



MARY  
WARD  
INTERNACIONAL  
PERÚ

# ANNUAL REPORT 2025





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# INTRODUCTION

The Development Office of Mary Ward International Peru (MWIP) presents its Institutional Report for the year 2025, with the aim of **sharing the projects implemented, the work carried out in Huaycan and Jicamarca, and the key lessons learnt during this period.**

During the year, our office led the design, implementation and monitoring of **five social projects, aimed at building a more humane, fair and sustainable world, and at strengthening the rights of children, adolescents, women, families and communities.**

Key achievements include the successful completion of activities, the strengthening of the capacities of teachers, students and families, and the promotion of healthy eating habits to prevent anaemia and malnutrition. These advances **reflect tangible changes in the lives of individuals and communities, who now demonstrate greater awareness of their rights and participation in safe environments.**

Throughout the implementation of these projects, we encountered various challenges, including constraints in both financial resources and specialized staff, difficulties in securing timely assistance from state bodies regarding high-risk cases among the communities we work with, and the suspension of field activities. These challenges enabled us to strengthen planning, improve inter-institutional coordination and consolidate the team's capacity to respond to diverse and changing circumstances.



“ **These advances reflect tangible changes in the lives of individuals and communities** ”

We wish to extend our most heartfelt and sincere gratitude to our dedicated technical team, strategic partner organisations, and the various educational institutions that have walked alongside us. We also offer special recognition to the Sisters of the Congregatio Jesu, our donors—MWI Australia, MWMF, Misan Cara, Kambia, Foxrock Parish—and the communities of Huaycan and Jicamarca, **whose commitment made the development of these initiatives possible.**

We invite those reading this document to appreciate this collective effort and to join us in creating just, safe and sustainable opportunities for children, young people, women and those in vulnerable situations.

# OUR IDENTITY

## Congregatio Jesu

We are an international religious congregation founded by Mary Ward in 1609. We work in the service of the faith and the active promotion of eco-justice. Our values are justice, freedom, truth and joy. Our mission of service and holistic transformation lies at the heart of who we are, and unconditional love is the driving force that propels us forward. Our institutional work focuses on supporting vulnerable communities, projecting an identity of active hope that seeks to strengthen human dignity in every area where we work, aiming for a lasting and collective empowerment.

## Mary Ward International Peru

Mary Ward International Peru (MWIP) is a non-profit civil association that promotes holistic education, health, child development and women's empowerment in the communities of Huaycan and Jicamarca, contributing to their integral social and economic development. As part of the global network of Mary Ward International, we work with strong values, centred on community needs and in collaboration with local leaders to ensure the long-term sustainability and effective adaptability of our programmes.



### Mission

We are a group of women from around the world who follow in the footsteps of the itinerant Jesus, drawing on Ignatian spirituality and the charism of Mary Ward. We seek to build a more humane and hopeful society, in a synodal spirit and in harmony with the cosmos.



### Vision

We bring Mary Ward's dream of being a single congregation to life, bearing witness to unity in a fragmented and divided world, and manifesting God's love through care for our Common Home and for those on the existential peripheries.



### Charism

Mary Ward's charism invites us to seek and find God in all things. It is expressed in an active faith that impels us to respond to the world's needs with freedom, justice and truth, promoting human dignity, service to others and integral ecology.

# 2025 IN PERSPECTIVE

By: **Vannesa Sinche**, Director of the Mary Ward International Peru Office



Throughout 2025, we consolidated our work in the communities of **Huaycan and Jicamarca**, focusing our efforts on social justice and service. The year began in January with the **First MWIP 2025 Meeting**, attended by 17 staff members to set the goals for the period and finalise the submission of the management reports for 2024.

In February, we resumed in-person activities at the **“Our Lady of Guadalupe” Parish Medical Clinic and the “Warmi Wasi” Women’s Development Centre**. With this, we formally launched the implementation of our five main projects: **Childhood Without Fear, Safe Classrooms and Communities, United We Nourish Better, Among Friends, and Healthy Women and Children**. These programmes represent our direct response to the needs for education, health and the protection of rights in the areas where we work.

In May, we published our first newsletter, entitled **‘Being Pilgrims of Hope Day by Day’**, to share the progress of our work on the ground. July was a month of significant operational and spiritual milestones: we held the **second edition of the Annual Charity Raffle**, an initiative that strengthens the sustainability of our works and which, in 2025, expanded its

reach to include international sales via the PayPal platform, thanks to the support of generous individuals linked to the congregation. Furthermore, on 31 July, we witnessed the sisters’ vote in the O Chapel. In this historic event, **the IBVM sisters ratified with their signatures their commitment to move towards unification**, accompanied by a community of 35 people, amidst an atmosphere of prayer and joy.

In September, we celebrated the **25th anniversary of the ‘Warmi Wasi’ Women’s Development Centre**, reflecting on its beginnings and the legacy of **Sr María Neylon of the Congregation of the Columban Sisters**. This centre continues to transform the lives of schools, families and soup kitchens in the area. The celebration included a thanksgiving Mass and a gathering with the mothers from the soup kitchens. That same month, we held the **Second MWIP Meeting**, where we received training in communication, active listening and feedback from coach Sara Castillo, as well as deepening our spirituality with Sr Ann O’Connell.

In October, we celebrated the anniversary of the **Our Lady of Hope Chapel in Jicamarca**, a community festival that brought the whole

community together around faith, organisation and shared work. The various groups associated with the chapel took part in the preparations, helping to organise food, games, dances, a tombola and raffles, with the aim of raising funds for repairs and pastoral expenses for this space of encounter and accompaniment. This celebration also commemorates the 25th anniversary of the first Mass held in the chapel, presided over by Father Garin SJ, as part of a mission initiated by the Convent of Villa Koska and supported by the Sisters of the IBVM, now the Congregation of Jesus. In the same month, we published the second edition of our annual newsletter, *Pilgrims of Hope: Voices, Paths and Encounters*, reaffirming our identity of service.

