# Canadian Peacemakers International

## **2020 ANNUAL REPORT**

#### THANK YOU FROM HONDURAS

The year, 2021, marked by the Covid-19 pandemic, has been difficult for all the citizens of the world as many have been affected by Covid-19. In the best scenario, the virus forced people to be "locked-down" where they were safe but isolated at home and, in the worst case, to mourn the loss of loved ones. But it has also been a year where the grace and mercy of God have been manifested through partnerships and goodwill. We, therefore, give special thanks first and foremost to our Lord Jesus Christ for choosing us to be his instruments; and, to Canadian Peacemakers International (CPI), who continue to demonstrate immense love for the people of Honduras and for being willing to join the struggle and build up the lives of Hondurans who need it the most. By focusing on education through the computer-assisted learning program (CAL/PAAT), it has been possible to help many young people, adults and families in our beloved Honduras.

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## A Letter From The CPI Board Co-Chairs



#### **BOARD OF DIRECTORS**

Rick Berube – Co-Chair Ron Dyck – Co-Chair, Coordinator Honduras Shyla Varghese – Treasurer Wally Friesen – Secretary Gordon Baergen – Director Wendy Baergen – Director Reuben Friesen – Director Phil Gaudet – Director Suzanne Gross – Director Harold Warkentin - Director John Woollard– Director Dave Hubert – Executive Director

On behalf of our Board of Directors, we are pleased to report to you on the work of Canadian Peacemakers International in 2020. We take pride in what we are doing in the areas of computer-assisted learning, vocational training and village-building in Honduras, and now, as we expand that work into countries of Africa.

The year 2020 has been challenging for all of us, but especially for those in Honduras. As we slowly emerge into our post-pandemic lives, it may be that the 'normal' to which we were once accustomed will take on some new textures and colors. Covid-19 has forced some difficult adjustments on many of us. The difficulties this virus inflicted on our partners in Honduras, however, were particularly challenging. In addition to the devastation of the virus itself, our partners, students and their families are still trying to recover from two hurricanes that left some of our satellite communities scrambling.

Despite the serious setbacks caused by the spread of Covid and by hurricanes, the CAL program in Honduras surpassed expectations in terms of the number of graduates from at least one grade and that a new school was established on the island of Roatán. Following the hurricanes, CPI was also able to provide important emergency relief assistance to those communities most adversely affected.

We want to acknowledge our members and their continuing passion, commitment and gifts of time, energy, and financial support for this important work. We also want to express our gratitude to you and to our partners in Honduras and in Africa for the commitment to working for sustainable change in these areas.

Thank you for your continuing support and encouragement as we work together to make a difference in the lives of people.

Rick Berube

Ron Dyck

The School Campus and surrounding area in Santa Cruz de Yojoa



## What We Do - Even When Confronting Covid-19 and Hurricanes

Canadian Peacemakers International is a social justice, humanitarian organization that is striving to empower families and communities to fight poverty and violence through education, training and community development and create opportunities for self-sufficiency.

#### We **CARE** because CPI believes that:

- Extending a helping hand is our calling, and doing so affirms connection to the marginalised.
- Peace can be achieved through education and empowerment.
- Participation in education and training serves as the foundation for:
  - Human development.
  - o Individual and community empowerment.
  - Strengthening the family.
  - o Affirming one's dignity.
  - Becoming self-sufficient.
  - o Gender equality.
- > Education and training should be available to everyone.

#### We **WORK WITH** marginalized communities to:

- Facilitate the completion of grades 7-9 through computer-assisted learning.
- Facilitate the development of vocational training in areas of interest to students, that have relevance for addressing community needs, and create opportunities for gainful employment.
- Facilitate community development by building communities and homes where landless families can own land, their own home, and contribute to the growing of commercial crops that provide a family and community income.

#### Where We Work





#### **Honduras**

More than 66% of Hondurans live in poverty (2016) and live in rural areas. Approximately 1 in 5 Hondurans lives in extreme poverty or on less than US\$1.90 per day.

Violence is one the largest contributors to the nation's economic problems. Homicide rates and violence are detrimental in many ways including its impact on education. According to a UN agency report, over 200,000 children stopped attending school between 2014 and 2017 due to gang violence in and around the schools. Indeed, the gang culture makes education secondary to survival.

In rural areas, many children stop attending school due to the family needs for the children to work and because there are no schools offering grades 7-9 or grades 10-12 nearby.

#### **Democratic Republic of the Congo**

About 64% of the population of 88 million is considered extremely poor and live on less than US\$1.90 per day according to World Bank estimates. The median age is 17.4 years.

As in Honduras, violence is a major contributor to the economic challenges facing the DRC. The DRC continues to be troubled by political instability, armed conflicts, human rights violations, and major health problems including the Ebola virus. In the first half of 2020, almost 1 million people fled their homes because of the violence joining another 4 million in makeshift camps.

