Kusi Kawsay
Andean School

Annual Report 2015
Mission
Providing access to education that is rooted in Andean culture and tradition by enabling a bilingual intercultural experience using the most up-to-date teaching methods, which confront the challenges of today’s reality for children, young people and families who have few opportunities to access a respectful education.

Vision
Kusi Kawsay envisions accompanying children in their development, respecting their integral being, customs, history, mythology, worldview and tongue. We provide equal opportunity for girls and boys alike to participate in society with developed problem solving, creative decision making and acute leadership skills, woven with a common thread of an intact self-esteem and a richly dignified sense of cultural identity.

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Dear Friends of Kusi Kawsay

First of all, warmest greetings, sincere thanks and love from the bottom of our hearts for all the unconditional support that you continuously provide us with.

2015 consisted of constant challenges, some of which were difficult at times. However, these difficulties are not made up only by moments of tension, worry and sadness, but rather contain beautiful and efficient tools which lead us to a peaceful coexistence. We know from the wisdom of our ancestors that “difficulty and pain... also teach.” This way of understanding life allows for those challenges to become strengths and enable this beautiful work with children and youth to flourish.

Looking at both difficulties and successes, we are proud to say that our successes outweigh the difficulties. Our precious achievements fill us with great joy and reassure and strengthen our goals.

Well, how can we forget this:

- when excited students celebrated every event of our Andean Ancestral Calendar, honoring the Sumaq Kawsay – El Buen Vivir (The Good Life), conscious of seeking harmony in their inner being and with all that surrounds them, which is our great big family.

- when in Cali, Colombia, our teachers participated in a Waldorf Educational Congress, an experience that strengthened us and has enriched our friendships, as well as our knowledge of this wonderful pedagogy that we apply in our institution.

- when at our farm Kusi Ñan, our children and youth developed a profound connection with the land and plants, cultivating them, caring for them in a natural and loving way, while learning in their agriculture classes.

We can go on listing many more events that occurred this year and in the past, where our primary materials such as traditional weaving, agriculture, sacred geometry, traditional music and Andean cosmo vision allowed our students to shine with pride for their cultural identity, embracing ancient Andean values that guide their path to happiness in an environment of respect, love and reciprocity.

But all these admirable results would not be possible without the tremendous support that you all provide year after year to Kusi Kawsay. Thank you very much for your confidence in our vision and mission, which is all for the good of local children and youth from this region of the Andes. We look forward to your continued love and altruism, and above all nurturing our beautiful friendships.

Urpillay Sonqollay - Thank you,

Tita Monteagudo

Educational Association Kusi Kawsay - President (2013 -2015)
By the power of a different kind of education, a new generation of indigenous youth can develop as leaders and activists, capable of advocating for their rights locally and globally.
Since the time of our ancestors and to this day, Ayllu (Quechua for community) is the foundation of organization in the Andean social structure, which we highly value for future generations of Kusi Kawsay students. This would merely be an illusion if not for our lived experience to date in our educational project, our Kusi Kawsay Institution, which is tangible, benefiting students of indigenous roots and their families from surrounding areas, as well as the inclusion of students and families from other countries who are seeking to live and experience the reality of this region, known as the Sacred Valley of the Incas.

All of this work is a commitment to voluntarily serve in life based on Ayni (Quechua for reciprocity), which is not so easy when the consumer system turns its back on you with its competitive indifferences that makes the rich richer and the poor poorer. However, here it highlights the altruistic human spirit that connects to the essence of Ayni and can draw, after sacrifice and / or offerings, a smile from the children who learn the knowledge of life through writings, ancient and modern science, they are singing to the universe, with that feature of our Andean school inspired by Waldorf education, the melody: Kusi Kawsay noqa kani – I have a happy life.

This is all thanks to the participation of all the “educational community”, from the Association (non-profit) to all our allies (Pachamama’s Path, GFC, Enactus, Waldorf Germany, Apia, and several individuals), as well as through the participation of the parents of our students; the dedication of teachers and the commitment of the administrative staff that captures and channels the good development of the Kusi Kawsay project. Initially, there were a dozen children who were the reasons for the existence of the project. Kusi Kawsay has been growing year after year, and now, in 2015, we have a hundred students. This has been made possible thanks to support from financial allies that endorse our institution’s vision and mission, creating an opportunity for future generations.

