



**Report:**

Assessment of Project  
Impact Using the Most  
Significant Change  
Technique

**Prepared for:**

Proyecto de Desarrollo y  
Fortalecimiento Familiar  
(PDFF)

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## Overview

The *Proyecto de Desarrollo y Fortalecimiento Familiar* (PDFF) –a project for the development and strengthening of the family– has been working since early 2012 in three main areas –families, youth, children and pastors–, in the cities of Arequipa and Juliaca, in Peru, under the administration of the Evangelical Lutheran Church and Lutheran Mission – Norway, with the aim of providing support and self-help skills to target people.

For the assessment of project impact of the PDFF, we have conducted surveys applied to more than 190 people who participated in the activities of PDFF, including youth, children, teachers, pastors and families in the cities of Arequipa and Juliaca.

As a result of these surveys, we have found that the acceptance of the PDFF has been general in all groups involved with project activities.

As part of PDFF, the JOEL program (“Youth with Free Spirit”) shows positive and significant impacts for both children and adolescents. For children, the impact of the program is mainly related to relationship skills with their peers and to sociability. For adolescents, improvements relate to self-control, aggressiveness reduction and self-esteem, especially in the context of problems such as anorexia and bulimia.

Likewise, the PARE program (sexual abuse prevention) has strengthened the knowledge about prevention of sexual abuse in children, positively influencing the confidence of children to report misconduct and also strengthening parent and sibling awareness and care regarding the minors.

In turn, the stories of significant change given by project facilitators (PDFF volunteers) reveal an important understanding of the extreme situations that can occur in society, as well as a valuable process of learning how to treat and counsel the victims. A change in their personal and reflective level is also observed, in addition to an improvement in job-related skills. This latter change is also present among youth attending the Youth Leadership Program, who claim to have developed various others skills as well.

Regarding pastors, changes as a result of PDFF correspond to strengthening their capacities for giving counsel to other marriages and also important changes in their own marital relationships, generally referring to improvements in communication between spouses. Regarding couples who participated in the program “Marriage on the Rock” (Matrimonio Sobre la Roca), the change has gone in the same positive direction, including dramatic cases in which the relationship was failing dramatically and, as a result of the program, the relationship made a turn towards greater communication, love and affection between couples, and more patience and tolerance of the defects of the other person; these changes also have a positive impact on the confidence of the children in the family.

## 1. History of the project

The *Proyecto de Desarrollo y Fortalecimiento Familiar* (PDFF), as a pilot project, began its activities in 2012 under the administration of the Evangelical Lutheran Church and with the support of the Norwegian Lutheran Mission with the aim of providing self-help skills and skills for helping others to the Quechua, Aymara and mestizo population of Arequipa, Puno, Cusco, Moquegua and Tacna. With its actions, it has sought to address the problems of domestic violence, alcoholism, sexism, racism, drug addiction and prostitution that undermine living conditions of the target population. With this standpoint, the activities are divided into four main components: families, youth, children and pastors.

The aim of the project is “to reconcile and improve interpersonal relationships among family members, church members and neighbors, through comprehensive training based on solid principles and Christian values.”

During 2012 and 2013, the program has visited students of more than 10 institutions, including schools and public agencies, in the cities of Arequipa and Juliaca, through the programs JOEL (“Youth with Free Spirit”) and PARE (sexual abuse prevention).

In the family axis, the project has had special interest in the involvement of women, carrying out conferences, meetings and courses, such as the “Marriage on the Rock” program (Matrimonio Sobre la Roca), with people from the church and community .

In the youth axis, the PDFF has trained more than 15 PARE and 25 JOEL volunteers, the latter carried out over 9 months in educational institutions such as Martin Lutero, Peru BIR (Juliaca), Aldeas Infantiles SOS, and Juan Pablo Vizcardo and Guzman. Also, the PDFF implemented a program for young people between 20 and 30 years old, taught by facilitators from the Evangelical Seminary of Lima, with duration of 6 months.

In the children axis, the PDFF has successfully developed the PARE (sexual abuse prevention) program, reaching more than 1,000 children in Arequipa and Juliaca.

In the pastors axis, the PDFF has executed activities in Arequipa and Juliaca, among which stand out the coaching and leadership training programs with pastors from both cities in Universidad Católica San Pablo, a local Arequipa-based university.

## **2. Methodology for the assessment of significant change**

The *Proyecto de Desarrollo y Fortalecimiento Familiar* (PDFF) has conducted a series of interventions in favor of the participants of the Evangelical Lutheran church and the community, including course programs, classes, meetings, focus groups, etc. The current interest is to determine the impact of those interventions during the period March 2012-December 2013, using questionnaires and assessing the significant changes reflected in the testimonies of the participants.

### **2.1. Main objective**

The main objective is to determine the degree of impact of the PDFF, during the March 2012-December 2013 period, in pastors, families, youth and children.

### **2.2. Specific objectives**

- Review secondary information
- Design and apply significant change surveys to pastors, families and youth, in order to identify the most significant changes and representative testimonies.
- Design and apply additional questionnaires to pastors, families, youth, children and teachers in order to determine project impact and the opportunities for improvement.
- Analyze the results and provide conclusions and recommendations.

### **2.3. Activities to collect information**

We applied significant change questionnaires and additional questions to the four target groups in the city of Arequipa and to pastors in Juliaca.

#### **2.3.1. Pastors (Arequipa and Juliaca)**

We applied significant change questionnaires and additional questions to a sample of 20 pastors, 9 in Arequipa and 11 in Juliaca.

#### **2.3.2. Families (Arequipa and Juliaca)**

We applied significant change questionnaires and additional questions to a sample of 12 families, 9 in Arequipa and 3 in Juliaca.

#### **2.3.3. Youth (Arequipa only)**

We applied questionnaires to a sample of 50 students from 3rd grade of secondary school from Juan Pablo Guzman Vizcardo School (27 of section C and 23 of section D,) in Arequipa. In addition, we applied the questionnaire to 2 teachers of this institution.

We applied significant change questionnaires and additional questions to a sample of 19 young PDFF volunteers in Arequipa.

We applied significant change questionnaires and additional questions to a sample of 5 Leadership program participants, area church leaders in Arequipa.

#### **2.3.4. Children (Arequipa only)**

We applied questionnaires to a sample of 46 children of the 5th grade in primary school, in Santa María School: 34 students from section A and 12 students from section B. In addition, a questionnaire was applied to 3 teachers of the same school.

A questionnaire was applied to a sample of 35 children of Everardo Zapata Santillana School (17 from 4th grade class 4A, and 18 from 6th grade class 6A). In addition, a questionnaire was applied to 2 teachers of the same school.

A questionnaire was applied to 3 teachers of Manchego Carlos Rendón School. In addition, a questionnaire was applied to 9 parents of the same school.

A questionnaire was applied to 6 teachers of Linares Manuel Benito School.

Finally, a questionnaire was applied to 4 teachers of Santa Maria School.

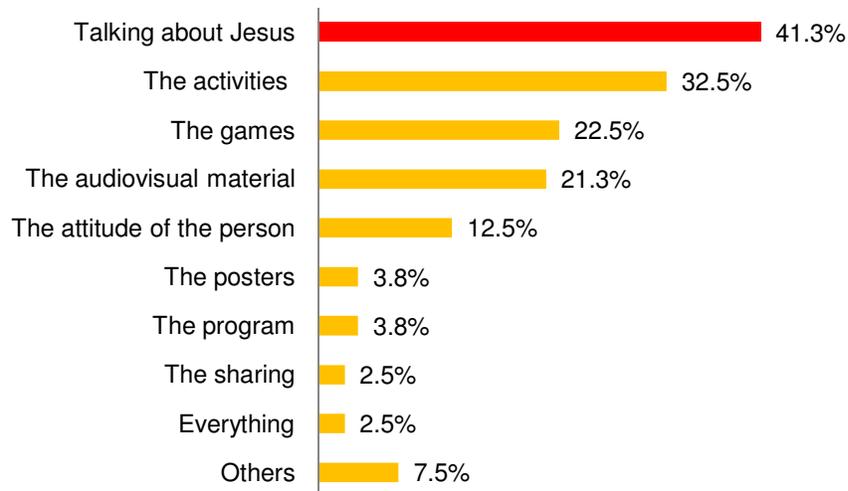
### 3. Outcomes

#### 3.1.1. JOEL Program – Primary School

Questionnaires were applied to a sample of 46 children of the 5th grade in primary school, in Santa María School. In addition, a questionnaire was applied to 3 teachers of the same school. A questionnaire was applied to a sample of 35 children of Everardo Zapata Santillana School. In addition, a questionnaire was applied to 2 teachers of the same school. A questionnaire was applied to 3 teachers of Manchego Carlos Rendón School. In addition, a questionnaire was applied to 9 parents of the same school. A questionnaire was applied to 6 teachers of Linares Manuel Benito School. Finally, a questionnaire was applied to 4 teachers of Santa Maria School.

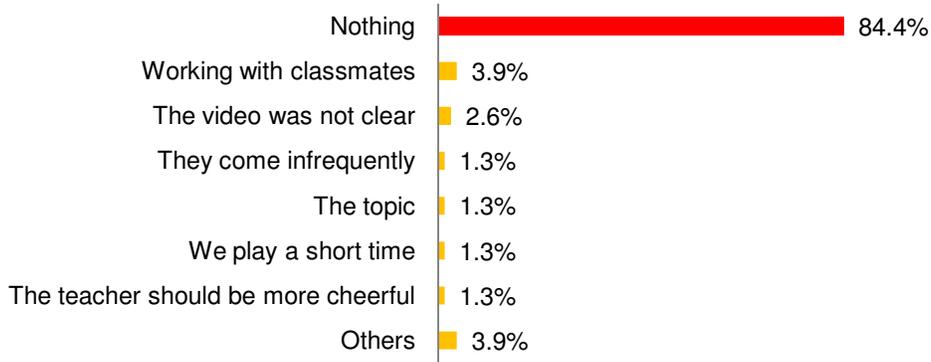
The spontaneous response of children is that what they liked the most about the program is the talk about Jesus or topics related to Him. This is indicated by the 41.3% of the children in the sample. Other answers relate to the methodology of the program. An example of the high levels of acceptance of the program is the fact that 84.4% of children in the sample indicate that there is nothing they did not like.

**Figure 3.1 Children: What did you like the most about the program? (Spontaneous response)**



*Note: 120 answers of 80 respondents*

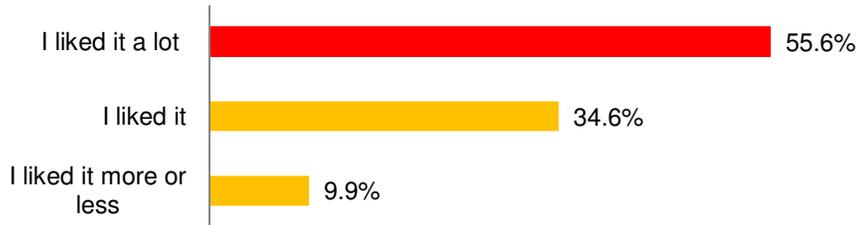
**Figure 3.2 Children: What did you like the least about the program? (Spontaneous response)**



*Note: 120 answers of 80 respondents*

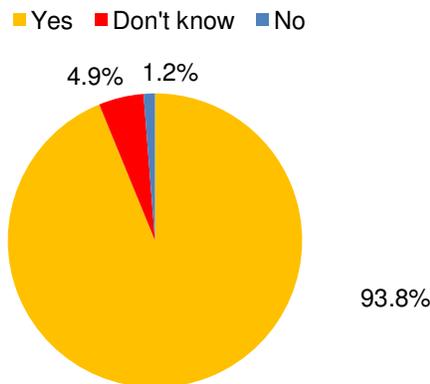
According to survey results, 90.2% of children liked participating in the program (55.6% liked it “a lot”); and 93.8% would like to continue participating. Furthermore, the five teachers surveyed indicate that they would like the program to continue in their school.