On 4 November, we witnessed a historic moment: **the unification** of the Institute of the Blessed Virgin Mary and the Congregatio Jesu.

This process of discernment now allows us to walk as one family, optimising resources and strengthening our commitment. Furthermore, this new phase invites us to renew our mission, placing our gifts and efforts at the service of others, with a special **emphasis on eco-justice and care for our common home**.

Finally, we closed the year in December with the **Third MWIP Meeting**, a space to evaluate the goals achieved and recognise the lessons learnt shared among the teams at the “Our Lady of Guadalupe” Medical Clinic, the “Warmi Wasi” Women’s Development Centre and the projects office. During our Christmas gathering, **we presented diplomas for the safeguarding course**, reaffirming our commitment to promoting safe environments. As the year draws to a close, **we renew our hope in the face of the challenges of the coming year**.



# OUR PROJECTS

## Among Friends: Discovering Stories Together

The project was developed with the aim of strengthening the reading comprehension skills of 6th-grade students at Juan el Bautista School No. 1270 and promoting the socio-emotional development of student mediators in the 9th grade at Fe y Alegría School No. 58 “Mary Ward.” Through a structured training process combining reading sessions, psychoeducational workshops, and cultural activities, a peer-learning environment was created that improved reading skills, fostered a love of reading, and reinforced the skills acquired by the adolescents throughout the workshops.

### Objectives

The project sought to improve the literal reading comprehension of primary school students, strengthen the socio-emotional skills of the adolescent mediators—such as active listening, assertive communication, teamwork, and empathy—and increase children’s interest in and motivation for reading through meaningful experiences, literary conversation activities, and exposure to cultural spaces.

### Participants

The intervention benefited 70 students in 6th grade A and B at Juan el Bautista School No. 1270 in Huaycan, 30 mediators in 9th grade at Fe y Alegría School No. 58 “Mary Ward” in Jicamarca, as well as teacher mentors and

administrators from both institutions, who supported and strengthened the process.

### Location

The project was implemented in Huaycan, Zone M, in the district of Ate, and Jicamarca, Annex 8, in the district of Lurigancho-Chosica, both located in East Lima; and it carried out complementary cultural activities at the Casa de la Literatura Peruana, located in Lima’s Historic Center.

### Key Outcomes

#### R1: Improved reading comprehension

During the five peer reading sessions, elementary school students participated in activities such as reading aloud, guided literary discussions, and creative exercises, which helped improve their attention, participation, and enjoyment of reading.



*The project aimed to improve the reading comprehension skills of elementary school students in Huaycan.*

The pre- and post-tests showed significant progress: the average level of achievement rose from 38% to 46% in both classrooms, with particularly noticeable improvements in the recognition of explicit information, sequence identification, and narrative comprehension. The active involvement of teachers and administrators ensured pedagogical continuity and reinforced the sustainability of the methodology.

## R2: Strengthening Social-Emotional Skills

The adolescent mediators participated in six psychoeducational workshops where they reinforced skills such as active listening, assertive communication, teamwork, empathy, following instructions, and expressing gratitude. The impact was measured using the Goldstein Social Skills Scale, with scores rising from an average of 69% (in-process level) to 90% (achieved level). This development was reflected in their role as facilitators of the reading sessions, where they demonstrated confidence, organization, autonomy, and leadership.



*By the end of the year, the proportion of participants in the project who achieved a high level of reading comprehension had risen from 38% to 46%.*

## R3: Increased Interest in Reading

Elementary school students actively participated in reading five picture books selected for their literary and aesthetic value, which helped spark meaningful discussions and foster a positive relationship with reading. The educational visit to the Casa de la Literatura Peruana further boosted their motivation: 87% rated the experience as “Very good” and highlighted the books, objects, and stories they learned. In addition, picture books were donated for personal reading, and a reading space was set up within the school, ensuring that enthusiasm for the texts could continue beyond the project sessions. Finally, two teacher training sessions encouraged the incorporation of these practices into the 2026 Reading Plan.

## Challenges and lessons learnt

The project faced significant logistical challenges, primarily stemming from regional strikes, social unrest, and extensive road construction that frequently disrupted travel to Huaycan. Nevertheless, proactive and timely rescheduling combined with constant institutional coordination made it possible to adhere to the established schedule without compromising the project's overall results. Key lessons learned throughout this process include the strategic role of empowered adolescent leadership in promoting reading habits among their peers, the vital importance of steadfast consistency in transforming reading attitudes among elementary students, and the immense value of dedicated literary discussion spaces for strengthening reading comprehension, critical thinking, and a meaningful emotional connection to various texts.



A certificate-awarding ceremony was held for the 30 reading promotion ambassadors from Fe y Alegría School No. 58 "Mary Ward" in Jicamarca, to mark the conclusion of the project.



During their visits to the House of Literature, secondary school pupils developed a greater enthusiasm for reading.



Mediation sessions at the House of Peruvian Literature. These sessions were rated as "very good" by 87% of the students.



Presentation of books of interest to the 30 student ambassadors in Year 9 at Fe y Alegría School No. 58 "Mary Ward", during the closing ceremony of the 'Among Friends: Discovering Stories Together' project.

## Together We Eat Better: a community initiative promoting healthy eating

The project was carried out at the Santa Úrsula and Virgen de los Milagros soup kitchens, with the aim of promoting healthy eating, preventing anaemia and fostering community organisation. Through nutritional education initiatives, health campaigns, organisational support and collaboration with local institutions, the project sought to improve the living conditions of vulnerable children, women and families.

