



September 2023 – September 2024





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

**GUATEMALA - SANDRA**



*Riding together*

**MOROCCO - NORA**



*Best friends*

**INDIA - MARTIN**



*Healthy moms*

**INDIA - SONAM**



*Building snowmen*

**KENYA - ALICE**



*Dreams for the future*

**CAMEROON - ETUGE**



*Storybooks*

**CAMEROON - ETUGE**



*Full stomachs*

**NEPAL - JWALANT**



*A beautiful world*

**PERU - JUAN**



*Popsicles on the beach*

**... make life so much better!**





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Dear Friends,

One of our goals at Global Pearls is to achieve, dollar for dollar, the greatest impact possible globally. Our administrative costs, which are covered by the Global Pearls board, are almost non-existent, as we are 100% volunteer-run both in the U.S. and abroad. This allows us to put 100% of your donations to work directly impacting the vulnerable children and families we serve in local communities.

That is a good first step, but it is also important that the programs we fund are truly impactful. Trying to measure impact can be tricky, especially for a small organization, since comprehensive measures can be expensive to obtain and are often of dubious quality. Monitoring impact is still very important, however, so we work creatively to come up with no/low-cost ways to assess the impact of our programs.

We use these measures to work with our partners to improve the effectiveness of the programs. The process is entrepreneurial in nature: we experiment, evaluate, modify, experiment again, until we feel satisfied a program is truly outstanding. It is a creative process that we enjoy, and this year we decided to share some examples with you.

After a brief look at a few of the new things we have going on, we will share some stories and testimonies that give us a qualitative assessment of how we're doing, and then finally we will share examples of how we measure our impact in quantitative ways.

This report is our gift to you – a glimpse of what your donations are allowing our local partners to accomplish. We hope you find the stories inspiring.

Sincerely,

Lisa Robinson-Spader  
President, Global Pearls, Inc.





## RUNNING FOR A BETTER LIFE

Imagine living at 13,000 feet in a mountain village in the Zaskar Range of Northern **INDIA** and surviving on subsistence agriculture. And imagine the excitement if one of your friends returns home with prize money from an international race held in your state in Northern India! In 2022 and again in 2023, the winner of the Ladakh Marathon, Nawang, was a young man from one of our villages. In 2023, a female student in our program came in 2<sup>nd</sup> place in the 11K. Students in our program eagerly requested we offer running training so that they, too, could compete in this race. After they had trained through the school year, our partner Sonam organized a practice race for the children and youth of our mountain communities with an 11K, 5K, and a “fun run” for our youngest children. 105 runners participated from 8 mountain villages, and 18 children took home prize money ranging from \$12 to \$182. All female participants received sports bras, and the top six finishers in the 11K received good running shoes and sponsorship to the Ladakh Marathon. Nawang once again won the

marathon and two of our girls, Padma and Stanzin, came in 2<sup>nd</sup> and 3<sup>rd</sup> in the 11K. Exciting times!!!

## SUMMER CAMP FUN FOR OUR DEAF STUDENTS

Summer camp is a blast for kids everywhere – and it was no different for the children who attend Koutoubia School for the Deaf in Marrakech, **MOROCCO**. We have been supporting the academic side of the school, but this is the first year Koutoubia staff created a summer camp for the kids. 18 deaf youth traveled from the Atlas Mountains to the Coast – where, for the first time in their lives, they swam in a pool, saw an ocean, and explored a beach. They also went sightseeing in the city of Tangiers, participated in camp activities, and simply reveled in childhood fun!



## BOYS NEED MENTORSHIP TOO!

That’s what a young boy said in response to our extremely popular girls’ clubs, so this year we developed a Boys Club Manual which we are piloting in **KENYA** in 7 schools. The manual is organized around the theme of **POWER** – how to develop it and use it well to lead communities and help others. The

boys are loving the clubs as much as the girls do. As one boy with a traumatic home life told us, *“These meetings are really building a great man in me, and, as we continue, I see myself going far.”*





## QUALITATIVE ASSESSMENT

Before we get into the quantitative measures, let us share some of the personal stories of people impacted by our programs. These stories really warm our hearts and let us know we are on the right track.



