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&
Team Peru,
Monterey Institute of International Studies

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Peru - Summer 2010
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It is truly an honor to present this final report, which details the activities of Team Peru during summer 2010. Members of Team Peru spent several months organizing projects and fields of study followed by two months working in the field. What follows is our team deliverable describing what each project accomplished as well as their current states and future goals for Team Peru.

To give you an overview, Team Peru began in 2009 as a small group of MIIS students organizing to carry out agricultural projects in rural Peru. This initial organization turned into a diverse group of graduate students working towards social change in a variety of topics. We partnered with The Becky Fund, an American organization that has supported my work in Peru for over five years. This dynamic group of students worked hard to understand the lives of the communities in which we serve and took action alongside them to foster change.

The history of the Inca ancestors is very much alive within the indigenous communities of Peru. A strong commitment to community enables these populations to survive in situations not suitable for most. In addition, a history of discrimination has hindered indigenous development socially and economically. Team Peru strives to understand the factors that have led to this poverty, and we strive to take action with the populations to enable them to collectively face the challenges of development in a modern world.

This document tells the story of the challenges we faced, our efforts to overcome them, and the results. At the end of our two months in Peru we accomplished great things. We have had great success in several areas including: women’s empowerment, agricultural education, textile capacity building, community health training, NGO capacity building, and NGO networks. Our group has drawn praise from local community groups and regional NGOs. We are proud of our successes and we look forward to continuing our efforts alongside the indigenous communities.

The leaders of this group decided on the name “Team Peru” because we truly are a team. We are a student-created initiative and we are a student-led initiative. When reading this report, please keep in mind that all of these students came from diverse backgrounds and diverse academic worlds. We worked together for a common goal of showing our support for the development of indigenous people. We utilized all of our individual skills that resulted in huge collective outcomes, the impact of which is much bigger than our individual accomplishments. I am honored to have worked with each member of Team Peru and I want to thank each one of them for their hard work and dedication.

Last, but certainly not least, I would like to acknowledge and sincerely thank all of those who have provided their support throughout our endeavors. We greatly appreciate all of which you have shared and done for us.

Sincerely,

Aaron Ebner
Project Coordinator, Team Peru
Vice-President, The Becky Fund
Christopher Martin Archuleta – charlierrockdoc@sbcglobal.net
Chris, a U.S. Army combat medic, was deployed for Operation Iraqi Freedom on Aug-2004 to Feb-2006. He was responsible for all medical issues concerning soldiers, civilians, and wounded enemy combatants. Chris conducted health, economic, and security assessments of the local populace. He has multiple decorations for care of patients in non-emergency settings and patients under direct and indirect fire. Additionally, Chris was a 223rd Infantry Instructor and Cadre to new California National Guardsmen. As a platoon Sergeant, he taught field expedient methods for trauma and medical complications while conducting combat operations. He is knowledgeable in TC3 (Tactical Combat Casualty Care), EMT-Basic, CPR, advance airway management, pediatrics, geriatrics, sanitation, nutrition, nutritional based diseases, Intravenous I.V. procedures. OB/Gyn, suturing, minor surgical procedures, and sterilization processes. During summer 2010, Chris worked with DESEA where he utilized his skills during rural community visits and community health training.

Chui Archuleta – worldarchuleta@gmail.com
Chui’s undergraduate education began with the United States Air Force Academy located at Colorado Springs, Colorado. He traveled extensively in Europe and attended the Jönköping International Business School in Jönköping, Sweden. He finished his degree at CSU Monterey Bay, graduating with a B.A. in Human Communications, and a concentration in Pre-Law. Graduating in the spring of 2011, he is currently an International Policy student at MIIS. He is concentrating in security and development of Latin America. Policy interests include human rights, peaceful integration of war veterans, and freedom of artistic expression. Hobbies include surfing, aikido, and playing the ukulele.

Michael Cutino - michael.cutino@comcast.net
As a native of Detroit, Michigan, Mike completed his undergraduate studies at Central Michigan University earning a B.A. of International Relations and Philosophy. Currently, Mike is a Master's candidate at the Monterey Institute of International Studies pursuing a dual-degree of International Environmental Policy and International Business Administration. He is specializing in social entrepreneurship and sustainability strategy development and implementation. Mike served as a project leader for Team Peru and worked primarily on the greenhouse project, spending a total of three months in Peru in 2010.

Hilda Diaz – hildapdiaz@gmail.com
Hilda immigrated to the United States with her family in 1986. The socio-economic challenges that her parents encountered as immigrants forced them to send her back to El Salvador in 1990 at a time of political tension and the end of an 11-year civil war. In 2000, Hilda moved back to the Bay Area to pursue higher education. She completed a Bachelor’s in Raza Studies with a minor in International Relations at San Francisco State University. As an undergraduate she participated in an academic exchange program in Mexico City that focused on studying Mexico’s economic tensions, political discordance and the effects of trade, migration and globalization. Currently, she is a graduate student at the Monterey Institute of International Studies pursuing her Master’s in Translation and Interpretation. She has recently participated in a development practicum in El Salvador as part of the Interpretation and Translation team. During summer 2010, Hilda worked with The Becky Fund as an Interpreter and Translator.
Aaron Ebner – taebner@gmail.com
Aaron is from Marshall, Michigan and earned his Bachelor’s International Relations from Central Michigan University in 2006. He is a Master’s candidate of Public Administration at The Monterey Institute of International Studies. Aaron has been working for The Becky Fund in Peru for the last five years. Notable projects include building school desks, rebuilding school kitchens, developing a nutrition curriculum and greenhouse projects. He currently serves as the Vice-President of The Becky Fund and project coordinator of Team Peru.

Elsa Figueroa - ebfigueroa@gmail.com
Elsa graduated from the University of Puerto Rico in 2006 with a degree in Translation and Foreign Languages. She worked as an interpreter for three years and currently is pursuing a Master’s at the Monterey Institute of International Studies in Translation and Interpretation, in the Spanish program. During summer 2010, Elsa worked with The Becky Fund as an Interpreter and Translator. Her experience with Team Peru this past summer has helped to reinforce the desire to contribute her language abilities to international development projects.

Marina Sophia Flevotomas – mareehna@gmail.com
Marina, a Greek-Cypriot, attained a Bachelor’s in Sociology at the University of Central Michigan (USA) in 2008. She is currently completing a Master’s in Humanitarian Action through two Universities: The Institute for Peace and Armed Conflict, Bochum (Germany) and Conflict, Peace-building and Religion at Uppsala University (Sweden) under the Network of Humanitarian Action (NOHA). Through her studies, Marina has been trained and educated in the areas of Law, Anthropology, Geopolitics, Medicine and Management in Complex Crisis. Marina is interested in bridging humanitarian action with environmental challenges. Her current research focuses on the protection of climate displaced people and environmental refugees. Throughout her studies, Marina has been involved in humanitarian responses to human rights issues and environmental protection. Marina worked with DESEA illustrating a health manual and training community health workers.

Cheryl Hedges – cheryl.k.hedges@gmail.com
Originally from Michigan, Cheryl obtained her Bachelor of Science in Mathematics from Michigan State University in 2006. She is currently pursuing her Master of Business Administration and Master of Public Policy at California Polytechnic State University, San Luis Obispo where her research focuses on indigenous intellectual property rights. During summer 2010, Cheryl was involved in the greenhouse initiative and artisan textile projects with Team Peru.

