



September 2022 – September 2023



Our mission is to empower local changemakers in developing countries to reduce suffering and foster hope among marginalized populations.

PERU - JUAN



*A school in my village?
Hooray!*

GUATEMALA - SANDRA



Eggs for our child laborers.

HONDURAS - JAVIER



Best wishes for our patient.

MOROCCO - NORA



Love from Morocco.

CAMEROON - ETUGE



Snack time!

KENYA - ALICE



I'm higher. No, I'M higher!

INDIA - MARTIN



*A storybook about my tribe?
I can get into that!*

UKRAINE - ALESSIA



Friends.

INDIA - SONAM



*When the road ends, trucks
give way to yaks.*



Global Pearls, Inc.
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Dear Friends,

What a pleasure it is to share what Global Pearls has been up to this past year! This report is our gift to you – a glimpse of what your donations are allowing us to accomplish. We hope you find the stories inspiring.

Each year I try to vary the report to give you a different perspective on our projects. Normally I focus on the quantifiable aspects of our work: the number of scholarships given, people cured of intestinal worms, trees planted, and the like. Those things are certainly important, but I feel the intangible aspects of our work may be even more important. We help people feel loved, experience joy, develop a sense of hope. There are no metrics for these, but they are revealed in the extraordinary stories of strength, generosity, perseverance in the face of daunting hardship, and vision of a better future that we encounter day by day. This report will share some of those stories with you. Are you a fan of the measurable accomplishments? No worries. We include those also throughout the report in the shaded boxes.

Global Pearls recognizes that locals, given the opportunity to solve their own problems in their own way, are the most efficient and effective source of sustainable change. That is why we identify and empower local changemakers – those who are not only passionate about driving positive change in their communities but who also have the capability to turn innovative ideas into action and realize impressive results. Equally important to us is fostering the development of the next generation of changemakers. We try to incorporate some aspect of that in each of our projects, and we will give you a few examples in this report.

Finally, we want to introduce you to an exciting new aspect of our programs in Africa – girls' clubs. These are not your typical girls' clubs that focus almost exclusively on menstrual issues. We use a curriculum we designed ourselves specifically to shift young women from a victim mentality to that of empowered leaders and changemakers. Through these clubs we are hoping to impact previously intractable issues such as female genital mutilation (FGM) and forced child marriage. Can we do that? As my father used to say, "If I knew I could do it, it wouldn't be any fun!" Come join us in the fun.

Sincerely,

Lisa Robinson-Spader

Lisa Robinson-Spader
President, Global Pearls, Inc.



THE MOST IMPORTANT INGREDIENT: LOVE

GUATEMALA: Sandra has a deep love for all the children and mothers in her Estudia Con Amor program. In order to survive, these children have to work. They might shine shoes or sell gum, carry buckets of water in search of an owner who wants his car washed, chop wood, or work surreptitiously in the open-pit gravel mines. The only people who suffer more than these kids are their mothers! When Sandra visits them, mothers often share their struggles, and Sandra listens with deep understanding. You see, Sandra has a similar story. She only made it to the 3rd grade because of poverty and her father's alcoholism, and her husband was a street child from the age of 6. She knows their pain! Although she can't take away their troubles, she can and does put their children in school and encourages them with hope for a better future.

Sandra's love pours out to the children as well. Each one is like her own child. Kevin, for example, was abandoned by his father when he was young and was raised by an alcoholic, neglectful mother who died when he was 11. When we met him at age 12, he was the saddest boy we had ever seen. As he shared his story, tears rolled down his face. Sandra worked to get a birth certificate for Kevin and enrolled him in school for the first time in his life. He is attending a school that meets on Saturdays so he can continue to work during the week carrying cement blocks for a construction company. He cried with happiness on the day he was enrolled!

Sandra still struggles with pain from a broken back due to a motorbike accident in 2019. But in early September, Kevin's school put on a mother/son 10K run, and Kevin asked Sandra to run it with him. She could have declined because of her back, but she wasn't going to miss this chance to bring joy into Kevin's life. With a mother's love, she competed and shared a glorious day with and for Kevin. This smile was her reward!

