

*real*Humanitarian<sup>3</sup>..

**ANNUAL  
REPORT  
2024**







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# LETTER from the DIRECTORS

## FINDING REAL CONNECTION



Co-Executive Director Rachel Austin with students in Ethiopia during the February Expedition

We are fast coming to our first-year anniversary as Co Executive Directors of Real Humanitarian!

We want to acknowledge the great people that work with us, to make Real Humanitarian's efforts make a difference to families around the world. There are so many that provide real dedication, passion, their precious time and go beyond what is expected as they give to children and young people in our programs. A few we want to especially thank:

- Real Humanitarian Board members for the time you give

to ensure the vision, mission, values and service to children and their families remains true to lifting others out of poverty! Each of you bring a valuable offering that keeps Real Humanitarian meeting its goals

- The amazing local teams working in-country make the program come alive. You put all the funding and vision of service into action on the ground, ensuring that the activities, programs, and services reach individuals. Without you, it would not be possible to reach those in need and have real impact.

- Without the association with other global networks and councils, Real Humanitarian would be isolated from other global civil society helpers. Being able to share experiences with other charitable organizations in the field, associate with local embassy peers, receive training, needs updates, and funding opportunities allows us to be part of a larger service movement in each area we work. Provincial Councils, local embassies and

NGO associations such as Alberta's Global Council, (ACGC) Manitoba's International Council (MCIC) and CANGO in Addis Ababa are essential networks as we work here and abroad.

- Our Head Office Staff in North America each provide vital contributions to keeping our efforts organized, timely, and ensuring that we can fully support our foreign team members in their work
- Grantors, all our donors, and event planning committee members are the real life behind funding everything that happens at Real Humanitarian.

To all of you, thank you for your role in giving children hope for a bright future. Together, we are achieving daily success, relieving the burden of poverty, and changing lives.

Deborah Northcott  
Rachel Austin  
Co-Executive Directors

*real*Humanitarian:   
*real results.*

# NEWS FROM the field



Are you signed up for our monthly e-newsletter? Visit our website to subscribe.



## ETHIOPIA

We support students with CCN Education Support Centers, help guardians with Self Reliance, and run a Vocational Training School.

Global issues do have ripple effects to our African peers.

For instance, in Ethiopia inflation continues to impact prices of food, hygiene items, clothes, and housing rents. Our families are affected with these changes. In the city of Addis Ababa, local commercial needs have resulted in the rapid redevelopment of regions of the city to make way for high rise buildings, condo complexes, and commercial ventures.

Centrally, the country is calm. Addis Ababa continues to be open to visitors, volunteers, and travel to surrounding areas has returned to almost normal use. Further afield in the northern, and southern regions, some unrest continues making travel there for foreigners a higher risk. Rotating power outages are less often, meaning WIFI services and communications are easing to normal.

The commercial growth means that trades, skilled labor, and management needs are high.

Education in these areas for our students means they can secure employment and earn enough to thrive.



## GHANA

Real Humanitarian's partnerships in Ghana continue to bring hope to communities and families.

Ghana's recovery from the economic downturn of 2022 is ongoing. Improvement is incrementally improving. Young Adults without higher education are finding it a challenge to secure employment. Unemployment issues and high interest rates impact both family income, and small business efforts to grow.

Economic recovery has seen an increased need for trades, tourism, skilled labor, and management skills. Education in these areas can secure employment and earn enough to thrive. Education access for young children and teens remains a high need, which needs support.

Currently Ghana is politically calm. It continues to welcome visitors and volunteers to take part in offering needed services or contribute to economic growth. Travel to various regions of the

country are open, with the usual cautions for personal safety.



## GUATEMALA

Long time partner SERnina runs youth leadership, empowerment, gender equity, violence prevention, and family counseling in urban and rural areas

Guatemala continues to be stable. 2023's election process was calm. Economic growth, particularly in rural communities is slow to improve. Cultural attitudes regarding gender roles, and gender-based violence are problems being addressed nationwide.

Our partner SERniña runs youth leadership, empowerment, gender equity, violence prevention, and family counseling in urban and rural areas School based workshops about gender equity, personal worth, and leadership encourage personal new attitudes regarding the worth of boys and girls, and their contributions to the community. Healing approaches to family counseling sessions for those affected by violence is helping to positively change lives and communities.

EDUCATE

ENRICH

EMPOWER



# Real Results Mekdes & Henok

## PAYING IT FORWARD TO THE NEXT GENERATION

One of the highlights for Real Humanitarian is having the opportunity to work together with our alumni students from time to time. Many have helped us with short term contract work for specific projects with their professional skills, or knowledge base, during special projects.

Recently two of our Alumni have joined our Ethiopia office staff to help with more in-depth projects, with the unique life experience of having lived the program, and understanding the needs of our current participants.

Mekdes is currently assisting the Addis office with grant reporting: gathering narrative, statistics, and individual student interview information that we need as we report back to those who have generously contributed to our ongoing programs. Mekdes graduated from the Debre Tabor University of Science-

Electrical and Computer Engineering 2022.

