

MUSUQ CHASKI - El Mensajero Nuevo



ProjectsAbroad



The Official Newsletter of Projects Abroad Peru

January 2011

Issue No: 42



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National Festival and Competition of Marinera Dancing

Anna Munro



Every year at the end of January the National Festival and Competition of Marinera dancing is held in Trujillo, a city in the North of Peru. The contest dates back to the 1960s and is held in a large coliseum. Dancers from amateurs to experts come from all over Peru to take part and there is a vibrant atmosphere of colours, music and movement. The city hosts processions with floats and people all join in the square to dance and celebrate. The Marinera, named after the Navel Army of Peru, is a romantic dance done in couples who act out a courting scene flicking their handkerchiefs as they circle closely around one another. There are three types of Marinera dance styles in Peru, the Marinera Limeña,

Marinera Serrana and the Marinera Norteña, which is danced in the Trujillo festivals in January. When dancing the Marinera Norteña the men wear shoes and women dance barefoot. Men wear ponchos and wide brimmed hats while the women wear intricate lace dresses. They are accompanied by music from the cajón (a box shaped Peruvian percussion instrument), guitars and bugles. There are various theories about where the Marinera dance originates from. One thought is that it has Baroque and romantic European influences. Before the Spanish conquerors arrived in Peru couple dancing was not known as dancing was thought to be for collective enjoyment. Therefore it could be possible that this style was introduced by the Spaniards along with the use of handkerchiefs that was not a common practice in Peru. Another theory is that the dance has African origins and then transformed itself with the influence of French and Hispanic features. With the addition of Peruvian instruments such as the cajón and Peruvian song it has evolved to become one of the most popular national dances.



Santa Catalina Monastery - Arequipa

Anna Munro



The Santa Catalina Monastery was founded in 1579, about 40 years after the arrival of the Spanish in Peru. Women from various social backgrounds were able to enter the monastery to serve as nuns but were never able to leave the walls and go back to their homes. The monastery is built of the famous Arequipa rock, ashler, and is a very important example of colonial architecture. Since 1970 the monastery has been open to the public for visiting. Once inside the main gates you can visit the

enormous grounds made up of small streets, private houses, communal cooking rooms, bath houses, outdoor laundry areas and collections of art and handicraft done by the nuns. Originally the nuns all lived in private houses within the monastery, the size of their abode depending on the wealth of their family. Women coming from wealthy families, who could make large offerings to the monastery, had large houses with living rooms, a kitchen and outdoor patios. Other houses were shared between nuns and were much smaller in comparison. In more recent times the private houses were closed and all of the nuns went to live in communal rooms and shared their cooking facilities as the church no longer wanted to have huge wealth gaps between the women. Today the communal bedrooms house the largest collection of religious art in the monastery from the Cusqueña School movement. Even though the public can visit the monastery it is still inhabited by nuns today. A new modern part has been built alongside the original structure and approximately 23 women serve there. However unlike when the monastery first opened its doors, the nuns today are free to come and go as they please.



Project Updates



We would like to welcome the new **Care** volunteers for 2011. In the first week of this year we have had workshops in the office to prepare materials and activities for the Summer School programme. In the workshops we found out what skills and talents the volunteers could offer to the programme. The volunteers will start in two different placements in Yucay and Calca providing educational activities to children between 6 and 12 years old during the school holiday period. We hope that the volunteers and children have a great time!

The **Inca Project** volunteers have continued to clear the ruins in the C´ochapata Mountains, Lauramarca and the Inca Trail in Huyro. They also had a day trip to the palace in Vitcos where Manco Inca was assassinated. From there they walked through the agricultural sector to Yurak Rumi (The White Rock). Around the Establo the volunteers are preparing holes to plant avocado plants and they are doing our yearly treatment to preserve the wood of the furniture and fixings. We have also set up a workshop to make counting boards for the Ministry of Education. Americo and Jhon, our staff from the project, are currently in discussions to set up swimming and English lessons for local children during their school holidays. All in all it is a busy time in Huyro!



