



GIRLS EDUCATION 2023



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Dear CBB Friends,

Global Pearls shares your passionate belief in the importance of girls' education, and, in this special supplement to our Annual Report, I would like to tell you about the many ways



we are turning that belief into action. Some of our girls' education programs are already familiar to you: when I started Global Pearls in 2016, we took over management of CBB's Guatemala and Southern India projects, growing them significantly with Global Pearls funds. We also developed our own girls' education programs in Cameroon, Peru, and Ukraine, sharing them with CBB. Beyond that, we support girls' education in Honduras, Morocco, Kenya, Nepal, and Northern India. As the girls themselves repeatedly attest, these programs, aimed at giving girls the tools to shape a more positive future, are making a real difference in their own lives and in their communities.

In addition to this Girls' Education Supplement, I hope you will enjoy our Annual Report, where you can explore new cultures and learn about the more diverse work we do. Gifts from CBB donors are always targeted towards girls' education unless instructed otherwise by the donor, but I think you will still appreciate the exciting potential and already very encouraging results of our empowering work around the world.

Sincerely,

Lisa Robinson-Spader

Lisa Robinson-Spader
President, Global Pearls, Inc.



GIRLS' EDUCATION – GUATEMALA & HONDURAS

SCHOLARSHIPS: 65 girls in the Estudia Con Amor program received scholarships this year. Most are child laborers vending on the streets of Xela or working in the mines. Others are raised by single mothers who were abandoned by abusive, alcoholic husbands. School hadn't been even a remote possibility for these children, so the scholarships have given them a new vision filled with opportunities.



FOOD SUPPORT: Our child laborers could not have used their scholarships if they had not also received a monthly distribution of food staples. Previously, they had to work all day, every day just to eat that day. But with our monthly supply of beans, rice, pasta, oatmeal, cooking oil, and eggs, they could cut back their work hours to attend school and still survive.

PSYCHOLOGICAL COUNSELING: About half the girls in the program have been raped. We often fund counseling for such girls to help them cope. This year 4 girls are receiving counseling. One girl worked as a “car washer” – carrying a sponge and bucket of water in search of car owners willing to have their cars washed. But one day, two men drove up wanting something else. They raped her in their car and then tossed her, bleeding, onto the street. Another girl was repeatedly

raped by the owner of the house where she and her mother rented a room. A third girl has been sponsored by CBB since she entered kindergarten – the daughter of a woman who is blind. She was abducted on the way to school this year, and for five weeks she was severely beaten and used by countless “clients” before she and three other young girls were found tied up and rescued by police. A 4th girl is one of our mining girls – Yeimi.

YEIMI: Yeimi grew up in an abusive household. Her father was an alcoholic, and he used to beat her whenever he was drunk. Since the father's income was spent on alcohol, Yeimi and her mother had to work in the open pit gravel mines, though it was illegal. When she was 11, the owner of the mines told Yeimi to get in his truck and he would drive her to the mines, but instead he raped her. Traumatized, she stopped attending school, but in 2018 when we expanded the Estudia Con Amor program to include the mining community, Sandra encouraged her to go back to school where she has excelled. All Guatemalan children must choose a career before entering the 10th grade and join a secondary school that prepares them for their vocation. Yeimi, who is very studious and a natural leader, wants to be a chef, so she will join a technical school next year to start training. Her future income will allow her to permanently escape poverty.

HONDURAS-JAVIER-IHER

- **SCHOLARSHIPS:** 143 secondary school girls and 1 university girl received scholarships.
- **PROJECTS:** Sponsored girls designed and ran service projects for their communities, including adult literacy training, medical brigades, community clean-up, pinata and doll construction for Día del Niño, elderly visitations, and much more.

GUATEMALA-SANDRA-ESTUDIA CON AMOR

- **SCHOLARSHIPS:** 65 girls were given scholarships.
- **FOOD SUPPORT:** 43 children received monthly food staples.
- **PSYCHOLOGICAL COUNSELING:** 4 girls are receiving psychological counseling.