### MOROCCO – CULINARY TRAINING FOR VULNERABLE WOMEN BUILDS FAMILY TIES

Fatima is one of many women who have benefitted from training at Amal. She lost her home due to the devastating earthquake that hit Morocco in September 2023, yet she still showed up every day for training, always with a warm, gracious smile that makes others feel the world is okay. This is how she describes her experience at Amal: *“Being part of Amal was one of the best experiences of my life. The people there are my second family! I want to say thank you to the entire Amal team, the chefs who kept an eye on me and worked so hard so I could learn many culinary and life skills... My experience at Amal made finding a job easy, especially considering Amal’s contacts with most of the restaurants and hotels in the Marrakech area.... I miss everything about being at Amal—the atmosphere, the chefs, and the fun times I spent with my*

*fellow trainees. It felt like I was around my sisters and family.”* Written stories are great, but to really appreciate how impactful these programs can be, it is good to hear from beneficiaries “in person”: [Loubna Testimonial](#)



### GUATEMALA – NOT JUST SUPPLIES, BUT LOVE

Sandra is our partner in Guatemala, and she is utterly devoted to the children in the program. She shares: *“The program doesn’t just give materials and supplies. Our priority is giving love to children so they feel that someone values their lives and brings them joy instead of sadness.”*

### PERU – ENTREPRENEURIAL PROGRAM EMPOWERS WOMEN

One of the young women who participated in the program shared, *“My husband usually works as a porter and a cook, so he isn’t here too much. Before, if we ran out of money, I just had to wait for him to come home and bring money. But now, with the cuy business, I can take charge of it myself and bring in money on my own.”*

### CAMEROON – FIGHTING CHILD RAPE HEALS MOTHERS TOO

Our workshops are designed to teach mothers how to protect and advocate for their children, and our goal is to change a culture that blames the child for rape and treats perpetrators with impunity. We are finding that about 39% of the mothers who attend were themselves raped as children. Although it wasn’t our original goal, we love how our workshops are bringing profound healing to these women. This is an example of the many positive comments we receive: *“I was raped when I was about 6 years old. I am 47 years old today and I have been blaming myself all these years for letting my uncle rape me. I have lived with that guilt and self-blame all my life because even my mother blamed me when I told her about my rape. Today, I am here to say that the guilt that has eaten me for over 40 years is completely gone. I now know that it was not my fault that I was raped... I am free.”*



## CAMEROON – STORYBOOK BRINGS COMFORT TO DISPLACED CHILDREN

We educate children displaced by war (IDPs). These children are passionate about getting an education, but they were traumatized by war and the difficulty of surviving in their new communities, and this has created a big emotional hurdle for them. Thanks to Edna Iturralde, a children’s writer from Ecuador, we decided to turn the experiences of one IDP child into a storybook to encourage other IDP children. The first chapters offer vignettes of life in forest villages, and that enthralls the children who have never before read a book that describes familiar scenes of life in their home villages. Then the heroine of the storybook experiences the traumatic events of the war and survival in the bush – experiences that are once again all too familiar to thousands of IDP children. Finally, our protagonist struggles to survive in her new community while heroically pursuing an education – determined never to give up. We printed and distributed the story to almost 2,000 children this year, and we LOVE the feedback we’ve gotten! Here are a few examples:

- *“We moved to Buea because they killed my uncle and my auntie. At that time, I was very sad, very traumatized, very angry. When I read this book, I was very happy and no longer sad. I know there is hope.”* Blandine, an IDP child, grade 6.
- *“The book has taught me how to be focused in life and never to give up no matter what, no matter the situation.”* Achu, an IDP child, grade 6.
- *“I want to tell people how this book has helped me. I was shot in [the crisis], but since I read this book, I am no longer scared.”* An IDP child.



## UKRAINE – JUST BEING KIDS, EVEN IN THE MIDST OF WAR

Despite the stress our families in Ukraine experience living at war with frequent air raid sirens blaring, Alessia manages to create a loving environment where kids can play, create mischief, learn skills, and be part of a healthy “family” in the midst of war. She tells me funny story after funny story of their antics, and it feels good knowing that our Ukrainian kids can still enjoy aspects of childhood.

