

# Care Management Plan

## Peru



### COMPANY MISSION

Our company mission is to make it the norm for young men and women from developed countries to live and work as volunteers in a developing country; they should work on projects which have a clearly favourable impact on host-communities. In this way, we will continue to create a multi-national community with a passion to serve and to inspire.

### PROJECTS ABROAD PERU

Projects Abroad Peru was established in Cusco on 5th August 2002, enrolling in the National Public Register. It holds the title N°00008352 with the certified number N11012833. Projects Abroad Peru is an organisation that is renowned for its work in the field of education. The volunteers work with sheer enthusiasm that helps them to successfully contribute to the development of projects with the support of the organisation. Projects Abroad Peru has established official agreements with the regional government in Cusco, as well as similar agreements with the regional and local education authorities in Cusco, Calca and Urubamba. Projects Abroad volunteers come from around the globe to offer their help in the form of classroom support, production of educational materials and the demonstration of the correct use of such materials that help to stimulate the learning process of the children with whom they work. Our volunteers are present in various schools and centres including: IEI (kindergarten with professional teacher), PRONOEI (rural kindergarten without a professional teacher), Cunas and Wawawasis (day care centres), SETs (Early Stimulation Centre) and schools for children with special needs. We put special emphasis on learning for all involved and want to improve the skills of the local professionals.

#### **Mission:**

Our Care programme's mission is to provide support, care and protection to children in early childhood and those with special needs to enhance their physical, emotional and cognitive development using the skills, experience and knowledge of our volunteers and staff.

#### **Vision:**

Thanks to a sustained effort of quality stimulation projects in early childhood, children are guaranteed current well being and in the future will be able to exercise their rights, use their skills and knowledge to take advantage of the opportunities they find in their context.

### JUSTIFICATION

The yearly results of the evaluation done by the Peruvian Ministry of Education show a tremendous gap between what schools should achieve and the actual results. In the Cusco region, less than 9% of 8 year olds achieve the competence level in reading and writing and less than 3% of those 8 year olds have a competence level in maths.

Despite the fact that a few years ago the government was hesitant to offer better guidelines to improve the early childhood education system, the authorities are beginning to pay more attention to the importance of intervention during this important stage. Particularly in relation to the fact that both long and short term positive results can be achieved in terms of psycho-social vulnerability and poverty, not only for the children and their families, but for society as a whole.

The local authorities are now working together to look for a solution to fill in this gap in the education system. As a result, we can now see that simply generating an improved quality of education in preschools is not sufficient, but that there is also a need to create a place where children below the age of three can start to be motivated in activities essential for their development. Our main interest as an educational association lies in improving the quality of education provided for the benefit of the extended society. We are proud to be a founding member of the Regional Early Childhood Network in the Cusco Region.

## OVERALL GOALS

1. Providing educational support by assisting in classroom environment (short term)
2. More materials and strategies are implemented to facilitate interactive learning and used effectively in different settings (short term)
3. Continuous professional development for local human resources in interactive learning and effective use of educational materials (medium term)

