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This is a re-application. Text parts that have been changed or added since the first application, are written with a blue color.	

Quality education for a sustainable future and full living in the Peruvian Amazon

Strengthening intercultural socio-environmental education for forest regeneration and sustainable living in the Peruvian Amazon for the Kichwa, Kukama and Shawi indigenous peoples

"2021 must be a year of action for the planet, and action on target 4.7. We have no time to further delay". "Education systems can help make peace with nature – by ensuring that learners are prepared to address increasingly complex global challenges and support a vision of development that is economically inclusive, socially just and environmentally sustainable." (Stefania Giannini, Assistant Director-General for Education, UNESCO, Jan 2021)

1. Objective and relevance

1.1. General objective and its relationship to development objectives.

The intervention aims to **"strengthen the intercultural citizenship of the Amazonian Kichwa, Kukama-Kukamiria and Shawi indigenous populations through a culturally relevant quality education that focuses on the exercise of their rights and the socio-environmental management of their territories for sustainable living."**

The Amazonian indigenous peoples of Peru and other countries of the Amazon basin have been invisibilized and ignored in national society for centuries. At the same time, their fundamental rights have been systematically violated by the colonization and occupation of the Amazon. The appropriation of their ancestral territories by both the state and powerful individuals and companies, the overexploitation of natural resources, oil pollution, homogenizing social and educational policies, and the expansion of an urban and mercantilist cultural model, are dynamics that have been putting their cultures, identity and ways of life at risk.

Faced with this situation, indigenous peoples through their organizations have been fighting to defend and claim their rights, achieving increasing visibility in recent decades, but at the cost of numerous sacrifices and periodic conflicts with the State. Despite advances in the formal recognition of their rights, their main demands remain unattended and great inequalities persist between Peru's urban population and the rural-indigenous populations of the Amazon.

At the same time, the Amazonian indigenous peoples are key players in the future of the Amazon rainforest. In Peru, the main source of greenhouse gasses is deforestation, primarily caused by the

expansion of migratory agriculture. Strengthening Amazonian indigenous peoples in the defense of their territories and developing productive activities alternative to forest predation is therefore of special relevance in the fight against climate change.

In this context, the role of education is fundamental and can contribute to increasing their public participation, organization and their capacity to manage social, economic and cultural changes from a position of critical interculturality, which based on at the same time strengthens the cultural identity of the Amazonian peoples, based on their ancestral link with nature and territory.

Situation that motivates the intervention

Intercultural bilingual education (IBE) (Educación intercultural bilingüe EIB) is recognized in national and regional policies as a special educational modality for indigenous peoples, and to date has made significant progress in strengthening cultural identity, ensuring the transmission of native languages and valuing indigenous knowledge. However, the system itself still limits the opportunities for IBE to develop its full transformative potential and reverse the inertia of the uniformizing, uncritical and ethnocentric education that continues to predominate.

On the one hand, the coverage of IBE remains limited and the teachers in most Amazonian communities are untrained. According to the Ministry of Education, around 25,796 extra IBE teachers are needed at national level for all levels of basic education (pre-school, primary and secondary). With reference to the populations prioritized in this proposal, there is an estimated deficit for the Kichwa people of 174 IBE teachers for pre-school, 421 for primary and 242 for secondary, and for the Kukama-Kukamiria people, 138 teachers for pre-school, 344 for primary and 258 for secondary.

Another problem is the precarious work conditions of the majority of IBE teachers. Their contracts are for one year only, forcing them to change schools regularly. This means that very few rural schools show sustained improvements from IBE. The isolation and scarce means of rural schools are also factors. Many are located in remote areas without access to the internet or telephone, and where teachers have few opportunities for technical and pedagogical support.

At institutional level, despite Peruvian educational policies of adapting the national curriculum to the socio-cultural and environmental realities of each geographical area, the regional (DREL) and local (UGEL) educational authorities have little capacity for or interest in diversifying and contextualizing national basic education and teacher training curricula according to the particular needs for intercultural citizenship and environmental responsibility of the Amazonian indigenous populations. On the contrary, the developmentalist, extractivist and ethnocentric vision of state actors and large sectors of local urban society contributes to extending the current problem. In this context, there are few spaces for consultation and true participation of the rural and indigenous populations in educational policies and plans, which also explains the low cultural and environmental relevance of the education provided in their communities.

Current teacher education does not fully develop competencies for critical analysis and the adoption of environmentally responsible behaviors in the Amazon context. Teachers in rural areas have a very limited impact on local people's abilities to face the socio-environmental challenges of their communities. The environmental approach's Western environmentalist rhetoric does not connect at a deep level with the significance and logic of man-nature relations in the indigenous world and therefore has little effect on behavior. At the same time, environmental deterioration is an issue that for indigenous peoples has direct economic, social and cultural implications, and is unfailingly connected with the demand for productive alternatives, the desire for greater economic income, the aspirations of the new generations, relations with the urban world, etc.

In this situation of interculturality, where diverse threats, needs and aspirations emerge, indigenous communities and organizations are increasingly demanding a form of IBE that responds to the educational needs of a complex reality, with a greater focus on critical citizenship, the defense of territory and environmental regeneration. These demands form the basis for this proposal.

1.2. Contribution to the strengthening of civil society organizations

The intervention involves strengthening and renewing the teacher education program of FORMABIAP, a civil society entity linked to indigenous organizations themselves and dedicated for more than 30 years to Intercultural Bilingual Education, thereby activating other education system actors and indigenous organizations. Likewise, local alliance partner, the Chaikuni Institute (Chaikuni), an advisor on the environmental approach, will enrich its work based on the exchange of knowledge and experiences with Formabiap, indigenous communities and sages, strengthening and disseminating its research projects and development of regenerative productive models for the Amazon forest.

At the **community level**, management and advocacy capacities will be strengthened around the schools themselves, with the participation of teachers, leaders and parent and student associations. Spaces for dialogue will be created to debate and reflect on the educational and socio-environmental challenges of the community. The participation of these actors in educational projects, led by schools and assisted by local partners (Formabiap-Chaikuni) will also contribute to strengthening organizational and technical capacities.

Indigenous **federations** constitute the main political interlocutors of indigenous peoples with State and non-governmental actors. The intervention will contribute to strengthening the links between federations and grassroots community organizations around the issue of education. It will also promote dialogue with educational institutions to make their demands visible and build guidelines that improve educational management instruments.

1.3. Contribution to generating lasting improvements in vulnerable groups.

The project will improve the system of education of bilingual intercultural teachers, strengthening their orientation towards the development of intercultural citizenship, social agency and environmental responsibility; In addition, its scope will be expanded by providing it with means and tools for the monitoring and professional development of its graduates in the communities. New generations of bilingual teachers will thereby become key actors in indigenous communities.