DISTANCE SCHOOL: Hundreds of thousands of children in Honduras cannot attend secondary school due to poverty (they must work to support their families), distance (many live hours away from the closest secondary school), or gangs (crossing a gang boundary to reach a secondary school means certain death). IHER has opened secondary education to tens of thousands of such students by creating a distance learning program, and we support 143 of their neediest girls. National exam scores for IHER students are equivalent to those of students who attended standard schools.



GIRLS' EDUCATION – SOUTHERN INDIA

AFTER-SCHOOL: Martin runs an extensive after-school program for children in 50 low-caste, rural villages. Each child receives notebooks and other required school supplies, and every month the children must pay a small fee which is given back to them at the end of the year so they can buy their required uniforms for the next year. Girls who are ready to start secondary school are given bicycles so they can safely reach the more distant schools without fear of sexual assault.

During the academic year, and especially as exams approach, children receive academic help and encouragement, and our girls are excelling in school as a result. It used to be very rare for these children to continue past the 5th grade, but now they all continue at least to the 10th grade, and many continue to the 12th grade and beyond.

During school holidays, the focus shifts to enrichment activities, like singing, elocution, drawing, dancing, sports and games. Many of our children participated in inter-school competitions at the district level and won prizes. Each year they also receive instruction on environmental degradation and the need for environmental care. This year each child had a chance to plant a seedling which they fenced in and watered, enthusiastically contributing their mite toward a green environment.



In the middle of every month, the teachers in the program participate in a half-day of training where their teaching skills are developed. They are trained not only in how to teach academics successfully, but also how to motivate the children and foster positive attitudes about life and development.

CENTERS: We also kept the centers in good working order. Worn-out solar lights were replaced and some centers received solar lights for the first time. This allowed the students to continue studying even after sunset at 6:30. Flooring was installed in five centers, 70 durable tarps were supplied to keep the girls from sitting in mud during the monsoon season, and one new shelter was built for a group that still met under the trees.

VOCATIONAL SKILLS: Vocational skills were taught to young women in tailoring and computers. Some of these women were young widows (ages 18-24). In addition to the training, the students received counseling and messages to boost their self-confidence (especially important among low-caste

women). Some of those who graduated from the tailoring course received jobs in garment factories. Martin helped the rest acquire bank loans to purchase sewing machines and start their own enterprises.

PROMOTING GIRLS' EDUCATION: In May, the children and teachers conducted an enrollment campaign in all 50 villages served by the centers, emphasizing girls' education. The teachers also made house visits and counselled parents to keep their daughters in school.

INDIA-MARTIN-JONG

- **AFTER-SCHOOL PROGRAM:** 495 girls from 50 villages participated.
- **BICYCLES:** 65 girls received bicycles.
- **VOCATIONAL TRAINING:** 80 young women received training in tailoring (40) and computers (40).
- **CENTER MAINTENANCE:** 14 centers were equipped with solar lights, new flooring was installed in 5 centers, 70 large tarps were supplied, and 1 shelter was constructed.



GIRLS' EDUCATION - CAMEROON

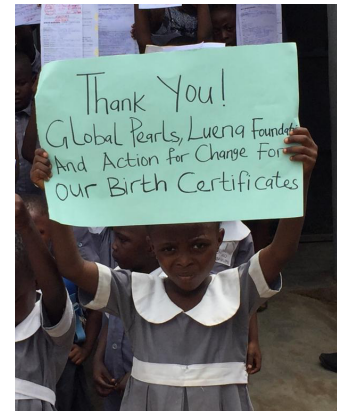
SCHOOL: Etuge runs a primary school that caters to orphaned and displaced (IDP) children. Many of these children had to leave parents behind rebel lines and make dangerous journeys to access an education outside the war zone. The children are doing exceedingly well. Since starting his school in 2019, 100% of his graduating 6th graders passed the national competency exams. Most schools in this region have pass rates of just 40-50%.

Though we're pleased with the primary school, it saddened us to think that, after sacrificing so much and working so hard, the education of these children needed to end after the 6th grade. So, we funded the construction of a secondary school that will teach a combination of academic subjects plus vocational skills so graduating students will be qualified to find jobs.