**Figure 3.3 Children: How much did you like participating in the JOEL program?**



*Number of observations: 81 respondents*

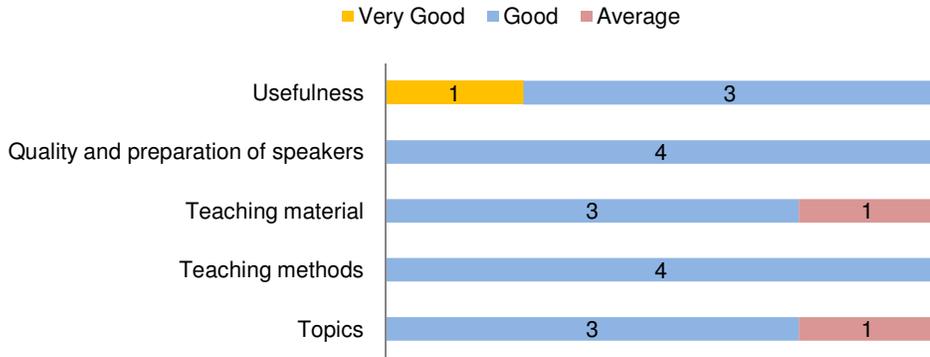
**Figure 3.4 Children: Would you like to continue participating in the JOEL program?**



*Number of observations: 81 respondents*

Regarding teachers, the highest rated aspects of the program are usefulness, teaching methods and quality of speakers. These aspects are rated by all respondents as "good" or "very good". Lower scores go to "subject matter" and to "teaching materials".

**Figure 3.5 Teachers: How would you rate the JOEL program regarding...?**

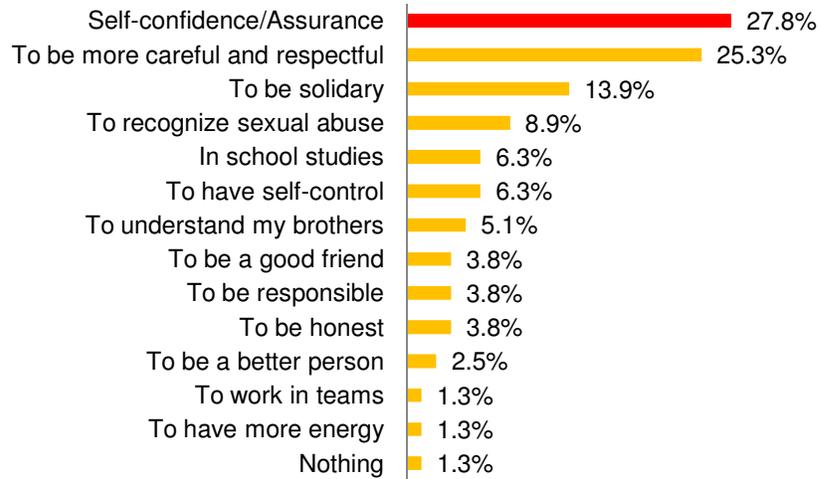


*Note: 4 respondents.*

Teachers indicate that, in subsequent visits, the programs should include topics related to values, family integration and teamwork. Also, the following suggestions are made: the program should extend the time length of the activities; activities should be on Saturday; activities should involve professional speakers; the program should coordinate with parents; and the teaching materials should be improved.

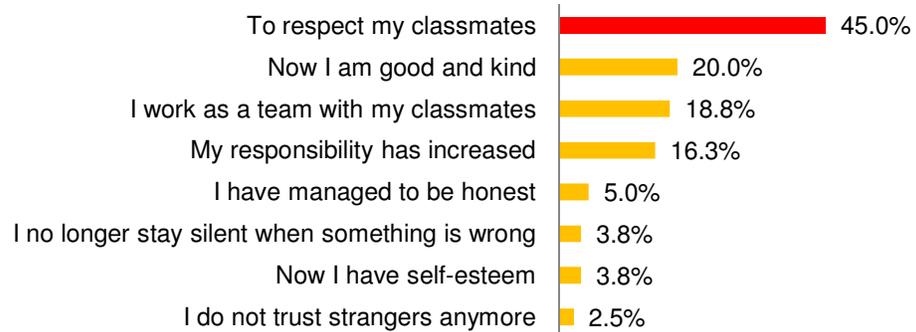
Of all children surveyed, 96.3% indicate that the program has helped them (56.8% indicate it has helped them "a lot"), mainly to be more self-confident and to participate (27.8% of respondents refer to this improvement) and to be more careful and respectful when dealing with peers (25.3% of respondents mention this improvement). The most frequently improvements mentioned as examples relate to dealing with classmates: respect for them, with 45.0% of respondents, and to be good and friendly, with 20.0% of respondents.

**Figure 3.6 Children: How has the JOEL program helped you? (Spontaneous response)**



Note: 88 answers of 79 respondents

**Figure 3.7 Children: Write an example of something that the JOEL program has helped you with (Spontaneous response)**



Note: 97 answers of 80 respondents

The results reported by the children match the responses of their teachers. Regarding changes observed in children, two of the four teachers interviewed indicate that there is a noticeable improvement in children; the other two teachers mention that the change is “halfway”. They all agree that change is in higher levels of self-control, and also in an increased sense of duty and responsibility.

**Figure 3.8 Teachers: Considering students who have changed, what changes have you identified?**



Note: 4 respondents.

These changes coincide with the subjects that the children remember most from the program and those they believe have helped them the most. In particular, the topic of teamwork stands out for the children.

**Figure 3.9 Children: From the following list, tick the subjects that you remember seeing in the JOEL program**



Number of observations: 81 respondents

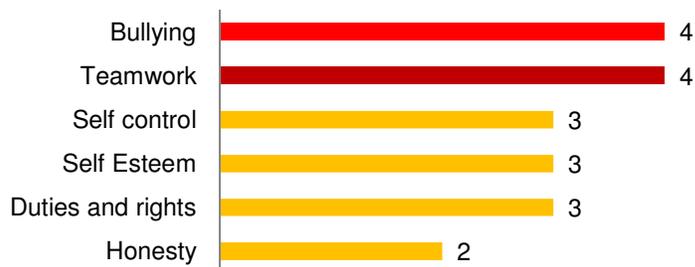
**Figure 3.10 Children: From the following list, tick the items that have helped you or your peers**



Number of observations: 81 respondents

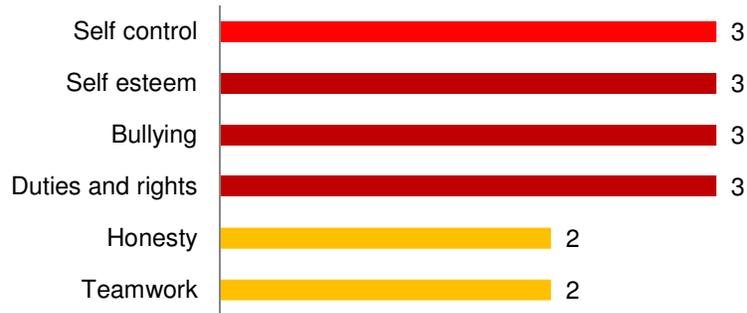
Teachers, on the other hand, believe that the most useful subjects for children are self-control, self-esteem, bullying, and duties and rights.

**Figure 3.11 Teachers: From the following list, tick the subjects that you remember seeing in the JOEL program**



Note: 5 respondents

**Figure 3.12 Teachers: From the list below, tick the topics that, in your opinion, have been the most useful for students**



*Note: 5 respondents.*

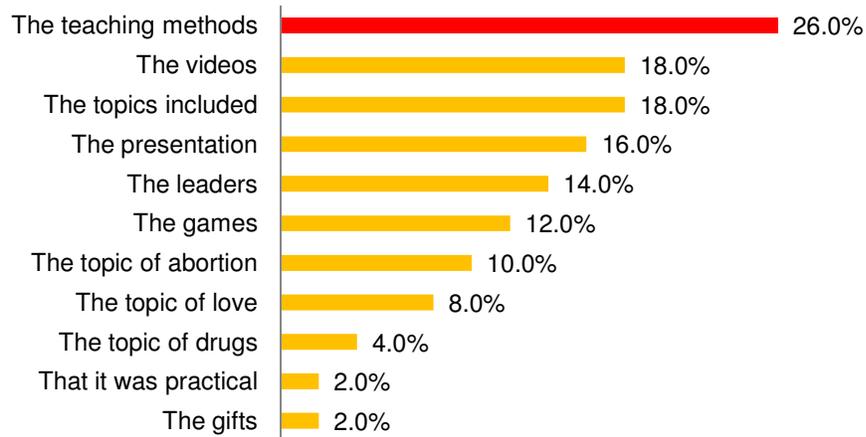
Acceptance of the JOEL program in children is high. Not only do they mention teaching methods they like, such as videos or fun activities, but also make a deeper assessment of what is being presented in those activities and come to consider that what they liked most of all is that the main topic is Jesus.

Almost all children surveyed mention that they liked participating and would like to continue doing so in the future. The most significant and frequent change identified in the children of the JOEL program has to do with their relations with their classmates, caring and respecting them, and self-confidence to perform in their environment. These assessments of the children largely coincide with the opinion of the teachers, who also say they have seen a positive change regarding responsibilities and duties. These changes have been driven primarily by the topic of teamwork included in the program; this topic has the highest recall and impact according to students.

### **3.1.2. JOEL Program – Secondary School**

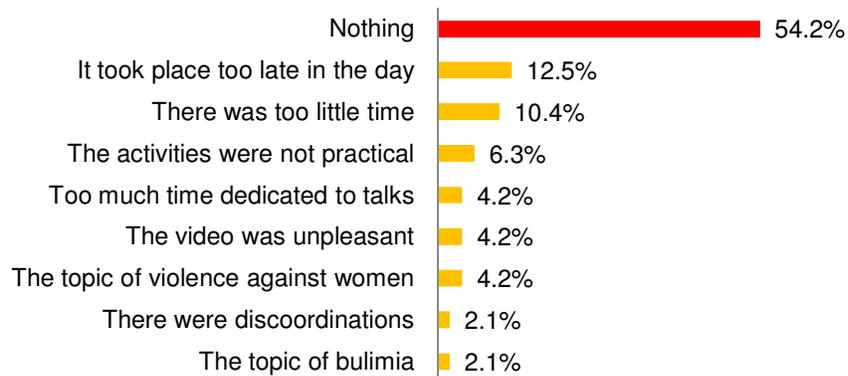
A total of 50 students of Juan Pablo Vizcardo Guzman School, from the C and D sections of 9th grade (3rd grade of the secondary level), were surveyed. The results show a strong acceptance of the program: 86% of respondents indicate that they liked participating in the program; the results are similar in both school sections surveyed. The most widely accepted aspects of the program are teaching methods, audiovisual material and the subject matter itself. The results suggest that there is space for improvement regarding the time when activities take place and the amount of time in each session (students consider it should be longer). The aspects of subject matter, teaching methods, quality and preparation, and usefulness of the program receive the best possible scores from the teachers interviewed; teaching materials have comparatively lower ratings.

**Figure 3.13 Adolescents: What did you like the most about the program? (Spontaneous response)**



*Note: 65 answers of 50 respondents*

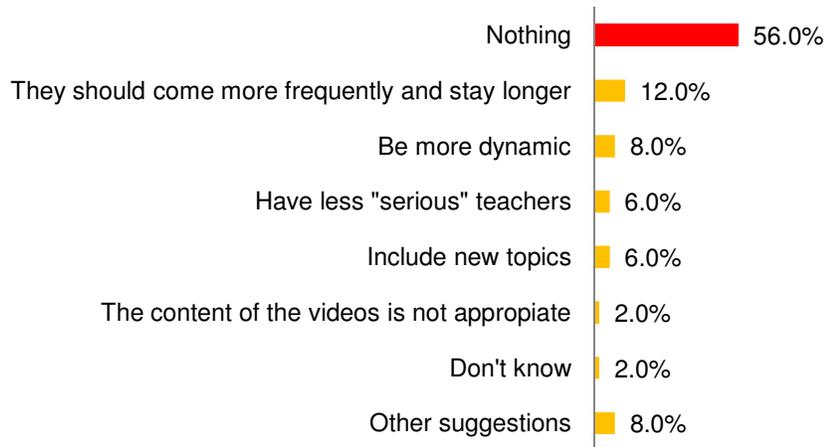
**Figure 3.14 Adolescents: What did you like the least about the program? (Spontaneous response)**



*Note: 51 answers of 50 respondents*

Of all students surveyed, 92.0% indicate that they liked participating in the program (59.3% mentioned that they liked it “very much”). Also, when asked if they had any suggestions for the program, 54.2% answer that they would not change anything; 10.0% suggest increasing the frequency and length of the sessions.

