families, and to recognize their knowledge and experiences. It is suggested that the training of student leaders in communication, management, and conflict resolution be strengthened, and that participatory structures be given autonomy and resources. In addition, strategies need to be designed to ensure the permanence of democratic culture in the face of changes in authorities or teachers, maintaining pedagogical leadership and collaborative work among educational staff. On the other hand, and in relation to the above, it is recommended to expand the work on democratic culture, adding to participation aspects related to coexistence and the redistribution of power in schools, among others.

Outcome 2: Innovate in pedagogical methodologies for citizenship. It is recommended that active methodologies be extended to all curricular areas and educational levels, with practical guidelines for their integration. Above all, however, we recommend reviewing and implementing pedagogies that lead to reflection on how to educate citizenship (perhaps expanding participation to issues of deliberation is essential) in order to achieve the project's objectives: "linking the local and the global, highlighting power relations, and promoting social justice. For teachers and administrators, this includes techniques for critically analyzing reality, vindicating community knowledge, and connecting educational practice with political and economic factors." It is necessary to guarantee protected spaces for joint planning by teachers to work on projects, on capacities for deliberation on public issues, and on the full implementation of the competency-based approach that involves ongoing work on issues in all areas. On the other hand, optimize the use of shared materials, with contextualized guidance, and accompany their application with relevant training. In addition, a monitoring and feedback system should be implemented to ensure sustained application of what has been learned, preventing innovation from being limited to specific areas or short periods.

Outcome 3: Promote student civic actions with school and community outreach. The recommendations aim to prioritize actions with community impact and coordination with local actors. It is necessary to involve the entire student body, ensuring conscious and meaningful participation. Support for student leaders must guarantee training in democracy, but also participatory, leadership. It is suggested that a process of progressive strengthening of autonomy in the management of student projects be established and that inter-



institutional alliances with community organizations, municipalities, and other schools be promoted to enhance situated learning. This coordination would make it possible to broaden the territorial impact and consolidate the sustainability of civic actions, linking them more closely to the problems and opportunities of the immediate context.

Final reflections. The sustainability of the project requires institutional conditions, committed educational leadership, and a shared vision of participation, deliberation, citizenship, and democracy. The gaps identified reflect the fragmentation of policies and the lack of continuity in school teams. Documenting and systematizing experiences is crucial for replicating or scaling up the proposal. Ensuring sustained support, curricular integration, and autonomy to innovate will allow active citizenship and sociopolitical capacities to become established as permanent practices in educational communities.

2. Background and purpose of the evaluation

2.1 Introduction

General context and justification

Peru is experiencing persistent and deepening social, economic, and territorial divides, accompanied by growing distrust of the state and a weakening of its institutions. Corruption and citizen insecurity reinforce a widespread feeling of dissatisfaction with democracy and its outcomes. In this scenario, public and private institutions face the challenge of regaining legitimacy and creating conditions for social coexistence based on participation, equity, and respect for rights.

Against this backdrop, schools have enormous potential for forming active,⁸ and critical citizens. This is not only because of their role as places of teaching and learning, but also because of their capacity to bring together students, teachers, families, and the community around a common project that promotes democratic participation, equity, and respect for human rights. However, as noted in the project's Terms of Reference (ToR), this potential is limited by the persistence of educational practices that prioritize the transmission of academic knowledge, relegating citizenship education or addressing it in a fragmented manner. This reduces opportunities for children and adolescents to take a leading role in school and community life.

Various national and international assessments agree that the education system is segmented, has quality gaps, and lacks sufficient links between formal education and community life. These shortcomings are exacerbated by environments marked by socioeconomic and cultural inequalities, as well as by situations of violence that affect children and adolescents, reproducing patterns of exclusion and discrimination.

Although the Peruvian regulatory framework has incorporated policies and programs to promote the exercise of rights and student participation, their implementation faces obstacles such as lack of resources, insufficient teacher training in democratic approaches, and weak coordination between schools and communities. Student participation, when it exists, is often limited to formal activities without any real advocacy or leadership. In addition, tensions persist between educational policies and the institutional conditions for implementing them, whether due to limitations in human and material resources or the absence of sustained strategies for strengthening school democracy.

⁸ We believe that the project should make training in and for democracy more explicit, which would involve adjusting some of its components.



The gaps are accentuated in rural and marginal urban contexts, where schools face adverse conditions and less access to training opportunities for their key actors. Hence the need for a comprehensive approach that combines capacity building, institutional strengthening, and advocacy in local and regional education policies as a condition for advancing toward a citizen-centered and democratic school.

Institutional and strategic framework

The Capacity Building for a Citizen-Based and Democratic School project is the outcome of cooperation between the Mary MacKillop Today (MMT) Foundation and Fe y Alegría.

Fe y Alegría is a non-profit association promoted by the Society of Jesus and legally constituted in Peru. Its mission is to guarantee access to free, quality education for vulnerable populations on the coast, in the mountains, and in the jungle through an inclusive, participatory, and transformative approach. It manages public schools in agreement with the Ministry of Education and in partnership with local communities, prioritizing the comprehensive development of students and fostering their social commitment. It is part of the International Federation of Fe y Alegría, present in 22 countries. Its position as a strategic ally is based on its work in highly vulnerable contexts and on the generation of innovative pedagogical and management proposals. Previous evaluations show progress in the creation of spaces for dialogue and awareness-raising on participation, although vertical practices and low student involvement in school decisions persist.

At the international level, the initiative is based on the vision and mission of Mary MacKillop Today (MMT), which promotes values of justice, dignity, and compassion and seeks to empower vulnerable communities. Its 2023–2028 Strategic Plan establishes four pillars that guide its interventions:

1. Inclusive, quality education to ensure equitable and relevant educational opportunities for all.
2. Sustainable livelihoods, aimed at breaking cycles of poverty.
3. Active citizenship, to promote individual choice and agency over decisions that affect their lives.
4. Community strengthening, to promote safe, supportive, and participatory environments.

The project is particularly linked to the first and third pillars, and to MMT's strategic lines such as working with local partners, generating sustainable impacts, and incorporating approaches to inclusion, gender equality, and intercultural respect. The aim is for schools to

not only develop academic skills, but also to promote democratic participation, the exercise of rights, and social cohesion.

The Peru Country Strategy 2019–2023 document recognizes that education is a driver of social change and proposes interventions aimed at improving educational quality and reducing inequalities. However, it also acknowledges structural limitations such as low investment in rural and marginal urban areas, gender inequality, and low community participation in school management.

MMT and Fe y Alegría have joint experience in teacher training, strengthening student leadership, and community participation. These experiences have shown that the coordination of school actors creates favorable environments for democratic coexistence. However, they have also shown that, without institutionalization and sustainability strategies, achievements can depend excessively on individual will and the validity of temporary projects.

Identified problems and needs

The documents reviewed point to three central issues that underpin the project:

- Weak democratic and c⁹ e culture in schools: school governance spaces with little impact, symbolic student participation, and limited integration of citizenship in the curriculum.
- Limited institutional capacity to sustain change: lack of clear management strategies to integrate citizenship education into teaching and management practices; scattered and poorly coordinated teacher training.
- Poor school-community coordination: sporadic and limited participation by families and community actors.

These problems are further compounded by gender inequalities, adverse socioeconomic conditions, and cultural barriers, which affect students from different backgrounds in different ways.

Project design

The document containing the **Multi-Year Project Design** explains that, based on an analysis of the context and lessons learned from previous experiences, the initiative *Strengthening Capacities for a Citizen-Based and Democratic School* was defined. Its formulation was based

⁹ As the Fe y Alegría technical team itself points out, we must look at the weak school culture, not only in terms of participation but also democracy itself: vision of the other, coexistence, power.

on a process of "*stakeholder analysis*," which identified key actors, their interests, capacities, and limitations.

The analysis identified strengths such as the willingness to work collaboratively, Fe y Alegría's accumulated experience in educational management, and MMT's commitment to a rights-based approach, as well as limitations that could affect implementation, including teacher work overload, high turnover of administrators, and budget constraints.

The methodology combined document review, participatory workshops, and interviews with representatives from each group, resulting in a differentiated diagnosis:

- **Administrators:** commitment to school improvement and willingness to innovate, but with time constraints and administrative overload; need for tools to incorporate democratic participation in management.
- **Teachers:** recognition of the value of citizenship education, although with heterogeneous approaches and methodologies; demand for specific training to integrate it into the curriculum and facilitate spaces for dialogue.
- **Student leaders:** motivation to participate and desire to be heard; leadership experiences but limited by rigid structures.
- **Families:** interest in the well-being of their children, but low participation in school life; perception of the school as a service provider rather than a community space.
- **Local and educational authorities:** willingness to support youth participation initiatives, but with little inter-institutional coordination.

The design assumed that strengthening capacities involves more than individual training: it requires¹⁰, and institutional cultural change that involves the entire educational community. The theory of change proposed that if civic competencies are developed in students, pedagogical capacities in teachers and administrators, and effective mechanisms for democratic management, then the school can consolidate itself as a sustainable civic space.

Outcomes were established at three levels, accompanied by training, support, and territorial coordination strategies:

- **Personal skills:** student leadership, civic competencies, dialogue and conflict resolution skills.

¹⁰ We believe that this cultural change did not have a sufficiently explicit component, as has been mentioned.

- **Institutional capacities:** incorporation of democratic practices in school management, coordination between curriculum and citizenship, and establishment of effective spaces for participation.
- **Community capacities:** greater involvement of families and local actors in school life, generating networks of support and shared responsibility.

The formulation also identified critical assumptions: retention of key personnel, support from authorities, and community willingness to participate actively. Although feasible, their sustainability depended on external factors such as the political context and national education policies.

In summary, the project responds to the need for comprehensive and civic education that not only has regulatory frameworks, but also concrete capacities in school and community actors, as well as institutionalization strategies that ensure its permanence beyond the intervention cycle.

Its implementation began in July 2022, with preparatory activities reported in the project's 2023 annual report.

The project is currently in its third and final year of implementation (until June 2025). The training programs and planned actions have been carried out, and the project is expected to conclude with an assessment event and a public advocacy event to highlight lessons learned and outcomes. The sustainability of the citizenship approach is sought to be ensured within the framework of Fe y Alegría's Institutional Program "Full and Global Citizenship."

2.2 Project Summary

The project "Capacity building for a civic and democratic school" is based on the premise that building a civic school requires not only individual changes in students and teachers, but also institutional and community transformations that guarantee its sustainability. In this sense, it seeks to consolidate Fe y Alegría's schools as spaces for civic education, democratic participation, and the exercise of rights.

In this regard, it aims to strengthen the civic capacities of key educational actors in five Fe y Alegría public schools (II.EE.) located in rural and urban contexts in Peru. Specifically, it seeks to develop socio-political capacities in primary and secondary school student leaders, teachers, and management teams.

The proposal considers that these actors have the potential to become agents of change, capable of promoting active and committed citizenship from their respective roles. Therefore, this intervention aims to ensure that they actively participate in the construction of more democratic and equitable schools, committed to their local and global reality.

To this end, a training strategy has been established that includes virtual training, support, collaborative learning experiences, and spaces for critical reflection, mainly for students and teachers. The lines of action include:

- Design and implementation of training programs for administrators, teachers, and student leaders.
- Formation of intergenerational learning communities.
- Implementation of citizen actions led by students.
- Ongoing support for participating schools.

The project is being implemented in five schools located in Puno, Junín, Amazonas, and Lima. A total of 2,177 students from fifth grade to fifth year of secondary school, 75 teachers, and 11 members of management teams are participating. This is a pilot project with the intention of scaling up to other schools in the Fe y Alegría network.

The project is structured around a general objective and three outcomes that make up the logical framework. For each outcome, assumptions are identified and a set of activities is proposed, which are presented below.

2.3 Logical framework of the project

The elements of the logical framework present in the Multi-year Design document are presented below. First, the objective (1) and outcomes (3) are presented, followed by conceptual clarifications on their scope. Then, the assumptions and the list of activities per outcome are explained.

Objective: To design, implement, and validate a citizenship training program that develops socio-political skills in students, teachers, and administrators to generate an active citizenship committed to local and global realities based on the pillars of Popular Education.

Outcome 1 (O1): Management teams promote a democratic culture at the IE¹¹ that facilitates the civic engagement of members of the educational community.

¹¹ IE refers to Educational Institution

Outcome 2 (O2): Teachers innovate pedagogical methodologies and strategies that promote citizenship in and from the local and global reality.
Outcome 3 (O3): Students carry out civic actions autonomously in and from the school that respond to local and/or global issues in order to transform situations of inequality and injustice in their immediate environment

It should be noted that, within the framework of the project, **socio-political capacities** are understood as the articulated set of knowledge, attitudes, and actions that allow for an in-depth understanding of reality, a critical stance towards it, and action aimed at its transformation. These capacities are grouped into three interrelated dimensions:

- critical reading,
- constructing critical subjectivities
- developing skills for transformative action.