Tina Novero – tnovero@middlebury.edu
Tina obtained a Bachelor’s in International Relations with a concentration in Third World Development from San Francisco State University in 2005. Upon graduation she worked for various non-profits and was an immigration legal assistant in San Francisco, CA. Currently, Tina is a Master’s of Public Administration, International Management candidate at the Monterey Institute of International Studies (MIIS). She is also co-founder of the MIIS student club Women of the World (WOW). Her primary interests revolve around Millennium Development Goal #3: Promote Gender Equality and Empower Women. During summer 2010, Tina completed a gender needs assessment for communities in the Sacred Valley of Peru.
Adam Steiglitz - adamcstieglitz@gmail.com
Adam is originally from South Florida and graduated from the University of Miami with a Bachelor’s of Business Management and Administration. He is currently a graduate student at the Monterey Institute of International Studies pursuing a Master’s in Public Administration with a specialization in International Development. His international development experience includes teaching English in South Korea, volunteering at a health/medical clinic in rural Honduras, and participating as a member of Team Monterey’s infrastructure project in El Salvador where a potable water distribution was evaluated. Adam is a project leader with Team Peru and worked primarily with the Poques community survey and the greenhouse initiative.

Saskia VandeKamp - vand1917@pacificu.edu
Saskia is a Master of Public Administration candidate at the Monterey Institute of International Studies. During her time in the Sacred Valley of Peru, she was working with the Kausay Wasi Clinic in Coya, which works to provide quality, affordable health care, especially to indigenous people. Her project was creating a strategic plan for the clinic, which included a financial component and a succession component. She was also involved in creating a vision statement and a list of values to improve the clinic’s understanding of its core competencies.
Greenhouse Initiative Executive Summary

**Objective**
The high altitudes and cold nights of the Andes Mountains make it difficult for many communities to grow much else besides certain strains of corn and grain. This coupled with the prevalence of high poverty in the communities near the Sacred Valley of Peru exacerbate malnutrition rates, which greatly affects the region’s population, especially children. Immune systems and intellectual capacity are severely affected by this lack of nutritional well-being and Team Peru aims to address this through the establishment of school greenhouses. Team Peru hopes to become a leader in greenhouse technology so as to expand its efforts to other schools and communities.

**Goals**
It has been found that greenhouses made of mud bricks trap enough heat to grow an array of fruits and vegetables otherwise thought impossible at such altitudes. Team Peru’s goals center around providing schools and communities with the knowledge and support to sustain their own self-run greenhouses. Through these greenhouses, children will learn agriculture techniques and produce their own fruits and vegetables, which will supplement their small school lunch program.

**Solution**
During summer 2010, Team Peru’s greenhouse initiative built greenhouses at two schools - Pampacorral and Chumpes-Poques. In addition to the construction of the greenhouses, a greenhouse technician was hired that oversees the cultivation of plants and upkeep of the structures. The greenhouse technician teaches students how to utilize sustainable agrarian techniques and the nutritional well-being of various fruits and vegetables. At present, the greenhouses are successfully running and their first plants have begun to sprout.
Background

The World Health Organization (2010) cites malnutrition as the single largest threat to the world’s public health and reports that women and young children are the most affected groups. Malnutrition increases the chances for illness, affects growth and development, and can even lead to death. In fact, the WHO reports that malnutrition is an underlying cause in one out of every three children’s deaths (World Health Organization [WHO], 2010). This statistic is declining, but reductions are “recorded to the wealthiest households in urban areas” (World Health Organization [WHO], 2010, p. 13). Large populations continue to face the devastating challenges associated with malnutrition.

Although Peru has seen a migration from rural to urban areas, communities, especially indigenous communities, remain concentrated in the rural highlands of the Andes Mountains. In 2005, malnutrition rates show that 29.8% (height for age) of Peruvian children are malnourished (World Health Organization [WHO], 2010). This rate is in aggregate and rates in and around the rural area of the Sacred Valley are much higher. Student school performance is low and growth retardation is prevalent among children and adults. Many of these communities are located at elevations between 12,000 and 14,500 feet above sea level. At this elevation, the climate is only able to sustain the growth of certain tubers and grains making it difficult to provide essential nutrients to combat malnutrition.

The Peruvian government attempts to aid families through a program called Programa Juntos. This program provides a monthly allowance to families that meet low-income standards, and requires that children of the recipient family attend school and receive regular checkups. From our community survey, we found this program to be flawed since the majority of community members who qualify for this program are those least in need, and those most in need are not able to receive the benefits. A lack of government support through school lunch programs, lack of access to markets through public transportation, and lack of cooperation among NGOs working in the area only exacerbates food security issues.

"... our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need can wait. The child cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed. To him we cannot answer ‘Tomorrow’. His name is ‘Today’.

Gabriela Mistral, 1948
Methodology

It has been found that greenhouses made of adobe bricks and plastic roofing trap enough heat to allow the cultivation of vegetables otherwise thought impossible at such altitudes. Communities desire these basic, easy to produce greenhouses and The Becky Fund has often been approached by the communities themselves concerning the construction of greenhouses. Aaron Ebner, Vice-President of The Becky Fund and MPA graduate student at MIIS, established Team Peru in order to execute a greenhouse project that he had been developing for three years. Founding members of Team Peru were established and a development plan began.

Several organizations offer services and funding to build these greenhouses, however, in many cases the greenhouses end up abandoned due to lack of preparation and maintenance. In January 2010, Aaron and Mike Cutino, MIIS student, visited Peru and after many site visits to failed and successful greenhouses, two appropriate communities were selected to build greenhouses – Pampacorral and Poques. Through assessment of other successful and failed greenhouses, it was determined that any implementation of greenhouses must include substantial training and follow up to ensure the success of the project.

In the months leading up to our departure for Peru, Team Peru was able to raise a sufficient amount of money in order to fund our project and recruited a team of educated, dedicated students to volunteer their time during the project’s implementation. Once we arrived in Peru we were able to decipher a more concrete plan of action in order effectively implement our greenhouse project.

Greenhouses were to be built and maintained by the schools at both communities. Team Peru collaborated with the directors of the Pampacorral and Poques school to create plans for the greenhouse project and since both communities and school directors had direct influence on the projects, the greenhouses from design and construction to curriculum were significantly different at both locations. Because these communities have not had access to greenhouses in the past, it was important to start in the schools in order to ensure success and community buy-in. The approach taken at each community was different.

Poques

Initial time was spent simply getting to know the community and school members. Within the first week of our arrival, members of Team Peru working in Poques were able to participate in a faena, which is a day at the school where all parents and community members come together to accomplish a common goal. This particular day included moving rocks and wood in order to make space for the inauguration of their newly built secondary school. For Team Peru, this was more than just a day of hard labor. It was about working alongside the community, sharing smiles and laughs, spending time together during our breaks, learning each other’s names, and proving to them that we are dedicated and want to work together. It turned out being a successful day on all terms.

Our next step involved conducting a survey in the Chumpes-Poques community. This was necessary for many reasons, but most importantly it was for us to determine a baseline assessment of the community’s needs. Before we began the survey conduction, we first spoke to the community leaders in order to seek their approval, and next, we presented ourselves at the monthly community assembly. Both the leaders and community members offered their support and were very appreciative. The following week we conducted our survey. Our team spent the week in the community in order to wake up early and begin our surveys before the men and women began their busy days in the fields or herding cattle. Our group split into groups of two in order to maximize our efficiency in regard to the number of surveys that we would be able to conduct. It was also necessary to bring with us a Quechua-Spanish interpreter, as the majority of community members did not understand Spanish. Our team went house to house in order to conduct surveys. In total we conducted approximately 30 household surveys.

The next phase of our project was focused on the greenhouse. Team Peru was simultaneously working with community members and teachers to determine where and how the greenhouse would be
built, while also working with local professionals who would be able to help in the planning and details of the greenhouse and its curriculum. We were fortunate in finding a partner to assist us through this process. Holanda Peru (a.k.a HoPe) is an NGO that has been operating in the Sacred Valley for more than twenty years. We were introduced to their founder, Walter Meeks, early in the process and he offered his assistance. He and his organization had experience in greenhouse construction and creation so whenever we were unsure about something, he provided us with advice. Once all of the logistical information had been worked out we were finally able to begin the construction of the greenhouse. Our team along with the community was able to successfully construct a greenhouse on school grounds.