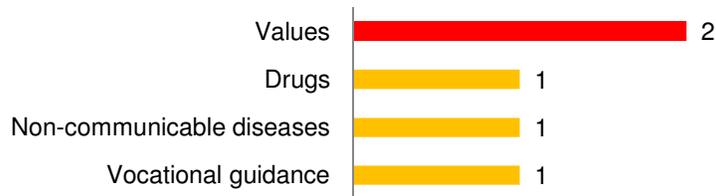
**Figure 3.15 Adolescents: If you could change one thing of JOEL program, what would you change?**



*Note: 50 answers of 50 respondents*

The teachers interviewed indicate that they would like the program to continue and suggested including or going deeper into the issues of values, drugs, non-communicable diseases and vocational guidance.

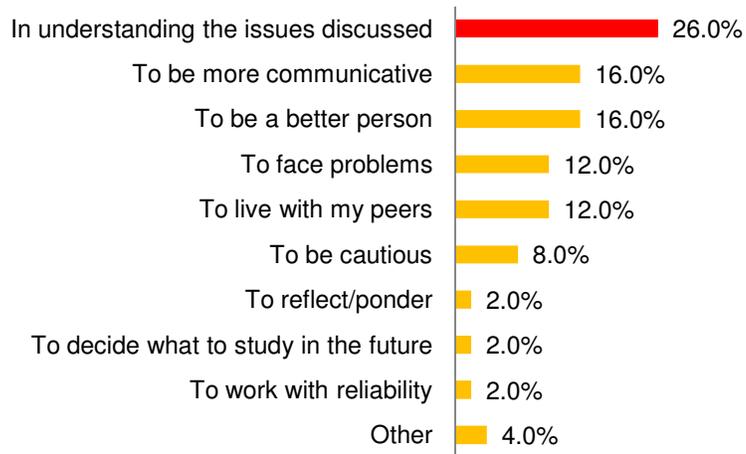
**Figure 3.16 Teachers: What other issues should be considered in the JOEL program? (Spontaneous response)**



*Note: 2 respondents*

Of all students surveyed, 88.0% indicate that the program has helped them (48.0% think it has helped them “a lot”). The most mentioned improvement is the understanding of the topic presented (mentioned by 26.0% of respondents), followed by being communicative (mentioned by 16.0%) and being a better person (mentioned by 16.0%).

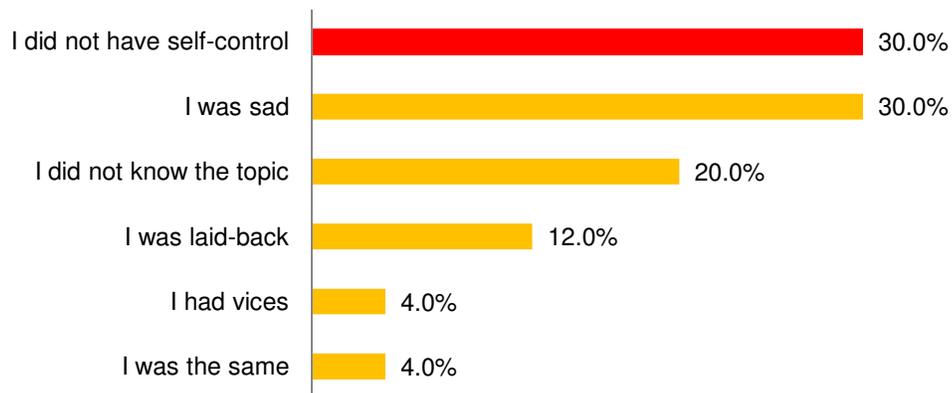
**Figure 3.17 Adolescents: How has the JOEL program helped you?**



*Note: 50 answers of 50 respondents*

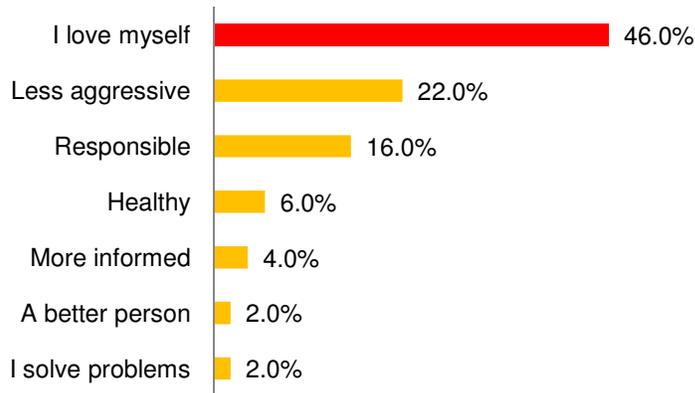
Of all respondents, 95.9% indicate that there has been a change in them as a result of their participation in the program (46.9% indicate that there has “definitely” been a change). Many of these changes are related to the transition from an initial situation of lack of self-control or an initial situation of sadness to a situation of greater self-esteem and less aggressiveness.

**Figure 3.18 Adolescents: Thinking about the change in yourself, how were you before participating in the program?**



*Note: 50 respondents*

**Figure 3.19 Adolescents: How have you changed? How are you now?**

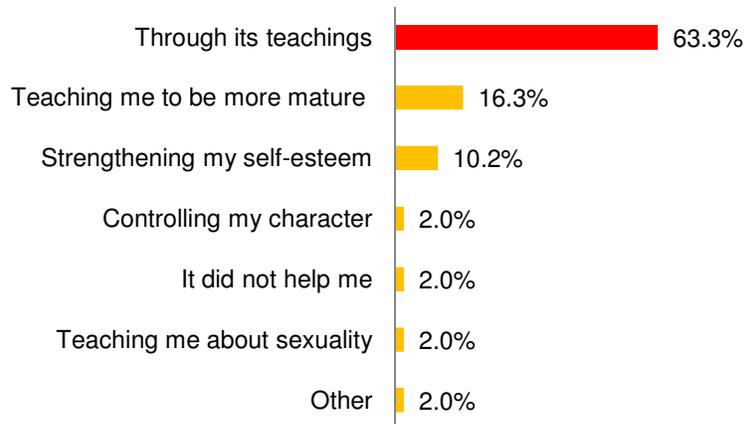


*Note: 50 respondents*

The teachers interviewed state that they observed changes in students with regard to good companionship and the individual behavior of each student.

These changes, in the opinion of the students, came about directly from what they learned in the program, according to 63.3% of students surveyed.

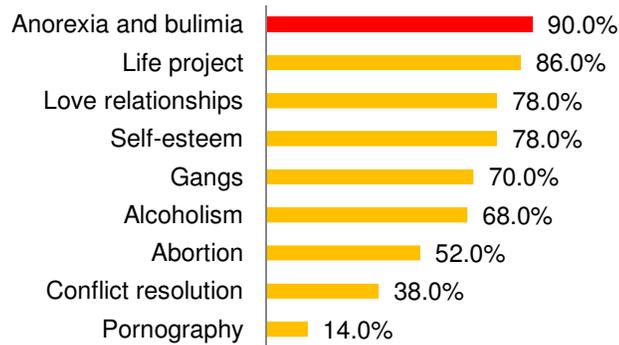
**Figure 3.20 Adolescents: How did the JOEL program help to bring about that change in you? (Spontaneous response)**



*Note: 49 answers of 80 respondents*

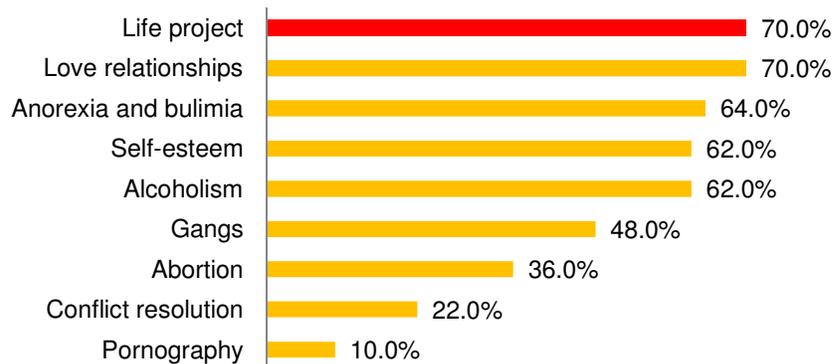
The most remembered topics are anorexia and bulimia, life project, love relationships and self-esteem. The topics that have most helped participants are life project and love relationships.

**Figure 3.21 Adolescents: From the following list, tick the subjects that you remember seeing in the JOEL program**



Note: 50 respondents

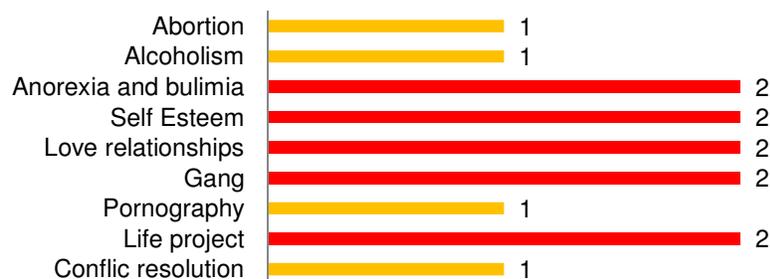
**Figure 3.22 Adolescents: From the following list, tick the items have helped you or your classmates**



Note: 50 respondents

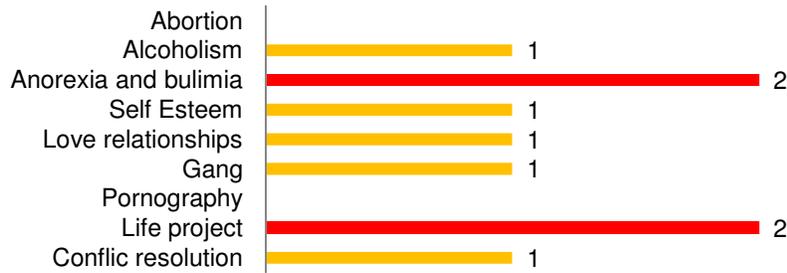
For their part, teachers interviewed considered that the most useful topics for students are anorexia and bulimia, and life project.

**Figure 3.23 Teachers: From the list below, tick the topics that you remembered were included in the JOEL program**



Note: 2 respondents

**Figure 3.24 Teachers: From the list below, tick the topics that, in your opinion, have been the most useful for students**



*Note: 2 respondents*

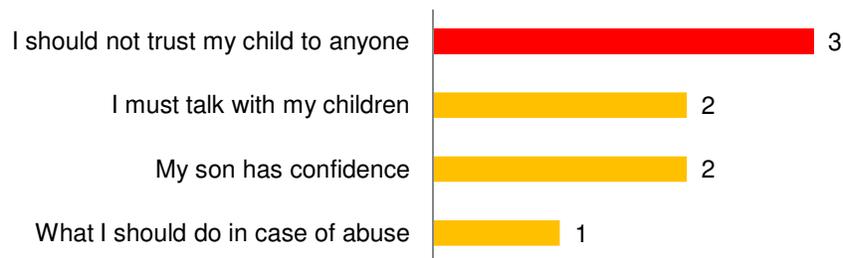
The most frequent change produced by the JOEL program in secondary level students, according to the students themselves, is the transition from no self-control and sadness, to an increase in self-esteem and reduction of aggressiveness. This perception is shared by teachers. These changes are made possible directly through the teachings received in the program, especially in the areas of life project, and anorexia and bulimia.