All of this is not as easy as it sounds. During the past year, we have provided for the maximum student population, which increased the pedagogical and administrative work and required an investment in logistical and financial activities. In 2015, we restructured our organization, the Manual of Responsibilities and Functions (MOF), rules of procedure
and other levels of internal coordination. We are always aiming for a genuine environment of trust with equal and shared authority so that we may deliver and provide the best humanly possible.

Aside from this, the uncertainty of financial stability is an ongoing fear of Kusi Kawsay. We are trying to maintain a project whose major beneficiaries are families living in extreme poverty, facing challenges of self-sustainability and having to generate their own resources. Nonetheless, we grow quantitatively and qualitatively, thanks to the dedication and commitment of different people and Institutions involved in the aims and objectives of Kusi Kawsay. As we know, in life we are constantly learning and rearranging and during these new times we have to overcome many trials. These are tasks that build a path of opportunities, which flow harmoniously, serving honestly and lovingly supporting the Kusi Kawsay School.

Envisioning the future, as the Association, we would like to reiterate our sincere and deep gratitude on behalf of students, parents and teachers, to those who voluntarily offer economical support to our educational project and allows us, together, to achieve the satisfaction of fulfilling the task of being a useful community in life.
April, June and September. Working with Pro Humanus includes five days in each module during the mornings and evenings. Throughout these give days, Liggia accompanied the first grade teacher, Rocio accompanied the Kindergarten teacher and Bettina visit the other classrooms. It is an intense accompaniment but like all the previous ones, it comes with a lot of learning and strengthening support. We have not only learned the methodological part but also the basics of why and how we should apply the Waldorf pedagogy. We have understood that education should be age-appropriate, respecting the development of each individual and to educate in a healthy and organic way. In other words, educating the whole child, balancing the practical work with their hands, with the progressive development of the individual will, as well as the imagination and intellectual abilities. Under these fundamentals we believe we are supporting the whole human being, which is something that

Rosaura Farfan

Like each year, Kusi Kawsay is in a process of learning - teaching. Every year, we receive important visits, which highlight the Waldorf pedagogy. In 2015, we had very important visitors who not only observed our work but also support our experience.

In the month of October, we had a visit from Ursula, a Waldorf teacher from Switzerland who has vast experiences and who also does great work in Kusi Kawsay. In the mornings, she conducted classroom observations for each teacher and later she led conversations where we exchanged suggestions, comments, as well as questions and answer that had to do with the practical aspect of children. In the evenings we studied The Conferences of Rudolf Steiner’s “Elemental Beings.” Five days of challenging work concluded with great satisfaction and learning. Each suggestion given and applied is something that changes the whole dynamic of the class and we believe that this visit was rewarding. Surprisingly, sometimes the suggestions were simply small details but if the teacher does not pay attention to these details then the class may become bored and tired. “The teacher should have all their material work well organized. This makes the students feel cared for by their teacher.”

Pro Humanus is a Peruvian charitable association formed by three Waldorf teachers, which include Bettina, Liggia and Rocio. We worked with them throughout the year in three different modules in
had a profound impact on our teachers: the magnificent art that was developed in the classroom - the scientific was converted into art.

Almost all of our Kusi Kawsay teachers participated in the Iberoamerican Congress 2015 in Cali, Colombia. This was an experience that we were very grateful for. We had the opportunity to connect with different teachers from all over the world and observe extremely knowledgeable presentations about Waldorf education. We are also proud to mention that Kusi Kawsay had a strong influence in Cali. Throughout the Congress, all participants were talking about how to apply Waldorf education in their countries or regions that represent their culture, traditions and geography. Kusi Kawsay earned an admirable applause because our culture is the foundation of our school.

During the month of August we had a visit from seven Waldorf teachers from the United States. Professor Ken Smith, a teacher and trainer who, for one week, provided pedagogical insights in the classroom, led the group. The days were filled with a lot of learning, understanding, growth for our teachers at Kusi Kawsay. All of the work was practical and done with the children. This triggered a lot of admiration and awareness. The visiting teachers observed each class and provided us with workshops in the afternoon that included questions and answers regarding what they had experienced in the morning in the classrooms. The observations included why and how we could work in our geographical environment. We would also like to mention something that we as teachers feel is our true purpose.

