

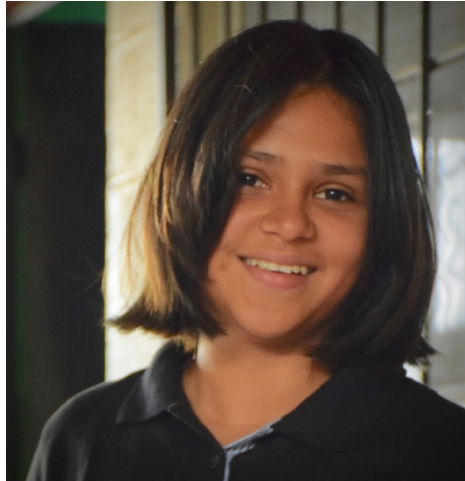
CANADIAN  
PEACEMAKERS  
INTERNATIONAL

2022  
ANNUAL REPORT



## THANK YOU FOR YOUR SUPPORT IN 2022

**This Honduran student wrote the following poem of thanks to CPI Canada for the continuing support being provided.**



Gracias por  
Respalda la educación en el centro educativo  
A seguir apoyando a los jóvenes y adultos  
Con tanto esmero y dedicación.  
Inmensa es la bondad que poseen,  
Abunden las bendiciones hacia su persona  
Salud para seguir apoyando  
Cada joven que desea resurgir  
Para un futuro mejor.  
Inculcando valores en ellos  
Como ustedes demuestran tener  
Animando a quien se encuentren.  
No dejándolo vencer  
Administrando saberes a cada uno  
Dando oportunidades a todo  
Aquel que tiene sed de aprender.

Thank you  
For supporting education in the educational center  
To continue supporting young people and adults  
With so much care and dedication.  
Immense is the goodness that you possess,  
The blessings each of you as individuals abound  
Cheers! to continued support of  
Each young person who wishes to rise up  
for a better future.  
Instilling values in them  
As you demonstrate you have  
Encouraging whoever you meet.  
Not letting the barriers win  
Managing knowledge to each one  
Giving opportunities to everyone  
Who thirsts to learn.

## MESSAGE FROM BOARD CHAIR & EXECUTIVE DIRECTOR

Dear Friends

During 2022, we celebrated our 25<sup>th</sup> anniversary. Such celebration has given rise to reflections on the growth and development of CPI and Computer Assisted Learning (CAL) that began as a mere germ of an idea but through ongoing nurturing, words of encouragement and financial support, that idea germinated and grew into a program that has now expanded into several countries. Such growth has given communities and those living in poverty hope that they might be able to raise themselves up and create a livelihood that makes a difference for them and their families.

In the course of our reflections, we have reaffirmed our commitment to partnering with local communities, building relationships, and working with and supporting local leadership in order to provide education programming. Addressing poverty and violence through education and training has become even more embedded in our thinking and in our approach.

During this past year there have been several advances and achievements that are highlighted in the report. Of particular interest are the developments in Honduras regarding the establishment of a CAL school in an indigenous community and the innovative growth in planning for vocational training. In Africa, we have realized the establishment of the foundation for the growth and development of the CAL program aimed at academic advancement for youth, vocational training for young adults and others, and the need for leadership training using CAL in order to ensure effective and efficient CAL school development and management.

One of the big challenges in 2022 and onward is the area of raising the necessary resources needed to fully support the development and growth of CAL education and training programs in Honduras and Sub Saharan Africa. There are increasing needs and opportunities that could be addressed with sufficient financial support. Our programs are developing their own approaches to become additionally self-supporting. But we can do more. This is why CPI has embarked upon a plan to increase CPI's visibility and reach.

We know that our members and donors are doing their part and we want to thank each and every one for your support that you provide in so many ways. Without you, CPI would not be able to undertake this work. We want to recognize, with much gratitude, the incredible work that our volunteer Board members and staff continue to do.

With thanksgiving

Rick Bérubé, Board Chair

Ron Dyck, Executive Director

## OUR LEADERSHIP TEAM

### Board Chair

Rick Bérubé

### Board of Directors

Phil Gaudet

Gordon Baergen

Wally Friesen

Pierre Amyotte

Wendy Baergen

Lindsay Heckman

Michelle Lacoursier

Olga Ochoa

Dorothea Schlichting

Harold Warkentin

Zaher Zhra

### Executive Director

Ron Dyck

### Director, Honduras

Suzanne Gross

### Director, Africa

Dave Hubert



## **VISION:**

All individuals in communities disadvantaged by poverty have a future where they can live in dignity, security and well-being.

