



# Programme of school links with Cusco, Peru 2008

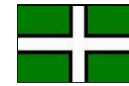


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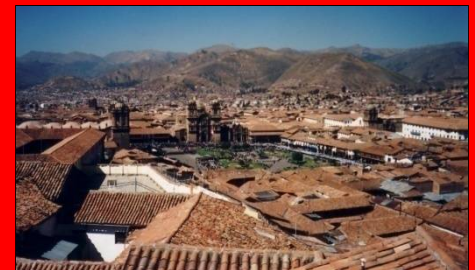
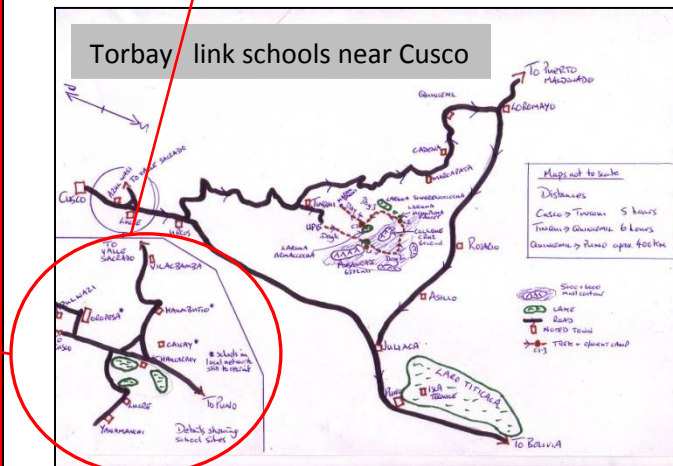


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Cusco, Peru, 2008



A cluster of schools from  
Torbay in South Devon, UK  
have been developing links  
with a region half an hours  
drive south from Cusco in the  
heart of the Peruvian Andes.

Over the past years the  
programme has developed to  
include more schools.



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## Oropesa

Our whole programme in the towns and villages south of Cusco is down to the location of a home for boys in the small village of Lucre. Those boys went to the local school and that is how we got to start working there.

Gradually the programme spread to neighbouring villages that now includes Oropesa where we have had to move the boys into a new purpose built home called Azul Wasi.

Now the boys are attending the primary and secondary schools there, we are starting discussions on how we might help the schools in their educational development.

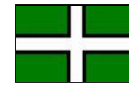


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## Vilcabamba

Vilcabamba is one of the newest schools to join the programme, linked to Galmpton Primary School. The school has a head teacher and two other teachers.

There is a computer for the use of the staff but no telephone line. Internet communications will be via the teachers Email accounts and transferred to the school computer and students.

The school is proud to have received its Galmpton bear mascot that will be doing the visiting the surrounding area on behalf of all the students at Galmpton.



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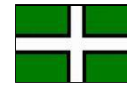
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## Haucarpay

Students and staff are looking forward to the exchange with Eden Park Primary in Brixham. They have sent over a collection of models made from eucalyptus seed shells of little people on environmental campaigns.



Students are enjoying learning about the environment and are excited about their new food gardens they are creating. The students of all ages are split into two classrooms.

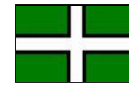


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## Lucre Primary

One of the original schools in our programme, Lucre Primary is the most advanced in terms of activities and development. The head teacher, Manuela Vera is dynamic and is keen to see changes implemented in the local schools.

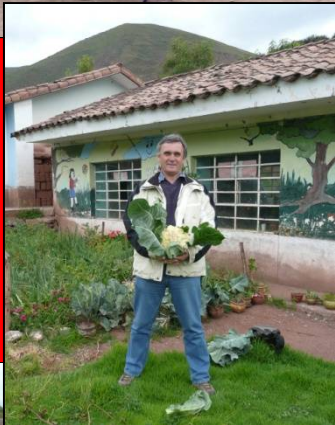
In May 2008 the first visit from their link school, White Rock Primary, was a huge success with everyone fired up to develop the link further within the activities of the schools.

Everyone is looking forward to the coming year and regular exchanges of work between students and teachers.



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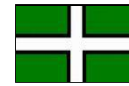
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## Lucre Secondary

The second of the original schools in the programme and linked to Churston Ferrers Grammar School, activities have not been as rapid as at the primary school.