GUATEMALA-SANDRA-ESTUDIA CON AMOR

- **SCHOLARSHIPS:** 108 children received scholarships to attend school.
- **FOOD:** 43 child laborers received a monthly supply of food staples.
- **ROOF:** A new roof was given to a single mother caring for our former street children.



UKRAINE-ALESSIA-GROWING OUR WAY HOME

- **AGRICULTURE:** We expanded the agriculture program (300 seedlings and, for the neediest, 20 poultry plus 1 nanny goat) to 153 new refugee families.
- **SCHOOLING:** Three school centers were developed and 58 children returned to school. Of our 8 graduating seniors, 75% scored high enough on the national exam for free university tuition.
- **MEALS:** Alessia and her team provided weekly meals to over 400 refugees in groups of 30-40 as a way to build community connections.
- **WELL:** One well was insufficient to meet the needs of our 270 refugee families, so we dug a second well.

MOROCCO: Nora has a heart filled with genuine compassion for others who are struggling. Yet she is not unique, as all the women working and training at Amal seem to share her deep concern for others. In fact, without any help from Nora, Amal, or Global Pearls, these women pool contributions from their small earnings to periodically buy ingredients, then cook and serve meals at an institution for the destitute in Marrakech.

So, it is no surprise that the entire Amal team responded immediately when the earthquake reduced villages in the Atlas Mountains to rubble. Some of the Amal staff were even sleeping outside because their homes were unsafe, but they still showed up ready to cook thousands of meals for people who were even worse off. As they assist relocated children with basic necessities and help families rebuild their lives in 28 villages closest to the epicenter, every step is deliberate and filled with love.



But what really overwhelmed us was the generosity of people who responded with gifts to fund the relief efforts – donations came from 52 countries, with 186 notes of encouragement. These were translated into Arabic and put up at Amal to wrap the entire staff with love from around the world!

- Algeria
- Australia
- Austria
- Bahrain
- Barbados
- Belgium
- Brazil
- Canada
- Chile
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Egypt
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Israel
- Italy
- Jordan
- Kenya
- Kuwait
- Lithuania
- Luxembourg
- Maldives
- Malta
- Mexico
- Morocco
- Netherlands
- Norway
- Oman
- Peru
- Poland
- Portugal
- Qatar
- Saudi Arabia
- Senegal
- Serbia
- South Africa
- Spain
- Sri Lanka
- Sweden
- Switzerland
- UAE
- Uganda
- UK
- Ukraine
- USA

To the women in this community who have so eloquently and beautifully overcome challenges throughout history, I know you will overcome this heartbreaking set back. Sending so much love and all my support your way. ❤️

Sending love to Morocco from Israel.

Your ability to pivot and adapt has been incredible.

Thank you again for the vital and excellent work you are doing. May all receive grace, strength and healing support.

For the Moroccans - love from your Algerian neighbours.

May Allah help all the victims and reward the helping hands. 🌸

- MOROCCO-NORA-AMAL**
- **AMAL:** 24 women received vocational training in the food industry.
 - **DEAF STUDENTS:** At the Koutoubia School, we paid the salary of the teacher and an assistant, purchased a laptop, printer, cell phone, and obtained Wi-Fi for the school.
 - **RAMADAN:** 700 food baskets were delivered to impoverished families in Marrakech and 1,200 meals were served at the “poor house”.
 - **WELLS:** Solar panels were installed to run last year’s well. This year, a second village received a well and water tower, serving 1,200 people.
 - **EARTHQUAKE:** In the first 2 weeks following the quake, 19,000 meals, \$6000 of food staples, 80 tents, and 192 solar lights were delivered to families near the epicenter. 266 students relocated to Marrakech were given blankets, pillows, sheets, towels, soap, shampoo, detergent, sanitary pads, clothing, shoes, and periodically nuts & dried fruit to supplement their diet with nutritious foods.



