

Peru

Collaborative Leadership Program (11 days)

Mission and Approach

The mission of World Leadership School is to empower young leaders to find innovative solutions to the world's pressing problems. We do this by partnering with K-12 schools to make the shift to 21st century learning. We help our schools create student-centered learning environments where students learn to think critically, communicate across cultures, collaborate and find creative solutions to problems. In the process, young leaders find their voices.

We take small steps when partnering with a new school, whether it's a single global program or the opportunity to coach a teacher. Over time, we build a working relationship with our school partners and, where possible, work on different levels of the school at once in order to accelerate change. We immerse students in life-changing learning and leadership experiences; we train and coach teachers on new approaches to teaching, such as Project-Based Learning; and we work with administrator teams on risk management, strategic planning, and the design of capstone projects, global diplomas and other programs. We call this our "whole school" approach.

At the center of our process is the belief that teachers must be the owners and agents of change and innovation. We believe that teachers need to grow themselves before they can grow their practice, and that transformed teachers will transform their classrooms. We measure our impact by what happens in the classroom, and by the student leaders who graduate each year from our partner schools.

Background

Globalization and technology are causing schools around the world to re-design their learning environments. The ever-growing access to Internet allows students worldwide to access huge amounts of information. But the pace and complexity of global change makes it difficult to know what information our students will actually need to succeed in the future.

Because of these new realities, schools are making the shift away from content and toward skills. Increasingly, schools are asking this key question: along with our core content, what skills and aptitudes will our students need to thrive in the future? World Leadership School endorses the following list from the Partnership for 21st Century Skills (P21), a coalition of corporations, educational leaders and policymakers.

- **4C's** – Critical Thinking, Communication, Collaboration and Creativity
- **Life and Career Skills** – Leadership, Grit, Adaptability, Agency
- **Information, Media and Technology Skills**

This shift toward skills requires new learning environments. In the past, students sat in rows and the teacher taught from the front of the class. Increasingly, students are working in self-directed teams and the teacher moves about in a new role as a learning coach. In the past, learning was teacher-directed, focused on content, and was assessed by standardized exams. In the future, learning will be student-centered, focused on skills, and evaluated by a new generation of performance rubrics, portfolios, real-world challenges and new-generation exams such as the College Work Readiness Assessment (CWRA).

Services

Here is how World Leadership School partners with K-12 schools to help make the shift to 21st century learning.

- For students, our **Collaborative Leadership Programs** offer life-changing experiences where students learn about global issues and leadership. In these 10-21 day programs, students from different cultures learn and work together at a rural partner school in Africa, Asia, Latin America or the U.S.
- For teachers, our **Professional Development** services offer new perspectives on teaching. These include life-changing Faculty Travel Programs, In-Service Workshops and the Virtual Teacher Institute (VTI), where teachers receive yearlong, one-on-one coaching. The VTI helps teachers shift mindsets as they tackle new projects such as designing and teaching a new capstone course or implementing Project-Based Learning units. These projects become showcases to help accelerate change at the school.
- For administrators, we offer **Consulting** on strategic planning, curriculum design and risk management. We support administrative teams as they design global diploma programs, leadership programs, school-wide events, and capstone projects that integrate global collaboration and discovery. We also help schools train their program leaders and understand how to manage the risks of off-campus programs.
- We work with our overseas school partners through our non-profit **World Leadership Foundation**. Our traveling students and Board of Directors raise over \$100,000 per year, which is invested directly in Community Projects where students build classrooms, kitchens, bathrooms, playing fields and other critical school infrastructure. We are pioneering a Mobile Tablet Lab, where our rural partner schools receive both technology and teacher training in order to create student-centered classrooms. For more information, see www.worldleadershipfoundation.org.

Collaborative Leadership Programs

Most of our schools begin with a 10-21 day program, where faculty and students visit a rural partner school in Africa, Asia, Latin America or the U.S. Our hope is that this initial program begins a long-term sister-school relationship that over time becomes integrated into the learning environment of both schools.

Our Collaborative Leadership Programs are designed to be challenging learning experiences that involve the following learning objectives, adapted with permission from Asia Society's work on Global Competencies:

- **Investigate the World:** Before the program, students form and participate in "Affinity Teams" focused on global issues such as climate change, poverty and education. During the program, students and faculty from both cultures work on a school-focused Community Project, participate in Collaborative Learning Sessions, and spend time together in the community. When appropriate, traveling students stay with host families.