### 3.1.3. PARE Program – Parents and teachers

Parents who participated in the PARE program were surveyed. Seven of the eleven parents interviewed indicated they remember having learned in the program about ways in which they can stop sexual abuse from happening; three of them indicated that they recall recommendations like not talking to strangers, knowing your body and having confidence in yourself.

All parents surveyed indicated that the PARE program has helped them to some extent. Most frequently mentioned teachings are not to trust their children to strangers and to be more careful about their children; two parents mentioned that they learned the importance of talking to their children and of earning their trust. Parents demonstrate this new knowledge through greater care of their children and more communication with them.

**Figure 3.25 Parents: How has the PARE program helped you? (Spontaneous response)**



*Note: 8 respondents*

**Figure 3.26 Parents: Write an example of something in which that the PARE program has helped you (Spontaneous response)**



*Note: 10 respondents*

The topics that participants consider that the program has helped them learn are how to correctly name the genital organs, what sexual abuse is, and how to avoid sexual abuse.

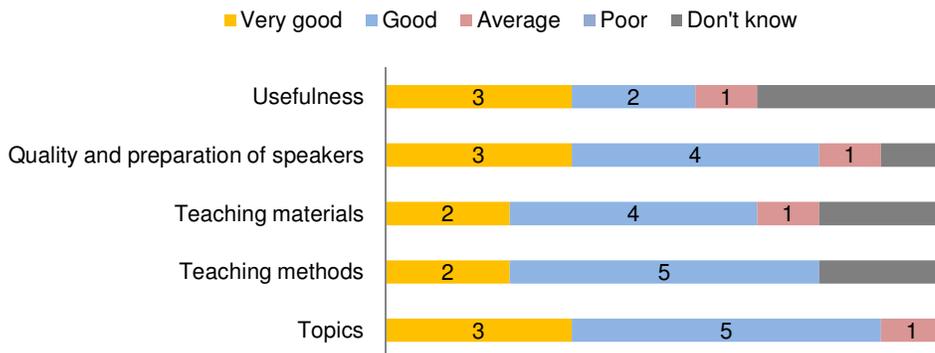
**Figure 3.27 Parents: From the following list, tick the issues the PARE program has helped you learn**



*Note: 10 respondents*

Parents surveyed were asked to rate the PARE program on different aspects. The program was well rated on all aspects considered.

**Figure 3.28 Parents: How would you rate the PARE program on the following aspects?**

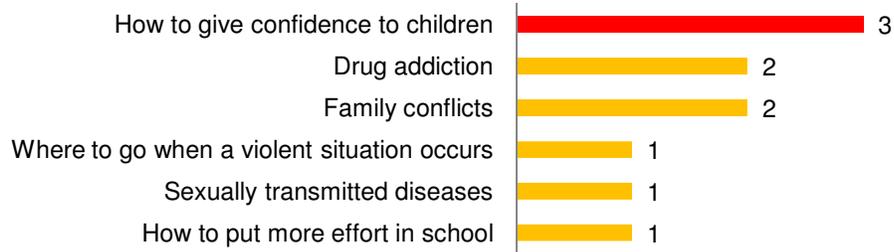


*Note: 9 respondents*

The ratings given to the PARE program suggest a very good acceptance of the program. All parents interviewed indicate that they would like the program to continue. Also, parents suggested additional topics that could be included in the program: the confidence of

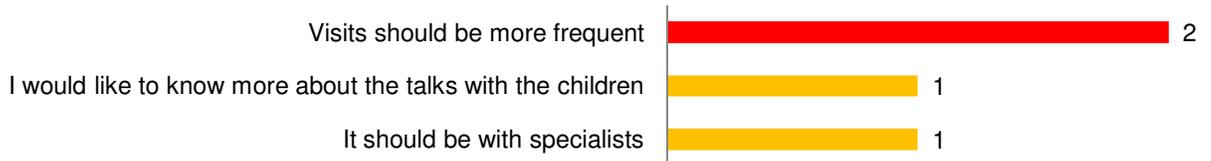
children, drug abuse and family conflict. They would also like to have visits more frequent and learn more about the activities.

**Figure 3.29 Parents: What other issues should be considered in the PARE program? (Spontaneous response)**



*Note: 9 respondents*

**Figure 3.30 Parents: If you could change one thing about the PARE program, what would you change?**

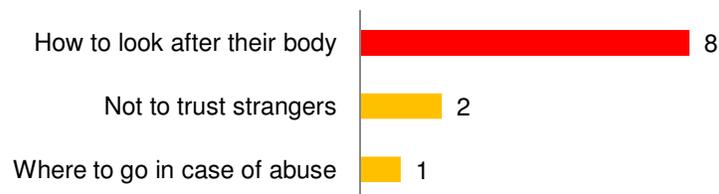


*Note: 9 respondents*

The PARE program is very popular among parents, teaching them about the dangers to which their children are exposed, so they have learned to take better care of them. Parents suggest there should be more PARE sessions, and sessions should be more frequent. They would also like to be more informed about the issues discussed in the activities with children.

Teachers were also surveyed regarding the PARE program. In this case their opinions were on the PARE programs in which their students participated. In general, teachers observe that the activities of the PARE program have produced positive learning in their students. These changes correspond to the knowledge of ways to prevent sexual abuse and how children should "take care of their bodies."

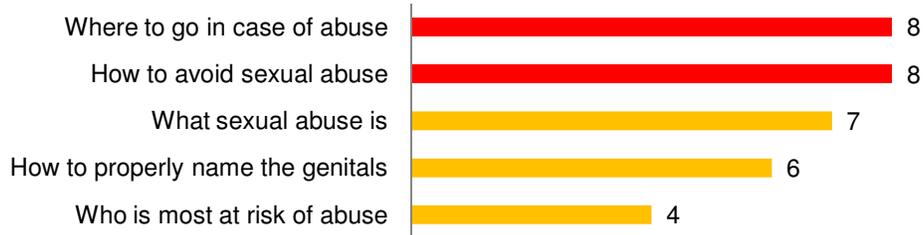
**Figure 3.31 Teachers: What have the children learned? (Spontaneous response)**



*Note: 9 respondents*

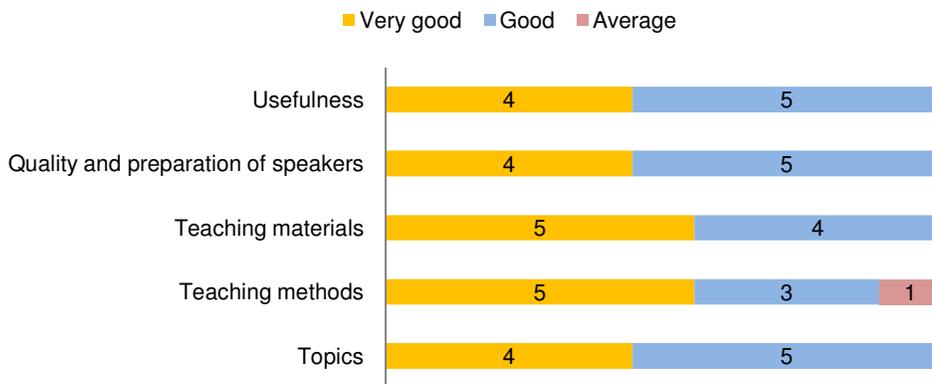
Teachers agree that children have learned how to avoid and whom to call in case of sexual abuse. They rate the program highly on all aspects considered (teaching materials, teaching methods, usefulness, topics, quality and preparation of speakers).

**Figure 3.32 Teachers: From the list below, tick the topics that, in your opinion, the children have learned in the PARE program**



*Note: 9 respondents*

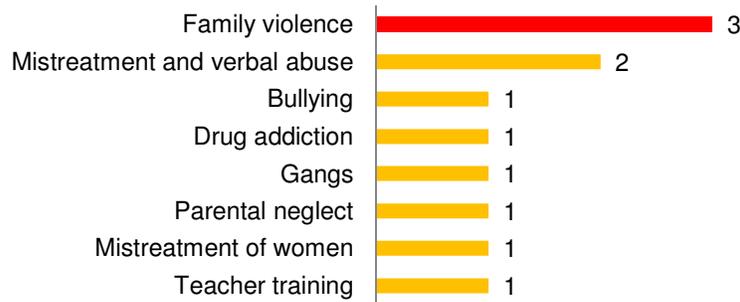
**Figure 3.33 Teachers: How would you rate the PARE program on the following aspects?**



*Note: 9 respondents*

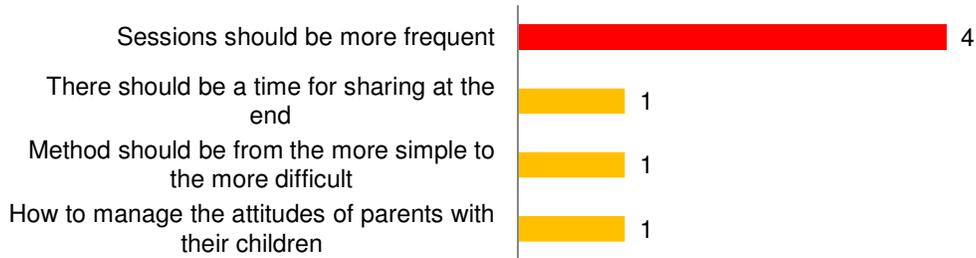
Teachers suggest that the program should also include the topics of family violence, mistreatment and verbal abuse. In addition, teachers suggested increasing the frequency of program activities.

**Figure 3.34 Teachers: What other issues should be considered in the Pare program? (Spontaneous response)**



*Note: 5 respondents*

**Figure 3.35 Teachers: If you could change one thing of PARE program, what would you change?**



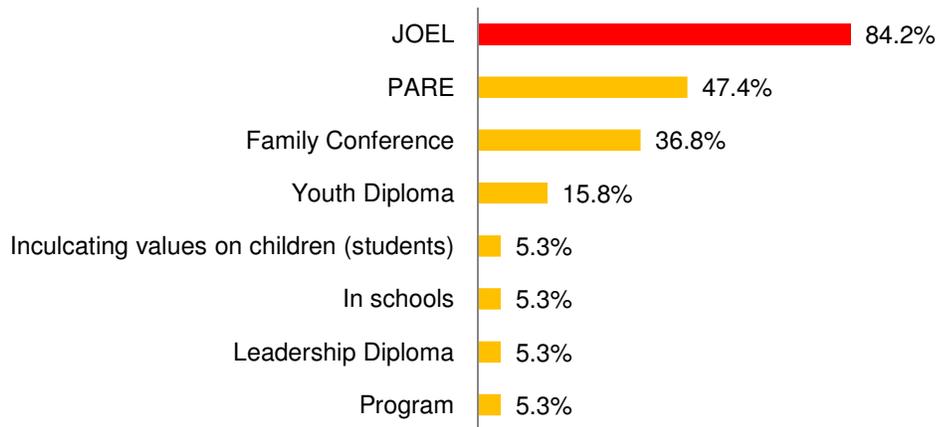
*Note: 7 respondents*

Two thirds of teachers surveyed indicate the school also treats the topics mentioned in the PARE program; one third of the teachers indicate that the school does not treat these matters. When asked how the school treats these topics, some teachers mention regular school classes, a couple mention discussion groups, and one teacher mentions a school for parents. The PARE program has helped children to know and prevent situations of sexual violence to which they may be exposed, as complementary knowledge to their curricular school activities and other activities.

### 3.1.4. PDFF Facilitators

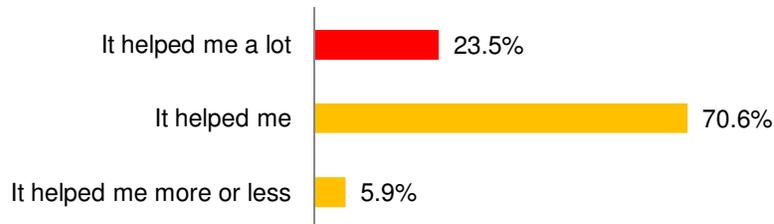
Significant change questionnaires and additional questions were applied to a sample of 19 young PDFF volunteers in Arequipa. PDFF facilitators surveyed participated in various programs. The JOEL program has the largest participation of facilitators, with 84.2% of respondents, followed by PARE program, with 47.7% of respondents, and Family Conference, with 36.8% of respondents. Of all respondents, 94.1% indicate that being part of the project has helped them in their personal skills.

