DUKE ENGAGE IN PERU
Building community through conservation and education. *This program is organized by GVI in collaboration with DukeEngage.*

**Dates:** May 23-July 18, 2020
(Dates subject to change up until the point of departure.)

**Service Themes**
- Community Development and Outreach
- Education and Literacy
- Environment and Conservation

**Program Focus**
Supporting community development and environmental conservation programs through education-related initiatives and infrastructure projects in indigenous communities in the Cusco region.

**Program Leaders**

**Karol Hermoza, Program Manager for Peru**
Karol holds a BA in Tourism from San Ignacio de Loyola University of Lima, Peru, and a Master’s degree in International Cultural Heritage Management from Durham University, UK. She has been working with international volunteers since 2017 in Arequipa and Lima before joining GVI in Cusco in April 2019. She led her first DukeEngage program in Cusco in 2019 and is very excited to welcome students again in 2020!

**Nicole Watson, Director of Institutional Relations**
Nicole holds a Master’s degree in Strategic Management and Planning from Smurfit Graduate School of Business, University College Dublin. She manages GVI’s university partnerships in North America and works closely with institutions of higher education to develop impactful programs that achieve specific learning objectives through experiential education.

**Program Overview**
During their eight weeks in Cusco, students will work closely with a number of local partners and will be involved in a variety of conservation, education, and community development activities. The first few days will involve orientation to the city and surrounding communities as well as educating students about the local culture, including the socio-cultural, historical, economic, and environmental factors affecting the region. Following orientation, students will participate in a variety of activities promoting responsible tourism, fair trade, and environmental conservation. Students will also be trained to teach English as a foreign language, focusing on skills and vocabulary that help local residents expand their economic opportunities.

A comprehensive orientation program, including health and safety training, occurs immediately upon arrival. To enable students to acclimate to the high altitude, less strenuous physical activities will be planned for the first three days. Students will begin Spanish language lessons during orientation and will continue to improve their Spanish skills via weekly lessons.

DukeEngage 2020 Program Profile – Peru
Goals for Students

- Learn about local and global conservation issues and contribute to the protection and conservation of natural resources in the Cusco region.
- Understand the human impact on the local environment and share that knowledge with local residents by providing environmental education workshops.
- Understand the local tourism economy and the skills necessary to participate. Students will help local children and adults develop their English skills through language instruction and practice.
- Become familiar with the UN Sustainable Development Goals, understand the host community’s chosen approach to advancing a subset of the SDGs, and formulate a plan for how to have an impact on the SDGs in the students’ own communities.
- Become comfortable working with cultures other than their own, appreciate the skills, resources, and contributions of people different from themselves, and understand that there are different perspectives on international issues.

Partnership Opportunities

GVI is partnering with The Nature Conservancy and the Center for Andean Regional Studies Bartolomé de Las Casas (CBC). GVI programs in Peru immerse students in the local culture and educate them about the socio-cultural, historical, economic, and environmental factors affecting the region. As a non-profit, civil association, CBC has been working on protecting and advocating for indigenous rights since 1974. Under the guidance of CBC and GVI staff, students will participate in improving current infrastructure projects that will support community development through promoting tourism and conservation of natural resources. Students will work with residents of all ages to improve their English skills and expand their economic opportunities.

Examples of service projects may include:

- Providing training and capacity-building via workshops on water conservation, community tourism, and micro-enterprise resources;
- Teaching English at schools and community associations that are connected to the tourism industry;
- Delivering environmental education workshops for local schools;
- Collecting data on the flora and fauna surrounding the watershed of Piuray-Ccorimarca. Lake Piuray supplies nearly 50% of the water for the inhabitants of Cusco;
- Renovating the community center of the Lake Piuray micro basin committee, which will benefit 16 communities around the lake, by providing a quality site to hold environmental workshops, important meetings, and conferences along with many other uses.
- Enhancement of trails leading to viewpoints of Lake Piuray. The trails have two main objectives: providing safe paths for community members to reach the terraces and infiltration ditches that preserve the natural resources of the area and to attract visitors to these sites so that the communities can increase income generated from the tourism industry.

Participants will work together as a group or in smaller groups. The majority of the program involves working outdoors on a number of different initiatives. Students should be prepared to walk on a daily basis and to experience some adjustment during their acclimation to the high altitude. Hours of service work vary depending on the activity, but students can expect to work up to 8 hours per day between the hours of 6am and 6pm with additional time spent planning for future workdays.
Students typically have some free time during the evening, and weekends are somewhat flexible as there is usually no scheduled project work. Students may need to use some weekends to plan for upcoming service work. Enrichment activities will be scheduled on weekends and students will be encouraged to use their free time to explore the town and get to know the local area. GVI Peru works closely with its local partners so there are plenty of opportunities for students to interact with local people, students, volunteers, and professionals. Students are also encouraged to explore local shops and restaurants in pairs and small groups so that they can more easily interact with Cusco’s inhabitants and become more immersed in the local culture.

Program Requirements
Language Requirements: All students must have proficiency in the English language. A basic understanding of Spanish is helpful, and students who are fluent in Spanish are encouraged to apply. All students will participate in an intense Spanish workshop during orientation. Students who do not speak Spanish fluently are required to participate in weekly Spanish lessons.

Coursework Requirements: None, but courses on water conservation, environmental resource management, biology or chemistry, community development, Spanish language, teaching English, or economic development will be a plus.

