

MUSUQ CHASKI - El Mensajero Nuevo



ProjectsAbroad



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New Beginnings

Immigration topics surrounding Peru are generally regarding those who leave the country to make a new start in other countries, rather than the other way around. However, looking back a number of groups have made new starts here.

Immigration to Peru could be considered to have started with the arrival of Spanish settlers during the colonial period. Over the next five centuries Peru grew into a multi ethnic nation formed by the combination of various different groups. The indigenous Amerindians inhabited Peruvian territory before the Spanish Conquest in the 16th century, following this Spaniards and Africans arrived in large numbers mixing widely with each other and the indigenous peoples. The immigration of the Africans came as a consequence of the Spanish arrival on Peruvian shores, as they were forcibly transported to the New World as slaves. Between 1492 and 1700 an estimated 3 million Africans were taken from their homes to be slaves in America. Slavery was abolished in Peru in 1854. Those of Afro-Peruvian descent can generally be found located on the coast of Peru.

During the colonial period other European immigration was limited. Foreigners were classified into the following two groups: *extranjeros de consideracion*, who came from European states which collaborated with the Spanish crown, such as Italy and the Low Countries; while the second category was *extranjeros sospechosos*, referring to the French and English who might have had Empirical interests in the area and found the doors closed to Spanish America. The Italians were given the chance to enter and establish themselves in the Spanish American territories, mainly because they were considered to be the best sailors and in the 16th Century, Spain considered them as allies in the business of colonising America. The Spanish reserved themselves mainly to the questions of political-administrative tasks while the *marinos* were involved in activities of maritime transport, commerce or artisanship.

In the 18th Century, with the Utrecht agreement, the previous black market and restricted relations with England were taken away and the doors opened to the English seamen who mobilised the slave trade and brought over other diverse products. During this time entrance into the Spanish Americas was more open and the migratory flow towards these territories increased. In 1775 the census of Lima indicated the presence of 120 Europeans, within which existed: 53 Italians, 31 Frenchmen, 21 Portuguese, 6 Irish, 5 Germans and an English man. Early immigration policy was designed to protect internal markets from English and French penetration. With Southern American nations gradually gaining independence across the continent, the commercial relations to the outside world changed and this obviously affected the immigration into the continent.

After independence from the Spanish, Peru experienced a period of chaos. Emancipation was not a solution to the profound social differences which impeded its immediate development. The economy faced a serious problem, especially in the productive sector, as a result of the aftermath of colonialism. The lack of labourers, especially in the agricultural sector, was partly considered to be resolved by encouraging further immigration and as a result various groups were to "colonise" certain parts of Peru, conceding lands to foreigners for them to labour and giving them privileges and exonerations. For example, on the January 25th, 1845, the authorities of Junín stated their support to construction and optimising the roads to Pozuzo and Río Magro, to improve the routes to this zone. They offered benefits to the immigrants and offered incentives like ownership of lands, with fiscal exonerations and parishes.

Despite these incentives the entrance of European immigrants was more on paper than in practice due to the economic and political instability at the time. However an oasis of prosperity occurred in the 19th century where Europeans saw the advantages of commercial relations with Peru due to the guano boom. Again maritime travel between Peru and Europe strengthened and as a result, there presented an increase in the number of sailors in the British commerce ships which came from the Mediterranean countries, Italians, Greeks and Austrians, few of which returned and if they did not receive their salaries and payment they faked illnesses, deserted, and many became small shop owners, and as a result minor commerce entered into the hands of these Europeans.



German colonists in Oxapampa

The economic benefit of the increase of immigration encouraged the government to take further actions to encourage the European trickle of immigration that had begun since independence. Castille passed an Immigration Law in 1849 and various work contracts were made. Between 1851 and 1852 around 1100 Germans from Wurtemberg arrived but suffered maltreatment and abuse. These contracts were also not hugely successful when the European governments made high demands for them to send their countrymen to Peru. In 1872 the European

Immigration Society was founded with the objective of promoting Old World immigration by covering the costs of their journeys and financially supporting them during their first settler years in Peru. Some later attempts proved more successful. In Oxapampa, for example, there are a large number of Peruvians of German descent. A massive influx of immigrants was expected, but results were still disappointing as, for example, only 313,000 Italians arrived during the twentieth century.