- **Recognize Perspectives:** Our leadership approach emphasizes self-awareness and the study of local leaders. We believe our community leaders are powerful case studies in global leadership. Students work to understand the perspectives of these leaders and learn to tell their own “leadership stories.”
- **Take Action:** During the program, students will work on a Community Project to build school infrastructure such as a classroom, dining hall or playing field. Students will learn how to take meaningful and responsible action in response to a local need or issue. WLS alumni have a history of continuing this “call to action” in their future academic and professional work.
- **Communicate Ideas:** At the end of the program, students will craft and share a leadership story. The leadership story is a chance for students to reflect upon who they are, what they have learned, and what lies ahead.

Our Approach to Leadership Development

At World Leadership School, we believe there isn’t just one way to be a leader. Great leaders have a wide variety of styles, approaches and personalities, but they do share a few things in common:

- **Great leaders are aware of their strengths and weaknesses, and find ways to lead from their strengths and compensate for their weaknesses;**
- **Great leaders think, speak and act according to a leadership story.**

Our leadership program begins with helping students develop **self-awareness**. Through an assessment based on the Myers-Briggs Type Indicator (MBTI), we help students understand their unique “temperament,” or personality style. Through understanding their own strengths and weaknesses, students build self-awareness and begin to develop a sense of themselves as leaders.

Next, we focus on the **study of local community leaders**. These individuals serve as inspiring examples of how to overcome obstacles and unite people around a common need or issue. By analyzing the leadership styles of local leaders, students learn that leaders operate from a variety of styles and temperaments. This realization is affirming for students who think leadership is mainly about being popular or having a lot of social connections.

The culmination of our Learning Sessions is the **Leadership Story**, where students articulate a story about who they are and where they are going. After immersing themselves in a rural community, working together with host community students, and taking a break from technology, students are in a unique position to ask: Who am I? What have I learned? What will I do in the future?

We aspire to help students find **passion and purpose** in their lives. We believe that students who explore a passion and purpose *outside of themselves* from an early age will learn and work in more productive and powerful ways in college and in their careers. As our study of WLS alumni demonstrates, our programs “find innovative solutions to the world’s pressing problems.”

Peru

Peru is the most ecologically diverse country on the planet, home to 87 of the world's total 104 ecosystems. The Atacama Desert, the driest in the world, sprawls across much of Peru's Pacific Coast. The Andes, snow-capped and covered with glaciers, rise above 22,000 feet to form the world's second-highest mountain range. On the eastern slope of the Andes, mountains give way to the cloud and rain forests of the Amazon basin.



Peru's cultures are as diverse as its geography. Peru's first organized city states worshipped at stepped adobe platforms on the coast 5,000 years ago, even before the Egyptians were building their pyramids at Giza. And as the Roman Empire spread across modern-day Europe, Peru's first empire states were moving like wildfire across the Andes. The Chavín and Tiahuanaco cultures established patterns of religion, commerce, and architecture that culminated in the Inca Empire. When the Spaniards conquered Peru in the 1530s, the Inca Empire extended along much of the western coast of South America. The Inca legacy continues today in the lives and language of 8 million Quechua-speaking highlanders.

Peru's coastal people are a complex blend of Peru's indigenous peoples, which mixed with African slaves brought to Peru during colonial times, Japanese and Chinese workers that came to Peru in the 19th century, and waves of immigrants from Europe. In the Amazon there are 43 distinct ethnic groups, each with their own language.

Global Issues Background

Peru's economy is based mainly on exports of raw materials from industries such as mining, oil, natural gas, agriculture and fishmeal, though tourism and other services have grown recently in importance. Peru was one of the most important holdings of the Spanish empire and Peru's indigenous peoples were subjugated during Peru's three centuries of colonial rule. Despite a land reform movement in the 1960s and an emerging middle class, much of the country's wealth remains concentrated in the hands of a few powerful families. This uneven distribution of wealth helped fuel the Shining Path terrorism movement from 1980 to the mid-1990s.

Peru built many rural schools in the 1990s, but the quality of education remains low. Schools are overcrowded and underfunded and teachers receive little training or support. Schools are regularly shut down due to national teacher strikes calling for higher wages. According to a recent survey by the World Economic Forum, Peru's elementary schools are among the worst in the world. The lack of access to quality education has many associated consequences, among them higher levels of poverty, illiteracy and underemployment. In Peru, 50 percent of the population lives beneath the poverty line.