Henok has been assisting our head office in a number of roles that have included a 6-month Emergency Food Distribution to Bole 05 region of Addis Ababa and with the extensive renovation of the Trade School Campus so that more students could enroll and graduate each year.

Henok continues to help us with our Self Reliance programs, visiting guardians operating small businesses on the street, mentorship and organizing training for adults receiving business and financial literacy training from our partner Women In Self Employment, and trade school trainees. Henok's education was interrupted twice during the Civil War in Tigray. His perseverance helped him achieve a Degree in Science – Construction Management Technology.

# CCN Centers Update

**EDUCATION SUPPORT IS THE CORE OF OUR PROGRAM**

**THE CCN MODEL ENSURES EACH STUDENT HAS EVERYTHING THEY NEED TO SUCCEED IN SCHOOL**

One of the attractive features of the child centered network, is that it can be modified at each location to suit the specific needs of those attending. We are pleased to share with you some of the program features that our centers have taken on this year, to meet their unique needs. We appreciate the thought, planning, and preparations that go into these creative solutions implemented by the team at each center.

## **RURAL**

The Kersa, Turge and Gindo Center communities are in strongly rural, agricultural environments. Since the students will likely stay within these communities as they graduate and take on careers, having the opportunity to teach valuable life skills while they are studying is a high priority.

This past year at the twin centers of Kersa and Turge (the villages are only a few miles apart), a learning-teaching opportunity tied to the daily hot meals program was added. Every week, staff and assigned students go to the local market to purchase a goat for future consumption. This gives a student experience in

knowing what animal to choose and negotiating prices. While the animal is in their care, they learn animal husbandry practices while caring for and feeding the goats, before one becomes a meal. A small goat herd is maintained so that each week, one mature goat may be butchered, providing protein for several of the weekly meals. Most student families can only eat protein or meat once or twice a year, so having meat several times a week in the hot meal program is very important to student health.

Kersa's Center is part of a hectare of land, lending itself well not only to the small goat herd, but also to an extensive Garden Club. The garden club actively produces two annual harvests during the January to June season. As vegetables and grain reach maturity, they are used for the students' daily meals at Kersa and Turge.

Gardens often produce enough to share excess with student families. Additional produce may be sold in the local market. Being involved in the garden club provides a "full circle" learning experience in agriculture practice and business management. With the selling of excess produce to the local

market, each student is able to open a savings account, and share the proceeds equally.

At Gindo, the building and compound received a new surrounding wall, offering more protection and privacy to the students and program activities.

Our students in the village of Halecu live a rural, agriculturally based life as well. Families are predominantly subsistence farmers. They are reliant on rain and good weather to ensure they have enough to meet their family needs each year, and protein in their diet is rare. Priority for bringing protein into the hot meal program was the goal for adding to this center's activities.

Space is not plentiful at the center, so the students focused their efforts on building an on-site chicken coop. Chickens and their eggs provide protein to their daily hot meal menu. The staff here took the opportunity to provide training on healthier food safety practices to the whole family. Guardians came and donated their time to assist with the coop build, Students and their family received training on good practices for best results in raising chickens and egg production.





# Repairs & Additions

PAINTING OF CENTERS, AND BUILDING OF OUTDOOR SHELTER DONE BY FEBRUARY EXPEDITION



**KALITY CENTER**  
Painting & Plaster Repairs



**KALITY CENTER**  
Painting the tutorial room



**KALITY CENTER**  
Little Helpers!



**KALITY CENTER**  
Remember to always have fun!



**GULELE CENTER**  
Outdoor shelter construction



**GULELE CENTER**  
Building the frame!



**GULELE CENTER**  
Plastic Roof Covering



**GULELE CENTER**  
Working together



**GULELE CENTER**  
Ready to go! Thank you Team!



# CCN Centers continued

## SEMI-URBAN

Kality is in an outlying community just outside Addis Ababa. Here, the student population started as predominantly kindergarten to grade 2 students. It originally was agriculturally based, but in the past 5 years is fast becoming urbanized as the growth from Addis Ababa reaches their location.

The focus on strong after school club activities, and academic tutoring continues to benefit the children.

Within the past six months, seven students, five young ladies and two young men, graduated high school and began pursuing their post secondary dreams

Changes in exam administering policies, and the national numbers of students having to write the exam, delayed notification of their acceptance to university. This delay affected our students, who didn't receive their exam results until January 2024. During that time, all seven graduating students were actively involved as volunteers with the center.

The whole student body wanted to celebrate their success, and before they

departed for their respective university campuses, held a party at the center. It was a time for sharing memories, celebrating triumphs, and being an inspiration to the current students.

This group's graduation is the first of that original group of young students from this center's origins.

Alemgena area is also just beyond the city limits, and feeling the growth of the urban center.

## URBAN

Gulele and Kikros centers are in inner-city slum areas of Addis Ababa. Students here live in high-density housing, using shared latrines, water sources, and communal compounds. In Kikros, the area is rapidly being redeveloped into high-rise commercial buildings and residential condos.