*“Children are sleeping at our school today. Some did not return home because the bridge across the river was flooded. So, we heated all 4 wood-burning stoves with firewood and the children went to bed. Some slept by the stove, some on two beds, the boys climbed on the roof. We have a wooden roof with straw for the goat on top 😂 and they are talking there in a low voice, whispering, and through the wooden roof we can hear everything. I told them that everything can be heard, but the boys are still whispering. I hear all the secrets. Now I know where the third ball went (on the goat's horns), and where the wooden swing went (they untied the swing because they needed a rope to climb to the neighbor's house for walnuts drying in the attic). The neighbor does not yet know that the number of walnuts there has changed. In the morning, I will inform the boys that now they will have to go to the neighbor's house to plant walnut trees. 😂😂”*





### **NEPAL – WOMEN’S HIGH-ALTITUDE TRAINING BUILDS COMPETENCE AND CONFIDENCE**

*“I am forever thankful and grateful for the opportunity to be a part of WHATT 2024. For me this (was) very impactful. I just started my career as Assistant Guide and I was somewhat confused if I am worth it or not. This training helped me to be a better guide providing more professionalism like doing short and precise briefing using map and navigation, useful AMS information, qualities that I should have as a guide and many more. I am now more confident than I was before this training. I would proudly say WHATT 2024 was a stepping stone for my destination. It helped me on my way to be a Great Leader.”*

### **KENYA – GIRLS CLUBS INSPIRE**

From Nashami, one of our Girls Clubs leaders:  
*“Through these meetings, I see the girls sharing their stories with one another and trying to look for ways on how to inspire others back in their villages. I see girls who are eager to learn and want to get more benefits for themselves and others. We shall never tire thanking you for all this. ❤️”*

### **INDIA – AFTER-SCHOOL CENTERS**

Five children from Salaipudur wanted to attend an after-school center to receive help with their studies, but we didn’t operate one in their village. So they walked 3km each way to get to a center in Mithrangudi. This was difficult, not only because of the time it took but because it isn’t always safe for children to walk home after dark. The students & parents implored a young woman to be their teacher and requested that our partner Martin start a center in their own village. It now meets on a rooftop and 25 children attend. When we see children sacrifice and struggle to be part of our program, we know we are providing an important service.

**Freedom, love, hope, laughter...**

Those are the ultimate goals of our programs.







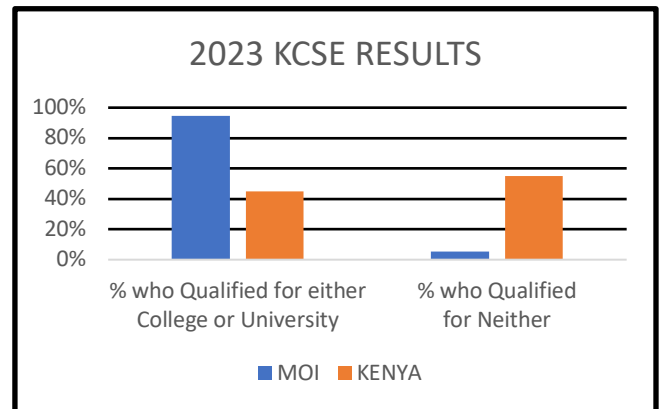
# QUANTITATIVE MEASURES

## MEASURING EDUCATIONAL IMPACT

Measuring the impact of our educational projects is one of the easier things we do, since most countries have national exams and do the measurement for us. In **CAMEROON**, not only did 100% of our seventeen 6<sup>th</sup> graders pass the national exam in 2024 (40-50% pass rates are more typical in this region), but all passed with an “A” grade. In **UKRAINE**, 6 of our 91 students graduated this year from the twelfth grade. 100% of those students scored high enough on the national exam to qualify for free university tuition. In **INDIA**, children take national exams in the 10<sup>th</sup> and 12<sup>th</sup> grades. We had forty children who took the 10<sup>th</sup> grade exam this year, and 100% passed compared to only 70% for the district as a whole. We had twenty-eight children who took the 12<sup>th</sup> grade exam, and, once again, 100% passed compared to only 63% for the district as a whole.



