



## LOCAL VITALIZATION PROGRAMS

*Activities from July 2012 to April 2013 and a projection into 2014*



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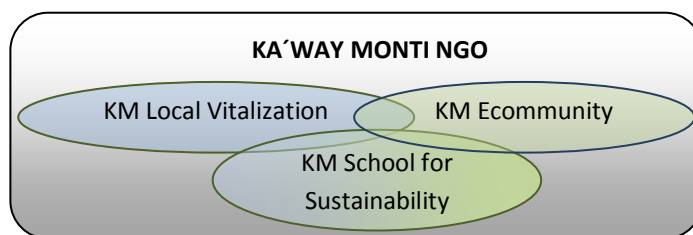
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## INTRODUCTION TO KA'WAY MONTI

The NGO Ka'Way Monti (KM) is a nonprofit organization founded July of 2012 in Huaraz, Peru that aspires to live up to its name, which means “Tree of Life” in Quechua. Broadly speaking, the organization’s mission is to embody sane, holistic, healthy, sustainable modes of life, and to cultivate expanded consciousness towards balance and harmony within individuals, between individuals, and between communities and their environment. Achieving this mission is approached through a strategy of collaboratively promoting vitality among indigenous peoples by drawing upon their ancestral knowledge and modern techniques of sustainability, while simultaneously providing opportunity for non-indigenous peoples seeking an alternative and more conscious way of life. It is a sharing of cultures, different points of view that complement each other. Rather than giving aid, KM is about sharing and cultivating knowledge of sustainable social and ecologic practices to effectively meet basic human needs, including the innate aspiration for expanded consciousness. The ultimate vision of KW is a network of thriving, spiritually conscious communities that embody ecologically and socially harmonious ways of life.

To serve this purpose, and manifest this vision, KM consists of two main branches; KM Local Vitalization programs and the KM Ecommunity model. A third branch, the KM School for Sustainability exemplifies the critical intersection between these two branches of the overall KM model (see Figure below). KM Local Vitalization (KMLV) is the branch that focuses on cultivating the capacities of the local communities with which KM partners. This document serves to focus on the efforts to date of KMLV, including those of the KM School for Sustainability (KMSS).



The work, or serious play, pursued by all branches of KM is informed by these guiding principles:

- Alignment with Great Spirit
- Respect for Pachamama; Mother Earth
- Service to the Common Good
- Cooperation within and between communities
- Integrity in Thought, Word and Deed
- Honor Work, making it Art and an Offering
- Acceptance, Compassion and Humility

For an explanation of the meaning of each of these principles, visit: <http://kawaymonti.org/core-principles-explained/>

## INITIAL AREA OF FOCUS

While Ka'Way Monti aspires to work throughout the Peruvian Andes and beyond, activities to date have focused in Peru's Ancash Region in the area between the Cojup and Quilcayhuanca River Valleys in the jurisdiction of the Quechua Comunidades Campesinas of Llupa and Unchus (see below map for general orientation to the area). The area sits at roughly 3,700 meters above sea level in the Andean mountain range on the western slopes of the Cordillera Blanca and east of the city of Huaraz. The local economy of this rural community, consisting of approximately 3,000 people, is based on subsistence farming, sale of harvests & products to local markets, and opportunities in Huaraz within the tourism and construction industries. Each Comunidad Campesina (CC), Llupa and Unchus, has their own nursery and elementary school. Levels of education beyond these are only available in Huaraz.



*Ancash Region of Peru*



*The bluish grey area represents KM initial area of focus. It is bordered by the Cojup and Quilcayhuanca River gorges.*

The fundamental reason initial focus has been in this area is because, to date, KM has operated through donations from The Way Inn, an ecolodge established in 2002 in this area. The Way Inn (TWI) is a permanent member of the Comunidad Campesina de LLupa and the Junta de Regantes del Canal del Rio Cojup; during the past decade TWI has been working and coexisting with these communities. KM was created to perpetuate and enhance this symbiosis and to provide a model that can be replicated throughout the Andean region and beyond.

