

**PROJECT PLAN for years****2008-2010**

Please note the instructions for filling in this project plan form in the Application guide or the internet:  
<http://global.finland/english/ngo/index.htm>

- new project  
 continuation of on-going project, MFA project code \_\_\_\_\_, project initiation year \_\_\_\_\_  
 project is based on earlier forms of co-operation, years \_\_\_\_\_  
 the planning of project has been supported by MFA preparation trip allowance, year \_\_\_\_\_

**Organization:****1. Basic information on the Project**

1.1 Name of organization registered in Finland	Suomen lasten ja nuorten säätiö Barn- och ungdomsstiftelsen i Finland Finnish Children and Youth Foundation FCYF
1.2 Name of Project in Finnish	Nuorten johtamistaitojen, kulttuuri-identiteetin ja työllistymisen tukeminen kehityksen välineenä Alto Mayon ja Huallagan yhteisöissä
1.3 Name of Project in English	Support for youth leadership, cultural identity and occupational training as a tool for development in selected communities in Alto Mayo and Central Huallaga.
1.4 Name of Project in other relevant language	
1.5 Location of Project (country, province, village/municipality)	Alto Mayo and Huallaga, Peru
1.6 Name of the local partner organisation	Centre of information and education for the prevention of drug abuse - CEDRO
1.7 Contact details of local partner organisation	CEDRO Roca y Bologna 271, Miraflores. Lima, Peru Email address: <a href="mailto:avassi@cedro.org.pe">avassi@cedro.org.pe</a>
1.8 Representatives of the co-operation Partner responsible for the Project and their contact information, if other than above	Julio Moscoso Email: <a href="mailto:jmoscoso@cedro.org.pe">jmoscoso@cedro.org.pe</a>
1.9 Internet home pages of the co-operation Partner and/or the Project (if any)	Website: <a href="http://www.cedro.org.pe">www.cedro.org.pe</a>
1.10 Planned initiation and termination dates (on a yearly level) of the Project	2008 - 2010

**Please answer the following question and fill in the budget summary (1.13) only after answering all other questions on the form.**

**1.11 Summary of the Project plan.** Describe here briefly (max. 700 characters) the development problem that this project is addressing, its immediate objective and the practical means through which these objectives are to be reached:

The project aims to strengthen the managerial, organizational and leadership skills of young people who live in the rural areas of the Peruvian jungle, with special emphasis in the provinces of Lamas, Picota, San Martin, Bellavista, El Dorado, Huallaga and Mariscal Caceres (the list of communities in each province can be found in the enclosed annex), and the native community of Wayku-Lamas, located in the province of Lamas. The project also aims to develop initiatives for legal, environmentally-friendly business enterprises, and to empower and promote the native culture and language (Kechua-Lamista) in the areas of intervention.

In order to implement these processes, the project has established the following strategic guidelines:

- The development of management skills that will strengthen the organization, participation and democratic leadership of the youngsters, both male and female, who live in rural communities and the native youth of Lamas.
- The promotion of the identity, traditions and cultural diversity of the beneficiary communities, especially among the Kechua native community of Lamas.
- The defense and safety of the environment by supporting their agricultural initiatives and by providing occupational training for their development.

The fieldwork will be undertaken by local bilingual personnel (Spanish – Kechua). Volunteer work opportunities will be augmented in all the intervention areas, focusing the effort mainly on a community-based approach based on the principles of trust, mutual respect (the beneficiary is our partner), effective two-way communication, work under their own context, respect for local organizations and life experiences.

**1.12 If this Project is the continuation of an earlier project, please describe here the main results of the earlier stages of the Project.**

CEDRO has been developing specific strategies in these areas, one of which has been the organization of local groups for the implementation of a legal development. The institution already has contacts in the area and this project looks to enhance their work. The previous efforts have been framed within the development program that seeks to create awareness among the populations that live in the valleys of the Peruvian jungle regarding the negative impact of drug trafficking in the lives of individuals, families, communities, the environment and the Peruvian society in general.