In the short to medium term, IBE teachers, with advice from project partners, will assume greater leadership in communities, educational centers and indigenous organizations, promoting greater social and environmental responsibility, and activating endogenous resources for the improvement of living conditions.

In the medium to long term, improved education of indigenous children and youth, aimed at generating intercultural citizenship and environmental responsibility, will result in lasting improvements in the following areas:

- Greater capacity to exercise their individual and collective rights, and in particular for the integral defense of the territory against extractive activities.
- Implementation of bottom-up initiatives for "full life": intercultural health, food sovereignty, productive alternatives that regenerate the forest, intercultural education, use of appropriate technologies, communication and self-representation, indigenous justice, etc.

- Improved access to higher education, accompanied by capacities for critical culturality, which enable indigenous peoples to participate in the technology and advantages of national and global society without renouncing their cultures and worldviews.
- Strengthening indigenous organizations as instruments of autonomy and governance, including greater political representation and capacity to manage resources and funds.

1.4. Context of the intervention

The intervention takes place in a relatively stable context, in the sense that no major humanitarian crises are foreseen, although prevailing conditions demonstrate the growing vulnerability of the target group and challenges to the full exercise of their fundamental rights.

Socio-economic conditions

According to official indicators, the rural population of the prioritized areas is mostly classified as in a situation of poverty or extreme poverty and with high rates of unmet basic needs. Although this metric, based on monetary income and the availability of infrastructure, is not truly effective in measuring the level of well-being of Amazonian communities, which needs to take additional factors into consideration, it is clear that there is a significant deterioration in the living conditions of many indigenous and coastal peoples.

In many communities, the traditional subsistence economy increasingly fails to meet basic needs, due to the depletion of natural resources, oil pollution, the loss of ancestral productive knowledge and the growing dependence on monetary income and manufactured products. At the same time, indigenous peoples' access to the market economy remains based on deeply unequal relationships, where external actors (extractive companies, loggers, agricultural settlers, urban collectors, etc.) promote the overexploitation of natural resources at a very low price, which exacerbates environmental deterioration and economic dependence, in addition to bringing growing social problems.

The initiatives and projects of the State and other entities promoting development have been in most cases inadequate to reverse this situation, because they are usually based on an urban-western development approach and are not assumed in the long term by indigenous communities.

The conception of indigenous peoples as "poor" by the State also translates into social programs based on the delivery of bonds or food. This has contributed to the development of a welfare culture consisting mainly of monetary support and investment in physical infrastructure, weakening traditional productive systems and the autonomy of indigenous peoples to meet their needs from their own culture.

Despite this situation, some favorable conditions have emerged. On the one hand, as an alternative to overexploitation, more productive conservation strategies are being promoted, based on the sustainable use and fair trade of natural resources. On the other hand, the demands and struggles of the indigenous populations affected by oil activity are forcing the State to mobilize greater resources to increase public investment in the communities of these areas.

However, for these economic opportunities to truly generate positive changes in society and the environment, it is essential that indigenous peoples participate actively in the construction and implementation of the proposals.

Political- institutional conditions

Although Peru ratified ILO Convention 169 on the Rights of Indigenous Peoples, and there are national standards aimed directly or indirectly at ensuring these rights, their implementation in practice is scarce. In

general, institutions are weak, with high rates of corruption at all levels, to which is added a precarious sense of citizenship on the part of the population. Especially in the Amazon, the presence of the state in remote areas is minimal, corruption is deeply entrenched and resources are insufficient to cover a huge and unconnected territory. This is manifested, for example, in the lack of state control over activities such as logging, illegal mining and oil exploitation and in the lack of access to health services, education, justice, etc.

In this context, a series of socio-environmental conflicts related to the threat to indigenous territories and the lack of attention by the State have occurred, in some cases leading to violent repression by the security forces (Bagua 2009, Brittany 2020). Despite extensive dialogue negotiation processes, where the State has signed commitments, obligations towards indigenous peoples have still not been fulfilled. Furthermore, divisions in the complex indigenous movement weaken its bargaining power.

Changes of government at national, regional or local levels, in a political culture where personalist, conjunctural parties predominate and without a clear programmatic direction, make it difficult to maintain long-term strategies, so that the processes of consultation between the indigenous movement and the State alternate between advances and setbacks.

Environmental conditions and natural hazards

Indigenous peoples have traditionally adapted to the cyclical and seasonal nature of Amazon ecosystems, taking advantage of, for example, periodic flooding, the erosion and deposit of sediments and alternation of the course of rivers in diversified and efficient ways. The displacement and dispersion of the population, the use of very extensive territories and the variability of cultivation and collection systems, have been strategies that responded to this specific environment. Currently, factors such as the concentration of the population in communities and cities, the more intensive use of land, the deterioration of natural resources and the homogenization of productive systems, have made the Amazonian population much more vulnerable to natural events, among which floods and droughts stand out. The threat of climate change and imbalances in local ecosystems accentuate this vulnerability.

At the same time, the impact of the extractive activities of the last 100 years on the Amazon, compounded by weak State agency and limited community power to develop alternatives, is manifested in a significant loss of productivity in the Amazon forest that directly affects the lives of indigenous peoples. The main environmental threats to the ecosystems and Amazonian peoples in the intervention area are: Oil pollution with serious consequences on people's health; deforestation due to the expansion of both small- and large-scale (agro-industrial) agriculture; overexploitation of natural resources, in particular fishing, hunting and tree species; and the impact on rivers of the increase in illegal gold mining. Furthermore, infrastructure megaprojects promoted by the State have very negative potential environmental and social impacts (Amazon waterway, roads to the Strait and Saramiriza).

Improving the education of indigenous peoples through awareness-raising and empowerment for advocacy, combined with the strengthening of territorial governance and the development of sustainable production alternatives that allow the regeneration of natural resources, will help address these problems.

2. The partners and their alliance

2.1. Description and experience of the partners

FORMABIAP Program (local partner)

The FORMABIAP IBE Program began its activities in 1988, following the signing of an agreement between the Ministry of Education, the regional authority of Loreto, the national indigenous organization of the Amazonian peoples (AIDSESEP) and the Italian NGO Terra Nuova. FORMABIAP is based on a campus (Zungarococha Educational Community CEZ) near the city of Iquitos in Loreto Region. The campus, which accommodates up to 100 students has hosted pilot projects of reforestation, forest enrichments and various productive projects. To date Formabiap has educated 1213 EIB teachers from 16 indigenous peoples, produced 133 publications, and benefited approximately 363,900 children in Amazonian communities.

FORMABIAP is a key player at the national and international level in educational reform, advocacy and in the development of diversified curricula, adapted the reality of Amazonian communities, culturally sensitive educational materials in indigenous languages, the construction of indigenous alphabets and school dictionaries, the development of teacher training strategies and work of national and international advocacy. The Ministry of Education has used FORMABIAP's work to produce relevant IBE policies, plans and materials for the Peruvian Amazon.