With regard to outcome 2, it is important to note that this outcome includes not only active learning methodologies, but also, specifically, pedagogical strategies for developing socio-political capacities in students that promote the full exercise of their citizenship. In this regard, the following is noted:

- **Students** are aware of their local and global realities, as well as the interdependence between them. This has to do with the local, regional, national, and international levels. They are aware of the conditions that reproduce social inequality and injustice in their environment, as well as the opportunities for change and transformation. They seek to highlight the power relations implicit in everyday discourse and practices.
- **For teachers and administrators, the following is added:** They have acquired techniques that allow them to understand, analyze, and critically discern the substantive facts of reality from the perspective of social justice. They value the knowledge and wisdom that emerge from human experience (organizational capacity, defense of territory and resources, mother tongues, among others). They relate their situation as citizens to the factors that condition the country's political and economic system.

Regarding de outcome 3, it implies that students (leaders) plan and execute civic actions based on a critical reading of reality that responds to their problems or situations in the local and/or global context.



Assumptions.

The objectives and outcomes are based on the following assumptions:

At the objective level:

- New local governments, through the Decentralized Education Units, promote the development of innovative pedagogical experiences, recognize professional and institutional capacities, and maintain channels of dialogue and consultation with Fe y Alegría Peru.
- Validity of the agreement between Fe y Alegría del Perú and the Ministry of Education.

At the level of the first outcome:

School administrators value activities that commit time to the development of experiences for a civic and democratic school.

At the level of the second outcome:

Teachers in schools are highly motivated to reverse the adverse effects on learning achievements and civic competencies that the health emergency has caused in children and adolescents.

At the level of the third outcome:

Teachers are open to identifying teaching practices that perpetuate unequal and power relations to the detriment of girls and adolescents.

The proposed activities for each outcome are as follows:

Outcome 1:

- 1.1. Development of a Baseline
- 1.2. Development of a Monitoring and Follow-up Plan.
- 1.3. Design of a citizenship training program for the development of a democratic culture in schools with administrators, which included the following aspects:
 - Critical reading of reality
 - Social skills
 - Skills for action and transformation
- 1.4. Virtual implementation of the training program for managers. Virtual course for managers
- 1.5. Internships at schools that promote stakeholder participation. (2 administrators per school per year)
- 1.6. Development of training materials for managers.

Outcome 2:

- 
- 2.1. Design of a civic education program for teachers that includes teaching methodologies and strategies that promote the full exercise of citizenship among students.
 - 2.2. Implementation of the training program with teachers.
 - 2.3. Workshops: Experiential workshops to learn about the context of students and families, and experiential workshops on learning and community service.
 - 2.4. Online course on service learning and solidarity.
 - 2.5. Internships at IIEE that promote service learning (2 teachers per IE per year).
 - 2.6. Adaptation of educational materials for teachers

Outcome 3:

- 3.1. Design of the citizenship training program for students.
- 3.2. Adaptation of educational materials
- 3.3. Design and implementation of the training program for students who lead civic actions with their peers and teachers.
- 3.4. Materials for civic actions
- 3.5. Production of audiovisual materials
- 3.6. Public event to socialize civic actions.

2.4 Purpose, objectives, and scope of the evaluation

Originally, the ToR set the following objectives for the evaluation:

General objective: "To evaluate the fulfillment of the project's objectives and outcomes, identifying key factors that facilitated or limited the development of socio-political capacities for citizens, based on the pillars of popular education, drawing lessons learned, conclusions, and recommendations for future interventions."

Specific objectives:

- 1. Analyze the Main factors (enabling and limiting that impacted the achievement of the project's objectives and outcomes.

- 
2. To analyze the impact of the citizenship training program on strengthening the socio-political capacities of student leaders, teachers, and administrators developed in the project.
 3. To analyze the sustainability and continuity of the citizenship training program focused on developing socio-political capacities in students, teachers, and administrators implemented by the project.

In addition, it was also proposed to consider the OECD criteria¹² : relevance, coherence, effectiveness, efficiency, impact, and sustainability. Taking this into account, the objectives were specified in the following terms:

1. **Analyze the impact of the citizenship training program** on strengthening the socio-political skills of student leaders, teachers, and administrators developed in the project.
2. **To identify and analyze the Main factors (enabling and limiting** that impacted the development of the project, its progress, and the objectives and outcomes achieved.
3. **To identify and analyze the conditions for the sustainability of the project** after its completion, specifically the continuity of the citizenship training program focused on the development of socio-political capacities in students, teachers, and administrators implemented by the project.
4. **Extract lessons learned** to be considered for the replicability and/or expansion of the project's scope.

3. Evaluation methodology

3.1 Limitations in data collection

Initially, it was proposed to carry out a mixed evaluation, using quantitative tools to assess the magnitude of progress in the objective and outcome indicators, reflecting the changes generated by the implementation of the project; and qualitative tools (interviews and focus groups) to collect and integrate the multiple perspectives gathered from the actors interviewed.

After a thorough analysis of the main project documents, particularly the baseline reports and the analysis of their reliability, methodological limitations and modifications to the

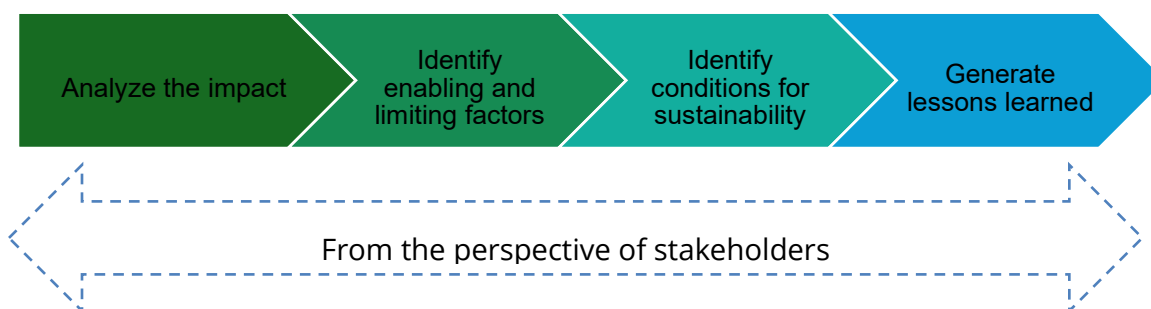
¹² <https://www.oecd.org/en/topics/sub-issues/development-co-operation-evaluation-and-effectiveness/evaluation-criteria.html>

instruments were identified that could affect the comparability of outcomes with respect to the baseline¹³.

Given the above, the methodology was rethought, adopting a qualitative approach to meet the evaluation objectives. This option also took into account the complex nature of the change expected from the project—the development of socio-political capacities, the internalization of democratic values, the exercise of student leadership, and the promotion of participatory spaces. The project aspires to complex transformations, the measurement of which always carries the risk of oversimplifying and limiting the scope of the constructs.

A qualitative evaluation approach offers the advantages of flexibility and depth, as well as the active participation of stakeholders in the process of exploring the real effects of the project on schools, communities, and individuals.

Illustration 1: Evaluation objectives



Source: Own elaboration.

3.2 Data collected

Having opted for a qualitative assessment, tools were designed for conducting interviews and focus groups with students, teachers, administrators, and the Fe y Alegría team. The list of tools designed is as follows (see Annex 1 for the guides):

- a. Guide for focus groups with students in grades 5 through 8.
- b. Guide for FG (Focus Group) students in grades 7 through 11.

In cases where the school had two shifts by grade level, it was organized into elementary and secondary school.

¹³ The reasons for and effects of these limitations were explained in the Work Plan.

- c. FG guide for student leaders
- d. FG guide for teachers
- e. Guide for in-depth interviews with principals

The interviews were conducted virtually (except in the case of Ventanilla, where the interview with the principal and the focus group with primary school teachers were conducted in person) with teachers and administrators by those responsible for the evaluation, and in person with students, with the support of local assistants in Bagua and Puno.

The following table shows the list of people who participated in the data collection.

Participants	FyA 29 (Ventanilla)	FyA 27 (Macarí)	FyA 56 (San Juan del Oro)	FyA 67 (Tarma)	FyA 38 (Bagua)
FG elementary school students	6	7 students (5M and 2F)	Not planned	Not planned	6
FG High school students	7	14 (5M and 9F)	Not planned	Not planned	5
FG Leading students	8	6 students (5 M and 1 F)	Not planned	Not planned	7
Primary school teachers	3	x			x
FG secondary school teachers	4	2 social studies teachers and 1 religion teacher (), 1 woman and 2 men ¹⁴			x
FG all teachers	X	x	2 primary school teachers, both male, 1 English teacher.	19 (3 early childhood, 9 primary, and 7 secondary; 12 women)	5
Principal	1 (female)	1 (male)	1 (woman)	1 (female)	1 (female)
FyA Team	3				
Total	29	30	4	20	24

¹⁴ A CCSS teacher was interviewed individually

Regarding the first evaluation objective, it has been possible to assess, from the perspective of the actors involved in the project, the extent to which the proposed objectives and outcomes were achieved, as well as the significance of what was achieved.

The second objective explored the **factors** that influenced the development, progress, and achievements of the project, considering internal factors (project inputs: activities, materials, and their management) and external factors (context, teacher turnover). In this way, we sought to gauge the *efficiency* of the project by exploring, as part of the internal factors, whether the inputs at the project activity level are complying with the outputs, outcomes, and impact described in the proposal; whether they were delivered in a timely manner and with the planned resources.

The third objective was to gather information on the **conditions** necessary to continue the training program. These conditions include the financial, individual, and organizational capacities of the management bodies (IE, UGEL, DRE), as well as the capacities developed by the target groups as part of the project.

Finally, the fourth objective involved conducting a review with stakeholders in order to gather **lessons learned** that would guide next steps, either in terms of scalability or replication.

The information was recorded through interviews and focus groups with students, teachers, administrators, and the Fe y Alegría implementation team. The information processed in matrices gave rise to reports by school and was contrasted with the documentary analysis of key project reports and documents to generate general conclusions and recommendations (the instruments are presented in the annex).

4. Evaluation findings

4.1 Analysis of the impact of the citizenship training program on strengthening the socio-political capacities of student leaders, teachers, and school's administrators

This section presents the achievements reported by the interviewees from the five schools and by the technical team Regarding the project's accomplishments. The section is structured in three parts: (i) achievements reported by schools, including: what has been achieved, progress made or in progress, and aspects specific to each institution; (ii)

achievements reported by the core team, including those proposed and not achieved or in progress; and (iii) finally, a comparative analysis triangulating sources.

i. Achievements reported by schools

- ✓ Integration of the citizenship approach into school management: management teams incorporated citizenship actions, objectives, or approaches into management documents such as the PEI, the PAT (15 , or Annual School Plan), or internal regulations, creating an institutional framework for activities.
- ✓ Teamwork between teachers and students: all five schools report the existence of coordination mechanisms between teachers and students to plan and execute project activities, which has allowed proposals to be more realistic and adapted to the context.
- ✓ Participatory and contextualized methodologies: All five institutions reported using dynamics that promote student leadership, such as debates, role-playing, public presentations, context-related classroom projects, and group reflection activities. These methodologies allowed students to express opinions, share experiences, and develop communication and argumentation skills.
- ✓ Student participation in formal leadership spaces: In all schools, students assumed roles as members of the school municipality, brigadas¹⁶ , CAP, or classroom committees, with organizational and representative functions.
- ✓ 17Actions with an impact on the school and, in some cases, the community: all centers report having implemented initiatives that responded to issues identified by students or teachers, such as caring for the environment, awareness campaigns on coexistence, proper use of resources, or healthy lifestyle habits.

Below are some quotes from project participants:

- ✚ "In 2023... we saw the need to redo our PEI. So, we have articulated our PEI, our mission-vision, this new way of working with projects, of working from this leadership with young people. So, yes, it has been collected, it is collected there, and the activities and actions are also in PAT... it was marked within the PEI... to work on citizenship in a cross-cutting manner in all areas." (Director of Fe y Alegría 38 – Bagua)
- ✚ "In my case, what we did with our teacher was that at the beginning... we gathered in a circle and began to give our opinion on the subject... then we identified problems in our school or our surroundings... then, democratically, we chose the report that was best structured to carry out." (Student at Fe y Alegría 38 – Bagua)
- ✚ "We have leaders who are motivated and enthusiastic about these projects, which also strengthen them from within the school itself." (Teacher at Fe y Alegría 38 – Bagua)
- ✚ "At DPSC, the teacher divided us into groups... the topic and task was to choose an issue here in Bagua Grande... in my group, we chose (...) economic resources in public hospitals. And to gather that information, we went to a public hospital... we conducted interviews... to develop these things." (Fe y Alegría 38 student – Bagua)

¹⁵ On this point, we have not found complete agreement among stakeholders

¹⁶ These spaces may have continued to function in the traditional manner (municipality and brigades or school judges in the case of FyA 29).

