



CONCEPT NOTE: Girls with Oppotunities:

(GWO) 2025 - 2027

BACKGROUND AND JUSTIFICATION

Adolescent populations in rural areas of Peru face multiple structural barriers that limit their development opportunities. According to INEI (2023), 39.8% of the rural population lives in poverty, and 5.7% in extreme poverty. These conditions translate into limited access to education, health services, and protection from violence.

In education, gaps remain significant. According to the National Student Learning Assessment (2023), only 7% of second-grade high school students in rural areas demonstrate reading comprehension, and just 4.1% can solve mathematical problems. The national dropout rate for secondary education is 3.4%, and this figure is even higher in rural areas.

The situation is even more critical for adolescent girls. As of 2023, 22.7% of rural adolescent girls have been pregnant at least once (ENDES, 2023), and over 21,800 girls and adolescents were victims of sexual violence (UNFPA, 2023). That same year in Amazonas, 17.4% of adolescent girls were already mothers,

2.1% experienced a miscarriage or abortion, and 4.4% were pregnant for the first time (UNFPA, GORE, and MCLCP, 2022). Moreover, 46% of rural women between the ages of 14 and 29 have no personal income, reinforcing economic dependency and limiting autonomy (PAEPAR, 2018).

In response, the "Girls with Opportunities" (GWO) project, implemented by CARE Peru from 2022 to 2024, has shown that a comprehensive, multisectoral intervention can lead to significant change. The project's final external evaluation reported a 73% increase in knowledge, attitudes, and practices related to personal financial management among girls who participated for three years; 82% completed secondary education (about 10 percentage points higher than the national average); and adolescent pregnancy cases in prioritized institutions dropped by up to 50%. Additionally, the girls reported improvements in self-confidence, life planning, and participation in the educational community.

The GWO model—centered on socioemotional skills, comprehensive sexual education, financial literacy with a STEAM focus, and life project planning—will be strengthened in the 2025–2027 phase through the implementation of the "Path of Opportunities," a strategy aimed at ensuring access to post-secondary education or productive training and connecting graduates to the labor market.

CARE PERU'S RESPONSE

CARE Peru is a member organization of the CARE International confederation, present in over 100 countries and dedicated to eradicating poverty and promoting social justice, with a strong emphasis on gender equality and the empowerment of girls and women. CARE has worked permanently in Peru since 1970 and became a nationally recognized NGO in 2012.

With over 50 years of experience, CARE Peru has contributed to the development of innovative and sustainable models to improve the lives of vulnerable populations. In the field of education, it has led initiatives such as the national FLORECER Network and the implementation of the T'ika curriculum, promoting intercultural bilingual education.

Through the Girls with Opportunities (GWO) project, CARE has achieved concrete impacts, such as the strengthening of skills in more than 9,500 students — at least 4,800 of whom are adolescent girls from rural and/or vulnerable areas of the country. Among these girls, improvements have been observed in socioemotional skills, comprehensive sexual education, financial literacy with a STEAM focus, and life project planning. During the 2022–2024 period, partnerships with UGELs and local governments were consolidated, over 110 teachers were certified, and the scaling up of evidence-based strategies was promoted. Additionally, more than 1,300 families actively participated in empowerment sessions, and student leadership networks were established.

PROJECT DESCRIPTION: "GIRLS WITH OPPORTUNITIES 2025 – 2027"

Purpose

In light of the challenges faced by girls and adolescents in accessing secondary education, CARE Peru has designed the “Girls with Opportunities” (GWO) Project, with the purpose of “contributing to the improvement of the overall well-being of adolescent girls from rural or vulnerable areas of the country and ensuring their continued educational pathways within an educational and community context of equality.” The concepts of “overall well-being” and “educational pathways” are central to the GWO project strategy. According to the Ministry of Education (2016), physical activity, nutrition, personal hygiene, environment, and health influence students’ holistic well-being (physical, psychological, and emotional), and this has a direct impact on academic performance. Meanwhile, the concept of “educational pathway” refers to the journey each student undertakes within the education system, equipping them with tools to face the present, understand their past, and envision their future (Minedu, 2020).

Indicators

The following impact indicators will be measured at the end of the intervention:

DESCRIPTION	INDICATORS	UNIT OF MEASUREMENT	VERIFICATION SOURCE
Adolescent girls in the project’s rural educational institutions improve their overall well-being and continue their educational pathways within an educational and community context of equality.	IP1: Percentage reduction of pregnancies in targeted schools	%	Report issued by schools through SIAGIE
	IP2: Percentage of adolescent girls completing secondary school	%	Final evaluation report
	IP3: Percentage of adolescent girls entering higher education (university or technical)	%	Informe de evaluación final
	IP4: Overall well-being index achieved	Nº	Midterm and final evaluation report, based on a validated questionnaire assessing emotional, physical, and psychological well-being

The project aims to achieve at least a 15% improvement in each indicator by 2027 in new participating schools — except for adolescent pregnancy, which is expected to decrease by 15%. In this way, Girls with Opportunities students will not only complete secondary school with improved well-being, but will also enhance their prospects for building stronger educational and life trajectories.

