



PERU “APRENDIENDO UNIDOS” ecw USER CENTRED COMMUNITY ENGAGEMENT (UCCE) PILOT

Purpose

This document serves as evidence of the decision-making session that is part of the final steps of UCCE.

Background

On 7 February 2020, Plan Peru facilitated co-creation sessions with various participants in the Education Cannot Wait (ECW) project “*Better educational opportunities for Venezuelan migrants and refugees in Peru*” (PER100702). A project that is being implemented by Plan International Peru, in association with UNICEF, UNESCO, and under the leadership of RET Americas, and whose purpose is to contribute to meeting the educational needs of children who are outside of formal school (Basic Regular Education). This project includes the “Aprendiendo Unidos” Program, a face-to-face non-formal education strategy that served more than 450 out-of-school children in its first phase, during the months of December, January, and February, ensuring that they are in better conditions to access the formal educational system.

Co-creation sessions are a key step in the User-Centred Community Engagement (UCCE) pilot being led in country by the ECW project team and Eclipse, the implementing partner and owner of the UCCE methodology (PER100716).

Below are the prioritised outcomes of the co-creation sessions and the key adaptations the ECW project team decided to implement to improve the project based on community feedback.

However, as of mid-March 2020, the COVID-19 outbreak prevents children and adolescents from attending in person the second phase of “Aprendiendo Unidos”. Given this, ECW project had to pivot and change to be adapted, resulting in transforming this face-to-face non-formal education program into a distance education strategy; and most of the proposed changes below are not able to be acted on.

Demography

Parents, tutors, adolescents (ages 13-18), and children (ages 6-12) in the districts of Villa el Salvador and Chorrillos who are participants in the Aprendiendo Unidos program took part in the co-creation sessions.

Methodology

See separate documents for details about UCCE’s co-creation session methodology. The below list was created by looking at what the priorities were a result of voting made by participants and shows what they deem critical to change. The final list is what solutions were proposed and what the ECW project team deem to be acceptable and realistic adaptations to implement. Some suggestions, such as the need to provide student scholarships, has been left of the list because – despite being a highly rated issue - there were no proposed solutions and no feasible adaptation the project team can implement to improve this. For more information of the full co-creation session outputs, see separate documentation.

Findings

Parents:

Request	Adaptation
1. New locations of classes	<ul style="list-style-type: none">New locations and more classes, with extended class times¹

¹ New locations with classes were originally proposed as part of the project continuation but given the COVID-19 outbreaks all learning has been shifted to be online and remote, so this is no longer feasible



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| 2. More information about the location of the venues | <ul style="list-style-type: none"> • Improve external advertising through the Municipality • Share existing digital advertising materials and create new materials |
| 3. Provide advice about residency & citizenship | <ul style="list-style-type: none"> • Share this feedback with other projects and organisations working on this theme • Produce flyers with information • Train staff on immigration, residency, citizenship, and referral pathways |
| 4. Constant patrol | <ul style="list-style-type: none"> • Mapping of main actors (health, municipality, police) • Share this feedback with health, municipality, and police actors |
| 5. Hire a volunteer caretaker | <ul style="list-style-type: none"> • Reiterate with caregivers and parents of the existing volunteer mechanism in Aprendiendo Unidos, which has had limited uptake |
| 6. Provide food | <ul style="list-style-type: none"> • Find a distribution for water • Provide snacks, fruits, cookies, etc. in the classrooms |

Adolescents (ages 13-18):

Request	Adaptation
1. New locations of classes	<ul style="list-style-type: none"> • New locations and more classes, with extended class times²
2. Motivate parents to advise them on gender equality (rights, shared responsibilities, etc.)	<ul style="list-style-type: none"> • Set up a workshop for parents on awareness raising on gender equality, rights, shared responsibilities, etc.
3. Motivate students who participate less	<ul style="list-style-type: none"> • Classroom facilitators to promote participation more and empower students to participate • Lengthen the “integration” themed sessions on Saturdays

I also suggest including Motivation for "lazy students" through the implementation of dynamics, games, contests.

Children (ages 6-12):

Request	Adaptation
1. Tell the adults to take care of the children	<ul style="list-style-type: none"> • Workshop with parents to reinforce safeguarding and child protection
2. Support with tests	<ul style="list-style-type: none"> • Look for volunteer support for classroom activities
3. More courses that we like, more games, and more physical education	<ul style="list-style-type: none"> • Incorporate more playful methodologies in the “APB” classroom methodology

² New locations with classes were originally proposed as part of the project continuation but given the COVID-19 outbreaks all learning has been shifted to be online and remote, so this is no longer feasible