This month in our **Sports** project we still have Leo and Yan. Jaime, the main coach of Apu Pituiray Sports School, is very happy with their help and the kids like the two French coaches and they are enjoying training with them. In Cusco and PISAQ the amount of kids increased because of the vacation time so our volunteers help has been very important. Leo and Yan have been in charge of small kids and have managed their groups really well also due to the good spanish that Leo speaks and the big improvement of Yan's spanish as well. Also in January we have a new arrival Kenny Fadda who seems very enthusiastic about starting his project.

Volunteer Social Events

Anna Munro

At the end of the kindergarten and school year, we put together a surprise for the children in Calca. With our few remaining volunteers in Cusco and the Sacred Valley we went on a Christmas visit to two kindergartens and a special needs school. Papa Noel was the star of the event and the children couldn't believe it when they saw Santa Claus walk through the door. They grabbed him for hugs and practically wouldn't let him leave. Peter Rothwell, our teaching volunteer from Australia, was the guy underneath the suit and he put on a great performance, especially as it was a really hot day and he was sweltering in the fluffy jacket and huge Santa face. Santa arrived in mototaxi instead of his traditional sleigh - we couldn't stop laughing at the sight! Each child got a present from Papa Noel and there was even a bit of dancing from our fit Santa. When it was time to leave - we had to make a quick exit as Santa was starting to suffocate in his costume - the kids were all screaming out "Don't go Santa, stay here!" We had a great time drinking hot chocolate, eating panetón and watching the delighted expressions on the children's faces.



A week later all of the volunteers, including those from the Inca Project, met in the Urubamba office for our last gathering of the year. We had a Christmas quiz that was won by Peter Rothwell and Edo van den Berg, while we ate panetón and drank wonderful hot chocolate, the typical Christmas foods here in Peru. Finally we shared our Secret Santa gifts – we had many bags of sweets being exchanged as the Inca volunteers had to go shopping in the small town of Huyro! We said goodbye to some volunteers who were taking off for their homes and others off on holidays around Peru.



Volunteer Stories

Enseigner l'anglais en tant que volontaire

Marie Fouré, Teaching Volunteer, France



Durant trois mois, j'ai enseigné l'anglais dans un collège de la Vallée Sacrée des Incas. Au cours de ces trois mois, j'ai pu mettre à profit mes expériences antérieures en tant qu'animatrice, stagiaire en école primaire et étudiante en Sciences de l'Éducation.

Le collège, dans lequel je suis intervenu, comprenait quelques 250 élèves, de 12 à 22 ans environ. Normalement, au Pérou, les élèves terminent l'école secondaire à 16 ans. Voici ainsi la première réalité à laquelle j'ai été confrontée.

En effet, la plupart des élèves du collège, venant d'une communauté de paysans, principalement, travaillent au même titre que leurs parents, adultes qui n'ont pas toujours eu accès à une éducation scolaire. C'est pourquoi la majorité des élèves sont entrés très tard à l'école ou encore n'ont pas toujours pu assister quotidiennement aux cours.

La seconde réalité se rapporte au niveau d'anglais des élèves, comme à celui des professeurs, et ce dans la plupart des collèges dans lesquels sont envoyés les volontaires. Dès mes premières heures de classe, j'ai pu noter le niveau extrêmement bas des élèves. Jusqu'aux notions les plus basiques, de nombreux élèves se trouvaient en difficulté. Je crois pouvoir expliquer ceci de deux manières.

Premièrement, la langue maternelle de ces élèves étant le quechua, l'espagnol qu'ils parlent couramment est leur deuxième langue. En plus ces langues, nous leur demandons de maîtriser l'anglais. Leur niveau d'intérêt pour cette nouvelle langue est donc assez bas. Deuxièmement, et la principale raison je pense, il y a un problème certain venant du professorat.

D'une part la majorité des "professeurs" d'anglais ne sont pas de réels professeurs d'anglais mais pour la plupart des guides touristiques ou encore des professeurs spécialisés dans une autre matière. D'autre part, et cela se rapporte aux professeurs de toutes matières confondues, il y a un manque d'intérêt pour l'Éducation en tant que tel, un manque d'investissement, un manque d'intérêt pour l'apprentissage et un manque de méthodes adaptées. Bien entendu ceci n'est qu'une généralisation tirée des principaux dires des volontaires et de mon expérience sur le terrain.