## LOCAL VITALIZATION PROGRAMS

### BASELINE STUDY

Despite The Way Inn's presence in the area for the last decade, we lacked certain information necessary to design programs relevant to the needs of Llupa and Unchus. Before officially founding KM, we conducted a baseline study to better appreciate the area's history, the strengths and needs of the area and its population. The baseline study occurred from May through July of 2012 and involved interviewing local villagers, service providers and authorities, including:

- Alfredo Vera Arana, Mayor of Independencia District of Huaraz
- Advisor of Mayor of Independencia District of Huaraz
- Mayor of Llupa
- Mayor of Unchus
- President of the Cojup Water Canal Association
- Head of ANA (Autonomous Water Authority of Ancash, Regional Agriculture Department)
- Local doctors
- Local teachers
- Focus group with The Way Inn employees who live in Llupa and Unchus

From our research we discovered the following *strengths* of the local communities:

- Land property rights affording autonomy and local control
- A well organized, community-based social and political structure
- Strong familial ties and close relationships with one another
- Some continued application of ancestral agricultural knowledge (although these practices are under threat)
- Eagerness to have their children well educated
- Close access to Huaraz for education, work, and sale of products
- Eat predominantly what they produce
- They are people who are eager to learn
- They are hard workers

Our research also revealed the following areas *need attention*:

- Education of youth and adults
- Insufficient power in the local grid
- Land resource management
- Nutrition/malnutrition
- Preservation of ancestral agricultural knowledge
- Domestic Violence
- Use of pesticides
- Water management (to ensure everyone's needs are met)
- Deficient sanitary installations

In light of this information, and reflecting on our capabilities as an organization, we decided to move forward by working with their strengths and addressing the matters of education, nutrition, domestic violence, and resource management, including use of pesticides, and insufficient power.

### *WOMEN & CHILDREN*

In addressing the matters of education, nutrition and domestic violence as well as a long-term view on resource management, KM has elected to place an extra emphasis on working with Women and Children. This decision is based upon an understanding of how Quechua women play a central stabilizing role in the familial and communal units, yet do so in a patriarchal system, such that they lack decision-making authority, opportunities for education, and experience relatively high rates of domestic violence.

Additionally, to ensure a vibrant future for the local communities of Llupa and Unchus we must focus on developing the youth, in terms of their physical health, mental capacities, emotional well-being, social skills and leadership capabilities. The youth of today will eventually hold positions of influence within the community, and working with children at a young age presents the greatest opportunity to influence their development.

To effectively work with the local women and children we have focused on developing working relationships with the principals of the Nursery School of Llupa and the Unchus Elementary. This grants us direct interaction with the children and their mothers in a safe secure setting.



## WORKSHOPS

Our pilot community enhancement efforts officially began in the fall of 2012 when we conducted three workshops. Silvia Arispe served as the primary coordinator in charge of organization, logistics and production of these. To assist with the workshops, KM allied with the NGO, Ruralima. Located in Lima, Ruralima focuses on education programs in its neighboring rural areas through use of the Waldorf education technique. Ruralima's primary contribution was the time of Silvia Tafur, an Education Facilitator with a Waldorf background who took the lead in instruction.



### *NONVIOLENT COMMUNICATION WORKSHOPS*

In September 2012, two workshops were conducted on techniques for nonviolent communication through the arts. A primary purpose of these workshops was to sensitize the teachers and parents on how to relate with the children, especially young ones with little to no language abilities. For us, these initial workshops were key to open trust and connect with the community.

The first workshop was held on a Sunday morning at the Llupa nursery school with three teachers and 30 mothers who were members of the Parent Teacher Association. The second workshop was held at Unchus elementary school with three teachers and 25 mothers.

Each workshop started with yoga stretching, pranayama (breathing exercises) and activities to connect one another before starting the work. Participants were then split into pairs, and given a story from the Andes. Each pair had two colors of natural vegetable paints, and they were instructed to communicate their interpretation of the story with one another silently through artwork rather than vocalization. After the art activity each pair presented their painting and their process together. A group discussion was then facilitated to explore how everyone felt about how we can communicate without talking and what lessons were learned that can be shared with our children and students.



To align with KM's other objective of addressing nutrition; the breaks featured healthy foods such as herbal teas, non-alcoholic chicha and snacks of veggie and fruit cakes.