Kusi Kawsay is an educational community that believes in the revitalization of our culture as a principle of education, which is vital to awaken and remember what we were. Waldorf education is an ideal basis for this as it coincides with many aspects including education with values, respect, solidarity, mutual help and companionship and more. Waldorf education asks us to sing every morning, it nourishes the soul of children and Kusi Kawsay creates songs in Runa Simi (Quchua) and recognizes this moment in which we are living with nature. In this way, we work so that the child may nourish their soul with their culture.
In August 2015 I returned to Peru and to Kusi Kawsay. The first time I visited I was with Megan Neale and a group of grade ten students from the Marin Independent High School – a new Waldorf initiative in Marin County, north of San Francisco in 2013. This first trip inspired a wish to return and share the rich experiences with other Waldorf teachers – colleagues - who I knew would be touched as I was – by the children, the pioneering spirit of the Kusi Kawsay community, the ancient sacred sites and the immense, powerful landscape.

When Megan and I returned we brought with us a group of experienced teachers: Kristine Deason - 3rd Grade, Stephanie Felton-Priestner – 6th Grade, Kathy Darcy - 7th Grade, Barbara Rosen – Kindergarten and Patrick Marooney – Waldorf Teacher Trainer.

In planning the trip and discussing the right approach to helping in the school, a recurring concern for Megan and I was the need for visiting teachers to ‘sense’ what was alive and strong in the children and the school before giving advice. To develop a sense first for how the Waldorf Curriculum had to change and metamorphose to serve the needs of the Kusi Kawsay Andean community.

We felt ourselves to be part of a larger ‘world event’ of Waldorf Education metamorphosing to serve the needs of children and families around the globe – and we were nervous about any kind of transplantation of a Eurocentric model. In this new model, that is very alive the in Kusi Kawsay school, the spirit and intentions of Waldorf Education remain true, but the methods and style must adapt to meet the quality of each environment and culture.

Our group of very seasoned teachers followed along the same path of experience I had followed on my first visit:

On the second day in the school they were discussing what wasn’t right and what needed to be developed and strengthened.
On the third day questions began to arise – “How is it even possible to teach this subject in this situation?”

By the fourth day the conversation turned to “Have you noticed how beautifully formed the writing is and how advanced the form drawing is.”

The following days “If only the children at home could do this so well”. “Why can’t our children do this?” We need to bring these ways of working back to California?”

It was beautiful to be with colleagues as they went through this process of discovery. We came to Peru to share our knowledge and experience – which we did – but our eyes were opened to our own cultural weaknesses and particularly the effects modern living are having on our children.

We went home with new thoughts and concerns. Already I see my colleagues working in new ways in their classrooms – the experience in Kusi Kawsay is working back to metamorphose Waldorf Education in California.

It is my hope that there will be many more fruitful educational exchanges between us as we search for a healthy future as a common humanity.

Ken Smith
Director
Bay Area center for Waldorf Teacher training
By the end of 2015, the 11th graders were ready to become Kusi Kawsay’s first graduates. This was a very special event because of the great value that this group has, formed by all the dedication their teachers placed on accompanying their educational journey. It was also very nice to see them grow from childhood to adolescence, and see how they were changing day by day.

Our 9 students reached the end of a very nice phase in their life: completing their secondary education; where they always demonstrated optimism and perseverance in their actions, their development of each stage, always they showed optimism and perseverance and developed a level of artistic and scientific quality in their beautiful works.

The graduate’s field trip was a beautiful journey to Tarapoto, accompanied by their tutor and two parents. It was a week of living in full companionship and also a farewell because everyone chose a different path for their future. In addition, the trip was fascinating because for some it was the first time traveling by plane. The journey to Tarapoto also was a great reunion because the students visited their elementary school teacher, Lourdes Jibaja, who remembers their first years at Kusi Kawsay. This brought the entire experience to a full circle, which was prepared by their former teacher and included some enjoyable activities organized by her.