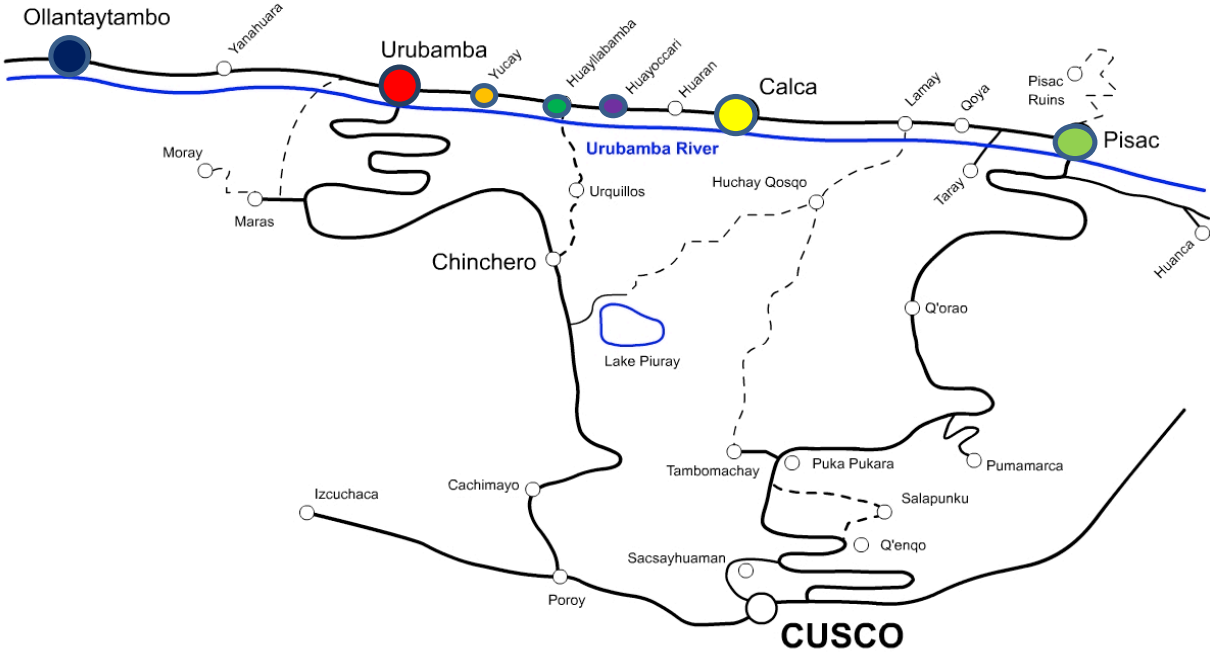
From March to December	From March to December	From March to December	From March to December
IEI (Kindergarten with a professional local teacher)	SET ( Salas de Estimulacion Temprana - community room where a mother stays with children to do some early childhood activities)	DAY CARE (Centers where children 0-3 years are cared for by educators)	PRONOEI (Rural kindergarten without a professional teacher)
<b>Objectives</b> 1. Providing educational support by assisting in kindergarten environment 2. Our educational materials are used in classroom and strategies to facilitate interactive learning are effectively used 3. Train local kindergarten teachers 4. Promote local networking	<b>Objectives</b> 1. Providing educational support by assisting in kindergarten environment 2. Provide materials and introduce strategies to facilitate interactive learning 3. Promote regional networking	<b>Objectives</b> 1. Assisting in day care environment 2. Provide materials and introduce early childhood activities to facilitate early stimulation 3. Promote local networking	<b>Objectives</b> 1. Providing educational support by assisting in kindergarten environment 2. Provide materials and introduce strategies to facilitate interactive learning 3. Train rural educators in basic pedagogical skills
<b>Activities Coordination</b> <ul style="list-style-type: none"> <li>• With local and regional educational authorities</li> <li>• Planning with kindergarten teachers</li> </ul> <b>Work at placement:</b> <ul style="list-style-type: none"> <li>• Record activities and</li> </ul>	<b>Activities Coordination</b> <ul style="list-style-type: none"> <li>• With regional educational authorities</li> <li>• Planning with teachers</li> </ul> <b>Work at placement:</b> <ul style="list-style-type: none"> <li>• Record activities and resources on weekly</li> </ul>	<b>Activities Coordination</b> <ul style="list-style-type: none"> <li>• With local educational authorities</li> <li>• Planning with educators</li> </ul> <b>Work at placement:</b> <ul style="list-style-type: none"> <li>• Record activities and resources on weekly</li> </ul>	<b>Activities Coordination</b> <ul style="list-style-type: none"> <li>• With local educational authorities</li> <li>• Planning with educators</li> </ul> <b>Work at placement:</b> <ul style="list-style-type: none"> <li>• Record activity level and resources on activity</li> </ul>