THE NEXT GENERATION OF CHANGEMAKERS

INDIA-MARTIN-JONG

- **AFTER-SCHOOL:** 915 children attended 32 after-school centers for tutoring and enrichment.
- **BICYCLES:** 65 bicycles were provided so girls graduating 5th grade could attend secondary school.
- **HEALTH:** 200 villages were served with a maternal health, intestinal worm, and anemia program.
- **NURSING:** 13 nursing candidates were given scholarships.
- **VOCATIONAL TRAINING:** 40 students attended vocational training in tailoring and 40 in computers.
- **ADOLESCENT HEALTH & SAFETY:** An adolescent health and safety program was initiated to serve all secondary schools in the administrative block.



INDIA: As part of Martin's after-school program, each village cluster has a "children's club". The primary goals are to build the self-confidence of the children, help them choose an issue they want to tackle, strategize how to accomplish their goals, and implement their strategies. At first, government officers paid little attention to the children, but the students' perseverance began impressing people. Thanks to their efforts, one village now has a well, a water tank, and piping to three locations where people can fill up their containers with clean water. Elsewhere, children used a muddy, flooded road in the rainy season to get to school, but now, thanks

again to their efforts, the road is paved. And a school has toilets for girls where there used to be none. The children are learning that by banding together and persisting, they can be powerful agents of change!

PERU: Quechua communities in the high Andes are struggling to hang on to their traditional culture as youth migrate away in search of jobs. But in Paru Paru and Amaru, young people are leading their villages in a different direction. We sent 15 youths to an intensive, month-long training program in agricultural entrepreneurialism. They learned techniques to produce agricultural products commercially along with skills like preparing business and marketing plans, budgets and record keeping, marketing, and negotiation. We also gave them seed capital to start their own enterprises, and they are eager not only to realize success for themselves, but to train others in their communities. By creating income opportunities locally, they hope they can also protect their traditional culture. We welcome this next generation of leaders.



PERU-JUAN-HERITAGE TRAIL

- **SCHOOL:** 464 Quechua children received school supplies and a school was established in Marampata.
- **SEWAGE:** Supplies were purchased so this winter the sewage system can be upgraded in Marampata.
- **ENTREPRENEURIAL TRAINING:** 15 Quechua youth received intensive training in agricultural entrepreneurialism and seed capital to start their enterprises.



HONDURAS: Scholarship recipients in Honduras are chosen not just based on poverty, but on their desire to serve their communities. To foster management and leadership skills in these students, each academic cluster is asked to design and implement a group project. The projects are sometimes entrepreneurial in nature so they learn skills like production, budgeting, sales, marketing, distribution and advertising techniques. Almost all the groups also choose service projects, like teaching illiterate adults how to read, teaching financial management skills to youth to help them reach their goals, visiting the elderly, planting trees as part of a reforestation campaign, running Dia de los Niños activities, and many others. One of the groups explained:

Poverty can be a vicious cycle that is difficult to escape. We have learned the power of organizing to bring about community development. We want to be part of that development by encouraging young peers to be part of their own success in life.

CAMEROON: Nakinti is passionate about fighting gender-based violence, particularly child rape. She and her team conduct camps and workshops to teach children and mothers how to stay safe and how to cope in the aftermath of child rape. She teaches first responders, the police, and justice officials in the proper management of rape cases. She also loves to train and support others who want to advocate for change. Each year she teaches and mentors 30 rape survivors in 4 teams as they design their own projects, write proposals, develop budgets, and finally implement their proposals. This year these teams educated a total of 1,025 people in high-risk areas of Kumba, Yaoundé, Tiko, and Bamenda. Among these, 50 at-risk survivors were chosen to receive income-generating skills training, and two survivor groups were formed to give ongoing support. Every year, a new army of women is trained and sent out to join the fight. Oorah!

HONDURAS-JAVIER-SEMILLAS DE ESPERANZA

- **SCHOLARHIPS:** 250 secondary school students and 3 university students received scholarships.
- **PROJECTS:** 15 school-based projects were funded.
- **MEDICAL CARE:** 58 indigent patients received medical help.