Without a doubt, however, the most immigrants who arrived on Peruvian soil with work contracts with the state, were Asians. Approximately 100 000 Chinese and 50 000 Japanese arrived in the 19th Century. It was perhaps much easier for the Peruvian state to gain effectively what became a replacement for slave workers from Asia, than from Europe as the latter had the protection of consulates and diplomatic representation against abusive labour conditions. The Chinese were mostly sent to the sugar plantations from 1849 to 1874, for the termination of slavery and to the coastal guano mines. After their contracts ended, many of them adopted the last name of their patrons (one of the reasons that many Chinese Peruvians carry Spanish last names). Some freed workers (and later immigrants) established many small businesses, these included *chifas* which are Chinese-Peruvian restaurants. Peru, especially in Lima, is one of the places where you can find a large group of Chinese outside of China.

Peru was the first Latin American country to accept Japanese emigration. Beginning on April 3, 1899, a group of 790 Japanese became the first of serial waves of emigrants who made new lives for themselves in Peru. Many arrived as farmers or to work in the fields, but after their respective contracts were completed, settled in the cities. Peru has the second largest population of Japanese descent in Latin America after Brazil and the largest population of Chinese descent in Latin America. There are also numbers of Palestinians, many of whom arrived after the first Israeli wars in 1948 - 9, and Croatian Peruvians who are mostly settled in Lima.

What's New?

In **Teaching** this month, we saw the beginning of the Teacher training programme with volunteers attending the workshops in preparation for this year's programme with Teaching supervisor Percy Serrano on the 7th to the 9th January. The exam for the teachers took place on the 12th January with 66 teachers taking the exam. This year we have four level groups and our volunteer teachers have begun classes with their new students.

The **Care** Summer programme started on the 13th January with workshops for the new volunteers to prepare them for their respective Summer schools. This year Projects Abroad Peru volunteers shall be helping local teachers in four different Summer schools based throughout the Sacred Valley. The thirteen new volunteers are working in Huallabamba, Chinchero, Calca and Saccllo.

On the **Inca Project** last month volunteers helped organize the nursery beds on the `Carbon Capture` project in Huyro. This involved trimming roots and rearranging the plants. They also helped transport plants from the nursery in Huyro to locations for planting. Looking towards the future, volunteers were working with the Municipalidad filling plant bags with earth. This is going to help us with our avocado project with them later in 2009. Community work has included fluorisation of the primary school in Huayopata. As part of the Christmas celebrations in El Establo one class from Huayopata secondary school were invited for sports, paneton and hot chocolate. In Establo itself we have started treating crops with EM1, which is an organic treatment for plants, crops, soil and water. The rain has really held us back on going up Cochapata mountain but we did manage to fully clear the `new ruin` discovered at the end of November. Ruins visits have taken place in Alfamayo, Incatambo, Huamanmarka, Amaybamba and Sicre, and some clearing on the Inca trail has taken place this month. Archaeology lesson subjects have included Machu Picchu, Origin of man in South America and Jhon`s thesis and the Chachapoyas in the Lucumayo valley. Volunteers also visited a cañaso distillery in Quillabamba. Unfortunately sports have also been limited due to the rain, but volunteers and staff are playing when possible.

The **Medicine** programme's placement Centro de Salud de Ttio received a donation from Projects Abroad in January.

Introducing...

...New Volunteers

In January we welcomed 28 new volunteers to the Sacred Valley, Cusco and Huyro...

Three new volunteers joined the Inca project in Huyro this month. **Faye Aldrich** from the UK shall be staying on the project for one month from the middle of January.

Louise Schmidt also joined us for one and a half months from Denmark. **Alice Tudor** also from the UK joined the project for three months from the middle of the month.

The Medicine programme in Cusco welcomed **Chad Kellett** from the United States, who is working in the Centro de Salud de Ttio and living with the Miranda family for three months. **Sarah Hampson** from Canada shall also be working in Ttio and living with the Miranda family.