Sometimes, achieving such results doesn't come readily and we have to experiment to get the impact we want. In **KENYA**, where poverty is extreme and an education is not traditionally valued for girls, it was tough to find the right combination of support and incentives to maximize the number of girls



we could help on a limited budget. But after modifying the project several times, we believe we have finally designed an effective program.

In 2021 when we began a partnership with Moi Girls Samburu Secondary School, Moi Girls did a little worse than the country average. But our seniors (Form 4) who graduated at the end of 2023 have shown a dramatic change – out of our 164 graduating students, 94% qualified for either college or university compared to 45% for Kenya as a whole! The results were so dramatic, Moi Girls School was even featured on the local news. When we started offering school sponsorships, the girls wrote heartfelt letters of thanks – promising to study hard and make us proud so our support would not be in vain. Our girls did indeed make us proud!

**GUATEMALA** does not conduct national exams and our child laborers have unique challenges, so we evaluate each child individually. We help them choose a track that works best for them (standard academics vs trade school), cater to specific emotional challenges, and, when they leave or graduate from the program, work to ensure each child is in far better circumstances than when they began the program.





## MEASURING CULTURAL SHIFTS

At the other end of the spectrum, measuring the impact of our **CAMEROON** project that works to stem child rape is much tougher. No one reports rapes, so how do we measure? If they were reported, would an increase in reported rapes be a bad thing (more rapes are happening) or a good thing (we are reducing the stigma of rape so more women/children are reporting)? So, we decided to change our focus...



In 2021, Nakinti posed the following hypothetical question to 50 Cameroonian mothers: *If your 5-year-old daughter came to you crying because she was just raped, what would you do?* She then divided the mothers into small groups to discuss the question before they reconvened and shared their answers. At that time, only about 5% of the women had a child-supportive response. 95% of the mothers had a punitive response and over half the mothers even said they would beat their 5-year-old daughters for being raped!

Child rape is a horrible crime, but when children are blamed by the police, friends, neighbors, and even their parents, the damage can be even more lasting.

Child victims often silently carry the shame and stigma their entire lives. Stemming child rape or changing a justice system that treats the perpetrator with impunity is impossible when it is the child who is blamed for rape. However, changing a culture that re-victimizes the child is proving to be much more promising than we imagined. Through mother's workshops, survivor conferences that train others to advocate for change, clubs for over 2,000 children, and a weekly radio program that reaches an estimated 70,000 people, Nakinti and her team are turning heads and changing hearts.

Nakinti continues to start each mothers' workshop with the hypothetical question about the rape of a 5-year-old daughter. Each workshop's 50 participants are new – no one is allowed to repeat the workshop because the demand is too great. This gives us a chance to see how responses are changing over time so we can **monitor what is happening in the broader culture**. In 2024, 60% of the 1,013 women who attended workshops had a child-supportive response: they would take their daughter to the hospital for a medical check, file a report with the police, take the child for counseling, etc. From 5% supportive responses in 2021 to 60% in 2024 among a population of about 400,000 – that is a remarkable cultural shift in just two years! And, of course, Nakinti has no intention of stopping at 60%!



*Despite the serious work they do, Nakinti has fun with her team.*



## MEASURING INCOME-GENERATING PROJECTS

In **PERU**, our projects primarily focus on developing income-earning opportunities for indigenous families in high Andean villages. During the Covid years, we helped families build hostels to serve trekkers along the Choquequirao Trail. They harvested timbers, made adobe bricks, and built the structures with their own labor. We provided roofing material, windows, doors, beds, and bedding. The 23 Quechua families who received help with the hostels not only earn good income from renting beds to trekkers, they are also providing meals to their guests, which increases their incomes further. Although it is too difficult to measure profits directly, we can see the success of the program as families use some of their profits to



build more hostels and add more beds. We funded 46 beds – two beds each for 23 families to get their businesses started. On their own, from business profits, they have added an additional 58 beds. They have more than doubled their hostel capacity, and there are now 104 beds along the trail!