CAMEROON-NAKINTI-REWOCAM

- **SURVIVORS:** A conference for 30 rape survivors was run, and 4 resulting team projects were funded.
- **MOTHERS' WORKSHOPS:** 18 workshops were conducted with a total of 900 participants.
- **CHILD CAMPS:** 4 anti-rape camps serving a total of 200 children were conducted.
- **SYSTEMS CHANGE:** 2 workshops were conducted on the proper management of rape cases.
- **WELL:** A bore hole was drilled for water to serve a community and a poultry project.



MEET A COUPLE OF ASPIRING CHANGEMAKERS

KENYA-ALICE-GOLDEN HOPE INITIATIVE

- **SCHOLARSHIPS:** 88 secondary school girls and 10 university girls received scholarships.
- **GIRLS' CLUBS:** 7 girls' clubs were piloted and feedback was incorporated into a revised edition of our manual. 57 girls received training in leading clubs of their own in their home villages.
- **PEER COUNSELING TRAINING:** 60 peer counselors and prefects were taken on a motivational trip where they received training in counseling techniques.
- **STEM:** STEM equipment and Wi-Fi were purchased for the school.
- **PRIMARY SCHOOL:** A small rescue program was initiated for primary school children.

KENYA: Josephine is only 24 years old, but she has been head-of-household for 14 years! When she was ten-years-old, Josephine's parents abandoned the family. Her 7 older siblings scattered to fend for themselves, so Josephine sought work to support a bedridden grandmother and two younger sisters (one was an infant). The experience was devastating, but it made her very compassionate towards others. She has a tremendous ability to love children who are suffering, and her family is growing as she rescues desperate young children she encounters.



One new "daughter," Nashami, was severely abused. Though she is only 6-years



old, her scalp was split open in 4 places where she was beaten with a hoe. Her family also used to heat a knife in the fire and hold it against her legs. They used to tie her arms and legs together and then throw her into the animal pen to sleep. Josephine fought to get custody, and now Nashami is thrilled to have a new family. She is an exceptionally intelligent and needy child, but Josephine has infinite patience. Another 6-year-old girl was repeatedly raped by her father before Josephine rescued her. She loves her new family, but she still struggles from the trauma, and Josephine is arranging counseling. Another girl was rescued from an impending child marriage, and a fourth, an orphan, was rescued from an abusive, alcoholic uncle.

Josephine has developed a good relationship with the Children's Office, so we imagine her family will continue to grow. To encourage her efforts, we are covering the costs of caring for these girls, including their school fees and food. Josephine is an amazing young woman, and we love having front-row seats as she evolves into an impactful changemaker.

CAMEROON-ETUGE-COREDA

- **SECONDARY SCHOOL:** A vocational secondary school was built with the capacity to serve 450 students, and it is equipped to train 7 trades. 118 students have registered for 7th & 8th grades.
- **PRIMARY SCHOOL:** 198 students attend - mostly orphaned and displaced children. We fund one nutritious meal each day, dance and computer programs, textbooks, teachers, & 50 scholarships.
- **HEALTHCARE:** A health program was implemented, and students are treated for intestinal worms (about half suffer from this condition).
- **AGRICULTURE:** Corn and banana fields have been planted to help feed the students and to train secondary school students in organic and sustainable farming techniques.
- **SOLAR:** Solar panels were installed at the primary school so now they have access to water, toilets that flush, and computers that run even when local electricity is down for days or weeks.

HONDURAS: John was painfully shy when we first met him, yet it was obvious that he was destined to be an outstanding changemaker. We gave him an opportunity to lead a school-based project, and his shyness melted away. He has been wowing us ever since. He was the youngest student to be accepted into his medical school, and he was the first student we chose for a university scholarship. By his third year, he was in the top 5 students out of his class of 200, and in a research contest with thousands of students in the region competing, John won first place. He was also chosen for his school's "Olympic Team" in internal medicine where they competed against 7 teams from other medical schools. He led his team to victory.



Being a top student, John was given his choice of hospitals for residency training, and he chose the public hospital which cares for those who are indigent. It is, by far, the busiest hospital, and he felt that would give him the most experience. He must have had moments of regret, because every day he got up at 4:00am, then worked at the hospital from 5:00am to 2:00pm. From 2:00-4:00pm he had classes, and from 4:00 to anywhere from 6:00-11:00pm he worked again at the hospital. Every fourth day he also had to work a night shift between 2 grueling days!