Pampacorral

The school director of Pampacorral, Fredy, and Aaron have known each other for five years and worked closely together in what is called a faena, the community works together to dig the foundation for the greenhouse in Pampacorral. gaining the acceptance and building report with community leaders, families, kids, and educators was crucial in the project’s success. A main component of the greenhouse is the adobe bricks, which are made on site. These bricks are made from mud and straw. In Pampacorral, the dirt for the mud must be trucked in from the municipality located in Lares, approximately 30 minutes drive from Pampacorral. Obtaining the dirt posed to be one of the biggest challenges in the construction of the greenhouse as it took more than two weeks for the dirt to be delivered. Once the dirt was delivered, community members were engaging and cooperative in every aspect and committed themselves to providing a large amount of labor to build the greenhouse.

culture to obtain the approval of the community leaders. To do this, members of Team Peru that worked in Pampacorral had an initial meeting with the president, vice-president, and secretary of the community to introduce ourselves, discuss our intentions, and ask for their approval in pursuing the construction of the greenhouse. Once approval was obtained, work began on getting to know the community and having the community get to know us. The team taught a class, played soccer, and talked with community members and kids.

After obtaining the community leader’s approval, the next phase is attending the community assembly, which meets monthly to discuss issues pertinent to the community as a whole. At the assembly, the team discussed the school project and community members approved the greenhouse’s construction.

During a faena, the entire community helps. While the men dig the foundation for the greenhouse, the women cook lunch for the students and community.
Greenhouse Technician

Team Peru hired a greenhouse technician, Ruben Huaman Quispe, to train teachers and students in greenhouse agriculture and maintenance. Quispe was born and raised in an indigenous community in the area and has had significant experience working in greenhouses both in Peru and the United States. Quispe currently works two days a week in Poques and one day a week in Pampacorral. His duties include teaching alternative agriculture techniques to the students and staff and overseeing greenhouse maintenance. Weekly updates and photos are reported to Aaron through email.

Agricultural Curriculum

An agricultural curriculum was to be implemented in the months following the greenhouse’s construction. This pedagogical approach was to be developed between the greenhouse technician and teachers at each school site, resulting in very different curriculums. The Poques school decided upon a schedule that gave student greenhouse responsibility to only one classroom each semester. The greenhouse technician was to visit the school two days a week for 2 hours each day and instruct the designated class on how to cultivate plants and take care of the greenhouse. After three months, the class would change and the process would start over. Pampacorral, on the other hand, designed a curriculum that had the greenhouse technician visit once a week for the duration of the school day. During this time, each classroom would have an allotted amount of time in the greenhouse with the technician learning the day’s lesson. In January, Team Peru will be assessing the effectiveness of both methods.

Conclusions

All goals of both greenhouse projects were achieved. Both Pampacorral and Poques are cultivating plants. A full assessment of the greenhouses’ outputs and student learning will be conducted in January of 2011. In addition to the tangible construction of the greenhouse, it was learned that the greenhouse itself brings with it certain virtues such as responsibility, teamwork, knowledge and importance of health and nutrition, and dedication. Collectively, Team Peru realized that by helping to bring this community a greenhouse, we not only can assist in improving levels of nutrition, but also a future generation of capable and responsible adults.

Project Scope

Team Peru has a long-term vision for the greenhouse projects. We aim to become experts in facilitating the inclusion of greenhouse technology into schools and communities. Community members are eager to expand the greenhouses to include the entire community, not just the schools. As the school greenhouse project becomes more self-sufficient, we will be able to expand these projects to benefit the community as a whole. If each family has access to a greenhouse, nutrition levels will increase and thus, creating a healthier community.

Next Steps

The January (J-term) Team will carry out initial evaluations of the greenhouse projects. The initial evaluations will consider:
1. The design and construction of the greenhouse
2. The implementation of the curriculum and pedagogy
3. Community buy-in/approval of the project

The J-term Team will also consider interested communities for future projects. They will meet with community leaders and school directors that have Greenhouses trap enough heat to grow a variety of fruits and vegetables otherwise impossible at such altitudes.
shown interest in our greenhouse projects. They will carry out a series of steps in order to start planning for summer projects. In January, they hope to:

1. Meet with school directors.
2. Meet with community leaders.
3. Present project to the community assembly along with school directors and community leaders.
4. Set deadlines for making adobe bricks.
5. Set dates for faenas (community work days)

We recommend that Team Peru and The Becky Fund continue to work with the communities in Calca. Much has been gained from the past three years’ work on the greenhouses and the projects have become more efficient and effective. In addition, Team Peru is becoming an expert in the field and a great resource for these communities. Through the continuation of these efforts, Team Peru and The Becky Fund will be able to share their expertise with other communities aiding in the alleviation of malnutrition.
Improving wellness one step at a time.

Team Peru volunteers worked on several projects focused on community health and well-being. Volunteers were placed with DESEA and the Kausay Wasi Clinic, both non-profits located in the Sacred Valley of Peru. Projects ranged from household visits to an illustrated health manual to succession planning. What follows is an overview of summer 2010’s projects related to community health and recommendations for next steps.
Objective

Community health remains an issue for many of the communities located in and around the Sacred Valley of Peru. To aid in addressing these health concerns, two volunteers from Team Peru were placed with DESEA, a non-profit agency located in the Sacred Valley. DESEA focuses on improving community health in remote villages of the Andes through the distribution of biosand water filters and training of health promotoras (indigenous women health workers). During summer 2010, two Team Peru volunteers were placed with DESEA to help address some of the communities’ health needs. The major objective of this team was to provide training material and lessons to indigenous people.

Goals

The primary goal was to inform and train indigenous people to accurately respond to community health situations.

Solution

To achieve this, a training manual was illustrated and lessons taught to both the health promotoras and 5th grade students. Through verbal explanation and practice, the health promotoras learned the proper methods to address many of the medical and social problems often faced by these rural communities. Training sessions were followed by scenario situations, which ranged from broken bones to babies found unconscious. The health manual and training focused on the following areas:

- First Aid
- Post and Prenatal Health
- Chronic Conditions
- Sick children
- Medication
- Women’s Empowerment

The health promotoras exhibited high knowledge retention through their quick and accurate responses. The Becky Fund and Team Peru hope to continue addressing the health concerns of communities in this region. Team Peru is funding the additional training of two health promotoras over the course of 2010-2011 and will be visiting Peru in January 2011 to see its progress. In addition, Team Peru hopes to create a birth plan template that can be utilized to encourage women to give birth in hospitals as opposed to home births. Lastly, Team Peru anticipates expanding the Women’s Empowerment module and implement its training to the health promotoras over the course of several weeks during summer 2011.
Background

The 2004 Human Development Report states that the maternal mortality rate in Peru is 410 per 100,000 births (UNDP, 2004). However, this number is far from accurate since there are many deaths that go unreported. In addition, access to clean drinking water remains a challenge for many communities in and around the Sacred Valley, which results in water borne diseases and diarrheal infections. The remote living environments make it difficult for transportation to hospitals and some communities only have the chance to drive to the nearest city once a week. Even if the opportunity arises, the cost is too high for many of them to afford the trip. These are just some of the challenges that Peruvian indigenous communities face. In addition, issues such as malnutrition, alcoholism and lack of education are very familiar to the indigenous people. To begin to address some of these issues, NGOs and other agencies have risen that focus on aiding these communities. One such agency is DESEA, whom Team Peru partnered with during summer 2010.