During a school break period, several students from Gulele were offered the opportunity to spend 5 days at Real Humanitarian's partner SSCM Trade School Campus to take an Introductory Woodwork Course. Two girls and two boys took part,

finishing their week with a desire to learn more.

Students and staff have worked hard to clean up and organize the compound of the Gulele center. They have created garden beds all around the compound, and have added additional grow bags, or "container" gardens along the compound walls where possible. It has beautified the compound substantially. For city living, this experience is valuable to students so they can learn urban gardening. The results of their efforts become supplementary to their diet in the hot meal program. They have successfully grown cabbage, Swiss chard, lettuce, pepper and beet root.

Gulele and Alemgena held a joint special award ceremony was held for children who scored good marks on their exams. Attending this presentation were the awarded students, their guardians, and representatives from Gulele Sub City Woreda 04, Sheger City Administration - Gelan Guda Sub City Women & Children Affairs Offices, RH country office, as well as a board member.



# Real Motivation Frehiwot

Frehiwot joined the urban Gulele Center at the age of 12. She was in Grade 7 at the time. Frehiwot's father had passed away from AIDS before she joined the program, and her mother had very poor health. Frehiwot lived with her mother and sisters throughout her education journey with Real Humanitarian.

Frehiwot was motivated to become a nurse because of the personal experiences she had from dealing with her parents' health problems. She graduated with her nursing degree when she was 21 years old.

"I cannot properly express my thanks to Real Humanitarian and my sponsor family. Without your support, I cannot do this. You are most important in my life. Thank you very much for everything."



-Frehiwot

# STUDENT PROGRESS & SUCCESS

## TAMRAT

Joined a CCN Center in 2018

Tamrat is a bright boy who loves going to school. He is in the top three of his Grade 5 class. When he joined the program his family were living in a roadside tent. Within this past year, the local government administration and the center moved this family of five into a better home. He says the center is helping him to visualize a better future. He is an enthusiastic twelve-year-old boy who loves making friends and using the computer at the center.



## DERETU

Joined a CCN Center in 2023

Deretu is seven years old and in Grade One. She began at the Turge Center in 2023. She loves reading and the sports club. She enjoys helping to look after the goats and sheep at home.



## MIHERET

Joined a CCN Center in 2017

Miheret is seventeen and in Grade 11. She never misses a day at the Kirkos Center. She has developed great friendships and loves participating in all the clubs – especially the dance club. Mirheret helps her mother and aunt with the household income by selling various items on the roadside every day after attending the center and then works at a restaurant on the weekends. Mirheret Girma is a smart and hardworking young lady. She is described as “the best student from the center.”



## BRUIK

Joined a CCN Center in 2023

Bruik is fourteen, and comes from a household of 10 people. He explains, “My mother does not have enough money to fulfill my basic needs and send me to school. Before joining the program, I was feeling desperate. I am in good standing and on the right track, thanks to the program, this has helped me to believe in myself.” He is in Grade 7 and loves playing football (soccer).



# MOHAMMED A.

written and submitted by himself  
a lifelong medical problem with his legs requires crutches to walk

I was born in June 1992 in a small town called Kuyera. I struggled during primary and secondary (high) school economically to support my education. Somehow, I was accepted as a beneficiary in the program in nearby Kersa. After they started providing me with materials for my school, including uniforms and a monthly stipend for school expenses, I was able to focus on my education.

I joined Addis Ababa University in September 2011, civil engineering department. Because of many challenges related to my physical disability, I was forced to quit my education in this department. But the next year, I was transferred to school of social work Addis Ababa University to continue my education.

Around this time, I heard that Canadian Humanitarian (Real Humanitarian) was working together with the program in Kersa, and I am now part of Real Humanitarian. The organization provided me with monthly pocket money for years until I graduated in July 2016 with Bachelor Degree in Social Work. Besides the stipend I used to get, RH had been supporting me to widen my social network by organizing a fantastic get together with other beneficiaries like me and other people in the fence of the organization. They even gave me an opportunity to participate in a special Scholarship - the Manji-Burghardt Award - and I was chosen to receive a Lap Top in October 2016.

After my graduation, I spent a whole year looking for a job; but I could not get any. Then I got the opportunity of competing for a scholarship at Addis Ababa University for my Masters degree; I won the scholarship and joined Addis Ababa University School of social work in Community and social development concentration. After two years of study, in July 2019, I successfully graduated with Master of social work (MSW) and got hired at Jimma University as a lecturer in school of social work. Being a lecturer was a dream job for me when I was a student; Alhamdulillah, I am now! After I secured my job, I got married to a beautiful woman and now we have become parents of two daughters.

In conclusion, after all these ups and downs of life, had it not been for the help I received, I could have not made it to become who I am today! I am so thankful for what they did for me when I was in need! THANK YOU SO MUCH!!



**MOHAMMED AT A SCHOLARSHIP DINNER, AND A CURRENT PHOTO (INSET)**

# STUDENT CLUBS BEYOND ACADEMICS

Real Humanitarian has been offering special interest clubs at our child centers for over two decades.