¹⁷ The school reports show which schools had more extramural (outside the school) projects

- ✦ "Anyone would be filled with pride, right? Or well, maybe not pride, but feeling good, right? Because not all of us get to be considered leaders. And if you are considered a leader, then you have qualities that people notice and that make you stand out, right? Of course, I'm not saying that we are different from others, we all have the ability to do it, but while you already are, it's different from being able to be... (referring to being a leader)." (F y A student 27 (Marcarí))
- ✦ "...we as teachers have managed, for example, to review our programming again. Perhaps before, we only touched on specific points to program ourselves in the area of social personnel, but now, with what we have been learning in the citizenship workshops, we have had to carefully consider our activities in order to achieve what the project required." (Teachers, Fe y Alegría 56-SJO)
- ✦ "[In] 2024, we formed the CAP group. At that time, the CAPs were made up of fifth and sixth grade students, fifth and sixth grade teachers, and mothers... That learning community identified a problem in the school, which was precisely the issue of violence. (...) As a CAP, as a learning community, we worked on it (...) The learning community proposed a tool to gather the views of the entire educational community. (...) It was a survey (...) from third grade to fifth grade. And the outcomes came back, which coincided with our vision. (...) As a learning community, we had to take action." (Teacher, Fe y Alegría 29 – Ventanilla).

Progress/Achievements in progress

- Methodological innovation not widespread: the practices most aligned with the project were concentrated in certain areas (such as DPCYC, Social Sciences, or Communication) and with some more motivated teachers, without extending across the curriculum.
- Student autonomy in development: although planned by students, civic actions depended largely on teacher support and supervision for their implementation and follow-up.
- Insufficient family participation: although in some cases parents were present at activities or CAPs, in general attendance was irregular and without a sustained leading role.

Below are some quotes from project participants:

- ✦ "As for the teachers, they have been trained... and I see enthusiastic teachers, but that's because the kids encourage them. They say, 'Teacher, look, let's do this.' 'Oh, okay, let's go, let's go, let's go,' and they get involved. There are [three] teachers who work a lot with these types [of dynamics]: Juana Castillo, Alvis, and Elmer Goicoechea. They are teachers who are here... who have empowered themselves in these issues. So, they... are already inspiring others." (Director of Fe y Alegría 38 – Bagua)
- ✦ "A little... sometimes their job, coming in, is to work as a team, sometimes they pass the buck, saying, 'Oh no, that's not my job.' And they... sometimes they don't take on their commitment or the tasks that are delegated among them." (Teacher at Fe y Alegría 38 – Bagua)
- ✦ "...teachers, parents, and students in fifth and sixth grade have been trained, well, specifically two students." (Teachers, Fe y Alegría 56 (SJO))
- ✦ "Behind the projects, there has always been support and guidance, because the students cannot do it alone. They need a teacher, an adult to guide them."

Specific aspects by school

- ✓ Tarma: Significant progress in school coexistence, including a reduction in bullying and the inclusion of students with disabilities. Development of high-impact environmental projects, such as humus production, with outreach to the community.

- 
- ✓ Bagua: Implementation of large-scale community projects such as cleaning up a garbage dump, creating "ecological patrols," and managing resources through recycling to improve the school.
 - ✓ San Juan del Oro: Consolidation of the role of student mentors who replicate learning to other classmates, strengthening the sustainability of the approach. Changes in the language, attitude, and autonomy of these students are recognized. Experience of coordination with the local health center for community campaigns on health and coexistence issues.
 - ✓ Macarí: Incorporation of a gender perspective in student leadership, promoting equal participation in roles such as the school municipality mayor's office and encouraging the active involvement of women in debates and group work.
 - ✓ Ventanilla: Implementation of CAP in primary school as a meeting space for teachers, students, and families to identify problems and agree on joint solutions.

ii. identified by the technical team

Notable achievements

- Development of socio-political skills in school leaders: A greater impact is reported among student leaders, who were able to identify public issues, organize advocacy actions, and engage in dialogue with local authorities (e.g., Tarma and Bagua).
- Generation of concrete student leadership experiences: highlighted as one of the main achievements, with a visible impact on student participation and organization in various schools.
- Implementation of learning communities (CAP): This strategy allowed for the coordination of diverse actors (teachers, students, families, administrators) around common issues, creating spaces for reflection and action. Although these are strategies (means), they are understood to be achievements insofar as it was possible to generate them and verify their functioning.
- Contributions to the competency-based approach: CAPs facilitated the construction of meaningful situations based on the reality of students' lives, strengthening the link between citizenship and the curriculum. Teachers were able to see that it was possible to build capacity to respond to everyday, concrete problems.
- Consolidation of the pedagogical proposal: It is considered that there is a proposal aimed at strengthening citizenship from school, with a participatory approach adapted to local realities, which could be implemented.
- Training and support for management teams and teachers: Strategies were implemented that improved understanding and ownership of the citizen-centered and democratic school approach.
- Strengthening of coordination with external networks and actors: in some cases, existing alliances were strengthened; in others, management teams promoted them, including the involvement of local governments and community organizations; this is noted as an achievement insofar as it contributed to broadening the scope of the actions.

Progress/Achievements in progress

- Greater incorporation of democratic practices in institutional management, although not yet uniformly across all participating institutions.
- Development of teaching skills to facilitate spaces for dialogue and conflict resolution; although there is a strengthened foundation, longer processes are still needed to consolidate profound methodological changes.
- Progress in the visibility and participation of students in school decision-making bodies; however, the impact on internal policies and regulations remains limited.

Aspects not achieved

- Training of administrators: No specific training processes were provided for management teams, which limited their role as educational leaders.
- General student participation: The project had a greater impact on school leaders, but failed to involve the student body as a whole.
- Active and consistent participation over time: The virtual format and connectivity conditions made active participation difficult, especially in rural areas such as Macarí and San Juan del Oro.
- Sustainability conditions: No solid, systematic strategy was implemented to ensure the sustainability of practices beyond the project.
- Limited institutionalization of student participation spaces: Although they functioned, they are not considered to be linked to the formal structures of the school.
- Difficulties in actively and sustainably involving families: this is often a recurring difficulty, which is particularly acute in highly vulnerable contexts where time is limited.

iii. Comparative analysis.

Both perspectives agree that the project generated real progress: integration of the citizenship approach into school management, use of participatory and contextualized methodologies, activation of formal spaces for student leadership, and implementation of actions with a certain impact. The institutions also highlight the teamwork between teachers and students and the adaptation of the proposals to the context; the technical team emphasizes the presentation of a coherent pedagogical proposal, the usefulness of the CAPs in bringing together actors and linking the curriculum to meaningful situations, and the impact on student leadership as a visible driver of participation.

The differences are identified mainly in the focus and scale of analysis. Institutions tend to value operational and visible achievements in school life (coordination, activities, improvements in coexistence, pedagogical practices in specific areas), while the technical team emphasizes system pillars: development of socio-political capacities in leaders, contributions to the competency-based approach, training and support for teams, and articulation with external actors.

Both visions recognize that innovation did not spread to the entire teaching staff or the entire curriculum; that student autonomy is still under construction; and that family participation was irregular. The technical team adds a more structural diagnosis: the impact was concentrated on leaders rather than on the student body as a whole; the institutionalization of participatory spaces is still weak; and the impact on management documents is limited. It

also highlights contextual factors that affected participation (virtuality and connectivity) and the absence of a specific training path for managers, aspects that institutions mention less or translate into operational difficulties.

Gaps Between Proposed Objective/ Outcomes and Actual Achievements

Before continuing with the presentation of the favorable and limiting factors, we consider it important to make a brief analysis between what was formally designed in the project and what was expressed or proposed by the different actors

Regarding the general objective: To design, implement, and validate a civic education program that develops socio-political skills in students, teachers, and administrators.

Proposed and partially developed achievements

- ✓ Critical reading and transformative action appear in specific activities (environmental, coexistence, health), but there is no continuity or transversality¹⁸.
- ✓ Student participation and leadership is concentrated in leaders or small groups, without broad coverage of the entire student body, despite the fact that the project aimed to impact more than 2,000 students.

Proposed achievements not attained

- ✓ The overall objective of the project refers to the "design, implementation, and validation of the program." However, interviews with members of the schools do not mention the existence of a validated program with a systematic and documented institutional scope that includes all students and teachers.¹⁹
- ✓ There is a lack of achievements that demonstrate in-depth and sustained work in the three dimensions of socio-political capacities (critical reading, construction of critical subjectivities, transformative action) in a balanced manner.

Regarding the outcome 1: Management teams promote a democratic culture in the school that facilitates civic engagement.

Proposed and partially developed achievements

- ✓ The citizenship approach was incorporated into management documents (PEI, PAT), but without clear evidence of internal monitoring or evaluation.

¹⁸ On this point, and as mentioned above, the team's perception, on the other hand, is that progress has been made in these socio-political capacities in students and teachers, especially in the area of critical reading of reality and skills for transformation.

¹⁹ One possible explanation for this is that the results focus on changes in behavior and practices among educational actors, without incorporating indicators or products that explicitly demonstrate the validation of the model.

- ✓ Management leadership appears in some cases, but not in a sustained manner in all schools.
- ✓ Assemblies or participatory spaces focused more on internal problems at the classroom or school level than on broader public issues.

Proposed and unachieved achievements

- ✓ Lack of evidence of systematic mechanisms for democratic school governance involving all stakeholders (general assemblies, broad consultations, regular participatory processes, changes in school culture).
- ✓ No consistent work is reported on collective problem-solving with a community impact beyond the school.

Regarding outcome 2: Teachers innovate pedagogical methodologies and strategies that promote local and global citizenship.

Proposed and partially developed achievements

- ✓ Methodological innovation is present, but focused on areas such as DPCYC, social sciences, or communication. However, the interpretation is that it is more related to active methodologies.
- ✓ Strategies such as service learning or classroom projects did not always include a global or intersectoral dimension.

Proposed and unachieved achievements

- ✓ There is no evidence of cross-curricular integration of the citizenship approach in all areas of the curriculum.
- ✓ No pedagogy has been developed to enable students to understand their local and global reality; nor do we find any mention of pedagogies (and learning) linked to critical reading of the conditions that reproduce social inequality and injustice in their environment, or to the search for understanding of the power relations implicit in everyday discourse and practices.
- ✓ Absence of a system of continuous training and support for all teachers that guarantees the permanence of innovative methodologies.

Regarding outcome 3: Students carry out autonomous civic actions in and from school that respond to local or global issues.

Proposed and partially developed achievements

- ✓ Civic actions developed by student leaders, but with low inclusion of all students.
- ✓ Variable community participation; in some schools there was outreach (Bagua, Tarma, SJO), but in others the actions were limited to the school space (Ventanilla, Macarí, SJO).

Proposed and unachieved goals

- ✓ There is no widespread evidence of completely autonomous actions; in most cases, planning and execution depended on adult support.
- ✓ Little connection between actions and global issues; the emphasis was on environmental issues or school coexistence.

4.2 Main factors (enabling and limiting that impacted the development of the project, its progress, and achievements in terms of objectives and outcomes

This section reports on the aspects identified as factors that facilitated achievements and progress, as well as those that limited or created difficulties. First, (i) the aspects identified by the schools, both favorable and limiting, common and specific, are presented; (ii) then those identified by the technical team; and (iii) thirdly, a comparative analysis.

i. Factors mentioned by the institutions

Favorable factors mentioned by the five institutions

- Management support: the formal openness of managers to include activities in the school program favored the viability of the project, although it was not always an active involvement; in some cases, incorporating the approach into management documents (PEI, PAT, regulations).
- Commitment of teachers involved: the motivation and willingness to apply participatory methodologies, adapt them to their areas, and connect the topics with the students' reality are noteworthy.
- Proposal for active and experiential methodologies: strategies such as debates, service learning, project work, or simulations (e.g., Model UN) promoted participation and active learning.
- Thematic relevance: the topics covered responded to familiar issues (school violence, coexistence, the environment, discrimination), which generated greater interest.
- Multi-stakeholder spaces: CAPs and other mechanisms for joint work with families and students facilitated agreement-making and collaborative work.
- Technical and pedagogical support for the project: the advice and support received, both in training and follow-up, enabled teachers to better understand the strategies and encouraged them to implement them.
- Availability of materials or model sessions: having guides or structured sessions helped make implementation more orderly and less demanding in the initial planning stage.

- Coordination with external actors: in several cases, links were established with municipalities, health centers, or other institutions and/or companies, which contributed resources or reinforced campaigns.

Below are some quotes from project participants:

- ✚ "There are [three] teachers who work a lot with these types [of dynamics]: Juana Castillo, Alvis, and Elmer Goicoechea. They are teachers... who have become empowered in these issues. So, they... conduct their classes as public assemblies... and now they are inspiring others." (Director of Fe y Alegría 38 – Bagua)
- ✚ "In the case of the CAP's work here at the school... there has been a consensus among teachers, students, and parents. We meet and, in a concerted dialogue, we decide on a public issue." (Teacher at Fe y Alegría 38 – Bagua)
- ✚ "What I remember are the training sessions we have had from Fe y Alegría Central. They have given us sessions... and they have also sent sessions to schools so that we can apply them in our classroom learning sessions." (Teacher at Fe y Alegría 38 – Bagua)
- ✚ "The fact that we are teachers, that we are part of this great movement that is Fe y Alegría. That is something that suits me, and I am very grateful to the sisters of Santa María and also to Fe y Alegría." FyA 67 (Tarma)
- ✚ "What I remember are the training sessions we have had from Fe y Alegría Central. They have given us sessions... and they have also sent sessions to schools so that we can apply them in our classroom learning sessions." (Teacher, Fe y Alegría 29 – Ventanilla).