About DESEA

DESEA is a registered Peruvian NGO located near Calca, Peru. DESEA focuses on household water treatment, community health, and economic development for communities in the Sacred Valley and was established by two Canadians, one of whom is a nurse and the other a hydrologist. Their program supplies biosand water filters to households and schools and trains local residents on the construction and upkeep of the filters. They also provide weekly clinics in the communities with the aid of one hired nurse that visits the communities regularly. In addition, they have hired several health promotoras (health workers) who are local, indigenous women that have been trained by DESEA in basic health practices and report to the professional rural nurses. These women monitor their communities and assist with family education and community health needs. Since DESEA’s establishment and the implementation of the health promotoras (also known as qhalis, pronounced “Kah-lee”), diarrheal diseases have decreased and no maternal deaths have been reported.

Methodology

The efforts of DESEA have proven very effective since its implementation. Team Peru placed two volunteers with the NGO to aid them in their efforts. Marina Flevotomas, a graduate student pursuing her Master’s in Humanitarian Action, was responsible for illustrating the health manual created by DESEA so that it is comprehensible to illiterate people. In addition, Marina was responsible for developing the final module of the manual, which focused on women’s empowerment. Chris Archuleta, U.S. Army combat medic, was placed with the rural nurse to aid in patient visits and medical assistance. Chris also oversaw the implementation of emergency response simulation for the health promotoras. His task included making lesson plans to teach first aid to the health
promotoras and middle school children. During the teaching hours, Chris would take the opportunity to use his medical knowledge to understand the health conditions and address these issues.

**The Health Manual**

The majority of the adult population with whom Team Peru and The Becky Fund work with is illiterate. More specifically, 90% of the women in these communities possess a second grade education level. A language barrier further complicates communication since training typically was interpreted from English to Spanish to Quechua. For these reasons, visual arts were used as one of the methods for conveying concepts in the health-training manual. Blood loss, first aid, and choking response were demonstrated through drawings and pictographs. The manual focused on first aid, post and prenatal health, chronic conditions, sick children, medication and women’s empowerment. This manual was used to train the health promotoras prior to the emergency simulation exercise.

**Community Visits**

Community visits were conducted several times a week and varied in location, but all were within the Sacred Valley and surrounding highlands. Communities in this geographic area are very dispersed and homes within the communities are very far apart. Chris and the rural nurse would oftentimes walk from home to home, asking about and observing the health of family members. Health cases ranged from treating small wounds to caring for a 12-hour old baby born at home. Observationally, the biggest health issue is that of hygiene, so time would be spent informing families about basic health practices, such as hand rinsing. Chris was able to assist in health check-ups by aiding the nurses and contributing his medical equipment that he had brought with him. In addition he helped transport patients from rural areas to hospitals if medical attention was needed and helped bring them back to their homes. This small gesture was a rare opportunity for some of the indigenous to see a doctor and receive prescription medication.

**Training and Simulation**

DESEA and Team Peru were able to combine visual arts with medical knowledge in order to teach the health promotoras proper response to some of the communities’ most pressing issues. These issues focused on alcoholism, first aid, emergency response and medical needs. In addition, role-play confronted the health promotoras to react to various situations. Fake blood, plastic bones and bandages were used to simulate accidents. What follows is an overview of the processes used to train the health promotoras.

**Alcoholism**

The first training was an alcoholism workshop that utilized a video that was shown to all of the health promotoras. Because of the degree and prevalence of alcoholism in many of these communities, the video stirred very emotional
feelings for the health promotoras. Although emotionally heavy, the health promotoras wanted to share the video with others in their community, which led to a follow-up workshop in Chaypa. Unfortunately, the workshop was not held at full length due to the intervention of the municipality who had other engagements planned with the community. Some of the movie was shown and a role-play between the rural health nurse and the school director took place in which they played a married couple. The theatrical part was taken directly from the movie where the man had come home drunk and the wife did not know how to react or address the problem. The rural nurse and school director reenacted the play and presented how the wife should have reacted and what measures need to be taken against alcoholism. The community showed interest and asked DESEA and Team Peru to return in order to complete the workshop. Alcoholism is a difficult topic to approach in this culture, but the need to confront the consequences that accompany alcoholism are necessary.

First Aid

First aid was taught to the health promotoras by combining the lesson plans and drawings from the health manual. Training areas focused on choking, non-breathing patient and shock (fractures, hemorrhage, and burn). Much of the training Chris received prior to Peru could not be directly translated since the western ideas and acronyms mean nothing to the health promotoras. In addition, the training had to be conducted in Quechua so interpretation from English to Spanish to Quechua was done sentence by sentence. At the beginning of the training, the health manual was still being created so much of the training was done verbally and through practice. On average, it took approximately three verbal explanations and practice to reinforce each concept. Once the manual was created, the visual step-by-step representations helped aid their ability to learn since they were able to see the steps as it was being verbally described. These classroom exercises were often conducted in early mornings or late in the evenings because the indigenous people’s priorities are feeding their animals and tending to their land.

Upon culmination of the classroom exercises, members from DESEA and Team Peru conducted different emergency scenarios. The health promotoras were then tasked with the response to all of the scenarios. Such scenarios included a bus accident that integrated broken bones, concussions, and pregnant women, among others. In once instance, the health promotoras arrived at a scene that involved three volunteers and a babydoll that had different wounds or were unconscious. Through the health promotoras’ training, they knew whom to attend first. The health promotoras not only responded quickly, but also accurately and effectively. A scenario was conducted at a school so the children could see the health promotoras’ response. This built confidence and trust in the children that these women can care for their community in times of need.

Project Scope

The promotoras (health workers) have been trained through a module written specifically for them (indigenous communities’ conditions) by the Canadian nurse. They have had workshops and training for the past eight months and will be repeating the modules again in order to assure that they understand the important health issues and how to respond. Once this is completed the project will expand to different communities. The biosand water filters will also be introduced in other communities if funding permits.

Conclusions & Recommendations

Both the health-training manual and training courses were a success. After eight months of working with the four indigenous health promotoras, these women have shown an increase in self-esteem and outspokenness. They are considered leaders of their communities and can respond to crises. We believe this is one of the first steps in improving the lives of the indigenous people.
If similar training is continued on future trips, it is highly recommended to bring numerous visual aids such as videos and photos. In addition, the development of a birth plan template will aid many families in these communities. Some important things to include are: who will care for kids and animals while the mother is birthing at a hospital and a plan for transportation. Creating a plan will help encourage mother’s to go to a hospital instead of birth at home.

In addition to the birth plan, it is recommended that the women’s empowerment module be continued. Although the women’s empowerment module was well received, it may have contained too much information for one day of training. The women have faced discrimination for many years and are not aware of their human rights. Team Peru recommends expanding this module to include a discussion on these rights and integrate these lessons into the daily community visits and health module workshops. For example, during the maternal health module, incorporate the right of sexual reproduction. In addition, teaching indigenous women how to read and write will allow them to gather self-esteem, self-confidence, independence and courage. Activities that support such growth of indigenous women are encouraged.

One of the health promotora (left) uses the illustrations from DESEA’s health manual to learn about blood loss. During the bus accident scenario (below), a health promotora tends to an unconscious patient.
Kausay Wasi Clinic Executive Summary

Objective
The Kausay Wasi Clinic is a clinic located in the Sacred Valley of Peru. Its mission is to provide quality healthcare to low-income individuals with dignity and respect; a characteristic the founders felt was missing at many of the hospitals in Peru.

Goals
One volunteer from Team Peru was placed with the clinic to analyze their current and future needs and through this analysis, develop a succession plan for the soon retiring founders.