Chaikuni Institute (local advisor)

The Chaikuni Institute is a non-profit association based in Iquitos, Loreto Region, with a Permaculture Demonstration Centre nearby on the Nanay River. The Institute represents a collective of people, both national and foreign, who research, promote and protect equitable, inclusive and interrelated ways of life, honoring indigenous wisdom and the principles of permaculture, and inspired by the indigenous concept of "sustainable life". Since 2012, Chaikuni has been working hand in hand with indigenous peoples and local groups in the Peruvian Amazon, in the Loreto region, in three basic areas: 1. Intercultural education, 2. Permaculture and 3. Human and nature rights.

The Chaikuni Institute's work is based on the dialogue and exchange of knowledge between Western science and indigenous knowledge, evidencing the intersection of global movements that advocate new models of life, production and relationship with nature, with the values and ancestral knowledge of the Amazonian peoples. Chaikuni promotes a holistic and regenerative management of the Amazon rainforest and its resources to counteract its deterioration and mitigate climate change, with indigenous and riparian peoples as protagonists. Under this approach, it has researched, developed and promoted strategies of: Integrated production in agroforestry systems of high diversity, as an alternative to grave-slash-burn agriculture; design of productive spaces under the principles of permaculture, which seek maximum eco-efficiency and the regeneration of ecosystems; participatory planning and ordering of communal territory; and education and environmental communication.

CICED (Danish partner)

CICED was established in November 2010, but previously existed under the name Centre for International Cooperation in Educational Development under the Pædagogiske Universitetsskole of Denmark (now Copenhagen University College - KP). CICED has more than 26 years of experience as a Danida partner in providing technical assistance and program management in education in Afghanistan, Bolivia, China, Eritrea, India, Kenya, Mongolia, Nepal, Uganda, Tanzania and Zambia. As such, CICED's key board members have more than 25 years of experience of working in the field of education.

Over the years, CISED has managed projects and programmes for more than DKK 130 million. Since 2016, the UN Sustainable Development Goals have been systematically incorporated into all CISED project interventions. CISED is a member of CISU, Dansk Forum for Mikrofinans, Globalt Fokus, Global Nyt, Globale Skolepartnerskaber and Verdens Bedste Nyheder.

2.2. Results of previous collaboration between partners

FORMABIAP has a long history of collaboration with educational NGOs in Europe and Denmark. This alliance with CISED, based on previous collaboration between FORMABIAP and the Danish organizations IBIS and AXIS, includes Jette Luna (current member of the CISED board), Susanne Jacobsen Pérez and Catherine Watson in the project team, all of whom have worked with FORMABIAP. The main collaborations between FORMABIAP and CISED specialists have been:

Project: "Operation Dagsværk - Oil in the jungle", 2012-2014, was a tripartite collaboration between IBIS, FORMABIAP-AIDSESP and the indigenous organization Federation of Native Communities of Corrientes (FECONACO). The project's focus was the development of IBE in Achuar, Kichwa and Urarina communities, including environmental education and training of young people as environmental agents to monitor oil activity. FECONACO's advocacy was also strengthened. Due to increased community involvement, a clear increase in school attendance and a reduction in teacher absenteeism were achieved.

Project: "Indigenous peoples in the Amazon: Education in their own conditions", implemented in collaboration with AXIS between 2008 and 2017 with the Kichwa, Kukama-Kukamiria and Ticuna peoples, focused on developing active learning methods with teacher support from monitors in the communities; It included the formation of educational networks and, in its last phase, working with parents to improve nutrition, the production of educational materials, and advocacy with educational authorities to guarantee the hiring of bilingual teachers.

At the local level, FORMABIAP and the Chaikuni Institute have had a very close working relationship since 2014, when the "Sui Sui" Intercultural Education Program was launched to support indigenous students of higher education in the city of Iquitos, initially administered by Formabiap. The "Sui Sui" Program is now an integral part of Chaikuni, maintaining close collaboration between both institutions, for example through a joint agenda of events, workshops and exchanges between the students of FORMABIAP and the indigenous youth of OEPIAP, the student organization with which Chaikuni works. These activities are aimed at intercultural reflection, strengthening of identity, analysis of the challenges faced by indigenous peoples, preparation of proposals from the point of view of young people and strengthening of young people's leadership skills and commitment to their communities. Through this initiative, collaboration is extended to the field of environmental management and productive alternatives, which Chaikuni develops through its Permaculture program.

These previous experiences have contributed to nurturing the strategy of this proposal, based on a series of lessons learned:

- Integrated community-school work as an important strategy to improve the quality and relevance of education. Parental involvement is an important factor in influencing the expansion of IBE.
- Incorporating the environmental approach into initial teacher education in a transversal manner ensures that future teachers have a more solid foundation in this field than current community teachers.
- Indigenous youth need greater capacities for critical intercultural analysis, requiring competences to contextualise and take advantage of the benefits of Western science and technology without eclipsing or conflicting with the values of their peoples.

2.3. Contributions, roles and responsibilities of the partners.

FORMABIAP will be the organization responsible for the direction, coordination, monitoring and technical and financial execution of the project at the local level.

The FORMABIAP team includes a General Coordinator, administrative staff and a group of 09 academics and educators of indigenous Kichwa, Kukama and Shawi teachers, who are joined by 03 specialists or wise men from these peoples, forming a multidisciplinary team with a great wealth of traditions and indigenous knowledge.

The team will be organised into specific work commissions for the development of the different activities, counting on specific occasions on the advice of experts and support consultants for the development of specific products and for field activities that require it.

FORMABIAP will also be responsible for the coordination and inter-institutional relations with educational authorities, indigenous federations and other external actors with some degree of participation or relationship with the project.

The Chaikuni Institute will serve as a technical-scientific advisor on environmental and productive matters, facilitating the incorporation and contextualization of the environmental approach in the IBE training system, using horizontal strategies of dialogue with indigenous teachers, scholars and students.

Additionally, it will strengthen capacities for design and management of environmental and productive community-relevant projects, both among teachers and FORMABIAP practitioners, and will provide technical assistance to the FORMABIAP team in field monitoring.

The Chaikuni Institute will accompany and guide the design and implementation of Formabiap's productive spaces, dedicated to practical training and will organise specific training on agroforestry techniques, environmental management and sustainable production systems. Including internships and visits to its Permaculture Center located on the Nanay River near the city of Iquitos.

The Chaikuni Institute's participation will be under the coordination and monitoring of a specialist in environmental management, with more than 15 years of experience in rural development and conservation projects in Amazonian communities, who will be in permanent contact with the general coordinator of the project.