Favorable factors identified in some institutions in particular

- Ventanilla: High motivation among primary school teachers to implement CAP and tutors for the emotional thermometer, with active participation from families.
- Bagua: Coordination of community areas and actions (school and community). Previous experience in school radio. Management team highly committed to citizen development.
- Tarma: Institutionalization of the approach in management documents and coordination with the community and authorities for civic actions. High cohesion among the teaching team, which allowed for the coordination of actions and efficient distribution of tasks during implementation.
- Macarí: Inclusion of a gender focus in the school district, promoting female leadership. Another factor was the presence of the previous principal, who promoted the project.
- San Juan del Oro: Previous experience in service learning and coordination with the health center for community campaigns.

Limiting factors mentioned by all institutions

- Lack of time and teaching workload: in all cases, the overload of tasks and the simultaneity with other programs made it difficult to dedicate time to the project. The school calendar made it difficult for teachers to devote the necessary time to training and preparing activities.
- Staff turnover or changes: in several schools, the departure of teachers or administrators meant a loss of continuity in the actions that had been initiated.

- Limited participation of the entire teaching staff: not all teachers were involved, which reduced the scope of the project and concentrated the effort on a few actors. The latter may have influenced the lack of mainstreaming.
- Uneven student participation: involvement was concentrated among leaders or more expressive students, leaving out others who could have benefited.
- Irregular family participation: although it was significant at times, it was not consistent.
- Dependence on adult supervision: in most schools, civic actions depended on teacher guidance or authorization, limiting full autonomy.
- Lack of resources or materials in some contexts: although the project provided supplies, there were limitations in having everything necessary for the activities.
- In general, everyone mentioned some problem with connectivity or virtual training.

Below are some quotes from project participants:

- ✚ *"Something I wanted to add is the issue of time. Sometimes they are also involved in other things, they are involved in many things at school and also in their lives outside school. So, that is seen as a difficulty for them, and sometimes many of them here at school are considered for other activities." (Teacher at Fe y Alegría 38 – Bagua)*
- ✚ *We have a difficulty at this school. In secondary school, the vast majority are contract teachers. So, last year there were contract teachers for this program and one appointed teacher. Now, of those... two of them who were in Citizenship have left, right? (Fe y Alegría 56 (SJO) Administration)*
- ✚ *"...this work must be continuous, because many times we start a project and then we stop, and the kids also stop, because we don't really get great outcomes..." (Fe y A 27 (Macarí) Administration)*
- ✚ *"...a little bit the economic aspect, which often fails, which limits certain actions. Another thing is that not all parents get involved, not only that, but on average, not a majority, but not all of them get involved, and often they don't support the children..." (Teacher, FyA 67 (Tarma))*
- ✚ *"At both levels, primary and secondary, 50% of teachers are appointed and almost 50% are contracted... the contracted teachers have had the opportunity to be trained, but when the Ministry of Education appointed them, they left for other schools." (Principal, Fe y Alegría 29 – Ventanilla)*
- ✚ *The CAPs were made up of fifth and sixth grade students, fifth and sixth grade teachers, and mothers... That learning community identified a problem in the school, which was precisely the issue of violence... But this year... I didn't see any elementary school children working on violence... I didn't see any work being done. I said, "Where are they?" There were none... So, yes, I think it has been somewhat abandoned, because there were also changes in leadership." (Teacher, Fe y Alegría 29 – Ventanilla)*

Limiting factors identified in some institutions in particular

- Ventanilla: Delays in the approval of activities by the administration, which slowed down student initiatives. Rotation in positions of responsibility, which makes continuity difficult; for example, in the CAPs. Lack of recognition of training. It was also pointed out that insecurity in the area prevents external work on community issues.
- Bagua: Less attention to issues such as gender equality or interculturality compared to the strength of the environmental component.
- Tarma: Failure of external authorities to fulfill commitments to support community projects. Economic limitations on sustaining activities outside of school or reproducing materials.
- Macarí: Persistence of discriminatory attitudes among students. Loss of momentum in actions during periods of change in local authorities, affecting external collaboration.

- San Juan del Oro: High turnover of contracted teachers and connectivity difficulties that reduced student participation. Adverse weather conditions at certain times of the year that made it difficult to carry out outdoor activities or activities involving community participation.

ii. Factors identified by the technical team

Favorable factors

- Institutional conviction: Commitment of the management and teaching teams in several institutions, which took on the project as an opportunity to transform the school culture. Schools such as Fe y Alegría 38 (Bagua) and San Juan del Oro showed leadership from management and teachers, which boosted implementation.
- Previous experiences: Coordination with previous projects (e.g., "Sobredosis del Bien Común" in Bagua) strengthened continuity and ownership. Similarly, Fe y Alegría's previous experience in community-based educational management processes allowed it to adapt tools and methodologies to different contexts.
- Effective pedagogical strategies: The use of school assemblies and CAPs promoted participation and the addressing of public issues by the educational community.
- Continuous and flexible technical support, tailored to the needs and pace of each institution.

Limiting factors

- Idealistic project design: Ambitious indicators were set without considering the structural limitations of the schools.
- Lack of explicit curricular articulation: The materials did not clearly indicate their link to curriculum competencies, making them difficult for teachers to use.
- High turnover of administrators and teachers: an assumption that, although identified from the outset, was not mitigated, affecting the continuity of the training processes.
- Institutional adult-centrism: In some schools, student voices were overshadowed by adult intervention, limiting youth leadership.
- Limited availability of teachers and administrators: School staff were overloaded with duties, reducing the time available for implementing project activities.
- Technological limitations and connectivity gaps: Connectivity and the use of cell phones instead of computers affected virtual learning processes. In particular, there were reports of inequality in connectivity and resources between urban and rural institutions.
- Technical and logistical support: No resources were allocated for connectivity (e.g., mobile phone top-ups), which affected student participation in rural areas.

iii. Comparative analysis

Both perspectives agree that the project worked best when there was management support, teacher commitment, appreciation of active methodologies, and thematic relevance, reinforced by multi-stakeholder spaces (e.g., CAP) and technical support. For institutions, these factors are interpreted in operational terms: openness to include the approach in PEI/PAT, teacher-student coordination, availability of materials/guides that organize implementation, and timely coordination with external actors. The technical team, on the other hand, emphasizes system conditions: institutional conviction, lessons learned from previous experiences, participatory strategies (assemblies, CAP), and flexible and sustained support. It also emphasizes the contribution to the competency-based approach and the management of a coherent pedagogical proposal, i.e., that experiences not only "work" but also strengthen transferable skills and articulate curriculum and public issues.

The following limiting factors are common to both groups: lack of time and teacher overload, staff turnover, unequal participation of teachers and students (with concentrated leadership), irregular family involvement, and resource and connectivity constraints. The difference lies in the causality that each party highlights. Institutions and th s mainly highlight obstacles in day-to-day management (tight schedules, authorizations, recognition of training) and the difficulty of mainstreaming when the effort falls on a few actors. The technical team adds design and curriculum architecture issues: indicators that are too ambitious for the context, insufficient explanation of the link between materials and competencies, budgetary and logistical limitations of support, and adult-centric biases that overshadow student participation.

4.3 Conditions for the sustainability of the project, focused on the development of socio-political skills

This section sought to account for existing conditions for sustainability in the schools. These are mainly processes that, if mature, could become conditions for sustainability and on which action is needed. As in the previous points, (i) first, the aspects mentioned by the five schools (common and specific) are presented; (ii) then those mentioned by the technical team are presented; (iii) finally, a comparative analysis is presented.

i. Aspects highlighted by the institutions

Aspects on which the five institutions agree

- Transformative potential of the project: The five schools evaluated agree on the value of the project as a transformative educational initiative. As a sign of this, they state that the capacities of student leaders, teachers, and administrators have been strengthened; this would be a condition of sustainability insofar as the strengthened actors can have a multiplier effect, naturally provided that support and willingness are maintained.
- Will to continue: All institutions explicitly express their willingness to continue with the actions promoted by the project. However, this willingness is expressed at different levels of institutional ownership. The greatest agreement is in the recognition of the need to institutionalize these learnings by including them in school management tools (PEI, PAT, PCI) and in teaching planning. In some institutions, such as FyA 38-Bagua, some of the project's content has begun to be integrated into annual plans or Institutional Education Council (CONEI) meetings. In others, such as FyA 56-San Juan del Oro, although enthusiasm and appreciation are evident, this has not yet translated into visible sustainability mechanisms.
- The development of skills in students: skills related to the active participation of students in school life and student leadership are highlighted. This strengthening is expressed in the greater capacity to intervene in school decision-making spaces such as assemblies, or to propose ideas, organize activities, and even assume representative roles through student councils. For example, at the FyA 27-Macarí school, it is mentioned that *"the leadership of students has been strengthened, and they now have greater initiative and confidence to express their ideas in collective spaces."* It is considered a condition of sustainability to the extent that it becomes a focus that radiates to all schools, under certain conditions.
- Positive assessment of the spaces for dialogue and reflection that have been created: Students, teachers, and administrators agree that these spaces have promoted a culture of listening, mutual recognition, and nonviolent conflict resolution. At FyA 67-Tarma, for example, it is highlighted that *"the project has contributed to creating spaces for active listening and mutual understanding between students and teachers."* This assessment provides an opportunity to delve deeper into school participation dynamics that go beyond formal compliance with the requirements already set out in the regulations.

Below are some quotes from project participants:

 *"For us, this project is essential, vital... because we move from theory to practice... For me, the project is essential because it motivates us to exercise leadership in that common vision, in that broad vision... It is about opening doors, opening up leadership and commitment to action with the children."* (Director of Fe y Alegría 38 – Bagua)

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- ✚ *"In 2023... we saw the need to redo our PEI. So, we have articulated our PEI, our mission-vision, this new way of working with projects, of working from this leadership with young people... yes, it has been included there, and the activities and actions are also in PAT." (Director, Fe y Alegría 38 – Bagua)*
 - ✚ *"It's better to debate, I think, because it makes us protagonists of knowledge, of the opinions we have... you keep improving, and that includes what you're doing." (Fe y Alegría 38 student – Bagua)*
 - ✚ *"In the case of the CAP's work here at the school... there has been a consensus among teachers, students, and parents. We meet and, in a concerted dialogue, we decide on a public issue." (Teacher, Fe y Alegría 38 – Bagua)*
 - ✚ *"For me, a leader is someone who is able to inspire others to also be leaders. It is someone who can serve as a mediator to encourage citizen participation." (Fe y Alegría 29 student – Ventanilla)*

On the other hand, there are gaps between what is stated and the organizational and pedagogical conditions necessary (proposals) to ensure the autonomous continuity of the proposal:

- The skills developed in students are far from what was proposed, which was the development of "socio-political skills"; the latter would imply a level of structuring, critical awareness, and exercise of citizenship that is not explicitly formulated in the testimonies analyzed. There is still no evidence of a systematic development of critical, deliberative, or collective action skills that can be strictly classified as socio-political. In this sense, it should be understood that the development of skills is still in progress, and it is not yet possible to speak of sustainability per se. This distinction is important in order not to overstate the achievements and to realistically assess the scope of the project.

What can be stated with greater precision is that student leadership and willingness to participate have been strengthened in all institutions, albeit with varying degrees of ownership. In the case of teachers and administrators, this strengthening is more linked to their role as facilitators or companions in these experiences, without explicitly developing a political dimension to their function.

- A particular focus in terms of sustainability is curricular incorporation: in this regard, an important finding is that this incorporation has been partial. Despite recognition of the relevance of the topics addressed—such as the rights-based approach, democratic coexistence, and student leadership—the content has not yet been systematically integrated into pedagogical practices. At FyA 29-Ventanilla, for example, it is noted that "although there is interest in continuing to work on project topics, these have not been systematized or articulated in the PCI or in class sessions." This indicates that limitations to mainstreaming persist, possibly due to the workload of teachers, the lack of specific training, or the absence of a clear institutional policy in this area.

- Factors working against it: all institutions agree that, although there is motivation to continue, sustainability depends on certain key factors: the stability of the management and teaching team, the allocation of institutional time for the continuity of the work, and the availability of materials and technical support. For example, FyA 29-Ventanilla points out that *"it would be important to have specific times for these activities to have their own space,"* an idea reiterated in the other reports.

Specific aspects of some institutions

At FyA 38-Bagua, greater progress has been made in terms of institutionalization. There, the management team has taken the initiative to include aspects of the project in the PEI and has promoted training spaces with other teachers, indicating an interesting level of ownership. There is also evidence of stronger coordination with community actors, which reinforces the possibilities for sustainability from a network perspective.

At FyA 67-Tarma, the project was experienced as part of the institutional process and not as an isolated intervention. Likewise, with regard to experiences of assemblies and school municipalities, it is reported that student roles have been systematized by grade, with minutes books and teacher follow-up; these would be concrete efforts that reflect important foundations for institutional appropriation. It is also noted that there is an explicit willingness on the part of teachers and administrators to continue the approach beyond its formal conclusion.