### *NUTRITION WORKSHOP*

The third workshop, which took place November of 2012 in Llupa, focused on educating the mothers of the children attending the nursery school on nutrition while providing tips for healthy cooking. In total, 25 mothers (of 30 children between the ages of three and five) participated in the workshop. Additionally, three teachers of the nursery school participated.



The nutrition workshop started with yoga stretching and breathing exercises. Conversation opened by talking about the importance of hygiene and preparation of the cooking space. From there, class focused on sprouts and veggie salads as well as raw food. The class was divided into small groups and everyone participated in how to prepare sprouts, raw food and how to not overcook veggies. Participants were given work materials and homework, which were completed and submitted two weeks later.

### *WORKSHOP FEEDBACK*

Feedback was requested following each workshop and participant responses were uniformly positive. Feedback on the nutrition classes from participants and the school's principal was particularly positive, reinforcing this program as a priority for the coming years. As an indicator of how positively received these workshops were, the Llupa Nursery School principal has already scheduled time for more nutritional activities in the coming 2013 school year. She is eager to help us promote the programs, and her enthusiasm has led her to contact the Ministry of Education of Peru regarding our progress and future plans.

In December 2012, after successful completion of the three workshops on nutrition and non-violent communication we signed a two-year Cooperation Agreement with the NGO Ruralima stating our shared commitment to addressing the needs specific to both the children and the adult populations in rural Andean communities. Continuing these workshops in the coming year is vital to consolidate our relationship with the schools, the mothers and the children.

### *SUMMER SCHOOL*

In January 2013, we started the year successfully with the KM Summer School for children from the Llupa village. Rather than reinforce conventional educational models putting students behind desks in the classroom, this program was designed for the children from the Comunidades Campesina to play and learn in a constructive setting. Activities were designed with the intention of empowering them in their individual abilities and talents by creating a supportive, playful and carefree environment. It is



intended that a curriculum of predominantly arts, sports and environmental education, lasting one month, will motivate their creativity and social skills.

25 students, between the ages of 5 and 12, participated in the program. From January 7 through Feb 4<sup>th</sup>, classes were held Monday through Friday from 10am to 1pm. Friday classes were held in Llupa and focused on English lessons conducted by Nathan Hecht, a Peace Corp volunteer. The remainder of the week was hosted at TWI and focused in areas of arts and sports. Environmental issues were worked in as a common theme within every day's activities. The following classes were held:

- Capoeira: Brazilian martial art teaching fluid movement and rhythm
- Beading: Jewelry making to promote creativity
- Yoga/synergy: Movement for concentration and exercise
- Gardening: Education of herbs, vegetables and fruits
- Reading: Silent examination of provided texts to enhance concentration skills

These courses were led by Silvia Arispe with the help of volunteers and employees of TWI. Our relationships with the elementary and nursery schools, Nathan, and local employees of TWI were critical for spreading the word about Summer School and ensuring there was strong participation.



## RESOURCE MANAGEMENT

The local farmers desire a better quality of life through increased land production. The land is fertile (in areas) with ample water, so there is opportunity to employ more effective agricultural techniques to increase food production and improve their diet without dependence on pesticides and artificial fertilizer. Use of pesticides in particular is a recent development and the adverse consequences are beginning to be observed. One of the aims of KM is to help improve local quality of life through enhanced agricultural production by drawing upon the people's ancestral knowledge while introducing them to permaculture methods and organizational skills. Towards this end, KM has developed the Ka'Way Monti School for Sustainability (KMSS), which operates complimentary with the rest of the KMLV programs. The activities of KMSS are detailed below.

Additionally, we've taken the long-term strategy of incorporating gardening and environmental education into summer school activities, and more short-term strategy of developing knowledge of good nutrition and healthy cooking techniques to create immediate demand for healthy foods. As noted below in our projected activities for the remainder of 2013 and into 2014, we plan to continue and expand on this track.