John

Though he still loves medicine, working in the hospital has been a very discouraging experience because the hospital is often short of basic supplies. Many tests and medications have to be purchased outside the hospital where patients must pay. The poorest suffer without treatment because they simply can't afford care, so John and his fellow students started pooling small sums of money together to help them. We decided to contribute \$25 each week for John to use for his patients. With that small fund, he helped 59 patients over the course of 6 months.

Examples:

- **Ambulance** – A patient with a structural anomaly in his heart was referred to a cardiologist who would perform surgery for free, but the patient didn't have money to pay for the required ambulance.
- **Blood** – A patient with very low hemoglobin levels needed an immediate blood transfusion, but he had no donor with the same blood type so John purchased a unit of blood from a clinic.
- **Saving a leg** – A 15-year-old boy dropped out of school to help support his family, but, while trimming trees with his father, he touched an electrical cable. His left leg was blown off and damage to his right heel was so extensive the doctors were going to amputate his second leg. With one leg you can get around on crutches, but with both legs gone he would be dependent on others for the rest of his life. John therefore used the fund to pay for the needed membranes and medicines to save his leg.

John doesn't just care for his patients' physical needs. He brings toys to frightened children, encouraging stories to his adolescent patients, and a huge heart to all. He tells us, "You helped me find my life purpose. You inspired me to help others and motivated me to serve those in need." I'm sure you will be hearing more about this young man in years to come.

Here comes the next generation of changemakers!





GIRLS CLUBS: AN INSTRUMENT OF CHANGE

GIRLS CLUBS: A couple of years ago, our team began developing a girls' club manual designed to help girls overcome challenges, build their self-confidence, and develop problem-solving and leadership skills. In short, it was created to raise up the next generation of changemakers. We initiated some pilot clubs this year to test out the manual, and we have revised the curriculum based on our learnings. We had 2 pilot clubs in Cameroon, 7 in Malawi, 1 in Uganda, 4 in Zimbabwe, and 7 in Kenya. Though the manuals are targeted towards 6th and 7th graders, our pilot clubs had girls as young as 2nd grade and as old as in the final year of secondary school. This allowed us to assess effectiveness in diverse settings.

The Cameroon clubs focused on girls displaced by war. The Malawi clubs targeted children who often drop out of school to become child laborers or get married. The Uganda club was made up of culturally diverse refugees from Uganda, Congo, Rwanda, Burundi, South Sudan, Sudan and Kenya. The Zimbabwe clubs served a community in a "No-Go-Zone" where impoverished residents of Harare were relocated to areas akin to internment camps. The Kenyan clubs targeted girls from the Samburu Tribe, where the incidence of beading (a form of child sexual slavery), female genital mutilation, and forced child marriage are among the highest in the world.



We are thrilled with feedback we received on the clubs:

The club has changed my life. It showed me how important girls are in the community. I used to put myself low in the community, but now girls club has made a difference. It showed me that girls can be leaders too.

I am enjoying every moment of being part of Girls Club. Every week I look forward to an empowering session. I am so grateful.

This club changed me from top to bottom. During school holiday I was thinking of having FGM, but my friend told me to join girls club. The first day there we were taught the disadvantages of FGM. I thank the God Almighty for sending me to this club.

I did not become a young woman when I started puberty. I became a young woman when I joined girls club.

This club has helped me build my self-confidence.

Girls club has changed me and given me a happy and joyful life.



Looking forward, we want to greatly expand the clubs in Kenya and use them as a tool to combat FGM and forced child marriage. Our secondary school girls come from traditional rural villages throughout Samburu County. They are dynamic girls who are role models in their communities, and they are eager to run their own clubs. In August, we took 57 girls attending clubs at our secondary school in Maralal on a camping trip to a game sanctuary. There, we focused on training the girls to run clubs in their home villages during school breaks.