Likewise, FyA 56-San Juan del Oro considers that the project has been institutionalized through its incorporation into school planning (PEI, PCI), and that both teachers and students have appropriated the citizenry approach, emphasizing with conviction the continuity of what has been learned. The active role of the management team is highlighted, which took on citizenship training as the backbone of the PEI, explicitly committing to the continuity of the approach.

In the case of FyA 27-Macari, the consolidation of student leadership is highlighted as a concrete strategy for sustainability, with students taking on the role of multipliers in other groups, demonstrating an internal replication effect. This is linked to the existence of precedents such as environmental brigades, leadership schools, and fairs, which are the basis for sustainability.

ii. Conditions for sustainability identified by the technical team

Conditions present

- Political leadership of managers: The decision and support of the management teams were key to sustaining the initiatives beyond the project.
- Teacher conviction: Groups of teachers who are convinced and committed to citizenship education; motivated and with strengthened capacities in those institutions where there was continuity of key actors; particularly where there is a proven ability to link the proposal to the curriculum, a factor that favors continuity.
- Appropriation of strategies: Some schools plan to continue with CAPs and advocacy actions, recognizing their pedagogical and community value.
- Teaching materials and tools: The resources developed within the framework of the project also represent potential for sustainability.

Non-existent or weak conditions

- Absence of internal institutional policies: It was not possible to institutionalize the strategies within the PCI or school work plans; this insufficient articulation with management tools, particularly the curriculum, limits the permanence of the practices promoted.
- Sustainability of the leadership program: The intervention was external and does not have an internal structure to ensure its continuity.
- Insufficient allocation of financial and human resources to sustain actions beyond the project's funding.
- Formal monitoring and evaluation mechanisms: although these were defined, they were not sufficiently implemented, which limits the monitoring of changes achieved or in progress and decision-making.

iii. Comparative analysis

Both views agree that the project has the following conditions for sustainability: managerial leadership and teacher conviction, the existence of participatory strategies (such as CAP and assemblies), and pedagogical resources that can continue to be used. The institutions emphasize the explicit willingness to continue, the (incipient) incorporation into PEI/PAT/PCI, the strengthening of student leadership, and the appreciation of spaces for dialogue that were established. The team outlines the conditions in terms of design and implementation: political leadership of managers, appropriation of strategies beyond the project, links to the curriculum and competencies, and materials as scaffolding to support practices.

In terms of risks, both perspectives recognize common issues: the need for better institutionalization, protected time, and stability of actors and resources. The institutions

note gaps between transformative discourse and practice: progress is expressed more as a willingness to participate and student leadership than as the full development of sociopolitical capacities; in addition, curricular mainstreaming is partial and continuity depends on operational conditions (workload, technical support, availability of materials). The technical team, for its part, identifies structural deficits: lack of clear internal policies (anchoring to the PCI and plans), leadership programs without internal structure and the support to support them, shortage of human and economic resources for the "post-project" phase, and weak implementation of monitoring and evaluation, which prevents learning and adjustment.

4.4 Lessons learned to consider for replication and/or expansion of the project.

This section presents what emerges as lessons learned from the experience, even when they are not always explicitly stated as such and sometimes coincide with elements noted in previous sections. As always, we present (i) first, the elements noted by the EIs (common and specific), (ii) then the lessons learned identified by the technical team, and (iii) finally, a comparative analysis triangulating sources.

i. Lessons learned reported by the five institutions

Aspects shared by all institutions

- Citizenship as a situated practice: One of the most evident cross-cutting lessons in the five schools is the realization that citizenship is built from situated practice and not solely from normative content. In all schools, teams emphasize that student participation was strengthened when they were given spaces to express opinions, deliberate on issues that directly affect them (such as cold spells, street harassment, discrimination, among others), and act accordingly. As noted in the report from I.E. Fe y Alegría 27 de Macarí: *"Citizenship is built through practice, deliberation, the contextualization of local issues, and integration between areas."* This statement is echoed in all the schools evaluated.
- The value of active and experiential methodologies: experiences such as the Model UN or deliberation workshops are highlighted because they contribute to the critical appropriation of content and strengthen citizenship training. Students from various institutions report that they felt more valued and taken into account when they were able to *"say what we think and propose things that affect us."* This active participation seems to have generated a multiplier effect in their environments: campaigns, public activities, community meetings.

- The importance of the teacher's role as facilitator and mediator of the process: to a greater or lesser extent, whether through presence or absence, the role of the teacher is evident, as their function is key to sustaining the approach. However, this transition is not automatic. Teachers have had to relearn their practices, as evidenced by the statement: *"It has also strengthened us as citizens, as teachers who educate through practice"* (FyA 27).
- Sustaining support: all teams recognize that in order to sustain and expand this experience, it will be key to maintain pedagogical support, offer institutional spaces for collegial work, and ensure the progressive involvement of families and communities. There is also a consensus on the need to create permanent structures for student deliberation that do not depend on external projects or individual actors.

Below are some testimonies from the protagonists:

- ✚ *"I think it's better to debate because it makes us protagonists of knowledge, of the opinions we have... you keep improving, and that includes what you're doing." (Fe y Alegría 38 student – Bagua)*
- ✚ *"What I remember are the training sessions we have had from Fe y Alegría Central. They have given us sessions... and they have also sent sessions to schools so that we can apply them in our classroom learning sessions." (Teacher, Fe y Alegría 38 – Bagua)*
- ✚ *"In 2023... we saw the need to redo our PEI... we have articulated our PEI, our mission-vision, this new way of working with projects... it has been included there and the activities and actions are also in PAT." (Fe y Alegría 38 Director – Bagua)*
- ✚ *"Last year we worked from third grade to sixth grade, they had their Citizenship hour... each grade teacher used their own strategies to work on Citizenship... Now, this year we had to continue to see how far and how it had progressed." (Teacher, Fe y Alegría 29 – Ventanilla)*

Aspects in which some institutions stand out

While there are shared lessons, it is also possible to identify particular emphases that enrich the analysis. **Fe y Alegría 38 in Bagua** highlights the recognized importance of starting leadership in the early grades and maintaining relationships with local authorities. Seeing that their actions can have a real impact on the community reinforces this idea: "We don't just talk. We did real things," "We were part of the change. They listened to us and let us do it."

For its part, **Fe y Alegría 29 in Ventanilla** highlights the value of projecting civic activities toward the community through partnerships with local organizations. This, together with the involvement of students in public actions, reinforces the idea that citizenship is exercised not only in the classroom but also in the public sphere.

Fe y Alegría 56 in San Juan del Oro highlights the finding that citizenship is learned through practice, critical reflection, and contextualized action. It also emphasizes the transformative power of school assemblies as democratic spaces.

Finally, **Fe y Alegría 67 in Tarma** highlights the importance of involving parents and coordinating with the school as an essential condition for transformative citizenship. This idea is directly linked to the need—repeatedly mentioned in all the reports—to coordinate citizenship education with the family environment. As its director puts it: *"Domestic violence is not generated at school, it comes from home. We have to work with them too."*

ii. Lessons learned developed by the technical team

- Tension between processes that require maturation and defined deadlines: The appropriation of the citizen and democratic school approach requires lengthy processes and constant support; rigid adherence to planning undermines this.
- Student participation in teaching and management: this is strengthened when it is integrated across the curriculum and school management, rather than as isolated activities.
- Prioritizing strategic actors: The training of administrators must be a central focus to ensure sustainability and pedagogical leadership.
- Family involvement is a key challenge and requires different strategies depending on the sociocultural context.
- Contextualized curriculum design: It is key to explicitly link strategies and materials to school curriculum competencies.
- Hybrid modalities: Combining face-to-face and virtual workshops can improve participation and support.
- Avoid total delegation to consultants: The technical team must maintain the thread of the training process to ensure methodological consistency.
- Encourage student participation from the community: Addressing real problems strengthens youth leadership and school-community links.
- The sustainability of changes is directly related to the institutionalization of practices and the allocation of resources by schools.
- It is essential to strengthen inter-institutional coordination to support and expand the impact of the project.

iii. Comparative analysis

Both visions coincide on one central finding: citizenship is learned through situated and contextualized practice (acting on real problems) rather than through mere declarations. In this vein, the use of active and experiential methodologies that enhance critical appropriation and give voice to students (the case of the UN, for example) is valued, and the transition of teachers toward a role of facilitation and mediation is recognized. There is also agreement that, in order to sustain and expand what has been achieved, there is a need for continuity in pedagogical support, institutional spaces for collegial work, and stable



structures for student civic engagement that do not depend on specific individuals or projects, as well as the progressive involvement of families and the community.

The differences lie in some nuances or aspects that need to be reinforced. The institutions highlight the time needed to integrate what has been learned into management tools and teaching planning; they recognize progress, but still partial, in curriculum mainstreaming. The technical team points out that it is essential to explicitly link the project's proposals with the curriculum competencies to avoid isolated activities. They point out that priority should be given to training managers as the backbone of pedagogical leadership, internally driven methodological coherence (without delegating entirely to consultants), differentiated strategies to involve families according to context, greater inter-institutional coordination, and the use of hybrid modalities (virtual and face-to-face) to reconcile maturation processes and personal bonds.

5. Conclusions

5.1 Regarding the project's objective and outcomes

Both the Fe y Alegría team and the schools agree that the project has promoted significant advances in the development of leadership, participation, and collaborative work skills in students. Teachers have, to a certain extent, incorporated strategies that encourage reflection and critical analysis of reality. Likewise, administrators have strengthened their understanding of the importance of student participation and democratic management.

It is noted that, in general terms, the project succeeded in opening up spaces for students, teachers, and administrators to work on key dimensions of socio-political skills: understanding of reality, critical reflection, and skills to act on issues in their environment. However, the depth and scope of these advances were uneven across institutions and, in some cases, were concentrated on specific groups of students or limited thematic areas.

In terms of critical reading of reality, several schools succeeded in getting students to identify relevant problems in their environment, although the degree of critical analysis varied. In Bagua, for example, the intervention in the landfill and the creation of "ecological patrols" was based on a participatory diagnosis with the community. In Tarma, the production of humus and other environmental initiatives linked knowledge from different areas with reflection on caring for the environment. In San Juan del Oro, coordination with local authorities on environmental and coexistence campaigns strengthened students' understanding of the impact of their participation in the community.

In contrast, in Ventanilla and Macarí, the interpretation of reality and the resulting actions focused mainly on internal aspects of the school, such as coexistence and care of spaces, with little projection into the public sphere. In these contexts, although skills such as collaborative work, empathy, and conflict resolution were developed, broader issues were not always addressed systematically, nor was autonomy in action promoted.

In the construction of critical subjectivities, the project promoted values such as respect, empathy, and collaborative work, which in several schools translated into greater openness to dialogue and peaceful conflict resolution. In San Juan del Oro, student leaders integrated concepts such as assertiveness and empathy into their discourse and practice. However, the conclusions of Macarí and Ventanilla show that these attitudes were not consolidated across the board: discriminatory behaviors and non-inclusive power relations persisted, revealing a significant lack of achievement in this regard.

In terms of skills for transformative action, the most notable cases combined the identification of problems with the implementation of concrete and sustained actions. Bagua



and Tarma managed to mobilize internal and external resources to implement projects with a visible impact on the community. San Juan del Oro coordinated with the municipality and the health center for environmental and coexistence campaigns. In contrast, in Ventanilla and Macarí, actions were mostly confined to the school environment and were highly dependent on teacher or administrative guidance, limiting the development of student autonomy.

Challenges and limitations:

The technical team, as well as the teams in the schools, agree that there are still limitations in coordinating project actions with the official curriculum, which has restricted their cross-cutting impact.

It is also noted that high staff turnover, administrative overload, and lack of resources hindered the full implementation of strategies and the consolidation of capacities at all levels.

Likewise, it is recognized that the development of sociopolitical capacities was not consolidated uniformly in all participating institutions. Some aspects of the sociopolitical approach, such as gender equality and interculturalism, were barely present in the actions carried out.

In several schools, the project's coverage was limited to student leaders or selected students, leaving out a large portion of the student body.

Teachers and administrators agree that transformative action was sometimes conditioned by dependence on teaching guidelines, limiting student initiative.

The outreach to the community was limited in two of the five institutions, reducing the experience of active citizenship in the public sphere.

Outcome 1: Strengthening of democratic culture and institutional participation

- 1 Overall, both the Fe y Alegría team and the schools agree that the project fostered the creation and strengthening of spaces—both formal and informal—for dialogue and participation and that, to varying degrees, they promoted shared responsibility and democratic practice within the institutions. In this context, it is noted that student councils and other participatory bodies have increased their visibility and effectiveness.

However, the scope of democratic culture varies between institutions, and in several cases it remains more of a formal than a substantive exercise.

- 2 In several schools, the administration and teaching staff facilitated processes where students and families could express opinions, reach agreements, and organize joint activities. However, the level of institutionalization and scope of these practices varied significantly between contexts.
- 3 In Bagua, the citizen-centered approach was formally integrated into management documents such as the PEI and the PAT, and the CAP functioned as a space for coordination and dialogue involving teachers, families, and students. In San Juan del Oro, the election of the school municipality was designed and executed by the students themselves with the support of the administration, which strengthened the democratic experience and sense of belonging. In Tarma, coordination with the community and local authorities reinforced the institution's openness to external participation.