CICED will assume overall responsibility for project monitoring and management, including budget monitoring and reporting to CISU in accordance with applicable guidelines and regulations, with the corresponding input from local partners. The monitoring of the project will include periodic monthly online meetings through Zoom with the Project Management Committee at the local level where progress will be evaluated and adjustments and strategies will be discussed to respond to eventual deviations in the course of execution.

CICED will plan follow-up visits in relation to project activities so that it will be possible to participate in activities related to in-service training programs for teachers and meetings with local partners, as well as visit local schools in the communities.

In addition, CICED will contribute with specific presentations / workshops on continuing education courses on IBE according to its expertise and background in the development of educational programs in Latin America.

In recent years, the collaboration between Formabiap and Chaikuni has been mainly in specific activities and events related to intercultural education and defense of the rights of indigenous peoples. The project

will allow a more continuous collaboration, promoting a greater mutual exchange of experience and knowledge. Connections will be created with the other areas of work of both institutions and in particular with regard to productive activities and environmental management. A closer relationship will also be developed at the technical-organizational level, since the intervention will also involve collaborating in joint planning, monitoring and evaluation of shared activities. This relationship has already been developed through the participation of the three partner institutions in the elaboration of this proposal.

2.4. Contribution to the catalytic role of the partners

The proposal strengthens Formabiap's position as a key player in the promotion and expansion of IBE in the Loreto region and at national level. It will focus on articulating different actors involved in education, rural development, forest conservation and the defense of the rights of indigenous peoples:

- It will facilitate the participation of indigenous communities, teachers and organizations in the adaptation of educational management instruments, generating spaces for advocacy with regional and local educational authorities: Regional Directorate of Education of Loreto (DREL) and Local Educational Management Units;
- It will lead improvements in IBE Initial Teacher Education, incorporating the environmental approach appropriately into curricula, teaching materials, methodological guides, and practice and research guidelines for future indigenous teachers. This work will also benefit the other IBE pedagogical centers in the Loreto region.
- It will generate synergies with other organizations promoting development (Chaikuni and other NGOs) to design and incorporate into the education of bilingual teachers, new strategies for communication, education, environmental management and productive alternatives based on dialogue between the indigenous and Western worlds.
- It will promote networking to energise rural schools through the exchange of experiences, the involvement of teachers, the implementation of educational projects with communities and the dissemination of their achievements among different actors: NGOs, Indigenous Federations and state agencies or programs.
- It will increase its visibility and promote strategic alliances with state actors, indigenous federations, civil society organizations and other cooperation entities that contribute to advocacy and/or channel resources for the benefit of the program.

3. Target groups

3.1. Description and relevance of target groups

Scope of the intervention and selection of target groups

Priority has been given to the three Amazonian indigenous peoples of the Loreto region for whom Formabiap currently offers IBE teacher training: Kichwa, Shawi and Kukama-kukamiria. 14 native communities have been selected (6 Kukama-kukamiria 4 Shawi and 4 Kichwa) with IBE primary schools which currently employ teachers trained in Formabiap and from which the majority of students who are studying at this Institution also come. The communities are located in 04 provinces of the Loreto Region and 05 main basins (Napo, Marañón, Urituyacu, Puinahua, Paranapura).

Prioritised communities:

Indigenous nation	Province	River	Communities
Kichwa	Maynas	Napo	Rumi Tumi
			Angoteros
	Nauta	Tigre	Santa Clara de Yarinal
Kukama-kukamiria	Nauta	Bajo Marañón	Shapajilla
			San José de Parinari
		Parinari	
	Urituyacu	Caimituyo	
	Requena	Puinahua	Obrero zona I
Shawi	Alto Amazonas	Paranapura	Padre López
			Panan
			Soledad
			Nueva Luz
			Pucallpillo



Figure 1↑: Map of Peru, indicating the Department of Loreto



Figure 2→: Map of the areas of intervention in the Department of Loreto

Primary target group

The intervention will have an impact on the educational communities of the 14 prioritised schools, involving teachers, students (specifically primary), parents, leaders and scholars. It also includes future IBE teachers, both students and graduates of Formabiap, who will work in these and other communities, all of them part of the primary target group. In total, the primary target group amounts to 1,509 people, 43% women, distributed as follows:

Primary target group:

Group	Male	Female	TOTAL	Participation in the project
Parents at 14 prioritised schools	250	250	500	Parents participate in environmental educational projects. They are key to the school-community relationship. They participate in spaces for dialogue and contribute with ideas to improve education in their communities. They are involved in monitoring education in their communities.
Children in 14 IBE primary schools	480	320	800	Children receive more relevant and better quality education. They participate in environmental educational projects.
Teachers at the 14 prioritised schools	34	22	56	Teachers receive training and materials to incorporate the environmental approach into their teaching activity. They receive assistance to improve their pedagogical and managerial skills. They exchange experiences and access good productive and environmental practices. They supervise and mentor practitioners. They lead environmental educational projects in the communities.
Communal authorities, leaders and local wise men/women	23	3	26	They participate in spaces for dialogue and contribute ideas to improve education in their communities. They participate in activities of dissemination and exchange of good practices, making synergies with other actors in favour of their communities.
Indigenous youth who are students of Formabiap	75	52	127	The students receive better training, including technical and organizational skills for productive and environmental projects. They carry out practices and research of higher quality, with greater guidance and involvement of the schools. They participate in productive projects, and know good practices and sustainable productive alternatives.
TOTAL	862	647	1509	

Secondary target group

The secondary target group includes the parents' associations (AMAPAFAS) of the 14 prioritised communities and 10 indigenous federations in the area (partly also included in the primary target group); the 03 Higher Pedagogical Institutes of the Loreto region that train IBE teachers; the educational authorities, both at the regional level (DREL) and in the 04 provinces where the prioritised indigenous nations are mostly located (UGEL of Requena, Maynas, Alto Amazonas and Loreto-Nauta); the departments of the Ministry of Education linked to Initial Teacher Training and Intercultural Education (DIFOID and DIGEIBIRA), the local partner Formabiap and its ally, the Chaikuni Institute.

In total, the Secondary Target Group is made up of 35 institutions or organizations (including local partners) of which at least 126 representatives would be directly involved in project activities.