The graduates bid farewell in an exciting and emotional graduation ceremony where they received wonderful acknowledgements for their great efforts during their eleven years of student work. The ceremony was very enjoyable thanks to the participation of parents, teachers and all of the Kusi Kawsay community. Especially the participation of the parents was very beautiful as they shared words of gratitude and gifted flower bouquets. Likewise, students also gave words of appreciation and gratefulness to Kusi Kawsay.

At the ceremony, graduates wore traditional clothing from our region, highlighting the elegance of the ceremony, which was transformed into a special and commemorative moment for everyone involved with Kusi Kawsay. Everyone was excited and moved to the beat of our graduates calling “Musuq Illari”; which means NEW DAWN. So with this beautiful name and pleasant events our esteemed students graduated. May they carry the wonderful lessons from Kusi Kawsay with them.
Aside from Permaculture classes 3 times a week for the students of Kusi Kawsay, we were able to host different workshops for the Association of Quinoa Producers, which include farmers in Pisac who came to Kusi Ñan to learn and share knowledge on soil restoration and organic production of nutritional and medicinal plants.

In October, we welcomed a visit from EMPower representatives Carmen Moscoso and Marta Cabrera, who were surprised by the progress of the project. During 2015, it was possible to achieve the first aim proposed by EMPower, which was to create a space to promote entrepreneurship education based on agriculture and Andean culture. The students of Kusi Kawsay participated in all stages of creating an organic garden (soil preparation, transfer of manure, composting, preparing growing beds, planting different nutritional and medicinal species, harvesting seeds, weeding, preparing and applying organic fertilizers and pest or diseases control, greenhouse
construction and management, collective cultivation of Andean crops with the participation of the whole school, as well as with the support of the families of the community Amaru. In addition, the construction of a kitchen space at Kusi Ñan was completed and serves to conduct training workshops on healthy nutrition, Andean and international culinary art, dehydration and food preservation and processing of vegetables with value-added products as well as new proposals for the near future. We are currently in the implementation phase of the kitchen to start workshops beginning in March of 2016.

In October of 2015, we also received a visit from Enactus (Pavnet Sandhu, Jordan Hanna and Aidan Heintzman) who donated an electric dehydrator for vegetables and gave training workshops on dehydrated edible leaves and a business plan for marketing organic products. In addition to the dehydrator, Enactus provided a Manual of Agriculture and Business, as well as school supplies to work with students. After the implementation of the kitchen Kusi Ñan will install the dehydrator to start production.

Currently we have created the foundation to achieve the second aim put forth by EMPower, which is Training and Capacity Building in Leadership and Entrepreneurship. We also look forward to continue developing the project with Enactus, and continue learning about the development and marketing of dehydrated organic products. The farm Kusi Ñan is in full production and has begun selling vegetables to families in Pisac and to some restaurants so we garner economic support for eventual costs.

We are very pleased with the work done during 2015. We continue to grow and we have many wishes and plans for 2016. These include conducting various workshops, the completion and operation of the kitchen at Kusi Ñan, and the implementation of an orchard and strengthening our seed house.
The beauty of reciprocity was made possible through our exchange experiences, in which we opened our doors and hearts, welcoming visitors and volunteers from near and far. We have shared our path with storytellers, skilled professionals, musicians, artists, students and many inspiring individuals this year. Several of our visitors and volunteers have been inspired to initiate fundraisers in their home community to continue supporting Kusi Kawsay. Contributions to meet our projects monetary necessities are always a great need and we are thankful this year, and every year, for all the support!

A musical journey commence our year with the lovely charity song titled “Spirits on Earth” composed by our dear friend Valentin Boomes who released the song on major digital music stores and donated all proceeds to Kusi Kawsay.

We would like to acknowledge the numerous teachers from Peru and beyond that have visited and worked with us this year. The collaborations Kusi Kawsay has cultivated with Pro Humanus, Regis University, California Waldorf teachers, APIA and many others, has not only strengthened our purpose of providing quality education but has demonstrated that there are several initiatives taking shape worldwide whose aim is to empower, respect and care for people and planet.

We are very excited about our new and long-term collaboration with Enactus, an international non-profit investing in students who take entrepreneurial action for others to initiate meaningful projects. Pavneet, Jordan and Aidan are three ambitious students from Ryerson University, Canada, with innovative ideas. They created useful booklets to teach business and entrepreneurial skills through workshops at Kusi Ñan focused on dehydrating Kale and creating a healthy product to sell at the local markets. This relationship comes with a lot of exciting potential and we are looking forward to Enactus visiting us again soon.