Solution
The needs were identified as the following:

- Increased fundraising efforts
- Expansion of services and hours
- Succession plan for founders’ retirement in five years
Kausay Wasi Clinic

Background

The majority of the population in Peru is concentrated in the highlands, which are also the most economically and socially deprived areas. Extreme poverty results in prevalent malnutrition and death rates from infectious diseases are high (World Health Organization, 2010). Clean water and basic hygiene are two areas that would decrease the risk of death immensely and through the aid of greenhouse technology, a variety of fruits and vegetables can be grown to aid in the reduction of malnutrition. Solutions such as these are best coupled with increased access to hospitals and clinics where individuals from rural communities can get treated and become knowledgeable about the prevention of health concerns.

Hospitals and clinics can play a large role in the improved health of the indigenous population of Peru. To encourage attendance to hospitals, the Peruvian government supplies health insurance to all citizens, although many individuals in the cities pay for their own private insurance. The government issued insurance covers doctor’s appointments, treatment, and a portion of recovery, if needed. However, many indigenous cannot or do not take advantage of this mostly commonly due to the following reasons:

1. Unable to afford transportation to the clinic/hospital.
2. Mistreatment of indigenous people. They often wait for days in the clinic/hospital to be seen since others are tended to before them.
3. Born in the home so some indigenous are undocumented. Because of this, they are unable to receive the government insurance.

As previously stated, The Becky Fund and Team Peru are dedicated to addressing health concerns of communities in and around the Sacred Valley of Peru. One avenue to address such health concerns is through the establishment and upkeep of comprehensive, low-cost clinics for rural communities. The Kausay Wasi Clinic is one such non-profit health center that aims to serve many of these communities, and one volunteer from Team Peru was placed with the clinic to help out with their needs. What follows is an overview of the Kausay Wasi Clinic as well as a discussion on its current needs.

About the Kausay Wasi Clinic

Kausay Wasi Clinic is located in Coya, Peru and was established to address the numerous unmet health needs of individuals in the Sacred Valley. This clinic is run by Asociacion Civil Promotora de Salud Social ProSalud Calca, which is a registered non-governmental, non-profit that oversees several health programs in and around the Sacred Valley. It was founded by Sandy and Guido del Prado in 2005 and is open seven days a week from 8:00 AM to 4:00 PM.

Guido, a native Peruvian, saw the mistreatment of the low-income and indigenous peoples at government run hospitals and made it his goal to provide quality healthcare to low-income people with dignity and respect. The clinic offers health services including general medicine, dentistry, obstetrics and gynecology, optometry, audiometry, prosthetics, physical therapy, ultrasounds, and x-rays. It also has a laboratory, an emergency room, and a pharmacy. Other institutions do not provide some of the services that Kausay Wasi provides, such as cataract surgery. The health services offered through the clinic are offered to all patients on a sliding scale payment system. Thus, they are offered at very reduced costs.

The Kausay Wasi Clinic hosts 12 to 15 medical campaigns from the United States each year ranging from cataract surgery to plastic surgery. In addition to these medical campaigns, a rural nurse
who speaks Quechua and Spanish visits 15 of the communities surrounding Coya regularly to diagnose and treat patients.

Methodology

Because the mission and work of the Kausay Wasi Clinic is in line with Team Peru and The Becky Fund’s goals, Team Peru placed one graduate student to work with the clinic. After initial discussion, it was clear the clinic needed to increase their fundraising efforts, plan for Sandy and Guido’s retirement in the five years, and expand services. It was decided to create a five-year strategic plan for the succession of the clinic, complete with a financial plan and recommendations for expansion. In addition, a timeline was created in order to ensure major benchmarks were reached. This provided both a set of goals to accomplish, as well as an idea of how to actualize them.

Conclusion

From the succession plan, we see that recruitment and retention of quality doctors is a major challenge. The clinic is in a position where it must capitalize on the talent and knowledge it currently possesses, but overcome the high turnover of staff.
“Human development is impossible without gender equality.”

- UNDP Report 2004

Gender inequality is one of the major challenges facing many of the world’s nations today. The benefits of gender equality are numerous and range from increased health to increased education. Communities in and around the Sacred Valley of Peru have a history of suppressing women. Further, these same communities live in extreme poverty, which oftentimes exacerbates gender inequality as women frequently are the caregivers while the men work to earn money. Team Peru set out to develop a deep understanding of the gender roles of the communities with whom we work. In addition, artisan textiles were examined as an avenue for poverty alleviation and economic empowerment of women. In the following section, we outline the gender needs assessment and its results as well as analyze three artisan communities for textile development projects.
Gender Needs Assessment Executive Summary

**Objective**
Due to family dynamics and social norms, indigenous women of the Andes have faced the impact of oppression, and suffered in silence and isolation for decades. To understand the gender dynamics of the communities with whom Team Peru works, a gender needs assessment was implemented during summer 2010. This gender needs assessment will aid Team Peru in decisions that promote gender equality.

**Goals**
The team aimed to understand women’s power in the community and at home. Specifically, the Team Peru was interested in understanding women’s ability to access basic human rights such as food and water, education, health care, participation in civil society, power in the home, and personal safety were examined.

**Solution**
The gender needs assessment utilized multiple research methods, including the health survey data from the Chumpes-Poques group, interviews with 5 health care professionals and 2 teachers, home visits with rural nurses, focus groups with 25 women from the textile associations of Totora and Acha Pampa communities, interviews of 8 women merchants from the local market, and photos from the perspective of four qhalis (rural health workers). Women voiced their aspirations, concerns, and recommendations for future development projects to address health, economic problems, and education. A nutrition booklet was created to effectively communicated the nutritional value of local food to women who do not know how to read or speak Spanish. The assessment identified key strengths and opportunities such as skills in weaving and their belief that education and health of their children will lead to a better future.
Gender Needs Assessment

Background

The UN Millennium Development Goal #3: Promote gender equity and empower women, is one of the poverty alleviation challenges that Team Peru is working to address. Our team believes improving the status of women to enable them to reach their full potential is a primary solution to poverty. According to New Zealand Aid Programme’s (NZAID) Gender Analysis Guideline (2006), “Worldwide, 70% of those living in ‘extreme poverty’ are women and children” (p. 4). Team Peru hopes to address this alarming statistic in the communities in and around the Sacred Valley of Peru.

In addition to extreme poverty in the Peruvian highlands, the oppression of indigenous people is a serious problem in Latin America that continues the cycle of poverty. The impact of oppression is most felt by indigenous women due to family dynamics, social norms, and challenges of not having access to basic social services. For decades, indigenous Quechua women in the Andes suffer in silence and isolation from society in the mountains where it is difficult to access information and social services. Oppression of indigenous women can be seen through the high incidences of domestic violence, challenges to civil society participation, and rigid gender roles.

Violence against women stems from "machismo." The concept of "machismo" is an exaggeration of masculinity, an attitude of men that try to demonstrate their dominance and bravado. The machismo attitude is strong in Peru and women are vulnerable to domestic violence. According to the BBC, "Nearly half of women living in Peru had been physically assaulted by their partners. Outside the big cities, the proportion rises to 61%" (BBC News, 2004). Based on the interviews of healthcare providers and local women, domestic violence is a major issue that is exacerbated by alcoholism. When asked what resources would be beneficial to the community, programs addressing alcoholism and domestic violence were often suggested.

The extent of power of women can also be observed through the number of women participating in decision-making in civil society. In Peru, this is true nationally and in indigenous communities. According to the United Nations, only 19% of legislators, senior officials and managers are women in Peru (United Nations [UN], 2008). While women have some power in the government, indigenous women have no voice in their own community decisions. When asked to speak about negative aspects in their lives, one indigenous woman noted she disliked not having the freedom to...
offer her opinions regarding community decisions during community meetings. She stated that men disregarded women’s opinions because women were thought of as unintelligent. Although the women do not have the ability to read and write in Quechua and Spanish, they offered many suggestions for solutions to community problems during the focus groups and interviews.

