

Urban poverty: a focus on Lima

A resource for Geography teachers

Leader's notes:

This resource provides a geographical study of the city of Lima, with a particular focus on urban poverty. It also covers key human and physical processes.

The resource includes a five case studies and accompanying postcards featuring the *Changemakers* of Lima - a group of children and young people driving change in communities across Lima.

The postcards use Augmented Reality (AR), through the use of Zappar, a free app. This is not necessary for the session but can be used to enhance it.



Aim

Using the city of Lima as an example, students should understand:

- what urban poverty looks like and some of the causes of it (KS3 and KS4)
- some of the key human and physical processes (KS3)
- ways of life and challenges arising from and influencing urban change (KS4)

Time

30-40 mins

Materials needed

- Case study sheets - one case study per group
- Postcards - one set per group

Preparation required

- Print out case study cards (see appendix)
- Order free sets of postcards from the [CAFOD shop](#) or download and print from the [CAFOD website](#)

Optional

- If available, book tablets/smartphones for the session - at least one per group.
- Download Zappar from the App Store or Google Play on to the tablets/smartphones.

Curriculum links

Geography KS3: Human and physical geography

Understand, through the use of detailed place-based exemplars, key processes in physical and human geography.

Geography KS4: Human geography: processes and change

Cities and urban society – For at least one major city in a poorer country or recently emerging economy, examine ways of life and contemporary challenges arising from and influencing urban change.

Bitesize sessions

If time is short, here are some ideas for 10-minute sessions you can run with your group.

Pick a postcard

Scatter multiple copies of the postcards around the room. Give the group three minutes to circulate and ask them to stand by the postcard that strikes them most. They should be prepared to share their reasons. What strikes you most about the photo/story?

Rights of the child

Look at the postcards in conjunction with the UN Convention on the rights of the child - what right(s) do each postcard story relate to?

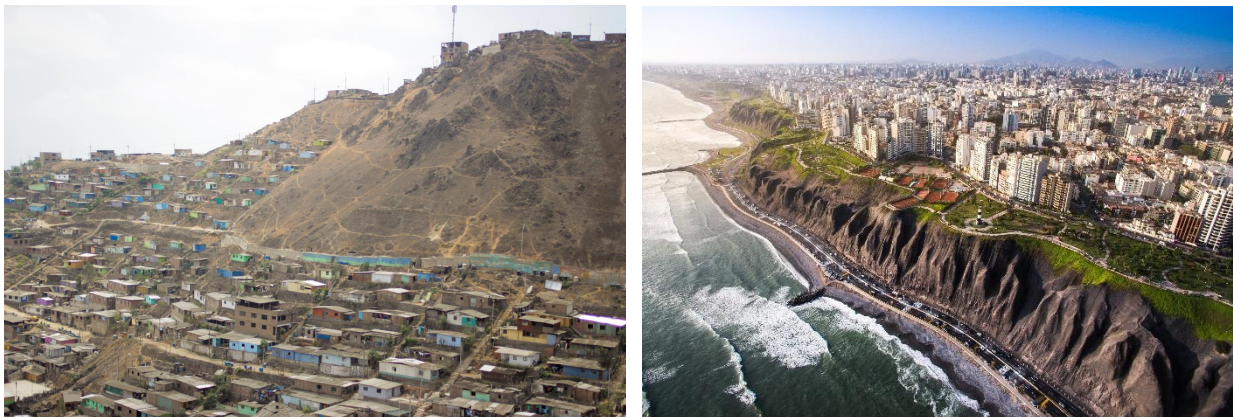
Ranking activity

In small groups, look at the postcards and rank them according to which story is... the most inspiring? ...most urgent?

Stories of change

Explain that the *changemakers* are using their passions to drive change in communities across Lima, a city being hit hard by climate change, and facing many challenges. Read the stories (use the postcard or case study sheet) and think about what you would change about your community. What would you change about the world? Encourage the group to think on a global scale.

Starter



Ask the group to come up with a tweet for each image, either in groups or individually. They should aim to describe the geography in the image in as much detail as possible, using a maximum of 280 characters.

Main input

Explain that both images are of Lima. One was taken in La Capilla, an informal settlement in southern Lima. The other was taken in a much wealthier district of central Lima. As the photos show, Lima is a city of extremes and inequality, with high levels of wealth and extreme poverty existing side by side.