**1.13 Budget Summary**

Year	2008	2009	2010	Total
Self-financing of the Organization	17 113	17 165	16 054	50 332
Project support application	96 975	97 268	90 970	285 213
<b>Total costs</b>	<b>114 088</b>	<b>114 433</b>	<b>107 024</b>	<b>335 545</b>

**1.14 Other funding of the Project (if any).** If the Project receives other funding, please state here the amount and the source of the funding:

Amount	Source

## 2. Local Partner Organization and nature of co-operation

2.1. Please describe the criteria used in choosing the co-operation Partner.

The Finnish Children and Youth Foundation (FCYF) and CEDRO have cooperated actively since the year 2006. Both form part of the **International Youth Foundation's (IYF) partner network**, which has a total of 46 member organizations worldwide working at the local, national and international level in order to strengthen and expand the reach of effective programs serving young people, while maximizing the impact of the children and youth sector as a whole.

CEDRO was chosen based on its ability to meet the following criteria:

- Proven institutional capacity with substantive experience running similar programs;
- Expertise in technical training, entrepreneurial training, youth training, job placement;
- Proven ability to collaborate with public and private sector partners.
- Developed content of training and job placement methodologies demonstrating experience, particularly in the area of certified basic training;
- Good relationships both in the public, private and third sector
- Good reputation in the indigenous and mestizo communities of the Peruvian jungle.

2.2 Has the Organization previously worked with this Partner? If so, please describe the nature of this co-operation and when it took place?

Since the end of the year 2006, FCYF has been planning development programs in cooperation with CEDRO. Additionally, both FCYF and CEDRO are members of the IYF Global Partner Network and have shared information through this network.

2.3 Additional information on the co-operation Partner.

CEDRO:

- Private, nonprofit organization whose mission is to foster healthy environments and quality of life for young people.
- Conducts research and provides training to teachers, community leaders, law enforcement agents, youth workers, and youth.
- Programs include leadership training, youth involvement in community development, life-skills, technical education, job creation and micro enterprise, and community libraries for young people.
- Has been most successful in establishing close working relationships with the government, other NGOs, and the private sector.
- Serves as a resource at local, regional, and international levels.

2.4 How will the co-operation Partner participate in the implementation of the Project (e.g. does it provide labor, economic resources, other assets)?

CEDRO is the lead implementing agency and will coordinate all in-country activities with local government, local businesses, training providers and the young people themselves. CEDRO will provide its staff, training infrastructure and networks to implement the project.

2.5 Are there other parties involved in the co-operation (e.g. Finnish, local or international organizations or officials)? If so, please describe their role and involvement in the Project.

In the implementation of the project, CEDRO has forged local alliances with key organizations such as the municipal governments and local, regional and international non governmental organizations (NGO's) experienced in competency-based training, youth leadership and cultural identity.

## 3. Background and sustainability of the Project

### 3.1 How was the Project idea initiated? Is it e.g. a part of a larger Program?

CEDRO, as an institution, began its work in the valleys of the Peruvian Amazon in 1987, developing prevention activities in the schools of the area (Tarpoto, Pucallpa, Tingo Maria and Iquitos). Starting 1992 it expanded the process towards the rural populations of Upper Huallaga and Central Huallaga. It was during this period that the areas were strongly influenced by subversive terrorism (“Shining Path” and “Tupac Amaru’s Revolutionary Movement”), which was allied to the drug lords. Thus, CEDRO’s main task was to build and strengthen a “social foundation” starting with the children, youth and women that would contribute to the development of these valleys.

### 3.2 Describe briefly the environment in which the Project will be implemented.

The main intervention areas are the rural zones located in the valleys of the Peruvian Amazon (valleys of the Central Huallaga and Lower Mayo rivers). The proposal will be developed in hamlets and minor townships (communities with 50 to 200 families) where our institutional presence is strong and where we have contacts with local groups and authorities.

In addition, the experience will be replicated in a native community with a “Lamista” population. They are located in the neighborhood of Wayku, which is a township right outside the city of Lamas, in the province of Lamas, region of San Martin. Most of the inhabitants of the city of Lamas are descendents of the ancient “chankas” tribes that migrated from the mountainous areas of Peru to the jungle fleeing from the dominant Inka culture. The main feature of these communities is that their main economic activity is agriculture, and the upbringing of pigs (domestic scale) and poultry (chicken, ducks and turkeys).