Discrimination of indigenous people combined with rigid gender roles pose additional challenges for women’s upward social mobility. One teacher notes in the article *Going to School Still a Feat for Rural Girls*, "As the girls grow, their mothers choose not to send them to school because they need at home to help care for younger siblings or tasks home" (Salazar, 2009). Since women are the caregivers for their families, the economic capacity to support their children and themselves without an education is harder than non-indigenous people who are often educated. The women interviewed stated that family financial resources are often used by their husbands for alcohol consumption. Essentially, social norms hinder indigenous women’s ability to earn higher salaries and the mismanagement of money by their husbands limits their purchasing power.

**Methodology**

Before any development projects are designed to improve the status of women in Peru, the team gained an understanding of the unique context and environment of the communities in and around the Sacred Valley. During summer 2010, members of Team Peru investigated and explored the extent of women’s empowerment in rural Andean communities where The Becky Fund operates; namely, the Sacred Valley of Peru. The team conducted a gender assessment of the women’s power in the community and at home. Specifically, the women’s ability to access basic human rights like food and water, education, health care, participation in civil society, power in the home, and personal safety were examined.

A gender needs assessment is an important supplement to Team Peru’s development projects and programs. It will help the team understand the worldviews of the indigenous women in the Sacred Valley region of Peru. This analysis will be used to understand the roles of women and identify leveraging points for poverty alleviation through health and business education. Team Peru can utilize the information from the report when working with local NGOs to design a project addressing the primary issues women face because:

1. In general, opportunities for social mobility are limited, especially for women and girls in indigenous communities;
2. Increasing health and economic opportunities for women benefits the entire family. When women and girls earn income, they reinvest 90 percent of it into their families (Bennet & Ellison, 2010).

The gender needs assessment utilized multiple research methods, including the health survey data from the Chumpes-Poques group, interviews with 5 health care professionals and 2 teachers, home visits with rural nurses, focus groups with 25 women from the textile associations of Totora and Acha Pampa communities, interviews of 8 women merchants from the local market, and photos from the perspective of four qhalis (rural health workers). Interviews with health care professionals and four qhalis provided information about the life of these women. Home visits offer a firsthand glimpse of daily life and common health issues. Focus groups and empowerment sessions provided the women with a platform for them to voice their personal opinions of key issues in their lives. A nutrition lesson component of the focus groups were used as a “quick win” that provided the women with a coloring booklet that contained information on nutritious local food and a gift basket of featured food. Culturally, the offering of

*When women and girls earn income, they reinvest 90% of it into their families.*
food is a norm for hospitality. Because the women’s education is gauged at the 2nd grade level, the content of the booklet is primarily visual, but also includes Spanish and Quechua words. Disposable cameras were given to the qhalis so that they could capture all the positive aspects of their lives. This method empowers women to voice their strengths and values from personal perspectives through photos.

**Results & Analysis**

Women voiced their aspirations, concerns, and recommendations for future development projects to address health, economic problems, and education. A nutrition booklet effectively communicated the nutritional value of local food to women who do not know how to read or speak Spanish. The assessment identified key strengths and opportunities such as skills in weaving and their belief that education and health of their children will lead to a better future. A problem wall and solution tree was created for each community. The photo project shows visual representation of the women’s perspective of the strengths of their community and also provided evidence that the nutrition-coloring booklet was received positively.

**Conclusion & Recommendations**

The gender assessment provides background information needed for policy recommendations and the design of future development projects by both the government and NGOs, particularly The Becky Fund and Team Peru. In conclusion, opportunities for social mobility are limited, especially for women and girls in indigenous communities. The majority of indigenous women living in rural areas and suffer without many opportunities to escape. They have limited power in decision-making in the family and community. Moreover, indigenous women have additional challenges resulting from machismo, discrimination, low education attainment, and environmental isolation. Their hopes and aspirations vocalized during interviews and focus groups are no different than women in the Western world. They would like freedom from domestic violence, to participate in civil society, more economic opportunities, better access to health services and a better future for their children.

The empowerment of indigenous women in Peru is both a process and an outcome. Efforts from all sectors are essential to break the cycle of poverty. The support of indigenous women through health and textile business education will greatly help break the cycle of poverty. The indigenous women’s strengths are found in their weaving skills and organization in textile associations. Consideration for women’s empowerment should be integrated in all of Team Peru's primary development activities for maximum impact on poverty alleviation. The inclusion of women's perspectives will cultivate an environment where the women can empower themselves. Further, development of policy recommendations for the city of Calca that addresses the primary challenges of indigenous women would be beneficial to poverty alleviation. A public campaign addressing the high incidences of domestic violence and alcoholism, a network of organizations that specifically addresses women’s issues in the region, programs addressing illiteracy among women, and business skills would also be beneficial to the women.

Ensuring that women get to the ‘bargaining table’ is the first step and this requires explicit support to rural women. With the assistance of established organizations such as the Kausay Wasi Clinic and DESEA, the gender needs assessment team had access to existing women’s groups and local families. Continued coordination with such organizations is recommended.

The continuation of poverty alleviation, specifically for women in the region, is dependent on the support of future Team Peru/MIIS efforts. It is recommended that Team Peru establish a program that utilizes the institutions’ core competencies in international development to ensure the continuation of these efforts for optimal results and sustainability. Projects not anchored in programs will not lead to lasting social change.
Best Practices from the Gender Needs Assessment

1. Learn about previous studies/NGO projects conducted in the region. Be aware of what other organizations have done in the community, how they are still involved, or why they aren’t

2. Learn some phrases in native dialect

3. Utilize team collective knowledge

4. Find a gatekeeper e.g. rural nurses

5. Have an indigenous person review your research plans for cultural appropriateness before getting started

6. Keep in mind that you’re a foreigner and you may be told what you want to hear instead of the truth

7. Make sure research plans are beneficial to the community and not just to your research

8. Use quick wins to build rapport

9. Ensure that efforts are culturally respectful, collaborative and sustainable

10. Don’t promise more than you can deliver and clarify intentions

11. Present plans to community as a whole for approval

12. Limit your group number when visiting communities so as not to overwhelm

13. Focus on leveraging strengths

14. Consider how empowerment of women may create tension within the family and community

15. Use a lot of visual aids instead of written words in communities with high illiteracy rates

16. During facilitations/interviews, listen more than speak

17. Ask open-ended questions

Women gather for a rare photo opportunity (left) following a gender needs assessment facilitation. A woman after finishing a hand-woven manta (below left). A group of women during Acha Pampa’s gender needs assessment (below right) facilitation color their nutrition booklets.
Objective
Artisan textiles are an important component for many indigenous women of the Peruvian highlands. The traditional knowledge associated with such cultural practices dates back thousands of years. The artisan textiles that are produced serve practical purposes for many of the communities, and tourists value their quality and beauty. Team Peru spent summer 2010 understanding the culture and process of these textiles and explored the feasibility of expanding this project to address some of the community’s needs.