The first visit of an exchange teacher from Churston in May 2008 gave the programme the boost it required as future exchange activities and logistics of co-ordination have been planned.

We look forward to this school becoming more involved as they understand the benefits of participation more. It was great to see the Churston 2006 mural has been repainted along with the rest of the buildings.



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## Yanamanchi Primary

Yanamanchi Primary is linked to Ilsham Primary in Torquay and are looking forward to participating in the four points of exchange contact that we will be running through 2008 / 2009 and beyond.

In October harvest, December Christmas, April Easter and for the 5<sup>th</sup> June, International Day of the Environment.

As with the rest of the schools, Yanamanchi is thoughtfully using their funds, next on the hit list is a set of shelves for each classroom to organise their books and resources neatly.

With four classrooms this is the end of the line for the bus that brings teachers to and from this region from



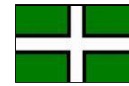
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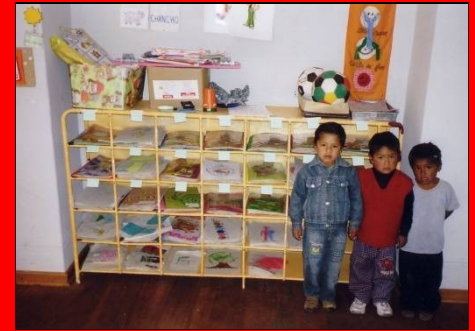
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## Yanamanchi Infants

One of the small one classroom infant schools in the region, Yanamanchi, linked also to White Rock Primary, is a new school with rapidly growing numbers. There is one teacher but another classroom is available for when bodies are too many for one room.

The priority for this school, like the others, is basic resources, for these little ones that means their numeracy and literacy books that they each need to learn.

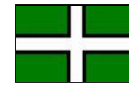


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## Tupac Amaru Primary, Cusco

Tupac Amaru Primary was the third of the original schools visited by the Churston Expedition in 2006. The school has been linked with Collaton St Mary Primary but unfortunately with a change of head teacher at Easter, Collaton were unable to be on the first wave of visiting teachers to Cusco.

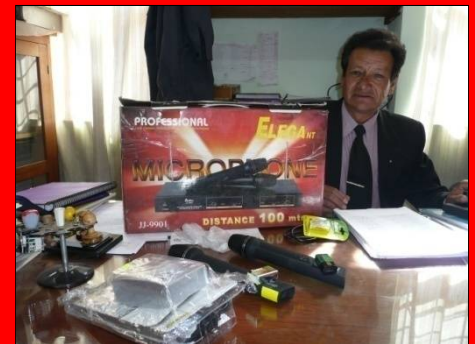
It was at Tupac Amaru where we hold our teacher training days. A photocopier bought with funds from the "Life in the Andes" calendar is kept busy all week.

This is an urban school and already has a link to the Internet in its computer suite. Let's hope we see some exchanges using this technology that is not often found in state schools in Peru.

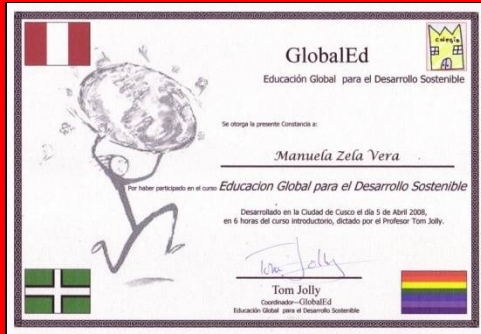


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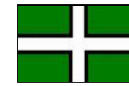
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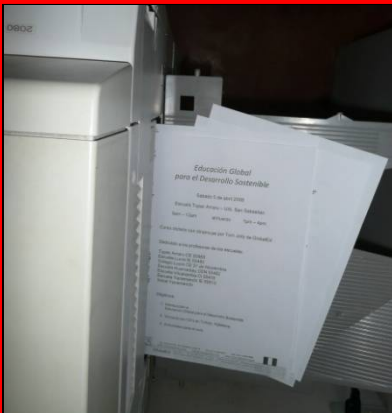
## Teacher Training

GlobalEd has been used to training teachers in Peru for the past 12 years. In April 2008 we were able to have our first training day with teachers from the Cusco network of schools.