They maintain their cultural traditions alive: dances, music, pottery, architecture, language (Kechua lamisto), among others; but these are endangered due to the dominant influence of the more westernized cultures.

### 3.3 What is the general state of development in the field of the Project in the area? How does the local government function in this field and in these issues? How does the local government participate in the implementation of the Project - or limit it?

Poverty and hindrance reign in the areas of intervention, all of which worsened during the 1980s due to drug trafficking and terrorist activities. The social and political reconstruction process, initiated once terrorism was defeated, was assumed largely by the community itself with little help or investment from the government. This situation remains the same to date. Currently, the leading authority for each hamlet or Minor Township is a representative from the local or provincial Major, and they are called Neighborhood Majors. These are communities where organizational strengths are crucial because they are their way of confronting difficulties and fighting for survival and development.

### 3.4 How has the Project been planned?

The process to develop the proposal had 3 consecutive steps:

1. CEDRO’s field teams have made a contextual diagnosis in the areas of intervention with the support of the communities’ representatives.
2. The diagnostics’ data have provided the basic ideas necessary to prepare the proposal. The ideas were organized and discussed during work meetings with representatives of the community organizations during Exchange of Experiences Sessions. The last meeting, in November 2006, hosted more than 250 delegates from jungle communities. Furthermore, during an audience with youth groups from native communities of the Peruvian jungle, the participants analyzed the interests and expectations of the youths. Native groups from Lamas participated in this audience.
3. Final systematization and organization of all the information and ideas gathered. The final result is this proposal.

### 3.5 Describe the most essential problems of the beneficiaries that the Project is meant to address.

The area where the project is planned to be executed is one of the poorest in Peru with very low levels of the quality of life. One of the principal problems is the lack of culturally sensible leadership skills in order to

strengthen the local organizations, which in their turn, could offer alternatives to environmentally sustainable development in the local communities.

In general terms, the project will contribute to reduce poverty and to improve the quality of life of the rural and indigenous communities of the Peruvian rain forest located in the valleys of the Central Huallaga and Lower Mayo rivers.

Specifically, the project will work with youth leaders to improve their management and leadership skills, rescuing their cultural traditions so they will not be forgotten and disappear. The project will also work towards the self-sustainability of the proposal through the development of legal environmentally-friendly business endeavors.

**3.6 What are the risks that can compromise the outcome of the Project? How is the Project organization planning to minimize these risks?**

The risks are practically non-existent due to CEDRO's good institutional image and positioning in the areas of intervention, and due to the institution's good knowledge of the zone. Except for some climatic difficulties in the jungle area, all of which are common, predictable and manageable, we do not foresee any other significant risks.

With respect to drug trafficking, the institution has already established certain guidelines to create awareness among the population regarding the negative impacts brought on by this illegal activity. Moreover, the population is already aware of the devastating damages caused to their communities by this activity. With respect to terrorism and the presence of armed groups, nowadays the population is rejecting them, so the fear of terrorist activity within the process can be discarded.

**3.7 Will the Project create a new institution or procedure or is it going to support some existing structure?**

One of the main principles of this initiative is to respect grass-roots organizations and the life experiences of the local populations. Therefore, the project will work with established community organizations and it will strive to reinforce their role in the communities. This will in turn provide the process with stronger possibilities of sustainability once the project is concluded. No new institutions will be created, but the project does foresee the establishment of new procedures and tools that will help accomplish the objectives set in the proposal.

**3.8 How and when will the responsibility of the Project be transferred to the local government, local organization or to the beneficiaries?**

The transfer of responsibilities will be accomplished at two levels:

1. At regional and local government's level – through specific cooperation agreements. CEDRO already has the contacts and the work experience necessary with these entities. The agreements will establish the functions, competences and responsibilities that must be assumed by each entity in order to guarantee the sustainability of the process.
2. At a community level – the project will help strengthen the managerial capacities of the community organizations, especially the youth and women's groups, and it will transfer to them the responsibility to carry on the process since the implementation stage.

#### **4. Beneficiaries**

**4.1 Who are the direct beneficiaries of the Project? How many are they (approx.)?**

The project will work with 120 rural communities (hamlets and minor townships) in the 7 provinces of the region of San Martin (enclosed as an annex is a map of the region). The project will also undertake the process in one (01) native community – Wayku-Lamas.