Last year we sent 15 Quechua youth to receive intensive training in agricultural entrepreneurship. This year they started their entrepreneurial businesses as we continued to provide mentorship. It is too early to measure the impact on incomes, but we will be monitoring loan repayments (we provided interest-free loans with a repayment schedule), and the youth have

committed to keeping logs of their profits. This will allow us to evaluate the effectiveness of the program over time and highlight areas we may need to tweak.

## MEASURING HEALTHCARE PROJECTS

In **INDIA**, we have a healthcare program in addition to the education program. We monitor the effectiveness by tracking mortality. Maternal and infant mortality used to be quite high, but since we started funding this program in 2017, there has been only one maternal death and no infant deaths.

In **ZIMBABWE**, most of the water in the impoverished town of Norton comes from polluted streams, ponds, and watering holes, so the city has struggled with cholera outbreaks for years. Other water-borne illnesses in the area include typhoid, diarrhea, and bilharzia (aka schistosomiasis – caused by parasitic intestinal worms). This past year, cholera cases exploded, and the disease is now considered a national health emergency. We funded a community borehole and will be monitoring reported cases of water-borne illnesses to determine the effectiveness of the borehole in preventing disease.





## SOMETIMES IT'S JUST RAW NUMBERS

Sometimes the only real measure we have is the number of goods and services that are provided, but that can still be impressive.

After the earthquake in **MOROCCO**, our partner Nora and her Amal team decided to focus their help on 27 villages near the epicenter of the quake. Their accomplishments included:

- Providing 19,000 meals, \$6,000 of food staples, 52 tons of fresh produce, and 630 kitchen kits to families who lost everything.
- Funding 54 toilets, 43 showers, 80 tents, 192 solar lights, and 1356 heaters to restore basic hygiene and comfort.
- Building 160 mini housing units to protect families from sun, rain, snow, and cold until they could build more permanent housing.



- Distributing mattresses, blankets, pillows, sheets, towels, soap, shampoo, detergent, sanitary pads, clothing, shoes, and healthy snacks to over 424 students from these villages who were attending boarding school in Marrakech – 300 of whom were moved to the boarding school when their local schools collapsed in the quake. Amal also helped the school by fixing the showers, creating and furnishing a student lounge, and providing 5 activity coordinators to work with the children. They are now funding a pre-fab school for the villages, so students can finally return home to their families.
- Working with the almond and walnut cooperatives to connect growers directly with consumers to increase their profits. These cooperatives are a key source of income for villages in the region.



In **CAMEROON**, the single most important thing you can do to help displaced children escape poverty is to provide them with birth certificates – a task that is far more difficult than you might expect. We supplied 335 certificates for children impacted by the war in Cameroon.

In **HONDURAS**, 171 indigent patients received medical help ranging from diagnostic tests to medicines like antibiotics. Toys and games were also stocked for pediatric patients.

In **UKRAINE**, we funded a used tractor, increasing the potato harvest from 8 tons last year to 23 tons this year. That is more food to feed orphans, widows, and the elderly. This program encourages a strong sense of community as the refugees work together to plant, tend, harvest, and distribute the crops.