Secondary target group:

Organizations/Institutions	N°	Representatives	Participation in the project
Parents' associations of the target communities.	14	70	Promote the scaling of the environmental education projects to community level. Are spokespeople for the demands and proposals of the families with regard to education and environmental problems.
Indigenous federations: Kukama nation: AIDECOS, ACODECOSPAT, Huayna Kana Kamatawara kana, AKUBANA, ADECOBAP, ADECOPShawi: FECONACHA OSHAYYAP Kichwa nation: FECONAT ORKIWAN	10	20	They coordinate and facilitate communication with prioritised communities. They promote the scaling and replication of the initiative to other communities in their sphere of influence. Enhance advocacy in favour of IBE in relation to State actors and NGOs
Asociación Formabiap	1	12	Leads the local implementation of the project
Chaikuni Institute	1	5	Advisor on environmental and productive aspects
Pedagogical Institutes with IBE specialisation in the Loreto region. IESPP Loreto, IESPP Mons. Elías Olázar, IESP Cayetano Ardanza.	3	6	They contribute to replicating and scaling the educational management approaches, methodologies and instruments developed in the project.
Local education authorities: Regional Directorate of Education (DREL) and Educational Management Units: UGEL Maynas, UGEL Loreto-Nauta, Requena, UGEL Alto Amazonas.	5	10	They validate and formalise the educational management instruments generated in the project. They coordinate and convene teachers to training and pedagogical activities at the provincial level. Through agreements, they facilitate the development of professional practices and the hiring of IBE teachers in the communities. They participate in workshops, improving their capacity for consultation and the participation of local actors in educational management.
Ministry of Education	1	2	Validates and gives technical support to the proposals of curricular contextualization for training of trainers. It contributes to visibility at the national level.

Organizations/Institutions	N°	Representatives	Participation in the project
TOTAL	35	126	

3.2. Legitimacy of the partners vis-à-vis the target groups.

Formabiap is an institution linked since its creation to the indigenous movement, forming part of AIDSESP (the main association of Amazonian indigenous federations at the national level), although since 2020 it has administrative independence. With more than 30 years of activity, it is widely recognized by indigenous organizations and communities, being the federations themselves who propose and endorse the young people who are going to study as EIB teachers in Formabiap. In the prioritized communities, teachers graduated from the institution already work and there is a clear interest in promoting the EIB. At the same time, the Formabiap Program is linked to the Loreto Public Higher Pedagogical Institute and its training program is approved by the Ministry of Education, being an actor recognized by the educational authorities at the national, regional and local levels. Many of the Ministry of Education's advances in national EIB policies are based on Formabiap's experience.

The Chaikuni Institute, through its Human rights and Nature Program, has a 10-year history advising and accompanying indigenous organizations, and maintains ongoing relationships and projects with some organizations from the prioritized communities, such as Huaynakana Kamatawara kana and the Platform of Peoples Affected by Oil Activity.

4. Strategy and expected results of the intervention

4.1. Description of objectives, results and activities

The development objective of the project is to "strengthen the intercultural citizenship of the Amazonian Kichwa, Kukama-Kukamiria and Shawi indigenous populations through a culturally relevant quality education that focuses on the exercise of their rights and the socio-environmental management of their territories for sustainable living."

The intervention strategy which contributes to this objective, is articulated in three complementary components:

- 1) Improve the relevance of education in communities, increasing the participation of community actors and indigenous organizations in the design of educational management tools contextualised to their socio-environmental reality, and promoting their adoption by teachers and educational authorities.
- 2) Strengthen the IBE indigenous teacher education system with an approach that incorporates not only pedagogical, cultural and linguistic aspects but also instruments for critical intercultural analysis, the defence of collective rights and the socio-environmental commitment of IBE teachers.
- 3) Increase the socio-environmental agency of educational centres in indigenous communities, creating a network of exchange and capacity building for teachers and centres to promote environmental initiatives with cultural and social relevance.

Each of these axes is specified in its corresponding Immediate Objective.

Immediate Objectives:

Description	Indicators	Means of verification
<p>Objective 1. As of July 31, 2025, at least 150 primary schools in Kichwa, Kukama Kukamiria and Shawi communities have diversified educational tools for an education relevant to their cultural identity and their social-environmental environment.</p>	<p>1.1. 150 primary schools in Kichwa, Kukama and Shawi communities implement an IBE curriculum adapted for each village, through IBE teachers.</p>	<p>Information from the Local Educational Management Unit on Primary IBE centres in the Kichwa and Kukama Kukamiria villages of the Loreto region.</p>
<p>Objective 2. As of July 31, 2025, 127 IDF Formabiap students and graduates from the Kichwa, Kukama Kukamiria and Shawi peoples have enhanced competencies and capacities to provide relevant bilingual intercultural training aimed at the full exercise of rights and the sustainable use of their peoples' territory.</p>	<p>1.2. 127 students and graduates of Formabiap with a contextualized FID curriculum and with greater competencies of critical analysis and environmental commitment.</p>	<p>Titles issued to IBE teachers from the Kichwa, Kukama-Kukamiria and Shawi peoples. Evaluation of graduates, including competencies for environmental responsibility and the productive sustainability of the communities.</p>
<p>Objective 3. As of July 31, 2025, 14 educational centres of Kichwa, Kukama Kukamiria and Shawi communities are implementing socio-environmental educational projects with community involvement.</p>	<p>1.3. 14 Educational projects implemented by educational centres in 06 Kichwa communities, 04 Kukakama-Kukamiria communities and 04 Shawi communities.</p>	<p>Visits and reports of the projects implemented at the initiative of IBE practitioners and graduates. Evaluation of the perception and involvement of the communities on the projects implemented</p>

Results and activities

For each objective, the following results and activities are defined:

<p>Objective 1. As of July 31, 2025, at least 150 primary schools in Kichwa, Kukama Kukamiria and Shawi communities have diversified educational tools for an education relevant to their cultural identity and their social-environmental environment.</p>	
<p>R.1 As of December 31, 2022, 03 working groups (one for each people) have been created with the participation of Formabiap specialists, wise men/women, local education authorities (UGEL), parents and indigenous organizations, to develop guidelines for intercultural education with an environmental and rights approach.</p> <p><u>Indicator – Means of verification</u> 03 working tables with 15 representatives- Minutes of agreement of each table, attendance lists, photographic records.</p>	<p>1.1.1. Organise a coordination and presentation meeting with at least 17 representatives of 09 grassroots indigenous organizations and the Local Educational Management Units (UGEL) of Nauta, Maynas, Alto Amazonas and Requena.</p> <p>1.1.2. Form 03 participatory working groups, one for each people, each with 15 representatives of indigenous organizations, parents and educational authorities in the provinces of Nauta, Maynas, Alto Amazonas and Requena.</p> <p>1.1.3. Systematise the contributions and write 03 proposals (one for each town) to incorporate IBE in the Provincial Educational Plans. (PEL).</p>
<p>R.2. As of July 31, 2023, Formabiap, together with local education authorities, parents, scholars and indigenous organizations, has developed 03 diversified IBA Basic Education Curricula for the Kichwa, Kukama Kukamiria and Shawi peoples of the Loreto region.</p> <p><u>Indicator – Means of Verification</u> 03 Diversified curricula published (1500 copies each)</p>	<p>1.1.4. Carry out 01 workshop-seminar of 4 days (in 2022) for 09 Formabiap specialists with expert advisors in curricular diversification.</p> <p>1.1.5. Write the proposal for adaptation of the 03 curricula, one for each indigenous peoples, with external advice.</p> <p>1.1.6. Validate the 03 curricula through 05 workshops in prioritised areas of the 03 indigenous peoples, each with 40 representatives of educational centres, indigenous organizations, local scholars and parents.</p> <p>1.1.7. Validate the 03 curricula through 04 Workshops, each with 05 representatives of the provincial educational authorities (UGEL) of Nauta, Maynas, Alto Amazonas and Requena and 03 members of the Technical Team (Formabiap-Chaikuni)</p>
<p>R. 3. As of July 31, 2023, curricula adapted for the Shawi, Kukama-Kukamiria, and Kichwa peoples have been presented and distributed to 400 teachers and educational authorities in the provinces of Alto Amazonas, Nauta, Maynas and Requena.</p> <p><u>Indicator – Means of verification</u> 04 Workshops executed with 100 participants- Attendance lists and photographic record.</p>	<p>1.1.8. Edit and publish the 03 adapted curricula and document 01 of local educational policy guidelines for indigenous peoples with an environmental focus.</p> <p>1.1.9. Organise 04 workshops in coordination with the educational authorities (UGEL) of each province, to present and distribute the curricula and guidelines to teachers, with 100 participants per workshop.</p>