24 teachers from 5 of the schools in our network. We spent the day working on Education for Sustainable Development, the 'Global Dimension' (Life in Torbay) and specifically school linking.

We used a resource box that is available to all the schools in the network and was provided by Macalpine Primary School in Dundee.

Teaching activities highlighted UK classroom techniques.

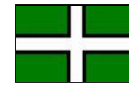


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## Climate Change and Poverty

Peru is a rapidly 'developing' country but is also one that is for the majority a life of poverty, particularly in the rural provinces.

From the coast, over the Andes and through the Amazon forest, the story is the same, poor quality of life, degraded environments and everywhere the desire to join the modern world.

This is most evident in the cities particularly the capital Lima. How are we going to balance our economic development with sustainable development now that climate change is having its effect?

Peru has a lot learn as well as a lot to contribute to world sustainability.



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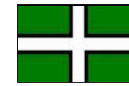
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## Education for Sustainable Development

**Peru 3<sup>rd</sup> most at risk from  
climate change...  
can we afford to lose it?**

The effects of climate change are already being felt by thousands across the diverse regions of Peru.

The majority of the people live in the large coastal cities whose water is derived high in the Andes in the massive store of ice in the mountain's glaciers.

Within 20 years those glaciers will have gone, the forest will be drying up and our desert coast will feel the force of El Niño even more.

Quality and purposeful Education for Sustainable Development in both countries simultaneously as well as globally is the key to our future.



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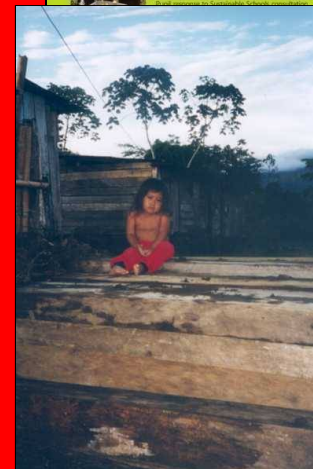
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Dimension	By 2020 we recommend that...
Food and drink	All schools are models of healthy, local and sustainable food and drink.
Energy and water	All schools are models of energy efficiency, renewable energy use and water management.
Travel and traffic	All schools are models of sustainable travel.
Purchasing and waste	All schools are models of waste minimisation and sustainable procurement.
Buildings and grounds	All school buildings make visible use of sustainable design features and develop their grounds in ways that help pupils learn about the natural world and sustainable living.
Inclusion and participation	All schools are models of social inclusion, enabling all pupils to participate fully in school life.
Local well-being	All schools are models of good corporate citizenship within their local areas.
Global dimension	All schools are models of good global citizenship.

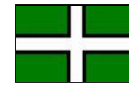
What concerns me most about the world? ...

"A lot of people are just throwing things on the ground without noticing. Also I think that people should do less driving and more walking."





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**Exchanges:** Teachers, students,  
class work, volunteers.

The schools in Cusco are now  
becoming more used to the  
expectations and activities of the  
school links. Visitors to the  
schools from the UK have been  
varied now.

The 2006 Churston Expedition  
kicked things off and is returning  
in 2010. We have just completed  
our first wave of teacher visits  
funded by the British Council.....  
and Gap visitors are always  
welcome.



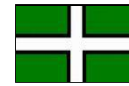
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## Next Steps

Our programme of education is now spreading well in the mountain region of the Andes. We would very much like to advance our work on the coast of Peru and link to a key city in the South west such as Plymouth.

We will be starting the consultation process in 2009 in an area of the Amazon called Quincemil. By 2015 it would be great to have solid programmes covering the 3 main ecological zones of Peru.



And let's not forget Scotland. Students from schools in Dundee and Forfar have been a part of the programme of learning about Peru since day one, we need to now encourage formal links with schools in Peru.



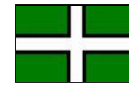
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## Global sustainability

Global sustainability will only be achieved if the countries of the world work together at the task, not necessarily in the same way, but in the way in which they can.

This process will start with people learning about sustainability, how to apply the principles and most importantly how to adapt to the inevitable changes that are coming our way in both hemispheres.

Innovative collaboration between schools, taking advantage of all their skills and potential resources, will be one solution to the vital need of all schools globally to educating for a sustainable future.



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