The project will have a direct impact over 3,000 youth leaders from the rural communities, with a gender

distribution equivalent to the area's demographic reality (60% men, 40% women).

#### 4.2. Who are the indirect beneficiaries of the Project?

The indirect beneficiaries will be 4,800 boys and girls from the rural communities and the Wayku-Lamas native community; and 9,000 adults, between parents and local authorities, giving a total of 13,800 beneficiaries throughout the life span of the project (3 years). All these people will receive information; will learn about ecological risks; will reinforce their cultural identity and their local traditions; and will revalue their ancestral language – Kechua-Lamisto.

The indirect beneficiaries will be mainly adolescents, youngsters and adults, both male and female, from the communities involved as well as from the communities surrounding the process.

**If the project support applied for is 20.000 € or more, please answer the following question:**

#### 4.4 Define the nature of participation in the Project by each group of beneficiaries.

Boys and girls: We will work with this population from within the activity centers for the promotion of local culture. We will develop workshops to rescue testimonies and to promote the Kechua-Lamisto language using games (recreational and educational) produced with local resources.

Youth: We will strive to reinforce their individual and collective capacities, especially leadership and organization. This will strengthen their abilities and their development as the foundation for the respect and promotion of their cultural roots, like the rescue of their habits and traditions (ceremonies and dances). We will try to rescue all the knowledge transferred and learned through their agricultural practices and their history so as to recover traditions, myths, legends, stories and tales by promoting inter-generational exchanges with parents, grandparents and the community's elders. These youngsters are the foundation of the process since they will be in charge of developing the job in the activity centers for the promotion of local culture. They will be trained also in environmental defense and safety actions and business endeavors.

Youngsters from the Wayku native community: The work strategies with the youngsters from this native community will be to promote and reinforce their cultural roots and the maintenance of their native language (Kechua-Lamisto), and the empowerment of their organizations by supporting the implementation of youth community centers.

Local authorities: The project will work with the *Apus* (local authorities recognized by the community) in order to implement the economic enterprises that will promote two key products:

1. Ethnic tourism – as a means to maintain their habits and customs, because many youngsters, used to the “occidental” model, do not see their culture as an opportunity for development. So, they will not only become part of a business process that will give them the opportunity to generate income, but they will be able to promote themselves through the promotion of their culture.
2. Local crops - mainly *Plukenetia volubilis*, an oleaginous plant belonging to the family of the EUPHORBIACEAE, which can be found between Central America and Bolivia. In Peru it is known as “mountain peanut”, “sacha inchi” or “Inca peanut” and it grows wild in the departments of San Martin, Ucayali, Amazonas, Madre de Dios, Junin and Loreto. The “sacha inchi” is a native crop with enormous industrialization and economic potential, depending on the characteristics of the variety, content, grease and protein quality.

## 5. Objective, plan of action, monitoring and information

### Objectives

#### 5.1 What is the long-term development objective of the Project?

To help the youth population from the rural (indigenous) communities of the Peruvian Amazon, where the project will be active, to reach acceptable levels of sustainable development, harmonious with the environment, based on legal economic activities, a politically-democratic participation, and proactive and pro-social leaderships.

**5.2 What is the direct objective of the Project?**  
(Limited by the area of implementation and the group of beneficiaries)

To promote and enhance the formation processes of socially and politically responsible youth leaders (indigenous) from the rural areas of the Peruvian Amazon, through the development of self-management and leadership skills, the promotion of their cultural identity and business endeavors with an enhanced consciousness regarding the environment.

**5.3. What are the results targeted by this Project?**

After a three-year intervention, the following results will be achieved:

1. Enhanced capacities among the target population to exercise a democratic leadership within their organizations and before the community and its authorities and to promote a responsible and ethic participation in the political life of their communities.
2. Enhanced acknowledgement of their cultural identity and ancestral traditions, both by the rural and the native communities.
3. Awareness creation among the target population and the community in general regarding the harms caused to the environment by anti-ecological practices (coca leaf growth and processing, forest depredation, indiscriminate hunting and trading of native species, waste management, etc.).
4. Improved labor competences for the development of small productive endeavors based on self-management skills and the respect for the environment.

