



The native community of Jerusalen de Minaro is located in the district of Pangoa, in Peru's central jungle, its inhabitants are indigenous communities that were severely affected and displaced by the armed conflict of the 1990's. Although the school functioned for about 40 years and more than 200 students attended, the conditions were precarious at best.

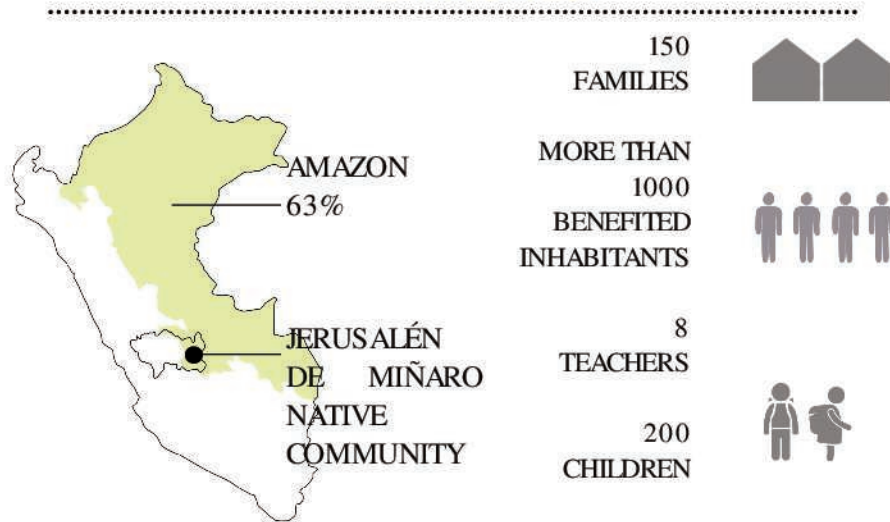
Now, the only existing public infrastructure in Jerusalén de Miñaro is characterized by the school which works as main meeting point for the community. Diverse activities are carried out inside this open school. Mornings are for teaching, afternoons and weekends are for community assembly, parties, commemorations, amusement events.

A new way of conceiving the architecture, revering the environment, is advocated by a comprehensive participatory process of the school.

JERUSALÉN DE MIÑARO PRIMARY SCHOOL

SEMILLAS || SPACE FOR LEARNING, SPACE FOR ALL

BACKGROUND



“IN SUCH A RICH AND DIVERSE WORLD, WE MUST BE ABLE TO UNDERSTAND IN DEPTH THE PEOPLE IN ORDER TO OFFER THEM SPACES THAT RESPOND COHERENTLY TO THE ETHIC, SPIRIT AND CULTURE OF THEIR SOCIETY”



WE START TOGETHER, WE END UP TOGETHER

Innovative strategies, in compliance with the territory and its population, have been sought for the project development, aiming at the improvement of the educational service and community life.

A comprehensive work methodology has been proposed, pursued through the cooperation of different national institutions (Ministry of Education, Municipality, Association of native communities, Forest preservation Institution) and international ones (funders and donors), as well as the participation of the community at each stage of the project.

INSTITUTIONS INVOLVED



16/08/2016_ The Day of the first stone
The traditional ceremony in Peru to commemorate the first day of construction. It consists of breaking a bottle of champagne with a hammer. This image is the symbol of the diversity and the cooperation. All institutional actors break the bottle.



02/06/2017_ The inauguration day.
Again, like the first stone ceremony, all the institutional actors put their hands to break the champagne, in this case a pumpkin. The inauguration ceremony is not the end, but only the beginning of the life of the project.

The community participation and the cooperative work is praised by the financing model, which shows that great changes can be done with few resources.

Education is everyone's right and the school embodies a space of opportunities for all inhabitants, as part of the public facilities.

JERUSALÉN DE MIÑARO PRIMARY SCHOOL

SEMILLAS || COOPERATION FOR SOCIAL EQUITY



Diverse processes become input for the design proposals; environment's and resources' analysis, constructive proposals materials; workshops, exchange knowledge opportunity.