Challenges and limitations:

- 1 The scope of what has been achieved varies between institutions, and in several cases it remains more of a formal than a substantive exercise. For example, in contrast, in Ventanilla,²⁰ , and Macarí, spaces for student participation, such as the school municipality, functioned in a more restricted manner and with a high degree of dependence on management approval to carry out activities, which limited autonomy. In these cases, the lack of a clear meeting schedule and the absence of stable procedures made it difficult to consolidate a broader democratic culture.
- 2 Problems of coexistence and episodes of discrimination persisted, counteracting progress toward inclusive citizenship, especially in Macarí and Ventanilla.
- 3 In many experiences, participation depended heavily on teacher guidance and supervision, which, while ensuring order and continuity, limited students' full autonomy to propose, organize, and execute their own initiatives. In this regard, limitations were recognized in terms of student spaces' decisions having a real impact on school management.
- 4 In some institutions, such as San Juan del Oro and Tarma, high turnover among teachers and administrators made it difficult to maintain participatory practices.

²⁰ It should be noted that in Ventanilla, a CAP did work at the primary level, which all actors value.

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- 5 Family participation was intermittent and in certain contexts almost non-existent, reducing the community impact.
 - 6 In several cases, the lack of clear procedures and defined schedules prevented the continuous functioning of democratic spaces.
 - 7 The Fe y Alegría team points out that institutional ownership is uneven and depends on the motivation of administrators; the schools reinforce this idea and add that the lack of time for collegial work limits the consolidation of democratic practices.

Outcome 2: Pedagogical innovation and active methodologies for citizenship

- 1 ²¹The project promoted methodological changes in several schools, aimed at promoting more participatory, contextualized learning linked to civic engagement. These changes were manifested in the incorporation of active methodologies such as project-based learning, service learning, the integration of subject areas, and the use of resources and dynamics that encourage critical reflection and student participation.
- 2 Innovative experiences linking learning to local issues were reported, incorporating debates, collaborative projects, and case studies. These initiatives are valued by students and teachers, who recognize their potential for developing critical thinking and social commitment.
- 3 In Tarma, the articulation between environmental projects, humus production, and interdisciplinary learning demonstrated effective integration of areas, where natural sciences, social sciences, and other disciplines worked in a coordinated manner. Bagua managed to articulate the problem of garbage dumps with educational and community awareness actions, generating situated learning with real impact. San Juan del Oro stood out for its application of the service-learning methodology, which allowed classroom reflection to be linked to concrete actions in the community, such as environmental and coexistence campaigns.
- 4 In Ventanilla and Macarí, although there were experiences of project-based work and the use of participatory methodologies in areas such as DPSC and Social Sciences, the innovation was not generalized to all teachers, remaining concentrated among those directly involved in the project. In some cases, activities were limited to specific practices without continuity over time or without being fully integrated into the curriculum.

²¹ Although this was limited in several schools and cross-cutting implementation was not achieved.

- 5 A cross-cutting element was the delivery of materials and sessions designed by the Fe y Alegría headquarters. These inputs were valued as useful support for guiding activities, but several teachers pointed out that they required adaptation to the reality and timings of their classrooms. In addition, attending training sessions to work on them was perceived as a challenge due to workload, travel, and the difficulty of finding time outside of school hours.

Challenges and limitations:

- 1 Methodological innovation was uneven across areas and grades, which limited its institutional reach. Schools and the Fe y Alegría team agree that not all schools managed to systematize these experiences or fully integrate them into curriculum planning.
- 2 Pedagogical innovation has depended largely on highly motivated teachers, which poses a risk to its continuity. In addition, specific teacher training in active methodologies was perceived as insufficient.
- 3 Work overload and lack of time for joint planning were mentioned in several schools as significant barriers to the sustained implementation of active methodologies.
- 4 Adapting the sessions to the calendar and the characteristics of each group involved cuts that, in some cases, reduced their pedagogical potential.
- 5 It was not always recognized that the work was related to the current curriculum and was considered (as it was not made explicit by the project) as extra work for the sessions.
- 6 Teacher training, although valued, did not always have sufficient continuity to consolidate profound changes in practice.

Outcome 3: Student civic actions with school and community outreach

- 1 Both the schools and the project team stated that the project created opportunities for students to plan and carry out civic actions that responded to issues in their school environment and, in some cases, also in the community. Various student-led actions were developed to address local issues, such as awareness campaigns, environmental projects, and cultural activities. These actions varied in scope, autonomy, and sustainability, demonstrating significant achievements. In some cases, these actions transcended the school environment and managed to involve community actors, although there were also limitations in terms of coverage and external outreach.

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- 2 In Bagua, the work of cleaning up and restoring the landfill, together with the organization of "ecological patrols," set an example of citizen action with sustained community impact and coordination with local authorities. In Tarma, the production of humus and other environmental projects combined technical learning with care for the environment, involving families and external actors. In San Juan del Oro, student leaders developed environmental and anti-bullying campaigns in coordination with the municipality and the health center, demonstrating their ability to manage partnerships.
 - 3 In Ventanilla and Macarí, most actions focused on caring for internal spaces (green areas, cleaning, bathroom maintenance) and improving school coexistence. Although relevant to institutional life, these initiatives had little impact on broader public issues and depended largely on the guidance and supervision of teachers and administrators. In some cases, the actions emerged as classroom projects rather than as autonomous proposals from student leadership.

Challenges and limitations:

- 1 In all schools, coverage was limited: actions were mainly carried out by student leaders or selected students, without systematically involving the entire student body.
- 2 Full student autonomy was a challenge; even in more advanced experiences, the initiatives required constant adult supervision.
- 3 In schools with actions focused on the internal sphere (Ventanilla and Macarí), there was less evidence of citizenship acting in the public sphere.
- 4 The rotation of student leaders or changes in management and teaching staff affected the continuity of projects that could have been consolidated.
- 5 The schools point out that the continuity of these actions depends on the availability of resources and the support of teachers and tutors. The Fe y Alegría team notes that not all actions had a follow-up plan, which reduced their sustained impact.

a) General conclusions on the sustainability of the project

- On the one hand, it is noted that sustainability is favored by the adoption of certain democratic practices and active methodologies by committed teachers and administrators. However, gaps in institutionalization, staff turnover, and a lack of recurring resources threaten the permanence of achievements. Thus, everyone agrees that stronger coordination with institutional policies and plans is required.

- References seem to indicate that the sustainability of the project, understood as the ability to continue developing the promoted capacities, has been assumed as a shared aspiration, although it faces structural challenges. There is a symbolic and evaluative appropriation of the project in terms of the value placed on strengthening student leadership, creating spaces for dialogue, and recognizing the school as a space for citizenship, demonstrating the relevance and importance of the proposed approach.
- However, this appropriation does not always translate into sufficient material and institutional conditions to guarantee its continuity. One of the main reasons is the underestimation of the structural barriers that institutions face in institutionalizing proposals such as this: high teaching load, limited institutional time, limited curricular autonomy, weak pedagogical support, and turnover of management personnel. In addition, the project depended heavily on the external facilitation team, without establishing a clear strategy for the progressive transfer of responsibilities from the outset.
- There is a gap between what the project proposed—which aimed to generate a replicable and sustainable training model from institutional management—and the actual capacities of schools to sustain it without external support. The project documents indicate that key actors (teachers, administrators, and students) would have tools and strategies to maintain a citizen-centered approach in their educational practices. However, the findings show that this objective depends on conditions that are not yet assured, such as ongoing training, institutional time, and available teaching resources.
- In this regard, assumptions about the capacity of management teams and teachers to take on leadership roles and sustain and institutionalize the approach seem closer to wishful thinking than to reality in some schools. While there are examples where this has been partially achieved, there are also contexts where frequent turnover, administrative overload, or lack of time have prevented progress from being consolidated. Although there was willingness, this was not accompanied by a systematic training process that would enable teachers and administrators to continue with the approach autonomously.

5.2 General conclusions on the lessons learned in relation to the project

- 1 The lessons learned allow us to affirm that the project's approach was not only relevant but also mobilized significant processes in schools. In this sense, it is confirmed that the development of active citizenship in schools requires comprehensive interventions that combine training, support, and the creation of institutional conditions.
- 2 The importance of linking actions to school planning processes and ensuring genuine spaces for dialogue that recognize the student voice is highlighted. It also reaffirms that



pedagogical innovations require institutional support that transcends individual motivations.

- 3 Pedagogical practices were transformed as teachers appropriated active methodologies centered on students' life experiences. This appropriation was not uniform, but it was consistent enough to lay foundations that could be sustained over time.
- 4 A cross-cutting conclusion is that, to be effective, citizenship education must be lived, situated, and built collectively. It is not enough to simply state rights or values; it is necessary to promote spaces where these can be exercised and questioned. The project succeeded in creating such spaces in the five participating institutions, albeit with varying degrees of depth.
- 5 Another relevant conclusion is that the sustainability of the approach depends largely on the institutionalization of deliberative practices, collegial work among teachers, and school management that values and promotes active citizenship. The experience also shows that institutional conditions (teacher turnover, lack of institutional time, administrative overload) can weaken progress if specific measures are not implemented to address them.
- 6 It is confirmed that the involvement of families and the community is a key condition for expanding and sustaining civic learning. Schools cannot do this task alone. Where links with local organizations were promoted, greater resonance and impact were achieved.
- 7 In some cases, the assumptions made in the project design were more aspirational than realistic, such as the full involvement of families or the availability of teachers to sustain innovative practices despite the demands of the system. The gap identified between assumptions and the actual practices of the actors has been a risk that explains several of the limitations and reported ; in this regard, future applications would have to perform a more realistic analysis of assumptions and/or consider mitigation actions.

6. Recommendations

6.1 Regarding the general objective: Develop socio-political capacities and active citizenship

- Strengthen the pedagogical capacities of teachers and administrators. This strengthening should lead to leadership of the project's approach, beyond the spaces for student participation. This implies ensuring continuous, albeit more autonomous, support mechanisms, such as peer networks, learning communities, or online training, to avoid the breakdown of training processes at the end of the project.
- Expand the scope of actions to involve all students. Currently, participation is concentrated among leaders or selected groups. Strategies need to be designed so that all students develop the skills to critically read reality, position themselves in relation to it, and act accordingly.
- Incorporate absent topics more systematically. In schools, topics such as gender equality or interculturality had little presence. It is recommended to define specific activities that ensure these issues are addressed in a cross-cutting manner.
- Strengthen links with the community. Some actions were limited to the internal school environment. It is essential to promote projects that respond to local issues and encourage direct experience of citizenship as public action, based on socio-political capacities.
- Reduce dependence on teaching guides in student initiatives. Although support is necessary, progress should be made towards a model where students plan and manage actions with greater progressive autonomy. In this regard, it is important to empower student leaders as trainers of their peers and trained teachers as internal role models, through the assignment of specific roles and institutional recognition. These are internal replication mechanisms to consolidate progress.
- Design progressive transfer strategies from the start of the project. These strategies should include specific goals so that responsibilities are gradually assumed by school stakeholders. This promotes ownership and prevents the risk of dependence on the external team. Likewise, ensure that managers understand the approach, value it, and create the necessary conditions for its continuity (time, resources, responsible teams, monitoring).
- Anchor the experiences proposed by the program to the current curriculum (based on skills development) and strengthen work in the area of social sciences (secondary school) and in the social skills of Social Personnel. This strengthening will allow for the development of issues and skills specific to social and deliberative competencies through daily work with , consolidating socio-political capacities.

6.2 Regarding the Outcome 1: Strengthen democratic culture and institutional participation

- Institutionalize spaces for participation. Promote the institutionalization of the approach in school management tools (PCI, PAT, PEI), but in a way that is coordinated with pedagogical practices and not as a merely formal strategy. This requires institutional time, pedagogical leadership, and collaborative work among teachers.
- Encourage the participation of the entire educational community. Create mechanisms to include more students, families, and teachers in consultation and decision-making processes, avoiding decisions that depend solely on authorities or small groups. This involves developing a training and awareness strategy aimed at families, involving them as allies in citizenship training, recognizing their knowledge, concerns, and experiences, which is also related to the approaches of popular education.
- Improve the training of leaders and representatives and strengthen participatory structures. Develop specific programs to strengthen communication, management, and conflict resolution skills in student leaders and those who are part of representative bodies. To this end, successful experiences from some schools in the project (San Juan del Oro, for example) can be used. On the other hand, strengthen student participation structures, such as classroom councils or committees, with autonomy and minimal resources, so that students can sustain initiatives without depending exclusively on adults.
- Ensure continuity in the democratic culture. Design strategies that ensure the permanence of participatory practices despite changes in management or teaching staff.
- Organize collegial meetings to reflect on school culture, the students' vision, and teaching practices. This will lead to a change that will steer school life toward a deeply democratic culture.

6.3 Regarding the Outcome 2: Innovate in pedagogical methodologies for citizenship

- Extend the use of active methodologies to all areas and levels. Innovation was concentrated in DPCYC and, in some schools, in Social Sciences. It is advisable to offer guidelines and examples so that all areas integrate participatory and contextualized activities.

