

2024 CHRISTMAS CAMPAIGN REPORT

This document is prepared by Karina Huanca Castillo, the Local Coordinator for the **Willka T'ika Children's Fund (WTCF)** for Annet ten Hoopen and the **Urubamba Foundation**. It aims to inform and review the activities carried out during the month of December 2024 when Karina, along with Willka T'ika staff, visited all 4 sites supported by the WTCF.

The document will consist of three sections:

- The trips to each community, the preparation of hot chocolate and Christmas cake, and the distribution of toys and clothing.
- Meetings with the directors of each community and new projects planned for 2025.
- A brief SWOT analysis, as requested by Willka T'ika's Director, that summarizes the experience of the holiday visits.

1. TRIPS

Q'EROS TRIP

First Day - December 4:

We started at the meeting point in Pisac. Manuel and Guido (Willka T'ika staff) were already having lunch, so I took the opportunity to finish buying snacks for us to have during the two days. After that, we went directly to Kallacancha without stopping in Paucartambo, as the lunch in Pisac made it unnecessary to divert there. Cutting the route, we arrived at the community of Kallacancha, where we bought two gas cylinders, one for each community.

We arrived at the **Munay T'ika** community at 7:00 PM, where the teachers and the director of the community were waiting for us. We took the opportunity to introduce ourselves and meet each of the teachers, who shared their experiences in the community as well as the needs and challenges they regularly face there. They kindly invited us to dinner and offered each of us a place to rest, thus concluding the first day.



SECOND DAY - DECEMBER 5:

We got up early in the morning to carry out the hot chocolate event. The students began to arrive, and the parents of the community started preparing for the event. I went classroom by classroom to distribute hot chocolate, panettones, and clothing. It was emphasized that this gift was a recognition of their effort throughout the year, as many of

them travel long distances or, in some cases, walk up to two hours to continue their education. The happiness of the students was evident.

After finishing the activity in Munay T'ika (Don Ricardo's community), we headed to **Ccochamocco** (Don Benitos' community), where the teachers and students were also waiting to begin the event.







In Ccochamocco

The president of the school, along with a team of parents, prepared the hot chocolate. Meanwhile, the teachers were getting the students ready. Manuel and Guido helped me transport the items and distribute them classroom by classroom. To conclude, we gathered in the school's dining hall, where the panettones and hot chocolate were distributed to each student.

The whole activity ended successfully, filled with joy and happiness.



Karina and the children
of **Ccochamocco**

CHUMPE POQUES – December 17

The Activity

The activity started very early. At 7:45 AM, I was already at Willka Tika to load the supplies into the condor (vehicle), as I had arrived from Cusco with cookies, toys, and some missing ingredients for the hot chocolate. I waited for Julio (former student of Chumpe Poques, WTCF scholarship recipient and now staff) and Rubén (Willka T'ika staff) to arrive to help us load everything into the car. Meanwhile, preparations were made for Humberto (friend of Sra. Carol's and photographer) to meet us at Willka T'ika so that he could join the trip. Once everything was ready, Rubén was the driver. Our team for this trip consisted of Sra. Carol, Humberto, Julio, Livio, Rubén, and myself. Fully prepared, we left for Chumpepoques at 8:15 AM and arrived at the school at 10:20 AM, where the director greeted us. We unloaded the school supplies, and I asked the director, Raúl, to ensure that the preschool students were present so they could also participate in the activity, which he agreed to. At that moment, I took the opportunity to welcome the preschool students and teachers. Meanwhile, Sra. Carol visited the classrooms of the students and reconnected with the teachers she still remembered.

The Activity with the Students

The activity was held with all the preschool, primary, and secondary students, along with the teaching staff. Sra. Carol distributed toys and cookies to each student. It's important to note that due to budgetary requirements, toys were given only to preschool and primary students, while secondary students received cookies and hot chocolate.

Conclusion of the Activity

At the end of the activity, we said goodbye to all the students and teachers. Sra. Carol was very happy with how everything turned out. Afterwards, I invited the team for lunch. Unfortunately, Humberto couldn't join us as we couldn't find a vegetarian restaurant, but he waited for us. Finally, I said my goodbyes and returned to Cusco, as I still needed to pick up more toys there. I didn't take photos because I didn't have time, but a special thanks to Humberto for capturing the moments in images.











PARU PARU – December 18

The day before traveling to PARU PARU, the director, Dionisio, called me to inform me that it would not be possible to visit the next day, as the Ministry of Education was coming to supervise the ongoing progress of the students. However, I had already arranged for the cookies, toys, and other items to be received. At that moment, I tried to find a solution and I'm grateful that Humberto was there to help. He suggested that I could travel very early to the community to drop off the gifts, and after the Ministry left, the school staff could distribute them to the students, and Dionisio would send me photos of the event. After discussing this with Dionisio over the phone, he agreed.