<p>resources on weekly basis</p> <ul style="list-style-type: none"> <li>• One-on-one attention</li> <li>• Rotation of classroom displays</li> <li>• Introduce new activities and games</li> <li>• Assist and support teacher</li> <li>• Open Day of achievement</li> <li>• Classroom responsibility/rules chart</li> <li>• Promote interactive learning</li> <li>• Attend APAFA (parents) meeting</li> <li>• Health check-ups</li> <li>• Promote hygiene and healthy living</li> <li>• Increase awareness of child abuse</li> <li>• Help feed the children</li> </ul> <p><b>Network meetings:</b></p> <ul style="list-style-type: none"> <li>• Interchange of information</li> <li>• Training sessions</li> <li>• Elaborate materials</li> <li>• Mentoring system</li> <li>• Q&amp;A sessions and discussions</li> <li>• Demonstrations</li> </ul> <p><b>Workshops:</b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Q&amp;A sessions</li> <li>• Interchange of information</li> <li>• Reflection sessions</li> <li>• Elaboration of materials</li> <li>• Explain games and activities</li> <li>• Video</li> <li>• Experienced volunteers as tutors</li> <li>• Case studies</li> </ul> <p><b>Monitoring by supervisor</b></p> <p><b>Elaboration of educational materials:</b></p> <ul style="list-style-type: none"> <li>• Rotating classroom displays</li> <li>• Maths stimulation materials</li> <li>• Creativity activities</li> <li>• Recycled materials</li> <li>• Pilot new materials</li> </ul> <p><b>Provision of supplies and resources</b></p>	<p>basis</p> <ul style="list-style-type: none"> <li>• One-on-one attention</li> <li>• Rotation of classroom displays</li> <li>• Introduce new activities and games</li> <li>• Assist and support teacher</li> <li>• Open Day of achievement</li> <li>• Classroom responsibility/rules chart</li> <li>• Promote vocational training</li> <li>• Health check-ups</li> <li>• Promote hygiene and healthy living</li> <li>• Increase awareness of child abuse</li> <li>• Prepare worksheets and activities</li> </ul> <p><b>Network meetings:</b></p> <ul style="list-style-type: none"> <li>• Interchange of information</li> <li>• Training sessions</li> <li>• Elaborate materials</li> <li>• Q&amp;A sessions and discussions</li> <li>• Demonstrations</li> </ul> <p><b>Workshops:</b></p> <ul style="list-style-type: none"> <li>• Q&amp;A sessions</li> <li>• Interchange of information</li> <li>• Reflection sessions</li> <li>• Elaboration of materials</li> <li>• Explain games and activities</li> <li>• Experienced volunteers as tutors</li> <li>• Case studies</li> </ul> <p><b>Monitoring by supervisor</b></p> <p><b>Elaboration of educational materials:</b></p> <ul style="list-style-type: none"> <li>• Rotating classroom displays</li> <li>• Maths stimulation materials</li> <li>• Creativity activities</li> <li>• Recycled materials</li> <li>• Pilot new materials</li> </ul> <p><b>Provision of supplies and resources</b></p> <p><b>Library:</b></p> <ul style="list-style-type: none"> <li>• Rotational set of books</li> <li>• Storytelling</li> <li>• Reading stories with</li> </ul>	<p>basis</p> <ul style="list-style-type: none"> <li>• One-on-one attention</li> <li>• Rotation of classroom displays</li> <li>• Introduce new early childhood stimulation activities and games</li> <li>• Assist and support educator</li> <li>• Promote affective relations</li> <li>• Promote executive functions (representation, planning, executing, evaluation)</li> <li>• Health check-ups</li> <li>• Promote hygiene and healthy living with parents</li> <li>• Attend APAFA (parents) meetings</li> <li>• Help feed the children</li> </ul> <p><b>Network meetings:</b></p> <ul style="list-style-type: none"> <li>• Training sessions</li> <li>• Elaborate materials</li> <li>• Demonstrations</li> </ul> <p><b>Workshops:</b></p> <ul style="list-style-type: none"> <li>• Q&amp;A sessions</li> <li>• Interchange of information</li> <li>• Reflection sessions</li> <li>• Elaborate materials</li> <li>• Explain games and activities</li> <li>• Video sessions</li> <li>• Experienced volunteers as tutors</li> </ul> <p><b>Monitoring by supervisor</b></p> <p><b>Elaboration of educational materials:</b></p> <ul style="list-style-type: none"> <li>• Rotating classroom displays</li> <li>• Early childhood stimulation materials</li> <li>• Recycled materials</li> <li>• Pilot new materials</li> </ul> <p><b>Provision of supplies and resources</b></p> <p><b>Storytelling</b></p> <p><b>Evaluation</b></p>	<p>basis</p> <ul style="list-style-type: none"> <li>• Rotating room displays</li> <li>• Introduce new activities and games</li> <li>• Train educator in activity</li> <li>• Group responsibility/rules chart</li> <li>• Promote interactive learning</li> <li>• Health check-ups</li> <li>• Promote hygiene and healthy living</li> <li>• Increase awareness of child abuse</li> <li>• Help prepare and serve food, feed children</li> </ul> <p><b>Network meetings:</b></p> <ul style="list-style-type: none"> <li>• Interchange of information</li> <li>• Training sessions</li> <li>• Elaborate materials</li> <li>• Q&amp;A sessions</li> <li>• Demonstrations</li> </ul> <p><b>Workshops for volunteers:</b></p> <ul style="list-style-type: none"> <li>• Q&amp;A sessions</li> <li>• Interchange of information</li> <li>• Reflection sessions</li> <li>• Elaborate materials</li> <li>• Explain games and activities</li> <li>• Training sessions</li> </ul> <p><b>Monitoring by supervisor</b></p> <p><b>Elaboration of educational materials:</b></p> <ul style="list-style-type: none"> <li>• Rotating displays</li> <li>• Maths stimulation materials</li> <li>• Creativity activities</li> <li>• Recycled materials</li> <li>• Pilot new materials</li> </ul> <p><b>Provision of supplies and resources</b></p> <p><b>Library:</b></p> <ul style="list-style-type: none"> <li>• Rotational set of books</li> <li>• Story telling</li> <li>• Reading stories with creativity</li> </ul> <p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Learning styles</li> <li>• Validating educational materials</li> </ul> <p><b>Drawing/Painting competition</b></p>
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<p>January-February</p>			
<p><b>Community work:</b></p> <ul style="list-style-type: none"> <li>• Campaigns in rural kindergartens</li> <li>• Small building or painting project</li> <li>• Assistance in elderly home</li> </ul>	<p><b>Summer school:</b></p> <ul style="list-style-type: none"> <li>• Classes in arts &amp; crafts, sport, etc.</li> <li>• Day Trips</li> </ul> <p>Coordination starts in November. Evaluation is done in March</p>		