- Ensure conditions for joint planning. Lack of time and work overload limited the sustained application of active methodologies. It is necessary to allocate protected spaces for teacher coordination.
- Design and manage pedagogies that promote the development of deliberation and civic engagement in all areas, facilitating progress in the critical reading of reality.
- Optimize the use of materials and pre-designed sessions. The materials provided were useful but required adaptation. It is recommended that their delivery be accompanied by guidance to contextualize them and by training that takes into account the actual availability of teachers.
- Follow up on teacher training. Establish a support and feedback system to ensure that what was learned in the training sessions is implemented and maintained over time.

6.4 Regarding the Outcome 3: Promote student civic actions with school and community outreach

- Design actions with an impact beyond the school. In several institutions, activities were limited to the care of internal spaces. It is recommended to prioritize those that interact with community actors and local issues.
- Involve all students in the actions. Plan civic activities that allow for the participation of students from different grades, not just leaders or representatives. This participation should be conscious and meaningful (and not just considered as "manpower"). This implies developing truly democratic and participatory leadership in those considered student leaders.
- Strengthen autonomy in the management of student projects. Establish a progressive process that begins with close support and moves toward greater independence in planning and execution.
- Coordinate actions with external networks and allies. Formalize alliances with public, private, and community institutions to enhance the impact and sustainability of initiatives. This also involves promoting inter-, and inter-institutional alliances with community organizations, municipalities, and other schools that enhance situated learning and contribute to expanding the territorial impact of the proposal.

6.5 Final reflections

- Finally, it is essential to recognize that sustainability is not only a technical decision, but also a political, organizational, and pedagogical commitment. It requires enabling institutional conditions, a shared vision of participation and citizenship, and committed educational leadership. The gaps identified—such as the lack of curricular



integration, limited autonomy to innovate, and the absence of sustained support—could stem from the fragmentation of educational policies, the lack of continuity in school teams, and work overload that limits the capacity for reflection and continuous improvement.

- In this regard, consolidating the documentation and systematization of experiences is essential, as they can serve as input for replication or scaling-up processes. This task requires time, technical support, and institutional recognition.
- These recommendations seek to bridge the gaps between project design and implementation, recognizing that ensuring sustainability involves thinking long term, building strategic alliances, and empowering educational communities based on their own conditions and knowledge.

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8. Appendices : Questionnaires

8.1 Questionnaire 1: Focus group guide for students in grades 5 through 8

Evaluation of the project 'Capacity Building for a Citizen-Centered and Democratic School'

Modality: Focus group with elementary (upper) and secondary (lower) students: 5th and 6th cycles of basic education. Students are chosen at random and ARE NOT STUDENT LEADERS (a special interview will be conducted with them).

General guidelines

1- Introduce yourself and explain the purpose of the interview:

2- Purpose of the interview: Explore the changes that took place in civic engagement within the framework of the project, with special emphasis on skills/competence in deliberating on public issues, participating in community projects, and coexisting at school.

The conversation will focus on classroom dynamics (in general, but particularly in social studies and DPCyC classes; you may also mention issues that come up in tutoring), how they analyze their environment, how they get involved in their community, what kind of actions they have led, and what they have learned in this process.

Block 1: Changes in course sessions

To begin with, tell us a little about what your classes are like in general. Which ones do you like best? Why? (This is an introductory or "warm-up" question; don't dwell too much on your answer).

1- Last year or this year, have you noticed any changes in the way your classes are conducted? Tell us:

(i) Topics: Do you think there are new topics to cover, or are they the same as before? How are the "topics" covered in the different areas chosen and worked on?

Are the topics taken from the textbooks? (If they say there have been changes, ask for examples.)

After the general question, ask specifically about the areas of Social Studies (Elementary) and Social Sciences and DPCyC (Secondary).

(ii) Methodology: What are the interactions like during class? Are there moments of dialogue, or are most classes lecture-based? Do you feel that your teachers listen to you? Are different ideas accepted?

2- How are you doing in your assessments? What are they like? How do you feel? Is there anything you would like to change?

3- During class sessions, how do you usually argue (this is linked to taking a position on a topic, which may even be controversial) an idea or a position on something? Do you do this? (ask if you do this in some courses, in most courses, or in none)

4- Where do you look for information about what you are researching?

5- (If they see problems in their community or region, continue with these questions: How do they research the issues? Do they come up with solutions? Do they remain as proposed solutions, or have they put their solutions into practice in any projects?)

6- To conclude the class session activities, how do they develop the class rules for coexistence? (This question is about form, but also about timing (once, every so often, etc.). Do they review them? How?

Block 2: Changes at school and relationships

Let's talk about school. What do you like most? What do you like least? Why? (introductory question to the block)

7- Have you noticed any changes in your school in the last two years?

8- Do you feel listened to at school? Has it always been that way? Do you feel that you are listened to more or less now? Why do you think that?

9. Can you give your opinion on important school matters? (If they can't think of anything, give examples: for example, school rules; activities organized by the school district).

10. How are relationships between classmates? And with teachers? And with the principal?

11- And how do you see the relationship between teachers and the principal? Between the principal and parents?

12. When a problem or conflict arises at school, how is it resolved? Can you give me an example?

13. Are you familiar with the rules or the most important points of the school regulations? If YES, ask how you learned about them (to find out if you were only informed or if you participated in their development).

14- In the last two years, are you aware of any changes to the rules? If there were changes, did you participate in making them?

15- Do you consider the rules and regulations to be fair and reasonable? Is there anything you disagree with? What is it? Why?

Block 3: Understanding issues, analyzing the environment, and civic action

Now let's talk about what you experience in the community. What do you like most about your community? What situations or problems in your community or environment concern you? (introductory question)

16- Do you think these problems affect many people? How do you know?

17- Have you been involved in community projects/issues? Can you tell us about them? (If they don't answer that, you can ask another way: What kind of actions or activities have you done outside of school?)

18- Were those actions part of a project? Are they related to the problems or projects studied or discussed in class?

19- How did you choose that intervention? How did you identify those problems? Was it you or someone else who proposed the project? How did you organize yourselves to plan and carry them out?

20- Did you analyze the problem beforehand? (If the answer is YES: What kind of research did you do before intervening in a situation?)

21- If you participated in actions, activities, or projects, ask: Did participating in these actions, activities, or projects change your way of thinking or being in any way? Did you work in teams? How were the tasks distributed among you? Did you do it with the help and/or support of your teachers or other people in the community? What was that support like?

22- What did you learn from carrying out these activities or projects?

23. What would a person who practices citizenship do or how would they behave?

Closing

1. What would you like to continue doing to improve your school or community?

2. Would you like to share any final thoughts on what you have experienced with this project? Or in the last three years?
3. Would you like to see any changes in your school?

8.2 Questionnaire 2: Focus group guide for students in grades 9 through 11

Evaluation of the project 'Capacity Building for a Citizen-Centered and Democratic School'

Modality: Focus group with secondary school students (lower grades): 7th cycle of basic education. Students are chosen at random and ARE NOT STUDENT LEADERS (a special interview will be conducted with them).

Presentation

Introduce yourself and explain the purpose of the interview:

Purpose: To explore the changes that have taken place in civic engagement within the framework of the project, with special emphasis on skills/competence in deliberating on public issues, participating in community projects, and coexisting at school.

The conversation will focus on classroom dynamics (in general, but particularly in social studies and PDCyC; you may also mention issues that come up in tutoring), how they analyze their environment, how they get involved in their community, what kind of actions they have led, and what they have learned in this process.

Block 1: Changes in course sessions

To begin with, tell us a little about what your classes are like in general. Which ones do you like best? Why? (This is an introductory or "warm-up" question; don't dwell too much on your answer).

1- Last year or this year, have you noticed any changes in the way your classes are conducted? Tell us:

(i) Topics: Do you think there are new topics to cover, or are they the same as before? How are the "topics" covered in the different areas chosen and worked on?

Are the topics in the books? (If they say there are changes, ask for examples.)

After the general question, ask specifically about the areas of Social Studies (Elementary) and Social Sciences and DPCyC (Secondary).

(ii) Methodology: What are the interactions like during class? Are there moments of dialogue, or are most classes lecture-based? Do you feel that your teachers listen to you? Are different ideas accepted?

2- How are you doing in your assessments? What are they like? How do you feel? Is there anything you would like to change?

3- During class sessions, how do you usually argue (this is linked to taking a position on a topic, which may even be controversial) an idea or a position on something? Do you do this? (ask if you do this in some courses, in most courses, or in none)

4- Where do you look for information about what you are researching?

5- (If they see problems in their community or region, continue with these questions: How do they research the issues? Do they come up with solutions? Do they remain as proposed solutions, or have they put their solutions into practice in any projects?)

6- Class dynamics: How do they develop the rules for classroom coexistence? (This question refers to form, but also to time (once, every so often, etc.). Do they review them? How?

7- Have they worked on units/sessions related to (i) gender equality, (ii) environmental issues, (iii) discrimination (or intercultural issues)?

Block 2: Changes at school and relationships

Let's talk about school. What do you like most? What do you like least? Why? (introductory question to the block)

8- Have you noticed any changes in your school in the last two years?

9- Do you feel listened to at school? Has it always been that way? Do you feel that you are listened to more or less now? Why do you think that?

10. Can you give your opinion on important school matters? (If they can't think of anything, give examples: for example, school rules, activities organized by the school district, etc.)

11. How are relationships between classmates? How are relationships between boys and girls? Are there people who come from other places or speak another language? (If the answer is yes, ask about relationships.)

And what are the relationships with teachers like? And with the principal?

12. And how do you see the relationship between teachers and the principal? Between the principal and parents? Do you see aspects of interculturality in these relationships? Can you give us examples?

13- When a problem or conflict arises at school, how is it resolved? Can you give me an example?

14- Are you familiar with the rules or the main points of the school regulations? If the answer is YES, ask how they learned about them (to find out if they were simply informed or if they participated in their development).

15- In the last two years, are you aware of any changes to the rules? If there were changes, did you participate in making them?

16- Do you consider the rules to be fair and reasonable? Is there anything you disagree with? What is it? Why? Do you think the school's general rules (regulations) promote gender equality? Environmental protection? Equitable relations between cultures (interculturality)?

Block 3: Understanding issues, analyzing the environment, and civic action

Now let's talk about what you experience in your community. What do you like most about your community? What situations or problems in your community or environment concern you? (introductory question)

17- Do you think these problems affect many people? How do you know?

18- Have you been involved in community projects/issues? Can you tell us about them? (If they don't answer that, you can ask in another way: What kind of actions or activities have you done outside of school?)

19- Were these actions part of a project? Are they related to the problems or projects studied or discussed in class?

20- How did you choose that intervention? How did you identify those problems? Did you or someone else propose the project? How did you organize yourselves to plan and carry them out?

21- Were any of the projects related to gender equality, environmental care, or interculturalism?

22- Did you analyze the issue beforehand? (If the answer is YES: What kind of research did you do before intervening in a situation?)

23- If you participated in actions, activities, or projects, ask: Did participating in these actions, activities, or projects change your way of thinking or being in any way? Did you work in teams? How were the tasks distributed among you? Did you do so with the help and/or support of your teachers or other people in the community? What was that support like?

24. What did you learn from carrying out these activities or projects?

25. What would a person who practices good citizenship do or how would they behave?

Closing

26. What would you like to continue doing to improve your school or community?

27. Would you like to share any final thoughts on what you have experienced with this project? Or in the last three years?

28. Do you think anything else should change at school?

8.3 Questionnaire 3: Focus group guide for student leaders

Evaluation of the project 'Capacity Building for a Citizen-Based and Democratic School'

Method: Focus group with STUDENT LEADERS

Presentation

Introduce yourself and explain the purpose of the interview:

Purpose: Explore the changes that took place in civic engagement within the framework of the project, with special emphasis on skills/competence in deliberating on public issues, participating in community projects, and coexisting at school.

The conversation will focus on classroom dynamics (in general, but particularly in social studies and PDCyC classes; you can also mention issues that come up in tutoring), how they analyze their environment, how they get involved in their community, what kind of actions they have led, and what they have learned in this process.

Block 1: Changes in course sessions

To begin with, tell us a little about what your classes are like in general. Which ones do you like best? Why? (This is an introductory or "warm-up" question; don't dwell too much on your answer).

1- Last year or this year, have you noticed any changes in the way your classes are conducted? Tell us:

(i) Topics: Do you think there are new topics to cover, or are they the same as before? How are the "topics" covered in the different areas chosen and worked on?

Are the topics in the books? (If they say there are changes, ask for examples.)

After the general question, ask specifically about the areas of Social Studies (Elementary) and Social Sciences and DPCyC (Secondary).

(ii) Methodology: What are the interactions like during class? Are there moments of dialogue, or are most classes lecture-based? Do you feel that your teachers listen to you? Are different ideas accepted?

2- How are you doing in your assessments? What are they like? How do you feel? Is there anything you would like to change?

3- During class sessions, how do you usually argue (this is linked to taking a position on a topic, which may even be controversial) an idea or a position on something? Do you do this? (ask if you do this in some courses, in most courses, or in none)

4- Where do you look for information about what you are researching?