This is a busy month for the Care programme with thirteen new arrivals. Joining early in the month was **Diane Issard**, who arrived from France and is living in Urubamba and working in the Chinchero Summer School. Diane is living with the Gonzales family. **Morgan Virgilio** and **Dulcie Fforde** are also living in Urubamba and are working in Chinchero & Huallyabamba. Morgan is also living with the Gonzales family and Dulcie is staying with the Villena family. **Pamela Zabid, Talena Smith & Emily Ross** are living and working in the Summer Schools in the Calca region in San Roman and Saccllo. **Martine Lebron**, arriving in the middle of the month, is also working in the Saccllo Summer School and living in Calca with the Aucca family. **Katrina Abernethy** who joins us at the end of the month shall also be living with the Aucca family. Finally, friends from France, **Celine Trubert, Anthony Catoire & Nicolas Henquel**, shall be joining us in Urubamba at the end of the month to help at the end of the Chinchero summer school.

Taking part in this year's teacher training programme are nine volunteers. Existing volunteers from Australia, **Sebastian Koblar** and **Jovanna Vasiljevic** have joined the programme from Medicine and Inca. Arriving at the beginning of the month were **Monty Collyer** who is living with the Nieto family in Pisaq and **Sophia Tannergård** from Sweden who is staying with the Velasquez family in Urubamba. Also arriving is **Michelle Steggerda** from Holland who shall complete four months on the Teaching

programme before joining the Inca project in May. Michelle is living with the Villena family in Urubamba. **Alanna Brown** is also in Urubamba with the Valcarcel family, as is **Julia McLaren** who is staying with the Ramirez family. **Micheal Freiberg** shall be joining the Teaching programme for three months before working on a months Medicine placement. Michael, from the United States, is living in Pisaq with the Mogollon family. Finally **Katherine Pearson** joins the programme in the middle of the month for four months, living with the Nieto family.

Finally, there are three new Spanish volunteers this month who shall be brushing up on their Spanish language skills with the Centro Cultural Hispano – Peruano. Austrian **Pia Hofmann** arrived from the Conservation project for a month and is living with the Loaiza family. **Lena Roling** returned to the Sacred Valley from the Conservation programme to continue some final lessons before returning home to Germany. Finally, **Chloe Bellanger** from France shall be staying with the Mogollon family for a month before traveling to Huyro for five months on the Inca project.

Hots Spots

Colcamayo



The thermal baths of Colcamayo are situated just 10 minutes drive away or a 2 hours walk away from the village of Santa Teresa. Colcamayo consists of three warm, crystal clear pools of different sizes and depths. However, should you need to cool off, just step under one of the natural 50m high waterfalls that are at the side of the pools.

To travel to Colcamayo you need to take the bus or Starex that travels from Cusco to Quillabamba. You can get on the bus either in Cusco, Urubamba or Ollantaytambo, but wherever your departure point it will cost you around 20 soles to get to Santa Maria and from Cusco it will take approximately 5 hours. After getting off the bus at the town of Santa Maria (which is very near our Inca Project situated in Huyro), you can take a taxi or mini bus to Santa Teresa, after which a taxi can be taken to the thermal baths for approximately 10 soles. Entrance to the baths is 10 soles for foreigners and 5 soles for Peruvians.

Colcamayo welcomes visitors 24 hours a day, and has snack bars, changing rooms, showers and a football pitch that converts into a camping site at night.

Piece of advice: take plenty of mosquito spray!!!!

Volunteer News & Events:

Prize giving of the annual Care drawing competition winners

As the school year came to an end, winners in each of the six Projects Abroad partner kindergartens received a visit from Santa Claus in disguise as Yessika Espinoza, Projects Abroad's Care Supervisor. The theme of the competition had been the family and once the winners were announced Yessika traveled to each of the kindergartens to present the winners with their prizes. The winners were as follows:

IEI Media Luna	Angela
IEI Piste	Eliana
IEI 241	Rebeca
IEI Lamay	Adriana
IEI Coya	Melanie
IEI Pisac	Milagros



¡Feliz Navidad y prospero año nuevo!

The Christmas social took place on the 23rd December with volunteers and staff gathering together for paneton and hot chocolate, a Christmas tradition here in Peru. This was followed by a Christmas quiz with the volunteers answering questions about varying subjects from national geography and history to Christmas traditions around the world; from Peruvian culture to guessing the ages of Projects Abroad Peru staff members. The morning was rounded off with the exchange of small Christmas gifts as people discovered their Secret Santa.