### Objectives

To promote healthy eating, prevent anaemia and support community organisation among participants at the Santa Úrsula and Virgen de los Milagros soup kitchens in Huaycán.

### Participants

The project began with 100 participants and ended with 97 active participants, including girls, boys and women who were members of both soup kitchens. This change was due to the death of one member and the departure of two elderly people, who had benefited from the project by being taken on as social welfare cases by the soup kitchen, and whose individual family circumstances had since been successfully resolved.

### Location

The initiative took place at two soup kitchens located in zones S and T of Huaycan, in the district of Ate, East Lima.

### Key Outcomes

#### R1: Community kitchens strengthened in terms of food intake and organisational capacity

Throughout the year, health campaigns, nutritional follow-ups, monitoring of supplies and technical support were provided to both kitchens. Nutritional guidance was also offered to members and families. As a result, the nutritional quality of the menus improved and childhood anaemia decreased. At the Santa Úrsula soup kitchen, anaemia fell from 13% to 6.7%, and at the Virgen de los Milagros soup kitchen, from 24% to 4.2%. Overall, at project level, prevalence fell from 17% to 5.8%. Furthermore, both soup kitchens made progress in implementing their infrastructure improvement plans.

#### R2: Participants acquire skills in food handling and preparation

Workshops and demonstration sessions were held on healthy eating, anaemia prevention, food safety and community gardens.



The project provided nutritional guidance to families in zones S and T of Huaycan.

Pre- and post-tests were administered to assess learning outcomes. In this regard, the members strengthened their hygiene, food handling and preparation practices, achieving improvements in compliance levels at both canteens, reaching 100%.

### **R3: Participants informed and made aware of the importance of organisational work in local communities**

Participatory workshops were held on community organisation, leadership, sustainability, communication and networking. A sustained participation rate of 75% was achieved among members, strengthening their commitment, involvement and sense of belonging in both soup kitchens.

### **R4: Community network strengthened through the creation of partnerships and/or agreements**

Training sessions were organised on leadership, internal organisation, resource

management and sustainability, with support provided for the implementation of work plans. As a result, the members strengthened their leadership and self-management skills, as evidenced by improved internal organisation and the management of partnerships to ensure the canteen's sustainability.

Coordination with local institutions was also promoted for campaigns on health, violence prevention, mental health and educational reintegration. Collaboration with local stakeholders was strengthened, and concrete actions were achieved, such as the educational reintegration of members and the enrolment of teenagers in training programmes.

In addition, support was provided for a priority social case, coordinating food aid, medical care and liaison with local protection services. Consequently, it was possible to respond promptly to a situation of high vulnerability and facilitate the restoration of family support for those involved.

### **Challenges and lessons learnt**

During implementation, the project faced challenges related to initial resistance to changing eating habits, members' limited availability, and difficulties specific to the local context, such as rising prices and insecurity. One key lesson learnt was the importance of sustained support, participatory methodologies and collaboration with local institutions in order to achieve sustainable changes in diet, organisation and community well-being.



*The project brought together initiatives focusing on health, violence prevention, mental health and educational reintegration.*



Sister Deepa Bishwas, director of the "Warmi Wasí" Women's Development Centre, alongside her team and the chairperson of the Virgen de los Milagros soup kitchen in Huaycán.



During the health campaigns in Huaycán, measurements of haemoglobin levels, weight and height were taken.



Participatory workshops on community organisation, with members of the Huaycán soup kitchens.



Thanks to the 'Together We Eat Better' project, rates of anaemia fell from 13% to 6.7% at the Santa Úrsula canteen, and from 24% to 4.2% at the Virgen de los Milagros canteen.

## Childhood Without Fear, Free from Violence

The project was carried out with primary school pupils, with the aim of strengthening children's right to live free from violence. The initiative combined activities to promote respectful treatment, academic support, child empowerment, psychosocial support, work with teachers and awareness-raising with families, in order to foster protective environments at school and at home.

### Objectives

To ensure that children know their rights, can communicate them and are protected from situations of violence that affect their lives and learning. The project recognises their dignity and importance in society and seeks to guarantee their well-being.

### Participants

The project directly involved 97 pupils in Years 4, 5 and 6 of primary school, teachers and families from School No. 1268 Gustavo Mohme Llona. As a result of one of the interventions, 81 child advocates for good treatment were trained, 42 participants in the First Girls' Dialogue Circle, 65 participants in the First Dialogue Circle for Girls and Adolescents in the community of Huaycan, 37 teachers who were made aware of the issues, 145 families participating in workshops and 18 home visits.

### Location

The intervention took place in Huaycan, in the district of Ate, with activities focused on the Gustavo Mohme Llona school and

coordination with other schools and local stakeholders in the area.

### Key Outcomes

#### **R1: Students who have developed their skills become child advocates for positive treatment**

Twenty-four psychoeducational workshops were held, educational resources were developed, 14 peer-led follow-up sessions took place, and ongoing support was provided to child advocates. As a result, a network of 81 child advocates for positive treatment was established, strengthening their leadership and active participation within the school.

#### **R2: Empowered students know and exercise their rights**

The First Girls' Dialogue Circle was held in Huaycan and replicated at district level in Ate, using participatory methodology, training of advocates and coordination with protection agencies. In this way, the girls strengthened their participation, leadership and exercise of rights, whilst also achieving the validation and institutionalisation of the model with the Ate District Council.



Students participate in the First Girls' Dialogue Circle in Huaycán.

### **R3: Students receive information and strategies to improve their learning process**

Academic support was implemented, including diagnostic and exit assessments, tailored strategies in mathematics and communication, and socio-emotional support. Furthermore, significant improvements were recorded in learning outcomes in mathematics and communication, as well as greater confidence, motivation and autonomy in the educational process.