5- (If they see problems in their community or region, continue with these questions: How do they research the issues? Do they come up with solutions? Do they remain as proposed solutions, or have they put their solutions into practice in any projects?)

6- How do they develop the rules for classroom interaction? (This question refers to form, but also to time (once, every so often, etc.). Do they review them? How?

7- Have they worked on units/sessions related to (i) gender equality, (ii) environmental issues, (iii) discrimination (or intercultural issues)?

Block 2: Changes at school and relationships

Let's talk about school. What do you like most? What do you like least? Why? (introductory question to the block)

8- Have you noticed any changes in your school in the last two years?

9- Do you feel listened to at school? Has it always been that way? Do you feel that you are listened to more or less now? Why do you think that?

10. Can you give your opinion on important school matters? (If they can't think of anything, give examples: for example, school rules, activities organized by the school district, etc.)

11. How are relationships between classmates? How are relationships between boys and girls? Are there people who come from other places or speak another language? (If the answer is yes, ask about relationships.)

And what are the relationships with teachers like? And with the principal?

12. And how do you see the relationship between teachers and the principal? Between the principal and parents? Do you see aspects of interculturality in these relationships? Can you give us examples?

13- When a problem or conflict arises at school, how is it resolved? Can you give me an example?

14- Are you familiar with the rules or the main points of the school regulations? If the answer is YES, ask how they learned about them (to find out if they were simply informed or if they participated in their development).

15- In the last two years, are you aware of any changes to the rules? If there were changes, did you participate in making them?

16- Do you consider the rules to be fair and reasonable? Is there anything you disagree with? What is it? Why? Do you think the school's general rules (regulations) promote gender equality? Environmental protection? Equitable relations between cultures (interculturality)?

Block 3: Understanding issues, analyzing the environment, and civic action

Now let's talk about what you experience in your community. What do you like most about your community? What situations or problems in your community or environment concern you? (introductory question)

17- Do you think these problems affect many people? How do you know?

18- Have you been involved in community projects/issues? Can you tell us about them? (If they don't answer that, you can ask in another way: What kind of actions or activities have you done outside of school?)

19- Were those actions part of a project? Are they related to the problems or projects studied or discussed in class?

20- How did you choose this intervention? How did you identify these problems? Did you or someone else propose the project? How did you organize yourselves to plan and carry out these projects?

21- Were any of the projects related to gender equality, environmental protection, or interculturalism?

22- Did you analyze the problem beforehand? (If the answer is YES: What kind of research did you do before intervening in a situation?)

23- If you participated in actions, activities, or projects, ask: Did participating in these actions, activities, or projects change your way of thinking or being in any way? Did you work in

teams? How were the tasks distributed among you? Did you do so with the help and/or support of your teachers or other people in the community? What was that support like?

24. What did you learn from carrying out these activities or projects?

25. What would a person who practices citizenship do or how would they behave?

Block 4: Evaluation and leadership in civic actions

Now let's talk about your role as leaders. You are part of a group of leaders at school. How does that make you feel? (introductory question)

26. How were you chosen as leaders? Tell us a little about it.

27. Do you work independently? With support from teachers? (If the answer is yes, ask what this support is like.)

28- Have you participated in training? If the answer is YES, ask: How did it go? What did you learn most? What would you suggest to improve it?

29- How do you choose the actions to be carried out as a group? Are the actions within the school? Which ones? Outside the school? Which ones?

30- Do you evaluate or did you evaluate the actions taken? How did you decide if the actions you took were working well or if they needed to be changed? Did you keep any records?

31- Did you participate in important decisions within the school? How was that?

32- Do you think you have had the opportunity to lead any actions? How was that experience?

33- What does it mean to be a leader? Do you feel like leaders? Does the school train you to be leaders? (ask for examples)

Closing

34. What would you like to continue doing to improve your school or community?

35. Would you like to share any final thoughts on what you have experienced with this project? Or over the last three years?

36. Do you think anything else should change at school?

8.4 Questionnaire 4: Focus group guide for teachers

Modality: Focus group with teachers from participating schools

FIRST SECTION: PRESENTATION AND INTRODUCTION

Facilitator introduction: names and institution

Why have we invited you to participate?

What topics are we going to discuss?

Purpose: To delve deeper into the analysis of changes generated in terms of project objectives and outcomes, along with the factors that facilitated or limited them, and to gather lessons learned and future challenges.

Topics: changes in your teaching practice, strategies used, appropriation of the citizenship approach, institutional conditions, sustainability.

The information is confidential and is only for the purposes of the baseline study we are conducting.

Request for authorization to record.

We appreciate your participation.

GENERAL INFORMATION:

Name and age of participants. Time at the school:

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IE:

Date:/...../.....

Focus group start time: _____

End time of focus group: _____

Block 1: Perceived changes and achievements (Evaluation objective 1)

1. What do you know about the project "Capacity Building for a Citizen-Based and Democratic School"? (Since when have you been involved and how have you participated?)
2. If you have participated: What is or has been the most interesting aspect of it? What initiatives or practices promoted by the project do you consider most significant? How has it benefited you as a teacher? Why? (example)
3. If you are in secondary school: What subject area are you in? Do you work in coordination with social studies teachers?
If you are a primary school teacher, do you do units or projects that link the five competencies of the Personal Social area?
Do the so-called socio-political skills involve integrating areas or competencies? How so?
4. What does it mean to develop students' civic competencies? Who is involved? Has anything changed in your understanding and actions since the project began?
5. What methodological or pedagogical strategies have you used to promote critical citizenship in the classroom? What changes have you noticed in the way you plan or deliver lessons since incorporating the project approach?

The topics to work on in the areas... How do you choose them?

What problems do you see in your region? Have you worked on them at school? Justify

6. How do you encourage deliberation on public issues?

Do you do community-related projects? How do you choose them?

How or with what activities do you investigate the problems? How or with what activities do you encourage students to relate local problems to larger scales?

7. How do you work on social skills? (If it is limited to the PS area, explore whether there are other ways).
8. With regard to your students, what changes have you observed?
 - How have your students responded to these proposals?
 - Have you observed any changes in their participation at school, in their families, or in the community? (Ask about each area if it does not come up spontaneously.)
 - At the student leadership level, what changes are noticeable?
 - In their critical thinking?

9. What aspects of the citizenship approach do they feel they have mastered, and which ones do they still find difficult to incorporate?

At the school level:

10. Has the project had any impact on the institutional culture of the school? How is this manifested?
11. Have you identified any changes in interpersonal relationships within the school?
12. Are there any specific/institutional mechanisms for dealing with conflicts?
13. How were the internal regulations developed? And the classroom rules? Can you give us some examples?
14. How is compliance with the rules or IR monitored? When there is a breach, how is it handled? Who is involved?
15. What institutional initiatives or policies aimed at strengthening citizenship education have been implemented? How are they expressed?
16. What institutional structures, policies, and instruments exist in the school to facilitate the participation of students, teachers, and families in school life?
17. Have there been any cases of conflict or animosity between members of the educational community? What actions were taken in response to these cases?

Block 2: Facilitating and limiting factors (Assessment objective 2)

18. What conditions within your school facilitated the implementation of the project/citizenship education with a critical approach?
19. What difficulties did you encounter in applying the strategies proposed by the project?
20. How would you evaluate the support received during implementation (training, materials, technical assistance)?
21. How did institutional factors such as management, planning, or teamwork influence the implementation experience?
22. - Did you encounter barriers such as lack of time, work overload, or others? How did you handle them?
23. What changes or adjustments do you consider necessary for better implementation in the future?

Block 3: Conditions for sustainability (Evaluation objective 3)

24. What aspects of the approach and practices promoted by the project do you think could continue to be developed after its completion?
25. Have decisions been made at the institutional level to ensure this continuity?
26. How committed do you feel to sustaining the approach developed? What about the rest of your colleagues at the school?

27. What support, resources, or conditions do you consider necessary to guarantee this sustainability?
28. How aligned do you think this proposal was with the National Curriculum and the needs of the students?

Block 4: Lessons learned and projections (Evaluation objective 4)

29. What personal and professional lessons would you highlight from your participation in the project?
30. What achievements or changes do you consider most significant?
31. What elements of the project do you think can be replicated in other schools?
32. What aspects do you think should be improved or avoided in similar future interventions?

Closing

19. Would you like to share any final thoughts on your experience in the project or on teaching citizenship in school?

8.5 Questionnaire 5: In-depth interview guide for principals

Evaluation of the project "Capacity Building for a Civic and Democratic School"

Method: Semi-structured in-depth interview

FIRST SECTION: PRESENTATION AND INTRODUCTION

Introduction of the facilitator: names and institution

Why have we invited you to participate?

What topics are we going to discuss?

Purpose of the interview with managers: To gather impressions on the changes generated in terms of the project's objectives and outcomes, along with the factors that limited or positively influenced its implementation. To obtain lessons learned and challenges.

Topics included:

- the development of the project in your IE, the impact in terms of progress and achievements that you identify (evaluation objective 1),
- facilitating and limiting factors (evaluation objective 2),
- the levels of ownership on the part of teachers and students and the prospect of sustainability (objective 3).

The information is confidential and is only for the purposes of the baseline study we are conducting.

Request for authorization to record.

We appreciate your participation.

1. GENERAL INFORMATION:

Name of informant:

Informant's age: Gender:

School:

Since when have you been managing the IE

Date:/...../.....

Start time of interview:

End time of interview:

Block 1 (evaluation objective 1): Perceived changes and achievements in objectives and outcomes

1. What do you know about the "Capacity Building for a Citizen-Based and Democratic School" Project? (Since when have you been involved and how have you participated?)
2. What is or has been the most interesting aspect of this project? Which initiatives or practices promoted by the project do you consider most significant? Why? (example)
3. Since the project began to date:
 - a) Regarding the teachers:
 - Have you observed any changes in teachers? How would you describe the impact of the project on them? (Explore changes in their teaching practices and the way they relate to their students.) (Ask for examples.)
 - How are the effects of capacity building perceived in relation to their training needs?
 - What opportunities for participation do teachers have in the school?
 - Do they have channels/mechanisms for expressing their views on the development of the school?
 - b) For students:
 - What changes have you observed in their abilities?
 - Have there been any changes in their participation at school, in their families, or in the community? (Ask about each area if it does not come up spontaneously.)
 - At the student leadership level, what changes are noticeable?

- What support is there in the school and/or from teachers for student participation and leadership? What opportunities for participation do they have in the school?
 - How is coexistence at school? What about violence? Bullying?
 - Have any school routines or traditions changed to strengthen the development of coexistence?
- c) At the school level:
- Has the project had any impact on the institutional culture of the school? How is this manifested?
 - Have you identified any changes in interpersonal relationships within the school?
 - What institutional initiatives or policies aimed at strengthening citizenship education have you been able to incorporate? Where/how are they expressed? What actions are you taking to strengthen coexistence? Regarding the participation? The same Regarding the deliberation?
 - In general, how are responsibilities and decision-making distributed in the school?
 - How is citizenship promoted in or from your institution?
 - What institutional structures, policies, and instruments exist in the school to facilitate the participation of students, teachers, and families in school life?
 - How do they relate to the community? Are there spaces for sharing concerns?
 - Have there been cases of conflict or animosity between members of the educational community? What kind of actions were taken in response to these cases?
 - What mechanisms do you have for problem solving?
 - How is compliance with the RI monitored? Do students participate?
 - How are spaces such as the school municipality managed? What about meetings with parents and the community?
4. Has teacher and student training in democratic citizenship skills been incorporated into your institutional capacity-building plans? (Request management tools: PEI, PAT, regulations, rules of coexistence)
5. In general, how do you perceive the appropriation of the approaches worked on in the project by teachers and students?

Block 2: Facilitating and limiting factors (Evaluation objective 2)

1. What factors favored the development of the project in your school, in terms of progress and achievements with respect to its objectives and outcomes?
2. What aspects hindered its implementation?
3. How adequate and useful were the training and materials provided? Why? Were they provided in a timely manner?
4. To what extent did the administrative burden or institutional context impact the development of the project?
5. What national and local education policy priorities, approaches, and policies is the project aligned with? How does it relate to the national curriculum?
6. Does the project have any connection with the context and demands of educational stakeholders (administrators, teachers, students)? Can you give an example?

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7. What recommendations would you make to overcome these obstacles in future interventions?

Block 3: Conditions for sustainability (Evaluation objective 3)

1. What conditions currently exist to continue the progress made in citizenship training in the IE? And at the UGEL/DRE level? (financial, individual, and organizational capacities)
2. What actions or decisions have been taken by the IE to sustain the project's learning outcomes?
3. How do you assess the teaching team's commitment to continuing this line of work?
4. Has any institutional strategy been planned to maintain training in active and critical citizenship?
5. What external support would be necessary to ensure its continuity?

Block 4: Lessons learned and projections (Evaluation objective 4)

1. What lessons would you highlight as most significant from this experience?
2. Which practices or components of the project do you consider replicable in other schools?
3. What recommendations would you make to scale up or improve this type of intervention?
4. What do you think should not be repeated in future versions of the project?

Closing the interview

1. Would you like to add anything else regarding the impact or development of the project in your institution?
2. Any final message regarding citizenship in school?