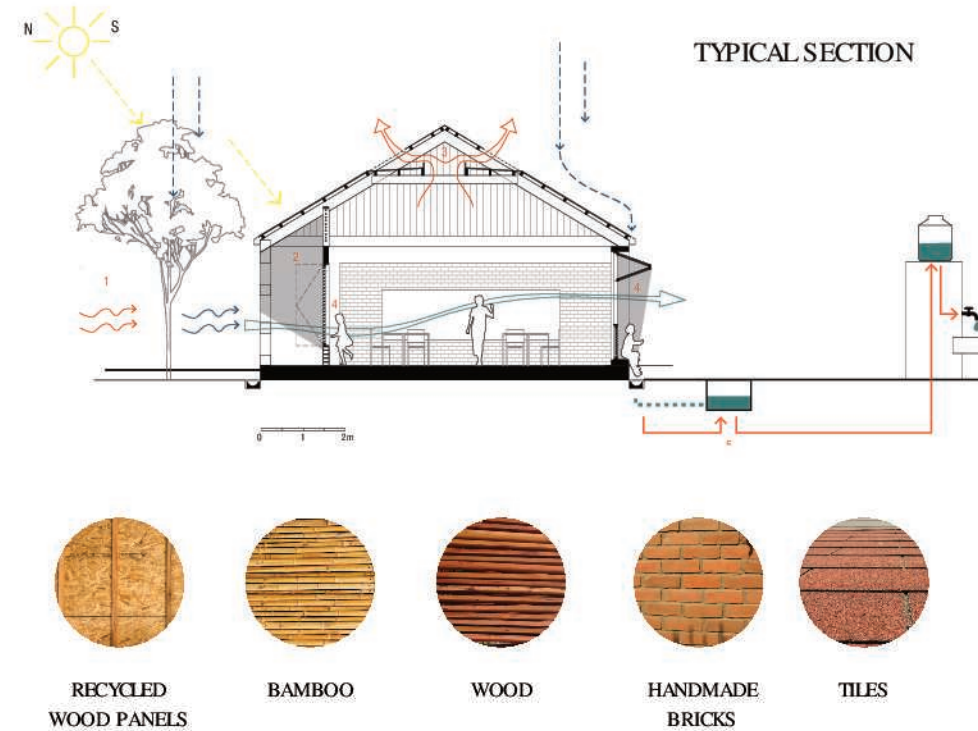
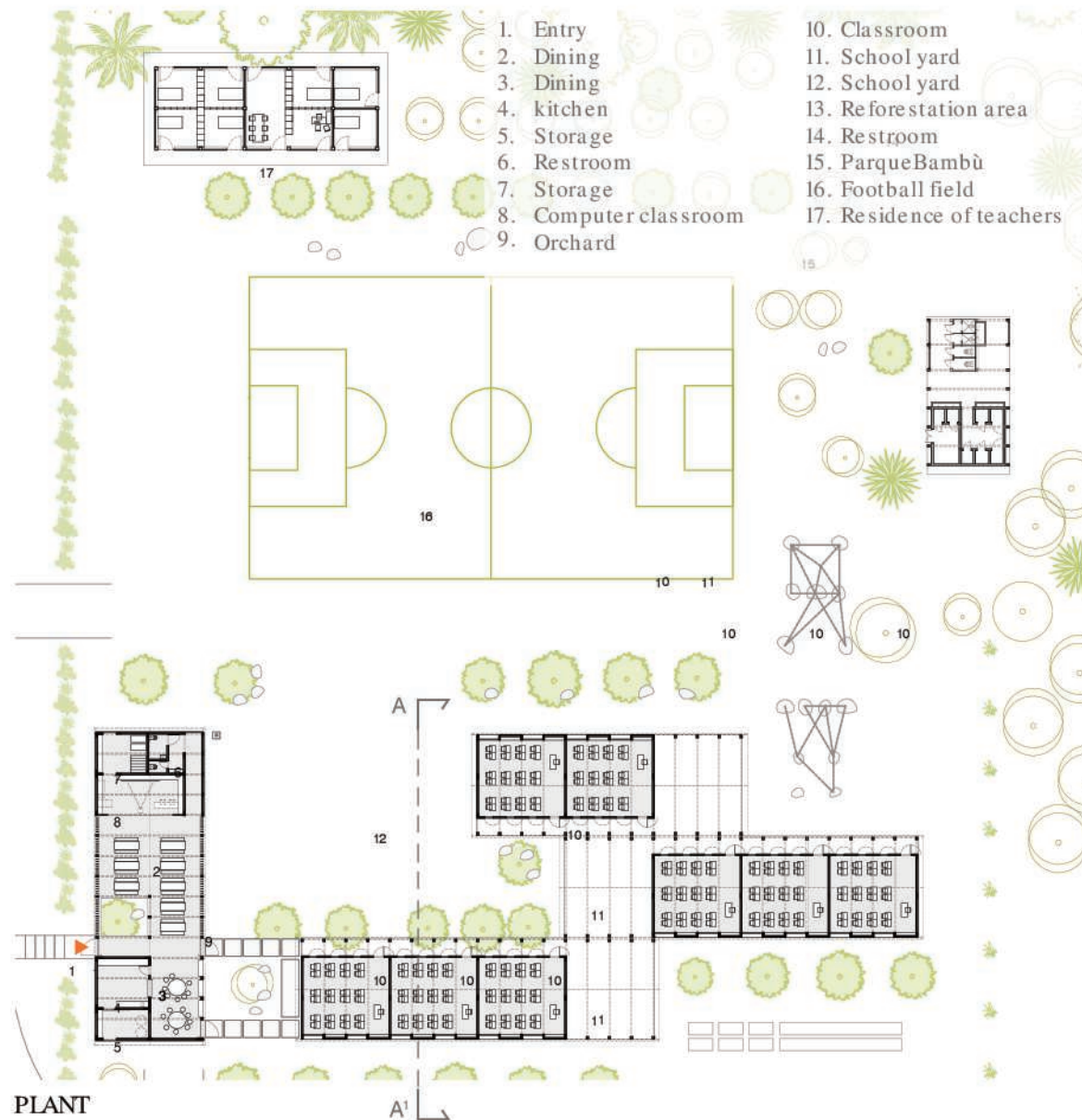
The community has been directly involved, conceiving a strong sense of belonging, initiating a process of long-lasting work in their environment and establishing the foundations for the project sustainability.