## MICRO HYDRO PROJECT

A major objective is establishing long-term, stable funding for KMLV's programs. A regional reality is insufficient power available on the grid, a fact confirmed in the baseline study reported on above. Following this information, the idea was formulated to build a micro hydro facility in the area of Llupa to generate electricity to the local community and sell to the grid. A political foundation and support for the general idea was established in March of 2012 with the formation of a special governmental commission to explore such ideas. This commission consisted of the Mayor of Llupa, the Mayor of Unchus, the President of the Water Canal, the President of Communal Lands, and Alex Good, founder of TWI and KM, who was elected to be president of this commission. The commission operates on a consensus basis and would also serve as the body to manage income streams. Representation on the commission may evolve depending on the location and scope of the final project to reflect all those invested.

After introduction of the idea and unanimous political support, questions remained in terms of national energy policy and laws, potential sites in the watershed, ecological concerns, and financial feasibility. Over the past year KM has done research into these questions and continues to move forward. A prospective site has been identified and KM is currently in conversation with Energy Peru to explore the logistical specifics of a facility at different scales (ranging from 1 MW to 2 MW, or more if possible) and the financial feasibility of this project. If the specs of the project pencil out, then KM's task will be securing financial investment, and obtaining permission for installation from the regional offices of Ministerio de Energía y Minas, SERNAM and Ministerio de Cultura.

There has never been a project of this kind in Peru. Meaning, no energy company in Peru has ever made any agreement with a small producer to purchase their energy. There are examples of other small energy producers, however, these producers did not sell to the grid and produced for their own local consumption. We are breaking exciting new ground!

## KMLV'S PROJECTED ACTIVITIES FOR REMAINDER OF 2013 AND INTO 2014

While financial capacity remains a major question mark moving forward, KM has planned in partnership with the local community a handful of programs for the remainder of 2013 and into 2014. Building off our successes from last year and continuing to offer programs are essential to maintaining the relationships we've established, enhance our credibility in the communities and to make real progress towards addressing the community's needs. Given the strong reception to the nutrition workshop, expanding these is a priority. Summer school was also a resounding success and is high on our priority list. Additionally, we will take advantage on an opportunity to partner with the NGO Ruralima to provide training for the nursery school teachers of Llupa and Unchus. Over the course of this year we will also seek opportunities to expand the gardening curriculum in conjunction with the Ka'Way Monti School for Sustainability. Each of these local vitalization programs with budgets are outlined below followed by a summary budget for all programs.

### *TEACHER TRAINING IN HOLISTIC EDUCATION*

In June and early August 2013 we will partner with Silvia Tafur of Ruralima to provide training in Waldorf methods for the nursery school teachers of Llupa and Unchus. This training will occur in Lima, where the teachers will have the opportunity to visit an established Waldorf school. Ruralima will provide the instructional expertise and accommodations for the teachers. Ka'Way Monti will support the teacher transportation and provide a stipend for coordination of the training.

#### *Teacher Training in Holistic Education Budget*

Expense Item	Cost*	
	US \$	S/.
Transportation – 4 Teachers Huaraz-Lima Round Trip (Bus Semi-Cama & Combi & Taxi)	208	540
Transportation – Coordinator Lima-Huaraz Round Trip (Bus Cama, Combi & Taxi)	77	200
Coordinator Stipend	75	195
Coordinator Phone	10	26
Room & Board (Coordinator in Huaraz)	40	104
<b>Total</b>	<b>\$410</b>	<b>S/. 1065</b>

\*Assumes (\$1 USD = S/. 2.60)

### *NUTRITION AND HEALTHY COOKING*

Once again, we will host workshops for mothers of the children in the nursery so they may learn healthy cooking techniques and nutritional practices. Workshops will be held once a month at Llupa and Unchus nursery schools from August 2013 through November 2013. As the workshop expert, Silvia Tafur, must travel from Lima, these workshops will occur on the same day or back-to-back days to minimize travel, room and board expenses. Having the same workshop content taught simultaneously in the nurseries of Llupa and Unchus will also increase the likelihood that these practices become widely adopted across the two closely interconnected villages. Mike Anderson, nutritional expert at The Way Inn, will provide support in the design of the workshop content.