<p>Objective 2. As of July 31, 2025, 127 IDF Formabiap students and graduates from the Kichwa, Kukama Kukamiria and Shawi peoples have enhanced competencies and capacities to provide relevant bilingual intercultural training aimed at the full exercise of rights and the sustainable use of their peoples' territory.</p>	
<p>R.5. As of December 31, 2024, a team of at least 09 trainers from various disciplines, 03 indigenous sages, and Kichwa, Kukama-kukamiria and Shawi students of IBE of Formabiap, have participated in workshops of dialogue of knowledge for the design of integrative pedagogical projects focused on the environment.</p> <p><u>Indicator – Means of verification</u> 12 Workshops held with 40 participants- Attendance lists, photographic record, Materials and evaluation report.</p>	<p>1.2.1. Design and carry out 04 workshops per year, each with 40 people including teachers, scholars and students of Formabiap, to contextualise the environmental approach to the IBE and its application to environmental-productive projects with the communities.</p>
<p>R.6. As of December 31, 2023, Formabiap, together with the regional educational authorities (DREL), teachers, scholars and pedagogical institutions of IBE of the region, have contextualised the curriculum of Initial Teacher Education for primary IBE, incorporating the intercultural environmental approach.</p> <p><u>Indicator – Means of verification</u> 01 Contextualised FID curriculum published (300 copies)</p>	<p>1.2.2. Carry out 01 seminar-workshop with external advisors, aimed at 15 teachers and sages of Formabiap and specialists of the ISPP Loreto, to contextualise the teacher training curriculum (FID) of primary IBE.</p> <p>1.2.3. Write the contextualization proposals of the IDF National Curriculum for the Primary EIB level</p> <p>1.2.4. Validate the contextualised curricula with 17 representatives of the Regional Educational Authority (DREL), national educational authorities (DIFOID and DIGEIBIRA) and IBE pedagogical institutes at regional level.</p> <p>1.2.5. Edit, publish and distribute 01 contextualised FID curriculum.</p>
<p>R.7. As of December 31, 2023, Formabiap, with contributions from the wise men, has developed a methodological guide and updated educational material for teachers to incorporate the intercultural environmental approach into their work.</p> <p><u>Indicator – Means of verificación</u> 01 Methodological guide published (1500 copies) 03 kits of exemplary learning units, 01 in kukama. 01 in shawi, 01 in Kichwa published (x 1500 copies)</p>	<p>1.2.6 Develop and publish a methodological guide for rural teachers on socio-environmental approach, productive conservation and defence of the territory.</p> <p>1.2.7. Develop educational materials (08 exemplary learning units) with an environmental-intercultural approach for the Kichwa, Kukama Kukamiria and Shawi peoples.</p>
<p>R.8 As of July 31, 2025, at least 127 IBE students have carried out internships in demonstration spaces Implemented to develop environmental projects of reforestation, productive conservation of natural resources and regeneration of ecosystems in the CEZ of Formabiap.</p>	<p>1.2.8. Design and implement at least 05 pilot production spaces on Formabiap's land with specialised advice, including nursery, agroforestry plots, integral waste management system and fertiliser production, orchards and small animal modules.</p> <p>1.2.9. Carry out 04 practical workshops per year for technical training in nursery management, fertiliser</p>

<p><u>Indicator – Means of verification</u> Report of practices in productive projects of 127 students. Photographic record, plans and reports of the spaces implemented in the CEZ</p>	<p>production, agronomic and forestry management, bio-waste, integral waste management, etc. aimed at 40 students and teachers of Formabiap. 1.2.10. Carry out 01 demonstrative visit per year for 30 students, wise men/women and teachers of Formabiap to the Permaculture Center of Chaikuni to exchange experiences and learn about sustainable production technologies.</p>
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<p>Objective 3. As of July 31, 2025, 14 educational centres of Kichwa, Kukama Kukamiria and Shawi communities are implementing socio-environmental educational projects with community involvement.</p>	
<p>R.9. As of July 31, 2025, at least 14 prioritised schools from 03 indigenous peoples have been organised into a pilot network of intercultural environmental education, involving parents, leaders and federations. <u>Indicator – Means of verificación</u> 14 Schools associated with intercultural environmental education network - agreements, minutes of agreements.</p>	<p>1.3.1 A visit and coordination workshop in each of the 14 prioritised communities with teachers, community authorities, local leaders and parents.</p>
<p>R.10. As of July 31, 2025, at least 56 teachers from 14 communities have exchanged experiences and have greater skills to design environmental-productive pedagogical projects and generate environmentally responsible attitudes. <u>Indicator – Means of verification</u> 18 workshops held with teachers from 14 participating schools - Attendance lists, photographic record, materials and evaluation report.</p>	<p>1.3.2. Carry out interlearning workshops with an environmental-intercultural approach, in each focal point, 05 workshops per year, aimed at teachers from the 14 prioritised educational centres.</p>
<p>R.11. As of July 31, 2025, at least 127 IDF students of IBE have been advised on the design of educational projects for sustainable production, forest management and regeneration of natural resources, with the involvement of communities. <u>Indicator – Means of verification</u> <i>Thesis/internship reports of 127 students with experience on socio-environmental projects, linked with the theoretical learning from the training.</i></p>	<p>1.3.3. Hold a 4-day workshop-seminar for 06 Formabiap specialists, with specialised advisors to develop the research guidelines and pre-professional practices of future IBE teachers with an environmental-productive approach. 1.3.4. Workshops on community project management for 127 trainees. 1.3.5. Support the implementation of 05 pilot projects of sustainable management of natural resources, in the communities prioritised for the recovery of forests and agroforestry systems, according to the needs of each community.</p>
<p>R.12. As of December 31, 2024, the 14 prioritised schools of 03 indigenous peoples have received IBE student-teachers in practices and a monitoring and pedagogical accompaniment by Formabiap</p>	<p>1.3.6. Carry out annually at least one visit of 05 days for the monitoring and evaluation of environmental pedagogical</p>