The Day of the Trip to PARU PARU

On the scheduled day, I left Cusco very early and arrived at the school at 7:30 AM to deliver the gifts to the director, ensuring that we wouldn't interrupt the Ministry of Education's work. However, unexpectedly, Dionisio informed me that we could carry out the activity, but we had to do it very quickly before the Ministry arrived. We had about an hour and a half to complete everything. Dionisio was already waiting for me with boiling water, so we proceeded with the activity quickly.

The Activity

While the hot chocolate was being prepared, the teachers gathered all the students. A few brief words were exchanged with everyone, and we distributed the gifts, including those for the preschool students. Everything went well. As soon as I finished handing out the toys, it started to rain. We moved to the dining hall, where each student received their cup of hot chocolate and biscuit.

Conclusion

Director Dionisio expressed his gratitude and apologized for the rush of the event, explaining that neither he nor the teachers had expected the visit from the Ministry of Education. Despite the circumstances, they appreciated that the association was there to support the community in such moments. I said my goodbyes to the children, teachers, parents who were cooking, and the director. The activity concluded around 10 AM.







2. DIALOGUE WITH THE DIRECTORS OF EACH COMMUNITY FOR NEW PROJECTS IN 2025

Q'EROS

MUNAY T'IKA

The director of MUNAY T'IKA is a permanent employee, so she will continue working in the community for at least two more years. She mentioned that the community needs support in the areas of bio-gardens (greenhouses), nutrition, and promoting the development of the students. Additionally, she highlighted the need for support and workshops for parents who require assistance. Therefore, the following elements are needed:

- Bio-gardens / Kuñiwasi
- Cooks
- School supplies
- Clay stove for preschool

CCOCHAMOCCO

Good news: The teachers in Ccochamocco are also permanent employees and will stay in the community for approximately two more years. This continuity will help strengthen our ties with the community. I took this opportunity to meet with the teachers to review the progress and challenges we faced throughout the year. During the meeting, we were able to learn more about the association's advances. The teachers mentioned that the children enjoy the vegetables provided through the program, as many of them are new to the students. The bio-garden project has begun to integrate as an educational project in the primary level. The teachers also mentioned the need for a clay stove, as requested by QALI WARMA, a government program. I emphasized that all efforts must be collaborative, meaning that parents must also contribute for the benefit of their children. For 2025, the focus will be on the following topics:

- Clay stove
- School supplies
- Cooking
- Bio-garden

CHUMPEPOQUES

PRESCHOOL LEVEL

On this occasion, I had the pleasure of meeting the preschool director, who enthusiastically told me that she had been working in Chumpepoques for several years and that she also knew Teacher Jessica. I asked the director if she was a permanent employee, and she confirmed that she was, meaning she would remain in the preschool level for many more years. During the meeting, the director expressed her interest in collaborating with us as partners. I shared our goals, emphasizing our focus on education, nutrition, and health. She was very enthusiastic and expressed her desire to participate in the following areas:

- School supplies for preschool level
- Nutrition (vegetables)

THE SECONDARY LEVEL DIRECTOR

Raúl, already knew about the scholarship program offered by the association. Julio and I reserved some time for him to introduce me to the teacher who had already identified a group of students in greater need of support. Unfortunately, we didn't have enough time to meet the students, as we only had a limited period to carry out the planned activity. Instead, we spoke with the director, who, along with the teacher, committed to identifying and motivating these students to continue working hard in their studies. It was agreed that, at the end of January, they would give us a list of the selected students, which would allow us to arrange individual meetings with each one to get to know them and take the necessary steps for their inclusion in the scholarship program.

PARU PARU

Scholarship Program Updates

Professor Dionisio successfully provided the letters from the young people interested in joining the program. He also informed me that he plans to visit WILLKA T'IKA in mid-January for a meeting to continue the planning efforts for 2025. Regarding the students' letters, some show genuine interest, while others simply request support. These letters help identify and prioritize candidates for interviews. Therefore, a meeting with the students is scheduled for mid-January to follow the same process. By the end of January, we are likely to have the group of young participants from both communities selected for the program.

3. SWOT Analysis

After a month full of activities, I found it appropriate to write a brief feedback regarding everything experienced and learned through a SWOT analysis.

Strengths:

- ✓ Continuous projects
- ✓ Effective logistics
- ✓ Successful execution of each Christmas campaign

Opportunities:

- ✓ Permanent teachers ensure continuity
- ✓ New project opportunities

Weaknesses:

- ✓ Working alone (especially for documentation and taking photos)
- ✓ Lack of photographic documentation and video
- ✓ Insufficient coordination in certain aspects (with local community)

Threats:

- ✓ Weather, road conditions
- ✓ Strikes