After Cairo, Lima is the second largest desert city in the world. Families living in informal settlements like La Capilla often lack access to crucial services like water and safe spaces for children to play. The city is vulnerable to natural disasters like earthquakes and heavy rains, which can lead to landslides. Lima gets most of its water from the river Rimac and other smaller rivers with sources high in the Andes. But the city is running out of water due to increased demand, rising

temperatures and melting glaciers. Predictions suggest that Lima could run out of drinking water in less than 20 years.

Explain that today the group will find out about five young people who are aiming to change Lima - show the five postcards. The young people in the postcards are doing things they enjoy and are passionate about. They are using their passions to drive change in poor communities across Lima.

Main activity

Divide the group into five smaller groups, giving each a different case study to focus on.

Explain that they have been commissioned to produce a TV documentary on Lima. Often marketed as a tourist destination, the aim of the documentary is to reveal a 'hidden' side to Lima. Their task is to present their research for this new documentary. The research can be presented in any form but should outline their ideas for the documentary. They should draw on information provided in the case study sheet but can also research information from other sources. A task sheet, with prompts, is available below, if needed.

Allow at least 20 minutes for the task. Once complete, invite each group to share their presentations with the rest of the group. For a more detailed study of Lima, the groups could work through each case study on a carousel.

Optional: If smartphones/tablets are available, invite the group to use the Zappar app to scan the postcards to reveal a video of each young person.

Extension: Compare and contrast Lima to a major UK city, or to your village, town or city.

Plenary

Once you have shared and discussed the various presentations, share the statement by Sir David Attenborough: "Climate change is the greatest threat facing humanity today."

It is clear that climate change is already having a huge impact on Lima, with predictions that the city could run out of drinking water in less than 20 years. Daniela is already having to fight for water. Imagine how much worse things will get if we don't take action urgently.

End the session by giving out the postcards. Ask the group to take them home and show them to at least one other person. Encourage them to download the Zappar AR app to see the postcards 'come to life'.

Task sheet

You have been commissioned to produce a TV documentary on Lima. Often marketed as a tourist destination, the aim of the documentary is to reveal a 'hidden' side to Lima. Your task is to present your research for this new documentary. The research can be presented in any form but should outline your ideas for the documentary. You should draw on information provided in the case study sheet but can also include information from other sources.

Background information

After Cairo, Lima is the second largest desert city in the world. Families living in informal settlements often lack access to crucial services like water and safe spaces for children to play. The city is vulnerable to natural disasters like earthquakes and heavy rains, which can lead to landslides. Lima gets most of its water from the river Rimac and other smaller rivers with sources high in the Andes. But the city is running out of water, due to increased demand, rising temperatures and melting glaciers. Predictions suggest that Lima could run out of drinking water in less than 20 years.

Questions to help you

As you read the case study:

- *put yourself in their shoes - what would you want to be reported most about Lima? What changes would you want the most?*
- *think about what factors affect urban poverty, such as water scarcity, natural hazards, climate change and migration*
- *think about the causes of poverty, such as climate change and lack of access to education.*

Decide the angle for the documentary:

- *what will be your film title?*
- *who will present the documentary and why?*
- *where will it be shown (TV, online, event) and why?*

Prepare your research:

- *will you could include maps, statistics, sketches, photographs, film...?*
- *will you annotate the photographs included in your case study, to illustrate key points?*
- *how would you advertise your documentary, for example, produce a short voiceover for cartoon strip?*

Remember you can present your research in any form, so get creative!

Case study 1: Daniela

Geography themes: migration, water scarcity, global inequalities, poverty, urban change.



Location

Daniela lives in La Capilla (same area as Paolo), in the south of Lima.

Built high into the steep hillside, La Capilla is one of 300 townships in the Rinconada de Pamplona zone, which is located within San Juan de Miraflores.

San Juan de Miraflores is one of the 'new towns', formed by high numbers of people migrating from other towns and from the countryside. It is one of the poorest districts in Lima. On average 19-22 per cent of the population live in poverty, with poverty rates increasing significantly for those living up the steep hillsides.

What are the main challenges?

La Capilla is an informal settlement. Most residents here lack property rights and sewage systems. Water is a major challenge here. With no running water in the community, water is delivered by huge trucks. But sometimes the water trucks don't come, which means people don't have water. And after heavy rain, the water trucks struggle to make it up the steep hillsides.