Ainsi, notre mission en tant que volontaire est de tenter d'apporter de nouvelles méthodes, de nouveaux matériels à utiliser avec les élèves, comme de tenter de donner à ces élèves de la Vallée Sacrée des Incas un intérêt réel pour l'anglais. Je pense que ce sont les deux missions que chaque volontaire doit se fixer. Selon le collègue et l'enseignant que l'on assiste, les possibilités sont diverses. Pour ma part, j'ai eu à me charger de tout, le professeur m'a donné entière liberté avec ses classes : planification et préparation des cours, enseignement en tant que tel, préparation des exercices et des examens. J'ai ainsi pu retravailler avec eux les bases de la langue d'une manière relativement ludique. Si au début, c'était assez difficile de se rendre compte des progrès réalisés par les élèves, au bout de trois mois à leurs côtés, il m'a semblé que les échanges et les divers jeux autour de l'anglais ont fait leurs effets. Bien évidemment les effets n'ont pas atteint tous les élèves mais j'ai pu noter l'intérêt pour l'anglais grandir en eux.

Au bout de trois mois, avec chaque classe nous avons nos routines et nos moments. Je m'étais adaptée à eux et eux à moi et plus le temps passait plus les classes étaient interactives et animées. A mon grand regret, il a fallu quitter ce collègue et ces élèves pour partir vers un nouveau lieu de mission, en espérant que le professeur et les futurs volontaires continuent dans le chemin tracé par le travail de tous, depuis le début de ce projet d'enseignement de l'anglais.

Etre volontaire dans la Vallée Sacrée des Incas



En plus de notre travail au sein des collèges, nous avons, en tant que volontaires, la chance de pouvoir partager tous les moments de notre temps au Pérou avec la famille qui nous accueille. Autant que tous les voyages et expéditions que nous pouvons faire au Pérou pour découvrir la culture et les paysages, avoir la possibilité de passer du temps et partager des moments avec une famille péruvienne est un des éléments qui marque et rend l'expérience au Pérou inoubliable. Pour ma part, en plus de voyager de nombreux week-ends et certains jours

de la semaine, j'ai passé beaucoup de temps avec la famille et appris énormément à leur côté aussi bien au niveau humain que culturel. Avoir partagé avec eux leur rythme de vie, leur vie de famille, leurs problèmes et angoisses, leurs coutumes, leurs opinions politiques, leurs connaissances et leur vision du Pérou, leur vision de l'enseignement... m'a permis d'apprendre plus sur la vie au Pérou. De même, j'ai réellement eu l'impression d'être un membre à part entière de cette famille dans laquelle j'ai eu la chance d'être accueillie, famille avec laquelle je me suis liée d'amitié.

Il me faudrait encore quelques pages pour raconter entièrement mon expérience au Pérou mais je pense avoir résumé le plus important : la mission pour laquelle j'ai choisi de venir ici. Il y aurait bien plus à raconter sur les volontaires que j'ai rencontrés, sur l'organisation de la mission, sur les divers voyages et expériences vécues. Mais tout ceci est propre à chacun et je vous laisse la surprise de le découvrir.

James Ozog, Teaching volunteer, United States



The handbooks that Projects Abroad gave me upon my arrival in the Sacred Valley clearly stated that teaching English in a Peruvian high school would be a 'unique', 'rewarding' and 'challenging' experience. Of course, those encouraging words couldn't even begin to anticipate the real consequences of working here. I've been here nearly a month now, and I am almost a third of the way through my tenure. I've gotten to know the town of Calca, in which I am living, made good friends with the

members of my wonderful host family, and seen just a few of the countless awe-inspiring sights of this amazing country. But perhaps most importantly, I've gotten a pretty good idea of what it's like to teach at a public high school in Peru - and I'm certain now that my work here has only just begun.