*2013 Nutrition & Healthy Cooking Workshop Schedule*

<b>Workshop Activities</b>	<b>Months</b>
Traditional & "New" Food	August
Nutrition for infants	September
Medicinal Herbs	October
Fixing the kitchen (tentative)	November

Other possible workshop content areas: Potato family, Nutrition for women

*Nutrition and Health Cooking Workshops Budget*

<b>Expense Item</b>	<b>Costs per month*</b>		<b>Total costs* (8 workshops)</b>	
	<b>US \$</b>	<b>S/.</b>	<b>US \$</b>	<b>S/.</b>
Materials	20	52	80	208
Expert fee	150	390	600	1560
Transportation	77	200	308	800
Coordinator Salary	75	195	300	780
Coordinator Phone	10	26	40	104
Room & Board	40	104	160	416
<b>Total</b>	<b>\$372</b>	<b>S/. 967</b>	<b>\$1488</b>	<b>S/. 3869</b>

\*Assumes (\$1 USD = S/. 2.60)

*PERMACULTURE EDUCATION AND RESOURCE MANAGEMENT*

Beyond incorporating gardening lessons into the summer school curriculum, KM will continue to prioritize promoting the preservation of ancestral farming practices, complimenting and relating those with permaculture principles and design strategies to most effectively utilize the community's available natural resources. These efforts will be pursued through the programs led by the Ka'Way Monti School for Sustainability; the recent activities of which and plans for the coming year are detailed below.

*MICRO-HYDRO PROJECT*

As noted in the above report, KM will continue to pursue opportunities for installation of a micro-hydro facility to provide revenue support for essential needs in the local communities (see details in report above).

## SUMMER SCHOOL



### GENERAL INFORMATION

Program: Summer School  
 Population: Children from CC Llupa and CC Unchus between the ages of 6 and 10 years old.  
 Schedule: Monday thru Friday, 10am-1pm  
 Duration: 1 month (early January to early February)  
 Place: The Way Inn & The Hof Hostel

### DESCRIPTION

Summer school for 2014 will follow the same model as established in January 2013. The program emphasizes learning through play in a constructive setting. Activities are designed with the intention of empowering them in their individual abilities and talents by creating a supportive, playful and carefree environment. By providing children with a fun and stimulating vacation, we hope to help enhance their motivation to make good use of their free time to learn, grow and be creative. KM intends to secure the services of a qualified Waldorf instructor to lead the summer school and a curriculum consisting predominantly of arts, sports and environmental education.

Specifically, the following classes will be held:

- Capoeira: Brazilian martial art teaching fluid movement and rhythm
- Beading: Jewelry making to promote creativity
- Yoga/synergy: Movement for concentration and exercise
- Gardening: Education of herbs, vegetables and fruits, as well as important lessons regarding nurturing life
- Reading: Silent examination of provided texts to enhance reading and concentration skills
- Story telling: Tell local stories in Spanish, Quechua and English.
- English: Taught through playing
- Cooking: Basic cooking with native foods, focused on raw food preparation

*January 2014 Summer School Schedule*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00-10:50	English	Beading	Cooking	English	Yoga
11:00-11:45	Capoeira	Story telling	English	Gardening	Cooking
Break/snacks	Fruit & chicha	Fruit & chicha	Fruit & chicha	Fruit & Chicha	Fruit & Chicha
12:00-12:45	Gardening	English	Yoga	Capoeira	Beading

*Summer School Budget*

Activities	Specific requirements	Costs per month (US \$)
Salary	Waldorf Instructor	1,500
Transportation	Transport for instructor	100
Accommodation	Room & Board for Instructor at TWI	300
Transportation	Rent a school bus to bring the children	80
Capoeira Class	Instruments	10
Beading Class	Accessories and beads	50
Yoga/ synergy Class	Music	0
Gardening Class	Seeds, Pots, Tools	75
Story Telling	Children books	50
Cooking	Food for each week	75
<b>TOTAL</b>		<b>\$2,240</b>

*SUMMARY KMLV BUDGET FOR 2013-14**Local Vitalization Budget for June 2013 to January 2014*

Local Vitalization Program	Costs	
	US \$	S/.
Waldorf Training	410	1066
Nutrition Workshops	1488	4108
Summer School (2014)	2240	5824
<b>Total</b>	<b>\$4,138</b>	<b>S/. 10,759</b>

\*Assumes (\$1 USD = S/. 2.60)

## KA'WAY MONTI SCHOOL FOR SUSTAINABILITY



### INTRO

The vision behind creating the Ka'Way Monti School for Sustainability (KMSS) embodies the overall vision of Ka'Way Monti (KM) itself. KM envisions a network of thriving, spiritually conscious communities that embody ecologically and socially harmonious ways of life. KMSS, and its permaculture curriculum, play a vital role in creating the space to study and practice the means by which we can actually manifest this vision.