**Implementation**

**5.4 Describe the activities by which the results and immediate objectives are to be accomplished. If possible, please also give a rough timetable (by year) of project implementation.**

For the implementation of this project, we have foreseen the application of the following strategies through the following activities:

1. *Training and transfer of methodologies:* under this component we will include training in life skills for youth groups, training in leadership, occupational training, School for Parents (upbringing strategies).
2. *Promotion and distribution of information:* this component includes the design and dissemination of messages to create ecological awareness from the community centers (activity centers for the promotion of local culture), the furnishing of the centers with informational and training materials as well as recreational-cultural modules.
3. *Promotion of youth volunteer work in favor of the community:* this component includes community outreach activities and the promotion of cultural identity, both of which are developed within and from the community centre.
4. *Occupational training and formation in environmentally-friendly productive endeavors based on self-management:* this component includes occupational training for the Wayku-Lamas youths in the production of "sacha inchi" as a local product and tourism-related activities.

Result 1: Enhanced capacities among the target population to exercise a democratic leadership within their organizations and before the community and its authorities and to promote a responsible and ethic participation in the political life of their communities.

1. The establishment of a diagnostics and baseline on youth groups, their predominant leadership styles, and their training needs.
2. During the project's three-year period, provide 18 courses on leadership strategies to all youths involved.

3. The design and distribution of 2 work primers, 1 informational bulletin (bi-annual, 18 issues in 3 years) and 6 pamphlets on leadership and its influence on the development of communities.
4. One project progress monitoring and follow-up system that will include visits to the program and strengthening of local capacities, besides data collection.

Result 2: Enhanced acknowledgement of cultural identity and ancestral traditions, both by the rural and the native communities.

1. Establishment and update of the situational diagnostics of the 120 communities where the community centers are located (activity centers for the promotion of local culture) and a baseline on its functions.
2. Design and distribution of educational and recreational material focusing on the gathering of traditions in native languages (Kechua-Lamisto): 1 project poster, 2 educational games, 1 book systematizing cultural traditions. Implementation of basic modules for libraries, music, games and sports: 120 basic modules implemented.
3. Development of 720 informational sessions (240 every year for 3 years; 2 per community for 120 communities) with members of local groups and volunteer promoters to help them build the capacity of the community centers by training them in communications, management, project writing abilities, and administration and accounting. Sessions will be carried out in all communities involved in the project every year of the project.

Result 3: Awareness creation among the target population and the community in general regarding the harms caused to the environment by anti-ecological practices (coca leaf growth and processing, forest depredation, indiscriminate hunting and trading of native species, waste management, etc.).

1. Establishment of a participative diagnosis and baseline with the youth leaders on their levels of awareness regarding environmental problems present in each area of intervention.
2. Provide informational sessions to potential youth leaders on the causes, consequences and impact brought upon the environment by: illegal tree falling, drug cultivation and production, animal depredation, etc.
3. Design and distribution of informational and educational materials to increase environmental awareness and to provide alternative for the responsible handling of the environment.
4. Development of an educational program to make waters apt for human consumption, and the construction of hygienic services adapted to the reality of each area (specialized institutions will provide the necessary counsel).

Result 4: Improved labor competences for the development of small productive endeavors based on self-management skills and the respect for the environment.

1. Develop and improve local abilities for the development of business endeavors that are adequate for the interventions areas (cultivation of “sacha inchi”, and ecological and ethnic tourism) and help develop bonds and contacts with the local market.
2. Selection and provision of resources to youth economic endeavors based on the cultivation of “sacha inchi” (36 initiatives will be supported by the project with a grant not larger than US\$ 250.00 per approved project – 18 during the first year and 18 during the second year) and the development of ecological tourism activities (20 endeavors with a grant of US\$ 800 each).
3. Development of follow-up activities of the productive enterprises supported (monitoring and follow-up).

***If the project support applied for is less than 20.000 €, please answer the following question:***

5.5 What has been agreed with the Partner about the separation of responsibilities in the implementation of the Project?
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N/A.