Christmas & New Year Community work



As schools and kindergartens closed for their summer holidays around the middle of December volunteers have been taking part in various types of community work over the Christmas weeks. Dental health campaigns took place in the small towns and villages of Umanes near Chinchero, Huallabamba and Yucay. A trip to the Santurantikuy market took place on the morning of the 24th December in Cusco, before volunteers hurried back home to their families to celebrate Christmas at midnight. Volunteers also had the chance to carry out two workshops with PRONOEI teachers from Anta in the DREC in Cusco. A play day also took place in Yucay with local children. Volunteers organized and arranged various games with the children. Finally, volunteers helped paint the kindergarten in the community of Piste ready for the children's return in March.

A turn for the better in the Peruvian National Curriculum?

This year the design of the National Curriculum for Regular Basic Education, which shall be applied to all Peruvian educational institutions this year, is orientating towards the improvement of the teaching and learning of the English language, and to strengthen the teaching of Peruvian history in the American and global context. The education minister, José Antonio Chang, affirmed this and indicated that in these times of globalisation, English is the principal language of international communication, stating that "it is the language most spoken and important in the world." Chang also indicated that the importance of the English language, as a second language, is fundamental in any educational institute, especially in universities. "Not knowing English, in a professional environment, is almost the equivalent of being an illiterate. Secondary schools can also teach other foreign languages as well as English." He added that the curriculum design maintains a focus inclusively based in values and the intercultural, and promotes the preservation of the mother tongue, its development and practice. We shall see to what extent the regional directors of the educational authorities and their staff will be able to apply these administrative changes and convert them into practice.

Being Creative with Creative Minds

Robyn Laughlin - Care
Señor de la Vara



My Care placement in Peru was with a school for children with Special Needs, Señor de la Vara, in Calca. I had never worked with children with special needs before arriving in Peru, and quickly realized that typical teaching techniques were not going to be very effective at this school. I discovered that creativity and an open mind are key to teaching children with special needs. I would bring games with me into school, like Bingo, with the intention of teaching numbers. But this wasn't such a

successful activity. The children at my school were between the ages 5 – 18 years, and had a range of different disabilities, several with Down syndrome or autism. What ended up being most effective was working with the children individually or in small groups. Over time, I came to understand the different skills and talents of each child, and would have to target the learning activities accordingly.

Each day at Senor de la Vara was entertaining and full of surprises. The students made me laugh, and always continued to amaze me with their unique talents. Roxanna, a very sweet girl who is unable to speak or hear, is an amazingly talented artist. She was always very proud to show off her work to you by tapping you on the arm with a big grin on her face. Italo, a boy around 14 years old, was also very good at art. Yet, he loved nothing more than singing and dancing. So, everyday, the school would have the pleasure of watching Italo perform his dance moves, along with him singing into his wooden microphone. He danced and sang to the same CD every day, so he came to know the words quite well. Wendy, a young girl with Down syndrome, made me laugh all the time. She had a very short attention span, would often not finish her work, and end up wandering off to entertain herself with the water tap in the yard. Ilipio, 18 years old and the oldest student at Senor de la Vara, was not very advanced in terms of reading, writing, and numbers. But he always had the warmest smile when he walked into school in the morning. He was always in a happy mood and willing to lend a hand. And then there was Etson, who was a delight, but also a handful, all within a matter of minutes. Etson is 8 years old and has Down syndrome. He came to school most days in a very good mood, but without fail would have at least a few tantrums throughout the day. However, it was easy to get rid of his frown because he happily joined Italo in his daily



dancing routines. Christina, a 6 year old girl in a wheelchair, melted everyone's hearts. She is such a sweetheart and very smart. However, it is unfortunate that Christina is a student at Senor de la Vara because she has no mental disability. She does have cerebral palsy, but has a normal functioning brain. Christina also speaks Quechua, the Native language of the Sacred Valley, and as a result, does not understand much of what is taught in Spanish to the other students at the school.



Robyn with Cristina

One of my most memorable days while in Peru was when I accompanied Christina, her mother, and one of the teachers from my school, Sonja, to a small town called Coya. The 4 of us went to Coya to take Christina to a hospital there. When we arrived, we were greeted by several lovely doctors. I could not believe how busy the hospital was. There was a very large waiting room, full of people. Christina was checked out by the head doctor at the hospital who explained to us that with surgery and physio exercises, Christina would one day be able to walk. This was very exciting news for all of us to hear. Shortly after, another doctor came to us with a surprise for Christina, which was a brand new wheelchair. Up until this point, Christina's wheelchair consisted of a plastic deck chair with 2 wheels attached to either side and was much too big for her.