Based on our experience, and supported by 3rd party field research, there is a correlation between participation in extracurricular activities and academic performance. Our student's involvement in clubs show improved grades, higher educational aspirations, increased post secondary education enrollment, and reduced absenteeism.

**Improved Grades:** Participating in extracurricular activities offers students' practical skills such as time management, problem-solving, and critical thinking, which are transferable to their academic work.

**Higher Educational Aspirations:** Students show greater educational aspiration because they have been exposed to new interests and find inspiration to aim higher in their academic pursuits.

**Increased College Enrollment:** The skills, experiences, and relationships gained through club activities add to students' experience which becomes part of their post secondary or employment applications and increase their chances of securing higher education admission, or employment

**Reduced Absenteeism:** Club attendance increased the motivation to attend school regularly.

**Life Skills:** Skills such as leadership, teamwork, time management, problem-solving, and resil-



STUDENTS SHARING THEIR CLUB ACTIVITIES AND SKILLS WITH THE FEBRUARY EXPEDITION TEAM  
(TUTORIAL, GYMNASTICS, DRAMA, PIANO/MUSIC, POETRY/SPEECH, DANCE, SERVICE, GARDENING, AND SOCCER)

lience are part of working together in groups, and striving to learn new skills. Student clubs give firsthand experience in learning how to navigate complex group dynamics, coordinate tasks, and balance different commitments, which are essential transferable life skills.

**Social and Emotional Development:** Clubs provide the opportunity for interaction and collaboration, contributing to social and emotional development. Forming new relationships, learning to express themselves, handle different perspectives, and manage conflicts are common annual interview stories shared by our students.

**Well-being and Mental Health:** Students' mental health and overall well-being are promoted through activities that offer a healthy outlet for stress, while providing a sense of belonging.

Clubs are an integral part of the Child Centered Network model. Combined with the academic learning process, students have the

best chance to discover their talents and to reach their full potential.

Each Center has their own schedule of clubs, based on student expressed interest and choice.

Clubs include practical skills like gardening, personal expression through music, drama, art, poetry, or confidence building from exploration of ideas in martial arts, gymnastics, sports, reading, science, technology clubs.

When given the opportunity, students are able to share what they learn with their peers, guests of the center, and on special holidays with their community.

In the past months, student clubs have done the following special activities: Circus act, African dance, poetry reading, arts and crafts display, performance to expedition volunteers and guests from government or community members.



# ADULT SELF RELIANCE

## SSCM VOCATIONAL TRAINING CENTER UPDATE

We began working with the SSCM Vocational Training Center 17 years ago. Providing a trade certification program is a useful and effective option for those young adults who aren't able to complete high school and go on to college or university,

The students at the SSCM Center come from all areas of the city of Addis Ababa, and a few of our CCN Center students have enrolled there over the years.

At the heart of this center are the founders Bekele and Demisse. They have been dedicated to the success of the SSCM graduates for over 20 years. This year, they are passing the baton to the next generation as both Bekele and Demisse are retiring, and a new Executive Director has been hired to take the reigns.

The redesigned center fosters a stronger sense of community among the students, creating a welcoming and inclusive environ-

ment to easily connect and support each other. It has made a noticeable positive impact on their academic performance and their mental well-being. The modernization and expansion of the classrooms, counseling spaces and common areas increased and improved the overall functionality of the center, thus making higher enrollments possible and increasing the number of trade graduates. We have been able to double the number of women from previous years enrolled, graduating, receiving nationally recognized certificates, and gaining employment within 6 months of graduation from the vocational trade school which offers hairdressing, barbering and garment-making. By increasing the number of sewing machines available for student use we have expanded the capacity of the garment-making program.

This program brings hope and opportunity for employment to men and women living in poverty, thus giving their families a way to break the cycle of poverty.



A commemorative reception was held to announce and celebrate the retirement of Bekele and Demisse at the SSCM Campus in Addis.





Tigst has a Grade 8 education. She points out, “I lived alone, so I stopped because I wanted to work.” Now, at the age of 30, she enrolled in the hairdressing program. Tigst states the program has helped her in many ways: getting out of the house, having friends, hanging out with other people. “It has given me experience, it has given me the confidence to be able to work on my own in the place where I am employed, it has made me very strong. It has helped me to support my family economically through the profession it has given me.”

Tigst lives with her husband, her daughter, and her sister. She articulates her fears, “My husband is sick (HIV+), if he dies tomorrow, I would like to live for my daughter, and this helps me to work independently so that I can give her a good life.”





# ADULT SELF RELIANCE continued

By increasing their skills and potential income, SSCM graduates can effectively bring transformative change in their own life, and the life of their family, when they can:

- afford more and healthier food and adequate medical care, therefore improving their own and their family's physical health,
- improve their living conditions, including access to potable water and WASH services, enhancing their and their family's well-being and overall health,
- be able to invest more in their children's education (or future children), meaning their children can achieve academic and professional success, therefore breaking the cycle of generational poverty for her family.

One female student stated, "This is a big chance for me. It creates a job for me so I can afford an education for my daughter." Such a simple and true statement about the transformational change that can occur. A mother can find gainful employment and raise her family's standard of living. Education for her daughter becomes affordable, and her daughter can achieve a career path that her mother could not, giving the next generation more economic stability and opportunity to succeed.