STORYBOOK: To encourage displaced children who were struggling to stay in school, Edna Iturralde, a celebrated children's author in Ecuador, wrote a storybook based on the true experiences of a CBB-sponsored girl. The book begins with the girl enjoying life in her village, but when the army attacks and burns her village she flees into the bush and struggles to survive for two years. Finally, the girl has a chance to leave the bush and relocate to a town where schools still operate, and she begs her parents to let her go. Life is a real struggle in her new home, full of hunger and trials, but she perseveres. The story, personally familiar to all our IDP children, highlights the importance of an education and encourages children to never give up.

BIRTH CERTIFICATES: Children that fled into the bush when their villages were attacked and burned in the war lost everything they owned – including their birth certificates. Without those certificates, they cannot continue their schooling past the 6th grade. They also cannot get national ID cards, drivers licenses, vocational training, formal jobs, healthcare, or vote. Obtaining a birth certificate is essential, but it is quite difficult and expensive because the applications need to be made in person, in court, in the subdivision of origin. The transportation costs alone to return to their birth places are prohibitive for these poor children. In partnership with Action for Change, we were able to obtain birth certificates for 308 primary school girls.



CAMEROON-ETUGE-COREDA

- **PRIMARY:** 97 primary school girls were supported.
- **SECONDARY:** A secondary school was constructed & equipped, and 42 girls were supported in the initial class.
- **BIRTH CERTIFICATES:** With Action for Change, 308 birth certificates were supplied to school girls.
- **STORYBOOKS:** 2000 storybooks were distributed to IDP children.

BIH NAOMI: "There was a time I almost gave up schooling. As a result of the war, schools in the community were not functioning and my father lost his job. After wandering in the bush for a year, I asked my father to relocate me to a safe community where I could continue my education, but he said he didn't have money to send all of us to school. Unfortunately, I was not selected – he chose my elder brother and sister. I was frustrated and almost gave up, but I was determined to regain my right to education. I finally persuaded my father and he relocated me to Tiko. Though life here has been tough, I have learned to persevere. Today the joy of success has swallowed any pains and sufferings I went through. I will never give up on my dreams." Naomi, one of CBB's sponsored girls, had the 4th highest score in the region on the national exam out of 3,500 6th grade students, so we continued to support her in secondary school. She is currently ranked #2 in her class of 55 students. She loves math and science so is considering a career in either medicine or engineering.



GIRLS' EDUCATION – PERU, MOROCCO, NEPAL

SCHOOL SUPPLIES: Peru was roiled this past year with political riots that cratered tourism to a greater degree even than Covid! This was devastating to the income of Quechua families in the high Andes of the Cusco region, so we extended our distribution of school supplies an additional year. Approximately 300 school girls in Marampata, Cachora, Willoq Alto, and Paru Paru received school supplies this year.



TEACHER: The remote village of Marampata had no school so, in the past, when it was time for a child to start kindergarten, she needed to move to Cachora. This separated young children from their parents for much of the year which was emotionally difficult for children and parents alike. It also threatened to destroy the traditional culture that kept the community alive. Global Pearls therefore funded a teacher to establish a small school in Marampata, and now young girls don't need to choose between an education and family. Currently there are only girls in the school.

- PERU-JUAN-HERITAGE TRAIL**
- **SCHOOL SUPPLIES:** 300 girls were given required school supplies.
 - **TEACHER:** A teacher was funded to establish a primary school in the remote village of Marampata.

EARTHQUAKE: The Sep 9, 2023 earthquake in Morocco turned entire villages to rubble, including schools. The government relocated children in affected villages to boarding schools, but the children arrived with little more than the clothes on their backs. We provided blankets, pillows, sheets, towels, soap, shampoo, detergent, sanitary pads, nutritious food supplements, clothing and shoes to 105 girls who were relocated to schools in Marrakech. Our team also offered a lot of love and encouragement, as these children were far from their families in a strange place after experiencing a devastating earthquake.

- MOROCCO-NORA-AMAL**
- **EARTHQUAKE:** 105 girls received basic supplies to settle into boarding schools.
 - **DEAF STUDENTS:** 7 deaf girls received schooling.

DEAF STUDENTS: Children in Morocco who are deaf often live very isolated lives because few programs exist to teach sign language. Such children even have limited communication with their parents. To address this need, an amazing woman started a part-time school for the deaf in Marrakech where she taught without pay for 18 years. This year we paid her salary which made full-time school possible, benefitting 7 girls.



