Valuing and strengthening cultural identity

WARMAYLLU
(COMMUNITY OF CHILDREN)

7 Conference ‘Inclusion under construction’
KINDERWELTEN, ISTA/INA
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Ana del Barrio Training & Consulting

www.warmayllu.org.pe / www.anadelbarrio.nl
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Warmayllu (www.warmayllu.org.pe), a non-profit Peruvian NGO committed to creating spaces for artistic creation, dialogue and intercultural encounter.

Warmayllu considers art as ‘that what makes us talk about ourselves, rediscover ourselves at every step, weave our identity’ (Agirre, 2005).

 ✓ Holistic approach:
Community of children (3-6 years), (grand)parents, educators, facilitators, community leaders, artists...
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Warmayllu’s proposal
of Intercultural Initial Education
‘Wiñaq Muhu’
(Seeds that grow in the community)

Core elements:

- **Contextualization** of the learning (stead of urban mentality) and research of local situation: strengths and weaknesses.
- Stimulating **participation** of community actors, exploring community needs.
- Working with teachers on **personal, cultural and professional development**.
- **Coaching and intervision**.
- **Continuous evaluation**: Ability to participate, perceive information, create and resolve problems, social awareness and intercultural attitude.
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‘Knowing other children from my Peru’
(Andahuaylas – Cajamarca – Ventanilla)

Aim activity Picture reading material:

➢ To explore and value community knowledge, activities, heritage, work and cultural environment.

➢ To challenge stereotypes.

Step 1: Small photos on the floor
✓ Choose 1 picture.
Step 2: (1-2 min. reflection)

- I chose her at first or what attracts me to her?
- Do I like it or not?
- Where will the picture have been taken?
- Why did they take a picture like that?
- Do it bring me any memories?
- What does allow me to imagine?
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Step 3:

(Those who have the same image come together and reflect on why they have chosen the same photo)

✓ Paste the photo, choosing where to paste it.

Step 4:

✓ Draw around the picture to complete the photo.
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Step 5:
✓ Place all drawings on the floor (center of the room).

Step 6:
✓ Hand out a large photo, look for the corresponding picture and put it aside.
✓ Suggested questions to guide the ‘reading of the image’.
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Suggested questions to guide the ‘reading’ of the images:

- To know about details &/or the context of the picture.
- To explore the relationship with own experiences.
- To imagine how could it be to be there.
- To stimulate opinions and new questions.
- To stimulate language, mathematical concepts, memory.
- To create: Stories, songs, dance, drawings, music instruments, modeling with clay, new play, weaving...
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Step 7: (form groups)

- What have you learned from this activity?
- What can you do with these type of photos in your centers?
- What other ideas do you have to show your community positively?
Thank you for your attention!

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