SSCM vocational training continues after project implementation. This year's graduates encourage others to enroll and speak of the life changing impact they have experienced.

## EDEN PROGRAM UPDATE BUSINESS LITERACY PARTICIPANTS

In both Ethiopia and Ghana, this program gives a path to better work, and skills to manage both business and personal finances.

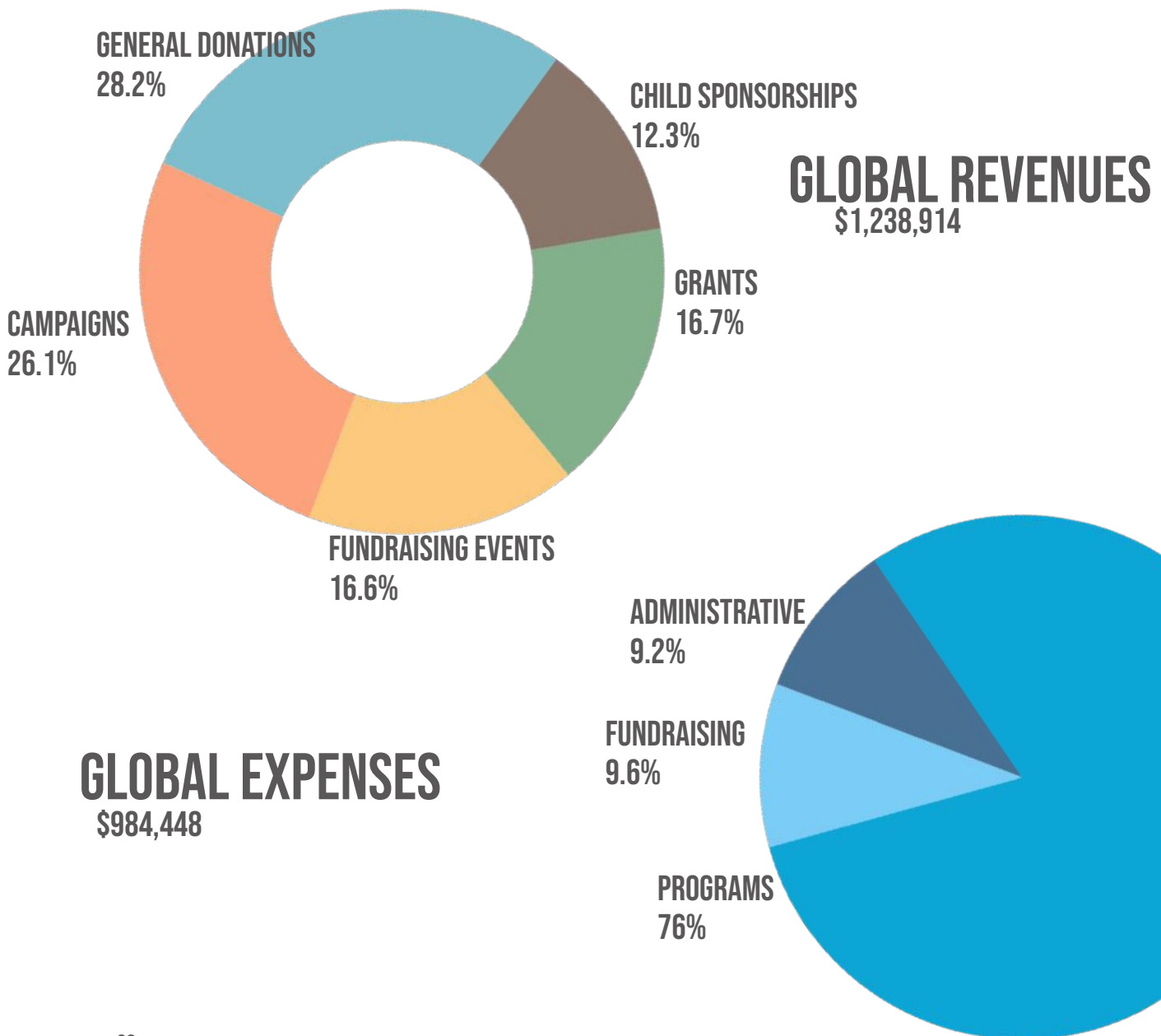
Another 3 groups have graduated in the past 6 months by finishing the three steps



of the program: learning skills and financial principles during training workshops; being mentored through the program for 6-12 months, and achieving an increase in their business success.

# GLOBAL FISCAL REPORT 2023-24

We are an international organization. To reflect the true scope of our programs, we present our global financial summary - capturing all funding and expenses associated with our work. Figures are presented in Canadian Dollars.



# STUDENT SUPPORT



## GOING THE EXTRA MILE FOR A HOUSEHOLD OF SISTERS

Real Humanitarian often receives referrals for child headed households to our after-school programs.

Depending on the age of the eldest child, customized additional supports may be needed for these families to help keep children in the classroom, and improve the family situation.