<u>Indicator – Means of verification</u> <i>reports of monitoring visits to 14 schools in 3 years (38 visits).</i>	projects, by Formabiap-Chaikuni specialists, in the 14 schools.
R.13. As of July 31, 2025, at least 05 communities have in a workshop disseminated their educational projects with an environmental focus among indigenous organizations, educational authorities and governmental and non-governmental development promoters. <u>Indicator – Means of verification</u> Dissemination event of 05 environmental education projects with 50 participants- Attendance list, photographic record of the event -Dissemination material.	1.3.7. Systematise and elaborate material for the dissemination of environmental-productive projects: brochure, audiovisual production, photographic exhibition. 1.3.8. Organise an event to disseminate the projects with 50 representatives of civil society organizations, indigenous organizations and potential financing managers to showcase successful projects and generate synergies.

4.2. Development Approach: capacity-advocacy-strategic deliveries

The proposed plan for strategic deliveries (mainly related to the strengthening of the IBE training system) to be translated into local capacity building in remote communities, is based on the design and implementation of socio-environmental educational projects. These projects involve the mobilisation and joint work of three main educational actors that act as a transmission belt:

Formabiap Specialists (+Chaikuni Advisors), IBE student teachers and Teachers from rural schools (especially Formabiap graduates).

The educational projects, designed by the students, with the guidance of specialists and promoted by local teachers, will have a practical component aimed at productive improvement and environmental regeneration in the communities, which will allow not only training of children but also involve parents who, through their participation, will strengthen their organizational and technical capacities, while expanding environmental and social responsibility from the school to the community as a whole.

In turn, so that the improvement of capacities translates into advocacy, the project foresees the creation of spaces for participation, dialogue and dissemination, where indigenous communities, teachers and organizations will promote proposals to educational authorities in favour of a quality IBE with a strong socio-environmental commitment.

Through this advocacy, it would be possible, among other things, to prioritise the hiring of IBE teachers in the communities, to make progress in the adaptation and contextualization of curricula for different peoples, to increase scholarship programs so that more indigenous young people can study in Formabiap and other EIB centres, to develop teacher professionalisation programs for non-qualified indigenous teachers, and increase state resources for rural schools in EIB.

4.3. Adaptation to existing priorities, plans and resources in the context.

The intervention takes into account the policies and plans of the education sector at the national and regional levels, which recognize the importance of providing relevant education in accordance with the cultural and socio-environmental diversity of the country. These policies include the Sectoral Policy of Intercultural Education and Bilingual Intercultural Education of 2016, and the National Plan of Bilingual Intercultural Education to 2021. Formbiap's education plan is based on the Ministry of Education's (and

decentralised offices') official plans, programs and managerial instruments, with corresponding adaptations to IBE.

Regarding the environmental theme, the National Curriculum of Basic Education of 2017 includes Competence 18 "Responsible management of space and environment" and the environmental approach, is included as a transversal element in the National Plan for Environmental Education and the National Strategy for Environmental Education 2016-2021. Other components are Environmental Institutional Management and Environmental Pedagogical Management, as well as the thematic axes of Eco-efficiency, Climate Change, Health and Natural Risks.

The different results of the project such as: the adaptation of national curricula to the socio-cultural context at the regional and local level, the participation of project actors in the process of preparing regional and local educational plans, the pedagogical updating and supervision of graduated teachers by their study centres, etc. are in accordance with the guidelines of educational policies in Peru.

At the operational level, the project also relies on the structure and resources of the public system to which the prioritised schools belong. Formabiap works in agreement with the Higher Pedagogical Institute of Loreto which allows the formalisation of its education and also has 09 teachers hired by the State. Another resource is the scholarship programs for IBE of the national program PRONABEC and other organizations, which are granted to indigenous students and cover part of the costs of their education and accommodation in the Formabiap Program.

Formabiap has relations with the educational authorities and has maintained agreements with some of the local education authorities (UGEL) of the areas where its graduates work. It also has contact with the indigenous federations of these areas.

4.4. Risk factors for the fulfillment of mitigation objectives and measures.

The main risk factors and the assumptions on which compliance with the project's chain of results is based are:

- a) Little involvement of the education authorities.

Local and regional education authorities have a low level of interest in and motivation to carry out their work efficiently and drive improvements in the education system in general. It is considered likely that this situation will not improve significantly during the project period, due to high levels of inertia, corruption and structural deficiencies of the local public system. The intervention has therefore been designed with a relatively low involvement of local educational authorities. Their involvement is limited to activities that contribute to fulfilling their functions and increasing their prestige without demanding great additional effort on their part.

It is estimated that the educational authorities will carry out without problems the minimum actions foreseen for the fulfilment of the results, without any detrimental effect on the project's immediate objectives. These include approving the entry of new students to Formabiap in the coming years, signing collaboration agreements, participating in technical fora, facilitating the realisation of student teaching practice and authorising interventions in public schools.

The strengthened advocacy of federations, teachers and parents is expected in the medium term to achieve a higher level of education authority involvement, which would amplify the impact of the project.

b) Changes to the legal framework favourable to IBE

The risk of a significant setback for the IBE-friendly regulatory environment at the national level is considered to be very low. A drastic reduction of IBE scholarship programs, changes to regulations that facilitate the hiring of intercultural teachers or the loss of official recognition of IBE study programs would have a significant negative impact on the fulfilment of objectives, but these changes are unlikely to occur simultaneously and in the short term. If a significant setback in the recognition of IBE should occur, the capacity of the indigenous movement and other actors at national and international levels to pressure the government would be activated.

c) Low personal motivation and participation of the primary target group

Low levels of participation and interest from teachers, IBE students and community actors in the project would significantly reduce its effect and the quality of the results. The very design of the intervention strategy and the methodologies used seek to maintain a reasonably high level of participation and motivation to generate the expected effects. The intervention is based on growing demand from the target groups themselves, on Formabiap's previous experience and on the trusting relationships of the federations, communities and teachers with Formabiap, the selection of communities where there are already IBE teachers from Formabiap, and the support of indigenous organizations in the area. This limits the risk that the project will suffer due to lack of participation.

d) Natural or social emergencies.