## **MISSION**

Grounded in peace-building, CPI works with individuals and local communities experiencing poverty in Honduras and Sub-Saharan Africa to foster personal leadership, housing and food security, economic opportunity, and self-sufficiency through education and vocational training.



## 2022 Highlights



Learning Tour Group, March 2023



CAL education at work in the Congo

### CAL Education:

<i>Students</i>	<i>Honduras</i>	<i>Africa</i>	
		<i>Congo.</i>	<i>Kenya</i>
<i>Schools</i>	24 <sup>1</sup> (In 7 different departments)	2	1
<i>Students</i>	751 <sup>2</sup>	63	42 <sup>3</sup>
<i>Vocational</i>	14	15	25 <sup>4</sup>



A mother who only has grade 1 wants her daughter, who just finished grade 6, to continue her studies but cannot afford the public-school fees. They are waiting for permission to join the CAL program.



School assembly to prepare for a day of learning.

<sup>1</sup> Three (3) CAL schools closed during the year because of the COVID pandemic.

<sup>2</sup> There was a total of 669 grade 7-9 students completing at least one grade (89% completion rate). Fifty-five percent of the completing students were girls.

<sup>3</sup> Students enrolled in the academic and leadership program.

<sup>4</sup> Students enrolled for the hybrid CAL and Technical and Vocational Education & Training (TVET).

# Highlights from Honduras

## New schools developed:

### Guascotoros

The CAL school in **Guascotoros** is in its first year of operation. Seven students started the program but three have left for various reasons. One boy who did not have a mother in his life had to drop out because he was needed to help on the farm.

The four girls shown in the photo are 14 and 15 years of age. The mother of one of the girls talked about the importance of her daughter getting an education. The mother can read a bit but she cannot write at all. Typical of so many women whose husbands have left to earn money for the family in the US, but in the end have not returned, she has been left almost destitute in raising her four children. She cannot earn enough money in her village to support the family so she needs to travel about five hours to the cities to clean there while her mother looks after her children. In the city she can earn C\$175 - C\$225 per month. She was absolutely passionate about the importance of these girls getting an education so that they would have more opportunity than she has had. Without education, these young girls are much more likely to become mothers long before they should and that sets them on a difficult road for the rest of their lives. It is not uncommon for adults like this mother to be in the same class as their children.



The school is hosted by a church where three treadle sewing machines were being used to teach women to sew. Using these new skills, they are able to earn money for themselves. Pasquala, a person with a huge heart for others, arranged to have four new electric sewing machines for the community in order for the women to learn sewing skills and be able to apply those skills to earn a livelihood for themselves and their families.

### Guajiquiro

High in the mountains lies Guajiquiro in the Department of La Paz, a Lenca indigenous community known as the "Lenca Cradle" has recently welcomed a CAL school. The people have held on to many indigenous ways, including a collective approach to building community. A meeting was held between community members and ACH upon invitation from a trusted community worker. Introducing the CAL school program to those present engendered hope, interest, enthusiasm and determination to have a school in their community to give their children a real opportunity for continued learning. As a result, a school was opened on February 1, 2023 with an enrolment of 6 students.

The Honduran regulators, however, have indicated that CAL schools cannot be located within 3 kms of a public school. At present, the school is located in a church that is located within this limit. As the students and their families cannot afford to attend the public schools and yet want their children to receive an education, they are petitioning the government for a waiver. It is expected that if and when accreditation is received, enrolment numbers will increase significantly.



Students, facilitators and sponsors of the school. This group of students is keen to learn and continue their education in order to improve the lives of their whole community.

### San Antonio del Norte

San Antonio del Norte is a municipality in the department of La Paz. Discussions about having a school in this community began in 2022 and culminated in opening the school in 2023 with 32 students in the program, more than had been expected. The school is located in the local church with both the pastor, his wife and their children all attending school together.



Leonila Rodriquez is a teacher and supports the program. When she was 25 years old, she was studying with little children to obtain the necessary qualifications to attend university and obtain her degree.