**Figure 3.36 In what programs or activities of PDFF have you participated in 2013?**



*Note: 19 respondents*

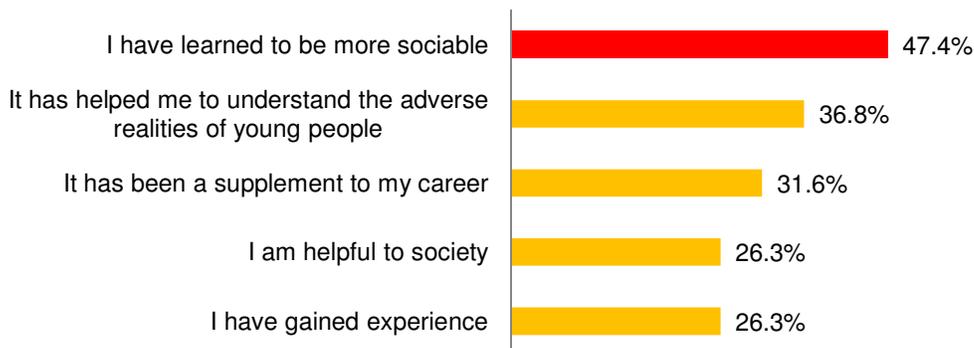
**Figure 3.37 To what extent participating as facilitator has helped you to improve your personal skills?**



*Note: 17 respondents*

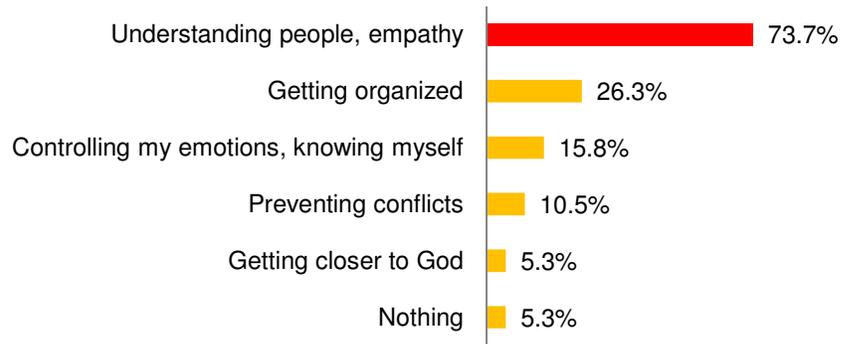
Major changes include being more sociable and speaking to others (47.4%) and understanding of the realities of the young people whom they helped (36.8%), that allows them to better understand the society in which they live. Specifically, 73.7% of facilitators surveyed indicate that participating in the PDFF has helped them to understand people and grow in empathy.

**Figure 3.38 How has participating as a facilitator in the PDFF influenced you?**



*Note: 19 respondents*

**Figure 3.39 What have you learned and in what specific manner have you changed?**



Note: 19 respondents

Four representative stories of significant change were identified within the group interviewed.

### 1. From selfish to empathic

*"I entered the program through an invitation and never thought it could help me that much. At the beginning I did not know several of the facilitators and it was difficult to earn me their trust... When I started to help young people in the JOEL program it was difficult because I did not understand how to do it right. I remember that talking about the topic of abortion was complicated. Lately, the young people in the church were sad and also upset, and they were arriving very late; because of this, it was a nice experience to talk with each one of them. It was not easy to make them tell me, but eventually they did and I realized they have many problems. To counsel and to help them was a blessing.*

*Now they trust me... They are very patient and nice people. Not only I learned something, but they did it too and that gives me joy... Going once per month and dealing with adolescents at the school helped me a lot and slowly I have realized how beautiful it is to understand them in the same way as when they came. I can now say that adolescence and youth are the most beautiful stages, although we enter a stage of defiance and derision, but it is the best time in a person's life...*

*Young teens fail or annoy others. It is best to speak clearly, with love, as the Bible says, and help them to improve so they become great people in the future. Because they see that without patience a person's emotions can explode and that often does not help...*

*I have learned to have more patience with teenagers. And the change in me is from being impatient to being a patient person. I also learned how to reach adolescents and advise them... Also, I have gained, found several friends from my colleagues who supported me with the talks. I still keep in touch with them."*

## **2. Inexperienced assistant**

*“The program has influenced me in the sense that it is important to commit oneself to society, helping young people and adolescents in current issues, so that they can improve the way they function in society... Before, I used to expose issues in front of young people in a monotonous way, you might say in a boring way. I did not care much if they understood or not. I could see that I was not able to reach them. When the topic was interesting to me, I would put forth effort; when it was not, I would not put any interest...”*

*I started to involve myself with the topics, and also with young people and with their age. I tried to find those things that are peculiar to their age and that they might like, and included them in my subject matter so they might feel identified with it. At the beginning, I struggled to identify what they like and how to keep them quiet, but little by little I managed to identify myself with them and make them understand and participate in the exposition of the topic. The last sessions were active. They asked and answered the questions...*

*I now have more confidence in myself and know that I am capable of teaching and keeping my audience attentive to what I want to tell them.”*

## **3. I learned that the world is dangerous**

*“I was much encouraged to work as a volunteer in the PDFF because I wanted to help children who were living difficult situations. Participating in PARE has helped me a lot to control my emotions (when coming in contact with children who have been abused). It has also helped me to grow as a person and to see life in different ways... The first time I went to a PARE activity, we found a little girl who had been sexually abused. She was five, and it was very hard for me to hear about that case. It was hard to see her go outside running and crying. I wanted to go after her, but I had my own eyes full of tears, so I decided not to, and someone else approached her and they had a conversation.*

*At first, it was really difficult for me to control those feelings; I even thought I could not continue helping in the program. But because of the training and the courses I was taking, it is now a lot easier for me to control those feelings when I am in front of the children... The more PARE activities I was going to, the more I noticed that I could control myself. I went to Lima for PARE training and that time was very helpful to me. It helped me to see and learn new techniques so I could help children. As I attended and we had more activities in the PARE program, I more and more at ease and was losing my fear of speaking in front of the children, but also especially in front of the parents... I also lost my fear of talking about topics such as the private parts of men and women, about how to prevent sexual abuse, etc....*

*Now I am more aware of things that may exist in our environment. I am also more careful in terms of not leaving my brothers with a family member who is not my mom or dad... I have learned to control my emotions. At first I was very afraid*

*of speaking in front of children or their parents, but now, after a year in the program, it is very easy for me to get in front of them and be able to help them with the talks we give.”*

#### **4. I was shy...**

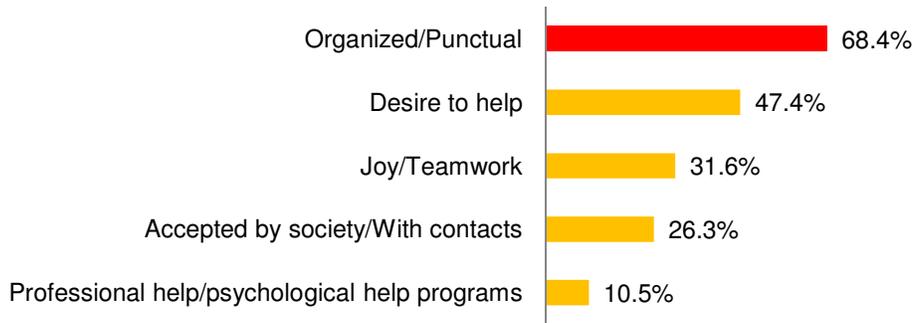
*“Certainly, before entering the NGO, I went through hard times in my life, both with friends and with someone who was, is and will be the most wonderful person in my life. Despite all that, I joined with much enthusiasm, albeit with some fear –only a little, because I already knew some people from the NGO. But it is also true that I felt a bit of discomfort with the subject of religion, not from my part, but I wondered how the relationship between the members of the NGO and me would be. But that was all; because, to me, we all believe in God, we praise him and we are all looking towards the same path. So I can go to a Catholic church, and also go to other churches.*

*Well, little by little the relationship and the work we did became stronger. I liked attending the NGO, despite the fact that sometimes there were conflicts, but ultimately these are solved... The change occurred through knowledge acquired, various activities, etc. Initially, everything was monotonous to me, because I was not feeling well emotionally; but confidence with respect began growing and it helped me to put forth more effort, commitment and responsibility. I was gaining confidence in myself and it strengthened my personality through all kinds of activities. My passion and dedication to my professional career was growing, because I was involved and knew more about the function and purpose of my career. Learning was one of the most relevant benefits for me. Thanks to the NGO, I came to know, to experience and to learn different things that helped me and enriched me... I feel satisfied because I have managed to strengthen some more my personality, character and way of thinking. I know I still have a long way to mature, but I have already started and have learned a little, gained experience and I will do so until the end. I feel happy because I shared good moments, met very nice people and found friends...*

*Being part of the project has provided me with knowledge and practice, and, mainly, allowed me to know other aspects of my professional career, and also aspects that might complement my career and my personal life. Gaining experience is one of the most beneficial results for me; and, most importantly, I was able to achieve some personal and spiritual development... I learned to be empathic, helpful and, especially, to be able to organize the various activities I can do. I have changed my perception about my personal life and in my professional career. One important thing that changed in me was that I became a better person, with a free spirit like JOEL, and it fills me with satisfaction that many people can be helped.”*

Facilitators indicated that the main strengths of the PDFF are that it is organized and punctual, with 68.4% of responses, and the desire to help, with 47.4%.

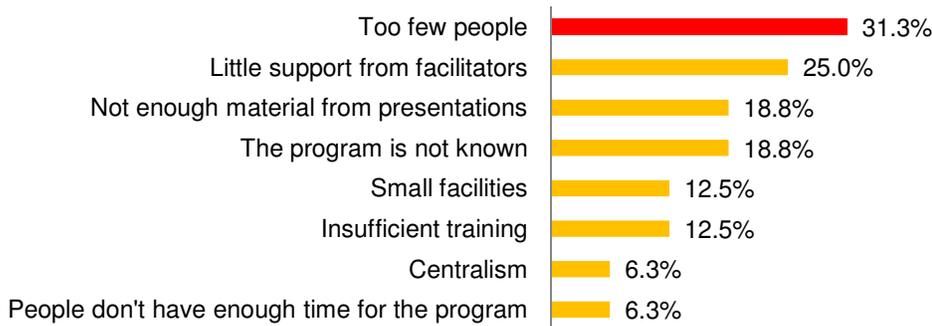
**Figure 3.40 What strengths do you identify in the PDFF? (Spontaneous response)**



*Note: 19 respondents*

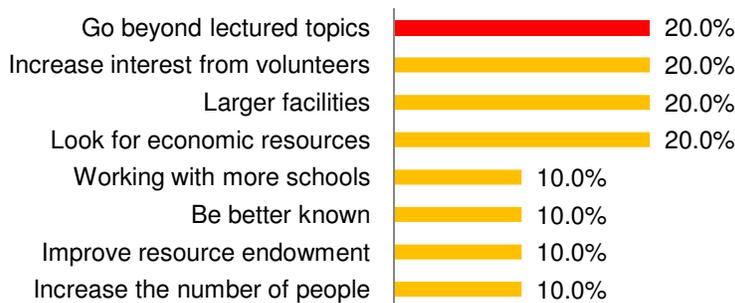
As for the weaknesses of the program, they indicate lack of volunteers, poor support from facilitators, insufficient materials for presentations and that the program is little known. Respondents suggest that it would be convenient to attain greater interest from volunteers, go beyond just “dictating” classes, expand facilities and seek more economic resources.