Peru also suffers from a range of environmental problems that are caused in large parts by the abuses of mines, fishmeal factories, oil and natural gas wells and pipelines and processing centers, illegal lumber operations and other extractive industries. These industries have operated with little oversight in Peru for decades as a result of a weak political system that is cash-starved and corrupt. Legislation governing extractive industries, and regulatory agencies, is improving in Peru but lags well behind other more developed nations.

Basic Itinerary, Lodging and Food

Our host communities are located in the Sacred Valley, near the Inca capital of Cusco. To reach the Sacred Valley, we will fly into Cusco, perched at 11,000 feet, and drive one and a half hours to the head of valley. Upon entering the Sacred Valley, we will drop elevation and encounter a climate that is warmer and more fertile than the high plains around Cusco. The Incas considered the Sacred Valley to be paradise on earth, and the Urubamba River that flows down the valley a reflection of the Milky Way. Our host communities are around Ollantaytambo at the end of the Sacred Valley. It is here that the Inca court retreated after their defeat by Spanish troops, led by Francisco Pizarro, at the Battle of Cusco in 1533. The land here is wedged between the snow-covered peaks of the Urubamba Range and the cloud forests that drop toward Machu Picchu.



train ride downriver.

Life goes on in the Sacred Valley much as it has for centuries. Most local families farm potatoes and quinoa, maintaining the agricultural traditions of their Inca ancestors. They use oxen and wooden plows to till their fields in the valley, and *chaquitacllas*, or Inca foot plows, to work the earth in the highlands. Their simple homes are built primarily of stone and adobe, and have been outfitted only recently with plumbing and electricity. The ruins and agricultural terraces of their Inca forefathers are scattered among the hills above town. The Sun Temple, in the center of Ollantaytambo, contains examples of Inca stonework second only to those at Machu Picchu, a 2-hour

We will spend as much time as possible in our community. Here we will explore the dramatic surroundings and the richness of Andean culture. Each student is encouraged to participate in the daily life of Peruvian families by trying to speak Spanish, working in the fields, helping care for livestock and preparing food. The attachments students form with their host families are often the highlight of the program.

We will hike around the Sacred Valley and explore Incan ruins. We will participate in a *despacho*, a ceremony led by a local shaman, to bless our work project. Local artisans will teach us Inca techniques for making pottery and weaving baskets. At some point, we will take a day program by train from Ollantaytambo to visit Machu Picchu, a spectacular city of stone built atop a cloud forest ridge. We will have a full day to explore Machu Picchu, including side hikes to Huayna Picchu or the seldom-visited Moon Temple. On our final day in the host community, we will celebrate with a *pachamanca*, a community event where potatoes, vegetables and meats are roasted in an earthen pit. This is an opportunity for everyone to bless and commemorate the Community Project.

The final few days of the program is a chance to see more of Peru. We will begin by taking a program by train from Ollantaytambo to visit **Machu Picchu**, a spectacular city of stone built atop a cloud forest ridge. We will have a full day to explore Machu Picchu, including side hikes to Huayna Picchu or the seldom-visited Moon Temple.

The next day, we will travel to **Cusco** to explore the museums, cathedrals, Inca Sun Temple and other attractions of this cobblestoned city, which was the capital of the Inca Empire until it was conquered by

the Spanish in the 1530s. Cusco remains today an antagonistic blend of Inca and Spanish cultures, symbolized by the Spanish cathedrals built on top of Inca rock foundations.

Our final day we will fly from Cusco to Lima for our overnight flight to the US.

During much of the program students live with host families who have been carefully screened and selected by World Leadership School. Host families treat students like family members and serve nutritious meals that include plenty of grains, vegetables, soups, chicken, fish, and jungle fruits such as *granadilla*.

For groups that do not want to stay with host families, alternate accommodations can be arranged at local bed & breakfasts. These bed & breakfasts are simple but comfortable. Most have shared bathrooms.

Daily Itinerary – Subject to Change

Other cultures function differently than the United States, especially when it comes to schedules and timelines. Despite our best attempts to plan thoroughly, unanticipated circumstances and last-minute changes to the itinerary will happen. Community Projects, which are determined according to the needs and desires of the host community, can change at the last minute. Students often say that learning to be flexible and accepting different (and often challenging) cultural practices is one of the most valuable things they take from a World Leadership School program. Please be flexible and remember that adapting to change is a critical skill for future leaders working in global settings!