Up to 7 million children between the ages of 5-17 are not in school. In fact, about 53% of these children not attending school are girls. The adult literacy rate, according to UNESCO, is about 77%. With so many children not in school and the literacy rate being relatively mediocre, there is a large need to offer education in a manner that allows more children to access learning.

It is clear that the people of the DRC, especially girls, need opportunities for education in order to lift themselves out of poverty, child labour, childhood marriage, and pregnancy.

## 2020 Review: Our Impact Working Together

#### **Honduras**

The year 2020 has been a challenging year for the program. In early 2020, Honduras, like the rest of the world, was affected significantly by the pandemic. Not only was the economy locked down but so were the government services, education facilities and other programs.

Later in 2020, a destructive and dangerous hurricane season inflicted its power upon Central America. Especially hard hit was Honduras, first by Hurricane Eta on November 5 and then two weeks later by Hurricane Iota on November 17. The satellite school in Los Bananos, a village in the Sula Valley, was flooded resulting in the loss of all computers, printers, desks, chairs and school supplies. Families in some satellite communities suffered severe damage to their homes and livelihoods. Consequently, some students, instead of returning to school, remained at home in order to help their parents reconstruct their lives.

Nonetheless, our work continued and the staff in Honduras were exceptional in responding to these events.

## Helping Students Meet Their Education and Training Needs

Although Covid-19 required schools to shut down for several months, facilitators and coordinators at all the satellites continued providing services and guidance to students. Through WhatsApp, cell phones, borrowed computers, and home visits students continued their learning. It is also noteworthy that facilitators also provided students with food and spiritual support when needed. Indeed, each ACH staff person together with the facilitators of each satellite did their best to help each student to complete the school year.

Although 271 students dropped out of school to help their families, 521 students graduated from at least one grade across all the 26 CAL schools. Specifically, 216 students completed grade 7, 156 completed grade 8, and 149 completed grade 9. Of interest is that of all these students, 315 (60%) were female.

Practical knowledge, skills and work experience increase possibilities for employment. Continuing effort is being made at developing a moto-taxi repair program and a micro-business program.

#### **Noteworthy:**

The departure of several staff at the end of 2020 presented an opportunity to add new employees in the technical and accounting areas. Graduates of CAL who had gone on to complete high school and were now in university were hired into these positions. It is encouraging to see program graduates go on to make contributions to the program and to their communities.

#### Video:

#### Computer Assisted Learning in Honduras

To find out more about the program check out our recently released video on CAL and how it provides education to students.

Different approaches to learning during school shutdown due to Covid-19





Rotary Club sponsored CAL School built in Roatan



Yeni providing training to Facilitator in Roatan



## **Fostering New Satellite Development**

Even with the devastating effects of the hurricanes and the shutdown of the country due to Covid-19, staff were busy supporting the development of a new satellite on the island of Roatan in the Caribbean Sea, about 50 km from the mainland. Through a number of contacts, a Rotary Club of Indiana committed to developing a satellite school on Roatan. The Club built a small school, provided computers and received the necessary training from ACH to become a fullfledged satellite of the ACH CAL program. Growth of satellites, even though slow, is happening with partners who are excited and committed to making a difference through education.

#### From

### Assisting Landless Families to Become Self-Sufficient

Community development is a key component of CPI's work in Honduras. Creating opportunities for families to own their own homes and to have land on which to grow their own food and to earn revenue provides families with a fresh new beginning. Tapiquilares, the first village built by CAP/ACH, is continuing to thrive. Community commitment to, and involvement in, growing and harvesting pineapples not only is allowing the community to work and grow together but it also generates sufficient community revenues to pay down their mortgages for their homes.

In 2020, CPI was able to significantly improve the water collection in Plan Grande through the installation of eavestroughs on the houses as well as improved water collection facilities. Work is still required to enhance community structures, community management and a community-supported revenue generation approach.

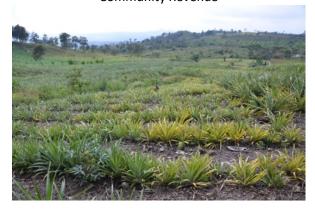
Discussions have taken place regarding building a third village in Santa Rita. However, due to Covid-19, discussions and planning have been delayed.



To



Growing Pineapples: Community Revenue



## Responding to Community and Family Needs after the Hurricanes of 2020

News of the damage created by the hurricanes, especially in areas where satellite schools were located, prompted immediate action by the CPI Board. A GoFundMe campaign was initiated and raised C\$11,938. These funds were sent to ACH and used to help re-build the school in Los Bananos that had been submerged in water and replace the necessary furniture and school supplies. In addition, food was purchased for the families and supplies were provided to facilitate the clean-up of their homes.

CPI also sent two (2) larges cubes containing computers, computer supplies and packed with clothing to replace, in part, the computers that had been damaged by the torrential rain and flooding.

#### Flooding of the CAL school in Los Bananos



Delivering food to Los Bananos after the hurricanes



Arrival of the cubes filled with computers, school supplies and clothing.