### **R4: Personalised support and guidance for students at risk**

Home visits were carried out, cases were identified, individual psychological counselling was provided, and referrals were made to specialist services. Furthermore, 18 cases at risk were identified, 24 psychological counselling sessions were provided to 7 students, and 3 cases were referred to local child protection and health services.



*The use of playful materials to enhance logical and mathematical understanding and the learning process.*

### **R5: Teachers trained in the implementation of strategies to promote positive treatment and intervene in cases of violence**

A training programme for teachers was delivered on the detection, monitoring and activation of protocols in response to cases of violence. Thirty-seven teachers were trained, and the institutional response to critical cases was strengthened, promoting timely interventions and the restoration of a positive school environment.

### **R6: Families made aware of the importance of positive treatment for their children's holistic development**

Four group workshops were held with families, along with 18 home visits and social and family support for targeted cases. Families strengthened practices of respectful parenting, communication and family organisation, and their access to protection networks and specialist services was improved.

### **Challenges and lessons learnt**

Challenges were identified due to limited availability of spaces, technological difficulties, institutional tensions, staff turnover and slow response from local services to cases of risk. Challenges also remain in sustaining girls' leadership, scaling up the model without losing its participatory focus, and reinforcing complex learning among students. As a key lesson, it is reaffirmed that child-centred approaches, coordinated work with local stakeholders, socio-emotional support, and the integration of protection and learning are key to generating sustainable change within the educational community.



All primary school pupils received an educational kit, containing various school supplies, which was handed out by the child advocates for positive treatment during the follow-up session.



Families strengthened their respectful parenting practices through talks and psychological workshops.



During the project, 37 teachers were trained and the institutional response to critical cases was strengthened.



Girls are taking part in the first Dialogue Circle in Huaycán, alongside representatives from the Women's Emergency Centre, the Ombudsman's Office and the organising team, strengthening their leadership skills and rights.

## Safe Classrooms and Communities: Developing Safeguarding Strategies

The project aimed to strengthen environments that protect against violence. Through a training programme on safeguarding policy, teachers, school leaders and staff associated with the Mary Ward mission were trained. Adopting a shared responsibility approach, the project promotes the prevention and detection of risks, establishing a care network that links school and home by sharing knowledge with families.

### Objectives

Staff and project participants made aware of and informed about a culture of care and positive treatment through the implementation of an interactive training programme.

### Participants

68 teachers and 5 school leaders from School No. 1268 Gustavo Mohme Llona and School No. 1289 in Huaycán, and from the Corazón de Jesús Parish School in Jicamarca, took part. In addition, 23 members of internal staff linked to the Mary Ward mission. Indirectly, the project reached 220 families of students in Huaycán, through replication and awareness-raising activities.

### Location

The project was implemented in three schools and within the scope of projects in Huaycán, Ate, and Jicamarca, Lurigancho - Chosica, as well as in the district of San

Martin de Porres with staff from the Mary Ward International Peru office in Lima.

### Key Outcomes

#### R1: Safeguarding Training Programme

Six face-to-face workshops were held on protection protocols, violence prevention and the creation of safe spaces at two educational institutions in Huaycán. As a result, the capacities of 53 teachers and 5 school leaders were strengthened, equipping them with the tools to identify, report and respond to situations of risk within the school environment. Consequently, educational staff demonstrated a greater understanding of protection mechanisms and took on a more active role in detecting cases. The training enabled teachers, managers and staff to recognise safeguarding as a specific responsibility within their working environment.

Furthermore, the project promoted a more in-depth training process through the course



Teachers at School N° 1268 Gustavo Mohme Llona obtained certification through the Safeguarding course.

“Safeguarding – Prevention of violence against children and adolescents”, delivered by Antonio Ruiz de Montoya University. Twenty-eight teachers and 23 members of the internal staff obtained certification, bringing the total number of certified individuals to 51 out of 80 who had enrolled. This accreditation strengthened the technical support for the training process and lent greater legitimacy to the learning experience. Furthermore, it helped to build more sustainable capacities within the institutions and among the team associated with the Mary Ward mission.

## **R2: Trained teachers put what they have learnt into practice**

As a result of the training process, the knowledge acquired was translated into concrete actions led by the educational stakeholders themselves. At the Colegio Gustavo Mohme Llona, teachers took a decisive step by independently organising and running ‘Family Day’. This initiative used playful methodologies to raise awareness among more than 220 families of their



*By the end of the project, it was clear that the educational institutions had taken ownership of the safeguarding approach.*

fundamental role as the primary protective environment for children. For its part, School 1289 formalised its commitment to replicate the experience with families in March 2026. Furthermore, it was evident that educational institutions had taken ownership of the safeguarding approach. They ceased to be merely recipients of training and became active participants in promoting protective environments.

## **R3: Increased empathy, respect and care among staff**

As part of this outcome, a protection policy was developed for the Jicamarca clinic, strengthening institutional guidelines for safe, person-centred care. Furthermore, improvements were made to technological resources through the purchase of laptops, a portable projector and a mobile phone, benefiting Warmi Wasi Huaycán, the Nuestra Señora de Guadalupe clinic in Jicamarca, and the MWI Peru Development office.

Similarly, 21 team members who form part of the Mary Ward mission received training. The first training session focused on strengthening internal communication, whilst the second addressed the systematisation and analysis of lessons learnt from JPIC projects and activities. These actions contributed to the strengthening of an organisational culture based on empathy, respect and care.

## **R4: Safeguarding support**

One of the most significant outcomes was the activation of the internal reporting system at School No. 1289, where teachers identified 15 cases of students at risk and reported

them to the project team. This enabled the provision of psychological support to students and families, as well as seven home visits and coordination with external protection agencies. The project succeeded in moving from awareness-raising to concrete action, putting real protection pathways into effect. Early identification and support enabled a more timely response to situations of violence or vulnerability.