## KENYA-ALICE-GOLDEN HOPE INITIATIVE

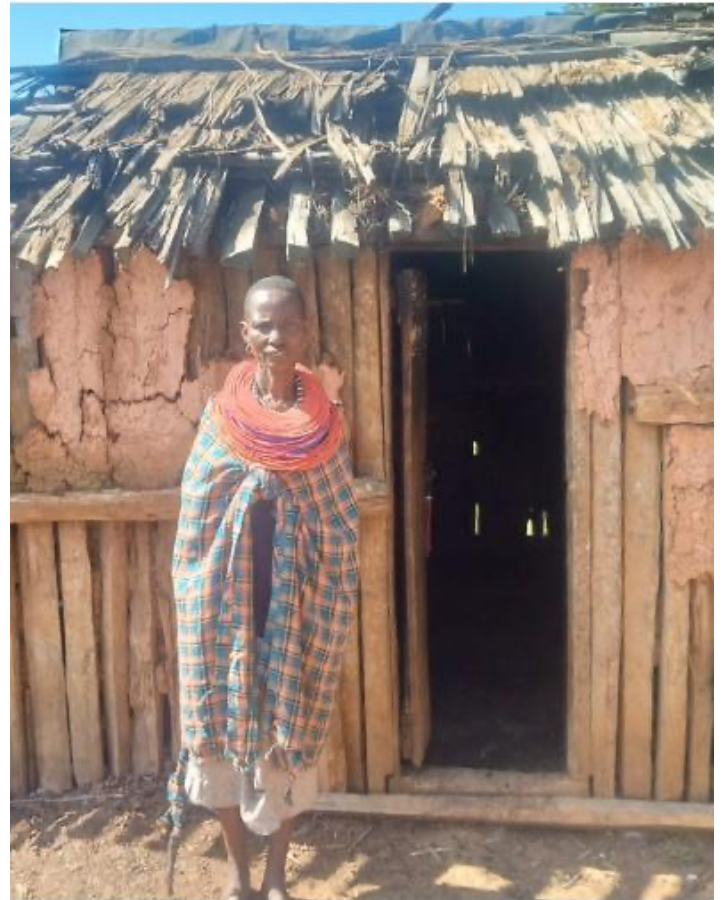
- **SCHOLARSHIPS:** 11 primary school students, 218 secondary school students, and 11 university students received tuition support.
- **SCHOOL TRIPS:** 32 peer counselors were taken on a motivational training trip and three Form 4 girls were sponsored for a history/business trip.
- **STEM:** STEM equipment and a projector for science classes were purchased along with a computer for Guidance & Counseling
- **GIRLS/BOYS CLUBS:** 7 Boys Clubs and 10 Girls Clubs were conducted, mentoring more than 1,500 students.
- **HOME:** A home was constructed to house rescued girls who are too young to attend boarding school.

## PERU-JUAN-HERITAGE TRAIL

- **SCHOOL:** 7 children are attending the school in Marampata.
- **SEWAGE:** Marampata has a new sewage system and it's working great!
- **CUY:** 12 families in Willoq Alto built cuy houses for cuy businesses – we will provide the cuy.
- **ENTREPRENEURIAL TRAINING:** 15 Quechua youth who underwent intensive training last year were given interest-free loans to start their own business enterprises.

## PERU-HOGAR DE GINA

- School trips and various outings were conducted for 22 girls who were abandoned, were victims of physical or sexual abuse, or who suffered from extreme poverty and now have a new family at Hogar de Gina.
- A cochlear implant surgery was funded for one of the girls.



## HONDURAS-JAVIER-SEMILLAS DE ESPERANZA

- **SCHOLARSHIPS:** 230 secondary school students and 3 university students received scholarships.
- **PROJECTS:** 6 school-based projects were funded.
- **MEDICAL CARE:** 170 patients received medical help.



### CAMEROON-ETANG-ESARDEF

- **VOCATIONAL TRAINING:** 51 young adults received vocational training in computer skills, and 56 received training in food and catering skills.
- **HEALTH CENTER:** The once-abandoned Ajayukndip Integrated Health Center was outfitted with beds and medical equipment to serve 5,800 villagers by assisting baby deliveries, treating malaria, and providing other medical care.



### CAMEROON-NAKINTI-REWOCAM

- **SURVIVORS:** 30 motivated survivors attended a conference where they received care and mentorship to become advocates of change. Four teams were formed that designed and ran their own projects to combat child rape.
- **CHILDREN:** More than 2,233 children were active in school-based clubs where they learn what rape is, how to avoid dangerous situations, what to do if threatened, and how to cope as survivors.
- **MOTHERS:** 20 workshops with a total of 1,013 participants were conducted to train mothers on protecting and advocating for their children.
- **RADIO:** To reach the broader population, Nakinti runs a weekly 30-minute program with an estimated 70,000 listeners.
- **SYSTEMS CHANGE:** 2 workshops were conducted for a cross-functional first-responder team, including police, religious leaders, social workers, hospital and educational employees, and government officials to design and proliferate guidelines on the proper management of rape cases.