***If the project support applied for is 20.000 € or more, please answer the following question:***

5.6 Describe the implementation and monitoring organization of the Project and the responsibility of each party therein.
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CEDRO is responsible for the overall implementation of the project and will provide quarterly financial and programmatic reports to FCYF. However, CEDRO might sub-contract some services in order to provide training and direct services to youth.

To ensure quality of training and job placement services, CEDRO will form two committees, one technical and one advisory. The technical committee, consisting of staff from CEDRO, will focus on educational services, workshop development and implementation, and other technical components. The advisory committee will consist of CEDRO's staff, representatives of the local stakeholders (authorities, communities, etc.).

## Monitoring

5.7 How do the responsible persons of the Finnish organization follow the implementation of the Project and the use of financial resources? How do they participate in its implementation?

The FCYF's Development Manager will review both technical and financial reports produced by CEDRO on quarterly basis. FCYF will make financial disbursements upon approval of these reports. FCYF will conduct follow up monitoring and assessment of project activities both at distance and on site by conducting an extensive field monitoring visit once a year. Additionally, FCYF will collaborate with its partner, the International Youth Foundation, to conduct on-site monitoring through IYF's Latin American representative and other resources.

5.8 How do the local co-operation Partners follow the implementation of the Project and the use of financial resources?

CEDRO has a monitoring and evaluation unit for all of its projects. It is from this Unit that all project follow-up and reporting activities are implemented. The Unit is managed by Social Studies professionals (1 economist, 1 social psychologist) with vast experience and knowledge on the subject.

CEDRO conceives the monitoring process as a permanent process, and the steps followed are:

- Establishment of a situational diagnostics of the intervention areas.
- Establishment of a baseline that includes a comprehensive database of beneficiaries.
- Evaluation process through the measurement of qualitative and quantitative advances applying especially designed tools. Process is performed on a monthly basis.
- Data gathered is consolidated, analyzed and used in the elaboration of reports. Regularity depends on the donor or the information strategy.
- Development and socialization of evaluation results with target populations in order to obtain a feedback that will contribute to the reorientation of actions and to adopt lessons and good practices learned.
- Project final measuring process that includes an exit evaluation, systematization of the experience and elaboration of the project's final report.

The periodicity for data collection will depend on each program, although in this specific case the reports will be monthly, then they will be reviewed, summarized and integrated into quarterly reports that are submitted to the project's executive areas.

The monitoring tools used are:

- Brief surveys for key referrals: applied on a quarterly basis.
- Pre- and post-test for the training courses: applied in each training activity.
- Focus groups: quarterly.
- Observation records: used whenever needed and depending on the activity, mainly for massive activities.
- Audiovisual records: depending on the needs of the activity.

The analysis of the information gathered allows:

- A comparison of actual activities versus project planned activities.
- A comparison of results by period.
- An estimation of future results.

The information gathered is statistically analyzed, preferably using central and positional tendency measures, although this decision will be finalized once we know the basic characteristics of the information gathered and the communication needs.

The reports will include project hypothesis and planned results as well as progress for their achievement, comparing actual vs. plan. The report to be submitted will include two essential components: Operative Report: showing the findings at a specific moment of the project, and Financial Report, showing the project accounts at a specific moment of the project. This report provides feedback to the persons in charge of the project and lets them know the financial results for a defined period so as to define any necessary reprogramming. As a parallel task, the monitoring data helps gather and systematize information regarding lessons learned. The institution's executives receive progress reports as a result of the monitoring process which helps them make any reprogramming, if necessary.