As part of the comprehensive support provided, eight specialist referrals were made: two cases to the Family Prosecutor's Office, three cases to the Women's Emergency Centre (CEM) and three cases to the health centre. This strengthened coordination between the school and the public protection system, although it also highlighted the need to continue bolstering teachers' autonomy in these processes. A first practical experience of coordination with public protection services was also consolidated. Although the referrals were

primarily driven by the project team, progress was made in establishing an inter-institutional response to violence

### **Challenges and lessons learnt**

The project demonstrated that training in safeguarding can bring about tangible changes in teaching practice and institutional life, particularly when combined with close support and coordination with specialist stakeholders. However, challenges persisted, such as the low level of involvement of some families, the limitations of the public mental health system, and the need to strengthen the autonomy of educational staff to make direct referrals to the State.

Key lessons include the fact that technical training, certification and inter-institutional coordination are essential for building sustainable protective environments, provided there is commitment and continuity from the school, the family and the community.



*At Gustavo Mohme Llona School, the teachers took a decisive step by organising and running 'Family Day' independently.*



Teachers at School No. 1289 in Huaycán obtained their certification through the Salvaguarda course run by Antonio Ruiz de Montoya University.



Raising awareness among families through role-play on Family Day.



Teacher training on safeguarding at the Gustavo Mohme Llona School in Huaycán.



Teachers and project staff involved in raising awareness among families through role-play on Family Day.

## Healthy Women and Children: Safeguarding the health of women, boys, girls and people in vulnerable situations

The project was implemented to provide comprehensive and preventive healthcare through the Nuestra Señora de Guadalupe Parish Medical Clinic in Jicamarca. The initiative coordinated services in general medicine, nutrition, obstetrics and psychology to tackle critical issues such as child malnutrition and the early detection of cervical and breast cancer. It included clinical assessments and pharmacological treatment, as well as an educational component to transform self-care and dietary habits within families.

### Objectives

The project sought to reduce cases of child malnutrition in children under 6 years of age through timely care and nutritional monitoring. It also aimed to provide specialised gynaecological care for the diagnosis and treatment of cervical and breast conditions. From a preventive perspective, the intervention aimed to implement an educational programme on gynaecological health for women and to raise awareness—particularly among parents—of the importance of healthy eating and holistic child development.

### Participants

The intervention was initially targeted at 220 children under the age of 5 and 100 women in the lower part of Jicamarca. As a result, 246

children enrolled at the Corazón de Jesús School in Jicamarca benefited directly, exceeding the target by 11.8%. As for the adult population, 102 women were initially attended to. 60 completed the gynaecological follow-up process, representing a continuity rate of 58.8%.

### Location

The project was carried out in the Jicamarca area, Annex 8, located in the district of Lurigancho-Chosica, Lima. Due to the complexity of certain diagnostic tests, coordinated transfers were arranged to the Huaycán Parish Medical Centre in the district of Ate.

### Key Outcomes

#### R1: Healthcare to reduce child malnutrition

246 children were assessed for weight, height, haemoglobin and parasitology. At the start, 14% of the child population had anaemia, a figure that was reduced to 8% by the end of the project through nutritional



Haemoglobin screening to prevent childhood anaemia at the Corazón de Jesús Parish School in Jicamarca.

and iron sulphate supplementation. With regard to parasitic infections, of the 214 samples analysed at the start, 45% (97 cases) tested positive. In the final assessment, 95 samples were analysed, of which 44% (42 cases) tested positive for parasitic infections, indicating a slight reduction in the proportion of positive cases.

Sixty-three per cent of the children reached a normal weight, and a reduction in parasitic infections was observed following the distribution of diagnostic kits and free medication. The support provided included personalised guidance for parents on the risks of anaemia to children's cognitive and physical development.

## **R2: Timely gynaecological care and diagnosis**

Despite economic and sociocultural barriers, 60 women completed the gynaecological and obstetric follow-up successfully and 36 women completed the entire care pathway.



Women participating in the project for their gynaecological and obstetric evaluation.

160 Pap smears, 31 mammograms and 59 breast ultrasounds were performed, enabling the identification of 14 cases of breast cysts and a presumptive diagnosis of cervical tumour that received specialised attention. Additionally, the psychology service provided 51 individual consultations, and demand increased towards the end of the project, reflecting a greater awareness of mental health issues among the participants.

## **R3: Promotion of gynaecological health through education**

Four educational sessions were carried out using a participatory and experiential methodology that took into account the women's prior knowledge. The workshops addressed critical topics such as the prevention of cervical and breast cancer (with 72 attendees), contraceptive methods, sexually transmitted infections (STIs) and quality of life. These workshops were led by a psychologist. This strategy facilitated meaningful learning through the use of visual materials and flipcharts, and raised awareness of the right to gynaecological health despite the time constraints and domestic responsibilities of the participants.