Permaculture draws upon modern science and indigenous knowledge in studying the patterns found in nature and applying them to agricultural practices and relationships within communities. Guided by core ethics it employs various design principles and methods to work holistically with material and energy flows towards creating self-sustaining living spaces.

Founded by Chris Dyson in November 2012, under his direction, with the assistance of volunteers and two guest teachers, the school quickly became known with enthusiasm to be a fixture amongst the locals in Llupa. The courses have been held at The Hof Hostel in the municipality of Llupa within the district of Independencia, near the city of Huaraz on the western slopes of the Cordillera Blancas of the Peruvian Andes. Given that Ka'Way Monti has been conceived by immigrants who came to Peru looking for new ways of living, one of the key principles has been a harmonious integration into what already exists in the region.

## A UNIQUE CULTURAL MODEL



From the very beginning, one of the unique aspects of this course, compared to any other in the world, is the integration of local Quechua people from Llupa with international students. There are several reasons for this integration despite the difficulties it poses in both language and levels of understanding.

The primary reason is integration. There is a notable separation between the local Quechua people and the international community who have come to either stay or play in the Cordillera Blancas. Through holding classes mixed with locals and internationals, not only do we teach principles practical to both parties, but we provide a space for the two groups to work together as equals and come to understand a bit of one another. Thus far, every class has begun with locals on one side and internationals on the other, by the last day they are mingled and laughing together.

Outside of this intermingling social experiment, the practicalities of the class itself hold a lot of value to all the students involved. For the internationals, many come interested in learning a way to rise above the unsustainable practices inherent to their respective excessively industrialized cultures. They seem to find that not only do they learn from the teachings of the instructor, but just through getting to know the Quechua farmers they glean many of the local practices as well, both in farming and social interaction. For the locals, the information affords immediate application as most of the people in Llupa farm; whether for their own consumption or to sell in the market. Since a PDC course is for design, in each class we've made trips to the lands of the local students for exercises of observation, and in two classes made the design of those lands our final project for presentation.

## CLASS CURRICULA

### *PDC CURRICULUM*

The curriculums in the two 10 day PDC courses have been the basic material taught in PDCs around the world. Topics include design principles, how to read contours in the land, various methods for water retention, soil cultivation, agroforestry, built structures, and working in different climates and ecosystems and on scales from the home garden to broad landscapes. One of the main disciplines is the study of patterns in nature, understanding their significance, and finding ways to replicate them where appropriate. This is a four dimensional study, as it includes patterns in time and social interaction applicable mainly on the level of designing social structure.

In addition to this standard curriculum, we've also added components where some of the local students have shared their knowledge. Examples of this have included how to make adobe bricks for building with local resources, learning about edible and medicinal plants in the area, and traditional Andean meals and cooking methods.



*Students work on their design project in one of the PDC courses.*

### *INTRO TO PERMACULTURE CLASS CURRICULUM*

Thus far, KMSS has hosted one shorter 6 day uncertified course, entitled, *Intro to Permaculture*. The Intro course was uncertified because it did not fulfill the standard 72 hours of class time required of a globally recognized PDC certification. The curriculum, however, was still dense with the same concepts and principles found in our PDC courses, but with less coverage. In addition, we had three guest instructors as well, who held overview practical workshops on home cooking, terracing, and companion planting.

## CLASSES TO DATE

To date, there have been three classes taught through KMSS; 2 PDCs and 1 Intro course.

### *FIRST CLASS – 10 DAY PDC*

The first class of KMSS was a 10 day Permaculture Design Course (PDC) held from 27 November – 6 December 2012 at The Hof Hostel. This was taught by Helder Valente, from Portugal, who studied with many of the “grandfathers” of permaculture. Despite having only three weeks to advertise, the class was a success certifying 16 students from all over the world including 6 Quechua students from Llupa.