### CAMEROON-ETUGE-COREDA

- **SECONDARY SCHOOL:** 121 children were enrolled in the vocational secondary school we built – its first year of operation. We funded 30 tuition scholarships in addition to vocational equipment.
- **PRIMARY SCHOOL:** 182 students attended the primary school - mostly orphaned and displaced children. We funded nutritious meals, dance and computer programs, textbooks, healthcare (including treatment for intestinal worms), & 50 tuition scholarships.

### GUATEMALA-SANDRA-ESTUDIA CON AMOR

- **SCHOLARSHIPS:** 115 children received scholarships to attend school.
- **FOOD:** 56 child laborers received a monthly supply of food staples.
- **SUV:** A used SUV was purchased to transport mining children to after-school tutoring and expedite Sandra's commute to various communities we serve.







### OTHER

- **UGANDA:** One Girls Club funded.
- **MALAWI:** Two Girls Clubs funded.
- **ZIMBABWE:** Bore hole funded to combat a cholera epidemic.

### MOROCCO-NORA-AMAL

- **AMAL:** 33 women received vocational training in the food industry. A courtyard was constructed at their Gueliz facility and a multipurpose hall was constructed at their Targa location.
- **DEAF STUDENTS:** At the Koutoubia School, we paid the salary of the teacher and an assistant and funded summer camp for the kids. Two more deaf women were hired for Amal's deaf café. 18 deaf youth attended summer camp.
- **RAMADAN:** 350 food baskets were delivered to impoverished families in Marrakech.
- **EARTHQUAKE:** 54 toilets, 43 showers, 1354 heaters, and 160 mini housing units were provided to 27 villages at the epicenter of the quake. Showers were fixed, a student lounge was created and furnished, and 5 activity coordinators were provided at the boarding school that took in 424 students from the villages. A pre-fab school was funded so students can finally return home.

### NEPAL-JWALANT-3 SUMMITS

- **FEMALE GUIDES:** 13 female guides underwent a grueling 15-day high altitude training. They learned about map reading, first aid, high altitude sickness, client management, and more.
- **SCHOOL:** A school was constructed in a remote mountain village.

### CAMEROON-ADIE-ACTION FOR CHANGE

- **BIRTH CERTIFICATES:** 335 birth certificates were acquired for displaced children. Without birth certificates, children cannot progress beyond the 6th grade, get national ID cards, access healthcare, get formal jobs, or vote.







#### UKRAINE-ALESSIA-GROWING OUR WAY HOME

- **SCHOOLING:** A fourth school center was created and equipped, and 91 children were educated.
- **TRACTOR:** A tractor was purchased to help with the agriculture program.
- **WESTERN UKRAINE:** With war danger increasing in our current area on the eastern side of Central Ukraine, we are gradually shifting the program to Western Ukraine. Alessia was given land south of Lviv, and we funded a well and are refurbishing 3 houses and a sports hall to temporarily shelter the most vulnerable families in the program - about 135 people.

#### INDIA-MARTIN-JONG

- **AFTER-SCHOOL:** 975 children attended 33 after-school centers for tutoring and enrichment.
- **BICYCLES:** 63 bicycles were provided so girls graduating from 5<sup>th</sup> grade could attend secondary school.
- **HEALTH:** 200 villages were served with a maternal/infant health program and an intestinal worm treatment program.
- **NURSING:** 13 nursing candidates were given scholarships.
- **VOCATIONAL TRAINING:** Tailoring and computer instructors were funded at the vocational training center.
- **ADOLESCENT HEALTH & SAFETY:** 8,400 adolescent girls attended educational sessions designed to address child marriage, sexual assault, teen pregnancy, STDs, and suicide among low-caste adolescent girls. 1,460 of the girls received individual counseling.



#### INDIA-SONAM-HEART OF HIMALAYA

- **EDUCATION:** A primary school was constructed in the remote village of Dipling. 166 children from 7 villages received academic classes during the winter break.
- **CULTURE:** Dialectic training, Tibetan language, & culture workshops were funded for all 166 children.
- **AMCHI MEDICINE:** 12 university students received scholarships.
- **SPORTS:** All students received running training, 105 raced in the Singela race in Lingshed, and our 6 top finishers raced in the international Ladakh race in Leh.