## **R4: Community informed about healthy eating**

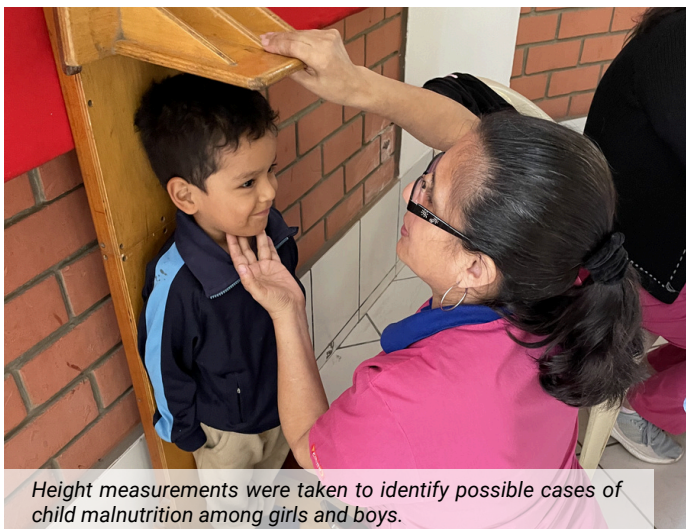
The project significantly strengthened the foundational knowledge of participating families through dynamic informative and demonstrative sessions based on the pedagogical principle of 'learning by doing'. Approximately 81% of parents received the individual clinical results of their children in person, a process that highlighted the urgent need for a balanced diet consistently rich in

iron. Post-test evaluations showed a positive impact: in the workshop on foods rich in iron, the pass rate increased from 77% to 96%. To promote sustainability, leaflets with practical recipes and a nutritional recipe book with low-cost, easily accessible ingredients for the local economy were designed and distributed.

**Challenges and lessons learnt**

The project faced significant challenges, such as low initial awareness of sexual and reproductive health, increased costs due to changes in Peruvian state legislation and the overloading of domestic work that limited

women's attendance at project activities. Furthermore, long distances and traffic to specialized diagnostic centers hindered the continuity of some care. Among the key lessons learned is the importance of a multidisciplinary approach (involving doctors, nutritionists, and psychologists) to address health holistically. It became evident that improving dietary habits is a gradual process that requires culturally appropriate information, and that strategic communication and logistical support from the MWIP office were key to overcoming the clinic's operational capacity constraints and meeting the intended objectives.



Height measurements were taken to identify possible cases of child malnutrition among girls and boys.



The obstetrics department conducts workshops on family planning and contraceptive methods.



Mothers of preschool students at the Corazón de Jesús Parish School are attending an informational session on healthy eating.

# STRATEGIC PARTNERS

## Mary Ward Internacional Australia (MWIA)

An organisation that supports projects focused on the education, protection and holistic development of women, girls, boys and communities in vulnerable situations.

*Funded project: Childhood Without Fear.*

## Kambia Foundation – Spain

An organisation that promotes justice and drives social transformation. It works particularly for the rights of women, girls and boys, promoting opportunities for change at a local level and building a more caring and committed society.

*Funded projects: Together We Nurture Better and Healthy Women and Children.*

## Mary Ward Mission Fund

A support fund of the Congregation for the Missions, channelling resources to sustain mission and development projects in favour of vulnerable people and communities. Its contribution strengthens initiatives for protection, support and the promotion of rights.

*Funded projects: Among Friends, Childhood Without Fear, Safe Classrooms and Communities.*

## Misean Cara – Government of Ireland

An Irish missionary cooperation organisation that funds and supports development projects in over 50 countries, particularly in areas such as education, health, livelihoods and human rights. Its support strengthens interventions aimed at the well-being of marginalised populations.

*Funded project: Childhood Without Fear.*

## Foxrock Parish – Ireland

A Catholic parish community located in Foxrock, Dublin, with a long tradition of pastoral care and solidarity. The parish brings together around 3,700 families and supports service and mission initiatives aimed at helping vulnerable communities.

*The parish's support contributes to the sisters' pastoral and social mission.*

## Seville Provincial Council – International Cooperation (Spain)

A Spanish public institution which, through its International Cooperation department, issues calls for proposals to fund development cooperation and solidarity projects in vulnerable countries. Its support strengthens initiatives promoting social justice, human development and improved living conditions.

*Funded project: Together We Nurture Better.*



# IMPACT AND GLOBAL NETWORKS

## International Forums

- **United Nations (UN)**

### Student Participation in the Girls' Declaration:

Pupils from the Fe y Alegría 58 'Mary Ward' School participated in the drafting process of the Girls' Declaration, which was presented to the Commission on the Status of Women (CSW) during its session held in March at the United Nations.

Since December 2024, Arianna began a preparatory process alongside girls and adolescents from different parts of the world to collectively build a document that gathered their main demands directed at authorities across various sectors. Through the Working Group on Girls (WGG), she took part in weekly sessions to reflect on the challenges facing



adolescents in Peru and, in turn, learn about the diverse realities of girls internationally.

This process led to the formation of a leadership group that subsequently facilitated a broader dialogue with young female leaders from around the world, in which our second student, Avril, also participated. Both contributed their local and global perspectives to the collaboratively developed document.

In March, during the CSW, the Girls' Declaration was presented by young participants to representatives of the CSW Youth Forum, UN Women and the UN Office on Youth at the event 'Aligning the Beijing Platform for Action and the Pact for the Future: bridging the gap between aspiration and action', held at the United Nations headquarters.

We are delighted to see that, albeit virtually, our young activists are taking part in global forums for dialogue and advocacy, raising the voices of girls and adolescents from Jicamarca and Peru.

### Institutional Participation at CSW 69:

Being part of the IBVM United Nations NGO delegation represented a valuable opportunity for learning and international advocacy in support of the rights of women and girls. From her role at Mary Ward International Peru, our representative, Ana Paula Mantegazza, participated in this forum with the aim of raising the profile of our

institutional mission, strengthening communication strategies, and contributing to global reflection on the situation of girls and women, particularly in vulnerable contexts within Peru and Latin America. Her on-the-ground experience provided a concrete perspective on the multiple forms of violence and discrimination affecting women of various ages and socio-economic backgrounds, while highlighting the progressive implementation of the Sustainable Development Goals (SDGs) through local projects.

As part of this experience, she joined the Working Group on Girls (WGG), an international network of organisations promoting the rights and well-being of girls and strengthening intergenerational exchange among women. This participation reaffirmed Mary Ward International Peru's institutional commitment to promoting justice, equity, and the rights of girls and women, integrating a global perspective into the work carried out at the community level in the country.