Of interest is that 5 of the students drive 40 minutes from Aramecina in order to attend school. The pastor of the church in that community has now expressed the need for a school in his area so that students would have easier access.

It is important to recognize the enthusiasm being expressed by community leaders, older and younger students for improving upon their education experience. An older student, working on a farm, indicated that he was not allowed to attend school when he was seven years old.

Fortunately, nine years ago he completed grade 6 and now as a 20-year-old, he will be able to finish grades 7, 8 and 9 and go on to complete high school in order to realize his dream of becoming a veterinarian.



## Vocational Training



CPI has been encouraging and working with ACH to develop vocational training programs that are in alignment with local interests and community opportunities. Such training programs provide students with an opportunity to learn new skills in order that they will be able to gain employment and/or establish their own businesses. In 2022, sewing programs emerged in two communities, Santa Rita and Guascotero. Leeds with Seeds

purchased several sewing machines and a sewing program was started. Similarly, sewing machine donations were received from a donor in the USA in order that women could learn to design and sew items that would not only serve their families but could be sold in the marketplace.

It is anticipated that with the arrival of the seacan and its contents, hopefully in the Summer of 2023, additional opportunities for developing vocational training will be initiated in numerous communities where CAL schools are located.



The girl on the left is hoping to get hired in the garment industry as a result of the sewing skills she is developing in the Santa Rita school.

## Preparing the Shipment of Computers and Other Equipment



CPI has been working for several years to collect computers and other equipment for Honduras. A sea can will be loaded with 500 computers packed in 21 plastic cubes, approximately 75 bicycles, 110 sewing machines and lots of tools and other equipment for shipment in 2023. After it is unloaded in Honduras, the seacan will be converted into a vocational training space on the site of the CAL school in Santa Cruz de Yojoa.



# Highlights from Africa

## CAL Congo Development

**Scholarship Provided.** A scholarship was offered by several donors to Herve Kimbau, the administrator of the CAL program in the Democratic Republic of the Congo. Herve used the scholarship to complete a degree in Information Technology at the University in Kinshasa. Note that Herve is also the administrator of the CAL program in the Congo. Cood Tulengi, the Superintendent of Schools Congolese Mennonite Brethren Church, has made the entire Grade 1 to 12 curriculum available to CALCONGO.



Opening of a school

**Opportunities for Learning.** A 47-year-old woman in a wheelchair with Herve teaching her to operate a computer will learn to read and write and maybe get into some kind of business. The broad smile on her face tells the story of how pleased she is to finally get an education.

**New School in Kikwit.** That education may be possible is reflected in reports of great interest and enormous enthusiasm in planning of a new CAL school in Kikwit to be opened for students in February, 2023. This is the second school in the CAL Congo program.

**Women’s Hygiene Health.** Cal Congo together with the River West Church in Edmonton initiated a women’s hygiene health program. Reusable hygiene/sanitary product kits for girls/women were designed and made in order to assist women to continue attending school during their menstrual cycles. These kits were considered to make a significant difference for low income girls in Kinshasa and Kikwit. In the latest trip to the Congo in March, 2023, 66 hygiene kits were brought and distributed.



Getting together to make the hygiene kits.



The finished product for distribution.

It is anticipated that the CALCongo vocational sewing department will teach girls to sew the hygiene pads and make them accessible to the students and thus lessen the burden.

## CPI-Africa Chapter Development - Kenya

Progress in establishing an integrated program of activity using the CAL modality has been realized in several critical areas. As a new emerging program, it is clear that the foundation is being built upon which the program can be built and grow. Specifically:

**CAL Platform.** The operational foundation (the CAL Platform) upon which the curriculum and other add-ons function efficiently and effectively has now been completed. With continual upgrading, this platform will be used for all English-speaking countries in Sub Saharan Africa.

**Curriculum Credentialing.** Although parts of the curricula are already uploaded and ready for use, the Ministry of Education has not yet given approval for its use in CAL schools. However, students who are currently doing some of their learning via CAL, are able to take exams in nearby schools that are accredited.

Negotiations with the Ministry of Education are on-going and constructive.

**School Development.** A school is being planned for in Ngong, a suburb of Nairobi. In the planning process, community members indicated that the school will provide safety to women from a nearby slum. In addition, women who want to attend school have indicated that they want to bring their young children. However, this will necessitate the development of some type of daycare programming. There are several mosques located nearby. Outreach to the imams is planned in order to encourage and welcome learners from those communities as well.