**Figure 3.41 What weaknesses do you identify in the PDFF? (Spontaneous response)**



*Note: 16 respondents*

**Figure 3.42 If you could change one thing of the PDFF, what would you change? (Spontaneous response)**



*Note: 10 respondents*

Most of the facilitators of the program indicate that there was, indeed, a significant change in them through participation in the program. These changes relate mainly to their personal development and understanding of the realities in society, through a better understanding of tragic situations and of the feelings and emotions of the people who pass through them.

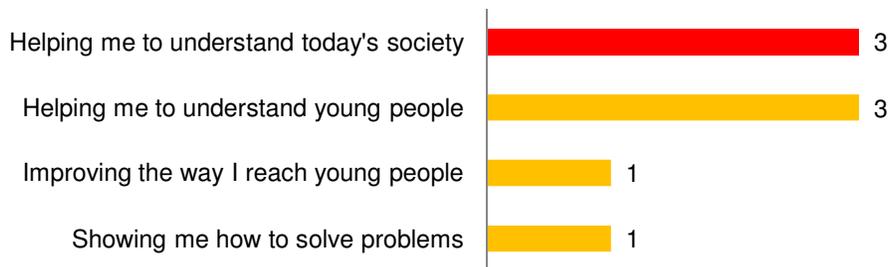
Thus, the most frequent change is one that goes from a person with insufficient skills to function with others, into a person with the ability to trust others and to act and speak appropriately in front of them, showing their skills and sharing them for the benefit of others. The most significant change identified corresponds to the story that begins with someone who is unfamiliar to one of the most difficult situations that a child can live, such as sexual violence. This first contact impacts the facilitator, inhibiting their actions at the beginning; but, through persistence and the activities undertaken in the program, the facilitator comes to understand how to help people in this situation, through trust and love.

The principal strengths of the PDFF identified by the facilitators are related to the organization of the activities and the attitudes of other facilitators, generating a pleasant work environment with a team that is eager to help. However, respondents indicated that there aren't enough staff members and that resources are insufficient.

### 3.1.5. Youth Leadership Program

Significant change questionnaires and additional questions were applied to a sample of 5 Leadership program participants. The Youth Leadership Program has helped participants to develop personal skills, according to the five participants interviewed. This impact was achieved mainly by providing young people with a greater understanding of society and youth.

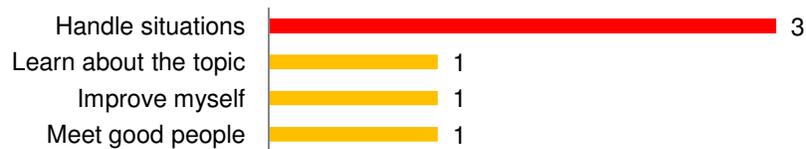
**Figure 3.43 In what way has the Youth Leadership Program influenced you?**



*Note: 5 respondents*

What the participants surveyed value the most of the program is that it has given them the ability to handle situations.

**Figure 3.44 What do you value the most of your experience at the Youth Leadership Program?**



Note: 5 respondents

Three representative stories of significant change were identified from the testimonies of participants in the program.

### 1. Interested in social assistance, but didn't know how

*"Like most, I also worked with young people, but did not change my strategies on how to reach them. I realized that you have to reach them and understand them as friends, accompany them and do what they are accustomed to do.*

*Now, we go out where they like: to play, to the movies, according to their availability of time... At first, I had to learn what they do now and how it is different from what used to be done before; this way I came to realize that times change. I learned new topics and ways to reach young people without being boring, and technology helps me do this.*

*I feel that I reach young people faster, I share more ideas with them. I know what they want and what they like. I am sure of what topics they would like to discuss, I understand better and know how to prepare the topics... This program has given me more ideas to work with the young people of the church and see their needs, help them, understand them and learn more about how we are living."*

### 2. Learning to work as a team

*"I work as a leader in a youth group. I received an invitation to participate in the program and I jumped at the chance. I consider myself a person who depends only on himself. I like working in a team, but if the group shows no enthusiasm, then I prefer to be more independent. This happened to me when organizing events and activities, for example. Because of this, there have been times when I have found myself all alone doing my job... So, my work in the ministry is motivated depending on the reaction of the people with whom I work. It is because of this that I decided to enter the program..."*

*The topics of leadership have helped me to see the need to be more prepared in accordance with the changes that are happening these days. The program was an engine that helped me to prepare in leadership and to be able to make the ministries known in Juliaca, where I work.*

*Specifically, the program has helped me to learn to work as a team, to count on people who are prepared to improve the organization, because I have learned about the organization of this institution, changing the way I work to one that is*

*more suitable with the support of more people in the ministries... I have learned that motivating people is important”.*

### **3. Becoming more patient**

*“For some time until now, I had run out of patience. This is because my work in the church is always with young people and when we went to look for them on Saturdays to go to the church, they wouldn’t want to come or they didn’t care... Because of this, my patience was running out. I would tell myself that one goes a long way and receives no response.*

*So, I went to the program because I was interested in learning more about working with young people. I had hopes that it might help me. What was important for this to happen was that I recognized that my patience was wearing thin. Thus, I understood that patience is very important and it is one of the teachings of the Lord... Now I am more patient than I used to be, and I must always seek strategies and do teamwork to be able to reach people. In this sense, the program has been very good for me, as it has helped me to remember who I am, and what for I was sent by the Lord, and do what I have do”.*

Suggestions for the program were the following: the program should offer specialized courses such as psychology, the program should update its topics, the program should pay more attention to the workshop itself and not to its presentation, and the program should change its time schedule to one more suitable for participants.

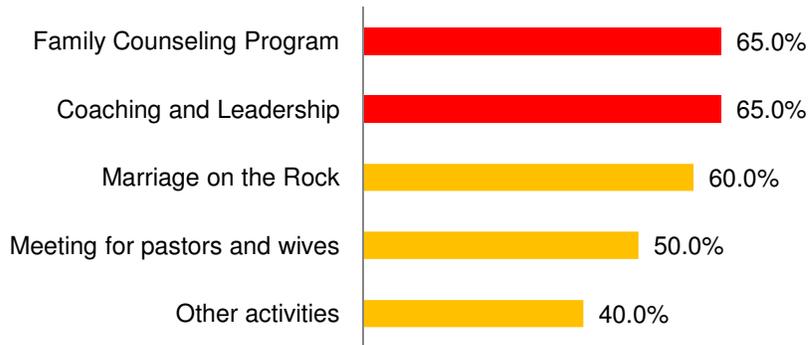
Participants surveyed indicate that there were indeed significant changes in them, strongly related to being able to manage the situations seen in the workshop.

The most representative testimony is the one in which the participant felt a desire to help people in society; however, it was not clear to the participant how to do it and that is why the participant decided to join the program. This experience led the participant to develop a stronger character and to develop the skills to deal with people, getting closer to them so as to know their personal stories better. The most profound change is the one in which the attitudes regarding difficult situations stressed the individual so that impatience was gaining ground and all good attitudes of the past were being lost. In this context, participating in the Youth Leadership Program helped this person to rediscover all those attitudes and strategies that allowed the participant to be a patient and understanding person.

#### **3.1.6. Pastors**

Significant change questionnaires and additional questions were applied to a sample of 20 pastors, 9 in Arequipa and 11 in Juliaca. Of all pastors surveyed in Arequipa and Juliaca, most of them have participated in the Family Counseling Program, Coaching and Leadership, and Marriage on the Rock. Activities have been “extremely helpful” to 40.0% of pastors surveyed and “quite helpful” to an additional 25.0%.

**Figure 3.45 In which of the following programs or activities of the PDFF have you participated?**



*Note: 20 respondents*

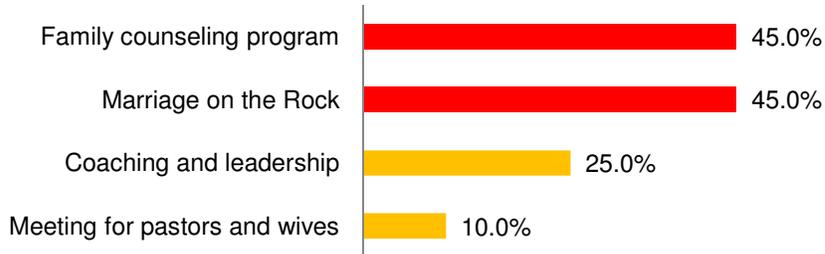
**Figure 3.46 In general, how has participating in the PDFF programs or activities influenced you?**



*Note: 20 respondents*

Of all programs and activities, those that have had a greater influence on pastors are the Family Counseling Program and Marriage on the Rock (Matrimonio Sobre la Roca).

**Figure 3.47 Which of the following PDFF programs or activities have had a greater influence on you?**



*Note: 20 respondents*

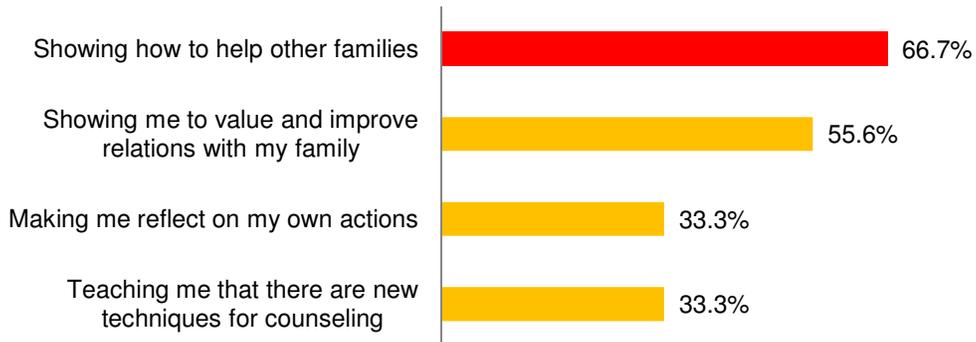
When asked in what manner PDFF programs had influenced them, pastors surveyed mentioned improvements in their own marriage and family (63.6% in Juliaca and 55.6% in Arequipa) and also providing help to counsel other families effectively (27.3% in Juliaca and 66.7% in Arequipa).

**Figure 3.48 How has participating in the activities of the PDFF influenced you? - Juliaca**



*Note: 11 respondents*

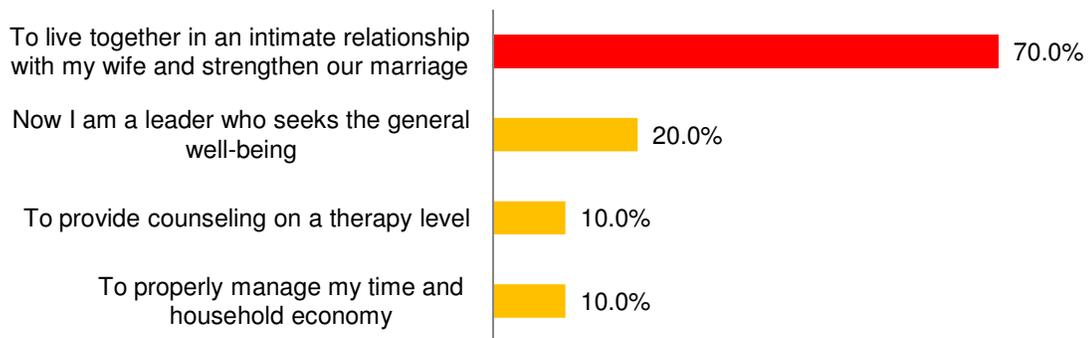
**Figure 3.49 How has participating in the activities of the PDFF influenced you? – Arequipa**



*Note: 9 respondents*

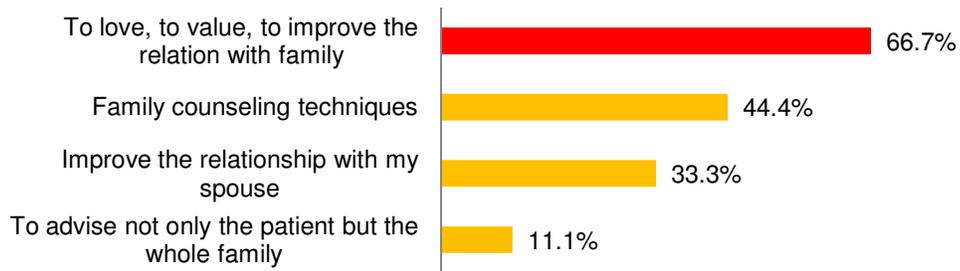
Both in Arequipa and Juliaca, the specific change occurred in the family relationships of each pastor, well above other changes.