## **Supporting Growth: ACH Governance and Management**

The Boards of CPI and ACH have been working diligently to enhance ACH Board development in areas of governance and management. In 2020, ACH became fully registered and received its RTN (*Registro Tributario Nacional*), the national tax registry number which is necessary for conducting business in Honduras. This requires ACH to submit annual financial statements signed by a certified accountant along with an annual report. Consequently, ACH has contracted with a certified accountant to provide oversight to the financial management of ACH and to sign off on all required government-related financial submissions.

ACH has also contracted a lawyer who specializes in NGOs, especially in areas of board governance practices. As a result, ACH Board has renewed its bylaws, acquired the RTN, and has been working to develop effective personnel and financial policies.

Of particular importance has been the development and approval of a Roles and Responsibilities document that clearly outlines the roles, responsibilities and expectations of both CPI and ACH. More specific clarifications are being developed in areas of Information Technology and financial requirements and expectations.

The impact of such organizational work is to enhance how the two organizations function and interact in order that the services being delivered to the people of Honduras continues to grow and be increasingly effective.

#### **Democratic Republic of the Congo**

#### Fostering the Development of the DRC CAL Program

Prior to the Covid-19 outbreak, considerable interest in expanding CAL to Africa was being expressed among a number of CPI board members and the broader CPI membership. The Morden Mennonite Church expressed was particularly interested in furthering education in Africa. Teo and Gloria Fumana, together with the Morden Church, organized a mission to the DRC in order to learn more about the opportunities, meet potential CAL program collaborators in Congo, gather additional information about existing facilities and program needs, clarify CPI requirements regarding the CAL program, and identify and acquire the most appropriate curriculum to be used in the program. Government and various church school curricular resources needed to be assessed to determine which would be the most appropriate for the CAL program. This latter task is critical as the curriculum needs to be digitized in order to be used effectively with CAL.

Unfortunately, the mission had to be cancelled due to the pandemic. Prior to Covid-19, 60 computers had been sent to the Congo and an IT specialist had begun the task of ensuring that all computers are functional and ready for uploading the digitized curriculum, peace library and other learning aids. In addition, there is a 40-foot container waiting to be converted in to a school.

Note that the Honduras CAL program video has been sent to Congo for translation purposes. This video is intended to be used as a vehicle for disseminating information about the program and how it works to the churches, government officials and other organizations that could become key contributors and collaborators .

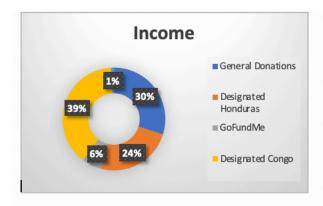
Ensuring the computers are functional



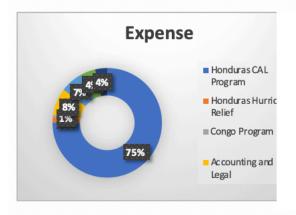
40 ft container to become a school



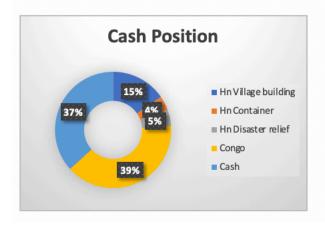
## Financial Statements: January 1 to December 31, 2020<sup>1</sup>



INCOME			
General Donations	\$55,088		
Designated Honduras	\$44,390		
Designated Congo	\$71,364		
GoFundMe	\$11,938		
Grants	<u>\$ 1, 795</u>		
Total	\$184,575		
Unused designated funds Actual cash donations	\$ 86,976 \$ 97,599		



EXPENSE			
Honduras CAL Program	\$86,116		
Honduras Hurricane Relief	\$ 1,800		
Congo Program	\$ 754		
Accounting and Legal	\$ 9,238		
Advertising	\$ 7,634		
Computers and Software	\$ 5,107		
Administrative General	<u>\$ 4,096</u>		
Total	\$114,744		



CASH POSITION					
<u>Designated Cash</u>					
- Honduras Village Building	\$34,250				
- Honduras Hurricane Relief	\$10,026				
- Honduras Container Project	\$ 8,882				
- Congo	\$87,717				
CPI General funds	<u>\$81,771</u>				
Total	\$222,646				

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<sup>&</sup>lt;sup>1</sup> Complete financial statements are available upon request.

## **How to Support Canadian Peacemakers International**



**GIVE.** Your gift helps lay the foundation for children to achieve their education and marginalized families to succeed. Any monetary gift C\$10.00 will be receipted for income tax purposes.

**DONATE.** Computers are critical for the learning program. Additional computers mean more students can participate in education.

**VOLUNTEER.** CPI has opportunities available from computer identification and collection and fund-raising to sharing our education and community stories.

**ADVOCATE.** Give voice to supporting CPI's education, training and community building activities with family, friends, church and other organizations.

**PARTICIPATE.** CPI organizes and leads learning tours to Honduras to provide a first-hand look at our various projects.