The accomplishment of the educational project and, consequently, of the educational infrastructure is assured by the tight relationship developed with the community contributions. Participation means listening and creating spaces for debate and reflection for needs sharing, problems and objectives, where everyone is "participant".

The only way for the empowerment of populations is the participation and exchange with the communities involved, thus it appears as one of the main development axes for rural and native communities.

JERUS ALÉN DE MIÑARO PRIMARY SCHOOL

SEMILLAS || PARTICIPATORY AND INTERDISCIPLINARY PROCESSES



An additional strength of the Project of Jerusalem de Miñaro consists in the architectural proposal, solved with little budget and without harming the quality of the spaces.

The use of local materials such as wood and handcrafted clay bricks made insitu, a modular design and passive systems is suggested. Particular attention is paid to the control of solar radiation, ventilation and natural lighting. The roof accommodates skylights that favour indirect lighting and the release of hot air, as well as a rainwater collection system for its reuse after stored.

Being a sustainable school means much more than being a green or ecological school. A school which is operated sustainably becomes an agent of change and an example to be replicated by children and teachers in their houses, as well as a model to be followed by other schools in similar environments.



JERUSALÉN DE MIÑARO PRIMARY SCHOOL

SEMILLAS || MORE WITH LESS USING LOCAL RESOURCES