**5.9 What kind of numerical or other data will be collected on the advancement of the Project?**

**Matrix of data collected by Project objectives**

	<i>Project objectives</i>	<i>Type of data</i>	<i>Technique used</i>	<i>Tool</i>
1.	Enhanced capacities among the target population to exercise a democratic leadership within their organizations and before the community and its authorities and to promote a responsible and ethic participation in the political life of their communities.	Quantitative and qualitative data will be used to measure baseline, impact-oriented monitoring, and evaluation of final results.	Survey and focus groups	Questionnaire on self-management and leadership skills. Focus group inquiry guide on leadership, community participation and ethic.
2.	Enhanced acknowledgement of cultural identity and ancestral traditions, both by the rural and the native communities.	Qualitative data will be used to determine Project real impact upon the community.	Survey. Documents recording dances, music and other artistic activities.	Questionnaire/poll/records on criteria or standards that evidence the actual strengthening of the community centers in the local development support networks.
3.	Awareness creation among the target population and the community in general regarding the harms caused to the environment by anti-ecological practices (coca leaf growth and processing, forest depredation, indiscriminate hunting and trading of native species, waste management, etc.).	Qualitative data.	In-depth interview and focus groups.	In-depth Interview Manual on personal relationship with the environment. Focus Group Inquiry Guidelines on community statements regarding physical spaces.
4.	Improved labor competences for the development of small productive endeavors based on self-management skills and the respect for the environment.	Quantitative data will be used to determine real project impact upon beneficiaries.	Survey	Questionnaire/poll/records on number of productive endeavors.

**5.10 Where and how will the accounting and audit of the Project be arranged?**

Auditing process in ongoing projects are usually developed according to donor's requirement; CEDRO usually contracts a full audit for all its projects once every 2 years, but accounting processes are continuous and

according to governmental regulations and meet the highest standards in Peru.

Financial reports, as well as operative, are provided to donors depending on a jointly fixed timeline; most usual frequency is every 6 months; the development of the reports follows exactly the templates and information requirements provided by the donor.

5.11 Will the organization evaluate the Project during its implementation or afterwards? If the answer is yes, please describe how it will be carried out.

### **CEDRO's project evaluation systems**

The purpose of CEDRO's Project Evaluation System is to maintain an information system that allows:

1. The identification of goals, results and impact achieved in each phase of a project, submitting timely reports with necessary and adequate information.
2. A management and feedback instrument for the Executive Director and the Technical Assistance Unit.
3. The availability of a database that provides realistic goals for future phase of the ongoing projects.

The specific objectives of the Evaluation System can be defined as:

1. A tool to provide project stakeholders (funding source, executors and beneficiaries) with periodic statistical reports that reflect progress and impact achieved to date on the target population.
2. A tool to integrate the information received from the institution's units involved in the development of project activities, providing a comprehensive perspective of the whole.
3. A tool that allows the periodical comparison of project progress, identifying areas or programs that require further strengthening.
4. A tool that provides all parties involved access to the consolidated information and timely feedback on goals achieved.

The implementation of the project monitoring and evaluation system becomes, then, a management tool that aims to translate the data on program progress into information useful for the implementation of the project itself, seeking to optimize current and future impact and effectiveness.

The process implies the development of several sequential and supplementary processes, adequately adapted to the needs of the area of intervention. These sequential steps could be described as follows:

1. Definition of basic supplies (human resources, materials, equipment and services) based on methodology of intervention and administration implemented by the programs.
2. Process implementation to achieve goals set forth in the annual action plan. Processes are developed through an integral set of activities.
3. Implementation and management actions generate goods and/or services that are delivered to the target population as intervention products.
4. The delivery of products to the target population generates an impact, understood as the change on the core problem brought about by the program.
5. Results and impact are evaluated using specific methodologies with the continuous and direct participation of the beneficiaries.

With respect to the selected indicators, the Project Evaluation System uses effect and effectiveness indicators that are included in the logical frame matrix built.

On the other hand, although the quantitative indicators provided by the Evaluation System are useful in decision making, a growing importance is being placed on qualitative evaluation or informed understanding of the goals achieved, encouraging the active participation of the beneficiaries as informants on the impact of the program on their lives.

To accomplish a comprehensive vision of the programs and projects evolution, it is necessary to have different information sources:

1. Periodic reports issued by the programs that are responsible for the execution of specific aspects of the project, using specially designed formats.
2. Supporting information on activities developed, including lists of participants, newspaper clippings, databases, publications, etc.
3. Field supervisions of concrete actions developed and both quantitative and qualitative evaluations.

**Information**

5.12 Describe how the organization will inform about the Project. Give details on the goals, target groups, information material and information channels.