Residents in these poorer neighbourhoods can end up paying eleven times more for water than people in districts with access to public networks.¹ And when the trucks do come, they deposit the water in tanks that are open to the dust and dirt. Water quality is therefore extremely poor.

Daniela has never had running water at home. She says:

"You don't really know when the water will arrive... Like everybody we feel uncomfortable when water doesn't come. We need water for everything - to wash, to cook, everything".

What are the solutions?

CAFOD is supporting local experts (from CAFOD partner, DESCO) to help young people in their fight for water, amongst other things. DESCO have developed a mobile app, to collect information from residents about their access to and quality of water. The information will be presented to Congress (parliament) and used as evidence to campaign for better rights/ access to water.

Daniela and her friends have been trained to use this app. They are going to their neighbours' houses to collect this information on their phones, to use in their fight for water.

¹ This statistic comes from a survey that was carried out by DESCO (CAFOD's partner) in four different communities, regarding water access, cost and quality.



Daniela, at her family's water tank.



A water truck, delivering water to residents in La Capilla.

Case study 2: Paolo

Geography themes:

migration, global inequalities, climate change, natural hazards, poverty, urban change.



Location

Paolo lives in La Capilla (same area as Daniela), in the south of Lima.

Built high into the steep hillside, La Capilla is one of 300 townships in the Rinconada de Pamplona zone, which is located within San Juan de Miraflores.

San Juan de Miraflores is one of the 'new towns', formed by high numbers of people migrating from other towns and from the countryside. It is one of the poorest districts in Lima. On average 19-22 per cent of the population live in poverty, with poverty rates increasing significantly for those living up the steep hillsides.

What are the main challenges?

La Capilla is an informal settlement. Most residents here lack property rights. As well as problems accessing water, the majority of the houses are built using precarious materials such as mats, wood laminates, and corrugated roofs. They are on the extremely steep slopes over self-built stone platforms known as 'pircas'. This makes them extremely vulnerable, especially as they are already at risk from climate change and natural hazards such as flooding, earthquakes and landslides.

What are the solutions?

CAFOD is supporting local climate change experts (from CAFOD partner, DESCO) to raise awareness and help young people develop their skills to reduce the risks from climate change and natural disasters.

Paolo's community is well organised - they are already making improvements to their neighbourhood, and DESCO is supporting them to further reduce their risks. Along with others in the neighbourhood, Paolo volunteers to do community service every Sunday, to help improve his neighbourhood and make it a safer place to live. Paolo says: *"For me, community service is really important. It's something that you do to improve your community to help it to grow and develop"*.

Paolo is volunteering to build staircases. The paths in his community are very steep. So without staircases, it is difficult for people to move around. If there is a fire or a natural disaster like an earthquake or landslide, the staircases help people move down the hills quickly to safety.

Paolo and his neighbours are also building retention walls, which are crucial to protect people from land or mud slides.



The view from La Capilla



Paolo, building a staircase, with a retention wall in the background.

Case study 3: Abigail

Geography themes: migration, climate change, global inequalities, poverty, water scarcity, urban change.



Location

Abigail lives in the Lomas de Carabayllo, a mountainous district towards the north of Lima. The Lomas de Carabayllo has high levels of poverty. It is also one of the most polluted districts of northern Lima. It suffers from illegal dumping of waste and lots of mining (much of which is illegal).²

What are the main challenges?

This area of Lima benefits from the Lomas de la Primavera (the Lomas), a chain of mountains known as Lima's "green lung". Mist comes up from the Pacific and nurtures vegetation and natural life here, making it a crucial ecosystem in the hyper-arid city of Lima. Pre-Incan artefacts have also been found here.

Despite its ecological and archeological importance, the Lomas is under threat. People are grabbing the land and using fake documentation to sell plots of land to people desperate to find a place to live in the city. Mining companies are also threatening to start mining.

What are the solutions?

CAFOD is supporting local climate change experts (from CAFOD partner, CIDAP) to work with different communities in the district, focusing on conservation of the Lomas as well as reducing risks from climate-change.

In a new project, four local schools have been supported to set up eco-brigades.