TARGET POPULATION 2025

In this phase, the project is implemented with female and male students in 3rd, 4th, and 5th grades of secondary school, residing in rural and peri-urban areas of the regions of Lambayeque, Cajamarca,

Amazonas, Lima, Callao, and recently added, Arequipa. The distribution is as follows:

Department	Province	Tipo de área	Educational Institutions	Female Students (3rd–5th)	Total Students (3rd–5th)	Teachers
Lambayeque	Lambayeque	Periurbano y rural	6	332	665	15
Cajamarca	Cajamarca	Periurbano y rural	12	580	1161	40
Amazonas	Utcubamba	Rural	12	579	1159	52
Arequipa	Arequipa	Periurbano y rural	4	203	406	14
Lima y Callao	Lima	Periurbano	3	600	1200	60
TOTAL			37	2294	4591	181

Theory Of Change

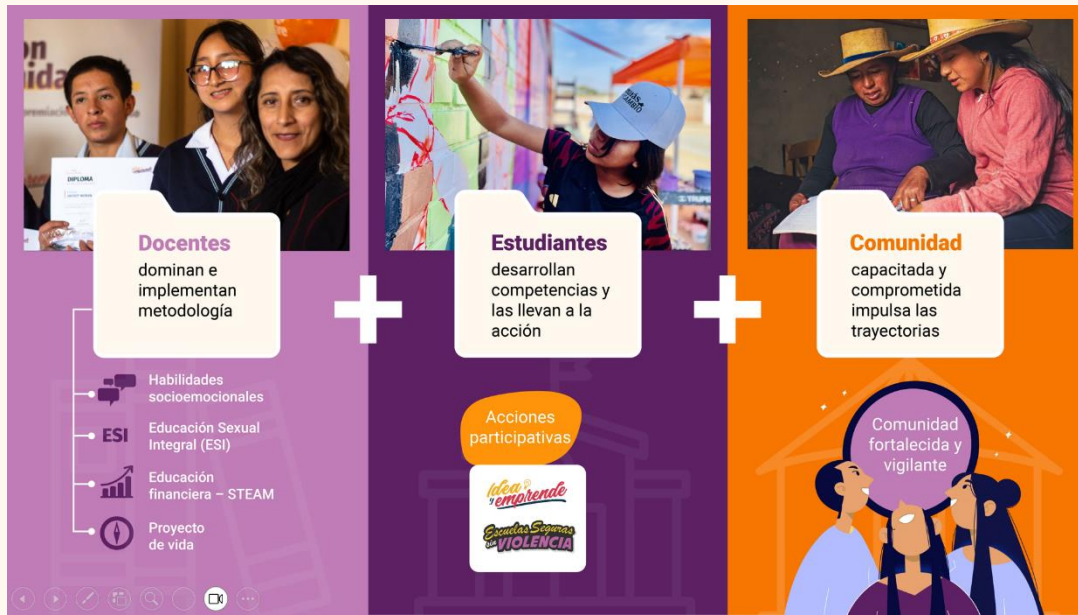
Girls with Opportunities is based on the following premise:

If we strengthen the capacities and competencies of tutor teachers so that they can, during their advisory periods, work with their students on the key thematic axes of the training program — socioemotional skills, education for the prevention of teenage pregnancy and violence, and financial education to promote economic autonomy with a STEAM focus — and support them in designing their life projects;

If we encourage students to put their learning into action through the creation of spaces where they can propose, lead, and implement innovation and entrepreneurship projects, as well as promote strategies that ensure their schools are safe spaces;

If we ensure that all of this takes place in a context that promotes the involvement of families and local stakeholders — actors who are committed to students’ well-being and actively support their educational pathways;

Then, our purpose will be fulfilled: adolescent girls in rural areas will develop their potential, complete secondary education, and have greater opportunities to continue their educational trajectories — transforming not only their own lives but also their communities.



Si se cumplen esas condiciones:

Las estudiantes culminan la secundaria con bienestar y continúan sus trayectorias educativas.



*Dibujo creado por las estudiantes durante una muralización en Mórrope, Lambayeque

Strategy Of Girls With Opportunities

The “Girls with Opportunities 2025–2027” proposal is carried out through the implementation of training programs aimed at different actors involved in the project. It operates under an **ecosystemic model**, meaning that not only students are involved, but the entire educational community contributes to creating a school and society that promote gender equity and sustained educational and professional pathways. A central focus of this intervention is to **promote student participation**, enabling students to take ownership of the strategy and its objectives, strengthen their leadership and advocacy skills, and become agents of transformation in their schools and communities.

The strategy includes the implementation of a set of programs and actions under each Component or Expected Result, detailed as follows:

EDUCATIONAL COMMUNITY

Expected: The educational community promotes the integral well-being and continuity of educational and career pathways for adolescent girls.