The new shiny red wheelchair that the hospital donated to her was small and the perfect size for her. The doctor put her in the chair and handed her a pink stuffed bear. I don't think there was one person in that waiting room who wasn't grinning from ear to ear, watching Christina wheel around, bumping into things, in her new wheelchair. It was such a wonderful moment for Christina, but also for her mother, as their family has very little money and would never be able to afford such a chair. This day was definitely one of my best experiences in Peru.

Working at this special needs school in Peru definitely came with some frustrations and confusions for me at times, specifically related to the schools system and policies. But as mentioned previously, the best way to manage in this kind of environment is to be creative and have an open mind with the children and the resources available to you. And although hard at first, it is essential to realize that children with special needs are not going to be able to learn the same way as other children, even when the task is simplified for them. It is so important that each child in a class of mentally disabled children is recognized for their own unique abilities. Something that was quite wonderful to see at Senor de la Vara was that the teachers always provided each child with unconditional care, love and support. Working with children with special needs can be challenging, but at the same time very rewarding when you see them making progress and learning new skills.



This month's choice comes from Teaching volunteer Anke Brokerhof...



Causa Rellena

A little bit of history...

Causa is a typical dish in Peru which has pre-Columbian origin, traditionally prepared with yellow potatoes. It is made with a variety of fillings including tuna, chicken, prawns and other varieties of white meats. It is served with mayonnaise.

Ingredients:

- 1kg potatoes
- 1 medium onion
- 1 lemon
- 1 avocado cut in slices
- Salt
- 500g cooked and shredded chicken
- 1 cup of mayonnaise
- 3 yellow chilli peppers
- 2 or 3 tablespoons of vegetable oil
- Pepper

Preparation:

- Boil the potatoes and then mash them. Set it aside and allow the mashed potato to then cool.
- Blend the chili peppers with a little water. Add this to the mashed potato with the oil, lemon juice, salt and pepper. Mix well, knead and then divide into three parts.
- In a separate bowl mix the shredded chicken with the mayonnaise and the onion, which should be finely chopped. Season with salt.
- Take one of the potato doughs and press into a baking dish, it should be approximately one centimeter thick.
- Place the avocado in a layer on top of the potato, again season with salt and pepper.
- Add the second layer of potato and then spread the chicken mixture over the top before adding the final potato layer.
- Serve in portions decorated with mayonnaise, a piece of boiled egg and a slice of red pepper.

Monthly Diary

What happens in January & February?

Festival	Description	Place	Date
New Year's Day	A day off after the festivities for the New Year	Peru	January 1 st
Lima's foundation anniversary	Different civic and cultural activities take place in celebration of the foundation of Lima	Lima	January 18 th
Carnavales	The celebration lasts approximately a month, with 8 central festival days. In some Peruvian cities some cities are very colourful with dances and parades with many people masked and in costume.	Peru	February
Virgen de la Candelaria	This is an 18 day festival where the Virgen de la Candelaria is worshiped. The central day is February 2, when the Virgen leaves the temple to cross the streets surrounded by folkloric demonstrations.	Puno	February 2

Announcements

- Please can all new arrivals be aware that you need to pick up your luggage in Lima when arriving from an international flight as it is not forwarded directly onto Cusco. Lima is the first point of entry into the country and you need to pass customs with your luggage.
- Just another reminder to make sure that volunteers are aware that the police are making more identification checks here in Cusco. Please be aware that you need to **always** carry your passport or a legalised photocopy of your passport (which has been signed by a notary) with you, especially if you are traveling within Peru, whether that is to your placement, Cusco or a long weekend in Puno. You may be asked by a police officer for proof of identification and you should be able to present this to them. If you have any questions please do not hesitate to ask in the office.
- Thank you to everyone who has helped bring about this months issue of *Musuq Chaski*. If you would like to contribute your experiences, stories, photos or anything else to the next edition then please send them to: hannahpartis@projects-abroad.org