**Vocational Training.** In Juakali, where the Association for Mechanics and Artisans operate a business incubator, planning to build a classroom is underway. A cooperation agreement has been negotiated that will allow Association trainees to gain access to computer training and CAL students will be able to access trades training. This is seen as a win-win for both.



Peace circle conversations



Community outreach

### Leadership Training.

Leadership and administration training have been developed by APMI. The curriculum and materials have now been digitized for implementation.

# Highlights from CPI Canada



25<sup>th</sup> Anniversary celebration of CPI with former Board members and learning tour participants.

**CPI: 25-Years of Service.** It was on February 14, 1997 that a small group met at the home of Hans and Frieda Claassen to respond to the question, “Should we do something to further the peace and justice agenda in Central America?” That small group said “Yes, we should” and CPI was born. On July 15 we received our registration as a non-governmental organization and in 1999 our first learning/service tour went to Honduras. In 2002 we organized our first three-year CIDA funded program under the auspices

of Sombrilla Refugee Support Society. On June 9, 2005 we were granted charitable status by Revenue Canada and on December 7, 2009 we registered the first 19 CAL students in Honduras.

### Learning Tour.

Four CPI Board members participated in a working trip to Honduras in order to:

1. Review and assess staffing requirements.
2. Assess the readiness for the delivery and placement of the seacan.
3. Explore and/or obtain information about ACH ideas regarding possible entrepreneurial activities.
4. Clarify the status of Plan Grande.
5. Discuss the ACH Operational Plan with the ACH Board and staff to determine progress and to explore whether some of what was planned still make sense in this post-covid period.

While much can be said about the outcomes of the working trip in Honduras, it was clear to the participants that there is significant enthusiasm for developing CAL schools in many additional communities. Parents and community leaders want to provide more children and youth a real chance at an education and they see the CAL approach as the key

## CHALLENGES IN MOVING FORWARD

**Currency fluctuations and rising inflation.** Inflation is having an impact on families and communities everywhere. It tends to increase inequality and poverty making it more difficult for children to attend school as their families require them to stay at home and work in order to contribute to their survival.

**Vocational training.** As CPI and its partner organizations are moving towards introducing vocational training and as CPI is sending and/or supporting the purchase of equipment and other materials to support such training, the challenge for the partners is to ensure that:

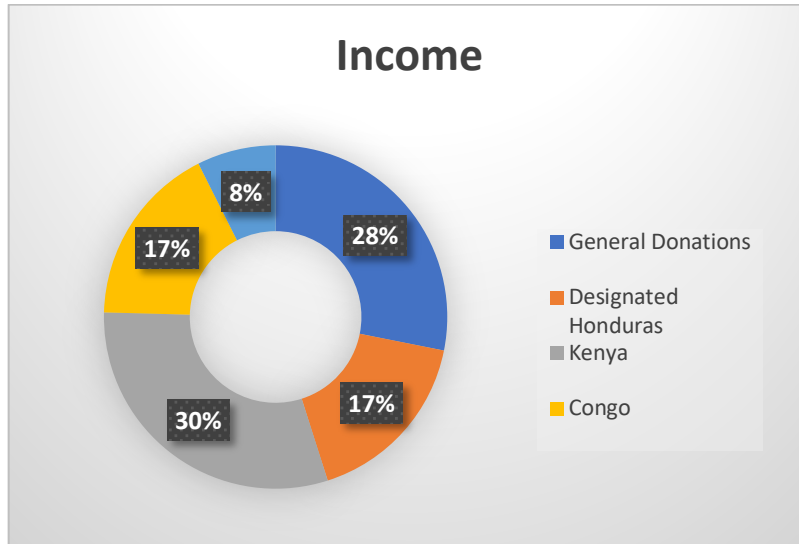
- Vocational training supports the skills needed to enhance the economic development and the employment needs of the local community.
- Equipment and materials for training purposes are not left idle but are utilized fully and repaired as needed.
- Sufficient numbers of trained facilitators and mentors in the specific vocational areas are available to assist students to gain the necessary skills to the level required for employment.
- Supports are available for graduates to obtain employment and/or to start their own business.