Goals
After analysis, it is determined that the expansion of the artisan textile project can aid in the following areas:
- Poverty alleviation
- Economic empowerment of women
- Cultural preservation

Solution
Team Peru explored the artisan textiles of three communities: Acha Pampa, Pampacorral, and Patubamba. A rudimentary analysis of the challenges and opportunities associated with the pursuit of artisan textiles with each community was conducted. This analysis reveals that Patubamba’s goods will be the most marketable at present. Samples of these textiles will be used to identify promising markets. Following such identification, the following are next steps:

1. Develop a business plan with the community.
2. In-depth investigation of the skill needs of the textile producers. Work with RUFADA to devise an assessment for the communities with whom we decide to work.
3. Secure funding for capacity building and basic business management workshops (saving, investing, etc.).
4. Organize upper Pampacorral into weaving community.
5. Identify and incorporate value-added components, such as certification marks or other similar distinctions.
Artisan Textiles

Background

This summer, Team Peru worked in the Sacred Valley and the surrounding high-altitude communities. The United Nation Development Programme’s (UNDP) 2004 Human Development Report states that 37.7% of those living in Peru are living on less than $1 a day. Although this aggregate statistic is alarming, it is not appropriately characteristic of the communities with whom Team Peru worked. In fact, the proportion of individuals living on less than $1 a day is much higher. Initially, Team Peru decided to investigate artisan textiles as a potential avenue to address poverty alleviation. After our exploration, it is clear this project holds tremendous potential to address more than that. We believe that expansion of this project holds potential to economically empower women and aid in the cultural preservation of one of the oldest traditions in the Andes Mountains.

Weaving is one of the most important activities of Andean life. It holds not only economic value, but also social and political significance that spans thousands of years. Textiles found in burial sites vary immensely in their variety and complexity (Alvarez, 2007). Today’s weavers maintain many of the techniques used then, but they have modified the techniques throughout the years. The iconographies of the weavings are specific to their community resulting in a rich variety of patterns. The weavings are creative expressions of the artisan that represent important objects of their surroundings. The technique and basic shapes have been passed down by word of mouth from generation to generation. The art of traditional weaving is very intricate and includes a process of fiber selection, spinning, dyeing, looming, weaving, and finally finishing.

Communities within the Sacred Valley and the high-altitude communities surrounding it continue the weaving techniques and traditions employed thousands of years ago. These communities tend to be isolated, which has aided in the preservation of many of these traditions. In recent years, however, synthetic materials, such as acrylic and rayon, have threatened to destroy much of the weaving knowledge. Synthetics pose a cheap alternative to the labor intensive shearing, cleaning, spinning and dyeing of the fibers.

Methodology

Team Peru spent summer 2010 understanding the process and culture of weaving in various high-altitude communities near the Sacred Valley. Further, they investigated the prospect of connecting some of these communities with better markets. Since those who are artisans are typically women, many interviews were conducted in conjunction with the gender needs assessment. To gain knowledge of the challenges and benefits of the market environment, Team Peru connected with other NGOs in the field.

Process & Culture

Team Peru visited three weaving communities – Acha Pampa, Pampacorral, and Parobamba. These communities ranged in knowledge and abilities. Information on each community is listed below.

Acha Pampa

area and facilities:

Acha Pampa is located in the Acha Alta region near Calca, Peru. Upon arrival, the most notable characteristic of Acha Pampa is its artisan center housed next to the pre-Incan ruins of Ankasmarka. World Vision built the center but it appears World Vision has discontinued its program. The center has two rooms for tourists to stay, two bathrooms, two textile show rooms, a covered area for markets to be held, and a greenhouse for native plants for dyeing. The greenhouse is not kept up and the facilities appear to go unused.

process and skills:

The weavings done by Acha Pampa artisans are of good quality and have fairly complex designs.
They utilize alpaca adult and baby for their textiles, which include purses, belts, mantas (blankets), and ponchos. Much of their fibers are machine spun so they are purchased from an outside source. They buy these spools both synthetically dyed as well as white and then dye it themselves.

One of the individuals with whom we connected with was Daniel Sonqo. Sonqo is an expert in the techniques associated with traditional Andean textiles and holds capacity building workshops for communities. Daniel worked for a short time with Acha Pampa while they were under World Vision’s program, so they hold a basis of weaving and dyeing knowledge with which to build upon.

As with many communities in the Andes, marketing skills are lacking. Individuals did not know how to price their goods. For instance, one individual priced her purse at s/. 70 ($24.50) when the spool of alpaca wool to make the purse cost her s/. 110 ($38.90).

Of interesting note is that when asked about their unique iconography, the women were unable to identify what that would be. They responded by saying that they have no way of knowing what is unique to them because they have not seen what patterns and symbols other communities weave.

Of particular interest is the limitation in marketing skills, as demonstrated by the example above. The cost of materials for the purse was significantly higher than the selling price. The women are unhappy with the agreement since the work is sporadic (once or twice a year) and they feel it is unfair.

Pampacorrall area and facilities:

Pampacorrall is located near Lares and is the poorest of the communities with whom we worked. It is comprised of annexes, which can be up to 2 hours walking distance and is typically broken up into the upper and lower region. The lower region (near to the school) has an organized women’s artisan group while the upper region, which tends to be more isolated, is not currently organized.

On occasion, the Lares municipality will contract the artisan group to make small textiles for sale at a small, local tourist market. If the goods sell, the municipality gives the women 80% of what the good sold for. If it does not sell, the municipality pays the women 10% of the marketed price, which does not cover the cost of materials. The women are unhappy with the agreement since the work is sporadic (once or twice a year) and they feel it is unfair.

Process and skills:

Due to the difficulty of leaving the animals unattended, many women from the artisan group were unable to attend. We spoke with the president of the artisan group as well as examined the women’s textiles on other informal occasions. From these experiences, we observed the weavings done by women of lower Pampacorrall are of semi-
low quality but exhibit complex designs, patterns, and colors. They use both alpaca and lamb’s wool for their textiles, which is usually spun and dyed by themselves. On occasion, they will purchase machine-spun wool. Because they spin themselves, the quality of the spun wool varies, resulting in various textures in the textiles. From observation, we saw minor errors and inconsistencies in the weavings.

Pampacorral is extremely driven when it comes to their textiles. Despite their almost non-existent financial resources, they pooled together s/. 250 ($87 USD) to hire a man to conduct a capacity building workshop for lower Pampacorral’s artisan group. The largest take-away from this workshop was the women learned how to utilize zippers on their textiles making them more useful and enticing to tourists.

Parobamba area and facilities:

Parobamba is the most advanced in textile making of the three communities. Parobamba is home to Daniel Sonqo, an expert in traditional Peruvian textile technique and design, and because of this, most women in the community have been trained not only in technique but also in marketing skills. They produce textiles of remarkable quality and consistency with complex designs. They utilize mostly alpaca, but also create textiles of mixed (75% alpaca and 25% wool) fibers based on the use and texture desired. The women of upper Parobamba are not as skilled and thus, do not produce consistent weavings. These women would need additional training if Team Peru chose to work with this community.

Although Team Peru met with Sonqo many times, we visited his community only once. It is a 4-hour drive from Calca through the Andes Mountains and is located near the border of Manu National Park. Because of this, they are situated in an area that naturally grows an array of plants that produce vibrant colors for their textiles. They have documented the iconography that is unique to their community, which will be a remarkable resource and marketing tool for the goods. Daniel has lent five textiles to us for use as samples.

During our visit, we learned that the French government funded a large textile program in Parobamba. The woman in charge, a U.S. citizen, is charged with stealing $100,000 from the project and $4,000 worth of textiles. For this reason, the community is hesitant to work with The Becky Fund, which may pose a challenge if pursuing a partnership with their artisans. In addition, a group of women in the community have entered a contract with another NGO called Quenta, which is Canada-based.

Conclusion

After much investigation into the process and culture of the weaving tradition, we believe this project has immense potential to aid in:

- Poverty alleviation
- Economic empowerment of women
- Cultural Preservation

Through Team Peru’s initial investigation conducted this summer, we identified five major difficulties these communities face in regards to building their capacity and marketing their textiles. These are:

1. Isolated, rural location;
2. Saturated domestic market;
3. Lack of financial resources;
4. Low education level;
5. Low professionalism.

Difficulties #4 and #5 together make it difficult for the women to articulate the skill needs and training requirements. It may be difficult to discuss concepts of business.