There was no trace of reservation from our youngest volunteers this year. Several students from the United States and Europe dedicated numerous weeks to assisting in our classroom and lending hands at the farm. We hope that their time with us will remain in their hearts for years to come!

We have been beyond fortunate to welcome
our long term volunteer Javiera Alarcon Achiu into our Kusi Kawsay community. Coming from Chile, Javiera, a professional yoga instructor, found her niche in the first grade classroom as a volunteer teaching assistant. She also applied her excellent photography skills documenting several of our Andean school celebrations. We are glad to have such a positive, humble and kind new friend.

Thanks to Sophie Muir, the London fundraising event is becoming an annual occurrence. We are elated that she enables people to come together for a great cause; sharing our story while enjoying Peruvian delicacies and Andean textiles. We were overjoyed when Sophie visited Kusi Kawsay this year and happy to perform our school song Muyu Muyu and dance to express our gratitude to her and to all those who make the London fundraising event such a success.

Kusi Kawsay was excited to be the recipients of Freunde der Erziehungskunst Rudolf Steiners WOW-Day support. This contribution allowed us to provide healthy snacks to our students. We were able to prepare nutri-

tious, fresh and delicious warm quinoa, habas, and kiwisha drinks served with whole-wheat bread and fruit. Not only did our students enjoy this delightful snack during their break, they were also able to have good energy to be productive and strong throughout their day. We would like to express our heartfelt gratitude to our Wow-Day friends for giving us the means this year to implement our important nutrition program.

The Sacred Fire Foundation lifted our spirits during a challenging time and infused us with hope and encouragement when they selected Kusi Kawsay for their annual online fundraising #GivingTuesday campaign. We began a collaboration to highlight Kusi Kawsay’s Andean Legacy within our network and theirs. This successful campaign gave us the support to continue empowering indigenous children and youth and celebrating their Andean cultural identity. We are in admiration of the work that Sacred Fire Foundation does and hold them dear in our hearts for making such a wonderful opportunity possible. Thank you to all who donated to the campaign and support our project.

Small acts of generosity have had a significant impact on us. We are sincerely thankful to those who support us from a distance. A special recognition to our sister Ann Beckham, founder, board member
and legal representative of Pachamama’s Path, thank you for everything you do, always. From the guidance and insights of our NGO management consultants to the skills of our Newsletter Editing Team, to donors, supporters and ambassadors of our projects, our strength lies within your strength and we value each and every one of you. We look forward to continue nurturing our relationships and working together for a prosperous future.

**Needs and Wishes for 2016**

Our vision has always had strong and firm roots so that even during challenging moments we were able to weather the rough times. Over the course of the years, our community, staff and teachers have full heartedly devoted themselves even when monetary compensation was not compatible with all the time and energy they have loyal dedicated to Kusi Kawsay. We felt strongly about changing this reality and have agreed to implement raises for our teachers. Not only was this a gesture of deep gratitude but also necessary so that our teachers may confront the rising living costs in Peru and provide for their families. The greatest need in 2016 is contributions devoted to teacher’s salaries.

The Ayni Scholarship Fund continues to be one of our greatest funding appeals. The majority of our students come from families with economic challenges who are not able to even afford our sliding scale tuition fees. Donating to the Ayni Scholarship Fund allows a child to attend Kusi Kawsay, where they receive quality education that respects their culture, language and tradition, while experiencing a healthy and safe environment. The Scholarship benefits the child’s entire family as it takes away the financial burden, allows a child to learn and share their knowledge at home, empowering a support system in each household. Please consider donat-

ing to provide the profound opportunity of education to a child.

Additional needs and wishes for 2016:

- Re-roofing classrooms
- Roofing for Kindergarten playground area
- Teacher Restroom facilities
- Water supply system

Please visit our [Wish List](#) to see a full assessment of Kusi Kawsay’s wishes.
A few years ago, when the school first came into being, one day during a ritual meeting held by women in our community, they decided to find a name that identifies this educational community. Based on the most profound wishes they had for their children, they said “whatever they do in life, may they do so being happy.” Thus, the women found the name in Runa simi, our ancestral language:

Kusi Kawsay – Happy Life!