We discussed the goals of the club, and the girls identified strategies leaders could use to achieve the goals. Then we had a practice session with a girl acting as club leader, and the whole group critiqued the job she did against the criteria we identified as important. Finally, we broke the girls into 4 small groups and we gave each group a scenario they might face as they run the clubs: a girl is being pulled out of school because she is being married to an old man; a girl is being raped by a neighbor; a girl was forcibly circumcised by her parents and wants to know what she can do to protect her younger sisters from the same fate; a girl is an orphan and often has no meal at all in the course of a day. (These are all real scenarios that we faced in our clubs the previous month). The groups then had to strategize how to help the girls in each scenario, and they came back together to share their ideas. When the school year ends in November, we are expecting 56 of those girls to start clubs in their home villages. In this way, we hope to reach younger, needier girls.

REACHING THE ADULTS: Girls’ clubs, we believe, will stem harmful Samburu practices in the next generation, but to help the current generation we also need to reach adults. One of the teachers at our secondary school is now conducting a weekly radio show on the most popular station in Samburu County. Her program uses the topics in our girls’ club manual to form the basis for each show, and she speaks in the Samburu language, not Kiswahili or English, which makes the show popular with the Samburu. She is reaching 150,000-170,000 each week. Adults are now hearing the same messages as our girls.



BOYS CLUBS TOO?

The girls’ clubs have been extremely popular, except boys felt left out: “Don’t assume we boys know everything. We also need grooming, mentorship and life skills.” – Byron 14 years. The leaders of our Zimbabwe clubs decided they needed clubs for boys as well. Without any funding from us, they are developing a curriculum and running a club for boys. The boys are loving the club as much as the girls, and what they are learning is just as important. “Boys and men have a responsibility in reducing gender-based violence. I have learnt that I should show respect to every female.” – Farai 11 years. Maybe someday we will be able to fund boys’ clubs too!

CAMEROON-ADIE-ACTION FOR CHANGE

- **BIRTH CERTIFICATES:** 500 birth certificates were established for displaced children. Without birth certificates children cannot progress beyond the 6th grade, get national ID cards, access healthcare, get formal jobs, or vote.

CAMEROON-MG-SHARED WORLD VISION

- **COMPUTER LAB:** A computer lab for 800 students was built and equipped.
- **COMPUTER MANUALS:** A computer manual for secondary schools that includes practical, real-world training was developed and 500 copies were printed.

NEPAL-JWALANT-3 SUMMITS

- **FEMALE GUIDES:** High altitude training was funded for female guides.
- **RETAINING WALL:** A retaining wall was built to protect our girls’ hostel after a landslide undermined the foundation.

INDIA-SONAM-HEART OF HIMALAYA

- **DIPLING SCHOOL:** A primary school was constructed in the remote village of Dipling.
- **SCHOLARSHIPS:** 12 university students received support.
- **CULTURE:** 166 children received dialectic training, Tibetan language instruction, summer workshops, and Amchi teachings to help preserve the traditional culture.



GLOBAL PEARLS FINANCIAL SUMMARY

	2020 ACTUAL	2021 ACTUAL	2022 ACTUAL	2023 THRU SEP
TOTAL EXPENDITURES	\$690,962	\$1,036,518	\$804,488	\$910,520
PROGRAM TOTAL	\$683,411	\$1,022,313	\$791,663	\$889,349
LATIN AMERICA	\$224,862	\$218,388	\$115,815	\$116,843
GUATEMALA	\$41,458	\$31,844	\$42,043	\$30,124
HONDURAS	\$135,362	\$136,549	\$39,101	\$26,918
PERU	\$48,043	\$49,995	\$34,671	\$59,801
NORTHERN AFRICA	\$197,647	\$162,201	\$191,794	\$285,565
MOROCCO	\$197,647	\$162,201	\$191,794	\$285,565
SUB-SAHARAN AFRICA	\$113,736	\$263,418	\$313,436	\$303,118
CAMEROON	\$113,736	\$248,521	\$269,632	\$239,390
KENYA	\$0	\$14,897	\$43,804	\$63,729
ASIA	\$147,165	\$378,306	\$105,755	\$103,271
INDIA	\$61,446	\$178,351	\$89,049	\$96,745
NEPAL	\$63,476	\$198,906	\$16,706	\$6,525
CAMBODIA	\$16,196	\$1,049	\$0	\$0
MALAYSIA	\$6,049	\$0	\$0	\$0
EUROPE	\$0	\$0	\$64,863	\$71,700
UKRAINE	\$0	\$0	\$64,863	\$71,700
OTHER	\$0	\$0	\$0	\$8,851
GIRLS CLUBS	\$0	\$0	\$0	\$8,851
ADMINISTRATION TOTAL	\$7,551	\$13,351	\$12,825	\$21,171
FUNDRAISING TOTAL	\$0	\$854	\$0	\$0