Unforeseen events in the area, such as floods, landslides, strikes and protests, or even another state of emergency due to Covid-19, may temporarily prevent access to communities or the normal functioning of Formabiap. Such events would foreseeably delay the implementation of activities and the delivery of results, but are unlikely to last long enough to completely impede the implementation of the project. Mitigation measures in this case would be the rescheduling of activities and/or extension of the project period.

4.5 Intervention methodologies

The project strategy draws on partners' extensive experience in community interventions and takes into account those methodologies most likely to contribute to achieving the desired effects.

a) Participatory construction of knowledge.

Strategies of interlearning and dialogue with teachers and scholars will be used in order to generate proposals for an environmental education pertinent to the cultures and territories of indigenous peoples. This will involve reinterpreting Western concepts, discourses and strategies of environmental education under indigenous epistemology with a critical approach encompassing not only individual behaviours but the analysis of social, economic and cultural systems.

b) Practical application and use of appropriate techniques.

The intervention promotes practical learning and the delivery of concrete achievements that are applicable to the context of the target group. Both in the Formabiap's training spaces and in the communities themselves, some level of physical structure will be piloted: agroforestry plots, orchards, breeding modules, structures for waste management, etc., installed with the traditional collective work modality of the communities (mingas). The techniques and technologies promoted by these interventions should be based on local resources, knowledge and capacities; activities that require greater external technical, material or economic dependence are less sustainable.

c) Different levels of implication.

In the Amazon, projects that propose communal management of activities and products usually lead to failure and abandonment because a sense of ownership and collective responsibility is not achieved. Deliveries at the family or extended family level have better results. There should always be an owner/promoter, no matter how many people participate in an activity under the traditional mechanisms of communal solidarity. The intervention will take into account by categorising participants into three circles of implication: the people strongly involved; those who collaborate occasionally and those who are not interested at all, but can be mobilised in the medium or long term. It will be essential to identify people who are part of the first circle and focus training efforts on them, while the strategy regarding people from the outermost circle will be more focused on information.

d) Empowerment and motivation of individuals:

The intervention will progressively promote greater involvement and responsibility of target group members, accompanied by a recognition of their achievements and abilities. For intervention sustainability, it is necessary that the actors are aware of their own transformative power. The exchange of experiences, dialogue, work at a personal level, and in general the application of horizontal methodologies that promote mutual learning, will contribute to empowering the members of the target group, who in many cases are in a context of low motivation, neglect and low confidence in their possibilities.

4.6 Monitoring and sistematization

Monitoring

The overall evaluation and monitoring will be carried out based on the indicators defined in the project logical framework reported above. At the time of implementation, a detailed operational plan shall be drawn up for each year, including process indicators and mid-level result indicators. The operational plans will be shared and agreed with the entire technical-administrative team. Compliance shall be monitored by the General Coordinator.

Bimonthly evaluations of results and semi-annual evaluations of progress towards the fulfilment of the objectives, based on reports and products, are proposed. To facilitate monitoring and internal coordination, report forms will be prepared to be completed by each person involved in the technical execution, as well as monthly meetings for self-evaluation and team coordination within the CISED, Formabiap, Chaikuni alliance.

The monitoring of progress in the field, which requires a considerable logistical effort and demand for human resources, is a central element of the implementation strategy and will allow the identification of changes in the target group and possible changes in the context of intervention. For the evaluation of the impacts, data collection instruments such as interviews and surveys among the target group itself will be used, starting from the second year.

The feedback received from monitoring and evaluation will allow for possible adjustments that correspond to the annual operational planning and in the implementation strategies. The submission of technical and financial reports at the external level will be done on a semi-annual basis unless another modality is established by CISU.

Systematisation

Different actions of systematisation and dissemination of experiences are planned, covering the projects developed by the schools themselves, the results of the workshops, work fora and dialogues of knowledge,

or the technical and methodological knowledge generated during their own implementation. The registration of these achievements will be made in different formats, ranging from technical reports to publications and audiovisual material.

The results will be disseminated among teachers, educational authorities, indigenous organizations and other actors in the field of education and development cooperation, promoting the scaling up and replication of the initiative.

5. Completion and sustainability of the intervention

5.1. Sustainability of the intervention

Organizational sustainability: After the project, Formabiap will continue its training activity, strengthened. The alliances agreed with educational authorities, together with the advocacy of indigenous organizations and parents will maintain and expand the impact on the communities, ensuring the hiring of more IBE teachers.

Together with the Indigenous Federations, strategies will be designed to enable periodic monitoring of the prioritised communities, consolidating the intercultural environmental education network.

The Formabiap-Chaikuni alliance will continue joint activities and establish new synergies in communities where both intervene, in addition to maintaining close technical cooperation in the search for resources and the leverage of funds.

Knowledge sustainability: The incorporation into teacher education of contents and tools focused on the critical analysis of development models, the exercise of individual and collective rights and socio-environmental responsibility from indigenous peoples' own worldview and values, lay the foundations for the quality education of future generations of IBE teachers.

The Formabiap and Chaikuni alliance beyond the end of the project will allow the evaluation of and feedback in the system, enabling improvements and periodic updates of Formabiap teaching staff.

The project is considering a system of monitoring and evaluation of future teachers and their projects, which can be extended and generate support and advisory networks to prioritised schools, initially 14, but potentially scalable to all those with IBE teachers from Formabiap.

Economic sustainability: The project will in the first instance strengthen the project formulation and management capacities of IBE partners, teachers and students, contributing to the raising of funds both at alliance level and at the level of the schools and communities themselves.

At the same time, the dissemination of the initiative and especially the involvement of the federations will generate a better positioning of intercultural education in the agenda of the indigenous movement, promoting stronger advocacy in its favour vis-à-vis the State. In 2020, the Peruvian government, after long negotiations and pressure from the Platform of Peoples Affected by Oil Activity (PAAP), approved a special investment plan for the areas of the Loreto Region affected by oil exploitation, whose rural population is mostly indigenous. This plan has a budget of 5,292 million soles (approx. 1,292 million USD), which creates a priori a favourable context, with the support of the indigenous federations of these areas, to channel state funds to maintain and expand the work of Formabiap.

Environmental sustainability: Environmental sustainability is a fundamental element of all the training actions and content developed in the project. Target groups will develop tools and knowledge that allow them to design and implement sustainable alternatives to the current extractivism that threatens the integral territory of indigenous peoples. Environmental sustainability is largely focused on indigenous peoples' own worldviews. Revitalising and transmitting indigenous cultures implies the maintenance of ancestral values of respect and harmonious relationships with nature.

6. Will the intervention be disseminated in Denmark?

The experience will mainly be disseminated in Denmark through CiCED's newsletter and events.

7. Complementary funding

Complementary funding for providing professional assistance, monitoring, liaison and partner support is covered by CISED, and is guaranteed at the time of submitting the application.