### *SECOND CLASS – 6 DAY INTRO TO PERMACULTURE*

From 4 – 9 January 2013, KMSS held our first and only, to date, Introduction to Permaculture Class taught by Dror Noy, from Israel. Despite a strong permaculture background, without his certification in a teacher

training course, and given time limitations, we were unable to grant PDC certifications, thus making it an introductory class. Complementing the core curriculum, two students from the first PDC, Anna Yim and Sher-Doc!, were guest teachers in this course teaching a small component on how to make one's own yogurt, cheese, and bread, as well as a lecture on companion planting. A third guest teacher, Jonathan Baxter, taught a practical on terracing and its benefits. For this course we bestowed Intro certifications to 9 students from North and South America as well as Australia. Five of these students were from Llupa.

### *THIRD CLASS – 10 DAY PDC*

Our third class was the 2<sup>nd</sup> 10 day PDC taught once more by Helder Valente. This followed, once more, the standard PDC model. With several repeat local students from the first and second courses, we also added a portion on making adobe bricks and focused more heavily on the social design aspect of permaculture. This course was somewhat problematic financially, as we had 7 initial paying international students, three of which dropped out with no notice within days of the beginning of the course, and a fourth arrived late and left after a few hours due to homesickness. This is addressed in the Lessons Learned section. In the end, KMSS still certified 7 new students and awarded 4 locals their second PDC.



*A student design from one of the PDC courses*

## PRIMARY LESSONS LEARNED



*Studying patterns in nature through found items around The Hof*

Through these past three courses we've learned quite a bit about what works, what needs improvement, and what needs to go altogether. From a business standpoint, it has become clear that a resident teacher is essential for several reasons. The first and third courses were substantial losses financially due largely to complications with the teacher, including providing very late notice on availability for teaching each class. Due to this, our advertising efforts were significantly compromised, and with little notice to prospective students we were forced to target the more flexible and budget-constrained travelers, thus limiting the amount we could ask for tuition.

With a resident teacher, not only could we set up a schedule of monthly classes up to a year in advance, but also explore expanded classes, along with weekend workshops, to dive more intensively into many areas we believe would provide significant value to local and foreign students alike. Advance notice will enhance the likelihood of achieving full enrollment as word could spread to more people, and prospective students would have sufficient notice to take the time off from work and save to cover travel and tuition expenses.

We have also learned that requiring a deposit is essential. In the third class we had four drop outs within a week before the course began, leaving the course with three paying students sponsoring five locals, three assistants, and the house keeper. A deposit will help protect us from significant financial loss as we experienced in this course.

There was an interesting period in our Intro class in January that also helped remove some of our initial assumptions regarding the local culture. In this six day Intro class, we added several workshop style classes with guest teachers that we were uncertain the locals would be interested in thinking that they would

already know it. One was a section on terracing. With the ruins of the famous Inca terracing observable in the region, we wondered if this might already be in the common knowledge among the Quechua. The other was a section in the kitchen on how to make yogurt, cheese, and bread. Again, we thought the locals would likely already know how to do this. In both instances we put the question to them to see if we should teach it to the internationals on the day off or include it in the regular class days. The answers were unanimous that they wanted to learn, and the lessons ended up being some of the more enthusiastic received when taught.

## LOOKING AHEAD

One of the key principles of permaculture is 80% observation, 20% work. The observation from being in Llupa is that the culture here is in the early stages of following the same path pioneered by the United States and Europe. Our observation at KMSS is that this path has left a large wake of damage to the earth, detachment in large swaths of its population, and significant waste of its resources. Due to this, KMSS intends to expand on the study of patterns in history to help bring awareness to the locals of their position to possibly help pioneer a new way forward, and to the internationals to lend their own experiences first hand of where these industrialized cultures have slipped or made progress in their eyes.