**Resource development.** Ongoing resources are necessary to not only continue delivering the education services using the CAL modality but also for supporting the growing programs in Honduras and Africa. This will require the CPI Board to plan strategically in order to be able to expand the donor base and to be successful at attracting support from funding organizations such as all levels of government and foundations. As well, discussions on approaches to self-sustainability with the programs are ongoing.

**Management of two large CAL programs.** CPI has two growing programs at different paces of development, different visions for program implementation, and different cultures. Consequently, careful and sensitive management and, at the same time, clarity in common expectations and delivery of programs are essential. The challenge is to put in place appropriate management structures that will support the flexibility that the developing programs need in order to develop within their context and, at the same time, ensure that consistent requirements are applied that meet the organization's obligations.

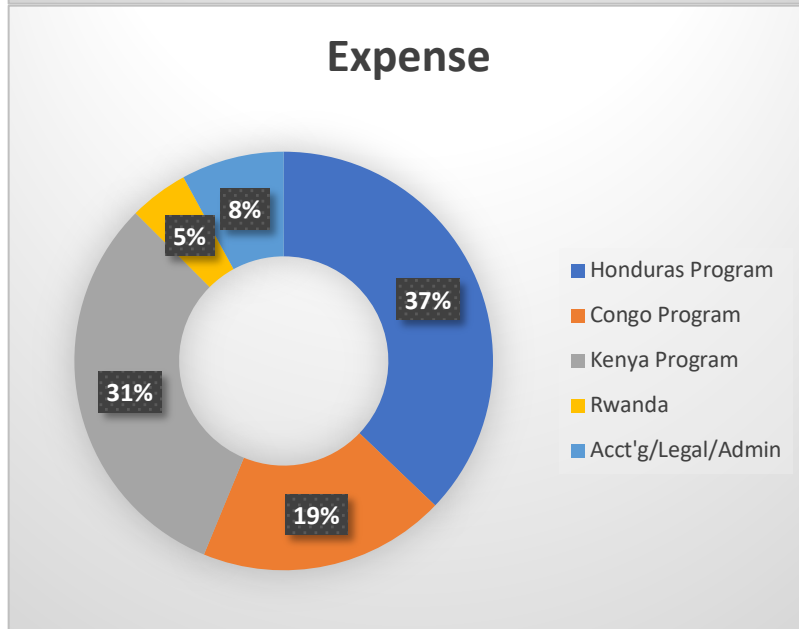


## HOW DONATIONS REACH OUR PROGRAMS



### INCOME

General Donations	\$ 93,042
Designated:	
Honduras	\$ 60,140
Kenya	\$ 107,616
Congo	\$ 60,860
Rwanda	\$ 26,308
Interest	\$ 1,345
Grants	\$ 5,410
<b>Total</b>	<b>\$ 354,721</b>



### Expense

Honduras Program	\$ 96,708
TStar School	\$ 1,226
Honduras Container	\$ 4,066
Kenya Program	\$ 85,897
Congo Program	\$ 52,490
Rwanda Program	\$ 12,542
Accounting and Legal	\$ 14,079
Advertising	\$ 499
Bank Charges	\$ 3,252
Administrative General	\$ 4,020
<b>Total</b>	<b>\$274,771</b>

### FISCAL 2022 CLOSING POSITION

Designated Funds		
- Honduras	\$	0%
- Honduras Container	\$ 10,205	3%
- Honduras TStar School	\$ 10,189	3%
- Rwanda	\$ 13,766	4%
- Congo	\$ 90,911	27%
- Kenya	\$ 69,214	21%
CPI General	\$ 137,347	41%
<b>Total</b>	<b>\$ 331,632 (unaudited)</b>	

## SUPPORTING CANADIAN PEACEMAKERS INTERNATIONAL

We are very appreciative of our supporters and partners who work with us to provide opportunities for others to lift themselves out of poverty and violence through education and vocational training. It is through the generosity of all you that this work can continue and grow. As Denzel Washington shared in a story:

***We all have different gifts: some money; some love, some patience; some the ability to touch people. Understand that gift, protect it, appreciate it. Don't abuse your gift but treasure it, use it, share it. That's what counts.***



**DONATE.** Your monetary gift helps lay the foundation for children to achieve their education and marginalized families to succeed. Material gifts such as computers are critical for the learning program and providing additional computers mean more students can participate in education. Other material gifts such as tools, sewing machines, bicycles support vocational training.

**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.