Kusi means happy, cheerful, content, joy, bliss; and Kawsay means life, live. Therefore Kusi Kawsay means happiness, to live happy, happy life; and this name accurately reflects the vision and mission that we have for the education of the children and youth. Knowing that the most basic and essential in life is not to accumulate money in abundance, not earn degrees in many professions, much less become the “mayor” or “president” at the expense of snatch-
Kusi Kawsay Taki
Añay sonqollay
pachamamallay,
¡kusi kawsay noqa kani!
Añay urpillay
pachamamallay
¡kusi kawsay noqa kani!
Aynirispalla,
wayllurispalla
¡qespe q’ente willka kani!
Chaninchaspalla,
kusikuspalla
¡qespe q’ente willka kani!
Mana manchaspay imatapas
¡kusi kawsay noqa kani!
Mana manchaspay pitapas
¡kusi kawsay noqa kani!
Soy Feliz
Gracias
madre vida,
¡soy feliz!
Gracias
madre vida,
¡soy feliz!
Dando y recibiendo,
amando
¡soy un picaflor libre y sagrado!
Respetando, siendo justo,
siendo alegre
¡soy un picaflor libre y sagra-
do!
Sin tener miedo a nada
¡tengo una vida feliz!
Sin tener miedo a nadie
¡tengo una vida feliz!
I Am Happy
Thank you
mother life,
I am happy!
Thank you
mother life,
I am happy!
Giving and taking,
loving
I’m a free sacred humming-
bird!
Respecting, living in harmo-
ny,
having fun
I’m a free sacred humming-
bird!
Not afraid of anything
I have a happy life!
Not afraid of anyone
I have a happy life!
Marina Flevotomas

Our mission and long-term goals include serving as an educational model for other communities, locally and globally, to adapt the approach of our unique curriculum so that indigenous children may receive the benefits of a dignified and respectful education. At Kusi Kawsay, we are not only empowering our students but their parents encouraging them to play an active role in their child’s education.

Our intentions to achieving these goals involve strengthening our financial sustainability so that we may continue focusing on and manifesting the work that we do. We have initiated local fundraising events and opportunities for our national and international community to donate and support our efforts. In August of 2015, Kusi Kawsay’s administration and the Educational Association held a string of meetings to discuss the development of our projects. These gatherings reiterated our hopes for an international team of ambassador that are able to share our story, advocate for our cause and help us in mobilizing the support we need to meet our financial aims. Thanks to our strong network of supporters, we look forward to nurturing our relationship with Kusi Kawsay’s ambassadors and working together for great results.
We believe that creating educational material that reflects our culture, tradition and Andean identity is still a great necessity. We wish to produce more research and documentation of Quechua knowledge and customs to keep indigenous wisdom and culture breathing. While much of our energy is dedicated towards ensuring financial sustainability, we would like to devote more resources and time to creating educational material, research and documentation.

A great example of our local impact is witnessing Kusi Ñan become a place of learning and skill sharing for the entire community. Hosting workshops and trainings throughout the year, we have been able to demonstrate healthy and nutritious ways of growing organic food. The community has also welcomed the opportunity to separate their organic discards and drop off their compost at Kusi Ñan where we are able to turn this into useful fertilizer. We realize that the farm is becoming a place to discover possibilities and great potential confirmed by farmers approaching Kusi Ñan about learning ways to grow organic quinoa. We look forward to all the great opportunities ahead.

In 2015, we had the chance to collaborate with people who share a like-minded vision, exchanging skills, stories and learning from each other. Our big endeavors, however, have not come without trial and error, challenges and difficult times. Through it all we have learned that quenching the thirst for knowledge, unleashing creativity through art, music and dance, discovering full potentials, empowering our community, sharing Andean culture and traditions, giving thanks to Pachamama (Mother Earth) infuses us with the strength to face each confrontation with perseverance, determination and love. We are truly grateful to each person and organization that has supported our purpose. We seek to provide our students with the essential tools and skills needed to live a happy life.

Urpillay Sonqollay - Thank You
May all of our efforts add up to ensuring long-term benefits locally and globally.