*Two girls find amusement as KMSS students visit the local market.*

Much of the land in the region has already been ruined by over use of fertilizers illegally strong even by US standards. The advantage here is that the farmers here seem to understand the destination of this path and do not want to follow it. However, much of the ancestral knowledge has been lost over the past generation or two, just as it's been lost to the industrialized countries a century or more ago. By including a more in-depth historical component, it is the school's hope that the local culture can be assisted toward a vision of a new path to explore. Hopefully one far healthier than the mess industrialized society is floundering in now.

Further down the line, the plan is to also commence teacher training courses at which point many of our local PDC graduates can be trained to teach courses. As courses grow, and the community expands, KMSS could then hold multiple PDC courses, and a variety of workshops, to both train internationals coming in and locals from farther out in the Ancash region to develop Ancash into an example of a sustainable department of Peru. Eventually we see the success of this model setting the department of Ancash as an example to the Peruvian government that permaculture is the viable and sustainable path toward maximizing the ecological diversity that is so such a unique aspect of the nation. KMSS has also been earmarked for the high altitude site in a proposal going to the Peruvian government to develop Permaculture Economic Development Zones.

## PLAN FOR REMAINDER OF 2013 INTO 2014

### PERMACULTURE COURSES

The plan for the rest of 2013 is to resume permaculture classes once we've hired on a full time resident teacher. Currently we're looking over our options and have our feelers out while we also try to secure

ownership of land for the KM Ecommunity. The idea is that when classes resume, we use the lessons to develop the new land. The projection is that we'll be able to resume classes by fall 2013 holding 12 to 14 day classes each month with room for a work shop or two in between. The resident teacher will also have the role of managing the design of the community agriculture itself, such as best locations for food forests, greenhouses, and practical social gardens. With the income stream projected from resuming more properly scheduled classes we should have the funds to continue building on the new land for the community and future students to come.

#### ADDING NATURAL BUILDING WORKSHOPS

Starting in fall 2013 KMSS will add the natural building expert Whitey Flagg to the team and begin offering regular natural building workshops. These workshops will follow the same model employed by the permaculture students of combined international students and local residents. The hands-on format of the workshops will allow students a rich practical experience while supporting the development of KM's infrastructure to expand its programs. For more details on these courses visit <http://kawaymonti.org/natural-building-courses/>.

#### KMSS CLOSING THOUGHTS

In conclusion, the beginnings of KMSS have been largely successful while including many lessons for where we can improve the quality of the course, business model, and community relations. As it is, there have been several occasions in which people in Llupa have asked about when the next course is and can they attend. In our last PDC, five of the locals were repeats interested in learning more. The last two courses were put together with no advertising other than word of mouth and the first gathered up six paying students with only three weeks of hard advertising. This gives us confidence that with sufficient notice and advertising, filling these courses with ten paying students should not be difficult, which will allow for the sponsorship of ten local farmers to attend and become certified. With the prospects of our own land and a resident instructor we are excited about the year ahead.



## KMLV SUMMARY & FUNDING PRIORITIES

It has been a successful year that witnessed the official formation of Ka'Way Monti (KM) as a non-profit organization, a series of well-received KM Local Vitalization (KMLV) workshops addressing the needs of the local communities of Llupa and Unchus, the first annual KM Summer School, progress made towards installation of a revenue generating micro-hydro facility, and the establishment of the KM School for Sustainability (KMSS).

To build off these successes in the coming year, KM is in the process of raising funds to support our highest priorities, which include:

- A full-time administrative manager to oversee all KM activities including the Local Vitalization programs, the micro-hydro operation, KMSS, as well as the development of the sustainable community KME.
- A part-time project manager to lead the efforts toward the micro-hydro operation.
- A resident permaculture expert to lead PDC courses and focused workshops, to help design and implement permaculture systems on the land, and to contribute to the KMLV.
- KMLV program costs as detailed above to continue nutrition workshops and the summer school program.
- Basic necessities for travel and operating costs

Beyond these an ideal scenario would include finances to support an Executive Director, building costs to expand KMSS's hosting capacity, money to support expert consultation and legal fees, and instructor relocation costs. If you or someone you know is interested in supporting our work, we would love to hear from you!

## A CLOSING THOUGHT

Here at Ka'Way Monti, we are grateful for the opportunity to work with locals and internationals in nurturing the consciousness, ethics, knowledge and practices needed to help create thriving communities here and abroad.



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