Day 1

- Depart the States and arrive in Lima, Peru

Day 2

- Morning arrival in Cusco, after overnight connection through Lima, Peru
- Airport pick-up and 1-hour bus transfer to Ollantaytambo
- *Learning Sessions: Fears & Goals*
- *Learning Sessions: AMPing Up!*
- Welcome community dinner and orientation
- Stay at Ollantaytambo bed & breakfast

Day 3

- *Learning Sessions: Why Are We Here?*
- Tour of Ollantaytambo's Sun Temple and Inca town
- Transfer to host community
- *Learning Sessions: True Colors*
- *Learning Sessions: Collaborative Leadership Introduction*
- Begin homestays, or stay at local bed and breakfast

Day 4

- Tour and introduction to local school
- Group 1: Morning Community Project, Day I
- Group 2: Morning hike in Ollantaytambo & *Learning Sessions: From Here to Affinity*

- Lunch with local homestay family
- Group 2: Morning Community Project, Day I
- Group 1: Morning hike in Ollantaytambo & *Learning Sessions: From Here to Affinity*
- Evening *Despacho* ceremony by local Quechua shaman

Day 5

- Group 2: Morning Community Project, Day II
- Group 1: Morning *Learning Sessions: Local Leadership Challenge*
- Lunch with local homestay family
- Group 1: Afternoon Community Project, Day II
- Group 2: Afternoon *Learning Sessions: Local Leadership Challenge*

Day 6

- Group 1: Morning Community Project, Day III
- Group 2: Morning Basket weaving workshop with local artisan
- Lunch with local homestay family
- Group 2: Morning Community Project, Day III
- Group 1: Morning Basket weaving workshop with local artisan
- *Evening Learning Sessions: Developing Goals*

Day 7

- *Learning Sessions: Walking Together (morning spent with homestay families)*
- Lunch with local homestay family
- Full Group Afternoon visit to Patacancha – weaving community

Day 8

- Full group Morning Community Project, Day IV
- Guinea pig and *pachamanca* “earth oven” celebration with host families
- *Learning Sessions: Finding your Inner Leader*
- Project dedication ceremony

Day 9

- Rise at dawn to see Machu Picchu
- Early tour of historical sanctuary
- Hike around Machu Picchu
- *Learning Sessions: Sharing Your Leadership Story*
- Late afternoon train back to Ollantaytambo
- *Learning Sessions: Candle Circle*

Day 10

- Transfer to Cusco
- Shopping in Cusco
- Mid-afternoon flight to Lima
- Evening flight back to the U.S.

Day 11

- Arrive in the U.S.

Program Fee

The fee for this program is **\$2,400** based on a minimum of 30 paying students. The program fee includes:

- All logistical coordination and in-country arrangements;
- In-country ground transport, including charter transport and airport pick-up and drop-off;
- Accommodations, including eco lodges and homestays (where applicable);
- Nutritious snacks and meals;
- Cultural presentations, adventure activities, rental gear, entry fees and tips;
- Pre-program, program and post-program Learning Sessions for middle and high school students;
- Veteran instructors who are trained in wilderness medicine;
- Community coordinators who live year-round near the community and maintain relationships of trust with local leaders;
- Risk management protocols and 24-7 emergency communication;
- Emergency medical, evacuation and international liability insurance;

This program fee does not include:

- Immunizations;
- Round-trip airfare between the U.S. and Cusco, Peru. World Leadership School will purchase airfare when group is confirmed and parents have been invoiced;
- Airport departure tax (estimated \$26), which students pay in cash upon leaving Peru;
- Personal spending money for souvenirs, snacks, soft drinks, toiletries, medications, medical treatment, internet, phone calls, and other personal spending (we recommend that students bring \$100 per week);
- Personal medical insurance (all students should have U.S. health insurance);

Payment and Paperwork Schedule

- **December 15th** – First half of program fee and student application due for all programs.
- **January 15th** – Medical and second half of program fee due for programs starting March through May.
- **March 15th** – Medical and second half of program fee due for programs starting June through August.