During a recent home visit, one of our child-headed households was found to be needing assistance to provide income, as well as nutrition to their diet.

RH received special sponsor funding to help build a shelter at the back of their home

for keeping a small group of 20 chickens.

This is manageable for the girls, and their brother. They are being helped by a local alumna from this center, Henok.

He has helped oversee the shelter build, which required a footing to frame out the space behind their home

The girls have received help to have a small garden for vegetables planted some-time after examinations.

All 3 youth have been taught to care for the chickens, and small business concepts to help them sell extra eggs for some income.

The assistance has helped the girls to remain in school, and added support as they prepare for year end exams. They recognize the program as their lifeline and getting as much education as they can to change their future.

RH is encouraged to see how many adults are interacting with the family to try and make a difference for this young family, both from the after-school center and head office staff.

We remain in awe at how deeply the people in these programs care for and help one another.

# A DECADE of color

**WE HELD OUR FIRST HUES FOR HUMANITY COLOR RUN 11  
YEARS AGO IN MEDICINE HAT!**



**1**

## **MEDICINE HAT**

This year we joined the Rise Up Festival - an annual festival in Medicine Hat featuring hot air balloon flights, and other events around town! We were excited to be part of a larger community celebration of bringing hope to others. We had 240 participants, a 360 photo booth, and a special colour run themed menu from Millie's Soda's and Treats - who gave a free drink and treat to every runner as they crossed the finish line. It was a great day!

**2**

## **FORT MCMURRAY**

This year we celebrated a whole decade of colour runs in Fort McMurray! We had an enthusiastic crowd despite the rainy weather, and despite part of the city having been evacuated for a few days 2 weeks before the event due to proximity of forest fires in the area. Fort McMurray folks are resilient!

**3**

## **CALGARY (HARMONY)**

There was beautiful weather this Father's Day weekend for our colour run, and we had a lot of fun with a live DJ, a dance party on the grass after the run, freezies for all, and a winning team costume "Milk & Cookies!"

A photograph of two young women smiling broadly. They have bright orange body paint on their faces and are wearing leis made of pink and orange flowers. The background is a green field.

**EVERY RUN STARTS &  
ENDS WITH COLOUR!**



**\$104,000**

raised in sponsorships  
and registrations!

**FORT MCMURRAY**



**A COLOUR FILLED DAY OF FUN!**



**MEDICINE HAT**



**FUN FOR THE WHOLE FAMILY!**



**CALGARY (HARMONY)**





# EXPEDITION Report

**WE TRAVELED WITH A WONDERFUL GROUP AT THE END OF FEBRUARY THIS YEAR**

The team was able to visit 24 different student's homes in total. Home visits were made during sessions at the Kality, Kirkos, Gulele, and Alemgena Centers.

## **Total Service Hours for this Group: 522**

### Seniors Luncheon

Ahead of the team's arrival, local government was asked to share names of vulnerable seniors from the Gulele inner city neighborhood. Youth from Gulele's center and Canada prepared the compound for the a special luncheon to honor them for the service given to their families and community.

Each senior was greeted at the door and escorted to their seat by one of the youth, served a lunch of injera, Shiro, potatoes, carrots and cabbage. One of the youth played a song for entertainment. Each family was given oranges, eggs and a blanket to take home. Many took home some of their lunch for those who were at home as well.

When the program was completed, several of the

senior guests wanted to express their thanks. One man stated it was the first time in his life he had ever been served.

Afterwards the group shared how it felt to be involved, and the good feeling it brought to be part of this special day. it will be remembered as one of the highlights of the expedition!



The group also visited the Canadian Ambassador, played games with students, and did repairs on the Kality Center.

Read more about the expedition here:  
<https://realhumanitarian.aflip.in/2024FebruaryExpedition>



### **STUDENT ART PROJECT**

Young volunteers came up with a fun art project to share with the students!

They put together a special art project for students to create on pencil cases, hand bags, or baseball caps. The students loved it- and that they were able to keep the art supplies for future projects!



### **GRIEF SUPPORT GROUP TRAINING SESSION**

An expedition volunteer shared her professional knowledge on learning how to deal with grief. .

Social workers from each center attended a special training to help form grief support groups for students and their family members. Groups create a safe place to remember important people who are no longer in our lives, or other ways losses are experienced. One staff attendee said participating in the session changed his life.



### **ALUMNI CAREER VISIT**

We were able to visit a kindergarten school where one of our alumni - Bizayehu - is the principal.

We visited some of the 300 students at their temporary campus and saw their classrooms and lunch kitchen, where they shared fresh bread with us. We also were invited to visit the new campus site, which opened 2 months later in May, and is a wonderful new space for these special little people.