Although these challenges exist, there are also opportunities that allow for the connection of these communities with promising markets. We have identified these opportunities as the following:

1. Weaving is a way of life for majority of rural women in Peru;
2. Fairly broad traditional knowledge and skills;
3. Increasing importance given to private sector from government;
4. International image of Peru as hub of culture and an inflow of high class tourists;
5. Existence of organic, high-end niche markets
Recommendations & Next Steps

1. Identify promising markets and develop a business plan.

2. In-depth investigation of the skill needs of the textile producers.

3. Secure funding for capacity building and basic business management workshops (saving, investing, etc.).

4. Organize upper Pampacorrál into weaving community.

5. Identify and incorporate value-added components, such as certification marks or other similar distinctions.
Good communication is the key to success.

Accurate communication is essential to the successes of Team Peru’s projects. During summer 2010, three translation and interpretation students from MIIS were recruited to work as interpreters and cultural specialists with the team. An overview of the unique linguistic issues and challenges Peru poses as well as their roles and insight are discussed in the following section.
Translation & Interpretation Executive Summary

Objective
Members of the translation and interpretation team acted as interpreters and cultural specialists for Team Peru. They worked with various groups and topics in a variety of situations. Their objectives were to

Goals
Interpreters’ main goals focused on providing an avenue for accurate communication between Team Peru and other agencies and community members.

Solution
Interpreters enhanced interaction between communicating parties by selecting the most appropriate form of interpretation technique. Oftentimes, this was completed through consecutive interpretation and on occasion, simultaneous interpretation. Interpreters served as key members of each group, providing guidance and insight on the cultural norms and expectations of the populations with whom Team Peru worked. In addition, translation was used to convert the English health training manual to Spanish.
Background

The Translation and Interpretation team was recruited to support Team Peru as communication and cultural specialists, thus becoming a link between the team members and the communities, government officials and NGOs in Peru. Team Peru works in the neighboring communities of the Districts of Calca and Urubamba in the Cusco Region, all of these located in the Andes.

Peru is a multilingual country, as the country’s official languages are Spanish, Quechua and Aymara. Quechua, which is the main language of the communities that Team Peru works with, is primarily an oral language because it lacks a written code.

The Translation and Interpretation team came into the experience knowing that language and cultural assumptions should be left aside given that the team would be working with indigenous communities that had low levels of literacy, little Spanish language knowledge and, more importantly, stemmed from different cultural backgrounds. Parts of these cultural differences include gender roles, education and language, as mentioned before.

Team member, Elsa Figueroa, interprets for indigenous women during Acha Pampa’s gender needs assessment facilitation.

Communication is the real work of leadership.
Nitin Nohria

members work directly with the community. Therefore, much of the success of the project depends on their ability to communicate with the members of the communities. Most of the team members, who are all native English speakers, speak Spanish, but for the purposes of accurate and clear communication between the team members, the communities and the different entities that Team Peru interacted with, there was a constant need for trained interpreters with more exposure to a Spanish-speaking culture.

The presence of a second language, Quechua, presented communication obstacles between the team members and the communities, and as a result there was a need to contract bilingual speakers, Quechua-Spanish. These interpreters, who did not speak English, were employed to assist in conducting a community survey of Chumpes-Poques, one of the communities where a greenhouse was built. These Quechua-Spanish interpreters worked with the Spanish-English interpreters to relay the Spanish interpretation to Team Peru’s members, if necessary. The Spanish-English interpreting team was also there to identify possible communication breakdowns and assist the Quechua-Spanish interpreters with interpreting etiquette, which became a concern specifically during the surveys, where we had to take care not to lead the respondents and avoid rephrasing questions to get the answers we expected instead of the responses that naturally came to them.

Role of Translators and Interpreters

Even though people not acquainted with the field of translation and interpretation often use “interpreter” and “translator”
Interchangeably, they are two very distinct things. While interpreters deal with verbal communication, translators focus on written communication. Interpreters and translators may specialize in a variety of fields, which include international affairs, medical, legal, community and social services.

The interpretation and translation that was practiced in Team Peru focused on a wide array of subjects, but is best described by the catch-all term “community interpretation.” Community interpretation differs from other types of interpretation, such as legal and conference interpretation, in that the interpreter is to make sure not only are they conveying the message in a linguistically appropriate manner, but also that the parties involved understand each other at all times. Therefore, it is the responsibility of the interpreter to pay close attention for any possible communication issues, misunderstandings and serve as a source of clarification.

**Project Scope**

The interpreting team assisted Team Peru’s members whenever they were needed in meetings and activities with the communities, NGOs, and local government agencies. The interpreters ensured the transparency of communication, not only linguistic communication, but also cultural understanding.

The interpreters also assisted in meetings with community leaders where communication was important to ensure trust-building and to make sure that both team members and project beneficiaries were seeing eye to eye. To illustrate this with a specific example, communities in the Sacred Valley usually have a leader, who is the main contact to mobilize and inform the community of any important decisions and events. Projects are presented to the community’s leading committee and its leader and they then decide whether they want the project to continue or not. This is a key component in development projects in this area. Communication is therefore vital.

The interpreting team also carried out the community survey (using Quechua-Spanish-English relay, as was explained above) and supported the team as they were coming up with the materials for projects. Some examples:
- Community Survey
- Nutrition Booklet
- First Aid workshop
- Alcoholism workshop
- DESEA module

The team also supported DESEA through its partnership with Team Peru. While working with DESEA’s First Aid module and other materials, the interpreters had opportunities to participate in translations, as well.

Finally, we assisted in other situations, such as interviews with key community leaders in Kausay Wasi Clinic and members of the textile community.

**Methodology**

Interpreters, and to some extent, translators, are required to work as a team by the very nature of their profession. Not only must they be able to work with others (that is, their “clients” or beneficiaries) but also with each other. Interpreters need to make sure they all agree on best practices, approaches and strategies, especially in situations where there are a wide variety of contexts, as was the case of our experience in Peru.

Aaron Ebner assigned an interpreter to one of the three teams of Team Peru. However, the interpreters would keep an open communication, making sure that we were all aware of what each one of us was doing at any given time.

The interpreters used mostly consecutive interpretation during their community visits with the members of the team. Nevertheless, there were situations that called for simultaneous interpretation, specifically when interacting with community leaders and in community meetings. The simultaneous interpretation took place in the form of whispering, also known as chuchotage. Whispering does not require any equipment and it is directed to a small audience. It helped facilitate the communication flow during meetings for the team members.

As was previously mentioned, the team also worked with translations, especially for DESEA.
The texts were divided in equal parts between all three translators. To facilitate the process, the translators chose to use Wordfast, a computer assisted translation tool. This type of tool makes it easier to manage terminology and has the added advantage that it creates a translation memory that is stored and can be used for future projects of a similar nature.

**Conclusion & Recommendations**

Potential participants from the MIIS T&I program need to be fully aware that they would be in a setting very different from the MIIS environment. They need to be available to perform a series of different tasks, to work alongside the rest of the team in non-interpretation related activities and need to have a full understanding of everything that is going on around them, what the team wants to achieve and how they can best convey it to the beneficiaries of the project.

Interpreters need to make sure they all agree on best practices, approaches and strategies, especially in situations where there are a wide variety of contexts...

The Interpretation and Translation Team’s overall experience was positive. It gave the participants an opportunity to put into practice the different skills acquired in the T&I program at MIIS. Yet, there were many challenges—environmental, cultural, social and personal—that the interpreters needed to overcome. Both the team members and the people from the communities do not have a full understanding of the interpreter’s role, but many times the interpreter can also lose perspective of their own role. It is the responsibility of the interpreter to make sure that these roles are understood. As part of Team Peru...
Works Cited