EXPENDITURE BREAKDOWN	2020	2021	2022	2022
PROGRAM	98.9%	98.6%	98.4%	97.7%
ADMINISTRATION	1.1%	1.3%	1.6%	2.3%
FUNDRAISING	0.0%	0.1%	0.0%	0.0%

Note: Administration expenses consist of PayPal processing fees and a legally-required financial audit by an independent CPA (started in 2021). This chart assumes cash accounting.

Global Pearls is a 501(c)3 and contributions are tax deductible.

100% of donations are used to fund the projects. Administrative costs are covered by the Board of Directors, and travel costs are funded by those travelling.

NOTES

- 2023 figures shown are for 9 months – not a full year. Program expenditures are expected to be high for the year due to the earthquake in Morocco.
- 2021 expenses were high due to Covid and a hurricane in Honduras.



THE GLOBAL PEARLS U.S. TEAM



**LeeMin Chong, Vice-President,
Southern India Project Lead**

LeeMin wants to leverage her MBA and program management experience to help others break free of poverty and reach their dreams. LeeMin grew up in Malaysia.

Lisa Robinson-Spader, President

Lisa is a dreamer and visionary who is passionate about making a direct impact. She studied Economic Development at Harvard and thrills to see it take shape in real communities.



**Arlene Say Soto, Secretary,
Honduras Project Lead**

Growing up in Manila, Arlene was exposed to the harsh realities of extreme poverty. She now enjoys a global career with Intel and raising her American daughter with her Costa Rican husband.



**Daniel Higbie, Board
Member, Peru Project Lead**

Daniel has a Masters in International Relations and founded and runs an award-winning business in Albuquerque. He is committed to world-class excellence and pragmatism.



**Christina Palastanga
Gardiner, Board Member,
Girls' Club Project co-Lead**

Christina was born and raised in Europe, started and ran a successful business in Santa Fe, and has worked with non-profits for 3 decades.



Katharina Root, Treasurer

Katharina grew up an Anglo minority on the Navajo and Sioux Reservations, and she still values a diversity of cultures. For the past 3 decades she has specialized in non-profit accounting.

**Kylie Palacios, Social Media
Director, Guatemala Project Lead**

Kylie, a former Dartmouth student, loves using social media as a tool to help others. After an internship in Guatemala with Global Pearls, she decided to join our team.

Mary Joy, North India Project Lead

Mary was born in India where she still has numerous relatives. She garnered many impressive awards as a student at Dartmouth College and now does industry research for software engineering organizations.



Lynda Myers, Editor

With a PhD in Philosophy, Lynda taught at St. John's College for 39 years fostering critical thinking skills and shared problem-solving. Her career took her to China where she taught as a senior visiting scholar.



**Patricia Erdmann, Girls' Club
Project co-Lead**

Patricia had a successful career in education and now, each fall, teaches Educational Leadership & Management to university students in Malawi.



John Carlson, Cameroon Project Lead

John Carlson has worked at multiple Fortune 500 companies, most recently at Meta Inc (Facebook) as a program manager. He has travelled extensively through his professional career and has a passion for operational efficiency.

MEET OUR LOCAL CHANGEMAKERS

Sandra Alonzo Pac - Guatemala



Driven by her passion to help women, children, and those suffering from great poverty in Guatemala, Sandra works tirelessly to help others. She doesn't just provide scholarships, but creates a true community for participants – teaching them that they are valuable, monitoring their progress, providing emotional support and love, even planning dance lessons and pizza parties to bring joy into their lives. She is greatly loved by project participants.