School Faculty

- For a group of 30 paying students, four faculty member accompanies the group free of charge. If a school would like to send additional faculty, beyond what is included, the school will be billed a program fee for each additional faculty (please contact WLS directly about discounts for additional faculty).
- Each faculty member is responsible for their round-trip airfare and expenses not covered by the program fee (see above). School faculty members are also responsible for traveling to and from the country with students.

Student Donations

Students get more out of our Collaborative Leadership Programs when they prepare ahead of time and develop a personal investment in the Community Project. World Leadership School also needs to forecast donations ahead of time in order to plan Community Projects effectively. We therefore ask that each student raise a minimum of \$250 for programs in Latin America and the U.S., and \$400 for programs in Asia and Africa. We are thrilled when students raise more money but we need each student to meet the minimum donation. World Leadership School provides a fundraising manual with ideas that range from a faculty-student basketball tournament to letter writing campaigns. All donations go directly to the Community Project, and are essential to the impact we have in our partner communities. **Donation checks should be made out to the World Leadership Foundation, a 501(c)(3) non-profit, and are tax-deductible. Faculty should collect the checks and mail them in one package to World Leadership Foundation (5595 Sunshine Canyon Drive, Boulder, CO 80302) at least one month prior to departure.**

Other Requirements

- Students should have a satisfactory level of physical fitness in order to participate in manual labor and other physical activities, such as hiking and swimming.
- Students and parents, along with faculty, are required to complete all required World Leadership School forms, including the Application and Terms & Conditions, the Acknowledgment and Assumption of Risks & Release and Indemnity Agreement, and the Medical Form. [Terms and Conditions](#) can be viewed online. As part of the application, students must respond to a detailed questionnaire expressing their reasons for wanting to go on the program.

Staff

The safety of our programs rests on the experience and skills of our Staff, Instructors and Country Coordinators, who convene annually at our staff training in Colorado's Arkansas Valley.

- The **Staff** of World Leadership School, based in Boulder, Colorado and Washington, DC, have many years of experience working in different educational environments. Their focus is logistics, risk management, program design, professional development and consulting.
- Our **Instructors** are veteran educators with extensive international experience. They have wilderness first responder training and often have past affiliations with Peace Corps, Outward Bound, NOLS and/or independent schools.
- Our **Country Coordinators** live and work year-round in our overseas countries. They screen our home stay families, evaluate our transport and other service providers, and provide emergency support.

Staff Bios

Founder Ross Wehner began his career as a journalist in Latin America and has worked as a political campaign manager, classroom teacher, outdoor educator for the National Outdoor Leadership School (NOLS), and social entrepreneur. Apart from World Leadership School, he helped launch World Leadership Foundation (www.worldleadershipfoundation.org) and World Action Teams (www.worldactionteams.com).

Director of Operations Erin Hawk has been with World Leadership School for over 6 years. She has developed the programs in India, Turkey, Tanzania, Rwanda, Belize and Costa Rica, and has led students to Peru, Costa Rica, Belize, Tanzania and India. Previously, Erin served as Director of Programs for Camp

Fire USA Central Rockies Council, led wilderness expeditions in the US & Latin America, and taught in a Montessori school.

Director of Professional Development Jennifer D. Klein is a product of experiential project-based education herself. She taught college and high school English for 19 years, including five years in Central America and 11 years in all-girls education, and she has a broad background in global program planning and evaluation, student-driven curricular strategies, single-sex education, and experiential, inquiry-driven learning. She has led Professional Development Programs for teachers in Costa Rica and Peru.

Academic Director David Maher is a senior consultant for leadership development and global education program design. He has 25 years of experience at independent and public schools in the U.S. and abroad. He is founder of PEAKs, an outdoor education program, and has led student groups in Peru, Kenya, Costa Rica, India, Belize, Haiti the Dominican Republic.

Program Coordinator Maria Selde graduated from St. Joseph's University with a B.A. in International Relations. She has coordinated and led service-learning programs throughout the US, Latin America, Europe, and Africa, as well as researched and designed a sustainable water filter to implement in rural Guatemala.

Risk Management & Safety

We strive to responsibly manage risks. Our itineraries minimize highway travel and maximize immersion in rural communities that we know well. We update our risk management protocols, integrate feedback into program design, and invest in safety and communication equipment. Despite these efforts, World Leadership School cannot guarantee safety nor can it eliminate the inherent and other risks of international student travel. For information regarding program activities and associated risks, risk management, and student and parent responsibilities, please contact our office or visit www.worldleadershipschool.com.

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