**Figure 3.50 What have you learned and in what specific way have you changed? – Juliaca**



*Note: 11 respondents*

**Figure 3.51 What have you learned and how have you specifically changed? - Arequipa**



Note: 9 respondents

The story that reflects the most significant and representative change of the pastors of the city of Arequipa is the following:

### **Learning to be expressive**

*"Before, I was less communicative with my wife and less expressive. I felt that my wife was a little distant and that our relationship was becoming cold. We began to feel stress from our situation..."*

*I have learned to say what I feel and I have conveyed that to my children. So now there is more communication among us. From the beginning, I put into practice what I learned and I started dating my wife or going out with my whole family; although I already did this before, now I do it more often. There is less stress. Everyone in the family sees that we are all important and there is communication..."*

*We are more united. We feel like the day we first met. This has brought about that our children feel safer and the family is more united. Now I am a more loving and expressive husband. I try to spend more time with my wife. Also, as a parent, I am more expressive and try to spend more time with them. I would not want to neglect my home; now I give priority to my family... Besides that, the program has helped me in my work experience, helping in several cases; however, it has been difficult to bring deal with other more difficult ones... Some strategies I have learned have served me; other strategies have not had the results I had hoped..."*

The most representative story in Juliaca is the following:

### **A second chance to make things right**

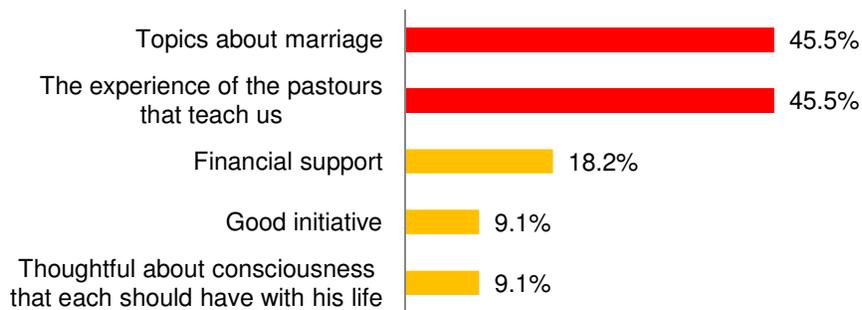
*"I thought many things were already understood in our marriage, like planning expenditures and savings, and having patience. I hoped that things would come along by themselves and not talk about it. I thought everything was fine and that I understood my wife. In truth, I just wanted her to understand me, and not the other way around. I was a person seeking my own well-being. For example, I did not care much if she was worried or sad; I didn't want to talk about that. I just waited for her to get over it. I didn't have much patience with her..."*

*When I joined the program Marriage on the Rock, we talked about communication, about the sacrifices one must make for his wife, about affection and patience, and about the understanding that both must have of each other. Gradually, I realized I was doing wrong to my wife, and that was like a second chance to make things right, because I do love my wife and I want to sacrifice myself for her. I always remember when the trainer said "if you want to be treated like a king, you must treat your wife like a queen first." And in all this, the course taught me that Christ is essential in marriage, and that any changes and all good actions are determined by our relationship with God. He taught me that we should pray together and I should ask God to make the change in me, that my trust must be in God and that way I will never be disappointed...*

*I am different now. We are together as spouses. I am more patient and we talk about our things, and there is more confidence... What helps me to keep improving is that I can teach what I have learned. There is always space for improvement... Now I feel and ask her: "How are you?" "Is there something you want to talk about?". There is definitely more communication between us; we are more than happy... This program has improved our marriage".*

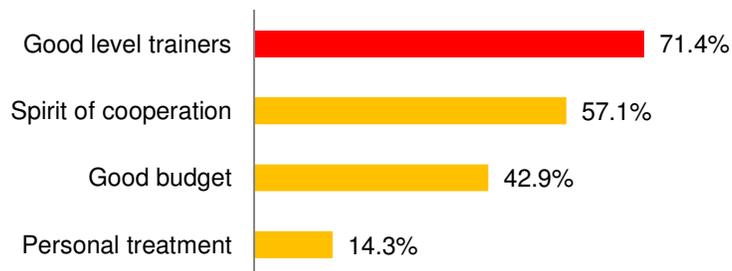
The main strengths that pastors point out for the PDFF are those related to the quality of the speakers or trainers. About half of pastors surveyed in Juliaca indicate that the experience of the trainers is a strength of the PDFF; in Arequipa, 71.4% indicated that trainer experience is a strength.

**Figure 3.52 What strengths have you identified in the PDFF? – Juliaca**



Note: 11 respondents

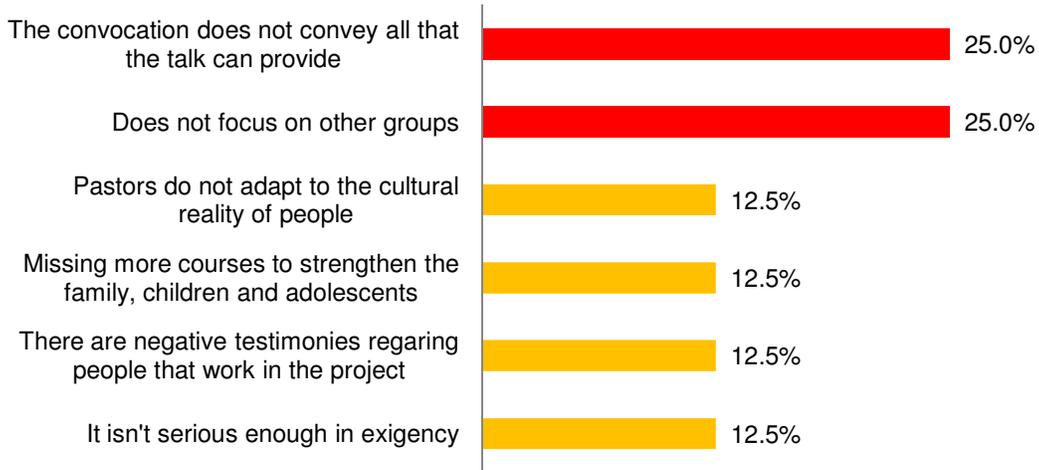
**Figure 3.53 What strengths have you identified in the PDFF? – Arequipa**



*Note: 9 respondents*

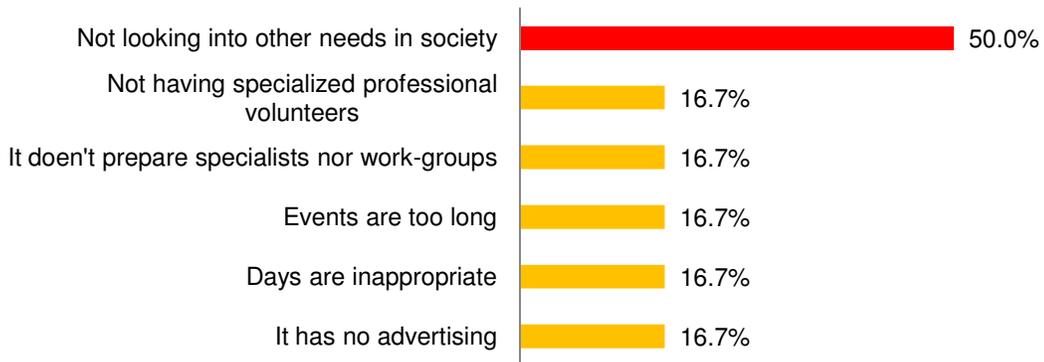
Pastors from both cities agree that a weakness of the project is that it does not focus on other groups with different needs.

**Figure 3.54 What weaknesses have you identified in the PDFF? – Juliaca**



*Note: 8 respondents*

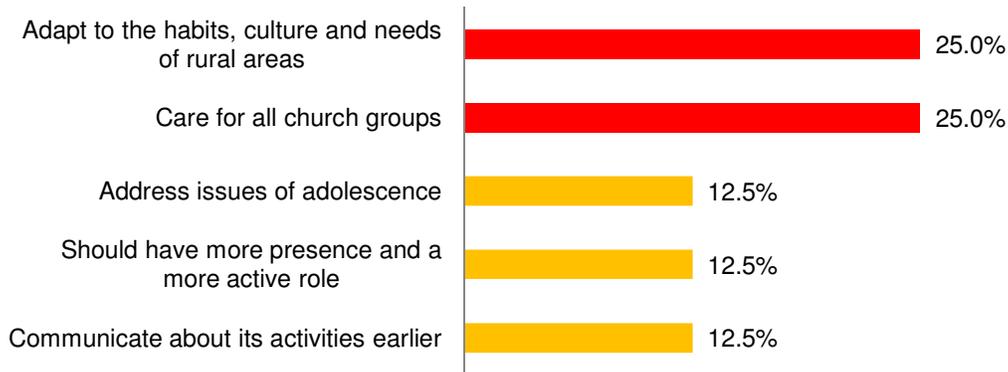
**Figure 3.55 What weaknesses have you identified in the PDFF? – Arequipa**



*Note: 6 respondents*

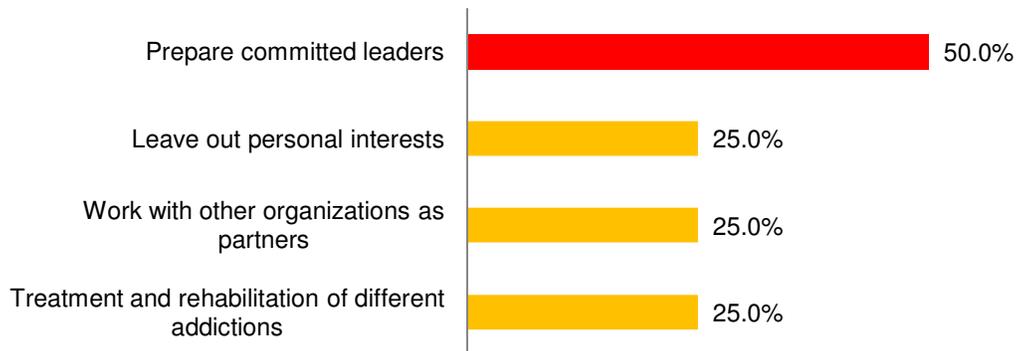
Pastors in Juliaca suggest that speakers or trainers should adapt to the reality and culture in which they function, and that the PDFF should have interest in the well-being of all church groups. Pastors in Arequipa mention that the PDFF should prepare committed leaders.

**Figure 3.56 If you could change one thing of the PDFF, what would you change? – Juliaca**



*Note: 8 respondents*

**Figure 3.57 If you could change one thing of the PDFF, what would you change? – Arequipa**



*Note: 4 respondents*

Of all pastors surveyed, 65.0% indicated that participating in activities have been helpful to them (36.4% indicate that the PDFF has been “very helpful”), mainly through programs such as the Family Counseling Program, and Marriage on the Rock. The PDFF has been useful in improving relations in marriage and in showing them how to help other families to solve their problems.