# MEET OUR STAFF

North American Head Office



Deborah Northcott  
Co-Executive Director



Rachel Austin  
Co-Executive Director



Jessica Lavigne  
Financial Officer



Charity Ehnisz  
Grant Reporting Coordinator



Daniel Da Cunha  
Grant Writing



Maria Lang  
Donor Communications



Jerry Cao  
Fundraising Coordinator



Allan Agustin  
Social Media & Newsletter

## Board of Directors

Dr. Richard Northcott,  
Chairman

Dr. Justin Steed

Paul Morrell

Dr. Matthew Gibb

Jonathan Tieman

W. Ian Watson

Jordan Johnson

Wallace Odd

Cherish Newman

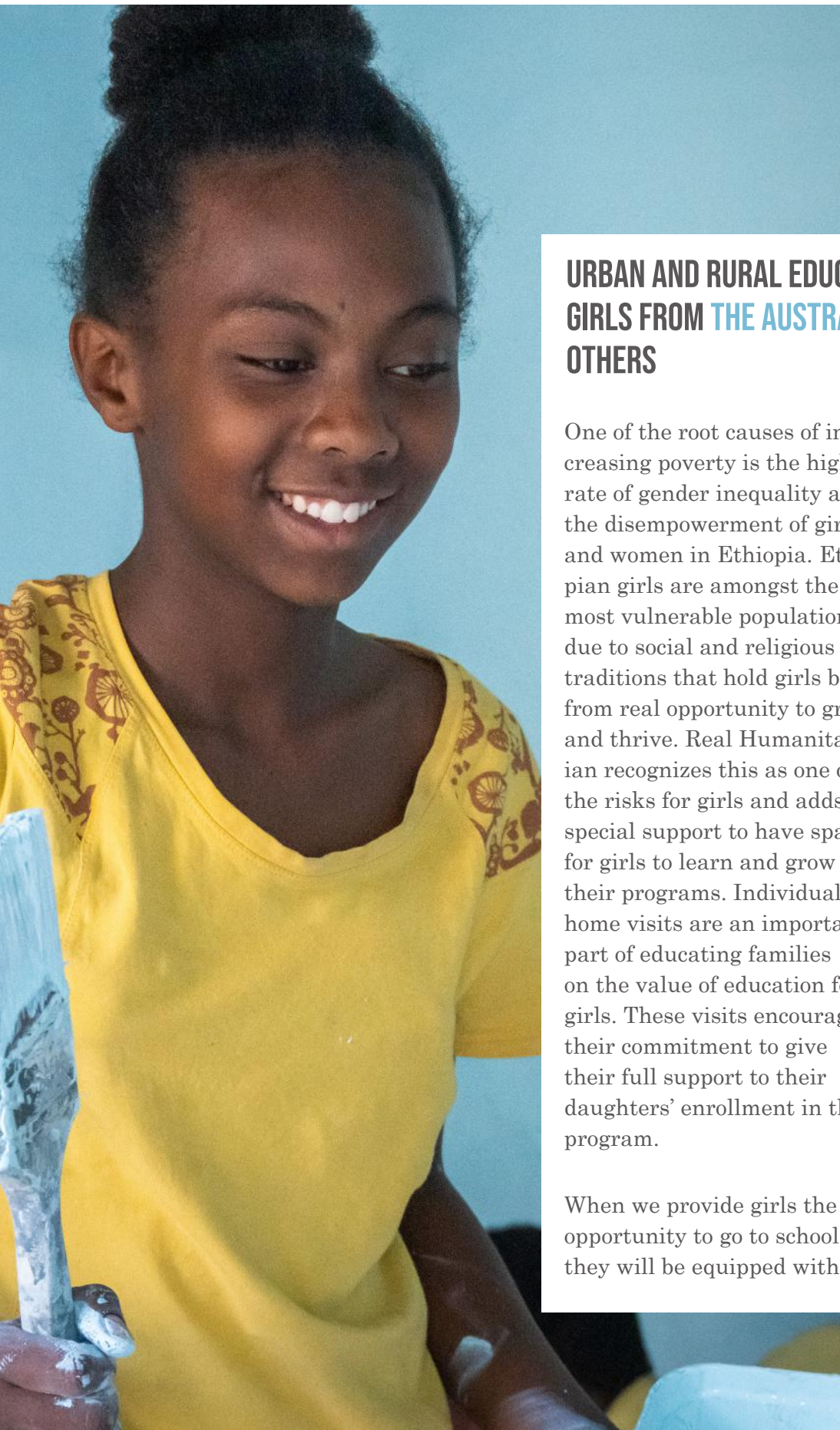
Anea Bogue



Our trip in December 2023 was my third. The all around impact was incredible. We all agreed these amazing youth impacted our lives in ways we didn't expect. Real Humanitarian is such a genuine, impactful, and well run organization, we will find any way we can to support their work.



- Lisa Scott, expedition volunteer



## URBAN AND RURAL EDUCATION SUPPORT FOR GIRLS FROM **THE AUSTRALIAN EMBASSY AND OTHERS**

One of the root causes of increasing poverty is the high rate of gender inequality and the disempowerment of girls and women in Ethiopia. Ethiopian girls are amongst the most vulnerable populations due to social and religious traditions that hold girls back from real opportunity to grow and thrive. Real Humanitarian recognizes this as one of the risks for girls and adds special support to have space for girls to learn and grow in their programs. Individual home visits are an important part of educating families on the value of education for girls. These visits encourage their commitment to give their full support to their daughters' enrollment in the program.