Other Skills: No previous experience or qualifications in the field of conservation, community development, or education are required to join this program. An interest in understanding the issues threatening water supplies and promoting traditional arts and familiarity with responsible tourism and/or fair trade policies is desirable. All students must be able to understand health and safety protocols as well as project specific training from our field staff. Students should be aware of the high altitude in Peru.

Personal Qualities:
- Empathy and cultural sensitivity: effectively and respectfully communicates and interacts with people of different ages, races, religions, and cultures; demonstrates curiosity about the lives of others without judgment;
- Ability to work productively on a supervised team: responds to feedback and critique from co-workers and supervisors with maturity and openness to improvement; listens actively and communicates courteously; responds with patience and perseverance to new or unanticipated situations and obstacles; accepts responsibility for their actions; balances their personal expectations of the volunteer experience with the realities of working on short-term projects in cultural settings that are new to them;
- Self-reliance and self-confidence: understands and meets their own physical and emotional needs in new environments with an age-appropriate mixture of optimism and realism;
- Flexibility and adaptability: must be flexible in response to the needs of the community—time in Peru is approached in a very relaxed and flexible manner; should be able to adapt to meetings being delayed or last minute changes to the schedule.

Criminal Background Checks: To ensure the safety of the children and communities with whom we work, all accepted participants will be required to submit a criminal background check no later than 2 weeks before their program start date. Should this document not be submitted before arrival in the field, the student/students will not be allowed to participate in community projects.

Program Details
Description of community: Students will be based in Cusco and will work with a variety of communities in the rural area outside the city. These communities live at a higher altitude than Cusco and have limited facilities, such as access to western style toilets. Cusco was declared a UNESCO World Heritage Site in 1983 and is the undisputed center of archaeological sites in South America. This vibrant town sits at a dizzying elevation of around 11,000 feet. There are a variety of local restaurants, shops selling local handicrafts and produce, internet cafes, and attractions.

In the communities were students will work, there is a very high rate of poverty, illiteracy, and malnutrition with current tourism trends stressing local resources and deepening economic gaps. GVI works with the local communities to achieve
their long-term sustainable development goals through enhancing fair trade practices that complement conservation efforts.

Housing and Meals: Accommodation will be in a homestay-style hotel with three to four students per room. Each room is equipped with an en-suite bathroom with western style toilets. The hotel has electricity and hot water and is located in downtown Cusco, close to many amenities. Students can choose to have their laundry cleaned by a local service for a minimal price or wash it by hand.

All meals will be provided because cooking facilities are limited. Breakfast will be served at the accommodation while lunch will be provided on project and will include local foods. Dinners will sometimes be provided at the accommodation and sometimes take place at local cafes and restaurants, which helps to support the local community and provides variety for participants. A range of food choices is available, including both local and western cuisine. Due to varying quality of food handling practices, students should only eat at restaurants recommended by GVI and only drink bottled water, which will be supplied by GVI. Students should note that tap water is not drinkable and try to avoid drinks with ice.

Local Safety, Security, and Cultural Norms: If you have special needs related to health, cultural, or religious practices, please contact the DukeEngage office, dukeengage@duke.edu, to discuss whether or not your needs can be reasonably accommodated in this program.

For information related to how your religion, race, sexual/gender identity, ability or other aspects of your identity might impact your travels, we recommend starting with the Diversity, Identity and Global Travel section of the DukeEngage website.

We encourage students who have questions or concerns about health or safety in international programs to check Duke’s International SOS (ISOS) portal for relevant information.

Students should be aware of the high altitude of Cusco, which is located +/- 11,000 feet above sea level. High altitude can affect your body with different symptoms such as headaches, nausea, vomiting, tiredness, shortness of breath, etc. During your time in Cusco, you may feel some of these symptoms as your body is trying to adapt to the lack of oxygen. For this reason, students are strongly recommended to follow GVI’s guidelines about health and safety in Cusco.

Reflection and Enrichment: GVI staff will facilitate a regular schedule of reflection sessions. This can take the form of discussion topics, informal debates, or sharing thoughts on the day. The reflection sessions may also include written reflections, choosing a photo to represent their experiences of the day, or posing a list of questions for further exploration. Reflection prompts may include various current events or challenges in Peru and Latin America, the UN Sustainable Development Goals related to GVI’s work, local cultural topics, and/or other themes related to students’ experiences in Cusco.

Service projects usually run from Monday to Friday each week, however, some activities might take place on the weekends. The evenings, as well as some weekends, are mostly free time. Enrichment activities organized by the program may include a visit to the Sacsaywaman archeological site, a Cusco city tour, and visits to local communities. Weekly Spanish or Quechua conversation lessons are included. A highlight of the program is a guided tour of Machu Picchu.

Curricular Connections
Coursework on international development, water conservation, urban planning, education, Spanish and/or Quechua languages, traditional arts, and sustainable agriculture could all be beneficial.
More Information
All students will take part in a 6-week leadership training workshop. With assistance from GVI staff, small teams of students will be in charge of arranging a leadership project for their peers.

Suggested Readings: GVI staff will provide training on the skills required to complete the service projects, but volunteers will benefit from learning more about local history, culture, and customs before departure. GVI will provide a list of articles, books, videos, and films that students may use to learn about Cusco and Peru prior to departure.