FCYF will inform its stakeholders (public entities, private companies, private donors, etc.) and the Finnish/European public in general about the project, about its execution, its outcomes and significance to the sustainable development efforts in Peru. This information will be given according to the efficient media and communications strategy of the FCYF, which includes:

- printed media (on the one hand magazines, newsletters, brochures, etc., published by the FCYF and its allies; and on the other hand, articles in Finnish/European newspapers and magazines, written by professional journalists)
- seminars, conferences, and workshops (either organized or attended by FCYF)
- Internet: FCYF's homepage ([www.slms.org](http://www.slms.org)), e-Newsletters, linked homepages of FCYF's national and international partners
- Additionally, FCYF will study the possibility to partially produce and publish an audiovisual documentary on the Foundation's focused participation in South America (Ecuador, Venezuela, Colombia and Peru).

This media strategy has at least three important goals:

1. Inform positively about the best practices in the Finnish development aid executed and financed in cooperation with FCYF, the Ministry for Foreign Affairs of Finland, and local partner organizations;
2. Attract the interest of our stakeholders and the public in general on global development matters; and
3. Contribute in assuring sustainable future (political, economic, social, etc.) for the Finnish development aid.

**6. Free-form description of the Project and its operation** (optional: if the other questions in this form are not suitable or sufficient to describe the Project, please use this space to give additional information)

**8. Development objectives and cross-cutting themes of the Project**

8.1. What is/are the development objective(s) of the Project? Mark one main objective and max. 3 other significant objectives:		
Main objective	Other objective	
		Abolishing extreme poverty and famine
		Extending elementary education to all
X		Improvement of gender equality and the situation of women
		Diminishing infant mortality
		Improving the health of pregnant women
		Work against HIV/Aids
		Work against malaria and other significant illnesses
X		Sustainable development of the environment
		Access to clean water
X		Improving living conditions in the slums
		Improving the working conditions of the private sector and increasing economic interaction
X		Advancing democracy human rights and good governance
X		Advancing the state of peace and security

		Developing a just and regulated international trade and financial system
		Solving the debt problem of developing countries using national and international means
X		Bringing the benefits of using new technology and especially information technology to developing countries in co-operation with the private sector
		None of the above. Other explain.

**If the project support applied for is 20.000 € or more please answer the following question:**

8.2 How does the Project plan take into account the Poverty Reduction Strategy Paper (PRSP) or other equivalent national plans of the developing country concerned? If it has not been taken into account please justify:

The project was designed in line with the country's PRSP which found that while Peru's overall poverty picture has partially improved, striking disparities remain in income earning and living standards among regions and socio-economic groups. The country's poverty reduction strategies place a priority on location of development, as well as the need to build capacity and institutional strengthening while introducing fresh approaches to bring real resources to poor families, especially children and youth.

<b>8.3. Cross-cutting themes of development policy</b>		
The development policy program of the Finnish government contains a number of cross-cutting themes that are to be taken into account in all development activities.		
<b>Instructions:</b> In the column "impact" please mark a sign as advised below according to the impact this Project is estimated to have. Justify with one sentence the most important positive and negative impacts of the Project.		
<b>Options:</b>		
	++	significant positive impact
	+	positive impact
	0	no impact
	-	negative impact
<b>Themes</b>	<b>Impact</b>	<b>Justification/Additional information</b>
<b>Impact on the Environment</b>		
Access to clean water and sanitation	0	
Environmental distress (soil water atmosphere waste)	0	
Protection of biodiversity	++	
Sustainable use of natural resources (incl. Energy consumption erosion)	++	
<b>Reducing gender inequality</b>		
Division of work between men and women	++	
Women's access to income and their right to possess	+	

Women's participation in decision making	++	
Sexual health and reproductive rights	0	
Reducing violence	++	
Equal opportunities to education	+	
<b>Supporting the most vulnerable groups (the disabled ethnic or religious minorities aboriginals children)</b>		
The most vulnerable groups as members of the community (the attitudes towards the most vulnerable)	++	
Empowerment of the most vulnerable groups	++	
Equal rights of the most vulnerable groups	++	
<b>Good governance and enhancing democracy</b>		
Reducing corruption	++	
Strengthening the local skills on good governance	++	
Transparency of financial management and information (among implementors)	++	
Improving information exchange in the civil society	++	
Improving involvement in the civil society	++	

## 9. Signatures

Helsinki, May 30, 2007

Helsinki, May 30, 2007

Pär Stenbäck  
Chairman

Ira Carpelan  
Executive Director