Juan Covarrubias Ccaihuari – Peru



This gentle Quechua man with a great love for his community is a born leader with a keen business sense. He values Quechua traditions and the communal nature of his culture, which he is trying to preserve through this project. He is greatly trusted by his community and all those who have trekked with him through his beloved Andes, and that has allowed him to bring people together to achieve a path forward.

Etuge Sumbede Elvis – Cameroon



Etuge was born to a mother who was forced as a child to marry an old man. Due to poverty, 3 of his 6 siblings died. Fortunately, Etuge was sponsored for school and university studies. Having experienced both the suffering of abject poverty as well as the great benefits resulting from educational sponsorship, he has committed his life to helping others as a tangible demonstration of his gratitude.

Javier Diaz - Honduras



Javier worked by Sor Marta's side for over 30 years to build IHER into a world-class alternative education system for tens of thousands of students across Honduras. He is constantly working to bring innovative changes to their program, and he loves to motivate the many impoverished students they serve to work hard and achieve their goals. He considers the work both a blessing and a great responsibility, and he pursues it with passion.

Nora Fitzgerald – Morocco



To sum up Nora in one word, I would say “compassionate.” She has a deep and tender love for the marginalized women of Marrakech. When you combine that love with her business acumen and the support of dedicated staff and friends, that compassion creates amazing results. Always seeking new ways to reach more women, she loves to dream forth new entrepreneurial ventures.

Nakinti Nofuru – Cameroon



Bold and fearless, Nakinti is creating a path for other women in Cameroon. Using her love of journalism, she is bringing attention to their plight and fighting for change. She has won numerous awards for her work improving conditions and opportunities for women and girls in Cameroon, and she is extending her impact by training and mentoring others.

Changemaker: A person who wants to bring positive change to the world and is capable of turning innovative ideas into action

Etang Mbeng – Cameroon



Having grown up an orphan in an impoverished forest community of Western Cameroon, Etang knows first-hand the suffering that the people of his project area endure. With help from a distant relative, he was able to pursue an education and escape the poverty of his youth. Now he is using his education to help others. As he says, “Someone needs to sacrifice to help others achieve their dreams. I choose to be that person.”

Alice Gituru – Kenya



Girls are not valued in the communities where Alice lives and works, and that has given her a soft spot for girls. She devotes her life to counseling, encouraging, teaching life-skills, and providing a formal education to girls because that empowers them, which, in turn, inspires others. She loves to see them happy and confident and is filled with joy when she sees them succeed in life.

Martin Richard Raju - India



An outstanding administrator, Martin makes development success look easy. He pursues his projects with a quiet and measured determination, planning each step with great care. From education to healthcare to economic empowerment, he pursues a holistic approach with a talented team, and everything he touches turns to gold.

Sonam Dorje – India



Sonam is full of energy, is incredibly hard-working, and is adept at mobilizing others. Desperate for an education, Sonam ran away from home at age 11, making a hazardous 4-day journey through the Himalaya to reach Leh where he secured a scholarship to study. He now devotes his life to helping other children receive a quality education while also striving to preserve traditional culture.

Jwalant Gurung – Nepal



Jwalant is an incredibly generous man. He is very community driven, and he expends his time, energy and personal finances to help others in need. He is a strong athlete who is most at home in his majestic Himalayas and among their remote mountain villages. His passion is helping those village children receive an education.

Alessia - Ukraine



Alessia is a woman with enormous compassion and love for those who are suffering around her. She constantly endangers her life to get aid to areas too difficult for others to reach. What we love most, however, is her sensitivity to emotional needs as she works to alleviate fear and foster hope among the orphans and families in her care.

Our partners do not receive a salary from Global Pearls. They work out of love for their communities and earn a living through other means. We are honored to support and empower their efforts.



Above: Quechua women in the high Andes still practice traditional crafts. They raise alpacas, turn wool into yarn, and weave beautiful textiles.
Front cover: Students in Paru Paru, Peru receive school supplies.