When we provide girls the opportunity to go to school, they will be equipped with the

knowledge, resources, and opportunities they need to thrive in the workforce of the future. It opens doors to not only find a career, but also so they can step up as leaders of change to help break the cycle of poverty for their families, communities, and country.

Because of this, many of our grants have focused on the opportunities provided to girls through our program, and the equalizing power education has for all people.

A special thank you to the Australian Embassy in Addis Ababa, Unifor, Circle of Sisterhood, RR Smith Memorial Fund, and MCIC for their support to advance gender equality through education for the girls in Real Humanitarian programs.

# Real Support

## FINDING FUNDING SUPPORT

One of our strategic goals is to maintain multiple funding sources to increase our sustainability and stability as an organization.

## THE ROLE OF LOCAL EVENTS

The galas, colour runs, and other local events have multiple purposes: awareness, fundraising, volunteer opportunities, connecting with the community, and having a lot of fun! Our fundraising team is constantly working to improve, expand, and make our events a marvelous success!

## EVERY INDIVIDUAL COUNTS

Many people connect passionately with the work we are doing. They offer support through donations, joining planning committees for events, volunteering on expeditions, and sponsoring students. Whether personally or through their professional organizations, these individuals champion our cause and contribute substantially to our fundraising efforts, making the scope and impact of our programs possible.

One way we engage our donors is through our annual campaigns. We hold both online and direct mail fundraising campaigns every year. You'll hear from us later this fall for Giving Tuesday, and our annual Changing Lives in a Changing World campaign.

## THE IMPACT OF GRANT FUNDING

Finding, applying for, and reporting on grant opportunities is a major activity of the global head office. It improves our programs through funding, and constant opportunities to monitor and evaluate the impact and results of the program itself.

Collecting data and sharing success stories helps us to maintain vibrant, impactful programs. And the funds from the grants helps keep our programs operating.



## CHILD SPONSORSHIP SUPPORT

An important and incredibly loyal part of our support network are the individuals, families, and small businesses that support the programs directly through student sponsorship.

Each sponsor is matched to a student in a program, and receives updates and letters from that student while their donation contributes to running the program for all the enrolled students.

Sponsors are an integral pillar of support for the CCN Education Support Centers.

**SPONSORS HAVE THE OPPORTUNITY TO CREATE A SPECIAL BOND WITH A STUDENT, GIVING ENCOURAGEMENT AND HOPE FROM ACROSS THE GLOBE.**



# Real Dedication

In 2011, Canadian Humanitarian (now Real Humanitarian) could see that with the number of working projects, it would be wise to find a good leader to help oversee them full time.

Bisrat Sime was hired to be the country representative and consolidate management into a head office. Beginning in a small office with space enough for only himself, to now managing a staff of 9 members, and programs with an additional staff of 82 members, Bisrat has dedicated his time, efforts and vision to help those in need.

Bisrat's is an example of real passion and dedication to the ideals that help others become better.

# THANK YOU to our FUNDING PARTNERS

We want to thank those granting organizations, foundations, businesses, and individuals who have offered significant support to our programs during our 2023-2024 fiscal year. A heartfelt thank you also to all our volunteers, student sponsors, and other donors. Your contributions together make a world of difference - and the impact you are having on the lives of others is immeasurable. Thank you!



**Australian Embassy Ethiopia**

- |                              |                           |                             |
|------------------------------|---------------------------|-----------------------------|
| Andrea and Dean Klippenstine | Kitt and Dieter Brand     | Wade Steed                  |
| Arah Maskell                 | Kristen Olafson           | Australian Embassy of Addis |
| Bruce Timm                   | LadCorp Inc               | Circle of Sisterhood        |
| Chris Baba                   | Laura Bancroft            | Children Incorporated       |
| Courtney Brown               | Matt Gibb                 | Fig Tree Foundation         |
| D. Lawrence Penner           | Mortgage Connection Ltd   | LDS Charities               |
| David Penner                 | Richard Bowman            | MCIC                        |
| Deb and Dick Northcott       | Robert Anderson           | Medicine Hat Rotary Club    |
| Donald and Shirley Chomyn    | Ryan and Megan Beattie    | Rotary Club of Canmore      |
| Ellie Siebens                | Samir Manji               | RR Smith Memorial Fund      |
| Jason Cormack                | Samuel and Loreen Bouey   | Sunrise Rotary Club         |
| Justin Steed                 | Stewart Family Foundation | Unifor Social Justice Fund  |
| Jayne Brooks                 | Szocs Family Foundation   | Vulnerable Children Society |
| Katrine and Harry Gray       | Toby Balch and Lisa Scott | we are a members of         |





*real*Humanitarian 

203 - 1741 Dunmore Rd

Medicine Hat, Alberta Canada

Phone: 403.527.2741

Fax: 403.527.0427

E-mail: [office@realhumanitarian.com](mailto:office@realhumanitarian.com)

[WWW.REALHUMANITARIAN.CA](http://WWW.REALHUMANITARIAN.CA)