I work at a high school in Calca named Humberto Luna. With a total of twelve distinct classes, all containing boys ranging from about 11-18 years old, I am trying to teach well over 300 students. According to my supervisor and several teachers I've talked to, Humberto Luna is one of the rougher high schools in the region, and a large portion of my students come from difficult backgrounds, lacking a structured family life and certain necessities that most people from the U.S. and Europe would take for granted. It's really not surprising then the lack of discipline that these boys have. It would be easy to dismiss trying to teach these students but I think that to do so would be a dire mistake.

Beyond their impatient and joking behaviour, it's evident that quite a few of my students are actually very eager to learn and do well in my lessons. A number of them take pride in their class work: taking the time to write neatly, using dictionaries to figure out words and conjugations they're not familiar with, and helping their slower peers. I had no teaching experience whatsoever before coming here, having just graduated from my own high school in Maine in June. However having taught for just a little while now I feel strongly that no matter how difficult a group of teenagers appears to be, it is always worth trying to teach them. If at least a couple of those kids learn something, then you have been successful. It is also important to note that having a good grasp on the Spanish language, although not required by Projects Abroad, is really important to be a decent teacher - after all, how can you expect to teach a language if you can't even explain anything in the native language of your students? Regardless, I would encourage anyone with even a vague interest in teaching to look into this program. It's an incredible two-in-one deal of getting to see a gorgeous land while living like a real Peruvian, and teaching some children a little bit of English along the way.

Feliz Cumpleaños !!

Happy Birthday to our one volunteer born in the first month of the year....

Rebecka Andersson, Inca Project volunteer – 22nd January



Social Media

Join our Facebook group to keep up to date on the latest events, see our group photos and keep in touch with other volunteers!

Projects Abroad Peru – The Official Group

<http://www.facebook.com/group.php?gid=2251335736>

Read our Projects Abroad Peru Blog that is updated weekly with new stories from here in the Sacred Valley, Cusco and Huyro

My Trip Blog

http://www.mytripblog.org/mod/blog/group_blogs.php?gl=true&group_guid=267

You can find all past issues of our Peru newsletter online

Musuq Chaski

<http://www.projects-abroad.co.uk/volunteer-destinations/peru/newsletters-from-peru/>

Cocina Peruana

How to make ... Causa Limeña

As Lima celebrates its anniversary in January, this month we will show you how to make a typical dish from the capital, Causa Limeña.

Ingredients

2kg yellow potatoes
8 tbsp ají amarillo paste
½ cup vegetable oil (olive oil not recommended)
Juice 2 key lime
2 can of tuna-fish packed in oil or 400g shrimp
½ onion, finely chopped
½ cup mayonnaise
1 avocado
4 boiled eggs in halves
Black olives
Salt



Preparation

Boil the potatoes in salted water. Peel and mash while still hot (enough to handle). Let cool and mix thoroughly with the ají amarillo paste, vegetable oil, and lime juice. Add salt to taste.

Mix the tuna with the chopped onions and mayonnaise.

Place a layer of the potato mash on a serving dish, and spread with a thin film of mayonnaise. Cut the avocado in slices and lay on the first layer of potato mash. Spread a second layer of potato mash, and cover with the tuna mayonnaise. Cover with a last layer of potatoes, and decorated with slices of hard boiled eggs and black olives.

What's happening in February?

Festival	Description	Place	Date
Carnavales	The celebration lasts approximately one month, with 8 central festival days. Some Peruvian cities will be very colourful with dances, parades and many people in costumes.	Peru	February
Virgen de la Candelaria	This is an 18 day festival where the Virgen de la Candelaria is worshipped. The main day is February 2nd when the Virgen leaves the temple to cross the streets surrounded by folkloric demonstrations.	Puno	February 2nd

Reminders:

If you cannot attend work for whatever reason, please let your Supervisor or the office know as soon as possible with a phone call. If you have your partner teacher's number you can also let them know.

If you are unwell and would like to see a doctor, please call the office or the emergency number and a member of staff will accompany you to a nearby clinic. We will do our best to be with you as soon as we can but whilst you are waiting be sure to keep drinking plenty of fluids (water or tea).