Key Outputs:

- **Schools equipped with resources (materials, human, and informational) to promote the well-being and educational continuity of adolescent girls:** This includes implementing an educational platform, learning resources, and other materials aligned with project standards. It also involves managing a database of students, teachers, families, and community leaders to monitor participant progress. A team of trained facilitators with the skills to deliver each thematic area is also formed and supported by specialized NCO trainers.
- **Schools incorporate the project into their institutional planning tools,** through technical assistance and agreements. This ensures its inclusion in management instruments (such as the annual work plan and the Tutorial Plan, between others), institutional strengthening, and long-term sustainability.
- **Teachers trained to promote the well-being and educational continuity of adolescent girls,** through a continuous improvement program validated by UGELs. This strengthens conceptual understanding, personal skills, teaching strategies, and curricular integration of the NCO thematic axes.
- **Families empowered to support student well-being and educational pathways,** through programs that encourage equal and supportive home environments, community involvement, and actions to promote healthy and equitable coexistence.

STUDENTS

EXPECTED RESULTS: Adolescent girls develop the competencies and skills needed to improve their well-being and continue their educational trajectories.

The student program includes in-person sessions and participatory activities within the school community, supported by a **virtual platform (Moodle at NCO.pe)** that provides educational content, tools, and resources. This not only reinforces learning in key themes but also helps girls build their digital skills.

Key Outputs:

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- **Development of socioemotional skills::** Including teamwork, emotional regulation, self-esteem, perseverance, critical thinking, and motivation toward achieving goals — all linked to academic and career success and personal well-being.
- **Comprehensive knowledge and decision-making skills regarding body and sexuality:** Covering sexual and reproductive rights, violence prevention, gender equality, healthy relationships, and masculinity. Students also engage in the **“Safe Schools” strategy**, creating initiatives to prevent and address violence in their school environments.
- **Basic financial literacy and entrepreneurship skills with a STEAM approach::** S Enabling students to create business plans and launch socially driven ventures. STEAM integration promotes creativity and innovation through science and technology, strengthening employability and entrepreneurship potential. Includes the **“Idea and Launch” project contest** to foster entrepreneurial, scientific, and technological competencies.
- **Personal life project development:** Students define a personal vision, set short- and medium-term goals, and connect with volunteer mentors for vocational guidance and inspiration
- **Red Student Leadership Network:**
The “Girls with Opportunities Leaders Network” is formed by standout student leaders who actively promote change in their schools and communities. They receive specialized support through tutoring, mentorship, and leadership development — increasing their voice and influence among peers and shaping their future educational and professional trajectories.
- **Formative-labor pathways designed and implemented for NCO participants:** Developed collaboratively with current students, alumni, strategic partners, and the technical team, this strategy connects girls to educational opportunities (scholarships, technical and university programs, academic leveling) and professional pathways (internships, mentorship, employability training).
A follow-up system provides graduates with personalized guidance, opportunity maps, orientation tools, and decision-making support — closing the gap between high school completion and their next steps in education or work.

SUSTAINABILITY AND SCALABILITY

Expect Results: A sustainable and scalable strategy to improve the integral well-being and educational continuity of adolescent girls.

Key Outputs:

- **Estrategia Sustainable and scalable strategy for improving well-being and educational continuity of adolescent girls:** : This involves designing and implementing joint work plans with

UGELs (Local Education Management Units) to ensure the sustainability and scalability of the program over time.

- **UGELs strengthened to scale the GWO model in their targeted schools:** Includes training UGEL specialists in the use of the virtual training strategy and monitoring tools to support implementation in local schools.
- **Design and implementation of a volunteer program to support project execution:** Engages key stakeholders through aligned volunteer actions, creating alliances that enhance project delivery in diverse territories.
- **Design and implementation of a communication strategy to support the positioning and sustainability of the project:** Includes both internal and external communications aimed at sharing results, increasing visibility, and promoting transparency and accountability.
- **Implementation of the GWO strategy in vulnerable schools in Lima and Callao for sustainability and scalability:** Adapts the program to a hybrid format for better reach in urban vulnerable contexts, maintaining the model's core principles.
- **Strengthened volunteer team with specialized capacities:** Provides continuous training to volunteer teams with specific technical profiles to ensure quality contributions to project implementation across various regions

KNOWLEDGE AND INFORMATION MANAGEMENT

EXPECT RESULT: A knowledge management system is established to promote the sustainability and scalability of the strategy.

This component focuses on the collection, systematization, and analysis of information regarding the project's performance and impact, with the goal of continuous improvement and generating evidence to support scaling efforts.

- **Monitoring system updated:**
Ensures the use of optimized tools for tracking and collecting key information.
- **Systematization, monitoring, and evaluation of the project conducted:**
Includes the production of progress reports, outcome summaries, and evaluations (baseline, midterm, and impact) that guide evidence-based decision-making.
- **Accountability mechanism designed and implemented (FAM):**
Establishes participatory processes with beneficiaries to evaluate achievements and capture learning, including workshops and the design of standardized operational procedures (SOAP).