- **The Union: Sisters' Gathering**

On 4 November, we celebrated a historic moment in our institutional life: the unification of the Institute of the Blessed Virgin Mary (IBVM) and the Congregation of Jesus (CJ). This event marks a significant turning point, inviting us to recognise the richness of our shared journeys, the lessons learnt, and the experiences that have shaped our identity and our service within the Church and in society over time.

This union is not only the culmination of a process of discernment and dialogue—conducted with responsibility, depth, freedom, and a sense of mission—but also an opportunity to open ourselves to the newness of the Spirit. It challenges us to 'enlarge our tent', to walk with joy and hope, and to strengthen our communion, optimise our resources, and renew our apostolic commitment, remaining ever faithful to the charism of Mary Ward.

Following in her footsteps as a pilgrim, we move forward with our eyes fixed on God and His desire for life in its fullness for the world and all creation. In this new phase, our diversity becomes a strength, and the unity we build impels us to live the Magis: placing our lives and resources at the service of the mission, with a special commitment to eco-justice and the care of our common home.

Together, we recognise that our strength lies in unity in diversity, and we look to the future



*Celebration of the unification of the IBVM and CJ at the Basilica of Loyola, Spain.*

with gratitude and hope, knowing that He who has called us will continue to show us the way.

## National Networks

- **Kawsay Network**

During 2025, we actively participated in the Kawsay Network against Human Trafficking of the Conference of Religious of Peru (CONFER Peru), an inter-congregational initiative that focuses its work on prevention, awareness-raising and community engagement in the fight against human trafficking.

Within the framework of this network, we took part in the main training activity of the year: a four-day assembly that brought together 55 adults from Lima and other regions of the country where trafficking is highly prevalent. We also collaborated in the



Distribution of human trafficking awareness-raising materials by the Kawsay Network at a coach station.



Workshop on Human Trafficking, aimed at secondary school pupils at Fe y Alegría School No. 58 Mary Ward – Jicamarca.

distribution of prevention materials in schools and other community spaces. Among the most significant actions, we addressed this issue with approximately 400 secondary students at the Fe y Alegría school in Jicamarca, as well as with 40 to 50 participants at the Madre del Redentor chapel in San Martín de Porres.

In addition, the team took part in the network's monthly virtual meetings and various awareness-raising activities, such as the virtual prayer for the Feast of Saint Josephine Bakhita, which brought together 180 participants; the distribution of materials in Northern Lima for the International Day Against Human Trafficking, reaching an estimated audience of over 800 people; and the 15th anniversary celebration of the Kawsay Network Peru, which was attended by 150 participants. This participation reaffirms our institutional commitment to defending human dignity and eradicating all forms of violence and exploitation.

- **Working Groups in Huaycán**

Between February and December 2025, we maintained ongoing participation in the Huaycán Working Group for Equality, a local coordination forum held at the Women's Centre that brings together community representatives, public institutions, private organisations, and grassroots social organisations on a monthly basis.

This forum enabled the coordination of joint actions to promote and prioritise equal opportunities in Huaycán, with a particular focus on the wellbeing and protection of women and girls. Its work focused on strengthening prevention and response pathways against violence, monitoring the delivery of public services, and promoting local advocacy initiatives aimed at ensuring fairer and safer environments.

Participation in this roundtable strengthened coordination between community leaders, educational centres, public institutions, and local organisations. This consolidated a working network that contributes to the protection of rights and provides support in situations of vulnerability through a preventive and community-based approach.

- **Girls' Dialogue Circles in Huaycán**

During 2025, we promoted spaces for participation and empowerment aimed at girls and adolescents, focusing on strengthening their leadership, autonomy, and the exercise of their rights. Through a horizontal and participatory methodology, the Girls' Dialogue Circles became established as safe spaces for exchanging experiences, critically reflecting on their realities, and developing key socio-emotional skills.



*Meeting of the Huaycán Working Group for Equality, attended by the local police station, the Women's Emergency Centre, the Barrio Seguro programme, the Public Prosecutor's Office, and the Social Development Department.*

The First Girls' Dialogue Circle was successfully conducted in Huaycan, bringing together 42 students (30 girls and 12 adolescents) from six local schools: Gustavo Mohme Llona, Fe y Alegría No. 53, Manuel Gonzales Prada, 1289, Amauta, and 1248. The process involved 19 student promoters (16 from primary and 3 from secondary school) and included two preparatory meetings that strengthened their capacity to serve as facilitators of the sessions.

During this encounter, the participants identified key issues affecting their wellbeing—such as harassment and violence—and proposed solutions from their own perspective, actively exercising their rights to participation, expression, and a life free from violence. Furthermore, the event featured an intergenerational meeting with representatives from the Ombudsman's Office and the Women's Emergency Centre (CEM), enhancing the girls' awareness of



*Girls from a school in Ate are taking part in the district's first Girls' Circle, as part of a strategy being rolled out across the district.*

institutional protection networks and validating their voices before authorities and human rights advocates.

As a result of this experience, and in coordination with the Ate Municipality's Social Development Department, the First Girls' Dialogue Circle in Ate was co-organised, broadening the reach of the methodology and ensuring its long-term sustainability.

This second event brought together 65 participants (41 girls and 24 adolescents) from six schools: Gustavo Mohme Llona, Amauta, Manuel Gonzales Prada, Edelmira del Pando, I.E. 0034, and Domingo Faustino Sarmiento No. 1143. It involved 16 student promoters (13 from primary and 3 from secondary school) and two preparatory meetings, consolidating the students' own leadership as facilitators and laying the foundations for a district-wide network for the empowerment and participation of girls and adolescents.