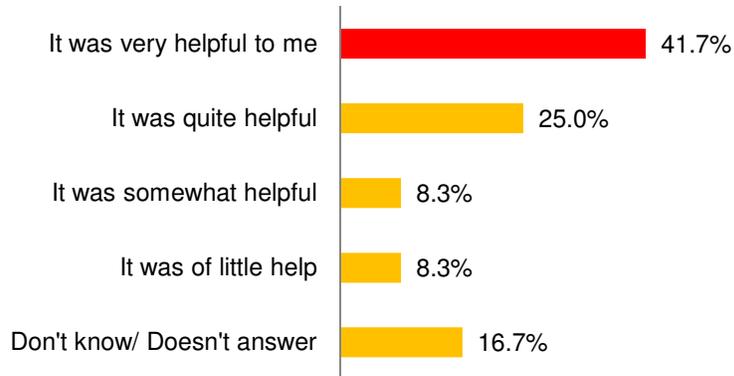
Significant change testimonies show that pastors start from a family situation in which communication between husband and wife is deteriorating or is already in trouble, and they change the situation, improving communication and understanding of their wife, in addition to improving the relationship with the children and allowing them to better counsel other couples. The most significant change happens within each marriage.

The main suggestion from respondents is that the PDFF should also focus on other church groups that have different needs and not neglect them.

### 3.1.7. Families

Significant change questionnaires and additional questions were applied to a sample of 12 families, 9 in Arequipa and 3 in Juliaca. More than 60% of families interviewed in Arequipa and Juliaca indicate that the PDFF Marriage on the Rock program has been helpful to them.

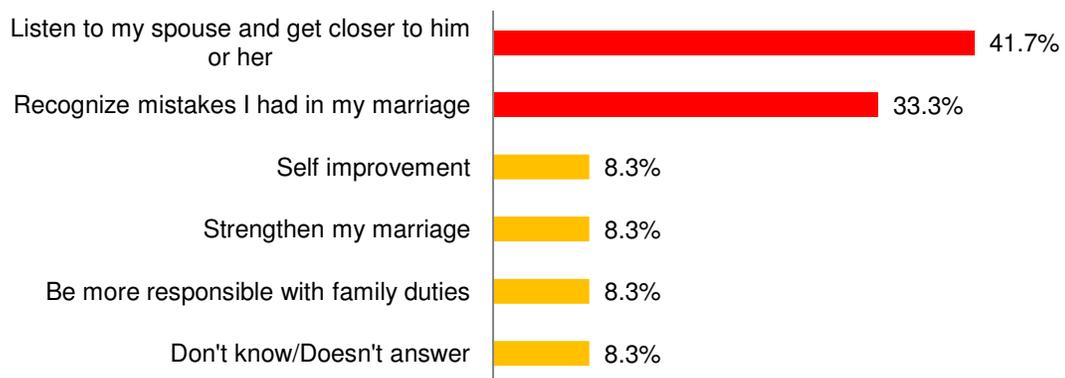
**Figure 3.58 In general, how has participating in PDFF programs or activities (Marriage on the Rock) helped you?**



*Note: 12 respondents*

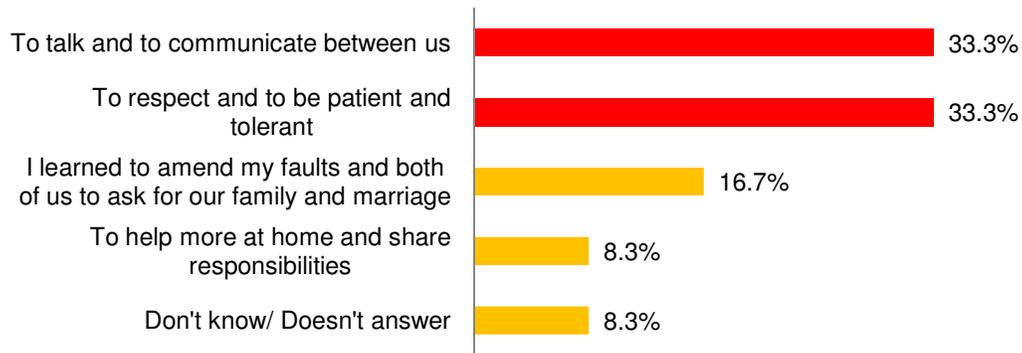
The program Marriage on the Rock has had a positive influence on participants, helping them to improve dialogue with their spouses and to acknowledge their mistakes, as well as being tolerant of the faults of their spouses.

**Figure 3.59 How has the program Marriage on the Rock influenced you?**



*Note: 12 respondents*

**Figure 3.60 What have you learned and in what have you changed specifically?**



Note: 12 respondents

The most significant change comes from the following testimony.

**Marriage does not come with a manual**

*“(Wife) We have been married for 9 years and the love between us was getting cold. I did not care about what he did, and what I did wasn’t important to him. And every day was the same. We argued over little things; for example, about who picked up a brush, whether it was him or me. We argued over little things and overreacted; in fact, we wanted to break up when we had one child. He had forgotten about details.*

*“(Husband) Our relationship had become routine. I would get home and I would rather watch TV than talk with my wife.*

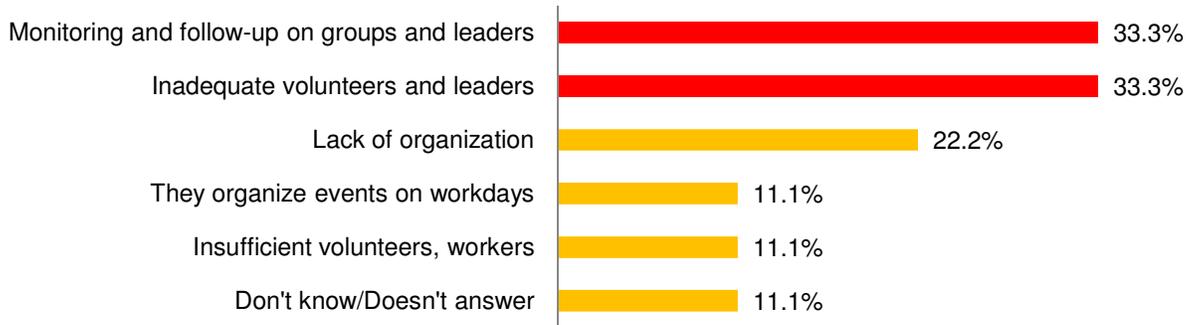
*“(Wife) He sometimes brought home the problems from work, and I did not like that. If a brother said something strong or counseled him, he would feel bad, because he is very sensitive. Then, when I tried to give him advice, we would end up arguing.*

*When we entered the program, the first I learned was that marriage does not come with a manual. Second, that when you get married, on the wedding day, you think everything will be happiness for the rest of your life; but I understood that this is not so, rather, the problems are just beginning. Third, the perfect man does not exist. Fourth, you must accept your man as he is: if he is grumpy, humble, etc. When I began to understand all this, only then did I start to change, and it was not easy. Many times I no longer wanted to continue with the marriage; and inadequate people, who did not know my life, gave me advice. But when I entered the classes in the program, I felt that they were talking about my life... Now I am loving, caring, communicative. I listen to my husband and we talk more often... I learned that marriage is not a battle...*

*“(Husband) Also, our children now feel more secure about themselves. Our relationship has improved profoundly.”*

The weaknesses identified by families in Arequipa relate mainly to inadequate control and monitoring of the activities and the provision of volunteers.

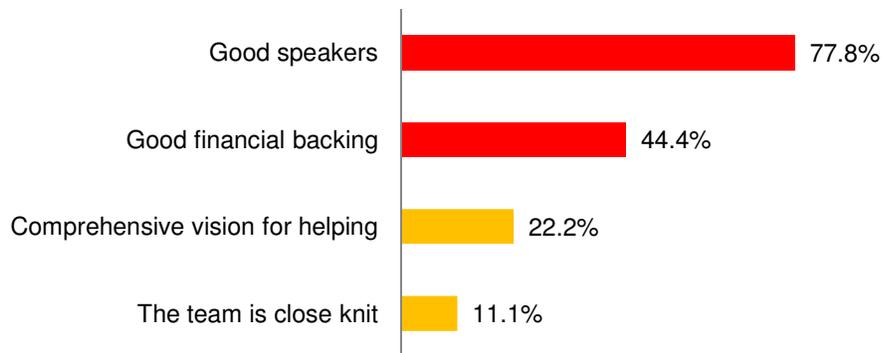
**Figure 3.61 What weaknesses have you identified in the Project of Development and Family Strengthening?**



*Note: 9 respondents*

The strengths indicated by the families involved relate to good speakers or trainers and to “good financial backing”.

**Figure 3.62 What strengths have you identified in Project of Development and Family Strengthening?**



*Note: 9 respondents*

Respondents suggest that events should be made on non-working days, there should be more professionals involved, counseling staff should be changed, the program should have a greater scope and include other problems, the program should be more decentralized with a more active presence in the regions, and the program could include work with environmental aspects.

## 4. Conclusions

Each of the programs evaluated has acceptance among participants. In the case of programs for children and adolescents, teachers and tutors also indicate that the implementation of the programs has been productive for the target audience.

The most significant change in children participating in the JOEL program is related to respect for their peers, to the strengthening of healthy self-esteem in every child, and to responsibility, through talks and activities about bullying and self-esteem, among other topics.

In the group of adolescents who participated in the JOEL program, the strongest change has been from a position of absence of self control and sadness, toward increasing self-esteem and a reduction in aggressiveness. For these changes, the topics of "life project" and of "anorexia and bulimia" have played a key role.

The PARE program has successfully taught children and parents the prevention of sexual abuse to potentially exposed infants.

The most significant change in facilitators (volunteers) of the PDFF has been the strengthening of capabilities or skills that allow for proper personal development, functioning as group leaders, and understanding the harsh realities of society. Experience as facilitators allows participants to handle hard situations when they have to face stories of victims of child abuse.

Regarding the Youth Leadership Program, the most significant change is manifested through the testimony of how a person with the desire to work with adolescents finds in the program help on how to do so. Another testimony shows clearly how the program helps to strengthen a leader whose patience is dwindling.

As for pastors, two significant changes testimonies have been identified as particularly relevant. The first and most representative is shown through the story of a participant who improves his relation with his wife, by improving communication and the understanding between them, which also has a favorable impact regarding their children. The second and most common change identified is one in which participants learn new strategies to counsel marriages seeking help.

The ratings given by the participants to the program in general have been good or very good. Low levels of acceptance of program contents are not observed. Most people indicate clearly that they definitely wish for the programs to continue.

There are certain organizational aspects which have presented problems for participants. In the case of adolescents in the secondary level participating in JOEL, they said the hours were not the most appropriate, perhaps because it can extend their school schedule. Participants in primary school involved in the JOEL program mentioned that the time for the sessions is not enough for them and that the frequency of visits should be higher. This requirement on the frequency is also shared by those attending the PARE program.

Facilitators of the PDFF report that the availability of resources and materials is insufficient. For their part, pastors indicate that the availability of resources and materials

is a strength. In general, the number of volunteers and staff seems to be insufficient for the different programs, according to participants.

Pastors in Juliaca and Arequipa agree that a weakness of program there is that the PDFF does not focus on other problems of the society in which they live. Pastors of Juliaca further indicate that trainers need to adapt more to cultural aspects of the region.

Regarding families, the most significant change has been in the family relationships of marriages that participated in the “Marriage on the Rock” program in Arequipa and Juliaca. The situation of these marriages changed from a state in which communication was poor, safety of children was inadequate and the marriage itself was floundering in all aspects. The representative story manifests a profound change as a result of participating in Marriage on the Rock, which improved marital relations through communication and understanding of the strengths and weaknesses of the couple in marriage.

## 5. Recommendations

The results of this assessment serve as a base line against which further PDFF impacts can be measured and suggest opportunities for improvement.

Work with participants of the JOEL program, both from secondary and primary school, should be adapted even more to the particular schedules of students in their respective schools. To the extent that a participant is more concerned about the time he will leave school, less attention will he pay to learning in the program.

Regarding facilitators of the PDFF, it is recommended that there should be more conversations of program staff with them regarding their particular needs, specially resource endowments and materials necessary for activities. Similarly, it may be convenient to explore if there is in fact and insufficient number of volunteers and staff in the different programs and also consider how to the recruitment and selection of facilitators and people involved in the programs.

It may be important for activities in Juliaca to identify and recognize the particularities of problems addressed in that region, which are determined by specific cultural aspects. Failure to recognize these would lead to misunderstandings with participants or to lower program effectiveness.