## GLOBAL PEARLS FINANCIAL SUMMARY

	2021 ACTUAL	2022 ACTUAL	2023 ACTUAL	2024 THRU SEP
<b>TOTAL EXPENDITURES</b>	\$1,036,518	\$804,488	\$1,151,745	\$952,890
<b>PROGRAM TOTAL</b>	\$1,022,313	\$791,663	\$1,127,623	\$939,800
<b>LATIN AMERICA</b>	\$218,388	\$115,815	\$131,203	\$95,243
<b>GUATEMALA</b>	\$31,844	\$42,043	\$40,151	\$32,621
<b>HONDURAS</b>	\$136,549	\$39,101	\$29,765	\$30,305
<b>PERU</b>	\$49,995	\$34,671	\$61,288	\$32,317
<b>NORTH AFRICA</b>	\$162,201	\$191,794	\$449,691	\$445,561
<b>MOROCCO</b>	\$162,201	\$191,794	\$449,691	\$445,561
<b>CENTRAL AFRICA</b>	\$248,521	\$269,632	\$239,374	\$113,492
<b>CAMEROON</b>	\$248,521	\$269,632	\$239,374	\$113,492
<b>EASTERN AFRICA</b>	\$14,897	\$43,804	\$115,780	\$121,689
<b>KENYA</b>	\$14,897	\$43,804	\$106,379	\$113,242
<b>MALAWI</b>	\$0	\$0	\$650	\$1,000
<b>UGANDA</b>	\$0	\$0	\$2,598	\$2,604
<b>ZIMBABWE</b>	\$0	\$0	\$6,152	\$4,843
<b>ASIA</b>	\$378,306	\$105,755	\$116,348	\$90,280
<b>INDIA</b>	\$178,351	\$89,049	\$96,745	\$55,926
<b>NEPAL</b>	\$198,906	\$16,706	\$19,602	\$31,827
<b>CAMBODIA</b>	\$1,049	\$0	\$0	\$0
<b>MALAYSIA</b>	\$0	\$0	\$0	\$2,527
<b>EUROPE</b>	\$0	\$64,863	\$75,227	\$73,535
<b>UKRAINE</b>	\$0	\$64,863	\$75,227	\$73,535
<b>ADMINISTRATION TOTAL</b>	\$13,351	\$12,825	\$24,122	\$13,090
<b>FUNDRAISING TOTAL</b>	\$854	\$0	\$0	\$0

EXPENDITURE BREAKDOWN	2021	2022	2023	2024
PROGRAM	98.6%	98.4%	97.9%	98.6%
ADMINISTRATION	1.3%	1.6%	2.1%	1.4%
FUNDRAISING	0.1%	0.0%	0.0%	0.0%

Note: Administration expenses consist of donation processing fees and a legally-required financial audit by an independent CPA. 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

- 2024 figures shown are for 9 months – not a full year.
- 2021 expenditures are high due to Covid.
- 2023/2024 expenditures are high due to the earthquake in Morocco.





# 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  
Kenya & Ukraine Project Lead**

Lisa is a dreamer and visionary who is passionate about making a direct impact. She studied Economic Development at Harvard and is thrilled 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 working with Intel and raising her American daughter with her Costa Rican husband.



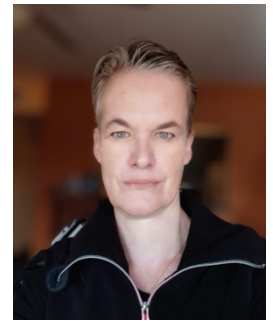
**Daniel Higbie, Board  
Member, Peru Project  
Lead**

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,  
Kenya Girls' Club 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 Perdomo, 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, Non-Kenya  
Girls' Club Lead**

Patricia had a successful career in education and for many years taught a semester of 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 fun activities 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



For over 30 years, Javier worked with Sor Marta, IHER's founder, 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, there are 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.

### **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 children in those villages 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: Nuts are a key income source for families impacted by the 2023 Moroccan earthquake.  
Front cover: Celebrating Ramadan - Koutoubia Deaf School, Morocco.