*The participants identified instances of violence and put forward suggestions for improvement.*

## Other Pastoral and Inter-Congregational Initiatives

Throughout 2025, the sisters played an active role in various pastoral, educational, and inter-congregational ministries that strengthened their shared mission, formation, ecclesial advocacy, and accompaniment of vulnerable communities.

In the inter-congregational sphere, a notable highlight was our participation on the Executive Board of CONFER Peru (2024–2027). From this position, coordination between religious congregations, synodality, and support for regional and missionary processes were promoted. This service included monthly Board meetings, encounters with commissions and regional conferences, as well as support for the Tarma regional CONFER and the inter-congregational community in Puerto Maldonado, in the Amazon, thereby strengthening our shared mission and communal discernment.

We also took part in educational and awareness-raising activities with around **400 secondary school pupils from the Fe y Alegría No. 58 Mary Ward School in Jicamarca**, promoting student leadership, active participation and the development of critical thinking. These activities were coordinated with educational initiatives such as the promotion of reading, spaces for spiritual reflection, youth gatherings and projects focused on caring for the environment, such as the school organic garden and recycling campaigns, which foster

a culture of environmental responsibility.

Within the Commission for Justice, Peace and Integrity of Creation (JPIC), particularly through the Ecology Sub-commission, we took part in regional Latin American forums marking the 10th anniversary of Laudato Si', liturgical celebrations of the Laudato Si' Movement, days of prayer, and retreats. We also engaged in concrete solidarity recycling initiatives in San Martín de Porres, linked to supporting the Children's Hospital and raising ecological awareness among families in the community.

Similarly, participation in the Commission for Lay Associates of Religious Congregations enabled us to support formation processes for lay men and women committed to the life and mission of the congregations. Throughout the year, sessions were held on synodality, citizenship, human rights, and the culture of



Annual Day of Fasting and Prayer for Peace organised by the JPIC Commission, with a reflection by Fr Santiago SJ.

care, strengthening their role as multipliers within various ecclesial and social spheres.

At the local pastoral level, parish communities in Huaycán and Jicamarca were supported through catechesis, liturgy, social and youth ministry, the formation of community councils, family visits, and spiritual accompaniment. In Huaycán, the work was carried out in a peripheral community with a vision for a new parish, prioritising community organisation, active listening, and the accompaniment of women and families. In Jicamarca, pastoral action was coordinated through the local chapels, including liturgical support, sacramental formation, and monthly assistance for those in poverty through a food programme.

Services were also provided through the

Nuestra Señora de Guadalupe Parish Clinic, offering spiritual accompaniment and care for older adults. This included home visits, the administration of Holy Communion, and active participation in the diocesan Health Ministry.

Finally, in the educational-pastoral sphere, the Fe y Alegría No. 58 'Mary Ward' School in Jicamarca continued to be a key centre of presence and accompaniment. Serving 1,116 students, 700 families, and a team of 63 teachers and staff, the school promoted initiatives in integral formation, student leadership, literacy strengthening, environmental care, spiritual guidance, and food support. These actions reaffirm our commitment to quality education and the creation of opportunities for children and adolescents living in vulnerable contexts.



*Feast of the Chapel of Our Lady of Hope. Older Adults' Group from the Our Lady of Guadalupe Clinic in Jicamarca, Lurigancho-Chosica.*

# WE CONTINUE TO WALK TOGETHER

**By: Sr. Miroslava Santillán CJ, Regional  
Administrator of MWI Peru**



Throughout this year, we set out to foster a culture of care and positive treatment, walking side by side with people in vulnerable situations, accompanying, listening, and being present. As discerning women, we tuned our ears and hearts to listen, allowing the Spirit to guide us at every step.

Our ministries and works became spaces of welcome, care, and protection, marked by simple gestures of compassion and tenderness, demonstrating that another humanity is possible. As followers of Jesus, under the charism of Mary Ward, we understand that today more than ever we need to act with freedom, practise justice, and live with sincerity.

In our work as the Mary Ward family, we seek to consolidate ourselves as a social-Christian team, fostering ongoing formation, advancing the mission with a synodal approach, and promoting a culture of care. We are aware of the challenges and complex issues we face; therefore, we prioritise working together, building bridges and strengthening networks with other national and international organisations, local authorities, communities, and people of good will.

As we bring this report to a close, we express our deep gratitude to the organisations whose support and funding have enabled our projects to continue delivering meaningful results where we serve. Their trust strengthens our commitment and inspires us to continue on our path with responsibility, transparency, and lasting impact.

Likewise, we thank the teams at MWI – Peru, Warmi Wasi, the Nuestra Señora de Guadalupe Parish Medical Clinic, the Mary Ward Family, the communities, and volunteers, whose dedication and solidarity are the essential pillars that sustain our mission. We also value the network of families, friends, and communities who contributed resources to make our shared goals a reality.

Thank you to all; together we celebrate shared connections and stories. In each of them lies the mark of your support, reminding us that, together, we can multiply the loaves and the fishes. We will continue to work with dedication, always striving to create new opportunities, delivering results that transform lives and multiply the fruits of our collective effort and mission.



During their visits to the House of Peruvian Literature, primary school pupils were introduced to reading and had their enthusiasm for it strengthened.



Project lead for "Unidas nutrimos mejor" alongside the mother of a child at the Santa Úrsula canteen, recognised for achieving the highest haemoglobin level among the entire child population.



## Contact us



[mwiperu@ibvmperu.com](mailto:mwiperu@ibvmperu.com)



326 Jr. Alfonso Ugarte, SMP, Lima



[www.ibvmperu.com](http://www.ibvmperu.com)



CJ - Mary Ward Perú



[marywardperu](https://www.instagram.com/marywardperu)



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