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GIRLS' HOSTEL: Elementary schools exist in most Nepali villages, even in the remote mountains, but secondary schools are few and are located in large towns and cities. Children from remote mountain villages who want to continue their education past 5th grade must relocate. Boys are allowed to do this, but it is too dangerous for a young girl to live on her own in an unfamiliar place. Thus, unless a parent has enough money for a boarding school in Kathmandu, rural girls end their schooling after the 5th grade. To promote secondary education for girls, in 2021 we built two hostels near secondary schools in the Kangchenjunga region of Nepal. This year, a landslide undermined the foundation of one of the hostels housing 18 girls, so we built an extensive retaining wall.

- NEPAL-JWALANT-3 SUMMITS**
- **GIRLS' HOSTEL:** A retaining wall was built to protect one of our hostels.



GIRLS' EDUCATION – KENYA, UKRAINE, NORTH INDIA

SCHOLARSHIPS: In Kenya we work with girls from the Samburu tribe. Of all the places we work, this is the most difficult place to be born a girl! The incidence of beading (a form of child sexual slavery), female genital mutilation, and forced child marriage to old men is the highest among all Kenyan tribes (and probably among the highest in the world).

KENYA-ALICE-GOLDEN HOPE INITIATIVE

- **SCHOLARSHIPS:** 5 primary school girls, 88 secondary school girls, & 10 university girls received scholarships.
- **STEM:** Support was given for the Moi Girls Samburu STEM program.



The most effective way to save children from these abuses is to provide educational scholarships, so that is how we have focused our efforts. We are only scratching the surface, however, as 50,000 scholarships are probably needed! For now, the 103 girls we rescue are intensely grateful, and we have plans to impact thousands of girls in the future (read about our Girls Clubs in our 2023 Annual Report).

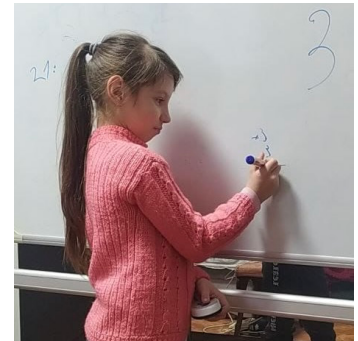
STEM: Almost all our sponsored girls attend Moi Girls Samburu Secondary School. The school has a particularly strong STEM program. Each year there is a nationwide STEM contest in which every school participates. Moi girls consistently win at the sub-county and county level, and even competed once at the national level. This kind of success builds the confidence and self-worth of these downtrodden girls, so we are contributing towards their STEM equipment and projects to help them get back to nationals.

UKRAINE-ALESSIA-GROWING OUR WAY HOME

- **SCHOOL CENTERS:** 3 school centers were developed and equipped to allow refugee children to continue their educations.

UKRAINE: Currently in Ukraine, only schools with bomb shelters are operating. Rural children need to access lessons and tests remotely using computers and smartphones. Our orphaned children have

no such technology, and they do not have documents proving they are war refugees so they cannot access international aid programs that might provide such tools. To get children back in school, we established 3 centers with computers, printers, electrical generators, and other necessary equipment, paid a teacher for upper-level science and math classes, paid for the school-district-required snacks, and recruited numerous volunteer teachers from among our refugee families. 37 girls attended our centers, and they did very



well. 80% of our graduating girls (4 out of 5) scored well enough on their national exams to qualify for free university tuition! (By comparison, 18% of the graduating students at the regional school qualified).



LINGSHEDE: We funded a winter education program for 7 remote villages serving 166 students – 90

INDIA-SONAM-HEART of HIMALAYA

- **EDUCATION:** 90 girls benefitted.
- **SCHOOL:** A primary school was built.

of whom were girls. We also funded a sports program; cultural training in Bhoti language, Buddhist dialectics, and Tibetan Amchi medicine; and constructed a primary school in our most remote village. Fifteen of our students participated in the Ladakh Marathon, and they placed 2nd, 3rd, and 4th in the 5k race, 2nd in the 11k, and first place in the marathon!



Above: Samburu students were taken on a camping trip to a game preserve where they were trained to run girls clubs in their home villages.
Front cover: Sponsored girls at a deaf school in Marrakech send their love.