Abigail has joined one of these eco-brigades. The eco-brigadiers are taking on the challenge of tackling climate change by defending their green spaces. They have just started clearing an area at school so they can create a garden. They have also started working on a forestation project in the Lomas, planting small plants to protect the environment and keep it clean for the future. Abigail says: *"It's important to protect the Lomas because they give us our oxygen, they help our wellbeing and help our planet"*.

An innovative technology, known as 'fog catchers', is also being utilised in the Lomas. With just a small investment, the fog catchers optimise Lima's fog by collecting large quantities of water. Moisture collects on the fabric, runs down along guttering at the bottom, before it is collected in a tank. This technology is particularly important given Lima's limited water supply, and the predicted decrease as result of accelerated glacial melt. Sadly, the fog catchers have been destroyed twice by land traffickers, so using them remains a challenge.

² There are 31 non-metallic mining operations in Lomas which cause considerable noise, dust and soil degradation and have a negative impact on residents' health. The illegal dumping of waste is also problematic. The Zapallal landfill, for instance, receives 800 tonnes of rubbish a day, with many poor families working informally, picking up materials for recycling.



Abigail, planting in the Lomas



A fog catcher (not yet installed)

Case study 4: Jean-Pierre

Geography themes:

poverty, urban change, global inequalities.



Location

Jean-Pierre lives in the Lomas de Carabayllo (in the same area as Jasmin). Situated in northern Lima, the area has high levels of poverty and pollution.

What are the main challenges?

The Lomas de Carabayllo has very few public parks and safe spaces for children and young people to play and study. Added to this, parents often have to travel long distances to work, leaving their children alone during the day. As a result, children face many risks, including accidents at home, abuse, malnutrition, inadequate health and hygiene. Many children also risk dropping out of school or falling behind. Unsurprisingly, education levels in this area are low.

70 per cent of children perform below the expected targets; 70 per cent experience difficulties in reading comprehension and 91 per cent in mathematical comprehension. [Source: School Evaluation Census, 2010 (ECE)]

What are the solutions?

CAFOD is supporting local experts (from CAFOD partner, Warmi Huasi) to help the children in Jean-Pierre's neighbourhood. As well as helping to strengthen local children's organisations, they are helping to create vital safe spaces for children. Warmi Huasi have created eight safe spaces, including homework clubs, reading clubs, a wellbeing club and a play club.

Jean-Pierre enjoys going to these safe spaces. He goes to both reading club and homework club - here Jean-Pierre can do his homework and keep up with his studies.

Jean-Pierre wants to be teacher when he grows up. He says: *"When I'm in the homework club I feel good, I feel happy"*.

At homework club, the children also learn about their rights, play games and do other activities like learning how to grow plants and care for their environment.



Jean-Pierre, reading in a child-friendly safe space.



Jean-Pierre, taking care of the garden in a child-friendly safe space

Case study 5: Jasmin

Geography themes:
poverty, urban change,
global inequalities.



Location

Jasmin lives in the Lomas de Carabayllo (in the same area as Jean-Pierre). Situated in northern Lima, the area has high levels of poverty and pollution.

What are the main challenges?

The Lomas de Carabayllo has very few public parks and safe spaces for children and young people to play. Added to this, parents often have to travel long distances to work, leaving their children alone during the day. As a result, children face many risks, including accidents at home, abuse, malnutrition, inadequate health and hygiene. Children and young people do not have access to their rights.

What's the solution?

CAFOD is supporting local experts (from CAFOD partner, Warmi Huasi) to help the children in Jasmin's neighbourhood. They are helping to create safe spaces and helping to strengthen local children's organisations. These organisations help children understand their rights, voice their needs and influence local public policies, thereby improving their lives and their community.

Jasmin belongs to one of these local children's groups, which is helping to improve her community. Jasmin has been learning about her rights. In the photo below, she has made a sign about the right to education.

It translates as: *"The Right to Learn. Every boy and girl have the right to go to school and receive a good education and have the right to study. Every child has the right to freedom of expression and to be listened to"*.

Together with her local children's group, Jasmin and her friends have also created a children's park to play in, called the Labyrinth. They helped to clear up rubbish and plant seeds in the park. Now they have a lovely safe area to play, with a maze, a playground and space to play football and other games.

Jasmin says: *"I like most of all to come here and play football and volleyball. I don't like the violence in my neighbourhood. At the Labyrinth I feel happy and I feel free"*.



Jasmin, in her local area



Jasmin, holding her sign about the right to learn