LOCATION OF CARE PLACEMENTS

MAP OF THE SACRED VALLEY OF THE INCAS



	Stakeholder	Interest
1	Teachers in Calca and Urubamba who participate in the regional network and attend workshops	Improve the motivation of the teachers in order to improve teaching level; cultural exchange; fabrication of materials, donations of materials, collaborative work
2	Teachers in Calca and Urubamba who participate in the regional network but do not attend workshops	They want to have all the benefits of having volunteers in their classes but they do not wish to do extra work.
3	Supervisor	Point of liaison between teachers, pupils and volunteers; works to move the projects forward
4	Projects Abroad Peru	Provides resources to enable the operation of the projects and ensure they obtain results
5	Projects Abroad other countries	Use our resources; Tagos
6	UGEL Urubamba (Unidad de Gestion Educativa Local)	Free training for their teachers; provision of interactive materials
7	UGEL Calca (Unidad de Gestion Educativa Local)	Training for teachers and workers in the SETs; elaboration of new materials
8	DREC (Direccion Regional de Educacion - Cusco,)	Classroom support for teachers, positive partners
9	GRC (Gobierno Regional Cusco)	Collaboration with training sessions; improvement of the quality of teaching
10	Network for Primary Infancy (Ariwa, Kallpa, World Visión, Wara, etc)	Joint actions such as campaigns and elaboration of the Guide for Primary Infancy; participation is reducing due to low motivation
11	Volunteer: -Young volunteer who wants to work -Young volunteer who wants to travel -Professional or experienced volunteer	Come to Peru to: -Get work experience  -Travel and socialise  -Use their knowledge to improve projects
12	Pupils	Main beneficiaries; learn self-confidence and how to express themselves
13	Parents	See our interest in improving education; see that we provide material resources
14	Apafa (Parents' association)	We are a positive influence because we supervise the work of the teacher
15	Other NGOs	Want to work in some of our centres because it is easier to start working here: the children, teachers and parents already know how we work
16	Local Authorities Calca and Urubamba	Coordinate with the Ugels to train teachers; invite us to events
17	Families	Receive greater income; improved quality of life, cultural exchange
18	Materials Supplier	Increased income from us
19	Press	Increase income, raise awareness of our work
20	Pronoei Educators	They are our link between the volunteers, children and families. Sometimes difficult to work with them as they are under-motivated and just want materials
21	Local Society	Cancel classes in order to observe traditions such as parades and patriotic parties
22	TOMS ( <a href="http://www.toms.com/">http://www.toms.com/</a> )	Helped us to integrate more with communities/other agencies; are positive allies
<b>Specific for Summer school</b>		
1	Local Authority, Yucay	Help to organise SS; pay the participating teachers; positive partner, always open to collaboration
2	San Román School	Organise SS in Calca, help with teachers; our main support is the teacher Víctor Álvarez

## RESOURCES

We have various material and human resources available to support volunteers in their placements and during their stay in Peru, as explained below:

- From the day their myprojectsabroad page is activated they can access various resources and activity ideas electronically
- Materials (books, toys, internet access, stationery) and other resources (activity ideas, lesson plans, etc.) are also available in the Projects Abroad office in Urubamba. Volunteers can look at, take copies of and modify these resources as well as add their own ideas
- Weekly volunteer workshops offer a space for idea exchange, discussion of issues and demonstrations of possible activities. Volunteers are also encouraged to make use of their personal skills through these workshops
- The dedicated and experienced staff team are available to support and guide the volunteers
- Resources to buy additional materials for community work and for extra volunteer activities